

# Deeds Not Words



## The Fight for Women's Suffrage 1900-1918

### Student Workbook



Name:.....

Class:.....

Teacher:.....

# Lesson One: The Social and Political Position of Women in 1900.

DATE: / /

## What we will learn today:

1. What Britain was like for women at the start of the 20th century.
2. The restrictions placed on women's lives in society and at home.
3. Understand why women started to protest.

## The Social and Political position of Women in 1900.

### Social Position:

What women could and could not do within society whether it be at work, home or in the community. There were restrictions on women's everyday lives that were not on men's. For example until 1857, women were not allowed to divorce their husbands even if they were being subjected to domestic violence.

### Political Position:

This means the right for women to vote. Voting is one way in which to have your say in the way your country is run and women were forbidden to vote at **parliamentary elections** until 1918 and 1928.



Social, Political, Parliamentary Election



### Key Words

Social:

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Political:

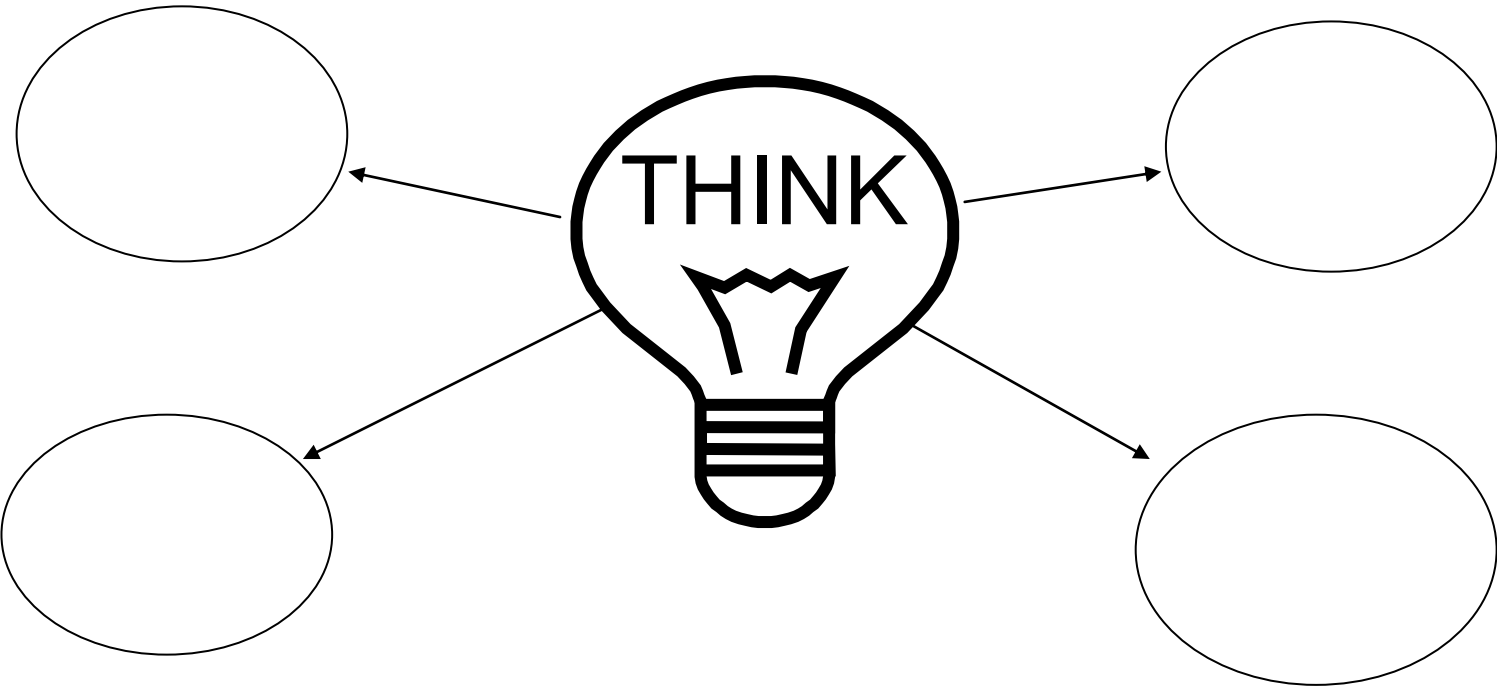
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Parliamentary elections:

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# Think: Pair: Share

You have one minute to write down what you think Civil Rights are.



## PAIR:

You have one minute to discuss your ideas with a partner and write down your joint definition of Civil Rights.

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## SHARE:

Write down the class definition of Civil Rights.

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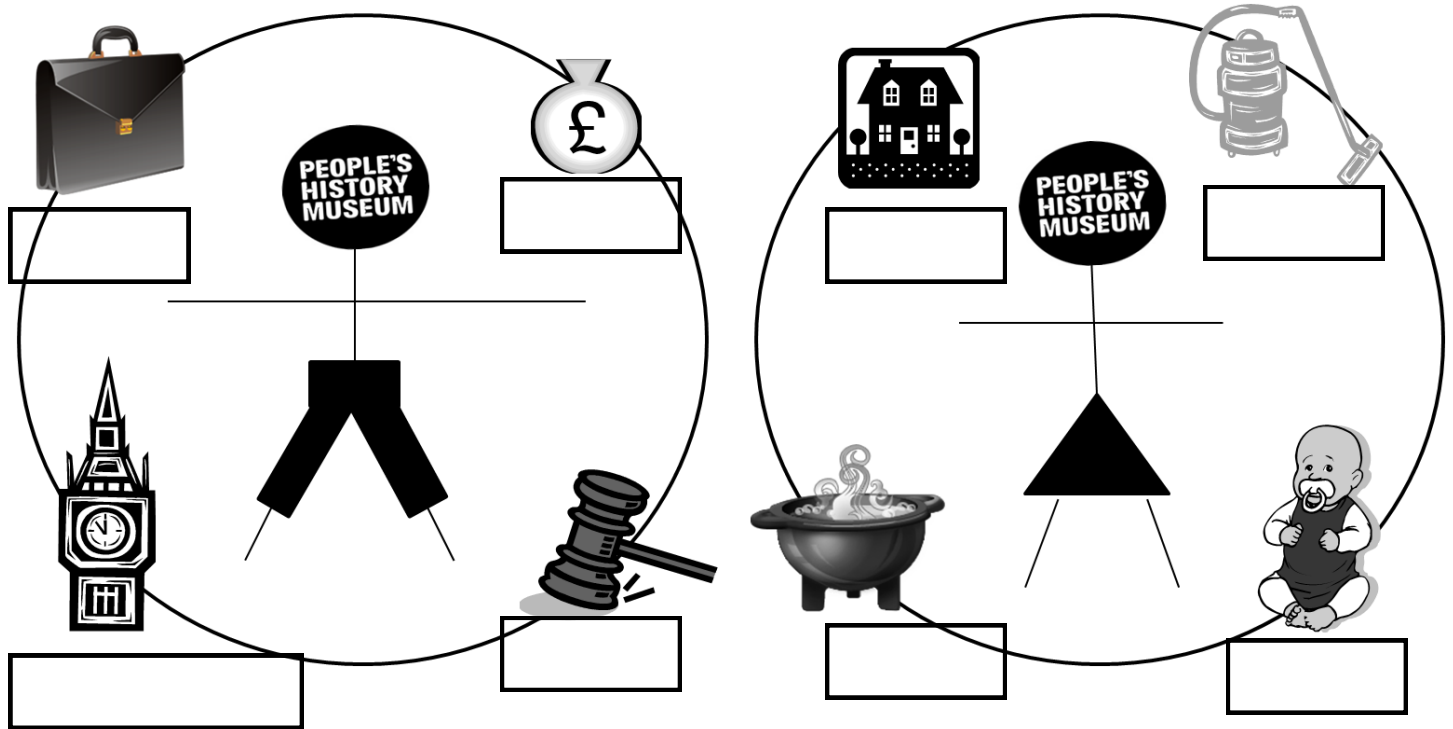
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# Separate Spheres

**Task:** Label the different objects included in men and women's separate spheres in the early 20th century.



## Women's Position in Society



A woman could divorce her husband if he beat her or committed adultery.

**BUT**

Women would be outcast from society, as divorce was not publicly accepted as proper behaviour.

Divorce was very expensive and women rarely earned enough to pay the cost.

Women often didn't work after getting married and if they did they were paid a fraction of a man's wage, making it very difficult for women to support themselves if they got divorced.

Although there were some exceptions, women rarely got to keep their children after a divorce.



Before 1882, everything a woman owned went to her husband upon marriage. After the act was passed married women were allowed to own property and earnings.

## **Women and Work**

### **Dr Elizabeth Garrett Anderson**

Became the first woman in Britain to qualify as a doctor.

In 1866 she was accepted to the Society of Apothecaries, this put her name on the medical register and gave her the title of Medical Professional, the first woman in Britain.

Elizabeth continued her medical career by opening her own practice, launching a new hospital for women. She campaigned for the medical education of women. Elizabeth was also an active member of women's fight for the vote. Elizabeth Anderson fought against the female sphere, facing much opposition from both men and women in the late nineteenth and early twentieth centuries.



### **What were the types of jobs held by women in 1900?**

#### **Factory Work**

Many women in employment worked in factories. They usually worked long hours, in lower skilled work for poorer pay.

#### **Domestic Servants**

Many women often worked as maids in middle or upper class houses. Some domestic servants lived in the homes where they worked and were poorly paid.

#### **Nurses**

Nursing had become to be a popular career for women, with over 120,000 nurses by 1900. Nursing became more accepted after the work of Florence Nightingale.

#### **Teachers**

Although a large amount of women were teachers, they were usually from middle class backgrounds and stopped working once they were married.

# Women's position in politics



## Josephine Butler

Campaigned for women's rights against the **Contagious Diseases Act**.

The act gave police officers the power to stop any women suspected of being a prostitute. In some cases just walking down a particular street meant that a woman could be stopped. Once stopped, women were forced to be medically examined for sexually transmitted diseases (STDs). If women were found to have an STD they would be sent to medical prisons.

Men were not stopped or prosecuted for engaging with a prostitute. The notion of prostitutes being punished and men being left free was called the '**Sexual Double Standard**'. This meant one law for women and another for men, for the same crime.

Butler campaigned for over twenty years to get the act abolished. The group she formed was called **The Ladies Association for the Repeal of the Contagious Diseases Acts**.

## Voting Rights

- In 1900 the country was run by men. Women had no say on issues they felt related to them, such as divorce rights, better working conditions, and access to education.
- Women wanted the vote to gain more power in society. With the vote women and men could support the Party which addressed the issues they wanted changing.
- The **Liberal Party** was the most likely one to bring in female suffrage, but they felt that many middle class women would vote for the Conservative Party.



**Liberal Party:** One of the political parties in Britain. The party was in power in 1900 and its leader was Sir Henry Campbell Bannerman.



## Key Words

Campaign:

Liberal Party:

# Primary Source Task

The four W's for primary source work.

## **WHEN** was it written/ made/ created?

If a source is primary, it was created at the time it is discussing. You don't always need to find an exact date if there isn't one on the source, but you should be able to identify if it was created at the time of what it discusses or if it was written years later. For example, a personal diary is a primary source as it was written at the time its talks about. A text book is a secondary source as it was written years after what it discusses. Be careful with autobiographies, they are primary sources but REMEMBER they may be written years after the event and so the memory of the author has to be considered when discussing the source.

## **WHO** wrote/created the source?

If you can identify the author, remember when you are talking about the author you need to discuss if the source is biased, if it represents one opinion. For example a diary may omit bits of information, or misrepresent an event. You should always consider if a source is biased and provide an example from the source why you think that.

## **WHY** was the source written/ created?

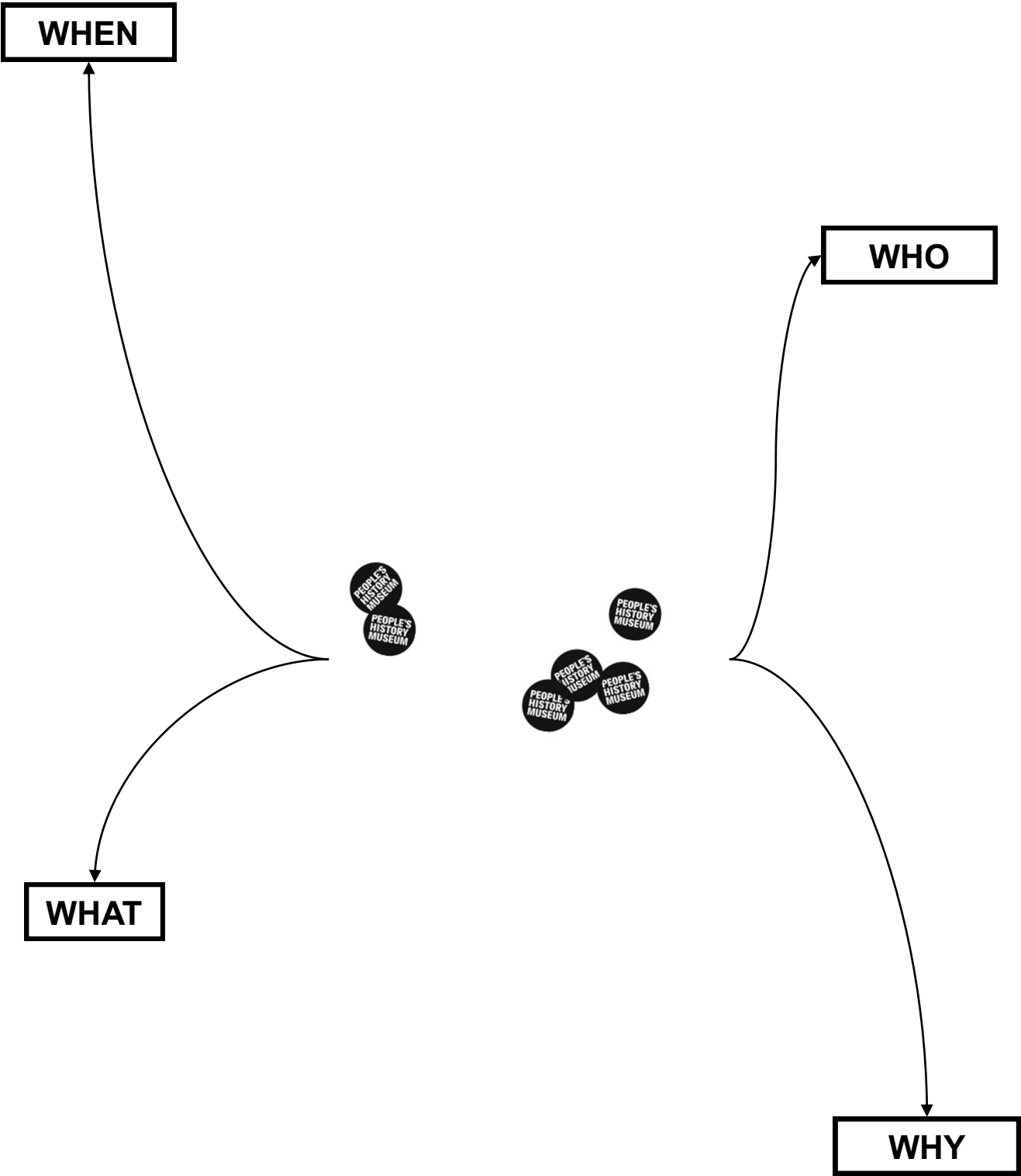
This question is asking for the source's **purpose**. Nothing is created or written without a reason; as a historian you have to ask the question, 'what is this source trying to do?' Is it trying to voice a particular opinion?

## **WHAT** does the source say?

This is your chance to show your history skills, not only to explain what the source is about, but what you think it says about its subject. What do you think this source shows us as historians? Is it an example of similar or contrasting opinion on the subject? Does it suggest that nothing's changed very much? Is there any more evidence that supports what the source is saying?

This question is related to the source's significance. You need to say what the source actually shows and also discuss its impact for a historian when trying to understand the subject.

Source Name:





# Lesson Two: The Women's Social and Political Union (WSPU).

DATE:   /   /

How many can you name in 1 minute?



How many can you name in 1 minute?



## What we will learn today:

1. Assess violent protest as a form of campaigning.
2. The women's movement and the militant suffragettes.
3. The tactics used by the suffragettes and their impact.
4. Establish whether or not the suffragettes enabled women to win the vote.

Write down four words to describe the video.



From what you have seen in the video and the newspaper articles on the next page answer the following questions:

1. What was the protest for?

2. What do you think the protesters wanted to achieve?

3. Do you think violent protest is the way to get things achieved?

4. Did the protest result in what they wanted?

5. Do you think violent protest is the way to campaign for something? In your answer explain why.



### Key Words

Militant:

## London student fee demo clear-up to cost '£50,000'



"The protests over MPs voting to increase university tuition fees in England to up to £9,000 a year turned violent on Thursday."

"Parliament Square Gardens was subjected to sustained and violent attacks by some protesters, intent on mayhem, who ripped down fencing, set fire to benches, broke windows and even went so far as to launch a fire extinguisher for the roof of the Conservative Party headquarters"

"The protesters who chose to wreak havoc on our city should also be aware of the potential greater cost to London's global reputation as we prepare to host the world during the 2012 Games."

"In Manchester it led to a cat and mouse chase with police."



# Women's Social and Political Union (WSPU)

Also known as the suffragettes, this group was formed in Manchester in 1903. Some women grew tired of peaceful forms of protests in trying to secure the vote. The WSPU campaigned for the vote but unlike the NUWSS were willing to use violence and militancy to achieve it. From 1912 to 1914 the WSPU militant protests were at their height. It was not until the outbreak of war that the campaign was put on hold.

## Deeds not Words

### Emmeline Pankhurst (1858-1928)

Born in Manchester, Emmeline Pankhurst was one of the founders of the WSPU and campaigned tirelessly to get women the vote.

However the WSPU was not Pankhurst's first time campaigning on behalf of women. In 1895, Pankhurst became a Poor Law Guardian. Part of the requirement for the role was to go into the workhouse, where the poor lived and worked. She was appalled at the conditions women were living in and believed that the only way to better women's lives was by getting the vote.

From 1903 to 1914 Pankhurst was arrested more than seven times and had gone on hunger strikes at least ten times.

She travelled the world and guest lectured in America to support the suffrage movement.



### Key Words

Suffragette:

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Subordinate:

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# The Suffragette Time Line

1903



The suffragettes gained publicity through propaganda, leaflets, newspapers, marches and demonstrations.

1908

Demonstration in Hyde Park and £1000 spent on publicity.



1908

1909



1909

Imprisoned suffragettes start hunger striking.

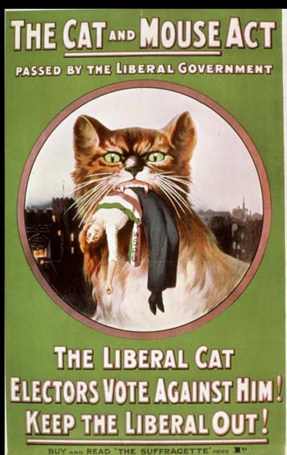
1910



**18 November 1910:** Black Friday. 150 suffragettes hurt in violence outside Parliament.

Emily Wilding Davison dies on **6 June 1913**, from her injuries following her protest at the Epsom Derby.

1913

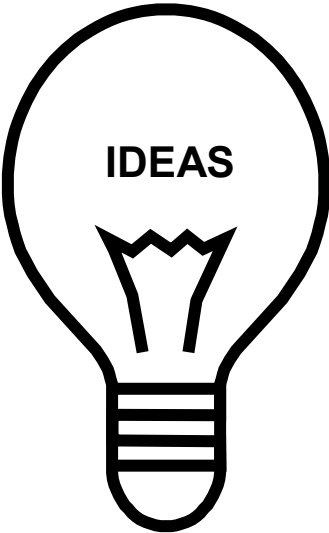
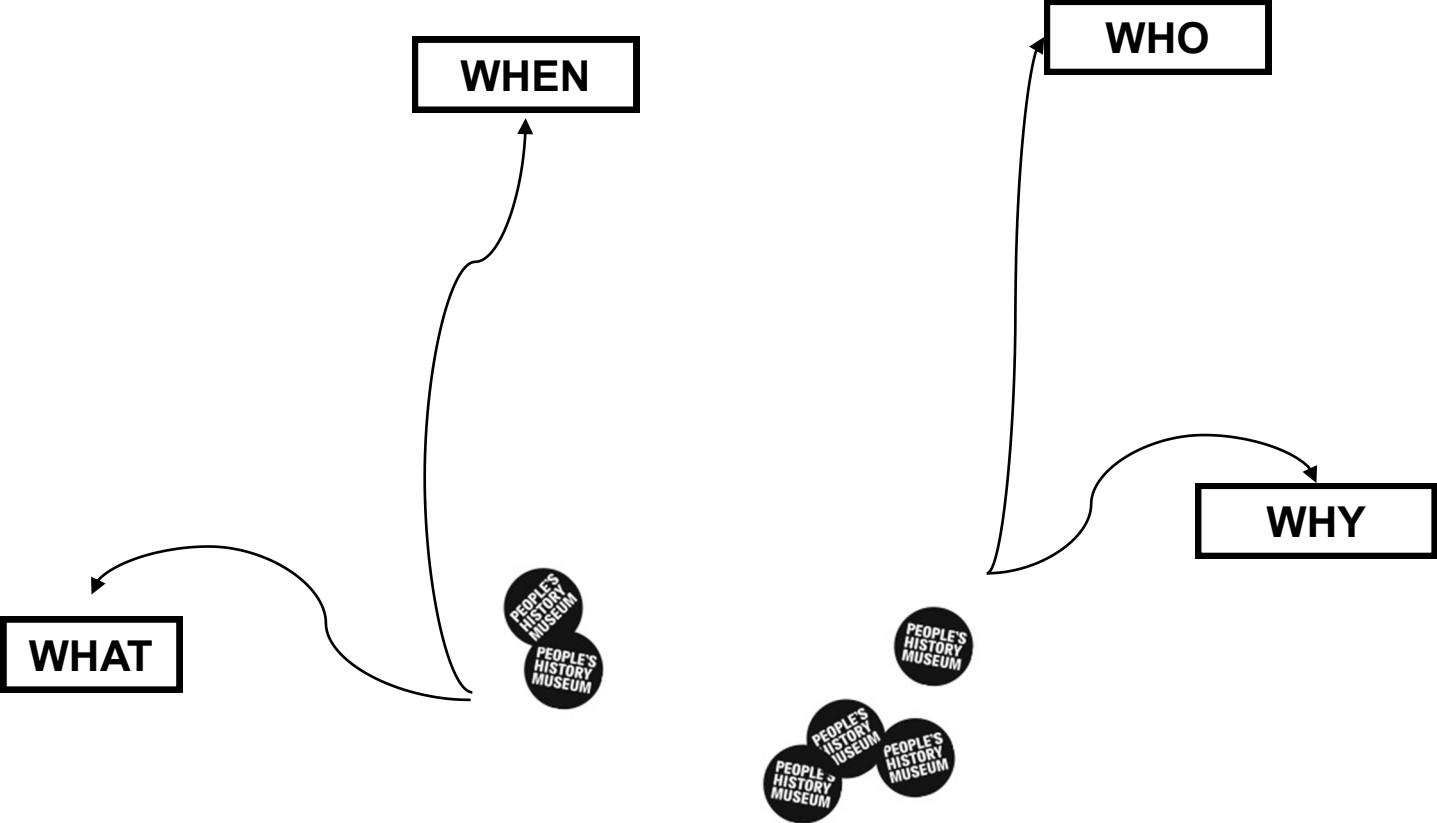


1913



Temporary Discharge for Ill Health Act, **1913**.

Source work: the four W's.



Write down your ideas from your source work.

# facebook

User name:

Password:

Status:

What we are most famous for.....

Nickname:

Established in:

Leader:

About us.....

## Wall Posts

Message:

Message:

Message:



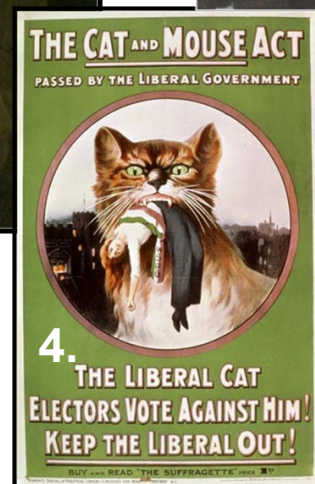
Groups

# Lesson Three: The National Union of Women's Suffrage Societies

DATE: / /

## Play Your Times Right

Look at each picture on the board and decide whether the next picture is later or earlier than the pervious picture. Fill in the sentences below during the activity.



Picture 1 is from \_\_\_\_\_ and shows \_\_\_\_\_ it is earlier/later than picture 2.

Picture 2 is from \_\_\_\_\_ and shows \_\_\_\_\_ it is earlier/later than picture 3.

Picture 3 is from \_\_\_\_\_ and shows \_\_\_\_\_ it is earlier/later than picture 4.

Picture 4 is from \_\_\_\_\_ and shows \_\_\_\_\_ it is earlier/later than picture 5.

Picture 5 is from \_\_\_\_\_ and shows \_\_\_\_\_.



## What we will learn today:

1. Assess non-violent protest as a form of campaigning.
2. The women's movement and the Constitutional Suffragists.
3. The tactics used by the Suffragists and their impact.
4. Establish whether or not the Suffragists' campaigns helped women get the vote.
5. Prepare for our visit to the People's History Museum.

**Write down four words to describe the video.**



**From what you have seen in the video and the newspaper articles on the next page answer the following questions:**

1. What was the protest for?

.....

.....

2. What do you think the protesters wanted to achieve?

.....

.....

### Key Words

Constitutional:

Suffragists:



3. Do you think violent protest is the way to get things achieved?

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4. Did the protest result in what they wanted?

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5. Do you think violent protest is the way to campaign for something? In your answer explain why.

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## Egypt Protest: Masses Rally to Out Mubarak



At noon, thousands of the protesters paused to take part in Friday prayers. As soon as the prayers finished, the protesters renewed their chants of "Leave", and began singing patriotic songs and waving flags.

Tens of thousands joined the crowd. There were shouts and whistles, and more cries of "Leave, leave Mubarak!", the mood was peaceful and there were more women and children here than in the past few days.





The NUWSS is like a glacier; slow moving but unstoppable.

### Millicent Garrett Fawcett (1847-1929)

Born into a political family, Millicent Garrett Fawcett had been actively involved in politics and women's rights from as early as 1866. She supported John Stuart Mill's petition to Parliament for the extension of the franchise to include women. She subsequently recorded the impact of Mill's efforts: "This meeting kindled tenfold my enthusiasm for women's suffrage".

In 1867, Garrett Fawcett joined the London National Society for Women's Suffrage. This society later became the National Union of Women's Suffrage Societies in 1897. In 1907 Garrett Fawcett became its leader.



### The Suffragist Pilgrimage 18 June -26 July 1912

In the summer of 1913, meetings were held across the country which finished with a march in Hyde Park on 26 July with 50,000 people.

Thousands of women followed a route similar to this, from their home towns to London.



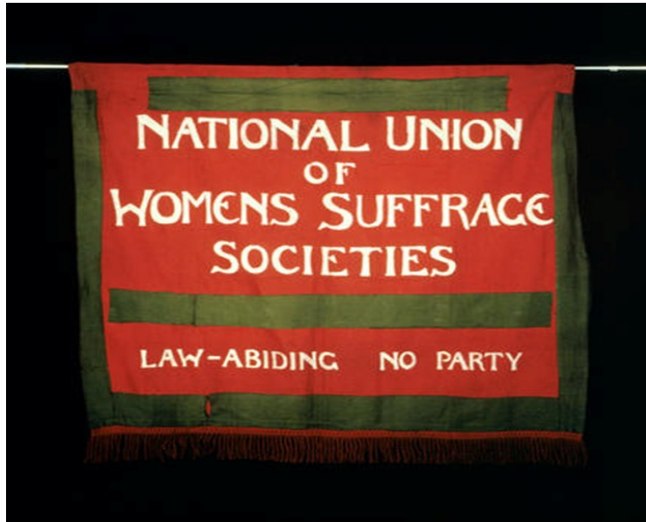
# facebook

User name:

Suffragist4EVA

Password:

Peaceful Rules



**Nick Name:** Suffragists or NUWSS

**Established in:** 1897

**Leader:** Millicent Fawcett

**Status:** The NUWSS is like a glacier; slow moving but unstoppable.

**What we are most famous for...**

Petitions to parliament.

In 1910, we sent a petition to Parliament with over 250,000 signatures in support of women gaining the vote!

We produce the popular magazine 'The Suffragist'.

**About us...**

We believe in the power of peaceful protest!

Presenting petitions, working with MPs, and marches are the only way women are going to achieve the vote.

Violence achieves nothing, it only prevents us from getting the vote sooner.

Unlike the WSPU we have male members!

## Wall Posts

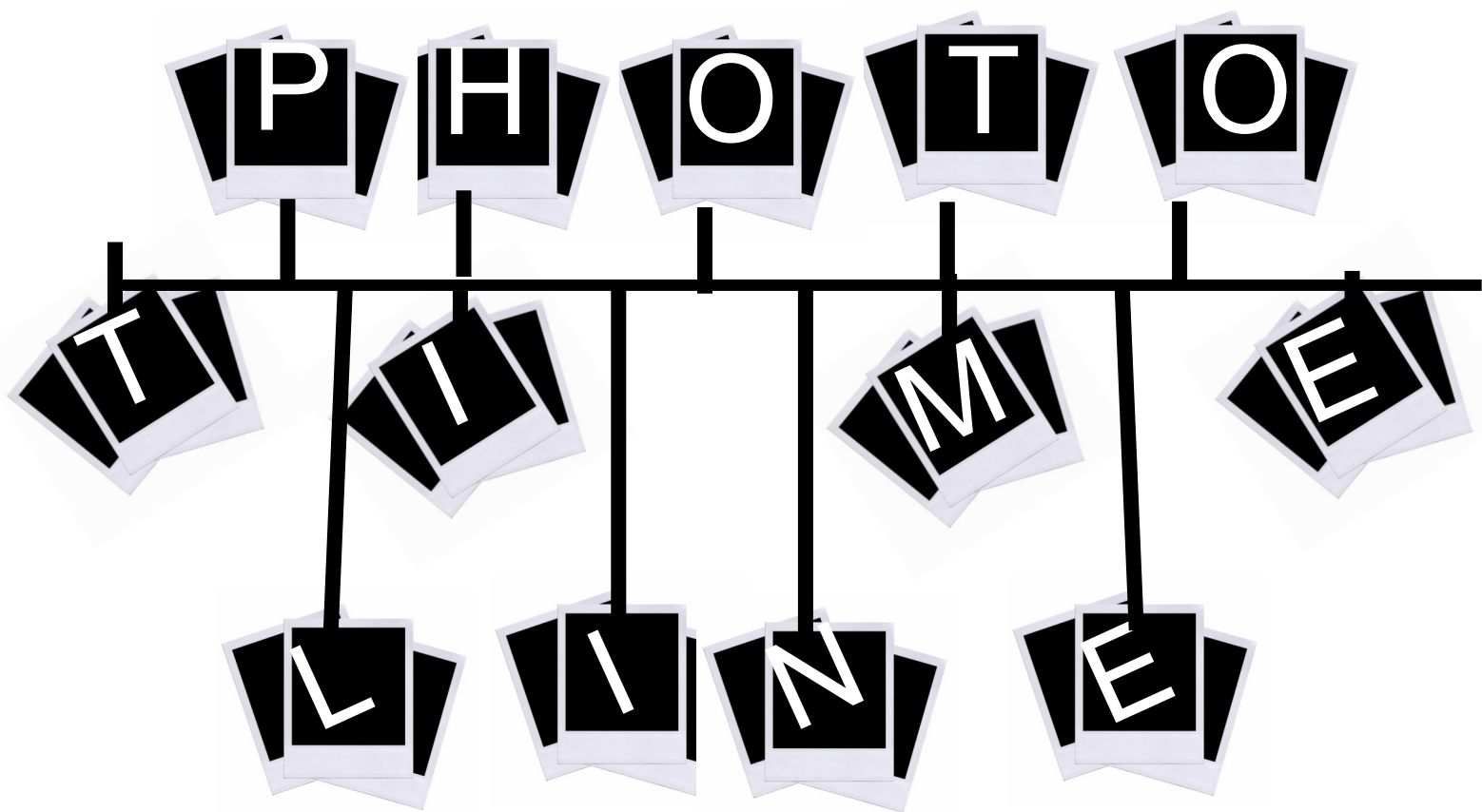
**Message:** Don't forget the Pilgrimage Ladies!

**Message:** I'm from Oldham where can I join the Pilgrimage?

**Message:** We will be meeting up in Manchester City Centre :)



**Groups**



- Using the events and props, plan three photographs for your trip to the museum.
- You need to prepare the scene and use as many of the props as you can.
- When you get to the museum, you will have to find the props and take the photo. You can have extra people in the photo when you are at the museum.
- You can also create more props for your scene.
- You can use any area of the gallery for your photo unless your are told otherwise.

## Events

1.

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2.

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3.

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Group Members:

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Extra props:

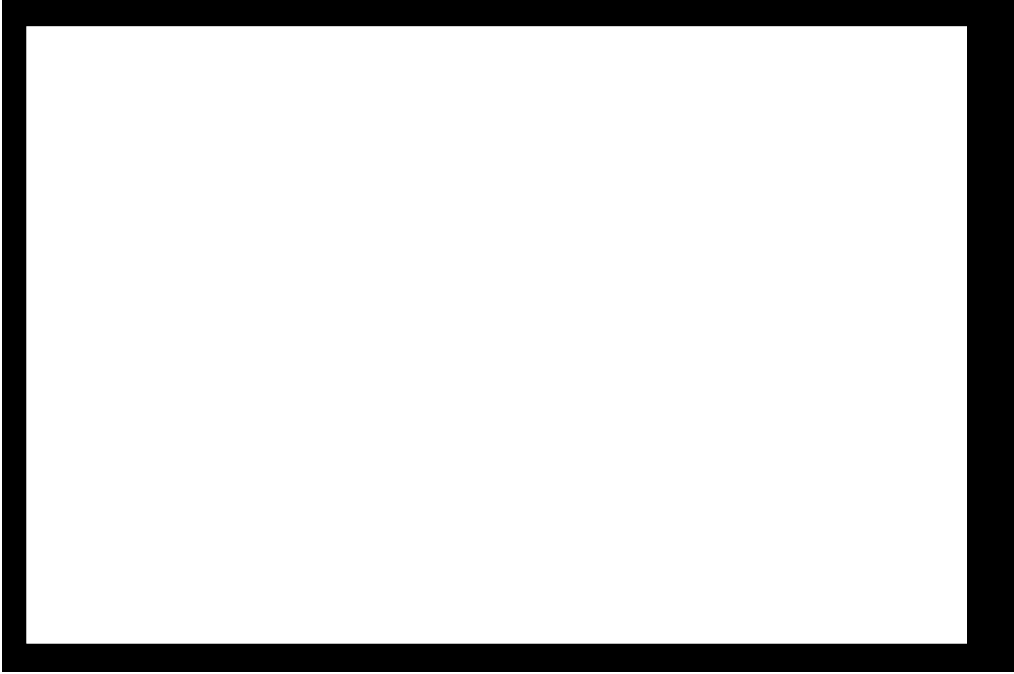
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Date: / /



Date: / /



Date: / /

# Lesson Four: Who Will Win The Vote?

DATE:   /   /

## What we will learn today:

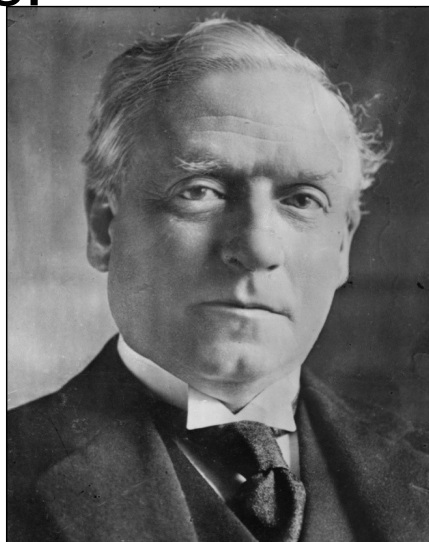
1. The pros and cons of each group that campaigned for votes for women.
2. Evaluate which group helped to win women the vote.
3. Assess the impact of World War I.
4. Better understanding of keywords.
5. Develop our knowledge of the chronology of the women's suffrage movement, by using the photographs from the museum visit.



## Today's Guests:



Millicent  
Fawcett



Herbert Henry  
Asquith



Emmeline  
Pankhurst



# **The National Union of Women's Suffrage Societies:**

## **Pros and cons of constitutional (non-violent) protest.**

### **Pros**

- Peaceful protest maintained support from many people and gained large amounts of publicity from processions and marches. It could be argued that this form of protest received more positive publicity than the suffragette campaigns and therefore women were more likely to receive the vote due to the work of the NUWSS.
- Large membership, including support from men, and useful propaganda tactics meant that the NUWSS had a wide and appealing influence across Britain. The WSPU, on the other hand, was a women-only organisation. It shut out potential male supporters who may have had power and influence.

### **Cons**

- Peaceful methods were easy to ignore. By 1905, the press were virtually ignoring the work of the NUWSS.
- The NUWSS concentrated on a wide range of issues, not just female suffrage. This might have meant that not all of their efforts were focused on achieving the vote.

# **The Women's Social and Political Union:**

## **Pros and cons of militant protest.**

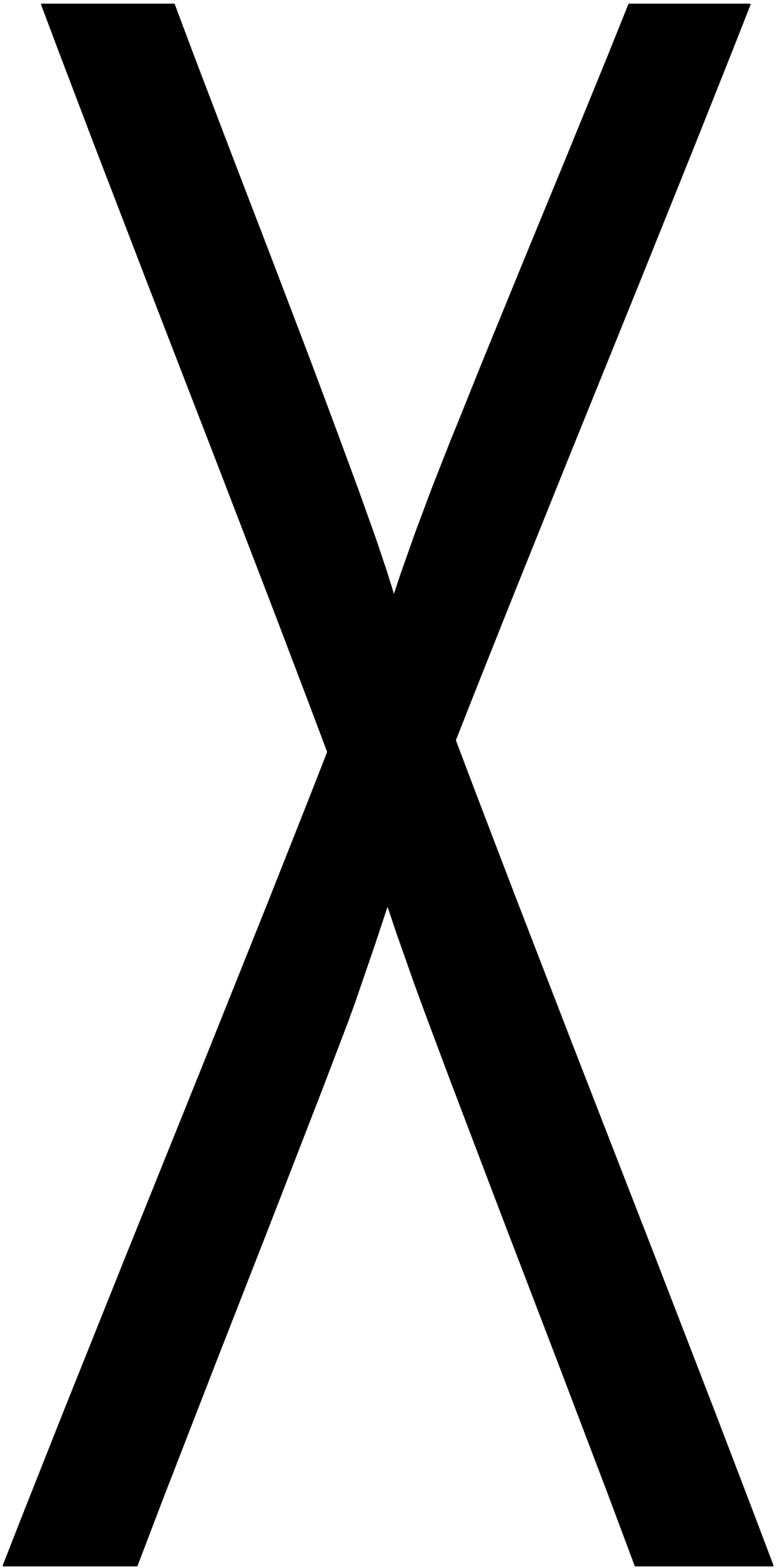
### **Pros**

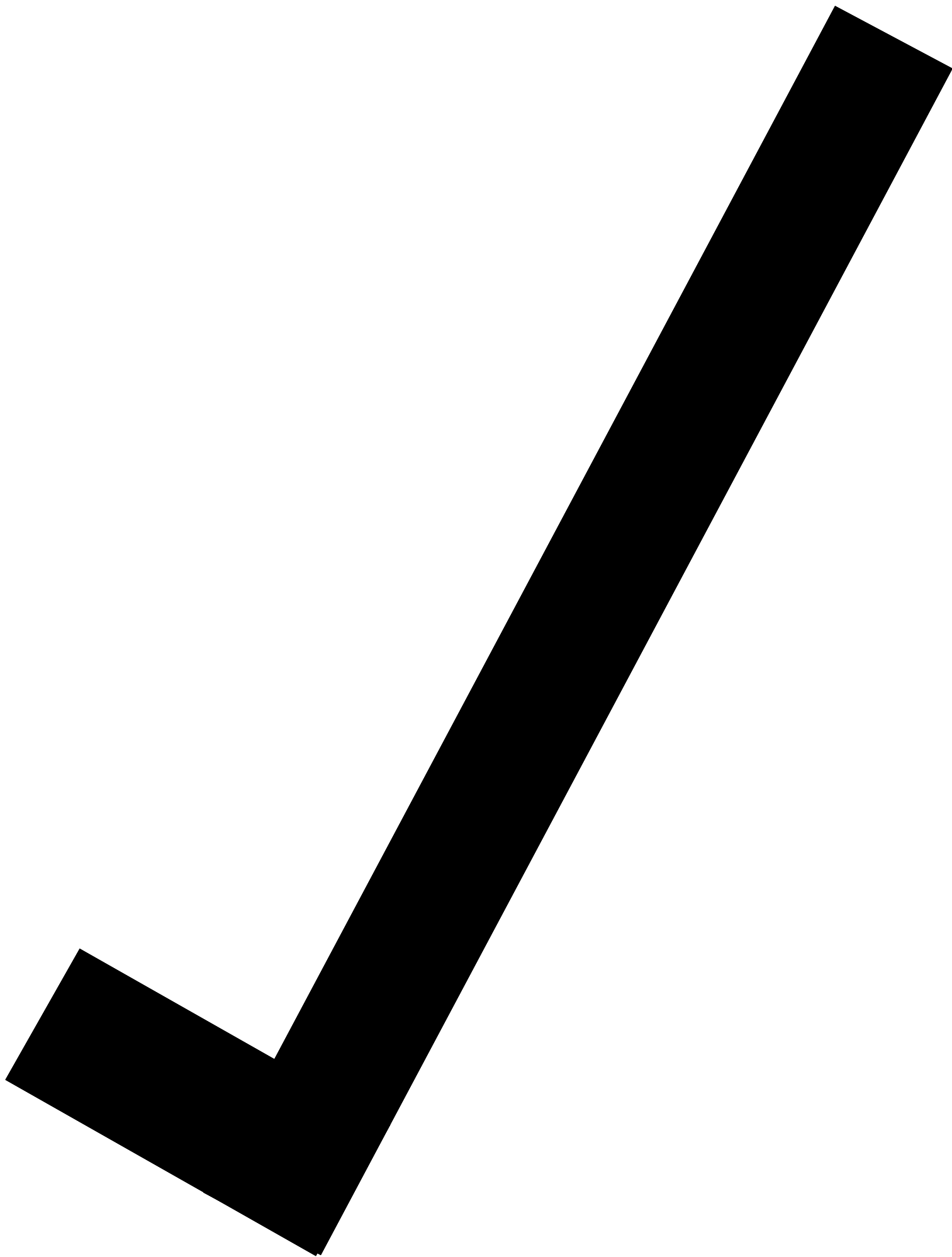
- Brought much needed publicity to the movement. By 1905, the suffragists were being ignored.
- During the 'Wild Period' the issue of female suffrage was discussed daily in Parliament.
- M Mackenzie, a historian, argues that prior to 1914, it was the WSPU who revitalised the question of votes for women.
- Force feeding, and the Cat and Mouse Act, worked as good publicity, as many people grew to be sympathetic towards the women that were being released and rearrested.

### **Cons**

- Militancy delayed the vote, government could never give in to terrorist tactics.
- Morrison criticises their targets. If they had hit docks, or railways (economic tactics) the government would have taken them far more seriously.
- Lost public support.
- Pro-female suffrage candidates tended to do badly in by elections
- WSPU posters were ripped up.
- Membership continued to drop.
- The Times newspaper in 1910, called the suffragettes 'demented creatures'.







# World War I

In September 1914, Britain went to war against Germany. The WSPU suspended its campaign, choosing to support the war effort. The NUWSS continued its activities but on a reduced scale. Some women left suffrage organisations and joined the peace movement.

WWI lasted for four years and women across Britain began to undertake work to support the war effort.

In 1916, there was a speakers conference when the government discussed how to enfranchise men fighting in France. Men who were fighting could have been denied the vote by not meeting the 'residency qualification' due to serving on the Western Front.

The law had to be changed and the NUWSS saw this as a chance to demand the vote for women. Attitudes had changed and in 1918, The Representation of the People Act was passed. This enfranchised women over the age of thirty, who were ratepayers or wives of ratepayers. BUT it did not give the vote to the millions of women under 30 years who had done valuable war work. They had to wait until 1928 after ten more years of campaigning by many who had been active in the pre war suffrage movement.







**Herbert Henry Asquith, Prime Minister and leader of the Liberal Party, also a known anti-suffrage supporter.**



**Emmeline Pankhurst, leader of the militant Women's Social and Political Union.**



**Millicent Garrett Fawcett, leader of the constitutional National Association for Women's Suffrage Societies.**

# Key Words

<b>Herbert Henry Asquith</b>	Prime Minister from 1908 to 1916. Leader of the Liberal Party. Against female suffrage.
<b>Suffrage</b>	The right to vote. Women were campaigning for this. It means you have a say in which party is elected to government.
<b>Militant protest</b>	Associated with the Women's Social and Political Union. Violent methods of protest. Examples: Criminal damage.
<b>Emmeline Pankhurst</b>	Leader of the suffragettes. Formed the WSPU with her daughters Christabel and Adela. Believed that violent protest was the only way to achieve the vote.
<b>Millicent Fawcett</b>	Leader of the suffragists. Adopted peaceful forms of protest and was willing to work with politicians to win the vote. Believed that violent protests damaged the campaign for the vote.
<b>Women's Social and Political Union (WSPU)</b>	Also known as the suffragettes. Believed in militancy to achieve the vote. Had the motto 'Deeds not Words'.
<b>National Union of Women's Suffrage Societies. (NUWSS)</b>	Also known as the suffragists. Used peaceful tactics to achieve the vote, such as petitions. Organized a pilgrimage across Britain ending in Hyde Park in London.
<b>Petitions</b>	Often presented to Parliament or members of government to show support for a campaign. Requires a large amount of signatures to be successful. A tactic used by the suffragists.
<b>Hunger strikes</b>	Tactic used by the suffragettes while in prison. As a result government introduced the 'Cat and Mouse Act' because of fear for women's health.
<b>Prisoners Temporarily Discharged for Ill Health Act</b>	Introduced in 1913. Also known as the 'Cat and Mouse Act'. Under this act women who went on hunger strike were sent home until their health was better and then re-arrested.
<b>Subordinate</b>	Of lower rank or less importance or seen as inferior.
<b>Suffragettes</b>	Name given to women who were members of the Women's Social and Political Union group, that campaigned violently for women's suffrage.
<b>Constitutional</b>	Working with Parliament within the existing political system to gain the vote, legally and peacefully.
<b>Suffragists</b>	Name for members of the National Union of Women's Suffrage Societies, who campaigned for votes for women using non-violent methods.



# How to use an Archive

An archive is a place that holds documents, personal papers, artefacts, photographs, and more. Some archives specialise in holding one type of records, e.g. The Labour History Archive and Study Centre at the People's History Museum, holds the records for the Labour Party and the Communist Party of Great Britain and more political party documents. Some archives specialise in one region but collect records of all kinds. Your local town will have its own archives that hold a large amount of the records for that town or borough. This type of archive is usually called the local studies archive and is where you should go if you want to do a project on the area where you live.

## Top Tips

### Tip 1: Preparation.

It is always best to go into an archive with some idea of what you are looking for, otherwise you might end up spending hours there and not finding anything you want or need. The best thing to do is to prepare for your visit and look at the online records. This will give you a good idea of what there is at one particular archive. You can search for archive records in one of two ways:

1. Search the archive or local studies library website directly. If you know what area you want to research, for example a project in the town of Oldham, you would use the Oldham Local Studies and Archive website. Most local studies archives have a website. If not, give the archive a call and ask the archivist.
2. Search the National Archives website. This is the best way to find relevant archives to your topic of research. This website holds lists of all the archives in Britain, as well as having some really useful learning areas.

For example, to search the catalogue type the subject area that you are looking for in the search box.

Try and be specific to narrow the result lists. e.g for the women's suffrage movement you might search 'Women's Suffrage Oldham'.

All you need to do then is look through the results. Every result will have a description of what is in the archive, its location and a reference - just like books in the library. You need to make a note of this reference to make it easier when you go to the local studies archive, or specialised archive, to look at the primary sources.

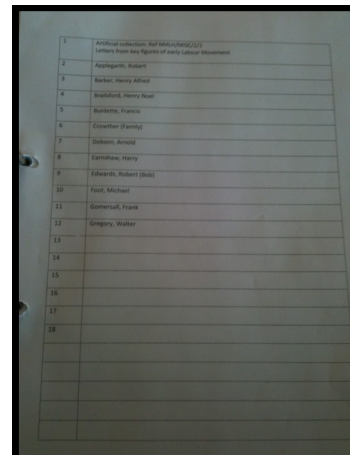
The screenshot shows the National Archives search interface. At the top right, there is a link for 'MyPage (not signed in)'. Below this is a search bar with the text 'Search the archives' and a red 'Search' button. To the right of the search bar is a link for 'Advanced search'. Below the search bar, the search results are displayed. The search term 'womens suffrage oldham' is entered in the 'Keywords' field. The results show 'Showing 1 - 15 of about 21 results for womens suffrage oldham'. The results are categorized by subject: 'All subjects > Family & personal papers ( 21 )'. The first result is 'London Metropolitan University, The Women's Librar... 9/19', which is a description of a subscription library of feminist materials. The second result is 'London Metropolitan University, The Women's Librar... 7MGE', which is a description of a collection of working papers relating to the women's suffrage campaign. The third result is 'LEES PAPERS D-LEE (add 1)', which is a description of a collection of papers belonging to Dame Mary Lee. The search results are displayed in a list format with links to the full descriptions.



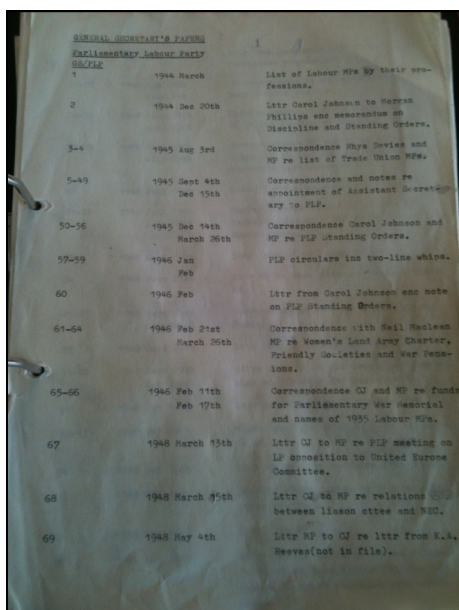
## Tip 2: What to do once you are there.

Once you get to the archive, you may have a specific document you want to find and know its reference number. This may be because you have already searched the archive's online records. In that case you can ask the archivist directly and fill in a request form. Once you have filled the form out, you hand it back to the archivist and they will go and get your document for you.

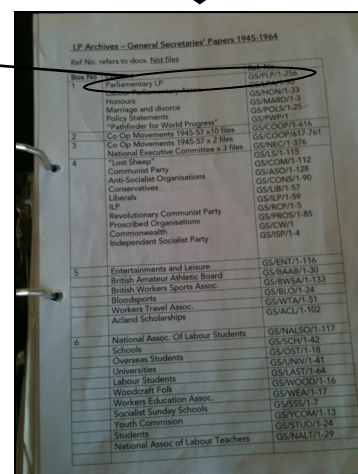
If you do not know exactly what you want, but you know the subject, you need to ask the archivist for the record lists on your subject. Records lists are organised by subject and in alphabetical order. You can usually look at the list yourself if you know what you want. The list will be held in files similar to this. Select the file you want, and browse the contents to see if there is anything you want you look at.



Select the section you want from the contents, and go to the relevant page.



Once you find the section you want, there will be lists of archives that relates to it. Each archive has its own ID number, which you need to make a note of. If you are not sure that you want to use that particular archive there will be a description of what the archive actually is on its own page.

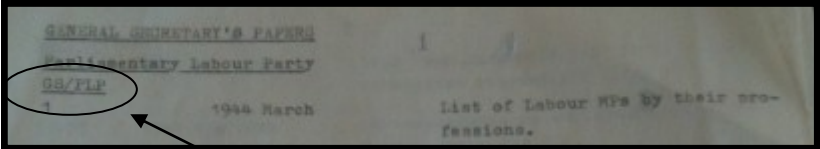


Tip 3: How to request documents.

The next bit is easy. Once you have found what you want to look at, you need to fill in a request form. They can look different depending on the archive, but all of them will have the same things that need filling out. Once you have filled everything out, hand it to the archivist and wait for your records to arrive.

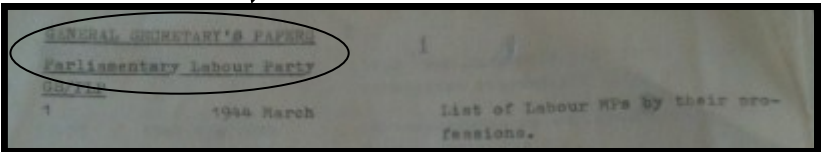
Good Luck!

LABOUR HISTORY ARCHIVE AND STUDY CENTRE REQUEST SLIP Please complete one slip for each item, in BLOCK CAPITALS		
REF.	AUTHOR	
DESCRIPTION		
DATE		
READER'S NAME		STAFF USE ONLY
ADDRESS		LOCATION
SIGNATURE	RETRIEVED BY:	RETURNED BY:
DATE	NOTES	



LABOUR HISTORY ARCHIVE AND STUDY CENTRE REQUEST SLIP Please complete one slip for each item, in BLOCK CAPITALS		
REF.	AUTHOR	
DESCRIPTION		
DATE		
READER'S NAME		STAFF USE ONLY
ADDRESS		LOCATION
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*Handwritten in the form:*  
REF: GS/PLP/1-256  
DESCRIPTION: GENERAL SECRETARY'S PAPERS, GS/PLP/1  
PARLIAMENTARY LABOUR PARTY,  
READER'S NAME: R.B.K.  
SIGNATURE: [Signature]



# How to use a library

## Tip 1: Fiction or non-fiction?

**Fiction:** is a novel or book that is based on the imagination and not fact. e.g. *Harry Potter* is a work of fiction.

**Non-fiction:** is based on true life events or facts. e.g. *The Diary of Anne Frank*, although it is a dramatic story, it is based on true events and people and is therefore non-fiction.

When you are working with books on a history project it is very important to identify if the book you want to use is fiction or non-fiction. If you are not sure.—don't use it! You need to be confident that the information you are using is factual and not based on an author's imagination.

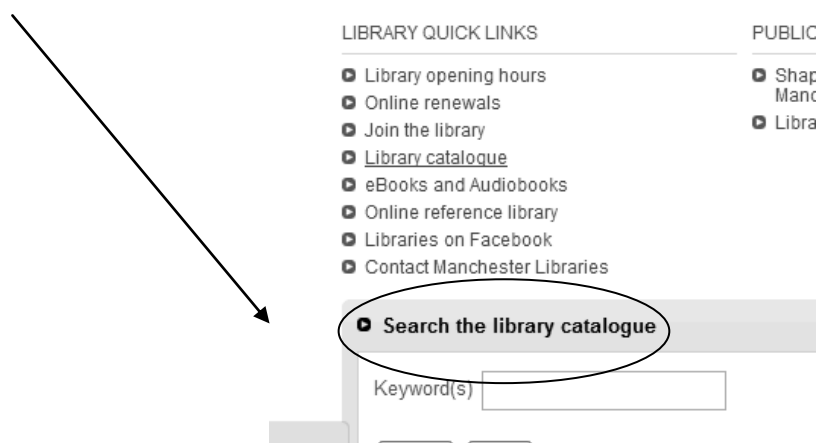
## Tip 2: How to find a book.

All libraries use a special system to organise their books, this is to make it easier when anyone is trying to find particular books. Although there are a number of different ways to organise a library book collection, it is very easy to navigate to the book that you want and usually there will be books that could be useful to you on the same shelf.

### 1. Find the library catalogue box.

A library calls all the books it has a **catalogue**, so when you are looking for a book you need to find a link to the **library catalogue** search box.

The catalogue box can be found in the library on a catalogue computer, or online.



Once you have found the catalogue search box, type in the title of the book you want **OR** type in the keywords of the subject you are researching. The catalogue will then present you with a list of relevant books to your keyword.

Search the library catalogue

Keyword(s)

[View the Library Catalogue](#) (All Search Options)

### Keyword Results

Results per page:

Matches for: Suffragettes

Results 1 to 10 of 28

Page 1 of 3  
1 2 3 Next >

- 1 **Unhusbanded life: Charlotte Despard, suffragette...**  
By Linklater, Andro  
Hardback  
Copies: 1  
[Reserve Now](#)  
[Add to Basket](#)  
[More Details](#)
- 2 **Suffragette girl**  
By Dickinson, Margaret  
Hardback  
Copies: 7  
[Reserve Now](#)  
[Add to Basket](#)  
[More Details](#)
- 3 **Ascent of woman: a history of the suffragette mo...**  
By Phillips, Melanie  
Hardback  
Copies: 2  
[Reserve Now](#)  
[Add to Basket](#)  
[More Details](#)
- 4 **Women in parliament: the new**  
Copies: 1

### The ascent of woman : a history of the suffragette movement and the ideas behind it

by Phillips, Melanie

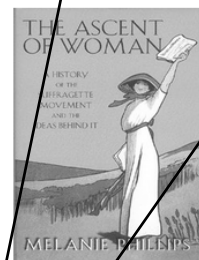
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Author **Phillips, Melanie**

Main Title The ascent of woman : a history of the suffragette movement and the ideas behind it

Publication Details Little, Brown, 2003

ISBN10 0316725331

Description The story of the fight to gain the vote for women is about much more than a skirmish around the introduction of universal suffrage. It is a story of social and sexual revolutionary upheaval, and one which has not yet ended. The movement for women's suffrage in the late-19th and early 20th centuries prefigured to a startling extent the controversies which rage today around the role of women. Far from the stereotype of a uniform body of women chaining themselves to railings, the early feminist movement was riven by virulent arguments over women's role in society, the balance to be struck between self-fulfilment and their duties to family and children, and their relationship with men. Melanie Phillips' book tells the story of the fight for women's suffrage in a way which sets the high drama of those events in the context of the moral and intellectual ferment that characterised it.

#### Copy Availability

0 - Copies on order

Choose branch:

Library	Shelf Location	Status	Due Date	Category
Longsight Library *Main Reference	324.62309	On loan	17/04/11	Adult Fiction

You will then get a list of results. Have a look, find the book you want and click it. You will then see a full description of the book. Make a note of the name of the book, the author, and it's shelf location.

### Tip 3: Locating your book on the shelf.

Every book in the library has its own shelf location number. When you want to find the book in the library the easiest way is to use this number. This is because the library organised its books in subjects rather than in alphabetical order. So the shelf location number acts as a map for you to find it.

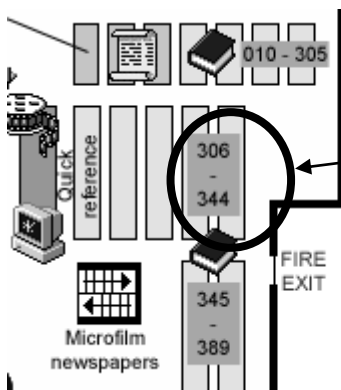


324.62309

The shelf location number is **ALWAYS** on the spine of the book.

The first **three** numbers refer to the subject that the book is related to. So for this book, its subject is History/ Women's History / Women's Suffrage.

Find the shelf that is labelled with the first three numbers. (There will be several books with the same first three numbers...don't panic, it is because they are all in the same subject).



If you can't find the shelf, look for a library floor plan and find the first three numbers of the shelf location number. On this floor plan our book is in this area. Go to the area and find the shelf you want. Each shelf is labelled with the first three numbers, so our shelf for this book is 324.

Once you have found the shelf, you can then start to look for the book. The numbers after the decimal point are the book's exact location on the shelf. To read the numbers after the point, separate them like this.

324. 6 | 2 | 3 | 0 | 9

Each number will be between 0 and 9, so work down the row of books in numerical order. Our book is between:

324. 6 and 324.7



You need to go through each number until they all match up.

So Find 324. 6 then 324.6 2 then 324.6 2 3 then 324. 6 2 3 0 and then finally 324.6 2 3 0 9.

It may seem complicated but all the books will be in numerical order and if you follow the numbers you will find the book. It's very easy to do once you know how.

Good Luck!

**Notes: From Lesson.....**

**Date    /    /**



Developed and created by  
Rachel Blair-King  
with the  
People's History Museum