



# NATIONAL ENDOWMENT FOR THE HUMANITIES

## OFFICE OF **DIGITAL HUMANITIES**

### **Narrative Section of a Successful Application**

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Program guidelines also change and the samples may not match exactly what is now required. Please use the current set of application instructions to prepare your application.

Prospective applicants should consult the current Office of Digital Humanities program application guidelines at <https://www.neh.gov/grants/odh/digital-humanities-advancement-grants> for instructions.

Applicants are also strongly encouraged to consult with the NEH Office of Digital Humanities staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

**Project Title:** *Library Circulation Histories Workshop*

**Institution:** Ball State University

**Project Director:** James John Connolly

**Grant Program:** Digital Humanities Advancement Grants, Level I

## **List of Invited Participants**

### **Library Circulation Histories Workshop**

*(all of those listed have expressed interest in participating)*

*\*=have confirmed availability for March 6-7, 2020*

Barbara Bieck, New York Society Library\*  
Robin Burke, University of Colorado\*  
James Connolly, Ball State University\* (Lead Project PI)  
Kalani Craig, Indiana University  
Frank Felsenstein, Ball State University\*  
Brooks Hefner, James Madison University\*  
Edmund King, Open University (U.K.)\*  
Douglas Knox, Washington University-St. Louis\*  
Julianne Lamond, Australian National University\*  
Christine Pawley, University of Wisconsin\*  
Steven Pentecost, Washington University in St. Louis\*  
Christopher Phillips, Lafayette College\*  
Kyle Roberts, Loyola University-Chicago\*  
Michael Sanders, University of Manchester (U.K.)\*  
Erin Schreiner, Bibliographical Society of America\*  
Doug Seefeldt, Ball State University\*  
John Shanahan, DePaul University\*  
Lynne Tatlock, Washington University-St. Louis\*  
Edward Timke, Duke University\*  
Shaqfquat Towheed, Open University (U.K.)\*  
Mark Towsey, University of Liverpool (U.K.)\*  
Wayne Wiegand, Florida State University (Letter of Support)

## Library Circulation Histories Workshop Narrative

*Enhancing the Humanities:* The goal of the Library Circulation Histories Workshop is to make historic library circulation data more accessible and more analytically powerful. Over the past two decades, a number of projects have provided scholars and the public access to a rich body of evidence derived from handwritten library circulation records that capture the borrowing choices of thousands of library patrons. These projects document reading experiences in several countries, during various time periods, and through a range of institutions. They have made meaningful contributions to several disciplines, including history, literature, communications, and library science. The proposed Workshop brings together scholars, librarians, and developers representing at least seven such projects, as well several similar undertakings, to share insights and develop new strategies for increasing the value of these already powerful research tools. It is organized by the leadership of the What Middletown Read project, an NEH-funded effort to create and share the circulation records of the Muncie (Indiana) Public Library from 1891. Given the rapidity of technological developments in the digital humanities, one part of our present aim is to solicit input for an update to the WMR database, which first became publicly accessible in 2011. We hope to provide similar impetus to Workshop participants involved in comparable projects.

Interest in library circulation data stems from the evolution of print culture history, a multidisciplinary field which has developed an increasing emphasis on readers and reading. It is by now a truism among scholars that reading is not a passive act of reception but rather a creative, interpretive act. Texts do not simply convey pre-established meanings devised by authors. Instead, readers create such meanings through their particular engagements with a text, a process shaped by the social and cultural circumstances in which reading takes place. Prominent scholars working in many disciplines and taking various theoretical approaches have argued that our understanding of the history of the book, and of manuscript, print, and digital forms of textual communication, are inseparable from histories of reading. These include Stanley Fish, Janice Radway, Roger Chartier, and Michel de Certeau, to name just a few.

The availability of a handful of sets of library loan records has provided a new dimension to the historical study of reading. Until recently, most research on past reading practices relied upon evidence from a few mostly prominent people who kept diaries or otherwise reported upon what they read. The new resources provided by detailed circulation records make it possible for scholars to investigate the reading choices of ordinary people. They advance our understanding of the reading experience by providing evidence linking readers to books. (While a book borrowed is not automatically a book read, scholars have generated enough evidence to demonstrate that, in the aggregate, circulation records do document patterns of reading choices.) Such data does not provide the information necessary to answer deeper questions about why people chose particular books or what they made of what they read, at least not through the straightforward tabulations of borrowing choices they make possible. In some instances, researchers can use diaries, organizational records, or newspaper reports to supply evidence about context or motivation. However, this material is relatively rare, leaving us unable to contextualize most of the borrowing details this data provides. The core concern of the proposed workshop is to expand the use of digital tools and methods to detect and interpret the reading experiences documented in circulation data.

This broad emphasis points to two key questions that have substantive, methodological, and design aspects. The first is how to marry the computational analysis of texts to library circulation data. While researchers have for some time been able to analyze textual patterns across large corpora of reading material, conjoining such work with data derived from library circulation records can produce a fuller sense of the relationship between social patterns and reading experiences. For a particularly powerful example of this approach, which demonstrates how meaning is “co-constructed” through the engagement of readers with texts, see the recent article, “[Crossing Over: Gendered Reading Formations at the Muncie Public Library, 1891-1902](#),” by Lynne Tatlock, et al., in the *Journal of Cultural Analytics*. It combines careful manipulation of circulation data with computational analyses of texts to investigate the interplay between culturally constructed ideas about gender and reading experiences. Exploring how best to

facilitate this kind of analysis across many projects employing library circulation records is a fundamental goal of the Workshop.

The second key research question involves how best to extract evidence from circulation records to investigate reading communities. Scholars now agree that social contexts condition reading experiences. Tabular borrowing records can only tell us so much about connections formed through and around particular texts or authors, but more sophisticated visualization techniques permit us to connect readers to each other through books. Such evidence can elucidate what literary scholar Julieanne Lamond has called “zones of connection.” These linkages are not proof that borrowers formed social networks through or around texts, but they point to opportunities for targeted archival research that explores the formation of more intimate communities of readers. The workshop will consider ways to deliver search results data in formats (such as CSV or JSON) that lend themselves to use with network analysis tools.

The workshop will also explore a series of additional questions that intersect with its core concern about employing more complex computational methods to investigate reading experiences. Obviously, a key issue is the evolution of libraries. The projects assembled here span three centuries and include private subscription libraries, academic collections, and modern public libraries, so the history and character of these institutions warrants careful attention. They also document the reading of different kinds of texts, ranging from theological treatises to popular fiction, for different purposes. Workshop organizers will remind presenters to keep these historical and contextual differences in mind and the Workshop keynote by Mark Towsey will offer a broad overview of library history and its connection to reading experiences. Another salient question is whether and how to connect some of these datasets, where appropriate and feasible, either through linked open data or in other forms. Given the complexities involved, we do not expect to establish a plan for merging data at this stage, only to begin a conversation about the possibility. We will also devote a portion of the workshop to privacy issues and questions about open access, both of which intersect with opportunities for data aggregation. While the individualized data included in these projects is legally accessible, we nevertheless want to weigh broader ethical questions surrounding its use. We will also consider opportunities for crowdsourced input that allows users to share commentary they discover in the course of their research, an approach inspired by the highly successful Reading Experience Database project. Throughout the Workshop, issues of design and user experience will be paramount and we will devote a section of our final white paper to articulating best practices for these kinds of datasets.

A group of scholars, librarians, and developers representing several library circulation projects will participate. The Workshop organizers are the lead scholars who developed the [What Middletown Read Database](#). This NEH-funded project reproduces the circulation records of the Muncie (Indiana) Public Library from 1891 and 1902, documenting more than 174,000 loans involving more than 4,000 patrons and 6,000 books and magazines. Invited participants include a scholar and developer from the [Australian Common Reader](#) project. This database features the circulation of seven small-town libraries in Australia during the late nineteenth and early twentieth centuries. We have also invited the lead scholars and developers from the [Easton Company Library Database](#) at Lafayette University the [City Readers Project](#) of the New York Society Library, and [Dissenting Academies Online](#). Each of these projects documents reading choices during the eighteenth and nineteenth centuries in the United States and England. Two scholars and a developer from the [Reading What Middletown Read](#) (a suite of tools for visualizing What Middletown Read data) will also join us. They have done the most sophisticated visualizations of library circulation records and will play a key role in the workshop.

In addition to these participants, we will seek others via a public call for proposals. Our aim is to elicit participation from those involved in projects employing library circulation data or using comparable approaches. (See the Environmental Scan section below for other participating projects as well Appendix 3 for details about them.) Our expectation is that these researchers will provide a useful outside perspective and that our discussions will also provide them with helpful insights.

To ensure that the Workshop produces actionable results, we will incorporate two formats. The first involves brief (20-minute) introductions to various projects and examples of the research they have generated. These sessions will feature two or three presentations, followed by questions. The second part will feature moderated discussions focused on key issues surrounding the use and expansion of existing projects, as well as the development of new ones. Topics will include the selection and use of computational text analysis tools, the incorporation of full text access in tandem with circulation databases, the selection of network analysis tools and the output formats most conducive to their use, privacy issues, open access issues, crowdsourcing and the possibilities for data aggregation and linked databases. If travel constraints prevent key participants from attending in person, we will arrange for presentations and discussion via videoconferencing. However, our intent is to gather all involved for face-to-face discussions, both formal and informal.

*Environmental Scan:* The projects listed above are well established online resources. However, their capacity for more complex visualizations varies, from the fairly sophisticated use of topic modeling and affinity analysis in the case of [Reading What Middletown Read](#), to the more straightforward graphical dashboard provided by the [Australian Common Reader](#). There is also a small body of scholarship that employs library circulation records without use of digital technology. In the U.S., this research includes David Hall's *Worlds of Wonder, Days of Judgment* (1990), Emily B. Todd's 2001 analysis of borrowing records from antebellum subscription libraries in Richmond and New Orleans, and Ronald Zboray's *A Fictive People: Antebellum American Economic Development and the American Reading Public* (1993). Christine Pawley's path breaking study of Osage, Iowa, *Reading on the Middle Border: The Culture of Print in Late Nineteenth-Century Osage, Iowa* (2001) was the first to exploit public library circulation data. She carefully analyzes social patterns of borrowing and sets them within a richly drawn social portrait of a small Midwestern town. Outside the U.S., there is a new effort now underway to create a database of circulation records from the Workers Library at Quarry Bank Mill (Styal, U.K.). Several members of the [Community Libraries](#) network, will also participate in the Workshop. This group of scholars investigates library history before 1850 (see Mark Towsey and Kyle B. Roberts, *Before the Public Library*, 2017) and our workshop will serve as a forum for the exchange of ideas between its members and scholars who have focused on the post-1850 period. In addition, Workshop participant Shafquat Towheed is UK PI for the JPIC/AHRC funded consortium, "Reading Europe Advanced Data Investigation Tool" (READ-IT, 2018-2021) which uses digital tools to investigate the cultural heritage of reading in Europe. We also look forward to forging connections with that group.

There are other innovative projects that employ different forms of circulation data and other evidence of reading experiences. These include [Circulating American Magazines](#) (James Madison University), the [Reading Chicago Reading Project](#) (DePaul University), and the [Reading Experience Database](#) (Open University, U.K.). These recent endeavors offer opportunities for scholars working with historical library circulation data to explore techniques devised by researchers who are examining comparable kinds of data or engaged in other types of digital projects devoted to exploring reading experiences. We have invited scholars, librarians, and/or developers associated with these projects with the expectation that they will offer a fresh perspective on our work. We hope as well that the leaders of these projects benefit from exposure to new research on historical library circulation patterns.

*History of the Project:* The impetus for this project arises from our experience developing and using the What Middletown Read Database (WMR). WMR originated with the discovery of detailed circulation records from the Muncie, Indiana, Public Library. (Muncie is known as the subject of Robert and Helen Lynd's seminal 1929 community study, *Middletown: Study in Modern American Culture*. The database we built with support from the NEH takes its name from that research and seeks to build on the long-established tradition of studying Muncie as an emblematic American community. It became publicly available in 2011 and since that time has captured considerable scholarly and public interest. Usage has been steady, and analytics have given us a good sense of how it has been employed. Over the course of

our work in this area, we have become acquainted with other projects doing similar work, some of which were launched before ours and others that have emerged since 2011. The creation of the Reading What Middletown Read website at Washington University-St. Louis, which provides a variety of tools for analyzing WMR data, demonstrated to us the wide range of possibilities that employ this kind of information. Other projects have created innovative methods for querying and visualizing this data. Some researchers, such as those who produced the Australian Common Reader, have recently undertaken efforts to enhance their resources. Our intent is to accelerate this process for all of these projects and to attract new interest among scholars and the public by enlarging their capabilities and publicizing them.

*Work Plan:*

Period	Activities	Responsible Parties
Pre-Award period	Finalize Commitments	Connolly
September-December, 2019	Issue Call for Proposals; Finalize Program; Arrange Transportation, Housing; Hire Project Manager, Publicity via social media, project website.	Connolly, Seefeldt, Project Manager (TBD)
January-February, 2020	Finalize Program	Connolly, Seefeldt, Project Manager, Participants
March 6-7, 2020	Hold Workshop (see schedule)	Connolly, Seefeldt, Project Manager, Participants
March-June, 2020	Prepare and circulate White Paper; provide comments to contributors	Connolly, Seefeldt, Project Manager
August, 2020	Receive Revised Papers	Connolly, Seefeldt, Participants
Post-Award period	Edit, Revise, Submit <i>LCHS</i> and/or <i>Cultural Analytics</i> articles and White Paper	Connolly, Seefeldt

*Final Product/Dissemination:* The concrete results of the Workshop will include: 1) selected papers published in *Libraries: Culture, History, and Society* (LCHS) and/or *Cultural Analytics*. (The editor of *Cultural Analytics*, Andrew Piper, has expressed interest in publishing some of the work presented at our conference and one of our participants serves on the LCHS editorial board.) We plan to publish both original research derived from circulation data and discussions of methods and issues surrounding the exploitation of circulation data; 2) a publicly available video recording of the Workshop presentations made accessible through Ball State's institutional repository, and 3) a white paper summarizing Workshop findings, including the state of the field, technical challenges and opportunities, and consideration of opportunities to collaborate. We will circulate the white paper among Workshop participants as a means of soliciting their feedback and, after revision, submit it for consideration for online publication in [Digital Humanities Now](#). We will also invite participants to complete a short online form (via Google Forms or something similar) to gather input about next steps.

A broader goal of this gathering is to generate momentum toward an ongoing research node that draws together scholars, librarians, and developers involved in the analysis of print circulation, including but not limited to library borrowing records. We also expect the participants to profit from the exchange of ideas during the Workshop in ways that will inform their work going forward. Since the Workshop planners will have solicited other participants and made the event open to the public, we hope and expect it to forge connections among scholars and to generate new research.



## Biographies of Invited Participants

### Library Circulation Histories Workshop

*Barbara Bieck* is Special Collections Librarian at New York Society Library, where she oversees the City Readers Project, an online database of more than 100,000 records of books, readers and borrowing histories from the New York Society Libraries. Before joining the New York Society Library, Bieck was a librarian at the Grolier Club. Her specialties include: Medieval culture studies, Medieval literature, Renaissance art, illuminated manuscripts, anthropology (archaeology, folklore), and special collections/archives. She has an M.S. from the Pratt Institute in Library and Information Science.

*Robin Burke*, University of Colorado, is Professor in the Information and Computer Science Departments at the University of Colorado. Previously he was professor of Computer Science at the DePaul University. He is the author of more than 50 peer-reviewed articles in various areas of artificial intelligence including recommender systems, data mining, and text processing. His work has received support from the National Science Foundation, the National Endowment for the Humanities, and the MacArthur Foundation, among others. His most recent research explores the application of heterogeneous network models to large-scale recommendation and analytics problems. He is a key member of the [Reading Chicago Reading](#) research group and will share his experiences developing the project.

*James Connolly* (Project Director) is the George and Frances Ball Distinguished Professor of History, Director of the Center for Middletown Studies, and Co-Director of the Digital Scholarship Lab at Ball State University. His recent publications include *What Middletown Read: Print Culture in an American Small City* (with Frank Felsenstein, 2015) and *Print Culture Histories Beyond the Metropolis* (lead editor, 2016). He has directed a variety of digital projects, most notably [What Middletown Read](#), and has organized numerous conferences and symposiums. As Project Director, he will be responsible for organizing the Workshop and disseminating its results.

*Kalani Craig* is Clinical Assistant Professor of History, Indiana University. Her research and teaching specialties are at the intersection of digital methodologies and medieval history. She employs digital methods such as text mining, spatial history and network analysis to explore conflict in medieval European history. Her history-pedagogy research makes similar use of these approaches. She is currently the PI on [Net.Create, an NSF-funded exploration of network analysis](#) in history reading comprehension and she co-directs the [Institute for Digital Arts & Humanities](#) at Indiana University.

*Frank Felsenstein* (Project Consultant) is the Reed D. Voran Professor of Humanities Emeritus at Ball State University. Felsenstein was the Co-Director of What Middletown Read and co-author (with James J. Connolly) of *What Middletown Read: Print Culture in an American Small City* (2015). Other publications include *English Trader, Indian Maid: Representing Gender, Race, and Slavery in the New World -- An Inkle and Yarico Reader* (1999) and *Anti-Semitic Stereotypes: A Paradigm of Otherness in English Popular Culture, 1660-1830* (1995). He will serve as a Project Consultant and will help organize the program and disseminate the Workshop findings.

*Brooks E. Hefner* is Associate Professor of English at James Madison University. He is the author of *The Word on the Streets: The American Language of Vernacular Modernism* (U of Virginia P, 2017) and a number of essays on literature, film, popular genre, and print culture that have appeared or will appear in *PMLA*, *MELUS*, *Modernism/modernity*, *Journal of Film and Video*, *Screen*, *Los Angeles Review of Books*, *American Literature in Transition, 1920-1930* (Cambridge, 2017), and *Faulkner and History* (Mississippi, 2017). He is also the co-director of [Circulating American Magazines](#), an NEH-funded digital humanities project collecting, digitizing, and visualizing magazine circulation in the U.S. from 1868-1972. He will introduce the project and present findings during the Workshop.

*Edmund King*, Open University (U.K.) is a Research Fellow in English in the Faculty of Arts and Social Sciences (FASS), where he works on the [UK Reading Experience Database, 1450-1945](#) (RED). He is co-editor (with Shafquat Towheed) of *Reading and the First World War: Readers, Texts, Archives* (Palgrave Macmillan, 2015) and has written a number of scholarly articles in the field of book history. His main area of research interest at the moment is British military readerships during the First World War and he is currently working on a book project about the reading habits of British prisoners of war, 1914–1918. He was Co-Investigator on the AHRC funded [Reading Communities: Connecting the Past and the Present](#) project and is an active member of the Open University's [History of Books and Reading \(HOBAR\) Research Collaboration](#). He will present research related to RED and the Reading Communities investigation during the Workshop.

*Douglas Knox* is the Assistant Director of the Humanities Digital Workshop at Washington University in St. Louis, where he oversees digital research projects, including Reading What Middletown Read. Prior to that he was Director of Publication and Digital Initiatives at the Newberry Library in Chicago. He was managing editor of the *Encyclopedia of Chicago* (2004) and directed an NEH-funded project to create a full-text digital version of the [Chicago Foreign Language Press Survey](#).

*Julieanne Lamond*, is a Lecturer in the College of Arts and Sciences at Australian National University. Her research and teaching focuses on Australian literary culture, the relationship between gender and literary value, digital/data-rich approaches to reading history, and the intersection between literary and popular cultures of reading, especially as mediated by newspapers and libraries. She is lead scholar on the [Australian Common Reader](#) (ACR) and editor of *Australian Literary Studies*. Her relevant publications include “Remapping Cultural History? Digital Humanities, Historical Bibliometrics, and the Reception of Print Culture,” *Digital Humanities 2015* (co-author); “Communities of Readers: Australian Reading History and Library Loan Records,” in Peter Kirkpatrick and Robert Dixon (ed.), *Republics of Letters: Literary Communities in Australia* (2012), 27-38; “Squinting at a Sea of Dots: Visualising Australian Readerships Using Statistical Machine Learning” in Katherine Bode and Robert Dixon (ed.), *Resourceful Reading: The New Empiricism, eResearch and Australian Literary Culture* (2009), 223-239; and “Zones of Connection: Common Reading in a Regional Australian Library” in James J. Connolly et al. eds., *Print Culture Histories Beyond the Metropolis* (2016), 355-374. Lamond will discuss the history and recent redevelopment of the ACR as well as research based up its data.



*Christine Pawley* retired in 2012 as Professor and Director of the School of Library and Information Studies and Director of the Center for the History of Print and Digital Culture at the University of Wisconsin-Madison. She is the author of *Reading on the Middle Border: the Culture of Print in Late Nineteenth Century Osage, Iowa* (2001), which analyzed library circulation data. Her publications also include *Reading Places: Literacy, Democracy, and the Public Library in Cold War America* (2010), and (as co-editor) *Libraries and the Reading Public in Twentieth Century America* (2013). She is currently working on a book tentatively titled *Organizing Women: Print Culture Networks and Community Power in Early Twentieth Century America*. She will offer a presentation based on her research using library circulation records.

*Steven Pentecost* is Senior Digital Humanities Specialist, Humanities Digital Workshop, Washington University in St. Louis. In that role he develops software applications, administers servers, manages data, and mentors student fellows, all in support of faculty research projects in the humanities. His skill set includes the full LAMP stack and its accompanying browser toolset, although he prefers python to php, and can develop in Java when necessary. Applications he's developed include custom web-based user interfaces, dynamic data visualizations, text mining processes, and relational and no sql web front ends and batch processes. He also designed [Reading What Middletown Read](#) and will discuss its development and the challenges of integrating computational analyses with library circulation data.

*Christopher Phillips* is Associate Professor of English at Lafayette College, specializing in American and transatlantic literatures of the 18th and 19th centuries, history of the book, religion and literature, historical poetics, and the digital humanities. He is the author of numerous articles on the above subjects, as well as the book *Epic in American Culture, Settlement to Reconstruction*, published by the Johns Hopkins University Press in 2012. His next book, also with Johns Hopkins, is *The Hymnal Before the Notes: A History of Reading and Practice*, forthcoming in 2018, as is his edited volume *The Cambridge Companion to the Literature of the American Renaissance*. He is writing a follow-up to *Hymnal*, which develops a theory of the hymn as a poetic genre. In addition, since 2010 he is the principal investigator for the [Easton Library Company Database Project](#), a digital project at Lafayette College in partnership with the Easton Area Public Library; this project is focused on digitizing and transcribing the loan records and related materials from the Easton Library Company (1811-1862), the Lehigh Valley's first public library. He will share research from that project.

*Kyle Roberts* is Associate Professor of Public History and New Media in the History Department and Director of the [Center for Textual Studies and Digital Humanities](#) at Loyola University Chicago. He teaches courses on public history, digital humanities, religion, and North America and the Atlantic World in the seventeenth, eighteenth, and nineteenth centuries. Professor Roberts' scholarship explores the intersection of religion, urbanization, and print culture in the eighteenth and nineteenth-century Atlantic World. He is the author of *Evangelical Gotham: Religion and the Making of New York City, 1783-1860* (Chicago, 2016), which explores the underappreciated role the religious played in shaping the growth of the modernizing American city and is co-editor (with Mark Towsey) of *Before the Public Library: Reading, Community, and Identity in the Atlantic World, 1650-1850* (Brill 2017). As a postdoctoral fellow at Queen Mary, University of London from 2009-2011, he worked with a team of researchers, archivists, and technical advisors to create [Dissenting Academies Online: Virtual Library System](#), an

innovative reconstruction of the holdings and borrowings of the leading English dissenting academies.

*Michael Sanders* is Senior Lecturer (19<sup>th</sup> Century Writing) at the University of Manchester (U.K.). His main research interests are the relationship between culture and politics in nineteenth-century working-class radicalism with a particular emphasis on the Chartist movement and has published widely on these subjects. His monograph, *The Poetry of Chartism: Aesthetics, Politics, History* (Cambridge University Press, 2009) argues that ‘Chartist poetry’ currently exists as a complex of aesthetic, historical and sociological problems rather than a properly defined category of literary history. Sanders currently directs a research project that focuses on a workers’ library at Quarry Bank Mill in the village of Styal, Cheshire. It will exploit an archive which not only contains a complete set of borrowing records but which also allows us to cross-reference borrowing, employment and residential records. In turn, this makes it possible to reconstruct the reading patterns of a working-class community over 50 years and to connect those patterns with employment and residential records - our project has been designed to explore the sociable and networked dimensions of working-class reading practices in the first half of the twentieth century.

*Erin Schreiner* is the Executive Director of the Bibliographical Society of America. Before stepping into that role this fall, Erin has been an independent bibliographer working with private and institutional collections relating to American cinema, European architectural history, and British literature. As Special Collections Librarian and Digital Humanities Curator at the New York Society Library from 2012 to 2016, she led a project to design and launch *City Readers*, a digital-collections portal that was named by *Slate* magazine as one of the top five digital history projects of 2016.

*Doug Seefeldt* (Co-Project Director) is Associate Professor of History and founding Research Director of the Digital Scholarship Lab at Ball State University in Muncie, IN. He is a digital historian with teaching and research interests that focus on the intersections of history and memory in the American West. Senior Digital Editor of *The Papers of William F. Cody* at the Buffalo Bill Center of the West in Cody, WY, and Co-Director of the William F. Cody Archive, a digital papers project that has received significant funding from the National Endowment for the Humanities (NEH). He also edits the *Cody Studies Digital Research Platform* and is currently completing several grant-funded digital history projects that focus on some aspect of Cody Studies. In 2014-2015, he was a fellow at the Charles Warren Center for Studies in American History at Harvard University where I participated in the [Workshop on Multimedia History and Literature: New Directions in Scholarly Design](#). As Co-Director of the Library Circulation Histories Workshop, Seefeldt will participate the development and execution of the event as well as the dissemination of its findings. In particular, he will produce an inventory of the tools and methods presented that will be incorporated into the final white paper.

*John Shanahan* is Associate Dean and Associate Professor of English, and Director of the graduate certificate program in Digital Humanities. He has published numerous articles, book chapters, and reviews on the relations of literature and science, and is currently at work on a book about representations of technology in contemporary fiction. He has led seminars on literature and technology for the Chicago Humanities Festival and the Chicago Public Library,

and delivered dozens of papers at national and international conferences. His work on the [Reading Chicago Reading](#) project has received support from the National Endowment for the Humanities Office of Digital Humanities and he will present some of the findings from that project.

*Lynne Tatlock* is Hortense and Tobias Lewin Distinguished Professor in the Humanities and Director of Comparative Literature at Washington University. Her research has focused on the novel and its origins, the construction and representation of gender, reading communities and reading habits, nineteenth-century regionalism and nationalism, and the intersection between fiction and other social and cultural discourses. Among her most recent publications are *Crossing Over: Gendered Reading Formations at the Muncie Public Library, 1891-1902*, in *Cultural Analytics* March 22, 2018 (with others), *Distant Readings: Topologies of German Culture in the Long Nineteenth Century* (2014) and *German Writing/American Reading: Women and the Import of Fiction, 1866-1917* (2012). She has employed digital humanities tools such as topic modeling and affinity analysis to investigate the reception of German fiction and will present aspects of that work that employ library circulation data.

*Edward Timke* is Lecturer in Media Studies at the University of California, Berkeley. He is also Associate Editor of *Advertising & Society Quarterly* and contributor to ADTextOnline.org. Edward's specialties include advertising and media history, international advertising and media, and media theory and research methods. His work focuses on the role of advertising and media in shaping how different cultures understand and imagine each other. His current book manuscript, *Cherchez la femme*, focuses on two decades of representations of the female and the feminine in French and American magazines after World War II. Timke is a 2017 co-recipient of a Digital Humanities Advancement Grant from the National Endowment for the Humanities (NEH) for the [Circulating American Magazines](#) and he will present aspects of work on that project at our Workshop.

*Shafquat Towheed* [Dr Shafquat Towheed](#) is Senior Lecturer in English in the Faculty of Arts and Social Sciences (FASS). He directs the [UK Reading Experience Database, 1450-1945](#), and the [History of Books and Reading \(HOBAR\) Research Collaboration](#) and was Principal Investigator of the AHRC funded [Reading Communities: Connecting the Past and the Present](#) project. He is the UK PI for the JPIC/ AHRC funded consortium, 'Reading Europe Advanced Data Investigation Tool' (READ-IT, 2018-2021) which uses digital tools to investigate the cultural heritage of reading in Europe. He is the author, editor or co-editor of nine books and has researched and written extensively on the history of reading practices. With Professor Jonathan Rose, he is co-editor of Palgrave Macmillan's 'New Directions in Book History' series. His most recent publications are (co-edited with Edmund King) *Reading and the First World War: Readers, Texts, Archives* (Palgrave, 2015) and (co-edited with Nicola Watson) *Austen and Romantic Writing* (Open University, 2016). We have invited him to offer a presentation about the RED project and the Reading Europe Advanced Data Investigation Tool to the Workshop.

*Mark Towsey* is a Reader in the Department of History, University of Liverpool. He is the author of *Reading the Scottish Enlightenment: Books and their Readers in Provincial Scotland, 1750-1820* (2010) and co-editor of *Before the Public Library: Reading, Community, and Identity in the Atlantic World, 1650-1750* (2017). His research examines the history of reading in the

eighteenth and nineteenth centuries, using the practice and experience of reading in the past as a key to understanding much broader social and cultural processes across the English-speaking world. He has been the recipient of a Leverhulme Early Career Fellowship and a British Academy Mid-Career Fellowship, as well as an Arts and Humanities Research Council grant for “Community Libraries: Connecting Readers in the Atlantic World, 1650-1850.”

## **Library Circulation Histories Workshop**

### **Appendix I: Provisional Workshop Agenda**

The Library Circulation Data Workshop will bring together a group of scholars, librarians, and developers at the forefront of research designed to investigate the history of reading and print culture. At present, we have invited twenty-one people to participate (including the organizers). All of them have expressed an interest in participating and all but one has affirmed their availability for the dates we have proposed (March 6-7, 2020). We anticipate a handful of additional participants, in part through an open call for proposals to be issued once funding is established. We will circulate the call via digital humanities-focused social media, listservs, and websites. It will also include an invitation for those who wish to attend but do not plan to present. Please note that the Workshop organizers will engage in further consultation with participants to finalize the program as its scheduled date approaches.

The Workshop's format is designed to foster new research and encourage collaboration. To this end, the program will alternate between conventional conference-style presentations of research or work-in-progress with discussion sessions that zero in on key methodological, interpretive, ethical, and/or technical matters. Workshop organizers have developed a preliminary list of key points for consideration for each discussion panel (see below). The presentations will serve to familiarize participants with each other's work and projects while the discussions aim to share ideas about best practices, technical solutions to the specific issues associated with library circulation data and discover opportunities for collaboration. The final session will serve to gather thoughts, explore opportunities for collaboration, and establish an ongoing network for library circulation projects. The keynote will pull back and offer a framework for thinking about the broad sweep of library history. Our schedule includes ample time for informal exchanges, during breaks, meals, and social gatherings since these interstitial periods often produce the most in-depth conversations and lasting connections. The Workshop is slated to take place in the Pittenger Center, Ball State University, which includes a hotel and conference space, which will also facilitate informal interaction among participants.

#### ***Thursday, March 5, 2020:***

Welcome Reception 6-7:30 PM  
Dinner on own

#### ***Friday, March 6, 2020***

8-8:30 AM: Breakfast/Registration

8:30-9 AM: Welcome/Introductions

9-10:15 AM: Session 1: Research/Project Presentations

- Christine Pawley (University of Wisconsin) Reading on the Middle Border Revisited
- Michael Sanders (Manchester [U.K.] University), The Quarry Bank Mill Project

10:15-10:45 AM: Coffee Break

10:45 AM-12 NOON: Session 2: From Data to Digital [Discussion]

This discussion will consider the experiences of and best practices for translating the raw data found in handwritten library records into usable, searchable, and sustainable digital form. It anticipates the needs of users employing computational and visualization tools as well as more straightforward tabular data analysis. This session will also consider differences in data derived from different types of libraries in different historical settings.

- Convener: Frank Felsenstein (Ball State University). Lead Discussants: Christopher Phillips (Lafayette University), Julieanne Lamond (Australian National University)

12-1:00 PM: Lunch

1:00-2:30 PM Session 3: Research/Project Presentations

- Christopher Phillips (Lafayette University), The Easton Library
- Kyle Roberts (Loyola University-Chicago), Dissenting Academies Online
- Barbara Bieck (New York Society Library), The City Readers Project

2:30-2:45 PM: Coffee Break

2:45-4:00 PM: Session 4: Ethical Questions [Discussion]

Several ethical issues arise in relation to the dissemination of data connected to library circulation records. These include the question of protecting the privacy rights of the historical individuals whose borrowing choices are documented in these records, the benefits and difficulties of providing open access to data as well as project code, and concerns related to crowdsourcing and long-term data management and access. The group will take up these and other ethical issues during this session.

- Convener: TBD. Lead Discussants: Kyle Roberts (Loyola University-Chicago), Erin Schreiner, (American Bibliographic Society).

4:00-4:15 PM: Coffee Break

4:15-5:30: Session 5: Research Presentations

- Presentations from projects recruited through the public call for papers.

5:30-6:30: Reception

6:30: Conference Dinner and Keynote (Dr. Mark Towsey, University of Liverpool)

***Saturday, March 7, 2020***

8:00-8:30 AM: Breakfast

8:30-10 AM: Session 6: Research/Project Presentations

- Frank Felsenstein/James Connolly (Ball State University) Reading Communities Through What Middletown Read
- Lynne Tatlock (Washington University in St. Louis), Reading What Middletown Read
- Julieanne Lamond (Australian National University), The Australian Common Reader



#### 10:30-12 AM: Session 7: Circulation Records, Network Analysis, and Mapping [Discussion]

As noted in our proposal narrative, borrowing ledgers that link individuals to books present the opportunity to detect the outlines of informal reading communities that form around particular texts, genres, or authors. While not firm evidence of the existence of self-conscious communities in and of themselves, they point researchers to further archival work that can flesh out evidence of social formations organized around shared reading. In some instance, these connections can also be examined in spatial terms, producing further indication of the social contexts that define reading experiences.

- Convener: Douglas Seefeldt (Ball State University). Lead Discussants: Julieanne Lamond (Australian National University), James Connolly (Ball State University)

12 noon-1 PM: Lunch

#### 1:00-2:30 PM Session 8: Research/Project Presentations

- Brooks Hefner (James Madison University) and Edward Timke (University of California-Berkeley), Circulating American Magazines
- Robin Burke and John Shanahan (DePaul University), Reading Chicago Reading
- Edmund King and Shafquat Towheed (Open University [U.K.]), The Reading Experience Database

#### 3:00-4:30 PM: Session 9: Textual Analysis and Circulation Data [Discussion]

Combining computational text analysis with library circulation data offers opportunities to generate new insights about reading experiences. Text mining permits us to detect topical and linguistic patterns in texts that are otherwise not associated by author or genre. Conjoining such evidence with demographic information about reading choices can enable researchers to develop with high confidence inferences about how readers interpreted particular texts. This session will consider examples of this kind of research as well as the best ways to facilitate text analysis for users of library circulation databases.

- Convener: Kalani Craig (Indiana University). Lead Discussants: Douglas Knox (Washington University in St. Louis) and Steven Pentecost (Washington University in St. Louis)

#### 4:45-5:15: Closing Discussion Session: Stock Taking and Making Plans

The final Discussion Session will be devoted to a discussion of opportunities for the further development of the various as well as for collaborations among them. It will consider the benefits of and obstacles to data sharing, as well as the chance to create a research node around library circulation data projects. The Convener will center the discussion on the creation of a list of next steps.

Convener: James Connolly (Ball State University); Comments from Workshop Participants

Evening Out for Remaining Participants

## Appendix 2: Bibliography (Works Cited)

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- de Certeau, Michel. *Interpreting Everyday Life*, trans. Steven Rendall (1984: rept.). Berkeley: University of California Press, 2011.
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- Fish, Stanley. "Interpreting the Variorum," *Critical Inquiry* 3:1 (Autumn, 1976): 191-196.
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- Towsey, Mark and Kyle B. Roberts, eds., *Before the Public Library: Reading, Community, and Identity in the Atlantic Worlds, 1650-1850*. Leiden: Brill, 2017.
- Zboray, Ronald. *A Fictive People: Antebellum American Economic Development and the American Reading Public* (New York: Oxford University Press, 1993).

### Appendix 3: Participating Projects

The following brief descriptions provide an overview of the participating projects. It includes images from the projects that provide access to library circulation data in digital form. These illustrations provide some sense of the variations in design, data, and output that distinguish them from each other and contribute to making data integration and collaboration a complicated matter. Also included are short descriptions of participating projects that are not currently in digital form or that do not reproduce library circulation records.

***What Middletown Read*** (<http://www.bsu.edu/libraries/wmr/>) reproduces most of the circulation records of the Muncie (Indiana) Public Library from late 1891 to 1902 in digital form. It includes demographic information on borrowers derived from census records and bibliographic information about books, enabling users to investigate the borrowing choices of individuals and groups. Search results may be downloaded in CSV format for further analysis.

BALL STATE UNIVERSITY EDUCATION REDEFINED

# WHAT Middletown READ

CENTER FOR MIDDLETOWN STUDIES  
BALL STATE UNIVERSITY LIBRARIES  
MUNCIE PUBLIC LIBRARY

Keyword BASIC Advanced

**BOOKS**

Author/Contributor:  
Title:  
Publisher:  
Where Published [?]:  
Subject(s):

**PATRONS**

Name of Patron:  
Race:  
Sex:  
Marital Status:

Birthplace [?]:  
Birth Year:  
Occupation [?]:  
Occupation Classification:

**TRANSACTIONS**

Transaction Date  
Start:  
End:

Find Records! Clear Form ☐ Include Non-Circulating Records

*What Middletown Read*  
Basic Search Page

**Search Results:**

Download Results Book Results ✓ Patron Results ✓ Transaction Results ✓

**-Book (13)**

Show 10 entries Search:

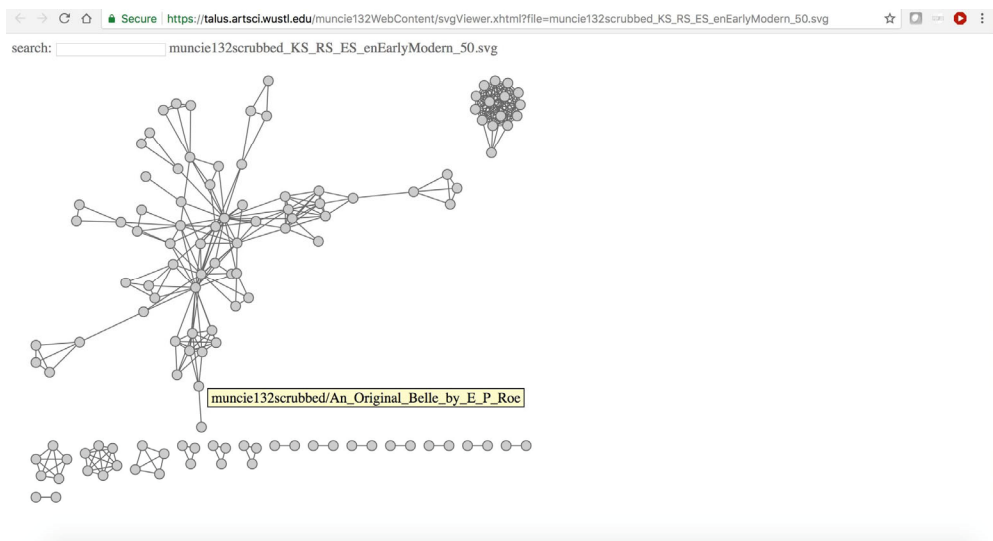
Accession Date	Acc. #	Original Document	Title	Author	# Times Checked Out
Saturday, March 13th, 1875	679	<a href="#">View Page</a>	<a href="#">Mark Twain's Burlesque autobiography : and First romance.</a>	Clemens, Samuel Langhorne, 1835-1910.	4
Saturday, March 13th, 1875	1250	<a href="#">View Page</a>	<a href="#">The innocents abroad.</a>	Clemens, Samuel Langhorne, 1835-1910.	93
Wednesday, October 19th, 1892	8331	<a href="#">View Page</a>	<a href="#">Adventures of Huckleberry Finn : (Tom Sawyer's comrade)</a>	Clemens, Samuel Langhorne, 1835-1910.	149
Wednesday, October 19th, 1892	8536	<a href="#">View Page</a>	<a href="#">A Connecticut Yankee in King Arthur's court.</a>	Clemens, Samuel Langhorne, 1835-1910.	95
Wednesday, October 19th, 1892	8537	<a href="#">View Page</a>	<a href="#">A tramp abroad.</a>	Clemens, Samuel Langhorne, 1835-1910.	73
Friday, July 27th, 1894	8984	<a href="#">View Page</a>	<a href="#">The American claimant.</a>	Clemens, Samuel Langhorne, 1835-1910.	82
Tuesday, October 2nd, 1894	9175	<a href="#">View Page</a>	<a href="#">The prince and the pauper : a tale for young people of all ages.</a>	Clemens, Samuel Langhorne, 1835-1910.	86
Monday, October 4th, 1897	10532	<a href="#">View Page</a>	<a href="#">The tragedy of Pudd'nhead Wilson : and the comedy Those extraordinary twins.</a>	Clemens, Samuel Langhorne, 1835-1910.	78
Thursday, October 7th, 1897	10556	<a href="#">View Page</a>	<a href="#">Life on the Mississippi.</a>	Clemens, Samuel Langhorne, 1835-1910.	40
Thursday, November 10th, 1898	12091	<a href="#">View Page</a>	<a href="#">Following the Equator : a journey around the world.</a>	Clemens, Samuel Langhorne, 1835-1910.	46

Showing 1 to 10 of 13 entries

First Previous 1 2 Next Last

### What Middletown Read Sample Search Results

**Reading What Middletown Read** (<https://talus.artsci.wustl.edu/ballStatePresentation041812/>) offers preliminary versions of visualization tools for analyzing the data assembled in the What Middletown Read database. It employs denormalized data to enhance search results and enables users to visualize data in ways beyond rank-order lists. Available tools include topic modeling, affinity analysis, and a measure of typicality of borrowing choices among readers. The project arose from Lynne Tatlock's use of What Middletown Read data to analyze the reading of German fiction in translation. Steven Pentecost of the Humanities Computing Workshop at Washington University in St. Louis developed the tools, including the topic modeling visualization shown below.



### Reading What Middletown Read sample topic modeling visualization

*Dissenting Academies Online* is part of the Dissenting Academies Project (<http://www.qmulreligionandliterature.co.uk/research/the-dissenting-academies-project/>). It brings together records from dissenting higher education institutions in England from the later seventeenth to the later nineteenth centuries. The collection documents over two hundred academies and the work of hundreds of tutors, thousands of students, and tens of thousands of books held in their libraries. Its Virtual Library System (<https://vls.english.qmul.ac.uk/>) is a groundbreaking union catalogue recording the holdings of leading Baptist, Congregational, and Presbyterian academy libraries in England over the eighteenth and nineteenth centuries. The VLS also captures over 30,000 individual borrowings from these libraries, providing an unprecedented view into the reading preferences of students and tutors. It can be searched by numerous variables, including author, book, keyword, borrower, category of borrower, and subject.

## *Dissenting Academies Online* Advanced Search Page

## *Dissenting Academies Online* sample search results

The *Easton Library Company Database* (<https://dss.lafayette.edu/projects/easton-library-company-database/>) features digitized and transcribed records from the Easton Library Company, a subscription library that served residents of Easton, Pennsylvania from 1811 to 1862. At the center of this project is a series of folio-size ledgers, held by Easton Area Public Library, documenting loans made to patrons for more than fifty years. Search variables include loans, borrowers, and books, as well as author, subject, format, and type of text. Several basic visualization options are offered for search results.

Two Shares

Skillman Library at Lafayette College

## Easton Library Company Database

dss Digital Scholarship Services

Home View Ledgers Browse Records Analyze Data

Log In

### Advanced Data Visualization

Home / Advanced Data Visualization Copyright & Use

#### Easton Library Company Bivariate Analysis

Entity to be Analyzed: People Field for Analysis: Role

Entity to be Analyzed: Items Field for Analysis: Authors

Type of Chart: Grouped Bar Chart View the Data

Digital Scholarship Services Skillman Library Lafayette College

The *Easton Library Company Database*  
advanced query page

dss Digital Scholarship Services

Home View Ledgers Browse Records Analyze Data

Log In

Show 10 entries

Shareholder	Representative	Checkout	Title	Vols.	Modified	View	Edit
Search Shareholder	Search Representative	Search Chex	Search Title	Search Vols.	Search		
Abernethy, H. H. Dr.	Abernethy, H. H. Dr.	1850-04-23	Stanley Thorn (Octavo 488)	1	2015-10-12	view	
Abernethy, H. H. Dr.	Abernethy, H. H. Dr.	1850-04-23	Mysteries of Paris (Octavo 523)	1	2015-10-12	view	
Abernethy, H. H. Dr.	Abernethy, H. H. Dr.	1850-04-23	Refusal (Duodecimo 63)	1	2015-10-12	view	
Abernethy, H. H. Dr.	Abernethy, H. H. Dr.	1850-04-02	Magician (Duodecimo 779)	1	2015-10-12	view	
Abernethy, H. H. Dr.	Abernethy, H. H. Dr.	1850-04-02	Roman nights (Duodecimo 362)	1	2015-10-12	view	
Abernethy, H. H. Dr.	Abernethy, H. H. Dr.	1850-04-02	Story of a life (Duodecimo 357)	1	2015-10-12	view	
Abernethy, H. H. Dr.	Abernethy, H. H. Dr.	1850-03-23	Sketches of the domestic manners and institutions of the Romans (Duodecimo 288)	1, 2	2015-10-12	view	
Abernethy, H. H. Dr.	Abernethy, H. H. Dr.	1850-03-23	High Life (Duodecimo 430)	1	2015-10-12	view	
Abernethy, H. H. Dr.	Abernethy, H. H. Dr.	1850-03-19	High-ways and by-ways, or, tales of the roadside [1st, 2nd, 3rd series] (Duodecimo 318)	1, 2	2015-10-12	view	

The *Easton Library Company Database*  
sample results page



*The Australian Common Reader* (<http://www.australiancommonreader.com>) collects and arranges information about the reading patterns of small populations in the past (typically country towns, suburbs, and colonial cities) sourced from library catalogues and loans registers. The ACR Libraries archive is searchable via author, work, library, borrower, and date, and is cross-searchable with the Diaries archive. In addition, users can undertake more complex quantitative analyses of reading. The archive currently holds loans information from seven Australian libraries. It also contains an archive of individual diaries that document reading practices and a newspaper archive (in preparation). Its search fields include borrower, book, author, author nationality, and publisher. New visualization tools are in development.

The screenshot shows the 'Common Reader Authors Database' interface. On the left, there are search filters for 'Daily Reading', 'Lambton Institute', 'PERIODICAL Holdings', and a list of authors including 'Jones'. The main area displays search results for 'Jones, Jennie', showing membership dates (1902-1905, 1908-1910) and a list of books issued. The books list includes titles like 'Alice, or, the Mysteries (1838)', 'Anna Karenina (1877)', 'At the Crossroads (1898)', 'Audrey (?)', 'Childhood, Boyhood and Youth (?)', 'Connie Burt (?)', 'Donovan (1882)', 'Doreen (1894)', 'If I Were King (1903)', 'Jimmy (1903)', 'Love Grown Cold (1902)', 'Margaret (1902)', 'Over the Border (1904)', 'Sheilah McLeod (1897)', 'Son of Gad, A (1902)', 'St Martin's Eve (1866)', 'Wizard's Light, The (1902)', 'A Queer Affair (1903)', 'A Queer Affair (1903)', 'A Queer Affair (1903)', 'A Queer Affair (1903)', 'A Queer Affair (1903)', 'Briar and Palm (1887)', 'Court of Honour, The (1901)', 'Daughter of a Magnate, The (1903)', 'Diary of a Pilgrimage (1891)', 'Eileen (1903)', 'Esau (?)', and 'Family at Mirale, The (?)'.

*Australian Common Reader*  
search fields and results

The *Quarry Bank Mill Workers' Library Project*, now underway and headed by scholars based at the University of Manchester (U.K.), will reproduce the circulation records of the employee library at Quarry Bank Mill, a long-running manufacturing operation established in Styal, Cheshire (<https://www.nationaltrust.org.uk/quarry-bank>). The library's circulation records are intact and document the borrowing choices of workers over the first half of the twentieth century. There are also employment and residence records for the borrowers, which will enable users to investigate the social patterns of library use. The project is in its initial stages, which will enable its leaders to benefit from exchanges with scholars and designers who have been involved with similar (and now complete) endeavors.

Christine Pawley's *Reading on the Middle Border: The Culture of Print in Late-Nineteenth-Century Osage, Iowa* (2001) [<http://www.umass.edu/umpress/title/reading-middle-border>] is a pioneering study of reading and print culture in a small town in late nineteenth-century America. It's core sources are a set of library records that include circulation details for five-year period during the 1890s. Although Pawley's data has not been converted to a publically accessible digital resource her experience in designing and interpreting such material is substantial. During the Workshop we will explore opportunities for integrating this data with existing resources.

**Reading Chicago Reading** (<https://dh.depaul.press/reading-chicago/>) is a digital humanities project that takes as its starting point the popular and much-imitated “One Book, One Chicago” program operated by the Chicago Public Library since 2001. Each year (originally every six months), the library chooses one book around which to organize city-wide events, discussions, and other programming. The 25 different books that have been chosen since the program’s inception serve as probes into the reading behavior of the city. The project team has assembled data indicating which works were checked out and for how long, at which branch, and via what media. Through analysis of these numerical data sets in conversation with core digital humanities practices of text analysis and critical history of media, it models the response of the library’s patrons to literary works more generally, looking at how features of texts lead to varying levels of reading interests as expressed in their library circulation. While Reading Chicago Reading is not focused in the same kind of historical circulation data as other participating projects and does not make the same borrower-to-book links as they do, its use of computational tools can provide insights and suggest new approaches to those engaged in such work.

**Circulating American Magazines** (<http://sites.jmu.edu/circulating/>) is an ongoing project that documents the circulation of American periodicals from 1880 to 1972. It addresses the critical absence of reliable circulation information by digitizing data from the Audit Bureau of Circulations and building a robust database of data covering the period 1925 to 1972 (the range of volumes held at the Library of Congress). The Audit Bureau figures will be supplemented by summary data from Ayer & Son’s reports from 1880 to 1924, which provide the most reliable circulation information before the Bureau’s founding. The Circulating American Magazine’s project team’s experience in thinking about how to visualize circulation will offer a useful perspective on the kinds of circulation analysis presented in other participating projects.

The **Reading Experience Database** (<http://www.open.ac.uk/Arts/reading/UK/index.php>) collects and shares commentary on texts by both famous and ordinary people in Britain between 1450 and 1945. It is an open-access database containing over 30,000 easily searchable records of reader’s commentary drawn from published and unpublished sources as diverse as diaries, commonplace books, memoirs, sociological surveys, and criminal court and prison records. Volunteer contributors upload references to reading, which are made freely available online. Users can export search results in pdf format. While engaged in a library circulation project, members of the Reading Experience Database team have been at the forefront of digital humanities focused research on the history of reading and can offer insights from that work. Since their project relies on a form of crowdsourcing, we expect they will have especially useful ideas about how to employ that approach, as several of the participating projects seek to do.

## Data Management Plan

### Library Histories Workshop

#### Roles and responsibilities:

Project director James Connolly will be primarily responsible for supervising the creation and long-term preservation of deliverables as described in the Final Product and Dissemination section of the narrative. The PD will collaborate with the University Libraries Copyright and Scholarly Communications Office to implement this plan. Workshop participants will be invited to share presentations and links to available data for experimentation; however, these participants and their institutions remain responsible for long-term management and sharing of their respective data outside the scope of this project.

#### Data to be Generated

<i>Type of Data</i>	<i>When will it be shared?</i>	<i>Where will it be shared?</i>
Presentation videos and slides (MP4, PDF)	As soon as possible following workshop	Ball State IR; Humanities Commons
Workshop website	3-4 mos. prior to workshop; will remain live for 1 yr. following workshop before archiving	Ball State; Archive-It
Special issue, <i>Libraries: Culture, History, &amp; Society</i> (PDF)	Published semiannually; contributors will be strongly encouraged to share peer-reviewed post-prints as soon as possible according to publisher policy	JSTOR; post-prints through Ball State IR
White paper, including links to data resources made available by respective projects (PDF)	Conclusion of grant period	Ball State IR; NEH

Presentations will be made publicly available in PDF (slide) and video formats under a Creative Commons Attribution-NonCommercial 4.0 International license. Dublin Core metadata will describe submissions at the item level.

As addressed in the narrative, issues of privacy and data sharing will make up a portion of the workshop discussion. Each of the participating projects has already undertaken extensive research to ensure adherence to relevant privacy laws, and attendees will discuss approaches to privacy and ethics.

#### Data Management & Retention

Ball State University Libraries commits to long-term preservation of research outputs deposited in Cardinal Scholar, a DSpace-based institutional repository managed by the Copyright and Scholarly Communications Office and Library Information Technology Services. Ball State subscribes to Internet Archive's Archive-It service, which allows for long-term retention of the project website.

Data that is being actively managed over the course of the project prior to deposit in Ball State's Cardinal Scholar will be temporarily stored using the third-party Box service managed by Ball State's University Information Technology Services staff.