



Out of the Stacks! Highlights Materials from Quaker & Special Collections



A view of the *Out of the Stacks!* exhibit installed in the White Gallery. Photo by Patrick Montero

► BY SARAH HOROWITZ

This fall's exhibit in the Rebecca and Rick White Gallery in Lutnick Library is *Out of the Stacks! Students and Staff Explore Quaker & Special Collections*. Unlike recent exhibits in the gallery, which focused closely on single themes or specific collections of materials, *Out of the Stacks!* showcases the variety found in Quaker & Special Collections—materials that are published and unpublished, visual and textual, old and contemporary. Many of the materials connect to issues we are confronting in our current world, such as prisons and prison reform (curated by Seabrook Jeffcoat '22) and Indigenous contact with early Quaker settler-colonists (curated by Lily Sweeney '23).

While some of the topics and materials may be familiar or

expected, others showcase lesser-known aspects of Haverford's collections or present aspects of the collection in new ways. For instance, Dylan Kupetsky '23 highlights Islamic Manuscripts in the J. Rendel Harris collection which were, until Haverford's participation in a large digitization project over the past few years, relatively unknown. Lauryn White '21 curated a selection of materials on the Public Universal Friend; their story of religious revelation is less well-known than many others represented in the Quaker collections.

Having an exhibit that features small, distinctive sections also allows many students to participate in the curatorial process. Student liaisons and summer interns wrote labels for the exhibition as a key part of their work experience. Writing

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From the Librarian

► BY TERRY SNYDER

"... and, we're back!"

Though the Libraries remained open throughout the 2020-21 academic year, the start of the fall 2021 semester seems more animated and joyful, rich with



the possibilities of renewed beginnings. As a result, the Libraries are pulsating with activity.

Faculty are offering fifteen courses in the Libraries' seminar

rooms. More broadly, the "dance cards" of our subject specialists are overflowing with both instruction sessions across the curriculum and subsequent research support for individual students. In addition, students are availing themselves of the full variety of spaces; the reading rooms in each of the Libraries draw students in for traditional quiet study and research. The Harris Digital Scholarship Commons and the group study rooms remain highly popular, activated collaborative spaces.

Our robust programming has returned, with appropriate safety protocols in place, thanks to a newly formed Libraries Programming Committee comprising Bruce Bumbarger, Rachel Hochberg, and Semyon Khokhlov. Our first offering this fall featured Hunter Rendleman (BMC '18 and a Haverford economics major), a Ph.D. candidate in the Department

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Careers in Library and Information Science Internship Program

► BY CAROL HOWE

Careers in Library and Information

Science (CiLIS) is a full-time, week-long internship, originally brainstormed by the Oberlin Library Consortium's Diversity, Equity, and Inclusion Working Group. CiLIS introduces students from marginalized and underrepresented groups to the field of library and information science, and promotes the American Library Association's fundamental values of equity, diversity, and inclusion.

The internship was offered for the second time during summer 2021—albeit virtually this time—and included 16 students from Bryn Mawr, Haverford, Lafayette, and Swarthmore Colleges. Students received a generous stipend for their participation. Throughout the week, interns explored connections between librarianship, career options, and pressing social justice issues.

Eight librarian facilitators from the four colleges developed the intensive classroom experience based on their respective interests and expertise.

Librarian of the College
Terry Snyder

Connections Editor
Norm Medeiros

Contributors
Bruce Bumbarger
Sarah Horowitz
Carol Howe
Liz Jones-Minsinger
Mike Persick

You can link to *Connections* online from the Library's News and Events page:
haverford.edu/library/news-events



Interns and facilitators engaged in conversation during a CiLIS session

Interns learned about the connections between information careers and social justice through selected readings, discussion, and student-led mini-lessons about libraries, archives, and librarians engaged in critical librarianship. Their learning was further reinforced with virtual field trips, guest speakers, and a career panel. Presenters provided opportunities for active learning, such as Riso printing in the makerspace; creating mini-introductory videos with flipgrid; and leveraging Jamboard to facilitate group discussion and reflection. The facilitators also created an easily accessible website for the interns containing the daily schedule, readings, lesson plans, and additional resources.

On the final day of class, students provided feedback about the content, curriculum, and overall program. Most students expressed that it exceeded their expectations.

Comparing interns' impressions of librarians on Day 1 of the internship to their impressions on Day 5 of the internship clearly shows how much insight they gained about the field. On Day 1, words came to mind such as “cats”, “books”, and “helpful”; on Day 5, the interns expressed words such as “influential,” “advocates,” and “activism.”

Reflecting on the successful week, the facilitators look forward to returning to an in-person experience in 2022 and possibly expanding to include more institutions. The focus on current events such as the pandemic, Black Lives Matter, student strikes within the Tri-Co, and a contentious 2020 presidential election made the 2021 internship a perfect opportunity to highlight the connections between libraries, archives, and social justice.

—Carol Howe is science librarian

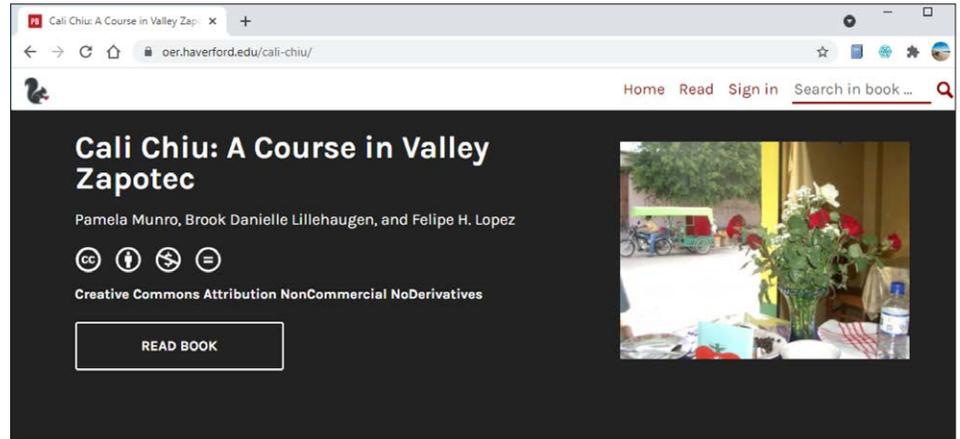


Developing an Open Educational Resources Program at Haverford

► BY NORM MEDEIROS

In spring 2020, the Libraries

introduced an Open Educational Resources (OER) program to promote the creation and adoption of freely-available teaching materials by Haverford faculty. The increasingly-expensive commercial textbooks—particularly in the sciences, economics, and language instruction—that students are required to purchase or rent for class are a key motivation for this program. The Libraries sought to flip the traditional textbook model on its head by incentivizing faculty to replace a required commercial textbook with an OER equivalent that they adopt in whole or part, compile from various OER sources, or create from scratch. During the pilot year of the program, five faculty members in linguistics, psychology, economics, and Italian were awarded grants. A provision of each grant requires that the adopted or produced OER material replace a commercial textbook and be used for at least three years—a means of ensuring that the aggregate student savings exceed the Libraries' investment. Additionally, OER created as part of this program must be licensed for public use, with the specific flavor of Creative Commons license left to the faculty member's discretion. Three of these initial five grant-awarded instructors have completed their work; their OER textbooks can be accessed at haverford.edu/libraries/instruction-course-support/open-educational-resources. The next round of grants will be awarded in spring 2022.



Brook Lillehaugen's OER textbook, *Cali Chiu: A Course in Valley Zapotec*

Haverford's primary system for hosting OER content is Pressbooks, a tool designed for easy management of electronic books. The Libraries have licensed this software to provide an exceptional platform for faculty whose work takes the shape of a conventional textbook, albeit in electronic form. The digital realm, however, provides opportunity to fuse multimedia and interactive elements into OER, and we anticipate, and are prepared to accommodate, faculty who wish to apply these attributes in a system of their choosing. For example, Ben Le's *Research Methods & Statistics* OER course packet relies heavily on videos to aide learning.

The value of our OER initiative reaches far beyond Haverford. Since by definition OER materials are created to be shared, instructors from around the world may use, and in most cases adapt, OER to suit their teaching goals. A prime example of this model is Dave Owens's OER course packet, *Introduction to Economics*. Dave developed this course packet to support teaching ECON 105

(and to replace an expensive textbook that had previously been required). While preparing the materials, Dave was mindful of how different instructors—fellow economists at Haverford and beyond—may want to adapt his lecture slides, problem sets, and exams for their own pedagogical purposes. As a result, Dave produced his OER materials in Microsoft Office format for easy editing (the Libraries subsequently generated PDF versions for preservation) and licensed his work liberally, permitting others to re-mix it. It is inspiring to see the intellectual efforts of our faculty contributing so directly to the sharing economy.

The Libraries are eager to host, market, and preserve an increasingly wide range of OER materials that directly benefit Haverford students and contribute to the broader educational community.

—Norm Medeiros is associate librarian of the College & coordinator for collection management and metadata services

Preserving the Libraries' Collections

► BY BRUCE BUMBARGER

Visitors to the Lutnick Conservation

Lab will likely first notice machines—cutters, presses, various wooden tools, a small tabletop printing press—that are prized relics of a time when all books were made by hand. The observant might note the more modern equipment—a fume hood, the laboratory exhaust snorkel, a “pen” that can be used to direct a stream of hot air toward an object undergoing treatment. Continuing the tour, the visitors might then come upon a book truck filled with old leather-bound volumes, their covers worn and perhaps detached. On a table nearby sits what appears to be a stack of corrugated cardboard—in actuality custom fitted, die-cut boxes ready to be folded into containers for the worn books. Moving further toward a large table in the rear of the room, visitors will see two large pieces of paper—the first an old map, the second a large poster calling on students to attend a gathering on Founders Green. These objects encapsulate much of the work that Library Conservator Bruce Bumbarger, assistant Jim Pollard, volunteer David Cook '64, and student assistant Grace Morton '23, undertake in their efforts to preserve the Library's collections.

Our work generally falls into two categories—one that can be seen as passive, the other more interventionist. The former encompasses activities aimed at providing proper storage conditions—light, temperature, humidity— as well as supplying individual items with protective enclosures to protect



Map of South America, circa 1620

them (and articles adjacent to them) from wear and loss. The boxing of the group of leather-bound books referenced above falls into this class. In a collection like Haverford's, there are simply too many worn items to allow staff to reattach every loose cover, or mend all of the torn pages; nor is it necessary, given the level of use most are likely to see. Curators, working in concert with me, triage the worn items. It should be noted that even with more resources at our disposal, many of the damaged items would not be “fixed.” Doing so would eliminate their value as artifacts, destroying evidence of their manufacture, and perhaps eliminating traces of use by previous owners. The ways in which previous owners have interacted with their books—homemade repairs, or notations on

endleaves—could easily be lost if every item were completely repaired.

A smaller number of items receive what can be termed “full” treatment under the second, interventionist category of our conservation work. The decision to intervene is most often driven by the nature of an item's deterioration—when simple protective storage will not stop the process, intervention is necessary to protect it. This necessity often arises from the nature of the materials used to make the object—something referred to as “inherent vice.” The map of South America mentioned above—*America meridionalis*—was originally bound in a copy of Gerard Mercator's *Atlas Minor*, perhaps in an edition published ca. 1620. As is the case with many old maps, geographic divisions were hand-colored after



the map was printed. The artist in some areas used a pigment derived from copper acetate—verdigris—originally adding areas of vibrant green across large swaths of the map. Unfortunately, verdigris has a nasty tendency to deteriorate badly over time, particularly under conditions of elevated humidity. The lively green turns to a dull brown, embrittling the paper substrate and often leading to loss. A close examination of our map shows that this has occurred. The question of how to safely halt the deterioration is as yet an open question, but stabilization combined with storage in our climate-controlled stacks will very much slow the decline.

Our map is used regularly by students in Professor Darin Hayton's "Introduction to the History of Science" course, so our goal in treating it is to repair the damage that has already occurred



Student-created poster for the strike for social justice, fall 2020

and allow for continued safe handling. Tears will be mended and weakened areas reinforced

to prevent further cracking and possible loss of the paper support, after which it will be fitted with a protective mat to allow for safe handling with minimal strain on the map.

The poster serves as another example of the problem of inherent vice. Made from common poster board and paint by students involved in the autumn 2020 strike for racial justice, it consists of four sections fastened together with heavy layers of duct tape, a quick solution at the time that will lead to problems as the Library seeks to preserve the poster as part of our institutional record. The tape adhesive will deteriorate, causing staining and damage to the paper. To prevent this, a stream of heated air from the pen mentioned earlier will be used to soften the adhesive, allowing for removal of the tape and any adhesive residue that may remain. If the tape remains attached, chemical changes to the adhesive will increase the difficulty of removal, so the treatment of this item is of fairly high priority.

We can't hope to stop the processes that lead to the slow deterioration of the items in our care; entropy will win out. Providing a sound environment, along with selective intervention, however, will allow us to provide safe access to our material for many years to come.

—Bruce Bumbarger is
library conservator

Documenting Student Life at Haverford



Flyer for Haverford Street Outreach's spring 2021 blanket-making event

► BY LIZ JONES-MINSINGER

The Documenting Student Life Project was launched in September 2020 to better preserve student experiences at Haverford within the College Archives, with a particular focus on preserving the experiences of BIPOC (Black, Indigenous, people of color) students. Haverford Libraries have partnered with the Haverford Alumni Association Executive Committee (AAEC), the Multicultural Alumni Action Group (MAAG), and our student colleagues to undertake this important work.

This project rests on the belief that the College Archives must take an active approach in capturing and preserving student life; foster collaborative relationships with alumni and current students; and give the Haverford community a role in the creation of archival collections. We recognize that historically the Haverford College Archives, and archives in general, have privileged the voices of well-to-do white men while underrepresenting the voices and experiences of others, especially people of color. The lack of

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Staff News & Notes



A screenshot from the webinar *Equitable Staffing Models in the Current and Post-Pandemic Landscape*

► COMPILED BY MIKE PERSICK

Librarian of the College **Terry Snyder** served with Theresa Byrd (dean, University of San Diego Libraries), Chris Bourg (director of libraries, MIT), Elaine Westbrook (vice provost and university librarian, University of North Carolina, Chapel Hill), and Alexia Hudson-Ward (associate director of research and learning, MIT Libraries) as a panelist for a program entitled, “Equitable Staffing Models in the Current and Post-Pandemic Landscape.” The webinar, which was sponsored by the American Library Association’s Choice Webinars, reached more than 1,500 library professionals.

An article by Curator of Quaker Collections **Mary Crauderueff**, “Philadelphia-based Quaker Historical Associations: Then and Now, a Review and Critique,” was published in *Quaker History* in spring 2021 (*Quaker History* 110, no. 1 (2021): 68-88).

Research & Instruction Librarian **Anna-Alexandra Fodde-Reguer** published a book review of *The Writ of the Three Sovereigns: From Local Lore to Institutional Daoism*, by Dominic Steavu, in the *Journal of Chinese Religions* (*Journal of Chinese Religions* 49, no. 1 (2021): 161-164).

College Archivist & Records Manager **Liz Jones-Minsinger** and Science Librarian **Carol Howe** contributed to the Oberlin DEI and Antiracism Committee Lightning Talks, an online event held in July 2021. Carol has been working with a group of more than 20 people from the Oberlin Group libraries to provide diversity, equity, and inclusion (DEI) and antiracism programming for staff from member libraries. Liz gave a talk entitled, “Documenting Student Life and Student Activism at Haverford College.” Her presentation focused on the Documenting Student Life Project. (See page 5.)

—Mike Persick is head of acquisitions & serials

From the Librarian

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of Government at Harvard, presenting a Young Academic Alumni Lecture. Her talk, “Do Government Benefits Affect Officeholders’ Electoral Fortunes? Evidence From State Earned Income Tax Credits,” offered interesting and insightful research findings, and it generated appreciative and lively conversation with faculty and students.

Our Kimberly Benston Distinguished Speaker Series will bring three award-winning, internationally-recognized scholars to our community: Daphne Brooks, professor of African American studies, American studies, women’s, gender, and sexuality studies, and music at Yale University; Kyla Wazana Tomkins, associate professor of English and the Program in Gender and Women’s Studies at Pomona College; and Saidiya Hartman, professor of English and comparative literature at Columbia University.

This year’s Libraries Perspective Series focuses on information and disinformation, and the forms of remembering and forgetting what counts as history and culture. The lecture and an accompanying exhibition will interrogate the practices that produce memory and preserve culture. This year’s presenter is Jessica Marie Johnson, assistant professor of history at Johns Hopkins University and a fellow at the Hutchins Center for African and African American Studies at Harvard. The exhibit, which will be curated by Nick Lasinsky ’23, will open in the spring.

This exciting sampling only begins to describe the intellectual vibrancy of the Libraries this year. We look forward to what we will learn, and cannot wait to see what the year holds for our community!

—Terry Snyder is librarian of the College



Documenting Student Life at Haverford

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Student strike poster made with stencils, created by Daniela Moreira '23

documentation of important individual and collective stories harms everyone. We also recognize the difficulties in adequately capturing student life, due to the cyclical turnover of students and the fact that student materials often come into the Archives at irregular intervals. This project is a starting point in our ongoing effort to preserve a richer collective history of the College.

During its first year, the Documenting Student Life Project focused on three goals: identifying student-created materials in the Archives, reaching out to student groups about documenting their activities, and working with the AAEC and MAAG to conduct oral histories and collect other materials from alumni of color. To achieve these goals, the Libraries hired multiple students to act as project liaisons

during the academic year and one student as a summer intern, all of whom received training in conducting oral history interviews and doing archival work. After doing research to complete a timeline of milestone events in Haverford student history, students began reaching out to alumni and student groups and reviewing unprocessed and semi-processed archival collections to uncover materials pertaining to student life. As of September 2021, the Documenting Student Life project student liaisons have identified archival materials related to more than ninety student groups, collected and processed new materials from ten student groups, and completed eleven oral history interviews with alumni.

Our student colleagues have been invaluable in documenting events in student life as they happen. During

the student strike that took place in October and November 2020, archival staff captured hundreds of emails, statements, photographs, videos, teach-in schedules, social media posts, and other materials created by students, faculty, and staff. At the conclusion of the strike, Documenting Student Life Project student liaisons collected signs, poster stencils, and other contributions from strike participants and facilitated their transfer to the College Archives. After digitizing physical materials and creating metadata for all materials collected, the College Archives launched a digital collection of strike materials in May 2021. Student liaisons conducted oral history interviews with students to gain a fuller picture of the strike. Additionally, our student team augmented the College Archives' efforts to document the experiences of students during the COVID-19 pandemic, creating reflection questions and collecting student responses.

In its second year, the Documenting Student Life Project will continue to conduct alumni oral histories and perform outreach to student groups to ensure the preservation of their materials for future students.

This project would not be possible without the tremendous efforts of our student colleagues, including Kevin Chabriel '24, Rhea Chandran '23, Taliyah Evans '24, Bethany Ho '23, Pendo Kamau '24, and Rachael Wong '24.

—Liz Jones-Minsinger is College archivist and records manager

Connections

FALL 2021

***Out of the Stacks!* Highlights Materials from Quaker & Special Collections**

(continued from front)

for an exhibit can be a very different experience than writing a research paper for class. As Kate Scully '22 noted, "I really enjoyed writing for an exhibit because it challenged me to convey a historical narrative in a limited amount of space. While this was initially difficult, I had a lot of fun puzzling out how to fit everything I wanted to say in just a few hundred words." Kate's work with her summer research partner Anita Zhu '22 highlights materials from the Friends Hospital records, which discuss the use of electricity to treat mental illness.

Dylan Dixon '23, who wrote about materials related to the English Civil War, noted the excitement of getting



Educational comic books about environmental issues, curated by Ella Culton '23. Photo by Patrick Montero

to work with rare materials: "It was fascinating and even thrilling to have the opportunity to get acquainted with some of the rare texts and to participate in a knowledge chain

spanning the centuries that, somehow, I too am now a part of."

Since access to rare materials was highly restricted last year due to the COVID-19 pandemic—not just at Haverford, but worldwide—it seemed appropriate to celebrate the new fall semester with an exhibit highlighting material objects of many types. We hope this opportunity to see material objects from Quaker & Special Collections, and to learn about the wide range of topics represented in the collections, will foster further inquiry in the future.

—Sarah Horowitz is curator of rare books & head of Quaker and Special Collections