



From the Librarian

► BY TERRY SNYDER

As the fall semester began, the enthusiasm of new and returning students energized and filled the spaces of the Libraries. Collections and Access Services colleagues worked intensely to ensure students could access any needed course and collections materials. Research and Instruction Librarians filled (and continue to fill) their dance cards with any number of classes. And lectures, exhibits, and other events are occurring with eager engagement. What pandemic?!?

During the first several weeks of the semester, numerous lectures took place. The first Libraries Perspectives Lecture Series brought Sharonna Pearl to give the talk, “The Mask: Concealing and Revealing.” Assistant Professor of Psychology Ryan Lei presented the first of this year’s Faculty Publication Lectures, “Bringing Intersectionality Into Research on Children’s Cognitive Development.” The Young Academic Alumni Lecture Series highlighted the work of Zachary Gabor ’15 with his talk, “Rationality, Capacity-First.” And those represent just the start of the lectures for the semester!

Multiple exhibits and programs offer thoughtful exchanges with and for the community. Installed in the Rebecca and Rick White Gallery is “Biopower: Reading Bodies, Regulating Practices,” an exhibit curated by the students in Lisa Jane Graham and Darin Hayton’s “Biopower” spring 2022 history class, along with Jian Weil ’24. Additional exhibitions include “In Perpetuity: An Exhibit Related to A People’s History of Haverford Tour,” and “Hostile Terrain 94,” a participatory art project that documents migrants who died trying to cross Arizona’s Sonoran Desert. A “Banned (or Challenged) Books Week” display and raffle, curated by local high school student Chloe Taylor, piqued community interest. For Latinx Heritage Month, Haverford students curated their own book display and raffle. Further, they generated a month-long series of programs, kicked off in Lutnick’s Digital Scholarship Commons, showcasing their senior theses, art projects, creative writing, and digital projects.

All of it, including the work you will read about in this newsletter, is inspiring.

—Terry Snyder is
librarian of the College

Horizons Students Hit the Ground Running

► BY MARGARET SCHAUS

On August 20, the campus was ready for the imminent appearance of the first-year students. New students in the Horizons program had arrived early and were coming to Lutnick Library that afternoon. It was an opportunity in their busy schedules to get an introduction to Haverford’s main library and explore new resources for research.

Horizons is a program that honors participants’ many strengths and offers a head start to college life for students who are first-generation to college and/or from low-income backgrounds. Through five days of workshops and activities, students learn about opportunities and resources at Haverford, connect with faculty and staff, and make plans in connection with their academic goals. Formerly known as the Horizons Institute, it is now part of the expanded John P. Chesick Scholars Program, which provides a supportive community and learning opportunities for students who are under-represented in academia.

Earlier in the summer, Christina Rose, director of the Chesick

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Horizons Students Hit the Ground Running

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Program, met with librarians Dee Brown and Margaret Schaus to plan a workshop for the incoming Chesick Scholars. They focused on academic fields of inquiry to capitalize on students' enthusiasm about upcoming classes and potential majors. The librarians created a research guide that laid out key resources in multiple subject areas with entries for blogs and news, literature reviews, article databases, leading journals, scholarly organizations, and ways to stay current.

To get to know what students want to study, Rose asked for their input. Sixty of them responded, citing multiple areas across the sciences, humanities, and social sciences. Foreign languages appeared frequently, as did multidisciplinary fields, including environmental and health studies. One respondent wrote, "I am interested in studying the functions of the brain, different cultures and religions, and child development. I am excited to experiment in different academic areas to explore my interests." The students were clearly ready to explore widely in their liberal arts education!

With that kind of enthusiasm from students, subject librarians created twenty-four pages on the workshop guide introducing the most popular fields of study. The



Horizons closing dinner celebration on Founders porch.
Photo courtesy of Paola Nogueras.

page for French offered, among other things, the newspaper *Le Monde*, *Le Togo Littéraire* (a website created by Professor and Chair of Francophone Studies, Koffi Anyinefa), the research database *Isidore from Paris*, open access French journals, Francophone digital projects, and the discussion group *H-Net France*.

Librarians Patty Guardiola, Brown, and Schaus led three simultaneous research workshops in Lutnick Library. Students grouped themselves by subject-area interests. They worked together on developing related search terms to define important issues. As

proof of concept, they created search queries in journal databases, and found recent research that addressed questions they had. For example, Gabriel Morillo, a rising junior majoring in Political Science, worked with his social science partner to learn more about alternative strategies for equitable funding of public schools.

During the group tours, students saw so many possibilities: places to study, meeting rooms to schedule, collections in their areas of interest. We look forward to all the ideas they will generate in the next four years.

—Margaret Schaus is lead research and instruction librarian



Artstor on JSTOR

►BY JULIE COY

Since 2006, the Haverford College Libraries have supported the use of digital images for teaching 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. These images are accompanied by rich description and a suite of tools that allow Haverford users to zoom in on images in greater detail, organize images into groups for research or presentation, and save citations for individual images. In addition to providing access to Artstor, in the early 2000's the Libraries also implemented JSTOR Forum, an image management system that supplements Artstor with locally-selected images that meet the pedagogical needs of Haverford faculty.

In 2021, Ithaka S+R, the non-profit organization that manages both Artstor and JSTOR, began a project to add Artstor's library of high-quality images and key functionalities to JSTOR, a digital library with access to more than 12 million journal articles, books, and primary sources. The aim of this project has been to bring the "Artstor experience" to researchers, faculty, and students across the world who currently use JSTOR for their research. The result of this initiative is that since this fall, Haverford users have been able to access Artstor images, in addition

to text and primary resources, on a single platform. This access is augmented by more than 13,000 images selected by Haverford faculty and digitized by the Libraries for classes at Haverford.

As Artstor users have long known, the strength of Artstor is not just its extensive image library, but also its suite of tools for working with images. To this end, in addition to the new image collections, the JSTOR platform now includes advanced searching and browsing for images, a viewer for close examination and comparison of images, and "Workspace," a tool for students, faculty, and researchers to save, organize, and share images along with articles, book chapters, and primary resources. Similar to the image group functionality in Artstor, "Workspace" allows faculty to organize and export images for class presentations. With the image group copy tool in JSTOR, existing Artstor image groups can be easily imported into JSTOR so that current Artstor users may make a seamless transition to JSTOR for accessing and using images.

Visual literacy and teaching with images have become increasingly relevant in a variety of disciplines since the Artstor platform was first introduced. The addition of



Top: digital image from Haverford's collection (18th and Cumberland Sts., Philadelphia, ca. 1915; photographer unknown). Above: the image and associated metadata as viewed on JSTOR.

Artstor image content and tools to the JSTOR platform supports these goals by bringing visual and textual resources together on a single platform where faculty, students, and researchers from diverse disciplines can integrate visual media into their teaching, learning, and scholarship.

—Julie Coy is head of metadata services and visual resources librarian

Hostile Terrain 94: An Exhibition

► BY SEMYON KHOKHLOV

This semester, Lutnick Library is proud to host the participatory exhibit, “Hostile Terrain 94.” Created by the Undocumented Migration Project and anthropologist Jason De León, this exhibition engages with the tragic consequences of the 1994 US Border Patrol policy, “Prevention Through Deterrence.” In order to discourage migrants from crossing the southern border, Border Patrol heightened enforcement at existing urban ports of entry. Migrants seeking to cross were thus funneled into the “hostile terrain” (a Border Patrol term) of the Sonoran Desert. It was thought that the significant challenges of this crossing would ultimately deter migration.



“Hostile Terrain 94” display with toe-tags.

That, however, did not prove to be the case. More than six million people have attempted to cross the Sonoran Desert since the policy was put in place, and thousands have perished. The “Hostile Terrain 94” exhibition is meant to mark the individual lives lost and to raise awareness about the realities of migration. As part of the exhibition, participants use information provided to fill out toe-tags, each of which represents a migrant who perished while crossing the border in the Arizona desert. More than 3,200 tags will be filled out and attached to the map by students in participating classes, as well as by members of the broader College community during open sessions. In this way, the exhibit will grow over the course of the semester, giving a vivid illustration of this enormous problem.

— Semyon Khokhlov is research and instruction librarian

Research and Customer Service are 24/7

► BY DEE BROWN

At the Haverford College Libraries, our student liaisons are an integral part of the library experience. They are the first faces you see entering the Libraries. They are the faces you see at 2:00 a.m. when the only people around are students cramming for exams. And they are the people reminding you, with a smile, to “come again” as you exit. Liaisons serve in most of the Libraries: Quaker & Special Collections, White Science Library, Harris Music Library, and Lutnick Library. Liaisons are not just student workers, but library colleagues. As such, they receive frontline research and customer service training, the pillars of this peer-to-peer program; build transferable work skills; and employ principles and practices that create a strong foundation for success.

Customer Service Workshops: Look Up, Be Alert, and Be Kind

Customer service is at the heart of the liaison role. During their training, liaisons are reminded to look up when they hear someone walking in the door so that arriving patrons can be greeted; to stay alert to patrons needing assistance with self-checkout or wandering around looking for a book; and, of course, to be kind and remember that the library is a welcoming space for all. The liaisons, 54 in all, participate in training workshops where they gain

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BIOPOWER: Reading Bodies, Regulating Practices

► BY SARAH HOROWITZ

The fall 2022 exhibit in the Rebecca and Rick White Gallery is “Biopower: Reading Bodies, Regulating Practices.” The exhibit is curated by students in Lisa Jane Graham and Darin Hayton’s spring 2022 history class on biopower, along with Jian Wei ’24. The class was inspired by the experience of the COVID-19 pandemic, particularly questions of regulation and surveillance. Working with lenses provided by French thinkers Georges Canguilhem and Michel Foucault, the exhibition highlights the conflict and contradiction around what is and should be “normal” and “abnormal.”

There are five major themes in the exhibition: madness and confinement, phrenology and physiognomy, prostitution and normative masculinity, water and the creation of public health, and epidemics. These themes are based on materials held in Quaker & Special Collections and selected by students in the class. Each student wrote the label for the item they selected, and then worked in groups of three to create the thematic label for their section. Jian Wei ’24 refined labels and catalog essays during a summer 2022 internship.

Creating an exhibit as part of the class allowed students to engage

deeply with primary sources throughout the semester, and to think about ways to present them to a wide audience. As Maggie McCarthy ’25 notes, “Helping to curate the Biopower exhibit allowed me to engage deeply with the primary sources and make stronger connections between my research and that of my classmates than I would have been able to with a typical research paper.”

—Sarah Horowitz is curator of rare books and manuscripts and head of Quaker and special collections

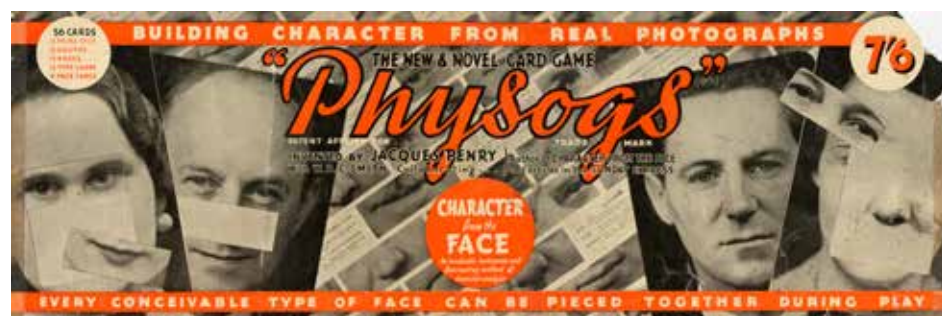


Lewis W. Hine, “So This Is America, Ellis Island,” 1908. Hine took a number of photos during visits to Ellis Island.



An example face constructed from game pieces from *Physogs: The Novel Card Game* (Aldwych, London: Waddy Productions, 1939).

Diagrams showing different phrenological areas as they appear on subjects’ heads, from O.S. Fowler, *Synopsis of Phrenology and the Phrenological Developments* (Philadelphia: Fowler and Brevoort, 1838).



Information sheet for *Physogs: The Novel Card Game* (Aldwych, London: Waddy Productions, 1939).

Staff News & Notes

► COMPILED BY NORM MEDEIROS

In June, Music Librarian and Coordinator of User Experience **Guillermo Gomez** attended the CRIM (Citations: The Renaissance Imitation Mass) Project's Digital Musicology international workshop held at the Centre d'études supérieures de la Renaissance (CERS) in Tours, France. The event was co-led by Richard Freedman, the John C. Whitehead '43 Professor of Humanities. Scholars, students, and musicians gathered to explore the idea of musical borrowing and similarity from two disciplinary perspectives: musicology and data science.

Curator of Rare Books and Manuscripts and Head of Quaker and Special Collections **Sarah Horowitz** was elected vice-chair of the Rare Books and Manuscripts Section of the Association of College and Research Libraries. She began her term as vice-chair in July 2022, and will become chair in July 2023.

Associate Librarian of the College **Norm Medeiros** and Professor of Economics Richard Ball, along with Project TIER executive committee colleagues Matthew Platt (political science, Morehouse College) and David Vera (economics, CSU Fresno) conducted a four-day virtual workshop on teaching reproducible research methods to faculty of the Atlanta University Center (AUC) Consortium. The workshop was offered under the auspices of AUC Data Science Initiative's summer workshop series, and was attended by 15 instructors from a range of disciplines in the social and natural sciences. The workshop provided training on creating computationally reproducible exercises in R and R Markdown that adhere to the principles of the TIER protocol.

New Staff

Associate Librarian and Coordinator of Research, Instruction, and Digital Scholarship Services **Patty Guardiola** joined the Libraries in July. Patty has experience from public and academic libraries, and a background in art, architecture, and design. Patty holds a B.A. from Bellarmine University, an M.A. from the University of Louisville, and an M.L.I.S. from the University of Kentucky. Off campus, Patty enjoys exploring the region's hiking trails and museums.



Roberts Music Building Dedication and Michael Jaharis Recital Hall Inauguration

On April 22, the Music Building was dedicated and the Jaharis Recital Hall was inaugurated. It was a wonderful day of celebration on campus. Music Librarian and Coordinator of User Experience, **Guillermo Gomez**, with help from Harris Music Library assistants, curated the "Haverford College Music Department Through the Years" display and accompanying website.

The building, designed by William Rawn Associates, Architects, Inc., and co-led by Clifford Gayley '83, the principal architect on the project, and Kevin Bergeron, project architect and a Class of 2023 parent, won a SCUP (Society for Campus and Urban Planning) Honorable Mention award.

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





Working with the Grupo de Apoyo Mutuo Archive: THE STUDENT PERSPECTIVE

► BY JEAN WRIGGINS '24 AND
JOSEPH TADROUS '23

During summer 2022, two students contributed to the Libraries' ongoing digital scholarship project, the Grupo de Apoyo Mutuo (GAM) Historical Archive. **Jean Wriggins '24** and **Joseph Tadrous '23** share their experiences below.

Jean: Last summer, thanks to funding from Haverford's Center for Peace and Global Citizenship, I worked remotely with GAM on their court cases. A human rights organization based in Guatemala City, GAM fights for justice for people who were disappeared by the military during Guatemala's decades-long armed conflict. I worked on two projects: I researched cases of disappearances in American and Guatemalan digital archives, and alongside two students at the College of William & Mary, I translated documents relevant to cases that GAM is preparing to bring to court. In all, I translated close to 60 documents of varying length from English to Spanish, and learned in a real-world context how memory and recognition can combat impunity and advance justice for victims of state violence.

Joseph: Last summer, I had the opportunity to intern for GAM as a software developer. During the internship, I worked mostly on improving the accuracy/relevance of the search functionality on GAM's website to provide a better user experience and more satisfying results for anyone searching through the GAM digital archives. The goal was to make the website more accessible and easier to use for the victims' families who are still seeking information and justice. During the two months of my internship, I learned a lot about databases, search algorithms, web design, and user-centered design. Previously, most of my coding projects were school-related or for fun. The GAM internship added a new dimension to my work in computer science. It's incredible that my work directly affects the families of the disappeared. I am very glad that I got the chance to combine my passions and leverage my computer science skills to advance social justice and contribute to the work of GAM.

—Jean Wriggins '24 is a Spanish and political
science double major

—Joseph Tadrous '23 is a computer science major

The Challenge Habit

► BY CAROL HOWE

The Challenge Habit is an ongoing, voluntary opportunity for Haverford staff and faculty to support each other in deepening their knowledge, understanding, and practice of antiracism on campus and beyond. The program is built upon the work of Dr. Eddie Moore Jr. and his 21-Day Challenge framework.

In May 2021, close to 200 Haverford staff and faculty participated in a 21-Day Challenge, a program that encourages participants to incorporate a daily habit of engagement with resources around antiracism. At the end of the 21 days, the participants expressed excitement about finding ways to engage with antiracism, and a strong interest in continuing mutual support and learning.

In the summer and fall of 2021, a few of the original organizers and participants worked together on a proposal to continue the effort in a sustainable and meaningful way. With input from a number of people and support from Interim Chief Diversity Officer Norm Jones, this new, ongoing version of the program was launched in spring 2022. The Challenge Habit leadership team, consisting of Elana Wolff, Walter Hjelt Sullivan '82, Nimisha Ladva, and Carol Howe, envisions that participants will not only engage with antiracism and with efforts against other harmful "-isms," but will also collectively move beyond educating themselves about antiracism and towards a habit and culture of antiracist learning *and* action.

A new Challenge Habit series will begin each semester. Individuals may join at any time and may drop out whenever they need to. Rather than daily challenges, participants will engage with a "microaction" once a week, consisting of a short reading, video, podcast, or activity focusing on a particular aspect of antiracist theory or practice. Participants are encouraged to share reflections by posting to the Challenge Habit Google group. In

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You can link to *Connections*
online from the Library's
News and Events page:
hav.to/librarynews

Connections

FALL 2022

Research and Customer Service are 24/7

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skills to facilitate positive interactions, essential to working in a library or any customer-service profession.

Research Skills: The research training sessions for liaisons are some of the earliest workshops they attend. Liaisons learn the process of conducting research across various disciplines, which they use to respond to patron inquiries. Whether it's tracking down a book, pointing patrons to our librarian-curated research guides, or locating materials in our databases, these research workshops help prepare the liaisons for assisting students, staff, faculty, and visitors with an assortment of information needs.

Career Development Workshops: We understand that few liaisons will become librarians, so we encourage them to pursue whatever profession they love. With help from the Center for Career and Professional Advising, the career development workshops we host for liaisons help them learn that the skills they gain as a liaison will transfer to a variety of fields. We hope liaisons take what they have learned in the Libraries and be awesome in whatever career path they follow.

—Dee Brown is social science librarian

The Challenge Habit

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In addition, the leadership team will host a monthly, voluntary discussion for all participants. The leadership team also intends to meet regularly with Vice President for Institutional Equity and Access Nikki Young, so that learnings and suggestions coming from this work can be integrated into other diversity, equity, and inclusion initiatives on campus. Information about those initiatives can then flow back to the Challenge Habit participants in a continuous cycle of communication and action.

—Carol Howe is science librarian