



CELEBRATING THE 100TH ANNIVERSARY OF WOMEN'S SUFFRAGE IN CALIFORNIA

Sunday, October 9, 2 p.m.

NOTE TIME
CHANGE

IRON JAWED ANGELS

Special viewing of film about the suffrage movement
La Jolla Library, 7555 Draper Ave, La Jolla, CA 92037
Membership drive activity — Bring a friend
Discussion and refreshments

Monday, October 24, noontime

Reception

City Hall Lobby
Unveiling of Women's Vote Centennial Exhibit

October 24 - November 4

Exhibit

City Hall Lobby

Commemorating the 100th anniversary of women's suffrage in California

Wednesday, October 26, 11:30 a.m. - 1:30 p.m.

LUNCHEON

Looking Backward and Forward!

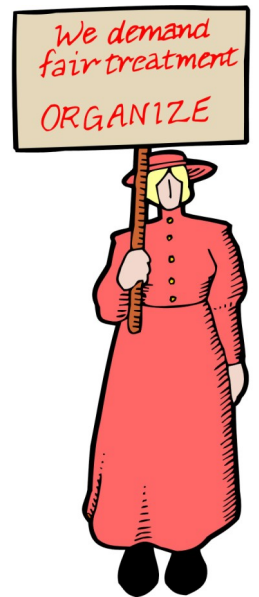
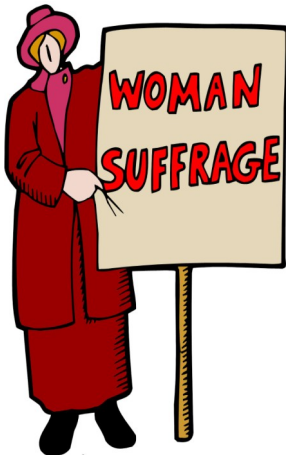
See flyer inside

Saturday October 29

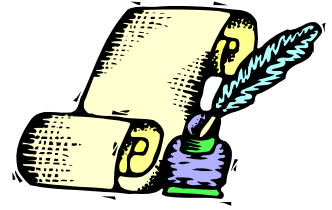
SUFFRAGE BALL

Balboa Park Club Ballroom
Food, costumes, and dance from 1911

See page 11



PRESIDENT'S MESSAGE



Dear Members,

We live in a very complicated time. As I write this, people are talking about the recent blackout of Southern California and how was it possible for a little error of judgment of one worker to have caused so much chaos, inconvenience, and expense for millions of people. And what does this say about our electrical system? Where are the backups that we expected to be in place? Are we too dependent on one form of energy? How vulnerable does this make us if there was a real terrorist attack that shut us down?

As I write this, people are talking about the ten year anniversary of 9-11 and what effects it has had on our country. Are we safer or just more fearful? Are we making decisions based on fear and hate rather than on unbiased information? What are we giving up to be safer or is 9-11 just a convenient excuse for those who want a less transparent government and a government that can spy on its citizens? Where are those who have the courage to ask questions about the Patriot Act and other changes that are taking away some of our civil liberties? Is the money spent on these huge new governmental agencies taking money away from needed projects on our infrastructure or education? How have our priorities changed in the last ten years and are we a better country for it?

As I write this, people are talking about our economy and how the rich are getting richer and the poor are getting poorer. What changes should be made in our banking and housing systems to make sure this doesn't happen again? How is this new economy affecting our public education system? What does research show about poverty and education? How are students, those who come from a home where parents are stressing over feeding their children, performing at school? Is there something that the federal government should be doing to help them?

We live in a very complicated time. I am so glad that we have the League to help us tackle some of these very complex issues and help us understand the world we live in. We strive in the League to educate ourselves, answer these questions, and have a clearer perspective on our government and our lives. We live in a very complicated time, but with League members working together, we can make sense out of it all.

— Jeanne Brown, Co-President

League of Women Voters San Diego

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New hours - see p. 7 (call ahead, please)

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SmartVoter: www.smartvoter.org

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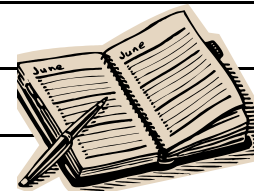
League of Women Voters of San Diego
4901 Morena Blvd., Bldg 100, Suite 104
San Diego, CA 92117

UNIT CALENDAR — OCTOBER — Role of the Federal Government in Education

Saturday, Oct. 8 10 a.m.-noon	Southeastern	Malcolm X Library, Multi-media Room 5138 Market Street San Diego, CA 92105	Robin Loving 619-947-9717 La Quita Robbins 619-470-9095
Monday, Oct. 9 9:30-11:30 a.m.	Rancho Bernardo and Scripps Ranch	The Gateway – TV Room 12751 Gateway Park Rd. Poway, CA 92064	Claire Weiner 858-679-7350 Betsy Stevens 858-451-5653
	Coronado	Coronado members are encouraged to attend other Units for now.	
Tuesday, Oct. 10 9:30-11:30 a.m.	La Jolla	Riford Center 6811 La Jolla Boulevard La Jolla, CA 92037	Joan Dahlin 858-454-5019
Tuesday, Oct. 10 1-3 p.m.	University City	North University City Community Library 8820 Judicial Drive San Diego, CA 92122	Shirley Larson 858-272-9752 Marianne Kobrak 858-450-1521
Wednesday, Oct. 11 1-3 p.m.	Tierrasanta	Tierrasanta Library 4985 La Cuenta Drive San Diego, CA 92124	Carole Porter 858-279-5474
Wednesday, Oct. 11 5:30-7:30 p.m.	Mission Valley	Meeting Room Mission Valley Library, Fenton Pkwy Ikea side of shopping center San Diego, CA 92108	Debra Blum 619-225-0353
Thursday, Oct. 12 9:30-11:30 a.m.	East San Diego	College Rolando Library 6600 Montezuma Road San Diego, CA 92115	Barbara Evje 619-462-4772

LWVSD CALENDAR — OCTOBER 2011

1	Sa	“Walter Cronkite is Dead” play, 1 p.m.; see LWVSD website for ticket information
4	T	LWVSD Board Meeting, LWVSD Office, 4 p.m.
6	Th	Unit Council Meeting, LWVSD Office, 9:30-11:30 a.m.
7	F	LWVSDC ILO Meeting, LWVSD Office, 10:30 a.m.
8	Sa	US State Department Visitor and Consultation , 1-4 p.m. (see page 13)
8-12		Unit Meetings (see above) — Role of the Federal Government in Education
9	Su	Iron Jawed Angels , La Jolla Library, 2 p.m. (see front page)
14	F	Public Policy Committee, LWVSD Office, 9:30 a.m.
19	W	Education Committee Meeting, LWVSD Office, 9:30 a.m.
26	W	Luncheon: Looking Backward and Forward! , Tom Ham's, 11:30 a.m. (see flyer and front page)
28	F	Program Committee, LWVSD Office, 10 a.m.
29	Sa	Suffrage Ball cosponsored by LWVSD and Women's Museum (see page 11)

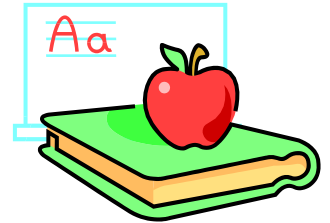


OCTOBER UNITS: EDUCATION STUDY CONSENSUS

The LWVUS has developed the materials for the local Leagues to use for the study of "The Role of the Federal Government in Public Education." There are a total of 15 questions on the subject. The first three are general questions; we will begin with looking at them, but we will wait until the November Unit meetings to take consensus on them. The committee felt that they would be better answered after hearing all the information.

Questions 4 - 9 will be covered in October. They are about Common Core Standards. We will go through much of the information provided and then look for consensus. I am listing questions 1 - 9 here so that you have some advance notice. The November Voter will include questions 10 - 15; these questions will be concerning funding and equity issues.

We hope that members can attend both meetings.



General Questions

1. The current role of the federal government in public education is:

___ much too small ___ too small ___ about right ___ too large ___ much too large.
2. What should be the role of the federal government in public education? (Rank)
 - A. ___ To ensure that all students pre-K-12 receive a quality education.
 - B. ___ To develop accountability measures that will study the progress of all students so that they achieve adequate yearly progress.
 - C. ___ To mandate Common Core Standards for all students K-12.
 - D. ___ To monitor state efforts for funding.
 - E. ___ To measure teacher effectiveness through test data.
3. A quality public education is important to perpetuate a strong and viable democracy.

___ Strongly agree ___ Agree ___ No consensus ___ Disagree ___ Strongly disagree

Common Core Standards

4. Currently the governors and state education officers have developed Common Core Standards that are national but not federal. Should the standards be mandated of the states in order to obtain federal funding? (Choose one)
 - A. ___ Special grant programs such as Race to the Top.
 - B. ___ All programs under Elementary and Secondary Education Act where the needs qualify for funding.
 - C. ___ All programs receiving federal funding from any source.
 - D. ___ All of the above.
 - E. ___ None of the above.

(continued on following page)

OCTOBER UNITS EDUCATION STUDY CONSENSUS *(continued from previous page)*

5. Should there be a national assessment aligned with the Common Core Standards? Yes No

If Yes, should implementation be voluntary or federally mandated? (choose one)

Voluntary Mandated Mandated, if fully funded

If No, what other accountability measures might you suggest? (choose one)

A. Continue to allow the states to develop their own assessments.

B. Suggest that the local education districts use their own assessments or adopt one that is a nationally norm-referenced assessment such as the *Stanford Achievement Test* or *Iowa Test of Basic Skills*.

C. Suggest that districts use a portfolio type of assessment where student projects and activities would be cored holistically.



6. National standards should lead to: (choose one)

A. A nationally mandated curriculum to be aligned to the national standards and assessments.

B. A national curriculum that is only suggested but not mandated.

C. A suggested structure for states and local education agencies to develop their own curriculum.

D. No national curriculum.

7. What role should the national assessment consortia play in student evaluation? (Rank order)

A. Provide an assessment system that is aligned to the Common Core Standards.

B. Provide comparison data showing progress toward reaching Common Core Standards.

C. Provide criteria for determining readiness for college and careers.

D. Provide information to students, parents, teachers, and school districts about student achievement.

E. Provide diagnostic information on each child.

8. Data from the national assessments are often difficult for parents, teachers, and others to understand. If we have a national assessment, what information is most important to be reported to parents, teachers, students, and the community? (choose one)

A. Data should be “norm referenced” (where students are ranked) for district comparison only.

B. Data should be “criterion referenced” and clearly informative so that teachers, parents, and students know how individual students have mastered criteria established at a national level.

C. Data should be used to determine “cut” scores knowing if students have mastered requirements for special grade levels.

9. Information from nationally required assessment data should be used to (Choose one):

A. Sanction schools not measuring up to the specific levels.

B. Reward schools that achieve high scores.

C. Rank teachers based on student test score data.

D. Reward teachers who have exemplary scores.

E. Inform districts how their population compares to others similar to theirs.

— Jeanne Brown, Co-President

WHAT IS “CONSENSUS”?

HOW DO LWV’S ACROSS THE U.S. ARRIVE AT IT?



These days you hear a lot about “finding common ground.” The LWV calls it “arriving at consensus.” It’s not difficult to figure out how that can come about on the local League level (though it does require a lot of thoughtful, focused discussion!) But how can it be done on the national level as LWVs all over U.S will be doing this fall on the national item “The Federal Role in Public Education.”

First, **What is Consensus?** According to the Leaders Guide for this Education Study, “...it is easier to say what consensus is NOT than what it is. Consensus is NOT a vote; rather, consensus is mutual agreement of League members arrived at through discussion. During this discussion, everyone has an opportunity to express their viewpoints, and the issue is examined from all sides. Consensus questions, created by the appropriate study committee and approved by the Board, provide structure for the meeting. Members discuss the pros and cons until it becomes apparent that consensus has or has not been reached on each question. The study committee analyzes the consensus responses and using this information, creates a position statement.”

That sounds great, but how can the members of our LWVSD units hold a discussion on the role of the Federal Government in Public Education with League members in Atlanta, Georgia, for example?

Let’s follow the process step by step:

1. Delegates to the LWV national convention from several or more different Leagues coalesce in agreement (CONSENSUS) that there is an issue meriting study by all the Leagues in United States.

2. At the convention, these delegates advocate for the study. Sometimes it takes several conventions before there is enough CONSENSUS among the delegates to get at item adopted for study. Everyone realizes that it takes a lot of “member power” from across the country for a national study to arrive at a new national position for action.

3. LWV members with a background in the study item volunteer to the LWVUS board to become members of the study committee. They know they are making a commitment to spend long hours/months researching, consulting experts, writing material on the area of the study they have chosen, and sharing ideas with each other (CONSENSUS MAKING). It is a “labor of love,” and we all should be grateful to the National Study Committee Members for their service to all the rest of us.

4. The most crucial thing the national study committee does is to develop the CONSENSUS questions to be answered by all the Leaguers in the country. Staff members offer suggestions, and the LWVUS Board must approve the questions.

5. Once the study material and the CONSENSUS questions arrive at the local LWV, a local study committee is formed and plans are developed for presenting the item to the membership.

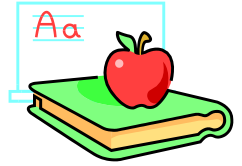
6. In a League with many units like the LWVSD, information about the study item will continue to be presented in monthly articles in the VOTER and at a general meeting with local. Ours was held September 14.

7. This October and November is when League members all across the United States will be discussing “The Federal Role in Public Education” and arriving at CONSENSUS on the questions that were prepared at the national level. There are 15 consensus questions; we will be going through approximately half of them at the October Units and the other half at the November Units. Please try to attend both months.

8. Unit discussion leaders and recorders will report the CONSENSUS that has been reached during the Unit meetings to the local study committee. Its task is to sift through all the reports to find the nuggets of common agreement (CONSENSUS) to be presented to each local board for its approval.

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WHAT IS “CONSENSUS”? (continued from previous page)



Now the process is reversed. The National Study Committee members must sort through all the reports coming from local LWVs throughout the U.S. and develop by CONSENSUS a position on the Federal Role in Public Education to be approved by the LWVUS Board. Once accomplished, this position is to be acted upon by all Leagues.

It is this process that leads to the strength that a LWVUS position has both with its members and with the public. “It takes a lot of grains of sand to make a beach;” it is going to take a lot of informed discussion by all LWVSD members as well as their compatriots to develop the national position on the “Federal Role in Public Education.”

Let’s get to work!

— Fran Venn, Education Committee

COUNTY GOVERNMENT OBSERVER CORPS BEING FORMED

The LWVSDC will focus on County Government this program year. To do so, the League is forming a County Observer Corps to attend and “observe” twice monthly meetings of the County Board of Supervisors (BOS). Membership in the Corps is open to all League members in the County. Training will be provided. Contact Jeanne Brown at 619-857-1807 or at jhis-ten.brown@gmail.com for more information.



— Nan Valerio, District Governance

REDISTRICTING MAPS DRAWN!

League Opposes Attempts to Overturn Maps



The first step in redistricting in California is completed: the work of drawing district lines is over, and we now move on to the next step — challenges to the maps.

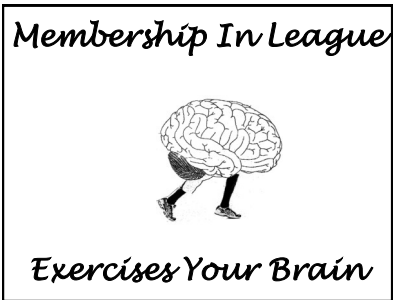
The League of Women Voters is opposed to both of the referendums for which signatures are being gathered. We feel that the new process has been an overwhelming success and oppose the efforts to overturn the new maps. Join the League in asking your friends, neighbors, and colleagues to “Decline to Sign” the referendum petitions. Read more about redistricting at cavotes.org

From the *League of Women Voters of California LWVC News*, September 7, 2011

Reminder: Office Hours for Secretary

The secretary will be in the office Tuesdays and Thursdays between 7 a.m. and 2:30 p.m. Please remember to call or E-mail work requests to Ruberta Castro, Vice President/Administration, ruberta1@sbcglobal.net as she will continue to organize the workload for the secretary.

MEMBERSHIP



In the first half of September, we have not had new members join LWVSD, but the League year is just underway. The new membership roster is printed and being distributed at Unit meetings. People who have not paid their dues for this year will no longer receive the Voter; if this was an oversight on your part, please send a check to the office or pay online at the League website, www.lwvsandiego.org.

We have just received a generous gift from the estate of Estelle Mysells. Probably few of you remember her, but she was apparently very active in our League many years ago. Once in a while, the League receives a very welcome gift like this that boosts our budget and allows the Board to concentrate less on fundraising and more on voter education and advocacy for better government and services. Estelle distributed some of her estate to several organizations - a very thoughtful act of kindness that we can all consider as we write our wills and do estate planning. If you believe in the work of the League and its importance to democracy, especially as news is harder to find and big money is swaying politicians and their decisions, you, too, could make a gift of \$1,000 or more to the LWVSD.

— Beryl Flom, Vice President/Membership, 858-459-4406 or edflom@sbcglobal.net

“The good we secure for ourselves is precarious and uncertain until it is secured for all of us and incorporated into our common life.”

Jane Addams, Nobel Peace Prize Winner and American Social Activist

INITIATIVE AND REFERENDUM STATE STUDY

During the State Convention this past spring, delegates decided to embark on an update of the initiative and referendum process in California. The study committee convened Aug 27 and 28 in Los Angeles where they agreed on a study scope, budget, and timeline. The group broke up the topics, with each topic assigned to a member of the study: identification of key issues with the processes; study the actual initiative and referendum processes and how they have changed and continue to change (including the impact of technology on the process); initiative and referendum history; a comparison of other states and how they are using the processes for direct democracy, ideas or methods for reforming the process; and community education material outreach (using video, multimedia, “quality translation,” and other resources).

In addition to the topics and after thorough research

is conducted, the committee will also prepare study materials, consensus questions, and review all of the responses from the local Leagues participating in the study update. After tabulation of responses from the local Leagues has occurred, the committee will recommend position language to the State Board.

The LWVC has a link on their website (<http://ca.lwv.org/lwvc/issues/initiative-and-referendum.html>) for more information. Additionally, there is also a Facebook group called “League of Women Voters of California Initiative and Referendum Study” where you can find more information, such as updates, articles, and reading lists. The Facebook group constantly adds new articles for review and input, and it is open to anyone interested — inside or outside of the LWV.

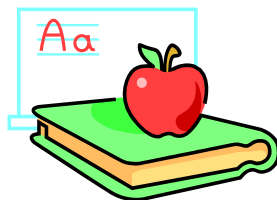
— Amy Hjerstedt, Co-Chair, Voter Service

THE ROLE OF THE FEDERAL GOVERNMENT IN EDUCATION

LWVSD Presentation, September 14, 2011

Superintendent of the San Diego Unified School District, Bill Kowba, the first panelist to speak at a recent meeting sponsored by LWVSD on the study topic for LWVUS, pointed out the unique situation in San Diego: of 132,000 students, two-thirds are eligible for a free lunch (subsidized by the federal government) and one-third are learning English as their second language. Federal funding has been flat or falling and makes up about 10% of the district's budget. Due to the economic situation, there is a dramatic increase in free lunches in the last two years. Schools received a significant injection of funding from President Obama's stimulus plan two years ago, but it has now expired; it was used to fund 500 teachers. Later, Mr. Kowba said there is not enough money to train and mentor teachers in the classroom, but that Cal State is developing a working relationship with larger districts to do this more effectively. Jeanne Brown suggested that the best teachers should not have the easiest students to teach while the newer teachers are given more at-risk classes.

Debbie Beldock, Senior Director of District and School Improvement of the San Diego County School District talked about the national Common Core Standards (CCS) which have been developed by a committee of experts from all over the country. Forty-four states have now adopted them, but they are not mandated because federal laws leave the responsibility of education to the states and local authorities. Some states, including CA have added to them. The panelists agreed that the Common Core Standards are basic knowledge that every student should learn for college and/or career, but the challenging part is implementing the curriculum and making sure that every student has achieved this level of learning through assessments (criterion referenced tests). Students today should be able to choose their education/career path and not be tracked by adults; they are competing with those from all over the world and must be able to find



adequate work. However, there is still a big variance within the U.S. and in the world. Debbie said that schools she visited in Louisiana are years behind California schools. Common Core Standards will also help children who are moved from one district to another; this is more common in San Diego due to the large military presence. It was agreed by the panel that pre-K needs to be included in the Common Core Standards. More emphasis should be on STEM (science, technology, engineering, and math). Leaguers are urged to read the CCS before taking consensus. The website is <http://www.corestandards.org/>

Jennifer Imazeki, Professor of Economics specializing in Education Financing at SDSU gave some history on the equity of funding. Most states provide the bulk of funding equally among students now instead of districts relying heavily on property tax income which varies significantly by community. Studies on the relationship between funding and achieving proficiency for various types of students (at risk, special needs, etc.) are coming up with inconsistent answers. Mr. Kowba agreed that more needs to be done in this field. The "No Child Left Behind" concept ensures that every child is proficient, but this is difficult to achieve and requires more money than seems to be available. Money designated for specific types of students can be given as block grants or with strings attached which require documentation and accountability; California is untying some of these strings. The "Race to the Top" program funds through competitive grants; Jennifer questions whether this is equitable to all districts. A court ruling in the 1970's said that equity is a state issue, not a federal issue. However, Mr. Kowba believes that our world today is so different from 200+ years ago when the Constitution was written, that the federal government needs to play a bigger role in funding and equity of education.

— Beryl Flom



WHY WOULD ANYONE WANT TO JOIN THE LEAGUE OF WOMEN VOTERS OF SAN DIEGO FACEBOOK PAGE?



I am so glad you asked.

The LWVSD page on Facebook offers a way to engage other League members about the ongoing discussion affecting our communities, our state, and our country. Additionally, the information changes all the time — in fact, it changes almost every day. New articles are added and questions about readers' reflections and ideas are posted. We are better connected with this new resource: it provides more ways to learn about what other Leagues are doing, how local and state agencies are serving us, and our page connects us to issues we want to know more about. By adding the League of Women Voters of San Diego page to your list of Facebook 'likes,' you are adding a community of well-informed and educated people who also care about the issues that affect our community. 'Like' us today and learn more about what is going on in our area and the issues that are changing our political and social environments. Plus, adding our page will help give you a voice in the ongoing debates. Speak up and 'Like' us.

To find us on Facebook, you must already have an account with Facebook — which is free. Once you have an account, do a search for "League of Women Voters of San Diego." You will find us there along with many other LWV groups in the country. Once you see our title, 'Like' us and then you are done. You will receive our feeds on your Facebook page. It is that easy.

— Amy Hjerstedt, Co-Chair, Voter Service

LISTENING TO THE LEAGUE

We have had relatively few replies to the September question about how members get their news. Answers varied from radio, online newspaper, podcasts, and everything we could find.



October Question: Should the cruise ship terminal be moved from downtown to 10th Street?

Please send your reply to Beryl Flom, edflom@sbcglobal.net OR go on Facebook to the LWVSD page (see above)..



VOLUNTEER OPPORTUNITY

We encourage newer members (especially) to volunteer for the Standing Committee to help with receptions and display tables at future events and general meetings.

Please contact Jody Tadder, jotall3@yahoo.com or (858) 277 4576, to inquire about this.

California Centennial Suffrage Ball

Saturday, October 29, 2011

6:00 – 9:30 p.m.

Balboa Park Club Ballroom

(next to Puppet Theatre)



The Women's Museum of California hosts the **4th Annual Suffrage Ball** to celebrate 1911, the year California became the 6th state to grant women the right to vote.

The theme, "**Victorious Victorians**," includes a look back in time to an era in which most American women were not allowed to vote at all! Participants are encouraged to dress in "Victorian" costumes; popular food from the times will be served for dinner; music, dances, and games will all reflect American life during the first decade of the 20th Century.

The Sue Palmer Orchestra (San Diego's Queen of Boogie-Woogie) sets the mood with live musical entertainment focusing on the dance music of the 1910s. Other activities include **dance contests, costume contests, and classic cars from the era.**

The Suffrage Ball, a key community educational event, is produced by the Women's Museum of California in collaboration with such women's organizations as AAUW, LWVSD, N.O.W., and the United Nation's Women's Equity Council.

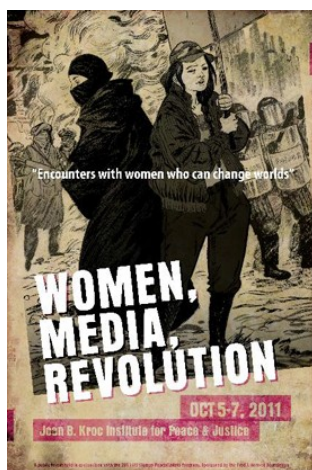
Tickets for the Ball are available through the Women's Museum's website www.womensmuseumca.org, or by calling 619-233-7963.

Women, Media, Revolution

October 5 – 7, 2011

Joan B. Kroc Institute for Peace & Justice, University of San Diego

Save these dates and join us for three days of revolutionary encounters with women filmmakers, journalists, citizen activists, and peace-builders who are using their power and voices to expose and end political and cultural violence. You will have a chance to meet the directors, producers and individuals whose words and images are making a difference. Partners for this program include Women Make Movies, Women in Media and News, World Pulse Magazine, "Women, War and Peace" PBS series by Fork Films, Wave India, Ushahidi, and many more. This symposium is free. 619.260.7509





Celebrating the 100th Anniversary of Women's Suffrage in California



August 25, 2011
Balboa Park



LWVSD Holiday Party Auction Fund Raiser

WHAT CAN YOU DONATE?

Most of us no longer want more items;
what we want are EXPERIENCES.

What EXPERIENCES Could You Donate to the Auction?

----Perhaps a Time Share (for a couple of days or even a week!)

----Perhaps A Ride on Your Yacht (what fun!)

----Perhaps A Tutoring Session With You (to help a child or even an adult!)

----Perhaps, Perhaps, Perhaps.....

Call Nancy Witt 619-222-7230 by November 22 to let us know what you can donate
so someone can purchase a wonderful experience
while LWVSD can also benefit.

Or, deliver donations to the LWVSD office by November 22
on either a Tuesday or Thursday between the hours of 8 a.m. and 2 p.m., but please call first.

U.S. Department of State Visit

The Women's International League for Peace and Freedom and
the Joan B. Kroc Institute for Peace & Justice (IPJ)

Saturday, October 8, 1-4 p.m.

League members are invited to participate in a consultation with Susan Braden, a senior official from the U.S. Department of State, who is scheduled to visit San Diego October 8, 2011 to **LISTEN** to our concerns about women, peace, and security. The consultation is scheduled for Saturday, October 8, 1 - 4 p.m., at IPJ. Please RSVP to Anne at 858-245-1677 or ahoiberg@sbcglobal.net.



SAVE THE DATE



HOLIDAY PARTY Thursday, December 8, 5 p.m.



Good Samaritan Church, 4321 Eastgate Mall, San Diego





LEAGUE OF WOMEN VOTERS OF SAN DIEGO

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LWVSD Diversity Policy

The LWVSD, in both its values and practices, affirms its belief and commitment to diversity and pluralism, which means there should be no barriers to participation in any activity of the League of Women Voters on the basis of gender, race, creed, age, sexual orientation, national origin, or disability. LWVSD recognizes that diverse perspectives are important and necessary for responsible and representative decision making. LWVSD subscribes to the belief that diversity and pluralism are fundamental to the values it upholds and that this inclusiveness enhances the organization's ability to respond more effectively to changing conditions and needs. LWVSD affirms its commitment to reflecting the diversity of Americans in its Board, staff, and programs.

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