NARRATIVE

Significance

Significance of the Collection

The University of Florida seeks support from the National Endowment for the Humanities for a two-year project to catalog and digitize volumes from the Baldwin Library of Historical Children’s Literature published in the United States and Great Britain from 1890 through 1910. 7,500 volumes will be fully catalogued and, of those 7,500, the volumes with color illustrations (approximately 2,500) will be digitized and made freely available for full text searching over the internet. As part of the digitization process, harvestable metadata will be created and served, and the electronic packages will be shared with other digital children’s literature collections.

The Baldwin Library of Historical Children’s Literature is part of the Department of Special and Area Studies Collections at the University of Florida.  The Baldwin Library includes approximately 100,000 books published for children in the United States and Great Britain from 1656 through 2006.  Currently, access is provided through a printed (1981) guide to the collection, a local card catalog, the University of Florida on-line catalog (http://www.uflib.ufl.edu/) and the University of Florida Digital Collections (UFDC) (http://www.uflib.ufl.edu/UFDC/UFDC.aspx?e=juv).  All Baldwin Library books have a record in the University of Florida on-line catalog.  Approximately 25,000 of those books are represented with full bibliographic records and 75,000 with brief provisional records accessible by title and date only.  Digital versions of over 1,100 Baldwin Library books are currently available on-line through the UFDC and another 590 are available on the Florida Center for Library Automation (FCLA) Publication of Archival Library & Museum Materials (PALMM) Literature for Children website (http://palmm.fcla.edu/juv/).

Although the Baldwin Library holds many well-known titles, it also contains titles that are unknown, titles which, although read and enjoyed by children years ago, have not survived.  This aggregation of well-known and little-known titles has formed a unique collection with a depth and breadth that other collections of similar material do not duplicate.  Although several collections of historical children’s literature have received grants to support preservation and improve access to their collections in the past, the portion of the Baldwin collection that is the focus of this project will not significantly overlap with these other major holdings.  The American Antiquarian Society, which has a valuable collection of historical children’s books holds only titles published in American before 1876.  The children’s literature collections at the deGrummond Collection at the University of Southern Mississippi and the Kerlan Collection at the University of Mississippi, both focus on author manuscripts and illustrators’ original art and the bulk of their collections are 20th century.  The Arne Nixon Center for Children’s Literature at California State University Fresno, holds primarily 20th century publications and California authors.  Most digitization projects of children’s literature collections focus on books recognized as classics, as representatives of a particular theme, or as the work of a well known author or artist, and while the mass digitization of academic library collections has received attention and support in recent years, few of those collections include historical children’s books to any great extent.  The digitization of the selected books which contain color illustrations allow for the
exploration of the development of the use of color, an important component of children’s literature. The comprehensive cataloging of British and American children’s literature published during the twenty-one years surrounding the turn of the 20th century with digitization of those with color illustration is a unique approach.

The Baldwin Library is of international significance for researchers who study historical, cultural, social and literary aspects of children's literature published in Great Britain and America. The collection supports research in many areas including education and upbringing; family and gender roles; civic values; racial, religious, and moral attitudes; literary style and format; and the arts of illustration and book design. Many children’s literature experts have consulted the Baldwin Library to research their publications. Some scholars bring to the collection a broad area of interest and use the collection as a base for exploration before narrowing a topic. Others bring a very specific research need to the collection. With its extensive holdings, the Baldwin Library is capable of serving both needs. (See Appendix 1 for publications based on research in the Baldwin Library).

Dr. Maude Hines, Professor of English at Portland State University, recently spent a week at the Baldwin Library. She came to research boys' adventure novels of the late 19th century published in America, and became interested, while reading, in scenes of economic exchange including missionary capitalism and savagery being equated with not understanding the European/American market economy. Most useful to her was the subject access assigned to the bibliographic records which included such terms as "national characteristics." During the course of the week she narrowed her topic to "Missionary Capitalism in Nineteenth Century U.S. Boys' Adventure Novels." Nearly half of the books she discovered and used were not available at other collections.

Other recent scholars who have visited the Baldwin Library include Dr. Donelle Ruwe of Northern Arizona University who studied 19th century variations of the poem “My Mother,” Dr. Phil Nel of Kansas State University, who was interested in R. F. Outcault’s story “Buster Brown Plays David and Goliath” for his forthcoming book on radical children’s literature, and Dr. Julie Smith of the University of Wisconsin, Whitewater, who studied the way Charlotte Tucker used natural history to construct her representation of animals.

A number of master’s theses and doctoral dissertations have been completed using the Baldwin Library, most recently, a master’s degree from the University of Florida English Department entitled Prisoners of Innocence: American Justice, Children, and Children's Books, 1865-1920 (2006). As awareness of and access to the collection expand, the potential for multi-disciplinary use increases. Professors will follow the lead of the University’s History of Science staff who have already directed one master’s degree candidate to use the collection in the area of natural history and domesticity for a master’s thesis entitled The Child and the Bee: Natural Theology and Insect Science in Children’s Literature, 1825-1855. Currently, a masters degree candidate from the Sociology Department is researching the role of the father in the Little Golden Books series for his thesis entitled Little Golden Fathers.

The University of Florida understands the importance of children's literature and demonstrates its commitment by supporting faculty and programs dedicated to children’s literature. The Center for the Study of Children’s Literature and Culture (http://www.clas.ufl.edu/cclc/) at the
University of Florida has created and produces a three-minute radio program, *Recess!* ([http://www.recess.ufl.edu/center.shtml](http://www.recess.ufl.edu/center.shtml)). The program is recorded by the University’s Public Radio affiliate, linked to a satellite and picked up and broadcast by nearly 500 public radio stations across the country. Rita Smith, Curator of the Baldwin Library, is a regular contributor of essays based on the Baldwin’s holdings to the *Recess!* program. The English Department has four faculty members who teach 14 undergraduate and graduate courses in children’s literature each year. Currently there are 12 MA and PhD students in the Department’s Children’s Literature Track, and more than 150 other graduate students who take the children’s literature classes. This is a reflection of the national trend of increased scholarly interest in children’s literature.

Academic scholars are not the only users of the Baldwin Library. Each year the American Library Association’s Association for Library Service to Children (ALSC) awards from one to three fellowships to its members for a month of study and research at the Baldwin Library. The Fellows have studied nineteenth-century series books, pop-up books, folk tales, family stories from the 1930s and 1940s, 19th and 20th century editions of Cinderella, and 19th century alphabet books. This research has resulted in articles and a book, as well as programs which are shared with the public through public library programs and other community presentations. Requests for information and anecdotal evidence indicate the digitized books have been accessed by children, scholars, and home schoolers.

Intellectual access to the Baldwin Library for such varied research activities will be expanded through cataloging the material and adding the detailed bibliographic records to the national databases, OCLC/RLIN, and through the creation of harvestable metadata to access the project's digital component. The digital component will make all aspects of the books with color illustration, including text, design, illustrations, bindings, and typography, freely available to anyone with Internet access via the University of Florida Digital Collections initiative ([http://www.uflib.ufl.edu/UFDC/UFDC.aspx?c=juv](http://www.uflib.ufl.edu/UFDC/UFDC.aspx?c=juv)). The two earlier NEH funded projects (2000-2002 and 2004-2006) covering the years from 1850 to 1869 and 1870 to 1889 respectively, were very successful, as use of both the source collection and the digitized version increased. (See Appendix 2 for use statistics). This grant application covers the time period from 1890 to 1910, and will build upon that legacy of success to catalog and digitize a set of materials that represent an important era in children’s literature.

The physical collection does not circulate and the material is not available through interlibrary loan. It is currently housed in closed stacks in a humidity, temperature, and light controlled environment. The materials are used in the secure reading room of the Department of Special and Area Studies Collections. Some of the books are quite brittle and special care will be taken during the digitization process to handle the books in ways that produce the least amount of damage. The digitization portion of the project will place thousands of children’s books from the late nineteenth and early twentieth centuries on the Internet at no cost to the user and with minimum damage to the physical item. Digital access will benefit the academic community who will be able to read the books from their home base as well as people of all ages who enjoy children’s literature and would never encounter the language and art of these older books, except through digitized versions.
Significance of the Historical Period, 1890 – 1910

The years from 1890 to 1910 produced the full flowering of what has been called the Golden Age of British and American children’s literature that emerged following the publication of Lewis Carroll’s *Alice in Wonderland* in 1865. Moral tales and religious books with their pious children largely disappeared and were replaced with stories of adventure and heroism, fantasy and whimsy. Ideals of one’s relationship to God gave way to the importance of social and civic relationships revolving around family and country. Play, including imaginative play, is no longer seen as a sign of idleness and an invitation to mischief, but as an important part of a child’s education. Adults are no longer the main characters of books written for children: children are now the main characters, and they are given the freedom to create imaginary worlds, to go on adventures and to grow up, just as their literature was growing up.

Peter Hunt, perhaps England’s most distinguished scholar and critic in the field, characterized this period in *Children’s Literature, an Illustrated History* (Oxford University Press, 1995) as follows:

> The development of publishing for children reflected economic and demographic growth, as well as a society more sensitive and responsive to children's needs. . . . From religious and didactic beginnings, writers were responding to a redefined childhood, one that required a distinctive literature. . . Many authors whose works are still in print and who had a large influence flourished. In a sense, children’s literature was growing-up—away from adults.

The production of and interest in fairy tales, legends and books of fantasy mushroomed, thanks primarily to the efforts of Andrew Lang who published his first book, *The Blue Fairy Book*, in 1889 and followed it with a series of similar books. The writings of E. Nesbit brought the possibility of magic into the everyday life of children. Carlo Collodi’s *Pinocchio, A Tale of a Puppet*, was translated into English in 1892 and became a best seller on both sides of the Atlantic. L. Frank Baum published *The Wizard of Oz* in 1900. J. M. Barrie wrote and staged *Peter Pan* in 1904. Fantasies with humanized animals, such as Beatrix Potter’s *The Tale of Peter Rabbit* (1902) and Kenneth Grahame’s *The Wind in the Willows* (1908), appeared and became wildly popular. Fairy tales, magic, and flights of fancy had gained acceptance and respectability.

There were also, of course, as many books with realistic settings and characters which reflected the social and cultural milieu of the young readers. The continued presence of and interest in the British empire inspired, among others, Rudyard Kipling, Robert Louis Stevenson and G. A. Henty. The waves of immigrants that came to America increased interest in other cultures and in the childhood experiences of other nationalities. L.C. Page & Company of Chicago published a series of books, beginning in 1901 with *Our Little Indian Cousin* (Wade), which implied that all human beings are family and offered glimpses of child life in other countries as a way to foster understanding among children of different cultures. The series books of James Otis, Oliver Optic and Clarence Young took the reader along on the adventures of the Boy Spies, the Navy Boys, and the Motor Boys. Horatio Alger explored social implications of the urban landscape;
Kate Douglas Wiggin’s *Rebecca of Sunnybrook Farm* (1903) and Gene Stratton Porter’s *A Girl of the Limberlost* (1909) chronicled the triumph of young girls over unhappy domestic situations. The books written at the turn of the 20th century put children at the center of the action, made them self-sufficient and set them on self-generated adventure, giving both the authors and the young readers the opportunity to freely explore other cultures, other eras and other landscapes, whether real or fanciful.

Dr. Patricia Craddock, Distinguished Professor Emerita of English at the University of Florida, notes that “because of the intrinsic importance of these books, and because they had ceased to be governed by rigidly didactic conventions that prevented writers from presenting children and their lives realistically, the study of the children’s literature of the period has major contributions to make not only to the history and theory of books for children and of child life in general, but also to the cultural history of England and America.”

Most of the authors and titles mentioned thus far are well known to today’s reader and researcher, but surrounding these giants in the field are a host of equally important but lesser known writers and titles. Tony Watkins, in an essay entitled “History, Culture and Children’s Literature” notes: “The rise of newer forms of literary historicism is connected, in part, with social change and the effort to recover histories for…minority groups within society. In turn, these social aims are linked with the recuperation of forgotten texts, including texts that have never been considered worthy of academic study.” (*International Companion Encyclopedia of Children’s Literature*, 1996, p. 4)

The books of the Baldwin Library are uniquely qualified to reveal this literary and cultural history. In an article about the Baldwin Library in the *Times Literary Supplement*, September 17, 1982, Gillian Avery, a British scholar and author of children’s books, noted that Ruth Baldwin, the original collector of these nineteenth-century books, concentrated on buying books which children had actually read. This collecting philosophy resulted in one of the most important attributes of the Baldwin Library: not only does it hold multiple editions of the agreed upon classics of children’s literature, it also supports these classics with thousands of less significant or less known works. There are many titles not collected by other libraries because they were not considered “important.” In the two previous grants approximately half of the titles catalogued are the only copy of record, indicating that the title has not been collected or held by any other library and its existence is verified solely by the Baldwin Library copy.

These fugitive titles, read and loved by many children, are now extremely scarce, but are important to scholars interested in American and British cultural history and literature. The authors of these unknown books comprise the chorus of other voices that surround and provide a larger cultural background for classic titles and well-known authors. For example, the Baldwin Library contains extensive holdings of the fairy tales of Andrew Lang and editions of Hans Christian Anderson published during this time period, but also has Laura Winnington’s *The Outlook Fairy Book for Little People* and Edith Ogden Harrison’s *The Moon Princes, a Fairy Tale*. G.A. Henty, Harry Castlemon and G. Manville Fenn are all well-known writer of nineteenth-century boys adventure novels. The Baldwin Library holds hundreds of their titles, but also holds F. Frankfort Moore’s *Highways and High Seas*, Willis Boyd Allen’s *Gulf and Glacier*, and Alfred H. Miles’ *Log Leaves & Sailing Orders*, which are all lesser or unknown
titles of novels in the same genre, all published in the last decade of the nineteenth century. These authors wrote books popular with children in the last years of the nineteenth century, as did Henty, Castlemon and Fenn, but Moore, Allen, and Miles have now become the unheard voices.

Lucy Rollin, children’s literature critic, author and Professor Emerita of Children’s Literature at Clemson University, wrote in her letter of support for an earlier grant proposal to the National Endowment for the Humanities, that “[o]ur culture creates, uses, and responds to literature, even what might be considered ephemeral, for it is in the ephemera, really, that a culture truly reveals itself; such artifacts are its unguarded moments.” One vital function of this grant would be to make available to researchers in a very immediate and accessible way the wide range of both classic and fugitive titles held in the Baldwin Library that date to this significant period of children’s literature.

Significance of Color in Children’s Literature


These years saw the rise of this century’s greatest and most popular illustrators, including Arthur Rackham, Edmund Dulac, Willy Pogany, Kay Neilsen, Edward J. Detmold, W. Heath Robinson and Jessie Willcox Smith. This incredible wealth of talent,…the innumerable fine drawings and paintings combining fantasy, humour and sheer beauty and the array of masterly pictorial cover designs richly adorned in gilt have never been equaled.

The digital portion of this project will provide access to thousands of color illustrations by these and other great artists such as W. W. Denslow, N.C. Wyeth, and L. Leslie Brooke, who were creating visually innovative and exciting children’s books between 1890 and 1910. Many of the books had full color plates tipped in as well as two- or three-color illustrations scattered throughout the text. The final years of this time period saw the beginning of the modern picture book, with the publication of E. Boyd Smith’s *The Story of Noah’s Ark* (1905) with color illustrations that not only illustrate the text, but carry the story along.

One of the ways to gauge the place of color in children's literature is to consider not only its denotative value but also, and perhaps more importantly, its connotative influence on readers. In author John Cech's letter of support for an earlier similar project, he noted that "aesthetically, color illustration offered the artist a new, wider vocabulary for representation, thus contributing dramatically to an expansion of the emotional meaning and other visual information … in a given work."

In *Myth, Magic, and Mystery: One Hundred Years of American Children's Book Illustration* (a 1996 catalog to accompany an exhibition of American children's book illustration), Michael
Patrick Hearn provided a rational for the need for preservation of color. He noted that "the purpose of an illustration is to be reproduced, not displayed, and artists have employed certain short cuts that have not always added to the life of the art. They often scrimped on material. Papers discolor or disintegrate, colors fade, glues dry out." Much of the original artwork for the color illustration of children's books produced during this time period has not survived beyond the published versions, and even the work of the well known artists is in museums and not readily or easily accessible. This project proposes to digitally preserve the color illustrations (along with the respective texts) contained in this collection, and to make them more widely accessible. The University of Florida has an institutional commitment to providing long-term maintenance and permanent availability of the digital images. Additionally, the original artifacts – the books – will continue to be maintained in environmental conditions that will slow the process of their deterioration.

**History, Scope and Duration**

This grant application for a two-year project follows up two similar two-year proposals that were awarded funding to the University of Florida Libraries/Baldwin Library by the National Endowment for the Humanities in 2000 and 2004. These two projects have been quite successful.

The 2000 project completed the cataloging and microfilming of 7,418 and the digitization of 1,700 English language children’s books published in Great Britain and the United States between 1850 and 1869. The projected number of titles to be digitized increased from the proposed 1,400 to 1,700; however, because of unexpected workloads and technical difficulties in transferring these titles to the FCLA PALMM website (http://palmm.fcla.edu/juv/), only 590 are currently available on the Internet at that site. After the 2000 project ended, the University of Florida Libraries established its own digital library on an in-house server. All digitized books from the 2000 NEH grant, including the 590 which appear on the FCLA PALMM site, are archived on compact disks and are now queued to be uploaded to the University of Florida Digital Collections (UFDC) website (http://www.uflib.ufl.edu/UFDC/UFDC.aspx?c=juv). This upload will take place when all digitized books from the 2004 project have been made available on the UFDC site. Besides the catalog record for the source document, a record for both the microfilm version and the digitized version was also created and contributed to the national databases.

For the 2004 funded project, which will end September 30, 2006, the microfilming component was discontinued. As of May 31, 2006, 5,152 of the proposed 7,500 English language children’s books published in Great Britain and the United States between 1870 and 1889 have been fully catalogued and the target number is expected to be reached by the termination date. The cataloging component has gone extremely well, with staff from the previous grant providing stability and experience. By May 31, 2006, 1,720 books have been digitized, with 920 more expected to be completed by the termination date. The projected total number of digitized titles for the 2004 grant is now 2,640, approximately 485 short of the original projected goal. The scanning and metadata application of the digitization component has gone well because of experienced staff and upgraded equipment, including two new digital cameras and a number of flatbed scanners. However, the start-up and development of the UFDC and the implementation
of the Greenstone software were not anticipated when the application for the 2004 project was submitted. This temporary interruption, as well as congestion in the digitization queue with other projects, has caused the number of digitized volumes to be lower than projected. The projected number of titles to be digitized also did not take into account the increase in the number of pages per book that took place during the 1870-1889 time period, which increased the number of digitized images. The establishment of the website for the digitized books (http://www.uflib.ufl.edu/UFDC/UFDC.aspx?c=juv) has been up and running since April, 2006. In the two months it has been operational, over 1,100 books digitized as part of the 2004 proposal have been uploaded and made available. More volumes will be added on a weekly basis through the end of the grant period. Catalog records for the electronic versions are being created and contributed to the national databases.

By September, 2006, through the efforts of the University of Florida Libraries staff and with the support of the National Endowment for the Humanities, approximately 7,400 titles will have been microfilmed, 15,000 titles will have been fully catalogued and more than 4,300 will have been digitized. The digitized volumes are being processed for online full text access as quickly as possible. Approximately half of the titles have never been previously recorded. Authority records for series were contributed to the Name Authority Cooperative Program (NACO). The detailed bibliographic MARC records have provided increased access to these resources for scholars and researchers working in the field of historical children’s literature; additionally, the availability of selected titles on the Internet has made classics as well as lost and forgotten books available to a world-wide audience. (See Appendix 2 for use statistics)

The current proposal will be similar to and extend the date range of the previous two funded grant projects. The University of Florida Library proposes to create full bibliographic records for 7,500 volumes of English language children’s literature held by the Baldwin Library and published in Great Britain and the United States from 1890 through 1910 and to digitize and make available on the Internet those with color illustrations, approximately 2,500 books. This era witnessed the peak of the Golden Age of Children’s Literature before the outbreak of the First World War which changed the entire field of children’s literature publishing. Included in the 7,500 books will be fairy tales, adventure stories, series books, poetry, histories, biographies and domestic tales, by known and unknown authors and illustrators. This inclusiveness will give a picture of the entire enterprise of publishing for children during those twenty-one years including classics as well as ephemeral material, all of which is important to the scholar and interesting to the casual reader.

The University of Florida Library is committed to providing increased access to the Baldwin Library. Although the support of the NEH has expedited the cataloging and digitization of large numbers of items, and contributed greatly to the accessibility of this collection of historical children’s literature, additional Library staff continue to catalog other material held by the Baldwin Library as part of their job assignments. The Library’s financial commitment is supported by the decision to set up and manage their own digital library, by purchasing equipment best suited to the efficient and careful handling of material, and by providing staff skilled in the management and maintenance of digital collections and in the operation of the sophisticated equipment. (See Appendix 3 for an institutional statement of commitment). The Baldwin Library Digital Collection is only one of a number of such collections.
(www.uflib.ufl.edu/UFDC/UFDC.aspx) supported and managed by the University of Florida Libraries and the Libraries anticipate adding other important collections as well as increasing its web presence for many years to come. (For specific information on maintenance of digital collections, see “Storage, Maintenance and Protection” section in the “Digitizing the Source Document,” below)

Methodology and Standards

This project consists of two major components that need to be discussed in this section. First, 7,500 titles are to be cataloged either in original or enhanced copy cataloging, and second, 2,500 of those cataloged volumes with color illustrations will be digitized and made available freely over the Web.

Cataloging Printed Works

Approximately 100 titles a week will be removed from the Special Collections stacks and transported on book carts to the Cataloging Unit of the Cataloging and Metadata Department, which is located in the same building. The Senior Library Technical Assistant assigned to the project will check the books into the department electronically, using the bar code assigned to each title. This information will be on the catalogue record and alert the public that the book is in the process of being catalogued. If a patron requests use of a book while it is in cataloging, the book will be retrieved for the patron to use in the Special Collections Reading Room. During the cataloging process, the books will be stored in a locked metal bookcase near the catalogers’ desks. After cataloging, the books that are going to be digitized will be checked out of cataloging and into the Conservation Unit; books that are not going to be digitized will be checked out of the cataloging department and sent back to the Baldwin Library stacks. The books will never be removed from the building since all departments involved in the cataloging and digitization processes are located in the same building as the stacks where the books are permanently housed.

Cataloging will conform to the requirements of full-level Anglo-American Cataloging Rules, 2nd edition (2002 revision) (AACR2R) and to the guidelines already established at the University of Florida libraries for the enhanced access cataloging of the Baldwin materials (http://www.uflib.ufl.edu/alephpro/NEH_Baldwin_Project_Monograph_Cataloging_Procedure.htm). All cataloging will include Library of Congress Subject Headings, subject access through genre terms (MARC21 655 field), and access by publisher, printer and illustrator, (700 or 710 field). Of the approximately 50% of titles for which some level of cataloging already exists, less than 5% include genre access, and the majority of records do not include other than "K" level data. The records created for the digital version will have an active MARC21 856 field, and follow established standards for cataloging electronic resources. All access points for names and subjects will be verified in local and national databases for consistency in form and heading. The inclusion of genre terms is appropriate in this context because researchers in children's literature will seek access to material not only through traditional author, title, and subject approaches, but also through a term descriptive of the category into which it falls, e.g., alphabet books, courtesy books, fairy tales, and folk tales.
All cataloging will be done with the original item in hand and subsequently a record will be derived for the digital versions. (See Appendix 4 for samples of enhanced copy and original catalog records from the previous NEH-funded projects and for a list of the genre terms to be applied in MARC21 655 field).

**Digitization of Volumes with Color**

In this third phase, digitization is to be employed as both an access and as a preservation strategy. All volumes selected for this project are in the public domain. The digitization plan offers both Internet availability and ensures fitness-for-purpose in secondary uses, such as facsimile reproduction and classroom uses. To increase discovery of and access to the Baldwin volumes, the University of Florida will continue to contribute to the freely available International Children’s Digital Library ([http://www.icdlbooks.org/](http://www.icdlbooks.org/)), to PALMM Literature for Children ([http://palmm.fcla.edu/juv/](http://palmm.fcla.edu/juv/)), to the Internet Archive’s Children’s Library, ([http://www.archive.org/search.php?query=mediatype%3Atexts%20AND%20collection%3Aiaccl](http://www.archive.org/search.php?query=mediatype%3Atexts%20AND%20collection%3Aiaccl)) and to the Open Content Alliance ([http://www.opencontentalliance.org/](http://www.opencontentalliance.org/)). (See Appendix 5 for a description of these entities and documentation of the relationship with them)

**Preparation and processing for digitization**

The Conservation Unit Head, John Freund, will work with the Digital Library Center (DLC) and the Curator of the Baldwin Library to monitor and mitigate the effects of handling during cataloging and digitization. After cataloging, the books to be digitized will be transported to the Conservation Unit where Freund will review the physical volumes, noting the condition of the books previous to digitization. After digitization, he will again review the condition, making repairs and recommending adjustments in the digitization processes if necessary. Protective enclosures will be purchased to house volumes with structural damage that, as a result of their brittle nature, cannot be repaired.

Books will be transported to the DLC from the Conservation Unit after they are catalogued and after the conservator has reviewed them. Each book will be checked into the DLC electronically, using the bar code assigned to each title. This information will be on the catalogue record and alert the public that the book is in the process of being digitized. If a patron requests use of a book while it is in the DLC, the book will be retrieved for the patron to use in the Special Collections Reading Room.

Once received into the DLC, Nelda Schwartz, Item Bibliographer, captures the MARC record for each volume. This record is run through a batch importer program that creates both the XML bibliographic data files and adds similar bibliographic data to DLC’s internal tracking database. Tracking slips are inserted into each book and then the books are transferred to the imaging unit. At the end of the digitization process including successful text creation, Schwartz returns the books to the conservator.

The schematic below shows the basic workflow for bringing these digitized volumes to a global audience: quality-controlled digital page images are passed to a text-processing unit for text conversion and mark-up and from there into the web served collections.
Scanning Plan: The digitization plan ensures highest quality capture with the lowest risk of damage to nineteenth- and early twentieth-century bindings with brittle animal glues.

All images will be captured at bit depths and resolutions appropriate to textual and binding characteristics. Tightness of binding, fragility of paper and/or binding, type face characteristics, and physical size of the item necessitate use of various capture devices. Past experience indicates that only 50% of the volumes are likely to be suitable for capture by the fastest method: the Copibook scanner. Other volumes will need to be scanned by slower but less rigorous methods using the Microtek 9800 XL flatbed scanner, an Epson 1640 XL flatbed scanner, or a 13.7-MP (mega-pixel) Kodak DCS 14n planetary digital camera. When appropriately calibrated, this equipment achieves highly accurate capture in grey scale and color. Capture will be sufficient to meet Quality Index requirements as calculated by Cornell University and widely used within the library digitization community as a standard for determining requisite digital resolution, i.e., dpi. (See Benchmarking for Digital Capture [http://www.library.cornell.edu/preservation/tutorial/conversion/conversion-04.html] and Establishing a Central Depository for Preserving Digital Image Collections [http://www.library.cornell.edu/imls/image%20deposit%20guidelines.pdf]. Specifications for the capture equipment and the book cradle used with the Kodak camera are given in Appendix 6. Scanning methods chosen will depend on the document characteristics, but will follow the principals and recommendations set forth in Moving Theory into Practice: Digital Imaging for Libraries and Archives (Anne R. Kenney and Oya Y. Rieger [Mountain View, Ca : Research Libraries group, 2000]) and Cornell University’s Digital Imaging Tutorial (http://www.library.cornell.edu/preservation/tutorial/contents.html).

Digital Images: The Guidelines for Master TIFF Image Files (http://palmm.fcla.edu/strucmeta/tiff.html) employed by this project are those established by the University of Florida for the PALMM cooperative. The master files are uncompressed TIFF (ITU T.6) images. Scans are scaled to 100% of the source document dimensions. Bit-depth is 24-bit color or 8-bit gray scale; dpi is 300 at a minimum. Color space is sRGB with scanning software calibrated to a standard RGB palate. Derivative jpg files will be created for use in OCRing and for web serving.

Images are captured on 80 GB external hard drives and connected via USB ports to computer workstations running Microsoft Windows XP or higher and Adobe Photoshop CS 2 or higher. Image processing routines are conservative and are intended to maintain original image quality. Image de-skew, cropping, and color correction are the common corrections needed.
Because color management of images is a key issue in this project, calibration of equipment will be monitored constantly. Digital camera color fidelity is achieved by color balancing the digital camera with ANSI IT8.7/2-1993 (Graphic Technology _Color Reflection Target for Input Scanner Calibration. Washington, D.C.: American National Standards Institute, last revised 1993) compliant specifications through the use of targets such as Kodak Q-60 and Q-13. Flatbed scanner color fidelity is achieved through bundled Q-60 based calibration programs, and the CopiBook is calibrated through its integrated calibration utility. Monitor gamma and color calibration is achieved through Monaco Optix 2.0. The supervising technicians have academic training in both photographic and digital imaging techniques and will determine the correct tonal values for the 24-bit image according to Q-60 and Q-13 calibrations and adjust each image to optimize tone and contrast, and to maintain color fidelity.

**Quality Control Review:** Quality control plays a prominent role in imaging operations. Visual inspection, together with a query of the file header, will be completed by spot check. Spot check requires inspection of every image in thumbnail view and of no less than 10% of the images in full-image view. Spot check against file header is an automated process that alerts Quality Control Technicians to deficiencies of image files. The Quality Control Unit performs the visual inspection. This Unit uses specially designed software programs (Pre-QC and Quality Control Applications) to derive jpg images used in the text conversion, to verify completeness of image capture, and to create the basic structural metadata.

**Text Conversion:** Accepted page image files for each volume are saved to a portable hard drive that is connected to a text-conversion workstation. This station is an Intel Xeon 3 GHz with Windows XP.

The page images are processed by Prime Recognition optical character recognition (OCR) software. Prime Recognition software is also used by the digital programs at the University of Michigan and the University of Kentucky and processes images against a battery of six optical character recognition engines. It chooses the best engine for the fonts and font sizes on the page. Conversion, together with some automated and dictionary aided correction, can achieve up to a 99.99% accuracy, depending on printed text characteristics.

Pages are processed out of Prime Recognition as plain text (TXT) and PDF images with text behind. For this project, no text tagging is proposed. The University of Florida utilizes locally programmed routines to create METS (Metadata Encoding and Transmission Standard, [http://www.loc.gov/standards/mets/](http://www.loc.gov/standards/mets/)) files that identify and tag structural metadata (e.g., covers, preliminaries, title pages, chapters, etc.) and will also add bibliographic and administrative metadata and responsibility statements.

**Text Verification and Mark-Up:** The text output is manually reviewed and corrected as necessary. Prime Recognition was chosen by the University of Florida primarily because it features six OCR engines governed by a voting algorithm. This software is recognized as an industry leader in producing accurate text conversion. Structural mark-up information, e.g., title, bibliographic information, table-of-contents, chapter headings, etc. will be corrected to
100% accuracy. Other texts will not be corrected outside Prime’s normal dictionary aided correction routines until a later date and only as needs dictate.

Once the digital packages are successfully created, they are deployed to Web servers for public access: Baldwin Library of Historical Children’s Literature, Literature for Children, International Children’s Digital Library, and the Open Content Alliance. Packages are also sent to the Florida Digital Archive for TIFF preservation and the metadata becomes available for harvesting by service providers. The details of access and preservation are more fully described in the sections below.

Organization of and access to material

**Discovery of digitized texts** can occur in several ways: MARC records with linked 856 fields are in online catalogs of the University of Florida, the Florida state university union catalog, WorldCat, etc.; OAI compliant metadata is served for harvesting by repositories; and complete electronic packages are contributed to other online collections such as the International Children’s Digital Library, Literature for Children, and the Open Content Alliance. The primary access into the digital collection is through the Baldwin Library of Historical Children’s Literature Digital Collections homepage (http://www.uflib.ufl.edu/ufdc/UFDC.aspx?c=juv). This interface has been developed by the University of Florida as part of its broader digital collection architecture and is based on the Greenstone Digital Library System. This system and its associated resources are discussed below. An overview of the search and display functionalities of this system is found in Appendix 7.

**Greenstone Architecture:** Greenstone's Digital Library System ([http://www.greenstone.org/cgi-bin/library](http://www.greenstone.org/cgi-bin/library)) was chosen as the full text indexing, metadata storage, retrieval, and search engine for all University of Florida Digital Collections (UFDC) including the *Baldwin Library of Historical Children’s Literature Digital Collection*. Greenstone is an open-source digital library system produced and maintained by the New Zealand Library Project at the University of Waikato. It is promoted by the United Nations to many of our partners in Africa, the Caribbean, and Latin America. Greenstone has two main components, the metadata portion and the display portion. While the metadata and indexing portion is strong, the display portion did not provide some of the functionalities we required. As a result, only the metadata portion of Greenstone is used. All the bibliographic data ultimately resides in Greenstone 2.60 running under Linux.

We chose to build a multi-tier architecture with a custom presentation layer. Greenstone forms the foundation of UFDC. A presentation layer created in C#, utilizing ASP.net provides access to the web user. The presentation layer will read all bibliographic data from Greenstone and interact with Greenstone in real-time to perform searches. The Greenstone server will continue to serve both the data and the image. However, the user will interact with the presentation layer outside of Greenstone.
There are several advantages to this architecture beyond its total control over look and feel. This provides for platform independence. Greenstone could be removed from the data layer and a variety of other digital library management systems could be used. We can build a hierarchical collection structure with collection groups, collections, and sub-collections. Using this architecture will also allow us to store session state and develop user portfolios, should we decide to do so in the future. This architecture can read data from a variety of sources besides Greenstone, and it allows the data and images to appear under the same interface. This provides for a continuous look and feel for the users regardless of the source of the images and data. Technical specifications and documentation for UFDC development may be found at http://www.uflib.ufl.edu/ufdc/technical/index.htm.

Database: Data needed to drive the presentation layer are placed in a Microsoft SQL Server database. This database mainly stores display information. The appearance of collections depends partly on data stored in the database. This data tells the presentation layer where to look for the style sheets and banners. It also contains the information about the hierarchy of collections. The bridge between the presentation layer and the Greenstone collection(s) is stored in this database.

The database also stores basic information to assist with the display of items from Greenstone. This includes the watermarks (or icons) on the left navigation bar, downloads, and the table of contents. The tables and relationships supporting the presentation layer are given in a diagram at http://www.uflib.ufl.edu/ufdc/technical/index.htm.

Metadata (MARC): As noted above in the methodology for cataloging, MARC records are created for all volumes. These records are added to the UF online catalog (http://uf.aleph.fcla.edu/F), and within scheduled load periods in the OCLC WorldCat and through the Research Libraries Group (RLG) RLIN. Loads will continue during and after the intended merger of OCLC and RLIN. As part of this project, the Table of Contents for the volumes digitized are sent to RichCAT which is part of the Library of Congress’s Bibliographic Enrichment initiative (http://www.loc.gov/catdir/beat/). This initiative is designed to “enhance the content of Library of Congress bibliographic records and improve access to the information which the records contain.”

Metadata (METS and Greenstone): For volumes that have color and are digitized, national Metadata Encoding and Transmission Standard (METS) metadata is created. The METS files include structural data about each image file related to a bibliographic resource, as well as
descriptive and administrative information. The bibliographic, or descriptive, data for these METS files is imported from the catalogue records that are created during the cataloging phase. METS files are created by an in-house Quality Control Application (see Quality Control Review above) and the output is reviewed and enhanced, as needed, by our text technicians. METS files can be viewed by selecting METS Metadata under the Technical Data menu on the navigation bar to the left of an item being viewed. Also viewable is the Greenstone derivative metadata format that is automatically created for internal Greenstone use when items are loaded. METS records are OAI compliant and harvestable. Information on the metadata used in the UFDC may be found at http://www.uflib.ufl.edu/ufdc/technical/index.htm#mets. Samples of the record displayed to the public and of the Greenstone XML metadata are shown in Appendix 8.

Because the METS records are harvestable, it is expected that they will be incorporated into the metadata repositories of multiple service providers. OAIster (http://oaister.umdl.umich.edu/o/oaister/) at the University of Michigan and UIUC Digital Gateway to Cultural Heritage Materials (http://nergal.grainger.uiuc.edu/cgi/b/bib/bib-idx/) have harvested the Baldwin metadata from Phase I.

Because UFDC represents the largest set of digital collections supported by Greenstone, a great deal of supporting programming has been done and will continue to be done to create needed functionalities in terms of search and display. As presently configured, the full text searching capabilities of Greenstone are not as robust as desired. Ideally, the result sets would highlight the search term in the text or metadata wherever found. Additionally, some page images would be more useful if displayed in the jpg2000 format which allows zooming in and out. Each of these desired functions are queued to be resolved and programming will occur concurrently with the grant period; however, grant monies are not being requested.

Storage, maintenance, and protection of data

**Preservation of original paper based materials:** As outlined more fully in both the Work Plan and other portions of the Methodology & Standards section, the physical volumes themselves are monitored at all stages in the project. The volumes never leave the Smathers Library building and are stored in secure areas during all parts of the project, limiting opportunities for theft or misplacement. The book cradle as described in Appendix 6: Imaging Equipment only opens the volume to a 120 degree angle, 40 to 50 degrees less than a microfilm camera and up to 60 degrees less than a flat bed scanner, minimizing the damage caused to the spine of the volume during imaging. The amount of UV light the volume is exposed to during the scanning process is equivalent to that of normal reading or photocopying. Storage conditions in the Special Collections stacks are cool and dry. Finally, all volumes will be returned to the Special Collections stacks after the project is completed and will be available for future researchers. No titles will be withdrawn.

**Archiving of the electronic output of the digitization project:** In practice consistent for all University of Florida digital projects, redundant digital archives are maintained.
An in-house DLC archive is created by burning TIFF (uncompressed, ITU TIFF v.6, scaled to 100% of original), jpg, text and METS files to gold-based DVDs after the digital packages are successfully deployed. (cf. Guidelines at [http://palmm.fcla.edu/strucmeta/tiff.html](http://palmm.fcla.edu/strucmeta/tiff.html)). Files are burned using Roxio Easy Media Creator, v.7 or higher. Roxio software verifies an accurate burn to ensure the integrity of the archive. DVDs are retained in environmentally controlled storage. Disks and their contents are logged in the DLC Tracking Database, with MD5 checksum numbers and file format & version information, in association with administrative and bibliographic metadata. The Database queues disks and files for inspection every three years and migration every ten years or upon format obsolescence. In some cases, during migration, a copy of the migrated digital master may replace the intermediary.

The primary archive is maintained by the Florida Center for Library Automation (FCLA), a division of the University of Florida and the Libraries’ partner for digital library collections. (See Appendix 9 for letter of cooperation) The Florida Digital Archive (FDA) ([http://www.fcla.edu/digitalArchive/index.htm](http://www.fcla.edu/digitalArchive/index.htm)) created by the FCLA was funded by a three year grant from the Institute for Museum and Library Services in 2002. Completed in 2005, the entire FDA operation, including 3 FTE, all local servers, hardware and software, and redundant magnetic tape back ups in Gainesville, Tallahassee and the San Diego Supercomputer Center, is now in place. Currently, there is no cost to Florida’s public university libraries to send content to the FDA. Should future storage costs be necessary, the University of Florida libraries would cover all costs associated with UFDC collections including the Baldwin texts.

The Florida Digital Archive is one of a handful of “trusted repositories” and the only such effort in the United States or United Kingdom given special mention in the recent JISC/University of Leeds report on digital preservation.¹ The software programmed to support the FDA is modeled on the widely accepted Open Archival Information System ([http://public.ccsds.org/publications/archive/650x0b1.pdf](http://public.ccsds.org/publications/archive/650x0b1.pdf)). The software, DAITSS ([http://www.fcla.edu/digitalArchive/pdfs/DAITSS.pdf](http://www.fcla.edu/digitalArchive/pdfs/DAITSS.pdf)) [Dark Archive In The Sunshine State], is designed to implement the functional OAIS model and performs traditional repository functions such as ingest, data management, including all associated metadata, and dissemination of digital content. It is a dark archive and no public access functions are provided. It supports the preservation functions of format normalization, mass format migration and migration on request. An action plan that details how forward migration will occur has been written for TIFF 6.0 files ([http://www.fcla.edu/digitalArchive/pdfs/action_plans/tiff_6.pdf](http://www.fcla.edu/digitalArchive/pdfs/action_plans/tiff_6.pdf)). Preservation of Baldwin TIFF files in the FDA will assure future access. Checksum data are tracked for each file by DAITSS and used to confirm the accuracy of the ingest process. Formal contracts signed between FCLA and the University of Florida libraries specify the tasks and reporting that are associated with the curation and retention of all UFDC collections. Cathleen Martyniak and Erich Kesse are the FDA authorized users from the University of Florida.

As the Baldwin files are loaded into the UFDC for public access, a command in the METS header directs a copy of the files to the Florida Digital Archive (FDA). The process of forwarding original uncompressed TIFF images to the FDA is the key component in the

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University of Florida’s plan to store, maintain and protect electronic data including the Baldwin texts for the long term.

**Work Plan**

**Selection of the Target Collection**

Rita Smith, Curator of the Baldwin Library, will select all titles of the target collection from the Baldwin Library (i.e. children’s literature published in the English language between 1890 and 1910). Items for selection will be identified through the on-line catalog and a printed card catalog that provides chronological access to the collection, including items with approximate dates of publication.

Student assistants, trained and supervised by the Curator, will pull from 80 to 100 books a week from the shelves and add location codes and bar codes to acid free strips which will be inserted in each book. A database will be established to indicate that a book has been pulled from the stacks, pre-processed by the student and sent to cataloging.

**Cataloging Workflow and Procedures**

When the books arrive in cataloging, they will be checked into cataloging using the bar code associated with each book. The selected titles will be searched initially in ALEPH, the state university libraries’ on-line catalog. Titles already in ALEPH will have Baldwin Library holdings added. Titles not found in ALEPH will be searched on OCLC. If copy for the book is found, UF holdings will be added and the record exported into ALEPH. This portion of the project is assigned to a Senior Library Technical Assistant (.33 FTE). After the record has been exported into ALEPH, an Archivist-level technical support person will assure quality control by verifying authority work. This staff member will bring the record up to full AACR2R cataloging standards and enhance it with access points for publisher, printer, illustrator (MARC21 700, 710), and subject genre terms (MARC21 655) as required by the Baldwin Cataloging guidelines and added to the national databases. This work will be carried out under the supervision of the grant Project Original Cataloger. For titles lacking copy in OCLC, a full AACR2R record will be created and added to the national databases by the Project Original Cataloger. Both the Project Original Cataloger and the Archivist will also be responsible for contributing series, and personal and corporate name authority records to NACO where necessary and deemed feasible. All cataloging will conform to AACR2R rules and MARC21 Bibliographic Format Standards.

Based on the results from 48 months of cataloging activity during previous similar NEH grants, the complete cataloging sequence for a record - from searching for copy through the creation of a full AACR2R enhanced catalog MARC record - requires approximately 65 minutes per title. Using that figure, it will take approximately 8,125 hours to complete cataloging of the proposed 7500 titles. The time required for NACO participation will complete the projected FTE requirements for the cataloging staff.

Following cataloging of the source document, items without color illustration that are not going to be digitized will be returned to the Baldwin Library, checked in and re-shelved by the students under the supervision of the Curator of the Baldwin Library.
Conservation Review

Following cataloging of the source document, the items with color illustration will be checked out of the Cataloging Department and into the Conservation Unit. Each week a book cart of approximately 30 cataloged books will be sent from the Cataloging Department to the Conservation Unit. John Freund, Head of the Conservation Unit, will review the books, noting problems or physical conditions affecting digitization. While the books are in the Conservation Unit, they will be locked in a secure room. After his review, he will deliver the books to the DLC. After the books have been digitized, they will be returned to Freund for further review. The books will then be returned to the Baldwin Library/Special Collections stacks and will be available to future researchers.

Digitization Workflow and Procedures

When items enter the digitization workflow from the Conservation Unit, they are checked out of the Conservation Unit and into the DLC, using the bar code that is attached to each book. The doors to the DLC are always locked and the workspace is considered a secure area.

Nelda Schwartz receives the books and captures the MARC record for each volume. This record is run through a batch importer program that creates both the XML bibliographic data files and adds similar bibliographic data to DLC’s internal tracking database. Items entered receive bibliographic identification numbers that are used throughout the digitization process and are retained in the administrative metadata of the final digital package. Tracking slips are inserted into each book and then the books are transferred to the imaging unit.

Imaging the item (detailed above in 4.2 Methodology and Standards, Digitizing of volumes with color) includes scanning the physical object to create the digital images, and post image processing, e.g., cropping, de-skewing, and color correction. This work is carried out by a number of scanning technicians who are trained and supervised by Randall Renner, Lourdes Santamaria, and Traveler Wendell.

Acceptable scanned images are transferred to the Quality Control Unit where they are processed through two software packages especially designed for the DLC: Pre-QC and Quality Control Applications. These programs derive jpg images, verify image capture settings are valid, and create basic structural metadata. The jpg images are checked for missing pages through the spot checking procedure described in the Quality Control Review above, and the basic structural metadata is verified and amended as needed. All of these activities are under the supervision of Jane Pen, the Image Quality Specialist.

This process is followed by text conversion and mark-up where metadata is enhanced, text created, and both verified for accuracy (detailed above in Methodology and Standards, Text Conversion and Text Verification and Mark-Up). Text conversion and mark-up are supervised by Gus Clifton.
After conversion and mark-up are completed, the digital package will be sent to the University of Florida Digital Collections (UFDC) (http://www.uflib.ufl.edu/ufdc/) where it loads into the Baldwin Library of Historical Children’s Literature Digital Collection (http://www.uflib.ufl.edu/ufdc/UFDC.aspx?c=juv&m=h) and the digital package is burned to a gold-based DVD as part of the local archive of the DLC. It is sent to FCLA where it is loaded into the PALMM Literature for Children collection ([http://palmm.fcla.edu/juv/]) and the master TIFF images and related files are stored in the Florida Digital Archive. It will be sent on DVDs to the International Children’s Digital Library (http://www.icdlbooks.org/) for public serving, to the Open Content Alliance (http://www.opencontentalliance.org/) and to the Internet Archive’s Children’s Library (http://www.archive.org/search.php?query=mediatype%3Atexts%20AND%20collection%3Aiacl) (Details of these activities are discussed above in Methodology and Standards, Organization and Access to Material, and Storage, maintenance, and protection of data. See also Appendix 5).

Upon deployment and archiving of the digital packages, the books are checked out of the DLC by Nelda Schwartz and returned to the Conservation Unit for damage assessment and condition review.

**Numerical Project Objectives**

The following table represents *ideal* rates of productivity for all project objectives. The rates reflect lower production figures for quarters with major holidays and/or anticipated summer vacation schedules.

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Staff

Department of Special and Area Studies Collections

The George A. Smathers Libraries' Department of Special and Area Studies Collections holds the primary source research collections of the University of Florida. The named collections include the P.K. Yonge Library of Florida History, the Baldwin Library of Historical Children's Literature, and the Belknap Collection for the Performing Arts. The area studies collections are comprised of African, Asian, Jewish, and Latin American materials. The general collections consist of Manuscripts, Rare Books, and University Archives. Total holdings: 750,000 volumes, 60,000 microfilms, 10 million manuscripts and archival items. Staff: 24 FTE. The department maintains a separate reading room and security stacks for the rare books, manuscripts, university archives, and the named collections, including the Baldwin Library.

Rita J. Smith, Principal Investigator, will give 0.3 FTE of her time to this grant. Her responsibilities will be to select the titles to be cataloged, to assist in training personnel involved in cataloging the materials, to resolve questions of curatorial complexity for the collection, and monitor financial aspects of the grant. Ms. Smith has a Masters degree in Library Science from the University of Michigan, She has worked in the Baldwin Library of Historical Children’s Literature since 1989, first as Coordinator of Academic Support Services, and, since 1995, as Curator of the Baldwin Library and Associate University Librarian in the Department of Special and Area Studies Collections. She served as Project Cataloger from 1990 through mid-1991 for a U.S. Department of Education Title IIC grant to catalog 4,000 titles held by the Baldwin Library. She served as co-principal investigator for the earlier (2000-2002 and 2004-2006) NEH funded Baldwin Library Preservation and Access Grants.

Student Assistants (540 hours) will remove and replace titles selected for cataloging, digitization, and conservation review. They will assign location codes and affix bar codes to acid-free strips before the books are sent to be catalogued. They will work under the supervision of Rita Smith.

Cataloging and Metadata Department

The Cataloging and Metadata Department staff is responsible for creating and maintaining a NOTIS-based online catalog. They contribute original bibliographic and authority records and holdings information to the OCLC national database and participate in the CONSER, BIBCO, NACO, SACO and OCLC Enhance national cooperative programs. As a member of the Research Libraries Group, through the Florida Center for Library Automation, the Department tape-loads records to RLIN. The Department has previously participated in the National Endowment for the Humanities and U.S. Department of Education Title IIC Project (RC-21593-88) for National Database Access to Library Resources for Latin American Studies through Retrospective Conversion of Latin American Library Materials (1988-1991), the U.S. Department of Education Title IIC Project for Access to Library Resources in the Baldwin Library, University of Florida (1990-1991), the National Endowment for the Humanities US Newspaper Program: Florida Newspaper Project, (1995- to date), and in the Research Libraries...

**Tatiana Barr**, Head, Humanities and Special Collections Cataloging Unit, will be assigned 0.1 FTE to this grant. Assignment in this proposal will include responsibility for ongoing supervision of project staff involved in cataloging the source documents, both original and copy records, and liaison between the Project Directors (Ingram and Smith) and the Cataloging Unit to insure consistency in record creation and statistical reporting. Ms. Barr fulfilled the same responsibilities in the previous NEH funded project.

The grant funded **Project Original Cataloger** (1.0 FTE), will be primarily responsible for creating original bibliographic description and access records for selected titles, contributing these original records to the OCLC database, and assisting other staff in doing the same. S/he will create original authority records for series and personal and corporate names when none exists in the national authority file, contribute these authority records to the NACO database, and supervise the project Archivist in doing the same. The project cataloger will be responsible for the final quality of all bibliographic and authority records created for this project.

The grant funded **Archivist** (1.0 FTE)* will be responsible for 1) enhancing all copy cataloging records imported into the database from OCLC and already existing records to conform to Baldwin Cataloging Guidelines, 2) assisting the Project Original Cataloger in creating original bibliographic description and access records for selected titles, 3) contributing both these types of bibliographic records to the OCLC database, 4) collaborating with other grant staff to create original series and personal and corporate name authority records when none exists in the national authority file, and 5) contributing these authority records to the NACO database.  

*Archivist is a state-level term for a high-level paraprofessional who works cooperatively with a professional librarian.

A **Senior Library Technical Assistant (SrLTA)** in the Resource Services Department of the George A. Smathers Libraries will be assigned for 0.33 FTE to this grant. The SrLTA will be responsible for 1) all required searching for existing records in the local database and searching in OCLC and RLIN for member copy; evaluating this member copy and selecting best matching record, 2) for importing member copy into the local database from OCLC and RLIN and creating copy holdings records, 3) for picking up materials to be cataloged and distributing searched materials to Project Original Cataloger and to the Archivist for original and enhanced copy cataloging.

**Preservation Department, Conservation Unit**

The Preservation Department has been recognized as a full-service preservation facility since 1987. The Department is staffed by a total of 6 full-time staff. It is charged with preserving and making accessible archival and library materials in all formats. The Conservation Unit of the Preservation Department is responsible for the physical condition of the collections of the
University libraries. Services include repair and restoration, rebinding, de-acidification, encapsulation, construction of protective enclosures, and environmental monitoring.

**John Freund** (0.1 FTE) will be responsible for completion of conservation assessments and, as required, conservation treatments. Mr. Freund has served as the Preservation Department’s chief conservator since 1988. He holds a Certificate of Book Restoration and Binding from the College of Art and Design at San Francisco State University.

**Cathleen Martyniak** (.05 FTE) will be responsible, in conjunction with Digital Library Center staff, for the archiving of the TIFF masters with the Florida Center for Library Automation. She has served as the Chair of the Preservation Department since 1999. Martyniak has served as the PI for several microfilming grants, including two through SOLINET and the Florida portion of the USAIN initiative. Martyniak holds professional memberships in the American Library Association and the Society of Imaging Science and Technology. Martyniak holds a Masters in Library Science from the University of Pittsburgh and recently completed a nine month internship at the Florida Center for Library Automation, where she focused on building a standards library for use by the staff of the Florida Digital Archives.

**Digital Library Center**

The mission of the DLC at the University of Florida is to facilitate and focus the Libraries’ development of digital programs and services. Its areas of responsibility include multimedia databases, digital collections, electronic text applications, online exhibits and finding aids. A primary goal of the DLC is to enhance the Libraries' role in electronic scholarly communications through effective and responsive digitization, dissemination, and long-term storage of university research and resource materials from the Libraries' collections. The Center provides library and university researchers with equipment and technical expertise for digital imaging and text markup. The DLC develops digital resources from collections at the University of Florida.

The DLC staff brings several years of work experience in the Preservation Department, together with work experience from projects funded by the State of Florida (Florida Heritage Project at: [http://palmm.fcla.edu/fh/](http://palmm.fcla.edu/fh/)), the Institute for Museum and Library Services (Linking Florida’s Natural Heritage Project at: [http://palmm.fcla.edu/lfnh/](http://palmm.fcla.edu/lfnh/)), and the Andrew W. Mellon Foundation (Caribbean Newspaper Imaging Project: in process).

**Erich Kesse**, director of the Digital Library Center, provides management oversight for the digitization portion of this project (0.05 FTE). He served as Chair of the Preservation Department in the Libraries from 1987 through July 1999. Kesse has completed several preservation and access projects funded by the Research Libraries Group (RLG), the National Endowment for the Humanities, and by the Mellon Foundation. He serves as a consultant to the Southeastern Library Network (SOLINET) and to the University of the Virgin Islands on its IMLS funded Leadership Award. Kesse holds professional memberships in the American Library Association and the Association for Information and Image Management. Kesse holds a Certificate of Preservation Administration from Columbia University in addition to a Master of Library Science degree from the University of Kentucky.
Stephanie Haas, Assistant Director, Digital Library Center, (0.1 FTE) monitors the workflow between digitization units. She tracks production schedules and facilitates communication and trouble shooting between units. Haas is a principal investigator of the IMLS funded Linking Florida’s Natural Heritage project and works extensively on science-related digital projects. She has served on review panels for the National Science Digital Library for NSF.

Randall Renner, Coordinator of Image Capture Operations, Digital Library Center, (0.50 FTE) supervises all image capture units. Renner trains imaging staff on new equipment and provides technical expertise on functional operations. Renner holds a Master of Fine Arts (Photography) from the University of Florida’s College of Fine Arts.

Lourdes Santamaria, Imaging Technician Supervisor, Digital Library Center, (0.30 FTE) hires, trains, and supervises all of the students who scan Baldwin volumes. Assigns Baldwin image related tasks to Traveler Wendell and maintains workflow between imaging and QC unit.

Jane Pen, Image Quality Specialist, Digital Library Center (0.5 FTE) supervises the quality control assessment of the images and the creation of the preliminary XML used to create the metadata. Pen holds the equivalent of the Master of Library Science degree from Taipei (Taiwan/Republic of China).

Nelda Schwartz, Coordinator of Bibliographic Control (0.2 FTE) supervises the tracking of all items through the digitization chain. Schwartz verifies the creation of all cataloging records, captures data for XML creation and for the tracking database, and verifies completion of digital package before item is returned.

Gus Clifton, Head of Text Mark-Up (0.2 FTE) supervises the text extraction (OCR) of all texts scanned, verifies or completes bibliographic and structural metadata, supervises the archiving of digital packages, and coordinates their delivery to FCLA and UFDC.

Traveler Wendell, Image Processor (0.3 FTE) assists Lourdes Santamaria with image creation and enhancement of scanned images. Assists in the supervision and training of student assistants.

**Dissemination**

The University of Florida Libraries will distribute MARC cataloging records of both the physical book and the digitized version generated by this project through three bibliographic networks: the University of Florida on-line catalogue (ALEPH) and the national databases of OCLC and the Research Library Group (RLG) RLIN. In addition to this bibliographic access, the volumes containing color illustrations will be available in their entirety in digital form at no cost to the user on the UFDC at [http://www.uflib.ufl.edu/UFDC/UFDC.aspx?c=juv](http://www.uflib.ufl.edu/UFDC/UFDC.aspx?c=juv). As mentioned in previous sections, they will also be made available to other web servers for public access: PALMM Literature for Children, International Children’s Digital Library, the Internet Archive’s Children’s Library and the Open Content Alliance. The physical book may be consulted in the Special Collections Reading Room on the University of Florida campus.
Appendix 1.1

Sample Listing of Books, Articles, Theses and Dissertations
Based on Baldwin Library Research

Books:


Humphrey, Mary. *Living the Hero’s Quest: Character Building Through Action Research*, Westport, Conn.: Libraries Unlimited, 2005


Books in Progress


Articles/Chapters


Appendix 1.2


**Dissertations and Theses**


**Theses/Dissertations in Progress**


Appendix 2.1

Use Statistics

Section 1: Physical Book Collection

Annual on-site use statistics (July 1 – June 30) of items pulled from the Baldwin Library stacks for use in the Special Collections Reading Room, collected from request slips filled out by patrons:

1997-1998: 352
1998-1999: 478
1999-2000: 366*
2000-2001: 811
2001-2002: 602
2002-2003: 499
2003-2004: 1014
2004-2005: 1364
2005-1/06: 355**

*Does not include 800 items pulled in several weeks for two undergraduate class assignments in which each student was to peruse and discuss their response to four early (1775-1820) children’s books

**Statistics reflect ½ year of use and a fewer number of children’s literature classes taught as a result of a faculty death, a faculty retirement and a faculty sabbatical.

Section 2: Digital Collection: Literature for Children

The following statistical information is automatically collected and reported by the FCLA Digital Library Usage Reports (http://www.fcla.edu/FCLAinfo/stats/dlcnt/index.html) Literature for Children website contains items digitized from Phase I of the National Endowment for the Humanities grant. Eventually all items digitized with NEH funding will be consolidated onto the UFDC website which began operation April, 2006, and contains items digitized in Phase II of a similar grant. Statistics from Phase II follow in Section 3

The number of times that the Literature for Children collection home-page was accessed (Table 1) represents a base for consideration of other use statistics. Users searching the collection generally come to the collection home page first. Statistics indicate increasing awareness of the collection both as the University of Florida increases publicity for the collection and as web search engines index the collection’s static web pages.

Appendix 2.2
Collection Home-Page Access:

<table>
<thead>
<tr>
<th>Year</th>
<th>Home-Page Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000 (Nov-Dec)</td>
<td>55</td>
</tr>
<tr>
<td>2001 (Jan-Dec)</td>
<td>1,063</td>
</tr>
<tr>
<td>2002 (Jan-Dec)</td>
<td>2,111</td>
</tr>
<tr>
<td>2003 (Jan-Dec)</td>
<td>3,552</td>
</tr>
<tr>
<td>2004 (Jan-Dec)</td>
<td>20,936</td>
</tr>
<tr>
<td>2005 (Jan-Dec)</td>
<td>21,967</td>
</tr>
<tr>
<td>2006 (Jan-Apr)</td>
<td>11,149</td>
</tr>
</tbody>
</table>

N.B. *Literature for Children* was launched in November 2000.

Access to title table-of-contents (Table 2) indicates user interest beyond the collection home-page and other documentation.

**Table 2: Table-of-Contents List Viewed**

<table>
<thead>
<tr>
<th>Year</th>
<th>TOC Views</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002 (Oct-Dec)</td>
<td>1412</td>
</tr>
<tr>
<td>2003 (Jan-Dec)</td>
<td>2415</td>
</tr>
<tr>
<td>2004 (Jan-Dec)</td>
<td>217,099</td>
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<td>2005 (Jan-Dec)</td>
<td>76,361</td>
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<tr>
<td>2006 (Jan-Apr)</td>
<td>38,007</td>
</tr>
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</table>

N.B. This level of statistical detail was not compiled prior to October 2002.

Access to individual pages within the document viewed represent further user interest beyond the table of contents. The following table indicates the number of times a page or part or full-text of a digital document was displayed.

**Table 3: Content Viewed**

<table>
<thead>
<tr>
<th>Year</th>
<th>Page displays</th>
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</thead>
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<tr>
<td>2002 (Oct-Dec)</td>
<td>1,923</td>
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<td>2003 (Jan-Dec)</td>
<td>49,651</td>
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<td>2004 (Jan-Dec)</td>
<td>154,731</td>
</tr>
<tr>
<td>2005 (Jan-Dec)</td>
<td>86,257</td>
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</tbody>
</table>

N.B. This level of statistical detail was not compiled prior to October 2002

N.B. 2006 statistics had not been compiled at the time this Appendix was written.

**Section 3: Digital Collection: University of Florida Digital Collections**

The University of Florida Digital Collection of Baldwin Library items has been operational since late March, 2006. The graph below indicated hits on the site from late March through early June, 2006. Since 3/27/2006 there have been 710 sessions with over 41,267 hits

**Appendix 2.3**
Section 4: The International Children’s Digital Library

The International Children’s Digital Library at the University of Maryland (http://www.icdlbooks.org/) mounted nine titles digitized by the Baldwin Library during Phase I (2000-2002). They will be mounting all titles from Phase II (2004-2006) and the current grant application in the special collections area of their website. Use statistics for those nine books over the course of a year indicate that the books were accessed 15,729 times with 26,989 total page views. Cinderella was the most popular book, accessed 3,580 times, with 13,096 individual page views.

Statistics show that the age of viewers of these pages ranged from 3 years to 70, with the highest number of viewers being between the ages of 20 and 29. A majority of the viewers were English speakers, but other users indicated they spoke Chinese, Filipino, French, German, Hebrew, Persian, Portuguese, and Spanish.

Section 5: The Internet Archive

The Internet Archive (http://www.archive.org/index.php) holds over 400 digitized books from the Baldwin Library produced during Phase I (2000-2002). Although their statistics do not indicate when the books were viewed, they do indicate the number of downloads and the interest in nineteenth century children’s literature. A viewer first accesses a written bibliographic description of the book, and if interested, downloads the item to his computer to read it. As of May 31, 2006, 7,713 Baldwin Library digitized books had been downloaded for viewing by the users of The Internet Archive site. The most popular title, with 289 downloads was Practical Directory for Young Christian Females (1851). Legends from Fairyland (1862) was also popular.
June 6, 2006

Rita J. Smith, Curator
The Baldwin Library of Historical Children’s Literature
University of Florida Libraries
Gainesville, FL 32611

Dear Rita,

The Smathers Libraries of the University of Florida have made a strategic commitment to building strong and rich digital library from our important and unique print collection. We are most appreciative of funding opportunities such as afforded by the grant program of the National Endowment for the Humanities. With the grant support for the phased digitizing and cataloging of our Baldwin collection of Children’s Literature, we have been able to make excellent progress in improving the availability and access to this major collection. In addition, this has been an opportunity to detail and define strategies for the long-term maintenance and preservation of the collection.

Concurrent with this grant, the Digital Library Center of the University of Florida has continued to build other digital collections, including maps, aerial photographs, oral history transcripts, newspapers, and Florida legislative documents, to name just a few. We are quite proud of the various Digital Collections we are building for the University. As evidenced in our newspaper projects, we are evolving our long-standing commitment to the preservation of significant primary resources. The University of Florida has a tradition of microfilm preservation of Florida and selected Latin American and African newspapers. Indeed as the Florida site for the USNP project, we were delighted to be selected for participation in the current National Digital Newspaper Project.

In our transition to digitized access, we are likewise making a commitment to digital preservation. In August, 2005, the University of Florida Libraries signed an agreement with the Florida Center for Library Automation (FCLA) to archive our digital collections in the Florida Digital Archive they are building. This is a long-term commitment that the Library is prepared to support as the details and costs of such archival storage are better defined in the future. In support of its mission, the Florida Digital Archive guarantees that all files deposited by agreement with its affiliates remain available, unaltered, and readable from media. For those materials designated to receive full preservation treatment, the Florida Digital Archive will maintain a usable version using the best format migration tools available.

Sincerely,

Martha Hruska
Reid, Mayne, ᵜᵈ 1818-1883.

The boy hunters, or, Adventures in search of a white buffalo / by Captain Mayne Reid; with illustrations by William Harvey.

Boston : ᵜᵇ Ticknor, Reed, and Fields, ᵜᶜ 1853.

364 p., [12] leaves of plates ; ᵜᵇ ill. ; ᵜᶜ 18 cm.

"Entered according to Act of Congress, in the year 1852 ..."

Tryon and Chavrat, ᵜᶜ Bl14b.

Harvey, William, ᵜᵈ 1796-1866.

Adventures in search of a white buffalo.

United States ᵜᵇ Massachusetts ᵜᵈ Boston.
Appendix 4.2

Cataloging Record from another institution (see previous record) enhanced for University of Florida, NEH Grant 2000-2002

LTUF, MORE

UF, EXT, B, RT, a, BL, m, T/C, , DT, 02/13/01, R/DT, 11/08/02, STAT, fn, E/L, I, DCF, a, D/S, D,
SRC, d, PLACE, na, LANG, eng, MOD, , T/AUD, j, REPRO, , D/CODE, t, DT/1, 1853, DT/2, 1852,
CONT, , ILLU, sf, , GOVT, , BIOG, , FEST, 0, CONF, 0, L/FORM, f, INDEX, 0;

035/1: | a (FU)bldnneh project 200102
035/2: | a (Source) ONILE180-- 2
035/3: | a (OCNLC) 18844434
035/4: | a (NOTISUP) alz9814
040: | a NOC | c NOC | d FUG
043: | a n-us-la | a n-usp--
049/1: | a FUGG
090/1: | a PR5219.R26 | b B6 1853
099/1: | a 23h39469
100/1: | a Reid, Mayne, | d 1818-1883.
245/14: | a The boy hunters, or, Adventures in search of a white buffalo | c
by Captain Mayne Reid; with illustrations by William Harvey.
246/130: | a Adventures in search of a white buffalo
260: | a Boston : | b Ticknor, Reed, and Fields, | c 1853, c1852 | e (Boston :
| f T.R. Marvin)
500/1: | a Stereotyped at the Boston Stereotype Foundry.
510/2: | a The boy hunters | v Juvenile fiction.
650/1: | a Hunters | v Juvenile fiction.
650/2: | a Natural history | v Juvenile fiction.
650/3: | a Animals | v Juvenile fiction.
650/4: | a Outdoor life | v Juvenile fiction.
650/5: | a Wilderness survival | v Juvenile fiction.
650/6: | a Indians of North America | v Juvenile fiction.
651/7: | a Louisiana | x Description and travel | v Juvenile fiction.
651/8: | a West (U.S.) | x Description and travel | x Juvenile fiction.
655/9: | a Embossed cloth bindings (Binding) | y 1853. | z rbbin
655/10: | a Bldn | y 1853.
700/1: | a Harvey, William, | d 1796-1866. | d ill
700/2: | a Marvin, Theophilus Rogers, | d 1796-1882. | f prt
710/3: | a Ticknor, Reed, and Fields. | f prt
710/4: | a Boston Stereotype Foundry. | f prt
752/5: | a United States | b Massachusetts | d Boston.
### Appendix 4.3

OCLC Connexion

OCLC 972831 Held by FUG - 16 other holdings

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<td>1872</td>
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040  OUN  fc  OUN  fd  OCL  fd  FUG
090  PS1534.D3  fb  F56x
049  FUGG
100  1  De Milie, James,  fd  1833-1880.
245  0  Fire in the woods.
280  Boston,  fb  Lee and Shepard,  fc  1872.
300  323 p.  fb  illus. front., plates.  fc  18 cm.
490  0  B.O.W.C. series,  fn  4
599  002391402

Delete Holdings- Export-C Label- Produce- Submit- Replace- Report Error- Update Holdings-C Validate-
Workflow-In Process
Appendix 4.4

Cataloging Record from another institution (see previous record) enhanced for University of Florida, NEH Grant 2004-2006

OCLC 972831 Held by FUG - 19 other holdings

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<td>Desc a</td>
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<td>Fest 0</td>
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040 OUN ṭc OUN ḟd OCL ḟd FUG
043 n-cn-ns
090 PS1534.D3 ḟb F56x
090 ṭb
049 FUGG
100 1 De Mille, James, ḟd 1833-1880.
245 10 Fire in the woods.
490 1 B.O.W.C. series ; Ḧv 4
500 Publisher's catalogue follow text and on endpapers.
520 Fourth volume in a series about a boy's club at the Grand Pré Academy in Grand Pré, Nova Scotia, called the Brethren of the Order of the White Cross, who embark on perilous adventures.
650 0 Voyages and travels Ḧv Juvenile fiction.
650 0 Adventure and adventurers Ḧv Juvenile fiction.
650 0 Boarding school students Ḧv Juvenile fiction.
650 0 Survival skills Ḧv Juvenile fiction.
650 0 Sailing Ḧv Juvenile fiction.
651 0 Grand Pré (N.S.) Ḧv Juvenile fiction.
655 7 School stories Ḧy 1872. Ḧ2 local
655 7 Publishers' catalogues Ḧy 1872. Ḧ2 rbgenr
710 2 Lee and Shepard. Ḧ4 pbl
710 2 Lee, Shepard, and Dillingham. Ḧ4 pbl
710 2 Boston Stereotype Foundry. Ḧ4 str
752 United States Ḧb Massachusetts Ḧd Boston.
752 United States Ḧb New York Ḧd New York.
800 1 De Mille, James, Ḧd 1833-1880. ṭ Ḧ B.O.W.C. series ; Ḧv 4.

Export-Label- Produce- Submit- Replace- Report
Holdings- Error- Update Holdings- Validate-
Workflow-In Process

about blank 5/31/2006
The adventures of a bear, and a great bear too / by Alfred Elwes; with nine illustrations by Harrison Weir.

London: †a New York: †b George Routledge and Co., †c 1857 †e (London: †f Thomas Harrild)

60 p., [8] leaves of plates: †b ill. †c 22 cm.
Illustrations engraved and signed by various artists, including W. Wight, J. Greenaway, A.J. Mason, J. Cooper, and W. Measom drawn after Harrison Weir.

040 FUGG +c FUGG
090 †b
049 FUGG
100 1 Elwes, Alfred, †d 1819?-1888.
245 1 4 Bears +v Juvenile fiction.
250 London: †a New York: †b George Routledge and Co., †c 1857 †e (London: †f Thomas Harrild)
300 60 p., [8] leaves of plates: †b ill. †c 22 cm.
500 Illustrations engraved and signed by various artists, including W. Wight, J. Greenaway, A.J. Mason, J. Cooper, and W. Measom drawn after Harrison Weir.

065 0 Bears †v Juvenile fiction.
065 0 Temper †v Juvenile fiction.
065 0 Quarreling †v Juvenile fiction.
065 0 Success †v Juvenile fiction.
065 0 Will and humor, Juvenile.
065 0 Dogs †v Juvenile fiction.
065 0 Animal welfare †v Juvenile fiction.
065 7 Pictorial cloth bindings (Binding) †y 1857. †2 rbbin
700 1 Weir, Harrison, †d 1824-1906. †4 ill
700 1 Greenaway, John, †d 1816-1890. †4 egr
700 1 Mason, Abraham John, †d 1794-1858. †4 egr
700 1 Wright, William, †d 1830-1889. †4 egr
700 1 Measom, William. †4 egr
700 1 Cooper, James Davis, †d 1823-1904. †4 egr
700 1 Harrild, Thomas. †4 prt
710 2 G. Routledge & Co. †4 plbl
752 England †d London.
752 United States †b New York †d New York.
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<th>af</th>
<th>Fest</th>
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<td>100 1</td>
<td>Ballantyne, R. M.</td>
<td>t q</td>
<td>(Robert Michael)</td>
<td>t d</td>
<td>1825-1894</td>
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<td>245 1 4</td>
<td>The coral island : t b</td>
<td>a tale</td>
<td>of the Pacific Ocean</td>
<td>t c</td>
<td>by Robert Michael Ballantyne ; with illustrations by Dalziel.</td>
<td></td>
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<tr>
<td>260</td>
<td>London ;</td>
<td>t a</td>
<td>Edinburgh ;</td>
<td>t a</td>
<td>New York ;</td>
<td>t b</td>
<td>T. Nelson and Sons, t c</td>
<td>1872.</td>
</tr>
<tr>
<td>520</td>
<td>Three English boys, shipwrecked on a deserted island, create an idyllic society despite typhoons, sharks, wild hogs, and hostile visitors, and then pirates kidnap one of the boys whose adventures continue among the South Sea Islands.</td>
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<td>t 2</td>
<td>rbgenr</td>
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<td>ill</td>
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</tr>
<tr>
<td>752</td>
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<td>London.</td>
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<tr>
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<td>Scotland</td>
<td>t d</td>
<td>Edinburgh.</td>
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<tr>
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<td>t b</td>
<td>New York</td>
<td>t d</td>
<td>New York.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Appendix 5.1

PALMM : Literature for Children
http://palmm.fcla.edu/juv/

The PALMM Collections reflect the collaborative effort of Florida's state university libraries. PALMM Literature for Children is a collection of children's literature from the University of Florida, Florida State University, and Florida Atlantic University. Responsible for more than 98% of holdings, the University of Florida is the largest contributor to PALMM Literature for Children.

Legal: The University of Florida's relationship with PALMM is based on the Florida Center for Library Automation (FCLA, http://www.fcla.edu/) mandate to serve Florida state universities. There is no legal document, per se, that forms the PALMM relationship. PALMM is an organ of FCLA's Digital Library Services Division. While technology is managed by the Division, it is administered by the Digital Development & Access Committee (DDAC) of the State University Libraries (http://www.fcla.edu/csul/digit/digitpgnew.shtml). The University of Florida is a founding member of DDAC and led the effort to establish PALMM Literature for Children.

Data Transfer: The University of Florida contributes new content to PALMM Literature for Children by special FTP methods. Once digitized our content is shipped to FCLA for archiving with the Florida Digital Archive (http://www.fcla.edu/digitalArchive/index.html) in METS wrappers, containing checksums, metadata (MODS, UFDC, DAITTS, etc.), and image (digital master and derivatives for Internet access) and text files. FCLA processing routines commit these resources to the archive and process a copy for inclusion in PALMM Literature for Children. [N.B. Data transfer has been suspended temporarily as FCLA migrates digital library content from DLXS-based systems to DigiTool based systems. By the time Baldwin NEH Phase 3 funding begins, data transfer should have resumed.]

Why: The University of Florida contributes to PALMM Literature for Children both to encourage contributions from other Florida universities and to extend access to the University of Florida collection to the citizens of Florida, particularly those accessing PALMM for its Floridiana and those accessing the PALMM Collections for home-schooling uses. While the University of Florida holds Florida's largest collection of children's literature, Florida State University also holds a sizeable collection of U.S. and U.K. imprints and Florida International University's Wolfsonian Museum, which intends to contribute to PALMM Literature for Children, holds early modern continental European imprints.
Appendix 5.2

International Digital Children’s Library
http://www.icdlbooks.org/

The International Children’s Digital Library (ICDL) provides free access to children's books from around the world. By ensuring access to books from many cultures and in diverse languages, it fosters a love of reading, a readiness to learn, and a response to the challenges of world illiteracy.

ICDL began as a partnership between the University of Maryland and the Internet Archive, collecting largely contemporary and highly illustrated books for children. Funded originally by the Institute for Museum and Library Services, the Library is now supported in part by a Foundation at the University of Maryland. The University of Maryland continues to administer and grow the Library. The Library continues to request assistance from granting agencies, and, is currently seeking project funding from the National Endowment for the Humanities – also in this round – for development of historical children’s literature. Though the University of Florida will contribute to the ICDL, no funds for the University of Florida contributions are requested by the ICDL grant in this round.

Legal: The University of Florida’s relationship with the International Children’s Digital Library is based on a memorandum of understanding, recently revised, with the University of Maryland. (See p. XXX for a copy of the memorandum)

Data Transfer: The University of Florida contributes new content to the International Children’s Digital Library via disk transfer. Original transfers were made via FTP. Disk transfers allow us to send content first to the International Children’s Digital Library and, subsequently, on to the Internet Archive/Open Content Alliance. Investigation of alternate transfer methods – including FTP or large-capacity drive transfer, is on-going as we anticipate additional contributions to the Open Content Alliance. Files transferred are in METS wrappers, containing check-sums, metadata (MODS, UFDC, DAITTS, etc.), and image (digital master and derivatives for Internet access) and text files. DVD data disk transfers are on-going.

Why: The University of Florida contributes to the International Children’s Digital Library to ensure the most comprehensive collection of children’s literature – historic and contemporary and to doubly insure the preservation of these resources.

Perhaps the most pertinent question is not “why contribute to ICDL?” but, rather, “why continue to maintain a separate collection at the University of Florida?” Firstly, University of Florida collections exist within a context; we are committed to maintaining that context for researchers. Our 18th and 19th century holdings co-exist with other special collections in the social sciences, humanities and the arts. Children’s literature, together with other holdings, informs research in various fields: for example, civil and moral education; abolition, slavery and race relations, etc. Secondly, maintenance of a local collection ensures our ability to support intermediated uses: to tag and mine textual data for specialized uses, e.g., extraction of geographic data, concept mapping, and even integration with map interfaces – uses and methods not supported by ICDL or any of the other digital libraries to which we contribute.
Appendix 5.3

UNIVERSITY OF FLORIDA

George A. Smathers Libraries
Director of University Libraries

Smathers Library
PO Box 117007
Gainesville, FL 32611-7007
(352) 392-0342
http://www.uflib.ufl.edu/

Special Use License

This Agreement is entered into by the University of Maryland (hereafter, the “Licensee”), an agency and instrumentality of the State of Maryland, and the University of Florida, acting on behalf of the Trustees of the University of Florida, (hereafter, the “Licensor”) and is effective upon execution by Licensor.

This Agreement is specific to Books digitized by the Licensor from sources in the Public Domain. Digital masters remain the property of the Trustees of the University of Florida.

In consideration of the mutual covenants and agreements set forth below and other good and valuable consideration, the parties agree as follows:

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   a. Licensee shall not charge any fee to access www.lcdibooks.org or such other Web site from which the Licensee makes the Books accessible; and
   b. Licensee will include an origination notice and acknowledgment of Licensor’s license to University in all displays and publications of the Books, in whole or in part, using the following format: "Held by the University of Florida Libraries. This work is made available with permission."; and
   c. Where available and practicable, Licensee will employ technological measures that aim to prevent the downloading and unauthorized further display and/or distribution of the Books. For additional information regarding levels of security available, please contact the Licensee at lcdi-rights@cs.umd.edu.

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3. Any notices required to be provided under this Agreement shall be deemed sufficient if given in writing and delivered in person or by facsimile or E-mail, confirmed by overnight or certified mail, postage prepaid and return receipt requested, to the Licensor contact at the address identified below, and to the Licensee contact at the address identified below, or such other address and/or contact as either party may hereafter designate by notice in writing. A notice shall be deemed effective upon receipt. Routine communications and inquiries may be made by E-mail.
Appendix 5.4

Special Use License between the University of Maryland and the University of Florida per the International Children's Digital Library

Licensor Contact
Name of Contact: Erich Kesse
Address of Licensor: Digital Library Center
                    Smathers Libraries
                    P.O. Box 11707
                    University of Florida
                    Gainesville, FL 32611-7007
Telephone: 1-352-846-0129
Facsimile: 1-352-846-3702
E-mail address: dlc@uflib.ufl.edu

Licensee Contact
Name of Contact: Ann Carlson Weeks
Address of Licensee: University of Maryland/CLIS
                    International Children's Digital Library (ICDL)
                    4105 Hornbake Building, South Wing
                    College Park, MD 20742
Telephone: 1-301-405-2060
Facsimile: 1-301-314-9145
E-mail address: icdl-rights@cs.umd.edu

4. The parties may terminate this Agreement at any time upon written notice. In addition, the Licensor may terminate this Agreement upon prior written notice to the Licensee of its breach of any condition under paragraph 1 and the Licensee's failure to cure its breach within thirty (30) days of the Licensee's receipt of the notice. In the event termination becomes effective under this provision, the Licensee shall promptly remove Licensor's Books from www.icdlbooks.org, or such other site as the Licensor may have established.

5. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors or assigns.

6. The validity, interpretation and effect of this Agreement shall be governed by the laws of the United States of America.

7. The relationship of the parties to this Agreement is that of independent contractor. Nothing herein shall be construed to create a partnership, joint venture, or teaming agreement between Licensor and Licensee. Nothing herein shall be construed to imply that either party's employees are employees of the other.

8. In the event any portion of this Agreement that is not vital to its meaning or implementation is held illegal, void or ineffective, the remaining portions thereof shall remain in full force and effect.

9. This Agreement embodies the entire understanding between the parties. There are no contracts, understandings, conditions, warranties or representations, oral or written, express or implied, with reference to the subject matter hereof which are not merged herein. This Agreement may be modified only upon written agreement of the parties.
Appendix 5.5

Special Use License between the University of Maryland and the University of Florida per the International Children's Digital Library

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their duly authorized representatives as of the Effective Date.

AGREED TO BY:

Licensor
UNIVERSITY OF FLORIDA:

Dale B. Canelas
Printed Name of Authorized Signatory

[Signature]
Signature of Authorized Signatory

Director, University Libraries
Title of Authorized Signatory

Date

Licensee
UNIVERSITY OF MARYLAND:

Ann Carlson Weeks
Printed Name of Authorized Signatory

[Signature]
Signature of Authorized Signatory

Director, ICDL Collection Development
Title of Authorized Signatory

Date
Appendix 5.6

Internet Archive: *Children’s Library*
http://www.archive.org/details/iacl

The Internet Archive’s *Children’s Library* is intended to provide global access to children about cultures, societies, etc. The Internet Archive, in turn, extends access to our contributions via its secondary contributions to other digital libraries, e.g., the new Egyptian Library at Alexandria and, in particular in the United States, through the Internet Archive Bookmobile (http://www.archive.org/texts/bookmobile.php). Originally built at a time when the International Children’s Digital Library (ICDL) was being constructed to hold contemporary, highly illustrated publisher’s content rather than historic content being created by institutions such as the University of Florida. The Internet Archive’s *Children’s Library*, which appears as though it will be succeeded by the Open Content Alliance collections, will continue to receive content from the University of Florida.

**Legal:** The University of Florida’s relationship with Internet Archive is based on a memorandum of understanding that formed the basis of the International Children’s Digital Library (ICDL) founding partnership, including the Internet Archive and the University of Maryland. (See p. XXX for memorandum of understanding)

**Data Transfer:** The University of Florida contributes new content to Internet Archive via disk transfer. Original transfers were made via FTP. Disk transfers allow us to send content first to the International Children’s Digital Library, now solely maintained by the University of Maryland, and on to the Internet Archive/Open Content Alliance. Investigation of alternate transfer methods – including FTP or large-capacity drive transfer, is on-going as we anticipate additional contributions to the Open Content Alliance. Files transferred are in METS wrappers, containing check-sums, metadata (MODS, UFDC, DAITTS, etc.), and image (digital master and derivatives for Internet access) and text files. The International Children’s Digital Library (ICDL) now accepts historic children’s literature. DVD data disk transfers are on-going.

**Why:** The University of Florida contributes to the Internet Archive in appreciation of its free access/open content model. We get absolutely nothing from participation other than knowing that the partnership is able to extend the useful life and educational purpose of the content.
Appendix 5.7

Grant of Permissions

The Digital Library Center of the University of Florida’s George A. Smathers Libraries, acting on behalf of the Board of Trustees of the University of Florida (hereafter, UF), grants permissions to the Internet Archive (San Francisco, CA) (hereafter, the Archive) for specific use of digital master files selected from the Literature for Children collection (http://palmm.fcla.edu/juv/). UF retains all rights.

Duration

The term of this Grant shall be unlimited. It may, however, be terminated by either party within thirty (30) days of written notification to the other party. Failure to comply with Specific Uses may result in immediate termination of this Grant.

Inclusions

This Grant is specific to titles digitized by UF and made available to the Archive through the PALMM Literature for Children collection (http://palmm.fcla.edu/juv/). Copies are made available to the Archive via direct transfer either from UF or from its agent the Florida Center for Library Automation (hereafter, FCLA). It includes digital masters in uncompressed TIFF format as well as any derivatives also transferred.

This Grant is supplemental to an earlier agreement with the International Digital Children’s Library, to which the Archive and UF are party. This Grant in no way alters or effects the terms of that earlier grant.

UF assumes all responsibilities for copyright clearance and certifies that, to the best of its knowledge, titles sent are in the public domain. UF reserves the right to require that individual titles be withdrawn from the Archive should it find its research and copyright clearance to have been incomplete or incorrect.

Specific Uses

This Grant is intended as a no-cost service of UF. No costs for these or other uses may be passed back to UF.

The Archive may store digital masters and derivatives for the specific uses laid out herein. It may process digital masters into other distribution formats, as long as derivation processes do not alter the essential character of the original item as captured in the digital master.

The Archive may deploy the included resources and derivatives for use in the Archive’s Internet Bookmobile or the Archive’s Open Source Books, without restrictions on display, printing, or fair use as defined by United States of America copyright legislation (Title 17, Section 107). The Archive may not transfer UF resources to third parties except as required for this specific use. No restrictions shall be placed on derivatives generated by the Archive, except as follows.

The Archive shall make UF resources available under the keywords “University of Florida”.

Signature

Erich Kesse, Director,
Digital Library Center, University of Florida
Thursday, January 08, 2004
Appendix 5.8

Open Content Alliance
http://www.opencontentalliance.org/

The Open Content Alliance (OCA) reflects the collaborative efforts of a group of cultural, technology, nonprofit, and governmental organizations from around the world that will help build a permanent archive of multilingual digitized text and multimedia content. OCA, in a sense, is a successor of the Internet Archive. OCA is administered from offices in the Internet Archive and thrives on technologies supported by the Internet Archive.

Legal: While the University of Florida is not yet listed as a contributor to OCA, it is our intent to become a contributor. Our content is already available in the Internet Archive and our permission has been granted to migrate the data forward into OCA holdings. We anticipate that this relationship will be formalized with an exchange of letters of understanding before Baldwin NEH Phase 3 funding has been granted.

Data Transfer: The University of Florida contributes new content to Internet Archive via disk transfer. Original transfers were made via FTP. Disk transfers allow us to send content first to the International Children's Digital Library, now solely maintained by the University of Maryland, and on to the Internet Archive/Open Content Alliance. Investigation of alternate transfer methods – including FTP or large-capacity drive transfer, is on-going as we anticipate additional contributions to the Open Content Alliance. Files transferred are in METS wrappers, containing check-sums, metadata (MODS, UFDC, DAITTS, etc.), and image (digital master and derivatives for Internet access) and text files.

The International Children’s Digital Library (ICDL) now accepts historic children’s literature. DVD data disk transfers are on-going.

Why: The University of Florida contributes to the Internet Archive in appreciation of its free access/open content model. We get absolutely nothing from participation other than knowing that the partnership is able to extend the useful life and educational purpose of the content.

Library of Congress : Bibliographic Enrichment Advisory Team (BEAT)
http://www.loc.gov/catdir/beat/

Bibliographic Enrichment Advisory Team (BEAT) is a catalog enrichment project of the Library of Congress. BEAT enhances catalog records with table of contents (MARC21 505 field) data and URLs (MARC21 856 |u) for Internet accessible resources. BEAT enhancements appear in the Library of Congress catalog and are shared with OCLC, making them available to libraries globally.

Legal: The University of Florida’s relationship is inscribed in a memorandum of understanding, permitting the Library of Congress to use University data and links in its records.

Data Transfer: The University of Florida contributes new content to BEAT via E-Mail of bibliographic record data and METS/MODS encapsulated table of contents.

Why: The University of Florida participates in the BEAT program as one of several institutions working to enhance records for improved access to bibliographic information and, where URLs exist, to freely available openly accessible content for our patrons and the patrons of our partners in the Caribbean, Africa and Florida.
Appendix 6.1  

Imaging Equipment

Four different types of imaging equipment are used to capture volumes depending on the physical characteristics of volume and its condition. They are the Kodak DCS 14n megapixel DSLR camera mounted on a copystand with a book cradle, the CopiBook stand-alone scanning station, Microtek 9800XL flatbed scanners, and an EPSON 1640SU flatbed scanner.

**DSLR Cameras:**
The Kodak DCS 14n digital cameras are mounted on planetary copystands with a specially constructed book cradle horizontally positioned under the camera.

Specifications for Kodak DCS 14n:
http://www.kodak.com/global/en/professional/products/cameras/dcsPro14n/specs.jhtml?id=0.1.2.2.28.3.14.18.14&lc=en

Independent Product Review:
http://www.dpreview.com/reviews/kodakdcs14n/

Capture:
The lossless DCS camera Raw file format will be converted to TIFFs.
Bit-depth:
- 24-bit color for color images
- 8-bit grayscale for tonal black and white images

Pixel Resolution:
4500 x 3000 or 3000 x 4500 pixels, depending upon orientation.

**Effective Resolution:**

<table>
<thead>
<tr>
<th>Size of Page</th>
<th>Effective Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>5” x 7” page</td>
<td>600 x 642 dpi</td>
</tr>
<tr>
<td>6” x 8” page</td>
<td>500 x 562 dpi</td>
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<tr>
<td>7” x 9” page</td>
<td>428 x 500 dpi</td>
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<tr>
<td>8” x 10” page</td>
<td>375 x 450 dpi</td>
</tr>
<tr>
<td>9” x 11” page</td>
<td>333 x 409 dpi</td>
</tr>
<tr>
<td>10” x 12” page</td>
<td>300 x 375 dpi</td>
</tr>
</tbody>
</table>

Both the minimum digital resolution threshold for the defacto commercial printing standard and the optimal resolution setting for Optical Character Recognition systems is 300 dpi.

Lens:
Nikon Nikor 60mm f/2.8D AF Micro-Nikkor lenses are used.
Appendix 6.2

Mounting:
Bogen / Manfrotto Super-Repro Copystand 48”
(http://www.bhphotovideo.com/bnh/controller/home?O=productlist&A=detai&Q=&sku=5094&is=REG&addedTroughType=categoryNavigation)

Lighting:
Cool Touch (Two Twin 130 watt Fluorescent Work Light Stand)
Daylight bulbs balanced to 6500K are used.

Connections:
Cameras operate tethered via a Firewire (IEEE-1394) connection to the computer, with alternate storage to 2 GB Compact Flash card on the camera.

The DSLR cameras are used in conjunction with book cradles that have been especially designed for this project and are similar to “preservation book cradles” in use at the E-texts Center at the University of Virginia, the national Library of Scotland, and elsewhere. The University of Florida design, however, is simplified.

The University of Florida’s book cradle resembles that used by the University of Virginia’s E-Text center [http://etext.lib.virginia.edu/eaf/cradle.html], but the design is altered to better seat the book spine and to accommodate variable spine sizes. In this regard, the University of Florida design resembles the Conservation by Design Ltd. “Preservation Book Cradle”[http://www.conservation-by-design.co.uk/sundries/sundries38.html].
Appendix 6.3

University of Florida’s Simplified Book Cradle

The University of Florida book cradle utilizes a stationary base, parallel to the film plane. To expedite imaging, all odd pages are imaged followed by all even pages. This is fairly typical of European cradle design. At the University of Florida, a bulk file renaming software utility is used to achieve correct pagination. The Virginia design, while it allows the volume to be imaged in one pass, requires that the cradle rock on its base and continually be moved beneath the camera, thereby necessitating continual adjustment of the cameras height and focus.

Like the University of Virginia cradle, the University of Florida cradle, seen above, places the book into a position open to less than 120 degrees, the extent of openness common for reading. Then Florida cradle design, however, has a moveable raised arm that slides in and out to accommodate the width of the spine and a hammock between the base and moveable arm to seat and support the spine. The Florida cradle shares this characteristic but is less mechanical. The Florida design requires fewer initial adjustments and has a more ergonomic form.

Copibook:

Oversized volumes and volumes not requiring special handling are captured using the newly available CopiBook.
Appendix 6.4

Specifications for the CopiBook:

Capture:
  TIFF will be used
  sRGB color-space will be used
Images are captured directly to USB 2.0 Western Digital 80 GB removable hard drives.
Pixel Resolution:
  300 dpi
Bit-depth
24-bit color for color images
  8-bit grayscale for tonal black and white images
  Bitonal for text images

Lighting:
  Cool Touch (Two 65 watt Fluorescent Work Light Stand)
  Daylight bulbs balanced to 6500K are used.

Microtek and Epson Scanners:

A very few selected volumes, those bound in pamphlet style (similar to today’s Time or
Newsweek magazines) may be imaged on flatbed scanners. The Digital Library Center operates
13 Microtek 9800XL (http://www.microtekusa.com/sm9800xl.html) and 3 Epson Expression
1640XL (http://files.support.epson.com/pdf/per16u/per16usl.pdf) scanners. Each is color calibrated weekly utilizing Kodak Q-60 color targets.
APPENDIX 7.1

**Keyword Search on Giraffe**

**RESULTS: BRIEF VIEW**
Displays title, author, year

**SORT BY:**
- Rank
- Title
- Author
- Year

**RESULTS: TABLE VIEW**
Displays title, author, year, and format

**SORT BY:**
- Rank
- Title
- Series Title
- Author
- Publisher
- Place of Publication
- Year
- Format

**RESULTS: THUMBNAIL VIEW**
Displays a JPG image of the cover or title page and lists the title

**SORT BY:**
- Rank
- Title
Appendix 7.2

Text Search

View page images or
or full citation

Clickable
Table of Contents

Results of text search:
Giraffe is found on the six
pages listed

Clicking on Page 7
displays the contents
page

"The Giraffe" begins on
page 67
Appendix 8.1
Sample: public record for a digitized volume in the Baldwin Library of Historical Children’s Literature

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<th>Bibliographic ID:</th>
<th>UF00026638</th>
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<td>V100001</td>
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<tr>
<td>Resource Identifier:</td>
<td>(LEPB):0007629</td>
</tr>
<tr>
<td>Series Title:</td>
<td>Rookledge’s new sixpenny toy book, 70</td>
</tr>
<tr>
<td>Title:</td>
<td>Grammar in rhyme</td>
</tr>
<tr>
<td>Creator:</td>
<td>Crane, Walter, 1846-1915</td>
</tr>
<tr>
<td>Contributor:</td>
<td>Evans, Edmund, 1825-1835 Engraver</td>
</tr>
<tr>
<td>Place of Publication:</td>
<td>London</td>
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<tr>
<td>Publication Date:</td>
<td>ca1872</td>
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<tr>
<td>Source Institution:</td>
<td>University of Florida</td>
</tr>
<tr>
<td>Holding Location:</td>
<td>Baldwin Library of Historical Children’s Literature in the Special Collections, George A. Smathers Libraries</td>
</tr>
<tr>
<td>Attribution Statement:</td>
<td>Presentation and Access for American and British Children’s Literature, 1870-1889 (NEH PA-0006-00-00)</td>
</tr>
<tr>
<td>Format:</td>
<td>8 leaves : col. ill., 25 cm.</td>
</tr>
<tr>
<td>Subject:</td>
<td>English language</td>
</tr>
<tr>
<td>Genre:</td>
<td>Children’s poetry - 1872</td>
</tr>
<tr>
<td>Description:</td>
<td>Cover title.</td>
</tr>
<tr>
<td>Rights Management:</td>
<td>All rights reserved, Board of Trustees of the University of Florida.</td>
</tr>
</tbody>
</table>

Sample: Metadata for the same Baldwin volume consisting of METS header <metsHdr>, Descriptive metadata <dmdSec>, Administrative metadata <amdSec>, filesection <fileSec>, and Structure map <structMap>. A complete discussion of metadata may be found at [http://www.uflib.ufl.edu/digital/development/pres/metadata/mets1.html](http://www.uflib.ufl.edu/digital/development/pres/metadata/mets1.html).

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 http://www.loc.gov/standards/mets/mets.xsd
 http://www.loc.gov/mods/v3
 http://www.loc.gov/mods/v3/mods-3-0.xsd
 http://www.uflib.ufl.edu/digital/metadata/ufdc/
 http://www.uflib.ufl.edu/digital/metadata/ufdc/ufdc.xsd
 http://www.fcla.edu/dls/md/daitss/
 http://www.fcla.edu/dls/md/daitss/daitss.xsd">

```
Appendix 8.2

Grammar in rhyme

Routledge's new sixpenny toy books, 70

Crane, Walter (1845-1915)

Evans, Edmund (1826-1905)

Evans, Edmund (1826-1905)

George Routledge and Sons.

London

ca1872

English

001762629

AJH5786

12779158

Cover title.

Date from Masse, cited below.
Appendix 8.3

<mods:note>Engraved and printed by Edmund Evans, according to Spencer, I. Walter Crane, p. 50.</mods:note>
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<mods:note>Publisher's advertisement on back cover.</mods:note>
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(NEH PA-50860-00).</mods:note>
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</mods:hierarchicalGeographic></mods:subject>
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  Baldwin Library of Historical Children's Literature in Special Collections, George A. Smathers Libraries
</mods:location>
<mods:accessCondition>All rights reserved, Board of Trustees of the University of Florida.</mods:accessCondition>
Appendix 8.4
June 5, 2006

Dale B. Canelas
Director of Libraries, George A. Smathers Libraries
University of Florida
P.O. Box 117001
Gainesville, FL 32611-7001

Dear Mrs. Canelas,

The Florida Digital Archive, run by the Florida Center for Library Automation, will provide digital repository services to the University of Florida, George A. Smathers Libraries, for the TIFF files and all associated metadata created during the Baldwin Phase 3 project.

As of this writing, FCLA does not charge for this service.

Sincerely,

James F. Corey, Director
Rita J. Smith  
Associate Librarian and Curator  
The Baldwin Library of Historical Children’s Literature  
Department of Special and Area Studies Collections  
University of Florida Libraries, Gainesville, FL 32611

Date May 1, 2006

Recent Work Experience:

January 1994 – Present:
Curator, Baldwin Library of Historical Children’s Literature, University of Florida Library

June 1992-December 1993:
General Humanities Cataloger, University of Florida Library

October 1989-May 1992
Project Cataloger, University of Florida Library, on U.S. Department of Education Title IIC grant to catalogue books from the Baldwin Library of Historical Children’s Literature

Education:

BA in English, Goshen College, May 1967
MA in Library Science, University of Michigan, June, 1972

Recent Publications:


Recess! Over 160 essays written for Recess!, a 3-minute program recorded at the University of Florida and aired nationwide over National Public Radio, including most recently:
“19th Century Environmental Books for Children” March, 2006
“The World Is Round” February, 2006
“Sad-Faced Boy” February, 2006
“The Little House” February, 2006

Recent Papers, Speeches, Presentations:


Grants:

May, 2000. Co-Principal Investigator. National Endowment for the Humanities, to catalogue and microfilm Baldwin Library holdings from 1850-1869 and to digitize and make available through the internet those items from that time period which contain color illustrations. $381,220

March, 2004. Co-Principal Investigator. National Endowment for the Humanities, to catalogue Baldwin Library holdings from 1870-1889 and to digitize and make available through the internet those items from that time period which contain color illustrations. $298,185

University Service

Associate Director, Center for the Study of Children’s Literature and Culture, an interdisciplinary center housed in the UF English Department. June, 1997-Present.

National Service:

American Library Association, Association of Library Service to Children, 2005
Caldecott Award Selection Committee, 2003-2005, Appointed, Member
Brief Curriculum Vita

**Tatiana G. Barr**

Head, Humanities and Special Collections Cataloging Unit/Associate Librarian
Cataloging and Metadata Department
George A. Smathers Libraries
University of Florida
Gainesville, Fla. 32611
Telephone: (352) 392-0351 ext. 292
FAX: (352) 392-7365
Date: March 17, 2006

Professional Experience:

**University of Florida, Gainesville, Fla.**
Awarded tenure, June 1, 2005.

**Sept. 1999-present**

**Head, Humanities and Special Collections Cataloging Unit**

Oversees, coordinates, and expedites all cataloging activities. Supervises 6 FTE: 3 professionals; 3 paraprofessionals. Responsible for original and complex cataloging of Special Collections and Humanities materials in all formats, training of staff, and grant-related activities. Establishes cataloging priorities in consultation with other team members, and librarians and curators in the Special and Area Studies Collections Department, and affiliated libraries. Liaison with Library of Congress Subject Authority Cooperative Program (SACO): submits subject heading proposals generated by staff to the Library of Congress for approval.

**Oct. 2004-present**

**NEH Project Cataloging Consultant**

10% Faculty assignment to act as project cataloging trainer and cataloging consultant for the 2nd phase of a project grant supported by the National Endowment for the Humanities for the “Preservation and Access for American and British Children’s Literature, 1869-1880.” Supervise 1 FTE Project Cataloger (Visiting Assistant Librarian); hired and trained Archivist; review work as required.


**NEH Project Cataloging Consultant**

10% Faculty assignment to act as project cataloging trainer and cataloging consultant for the 1st phase of a project grant supported by the National Endowment for the Humanities for the “Preservation and Access for American and British Children’s Literature, 1850-1859.”


**NEFLIN Project Principal Investigator and Project Manager.**

Wrote grant for 2nd phase of Northeast Florida Library Network Information (NEFLIN) grant project. Accepted and completed successfully. Supervised 1 FTE.

5% Faculty assignment to be project cataloging trainer and project manager for a one-year retrospective copy cataloging project grant awarded by the Northeast Florida Library Information Network (NEFLIN) to catalog 20th century children’s literature in the Baldwin Library of Historical Children’s Literature.

Columbia University Libraries, New York, N.Y.

Nov. 1996-Aug. 1999  Reproductions Catalog Librarian

Cataloged all monographic microforms, in all subject areas. Acted as library-wide resource person for all questions relating to microform and preservation photocopy cataloging. Acted as trainer and cataloging consultant to NEH-funded microform preservation project “Modern Economic and Social History”. Supervised 1 FTE paraprofessional staff member for shared copy cataloging and 1 student employee.


Reported to head of Public Access. Supervised 2 full-time Library Specialists, 3 student employees. Responsibilities included: reviewing documentation, eliminating last backlogs, acting as liaison with other depts.

Stanford University Libraries, Stanford, Calif.


Cataloged Slavic, East European, and Baltic language serials and monographs, using standard cataloging tools and following national standards. Worked with Slavic Curator to establish and manage cataloging priorities.

New-York Historical Society Library, New York, N.Y.


Member of a Mellon Foundation funded project team to catalog the Society’s collection of Americana and European literature, following national rare book cataloging standards.

Columbia University Libraries, New York N.Y.

Oct. 1986-Sept. 1987  Rare Book Cataloger

Member of a grant-funded cataloging project team for the Edwin R.A. Seligman Collection of Rare Business and Economic Literature in the Rare Books and Manuscripts Library. Full-level original cataloging of primarily French materials.
John Freund
4331 NW 28th Terrace
Gainesville, Florida 32605

johfreu@uflib.ufl.edu
johfreu@gru.net

Telephone:  -home  352-374-4032
            -cell    352-316-1259
            -office  352-392-6962

EDUCATION

University of Minnesota, Minneapolis, Minnesota.
June 1975, BA, Journalism.

San Francisco State, San Francisco, California.
College of Art and Design
September, 1984,
Certificate, Book Restoration and Binding.

WORK EXPERIENCE

Head, Conservation Unit.
University of Florida, Smathers Libraries.
Gainesville, Florida 32611-7007

October 1988 to present.

Responsibilities: Collaborates with Collection Managers to assess and treat collections within the ability of available resources. Consults with, and assists staff on exhibits, granted activities and patron and donor requests for tours, information and preservation treatment advice. Supervises services including: basic to complex repair and restoration, protective enclosure and environmental/physical conditions monitoring. Trains staff and monitors the work of unit staff, volunteers and student assistants. Evaluates work flow and progress and maintains standards of treatment. Performs intermediate and complex repair and restoration for special collections materials. This may include deacidification and encapsulation, repair and restoration of paper and bindings including period leather, cloth and paper. Keeps current with the latest information, literature and research in the conservation field and with the latest equipment and procedures. Provides information on conservation and preservation to the staff and students of the University of Florida and to the public.
**Workshops Taught**

Strap and Hinge.
1984 - present
A technique for reattaching the loose covers of tight back leather bound books.

Drop Spine boxes.
1983 – present
Construction of custom made drop spine boxes for protection of rare books.

SOLINET Basic Repair Workshop.
1989 - 2000
Assisted as one of the instructors of several regional workshops.

**Recent Presentations:**

Book Preservation Basics
Society of Florida Archivists
April 2004

**Consultation and Restoration Projects For:**

Mathison Museum
Gainesville, Florida
Consulting

Harn Museum of Art
Gainesville, Florida

State Department of Records
State of Florida, Tallahassee

Florida Historical Society
Cocoa, Florida
Consulting, restoration.

Zora Neale Hurston Museum
Historic Eatonville Community
Consultation, collection review, stabilization.
2002-2004

Catholic Diocese of St. Augustine Archives
Sisters of St. Joseph
St Augustine, Florida
Consulting, restoration
2005 -
VITA OF: ERICH KESSE, Director, Digital Library Center, Associate University Librarian

WORK EXPERIENCE:

DIRECTOR, DIGITAL LIBRARY CENTER.
July 1999 to present. Responsible for creation and implementation of digitization programs. Special interest in automation issues, development of imaging management information systems

PRESERVATION OFFICER
Smathers Libraries, Preservation Department. University of Florida, Gainesville, FL
May 1987 to 30 June 1999

EDUCATION:


UNIVERSITY OF KENTUCKY. School of Library and Information Science. Lexington, KY. August 1983. Master of Science, Library Science

SELECTED PUBLICATIONS:


SELECTED PAPERS, SPEECHES, PRESENTATIONS, WORKSHOPS:


Digital Imaging Workshops (Instructor), Virgin Islands Library Association Digitization Workshops, 1999-2000.
SELECTED CONSULTANCIES:

University of Botswana, EDDI Project Consultant For Library Preservation & Digitisation. 2003 Planning consult on for digitisation and preservation at the University of Botswana’s Gaborone (Main) Campus and Harry Oppenhiemer Research Centre in Maun.


Gold Coast Digitization Project (Consultant on Digitization & Metadata), SOUTH WEST FLORIDA LIBRARY NETWORK. 2001-2002

SELECTED GRANTS: (funded digital only)

Digital Library of the Caribbean, 2005-2009. Director for Technologies. UF is constructing a multi-institutional, multi-national digital library, with service bureau features. Funding: $87,000 direct to UF & $400,000 total project cost to Florida International University and foreign partners (U.S. Dept. of Education TICFIA).

National Digital Newspaper Program, 2005-2007. Principal Investigator. UF will be digitizing and contributing Florida newspapers printed between 1900-1910. Funding: $320,959 (NEH)

Rewiring Florida’s News: from microfilm to digital, 2005-2006. Principal Investigator. UF will be initiating a Florida digital newspaper collection building a core collection of 27 current digitized newspapers. Funding: $95,000 (LSTA)


Ephemeral Cities. 2003-2004. P.I. and Coordinator. Multi-Institution digitization and GIS project to link library and museum resources to geographic and temporal systems interfaces via the Internet. Award: $184,000 (IMLS)


National Organizations:

AMERICAN LIBRARY ASSOCIATION: ACRL and ALCTS Various committees as chair and member from 1983 on.


CENTER FOR RESEARCH LIBRARIES: Collections & Services Advisory Committee. (1999-2002)

Stephanie Cornell Haas
Assistant Director, Digital Library Center
University of Florida Libraries, Gainesville, FL 32611-7007

Employment
Assistant Director, Digital Library Center, University of Florida libraries, Gainesville, FL, April 2000-
Assistant Chair/Marston Science Library, University of Florida, Gainesville, FL, June 1993-1998

Selected Professional Activities
International Association of Aquatic and Marine Science and Libraries and Information Centers (IAMSLIC):
President, 1999-2000
25th Annual Conference Planner and Convener, 1999
President-Elect, 1997
Chair of Metadata Committee, 1996-
Newsletter editor, 2002-2004
Treasurer, 1992-1996

Selected Grants
"From the Air: the photographic record of Florida’s lands" funded in 2002 by LSTA. A cooperative project of the Digital Library Center and the Map & Imagery Library, UF to digitize and make available over the Internet 40,600 aerial photographs and 600 photomosaic indexes of Florida captured by the U.S. Dept. of Agriculture between 1937 and 1951.

"Identifying the Invaders: creating an online digital herbarium of invasive species" (http://www.flmnh.ufl.edu/natsci/herbarium/cat/imagelistpoisonous.htm) funded by Florida Department of Environmental Protection. This was a collaborative grant with the University of Florida Herbarium to digitize and make available over the Web, University of Florida herbarium specimens of Category II invasive exotics.

"Linking Florida's Natural Heritage: Science and Citizenry" (http://www.fcla.edu/linkfl) will create a virtual library of Florida ecological information from a set of disparate and heterogeneous databases located on computers throughout Florida. This is a model program of cooperation between the Florida Museum of Natural History; the libraries of the University of Florida, Florida International University, and Florida Atlantic University; and the Florida Center for Library Automation. The networking technologies used will conform to the latest national and international standards applicable to information system design including the Z39.50 protocol. (Fundied by the Institute for Museum and Library Studies, October 1998)
Selected Publications

2005 "From the Air: the photographic records of Florida's lands." Co-authors: Erich Kesse, Mark Sullivan, Joe Aufmuth. (Accepted for publication by OSS: International Digital Library Perspectives for v. 21, no. 2, Summer 2005)


2004 "The Feeding habits of OAISTER catchers, or metadata to go." Proceedings of the 30th Annual Conference of IAMSLIC helf 5-9 September 2004, Hobart Tasmania, p.113-119

2003 “DARWIN and MARC: A Voyage of Metadata Discovery” Co-authored with Elaine Henjum and Mary Ann O’Daniel, FCLA and Joe Aufmuth, GIS Coordinator, UF. Library Collections, Acquisitions, and Technical Services (accepted for publication)


Selected Presentations

“Of Deserts, Springs, and Plants: a Freshwater Mosaic” presented at the 26th Annual Conference of the International Association of Marine and Aquatic Science Libraries and Information Center by Stephanie Haas, Digital Library Center, Univ. of Florida, Karen Brown, Aquatic Plants Information Center, Univ. of Florida, and Paula Wolfe, Univ. of Arizona, Victoria, B.C. 2000


“Florida Ecosystem Management: The Metadata Factor” poster presented at the Natural Resources Forum, 1998
Randall David Renner
1103 N.W. 4th Street Apt. A
Gainesville, Florida 32601
H. 352.316.3499
W. 352.846.0129
renner@ufl.edu

**Education**

**Master of Fine Arts Degree** in Creative Photography.

1987 - 1990  **Florida State University**, Tallahassee, Florida.
**Bachelor of Fine Arts Degree** in Photography; cum laude

**Employment**

10/2002-Present

**University of Florida, George A. Smathers Libraries, Digital Library Center.**
**Imaging Coordinator, Computer Applications.**
Supervision of daily operations of the Digital Library Center and Micrographics departments. Imaging coordinator for the Digital Library Center’s flatbed scanning and large format digital planetary camera.

8/2001-10/2002

**University of Florida, Office of Academic Technology.**
**Photography Department.**
**Photographer**
Responsible for implementation and daily operation of digital imaging services for the campus wide photographic service bureau; including equipment specification, integration, quality control and pricing strategy. Additional responsibilities included photographing library special collections, artwork, 3-D models, and other subjects, both in a studio environment and on location. Other technical duties included black and white printing and processing, and E-6 processing and mounting.

1/2001–8/2001

**University of Florida, Office of Academic Technology.**
**Center for Instructional Technology and Training.**
**Training Specialist**

1999 – 2000

**University of Florida, Department of Art and Art History.**
**Adjunct Assistant Professor**
Responsible for instruction, evaluation, and curriculum development of the introductory digital arts class, Computer Art: Montage.
1998 – 2000
University of Florida Brain Institute, Teaching Lab Resources.
Audio Visual Specialist
Management of multimedia and classroom support activities within the Brain Institute, including multimedia auditorium, conference rooms, audio/video building distribution and surgical research and training lab. Coordination of scheduling, setup and maintenance of all multimedia and teleconferencing equipment. Administrative and technical management of all teleconferencing and multimedia resources including computers, digital projectors, slide projectors, teleconferencing codecs, scalers, mixers, and amx controlled systems. Performed preventive and corrective maintenance. Provide operational instruction of resources to faculty and staff.

1994 – 1997
University of Florida, Biomedical Media Services, Photography/Graphics Departments.
Photographer
Responsibilities included the design and creation of photographic and graphic media including images, text, charts, and graphs. The processing, printing and digital transfer of biomedical, scientific, and public relations subjects in both film based and digitally generated formats for teaching, research, publication and display.

1994 - 1997
University of Florida, Department of Art, Gainesville, Florida.
Graduate Teaching Assistant / Instructor
Fully responsible for instruction, evaluation and curriculum development of beginning photography courses in the Art department. Courses taught included Black and White Photography, Figure/Ground, and Image/Order/Idea.

1991 - 1993
U - Mac International Language Academy, Nishi-Koiwa, Tokyo, Japan.
Program Coordinator / Instructor
Developed specialized English language curriculum, and provided English language instruction to Japanese students of all age groups in classroom and individualized settings. Edited foreign correspondence.

1988 - 1991
Florida State University, Department of Art, Tallahassee, Florida.
Color Darkroom Manager
Designed, supervised and maintained the art department’s color darkroom facility consisting of a photographic studio, a 10 workstation color darkroom, and a Durst RCP-50 dry to dry processor.
EDUCATION

2005 – University of Florida, Gainesville, FL
Pursuing Masters of Arts in Museum Studies

1999 – 2003 University of Florida, Gainesville, FL
Bachelor of Fine Arts in Creative Photography, Minor in Art History -- Cum Laude

EMPLOYMENT

2005 Scanning Supervisor (Program Assistant), Digital Library Center, University of Florida, Gainesville, FL

- Supervision of imaging process and staff using flat bed and high-speed scanners
- Preparation of archival and library materials for digital imaging

2003 – 2004 Digital Technician, Flair Pro Color Lab, Gainesville, FL

- Set up digital files for photographic printing, including color correction, image sizing, and digital manipulations
- Responsible for photographing, researching, describing and listing store inventory on eBay online auctions

2001 – 2002 Sales Associate, Victoria’s Secret, Miami, FL

- Handle all register transactions, including sales, returns, and opening new credit accounts; as well as assisting customers select their purchases

2001 Re-shelving Personnel, Marston Science Library, Gainesville, FL

- Re-shelve returned library books in corresponding sections and maintain current inventory lists
2000  Sales Associate, Victoria’s Secret, Miami, FL

- Handle all register transactions, including sales, returns, and opening new credit accounts; as well as assisting customers select their purchases

EXHIBITIONS

2006  *FACC Juried Student Arts Exhibition*, University Gallery, University of Florida, Gainesville, FL. Juror: Bonnie Clearwater, Director and Chief Curator, Museum of Contemporary Art, North Miami, FL.


2004  *Women in the Middle: Borders, Barriers, Intersections*, UWM Union Art Gallery, Milwaukee, WI. Jurors: Helen R. Klebesadel, Marianna Nunn, Clarissa Sligh, Gail Tremblay, Flo Oy Wong

2004  *Cambridge Art Association National Prize Show*, University Place Gallery, Cambridge, MA. Juror: Robert Fitzpatrick, Pritzker Director, Museum of Contemporary Art Chicago, IL


2003  *Visual AIDS: Postcards From the Edge*, Galerie Lelong, New York, NY

2003  *Inherited Tourism*, The Art Store, Gainesville, FL

2003  *FACC Juried Student Arts Exhibition*, University Gallery, University of Florida, Gainesville, FL. Juror: Bob Hanning, Curator, Graphicstudio

2002  *Most Food Comes by Boat*, Sergio Vega Studio, Gainesville, FL

2002  *Empathy: An Exercise in Location*, The Art Store, Gainesville, FL

2002  *Everything But the Bathroom Sink*, The Art Store, Gainesville, FL

2002  *Digital Works*, The Art Store, Gainesville, FL

2001  *Sergio’s Ocular Migraine*, The Ark, Gainesville, FL

2001  *Postcards to New York*, Macy Gallery, Columbia University, New York, NY

1998  *Early Images ’98*, Borders Gallery, Coral Gables, FL

M-DCPS Juried Photographic Exhibition
Vita of

Jane Pen

Education

2002—present: Santa Fe Community College, Gainesville, FL
Program Continuing education in computer science

1998-2001: Santa Fe Community College, Gainesville, FL
Graduation AAS - Spring 2002
Major Software Applications Technologies

1979-1983: Tamkang University, Taipei, Taiwan
Degree Bachelor of Arts
Major Educational Media and Library Science

Work Experience

2001-present: Coordinator for Quality Control. Digital Library Center, University of Florida, Gainesville, FL
Perform quality control on digital images; supervise student assistants; manage intermediary archive files

1997-2001: Library Assistant. Alachua County Library District, Gainesville, FL
Assist patrons with information inquiry; resolve account problems; issue library cards; and perform customer services including data entry using SIRSI and office equipment maintenance.

1996-1997: Library Assistant. Schaumburg High School, Schaumburg, IL
Assisted students with reference inquiry; helped media center director with material ordering, processing, and displaying. Also assisted computer lab manager with equipment maintenance and inventory.

Assisted department head with cataloging and bibliographies consulting, sales support, and customer service. Reduced production cost of over $5000 per budget year by rearranging workflow.
Nelda M. Schwartz  
2503 N.E. 11 Ter., Gainesville, FL 32609  
neldas@uflib.ufl.edu  
home/352.378.3219    office/352.846.0129 ext.161

EDUCATION

UNIVERSITY OF FLORIDA. Gainesville, Florida  
College of Education   Spring 1970. Bachelor of Science.  
Major: Library Science.

INDIAN RIVER JUNIOR COLLEGE. Ft. Pierce, FL  
April 1968. Associate of Arts.

WORK EXPERIENCE

Sr. Archivist  
Smathers Libraries. Digital Library Center  
University of Florida, Gainesville, Florida 32611-7007  
August 2004 to present  
Responsible for maintaining tracking database for print materials entering the DLC; cataloging preservation microforms; implementing and analyzing condition surveys; supervising, training and coordinating student assistants; developing and documenting procedures for brittle books and sales/distribution of reformatted materials; coordinating brittle books reformat preparations and materials routing.

Archivist, Sr. Archivist  
Smathers Libraries. Preservation Department  
University of Florida, Gainesville, Florida 32611-7007  
1990 July 2004  
Responsible for cataloging preservation microforms; implementing and analyzing condition surveys; supervising, training and coordinating student assistants; developing and documenting procedures for microfilming and brittle books; coordinating brittle books reformat preparations and materials routing; initiating replacement orders for brittle materials; occasional serials, theses and monograph binding.

Library Technical Assistant II  
Smathers Libraries. Catalog Department  
University of Florida, Gainesville, Florida 32611-7007  
1975-1989  
Responsible for cataloging periodicals and other serials.

Library Assistant  
Smathers Libraries. Catalog Department  
University of Florida, Gainesville, Florida 32611-7007  
1973-1975  
Responsible for distribution of materials to be cataloged; cataloging new monographic editions; bibliographic searching of serials; adds; catalog maintenance.
Clerk-Typist II,III
Smathers Libraries. Catalog Department
University of Florida, Gainesville, Florida 32611-7007
September 1970-1973
   Responsible for organization and distribution of unit work; train and
   supervise other clerk-typists; preliminary cataloging of theses;
   secretarial duties.

PROFESSIONAL
ORGANIZATIONS
Florida Library Association (1994)
   Co-organized Paraprofessional Workshop

   Co-organized three Paraprofessional Conferences having national
   attendance.
   Developed a procedural manual for planning and hosting workshops
   and conferences.
James R. "Gus" Clifton  
1918 NW 3rd Ave, Gainesville FL 32603-1501 USA 
(352) 379-4858  elwood@ufl.edu

WORK EXPERIENCE

Coordinator, Text Conversion and Mark-up  
Preservation Department, George A. Smathers Libraries, University of Florida, Gainesville, Florida USA  
September 2003 to present  
Responsible for all phases of text conversion from digital images and mark-up; vendor relations and text quality control assurance; configuration and utilization of PrimeRecognition OCR software; simple applications programming (PERL) and design of complex specifications for C# applications programming; and hiring and training of student assistants. Liaison with the Florida Center for Library Automation for text support services.

Microphotography Technician  
Preservation Department, George A. Smathers Libraries, University of Florida, Gainesville, Florida USA  
September 1996 to 2003  
Responsible for all phases of microfilm production:  
- Hiring, training and supervising full-time staff as well as part-time student assistants;  
- Revising old workflows and establishing new ones to fit upcoming projects and grants;  
- Interacting with other micropublishers and vendors, including spending $150,000-200,000 per year on in-house and outsourced projects, placing orders for equipment and services, and processing and tracking invoices;  
- Supervising the duplication and distribution of microfilm to sales clients;  
- Distributing microfilm copies to the donors of original documents;  
- Compiling monthly and annual production statistics;  
- Developing and managing the unit's microfilm production database;  
- And creating and updating web-based documentation of library workflow and procedures.

Microphotography Technician Assistant  
Preservation Department, George A. Smathers Libraries, University of Florida, Gainesville, Florida USA  
April 1993 to September 1996  
Responsible for queuing and microfilming documents from several collections. Secondary assignment: digital scanning technician.

EDUCATION

May 1989  B.A., Anthropology  
University of Florida, Gainesville, Florida, USA. College of Liberal Arts and Sciences
COMPUTER EXPERIENCE

Operating Systems
- Microsoft MS-DOS, Windows 3.1/95/98/2000/NT
- Apple Mac OS8.6
- UNIX and Linux: Mandrake 7.2/8.2/9.0, Debian 3.0, University of Florida Grove system

Office Productivity Suites
- Microsoft Office 95/97Pro/2000Pro
- OpenOffice.org 1.0

Database Management Systems
- Symantec Q&A
- Microsoft Access, macros and modules

Programming Languages
- C on UNIX and PC, some C++ on UNIX
- Perl 5.6 on PC and Linux
- Microsoft VBA (some) with Excel and Access 97/2000

Markup and Style
- HTML4/XHTML1
- XML and DTD
- CSS1 and CSS2

Training and Certification
- Advanced Microsoft Access, Fall 2000
- Microsoft FrontPage 2000, Fall 2000
- New Horizons A+ Training, August 1999

LANGUAGES

Italian, German, Latin and French
- Best skilled in Italian
- Currently studying Spanish
Traveler R. Wendell
Imaging Assistant, Digital Library Center
University of Florida Libraries
P.O. Box 117007
Gainesville, FL 32611-7007

2006 – Present
Imaging Assistant, Library Technical Assistant
Digital Library Center
Digitization of books, use of Copibook Digital Scanner, PhaseOne FX Large Format Digital Scanback Copy System, Epson 1640XL Color Flatbed Scanner, Microtek Scanmaker 9800XL Color Flatbed Scanner, Panasonic High Speed Color Scanner and various Digital SLRs. Supervise Fifteen students. Troubleshooting of all digitization equipment and computer interfaces.

2005 – 2006
OPS Reprographics Technician
Digital Library Center

2004 - Present
Small Business Owner
AgoraPhoto Custom Photography
Photographing various subjects and events including nature, weddings, parties, still lifes, car shows, sports (including University of Florida), local human interest stories, promotional photos; logo and web page creation; digital image manipulation using Adobe Photoshop. Scanning of photographs for digital manipulation. Designed and built complete mobile processing, scanning and printing lab for instant production of photos in the field.

1992 - Present
Freelance Photographer and Journalist
Williston Pioneer and Chiefland Citizen Newspapers
Photographed local sporting events, car shows, various other functions and news stories. The manipulation of digital images using various graphics programs such as Adobe Photoshop, Paint Shop Pro. Wrote weekly column including the use of various word processor and desktop publisher programs; gathered information from county courthouse and city police department including the retrieval of information from various databases.
Equipment Experience:

Cameras....Copibook Digital Scanner, PhaseOne FX Large Format Digital Scanback Copy System,, Zeutschel Large Format, Kodak MD2 Large Format, Canon 10-D DSLR, Nikon DSLR, Olympus DSLR, Pentax ZX-50 35mm SLR, Olympus Digital C-211 Zoom, Canon Powershot A300 Digital.

Scanners ...HP Scanjet 2400, Apollo P-2100, Epson 1640XL Color Flatbed Scanner, Microtek Scanmaker 9800XL Color Flatbed Scanner, Panasonic High Speed Color Scanner.


Software Experience:

POSITION VACANCY ANNOUNCEMENT

POSITION: Project Cataloger (temporary – two years)
RANK: Visiting Assistant Librarian
REPORTS TO: Head, Humanities and Special Collections Cataloging Unit
SALARY: $40,000
LP#: [to be filled in]

JOB SUMMARY

The Project Cataloger is primarily responsible for original cataloging of titles in the area of children’s literature in English for the period 1890-1910. The Project Cataloger will review the enhanced copy of the project archivist. The Project Cataloger will be responsible for reviewing all bibliographic records to guarantee that all records contributed to the national databases meet national standards of cataloging, and will be responsible for the organization of the project’s workflow and statistics.

RESPONSIBILITIES

1. Organizes and performs original descriptive and subjective cataloging of titles of children’s literature 1890-1910 following the Anglo-American Cataloging Rules Two Revised (AACR2R) and assigns Library of Congress Subject Headings (LCSH). The Project Cataloger supervises the Project Archivist in enhancing copy cataloging records following the same standards.
2. Enhances subject access through the application of genre, provenance, and other terms using the ALA/ACRL Rare Books Manuscripts Section thesauri as well as locally established genre terms.
3. Contributes original and enhanced cataloging records to OCLC and authority records to NACO. Supervises the Project Archivist in doing the same.
4. Uses the RLIN database to supplement the OCLC database for authorities and bibliographic searching.
5. Updates and maintains information in ALEPH for original records contributed to OCLC.
6. Coordinates workflow with project managers and other departments.
7. Reports monthly statistics to project managers.
8. Contributes series, personal and corporate name authority records to NACO.
REQUIRED QUALIFICATIONS

1. A Master’s degree in Library Science from an ALA-accredited library school.
2. Two years of experiences cataloging materials in special collections.
3. Two years of original cataloging experience in an academic or research library.
4. Demonstrated experience in searching and cataloging in OCLC Connexion.
5. Experience in creating NACO name and series authority records.
6. Ability to communicate effectively orally and in writing.
7. Demonstrated capacity to work effectively and productively in a team environment.
8. Demonstrated success in working within a project schedule.

THE UNIVERSITY OF FLORIDA

The University of Florida is a large, land grant, public educational research institution with a faculty of approximately 4,000 and a student body of 48,000. It ranks third nationally in size of student body and eighth nationally in the number of merit scholars enrolled in the freshmen class. The University is a member of the Association of American Universities and offers the Ph.D. in more than 90 fields and the Master's degree in more than 120 fields. For more information please consult the UF homepage at http://www.ufl.edu.

The University of Florida Libraries are members of the Association of Research Libraries, the Center for Research Libraries, the Research Libraries Group, and SOLINET. The library staff consists of more than 400 FTE librarians, technical/clerical staff and student assistants. For more information about the Libraries, please visit http://www.uflib.ufl.edu.

BENEFITS:

Twenty-two vacation days, nine paid holidays, and thirteen days sick leave annually; retirement plan options; insurance benefits; tuition fee waiver program; no state or local income tax.

APPLICATION PROCESS:

The University of Florida is an equal opportunity employer and is strongly committed to the diversity of our faculty and staff. Applications from a broad spectrum of people, including members of ethnic minorities and disabled persons, are especially encouraged to apply.

Please reply by e-mail. Send, as attachments (MS-Word format preferred), a cover letter, resume and list of three references. Include address, telephone and email information for references. Please include a 250-word document expressing your opinion on the topic: "Describe the major issues for providing access to digital collections in an academic environment". Applications will be reviewed as received. Refer to Position # [to be filled in] when submitting any application materials. All inquiries and submissions of required application materials should be sent to Brian Keith, Smathers Libraries Human Resources Officer, at brikeit@uflib.ufl.edu.
SUMMARY OF POSITION ROLE/RESPONSIBILITIES

WORKING TITLE: Archivist

POSITION NUMBER: 00020144

ALL POSITIONS:

ESSENTIAL FUNCTIONS OF THE JOB AND THE PERCENTAGE OF TIME SPENT ON EACH FUNCTION [NOTE: IN COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT (ADA), IDENTIFY ESSENTIAL FUNCTIONS OF A JOB REQUIRED TO BE PERFORMED WITH OR WITHOUT REASONABLE ACCOMMODATIONS. REQUESTS FOR REASONABLE ACCOMMODATIONS TO FACILITATE THE PERFORMANCE OF ESSENTIAL FUNCTIONS WILL BE GIVEN CAREFUL CONSIDERATION.]

50% SHARED CATALOGING

Enhancing all copy cataloging records imported into the database from OCLC and already existing records to conform to Baldwin Cataloging Guidelines.

15% ORIGINAL CATALOGING

Assisting the NEH Project Cataloger in creating original bibliographic records following Baldwin Cataloging Guidelines for selected titles.

15% CONTRIBUTING BIBLIOGRAPHIC RECORDS

Contributing these bibliographic records to the OCLC database.

10% AUTHORITY RECORDS

Collaborating with NEH Project Cataloger to create original authority records when none exist in the national authority file.

05% CONTRIBUTING AUTHORITY RECORDS

Contributing these authority records to the NACO database.

SUPERVISION RECEIVED. EXPLAIN THE TYPE AND EXTENT OF INSTRUCTIONS OR DIRECTIONS NORMALLY GIVEN TO THIS POSITION BY THE IMMEDIATE SUPERVISOR.

Detailed procedures are carefully explained as each new responsibility is assigned. Staff member works with independently, with minimal supervision. Records are reviewed by NEH Project Cataloger and archivist consults with NEH Project Cataloger as necessary.

SUPERVISION EXERCISED. LIST THE CLASS TITLES AND POSITION NUMBERS OF POSITIONS UNDER THE DIRECT SUPERVISION OF THIS POSITION.

OPS student assistants
NORMAL WORK SCHEDULE. (ENTER DAYS/HOURS HERE): 8:00 a.m. to 5:00 p.m. Five days per week. Total hours per week: 40.

EXPLAIN ANY VARIATIONS FROM THIS SCHEDULE (EX: ON CALL, SHIFT ROTATIONS, SEASONAL EXTENDED HOURS, TRAVEL, ETC.):

EDUCATION, TRAINING, AND EXPERIENCE. IN ORDER OF IMPORTANCE, STATE ANY SPECIFIC EDUCATION, TRAINING, EXPERIENCE, KNOWLEDGE, SKILLS, AND ABILITIES REQUIRED FOR THIS POSITION. IN ADDITION, IDENTIFY THE MINIMUM QUALIFICATIONS AS LISTED IN THE CLASS SPECIFICATION FOR THIS CLASSIFICATION (AVAILABLE AT www.hr.ufl.edu/departmental/ceestablishing.htm). LIST ANY ADDITIONAL OR PREFERRED QUALIFICATIONS SPECIFIC TO THIS POSITION.

Minimum Qualifications:
A high school diploma and six years of appropriate experience. Appropriate college coursework or vocational/technical training may substitute at an equivalent rate for the required experience.

Required:
Knowledge of MARC formatted bibliographic information on OCLC, RLIN, and UF ALEPH online catalog.
Ability to search, edit, and input on OCLC and ALEPH systems.
Knowledge of humanities subject terminology.
Ability to work independently.

REQUIRED LICENSES, CERTIFICATIONS, AND OTHER SPECIFIC REQUIREMENTS OF LAW. PLEASE REVIEW THE STATEMENTS BELOW AND PLACE A “Y” IN FRONT OF ALL THAT APPLY.

THIS POSITION REQUIRES A POST OFFER HEALTH ASSESSMENT.

THIS POSITION IS RESPONSIBLE FOR MEETING THE REQUIREMENTS OF THE RULES OF UNIVERSITY OF FLORIDA, 6C1-3.022 FINANCE AND ADMINISTRATION; PAYMENT TO VENDORS; PAYMENT PROCESSING GUIDELINES, AS AMENDED, REGARDING THE APPROVAL AND/OR PROCESSING OF VENDORS’ INVOICES AND/OR DISTRIBUTION OF WARRANTS TO VENDORS.

THIS POSITION REQUIRES LICENSURE, CERTIFICATION, OR OTHER SPECIAL REQUIREMENTS (PLEASE SPECIFY).

Y THIS POSITION REQUIRES A CRIMINAL BACKGROUND CHECK.

THIS POSITION PROVIDES CARE TO CHILDREN, THE DEVELOPMENTALLY DISABLED, DISABLED ADULTS, OR IS OTHERWISE DEFINED IN SECTION 110.1127 (3)(A) FLORIDA STATUTES AND THEREFORE REQUIRES A SPECIAL BACKGROUND CHECK AS DESCRIBED IN SECTION 435 FLORIDA STATUTES.

THIS POSITION IS SUBJECT TO FEDERAL AND STATE PRIVACY REGULATIONS.

OTHER, PLEASE SPECIFY:
EMPLOYEE AND SUPERVISOR INFORMATION:
EMPLOYEE NAME:
IMMEDIATE SUPERVISOR'S NAME, TITLE, AND POSITION NUMBER:

REVIEWING AUTHORITY NAME AND TITLE:

Elizabeth Y. Simpson
Chair, Cataloging and Metadata Department
822330

CLASSIFICATION CHANGE ACTION COMPLETE ONLY IF REQUESTING A CLASSIFICATION CHANGE. INDICATE SPECIFICALLY HOW THE DUTIES OF THIS POSITION HAVE CHANGED SINCE IT WAS INITIALLY OR LAST CLASSIFIED.
May 17, 2006

Rita J. Smith, Curator
The Baldwin Library of Historical Children's Literature
Department of Special Collections
George A. Smathers Libraries
P.O. Box 117007
University of Florida
Gainesville, FL 32611

Dear Rita:

I am very pleased to support your application for a NEH grant to continue the project of cataloguing and digitizing materials from the Baldwin Library, this time focusing on materials originally published between 1890 and 1910. The Baldwin is one of the premier archives of historical children's literature in the world, and provides invaluable research opportunities for scholars working in children's literature, Victorian studies, religion, history, and related fields. Particularly unique and significant about the Baldwin is the range and diversity of its holdings, even within a decade or two (most such collections show diversity but only across a longer historical period). Furthermore, Ruth Baldwin collected materials that others deemed insignificant but that have proven immensely instructive. In short, the Baldwin makes possible projects that aren't viable anywhere else.

Already the collection has facilitated important work. Gillian Avery, the distinguished children's literature scholar, came from Britain to work in the Baldwin while researching and writing *Behold the Child: American Children and Their Books, 1621-1922* (Johns Hopkins, 1994). Other scholars have made substantial use of the holdings as well. Mary Lenard is a friend of mine from graduate school, and she spent three weeks here reading nineteenth-century biography and historical fiction for children, including material from the 1890 to 1910 period. I know that she found her time here productive, but I should add that not everyone is able to stay as long as she did (or with a friend). Especially in recent years, many scholars do not have sufficient funds from their home institutions to do archival research. Some scholars will be able to conduct most if not all of their research online, and will in turn help promote the Baldwin. The NEH grant will allow greater access to the Library, allowing scholars to view materials without traveling to
Florida and/or to plan their research time in the Library more strategically.

As you know, my primary interest is American children’s literature from the nineteenth century, and I joined the faculty here largely to work with the Library’s remarkable holdings. The last several decades of the nineteenth century were among the most significant for children’s literature in many respects. The most important illustrators, such as Kate Greenaway and Randolph Caldecott, were working at this time. Series books were flourishing; we have a huge and comprehensive collection. For example, we have several copies of Horatio Alger’s *Tattered Tom*, which appeared in this period, a title otherwise difficult to find (about a girl who cross-dresses as a bootblack). This was also the heyday of children’s magazines such as *St. Nicholas*, for which many “adult” writers regularly wrote (among them Harriet Beecher Stowe, Henry Wadsworth Longfellow, Mark Twain, and Louisa May Alcott). We have complete runs of *St. Nicholas* and other important periodicals. Moreover, the enormous demographic and cultural shifts of the late nineteenth and early twentieth centuries -- chief among them the mass migration from country to city, as well as several waves of immigration -- are reflected in the literature of the period (including *St. Nicholas*, which ran well into the new century). Baldwin holdings offer rich insight into this very important period in our nation’s history.

I should note that the Baldwin archive continues to be an important research archive for our graduate students in English as well as for English scholars more broadly. We’ve had several MA and PhD students embark on large-scale research in the Baldwin, most notably Megan Norcia, who studied late nineteenth-century geography primers and adventure stories. Her dissertation landed her a tenure-track job at SUNY-Brockport, and her research resulted not only in a fine dissertation but several article publications in prestigious journals. In Fall 2004, Ritra Smith and I co-taught a graduate seminar called “Into the Archive: Readings in the Baldwin,” in which students developed individual research projects in the Baldwin and reported regularly on their ongoing work, in a remarkably collaborative spirit. Already one journal publication has resulted from that course -- an article about representations of Spain in children’s books. More recently still, a group of our advanced graduate students hosted the Eighteenth and Nineteenth Century British Women Writers Conference, and curated an exhibit based on Baldwin materials and other holdings. One of the keynote talks at that conference (delivered in the Special Collections reading room) was given by Lynne Vallone, Professor of English at Texas A&M University, who spoke on narratives about Mary Queen of Scots, including biographies for children. Lynne and other scholars attending the conference took time to explore the holdings while in town for the conference. In short, the Baldwin Library continues to be an invaluable resource for scholars, and I anticipate that more and more people will make use of it, especially as more materials are available online.

I’m very excited about this opportunity to improve access to the Baldwin. Please let me know how I can be of further assistance.

Sincerely,

An Equal Opportunity Institution
Kenneth B. Kidd
Associate Professor
Graduate Coordinator
May 31, 2006

Rita J. Smith, Curator
The Baldwin Library of Historical Children's Literature
Department of Special Collections
University of Florida Libraries
P. O. Box 117007
Gainesville, FL 32611-7007

Dear Rita J. Smith:

As you know, I am a Children's Literature scholar whose work focuses on British and American children’s books of the eighteenth and nineteenth centuries, so my interest in the Baldwin Collection and its accessibility is especially keen. I write in enthusiastic support of the UF Libraries and Baldwin Library’s grant application to the National Endowment for the Humanities. I understand that this grant application will be for the third and final phase of a larger grant, and will support the digitization and cataloging of selected Baldwin Collection children’s books dated 1890-1910.

The depth and breadth of the collection make the Baldwin the “holy grail” of children’s literature special collections. Recently, I was the beneficiary of a private tour of the Baldwin Library, and the facilities, support materials, and especially the collection itself are most impressive. The reading room is among the most beautiful I have seen and I yearned to stay and work there. However, most children’s literature scholars from around the country and around the world—not to mention their thousands of students—cannot visit the Baldwin Library itself. Here is where the catalogue and digitization project enters the picture. Through the NEH grant to date, many works from the collection are already available and accessible to a world-wide audience. Phase III of the grant would bring the on-line collection (in full-record form for all catalogued material and books with color digitized) up to 1910. This material will be an extremely useful resource for scholars and students of children’s literature as visiting the website is the closest thing to an actual visit to the library. In fact, the searchable nature of the catalogue and records makes the website an invaluable research tool. The site is easy to navigate and the digitized books are large, clear, and beautifully presented.

Given all of these facts, it is especially important to bring the collection’s complete cataloging and digitization up to the beginning of the twentieth century. The period Phase III will cover (1890-1910) is one of the most significant in Anglo-American children’s literature publishing in terms of the literary quality of many of its classic texts (works by authors such as Frances Hodgson Burnett, J. M. Barrie, Kenneth Grahame, E. Nesbit, L. Frank Baum, and Kate Douglas Wiggins, among others) as well as the cultural
value of works by lesser-known authors. Those works will become more widely known and appreciated through the successful completion of Phase III of the NEH grant (if awarded). This period represents not only the sentiment and didacticism of the nineteenth-century view of childhood, but also the innovation in form and content (including humor and parody) of many works of the turn of the century. During this time period, both children’s play and children’s power become more evident and celebrated in the literature written for a child audience. Works in natural history, biography, and travel literature also bloomed at this time. Significantly, this period represents a golden age in children’s book color illustration. The digitization of many of the most notable examples of color printing techniques will greatly support teaching illustration within children’s literature courses. I can imagine numerous creative and innovative courses in children’s literature that will be enhanced through the use of the Baldwin Library’s website offerings.

The multiple access points enabled by the full catalogue records will support research at the undergraduate, graduate and professional levels. Providing the illustrator, printer, and genre (sometimes it is difficult to tell the genre of a work from its title), among other record locators will assist scholars working on history of the book projects, as well as less-bibliographically-oriented research projects. Scholars can access lesser-known works and thus enrich their research by considering a wide range of primary materials not readily accessible in other forms. I find the full-catalogue entries to be very research-friendly and a model for other special collections to follow.

I hope that this project is fully-funded by the NEH. Historical children’s literature is a growing and vibrant sub-field within children’s literature studies, yet it is one that is heavily reliant upon access to rare books. By funding Phase III of the digitization and cataloguing grant, the NEH will enable scholars and students world-wide to increase their knowledge and enhance their scholarship. I give this grant application my highest recommendation.

Sincerely yours,

Lynne Vallone
Professor
Expect the extraordinary!

SUNY BROCKPORT

Department of English
350 New Campus Drive
Brockport, NY 14420-2968
(888) 395-2503

The Baldwin Library of Historical Children’s Literature
Department of Special Collections
George A. Smathers Libraries
P.O. Box 117007
University of Florida
Gainesville, FL 32611

Attn: Rita J. Smith, Curator

I am an assistant professor in the English Department at SUNY Brockport writing in support of the NEH initiative to digitize texts from the Baldwin Collection of children’s literature in the late nineteenth and early twentieth centuries (1890-1910).

The collection is unique in the digital world in that it has made available fascinating texts which enable scholars, students, and the general public the opportunity to study social codes, imperialism, gender performance, and systems of religious belief. It is the only resource of its kind, and in terms of quality, accessibility, and coverage, it is becoming the most respected site for historical children’s literature online, offering a resource comparable to the Library of Congress’ American Memory project or Cornell/Michigan’s Making of America endeavor. Though more narrowly focused than these two endeavors, the UF Baldwin Library Digital project nonetheless has a broad appeal to those interested in studying, reading, or researching children’s literature, cultural studies, women’s studies, postcolonial studies, and history.

Digitizing these texts democratizes access to this rich collection—scholars will no longer have to travel to Florida just to read these texts; high-quality reproductions online will enhance our ability to think and know about the child-rearing practices of another era. As well, digitizing these texts also allows students to have the experience of plumbing the archive for wonders, an opportunity heretofore available only to scholars with the time, means, and credentials to travel. I am planning to include several of the conduct books already online in my Fall 2006 Young Adult Literature course as well as the geography texts like Favel Lee Mortimer’s Far Off in my Fall 2006 Children’s Literature course. From my familiarity with the collection (which became the focus of my dissertation during my graduate work at the University of Florida), I know that there are additional gems of value and rarity in the collection which Phase III would reveal to the wider community of readers and scholars. Reference to these texts will facilitate students’
understanding of the period and will offer an excellent means of contextualizing course
texts like Treasure Island or Captains Courageous or The Secret Garden.

In addition to encouraging scholarship and research, digital versions of these texts will
also assist in preservation of the fragile originals and will offer students the chance to
apply new tools to these old texts and to read them in new and different ways. For
instance, the rich metadata, the inclusion of Library of Congress subject headings
operating beneath the text will allow students to utilize robust search tools to browse the
collection by keyword concepts and to make connections across diverse texts which
would not be possible through access to print analogues even if they were physically
available.

The collection has been important to me both personally and professionally and I would
love to see others benefit from it as well. I have published four articles on the Baldwin
texts in Victorian Review, Children's Literature, Victorian Literature and Culture, and
The Lion and the Unicorn. I have also spoken about the collection at national conferences
like the British Women Writers Conference, the Nineteenth-Century Studies Association,
and the Postcolonial Studies Conference. At these venues, I am consistently asked where
I located such fascinating primary sources, far off the well-trodden path of "classic"
literature; I always point interested colleagues back to the Baldwin. There is definitely a
ready and eager audience for this collection. Once these texts are digitally available, these
primary sources can be the subject of study by a wider range of historians and literary
critics. The fact that my publications and conferences have not exclusively been in
children's literature demonstrates the broad appeal of the collection to nineteenth-century
scholars of both British and American literature, culture, and history.

Please contact me by email (mnorcia@brockport.edu) if I can offer any additional
support for the creation of this necessary and valuable resource.

Sincerely,

Megan A. Norcia
Assistant Professor, SUNY Brockport
May 24, 2006

Rita J. Smith, Curator
The Baldwin Library of Historical Children’s Literature
George A. Smathers Libraries
University of Florida
Gainesville, FL 32611

Dear Ms. Smith:

I am pleased to write in support of your NEH grant proposal to complete the third phase of cataloging and digitization of children’s books from the Baldwin Library of Historical Children’s Literature at the University of Florida. This type of digital research collection is invaluable to humanities scholars and children’s literature specialists.

The Baldwin Library digitization project is pivotal to our work with the International Children’s Digital Library (ICDL) at the University of Maryland. As a result of our partnership with the University of Florida, the ICDL Research Team has begun the creation of new special collections of digitized historical children’s books that may be cross-searched through the ICDL interface. The University of Maryland is seeking funding to support additional partners to join us in this project. Like the University of Florida, these partners will be able to make their respective special collections available on their home institutions’ web sites as well as though the ICDL interface. We consider the University of Florida’s grant application as complimentary to our own in an effort to preserve and create access to historical children’s books, thereby providing for an expansion of knowledge in literature for children and in children’s books as icons of cultural history.

The quality of the images and cataloging records produced from the Baldwin Collection for the initial phases of this project are superior, and we look forward to incorporating these materials into the ICDL. We trust that the Baldwin Library will continue to receive funding to continue this worthwhile endeavor to preserve and provide access to rare historical children’s literature.

Sincerely,

Ann Carlson Weeks, Ph.D
College of Information Studies
University of Maryland College Park
History of Grants

This current grant application is the final phase of a three-part project to catalog and digitize British and American children’s books from the Baldwin Library of Historical Children’s Literature published from 1850 through 1910. To increase access and to preserve content, Phase I, funded by the National Endowment for the Humanities (PA-23536-00, $381,220) catalogued and microfilmed published between 1850 and 1869. To trace the evolution of color in children’s literature, books with color within that publishing range were also digitized. Phase I started on October 1, 2000. A no-cost extension was granted by NEH in September, 2002 and the work on Phase I was completed April 30, 2003.

Phase II, to catalog and digitize British and American children’s books from the Baldwin Library of Historical Children’s Literature published from 1870-1889 was also supported by a grant from the NEH (PA-50680-05, $295,507). For Phase II, the microfilming component was dropped, but cataloging and digitization of the books has continued. Phase II began on October 1, 2004 and will end September 30, 2006.