Those of you who know me, even if only slightly, know that if a given moment calls a song to mind, I will sing it (despite a very limited vocal range). These days the musical stylings of the Von Trapp family singers are ringing in my head like the “sad sort of clanging from the clock in hall.” In this column, I am bidding you all “adieu!” as I begin my retirement in June.

What a wonderful journey these last 13-plus years have been for me! The work has been transformational, in the truest sense of the word. Our students, faculty, and staff are enjoying new libraries—the Allison and Howard Lutnick Library (and its beautiful, impactful spaces) and the impressive Nan and Bill Harris Music Library—as well as fully renovated spaces in the Astronomy and Gilbert F. White Science libraries. Our innovative practices in collection-building; research and instruction; digital scholarship; digital delivery of our Quaker collection to all corners of the world; and curricular and co-curricular engagement with rare texts well-position us for fostering unique learning experiences for our students. Student-led and curated exhibitions, faculty publication talks, and countless distinguished lecturers center the Libraries as the intellectual heart of the community they are meant to be. There are more highlights that can be gleaned from previous newsletters and annual reports, but, like “brown paper packages tied up with string, these are a few of my favorite things.”

I am grateful to all my extraordinary Haverford and TriCollege Libraries Consortium colleagues—those now present and those who have grown on to new opportunities. They each, and all, enhanced the research, teaching, and learning of campus community members in myriad ways. On a personal and professional note, they also made me better.

As points of transition, I’ll extend extra thanks on our collective behalf to two very special colleagues. First to Norm Medeiros, who partnered with me from the start on strategic leadership and effecting positive change in all aspects of our work. Norm will take on the leadership role of librarian of the College, and with our outstanding colleagues will carry forward this amazing work.

And second, to Lead Research and Instruction Librarian Margaret Schaus, who is also retiring. Margaret came to Haverford more than 36 years ago. She shaped or led so many of the Research and Instruction deliverables: developing learning rubrics; engaging in assessment; teaching classes across many of the disciplines she supported; innovating and collaborating with campus partners; and mentoring colleagues, myself included. Importantly, her one-on-one work with students is legendary, and it boggles my mind to think of just how many lives and minds Margaret impacted during her generous tenure. Students themselves recognized her outstanding contributions when the Class of 2020 invited her to give a Commencement address.

As I attend this year’s graduation, I commence to the future possibilities of research and writing, travel with my spouse Linda Stanley, time with family, and volunteer work. I leave with a sense of gratitude to Haverford for my time here, for the opportunities given, and for lessons learned. Like the graduates who endlessly amaze me, I also depart with a clear-eyed sense of wonder and excitement for all manner of opportunities yet to present themselves.

To all of the Libraries’ and the College’s supporters, I offer you my deep and abiding gratitude and very best wishes for the future. Queue, here, the bittersweet sensibilities of the Von Trapp family singers: “So long, farewell, auf Wiedersehen, goodbye…” You know the rest!

—Terry Snyder is librarian of the College
CELEBRATING DOUGLASS DAY

at Lutnick Library

BY PATTY GUARDIOLA

Haverford hosted its second annual Douglass Day in Lutnick Library on February 14 as part of a national celebration of the life and work of Frederick Douglass (ca. 1817–1895). Attendees take part in transcribing Douglass’s correspondence; this year’s goal was to transcribe over 8,000 pages housed at the Library of Congress. Douglass, a prolific orator and author known for historic speeches advocating for human rights and the abolition of slavery, chose to celebrate his birthday on February 14; hence the date of the annual celebration.

The day’s events included a livestreamed program of speakers on Douglass’s legacy and activism, time for transcribing and discussion, and a bake-off with prizes. The event also includes sharing birthday cake in Douglass’s honor. Transcription projects are not uncommon in the world of libraries and archives; typically, volunteers contribute to the greater accessibility of documents by transferring scans of handwritten letters, notes, and clippings into a typed format that can be more easily read online.

Dee Brown, Haverford’s social science librarian, helped facilitate this year’s event. “For me the most impactful part of Douglass Day,” she commented, “was hearing Hassan El-Amin’s dramatic reading of [Douglass’s] ‘Why Hold a Colored Convention?’ Listening to Douglass’s words on Black activism in 1883 reminds me of how we are still having similar conversations today on the importance of people of color in positions of leadership. The day also helps us remember the important role of transcription—how this task keeps words, voices, and activism alive now and into the future.”

Through the collaborative efforts of Tri-College Digital Scholarship, Haverford, Bryn Mawr, and Swarthmore librarians hosted events on their respective campuses to celebrate and inspire others to learn about Douglass’s legacy. “Douglass Day is one of my favorite annual events because it gives the Swarthmore community a chance to meaningfully contribute to making understudied resources available to the public, increasing access to and scholarship on Black history,” said Amanda Licastro, digital scholarship librarian at Swarthmore.

Alice McGrath, senior digital scholarship specialist at Bryn Mawr, added, “I love Douglass Day because it gives students a low-stakes way to dive into digital research and contribute to a valuable resource for scholars.”

Mary Church Terrell, an American civil rights advocate, is credited with establishing Douglass Day as a holiday in the early 20th century, following Douglass’s death in 1895. The day was largely celebrated in schools in Washington, D.C., and eventually served as the basis for Black History Month. Douglass Day as a distinct commemoration was revived in 2017 by the Colored Conventions Project team based at the University of Delaware. Anna Lacy, who was part of that team and is now Haverford’s digital scholarship librarian, reflected, “When we started Douglass Day, we never envisioned that it would be an event that is now nationwide and has hundreds of institutions participating. My favorite part is that it is highly collaborative, and a different way—and sometimes people’s first experience—of engaging primary source materials.” According to the project’s participation totals, the event has grown steadily from 250 people in nine locations in 2017 to 8,500 people in 165 locations in 2024. Tri-Co Digital Scholarship plans to continue hosting the event in years to come.

For more information on Douglass Day, visit douglassday.org.

—Patty Guardiola is associate librarian of the College and coordinator of Instruction, Research, and Digital Scholarship
Updates from the Data Stewardship Committee

BY LIZ JONES-MINSINGER

In June 2023, Haverford launched the Data Stewardship Committee (DSC) as part of the College’s Data and Analysis Initiative, a key component of the broader Haverford 2030 Strategic Plan. The centerpiece of this initiative is Edify, a new data platform that aggregates campus data from multiple systems into a centralized data warehouse. The DSC comprises subject matter experts for the College’s systems of record. We develop data management policies and procedures that ensure institutional data quality, and integrate governed data from multiple sources into a single, accessible platform. Instructional and Information Technology Services (IITS) staff began bringing College systems into Edify in fall 2023 and will continue to do so throughout 2024.

Since last summer, I have served as the Libraries’ representative on the DSC, and I am excited to share some of the progress we have made related to data management. The committee first identified the primary data challenges across the institution, including data access and sharing, and crafted policies to address these issues. We began by creating a data policy glossary to ensure that we were working with shared definitions regarding data across College divisions. Establishing this common vocabulary allowed us to more easily draft a data classification policy, a data access and usage policy, and data storage and transmission guidelines. With input from stakeholders in all divisions, we also developed a data request form that will allow users across the College to request data from a system or Edify in support of College initiatives and operations.

My work on the committee has also given me an opportunity to discuss records management with my colleagues across the College and identify possible improvements to our policies and procedures. At the request of the committee, I developed guidelines for electronic file-naming conventions that can be implemented at the departmental level. I am also preparing for a College-wide data inventory that will allow me to do more training within departments and identify additional record categories to include in the College’s records retention schedule. Working with the DSC has taught me about the strong connection between the creation and maintenance of trustworthy records and quality data, especially in the shared principles of integrity, authenticity, reliability, and usability.

The work done by the DSC has been a collaborative effort that has benefited tremendously from the leadership of Cathy Fennell, senior advisor to the chief of staff for Institutional Effectiveness, and Gulal Nakati, director of Data and Analytics Infrastructure. I want to express my gratitude to them for including me in this project and championing good records management as an essential factor in strong data governance.

—Liz Jones-Minsinger is the College archivist and records manager

Staff News & Notes

Compiled by Mike Persick

Sarah Horowitz, curator of Rare Books and Manuscripts and head of Quaker and Special Collections, published the article “Topics of Discussion: An Analysis of the RBMS Conference 2009–2021,” with collaborator Colleen Barrett of the University of Kentucky. It appears in the 24:2 (2003) issue of RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage and is available online at rbm.acrl.org or hav.to/jp1.

—Mike Persick is head of Acquisitions and Serials
This academic year, Digital Scholarship (DS) has expanded its team from seven to 15 students through a combination of assistantships, fellowships, and grant-funded positions. These positions provide students with hands-on experience in web development and project management on interdisciplinary projects. Increasing the number of student placements has not only allowed us to focus on web development across a wider range of areas, but also to engage students in work that enhances the long-term preservation of digital scholarship projects. During the fall semester six students worked on web applications for The Bridge, launching a beta application for readability statistics and beginning development for a new lemmatization tool that will support the reading of Greek and Latin texts. (See below for project URLs.)

In addition to work on The Bridge, other student placements this year have included faculty-directed projects such as Ticha: A Digital Text Explorer for Colonial Zapotec; Citations: The Renaissance Imitation Mass (CRIM); and the Global Terrorism Research Project. Digital Scholarship students also continue to provide technical support for the Libraries’ Open Educational Resources Program (OER), build data visualizations for Quaker and Special Collections' digital exhibits, and assist with web archiving and software updates.

Here’s what some of our students have to say about their fellowships and assistantships in DS this academic year:

Jennifer Contreras-Ortiz ’25
“In my work I’ve interacted with the Ticha Project, a digital archive which freely shares and preserves the Zapotec language, combing through the platform to find issues with texts or media attachments. I’ve also been given the opportunity to work on The Bridge project to implement changes to the interface and debug output errors. Throughout my time, the Digital Scholarship staff has supported me when I’ve hit roadblocks and been a reliable community overall at Haverford.”

Fejiro Anigboro ’26
“Working at the DS this year has been an exciting journey of personal exploration and learning. Currently, I am in the process of developing a web application for the Haverford College Intramural Futsal League. Using Streamlit and other frameworks, I aim to create a platform for managing league activities and engaging users in a unique fantasy sports experience. Also, I am working on the lemmatizer component of The Bridge project.”

Ahmed Haj Ahmed ’26
“Organizing our annual hackathon was a highlight, offering hands-on experience in fostering a community of innovation and collaboration. Additionally, working on the development of The Bridge is very rewarding. This suite of educational apps is revolutionizing the way we approach the reading of Greek and Latin texts by providing comprehensive vocabulary support and analytical tools, making these ancient languages more accessible to both students and instructors. These experiences have significantly enhanced my understanding of the intersection between technology and education.”

VISIT:
The Bridge at bridge.haverford.edu
Ticha at ticha.haverford.edu
CRIM at tinyurl.com/haverfordCRIM
Global Terrorism Research Project at gtrp.haverford.edu
OER at hav.to/oer

—Anna Lacy is Digital Scholarship librarian
SUPPORTING FACULTY SCHOLARSHIP THROUGH OPEN ACCESS AGREEMENTS

BY NORM MEDEIROS

In February 2002, an international gathering of academics committed to the free distribution of scholarly research convened in Budapest, Hungary, to develop strategies for the nascent Open Access (OA) movement. More than 20 years after this historic meeting, which came to be known as the Budapest Open Access Initiative (BOAI), the OA movement has generated millions of freely available scholarly papers. While this growing corpus of publicly accessible information is a boon to researchers, especially those in under-resourced regions of the world, an implicit goal of Open Access pioneers was to displace expensive, subscription-based journals with newly-conceived OA competitors.

Early OA advocates, in my view, underestimated the strong bond that exists between scholars and the specific journals that they read and in which they strive to publish. As a result, the vision of authors privileging an emergent OA journal, with its unlimited readership, over a prestigious, but paywalled journal, has not been fully realized. And yet, funding agencies, especially in the European Union, are increasingly requiring scholars to make the output of their funded research publicly accessible. These competing interests have motivated publishers of commercial journals to offer authors a path to Open Access—but at a price.

Article Processing Charges (APCs)

Several journal publishers, non- and for-profit alike, have endeavored over the last handful of years to develop Open Access publishing options as a means of satisfying authors' desire to publish in specific journals while simultaneously enabling them to satisfy their funders' OA requirements. Publishers achieve this prerogative most frequently through article processing charges (APCs), a fee usually in the range of $2,500–4,500 paid by the author to permit their article to be OA in an otherwise paywalled journal. Subscription journals that offer such APC-based Open Access options are known as hybrid journals. Grant recipients can often write the APC expense into their budgets, but those without such funding are hard-pressed to pursue this OA avenue. For authors without a grant or other means of funding an APC, they must follow a traditional publishing route, where only subscribers to the journal in which their article appears will be able to read their work.

Transformative Agreements

To attend to the challenge of funding APCs, academic libraries are entering into contracts with publishers that include both “read” and “publish” services—that is, read access to subscription journals in the traditional sense, bundled with OA publishing through APC waivers for scholars affiliated with the subscribing institution. Since 2021, the Haverford Libraries have executed seven such contracts, commonly referred to as transformative agreements, which have resulted in 11 journal articles authored by Haverford faculty becoming Open Access (a list of these OA articles is available at hav.to/jor). The recent agreements with Springer Nature, Oxford University Press, and the Association for Computing Machinery, which became effective on January 1, 2024, promise to increase this number significantly.

Norm Medeiros is associate librarian of the College and coordinator for Collection Management and Metadata Services

1 budapestopenaccessinitiative.org
2 ncbi.nlm.nih.gov/pmc/articles/PMC5815332
4 Most fully-OA journals also utilize APCs as their funding model.
5 See Hinchliffe’s primer for a helpful orientation to transformative agreements: scholarlykitchen.ssnet.org/2019/04/29/transformation-agreements
Japanese Woodblock Prints at the Haverford Libraries

BY SARAH HOROWITZ

A scene in a theater performance, a night out in the city, or flowering trees in the spring are usually fleeting moments. Images of such moments, however, are the frequent subjects of ukiyo-e prints. Known as “images of the floating world,” these prints are visual representations of culture in Edo period (1605–1868) Japan. This spring, ukiyo-e prints are on exhibit in the Rebecca and Rick White Gallery in Lutnick Library as part of the exhibition, “Beyond the Floating World: Traversing Space and Time Through Ukiyo-e.” The exhibit, curated by Stephanie Wang BMC ’24, draws from the ukiyo-e prints collected by Arnold Satterthwait ’66. The exhibit marks the culmination of a year of work with these prints at Haverford.

In the spring of 2023, following many months of conversations with the Libraries and Institutional Advancement, Arnold generously loaned 45 prints to Haverford for use in Professor of East Asian Languages and Cultures Erin Schoneveld’s class on Japanese prints and ukiyo-e. In order to select the prints that would be most relevant for the class, Erin, Arnold, and I consulted extensively to select materials from Arnold’s collection that would complement the course and showcase the wide variety of topics and themes found in ukiyo-e, as well as many of the best-known artists of the genre. Using the specially-constructed seminar rooms in Lutnick Library, the class was able to engage with relevant print materials from Arnold’s collection each week. During the semester, students interacted with the prints in class, and each student wrote a paper about one print. Because Arnold’s collection is so wide-ranging, there were prints that could be used as examples on almost every topic.

Promoting hands-on engagement with rare materials is one of the cornerstones of Quaker and Special Collections’ work with classes. There are many online resources that can be used to view a wide variety of ukiyo-e prints, but it is never the same experience as getting to handle them in person. Quaker and Special Collections works throughout the year to make its rare and unique resources available to classes like Erin’s, and to enable students to engage deeply with these resources.

It is one of our core values that such rare materials are held in our library to be used, and we want students to feel empowered to interact with these original sources. Having access to some of Arnold’s ukiyo-e prints allowed students in Erin’s class to have this experience frequently.

Stephanie, the curator for the exhibition, was a student in Erin’s ukiyo-e class. She was selected from among a number of applicants as the Joseph E. O’Donnell Research Intern for Summer 2023. As the curator, Stephanie selected the themes for the exhibit, decided what prints to include, and wrote the text for the gallery labels as well as an essay for the exhibit catalog. The exhibit features examples of prints documenting kabuki theater performances and actors, as well as other fictional or mythical spaces; landscapes and nature; bijin, or beautiful people; and mitate-e prints, or prints which bring into conversation elements of the present and the past—sometimes with parodic intent, and sometimes to avoid censorship. It closes with a discussion of the legacy of ukiyo-e and its influence on later Japanese prints.

Working on exhibits is a demanding job for student curators, and one they often compare to the research and writing process needed for the senior thesis. Curatorship encourages students not only to engage deeply with primary source materials, but also to think about the physical presentation of material artifacts, and to write for a public audience. Stephanie built on the work she had done in Erin’s class, but also conducted extensive further research on themes, artists, and particular prints. She was also deeply involved in the installation of the physical exhibit itself, including discussions about placement of materials within the gallery and how the physical layout would impact the visitor experience of the prints themselves.

As part of the exhibit process, Stephanie, Arnold, and I met numerous times to talk about the work Stephanie was doing and the exhibit more broadly. During these conversations, Arnold provided background on the research he had done on various pieces in his collection. Being in conversation with Stephanie about the exhibit, he noted, made him wish to be a Haverford student again. Arnold generously agreed to lend additional pieces to
Haverford for the exhibit so that Stephanie could provide further examples for the themes she wanted to include. Stephanie also identified pieces in the collections of Bryn Mawr College and the University of Pennsylvania that added to her argument, and which have also been loaned for the exhibition.

Bringing together Haverford faculty, staff, students, and alumni to work on exhibit projects is one of the most exciting, as well as one of the most unique, features of Haverford's exhibit program. The program’s alignment with curricular and co-curricular interests, as well as the deep involvement of students in creating these exhibits, connects these projects to the intellectual life of the campus. When we can bring alumni and other community members who are collectors into the mix, we strengthen the program by expanding the types of materials that can be included. Exhibits involving alumni also allow current and past generations of Bi-Co students to connect through the primary materials and interests that draw them together. We look forward to continued work with the prints from Arnold’s collection, and to future opportunities to collaborate with collectors in the Haverford community.

—Sarah Horowitz is curator of Rare Books and Manuscripts and head of Quaker and Special Collections

Opposite page:
Fig. 2: Toyohara Kunichika (豊原 国周). Danjuro IX in Shibaraku. 1869. Arnold Satterthwait, Class of 1966, Collection.


FACULTY FAREWELLS
to Margaret Schaus

After serving the College community for more than 36 years, Lead Research and Instruction Librarian Margaret Schaus will retire in May.

“In the fall of 2005, I had been a faculty member about a month when Margaret drove us into the city to visit the Wagner Free Institute of Science and then the College of Physicians of Philadelphia and Mütter Museum. The week before, she had taken us in to the Chemical Heritage Foundation (now the Science History Institute), the American Philosophical Society, and the Library Company. Those two field trips introduced me to the local history of science archives and resources I could use in my teaching and research. They also reflect Margaret’s tireless commitment to building collections and supporting faculty and students, a commitment that always went above and beyond.

Since that fall, Margaret has been essential both to my teaching and scholarly life here at Haverford and to the success of my students. She brings a quiet but profound expertise to her work. I am consistently awed by her ability to find primary and secondary sources for my students and humbled by her generosity in sharing her expertise and time both with students and faculty. The other day, she was helping me build a bibliography of sources available in English for a student working on women in fin-de-siècle Vienna. When I left her office, she had just begun meeting with that student via Zoom. For my own work, I have asked her about topics as disparate as California Senate Hearings in the 1970s and medieval Greek divinatory manuscripts. When she doesn’t have an answer immediately to hand—though to be clear, she usually does—she will follow up with an email filled with relevant and useful information.

I still take students into the museums and archives Margaret introduced me to back in 2005. Students’ experiences in my courses are richer for it.”

—Darin Hayton, associate professor of History

(continued on back cover)
Faculty Farewells to Margaret Schaus (cont’d.)

“For many years, I have joked to students that Margaret cannot retire until we find a way to clone her. Sadly, the day for her retirement has come and the advances in medical science are still not up to the task. My jest reflects my affection for Margaret and my conviction that she is irreplaceable. It will be hard to find someone with Margaret’s tireless dedication to the various constituencies that she serves in her capacity as senior research librarian.

Margaret’s job title fails to capture the scope of what she does and what she means to Haverford. Her office was a haven on campus for me and many of us. I always emerged from our conversations with renewed energy and confidence. We could not have built our thesis program in the history department without Margaret’s intelligence, creativity, and care. She has mentored generations of students with her love of history and her intuitive feel for evidence. She has been a fierce advocate for the library as the hub for humanistic inquiry. She is a model of expertise and grace, hard work and sensitivity. On a personal note, I am grateful for the gift of her guidance and friendship since my arrival at Haverford in 1996. Students and colleagues in the Department of History join me in wishing her all the best in this next phase of her life.”

—Lisa Jane Graham, the Frank A. Kafker Professor and Chair of History