

Bytes & Books

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Digital Scholarship Services Launches Revamped Lafayette Digital Repository

The Library is pleased to announce the launch of a new repository platform for digital collections, which can be found at ldr.lafayette.edu. This new repository makes a variety of different resources, such as digitized archival content and open access scholarly material, available through a single interface. Digital content that can now be accessed on the new site includes *The Lafayette* Newspaper Archive (1870-current edition), Alumni Magazine Archive (1930-2016), student, administrative and Public Safety publications, and more than 1,700 faculty publications. Faculty and administrative departments are welcome to get in touch with repository staff to learn how they can use this service to provide long term storage and online access for their materials.

The new Lafayette Digital Repository has a number of advanced features that enhance user experience, such as improved full text searching and in-context display of search terms within the results. A completely overhauled and modernized user interface has brought the site up-to-date visually. To encourage the use of collections as data, users now have the option to download individual item filesets as a single .zip package, or as individual metadata files in a number of different serializations. All items in the LDR receive durable permalinks, to ensure that link-rot within citations that reference materials hosted within the repository does not occur after future migrations.

(Digital Repository, continued on page 3)

Major Acquisition of Oxford University Press Ebooks

The Lafayette Libraries recently purchased electronic access to over 16,000 books published by Oxford University Press. The purchase includes Oxford titles published from 1963 through 2022 across a variety of disciplines, with particularly strong collections in history, literature, religion, philosophy, law, and political science. Excluded are series that are available on their own platforms: Oxford Reference, Bibliographies, Handbooks, and Very Short Introductions. The collection is available via Oxford Scholarship Online, where there are no limits on the

number of users and no special software is required to view or print the books. Information about each of the books available in the collection has been added to the Library Catalog.

This substantial acquisition was made possible because of Lafayette's participation in the Pennsylvania Academic Library Consortium, Inc. (PALCI), a federation of 67 academic libraries in Pennsylvania and neighboring states. Lafayette was

(Oxford, continued on page 4)

Lafayette College Libraries Launch the Digital Humanities Community of Practice

In response to needs and interests voiced by students, faculty, staff, and librarians, Lafayette College Libraries recently launched the Digital Humanities Community of Practice (DHCP). The term “digital humanities” is broadly defined as the use of digital technologies to pursue studies in the humanities and humanistic social sciences. Examples of digital humanities approaches include creating data-rich maps online, curating digital exhibits, and conducting text analyses of large literary corpora. At Lafayette, there are many manifestations of the digital humanities across campus in terms of individual faculty and student research, the Digital Humanities Summer Scholars program, digital projects supported by Digital Scholarship Services, and intersections with the Data Science & Digital Scholarship academic planning initiative. The DHCP was formed to help coordinate these threads and to offer a forum for communication about digital humanities happenings around campus and regionally.

The DHCP is an informal interdisciplinary group open to anyone on campus who is interested in exploring and learning more about digital humanities theory, practice, projects, and tools. The goals of the DHCP are to foster curiosity about the digital humanities, support members in determining how to use digital humanities approaches to advance their research, and build cross-campus connections based on shared interests. The DHCP meets regularly for a variety of programming including guest talks, panels, reading discussions, and skills workshops. Spring 2020 DHCP sessions include a workshop on research data management for the digital humanities, a digital humanities research exchange, and a presentation on getting the word out about digital humanities work using such tools as ORCID and Google Scholar Profile. To learn more about the DHCP and to sign up for regular updates through the DHCP Google Group, visit <https://dss.lafayette.edu/dhcp/>.

-Charlotte Nunes & Janna Avon

Lafayette College Libraries' 2020 Digital Humanities Summer Scholars Program

Lafayette College Libraries' Digital Humanities Summer Scholars (DHSS) Program is currently recruiting creative and curious students who are passionate about research for the 2020 cohort. Until March 13, students who are interested in the program schedule a 15-30 minute interview in which they outline their research questions or original research project ideas. These students are given instructions on how to apply after the interview. The program is becoming increasingly competitive; in 2019, 25 students applied, 8 students were selected, and 7 students participated. Funded by the Libraries, this year's six week long program is scheduled for May 19 – June 26.

The 2019 DH Summer Scholars had a very busy year! In addition to presenting their final digital research projects to their fellow Scholars in class, they were invited to present at the Lafayette Summer Talks – Student Research Presentations held at Kirby Hall. They were among the students involved with digital scholarship and digital humanities programs at regional institutions who participated in the 2019 Digital Scholarship Summer Symposium Poster Session. Bryn Mawr College, Bucknell University, Gettysburg College, Haverford College, Muhlenberg College, and Swarthmore College students

all attended to share their digital projects. The event was co-sponsored by the Lafayette Libraries and the Pennsylvania Consortium for the Liberal Arts (PCLA), and was hosted at Skillman Library.

The Summer Scholars successfully presented at Bucknell University's Digital Scholarship Conference on October 13, 2019. Three of the seven members of the 2019 cohort also presented their work at the Student Research Poster Session held in the Marlo Room at Farinon on October 18, 2019.

If you would like more information about the Digital Humanities Summer Scholars program, please visit the website at: <https://sites.lafayette.edu/dhss/>. You can also contact the director, Angela Perkins, Research and Instruction Librarian, at perkinsa@lafayette.edu. The members of the 2020 DHSS cohort will be announced by late March.

The DHSS program was made possible in 2019 by a generous donation from Bruce Marshman '62.

-Angela Perkins

New Library Staff

Thomas Lannon joined Skillman Library in January as the Director of Special Collections & College Archives. Most recently, he was Assistant Director of Manuscripts, Archives and Rare Books at the New York Public Library (NYPL). Prior to that position, he served various roles ranging from archival processing to curatorial and public service. As the Acting Charles J. Liebman Curator of Manuscripts at NYPL, he oversaw acquisitions of archival collections such as the papers of counterculture icon Timothy Leary, celebrated author and journalist Tom Wolfe, as well as the archives of *The New York Review of Books*. He worked closely with collections documenting gay and lesbian communities including an activist videotape collection. He also helped work on grant-funded projects to digitize archival collections including 50,000 images of early American manuscripts.

Thomas went to Bard College where he studied philosophy. He achieved his M.L.S. from the Pratt Institute while working at the Rare Book and Manuscript Library at Columbia University. He also studied in the Liberal Studies program at the Graduate

Center at the City University of New York and focused on the historiography of the American Revolution. He has taken classes at Rare Book School at the University of Virginia, and is a member of the Society of American Archivists, and the Rare Book and Manuscript Section of the American Library Association. He owns multiple editions of *The Education of Henry Adams* and an oscillator once used by John Cage collaborator David Tudor.



(Digital Repository, continued from page 1)

This project affirms the Library's commitment to supporting open source (rather than proprietary) library technologies. In addition to facilitating open access for scholarly and institutional publications from the Lafayette community, the new repository is also built with open infrastructure and uses code from multiple open source software projects. The application employs the Samvera Hyrax solution bundle, with data stored in the Fedora Commons repository system and indexed by Apache Solr.

Plans for the future include the migration of additional library digital collections, including the nearly 15,000

images that are currently hosted on the circa 2014 digital.lafayette.edu Islandora repository, into this new platform. A single repository for institutional content and digital image collections will provide a more comprehensive and unified user experience and will detach collections from their individual silos of access. Improved subject and geolocation information faceting and integration of item metadata with Linked Open Data projects are other ways that the next phase of this migration will open up library digital collections to local and remote users in fresh ways.

-Nora Egloff

Audrey Kopecky Wins McElroy Kann Library Staff Award

Audrey Kopecky, Copy Cataloging Specialist in Skillman Library, is the seventh recipient of an annual award recognizing outstanding work by a member of the Library's support staff. The award is made possible by an endowment given by Paul & June Schlueter and is named in honor of retired Dean of Libraries Neil J. McElroy and his wife, research librarian Marilyn Kann.

(Oxford, continued from page 1)

one of the founding members of PALCI when it was formed in 1996 as a way to share books quickly among libraries statewide. Eventually, members began to purchase some electronic resources consortially at reduced prices, and in the last few years, have adopted an aggressive strategy to negotiate greatly reduced prices from publishers for the benefit of all members.

With leadership from NYU, PALCI has leveraged the purchasing power of the research libraries in the group, including Penn, Penn State, and Rutgers as well as NYU. Using the existing substantial expenditures of these large institutions, PALCI has begun to convince publishers to expand access to the entire PALCI membership with only minimal additional investments.

At the same time, the group has worked to foster an attitude of good citizenship among its members, encouraging them to act for the good of the whole even when benefits across institutions might not be equal. So rather than always dividing costs among institutions based upon student FTE or a similar measure, PALCI has been experimenting with asking institutions to make voluntary commitments based upon perceived value of a resource, and then has negotiated with publishers using these pooled commitments. When publishers have a group of libraries willing to spend over a million dollars on their products, it's often difficult for them to walk away from that money, even if it's far less than they would get if each

institution in the group purchased their products individually. Using this type of negotiation, PALCI has increasingly been able to provide new resources for all of its members, even when not all members have been willing to contribute to every purchase.

The benefits of purchasing resources via PALCI go beyond just reduced pricing. When we make a consortial purchase, the PALCI staff negotiate the license with input from the member libraries, so we have to spend much less time going back-and-forth with publishers to make changes to the license. The license with Oxford University Press, for example, includes provisions for portability of content to other platforms, whole book interlibrary loan, and Web accessibility that ensures there are no barriers for users who might use devices like screen readers. Provisions like these are important to librarians and library users but are not yet standard in many licenses, so typically have to be negotiated. When consortia staff do this negotiating on behalf of all members, they are more likely to get the desired changes made and in less time.

PALCI is just one of several consortia the Lafayette Libraries work with to stretch the power of our collections budget. As the landscape of scholarly resources continues to change rapidly, we'll continue to experiment with ways of acquiring resources to bring as many new collections and materials as we can to the Lafayette community.

-Terese Heidenwolf

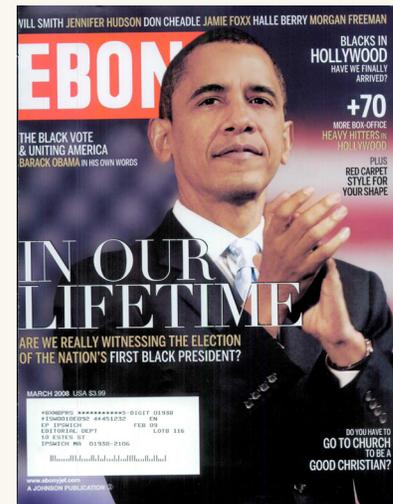
New Electronic Acquisitions

EBONY ARCHIVE

Ebony is one of the seminal magazines written for an African-American audience and focuses on a broad range of topics including culture, news, politics, civil rights, entertainment, business, education, and fashion. The magazine is famous for its striking covers, running features such as the "100 Most Influential Blacks in America", and tributes to major public figures and historical events.

This digital collection from EBSCO covers the full text of the magazine from its first issue in 1945 through 2014. Users also have access to high quality color images of all pages, including the iconic cover pages and advertisements. All articles, cover pages, and advertisements are indexed, providing rich possibilities for historical research.

Users can also search by document type, allowing the ability to find editorials, book/film/TV/music reviews, interviews, recipes, cartoons, obituaries, and more.



Above: President Barak Obama, March 2008, Vol. 63 Issue 5

Left: Diana Ross, February 1970, Vol. 25 Issue 4

Academic Video Online to Replace Films on Demand

The Lafayette Libraries recently began a subscription to Academic Video Online (AVON), a Proquest service that provides streaming access to over 66,000 videos. The titles in AVON include documentaries, newsreels, feature films, interviews, performances, speeches, and presentations. These videos range across a variety of disciplines, topics, and geographical regions. The Libraries have begun this subscription in anticipation of replacing Films on Demand (FoD), which as a competitor resource is similar in scope. However, FoD is more than twice as expensive as AVON while offering only 39,000 titles.

We expect access to FoD to cease by July 1, 2020. To that end, we ask instructors who teach with videos from FoD to use the current Spring semester to prepare for the transition from FoD to AVON.

This may include:

- Searching AVON for the same video you have previously used in FoD — there is significant title overlap between the two services
- Finding an alternative video in AVON relevant to your teaching needs — AVON has coverage in (and often expands on) almost all of the major disciplinary areas that are available in FoD
- Contacting the library — we can help to either identify alternative means of streaming or purchase DVDs for those titles from FoD for which you can't find a satisfactory substitute in AVON.

We recognize that this is a substantial change and will be happy to work closely with instructors to make the transition as smooth as possible. Please contact Ben Jahre, Head of Electronic Resources, with questions or to request assistance: jahreb@lafayette.edu or 610-330-5631.

-Ben Jahre

Skillman Spring Exhibits Feature Student Activities

Rapped in Black: The Founding of the Association of Black Collegians

Lass Gallery

In July of 1963, President John F. Kennedy appealed to college and university board presidents to extend equal educational opportunities to the nation's black students. In response, Lafayette College increased efforts to recruit minorities. By the late 1960s, approximately forty black students joined a predominantly white, all-male campus community. In response to this culture shock, black students organized the Association of Black Collegians.

The ABC constitution was approved in January of 1969 and members promptly organized a list of concerns to present to the administration. By the following October, before a crowd packed into Colton Chapel, the ABC issued its Black Manifesto. Demands focused on the preservation of black students' identity and culture. At a meeting on April 11, 1970, the Board of Trustees responded to the ABC's demands

and approved the establishment of the first Black Cultural Center at Lafayette College. This exhibit features iconic images and documents from the College Archives tracing this early history of the ABC.



Above: ABC members gather in front of Soles Hall with Reverend Isaac Newton Patterson IV. Patterson, hired in 1970, taught the newly launched "Black Man in American Civilization" course. Left to Right: Riley Temple '71; Reverend Patterson; Vince Henderson '73; Chuck Lambert '73



Lafayette College Student Traditions

Simon Room

Student traditions from the 19th and early 20th centuries at Lafayette College are featured in an exhibition in the Simon Room this spring. Feats of physical strength are on display in contests between the freshmen and sophomore classes. Academic traditions include the Shakespearean play, performed annually during Commencement week, and the end of the semester burning of students' textbooks during the Cremation of Calculus.

Left: Students in costume for the Cremation of Calculus play held at the Able Opera House in Easton, PA, ca. 1890

Annie de Saussure...in the Spotlight

Annie de Saussure, Assistant Professor of French, talks with Lijuan Xu, Associate Director for Research & Instructional Services, about incorporating information literacy into her courses. Previous interviews in this series can be accessed at library.lafayette.edu/instruction/interviews.



Professor Annie de Saussure

Q: What motivated you to apply for an IL grant for French 424 20th Century French Culture?

A: I first heard about the grant during a new faculty orientation meeting when the recipients from last year were talking about their experiences. I had done some work with Diane Shaw, the former special collection librarian, about caricatures from the 18th century in my 18th century literature class, and I wanted to think more creatively about how I could take advantage of the library's resources. Originally, I was thinking about doing a digital project using Scalar to make the course more engaging for students. I had not really thought about information literacy as a guiding component of the course until attending the brownbag. Hearing

about what some of my colleagues had recently done inspired me to rethink the learning outcomes and expectations for my course.

Q: What were the assignments? What did they entail?

A: The first assignment involved students in groups researching newspapers from primarily the Colonial Era in North Africa because those were the newspapers that were available through Gallica, the National French Library's digital database. We were reading about colonial Algeria at the time and I wanted students to locate primary sources, to contextualize them, and to think about how to derive meaning from them in different ways.

The second one required students to find an image from Gallica and tell an imaginative a story about it. For instance, one student used images from Colonial Senegal and imagined a dialogue between women who were braiding each other's hair. The class was reading the novel *I, Tituba, Black Witch of Salem* by Guadelupian author Maryse Condé. Condé had come across a reference to an enslaved woman from Barbados named Tituba in the archives of the Salem Witch Trials. Her novel is the imagined narrative about this woman's life, before, after, and during the trials. Through her creative imagination, Condé tells a story about Tituba, giving her a voice, an agency in history. I wanted students to try out that experience—to think of themselves as both historians and authors by reconstructing a historical moment through the research process and using fiction to fill in the blanks.

For the third assignment, students picked a site of memory (e.g. a physical space or an object), researched it, and discussed how this site commemorates—or possibly distorts—historical events. This project was based on the work of French historian Pierre Nora who demonstrated how French history is commemorated in specific spaces, objects, and symbols of national memory. Battlefields, national anthems, and monuments, for instance, are sites of memory. Nora has been criticized for presenting a homogenized and colonial narrative of French memory and Frenchness. Students, then, were tasked with establishing alternative sites of memory by examining how colonial and postcolonial histories are commemorated—or overlooked—in various

spaces, sites, and geographies.

Q: You worked closely with Ben Jahre and Angela Perkins on your class. What were the advantages of collaborating with a librarian?

A: Ben and Angela were extremely helpful. They had several workshops with the students and also met with students one-on-one, more than once. My students were able to achieve a high level of research in large part thanks to Ben and Angela's work.

The librarians also helped me better conceive the course. Talking with them throughout the semester allowed me to workshop ideas and think through all the pieces. It was really great to have feedback and input from a team of information professionals. There are aspects of the research process, for instance, that I learned intuitively but do not always think to explain to the students in an explicit manner. The whole process made me realize how important it is to make them explicit to students and devote more class time to discussing what it means to do research.

Q: Would you continue to incorporate IL into future versions of this course or other courses?

A: Absolutely! My experience has certainly changed the way that I think about teaching. It has made me realize how useful and helpful the library is and how many resources are here. Our goal is to teach our students how to learn and how to be more informed users of resources. I think that information literacy is really great training in that. So I absolutely plan to continue.

Q: What do you think professors and librarians could do to help students develop their critical thinking and IL skills?

A: Despite my best intentions, I sometimes find myself falling into the pattern where, as the professor, I assume the role of unique source of knowledge. What I want my students to really learn in my courses are transferrable skills, including knowing how to look for information themselves, having a healthy dose of skepticism about information, and how to use it effectively in order to construct convincing arguments. I think we can be more deliberate and intentional in our effort to help students develop these skills. The French seminar presents an opportunity for students to think critically about history and memory as constructs. It does not mean that they are false or bad. Rather, it gives students a more complex understanding of what they are studying and hopefully gets them to consider the texts, films, and sources they read from a more nuanced perspective.

Q: Do you have any advice for faculty who are interested in integrating IL into their classes?

A: I would say have conversations with librarians and also other colleagues early on in your thought-process. Pitch your idea and see what people think. They often have helpful suggestions to help you rethink your course to make it better. Any course at Lafayette has the potential to integrate IL, and our librarians have great ideas and suggestions for making it possible!

ITS News

HIGH-PERFORMANCE COMPUTING AND RESEARCH

The computational cluster is essentially a group of computers offering users a substantially greater pool of resources, such as additional processors, more memory, and greater storage capacity, than is typically available on desktop systems. These resources often facilitate the execution of computational tasks that would be too challenging to accomplish with local resources. For example, running a mathematical optimization problem or bioinformatics analysis that might require several days, or even weeks, of continuous processing is infeasible to complete on a personal desktop or laptop system, given the risks of the system shutting down, or even simply because the resource demand might make the system unusable while it is working. Or, resources are needed to run multiple jobs in parallel at the same time, such as iterating over various values of a variable (or several variables) in a model simultaneously rather than one at a time. The computational cluster offers the ideal platform on which to complete tasks like these. Ultimately, the goal of the HPC cluster is to empower users to solve problems that were previously challenging, or impossible, to do with available resources.

For more information about accessing or using any of these services as part of your research or teaching, please reach out to Jason Simms, Manager of Research and High-Performance Computing at simmsj@lafayette.edu or (610) 330-5632.

GOOGLE MY DRIVE REPLACING U DRIVE

ITS announced in early February the College will be moving to Google My Drive for personal file storage. Those with materials on Samba U drives will need to move their materials to Google My Drive no later than August 1. To assist individuals with the transition, ITS created help documentation at help.lafayette.edu/migrating-to-google-my-drive. On July 1, U drives will become read-only and on August 1, U drives will no longer be accessible.

EDUROAM IS THE RECOMMENDED WIRELESS NETWORK ON CAMPUS

Since the summer of 2016, Eduroam has been, and continues to be, the recommended wireless network at Lafayette. The idea behind Eduroam is to “open your laptop and be online” at Lafayette or any of the over 600 colleges, universities, and research facilities in the US that participate in the program. It’s also available in over 100 countries around the globe. Join the Eduroam wireless network at Lafayette and use it here or anywhere Eduroam is available. help.lafayette.edu/how-to-connect-to-the-network

HAVE A TECHNOLOGY PROJECT IDEA?

If you have a technology project or idea in mind, the place to start is the project submission form. This form is available from the Project Management section of the ITS page, which also includes some additional information about the project submission process. If you aren’t

sure that your project requires support from or partnership with ITS, it is always best to submit it regardless. This will ensure any requests are advanced as quickly as possible. its.lafayette.edu/projectmanagement

DOES YOUR LAB SOFTWARE NEED UPDATING FOR FALL 2020?

By June 1, faculty members and lab managers should submit version update requests for currently deployed academic lab applications, as well as to inquire about the possibility of deploying new academic lab applications for Spring 2020. Requests should be sent to Alan Johnson, Desktop Engineer, at johnsona@lafayette.edu.

STAFF UPDATES

Peter Goode joined the Research and High-Performance Computing team this spring as the Research Computing System Administrator. Peter comes to this team from his previous role as a User Support Specialist at Lafayette. In his new role, Peter will manage the College’s high-performance cluster, services like R Studio Server Pro, and consult with faculty members. Peter grew up in Northampton, England and now resides outside Northampton, PA with his wife Sarah and their children Cora and Crosby. In his free time, Peter enjoys music, movies, home electronics, numerous outdoor activities, and attending Lehigh Valley IronPigs games.

Chat Reference Service Now Available to Students Through the Lafayette Libraries’ Website

A new chat reference service is now available to students in a soft launch through the Lafayette Libraries’ website on Tuesday evenings from 7 – 10 pm. Angela Perkins, Research and Instruction Librarian, and Jonathan Macasevich, Library Technology Specialist, worked with Charles Fulton, Senior Web Applications Developer, to integrate the online customer service platform LibraryH3lp into the Library website

over the 2019 fall semester. Starting January 2020, students can contact a research librarian virtually by clicking the “Contact Us” link in the right hand sidebar at <https://library.lafayette.edu/> and the chat will appear under “Chat with a research librarian live using the tool below” when active.

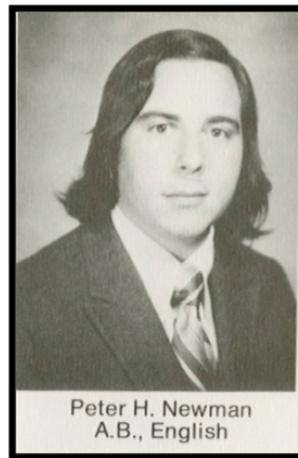
-Angela Perkins

Spring Exhibit in Skillman Features Student Activism

Strike! Lafayette Student Activism in 1970

Fifty years ago this May and two weeks before final exams, approximately one-third of Lafayette College students coordinated a strike in protest of the Cambodian incursion in Vietnam. Motivated by the national growth of the Students for a Democratic Society (SDS) and anti-war demonstrations on college and university campuses across the country, Lafayette students mobilized a comprehensive strike campaign. Protests targeted the expansion of war in Southeast Asia, the draft, and the presence of ROTC at Lafayette. In commemoration of the 50th anniversary of the student strike, photographs, anti-war flyers, excerpts from oral histories, and newspaper coverage of strike activities are on display in Skillman Library throughout this spring.

-Elaine Stomber



“What amazed me about the strike and what was so important about it, was it wasn’t just we were all going to miss class and sit out on the quad and play Frisbee. We brought in speakers. We brought in people from industry to talk about war industry. We brought in politicians, we brought in people who were experts about Asian history and really set up this whole network of classes and information sessions”

Above: Oral history excerpt by Peter Newman '73

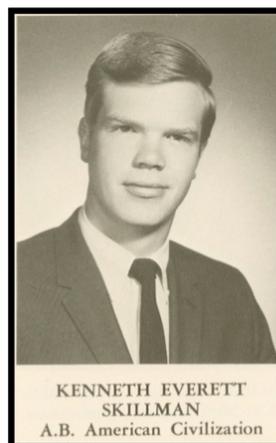


“What was going on internationally made going to class seem silly, particularly when you could see people your age dying on one side of the line or the other. And that gave students a whole different perspective on what they felt or what they believed they needed to be doing.”

Left: Dean of Students, Herman C. Kissiah

“For the first time there were large numbers of students interested over an extended period of time in something besides sex and sports. There was undoubtedly more positive contact between the citizens of Easton and the students from the Hill than in any other time...the College community was alive, dynamic, maybe even relevant.”

Right: Kenneth Skillman '70



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EDITOR: Kylie Bailin

Send your ideas and comments to refdesk@lafayette.edu.