





Volume 9, Issue 1

Editor's Note

Scholars Day at SUNY Brockport included a variety of presentations and posters in 2025. This issue of *The Spectrum* includes a sampling of papers from April 2025 Scholars Day event. The sessions showcased a range of scholarly and creative activities in numerous disciplines, subjects, and specific topic areas. They provide evidence of an active intellectual spirit, inquiring curiosity, and encouragement of academic and creative activity.

Scholars Day 2025 was marked by overall themes intersecting resilience and sustainability. Special thanks to the Scholars Day Committee chaired by the Office of Scholarship, Research, and Sponsored Programs (Laura Merkl, Matt Kotula, poster judges, students, and faculty) who helped to make Scholars Day a success.

Brockport's hosted journals like *The Spectrum* emphasize author contributions that make articles more discoverable as individual items and include improved metadata. We hope you find it engaging and welcome your feedback.



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All The Rage: The Fight Over History and the Schools of the Reconstruction



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Key Words: Reconstruction Historiography, Long and Short Reconstruction, Cultural History, African American Agency, White Supremacist Violence

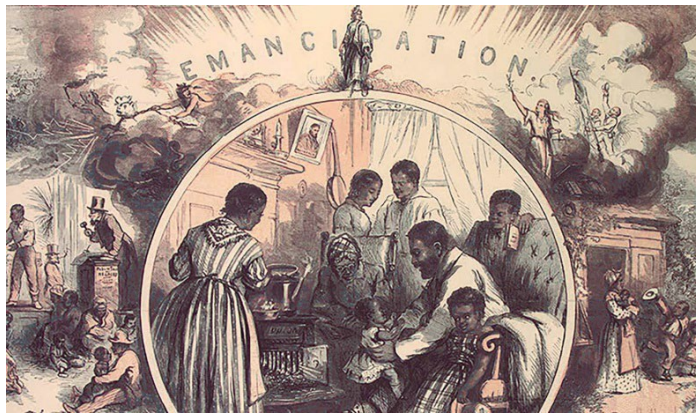


Figure: American Civil War: Reconstruction & Redemption ¹



¹ ASD Libraries: G08: American Civil War: Reconstruction & Redemption,” *ASD Libraries*, 2021, [Emancipation-Reconstruction and Redemption](#)

Abstract

This paper explores the changing current historiography of Reconstruction, focusing on differing interpretations of the Long and Short Reconstruction schools of thought. The main analysis examines key modern Historians' books and methodologies underpinning these schools, underscoring cultural history as a framework for their work. It also examines how the schools differ in their interpretations of Reconstruction. Historians including Manisha Sinha, Kidada E. Williams, and John Patrick Daly are central in today's discourse on the Reconstruction period, with their new contributions reshaping our understanding of Reconstruction eras social, political, racial, and violent dynamics. The paper's primary focus is evaluating how those three viewpoints continue to dismantle the thoroughly debunked versions of Reconstruction from the Lost Cause and Dunning School. The paper also connects Reconstruction historiography to foundational cultural history theories by scholars such as Michel Foucault, E.P. Thompson, and Natalie Zemon Davis through *The New Cultural History* by Lynn Hunt (1980). This historiographical analysis emphasizes the critical role of African American agency, white supremacist ex-Confederate violence, and long-lasting discussions over Reconstruction's timeline and legacy. This work synthesizes these interpretations and a deeper understanding of how Reconstruction continues to shape historical and contemporary debates in American History today and will continue to do so for years to come.

[Abstract Provided]

Reconstruction is currently all the rage at the cutting edge of American History discourse. New histories are always coming out and being written about Reconstruction to change the popular notion of the subject. The historiography of the era has changed drastically over the last hundred years. Currently in 2024 the hard-fought debate among historians of Reconstruction is over the ideas of long versus short Reconstruction. The focus of the period has become transfixed

on the white supremacist violence against African Americans during the era. The short, or dark, Reconstruction school, led by Historians such as Kidada E. Williams and John Patrick Daly, argue that the era was a dark, violent and quick period which saw the violent overthrow of Reconstruction across the South ending it in 1877. The long Reconstruction school headed by Historians like, Manisha Sinha, assert that the period was the most progressive in American history led by Republicans across the country and goes beyond 1877. These competing schools are currently fighting over what the dominant interpretation of Reconstruction will be going forward. The long and short schools of Reconstruction have different views of the periods history and methods used by the new cultural history in their approach to the era. Both schools employ cultural history methodologies and historical theories when writing their books. This paper will seek to analyze the current historiography of Reconstruction, discussing methodology, approach, influence and looking at the two schools of Reconstruction history.

In addition, it is important to analyze the historiography of the period by examining the two current schools of thought on the era of Reconstruction. Through this long and short schools of thought will be explored by looking at the topic's current scholarship. This paper will also connect current Reconstruction history books to *The New Cultural History* (1989) by: Lynn Hunt to demonstrate

the methodology and theory behind those specific historical works. Modern historiography of the topic goes back to Eric Foner's massively influential work, which overviewed the entire period, *Reconstruction America's Unfinished Revolution 1863-1877* (1988). Foner completely reexamined the period and was able to create a holistic history that completely challenged the previous versions of Reconstruction history, mostly led by the Lost Cause. Foner creates a modern account for the period by addressing several themes including the black experience, how Southern society was remade, the complex connection of race and class, expansion of national citizenship and how the Northern economy and class system affected Reconstruction.² His work has continued to be the basis for Reconstruction history since its publication and is often cited by historians until this day. Another similar writing to Foner is Douglas R. Egerton's, *The Wars of Reconstruction: The Brief, Violent History of America's Most Progressive Era* (2014). Egerton builds on Foner by creating an encompassing history of the entire Reconstruction era and places African American agency and political organizing at the forefront of his historic interpretation. This is represented through focusing on African American politicians, grassroots political organizing, and African

² Foner, Eric. *Reconstruction: America's Unfinished Revolution, 1863-1877*. 1st Perennial Classics ed. New York: Perennial Classics, 2002. xxii-xxiv.

American goals for the time.³ Egerton also emphasizes how Reconstruction did not fail but was violently overthrown.⁴ These two works serve as the basis for further explorations of the period. Both books represent the traditional history of the Reconstruction era that encompassed the entire era and challenged the Lost Cause revisionist history.

Long Reconstruction

Modern Reconstruction historiography is currently being split between the long and short schools of the period. The Long school seeks to show the progress of the period during Reconstruction and then how it was deconstructed after 1877. At the head of the new Long Reconstruction school is Manisha Sinha with her new book, *The Rise and Fall of The Second American Republic, Reconstruction, 1860-1920* (2024). Sinha's work seeks to connect Reconstruction to Abraham Lincoln's election in 1860 and women's suffrage in 1920. Sinha expands the boundaries of Reconstruction into a 60 year period that she calls the Second

³ Egerton, Douglas R. *The Wars of Reconstruction: The Brief, Violent History of America's Most Progressive Era*. First U.S. edition. New York: Bloomsbury, 2013.

⁴ Egerton, *The Wars of Reconstruction*, 16-17 and 21.

American Republic.⁵ Sinha seeks to narrate the rise and fall of the interracial democracy of the era and place the 19th Amendment as, “the last Reconstruction amendment.”⁶ Sinha also seeks to show the deconstruction, that lasted until the early 1900’s, of the progress of the period that followed the compromise of 1877.

Other modern examples of the Long Reconstruction school include *Declarations of Dependence: The Long Reconstruction of Popular Politics in the South, 1861–1908* (2011) by Gregory P. Downs and *The Struggle for Equality: Essays on Sectional Conflict, the Civil War, and the Long Reconstruction* (2011) by Orville Burton, Jerald Podair and Jennifer L. Weber. Another example of Long Reconstruction comes from *Carnival of Fury: Robert Charles and the New Orleans Race Riot* (1976) by William Ivy Hair. By writing about Robert Charles, he argues that some parts of Reconstructions were not defeated until after 1877. He also demonstrates how segregation did not fully begin until the 1890’s and early 1900’s.⁷ Hair too finds

⁵ Sinha, Manisha. *The Rise and Fall of the Second American Republic: Reconstruction, 1860-1920*. First edition. New York: Liveright Publishing Corporation, a division of W.W. Norton & Company, 2024. xvii.

⁶ Sinah, *The Rise and Fall of the Second American Republic*, xvii.

⁷ Hair, William Ivy. *Carnival of Fury: Robert Charles and the New Orleans Race Riot of 1900*. Baton Rouge: Louisiana State University Press, 1976. 139-140.

how full voter suppression in Mississippi and Louisiana didn't take effect until the 1890's and early 20th century.⁸ These books also emphasize how Reconstruction was dismantled for decades following the traditional end of the era in 1877. Sinha, Hair, and others are firmly in the long Reconstruction school of the period and emphasize this in their works.

Short Reconstruction

On the other hand, there is the Short Reconstruction school that seeks to discuss the dark violence of the era and argues that the period does end in 1877 or sometimes even sooner. The short school shows how Reconstruction was doomed from the start and that the progress was far more limited than the long school suggests. The short school also centers the impact and role of violence and ideology. One of the many historians leading this school is Kidada E. Williams with her new book, *I Saw Death Coming: A History of Terror and Survival in the War against Reconstruction* (2023). Williams' work is massively influential for Reconstruction as she uses important primary sources in the Congressional hearings on the Ku Klux Klan's activities in the South in 1871 and 1872.⁹ Williams examines the targeted violence of Klan night rides against

⁸ Hair, *Carnival of Fury*, 58 and 107.

⁹ Williams, Kidada E. *I Saw Death Coming: A History of Terror and Survival in the War Against Reconstruction*. 1st ed. New York: Bloomsbury Publishing USA, 2023. xxii.

African Americans during Reconstruction. In this other war, she also seeks to honor African American survivors.¹⁰ Another important historian in the short school is John Patrick Daly and his book, *The War After the War: A New History of Reconstruction* (2022). Daly envisions the Reconstruction era as the Southern Civil War fought in the South. For Daly, the Southern Civil War was distinct from the American Civil War and had, “uniquely Southern goals and was fought at that regional level, for control of local governments, between... a biracial coalition and a large body of triumphant ex-Confederate extremists.”¹¹ Daly examines how terrorist violence was ritualized during Reconstruction and turned loose on African Americans for generations. These two books are at the forefront of the short school of Reconstruction and have argued that the era should be redefined as a violent war-like period led by racist guerilla violence. Other writers, such as Stephen V. Ash, who are part of the short school, argued in his book *A Massacre in Memphis: The Race Riot That Shook the Nation One Year After the Civil War* (2013), that Reconstruction was doomed from the start; by 1866, after the Memphis massacre in May of that year. These writers and

¹⁰ Williams, *I Saw Death Coming*, xxiii and xxv.

¹¹ Daly, John Patrick. *The War after the War: A New History of Reconstruction*. Athens: The University of Georgia Press, 2022. 15-16.

historians are the main leaders of the short Reconstruction school that puts the spotlight on the violence of the period.

Long vs. Short Reconstruction

Both schools of Reconstruction history have completely shifted how we learn and how teachers teach the era in high school and middle school social studies classrooms. All the books, writers and historians mentioned above have thoroughly dismantled the Lost Cause and Dunning School interpretation of Reconstruction. The short and long schools are opposed in how they define an era and examine the period. The long school tends to focus on the progressive nature of Reconstruction extending the period beyond 1877 while the short school tends to keep the end in 1877 and focusses on the violence of the era through the attacks by ex-Confederate extremists against African Americans.

Reconstruction as Cultural History

The historiography of Reconstruction, as seen above, is rich and diverse with a large variety of interpretations and takes on the era. Both schools are valid takes on the period. It is important to now analyze the style and historical influences of Sinha's, *The Rise and Fall of The Second American Republic, Reconstruction, 1860-1920* (2024), Williams's, *I Saw Death Coming: A History of Terror and Survival in the War against Reconstruction* (2023) and Daly's *The War After the War: A New History of Reconstruction* (2022). Looking at both schools and their modern historical takes on Reconstruction will show the influences of the New Cultural History on

modern historiography in Reconstruction. The topics of race and violence are key tenants of the New Cultural History and have been fully adapted by Reconstruction historians who have completely changed how people view the era.

First, Sinha's book, *The Rise and Fall of The Second American Republic, Reconstruction, 1860-1920* (2024) is an excellent example of a new, modern historical writing influenced by what Lynn Hunt coined, the New Cultural History. Lynn Hunt's influential work: *The New Cultural History* (1989) helped define where historical trends were leading the profession and provide a roadmap to where they are now. Cultural history has a massive influence on all three works mentioned above. Elements of cultural history can be found in Sinha's book. Some of the main influences of cultural history in Sinha's work come from Michael Foucault's theories and Clifford Geertz's anthropological approach. The main influence from Foucault comes in Sinha's deconstruction of the power relationship between African Americans, and local, state, and federal governments during Reconstruction. Mainly Sinha is influenced by Foucault's idea that, "relationships of power are interwoven with other kinds of relationships... relations of power are interconnected, and their interconnections delineate general conditions of domination."¹² Foucault found power in

¹² Hunt, Lynn. *The New Cultural History: Essays*. Vol. 6. University of California Press, 1989. 36.

everything as does Sinha in her book. In her book, Sinha discusses the relationship between the Freedmen's Bureau, African American men, white men, and African American women. African Americans were often the target of violence in the South during Reconstruction. In Kentucky, in particular the Freedmen's Bureau, it reported freedmen and women were being attacked with wooden planks, sticks, clubs and knives.¹³ Southern men felt it was their duty and prerogative to abuse African American women.¹⁴ However, the Freedmen's Bureau did help empower African American women to come forward and tell their stories of abuse at the hands of white Southerners despite the punishments being meager at best.¹⁵ The Bureau also empowered African American women to turn in their husbands for abusive and violent behaviors.¹⁶ We see how the power relationships through southern life during Reconstruction are connected by Sinha using a Foucault like method. We see how the family relationships are also power relationships and how other outside factors influence it showing how power is in everything as Foucault suggests.

¹³ Sinah, *The Rise and Fall of the Second American Republic*, 123.

¹⁴ Sinah, *The Rise and Fall of the Second American Republic*, 124.

¹⁵ Sinah, *The Rise and Fall of the Second American Republic*, 124.

¹⁶ Sinah, *The Rise and Fall of the Second American Republic*, 125.

Sinha also utilizes the idea of Local History¹⁷ from Geertz by studying local knowledge from Reconstruction. Sinha often refers to local African American experiences throughout Reconstruction in her book. Sinha often refers to local people's stories during the era especially when it comes to African Americans' opinion of public education. Many African Americans expressed their love for school during the period.¹⁸ We see that Sinha employs Geertz's anthropological approach by looking at local stories from the Reconstruction era, using quotes from people who experienced the history. Sinha's book is an excellent example of cultural histories influence on modern historiography for Reconstruction.

Another example of cultural history in modern Reconstruction historiography is Kidada E. Williams, *I Saw Death Coming: A History of Terror and Survival in the War against Reconstruction* (2023). Williams examines targeted terrorist violence against African Americans by ex-Confederates and the impact of that on African Americans and Reconstruction. The main influence of cultural history on William's work comes from Natalie Zemon Davis and E.P. Thompson. Davi's and Thompson's works give voices to the people who left behind few records

¹⁷ Hunt, *The New Cultural History*, 74.

¹⁸ Sinah, *The Rise and Fall of the Second American Republic*, 143.

and history that has been left unwritten.¹⁹ Both also express how lower classes were not just prey to history, but had an active role in it to make their own history and define “their own cultural identity.”²⁰ This is exactly what Williams is doing in her work, she gives a voice to the African Americans who experience horrific violence during Reconstruction in the form of KKK night rides. Williams does this by utilizing primary sources, particularly the 1871-1872 Klan hearings and the interviews by the Works Progress Administration in the 1930’s.²¹ Williams also uses direct quotes from those interviews and hearings, such as a quote from Abraham Brumfield when asked if the Klan attacked him, he responded, “Well, they came to my house about midnight-sometime in March... When I saw death coming, I got out.”²² These powerful stories from Klan and WPA hearings give voices to the previously voiceless and create the entire foundation of Williams groundbreaking work. This is exactly what Davis and Thompson did with their work, giving voices to the previously voiceless, and have clearly influenced William’s approach to history.

¹⁹ Hunt, *The New Cultural History*, 55.

²⁰ Hunt, *The New Cultural History*, 55.

²¹ Williams, *I Saw Death Coming*, xxii.

²² Williams, *I Saw Death Coming*, 1.

Williams utilizes Davis and Thompson by additionally looking at how the violence affected African Americans. Williams is also partially using the humanitarian narrative when talking about the violence against African Americans due to her ability to humanize the victims of racist violence. Williams also shows how African Americans, even in victimhood, were able to overcome trauma and demonstrate agency when telling their stories. Overall, cultural history is clearly an important part of Williams' approach and the approach of the short school of Reconstruction.

The last work that must be discussed is John Patrick Daly's, *The War After the War: A New History of Reconstruction* (2022). Daly's book is an additional example of cultural history's impact on the short school of Reconstruction. Daly's work employs aspects of cultural history by using the work of Natalie Zemon Davis and E.P. Thompson. Davis and Thompson argued that "not only that rioter acted on the basis of some moral certainty and communal sense of legitimacy, but also that certain ritual patterns actually fit their violence within a coherent symbolic context and endowed their actions with legitimacy and meaning."²³ Daly employs this idea by looking at ex-Confederate extremist terror during Reconstruction. Daly discusses how, "The majority of incidents overall occurred in rural area and their roots in ex-Confederate refusal to accept the immediate results of the Civil

²³ Hunt, *The New Cultural History*, 48.

War: that slavery had ended.”²⁴ Daly sees violence during slavery as the origin and legitimacy for continued violence in Reconstruction, as well as enslavers self-fulfilling prophecy that African Americans would massacre them once they were free. Daly also discusses the tactics used by ex-Confederate terrorists, such as the “control tactic was to make an example of the enslaved person by whipping or even killing one in front of the enslaved community.”²⁵ These forms of violence continued in Reconstruction often in broad daylight in the community, such as shootings; or at night, in front of other African American family members. Daly shows how the ritual patterns and forms of violence continued during Reconstruction giving the violence further legitimacy. The KKK also was part of this, as they often attacked, “usually at night and in disguise.”²⁶ The Klan had its own set of customs and rituals, feeling that if they didn’t attack first, African Americans would come for them later. Daly incorporates aspects of Davis and Thompson with his examination of racist, terroristic Klan violence.

Daly also discusses the large racial massacres that happened in cities, further building off Thompson and Davis. One specific example is Daly’s discussion of the Memphis Massacre in May 1866. Daly asserts how, “working-

²⁴ Daly, *The War after the War*, 38.

²⁵ Daly, *The War after the War*, 38.

²⁶ Daly, *The War after the War*, 30.

class Irish Americans initiated and carried out most of the violence.”²⁷ Daly found that most of the Irish made up the city’s police force at the time. The Irish also felt that African Americans would take their jobs and the mob actions were supported by “other white supremacists and ex-Confederates.”²⁸ Like Thompson and Davis, Daly looks at how the rioters gave their violence legitimacy and inspired future violent assaults on African Americans for the rest of Reconstruction and well into the 20th century culminating with the Tulsa massacre in 1921. In totality, Daly’s usage of cultural history puts him firmly as someone who practices the methods of cultural history and exhibits how the school employs it.

Overall, it is clear with all three examples of modern Reconstruction history that cultural history and its various methods and techniques are massive influences on the historiography of the subject. All three writers also incorporate race, politics and violence into their narratives once again demonstrating the influence of cultural history.

Altogether, Reconstruction historiography has come a long way since it was influenced by the racist Dunning School and Lost Cause ideology. The topic is now dominated by cultural history that seeks to put African American agency

²⁷ Daly, *The War after the War*, 49-50.

²⁸ Daly, *The War after the War*, 49.

at the forefront of its history. Overall, Reconstruction has become dominated by two schools, long and short, that create excellent history using cultural history as its basis. The future of Reconstruction discourse is bright as the era has been completely redefined, by the modern works mentioned above.

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Improvement of Adolescent Mental Health Services Policy



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*Keywords: Student Mental Health, School-Based Therapy, Child
Therapists in Schools, Education Policy Reform,
Mental Health Access Equity*

Abstract

This policy proposal addresses the critical shortage of accessible mental health services for students in New York State’s public schools by mandating the employment of licensed child therapists across all elementary, middle, and high school districts. In light of the mental health crisis exacerbated by the COVID-19 pandemic, the policy sets a student-to-therapist ratio of 90:1, aiming to reach at least 20% of the student population, a figure that reflects both current needs and unmet demand. Districts may hire in-person therapists or utilize accredited teletherapy services. The policy includes provisions for state-funded grants and scholarships to support therapist employment and encourage entry into the field. Implementation will be monitored through anonymous annual student surveys and licensing data over seven years, assessing both mental health outcomes and workforce growth. This comprehensive strategy is designed to reduce barriers to care, improve adolescent mental health, and support a long-term infrastructure for equitable therapeutic access across the state’s school’s system.

Policy Statement

This policy aims to address the gap in mental health services offered to children in elementary, middle, and high school within New York State by requiring school districts to employ the services of licensed therapists.

Purpose/Scope

In a time where mental health has become an increasingly relevant topic of discussion amongst the public, people have become much more willing to seek out mental health resources. As NYSSBA executive director Timothy G. Kremer puts it, “Everyone in public education has been waking up to the fact that it is extremely important to pay attention to the mental health needs of our students” (Albert, 2018). Roughly two years after the covid-19 pandemic, 69% of public schools reported increasing mental health concerns among students. Despite this, only 49% of public schools provided diagnostic mental health assessment services, and 38% offered mental health treatment services. In both cases, these percentages are lower for the 2021-2022 school year than in 2019-2020 (National Center for Education Statistics, 2024).

With less than half of public schools providing mental health services to students despite acknowledging the growing importance, the next question to look at is why schools have been left in this position. The two most frequently reported limitations to public schools’ efforts to provide mental health resources

included inadequate access to licensed professionals, and inadequate funding (National Center for Education Statistics, 2024). Funding is a chronic problem for public schools, with many members of faculty feeling as though they are not compensated nearly enough for the work they do. While this proposed policy does not provide any solutions to this ongoing issue, it may improve faculties experience working with children by bettering the mental health of students.

All school districts within New York State are required to create a counseling plan for students on matters related to financial aid, potential trainings to prepare the student for future employment opportunities, various programs to earn a high school equivalent diploma, and much more (New York State Education Department, 2017). To do this, schools employ the help of a school counselor. It is their job to advise students with their career planning, help younger children develop social skills, and provide the most basic resources for mental health services (Wake Forest University, 2018). These school guidance counselors are typically the first person an adolescent will turn to when seeking out mental health help. However, school counselors are not trained to address complex mental health issues and provide treatment options. Instead, they will refer students to specialized mental health counselors, therapists, or psychologists.

The specialized services of a psychologist are costly. Without the help of insurance, the cost of one appointment is oftentimes unreasonable for families. But even for those who relent and are willing to pay cost, which averages out to \$150 per one hour appointment (Psychology Today, n.d.), there may be long waitlists for new patients. Since the start of the COVID-19 pandemic, the American Psychological Association reports that roughly 65% of psychologists have no openings to take on new patients (Chamlou, 2022). It can take years to be seen by a specially trained psychologist. By the time someone acknowledges that they need to seek help, most typically cannot afford to wait years before starting the process. This is where child therapists come into play. These mental health professionals are specifically trained to provide guidance and treatment options for children.

Currently, school districts are not required to staff a child therapist or provide mental health treatment services in general. Globally, the COVID-19 pandemic has only exacerbated levels of poor mental health ratings amongst adolescents. Suicidal behaviors amongst high school students increased by nearly 40% in 2019, but the pandemic even further exacerbated the increasing trend. As a result, mental health challenges remain a leading cause of death and disability for adolescents (Agency for Healthcare Research and Quality, 2022).

This policy hopes to address the growing mental health concerns for children by providing them with access to a mental health therapist through the educational system that all should be enrolled in according to New York's education laws. According to EDN § 3205, every minor aged 6 to 16 should be attending full time instruction in a school district, with exceptions made for home schooling and adolescents working full time (Findlaw, 2021), who follow a separate set of guidelines. Currently, 2,418,513 adolescents are enrolled in K-12 just in the state of New York. By providing such a large group more opportunities to seek mental health services, this policy hopes to see a decrease over time in the high rates of suicidal behaviors amongst adolescents, amongst other mental health related improvements.

Applicability

This policy will primarily affect the elementary, middle, and high school aged children who benefit from the additional mental health care services provided by a therapist. Primary caretakers and school faculty members may also be impacted. Interventions devised by therapists may involve parents and faculty to create a better environment for the child to thrive. Not only will those in frequent contact be involved in the process, but they will also stand to see the benefits of these intervention strategies as they have the most frequent contact with these children.

A policy of this nature will also have an extensive impact on the job outlook for child therapists. Their services will be in higher demand across New York. With a limited number of licensed professionals currently in practice, this policy also proposes some methods to help prospective therapists and those currently studying to enter the field.

Definitions

School counselors deliver a broad range of services to the student body. They are able to advise students in things like career planning or navigating basic problems. While their services can include basic mental health guidance, a guidance counselor is not trained to treat mental health disorders for extended periods of time (Wake Forest University, 2018). Education for a guidance counselor includes an undergraduate degree in psychology, counseling, social work, or any other related major, followed by a master's degree in school counseling (School-Counselor.org, 2020). While completing graduate degree, school counselors also complete one hundred hours of a college supervised practicum and six hundred hours of a college supervised internship. Lastly, prospective school counselors in the state of New York must pass the content specialty test before receiving their certification (NYS Department of Education, n.d.).

Therapists typically apply psychotherapy to identify and address mental health or behavioral health concerns. Their education consists of an undergraduate degree in psychology or human services, much like guidance counselors. However, at the graduate level, therapists focus their studies on mental health counseling. A Master of Science in mental health counseling or a Master of Arts in clinical mental health counseling prepares prospective therapists for clinical practice with a variety of different mental health disorders and concerns. Before obtaining a license, they must also complete at least two years of supervised clinical experience providing one-on-one psychotherapy. Upon completion, the prospective therapist may take the National Counselor Examination for Licensure and Certification. Even after receiving the appropriate certifications, therapists are also required to take continuing education to maintain their license and ensure they are up to date with psychological practices (Best Accredited Colleges, n.d.).

Mental health disorders and concerns are characterized by significant disturbances in a person's cognition, behavior, or ability to emotionally regulate. Significant distress, impairment, or risk of self-harm are also associated with some disorders. Some of the most commonly thought of mental disorders include but are not limited to anxiety, depression, bipolar disorder, post-traumatic stress disorder, and eating disorders (World Health Organization, 2022).

Policy Procedures

State education board requirements for school employment will be updated to include a minimum of one licensed therapist. All school districts within New York state will be required to employ enough therapists to account for 20% of the students in a district, with a single therapist able to see up to ninety children in an academic year. About 16.7% of adolescents aged 12-17 receive mental health services in a given year (Agency for Healthcare Research and Quality, 2022). Assuming that some adolescents are unable to use mental health services because of limitations like cost, the figure of 20% hopes to offset some of the demand unaccounted for by the previous statistics. If 20% of enrolled students exceed ninety children, additional therapists must be employed at the same ratio of 1:90 until that requirement is satisfied. From the date that this policy is passed, districts will have 18 months to find and hire the appropriate number of therapists.

Alternatively, districts may sign up for a service that provides teletherapy, or online therapy sessions. This policy acknowledges that not every district will be able to staff therapists in person. In implementing this policy, the demand for licensed therapists increases exponentially. Districts may apply for an online service in places where staffing an in-person therapist has proved fruitless. Therapists may not be able to disperse evenly to accommodate all districts. By

allowing online mental health services as well, these alternative hopes to minimize any additional stress placed on the school by implementing this policy. Schools that opt for teletherapy as their form of providing more comprehensive mentally health services to students must have services available for student utilization within 18 months of this policy being passed.

Students in the district are entitled to a maximum of twelve appointments with these school contracted therapists in an academic year. With services being provided through the school, these twelve appointments will be of no up-front cost to families. Funding for the therapy sessions will be provided on a local and state level. Between the 8th and 10th appointment, therapists are advised to have an honest discussion with the adolescent to see if they are benefiting from the therapy. If the limited number of therapy sessions hinders the child's ability to benefit from the therapy, then this would be the time to discuss alternative treatment options such as seeing a specialist or psychologist. Students in need of more therapy than offered by the district may be referred to as a different therapist or specialist who is able to provide more frequent treatment. At that point, the cost of seeing an independent therapist will be dependent on the child's caregivers.

Therapists contracted by school districts are encouraged to minimize the impact therapy has on a child's education. If therapy appointments are scheduled

during the child's school day, it is advised to place these appointments at nonintrusive times throughout the day. In the case of middle and high school students, a study hall is preferred. Students missing class to attend a therapy appointment must check in with their teacher to see what work will be missed in class. All the work the student missed must still be made up for. If a student is pulled from class, the therapist must make note of it and have the session documented with the school nurse for attendance purposes. All other documentation of the therapy session remains confidential and follows the same guidelines all therapists follow regarding the sensitive information they are provided with. Only law enforcement and CPS may become privy to information shared during a therapy session in emergency situations where the child's wellbeing is jeopardized.

A statewide policy of this scale acknowledges that not every district will be able to support additional staff with its current funding. To offset this concern, districts may apply for a grant through the New York State Education Department. Using a similar format to the 2023-2025 New York State Recover from COVID School Program Grants (RECOVS), school districts may apply for supplemental funding to assist in bringing more mental health resources to students across the state (New York State Education Department, n.d.-a). With this policy, the grant for staffing therapists will extend through the year 2032. At

that point, the Improvement of Adolescent Mental Health Policy will be reevaluated to compare the cost and benefit based on annual surveys done over the prior seven years.

Schools interested in this grant must supply information about how many students are currently enrolled in the district, any therapists already employed, and how many people they are looking to hire. In addition to these reports, general information about the surrounding area may be gathered to determine how much money the district will need for staffing. This grant may cover up to \$75,000 for one therapist's annual salary. For districts that use online mental health counseling services, general information will also be gathered to determine how much funding schools may need. When applying for the grant, schools must also share which online service they plan to use and the cost of its services. The New York State Education Department will award funding based on the number of students, up to 20% of the student population, and cost per session. The online service may also be assessed by the state education department to ensure that it is appropriately accredited and safe for the district to use with proper confidentiality protocols.

By requiring school districts to employ the services of mental health therapists, the job demand increases exponentially. Therapists have already reported an increased demand for their services since the COVID-19 pandemic

(Chamlou, 2022). To incentivize more people to pursue a career in mental health counseling and therapy, this policy also proposes the creation of a new statewide scholarship opportunity for prospective therapists. The money awarded from this scholarship must be used towards course tuition, registration fees, testing fees, or textbook costs. With this policy already requiring a significant amount of state funding for the employment of therapists at districts, a scholarship would not be able to cover all of students' academic costs. Instead, this proposed scholarship would only account for up to 50% of academic expenses in a year. Students can reapply yearly to continue receiving funding.

With supportive funding at the state level, state taxation may increase. New York state may request a higher educational funding budget from the federal government in addition to this increase in taxation rates. By providing support for all districts, this policy aims to minimize any disproportional financial burden that could be placed on impoverished districts if they were solely responsible for funding. Based on previous endorsement of legislature aimed at improving mental health services, senators Samra G. Brouk, Joseph P. Addabbo Jr, Jammal T. Bailey, Pamela Helming, Brad Hoylman-Sigal, and many more may support this policy (The New York State Senate, 2023).

Policy Evaluation

Following the 18-month hiring period, school districts will perform annual mental health surveys with their student body. Data will be gathered from The Spectrum, a Scholars Day Journal, V. 9, Issue 1, Fall 2025

all students, regardless of if they have utilized therapy services or not. All personal data collected from the students will remain anonymous. The questions asked of students will be mostly closed-ended and rely on a rating scale for convenience of calculating the policy efficacy. Surveys would include questions on their overall mental health on a poor to very good scale, if they attended a therapy session during the academic year, if that session was administered through the school employed service or a private provider, and a scale of satisfaction with their school's mental health services. Follow-up questions may also be asked to explain their level of satisfaction, or if students believe there is anything that could be improved upon. While no demographic data on the students themselves will be recorded, survey results will remain grouped by district when reported back to the state education board. This is to evaluate the mental health outcomes of different districts across geographic location and the population's economic status.

With the data collected, the state education board may be able to determine what areas benefit the most from this policy. Not only will it evaluate the overall success of the policy but may provide insight into how much funding each district needs based on student outcomes. Those in high economic classes with little or no change in student mental health outcomes may have less of a need for state funding than a lower-class district that has seen immense

improvement by offering therapy. In districts where the demand for therapists exceeds the policies minimum of 15% of the student body, the New York State Department of Education may be able to allocate more funding using the information provided by these surveys.

Not only will the annual surveys serve to evaluate where funding is most needed, but they will also serve as a method to assess the overall effectiveness of this policy. Surveys will be conducted for a total of 7 years following the passage of the policy and an 18-month hiring period. When comparing national statistics on the rate of mental health services used in recent years, data reported on children 5-17 years of age showed that 13.6% of children receive counselling in a year (CDC, 2023). However, when limiting the age range to 12-17 years of age, the percentage increases to 16.7% (Agency for Healthcare Research and Quality, 2022). A 3% difference can be seen when comparing therapy utilization amongst different adolescent groups. Using this information, middle and high school students are the most likely to utilize therapy services. For this reason, annual surveys must be conducted long enough because most school districts will see a complete turnover in students at the middle and high school level.

During this same period, annual data may also be collected from the New York State Education Department, which administers licenses to practice mental health counseling in the state (New York State Education Department, n.d.-b), to

see if tuition assistance programs did increase the number of students pursuing a degree and licensure for child therapy. If little to no change has been found in the student outlook on mental health or the number of people seeking a higher degree in therapy after the seven-year mark, then the policy may be reevaluated based on the cost and outlook. With little change in districts on average, policymakers may want to consider looking closer at outliers from the data set to see what distinguishes them from the other areas. If population size or socioeconomic status of the surrounding area plays a significant role in the efficacy of the policy, then it may need to be reshaped to benefit the communities that see the most positive changes, as opposed to the entire state.

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Finding Our Foremothers: Representation of Immigrant Jewish Women 1880 -1920



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*Key Words: Women's History, Jewish History, U.S. History,
Immigration, Gender*

Abstract

Women of diverse backgrounds are largely absent from immigration history archives. Immigration history as a field emerged parallel with that of women's history in the 1970s as part of the New Social History movement, and both disciplines began writing immigration histories. This paper identifies areas of difficulty among these two disciplines with respect to the integration of women within immigration histories. A key area of disagreement amongst these two groups is a focus on the public sphere (immigration historians) and the private sphere (women's historians). This conflict is analyzed within the context of Jewish immigrant women from 1880 - 1920 by comparing differing approaches of three different scholarly works. This paper assesses approaches and methodologies from leading scholars in the field on how to close the gap. This paper argues usage of the culture category of analysis has the most promise with respect to

integrating women by taking various components of identity into consideration. This paper also suggests expanding the definition of community to include the study of the private sphere may allow for more inclusive immigration histories that represent the experiences of women.

Integration of women into immigration histories has been fraught and challenging to say the least. Immigration history took off at the same time as women's history in the 1970s as part of the new social history movement. The few works written about immigration history in the 1950s were about European immigration and nativism. As historian Sydney Weinberg notes, "as with most histories of the period, the history of men was considered "gender neutral" thus making it unnecessary to talk about women "in any area apart from a brief passage about families."¹ Women's historians were critical of histories written in the 1970s and 1980s that omitted or distorted the representation of immigrant women. Immigration historian Donna Gabaccia believes there are several reasons for this disconnect, among them a disagreement between immigration historians and women's historians over studying the public sphere versus the private sphere.² This paper will examine the public and private sphere approaches within the

¹ Weinberg, Sydney S., et. all, *The Treatment of Women in Immigration History: A Call for Change. Journal of American Ethnic History*, (Summer 1992) P.26.

² Donna Gabaccia, "Immigrant Women: Nowhere at Home?" *Journal of American Ethnic History* (Summer 1991) PP. 61-87.

context of immigrant and women's historiographies and the representation of Jewish women in the period 1880 -1920. This paper will look at the contrasting methodologies in Irving Howe's *World of Our Father's* and Sydney Weinberg's *The World of Our Mothers*. Building on Gabaccia's assertion, this paper will assess the methodology and approach of Paula E. Hyman's article on the kosher meat boycott of 1902 that considers multiple cultural components including gender to shed light on the social and political grassroots activism of immigrant women. Finally, this essay will assess Gabaccia's proposed middle ground to help integrate women into more works of immigration history. While this essay focuses on representation and distortion of Jewish immigrant women, there has been limited representation of women of all backgrounds and thus, it is imperative for historians to consider a variety of methods, sources, and approaches to write more inclusive histories.

Donna Gabaccia believes the conflict between immigration and women's historians is rooted in different approaches, methods, questions, and categories of analysis. With the emergence of both fields as part of the New Social History movement in the 1970s, immigration historians were interested in studying communities, which include both men and women, but women's historians focused on studying women separately.³ Historian Joyce R. Ladenson has written

³Ibid

that for scholars of Jewish women's studies, placing women and gender at the center is critical to understand "issues of power, intermarriage, marriage, work, religion, etc."⁴ Gabaccia notes immigration historians that wanted to focus on studying women discarded the community approach and adopted methods used by women's historians.⁵ She asserts the reason it has been difficult integrating women into immigration history is because scholars of both disciplines have different priorities. Immigration historians prioritize studying communities in the public space; that is, public institutions found in paid labor and economic activities, politics, and social movements. Women's historians and feminist scholars have found this problematic because these institutions were created by men and excluded women making them largely invisible in the archives. Therefore, their lives and experiences cannot be adequately studied by historians. For these reasons, women's historians have looked to the private family sphere of activities. Gabaccia notes that for immigration historians, the "uniquely female or private familial events are assumed to have no direct impact on community

⁴ Joyce R. Ladenson, "Problematizing Gender in Irving Howe's "World of Our Fathers" *The Centennial Review* (Fall 1997), P.579.

⁵ Gabaccia, P. 63

life...”⁶ This disconnect has left these two groups of scholars at an impasse despite the need to integrate women into immigration history.

In 1976, literary critic and scholar Irving Howe wrote *World of Our Fathers* which became an instant success as the first synthesis of Eastern European Jewish immigration history between 1880 -1920. His work is a social history and uses a culture category of analysis that focuses on Jewish ethnic, religious, and class experiences. Howe was not a historian, yet his primary and secondary source research was extensive, and respected by historians in the field. Women’s Jewish studies scholars also praised Howe’s work for making Jewish identity visible⁷ but many were critical of his distortion of women.

In a 714-page book (including notes and references), Howe only talked about two significant Jewish women: Eastern European immigrant-born writer Anzia Yezierska and second-generation German-Jewish social reformer Lillian Wald, spending not more than a handful of pages on each of their lives and leaving much unexplored. Ladenson believed Howe missed an opportunity to discuss Yezierska’s autobiographical novels that depicted her “gendered struggle” becoming a writer and her complicated relationship with her father, a Rabbi who only wished for her to get married and have children. Ladenson further argues

⁶ Gabaccia, P. 64

⁷ Ladenson, P. 578

Howe overlooked the reason Wald never married was because she was a lesbian.⁸ Weinberg found problematic his sparse narratives of women's experiences, which were memoirs almost entirely written by male relatives thus providing another example of women being spoken for.⁹ She was also troubled by his stereotype of the Jewish housewife as the "looming figure who would inspire, haunt and devastate generations of sons."¹⁰ On the same page, Howe makes a problematic assumption about the lives of Jewish immigrant women: "But in the early years of America, it was often the mother who held things together and coped best with the strange new world."¹¹ Howe provides no evidence to support his conclusion. None of his sources contain accounts from women to support this. Because Howe did not analyze gender and did not study the private realm, his archive is limited; and his approach and method limit our understanding of women's experiences of assimilation.

While Howe's book is problematic in its lack of representation of women, Howe was a gifted writer who was able to disorient the reader by placing them in

⁸ Ladenson, PP. 579-581.

⁹ Sydney Weinberg, "The World of Our Fathers and the World of Our Mothers," *American Jewish History*, (December 2000) P. 551.

¹⁰ Irving Howe, *World of Our Fathers*, (1976) P. 174

¹¹ *Ibid.*

the shoes of immigrants and humanizing them in the face of dehumanizing experiences, first crossing the Atlantic in steerage class and then their humiliating screenings at Ellis Island with U.S. immigration officers. He also contributed valuable insights into certain areas of Jewish culture experienced by both men and women. Yet, a significant shortcoming of Howe's book is it reads like a series of sketches, either very brief or very extensive, and there isn't always a cohesive transition to the next topic. He devoted large portions of the book to synagogue, socialism, politics, and Yiddish culture, areas he was acutely familiar with. His coverage of family life is sparse and leaves more questions than answers.

In response to Howe's book, Sydney Weinberg wrote *The World of Our Mothers*.¹² Her work is an oral history of interviews with 46 women. Weinberg meant the title of her book to be "both a tribute to Howe's accomplishment and a reminder that not all the Jews were men."¹³ Her stated goal was "to get a sense of how these women perceived their lives and coped with the transition from one society to another."¹⁴ Weinberg was just out of graduate school, teaching an oral history course she created and noted the reaction of her students in creating their

¹² Sydney Weinberg, *The World of Our Mothers: The Lives of Immigrant Jewish Women*. Chapel Hill: (UNC Press 1988)

¹³ Sydney Weinberg, "The World of Our Fathers and Our Mothers," 552.

¹⁴ Weinberg, *The World of Our Mothers*, Introduction.

own family oral histories. She wrote, “it was obvious they saw themselves and their families as part of a history that included them as political history did not.”¹⁵ In *The World of Our Mothers* she noted anthropologists, sociologists, and historians were increasingly turning to “imaginative source material and for groups where still feasible, oral history.”¹⁶ Her book has been criticized for a lack of formal methodology, and indeed, that has weakened the overall reach of her book. The women were selected without any criteria beyond their having immigrated to Ellis Island before 1924 and their availability for interviews.¹⁷ She didn’t have a set list of questions, rather letting the women talk about what they deemed most important, thus making any type of objective study difficult. Her narrative is based on “collective lives”¹⁸ and with no formal structure, it is difficult to draw any new or meaningful insights. Her exclusive study of women prevents us from understanding men’s gender experience and relationships between men and women in various interactions. While Weinberg’s book lacks formal and compelling methodology, the stories she compiled are interesting and enable us

¹⁵ Sydney Weinberg, “The World of Our Fathers and Our Mothers,” 548.

¹⁶ Sydney Weinberg, *World of Our Mothers* (1988), Introduction.

¹⁷ Ibid.

¹⁸ Weinberg, *World of Our Mothers*, Introduction.

to see women as people in a moment of history with their own perspectives to add to the narrative.

While oral histories may enrich our understanding of women's lived experiences, Historian Hasia R. Diner is troubled by the discipline's increasing use of anthropology, arguing "anthropologists are not historians" and they ask different questions.¹⁹ Diner asserts anthropologists "rarely deal with the central objective of historical scholarship, that is, "pinpointing and explaining change over time."²⁰ Because historians mostly deal with the dead, they "cannot answer questions about the meaning of experience." She further asserts, "meaning has to be teased out of static documents" and the task of historians is to "locate that moment in a spectrum of what came before and what followed."²¹ While Diner has a point about the objective of historical scholarship, events are experiences, and experiences are had by people. If we are to limit ourselves to "teasing meaning out of static documents," how much can historians contribute, and what type of history are we left to write? A balance is needed. We want fewer histories that distort or exclude women; and if using oral

¹⁹ Hasia R. Diner, et. all, "The Treatment of Women in Immigration History", PP. 57-58.

²⁰ Diner, 58.

²¹ Ibid

histories to bridge gaps in the public archives, we want rigorous methods including thoughtfully constructed questions to make objective study possible. We may never achieve true history and one without bias, but historians must continue looking for ways to represent history that is inclusive, and that may vary according to scope, and object being studied.

Attaining a better understanding of immigrant women's experiences requires exploring various sources and archives, which means looking at both public and private realms. Historian Paula E. Hyman argued "women have always participated in politics."²² She challenged immigration historians' exclusive study of the public domain by expanding the notion of community by looking at the private realm to show how immigrant women created political and social movements through grassroots organizing.²³ In an article written on the Kasher Meat Boycott of 1902, Hyman used newspaper archives and court records to show how women mobilized other women in their neighborhood to carry out the boycott in Brooklyn and succeeded in getting the Meat Trust to bring down the price of kosher meat.

²² Paula E. Hyman, "Immigrant Women and Consumer Protest: The New York City Kasher Meat Boycott of 1902", *American Jewish History*, (Sept 1980), 91.

²³ Hyman, 92.

Using these archives, she shines a light on women who expressed in their own words how they saw themselves and defined the movement. It reveals Jewish husbands reacted positively to their wives organizing a boycott even when it turned into a riot with police. Her sources reveal different reactions to the women in the Yiddish and English press. The Yiddish socialist paper, *Forward* wrote a memorable banner headline “Bravo, bravo, bravo, Jewish women!” and helped with fundraising efforts to assist jailed women.²⁴ The *New York Times* by contrast called the immigrant Jewish women among other things, “a dangerous class” and urged swift police action against them.²⁵ The archive reveals these women fearless of police, the Chief Rabbi, and the powerful Meat Trust.²⁶ The archive challenges the idea that women are voiceless under Judaism. Women brought activism into synagogues by “Using the traditional communal tactic of interrupting the Torah reading when a matter of justice was at stake...”²⁷ Hyman observes, “sufficient toleration existed within the family circle to enable Jewish women to express their ‘public spirit’ to permit wives and mothers to attend evening meetings and to

²⁴ Hyman, 101.

²⁵ Hyman, 91-92.

²⁶ Hyman, 94, & 98 —101.

²⁷ Hyman, 94.

demonstrate in the streets.’²⁸ It was the men who stayed home with the children so the women could spend evenings organizing. By considering ethnicity, religion, class, and gender, Hyman examines this event as experienced by women and takes the roles and responses of men into consideration. These immigrant Jewish women didn’t ask their husbands permission to organize a boycott; they just did it, and their husbands supported them. This shows class concerns took precedence over traditional religious practices. That most Jewish men supported women’s efforts in various capacities demonstrates an example where gender norms were not fixed.

By integrating demographic data, she reveals organizers were working-class immigrants and highlighted the ways their group profiles differed from other activist women of the time.²⁹ Using the archive, Hyman tracks how the boycott spread to the rest of New York City and several

U.S. cities and inspired other short-term movements including the rent strike of 1907. In a single article, Hyman said more about women’s social and political involvement than Howe did in an entire book. Neither the Kosher Meat Boycott nor the rent strike of 1907 was mentioned in his book, despite extensive coverage of these events at the time.

²⁸ Hyman, 103.

²⁹ Hyman, 96-97.

The ability of historians to collect firsthand accounts of late nineteenth and early twentieth century immigrants from all communities has passed. To understand the lived experiences of immigrant women of this era, historians can perhaps use Hyman's methodology and expand their archival search to other cities and include more rural area studies. We may never accumulate enough to write a book on a single event like the kosher meat boycott of 1902 but perhaps we could find more instances of immigrant women networking within their neighborhoods to affect change at a grassroots level. As more histories are compiled, it may be possible to carry out more comparative studies.³⁰

Donna Gabaccia suggests immigration and women's historians can integrate women into more immigration histories by using the nationality or culture category. She is most optimistic about the culture category since it encompasses various components of identity including race, ethnicity, class, gender, sexual orientation, language, and religion. Multiple components could be analyzed together to see how variants intersect in immigrant lives.³¹ While a cultural category of analysis would perhaps best encapsulate various forms of identity, Gabaccia herself has noted that immigration historians do not consider familial events relevant in studying community participation in the public sphere.

³⁰ Gabaccia, "Immigrant Women: Nowhere at Home?" 67-68.

³¹ Gabaccia, 67-68.

Therefore, given their historic reluctance to use gender as a lens of analysis, it remains to be seen if using a cultural category of analysis would inspire them to look at gender experiences when their priority remains studying community in the public domain.

Equally, if women's historians continue to focus exclusively on women's experiences as racial and ethnic minorities they will miss (and possibly distort) how cultural markers intersect and impact immigrant lives³² Gabaccia believes another issue with the state of immigration history is that relatively speaking, few cultural histories have been written but notes this is changing.

Perhaps as more studies are compiled encompassing recent immigrants from other regions of the world, we will see more usage of gender analysis. Gabaccia believes with more diverse studies, immigration historians will be able to do better comparative studies that account for both similarities and differences. And while Gabaccia is correct in a sense that we must move on and continue writing histories of newer immigrant groups, Hasia R. Diner is also correct that if we fail to reexamine earlier immigration studies of various ethnic groups from a gender perspective we are left with "bad history."³³ And bad history will impact immigration studies already in process if we have a distorted picture of the past.

³² Gabaccia, 66-68.

³³ Diner, 54.

To those partaking in family history or women's immigration studies, works by scholars like Weinberg and Hyman provide a layer of context that social histories focused heavily on the public domain and static document sources miss. If oral history uses scripted questions and is part of a more methodical approach, it could be a useful tool for historians. Expanding the definition of community that views the happenings of the public and private worlds as interconnected may allow for integration of more women in immigrant history. While much remains unknown, the history written by Sydney Weinberg and Paula Hyman in their own ways contributes more to what we know about ordinary immigrant Jewish women's lives. In writing about the lives of immigrant women, a careful balance is possible if more historians are willing to open their minds to what is possible.

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Pioneers in the Farm Implement Industry: Seymour & Morgan and their Relationship with Cyrus McCormick



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Key Words: Patent Litigation, Seymour & Morgan, Cyrus McCormick, 19th-Century, Agricultural Innovation, Hay Reaper Dispute

Abstract

The primary objective of this research seeks to further publicize and understand the business relationship Dayton S. Morgan and William H. Seymour of Brockport, NY, with Cyrus H. McCormick of Walnut Grove, Virginia, whose family went on to found one of the most iconic tractor and farm implement brands, International Harvester (now owned by Case New Holland). These men worked together making reapers for the harvesting of wheat. Their relationship is not one that has been studied in much detail, despite a court case involving both parties going all the way to the Supreme Court. The mid-to-late 19th century had a cutthroat business environment, and the farm implement industry was no exception, with patent wars being fought because of

invention piracy. In this case, a bitter patent war was waged over the design of the hay reaper. Using primary and secondary sources I will explore the business relationship between Seymour & Morgan and McCormick, what led up to their patent litigation, as well as its aftermath.

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3. The Lead Up to Litigation
4. Patent Wars
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With the dawn of the Second Industrial Revolution (pre- and post-Civil War 1830s- 1900), farming in the United States underwent a complete revolution in technology. Inventions such as the reaper reduced the labor costs associated with farming and brought down the cost of produce. Changes were taking place in various industries, as society became more mechanized, the U.S. was expanding its territory westward with Manifest Destiny.³⁴ In his work, *The American Reaper*,

³⁴ Gordon M. Winder, *The American Reaper Harvesting Networks and Technology, 1830-1920*. (Ashgate Publishing Company, Burlington, VT 2012) 6.

Gordon Winder said that harvesting machinery such as mowers and reapers were directly associated with the U.S.A.'s Manifest Destiny. In fact, one of the advertising pictures from McCormick Harvesting Machine Co. features a McCormick reaper making its way across the plains of the western U.S. with a buffalo looking on. As the U.S. expanded westward and cleared land, this paved the way for new, fertile farmland. These conditions would end up setting the stage for the U.S. to dominate the farm implement industry for decades.³⁵ During this time, “a rustic poet of the West was moved by the new order of things to write,

“But Hark! The rattling “Reaper,”

Here it comes with noisy din,

And the grain shrinks before it

Like good intentions before sin.

One rides upon the “Reaper,”

Waving of the reaper’s wand,

And every pass he makes

Lays a sheaf upon the land...”

O band of strong cradlers, with regular sweep,

³⁵ Winder, *The American Reaper* 6.

Your vacation is gone! – ‘tis the “Reaper” must reap!”³⁶

No doubt that some people during this time felt a sense of excitement with the dawn of these inventions to make their lives easier.

In the 1830s and 1840s, the mechanization of farming was well underway, simplifying laborious farm tasks such as harvesting wheat. Competition in this industry was cutthroat, which was typical for the time.³⁷ A notable example of this would be the patent wars that happened between Brockport businessmen William H. Seymour, Dayton S. Morgan, and Chicago businessman Cyrus H. McCormick. The relationship between McCormick, Seymour & Morgan can be described as civil at best and contentious at worst, and had lasting impacts on their legacies, which are still felt today. The mechanization of farming would not have been possible without the work of these businessmen, along with several others, and the conflicts that took place between them.

³⁶ (“Michigan Farmer,” Sept. 1850, p. 297) as cited by William T. Hutchinson, *Cyrus Hall McCormick Seed- Time 1809-1856 vol. 1* (The Century Co. New York & London 1930) 247

³⁷ Allen Pusey, “Precedents” *ABA Journal*, 72, (Sept. 2015)

Patent wars were contentiously fought during the 19th century in various industries, not just the farm implement industry³⁸, for example, patent wars were fought over the invention of the sewing machine (1854) and the invention of the telephone (1887). “The litigation between McCormick and other manufacturers of reapers during the third quarter of the 19th century became one of the great patent wars, on par with those concerning the telephone and sewing machine.”³⁹ As far as the aftermath of the reaper wars, the consequences were varied.

The Parties Involved

Before diving into the litigation that took place between Seymour & Morgan, and McCormick, it would be proper to introduce who these men were, starting with William Henry Seymour (Figure 1). He was the younger brother of James Seymour, who had a hand in co-founding Brockport.⁴⁰ William Seymour’s early life was interesting as he was a postmaster, a store clerk, and was actively involved in politics before entering the burgeoning farm implement industry.

³⁸ William M. Fitzpatrick and Samuel A. Dilullo, “The Patent Paradox: Governmental Restrictions on the Competitive Use of Patented Intellectual Properties,” *Competition Forum* 307, (July 1, 2019)

³⁹ William G. Andrews, *Early Brockport: Being a Narrative of the Victorian Village on the Erie Canal from the Beginning until 1865*. (Arcadia Publishing: South Carolina, 2005), 111

⁴⁰ William G. Andrews, *Portraits of Brockport’s Past: True Tales About the Victorian Village on the Erie Canal*. (Arcadia Publishing: England, 2019), 12.

During the early 1830s, Seymour changed his career trajectory and entered the foundry business as a partner in the Backus and Ganson Foundry (later Backus & Fitch), which had manufactured threshing machines.⁴¹ In 1843, Seymour co-founded Globe Iron Works with Thomas Roby. The company was later reorganized as Seymour & Morgan. Globe Iron Works specialized in manufacturing stoves and agricultural implements.⁴² Seymour and Morgan's partnership lasted until about 1877, when Seymour decided to retire from the firm. "In 1900, he was elected as an honorary member of the National Association of Agricultural Implements in recognition of his importance in establishing one of the country's greatest industries. He lived to see a complete revolution in the methods of farming."⁴³ Seymour outlived his business partner, Morgan, passing away at the age of 101, in 1903.

⁴¹ Andrews *Portraits of Brockport's Past*, 12.

⁴² Andrews *Portraits of Brockport's Past*, 13.

⁴³ A. B. Elwell, *History of Brockport with Vicinity Happenings, 1826-1956*, 248-251. (Original publication, "Brockport Republic-Democrat" 8/9/1955)

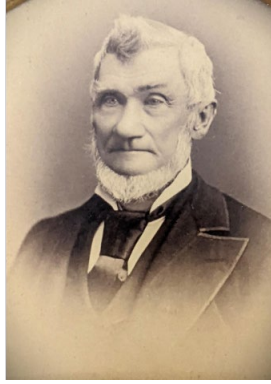


Figure 1: Photograph of William Henry Seymour, 1802-1903⁴⁴

The second person involved was Dayton S. Morgan (Figure 2), born in 1819, in Ogden, about 10 miles east of Brockport. Morgan was considered one of Brockport's most distinguished and wealthy citizens.⁴⁵ Prior to working with Seymour, Morgan had graduated from the Brockport Collegiate Institute (Present-day SUNY Brockport). Though he had thought about becoming a lawyer, Morgan decided to pursue business, this proved to be a fruitful move on his part, as Brockport was quickly becoming one of the epicenters for the new farm implement industry. "In 1844, Morgan worked as a store clerk and caught the attention of William H. Seymour who hired him as a machinist for Globe Iron Works."⁴⁶ Morgan had built a positive reputation for himself in the business

⁴⁴ Brockport Museum of Local History, "*Seymour and Morgan Reaper.*"

⁴⁵ *Andrews Portraits of Brockport's Past* 25.

⁴⁶ *Andrews Portraits of Brockport's Past* 25.

world over the years, through hard work and integrity. “Despite smaller output, Morgan established many connections both domestic and abroad. Morgan himself was identifiable as a gentleman wherever he went.”⁴⁷ Throughout the years he traveled extensively to maintain his business network, participated in patent litigation, and for a time was the board president of the Brockport State Normal School. “After he became sole owner, the concern was incorporated under the name D.S. Morgan & Company, he continued as its president and active head up until the time of his death.”⁴⁸ Leading up to the Morgan Company closing its doors in the mid-1890s, the company faced hardships which will be discussed later.

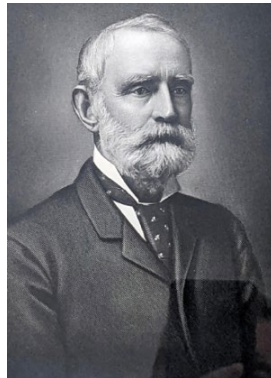


Figure 2: Dayton Samuel Morgan 1819-1890⁴⁹

⁴⁷ Winder, *The American Reaper* 190-193.

⁴⁸ Elwell, *History of Brockport with Vicinity Happenings, 1826-1956*, 258-261. (Original publication: “Brockport Republic-Democrat” 6/10/1955).

⁴⁹ Brockport Museum of Local History, “*Seymour and Morgan Reaper.*”

The final party involved in the patent litigation was none other than Cyrus Hall McCormick (Figure 3), a Virginia native. Cyrus had worked closely with his father, Robert. Between 1831 and 1844, McCormick tried to produce a fully functional reaper. These failures did not dampen McCormick's ambition to monopolize the reaper industry and become the dominant producer of the implement, as other industry titans at this time were already doing that, most notably Andrew Carnegie with U.S. Steel, and John Rockefeller with Standard Oil. This ambition fell short, as throughout his career, McCormick was heavily involved in patent litigation with different companies. McCormick's attitude toward these litigations can be summed up with a quote from a letter that he wrote to his brother, William, in April of 1854, "...If I should fail of getting an extension, I calculate I can hold my own without, but I think I shall succeed."⁵⁰ McCormick wanted to crush the competition at all costs. In 1845, McCormick would cross paths with Brockport businessmen William H. Seymour and Dayton S. Morgan, this meeting would set the stage for the next 10 or so years.

⁵⁰ William T. Hutchinson, *Cyrus Hall McCormick: Seedtime, 1809-1956* (The Century Co. New York & London 1930) 292.



Figure 3: Cyrus Hall McCormick 1809-1884⁵¹

The Lead Up to Litigation

During the mid -to -late 19th century, the reaper was subject to many innovations as the goal was to make them lighter, more durable, and more efficient.⁵² Companies sought to make full harvesting machines,⁵³ to replace the crude tools and back-breaking labor that had been around for millennia. British and American inventors had long been at work on designing a reaper, and it would only be a matter of time before lengthy patent wars would ensue. In America, two inventors are credited with receiving reaper patents first: Obed Hussey, who obtained his patent in 1833, and Cyrus McCormick, who received one a year later. Cyrus McCormick wrote in *The Century of the Reaper*, concerning his

⁵¹ “Cyrus McCormick | Biography, Invention, Reaper, & Facts | Britannica.”

⁵² Winder, *The American Reaper* 2.

⁵³ Winder, *The American Reaper* 6,8.

grandfather's patent, "This patent ran for fourteen years, but no attempt was made to exploit it even in a small way until 1840, the inventor had enjoyed no more than eight years of protection."⁵⁴ McCormick had tried for several years to produce satisfactory reapers for the market near his hometown in Walnut Grove, Virginia, but ultimately decided to go elsewhere to see if he could find a shop to produce his reapers.

After setting out on horseback to seek out other markets for his reaper, Cyrus McCormick had arrived in Brockport in 1845, in search of a company that would make successful models of his reaper.⁵⁵ The first company McCormick hired to make the first 100 reapers for the New York Market, was Backus, Fitch & Co., but they were not successful, and only thirty were sold. "McCormick blamed this poor showing upon the short crop, prejudice among farmers and 'some bad sickles.' Later testimony revealed that the dividers were at fault, and a few machines were returned to the factory in order to correct this defect that it might be corrected."⁵⁶ McCormick's next stop was the Globe Iron Works foundry

⁵⁴ Cyrus McCormick, *The Century of the Reaper the inventor of the reaper: of the McCormick Harvesting Machine Company, the business he created: and of the International Harvester Company, his heir and chief memorial* (Boston and New York, Houghton Mifflin Company, 1931) 27.

⁵⁵ Andrews, *Early Brockport* 105

⁵⁶ Hutchinson, *Cyrus Hall McCormick* 233.

of Brockport. For a short time, this partnership would prove fruitful, as Globe Iron Works has been credited with producing the first 100 successful McCormick Reapers for the 1846 harvest, and these were produced under McCormick's patents until 1849⁵⁷For the harvesting seasons of 1846-1849, Globe Iron Works produced a total of 315 McCormick reapers. It had been said that at one point McCormick may have considered settling down in Brockport; however, ultimately, he moved to Chicago in 1848, which was rapidly becoming heartland of American manufacturing, farming, and industry. "He left his plans, which were far from perfected, with the Globe Iron Works of Brockport, with the understanding that for every machine produced, McCormick would receive a patent fee of thirty dollars, slightly less than half of the realized profit."⁵⁸ The ending of McCormick's partnership with Seymour & Morgan was an ominous one, as it would not be long until these two firms were engaged in one of many acrimonious patent litigations that took place during the 1850s.

When McCormick left, Seymour & Morgan made alterations to the design of McCormick's reaper, for the 1850 harvest. "For the harvest of 1850, [George] Barnett had made changes in the design that were meant to avoid the coverage of

⁵⁷ Andrews, *Portraits of Brockport's Past* 26.

⁵⁸ Andrews, *Early Brockport* 110.

McCormick's patents and about 300 of those machines were produced."⁵⁹ This caused quite a stir with McCormick, and he sought out an injunction from the courts in protest of this design modification, He wanted Seymour & Morgan to discontinue their production of the redesigned Barnett Reapers. "The Brockport firm moved the location of the seat, abandoned several features of the McCormick machine, introduced the trademark "New Yorker," increased production to about 400 a year for the 1851-55 harvests and began to follow McCormick's practice of licensing other manufacturers to produce its machine."⁶⁰ These changes were just the beginning of many modifications made to McCormick's original reaper design, since more followed, in hopes of avoiding paying patent royalties to him.⁶¹ Other changes to the original reaper design include the addition of a self-raking mechanism and a quadrant platform, both features being traced back to the Seymour & Morgan firm.

As Brockport historian Helen Hastings wrote, "McCormick's original patent expired in 1848, and he sought an extension by a three-member patent review board. After intense lobbying both pro and con, the board voted 2-1

⁵⁹ Andrews, *Early Brockport* 110-111.

⁶⁰ Andrews, *Early Brockport* 111.

⁶¹ Winder, *The American Reaper* 6: It was well known that the reaper manufacturers of the day used McCormick's patent as a starting point.

against the extension. The lobbying continued there, but McCormick failed.”⁶² It is important to note that McCormick had applied for a new patent in 1845. The patent was issued on Jan. 31, 1845, for an “Improvement in Reaping Machines” Patent No. 3895.⁶³ McCormick had done this to protect the improvements he had made to his original reaper design (1834). In October of 1850, “McCormick obtained an injunction restraining Seymour & Morgan under a \$20,000 penalty from producing any more reapers known at the time as ‘Seymour and Morgan’s Reaping Machines,’ incorporating the improvements covered by McCormick’s 1847 patent.”⁶⁴ The injunction was just the tip of the iceberg leading up to the Supreme Court case in 1853. This did not dampen Seymour and Morgan’s production of the reapers, as they simply changed the name to the “New York Reaper.” These changes became the point of contention in the Seymour v. McCormick case.

These design changes to the reaper would mark the beginning of half of a decade worth of patent litigation between McCormick and the Seymour & Morgan firm. McCormick’s sentiments toward Seymour & Morgan can be

⁶² Hastings, Helen. “*The Reaper Industry in Brockport*” (1950) 5-6. *Local History Books*. 3. http://digitalcommons.brockport.edu/local_books/3

⁶³ Hutchinson, *Cyrus Hall McCormick* 276

⁶⁴ Hutchinson, *Cyrus Hall McCormick* 424.

described as a thorn in the side, not important in the grand scheme of things and a passing moment. Hutchinson recorded a heated exchange that ensued between Seymour & Morgan and McCormick; “McCormick called the attention of the public to this defiance of the injunction and ridiculed the quality of Seymour & Morgan’s output. ‘They are the first pirates ever to be prosecuted by me for infringement...Everyone who uses one is liable to suit by me, and they will be. So, Seymour & Morgan better make a lot of money to compensate their purchasers’.”⁶⁵ This taunt from McCormick did not phase Seymour and Morgan, as they responded to him in like fashion and advertised their reaper design for the 1851 harvest even more. When the pair responded, their language was just as harsh when referring to McCormick, “C.H. McCormick can no longer monopolize the Reaper business to the great damage of himself...Buyers of our machine need not fear. If McCormick wins, we can pay.”⁶⁶ The Brockport and Chicago reaper companies were now locked in a bitter lawsuit, one of many that McCormick would ultimately lose.⁶⁷ What once began as a civil business partnership quickly dissolved into a contentious one over patent rights. This now

⁶⁵ Hutchinson, *Cyrus Hall McCormick* 425

⁶⁶ Hutchinson, *Cyrus Hall McCormick* 425

⁶⁷ McCormick, *The Century of the Reaper* 27

sets the stage to properly and thoroughly discuss the lengthy patent war that was waged between McCormick and Seymour & Morgan.

Patent Wars

In *The Century of the Reaper*, Cyrus McCormick denoted the following, “Altogether there were by the end of 1850 at least thirty reaper firms which had taken the basic principles of McCormick’s invention as a starting-point and were seeking to add something new.”⁶⁸ For reference, this type of competition was common in the farming industry, as one can see a similar level of competition with the manufacture of tractors.⁶⁹ The year 1850 marked the beginning of a long struggle to maintain exclusive rights to manufacture the reaper and weed out the competition. McCormick sued Seymour & Morgan for patent infringement, and in 1853, the case went before the Supreme Court. An initial look at the court case reveals that McCormick had attempted to sue based on piracy of his entire machine, though upon looking at the Syllabus (outline), and further in the court case, the ruling was more nuanced than that.

The Syllabus of *Seymour v. McCormick*, 57 U.S. 480 (1853) states the following and sets the stage for the nuances of the lawsuit, “In 1845, he obtained a patent for an improvement upon his patent and in 1847 another patent for new

⁶⁸ McCormick, *The Century of the Reaper* 34.

⁶⁹ Aiden Daly, *Indiana Magazine of History* “Tractor Wars.” (June 2024, Vol. 120)

and useful improvements in the reaping machine. The principal one of these last was in giving the raker of the grain a convenient seat upon the machine.”⁷⁰ When Justice Grier delivered the opinion of the court, he explained that the patent laws of the time were nuanced and that there were different laws in place for pirating a whole machine versus pirating parts of a machine. The ending of the syllabus touches on these nuanced patent laws, calling out the Circuit Court for incorrectly ruling that the defendant had violated the patent of the entire machine. Finally, “It was also erroneous to lay down as a rule for the measure of damages the amount of profits which the patentee would have made if he had constructed and sold each one of the machines which the defendants sold. There was no evidence to show that the patentee could have constructed and sold more than he actually did.”⁷¹ In other words, McCormick would have had to present hard evidence that the infringement genuinely hurt his business instead of adding to the competition in the market at the time.⁷²

McCormick had sued Seymour and Morgan on two counts; the first being that McCormick had alleged to be the original inventor of the reaping machine, and that he had obtained the patent in June of 1834. As previously stated, he was

⁷⁰ “Seymour v. McCormick, 57 U.S. 480 (1853) Justia Law” 1.

⁷¹ Seymour v. McCormick, 57 U.S. 480 (1853)” 1.

⁷² Hutchinson, *Cyrus Hall McCormick* 426

neither the original inventor of the reaper nor the first to obtain a patent for it. Several inventors had been trying to solve the problem of harvesting wheat in an efficient manner.⁷³ McCormick's father had also worked on a reaper design, and Obed Hussey had received his reaper patent a year prior to McCormick. The first count also alleged that McCormick was the sole inventor of certain improvements to his original reaper design and had obtained another patent securing that in 1845, and that the improvements made by Seymour & Morgan Co. were a violation of this patent. It should be worth noting that innovation spurs on competition, and at the time the United States was a relatively free-market, capitalist economy. The second account McCormick sued on the following, "the plaintiff was the first inventor of certain improvements upon his said reaping machine before patented, for which he obtained patent letters for on 23rd day of October 1847. And that the defendant manufactured and constructed three hundred machines embracing the principles of the last-named invention and improvements."⁷⁴ Justice Grier had disagreed with the Circuit Court ruling and started *Seymour v. McCormick* from scratch, as if the previous case did not take place.

⁷³ Winder, *The American Reaper* 2.

⁷⁴ "Seymour v. McCormick, 57 U.S. 480 (1853)" 2.

The ruling of the Supreme Court had depended upon the evolution of the patent laws since the first Patent Act of 1790 was enacted. This patent law required the pirate to pay damages that would be assessed by a jury and forfeited to the aggrieved person for piracy of said machine or invention.⁷⁵ The patent laws changed leading up to the court case, and it was not until the third revision of the Act that the flaws of the previous Acts were acknowledged. Justice Grier acknowledged after laying out the history of said patent laws, that the previous laws had done a great deal of injustice to past offenders due to the lack of nuance surrounding said laws. “In order to obviate this injustice, the Patent Act of 1836 confines the jury to the assessment of ‘actual damages.’ The power to inflict vindictive or punitive damages is committed to the discretion and judgement of the court within the limit of trebling the actual damages found by the jury.”⁷⁶ Based on historical evidence for this court case, McCormick had failed to produce hard evidence that his whole patent had been infringed, as he had alleged. This would have given Seymour & Morgan a reprieve, though their retrial after this with the Circuit Court is obscured and difficult to find record of. The Supreme Court had reversed the ruling of the Circuit Court and sent the case back with

⁷⁵ “Seymour v. McCormick, 57 U.S. 480 (1853)” 4.

⁷⁶ “Seymour v. McCormick, 57 U.S. 480 (1853)” 4.

directions to award retrial.”⁷⁷ The original Circuit Court ruling heavily favored McCormick, based on what can be surmised as inconclusive evidence of damages, hence the retrials. Refer to Figure 4 for McCormick’s 1847 Patent.

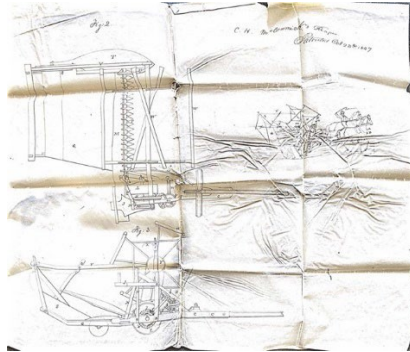


Figure 4: McCormick’s 1847 Patent for the McCormick Reaper⁷⁸

The reaper modifications from the Seymour & Morgan firm included moving the location of the seat, a self-raking mechanism, a quadrant platform, and a sweep rake. Andrews wrote in *Early Brockport*, “Brockport’s solution to the seating problem for the reaper was only the beginning of its contribution to the industrial revolution in agriculture. In 1851, Seymour invented the quadrant platform, the shape of a quarter circle with a self-raking mechanism that swept

⁷⁷ “*Seymour v. McCormick*, 57 U.S. 480 (1853)” 6.

⁷⁸ “*Seymour, et. al. V. McCormick 1853.*” 33 Courtesy of the National Archives in Washington D.C.

the cut grain from the cutting mechanism to a stacker who worked alongside the machine.”⁷⁹ Andrews then went on to say, “Furthermore, Brockporter’s Aaron Palmer and S.G. Williams patented the “sweep rake”, another improvement that was licensed by all other reaper manufacturers, including McCormick.”⁸⁰ These improvements, created the first successful, automatic reapers.

Throughout the patent wars, contests were held between the various reaper manufacturers to see which reaper would come out on top.⁸¹ Somehow whenever a McCormick reaper entered said contests, it would almost always lose. The most relevant example being a loss to former business partners, Seymour & Morgan. Both the Chicago Weekly Democrat and the Genesee Farmer detailed this account briefly, “Seymour & Morgan state that their machine defeated McCormick’s whenever they were tried together, ‘and gentleman having learned from experience that he cannot compete with us in a fair business-like manner in selling, has tried to frighten us from making our machine...’⁸² This would also be further evidence of the rift that was now between McCormick and Seymour & Morgan. Another example of McCormick losing in the reaper contests would be

⁷⁹ Andrews, *Early Brockport* 112.

⁸⁰ Andrews, *Early Brockport* 112.

⁸¹ Hutchinson, *Cyrus Hall McCormick* 417-420.

⁸² Hutchinson, *Cyrus Hall McCormick* 425.

when he competed against his other rival, Obed Hussey. “In an Ohio contest, Hussey’s machine received prizes both as a mower and a reaper, while McCormick’s did not place.”⁸³ Regarding these contests and the ongoing patent litigation, Seymour & Morgan said the following of their former business partner, “We shall show Mr. McCormick, should he ever give us occasion, that our only infringement is on his business, and not on his patent.”⁸⁴ McCormick saw these losses as only temporary setbacks, which hardened his resolve to persevere in the industry.

The Aftermath

The invention of the reaper as well as the various contests and patent wars had consequences that can be perceived “just business.” For centuries farmers and farmhands alike labored intensely to harvest wheat, using crude and outdated tools. Once the farm implement industry took off in Brockport, it dominated the economy and replaced the grain trade with being the most important business.⁸⁵ For a time, in the wake of the reaper wars, Seymour & Morgan saw success in the 1860s, as well as the rest of the Brockport economy. “The Brockport Republic reported that for the winter of 1861-62 that 600 reapers

⁸³ Hutchinson, *Cyrus Hall McCormick* 418.

⁸⁴ Hutchinson, *Cyrus Hall McCormick* 425.

⁸⁵ Andrews, *Portraits of Brockport’s Past* 77.

and mowers were produced, mostly for sale in the west. And that the following year, production increased to 1,000 machines from all the Brockport manufacturers. 500 of which were produced by Seymour & Morgan.”⁸⁶ The success of Seymour & Morgan in the 1850s and 60s would be relatively short lived, as in the 1880s, Seymour & Morgan faced hardship with limited success in those years, and the heyday of the company was ending.

As previously mentioned, William Seymour retired from Seymour & Morgan in 1877, and it was then reorganized as D.S. Morgan & Co. until 1894.⁸⁷ During the time that Morgan was head of the company, and remained profitable, especially in the years of 1877 to 1883 with the production of the “Triumph No. 2” reaper model. Due to increasing competition, Morgan had faced hardship in 1884, even though his company produced and sold 6,500 machines.⁸⁸ The downfall of D.S. Morgan & Co. had a few causes. Toward the closing decades of the 19th century, the farm implement industry was moving from wooden frames to steel frames, so that the machines lasted longer, this impacted D.S. Morgan & Co. by leaving them further behind with the

⁸⁶ Andrews, *Early Brockport* 215.

⁸⁷ Andrews, *Early Brockport* 115

⁸⁸ Andrews, *Early Brockport* 115

technological advances rapidly taking place.⁸⁹ The company suffered losses for four years straight with a little rebound in 1889 and there was an economic recession at the onset of the 1890s.⁹⁰ This would mark the close of the dominance of D.S. Morgan & Co.

The impact that the reaper industry had on Brockport should not be diminished or forgotten. For nearly six decades, the industry was an integral part of Brockport's economy. Despite the reaper wars, D.S. Morgan & Co. continued to see success for several years. On August 4, 1955, the Brockport Republic had an editorial dedicated to the Morgan Reaper and highlighted the monumentality behind the invention of the reaper. The editorial focused on the success of the reaper business in Brockport, with special attention to Seymour & Morgan's business. Cyrus McCormick's coming to Brockport and commissioning first Backus & Fitch to make his reapers and then commissioning Globe Iron Works to make the reapers, cemented Brockport's place in farm implement history as an early epicenter of the industry. The "Brockport Republic" stated, "As a result of these experiments, Seymour and Morgan were engaged to build one hundred of these reapers for the harvest of 1846. These machines were sold, and this

⁸⁹ Andrews, *Early Brockport* 115-116

⁹⁰ Thomas A. Garrett, Andrew F. Kozak, and Russell M. Rhine, "Institutions and Government Growth." *Federal Reserve Bank of St. Louis Review* (Vol. 92 Issue 2 March-April 2010) p. 1

historical fact established, that the Globe Iron Works of Brockport, Monroe County, New York, became the first reaper factory in the world.”⁹¹ Around the time this editorial was published, an unused “Triumph” reaper (Figure 5) was discovered, never used and still in its shipping crate. This rare specimen of agricultural history is currently on display at the Brockport Museum of Local History on State Street, with a salesman sample model of the same reaper. “Let us be grateful that this one, one of the most important inventions in Brockport’s history, has come to rest in the Seymour Museum as a lasting memento...”⁹²



Figure 5: Triumph Reaper on display at Brockport Museum of Local History⁹³

⁹¹ Elwell, *History of Brockport*, 258-261. (Original publication: “Brockport Republic-Democrat” 4/7/1955)

⁹² Elwell, *History of Brockport*, 258-261. (Original publication: “Brockport Republic-Democrat” 4/7/1955)

⁹³ Brockport History Museum, “Seymour and Morgan Reaper.” Photo courtesy of the Brockport Museum of Local History (formerly the Emily Knapp Museum).

Conclusion

The farm implement industry played a huge role in local and national history. The relationship between Cyrus McCormick and Seymour & Morgan started off as a civil business partnership that lasted all of three years before taking a turn for the worst and becoming a bitter and contentious relationship due to patent litigation. The business practices of the time were ruthless and there was little interference from the government. Manifest Destiny also played a role in the expansion and startup of the farm implement industry, as the U.S.'s westward expansion opened a market for farm equipment. Brockport and Chicago respectively had integral roles to play in the burgeoning farm implement industry, though towards the turn of the century, Chicago quickly overtook Brockport in becoming the heartland of farm implement manufacturing, with McCormick Harvesting Machine Co. being based there.

After thorough research and investigation into these patent wars, it makes me wonder why the patent wars are not touched on more in American history classes. I am of the belief that if it were not for these patent wars, Cyrus McCormick would have been on a similar level to the other business tycoons of the time. However, it was because of the patent wars that the laws changed to be more nuanced depending on the level of piracy of an invention. The dynamic seen between McCormick and Seymour & Morgan was an interesting one, but not atypical for the time. Despite the short-term losses that McCormick faced during

the patent wars, his legacy lived on. In 1902, McCormick Harvesting Machinery Co. became International Harvester Company, becoming one of the most recognizable and iconic tractor and farm implement companies in America. McCormick's biographer summed up his attitude perfectly, "Confidence of ultimate success after every defeat, and the will to fight on to the last ditch, are two reasons why McCormick out distanced all his competitors."⁹⁴ McCormick passed away in 1884 and would not see the empire his business would go on to establish until its demise in the 1980s.

⁹⁴ Hutchinson, *Cyrus Hall McCormick* 292-293.

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Till Fate Do Us Part



Cadence Celine Lopez
SUNY Brockport

Key Words: Runaway Bride Fiction, Post-wedding crisis stories, Slow-burn romance, Left at the Altar, Self-discovery romance.

Abstract

This story is a poignant and emotionally charged exploration of identity, personal freedom, and unexpected connection. On what should be the happiest day of her life, Penelope James feels trapped in a life she never truly chose. When her fiancé abandons her at the altar, she drives away in a haze of heartbreak and confusion. On a rain-soaked road, she accidentally hits a stranger—Oliver. Both reeling from the pain of failed relationships, Penelope and Oliver find comfort in each other’s honesty during a quiet, late-night conversation at a roadside diner. As the night unfolds, they share confessions, regrets, and long-buried dreams, discovering that their unexpected meeting might be the beginning of something real. Through vulnerability and serendipity, this story captures the messy, beautiful moment when two broken people choose to break free together.

[Abstract Provided]

The sound of wedding bells makes my heart race. I stand behind the large, old mahogany church doors, covered in white tulle and silk. My feet are squished into pointed Mary-Jane heels; the scratchy fabric irritates the back of my neck, and the acrid scent of hairspray clings to my hair. I feel like a locked-up Barbie doll. Weddings have never been my thing—not as a girl, not now.

The creaky doors groan open, revealing a sanctuary bathed in golden sunlight. Organ music thunders in my ears, each note sharp and intrusive. My father's arm wraps around mine as he leads me forward. The sound of sniffles rises from the pews, blending with the rustling of fabric. My heart sinks lower with every step, heavy and uncertain.

And then there he is—Miles Shepard, his blue eyes shining like polished glass; his brown hair perfectly styled. He's the picture of calm, the man his mother promised would make my life perfect.

Two nights before the wedding, Miles and I sat in my apartment, the weight of unspoken words thick in the air. He scrolls through his phone, his posture stiff, while I fold laundry on the couch.

“Did you call the caterer?” I ask, breaking the silence.

“No,” he says flatly, not looking up.

I paused, the shirt in my hands suddenly feeling heavier. “Miles, the wedding is in two days. We need to confirm the menu.”

“Why do I have to do everything?” He snaps, tossing his phone onto the coffee table.

“Excuse me?” I say, my voice is rising.

“You're the one who wanted this big, ridiculous wedding,” he says, standing. “I didn't even want half of this stuff.”

I glared at him, heat rising in my cheeks. “Are you kidding me? Your *mother* planned this wedding, Miles. I just went along with it because it is what you both wanted!”

He scoffs, running a hand through his hair. “You didn’t have to say yes to everything.”

“Say yes?” I laugh bitterly. “When have I ever made a choice in this relationship? It is always about what you or your family want. God, forbid I have an opinion.”

“You act like I don’t care about you,” he says, his voice tight.

“Do you?” I fired back. “Because lately, it feels like you are just going through the motions.

Like I’m some box you’re checking off.”

Miles freezes, his jaw clenching. “You know what, Penelope? Maybe we shouldn’t get married.”

The words hang in the air, sharp and unforgiving. My chest tightens as I struggle to respond.

“Maybe we shouldn’t,” I say quietly, my voice trembling.

For a moment, neither of us moved. Then, without another word, Miles grabs his coat and walks out the door, leaving me alone in the suffocating silence.

And now here I am, standing at the altar, staring at the man who was supposed to be my forever. His cold hands tremble in mine, and I can’t help but think of that fight, the things we said and didn’t say.

“Do you, Miles Shepard, take Penelope James to be your wife?”

Miles freeze. His hand slips from mine, and his gaze fixes somewhere beyond me. My throat tightens as the silence stretches, unbearable and raw.

“I’m sorry,” he says finally, the words sharp and final. “I can’t do this.”

Gasps ripple through the crowd. Miles steps back, his expression blank as he turns and walks down the aisle. The room blurs as humiliation and heartbreak crush me.

Rain pours down in relentless sheets, the windshield wipers working furiously but failing to clear the blur. The dark road stretches ahead, unlit and cloaked in fog. My hands grip the steering wheel, trembling as the white fabric of my dress presses into me like a straitjacket.

The phone buzzes loudly in the passenger seat, its glow cutting through the dark. Without

thinking, I reach for it.

A sickening *thud* jolts me forward. My foot slams on the brake, the tires screeching as the car fishtails before coming to a shaky stop.

“Oh my God,” I whisper, my chest heaving. Panic floods my veins as I throw the car into the park and fling the door open, the dress tangling around my legs.

In the headlights, a man struggles to his feet, water streaming down his face and clothes. He winces, clutching his side as he staggers backward. His jacket is torn at the shoulder, and a fresh scrape shines crimson on his forehead.

“Are you okay?” I shout; my voice barely audibles over the rain. I ran toward him, my heels sinking into muddy puddles.

The man’s eyes flick up to meet mine, sharp and unyielding despite the pain etched into his face. “What the hell were you doing?” He snaps, his voice a mix of anger and shock.

“I—I wasn’t looking,” I stammer, guilt and terror knotting in my stomach.

“No kidding,” he bites out, wiping rain and blood from his temple. He tries to stand straight but stumbles, his hand shooting out to steady himself against the hood of my car.

“Let me help you,” I pleaded, reaching for his arm.

He jerks away from my touch, glaring at me. “You just hit me with your car, and now you want to *help* me?”

Tears sting my eyes, but I force myself to stay calm. “I’m so sorry,” I whisper, my voice cracking. “I didn’t mean to—”

The man exhales sharply, his shoulders slumping as if the fight has drained out of him.

“It’s fine,” he mutters. “I think I can walk.”

“No, it’s not fine,” I insist. “I—I need to take you to a hospital or—”

He cuts me off with a wave of his hand. “I’m fine. Just a little bruised.” He rubs his ribs gently, his expression softening as he studies me for the first time. “Runaway bride?”

The words catch me off guard, and despite everything, a laugh escapes my lips—bitter, sharp, and unsteady. “Yeah. Something like that.”

He arches a brow, his green eyes gleaming with a mix of curiosity and exhaustion. “That explains the dress. Thought I was hallucinating for a second.”

“You’re bleeding,” I say, gesturing to the scrape on his forehead.

“So are you,” he replies, pointing at the mascara streaks running down my cheeks.

A weak laugh bubbles up, and this time, it feels real. “I’m Penelope,” I say, offering a shaky hand.

“Oliver,” he replies, his grip firm despite his injuries. His voice softens as he adds, “Next time, keep your eyes on the road, yeah?”

I don’t know what overcomes me. Maybe it’s the silence between us, or maybe it’s just the sheer absurdity of the situation. But I turned to Oliver and asked,

“Do you want to get coffee? There’s a diner just a few miles down the road. I... I don’t know, I just think we both need to calm down.”

He looks at me, his eyes flickering with something I can't place, before giving a nod.

“Yeah, sure. That sounds like it could be nice.”

I pulled back onto the road, the engine humming softly under the rain’s steady beat. The air in the car is thick, thick with what I can’t name. It’s not just the awkwardness of two strangers in an empty car at midnight, but the electricity between us. Every breath feels charged. His gaze keeps drifting to me, then away. There’s this pull—this strange connection that seems to stretch between us.

“Thanks for not killing me,” Oliver says after a while, breaking the silence. “I don’t know what I was even doing. Guess I’ve had better days.” His voice softens.

“Of course,” I reply, my grip tightening on the wheel. “I’m sorry. I wasn’t paying attention. I—everything’s just... it’s a mess right now.”

“I can tell,” he says, his voice low but kind. “You wanna talk about it?”

I hesitate, unsure of whether I should spill out everything I’ve been thinking in the past few hours.

“I just... I just got left at the altar. He didn’t want to marry me.” The words sound absurd even as they leave my lips.

Oliver glances at me, his expression softening. “Jesus. I’m sorry.”

“Don’t be,” I mutter, shaking my head. “It’s not even about him. It’s about everything— *this* life I’ve been living. I’ve never even wanted a wedding or a huge ceremony. But here I am. And now...” I take a shaky breath. “I’m not even sure what to do any more.”

“Maybe that’s a good thing,” Oliver offers. “I mean, sometimes it takes something huge, like... well, like getting hit by a car, to shake you out of whatever’s been holding you back.”

His words hit me harder than I expected. Maybe it’s the warmth in his voice, or the understanding that shines through. I glanced at him; his eyes focused on the road but flickering over to me now and then. For the first time in what feels like forever, I feel like someone truly *hears* me.

We pulled into the parking lot of an old diner, the neon lights buzzing faintly against the drizzle. The scent of greasy food and coffee fills the air as we enter. The place is almost empty except for a couple of old-timers in the back booth and a young waitress wiping down the counter.

Oliver and I slid into a booth near the window. He leans back, stretching his legs under the table. The soft clink of coffee cups and muted chatter is the only sound between us.

I glanced at my phone. The screen is filled with messages from Miles.

I'm sorry.

Please forgive me.

Let's talk.

I need you.

My heart aches, but I silence the phone, ignoring the constant noise.

Oliver looks at me, noticing my silence. "He's still texting you, huh?"

I nodded, setting the phone face down. "Yeah. But I'm done with him. Done with *all of that...mess.*" I shake my head.

Oliver raises an eyebrow at me.

I sigh, stirring my coffee. "I thought it was what I was supposed to do, okay? Like--what everyone expected of me. I.. I don't know."

He nods, taking a sip of his coffee, then sets the cup down with a small clink. There's a long pause before he speaks again, his voice quieter this time, almost as if he's not sure how much he should say.

"You know, I wasn't really planning on being hit by a car tonight," he says with a dry chuckle.

I laugh, though it's more of a nervous sound. "Yeah, that was... definitely not what I had planned either."

Oliver looks down at his coffee, his hands resting on the table. "I was walking down that road because... because I just caught my girlfriend cheating. There's this motel down the street; I was coming from there." His eyes met mine, and the words hit me harder than I expected.

I inhaled sharply, my throat tightening. "Oh my God."

A small smile tugs at the corner of his lips. "It's fine. I've been through worse."

I can see the weariness in his eyes, the weight of everything he's been carrying. There's something about him—his honesty, the way he's not afraid to show his vulnerability—that draws me in even more.

"What did you do?" I ask softly. "When you saw it?"

"I just walked out. I didn't say a word. Saw what I needed to see and just... walked." He pauses, rubbing his hand across his face. "And then, I found you. A crazy woman in a wedding dress, running away from her life. Felt like fate, in a way."

I smile faintly, then sip my coffee, letting the warmth settle in. "That's... that's insane. I mean, it's insane in the best way possible."

We sit in silence for a moment, both of us processing everything that's been said. The waitress refills our cups, and I find myself staring out the window, wondering how I ended up here, in this small diner, with this stranger.

"So, what do you want to do now?" I ask, trying to push the conversation into a lighter place. "I mean, now that you've gotten away from the whole... girlfriend thing?"

Oliver leans back, a grin spreading across his face. "Well, I've got this dream, right? I have always wanted to sail. Like, really sail. Not just a weekend trip on a yacht, but like... across the ocean. See places and experience the world. I've been working on it—building this sailboat. My biggest project yet. I've been saving up, fixing up wood and taking sailing lessons when I can."

That is my real dream. That, and to have a dog that likes the water.”

I laugh. “What dog doesn’t like water?”

“Finn.” He chuckles. “He’s my golden retriever. Best dog in the world, but he is terrified of water. Every time we go to the lake, he’s like, ‘Nope, not today, buddy.’”

“That’s hilarious.”

“It is. But, you know, I keep working on the boat. One day, Finn’s going to get over it, and we’ll sail off together, across the Atlantic or wherever.”

“Wow, that’s... I do not know, sounds incredible.” I lean forward, my heart beating faster as I listen to him talk with such passion. There’s something about the way he speaks so sure of his path, so confident in his future—that makes me realize how much I have been missing.

“I wish I could be like that,” I say, almost to myself. “I wish I could live that freely, just...

go wherever the wind blows. I’ve spent my whole life trying to fit into what everyone else wants from me. A perfect life, a perfect house, a perfect husband, perfect *everything*. And I have always felt like I was just going through the motions.”

Oliver studies me, his gaze soft but intense. “Maybe you are ready for something new.

Something real.”

I blink, his words catching me off guard. For a moment, I did not know how to respond.

“So, what about you?” He asks, his voice low and playful. “What are your dreams? Other than, you know, running away from weddings.”

I laugh, but there is a note of longing in it. “I do not even know. I want to do something spontaneous, maybe get a tattoo.” I joke.

Oliver smiles, his eyes twinkling. “Spontaneous, huh?”

“Yeah,” I say, my voice quieter now. “I have never had that. Not really. I have always played it safe, sticking to what was expected. But... tonight, I feel like I could do something crazy.”

“Well,” Oliver says, standing up and sliding his jacket on, “How about this: You come with me. Forget the rules, forget everything. We will drive, we’ll sail, we’ll live. Together. Just for the hell of it.”

I stared at him, my heart hammering in my chest.

“You’re insane, we just met!” I look around the diner waiting for any sign that this is a

joke.

“I’m serious, Penelope. Let’s do something crazy. Just us. Right now.” He pulls his hand out towards mine, waiting for me to take it.

I can’t explain it, but it feels like the right thing to do. I take a deep breath, look him in the eyes, and smile as I grasp his hand in mine.

“Okay,” I said. “Let’s go.”

Fannie Barrier Williams: Learn Her Story



Mats Garlock
SUNY Brockport

*Key Words: Fannie Barrier Williams, graphic design,
table tents, identity system, design posters*

Abstract

Working with History Professor Michael J. Kramer, I was tasked with designing a series of table tents featuring quotes from civil and women's rights activist Fannie Barrier Williams. Using content drafted by students in the Fannie Barrier Williams Project course, I am creating a set of printable PDFs to be displayed on table at the Union, library, and possible even outside galleries/venues. My goal is to develop a cohesive identity system for the project that could translate to posters and other applications. Since Mrs. Williams was Brockport's first African American graduate, I heavily incorporated the school's color palette in the project. I also wanted to engage the average college student - even those without a strong interest in history - which means using bold and eye-catching graphics. The project has evolved into a series of posters as well as a short animation featuring the quotes to be displayed in the Fannie Barrier Williams Building. Overall the project has given me the experience of working closely with a client and integrating graphic design with other departments on campus.



FBW was born in Brockport, NY in 1855. She eventually settled in Chicago where she pursued a career in social reform work.

Timeline Project from Typography 2, also working with content from Dr. Kramer.

Fannie Barrier Williams

"I dare not cease to hope and aspire and believe in human love and justice...."

1850	<p>1850 Born in Brockport, New York</p> 	1860	<p>1860 Attended the Brockport Common School</p> 
1870	<p>1870 Moved to Chicago with her family</p> 	1880	<p>1880 Attended the Chicago Normal School</p> 
1890	<p>1890 Graduated from the Chicago Normal School</p> 	1900	<p>1900 Became a teacher in Chicago</p> 
1910	<p>1910 Became a social reformer</p> 	1920	<p>1920 Became a writer and editor</p> 
1930	<p>1930 Became a leader in the NAACP</p> 	1940	<p>1940 Died in Chicago</p> 



FBW
Learn Her Story.

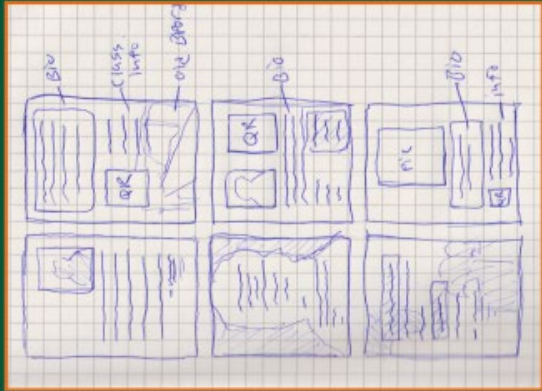
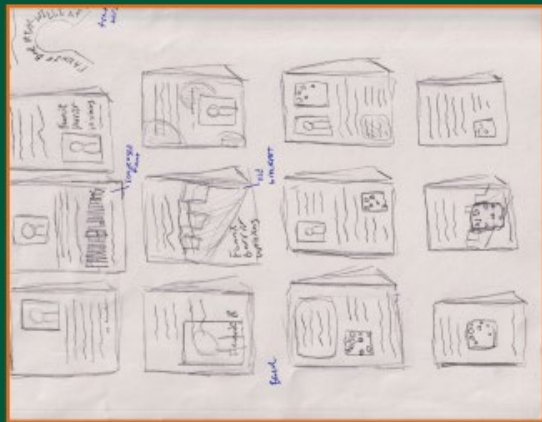
Project Overview

Working with history professor Micheal J. Kramer, I was tasked with designing a series of table tents featuring **12 quotes** from civil and women's right activist Fannie Barrier Williams.

The content was drafted by students in the Fannie Barrier Williams Project course, Spring 2024.

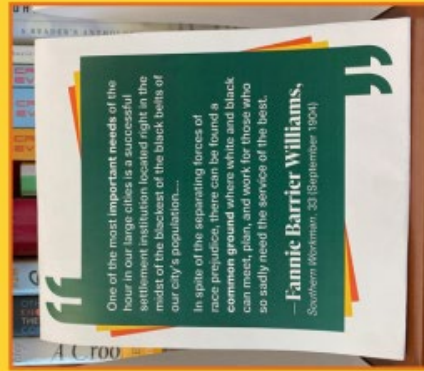
I needed to also create a cohesive identity system that could translate to posters and other applications.

Sketches



The Base Layouts

I first focused on designing three main table tent layouts, and created variations of the base layouts for the rest of the quotes.



The first prototypes

Colors

Since the project will be displayed primarily around the SUNY Brockport Campus, and the focus is on our first African American graduate, I decided to utilize Brockport's existing color palette.



Fonts

Neue Haas Unica

An ultimate Sans-Serif Hybrid font that's legible and has personality. Great for body copy.

OSWALD

A condensed and bold sans serif font, Oswald is great for making headlines and quotes stand out.

IvyPresto Headline

A classical and sophisticated looking font, for an impressive looking attribution.

Layout #1 Sqaures



Quote Side



Info Side

Key Elements



Quote Treatment:

Neue Haas Unica medium copy with heavy and **colored words** to create emphasis.

Layout #2 Silhouette



Quote Side



Info Side

Key Elements



Quote Treatment:

OSWALD REGULAR COPY (ALL CAPS) WITH **LARGE COLORED WORDS** TO CREATE EMPHASIS.

Layout #3 Dashing Quotes



Quote Side



Info Side

Key Elements



Quote Treatment:

OSWALD REGULAR COPY (ALL CAPS) WITH **BOLD WORDS** TO CREATE EMPHASIS.

Variations (1)

Quote Side

**"NO ONE BUT A COLORED WOMAN
READY AND EDUCATED AS I WAS,
CAN EVER KNOW WHAT IT MEANS
TO BE BROUGHT FACE TO FACE
WITH CONDITIONS THAT FARLY
OVERHELPA FOR WITH THE
UGLY REMINDER
THAT A CERTAIN PENALTY MUST
BE SUFFERED BY THOSE...BORN
OF A DARK COMPLEXION"**

— Fannie Barrier Williams,
"African American Women"
1909

**"My interest in science, when work
is impossible or tedious, and my frequency
to join hand in hand with white
and black alike...— because, 'tis, did not
arise from any desire to be
advantaged of metropolitan life."**

— Fannie Barrier Williams,
"African American Women"
1909

**"...THERE IS A TOUCHING
PATHOS IN THE EAGERNESS
OF THESE MILLIONS OF
NEW HOMEMAKERS TO TASTE
THE BLESSEDNESS OF
INTELLIGENT WOMANHOOD."**

Fannie Barrier Williams,
"African American Women"
1909

**"THESE WOMEN, CONTINUALLY
VIBRANT WHAT PRESIDENT
HOWARD UNIVERSITY RECENTLY SAID,
"MY THEORY OF EDUCATING THE
AFRO-AMERICAN THAT DOES NOT
THROW OPEN THE COLLEGE GATES
OF THE HIGHEST CULTURE
WILL FAIL ON THE ETHICAL AND
SPIRITUAL SIDE."**

— Fannie Barrier Williams,
"African American Women"
1909

**IN THE FERN INDUSTRIAL DUCHERIE,
HISTORY, PSYCHOLOGY, AND SOCIOLOGY
GO ALONG WITH THE LEFT HANDLING OF THE
CARPENTERS AND BROWERS TABLE, WITH
THE KNOWLEDGE OF FARMING, BAKING,
PRINTING, AND THE WHOLE RANGE OF THE
MECHANICAL ARTS.**

Fannie Barrier Williams,
"African American Women"
1909

**"How can we create a love of art among
the people who live in places remote from
the city? A group of women who have
founded the plan of those who have
been responsible for creating history... Copies
of French, and American art have created
an appetite and appreciation of these
every suggestion..."**

— Fannie Barrier Williams,
"African American Women"
1909

Info Side

FANNIE BARRIER WILLIAMS
Fannie Barrier Williams (1875-1948) was an African American educator, writer, and social reformer. She was the first African American woman to earn a Ph.D. from Howard University. Williams was a prominent leader in the African American community and a vocal advocate for social justice and equality. She founded the Fannie Barrier Williams Institute in 1948, which continues to promote her legacy and work.

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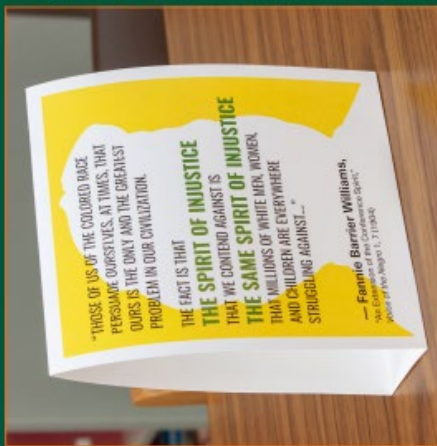
Printing and Assembly

Printed on 11 x 17 7.7 mil synthetic stock, waterproof and rip proof.

Stock is pre-scored where folds are needed, making assembly very easy.



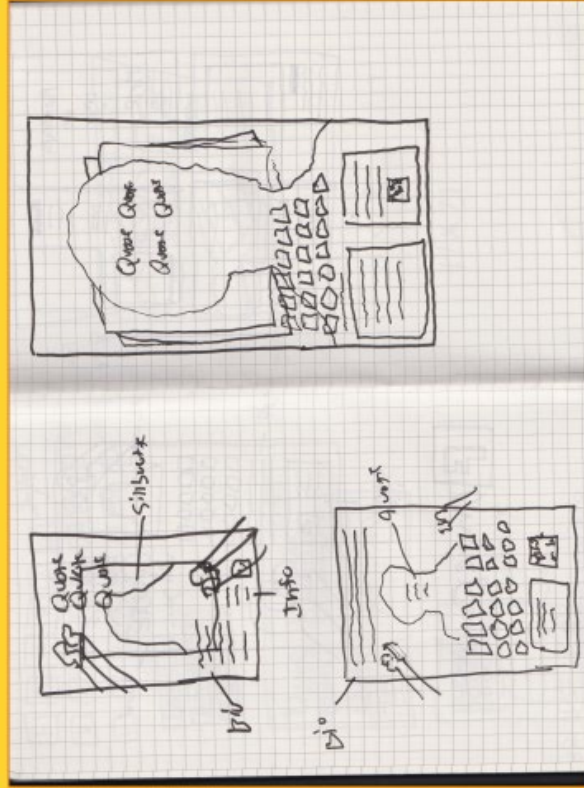
Final Table Tents



Posters!

I now had to work on fitting all the information into one layout.

We wanted to combine multiple design elements from the tents into the posters.



FANNIE BARRIER WILLIAMS
 was born to the first generation of mixed-race society in Brooklyn, New York in 1852. She reexamined longstanding beliefs, later travels revealed to her Chicago, where she pursued an active career in social reform work.

...THERE IS A TOUCHING PATHOS IN THE EAGERNESS OF THESE MILLIONS OF NEW HOMEMAKERS TO TASTE THE BLESSEDNESS OF INTELLIGENT WOMANHOOD.

FANNIE BARRIER WILLIAMS

WANT MORE INFO?
 Visit the Fannie Barrier Williams Project website. Created by Dr. Michael J. Kramer
 Project Co-lead, Spring 2024.

FBW
 Learn Her Story

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FBW
 Learn Her Story

"MY INTEREST IN VARIOUS REFORM WORK, IRRESPECTIVE OF COLOR, LED ME FREQUENTLY TO JOIN HAND IN HAND WITH WHITE WOMEN ON A COMMON BASIS OF FELLOWSHIP AND HELPFULNESS.... HOWEVER, THIS...DID NOT SATISFY ME OR BLIND ME TO THE MANY INEQUALITIES SUFFERED BY YOUNG COLORED WOMEN SEEKING EMPLOYMENT AND OTHER ADVANTAGES OF METROPOLITAN LIFE."

-FANNIE BARRIER WILLIAMS
"A Narrative: Negro's Autobiography,"
 Philadelphia 1911, p. 104.

FANNIE BARRIER WILLIAMS WANT MORE INFO?
 Visit the Fannie Barrier Williams Project website. Created by Dr. Michael J. Kramer
 Project Co-lead, Spring 2024.

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Full size:
 18x24in

What's Next?

6 –12 quote poster designs.

Downloadable PDF of table tent layouts + instructions sheet on printing services, cost, assemblage, etc.

Animated quotes video to be displayed in FBW building.



(In progress) poster design

What I've learned (so far)

Working with client and print shop.

The importance of honoring historical voices.

How graphic design can be integrated with other departments on campus.



Thank You!

sunybrockporthistorydept.net/
fanniebarrierwilliamsproject/

matsgarlock.com

FBW
Learn Her Story.



**SUNY
BROCKPORT**

The Spectrum: A Scholars Day Journal, is a juried, cross-disciplinary e-journal. Its goal is the publication of outstanding student produced scholarship presented at SUNY Brockport's annual Scholars Day. Scholars Day, instituted in 1984, is a celebration of scholarly pursuits by the campus community.

Scholars Day enables students to present scholarly and creative work; to practice disciplinary techniques of public presentation; to learn from fellow scholars and artists across the disciplines; to engage with members of the university community in educationally meaningful events; and to support a culture of intellectual initiative and academic excellence.

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