

CMPU 187 · Introduction to Digital Humanities

Textual Data

23 April 2021



The world of text

Most text *corpora* are either:

“born digital”, e.g.,

Blog posts

Social media activity

Stories on fanfiction.net

Converted from handwritten / typed writing on paper, e.g.,

a collection of 19th-century British novels

letters written by Seneca

issues of *The North Star*

Conversion from physical texts to digital ones can be done by

- manual transcription,

- automatic optical character recognition (OCR), or

- a hybrid, e.g., OCR with manual editing

“Where human transcription would be prohibitively expensive and slow, through OCR words printed on thousands or millions of physical texts become, almost immediately to scholarly timelines, machine readable data that can be identified and computationally analyzed.”

Ryan Cordell, “‘Q i-jtb the Raven’: Taking Dirty OCR Seriously”

OCR without manual verification and correction can be problematic – a noisy channel:

16 "Prophet!" said I, "thing of evil—prophet still, if bird or devil!
By that heaven that bends above us—by that God we both adore—
Tell this soul with sorrow laden if within the distant Aidenn
It shall clasp a sainted maiden whom the angels name Lenore—
Clasp a rare and radiant maiden whom the angels name Lenore?"—
Quoth the Raven, "Nevermore."

1 Prophet ." said I, " thing of evil prophet still, if bird or devil !
By that heaven that bends above us -by that G id we both adore
Tell this soul with sorrow laden if within the distant Aidden
It shall clasp a sainted maiden whom the angels name Lenore
Clasp a rare and radiant maiden whom the angels name Lenore f
Q i-jtb the Raven, "Nevermore.

*Ryan Cordell,
" 'Q i-jtb the Raven':
Taking Dirty OCR
Seriously"*

OCR

There are many options, including

Tesseract (free, but less friendly)

OmniPage (commercial)

ABBYY FineReader (commercial; popular in digital humanities)

Tesseract

Requires image as input rather than PDFs.

Given a PDF, first convert it into a directory of images using
pdf2png.com

FineReader

Encoding and annotation



1b Bess of Hardwick.xml

1b Bess of Hardwick.xml

No Selection

18

<superscription hand="Bess of Hardwick">

19

Too the Ryghte<lb/>

20

worchoupfull my<lb/>

21

uarye frende<lb/>

22

Syr Iohen thyne<lb/>

23

Knyghte

24

</superscription>

25

<contemporary_addition hand="unknown scribe" type="endorsement">

26

from the lady<lb/>

27

Cavendysshe

28

</contemporary_addition>

29

</address_leaf>

30

<letter_text hand="Bess of Hardwick">

31

<note hand="archivist" type="Old foliation">

32

246

33

</note>

34

<note hand="archivist" type="Later editorial note">

35

(Bess Hardwick) Cavendish

36

</note>

37

Syr all thoughte I haue no mater of ymportance<lb/>

38

werew<expansion>i</expansion>^t<expansion>h</expansion>all now to trbyll you. yet wyll

39

I not suffer<lb/>

40

eny knowen messenger to pase w<expansion>i</expansion>^t<expansion>h</expansion>out my

41

latters<lb/>

42

of sonday I made ane ende of my longe foulle<lb/>

43

Iourney/ by the way I was many tymes yn<lb/>

44

mynde to haue restode. for my horcus was<lb/>

45

not well habyll to passe thoro the touffe myre<lb/>

46

waye w<expansion>i</expansion>^t<expansion>h</expansion> the leter/ I haue escapyed

47

one<lb/>

48

of my fettys synes my comynge whome<lb/>

49

and dowte not yn shorte tyme to recouer<lb/>

50

my helthe. yf amou<dip_expansion>n</dip_expansion>ste you I haue no wronge<lb/>

51

offerede me yn my absence/ yf any seche<lb/>

52

matter happon I trouste you wyll so for se for<lb/>





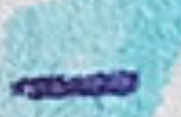












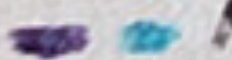
53

me that yet shall not be hurtefoull to me<lb/>

54

“...markup is less like jotting down notes in the margins of a book, and more like going through a book with a set of highlighters, using one color to mark speech acts by women, and another color to mark metaphors, and a third color to mark allusions to Emily Dickinson. If your book contains a speech act by a woman that contains a metaphor, some of the text might be highlighted with two colors...your ‘highlighters’ are what’s called ‘elements’, and ‘attributes’ that modify those elements”

Beshero-Bondar et al., *DSC 5*

-  Sun
-  Physical
-  Metaphorical
-  Vivid passage
-  Key word/phrase
-  Makhaya's journey
-  George Appleby-Smith*
-  Dinorego*
-  Sekoto*
-  Matenge*
-  Gilbert*
-  Misc.*
-  Personal
-  Mma-Millipede*
-  Racism
-  Paulina*
-  Chapter beginnings
-  Makhaya*

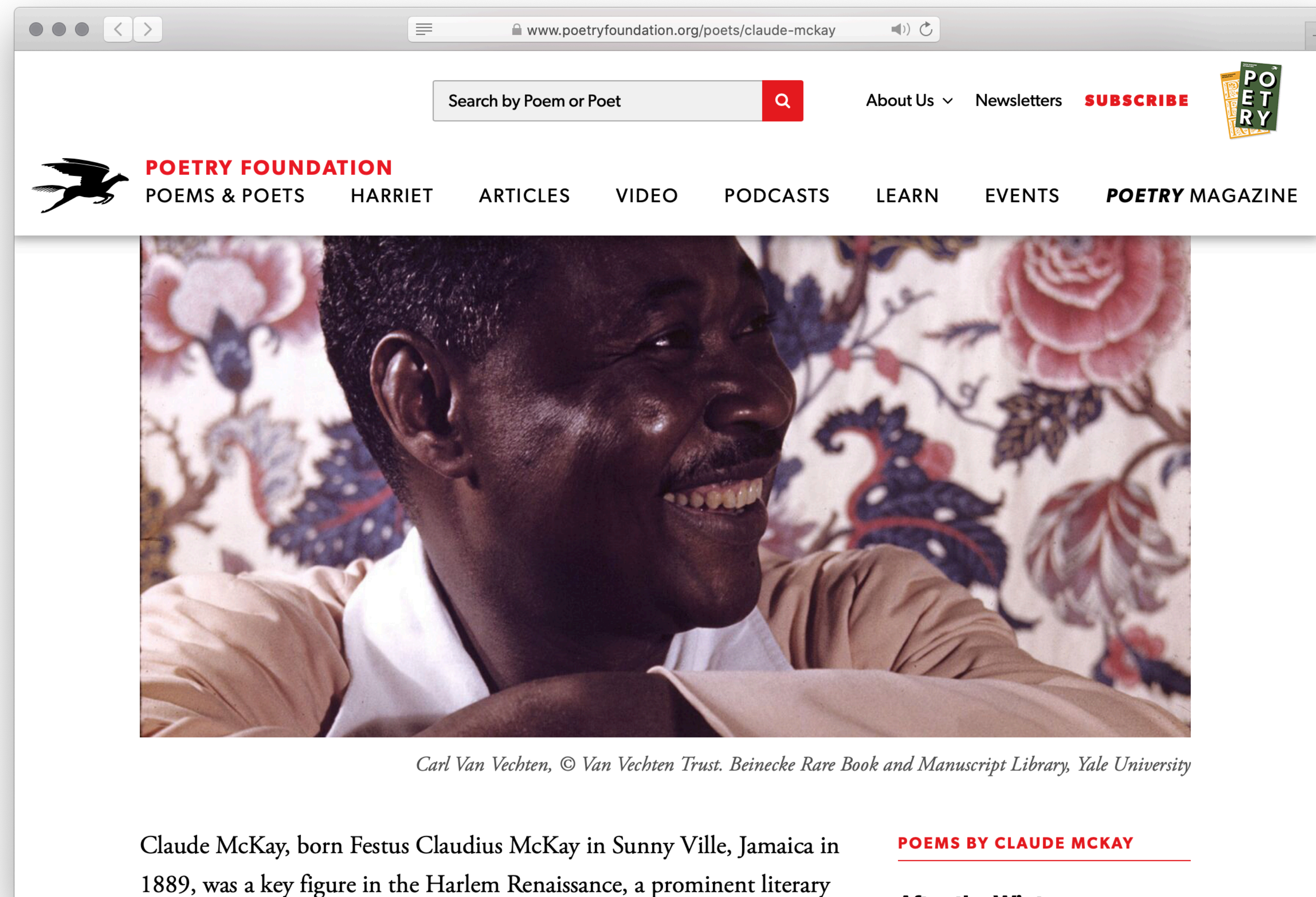
drinking bowls of sour milk porridge, how hot it had been that day. But not once did they mention the name of Matenge, though he was in all their thoughts, hovering like a great, unseen shadow over the whole village.

This strange mental disassociation from the events of the day also took place in Gilbert, Makhaya, and Pelotona, the permit man, when they arrived back at the farm for a late lunch together. They held some half-hearted, distracted conversation about rationing water until the emergency borehole had been sunk. But they lapsed into unexpected intervals of silence. You couldn't ever forget Matenge, not once you had met him face to face and he had spat his venom out at you. Matenge made you doubt the basic goodness of mankind. He made you think of all the people who are only half like him, and this completely shattered the innocence and trust with which you might approach fairly harmless people who do a bit of evil now and then to entertain themselves.

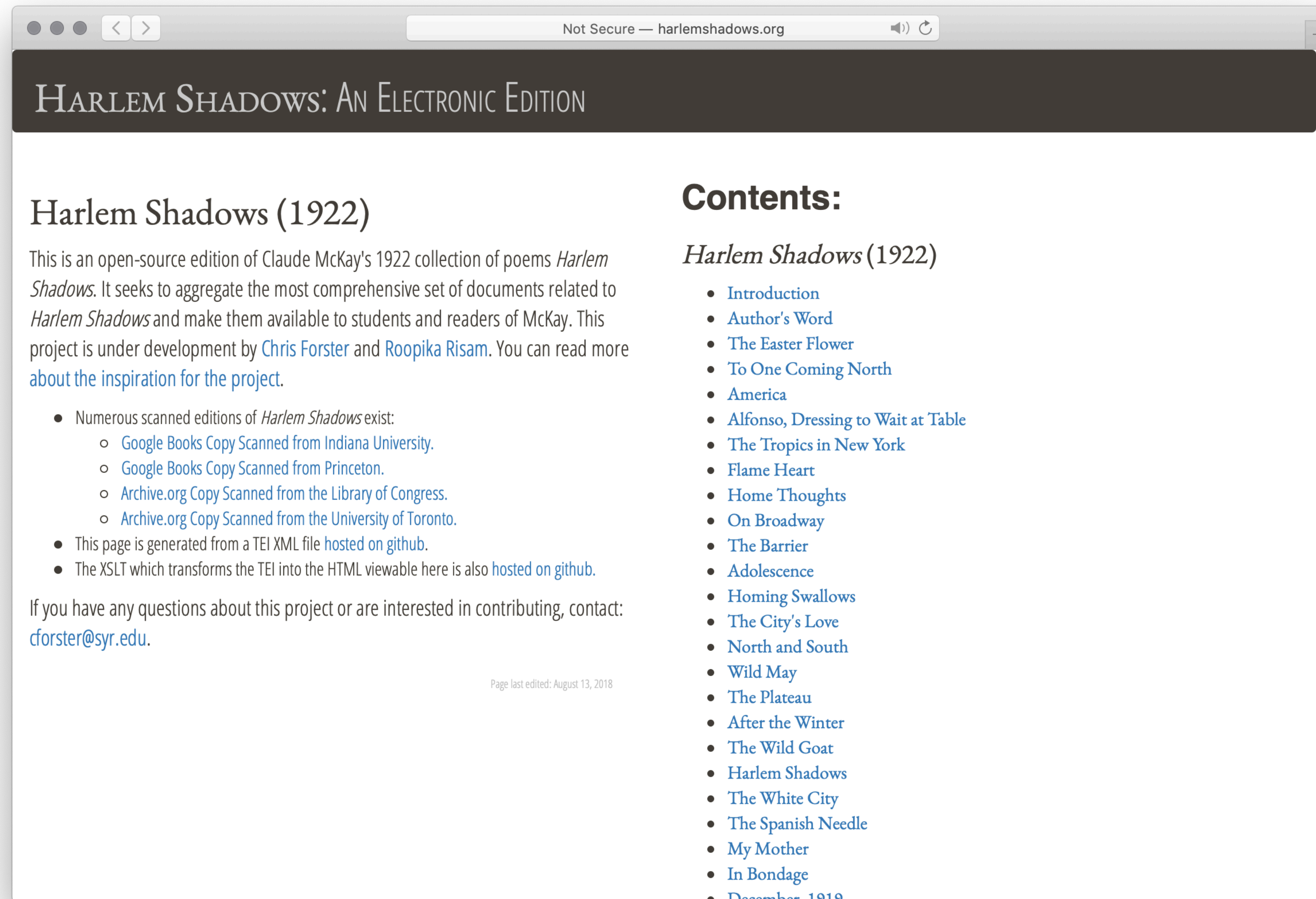
Gilbert had been roughed up inside more than all of them. He had had to do a complete somersault of thought and feeling after his arrival in Golema Mmidi. No one had told him there was such a thing as an African oppressor, nor had he expected to find a Matenge exploiting his own people through the cattle speculating business. Hundreds of white men did it and were continuing to do it with efficient ease in Botswana. But an African robbing Africans? And he had tortured himself through many sleepless nights at the ease with which he had destroyed Matenge's cattle speculating business. There were other things too – the pathetic way in which Matenge always backed down when confronted by a superior.

But if a man like Gilbert had really kept his mind on the Matenges who were an inverted whirlpool of seething intrigues, on the crazy semi-literate politicians like Joas Tsepe, he might have overlooked the kind of people almost everyone overlooked – the Dinoregos and Mma-Millipedes. At the most bitter times of Gilbert's stay in Golema Mmidi, Dinorego had always said: 'I think the Good God don't like it.' But he said it as though the 'Good God' was quite nearby, listening, observing, and Dinorego,

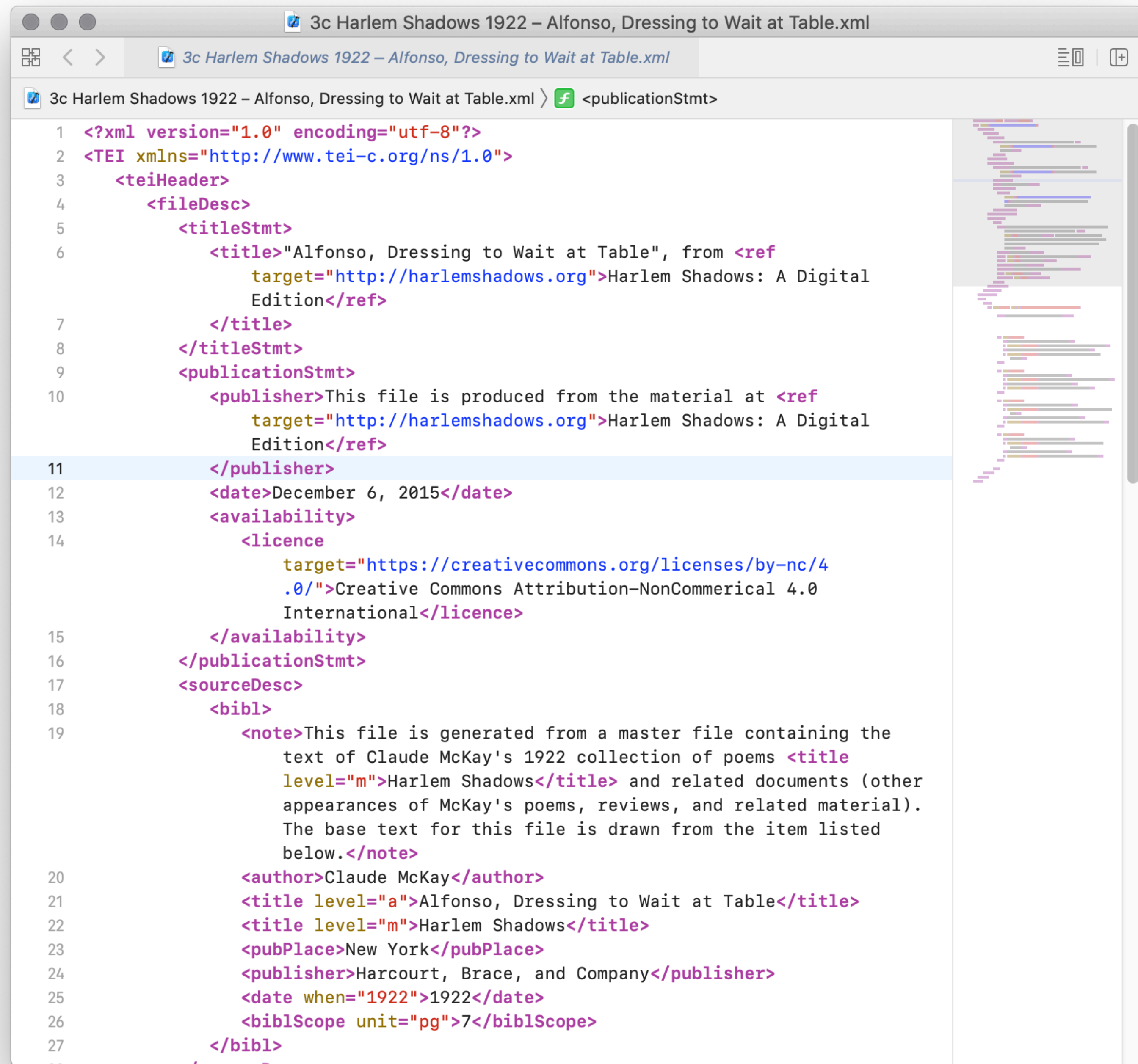
Beshero-Bondar et al.,
DSC 5

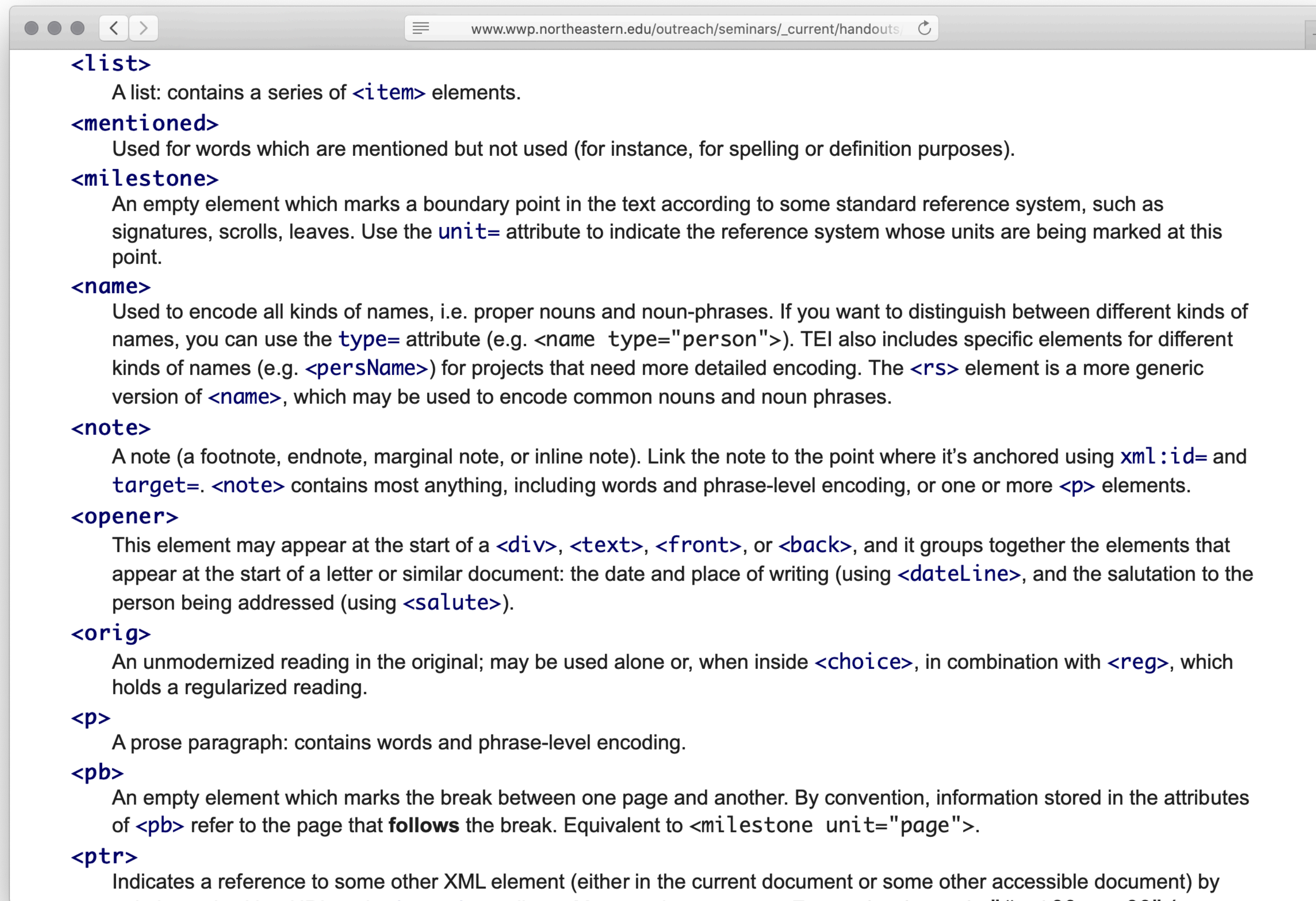


poetryfoundation.org/poets/claude-mckay



harlemshadows.org





bit.ly/32H8YJl

www.wwp.northeastern.edu/lab/gallery/speakers.html

WOMENWRITERSPROJECT

HOMEWOMEN WRITERS ONLINEEDUCATION & OUTREACHRESEARCH & PUBLICATIONSABOUT

VISUALIZING SPEAKERS IN DRAMA BY GENDER

This page demonstrates visualizations that classify speakers in two seventeenth-century dramatic texts—Margaret Cavendish's *The Convent of Pleasure* (1668) and Aphra Behn's *The Amorous Prince, or, the Curious Husband* (1671)—according to their gender. In both visualizations, wedge-shaped sectors represent the acts of the play and are further subdivided into smaller wedges that represent each scene. Scenes are then divided according to the percentage of total speeches by female and male characters.

Such visual representations of basic textual features and make it possible quickly to compare texts according to simple criteria—in this case, the ratio of female to male speakers. By making visible at a glance observations about the predominance of male speakers in Behn's comedy versus the greater gender balance in Cavendish's play, these at-a-glance comparisons can serve as the starting point for further investigation of a text or texts, perhaps prompting questions about the different motives, audiences, and dramatic conventions shaping the two works.

MARGARET CAVENDISH, *THE CONVENT OF PLEASURE*, 1668

RELATED PAGES

[Protovis visualization framework](#)

TOOLS

wwp.northeastern.edu/lab/gallery/speakers.html

Thoughts on the reading?

“In digital humanities, it seems like the underlying mechanism for discovery is ‘let’s try it and see what happens’, which is different than what most traditional literary scholarship does.”

Maria Sachiko Cecire, quoted in *DSC 2*.

*But a good way to
have fun and find
the unexpected!*