

**Teaching & Research with Books and Other Text-Technologies:
 Book History, the Book Arts, and Book Studies at Wellesley College**

Ruth R. Rogers, Curator of Special Collections

Studying the history and future of the texts we read, and the varied media that have transmitted and will transmit them, provides rich opportunity for scholarly inquiry. Whether scroll or codex, page or screen, the materiality of the medium cannot be entirely divorced from content: meaning is produced in their interaction. This is the premise on which the emerging field of Book Studies is based.

Thanks to a generous grant from the Friends of the Library and the support of the Provost's Office, a group of 14 faculty and staff convened for three days in January to share their expertise and learn from each other under the banner of Book Studies. The seminar provided an up-close exploration of Wellesley's exceptional resources and an exchange of ideas about how we interact with traditional and contemporary texts in the classroom. The participants included members of the faculty from Art, Classical Studies, Computer Science, East Asian Studies, English, French, History, and Philosophy, as well as Library staff from Book Arts, Conservation, and Special Collections. Though one often hears of the demise of printed books, the loss of contemplative reading and with it, the physical experience of paper and type, the topics presented in the seminar left many of us with exciting new ideas for collaborative cross-disciplinary teaching in Book Studies.

We began with a lecture by Raymond Starr, Theodora Stone Sutton Professor of Classics and chair of the Department of Classical Studies. He introduced the seminar's members to ancient Greek and Roman papyrus rolls and hand-copied books, based on the Library's collection of papyrus text fragments from the Egypt Exploration Society's excavations in Oxyrhynchus, and his own research in book studies over three decades.

How were papyrus rolls made? How were they copied? How did literary texts circulate and who read them? How are they similar to modern books in codex form? What do they share with modern electronic books? More than just answering these questions, Professor Starr's oral reading exercise made everyone appreciate in a very concrete way that word separation and punctuation are modern conveniences we cannot do without.

A common thread in several of the presentations was the evolution of a text, from the myths of oral tradition, to medieval manuscript copies intended to be read aloud in a group, to the dispersal of printed books, and finally to silent private reading. Professor Barry Lydgate of the French Department captured the excitement of this transitional moment in early 16th-century France when popular legends were first published in cheaply printed chapbooks and sold by wandering *colporteurs*. One such pamphlet was the inspiration for Rabelais' famous *Pantagruel*, in which he retells the epic tales of the giant, Gargantua. The few copies extant today are proof of the book's popularity—it was literally read to pieces.



Assistant Professor of Philosophy Erich Hatala Matthes making paper with the help of LTS staff member Dani Ezor, '13

Continued on Page 3

**“Like a Great Roman Ruin”:
 The College Hall Fire and
 Anne Whitney at 100**

**Save the Date for a joint event from
 the Friends of the Library and
 the Friends of Art in the afternoon of
 Sunday, May 18, 2014.**



Highlighting the current exhibition on the College Hall Fire at the Davis Museum, Ian Graham, Director of Library Collections and Co-Chair of the Friends of the Library, will lead a discussion about discovering and using the objects and documents in the exhibition. Examining the art and life in College Hall from the founding of Wellesley to 1914, when fire destroyed the heart of the College, through the rebuilding efforts that followed, the exhibition focuses attention on the statue of sociologist Harriet Martineau, a sculpture by Anne Whitney, which played a surprising role in the life of College Hall. A reception will follow the program.

Detailed information will be sent via email to all Friends of Library supporters closer to the event. Please be sure that we have your current email address on file by contacting, Elizabeth Ahern Crowley, Manager of Friends Programs at ecrowley@wellesley.edu so that you don't miss what promises to be an interesting event!

www.wellesley.edu/davismuseum/whats-on/upcoming/node/40706

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Message from the Co-Chair

I find myself with mixed emotions as I write my first Friends of the Library co-chair letter at the time that Gigi Barnhill '66, alumnae Co-Chair, is stepping down from her position. While I have no doubt that the next co-chair will bring loads of enthusiasm and ideas, Gigi's tenure has been during a remarkable time for the Friends. In addition to a number of significant efforts and events involving the Friends, there has been Gigi's generous and positive approach in steering the Friends towards supporting Wellesley College through creative new efforts in Library & Technology Services.

The most significant effort of the Friends of the Library in recent years has been the creation of the Innovations in Reading and Scholarship Fund. The Fund was donated at the 100th anniversary of the Wellesley College Library building in 2009. Since then it has supported a multitude of efforts and been instrumental in aligning LTS support with developing academic activities on campus. Some highlights of activities supported by the fund include: digitizing hundreds of letters from the Anne Whitney papers in the Wellesley College Archives for use in two Art History classes taught by Professor Musacchio; piloting an e-reader project for use of e-readers in a political science course; and supporting faculty attendance at a Digital Humanities symposium at MIT's Endicott House.

Gigi and Eileen Hardy, former Co-Chair, recently retired from the Wellesley College Library, spearheaded the wildly successful Madeleine Albright event in January 2013. Alumnae Hall was packed to the gills and buzzing with excitement, and, as usual, Secretary Albright was riveting.

There was talk of holding similar events in the future, and as co-chair I'm thrilled to take part in any events as powerful as that one.

As Gigi completes her term, we have one last big event that the Friends have generously supported—marking the centennial of the fire that destroyed College Hall in 1914, Wellesley's original building. I am grateful to the Friends for funding a reprint of the *Wellesley College News* "Fire Issue," originally published on April 2, 1914. This issue remains one of the key sources of information about the fire, and a beautiful reprint of the issue will be released to the community in the days leading up to the centennial.

I applaud Gigi's leadership and look forward to working with the next co-chair!

Ian Graham, Director, Library Collections

Molly Sanderson Campbell '60

Molly Campbell, Dean of Students at the College from 1984 to 1998 and member of the Mathematics Department, passed away on January 27. In addition to serving with great distinction in the Wellesley administration beginning in 1978, she was active as an alumna serving as an annual giving representative for her class, board member of the Stone Center, and member of class reunion committees. The Alumnae Association honored Molly with the Syrena Stackpole Award at the time of her fiftieth reunion in 2010 to recognize her commitment as an alumna.

Molly joined the Steering Committee of the Friends of the Library in the fall of 2001 and became a lifetime member of the Friends. She served the committee well as program chair for several years and was on various subcommittees including nominating and membership. Her knowledge about the college was important to the smooth functioning of the committee. Much to the committee's chagrin, she retired in 2012.

President Kim Bottomly wrote in her message to the College community about Molly's death, "Wellesley College is a stronger institution because of Molly's insightful, lifelong commitment and leadership." Molly herself wrote in her 50th reunion book that she was "trying to do a bit of good in this world." She did.

Gigi Barnhill '66

So much cerebral exertion was therapeutically balanced by hands-on sessions led by Katherine Ruffin, Book Arts Program Director, and Emily Bell, Collections Conservator. Participants examined a number of artifacts and tools related to historical bookbinding and production in the 4th floor Book Arts Lab and Conservation Facility in Clapp Library. Ruffin gave us a demonstration of setting lead type in a composing stick and then helped us print our own commemorative broadsides on the cylinder press. Even the wet and messy process of hand papermaking was happily embraced during a trip to Wellesley's Papermaking Studio in Pendleton West. Under Ruffin's expert guidance, we not only walked away with freshly formed sheets of rag paper, we were initiated into the mysterious vocabulary of the ancient papermaker's craft, such as: deckle, felt, chain lines, watermarks, couching, and papermaker's tears.



Collections Conservator Emily Bell demonstrating traditional bookbinding methods to the Book Studies Faculty Seminar.

On our second day it was back in the classroom, this time in a session led by Special Collections Curator, Ruth Rogers. In an exercise usually given as a quiz to her History of the Book students, participants were presented with a table full of manuscripts to examine dating from the 14th to the 16th centuries, and four questions to answer. The purpose was to demonstrate how the physical characteristics of a book, (sometimes called the “paratext”) such as format, script, language, layout, substrate, and binding contribute evidence of its intended use and audience.

Following fascinating sessions by Simon Grote (History) on illustrated Jesuit meditation manuals, and another by Pauline de Tholozany (French) on the rise of a genre of 19th century moralizing children's books, we were treated to a lecture by Kristin Williams (East Asian Languages and Cultures) on Japanese picture books for children featuring animal fairy tales.

Finally we found ourselves on the last seminar day with feet planted firmly in the 21st century. Erich Hatala Matthes of the Philosophy Department gave us a taste of his new Spring '14 course, Philosophy of Art. In it he has taken advantage of the Library's extensive collection of contemporary artists' books to illustrate and discuss an influential article that his students are reading in the class: Kendall Walton's "Categories of Art." Walton argues that placing an artwork in an artistic

category is sometimes essential to making proper aesthetic judgments about it. How do “hybrid” artworks like artists' books warrant different kinds of aesthetic judgments based on the categories we identify them with? (Is it a book? sculpture? variable edition?) We considered how new, emergent artistic categories serve to inform and alter our understanding of more traditional categories.

Computer Science professor, Sohie Lee discussed the legibility implications of the present shift towards information consumption online rather than in hard copy. In her intro-

ductory Wellesley course on webpage design and creation, students are taught to separate form from content, using HTML (Hyper Text Markup Language). Consequently, there is one file with the content of the page (text and images), and another file that controls the design (colors, fonts, layout, alignment, etc.). With digital texts, as with printed books, the same content can be displayed in strikingly different formats. Technology both aids the online presentation (e.g., infinite font availability, larger web audience) yet hinders reading—e.g., difficulty of displaying material consistently across different browsers or devices, such as phones, tablets, and laptops, thus creating the potential for misleading viewers.

The problem of misleading online viewers was never more relevant than in our last presentation of the seminar. And it may have been the most provocative, as it explored the implications of current powerful online book reviewing communities. Kathryn Lynch, Dean of Faculty Affairs & Bates/Hart Professor of English refers to them as “imagined communities,” based on shared interests, though only present in cyberspace. She discussed the contradictions and perplexities of a new “imagined community,” the category of an Amazon “top reviewer.” Professor Lynch surveyed potential ethical issues facing the online reviewer, such as support of Amazon's advertising and sales practices, even how new books are solicited and published, with a stake in how they will be read, for instance, on Amazon's own increasingly popular e-reader, the Kindle. Though we did acknowledge the positive benefits of easy and fast access to huge inventory through Amazon, we were left to ponder disturbing questions: can one “opt out” of it? Does Amazon represent the future of the book?

Book Studies, as we discovered over the three days of presentations and hands-on learning, is an infinitely large tent, with room for all disciplines, textual media, and technologies. We walked out of Clapp Library smiling and feeling expansive, perhaps because the boundaries of those disciplines were shifting, now encompassing a broader view of text or book, and creating new opportunities for collaboration across campus.



College Hall Fire, March 17, 1914

Wilma Slaight



Majestic in scale, College Hall stretched nearly an eighth of a mile across a hilltop overlooking Lake Waban. When the College opened in 1875 it housed all the academic and residential functions of the college. By 1914, other buildings had appeared (chapel, library, gymnasium, residence halls, observatory, and classrooms and laboratories for the astronomy, botany and chemistry departments). But College Hall remained the academic, administrative and emotional heart of the campus.

Fire broke out around 4:30 in the morning on March 17, 1914, probably in the fourth floor zoological laboratory. Students awakened by the smell of smoke sounded the alarm. Residents calmly followed the often-practiced fire-drill procedures, although the rapidly spreading smoke and flames made it clear this was no drill. Their disciplined response meant the 216 students and 12 faculty members living in College Hall escaped unharmed from the burning building. Fire trucks responded from Wellesley and surrounding towns, but they could not save the building. By 7:30 a.m. all that remained was the smoking shell of the building.



At 8:30 the morning of the fire, the college community assembled as usual in the Chapel. President Pendleton gave thanks that no lives had been lost. She announced that the College would close, and all who could do so should return to their homes. She said the College would reopen on April 7, the previously scheduled opening of the third term. As reported in *News*, "Nothing could have been a better challenge to College loyalty. Instead of yielding to discouragement and despair, [Pendleton] made her hearers feel that there was work to do, and that the first duty of all was to rally undaunted to support our academic life, allowing no obstacle to stand in the way of completing the College year."



News of the fire appeared in newspapers throughout the United States, and in some international papers. Before this disaster the College was engaged in a campaign to raise money for new dormitories and science buildings. Now the need was even greater. This appeal to the people of Boston was only one of many efforts to detail what had been lost, and what was needed for the College to continue.

A more detailed account of the College Hall fire and its aftermath can be found in the online copy of the April 2, 1914 (Vol. XXII, No.22) issue of *Wellesley College News*.
<https://archive.org/details/wellesleynews2222/well>



“We are facing a great crisis in the history of the College. The future of our Alma Mater is in our hands. Crippled by this loss, Wellesley cannot continue to hold in the future its place in the front rank of colleges, unless the response is generous and immediate. To sum up, Alma Mater needs three million dollars [an amount greater than the total endowment of the College], two million of which must be raised immediately. Shall we be daunted by this sum? We are justly proud of the courage and self-control of those dwellers in College Hall, both Faculty and students. Shall we be outdone by them in facing a crisis? Shall we be less courageous, less resourceful? The public press has described the fire as a triumph, not a disaster. Shall we continue the triumph, and make our College in equipment what it has proved itself in spirit—The College Beautiful? We can and we must.”

Letter from President Ellen Pendleton, March 28, 1914



As President Pendleton promised, the College reopened on April 7. Residents of College Hall were distributed among other residence halls on campus or in the town. Classes met in other buildings on campus. Five days after the opening of the third term the Administration Building (nicknamed the “Hen Coop”) opened. Located on the Chapel lawn, this one story wood-frame building provided classrooms and administrative offices for many years. It was torn down when Green Hall opened in 1931.

President Pendleton helped to lay the cornerstone for Tower Court (January 15, 1915), the first residence hall built to replace the student rooms lost in the fire. In all seven large buildings would be needed to replace what had been lost: three residence halls (Tower Court, Claffin, Severance); a liberal arts building with classrooms and offices (Founders); two science buildings with classrooms, laboratories and offices (Sage and Pendleton); and an administration building (Green Hall).



Introduction to Digital Humanities: Faculty Retreat 2013

Jenifer Bartle

On a summer weekend in August 2013, the Boston Digital Humanities Consortium held the first “Introduction to Digital Humanities Faculty Retreat” at the MIT Endicott House in Dedham, MA. Thanks to generous funding from the Friends of the Library Innovation in Reading and Scholarship Fund, a healthy contingent of Wellesley College arts and humanities faculty, and several librarians who support their work, were able to attend and learn about key concepts, tools, and processes in the growing field of digital humanities.

While there is no one definition of “digital humanities,” it is, broadly speaking, a mode of scholarship that allows its practitioners to ask the kinds of questions common to the humanities in new ways with the help of computer technology (which, in turn, frequently prompts new sets of questions). An example might include the web-based tool Voyant, which allows users to search and analyze a single text or group of texts (such as all texts attributed to Shakespeare) with a few simple keystrokes. The retreat offered workshops in this and other digital tools, such as

Omeka, a user-friendly platform for displaying digital collections and scholarship.

Seven Wellesley faculty members from the Theatre Studies, Classical Studies, Music, Art, German, Spanish, and American Studies departments attended the retreat. The workshops were taught by regional faculty who are well established in the digital humanities community. Faculty had the opportunity to learn from each other in a hands-on way with high-quality peer instruction.

As the Manager of Digital Scholarship Initiatives in Library and Technology Services (LTS), I was excited to attend this event along with my colleague Laura O’Brien, a Research and Instruction Librarian who supports humanities disciplines. The retreat came at the perfect time, just as LTS was launching the Digital Scholarship Initiatives (DSI) program. It provided a wonderful opportunity to engage with faculty about ideas for incorporating digital tools in their teaching and research, and how LTS could best support their work in this area going forward. 

New Steering Committee Members

Anne Yost Harper ‘58, (new Treasurer of FOL) majored in Economics, worked briefly in her field, then “retired” to pursue an active life of family and volunteer work, most often as treasurer (Boston Wellesley College Club, Authors On Stage, political candidates, among others) plus non-financial volunteer roles at the Museum of Fine Arts. Her husband, Neil, is her financial and computer guru for treasurer activities and aids and abets her love of travel, music, theatre, and books.

Lynda Leahy ’66 recently retired from the Schlesinger Library specializing in the History of Women in America. Prior to that, she served in administrative positions at Harvard’s Widener Library and the libraries at Northeastern University and Brandeis University. Spurred by the richness of the collections at Schlesinger, she has developed particular interest in women’s rights issues in the 19th and 20th centuries, with special emphasis on the suffrage movement. Her outside interests focus on travel, hiking, and opera.

Is it time to renew your membership?

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Thank you for your continuing support!

FOL has joined the Associate Program at Amazon. Purchases made through our website yield 5% of the purchase to FOL. Complete instructions for this fund-raising opportunity are located at this link.

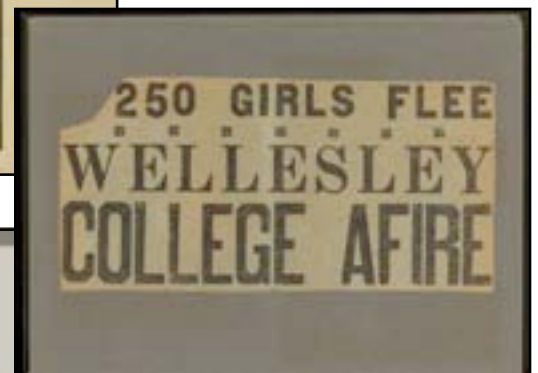
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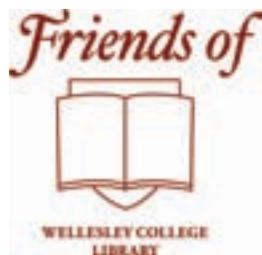
Friends of the Library funded the re-printing and distribution on campus of the *Wellesley News* (Vol. XXII, No. 22) which covered the College Hall Fire.

Also on the right are two images from an album by Wellesley College student Barbara Bach Phipps (Class of 1916) photograph album documenting the destruction by fire of College Hall, the oldest campus building, on March 17, 1914. Bach Phipps donated the album to the Archives.

To see more information on the Great Fire, use the following link. Complete files of both the *News* and the Album can be found there.

<http://www.wellesley.edu/greatfire>





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2013 Student Library Research Award Winners

The Student Library Research Award Evaluation Committee is pleased to announce the recipients of the 2013 Student Library Research Awards, sponsored by the Friends of the Library. Award recipients demonstrated a thoughtful, methodical, and scholarly approach to research and diverse use of library resources, which contributed to their ability to produce a high quality research project.

- * Sarah Trager '13 has won the 300-level award for her HIST 302 paper, "Shaping Memory with Monuments: Diverging Representations of Commemoration." Supporting faculty: Nina Tumarkin.
- * Kalina Yingnan Deng '14 has won the 100/200-level award for her WRIT 290 paper, "Fundamentally Moral: A Philosophical Defense of Judge W. Arthur Garrity, Jr. and Morgan v. Hennigan." Supporting faculty: Lynne Viti.
- * Shweta Patwardhan '16 has won the First Year Award for her WRIT 143 paper, "Individual and the Family in Athenian Society." Supporting faculty: Raymond Starr.
- * Laurence Toal '14 has won the inaugural Independent Study Award for her POL 350 paper, "Their Soviet Elder Brothers: The Soviet Union's Hand in Shaping Reunification Policy for East Germany and North Korea." Supporting faculty: Katharine Moon.
- * Aryanne de Silva '13 and Karina Chung '13 received an honorable mention for their PSYC 350 paper, "Effects of Pretend Play Intervention on Executive Functioning Tasks." Supporting faculty: Tracy Gleason.