

For Office Use Only Project Number _____ Date Received _____
Type of Library Public ___ School ___ Academic ___ Multi-type ___ Special ___ SLAA ___

APPLICATION FOR FY 2006 LSTA DIGITIZATION GRANT
Application Due 4:00 PM March 31, 2006

Attach additional pages as needed.

Project Name The Indiana Magazine of History Online
Name of Applicant The Indiana University Libraries (Digital Library Program)
Name of Partner Institution (If Applicable) The Indiana Magazine of History
Address Herman B Wells Library, 1320 E. Tenth Street
City Bloomington State IN Zip Code 47405
County Monroe Congressional District _____
Population Served by the Library _____ Number of Branches _____
Director's Name Patricia A. Steele
Project Director's Name (if different) John A. Walsh
Telephone Number 855-8758 Fax Number 812.856.2062
Web Address www.dlib.indiana.edu E-Mail Address jawalsh@indiana.edu
LSTA Technology Plan "Need" Number 1 LSTA Program Number 1
SEE: < <http://www.statelib.lib.in.us/www/isl/ldo/lsta/lstaplan2003.html> >
LSTA Funds Requested _____ Check here if Statewide Project _____
Targeted User Group (Check all that apply)
 Children Youth Adults Older Adults Other, Specify _____
Estimated Number of Persons to be served by the project _____
Evaluation Type (Circle One or Both) Outcome Output
Both types of evaluation may be applied to a single project.

Part 1. PROJECT SUMMARY/PROGRAM PURPOSE. Use only the space on this page.

The Indiana University Digital Library Program proposes to digitize all 101 years of the *Indiana Magazine of History* and to make all but the most recent two years accessible on the Web free of charge. Users will be able to access page images plus searchable text. Published continuously since 1905, the *Indiana Magazine of History* is one of the nation's oldest historical journals. Since 1913, the IMH has been edited and published quarterly at Indiana University, Bloomington, while being offered as a benefit to the members of the Indiana Historical Society. Today, the IMH features peer-reviewed historical articles, research notes, annotated primary documents, reviews, and critical essays that contribute to public understanding of the history of Indiana and the Midwest. The IMH includes about 400 pages a year, with a total page count of about 40,400 pages. Project costs include creating page images, creating text files, encoding text files to create searchable text, and creating metadata that allows for page turning and navigation of the volumes – moving from article to article, for example. This project builds upon a collaboration between the *Indiana Magazine of History* and the Digital Library Program to prepare an online version of the index to the journal; this is now available for the first 100 years of the magazine: <http://www.lettrs.indiana.edu/inmh/>.

Part 2. Please attach extra pages addressing the areas below:

NEED. (Why the project is needed.)

- Describe how the project addresses a specific and existing problem, interest or need.

We propose digitizing the entire 101-year run of the *Indiana Magazine of History* and provide free online access to all but the most recent two years. The *IMH* is a refereed, quarterly scholarly journal that began its 100th year of publication in 2005. Long the journal of record for Indiana history, the *IMH* boasts an unusually large subscription base for a scholarly history journal: 9000 readers. By digitizing the journal, the publishers seek to serve these readers, other researchers, and students better than ever before by expanding the journal's accessibility and utility.

Published continuously since 1905, the magazine is one of the oldest historical journals in the US.¹ It is the only scholarly journal that specializes in the history of a state that is plausibly described as the "Crossroads of America"; further, because of Indiana's pivotal place in American history, the journal has also been a leading venue for scholarship in the history of the Old Northwest, the Midwest, and the Upland South.

The *IMH* appears four times each year under an arrangement by which, since 1913, Indiana University has housed, equipped, and paid the salaries of the magazine's editorial staff while the Indiana Historical Society purchases the issues for its members. This cooperative agreement not only helps to account for the journal's uncommonly wide circulation (over 9000 in recent years); it also ensures a high degree of interest and involvement in scholarly history from a diverse lay audience.

In seeking to balance scholarly standards with public accessibility, the *IMH* is of course not alone. Most state history journals were the creations of historical societies run by history-minded amateurs who collaborated with professional historians. In the years that followed, the profession itself established ever-stricter standards, not all of which meshed easily with the original goals of the historical societies and their members. The result has been, in many cases, a growing tension between scholars, administrators, and audiences that has manifest itself in particular in controversies over the tone and content of exhibitions and publications.²

Many Midwestern state historical societies or agencies have responded to this tension by creating a glossy magazine for members while retaining a scholarly publication that serves the needs of the historical profession more directly. But the best scholarly state history journals—including, we believe, *The Indiana Magazine of History*—remain strongly aware of their large nonprofessional readership and operate from a commitment to serve both amateur and professional interests³. We

¹ The *American Historical Review* commenced its publication only one decade earlier; the *Journal of American History* ten years later. Among existing state-based journals, the oldest may be the *Pennsylvania Magazine of History and Biography*, first published in 1877.

² Peter Novick, *That Noble Dream: The Objectivity Question and the American Historical Profession* (New York, 1990). See also Lana Ruegamer, *A History of the Indiana Historical Society, 1830-1980* (Indianapolis, 1980), 99-105; Leslie W. Dunlap, *Historical Societies in the United States, 1790-1860* (Madison, 1944); "History and the Public: What Can We Handle? A Roundtable on the *Enola Gay* Controversy," *Journal of American History* 82: 3 (Dec. 1995), pp. 1029-1115.

³See for example the website of *Minnesota History*:
<http://www.mnhs.org/market/mhspress/authorguidelines.html> .

believe that there need be no conflict between meeting the professional historian's standards for research, originality, and significance, and at the same time striving for the readability, clarity, and accessibility that our readers demand.

The *Indiana Magazine of History* was specifically cited by the content experts who gathered last fall in Indianapolis to recommend selections for the Indiana Digital Library. Over the past 100 years, the magazine has covered virtually every topic one could imagine, across a broad number of subject areas. It is the best published source of information about 100 years of Indiana history, written for both a general and a scholarly audience.

Furthermore, state and local history are the building blocks of national history. Without an understanding of how issues, policies, institutions, social movements, have developed in local settings, and out of personal situations, we cannot begin to understand the story of a nation that prides itself on having been formed "out of many." As David Thelen wrote in a recent IMH essay, while "historians made nation-states, cultures, and institutions the real agents and actors in history," individuals have in fact exercised great power in reshaping such abstract social entities. Further, as Thelen argues, Americans are anxious to arrive at an understanding of history that is based on this common-sense realization, working outward from an appreciation of how individuals—in places and with concerns recognizable to themselves—responded to personal challenges in ways that changed the lives of others.⁴

For many people, local history of the kind published in the *IMH* and comparable journals provides access both to distinctive family, neighborhood, or ethnic identities and to a larger awareness of our shared American heritage. As Americans have become ever more mobile and mass culture more homogeneous, the distinctions of place—historically grounded distinctions that, once recognized, offer a sense of belonging within a seemingly rootless world—have gained in their value. The vital connection between locally engaged, well-informed citizens and the health of our government—a connection acknowledged by Jefferson and others since the beginning of the republic—is today sustained in part by the well-documented popular support of history activities at the state and local levels.⁵

ACTIVITIES

- Describe the digitization project to be undertaken in this project. Include the subject matter, size of the collection(s), existing access to the collection(s), and current use of the collection(s).
- List the types of materials to be digitized (e.g., photographic prints, artifacts, maps, letters, diaries, books) and number of each. Include the total number of items and total number of pages for multi-page items, such as books, sheet music, diaries, or multi-page letters.
- If digitizing in-house, list the digitization equipment, with specifications, that will be used (e.g., camera, scanner). Explain the suitability of that equipment for the project.
- If outsourcing digitization, provide the name of the organization or vendor that will perform the digitization.

⁴ David Thelen, "Learning from the Past: Individual Experience and Re-Enactment," *Indiana Magazine of History*, 99: 2 (June 2003), pp. 158 ff.

⁵ See for example the survey results reported in Thelen and Roy Rosenzweig, *The Presence of the Past: Popular Uses of History in American Life* (New York, 1998). For a more philosophical explication of the same phenomenon, see Robert R. Archibald, *A Place to Remember: Using History to Build Community* (Walnut Creek, Calif., 1999).

For this project we will create page images and text files for every issue of the *Indiana Magazine of History*, 1905-2006. Published continuously since 1905, the IMH includes about 400 pages a year, with a total page count of about 40,400 pages. We will be outsourcing the work of digitization and the creation of searchable text files, probably to TechBooks, the vendor we are using for our current LSTA project, *Indiana Authors and Their Books*. We will be creating METS documents in-house; these documents provide the metadata for page turning and other navigation.

- For each type of material to be digitized, provide image specifications for the master files and all derivatives to be created.

Creation of Page Images

Master:

Master images will be created according to the guidelines in the Digital Library Federation “Benchmark for Faithful Digital Reproductions of Monographs and Serials” at <http://www.diglib.org/standards/bmarkfin.htm>.

Text pages:

Text pages will be scanned 1-up at 400dpi at original page size as grayscale (8-bit) uncompressed TIFF files.

Covers and illustrations:

Covers and illustrations will be scanned 1-up at 400 dpi at original page size as 24-bit color uncompressed TIFF files.

Access:

We will provide page images in "screen" size and larger more readable sizes in both JPEG or GIF format and PDF. Users will be able to search the full-text and metadata of individual articles. The search and delivery system will use the eXtensible Text Framework (XTF) <<http://xtf.sourceforge.net/>>, an open source digital library system developed by the the California Digital Library <<http://www.cdlib.org/>>. Page images will be delivered in a web browser interface using the METS Navigator page-turning system <<http://metsnavigator.sourceforge.net/>> developed by the Indiana University Digital Library Program. Downloadable articles in PDF format will also be. This will allow uses to read articles online in their web browser or download the articles for later reading or printing.

Thumbnail:

We will not be providing thumbnail images of the pages.

Text Encoding

Full-text transcriptions will be created using double-keying, and encoded according to the *TEI Text Encoding in Libraries, Guidelines for Best Encoding Practices* <http://www.diglib.org/standards/tei.htm> Level 4.

- Describe the plan for quality control of digitized images.

Files received from the digitization vendor will go through a 2-step quality assurance process. The first step will be an automated quality control check to ensure that the files have the correct

resolution, follow proper naming schema, are the appropriate bit-depth, and the images are consistent in their dimensions relating to the volume.

The second step in quality assurance is to visually check 10% of the images to ensure that the pages are the correct orientation, text is legible, clear and sharply focused, pages are appropriately cropped to avoid any loss of information, and all illustrations or photographs are accurate representations of the original item.

- Describe how you plan to provide item-level access to the digital objects using descriptive metadata.

Descriptive Metadata

We will provide users with article-level metadata in two ways, by browsing issues and volumes of the journal and by searching the index. Users will also be able to keyword-search the entire full-text and bibliographic metadata for each article, providing additional access to the contents of the articles.

- Describe how you plan to store and deliver the digital objects and their metadata.

The digital objects will be delivered as described above using the XTF search and display system, the METS Navigator page-turning system, and downloadable PDFs. Metadata about each article will be stored in the TEI Header of the XML/TEI file for each article. Allowing for searching by author, title, date, etc. This metadata will also be mapped to Dublin Core and MODS and published through our OAI metadata provider.

- Describe the target population for this digital project.
- Discuss why the project would have broad public appeal.

Target Population/Public Appeal

The target population for the *Indiana Magazine of History Online* will mirror the journal's current readership, but on a much larger scale. Scholars will continue to access the journal as among their first stops along the trail of historical interpretation related to the state of Indiana and the old Northwest. In particular, online access will increase the journal's utility to out-of-state scholars whose libraries do not carry hard copy of the journal, or who are unaware of its extensive usefulness because of their current inability to find the IMH's full text indexed and accessible via such popular online historical databases as J-Stor.

General adult readers with an interest in state and regional history comprise the largest segment of our readership, and they will be better-served, still, by the journal's online presence. Accessing material of relevance to their town or county, to their interest in genealogy and family history, or to a special subject area (e.g., the Civil War) will become infinitely easier, and the amount of material available at the touch of a button infinitely greater, than it is at the present time.

Finally, primary- and secondary-school teachers, and their students, will derive particular benefit from the project. Few school libraries carry the IMH, and yet Indiana history is a required subject in 4th grade; it then appears once again in middle-school social studies curriculum, and finally in 11th grade US history classes. The journal's current efforts to digitize selected primary documents that have appeared in earlier issues, and to link a smaller number of those documents to specific lesson plans that primary and secondary instructors can download from the journal's own site (see below), reflects the beginning of what will become a much larger effort to offer direct assistance to teachers who would like to make the content of the IMH.

- List the project staff who will participate, and identify their role, qualifications, experience, or other relevant background information. Limit your descriptions to 3-4 sentences for each team member.

Project Staff

- John A. Walsh, Associate Director for Projects and Services, IU Digital Library Program, will be co-director of the project. He completed his doctorate in English Literature at IU. In conjunction with his dissertation on Shelley and Swinburne, he began work on an online critical edition of the works of Algernon Charles Swinburne. He is also providing technical support for production of a grant-funded critical edition of the alchemical works of Sir Isaac Newton. He has managed the project to convert the *Indiana Magazine of History Index* to online form. He will train and supervise the student staff that will be creating METS documents to allow for page turning and navigation of the volumes.
 - Eric Sandweiss, Editor, Indiana Magazine of History, and Carmony Associate Professor of History, Indiana University, will be co-director of the project. Prior to arriving at IU, Sandweiss spent his career in the public history profession, innovating ways to broaden the interaction between public audiences and scholars engaged in historical research.
 - Jon Dunn, Associate Director for Technology, IU Digital Library Program, will supervise the programming work of David Jiao (see below). Jon has ten years experience in digital library development and has responsibility for the technical infrastructure that supports the Digital Library Program.
 - Michelle Dalmau, Interface Design and Usability Specialist, IU Digital Library Program, will lead the Web design and usability testing for the project. She has extensive experience in this area, leading the work on the projects noted above.
 - David Jiao, Systems Analyst and Programmer, IU Digital Library Program, will make necessary modifications to DLXS and other digital library systems to accommodate the reference work and literary works and will implement other changes suggested by the results of usability testing.
 - Kara Alexander, Digital Media Specialist, IU Digital Library Program, will hire, train, and supervise the work of the staff who will be performing quality control on the image and text files. Kara supervises all imaging in the Digital Library Program.
- Identify and describe any collaborative cultural institutions or libraries participating in the project, if partners are included, and what their contributions will be.

The Digital Library Program is partnering with the editorial staff of the *Indiana Magazine of History* on this project. It grew out of a project that began in 2001 to produce an online version of the index to the IMH, which was an early collaboration between the Library Electronic Text Resource Service (LETTS), which is a service of the Digital Library Program, and the IMH.

- Describe the academic standards that will be addressed by the project, if any, and the educational component.

Academic Standards and Educational Component

As a refereed, scholarly journal, and as a member of both the Conference of Historical Journals and the History Cooperative, the IMH is recognized within its field for its adherence to strict academic standards. Its contributors, reviewers, and referees include internationally prominent scholars both in and outside of Indiana. In recent years, however, the IMH has begun to take a more proactive approach to using internet technology to promote the educational value of its contents. These

efforts began with the journal's online index (created through partnership with the IU Digital Library), and continued with the decision to include full text of recent issues on several online sites (including the prestigious History Cooperative, founded here at IU a decade or so ago). They continued with a more ambitious plan, now underway, to select significant primary documents (letters, diaries, etc.) first published in the journal in the years since its inception, and making these documents accessible, with historical annotation, to the general public on the journal's own website. Finally, our efforts have reached a new plateau with our inclusion as a partner in a two-year NEH "Teaching American History" grant, awarded to a team made up of educators from IUPUI; the Brown County School Corporation, and the Indiana Historical Society (see <http://www.ed.gov/programs/teachinghistory/2004tahabstracts/in.html> for more information). In addition to providing instruction in Indiana history to participating teachers from Brown County, the journal is also working directly with those teachers to develop lesson plans--corresponding to relevant Indiana state teaching standards--based on some of the primary documents that we are in the process of placing on our website. With the entire run online and searchable, we will be able to continue this curricular planning beyond the term of the TAH grant itself, this time with the possibility of instant access to the full content of the journal, rather than to a handful of selected documents. For a preliminary mock-up of how the current lesson plans will be displayed online, please see the IMH web: http://www.indiana.edu/~imaghist/for_teachers/index.html.

EVALUATION

- How will the project be evaluated? A good evaluation will indicate what difference and impact the project will have on end-users. Please also complete the Outcomes Chart found at <http://www.statelib.lib.in.us/www/isl/ldo/lsta/04outchartb.doc>.

Our project has three primary goals. The first is to digitize and encode all 101 volumes of the *Indiana Magazine of History* according to standards and recommended best practices and to deliver them via a user-friendly, well-designed Web site, developed according to guidelines established through our previous experience and rigorous user testing. The second goal is to promote the use of these online resources by the general public, educators, and students in the state of Indiana. Use will be the primary way that we measure success for this goal. Our third goal is to promote the use of the texts in the public schools, especially in Indiana. From experience working with teachers on other digital projects, we have confirmed that teachers are more likely to use digital resources if we provide them with lesson plans tied to state teaching standards. We will measure effective use of the materials in the classroom and, hopefully, on standardized tests.

Two members of the project team have attended IMLS Outcome-Based Evaluation Training. We have attached the Outcomes Chart, with both outputs and outcomes.

NOTE: Many projects can be evaluated through both outcomes and outputs. Some projects do not lend themselves to outcomes but to outputs alone. In that case, fill out (a) through (c) on the Outcomes Chart and indicate how you will measure the success of your project. **Consult the LSTA five year plan 2003-2007 for key output targets and key outcome targets under each goal located at web address <http://www.statelib.lib.in.us/www/isl/ldo/lsta/lstaplan2003.html>.**

AWARENESS

- Describe how the target population will be made aware of the improved library service.
- How will you disseminate the results of the project to your community and to Indiana libraries?

Information about the project will be disseminated via a project Web site, where we will provide the project proposal and progress reports. Eventually the reference work and the searchable electronic

texts will be offered on the same Web site. We also will give presentations about the project at a number of conferences, including local events, such as the Indiana Library Federation Annual Conference and the Association of Indiana Media Educators, which is the professional organization of Indiana school media specialists. We also will publish articles in local and national publications and share findings about how to make reference works available online.

TIME FRAME

- Outline a plan for carrying out the project, including a monthly schedule for the necessary tasks and the individuals responsible for them. All projects may start on June 30, 2006 and must end by July 30, 2007.

June 30, 2006 - September 30, 2006

- Document digitization and encoding specifications
- Ship volumes to vendor
- Develop preliminary design for project web site
- Receive digital images and XML/TEI encoded texts back from Vendor

October 1, 2006 - January 31, 2007

- Quality Control on images and encoded texts
- Create page image derivatives (JPEGs, GIFs, and PDFs)
- Load XML/TEI texts into XTF
- Configure XTF for Indiana Magazine of History Texts
- Create METS metadata documents for page image display and navigation

February 1, 2007 - April 30th, 2007

- Configure system links between XTF and METS Navigator
- Map TEI Header metadata to Dublin Core and MODS formats
- Load Dublin Core and MODS metadata into IU DLP OAI data provider
- Develop mechanism for linking between the existing online index and the newly digitized articles

May 1, 2007 - July 30th, 2007

- Add contextual materials (overview, technical information, project team, teaching guides, etc.) to project website
- Release the online resource site to public
- Publicize the resource

SUSTAINABILITY OF THE ONLINE RESOURCE

- Describe how this project will be sustained once the grant has ended.

The Indiana Magazine of History Online will be maintained and supported by the Indiana University Digital Library Program (www.dlib.indiana.edu). All content except the current two years will be accessible free of charge via the Internet. We will store preservation versions, consisting of the highest quality digital surrogates, in the MDSS (Massive Data Storage Services) maintained by Indiana University Information Technology Services.

Indiana University has shown a strong commitment to the continued development and maintenance of IU's digital library infrastructure, and digital library initiatives are featured prominently in Indiana University's information technology strategic plan (see *Architecture for the 21st Century: An Information Technology Strategic Plan for Indiana University* at <http://www.indiana.edu/~ovpit/strategic/>). This strong commitment from the highest levels of leadership within the university ensures that we will

continue to have available the resources to maintain, support, and grow the existing infrastructure and to upgrade and migrate to new technologies as they become available.

BUDGET

- Provide a narrative explanation for the budget areas listed on the budget page. Budget items should include how you arrived at the cost, based upon the type and number of materials to be digitized. If you plan to outsource the digitization, please include a letter from the library or vendor that may perform the work, with a detailed cost estimate. Be sure to provide information about any matching funds.
- Describe any matching funds that will be provided for personnel, hardware, software, or any other expenses.
- Complete the budget form and submit it with your application.

LSTA Funding

Digitization and text encoding will be the major expenses for the *Indiana Magazine of History* project.

1) The digitization and text encoding will be done by one of several available digitization vendors. The Digital Library Program has extensive experience working with various vendors, providing digitization specifications, and performing quality control checks on vendor work. Based on previous quotes for similar projects, we estimate that the imaging (i.e., scanning) work will cost approximately \$6868.00. The *Magazine* includes about 400 pages a year and has been published continuously for 101 years. So the total page count is about 40,400 pages. Digitization cost is \$0.17 per page.

$$40,400 \text{ pages} \times \$0.17 = \$6868.00.$$

2) The vendor will also convert the page images to editable text and encode the text in TEI/XML according to our specifications. Prices have varied for this work over time, but the most recent pricing we've received was \$0.32 per 1000 characters. Pages average about 2400 characters per page. We have used these figures to estimate the cost of re-keying and encoding the texts for the *Indiana Magazine of History* Project as follows:

$$\begin{aligned} 101 \text{ volumes} \times 400 \text{ pages} &= 40,400 \text{ pages} \\ 40,400 \text{ pages} \times 2400 \text{ characters} &= 96,960,000 \\ 96,960,000 / 1000 &= 96,960 \text{ (price is } \$0.32 \text{ per thousand characters)} \\ 96,960 \times \$0.32 &= \$31,027.20 \end{aligned}$$

3) Creation of metadata and page image derivatives to facilitate the online delivery of the volumes is the third expense for the project. Based on previous experience we estimate one hour per volume for METS (metadata) document creation. This work will be done by hourly workers at \$10.25 per hour.

$$101 \text{ volumes} \times 1 \text{ hour each} = 101 \text{ hours} \times \$10.25 = \$1035.25$$

Budget Summary

Image Digitization	\$6868.00
Text Encoding	\$31,027.20
Metadata Creation	\$1035.25
Total	\$38,930.45

Cost Share

All staff listed on page 5 of the application will contribute to the project on cost share.

PREVIOUS DIGITAL PROJECTS

- Provide URL(s) for any collections previously digitized by your library. If you have not completed a digital project and you plan to work with a partner on this project, please provide a URL for one of their digital projects.

The Digital Library Program has considerable experience digitizing textual materials and making them accessible on the Web. We are in the process of changing from one software package to another for the storage and delivery of electronic texts, so this list does not include a single project that represents how we will do this project. Rather, different projects represent different aspects of the *Indiana Magazine of History Online* Project.

Wright American Fiction: <http://www.lettrs.indiana.edu/web/w/wright2/>. This project uses the DLXS software, which we are abandoning, but it shows the coupling of page images and text files, which we will be employing for this project.

The Jane Johnson's Manuscript Nursery Library:

<http://webapp1.dlib.indiana.edu/collections/lilly/janejohnson/>. This project uses the new XTF software that we will be using, but the content is not books.

Brittle Books Online: <http://urania.dlib.indiana.edu:8080/pageturner/welcome.do>. This project includes page images only at this time, but shows how we will provide navigation within each volume/issue of the journal.

Send TWO original copies of the completed application to:

Library Development Office
Indiana State Library
140 N. Senate Ave.
Indianapolis, IN 46204

The application is due in the Library Development Office on or before 4:00 p.m. **March 31, 2006.**

PLEASE NOTE --THE APPLICATION MUST BE IN THE LIBRARY DEVELOPMENT OFFICE BY THE DEADLINE. POSTMARK IS NOT ACCEPTABLE

Please do not staple the applications as they must be copied for review.

Project Signatures: Signature implies agreement of LSTA funded project director and library director to follow all LSTA procedures as outlined in the project manual, including submitting final evaluation of project within 45 days of completion of project.

Library Director

Project Director (if different)

Date