



Curating Magill's Comic Book Exhibit, *Archetypes of Change*



► BY CHARLIE ESPINOSA '15

Little by little, comic books have become an essential part of academic life at Haverford, from freshmen writing classes on graphic narratives to senior theses on superheroes. In summer 2014, I was invited by Magill Library to join this wave of comic book enthusiasm by curating an exhibit in the Sharpless Gallery. The exhibit was to be drawn from Haverford's student-run comic book collection and conducted in collaboration with Theresa Tensuan and Jeremiah Mercurio, both of whom teach courses in graphic narratives.

After many hours spent in the Magill basement perusing thousands of issues of the comic book collection, I became familiarized and fascinated with the diverse incarnations of superheroes, which constituted the majority of the collection. I wanted to know if there was something inherently mythological about the comic book medium, the relationship between these heroic myths and collective values,

and finally, how these myths are subverted and transformed. Many of the comics in the collection were published in the 1980's, a decade whose collective sentiments of cynicism and impotency led to total transformations in the traditional patriotic superhero archetype.

When I shared my interest in myth and the shifting depictions of comic book heroes with Jeremiah Mercurio, my primary advisor on the project, he introduced me to the work of Northrop Frye, a literary critic who wrote on myth and cycles of narrative transformation. Frye expressed his ideas through a metaphor of the four seasons. Pairing each season with a heroic archetype, he traces a progression from a traditional, idealized hero, towards a darker and ironic hero, and finally, toward a rebirth (spring) of the hero with a more flexible and pluralistic identity. As I delved deeper, I became more and more excited about the connections between Frye's theory and the heroic transformations in comic books which took place in the

(Continued on p. 5)

From the Librarian

► BY TERRY SNYDER

During the launch of *Lives That Speak: The Campaign for Haverford* in October, the College announced the



largest gift in its history. It came from Howard Lutnick '83, chair of the Board of Managers, and it will help ensure that plans for a long-overdue, and much needed, modernization of

Magill Library will move forward. What follows is a bit more about those plans and their unfolding.

In five workshops the Magill Working Group, with the guidance of Ann Beha Architects, assessed existing conditions;



Concept design showing the current Morley Alcove and South Wing (absent the "boat")

evaluated precedents and benchmarks; and updated the space programming. Building on our heritage and Quaker values, we envisioned an intellectual and cultural center that facilitates creativity, learning, and scholarship. The design focused on a shift from a repository paradigm to a user-centered one. We see the space as critical in advancing curricular and co-curricular learning, teaching critical literacy, engaging in digital scholarship, enhancing partnerships and collaboration, and creating a community center that

(Continued on p. 2)



From the Librarian

(Continued from p. 1)

facilitates intellectual inquiry and scholarship. Highlights include:

- Beautiful and appropriate spaces for our world-renown Quaker and Special Collections
 - Instruction, event, and seminar spaces
 - Digital Scholarship Commons with an accompanying Digital Scholarship Resource Center
 - Increases in student study spaces: individual quiet spaces, group study, and social spaces
 - Faculty offices, larger and more felicitous for research, writing, and meeting with students
 - Stacks that accommodate anticipated collection growth
 - Multiple entrances
 - The long-awaited and much-desired café
- Importantly, light, beauty, and technology will infuse all library spaces.
- Multiple feedback sessions with students and faculty have yielded a great deal of excitement as well as helpful ideas for the design stage. We look forward to next steps.

-Terry Snyder is librarian of the College

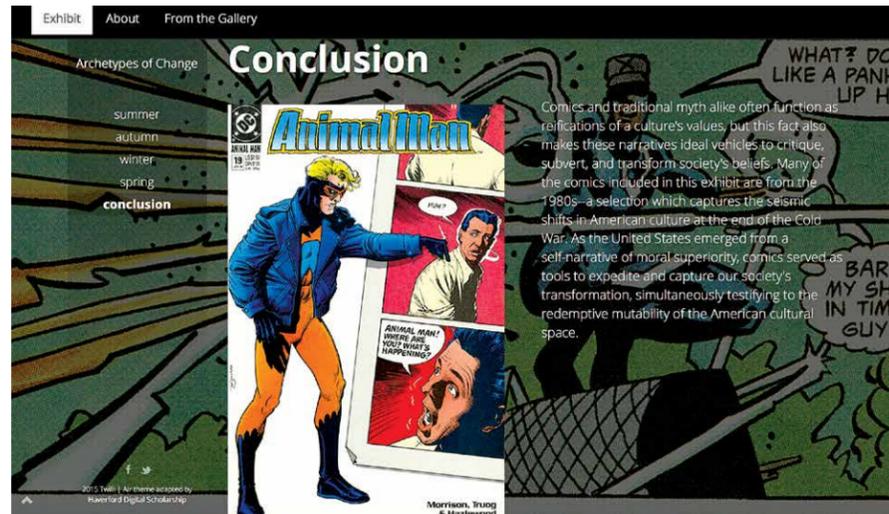
Librarian of the College
Terry Snyder

Connections Editor
Norm Medeiros

Contributors
Laurie Allen
Charlie Espinosa
Sarah Horowitz
Charlie McNabb
Krista Oldham
Mike Persick

Connections is available on the web at library.haverford.edu/connections

Comic Life: The Online Exhibit



Comic Life digital exhibit

► BY LAURIE ALLEN

Haverford student Charlie

Espinosa '15 has been working with library and faculty mentors to build a large-scale exhibit to hang in the main gallery of Magill Library (see Charlie's article in this issue). To ensure his work would persist after the physical exhibit closed, and be accessible beyond Haverford College, two students on the Digital Scholarship team, Nate Rehm-Daly '16 and Shahzeen Nasim '16, created an interactive website for the exhibit. They worked with Charlie to identify content and an aesthetic design that would showcase his work and maximize digital technology.

The website and physical exhibit are woven together so that visitors to the physical exhibit can make their own comics for display on the website in two different ways. First, you can use the adhesive cutups to create a comic on the tables in the exhibit. By using Instagram with a special hashtag, students can post images of their own, hand-made comics to the exhibit website. In addition, based on recommendations from students in Theresa Tensuan's Comics course, we

created a digital/physical comic page out of iPads.

Six iPads have been set up in a comic-like grid and outfitted with the Comic Life App, which is software for creating comics. Visitors can create their own comics on the devices using some of the same images used to create the adhesive cutups. These comics can be emailed



Interactive component for visitors using Instagram

directly from the exhibit to an email address where Nate and Shahzeen add them to the site. Join in the fun and view the comics by visiting the site ds.haverford.edu/comics/

-Laurie Allen is Coordinator for Digital Scholarship & Services

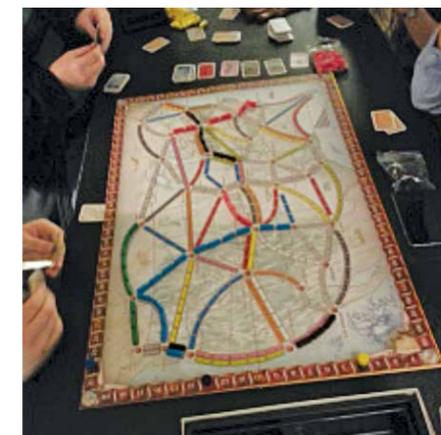
Board Games in Magill Library

► BY CHARLIE MCNABB

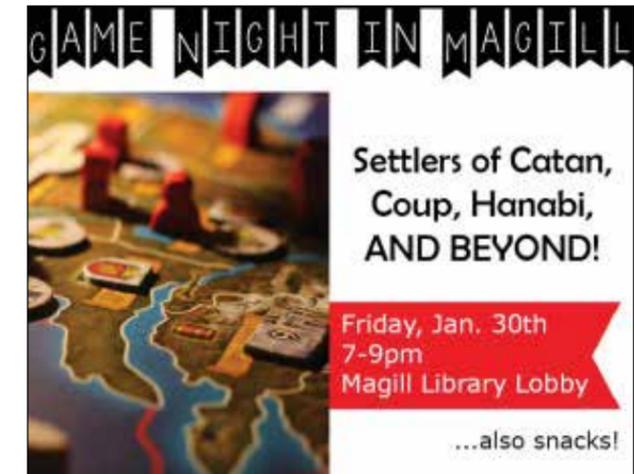
Modern board games have evolved far beyond the Monopoly-type games of yesteryear. Today's designer games have interesting and varied mechanics, require complex decision-making, include a high level of interaction, and contain lovely visual design. Because they require higher order thinking, they support information literacy. Beyond the learning aspect, games are fun. People enjoy playing them, and they can be a way to make new friends and improve social literacy as well.

Holding a game night is a great way to make the academic library welcoming while allowing librarians to show off their fun personalities. With support from colleagues in the Libraries, I began planning board game events to take place in Magill. I spoke with several student affinity groups to determine the best weeks during the semester to hold the events; as a result we decided to schedule three game nights per semester: one during the second week of classes, to welcome students back to campus, and one each around midterms and finals, for stress relief.

The first game night was held January 30th from 7:00 to 9:00 p.m. in Magill



Five players enjoying "Ticket to Ride"



Game night poster, created by Stephen Davis '17

Lobby. Stephen Davis '17, one of the student assistants in the Libraries, created a fantastic poster to advertise the event and posted copies of it around campus. Nerd House and other student groups promoted the event through their email lists. Friendly local game store Redcap's Corner gave me great advice on different game types and what's popular with the college crowd, and even lent me some games to test out.

As 7:00 p.m. approached, I began feeling anxious. Even though we had great games and plenty of snacks, I wondered if students would show up. If so, would they like the games? Would we get shushed by other students in Magill trying to study? Realistically, since Haverford is so small, I would have considered eight attendees a success. To my utter amazement, 28 students showed up over the course of the evening. About half of these individuals had seen emails announcing the event; a little less than half had seen flyers; and a small number just wandered by and decided to join in.

I enjoyed welcoming the students who attended, explaining the games, and encouraging teams and groups to form.

Although I love playing games, I took a moderator role so that I could be available for questions and smoothing over any disagreements. But the Haverford spirit was strong, and all attendees were friendly and welcoming to others, inviting new folks to learn and play.

Because I'm an assessment nerd, I had created a form for students to indicate which games they liked, which they'd like to see at the next board game night, whether the time

of the event was good for them, and if the snacks were acceptable. I also observed and took notes to see which games were popular or ignored. Students really seemed to like Coup, Tsuro, Pandemic, and Ticket to Ride, and of course, the ever-popular Settlers of Catan. They also made great suggestions for next time. Among other data, I learned that Oreos are strongly preferred to other cookies.

After the smashing success of the first game night, I was given a budget to build a circulating board game collection. In selecting games for the core collection, I used data from my assessment forms, advice from Redcap's Corner, and circulation statistics from other library board game collections (John Pappas of Bucks County Library System has been particularly helpful). I selected games that have a range of playing times, number of players, and game mechanics. The collection was made available to students earlier this spring. I'm excited to plan future game nights and monitor the circulation of our board game collection.

-Charlie McNabb is Research & Instruction Librarian



Capturing the Past While Looking Towards the Future

► BY KRISTA OLDHAM

With the long winter finally behind us, the Libraries are embarking on a new and exciting initiative to document the Haverford student experience. This initiative will be a collaborative effort between the College Archive and the Office of Multicultural Affairs (OMA), with emphasis placed on material generated by student organizations.

With their ability to organize quickly around relevant social, political, and cultural trends, student organizations provide great insight into the zeitgeist of a given generation. These organizations also provide context and illumination for evolving interpretations of older campus traditions. Knowledge about these organizations and the activities in which the students participate adds an important dimension to the history of the College, and greater depth to our understanding of the student experience.

Haverford College is currently home to over 145 student-run clubs and organizations. Despite this abundance of campus activity, the Archive holds a relatively small portion of student generated materials. Recognizing the absence

of such materials, and the significance of these holdings to the Haverford historical record, the College Archivist identified a need to strengthen the holdings in this area—in particular, its holdings for cultural affinity groups.

Collaborating with the OMA to develop a student organization legacy project, the College Archive seeks to collect pertinent records and raise awareness of the importance of documenting and preserving historic records, especially of student-run cultural affinity groups. Spearheaded by Ben Hughes, Program Coordinator for the OMA, and Krista Oldham, College Archivist, this project has the dual objectives of developing archival collections that document the history of diversity and diversity issues on campus, and of helping students establish a more concrete sense of heritage and empowerment to build on the work of previous generations.

As part of the student organization legacy project, student interns will be appointed by the OMA as Senior Consultants to assist in the documentation of affinity group histories, and to serve as liaison between the project and affinity group leaders. Working closely with the OMA Program Coordinator, the College



Sons of Africa on the steps of Founders Hall, fall 2014



Sons of Africa at the Hoopla: Basketball event

Archivist, and their Senior Consultant, cultural affinity groups will receive guidance on how to create and maintain documentation that supports organizational continuity, and will learn to discern the types of materials collected by archives to document an organization's history.

While the student organization legacy project is still in its formative stage, Marcus Levy '15 has been appointed as the Spring 2015 Senior Consultant to the OMA. Levy is currently one of the co-heads of the Sons of Africa (SOA) and serves as the liaison to help SOA archive and reconstruct their history and historical presence on Haverford's campus. To date, the SOA have already donated recruitment flyers used at previous student activities fairs, a poster from plenary in which students could take the literacy test administered in Louisiana during the Jim Crow era, and over 40 images from the Hoopla: Basketball event, which was hosted by the SOA to foster connections with scholars of the A Better Chance Program of Lower Merion, a non-profit dedicated to improving the educational opportunities of low-income minority high school students. In addition to providing the Archive with historical documentation,

Levy and the SOA are in the early stages of conducting oral history interviews with SOA alumni.

The student experience is one of the most dynamic aspects of Haverford's history, yet there is scant documentation to provide a complete historical record of its organizational existence and impact on the campus and broader community. Students have played a major role in the governance, culture, and trajectory of the College's history, and it is the intent of this ongoing initiative to improve and increase the historical record of student life, and to assist the OMA and cultural affinity groups in building a wealth of cultural capital for the larger campus community to embrace.

The College Archive is eager to collect materials and memories from former students. If you are a Haverford student, alumni, faculty, or staff member who has original historical materials relating to the student experience, the Archive is interested in working with all student organizations to ensure they become part of the Haverford historical record.

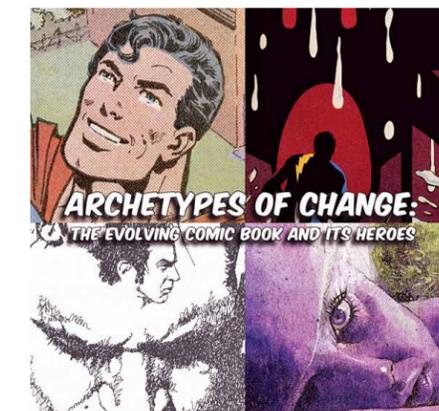
-Krista Oldham is College Archivist/ Records Manager

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(Continued from p. 1)

1980's. I particularly liked that Frye's vision illuminates not just the decline of one heroic archetype, but the birth of new ones, an emphasis apt for the mutability of American popular culture. Moreover, Frye's seasonal metaphor was visual, sequential, and contained four categories—a perfect curative template for a four-walled exhibit on comic books. POW! I had emerged from the daunting basement darkness to a narrative and visual structure for the exhibit.

But finding the exhibit's narrative was only the beginning. Comic books place a strong emphasis on interactivity, both in the reading process and through their long history of an active fandom. To honor this tradition and to more intimately engage the viewer in the modes of visual storytelling, the exhibit features both physical and digital interactive components. With the help of digital librarians Mike Zarafonitis and Laurie Allen, as well as student co-curators Shahzeen Nasim and Nate Rehm-Daly, we created a website which features image annotation, giving viewers the opportunity to learn more about the history and visual techniques of works included in the exhibit. Moreover, in the exhibit's spirit of subversion and creativity, it seemed essential that the viewer not just learn, but create. As such, we designed two "make your own comic"



portions to the exhibit. The physical portion consists of white erase board tables, divided into comic panels with adhesive cutups of various heroes, captions, speech bubbles, and the like found in works pertaining to the exhibit. The other portion is very similar, only the viewer can make comics in a digital platform called Comic Life, where photos can also be incorporated into the comic strip. Creations can then be easily uploaded to social media, including Magill's very own Instagram page. [Editor's note: See Laurie Allen's article in this issue for more information about the Comic Life digital platform.]

I cannot begin to enumerate the knowledge and skills I amassed from undertaking such a multifarious project; comic book history, literary and visual theory, website creation, close image analysis, and graphic design were all essential in my curative journey. But being a curator is like being the director of a movie. I may have provided the guiding creative vision and oversight, but a huge number of individuals used their own wonderful talents to actually realize the project. That the project was so collaborative enhanced, not diminished, the experience. This creative harmony between the individual and the collective embodies the spirit of Haverford and comic books alike.

-Charlie Espinosa, class of 2015, majored in anthropology, with a minor in environmental studies



Staff News & Notes

► COMPILED BY MIKE PERSICK

Laurie Allen, Coordinator for Digital Scholarship and Services, had a busy fall. In October, she was a panelist in a workshop entitled “Digital Projects from the Ground Up” at the Urban History Association Conference held in Philadelphia. Later that month, she served as a panelist for “Catastrophic Success: the Opportunities and Challenges of Digital Scholarship in the Liberal Arts” at the Digital Library Federation Fall Forum held in Atlanta. In November, she moderated a panel discussion called “Doing Digital Scholarship” at the ACRL/Delaware Valley Chapter Annual Meeting held in Philadelphia. Later that month, she and **Mike Zarafonitis**, Digital Scholarship Librarian, presented the program “Collaboration Not Chaos” at the Bucknell Digital Scholarship Conference held at Bucknell University. In December, Laurie organized and co-led a workshop called “Turning Library Records into Data: a Conversation & Workshop” at the Library Company of Philadelphia.

Norm Medeiros, Associate Librarian, and Richard Ball, Associate Professor of Economics, were awarded an Alfred P. Sloan Foundation grant to further expand and promote Project TIER, an initiative to teach transparency and reproducibility in undergraduate empirical research. More information on Project TIER is available at www.haverford.edu/TIER.

Sarah Horowitz, Curator of Rare Books and Manuscripts/Head of Quaker & Special Collections, presented a lightning talk on student learning and assessment entitled “Teaching with the Good Stuff: Educational Strategies for Archives, Libraries, and Museum.” The program was sponsored by the Philadelphia Area Consortium of Special Collections Libraries (PAC-SCL) and held in November.

In January, Sarah and **Jeremiah Mercurio**, Research and Instruction Librarian, presented with Debora Sherman, Director of the Writing Program and Assistant Professor of English, on “Assessing Information-Literacy Instruction at Small Liberal Arts Colleges: Writing Program and Library Collaborations” at the 2015 SLAC-WPA (Small Liberal Arts Colleges Writing Program Administrators) Conference at Illinois Wesleyan University in Bloomington, Illinois. The theme of this year’s conference was “Information Literacy and Writing Programs: Collaborating Toward the Future.”

Ann Wetherill Upton, Curator of Quaker Collections, left the Quaker Collection in May after enjoying a total of 16 years at Haverford. She says it has been an honor to help students and researchers explore the outstanding Quaker resources in support of scholarship and appreciation for the Society of Friends.



Rich Aldred, Catalog Librarian, retired in April after 25 years of service to the Libraries and the College. Among his many accomplishments was developing a program to maintain the accuracy of bibliographic information in Tripod and to optimize these records for patron discovery; overseeing the access levels, subject analysis, and quality control of the electronic thesis archive; and helping the Tri-College Libraries implement several international cataloging code changes. **Julie Coy**, Head of Metadata Services & Visual Resources Librarian, succeeds Rich as unit head. Julie will continue to serve faculty who use images for curricular or research purposes, but she will also oversee the department as a whole and supervise a new metadata librarian, who we hope to announce in the fall issue of *Connections*.

-Mike Persick is head of acquisitions and serials

Instruction in Quaker and Special Collections

► BY SARAH HOROWITZ

“Quakers in East Asia.” “Race, Realism, and Photography.” “Water and World History.” These are just a few of the numerous class sessions held in Quaker & Special Collections in the past year. In these sessions, librarians collaborate with faculty—and sometimes our research and instruction colleagues—to engage students with original primary materials.

Haverford is lucky to have many rare materials which draw researchers from all over the world. But as a liberal arts college, it is important that we also make these materials available to students. Our materials are not packaged in the same way that primary sources in a published reader or a text-only transcription on the internet might be. This lack of context and interpretive apparatus is an excellent way to encourage students to engage with ambiguity and complexity and to deepen empathy and engagement with the materials and their creators.

Engaging with the material object is also an essential part of the experience of working with original primary sources. Recently, a class examining a Phillis Wheatley letter, which they had read before class from a published source, gained new insight by thinking about the handwriting (extremely neat and ornate) and the lack of postage (perhaps covertly hand-delivered, since it was between two slaves). Such engagement with material culture encourages students to expand their reading of objects beyond just the text.

Research in an archives is not separate from other research. The techniques of attending to the entire source, its audience, and the historical context under which the document was created, are ones we emphasize in Quaker & Special Collections, but they can be just as useful in reading a critical article in philosophy. And the skills students learn in research



The author helping students answer questions they developed while exploring a primary source in Magill Library’s Quaker & Special Collections

sessions about constructing search strategies, narrowing a topic, and interpreting results lists can also be used to search more effectively for rare materials. This is one reason our collaboration with research and instruction librarians is so vital, as it allows students to experience this continuum first-hand.

Classes in Quaker & Special Collections begin with a general introduction including who we are, what we collect, and general rules for handling materials. We then talk briefly about the materials we have pulled out for the class, providing a small amount of background about the materials. This serves as background for the centerpiece of each session, in which students engage with the materials to ask their own questions.

While students are working, librarians

and faculty ask and answer questions, and prompt exploration. We might ask students to answer questions about a primary document, and then find one or two secondary sources which would help contextualize the document. Class generally concludes with a discussion of what students found and what questions they still have.

As we continue to build our instruction program in Quaker & Special Collections, we look forward to expanding the number and type of classes using our materials, building collections to support more classes across the curriculum, and deepening our partnership with research and instruction librarians.

-Sarah Horowitz is Curator of Rare Books and Manuscripts & Head of Quaker and Special Collections

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Connections

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Students put the finishing touches on their projects during the 2015 Tri-Co Hackathon. Photo by Brad Larrison.