

# The State We're In: Washington

*Your guide to state, tribal & local government*



The State We're In: Washington  
Your guide to state, tribal & local government  
7th edition

League of Women Voters of Washington Education Fund

7th edition



LEAGUE OF WOMEN VOTERS of Washington Education Fund

7th edition

This edition has been produced and published by the League of Women Voters of Washington Education Fund

© 2014 by the League of Women Voters of Washington Education Fund

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the copyright owner.

Printed in the United States of America

League of Women Voters of Washington Education Fund  
1402 3rd Avenue, Suite 430, Seattle, WA 98101  
[www.lwvwa.org](http://www.lwvwa.org)

ISBN 978-0-615-93888-2

#### Ordering Information:

Books are available individually or in sets. A *Teacher's Curriculum Guide* is also available and is free with purchase of classroom size sets of the textbook.

For information and to place orders please call:

206-622-8961 or 1-800-419-2596 (outside King County)

For additional information and for order forms go to:  
[www.lwvwa.org](http://www.lwvwa.org)

Front cover photos clockwise from upper left:  
Olympic Peninsula; Seattle skyline photo courtesy Leslie Hoge Design; Mt. St. Helens; Palouse photo courtesy Carlos Schwantes

Back cover photos clockwise from upper left:  
Middle school students, photo © Susie Fitzhugh; Bruce Henne of Earth Conscious Organics, growers & distributors, Brewster, WA; Lisa Steppe and Andy Robertson, personal fitness trainers, Seattle WA; Hazel Pete, basket weaver, Chehalis tribe, photo courtesy of the Hazel Pete family.



## The League of Women Voters of Washington

*Empowering all Washingtonians to engage in a more responsible and responsive democracy*

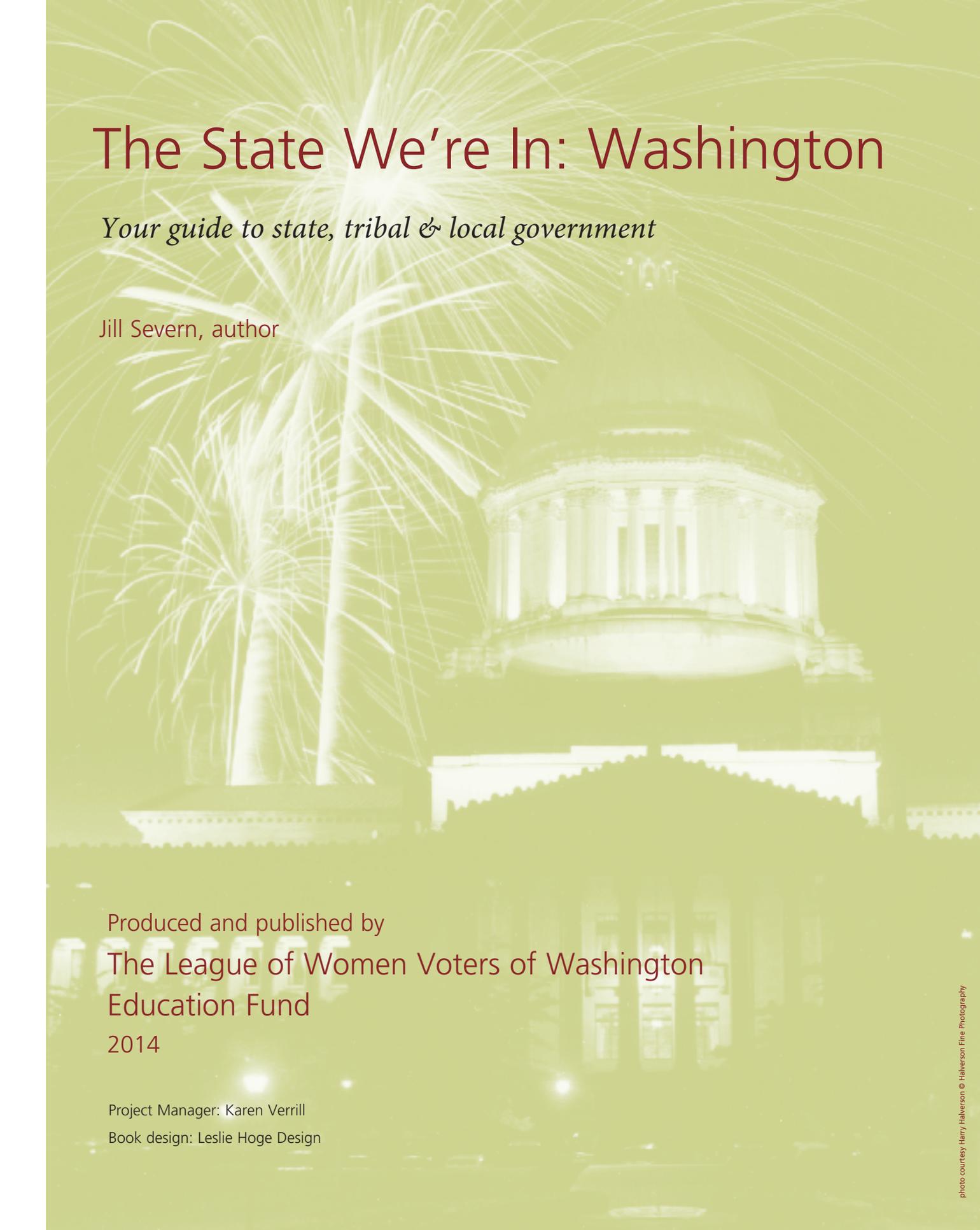
Rooted in the movement that secured the right to vote for women, the League has worked to foster civic engagement and enhance access to the vote since we were founded in 1920. Over time our work has evolved from efforts to gain and foster women's suffrage to ensuring that all eligible voters – particularly those from traditionally underrepresented or underserved communities, including first-time voters, non-college youth, new citizens, minorities, the elderly and low-income Americans – have the opportunity and the information to exercise their right to vote.

The League believes knowledge is key to voting, so we educate and advocate on:

- Natural resources: clean air and water, energy, land use planning
- Social policies: education, health care, housing
- Governmental policies: open government, fair taxes, and more

**Be bold – make a difference – join the League**

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



# The State We're In: Washington

*Your guide to state, tribal & local government*

Jill Severn, author

Produced and published by

The League of Women Voters of Washington  
Education Fund

2014

Project Manager: Karen Verrill

Book design: Leslie Hoge Design



LEAGUE OF WOMEN VOTERS  
of Washington  
Education Fund

OUR MISSION: The League of Women Voters, a nonpartisan political organization, encourages the informed and active participation of citizens in government, and influences public policy through education and advocacy.

#### STEERING COMMITTEE

Margaret Colony, LWV Skagit County  
Lucy Copass, LWV Seattle/King County  
Linnea Hirst, President LWV Washington (recent)  
Annette Holcomb, LWV Bellingham/ Whatcom County  
Dorris Martin, LWV Seattle/King County  
Nancy Pearson, LWV Tacoma/ Pierce County  
Betty Tabbutt, LWV Thurston County

#### CONSULTANTS

Carolyn St Claire, LWV Thurston, Curriculum Specialist, Social Studies Teacher  
Sally Brownfield, Director of Education, Squaxin Island Tribe  
Chambliss Keith, Teacher, Hood Canal School

#### PROJECT MANAGER

Karen Verrill, LWV Thurston County

#### TEACHER'S CURRICULUM GUIDE COMMITTEE

Maureen Pittenger, Teacher, Kent School District, retired  
Carolyn St Claire, Curriculum Specialist, Social Studies Teacher, retired  
Stacie Munoz, Social Studies/Language Arts Teacher, Bainbridge Island School District  
Alignment with the Common Core State Standards by Brent Conklin, National Board Certified Social Studies Teacher, Shelton School District

#### ACKNOWLEDGEMENTS

The League of Women Voters of Washington Education Fund, the author and the designer thank the following people who generously contributed information, expertise, editorial advice, and drafts of various features.

Ron Allen,  
Chair, Jamestown S'Klallam Tribe  
Dick Baldwin,  
Senate Photographer  
John M. Findlay,  
Professor of American West and Pacific Northwest History, University of Washington  
Dean Foster  
Claire Hesselholt,  
Policy Counsel, Senate Democratic Caucus  
Denny Hurtato,  
Director of Indian Education, Office of the Superintendent of Public Instruction, retired  
Cynthia Iyall  
Economic Development Specialist Nisqually Tribe  
Gordon James,  
Chair, Skokomish Tribe  
Joan Koenig,  
Squaxin Tribe  
Sue Lean  
LWV Thurston County  
Caleb Perkins  
Program Supervisor of Social Studies/International Education OSPI  
Nick Pharris,  
Elections Information Specialist Elections Division, Office of the Secretary of State  
Steve Robinson  
Policy Analyst, NW Indian Fisheries Commission  
Toa Vang,  
Principal Partner, Spokane Tribe

Thanks to contributing sponsor Thurston Regional Planning Council.

# table of contents



Introduction.....9

1 How the first people of Washington governed themselves ..... 10

2 The design of today’s democracy ..... 16



Separation of powers ..... 18

The rule of law ..... 20

Majority rule, minority rights ..... 20

Federalism ..... 21

Immigration..... 21

The role of citizens ..... 26

Elections..... 26

Initiatives and referenda ..... 26

Running for office ..... 28

Jury duty ..... 29

Advocacy..... 30



3 Creating Washington’s government ..... 32

Writing Washington’s constitution ..... 37

Big debates ..... 39

Agreement about education ..... 42

Statehood ..... 43

Amendments..... 43

4 A century of change ..... 45



Economic change ..... 45

Change in Washington’s natural resources ..... 47

Change in relationships between tribal and state/local governments..... 52

The changing challenges of government..... 55



5 Governing Washington today ..... 57

The legislature..... 57

Making the laws..... 59

The legislature’s biggest job: the state budget and taxes ..... 63

The role of political parties ..... 63

Legislative staff..... 67

The part-time legislature ..... 68

How state legislators are elected ..... 69

The executive branch ..... 72

The other executive branch officials ..... 74

The judiciary..... 77



6 Tribal governments today ..... 82

7 Local government: counties, cities, towns and special districts..... 92

Counties..... 93

Cities and towns ..... 100

Special purpose districts ..... 103



8 What does it take to be a good citizen?..... 105

9 What’s next for Washington?..... 109

Appendix A: Timeline of Washington history..... 125

Appendix B: A sampling of state agencies and departments ..... 129



photo credits and information can be found in their respective chapters

“With great power  
comes great responsibility.”

*Spiderman*

## Foreword

**M**My father recently died. Understandably, I often find myself thinking about him and his life’s remarkable journey. It is a familiar story. His grandparents were immigrants. When he began school in rural South Dakota in 1921, he spoke no English, only German. The Great Depression catapulted him out of school in the ninth grade in an attempt to help save the family’s hardscrabble farm. A few years later, survival came in the form of federal public works projects. Still later, he answered his country’s call to duty in World War II. Afterwards, he began driving truck (which he did for 37 years), and moved to the emerging suburbs to raise his four children.

Although I do not recall a single instance of his leading a family discussion about current events, I do remember that he read two newspapers every day from front to back. He was a bit stoic in the sense we sometimes think of those of German background, but he occasionally expressed a healthy skepticism of large institutions. I also recall that no matter what the circumstance, he never missed voting – for anything, be it a school measure or the presidency.

In other words, my father worked hard, played by the rules, and sacrificed to make a better life for his children.

What does all this have to do with the outstanding book that follows? Everything. This book is about the civic community that is shared by all of us and binds us together. It is about the most important and basic information required to “be in the game.” It is about the rights and responsibilities inherent in the “greatest experiment” ever undertaken. It is about the tremendous intergenerational responsibility that has characterized our living, breathing, dynamic way of governing ourselves. Finally, it is about as well written as is possible.

That’s no surprise. The author, Jill Severn, is the best writer I have ever had the privilege to know personally. This is her voice. It is well worth listening to. I think so much of it, that were it mine, I would dedicate it to my dad.

*Denny Heck*

REPRESENTATIVE FROM THE 10TH DISTRICT TO THE UNITED STATES HOUSE OF REPRESENTATIVES



There are many ways for you to be involved in your government.

# Introduction

This book is about how we govern ourselves. It addresses three very basic questions:

- **What is a government?**
- **Why do we need one?**
- **Why should I care about it?**

By the time you've finished this book, you should be able to answer these questions easily. You will also know enough about state, tribal and local government to be an active citizen – someone who helps keep our democracy alive and healthy.

The most important point to learn about government is that, in a democracy, government belongs to all of us. If we don't like what the government is doing, it's up to us to change it. And if we do like something government is doing, it's up to us to make sure it continues.



Having a democracy is a little bit like having a pet dog. It's a lot of fun, but it's also a big responsibility. It's a living, breathing creature that needs to be nourished, cared for, loved, and disciplined. It can be annoying, expensive and messy. But it's a cherished part of the family, and so, though we often take it for granted, we must never neglect it.

The difference is, of course, that government is bigger, more important, and far more challenging to keep on a leash. That's why learning about government is so important. If we don't keep our government under control, it can end up controlling us.

If we let that happen, we would betray the work, the wisdom, and the sacrifices of the people who came before us. They created the government that we have today so that our generation – and the generations that will follow us – could live in freedom. Now it's our turn to follow in their footsteps.

## How Washington got its name

In March 1853, the U. S. Congress passed an act that established the Washington Territory. (Before then, this area had been part of the Oregon Territory, and was often called "North Oregon.") Congress rejected the suggestion that this new territory be called "Columbia." They thought it would be confused with our national capital, Washington, the District of Columbia. Apparently, at that time people had not yet adopted the habit of calling the national capital "Washington, D. C." or simply "Washington." So they named the new territory "Washington" to honor our nation's first president – and left us with exactly the problem they wanted to avoid!



Northwest Museum of Arts & Culture/Eastern Washington State Historical Society

Fishermen at Celilo Falls, Columbia River

# 1 How the first people of Washington governed themselves

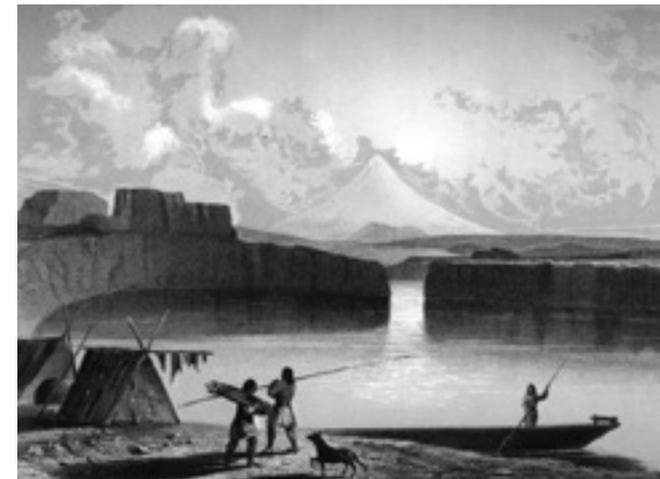
In the long march of history, “Washington” is a recent creation. For thousands of years before white settlers came, native people lived in this part of the world without creating the boundaries that define our state today.

The pattern of their lives was shaped by the natural world – by where the rivers flowed, where the berries grew, and where the best fishing spots were located. Washington’s first people didn’t plant crops or build factories; they fished, hunted, and gathered wild plants for food. They made their homes, their clothing, and everything else they needed from the materials that nature provided.

They knew how to harvest fish without harming future fish runs. They knew how to burn prairie lands to keep them open, so that the camas plant whose roots they ate would flourish. They managed the natural world, but they also considered themselves part of it.

During the spring and summer, they often traveled and built summer camps where the best berries or the best hunting was. In the winter, they returned to their winter houses or longhouses, where they spent more time indoors, making baskets, clothing, and other necessities, and telling stories around the fire.

“Indians Fishing at The Dalles,” 1854, from a report published with the results of a railroad survey for the Northern Pacific Railroad.



drawing courtesy Governor's Mansion Foundation



Northwest Museum of Arts & Culture/Eastern Washington State Historical Society

Colville encampment, Chief Joseph's village at pow wow honoring the Nez Perce battle of 1877 at Nespelem, Washington, 1900

Throughout the year, native peoples held special ceremonies to show their appreciation for the bounty that nature provided. They honored the spirits of the fish, the trees, the sun and moon. This powerful connection to the spiritual nature of life was a source of strength and unity.

There were important differences between people on the east and west sides of the Cascades – just as there are today. Much of the east side of the state is drier, more open land, and the climate is hotter in the summer and colder in the winter than the rainy, more heavily forested west side of the state. As you might expect, the people who lived near the coast or around Puget Sound ate more seafood – clams, oysters, and even whale meat, than people who lived on the other side of the Cascade mountains. People in different areas also spoke different languages. What all Washington's first people had in common, though, was that they were very good at catching and preserving salmon. Wild salmon were extremely important to all of Washington's first peoples.

Even though Washington's original cultures and traditions were shaped by differences in climate and location, the way people governed themselves was similar. They didn't write things down, so everything they did involved a lot of talking – and a lot of careful listening. In fact, listening was a very highly-developed skill. Adults taught young people the rules of good behavior by telling stories that gave specific examples of what happened when a person didn't behave the way they should. Young people learned by listening, and by really thinking about what they heard.

When a band or tribe needed to make a decision, they gathered around and talked about what to do. If there was a disagreement, people continued to talk about it until they found a solution everyone could agree on. This is called governing by *consensus*. Sometimes it would take a very long time to reach consensus on a decision, but it was more important for everyone to agree than to make a decision quickly.

Most groups of people had different leaders for different purposes. For instance, one person might be the leader for a hunting trip, but a different person might take the lead in deciding where to build a village. If someone was needed to represent the group



PEMCO Webster & Stevens Coll. Museum of History & Industry, 83.10.109.23.2

William Shelton carving a story pole, 1920

in dealing with another tribe (or with white explorers or settlers), that might be yet another person. People mostly looked to elders for leadership, because they had more experience and wisdom. In fact, elders were honored and held in high esteem. Sometimes, certain families provided certain kinds of leadership for many generations.

In these societies, no one owned land; that idea never occurred to them. They didn't have hard and fast definitions of who was a member of which tribe, either. They had networks for trading and visiting each other, and people from one band or tribe often married into another. Although each tribal group had its own traditions, its own general territory, and its own ways of doing things, there was plenty of exchange that kept people from becoming isolated.



Chelan women on horseback, Chelan, 1912

University of Washington Libraries, Special Collections, neg MA 1036

Tribal societies in Washington were radically changed by the coming of white settlers in the middle of the 1800s. In just a few years, the settlers, backed by the U. S. government, took over most of the state, and signed treaties with native peoples that required them to give up most of their land. In the place of tribal self-government, the U. S. government asserted its authority.

The traditional ways Washington's people lived and governed themselves were changed forever. But the traditions of Washington's first peoples weren't lost. Even though many of the Indians' spiritual and ceremonial practices were banned for many years by the new settlers' government, they were kept alive, often in secret. On reservations and in Indian communities around the state, those traditions continue to be passed from one generation to the next. Today, many tribes blend ancient traditions with modern ways of governing. Indians often credit their deeply spiritual traditions with giving them the strength to survive the overwhelming force of white settlers, and the many twists and turns of U. S. policy towards native peoples.

Today, Indian self-government, traditions and culture are experiencing a dramatic comeback. A series of court decisions and changes in national and state policy have affirmed the rights spelled out in the treaties and stimulated the growth and development of tribal self-determination. These decisions were won by many years of determined effort by Indian people and their allies. Today, tribal governments are growing and changing, and taking on important new roles and responsibilities. Tribal governments have become more and more important not just to Indians, but to all of us, because they are involved in issues such as saving wild salmon, protecting the health of rivers and streams, managing urban growth, improving education, and creating jobs.



Swinomish men pose on the beach behind their racing canoe; La Conner, 1895

University of Washington Libraries, Special Collections, neg NA684

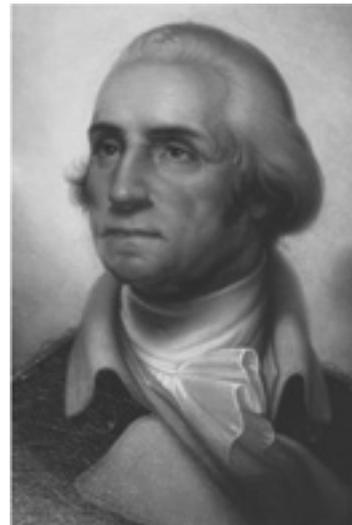
# 2 The design of today's democracy

**D**emocracy is the idea that people should have control over their government. This is the opposite of government having control of the people. In societies where there is one absolute ruler – a king, or a dictator – all power is held by one person. In a democracy, all power is held by the people.

In a democracy, people control government by voting. When our country was founded, the idea that all people should be able to vote was considered quite radical. The people who wrote the constitution thought they were going pretty far just by giving the right to vote to all white men who owned land. This was a huge change for a people who had been ruled by a king who lived far across the ocean.

Over the years, the right to vote has been expanded to include people who don't own land, African-Americans, women, Native Americans, and immigrants of all races who choose to become citizens. Today, it seems obvious to us that everyone is equal, and that everyone should have the right to vote. But we need to remember

Lord Acton, a British historian, wrote in 1887 that “Power tends to corrupt, and absolute power corrupts absolutely.”



portrait of George Washington by Rembrandt Peale, in the Governor's Mansion Olympia, WA

courtesy Governor's Mansion Foundation

that this was not always so, and that the right to vote is something that many generations of Americans struggled hard to create for us.

**Universal suffrage** – the right of everyone to vote – is the foundation of democracy, but in a complex society like ours, people cannot vote on everything. We have to choose people to do the work of governing for us. That's why we elect people to represent us. This is called **representative democracy**. (When people vote on everything, it's called **direct democracy**.)

The basic principles of our system of government are spelled out in our nation's constitution, which was adopted when our country was founded over 200 years ago. The constitution sets the basic rules for how government should work. A series of amendments to the constitution called the **Bill of Rights** defines the rights of citizens.

“. . .we here resolve that these dead shall not have died in vain — that this nation, under God, shall have a new birth of freedom — and that government of the people, by the people, for the people, shall not perish from the earth.”

ABRAHAM LINCOLN'S  
GETTYSBURG ADDRESS, 1863

## Different kinds of government

We have three basic levels of government: national, state, and local.



**Our national government** deals with issues that affect our whole nation. This includes managing our relationships with other countries, protecting the U. S. from attack, making national laws, and providing programs and services for all Americans.



**Our 50 state governments** – and the governments of territories governed by the U. S., like Puerto Rico, Guam and American Samoa – deal with issues that affect the people of their state or territory.



**Our local governments** make laws and provide services to people within counties, cities and towns.

**Tribal governments** are also an important part of the United States. In every state, including Washington, tribes govern the native people who live on the reservations created when their ancestors signed treaties with the federal government.



art courtesy of Northwest Indian Fisheries Commission

State and local governments are based on the same democratic ideas as our national government. Tribal governments are usually based partly on the national model described in our constitution, and partly on the traditional ways tribes governed themselves before settlers came.

*American democracy has three branches of government – the legislative branch, the executive branch, and the judicial branch. By balancing power among three branches of government, we assure that power is shared, and that no one person or branch of government has absolute authority.*

Our constitution is the foundation of our democracy. It represents a very careful balance between *individual liberty* and the *common good*. Our constitution protects our freedom to pursue our own dreams and choose our own beliefs, but, at the same time, it calls on citizens and elected leaders to put the common good – the welfare of everyone – ahead of our own interests.

## Separation of powers

Human beings are far from perfect, and we often have a hard time resisting the temptation to abuse power. We also need stability in our government so that people and businesses can plan for the future. That's why American democracy *spreads power around* rather than giving a lot of power to one elected leader.

American democracy has three branches of government – **the legislative branch, the executive branch, and the judicial branch**. By balancing power among three branches of government, we assure that power is shared, and that no one person or branch of government has absolute authority.

- **At the federal or national level, the legislative branch makes laws,** and decides how to spend the federal taxes that all of us pay. The legislative branch consists of the Senate and the House of Representatives. (Together, the House and Senate are called the **Congress**.) The people of each state elect two Senators, no matter how big or small the state is. But the number of representatives each state elects to the House of Representatives depends on how many people live there. (For example, Washington currently has ten representatives; California has 52.)
- **The president, who is the head of the executive branch,** can approve or reject (*veto*) the laws Congress makes. If the President vetoes a law, the Congress can cancel (*override*) the veto by passing the law again, but this time two-thirds of them (not just a *simple majority* of half plus one) have to vote for it.

The president is also the boss for most national government agencies, and is the Commander in Chief of the military.

- **The most important part of the judicial branch is the Supreme Court.** There are nine Justices on the Supreme Court. They are appointed for life by the President, but the Senate has to vote to approve of the President's appointments. Because Supreme Court Justices are appointed for life, they don't have to worry about losing their jobs if they make decisions that someone doesn't like. Their primary duty is to make sure that the laws passed by Congress, states, and local governments respect the basic principles laid out in our nation's constitution. If the Supreme Court decides a law is unconstitutional, it can throw the law out. The Supreme Court can also rule on cases about whether police and other government agencies – including the president – respect the constitutional rights of citizens.

This system of government is not designed to be efficient and fast; it is designed to be careful and slow. A new law has to be debated and voted on by the legislative branch, approved by the executive branch, and, if anyone challenges it, upheld by our judicial branch.

There is often tension and conflict between the three branches of government. Presidents sometimes get angry when the Senate doesn't approve their appointments to the Supreme Court. Congress doesn't like it when a President vetoes a law they've passed. But because everyone agrees with the basic rules set out in the constitution, these conflicts don't get out of hand.



Mt. Rushmore features four presidents carved into a mountainside. Can you name all four?

This basic idea – the idea of *separation of powers* into the three branches of government – is reflected in the way state and local governments are organized, too. But state and local governments vary in the way they do this. Nebraska, for instance, has only one legislative body instead of two. And in our state, we elect the members of our state Supreme Court rather than letting the Governor (the head of our executive branch) appoint them.

Many local governments combine some of the functions of the legislative and executive branches because they are just too small to maintain three separate branches. But the basic principle of spreading power around is a universal feature of American governance. It is often called a system of *checks and balances*.

### The rule of law

A cornerstone of American government is the idea of having a “government of laws rather than a government of men.” This means that our government is guided by the law, not by what one person – or one group of people – wants to do. Our laws are intended to apply to everyone equally. No one is supposed to get special treatment, no matter how rich or powerful they may be. And the power of all government officials is limited to what the law says they can do.

### Majority rule, minority rights

When our nation was founded, the people who wrote our constitution worked hard to balance two ideas. The first – majority rule – is the idea that the ultimate power in a democracy is vested in the people. When we elect leaders, the majority of the people – that is, 50% plus one or more – determines who wins.

The second idea relates to “the rule of law.” The idea is that the majority shouldn’t be able to violate the rights of a minority. Like the idea of the separation of powers, this idea recognizes that people are imperfect. Sometimes the majority of people are prejudiced against a certain group of people – people of a different race or religion, or people who have different political beliefs, for instance. Our political system is designed

to protect minorities by providing all citizens with the same rights, and by giving the Supreme Court the power to strike down any law, no matter how popular, if it violates the rights of even one person. These ideas are reflected in the U. S. Constitution’s Bill of Rights.

### Federalism

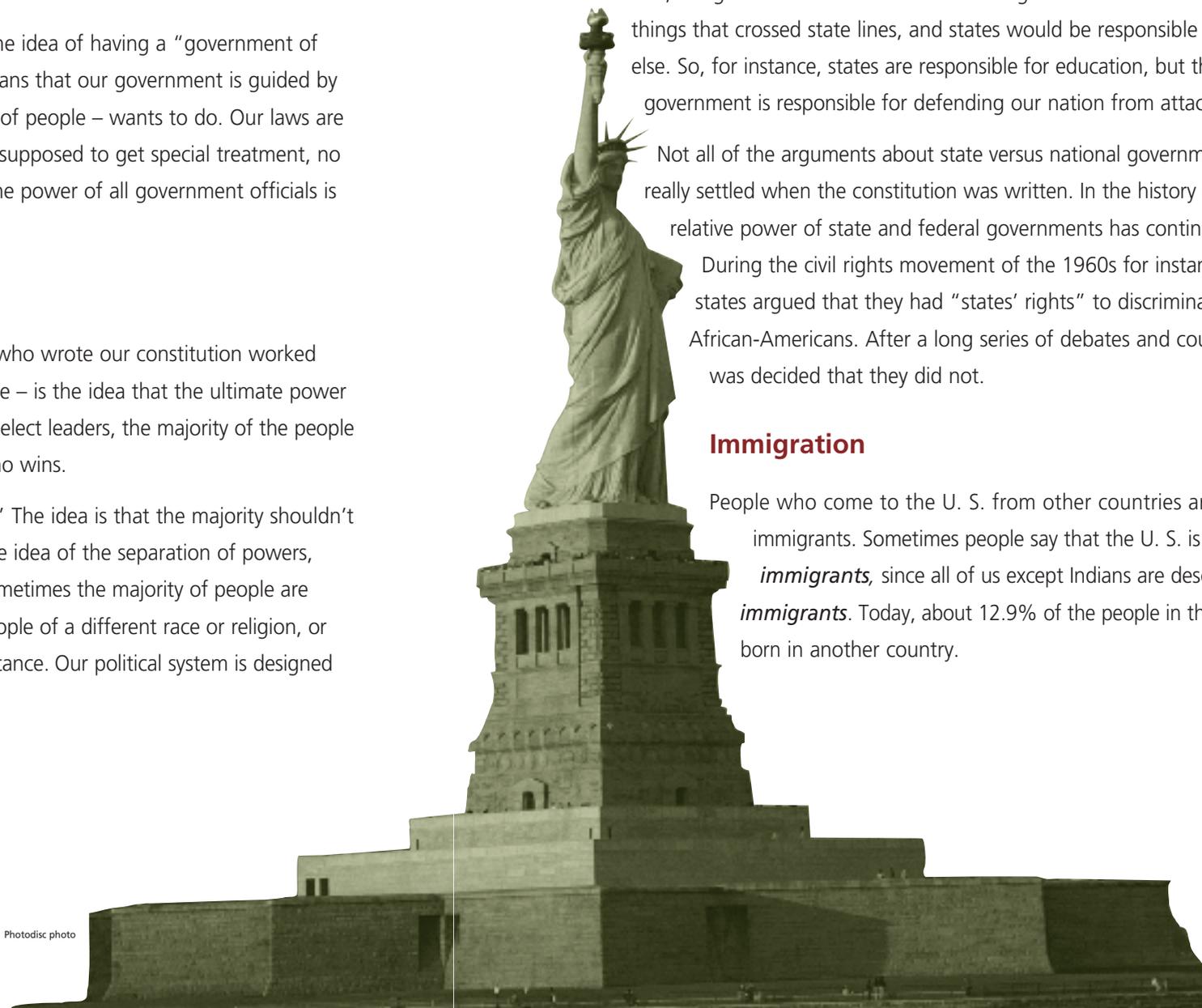
The word *federalism* describes the division of responsibility between state governments and our national government. When our country was founded, it was made up of 13 colonies that had been created by England. As our national constitution was being written, there were lots of arguments about how much power they would have when they became states, and how much power the national government would have. In the end, the general idea was that the federal government would make rules about things that crossed state lines, and states would be responsible for everything else. So, for instance, states are responsible for education, but the national government is responsible for defending our nation from attack.

Not all of the arguments about state versus national government power were really settled when the constitution was written. In the history of the U. S., the relative power of state and federal governments has continued to change.

During the civil rights movement of the 1960s for instance, southern states argued that they had “states’ rights” to discriminate against African-Americans. After a long series of debates and court cases, it was decided that they did not.

### Immigration

People who come to the U. S. from other countries are called immigrants. Sometimes people say that the U. S. is a *nation of immigrants*, since all of us except Indians are descendants of immigrants. Today, about 12.9% of the people in the U. S. were born in another country.



Some immigrants come to this country because they are fleeing from war in their home country. Some come because they might be jailed or even killed for their political or religious beliefs or their race. These people are called *refugees*, because they are seeking *refuge* – a safe place. But most immigrants come to join family members who are already here, or because they want better jobs and more opportunities for their children. Sometimes immigrants come because there is a shortage of people for certain jobs or professions – nurses, for instance, or computer professionals, or farm workers.

The federal government sets the number of immigrants that can come to the U. S. every year. Often when people in other countries apply to come here, they have to wait many years before they get permission from the federal government. Many never get permission. If they come to the U. S. without getting permission first, or if they stay longer than they have permission to, they are considered *illegal immigrants*. There are probably several million illegal immigrants in the U. S. today. (No one knows the exact number.)

Most illegal immigrants come to this country because they are poor and they need jobs. And lots of American employers hire them, even though it is against the law to do so. There is a constant conflict about this. Some people think all illegal immigrants should be rounded up and sent back to their home countries. Other people think that some or all the illegal immigrants in the country should be given *amnesty* – meaning they should be given permission to stay, and be made *legal* immigrants, because employers need them, and because they make an important contribution to the American economy

by working and paying taxes.

Only legal immigrants can apply to become American citizens. To become a citizen, an immigrant has to live in this country for at least five years. Then they have to fill out an application form, pay a fee, be interviewed by a U. S. official, and pass a test to show that they have learned to read, write

Women immigrating from Japan



photo courtesy Seattle Betanin Archives

and speak English; that they know some U. S. history; and that they understand how American government works.

All children born in the U. S. are citizens by birth. If adults come to this country illegally and then have children while they are here, the children are U. S. citizens because they were born in this country. If their parents are here illegally, or if the parents commit a crime, they can be *deported* (sent back to the country they came from). But what happens to the children? Legally, they have a right to stay here – but to exercise that right, they might have to be separated from their own mom and dad.

Immigration also gets complicated when it comes to deciding what government services people get. Illegal immigrants pay taxes, but they don't get the same benefits as other taxpayers. They can't get welfare, government-paid health insurance, or help if they get hurt and can't work. (Even legal immigrants can't get most welfare benefits.)

People argue about this a lot. If a woman is a poor illegal immigrant, and she's going to have a baby, should the government pay for her medical care? Some people say no, because she broke the law by coming here illegally. Other people say yes, because the baby will be a U. S. citizen, and we want that child to be born healthy.

People have similar arguments about whether kids who are illegal immigrants should be able to go to school. Some people say that U. S. citizens shouldn't have to pay to educate kids who are here illegally. But the U. S. Supreme Court has said that the kids shouldn't be punished for something their parents did. They say that educating all kids is the best and only way to make sure that they can get jobs and pay taxes when they grow up. (Washington's state constitution says we should educate all children "residing" in our state, not just those who are citizens.)



photo by Jai Schrof, courtesy of the Ethnic Heritage Council

The 20th Annual Naturalization Ceremony on July 4th, 2004 at the Seattle Center, where many people became U. S. citizens.



photo courtesy the collection of the Nordic Heritage Museum, Seattle, Washington

The passport of a Swedish family, 1923.



## Who came when, and where did they come from?

When the railroad finally reached Washington in 1887, it cut the time to travel across the country from four to six months to six days. Washington’s population exploded once the railroads connected us to the rest of the country. Most of the people who came were European immigrants who had already lived for some time in the East and Midwest, but people also came directly from other countries.

**White settlers** came to Washington beginning in the 1840s. Most came from the American Midwest or the Northeast. Their migration to Oregon and Washington started as a trickle, but grew larger with every passing year – especially after 1846, when the federal government encouraged people to settle here.



Image courtesy Tacoma Public Library

**African-Americans** were among the earliest settlers, but the number of African-Americans was very small until the 1880s when railroads reached Washington. The population grew a lot during World War II, when many came to work at Boeing, Hanford, and in other wartime jobs. In 1880, there were 180 African-Americans in Washington; in 1890, there were just over 1,000; in 1940, there were 7,000. In 1950, after World War II, there were 30,000.



**Chinese workers** were recruited to help build the railroads during the 1870s. But in the 1880s, white workers who needed jobs blamed the Chinese workers for high unemployment, and there were anti-Chinese riots and killings. Many Chinese left or were driven out of the state.



**Scandinavians** (people from Sweden, Norway, Denmark and Finland) began to immigrate to Washington in the 1880s, and their numbers increased rapidly for the next twenty five years. Most came to the Puget Sound region, but there were also clusters of various nationalities in Spokane and in other cities and farming areas. In 1910, the population of Kitsap County was 25% Scandinavian immigrants. Some Scandinavians settled in the Puget Sound area because it reminded them of home and they could find jobs in the woods.

Before 1846, when the Oregon Territory officially became part of the United States, the only immigrants were fur traders and trappers, a few missionaries, and people who worked for the trading companies that bought and sold furs. Nearly all were single men. Some were French-speaking Canadians; a few were from Hawaii; others were British or American. A few married native women and lived with local tribes, but most left eventually.

National immigration policy didn’t exist until 1882. That was the first time the federal government passed a law to control who could come to this country – and the law was the Chinese Exclusion Act, which forbade any more Chinese laborers from coming to the U. S. In the 1920s, more immigration laws were passed to limit the immigration of Eastern and Southern Europeans and to exclude people from Asia and the Pacific Islands. Immigration policy was based on race for a long time, and it favored Northern Europeans. This didn’t change until the Immigration Reform and Nationality Act of 1965, which allowed people to immigrate if they have family members already here, or if they have skills needed by U. S. employers.



**Japanese, Koreans, and other Asian and Pacific Island nationalities** arrived in Washington during times when federal immigration policy allowed it, but there were long periods during which the U. S. government excluded them. Japanese, Chinese, Filipino and Korean immigrants were recruited to come here for jobs when their labor was needed to build railroads, work in mines, canneries, farms or logging camps, but Asian and Pacific Island immigrants were not allowed to become citizens or to own land until after World War II. After the Vietnam war, many refugees and immigrants from Southeast Asia came to Washington.



**Italians, Greeks, Croatians, Basques, Irish, Germans, Dutch,** and people from many other European countries settled in Washington singly or in groups in the late 1800s and early 1900s. We can still see their legacies, in small towns that celebrate their immigrants’ history. For instance the town of Lynden is known for its Dutch roots, and Leavenworth is famous for its German-themed celebration of Christmas. In Eastern Washington, Odessa and Endicott are known for their Russian/German heritage.

**Mexicans** were actually among the very earliest immigrants to Washington. When Spanish explorers came here in the 1770s, the crews on their ships were mostly Mexican. One Mexican crew member collected and catalogued over 200 species of plants, animals and birds. Another was a renowned artist who drew pictures of the Olympic Peninsula. And for many years before the railroads came to Washington, skilled Mexicans provided transportation services of “mule trains” to miners, fur traders, settlers and merchants. During World War II, Mexicans and other Latinos began to come to Washington in larger numbers, mostly as farm workers. Many settled in the Yakima Valley, but they soon spread to other agricultural areas, such as the Skagit Valley. Today, Latinos (including Mexicans, people from other Latin American countries, and Latinos from Texas, California and other states) are the fastest-growing and largest minority in Washington.

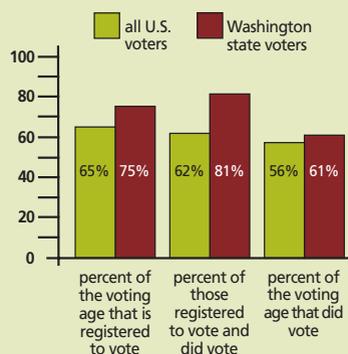
## VOTING

In the presidential election of November 2012, 133 million people, or 57%, of the voting-age population voted. That means that more than 40% of the eligible voters let someone else make important decisions for them. Only about 65% of people eligible to vote are registered to vote. Women, married people, and older people are more likely to vote.

In Washington, 75% of people eligible to vote were registered in 2012, and 81% of all of those registered to vote actually did vote. So in our state, 61% of people eligible to vote did. Washinton was ranked 13th in the country in voting rates.

Some reasons given by registered non-voters for not voting in the 2012 election include: too busy (19%), not interested (16%), illness or disability (14%), did not like candidates or campaign issues (13%), forgot (4%). Yikes!

### Voters in the 2012 election



source: WA Secretary of State's Voter Participation Statistics and U.S. Census Bureau

Becoming a citizen is important because only citizens are allowed to vote, and only citizens have the absolute right to stay in this country, no matter what. Even legal immigrants who have lived here for many years can be deported if they have not become citizens. Some young people have been deported for drug charges or stealing, even though they lived legally in the U. S. since they were babies.

## The role of citizens

### Elections

The most basic way people in a democracy exercise political power is by voting in elections. We elect the people who represent us – the members of city or tribal councils, county commissioners, state governors and legislators, and the President and the Congress of the United States. And if we don't like what they do, we can vote them out of office.

We also vote on specific issues. For instance, in Washington, local communities vote on how much we are willing to pay in taxes to support public schools. We also vote sometimes on special issues, like whether we want to pay extra taxes to build sports stadiums. And we vote on amendments to our state constitution.

### Initiatives and referenda

In the early 20th century, people wanted to make sure that citizens kept control over our government. So even though our state government has the same checks and balances as our national government, Washington voters amended the state constitution to build in an extra check – the power of citizens to bypass the legislature, write a proposed law and have the people vote on it. This is called an *initiative*.

To pass an initiative, a citizen or group of citizens must get a large number of people to sign petitions asking for a proposed law to be put on the ballot. If enough people sign,

the proposed law can go to the legislature, or directly to the ballot. (The number of people who have to sign an initiative is 8% of the number who voted in the last election for governor.)

If an initiative goes to the legislature, the legislature can pass it, and it becomes law. The legislature can also write an alternative measure, and put both the original initiative and their proposed alternative on the ballot of the next election. If the legislature doesn't do anything, the initiative still goes to the voters at the next election. If a majority of people vote for it, it becomes law. (Even if an initiative passes, the State Supreme Court can throw it out if it violates the state constitution. And if it violates the U. S. Constitution, the U. S. Supreme Court can throw it out.)

People in Washington also vote on referenda. A *referendum* is a law passed by the state legislature, but *referred* to the voters. Sometimes the legislature itself refers a measure to the ballot to see if the majority of voters agrees that it should become law. But sometimes a citizen or group of citizens doesn't like a law passed by the legislature. If they can get enough people to sign a petition, they can get the law put on the ballot. (The number of people who have to sign the petition is 4% of the number of people who voted in the last election for governor.) Then if the majority of people vote against it, the new law is thrown out.



photo courtesy of the Washington State Senate

Tim Eyman, who lives in Mukilteo, thought that taxes in Washington were too high, so he organized several initiative campaigns. He raised money, made petitions, persuaded

thousands of people to sign them, and got measures on the ballot to reduce taxes.

#### Other examples of successful initiatives

- In 1977, voters passed an initiative that removed

## One person's opinion makes a difference

the sales tax on food. This was an initiative directly to the people.

- In 1988, voters passed an initiative to clean up dangerous toxic waste sites. It was an initiative to the legislature. The legislature drafted an alternative, so both the legislature's version

and the original version were on the ballot. Voters chose the original version.

photo courtesy of Gayle Rieber Photography





photo by Ron Soliman, February 3, 2004, reprinted courtesy *The Olympian*

Local communities vote on how much they are willing to pay in taxes to support public schools

## Running for office

Another important way citizens participate in government is by running for public office. Most people who decide to do this start by running for a local office, such as being a school board member, or a city council member. When they are more experienced, and more people know them and support them, they run for higher offices. But this is not always true; sometimes a person who has never been involved in government decides to run for governor or the U. S. Congress.

People who run for office need money to finance their campaigns. They have to buy campaign signs, publish brochures to let people know what they stand for, and sometimes buy advertising in newspapers or on radio or TV. If they are running for a statewide office, they also need money to travel around the state to campaign.

Candidates for public office usually ask the people who support them to donate money for their campaigns, although sometimes rich people finance their own campaigns.

(There's more information about running for office in Chapter 5.)

The role of money in election campaigns is very controversial. In a democracy, we want everyone to have an equal chance to be heard. And we don't want individuals, unions or corporations that have a lot of money to have more than their share of influence in an election. We don't want our elected officials to feel that they have to vote the way their campaign contributors want them to. So we have rules about who can give, and how much they can give. And every few years, we pass more rules. But hardly anyone believes that we have found the perfect solution to this problem.

The most important safeguard we have come up with is the principle of *transparency*, or openness. This means that everyone should be able to find out who gave money to a political campaign, and how much. We have very strict laws that require every candidate and every campaign organization to report their contributions. A special government agency, the Public Disclosure Commission, makes this information available to the public and to reporters. (There's more information about this on page 68.)

Still, campaign financing will always be a subject we debate, both in elections for public office, and in campaigns to pass initiatives and other ballot measures.

## Jury Duty

Citizens also serve on juries. A jury is a group of people – usually 12 – who sit in judgment when someone is brought to court and accused of a crime. A judge conducts the trial, but members of the jury have to decide whether the accused person is guilty or innocent. (In civil cases, where one person or business is suing another person or business, juries usually have only six members.)

This is called “jury duty” because it is a duty that comes with being an American citizen.

## Advocacy

Having a democracy doesn't mean that our government is perfect. But democracy's flaws are not in the ideas that are the basis for our government; its flaws come from our failure to live up to those ideas.

American history is, in many ways, the story of the struggle of the American people to live up to the ideals set out in the U. S. Constitution. Over many years, voting rights have been extended to all citizens 18 and older, and discrimination against people because of their race or religion has been made illegal. These changes didn't come easily. But these changes were possible because our constitution established the idea of equality as the foundation of our society.

Today, there are still ways in which we fail to live up to the ideas in our constitution. For instance, in today's society, equality depends on everyone getting a good education. But we haven't yet succeeded in reaching this goal. In communities where people don't have very much money, they can't afford to pay enough in taxes to have schools as good as those in richer communities. The result is that kids in poorer communities may not have the same opportunities to learn and succeed.

The important thing to remember, though, is that in a democracy, *people have the power to change these things*. It isn't easy, and it often takes a very long time. But the history of our country – and our state – shows that progress is possible.

This progress is possible because we have the right to say what we think, to band together to push for change, and to support or oppose candidates for public office.

We are so used to having these rights that we often forget how important they are. Many Americans don't bother to vote, and don't make their voices heard. But our democratic rights are a lot like our muscles: the more we use them, the stronger they become. If we don't exercise our rights, our democracy becomes weaker.

So, to sum up, American democracy is built on the belief that *we govern ourselves*. This is both our right and our responsibility. That's why it's so important to learn about how our government works.

### Advocacy:

Promoting a point of view or belief, or working to help a certain group of people. (For instance, someone who tries to get laws passed to help people with disabilities would be advocating for them. The person who does this would be an advocate.)

## An example of advocacy

*The Arc of Washington State is one example of people using their rights. The Arc is a private, non-profit organization started by the parents of people who have developmental disabilities. (A developmental disability is a condition such as mental retardation that occurs before age 18.) By banding together, the parents of people with these disabilities have persuaded the government to give them more help, so they can choose whether to live in their own houses*

*or apartments. The Arc of Washington State also helps educate all people about what it's like to have a developmental disability, and why it's important to accept and include people with these disabilities in our schools and communities. Visit their website at: [www.arcwa.org](http://www.arcwa.org)*



Advocates rally to support the Fircrest Bill, which would help use funds for more community-based services for people with developmental disabilities.

Now people with developmental disabilities are more active in their communities, thanks to hard work by citizen advocates.



all photos courtesy The Arc of Washington State unless otherwise noted

Photo by Clara Link, courtesy of The Down Syndrome Community 2004 Calendar, Living it Up! [www.downsyndromecommunity.org](http://www.downsyndromecommunity.org)

Friday March 29<sup>th</sup>, 1857 # 147

## The Medicine Creek Treaty and the story of Leschi and Quiemuth

In late 1854, Governor Stevens gathered some settlers, U. S. government officials, and Indians from various tribes around the south end of Puget Sound at a place near Nisqually called Medicine Creek. He wanted the Indians to sign the treaty right then and there, and he didn't want to give them time to talk about it with the people back in their villages. Most of the Indians didn't want to sign, but they didn't feel they had a choice, because the U. S. army had a lot of men with guns. Enough of the Indians signed (or made Xs next to their names) to make the treaty official. The treaty meant that the Indians had to go live on the reservations that Stevens assigned to them.

The Nisqually and Puyallup Indians were upset by the reservations they were assigned to, because it was on hard, rocky ground, far from the rivers where they had always fished. Two brothers, Leschi and Quiemuth, went to Olympia to try to correct this, but they were labeled "trouble makers" and threatened with arrest. They fled into the foothills of Mt. Rainier. A group of settlers went off to find them.

While the settlers were searching for Leschi and Quiemuth, two U. S. soldiers were killed, and some Indians attacked settlers. Some people blamed Leschi for this, even though others said he was not in the area when these things happened. For ten months, there was fighting between Indians and whites. Then Governor Stevens called for a Peace Council, and promised to create better reservations. When Leschi came to this gathering, he was arrested. Quiemuth also surrendered. Quiemuth was murdered while he was in custody, and no one was ever arrested for this. Leschi was tried for the murder of one soldier. The jury could not come to a decision, and many people insisted he was innocent. A second trial was held, and this time he was declared guilty. He was hanged on February 19, 1858.

Many people – both Indian and settler – were deeply sorry that this happened, and angry that someone they regarded as a great man had been the victim of such a terrible injustice.

In 2004, 150 years after the Medicine Creek treaty was signed, the Washington state legislature passed a memorial calling on the state Supreme Court to acknowledge that Leschi's conviction was an injustice. The memorial also called on the public schools to teach young people the truth about this part of our state's history.

document courtesy Washington State Archives

# 3 Creating Washington's government

Starting in the 1840s, settlers from the East and Midwest began to come to the Oregon Territory in search of land to farm, adventure, and the opportunity to create new communities. At first, just a few came, but after 1846, when Britain gave up its claim to this area and the Oregon Territory became an official part of the U. S., the number of settlers multiplied every year. Most of them settled in the Willamette Valley, and they established Salem as their capital.

Fort Walla Walla, 1853, from a report published with the results of a railroad survey for the Northern Pacific Railroad.

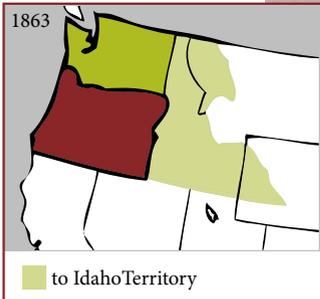
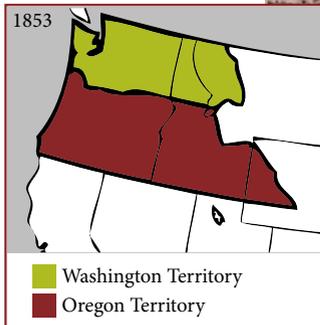
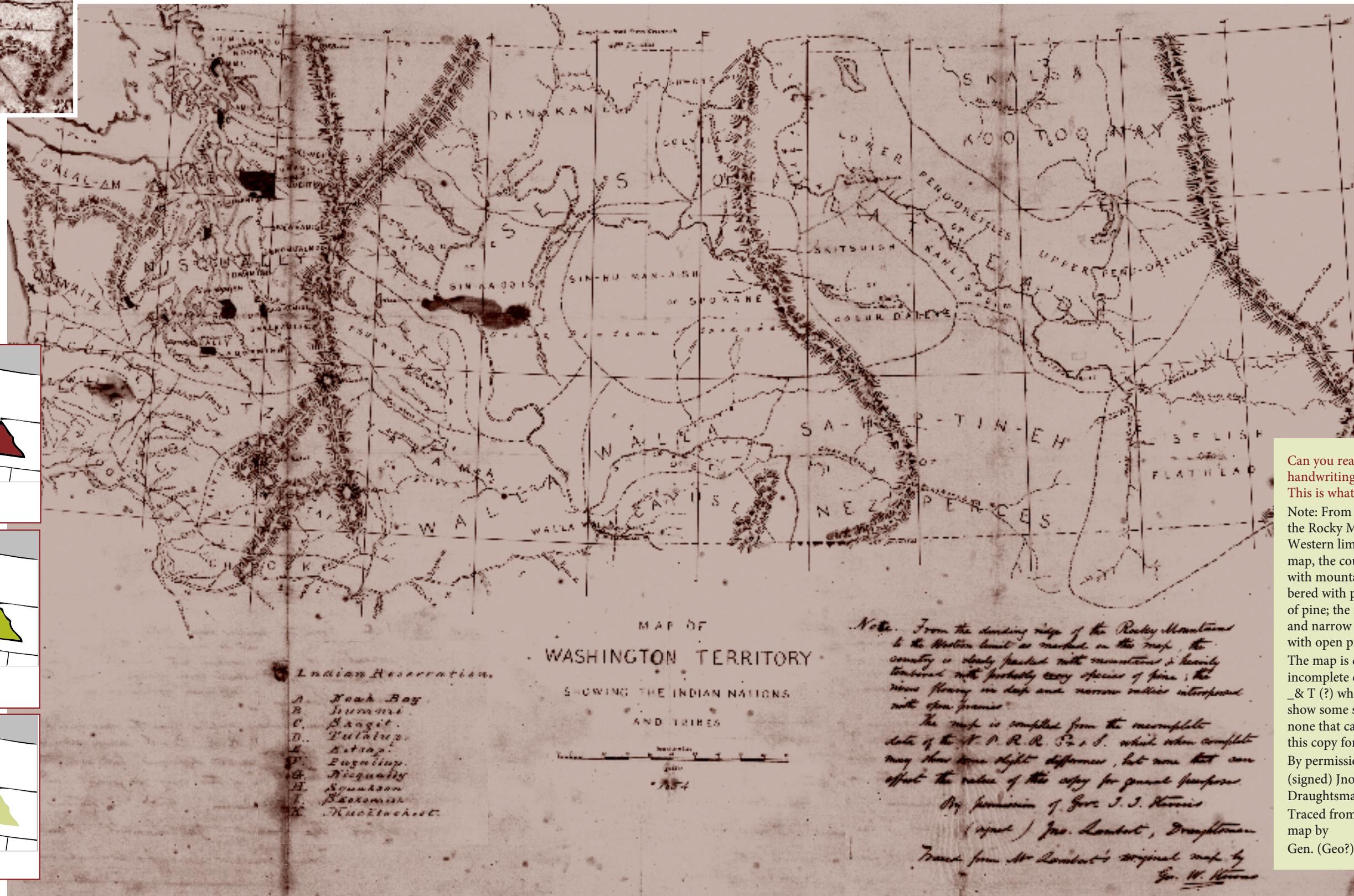


drawing courtesy Governor's Mansion Foundation

# From tribal lands to territory to Washington state — the story in maps



The large map, drawn in 1854, shows what early explorers knew about Washington's land and tribes. The maps below show how the borders of Washington changed when it became a territory in 1853, when Oregon became a state in 1859, and again when Idaho became a separate territory in 1863. The borders established in 1863 stayed the same when Washington became a state in 1889.



Can you read this older-style handwriting?  
 This is what we think it says:  
 Note: From the dividing ridge of the Rocky Mountains to the Western limit as marked on this map, the country is closely packed with mountains and heavily timbered with probably every species of pine; the rivers flowing in deep and narrow valleys interspersed with open prairies.  
 The map is compiled from the incomplete data of the N.P.R.R. E & T (?) which when complete may show some slight differences, but none that can affect the value of this copy for general purposes.  
 By permission of Gov. J. J. Stevens  
 (signed) Jno Lambert, Draughtsman  
 Traced from Mr. Lambert's original map by  
 Gen. (Geo?) W. Stevens

George Washington Bush was among the first settlers who, in 1846, helped found the community that eventually became our state's capital. He was a free African-American who had been a very successful farmer in Missouri. He and his Irish-American wife, Isabella, decided to move to the Oregon Territory to escape from the racial prejudice of the South. However, when they arrived in Oregon, the Territorial Legislature had just passed a "Lash Law" that subjected any African-Americans or other people

of color to being whipped if they tried to settle there. So the Bush family and the friends they were traveling with decided to come north of the Columbia River, where the laws were not enforced. The Bush family settled on what is now called Bush Prairie, just south of the present-day city of Olympia. Local tribes and the Hudson's Bay Company helped the settlers survive their first winter. In the years that followed, the Bush family was famous for generosity to their neighbors and to new



drawing courtesy The Office of The Secretary of State

settlers, and for their hard work and skill at farming. Isabella was a nurse, and her medical knowledge was of special value to both settlers and Indians. The federal government gave white settlers land, but excluded people of color. So when the first Washington Territorial

Legislature met in 1854, they passed a resolution asking the federal government to make an exception for the Bush family. In 1855, the U. S. Congress passed "An Act for the Relief of George Bush, of Thurston County, Washington Territory," granting this request.

George Bush's son, Owen Bush, was elected to the Washington legislature in 1889. He introduced the legislation that created the college that is now known as Washington State University in Pullman.

But some came to what is now western Washington, and by 1851, they were campaigning to make the land north and west of the Columbia River a separate territory. From the new settlements in Seattle and Olympia, it took at least three days to get to Salem, and people didn't feel the Salem government really represented them. So the settlers in what is now Washington called meetings, published newspaper articles, and asked Congress to declare the area north and west of the Columbia River a separate territory. In 1853, their wish was granted, even though there were only about one thousand settlers north of the Columbia. Congress also made the territory much larger than they had asked by adding land to the east of the Columbia River (see maps).

In 1854, U. S. President Franklin Pierce sent Isaac Stevens to be the governor of Washington Territory. Territories were controlled by the federal government, so the governor worked for the President of the United States.

The President wanted Isaac Stevens to negotiate treaties with all the Indians who lived in the Washington Territory. The purpose of the treaties was to persuade the Indians to give up most of their lands, so that more white settlers could come and live here, and so that the federal government could grant them clear ownership of the land. From 1854-1856, Isaac Stevens traveled all over the state, and persuaded tribes to sign treaties in which the Indians promised to live on **reservations**, which were specific pieces of land reserved for them. In many cases, this meant the tribes had to **relocate**; that is, they had to move from where they usually lived. The tribes were promised small payments for the land they gave up, and they were promised that they could continue to fish, hunt, and gather in their "usual and accustomed places." They were also promised government services such as health care and education.

The white people who wrote the treaties thought that Indians should settle down, learn how to farm, and live like white people. This didn't make much sense to the Indians, who had been fishing, hunting, and moving around freely for thousands of years.

Isaac Stevens and the people who worked for him didn't know very much about the Indians and their way of life, and they didn't take the time to learn, because they were in a hurry to get treaties signed and get all the Indians grouped together on reservations.

There were brief wars between some of the Indians and the federal government over the terms of the treaties. The federal government won.

Within the next few decades, Washington began to fill up with settlers. These settlers wanted Washington to become a state, because then they could form their own state government instead of having a governor appointed by the President.

### Writing Washington's constitution

In 1889, 75 men were elected to go to Olympia to write a state constitution. For Washington to become a state, a constitution had to be written and voters had to approve it.

Governor Stevens speaking to the Nez Perce, 1855, from the report published with the results of his railroad survey for the Northern Pacific Railroad.



drawing courtesy Governor's Mansion Foundation

**Article I, Section 1  
of Washington's  
state constitution:**

All political power is inherent in the people, and governments derive their just powers from the consent of the governed, and are established to protect and maintain individual rights.

State constitutions are similar to the U. S. Constitution, but not exactly the same. Like our national Constitution, state constitutions set up the basic organization of government and spell out the rights of citizens. They are the foundation on which government is built. But state constitutions are usually more specific, and have more detail. For instance, our state constitution describes certain services that state government must provide – schools, prisons, and state institutions to care for people who have certain disabilities. The federal Constitution doesn't say anything about what services our national government must provide.

State constitutions can also differ from our national constitution in the rights they give to citizens. For instance, Washington's constitution has stronger protections of people's privacy, our right to own guns, and stricter separation between religion and government.

Among the people (called *delegates*) who wrote our constitution there were 22 lawyers, 19 farmers or ranchers, nine storeowners or bankers, six doctors, three teachers, and three miners. There were no women in the group because women didn't have the right to vote, except in elections for local school boards. There were also no Indians. At that time, Indians were considered citizens of Indian nations, not citizens of the United States. There were also many Chinese immigrants in Washington, most of whom came here to work in the mines and help build the railroads, but they weren't allowed to become citizens, so they weren't represented either.

Starting on the 4th of July, 1889, the 75 men set to work. They didn't start from scratch. They copied parts of the constitutions of other states, and some sections from an earlier draft of a Washington state constitution that had been written in 1878.

**Suffrage: the right to vote.**

This is a very confusing word, because it sounds like it's related to "suffer," but it's not. It comes from the Latin word *suffragium*, which also means the right to vote. To make it even more confusing, a *suffrage* can also be a kind of

prayer – but that meaning seems to have fallen out of use. Another mystery about the word *suffrage* is why it's almost always used in connection with *women's* right to vote, but rarely in discussions of other people's right to vote.

## Big Debates

They had big debates about many issues. For example, they had a long argument about whether the constitution should give women the right to vote. Some thought women should be allowed to vote, but they were afraid that if they said so in the constitution, the voters would reject it, and that would delay Washington becoming a state. Others didn't want women to have the vote because they were afraid women would vote to outlaw alcohol. Companies that made beer and whiskey lobbied to keep women from getting the vote. In the end, the writers of the constitution decided not to put women's suffrage in the constitution. They put it on the ballot as a separate measure, and it was defeated by the all-male voters.

University of Washington Libraries, Special Collections. Neg UW594



The Northern Pacific Railroad

The delegates who wrote the constitution also argued about the power of railroads and other big companies. The opening of the railroads in the early 1880s caused a huge population explosion. Railroads opened the state to more settlement, and made it possible for the farmers and ranchers in Eastern Washington to get their products to market. But many farmers and ranchers

were angry at the prices the railroads charged. A lot of people also thought the federal government had given away too much public land to the railroads, and that the owners of the railroads and other big companies had too much power and influence over government.

People didn't want the railroads and other big businesses to get control of our state government. So the drafters of our constitution included several things to try to prevent

*When the legislature ran out of stationery in 1877, a resolution was written on a shingle.*



University of Washington Libraries, Special Collections, neg. A. Curtis 19943

## A Quick History of Voting Rights

**1776** When the U. S. first became an independent nation, state governments decided who could vote. In most states, only white males who owned property were allowed to vote; in some instances, widows who owned property were allowed to vote, too.

**1855** By 1855, all the states had dropped the requirement that voters own property, so all white males could vote.

**1868/1870** In 1868, the 14th Amendment to the U. S. Constitution

recognized the citizenship of all African-Americans, and gave male African-Americans the right to vote. The right to vote was made explicit in the 15th Amendment. (Still, voting rights were denied to African-Americans in spite of these amendments.)

**1890/1920** In 1890, Wyoming became the first state to give women the vote. In 1910, Washington became the fifth state to grant women the vote. Washington’s action recharged a nationwide

campaign for women’s suffrage. Ten years later, the 19th Amendment to the U. S. Constitution gave all women the right to vote.

**1924/1950s** In 1924, the U. S. Congress passed the Indian Citizenship Act, giving U. S. citizenship to all Native Americans. But, it wasn’t until the 1950s that Indians were able to vote in all states.

**1943/1952** For the first time, in 1943, Chinese-Americans were allowed to become citizens, and to vote. For people from India,

citizenship was allowed starting in 1946; for Japanese-Americans and people from other countries in Asia, eligibility for citizenship was finally granted in 1952.

**1964** The 24th Amendment to the Constitution, adopted in 1964, prohibits states from charging a “poll tax” (a requirement that people pay to vote) that was mainly intended to exclude African-American voters.

**1965** The Voting Rights Act was passed by the U. S. Congress, finally ending state practices designed to exclude African-American voters.

**1971** The 26th Amendment to the U. S. Constitution lowered the voting age from 21 to 18 years.

**2013** A U. S. Supreme Court decision weakened the Voting Rights Act. It stopped federal oversight of states that had a history of discrimination in their voting laws.

this. They made it illegal for state government to loan money to private companies. They even forbade elected officials from accepting free railroad passes. They insisted on strict separation between private business and state government.

They also had big debates about what to do with the 2.5 million acres of land that the federal government gave to the state. Income from logging and other uses on some of this land was supposed to be used to fund schools and other public buildings. In other states, public lands had been sold off to business owners for a tiny fraction of their real value. People in Washington didn’t want that to happen here, so they wrote a strong statement that public lands must never be sold for less than they were worth. (It worked. Today, Washington’s state government still owns millions of acres of land, and logging and other activities on that land raise money to help pay for building schools and maintaining our state capitol.)

The biggest arguments, though, were over what to do about tidelands. A lot of businesses had already been established on tidelands. For instance, Henry Yesler had established a sawmill on the tidelands in Seattle. After a lot of debate, it was decided that the state would continue to own the tidelands, but would lease some of them to private businesses. (At the time, the writers of the constitution didn’t think about the fact that tidelands were part of the “usual and accustomed places” that Indians had been promised rights to fish and gather clams and oysters.)

People’s distrust of powerful businesses also influenced the way our state executive branch is organized. The writers of our constitution wanted more than the separation of executive, legislative, and judicial branches of government. They wanted to disperse



photo courtesy Northwest Indian Fisheries Commission

**Tideland:** land that is under water when the tide is in, but not when the tide is out. Tidelands are important for several reasons: oysters, clams and other creatures we eat live there; they provide important habitat for many birds, sea creatures and plants, and tidelands provide access to the ocean (and to Puget Sound and other bays and harbors) that are important for shipping and industry. Many of the tidelands in urban areas have been filled in to make more dry land, and some have been dug up to create deeper water for boats and ships.

**The nine separately elected statewide officials in our executive branch are:**

- Attorney General
- Auditor
- Commissioner of Public Lands
- Governor
- Insurance Commissioner
- Lieutenant Governor
- Secretary of State
- Superintendent of Public Instruction
- Treasurer

power even within the executive branch, so that no one official would have too much power. They had seen how easily public officials could be corrupted by wealthy business owners, and they wanted to make sure that our government was honest and accountable to the voters. That’s why they created an elected Commissioner of Public Lands to protect the legacy of state-owned land. And that’s why we have nine separately elected statewide officials in our executive branch.

**Agreement about education**

But while the writers of the constitution disagreed about many things, there was one area where they all agreed: education. In fact, the most famous part of Washington’s constitution is this statement:

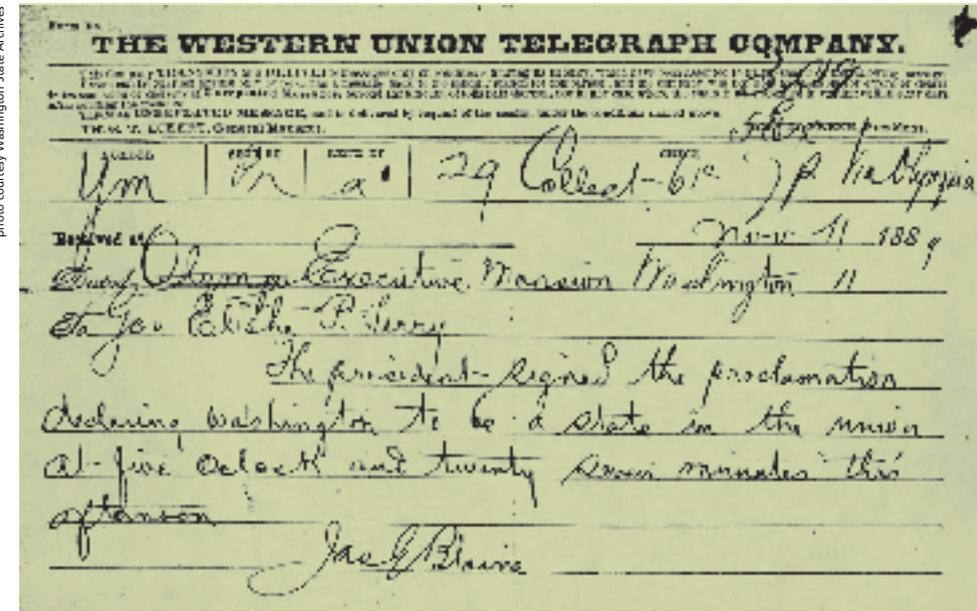
*“It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex.”*

No other state has such a strong constitutional statement about the importance of public schools. Because this is such a strong statement, courts have ruled that our state legislature has to provide all public schools with enough money to pay for all students’ “basic education.” It’s up to the legislature to define what “basic education” is. (People argue about this often, because what’s “basic” changes over time. For instance, computer skills are basic to everyone’s education now, but they weren’t 25 years ago.)

The result of Washington’s definition of education as the state’s “paramount duty,” is that schools in Washington get most of their funding from the state government. In many other states, schools get most of their funding from local governments.

Also, our constitution says we must educate all children “residing” in Washington – not just those who are citizens. Originally, this was meant to protect (among others) the children of the Chinese immigrants. Today, it makes it clear that immigrants from any country can go to our public schools.

photo courtesy Washington State Archives



The telegram announcing Washington’s statehood was sent collect — which means that the new state governor who received it had to pay for it. This was the federal government’s way of saying “OK, you’re a grown-up state now, so you have to pay your own bills.” At the same time this telegram was sent, another was sent to the outgoing territorial governor, who worked for the federal government – and the federal government paid for that one.

**Statehood**

The writers of our constitution finished their work, an election was held, and the voters passed the new constitution. Then it was sent off to Washington, D. C. There was just one problem: the governor forgot to sign it. So it had to be sent back to Olympia, signed, and sent back (by train) to the nation’s capitol. Finally, on November 11, 1889, Washington became the 42nd state.

**Amendments**

It takes two steps to amend (change) any part of our state constitution. First, both houses of the state legislature have to pass a proposed amendment by a two-thirds majority. Second, the amendment has to be put on the ballot and passed by voters by a simple majority at the next general election. As of 2004, the constitution had been amended 96 times.



In 1972, Washington voters passed House Joint Resolution (HJR) 61, the Equal Rights Amendment to the state constitution.

It had been referred to the voters after having been passed by a 2/3 majority of the state House and Senate.

One of the most important amendments to the constitution was passed in 1912, when the initiative and referendum were added to the section on the legislative branch of government. (See page 26 for more on this subject.)

In 1972, another amendment was passed to ensure equal rights for women. It reads "Equality of rights and responsibilities under the law shall not be denied or abridged on account of sex." This is called the *Equal Rights Amendment*, or ERA. It was proposed as an amendment to our national constitution, too. But an amendment to our national constitution has to be passed by Congress and ratified (agreed to) by the legislatures of 38 states, and the national ERA never quite achieved that goal. This is an indication of how much more difficult it is to amend our national constitution than our state constitution.

Another interesting amendment was passed in 1988. Our original state constitution said we should have institutions to care for "the blind, deaf, dumb or otherwise defective youth" and the "insane and idiotic." That language was considered normal at the time, but today we think it's mean and insulting. Ralph Munro, who was our Secretary of State for many years, worked to pass a constitutional amendment to change it. He succeeded, and now it reads "youth who are blind or deaf or otherwise disabled"; and "persons who are mentally ill or developmentally disabled."

## Washington State Symbols

### **Nickname:**

The Evergreen State

### **Tree:**

Western Hemlock

### **Flower:**

Coast Rhododendron

### **Grass:**

Bluebunch Wheatgrass

### **Arboretum:**

Washington Park  
Arboretum

### **Fruit:**

Apple

### **Bird:**

Willow Goldfinch

### **Fish:**

Steelhead Trout

### **Animal:**

Roosevelt Elk

### **Insect:**

Common Green  
Darnier Dragonfly

### **Fossil:**

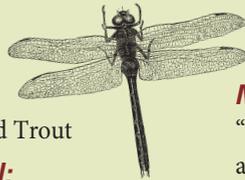
Columbian Mammoth  
of North America

### **Gem:**

Petrified Wood

### **Ship:**

"President Washington"



### **Motto:**

"Alki", meaning bye  
and bye

### **Song:**

"Washington,  
My Home"  
by Helen Davis



### **Folk Song:**

"Roll on Columbia,  
Roll on"  
by Woody Guthrie

### **Dance:**

Square Dance

### **Colors:**

Green and Gold

**Tartan:** (Tartans are special plaid patterns that usually represent a particular family in Scotland.)

The green background represents rich forests; the blue perpendicular bands reflect lakes, rivers and ocean; white is for snow-capped mountains; red for apple and cherry crops; yellow for wheat and grain crops; and black for the eruption of Mount St. Helens

# 4 1900 – 2000: A century of change

## Economic Change

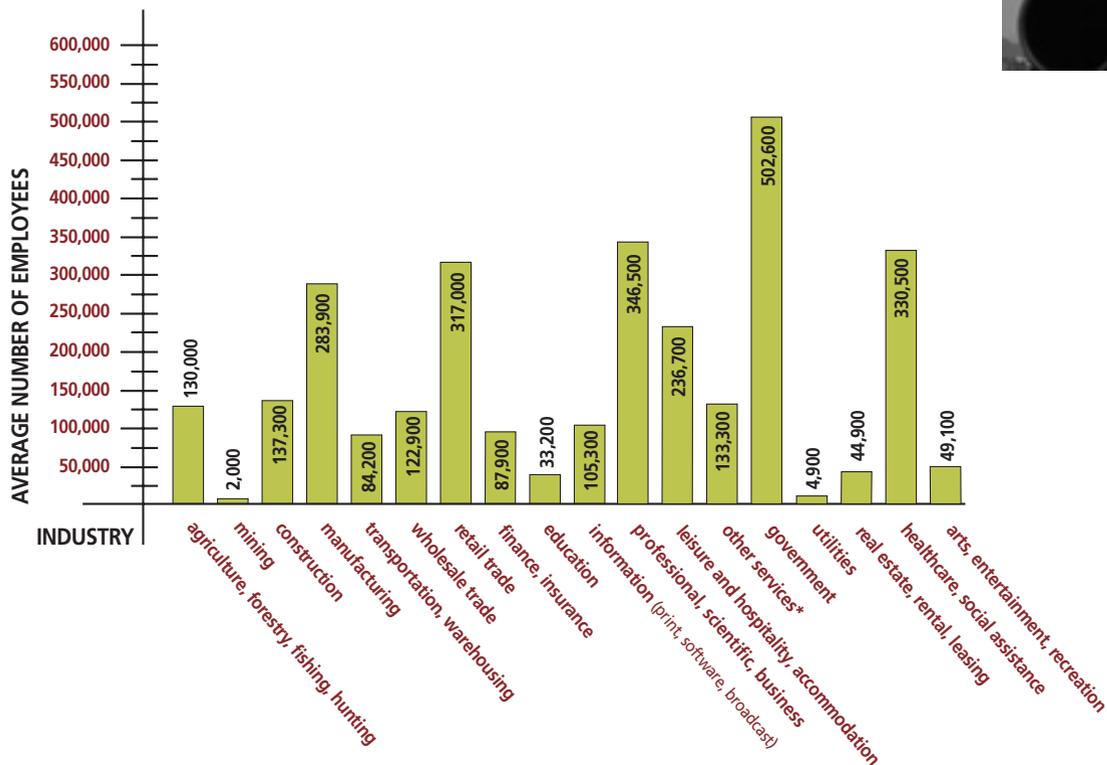
In 1900, about half a million people were counted in the census in Washington. (A census is a count of how many people live here, conducted by the U. S. government once every ten years.) In the 2010 census, nearly seven million people were counted (6,897,012 people, to be exact). That’s a lot of people – and a lot of change for our state.

### What we do for a living

Prepared by Employment Security Department, quarterly census of employment and wages, third quarter 2012



© The Boeing Company



\*Includes repair and maintenance; personal and laundry services; religious, grantmaking, civic, professional, and similar organizations; private households.

Imagine what it was like to live in Washington in the year 1900: People traveled on foot, on horses, on trains, or on boats, because cars were very rare and airplanes hadn't been invented yet. There was no electricity, so kids did their homework by candlelight. Most people only went to school through the 8th grade.

When kids got out of school, many worked on their families' farms. Others got jobs logging forests, milling lumber, mining coal, or working on a fishing boat or in a fish processing plant, or helping to build fast-growing cities and towns. People worked

### Who invented the weekend?

At the beginning of the 20th century, people often worked six or even seven days a week, and they often worked for 10 hours a day or more. Even children often worked these long hours. In many jobs, people also suffered a lot of injuries because there were hardly any safety measures.

To win better pay and conditions, workers banded together and formed unions – organizations that represent the interests of workers. Unions tried to bargain with business owners, and to get them to sign contracts spelling out how much workers would be paid, how many hours they would work, and under what conditions.

Sometimes, when the union couldn't get the employer to agree to the pay and conditions they wanted, all the workers would refuse to work. This is called a **strike**.



In 1917, loggers in Washington went on strike because they wanted to reduce their work day from ten hours to eight hours. People who worked in the mills where logs were sawed into lumber joined them, and together, the loggers and mill workers

shut down the whole industry. Eventually, they won, and the employers signed contracts giving them an eight-hour day and extra pay if they had to work overtime.

Unions eventually created today's standard work week of 40 hours – eight hours a day, with two days off. Unions also won pensions for people when they get old, paid time off when people are sick, pay for people who are injured at work, health insurance paid by employers, and paid time off for vacations. For many years, the labor movement in Washington was very powerful. But in the last half of the 20th century, the power of unions declined, both in

Washington and across the country. Now only about 15% of American workers are union members. Still, unions play a very important part in national, state, and local politics. Unions endorse candidates, and contribute to their campaigns. Many union members work as volunteers to put up signs and pass out literature for the candidates they support, and encourage people to vote.

In recent years, unions have also sponsored successful initiative campaigns to raise the minimum wage, and to provide better pay and union membership for workers who take care of people with disabilities and the elderly.

long hours with little time off. And work in the woods, mines, lumber mills and the fishing industry was dangerous. Many workers were hurt or killed in these jobs.

Early in the 20th century, Washington workers began organizing unions to demand better pay and working conditions. Over many years, unions helped improve the lives of working people by winning the eight-hour day, weekends off, and better safety standards. By the end of the 20th century, however, union membership was going down, and fewer and fewer workers were union members.

By the end of the century, life in Washington had changed dramatically. The Seattle area had become a center of medical and technical progress – home to a growing biotechnology industry, and famous as the hometown of Bill Gates, the co-founder of Microsoft. For much of the 20th century, Washington was also known as the place where the Boeing Company built sleek, fast airplanes. In Eastern Washington, technology had transformed the way people farmed, processed food, and managed livestock. But, at the same time, the new importance of technology – and the decline of fishing, mining, and logging – had created a gap between prosperous urban areas and struggling rural communities.

At the end of the 20th century, even a high school diploma wasn't usually enough to get a good job; the majority of kids went on to college, vocational or technical training, or an apprenticeship. Many adults also went back to school to learn new skills. And young people from rural areas and small towns often had to move to the cities to find good jobs.

The changes of the 20th century brought new prosperity to many, but by the end of the century, there was a growing gap between rich and poor, not just in Washington, but all over the U. S. Rising medical costs were a growing problem – especially for people whose employers didn't pay for their health insurance. And fewer and fewer jobs provided pension benefits for people to live on when they were too old to work anymore.

### Change in Washington's natural resources

The 20th century also brought dramatic changes to Washington's natural world. Huge dams were built on our rivers to produce electricity, and to provide irrigation for farms. This made farming a lot more of the land in Eastern Washington possible. But

photo courtesy Microsoft Corporation



the Microsoft campus in Redmond



The Department of Natural Resources plants trees after state forests have been cut so that there will be more trees to harvest in 50 or 60 years.

many of these dams blocked salmon from completing their journey from the ocean back to their home streams to lay eggs. The dams also destroyed traditional fishing places that Indians had used for thousands of years.

In the 19th century and in the early years of the 20th century, forests were logged without any thought to the future. At that time, the forests seemed so vast that it was hard to imagine that one day they would all be cut. By the end of the 20th century, scarcely any of Washington's original forests were left. Foresters had learned to replant

the areas they cut, but the replanted areas were not the same as the forests that grew there before, because foresters planted only the trees that were most valuable for timber – not all the other plants and trees that had been part of the original forest. Harvesting trees also disrupted many rivers and streams, which did more harm to salmon.

Even early in the 1900s, some people began to notice that Washington's industries were damaging fish and streams, and polluting the water and air. Abundant runs of salmon had already started to shrink. But it took a long time for people to face up to these problems.

Eventually, laws were passed that required industries to stop dumping wastes into the air and water. But it wasn't until the last decade of the century, when Washington's wild salmon were in danger of extinction, that an all-out effort to save them finally began.

The invention of the automobile also had a profound impact on our natural world. Cars cause a lot of pollution – air pollution from car exhaust, and water pollution from the oil and other fluids that leak from them, and from the materials in tires and brakes that wear off on roads and get washed into streams. Cars also require a lot of pavement for roads, freeways and parking lots. And where there is pavement, rain can't soak into the



A logger with a felling axe sits in the undercut of a tree in Washington. The tree was 25 feet in diameter.

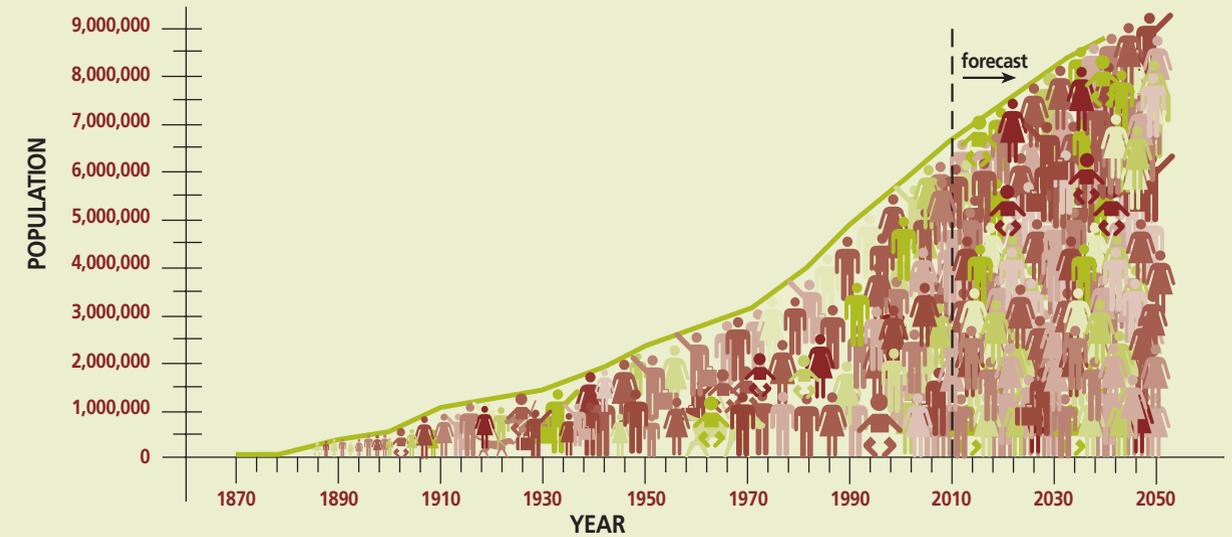
## Washington's changing population

A century and a half ago, Washington's population was almost all Native American. Then the population of white settlers became the overwhelming majority, and Indian tribes dwindled. Over the years, waves

of immigrants came from other states and from many countries – mostly European, but some from China, Japan, the Philippines, Mexico and other countries.

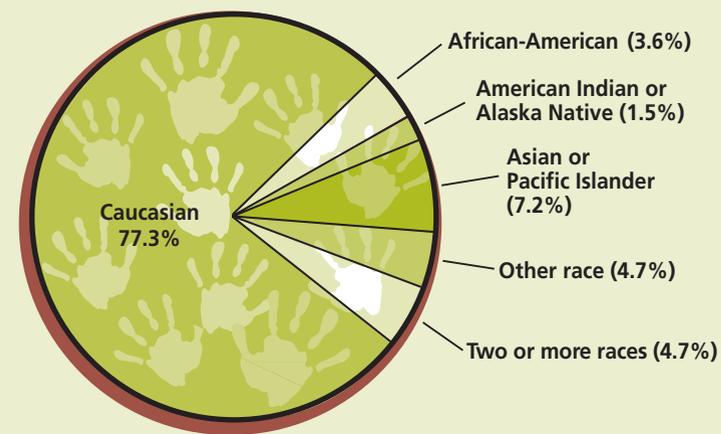
Today, Washington's population is still changing and growing. The Hispanic population is growing fastest, and in some counties, Hispanics are or will soon be in the majority. Indian

tribes and other populations of people of color are also growing, so that by the end of this century, no single group is likely to comprise a majority of Washington's people.



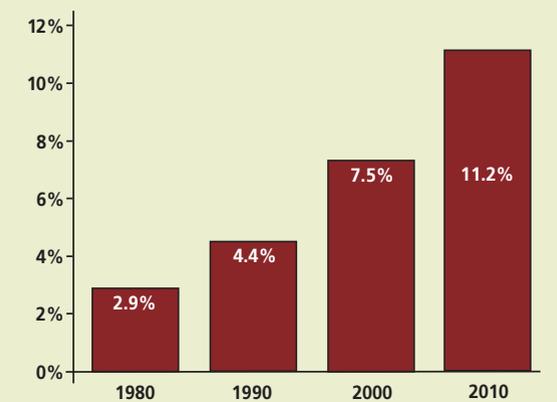
## Washington state shows strong historical population growth

### The population of Washington state by race/ethnicity



### Washington state population by race

based on US Census Bureau 2010 data



### Hispanic population as a percentage of total population

# Saving Wild Salmon



photo courtesy Washington Department of Fish & Wildlife

For thousands of years salmon have lived in Washington’s waters. But now they have disappeared from about half of our rivers and creeks, and wild salmon runs in other rivers and streams are much smaller than they used to be.

There are many reasons why wild salmon are in trouble. Some people blame the problem on too much fishing, but there are other reasons, too. Many of the freshwater rivers and streams where salmon begin and end their lives have been dammed, polluted, or blocked. Some

rivers no longer have enough water to support salmon in late summer. And in the winter, floods sometimes destroy salmon eggs or wash young fish out to sea. When it rains, oil from roads, and pesticides from our farms and yards are washed into the streams and rivers.

So many people are worried about salmon that in 1998 the state legislature passed The Salmon Recovery Planning Act. Governor Locke called together the leaders of several state agencies (called the Joint Natural Resources Cabinet) to come

up with plans to restore wild salmon. But state government is just one of many partners in this effort. Indian tribes, the federal government, the governments of other states where salmon live, local governments, and citizens’ groups are all involved. Tribal governments are especially important because of their special relationship with salmon, and because the federal court has declared that their treaty rights make them “co-managers” of salmon, on an equal footing with the state. Today tribal, local, state and federal

governments all hire a lot of fish biologists and other scientists to help figure out the best ways to restore wild salmon runs.

We can all do something to help. People can volunteer to help restore salmon habitats, and conserve water in farms, factories and homes. We can stop using harmful pesticides and fertilizers on our lawns. We can let our elected officials know what we think they should do. If everyone works together, there is hope for wild salmon.

To learn more go to:

[www.rco.wa.gov/salmon](http://www.rco.wa.gov/salmon)  
The Governor’s Salmon Recovery Office

[www.wdfw.wa.gov/recovery](http://www.wdfw.wa.gov/recovery)  
The Washington Department of Fish and Wildlife

[www.nwifc.org](http://www.nwifc.org)  
The Northwest Indian Fisheries Commission

[www.psp.wa.gov](http://www.psp.wa.gov)  
Puget Sound Partnership

ground. Instead, all that rainwater goes somewhere else – it runs into drains, which often gush into lakes or streams, carrying pollutants and disrupting the natural flow of water. The more people move to our state – and the more we drive – the bigger these problems become.



photo courtesy Leslie Hoge Design

This highway is filled with bumper-to-bumper traffic during rush hour every day.

These organizations won important victories (including the creation of the state’s Department of Ecology) and helped educate people about the problems. Important new laws were passed to reduce the amount of pollution industries could create, and to clean up the most dangerously polluted areas. But governments were hard-pressed to make enough progress to offset continuing population growth, and continuing growth in the number of cars, parking lots, and freeways.

Preserving and restoring the health of the natural world was difficult for other reasons, too. People need jobs, and sometimes this need conflicts with the desire to save wild fish, or preserve forests. Loggers want to cut trees, because their families and communities depend on their income. Fishermen – both Indian and non-Indian – want to fish, for the same reason. And governments have to figure out how to pay for cleaning up pollution and saving salmon at a time when they also need to spend more money on schools and colleges, care for the elderly, and other services for nearly seven million people.



photo courtesy Washington State Archives

Fishing was a major industry in Washington for much of the 20th century.



photo courtesy Weyerhaeuser Co.

A second growth forest managed by a forest products company.

## Who made your shoes?

International trade is a big part of both our past and our future. One out of three jobs in our state depends on international trade. Our airplanes, computer software, wheat, apples, cherries, medical technologies, lumber and other services and products are exported to many other countries.

Washington also plays an important role in importing goods from other countries. A lot of the imports come on huge ships to our ports, and are then loaded onto trucks or trains to be transported all over the country. Some of the

imports stay in Washington, though – look at the labels on your clothing, shoes, and even the pots and pans in your kitchen, and you will get an idea of just how much we import.

For Washington, the tradition of international trade began a very long time ago. Indian nations traded with each other for thousands of years. Then, in 1825, the Hudson’s Bay Company established Fort Vancouver, and began to trade in furs. Ever since, international trade has grown in importance.

The ports of Tacoma and



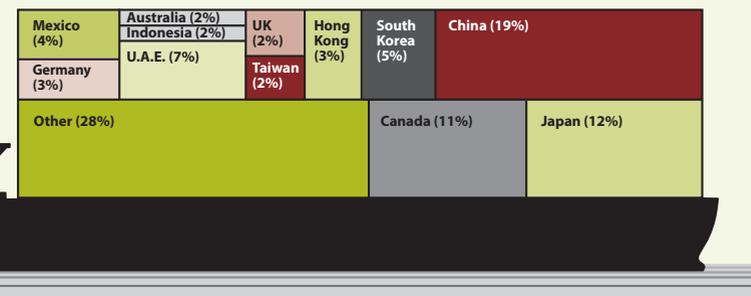
Graphic courtesy Washington State Department of Commerce

Seattle together are the third largest in the country, and they are actually closer to Asian ports than those in California. Our state has trade offices in Mexico, Germany, England, France,

Taiwan, Japan, South Korea, and China.

The State of Washington has an International Trade Division in the Washington State Department of Commerce that helps Washington businesses learn how to export their products. The International Trade Division also organizes visits to other countries to promote trade, and sometimes the governor leads these trade delegations.

### WASHINGTON'S TOP EXPORT MARKETS



Source: WISERTrade, 2012

## Change in relationships between tribal and state/local governments

In the 1850s, when the treaties were signed, the U. S. regarded Indian tribes as nations. Treaties are, by definition, agreements between nations. This made tribes nations within a nation. But tribes didn’t have the power to make the federal or state government respect the terms of the treaties. So many of the promises made to Indians in the treaties were soon broken.

In 1887, the U. S. Congress passed the Dawes Act, which said that Indian reservations should be broken up. The federal government assigned each Indian

family a plot of land within the reservation, and then sold off some of the remaining land to white settlers. The idea of this policy was to make more land available to white settlers – and to try to make Indians be more like white people. Instead of sharing land, they wanted Indians to adopt the idea of each person or family owning their own land. Instead of hunting, fishing and gathering, they wanted Indians to become farmers. In fact, a lot of people thought Indians should just disappear into the larger society. They didn’t think that Indian culture, history, or languages would survive, because there weren’t very many Indians left. Across the country, millions of Indians had died of diseases that Europeans brought with them, such as smallpox and measles, and more had died during conflicts with the U. S. military and forced relocations from their land.

After about forty years, the Dawes Act was reversed, but by then it had already done a lot of damage. Instead of being a single, large tract of land, most reservations had become checkerboards of land owned by Indians and by settlers. Some of the land was eventually returned to the tribes, but most of it was not.

During this time, it was nearly impossible for Indians to maintain their traditional forms of government. The federal government basically ran the reservations, through an agency called the Bureau of Indian Affairs (BIA), which is part of the U. S. Department of the Interior. BIA agents ordered Indian children to go to boarding schools – often far away from their home reservations – where they were not allowed to speak their own language. The BIA also had the power to lease Indian lands to mining companies, to dissolve tribal governments, and to decide if and when Indians could sell their land.

In 1934, the U. S. Congress passed the Indian Reorganization Act. This law encouraged the re-formation of tribal governments, and allowed the return of holding land in common for the whole tribe. Many tribes thought this was an important step in the right direction, but there were some problems with the Act. Tribes who chose to form governments under the terms of this legislation were required to adopt tribal constitutions that followed a model set out by the federal government. They also had to agree to govern by majority rule rather than the traditional way of taking time to reach consensus.

*“A treaty is not a grant of rights to the Indians, but a grant of rights from them.”*

FEDERAL DISTRICT COURT  
JUDGE EDWARD RAFFEDIE,  
DECEMBER, 1994

Gathering shellfish on the tidelands



photo courtesy Northwest Indian Fisheries Commission



In some respects, the tribal constitutions adopted under this law were really designed more for the convenience of the federal government than for the benefit of the tribes. Federal agencies wanted to deal with tribal governments that met federal deadlines – not with traditional tribal practices that meant taking the time to make decisions when the members of a tribe came to an agreement.

In traditional Indian societies, spiritual practices were woven into the way people governed themselves. Spiritual and hereditary leaders were very important. But these traditions were also pushed aside by the new constitutions.

There was another problem, too: to adopt this kind of constitution, and to govern by voting, tribes had to define who was a tribal member. Before settlers came, this wasn't an issue, because people simply participated in the life of the tribe they lived in. People married across tribes, so it was common for kids to have parents from different tribes, or for a husband to participate in the life of his wife's tribe if that was who they lived with. But once tribal government became more structured, people had to formally enroll in one tribe, and one tribe only.

In 1953, federal policy towards Indians took another terrible turn: the U. S. Congress adopted the "Termination Policy." The aim of this policy was "to make Indians . . . subject to the same laws and entitled to the same privileges and responsibilities as are applicable to other citizens of the United States, (and) to end their status as wards of the United States." To do this, reservations were to be abolished, and tribal governments wiped away. Once again, the federal government wanted Indians to give up their culture, their history, and their identity. This time, they didn't push for Indians to become farmers; instead, they encouraged Indians to move into cities and towns.

The termination policy was reversed in 1970, and in 1975 a new law called the Indian Self-Determination Act was passed. It gave tribes much more power to govern themselves. For the first time, tribes were able to run some of their own health, education, housing, and social services programs, and to make more decisions in tribal courts.

During the 1960s and early 1970s, a long struggle over Indian fishing rights pitted Indians against the Washington state government. State game wardens arrested and fought with Indians who tried to fish in their usual and accustomed places.

In 1979, the U. S. Supreme Court ruled that federal and state governments had to keep the promise in the treaties that said Indians would always be able to fish in common with settlers. In 1974, Judge George Boldt had ruled that the Indians should get half the salmon harvest; the Supreme Court upheld his decision.

The Indian Self-Determination Act and the Boldt decision were important turning points. The federal government finally recognized that Indians were not going to disappear, and that in spite of everything that had happened to them, Indians retained their own cultures, history, and identity. Indian tribes – and their governments – are a permanent part of the United States. The treaties that the U. S. government signed with tribes are the law of the land.

Since the 1970s, both the federal and state governments have begun to create "government to government" relationships with tribes. This is a return to the idea, embodied in the treaties, that Indian tribes are nations within a nation – that they have a right to govern themselves as they choose, and to protect and preserve their culture and traditions.

## The changing challenges of government

As you can imagine, all the changes of the 20th century had a big impact on our governments – state, tribal, and local – not to mention our national government. As you can see, the challenge of governing the state changed a lot in 100 years. During the 20th century, our state went from being a remote, wild place to being a leader in life sciences, technology, agriculture, and international trade. Our governments grew and changed along with our population. There was more for governments to do – and more costs for taxpayers to pay. At the beginning of the century, we only had to pay for educating a few thousand kids through the 8th grade. Only a few of these students ever went to college. By the end of the century, government needed money to pay for schools for nearly a million students in kindergarten through

Burbank Country School, 1901



photo courtesy Washington State Historical Society, Tacoma

Education in 2013



photo courtesy of Kent School District

high school – and about half of them went on to community and technical colleges or four-year universities. By the end of the century, we also needed more roads, more money for health care, more services for people with disabilities and the elderly, and more jails, police and firefighters.

At the beginning of the 20th century, Washington state government’s annual budget was about \$30 million in today’s dollars; by the end of the century, it was about \$11 **billion** a year.



photo © Western Washington University

Students at the Vehicle Research Institute at Western Washington University build award-winning experimental vehicles known for fuel economy and safety.

More and more of Washington’s economy depends on the work of scientists. And in almost every job, scientific advances are affecting what people need to know to use the tools, materials, and technologies in today’s workplaces. But many employers complain that not enough young people are learning math and science and choosing science-based careers.

One of the most exciting areas of growth in Washington’s economy is “green jobs” – that is, jobs in industries like bio-fuels or solar and wind energy that reduce pollution and oil use. There are also “green jobs” in the construction industry, where people are finding ways to use fewer resources and produce houses and buildings that use less energy.

## Science and Technology

Nearly all of the jobs in the 21st century economy require that people learn more math and science than their parents needed to learn, because new scientific discoveries and new technologies are constantly changing the way we do things.

Being a good citizen also requires more knowledge of science and math than it used to, because new scientific advances present us with important moral questions. Do we want to eat genetically engineered plants and animals? Should there be laws against cloning animals or humans? What should we do to reduce the impact of climate change? To make good decisions about these questions, we have to know enough science to understand what will happen when we choose a course of action.

There are special programs to help and encourage young people who are interested in math and science. These programs try to help kids see that math and science are for everyone, and that you don’t have to be a genius to learn them. There are also special college scholarships for young people who are interested in math and science – and for those who want to teach these subjects in public schools. These opportunities have been created because Washington’s future prosperity will depend on having people with strong math and science skills.

# 5 Governing Washington today

**G**overning Washington today may be more complicated than it was a hundred years ago, but the basic structure of our government is still the same. Our form of government has been flexible enough to change with the times, and stable enough to prevent change from being too sudden or extreme. That’s mainly because our national and state constitutions have provided a strong foundation that has stood the test of time. The basic ideas in our constitutions – regular democratic elections, separation of powers, the rule of law, and clearly defined rights and responsibilities for citizens – have become deeply ingrained in our way of life.

The founding principles and practices in both our state and national constitutions are reflected in today’s state government.

## The legislature

The legislature has two halves – the House of Representatives, and the Senate.

Our national government’s legislative branch is organized the same way, so sometimes people get confused about which Senate is the U. S. Senate, and which one is the *state* Senate. There’s a big difference!

The U. S. Senate and the U. S. House of Representatives make laws for the whole United States, but our state Senate and House of Representatives make laws only *for the state of Washington*.

*The people of this state do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over the instruments they have created.*

RCW 42.30.010, A PORTION OF THE LAW KNOWN AS THE “OPEN MEETINGS ACT,” PASSED BY THE LEGISLATURE IN 1971.

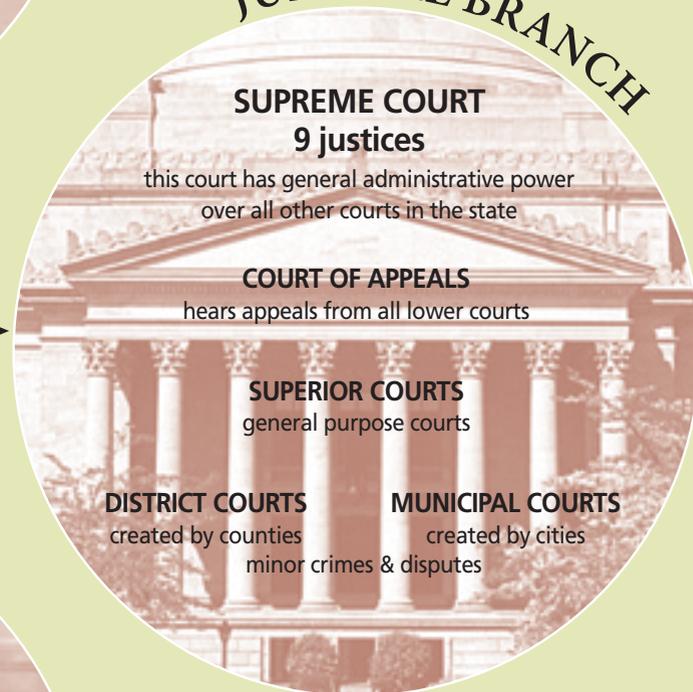
# EXECUTIVE BRANCH



The executive branch of government, which administers state agencies and enforces state laws, is headed by nine independently elected officials.

The courts of the state constitute the judicial branch of government. Nine justices comprise the Supreme Court, and this court has general administrative power over all other courts in the state.

# JUDICIAL BRANCH



**SUPREME COURT**  
9 justices  
this court has general administrative power over all other courts in the state

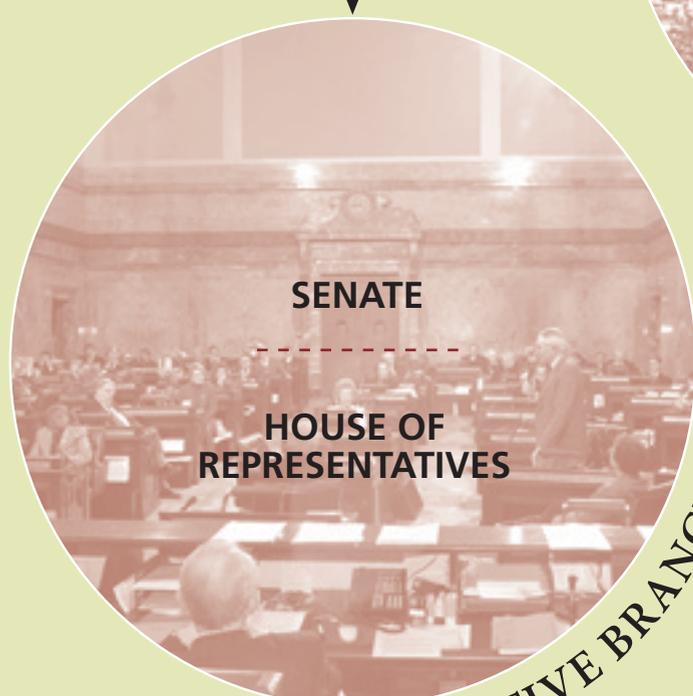
**COURT OF APPEALS**  
hears appeals from all lower courts

**SUPERIOR COURTS**  
general purpose courts

**DISTRICT COURTS**  
created by counties  
minor crimes & disputes

**MUNICIPAL COURTS**  
created by cities

**Washington state's government**  
Consists of 3 separate but equal branches. Voters in Washington state elect citizens to fill these positions



**SENATE**

**HOUSE OF REPRESENTATIVES**

# LEGISLATIVE BRANCH

Legislative power is shared by the people of Washington and their elected members of the legislature. The people act through the Washington system of initiative and referendum. The legislature determines what new laws are needed and how state government shall be financed.

Our state is divided into 49 legislative districts. The people in each of these districts elect one state senator and two state representatives. State senators serve for four year terms, but representatives are elected every two years.

## Making the Laws

The state legislature meets every year beginning in January. Every other year, they must agree on a two-year state budget. This two-year period is called a *biennium*. In the year when they must agree on a biennial budget, the legislative session lasts longer – usually 105 days. In the second year of the biennium, the legislative session is shorter, and usually ends after 60 days. Sometimes legislators don't finish their work in this amount of time. When this happens – or when an important issue comes up at other times of the year – they have *special sessions* that can last anywhere from one to 30 days.

Both the House and the Senate divide into committees, and each committee studies proposals to change the laws in a specific area. There are Senate and House committees on public schools, transportation, health and human services, agriculture, local government, energy, trade and economic development, the environment, and other topics.

## Kids as legislators, trial lawyers, and legislative staff

*If you want to know what it's like to be a state legislator, the YMCA Youth and Government program is just for you. Students meet for several months to learn how to research and develop legislation, and then hold a four-day mock legislative session in Olympia. Each student assumes the role of a house member, a senator, or a state elected official such as governor or secretary of state.*

*The YMCA also has a program for kids who are interested in the law. Teams of students prepare a mock case for trial, and act as attorneys and witnesses. A real judge, in a real courtroom, hears their case, and a "jury" of real attorneys rates teams for their presentation.*

*If you're interested in either of these programs, contact your local YMCA.*

*Another way for students to learn about the legislature is to apply to be a page. A page is a student (age 14-17) who works for the Senate or House of Representatives in Olympia for one week during a legislative session. Pages deliver messages and do other duties, and also participate in special classes where they learn how the legislature works. If you're interested in applying to be a page, contact one of your two house members or your senator.*

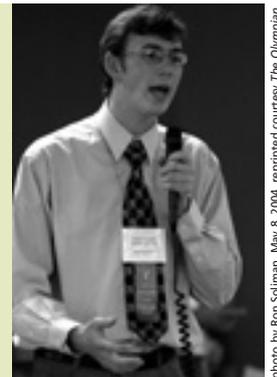
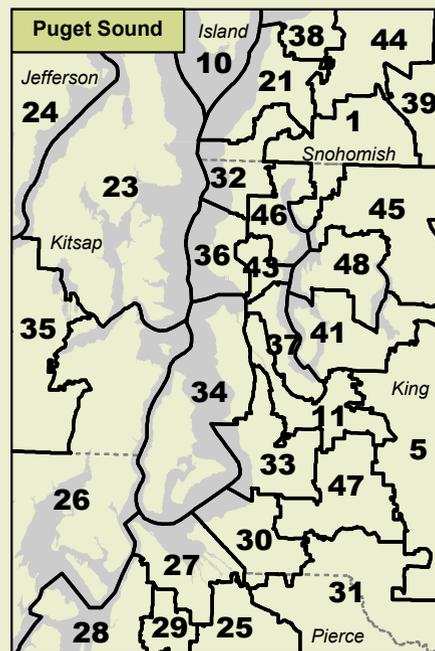
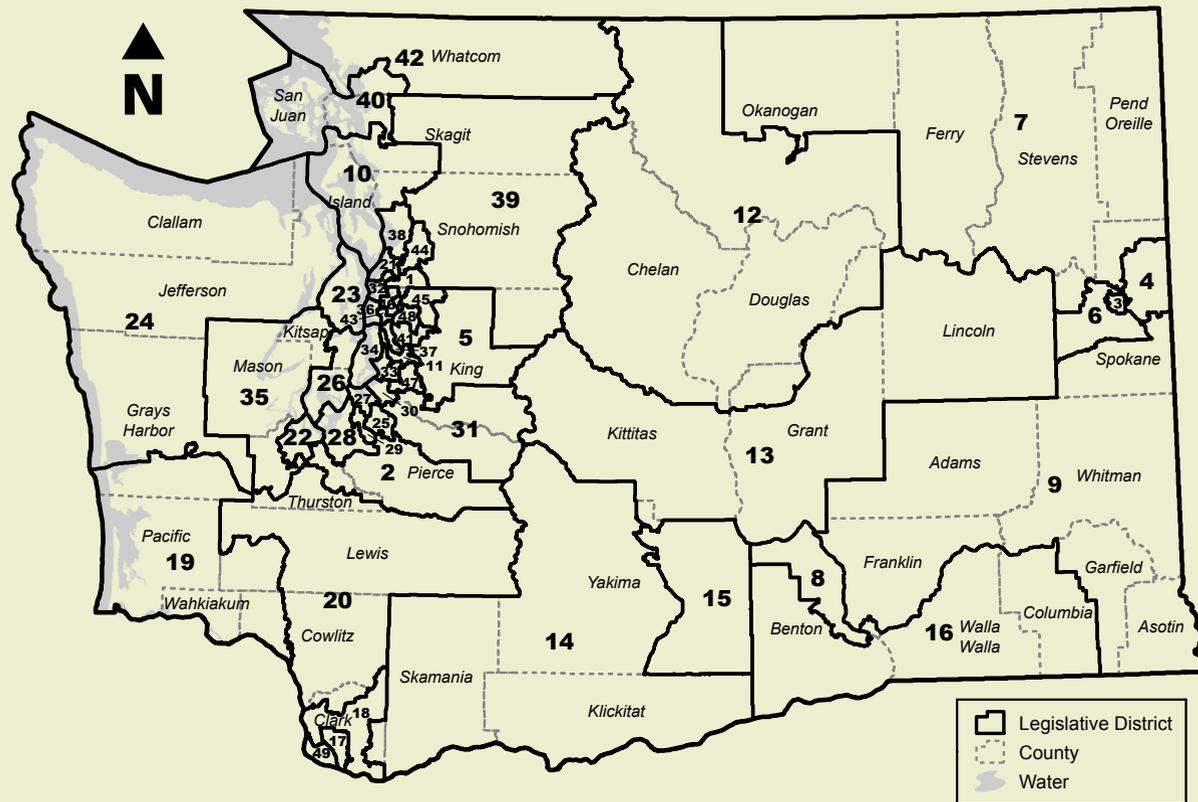


photo by Ron Soltman, May 8, 2004, reprinted courtesy The Olympian

## Legislative Districts in Washington state



Our state is divided into 49 legislative districts, and the people in each of these districts elect one state senator and two state representatives. State senators serve four year terms, but representatives are elected every two years.

For more information:  
<http://www.sos.wa.gov/elections/guide/legislative.aspx/>

Prepared by: Nick Pharris, Elections Information Specialist Elections Division, Office of the Secretary of State  
 Data Sources: Census 2010 TIGER/Line® Files, Washington State Redistricting Commission

When a legislator wants to write a new law or change an existing law, he or she introduces a bill that spells out what should be changed. First the bill is sent to a committee, where committee members study it. The committees hold public hearings on bills so that citizens and lobbyists can say what they think about it. The committee may also change the bill. This is called *amending* it. If the bill will cost money, it goes to a special committee that writes the budget. Then the bill goes to the full House or Senate. If the House votes to pass the bill, then it goes to the Senate; when the Senate passes a bill, then it goes to the House. Bills can be amended in the full House and Senate, too.

Both the Senate and the House have to pass a bill with exactly the same wording before it can become law. If they have different versions of the same bill, they have to work out the differences, and then vote on it again.

After both the House and the Senate pass a bill, it goes to the Governor. He or she can either sign the bill into law, or veto it. (There's more about this in a few pages, when we get to the section on the Executive Branch.)

As you can imagine, it's not easy to get a bill passed through this long and complicated process. And even when legislators do get a bill passed, they still have to persuade the governor to sign it before it can become law. In fact, this system is purposely designed to make it pretty difficult to pass a new law, because it's important for people to take their time and think carefully about the laws they are making. It's also important for the public to have time to hear about bills, and tell their legislators how they want them to vote.

In spite of this complicated system, hundreds of bills pass and become law during every legislative session — and most of them pass with bipartisan support. In spite of the strong role of political parties, there are a lot of bills that people in both parties agree on.

**Bipartisan:** supported by members of two political parties; in our case, this means supported by both Republicans and Democrats. (“Bi” means two; “partisan” means someone who supports a particular cause or political party.) So “a bipartisan solution” would be one supported by both Republicans and Democrats.

### Political parties in Washington

The two main political parties are the Democrats ([www.wa-democrats.org](http://www.wa-democrats.org)) and the Republicans ([www.wsrp.org](http://www.wsrp.org)). However, there are many other political parties, too. The Secretary of State's office has a list of them on its web site at [www.secstate.wa.gov](http://www.secstate.wa.gov)

The list includes the Libertarian Party, the Reform Party, the Constitution Party and the Green Party, among others, and information about how to contact them. Most political parties have web sites.



**1** Someone has an idea – they think a new law should be made, or an existing law should be changed. The person who has the idea might be the governor or some other elected official, or it might be a business or union leader or any other ordinary citizen.



**2** The legislator who is going to introduce the proposed law or change (called a bill) asks someone on their staff to write a first draft. Usually, the draft is reviewed by the

people who asked the state legislator to introduce it. Sometimes other people who have an interest in the topic are asked to review it, too, and to say whether they think it can get enough votes to pass. A bill may be revised many times before it is ever introduced.



**3**

Once a bill is drafted, it goes to the Code Reviser's office, where people who are experts on Washington law go over it. They make sure it is technically correct, and decide where it would fit in to the Revised Code of Washington — the body of laws of our state.



**4** The legislator who is going to introduce the bill may pass it around to other legislators to see if they want to be co-sponsors. Then the bill is introduced in either the House or the Senate, and referred to a committee. For instance, all bills that will affect public schools are sent to the Education Committee; all bills dealing with roads go to the Transportation Committee, and so forth.



**6**

Even bills that pass out of committee don't always get voted on by the full House or Senate. The Rules Committee decides which bills will be voted on, and when. At this stage, legislative leaders may decide to hold off on voting on a bill while people try to resolve any arguments they have about it. They rarely bring a bill up for a vote until they know that enough people agree on it for it to pass the full House or Senate.

**7**

Finally, a bill that has cleared all these hurdles comes up for a vote in the full House or Senate. If it passes, then it starts the whole process over again in the opposite house. Once again, it is introduced, referred to a committee, discussed in committee, referred back to the Rules Committee and then to the full House or Senate. It can be amended along the way. If the House and Senate pass versions of the bill that aren't exactly the same, they have to work out the differences and pass the bill over again.



**5**



The committee chair decides whether the committee will consider the bill. If the chair chooses to, he or she schedules a public hearing on the bill. A public hearing is a meeting where anyone can come and tell the committee what they think about the bill. Then the committee discusses it. They may decide to amend (or change) it. Then they vote to either send it to the full House or Senate for a vote, or to kill it.

**8**



When a bill has passed both the House and Senate, it goes to the Governor. The Governor can sign it into law, or veto it. If the Governor vetoes it, both the House and the Senate can override the veto if they pass the bill by a two-thirds majority. When the Governor signs a bill into law, there is almost always a special ceremony. The Governor invites the people who worked to pass the law to her or his office. They all have their picture taken together, and the Governor gives one of them the pen that he or she uses to sign it.



## The legislature's biggest job: the state budget and taxes

The state budget is very complicated. There are many different sources of money, and it gets put in many separate accounts. The main budget – called the *operating budget* – is used to keep schools, colleges, prisons, and state agencies running. There is also a *capital budget* for building new buildings, and a *transportation budget* for building highways, bridges, public transit and ferries. There are also many *dedicated funds* – these are special accounts for a specific purpose. For example, there is a dedicated fund for cleaning up oil spills, and the money for that fund comes from a tax on oil that is refined or transported through our state.

Most of the money in the state budget comes from taxes paid by people who live, work, and shop in Washington. When we buy things, we pay sales tax. If we own property, we pay property taxes. Businesses also pay various kinds of taxes. Some money also comes from fees for things like fishing and hunting licenses.

Every two years, there are lively debates about how much to spend for public schools, colleges and universities, social and health services, and protection of the environment, among other things.

There are equally lively debates about whether to raise or lower taxes, and whether to change the kinds of taxes that people and businesses pay.

## The Role of Political Parties

Political parties have a lot to do with how the legislature works. In both the House and the Senate, the political party that has the most members – the majority party – has more power. The majority party's leaders choose who will chair each of the committees. Committee chairs are almost always members of the majority party. This is important because the committee chair decides which bills the committee will study and vote on. If the committee chair doesn't like a bill, he or she can simply decide not to bring it up in committee.

The majority party also gets to choose who will be the chair for meetings of the full House or Senate. In the House, the person in charge is called the *Speaker of the House*. The Senate is a little bit different: the Lieutenant Governor is the *presiding officer* of the Senate, and leads the Senate through the process of voting on bills. But the *Senate Majority Leader* – the leader of the majority party – is the most powerful person in the Senate, because he or she (along with other top leaders of his or her political party) controls who is assigned to chair and sit on committees, and what bills will come up for a vote.

In both the House and the Senate, political parties have *caucuses* – that is, all the representatives or senators of one party meet to discuss specific issues or bills, and to decide how to vote on them. No one else is allowed to come to these meetings.

### When is a majority enough?

Most of the time, democracy operates on the principle of majority rule. That means decisions are made by a “simple majority” of 50% plus one (or more). But our state constitution says that some decisions need more than a majority. If the legislature wants to amend the constitution, it requires a 2/3 majority of the legislature – that is, a yes vote by 2/3 plus one (or more) members. A constitutional amendment then goes to the voters, who must approve it by a simple majority.

The constitution also says that certain other decisions require a 60% vote by the legislature. Increasing the state debt for construction projects is one example; expanding gambling is another.

An initiative passed by the voters in 2010 required a 2/3 vote of the legislature to raise taxes, but it was thrown out because it tried to set this requirement in an ordinary law. The court ruled that the only way to create such a requirement would be to amend the constitution. So far, the legislature hasn’t passed a constitutional amendment to do this.

If a 2/3 majority is required, it means that there is really strong support for whatever is being passed. But it also means that a minority of only 1/3 plus one can control the outcome. This is why it’s important to restrict supermajority requirements.

### We pay taxes to the federal government, to state government, and to our local governments.

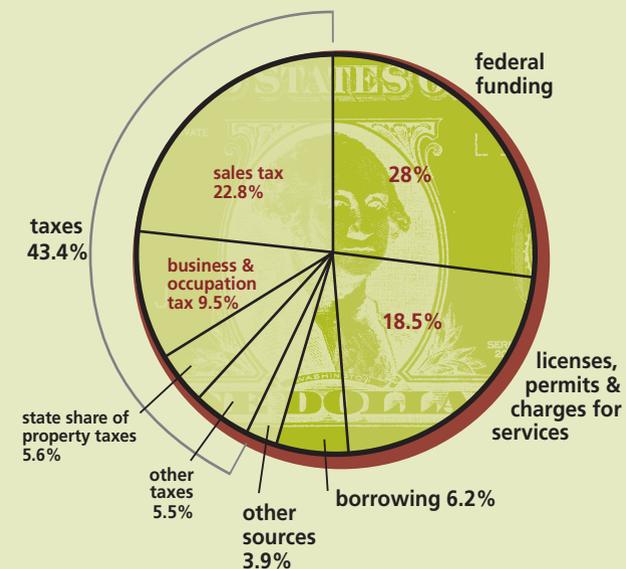
The charts on this page show where our STATE government gets its money, and how the money is spent. The chart on the left shows that just under half of the money to run state government comes from taxes we pay to the state. In the same chart, you can also see that about

28% of our state budget is actually money from the taxes we pay to the federal government. The federal government sends some of our tax dollars back to state and local governments for certain purposes. The federal government sends this money with “strings attached,” which means that the

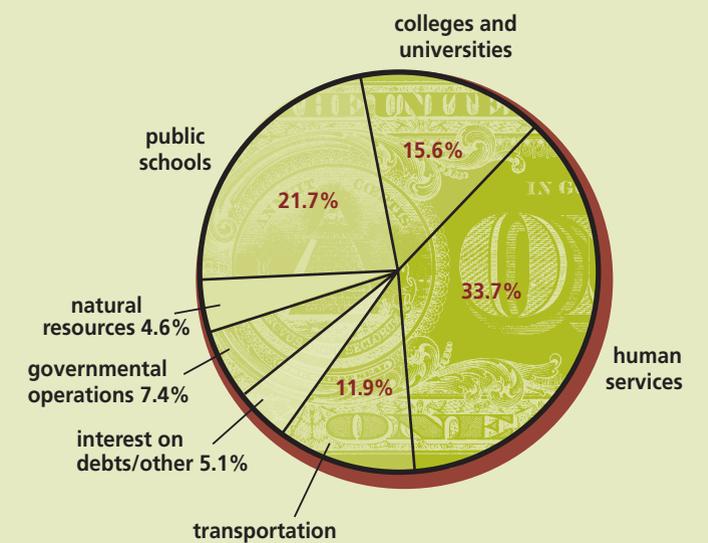
state has to abide by federal rules about how the money is spent. In some cases the state has to “match” the federal money. For instance, in the Medicaid program for long term care and people with disabilities, the federal government pays about half the cost and the state pays the other half.

In the chart on the right you can see the biggest part of the budget is spent on public schools, colleges, and universities. Most of the spending on human services is for people who are elderly, those who have physical or mental disabilities, children, and people who need help to overcome poverty.

Where state government gets its money



How the state spends its money



## Who owns the water?



Grand Coulee Dam

*Nothing is more basic to all life than water. Without it, we would die in just a few days. But as our population grows – and as our farms, ranches, and orchards grow – the demand for water has become a big problem. In every state legislative session for the past fifteen years, there have been debates about water. Some people want more water to irrigate their farms and orchards. Others want more water for cities and towns. And some people want to leave more water in streams and rivers to help salmon and other fish survive. Over two-thirds of the electricity we use comes from the dams that have been built across our rivers. Some of the dams were originally built to provide water for irrigation. These dams made a lot of the agriculture in Eastern Washington possible. Today, their role as producers of electricity is also vital. However, some dams – like the Grand Coulee Dam – block the passage of fish from their spawning grounds to the sea.*

*The dams also ruined many traditional Indian fishing places. It is extremely difficult to settle conflicts over water. The state grants water rights – the right to drill wells or take water from a river. The state has to be careful not to grant too many water rights, or the rivers and wells will run dry. But people get very angry if they have to wait a long time for a permit to drill a well, or if they are told they can't. The federal government built many of the dams, so it is involved in the debates about water, too. Indian tribes also have important legal rights to water on reservations. And federal laws to protect wild salmon say that we have to have enough cold, clean water in the rivers and streams to protect salmon from dying out. There just aren't any easy answers to these conflicts. As our state's population grows, these disputes will become even more difficult. Federal, tribal, state and local governments will all have to work together to find solutions, and even then, no one is likely to be fully satisfied.*



photo courtesy Erik Bakke

Usually, members of one party stick together, because they have more power when they do, and because they share the same philosophy about what government should do. But sometimes there are strong disagreements within a political party, and occasionally legislators vote with the opposite party. Most of the time, this is not a big problem. But sometimes, when the issue is important and the vote is close, people get very upset about a legislator not voting with their caucus. When this happens, the caucus leader may find a way to punish the person who strays from the party position. For instance, that person might not get the committee assignments they want, or a bill they want passed might not be brought up for a vote.

### Legislative Staff

As Washington has grown, the number of people who work for the state legislature has grown, too. Both the House and the Senate have experts to advise them about the complicated state budget, and about issues such as the environment, transportation,

*Washington's capitol building in Olympia was the last state capitol building to be built with a rotunda, a round building with a dome.*



photo courtesy Leslie Hoge Design

### Teen Driving Restrictions Save Lives

FATAL TRAFFIC COLLISIONS INVOLVING TEENAGE DRIVERS ARE THE LEADING CAUSE OF DEATH FOR PEOPLE BETWEEN THE AGES OF 15 AND 20. To reduce this risk, the Washington legislature passed a law in 1999 that restricts teen driving. The law says that for the first six months after a teen gets a driver's license, he or she

can't have any passengers under age 20 in the car unless they are family members. After six months, drivers under the age of 18 are allowed to have three passengers under the age of 20 who are not family members. Teens under 18 are also not allowed to drive between 1 AM and 5 AM unless they are with a

licensed driver who is 25 or older, or unless they have to drive very early in the morning because they work on a farm, orchard or ranch. After one year of driving – with no tickets or accidents – these restrictions are dropped. But if drivers under the age of 18 get two traffic tickets, their license is suspended for six months, and if they get a third ticket, they lose their license until they turn 18.

A similar law passed in Florida in 1995 reduced the number of deaths and injuries caused by teen drivers. By 2004, 33 states had adopted laws like this. For more information about this, take a look at the Teen Page of the state Department of Licensing web site at: [www.dol.wa.gov/driverslicense/teens.html](http://www.dol.wa.gov/driverslicense/teens.html).

## The public's right to know

Disclosure: to reveal or expose something that was unknown or secret; for instance you could disclose what's in a box by taking the lid off. In discussions about government, when people talk about "public disclosure" they are talking about making sure the public can see what's going on, rather than having

things hidden from view. The term "transparency" is used to mean the same thing. ("Transparent" means you can see through something; a window, for instance, is transparent.)

### Washington's Public Disclosure Commission

In 1972, the Coalition for Open Government wrote an initiative to let the public

in on some secrets – namely, where politicians and lobbyists got their money, and how they spent it.

The initiative required all candidates for office to report where their personal income came from, and who gave how much to their campaigns. It also required lobbyists to report where they got their money, how much they spent, and what they spent

it on. The initiative passed.

In 1973, the initiative resulted in the creation of the state Public Disclosure Commission. Now candidates for office and lobbyists have to file reports so the public can see who's supporting whom, and who's lobbying for what. You can read their reports on the PDC web site at [www.pdc.wa.gov](http://www.pdc.wa.gov).

and education. Part of the staff is non-partisan; that is, these staff people are not allied with either political party, and they work for all the legislators. But the party caucuses in the Senate and the House also have their own, partisan staff that is loyal to the caucus they work for.

There are also staff people who publish all the schedules of committee meetings, distribute all the bills that are introduced, and keep records of everything.

## The part-time legislature

Being a state senator or representative is a part-time job, because the legislature usually meets for only two or three months a year. Most of our state legislators have regular jobs, or run their own farms or businesses, and take time off to go to Olympia for the two or three months when the legislature is in session.

The people who wrote our state constitution wanted it this way, because they thought people who worked at regular jobs would make better laws — laws that really served the needs of ordinary people like themselves. They didn't want to create

a separate profession of politicians; they wanted the legislature to really be "of the people, by the people, and for the people."

It's getting harder, though, for state legislators to keep their regular jobs while they are serving in the legislature. Over time, as the state's population has grown and our society has become more complex, the work of making laws for the state has grown, too. It takes more and more of legislators' time to attend longer sessions of the legislature, to go to committee meetings that are held in between sessions, and to learn all they need to know about complicated issues. It also takes time to run campaigns so that they can get elected or re-elected.

Legislators are paid about \$45,000 a year – and they get extra money for transportation and living expenses when they travel to special meetings and to regular legislative sessions. Some legislators live on this amount of money; many still have other jobs as well.

## How state legislators are elected

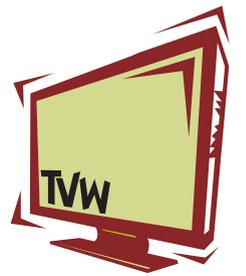
Ordinary people can run for and get elected to the state legislature. Since there are only about 120,000 people in a legislative district, campaigns for the legislature are usually pretty low-budget, local affairs. The main ways candidates try to get people to vote for them are:

**Doorbelling** – this means the candidate walks up to people's houses or apartments, rings their doorbell, and tries to chat with residents about why they should vote for the candidate. Sometimes candidates get their friends to doorbell for them, too.

**Candidate forums** are public meetings where all the candidates for office are invited to give speeches about why they are running for office, and to answer questions from the audience. These are often carried on local TV stations.

**Yard signs** are used to make sure everyone knows the candidate's name, and to show that a lot of people are supporting them.

**News coverage** in local newspapers, and sometimes on radio or TV stations, helps candidates become better known to voters.



## You can watch!

*TVW is a television network that broadcasts many state government events. On TVW you can watch lawyers present cases to the state Supreme Court, observe the legislature debate issues and pass new laws, and see press conferences with the Governor and other state officials. TVW also has a web site (<http://twv.org/>) where you can find past events and listen to them or watch them on your computer. You can look at the TV listings in your local newspaper to find out what channel TVW is on in your community.*

## High standards for our students and schools

*In the 1980s, people worried that students in public schools weren't learning enough. A high school diploma just didn't mean very much, because many graduates didn't have the reading, writing, or math skills they needed to get good jobs or to be good citizens.*



photo courtesy Leslie Hoge Design

*In 1993, the legislature passed a major school reform act that set academic standards that all students should meet to graduate from high school. Tests were developed to see if students met the standards. The first tests were called WASLs. They were long and thorough tests that included quite a bit of writing. Some teachers and parents complained that the tests took up too much time, so now there are shorter tests. There are also national rather than*

*state academic standards for reading and math.*

*Now there are debates about how to use the test results, and whether we are testing students too much, too little, or the right amount. Should teachers be judged by how well*

*their students do on the tests? What should we do about schools that have bad test results year after year? What should happen for students when they don't pass the tests?*

*These are questions that teachers, principals, school leaders and legislators continue to wrestle with. The goal is, as it's been for many years, to create a school system where all students can learn and thrive, and prepare for success in their adult lives.*

**Fundraisers** are like parties; the host invites a lot of people, and provides snacks and drinks. The candidate comes and “works the room,” that is, he or she goes around meeting people, shaking their hands, and chatting with as many of them as possible. Then the candidate gives a little speech about why he or she is running for office, and what he or she intends to do if elected. Finally, the host asks everyone to contribute to the candidate’s election campaign fund, work on their campaign, and to vote for them.

**Mailings of brochures** about the candidate are sent – usually only to registered voters – in the candidate’s district. In many campaigns, writing, designing, printing and mailing these brochures is the most expensive part of the campaign.

**Endorsements** are like sponsorships from unions, business associations, or advocacy groups like environmental or civil rights organizations. When an organization endorses a candidate, they urge all their members to vote for that person, and they usually contribute money to the candidate’s campaign.

**Paid political advertising** in newspapers, or on radio or TV, is becoming a larger part of legislative campaigns. Because it is so much more expensive than any of the other ways people campaign, it is driving up the cost of running for the legislature.

People complain that these campaigns are getting more expensive to run, but compared to statewide or national political campaigns, they will always be small potatoes. Running for the state legislature is still within the reach of any ordinary citizen who has a reputation for caring about their community, and enough friends and supporters to help them run a good campaign. Often, people don't get elected the first time they run, but if they keep trying, and more people get to know them, they succeed on their second or third try.

Most (but not all) of the people who run for the legislature have some previous experience in government. They may have served on a local city council, or been active in local school committees or other candidates’ political campaigns.

Usually, people get elected to the House of Representatives first, and then run for a state Senate seat a few years later, when they are more experienced. Moving from the House to the Senate is considered a promotion because there are twice as many members in the House of Representatives as there are in the Senate. (One senator per legislative district = 49 senators; two representatives per legislative district = 98 members of the House of Representatives.) In the Senate, where there are only half as many voting members, each vote carries twice the weight. People also prefer to serve in the Senate because Senators only have to run for re-election every four years rather than every two years.

The YMCA Youth in Government program



photo provided by Washington YMCA Youth & Government

Many state legislators also go on to run for local offices that are full-time jobs, such as county commissioner or (in bigger cities) city council members. Others run for higher offices such as Governor, Lands Commissioner, State Supreme Court Justice, or U. S. Representative or Senator.

## The Executive Branch

Washington’s executive branch is different from many other states’. In most states, the governor is one of three or four state elected officials, so he or she has a lot of power. In Washington, the governor is one of nine statewide elected officials. (The reason for this is explained in the section on the state constitution in Chapter 3.)

But while Washington’s governor may have less power than governors in most other states, our governor still has a lot to do. The governor writes the first draft of the state budget, and sends it to the legislature. The governor has a big influence on the legislature, because he or she can veto bills or sections of bills, including the state budget. The governor also gets his or her allies in the legislature to introduce bills that he or she wants to become law.

But the governor’s biggest job is running state government. The governor hires and is the boss of the directors of 40 state agencies. These agencies run state prisons and mental hospitals; provide health care and other services to low-income people, the elderly, and people with disabilities; license cars, drivers, businesses and professions; and protect the environment.

There are another 46 agencies that are governed by boards or commissions (groups of specially selected people that oversee the agency), and the governor appoints some or all of the members of these groups. The governor also chooses the boards of trustees that govern state colleges and universities. It takes two or three people working full time in the governor’s office just to recruit and screen people for all these positions, and to advise the governor on these appointments.

The governor also works with the U. S. government on many issues. If there is a flood or other disaster, the governor asks the federal government for emergency assistance. If there are issues before the U. S. congress that will affect our state, the governor meets with our state’s congressional representatives to make sure our state’s

## The Department of Licensing

About 1,335 people work at the Department of Licensing. In offices all over the state, they license drivers, cars, trucks and boats. They also license businesses, and hundreds of professions ranging from accountants to manicurists to wrestlers. And they license facilities such as drug treatment centers, migrant labor camps, and shelters for victims of domestic violence. The fees for these licenses help pay for government services.

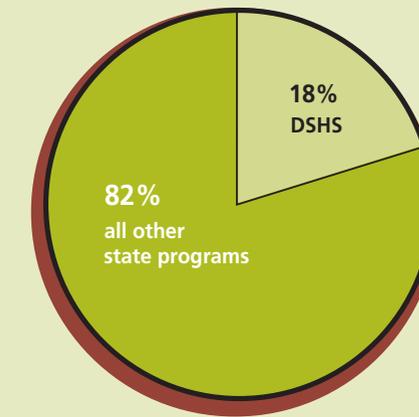
Licensing is an important way for government to make sure that citizens are protected. The Department of Licensing requires that people get proper training and pass a test before they get a license to drive a car or truck, provide services to the public, or open a facility like a child care center.

## The Department of Social and Health Services (DSHS)

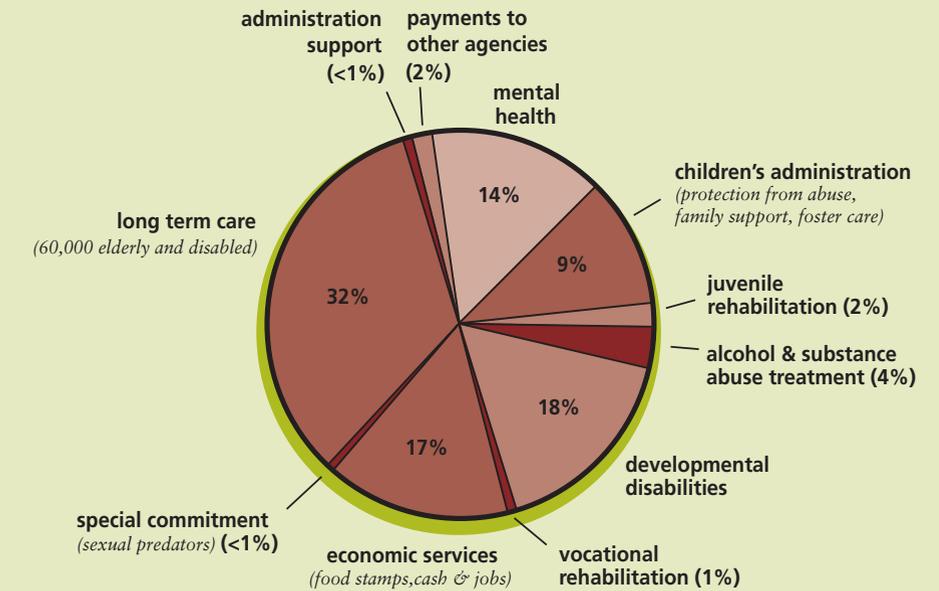
DSHS is the biggest state agency; it has many thousand employees in offices all over the state. It is responsible for helping people in need of emergency help or health care, making sure that people with disabilities and the elderly get the services they need, protecting children from abuse and neglect, and taking care of the state’s most difficult juvenile delinquents.



photo courtesy Family Policy Council



DSHS’s share of state budget



How DSHS’s share of budget is spent

## The Asian Pacific American Affairs Commission

The Asian Pacific American Affairs Commission is one of several small agencies that advocate for the rights of people of color in Washington. Two staff people work for this Commission. The 12 Commissioners are appointed by the Governor to serve three-year terms. The Commissioners are from all over the state. They don’t get paid for being on the Commission, although the state pays their expenses when they travel to a meeting. The purpose of the Commission is

to advocate for the interests of Asian Pacific Americans in Washington, and to advise the governor, the legislature, and state agencies about their needs.

The other agencies that represent people of color are the African-American Affairs Commission, the Hispanic Affairs Commission, and the Governor’s Office of Indian Affairs.

A list of all state government agencies is available on the state government web site at [www.access.wa.gov](http://www.access.wa.gov).

needs are known. The governor is also a member of the National Governors' Association, which meets once each year with the U. S. president to talk about relations between state governments and our national government.

The governor can convene special commissions to study issues and make recommendations for changes. In the last few years, groups called together by the governor have issued reports on how to improve the state's business climate, how to protect people with disabilities from abuse, how to improve the state's colleges and universities, and how to reform the state's tax structure. The recommendations of these groups aren't always enacted, but they do have a lot of influence.

One of the governor's most important roles is to provide leadership to the people of the state. The governor does this in many ways. Each year, the governor gives a "state of the state" speech at the beginning of the legislative session that spells out what important issues need to be addressed. And throughout the year, the governor gives speeches to business and community groups all over the state, and listens to people's concerns and problems. The governor encourages people to be active citizens, to volunteer in their communities, and to help make our state a better place.

The governor and his or her family also become a symbol of our state. States that elect eccentric or corrupt governors get a reputation for being eccentric or corrupt. States that elect respected governors get respect.

### The other executive branch officials that we elect are:

**The Lieutenant Governor** presides over sessions of the state Senate. Legally, the lieutenant governor is the governor when the governor is out of state, but in practice, the governor's staff takes care of things when he or she is away. The lieutenant governor really only has a part-time job, since the Senate is usually in session for only two or three months a year. But the lieutenant governor gets a full-time salary, and can use his or her time to do whatever he or she thinks is important. For example, a lieutenant governor might spend time campaigning against drug and alcohol abuse, or promoting international trade.

**The Secretary of State** supervises state and local elections, and certifies the results of state primaries and general elections. (County officials, however, register people to

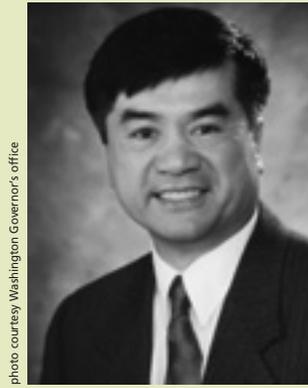


photo courtesy Washington Governor's office

## An Immigrant's Story

Gary Locke's family immigrated to Washington from China. He grew up in Seattle, where he worked in his parents' grocery store. He studied hard in school, and graduated with honors from Franklin High School. With a combination of scholarships, part-time jobs, and government financial aid, he was able to go to Yale University. Then he went to law school in Boston. After he graduated, he came back to Seattle and began his career as a lawyer. In 1982, he was elected to the state House of Representatives, where he became chair of the House committee in charge of writing the state budget.

In 1996, he was elected Governor of Washington – the first person of color to be our governor, and the first Chinese-American in the history of the U. S. to be a governor.

While he was Governor, he made a trip to China to promote trade with our state. He was surprised to find out that he was a huge celebrity in China. When he went to the village his family came from, thousands of people lined the road to greet him, and children tossed flowers to honor his arrival.

Not long after his second term as governor ended, President Obama nominated him to be Secretary of Commerce, where he led efforts to promote American exports. From 2011 through 2013 he served as the U. S. ambassador to China.

vote and actually conduct elections.) The Secretary of State is also responsible for publishing the state voters' pamphlet, which is mailed to all the voters in the state before each election. The voters' pamphlet contains statements from candidates for state offices, and information about other issues that people vote on. The Secretary of State is also in charge of registering corporations and charities in the state, and keeping the state archives. The archives house all the historic documents of state government.

Like the Lieutenant Governor, the Secretary of State can also pursue his or her own agenda.

**The State Treasurer** manages the state's cash and debts. She or he has to make sure that the state maintains a good credit rating, so that when the state wants to borrow money, it gets low interest rates.

**The State Auditor** makes sure that everyone in state and local government follows the rules for how the public's tax dollars are spent.

## A Smoking Controversy

Washington's legislature has adopted laws to protect children and adults from the deadly effects of tobacco smoke.

The laws forbid selling tobacco to anyone under 18, and ban smoking in restaurants and other indoor places so people are not exposed to secondhand smoke. The legislature also voted to increase taxes on cigarettes, because the more expensive they are, the fewer people buy them.

Similar laws have been passed in many other states, and there have been national TV ads that show the awful diseases people get from tobacco. All these measures have helped reduce the number of people

who smoke. Today, we take it for granted that we'll be protected from secondhand smoke and that smoking is a really bad idea, but that's a big change from just a few years ago. Our state played a big role in making this change.

In 1996, Christine Gregoire, Washington's Attorney General, filed a lawsuit against the tobacco companies because they were illegally trying to get minors to buy and use cigarettes.

They were also violating Washington's consumer protection and antitrust laws. Forty-five other states also sued the industry. Our Attorney General was the lead negotiator of the final settlement in 1998. The

states won, and now tobacco companies have to give \$4.5 billion to our state over the next twenty-five years. The tobacco companies have to give money to the other states, too.

In our state, the governor and the legislature decide how the money will be spent. The state Department of Health uses some of the money to prevent kids from becoming addicted to tobacco, and to help adults quit smoking.

Still, there's more to do. Tobacco use is the leading cause of preventable death in the United States. The American Lung Association estimates that 440,000 Americans die every year from tobacco-related illnesses.

For more information about the Tobacco Prevention and Control Program, visit the Washington Department of Health website at [www.doh.wa.gov](http://www.doh.wa.gov), and type "tobacco" in the search box.

TV images from an anti-smoking campaign funded from the lawsuit.



photos courtesy of the Washington State Department of Health

**The Attorney General** is in charge of the state's own staff of lawyers. These lawyers represent state agencies when they have legal disputes. If a state law is challenged in court, they defend the law. They also protect consumers from fraud, and represent the state in major lawsuits. For example, when Chris Gregoire (who later became Governor) was Attorney General, she was a leader in suing the tobacco companies, and winning billions of dollars for our state.

**The Superintendent of Public Instruction** is in charge of the state's public schools. He or she does not have direct authority over schools – locally elected school boards do. But the Superintendent is responsible for distributing state funds to schools, and for implementing state laws that establish academic standards that spell out what students should know and be able to do at each grade level. This office provides expert advice to local school leaders and teachers about how to keep improving public schools.

**The Commissioner of Public Lands** is in charge of millions of acres of state-owned land. Most of this land was deeded to the state by the federal government when Washington became a state. The land includes large forests that are logged to earn money for special purposes such as building public schools, maintaining the state capitol, and building state hospitals. The Commissioner runs a big state agency called the Department of Natural Resources, and chairs the Forest Practices Board, which makes rules about how private landowners log their lands. The Department of Natural Resources also fights forest fires.

**The Insurance Commissioner** is in charge of making sure that insurance companies treat customers fairly, and that insurance companies follow the rules. The Commissioner also proposes legislation to correct problems with insurance companies.

### The Judiciary

When someone is accused of breaking the law, Washington courts decide whether the person is innocent or guilty. If the person is found guilty, the court also decides what the punishment should be. To make this decision the judge (and sometimes a jury) listens to people on both sides of the case (witnesses), who swear to tell the truth.



photo courtesy Office of the Courts

Charles Z. Smith is regarded as Washington's first African-American state Supreme Court Justice. His mother was African American and his father was an immigrant from Cuba, and Smith always remembered both his immigrant and African-American roots.

Smith was born in Florida. He came to Seattle to attend the University of Washington School of Law. He was one of only four students of color in his class – and the only one who graduated in 1955.

He worked as a prosecutor, a judge, as a news commentator on radio and TV, and as a professor. Then in 1988, Governor Booth Gardner appointed him to fill a vacancy on the state Supreme Court. He served three terms.

He was an advocate for fairness for people of color, and also a leader in the American Baptist Churches, USA. He was appointed by President Clinton to serve on the U. S. Commission on International Freedom of Religion.

Lying in a court is a crime called perjury, and people who commit perjury can be sent to jail for it. After they have listened to all the witnesses, the judge or the jury makes a decision.

There are two kinds of court cases: civil and criminal. A civil case is a dispute between two people – for instance, between a landlord and a renter, or between a husband and wife who want a divorce, or between a group of environmentalists and a company that wants to harvest trees in a forest.

In a criminal case, the two sides are the person accused of the crime and the government.

Criminal offenses are things like driving while drunk, robbery, or hitting someone. Criminal cases include both very small and very large crimes – everything from driving too fast to killing someone.

There are several levels of courts. The lowest level is the municipal and district courts. (A court is called a *municipal court* if it's run by a town or city, and a *district court* if it's run by a county – but both do the same things.) These courts handle things like traffic tickets, and small crimes, called *misdemeanors*, for which the penalty is less than one year in jail. When people are convicted of misdemeanors, they often just pay a fine, especially if it's for a driving violation like speeding or parking in the wrong place. If they are sentenced to jail, they are locked up in local jails, not state prisons. Municipal and district courts also handle smaller civil matters. They operate "small claims court" where people can sue for collection of debts up to \$2,500.

***There are two kinds of court cases: civil and criminal.  
A civil case is a dispute between two people.  
In a criminal case, the two sides are the person accused  
of the crime and the government.***

The middle level of courts are called superior courts. These are the courts that handle most civil cases, including divorce, child custody, and other family matters. Superior court also includes juvenile court.

Superior courts also handle more serious crimes, called *felonies*. People who are convicted of felonies are usually sent to state prisons. People who were convicted of crimes in a municipal or district court can also appeal to a superior court if they think the local court wasn't fair to them, or didn't follow the law correctly. Every county has a superior court, but some rural counties share judges because they don't need (or can't afford) a full-time judge.

There are also three state appeals courts, located in Tacoma, Seattle, and Spokane. People go to these courts when they feel that a superior court decision was unfair or not legally correct. When people appeal to these courts, the court doesn't listen to all the witnesses all over again; they just read the record of the earlier trial and listen to the lawyers for the parties involved explain why they thought the decision was or was not consistent with the law. Then the appellate court decides whether the lower court ruling was correct or not.

The top court for the state is the State Supreme Court, which consists of nine justices and is located in Olympia. The Supreme Court hears appeals from the lower courts. Unlike the other courts, the Supreme Court can decide which cases they want to hear. If they think the lower court's decision was correct, they can decide not to take



University of Washington Libraries, Special Collections, neg UW 23531

***Takuji Yamashita graduated from the University of Washington School of Law in 1902, but he was not permitted to practice as a lawyer because he wasn't a U. S. citizen. At that time, people from Asian countries were not allowed to become U. S. citizens. That law wasn't changed until 1952, and Mr. Yamashita died just a few years later. In 2001, several legal groups petitioned the Washington State Supreme Court to acknowledge the injustice of this by inducting Mr. Yamashita as a lawyer. The Court agreed to do this. A special ceremony was held, and members of Mr. Yamashita's family came all the way from Japan to attend.***



# 6 Tribal governments today

In 1989, Washington’s governor and representatives of many Indian tribes signed the Centennial Accord. (The state centennial was the 100th anniversary of Washington becoming a state.) The Centennial Accord said that state government would respect the *sovereignty* of the tribes – that is, it would respect Indian tribes’ right to govern themselves.

This simple statement meant a lot to tribes. It meant that the state and the tribes would have a “government-to-government” relationship – a relationship between equals. Instead of trying to impose its rules on Indians, the state promised to work more closely with tribal governments, to respect the terms of the treaties and tribal laws, and to educate state employees about tribes and their governments. Today, most state agencies have tribal liaisons who work to ensure that agencies respect tribal sovereignty, and work cooperatively with tribal governments.

Still, the tribes and the state government have a lot of work to do to make this new relationship smoother. Most



photo courtesy Debbie Preston, Northwest Indian Fisheries Commission

## Federally recognized tribes

Chehalis Confederated Tribes	Puyallup Tribe
Confederated Tribes of the Colville Reservation	Quileute Tribe
Cowlitz Tribe	Quinault Nation
Hoh Tribe	Samish Nation
Jamestown S’Klallam Tribe	Sauk-Suiattle Tribe
Kalispel Tribe	Shoalwater Bay Tribe
Lower Elwha Klallam Tribe	Skokomish Tribe
Lummi Nation	Snoqualmie Tribe
Makah Tribe	Spokane Tribe
Muckleshoot Tribe	Squaxin Island Tribe
Nisqually Tribe	Stillaguamish Tribe
Nooksack Tribe	Suquamish Tribe
Port Gamble S’Klallam Tribe	Swinomish Tribe
	The Tulalip Tribes
	Upper Skagit Tribe
	Yakama Nation

## Non-Federally recognized Indian tribes

Note: Washington state does not have state-recognized tribes, as some states do. The following tribes are landless, non-federally recognized. Some are categorized as non-profit corporations; some are waiting for federal recognition. All have requested inclusion on this list.

- Chinook Tribe\*\*
- Duwamish Tribe\*\*
- Kikiallus Indian nation
- Marietta Band of Nooksak Tribe
- Snohomish Tribe
- Snoqualmoo Tribe
- Steilacoom Tribe

\*\*Pending Federal Recognition

## Non-Washington Federally recognized Indian tribes with ceded territories in Washington state

- Coeur d’Alene Tribe
- Nez Perce Tribe
- Confederated Tribes of the Umatilla Indian Reservation
- Confederated Tribes of Warm Springs

people who work in state government still don’t know very much about the history or culture of Indian tribes, or about what’s in the treaties. So the Governor’s Office of Indian Affairs provides special training for state employees on these topics, and on what it means to have a government-to-government relationship.

Today, tribes are also working hard to improve their governments so that they can provide essential services to their members. Health clinics, services for the elderly and people with disabilities, child welfare services, law enforcement, and schools and colleges are being created. Tribal governments are working with other governments to protect and restore salmon runs and improve the health of rivers and streams. Tribes are also opening new museums and working to preserve their history and renew their cultural traditions.

photo courtesy Gordon Verrill



Squaxin Island Tribal Museum, Library and Resource Center

Tribal governments are not like state government, or like local governments. They are unique, because they are governments for nations within a nation. Originally, the idea of the treaties was that the federal government should protect these “domestic dependent nations” from state governments. (In the case of fishing rights, that’s what happened: the federal government sued the state to win recognition of the tribes’ right to harvest fish, which was spelled out in treaties.)

But there is one way in which tribal governments are like state governments. Like states, tribes can pass any law that doesn’t violate federal law. For instance, tribes can run casinos because there is no federal law that prohibits them. Casinos are legal in the state of Nevada, because the Nevada state government chose to make them legal. Similarly, many tribal governments have chosen to make casinos legal on their lands. The federal and state governments regulate tribal casinos, but it is the tribes’ right to operate them.

Many tribes are using money earned by tribal casinos to pay for government services to their members. Tribal casinos are a very important source of new jobs and income for tribes, and for nearby communities. Tribes also donate money from casinos to charities and community projects that help everyone.

Money from casinos is important because tribal governments have not had much of a tax base. Although some tribes have taxed tribal fishing and logging, most tribes didn’t really have much to tax. They had to rely on very limited amounts of money from the federal government. In the treaties, Indians were promised health and education services “in perpetuity” (which means forever), but they often didn’t get them. Many tribal councils met in church basements or school classrooms until the 1970s or 1980s because they didn’t have enough money to build a place to house their government.



Little Creek Casino, owned and operated by the Squaxin Island Tribe

photo courtesy Karen Verrill

The Boldt decision (see page 86) set the stage for a radical change in the relationship between state government and the tribes. That court decision did more than restore tribal fishing rights; it also declared that federal and state governments have to respect treaties.

The same state government that arrested Indians for fishing before the Boldt decision was now required to work with tribes as equal partners to restore and manage healthy and abundant runs of salmon.

This wasn’t an easy change to make. For years after the Boldt decision, tribes and the state struggled to get along. Most people in state government knew very little about tribal culture, history, and treaty law, and many resisted the changes that the Boldt decision called for to protect and restore Indian rights.

*“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”*

In late 1988, a group of four tribal leaders met with Bob Turner, a policy advisor to Governor Booth Gardner, to talk about how to improve relations between tribal and state governments. The leaders in that meeting were Joe DeLaCruz, President of the Quinault Nation, Mel Tonasket, Chair of the Confederated Tribes of the Colville Reservation, Larry Kinley, Chair of the Lummi Nation, and W. Ron Allen, Chair of the Jamestown S’Klallam Tribe.

They agreed that a new understanding between state agencies and the tribes was urgently needed. The Governor and his staff understood that the state had to make a commitment to do a better job of respecting tribal sovereignty. But making such a commitment stick would be hard, because Washington’s state government includes nine separately elected state officials, over fifty state agencies, and hundreds of state boards and commissions. How could all of them be engaged in making this change?

No one remembers which of them came up with the idea, but someone suggested that there was a need for a new state/tribal treaty to clearly spell out that state agencies needed to respect tribal sovereignty and legal rights. But, they quickly realized, it wouldn’t



Centennial Accord meeting, Chehalis Tribal Center, 2005

photo courtesy GOIA

be a treaty, because treaties are agreements between nations. So what should they call it – a compact, a memorandum of understanding, a contract? Somewhere along the line, they came up with the term “accord.” And since the state centennial would be the following year, the idea evolved into the “Centennial Accord.”

Ron Allen was the only one in the room with a computer, so he took

notes, and he and Bob Turner wrote the first draft. They sent their draft around to the others, and to the Governor’s chief of staff. Everyone liked it. Then they sent it around to more tribal leaders. Along the way, various people made changes and improvements.

Clearly, this was an idea whose time had come. The Governor and the tribal leaders knew that signing the Accord could signal a new beginning in relations between tribes and state agencies. Equally important, the Accord called for annual meetings between state and tribal leaders that would make the Accord have lasting meaning, rather than being just a single splashy event.

The Centennial Accord also led to the creation of the Governor’s Office of Indian Affairs – a permanent state agency that provides education for state employees about the history, culture and legal status of tribes, and acts as a liaison between the tribes and the state. (Before the Centennial Accord, there was a single staff person who advised the Governor on “Indian Affairs.”)

Today, tribal and state leaders continue to meet once a year to review where they have made progress, where problems persist, and what to do next. No one thinks that the Centennial Accord has solved all the problems. But it has provided a forum for continuing to work on them, and helped educate state agency leaders about the special status of tribes, their governments and the issues they care about. The continuing dialogue created by the Accord has also shown how having positive, respectful relationships helps people come together and solve problems.

The Centennial Accord also inspired people in states such as Alaska, New Mexico, and Wisconsin to write their own versions.

All this started with a handful of people, sitting around talking about how to solve a problem. And it just might prove something anthropologist Margaret Mead once said: “Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”

## The Boldt decision

When Washington Indian nations signed treaties with the federal government, they gave up a lot of land, but they kept the right to hunt, fish and gather in all their “usual and accustomed places” – many of which were not on the reservations. At the time the treaties were signed, no one thought this would be a problem. But the population of settlers grew larger than anyone dreamed, and so did the number of white people who fished for a living. In fact, fishing became a major industry. Soon Indians were prevented from fishing in the places where they had fished for thousands of years. State agents arrested Indians caught fishing off their reservations, and took away their boats and fishing nets.

In the 1960s, Indian fishers began to protest this violation of their treaty rights. Many people (including some famous movie stars) came to support them, and news of these protests brought the issue to the attention of the public. Finally, the U. S. government acted to protect Indian

---

In 1968, African-American civil rights activist and comedian Dick Gregory, a supporter of Indian treaty rights, served time in the Thurston County jail for illegal net fishing on the Nisqually River.

---

rights by suing the State of Washington to allow Indians to fish.

In 1974, George Boldt, a federal judge, ruled that the Indians were right: the treaties said they had the right to fish “in common with”

everyone else. Judge Boldt looked at an 1828 dictionary to see what the phrase “in common with” would have meant to the people who signed the treaties, and concluded that it meant Indians should have half of the salmon. He also ruled that Indian tribes should be partners with the state in managing and protecting salmon.

The Boldt decision was a big victory for Indians – and in the long run, a big victory for salmon, too.

Today, tribal governments have a lot of people working to restore streams and rivers that have been polluted or damaged during the last century. Tribes have also helped educate the public about the connection between

healthy rivers, healthy salmon, and healthy people.

The Boldt decision is famous because it confirmed that the treaties have to be respected. It encouraged tribes all over the U. S. (and native people in other countries) to insist on their rights. It also led to a flowering of Indian culture in our state, because the salmon are a central part of Indian life. Many Indians who had moved away from their reservations came home again. The Boldt decision, more than any other event, made it clear to everyone that Indian culture, history, and identity are here to stay.



Salmon ceremony, Tulalip tribe

photo courtesy Northwest Indian Fisheries Commission

Most tribes that have casinos have used some of the money they earned to start other tribal enterprises. They are creating different kinds of businesses to provide a wider variety of jobs for tribal members, and a broader base of financial support for tribal government. Tribes now operate businesses ranging from shopping centers to tourist resorts, and these enterprises provide jobs for many non-Indians as well as tribal members. In fact, tribal enterprises have become an important source of economic vitality for many Washington communities.

Some tribes, however, have reservations that are too far away from population centers to support a casino, a shopping center, or other enterprises. So even though the

### A leader who brings people together

BILLY FRANK GREW UP ON THE NISQUALLY RESERVATION near Olympia. His dad, who lived to be 104, told him many stories that he had heard from his parents about what happened during “treaty times,” when the reservation was created.

Billy was 14 when he was arrested for the first time by state game wardens for fishing. He became one of the leaders of the Indian fishing rights movement in the 1960s and early 1970s. He led “fish-ins” in the Nisqually River that attracted a lot of attention, and the support of many non-Indians. He was arrested many times.

Eventually, the fish-ins resulted in the court case that led to the Boldt decision – the court decision that said Indians have a right to half of the salmon that are caught each year, and that tribes and the state should share responsibility for taking care of salmon.

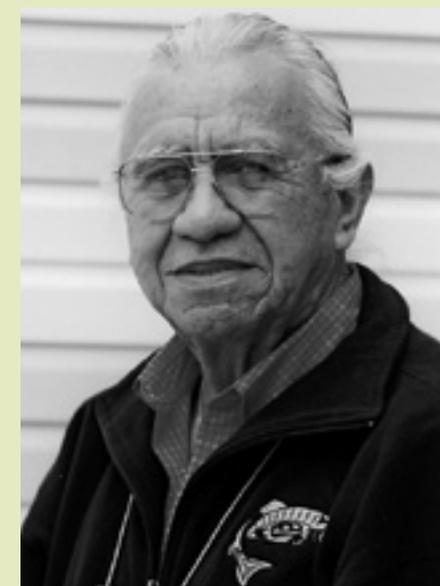


photo courtesy Northwest Indian Fisheries Commission

In 1975, Billy Frank helped create the Northwest Indian Fisheries Commission. The Commission helps tribes develop fisheries management plans, and “speaks for the salmon” in dealings with state government. Since the Boldt decision, tribes have developed hatcheries, restored streams and rivers that had been polluted or damaged, and worked together with state government to plan for restoring runs of salmon that have been depleted.

It has been hard for the tribes and the state to change from

being enemies to being partners in caring for salmon. Billy Frank’s leadership is a big part of what made that change possible, and what keeps it moving forward. He has received many awards and honors for doing this.

Today, Billy Frank is still telling his son the stories his dad told to him.



*When Hazel was young, much of her life was spent living apart from her parents. She was sent to boarding schools run by the federal government where students were not allowed to speak their native languages or practice their own spiritual traditions. In the 1920s, very few Native American children attended schools with white children.*

*After graduating from high school in 1932, Hazel enrolled in another boarding school in Santa Fe, New Mexico. This school represented a change in federal policy; it actually encouraged people to preserve at least some of their native cultures. Hazel was one of the first students to enroll in a special program for the study of Indian arts and crafts. As a child, she had watched her grandmothers carefully craft beautifully woven baskets of all shapes and sizes from materials they gathered on the reservation. Hazel became a master basket maker, and taught people from many tribes how to make them, too. Eventually, people from all over the United States and the world traveled to the Chehalis reservation to buy Hazel Pete's baskets.*

*Hazel Pete's greatest legacy was the role she played as a teacher. She taught arts and crafts in several boarding schools. She then returned to the Chehalis reservation, where she learned all she could about her tribe. For many years, she gave presentations in the local public schools. Wearing traditional clothing, she read Chehalis legends to students, sang songs to them, and tried to help them learn about Indian history and culture.*

### A leader who wove together the past and the future

*Hazel Pete (1914-2003) was a member of the Chehalis Indian Tribe, which is located near Centralia. Although Hazel grew up during a time when American Indian people were not allowed to practice their native cultures, she devoted almost her entire adult life to learning, teaching, living, and celebrating the ways of her ancestors. She also came from a family that was very poor, but she never let that stop her from achieving the goals that she set for herself.*

growth of tribal casinos and other businesses has helped some tribes, other tribes still struggle to find ways to fund their government and lift their members out of poverty.

Tribal governments are not all alike. Most tribes have a tribal constitution that defines the structure of the government, but some do not. Each tribe also sets the rules about who is considered a tribal member. Most tribes have an elected tribal council as their central leadership. Usually, the chair of the tribal council is the person who speaks for the tribe.

Tribal councils are advised by a lot of committees made up of tribal members. The committees study issues and give the tribal council advice. In some tribes, the committees have the power to make decisions on their own. Committees deal with tribal membership, housing, fisheries, elections, programs for children and elders, hunting, education, and culture.



photo courtesy Virginia Beavert

Virginia Beavert was born in 1921 in a bear cave in the Blue Mountains. Her parents had gone hunting, and got caught in an early snow storm.

She grew up on a cattle and horse ranch near Zillah. As a child, she learned the Yakama

### An amazing beginning, a remarkable life

language from her family, and the traditional ways of using and preserving fish, native plants, roots, and berries.

She graduated from Toppenish High School, and has fond memories of a circle of friends that included Native American, Caucasian, Japanese-American and Mexican-American girls.

She served in the military during World War II, and then worked at Hanford, cared for her family, and

worked in a hospital.

In 1974, at the age of 53, she graduated from Central Washington University.

She became a member of the Yakama Tribal Council.

She was often critical of the Council's actions, and so she helped push for a Code of Ethics that spelled out proper behavior for Council members.

She often traveled to Washington, D. C. to represent the tribe.

She has taught at Heritage College in Toppenish, and

is working on creating a dictionary of the Yakama language, which is called Sahaptin. (Sahaptin was actually spoken by several tribes, and each tribe had its own version of it, called a dialect.) She is dedicated to preserving this language because it is such an important part of the Yakama culture and heritage. She is a beloved Elder of the Tribe, and an honorary member of the League of Women Voters.

Measuring water height for a flood study along the Nooksak River.



photo courtesy Northwest Indian Fisheries Commission

Tribal councils and committees do just what Indians did before settlers came: they spend a lot of time talking – and listening – to try to find solutions to problems that everyone can agree on. Even though the structure of many tribal governments is non-traditional, the cultural habit of seeking consensus is still very strong. This sometimes frustrates people from other governments, because they are used to meeting deadlines, no matter what. In many tribal governments, it is more important to take time to reach agreement than it is to meet a deadline. Tribes want to make sure that everyone is heard, and that everyone’s needs are met.

Today, tribal governments have more and more paid staff, because they are taking on more responsibility and creating more programs to help tribal members and their communities. In fact, tribes actually employ more fisheries biologists than the state does. Tribal government staff carry out the policies set by the tribal government committees and the tribal council.

Most tribes have their own police and courts. Tribal police and courts can deal with crimes committed by tribal members (or members of other tribes), but when non-Indian people commit crimes on reservations, other police agencies are sometimes



photo courtesy Debbie Preston, Northwest Indian Fisheries Commission

Quileute students looking for birds, La Push

photo courtesy North Kitsap School District



Suquamish tribal members paddle their canoe through the breakers.

## Indian or Native American?

The original peoples of the Americas were called “Indians” by Columbus when he “discovered” America because he was really lost, and thought his ships had reached India. Somehow, the name “Indian” stuck.

Now people sometimes wonder whether it’s respectful to call Native Americans “Indians.” Over the years, Native people have thought about this a lot, and naturally, they don’t all have the same opinion.

But most are OK with either term – Indian or Native American. A lot of Native organizations, such as the National Congress of American Indians, use the word Indian in their names, and Native people commonly refer to “Indian country” when they talk about reservations or the national network of Indian communities.

What most Indians really prefer, however, is to be identified as members of their own tribe. For instance, they would like you to say “my friend Denny is Skokomish” rather than “My friend Denny is Indian.”

called in. This has been the source of a lot of confusion and conflict. In some places, tribal police and county sheriffs are working together to overcome these problems, and to share responsibility for keeping the whole community safe. They have “cross deputized” each other, so that tribal and non-tribal police can act on each others’ behalf. In 2008, the state legislature passed a new law that allows tribal police to be certified in the same way that other police officers are, and gives them more authority, but non-Indians who commit crimes on reservations still must be tried in local rather than tribal courts.

As tribal governments grow, many tribes need more employees, managers, and leaders, so tribal governments are investing more in scholarships to encourage young tribal members to go to college, and to learn the skills they will need to lead tribal governments and run tribal enterprises in the years to come.

Despite the many positive changes occurring in Indian country, Indian tribes and reservations still have many people in poverty, especially in rural areas. A full recovery from centuries of discrimination, suppression of Indian traditions, loss of resources, and broken promises will take more time, and more work by both tribal and non-tribal governments and all people of goodwill. It will also take more education of non-Indians about the history, culture and status of the tribes.



photo courtesy Darlene Madenwald

Herman Williams (left) and Dale Reiner. Herman, Chair of the Tulalip Tribes, gave a blanket to Dale to honor him and his farming family for their salmon restoration work on Haskell Slough, which runs through Dale’s property. Dale is a 5th generation farmer in the Skykomish Valley. He raises cattle and Christmas trees.

# 7 Local government: counties, cities, towns and special districts

**There are 281 cities and towns, 39 counties and 167 special purpose districts in Washington.**

Local governments provide services right up to the driveway and even inside most people's houses: the streets people travel on, the water that comes out of the faucets, the sewers that take away everything that goes down the drains, and the garbage and recycling service are all provided by local governments.



Local governments also keep us safe in many ways. Building inspectors make sure that the houses we live in and the schools we attend are built properly, and won't fall down in an earthquake. Health departments make sure that restaurants are clean, and that they don't serve food that will make us sick. Local police and sheriffs protect us from crime; fire departments put out fires and promote fire prevention. These are just a few examples of important local government services.

Local governments are smallest, closest to us, and usually the first place we turn when we need help. Because they are so close to us, local governments are also the easiest for citizens to affect. If we want to change a state or national law, we might have to send letters or travel to the state or national capital. But if we want to change something at the local level, we might be able to talk to a local elected official when we run into them at the grocery store or at a Little League game.

Local governments shape the communities we live in. If a community has nice parks, safe streets, and clean water, it's because its county and city governments and special districts are doing a good job. And when local government is doing a good job, people take pride in their community and work together to make it even better.

## Counties

Washington has 39 counties.

Counties were created during the years when Washington was a territory (1853 – 1889), because people needed local services that the territorial government was just too far away to provide. At that time, there weren't very many cities or towns, so the county was the only local government for most people. After Washington became a state, state government gradually took over some of the things counties had done. And as more cities and towns came into being, they also took over some of what the counties used to do.

## Okanogan County

Named for an Indian tribe, the county was organized by the territorial legislature on February 1, 1888. The name is derived from the Indian word "okanagen," meaning "rendezvous," (a meeting place) and was applied originally to the river's head at Osoyoos Lake where Indians gathered annually to catch and cure fish, to trade, and to hold potlatches. The name was gradually applied to the river and to the tribe that lived along its banks.



map courtesy of Washington State Department of Ecology

Today, county governments have two roles: First, they provide certain services to people who live inside the county, but outside of any town or city. (This is called an “unincorporated area.”) For instance, county sheriffs patrol the roads and respond to crimes committed in unincorporated areas. Second, counties provide some services to everyone in the county, regardless of whether they live in a town or city or an unincorporated area. (This is explained more in the section on cities and towns.)

The services county governments provide for everyone in the county include collecting property taxes, protecting public health, providing human services (such as

## What are social services?

Social services – also sometimes called human services – are a big part of what government does. These services include:

- Health care for people who have very low incomes
- Care for people who can't work, such as people with disabilities and the elderly
- Help for people who are poor and need help finding a job, or job training
- Housing for people who are poor and/or homeless
- Mental health care – both in the community, and in mental hospitals
- Treatment to overcome addiction to drugs, alcohol, or gambling
- Services to take care of babies, children and teens who are abused or neglected by their parents, or whose parents are too ill to take care of them
- Help for young people who've been in trouble with the law and who need to turn their lives in a better direction

Providing these services gets very complicated, because governments at many levels are involved. For instance, the federal government and the state share responsibility for Medicaid, a huge program that provides health insurance to people who have low incomes. Many of those who receive



photo courtesy Family Policy Council

Medicaid are people who work full time, but don't make very much money. Others are people who can't work because of a disability, or because they are too old to work.

Many other social services are provided by complex partnerships between the state, county governments, and private and non-profit community organizations.

Nearly all social services are provided only to those who can't afford to buy them on their own. Governments have to decide how poor people should be before they get government help. At the same time, they have to figure out how much government can afford to spend on these services. People don't always get what they need, because sometimes the government doesn't have enough money.

## Bats in Your House

When a bat flies into someone's house, it's pretty scary, because bats sometimes have rabies – a very bad disease that must be diagnosed and treated quickly to prevent someone from getting sick.

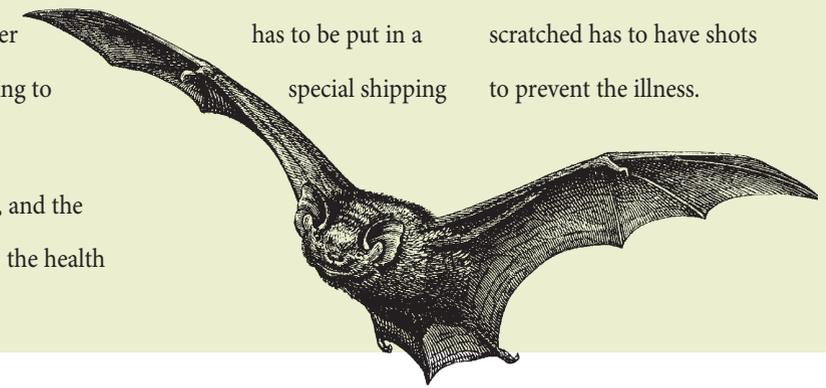
If this happens to you, you can call the county health department for advice. A person from the environmental health section will help decide

what to do. First, they will ask if anyone was bitten or scratched by the bat. Sometimes a bat bite is very small and cannot be seen, so they also ask if anyone was awakened or disturbed by the bat. If the answer is no, there is nothing to worry about.

If the answer is yes, and the bat is still available, the health

department will test it to see if it has rabies. The bat most often is trapped by the homeowner and then delivered to the local Animal Services facility to be prepared for rabies testing. The bat body has to be put in a special shipping

box and sent to the virology laboratory at the Washington State Health Department in Seattle. They do special tests on the bat's brain to see if it had rabies. If it did, the person who was bitten or scratched has to have shots to prevent the illness.



help for the elderly and people who are mentally ill), and conducting elections. County governments are also responsible for the superior and district courts, and the county jail.

Counties are supposed to have three elected commissioners. Together, these three elected commissioners are called the county commission. It is responsible for setting the county's budget and laws, and seeing that they are carried out.

According to the original state constitution, counties are also supposed to have several other elected officials:

**The County Assessor** decides how much property (land, buildings and business equipment) is worth. The value of the property determines how much tax the person who owns it has to pay; the more valuable the property, the more tax people pay.

**The County Treasurer** sends people bills for their property tax, and makes sure they pay it. Then he or she distributes the money – some goes to the state government, some to schools, and some to local governments.

### Other County Services

- Air Pollution Control*
- Animal Services*
- Area Agency on Aging*
- Washington State University Extension*
- Courts*
- Financial Services*
- Transit*
- Marriage License*
- Medic One*
- Parks and Recreation*
- Public Health and Social Services*
- Sheriff*
- Waste Management*
- Water*

*King County, the largest county in Washington, was originally named after William R. King, the vice president under Franklin Pierce. It was renamed in 1986 after civil rights leader Dr. Martin Luther King, Jr.*

**The County Auditor** keeps records of who owns all the property in the county. He or she keeps records of all the registered voters, and runs the elections. And if you want to get married, it's the County Auditor who will issue your marriage license.

**The County Sheriff** is the chief law enforcement officer in the county. In most counties, the Sheriff is also in charge of the county jail.

**The County Coroner** investigates suspicious deaths to find out whether someone was murdered or died of natural causes.

**The County Clerk** is in charge of keeping all the paperwork for the courts, and for helping people who want to get divorced, sue someone, or deal with other legal matters.



Justin Amorratanasuchad in Ballard

## Your parents' tax dollars at work . . . and play

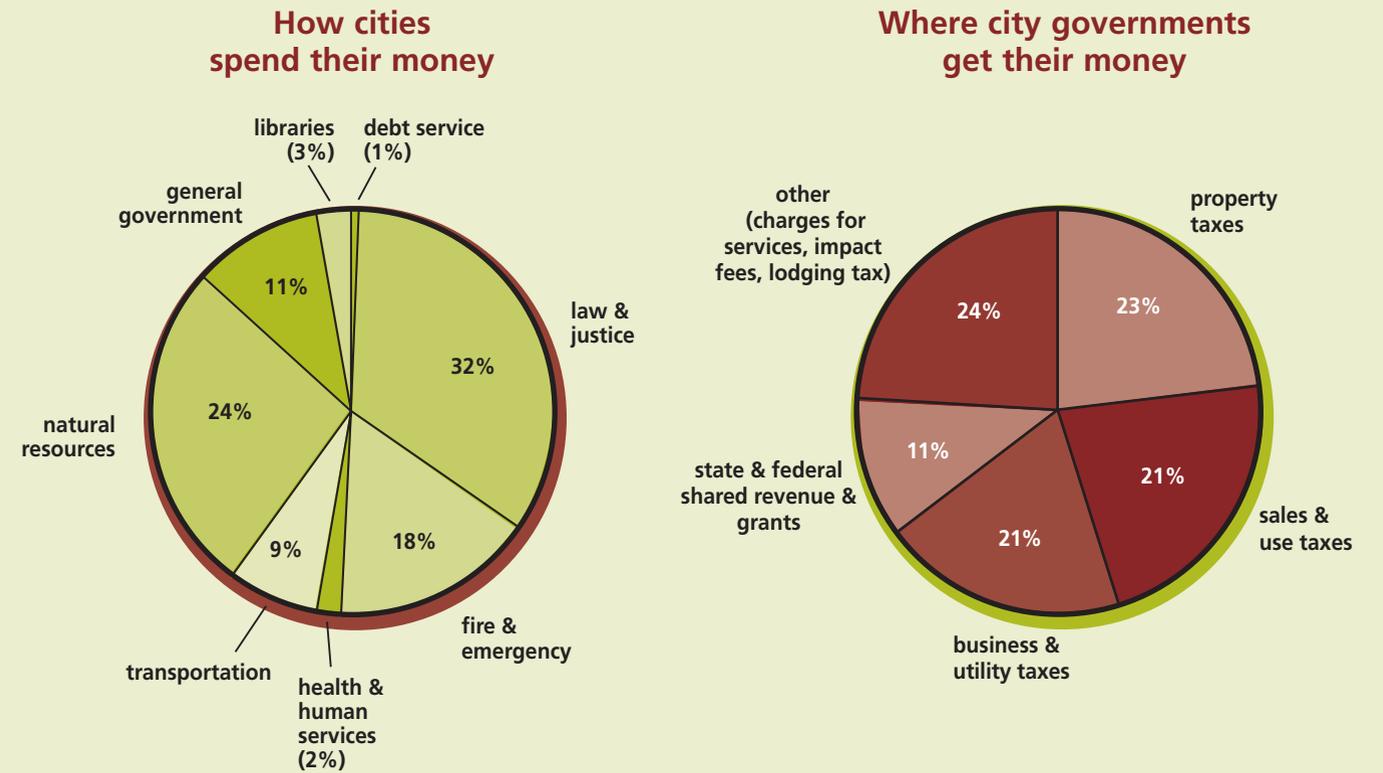
*A lot of towns and cities have built skateparks – in many cases because a lot of young people have lobbied local governments to get them built. In some communities, kids have also helped design skateparks.*

Building skateparks has been a difficult decision for many local governments, because people worry about kids getting hurt. Some parks require that kids use helmets and other safety gear. Also, finding the money to build a skatepark can be difficult when towns or cities have tight budgets.

Here's a web site that has information about how to plan a skatepark, and the regulations some local governments use in Washington:

[www.mrsc.org/subjects/planning/sktboard.aspx](http://www.mrsc.org/subjects/planning/sktboard.aspx)

**Cities vary a lot in where they get money to provide public services, and on what services they spend it. These categories represent a typical city.**



**The County Prosecuting Attorney** is in charge of representing the government in court when someone is accused of a crime. The Prosecutor also defends the county when it is sued, and provides legal advice to all the agencies of county government.

**Superior court judges** are also elected county officials. They preside over superior courts, which handle all serious crimes, and also all civil cases, such as divorces, child custody cases, juvenile offenses and lawsuits.

**District court judges** preside over the smaller courts that deal with minor crimes and traffic tickets. (Within cities and towns, there are similar small courts, called municipal courts.)

*The Governor Albert D. Rosellini Bridge, which connects Seattle and Bellevue across Lake Washington, is the longest floating bridge in the world.*

# Art, government and controversy

Our national and state government – and many local governments – have commissions or agencies that support the arts. These agencies are usually a very small part of the budget, but people get very passionate about them.

Supporters of the arts point out that art is vital to the health of our culture and our understanding of what it means to be human. They believe that government should actively support the arts with funding for local theater groups, dance troupes, painters, sculptors, museums and musicians. This is important in making art available to everyone, rather than just to those who can afford to buy art work. It helps communities produce and preserve art that is unique to their own culture, history and experience.

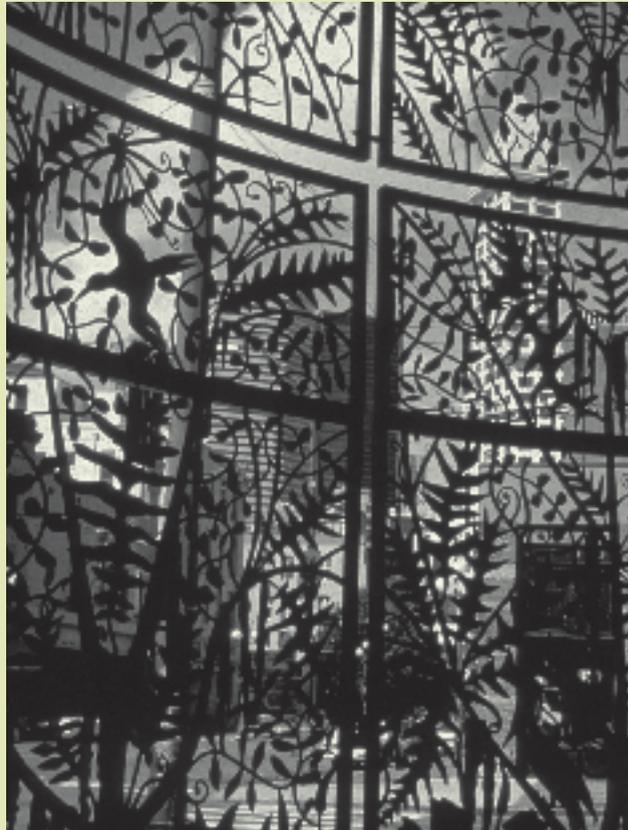


photo by YaM Studio, courtesy 4Culture

“Rain Forest Gates”, 1999.

(c) Jean Whitesavage & Nick Lyle.

Hand-forged and painted steel entrance gates to King Street Center in Seattle, King County Public Art Collection

In some places, local governments require that one percent of the cost of any new government construction project be devoted to buying art that will be displayed in or around the new building or other facility. The new art that

is purchased might be a piece of sculpture, or a mural, or a frieze that is part of the new building.

But people argue passionately about art, and when government supports artists or buys art, there can be disagreements about what is “good” art.

Some people get angry when their tax dollars are spent on art they don’t personally like. The federal agency that supports the arts – the National Endowment for the Arts – has long been a major focus of such debates. Politics and art don’t always mix well, but sometimes they are impossible to keep separate.

Here are web site addresses for a few state and local government arts commissions:

[www.arts.wa.gov](http://www.arts.wa.gov) *The Washington State Arts Commission*

[www.4Culture.org](http://www.4Culture.org) *4Culture (The Cultural Development Authority of King County)*

[www.cityofseattle.net/arts/](http://www.cityofseattle.net/arts/) *Seattle Mayor’s Office of Arts and Cultural Affairs*

[www.spokanearts.org/](http://www.spokanearts.org/) *Spokane Arts Commission*

However, not all counties are organized like this. The state constitution was amended in 1948 to allow counties (and cities) more local control over the structure of their government. Local voters can write and adopt a mini-constitution for the county or city, called a “home rule charter.”

Under a home rule charter, counties can choose the number of elected officials and their duties. Most have chosen to have an elected County Executive and a County Council. They can also give local people the powers of the initiative and referendum. They cannot, however, change the job of the county prosecutor or the superior and district court judges, or the way the courts are organized.

Five counties have adopted home rule charters. They are Clallam, King, Pierce, Snohomish, and Whatcom. Taken together, these counties include about half of the state’s population.

## **Did you know:**

**Seattle** is home to the first revolving restaurant, which was built in 1961.

**Everett** is the site of the world’s largest building, Boeing’s final assembly plant.

When **Spokane** hosted the World’s Fair in 1974, it was the smallest city in size ever to do so.

## The Mayor who calls “touchdown!”

Pullman mayor Glenn Johnson has been the announcer for the Washington State University football and men’s basketball teams since 1980. As the “Voice of the Cougars,” he was much beloved by fans long before he was elected mayor in 2004.

Now he’s in his third four-year term as mayor. He’s also a professor who teaches courses in television news and media management at WSU. (Fortunately, being mayor in

Pullman is a part-time job.)

Before he came to WSU, Mayor Johnson was a news anchor and a manager of radio stations.

He’s been a community leader for decades, serving as president of the local

Chamber of Commerce, serving on the Pullman Hospital Board of Commissioners, helping raise money to build a new hospital, and organizing Pullman’s Fourth of July celebration, among other things.

He served as president of the Association of Washington Cities, which helps local elected officials learn how to be good leaders. The Association also lobbies the state legislature to protect cities’ interests, and publishes research about issues relating to city governance. You can learn more about AWC at <http://www.awcnet.org>.

Mayor Johnson must be a very busy person, because in addition to all this, he serves as media spokesman for the Pullman fire department, and is certified by the federal Homeland Security Department to be a public information officer who gives people news about what’s going on if there is a big emergency.



Photo courtesy of the City of Pullman



photo courtesy Bill Wagner and The Daily News of Langview, WA

## The Cookie Mayor

As a Mom, Barbara Larsen got involved in her children's schools, and that led her to serve for thirteen years on the local school board in Castle Rock, a town of about 2,200 people. She enjoyed public service, so when there was an open seat on the city council, she ran for it – and won. After ten years on the city council, she ran for mayor, and was elected.

While her children were growing up, she and her husband ran a dairy. For forty years, she was also a foster mom who took care of sick babies when their parents couldn't care for them. She took care of them until their parents could take them back, or until the state's Child Protective Services office (a part of the Department of Social and Health Services) could find a permanent home for them. Over the years, she cared for hundreds of babies. She often took babies – and cookies – to meetings of the city council.

County commissioners are elected in an interesting way. The county is divided into districts, and people in each district vote for their own commissioner in the primary election. Then, in the general (final) election, everyone in the county gets to vote on all the commissioners. In this way, every part of the county is assured of having someone to represent their area. But, because everyone in the county votes for all the Commissioners in the final election, the commissioners are reminded that they must serve not just their own district, but all the people in the county.

## Cities and Towns

People have special feelings about their towns and cities. We call the place where we grow up our "home town." People often have strong opinions about what town or city governments do; it's almost as important to us as what our families do. We know that when our town or city government makes an important decision, it will have a direct effect on the place we call home.

Cities and towns are organized in a different way than counties. Counties are created by the state, and they can do only what the state says they can do. Cities and towns, however, are created by the people who live in them. When a group of people who live in a particular place decide that they want to be a city or a town, they can hold an election and vote to create one. This means that they create a municipal corporation. We usually think of a corporation as a big company like Boeing or Microsoft, but the word corporation can also refer to "a group of people combining into or acting as one body." (The word municipal just means a local unit of government, such as a town, village, or city.) So a municipal corporation is a legal term for a town or city. And an unincorporated area is a part of a county that isn't in a town.

The difference between a city and a town is size. A town has a population of less than 1,500 at the time it is created. In 2008, there were 281 towns or cities in Washington, but people are still creating new ones.

The state constitution sets out rules for how to create a city or town, and how its government should be organized. However, the constitution was amended (as it was for counties) to allow home rule charters that enable cities more freedom about how they organize themselves.

There are three kinds of city or town governments. The differences have to do with how the legislative and executive functions are divided up. The two major ones are:

**The mayor-council form of government** consists of an elected mayor, who serves as the leader of the executive branch of city government, and an elected council, which serves as the legislative body.

In some cities, the mayor can veto laws passed by the council, but, like the state legislature, the council can override the veto. People call this the "strong mayor" form of government. When the mayor has no veto power, and when there are several other city-wide elected officials such as a city auditor or prosecutor, it's called a "weak mayor" form of government.

**The council-manager form of government** has an elected council, and the council members hire someone to be the city manager. The city manager works for the council. The city manager hires the rest of the city employees, and runs the day-to-day operations of the city or town. The council is not allowed to interfere in this

The percentage of the state's population living in cities and towns is now 64%—up from 52% in 1990.

## A mayor's life of public service

*As a child, Jesse Farias worked in the fields with his family. When he graduated from high school in 1963, he joined the army. Four years later in Vietnam, his group was ambushed while crossing a river. He was severely injured, and lost his legs. At the age of 22, Jesse began life in a wheel chair.*



photo courtesy Trixanna Koch

*When he came back from Vietnam, he knew he would have to find work that used his brain – and for that, he would need a college degree. A friend helped him get a part-time job working for the state Employment Security Department to help support*

*his family while he went to school. Farias graduated from college in 1973, and began working full time for the state. In 1989, Governor Booth Gardner appointed him Director of Veteran's Affairs. Farias enjoyed the challenge of heading a state agency and was sorry to leave when Gardner's term ended. But he came back to Olympia again in 1997, when Governor Gary Locke appointed him to serve a term on the State Liquor Board. After he retired, Farias wanted to continue to serve his community, so he ran for and was elected Mayor of Wapato.*

The largest city in Washington is Seattle, with a population of nearly 620,778 people ... and the smallest is Krupp, with 52 people.

work, but they can fire the city manager if they don't like the job he or she is doing. In this form of government, most of the work of the executive branch is done by the city manager, but the council (the legislative branch) has control over it.

The council-manager form of government was invented early in the 20th century by people who thought that local government should be run more like a business.

**The third form of municipal government is only used by one town – Shelton.** It has three elected commissioners who serve as city department directors. One is the Commissioner of Public Safety (who also serves as the mayor), one is the Commissioner of Finance and Accounting, and the third is Commissioner of Streets and Public Improvements.

In big cities and in cities with a strong mayor form of government, being the mayor is a full-time job. The mayor's role is similar to the governor's: he or she is the boss of city departments, and can hire and fire department directors. The mayor also has a relationship with the city council that is similar to the governor's relationship with the state legislature. The mayor can propose new laws or the city's annual budget, but the city council has to vote for it, and they can change it if they don't like the mayor's ideas. Together, the mayor and the city council have to work out their differences.

In small towns, and in towns with the council-manager form of government, being mayor means something quite different. In these governments, the mayor is one of the city council members. He or she leads council meetings, and represents the city at special events and ceremonies. Sometimes the mayor is a strong leader because he or she has a clear vision for what he or she wants the town to be like, and is able to unite people to achieve that vision. In other cases, the mayor may be just a member of the council who holds the title of mayor.

Cities, towns, and county governments work together on many issues. For instance, in a county that has several towns, the elected officials of the county government and the town governments might get together and decide to share an Animal Services Department

to deal with stray dogs and cats. Having one animal control agency for the whole county will save everybody money. Some counties also run public transit and other services that cross the lines of cities and towns.

County roads have to connect with city and town roads and streets, so cities, towns and counties work together on this, too. They also collaborate to figure out how towns and cities should grow, where new neighborhoods, shopping centers, and businesses should be built, and what land should be left open for forests, farming, parks, and other uses.

### Special purpose districts

When Washington was a territory, the territorial government divided counties into school districts. Today, Washington has 295 school districts. The voters in each school district elect five (in a few cases seven) school board members to govern their public schools. The biggest school district in the state is Seattle, which has about 48,500 students in 96 schools. The smallest is Benge, in Adams County, which has ten students in a two-room school.

School boards are responsible for the budgets and policies of local schools. There are a lot of state laws that set the basic rules for schools, but local school boards can add local graduation requirements, negotiate contracts with teachers, decide when and whether to build new schools, and what academic programs and sports will be offered.

About 80% of the money for schools comes from the state government, but the rest has to come from within the school district. To raise this money, school boards figure out how much money the schools need, and then ask people in the district to vote to

**Richland, Kennewick, and Pasco** comprise the entity commonly called the Tri-Cities. The first two, located in Benton County, were initially small agricultural communities, while Pasco was the Franklin County seat and site of railroad yards. In 1943 the Atomic Energy Commission constructed a plutonium-producing facility, the Hanford Works, north of Richland. The three towns boomed and grew into one crescent-shaped population center extending along both banks of the Columbia River.

tax themselves for that amount. This is called a school levy election. For a school levy to be approved, a simple majority of the voters have to vote for it. The taxes for school levies come from property tax on people's land, houses, and other buildings.

The school board also has to ask voters to tax themselves to help pay for building new schools or sports facilities. When they put a measure on the ballot to build something new, it's called a school bond election.

**Jurisdiction:**

*Power and control over a certain area. (For instance, if you ask a mayor of a city to solve a problem that is outside the city's borders, he or she might say, "That's not in my jurisdiction.")*

School districts are just one of many kinds of special purpose districts. Usually, a special purpose district has just one job – for example, running a port, providing sewage treatment, managing irrigation in a certain area, or building and maintaining a ball park.

There are over 1,700 special purpose districts in Washington, and they do an amazing variety of things. For instance, a Metropolitan Park District was set up in Tacoma in 1907 to create the Tacoma Zoo. There are cemetery districts, mosquito control districts, fire districts, library districts, and transit districts. In some cases, several counties might band together to create a multi-county transit district (such as Sound Transit, which serves King, Pierce, and Snohomish Counties).

Usually, special purpose districts are governed by elected boards, but sometimes they are governed by boards appointed by County Commissioners.

Probably the most famous special purpose district is the Washington State Major League Baseball Public Facilities District, which owns and manages Safeco Field in Seattle.



photo courtesy Ben VanHouten

Safeco Field, Seattle

# 8 What does it take to be a good citizen?



Usually when people talk about being a good citizen, the first thing that comes up is voting. That's because voting is the most basic act of citizenship. When immigrants become citizens, they nearly always take great pride in being able to vote. They are right to feel this way. There's really nothing more important than the act of marking a ballot and making an informed choice about how we want to shape our future, and who we want to lead us.

But voting is only part of the story. In fact, government is only a part of the story. To be good citizens, we have to think about the whole of our lives – about how we treat the people around us, how well we take care of the natural world, and what impact all our actions will have on the future.

To live in an open, democratic society, we have to accept that not everyone will share our beliefs. (When a society includes and embraces people who have a variety of backgrounds and beliefs, it's called *pluralism*.) In fact, it helps if we all enjoy this diversity. If we only spend time with people who think and act just like us, we would never hear about new ideas that might be better than our own. In the long history of human civilization, the most progress has always been made when people are exposed to new ideas, new ways of looking at things, and new insights – even if those new ways of thinking seem disturbing or difficult to understand at first.

But voting and being open to new ideas are just the beginning. Being a good citizen also requires striving to develop certain habits of mind and ways of living. Here's one list of traits and habits that contribute to good citizenship. You may think of others that should be added:

### ☐ Try to be a person of good character.

Good people make good citizens. Being a good person means always trying to be kind and honest, to pay attention to other people's needs, to respect yourself and others, and to work hard. None of us is perfect, so we also need to cultivate the habit of facing up to our faults and striving to overcome them.

### ☐ Love to learn.

The best way to help make the world a better place is to keep learning all you can about it. Knowledge is power. For instance, the more we know about salmon, rivers, and oceans, the more likely we will be able to save both the salmon and the natural world that sustains us.

### ☐ Learn science.

In the 21st century, scientific discoveries will change our world in ways we can't yet understand. To make sure these changes benefit all of us, we will need citizens who understand science and can govern the way we use it.

### ☐ Don't feel you have to know everything.

No one knows everything. It's important to understand the big ideas and principles of democracy, but if you don't remember all the details about which court does what, or how many people are on a city council, don't worry. You can re-learn those facts when you need them.

### ☐ Get to know your neighbors.

Democracy depends on people having a sense of community. When neighbors know each other and help each other, they are more likely to participate in activities that make their neighborhoods safer, better places for kids to grow up to be good people.

### ☐ Participate in the life of your community.

There are lots of activities that help democracy without really even involving politics or elections. Charities, religious groups, sports leagues, book clubs and arts organizations all contribute to making communities healthy places to live. This supports the work of government by helping us be a civilized society where people know how to get along with one another.

### ☐ Think about the common good, and about individual liberty.

As human beings, we are all constantly trying to find the right balance between doing what we want to do, and doing what's best for the people around us. This is true in our family lives, in our schools, in our workplaces, and in our government. Being a good citizen requires thinking carefully about what's best for all of us, and what's best for each of us.

### ☐ Lean towards optimism.

To make democracy succeed, we have to share the belief that human beings are capable of resolving differences peacefully, respecting each other, and putting aside selfish interests. But when people do things that are mean, corrupt, or hateful, it can make all of us wonder if democracy really works. When this happens, we have to remind ourselves of the progress our country has made. We have to stay focused on living up to the ideals in our constitution.

## ❑ Think of yourself as a very powerful person.

You are. As a citizen of the world's only superpower, each American has more political power than a hundred citizens of a smaller, less prosperous democratic country – and thousands of times more powerful than citizens who live under corrupt or undemocratic governments. When we vote for President, we are voting for someone who will have an impact all over the world – not just on our fellow Americans. This is an enormous responsibility.

## ❑ Question authority.

In fact, question everything. Democracy depends on people asking hard questions, and insisting on honest answers. If this country's founders hadn't questioned the authority of the British, we would still be curtsying to the Queen of England.

## ❑ Don't waste time hating government.

Lots of people will tell you that government is no darn good, and that it wastes tax dollars and interferes with people's lives. Or they might say government is no darn good because it's all controlled by big-money interests and corporations. These statements may point out problems that need to be solved, but they sure don't help solve them. Complaining about something doesn't change it. And in a democracy, hating the government is a kind of self-hatred, because we're the ones who elect our government leaders.

## ❑ Keep the faith.

What makes democracy work is that we all believe in it. If people stop believing in it, it will die. All the progress our country has made – from outlawing slavery to extending voting rights to everyone to making the 40-hour workweek a legal standard – happened because people believed that they could create change. They were right.

# 9 What's next for Washington?

## W What will Washington be like 50 or 100 years from now?

Since about 1850, when settlers first started moving to Washington, five or six generations have been born, grown up, raised children, become elders, and passed away. (A generation is usually defined as about 30 years – the time it takes to grow up and have children.)

If people from 1850 came back to life and witnessed today's Washington, it's hard to imagine what they would think. They might be saddened by the loss of abundant salmon runs, and the disappearance of vast old-growth forests. They would be amazed that Washington is now home to nearly eight million very diverse people, and three million cars whizzing around on freeways. And if they walked into a supermarket, they probably wouldn't have a clue what most of the food products for sale are. Frozen yogurt? Macaroni and cheese in a box? Cake mixes? To people who hunted, fished, and farmed, these would seem really strange.

If we think ahead five or six generations – or seven generations, which is the traditional Native American measure for thinking about the future – it's equally hard for us to imagine what our state will be like. But today, population growth, pollution, and a changing climate challenge us to do just that. If we don't think about how the way we live will affect the people who come after us, we risk leaving them a state where salmon are extinct, the water and air are unhealthy, and climate change and a rising sea level have devastated many communities.

### *Sustainability*

*A United Nations commission defines sustainability as "meeting the needs of the present without compromising the ability of future generations to meet their own needs."*

That's why people are talking about *sustainability*. A United Nations commission defines sustainability as "meeting the needs of the present without compromising the ability of future generations to meet their own needs." And from the United Nations down to the smallest tribal or local government, finding ways to make our society sustainable presents huge challenges.

### Democracy, citizenship, and our future

Because we live in a democracy, we all share responsibility for shaping the future. We can do this in many ways: by helping get laws passed, by volunteering for community projects, and by reducing the amount of resources we use. Citizens have been doing all these things for many years. For instance, many worked to get laws passed to help us preserve and protect clean water, clean air, agricultural lands and forests. Here in Washington, citizens worked to pass laws to clean up toxic waste, and to manage the way cities and towns grow so that they don't sprawl out into farmland and forests.

Thousands of citizens volunteer to plant trees, to protect and restore streams for salmon and other fish, and to reduce pollution in Puget Sound. And there are many citizen organizations that work to educate people about the changes we need to make to preserve our environment so that future generations can breathe clean air, drink clean water, and live in healthy communities.

But there is more work to do, and some of the hardest challenges will face your generation. Today's young people harvest the progress their parents' and grandparents' generations have made.

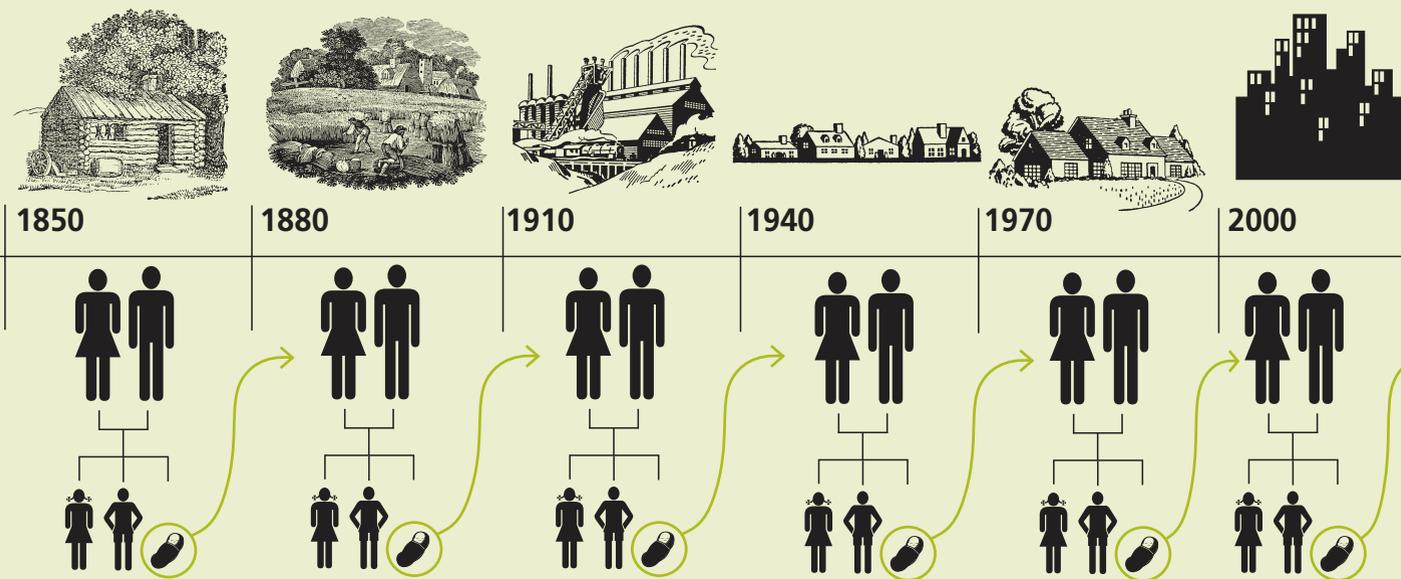
But the people who came before you have also created ways of living and using resources that *can't* be sustained, like driving cars too much, creating pollution, harming land and water, and using natural resources faster than nature can replenish them.

As our population grows, more and more people will need houses, schools, food, clothing, transportation, and jobs. They will also need clean air and water, and ways to adapt to a changing climate. These challenges will require a higher level of knowledge about what needs to be done to meet the needs of future generations. They will also require a higher level of citizen involvement to make sure that our government, our communities, and our families work together to solve the problems we face.

### Population growth, pollution, and climate change

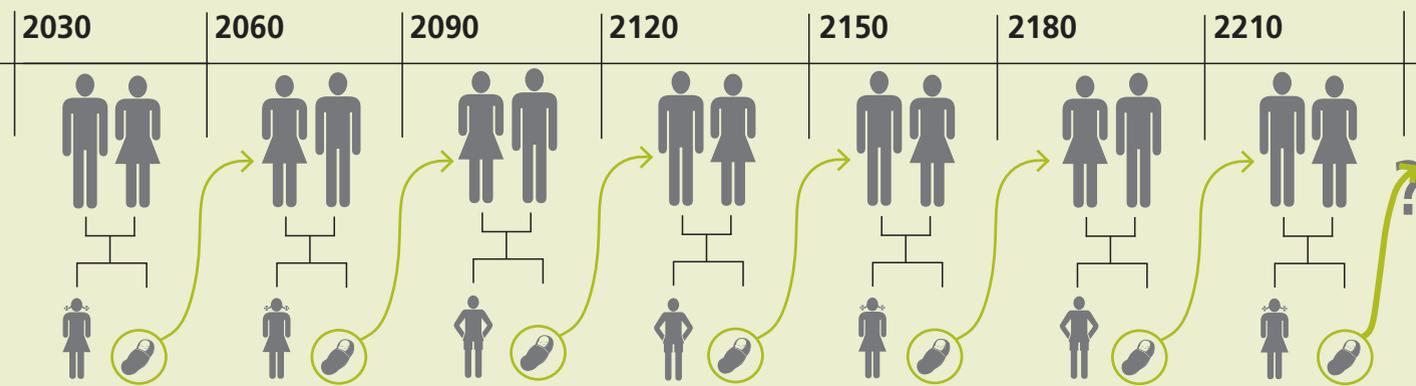
In 1853, the first census in Washington counted 3,965 white settlers. They didn't count Indians, so we will never know how many more Indians than settlers lived here. But neither Indians nor settlers alive in 1853 could have imagined today's population of nearly eight million.

It is equally hard for us to imagine how many more people will live here a century or more from now. Most efforts to forecast population growth only extend 30 years into the future. For

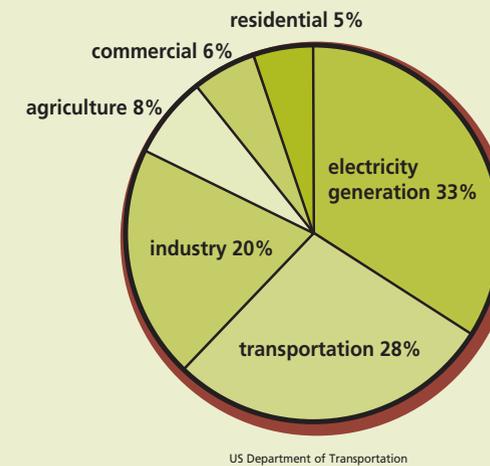


**Seven generation thinking:** *If we define a generation as about 30 years, seven generations would be about 210 years. What can we do now to ensure that people born seven generations from now will have clean water, fresh air, enough food and a healthy earth?*

use your imagination!



## Sources of greenhouse gases in the U.S.



The largest sources of *transportation* gases in 2006 were passenger cars and light duty trucks, which include SUVs, pickup trucks, and minivans. With motorcycles, they made up about 63% of transportation gas emissions. The next largest sources were freight trucks (20%) and commercial aircraft (7%).

Fuel consumed in international travel by aircraft and marine sources is not counted in national greenhouse gas tallies. But, international trade has been growing rapidly, increasing the role of transportation as a source of global emissions.

instance, Thurston County, which is now home to about 250,000 people, forecasts that in 25 years, it will add 120,000 people. King County will add about half a million. Some rural eastern Washington counties won't grow very much, but the state's urban areas will grow a lot, especially those around Puget Sound.

If all these people live as most of us do today – driving cars and living in single-family houses – it will mean more land used for new housing developments, more cars, and a lot more air pollution. In fact, if we keep adding more people and more cars and pollution, by 2050, experts predict that King County alone is likely to have 132 additional deaths per year between May and September from bad air quality.

Climate change will make these problems even worse. In the years since 1850, our economy has been fueled by oil, gas, coal — all of them fossil fuels that come from deep inside the earth. Burning these fuels produces large amounts of carbon dioxide and other gases. These “greenhouse gases” form a shield that traps more and more heat from the sun. (This is called the “greenhouse” effect because that's how greenhouses work: the glass lets all the sun's heat in, and traps it inside so most of it can't get out.)

A Climate Impacts Group of scientists at the University of Washington produced a study in 2009 that describes what climate change will mean for our state. The study predicts that temperatures will rise by 2.2 degrees Fahrenheit by the 2020s, and by 5.9 degrees by about 2080. The authors also say we will have wetter winters and drier summers, more severe storms, and earlier melting of snow on the mountains. For Western Washington, they predict much heavier rain in the winter. These changes will affect everyone in Washington.

When snow in the mountains melts earlier, it may cause rivers to flood in the spring, and then run low in the summer when farmers need water for irrigation and cities and towns need water for people. Low water in late summer is also harmful to fish.

And there's another problem with low stream flows in late summer: In Washington, we rely on a lot of hydropower – that is, electricity that comes from harnessing the power of water rushing over dams in rivers. When rivers run low in the summer, the dams can't produce very much power. And if it gets hotter in the summer, there will be more demand for electricity to power air conditioning. Although the dams will be able to produce more power in the winter and spring, when rivers run high, there is no way to store that power so it can be used later.

The Climate Impacts Group study also predicts other problems from a warming climate: forest fires will double by the 2040s and triple by the 2080s, and rising temperatures in streams and rivers will harm salmon and other fish that need cold water.

The oceans will also be affected by climate change. As the water in the oceans warms up, it expands. At the same time, a lot of ice near the north and south poles is melting, adding more water to the earth's oceans. All this means that the sea level will rise somewhere between two and thirteen inches by the end of this century. (Some scientists predict higher sea level rises.) A rising sea level will erode bluffs and beaches and destroy buildings close to the shore. At the same time, increasing greenhouse gas emissions are making the oceans more acidic, which makes it harder for creatures such as crabs, oysters and clams to form shells.

### The National Aeronautics and Space Administration (NASA) website has information on climate change at <http://climate.nasa.gov/causes>

*Here's how they explain it: “Most climate scientists agree the main cause of the current global warming trend is human expansion of the “greenhouse effect” – warming that results when the atmosphere traps heat radiating from Earth toward space. . .*

*Certain gases in the atmosphere block heat from escaping . . .*

*Over the last century the burning of fossil fuels like coal and oil has increased the concentration of atmospheric carbon dioxide (CO2). This happens because the coal or oil burning process combines carbon with oxygen in the air to make CO2. To a lesser extent, the clearing of land for agriculture, industry, and other human activities has increased concentrations of greenhouse gases.”*

## Two communities plan for a sustainable future

The Thurston County Regional Planning Council and the Spokane Tribe both won special grants from the federal government to create plans for making their communities sustainable.

In both places, leaders held many meetings and events to involve people in conversations about their hopes and dreams for their community's future. The Spokane Tribe took a year and a half to create their plan; the Sustainable Thurston plan took almost three years.

The two plans address a lot of the same problems, but in very different ways. The Spokane Reservation is mostly rural, and has a population of just over 2,000 people. Thurston County has about 250,000 people. (Olympia, the state capitol, is located in Thurston County.)

The Spokane Tribe's plan was guided by this definition of sustainability: "Seven generation planning and sustainability are the application of knowledge passed down to us by our ancestors to take control and direction of our community through cultural traditions, relevant economic development, and environmental stewardship."

The Thurston Regional Planning Council's description of its work was "Sustainable Thurston is a community conversation that will result in a vision for a vibrant, healthy and resilient future, as well as the actions and responsibilities to achieve it."

Both plans talk about the problem of people living far from stores, services and schools, so that they have to drive more, spend more money on gas, and use more polluting fossil fuels. On the Spokane

*When people live in denser neighborhoods, it leaves more open space for trails and parks.*



Photo courtesy of the Spokane Tribe

*The Spokane Tribe has a long waiting list for housing, and is struggling to build more.*

Reservation, this means real hardship for people who live in poverty because there aren't enough jobs, and, equally important, too few jobs that pay enough to support a family. So both places want to find ways to build more housing that is closer to where people work, shop and go to school, but the emphasis in the Spokane plan is more on reducing poverty, and the Thurston County plan has more emphasis on reducing energy use and pollution.

Thurston County expects that by about 2035, the population will grow by about 120,000 people. That's a lot of growth, and it will take a lot of careful planning to avoid more suburban sprawl that takes up more land, requires more roads and sewers, and requires that people drive longer distances and use more gas. Denser, more compact development will mean that more people will need to live in apartments or townhouses or other types of housing that use less land.

The Spokane Reservation has only added about 500 people in the last 20 years, so population growth isn't a big issue there, but the Tribe has the added challenge of planning for the needs of both people living on the reservation, and tribal members who live in other communities.



photo courtesy of Thurston Regional Planning Council

These projected effects from climate change assume that we will reduce the amount of carbon dioxide and other greenhouse gases released by human activity in the years ahead. That means if we *don't* reduce those emissions, the results will be even worse.

### What can make our communities sustainable?

The Washington state legislature and some tribal and local governments are working hard to figure out how to reduce the amount of greenhouse gases we produce. They are also starting to think about how we can adapt to a growing population and a changing climate. Many citizen organizations, student groups, and ordinary people are working on these issues, too.

Here are some of the specific problems we need to solve to make our way of life sustainable. You will see that in many cases, solving one problem requires solving other problems at the same time.

### Transportation

Everyone agrees we need to burn less oil and gas to reduce greenhouse gases and air pollution. One way to do that is to reduce the amount we drive, since driving cars accounts for 28% of the greenhouse gases we produce. (This doesn't include energy use or pollution involved in making and repairing cars, and it doesn't include energy used by trucks or buses.)

Many city, county and tribal governments are working to improve bus service, and to provide bike lanes and walking paths to make it easier for people to get around without driving cars. In the Snohomish-King-Pierce County urban area, a new light rail train system now makes it possible to move people even farther and faster. But the freeways are still full of cars, and more freeway lanes are still being built. And most cars on the freeway have only one person in them.

One strategy for reducing the need to drive is for people to live within walking distance from where they work, shop, and go to school. Many towns and cities are thinking about this and figuring out ways to cluster housing, jobs and schools in "walkable communities,"

*Most cars on the road have only one person in them, but a bus can carry dozens of people. When people ride the bus it saves gas and reduces pollution.*



photo courtesy of Thurston Regional Planning Council



photo courtesy of Thurston Regional Planning Council

*Bicycles are low-cost, efficient ways to travel and get exercise at the same time. Many cities and towns are making more streets with bike lanes to make bicycling safer.*

In rural areas where bus service or other alternatives to driving aren't available, it's much harder for people to drive less. And it's a bigger hardship not to have a car if you live in a rural area where cars are the only form of transportation available.



photo courtesy of Leslie Hoge Design

*This walkable community has a grocery store and other shops on the ground floor, and apartments above. It also has a handy bus stop and bike lanes so people who live here don't need to own cars.*

## Land use and urban planning

Transportation is closely linked to the problem of "suburban sprawl" – that is, the practice of building more and more suburbs that are farther and farther from

which means you can get to all the places you need to go by walking, riding a bike or using public transit. This is an uphill battle, since there are already many suburbs that are so spread out and so reliant on cars.

But many younger people and many older, retired people now prefer to live in smaller apartments or town-homes with easy access to shopping, movies, school, jobs and transit service. And many cities and towns are developing ways to make these denser, more compact housing choices more available.

jobs, shopping, and other places people need to go. In cities and towns across Washington, local governments are working to limit urban sprawl.

They have been guided by a state law passed in 1990 called the Growth Management Act. That law requires most cities to create "urban growth boundaries" and to encourage building inside those boundaries. More compact, denser cities would not only help reduce driving; they would also save money and preserve land. Ever-expanding suburbs require miles of expensive new roads and water and sewer systems, and local taxpayers have to pay for them. Suburbs also eat up a lot of land – land that used to be forests, farmland, or other natural areas that provided wildlife habitat. Having people spread out over a large area also means that it's more expensive for local governments to provide emergency medical and fire services.

When the Growth Management Act was passed, a lot of people were against it. They thought people should be free to build wherever they wanted, and that the government should support their choice with the services (like sewers and roads and fire protection) they expected. Over time, though, public opinion has shifted.

Although a big house with a big yard used to be thought of as "the American dream," people are starting to see that the suburban lifestyle is both costly and isolating. When people have to drive long distances to get to work, they have less time with family, and less time to get to know their neighbors or volunteer in their communities. And as the price of gas goes up, driving a car gets more and more expensive.

Slowly, the trend towards denser, less car-dependent communities is growing stronger. But the vast suburbs we've already built will be with us for a very long time.

photo courtesy of the Spokane Tribe



*The Spokane Tribe is building more housing closer to shopping, schools and services because it is more sustainable and more convenient.*

## Water, stormwater and wastewater management

Thinking about water – where it comes from, how we use it, and where it goes – might seem boring, but if we didn't have clean water, we would be so thirsty we wouldn't be able to think about anything else.

Today, thinking about water is more important than ever, because providing clean water to a growing population – and water for irrigating farms – is a big problem for many Washington communities on both sides of the Cascades. Some communities have had to stop building new houses until they could find more water to serve them. In some streams and rivers, so much water has been taken for human use that there isn't enough left for fish, and state lawmakers and regulators have had to pass new laws and regulations to protect rivers from overuse.

Where our water comes from is just half the problem; the other half is where it goes.

Wastewater – the water that goes down the drains in our houses and businesses – is treated by various complex processes that remove solid waste and other pollutants before it is piped into streams, rivers, or Puget Sound. In rural areas, people use septic tanks to collect household wastewater and disperse it into the ground. However, in areas close to rivers, lakes or saltwater, there have been problems with older septic tanks that don't work properly. When private septic systems fail, pollution can seep into the water.

Some local utilities are working to treat wastewater so thoroughly that it can be reused – if not to drink, at least for irrigating golf courses and parks. But just in the last few years, scientists are developing more advanced ways of measuring pollutants in wastewater. They are finding traces of the medicines we take, the personal care products we use, and even the caffeine we consume in coffee and soft drinks. Even in trace amounts, some of these substances may harm the health of fish and other creatures.



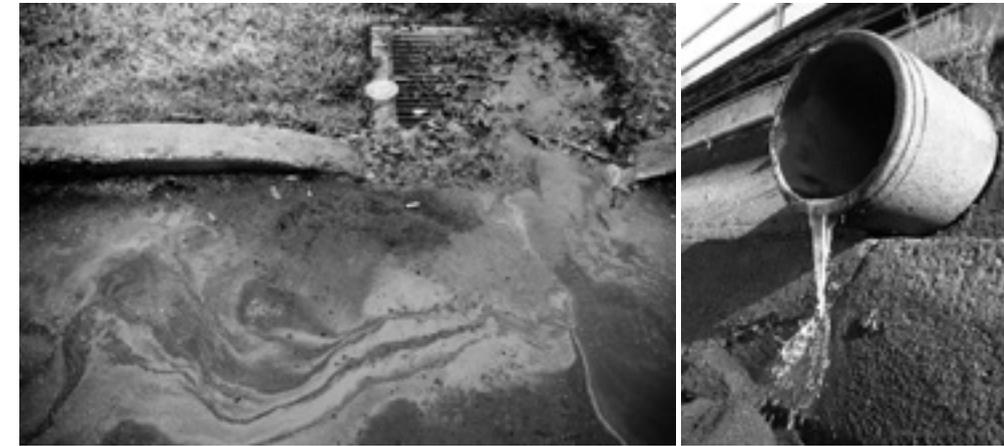
photo courtesy of Thurston Regional Planning Council



photo courtesy of Leslie Hoge Design

*A small community well in Jefferson County provides water to about 40 families.*

Stormwater is different from wastewater; it's the water that runs off roofs, roads, sidewalks and parking lots. The term stormwater is confusing, because it doesn't really have much to do with storms. Stormwater is created any time it rains or snows, even a little bit.



*Stormwater that goes directly into rivers, streams, lakes and saltwater is a big source of water pollution that can be very harmful to fish and other creatures.*

Most stormwater is piped directly into streams and rivers without any treatment to remove pollutants. This is a problem because stormwater contains pollutants such as copper that runs off roofing, and pollutants from brakes, tires, and cars that leak oil or other fluids. Untreated stormwater is the leading source of pollution in Puget Sound. When there is a heavy storm, great gushing quantities of water run off roofs and paved surfaces. The sheer quantity of it disrupts the natural flow of rivers and streams, and can wash away fish eggs and other aquatic creatures.

As our population has grown, we've had to create more regulations about stormwater. New developments – both for business and housing – are now required to keep stormwater on their property, rather than piping it into nearby lakes or rivers. To do this, new developments create ponds to collect the water that flows off roofs, sidewalks, streets and parking lots. The water then soaks slowly into the ground under the pond. Pollutants from roads and roofs are filtered by the ground under the ponds. These ponds may be completely dry during the summer, but they do their work when it rains or when snow melts.

Although new buildings are generally required to keep stormwater on site and let it soak into the ground, no one has solved the problem of all the stormwater from older developments that is still piped directly into streams and rivers.

## Sustainable agriculture

Apples, cherries, pears, wheat, potatoes, hay, hops, grapes, dairy products and beef are among the many major crops in Washington's agricultural economy. The climate change forecast by experts at the University of Washington predicts that although planting times will change and water for irrigation may be challenging, farmers will be able to keep growing most of these crops for the next twenty years or so.

In fact, increases in carbon dioxide in the atmosphere can actually increase plant growth, and that may benefit farmers for some time. In the long term, though, the Washington State Department of Ecology predicts crop losses of 25% by the end of this century due to climate change – a serious problem since there will be more people to feed.

Climate change will also affect farming in other areas of our country and the world, and those changes are likely to be so big it's hard to imagine. Once the climate really starts changing, it will keep changing for a long time, so food production will have to keep moving around. Areas of the earth that are too cold to grow food now may warm up enough to be

good croplands for a while, but they might also eventually get too warm, or run short of water. Whether all this happens – or how much of this happens – will depend on whether countries all over the world succeed in reducing greenhouse gas emissions soon enough to prevent massive, long-term global warming.

One way people try to help reduce the danger of climate change is to consider the "carbon footprint" of the food we eat. That means thinking about how much fossil fuel it takes to get food on our tables. If we eat bananas from the Philippines, for instance, we know that they had to be shipped here from a long distance, thus increasing the amount of fuel and pollution it took to get them to us. We also need to consider how much

energy went into growing, processing and packaging foods. We can reduce our carbon footprint by driving less, buying less, and recycling more.

Fertilizers, pesticides and antibiotics, when used carefully, can be a big boon to food production, but they can also be a big problem when they seep into rivers and streams, or when traces of them remain in the food we eat or in our environment.



photo courtesy of Leslie Hoge Design

*When people buy fresh food from local farmers, the food hasn't been trucked long distances. That means less gas was burned and less pollution was created.*

## Saving Local Farmland



photo by Scott Haydon photography, courtesy PCC Farmland Trust

*Cheryl the Pig Lady and Friends farm 56 acres in the Puyallup Valley that was saved from development by PCC Farmland Trust in 2010. She produces pork, sausage, steaks, lamb, chicken and blueberries.*

*Your parents and grandparents can probably show you suburban housing developments or shopping areas that were farms or forests when they were kids. That's because over the years, many towns and cities have spread out, eating up farmland to make way for houses, grocery stores, schools, and gas stations.*

*Here's the basic problem: A farmer at the edge of a city can sell his or her land for a lot of money to someone who wants to break it up into small lots and build houses. If the farmer chooses to sell to someone who wants to farm, he will get much less for his land. The developer who builds hundreds of houses can make a lot more money than the person who wants to grow food.*

*This is called "development pressure," and it's led to the loss of a lot of farmland (and forests). But there are many important reasons to keep local land in farms and forests. Both provide habitat for wildlife, and open space that can absorb rain or snow. Local farms mean fresher food, and food that doesn't have to be shipped long distances using fossil fuels. Perhaps most important, farmland and forests are finite – what we lose can never be replaced. Farms and forests are also part of our state's way of life, and provide many jobs to Washington residents.*

*That's why our state and local governments are working to preserve farmland. There are several ways to do this. One is to buy "development rights" from farmers. This means farmers get a cash payment in exchange for a commitment to keep (or sell) their land only for the purpose of farming. Another way to preserve farmland is to create zoning that defines certain areas for agriculture only.*

*In many towns and cities, non-profit organizations are helping local, small, organic farmers get started and sell what they grow. There is also a lot of research at universities, and a lot of conversation between citizens and elected officials about what more we can do to preserve farmland, and include agriculture in our planning for sustainable communities.*

*There is more information on this topic at: [www.mrsc.org/subjects/planning/farmland.aspx](http://www.mrsc.org/subjects/planning/farmland.aspx)*

*This farm is in the Snoqualmie Valley in King County, and volunteers sometimes come to help with special projects or to learn how to grow food themselves.*



photo by Melissa Thompson Photography, courtesy PCC Farmland Trust



photo by Melanie Corner, courtesy PCC Farmland Trust

*"You have to be able to offer a future to the next generation. And you can't do that without land."  
– Nash Huber of Nash's Organic Produce and Delta farm.*

All these issues have given rise to a movement for “sustainable agriculture,” but there is a wide range of opinion about exactly what that means. Some people insist that all their food be grown without any chemical fertilizers or pesticides, and that all or nearly all of their food be grown close to where they live. They might also avoid processed food that comes in packages. While most people still don’t eat that way, there is a growing recognition that the basic idea of reducing the carbon footprint of our food and reducing the amount of fertilizer and pesticides in our environment is a goal worth pursuing.

*More and more people grow vegetables and raise chickens in their yards because they like having really fresh food right outside their door.*



photo by Leslie Hoge Design courtesy of Cat Fox

Many communities are working to preserve local farmlands. They are also encouraging community gardens, and even passing “urban agriculture” ordinances that allow people in cities and towns to keep chickens, ducks and other small livestock. These are all steps that encourage people to eat more food that is healthier for us and healthier for our environment.

### Energy production and use

About 70% of the electricity used in Washington comes from hydro-electric dams on the Columbia and Snake Rivers. These dams changed our state’s landscape dramatically, and flooded the sites of many traditional Indian fishing villages. Because building dams has such a big impact, we’re not likely to build any more of them, even though hydropower is considered “clean power” because it doesn’t generate greenhouse gases.

Washington is also a leading producer of clean wind energy, and the number of wind turbines on hillsides in eastern and central Washington continues to grow.

But our state does still rely on some natural gas and coal to produce electricity – and, of course, gas and diesel fuel for nearly all our cars, trucks, trains, lawnmowers, farm equipment, buses and boats. Many people also burn natural gas, wood or other polluting fuels to heat homes and businesses. Older homes and buildings generally use more energy than newer ones, because newer homes are built with more insulation and windows that hold in more heat in winter and keep out more heat in summer.

Our greenhouse gas emissions in Washington are lower than the national average because we have a lot of hydropower and wind energy. Still, we use more fossil fuels and create more pollution than people in many other countries.

### Creating a sustainable economy

A sustainable economy has two main features: first, it doesn’t use up resources faster than nature renews them, and second, it provides the means for all people to sustain themselves – that is, to meet their basic needs for food, housing, transportation, education and health care. These are very hard tests to pass, especially with a growing population and an economy with chronic unemployment, more and more low wage jobs, and a lot of people who are stuck in part-time jobs.



photo courtesy of Leslie Hoge Design

*Solar panels on the roof of this house use sunlight to produce electricity with no pollution and no monthly electrical bill.*

problems in Washington state alone, because our economy is part of a national economy and a world economy.

What we can do is keep working to find ways to make our local economies strong, so that even if bad things happen in the national or global economy, communities can rely on our own farms, businesses and consumers.

No one has really figured out how to create an economy that meets these tests of both family and environmental sustainability – at least not yet. Local communities are working to develop new industries that create good jobs close to where people live, and encouraging people to start small businesses and to buy more locally produced goods and services. And of course people have been working for many years to improve our schools, so that more people have the education and skills to qualify for better paying jobs that can sustain a family.

But the fate of our state and local economy depends on the bigger picture of what’s happening nationally and globally. We can’t solve all these



photo courtesy of Erik Bakke

*Windy places in eastern Washington are perfect sites for windmills that produce electricity.*



photo courtesy of Washington State Department of Ecology

*Washington has one coal-fired plant that produces electricity, but it is going to change from coal to natural gas in a few years because the coal it burns causes 10% of all greenhouse gas emissions in our state.*

## Sustaining our heritage and cultures

In 1850, Native Americans might have suspected that the influx of European settlers would bring big changes. But it's doubtful they could have anticipated that settlers would make policies that tried to wipe out their identity as a people. Yet when Indian kids were forced to go to boarding schools and punished for speaking their own language, and when tribal religions were banned, Indians – often in secret – protected their heritage. They handed their stories and their skills down from one generation to the next for well over a century, and now their culture is experiencing a comeback. It's true that over time, a lot was lost, but the core values and ways of seeing the world survived because Indian people never let them go. Even when it would have been easier to fit in by shedding their unique identity, Indians kept being Indians. And now our whole society benefits from the insights of Indian culture, with its emphasis on “seven generation thinking” and the tribes’ deep experience in how to live in harmony with the natural world.

Today, there are many cultural groups in our state and nation that also have their own languages, skills, and unique ways of seeing and caring for the earth. Like Native Americans, Latinos, Asian-Americans, African-Americans and many other cultural and ethnic groups have felt the pressure to let go of their own cultures in order to fit in with mainstream culture. But that would be a terrible loss.

It's hard for people to “walk in two worlds,” as Indians call the practice of living in both their own culture and being part of mainstream culture. But challenging as it is, the people who do this have a special gift that benefits everyone. It is going to take the cultural insights and knowledge of all of us to relearn how to live in harmony with the earth. If we lose the heritage of any of our diverse cultures, we will have only a fraction of the wisdom we will need to create a truly sustainable society.

*Washington is rich  
in cultural diversity,  
and that's a resource  
we all need to protect  
and value.*



Photo courtesy Puget Sound Educational Service District

# Appendix A: Timeline of Washington history

We aren't certain when humans first lived in Washington. Some think people first came by boat from Asia or islands in the Pacific. Others think the first people crossed a land bridge that, during the last Ice Age, connected Siberia and Alaska. Many Native peoples believe they have always been here.

Native Americans all over North America are devastated by smallpox and other diseases brought by Europeans. Before European settlers ever arrived in Washington, the population of Native tribes had been reduced – possibly by as much as 80%, though no one knows for sure.

1770's



Image courtesy Washington State Historical Society, Tacoma

The Lewis and Clark expedition travels across the country, down the Snake and Columbia Rivers, and reaches the Pacific Ocean.

A treaty leaves the Pacific Northwest in a state of “joint occupancy” by Britain and the United States, and ends Spanish claims to this area.

1819

1579

British explorer Sir Frances Drake explores the Washington coast, beginning a long period of exploration by people from England, France, and Spain.

1792

A Spanish explorer, Salvador Fidalgo, establishes the first European settlement in Washington at Neah Bay. During the same year, American Captain Robert Gray enters the Columbia River, which he names after his ship, and Grays Harbor, which is named after him.

1805-1806

Image courtesy Washington State Historical Society, Tacoma



1825

The Hudson's Bay Company establishes Fort Vancouver as a center of the fur trade. (In 1811, another company, called the Pacific Fur Company, built forts at Astoria and Okanogan.) In 1833, the Hudson's Bay Company also builds Fort Nisqually.



Image courtesy Washington State Historical Society, Tacoma

Marcus and Narcissa Whitman establish a mission near Walla Walla.

1833

Early settlers in Oregon organize a provisional government. (Provisional, in this case, means "not quite official," since Oregon at that time was still jointly occupied by Britain and the U. S.)

1843

1846

Britain gives up claims to what is now the U. S. part of the Pacific Northwest.

The first settlers arrive in what is now Washington, and settle near Olympia.

The U. S. Congress creates the Oregon Territory.



Image courtesy Washington State Historical Society, Tacoma

1848

1847

The Whitman's mission is attacked by people from the Cayuse and Umatilla Tribes, and 13 people are killed.

The U. S. Congress passes the Donation Land Claim Act, which promises free land to settlers who come to the Oregon Territory.

1850

1849

The first U. S. census in the Oregon Territory counts 304 non-Native people living north of the Columbia River. Just one year later, this number swells to 1,049.

Governor Stevens and Washington tribes sign treaties that oblige Indians to move to reservations.

1854-1855

1853

U. S. President Millard Fillmore establishes the Washington Territory, and a Territorial Legislature is established. The Territory includes what is now Idaho. The President sends Isaac Stevens to be the first governor of the new Washington Territory.



Image courtesy Washington State Archives

1860 The non-Indian population of Washington Territory is 11,594.

President Lincoln signs a law that creates Idaho Territory.

1863

1864

The first telegraph line reaches Seattle, allowing fast communication across the country.

1870 The non-Indian population of Washington Territory is 23,955.



1872

U. S. President Ulysses Grant creates, by executive order, the Colville Reservation. One month later, a second decree moves the reservation and dramatically reduces its size.

1880 The non-Indian population of Washington Territory is 75,116.

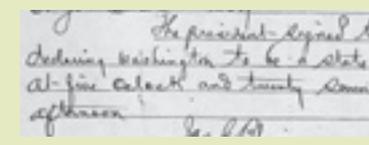
Anti-Chinese riots in Seattle, Tacoma, and elsewhere drive out most Chinese laborers.



1885

1883

The Northern Pacific Railroad reaches Tacoma, linking Washington to the rest of the country.



Washington becomes a state.

1889

1887

The Dawes Act breaks up Indian reservations and allows settlers to claim reservation land.

1890 The population of the state is 357,232. (This is the first year in which the census was to include all Indians, but most of the records of this census were lost in a fire in 1921.)

The Washington state legislature passes the Barefoot Schoolboy Act, which provides state funding for local schools.

1895



1900 The population of Washington is 518,103.

The Washington State Highway Department is created.

1905

Washington's constitution is amended to permit citizen initiatives and referenda.

1912

1910

Women win the right to vote in Washington.

1917

The Boeing Company begins building airplanes in Seattle.



1920 Washington's population reaches 1,356,621.

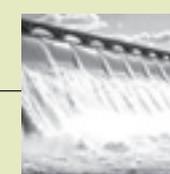
Bertha Landes is elected mayor of Seattle – the first female mayor of an American city.

1926

1924

The U. S. Congress passes The Indian Citizenship Act.

Construction of the Grand Coulee Dam begins. (The Grand Coulee Dam was completed in 1941; the Bonneville Dam was completed in 1937.)



1933

1933

Washington's unemployment rate peaks at more than 25% during the Great Depression.

1934

The Indian Reorganization Act passes the U. S. Congress, and the Dawes Act is repealed.



Image courtesy Tacoma Public Library

Japanese Americans are forced to leave their homes and live in prison camps during World War II.

1942

1943

Hanford is the site chosen for the top-secret project to produce the first nuclear bomb.



Photo courtesy U.S. Department of Energy

Washington's first TV station (KING TV in Seattle) goes on the air.

1948

**1950** The population of Washington is 2,378,963.

**1965-1973** During these years, thousands of college students and other citizens hold demonstrations in schools and downtowns throughout the state to call for an end to the war in Vietnam.

**1967** Interstate 5 is completed.

**1968** The Black Student Union is founded at the University of Washington.

**1970** Washington voters legalize abortion.

**1971** The first Starbucks opens in the Pike Place Market in Seattle.

**1972** Voters approve the Shorelines Management Act and the Public Disclosure Act.

**1974** Federal Judge George Boldt rules in favor of Indian fishing rights, consistent with language in the treaties.

**1975** Microsoft is founded to create software for computers.

**1976** Dixy Lee Ray is elected Washington's first female governor.

**1977** Voters approve an initiative removing the sales tax from food.

**1979** The U. S. Supreme Court upholds the Boldt decision on Native American fishing rights.

**1980** On May 18, Mt. St. Helens erupts, riveting the attention of people all over the world.

**1988** Initiative 518 is passed by the voters. It raises the minimum wage, and indexes it to inflation, so that when prices go up, the minimum wage goes up, too.



**1990** The population of Washington is 4,866,700.

**1990** The state legislature passes the Growth Management Act.

**1996** Gary Locke becomes Washington's first Asian American governor.

**1999** Nine salmon runs are listed as endangered species by the U. S. Department of Interior.



**2000** The population of Washington is 5,894,121.

**2004** Chris Gregoire is elected governor in the nation's closest-ever election. After three recounts, she wins by 133 votes.

At the request of the state legislature, a special Historical Court is convened, and it exonerates Leschi, the Nisqually leader who was wrongly convicted of murder and hanged in 1858. (To exonerate means to declare that an accused person was innocent.)



Image courtesy of the Washington State Senate

**2010** The population of Washington is 6,817,770.

**2012** On February 13, 2012, Governor Gregoire signed a law legalizing same-sex marriage; in November, voters upheld the law in a referendum. In the same election, voters also approved an initiative that legalizes and regulates marijuana.

**2012** On January 5, 2012, the State Supreme Court ruled in *McCleary v. Washington* that Washington state is not amply funding basic education, as required by the state constitution, and ordered the legislature to increase school funding.

# Appendix B: A sampling of elected officials, state agencies and departments

For a full listing see: [www.access.wa.gov](http://www.access.wa.gov) and click on "agencies" or "departments"

**Governor**  
 PO Box 40002  
 Olympia, WA 98504-0002  
 360-902-4111  
[www.governor.wa.gov](http://www.governor.wa.gov)

**Lieutenant Governor**  
 PO Box 40400  
 Olympia, WA 98504-0400  
 360-786-7700  
[www.ltgov.wa.gov](http://www.ltgov.wa.gov)

**Secretary of State**  
 PO Box 40220  
 Olympia, WA 98504-0220  
 360-902-4151  
[www.sos.wa.gov](http://www.sos.wa.gov)

**Attorney General**  
 PO Box 40100  
 Olympia, WA 98504-0100  
 360-753-6200  
[www.atg.wa.gov](http://www.atg.wa.gov)

**State Legislature**  
**Representatives:**  
 PO Box 40600  
 Olympia WA, 98504-0600  
[www.leg.wa.gov](http://www.leg.wa.gov)  
**Senators:**  
 PO Box 404 + legislative district #,  
 Olympia WA, 98504-04+legislative district #  
 Hotline: 1-800-562-6000  
[www.leg.wa.gov](http://www.leg.wa.gov)

**Washington State Department of Agriculture**  
 WSDA serves the people of Washington state by supporting the agricultural community and promoting consumer and environmental protection.  
 P.O. Box 42560  
 Olympia, WA 98504-2560  
 (360) 902-1800 TDD(360) 902-1996  
[www.agr.wa.gov](http://www.agr.wa.gov)

**Washington State Archives**  
 They collect, sort and store statewide historical records dating from 1853 to present. The public may view these documents and have copies made. Also see WA State Digital Archives.  
 PO Box 40238  
 Olympia, WA 98504-0238  
 360-586-1492  
[www.sos.wa.gov/archives](http://www.sos.wa.gov/archives)

**Department of Corrections**  
 As a partner with victims, communities and the criminal justice system, the Department's primary goal is public safety. It administers criminal sanctions of the courts and correctional programs, and provides leadership for the future of corrections in Washington state. The Department employs over 7,000 men and women to administer and supervise over 18,000 offenders housed in 13 institutions and 16 work training and pre-release facilities.  
 7345 Linderson Way SW  
 Olympia, WA 98504-1118  
 360-725-8200  
[www.doc.wa.gov](http://www.doc.wa.gov)

continued

### The Administrative Office of the Courts

This office provides educational resources including Judges in the Classroom, Informational Brochures, Judicial Education, Constitutional Information, Mock Trial Information and Washington State Court History.

P.O. Box 41170  
Olympia, WA 98504-1170  
Office (360) 753-3365  
[www.courts.wa.gov](http://www.courts.wa.gov)

### Department of Ecology

Ecology's mission is to protect, preserve and enhance Washington's environment, and promote the wise management of the state's air, land and water for the benefit of current and future generations. The goals are to prevent pollution, clean up pollution when it occurs, provide environmental education and support sustainable communities and natural resources.

P.O. Box 47600  
Olympia, WA 98504-7600  
[www.ecy.wa.gov](http://www.ecy.wa.gov)

### Employment Security Department WA State

Employment Security's goal is to help Washington workers and employers succeed in the global economy by delivering superior employment services, timely benefits and a fair and stable unemployment insurance system.

202 Maple Park  
Olympia, WA 98507-9046  
360-902-9500  
[www.esd.wa.gov](http://www.esd.wa.gov)

### Washington State Office of Financial Management

Provides information, fiscal services and policy support that the Governor, Legislature and state agencies need to serve the people of Washington state, including development of capital and operating budget policy.

P.O. Box 43113  
Olympia, WA 98504-3113  
360-902-0555  
TTY 360-902-0679  
[www.ofm.wa.gov](http://www.ofm.wa.gov)

### Northwest Indian Fisheries Commission

The tribes, who are working toward their own self-sufficiency, share the long-term goals of economic stability, renewable resources and regulatory certainty.

6730 Martin Way E.  
Olympia, WA 98516  
360 438-1180  
[www.nwifc.org](http://www.nwifc.org)

### Washington Department of Fish and Wildlife

Fish and Wildlife has three major responsibilities: to develop and contribute to quality decision-making; to share responsibility for fish and wildlife through partnerships with public and international entities, tribal leaders, public volunteers and service groups; to forge effective partnerships with landowners and land use decision makers in maintaining and enhancing habitat.

111 Washington St. SE  
Olympia, WA 98501  
Information: 360 902-2200  
[www.wdfw.wa.gov](http://www.wdfw.wa.gov)

### Washington State Department of Health

Health services are population-based, focused on improving the health and status of the population, rather than simply treating individuals. This responsibility is shared by the Department of Health and 34 local health jurisdictions serving Washington's 39 counties.

P.O. Box 47890  
Olympia, WA 98504-7890  
Information: 800-525-0127; TTY dial 711  
[www.doh.wa.gov](http://www.doh.wa.gov)

### Washington State Department of Enterprise Services

Enterprise Services was established in 2011 by consolidating five agencies. It provides information technology; delivers state mail; maintains state Capitol grounds; manages leases; supervises public works projects; and offers visitor services at the State Capitol.

PO Box 41401  
Olympia WA 98504-1401  
360-407-0990  
[www.des.wa.gov](http://www.des.wa.gov)

### Washington State Historical Society

The Society strives to make the study of history in Washington illuminating and inspiring by presenting diverse and compelling educational opportunities including exhibits, programs, and publications that make history relevant and alive; collects and preserves materials that form the fabric of Washington's history; and fosters a sense of identity and community by civic engagement and encourages the heritage activities of others.

History Museum  
1911 Pacific Avenue  
Tacoma, WA 98402  
1-888-238-4373  
Information Line 253-272-9747  
[www.wshs.org](http://www.wshs.org)

### Commission on African American Affairs

The Commission encourages the development and implementation of policies, programs, and practices which are specifically intended to improve conditions affecting the cultural, social, economic, political, educational, health and general well-being of African American people at all levels throughout Washington state.

PO Box 40926  
Olympia, WA 98504-0926  
360-725-5664  
[www.caa.wa.gov](http://www.caa.wa.gov)

### Commission on Asian Pacific American Affairs

The agency's mission is to improve the well-being of Asian Pacific Americans (APAs) by insuring their access to participation in the fields of government, business, education, and other areas.

P.O. Box 40925  
Olympia, WA 98504-0925  
360-725-5667  
[www.capaa.wa.gov](http://www.capaa.wa.gov)

### Commission on Hispanic Affairs

The Commission is charged with identifying and defining issues concerning the rights and needs of Washington state's Hispanic community; advising the Governor and state agencies on the development of relevant policies, plans and programs that affect Hispanics; advising the legislature on issues of concern to the state's Hispanic community; and establishing relationships with state agencies, local governments, and members of the private sector.

P.O. Box 40924  
Olympia, WA 98504-0924  
Phone: (800) 443-0294  
(360) 753-3159  
[www.cha.wa.gov](http://www.cha.wa.gov)

### Governor's Office of Indian Affairs

Recognizing the importance of sovereignty, the Office affirms the government-to-government relationship and principles identified in the Centennial Accord to promote and enhance tribal self-sufficiency and serves to assist the state in developing policies consistent with those principles.

PO Box 40909  
Olympia, WA 98504-0909  
360-902-8827  
[www.goia.wa.gov](http://www.goia.wa.gov)

### Office of the Insurance Commissioner

The office protects consumers by empowering and educating the public about insurance issues and health care access. They oversee Washington insurance industry to make sure companies, agents and brokers follow the rules and protect consumers.

P.O. Box 40255  
Olympia, WA 98504-0255  
(360) 725-7080  
or 1-800-562-6900 (in Washington only)  
TDD (360) 586-0241  
[www.oic.wa.gov](http://www.oic.wa.gov)

### Washington State Department of Labor and Industries

L and I has programs to help employers meet safety and health standards and inspects workplaces when alerted to hazards; provides medical and limited wage-replacement coverage to workers who suffer job-related injuries and illness; helps ensure that workers are paid what they are owed; that children's and teens' work hours are limited; and that consumers are protected from unsound building practices.

PO Box 44000  
Olympia, WA 98504-4000  
Main Line: 1-800-547-8367  
360-902-5800  
TDD: 360-902-5797  
[www.lni.wa.gov](http://www.lni.wa.gov) English  
[www.lni.wa.gov/Spanish](http://www.lni.wa.gov/Spanish) Spanish

### Washington State Library

Their mission is to collect, preserve and make accessible to Washingtonians materials on government, history culture and natural resources of the state. They provide coordination of services to all libraries in the state.

PO Box 42460  
Olympia, WA 98504-0238  
phone: 360-704-5200  
[www.sos.wa.gov/library](http://www.sos.wa.gov/library)

### Washington State Parks and Recreation Commission

The Washington State Parks and Recreation Commission acquires, operates, enhances and protects a diverse system of recreational, cultural, historical and natural resources statewide to provide enjoyment and enrichment for all, and a valued legacy to future generations.

P.O. Box 42650  
7150 Cleanwater Lane  
Olympia, WA 98504-2650  
(360) 902-8844  
[www.parks.wa.gov](http://www.parks.wa.gov)

continued

### **Public Disclosure Commission**

PDC, originally created through initiative, provides timely and meaningful public access to information about the financing of political campaigns, lobbyist expenditures, and the financial affairs of public officials and candidates, and it ensures compliance with disclosure provisions, contribution limits, campaign practices and other campaign finance laws.

PO Box 40908  
Olympia, WA 98504-0908  
(360) 753-1111  
Toll Free - 1-877-601-2828

[www.pdc.wa.gov](http://www.pdc.wa.gov)

### **Washington State Department of Natural Resources (Commissioner of Public Lands)**

In partnership with citizens and government they provide innovative leadership and expertise to ensure environmental protection, public safety, perpetual funding for schools and communities and a rich quality of life.

P.O. Box 47000  
Olympia, WA 98504-7001  
Phone: (360) 902-1004

[www.dnr.wa.gov](http://www.dnr.wa.gov)

### **Governor's Office of the Family and Children's Ombudsman**

The Office seeks to protect children and parents from harmful agency action or inaction, and to make agency officials and state policy makers aware of system-wide issues in the child protection and child welfare system so they can improve services.

6720 Fort Dent Way, Suite 240  
Mail Stop TT-99  
Tukwila, WA 98188  
(206) 439-3870 • 1-800-571-7321  
(206) 439-3789/TTY

[www.governor.wa.gov/ofco](http://www.governor.wa.gov/ofco)

### **Office of the Superintendent of Public Instruction**

The Office of Superintendent of Public Instruction, in collaboration with educators, students, families, local communities, business, labor, and government, leads, supports, and oversees K-12 education, ensuring the success of all learners.

PO Box 47200  
Olympia, WA 98504-7200  
(360) 725-6000  
TTY (360) 664-3631

[www.k12.wa.us](http://www.k12.wa.us)

### **Washington State Department of Social and Health Services**

DSHS provides programs for children, families and people with special needs and those needing long-term care, in partnerships with families, community groups, private providers, other government agencies, and through foster parents, neighbors, and citizens.

Constituent Services 1-800-737-0617  
[www.dshs.wa.gov](http://www.dshs.wa.gov)

### **Washington State Department of Transportation**

The Washington State Department of Transportation keeps people and business moving by operating and improving the state transportation systems vital to our taxpayers and communities.

310 Maple Park Avenue SE  
PO Box 47300  
Olympia WA 98504-7300  
Information 360-705-7000

[www.wsdot.wa.gov](http://www.wsdot.wa.gov)

### **Washington State Patrol**

The Washington State Patrol provides public safety services to everyone where they live, work, travel, and play, making a difference every day.

PO Box 42600  
Olympia WA 98504-2600  
(360) 596-4000

[www.wsp.wa.gov](http://www.wsp.wa.gov)

---

### **Resource book on the Washington State constitution:**

***The Washington State Constitution: A Reference Guide*** by Robert F. Utter and Hugh Spitzer, Greenwood Publishing Group/Pacific Northwest.

This is an easy to read, easy to use reference guide, available at most libraries and from online booksellers.

**For further information, please visit the League of Women Voters of Washington's web site: [www.lwvwa.org](http://www.lwvwa.org)**