



Historical Exhibit Celebrates the Inauguration of Dan Weiss

► BY MARGARET SCHAUS

The exhibit, *Lasting Impressions: Monumental Brass Rubbings*, presents a series of tracings made from medieval and early modern funerary monuments



This brass rubbing by Joan Skerne (died ca. 1431) of a daughter of Alice Perrers, the mistress of King Edward III, is part of the Maxine and David Cook HC'64 Collection of Monumental Brass Rubbings on view this fall.

in England and Germany. The student-curated exhibit celebrates the inauguration of the 14th College President Dan Weiss, a scholar of Crusader art, who has explored the multiple meanings conveyed in manuscripts and church architecture, connecting art with political and theological ideas.

In this spirit of discovery, a small group of students engaged with the brass rubbings to learn about the world that produced them. With advice from faculty and librarians, these students researched the individuals memorialized, their contexts, and the thematic issues presented. These students conducted research at an advanced level, wrote descriptions, and developed clear, reasoned arguments for a public audience.

Another group of students designed the layout of the complementary digital exhibit, guiding users from one campus location to another, and allowing them to query images for more information. They used jQuery Mobile, a programming language based on JavaScript, which is optimized for mobile browsers. Despite having no previous experience in web or mobile development, they learned to organize data to create dynamic web content, write code, present it in a visually appealing way, and manage a large technical project over a defined time period.

The exhibit is divided into five sets, highlighting different themes. The introductory set, located in Magill's Sharpless Gallery, contains six brasses spanning four centuries. This set provides a temporal overview of the art form. The remaining four sets reflect the themes of family and marriage (exhibited in Stokes Hall), identity and self (Whitehead Campus Center), power and social rank (Founders Hall), and spirituality and the afterlife (KINSC). Also in the Sharpless Gallery,

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From the Librarian

► BY TERRY SNYDER

The Library is proud to play a part in creating moments that are transformational for our students—and often



for our staff and faculty as well. Over the last year the Libraries engaged students in a series of interesting and exciting internships centered on developing deeper

scholarly capacities and conveying new knowledge through exhibition.

Aaron Madow '14 curated an exhibit called *Seeing Is Believing: Photographs of American Colonialism in the Philippines*; Jenna McKinley '15 prepared an exhibit on antiquities and issues of cultural patrimony that will be installed next fall; Helen Farley '14 curated an exhibit on illustrator Virgil Burnett; and a team of students worked collaboratively to curate an exhibition entitled *Lasting Impressions: Monumental Brass Rubbings*, which is more fully described in this issue.

Student internships have focused on a range of areas as well. Technology skills and digital scholarship represent important interests and opportunities for students. Karl Moll '14, Aurora Jensen '15, Tori Kranz '15, Blair Rush '16, and Ashley Petrucci '16 worked on interesting digital scholarship projects, including web-based exhibits, mobile application development, and scholarly questions employing GIS and TEI (which you will also read about in these pages). Kayla Montaque '16 used digital tools to delve more deeply into assessment and outcome improvements.

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From the Librarian

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When the students completed their projects, they each came away with more fully developed research skills, enhanced or newly acquired digital skills, and an item for their portfolio. Students described the internships as transformational. In some of their observations, they noted that these internships:

- ...give a student incredible research experience that lasts for a lifetime
- ...allow students to engage in sustained and deep scholarship
- ...represent the purest form of Haverford as a learning community [of] researchers, thinkers, active creators of knowledge
- ...transform students [in]to producers of knowledge
- ...serve as a catalyst for turning a student to scholar
- ...develop and deepen research skills and facilitate learning about databases and how to construct effective search strategies
- ...enhance goal setting and the value of positive and negative feedback both for college and life skills
- ...move a person from one who takes a computer class to one who identifies as a computer scientist
- ...give responsibility of an advanced nature to a student and offer a tangible product for future careers
- ...allow students to learn things [she] wouldn't have learned in any other context

These comments represent only a few of our scholars' thoughts (hear more firsthand at library.haverford.edu/internships). For each one, a transformation was evident. It is touching that students uniformly develop confidence as scholars and in their thinking about the future.

These student experiences also serve to transform each of us in the Libraries. We are better librarians for having had the opportunity to work and grow along with our amazing students. These experiences are clearly transformational, and for that we are both excited and grateful.

— Terry Snyder is librarian of the College

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Margaret Irby's Daughter (1640), Church of All Hallows, Tottenham, Middlesex, England.

on view through January 10, 2014, is an exhibit of medieval manuscripts, sculptures, and modern copies of medieval ivories, which amplify themes the brasses explore.

The original brasses date from 1230 to 1640 and served three major functions: to elicit prayers for the souls of the deceased, preserve familial memory, and attest to people's social status and accomplishments. Inscriptions on the tombs document the deceased and their religious beliefs. The figures, which are often idealized rather than realistic, convey individuality through choices of clothing, decoration, and inscription. The brasses frequently represent families together with emphasis on the surviving heirs. The figures' prayerful poses underline the religious devotion in eras when laypersons sought to deepen their connections to God. The brasses also illuminate the history of heraldry, the development of genealogy, and the changing patterns of costume. Today the brasses introduce noblewomen, knights, children, and other individuals whose lives illuminate the past, as well as give

meaning to the present.

The twenty-three brass rubbings featured in the exhibition are highlights from a recent gift: The Maxine and David Cook HC'64 Collection of Monumental Brass Rubbings. We extend our thanks to the Cooks as well as to the libraries of Bryn Mawr and Swarthmore Colleges for contributing materials to honor Dan Weiss at the time of his inauguration as the 14th president of Haverford College.

— Margaret Schaus is lead research & instruction librarian

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

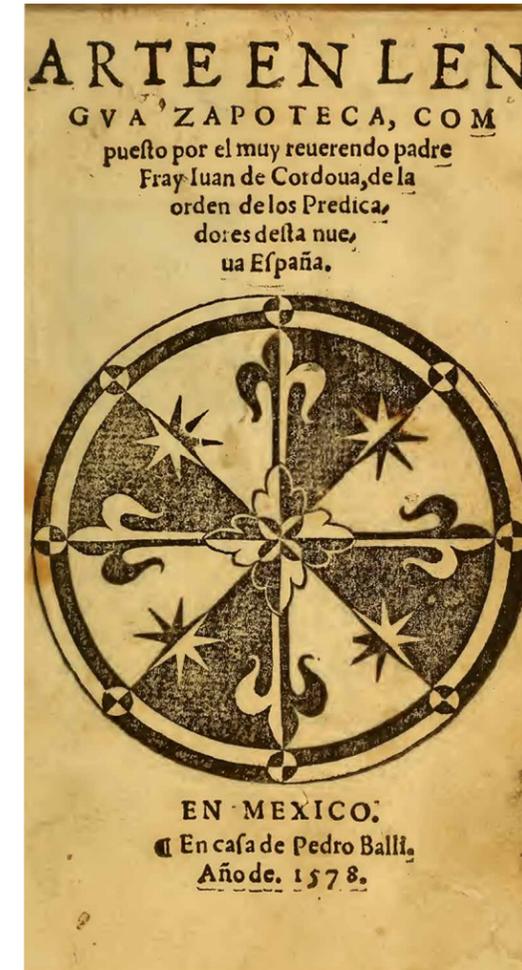
Encoding the Zapotec: Linguistic Analysis Using TEI

► BY LAURIE ALLEN

Faculty and staff have started to collaborate to make accessible a rare 16th-century Mexican language. In 1578, a book was printed in Mexico entitled *Arte en Lengua Zapoteca*. In this text, Juan de Córdoba, a Spaniard and member of the Dominican Order, created a grammar of the Zapotec language, aiming to describe how the language, which he encountered in Oaxaca, worked. There are still copies of the *Arte* in several libraries in the world, and it has tremendous potential value as a source for discovering the language and culture of Zapotec people at the time of the Colonial engagement. A copy of the text was recently digitized and made available online by the John Carter Brown Library in Providence, Rhode Island.

The *Arte* includes words, spelling conventions, and textual style from Spanish, Zapotec, and Latin as they were used in 1578. For this reason, the meanings within the text are difficult to access for all but a few scholars. The Zapotec language, still spoken widely in Mexico, is one of the major language families of that country, and these texts are among the earliest examples of written Zapotec. However, scholars and the public do not widely use these early examples of Zapotec due to their relative complexity. In her research, Brook Danielle Lillehaugen, Tri-College assistant professor of linguistics, uses the Zapotec texts of Colonial Mexico, specifically those written in Valley Zapotec, and together with George Aaron Broadwell, she has begun linguistic analysis and translation of all the Zapotec words and phrases that appear in the *Arte*.

While the *Arte* provides a rich source for linguists, Lillehaugen was interested in using her analysis of the Zapotec in the *Arte* to unlock the text for a much larger community of scholars. When she shared her interest with subject librarian



Enrique Valdivia, an information science graduate student at the University of Michigan, on encoding these new versions in the Text Encoding Initiative (TEI). TEI is used widely within literary and historic fields to encode texts in computer-readable language, but it is not used widely within linguistics. TEI enables us to encode the elements frequently presented in texts using XML, a common computer-readable language. Using TEI, we can describe a text's structural elements, including chapters, sections, paragraphs, and sentences; the analytic elements, including interpretations, references to people, places, and organizations; and the physical elements, including typeface, font, and other elements of interest to textual scholars.

This ambitious project is in its early stages, and at a meeting of the project team in Mexico City in July, Lillehaugen and I joined our colleagues talking through the text itself, its value across a variety of communities—including modern Zapotec speakers—and plans for its future. After a fruitful summer working together with students, the group has decided to pursue

funding to create a website and interface to host the *Arte* and a much larger collection of early Zapotec texts. Visitors to the site will be able to read the texts in their original version or translations, as well as understand the Zapotec words within the text and their linguistic significance. The website will be called "Ticha: A Digital Text Explorer for Colonial Zapotec." We invite you to visit a prototype at ticha.haverford.edu.

— Laurie Allen is coordinator for digital scholarship & services

Jeremiah Mercurio, he introduced her to me, as coordinator for digital scholarship and services. Lillehaugen and I worked together on a proposal to the Tri-Co Digital Humanities Initiative to spend time over the summer 2013 working with students and colleagues from both the United States and Mexico on this project. Lillehaugen worked with a group of students who would be able to transcribe the text and translate the Colonial Spanish into modern Spanish and then into English.

Concurrently, I worked with the same students, including Tori Kranz '15 and



Teaching with Images at Haverford: ARTstor's Shared Shelf

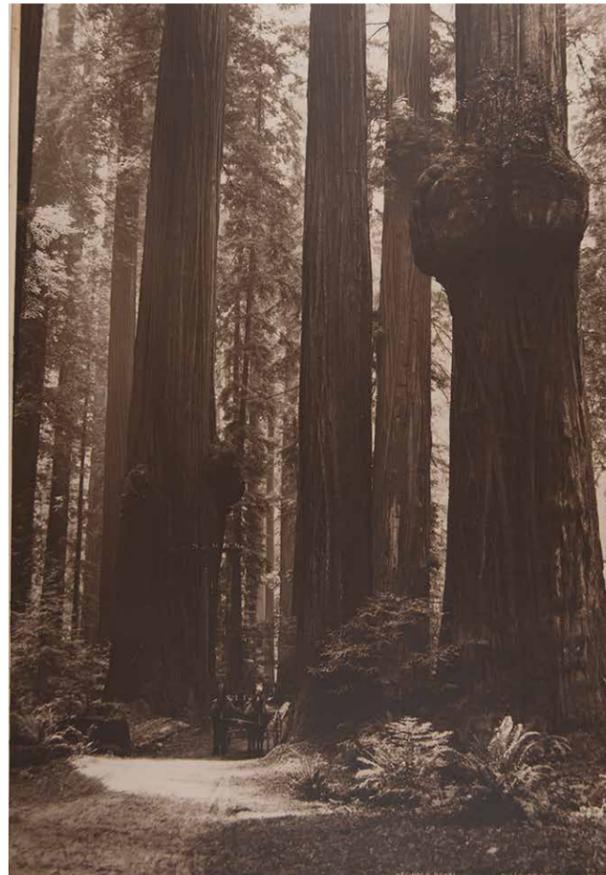
► BY JULIE COY

Contemporary architecture of the United Arab Emirates; community murals of San Francisco; Balenciaga cocktail dresses; masterworks by Rembrandt, Vermeer, and Velazquez; prehistoric and Native American archaeological sites in the southwestern United States—images of these works and many others are currently available to Haverford students and faculty through the ARTstor Digital Library, a collection of images in the arts, architecture, humanities, and sciences contributed by museums and libraries from around the world. Since 2006, the Haverford Libraries

have been pleased to support faculty and student use of ARTstor. By using ARTstor's web-based software, faculty and students not only are able to search and browse this wonderful collection of 1.5 million images, but also can zoom in on and pan images to view works of art in greater detail, organize images into groups for research or presentation, and save citations for images or groups of images. Perhaps one of the greatest features of the ARTstor Digital Library, however, is the suite of teaching tools available to faculty. With these tools, faculty are able to organize images into class folders that can be exported to ARTstor's

presentation tool, the Offline Image Viewer (OIV), for use in class lectures or for viewing outside of class by students for further study and research.

In addition to its support of the ARTstor Digital Library, the Libraries have recently implemented Shared Shelf, ARTstor's image management system. While the collection of images available through the ARTstor Digital Library is extensive, many institutions like Haverford find it necessary to supplement this collection with locally selected images that meet their specific pedagogical needs. By implementing Shared Shelf, the Libraries can scan, catalog, and upload images directly to the ARTstor Digital Library, where Haverford faculty and students can cross-search them with the thousands of images provided in ARTstor by international museums and libraries. Additionally, Haverford faculty and students can use the images digitized by the Libraries with the many helpful searching,



Arthur Clarence Pillsbury's "Redwood Buhl," ca. 1910, gelatin silver print



Kang-Sing Chiao's "Long Gallery in Summer Palace," 1890, hand-colored gelatin silver print

organizational, and teaching tools provided by ARTstor. To date, the Libraries have digitized over 9,000 images, which have been selected by faculty to enrich instruction for a variety of classes offered at the College.

The Shared Shelf Image Management System not only makes it possible for the Libraries to provide Haverford faculty and students access to a collection of locally curated images, but also includes important cataloging features that improve searching these images. With Shared Shelf, the Libraries are able to include customizable metadata (such as a course number) in image records. Faculty may then find all of the images the Libraries have digitized for a particular class in ARTstor by searching for that course number. Shared Shelf also features integrated Getty vocabularies such as the Union List of Artist Names (ULAN). One advantage of using ULAN, a nationally recognized database of authori-

tative information about artists, is that it makes it possible to search for images by a particular artist using that artist's alternate names. For instance, users can also find images by the artist "El Greco" by searching his Greek name "Domenikos Theotokopoulos."

The ARTstor Digital Library has transformed how faculty and students use images in their research and instruction by providing access to an amazing collection of images from renowned international museums and libraries accompanied by a variety of powerful tools for working with those images. With Shared Shelf, the Libraries can enhance the great value of this resource by digitizing images specifically needed for the remarkable and diverse research and instruction that is happening here at Haverford.

—Julie Coy is visual resources librarian

Showcasing Alumni Publications

► BY NORM MEDEIROS

The Christopher Morley 1910

Alcove in Magill Library was dedicated in 1968 in recognition of the famous graduate's large collection of books and letters donated to the College. With a beautiful view that looks upon Founders Green, this nook housed the Morley collection for forty years, ending its Alcove residency when fears arose that the ultraviolet rays that flowed into the space had deteriorating effects, which were exacerbated by the glass that fronted and secured the materials. The Morley collection was relocated to a less sunlit locale—of which Magill has an abundant supply—leaving the Alcove's shelves barren for the last few years. This past summer, the Libraries appropriated half of the shelf space to display alumni publications. By removing the glass and rotating the display, the staff has minimized concern over the potential hazard of the ultraviolet rays.

The Libraries have long welcomed donations of alumni publications. Due to

space limitations and collecting priorities, however, we have not been able to add every donated item to the stacks. This new area provides ample space to advertise the work of Haverford graduates. For those materials we would ordinarily add to the general collection, the Libraries will purchase a second copy, so that all recently donated alumni publications are represented in the Alcove, while those addressing curricular needs are also available in Tripod.

A list of alumni publications donated since the display's inception is available on our website (library.haverford.edu/alumni). It's an eclectic collection that demonstrates the varied interests and expertise of Haverford alums; from biography to business, politics to poetry, there's something to satisfy a wide range of interests. Please check it out the next time you visit Magill. And alums: please keep the donations coming.

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



The modest beginnings of the display of alumni publications in Magill's Christopher Morley 1910 Alcove



Staff News & Notes

► COMPILED BY MIKE PERSICK

Terry Snyder, librarian of the College, presented a paper on “Building World’s Fair Collections” at a recent conference titled *Unmediated History: The Scholarly Study of 19th-Century Ephemera*. The Visual Culture Program at the Library Company of Philadelphia and the Ephemera Society of America organized the conference, which was held in September.

Jen Rajchel, digital scholarship curator, and **Terry Snyder** presented “Who Killed Sarah Stout: Animating an Early 18th-Century Murder Mystery” as part of a panel on digital scholarship at the East-Central/American Society for Eighteenth-Century Studies meeting in November 2013.

Jeremiah Mercurio, research and instruction librarian, language and literature, presented a paper, co-authored with Daniel Gabelman, titled “Literary Doodling and the Space of the Page: The Example of Max Beerbohm and G. K. Chesterton” at the 2013 Society for the History of Authorship, Reading, and Publishing (SHARP) Annual Conference, held in July.

Laurie Allen, coordinator for digital scholarship and services, participated in a project meeting with Assistant Professor of Linguistics Brook Danielle Lillehaugen and colleagues in Mexico City in July, funded by the Tri-Co Digital Humanities Initiative. Lillehaugen, Allen, and three other scholars spent the time planning a project to encode, transcribe, translate, and analyze a valuable, but

difficult early book about the Zapotec language. Beyond participating in a productive meeting, a highlight of the trip for Allen was a behind-the-scenes tour of the library at the Museum of Anthropology & Archeology. (For more on this project, see page 3.)

Laurie Allen and **Jen Rajchel** attended “Teaching with TEI: Text Encoding for the Humanities,” a seminar hosted by the Women Writers Project and sponsored by the NEH Institutes for Advanced Topics in the Digital Humanities in August 2013. At this workshop, Allen and Rajchel collaborated with professors, and library and IT professionals from around the country to develop strategies for teaching coding (specifically TEI) to Humanities students. Allen presented a two-minute intro to TEI at the SAVE AS: Lightning Talks this fall and will continue to develop a TEI module primed for professor and discipline customization. Rajchel, through her Tri-Co DH role of digital humanities liaison, workshopped a syllabus at Brown from Haverford professor Laura McGrane’s 18th-century New(s) Media course and is now facilitating digital projects for that seminar. Both Allen and Rajchel will offer TEI office hours for interested faculty, staff, and students. In addition to learning a ton, they also enjoyed the delicious coffee of Providence, RI.

Norm Medeiros, associate librarian, and Richard Ball, associate professor of economics, gave a talk entitled, “Teaching Good Research Practice: Documentation and Replicability” at the Interuniversity Consortium for Political and Social Research (ICPSR) Summer Program at the University of Michigan. The June

presentation featured their protocol for teaching students to comprehensively document data management and analysis for empirical research. Medeiros and Ball followed up their in-person presentation with a webinar, also sponsored by ICPSR, held in August and attended by approximately 100 instructors and librarians in the United States and Canada. They will host an on-campus workshop for instructors this fall in an effort to expand the protocol’s use beyond Haverford.



Dan Burger-Lenehan '05 (above) joined us in May as senior administrative assistant. He graduated from Haverford in 2005 with a B.A. in history, spent several years thereafter working in the tech start-up world, and is now considering a master’s degree in Library and Information Science. In his new role, Burger-Lenehan coordinates and oversees the promotion of events, programs, and exhibits in the Libraries.

— Mike Persick is head of acquisitions & serials

Goin’ Mobile: The Magill Resource Finder App

► BY MIKE ZARAFONETIS

In the spring of 2013, computer science professor Sorelle Friedler offered “Mobile Apps for Social Change,” a class that taught students Android mobile app development and gave them the opportunity to produce projects that would have real-world impact. Students in the class were assigned to work with nonprofit

clients around Philadelphia, including Magill Library at Haverford. Carl Sigmond '13 and Benjamin Cutilli '13 took up the task of working with myself, Laurie Allen, and Dawn Heckert to develop an Android app for the library.

The first step in planning an app is identifying ways that a mobile device could help solve a client’s problem. One of the

issues the librarians have identified is the difficulty with which new patrons navigate Magill. Because the entry on the second tier leads into the main lobby and computer cluster, new patrons often enter the building wondering, “Where are all the books?” To address this issue, Carl and Ben proposed a “resource locator” app that would help users search for and locate items in the building. The user could search for a book and then display its location on a detailed floor map. Using these floor maps, users could see their current location and the location of their desired item, and follow directions to the item.

Carl and Ben showed great technical skill throughout the development, devising a way to find and display a user’s location based on their proximity to wireless network access points throughout the library. This is a sophisticated solution to the problem of finding user location

without using a cellular signal. The biggest problem that developers can run into, however, is that the information they need to make their app work is not easily accessible. In the case of Carl and Ben, their app relied on several pieces of information that were not easy to access. For example, aside from some older architectural plans of the library, there were no drawn-to-scale or updated floor plans of the interior of Magill. We submitted indoor maps of the library to Google Maps, but could not get them approved in time. Another issue was determining the location of the desired item by its call number. The architecture of Tripod, the library’s online catalog, prevents external programs from easily accessing the call numbers and other data for items, which Carl and Ben had hoped to use to determine location. As a result, they were forced to scrap plans to integrate the app with Tripod. The user instead needed to input the call number of the item into the search box. This was not an ideal solution, but their algorithm for locating materials based on call number worked wonderfully. To make Tripod data more accessible was an unfeasible step given the time constraints of one semester, so Carl and Ben had to improvise.

To the developer, problems are often easily resolved as long as certain conditions are met. When dealing with clients, however, those conditions are often either difficult or impossible to meet. Carl and Ben did a wonderful job of working within the set of difficult conditions laid out for them, and all within the confines of a single semester, to produce the Magill Resource Finder app. With a call number and an Android device, Magill Library patrons no longer have to wonder where all the books are.

— Mike Zarafonetis is digital scholarship librarian



Two members of the class of 2013 worked with Library staff to design the Magill Resource Finder app.

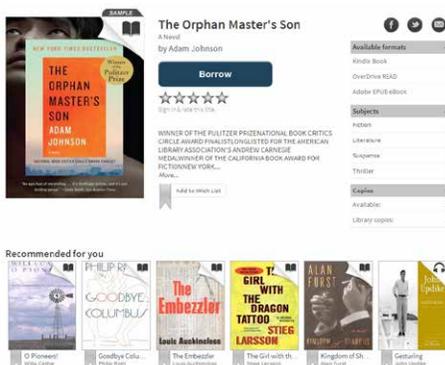
Connections

FALL 2013

The Entertainment Zone

► BY MARGARET SCHAUS

The Libraries' Entertainment Zone is bringing Haverford community members new collections in a variety of formats. Popular fiction and non-fiction books are



Among the offerings available at the Libraries' Entertainment Zone

available as ebooks and audiobooks delivered by Overdrive, a digital distribution company. Users can download titles to personal devices including iPads, Kindles, Android tablets, and smartphones. Listen to such recent titles as the *Game of Thrones* saga, the classic Sherlock Holmes mystery *The Crooked Man*, or a new account of public education, *Hope against Hope: Three Schools, One City, and the Struggle to Educate America's Children*.

In the few months since implementing this service, users have taken advantage of the resources in the Entertainment Zone and are reading and listening widely. It is not surprising that *Gone Girl* and *Fifty Shades of Grey* are popular ebooks, but users are also reading titles by Philip Roth, Willa Cather, and Carson McCullers. The

Entertainment Zone is a good place for browsing because every title has a graphic, description, excerpt, and reviews. All titles in the Entertainment Zone are listed in Tripod, so that users looking for an author, title, or subject will not miss out on this digital material.

Take a look at the Entertainment Zone (entertainment.haverford.edu), where you are likely to find titles you've been meaning to read, as well as new ones that will appeal. If there is an author you would like to see included in the Entertainment Zone, please email librarians Jeremiah Mercurio (jmercuri@haverford.edu) or Margaret Schaus (mschaus@haverford.edu). Enjoy browsing among these books.

— Margaret Schaus is lead research & instruction librarian