



## Hackathon Comes to Haverford



Besan Abu Radwan '14, Paulina Cueto '14, and Allie Lake '14 (three of four members on one Hackathon team) collaborate on their weekend project, HaverSched. Photo by Thom Carroll.

### ► BY DAN BURGER-LENEHAN

**Founders Great Hall, normally quiet** on a midwinter Friday evening, hummed with energy at sunset on January 24, as more than sixty students from Haverford, Bryn Mawr, and Swarthmore gathered to kick off the Tri-Co Hackathon 2014. Haverford invited teams of students from the three schools to this 48-hour event—the first hackathon the College has ever hosted—to design and build apps, product prototypes, and new and better ways of using data: basically, whatever they wanted to create over the course of that weekend. The participating students, fueled by coffee and Red Bull, responded with a variety of wildly creative, thoughtfully designed mobile and web apps, which they ultimately presented on Sunday evening to a panel of guest judges from the Philadelphia tech community, including Casey Palowitch (senior vice president of business development at cloud vLab), Beah Burger-Lenehan '06 (vice president of product for Ticketleap),

Gabriel Farrell (freelance web developer), Katherine Rowe (professor of English at Bryn Mawr and co-founder of Luminary Digital Media), and Mike Dershowitz (president, ModSolar LLC), who also generously helped the organizers to connect with start-ups in Philly about serving as sponsors.

The Hackathon was a collaboration between Sorelle Friedler and her colleagues in the Computer Science Department, and the SAVE AS: Digital Haverford group, comprising the John B. Hurford '60 Center for the Arts and Humanities, Tri-Co Digital Humanities, Instructional and Information Technology Services, and Libraries staff (Laurie Allen, coordinator for digital scholarship and services; Mike Zarafonetz, digital scholarship librarian; student intern Blair Rush '16; and Dan Burger-Lenehan, senior administrative assistant). Casey Falk '16 and other members of the Robotics Club also made important contributions. The emcee was Andrew Thompson '12, community evangelist at Azavea in Philadelphia, and a number of local alumni

(Continued on p. 2)

## From the Librarian

### ► BY TERRY SNYDER

**In the fall issue I wrote excitedly** about some moments that were transformational for our students and, in turn, for us.



Most of those arose out of collaborations on campus, between students, faculty, librarians, and other campus constituents. They were moments of pure magic. Since

then I've been thinking about when and how projects yield the best outcomes.

Recently I came across an online *New York Times* op-ed by Thomas L. Friedman entitled "Collaborate vs. Collaborate" (January 12, 2013), in which he looks at the rhetoric and practice of—yes—collaboration. He focuses on Silicon Valley and Capitol Hill, challenging our government leaders to emulate the model our technology leaders employ. The information professionals there know that, in spite of an actively competitive market, the greatest successes come from "obsessively focusing" on the customer and "working with another colleague to achieve greatness." It's easy to lose sight of the extraordinary possibilities that come from working together—especially in a world that focuses on increasing personal and technological bandwidth. It's even easier to forget the importance of partnerships to achieving the richest possible outcomes. It's easier still to take successful collaborations for granted.

The Haverford Libraries enjoy the great fortune of partnering deeply with the libraries of Bryn Mawr and Swarthmore. Nearly three decades ago, librarians from the three schools came together to exploit more fully emerging technologies to enrich the scholarly

(Continued on p. 2)

## From the Librarian

(Continued from p. 1)

experience, and we haven't stopped. The Tri-College Library Consortium, formally established in 1986, jointly built Tripod, our online catalog. In addition to our shared databases and electronic repositories, we are now:

- jointly developing new research and instruction techniques using technology and employing flipped classroom theories and practices.
- combining our digital expertise, subject expertise, and joint collections to foster students' exploration of new avenues of inquiry and their engagement with critical questions that we expect will generate new knowledge.
- jointly developing our collections of print and electronic books, journals, videos, music, rare books, and other formatted materials in order to provide the best resources for our users.

Our agreements with the Five College Consortium in New England, with the Pennsylvania Academic Library Consortium, Inc. (PALCI), and with the University of Pennsylvania allow us to expand our storage and access capacities. In all we do, we are realizing economies while delivering excellent results for our communities.

The expertise of the librarians and information technologists at the three schools is impressive. That knowledge, coupled with our strong commitment to collaboration, is spread between ten small, nimble working groups, which ensure that our range of services continues to grow in deliberate and strategic directions. Last week, library leaders outlined our current Tri-Co and Bi-Co initiatives. The resulting list left me feeling both grateful for, and impressed by, what is possible when a group comes together and, as Friedman notes, "obsessively focuses" on the user—in our case, our students, faculties, and staffs.

Our consortium continues to serve as a national model. We are able to realize success because we remain *obsessively focused* on our users. It's a privilege to work with these excellent colleagues in delivering services to our campuses. And it's a great deal of fun!

—Terry Snyder is librarian of the College

## Hackathon Comes to Haverford

(Continued from p. 1)

came out to volunteer as mentors during the weekend, including Matt Kleiderman '91, Chris Pasakarnis '09, Bruce Segal '83, and Ted Zobian '94. Several area tech companies and restaurants donated prize money and food for the event.

For the students who took part, the Hackathon was a transformative experience. For some, it provided an opportunity to apply knowledge they had acquired as computer science majors; for others, it led to learning new skills altogether, such as Android app development. Through presentations to the judges, the students also gained experience "pitching" their projects in a persuasive and concise way (each presentation was limited to two minutes, followed by Q&A).

The winning team created a language learning app called TryLinGO, which uses GPS data to serve up contextual vocabulary "flash cards" in a language of the user's choice. (Let's say a user was learning Mandarin and had the TryLinGO app on her phone. If she were walking past Haverford's Duck Pond, the app would know from GPS data that she was near a pond, so a flash card might appear on her phone showing a picture of a pond and the word for "pond" in Mandarin.)

Other projects included a smartwatch app that allows users to send distress signals (via text message) to preselected contacts by tapping their smartwatch twice; a mobile payments app that lets users send playful "pestering" or "irritating" text mes-



The January Hackathon in action in Founders Great Hall. Photo by Lisa Boughter.

sages to friends who owe them money; a tool that brings *Moneyball*-style analytics to high school and college basketball programs; and a dating app that analyzes compatibility through language and communication style. Visit <http://hackathon.haverford.edu> to see all the projects and learn more about the event.

—Dan Burger-Lenehan is senior administrative assistant

**Librarian of the College**  
Terry Snyder

**Connections Editor**  
Norm Medeiros

**Contributors**  
Dan Burger-Lenehan  
Dawn Heckert  
Norm Medeiros  
Jeremiah Mercurio  
Mike Persick  
Jen Rajchel  
Ann Upton  
Dora Wong

Connections is available on the web at  
[library.haverford.edu/connections](http://library.haverford.edu/connections)



## Transforming Research Instruction, Part II

► BY JEREMIAH MERCURIO

### *As we announced in the spring 2013*

issue of this newsletter, the Libraries recently acquired 30 iPads for use in librarian-led research instruction. Generously funded through a Teaching with Technology grant from the Office of the Provost, the purchase of these iPads has already dramatically transformed bibliographic instruction, allowing librarians to abandon lecture-style teaching and to concentrate on inquiry-based learning.

Previously, lacking computer classrooms in which students could each explore the various search strategies and databases that were relevant to their projects, librarians improvised in their teaching, providing overviews of research methods that incorporated student input and feedback but also limited the amount of hands-on, active learning that is often best suited to the research process. Since acquiring the iPads, librarians have restructured lesson plans so that students spend most of their time practicing what they have learned, actively employing Boolean operators, word stemming, subject headings, and other research methods. Moreover, students now have the opportunity to experiment with strategies, encounter obstacles, and revise their search methods—all while working with librarians who can help them to understand the challenges and opportunities that are unique to their particular research projects.

The iPads have not served simply as substitutes for laptops or desktop computers. The inherent mobility of tablets enables students to circulate among selections of print material displayed by instructors and to interact simultaneously with print and electronic sources—in turn, teaching them how to navigate today's complex research environment, which is characterized by a mix of print-only and digital material.

Furthermore, students can now free themselves from the classroom and roam among the stacks, visit Special Collections, explore gallery exhibits—all while staying connected to the Internet. For example, Lead Research and Instruction Librarian Margaret Schaus met this fall with Professor Jim Krippner's History 114 class to help with an assignment in which



students selected a work of early modern art or architecture and then identified relevant secondary criticism. The iPads allowed students to search through a digital collection of images while also circulating among a collection of relevant print resources laid out at various points in the room.

The use of technology was also particularly effective during a library visit last year by Professor Alice Boone's English 150 course. The first part of this session introduced students to collections of digitized 18th-century literature (e.g., *Early*

*American Imprints*) and then allowed time for supervised exploration. During the second part of the session, the class moved into Special Collections, where students were introduced to a selection of 18th-century literature in print. Using iPads, the students could then compare the digitized surrogates with the printed originals, to illustrate the effect of (re)mediation through various technologies, both analog and digital.

By helping the Libraries to make teaching more active and responsive, the iPads are also preparing us for a future that will be dominated by mobile technology.

As recently as 2010, the Educause Center for Applied Research found that 62.7 percent of North American undergraduates owned an Internet-capable mobile device. That number has undoubtedly grown

since then, and many popular providers of scholarly content—JSTOR, Elsevier, and WorldCat, to name just three—have consequently developed mobile-friendly versions of their sites. Haverford's librarians are now equipped not only to enhance active learning in their teaching, but also to help students get access to scholarship via the very mobile devices that so many of them are already using.

—Jeremiah Mercurio is  
research and instruction librarian

## Beyond the Margin: An Exhibit Exploring the Reading Communities and Rituals of Early Haverford Students

► BY JEN RAJCHEL

### *Sitting in the stacks of Magill*

surrounded by books—some of which have been resting on these very shelves for well over a century—it’s easy to wonder whether Haverford students from generations long past had similar experiences to today’s undergraduates. Did students in 1833 cram for their midterms? What did they read in their spare time? While one might ponder these questions while sitting in a space that evokes history, the feeling resonates beyond the space itself. Often the sense of a specific culture is woven into the texture of the institution, especially one with as distinguished a history as Haverford. With the help of Ivan Goldsmith '16 and Nathaniel Rehm-Daly '16, I began to research Haverford’s history and Quaker foundations to inquire more deeply into the reading experiences of early students. The result of our research is the interactive exhibit *Beyond the Margin: Early Reading Communities and Rituals*. The exhibit is in many ways an exploration of the Haverfordian fabric, one that is most vibrant in its student voice and scholarly community.

The exhibit traces the student curricular and cocurricular reading communities that evolved over the early 19th century at Haverford. It begins by highlighting a series of anonymous editorials from *The Friend*, a Philadelphia Orthodox Quaker publication. Many histories of Haverford point to this series of articles as the impetus for the founding of the College. One writer, under the pseudonym “Ascham,” makes the case over the course of six editorials that a scholarly space for young Orthodox Quaker men is needed. The first editorial sets out the framework of the series’ agenda: “Assuming then, that an enlarged system of instruction is obviously desirable, I propose to enquire in the first place, what is to be understood



Class of 1885.

by a liberal system of education? And secondly, what is the means by which we may place its advantages within the reach of the junior members of our Society in this city?” Through these articles, the Orthodox Quaker community began to engage with these questions and ultimately took action by founding Haverford.

Beginning with *The Friend* was an obvious choice for chronological reasons, but as we dug more deeply into the materials of early Haverford—schedules and curricula, the student publication *The Haverfordian*, the student literary societies, and ephemera from ritual textbook cremation led by sophomores—what emerged was the same tenor of desire for

rigorous community debate; pride and the belief in the practicality of a well-rounded, liberal education; and boldness of expression that is found in the Ascham editorials. We also highlighted the early curriculum of Haverford—one in which all students were expected to know Latin and Greek as well as analytical geometry, organic chemistry, and shop work.

The collection materials prompt us to reflect on the curricular framework: How did a shared curriculum create community? What limitations were placed on the books students could read? *Beyond the Margin* also explores the literary societies that students formed and ran, such as the Loganian Society, where professors



## Haverford Acquires Collections of Quaker Traveling Ministers

► BY ANN UPTON

*The Libraries have acquired two* important collections in the last six months, both documenting the travels and experiences of early 19th-century Quaker traveling ministers: Thomas Scattergood (1748–1814) and Thomas Evans (1798–1868), who visited Friends in England and America seeking to strengthen connections, deepen spiritual experiences, and model new considerations of social issues.

Scattergood was a disciplined diarist. The 17 memoranda that span from 1779 to 1814 detail his spiritual call to travel, despite the despair that separation from his family often caused him. His accounts demonstrate the realities of travel at this time and the level of commitment

extend the demonstration of spirit-led action in the area of mental health.

Evans was a Quaker minister and model for the Society of Friends during times of fracture and strain. During the Orthodox-Hicksite split in Philadelphia in 1828, Evans remained with the Orthodox branch but worked very hard and successfully to avoid a similar split later during the Wilburite tension. He believed that Friends had lost sight of the basic truths of the early Quakers and spent his life writing, publishing, speaking, and serving those causes that would strengthen those values.

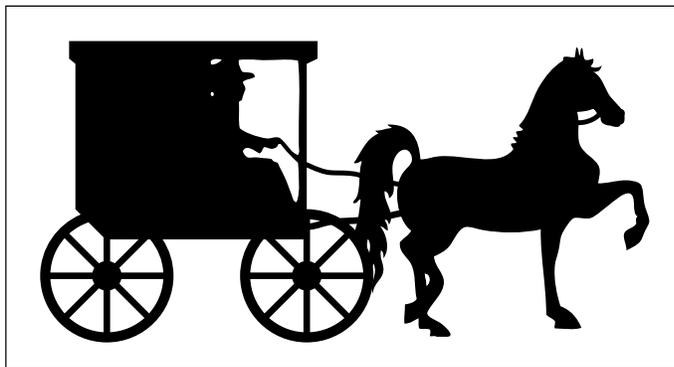
Evans traveled throughout the American Midwest and South, meeting with Quakers in an attempt to retain connections and the preservation of traditional

ways. The letters in this newly acquired collection document his travels and detail the social concerns of Quakers during this period. Evans was particularly interested in Native Americans, and three of his letters from Joseph Elkinton, superintendent of the Tunesassa Indian

Boarding School, discuss his experiences with the Seneca Nation in New York. Evans also supported traditional Quaker values as one of the original 22 founders of Haverford College in 1833.

These Scattergood and Evans additions join the resources of the Quaker Collections and deepen and enrich the opportunities for scholarly discovery into the history of Quakerism.

—Ann Upton is Quaker bibliographer



his journeys required. Often describing himself as suffering from “melancholy,” Scattergood details his visit in 1799 to the York Retreat, a humane and innovative shelter for Friends seeking mental balance. When he returned to America, Scattergood suggested that Philadelphia Friends could provide such a service. His idea led to the establishment of Friends Hospital in 1813, the first of its kind in America. The records of Friends Hospital, now the Scattergood Foundation, are deposited at the Quaker Collection; the recently acquired Scattergood diaries

and students came together to debate and collaboratively explore current events, mathematical theorems, and classical criticism—in a process that was much akin to modern seminar classes. The societies were also spaces where students honed their leadership skills and were galvanized by creative rituals.

The exhibit exploring these themes ran from March to April 2014 in Magill’s Alcove Gallery. The online component is still available at [ds.haverford.edu/reading](http://ds.haverford.edu/reading).

—Jen Rajchel is curator of digital scholarship at the Haverford Libraries and assistant director of Tri-Co Digital Humanities

## Staff News & Notes

► COMPILED BY MIKE PERSICK

**Sarah Horowitz** joined the Libraries in January as curator of rare books and manuscripts and head of Special Collections. Previously, Sarah served as special collections librarian at Augustana College in Rock Island, Illinois. Sarah holds an MLS, with a concentration in rare books librarianship, from Indiana University and an MA in English from Western Illinois University. Her research interests include



Sarah Horowitz

primary source literacy, teaching with special collections materials, the history and material culture of the book, illustrated books, and image/text interaction. She is particularly excited about the opportunity to engage students, faculty, staff, and the public with the wide array of primary materials found in Haverford's Special Collections. When not working, Sarah enjoys baking, knitting, ballet, cooking, and reading. Sarah co-presented the session, "Beyond Search: Information Literacy, Special Collections, and the First Year" at the 33rd Annual Conference on the First-Year Experience in San Diego this February. The presentation slides are available online at [www.augustana.edu/Documents/Library/NRC2014.pdf](http://www.augustana.edu/Documents/Library/NRC2014.pdf).

**Terry Snyder**, librarian of the College, published "Spectacular Ephemera" in the 24:1 (2013/2014) issue of *Transformations: The Journal of Inclusive Scholarship and Pedagogy*.

**Laurie Allen**, coordinator for digital scholarship and services, and **Terry Snyder** attended an invitational meeting of 28 digital scholarship leaders at the Forum on Liberal Arts Colleges and

Digital Scholarship, held November 3, 2013 in Austin, Texas, in conjunction with the Digital Library Federation meeting.

**Norm Medeiros**, associate librarian, and Richard Ball, associate professor of economics, gave a talk entitled "Teaching Students to Document Empirical Research: A Protocol for Documenting Data Management and Analysis" at the American Library Association's Midwinter Meeting, held in January 2013 in Philadelphia. They demonstrated the protocol's organizational principles in the DSpace and Dataverse platforms. In March, Medeiros and Ball hosted the second "Project TIER" workshop for 12 instructors from across the country. They showed participants the protocol and discussed the means of applying, improving, and extending it.

**Rich Aldred**, catalog librarian, married Claudia Lees at Swarthmore Friends Meeting on September 28, 2013.

—Mike Persick is head of acquisitions and serials



# LIBRA: Off-Site Storage Made Easy

► BY NORM MEDEIROS

**The Tri-College Libraries have** recently contracted with the University of Pennsylvania to provide off-site storage for print materials that we no longer need to house locally. The LIBRA high-density storage facility is a secure, climate-controlled building located in West Deptford, New Jersey. It currently houses two million volumes with room for four million more. Students, faculty, and staff can request Tri-College materials stored at LIBRA through the online catalog, Tripod, in the same manner they might request an item from Bryn Mawr or Swarthmore: LIBRA appears as a location in Tripod. Then a van delivers the requested ma-

terials from LIBRA to Swarthmore the next day, and the Tri-College Libraries' van delivers the items to Haverford and Bryn Mawr. Van deliveries reach the main campus libraries in one day and branch libraries in one to two days.

This level of service would not be possible without the generous support of Jon Shaw, assistant director for LIBRA at the University of Pennsylvania Libraries.

volumes and sent them to LIBRA for long-term storage. This coordinated effort relieved stacks space on each campus while maintaining ready access to these lesser-used titles.

The LIBRA agreement is just the latest example of the increased collaboration between the Tri-College Libraries and the University of Pennsylvania Libraries. As Shaw states, "Partnering with Haverford



High-density storage at LIBRA



Exterior of the LIBRA offsite storage facility in West Deptford, NJ

Shaw agreed to install a Tripod terminal at LIBRA in order to receive requests each morning for delivery to the Tri-Colleges, and to send Penn's van to Swarthmore to deliver the items, so that the Tri-College would not have to pick up items from LIBRA directly.

In addition to offering a highly efficient means of transporting items from LIBRA to the Tri-College Libraries, LIBRA offers a reading room where scholars can consult many volumes at once. LIBRA staff are also able to scan pages in lieu of delivering a volume, should users prefer.

In summer 2013 the Tri-College Libraries de-duplicated some older reference

on off-site storage is ideal for Penn; it fosters a relationship between the libraries and provides us with a starting point for additional collaborations." We are fortunate to have such a strong relationship with this leading research institution—a relationship that would not be possible without the support of Carton Rogers, vice provost and director of libraries at the University of Pennsylvania, to whom we are indebted.

—Norm Medeiros is associate librarian and coordinator for collection management and metadata services

## Technology Updates

► BY DAWN HECKERT & DORA WONG

**Recently, the Libraries outfitted** the Magill Group Study Room with a camera and speakerphone to serve as a dedicated videoconferencing space for



A senior makes a presentation in the White Science Library on her thesis research, which is mirrored from her laptop onto the high definition screen above.

individuals as well as groups. Skype is the recommended application, but the setup accommodates other videoconferencing applications as well. Students who want to record a presentation can use the equipment in tandem with Panopto, the lecture capture software licensed by the College.

The White Science Library also recently received an equipment upgrade in one of its group study rooms. An energy-efficient, 70-inch diagonal Sharp LED HDTV (1080p) mounted on the wall now provides convenient mirroring for laptops, tablets, and smartphones. Mirroring can be achieved either wirelessly or with a physical cable (either VGA or HDMI paired with adapters). When projecting wirelessly, users can choose between Apple TV or Chromecast.



The monitor in the Magill Group Study Room features a camera installed at the base.

The Libraries wish to thank Roger Hill, director of Audiovisual Services, and Courtenay Williams, network engineer, for their advice and assistance in setting up the Libraries' new equipment.

—Dawn Heckert is circulation services and building projects manager

—Dora Wong is science librarian