



# VOTER

THE LEAGUE OF WOMEN VOTERS OF CUPERTINO-SUNNYVALE

May 2011

Volume 38 Number 9

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## 2011 ANNUAL MEETING

Saturday, June 4, 2011

11:00 AM - 1:00 PM

Sequoia Room

Sunnyvale Senior Center

550 E Remington Drive, Sunnyvale

Guest Speaker

Lunch, \$20.00, will be served at noon.

Please RSVP to Marilyn Howard at 408-255-0977

or email [MJZHactivist@yahoo.com](mailto:MJZHactivist@yahoo.com)

### LWV Cupertino-Sunnyvale Board of Directors

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Join fellow League members as we conduct the business of the League by electing officers and adopting a budget.

The Annual Meeting Kit will be sent to you by regular mail. Bring it with you to the meeting.

## PRESIDENT'S MESSAGE

By the time you read this message, I'll be packing for convention. Whether you attend as a voting delegate or not, a League convention is a fascinating gathering. Imagine a large hotel absolutely packed with people for whom the pursuit of good public policy is a passion. People for whom an informed electorate is worth a huge investment of their time and resources. You won't agree with everyone there, by any means -- the fact that the League is nonpartisan certainly doesn't mean League members think in lockstep! -- but you can enjoy discussions knowing that the people on the other side of the debate brought their hearts and their minds to the conversation, and aren't afraid to use them.

I'm particularly looking forward to fruitful discussions about Voter Service. Our small local League is one of the premier voter service leagues in the state, and we're able to both teach and learn at these gatherings. I'll hope to come back with ideas and suggestions from all over, ready for us to put into practice when the next election rolls around. Watch this space for an invitation to join the voter service team in the coming months, and learn all about how we do what we do!

*Susan*

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## 100TH ANNIVERSARY OF WOMENS' VOTE IN CALIFORNIA

Proposition 4 (Senate Constitutional Amendment No. 8 ) granting California women the right to vote was proposed by the California State Legislature and placed on the October 10, 1911 ballot. Determined suffragists drove from small town to small town in every county across the state often in a fancy blue convertible attracting crowds who listened to their speeches.

When returns came in from the cities the proposition was failing. It was voted down in San Francisco with a vote of 62% NO and 38% YES. City newspapers declared the proposition dead but when Californians woke up the next morning returns from the rural counties showed that the proposition was going to pass. In rural San Luis Obispo County it won with 56% voting YES and 44% voting NO, an outcome repeated across rural California. In 1911 California became the sixth state to give women the franchise joining Wyoming, Colorado, Utah, Idaho and Washington.

## Board Briefs

At its April meeting, your board:

- Approved a proposed Bylaws change to be presented to members for adoption at Annual Meeting.
- Learned that Annual Meeting will be held Saturday, June 4 at the Sunnyvale Senior Center.
- Reviewed our Liability Insurance Coverages.
- Decided to mail the Community Appeal on May 4.

## Membership News

Thank you for renewing your membership: Tracey Edwards, Joan Gordon, Joan Schulze, Katharine Turner, and Bill Wilson.

Thank you for including a donation with your renewal: Jo Lucey and Evelyn Lundstrom.

Welcome new member Jim Griffith.

## The Cupertino-Sunnyvale VOTER

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# ROLE OF FEDERAL GOVERNMENT IN PUBLIC EDUCATION: HISTORICAL PERSPECTIVES

*By Carolyn Jefferson-Jenkins and Margaret Hawkins Hill*

## **Defining League Positions in Public Education**

The League of Women Voters United States (LWVUS), through its positions on equality of opportunity, supports public education and a range of federal education programs. Areas where specific positions were developed are: integration, quality education, tuition tax credits, federal programs and education financing. Some programs are designed to meet the needs of special education students as well as the economically disadvantaged and ethnic minority students. The League worked for the passage of Title IX of the Education Amendment of 1972 that prohibits sex discrimination in educational institutes that receive federal aid. Historically, many state Leagues have their own positions that speak to equality, to funding, and to assessments and standards at the state level. Additionally the League, under its position on early intervention for children at-risk addresses issues related to the federal role in public education. To understand and reach consensus on the present and future role of the federal government in public education, it is important that we have some understanding of the history of the federal government's role in education activities. This paper and the links provided on the LWVUS website ([www.lwv.org](http://www.lwv.org)) delineate the materials that support this study.

## **Where Have We Been?**

From the very beginning of our Republic, a well-educated citizenry was thought to be essential to protect liberty and the general welfare of the people. Even before the Constitution of the United States was established, the Land Ordinance of 1785 and the Northwest Ordinance of 1787 included responsibilities of the nation for an education system. Education has long been considered a national concern by the federal government. Through federal action, education has been encouraged and financially supported from the first Northwest Ordinance in 1787 to the present. Article 1, Section 8, of the Constitution granted Congress the power to lay and collect taxes to provide for the general welfare of the United States. It is under this "general welfare" clause that the federal government has assumed the power to initiate educational activity in its own right and to participate jointly with states, agencies and individuals in educational activities.

During the first century of the new nation, Congress granted more than 77 million acres of the public domain as an endowment for the support of schools through tracts ceded to the states for the support of public schools. In 1841, Congress passed an act that granted 500,000 acres to eight states and later increased grants to a total of 19 states. The federal government also granted money to states, such as distributions of surplus federal revenue and reimbursements for war expenses. Though Congress rarely prescribed that such funds be used only for schools, education continued to be one of the largest expenses for state and local governments, so the states used federal funds whenever possible.

Two Constitutional Amendments played an important role in public education. In 1791, the 10th Amendment stated, "The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people." Public education was not mentioned as one of those federal powers, and so historically has been delegated to the local and state governments.

In 1868, the 14th Amendment guaranteed rights to all citizens by stating "all persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens in the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the law."

From colonial times through the early 19th century, before common schools became an established part of society, children were educated in an assortment of institutions and arrangements mostly supported by local entities.

During the 19th century the federal government involvement in education included vocational training, land grants, and the establishment in 1867 of the Office of Education. The purpose of this office was to collect information on schools and teaching that would help states establish effective school systems.

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## Education

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The passage of the Second Morrill Act in 1890 gave the Office of Education responsibility for administering support for the original system of land-grant colleges and universities. Vocational education became the next major area of federal aid to schools with the 1917 Smith-Hughes Act followed by the 1946 George-Barden Act focusing on agriculture, industrial arts and home economics training for high school students.

World War II led to a significant expansion of federal support for education. The Lanham Act of 1941 and the Impact Aid laws of 1950 eased the burden on communities affected by the presence of military and other federal installations by making payments to school districts. In 1944 the GI Bill authorized postsecondary education assistance that would ultimately send nearly 8 million WWII veterans to college.

The Supreme Court handed down the landmark decision *Brown v. Board of Education* in 1954, declaring state laws that established separate public schools based on race unconstitutional. In 1958, Congress passed the National Defense Education Act (NDEA) in response to the Soviet launch of Sputnik. This legislation included support to teachers through graduate fellowships to improve the teaching of science, mathematics and foreign languages.

The anti-poverty and civil rights laws of the 1960s and 1970s dramatically increased the role of the federal government in public education. Laws passed included Title VI of the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973 prohibiting discrimination based on race, sex and disability.

### How Did We Get Here?

In 1965 the Elementary and Secondary Education Act (ESEA Pub.I.89-1- Stat 27, 20 U.S.C. ch 70) launched a comprehensive set of programs including Title I program of federal aid to the disadvantaged. The Act funds primary and secondary education, while explicitly forbidding the establishment of a national curriculum. As mandated in the Act, the funds are authorized for professional development, instructional materials and resources to support educational programs and parental involvement promotion. The Act was originally authorized through 1970; however, the government has authorized the Act every five to ten years since its enactment. The current reauthorization of ESEA is called the No Child Left Behind Act of 2001 (NCLB). NCLB also allows military recruiters to access 11th and 12th grade students' names, addresses and telephone listings when requested.

In 1980, Congress established the Department of Education as a Cabinet level agency. Then, for the next 12 years under Presidents Ronald Reagan and George H.W. Bush, education was a priority issue. The religious and private sectors were involved as well, with introductions of tax credits, parental involvement and vouchers. Additionally, in 1982, twenty-five bills were introduced to improve math and science instruction, but all failed in Congress. The tuition tax-credit was proposed for mainly religious schools but broadened to private school tuition in 1983. This too, failed. In 1983, the publication of *A Nation At Risk* brought the competitive nature of education to the forefront, warning that the United States no longer held the education edge when compared to the rest of the world.

In 1989, President George H. W. Bush signaled public school choice to be a "high priority." He also formed a task force to study Hispanic education and called for an "Indian education bill of rights" to help improve education for Native Americans. Drug education also came to the forefront during his Administration. In 1991, President Bush formed the National Education Goals Panel to create a national assessment system to measure progress toward the national education goals for 2000. In that same year, Congress passed a bill to create a national council on education standards and testing, the purpose of which would be to study the feasibility and desirability of creating national standards and a national examination system for students.

During President Bill Clinton's administration, education achievement focused on the Goals 2000 competitive grants. School districts realized significant gains by using these funds. However, the grants were only awarded to those districts that had the resources to write the grants and study their implication.

President George W. Bush made education issues a priority. NCLB, as described above, was one of the first bills passed by Congress during his Administration.

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## Education

Continued from previous page

### Where Are We Now?

The United States has changed dramatically since the early debates on the role of public schools and the role of the federal government in supporting and sustaining them. The importance of education for the common good has shifted from primarily local control to state and national control, with national attention from the Federal government and national organizations. Congress is currently embroiled in a debate and stalemate over the reauthorization of ESEA, the 2001 NCLB. Major issues include the purpose and role of the federal government in education, funding, and the extent to which the federal government should play a role in public education. Areas for national debate involve school choice, accountability, teacher quality, goals, standards and above all, funding. Federal funding currently averages about 10 percent of local school budgets.

During the coming year, local and state Leagues across the United States will discuss the role of the federal government in public education with the goal of coming to consensus on a number of questions.

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Books:

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Ravitch, D. (2010). *The death and life of the great American school system: How testing and choice are undermining education*. New York: Basic Books.

Theobald, P. (2009). *Education now: How rethinking America's past can change its future*. Boulder, Colorado: Paradigm Publishers.

Online links:

National Commission on Excellence in Education. (1983). *A Nation at Risk*. Retrieved from <http://www2.ed.gov/pubs/NatAtRisk/risk.html>

National Governors Association Center for Best Practices and Council of Chief State School Officers (2010). *Common Core Standards*. Retrieved from <http://www.corestandards.org>

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U.S. Department of Education (2010). *Reauthorization of the Elementary and Secondary Education Act*. Retrieved from <http://www.ed.gov/blog/topic/esea-reauthorization>

*Carolyn Jefferson-Jenkins (LWVCO) is a member of the LWVEF Education Study Committee on the Role of the Federal Government in Public Education. Margaret Hawkins Hill (LWVTX) is co-chair of the LWVEF Education Study Committee on the Role of the Federal Government in Public Education.*

***Produced by The Education Study: The Role of the Federal Government in Public Education, 2011***

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Related Files

[Role Of Federal Government In Public Education: A Historical Perspectives](#)

*Editor's note.*

*The Cupertino-Sunnyvale League is participating in the LWVUS study of the "Federal Role in Education." This is the first of several articles to be included in the VOTER to prepare members for the consensus meetings this fall.*

**LEGISLATIVE INTERVIEW**  
**MIKE HONDA**  
**MEMBER OF CONGRESS, 11TH DISTRICT**

*Leagues interview their members of Congress and the State legislature on issues of interest to the League. The interview with Congressman Honda was conducted on March 7, 2011 by members of the LWV Cupertino-Sunnyvale, LWV Los Altos-Mountain View and LWV San Jose-Santa Clara*

**Q. Do you support efforts to increase transparency and provide more information to the public through such steps as requiring disclosure and quick reporting of all election-related spending?**

A. Congressman Honda strongly supports these efforts. He thought that the Supreme Court interpretation had gone “off the deep end.” He knows of no further legislation, after the DISCLOSE act failed, that would address this problem.

**Q. What can you do to help improve civic discourse and reduce the level of rancor and partisan bickering in national politics?**

A. The congressman answered: “Tell the truth.” He said the bipartisan seating during Obama’s State of the Union address where Republicans and Democrats crossed physical boundaries and sat next to each other “was a game.” Sometimes there is a need to be “diplomatic when disagreeing with them (the Republicans). Sometimes you have to be blunt.” In talking about the deficit, Republicans forget the year 2000 when the budget was balanced, and that they inherited it and built up a deficit long before the recession. We must set the record straight on such matters. If you cut taxes, cut revenue, keep spending, you create a deficit.

He said that the role of the League of Women Voters is important. “This country deserves straight talk.” Some people “don’t make sense.” They’re “putting 30-second comments” that have “no bearing on the real issues.” He wants citizens to be critical about what they’re hearing. He said that the League of Women Voters provides a place to discuss things without the rancor.

**Q. What are your major priorities for the 112th Congress?**

A. There are priorities that are his, and then priorities of what can be done. Then he claimed to be speaking to those he thought could be done.

1. Comprehensive immigration reform. He would like to see this passed in its entirety. He feels it is fair to put people on a path to citizenship. He is trying to create a strident pathway to citizenship. It was very shortsighted not to support the Dream Act, when that would have called children to be responsible adults like one would think the Republicans would like. But the other plans for comprehensive reform are much

better than what we got in 1986 (amnesty), and furthermore they (the immigrants) want this plan.

2. Comprehensive health reform. Finish this up. Add the public option. Public Option would provide competition among providers. Single Payer would be most efficient, but let’s give the insurance companies a chance to go down the right path. As far as public option, startup would be expensive (\$2 billion dollars to kick in) but then it would be premium driven and not as costly, overhead is very low. He noted that the single state exchanges that some states are setting up could lead directly to single payer. He is a single payer proponent.
3. Get out of Afghanistan.
4. Leave the House better than we found it. (I think this was in reference to this particular Congress.)
5. On the deficit: he said that people complain about how much China is doing, but they are funding only 9.5% of the debt while 53% of the debt is held by the US public. China doesn’t want to support the growing national debt anymore.
6. Global warming. I want to leave the planet better for my great great great grandchildren. We need a national policy on Global Warming. We need to be partners with China and India on this issue.
7. Education is what he breathes every day. California spends \$9,000.00 per child whereas New York spends \$16,000.00 per child. California has built 22 new prisons but only one new state university.

We have recently set up a Committee on Equity and Excellence (it’s on the web site). They will hold nine meetings regionally with the stakeholders (April in San Jose), wanting to involve the public, and getting at concepts rather than specifics. For example, the concept of equity (just and fair), not parity (the same to everyone). This is a process that does not have a law at the end. Focus on individual child and resources behind the child, not “the children,” and resources for the children and excellence of teachers, to address the needs of each child. (What does each child need, as opposed to what do

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# REDISTRICTING IN SANTA CLARA COUNTY

## Invitation to Attend the Santa Clara County Board of Supervisors Citizens Redistricting Commission Meetings

Once every 10 years, following the decennial census, California law requires us to adjust the boundaries of our county supervisorial districts. This practice ensures equal representation for all. Since 1991, the County of Santa Clara has convened a Citizens Redistricting Commission to oversee the process and act in an advisory capacity to the Board of Supervisors. The Commission is composed of 11 members: two from each of the five districts and a Chair, appointed by the Board President.

You may also review the committee member roster, the agenda and minutes, and view proposed maps as they are recommended by the commission. Final recommendations of the commission will be considered by the Board of Supervisors at public hearings in June.

The following meeting dates remain:

May 5, 2011, County Government Center,  
70 W. Hedding St, Lower Level Conference Room

May 19, 2011, County Government Center  
70 W. Hedding St, Board Chambers (Webcast)

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### **Honda Interview**

continued from previous page

children need?) Problems are cultural (we still go by an agricultural calendar, and pay teachers as if they are housewives getting a job) and infrastructure (now based on the needs of adults).

He feels that the founding fathers did not mean that there should be state's rights for education in perpetuity. Although they set up departments for the military and the postal system, they did not set up a department of education. They left it up to the states. Standards should be across states. He sees the possibility of a federal lawsuit for civil rights for children.

## Report by observer Phyllis C. Cassel on Santa Clara County Redistricting Commission's meeting held on April 7, 2011 6:38-8:00 PM Community Center, 1700 Monterey Road, Morgan Hill,

The Santa Clara County Redistricting Commission met in south county to give residents an opportunity for input into the redistricting process without traveling to San Jose, and to continue developing draft maps to meet Sunnyvale's request to be located in only one district. It is currently divided into District 3 and 5. Three draft maps were presented with accompanying statistics. One map shows the current districts, a second shows Sunnyvale in district 5 and the changes necessary to make the change, a third map shows Sunnyvale totally in district 3 and the changes necessary to make that happen. They were adjusted using a computer model to try keeping the districts in number balance, as well as at racial balance. Neighborhoods of interest are understood more by the knowledge of commissioners and input from the community. Analysis shows that the current districts meet the numerical requirements. It is possible that the commission could recommend only very minor changes to the current district borders

Approximately a dozen members of the community were present. Public input was encouraged to be informal. When anyone wanted to stand up and ask a question or make a statement they could. There was no time set aside inviting public comment.

The redistricting process appears to be limited by the lack of a budget. The new draft maps were not available until the meeting itself. Only the basic maps of the current districts were on line at the time of the meeting. It appeared that the commissioners did not receive their maps until the meeting allowing them no time to prepare.

The Commission recognized a letter from the LWV Santa Clara County requesting more transparency. Chair Wilson announced that the county will comply. The maps will be on the County web site Monday April 11.

Translation services requested at the last meeting by the Labor Council will be available with 3 days notice. The Labor Council members will try to arrange volunteers. Chair Wilson also requested that at future meetings there be an adequate number of microphones to allow the public, staff and commissioners to be heard easily.

# BITS AND PIECES FROM THE LWVC AND LWVUS

## Redistricting: The League is There

The League has been present at the early organizational meetings of the Citizens Redistricting Commission and has given suggestions as the commission establishes its procedures.

We described our efforts to engage the public in the redistricting process during a commission session about nonprofits' educational and outreach efforts.

We offered a list of four ways the commission could help ensure its success through strengthening transparency and public input:

- improve the commission's Web site with timed meeting agendas and quick posting of public comments, meeting handouts and summaries
- adopt a hearing schedule that provides all Californians an equal opportunity to have their voices heard
- ensure sufficient opportunities for the public to provide input during the course of commission meetings, whether in person or electronically
- prioritize the employment of staff and consultants who have previously demonstrated a commitment to upholding the core values of the Voters First Act and who will promote public trust in the Commission's work

LWVC News 4/6/11

## Redistricting: You Be There

The moment we've been waiting for has arrived. The Citizens Redistricting Commission is starting to travel around the state to take testimony from the public about their neighborhoods and communities. This is everyone's chance to tell the commission about their neighborhood and where they want district lines drawn. See the full schedule at (<http://wedrawthelines.ca.gov/hearings.html>). Read the Redistricting Toolkit at ([http://wedrawthelines.ca.gov/downloads/meeting\\_handouts\\_mar2011/tool\\_kit.pdf](http://wedrawthelines.ca.gov/downloads/meeting_handouts_mar2011/tool_kit.pdf)) for important information about how to describe your community.

Meetings in the Bay Area:

\* May 20, 2011: Santa Rosa

\* May 21, 2011: Oakland

LWVC News 4/6/11

## Where You Can Learn About Nuclear Reactor Safety

The Union of Concerned Scientists, an independent science-based nonprofit, provides information about nuclear safety in the United States and regularly updates its blog on the nuclear reactor crisis in Japan. An Executive Summary titled "The NRC and Nuclear Power Safety in 2010" is posted at ([http://www.ucsusa.org/assets/documents/nuclear\\_power/nrc-exec-summary-2010.pdf](http://www.ucsusa.org/assets/documents/nuclear_power/nrc-exec-summary-2010.pdf)). Or go to the blog at ([http://allthingsnuclear.org/tagged/Japan\\_nuclear](http://allthingsnuclear.org/tagged/Japan_nuclear)).

LWVC Update 3/11

## Health Care Defense

One year ago last week the Affordable Care Act became law! Already, some provisions of the law are making a difference: Current beneficiaries of this historic Act are children with pre-existing conditions, young adults to age 26 who can now stay on their parents' health plans and those whose coverage had lifetime limits. We laud those states that have started important groundwork for implementing provisions of the complex Act. As for those states working to overturn the law through court action and members of Congress intent on repealing, defunding, and simply whittling away at the law, our fight continues. Going backwards is not an option, and the anticipated financial and human cost of such a move is indeed great.

LWVUS Leader's Update 4/4/11

## Check Out the Online League Store

Visit the LWVC online store for poppy pins, thank you note cards and other League-branded items like BPA-free water bottles, summer baseball hats and visors. Want something you don't see online? Contact Miranda Perry, [mperry@lwvc.org](mailto:mperry@lwvc.org), for additional items not featured online.

LWVC News 4/6/11



## LEAGUE NEWS

**National** – League President Elisabeth MacNamara entered testimony into the official record on HR 672 stating that the League of Women Voters strongly opposes HR 672 and the termination of the Election Assistance Commission. Instead of abolishing the agency, the League believes Congress should strengthen the EAC by broadening its data collection responsibilities and by giving it regulatory authority to ensure that persons with disabilities have full access to the polls, just like other Americans.

**State** – The LWVC will continue to make the state budget its highest priority for advocacy: to support reform of the state budgeting process, and to support equitable and adequate generation and distribution of tax revenues.

## VOTER PROTECTION

Through the Public Advocacy for Voter Protection (PAVP) project, the League continues to battle new barriers to voting in state legislatures across the country. Leagues are working in seventeen states that have voter photo ID (VPID) bills moving in their legislature. To date we believe we have been able to stop legislation in AR, CO, IA, NM and VA. The greatest threats for passage in the next few weeks include OH, TX, KS and SC with prospects for ID laws in MO, MT, NH, PA, RI, TN, and WI increasing. State Leagues have been working diligently in pushing back these efforts. It's hard to believe that in this time of budgetary crisis and joblessness, legislatures are focused on creating new government programs that will not only cost millions of dollars to enact but also take away people's voting rights.

The League sent a letter calling on President Obama to remedy dysfunction at the Federal Election Commission, the League and its partners urged him to nominate five new commissioners to fix the continuing meltdown.

### Join the League of Women Voters

Membership in the League of Women Voters is open to all men and women of voting age who are U.S. citizens. Others are welcome to join the League as associate members.

Send your check payable to LWVCS to LWV Cupertino-Sunnyvale, P.O. Box 2923, Sunnyvale, CA 94087.

\_\_\_ \$60 Individual member

Name(s): \_\_\_\_\_

\_\_\_ \$90 Two members in a household

Address: \_\_\_\_\_

\_\_\_ \$30 Student

City: \_\_\_\_\_ State: \_\_\_ ZIP: \_\_\_\_\_

\_\_\_ Contribution \$ \_\_\_\_\_

Phone(s): \_\_\_\_\_

Email(s): \_\_\_\_\_

Membership checks are made out to LWVCS and are not tax deductible.

To make a tax-deductible donation, write a separate check to LWVCS Education Fund.

## CALENDAR

### May

Mon 9 7 PM

**Board Meeting**  
Howard's  
867 E Estates Ave  
Cupertino, 95014

Thu 12 - Sun 15

**LWVC Convention - "Grow the Future"**  
Crowne Plaza Hotel  
450 E Harbor Blvd. Ventura CA 93001

### June

Sat 4 11:00 AM -  
1:00 PM

**Annual Meeting**  
Sunnyvale Senior Center  
Sequoia Room  
550 E Remington Drive, Sunnyvale

## WHO REPRESENTS YOU

### UNITED STATES

<b>President Barack Obama</b> <a href="mailto:comments@whitehouse.gov">comments@whitehouse.gov</a>	202-456-1414
<b>Senator Barbara Boxer</b> <a href="mailto:senator@boxer.senate.gov">senator@boxer.senate.gov</a>	415-403-0100
<b>Senator Dianne Feinstein</b> <a href="mailto:senator@feinstein.senate.gov">senator@feinstein.senate.gov</a>	415-393-0707
<b>Rep. Anna Eshoo</b> <a href="mailto:annagram@mail.house.gov">annagram@mail.house.gov</a>	650-323-2984
<b>Rep. Mike Honda</b> <a href="mailto:mike.honda@mail.house.gov">mike.honda@mail.house.gov</a>	408-558-8075

### CALIFORNIA

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<b>Senator Elaine Alquist</b> <a href="mailto:senator.alquist@senate.ca.gov">senator.alquist@senate.ca.gov</a>	408-286-8318
<b>Senator Joe Simitian</b> <a href="mailto:senator.simitian@senate.ca.gov">senator.simitian@senate.ca.gov</a>	650-688-6384
<b>Assemblyman Paul Fong</b> <a href="mailto:assemblyman.fong@assembly.ca.gov">assemblyman.fong@assembly.ca.gov</a>	408-277-2003

### SANTA CLARA COUNTY

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<b>Supervisor Liz Kniss</b> <a href="mailto:liz.kniss@bos.sccgov.org">liz.kniss@bos.sccgov.org</a>	

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THE LEAGUE OF WOMEN VOTERS, a nonpartisan political organization, encourages the informed and active participation of citizens in government, works to increase understanding of major public policy issues, and influences public policy through education and advocacy.

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**FIRST CLASS**