

1920 VOTING RIGHTS TIME CAPSULE

**Women across the country finally
won access to the ballot box
in 1920 with the passage of the
19th Amendment to the
U.S. Constitution.**

“

The rights of citizens of the United States
to vote shall not be abridged or denied
by the United States or by any State
on account of sex.

19th Amendment to the US Constitution, 1920

**A GREAT ARMY OF WOMEN
in towns and cities across the
nation campaigned for
NEARLY A CENTURY
to win the right to vote.**

**The task was challenging.
Suffragists had to persuade men,
who possessed
all the political power,
to share it.**

*“Unwrap” each bundle
for students’ and workers’ perspectives
on the struggle for women’s **suffrage**, or the
right to vote in political elections.*

ABOUT US

**Young people bring
energy, creativity and
exposure to the
long struggle for
equal voting rights.**



"Anxious to Vote: Students, Workers & the Fight For Women's Suffrage" • Stonehurst • Waltham Public Schools • Mass Humanities

**Young women like Florence
Luscomb inspired students and
workers across Massachusetts to
fight for equal rights.**

“As those of us who have been working for suffrage for years grow older and more tired, it is a great comfort to know that there are brave young women coming on to fill up the ranks.”

—Alice Stone Blackwell to
Florence Luscomb, Jan 27, 1910.

*Women’s Rights Collection, Schlesinger Library.
Radcliffe Institute, Harvard University.*



Some young people work in factories during the day and go to school at night.

In the streets and in Civics class with teachers like Ida Hall, they learn about democratic government.

“As the workers came out at noon we gave out bills and announced speakers at half past....

The audience was there ready to be entertained, often sympathetic in advance.”

—Florence Luscomb

“Their knowledge of public affairs is astonishing.”

—Ida Hall

Postcard: Waltham Historical Society.

YOUNG WOMEN ANXIOUS TO VOTE.

Miss Ida M. Hall Has Banded Together Some Fifty Russian Girls in a Political Club.

CARRIE YARREN.



MINNIE BAKER.
TREASURER



HEDWIG KAMINSKY
SECRETARY.



SARAH GORNEY
1ST VICE PRESIDENT.



OFFICERS AND PROMINENT WORKERS OF THE YOUNG WOMEN'S POLITICAL CLUB.

Night school students formed political clubs with the help of teachers like Ida Hall.

“Under the old thought a girl must marry, keep house, bear children and live a life of servitude to them and to her husband. Now, she is often broad-minded and well educated and possesses all of the qualifications required of men to vote. Why, then, should she not vote?”

—Sarah Gorney, Russian immigrant, age 25

Image and quote from The Boston Globe, May 5, 1902, p. 3.

THE MIRROR
OF THE W.H.S.



Compliments of

Waltham Watch Co.,

Waltham, Massachusetts

Manufacturers of

Highest Grade Time
Pieces

Graduation Number

1919



HERBERT WEST STARR
PRESIDENT



SARAH HELEN SMITH
VICE-PRESIDENT



FRANCIS WILLIAM DUNN
SECRETARY-TREASURER

CLASS OF 1919

COLLEGE PREPARATORY COURSE

Anna Gilchrist Beaumont
Dorothy Jeanette Billst
Elizabeth Emery†
Ethel Janet Furhush
Isabel Carolyn Fulton†
Florence Vivian Hill
Aleva Laura Libby†
Martha Raymond Luddent†
Marjorie Elizabeth Warren†

TECHNICAL COURSE

Myron Sheppard Allent†
Henry Jones Atwood†
John Joseph Burke
Edward Chester Burnham†
John Edward Curry
Ralph S. Dougherty†
Samuel Dubinsky†
Francis William Dunn†
Richard Yale Emery†
Clarence Edwin Evans†
Frank Joseph Gavolio*
Ernest James Gript†

Marguerite Marion Wans*
Hannah Elizabeth Webster†
Louise G. Wolfe*
Rebecca Volk*
Earl Carter Baker†
Perry Duke Harrell†
William Hearne Morgan†
James Ira Orr†

John Campbell Kennedy†
Clifford M. Manzer
Chauncey V. Perry*
Lester Thornley Richardson
Alfred Cecil Smart*
Herbert West Starr†
Alexander Cameron Stewart†
Herbert Almon Swallow†
Bertram Eugene Warren*
Dana Whiting*
Philip Ernest Winterhalter†

GENERAL COURSE

Emily Anstruther Alcock
Marjorie Goodrich Bacon*
Edith Louise Bamforth
Alice May Berry†
Genevieve Elizabeth Bucher*
Edith Alberta Bullock†
Helen Ida Burroughs†
Bertha Selma Carney†
Beatrice Brigham Chapin†
Grace Vivian Clarke
Elsie Maude Copeland†
Daisy Margaret Dahl
Thyra Dahl
Mary Pamela Davis
Doris Harriet Denney†
Lessie Mae Downing
Marion Elizabeth Fernald
Theima Hazel Fornes*
Ingeborg Ellen V. Fredrickson*
Viola Maud Garfield*
Dorothy Marie Greeley†
Annabel Mayfred Griggs†
Leannette Isaline Haldy*
Merle Harriet Heinström
Lillian Archibald Hoodgkins
Keta Lucile Hodgkins
Violette Anna Hauguenint†
Rosamond Hope Jacobs
Marion Olive Mackenziet†
Emma Frances Marshall*
Rose Libby Mendelschnitt
Vivian Morse

Ruth Elizabeth Mortt
Edith Florence Olsson†
Lavina Campbell Rayner†
Lessie Alice Reed†
Teresa Linda Riddlon*
Ellen Maria Ryan*
Mary Alma Ryan*
Lea Sheert
Julia Bertha Sherman†
Sarah Helen Smith†
Ethel Louise Spencer*
Norma Marion Steele
Ama Stewart
Marjorie Stone†
Esther Louise Thompson*
Mary Holland Wehman†
Beatrice Young Willey†
Edith Melissa Zimmer
Walter Adolf E. Anderson
Donald Alfred Drury†
Clarence Kimball Dwinell
Clifford William Estes
Frank Lewis Hitchcock
Valter Theodore Isaacson†
John Albin Cottle Kimball
Harry Harold Knutznik
Harold Knutznik
Eric Axel Lindberg†
George Watson Powers†
Ralph Sweetser Talbot†
*Honorable Record.
†Creditable Record.

HISTORY OF THE CLASS OF 1919

HANNAH ELIZABETH WEBSTER

Four years ago saw the beginning of two momentous events—the great war was one; the class of 1919 was the other. Now both are almost at an end. The peace terms will soon be signed and in a few weeks our class will be graduated and demobilized.

On a hot, cloudy morning in early September, almost four years ago, two hundred timid and somewhat nervous young children gathered on the steps of the old high school that had seen so many entering classes embark on their high school careers. The class of 1919 began its career more abruptly than former classes, since there was no real graduation for us at Asbury Temple, such as other classes before us had always had, to help them to realize that they were at last through with grammar school and childish things. When the bell rang imperatively through the corridors we little children followed our elders to the assembly hall where the fortunate ones sank gratefully into seats and oblivion, while those who could not find seats stood, painfully conspicuous, along the sides of the hall. In due course of time the children were assigned to divisions and home-rooms, and at once proceeded to get acquainted with fellow freshmen and with the teachers. Some, indeed, became acquainted with their teachers even more rapidly than with their classmates, since they had to spend extra time with the teachers after school. The football games, with the freshmen cheering in true freshmen style and vigor, and the secret admiration of the popular football captain and his equally popular team, are the clearest recollections of the freshman year. Who has forgotten the post-season game with Everett at Fenway Park, when we were so proud of our team that there was no sting in our 6-0 defeat? There were no freshman socials to brighten our gloomy days of study, but on the other hand, there were no class officials to harangue us for our possible lack of class spirit. In the spring the school turned out to Mr. Boyd's vaudeville given in behalf of "The Mirror." All the boys particularly admired the remarkable female Caruso imported for the occasion, but after her last solo, Mamstelle Caruso took off her wig,

and lo, she was a boy! Not long after this June came, and without visible regret the freshmen left their freshmen-ship forever—if the teachers were sufficiently kind.

Our sophomore year began during an epidemic of infantile paralysis, and Room 16 was turned into a sort of quarantine where many a pupil spent a pleasant morning doing nothing but wait for the doctor to come and assure him that no germs lurked unawares.

This year football was not as successful as usual. Many of our "stars" had gone out of our horizon entirely, and Mr. Dame had forsaken us the preceding spring, and departed to Lynn. In spite of the best efforts of Mr. Fradd, who proved to be the most popular member of the school while he was with us, we lost nearly as many games as we won. There was no mention of a post-season game, and we were almost convinced that our football career had reached the lamentable point where unfeeling people would speak of us as "has-beens."

This year our class was formally organized, with the capable assistance of Mr. Burke. To establish a reputation for originality, and because a little of freshman childishness still remained, the class broke all precedent and elected a boy for vice-president instead of the customary girl. Herbert Starr was made our president and proved a wise choice. We were permitted one social this year, and the night our committee chose for the event was quite the stormiest one of the winter. Poor Miss Hall courageously started for the school, only to be disappointed, for her car was stalled in the snow, and after waiting half-an-hour for it to start again, she gave up and went home. Many others were equally disappointed, but once at the school, the weather was forgotten. According to custom, the boys sat bashfully and firmly on one side of the hall while the girls sat hopefully and encouragingly on the other. But after the grand march and a string game of black and white the two sides became quite thoroughly mixed. At ten o'clock we were shooed out into the cold, cruel storm toward home.

With the coming of spring came the en-



SENIOR CLASS PLAY

Dana Whiting, Henry Atwood, Francis Dunn, Edward Larkin, Vivian Hill, Herbert Starr, Isabel Fulton, Clifford Estes, Ethel Spencer, Jessie Reed, Ernest Grip.

Some Waltham High School students showed their support for women's suffrage with yellow roses.

"One day Latin teacher Ms. Josephine Hall brought yellow roses which she distributed...to those with an uncorruptible faith in woman suffrage."

—Hannah Webster, 1919

Waltham Mirror, 1919. Waltham Public Library.

trance of our country into the war. No one had doubted that this time must come eventually and most of us were glad that at last we could put aside poor excuses and be proud again of our nationality. Several of the boys in our class immediately went into the naval reserve, and others signed up for farm work.

The Memorial Day exercises this year were the most impressive and solemn in our memory, for with the Grand Army veterans were our own boys in the uniforms of the army and navy. Moreover, the first Waltham High boy to lose his life in the war, Earle Whittemore, one of our classmates, had died the day before at Commonwealth Pier. Grim war became more of a reality to us than ever before, and we realized, perhaps for the first time, that it means more than just waving flags and wearing becoming uniforms.

About this time Miss Hall made cheery beginnings for the day by bringing flowers to school. One day she brought yellow roses which she distributed with great partiality to those who claimed an uncorruptible faith in woman suffrage. Another day we girls were given daisies, with orders to decorate each boy's buttonhole as he came through the door. Strange how popular some of those boys proved to be. Some were almost fought over, and some haughtily declined the flowers on the ground that they contained numerous black bugs. Sometime before, each of the inmates of Room 17 had brought ten cents, and now we joyfully watched the pretty pansies grow, and weeded them industriously—whether they needed it or not.

Soon it was June again, and to our surprise we found that we had survived the strain of upholding sophomore traditions and at last were Juniors.

Early in the fall our class held its first meeting of the year and re-elected its president of the preceding year, but decided to conform to custom and elect a girl, Helen Smith, as vice-president. Football went from bad to worse this year. Mr. Eradd was coaching at Brookline, but after a season of crushing defeats, the team pulled itself together for the annual game with Newton and played so hard and so like a Waltham team of old that Newton was stunned, and recovered only enough to win by one touchdown and a goal, in the last few minutes of play, instead of piling up the one-sided score that they had planned.

The year of 1917 was a busy one for the

school. Besides the regular work, a Junior Red Cross was organized, and knitting-needles, which turned out splendid socks and sweaters were plied as industriously as the pens which turned out themes for Mr. Ward. The boys responded with true Americanism to the Y. M. C. A. and Red Cross drives. One day many high school girls appeared in Red Cross caps and sold tags on windy street corners until they had filled their cardboard boxes and contracted severe colds. Other girls made countless surgical dressings. The Senior Class suggested a school service flag, and the committee found the other three classes of the school as pleased with the idea as if they had thought of it themselves, and as glad to help. The result is a service flag of which we can be justly proud. A few of the older pupils turned four-minute speakers and did credit to their training in Junior declamation.

Mr. Boyd's annual entertainment took the form of a "Smileage Carnival," at Nutting's. Every one lived up to the name, and the proceeds bought Smilgee books for Waltham boys who were at Camp Devens.

The next important event that broke the monotony of knitting and studying was the Junior Prom. The Senior girls, after a protracted and very warm discussion, had decided to wear middy blouses at graduation. The Junior girls, not to be outdone, urged "plain simple dresses" for the prom. For some reason, instead of our vice-president, our worthy president himself conducted the meeting in which this decision was reached, and was quite bewildered with the intricacies of feminine dress. The prom was very successful, and the Juniors were duly thankful.

Early in June the War Chest was erected on the Common and one day, on the stroke of twelve, all the school children in the city marched past the chest and dropped in a coin. It was an unusual sight to see so many, many pupils, from wee kindergartners to tall and lanky seniors, assembled. To an onlooker it must have recalled the story of the Pied Piper of Hamelin. This was in the days before drill in the High School, and several boys who acted as marshals showed unsuspected military abilities.

The Prom, was the last social event of the year and soon the last week of school had arrived. All the High School remembers the farewell fling of certain nameless members of last year's graduating class. Three of the large-

BOSTON HERALD, TUESDAY, MARCH 18, 1913.

DAY'S ISSUE OF **WALTHAM** PAPER WRITTEN AND EDITED BY WOMEN

EDITRESSES OF **WALTHAM** EVENING NEWS FOR A DAY AND THEIR CHIEF



Left to Right, Back Row, Mrs. F. A. Bryant, Miss Florence Luscomb, Mrs. Pryor Fulton, Miss F. Josephine **Hall**, Miss Maud Gerritson, Miss Effie A. Merrill, Mrs. Joseph E. MacCarthy; Front Row, Mrs. Nora Stanley Smiley, Miss **Ida B. Hall**, Mrs. George A. Hines.



Activists young and old work together on the fight for equality.

Here, Florence Luscomb, teachers Ida and Josephine Hall, and other suffragists took over the local paper. When Luscomb was a student in college,

“any notices of the suffrage meetings put up on the bulletin boards were immediately torn down.”

Image from The Boston Herald, March 18, 1913



**“Suffragette” was a word
used to mock suffragists,
especially the more
militant suffragists in England.**

Florence Luscomb’s valentine to her mother, 1910.

Luscomb Collection, Schlesinger Library, Radcliffe Institute, Harvard University.

VOTI PER LE DONNE!

[135]

LA RAGIONE DELLA DONNA

PERCHÈ

- PERCHÈ** le donne debbono obbedire alle leggi tal quale gli uomini:
Esse dovrebbero votare ugualmente agli uomini.
- PERCHÈ** le donne pagano le tasse tal quale gli uomini, e così sopportano il governo:
Esse dovrebbero votare ugualmente agli uomini.
- PERCHÈ** le donne soffrono per il malgoverno, tal quale gli uomini:
Esse dovrebbero votare ugualmente agli uomini.
- PERCHÈ** le donne vogliono migliorare le condizioni che circondano i loro figli:
Esse dovrebbero votare ugualmente agli uomini.
- PERCHÈ** circa Otto Milioni di donne negli Stati Uniti lavorano per un salario, e la salute loro e quella dei nostri futuri cittadini sono spesso messe in pericolo da cattive condizioni di lavoro, che possono essere solamente rimediate a mezzo di leggi:
Esse dovrebbero votare ugualmente agli uomini.
- PERCHÈ** le donne di condizione agiata, che cercano di servire al benessere pubblico, dovrebbero essere in grado di assistere il loro consiglio coi loro voti:
Esse dovrebbero votare ugualmente agli uomini.
- PERCHÈ** le madri di famiglia, sempre in faccende, e le donne professioniste, non possono rendere tale servizio pubblico, e possono soltanto servire lo Stato con gli stessi mezzi usati dagli uomini di affari,—vale a dire, dando il loro voto.
Esse dovrebbero votare ugualmente agli uomini.
- PERCHÈ** le donne hanno bisogno di essere allenate ad un sentimento più alto di responsabilità sociale e civile, e questo sentimento si sviluppa con l'uso:
Esse dovrebbero votare ugualmente agli uomini.
- PERCHÈ** le donne sono consumatrici, ed i consumatori hanno bisogno di una più larga rappresentanza in politica:
Esse dovrebbero votare ugualmente agli uomini.
- PERCHÈ** le donne sono cittadine di un governo DEL popolo, DAL popolo, e PEL popolo, E LE DONNE FANNO PARTE DEL POPOLO:
Esse dovrebbero votare ugualmente agli uomini.

SUFFRAGIO
EGUALE PER UOMINI E DONNE { LE DONNE ne hanno bisogno
GLI UOMINI ne hanno bisogno
LO STATO ne ha bisogno } — PERCHE?

PERCHE? — { LE DONNE dovrebbero DARE il loro aiuto
GLI UOMINI dovrebbero AVERE il loro aiuto
LO STATO dovrebbe USARE il loro aiuto

NATIONAL WOMAN SUFFRAGE PUBLISHING COMPANY, Inc.

105 Fifth Avenue



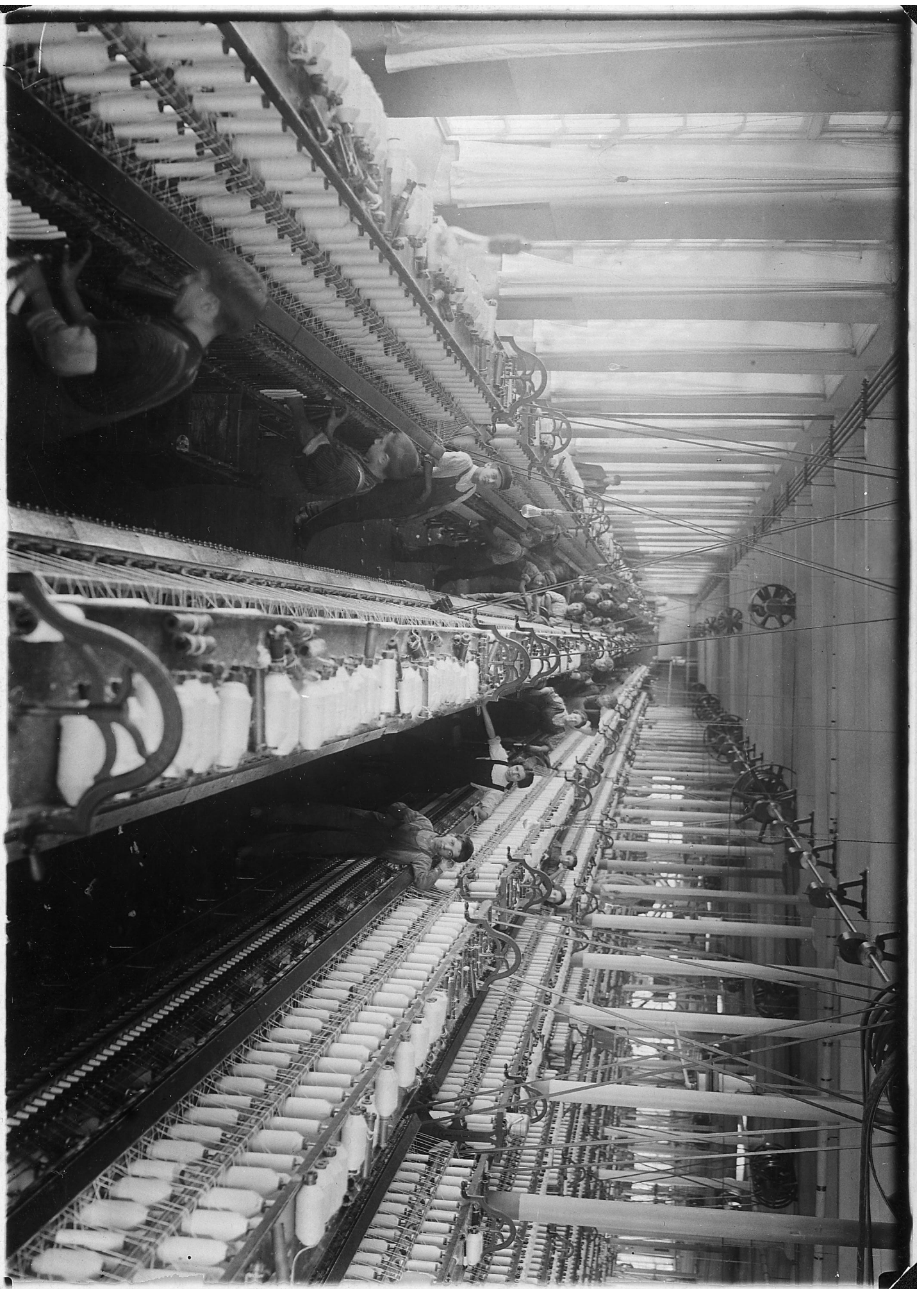
New York City

Many students learn new languages to get by at work, school and home. To reach all families, suffragists know they need to speak multiple languages.

“PERCHE le donne sono cittadine di
un governo DEL popolo, DAL popolo, e PEL
popolpo, E LE DONNE FANNO PARTE DEL
POPOLO.”

Women's suffrage leaflet in Italian.

Florence Luscomb papers, Schlesinger Library, Radcliffe Institute, Harvard University.



"Anxious to Vote: Students, Workers & the Fight For Women's Suffrage" • Stonehurst • Waltham Public Schools • Mass Humanities

Lessons in civics take on a special meaning when working long hours in dangerous conditions for little pay.

“A man and woman are working at the same piece of work, obtain the same results and spend an equal time on it, but when paying time comes, the woman’s salary is just half or one third of the man’s. Why?

Because she is a woman and can’t help herself and he is a man and can vote.”

—A girl of 12, Waltham, 1913

Quote, Waltham Evening News, March 17, 1913.

Photo: Spinning Room, Cornell Mill, Fall River, Mass., Lewis Hine, 1912.

National Child Labor Committee Collection, Library of Congress.

U. S. DEPARTMENT OF LABOR
CHILDREN'S BUREAU

JULIA C. LATHROP, Chief

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✓
FROM SCHOOL TO WORK

A STUDY OF CHILDREN LEAVING SCHOOL
UNDER 16 YEARS OF AGE TO GO TO WORK
IN WALTHAM, MASS., AN INDUSTRIAL COM-
MUNITY OF ABOUT 30,000 INHABITANTS

BY

MARGARET HUTTON ABELS



WASHINGTON
GOVERNMENT PRINTING OFFICE
1917

**Some students have to
work to support their families.**

"[In the] Evening Schools...the chief subject of instruction is the English language, but some attention is given to civics, particularly for children of foreign birth."

—Margaret Hutton Abels, *From School To Work*, 1917



