



The Cope Evans Project



The Cope Evans Project team at work
left-to-right: Andrew Kafker '17, Cormac Rada '17, Brandon Smith '16, Sarah Horowitz, Curator of Rare Books and Manuscripts & Head of Special Collections, and Laurie Allen, Coordinator for Digital Scholarship and Services.

► BY MIKE ZARAFONETIS

Among the Libraries' slate of ambitious summer 2014 activities was the Cope Evans Project, a project conducted by Haverford students under the supervision of special collections and digital scholarship staff. At the core of the project is a digitized collection of letters and papers from the Cope and Evans families written between the late eighteenth and early twentieth centuries. The papers of these prominent Philadelphia-area Quaker families had already been transcribed and richly described in *Triptych*, our digital collections platform, and the Libraries envisioned a project in which students would use these textual data to create interesting visualizations and produce original scholarship, presented in an interactive and beautiful website that highlights the collection to scholars and the general public.

Cormac Rada ('17), Andrew Kafker ('17), and Brandon Smith ('16) undertook the project at the beginning of the summer by engaging in primary and secondary source research and normalizing

(e.g., cleaning up typos, implementing consistent spelling of names, etc.) the transcriptions and metadata – descriptive data for each letter including subject tags, author, recipient, and date written. While Cormac and Andrew waded through dense secondary literature on nineteenth century Quaker and American history, Brandon created interactive visualizations with the wealth of textual data within the collection. The visualizations, which were an impressive feat of programming, include a family travel map, a letter map depicting the network of letters generated by these families, a subject bar chart representing topics covered in the letters, and a social network map. All of these visualizations include a time element allowing the user to see change throughout the period of study, and include the ability to filter results by topic, author, or other criteria.

From both the early summer research and Brandon's visualizations, the group began to focus on travel and the intensification of social networks during the Age of Industry, as well as changing Quaker education and lifestyles. They developed

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From the Librarian

► BY TERRY SNYDER

In my last column I focused on the collaborations of the Tri-College Libraries. They continue to yield rich



outcomes. In this column, I'd like to cast the net a bit further out and note some other collaborative efforts – EAST and Lever – that are in exploratory, yet promising, stages.

Beginning in

July 2011 a group of librarians, led by the Five College Consortium (Amherst, Hampshire, Mount Holyoke, Smith, and the University of Massachusetts at Amherst) began discussing ways to develop a shared print cooperative throughout the Northeastern region. Peggy Seiden, College Librarian at Swarthmore, and I attended that meeting as "affiliate members" in the Five College Depository, and shortly thereafter both Haverford and Swarthmore signed on as members of the steering committee. The eighteen-month project is funded by the Mellon Foundation and looks to identify a range of potential shared-print models. Beginning with a day-long planning meeting in July 2013 and followed by several virtual and in-person meetings, initial recommendations were presented this summer. Eighty-two librarians from more than 140 libraries attended this meeting to hear about the Eastern Academic Scholars' Trust (EAST); the meeting ended with 41 libraries signing on to finalize plans and pursue collaborative solutions. The project will not only provide smart, fiscally sound ways to manage and preserve print collections, it will help ensure access to the scholarly record for generations to come. For

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From the Librarian

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more information see www.fivecolleges.edu/libraries/regionalproject.

Another project addressing pressing collection development concerns is the Lever Initiative that comes out of the Oberlin Group, a federation of 80 top-ranked liberal arts colleges from across the country. The organization is concerned with issues that impact libraries and the ability to deliver scholarly resources to our campuses. As part of this focus, the Lever Initiative is exploring questions of scholarly communication in the 21st century, specifically the expensive nature of electronic publications and the restrictive licensing arrangements that ultimately limit access to those materials. As such, the Lever Initiative is examining how it might facilitate the publication of shorter, peer-reviewed books in electronic form that will be open and freely available to all.

Though the work of libraries serves a very local community, the Haverford Libraries have long understood the value of collaboration. Understanding and capitalizing on those opportunities within the Tri-Co have brought Haverford tremendous value. Similarly, these regional and national initiatives are providing thoughtful avenues to pursue as we confront the pressing issues and challenges of the 21st century.

-Terry Snyder is Librarian of the College

Librarian of the College
Terry Snyder

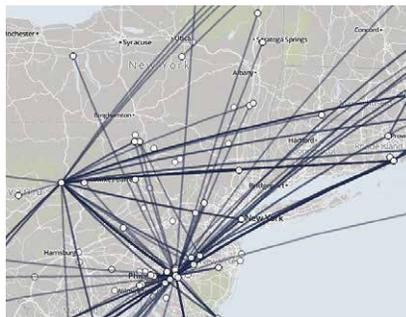
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Connections is available on the web at
library.haverford.edu/connections

The Cope Evans Project

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Letter network visualization

content for the website, assembling images from special collections materials and putting that content into a slick HTML template that is visually engaging and appropriate for the material. Cormac and Andrew both had very little experience working in HTML before the project, and as such had to learn most of the skills they needed to build the site on the fly.

The Cope Evans Project presented a few unique challenges to the Libraries staff supporting the work. First, Brandon worked remotely from Maryland throughout the summer, which required an extra degree of communication among group members. Cormac and Andrew held daily Google Hangouts with Brandon to coordinate their work, and as a larger group the students and staff held weekly meetings to monitor progress toward goals and talk about the direction of the project. A second challenge related specifically to the development of the website was assigning the work in a way that avoided the potential of one group member overwriting another group member's work on the same file. We used "Git," a revision control and source code manager that allows multiple people to make changes to a file on their own computer, commit those changes to the main version of the project, and then merge the

changes that each project member has made without overwriting the work of their colleagues. It also allows for project members to roll back changes that have been made to previous versions. This system (and others like it) is ubiquitous in software development, and it was our first time implementing it for a digital scholarship project. We now plan to use a version control system for all of our major projects moving forward.

The visualizations are now functional with some minor changes yet to be made, while the web content is still in the fine-tuning stage. We plan to launch the initial version of the project in Fall 2014, with a view toward expanding it to other subject areas of research and incorporating new visualizations to explore those areas. In the long run, our vision for the project is an iterative one, in which a new group of students will explore an interesting theme or approach to the collection using digital humanities tools and techniques. This release of the Cope Evans Project is now a great entry point into the collection for historians of 19th century America, particularly social historians, Quaker historians, and historians of gender, class, technology, and business. Equally important, it was enriching work for Cormac, Andrew, and Brandon in that they gained experience in project design and collaborative work, data management and visualizations, digital humanities, web design and development, and conducting archival research. We look forward to launching the first iteration of the Cope Evans Project in the very near future.

*-Mike Zarafonetis is
Digital Scholarship Librarian*



Use of Print and Electronic Books: Results of a Recent Survey

► BY NORM MEDEIROS

The Haverford College Libraries have provided access to electronic books (ebooks) since 2000 when we purchased a small number of titles from NetLibrary, a pioneering aggregator of ebooks. Since this early experiment, the Libraries' commitment to ebooks has grown modestly. Archival collections such as *Eighteenth Century Collections Online* and *Early English Books Online* have been purchased outright, while a subscription-based offering named *ebrary*, which consists of approximately 100,000 ebooks of recent vintage, has also been provided at relatively little cost. Over this period, the number of ebook suppliers has steadily grown, as has the variety of business models for acquiring ebooks. Arguably the most popular ebook model for libraries is *demand-driven acquisition (DDA)*. DDA allows libraries to expose catalog records for large arrays of ebooks while only paying for those ebooks patrons actually use. Beginning in fall 2011, the Tri-College Libraries instituted a DDA program that is accessed frequently by students and faculty across the three schools.

Although statistics compiled by our ebook suppliers provide raw data about usage, we sought to capture in a broad and systematic way whether students and faculty believe ebooks serve them well, especially in comparison to print books. To this end, in February Haverford conducted a survey on ebook usage among students and faculty. We were fortunate to receive strong responses from both constituencies: 590 students (47%) and 101 faculty (51%) completed the survey. Our goal in conducting the survey was to answer several questions, such as *How do students and faculty engage with ebooks? Under what conditions will students and faculty use ebooks? What are the challenges to using ebooks? What devices do students and faculty*

Results

The results were instructive. We learned several things, including:

- Faculty ebook use is outpacing that of students. Neither group prefers ebooks to their print equivalents, but faculty are ahead of students in use if not acceptance of the newer medium.
- Students most often read ebooks by printing them out, while faculty most often read ebooks on screen.*
- When compromised for time, students are more likely to use an ebook rather than seek an alternative print book when the ebook's print version is not immediately available. It is not surprising that Haverford students would rather engage with the best book, even if that book is electronic, than with a print book of lesser quality.
- Absent a time constraint, most students would request the print book on interlibrary loan than use the immediately available ebook. Split out by division, students studying in the humanities and social sciences are more likely to request the print book on interlibrary loan than use the ebook. Under the same conditions, students studying in the natural sciences are more likely to use the ebook.
- Absent a time constraint, faculty in the social sciences are more likely to request the print book on interlibrary loan than use the ebook. Under the same conditions, humanists and natural scientists are more likely to use the ebook.

* Unlike many of its peers, Haverford provides free public printing to students. In point of fact, public printing has steadily declined over the last three years, suggesting a greater level of screen reading than in earlier years. One wonders, however, if students were charged for prints whether their ebook reading behavior would be even less reliant on paper.

use to access/read/engage with ebooks? and What differences, if any, exist across students and faculty in the humanities, social sciences, and natural sciences regarding ebook use and acceptance?
(See Results above)

The survey results indicate that print is the preferred book format, particularly among students. In small, residential colleges like Haverford, we suspect students' familiarity with and relative nearness to print books

will continue to drive a preference for print, at least until a majority of students own reading devices that facilitate scholarly engagement. The Libraries will continually measure student and faculty ebook use in order to respond to changes in acceptability and preference over time.

-Norm Medeiros is Associate Librarian of the College & Coordinator for Collection Management and Metadata Services

Conservation Practices in the Libraries

► BY BRUCE BUMBARGER

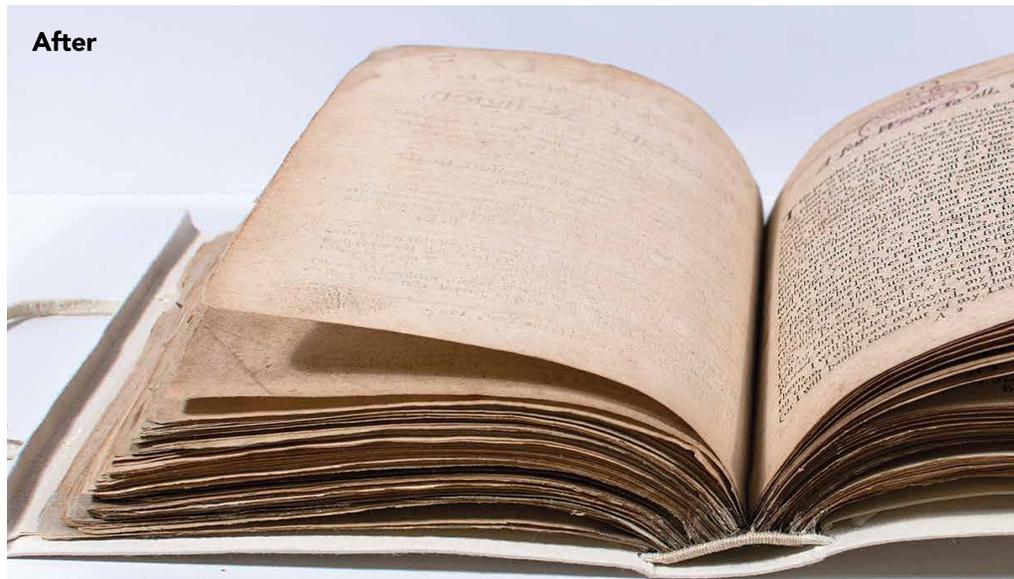
Making a large cushioned box for

Maxfield Parrish's hand-painted guitar. Creating a portfolio case for a "book" of DNA samples, containing leaves of paper impregnated with the artist's saliva. Conserving a bound notebook of original watercolors and text that chronicles the domestic life of an expatriate American family living in France during the two decades prior to the World War II. Binding a common edition of a 1964 score for horn and cello by composer David Amram. Working with students in an advanced printmaking course, helping them to create books using the artwork they make during the semester.

The reader may wonder what these activities share in common. The link is that all are part of the work carried out in the College's conservation bindery. Aided by my assistant, Jim Pollard, volunteer David Cook HC '64, a series of summer interns from a book conservation program in Boston, and a small crew of student employees, I have spent the past twenty-seven years attending to the physical care of the Libraries' collections.



17th century imprint in need of conservation treatment.



New binding created in style contemporary for the period of publication.

In most instances we rely on materials, techniques, and equipment that would be familiar to a binder visiting from the fifteenth century. For instance, after cleaning and mending a collection of disbound and tattered seventeenth century religious tracts, Jackie Scott, summer intern, used handmade papers, leather, wheat starch paste, and gelatin to create a binding structure in a style contemporary with the date of publication. Other artefacts necessitate the use of more up-to-date technologies. Choosing artwork for their office, staff from another campus department recently requested a nineteenth century albumen photograph of Mirror Lake in the Yosemite Valley taken by Carleton Watkins. The fragile, light-sensitive print can't be displayed for more than short periods, so Caroline Fleet '16 and I made a high-resolution full-size scan of the object. After digitally retouching damage found in the original photograph, we made a surrogate print which will be matted and framed for the staff member.

We also use the equipment to support

instructional work in digital image editing and printing with students enrolled in intermediate-level photography courses. In addition to working on photo editing, the students learn to construct portfolio boxes in which to house their mounted prints; I train 300-level students to create and bind their digitally-printed books.

Magill Library hosts several exhibitions each year, generally displaying and interpreting items from the collections. Much of this work is increasingly student-curated, with Libraries staff playing a supporting role in helping the students realize their vision and ambitions. The efforts of the bindery staff are central to this work. Our involvement begins with initial planning, continues with conservation of items chosen for display, moves into the creation of signage and printed display pieces, and finishes with the actual hanging/mounting of the exhibition. Work has begun on two offerings that will run this academic year in Magill's Sharpless Gallery. October will see the opening of an exhibition curated by



Introducing Haverford Scholarship

HAVERFORD
LIBRARIES

Haverford Scholarship

► BY NORM MEDEIROS

Since 2001, the Haverford Libraries have aggregated citations to faculty publications in a database known as the Faculty Bibliography. Although this system provided a worthwhile means of tracking the scholarly output of active and emeritus faculty, it was built on what is now antiquated technology, and required regular staff intervention. Furthermore, the Bibliography lacked a facility for storing the published papers alongside their citations. To establish a more robust platform for showcasing faculty scholarship, the Libraries recently licensed a tool from BE Press, a leading provider of repository solutions. Over the last several months, the Libraries have worked to port citation data from the Bibliography into the new system, coined Haverford Scholarship. We've enriched the database by noting student co-authors when possible, and through attaching publisher PDFs when rights permit.

The work in which we are now engaged with *Scholarship* is not unusual for academic libraries. Hundreds of libraries around the globe, large and small alike, maintain online repositories of their institution's faculty output. Collecting and showcasing such information provide insights into the research interests and expertise of the faculty. Moreover, disseminating the published papers provides the widest possible readership, maximizing the scholarship's impact. In this regard, the Libraries are excited to further the Open Access cause, which seeks to make freely available scholarly publications via the web.

Among the functions available within *Scholarship* is the ability to "follow" the

output of certain faculty member or departments. An end-user can create an account and receive notifications when new content is added to these individual or departmental sites. There is a strong statistics module in *Scholarship* that provides download stats in Excel format for customized time periods. Providing these statistics to faculty is among a handful of enhancements we plan to fold into the workflow processes. Aesthetically, *Scholarship* is attractive. The BE Press team applied the Libraries' banner, fonts, and colors in such a way that *Scholarship* seems an extension of our web site rather than an external vendor product.

Since *Scholarship* is hosted by BE Press, the aforementioned staff intervention is limited to emails to a very responsive service desk that promptly and fully answers questions and attends to requests. Our service technician worked patiently with me and my student assistants on processes such as batch metadata uploads and page configuration. It's a pleasure as well as a relief having knowledgeable and dedicated customer service available an email or phone call away.

Our BE Press subscription carries with it a journal manuscript and hosting system. As we consider future uses of *Scholarship*, it's not hard to imagine the Libraries hosting scholarly journals that emanate from academic departments or the centers.

We intend to formally unveil *Scholarship* this fall, but the system is currently available scholarship.haverford.edu should you wish to have a look.

-Norm Medeiros is Associate Librarian of the College & Coordinator for Collection Management and Metadata Services



Jenna McKinley '15 featuring items from Haverford's collection of Greek antiquities, donated by Ernest G. Allen '40 and George R. Allen '40. In the spring, Charlie Espinosa '15 will present a show drawing on the student-organized comic book collection.

In the early days of the Libraries' conservation efforts, well before I arrived at Haverford, the bindery, outfitted with a long work table and overstuffed chairs, focused on the repair and binding of periodicals. The space now contains a full complement of binding equipment, has facilities for washing paper, a suction table for removing stains, high-end digital printing equipment, and the tools needed for matting and framing large artwork. The core work – the conservation treatment of the collections – remains largely unchanged, but as can be seen from the foregoing, its role, like that of the Libraries in general, has changed with the times.

-Bruce Bumbarger is Library Conservator

Staff News & Notes

► COMPILED BY MIKE PERSICK

Laurie Allen, Coordinator for Digital Scholarship and Services, presented on a panel entitled “Digital Humanities: What Does It Really Mean for Libraries and Cultural Institutions?” at the Special Libraries Association Annual Conference in Vancouver, BC, held in June. She also attended the workshop “A Collaborative Approach to XSLT” at the Digital Humanities Summer Institute at the University of Victoria that same month.

Sarah Horowitz, Curator of Rare Books and Manuscripts & Head of Special Collections, moderated the panel “Crowdsourcing: The Possibilities and Pitfalls of User Participation” at the Rare Books and Manuscripts Section conference in June. That month she also co-presented a poster at the American Library Association Annual Conference entitled “Assessing Hands-On Learning in Special Collections: A Pilot Study.”

Norm Medeiros, Associate Librarian of the College, has been elected the 2015-2016 President of the Association for Library Collections & Technical Services (ALCTS). Founded in 1957 and comprised of nearly 4,000 members, ALCTS, a division of the American Library Association, establishes professional practices, provides educational opportunities, and publishes scholarly research related to the selection, acquisition, organization,

management, and preservation of information resources. Norm is currently serving on the ALCTS Executive Board as President-Elect/Vice President until his presidential term begins in July 2015.

Norm and **Mike Persick**, Head of Acquisitions & Serials, along with colleagues Amy McColl (Swarthmore College Library) and Sarah Hartman-Caverly (Delaware County Community College), co-authored the chapter “A Hard DDA’s Night: Managing a Consortium Demand-Driven Acquisitions Program for E-Books” in *Customer-Based Collection Development: an Overview*, published this summer by ALA Editions.

Terry Snyder, Librarian of the College, is the 2014-2015 President of the Association of College & Research Libraries, Delaware Valley Chapter. Her article, “Spectacular Ephemera,” was published in the Winter 2014 issue of *Transformations: The Journal of Inclusive Scholarship and Pedagogy*.

The Libraries welcome two new staff members:

Krista Oldham joined the Libraries in June as College Archivist/Records Manager. Krista arrived at Haverford after serving a 10-year stint at the University of Arkansas Mullins Library as Senior Archives Manager. Krista holds both her BA and MA in History from the

University of Arkansas and is currently completing her MLS from the University of Tennessee in Knoxville. Her research interests include archival intelligence, digital curation, the social impacts of and uses for archives and information, and memory studies. Krista was recently awarded the H.W. Wilson Fellowship and the Gary R. Purcell Fellowship from the University of Tennessee’s School of Information Sciences. Additionally,



Krista has recently been elected to serve as a steering committee member for the 2014-2015 Society of American Archivists Archival History Roundtable. She is particularly excited by her move to Haverford, and to Pennsylvania, and looks forward to the challenges and opportunities presented by this storied institution. When not immersed in classwork or her vocation, Krista enjoys spending time playing sports (especially tennis and kickball), shopping, and listening to her husband Scot play

(Continued on the back cover)



Troubled Waters

► BY LAURIE ALLEN

During spring 2014, faculty members Helen White, Craig Borowiak, and Vicky Funari invited jessikah marie ross, visiting artist from UC Davis, to Haverford to co-lead a project called Troubled Waters: Tracing Waste in the Delaware River. The collaboration, funded by the Hurford Center for the Arts & Humanities through a Mellon Creative Residency, involved students, faculty, librarians and IITS staff in an interdisciplinary, multimedia, and scholarly project that created a resource to be shared with the Delaware River Keeper Network.

The courses that White, Borowiak, and Funari brought together to work on Troubled Waters may not seem to have a lot in common. White was teaching a chemistry SuperLab to juniors; Borowiak was teaching a first year writing seminar on the politics of globalization; and Funari was teaching both an introductory and advanced documentary film class. With their professors' and jessikah's help, students across each of these courses investigated the sources and paths of waste in the Delaware River. The chemistry students tested the waters to look for a variety of compounds representing forms of common waste; the political science students followed the sources of waste through production and distribution; and the film students documented the experience and created representations of some of the key questions and issues that were raised.

A team of librarians was devoted to the success of this complex project. During a series of meetings between jessikah, the faculty, and librarians, we identified a suite of technology tools, research sources, and approaches that would lead the students through this ambitious project. Margaret Schaus, Lead Research & Instruction Librarian, and Dora Wong, Science Librarian, created a research guide to help

students in these courses find scholarly sources, data, and background information on the topics. I worked with jessikah and the faculty to identify appropriate tools that would help the students best explore their topics.

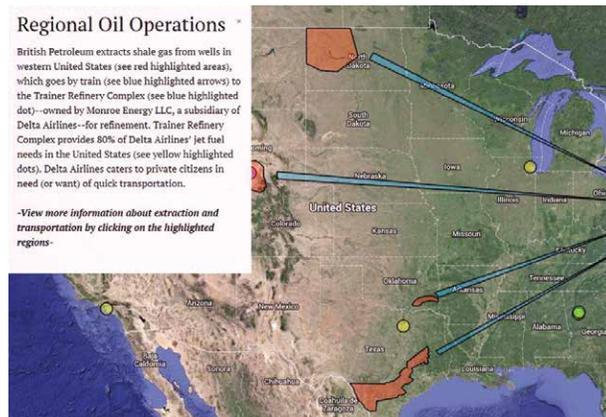
For the political science students, the group decided to use Neatline, a mapping program developed at the University of Virginia's Scholars Lab. Maps produced in Neatline can be used to create arguments that involve narrative, location, and time, and allow the creator to lead the reader on an interactive path. While Neatline is relatively easy to use, it does require some instruction, and so the Digital Scholarship student assistants and I held office hours to answer questions and help students consider the ways that the waste stories they were researching could be best represented on maps. Since the students in SuperLab would be spending most of their time on chemical analysis, Helen, jessikah, and I designed a standard infographic that each student group could use to represent what they learned about the chemicals. Another one of the Digital Scholarship student assistants worked with the chemistry groups to make sure their infographics were consistent, and to create a simple map of where the chemicals were located.

Students in each of the classes worked in groups within their own courses, and also across courses, so that for each chemical studied there were chemistry, political science, and documentary film students considering its connections to the Delaware River. As the groups discovered, a big challenge of their collaboration was in expressing what they learned within the context of their discipline in an effort to make it available to the larger public.

Regional Oil Operations

British Petroleum extracts shale gas from wells in western United States (see red highlighted areas), which goes by train (see blue highlighted arrows) to the Trainer Refinery Complex (see blue highlighted dot)—owned by Monroee Energy LLC, a subsidiary of Delta Airlines—for refinement. Trainer Refinery Complex provides 80% of Delta Airlines' jet fuel needs in the United States (see yellow highlighted dots). Delta Airlines caters to private citizens in need (or want) of quick transportation.

-View more information about extraction and transportation by clicking on the highlighted regions-



A view of the Neatline map produced by the oil group in Craig Borowiak's globalization course

For example, chemistry students were expected to help the first year writing students and documentary film students understand what they were finding.

The faculty, jessikah, and I worked together to imagine and create a simple home for all of the final projects from the three classes (see: troubledwaters2014.tumblr.com). We chose tumblr as a home for the projects for its simplicity and versatility. Check out the site to find the interactive maps made by the first year globalization teams, the infographics and explanations by the chemistry students, and a few great short documentary (or mockumentary!) films by the documentary students.

Projects like Troubled Waters address real world problems. They bring together students and faculty across disciplinary boundaries, draw on the expertise of outside partners, and make use of librarians to provide scholarly resources and presentation platforms. Troubled Waters took a lot of planning and coordination, but it is exactly the kind of ambitious collaborative project that Haverford faculty, staff, and students love to take on.

-Laurie Allen is Coordinator for Digital Scholarship & Services

Staff News & Notes

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the ukulele, badly. She also has two dogs, Bodhi and Bombadil, who are both unrepentant reprobates, but who mean well.

Charlie McNabb joined the Libraries staff in September as Research and Instruction Librarian for the social sciences. Charlie provides in-depth support to students and faculty in the areas of anthropology, education, and sociology. Together with Dora Wong, Charlie also supports faculty and students in psychology. Charlie is looking forward to getting to know people well and working closely with them as they explore their research interests. Charlie has a library degree from San



Jose State University and a master's degree in folklore from the University of Oregon. Charlie's thesis, "Negotiations of Power in Mexican and

Mexican American Women's Legends," involved fieldwork in both Mexico and the United States. Charlie also has an essay, "You're a Woman Now! Queer and Trans* Menarche Narratives and Body Politics," accepted for publication in the book *Diagnosing Folklore: Perspective on Health, Trauma, and Disability*, forthcoming from the University Press of Mississippi. Charlie has had experience working in a variety of library archives as well as serving as a teaching fellow at the University of Oregon. Library staff and the Haverford community are very happy to welcome Charlie to campus and to the East Coast.

-Mike Persick is head of acquisitions and serials