Supporting Senior Capstone Experiences

“Intense but exciting” is a common way students describe the capstone experience, a requirement for all seniors at Haverford. Whether a thesis, art show, or musical composition, students work on a project in their chosen major(s) that combines research, learning, and a thoughtful and deep engagement with issues. For example, this year a history senior pioneered an exhibit and curator’s essay exploring women’s over-medication in postwar America based on gendered diagnoses of anxiety. In most departments, students spend the academic year working in close cooperation with a faculty adviser and subject librarian. Students add to the knowledge and skills they have already gained in classes and internships by planning and carrying out an independent project. They bring experiences from archives, the lab, and musical performances to bear on issues that are complicated and compelling.

From their first-year classes, students receive research advice and support from faculty and librarians. Subject librarians come to classes for instruction tailored to course projects, and in many cases, to the research topics of individual students. Moreover, librarians, with faculty input, have outlined a four-year plan for research experiences and concepts in each discipline that serves as a scaffold upon which students build their skills. For example, the anthropology plan outlines juniors’ use of ethnographies as sources in preparation for fieldwork. In one-on-one meetings with students, subject librarians provide resources and strategies for immediate needs.

(continued on p. 2)

From the Librarian

Previous Connections columns have recounted the various stages of our building project, from early programmatic planning though the construction work. Our architects, Perry Dean Rogers Partners Architects of Boston, and our construction management firm, Whiting Turner, together with all of their subcontractors, continue to perform amazing work in delivering what will be a gorgeous building. Regular hard-hat tours through the spring semester reinforced the progress realized and generated excited anticipation about the outstanding programs that will advance research, teaching, and learning at Haverford.

This newsletter recounts an array of important initiatives that colleagues are leading preparatory to our return. For example, while Quaker & Special Collections were closed, our curators diligently cataloged our rare holdings to provide richer descriptions, and therefore fuller access, to our extraordinary collections. Sarah Horowitz, head of Quaker & Special Collections, details some of that processing work here. Anthropologist and librarian Brie Getleson writes about ongoing developments and refinements of our innovative, student-based, peer liaison program. After conducting a pilot program, Brie and colleagues are ready to implement this program in full-scale as a key function in the new Lutnick Library.
In addition to these new initiatives, colleagues continue to advance the core elements of our work, some of which are described here as well. Julie Coy, head of Metadata Services and visual resources librarian, provides an overview of the Libraries’ work with Artstor. Margaret Schaus, lead research and instruction librarian, describes the time-honored and meaningful work of supporting senior theses. And Mary Crauderueff, curator of Quaker collections, outlines our successful collaboration with the Thomas Scattergood Behavioral Health Foundation in exploring the traditions and historical significance of Quakers in the provision of mental health services.

These projects serve our campus partners while at the same time expanding the reach and impact of the Haverford College Libraries. In that vein, I’ll call attention to an important Library-led conference this past semester: Alex Galarrza, our CLIR Postdoctoral Fellow, brought together students, scholars, archivists, and activists to discuss and advance the work of “Archives and Historical Memory in Guatemala.” This event demonstrates the best of liberal arts thinking and international collaboration.

Our colleagues from Research and Instruction, Collection Management and Metadata Services, Access Services and User Experience, and Digital Scholarship all move forward at a robust pace, providing services to our patrons while anticipating and planning for their work in the new building. Importantly, we will be ready to receive students for the fall 2019 semester.

The students are over the moon! And so are we!

-Terry Snyder is librarian of the College

Librarian of the College
Terry Snyder
Connections Editor
Norm Miedoros
Contributors
Julie Coy
Mary Crauderueff
Alex Galarrza
Brie Gettleson
Sarah Honertz
Mike Perck
Margaret Schaus
You can link to Connections online from the Library’s News and Events page: haverford.edu/library/news-events

Supporting Senior Capstone Experiences
(continued from p. 1)

While also checking in on their disciplinary developments per the four-year plan. As students formulate their initial capstone proposals, faculty direct them to their subject librarian for meetings about locating recent scholarship and identifying pertinent resources. As independent researchers, students need to tap into ongoing investigations of their issues, whether among scholars, activists, or artists. They have to become knowledgeable and confident, not just to reach out to practitioners in many different fields, but to develop their own views and argue for new solutions.

Working together, faculty and librarians challenge students to deepen their understanding by reading expansively, critiquing their argument, and revising their analysis. In this process, students make cross-disciplinary connections, discover new cause and effect relationships, and develop unexpected skills in statistics, visual studies, and digital scholarship.

Throughout the thesis process, subject librarians are in touch with students. They check in on new research directions, set up access to a specialized database, and facilitate a museum trip. When faculty ask about a different dataset or an alternative point of view, students meet with their librarians for help— they know will be informed and timely. Librarians anticipate needs, whether that might be a letter of introduction to the Bibliothèque Nationale or a copy of a new in-demand book on lone wolf terrorists.

At the end of the year, students are unanimous in citing the importance of the thesis experience. They have epiphanies, breakthroughs, and personal insights that come after false starts and hard work. This kind of learning—active, committed, and transformative—is the work that librarians promote so that every student succeeds in meaningful ways.

-Margaret Schaus is lead research & instruction librarian

Friends Hospital in the late-19th century

Collaborations with the Scattergood Foundation

BY MARY CRAUDERUEFF
Since 2013, the Haverford Libraries have enjoyed a close partnership with the Scattergood Foundation, a non-profit Philadelphia-based organization that works to establish an empowering, humanizing paradigm around behavioral health. The foundation has sponsored the work of Libraries staff, interns, and fellows on the records of Friends Hospital, a mental health facility with a more than one hundred-year presence in the Philadelphia area. Much of this work has taken place behind the scenes. As we welcome a new project archivist, Alison Stieffl, for a one-year position working with Friends Hospital records, it seems appropriate to share an overview of our collaborations with the Scattergood Foundation over the past few years.

Web portal:
The Quakers and Mental Health portal (qmh.haverford.edu) was created as a vessel for promoting research done by students, as well as for fostering ideas for future research by students and non-Haverford scholars. Each summer, the Haverford Libraries host two interns to advance the project. The first intern works with the Digital Scholarship team—first building, then maintaining and improving upon, this portal. This intern also creates charts, graphs, and other visualizations to explore questions, such as religious diversity in the hospital, and gender versus length of stay. The second intern uses the Friends Hospital collection to do original research on a specific topic. This gives the student the opportunity to use archival materials, to craft and explore a research topic, and to write a substantial piece that generates scholarship. In past years, one student focused on the intersection of race, religion, and gender at the Hospital, and how that impacted treatment. Another focused on universalism and particularism within Philadelphia-area philanthropy, comparing Friends Hospital to other Quaker organizations.

Exhibition:
In 2017, two student interns co-curated the exhibit Deprived of Their Reason: Quakerism & the Curability of Mental Illness at Friends’ Asylum, 1817–1847, highlighting the groundbreaking work of the hospital in historical and religious contexts.

Archival organization:
Over the past five years, the archival collection has expanded from one linear foot to more than 100 linear feet of manuscript materials and books. In order to improve access, the Libraries and Scattergood Foundation created a year-long project archivist position to process and catalog these new materials. These records expand the bulk of the chronological period to include more 20th century materials.

-Friends Hospital in the late-19th century

Fellowship and other scholarly opportunities:
Finally, the Scattergood Foundation is sponsoring one fellowship annually for the next five years, for scholars who are doing research in the Quaker & Special Collections on Quakers and mental health within the field of Quaker studies and other related fields, the history of mental health treatment has become a popular topic of research. By making available materials such as daily reports, intake records, and director journals held within the Quaker & Special Collections, the Friends Hospital records are poised to be a center of new scholarship in the next five to ten years. We encourage scholars at all points in their careers to apply for this fellowship. In the coming years, we will offer an annual lecture or symposium on research trends in mental health.

Invitation for collaboration:
The collaboration between the Scattergood Foundation and the Haverford Libraries has expanded since it began six years ago, and will continue to grow over the next six years. If you have an idea for research, please don’t hesitate to be in touch!

-Mary Crauderueff is curator of Quaker collections

Spring 2019
Teaching and Learning with Images using Artstor

BY JULIE COY

Using images to enhance scholarship and learning is a concept long familiar to instructors and students of art and art history. However, in a world where we are constantly surrounded by visual media, teaching and learning with images has become increasingly applicable to a wide variety of disciplines. Since 2006, the Libraries have supported the use of digital images for teaching at Haverford by providing faculty and students with access to Artstor, a digital image library with more than two million images on subjects in the arts, architecture, humanities, and social sciences. The Artstor Digital Library includes multidisciplinary content contributed by the world’s museums, archives, scholars, and artists, including rare collections not available elsewhere, and is updated with new collections of images regularly. Although millions of images can be found on the web with a Google search, the Artstor collection is unique in that it has been curated and designed particularly to support teaching and learning.

Images in Artstor are accompanied by authoritative metadata and a specialized suite of tools to facilitate teaching and learning with images. With Artstor’s web-based software, Haverford faculty, students, and staff can search and browse images, taking advantage of the rich metadata directly contributed by museums and libraries. Users can also zoom in on and pan images to view works of art and cultural artifacts in greater detail, organize images into groups for research or presentation, and save citations for individual images. Perhaps one of the greatest features of the Artstor Digital Library is that images can be easily exported to Powerpoint presentations or be viewed outside of class by students for further study and research.

In addition to providing access to the Artstor Digital Library, the Libraries have implemented JSTOR Forum, an image management system that enables the Libraries to supplement the Artstor Digital Library with locally selected images that will meet the specific pedagogical needs of Haverford faculty. Using JSTOR Forum, the Libraries are able to scan, catalog, and upload images directly to an institutional image collection that Haverford faculty and students can cross-search with the millions of images included in the Artstor Digital Library. In addition, Haverford faculty can then use the images digitized by the Libraries in conjunction with the many helpful searching, organizational, and teaching tools provided by Artstor. The Libraries have digitized over 13,000 images in JSTOR Forum, images that have been selected by faculty to enhance instruction for a variety of classes. Images are a valuable tool for enriching scholarship in many disciplines. By providing access to the extensive image collections available within the Artstor Digital Library and by using JSTOR Forum to supplement those collections with locally curated content, the Libraries are excited to be able to support teaching and learning with images at Haverford.

-Julie Coy is head of metadata services & visual resources librarian

"Mirror Lake, Yosemite, Cal." by Carleton Emmons Watkins (1867, Albumen print)

Bringing Collections to Researchers: Quaker & Special Collections Renovation Processing Project

BY SARAH HOROWITZ

Moving more than 9,000 boxes to off-site storage was only the start of important work that has been taking place since January 2018. One of our goals during the renovation period was to process materials that had been in storage for over a decade, but were unknown to researchers because we had no description of them. Manuscript collections contain many of the materials generated as part of daily life and work: correspondence, diaries, photographs, financial records, meeting notes, essays, etc. When these materials arrive in Quaker & Special Collections, they are not usually arranged in a way that makes them easy to use or understand. One of our jobs is to arrange them into an order that will be helpful to researchers and that illuminates how the materials were created, collected, and used.

Decisions about arrangement depend on any organization provided by the creator and the types of materials present. For instance, we might group similar materials, such as photographs, or we might arrange letters in alphabetical order by sender and then chronologically by date. Sometimes we also decide that certain materials are not relevant, and remove them from the collection. In addition to arranging materials and housing them in acid-free folders and boxes to ensure their preservation, processing also involves writing descriptions of collections. This includes general information such as the collection title, dates when the records were produced, and quantity of materials (usually measured in linear feet). Descriptive information includes notes that document the people or organizations that produced the materials, as well as an overview of the collection contents. This information is designed to help researchers determine the scope of the collection. We recognize, however, that we cannot describe everything and that our biases and interests will color these descriptions.

During the past 18 months, librarians, students, and volunteers in Quaker & Special Collections have processed 662 linear feet of materials in 260 collections. This means that 95 percent of the manuscript materials in the Quaker collection and 75 percent of the records in the College archive have standards-based descriptions that are available on our website. The collections we have processed are wide-ranging. They include the papers of Quaker educator Joan Countryman, conscientious objector and Vietnam War medic Richard Thomson; the Bible Association of Friends, which published and distributed Bibles during the 19th and 20th centuries; Marlin Gildeemer, who performed relief work in Europe after World War II; the Haverford College Board of Managers; and many scrapbooks, autograph albums, and photo albums of Haverford students from the early days of the College through the mid-20th century.

This immense amount of work with collections would not have been possible without the sustained focus and time provided by the renovation project. We are excited to see these materials in use in the new Quaker & Special Collections reading room in Lutnick Library this fall.

-Sara Horowitz is curator of rare books and manuscripts and head of Quaker & Special Collections
Staff News & Notes

COMPILED BY MIKE PERSICK
Curator of Rare Books & Manuscripts and Head of Quaker & Special Collections

Sarah Horowitz presented “Jane Austen, Elizabeth Gaskell, and the Illustrators of the Wig and Powder School: British Gift Books of the 1890s” at the University of Pennsylvania’s Workshop in the History of Material Texts held in April.

Associate Librarian of the College Norm Medeiros served as a panelist for the ACRL webinar, “Undergraduate Research and the Academic Librarian: Developing Programs for Undergraduate Researchers.” Norm’s talk discussed his collaboration with Richard Ball, professor of economics, on the Project TIER initiative they founded and jointly lead. In March, Norm gave a web presentation as part of a two-day conference on reproducible methods hosted by the Federal University of Pernambuco, Recife, Brazil.

Norm’s talk, “Teaching Students Transparent and Reproducible Research Methods with the Project TIER Protocol,” described the approaches Project TIER has developed to teach students to create well-documented and fully-reproducible quantitative research projects.

New Staff:

Access Services Specialist David Satten-López joined the staff in January. Before joining the Haverford community, he spent time archiving AV materials and waiting tables around the Philadelphia area. David graduated with a B.A. from Reed College in English Literature. His thesis centered around artists of color, (a mundane) politics of recognition, and how such recognition bestowed value to covertly seeks to differentiate such artists from their communities. David was born and raised in Tucson, Arizona. His research interests include information access, archiving, and the digital humanities. To relax, he enjoys red wines, anime, and a pair of headphones.

Scattergood Project Archivist Alison Sielaff joined the staff in April. Alison hails from Watkesha, Wisconsin, the land of Les Paul and the BoDeans. She graduated from the University of Minnesota-Duluth with a B.A. in English, and from the University of Wisconsin-Milwaukee with an M.L.I.S. When not doing archives work, she can be found working out, gaming, or exploring Philly.

—Mike Persick is head of acquisitions & serials


Grupo de Apoyo Mutuo Digital Archive Symposium and Site Launch

BY ALEX GALARZA
Haverford College Libraries and the Grupo de Apoyo Mutuo (GAM)—one of Guatemala’s oldest and most respected human rights groups—have partnered to digitize, describe, and provide access to a collection of nearly 3,500 case files of forced disappearance from Guatemala’s armed internal conflict (1960-1996). I have worked as project lead for the past two years with a team of librarians and undergraduates from Haverford and GAM staff in the projects first phase of active development. The team has successfully digitized more than 80 percent of the collection; built two web applications for processing and publicly sharing the documents; conducted original research on the materials; and is now implementing a plan to sustain the digital archive.

In April, the Haverford team hosted a symposium titled, “Archives and Historical Memory: The Desaparecidos of Guatemala’s Armed Internal Conflict.” The activities included a screening of the film Finding Oscar: Memory, Massacre and Justice in Guatemala, a research presentation by the Digital Scholarship Companeros (undergraduate library fellows and project team members), and two panel discussions by experts who use archives of human rights violations in their work. Three GAM staff members traveled from Guatemala City to attend the symposium, in addition to a National Endowment for the Humanities workshop on sustaining digital humanities projects. They also participated in a series of activities centered around the symposium, including a conversation with Haverford College Libraries and a reading of entries from the symposium program.

BY BRIE GETTLESON
During the 2018-19 academic year, the Haverford College Libraries piloted a new peer-to-peer model for patron services. The Library Liaisons are student workers trained to serve as the first point of contact for patrons in need of assistance or orientation in the various library spaces. The mission of the program is to provide all patrons with a seamless experience in an environment that is both welcoming and inclusive. Last year, liaisons have staffed the White Science Library, the Union Music Library, and the temporary library space in Founders Great Hall. In the fall, patrons will also find liaisons strategically located in the new Lutnick Library and in the Quaker & Special Collections reading room.

Introducing the Library Liaisons

Soha Saghir ’21

Libraries, navigating patron accounts, troubleshooting basic technology issues, and increasingly, locating scholarly research. While subject librarians remain the primary resource for advanced research questions, liaisons are able to help students get started in their research processes, as well as set them up with appointments with subject specialists.

The liaison program is premised on an understanding that students feel most comfortable and welcome in student-focused spaces. Positioning student liaison staff members as an important link between patrons and all of the services the Libraries have to offer. According to Melissa McLaughlin ’19, “I love that I get to see all of my friends come through the door.”

The title “liaison” suggests the central purpose of this position: they are an important link between patrons and all of the services the Libraries have to offer. According to Melissa, liaisons “provide a connection between people who come in and the rest of the library.” Cole says, “[Liaisons] try to help customers solve any problems they have in the library.”

The liaisons have already made meaningful contributions to the Libraries’ service model, and their ability to do so in the future will be enhanced through a more comprehensive and standardized training program.

As we continue to grow and improve, the Liaison Program Steering Committee (Brie Gettleson, Sarah Horowitz, Carol Howe, and Margaret Schaus) welcomes commentary and suggestions from the campus community.

—Brie Gettleson is research & instruction librarian

Soha Saghir ’21 finds value in “social interactions [and] meeting new people everyday.” Similarly, White Science Library liaison Melissa McLaughlin ’19 says, “I love that I get to see all of my friends come through the door.”

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—Brie Gettleson is research & instruction librarian
Grupo de Apoyo Mutuo Digital Archive Symposium and Site Launch
(continued from p. 6)

The author addressing attendees at the GAM Symposium

meetings to discuss the GAM archive with victims’ surviving family members at the Inter-American Court of Human Rights. These exciting events strengthened partnerships between the project team and experts in the field, and were made possible by funding from the Haverford College Libraries, Haverford’s Distinguished Visitors Program, the Council on Library and Information Resources, and Haverford’s Center for Peace and Global Citizenship.

I will finish my time as project lead in May to begin working at the University of Delaware. I will continue collaborating, however, with the GAM and Haverford teams. This summer, three Digital Scholarship Compañeros will travel to Guatemala City for two weeks with Research and Instruction Librarian Brie Gettleson, and thereafter will continue to work as critical project team members and researchers. The project team is working to secure authorizations from victims’ surviving families ahead of the public site’s launch.

The archive can be accessed by visiting archivogam.haverford.edu. Users will find a description of the project, a selection of case files from the archive, and historical and political context for understanding materials. GAM staff and surviving families are eager to use this archive as a tool to reshape narratives in both Guatemala and abroad about the nature of the armed internal conflict.

-Alex Galarza is postdoctoral fellow in data curation for Latin American & Caribbean studies