In Spring 2023, the Libraries inaugurated a Libraries Research Award recognizing a rising senior with summer funds of $4,500 to support their thesis research. This fall, we announced a second, academic-year award of $2,500, also for senior thesis research. Applications for both awards require a brief, one-page explanation summarizing the senior’s research project and a description of how the award would advance the research success. Applicants list two faculty references: one from within their major department, and the other from any faculty member with whom they have taken a course at Haverford. Upon graduation, each award winner will be recognized as a recipient of the Libraries Research Award in the Commencement program and given a $500 gift.

Not surprisingly, the award committee’s task of choosing one winner for the summer funding was challenging. Indeed, the committee found all applicants’ projects worthy of support, with research topics including immigrant enclaves and placemaking in urban environments; the politics of patronage in art; Taiwan as a geopolitical fault line; the role of emerging astronomers working on pulsar emissions; 16th-century French astrological ephemera; the mechanics of small signaling molecules; modes of archiving in queer community development and identity; research support for creative writing; ukiyo-e printmaking; and stories of the B&O Railroad labor and local industries.

Ultimately, the committee selected Inteemum Ahsan ’24 as the inaugural recipient of the Libraries Research Award. Ahsan is a double major in Political Science and Sociology. Ahsan’s summer scholarship examined Jordan as a hotspot for the rise of the Salafi movement, combining empirical and theoretical resources with hands-on participatory research with the community. Tentatively, Ahsan will write a combined thesis about social movements in the Middle East and North Africa, and the different patterns and paths they took in different countries.

The librarians are delighted to support our students in their research pursuits, and we are further excited to offer this additional financial support. We look forward to the additional awards to be announced in the coming academic year. Haverford students inspire us with the thoughtfulness of their inquiry and research!

—Terry Snyder is librarian of the College
REVIEWING THE QUAKER CIRCULATING COLLECTION

BY MARY CRAUDERUEFF

For several decades, Quaker and Special Collections (QSC) housed rare books in a vault in Magill Library, while maintaining a selection of about 25,000 books that researchers could browse within the confines of the QSC reading room. Beginning in the early 2000s, this non-circulating QSC collection became, in effect, semi-circulating as many of these browsable books were permitted to circulate when approved by the Quaker curator—thus creating a semi-circulating collection.

The renovation of Magill Library that led to the opening of Lutnick Library provided an opportunity to revisit QSC policies. A significant policy change was shifting the semi-circulating book collection into a fully-circulating one. A key motivation for this change was to provide more consistent access to these resources, which, up until the reopening of the library post-renovation in July 2019, was only available to researchers Monday through Friday, 9:00 a.m. to 5:00 p.m.—the hours of the Quaker and Special Collections department.

This change has resulted in immediate benefits. Our now fully-circulating collection has streamlined the check-out process and improved physical access to the books, particularly valuable given the increasing number of courses on Quakerism being taught at Haverford.

For a number of reasons, the shift has also necessitated a complete review of every book in the collection. Some volumes require conservation treatment or improved catalog records. Others need to be moved to our rare collection, while a few, where multiple copies exist in our collection, can be withdrawn. I was tasked to lead a group of staff to create processes to review—one by one—these 25,000 books in 24 months. As of this writing, I have reviewed 15,686 books, or 64% of the collection.

It is only with the collaboration of this team that I have been able to accomplish this work:

- Dawn Heckert, Access Services and building coordinator, who, among other things, ensures that carts of books are pulled for me to review each day;
- Julie Coy, head of Metadata Services and Visual Resources librarian, who catalogs books that need it, withdraws books, and deals with other complicated cataloging needs;
- Bruce Bumbarger, library conservator, who leads the conservation efforts of this project;
- Sarah Horowitz, curator of Rare Books and Manuscripts and head of Quaker and Special Collections, who ensures I have the time to dedicate to this project, and whose expertise on rare books I rely on heavily, especially in reviewing our poetry sections;
- Emily Thaisrivongs, former metadata librarian, who set up systems for moving any Quaker circulating books into Quaker rare collections, and who re-cataloged 350 of these books. Emilie Barrett will be ably taking over this work;
- Many, many student workers, who participate in various elements, from exchanging carts of books each day, to doing conservation work.

I am grateful for the opportunity to engage with this collection in a new way. In particular, I look forward to working with Emilie Barrett, our metadata librarian, on re-cataloging books into Quaker rare collections, in the cases when Haverford may be the only, or one of few, repositories of these books in the world.

—Mary Crauderueff is curator of Quaker Collections
PAUL B. MOSES:
Haverford Graduate, Trailblazing Art Historian

▶ BY LIZ JONES-MINSINGER

The Fall 2023 exhibit in the Rebecca and Rick White Gallery is “Paul B. Moses: Haverford Graduate, Trailblazing Art Historian.” Paul Bell Moses ’51 (1929–1966) was a resident of nearby Ardmore, Pennsylvania, and one of the first Black American students at Haverford. While a student at the College, Moses established a close relationship with the Barnes Foundation, which encouraged his interest in art history, as well as in art-making and teaching. He completed graduate work in art history at Harvard University before taking a position at the University of Chicago as an assistant professor in art and humanities. Before his untimely death at the hands of two white men in 1966, Moses became a recognized expert on French Impressionism, especially the works of Edgar Degas.

The exhibit originated at the Joseph Regenstein Library at the University of Chicago last fall and was curated by Michael A. Moses, Paul Moses’s son and a teacher at the University of Chicago Laboratory Schools, and Stephanie Strother, a Ph.D. candidate in the University of Chicago’s Department of Art History. The exhibit includes artwork, correspondence, photographs, videos, and other materials that illustrate Moses’s remarkable life as an art historian and critic.

This fall’s exhibit is accompanied by a catalog with an essay by Emma Scharff ’25 entitled, “Paul Moses in Context: The Early History of Black Haverfordians.” During Summer 2023, Scharff explored the experiences of early Black students, faculty, and staff members to better understand the campus environment as Moses entered it in 1947. Her essay focuses on the important role foreign-born Black undergraduates and Black American graduate students in the 1920s and 1930s played in paving the way for students like Moses in later decades. Scharff’s essay also examines contributions by early Black staff members, such as Alfred “Cap” Harris and Lou Coursey, as well as the hiring of prominent sociologist Ira De Augustine Reid as Haverford’s first Black tenured professor.

The exhibit opening for “Paul B. Moses: Haverford Graduate, Trailblazing Art Historian” on September 19th included remarks by Michael Moses, Stephanie Strother, and Emma Scharff. Scharff discussed how Haverford administrators used the College’s identity as a Quaker institution to advocate for and argue against racial integration at different points in the College’s history. She emphasized Paul Moses’s tremendous success at Haverford despite the continued prevalence of racial prejudice on campus. Moses described the creation of the exhibit, which he first conceptualized in the early 2010s, as a way to get to know his father, whom he lost when he was only three years old. Strother discussed Paul Moses’s pioneering scholarship, especially his work on Degas’s monotypes, and highlighted his impact on the art history community during his brief but prolific career.

The exhibit will be on display through December 2023.

—Liz Jones-Minsinger is the Libraries’ archivist and records manager
During the past summer, students contributed to a variety of digital scholarship projects through the Scattergood summer internships, the Slocum Digital Scholarship Fellowship, and the Libraries Digital Scholarship internship program. Each year, the 10-week internships and fellowships provide students with hands-on web development experience on collaborative and interdisciplinary projects.

Students worked on a variety of projects. Some engaged with materials from Quaker and Special Collections, such as the Cadbury Poster Project (Lei Lei ’26) and the Quakers and Mental Health Project (Morgan Soutos ’24 and Maia Roark ’25). Other student interns supported longstanding faculty-directed digital scholarship projects and initiatives, including Ticha: A Digital Text Explorer for Colonial Zapotec (Brandon Morales ’26); Citations: The Renaissance Imitation Mass (CRIM; Harrison West ’26); and the Open Educational Resource Program (OER).* A common theme across all summer work was a focus on improving the accessibility of websites to better comply with the Web Content Accessibility Guidelines (WCAG), the technical standards on web accessibility developed by the World Wide Web Consortium (W3C). Improving the web accessibility of our projects will provide a better experience for all users.

The internship program culminated with a Digital Scholarship Summer Showcase hosted at Bryn Mawr College in late July. This event featured presentations from summer interns and fellows from across the Tri-Co, allowing students to develop their presentation skills, share their projects with a wider audience, and connect with colleagues engaged in similar work.

Here’s what some of our students had to say about their internship experience:

“Over the summer, I first worked on learning HTML and CSS, and fixing some design issues with Ticha. I then used what I learned to create a resource on website accessibility to help myself, and other future student workers, understand how websites should be programmed to be accessible to as many people as possible.”
—Brandon Morales ’26

“The Digital Scholarship Summer Internship provided me with a great opportunity to work hands-on with projects that were interesting to me both academically and personally. I had the opportunity to work with Professor Richard Freedman on the CRIM Intervals musical analysis code repository, which was a very fun way for me to connect my computer science major to my hobby of playing various musical instruments, as well as a great introduction to the functionality of GitHub and the Markdown file format. Creating an accessibility guide for existing and future OERs (Open Educational Resources) also gave me an interesting perspective on the various considerations that contribute to the creation of digital educational materials.”
—Harrison West ’26

* Visit:
Ticha at tinyurl.com/haverfordTicha
CRIM at tinyurl.com/haverfordCRIM
OER at hav.to/oer

—Anna Lacy is digital scholarship librarian
The National Endowment for the Humanities (NEH) has awarded The Bridge project (bridge.haverford.edu) a two-year Digital Humanities Advancement Grant to develop readability tools for Ancient Greek and Latin. This advancement grant is offered by the NEH to “support the implementation of innovative digital humanities projects that have successfully completed a start-up phase and demonstrated their value to the field.” Professor of Classics Bret Mulligan launched The Bridge with Haverford Library’s Digital Scholarship team in 2014 to help students and scholars examine texts and vocabulary for study in Classics.

The grant will fund the work of two student colleagues per academic year, as well as two per summer internship period. Over the next two years, the group will work on developing three tools to advance the project: the first will assist in the analysis of texts in The Bridge’s corpus; the second will help users construct curricula utilizing texts; and the third will facilitate encoding texts. Mulligan, principal investigator of the grant and The Bridge project director, will collaborate with Patty Guardiola and Anna Lacy, Haverford’s digital scholarship librarians, who are co-investigators on the grant. The group is also working with Hugh Paterson, a fellow of the LEADING program at Drexel University, to conduct sustainability and linked data research on the project. The Bridge project’s student cohort this year includes Haverford students Fejiro Anigboro ’26, Jennifer Contreras-Ortiz ’25, Ahmed Haj Ahmed ’26, Sarah Keim ’25, and Michael Rabayda ’24.

Our student colleagues commented on the web development and pedagogical skills they are looking forward to learning. Said Ahmed, “I’m excited about the opportunity to explore the dynamic intersection of technology and classical languages. I look forward to working on this project with the hope of not only enhancing the educational experience for students and instructors, but also gaining invaluable insights into how technology can bridge the gap between ancient wisdom and contemporary learning.”

Keim commented, “I’m excited to be part of a project whose goal is to help make students’ experience with difficult texts easier. I personally don’t know anything about Ancient Greek and Latin, so I’m hoping to pick up some new textual information as well as develop stronger technical skills. I’m also just excited to be working alongside my peers!”

“After working on the new Stats web app for The Bridge project over the summer,” said Rabayda, “I’m excited for the opportunity to continue its web development with a new team into the fall and spring. As a team lead for Stats, I’m hoping to learn a lot more about the software development life cycle, project management, and how we can better organize our efforts when developing/maintaining the various features of The Bridge.”

More information on the grant and The Bridge project can be found in a recent article on the College blog, at hav.to/gx4.

—Patty Guardiola is associate librarian of the College and coordinator of Instruction, Research, and Digital Scholarship Services

1 LEADING is funded by the Institute of Museum and Library Services (IMLS)
Staff News & Notes

Access Services and Building Coordinator Dawn Heckert will serve on the implementation team for the College’s strategic initiative, “Internships for All: Providing High-Impact Summer Learning Experiences,” set to begin work this fall.

Sarah Horowitz, head of Quaker and Special Collections, and Colleen Barrett, University of Kentucky, recently published, “So You Want to Be a Leader? Examining Pathways to Special Collections Administration” (College & Research Libraries, v. 84:5, 2023). The article describes research into the educational and career paths of current holders of director of special collections positions. Sarah was also elected 2023–2024 chair of the Rare Books and Manuscripts (RBMS) section of the Association of College and Research Libraries.

In June, Associate Librarian Norm Medeiros, and Professor of Economics Richard Ball gave a keynote talk at a symposium entitled “Perspectives on Teaching Reproducibility,” sponsored by the UK Reproducibility Network (UKRN) and the Sheffield Methods Institute, and held at the University of Sheffield, UK. While in Sheffield, they also conducted a faculty development workshop on reproducible methods for instructors affiliated with the UKRN.

New Staff

Metadata Librarian Emilie Barrett (top) joined the Libraries in August. Emilie has experience with book cataloging and archival metadata projects and a background in history and classics. She holds a B.A. in history from Knox College and both an M.A. in history and an M.L.I.S. with a concentration in archives management from Simmons University. Off campus, Emilie enjoys cooking, watching films, and hanging out with her cat.

Access Services and Marketing Assistant Julie Guthier (center) joined the staff in September. Julie has experience working in public and school libraries, and a background in finance. She holds a B.S. from Millersville University and is a candidate for an M.L.I.S. at Emporia State University.

Humanities Research and Instruction Librarian Paul Turner joined the Libraries in October. Paul provides research, instruction, and collections support to the departments of East Asian Languages and Cultures, Gender and Sexuality Studies, Philosophy, Religion, and Arabic Languages and Cultures. Paul previously worked at the University of Pittsburgh as a scholarly communication specialist in the Office of Scholarly Communication and Publishing. He has also taught philosophy at DePaul University, humanities at Guangxi University, and was a research and instruction specialist at Marshall University Libraries. Paul earned a Ph.D. with distinction from DePaul specializing in classical Chinese philosophy and 20th century Continental philosophy; an M.A. in philosophy from DePaul; and a B.A. in humanities from Marshall.

—Mike Persick is head of Acquisitions and Serials
Results of the 2023 Book Use Survey

(continued from p. 1)

us to believe that many students and faculty who noted a desire for using both formats in 2017 are now satisfied using only e-books. The significant increase in the use of e-books noted in 2023 comes along with a reduction in respondents wishing to use both formats, suggesting to us that reading and annotating have become easier with e-books, perhaps through repetition and improved platforms. Remote learning during COVID, moreover, may have conditioned students—whether in high school or at Haverford—to read and engage with e-books to a degree beyond what otherwise might have evolved.

Immediacy Matters, Especially for Students

The 2017 survey results demonstrated a relationship between location and format use in some scenarios that has not held as robustly in the 2023 results. It is surprising to see, for example, that more students who study in the library would choose to use the e-book rather than the print book when both are available. Close proximity to the physical collection for students and faculty was considered a catalyst for print book use in 2017, as well as a reason that residential campuses like Haverford have been more measured in their approach to e-books. The current findings, however, suggest that the convenience of immediate access to e-books and students’ facility with engaging with them is, for the majority of students, more useful than close proximity to equivalent print books.

Faculty responses in the current survey yield a location-based format preference. Faculty who live on or close to campus use print mostly, sometimes in combination with e-books. Faculty living off campus use e-books mostly, sometimes in combination with print books. Overall, there is a reduction in print use and a sizable increase in e-book use for both on- and off-campus faculty, though not as pronounced as with students.

E-Book Tools and Ease of Use

A consistent theme among students is the utility of e-books. The ease with which students can annotate, highlight, and read e-books may be a contributor to the high satisfaction students afford them. In 2017, a number of respondents commented on the relative difficulty of performing activities such as highlighting and annotating in e-books compared to print books. The decrease in digital rights management (DRM) restrictions on library-licensed e-books aids in this utility; e-books available on the JSTOR and DeGruyter platforms offer book- and chapter-level PDF downloads that users can manipulate with standard Adobe or equivalent applications. It may even be the case that those platforms that restrict their e-books with DRM, namely ProQuest and EBSCO, have become more familiar to students and thus easier to use.

The Libraries will use the survey results to inform its collection development program.

—Rob Haley is the Libraries' interlibrary loan specialist; Carol Howe is science librarian; Norm Medeiros is associate librarian of the College and coordinator for Collection Management and Metadata Services; Mike Persick is head of Acquisitions and Serials

Partnership to Digitize Records From Quaker-Operated Indian Boarding Schools

BY SARAH HOROWITZ

*Staff from the National Native American Boarding School* Healing Coalition (NABS) will be on campus in the coming months to digitize Quaker and Special Collections materials related to Quaker-operated Indian boarding schools. Working here and at Friends Historical Library at Swarthmore College, NABS will digitize 20,000 pages of archival materials. The records being digitized document at least nine Quaker-operated Indian boarding schools located in Indiana, Kansas, Nebraska, New York, Ohio, Oklahoma, and Pennsylvania in the period from 1852 to 1945. This work is funded by a grant from the National Historic Publications and Records Commission (NHPRC). The grant also includes a community information session and the collection of oral histories.

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Partnership to Digitize Records From Quaker-Operated Indian Boarding Schools

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Once digitized, materials will be uploaded into the National Indian Boarding School Digital Archive (NIBSDA), which NABS will launch in late 2023. NIBSDA draws together materials related to Indian boarding schools from archives across the country, allowing survivors, family members, and scholars to find and use these records in one place. Because these boarding schools were run by a variety of governmental and religious organizations, the physical documents are held in many different archives, often far from the Native communities impacted by boarding school policies. Bringing these records together digitally is one way of starting to address the harms caused by these schools. NIBSDA will also reveal stories that are often left out of the historical record. Making these records more available is an important part of truth-telling as well as of restorative processes and conversations. Haverford is honored to partner with NABS on this important work.

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