

CAN MIGHT EVER BE RIGHT?

AN INVESTIGATION INTO HOW WOMEN GOT THE VOTE
A history resource for secondary education



HERITAGE
FUND

WHEN IS MIGHT RIGHT?

A study with local source material for KS3 students

An investigation of the tactics used by local suffrage campaigners to get Votes For Women

LESSON PLANS

SESSION 1: The Background to the Suffrage Movement

The local networks

Suffragists - change through peaceful means

SOURCE 1: Letter in the Bucks Herald, April 27 1912 by Lord Haldane, Secretary of State for War

SOURCE 2: The Anti-Suffrage Ostrich

SOURCE 3: The Daily News, Thursday, April 6, 1905: What Henrietta Busk was doing

SOURCE 4: Car Richardson, Painting: VADs in the Tithe Barn

SESSION 2 Militancy - the tactics of the **Suffragettes**

SOURCE 5: Report from Bucks Herald 1909: Suffrage meeting at Amersham Town Hall

SOURCE 6: How I became A Suffragette, by AM Wright

SOURCE 7: Photographs – Saunderton station, Princess Sophia selling outside Hampton Court, Millicent Fawcett addressing rally at Hyde Park, Suffragette being force-fed.

SOURCE 8: Column from Bucks Examiner, Friday 1 July 1910: 'Chat By Suffragette.'

SESSION 3 (Amersham Museum or arrange a loan of the WW1 Box)

The great changes and challenges of the Great War, and how women met them

SOURCE 9 – MP3- Oral history account of being a VAD in WW1.

SOURCE 10 - WW1 artefacts collection

SESSION 4: Drawing conclusions:

Women, with exceptions, get the vote

What, in the end, brought about Votes For Women?

SESSION 1: THE BACKGROUND TO THE SUFFRAGE MOVEMENT

Learning Outcomes	<p>HA01 Historical knowledge</p> <p>Can explain people or events they have studied in the past, with greater detail towards grade 5.</p> <p>They use key words regularly and accurately and include specific dates and names to support their descriptions.</p> <p>Answers are supported by relevant information.</p> <p>For grade 5 historical information is developed and balanced. The conclusion is beginning to be more analytical and is almost a judgement.</p>
Concepts and processes	To understand the idea of local networks with a different amount of power to those in women's networks today
Lesson aims	<p>To get an overview of the dilemma – should women turn to militant tactics to get a just end, especially when no-one seems to be listening?</p> <p>To distinguish between 'Suffragists' and 'Suffragettes'</p> <p>To know the networks of women working for Suffrage in the local area 1903 – 1919</p>
Starter	<p>Letter in the Bucks Herald, April 27 1912 by Lord Haldane, Secretary of State for War, 1905 – 1912 (SOURCE 1)</p> <p>"You will never get the vote unless you make yourself sufficiently objectionable."</p> <ul style="list-style-type: none"> • Bills had been coming up in Parliament to give women the vote since 1867 • But by the end of the century little had changed • No-one seemed to be listening to women – why do you think this was? • Do you agree with Lord Haldane's opinion? And what is 'sufficiently objectionable?'
Main	<p>LOCAL NETWORKS</p> <p>Resource 1 a-d: Local Networks</p> <ul style="list-style-type: none"> • If you were a woman with much less power than women have today, how would you begin to 'be objectionable'? • Women in the local area often worked within networks they knew already.

	<ul style="list-style-type: none"> • Look at network overviews which outline the stories of some of the women operating in the area to further the cause of Suffrage • Then use SOURCES 2–4 to look at primary source material in groups. For each source, ask each group to answer the following questions: • Which network do you think this source come from? • Roughly, what story do you think it tells? • As a way of 'being objectionable,' what are its strengths? • What are the drawbacks of using this medium? <p>Ask groups to feed back their answers together. Stories are supplied with the sources – make sure the students know these and their connection to the local women.</p>
Plenary	<ul style="list-style-type: none"> • Which, so far, seem to be the most effective ways to persuade the people in power to give the vote to women? <p>List (meetings, marches, dressing well, corporate identity, newspapers, 'spectacle', art and poetry, tax and census resistance)</p>
Assessment	<p>Assess feedback session – are key words used correctly/ can students explain and support with relevant information?</p>

SESSION 2 : MILITANCY: THE TACTICS OF THE SUFFRAGETTES

Learning Outcomes	<p>HA03 Source Skills</p> <p>Can define and identify primary and secondary sources.</p> <p>Simple inferences can be made from sources and they begin to provide evidence from the source.</p> <p>Understanding of the concept of bias as well as other problems with sources.</p> <p>Towards the higher end of grade 5 inferences are well developed and comparisons are made between sources. Judgements are formed about reliability, utility or purpose. Content is compared to make a judgement.</p>
Concepts and processes	Look at the concept of militant resistance, comparing it to what would be militant resistance today in the UK.
Lesson aims	To learn about the tactics employed by Suffragettes of the local area and elsewhere to secure Votes For Women.
Starter	<p>Recap networks from last time, and their tactics to effect change.</p> <ul style="list-style-type: none"> • Read SOURCE 5: Report from Bucks Herald 1909: Suffrage meeting at Amersham Town Hall • What sort of activities are these women using? How are they different to the tactics we read about last week?
Main	<p>A look at Primary sources: short discussion identifying the difference between primary and secondary sources.</p> <p>Identify the sources we see today – are they primary or secondary?</p> <p>SOURCES: SOURCE 6: How I became A Suffragette, by AM Wright SOURCE 7: Photographs – Saunderton station, Princess Sophia selling outside Hampton Court, Millicent Fawcett addressing rally at Hyde Park, Suffragette being force-fed. SOURCE 8: Column from Bucks Examiner, Friday 1 July 1910: ‘Chat By Suffragette.’</p> <p>In groups, examine the evidence. Could it be subject to bias? Should we read/ listen to the accounts accordingly?</p> <p>Groups to get evidence to illustrate:</p>

	<ul style="list-style-type: none"> • What tactics did the militants use to secure Votes For Women? • What were the perils involved in using these tactics – what could happen to the women involved? • Looking at all the evidence, how effective do you think each of these tactics was in securing Votes For Women?
Plenary	<ul style="list-style-type: none"> • Finally, are militant tactics more effective than the Suffragist efforts we learned about in the last session? <p>Taster for next session: WW1 changed everything.</p> <ul style="list-style-type: none"> • How do you think the Suffrage movement responded to the outbreak of the Great War? <p>Tell students that Emmeline Pankhurst and Millicent Fawcett announced they would stop campaigning, and put their organisations behind the war effort. The next session is about what happened next....</p>
Assessment	<p>Observation during main session. Is the student:</p> <ul style="list-style-type: none"> -able to identify these as primary sources? - able to infer and back their opinions up with evidence? - able to demonstrate they understand there may be bias in the accounts we read.

SESSION 3

Learning Outcomes	<p>HA02 (A-change and continuity, b – cause and consequence, c – significance)</p> <p>Can describe changes and continuities across a period</p> <p>Can explain the reasons for different changes/continuities across a period.</p> <p>Beginning to evaluate the extent of change in a period.</p> <p>Explains in detail, two or more reasons for an event happening and/or consequences of an event.</p> <p>Clearly understands the links between events and the consequences.</p> <p>Can identify historically-significant people, events or changes and can give a reason why, however it may be simple or descriptive and may begin to explain.</p> <p>For grade 5 explains why some people, events or changes are more historically-significant than others.</p>
Concepts and processes	<p>To understand WW1 as a game changer: a global catastrophe which would require women to demonstrate themselves as equally able to run key institutions and do a man's job as a man.</p> <p>To understand that 'Deeds Not Words' – the WSPU motto – would be transferred from civil disobedience into vital support for a nation at war.</p>
Lesson aims	To use a variety of artifacts and recordings to draw conclusions about women's contribution to WW1.
Starter	<p>Recap the civil disobedience tactics of the Suffragettes and the peaceful protests of the Suffragists from the last two sessions.</p> <p>Check pupils understanding of the Great War. Quick summary of the impact on a whole generation of young men. Killed or wounded at the front, there were far fewer men to do the essential job of keeping the country going.</p> <p>So women stepped in.</p> <p>SOURCE 9 – MP3- Oral history account of being a VAD in WW1</p> <ul style="list-style-type: none"> • What kind of work was this woman doing? • Was it considered vital and essential • What 'qualities' would you need to do that job?

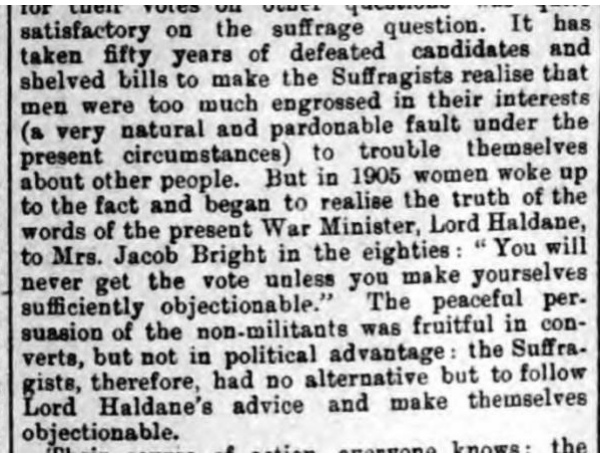

Main	<p>Resource 3 – what they were doing in WW1. Spend 5 minutes updating students on where our local Suffrage campaigners were during WW1.</p> <p>SOURCE 10 (collection) WW1 Box</p> <ul style="list-style-type: none"> • Which of these items would have been useful at Front, near the battlefields? Can you explain why? • Are there any 'souvenirs', sent home from the Front to loved ones? Who do you think would have created these? • Can you find evidence of women and the jobs they were doing at home? What kind of work are women doing? Is it considered vital and essential? What qualities would you need to do that job? • Can you find a memorial in the box? Can you guess how it would have been used?
Plenary	<ul style="list-style-type: none"> • Before the war, what sort of jobs did women do? • During the war, did the type of jobs change? • Do you think there were more women working? • Very few people were campaigning for Votes For Women. What did the war effort prove about women's capabilities? <p>The Great War was an incredibly sad time. People lost brothers and husbands and sons in horrendous circumstances.</p> <p>But the main jobs were being done by women. A daily visible sign was that post was being delivered by women – women posties were a clear way to spread the message that women were able to do anything a man could do.</p> <p>What do you think it did for the public perception of women?</p>
Assessment	<p>Assessment during plenary</p> <ul style="list-style-type: none"> -Can students describe and evaluate what changed over the period 1913-1919? -Can they describe and provide evidence for the consequences of the Great War for the Women's Suffrage Movement?

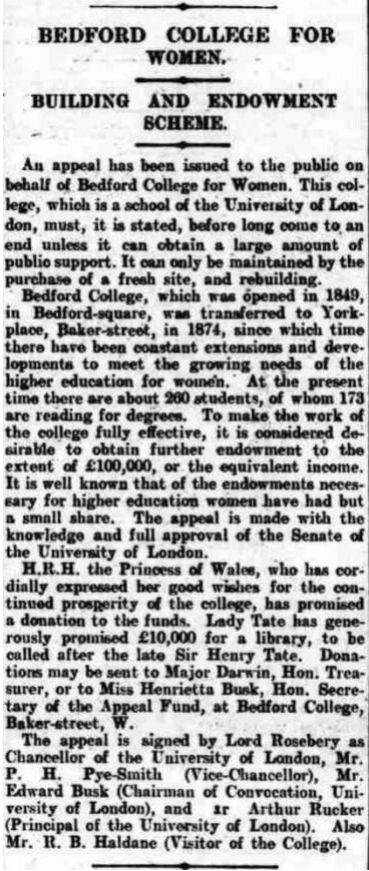
SESSION 4

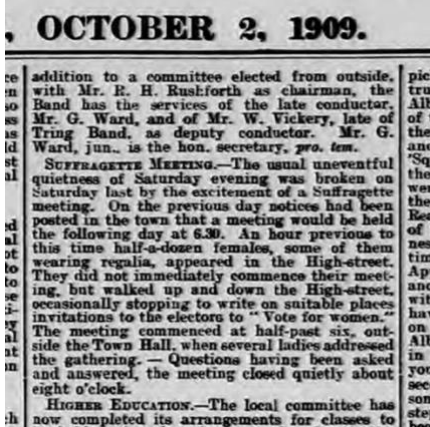
Learning Outcomes	<p>HA04 Historical interpretations</p> <p>Can describe a range of ways a person or event could be interpreted. Identifies which interpretations are most reliable using knowledge</p> <p>For grade 5 they explain how a person/event has been interpreted differently and explains which interpretation are most reliable.</p>
Concepts and processes	Understand the extent to which Suffragette tactics influenced the decision to give the vote to a qualified class of women
Lesson aims	To look at the material covered in the last three sessions and consider different interpretations . To air differences in a non-militant fashion.
Starter	<ul style="list-style-type: none"> What do you think happened when the soldiers came home? <p>Women were made to hand the jobs back to men.</p> <p>Women's football had become very popular during the war. It was drawing crowds of up to 53,000 to matches. But now everyone was home, on 5 December 1921 the FA announced it felt football was unsuitable for females. It called on clubs belonging to the association "to refuse the use of their grounds for such matches".</p> <p>Some believe this has had a lasting effect on women's football.</p>
Main	<p>Resource 4: Timeline</p> <p>In groups look at the timeline .</p> <p>When did women begin campaigning for suffrage in earnest? When did they succeed in getting the vote? Looking at the local timeline, what was the most effective network? Is there someone you admire from the timeline? Why? What skills would you have used to get justice?</p> <p>Reliability of sources: of all the sources you have looked at, which is the most reliable?</p> <p>Postscript: Many ex-suffragettes all settled in the same place after 1918. They came to Penn. This included</p> <ul style="list-style-type: none"> National militants Zoe Proctor and Dorothea Rock 'It'-girl Sophia Duleep Singh and her sister, Catherine Louisa Garrett Anderson Muriel Matters

	DEBATE: Should we turn to militant tactics to get a just end, especially when no-one seems to be listening?
Plenary	Sum up the class's conclusions, drawing on evidence.
Assessment	Has the class looked at a range of ways the evidence could be interpreted? Can the student comment on the sources they have looked at, commenting on which is most reliable and why?

SOURCE STORIES

SOURCE 1	Letter in the Bucks Herald, April 27 1912 : The Militant Suffragists	 <p>Though this comes from midway through the battle for Votes For Women, it contains a quote by Lord Haldane which summarises an argument which fueled the Suffragette movement right from the start.</p>
SOURCE 2	The Anti Suffrage Ostrich	 <p>This is by Catherine Courtauld. She was part of a powerful illustrator's collective called Suffrage Atelier founded in 1909 and this was published by the collective in 1912 as a poster. It would have been sold to promote the Suffrage cause.</p>

SOURCE 3	The Daily News, Thursday, April 6, 1905: What Henrietta Busk was doing	<p>Henrietta Busk, later to be a prominent local politician, was busy in 1905 helping Bedford College for Women remain open. This is just one of a range of good deeds done by Miss Busk before she came to local political office in 1910. Asking pupils to search the National Newspaper Archives for Henrietta's name will turn up many more.</p> 
SOURCE 4	Car Richardson, Painting: VADS in the Tithe Barn	<p>Caroline Richardson and her sister, Josephine, were active members of the Red Cross. Born in India, her family came to England when her father, an officer in the British Army, died suddenly. She was a talented painter who had studied in Paris and taught art at a school in Westminster for the children of MPs. She moved to Chesham Bois in 1909.</p> <p>In this picture members of the Voluntary Aid Detachment are working in Car's home, a converted barn.</p>

SOURCE 5	Report from the Bucks Herald October 1909: Suffrage Meeting at Amersham Town Hall	 <p>This is the first time recorded in the Bucks Herald that Suffragettes might use less than legal tactics: in this case they drew on nearby 'suitable places' invitations to Vote For Women.</p>
SOURCE 6	How I became A Suffragette, by AM Wright	<p>Alice Margaret Wright was a pillar of the community in Chesham Bois for 36 years. Few would have guessed she had been jailed as a common criminal in Holloway Prison in 1909. In 1960, Alice published a leaflet about her experiences which makes colourful reading. Beginning by selling newspapers, she began speaking at rallies all over the country. This did not always go well. At Hampstead she was almost pushed into the pond by angry onlookers.</p>
SOURCE 7	Photographs	<p>Saunderton station was burned down by Suffragettes in 1913. This photograph is part of the Museum collection.</p> <p>Newspaper clipping of Princess Sophia selling The Suffragette outside Hampton Court (which made her very unpopular with the Royal Family). This is now part of the British Library Collection.</p> <p>Millicent Fawcett addressing rally at Hyde Park: This rally followed the Great Pilgrimage. The photograph is available as part of the LSE Women's Library collection.</p> <p>A Suffragette being force-fed. This is a picture of force feeding, a common occurrence when</p>

		Suffragettes in prison went on hunger strike. This scene took place at Holloway Prison and was first published in <i>The Suffragette</i> in 1911.
SOURCE 8	Column from Bucks Examiner, Friday 1 July 1910: 'Chat by Suffragette.'	This chat was one of 10 columns written for the Bucks Examiner by Emily Brandon. Emily established the first and only branch of the Women's Suffrage Political Union in Buckinghamshire: the Chesham Branch. This column, from July 1910, relays her eye witness account of the Great Demonstration in London on 18 June 1910
SOURCE 9	MP3- Oral history account of being a VAD in WW1.	R1-0042 A vivid first-hand account of being a VAD.
SOURCE 10	Amersham Museum WW1 Artifacts Collection	Notes available with resources.

THE ARTISTS...

LOUISE JOPLING ROWE
(1843-1933)



A successful glamorous artist and portrait painter, Louise rented a house in Chesham Bois with her third husband, solicitor George Rowe.

She knew Oscar Wilde, Henry Irving, Ellen Terry, Lillie Langtry. She was painted herself - by Whistler and Millais

Wrote protest letters to the

newspaper, protesting at the treatment of the Suffragettes:

"Surely the need for martyrdom ought to have disappeared in the dark ages. However, future centuries will no doubt look back upon the 20th century as quite one of the darkest in which women of the land, in their demand for justice, were treated like criminals."

In 1919 she moved to Manor Farm, North Road and created a studio in the barn. She lived there for the rest of her life. She founded a school where women could paint nudes and wrote teach-yourself books.



CATHERINE COURTAULD
(1878-1972)

Catherine lived at Great Missenden and was a noted Suffrage artist, with works like the Anti-suffrage Ostrich (1909) and 'The Prehistoric Argument'.

She came from a Unitarian family which supported suffrage and in 1866, her family were among those who signed the first mass petition to Parliament requesting Suffrage.

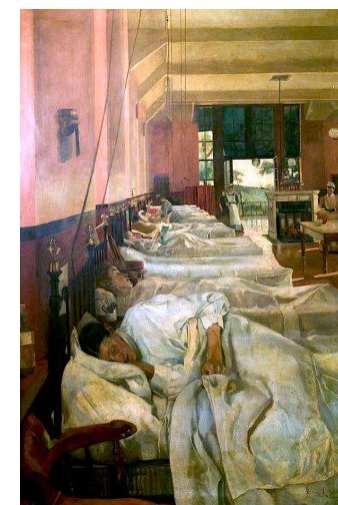
Catherine used her art for the cause. Her family, who had made their money in silk, were generous in supporting hospitals, educational trusts and charities.

MARY CURTOIS
(1854 - 1928)

Mary lived at Little Missenden. She studied at the Lincoln School of Art and had a studio at Earl's Court, exhibiting at the Royal Academy, the New Gallery and the Society of Portrait Painters.

She was a member of the Lyceum Club and the Mid Bucks Women's Suffrage Society, as well as the Artist's Anti Suffrage League.

In 1914 she went on a caravan tour of Buckinghamshire villages with mixed success; sometimes Suffrage speakers had dead mice thrown at them. But one father pointed to his baby and told her: "I wish her to have the vote, as I know what it has done for me."



Courtesy of The Usher Gallery

THE PROFESSIONALS...

MARY 'POLLY' ENGLAND
(1865 - 1959)



A Scotswoman, Mary was one of the first to train as a professional nurse at Charing Cross Hospital.

She was a sister in the army nursing service in the Second Boer War, one of 200 nurses to be sent over to South Africa in 1900. She cared for wounded and dying soldiers.

She married Surgeon Humphrey England and had a daughter at the age of 43.

She moved to Myrtle Villa, Bois Lane, and Humphrey started a medical practice.

Polly was a regular attendee at the Mid Bucks Suffragist's Society.

LOUISA GARRETT ANDERSON ((1873 - 1943)
FLORA MURRAY ((1869 - 1923)

Louisa and Flora studied at Bedford College and then at the London School of Medicine for Women.

They were militant suffragettes and qualified doctors. They marched and spoke at rallies, provided essential first aid at demonstrations and helped victims of force feeding at Nurse Pines, Notting Hill.



Courtesy of The Women's Library @ LSE

In 1912 they founded the Women's Hospital for Children at Marylebone, and Louisa took part in a mass window smashing campaign which resulted in her being imprisoned for six weeks at Holloway.

In 1915 they were asked to run Endell Street Hospital in Covent Garden, which was staffed almost entirely by women, and during its operation the hospital had 24,000 patients and 7,000 operations.

MADELINE AGAR
(1875 - 1967)

Madeleine ran a horticultural business, a nursery, in Chesham Bois. She published books on garden design. She loved travelling, and designed gardens abroad, including one in Cairo. In July 1914, the Mid Bucks Suffrage Society held an art exhibition to raise funds and she donated a model of her Cairo garden to the exhibition.

THE 'IT' GIRLS....

PRINCESS SOPHIA DULEEP SINGH
(1876-1948)

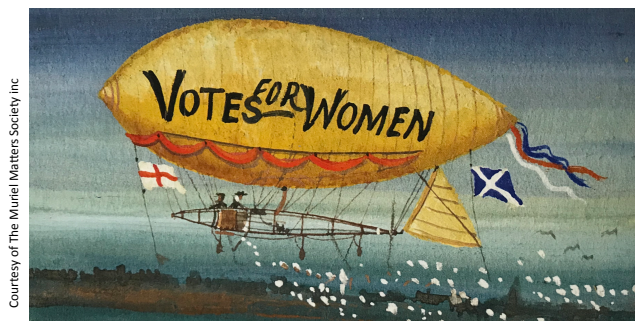


Princess Sophia was the daughter of Maharaja Duleep Singh, the last maharaja of the Sikh empire. She was also Queen Victoria's goddaughter.

She was a socialite who was glamorous and attracted attention. Princess Sophia joined the WSPU

and donated a lot of money to the cause. When census day came she spoiled her paper, and she refused to pay her taxes until women were given the vote. The tax authorities seized a valuable diamond ring of hers. Louise Joplin bought it at auction and gave it back to her. Princess Sophia enraged the Royal Family- she had a big house at Hampton Court and would sell suffrage magazines outside. But no-one would arrest her, even though she was prepared to go to prison.

Once she witnessed a policeman beating up a Suffragette, stopped him and chased him as he ran away, demanding his number so she could report him.



MURIEL MATTERS
(1877 - 1969)

Muriel was born in Australia but came to live in Penn after women were granted the vote.

She was known for dare-devil stunts after she arrived in London in 1905 and heard Emmeline Pankhurst speak in 1907.

She toured South East England and Wales in a horse drawn caravan making speeches. She had a horse called Asquith, after the Prime Minister. She used to wear a macintosh to protect her clothes from the bad eggs and rotten fish that would get thrown at her.

In 1908 she chained herself to a grille in the Ladies Gallery at the House of Commons. She shouted during the debate, reminding the MPs about votes for women.

Then in February 1909, she hired an early airship so she could throw leaflets over the Houses of Parliament. Unfortunately the wind blew her off course, but the publicity over the airship was enormous.

Like Princess Sophia, she defaced her 1911 Census paper and refused to pay taxes.



THE POLITICAL PLAYERS...

HENRIETTA BUSK
(1845 - 1936)

OUR FIRST FEMALE COUNCILLOR



Courtesy of Royal Holloway, University of London

Henrietta Busk bought Bois Cottage, north of Chesham Bois, in 1903 as a weekend cottage. She had been advised by her doctor to seek a country cottage due to ill health.

Before she came she had been at Bedford College for women, founded by her family. The college taught science and a lot of early Suffrage campaigners went there. She was on the council of the Teacher's Guild, and campaigned for women to have access to degrees. In 1876, Bedford College offered degrees to women.

In 1910, she was elected to Amersham Rural District Council. She served for over 22 years. Henrietta did many important things to improve the lives of people in the area, including helping the children in the Whielden Street Workhouse to find foster homes and train to take up a trade. She established Amersham Hospital; campaigned to protect Bois Common; and even arranged the first rubbish collections in the area.

MARGARET GLADSTONE MACDONALD
(1870-1911)



The wife of a future Prime Minister, Margaret MacDonald worked to bring about social reform.

She was the daughter of a chemistry professor and studied political economy under famous suffragist Millicent Fawcett at King's College.

She was stubborn and determined; she worked as a secretary despite having independent means and volunteered for organisations who helped the poor. She became a socialist, and in 1895 she met James Ramsay MacDonald, later the Prime Minister, and they married and had six children. They all lived at Linfield in Bois Lane, next door to the shops.

She died at 41 years old, of blood poisoning. This was a year after the death of her young son. On March 6, 1910 she wrote to a friend: "We women must work for a

EDITH BIGLAND
(1862-1951)

Edith campaigned for social reforms even if they were unpopular. Married to popular portrait painter Percy Bigland, she was a public speaker for the National Council of Women. She campaigned about big national problems like the white slave trade, co-education and the good works of the League of Nations.



Courtesy of Jordans Village
Estate Office

She was involved in the international Suffrage movement and was one of the many women who wanted to go to the International Women's Congress in The Hague. But only 25 passports were issued for 180 women who wanted to go; and military operations prevented them crossing the North Sea.



HENRIETTA BUSK fulfilled an important organisational role.

She:

Co-ordinated hospital and convalescent provision

Relief committees,

Working committees

Aid for Belgian refugees

Provision for orphaned children

Co-ordinated the Amersham Food

Committee which allocated rations.....and much more.

THE MID BUCKS SUFFRAGE SOCIETY raised funds for hospital beds and medical supplies. Many local suffragists had hospital beds and whole wards named after them.

WHAT WERE THEY DOING DURING THE GREAT WAR?



POLLY ENGLAND kept her husband's medical practice going while her husband was away at war. She also established a branch of the Red Cross to provide nursing training and organise medical supplies.

Chesham Bois Voluntary Aid Detachment Work Depot 1151 was organised from her home, Four Winds in Copperkins Lane.

LOUISA GARRET ANDERSON and FLORA MURRAY jointly founded the Women's Hospital Corps. They were originally dismissed by the Royal Medical Corps so they set up hospitals for the French Army. In 1915 the British Army asked them to run Endell Street in Covent Garden, a hospital staffed almost entirely by women. Many said it was the best run hospital in the war.



Many women from the area became part of the medical support stations, called Voluntary Aid Detachments, set up to cater for the sick and wounded of the war. Eleonora Pemberton was one of the first to serve. She got to the front before many soldiers, in October 1914. Win Brazil, who also served on the front, survived being torpedoed and was decorated for bravery. She also served in treacherous conditions in a Bulgarian hospital.



EDITH BIGLAND

Edith and her husband were pacifists which was deeply unpopular. They would probably have been under surveillance as anti-war campaigners.

Edith still tried to travel to The Hague in 1915 for the International Women's Congress. Their son, Ranulf was an ambulance driver for the Friends Ambulance Unit. Edith and her husband visited conscientious objectors in prison throughout the war.

CATHERINE COURTOLD RTAULD and her sister donated £100 - which would be about £8000 today - to the Scottish Women's Hospital Service.



PRINCESS SOPHIA DULEEP SINGH took part in a procession run by Emmeline Pankhurst to recruit women for war work in July 1915. She worked as a nurse for 16 months at the Percy House Auxiliary Hospital at Isleworth, nursing sick and wounded servicemen. Then she left to support Indian servicemen and seamen, visiting and bringing them gifts and a signed photograph of herself. She organised Flag days to raise funds for wounded Indian servicemen. The first day in 1916 saw women selling the flags which were decorated with elephants and stars.



THE STORY SO FAR....

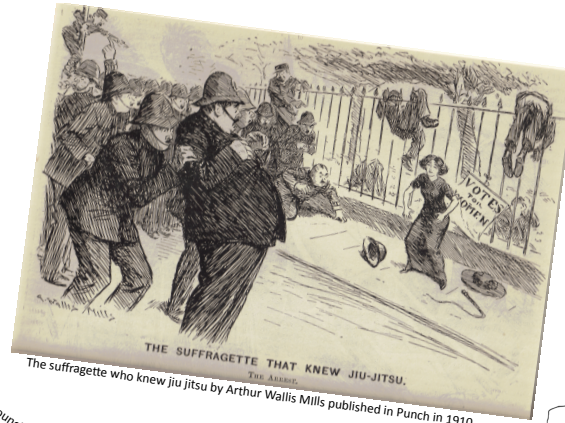
The Bristol Riots 1831 resulted in the Great Reform Bill of 1832. It seemed militancy got things done...

1867 First mass petition for Votes For Women presented to Parliament. Bills brought regularly before Parliament from then on.



'Handicapped!' By Duncan Grant, which won the Anti Suffrage poster competition in 1909.

The anti-suffrage ostrich by Catherine Courtlaud. Courtesy of The Women's Library @ UCL



The suffragette who knew jiu jitsu by Arthur Wallis Mills published in Punch in 1910.

LOCAL STORIES AT THE AMERSHAM MUSEUM

Ex Suffragettes settle in Penn ZOE PROCTOR, DOROTHEA ROCK, The DULSEP SINGH sisters, LOUISA GARRETT ANDERSON, MURIEL MATTERS

