

Celebrating Women's History Month

Teaching Guide/Student Worksheets

This instructional guide supports the use of the profiles for Celebrating Women's History Month. It offers vocabulary words from the text and several short answer questions based on the content of each profile. In some cases, references to related websites are included with additional materials about the person or their pursuits. Lastly, the guide includes two or three activities per profile called "Newspaper Tie-ins." These activities suggest how to bring the lessons of these historical figures into the present, to make their lives relevant and apply the lessons to today's news. These graphic organizers were created for students in grades 4-8 and can be narrowed or expanded to accommodate the needs of each instructor's class. Feel free to modify these activities or create your own.

*Written by Mary Hadigan Miller, Educational Services Director
for the New York News Publishers Association –
Newspaper In Education Program
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Florida Standards

The Florida Department of Education defines that the Florida Standards provide a robust set of goals for every grade. Emphasizing analytical thinking rather than rote memorization, the Florida Standards will prepare our students for success in college, career and life. The Florida Standards will reflect the knowledge and skills that our young people need for success in college and careers.

Building on the foundation of success that has made Florida a national model, The Florida Standards provide a clear set of goals for every student, parent, and teacher.

For more information on Florida Standards, go to the CPALMS website. CPALMS is the State of Florida's official source for standards information and course descriptions: <http://www.cpalms.org>.

The reading material and activities in this packet applies to the following Florida Standards for grades four through twelve.

Social Studies: SS.412.A.1.1; SS.412.A.1.2; SS.5.A.6.2; SS.5.C.2.4; SS.5.C.2.5; SS.7.C.2.10; SS.8.A.1.3; SS.912.A.1.6; SS.912.A.1.7 **Language Arts:** LAFS.412.RI.1.1; LAFS.412.RI.1.2; LAFS.412.RI.1.3; LAFS.412.RI.2.4; LAFS.412.RI.2.5; LAFS.412.RI.2.6; LAFS.412.RI.3.7; LAFS.412.SL.1.1; LAFS.412.SL.1.2; LAFS.412.SL.1.3; LAFS.412.SL.2.4; LAFS.412.SL.2.5; LAFS.412.SL.2.6; LAFS.412.W.1.1; LAFS.412.W.1.2; LAFS.412.W.1.3; LAFS.412.W.2.4; LAFS.412.W.2.5; LAFS.412.W.2.6; LAFS.412.W.3.7; LAFS.412.W.3.8

Tampa Bay Times Newspaper in Education

The Tampa Bay Times Newspaper in Education (NIE) program is a cooperative effort between schools and the Times to promote the use of newspapers in print and electronic form as educational resources. Our educational resources fall into the category of informational text.

Informational text is a type of nonfiction text. The primary purpose of informational text is to convey information about the natural or social world. And since the mid-1970s, NIE has provided schools with class sets of informational text in the form of the daily newspaper and our award-winning original curriculum, at no cost to teachers or schools.

In the Tampa Bay area each year, more than 5 million newspapers and electronic licenses are provided to teachers and students free of charge thanks to our generous individual, corporate and foundation sponsors. In addition to providing free supplemental materials to educators, NIE hosts free educator workshops and webinars. Our teaching materials cover a variety of subjects and are consistent with Florida's education standards. For more information about NIE, visit tampabay.com/nie or email ordernie@tampabay.com. Follow us on Twitter at [Twitter.com/TBTimesNIE](https://twitter.com/TBTimesNIE).

Name _____

Amelia Jenks Bloomer

Vocabulary – write a brief definition of the following words:

pioneering _____

clothier _____

temperance _____

periodical _____

compositor _____

lobbying _____

Read the profile of Amelia Bloomer. Then answer the following questions.

1. After working as a teacher, what jobs did Bloomer take on? _____

2. What was Bloomer the first woman to become? _____

3. What parts of a women’s wardrobe were replaced by Bloomer’s “pantalette”? _____

4. After her publishing career ended what did Bloomer fight for and how did she go about doing it? _____

5. Find Homer on a map or use an online mapping tool. About how far is it from your school? _____

Related Websites:

<https://www.archives.gov/education/lessons/bloomer/activities.html> – National Archives – Teaching with Documents

Newspaper Tie-ins:

- Amelia Bloomer produced her own publication. As a class, develop your own newspaper reporting on the activities of the past week or two. Assign each student to a specific task including photographer, cartoonist, reporter, editor, printer, carrier (distribution), etc. Be sure to include articles on student’s interests and rights.
- Imagine you live during the time of *The Lily*’s publication. Draw a cartoon or write an editorial on how you feel about the new ‘Bloomer’ craze.

- Complete the compare/contrast exercise on the next page.

Name _____

Amelia Jenks Bloomer lived her life struggling for equality and social justice. Look through the newspaper (in-print or electronic) for examples of people standing up for their rights or the rights of others. Compare and contrast these modern actions with those of Bloomer. Use the chart below to organize the information you find.

Bloomers’s struggles for herself and others

Modern struggles for equality and social justice

Follow Up: The lifelong efforts of Amelia Jenks Bloomer and others eventually lead to the ratification of Nineteenth Amendment given women the right to vote. How does women voting influence our society today?

Assessment question: What do you think you’ll remember most about this lesson? Why?

Name _____

Kate Mullany

Vocabulary – write a brief definition of the following words and phrase:

labor union _____

immigrated _____

famine _____

inflation _____

scholars _____

heroine _____

Read the Famous New Yorker profile of Kate Mullany. Then answer the following questions.

1. Where was Kate Mullany born? _____

2. Why did people of Kate’s time have more collars than shirts? _____

3. When did Kate Mullany and other female laundry workers start the Collar Laundry Union? How many years was it active? _____

4. Why did Kate feel the union was necessary? _____

5. Looking at a map of the world, how far away is Troy, New York from Ireland? And, using a map of New York State, about how far away is your school from Troy? _____

Related Websites:

<http://www.katemullanyrhs.org/> – Kate Mullany National Historic Site

Newspaper Tie-ins:

- As a class or in teams, look through the newspaper for working women in as many careers as can be found. Compare what you found and know about working women today with the working women in Kate Mullany’s time.
- Look through the newspaper and find something you think is wrong that you’d like to change. Write a letter to the editor expressing views on the topic. Or, look through copies of recent newspapers for stories about how an ordinary citizen made a difference in their community.
- Using the help wanted listings in the print newspaper or online, select a job you might like to have when you’re an adult. Research what you would need to know or what skills you would need to have to get that job. Organize your “job search” in the chart on the next page.

Name _____

Job description:
Why did you select this job?
What education/skills are necessary for this position?
Where could you get the required education/skills?
How long will it take to obtain these education/skills? Estimate how much this education will cost.
How does your “job preparation” compare to Kate Mullany’s in her work as a shirt collar laborer?

Assessment question: What did you enjoy most about this learning activity?

Name _____

Jane Delano

Vocabulary – write a brief definition of the following words and phrase:

vocation _____

corps _____

alma mater _____

hygiene _____

influenza epidemic _____

Read the profile of Jane Delano. Then answer the following questions.

1. What assignment did Delano receive after impressing her instructors while studying at the Bellevue Hospital Training School in New York City? _____

2. What career did Delano consider and even take classes for at the University of Buffalo? _____

3. Due to Delano’s efforts, how many professional nurses were able to go to the European battlegrounds to aide soldiers during World War I? _____
4. What medal did Jane receive after her death? Why? _____

5. Find Montour Falls on a map or use an online mapping tool. About how far is it from your school? _____

Related Websites: <https://e-anca.org/History/Topics-in-ANC-History/Contributions-of-the-US-Army-Nurse-Corps-in-WWI> - Contributions of the U.S. Army Nurse Corps in WWI

The Lewiston Journal - May 16, 1981, Headline: American Red Cross 100 Years Old - <https://news.google.com/newspapers?nid=1899&dat=19810516&id=oqZGAAAAIBAJ&sjid=gPMMAAAAIBAJ&pg=1990,2701868&hl=en> -

Newspaper Tie-ins:

- Look for health news in recent editions of the newspaper and other reliable sources. Make a chart of the ailments and treatments mentioned. Group ailments together by the part of the body affected. How are these ailments different from yellow fever and typhoid fever that caused serious epidemics in the late 1880s?
- Jane Delano administered health care to injured soldiers. Research medical care techniques during World War I and how we treat wounded soldier today. Compare and contrast the type of treatments for injured soldiers today versus the type of care Nurse Delano may have provided.

Name _____

Medical treatments WWI	Similarities	Medical treatments Today

Assessment question: What do you think was the most interesting thing you learned about Jane Delano?

Name _____

Katharine Graham

Vocabulary – write a brief definition for the following words and phrase:

prestigious _____

acquisitions _____

publishing _____

Pentagon Papers _____

resignation _____

Read the profile of Katharine Graham. Then answer the following questions.

1. What was the first newspaper Katharine worked for as a reporter? About how old was she? _____

2. What part of the *Washington Post* did Katharine edit when her father was running the paper? _____

3. What two major cover-ups of the 1970s were brought to public awareness because of the reporting in the *Washington Post*? _____

4. What writing award was Ms. Graham awarded? For what work? _____

5. Find Manhattan on a map or use an online mapping tool. About how far is it from your school? _____

Related Websites:

<http://www.nytimes.com/2001/07/18/us/katharine-graham-of-washington-post-dies-at-84.html> – Katharine Graham’s obituary in the *New York Times*

Newspaper Tie-ins:

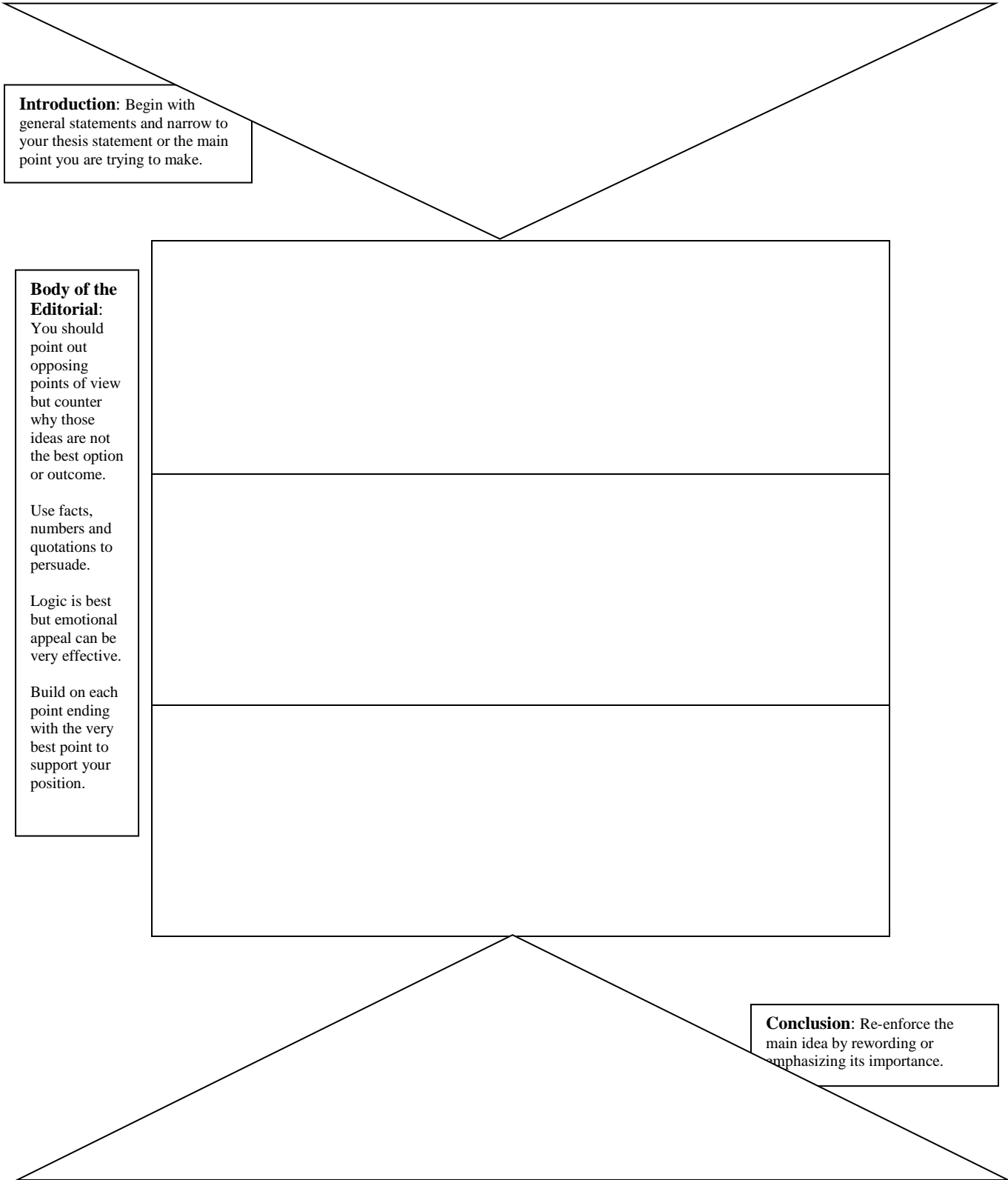
- Katharine’s first job at the Washington Post was as editor of the page of letters to the editor. Look for your local newspaper’s letter to the editor page. Read through several days of this section. What are the main topics of interest for the newspaper’s readers? Do these topics seem important to you? Why or why not?
- Katharine Graham at first was perhaps a reluctant leader of the Washington Post Company. However she learned the business and was very successful. Look through recent editions of the

newspaper for other examples of individuals meeting an unexpected challenge. How are they similar to Ms. Graham or how are they different?

- Read an editorial about politics or social issues in today's paper. Write an editorial with an opposing point of view, whether or not you agree. Use the chart on the next page to help organize your writing.

Name _____

Building an Editorial



Assessment question: What one thing about this lesson would you like to know more about?

Source: This organizer was adapted from *Inside Journalism*, Washington Post Newspaper In Education Program (2003).

Series Exercises:

1. Select any two women and compare and contrast their lives and accomplishments.
2. Create a crossword puzzle using key vocabulary words from each profile. Consider using the crossword puzzle student interactive tool available free online at www.readwritethink.org/files/resources/interactives/crossword/
3. Write an obituary notice for each.
4. Write a classified ad for each profile. The classified could be a help wanted ad, an item for sale ad, or perhaps a lost and found notice. Use your imagination and have fun!
5. Write a journal entry from each personality's perspective regarding the challenge(s) she faced during her lifetime.
6. Using various sources, including the Internet, try to find primary documents relating to each woman.
7. Some of these famous women's homes may now be museums or have been designated as historical landmarks. Research online to find out. What more can you find out about any of the women that you didn't already know from her profile?
8. Check your library for an autobiography or biography about one of these women and read an extensive account of her life. Write a book report using appropriate organizational strategies and make an oral presentation to the class.

Answer Key:

Amelia Jenks Bloomer:

1. She was a tutor and governess.
2. Owner, editor and publisher of her own publication.
3. Corsets and petticoats
4. She resumed the fight for women's rights by writing articles and lobbying legislators.
5. (Answers will vary by location – a fast way to find an answer is by using www.mapquest.com or Google maps)

Kate Mullany:

1. Ireland
2. Clothing was more expensive and harder to wash, so people changed their collars frequently while wearing the same shirt.
3. It was started in 1864 and active for 6 years.
4. Kate and her sister were supporting 3 younger sisters and their mother. They needed more money for their work to make ends meet because of inflation caused by the Civil War.
5. There are about 3085 miles between Ireland and Troy. (Answers will vary by location – a fast way to find an answer is by using www.mapquest.com or Google maps)

Jane Delano:

1. She was assigned as a nurse to the Mayor of New York.
2. A doctor
3. 20,000 nurses
4. The Distinguished Service Medal, to honor her efforts in saving countless lives
5. (Answers will vary by location – a fast way to find an answer is by using www.mapquest.com or Google maps)

Katharine Graham:

1. *The San Francisco News*, 21 years old
2. Letters to the editor page
3. Secrets about the Vietnam War – Pentagon Papers, break-in at Democratic National Committee headquarters – Watergate
4. Pulitzer Prize, her autobiography – Personal History
5. (Answers will vary by location – a fast way to find an answer is by using www.mapquest.com or Google maps)

Additional online resources:

<http://www2.ed.gov/free/features/women-history-month.html> – Women's History Topic on Federal Resources for Educational Excellence (FREE) website. FREE is among the most popular K-12 websites maintained by the U.S. Department of Education because of the many great resources being offered by contributing federal agencies.

<http://constitutioncenter.org/learn/civic-calendar/womens-history-month> - National Constitution Center's Women History Month resources

http://www.smithsonianeducation.org/educators/resource_library/women_resources.html - Women's History Teaching Resources – Smithsonian Education

www.greatwomen.org – National Women's Hall of Fame, Seneca Falls, NY

<http://www.womenshistorymonth.gov/> - Women's History Month from Library of Congress

<http://www.loc.gov/teachers/usingprimarysources/guides.html> - Using Primary Resources Teacher's Guide and Analysis Tool from Library of Congress

Additional generic NIE graphic organizers are included on next pages to extend these lessons or to use as you wish.

Name _____

A Study Guide*

Working in groups of no more than five, choose and study carefully a newspaper story about a woman who is contributing to your community. Answer the questions below based on details from the chosen story.

1. Remembering (retrieve)

Who committed the action? _____

What is the action? _____

When did the action take place? _____

Where did the action take place? _____

2. Understanding (summarize)

Retell or give the main idea. _____

3. Applying (carry out)

Why is (the specific event) _____ significant?

4. Analyzing (compare)

How does (the problem in the story) _____ compare

with another problem _____?

5. Evaluating (judge)

Do you agree with a viewpoint offered by someone in the story or the opinion expressed by the person writing the opinion _____?

What do you think? _____

6. Creating (plan)

Devise an action plan to solve the problem and present your plan to a group of students, parents, school and/or community officials _____

(*Bloom's Taxonomy revised)

Name _____

Levels of Thinking and Reasoning*

From your newspaper, choose a story about a woman or group of women in your community that interests and/or involves you and is likely to appeal to other students in your class. Ask a question on each level and have a classmate read the story and answer the questions. Also, ask for a critique of the questions.

Headline: _____ Author: _____ Newspaper: _____ Date: _____
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Create

Evaluate

Analyze

Apply

Understand

Remember

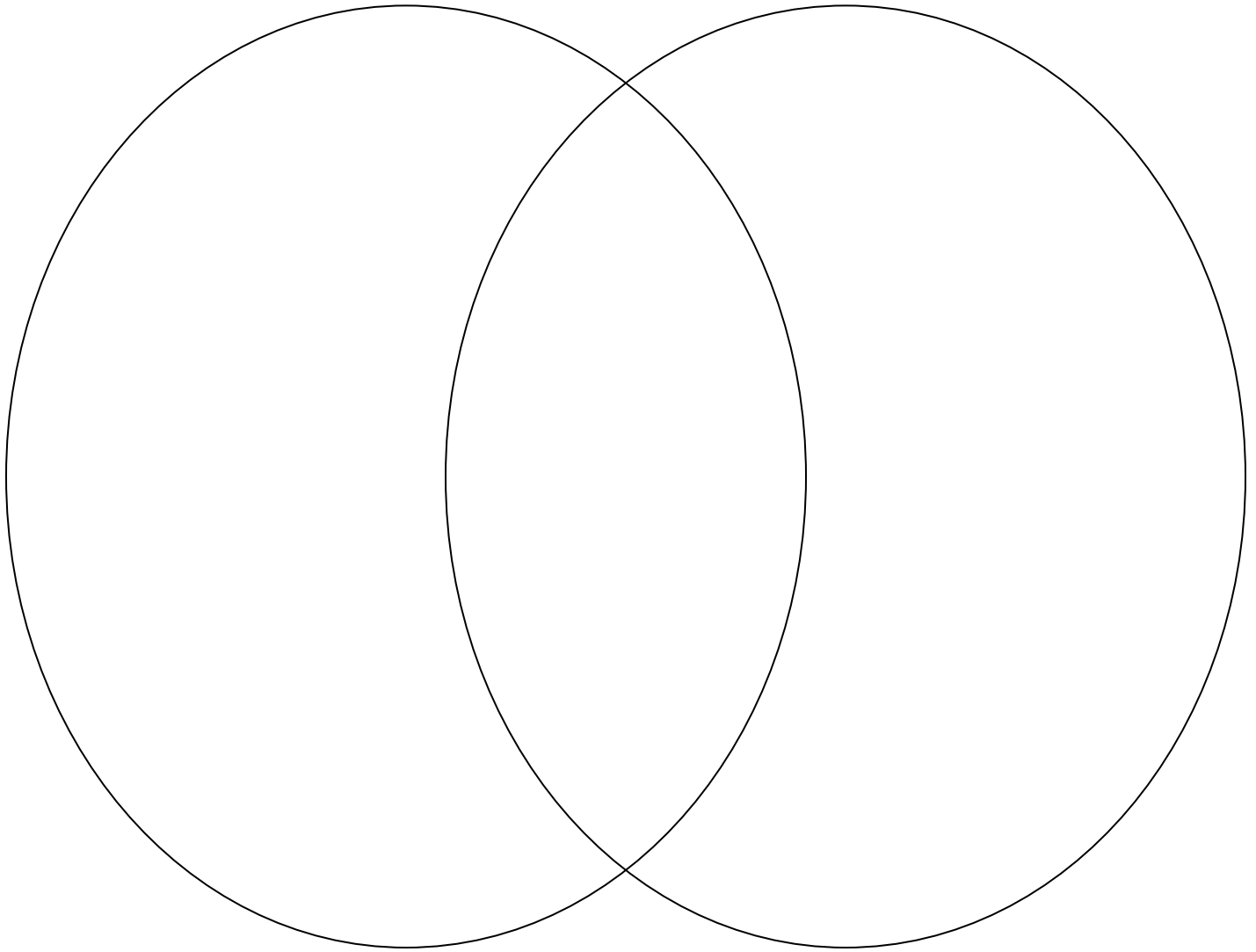
Follow-up: Did the story appeal to your classmate? Did your classmate offer complete answers to the questions? Did your classmate recommend any changes to the questions?

(*Bloom's Taxonomy revised)

Name _____

Venn Diagram

Directions: Compare two women featured in the profiles or compare one of the women profiled with someone featured in current print or online newspapers.



Follow-Up: What character traits to the women have in common?

Name _____

KLW Chart

Directions: Before you read fill out the **KNOW** column with what you already know about the topic. As you read fill in what you've **LEARNED** in the center column. After you have finished reading fill in the **WANT** column with what you *want* to know more about.

KNOW	LEARN	WANT TO KNOW

Follow-Up: Conduct research to answer your questions.

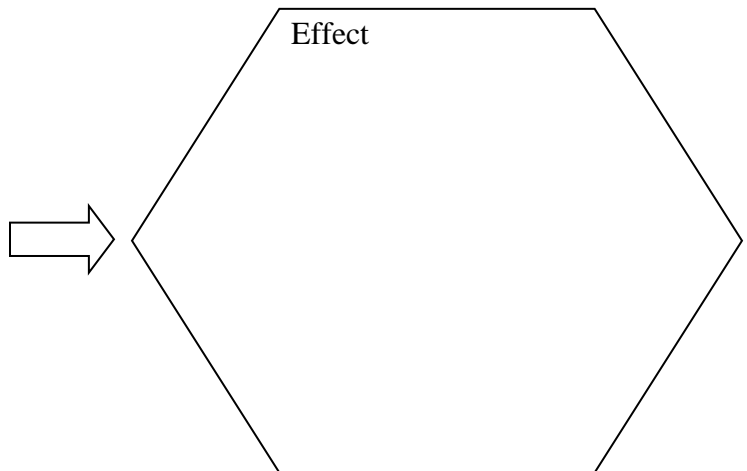
Name _____

Cause and Effect

Directions: From today's news, choose one or more stories that focus on news about women. Identify cause-effect relationships.

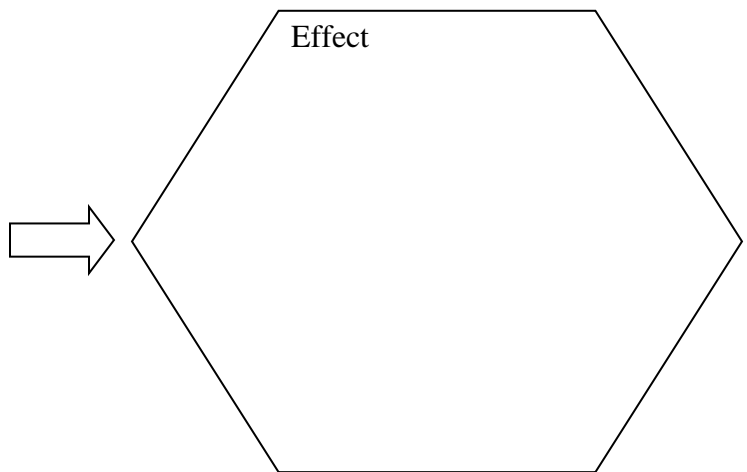
Story Headline:

Cause



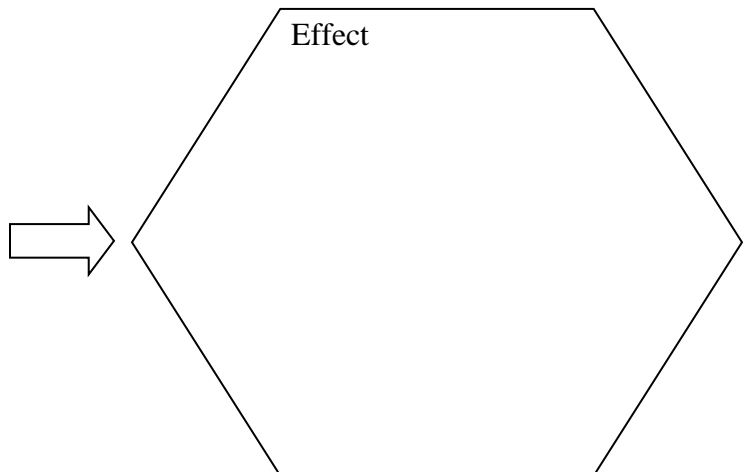
Story Headline:

Cause



Story Headline:

Cause



Follow-Up: Which effects represent positive and which, negative results, for the women involved?

Celebrating Women's History Month
Amelia Jenks Bloomer
(1818 — 1894)



From the archives of the Seneca Falls
Historical Society

Amelia Bloomer became famous by wearing the once-shocking woman's outfit that bears her name, but her costume should not distract students from her true, pioneering role in American women's history.

Bloomer was born Amelia Jenks in Homer, a town in Cortland County, New York on May 27, 1818. The clothier's daughter didn't spend much time in school by modern standards, but by age 17 she was qualified to teach school in nearby Clyde. She later worked as a tutor and governess in Waterloo, where she married a law student, Dexter Chamberlain Bloomer, in 1840.

Like many young couples of their time, the Bloomers edited the wife's pledge to obey her husband from their marriage vows. In many ways, Dexter Bloomer treated his wife as a partner. When he became editor of the *Seneca County Courier*, Amelia wrote for the paper. Later, when he became the local postmaster, he appointed Amelia as his deputy.

Encouraged by her husband, Amelia Bloomer pursued her own interests. In 1849, a local temperance society invited her to help publish an anti-liquor journal. She ended up becoming the first American woman to serve as owner, editor, and publisher of her own periodical, *The Lily*.

Mrs. Bloomer's paper was "Devoted to the Interests of Women." She published articles in support of women's right to vote and equality in the courts as well as articles against alcohol. *The Lily* really got people's attention across the country, however, when Bloomer published an article describing a new, more practical style of dress for women.

Amelia Bloomer did not invent the "pantalette" costume, which replaced painful corsets and cumbersome petticoats with a short skirt over Turkish-style pantaloons. But thousands of readers first learned about it in *The Lily*, or when other papers reprinted the story. By the time she wore the outfit on a lecture tour in 1852, it was known as "Bloomers," and those who wore it were called "Bloomer girls."

Bloomer used the publicity created by the fashion craze to call attention to more important issues, from temperance to women's rights, in her articles and lectures. She proved her commitment to equality by hiring a woman compositor to help put the paper together, even when her male employees went on strike to protest.

The Lily lasted for only a few years. Bloomer continued to publish it when her husband moved the family to Mount Vernon, Ohio, in 1853, but when they moved again two years later, she had to sell the paper because the frontier town of Council Bluffs, Iowa, lacked the railroad connections and modern facilities Amelia needed to reach her readers.

Despite the end of her publishing career, Amelia Bloomer continued an active public life. While her husband rose to become mayor of Council Bluffs, Amelia did soldiers' aid work during the Civil War and resumed the fight for women's rights by writing articles and lobbying legislatures. After she died on December 30, 1894, her husband honored her memory by publishing a collection of her writings as a record of Amelia Bloomer's place in American history.

To review a copy of Amelia Bloomer's petition regarding suffrage go to the National Archives, Teaching with Documents website at <https://www.archives.gov/education/lessons/bloomer/>. This is one of a series of four Celebrating Women's History Month profiles, written by Kevin Gilbert for the NYNPA - Newspaper In Education Program. All rights reserved 2018.

Celebrating Women's History Month

Kate Mullany

(Unknown – 1906)

Kate Mullany created the first American labor union for women at a time when many men questioned whether women should work outside the home at all. She proved that women could hold jobs and stand up for their rights as well.

Kate Mullany was born in Ireland in the 1840s. Like many Irish families, hers immigrated to America to escape poverty and famine. They settled in Troy, New York, the home of the detachable shirt collar industry. In the 19th century, many people owned more collars than shirts, and could wash them more frequently to maintain a neat appearance with a limited wardrobe.

By 1864, Kate Mullany was an ironer in a Troy collar laundry. Laundry workers washed, bleached and starched collars before they were sold, while ironers pressed them into their final shape. Because they were crucial to the entire collar business, laundry workers were better paid than most working women.

During the Civil War, however, inflation meant that workers could buy less with their wages. Kate Mullany and her older sister had to support an infirmed mother and three younger siblings on their wages. She needed a raise to make up for inflation, but laundry owners refused to increase wages. Following the example of Troy's ironworkers, Kate started recruiting laundry workers into a union. On February 23, 1864, the Collar Laundry Union (CLU), the first women's labor union in American history, went on strike against 14 laundries.

Kate Mullany knew that the laundries needed the 300 CLU members to prepare collars for sale, and couldn't afford to train replacements. After just five days, the owners raised the striking workers' wages.

Over the next six years, the Collar Laundry Union defended the interests of Troy's laundry workers. Kate Mullany believed in helping workers in other industries form unions to get better working conditions. As president of the CLU, Kate was known nationwide as an energetic organizer.

In 1868, the National Labor Union, which supported union formation throughout the country, elected Mullany as a vice president. Ironically, Kate missed her election because she thought women couldn't participate. Kate eventually became an assistant secretary for the organization.

Despite Kate's success, Troy's collar laundry owners still wanted to crush her union. During an 1869 strike, they joined with collar manufacturers to train replacement workers. The union fought back by starting its own collar business, with Kate as president, and opening its own factory.

This time Kate's strategy failed. The small CLU factory couldn't match the cheap price of collars mass-produced at Troy's big factories. Once the factory lost money, the union couldn't support itself. The Collar Laundry Union folded in February 1870. Although Kate Mullany lived until August 17, 1906, her career as a labor leader was over.

Kate Mullany's story was forgotten for many years, but scholars eventually rediscovered her role in the history of working women. When the house she lived in from 1868 to 1875 became a national historic site in 1999, the First Lady of the United States came to Troy to honor Kate Mullany as an American heroine.



Women Collar workers c. 1890 Cluett Peabody & Co., Troy, NY, Collection of the Rensselaer County Historical Society, Troy, New York

To learn more about Kate Mullany, visit Troy and go to the Kate Mullany House in person or online at <http://www.katemullanyhs.org>.

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Celebrating Women's History Month

Jane Delano

(1862 — 1919)



Courtesy of the American Red Cross Museum

Like her father, Jane Delano served her country in wartime. Like him, she died while serving her country, but as a healer rather than a warrior.

Jane Arminda Delano was born in Montour Falls in central New York on March 12, 1862. She never really knew her father, who died of natural causes while serving in the Union army during the Civil War. After her mother remarried, Jane attended the Cook Academy until she was ready to teach classes herself at the local district school.

In 1884, Delano enrolled in the Bellevue Hospital Training School in New York City. She impressed her instructors enough to receive important nursing assignments for patients like the Mayor of New York before graduating in 1888.

Delano's nursing and organizational skills were needed all over the country. When her career began, diseases that are almost forgotten today still terrified Americans when epidemics broke out. In

1888, Delano went to Florida to supervise emergency nursing during a yellow fever epidemic. One year later, she went to an Arizona mining camp to treat a typhoid fever outbreak.

In 1890, Delano became a teacher again. She was an instructor and assistant superintendent of the University of Pennsylvania Hospital nursing school until 1895, when she briefly considered becoming a doctor. She took courses at the University of Buffalo medical school, but decided that nursing was her true vocation.

When the United States declared war on Spain in 1898, Delano joined the American Red Cross to help organize wartime nursing services. Her experience convinced her that the country needed a larger, better-trained corps of professional nurses in reserve for future wars or domestic emergencies. As she rose to national leadership in her field, Delano worked to create such a reserve, and modernized the nursing profession.

In 1902, Delano resumed her academic career as superintendent of training schools at her Bellevue alma mater. In 1908, she became chairman of the board for the American Journal of Nursing. In 1909, she was elected president of the American Nurses Association and founding chairperson of the National Committee of Red Cross Nursing Service, which became the nursing reserve for the American armed forces.

Delano wanted nursing recognized and respected as a highly skilled profession. She raised academic standards for nurses, helped set state government standards for registered nurses, and raised Red Cross pay to attract college graduates. She toured the country as a lecturer encouraging women to become nurses, and co-wrote the Red Cross textbook on elementary hygiene and home care.

By the time America entered World War I in 1917, Delano's efforts had made it possible for the Red Cross to send more than 20,000 professional nurses to American training camps and European battlegrounds, while assigning thousands more to care for home front victims of the great influenza epidemic of 1918.

On April 15, 1919, Jane Delano died during an inspection tour of postwar nursing operations in France. She was buried in Arlington National Cemetery and received the Distinguished Service Medal in honor of her heroic efforts to save people's lives.

For more information about Jane Delano and the American Red Cross go to
<http://www.redcross.org/about-us/history/explore-our-history>

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Celebrating Women's History Month
Katharine Graham
(1917 — 2001)

At first, Katharine Graham didn't think herself capable of taking over the family business, but when tragedy put her in charge, she turned the *Washington Post* into one of the nation's most prestigious and powerful newspapers.

Katharine Meyer was born on June 16, 1917 at her family's home on 5th Avenue in New York City. Her father, Eugene Meyer, was a wealthy financier who provided Katharine with an elite education at the Madeira School in Virginia, at Vassar College, and the University of Chicago.

Among Eugene Meyer's acquisitions was a struggling newspaper in the nation's capital, the *Washington Post*. Katharine shared her father's interest in newspapers. After graduating from college, she took a modest job as a reporter on the *San Francisco News* in 1938. Soon afterward, her father asked her to come to Washington and edit the Post's page of letters to the editor.

While working at the *Post*, Katharine fell in love with Philip Graham, an ambitious lawyer who was working as a Supreme Court clerk. They married in 1940. As Eugene Meyer prepared to retire, he chose to put Philip, not Katharine, in charge of the *Post*. Katharine didn't object; while she enjoyed journalism, she felt that she knew nothing about the actual business of newspaper publishing.

Philip Graham continued Eugene Meyer's effort to build the *Post* into a major paper. He acquired *Newsweek* magazine and new TV stations for the Washington Post Company. On August 3, 1963, he committed suicide after years of mental illness. One month later, Katharine Graham was elected President of the Washington Post Company.

Although Katharine Graham served as Chairman of the Board from 1973 through 1991, she didn't become the official publisher of the *Post* until 1979. From 1963 on, however, she effectively ran the newspaper, learning the publishing and mass media business as she went with the help of loyal executives. She made all the most important decisions, two of which secured the *Post's* place in American history.

In 1971, the *Post* became the second newspaper to publish excerpts from the so-called Pentagon Papers. Graham authorized publication of the secret government documents about the Vietnam War after the White House blocked the *New York Times* from continuing publication. She resisted threats of legal action against the *Post* and was vindicated by a Supreme Court decision in favor of the newspapers.

One year later, she supported Bob Woodward and Carl Bernstein's investigative reporting of the break-in at Democratic National Committee headquarters at the Watergate Hotel. Her reporters eventually exposed President Richard Nixon's role in the incident. Again defying White House pressure, the *Post's* revelations eventually led to Nixon's resignation in 1974.

Katharine Graham also made history as the first woman to head a Fortune 500 company and serve as a director of the Associated Press and the American Newspaper Publishers Association. As a writer, she earned a Pulitzer Prize for her autobiography, *Personal History*, in 1997. Upon her death on July 17, 2001, Katharine Graham was recognized once more for her important role in American history.



Courtesy of The Washington Post Company

For more about Katharine Graham read her autobiography, *Personal History*. For a timeline of the *Washington Post* go to <https://www.washingtonpost.com/apps/g/page/national/washington-post-co-timeline/374/>. This is one of a series of four Celebrating Women's History Month profiles, written by Kevin Gilbert for the NYNPA - Newspaper In Education Program. All rights reserved 2018.