Lesson 3

Photo courtesy of 2011-2012 Oregon Blue Book; Library of Congress
Day Three: The Road to Equality: Does time = progress?
Author: Vision 2020/Sunny Petit
Unit Title: Women's History
Subject/Grade Level: 6-8, 9-12 History
Lesson Title: The Road to Equality: Does Time = Progress?

Objective: Through role play and a timeline activity, students will discover that progress toward gender equality has not always been continuous.

ODE Curriculum Standards
• Understands and knows how to analyze chronological relationships and patterns
• Understands how democratic values came to be, and how they have been exemplified by people, events, and symbols
• Understands economic, social, and cultural developments in the contemporary United States

Time Needed: 50 minutes
Materials Needed: Road to Equality multimedia presentation, Bio cards, Historical Facts

Teacher Preparation
Set up Presentation on computer or slides on projector and print bio cards for Oregon women (provided here)
* Print Historical Facts (provided here).
* Clear some circulation space along a wall in your classroom (or other long wall). At one end, hang a sign that says EQUAL; at the other end, NOT EQUAL.

Hook to Engage Students (10 minutes):
1. The day before, the teacher chooses 8 students to read the bio cards starting with Abigail Scott Duniway, and finishing with Norma Paulus, and passes the cards out to them.
Note: Project the multi-media slides #2 - #9 as students read the bio cards out loud.

Abigail Scott Duniway comes back to life and reads a paragraph about herself to the class (hand out the bio card to student reading Abigail Scott Duniway’s part and show slide #2: photo of Abigail Scott Duniway):
“I was born in 1834 and raised on a family farm near Groveland, Illinois. My parents, John Tucker Scott and Anne Roelofson, led our family on the Oregon Trail in 1852. Tragically, my mother and youngest brother died along the route. At age 17, I recorded the difficult crossing in my journal.
I taught school in Cincinnati (Eola), Oregon before marrying Benjamin C. Duniway in 1853. My husband’s crippling accident in 1862 required that I provide the sole support for my family, which included several children. I taught school and operated a women’s hat shop in Albany, Oregon for several years. As a married woman owning a business I faced economic and political inequalities I could not change, so I became an activist.
Our family moved to Portland in 1871 after Benjamin accepted a job at the U.S. Customs Service. I began publishing the New Northwest, a weekly newspaper that ran from 1871 to 1887 and demanded equal rights for women. In 1873 I helped found the Oregon State Women Suffrage Association. I lectured regularly around the Pacific Northwest and elsewhere, often being insulted, and having tomatoes and rotten eggs thrown at me by those who opposed voting rights for women. My efforts as leader of the campaign for women’s voting rights in the region helped women get the vote in Idaho in 1896, Washington in 1910, and Oregon in 1912. My brother, Harvey W. Scott, publisher of the Portland Oregonian newspaper, was an outspoken opponent of women’s suffrage. I died in 1915, a year after writing my life story in Path Breaking. I want to know: will we ever have a woman Governor? What has happened to women’s rights since that time?”

Next student reads slide #3 (Marian Towne), then next student reads #4 (Beatrice Morrow Cannady) next student reads #5 (Lola Baldwin), next student reads #6 (Native American Women), #7 (Chinese and Japanese Women), #8 (Kaiser Shipyards).

Return to the student reading Abigail Scott Duniway, who says, “From these statements referencing progress for equality of women in Oregon shows it had its ups and downs. Let’s see what was happening in the rest of the US”.

Procedures:
Divide class into 6 groups (For each “The Setting:”). Tell students that the wall represents the road to gender equality in the U.S.—a sliding scale with one end being men and women 100% equal; the other end 0% equal—and that you are going to read a series of historical facts for each group. After each fact, they should physically position themselves along the wall to indicate, in their mind, where the historical statement falls on the road to equality.

2. Read the first fact aloud, then ask students to position themselves on the road accordingly; and so on for all of the settings you would like to cover. (You can read the dates aloud, or not.) Ask the group after each vignette a question, which gets to the kernel of that vignette (included below) and write it out on a poster board, or on the chalkboard.

3. Closure: Discuss with the class, What surprised you about the order of events (such as the fact that you moved back and forth along the road)?

Adaptations
• Variation: Hang a clothesline to represent the road, and write statements on cards. Distribute cards to students and ask them to hang the statements along the line where they feel they fall, respectively; then review with the class.

Historical Facts:
EQUALITY & CITIZENSHIP
Group 1: A. The Setting: The U.S. in the late 1700s and early 1800s
1. During and after the American Revolution, New Jersey women had the right to vote.
2. They could vote if they held at least £50 in property (about $7,800 today).
3. And they could only vote if they were single or widowed. (Married women were not allowed to vote for fear they would simply double—or cancel out—their husband’s votes.)
4. In 1807, New Jersey took away women’s right to vote.

**Question for group:** What happened to women’s rights in New Jersey from 1700s-1807? (answer: women were able to vote if they were property owners, and if they were single or widowed during and after the American Revolution, but suffrage was taken away in 1807)

**Group 2: B. The Setting: The U.S. in the late 1800s**
1. After the Civil War, new western states—Wyoming, Utah, Colorado and Utah—allowed women to vote.
2. In 1887, the U.S. Congress passed a law taking away women’s right to vote in Utah.

**Question for group:** What happened to women’s voting rights in Utah in 1887? (answer: women gained the vote in Utah after the civil war, but it was taken away in 1887)

**Group 3: C. The Setting: The U.S. in the 20th and 21st centuries**
1. The 19th Amendment (1920) allowed all women to vote.
2. Legal discrimination based on gender did not end.
3. Alice Paul drafted an Equal Rights Amendment in 1923 stating that: “Men and women shall have equal rights throughout the United States and every place subject to its jurisdiction.”
4. The Equal Rights Amendment, was introduced in every Congress from 1923 to 1970. Congress finally approved it in 1972 with a seven-year deadline for the states to ratify. 35 of the 38 states needed to ratify did so, but the deadline was missed and the ERA was never added to the Constitution.
5. Today, women are running for and getting elected to office and being appointed as judges in greater numbers than ever.
6. About 17% of the members of the U.S. Congress are women, and women account for about one-third of the judiciary.

**Question for group:** Though women won the right to vote nationally, what other barriers exist still? (answer: women are not equally represented in political and appointed office, and there is no federal legislation mandating gender equality in the US Constitution)

**EQUALITY & MARRIAGE**

**Group 4: A. The Setting: The U.S. in the 1800s**
1. Before the late 1800s, married women had no legal or financial identity. Generally wives could not own property, enter into contracts, keep earnings for themselves, or obtain an education against their husband’s wishes. Divorce was not a legal option, except when women could prove their husbands’ adultery.
2. In 1860, Indiana gave women the right to seek divorce from their husbands based on drunkenness, desertion, or cruelty, as well as adultery.
3. In 1862, a North Carolina woman sued her husband for divorce because he had...
horsewhipped and beaten her. She lost. The state’s Supreme Court wrote: “The law gives the husband power to use such degree of force necessary to make the wife behave and know her place.”

4. In the 1860s, New York, Indiana, Maine, Missouri, and Ohio expanded women’s rights by allowing married women to keep their own wages.

5. [But] In all other states, men kept legal control over their wives’ property and earnings. Some options existed to protect a woman’s property going into a marriage, but these were rare.

**Question for group:** How were women’s rights changed regarding marriage before the 1800s and through the 1860s? (answer: married women had no legal or financial identity before the 1800s, in the 1860s 5 states expanded married women’s rights to keep their own wages, but in all other states men kept control over their wives property and earnings.)

**Group 5: B. The Setting: The U.S. in the 20th and 21st century**

1. The Equal Credit Opportunity Act (1974) passed to ensure that lenders could not discriminate against borrowers based on sex or marital status. This was an important step toward women achieving independent financial status.

2. [But] Although discrimination is illegal, women have a harder time than men accessing credit, particularly those with children and in rural and poorer areas.

**Question for the group:** How were women financially discriminated against until 1974, and who still has a hard time accessing credit today? (answer: women could not access credit until the federal Equal Credit Opportunity Act passed, and women with children in rural and poorer areas still have a difficult time accessing credit).

**EQUALITY & THE WORKPLACE AND SCHOOL**

**Group 6: A. The Setting: The U.S. in the 20th and 21st centuries**

1. The Equal Pay Act of 1964 passed to ensure that employers pay men and women the same for “jobs [requiring] equal skill, effort, and responsibility, and which are performed under similar working conditions[.]”

i. [But] Almost 40 years later, the 2000 Census revealed that women were making 75.5 cents for every dollar earned by men for the same work.

ii. In 2007, that number rose to 77 percent.

2. Title IX of the Education Amendments of 1972 was passed, making it illegal to exclude anyone on the basis of sex from participation in any federally funded educational program.

i. [But] Grove City College refused to comply with Title IX and subsequently won in a U.S. Supreme Court ruling that said that institutions did not have to comply if the federal funding did not relate directly to the activity in question.

ii. The Civil Rights Restoration Act of 1988 reversed this.

iii. [But] Opponents of Title IX continue to offer challenges.

3. Women make up over 46% of the work force in America.

i. 40% of women working outside the home are in management and professional positions.

ii. 31% of American lawyers are women.

iii. 27% of physicians are women.
iv. [But] 2% of Fortune 1000 companies have women as their Chief Executive Officers (CEOs).

v. Despite record numbers of women in law and medical programs, only 19% of law partners are women and in most medical specialties, women account for much smaller percentages than they do among general practitioners.

**Question for the group:** In which ways have women reached equality in the 20th and 21st centuries? What inequities still exits? (answer: women make up 46% of the workforce, are increasingly in professional jobs, yet still make less than men for the same jobs)

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**Return to Abigail Scott Duniway’s question on how women’s rights have fared since her death in 1915:**

**Procedures:**

1. Give students some background information on women in the 1973 Oregon Legislature:

   In 1973, a bipartisan group of 11 female legislators—almost half in their first session—worked with political and community activists to pass 11 critical laws increasing women’s equality. They prohibited gender discrimination in public places, made buying the services of a prostitute illegal (rather than just charging the prostitute with the crime), allowed women to wrestle, and passed the Equal Rights Amendment for Oregon. Some of the women went onto pursue political office and policy changes to increase equality for women in Oregon.

2. Find 4 students to play the role of the following individuals (Norma Paulus, Betty Roberts, Vera Katz, Gretchen Kafoury) and have them read the skit, along with Abigail Scott Duniway.

   **Note:** continue showing slides #9 - #17 as each student reads the script.

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Setting: at a coffee shop, present day, discussing their accomplishments in the 1973 legislative session in Oregon, and after.

(Slide #2) Abigail Scott Duniway: “Well, ladies, I see you’ve been busy carrying on the work fighting for women’s equality in Oregon since 1915. Tell me about them!”

(Slide #9) Gretchen Kafoury: “In my political career, getting the Equal Rights Amendment passed in Oregon as a lobbyist for the cause and helping Oregon become the 25th state to ratify it was enormous. Banning gender discrimination in public places was also so important— you know, in the 1970s we would go to lunch downtown, and you would want to go to the lunch counter at the big department store down there— and the waiters wouldn’t seat you. They would say, “no- not you women, you have to eat at the Ladies Tea Room, the Lunch Counter is for men”, which of course meant it took longer to get your food.”

(Slide #10) Vera Katz, “Well, mine was probably becoming the first woman Speaker of the House where I led school reform efforts in the state and later being elected as
Mayor of Portland, where I was able to focus on policies around neighborhood revitalization. Making the City Club of Portland allow women was also crucial— it’s where lots of networking and important policy discussions happened, and women weren’t allowed to participate.”

(Slide #11) Betty Roberts, “In 1973, I was so relieved to have more women in the legislature, and sponsored bills which provided the sale of condoms outside of pharmacies, allowed women to keep their names when they married, and created a state childcare commission in the DHS. Then I became the first woman on the Oregon Court of Appeals, and later the first woman on the Oregon Supreme Court, where I was able to look over state laws.”

(Slide #12) Norma Paulus, “You know, for a girl from Eastern Oregon without a college degree, I was enamored with law, and thankful to have been accepted to law school. When I visited the State Capitol and overheard Representative Betty Roberts in the hall of the capitol in 1971 talking to someone with such logic and spark about public education, even though we were from different parties, I was excited to run and serve beside her. I became the first woman elected statewide in Oregon— in 1977 I was elected as Oregon’s first female Secretary of State, and then later became Superintendent of Public Instruction. All in all, yes, we have come a long way.”

(Slide #9) Gretchen Kafoury, “Yes, we have, and to your earlier question, Abigail, we’ve also had a woman Governor elected in Oregon, Barbara Roberts (Slide #13). There’s still more to come— we’ve only had a few women of color (Slide #14-16) elected to the state legislature...and are starting to see women break through other barriers to serve in public office (Slide #17). In the next hundred years, Abigail, maybe we’ll find that women and men will make the same wages, women will be represented more in politics and leadership positions, and there will be less of a sexist media culture.”

**Closure:** Abigail Scott Duniway, “Well, after campaigning for women’s right to vote in Oregon for 40 years before it happened, and seeing what you leaders have done since then, I have no doubt that this generation of Americans have before them many opportunities to make their voices heard in our country.”
Abigail Scott Duniway

“I was born in 1834 and raised on a family farm near Groveland, Illinois. My parents, John Tucker Scott and Anne Roelofson, led our family on the Oregon Trail in 1852. Tragically, my mother and youngest brother died along the route. At age 17, I recorded the difficult crossing in my journal.

I taught school in Cincinnati (Eola), Oregon before marrying Benjamin C. Duniway in 1853. My husband's crippling accident in 1862 required that I provide the sole support for my family, which included several children. I taught school and operated a women's hat shop in Albany, Oregon for several years. As a married woman owning a business I faced economic and political inequalities I could not change, so I became an activist.

Our family moved to Portland in 1871 after Benjamin accepted a job at the U.S. Customs Service. I began publishing the New Northwest, a weekly newspaper that ran from 1871 to 1887 and demanded equal rights for women. In 1873 I helped found the Oregon State Women Suffrage Association. I lectured regularly around the Pacific Northwest and elsewhere, often being insulted, and having tomatoes and rotten eggs thrown at me by those who opposed voting rights for women. My efforts as leader of the campaign for women's voting rights in the region helped women get the vote in Idaho in 1896, Washington in 1910, and Oregon in 1912. My brother, Harvey W. Scott, publisher of the Portland Oregonian newspaper, was an outspoken opponent of women's suffrage.

I died in 1915, a year after writing my life story in Path Breaking. I want to know — what has happened to women's rights since that time?”

Source for bio:
http://www.oregonencyclopedia.org/entry/view/abigail_scott_duniway/

Marian Towne (1880–1966)

I was born in 1880 in Sterling, Jackson County, Oregon. After my high school graduation, I worked as an assistant county clerk in Medford. By 1908, I was also studying law at night, and left Oregon for a term at the University of Michigan law school. This clerk job affected my life profoundly—my tasks included reading and filing new state laws that would affect the county. I identified many problems with the legislative process and thought I might be a good legislator, so I decided to run for the state legislature in 1914, the first time women were eligible to campaign for that office, and won. I estimate I visited three-quarters of the households in the Rogue River Valley in my successful house-to-house campaign, and gave speeches (including a presentation on the legal status of women in Oregon) to various community groups. I went to Salem for the 1915 legislative session. While I met opposition from many male legislators, I was proud of the bills I sponsored: increasing school funding and defending support for the Girls Industrial Home, an institution for young women without family or resources, among others.

I campaigned but did not win reelection in 1916. In 1917, I volunteered for service as a Yeoman in the US Naval reserve, the first time women other than nurses were admitted into the US armed forces. I later applied for a regular commission in the Navy, but women were not yet admitted as officers and my request was denied.

I died in 1966 in Phoenix, Oregon.

Source for bio:
http://www.oregonencyclopedia.org/entry/view/towne_marian_b_1880_1966_ /
**Beatrice Morrow Cannady (1889–1974)**

I was one of Oregon’s pioneer African American civil rights advocates. Born in Texas in 1890, I moved to Portland in 1910 at the age of 20, where I met my first husband, Edward Daniel Cannady, a waiter at the Portland Hotel and the editor and co-founder of the Advocate, Portland’s only African American newspaper at the time.

In 1914, I helped found the Portland chapter of the National Association for the Advancement of Colored People (NAACP) and quickly became one of the state’s most outspoken African American civil rights activists. I regularly challenged racial discrimination in public talks and in the pages of the Advocate and became assistant editor of the paper in 1912 (age 22), taking over as chief editor and owner in 1929.

The first African American to graduate from Northwestern Law School in 1922 (age 32), it was illegal for me to practice law since because of my color, I could take the state Bar exam. I helped craft the state’s first civil rights legislation, which would have mandated full access to public accommodations without regard to race. Though this piece of legislation failed, in 1925 I worked on the successful campaign to repeal Oregon’s notorious “black laws,” which prohibited African Americans from settling in Oregon and denied voting rights to people of color.

I hosted successful interracial tea parties at my home in northeast Portland. The Sunday events combined entertainment, culture and history with local, national and international politics in an effort “to iron out ... misunderstandings between the races.” In April 1932, I became the first African American to run for an elected office in Oregon. Although I did not advance past the primary, I garnered 8,000 votes cast primarily by white constituents. I moved to Los Angeles a few years later to be close to family and died in 1974.


**Lola Baldwin (1860–1957)**

In 1908 I was sworn in as Portland’s -- and the nation’s first policewoman. I was born in Elmira, New York in 1860. When my father died in 1877, I had to quit high school to earn money. I taught school for a number of years in New York and Nebraska before marrying my husband in 1884. Eventually, I stopped working to raise our two sons, but my experience with being on my own at an early age led me to volunteer work helping wayward girls. In 1904, when my husband took a job in Portland, I began to volunteer at a local refuge for young, unwed mothers.

The next year Portland prepared for one of the biggest events in its history, the 1905 Lewis and Clark Centennial Exposition. With more than a million visitors expected, the local YWCA established a travelers’ aid program, in part to protect the influx of vulnerable young women from the inevitable con men, pimps, and other criminals who would also be attracted by the fair. After the fair, I continued working without pay on sexual vice investigations involving young women. I organized the Portland Juvenile Court in 1905 and became its first probation officer for girls. In 1908 the city council voted unanimously in favor of a women’s police ordinance. Later that year, I passed a city civil service exam and became the nation’s first city paid police woman.

I was a committed suffragist who advocated for pay equity and a living wage as ways to keep young women workers from lives of prostitution or crime.

I retired from the Portland Police Department in 1922 but remained active, traveling the country arguing in favor of more women in police departments and for better protections for young women. Many of my ideas evolved into community and preventative policing ideas that continue to be practiced today.

Native American Women Voting Rights– 1924 Rights

I am a multi-generational Oregonian from the Confederated Tribe of the Siletz Indians. When women won the right to vote in 1912 here, I did not. Though I lived in Oregon my whole life, because I did not marry an American man, I was not allowed to vote because Native Americans were considered part of another country. In 1924, federal laws changed which gave me the right to be considered an American citizen, and I was finally allowed to vote.

Asian American Women Voting Rights

I came to the US from China in 1915, when my husband and myself fled the political upheaval in our country. I was 20 years old. We wanted to find a good place to work and raise a family where our children would be safe and we could be happy. It was hard to leave our family in China and learn a new culture. In Oregon, there was a lot of construction and we were told to come here for work. There was a lot of racism and fear about Chinese and Japanese people taking American jobs, and many laws were passed to prevent us from staying and from making us feel like this was truly our home. I was never allowed to vote until 1944, when I was 48 years old and the US Congress passed a law saying Chinese people who were not born here could become US citizens. My Japanese-born friends had to wait 9 more years (1953) for a law to pass allowing them to become US citizens and therefore gaining the right to vote.
**Kaiser Shipyards**

When you picture a 1940s wife, I bet you don’t imagine a woman welder working in the shipyards on Swan Island. With World War II transforming the American workforce as men, like my husband, left for the armed services, I worked alongside many other women laborers there. In 1944, 28,000 women laborers comprised 30 percent of the workforce, with countless others working in smaller yards along the Columbia and Willamette rivers. I joined the workforce because my country needed the workers and in order to accommodate families with children, day-care centers became an important feature of urban life for the first time.

The Kaiser shipyards made an early commitment to hire women to fill construction positions at its Portland and Vancouver facilities. When the Oregon Shipbuilding Company hired two women welders in April 1942, it was the first time a U.S. Maritime Commission yard employed female workers to carry out production functions. As news circulated about the shipyard’s willingness to hire women, welding schools took on the task of training more women for the work. By early 1943, all the major shipyards operated paid trainee-welding programs in an effort to meet the critical labor shortage. Still, while hiring women to work in the shipyards challenged conventional notions, it is also significant that women, including myself, were the first to be handed “quit-slips” when the war began to wind down. The Oregon Shipyard Corporation laid off its last three women welders in October 1945.


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**Gretchen Kafoury (1942 – )**

I was born in Walla Walla Washington in 1942, and graduated from Whitman College in 1963. Soon after that I joined the Peace Corps, and served in Iran. I became passionate about activism after experiencing the turbulent political atmosphere of the 1960s in America and after two years living in Iran. My passion for activism focused on women’s rights in Oregon. I had many ideas of how I would give women more opportunities in Oregon, but I knew I needed help. I formed a potential picket line made up of many of my women friends called the “Politically Oriented Women”. Together, we got the City Club of Portland to allow women membership, and we formed an Oregon chapter of the National Organization for Women (NOW). I co-founded the Oregon Women’s Political Caucus in the 1970s. I also joined the Women’s International League for Peace and Freedom. I was one of the first paid lobbyists for women’s rights in the United States due to my project that distributed pamphlets on birth control to the general public.

I represented East Portland at the Oregon Legislature from 1977 to 1982. In 1985 I began my six-year tenure as a Multnomah County Commissioner, followed by election to the Portland City Council in 1991. I also served as a City Commissioner until 1998. I challenged Portland’s most powerful landlords, and urged my fellow commissioners to take a stand on public housing and tenants rights. During all this time, and in all three offices, my priority was always centered on the issues closest to my heart, human services and civil rights issues.

My set of priorities was recognized and celebrated when I was awarded the mayor’s Human Rights Award. In 2001 I also received the Spirit of Portland award in recognition of my service to Portland. After retiring from public office, I earned my Masters in Public Administration at Portland State University. After graduating in 2000 I went on to teach classes in community development at Portland State University.

Source for bio: [http://wcb.ws.pdx.edu/?p=15](http://wcb.ws.pdx.edu/?p=15)
Vera Katz (1933 – )
I was born August 3, 1933, in Germany. As jews, my family decided to flee Germany when Hitler rose to power during the Second World War. After living briefly in France and Spain we immigrated to America, settling in New York. I attended Brooklyn College, receiving a Bachelor of Arts in 1955, and a Master of Arts in 1957. I moved with my husband to Portland, Oregon, in 1962, and became involved in politics soon after. I avidly supported the nationwide grape boycott organized in the late 1960s by Cesar Chavez which fought for the rights of migrant agricultural workers. I also protested and picketed the City Club of Portland over their male only membership rule in the early 1970s, which led to the end of the practice by the private club.

Ten years later, in 1972, I was elected to the Oregon House of Representatives as a Democrat representing Oregon and Multnomah County for the 1973 session. I won the re-election and served through 1990. I became the first woman to serve as Speaker of the Oregon House in 1985. While in the House, I showed my passion for education by sponsoring the Oregon Educational Act for the 21st Century, which was a landmark school reform bill. I also helped pass measures on gun control, and legislation that prohibited discrimination based on gender in places of public accommodation and credit. I am proud to be the first person in Oregon history that held the position of Speaker for three straight sessions.

Feeling my political career was far from over, I ran for mayor of Portland in 1992. I won the election, and won two more re-elections, serving from 1993 until 2005. During my first term I endorsed the Yellow Bike Project, which provided free bikes for people to use in Portland. During my administration, I was known for my policy to revitalize the city’s neighborhoods.

I am a cancer survivor, I fought off early stages of breast cancer in 2000 and beat uterine cancer in 2004. I am honored to have a bicycle and pedestrian trial in Portland renamed the Vera Katz Eastbank Esplanade in my honor.


Betty Roberts (1923 – 2011)
I was born in Arkansas, Kansas in 1923. I grew up during the Great Depression of the 1930s. I graduated from Portland State College in 1958 with a bachelor of science degree in education. From 1958 to 1967 I taught high school in Portland, and then went on to teach business law and political science at Mt. Hood Community College from 1967 to 1976. I became a member of the Lynch Elementary School District school board, serving from 1960 to 1966. I also earned a masters degree in political science from the University of Oregon in 1962, after which I graduated from Lewis & Clark, graduating in 1966 with my Juris Doctor. I earned all these degrees while attending classes at night, and I was still teaching high school at this time.

In 1964 I was elected to the Oregon House as a Democrat from Multnomah County. In 1966 I won the re-election. In 1968 I won the election to the Oregon Senate representing Multnomah County in District 12. This was a significant point in my career, because I was the only woman in the Oregon Senate at the time. While in the Senate I was a cosponsor of the Oregon Bottle Bill, the first of its kind in the nation. In 1974 I was the 5th woman to run for governor of Oregon, but lost in the Democratic primary to Robert W. Straub. I was named the Education Citizen of the Year by the Oregon Education association in 1975, and the Woman of the Year by the Oregon Women’s Political Caucus.

In 1977 Oregon Governor Straub appointed me to a new position on the Oregon Court of Appeals. I was the first woman on the court. The next year I won the election to retain my seat on the court, staying on for a six-year term. I did not complete this term because I was appointed by Governor Atiyeh to the Oregon Supreme Court, where I was the first woman ever to be on that court. Prior to completing my term on the court, I resigned on February 8, 1982, when I was appointed by Governor Victor G. Atiyeh to the Oregon Supreme Court, where I was again the first woman on that court. I later won election to a full six-year term on the court later in 1982.

Source for bio: http://en.wikipedia.org/wiki/Betty_Roberts
Norma Paulus (1933 – )

I was born on March 13, 1933. After graduating high school I was hired as the secretary for the district attorney for Harney County in Burns, Oregon. I caught polio, but recovered and moved to Salem to work as a legal secretary for Supreme Court Chief Justice Earl C. Latourette. I graduated with honors from Willamette University College of Law in 1962. 8 years later, in 1970, I was elected as a Republican to the Oregon House of Representatives. I was re-elected in 1972 and 1974, and following this I was elected as Secretary of State in 1976. This was very significant, since not only was I the first woman elected to Secretary of State in Oregon, I was also the first woman to win an election to a statewide office in Oregon. I served from 1977 to 1985, after winning a re-election to a second term in 1980. I was also chosen as one of the speakers for a national conference on women legislators in 1982, and part of my speech addressed that women in politics have "come a long way".

Staying true to my own words, I decided to run for governor in 1986. I won the Republican primary, but lost to Democrat Neil Goldschmidt. Although losing this race was a disappointment, good fortune was soon to come, as I was appointed as the Oregon Superintendent of Public Instruction in 1990. I was proud to be one of only ten women in the nation to hold the top education position in their state. The biggest impact I made as the Oregon Superintendent of Public Instruction, helping to introduce statewide assessment for grades 3, 5, 8, and 11. After being reelected for Oregon Superintendent of Public Instruction in 1994, I then ran for the United States Senate in 1995. Unfortunately I lost to Gordon Smith in the Republican Primary. I won the University of Oregon's Distinguished Service Award in 2004. Since 2000, I have served on the Oregon State Capitol Foundation Board. I am both an original member of the organization and has also served as chair of the group.

Abigail Scott Duniway, Suffragist, Editor: First woman to vote in Oregon, 1912

Marian B. Towne: First woman elected to the Oregon House (Jackson County): 1914

Beatrice Morrow Cannady: first African American to pass Oregon Bar Exam and run for elected office in Oregon: 1922 and 1932
Lola Baldwin Greene: Nation’s first city policewoman and advocate for low-income women: 1907

Native American Women Win Suffrage in Oregon: 1924

- Kathryn Harrison, Former Chair of Confederated Tribes of the Grande Ronde
- Delores Pigsley, Chair of the Confederated Tribes of the Siletz
- Sue Shaffer, Former Chair of the Umpqua Cow Creek Band
- Cheryle Kennedy, Chair of the Confederated Tribes of the Grand Ronde Community

First generation women from Asia allowed to vote nationally: 1943 (China), 1952 (Japan)

- Hazel Ying Lee, first Chinese American woman to fly for the US military and first Chinese American woman to receive aviator license
Kaiser Shipyards: 1941-1945

Your children and what to do with them

As important as it is to build ships, and as urgent as women are needed to help build them, so part of the war production program justifies the neglect of small children. However, abundant provisions have been made for the proper care of children whose mothers want to work in the shipyards.

So if you have small children, and if you want to do your part help build ships, you may be assured that you can get the right kind of care for them. The important entry to remember is to find time to see your children BEFORE you start to work upon the shipyards. BESIDES, you should also see your children frequently when you are working.

Here's what to do. First, talk over your problems with your Child Care Counsellor. The telephone number is 861-241. This service is provided by the Children's Bureau of the Multnomah County Public Welfare Commission. The women who will talk to you are experts, and

Kaiser Shipyards: 1941-1945

Gretchen Kafoury: 1973 lobbyist for the Equal Rights Amendment, State Legislator, City Commissioner, County Commissioner

Photo Credits: Housing Authority of Portland; Willamette Week

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Vera Katz: First woman Speaker of the House; Portland City Commissioner, Mayor of Portland

Photo Credits: Portland Metblogs; Stephanie Yao/The Oregonian
Betty Roberts: State Legislator, First woman on Oregon Court of Appeals and Oregon Supreme Court: 1977 and 1982

Norma Paulus: State legislator, First woman elected statewide as Secretary of State (1977), Superintendent of Schools

Barbara Roberts: State legislator, Secretary of State, First woman Governor of Oregon: 1991
Mae Yih: first Asian American woman elected to Oregon Legislature 1977

Margaret Carter: First African American woman Oregon State Legislator: 1984

Gail Shibley: First openly gay woman state legislator: 1990
Avel Gordly: First African American woman elected to Oregon State Senate: 1996

Susan Castillo: First Latina elected to State legislature, Superintendent of Instruction 1997