SPONSORS
Erik Bakke
Michael and Lucy Copass
The Mysie Fund
Squaxin Island Tribe

STEERING COMMITTEE
Margaret Colony, LWV Kitsap, LWVWA Education Fund Board member
Lucy Copass, LWV Seattle, LWVWA Education Fund Board member
Nancy Pearson, LWV Tacoma-Pierce Co., LWVWA Education Fund Board member
Susan Eidenschink, LWV Tacoma-Pierce Co., LWVWA Board member

CONSULTANTS
Lynne Baxter, LWV Yakima, LWVWA Education Fund Board member
Carolyn St Claire, LWV Thurston, Curriculum Specialist, Social Studies Teacher
Mary Moore, LWV Thurston County, Librarian, WA State Library, retired
Sally Brownfield, Squaxin Tribal member, Teacher Hood Canal School, OSPI
Chambliiss Keith, Teacher, Hood Canal School
Pam Inglesby, Attorney, Council on Public Legal Education, WA State Bar Association

PROJECT MANAGER
Karen Verrill, LWV Thurston County

TEACHER’S CURRICULUM GUIDE COMMITTEE
Maureen Pittenger, Teacher, Mattson Middle School, Kent School District
Carolyn St Claire, Curriculum Specialist, Social Studies Teacher, retired

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

Claudia Downing

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

Cynthia Iyall
Economic Development Specialist Nisqually Tribe

Gordon James,
Chair Skokomish Tribe

Joan Koenig,
Squaxin Tribe

Sue Lean

Caleb Perkins
Program Supervisor of Social Studies/International Education OSPI

Steve Robinson
Policy Analyst, NW Indian Fisheries Commission

Betty Tabbutt

Natalie Toevs
table of contents

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

Appendix A: Timeline of Washington history ........................................ 109

Appendix B: A sampling of state agencies and departments ................. 113

photo credits and information can be found in their respective chapters
Foreword

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 hard scrabble 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
Former State Representative and Majority Leader
Chief of Staff to Governor Booth Gardner
Co-Founder & President, TVW

“With great power comes great responsibility.”

Spiderman
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.
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.
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
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.

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.
2 The design of today’s democracy

Democracy 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 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.

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

Abraham Lincoln’s Gettysburg Address, 1863

“...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.”

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.

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.
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.
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 11% 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, 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.)
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.

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 1965 immigration reform act, which allowed people to immigrate if they have family members already here, or if they have skills needed by U. S. employers.

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.

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.

Who came when, and where did they come from?

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.

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.

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, Filipinos 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.

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.
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 commissions, 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.

VOTING

In the presidential election of November 2000, 111 million people, or 55%, of the voting-age population voted. That means that almost half 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, 80% of people eligible to vote were registered in 2000, and 76% of all of those registered to vote actually did vote. So in our state, 61% of people eligible to vote did. Washington was ranked 19th in the country in voting rates.

Some reasons given by registered non-voters for not voting in the 2000 election include: too busy (21%), illness or emergency (15%), not interested (12%), forgot (4%). Yikes!

The state we’re in: Washington

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 commissions, 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.

VOTING

In the presidential election of November 2000, 111 million people, or 55%, of the voting-age population voted. That means that almost half 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, 80% of people eligible to vote were registered in 2000, and 76% of all of those registered to vote actually did vote. So in our state, 61% of people eligible to vote did. Washington was ranked 19th in the country in voting rates.

Some reasons given by registered non-voters for not voting in the 2000 election include: too busy (21%), illness or emergency (15%), not interested (12%), forgot (4%). Yikes!
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.

**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.

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, 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.

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

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 homes 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

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

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.
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.

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.
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. I.I. 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 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.
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.

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...
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 reinvigorated a nationwide campaign for women’s suffrage. Ten years later, in 1920, 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. However, 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” that was mainly intended to exclude African-American voters. A poll tax is a requirement that people pay to vote. (Polls are the places we go to vote.)

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

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.
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 Darter 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.
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 2000 census, nearly six million people were counted. That’s a lot of people – and a lot of change for our state.

What we do for a living

based on OPM 2007 data
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 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 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...
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

---

**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

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>81.8%</td>
</tr>
<tr>
<td>African-American</td>
<td>3.2%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1.6%</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>5.9%</td>
</tr>
<tr>
<td>Other race</td>
<td>3.6%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>3.6%</td>
</tr>
</tbody>
</table>

**Washington state population by race**

- Caucasian: 81.8%
- African-American: 3.2%
- American Indian or Alaska Native: 1.6%
- Asian or Pacific Islander: 5.9%
- Other race: 3.6%
- Two or more races: 3.6%

**Hispanic population as a percentage of total population**

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>2.9%</td>
</tr>
<tr>
<td>1990</td>
<td>4.4%</td>
</tr>
<tr>
<td>2000</td>
<td>7.5%</td>
</tr>
</tbody>
</table>
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.governor.wa.gov/gsro
The Governor’s Salmon Recovery Office
www.wdfw.wa.gov/recovery
The Washington Department of Fish and Wildlife
www.nwifc.wa.gov
The Northwest Indian Fisheries Commission

The way people lived was part of the problem, too. With every passing decade, people used more electricity and gas, and lived in bigger houses that took more lumber to build. People also created more and more garbage. And there were more and more of us. Urban areas sprawled outward, eating up more land, and needing more parking lots and roads.

Citizens who cared about these problems organized to find solutions, and to urge federal, state, tribal, county and city governments to take action. Starting in the 1960s, 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 six million people.
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 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 Department of Community, Trade and Economic Development 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.

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.
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
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.

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 biofuels 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.
Governing 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.
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.

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.
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: www.sos.wa.gov/elections/guide/legislative.aspx

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.

Political parties in Washington

The two main political parties are the Democrats (http://www.wa-democrats.org/site/index.php) and the Republicans (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 http://www.secstate.wa.gov/elections/parties.aspx.

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.
How an idea becomes a law:

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.

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.

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.

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 state we’re in: Washington

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 over 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 just over 25% 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 (which pays for health care for low-income people), the federal government pays about half the cost, and the state pays the other half. In the chart on the right, you can see why people say that most of the state budget is spent to “educate, medicate, and incarcerate” people. (Incarcerate means put in prison or jail.) The biggest part of the budget is spent on public schools, colleges and universities. Most of the spending on “social and health services” is for medical care for low-income people.

A lively debate

In the early 1990s, health care costs were rising fast. Every year, health care took a bigger bite out of the state budget, because the state provides health benefits to state employees, and pays about half the cost of health care for people on Medicaid, which is a health insurance program for people who have very low incomes. (The federal government pays the other half.) Because costs were rising so fast, more and more people couldn’t afford health insurance, but weren’t poor enough to qualify for Medicaid. It was a huge problem.

There was a long and very lively debate in the legislature about what to do. Some people thought that all employers should be required to provide health insurance for their employees. Some thought the state should collect more taxes, and provide everyone with health insurance. Others thought that only the federal government could solve this problem, and some thought that health care should be an individual responsibility, and that government should stay out of it. After many public hearings, commissions, reports, and debates, the legislature finally passed a health care reform law in 1993. But parts of the law were found to violate federal rules, and other parts were later repealed by the legislature.

Now the debate about health care is heating up again, because costs are rising fast, and there are still a lot of people whose employers don’t provide health insurance.
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.

Who owns the water?

The state we’re in: Washington

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, and transportation infrastructure. These experts are known as Legislative Staff.

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

Disclosure: to reveal or expose something that was unknown or secret; for instance, to know

The public’s right to know

The state we’re in: Washington

rather than having spent, and what they spent money, how much they came from, and who gave how much to their campaigns.

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 do 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.

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
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.
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, and businesses and professions; and protect the environment.

There are another 88 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 years to appoint 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 needs are heard.

The Department of Licensing

About 1,200 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 18,000 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.

DSHS’s share of state budget

In this pie chart, the DSHS budget looks like a larger share of the state budget than in the chart on page 65. That’s because this pie chart includes special commitment (sexual predators) and children’s administration (protection from abuse, family support, foster care) which are not included in the chart on page 65.

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. Three 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.
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 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.

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.

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.
Washington is a national leader in adopting laws to protect children and adults from the deadly effects of tobacco smoke. The legislature has passed laws that forbid selling tobacco to minors, tax cigarettes to make them very expensive, and create smoke-free areas so people are not exposed to secondhand smoke.

There is a growing movement all over the country to ban smoking in public places. Some local governments, such as Pierce County, have banned smoking in bars and restaurants. This has caused a huge controversy, because some cities within the county don’t want to do this.

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 the lawsuit, 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. Some of the money goes into the state’s Basic Health Plan to help low-income people get health care.

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 website at: www.doh.wa.gov/tobacco/default.htm

The state we’re in: Washington
Chapter 5 Governing Washington today
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.
believe that the public is more likely to get a well-qualified judge if the governor makes the choice. This is a difficult issue because on the one hand, people want the right to elect judges, but, on the other hand, most of us really don’t know which lawyers will make good judges.

There are special rules for people who run for judge that make this even more complicated. Candidates for judge aren’t supposed to know who contributes to their campaigns, because we want judges to be fair, and not to grant favors to their contributors. Candidates for judge are also not supposed to talk about controversial issues that they might be called on to deal with in court. So in a campaign for a judgeship, voters don’t have much to go on except the person’s reputation and their qualifications. And since most of us don’t spend a lot of time with lawyers, we may not know anything about the person’s reputation, or have a good sense of whether they are qualified. When this happens, people often vote for judges because their name sounds familiar, or they might just not vote at all for these positions.

To try to improve the public’s knowledge of candidates for judge, the state’s Office of the Administrator for the Courts publishes a voters’ guide. It isn’t mailed to all voters; it is inserted in local newspapers. It is also online at www.courts.wa.gov.

The Supreme Court’s most important job is deciding exactly what state laws mean, and whether they are consistent with what our state constitution says. If a law violates the constitution, the Supreme Court can declare it unconstitutional, and the law is thrown out.

When people go to court, there is a very formal process (called a trial) for hearing both sides of a case. If a person is accused of a crime, that person has the right to a lawyer. If he or she can’t afford a lawyer, one is appointed for them, and the county government pays for it. The state or local government also has a lawyer to present the evidence against the person being accused of a crime. The government’s lawyer is called a prosecutor.

People who are accused of a crime have a right to a trial by jury, which means they can ask that a group of ordinary citizens listen to their case and decide if they are guilty or innocent.

People in civil cases can also request a jury. In civil cases, the jury is made up of six people rather than twelve, and the person who requests it has to pay a fee.

Sometimes, though, people don’t ask for a jury; they trust the judge to make a fair decision. When a jury is needed, the court calls on local citizens to serve as jurors. They select people at random for jury duty, usually from lists of registered voters and licensed drivers. When citizens are called to serve on a jury, they are required to do so unless they have a good reason why they can’t – for instance, if they have to take care of a sick relative, or they will be away on a trip. Jury duty is considered one of the obligations of being a good citizen.

All the judges in Washington are elected. But when a superior court or appeals court judge quits or retires in the middle of a term, the governor appoints someone to replace him or her until the next election. Then the person the governor appoints usually runs for the office, and usually gets elected. In fact, it’s a tradition for judges to do this, because a lot of people...
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 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.
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.

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 tribes. 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.

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.

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 DeLaceur, 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 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 remembered what they should call it. One idea was the “Boldt Accord.” But that was too narrow. 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.”

http://www.GOIA.wa.gov

Centennial Accord meeting, Chehalis Tribal Center, 2005

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 other tribal leaders and to the Governor’s chief of staff. Everyone liked it. Then they sent it around to more tribal leaders. 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 Centennial Accord also inspired people in states such as Alaska, New Mexico, and Wisconsin to write their own versions.
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 rights by suing the State of Washington to allow Indians to fish. In 1974, George Boldt, a federal judge, ruled that the treaties said the Indians 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.

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.

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 him.
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 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. Now she teaches 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.

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.

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.

A leader who wove together the past and the future

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 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. Now she teaches 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.

An amazing beginning, a remarkable life
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 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 other’s 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.

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.”
Local government: counties, cities, towns and special districts

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.
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 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 carry 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 home owner 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 usually governed by 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
- Cooperative Extension Services
- Courts
- Financial Services
- Transit
- Marriage License
- Medic One
- Parks and Recreation
- Public Health and Social Services
- Sheriff
- Waste Management
- Water
Your tax dollars at work . . .
and play

Teens often wish they had more places to go to be with their friends. They also have a hard time finding places where they can skateboard. So in the last ten years or so, a lot of towns and cities have built skateparks – and a lot of young people have been involved in lobbying and raising money to get them built. In many communities, kids have also helped design them. Skateparks have become popular places for kids to meet and practice their skateboarding skills. Often, older kids help younger kids learn. Kids appreciate having a place to go where there’s no admission fee, and anyone can come.

Although skateparks are very popular, finding the money to build a skatepark can be difficult when towns or cities have tight budgets.

Here’s a web site that has a list of all the skateparks in Washington: www.mrcsc.org/Subjects/Planning/sk8bpk.aspx

For more information on how much skateparks cost and how different parks have different rules, check out the AWC’s Skateboard Facilities Survey link on this web site.

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.

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.)

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.
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.

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  The Washington State Arts Commission
- www.4Culture.org 4Culture (The Cultural Development Authority of King County)
- www.cityofseattle.net/arts  Seattle Mayor’s Office of Arts and Cultural Affairs
- 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.

Mary Verner was elected Mayor of Spokane in 2007. She is in charge of 2,000 city employees, and oversees a budget of $600 million a year. She is the third woman to serve as Spokane’s mayor.

She didn’t grow up in Spokane; she was born and raised in the South. Her father’s heritage included ancestors in the Muskogee and Seminole Tribes. She settled as a young adult in the U. S. Virgin Islands, where she was a high school teacher, and later an Environmental Programs Manager for the Territorial Government. She came back to the U. S. to earn a Masters Degree in Environmental Studies, and became the Natural Resources Manager for the Spokane Tribe. While she was working, she also earned a law degree at Gonzaga Law School.

She is a licensed pilot, and has parachuted more than 100 times. She volunteered in local schools, served on many city committees and advisory boards, and eventually served on the Spokane City Council. Her priorities as mayor are improving public safety, protecting the environment, and promoting open government and careful budgeting.
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

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 wheelchair.

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 percentage of the state’s population living in cities and towns is now 61%—up from 52% in 1990.
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 45,000 students. The smallest is Benge, in Adams County, which has nine 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
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.

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.

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.”)
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 peoples’ 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.
SUSTAINABILITY

What’s next for Washington?
This booklet has been produced by the League of Women Voters of Washington Education Fund in cooperation with Thurston Regional Planning Council and Sustainable Thurston.

Consultation provided by Tua Vang, Project Principal, Spokane Tribe of Indians HUD Community Challenge.

© 2013 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 Olympia, Washington by Capitol City Press

The contents of this booklet are also included as Chapter 9 in the League’s civic education textbook:

*The State We’re In: Washington. Your guide to state, tribal and local government.*

7th edition 2013

Ordering information:

For information or to place an order for the booklet or the civics textbook, please contact the League of Women Voters of Washington at:

www.info@lwvwa.org
or call 206-622-8961
or 800-419-2596 (outside King County)
What’s next for Washington?

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!*
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.”

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.
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 will take 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 capital, 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 is “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 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.

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,”
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 townhomes 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.

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.

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.

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 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.
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.

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.

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 burning energy and less pollution was created.

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.

In exchange for a commitment to keep (or sell) their farm 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

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

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
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.

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 hydroelectric 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.

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 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.

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.

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 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.
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.
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.

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.

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

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.

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.
1833 Marcus and Narcissa Whitman establish a mission near Walla Walla.

1843 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.)

The U.S. Congress creates the Oregon Territory.

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 Whitman’s mission is attacked by people from the Cayuse and Umatilla Tribes, and 13 people are killed.

1848 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.

The U.S. Congress passes the Donation Land Claim Act, which promises free land to settlers who come to the Oregon Territory.

1850 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.

1853 Governor Stevens and Washington tribes sign treaties that oblige Indians to move to reservations.

1854-1855

1860 The non-Indian population of Washington Territory is 11,394.

President Lincoln signs a law that creates Idaho Territory.

1863 The first telegraph line reaches Seattle, allowing fast communication across the country.

1864 The non-Indian population of Washington Territory is 23,955.

1870 The non-Indian population of Washington Territory is 75,116.

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.

Anti-Chinese riots in Seattle, Tacoma, and elsewhere drive out most Chinese laborers.

1880 The non-Indian population of Washington Territory is 110,116.

1883 The Northern Pacific Railroad reaches Tacoma, linking Washington to the rest of the country.

1884 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.)

1885 The Washington state legislature passes the Barefoot Schoolboy Act, which provides state funding for local schools.

1887 The Dawes Act breaks up Indian reservations and allows settlers to claim reservation land.

1889 Washington becomes a state.

1895 The Washington State Highway Department is created.

1900 Women win the right to vote in Washington.

1905 Women win the right to vote in Washington.

1906 Women win the right to vote in Washington.

1908 The Washington state legislature passes the Barefoot Schoolboy Act, which provides state funding for local schools.

1910 The Washington State Highway Department is created.

1912 Washington’s constitution is amended to permit citizen initiatives and referenda.

1917 The Boeing Company begins building airplanes in Seattle.

1920 Washington’s population reaches 1,356,621.

1924 The U.S. Congress passes The Indian Citizenship Act.

1926 Construction of the Grand Coulee Dam begins. (The Grand Coulee Dam was completed in 1941; the Bonneville Dam was completed in 1937.)

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.

1935 Hanford is the site chosen for the top-secret project to produce the first nuclear bomb.

1939 Japanese Americans are forced to leave their homes and live in prison camps during World War II.

1942 Women win the right to vote in Washington.

1943 Washington’s first TV station (KING TV in Seattle) goes on the air.

1948 The Boeing Company begins building airplanes in Seattle.

1950 The population of Washington is 518,103.

1955 Women win the right to vote in Washington.

1956 Women win the right to vote in Washington.

1958 Washington’s unemployment rate peaks at more than 25% during the Great Depression.

1960 The population of Washington is 518,103.

1965 Construction of the Grand Coulee Dam begins. (The Grand Coulee Dam was completed in 1941; the Bonneville Dam was completed in 1937.)

1966 Washington’s unemployment rate peaks at more than 25% during the Great Depression.

1967 The Indian Reorganization Act passes the U.S. Congress, and the Dawes Act is repealed.

1968 Hanford is the site chosen for the top-secret project to produce the first nuclear bomb.

1970 Women win the right to vote in Washington.

1971 Washington’s unemployment rate peaks at more than 25% during the Great Depression.

1972 The Indian Reorganization Act passes the U.S. Congress, and the Dawes Act is repealed.

1973 Hanford is the site chosen for the top-secret project to produce the first nuclear bomb.

1975 Women win the right to vote in Washington.

1976 Washington’s unemployment rate peaks at more than 25% during the Great Depression.

1977 The Indian Reorganization Act passes the U.S. Congress, and the Dawes Act is repealed.

1978 Hanford is the site chosen for the top-secret project to produce the first nuclear bomb.

1979 Women win the right to vote in Washington.

1980 Washington’s unemployment rate peaks at more than 25% during the Great Depression.

1981 The Indian Reorganization Act passes the U.S. Congress, and the Dawes Act is repealed.

1982 Hanford is the site chosen for the top-secret project to produce the first nuclear bomb.

1983 Women win the right to vote in Washington.

1984 Washington’s unemployment rate peaks at more than 25% during the Great Depression.

1985 The Indian Reorganization Act passes the U.S. Congress, and the Dawes Act is repealed.

1986 Hanford is the site chosen for the top-secret project to produce the first nuclear bomb.

1987 Women win the right to vote in Washington.

1988 Washington’s unemployment rate peaks at more than 25% during the Great Depression.

1989 The Indian Reorganization Act passes the U.S. Congress, and the Dawes Act is repealed.

1990 Hanford is the site chosen for the top-secret project to produce the first nuclear bomb.

1991 Women win the right to vote in Washington.

1992 Washington’s unemployment rate peaks at more than 25% during the Great Depression.

1993 The Indian Reorganization Act passes the U.S. Congress, and the Dawes Act is repealed.

1994 Hanford is the site chosen for the top-secret project to produce the first nuclear bomb.

1995 Women win the right to vote in Washington.

1996 Washington’s unemployment rate peaks at more than 25% during the Great Depression.

1997 The Indian Reorganization Act passes the U.S. Congress, and the Dawes Act is repealed.

1998 Hanford is the site chosen for the top-secret project to produce the first nuclear bomb.

1999 Women win the right to vote in Washington.

2000 Washington’s unemployment rate peaks at more than 25% during the Great Depression.

2001 The Indian Reorganization Act passes the U.S. Congress, and the Dawes Act is repealed.

2002 Hanford is the site chosen for the top-secret project to produce the first nuclear bomb.

2003 Women win the right to vote in Washington.

2004 Washington’s unemployment rate peaks at more than 25% during the Great Depression.

2005 The Indian Reorganization Act passes the U.S. Congress, and the Dawes Act is repealed.

2006 Hanford is the site chosen for the top-secret project to produce the first nuclear bomb.

2007 Women win the right to vote in Washington.

2008 Washington’s unemployment rate peaks at more than 25% during the Great Depression.

2009 The Indian Reorganization Act passes the U.S. Congress, and the Dawes Act is repealed.

2010 Hanford is the site chosen for the top-secret project to produce the first nuclear bomb.

2011 Women win the right to vote in Washington.

2012 Washington’s unemployment rate peaks at more than 25% during the Great Depression.

2013 The Indian Reorganization Act passes the U.S. Congress, and the Dawes Act is repealed.

2014 Hanford is the site chosen for the top-secret project to produce the first nuclear bomb.

2015 Women win the right to vote in Washington.

2016 Washington’s unemployment rate peaks at more than 25% during the Great Depression.

2017 The Indian Reorganization Act passes the U.S. Congress, and the Dawes Act is repealed.

2018 Hanford is the site chosen for the top-secret project to produce the first nuclear bomb.

2019 Women win the right to vote in Washington.

2020 Washington’s unemployment rate peaks at more than 25% during the Great Depression.

2021 The Indian Reorganization Act passes the U.S. Congress, and the Dawes Act is repealed.

2022 Hanford is the site chosen for the top-secret project to produce the first nuclear bomb.

2023 Women win the right to vote in Washington.
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950</td>
<td>The population of Washington is 2,378,963.</td>
</tr>
<tr>
<td>1965-1973</td>
<td>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.</td>
</tr>
<tr>
<td>1968</td>
<td>The Black Student Union at the University of Washington holds several protests, and wins a commitment from the University to double African-American enrollments and begin teaching about African-American history and culture.</td>
</tr>
<tr>
<td>1971</td>
<td>The Federal Court rules in favor of Indian fishing rights, consistent with language in the treaties.</td>
</tr>
<tr>
<td>1972</td>
<td>Washington voters legalize abortion.</td>
</tr>
<tr>
<td>1973</td>
<td>Interstate 5 is completed.</td>
</tr>
<tr>
<td>1974</td>
<td>Microsoft is founded to create software for computers.</td>
</tr>
<tr>
<td>1975</td>
<td>Drey Lee Ray is elected Washington’s first female governor.</td>
</tr>
<tr>
<td>1976</td>
<td>Voters approve an initiative removing the sales tax from food.</td>
</tr>
<tr>
<td>1977</td>
<td>On May 18, Mt. St. Helens erupts, riveting the attention of people all over the world.</td>
</tr>
<tr>
<td>1978</td>
<td>The U. S. Supreme Court upholds the Boldt decision on Native American fishing rights.</td>
</tr>
<tr>
<td>1979</td>
<td>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.</td>
</tr>
<tr>
<td>1980</td>
<td>The population of Washington is 4,866,700.</td>
</tr>
<tr>
<td>1981</td>
<td>The state legislature passes the Growth Management Act.</td>
</tr>
<tr>
<td>1990</td>
<td>The population of Washington is 5,894,121.</td>
</tr>
<tr>
<td>1995</td>
<td>Nine salmon runs are listed as endangered species by the U. S. Department of Interior.</td>
</tr>
<tr>
<td>1996</td>
<td>Nine salmon runs are listed as endangered species by the U. S. Department of Interior.</td>
</tr>
<tr>
<td>1997</td>
<td>Nine salmon runs are listed as endangered species by the U. S. Department of Interior.</td>
</tr>
<tr>
<td>1999</td>
<td>Nine salmon runs are listed as endangered species by the U. S. Department of Interior.</td>
</tr>
<tr>
<td>2000</td>
<td>Nine salmon runs are listed as endangered species by the U. S. Department of Interior.</td>
</tr>
<tr>
<td>2004</td>
<td>Chris Greigore is elected governor in the nation’s closest-ever election. After three recounts, she wins by 133 votes.</td>
</tr>
<tr>
<td></td>
<td>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.)</td>
</tr>
</tbody>
</table>

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”

<table>
<thead>
<tr>
<th>Role</th>
<th>Address</th>
<th>Phone Numbers</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governor</td>
<td>PO Box 40002, Olympia, WA 98504-0002</td>
<td>360-902-4111</td>
<td><a href="http://www.governor.wa.gov">www.governor.wa.gov</a></td>
</tr>
<tr>
<td>Lieutenant Governor</td>
<td>PO Box 40400, Olympia, WA 98504-0400</td>
<td>360-786-7700</td>
<td><a href="http://www.ltgov.wa.gov">www.ltgov.wa.gov</a></td>
</tr>
<tr>
<td>Secretary of State</td>
<td>PO Box 40220, Olympia, WA 98504-0220</td>
<td>360-902-4151</td>
<td><a href="http://www.secstate.wa.gov">www.secstate.wa.gov</a></td>
</tr>
<tr>
<td>Attorney General</td>
<td>PO Box 40100, Olympia, WA 98504-0100</td>
<td>360-753-6200</td>
<td><a href="http://www.atg.wa.gov">www.atg.wa.gov</a></td>
</tr>
<tr>
<td>State Legislature</td>
<td>Representatives: PO Box 40600, Olympia, WA 98504-0600</td>
<td>360-902-4151</td>
<td><a href="http://www.access.wa.gov">www.access.wa.gov</a></td>
</tr>
<tr>
<td></td>
<td>Senators: PO Box 404 + legislative district #, Olympia WA, 98504-04 + legislative district # Hotline: 1-800-562-6000</td>
<td>360-902-4151</td>
<td><a href="http://www.access.wa.gov">www.access.wa.gov</a></td>
</tr>
</tbody>
</table>

Washington State Department of Agriculture
WDSDA serves the people of Washington State by supporting the agricultural community and promoting consumer and environmental protection.

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.

Department of Corrections
As a partner with victims, communities and the criminal justice system, the Department enhances public safety, 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 15,000 offenders housed in 13 institutions and 18 work training and pre-release facilities.

113 | Appendix: a sampling of elected officials, state agencies and departments
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
Phone: (360) 753-1365
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, and support sustainable communities and natural resources.
P.O. Box 47600
Olympia, WA 98504-7600
www.ecy.wa.gov

Washington State Employment Security Department
Employment Security helps people succeed throughout their working lives. The Department provides superior customer service to support workers during times of unemployment, connect job seekers with employers and provide business and individuals with the information and tools they need to adapt to a changing economy.
202 Maple Park
Olympia, WA 98507-9046
360-902-9500
www.esd.wa.gov

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
360-402-0555
TTY 360-902-0679
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.
673 Martin Way E.
Olympia, WA 98516
360 438-1180
www.NWIFC.wa.gov

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 habitats.
111 Washington St. SE
Olympia, WA 98501
Information: 360 902-2200
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
http://www.doh.wa.gov/

Department of General Administration
General Administration contracts for food, equipment and services; delivers mail within state government; maintains state office buildings and grounds; manages public-works projects; helps food banks get meals to those in need; rents parking to agencies, employees and the public; rents GA-owned offices to state agencies; serves as the real estate agent for state government, and offers visitor services at the State Capitol.
Post Office Box 41000
Olympia, WA 98504-1000
360-902-0990
www.ga.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
1111 Pacific Avenue
Tacoma, WA 98402
1-888-238-4373
Information Line 253-272-9747
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, and general well-being of African American people at all levels throughout Washington State.
P.O. Box 40926
Olympia, WA 98504-0926
360-725-5664
www.caaf.wa.gov

Commission on Asian Pacific American Affairs
The agency’s mission is to improve the well-being of Asian Pacific Americans (APAs) by ensuring 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

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

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.
P.O. Box 40909
Olympia, WA 98504-0909
360-902-8827
www.GOIA.wa.gov

Office of the Insurance Commissioner
The Office assures that all authorized insurance companies meet and maintain rigid financial, legal, and other requirements for doing business in this state; licenses a number of insurance-related professionals, including agents, brokers and adjusters; protects the interest of consumers as its most important job through consumer guides and fact sheets to help Washington state residents be informed about their choices and rights when buying and using health coverage; offers the service of hundreds of trained volunteers statewide through the SHIBA Help Line for counseling, education and other assistance to consumers with health insurance and health care access issues and questions.
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

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 unfair or misleading business practices.
P.O. Box 44000
Olympia, WA 98504-4000
Main Line: 1-800-547-8367
(360) 725-5800
TDD: 360-902-5797
http://www.LNI.wa.gov/ English
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.
P.O. Box 42460
Olympia, WA 98504-0238
Phone: 360-704-5200
www.seclstate.wa.gov

The state we’re in: Washington
Appendix: a sampling of elected officials, state agencies and departments

continued
**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)

**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)**
DNR is dedicated to providing professional, forward-looking stewardship of our state lands, natural resources, and environment; and providing leadership in creating a sustainable future for the trust lands and all citizens.
P.O. Box 47000
Olympia, WA 98504-7001
Phone: (360) 902-1004
FAX: (360) 902-1775
[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:**
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)