



## ***Ahead of the Curve*** Lesson Plan Before the exhibit

<b>Essential Question Objectives</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> EQ: Does our history shape our future?</li></ul> <p><b>At the end of this lesson students will...</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Have a common understanding of what “Ahead of the Curve” means.</li><li><input type="checkbox"/> Create a list of women that are included in their textbook and have notes of their accomplishments.</li><li><input type="checkbox"/> Be able to use their understanding of “Ahead of the Curve” to evaluate the women in a textbook.</li><li><input type="checkbox"/> Create a response to the question “What type women are missing from your textbook?”</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Washington State History or other history textbooks</li><li><input type="checkbox"/> Excerpt from introduction panel</li><li><input type="checkbox"/> Notes and analysis sheet</li></ul>
<b>Standards</b>	<p><b>Washington State Social Studies Standards</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> SSS4.6-8.1 Analyze multiple factors, make generalizations, and interpret sources to formulate a thesis in a paper or presentation, while observing rules related to plagiarism and copyright.</li><li><input type="checkbox"/> H2.6-8.2 Explain and analyze how individuals and movements have shaped Washington State history since statehood.</li><li><input type="checkbox"/> H4.6-8.2 Analyze how a historical event in Washington State history helps us to understand contemporary issues and events.</li></ul>

# Ahead of the Curve Lesson Plan - Before Exhibit

<div data-bbox="113 193 311 1024" data-label="Section-Header"> <h2>Activity</h2> </div>	<p><b>Entry Task:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Have the students define what “Ahead of the Curve” means.</li> <li><input type="checkbox"/> Students should share out their ideas. Have the class come up with a collective definition. Keep that definition visible for the series of lessons (before, during, and after).</li> </ul> <p><b>Lesson activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hand out the excerpt from the Introduction Panel of the <i>Ahead of the Curve</i> exhibit.</li> <li><input type="checkbox"/> Have students read and annotate the documents for the main idea and vocabulary. Then have them record what they notice and questions they may have.             <ul style="list-style-type: none"> <li><input type="checkbox"/> Students should discuss what they notice about the text with a partner or in small groups.</li> </ul> </li> <li><input type="checkbox"/> Guide students to the section of the panel that states “...the National Women’s History Museum has discovered that only 178 female historic figures are included in national K-12 social studies guidelines—or as Smithsonian magazine calculates, ‘one woman for every three men.’”             <ul style="list-style-type: none"> <li><input type="checkbox"/> Ask students about that statement. Do they think it is accurate? Do they recognize this to be true in text that they have read? Why do they think it is this way? Who are some women that have been in history textbooks? Why do you think we don’t have as many women in the textbooks?</li> </ul> </li> <li><input type="checkbox"/> Handout the note and analysis sheet to students</li> <li><input type="checkbox"/> Have students look through their textbook and have them list into the handout what women they see. Note to teacher: you may want to set a time limit or have students pick a specific number of people to put into the note sheet. Teachers may also want to pick a specific section of the textbook for students to look through.</li> <li><input type="checkbox"/> After the students have created their list of women from the textbook have them take notes on each of the women.             <ul style="list-style-type: none"> <li><input type="checkbox"/> Their notes will include what is the information about the person or group, what time period/ chapter are they included in, why do you think they were included (were they a “first” and/or did their accomplishments change history), and whether or not the women would fit the class definition of ahead of the curve. .</li> </ul> </li> <li><input type="checkbox"/> When students are done with their notes have them share their findings with a partner or small groups. Have them discuss what challenged, changed, or confirmed their thinking about how women are portrayed in their textbooks. Have students capture notes from their discussion</li> </ul>
<div data-bbox="113 1533 311 1858" data-label="Section-Header"> <h2>Formative Assessment</h2> </div>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Have students review their notes from the text and from their discussions and answer the prompt: <i>What type of women are missing from our history books?</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students answers should include a connection to the class definition of <i>Ahead of the Curve</i>.</li> <li><input type="checkbox"/> Teacher note: you could give students ideas around the topics that they will see in the exhibit. You could have students think about the following topics:                     <ul style="list-style-type: none"> <li><input type="checkbox"/> Education</li> <li><input type="checkbox"/> Work and Wages</li> <li><input type="checkbox"/> Medicine</li> <li><input type="checkbox"/> Transportation</li> <li><input type="checkbox"/> Politics</li> </ul> </li> </ul> </li> </ul>

***Ahead of the Curve* Lesson Plan - Before Exhibit**

	<div><input type="checkbox"/> Technology</div> <div><input type="checkbox"/> Philanthropy</div> <div><input type="checkbox"/> Environment</div> <div><input type="checkbox"/> Television/ Media</div> <div><input type="checkbox"/> Athletics</div>
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# ***Ahead of the Curve* Lesson Plan - Before Exhibit**

Intro Panel Excerpt- Student Handout

## **Annotations**

In the hundred years since ratification of the 19<sup>th</sup> Amendment, the cause of gender equality has made remarkable gains. Yet in the ramp-up to the celebration of the Suffrage Centennial, the National Women’s History Museum has discovered that only 178 female historic figures are included in national K-12 social studies guidelines—or as *Smithsonian* magazine calculates, “one woman for every three men.”

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What do you notice about this excerpt?

What questions do you have?

Note and Analysis Sheet- Student Handout

# Ahead of the Curve Lesson Plan - Before Exhibit

As you skim and scan the textbook make a list of the women that are mentioned. When you are done go back and read about the women to complete the graphic organizer.

Class definition of Ahead of the Curve

Person	Time Period/ Chapter	What did they do? Why is it important?	Are they ahead of the curve?



## *Ahead of the Curve* Lesson Plan During the exhibit

<b>Essential Question Objectives</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> EQ: Does our history shape our future?</li></ul> <p><b>At the end of this lesson students will...</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Understand the accomplishments of women of focus in 'Ahead of the Curve'</li><li><input type="checkbox"/> Narrow options for after visit project to three pairs of women</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Field Notes for <i>Ahead of the Curve</i></li><li><input type="checkbox"/> Either visit the display or connect digitally through <a href="https://www.sos.wa.gov/legacy/">https://www.sos.wa.gov/legacy/</a></li></ul>
<b>Standards</b>	<p><b>Washington State Social Studies Standards</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> SSS4.6-8.1 Analyze multiple factors, make generalizations, and interpret sources to formulate a thesis in a paper or presentation, while observing rules related to plagiarism and copyright.</li><li><input type="checkbox"/> H2.6-8.2 Explain and analyze how individuals and movements have shaped Washington State history since statehood.</li><li><input type="checkbox"/> H4.6-8.2 Analyze how a historical event in Washington State history helps us to understand contemporary issues and events.</li></ul>

## Ahead of the Curve Lesson Plan - During Exhibit

<b>Activity</b>	<p><b>Entry Task:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> List the topics for each panel in the exhibit on the board or a handout. Have students prioritize their interest in each topic, then discuss with a seatmate why they've prioritized it that way.</li><li><input type="checkbox"/> Topics: Education, Transportation, Environment, Medicine and Science, Work and Wages, Technology and Philanthropy, Television News, Mountain Climbers, Law and Justice</li><li><input type="checkbox"/> Encourage students to spend time at topics that are immediately of interest, but also challenge themselves to find the value in other topics.</li></ul> <p><b>Ahead of the Curve Exhibit:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Hand out the field notes page. Students should spend time observing the exhibit, reading the panels, and understanding the overall theme. While doing so, they will take two rounds of notes:<ul style="list-style-type: none"><li>a. First, they visit 7-9 panels and note the names, dates, accomplishments of the two women highlighted. (Ensure students understand that each panel highlights a historical Washingtonian woman who was ahead of the curve in the category and a contemporary Washingtonian woman who is ahead of the curve in the same category.)</li><li>b. Second, they pick 3 panels to focus on in more detail imagining the thinking of the two women highlighted:<ul style="list-style-type: none"><li>i. Their ideas about what the historical Washingtonian would be surprised by with regard to the accomplishments of the contemporary Washingtonian.</li><li>ii. Then, their ideas about what the contemporary Washingtonian would be inspired by with regard to the accomplishments of the historical Washingtonian.</li></ul></li></ul></li><li><input type="checkbox"/> Reflection: Students should reflect with a creative paragraph imagining which pair of women would have the most interesting conversation and what would be some of the points they'd discuss.</li></ul>
<b>Formative Assessment</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Student discussion of prioritization</li><li><input type="checkbox"/> Student notes and reflections</li></ul>

## ***Ahead of the Curve* Lesson Plan - During Exhibit**

## Exhibit Field Notes

**Instructions:**

1. Visit at least 8 panels and note the names, dates, accomplishments of the two women highlighted.
2. Pick 3 panels to focus on in more detail (on back).
  - a. Note your ideas about what the historical Washingtonian would be surprised by with regard to the accomplishments of the contemporary Washingtonian.
  - b. Then, note your ideas about what the contemporary Washingtonian would be inspired by with regard to the accomplishments of historical Washingtonians.

[illegible]



*Ahead of the Curve* Lesson Plan - During Exhibit

Focus Panel Topic	Historical Woman Surprise	Contemporary Woman Inspiration

Reflection: Which pair of women would have the most interesting conversation and what would they talk about?



## ***Ahead of the Curve Lesson Plan*** After the exhibit

<b>Essential Question Objectives</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> EQ: Does our history shape our future?</li></ul> <p><b>At the end of this lesson students will:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Research, note and plan using key details from expanded readings on pair of Ahead of the Curve exhibit featured women.</li><li><input type="checkbox"/> Write a creative conversation based on information learned from the exhibit and further research.</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Assignment and Rubric</li><li><input type="checkbox"/> Research Links Page</li></ul>
<b>Standards</b>	<p><b>Washington State Social Studies Standards</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> SSS4.6-8.1 Analyze multiple factors, make generalizations, and interpret sources to formulate a thesis in a paper or presentation, while observing rules related to plagiarism and copyright.</li><li><input type="checkbox"/> H2.6-8.2 Explain and analyze how individuals and movements have shaped Washington State history since statehood.</li><li><input type="checkbox"/> H4.6-8.2 Analyze how a historical event in Washington State history helps us to understand contemporary issues and events.</li></ul>

## Ahead of the Curve Lesson Plan - After Exhibit

<div data-bbox="115 197 310 1056">Activity</div>	<p><b>Entry task: Review learning</b></p> <ul style="list-style-type: none"> <li>Students should get out their field notes from the visit to the exhibit and review the notes they took.</li> <li>Students pair-share 4 interesting notes and one question they were left with after visiting the exhibit.</li> </ul> <p><b>Research, product creation and presentation:</b></p> <p>The research and presentation portions of this lesson could be designed in a number of ways. Teachers will need to decide how best to structure student creation of their products. A suggested assignment and rubric are included, but teachers should adjust based on the educational needs of their students. Essential elements and <i>possible adjustments</i> described in list below:</p> <ol style="list-style-type: none"> <li>Students should select a pair of Ahead of the Curve women about whom they want to learn more and who will be the focus of the creative writing assignment.             <ol style="list-style-type: none"> <li><i>This might be done individually or in pairs.</i></li> <li><i>Teachers may ask students to read/note deeper about two or three pairs of women before deciding which to use for the creative writing assignment.</i></li> </ol> </li> <li>Students should read and take notes about the pair/pairs of women they choose.             <ol style="list-style-type: none"> <li><i>Teachers might assign a certain number of notes, create a form for students to fill in, or leave the assignment open depending on classroom practice.</i></li> </ol> </li> <li>After research, students will draft their creative writing project using the Assignment and Rubric to guide their work.             <ol style="list-style-type: none"> <li><i>Teachers should introduce/teach the rubric and assignment.</i></li> <li><i>Students may benefit from brainstorming ideas in small groups before creating the product individually or in pairs</i></li> <li><i>Students may benefit from a peer editing/feedback protocol after producing a first draft</i></li> </ol> </li> <li>Teachers should ask students to share out their writing project in some way. A dramatic reading could be appropriate. Peers could be involved in assessing the projects during the share out using the rubric.</li> </ol>
<div data-bbox="115 1417 310 1738">Formative Assessment</div>	<ul style="list-style-type: none"> <li>Field Notes</li> <li>Creative writing dialogue</li> <li>Presentation</li> <li>Rubric score/peer feedback</li> </ul>

# ***Ahead of the Curve* Lesson Plan - After Exhibit**

## **Post Exhibit Assignment and Rubric**

In each of the Panels, a pair of outstanding women is highlighted. Pick the topic/pair that you are interested in learning more about. You will read about each person and their life story more in depth. Using what you learn, you'll create a fictional conversation between the two women. It should highlight some of their accomplishments and how they are connected. Be detailed, thoughtful, and creative. See specifics on the assignment at the top of the rubric.

Questions to guide note-taking:

- What would the historical person be impressed by about the experiences and accomplishments of the modern day person?
- What would the modern day person be inspired by about the experiences and accomplishments of the historical person?

See Suggested Rubric in Packet.

## Narrative nonfiction article: Writing Assignment and Rubric

Assignment: Write an imaginary conversation between a pair of women focused on in the *Ahead of the Curve* exhibit. It should be a thoughtful conversation that touches on two or more topics that both women find important. The dialogue should be a natural, but interesting conversation between the two passionate women. It should clearly grow from your research into the details of their lives and accomplishments. Be sure the conversation addresses the essential question in the context of the work and lives of these women: Does our history shape our future?

Score	Narrative Focus	Organization	Elaboration of Narrative	Language and Vocabulary	Conventions
4	<p>The dialogue is clearly focused and maintained throughout:</p> <ul style="list-style-type: none"> <li>Effectively establishes a setting, characters, and point of view.</li> </ul>	<p>The dialogue has an effective topic/s focus helping create unity and completeness:</p> <ul style="list-style-type: none"> <li>Effective, consistent use of a variety of transitional strategies.</li> <li>Logical sequence of conversation from beginning to end.</li> <li>Effective opening and closure</li> </ul>	<p>The dialogue provides thorough and effective elaboration using details and description:</p> <ul style="list-style-type: none"> <li>Connections to source materials enhance the dialogue</li> </ul>	<p>The dialogue clearly and effectively expresses experiences or events:</p> <ul style="list-style-type: none"> <li>Effective use of sensory, concrete, and figurative language clearly advance the point of view</li> </ul>	<p>The dialogue demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> <li>Few, if any, errors, in usage and sentence formation</li> <li>Effective and consistent use of punctuation, capitalization, and spelling</li> </ul>
3	<p>The dialogue is adequately focused and generally maintained throughout:</p> <ul style="list-style-type: none"> <li>Adequately establishes a setting, characters and point of view.</li> </ul>	<p>The dialogue has an evident topic/s focus helping create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> <li>Adequate use of a variety of transitional strategies.</li> <li>Adequate sequence of conversation from beginning to end.</li> <li>Adequate opening and closure</li> </ul>	<p>The ndialogue provides adequate elaboration using details and description:</p> <ul style="list-style-type: none"> <li>Connections to source materials contribute to the dialogue</li> </ul>	<p>The dialogue adequately expresses experiences or events:</p> <ul style="list-style-type: none"> <li>Adequate use of sensory, concrete, and figurative language generally advance the point of view</li> </ul>	<p>The dialogue demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>Some errors in usage and sentence formation but no systematic pattern of errors is displayed.</li> <li>Adequate use of punctuation, capitalization, and spelling.</li> </ul>
2	<p>The dialogue is somewhat maintained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>Inconsistently establishes a setting, characters and/or point of view.</li> </ul>	<p>The dialogue has an inconsistent topic focus, and flaws are evident:</p> <ul style="list-style-type: none"> <li>Inconsistent use of basic transitional strategies with little variety.</li> <li>Uneven sequence of conversation from beginning to end.</li> <li>Opening and closure, if present are weak.</li> <li>Weak connection among ideas.</li> </ul>	<p>The dialogue provides uneven, cursory elaboration using partial and uneven details and description:</p> <ul style="list-style-type: none"> <li>Connections to source materials are ineffective, awkward or vague but do not interfere with the dialogue.</li> </ul>	<p>The dialogue unevenly expresses experiences or events:</p> <ul style="list-style-type: none"> <li>Partial or weak use of sensory, concrete, and figurative language that may not advance the point of view</li> </ul>	<p>The dialogue demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <li>Frequent errors in usage may obscure meaning.</li> <li>Inconsistent use of punctuation, capitalization, and spelling.</li> </ul>
1	<p>The dialogue may be maintained but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>May be very brief</li> <li>May have a major drift</li> <li>Focus may be confusing or ambiguous.</li> </ul>	<p>The dialogue has little or no discernable topic:</p> <ul style="list-style-type: none"> <li>Few or no transitional strategies are evident</li> <li>Frequent extraneous ideas may intrude.</li> </ul>	<p>The dialogue provides minimal elaboration using little or no details and description:</p> <ul style="list-style-type: none"> <li>Connections to source material, if evident, detract from the dialogue.</li> </ul>	<p>The dialogue's expression of ideas, is vague, lacks clarity or is confusing:</p> <ul style="list-style-type: none"> <li>Uses limited language</li> <li>Unclear point of view</li> </ul>	<p>The dialogue demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> <li>Errors are frequent and severe and meaning is often obscured.</li> </ul>
0	A response gets no credit if it provides no evidence of the ability to write a dialogue				

## Ana Mari Cauce

### President With A Cause

- 1 The UW's 33<sup>rd</sup> president has blazed trails to a rumba beat. She is the first Latina, first lesbian and first **exile** to hold the UW presidency. And she is an **academic** unicorn—the ultra-rare insider at a major university who climbed the ranks to the summit, in her case, all the way from assistant professor to top Dawg, overseeing three campuses, a \$8 billion budget, 59,000 students, and 31,000 **faculty** and staff.
- 2 WHEN ANA MARI CAUCE (first name rhymes with “calamari,” the other is “cow-say”) was a young girl she dreamed of becoming a firefighter. Not for the red truck and all, but “only because of the Dalmatians.” Once she got past that, she wanted to be a teacher. “School was always my **refuge**,” she says. “No surprise, I was never one of those popular kids. I like to say I was a geek before it was **chic**. And so, books were what **nurtured** me.”
- 3 [Her] smile turned out to be a signature **trait**, **unwavering** through the decades. It's warm and strong, not quite **bittersweet** but with a hint of a deeper story behind it.
- 4 Cauce's starts with the Cuban revolution in 1958. When Fidel Castro's **rebels** reached Havana, Cauce's father, the country's minister of education, and mother feared for their lives. They left straight from a New Year's Eve party for the Chilean **embassy**, where the **ambassador** arranged for their safe passage out of Cuba. They eventually landed in Miami.
- 5 “I never felt **deprived** in any way, shape or form,” Cauce says. Her parents shielded her from the reality of their sacrifices. Only when she applied for **financial** aid for college did she realize she was “poor” enough to qualify.
- 6 Her father never stopped reminding her that education is one thing no one could ever take away from her. His own education “didn't translate in this country, into power, wealth, **prestige**, any of those kinds of things. But it made his life richer in so many different ways.”
- 7 Cauce's brother graduated with honors from Duke University... On November 3<sup>rd</sup>, he took part in an anti-Ku Klux Klan rally led by the Communist Workers Party. Billed as “Death to the Klan,” the gathering of 40 to 50 protesters drew an angry response from

**exile** permanent removal from a country  
**academic** related to school and learning  
**faculty** teachers

**refuge** safety/safe place  
**chic** stylish  
**nurtured** cared for

**trait** feature  
**unwavering** steady  
**bittersweet** both wonderful and painful

**rebels** fighters  
**embassy** government office  
**ambassador** representative

**deprived** took away

**financial** related to managing money

**prestige** fame/respect

**caravan** a group of

	Klansmen and Nazis who filled nine vehicles in a <b>caravan</b> that rolled by the protesters... After 88 seconds of <b>subsequent</b> shooting, five protesters lay dead, including Cauce, who was unarmed.	people traveling together <b>subsequent</b> later
8	FIVE YEARS LATER, Cauce was a newly minted doctor of <b>psychology</b> ... Her research, funded by the likes of the National Institute of Mental Health, tended to focus on minority and homeless youth... In roughly three-year tours of duty, she became director of the UW Honors Program, then chair of the psychology department. She moved up to executive vice provost, then dean of the College of Arts and Sciences.	<b>psychology</b> (the study of thinking and behavior)  <b>accessible</b> (easy to get to, use, or understand)
9	JUST TWO MONTHS after becoming <b>acting president</b> , Cauce stepped to the microphone in the UW's Intellectual House... We all need to be more aware of our <b>prejudices</b> , she said. When she met the woman, Susan Joslyn, who would become her longtime partner and wife, Cauce wanted to tell her mother. She expected her mother, a 4-foot-11-inch "Mack truck of <b>persistence</b> ," to be unhappy. But she didn't <b>anticipate</b> what she said.	<b>acting president</b> temporary president <b>prejudices</b> unfair, pre-decided opinions <b>persistence</b> constant trying <b>anticipate</b> expect/look ahead to
10	"Now both my children are dead." Nothing could've been more hurtful, Cauce said.	
11	Her mother later offered to sell her only valuable possession, her condo, to pay for <b>conversion</b> treatment, Cauce said, <b>shrugging</b> and smiling. Then she wiped away a tear.	<b>conversion</b> change from one to another <b>shrugging</b> lifting both shoulders
12	But her mother changed. She opened her heart to Joslyn, a UW professor. And, after a <b>massive</b> stroke, she died in Cauce's arms, mother and daughter proud of each other in the end.	<b>massive</b> huge
13	Cauce feels some <b>ambivalence</b> about all the "firsts" <b>associated</b> with her <b>tenure</b> . "On the one hand, you know, it makes me incredibly proud. And I recognize that it sends an important message to women coming after me. On the other hand, there's a bit of, 'I'm not a woman president. I'm a president.'	<b>ambivalence</b> feeling more than one way <b>associated</b> connected <b>tenure</b> time in power
14	"I want to be known for my <b>accomplishments</b> , not just that I accomplished them while being female."	<b>accomplishments</b> things that were completed

Excerpts from Carolyn Dimmick's profile: <https://www.sos.wa.gov/legacy/stories/carolyn-dimmick/>

## Carolyn Dimmick

### A Judge For All Seasons

- 1 A role model for her own generation and all since, Judge Dimmick had to run a **gauntlet** of those "she's-a-woman-and-a-judge – imagine that!" – **stereotypes** before she became Washington's first female Supreme Court justice in 1981. Even then, her old boss, former King County **prosecutor** Charles O. Carroll, introduced her after her swearing in as "the prettiest justice on the Supreme Court."
- 2 Justice Jim Dolliver, who received his law degree from the University of Washington a year before Dimmick, knew she was a lot more than just a pretty face. In a classically **puckish** Dolliver touch, he passed her a note on their first day together on the bench: "Which do you prefer: 1) Mrs. Justice. 2) Ms. Justice. 3) O! Most Worshipful One, or 4) El Maxima?"  
  
"All of the above!" Dimmick wrote back, **laconic** as ever.
- 3 Nineteen-eighty-one was a **landmark** year for women and the **judiciary**. A few months after Dimmick **donned** the robe in Olympia, President Reagan nominated Sandra Day O'Connor of Arizona to the U.S. Supreme Court. In Dimmick's office at the Federal Courthouse in Seattle, there's a framed photo of her with Justice O'Connor. Born just a few months apart, they have a lot in common, **notably nimble** minds and a **reluctance** to be labeled. Judge Dimmick was **gratified** when O'Connor was named to the high court, but thinks the idea of **appointing** a woman simply because she is a woman is "**demeaning**."
- 4 Dimmick's 40-year **tenure** as a judge on county, state and federal courts "covers the span of time when women judges went from **novelty** to majority," says Robert S. Lasnik, her **colleague** on the U.S. District Court in Seattle. Lasnik, who succeeded Dimmick when she went on senior status in 1997, describes her as "a unique blend of wisdom, **humility**, humor and charm."
- 5 Despite her **pluck** and intelligence, Dimmick "was terribly discouraged early on

**gauntlet** symbol for a fight  
**stereotypes** prejudiced mental pictures  
**prosecutor** lawyer who tries to prove someone guilty

**puckish** playful and mischievous

**laconic** un-talkative

**landmark** hugely important  
**judiciary** related to judges and the court system  
**donned** put on  
**notably** especially  
**nimble** athletic  
**reluctance** feelings of hesitation  
**gratified** pleased  
**appointing** assigning to a position  
**demeaning** insulting

**tenure** time in power  
**novelty** new

**colleague** fellow worker

**humility** (not bragging)

**pluck** courage



and felt like giving up" as she encountered the **inertia** of a male-**dominated** legal profession. Women were torn between motherhood and careers, especially when there were so many **gender**-based roadblocks in the workaday world. No bra-burner, Dimmick **nevertheless** celebrated the power of sisterhood in the Women's **Liberation era**. "In the 1970s, Washington women lawyers were getting organized," she recalled 27 years later. "Grouping together gave us courage. And we overcame."

**inertia** slow or no movement  
**dominated** ruled-over

**gender** status on the female/male continuum  
**nevertheless** anyway  
**Liberation era** freedom time in history

6 In 1976, Dimmick was **appointed** to the King County Superior Court bench by Gov. Dan Evans. Her friend and future Supreme Court justice Charles Z. Smith **devoted** his **commentary** on KOMO TV to the occasion, concluding that "The fact that she's a woman is important ... but it really has nothing whatever to do with her **competence** as a judge. ... Ability and **integrity** in the law is measured by performance and not by whether one's a man or a woman."

**appointed** selected

**devoted** gave/reserved  
**commentary** statement of opinions  
**competence** smart ability  
**integrity** honest and good human quality

7 Lasnik adds, "I think the thing that's underestimated about her, especially concerning her years on the state Supreme Court, is that she can (bring people together). As the first woman on the state Supreme Court, you know that is a tough place to suddenly change. Sandra Day O'Connor did it a year later with the U.S. Supreme Court. The kind of person who is first is always so important .... Just as Justice Sandra Day O'Connor turned out to be a **remarkable** pick for Ronald Reagan, Carolyn Dimmick turned out to be the perfect person because she was able to make her male colleagues **adjust** and accept without ever making them feel put upon, or under attack."

**remarkable** amazing and interesting

**adjust** change to fit new conditions

## Pioneers in Pay Equity

### Chris Gregoire's "Most Unique Case"

- 1 A few days after flinging her Husky **mortarboard** into the air, Chris Gregoire began her career in state government typing and filing in a Seattle probation and parole office. Her training as a teacher **kindled** her interest in **juvenile** justice and she applied for a promotion. A supervisor told her he didn't need a "**token**" right then. Unfulfilled and underpaid, she quit and staked her future to Gonzaga Law School, where the **vast majority** of her classmates were men.

Just five years out of law school she was arguing a case with national importance and huge **implications**, particularly for the **gender gap** in pay that had women then earning about 62 cents for every \$1 men made. But Gregoire, who had been named Washington's first woman deputy **attorney** general, was not locking arms with **feminists**. Her job was to fight a 1982 union lawsuit **alleging discrimination** in state salaries for women.

- 2 The lawsuit was rooted in an **innovative** argument. Union attorneys said employers needed to go beyond the existing **doctrine** of "equal pay for equal work." That 1963 law rarely applied because men and women didn't often perform the same work. They were **segregated** by occupation. Engineers were men, nurses were women; same with plumbers, librarians and more. The idea **unveiled** in Washington was called "comparable worth." It hung on the **notion** that jobs of *similar value* to an employer should be paid the same.
- 3 [Study] findings were a **revelation**. Washington was the first employer to apply point-system **evaluations** specifically for **gender bias**, Remick reported. "Before the comparable worth study, women *felt* they were being underpaid," she says. "The study provided the hard data to *show* the salary differences.
- 4 In his proposed budget for 1977, [Governor] Evans included \$7 million to begin **implementing** comparable worth. Then the state's first woman governor was elected. The **iconoclastic** Dixy Lee Ray quickly put the kibosh on Evans' plan. Ray didn't know much about comparable worth and based on what she had heard, she said it was like mixing "apples with pumpkins and a can of worms." She wiped out Evans' \$7 million appropriation from her budget, even though the state enjoyed a **surplus** of funds. "The ultimate

**mortarboard** flat graduation hat  
**kindled** started  
**juvenile** youth-related  
**token** symbol  
**vast majority** almost all  
**Implications** effects/results  
**gender gap** difference between men and women  
**attorney** lawyer  
**feminists** people who feel strongly that women and men must be treated equally  
**alleging** making accusation  
**discrimination** unfair treatment

**innovative** new and interesting  
**doctrine** idea/belief  
**segregated** separated  
**unveiled** uncovered and showed off  
**the notion** the idea

**revelation** thing that is suddenly understood  
**evaluations** processes of figuring out the worth, amount, or quality of something  
**gender bias** discrimination based on sex

**implementing** putting into use  
**iconoclastic** radical  
**surplus** extra  
**irony** the opposite of what is expected

<p><b>irony</b> is that she was the first woman governor in the state's history and that's one of the things she eliminated," Evans later said.</p>	
<p>5 FED UP WITH THE INERTIA, the state federation of employees and their powerful parent union, based in Washington, D.C., prepared for action... A <b>committee</b> on sex discrimination was created at the union's 1972 national convention. Its survey of members found that pay <b>inequity</b> for women was their most pressing issue.</p>	<p><b>committee</b> group that decides or promotes something <b>inequity</b> inequality</p>
<p>6 GREGOIRE GRADUATED from law school in 1977 and interned with the Attorney General's Office in Spokane. She was preparing her resume when Slade Gorton, the state's attorney general, called.</p>	
<p>7 Gorton's <b>successor</b>, Ken Eikenberry, promoted Gregoire to head his Spokane office. Then Eikenberry, a Republican like Gorton, made her the state's first woman deputy attorney general. She hadn't heard much about comparable worth. A more pressing problem, she thought, was the kind of in-your-face discrimination she encountered when she applied to be a probation and parole officer.</p>	<p><b>successor</b> person that comes after someone else</p>
<p>8 Now... in Olympia, her <b>subordinates</b> included the team assigned to defend the state against the AFSCME lawsuit. After getting briefed by the team, she met with Eikenberry and his chief deputy Ed Mackie... She felt honored that they trusted her with such a big case. But was she up to it? Was it against her personal values?</p>	<p><b>subordinates</b> assistants</p>
<p>9 She requested some time to consider the challenges. But Eikenberry and Mackie weren't asking. She served at their pleasure. And as she later realized, having a woman as the lead attorney on the case was politically <b>astute</b>.</p>	<p><b>astute</b> perceptive</p>
<p>10 <i>AFSCME v. STATE of Washington</i> was heard by a three-judge panel. The three male judges totally reversed Tanner's decision, finding it flawed on legal <b>principles</b>. In sum... AFSCME failed to show the state intended to illegally discriminate.</p>	<p><b>principles</b> basic rules</p>
<p>11 With the clock ticking toward deadline, negotiators for the union and state signed a deal on the afternoon of New Year's Eve. It called for an estimated \$482 million in raises for state workers. But no back pay. And the union agreed not to take the case to the U.S. Supreme Court. The <b>negotiating</b> teams celebrated with Champagne in the governor's office.</p>	<p><b>negotiating</b> talking with others to reach agreement</p>
<p>12 THE SETTLEMENT amounted to real progress, Remick said. The agreement <b>required</b> the state to bring salaries up to 95 percent of a line between the average of men's and women's wages by July 1993.</p>	<p><b>required</b> demanded</p>

Excerpts from Chris Gregoire's profile: [https://www.sos.wa.gov/\\_assets/legacy/aotc/chris-gregoire.pdf](https://www.sos.wa.gov/_assets/legacy/aotc/chris-gregoire.pdf)

- 13 The **impact** of the AFSCME case spread far beyond Washington's borders, says Michael McCann, a University of Washington professor and author of *Rights at Work*, a well-researched **assessment** of the pay equity movement in the 1980s.
- 14 By 1989, an estimated \$450 million had been spent on raises **addressing** pay **disparity**. Twenty states accounted for most of that. Related studies, research and data collection was **underway** in 44 states.
- 15 And the benefits of **litigation** amounted to more than money. McCann's research showed a steep spike in national coverage of comparable worth after *AFSCME v. Washington*—the “biggest bang” of all the lawsuits—went to court. That **publicity**, in turn, helped raise **consciousness** and invited others to join the cause. Some of the 140 **activists** McCann interviewed said comparable worth's greatest achievement was changing hearts and minds. Women said they gained confidence and felt a newfound sense of solidarity.

**impact** effect

**assessment** test

**addressing** dealing with  
**disparity** difference  
**underway** happening

**litigation** lawsuits  
**publicity** being talked about a lot  
**Consciousness** awareness  
**activists** people who use action and strong words to support or oppose something  
**solidarity** closeness between people because of shared interests and common goals

## Elsie Parrish

### Working Class Shero

- 1 Elsie Parrish had reached her limit. A toddler when her father died in a **gruesome** farm accident, she was married at 15. She bore seven children. She divorced her alcoholic husband and became a single mother. She scrubbed toilets and changed bed sheets for a living. And in the spring of 1935, she just wanted what she was owed for working at Wenatchee's **splendid** Cascadian Hotel.  
**gruesome** terrible and scary  
**splendid** great
- 2 With the countryside pink in the **fragrant** blush of its signature apple orchards, Elsie walked to the handsome Doneen Building, a block from the Cascadian, and the law office of Charles Burnham Conner. Her question was simple: Why shouldn't the hotel owners pay her what state law required?  
**fragrant** nice-smelling
- 3 Washington was the fourth state in the union to **adopt** a minimum wage law for women. And Elsie knew she wasn't paid the prescribed minimum of \$14.50 for a 48-hour week.  
**adopt** start obeying
- 4 Yes, she had cashed her **deficient** paychecks in the depths of the Great Depression, when Wenatchee's **unemployment rate** stood at a stubborn 24 percent. "I took what they gave me because I needed this work so badly," she said. Still, it gnawed at her that the hotel, over the course of a year, had shorted her \$216.  
**deficient** not having enough  
**unemployment rate** percent of people who want to work but cannot find a job
- 5 Her **gumption** appealed to Conner, a part-time justice of the peace known as "C.B." He agreed to take her case, even though she couldn't afford to pay him. He would soon learn the **hoteliers** didn't **dispute** Elsie's job performance. Or the chambermaid's math. And they were versed in state law. They just believed it was **unconstitutional**.  
**gumption** common sense  
**hoteliers** hotel operators  
**dispute** argument  
**unconstitutional** against something in the Constitution
- 6 The U.S. Supreme Court had famously ruled several times against state regulation of work conditions. The white male **justices**, seemingly frozen in a 19<sup>th</sup> century view of **laissez-faire economics**, had **decreed** in 1923 that a minimum wage violated a woman's right to make her own contract with an employer. That was a Constitutional **liberty**, they **opined**, no matter how **callous** an employer might be.  
**justices** judges  
**laissez-faire** leave alone  
**economics** money related  
**decreed** ordered  
**liberty** freedom  
**opined** gave an opinion  
**callous** not caring
- 7 In its conservative interpretations, the court had also swatted down a dozen of President Franklin D. Roosevelt's New Deal proposals aimed at economic relief and recovery. "After slaughtering practically every New Deal measure that has been dragged before it," one national **columnist** wrote, the court's halls were "as in the last act of a Shakespearean **tragedy**, **strewn** with the **gory** dead."  
**columnist** writer  
**tragedy** terrible event  
**strewn** thrown  
**gory** bloody  
This is what Elsie, a grandmother without a gray hair, was up against.

Excerpts from Elsie Parrish's profile: [https://www.sos.wa.gov/\\_assets/legacy/aotc/elsie-parrish.pdf](https://www.sos.wa.gov/_assets/legacy/aotc/elsie-parrish.pdf)

- |    |  |  |
|----|--|--|
| 8  | When all the lawyers were done <b>deliberating</b> , to the nation's surprise, the chambermaid's case would take a stunning turn. And she played a <b>pivotal</b> role in a <b>profound</b> change in the justice's thinking.  | <b>deliberating</b> thinking things over carefully<br><b>pivotal</b> important<br><b>profound</b> very deep/extreme  |
| 9  | The victory won by this "ordinary Washington <b>citizen</b> benefited millions of other low-income Americans," says Gerry L. Alexander, former chief justice of the Washington Supreme Court.  | <b>citizen</b> person who lives in a country, state, etc.  |
| 10 | "Not only did it give the green light to the states to pass minimum-wage laws, which are <b>ubiquitous</b> today," Alexander says. "But it quickly opened the floodgates to other New Deal <b>legislation</b> , such as the Social Security Act, which has had a huge effect on just about everyone in our nation."  | <b>ubiquitous</b> existing everywhere<br><b>legislation</b> laws   |
| 11 | The court's reversal in Parrish—really Roberts' reversal—could be seen as reflecting changes in <b>ideology</b> across the legal profession in 1937, Bernard Schwartz wrote in <i>A History of the Supreme Court</i> . In this transformed thinking, <b>unregulated</b> markets were not meeting minimum needs of human welfare. If there ever was a need for the federal government to <b>exert</b> power, it was <b>aroused</b> during the Depression.         | <b>ideology</b> belief systems<br><br><b>unregulated</b> uncontrolled<br><br><b>exert</b> use<br><b>aroused</b> awakened                                   |
| 12 | DID THE THREAT of FDR's court-packing plan cause Justice Roberts' critical <b>conversion</b> ? Some had <b>presumed</b> so, giving life to a twist on the saying about <b>thriftiness</b> that a "stitch in time saves nine." After Roberts' reversal in <i>Parrish</i> , it became "the switch in time that saved nine"—referring to the nine justices being spared from FDR's proposal.  | <b>conversion</b> changing from one state of mind to another<br><b>presumed</b> assumed<br><b>thriftiness</b> care with money                              |
| 13 | On closer examination, though, many <b>historians</b> have discounted that <b>theory</b> . The Parrish case was argued on December 16 and 17, 1936.. In effect, Parrish was already decided, some six weeks before FDR <b>unveiled</b> his court-packing <b>scheme</b> . The public didn't know that.  | <b>historians</b> history experts<br><b>theory</b> explanation<br><b>unveiled</b> let everyone know<br><b>scheme</b> big plan                              |
| 14 | Parrish's unappreciated <b>legacy</b> still echoes around modern Washington. In 2018, it had the highest minimum wage of any state, \$11.50 per hour. California and Massachusetts joined Washington at the top in 2019, with hourly minimum wages of \$12.  | <b>legacy</b> something passed down to future people   |
| 15 | Shortly after her Supreme Court victory, Parrish disappeared from the public eye. Later accounts and records had her <b>toiling</b> in Omak, where her husband worked at a saw mill, then they moved to Snohomish County, and on to southern California. Although her case later "launched a thousand law review articles," she was never the story. She was not <b>prominent</b> in <b>feminist</b> or labor-history literature—or even in family <b>lore</b> . | <b>toiling</b> working hard<br><b>prominent</b> well-known<br><b>feminist</b> belief that women and men must be treated equally<br><b>lore</b> old stories |



## **Fawn Sharp**

### The voice of the Quinaults

- 1 Fawn Sharp, fresh from a mid-day workout, seems remarkably calm for someone with so many plates spinning on broomsticks. As president of the Quinault Indian Nation, she oversees an array of **enterprises**, including timber management, seafood sales and a resort casino that just underwent a \$25 million expansion. With 1,100 employees, the tribe is the largest employer in Grays Harbor County. Sharp was the first female president of the **Affiliated** Tribes of Northwest Indians and until recently a vice president of the National Congress of American Indians. She's a single mom with four lively kids. One just texted that he has an urgent need for an after-school pizza.
- 2 She looks up from her phone with a [confused] mom smile. Work-life balance dictates a break from her plans to sue the rods out of ExxonMobil for damaging "the planet our Creator gave us."... Sharp believes there is "**irrefutable**" evidence climate change is very real and very expensive. "**Incalculable**" is the word she uses. Her people are fighting for their livelihoods, she says. Maybe their very lives.
- 3 ...She grew up around legendary tribal leaders. Her mother, Ann Masten, was a recording secretary for the Northwest Indian Fisheries Commission. "I traveled around with her when I was still in grade school," Sharp remembers. "It was my job to push the 'record' and 'play' buttons on the old-fashioned tape recorder." She met Billy Frank Jr., the **charismatic** Nisqually fishing-rights **activist**, when she was 4. "Other little girls treasured their Barbies. Billy was my hero." They cursed him, clubbed him, tear-gassed him and threw him in jail. "But he never gave up," Sharp says.
- 4 ...Quinault Nation's Department of Fisheries [stopped] the 2018 commercial fishing season for the blueback, a unique population of sockeye salmon, after a total return of just 6,618 spawning fish. It was the third smallest return on record. The return was little better in 2019, so the commercial fishery was canceled once again. Annual runs once averaged nearly a quarter million fish. The blueback—one of the last largely undiluted wild salmon runs in the Northwest—are now a threatened, if not endangered, species. The decline, first noted in the 1950s, began **accelerating** 20 years ago. "The **productivity** of their prey, like plankton and krill, falls with ocean warming," tribal fisheries experts say. "Marine conditions for blueback returning in 2019 have been, on average, among the poorest in the past two decades."
- 5 **Poaching** is part of the problem, Sharp acknowledges. "That's nothing, however, compared to the impact of fossil fuels on an irreplaceable resource. It's time to hold oil companies accountable for their past record of denying climate change and their current obstruction of policies to reduce climate pollution. The devastation of our iconic blueback salmon has struck at the core of what it means to be Quinault. This incalculable loss jeopardizes the cultural identity of our people and our ability to support and nourish our families."

**enterprises**  
businesses/projects

**Affiliated** Connected

**irrefutable** definitely true  
**Incalculable** cannot be counted or figured out

**charismatic** interesting and well-liked  
**activist** person who uses action and strong words to support or oppose something

**accelerating** speeding up  
**productivity** working well and getting a lot done

**Poaching** hunting or fishing out of season

- 6 A week later, she was in Washington, D.C., to outline the crisis for members of Congress. A recent helicopter **reconnaissance** flight revealed the **enormity** of the disaster, Sharp said. Her heart sank when she saw how the entire Quinault ecosystem, 325 square miles, is being impacted by global warming, from the jagged peaks and rainforest valleys of the Olympic Mountains to Taholah and Queets, the coastal tribal villages. Anderson Glacier, once the source of the Quinault River, is mostly a memory. A nearby glacier is “nearly gone as well and the few remaining have dramatically receded in the last eight years,” Sharp said, warning that the environmental and economic impacts “are going to become more frequent and more intense.”
- 8 ...[Fawn Sharp attended] UW law school. She graduated in 1995, worked in the tribal attorney general’s office as the Quinault Nation’s lead attorney and emerged as a bright new face in the 2006 race for Tribal Council president. Before long she was on the national stage, representing a new generation of Native American leaders. After she was elected to a third three-year term in 2012, **dissidents** charged that she was spending so much time away from Taholah—working on regional and national Native American projects, getting her picture taken with Obama—that the administration of the Quinault Indian Nation was “unstable.” The recall attempt failed. She was re-elected president in 2015 and 2018.
- 9 ...“ExxonMobil” amounts to Fawn Sharp’s word for “hungry for profits.” She cites *Scientific American’s* report that the industry giant was aware of climate change as far back as 1977, yet it **obfuscated** the risks—much like the tobacco industry’s decades of denial about the dangers of smoking. Sharp was hugely disappointed by the failure of a 2018 Washington state ballot measure to create the nation’s first state fee on carbon emissions. Initiative 1631 advocated a tax of \$15 per metric ton, beginning in 2020 and increasing by \$2 annually until greenhouse gas reduction goals were met. Revenues from the carbon fee, estimated at a billion dollars a year by 2023, would have funded clean air, clean water and clean energy projects, including forest ecosystem restoration.
- 10 A similar carbon tax proposal having been **resoundingly** defeated in 2016, Sharp and other tribal leaders set out to win over the **electorate**. Sharp teamed with Ramona Bennett, the **formidable** former chairwoman of the Puyallup Tribe; Estela Ortega, executive director of Seattle’s El Centro de la Raza, and several other climate-change activists to launch the First American Project, a political action committee. The Inter-tribal and inter-racial group’s goal is to revive the energy of the Northwest civil rights movement of the 1960s and 1970s. Sharp and her cohorts—dubbed “the road warriors”—visited 28 tribes in 10 days to rally the Native American vote. It wasn’t enough. “Big Oil contributed most of the \$31 million that was spent to defeat the initiative,” Sharp says ruefully. “Frankly, I was depressed until my kids told me to keep fighting. That was all I needed to hear. I’m their voice and the voice of the children I hope they’ll have some day.” Billy Frank Jr. said it best, Sharp believes, when he observed that the challenge is colorblind: “We breathe the same air. We drink the same water. We are poisoned by the same pollution.”
- 11 Last spring, when President Trump issued a pair of executive orders to “help American energy companies avoid unnecessary red tape” by making it easier for firms to build

**reconnaissance**  
information gathering  
**enormity** hugeness

**dissidents** fighters  
against or opposition

**obfuscated** hid on  
purpose

**resoundingly**  
overwhelmingly and  
clearly  
**electorate** citizens who  
can vote  
**formidable**  
difficult/impressively  
strong



oil and gas pipelines and harder for state agencies to intervene, Sharp grew more **resolute**. The University of Washington Law School graduate believes tribes have the sovereign authority and legal standing to sue the fossil fuel industry for the collapse of their fisheries. “We’re not getting the dollars to manage our fisheries; we’re not getting the dollars to combat climate change,” she told a meeting of the **Affiliated Tribes of Northwest Indians** earlier in the year—as if they needed reminding. The Boldt Decision and a follow-up ruling that **mandated** the removal of **culverts injurious** to salmon italicized the tribes’ treaty rights. The fossil fuel industry’s liability for damaging the fishery ecosystem is as clear as the state’s, Sharp argues. “We will hold these large corporations accountable. ... My new mission is to make Big Oil wish Initiative 1631 would’ve passed. We’re going to take Big Oil down.”

12 No one who knows her doubts she means it.

**resolute** determined

**Affiliated** Connected  
**mandated** ordered  
**culverts** water channels  
**injurious** harmful

## Educator, suffragist, politician

### Josephine Corliss Preston's remarkable career

- 1 By the time she was 14 the tall, **precocious** girl was helping first graders learn their ABCs. In 1891, having taught full time for nearly two years, she was a fully certified, 18-year-old teacher in Otter Tail County, Minnesota, with high marks from the **superintendent's** examiners. A pot-belly stove took the edge off **bitterly** cold days outside the rough-**hewn** schoolhouses north of Fergus Falls, the county seat. Locals still **quip** that the only thing that stopped the cold north wind back then was a barbed-wire fence. **Boarding with** farm families, Josie Corliss slept in more than one attic. She was "so lonesome" that she **resolved** to improve the lives of rural teachers if she ever got a chance.  
**precocious** intelligent  
**superintendent** top-level manager  
**bitterly** extremely  
**hewn** shaped/made  
**quip** joke  
**Boarding with** Living with  
**resolved** committed  
**rural** (away from cities)
- 2 She got her chance in Walla Walla, Washington, an **influential agricultural** city that practically doubled in size to 20,000 in the first decade of the 20th century. And she made the most of it.  
**influential** important  
**agricultural** farming-based
- 3 In 1912, two years after Washington women won the right to vote, 39-year-old Josephine Corliss Preston was elected State Superintendent of Public Instruction, the direct **beneficiary** of a **suffrage** movement **propelled** by thousands of resourceful female campaigners. She **prevailed** in a tricky four-way race by out-**campaigning** her opponents, including two other women. Support from women's clubs was **decisive** to her victory.  
**beneficiary** receiver of benefit  
**suffrage** right to vote  
**propelled** pushed forward  
**resourceful** clever  
**prevailed** won  
**campaigning** doing a series of actions to reach a goal  
**decisive** clear
- 4 Washington's first female statewide elected official was **idealistic**, disarmingly bright and politically nimble—**simultaneously puritanical** and progressive; a proto-**feminist** divorcee who sang in the church choir. In 16 years as state school superintendent she effected 55 new laws "with **alacrity**, clarity and confidence," as one historian puts it, creating a modern school system. Early on she **emerged** as one of America's most influential educators...  
**idealistic** expecting that everything will work out  
**simultaneously** at the same time  
**puritanical** religiously strict  
**feminist** believing that women and men must be treated equally  
**alacrity** enthusiasm  
**emerged** came out/became visible
- 5 In 1919 Preston was elected president of the 52,000-member National Education Association, which then included principals and superintendents as well as teachers. Six-thousand **delegates** attended national convention in Milwaukee. She also led the Council of State Superintendents and Commissioners of Education and was elected a vice chairman of the new Women's Division of the Republican National Committee.  
**delegates** people (who do things for other people)
- 6 During the 1919-1920 votes-for-women campaign that saw Washington emerge as the **penultimate** state to **ratify** the 19th **Amendment**, Preston and national suffrage leader Carrie Chapman Catt became close friends. Unsurprising, for they had much in common. Catt had been a 14-year-old teacher in Iowa, and both belonged to the Women's Christian  
**penultimate** next-to-the-last  
**ratify** approve  
**Amendment** Change to constitution  
**Temperance** Self-control

**Temperance** Union. Preston arranged the 1919 luncheon in Olympia where Catt **rallied** Washington women to round up **pledges** of support from male lawmakers when Governor Louis F. Hart **balked** at calling a special session to ratify the suffrage amendment. Catt ended her address by calling for the formation of a league of women **voters**.

- 7 The governor ended up signing into law the **cornerstone** of Preston's **legislative agenda** that year: "An act to prevent **discrimination** in the payment of **salaries** between male and female teachers in the public schools of this state."
- 8 On Preston's watch, state per-pupil **funding** increased, kindergartens were established and **vocational** education classes incorporated in the secondary school curriculum. She improved teacher pay and retirement benefits—though not nearly as much as she had hoped—and **promoted** higher standards for teacher certification.

**rallied** celebrated/got stronger  
**pledges** promises  
**balked at** said no to

**voters** people (who vote)

**cornerstone** very important part  
**legislative** law-based  
**agenda** list of things to deal with  
**discrimination** unfair treatment based on skin color, age, etc.  
**salaries** money paid for working

**funding** giving money to  
**vocational** job-related  
**promoted** (helped increase/showed in a good way)

## Julia Butler Hansen

- 1 When Julia Butler Hansen took office in 1960 she boosted the number of women in the U.S. House of Representatives to 11. In 2019, there were 102—a record. Most of the 89 Democrats among them, including Speaker of the House Nancy Pelosi, wore white at the State of the Union Address in **solidarity** with their **suffragist** ancestors. Julia would have liked that. Her grandmother and mother were in the trenches of the fight for suffrage when Washington women won the right to vote in 1910, a decade ahead of the 19<sup>th</sup> Amendment. Julia grew up believing “girls can do anything,” even though she was from a town of **scarcely** 500 people. It’s possible that no town smaller than Cathlamet, Washington, has ever sent someone to Congress. Julia always said she “was raised with one **fundamental** belief—that you should serve your country.” Her mother was a county school superintendent at 23, her father the Wahkiakum County sheriff.
- 2 Julia Butler Hansen’s rapid rise to power on Capitol Hill came as no surprise to those who had followed her storied political career. She was the first woman to serve on the Cathlamet Town Council; the first woman to head the Education and Roads & Bridges Committees of the Washington State House of Representatives; the first female chairman of the 11-state Western Interstate Committee on Highway Policy; the first female speaker pro-tempore of the Washington House; the second Washington woman elected to Congress; the first woman to head a congressional **appropriations** subcommittee. And in the twilight of her political career the first woman to head the Washington State Transportation Commission. She was largely responsible for creating its predecessor, the State Highway Commission. Never the token woman, she retired undefeated in 41 consecutive elections. “No one ever represented her people better than Julia Butler Hansen,” said U.S. Senator Warren G. Magnuson, her friend since their days as Young Democrats in the 1930s.
- 3 ...Equal rights, education, timber supply, tribal self-**governance** and highways were her passions. Wahkiakum County’s “roads” were pretty much the Columbia River until 1930. She understood transportation issues at the most basic level. During World War II, when the Wahkiakum County engineer was called up for government service, she took over as acting engineer. The country road crews loved her. She’d pull up a chair in the lunch room, light a Chesterfield and want to know how things were going. She knew all their names, their wives’ names and most of their kids’ names.
- 4 As chairman of the House Education Committee in the Washington State Legislature in the 1940s, she pushed through a landmark package of education measures—raises and better contract protection for teachers; wartime nursery care for the children of working mothers; hot lunches; aid to handicapped children and support for the state’s **fledgling** community colleges. When Governor Monrad Wallgren, a fellow Democrat, vetoed her plan to improve the school employees’ pension plan, she

**solidarity** closeness between people because of shared interests and common goals  
**suffragist** person who believe that everyone should have the right to vote  
**scarcely** hardly  
**fundamental** basic

**appropriations** portions that were set aside

**governance** authority and control

**fledgling** young/inexperienced  
**denounced** criticized/insulted  
**false economy** trying to save money in a foolish way that results in spending even more

**denounced** it as a “cruel” act wrapped in a “smoke screen” of **false economy**. His **apologists** tried to **purge** her from the party. She was re-elected. He wasn’t.

- 5 Dan Evans, Washington’s three-term Republican governor and former U.S. senator, found out Julia was “someone special” in 1957, his freshman year in the state Legislature. He was surprised and thrilled to be asked to serve on her Highway Interim Committee, a plum assignment. Senior legislators from her party **coveted** the spot, **grousing** that Evans was a Republican—an **ambitious** one at that. He was also a **civil engineer**, Julia said. His expertise would be helpful to the committee. “Good roads are a **bipartisan** issue,” she told one complainer, “so get back to work.” Evans quickly developed enormous respect for “this savvy, **disarmingly** plainspoken woman who was an expert on highway legislation.” During her 11 years overseeing the committee, Julia helped plan the state’s network of modern roads, highways and bridges. Evans repaid the favor two decades later, appointing Julia to the State Highway Commission and Toll Bridge Authority.

- 6 ...Julia said she ran for the Town Council “because we needed things done in this town and they weren’t getting done.” For example, “the sewage from an apartment house was running right out into the street and into this woman’s property. I told the owner—the local banker—to put in a sewer line. He refused. I threatened to report him to the state health people. He said he didn’t think I’d do that to him. But he put in the line.”

- 7 The new councilwoman promptly organized a cleanup week and **lobbied for compulsory** garbage collection, assured by Town Attorney Mitchell Doumit that the **municipality** had such powers. She sent letters by the dozen to federal officials and met with WPA Administrator Don Abel, hoping to snag funding to improve Cathlamet’s thin **infrastructure**. The town docks, streets and water system all needed attention; sidewalks were scarce.

- 8 By 1938, the WPA was employing 49,000 workers in the state. Work was already under way on a landmark project that Wahkiakum County’s Young Democrats avidly supported: A bridge connecting Cathlamet to its **pastoral** next-door neighbor, Puget Island. Three miles wide, 7 miles long, with thousands of acres of fertile farm land protected by a network of dikes, the island “lies low, flat and green in the **lolling** Columbia River like a lily pad on a frog pond,” as Richard Seven, a *Seattle Times* reporter, once put it so gracefully. Back then—as now—a ferry on the south side carried vehicles and passengers to Westport, Oregon. Before the bridge was built, another ferry connected the island to Cathlamet. The island **boasted** a population of 800. Its farmers stood to benefit from easy access to Cathlamet.

- 9 Between her work in the county engineer’s office, the Town Council and Democratic Party duties, Julia had a lot of plates spinning on broomsticks. She had joined the Business & Professional Women’s Club and was **angling** for a job with U.S. Senator Lewis B. Schwellenbach, **presumably** on his state staff.

- 10 And the governor was urging her to run for the Legislature.

money  
**apologists** supporters and defenders (of something)  
**purge** remove or clear out  
**coveted** jealously desired  
**grousing** complaining  
**ambitious** high-reaching  
**civil engineer** designer of roads, bridges, etc.  
**bipartisan** two-party  
**disarmingly** surprisingly

**lobbied for** tried to convince lawmakers about  
**compulsory** required  
**municipality** city  
**infrastructure** basic equipment needed for a business or society to operate

**pastoral**  
peaceful/church-related

**lolling** hanging

**boasted** bragged

**angling** planning something sneaky  
**presumably** probably

- 11 ...On November 8, 1938, she was elected to the Washington State House of Representatives with 39 percent of the vote. [John K.] Van Buskirk, a thousand votes back, claimed the second seat. Julia and “Johnny,” as she called him, would be seatmates for 8 years, finishing neck-and-neck at the polls.
- 12 ...In January, when the 1939 legislative session [met], Democrats had a 73-26 majority in the House and a 40-6 hold on the state Senate. The Republicans had staged a modest **resurgence**, gaining 20 House seats. Women remained a distinct minority. “When I arrived in Olympia there were 99 members [of the House] and only four women ...and 95 of those men would just as soon seen you pitched out,” Julia recalled. All told, there were eight women in the Legislature. Sisterhood was complicated by the Democrats’ three **factions**—left, center and right—as well as generational issues.
- 13 The only female Republican was the widely respected Representative Ella Wintler of Vancouver. She leaned liberal, **notably** as a supporter of public utility districts. Representative Agnes Kehoe of Spokane, a 65-year-old freshman, was a centrist Democrat. Representative Kathryn Fogg, a Seattle housewife, was elected with the backing of the leftist Washington Commonwealth Federation. Senator Mary Farquharson, another Seattleite, was “an idealistic but **pragmatic** liberal” who resigned from the Commonwealth Federation when the Communist ties of its leadership became clear. The other female Democrats in the Senate were Kathryn Malstrom, a PTA **stalwart** from Tacoma; Kitsap County’s Lulu Haddon, a strong supporter of public education, and the **formidable** Pearl A. Wanamaker from Snohomish County, who was elected superintendent of public instruction the following year. Wanamaker and Julia’s mother were old friends. Julia always said her female legislative role models were Wanamaker and the new Secretary of State, Belle Reeves, a 5-foot-tall force of nature who had served in the House for 16 years. Nimble parliamentarians, Wanamaker and Reeves inspired **bipartisan** respect from men and women alike.
- 14 ...Julia emerged as an agile moderate in the first week of the session. She backed John N. “Jack” Sylvester, a young Seattle lawyer, for speaker over the left-wingers’ candidate and watched him win the gavel with the votes of all 26 Republicans. Consequently, Wahkiakum and Cowlitz counties were “being treated like royalty” by the speaker, Julia wrote in a gossip column for the *Longview Daily News*. She asked to be appointed to the Education and Roads & Bridges committees. Her wish was granted. Those committees would be her **abiding** interests for the next 20 years. Some of the jealous men called her “Madame Queen,” at least behind her back.
- 15 ...In the waning days of the **combative** 60-day session, Julia secured \$60,000 in state funds to cover cost overruns on the \$500,000 Puget Island Bridge. To advance her measure she had enlisted the support of majority floor leader Edward J. “Fresh Water” Reilly, a former speaker busy collecting IOUs for a comeback.
- 16 ...On Saturday, August 26, 1939, Governor Martin, U.S. Senator Lewis B. Schwellenbach, 3<sup>rd</sup> District Congressman Martin F. Smith, Highways Director Lacey V.

**resurgence** new interest  
(or popularity)

**factions** groups of  
fighting people

**notably**  
especially/famously

**pragmatic** practical  
**stalwart** strong and loyal

**formidable**  
difficult/impressively  
strong

**bipartisan** two-party

**abiding** old and lasting

Murrow and 4,000 Southwest Washington residents gathered at Cathlamet for the festivities. The [crowd] lining Main Street fell in behind a parade, replete with marching bands and floats, and proceeded to the deck of the 2,433-foot-long span, where the congressman cut the ribbon on FDR's signal. With that, the celebrants crossed to the island where the Grange hosted more speechmaking and a picnic. Julia was the master of ceremonies. The weekly *Cathlamet Eagle* issued a 47-page special edition. "The occasion was perhaps the proudest moment in the history of Cathlamet," *The Oregonian* wrote. The bridge dedication was a landmark event in Julia's political career. In 1990 the graceful span was **designated** the Julia Butler Hansen Bridge.

**designated**  
selected/named



## Linea Laird

### Engineering history

- 1 Linea Laird's eyes light up when she recalls **traversing** catwalks and cables, the wind tugging at her hard hat and goggles, as the new Tacoma Narrows Bridge took shape next to its older fraternal twin. As graceful as the Golden Gate, the fifth longest suspension bridge in the U.S. was completed in 2007, under budget and only a few months late despite unforeseen challenges and assorted surprises.  
**traversing** going through
- 3 Chances are you've never heard of Linea Laird, despite the fact that she is one of the most accomplished highway engineers in the history of the Washington State Department of Transportation. The limelight isn't her style. **Simultaneously self-effacing** and self-confident, she likes talking about **collaboration**, not herself. "I had amazing mentors and great colleagues in my 38 years at WSDOT," she says. "A lot of them were women, but there were also remarkably supportive men."  
**Simultaneously** (at the same time)  
**self-effacing** (low-not bragging)  
**collaboration** working together/team effort
- 4 Up front, in a sort of for-the-record moment, Laird volunteers that she doesn't have a college degree. (Neither does Bill Gates.) A summer job with WSDOT in 1979 led to the offer of a fulltime job. She decided to **forgo** her final year of engineering school... [She] had a 3½-year-old and another child on the way when, after countless hours of studying, Laird passed the **rigorous** tests to become a licensed engineer. "I work hard," she says. "I don't like not being on top of a situation."  
**forgo** give up/forget about  
**rigorous** difficult/strict/high quality
- 5 Laird's career at WSDOT was **punctuated** by calm oversight of costly, complicated projects, including the Narrows Bridge, the Alaskan Way **Viaduct** replacement and Highway 99 tunnel.  
**Punctuated** emphasized  
**Viaduct** Bridge
- 6 ...Laird was not among the first women who broke through in the engineering ranks at WSDOT, [Doug] MacDonald, former state Secretary of Transportation, says, but she **emerged** early on as someone with major **potential**. **Notably**, she was **preceded** by Paula Hammond, who in 2007 succeeded MacDonald as secretary of transportation, and Lorena Eng, the former Northwest Region **administrator**. As the final financing plans for the Narrows Bridge took shape, Laird also found an ally and friend in Amy Arnis, WSDOT's highly regarded chief **financial** officer. "Those bright women were among Linea's role models in highways management," MacDonald says. "It's unsurprising that Governor Chris Gregoire became an admirer ... Linea has a steel-trap grasp of what she's doing—about how to **mobilize** a team to complete a project. She's a problem solver with a low tolerance for BS. Linea Laird cannot be shined."  
**emerged** came out/became visible  
**potential** possible greatness or power  
**Notably** Especially/famously  
**preceded** happened before  
**administrator** manager  
**financial** related to managing money  
**mobilize** get ready for action
- 7 ...Today, the 26 female licensed engineers at WSDOT represent 24 percent of the total, according to the agency's human resources department. That's **on par with** the numbers of women receiving engineering degrees nationally, yet in 2018 only 14 percent of the **civil engineering** workforce in America was composed of women. The good news is that some of the nation's top engineering firms are now aggressively  
**on par with** equal to  
**civil engineering** designing and building bridges, etc



- recruiting women. Still, the myth that women are too “fragile” or otherwise **temperamentally** unsuited to the construction industry **lingers**.
- 8 ...Laird has understood the importance of maintenance since childhood. Born in 1957, she grew up in the heart of Alaska, one of five kids in a close-knit Fairbanks family that loved camping and fishing. Linea, her sister and three brothers were expected to be resourceful—to have after-school jobs but still do well in school. She worked at a movie theater before landing a job at a grocery store, working before school, after school and weekends. She excelled in math and science.
- 9 [W]hen she graduated from high school in 1975 and set out to raise money for college, she and a [friend] went to the laborer’s union hall to apply for a jobs on the Trans-Alaska Pipeline. “We goofed around for a couple of weeks, but when we went back they called our numbers. We looked at each other and thought, ‘Oh my!’ ”
- 10 Laird discovered that about 10 percent of the pipeline workers were can-do women. Some may have been the grandchildren of “Rosies” who riveted ships and bombers during World War II. “None of the work I did was very technical,” Laird remembers. “It might be power washing vehicles. It might be shoveling gravel or leveling out platforms ...We were up in the camps probably eight weeks at a time before we’d get a break. My take home pay was about \$750 a week, so I was very lucky to pay my way through college without being a **burden** on my parents.”
- 11 ...Her timing was right when she joined the Washington State Department of Transportation in Kitsap County. It was the 1980s “and there was a big push for women to be hired,” she remembers. “It came with a little bit of curiosity and a little bit of **angst** about whether women were going to be disruptive to an all-male engineering office. But we proved we were capable professionals—good teammates.”
- 12 ...Laird was WSDOT’s Olympic Region program administrator in 1998 when it fell to her to help sort out plans for a proposed new Tacoma Narrows Bridge, an \$800 million project that **generated substantial** local **opposition**. “There were many public meetings during the environmental and design phase—crowds of unhappy people,” Laird remembers. “Some people did not believe it would solve the traffic issues. Besides, they didn’t want to pay a toll. They felt that was unfair. It wasn’t about an exciting project for a beautiful new bridge to **expedite** traffic. It was about disruption. It was about being tolled. They said we were just jamming it down their throats.”
- 15 ...Laird next became WSDOT’s state construction engineer, representing the state on national committees for highway planning research and construction. In 2009 she became “**intricately** involved” in the design-build contract for the **controversial** Highway 99 tunnel designed to replace Seattle’s Alaskan Way Viaduct. The landmark elevated roadway was judged to be **vulnerable** to a major earthquake.

**temperamentally** related to personality characteristics  
**lingers** stays around

**burden** heavy load

**angst** stress and worry

**generated** created  
**substantial** big  
**opposition** fighting force/bad feelings

**expedite** speed up

**Intricately** in a detailed way  
**elevated** made higher  
**vulnerable to** able to be

- 16 Some said a tunnel could crack in a quake or become a big-bore **inferno** if a multiple-vehicle collision ignited gas tanks. Others worried that structures above the route could be damaged by the boring. One study warned that if toll rates were set high enough to foot the bill, thousands of motorists would “avoid the tunnel and cram into downtown streets.”
- 17 “I knew almost as little about tunnels as I’d known about suspension bridges when I started on the Tacoma Narrows project,” Laird says. “I mean, it’s not like the state digs a complicated, landmark tunnel every few years. ...And this project is right in *downtown* Seattle. It’s under all of these buildings. And it’s got crappy soils as well good soils. And we didn’t own the property underground where this huge tunnel was going to be. You are dealing with all of these property owners along the way. Meanwhile, the City of Seattle also has a vested interest in the work you’re doing and protecting all of its interests. They saw themselves as a **regulatory** oversight body—and they still do. So in everything you did you had to deal with the City of Seattle, state legislators and your own management. Paula Hammond, my boss and mentor for years, was our secretary of transportation, so I knew her door was always open. She’s whip smart and so on top of things. She not only understands the engineering side of things, she understands the political side of things. And she has [given] her career to paving the way for women in professional careers.

hurt by

**inferno** hell/hot oven

**regulatory**  
legal/law-based

## **Mabel Seagrave, M.D.**

### Living up to the motto

- 1 Mabel Seagrave, the “lady doctor” from Seattle, wasn’t rattled by the **gruesome** battlefield wounds she saw in France in the long, cruel summer of 1918. Her surgical skills and bedside manner impressed everyone. In the months to come, however, *Madame la doctoresse* admitted to being overwhelmed at times by a **deluge** of **refugees** suffering from the deadly “Spanish flu.” The highly contagious respiratory virus [destroyed] the immune systems of young soldiers in the trenches and thousands of **hapless**, undernourished civilians fleeing the fighting. The hunchback from a nearby village “was the nearest to an able-bodied man they could get to bury the dead.”  
**gruesome** terrible and scary  
**deluge** or huge amount  
**refugees** people who have run away from their own countries because of bad treatment  
**hapless** unlucky
- 2 At great [danger] of becoming ill herself, Dr. Seagrave stayed on after the November 11<sup>th</sup> [peace agreement] to work at a Red Cross hospital. Awarded the silver *Médaille d'honneur* as a token of France’s **gratitude**, she had “labored as a superwoman to check the **plague** and relieve suffering,” another volunteer said. Carrie Chapman Catt, president of the National American Woman **Suffrage** Association, presented Seagrave the group’s Merit of Honor award, saying she had demonstrated that strength, courage and **patriotism** were not just male attributes.  
**gratitude** thankfulness  
**the plague** the terrible disease  
**Suffrage** Right to vote  
**Merit** Good quality/good qualities  
**patriotism** country-loving
- 3 War hero, accomplished surgeon, lecturer, feminist, [storyteller], Mabel Seagrave would qualify as a **remarkable** woman in any **era**. In hers she was extraordinary. She was one of the first Seattle women to attend elite Wellesley College in Massachusetts. After graduating from the Johns Hopkins School of Medicine in 1911, she spent 18 months as the house physician at the New York [hospital] for Women and Children before returning to Seattle.  
**remarkable** amazing and interesting  
**era**. time in history.
- 4 ...World War I was at its **apex** when Dr. Seagrave and her Wellesley chum, Florence Denny Heliker, were sent to France by the National American Woman Suffrage Association to staff a refugee hospital. Both were avid suffragists. Heliker, in fact, was a granddaughter of Seattle pioneer Arthur A. Denny, an early champion of gender equality.  
**apex** highest point
- 5 ...The Red Cross field hospital where they volunteered after the [peace agreement] was in an overrun town called Foug in northeastern France—the Western Front during the war. The shooting had ended, but **typhoid** and dysentery were **rampant** and the flu was more deadly than war. More American Doughboys died from diseases, primarily the flu, than were killed in combat. The virus would claim at least 50 million victims worldwide—some say twice that. In America, an estimated 675,000 people died in one year.  
**typhoid** severe infection with fever and diarrhea  
**dysentery** disease that causes diarrhea  
**rampant** widespread and growing
- 6 ...Mabel Alexandria Seagrave was born in Cheyenne, the cattle-town capital of Wyoming, in 1882 to Arthur A. and Selina Stone Glass Seagrave. Arthur Amasa Seagrave, a descendant of Massachusetts Bay Colony Puritans, was a construction

engineer for the Union Pacific Railroad. After a stint as a Wells-Fargo agent in Portland, he arrived in Seattle in 1885 and dabbled in real estate. The following year, tragedy struck the family. Selina Seagrave, only 38 years old, died of an illness. Mabel was motherless at the **vulnerable** age of 4. Happily, the **precocious** child acquired a “notably kind and devoted” stepmother two years later when her father married a Seattle woman, Sarah Chatham.

- 7 ...Seagrave was co-valedictorian of the 65-member Seattle High School Class of 1901. Her address on the role of 20<sup>th</sup> Century women was warmly applauded by a standing-room-only crowd of 2,000 at the city’s Grand Opera House.
- 8 Wellesley College, striving to geographically **diversify** its enrollment, may have recruited Seagrave. Likely this came at the recommendation of Florence Denny, who had **matriculated** at the **prestigious** Massachusetts school the year before. Whatever the case, the sturdy, bespectacled young woman from Seattle was a good fit. She was studious but sociable, with a **puckish** sense of humor. She tried her hand at everything.
- 9 ...After graduating from Wellesley in 1905, Seagrave taught math at Seattle’s new high school on Broadway for two years before matriculating at Johns Hopkins Medical School in 1907. In order to meet the Baltimore school’s **stringent** entrance requirements she took an intensive Physics laboratory course at the University of Washington.
- 10 A pioneer in clinical training, Johns Hopkins was also a gender-equality pioneer. Throughout the 1880s and early ’90s, “women were generally considered too **frivolous** and delicate to handle full-strength medical education, with its **gory** emphasis on human anatomy and disease,” historians at Johns Hopkins wrote. “So people were understandably shocked when word spread in 1893 that there were three women in Hopkins’ first medical school class.
- 11 The step was revolutionary. Except for a few women’s colleges, very few American medical schools of any stature then allowed a woman to take a degree.”
- 12 Seagrave was one of seven women in Hopkins’ 89-member Class of 1911. In 1910, women represented 2.6 percent of American medical school graduates. It wasn’t until 1970 that women made up more than 6 percent of any medical school class in the United States.
- 13 In 1928, Seagrave was one of two women admitted to the **prestigious** American College of Surgeons. (It **initiated** 600 men that year.) The news made headlines throughout the West. The ACS, which admitted its first woman in 1913, initiated no more than five a year until 1975.
- 14 ...Female physicians in her era stuck together. Seagrave wrote her father in 1910 that the female physicians of New York offered her \$1,000 as an [motivator] to locate in Manhattan after she received her medical degree and studied abroad.

**vulnerable** capable of being hurt  
**precocious** intelligent (or early-developed)

**diversify** branch out into different things  
**matriculated** got a college degree  
**prestigious** famous/respected  
**puckish** playful and mischievous

**stringent** strict

**frivolous** silly and unimportant/not serious (in a disrespectful or inappropriate way)  
**gory** bloody

**prestigious** famous/respected  
**initiated** started

- 15 Though she loved the work, after 18 months at the New York Infirmary for Women and Children, Seagrave headed home to rapidly growing Seattle. She was impressed that Washington women had won the right to vote two years earlier, in 1910. Seattle's female physicians were among "the hundreds of thoroughly educated professional women of the city" who campaigned for the suffrage amendment approved by nearly 64 percent of the voters. Building on that decisive victory, they were now redoubling their efforts for national suffrage, outraged that the men who made the laws seemed to regard "the vote of the lowest class of their own sex ...including loafers, drunkards and jailbirds ...as superior to that of the highest class of women."
- 16 Seagrave, 31, was warmly welcomed by Seattle's established female physicians. Among them were Maude Parker, a dedicated suffragist, and Lillian Irwin, Sarah Dean, Mariette Marsh Armstrong, Mary Skinner and Harriet Clark, who would serve with the Red Cross in Greece during World War I. Those women were among the seven founding members of the Medical Women's Club of Seattle, which was organized in 1906. Their ranks grew to 24 with the arrival of Dr. Seagrave in 1912. In all, there were 450 physicians in Seattle. The city's population would grow by nearly 33 percent to 315,000 between 1910 and 1920.
- 17 Seagrave's energy registered immediately as the Medical Women's Club reached out to female physicians around the state. And in Oregon and Idaho as well. The goal was creation of a Tri-State Women's Medical Society. Nena J. Croake, a Tacoma doctor elected to the Legislature in 1912, was an enthusiastic supporter of their efforts to advance the standing of women physicians. Croake, was vice president of the Washington Equal Suffrage Association, and had been active in the suffrage movement since 1889.
- 18 Dr. Seagrave's Johns Hopkins degree and overseas **exploits** opened doors. Her sheer competence and force of personality—together with the lingering frontier character of the Northwest in her era—also helped her gain entrée denied to women doctors in the East.
- 19 ...She was "Dr. Mabel" to her friends. Her patients, especially children, loved her "gentle, **reassuring** smile." To have "a little chat with her was to get a sunnier slant on life," the *King County Medical Bulletin* wrote. Seagrave volunteered early on with the Children's Welfare Division of the Seattle Health Department, overseeing dental clinics for **underprivileged** children. Her Wellesley and Soroptimist Club friend, Florence Denny Heliker, was now a probation officer with the county Juvenile Court. Seagrave volunteered to help there, too, as well as at Seattle's new Children's **Orthopedic** Hospital. Her OB-GYN practice thrived. Her lectures on infant care drew crowds of women to the Bon Marché department store. In 1921-22, she headed the committee that oversaw construction of the impressive new home of the Women's University Club. Wearing the caps and gowns of their **alma maters**, the club's present and past trustees, each carrying a lighted candle, descended the staircase into the drawing room and placed the candles on the fireplace mantel. To signify hospitality, Dr. Seagrave lit the fire with "a great green candle."

**exploits** bold or daring acts

**reassuring**  
calming/sweet

**underprivileged** poor

**Orthopedic**  
(bone/joint/muscle medical care)

**alma maters**  
(previously-attended schools)

## Mary Fairhurst

### Believe in Miracles

- 1 Robe on or off, Mary Fairhurst is not the chief justice you'd expect from Central Casting. A large woman with a lovely smile, she **radiates** openness. It's in her **gene** pool. Her father, Stan Fairhurst, a former Jesuit **seminarian**, is remembered with **affection** by hundreds of students he befriended during his years as a teacher and vice president for business and finance at Gonzaga University. Her mother, also a Mary, was the first lay chaplain at Spokane's **Sacred** Heart Medical Center. Her grandfather, Tacoma lumberman Cyril Jackson Fairhurst, also a Zag, was one of the nation's leading Roman Catholic **laymen**.  
When the chief justice says, "I'm alive for a reason" it's an article of faith as well as a mission statement.
- 2 Mary Elizabeth Fairhurst, 62, is the oldest of seven **uncommonly** bright, competitive kids. As a volleyball player, she was a **fierce** competitor who won or lost with a grace that **inspired admiration**. A **magna cum laude** graduate of Gonzaga's School of Law, she became the youngest ever president of the State Bar Association. Her cliff-hanger election to the Washington Supreme Court in 2002 created its first female majority. Now, as chief justice, Fairhurst's **colleagues** call her the conciliator—someone with "a sense of being at peace with her place in the world," as Justice Debra Stephens, a fellow Zag, puts it. "In tense situations, I've heard her say to everyone in the room, 'Let's just breathe.' She's not lecturing; she's counseling. It's 'Calm down. Be **civil**. Respect one another's **perspectives**.' Not many people could do that and come off as effective as Mary."
- 3 With a 6-3 female majority, including the chief justice, Washington is one of 10 states with female high court majorities. Oregon and California also have female chief **justices**, and 40 of the 50 states have had female chiefs. Yet America's courtrooms still fall far short of mirroring the nation's **diversity**.
- 4 After her graduation from law school in 1984 Fairhurst spent nearly three years as a **judicial** clerk, working first for Chief Justice William H. Williams and then for his **successor** as chief, William Cassius Goodloe. It would have been difficult to have found two more **temperamentally** different justices. Williams, a former longtime Spokane County Superior Court judge, was an **avuncular** fellow Gonzaga Law School graduate who leaned liberal, often casting the

**radiates** shines/gives off  
**gene** tiny chemical  
assembly instruction inside  
of living things  
**seminarian** religious school  
student  
**affection** feeling of love

**Sacred** Holy

**laymen** ordinary people

**uncommonly** unusually  
**fierce** strong  
**inspired** brought about  
**admiration** strong feeling  
of pleasure and wonder  
**magna cum laude** with  
great honors

**colleagues** fellow workers

**civil** kind  
**perspectives**  
opinions/points of view

**justices** judges

**diversity** many different  
kinds of people or things

**judicial** law-related

**successor** person or thing  
that comes after something  
else  
**temperamentally** related to  
personality characteristics  
**avuncular** friendly



swing vote. Goodloe, a former Republican **legislator** and **GOP** party chairman, was an **avowed** conservative. He **resigned** before the end of his first term to run for the U.S. Senate against fellow Republican Slade Gorton, whom he viewed as too **moderate**. Working for Goodloe after Williams was an eye-opener for someone like Fairhurst, with her strong Jesuit social-justice upbringing. (Her dad often took homeless men to Denny's; her mom famously instructed the youngest of the seven Fairhurst sibs, Duby, to **surrender** a pair of brand-new Christmas mittens to a homeless woman dragging a cart down a snowy street in Spokane.) **Diplomatic** as ever, Fairhurst says the chief justices were two bright men who had spent decades as trial court judges.

5 “Comfortable in his own skin,” Williams **instinctively** shifted gears to the **appellate** level, she says, **exerting** a **moderating** influence on the court, while Goodloe was an **inveterate** activist. “I got to see the benefit of the best of both of them.” What’s more, during Fairhurst’s years as a clerk, four new justices came on board, including Carolyn Dimmick. Fairhurst worked with a dozen justices in all.

6 Next stop was the Office of the **Attorney** General, working for Republican Ken Eikenberry and his successor, Democrat Chris Gregoire—16 years in all... Mary Fairhurst’s 2002 victory created the first female majority (Madsen, Ireland, Bridge, Owens and Fairhurst) in the 113 years since the founding of the [state **supreme**] court in 1889.

7 Gerry Alexander says Fairhurst’s “**fortitude** and faith tell us a lot about who she is as a person and as a judge. Even when I disagreed with her, her arguments were thoughtful and well-reasoned. She has a very good judicial **temperament**.” The former chief points to Fairhurst’s wide-ranging experience with the Attorney General’s Office and as president of the State Bar Association. “She was one of the first women to head the bar and its first **public sector** president,” Alexander notes. “Being Bar Association president is a *tough* job, but the members had a lot of respect for her.” Though Fairhurst’s plate is overflowing right now, she smiles broadly when she talks about being chief justice: “I love being chief. It’s a perfect job for me.”

**legislator** law-maker  
**GOP** Republican(s)  
**avowed** loyal  
**resigned** quit (a job)  
**moderate** not extreme/medium-level

**surrender** give up

**Diplomatic** Polite relationships with people

**instinctively** deeply  
**appellate** a higher court for review  
**exerting** putting into action  
**moderating** evening out  
**inveterate** long-lasting

**Attorney** Lawyer

**supreme** most powerful

**fortitude** strength

**temperament** personality

**public sector**  
government-run services and their employees

## Mary-Claire King

### "For her, science is personal"

- 1 [In 2016], President Obama draped a National Medal of Science around King, a University of Washington professor since 1995. Every "single American should be grateful for Mary-Claire King's path," the President said in a White House ceremony. At a time when most scientists believed cancer was caused by viruses, she pursued a hunch that certain cancers were inherited. The self-described "stubborn" scientist plugged away at a marathoner's pace, her every step haunted by the loss of her childhood best friend to cancer.
- 2 "Seventeen years of work later, Mary-Claire discovered a single gene that **predisposes** women to breast cancer," Obama said. "And that discovery has empowered women and their doctors with science to better understand the choices that they make when it comes to their health and their future."
- 3 ...When she won a Lasker Award, often called the "American Nobels," in 2014, presenter Marc Tessier-Lavigne likened her to Gretzky, who holds the National Hockey League record for most "hat tricks"—scoring three goals in a game. "Like the Great One himself," Tessier-Lavigne said, "Mary-Claire is in a league of her own." She made major impacts in at least three fields—**evolutionary genetics**, medical genetics and molecular **forensics**.
- 4 ...She became fascinated by math as a young girl while playing story-puzzles with her father, a retired labor relations manager for Standard Oil. He was often bedridden in their suburban Chicago home with late-onset effects of the 1918 influenza **epidemic**. In the early days of television when there were few channels and programs, father and daughter would watch baseball games together and he'd ask questions such as: How many hits does Cubs star Ernie Banks need in this game to lift his batting average to .280? Mary-Claire would mull over her dad's **query** and figure out she needed more information. He'd ask what she was missing. Well, she had learned batting average is number of hits divided by number of at-bats. So she'd say she needed his total number of at-bats.
- 5 ...[in 1973, King] saw an ad for a position at the University of California-San Francisco researching breast cancer, which she knew almost nothing about. She thought of the job as "just a place to land with the opportunity of doing something useful."
- 6 She started by meeting surgeons who helped her understand the disease and its aggressiveness in some families. "They were older, they were without exception male, and they were wonderful to me. I was obviously no threat."
- 7 ...She soon focused on the idea that there was a family component to breast cancer—and it was a key but overlooked risk. Ancient Greeks had mentioned it, 19<sup>th</sup> century French scientist Paul Broca documented 10 cases in his family over four

**predisposes** (makes ready)

**evolutionary** (related to things slowly changing for the better over time)

**genetics** (the study of tiny chemical assembly instructions inside of living things)

**forensics** (extremely careful, science-based crime solving)

**epidemic** widespread disease

**query** question



generations, and in the 1920s British **statistician** Dr. Janet Lane-Claypon reported evidence of a familial link.

- 8 ...At the time, scientists believed cancer was acquired during one's life, not ***in utero***. The disease grew out of damaging changes to one's genes, the thinking went, caused by viruses and environmental factors, such as chemicals or radiation. Breast-cancer clusters within families seemed too random to be traced to a single gene.
- 9 ...She was determined to find the deviant gene or genes that triggered **hereditary** cancer. First, though, she needed good data. She heard about a large survey of breast cancer patients, and age-matched healthy subjects from the same neighborhoods, planned by the National Cancer Institute. The survey was mainly interested in whether the use of birth-control pills **altered** the risks of breast, ovarian or **uterine** cancer. (Men can get breast cancer, but the disease is about 100 times more common in women.)
- 10 King was able to get a few family history questions added to the survey, which would take years to complete. Meanwhile, her lab crafted and began running statistical models to determine if there was evidence for other reasons for breast-cancer clustering besides genetics.
- 11 ...WHILE HER CANCER RESEARCH **plodded** along and her lab awaited more details from the government's big survey, King took a sort of mini-sabbatical. She began commuting to Stanford University, where a mentor, Luca Cavalli-Sforza, was helping to stretch her expertise to molecular genetics. While at Stanford she also learned about grandmothers in Argentina trying to find children who disappeared during that country's brutal military **dictatorship**.
- 12 In 1976, the military overthrew the government of Isabel Peron, the widow of **populist** president Juan Peron. ...During the military's reign, from 1976 to 1983, up to 30,000 Argentines were "disappeared." About 30 percent of the disappeared, as they became known, were women.
- 13 ...The military and its allies thought they could reform the enemy's children to create "**authentic** Argentines" through adoption. Many of the disappeared children were given to military families. Others were handed to orphanages.
- 14 A group of courageous "abuelas" or grandmothers began to hold silent protests outside the presidential palace in Buenos Aires.
- 15 ...In 1984, the dictatorship had fallen. The grandmothers had already collected 145 case records of children who had been seen alive but whose parents had disappeared. King and others in Cavalli-Sforza's lab developed a blood test that could identify a genetic link between grandparents and grandchildren. In doing so, she was an **innovator** in the **nascent** field of molecular forensics.
- 16 ...Argentine reformers had set up a human rights commission, to which King was a consultant. She helped create a national genetic database of families who lost children

**statistician** (person who works with numbers for a living)

**in utero** inside the mother's womb

**hereditary** (related to things you get from your parents' genes)

**altered** changed  
**uterine** uterus-based

**plodded** walked slowly and heavily

**dictatorship** (a country ruled harshly by one person)

**populist** (related to what regular, ordinary people like and want)  
**reign** rule

**authentic** real

**innovator** clever creator  
**nascent** early and undeveloped

during the Dirty War that could be used to confirm the true identities of children. Courts ordered some suspected stolen children to be tested. Others volunteered after later learning they were adopted.

- 17 But King's blood tests had shortcomings. They needed samples from all four grandparents for bulletproof confirmation. More puzzles to solve.
- 18 ...King and colleagues built a more powerful test, based on **maternal** lines of heredity. They used mitochondrial DNA, which is passed on through mothers and creates a kind of genetic family crest. With a sample from granny, researchers could tell if a boy or girl was her grandchild without any remains or a trace of DNA from the missing mom.
- 19 It was the first application of mitochondrial DNA analysis. King's lab was soon asked to help the American military identify remains from as far back as World War II. And it began to identify victims of **atrocities** worldwide. Her efforts helped launch the United Nations forensic team.
- 20 ...In all the **tributes** heaped on King, one of her forensic feats has received little attention. She confirmed the mangled remains of Russia's last royal family, who were executed in 1918 by Bolshevik bullets, **bayonets** and rifle butts, then buried and **chaotically** reburied in a forest.
- 21 JUST AS KING HAD IMAGINED when she was **smitten** by Curt Stern's lectures, genetics was proving to be the greatest puzzle of all. The search for reliable breast cancer data was long and painstaking. She had to collect a good number of large families in which a history of the disease was well-documented. Then she and her researchers had to determine whether these women were inheriting the same stretch of DNA on a particular chromosome.
- The National Cancer Institute survey eventually collected details from 1,579 patients. And King received permission to contact women who said their mother or sister also had breast cancer. She had also found families on her own over the years, often referred to her by physicians. Other women with a family history contacted her after seeing an ABC-TV news story about King in 1987 that had aired on 127 network **affiliates** around the country.
- 22 She and her lab researchers dove in with questions: Is there an inherited form of breast cancer? Can we, using the large number of families, state genetic hypotheses based on the distribution of cancer in the families? Then can we test statistically whether those **hypotheses** fit the data better than other theories of clustering without a hereditary effect?
- 23 The quest bogged down. King's team had narrowed their focus to 23 large families with 146 cases of **invasive** breast cancer. But the results were mixed. Some families showed convincing linkage to a genetic marker, or **variation**, on the 17<sup>th</sup> of 23 human **chromosomes**. (Markers are genetic material scattered in DNA that can act like road signs to a gene's location.) Other families did not fit that pattern.

**maternal** mother-based

**atrocities** horrifying crimes

**tributes** messages of thanks  
**bayonets** knives (at the end of rifles)  
**chaotically** in a noisy, crazy way  
**smitten** fond of  
**affiliates** partners

**hypotheses** educated guesses

**invasive** harmful  
**variation** difference/different version  
**chromosomes** (genetic information storage areas)

- 24 ...One morning, King's colleague Beth Newman had a brainstorm: Let's look at this by age. They stretched the pedigrees out in the halls of the Life Sciences Building, organized by average age of breast cancer diagnosis in the family. The pieces began to fall into place as more and more paper blanketed the halls. For each of the seven families in which women had been stricken before 50, the abnormal marker on Chromosome 17 proved a strong predictor of risk. "It was really clear that statistically there was something there," King said.
- 25 ...After more than a year of **courtship** by the University of Washington, King moved her lab north, along with a dozen researchers, all supported by federal grants or fellowships. King herself brought a lifetime grant from the American Cancer Society (via the Walt Disney family) to help **defray** research costs. Her new lab was just an indoor stroll from the UW's **acclaimed** medical center.
- 26 ...The UW is a "fabulous place" to carry out her work, King says two decades later. "There cannot be anyplace that's superior to this."
- 27 It's also a fine place for women in science, she says, on the Monday after a "depressing" story in *The New York Times Magazine* about sexism at the **prestigious** Salk Institute in California. "One of the great things about working here is that interactions are straightforward. Clearly that's not universal," she says at her tidy desk, below shelves lined by white binders full of family pedigrees.
- 28 ...Her UW lab continues to research breast and ovarian cancer with a focus on families whose genetic problems remain undetermined. Researchers in the King lab are also trying to sort out the genetics of **schizophrenia**, which is much more frequently due to brand new **mutations** than inherited mutations.

**courtship**/trying to attract someone

**defray** pay part of

**acclaimed**  
famous/highly complimented

**prestigious**  
famous/respected

**schizophrenia** (very serious mental disorder)  
**mutations** changes

## Trish Millines Dziko

### You have it, you share it

- 1 Sit with Trish Millines Dziko and you can still feel the passion that drove her to walk away from serious money in order to teach computer skills to minority children. It's in her gaze, her [honesty], her words. *Evolutionary. Revolutionary. Generational change.*
- 2 ...Her nonprofit, staffed mostly by women and minorities, started as an after-school program **culminating** in technology-related internships and \$1,000 scholarships. It has **morphed** into a model for teaching in public schools. In its history, the foundation—or TAF, as it's known—reports that it has served some 19,000 students resulting in a 95-percent high school graduation rate and a 100-percent college acceptance rate for those who applied.
- 3 ...THERE IS NO QUESTION where Dziko got her drive, vision and selflessness. "That comes directly from my mother," she says. "Everything that I am as a person has to do with how she raised me and the things that I observed with her and the things she was able to accomplish as a woman who cleaned houses for a living. You can't get any better of a role model than her."
- 4 ...She was a single woman in her early 50s and childless when she adopted Trish. "I knew I was adopted but you don't ask, 'Why did you adopt me?' 'I have no idea, but I know I'm grateful,'" Trish says. Pat raised Trish by herself. She also took in troubled relatives, led drives to start three local Baptist churches, and paid all her bills promptly in cash.
- 5 ...[Trish] was "kind of geeky" back [in high school]. But there wasn't much to explore in the way of technology, so she carted the film projector around to classes, threaded **celluloid** through sprockets inside the machine and onto a take-up reel, flipped the bulb on, and watched the device entertain her peers.
- 6 ...In her senior year, while studying and playing championship-caliber ball, she helped care for her mother, who was bedridden with cancer of the pancreas and liver. Pat Millines died a month before Trish's high-school graduation. Her will **stipulated** that Trish would not get access to her modest estate until she turned 35. It was another of Pat's efforts to help Trish make her own way.
- 7 Alone at 18, Trish entered nearby Monmouth College that fall, the first woman to receive a full basketball scholarship to the school.
- 8 ...She wanted to major in electrical engineering, but her prerequisite classes conflicted with basketball practice. She switched to computer science.

**culminating** ending

**morphed** changed

**celluloid** film

**stipulated** specifically said

- 9 ...After graduation, without the benefit of interviewing or negotiating skills, she landed a job at the Computer Sciences Corporation in New Jersey.
- 10 ...During Thanksgiving 1984 she visited Seattle and liked the mountains, the water, and the neighborhoods, with their own parks and community centers. She liked that “nobody blinks an eye” at gay and lesbian people. It’s one reason she calls Seattle one of the country’s best places. “I like that we can go out as a family and everybody already makes the **assumption** that we are a family, and they talk to us like they talk to the straight couple with kids standing next to us. I love it.”
- 11 She packed up a U-Haul and moved north in January 1985. But this time she had savings to last six months. She had interviews lined up. She figured she’d work for Boeing, which offered her a job. Instead she went to work for Telecalc, which offered her a better experience as manager of its testing department. There, she was introduced to people who had worked at an upstart company called Microsoft.
- 12 ...TRISH STARTED WRITING software for Microsoft in 1988, which broadened her skills. But in time, she came to dislike her manager and his “in-your-face” style that was popular at the company. One day as her team prepared to ship a new product, Trish kept hitting a bug in tests. The bug popped up at different times without a detectable pattern. She and her manager set up computers side-by-side and kept running the test script. They sat together all night trying to figure out the problem. They got to know each other a bit. “And I’m like, well, he’s a pretty nice guy.”
- 13 That guy—who remains her friend to this day—was Bob Muglia, who went on to become a top executive at Microsoft. He hired Dziko as a program manager in 1990 to work on a tool for database management that later would be used by organizations around the world, including most Fortune 100 companies. She was part of a small team. They were young. “We didn’t have any lives. We were there, you know, seven days a week, sometimes 15 hours a day.” And they “kicked some butt.”
- 14 ...[S]he was going on recruiting trips for minority applicants, having dinners with candidates of color the company wanted to hire, and playing a part in founding Blacks at Microsoft.
- 15 “BAM was created totally out of necessity,” she says. “We had people coming from historically black colleges, coming from neighborhoods where it was **predominantly** one race, and coming to the northwest where it’s all white, mostly. And coming to Microsoft where it’s really, really white. And living on the Eastside.” They had questions, such as where to go to church, or for a haircut, or to socialize.
- 16 Only about 40 African Americans worked at Microsoft then. BAM organized a Minority Student Day that brought kids from Seattle’s Central District to Redmond, gave them a tour, showed them the technology, and basked in their excitement. They fed families at Thanksgiving and bought gifts for them at Christmas. They set **precedents** for diversity groups at other companies. She doubts any similar group anywhere “had as much fun as we did.”

**assumption** idea (you think is true)

**predominantly** mostly

**precedents** important things that happened before

- 17 She then decided to leave the familiar harbor of technical work for an opening in the diversity department. She “really, really, really wanted to pursue this whole issue of diversity” and how to recruit more people of color to the company.
- 18 ...She also came to realize that while Microsoft was improving its recruiting, people of color still faced a problem. The tech industry was getting its talent from colleges. And college opportunities were limited for people of modest incomes. There was a **reservoir** of talent in Seattle being ignored, brimming with girls and kids of color. Microsoft and others weren’t seeing it because it was at the high-school level.
- 19 ON A WINTER DAY in 1996, Trish and her partner Jill Hull, a mental health counselor, were walking their dogs and **bemoaning** the lack of opportunities for kids of color. In a society racing toward a high-tech future “while still mired in a racially divided past,” Trish was now in a position to make a difference. Microsoft’s program of providing employees with stock options had created several thousand new millionaires, including Trish, as stock value rose by a factor of 250 in the decade after the company went public in 1986.
- 20 Trish’s action plan for TAF was to flood the technology industry with so many talented people of color that companies could no longer use the excuse that they couldn’t find capable young minority candidates, particularly from the most overlooked populations—African Americans, Latinos, Native Americans and Pacific Islanders.
- 21 In October 1997, TAF opened in a building in south Seattle. It **initially** offered after-school technology classes for high-schoolers and classes **concentrating** on math, writing and problem-solving for kindergarten-through-eighth-graders. The programs required high-schoolers to log six hours of learning a week over the course of eight months. And they imposed strict rules about attendance, grades and apparel.
- 22 The William H. Gates Foundation gave \$444,000 to TAF just after its first birthday. Trish and Jill would donate \$250,000 to the foundation.
- 23 In its first year, 27 out of 32 students made it through the “Technical Teens Internship Program.” They learned networking, web development, programming, and media production. Of those, 23 were hired for paid summer internships by area companies and agencies. Soon TAF was turning away more students than it admitted.
- 24 ...AS TAF BEGAN TO COUNT its **alumni** in the hundreds, Dziko and foundation staff realized the limitations of out-of-school programs. They built a strategy to reach more students by partnering with public schools. TAF then revealed a plan to establish five new public schools rooted in science, technology, engineering and math, known collectively as STEM, in minority neighborhoods. The foundation hoped to provide at least \$1.5 million a year in **supplemental** funds to each of the schools. It hoped to buy a computer for every student, hire more teachers to keep class sizes low, and extend the school day.
- 25 ...A deal was signed to bring the TAF Academy to a campus of portable classrooms nestled between Totem Middle School and Star Lake Elementary School, which are in

**Reservoir** holding tank  
(or area)

**bemoaning** complaining  
about

**initially** at first  
**Concentrating** focusing  
mental and physical  
effort

**alumni** former students

**Supplemental**  
additional/helping

Kent, but part of the Federal Way district. The academy for sixth- through 12<sup>th</sup>-graders opened in 2008.

- 26 ...After TAF's success in the Federal Way district, Santorno, the Tacoma superintendent, felt Boze Elementary School was ripe for a partnership with the foundation. Boze needed a boost in student achievement and some attention that would ignite faculty and parents, she says. Boze certainly met the foundation's **criteria** for a partnership; 82 percent of its students were of color and 84 percent were eligible for free and reduced lunch. (Other criteria include having a majority of teachers agree to the change, along with school and district officials.)
- 27 "I was always impressed with her vision," Santorno says of Dziko. "Here was a female of color who was really interesting in giving back and starting something that was focused on the needs of students, especially students of color."
- 28 ...The chief challenge now for Dziko is how to scale up their model to 60 additional schools. "I think our partnership with public education is the way. We just need funders to see it and have some patience and have some faith," she says. "And part of it is having faith in an organization that's led by people of color serving people of color. **Philanthropy** is not used to that. They're used to giving money to white-led organizations to help brown and black kids."
- 29 ..."Generational change is my legacy. We need it. I got it with my mom and her siblings doing the work to lift me and my cousins up. I think our generation let the ball drop a little. So I feel really good that I picked it up."

**criteria** judging requirements

**Philanthropy**  
Money-giving (to charities)

## Research and Resource Links

Topic	Name	Resources
Environment	Janet McCloud:	<ul style="list-style-type: none"> <li>• <a href="https://newsmaven.io/indiancountrytoday/archive/janet-mccloud-mother-grandmother-and-activist-1934-2003-M0z9UKxG3kW5_OTj6amBbg/">https://newsmaven.io/indiancountrytoday/archive/janet-mccloud-mother-grandmother-and-activist-1934-2003-M0z9UKxG3kW5_OTj6amBbg/</a></li> <li>• <a href="https://en.wikipedia.org/wiki/Janet_McCloud">https://en.wikipedia.org/wiki/Janet_McCloud</a></li> <li>• <a href="https://iloveancestry.com/janet-mccloud-tulalip-leader-fishing-rights-activist-fish-ins/">https://iloveancestry.com/janet-mccloud-tulalip-leader-fishing-rights-activist-fish-ins/</a></li> <li>• <a href="https://www.tulaliptv.com/tulalip-remembers-janet-mccloud-1934-2003/">https://www.tulaliptv.com/tulalip-remembers-janet-mccloud-1934-2003/</a></li> <li>• <a href="https://www.seattlepi.com/local/article/Janet-McCloud-1934-2003-Indian-activist-put-1130832.php">https://www.seattlepi.com/local/article/Janet-McCloud-1934-2003-Indian-activist-put-1130832.php</a></li> </ul>
	Fawn Sharp	<ul style="list-style-type: none"> <li>• Excerpts available as part of the lesson packet.</li> <li>• Full length info available at : <a href="https://www.sos.wa.gov/_assets/legacy/aotc/fawn-sharp.pdf">https://www.sos.wa.gov/_assets/legacy/aotc/fawn-sharp.pdf</a></li> </ul>
Athletics	Cora Smith Eaton:	<ul style="list-style-type: none"> <li>• <a href="https://en.wikipedia.org/wiki/Cora_Smith_Eaton">https://en.wikipedia.org/wiki/Cora_Smith_Eaton</a></li> <li>• <a href="https://www.nps.gov/yell/blogs/suffragettes-in-yellowstone-dr-cora-smith-eaton.htm">https://www.nps.gov/yell/blogs/suffragettes-in-yellowstone-dr-cora-smith-eaton.htm</a></li> <li>• <a href="https://lithub.com/climbing-mountains-for-the-right-to-vote/">https://lithub.com/climbing-mountains-for-the-right-to-vote/</a></li> <li>• <a href="https://documents.alexanderstreet.com/d/1009554986">https://documents.alexanderstreet.com/d/1009554986</a></li> </ul>
	Melissa Arnot-Reid:	<ul style="list-style-type: none"> <li>• <a href="https://www.melissaarnot.com/">https://www.melissaarnot.com/</a></li> <li>• <a href="https://en.wikipedia.org/wiki/Melissa_Arnot">https://en.wikipedia.org/wiki/Melissa_Arnot</a></li> </ul>
	Michelle Akers:	<ul style="list-style-type: none"> <li>• <a href="https://en.wikipedia.org/wiki/Michelle_Akers">https://en.wikipedia.org/wiki/Michelle_Akers</a></li> <li>• <a href="https://www.seattletimes.com/sports/soccer/once-best-known-as-americas-first-womens-soccer-star-michelle-akers-is-now-devoted-to-a-different-passion-saving-horses/">https://www.seattletimes.com/sports/soccer/once-best-known-as-americas-first-womens-soccer-star-michelle-akers-is-now-devoted-to-a-different-passion-saving-horses/</a></li> <li>• </li> </ul>
Television/Media	Dorothy Bullitt:	<ul style="list-style-type: none"> <li>• <a href="https://en.wikipedia.org/wiki/Dorothy_Bullitt">https://en.wikipedia.org/wiki/Dorothy_Bullitt</a></li> <li>• <a href="http://www.bullitt.org/about/history/">http://www.bullitt.org/about/history/</a></li> <li>• <a href="https://www.historylink.org/File/677">https://www.historylink.org/File/677</a></li> </ul>
	Lori Matsukawa	<ul style="list-style-type: none"> <li>• <a href="https://www.king5.com/article/news/community/celebrating-king-5-anchor-lori-matsukawa-retiring-after-36-years/281-c99d924b-010f-4e6d-b096-012e0f711773">https://www.king5.com/article/news/community/celebrating-king-5-anchor-lori-matsukawa-retiring-after-36-years/281-c99d924b-010f-4e6d-b096-012e0f711773</a></li> <li>• <a href="https://www.seattletimes.com/seattle-news/now-i-can-retire-and-be-happy-lori-matsukawa-stepping-down-after-36-years-at-king-5/">https://www.seattletimes.com/seattle-news/now-i-can-retire-and-be-happy-lori-matsukawa-stepping-down-after-36-years-at-king-5/</a></li> </ul>
	Jean Enersen	<ul style="list-style-type: none"> <li>• <a href="https://www.seattletimes.com/seattle-news/jean-enersen-ending-42-years-as-king-5-news-anchor/">https://www.seattletimes.com/seattle-news/jean-enersen-ending-42-years-as-king-5-news-anchor/</a></li> <li>• <a href="http://community.seattletimes.nwsources.com/archive/?date=20071125&amp;slug=pacificpjeanie25">http://community.seattletimes.nwsources.com/archive/?date=20071125&amp;slug=pacificpjeanie25</a></li> </ul>



<b>Technology/ Philanthropy</b>	<b>Melinda Gates:</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.gatesfoundation.org/What-We-Do/Global-Policy/Philanthropic-Partnerships">https://www.gatesfoundation.org/What-We-Do/Global-Policy/Philanthropic-Partnerships</a></li> <li>• <a href="https://www.washingtonpost.com/lifestyle/magazine/for-melinda-gates-heartbreak-motivates-philanthropy/2019/05/20/5fa14758-66a4-11e9-8985-4cf30147bdca_story.html">https://www.washingtonpost.com/lifestyle/magazine/for-melinda-gates-heartbreak-motivates-philanthropy/2019/05/20/5fa14758-66a4-11e9-8985-4cf30147bdca_story.html</a></li> <li>• <a href="https://www.cnn.com/2017/12/01/philanthropist-melinda-gates-on-becoming-more-visible-at-the-bill-and-melinda-gates-foundation.html">https://www.cnn.com/2017/12/01/philanthropist-melinda-gates-on-becoming-more-visible-at-the-bill-and-melinda-gates-foundation.html</a></li> </ul>
	<b>Trish Millines Dziko</b>	<ul style="list-style-type: none"> <li>• Excerpts available as part of the lesson packet.</li> <li>• Full length info available at : <a href="https://www.sos.wa.gov/_assets/legacy/aotc/trish-millines-dziko.pdf">https://www.sos.wa.gov/_assets/legacy/aotc/trish-millines-dziko.pdf</a></li> </ul>
<b>Education</b>	<b>Josephine Corliss Preston</b>	<ul style="list-style-type: none"> <li>• Excerpts available as part of the lesson packet.</li> <li>• Full length info available at : <a href="https://www.sos.wa.gov/_assets/legacy/aotc/josephine-corliss-preston.pdf">https://www.sos.wa.gov/_assets/legacy/aotc/josephine-corliss-preston.pdf</a></li> </ul>
	<b>Ana Mari Cauce</b>	<ul style="list-style-type: none"> <li>• Excerpts available as part of the lesson packet.</li> <li>• Full length info available at : <a href="https://www.sos.wa.gov/_assets/legacy/aotc/ana-mari-cauce.pdf">https://www.sos.wa.gov/_assets/legacy/aotc/ana-mari-cauce.pdf</a></li> </ul>
	<b>Stephanie Coontz</b>	<ul style="list-style-type: none"> <li>• Excerpts available as part of the lesson packet.</li> <li>• Full length info available at : <a href="https://www.sos.wa.gov/_assets/legacy/aotc/stephanie-coontz.pdf">https://www.sos.wa.gov/_assets/legacy/aotc/stephanie-coontz.pdf</a></li> </ul>
<b>Work and Wages</b>	<b>Elsie Parrish</b>	<ul style="list-style-type: none"> <li>• Excerpts available as part of the lesson packet.</li> <li>• Full length info available at : <a href="https://www.sos.wa.gov/_assets/legacy/aotc/elsie-parrish.pdf">https://www.sos.wa.gov/_assets/legacy/aotc/elsie-parrish.pdf</a></li> </ul>
	<b>Chris Gregoire</b>	<ul style="list-style-type: none"> <li>• Excerpts available as part of the lesson packet.</li> <li>• Full length info available at : <a href="https://www.sos.wa.gov/_assets/legacy/aotc/chris-gregoire.pdf">https://www.sos.wa.gov/_assets/legacy/aotc/chris-gregoire.pdf</a></li> </ul>
<b>Medicine and Science</b>	<b>Mabel Seagrave</b>	<ul style="list-style-type: none"> <li>• Excerpts available as part of the lesson packet.</li> <li>• Full length info available at : <a href="https://www.sos.wa.gov/_assets/legacy/aotc/mabel-seagrave.pdf">https://www.sos.wa.gov/_assets/legacy/aotc/mabel-seagrave.pdf</a></li> </ul>
	<b>Mary-Claire King</b>	<ul style="list-style-type: none"> <li>• Excerpts available as part of the lesson packet.</li> <li>• Full length info available at : <a href="https://www.sos.wa.gov/_assets/legacy/aotc/mary-claire-king.pdf">https://www.sos.wa.gov/_assets/legacy/aotc/mary-claire-king.pdf</a></li> </ul>
<b>Transportation</b>	<b>Julia Butler Hansen</b>	<ul style="list-style-type: none"> <li>• Excerpts available as part of the lesson packet.</li> <li>• Full length info available at : <a href="https://www.sos.wa.gov/legacy/">https://www.sos.wa.gov/legacy/</a></li> </ul>

	<b>Linea Laird</b>	<ul style="list-style-type: none"> <li>• Excerpts available as part of the lesson packet.</li> <li>• Full length info available at :  <a href="https://www.sos.wa.gov/_assets/legacy/aotc/linea-laird.pdf">https://www.sos.wa.gov/_assets/legacy/aotc/linea-laird.pdf</a> </li> </ul>
<b>Supreme Court Judges</b>	<b>Carolyn Dimmick</b>	<ul style="list-style-type: none"> <li>• Excerpts available as part of the lesson packet.</li> <li>• Full length info available at :  <a href="https://www.sos.wa.gov/legacy/stories/carolyn-dimmick/">https://www.sos.wa.gov/legacy/stories/carolyn-dimmick/</a> </li> </ul>
	<b>Mary Fairhurst</b>	<ul style="list-style-type: none"> <li>• Excerpts available as part of the lesson packet.</li> <li>• Full length info available at :  <a href="https://www.sos.wa.gov/_assets/legacy/aotc/mary-fairhurst.pdf">https://www.sos.wa.gov/_assets/legacy/aotc/mary-fairhurst.pdf</a> </li> </ul>