The Acquisition of Maxfield Parrish Photographs

Haverford has a significant collection of Parrish's works, consisting of a major painting (Early Autumn White Birch 1936), his illustrated chemistry notebook, a family manuscript collection, first edition books and examples of his non-photographic ink prints. With the exception of the chemistry notebook, all of these works are finished. The recent acquisition of 18 Parrish photographs is a first of its kind for Haverford. The photographs provide a window into understanding the methods that allowed Parrish to develop a distinctive look and style to his finished art.

Parrish's training when he entered the Pennsylvania Academy of Fine Arts in 1891 consisted of traditional studio classes as well as photographic instruction, which Thomas Eakins pioneered at the Academy while he served on Eadweard Muybridge's Photographic Motion Study Supervisory Committee at the University of Pennsylvania in the 1880s. Thomas Anschutz, Eakins' immediate successor and Parrish's instructor, continued this mode of instruction in which the camera functioned as a study aid for the artist. Later Howard Pyle encouraged Parrish to continue to use the camera in a similar fashion. This method allowed the artist to concentrate on the aspects of his art that required touch, such as applying detail and color.

The four tree studies made on the grounds of Parrish's New Hampshire estate and fourteen glass slides of Susan Lewin, his house servant and favorite model, were used as aids for Parrish as he worked to bring his paintings, murals and illustrations to their final state. They were projected onto his painting surface to efficiently provide scale, proportion and perspective. Both sets of photographic subjects are significant to Parrish's life and his art.

From the Librarian

BY TERRY SNYDER
The Libraries' newsletter is now aptly entitled Connections—a simple yet elegant word. As we concluded our strategic planning process, we realized so much of what Haverford librarians do is to facilitate connections—to important and rare materials; to books and electronic resources; to other libraries throughout the world and their collections; to scholarship and a larger community of scholars; to technologies; to workshops; to engaging and active instruction; to deep research throughout the college career, culminating in senior theses; to networks of intellectual activity; and to one another.

In this column I want to update you on how we are connecting students and our community through our physical spaces. Developing a library as both place and space that reflects the changing needs of today's students, faculty and staff, and to the degree possible anticipates future needs, is an important priority. Quiet study spaces, collaborative spaces, social spaces—all infused (Continued on p. 4)
Maxfield Parrish
(Continued from p. 1)

“There may have been precious little art around, but there was surely a wealth of material for making it…. the sheer beauty of place was an influence… lying under those copper beeches, when we should have been doing something else, looking into the cathedral windows above did a lot for us than the contemplation of Roman Coliseum. There were grand trees in those days, and grand trees do something to you …”

This acquisition provides documentary proof that Parrish like Eakins, Anschutz, Muybridge and his Drexel classmate and life long friend Jessie Wilcox Smith, were excellent photographers. The Fine Art Photography Collection contains 99 Jessie Wilcox Smith photographs that were used as studies for her illustrations and portrait paintings of children. The Rare Book Collection has 100 Muybridge Motion Studies of animal and human locomotion. This new acquisition and the related collections enhance the opportunity for research and appreciation of Parrish’s art. The photographs provide additional contexts and connections that enrich the utility of all of these collections.

—William Earle Williams is the Audrey A. and John L. Dusseau Professor in the Humanities and curator of photography

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

Bit by Bit

BY MIKE ZARAFONETIS

For the past several years computer science professor Steven Lindell, at the urging of Science Librarian Dora Wong, had considered the idea of creating an online course resource for a class he teaches on the history of computing. While the course text, a heavily-illustrated and well-written book by Stan Augarten titled Bit by Bit: An Illustrated History of Computers (Ticknor & Fields, 1984) had been sufficient in years past, Lindell identified a few problems with the book that he hoped to address with an online resource. First, the book’s only edition was published 28 years ago, which in the field of computer technology is an eternity. Many significant developments in computing and computer culture have occurred since then, and Lindell wished to either incorporate these into the project or build in the flexibility to do so in the future. In addition, many recently-developed web resources demonstrate concepts in the book, and Lindell wished to supplement the Bit by Bit text with these online videos, exhibits and articles.

In the late spring Lindell, Dora Wong and I set out to design the new online resource with these issues in mind. With support from the Provost’s Office and the John B. Hurford ’60 Center for the Arts and Humanities, Haverford students Gavriella Fried ’14 and Jon Sweitzer-Lamme ’14, veterans of Lindell’s course, were brought in to participate in the design process and perform the bulk of the research and development work. Seeking a simple yet powerful platform on which to build the project, we used Wordpress, an open-source web design tool widely renowned for its flexibility and ease of use. The site was designed to include the Bit by Bit text itself (reproduced with the consent of author Stan Augarten) in addition to lab exercises, PowerPoint slides and a substantial collection of supplemental online resources.

Throughout the summer, Gavriella and Jon spent 40-hour weeks performing meticulous research and unearthing obscure online resources (including exhibits, articles and YouTube videos), writing and editing content, cropping images and building out the Bit by Bit website. By the end of the summer, they produced a fully functional site complete with an interactive timeline, a “tag cloud” of popular topics and search functionality. The site is easy to navigate, clear in its organization and ready to be used by students in Lindell’s fall section of “A History of Mechanized Thought.” The site was designed with future expandability in mind and can incorporate new material as more resources on the history of computing become available, and as current technological change marches on.

After a summer of hard work Lindell, Libraries staff and Haverford students have produced a “living textbook” that we hope will enhance the student experience in “A History of Mechanized Thought.” As one of the first projects completed after the creation of the Digital Scholarship department of the Haverford Libraries, Bit by Bit is a great illustration of how we can work together with faculty and students to create new and exciting forms of scholarship. Please check it out at http://ds.haverford.edu/bitbybit.

—Mike Zarafonetis is digital scholarship librarian
This summer I immersed myself in understanding and then designing an exhibit based on photographs from the Libraries’ Special Collections that capture the American occupation of the Philippines. While I began my work having only read a few chapters on the occupation for one of my classes, I ended the summer having made several archival discoveries overlooked by scholars and ready to write my own narrative about this much-forgotten moment of American Empire.

While photographer Charles Martin captioned this photograph “A Kalinga Chief from the Capital Town of Lubuagan,” colonial official Dean Worcester wrote in 1908 that this was a Bontoc Igorot dance troupe. In 1913 Worcester doctored the photograph and claimed it was of “less-civilized” but evolving Kalinga policemen.

My journey to this argument began with reviewing both popular and scholarly literature on the Philippines and then reading about colonial photography. I then began investigating the provenance of the photographs, chiefly who had written the captions on the back, and when the photographs had been taken. I was almost resigned to never definitely learning who took the photographs when I decided to visit the University of Pennsylvania Museum archives. There I stumbled into letters from the shadowy government photographer, Martin, and instantly recognized his handwriting. I began feverishly researching Martin, discovering that he was a soldier in the Philippine-American War—a discovery that provided a new linkage between the violence of the war and the photographs.

The following week, I headed to the University of Michigan at Ann Arbor and the Newberry Library of Chicago for research in their archives. I had to keep pinching myself as I labored alongside Ph.D. candidates—here I was, a rising junior, grappling with the building blocks of history, the archives, with the opportunity like any scholar to write a new narrative of the past. It was a dream come true, as I not only collected so many fascinating documents to bring back for the exhibit, but I saw countless papers waiting to be written in what I found.

Now, alongside Librarian of the College Terry Snyder, Head of Special Collections John Anderies and Conservator Bruce Bumbarger, I am translating a summer’s worth of reading and research into an essay and exhibition space. I cannot wait to see what the community reaction to this work will be, and what ways we will question and complicate seeing and believing in our still-ongoing moment of American Empire.

—Aaron Madow is a history major in Haverford’s class of 2014. His research was sponsored by the Libraries and the John B. Hurford ’60 Center for the Arts and Humanities.
with technological robustness—are integral to the generative experiences that are typical of the modern library. Feedback from more than 400 students over the past year makes it clear that Magill Library is not meeting their needs.

As the College continues to work through where the Libraries fit within the larger institutional vision and priorities, we are making some incremental improvements that we believe are adding materially to the students' experience. For example, we opened the upper loft of the Philips Wing for student use. Intimate seating nooks filled with comfortable living room furniture surrounded by browsable semi-rare books have transformed formerly useless space into excellent, and coveted, study space.

Collaborative spaces remain a priority for students. The Hires Room, previously partitioned into individual (shag carpet-covered) media viewing carrels, is now a bright, open and popular group video viewing room. The room is actively used by classes that rely heavily on media as part of the course content. Extracurricular video viewing is common. When the large-screen is not employed for viewing, students may be found using the white-board tables for anything from mapping scholarly ideas to planning game-day strategies for the next rugby match. In addition to this transformation, the old microform room is now a high-tech collaborative space, and three small-group, breakout rooms have been added on the fourth tier.

Additional space goals include better access to subject experts; technologically robust teaching and seminar rooms; and meeting and event spaces for lectures and other programs within Magill Library. For the students, and for some of the faculty, improved lighting and access to coffee and tea has reached epic desirability.

As embodied souls, the spaces where we learn, think, study and contemplate ideas matter a great deal. Creating a collaborative, intellectually vibrant environment that encourages scholarly engagement of faculty, staff and students is central to the goals of the Libraries. We are certain that creating a strong, beautiful library will protect the competitive strategic position of Haverford College in the marketplace. Our students are excited about these promising first steps toward improvement, and we are delighted to share the news of them.

—Terry Snyder is librarian of the College
The Libraries are pleased to announce the acquisition of several new resources. Nineteenth Century Collections Online (NCCO) provides full-text access to English-language titles and editions published between 1801 and 1900. The collection includes books, newspapers, pamphlets, manuscripts, ephemera, maps, statistics and more. Subjects covered include history, geography, fine arts, medicine, science, literature, language, religion, philosophy, diplomacy, theater, politics and law. NCCO is the successor to Eighteenth Century Collections Online, which was made available and purchased by the Libraries a few years ago. FBIS Daily Reports 1941-1974 provides translations and transcriptions of intercepted radio broadcasts from foreign governments, official news services and clandestine broadcasts from occupied territories. The coverage in this resource complements the previously purchased FBIS Daily Reports 1974-1996 collection. Sage Premier is a collection of 645 scholarly, full-text journals across a wide variety of subject areas. Coverage for this rich collection of journals dates to 1999. Airiti Library and the Chinese National Knowledge Infrastructure provide thousands of Chinese-language academic journal articles and dissertations, respectively, in full-text dating back to 1984.

In related news, the Libraries partnered with Alumni Relations and Annual Giving to sponsor alumni access to the JSTOR and Project Muse journal collections, which collectively feature hundreds of scholarly journals in full-text. Alumni can access JSTOR and Project Muse via fords.haverford.edu.

Access to the collections of other libraries has been greatly improved through Haverford's recent membership in the SHARES Program, an international cooperative that facilitates interlibrary borrowing of materials, particularly those materials not normally lent such as special collections. Additionally, our SHARES membership provides faculty, students and staff on-site access to collections and services at other SHARES institutions, such as Columbia, Cornell, the Metropolitan Museum of Art, Princeton and Yale.

The Libraries continually assess their collections to keep them responsive to the needs of faculty and students.

—Norm Medeiros is associate librarian & coordinator for collection management and metadata services
John Anderies, head of special collections, was program clerk for the Conference of Quaker Historians and Archivists (CQHA), held June 22-24, 2012, at Pickering College in Newmarket, Ontario, Canada. He also attended Rare Book School in Charlottesville, Va., July 16-20, 2012, where he took the course “The Identification of Photographic Print Processes” with James M. Reilly and Ryan Boatright.

Norm Medeiros, associate librarian of the College, co-authored an article with Richard Ball, associate professor of economics, entitled “Teaching Integrity in Empirical Research: A Protocol for Documenting Data Management and Analysis.” Published in the spring 2012 issue of the Journal of Economic Education, the paper describes a methodology for teaching undergraduates to document statistical analyses in such a way that results are completely reproducible and verifiable.

Norm was also recently elected to the Board of Directors of the Association for Library Collections & Technical Services, a division of the American Library Association.

The Libraries sponsor a database project, Feminae: Medieval Women and Gender Index at http://inpress.lib.uiowa.edu/feminae/Default.aspx, that indexes more than 31,000 records for essays, journal articles, translations and book reviews. This past year Feminae, which is administered by Margaret Schaus, lead research and instruction librarian, received a grant to add images of medieval art along with descriptions, data and subject indexing. The initial work was completed in July with the help of library staff at the University of Iowa and art graduate student Sarah Celentano. Three hundred images are now available: http://inpress.lib.uiowa.edu/feminae/imagesAll.aspx. Many image records include a link to a zoomable version of the artwork and to sites with items of related interest.

Terry Snyder, librarian of the College, participated in For the Record: Knowledge, Power, and Profit, the Transdivisional Faculty/Student Seminar sponsored by the John B. Hurford ’60 Center for the Arts and Humanities. The seminar brought together a biologist, a classicist, a political scientist, a librarian, an English professor and seven students to discuss a range of perspectives around the concept of records, archives and data banks and their impact on culture and society. We explored topics of memory, information, creation of canon, the commons, develop-

Librarians: We Help

From the vision and talent of Jon Appel ‘12, this portrait was emblazoned on T-shirts worn proudly by Libraries staff during the recent scavenger hunt in Magill Library and academic tea in Ryan Hall.
ment of organ banks, stem cell resources, knowledge systems and the internet. We wove together and pulled apart issues of access, restriction, transparency, surveillance, loss and recovery, profits, politics and social benefit. Our questions came from a range of disciplinary perspectives that yielded a lively, interesting and illuminating discussion—a discussion that benefitted tremendously from the interdisciplinary and transdivisional approaches to the subject.

Terry is teaching Curatorship and Management of Archives and Paper Collections, a graduate seminar at the University of Delaware in the Department of History's Museum Studies Program. The class explores the theory of records and record keeping, the history of library, manuscript and archival collecting and matters of ethics related to collecting. In addition the course examines collection development, appraisal, arrangement and description, reference, use and outreach, preservation and collections management. Finally, participants explore possibilities present in technology to advance these functional areas.

**STAFFING UPDATES**

**Mike Zarafonetis** has joined us as digital scholarship librarian, a newly created position in the Libraries, responsible for consulting with and providing support for students and faculty on digital scholarship projects. Mike previously worked as a digital archivist and web exhibit designer at the Hagley Museum & Library in Wilmington, Delaware. Originally from Grand Rapids, Michigan, Mike earned a bachelor’s degree in computer science at Kalamazoo College in 2002 and then moved to Alabama where he completed a Ph.D. in history at Auburn University in 2010. He and his wife of two years currently live in Wilmington with their dog and cat.

**Jeremiah Mercurio**, the research & instruction librarian for English & Modern Languages, comes to us from the Samuel Beckett Letters Project, affiliated with Emory University’s Laney Graduate School, for which he conducted research in support of the projected four-volume collection of Irish-born writer Samuel Beckett’s letters. Immediately prior to his work with the Beckett Letters project, Jeremiah graduated with an M.S. in Library Science from Simmons College in Boston and a Ph.D. in English literature from the University of St Andrews in Scotland. His dissertation, *Fantasy as a Mode in British and Irish Literary Decadence, 1885-1925*, examines the use of fantastic modes in the work of fin-de-siècle authors and illustrators, and he has published articles on the work of Charles Ricketts, Oscar Wilde and Max Beerbohm. In addition to British literature and art, his research interests include the material culture and history of the book, digital humanities, the illustrated book and 19th-century French literature. Along with his many duties in the Libraries, he is also currently at work on a full-length monograph examining the relationship between text and marginal drawings in the manuscripts of Max Beerbohm and G.K. Chesterton.

**Johanna Riordan** has taken over as electronic resources librarian, a newly defined position. Johanna’s responsibilities include the acquisition, provision of access and overall management of the Libraries’ licensed electronic resources. She also resolves complex connection issues with databases e-journals and e-books. Prior to this role, Johanna worked in the Libraries as an acquisitions and serials assistant.

**Kayla Hoskinson** joined us in May as Collection Manage-
Supporting Digital Scholarship at Haverford

BY LAURIE ALLEN

The Haverford Libraries now feature a Digital Scholarship team. This group, composed of two full-time librarians collaborating with colleagues and talented student assistants, is charged with supporting and developing digital scholarship opportunities across campus. This work includes collaborating on projects with faculty to expand their research into new areas; working with students to explore new technologies; and facilitating the expansion of conversations around digital scholarship on campus. Whether scholars are looking to create a map, blog, digital exhibit, collection of digital documents, images or other objects, or to publish to the web—we can help. In the year since the Libraries launched Digital Scholarship, we’ve hired Digital Scholarship Librarian Mike Zarafonetis and composed a team of student experts. We’ve found a huge demand on campus for our services—both in working with classes and in helping faculty and students expand their research.

Among other initiatives, the Digital Scholarship team is collaborating with Shannon Mudd, visiting assistant professor of economics and microfinance program coordinator, and the student-run Microfinance Consulting Club, on an ambitious project to explore how the geographic placement of microfinance institutions affects access to finance for poor people in various countries. Thus far we’ve completed a report on the microfinance landscape in Uganda (http://ds.haverford.edu/wp/mappingmicrofinance/country-reports/uganda-intro/) and are at work gathering information for the Philippines, Mexico and Ghana. Joining the technology of geographic information systems (GIS) with information about poverty, conflict and economic growth has not yet been done at the level of detail that our methods make possible. This work, well received within the microfinance community, is illustrative of the innovative projects the Digital Scholarship team is eager to support at Haverford. A list of our current projects can be found at http://www.haverford.edu/library/digital_scholarship/projects.php.

—Laurie Allen is coordinator for digital scholarship and services