The Magic of Children's Literature
As a bookish child growing up in Pittsburgh in the 1960s I had the Carnegie Library and Museum at my disposal. Once every month my parents would drop us at the library door. My siblings and I were free to roam the museum in the morning and were expected to make our way to the library after that. We had our packed lunches and a nickel to buy a carton of milk. By 3:00 we’d be standing at the pick-up point, each with an armload of books—always the maximum that could be checked out.

Living in Australia this semester and reading children’s fiction for a research project, I find myself reflecting on my own juvenile reading habits. I didn’t go for fantasy, talking animals or futuristic books that were just beginning to show up on library shelves—ones that imagined life on remote planets or space travel to other universes. I liked stories about clever children who solved problems, triumphed over adversity and had realistic adventures.

For my research project I have been looking at Australian children’s books written in the late 19th and early 20th century. The children in many of these books are often lost in the bush. They seldom have the necessary skills to survive, hence, are often befriended by wandering aboriginal children who somehow know how to hunt game, make fire, cook, find water in drought conditions, turn a stringy-bark tree into a shelter and prepare tasty meals from native plants.

Other “good” aborigines are the black trackers who are called in by the distraught parents of hapless missing children to locate them before they become a dingo’s dinner.

For the most part, however, aborigines in Australian children’s fiction are depicted as shiftless and lazy—so incapable of providing for themselves that they constantly beg for food scraps and tobacco.

Some are farm hands based at country estates. In one book “Black Billy” performs countless time-consuming and menial tasks. He stacks wood and looks after the horses. For the family’s many fishing expeditions, he carries the equipment, prepares the bait, cleans the fish, cooks, scrubs and tracks lost children. His “masters” ridicule his vocabulary and when he is absent for more than a moment they disparage him as indolent.

More often, however, “wild blacks” are convenient villains in Australian children’s books. They are cannibals who inhabit the forest, kill sheep and kidnap white children for sport. Indeed, a common theme revolves around captured children who manage to escape.

Aborigine women (lubras) are represented as ugly, unkempt, bad mothers. Their children, called piccanninies, are dirty. Sometimes the children fall into the fire and are severely burned. If an aborigine child dies, the lubra often abducts a white child as substitution. The themes in early Australian children’s books emphasize

continues
the aborigine as “other”—savage, uncivilized, and barely more evolved than animals, indeed heading for extinction like the Tasmanian tiger.

What’s the merit of collecting historic children’s literature as we do at Musselman Library? What can one learn from studying juvenile fiction from another era? Children’s books embody a dominant cultural mindset. Australian children inevitably were influenced to believe that aborigines were dim-witted, lazy and subhuman, there to serve white masters or disappear on the evolutionary chain. Through characters, dialog and plot, children absorbed the dominant values of the time.

Children’s literature also shines a light on certain historical truths. In 19th and early 20th century Australia, European culture was viewed as inherently superior to that of indigenous peoples. Colonization was seen as a necessary and inevitable process. Whites believed that aborigines were an inferior, dying race. These beliefs translated into government policies for many years. Australian children’s literature tells a story, albeit a more sanitized version, of the dispossession and disregard that aboriginal people experienced as a consequence of white settlement.

Children’s literature is another way of understanding history. In this issue you will learn more about our children’s collections at Gettysburg College. They serve increasingly as teaching tools as well as a means for researchers to explore and better appreciate the ways Americans were taught to think about themselves and the wider world.

LIBRARY NEWS

Game on!

“A New Look at Old Games” exhibit features games from an era before electronic entertainment dominated the play space. Included are antique chess and mahjong sets, Victorian-era card games, and board games, on loan from Professor Dan DeNicola and Lawrence and Lynda Taylor.

“The games have a history that shows not only that the games evolve, but are reflective of the various eras,” says DeNicola. “So, when you put the Old Maid cards out in sequence, they show the evolution of prejudices—sexism, racism, occupational and class prejudice. Antique games, which sometimes have beautiful lithographic prints or unusual designs, are like all antique objects that connect you to people’s activities from decades ago, even centuries ago.”

DeNicola, who teaches a philosophy class called “Choice, Chance, Luck and Fate,” says he is interested in the balance of skill and luck that games embody. “Chess is completely skill and craps is completely luck,” he explains. “Others are about the balance of those in trying to reach a goal. So, they are self-contained models for our attempts to accomplish things.”

This main floor exhibit runs through June 15.
Visit to Little Rock

Before heading on a winter trip to Arkansas, students in the Eisenhower Institute’s “Inside Civil Rights” program visited Special Collections to view primary sources related to their course. These included the papers of Richard Hutch ’67 who participated in voter registration drives in the South and John Carland, a student at Little Rock Central High School in 1957. Students also examined College admissions materials and student publications from the 1960s. Pictured (l to r) are sophomores Emily Wielk, Mattelyn Wadley and Kealy Cassidy.

Librarians Published

Four librarians authored “Peer Research Mentors at Gettysburg College: Transforming Student Library Jobs into High-Impact Learning Experiences,” a chapter in the 2017 book *Peer-Assisted Learning in Academic Libraries* (ABC-CLIO). Clinton Baugess, Mallory Jallas, Meggan Smith and Janelle Wertzberger describe the program’s development; approaches to training, supervision and assessment; and give insights into operating a similar program on a small budget.

Now in its fourth year, the program allows select student employees to work alongside librarians at the Research Help Desk to assist their peers and enhance their own research skills. The four conclude that the program “has transformed what had previously been ‘just’ a student job into a high-impact learning experience.”

Wertzberger also cowrote a chapter with librarian R.C. Miessler, “Dreaming Big: Library-led Digital Scholarship for Undergraduates at a Small Institution” in *Undergraduate Research and the Academic Librarian: Case Studies & Best Practices* (ACLR, 2017). Both are in The Cupola (cupola.gettysburg.edu/librarypubs/).
World War I

A new exhibition in Special Collections explores the creativity and adaptation that emerged from the grim circumstances of the Great War. Beyond Futility: Expectation and Impact of the First World War shows how war shaped the prospects of those men and women returning from the Front, including College alumni.

Among the artifacts are a gas mask, a shell fragment, telegrams from Buckingham Palace, a Liberty Loan poster featuring local men who died in the war, photographs taken by a female photographer in Italy, a trench knife and memoirs of alumni who served.

This exhibit is in commemoration of the War’s Centennial and is endorsed by the U.S. World War I Centennial Commission. There will be several related lectures during its run through December 18.

Special thanks to the Adams County Historical Society, Tony Luis and John R. Heckman, Rick Neeley, the Zorich-Dracopoli P'14 family, the Rothenberger family, Philip Pane ’17 and Tyler Shrader ’21 for loaning items in this exhibit.

GettDigital: Alumni in World War I

You can now read online the handwritten notes of alumni about their WWI service, thanks to Francesca Costa ’19, our first Charles H. Glatfelter intern.

Last fall saw the launch of this new internship, made possible by donations from Glatfelter’s colleagues, friends and former students. Costa, a classics major and public history minor, was selected.

She examined 237 questionnaires completed by alumni from the classes of 1890-1923 describing their WWI experiences. Each was asked about his military service, including rank, promotion, training schools, as well the battles in which each fought. The College planned to compile these into a bulletin, but we have no record of that occurring. Over the years these surveys have been used for research, but now they will be easier to access and study.

Here is an example from Ensign Monroe E. Miller, Class of 1914. He served in the US Naval Reserve Force and assigned to ships cruising the Pacific around Central and South America patrolling for German submarines. He spent time “running down raiders and submarine base rumors. Our activities extended from San Francisco to Callao, Peru.” In total he made eight trips through the submarine zone escorting troop ships. “I was awarded a gold service chevron for duty in a submarine zone, and all we did was to help take over about 400,000 troops without losing a single man or ship.”

To read more, follow the GettDigital link on the library’s home page, to the “World War I” collection and search “questionnaire.”
Vietnam Remembrances

The library will be the site of several exhibitions and events memorializing alumni who served in Vietnam.

During Reunion Weekend in June, the Class of 1968 will hold a reception in the library apse where the photographs of Stephen Warner ’68, will be displayed (through June 2019). Warner photographed and wrote feature stories about individual soldiers for distribution to the GI's hometown newspaper while serving on the public relations staff of Army Headquarters-Vietnam. Although not required to accompany troops into combat, he chose to do so and was killed in an ambush in 1971. He bequeathed his photographs, reporter notebooks and letters to the College.

For Veteran’s Day weekend, the library will mount an exhibit of artifacts, documents and photographs honoring alumni killed in the Vietnam conflict. The College’s ad hoc Vietnam Memorial Committee helped gather items for display and raised funds for a commemorative plaque that will be unveiled in the new expansion of the CUB.

They are also soliciting classmates for letters, artifacts and recollections of Vietnam veterans for the library collection. The library will create a database where individuals can self-archive their reminiscences.

New Student Journal

Library Acquisitions Assistant Miranda Wisor ’17 holds a copy of the newest student-edited journal, The Gettysburg Social Science Review. This journal provides a forum for undergraduates to develop and share critical research and writing in the social sciences.

Wisor was the driving force behind this journal and served as the first managing editor. She worked with the library’s Scholarly Communications staff to create this free and open access journal.

This inaugural issue includes student authors from Gettysburg College, Skidmore College, Santa Clara University and Johns Hopkins University and covers topics on race, ethnicity, Islamophobia, education reform, socioeconomic integration, multiracial identity, interpersonal communication, microaggressions and collective memory.
The Johnson Center for Creative Teaching and Learning, in partnership with Musselman Library, recently established a program designed to encourage faculty members to explore Special Collections for their course assignments. English professor Sarah Sillin was awarded the grant for her first year seminar “Graphic Novels: Sex, War, and Literary Revolution.”

“For decades, comics were read outside the classroom as an escape from ‘serious’ reading, either too suggestive or trivial to merit study,” says Sillin. “My course examines how now—even as comics remain controversial for their graphic depictions of violence and sexuality—museums, libraries and college classes recognize their rich visuals and narratives.”

A graphic novel is a story published in comic-strip format, either fiction or nonfiction. Texts like *Maus*, *Persepolis*, *Fun Home* and *Scott Pilgrim* are well-known examples. Sillin’s class visited Special Collections, where staff introduced students to the library’s rich archive of Civil War era cartoons from popular 19th century illustrated magazines such as *Harper’s Weekly*, *Vanity Fair* and *Punch*.

The class also explored wordless books, comics and cartoons by viewing Lynd Ward’s 1929 wordless novel *God’s Man* and Jon Sacco’s 24-foot-long panorama *The Great War* illustrating the first day of the Battle of the Somme. In addition, they read and discussed popular newspaper cartoons including *Gasoline Alley*, *Calvin and Hobbes*, *Sad Sack*, *Doonesbury* and *The Far Side*.

Sillin also had her students work in two teams to create their own graphic novel by assembling Chris Ware’s *Building Stories*. Published in 2012, the “story” comes in a large box with many pieces that can be assembled in whatever manner the reader chooses. Characters include a lonely single woman, a couple who are growing to despise each other and an elderly landlady, all residing in a three-story apartment building. The result of this engagement: lively collaboration and two very different interpretations of the storyline.

The library has been building an impressive collection of contemporary graphic novels since 2008. The collection numbers nearly 250 volumes; many are located in the Browsing Room. Last spring the library selected Alison Bechdel’s popular graphic memoir, *Fun Home: A Family Tragicomic*, for its first-year book discussion.

“This was the first time some of the students had read a graphic novel,” said Research & Instruction Librarian Mallory Jallas, who co-led the discussion. “As part of this coming-of-age story, Bechdel interweaves image and text with illustrated excerpts from novels, diaries and family photographs. Along with themes focusing on identity and relationships, the graphic novel format itself provided a rich conversation about how we read and interpret the interplay between text and images.”
Gordon Haaland’s Legacy
(1940-2017)

During Gordon Haaland’s consequential 14-year tenure as president (1990-2014), Gettysburg College made notable strides as a leading liberal arts college. The campus footprint markedly expanded along with a roughly 20% growth in the size of the student body (from 2000 to 2500) and a commensurate increase in full-time faculty. New initiatives in technology, curriculum and faculty members’ roles and responsibilities emerged. Increasing campus diversity became a priority.

During Haaland’s presidency the Center for Public Service gained a new home and inaugural director. The Lincoln Prize in Civil War History was established. The Eisenhower Institute was formally invested at the College, and the Eisenhower Leadership Prize was established. Giving to the College by friends and foundations substantially grew. One gift, from alumnus F. William Sunderman ’19’s estate, provided the basis for creating a conservatory at the College. In each realm of college life Haaland worked closely with his informal “cabinet” of department heads and gave them wide leeway to be creative. They were, and the results were apparent.

These subjects and many more can be explored through Haaland’s presidential papers in Musselman Library, as well as a cache of personal papers he donated shortly before his unexpected passing. Professor Michael Birkner’s History 300 classes over the years conducted numerous interviews with faculty, administrators, staff and alumni who shared stories of college life during the Haaland presidency. In addition, we have transcripts of three interviews with Haaland conducted between 2011 and 2014 by Birkner. They are available through the “Oral History Collection” link in GettDigital (www.gettysburg.edu/library/gettdigital/).

In those interviews Haaland discusses his childhood in New York and New Jersey. He describes his education from the beginnings through graduate school; working a summer job as a tugboat deckhand; teaching at the University of New Hampshire; and serving as academic dean at the University of Maine. Here is an excerpt:

* * *

I was always interested in school. I have a very distinct memory of—I think it was second or third grade. I had learned to read, but the teacher handed out the books for us for the class, which I proceeded to read in the
first week. I went to her to ask what the next book was and she said, ‘No, you don’t understand. This is our reading book for this term.’ I was very disappointed at that.

Haaland described his years in administration at both universities and his relationship with New Hampshire Governor John Sununu. Other subjects treated include the background to becoming the president of Gettysburg College; his relationships with faculty and staff; and memorable incidents during his tenure.

In the Q and A with Birkner, Haaland described several of the key initiatives of his presidency as well as his approach to management. Here he describes his typical work day:

I've always felt that my life was thirds. A third [was] what I would call management issues—that is, making sure the trains run on time; a third [was] strategic issues, which is thinking about where we're heading; and a third [was] community building, which is fundraising, friend-raising, all of the other things that one does.

Archival materials from the Haaland era complement the College’s wide-ranging and growing collection of presidential papers, oral histories, and memorabilia.
Once Upon a Time: Children’s Books for All Ages

Children’s literature is often considered the exclusive domain of public libraries. But at Gettysburg College everything from picture books to rare children’s classics has a place in our teaching and learning environment.

Award Winners for Aspiring Teachers

The library’s circulating collection of 1200 children’s literature books focuses primarily on prize-winning titles including the Newbery, Carnegie, Caldecott and Coretta Scott King awards. In recent years we expanded the scope to include other honor categories such as the Pura Belpré medal for Latino culture themed books, and titles related to equality, diversity, gender and non-traditional families.

Although the College discontinued its elementary teacher certification program, children’s literature remains beneficial to education minors, particularly those who have an interest in primary school education. “They are used in classes such as ‘Cultural Impact of Young Adult Literature & Media,’” says Professor Divonna Stebick, the Education Department’s interim chair. “Our students also use this collection for our affiliated after-school tutoring programs, including those which support migrant families.”

Fun for the Young at Heart

Children’s literature is one of the library’s highest circulation categories, with the Harry Potter books by J.K. Rowling leading in this genre. Picture books come in handy during homecoming, graduation and reunion weekends. Library staff members place a cart of favorites on the main floor to entertain restless little ones. Parents love it!

The Book as Artifact

The library is also home to a fine collection of first or early editions of children’s books. These are often hard-to-find titles by noted authors. Many are important for their artistic value because of their beautiful bindings or illustrations. They include primers, nursery rhymes, adventure fiction, morality tales and well-known classics.

“What makes them of real value is their use for teaching,” says Special Collections Director Carolyn Sautter. “These are historical artifacts reflecting social issues that work their way into daily life but articulate a universal story. In terms of gender, race and religion, they can be challenging for modern readers which is what makes them so topical for discussions between students and their professors.”

Three illustrations in this story are gifts from the estate of Thomas Y. Cooper: Wizard of Oz by Frank Baum (1900), Andersen’s Fairy Tales by Hans Christian Andersen (1884) and Under the Window by Kate Greenaway (1900).
Professor Suzanne Flynn makes use of the three New England Primers (1805, 1807 and 1849) in her literature classes as does Professor Timothy Shannon in his early American history courses. “Primers were used to teach children reading and religion at the same time,” explains Sautter. “You find the alphabet often with religious illustrations, prayers, poetry, proverbs and other stories about morals. They are also small, designed to fit in a pocket so you can carry life lessons with you.”

One of our oldest adventure books is a 1719 copy of Robinson Crusoe. The library also has early editions of Jules Verne's Around the World in Eighty Days, Rudyard Kipling's The Jungle Book, Louisa May Alcott's Little Women, Mark Twain's The Adventures of Tom Sawyer, and Lewis Carroll's Alice's Adventures in Wonderland [see related story page 13].

If a book is a little too “well loved,” it can be returned to a more stable condition through the library’s book preservation program. Such was the case with Told in the Twilight by F.E. Weatherly (ca. 1870), donated by Jim ’63 and Susan Vinson. Jenna Fleming ’16 conserved the book and built an archival box for it during her Diane Werley Smith ’73 internship.

Many of the library’s rare children’s books came from the estate of Thomas Y. Cooper (1884-1967). Other major contributors include the family of Edred J. (Class of 1912) and Ruth Glenn Pennell, Bob Eastlack ’70, Michael Birkner ’72 and Janet Powers.
In 2005 I was asked to review the rare book collection for works of children’s literature in preparation for a future exhibit. Quite often within the works, I found the bookplate inscribed with these words: “Presented from the library of Mr. Thomas Y. Cooper in affectionate memory of his parents M. Cooper, M.D. & Kate Miller Cooper.”

Thomas Cooper had been the editor of the Hanover Evening Sun, a writer and—more importantly for Special Collections—a true bibliophile.

One book from Cooper, which came to us in some disrepair, was a first published edition of Alice’s Adventures in Wonderland (1866) by Lewis Carroll (Charles Lutwidge Dodgson) with 42 illustrations by Punch magazine cartoonist, John Tenniel.

In this novel, Carroll adopts the well-utilized literary device of the dream vision to launch a story that was anything but common. Children’s literature of the time typically aimed to impart some sort of moral or behavioral lesson to young readers, but with Alice, Carroll appeared to have exactly the opposite objective. Reviewers quickly grasped this aspect not long after the book’s release. A writer from The Sunderland Herald (25 May 1866) observed that, “This pretty and funny book ought to become a great favourite with children. It has this advantage, that it has no moral, and that it does not teach anything. It is, in fact, pure sugar throughout, and is without any of that bitter foundation which some people imagine ought to be at the bottom of all children’s books.” Indeed, Alice did become a favorite with children and adults at the time, and so it still remains with readers today.

The bindings of Cooper’s copy of Alice along with its companion, Through the Looking Glass, were at some point replaced with leather gilt tooled with illustrations from the original red cloth covers which had been bound in the back of each of the books. In 2015 these volumes were added to the digital collection, “The Beauty of the Book,” which highlights notable bindings within our rare book collection. The entries on both volumes feature images such as the original and leather covers, fore-edge, spine and edge detail.

We are happy to have this edition of such a beloved and significant work to exhibit in Special Collections, and even more pleased to make it available virtually to a wide audience. We invite you through the Looking Glass at www.archive.org/details/alicesadventur00carr. To view the book as artifact demonstrating the history of bookbinding, select “The Beauty of the Book” from the GettDigital collection (www.gettysburg.edu/gettdigital).
Marvelous Manuscripts

Special Collections and College Archives also houses the manuscripts and related papers of alumni authors who have published in the genre of children’s and young adult literature. Included are handwritten notes, typed pages, galleys, and correspondence with publishers, editors and other writers.

Newbery Award winner Jerry Spinelli ’63 explains it best when asked how he hopes his papers will be used:

Just as I welcome readers of all ages to my books, I welcome all sorts of fourth-floor [library archives] visitors: the curious, the researcher, the student, the aspiring writer. And maybe, for the aspiring writer, something hard to define. It’s not the words or the papers themselves. It’s nothing you can touch. It’s a sense, I would like to think, that you’re in the presence of a writer’s life, that you have descended to a level below your writing classes and workshops and keyboards and subscriptions to Writer’s Digest to a place close to a storyteller’s soul. See, in this box: the writer’s work, the writer’s life, the writer.

Spinelli has published 35 books including Maniac Magee, Stargirl, Wringer, and his newest, The Warden’s Daughter. His papers trace his writing career from 1961-2013 and include versions of manuscripts including one where a scribbled image on a page brought the Stargirl cover to life. Spinelli’s wife, Eileen, is also a prolific writer specializing in children’s picture books and has donated her papers.

We also hold the manuscripts of Jen Fisher Bryant ’82, who is best known for her illustrated nonfiction books for children. Bryant received awards from the National Council of Teachers of English and The American Library Association. Her book SIX DOTS—A Story of Young Louis Braille won the 2017 Schneider Award for an author or illustrator whose book embodies an artistic expression of the disability experience. She commented on what it takes to write a book:

The creative process is often circuitous and messy…and that isn’t something that readers are immediately aware of when they hold in their hands a finished novel, biography or poetry collection. By allowing students to peer behind the curtain of the finished product, I hope they will discover a few things:

- There are many false starts, rough drafts, and a lot of writing that never makes it into the final book
- Research comes from many different places besides books and the internet (interviews, film, recordings, travel, diaries, family photos, historical documents, etc.)

continues
It takes a team: writer, editor (and in the case of an illustrated book, an illustrator and art director), to create a work of quality literature.

Good communication, the ability to take criticism, and the willingness to revise are all essential for even the most experienced authors.

In addition, the library has the papers of Nancy Springer ’70, creator of Enola Holmes, the 14-year-old sister of Sherlock who goes on some sleuthing missions of her own. Springer has published over 50 titles for readers of all ages, across multiple fictional genres, including *The Book of Isle* fantasy series.

The library is grateful to have this collection of manuscripts which open a window into the process of creative writing. “I had other offers but my heart said “Gettysburg!” and that was that,” said Spinelli. “My writing is me, so I love knowing that as long as there’s a Musselman Library, I’ll be there.”

### Down the Rabbit Hole

“Down the Rabbit Hole: The Golden Age of Children’s Literature,” is a class periodically taught by English Professor Suzanne Flynn. It is an example of how the library’s rare children’s books can be used in the college classroom.

“This course introduces students to the wealth of literature written for children from the mid-Victorian period through World War I,” explains Flynn. “It shows the relationship between this flourishing of children’s literature and the social and cultural history of the period. We travel down the rabbit hole of *Alice’s Adventures in Wonderland*, journey to *Treasure Island* and go in search of *The Secret Garden*.”

She also covers other authors that “celebrate the imagination of the child,” such as Lewis Carroll, Christina Rossetti, Rudyard Kipling, Robert Louis Stevenson, Frances Burnett and James Barrie. “We take into account biographical as well as social and historical backgrounds of the works and observe how these either upheld or challenged prevailing ideas of class, gender and religion.

“By the end of class, students have gained an appreciation for the ways language, combined with powerful emotion and deep thought, can express what may have seemed inexpressible.”
FOCUS ON PHILANTHROPY: Janet Powers

Gifts to the library come in many shapes and sizes—from internship support and endowments to physical items that allow us to better serve students and faculty. For retired English professor Janet Powers, charitable giving comes in the form of over 30 children’s books, mostly from the early 20th century.

“When I found some older books on my shelves and those of my parents, I wondered how best to preserve them,” she explains. “Musselman Library seemed like a good choice; perhaps future students will have an opportunity to use these in specialized courses.”

Among her prize donations are a 1909 copy of The Arabian Nights: Their Best-Known Tales illustrated by Maxfield Parrish; Rose in Bloom by Louisa May Alcott (1918); A Daughter of the Land by Gene Stratton Porter (1918); and a brightly-illustrated picture book, The Belgian Twins by Lucy Fitch-Perkins (1917).

Powers’ passion for reading came early she says, “I can certainly attribute my ongoing interest in birds and wildflowers to two Little Golden Books given to me when I was four-years-old [which she included in her donation]. I come from a family of readers. My grandparents on both sides bought significant books for their children and grandchildren.”

Although she formally retired in 2004, Powers continued teaching until 2013, just shy of 50 years in the classroom. Over the years she was drawn to a broader range of disciplines including studies in South Asia; women, gender and sexuality; religion; and peace studies. She willed her collection of Indian bronzes to the library which she hopes will be useful in teaching courses in South Asian religion and culture.

Boys’ Books

The library recently expanded its collection of vintage juvenile fiction with a gift of 242 adventure books for boys donated by Professor Michael Birkner ’72. The books, published between 1880-1933, include well-known period authors such as Everett Tomlinson, Russell Gordon Carter, James Otis, Ross Kay, Edward Ellis, John De Morgan and Stephen Cox among others. Topics range from wilderness exploration to adventure—and misadventure!

Many feature historical themes like Tomlinson’s Three Colonial Boys, The Boy Soldiers of 1812, With Flintlock and Fife, and Boys of the Revolution. Some are series such as Carter’s Patriot Lad books and Otis’ Minute Boys series.

Boys’ books from this era emphasized hard work, honesty, bravery, cleverness and perseverance. They often had a moral tale at the core. Birkner inherited these books from his late friend Whitfield J. Bell, the longtime Executive Director of the American Philosophical Society. These books complement similar rare books held in Special Collections.
Ron Couchman ’63, who spent his career as College registrar, has a new registrar job—this time for Special Collections and College Archives. Couchman, who retired in 2007, was snapped up by the library soon after to work part time. His institutional memory, organizational skills, eye for detail and deep love for all things Gettysburg, were a perfect match for the work. Now, he has been named the department’s registrar.

Couchman documents gifts and new purchases upon receipt, and sends donor acknowledgments. He generates a preliminary inventory and recommends where the materials fit in the collection and how they should be processed. He then tracks the movement of the materials once accessioned and in our care. For Couchman—after 36 years of matching thousands of students to classes and recording nearly a million grades, most of which were without the aid of computers—this must seem like a piece of cake.

“I get particularly excited when I accession items that expand the College archives like the early grade and matriculation books that were recently transferred to us from the vault in Pennsylvania Hall,” says Couchman, who knew about these materials and requested them.

“Ron is one of the College's unsung heroes whose work is often invisible,” says Professor Michael Birkner ’72. “He is an institutional treasure.”

A Moment of Reflection

At the end of every semester, student employees and interns in Special Collections are invited to record a favorite item or project in a beautiful hand-crafted book. Here are two recent reflections:

Linh Phan ’18: 10-volume 1897 Mikado edition of Japan: Described and Illustrated by the Japanese

“Not only was I amazed by ... the artworks, I felt connected to them in a very special way because I love Asian culture in general, and Japanese culture in particular. I hope by contributing metadata for these volumes more and more people will be able to see and appreciate their beauty.” To see these volumes, select Virtual Reading Room on the GettDigital page (www.gettysburg.edu/library/gettdigital/), and search on the title.

Lindsay Richwine ’21: Vietnam War photographs of Stephen Warner ’68.

“The soldier in one of the photos looks a lot like my uncle. He was not drafted, but the number right next to his was called, and seeing this man who reminds me of him made me consider how his life may have been totally changed if [his] had been just one number different. Seeing in the collections your own history...past events can come alive.”
Dear Wife

While attending the 125th anniversary of the Battle of Gettysburg in 1988, David Horning noted that Gettysburg College might one day be the perfect home for his great-great grandfather’s Civil War correspondence. He recently donated 37 letters written by Corporal John Henry Hollett from September 1864 to July 1865.

Hollett enlisted on September 5, 1864 in Company E, 115th New York Volunteer Infantry and mustered out with the regiment on June 17, 1865 at Raleigh, N.C. His letters to his wife, Harriet, and his father, Isaac, include descriptions of his experiences as well as his reaction upon hearing of Lincoln’s death.

Horning’s family cared for these letters over the years, preserving them archivally. Accompanying the correspondence was a booklet called Dear Wife containing copies of the letters, family photographs and genealogical research, assembled by his aunt, Donna Curtin.

Daily Devotionals

Another set of letters recently came to us from William C. Wright, ’61, a frequent donor to Special Collections. Wright is the consummate sleuth, always unearthing a new collection related to the College. He donated 13 letters of George W. Martin (ca. 1813-?) and Michael Mahlon Yeakle (1814-1899), students between 1843 to 1846. One letter from 1844 outlines the “rules for daily observation” at the Pennsylvania Theological Seminary—arising at 5 a.m., multiple devotionals, sawing wood, reciting to a tutor and studies in Greek, Latin, history and theology. The schedule also called for relaxation and exercise in “open air.”

Walter Iooss Sports Photos

Lisa (Beardslee) ’89 and Andrew Schroeder have donated 10 signed archival prints of the award-winning sports photographer Walter Iooss Jr.

Iooss, recognized for his ability to combine sport and beauty, has photographed some of the most famous athletes in the world and has been a contributor to Sports Illustrated for more than 50 years.

These photographs measure 20” x 24” and represent a variety of sports history moments including a 1962 Dodgers “Older Timers’ Day,” the 1967 matchup between Muhammad Ali and Ernie Terrell (shown) and an airborne Michael Jordan (Phoenix at Chicago, 1993) poised for a dunk.
Ralph “Budd” Mahaffie, Class of 1922, and his brother, James “Bill” Mahaffie, Class of 1916, were popular students known for their athletic skills. The library has purchased their scrapbooks documenting their Gettysburg experience with news clippings and photographs. The purchase even included an old pair of track shoes.

In 1994, Ralph was interviewed by Professor Michael Birkner ’72 and the transcript is available in GettDigital’s Oral History Collection (www.gettysburg.edu/library/gettdigital/). He talked about playing basketball, running track and his baseball experiences that included shagging the fly balls that Eddie Plank would hit to help his brother, Ira, at practice. He also reminisced about Bill who was drafted by the Pittsburgh Pirates after college before enlisting to serve in World War I. Bill survived his plane being shot down but died in 1920 from the effects of poison gas.

Friends of Musselman Library have made it possible to purchase maps in support of classes and exhibits. A newly-acquired 1776 military atlas containing six British maps of the American Colonies was shared with Professor Tim Shannon’s Revolutionary America senior seminar. We are also collecting additional international maps to support classes in the history of China and Japan. Pictured here is an 1887 map of Yokohama created by Tomigoro Ozaki. It not only shows the plan of the city but also illustrations of famous buildings and sites.
Wonders of Nature and Artifice

“Cabinets of curiosity” continue to enchant viewers. A precursor to museums, these Renaissance-era “cabinets” or rooms were a way to showcase collections of extraordinary objects; the purpose often being as much to impress as educate.

Last fall Professors Felicia Else and Kay Etheridge teamed up for the second time to offer students from Else’s art history course “Wonders of Nature and Artifice: The Renaissance Quest for Knowledge,” and Etheridge’s first year seminar “Exploration of the Marvelous: Art and Science in the Renaissance,” a chance to curate their own “chamber of wonders” in Schmucker Art Gallery. Students illustrated the connections between art and science with resources from the College’s Special Collections, Fine Arts, campus departments, and individual loans, including an 18th century Ethiopian Magic/Healing Scroll from Michael Hobor ’69 and a 16th century antiphon (religious text set to music) from Bruce ’71 and Betsy Stefany.

You, too, can unlock this cabinet. Visit the interactive website: http://wonder-cabinet.sites.gettysburg.edu/2017/.