

Creating the Backbone for the Dickens 2012 Bicentenary

An Interactive Qualifying Project Report Submitted to:

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Abstract

The bicentenary of Charles Dickens is in 2012, and the Dickens Museum in London is planning to implement a literature outreach program leading up to 2012 that will increase interest in Dickens. In particular a younger demographic of 6-14 year olds will be targeted by the campaign. To help the Dickens Museum achieve this, the project team designed a website for the celebration and for general networking purposes.

List of Tables	4
List of Figures	5
Introduction.....	6
Literature Review.....	8
Charles Dickens	8
Event Planning for a Non-Profit Organization	13
Sponsorship Strategies	22
Social Impacts.....	25
Internet Media.....	27
Methodology	29
Research and Study.....	30
Internet Media.....	32
Results.....	36
Facebook.....	36
Interviews.....	36
Website Creation Process	38
Content Research	50
Game Creation	52
Board of Trustee’s Presentation.....	56
Subpage Developments.....	57
Final Design	61
Privacy Policy Statement.....	66
Accessibility.....	72
Final Testing	74
Future Works	76
Conclusion	77
References.....	79
Appendix A.....	84

Organizational Contact List.....	84
Appendix B.....	86
Appendix C.....	94
Appendix D.....	95
Interview with Similar Venues.....	95
Appendix E.....	97
Interview with Stephanie Parish.....	97
Appendix F.....	101
Appendix G.....	103
Appendix I.....	106
Appendix J.....	111
Appendix H.....	112
Appendix K.....	113

List of Tables

Table 1-Events and their Corresponding Purposes and Audiences (modified from Webber 2003, 126).....	14
Table 2-Six Tactical Dimensions (Adapted from Egri).....	17
Table 3-Social Impact of Cultural Events (Courtesy of Snowball).....	26
Table 4-Original Website Organization.....	39
Table 5-Correct Answer ActionScript 2.0 Code.....	54
Table 6-ActionScript 2.0 Breakdown.....	55
Table 7-Quotations and Images used in Main Animation.....	62
Table 8-Known Issues with Website.....	75
Table 9-Future Implementations to the site.....	76

List of Figures

Figure 1-Financial Impact Equation (Adapted from Felsenstein)	21
Figure 2- Preliminary Sketches of the Homepage Layout.....	43
Figure 3-Trial Flash Animation Screenshot.....	45
Figure 4-Pastel Colored 2-D Buttons.....	45
Figure 5-First Pastel Colored Logo.....	46
Figure 6-Pastel Colors vs. Vibrant Colors	46
Figure 7-Windows Vista Aero-Courtesy of jw.fi	48
Figure 8-Quote Game Intro Page.....	54
Figure 9- Homepage Mid-Development Screenshot	57
Figure 10- Kids and Family Page Mid-Development Page	58
Figure 11-Games Page Mid-Development Screenshot.....	59
Figure 12-Scholars and Enthusiasts Mid-Development Page.....	60
Figure 13-Students and Teachers Mid-Development Page	61
Figure 14-GIF Animation showing Text and Picture Fading	62
Figure 15-Forums showing modified colors and logos	64
Figure 16-Site Map Screenshot.....	65
Figure 17-Privacy Policy	66
Figure 18- Copyright Information	67
Figure 19-Kids and Family Page Final Screenshot.....	68
Figure 20-Students and Teachers Final Screenshot	70
Figure 21-Scholars and Enthusiasts Final Screenshot	71
Figure 22-Accessibility Page compared to Color Page	73

Introduction

Charles Dickens is considered one of the greatest British authors, and perhaps the world. However, although many people are familiar with his stories, few actually read his works. This is especially true among younger audiences.

Book sales and rates of library borrowing have declined dramatically in the US and the UK in recent years. A study done in the United States by the U.S. Department of Education and National Center for Education Studies investigated the percentage of children between 9 and 17 years old who read every day for fun between the years 1984 and 2004. The study showed that for children of nine years old the percentage changed only one percent from 53% to 54% over the course of 20 years. However, as children grow older (i.e. 17 year olds), the percentage of children who read every day drastically decreased from 31% to 22% (Ball, p.6). This shows that the target demographic needs to be taken under consideration. A team goal will be to reach out to a younger audience and attempt to revive their eagerness to read Dickens.

The Dickens Museum hopes to encourage greater interest in the works of Dickens among a wide variety of potential audiences. In particular the Museum hopes to encourage greater awareness and readership by conducting an extensive literary outreach campaign coinciding with the bicentenary of Charles Dickens' birth in 2012. The ultimate goal is to attract new audiences and excite them about Dickens through the use of multimedia applications and a fun and attractive website.

The Museum is planning a series of events and outreach activities that will lead up to the festival in 2012. The purpose of the project will be to assist Dr. Florian Schweizer, who is in charge of coordinating the Dickens 2012 campaign and has been in contact with important members of several Dickensian organizations in order to garner their opinions in preparation for the 2012 celebration. In order to have a successful campaign, research must be done in order to attract sponsors, create a powerful networking website, and conduct effective fundraising.

The campaign hopes to unite all Dickens societies and groups in the world, introduce Dickens' works to modern audiences, and reach out to a broader demographic, especially children between the ages of 6 and 14. To achieve this, fundraising, event planning, and business management strategies will be researched to present to Dr. Schweizer. One of the main project tasks will be to create the campaign website which will act as the campaign headquarters and a portal to all other pertinent Dickens websites and societies. From the research conducted and input from the scholars of both Dickensian and outside organizations, as well as the knowledge of event management and fundraising from the literature review, a strong foundation from which the social agenda of Charles Dickens can be spread throughout the UK, and the world will be created.

Literature Review

Charles Dickens

History of Charles Dickens

Charles John Huffam Dickens was born on February 7, 1812, to Elizabeth and John Dickens. He was born in a small house on Mile-end Terrace in Portsmouth, Hampshire. As a child he was small and slightly awkward, having both a nasally voice and myopia (Kaplan, p. 26, 1988), however he made up for these physical shortcomings with talent in performing both comedy and music. His entire family was musically inclined; his sister Fanny would become an accomplished vocalist and pianist, and his mother was an avid dancer. Dickens' father would show off young Charles by having him perform for dinner guests or even to people walking down the street (Kaplan, p. 26, 1988). Dickens' passion and talent for performance and theater would be overshadowed by his novel writing, yet some Dickens scholars would argue he was the best actor of the 19th century (Personal communication with J.J. Brattin, 2007).

Dickens moved a lot as child, living in places such Portsmouth; Chatham, Kent; and Camden Town. His father was a payroll clerk for the Navy and was constantly transferred. John Dickens struggled to support the family; his annual income fell considerably during Charles' early years and the family had trouble adjusting (Kaplan, p. 22, 1988). Finally, in February of 1824, John Dickens was arrested for failure to pay off a loan, and was imprisoned in Marshalsea Debtor's Prison. Only days before, Charles had begun performing tedious manual labor at a shoe polish factory, making six shillings per week (Kaplan, p. 38, 1988). His family moved into the prison with their father in order to conserve money, and Charles spent a considerable amount of time observing prison life. His father was released a few months later, but the images of the poor and harsh life of the lower classes left an imprint on young Charles which is evident in his novels, essays, and plays (Welsh, 1987).

After his difficult early childhood, things began to improve for Dickens. He was able to attend Wellington House Academy, although it was not as prestigious institution as its name suggests (Kaplan, 44, 1988). Many of the faculty there served as models for the antagonists in *Nicholas Nickelby*, *David Copperfield*, *Hard Times*, and *Our Mutual Friend* (Kaplan, p. 45, 1988). During his time at Wellington House Academy Charles' began to study law, working as a clerk in a solicitor's office. He studied to become a barrister to learn the law and its application to high society's treatment of the poor. He would then apply this knowledge to his writings.

A few years later, in 1830, Dickens met Maria Beadnell and fell in love. She came from a more affluent background than Charles and, unfortunately, neither she nor her parents felt that Charles was her best suitor. This crushed Charles, though he recovered two years later when he met Catherine Hogarth. She was not as pretty or flirtatious as Maria but was warmer and kinder and her family was much more approving of Charles. After their marriage in 1836 she became pregnant with the couple's first child, Charles Dickens Jr. who was born in 1837.

It was also during 1837 that Charles published his first work, *Sketches by Boz*. He had been hired to write texts to accompany comical illustrations by a popular artist. The artist committed suicide shortly after the second set of the series had been printed and Dickens began working on his own. *The Pickwick Papers* was Dickens' first serial novel, coming out in monthly installments of 32 pages with two illustrations (Kaplan, p. 79, 1988). The first few issues were not immensely successful, but subsequent installments would prove to be wildly popular, even inspiring Pickwick-branded merchandise (Personal Communication with J. J. Brattin, 2007).

While dealing with his growing family, Dickens was also working on *Oliver Twist* as well as *The Pickwick Papers*, and the family needed more space. They moved into a 12 room house at 48 Doughty Street, where they would live for three years. While at 48 Doughty Street, Dickens would finish *Oliver Twist* and *The Pickwick Papers*. He would also write the entirety of *Nicholas Nickelby* (Hassett, Olore, DeCampo, 2007). Dickens' family continued to grow however, and in 1839 the family moved on to a larger

residence. The house on Doughty Street would later serve as the site for the Dickens Museum.

Dickens career began to flourish after the success of the *The Pickwick Papers*. He traveled to America in 1840, partly for tourist reasons and to view social issues such as prisoner treatment and slavery, as well as to campaign for international copyright policy. No laws existed in the United States to prevent pirating of overseas works which caused rampant duplications of his literature (Welsh, 1987).

Charles would continue his successful career as both a novelist and a speaker. He would often read his topical essays on politics and social issues at dinner parties or other special occasions. One of his essays, *American Notes*, which satirized his observances of American lifestyles and politics, was especially controversial. Critics claimed it was overly harsh and painted a grotesque picture, whereas *Martin Chuzzlewit*, also by Dickens, was a much more palatable depiction of the United States (Shepherd, p. xxii, 1884).

In 1865 Dickens health started to deteriorate largely due to stress and exhaustion. His physical problems, though, did not stop him from continuing his readings and lectures. He suffered a stroke in 1869 that stopped his public speaking, though he continued to work on his novel, *The Mystery of Edwin Drood*, until his death in 1870. The unfinished work was published in 1870 leaving Dickens scholars and enthusiasts alike to speculate about its ending (<http://www.theDickenspage.com/drood.html>, 2007).

Social Implications of Dickens' Works

The miserable periods of young Charles Dickens' life undoubtedly left a lasting impression on him. He never spoke publicly of his life during his time in the boot polish factory. He confided in only two of his closest friends about his time there, and those accounts have never been published. Nonetheless, it is safe to say that his novels were

influenced profoundly by his experiences as a child and provided an outlet for his outrage over social conditions in Victorian England.

The differences between the social classes in Victorian England were stark. Greedy factory owners would pretend to sympathize with poor families, saying that their children could work and help pay off debts, as it was in Charles' case. In reality, factory owners were getting cheap manual labor at a fraction of what an adult worker or machine would cost. This callous mindset, coupled with horrendous working conditions is what fostered Dickens' contempt for greed, mistreatment of the lower classes, and slavery, among other moral issues.

Dickens' use of orphans as protagonists is a common theme in many of his novels, including *Oliver Twist*, *David Copperfield*, and *The Mystery of Edwin Drood*. Orphans were common in Victorian England, and Dickens used their plight effectively to conjure up more sympathy for the main characters in his stories. Miller points out that even in *The Pickwick Papers*, in which the main character travels through several unrelated scenes, it is the orphaned character that ties the novel together (Millar, p. 23, 1958).

One of the most popular Dickens novels, at least in the late 20th century, is *A Christmas Carol*. The moral of the story is timeless, as has been evidenced by its many adaptations into theater, television, and film. Shepherd (p. xxx, 1884) writes, "It is because Charles Dickens has made such a study of human nature we all possess in common that he is able to strike with a practised hand upon the chords of our hearts..." The same could be said of all Dickens' works, and it is for this reason that he has such a large following of enthusiasts and scholars alike around the world.

The Dickens Fellowship and the Dickens Museum

Dickens, during the course of his life, became one of the most influential writers of his time. He wrote about the oppression and struggles facing the lower classes, in order to bring these problems to the attention of the upper classes. By using his most

powerful tool, his writing, he spoke out about the social injustices of the time. His influence left such a mark that in 1902 the Dickens Fellowship was formed. This is a group dedicated to honoring Dickens' work and encouraging a similar concern for the less fortunate in society. The members of the Fellowship believed that Dickens' life and works should be remembered, so in 1923 they bought his former house on 48 Doughty Street in order to preserve it. This not only serves as the head office of the Fellowship but also shows the lifestyle in which such an important author lived. By connecting Dickens to the modern day and people worldwide the Fellowship aims

“...to knit together in a common bond of friendship lovers of the great master of humor and pathos, Charles Dickens," to spread the love of humanity, to campaign against those "social evils" that most concerned Dickens, and "to assist in the preservation and purchase of buildings and objects associated with his name or mentioned in his works.”

(The Dickens Fellowship, 2004)

Formed in 1902, the Fellowship has grown considerably, expanding to a worldwide institution with 46 branches in England, the United States, Japan, and Canada. The Fellowship's headquarters is currently at 48 Doughty Street as it has been since the Fellowship bought the property in 1923 to save it from demolition. Today the house is owned by the Charles Dickens Museum.

One of the major attractions of the museum is its Victorian set up. The goal of the Fellowship was to preserve Dickens' way of life, which means keeping his house as similar to the way he lived in it as possible. The museum includes period artwork as well as many original manuscripts and details from Dickens' life, including some of the original furniture and rare copies of his books. Three rooms that had been changed after Dickens left have since been restored to give an accurate representation of Dickens' residence as it would have appeared when he lived there (Dwyer, Donovan, Densmore, Carveth, 2005).

The museum also cycles through different exhibits dealing with Dickens' life and works and even contemporary artists. The museum has displayed exhibits such as: *Great Victorian Beards*, *Dickens' Child's History of England* and *Katey - Dickens's Artistic Daughter*. Other events which are led by volunteers include readings, walks, handling sessions, and lectures. Readings can be requested by visitors and then performed by a trained volunteer. A "Walk Through Dickensian London" is a set of six guided tours from which visitors can choose. These walks take the visitor to locations important to Dickens' novels. Handling sessions are extremely popular weekly events in which visitors can hold artifacts from Dickens' life including his quill pen and original works (Dickensmuseum.com, n.d.). Lectures and family workshops, including special events at Christmas are also very popular.

Dickens' 200th birthday is in 2012 and The Dickens Museum is planning a literature outreach campaign in celebration of his bicentenary. This is a great opportunity to increase interest in his works and reach out to a younger audience that may be unaware of the wonders that can be found within a Dickens novel. To achieve this goal and get more people reading Dickens' writing, there will be a campaign of Dickens related events leading up to the bicentenary in 2012.

Event Planning for a Non-Profit Organization

Though the major portion of this project was based on creating a new bicentenary website, other topics were investigated as well at the request of the project sponsor. The reason for doing this was to fully understand the event planning process and to assist in any extracurricular tasks that the campaign or museum need to be done.

Non-profit organizations (NPO) plan events for a variety of reasons, as indicated in Table 1. Webber (p.126, 2003) identifies four major types of events (concerts, dinners, challenges, and treks), each of which may serve multiple purposes by catering to various target audiences. Webber did not include educational events or academic conferences but these may play an important role in raising awareness and cultivating new audiences among academics, enthusiasts, and the general public in the case of Dickens.

Event planning for an NPO is a multifaceted activity. The NPO must decide what its main goal is to present to the public and also how it will attract an audience. All non-profit organizations must define a need for an event before the event can take place. As Cantwell says, “What is the aim of festival planners, and by what agency did they hope to achieve them?” (p.157, 1991). The NPO must also make sure that the needs directly reflect the program for which it stands. Once the need has been identified, the event is designed to efficiently fulfill its needs. For instance, a fundraiser for cancer research might include a healthy activity such as a walk or a run.

Table 1-Events and their Corresponding Purposes and Audiences (modified from Webber 2003, 126)

Type of Event	Benefit to Sponsor	Applicable Fundraising Tactics	Benefit to Attendees	Target Audiences
Concert/Live Performance	<ul style="list-style-type: none"> • Fundraising • Raising Awareness • Gaining New Donors 	Tickets Raffles Advertising Donations	<ul style="list-style-type: none"> • Entertainment • Philanthropic Satisfaction 	General Public Music Fans
Dinner/Ball	<ul style="list-style-type: none"> • Fundraising • Raising Awareness • Gaining New Donors • Networking for Enthusiasts 	Tickets Raffles Advertising Donations Auctions	<ul style="list-style-type: none"> • Nourishment • Entertainment • Philanthropic Satisfaction 	Public Figures Wealthy Individuals
Large Challenge or	<ul style="list-style-type: none"> • Fundraising • Raising 	Tickets Advertising	<ul style="list-style-type: none"> • Fitness • Competition 	General Public

Endurance	Awareness		<ul style="list-style-type: none"> Philanthropic Satisfaction 	Athletes
Trek	<ul style="list-style-type: none"> Fundraising Raising Awareness 	Tickets Advertising	<ul style="list-style-type: none"> Exotic Surroundings Philanthropic Satisfaction 	General Public Outdoorsmen Nature Lovers
Educational or Academic	<ul style="list-style-type: none"> Raising Awareness Cultivating New Audiences 	Donations	<ul style="list-style-type: none"> Education 	General Public Enthusiasts Academics

Target Demographic

The next step in planning a fundraising event is to define the target demographic group. This will guide the rest of the event planning and provide focus for its organization. Daniel Webber, in his article “Understanding Charity Fundraising Events”, suggests that “by catering for a group of people who wish to gain something themselves, a charity can broaden its group of donors beyond those who purely believe in the charity’s mission” (p. 122, 2003).

Webber’s study was conducted by interviewing 20 charities of various sizes. He asked questions concerning the characterization of the events, the costs involved, and how they maximized income (2003). He then paired the information gathered from the interviews with data from the Fundratios study. Fundratios is a “charity fundraising benchmarking project” that records annual fundraising statistics from many charities in the United Kingdom (<http://www.cifc.co.uk/Fundratios05.html>). Overall, the evidence

from the charities sampled and from other studies performed on fundraising productivity implies that fundraising events can be an efficient part of many charities' fundraising strategies by attracting support from those who are little concerned with the specific charitable cause (Webber 2003).

Tracy Wayson concurs with Webber that the target demographic must be carefully selected for any event. However, she analyzes these opportunities more from the organizer's point of view in her article "Putting the Benefit back into Fundraising Benefits". Rather than stressing the importance of giving the attendees something to gain at the event, she emphasizes the importance of inviting non-donors to the event. She explains this reasoning in her article, writing that by "converting the special event buyer to an annual fund donor increases the value of the event and the effort involved in benefit fundraising" (p. 80, 1998).

Generally there are two types of audiences at opposite ends of a spectrum: an egalitarian affair in which the public will attend to learn general information and donate to the cause, or a more erudite conference in which academic scholars meet to discuss topics on a much higher level. If an event is aiming to be amusing then it should be geared towards the general audience. If the outcome of this event challenges and affects the works of scholars for the future, then this might be better geared towards the academia.

Of course there are people who fall in between these two extremes. These middle people are the people whom this project is focused on. For this campaign, one of the major goals was to rekindle the interest in Dickens for those who are not part of the Dickensian scholarly community. The challenge of this campaign is to attract new enthusiasts while still catering to the Dickens scholars. Egalitarian events are great ways to target new audiences, while still appealing to aficionados.

Visitors to an egalitarian event are broken down into categories with the first two being local and non-local. A majority of researchers then break down the non-locals into two subgroups. Snowball gave names to these two groups calling them "time-switchers" and "casuals" (p.1302, 2002). Casuals are simply people who were already in

the area for other reasons, and happened to go to the event. It is difficult to plan for casuals, as their presence and motivation is unpredictable. Time-switchers are people who are planning to visit a certain location and choose their travel dates based on the timing of an event.

Visitors to an academic conference may come from all over the world. The exclusiveness of the event may influence decisions such as hosting visitors in a hotel or dormitory. Egri points out that some scholarly visitors refer to an academic conference as an “adult vacation” (1992), and thus the conference can be a very personal experience. She lists “Six Tactical Dimensions” (Table 2) from which one can determine what effects each type of conference will have on its attendees. This table is very polarizing; any successful event, especially one designed to appeal to the general audience must have qualities of both. For instance, in the “Confirmation of Entering Identity”, an egalitarian event will treat everyone as equals. At the other end of the spectrum erudite events will most likely require new visitors or members to go through some sort of training or prove themselves. This “proving” is a very vague term, and it may simply be that only those who hold doctorates are invited, or perhaps only those in the upper echelons of a society will even know of an event.

Table 2-Six Tactical Dimensions (Adapted from Egri)

Category	Egalitarian	Erudite
<i>Socialization Experience</i>	Groups	Isolation
<i>Newcomer Inclusion</i>	More Integration	Mostly Segregated
<i>Socialization Process</i>	Cumulative Stages, planned events such as icebreakers to introduce everyone	Random, Unknown, Ambiguous, new visitors must meet other people themselves
<i>Cultural Role Models</i>	Continuity from the past	No role models
<i>Confirmation of entering identity</i>	Investiture, confirms entering identity. New	Divestiture- disconfirms personal characteristics- a

	members are included equally right from the start.	new candidate must prove themselves worthy
<i>Socialization Steps</i> ¹	Fixed	Variable

Egri also makes it a point to show that an erudite conference with a hierarchal structure can lead to “custodial-type activities” (1992), where higher-up faculty lead workshops while lower members only can listen, or where less experienced members’ contributions are critiqued by those above them.

Event Timing

Another key aspect of good event planning is the timing of the event. For instance, if an NPO in a small town wanted to have an event at the same time as a major sporting event nearby, the attendance at the event would probably be detrimentally affected. The NPO should use this to their advantage to harness the influx of people for the event with some creative timing, such as holding the event a few hours before or after the start of the game.

In “Nonprofit Fund-Raising in Competitive Donor Markets”, Jeremy Thornton takes the previous concept a step further and relates it to fundraising. He argues that “nonprofits may spend an inefficiently high share of their revenues on fund-raising” (p. 204, 2006). In particular, his study suggests that NPOs should schedule their fundraising drives/events around periods of strong competition for donors. Data from his study show that many non-profits will stubbornly reinvest money into fundraising endeavors regardless of the state of the market. This is probably due to the fact that many NPOs do not have the resources to be able to plan fundraising events when they would be most effective. Instead they are confined to times when space is available and volunteers are willing to help.

¹ Van Maanen and Schein (1971).

Event timing plays a very important role for the bicentenary in 2012. This same year, London is hosting the Olympics. With very careful planning, and effective advertising, this can be a great way to reach a more diverse audience. Getz states specifically, "Mega-events like the Olympics and world's fairs attract significant numbers of foreign visitors and also have a major impact on domestic travel within the host nation," (p. 61, 2007). By utilizing this timing of the London Olympics it will be possible to reach a larger, more multicultural audience. Ed Kemp analyzed the sponsorship statistics for the 2012 Olympics, and found similar results. He found that though the Olympics are becoming more strict in terms of the type of sponsors (i.e., alcohol and tobacco sponsors are no longer allowed), the market for sponsorship is still booming. So far, the larger sponsors for the Olympics pay between about 10.5 and 11.5 million dollars. He continues to state that, "the sponsorship market is flourishing and there are more opportunities for brands than ever," (p.1, 2007). Approaching sponsors at such an opportune time could work out in the favor of the museum.

Event Timing can become as specific as the weather during certain times of the year. There are different aspects to consider when dealing with weather. If the event is indoors or outdoors makes a large difference on the attendance, with different weather conditions. Seasonal changes to an area must also be analyzed, as tourist destinations are more crowded around school breaks and the summer, however airfare and hotels are cheaper during the offseason which may attract people looking solely to attend a specific event.

Event Costs

An NPO must maximize the efficiency of every dollar invested in an event. This means that NPO's must try to strike a balance between excessive frugality that would make events seem tawdry and investing enough money to run quality events that inspire donors to give.

Webber's article provides several telling statistics to consider when planning an event.

“When a significant auction or appeal is run at an event, the income raised often follows the ‘Pareto rule’. That is that 80 per cent of the income raised comes from 20 per cent of those present. This amounts to focusing a fundraising strategy on a small number of wealthy donors” (p. 128, 2003).

This implies that fundraising events should cater to the wants and needs of the wealthiest donors attending. For instance, during an auction, the auctioneer could verbally target and cajole the wealthier members or VIPs of the audience.

Furthermore, the Fundratios study cited in Webber's article shows that staffing costs for events usually increase the intrinsic costs of the event by around 36% (p. 26). Event planners would be wise to carefully budget their event expenses to allow for overages due to staffing costs.

Economic Cost Benefit Analysis

When planning a large-scale event the effect on local and global economy must be taken into consideration. Two methods of analyzing the impact are cost benefit analysis and the input-output method. Both can be applied to highly attended events, but they have minimal use with smaller community events, as the effect on the community would be immeasurable.

Cost benefit analysis must be taken into consideration if the organization plans to spend money to make money. It is a summation of, “social and financial costs and benefits accruing to a festival” (Jackson, p. 363, 2005). However, Jackson suggests it is a less useful tool for smaller event organizers.

The input-output method is a highly recommended method of evaluation for smaller community events. This method is ideally used, “for transient small regional festivals where the underutilization of existing labor resources or availability of casual labor [are present]” (Jackson, p. 363, 2005). This method would have no relevance for any long term large event because it would not account for many other variables that would be considered, however it works very well for smaller festivals and gatherings.

The input-output method uses a matrix form to evaluate different sectors impact on each other. The matrices form an equation, which can then be solved using linear algebra. By using the relations formed, one can predict how a change in one variable will affect the other variables.

A simple way to show the absolute economic impact on the surrounding community is the financial impact equation (**Figure 1**).

Figure 1-Financial Impact Equation (Adapted from Felsenstein)

$$i = (n - m) + (r - p)$$

n = new local expenditure by local residents,

m = spending by local residents that in the alternative situation would not have been used on a similar event outside the region,

r = local expenditure by non-local visitors and

p = local expenditure by non-local visitors that displaces spending by locals.

Not all visitors will contribute to the local economy despite spending money at the event. For instance, only money that would normally not be spent in the community if the event was not happening is included. This equation shows only revenue directly obtained from the event. By using data from similar events in the past an estimate of how well the event will do financially can be obtained.

Once the organizer analyzes all the social and financial impacts of an event, it can be determined if the event will be economically worthwhile. An organization's choice to hold an event is not entirely based on monetary reasons. Even small events, while not economically profitable, can raise awareness or promote a group's agenda which may be more important to the group than raising money.

Sponsorship Strategies

When running an event there are several resources which prove to be important to the quality of the event. The major resource needed by all events is funding. Without the right finances it is hard to achieve the desired result of a successful event. Naturally, this is especially true with non-profit organizations. A common solution to this problem is arranging for a company or other organization to sponsor the event. This helps gather the funds the NPO requires while the sponsor is usually able to advertise heavily and demonstrate their values and commitment to the community. This strategy appeals to sponsors since it is a means for them to distinguish themselves from their competitors as opposed to conventional commercials and advertisements. These sponsorships provide a way to more personally reach its clientele and make sales (Getz 1997).

"The proper commencement of sponsorship planning begins with a review of the mandate and goals of the organization," (Getz, p. 221, 1997). One of the first steps in the sponsorship search is deciding what type of sponsor would be a good fit for the event. For instance, if it was a lung cancer awareness event, tobacco companies are unlikely sponsors. Getz is saying that by fully understanding the purpose and mission of the organization, one can find what types of sponsors would be the best fit.

By choosing the right sponsor, an NPO is not necessarily just picking the one with the most money. Sometimes it is better to start off with a smaller local sponsor, which serves two purposes. The first deals with gaining multiple sponsors. An example of this is the Fiesta Bowl in Arizona. Historically a smaller event, the event's popularity

escalated quickly when Sunkist agreed to be the major sponsor. With more funds the event was able to attract better teams and media attention, which in turn attracted over 1,000 other sponsors (Junker 1989). This outcome is predicted by the research of H. Jacobs, who studied different companies and their willingness to sponsor an event. He found that most companies are more eager to cosponsor an event, rather than be a sole sponsor (Jacobs 1994). When solely sponsoring an event there is slightly more risk than with a cosponsor. If attendance is low, media attention is negative, or an unforeseen event takes place, it will reflect directly on the sponsor. If there are multiple sponsors, however, it serves to dilute any negative attention and show that there is support for the event.

Also, by starting with a smaller local sponsor an NPO is more likely to find one with a similar agenda. Getz believes that, “the best sponsors are not just those that provide the most resources, but those that ensure harmony, close fit, between the goals, images, and programs of each,” (p. 220, 1997). Choosing a sponsor whose company aims and goals are somewhat aligned with the hosting organization will help ensure the event will be planned and executed more smoothly.

Once the NPO has determined several possible sponsors that would be appropriate, it is time for the organization to prepare its proposal. Asking a company to be a sponsor is very similar to selling a product. Many larger corporations receive hundreds of sponsorship applications a year, and if the information is not presented in a specific way it will be tossed aside.

From the eyes of the sponsor, the most important thing is what they will receive out of being a sponsor for the event. Social scientists have compiled a list of the types of benefits which sponsoring corporations are looking for (see below). Some of these benefits may be hard to achieve since the event is being held by an NPO, however most are considerably attractive to the sponsor. By appealing to these specific benefits and stating how each will be addressed by sponsoring the event, a sponsor will be more willing to accept a sponsorship application.

What Benefits Are Sponsors Looking For? (Getz, p. 218, 1997)

- Heightened visibility (through various media),
- Image or product enhancement by association with event,
- Direct sales outlet at festival,
- Relationships with customers and target segments,
- Enhanced awareness of corporation and product/services,
- Opportunities for entertaining sponsors business associates, VIP's etc.,
- Involvement of staff in worthwhile events (team-building, morale),
- Profitable linkages with other sponsors/suppliers,
- Differentiation from similar companies,
- Demonstrate commitment to niche,
- Enhance reputation of "community-orientated",
- Highlight product benefits,
- Test new products through sampling,
- Provide executives and VIP's chance to meet celebrities and
- Provide opportunity for firm-firm networking.

When working on a proposal for the sponsor, besides showing how the prospective sponsor will gain by participating in the event, there are several other factors to be considered (Getz, p. 224, 1997):

- Introductory letter listing the key benefits of interest to the company and what is being requested,
- Details of the benefits, and different sponsorship categories,

- Background material about the event and its organization: origins purpose, goals; key people associated with the event,
- Endorsements from satisfied sponsors; listings of committed sponsors and partners and
- Business or index card for easy reference.

Though not all of these are needed, each has proven to be effective in gaining sponsors. Presenting all this information clearly for the sponsor will make the decision easier.

Social Impacts

For events regarding the arts, there is some controversy over their importance and usefulness to society. Some researchers feel they are not worth it, “non-profit arts are not likely to become ‘economic growth engines’ because of the nature of demand and supply side barriers” (Snowball, Antrobus, p. 1314, 2002). Snowball states that there is not a strong enough draw towards such events to make them worth the costs. Others, however, feel that these sorts of events are essential in connecting the past to the present. In discussing Detroit’s bicentennial, Julie Longo mentions a specific event, the parade. “Parades are important elements in commemorative celebrations because they stage the past to fit a new time and place” (Longo, p. 40, 2006). Though this is a reflection in terms of how the people feel, other researchers believe that society as a whole benefits as well. One of the major reasons for such a controversy is the difficulty in quantifying social benefits. It can be difficult to numerically analyze how a society is impacted by an event.

Initially, impact studies were done before festivals to see how they would affect local businesses, people, and all the aspects of the community. As seen in Table 3 this is done by taking every aspect of a society and trying to find if it would improve or digress.

Table 3-Social Impact of Cultural Events (Courtesy of Snowball)

Benefits	Problems
<i>Local residents</i>	
Money to the town	Crowds
New visitors to the town	Strangers
Opportunity for family fun	Traffic
Good image for Blackburn	Parking
Bringing community together	Safety on streets
Pride in the area	Litter
Opportunity for new experiences	Vandalism
Something to look forward to	Other crime
Investment in the local area	
<i>Local businesses</i>	
Money to the town	Demand business can't meet
New visitors to the town	Traffic congestion
Good image for Blackburn	Parking problems
Bringing community together	Litter
Pride in the area	Vandalism
New customers for your business	Other crime
Non-local customers for your business	Putting-off regular customers
Greater awareness of your business	
Investment in the local area	
<i>Community groups</i>	
Community development	Funding
Good image for Blackburn	Traffic congestion
Bringing community together	Parking problems
Pride in the area	Litter
Good publicity for your organisation	Vandalism
Funding for your organisation	Other crime
More involvement in your organisation	Cost of involvement
Awareness of your organisation	
Investment in the local area	
Something to look forward to	

However, numerous researchers are now changing their original thoughts because “economic impact studies commonly produce ‘flawed’ numbers, due to the inherent difficulty of the task, faulty methodology and unrealistic assumptions and do not include ‘intangibles’, [therefore] they are of limited value” (Snowball, p. 1300, 2002). A problem with using this technique is that it relies heavily on *multipliers*. According to Snowball, “The multiplier recognizes the change in the level of economic activity created by visitors to a sports facility or event, bringing change in the level of economic activity in other sectors and, therefore creates a multiple effect throughout the economy,” (Snowball, p. 1304, 2002). Basically this multiplier is an empirically determined value which accounts for the branching effect that the event has on a society. This again proves to be difficult with an arts theme because “calculating the size of the multiplier accurately can be a problem and inaccuracy at this stage can result in very debatable results,” (Snowball, p. 1304, 2002). This is the most common cause of inaccuracy in impact studies.

“Since calculating a multiplier is time consuming and expensive, however, the tendency in the festival studies examined seems to be exactly that, *i.e.*

to use multipliers which have been derived for the region, or for other events, or simply to use an estimate. In most cases, no detailed discussion of how the multiplier was calculated or whether it is appropriate was included in the report” (Snowball, p.1305, 2002).

Internet Media

Website Design

One aspect of the Dickens campaign is improving communication between the different Dickens groups and the general public. One convenient way to do this is to create a networking website designed to post information about the festival and act as a portal to Dickens societies and information in general. Websites can be designed for different uses to best suit the organization’s and its patrons’ needs. Companies today have turned to web pages to extend the reach of their communications.

A website design should consist of different artistic and journalistic attributes to attract all types of the general public. Such designs should be professional and user friendly allowing anyone to navigate the site with ease. Graphics are used to visually stimulate and interact with the users to keep their interest in the site as well as add character to it. All information should be credible and relevant to the user’s needs, such as general information about the organization and its purposes as well as information about the people running it. It should also contain contact information and an events calendar to keep the public informed of any upcoming events.

The program used to produce the website in this project is Adobe Dreamweaver, a highly capable website design program for those who are new to website programming. Adobe Dreamweaver uses templates to place images and graphics and information about the topic while the complicated coding process is done by the program itself.

Flash Animation

Adobe Flash, formally known as Macromedia Flash, is an environment for showing presentations, movies, and interactive applications. It consists of the Flash Player, which is a popular module which runs in the user's web browser, and Flash Professional which is what developers use to create Flash media. Flash uses a language called ActionScript to process its vector and raster graphics. In Vector graphics the geometry of each shape is known, such as lines and polygons. When magnified, vector graphics do not appear blurry because the computer knows what each shape is and can scale it up accordingly. In raster graphics, also known as bitmaps, each pixel is stored as its own unit and the computer algorithm does not know what the pixels are showing. When scaled up the image becomes blurry because the computer must "guess" what goes in the blank spaces.

Methodology

The team met with the project sponsor, Dr. Florian Schweizer, in November 2007; this pre-project meeting developed the skeleton of much of the following methodology, and guided the literature review that was conducted.

The goal of this project is to assist the Dickens Museum in planning a large scale campaign “to increase access to Dickens’ ageless stories through traditional and modern media that appeal to a culturally diverse audience” (Personal Communication with Dr. Florian Schweizer, 2007). There are several major demographics which the campaign will be tailored to for different reasons. In terms of literacy and Dickens’ works, the six to fourteen year old age group is the target. If this group can be introduced to Dickens’ works at such a young age, they will carry their interest in Dickens and his social values with them as they grow. The adult demographic will be targeted for fundraising. Involving adults will re-interest them in Dickens, his social values, and his time period, but could also be helpful financially (Personal Communication with Dr. Florian Schweizer, 2007). A key element in this campaign will be using the internet to reach wider audiences through the effective use of a Dickens 2012 website, Facebook/MySpace accounts, and YouTube. It would be difficult, however, to make these media effective without some idea of what has worked in the past for events similar to the Dickens project. A first logical step is to research similar events from recent years and similar organizations. Interviews with officials from several similar organizations that have hosted such events will be conducted. The purpose of these interviews is to gain first-hand knowledge of what goes into a campaign of this type and scale and also to gather anecdotal evidence that cannot be found in books or journals. This information will prove very helpful both in planning events and creating the Dickens 2012 website.

Research and Study

Identifying previous campaigns and their backing organizations

Understanding what is to be gained from the interviews is the key to developing insightful and practical interview questions. The more closely related the interviewed organizations are to the Dickens project, the more valuable the information will be. More specifically we are looking for organizations that have several of the following qualities:

- Have hosted an awareness campaign, celebration, exhibition, or any public outreach event in the last 15 years.
- Appealed to a global audience, though this does not necessarily mean a very large organization.
- Focused on a historical figure (i.e., musicians, artists, and authors).
- Focused on attracting a broad demographic audience and not just experts or enthusiasts.

Ten organizations were identified for additional research. These are included as **Appendix A**. The data from investigating the websites of these similar organizations and interview results will be summarized in an excel sheet. Three interviews will be conducted with the following organizations: Herman Melville's Arrowhead, the Darwin Day Celebration nonprofit corporation, and the Associate Director of the Concord-Carlisle Community Chest. Information from the interviews will aid in event planning and guide the website design.

Interview Process

The data collected through interviews will most likely be very qualitative and anecdotal. Although some numbers such as specific costs or attendance figures can be useful, due to the large number of variables that change with each event they may have limited application to Dickens events.

A conversational style interview is most desirable but it is still important to have specific goals for the information to be obtained. Before conducting any interviews a master list of questions was created dealing with the topics in each section (i.e., see **Appendix D**). These questions will not be read through as a script but are simply a guide to make sure that all the information needed is covered in the interview. There are also major points within each topic that must be addressed. Each interview will deal with issues such as fundraising, sponsors, target demographics, financial management, and all aspects of the planning phase. As Doyle (n.d.) suggests, the interviews will be divided into three sections.

In the first section of the interview the questions will focus on what experiences the interviewees have had with organizing campaigns/events. Past events that the interviewees have organized, and the experiences and problems they have had dealing with different situations will be of particular interest. Here the questions will be directed at completed projects and advice based on the experience with the event. Next, the interviewees will be asked about current projects they are involved in. Perhaps in the time between the two projects or events, some things have changed and there are newer ways to do things. Learning the most up-to-date ways of doing things will save time for this project.

At the end of the interview the interviewees should reflect on their roles and work on projects as a whole. The questions asked will deal with any themes, or patterns of ways to do things that they found consistently worked. A major point to cover in this section of the interview is what things they would have changed. After experiencing so

many different events, they know what works and what does not. One of the last questions to be asked will be if there are any documents of the planning process which we can have. By having hard copies of sample business plans and project timelines, the information that is gathered will have supporting evidence to back it up.

Ethical Considerations

All personal information collected in the interviews will be kept confidential due to the possibly sensitive answers provided by the interviewees. Much of the data collected will be anecdotal which leads to the possibility of personal opinions about others becoming known to the interviewers. This information should not leave the group. There may be an important message in a story, however only the message will be used and the details will be kept confidential. All of the interviewees will be adults and professionals, and thus a verbal agreement of confidentiality should suffice.

Internet Media

Website Design

The Dickens Museum plans to extend its reach out to the younger generations and teach them about Dickens, his life, and social values. They also wish to use technology to educate and connect all outside Dickens societies to one central hub. This will allow each society to communicate globally with each other about events, scholarly pursuits, or general Dickensian discussion. "The web can ... provide depth and a variety of perspectives, making it a richer information source than others" (Coleman, 54, 2002). The goal is to unite Dickens enthusiasts everywhere so they can share their opinions in real time. The first step in creating this website will be to determine the content. One method for determining content will be feedback from Dr. Schweizer and members of the Dickensian organizations.

Dr. Schweizer has been in contact with other Dickens organizations and has summarized what they are looking for in the website. The website will contain tools necessary for communications between each branch across the world with the contact information of each branch. The site will also include a forum with sections for various communities. These tools will unify each branch into one global society, interconnected and informed in all new business generated throughout the years. Research will be conducted to find related links to other Dickens pages and appropriate websites for families and teachers. The team will have to contact these sites to get authorization to link to them. In this way the website will become a portal for all Dickens related information and societies.

The other avenue for determining website content will come from observations of other websites, both from the perspective of the developer and the user. The web is constantly changing therefore most published texts about website design and function are out of date after a year or two. There are many articles that state the usefulness of the internet as a whole, relating everything from travel to political debates. Web forums and blogs dedicated to website design will be consulted for ideas. There are many benefits to researching this way: one can communicate directly with both experts and amateurs in the field, content is updated constantly, first-hand design knowledge can be gained, and the multitude and variety of websites to visit is far greater than the amount of published books and articles.

When conducting the literature review, the team also researched the websites of similar celebrations, such as the 100th anniversary of Cezanne's death and Mozart's 250th anniversary. From conversations with Dr. Schweizer it was agreed that this website, as well as the campaign as a whole, should take on a fun, modern, colorful theme, yet be elegant and professional. This design - clean, simple, and colorful - follows the philosophies prescribed by Chen et al (2004) and Richards (2005). The larger organizations, such as Mozart 2006 (www.mozart2006.com) and the Centennial of Flight (www.firstflightcentennial.org), have very professional looking websites. There is a

simple, uniform look to each webpage, and they are easy to navigate. The project group will try to emulate this feel when creating the bicentenary website.

Further website research will be conducted in two areas: research of other Dickens related websites, and research of award nominated websites. The former will reveal what is already out there and what can be improved upon. The latter will give a feel for some of the successful trends of web design. These trends will be incorporated into our website to increase functionality and quality.

The group will be split into two smaller teams to design the website and gather content for it. Paul Lindenfelzer and Zack Lagadinos are both proficient in graphic design programs such as Adobe's Photoshop. They will be in charge of doing the manual work of creating the webpage templates and the coding behind it. They will also create any interactive media, such as Flash games and animations. Ryan Rasmussen and Eric Scheid will focus on the content of the website. They will provide the actual content on the webpage, such as summaries of books, quiz questions, and annotated links to online media. They will also be in charge of securing permission to use copyrighted material such as book covers and movie trailers.

Websites today are often the main sources of information and research for people (Krasnoboka, 2002). The Dickens museum wishes to upgrade to the newest method of communication and networking to prepare for the bicentenary. With today's technology this website will be the central hub for all Dickens societies as well as the headquarters for all planning of the museum's campaign for Dickens' bicentenary. This upgrade should allow the museum to reach younger audiences and regain interest in Dickens and his continuing impact.

Facebook and MySpace

Other aspects of the internet that will be explored are popular websites such as Facebook and MySpace. Both websites allow users to create personal pages where they

can share photos, videos, and stories, with each other. They are immensely popular networking websites, each having millions of users. The group aims to create a profile for Charles Dickens that will serve to draw users from those sites and lead them to the main pages of the campaign. Based on Dr. Schweizer's input the team will add various applications to the profiles such as blogs, photos, and games. Every member of the group is very familiar with both websites so using them will not be a problem. The way Dickens is portrayed in each profile will be as if it is his personal page, and Dickens himself is maintaining it. The biographical information on these pages will be taken from detailed biographies (such as Kaplan's *Dickens: A Biography*).

Results

Upon arrival at the project site, the team met with Dr. Schweizer again to review the tasks that needed to be completed during the seven week period. Although Facebook/Myspace profiles and organization interviews were considered important tasks after the November meeting, Dr. Schweizer requested that the team to shift its focus. It was decided that the creation and publication of the website was the most important goal of this project, thus the vast majority of the effort was put towards its completion. **Appendix K** highlights all the tasks that were necessary, and the major steps are described in detail in the following section.

Facebook

The first task completed by the project group was fairly simple. A Facebook account was made as if Charles Dickens had created it himself. Information about the bicentenary and the Charles Dickens Museum was included, although this was eventually removed by the moderators of Facebook since it was deemed advertising. The more appropriate option was to create a Facebook group instead, in which anyone on Facebook who shared the same interest could join. This is encouraged on Facebook, and there were several thousand groups for all interests on Facebook already. The group page consists of a message board, an information box, and space to host pictures or video. It is essentially a concise version of the website the group would be creating.

Interviews

Several interviews were conducted over the course of the project regarding topics ranging from people's opinions on Dickens to planning a fundraiser. Initially the team interviewed people from similar museums to find out how they would plan an event such as the bicentenary. The first interview held was with Herman Melville's Arrowhead Museum. This museum was chosen because it was of a similar size and was honoring another famous writer. When approached about how they organize their major events, this organization informed the team that they outsource all event

management and planning of events, so this was rather unhelpful. An attempt to contact the Darwin Day Celebration organization was also made, with no reply.

More success was found with an online interview held with Stephanie Parish, who is the Associate Director of the Concord-Carlisle Community Chest. Her role in this organization is to organize and manage non-profit events for different charities. Through discussion of different events the team found that one of the best ways to raise funds is through an auction. Ms. Parish's organization has recently begun holding e-auctions which has proved to be quite lucrative. She also shared information about the best way to locate and gain sponsorship for events. For a full transcript of the interview see **Appendix E**.

Later on in the project, the team decided to interview several enthusiasts about Dickens. These interviews will be put on the site at a later date. The first interview held was with Alison Hook, a Dickens enthusiast as well as a tour guide for the popular London Walks Dickensian Tour of London. The interview dealt with Dickens himself as well as the bicentenary. From this interview the team gained information regarding her favorite Dickens' novels and why she felt Dickens' works are still relevant today.

Ms. Hook's favorite novel was *Bleak House* because it gives an accurate description of London during that time period and is very well written. Her favorite short story was *A Christmas Carol* which she reads every Christmas. She feels that Dickens' works are still good reading material because they are not much different than more modern works, and that Dickens' style of writing leaves you questioning what is going to happen until the end. She feels it is very important to have children read Dickens in school because his works are well written and give children a chance to see that they too can write in such a powerful way. When asked about ideas for the bicentenary celebration, she gave some ideas in terms of tours and open houses that the museum may be able to organize. For the full transcript of the interview please see **Appendix G**. This interview was followed with six other interviews of enthusiasts, employees of the Dickens Museum, and visitors to the Museum.

Website Creation Process

Upon arrival in London, the group and liaison decided that the creation and launch of the website would be the main focus for the seven week project. The group came to this conclusion because the website was the most labor intensive part of the project and it will be the cornerstone for the entire campaign. The group will use the website to help promote the 2012 Campaign; it is a tangible product that can be presented to the Dickens Museum Trustees as well as to senior members of the Fellowship and other Dickensian organizations to garner their support for the project. After 2012, the website will continue to be the online networking portal for Dickens based societies, websites, and information.

Domain Name

One of the simplest, yet most important aspects of a webpage is the domain name. This is the URL (Uniform Resource Locator) that the user types into the address bar of their web browser to go to a website. Ideally, the domain name should be obvious to the user, so that they are not required to search for the website or make multiple guesses. For example, websites such as www.microsoft.com and www.apple.com are very obvious domains. This project was faced with a few issues regarding domain name, most notably whether the domain should reflect the 2012 Bicentenary, or be more generic towards Dickens. The Museum had already registered both www.dickens2012.org and www.dickens2012.com. Whereas the site was intended to mainly promote the Dickens 2012 campaign, it was also designed to carry on past 2012 as the main Dickens hub. The group was concerned that using 2012 in the domain would render the site obsolete past 2012, or more importantly might alienate first time users looking for generic Dickens information. After much debate, as well as extensive research on available domain names, such as www.dickensonline.org, it was decided to keep www.dickens2012.org while building up to the bicentenary. The 2012 in the

domain would help to differentiate this site from others; it was first and foremost the main page for the campaign. After the bicentenary however, the museum is planning on looking into purchasing other domain names for the website.

Early Content Decisions

The first step taken was to establish a rough outline showing the content of the website to get an idea of how it would be organized. Dr. Schweizer had already canvassed important members of Dickens societies for what they wanted on the website and together with him the group created the first list of desired content. During this process, the project team decided that the website would be divided into three main categories that covered all of the desired audiences: Students and Teachers, Kids and Family, and Scholars and Enthusiasts. These categories were chosen because they not only cover all presumed users of the website, but they will also help to tailor certain aspects directly to the user. The first draft of the content is shown in **Table 4**.

Table 4-Original Website Organization

1. <i>Kids and Family</i>
a. Games
i. Matching
ii. Dickens Quotes In Instant Messaging Language
iii. Word Search
iv. Crossword
v. Coloring
b. Homework Help
i. Dedicated Forum
ii. Passage Explanation
c. Calendar
i. Family-specific Events

d. Recommended Movies and Books
i. Great Illustrated Classics
ii. List of Novels
iii. Family Friendly Movie Adaptations
e. Forum
f. Family Activities
2. <i>Scholars and Enthusiasts</i>
a. Forum
b. Calendar
c. Newsletter and Blogs
d. Artifact Relay (Google Maps)
e. Database of works
f. Contact Info
g. Societies Access
3. <i>Teachers and Students</i>
a. Glossary of Terms
b. Organization of Novels by age and themes
c. Sample lesson plans
i. Dickens Field Trips
ii. Example Quizzes
iii. Lesson Plans
d. Homework Help
e. Quiz Game
f. Essay Competition
g. Forums

At this point, the group broke into two teams of two to start creation of the website and necessary content. One team, consisting of Paul Lindenfelzer and Zack Lagadinos

focused on the technical side on the website. This team learned how to use the website-building and Flash programs in order to create the website. The second team, consisting of Ryan Rasmussen and Eric Scheid, focused on finding and producing the content for the website and doing a large portion of the public relations work. This team concentrated on gathering all the information to put on the website, and contacted all of the companies and organizations that would be utilized while creating the website. These companies were contacted for several reasons: to gain permission to use the content from or link to their websites, to use the stills and trailers from their movies, or to add their festival to the global Dickens calendar.

Website Layout Decisions

In order to make it easy for first time users of the website to find the content they desire, the team decided to make a link to each section directly from the homepage in the form of large buttons made with Photoshop or Flash. The group also decided to put “quick links” on the homepage. For instance, there will always be new posts in the forum, so frequent visitors to a discussion will want quick access without having to navigate through several pages. There are also links to necessary pages that are more static, such as the privacy policy page and the mission statement page. A links page connects current websites of other Dickens organizations to the bicentenary site making the site a portal to all online Dickens resources. Linking to other websites not only reduces the amount of content the group has to create from scratch, but also expands the community because users of the other sites will be attracted to a new website.

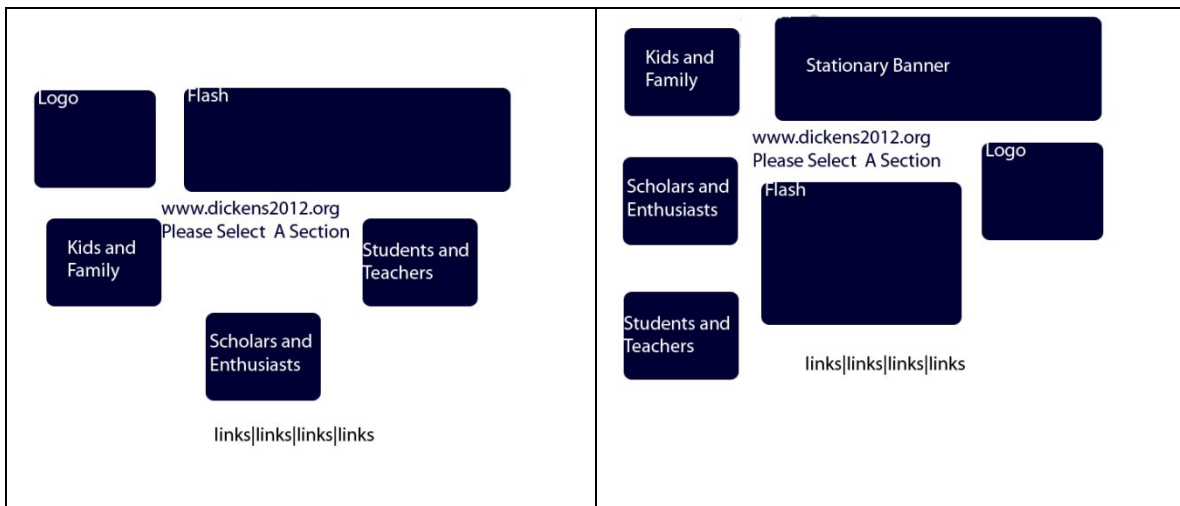
In order to find contemporary trends in website design, the team researched a multitude of websites. There was rather extensive research, taking place over several days and involving several meetings with Dr. Schweizer to ensure that the team and sponsor were in agreement concerning the conclusions drawn. These websites fell into two categories: Dickens related websites and award nominated educational websites.

The reason for researching Dickensian websites was to find what was currently available relating to Dickens, and then create what was missing in those sites. After viewing a majority of the Dickensian sites available, several aspects were found that needed to be covered. The existing websites offered very detailed information about Dickens' life and his works; they did not however appeal to younger generations or those who are not Dickens enthusiasts. These sites also did not have significant or modern networking capabilities.

Award winning websites were researched in order to find out what layouts are most successful and user friendly. Again there were several qualities found that the majority of the top sites had. One aspect that was consistent throughout the sites was the placement of the logo; the main logo for the website was always placed in the upper left corner of every page. This logo would return the user to the homepage with a single click. Also, quick links to major pages were consistently found on the top, bottom, and left side of the page. These allowed for easy navigation throughout the website. These links also remain on every page in order to keep the different sections consistent and easy to access. Many of these websites also had a very simple opening page. This page presents several options for entry into the site with very little other information presented. Once the user has chosen where they would like to start, then the heart of the content is displayed. The "quick links" also allow the user to switch from what section they are entering from. As the team already had known from previous research, the award winning sites confirmed that a tasteful use of flash is important. Overuse of Flash and moving objects on a page can become overwhelming.

Once the group decided upon the general content and completed research of other websites, brainstorming sessions were held in order to come up with ideas on how the homepage should be organized. Two of the first designs are shown below in **Figure 2.**

Figure 2- Preliminary Sketches of the Homepage Layout



As shown in the figures, the buttons would be the main focus of the website and remain on all other pages for easy access. The homepage acts as an “entrance” into the website attracting the viewer’s attention, while the following subpages have separate layouts that are more “traditional”; that is, a menu bar on the left, a logo in the top left corner, less important links along the top, and links to the Webmaster and Copyright information on the bottom. This form is consistent with over 100 websites researched. The team examined award nominated websites of musical groups, authors, museums, and non-profit organizations; while they were all different from a content standpoint, there was a definite “standard” among them which included the aforementioned positioning of links.

Main Page Flash Animation

In order to keep the modern feel of the website, the team decided to put a Flash animation on the main page that would be a relaxing slideshow background of past and present London. It would include illustrations of Dickensian London which would then fade into pictures that were taken of the same locations from the present day. With this, the group would also overlay text onto the images which would “advertise” for the

website, saying things such as “bringing Dickens into the 21st century,” or “the online hub for all Charles Dickensian organizations.”

The original course of action was to use PowerPoint and Camtasia Studio to create the Flash animations but it was decided to use Adobe Flash instead. The reason for this choice was that Camtasia often made the videos very jerky and the quality was not as good as required. Also, the animations were limited to what PowerPoint could display, which is less capable as compared to Adobe Flash. PowerPoint’s animations are preset, and allows for very little variation. With Adobe Flash the user has much more control over what happens which allows for more creative flexibility. This meant that the group would have to learn to write ActionScript (i.e., the Adobe programming language) and that required the purchase of an instruction manual as well as going through several online tutorials. ActionScript is an object-oriented language, similar to Java.

The first trial animation (**Figure 3**) was a set of three images owned by the Dickens Museum, which the museum gave permission to use. It was a simple loop of the images slowly fading into each other with the text “The entire world of Charles Dickens...at your fingertips...networking like you’ve never seen before” fading in and out with the pictures. This would become the starting point for the final animation. Fortunately, this type of simple animation could be done without any hard coding because of Adobe Flash Professional’s intuitive user interface.

Figure 3-Trial Flash Animation Screenshot



Web Site Early Trials

As the layout was continually modified, the group decided to start working on the theme. Dr. Schweizer and the project team agreed from the beginning that the theme would have to be colorful and modern, but it was necessary to decide exactly what colors would be used and why. In order to make sure all the colors being used were complementary, the built-in color palettes in Microsoft PowerPoint were used. These are palettes of six complementary colors and there were dozens to choose from. The first choice was called Median, and mockup logos and buttons were created using those colors (**Figure 4** and **Figure 5**).

Figure 4-Pastel Colored 2-D Buttons



Figure 5-First Pastel Colored Logo



The logo, as seen in the bottom left of **Figure 5**, was designed to be a reverse silhouette representing the letters CDO for Charles Dickens Online, which was the working name of the website. The logo was put in against a white background, but resembled a fish too much in the group's opinion and was therefore discarded. Dr. Schweizer suggested a new logo which superimposes Charles Dickens <2012> over a watermark of Dickens's signature, and that is what is currently in use. A logo design competition is currently being planned to get a more permanent and professional design once the website is put on-line. It was also decided that the colors were too bland (**Figure 6**). Using Photoshop it was possible to change the buttons to much brighter colors; it was further decided at this point to use primary colors instead of the pastel shades that had been used.

Figure 6-Pastel Colors vs. Vibrant Colors



Originally, there was a several paragraph description of the bicentenary on the Dickens2012.org homepage. Dr. Schweizer shortened this to a few bullet points so that it could fit on the new homepage, on the left side underneath the logo.

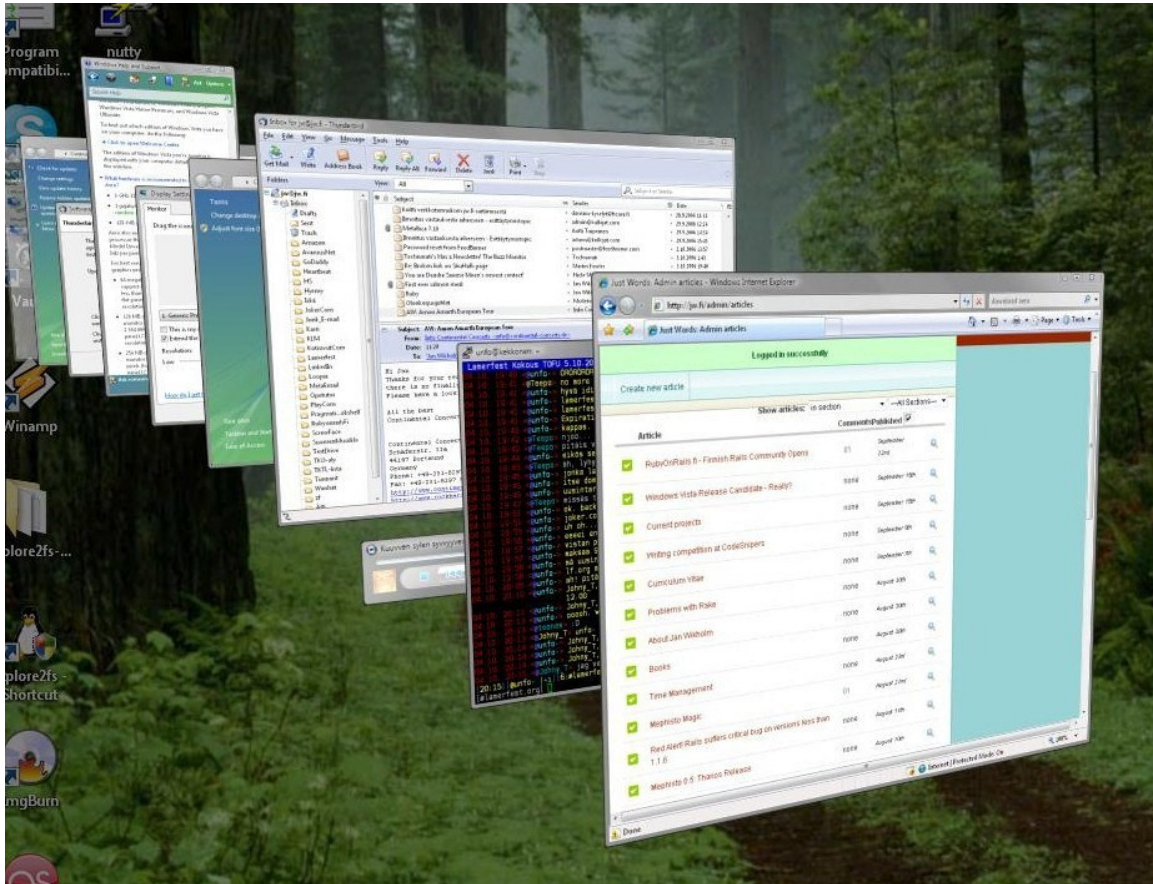
At this stage the layout was being modified daily. One of the most prominent additions was a blackboard that would contain the latest updates, and a poll. The poll could be about how users feel of the website itself, or it could be something more specifically related to Dickens. While this proved to be an interesting feature, combined with the other items on the page it required the user to scroll to see all the contents of the homepage. Going along with research done about website design, the team wanted the entire homepage to fit on the computer screen without scrolling and thus removed the blackboard to make room for the poll.

Website Developments

As the homepage continued to be developed, the background was changed from white to red to make the page to stand out more. A plain red background was tried first, but the group felt it looked too unprofessional. Consequently, the same red background was used, but with the addition of a modern wavy pattern created using Photoshop. The background uses a series of gentle and slightly offset curves which are shaded to create a 3-Dimensional appearance. This idea was inspired by several default Mac and PC desktop backgrounds, and the tutorial that was followed to learn to create the designs can be found at <http://psdtuts.com/tutorials-effects/creating-a-mac-type-background-in-photoshop/>.

Along those same lines, the group used an idea that came from Microsoft's Windows Vista Aero that allows all of the windows to "fly" across the screen. The effect can be seen in detail below in **Figure 7**. This is a complicated effect, but it helps the user see the full contents of the next window. This "3-D" look was added to the static buttons, thus making them appear as though they were sticking out of the page. To create this effect, the group simply added perspective to the buttons and added a drop shadow. The result of this was a much more pleasing effect that flowed much better with the background than the previous flat buttons.

Figure 7-Windows Vista Aero-Courtesy of jw.fi



Subpage Reorganization

As the homepage was being finalized, planning for the subpages was reexamined. The group took the previous tree and began to reorganize the different sections, including drawing lines to where links would be between pages, and specifying exactly what content would be on each page. The Site Map would become one of the quick links on every page that shows the entire website broken down with simple links.

Formatting and Compatibility

Although this website is designed to be state of the art, it still must conform to and run on older model computers. Users will be required to have Flash player installed in order to play the Flash games and see the animation on the top of the page; this can be installed for free from Adobe's website. The main issue of compatibility deals with

screen dimensions. Older generation screens, which are still very common, have a 4:3 width-to-height ratio. Newer widescreen computer screens use a 16:9 ratio, which results in the computer adding blank space around the main page. It would be better to make the website in widescreen format, since more content could be put on the page at a time, however, this would either compress the image or force 4:3 users to scroll on the main page. The group decided to stay with a 4:3 layout for this reason. This created an aesthetics issue because now the stylish 4:3 background wouldn't fill a widescreen; instead a solid color would fill the background. The choice was either to use a contrasting color such as black or white, or try to match the red of the stylized background. The group decided to try red, purely from the opinion that it looked better and did not make the main page seem like it was "floating" on the screen. The final design has the website fit fully on widescreen computers, which are becoming increasingly popular, and still only requires a very small shift for normal sized screens.

Forum

For the forum on the website, the group elected to use PHPBB forum software, a freeware open-source package for managing web forums. It is available to download from www.phpbb.com and there are easy to follow step-by-step instructions on how to upload and install it on the server. **Appendix B** has instructions for the webmaster and moderators of the forum.

The group kept the forums organized the same way as the main page. It is divided first into three sections: Kids and Family, Scholars and Enthusiasts, and Students and Teachers. From these, each forum is broken down into subforums. These subforums will be created by the webmaster of the site once it is live. Current subforums include topics such as possible events for the bicentenary, as well as ideas for different lesson plans for teachers.

Once on the forums page, anyone will be able to read the posts, but in order to start new topics or reply to old ones, the user must register. This involves creating a username and password as well as supplying a valid email address. There is a set of

forum rules that will be enforced by the moderators (**Appendix F**). Failure to abide by these rules can result in deletion of posts, locking of threads, and suspension or banning of users. When the user decides to go to the forums they are first brought to an information page. This page states all the rules and terms of the forums. It also informs the user that if they abuse their rights on the forum it is in the power of the webmaster to delete comments made, and if necessary remove the user from the forums altogether. By reading these terms the user is held accountable for their actions while in the forums. This should not be a major problem with the audiences the website is trying to reach, however it is still a precaution that must be taken.

Content Research

Linking and Copyrights

One of the first issues regarding the content of the website was gaining permission to use copyrighted material such as movie stills, photographs, book jackets, and websites to link to. A generic letter was created to send to different companies giving a brief description of the Dickens Museum, the bicentenary, and the website. This letter was then tailored to each specific company in order to gain those rights. Once this letter was sent out, each company responded, asking for more specific information in order to assess if the Museum was eligible to use the materials.

Finding which websites and organizations to link to was a time consuming process. Hours were spent on the internet searching for sites related to Dickens, teaching, lesson plans, encouraging younger people to read, other Dickens festivals and celebrations, e-texts, and games and activities. This research was done to help fulfill one of the main goals of the new bicentenary website, specifically, to be the hub of all Dickens related sites and knowledge. Once a website was found, it was thoroughly explored to make sure it was appropriate for all ages, that the content was from a valid source, and that it was active and would benefit the bicentenary site. Sites which met the criteria established by the team were approached for permission to link to them.

Other requirements for the website included that it be accessible for free, be updated frequently, have an organized layout, and appropriate content. If these sites did not satisfy a majority of these criteria, they were not approached. However, if a site met those criteria it was then shown to Dr. Schweizer who made the final decision as to whether it would make it to the Links page. This list of links grew in size to include over 40 websites of different kinds.

To get permission to link to these websites, the group prepared a letter again explaining about the website and its intent. One of the hardest parts of this process was to locate the email addresses of the webmasters. Not all websites have this information accessible, and it often proved quite daunting to locate. The permission email was then e-mailed to all the webmasters of the sites on the list asking for permission to link to them. As responses came in, the team created a new list in order to keep track of what the status was for each link, if it was approved, if a response was pending, or if the given email address was no longer used (**Appendix I**). The group did not receive any negative responses; the only reason for not including a link was due to defunct email addresses.

Movie adaptations of Dickens' novels were also researched to discover which ones merited mentioning on the website. There are several movie review sites on the web, such as www.imdb.com and www.rottentomatoes.com, which were used to find the more popular adaptations. Similar criteria were followed as for the links, with the addition of the following criteria: movies must follow Dickens' original story line, and they must have received good reviews from both peers and professional critics. Furthermore, the movies have to be fairly mainstream and easy to find. If a movie was selected for inclusion in the "Recommended Movies" section, a letter was then sent to the Public Relations department of the producing studio. This proved difficult for some of the larger companies such as Disney. Disney is very stingy about presenting detailed contact information on the web because they are such a large company. By contacting other production companies for the same movie, the group was able to obtain an executive email address of a representative of the Disney legal department. Another

contact which the group has had is that of Roman Polanski, a well known director and producer. Again, once the letters were sent, the companies typically would respond by looking for more specific information to see if the museum was eligible for the stills and trailers.

After a lengthy correspondence with Roman Polanski's assistant, Polanski felt the purpose of the website was worthwhile and agreed to give the team the rights to the trailers and stills of the movie *Oliver Twist*. These stills and trailer were posted on the summaries page of the website. The correspondence with Disney representatives is ongoing, and permission is still pending.

Novel Summaries

One section of this website deals with making all of Dickens' works more accessible and well-known. Each of Dickens's major novels (e.g., *A Christmas Carol*, *Oliver Twist*, *David Copperfield*, *Great Expectations*, and *A Tale of Two Cities*) was summarized by the team with Dr. Schweizer's approval. This way if users could not decide which Dickens novel to read, they could read the synopses to find which novel most interested them. In order to further help teachers, the summaries also discussed the prominent themes of the novels, such as oppression, Victorian Society, and politics.

Longer summaries, analyses, and critiques will be provided later and will be written by Dickens experts. The WPI group does not have the literary background to write these summaries; however, in the Webmaster User Guide (**Appendix B**) there are detailed step-by-step instructions as to how to update the website with content so that when that content is created by scholars it can be easily uploaded. The website also links to more comprehensive overviews of the novels.

Game Creation

The group created printable versions of all the games and quizzes for the site. Crosswords and word searches were made using a free online program by the Discovery Channel at puzzlemaker.discovery.com. The quote matching game was created using Microsoft Word and was made of one important quote from each prominent character.

This game proved quite difficult to create, for analysis of each of Dickens' major novels needed to be done in order to find appropriate quotes for each character. Each puzzle was then converted into PDF form (portable document format). This is a very popular document type that can be run across many operating systems and is the standard in read-only documents (adobe.com, 2008). The novels chosen for game creation, as recommended by Dr. Schweizer, were *Oliver Twist*, *David Copperfield*, *A Tale of Two Cities*, *A Christmas Carol*, and *Great Expectations*.

Flash Game

As work progressed with the animation, the group decided to make an interactive Flash game (**Figure 8**). Originally the plan was to simply make printable PDF files that would be printed out and completed by hand. As the group's experience with Flash grew, however, they felt comfortable enough to make a quiz game. The game uses the quotes from the matching game and gives the player four characters to choose from. The correct choice moves the player to the next question and adds a point to the score. A wrong answer simply moves the player to the next question without adding points. Here is an excerpt of the code which was programmed on the correct answer button **Table 4**. A breakdown of the code follows in **Table 5**.

Figure 8-Quote Game Intro Page



Table 5-Correct Answer ActionScript 2.0 Code

```
on (release) {  
    gotoAndPlay (4);  
    _root.score = _root.score + 1;  
}
```

Table 6-ActionScript 2.0 Breakdown

Code	Description
on (release) {	When that button is clicked and released it will perform the action after the {.
gotoAndPlay (4);	Go to frame 4, and run whatever actions are coded in that frame. The ; is needed to complete the action, without it the script would not run.
_root.score = _root.score + 1;	The player's score is held in the dynamic text box called "score" When the button is pushed, 1 will be added to the current value, and this will become the new value.
}	This ends the previous actions and tells the computer this script is done.

ActionScript is a fairly intuitive language and the group was able to create a fairly complex game. Using Adobe Flash is similar to Dreamweaver in the fact that the majority of the work can be done in a drag-and-drop fashion, meaning the user can physically place elements on the screen and edit them with graphic menus. Coding is only necessary to provide additional functionality to the buttons. Each element on the

screen can have its own code, meaning it is much simpler to change code because the user does not have to scroll through several pages to find the line they want.

Board of Trustee's Presentation

On January 24, 2008, the group was asked to make a presentation on the progress to date to the Board of Trustees of the Charles Dickens Museum. A 10-minute long PowerPoint presentation was created that highlighted what the purpose of the website was, what the goals were, and finally a presentation of the prototype homepage. At the end of the meeting, the Board raised the following questions which are listed here along with answers:

- 1. Will users have the ability to post movies like the one you showed on the homepage, and who will make sure that the videos are appropriate?**
 - a. Only the webmaster will be able to update the website's content, so anything on the homepage will be directly controlled by him. As for the forums, anyone is free to embed movies or pictures, however they must abide by the forum rules, and the forum moderator will be in charge of making sure all submissions are appropriate and he has the power to delete anything he feels is not appropriate.

- 2. Who will be in charge of maintaining the website once you leave London?**
 - a. Dr. Schweizer has found an intern who will be in charge of maintaining the site. A user's manual will be provided for continued sustainability of the site.

- 3. Will there be an accessible site for people with vision impairment?**
 - a. Yes, after the main site is finished there will be a more accessible version with plain backgrounds, no Flash technology, and larger text so that it is easier to read. Depending on the group's progress over

the next few weeks, this may have to be completed by future IQP groups.

Figure 9 shows the homepage as it was presented to the Board. At this stage there was a placeholder image where the Flash animation will go, however the three main buttons in the bottom left and the text under the logo were final. At the bottom of the homepage are links to contact the webmaster, the site map, copyright policy, site credits, and press information. These links appear at the bottom of every page.

Figure 9- Homepage Mid-Development Screenshot



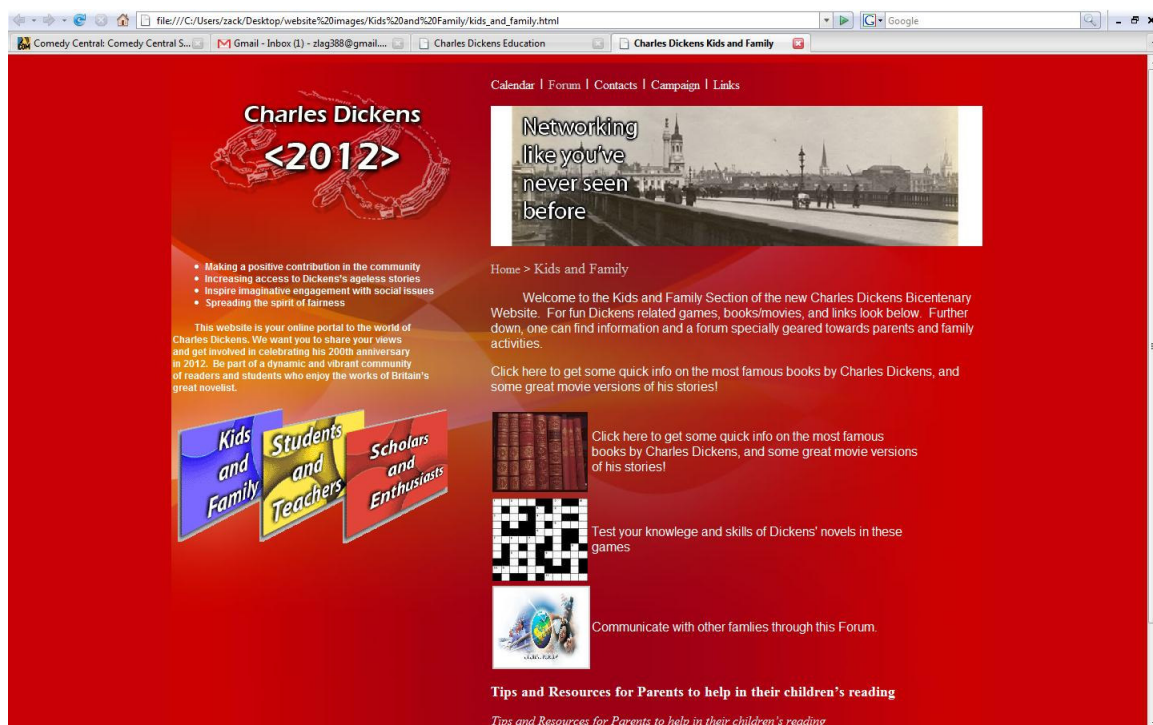
Subpage Developments

At this stage, the pages were being updated continuously. The first pages to be relatively complete are described in the following sections.

Kids and Family

For the Kids and Family (**Figure 10**) section, the top picture and links remained, as did the top left logo, the text under the logo, and the three main links to each section. The new content was put in place of “Celebrate Britain’s Great Novelist” and the YouTube video. The new content included links to each section, such as the games, summaries, and forums. This section also links to third party sites with information for parents about encouraging reading to their children. The images next to each link were taken either from material owned by the Dickens Museum or created by the team in Photoshop.

Figure 10- Kids and Family Page Mid-Development Page



Games Page

For the Games section, the group decided to use a very graphical approach to its content rather than the usual rectangular buttons and links. The games were grouped

by novel, and a prominent character from each novel was chosen from illustrations provided by the museum. In Photoshop these images were turned into silhouettes, and then superimposed onto a nineteenth century London photograph. An overlay of the original character was programmed in using Dreamweaver, and this created what is known as a rollover effect. When the user places the cursor over the silhouetted character, the original image will appear, as well as links to different games for that novel (Figure 11).

Figure 11-Games Page Mid-Development Screenshot

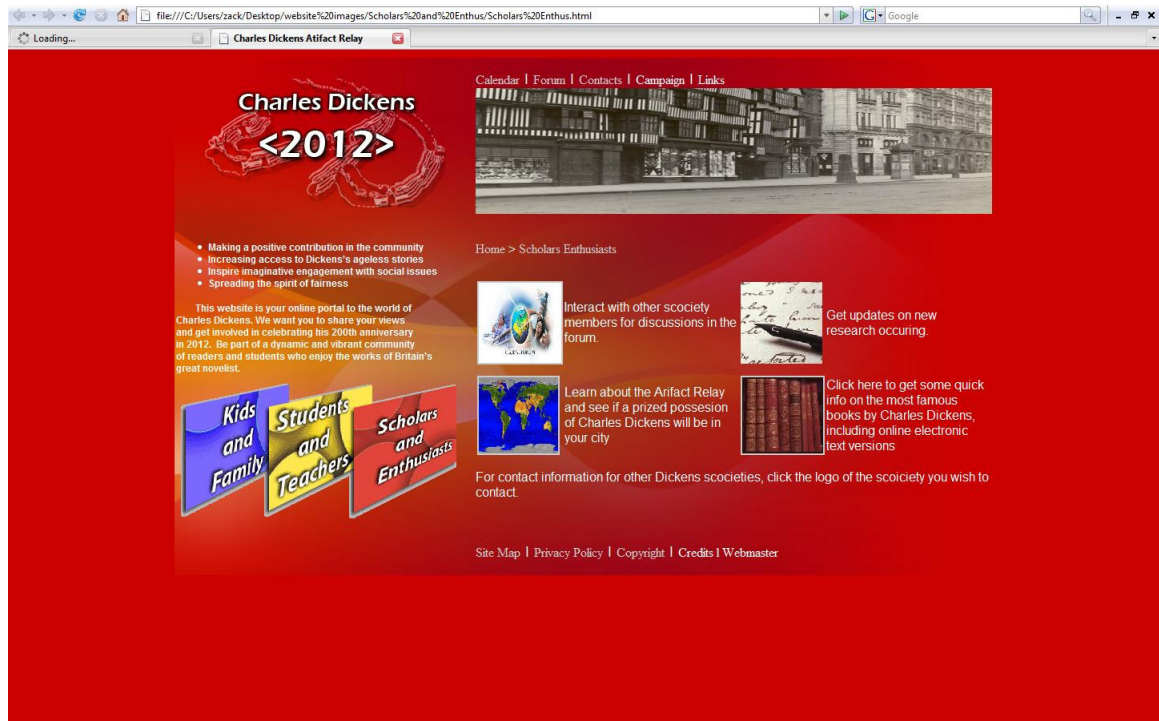


Scholars and Enthusiasts

The scholars and enthusiasts section contained four major links with space at the bottom for organizational logos of different Dickensian organizations. The four links are:

Forums, Current Research, Artifact Relay, and Summaries. Detailed explanations of these sections will follow in the **Final Design** section.

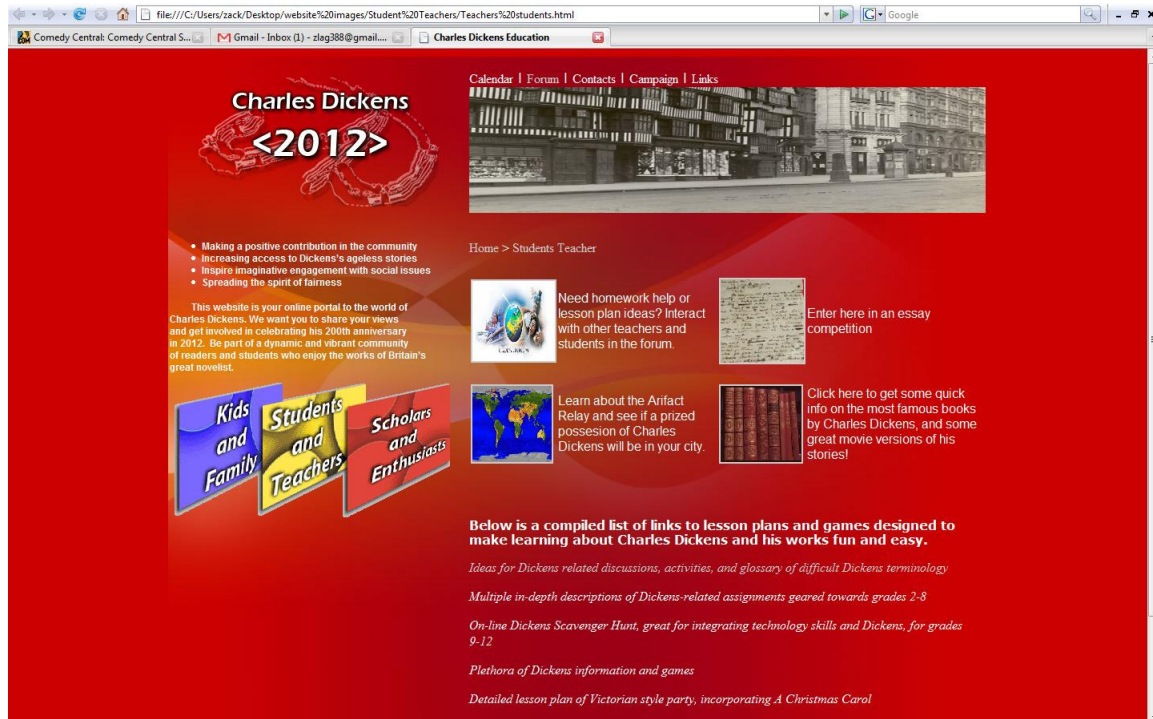
Figure 12-Scholars and Enthusiasts Mid-Development Page



Students and Teachers

The students and Teaches section had a very similar layout to the Scholars and Enthusiasts section (**Figure 13**). The main difference was the addition of teaching links at the bottom of the page in place of the organizational logos. These links were chosen by the Content team for their relevance and usefulness. A full explanation of all the links is in the **Final Design** section.

Figure 13-Students and Teachers Mid-Development Page



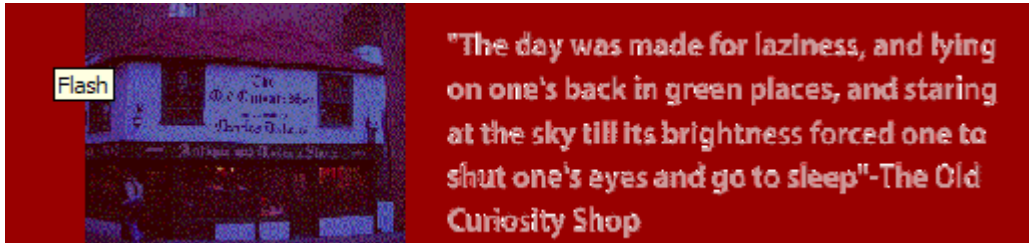
Final Design

Work continued on the layout and content of the site until five days before the due date and official public release. At this point all major design decisions had been made and all of the content that was intended to be added was online. The following is a breakdown of every page on the site along with design details and considerations.

Flash Animation

The final animation design is shown in **Figure 14** below. While the animation was programmed using Flash, it had to be exported as a GIF (Graphic Interchange Format) animation because the SWF file would not display on the webpage. This caused a slight decrease in quality due to a lower frame rate; conversely the file size went from four megabytes to less than one megabyte, so the tradeoff was acceptable.

Figure 14-GIF Animation showing Text and Picture Fading



The design had to be changed from the original idea of fading illustrations into photographs because the photographs taken did not fit well in the narrow area. Also, lining up pictures exactly so that one would fade into the other proved to be nearly impossible. The solution was to use Photoshop to make the photograph look like a drawing, then fade back into the photograph. Using various filters such as Ink Outline, Grayscale, and Find Edges, this feature was accomplished.

There were three images taken, and over the course of 4 seconds they fade from drawing to photograph, with a famous quote from the corresponding novel next to it.

Table 7 lists the pictures and respective quotes.

Table 7-Quotations and Images used in Main Animation

Novel	Photograph	Quote
<i>The Old Curiosity Shop</i>	Outside of the Old Curiosity Shop	"The day was made for laziness, and lying on one's back in green places, and staring at the sky till its brightness forced one to shut one's eyes and go to sleep."
<i>David Copperfield</i>	Adelphi Arches	"I was fond of wandering about the Adelphi, because it was a mysterious place, with those dark arches."
<i>Our Mutual Friend</i>	Sign above Clifford's Inn	"I think it is called Clifford's Inn-where can we hear one another better in the roaring street?"

Homepage

The homepage design received only minor changes from the initial Trustees presentation to the final version, namely the addition of the link to the Accessible site (which will be discussed at the end of this section) and a page with video interviews of Dickens enthusiasts that were conducted by the team.

Calendar

The final changes to the Calendar page included resizing so that the entire calendar could be viewed without having to scroll. Also, numerous dates were added to the calendar to include any Dickens related festivals. Each festival organizer was contacted and gave permission to put their festival on the calendar. A complete list of approved festivals is in **Appendix J**. Other important dates, such as the birth and death of Dickens, and his marriage were added. Finally, the dates of the Dickens Fellowship conferences for the next five years were added.

Forums

The Online Forums underwent several changes in preparation for the launch, the most notable being the complete change of appearance. The “phpbb” logos that were originally included in the software were replaced by the same Dickens 2012 logo that appears on every page of the website (**Figure 14**). The color scheme was also changed to match the red of the main site. The forum structure remained largely the same: The “Kids and Family” and “Scholars and Enthusiasts” forums had no subforums, whereas the “Students and Teachers” section was further broken down into one section for Students and a separate one for Teachers.

Figure 15-Forums showing modified colors and logos

Charles Dickens **<2012>**
Dickens 2012 Online Forums
The WorldWide Portal to Everything Dickens

Board index

FAQ Members Register Log

It is currently Tue Feb 19, 2008 3:20

FORUM	TOPICS	POSTS	LAST POST
Students and Teachers Homework Help, Lesson Plans, Class Activities and more are here! Subforums: Homework Help , Teachers Only	3	5	by florian.schweizer on Tue Feb 19, 2008 2:00 pm
Kids and Family Discuss Family and Kid Topics Here!	1	1	by florian.schweizer on Thu Jan 31, 2008 12:01 pm
Scholars and Enthusiasts Bring your Ph.D.'s to this forum for scholarly discussion and expert analysis.	1	1	by razzmax on Mon Feb 18, 2008 11:40 am

LOGIN • REGISTER

Username: Password: | Log me on automatically each visit

WHO IS ONLINE

In total there is **1** user online :: 0 registered, 0 hidden and 1 guest (based on users active over the past 5 minutes)
Most users ever online was **3** on Fri Feb 01, 2008 11:43 am

Registered users: No registered users
Legend: *Administrators*, *Global moderators*

Contacts

This page has contact information for the Dickens Museum and Florian Schweizer, who are the primary parties responsible for the site.

Campaign

This section is a brief overview of the Dickens 2012 campaign and was written by Dr. Schweizer.

Site Map

The Site Map page includes a link to every page on the website and is organized in an outline format, much like this section of this report. The purpose of this page is to allow the user to see all navigation options without having to load each page individually.

Figure 16-Site Map Screenshot



Privacy Policy

The Privacy Policy is used to explain to users exactly what personal information will be collected, and how it will be used. An online privacy policy generator, <http://www.the-dma.org/privacy/creating.shtml> was used. The generator asked a series of questions and then created the policy, which is shown below in **Figure 15**.

Figure 17-Privacy Policy

Privacy Policy Statement
<p>This is the web site of The Dickens Museum.</p> <p>Our postal address is</p> <p>48 Doughty Street</p> <p>London, UK</p>
<p>We can be reached via e-mail at florian.schweizer@dickensmuseum.com</p> <p>For each visitor to our Web page, our Web server automatically recognizes no information regarding the domain or e-mail address.</p>
<p>With respect to cookies: We do not set any cookies.</p>
<p>With respect to Ad Servers: We do not partner with or have special relationships with any ad server companies.</p>
<p>Upon request we offer visitors no ability to have factual inaccuracies corrected in information that we maintain about them</p>
<p>If you feel that this site is not following its stated information policy, you may contact us at the above addresses or phone number.</p>
<p>The Dickens Museum is not responsible for the content found on external links of third party websites.</p>

Copyright

The Copyright page was created to protect the content of the website. All of the media is property of the Dickens Museum, and therefore cannot be used without permission. The wording of the copyright was derived from examination of several other copyright pages (**Figure 16**).

Figure 18- Copyright Information

Copyright Information
Text, Information, and Multimedia in this website are the property of the Dickens Museum are copyrighted. Redistribution is not allowed without permission.

Credits

The credits page was created in order to showcase the group that created the webpage, and features a group photo and short biography.

Webmaster

This section, common to almost every webpage, is a link to email the creator of the website for issues such as links not working, viewing problems, or other errors.

Kids and Family (Figure 17)

The Kids and Family section follows the layout as the other pages: Red background with stylish yellow design, logo in the top left with brief text underneath, Flash animation on the top of the screen with the quick links (described in the previous section) on the top and bottom. In the content portion are three links which bring users to the following three sections. At the bottom are individual links to outside websites which have tips for encouraging children to read.

Figure 19-Kids and Family Page Final Screenshot



Summaries

The Summaries section has five of the more popular Dickens novels summarized as well as categorized based on theme and movie adaptations. These five novels (*Oliver Twist*, *David Copperfield*, *Great Expectations*, and *A Tale of Two Cities*) are the same ones that were used for the games page, for the same previously discussed reasons. A link to an online version of each book is next to the summary. These E-Texts are from www.classicbookshelf.com. Classic Bookshelf offers users free access to classic novels which are no longer bound by copyright. The website allows users to embed HTML code into their website, which runs an application to read the story. The software allows the user to view the text full screen, and then change both the font color and background color. A button that links to Dickens' entire collection embedded in the website was made, and designed as a picture of text fading into binary, representing the combination of literature and modern technology.

Games

The Games page did not have any major modifications done to it. The silhouettes of the characters were sharpened, and the list of games that appeared on the mouse rollover was removed for clarity.

Forum

The Forum link from the Kids and Family section brings the user directly to the Kids and Family forum, rather than the main forum index.

Parental Links

At the bottom of the page are two links to websites that help parents encourage their children to read.

Students and Teachers (Figure 18)

The Students and Teachers page follows the same layout as the Kids and Family section. The main content links are in the middle of the page, and outside links for teachers are at the bottom.

Forum

In the same vein as the Kids and Family section, this link goes directly to the Students and Teachers forum where the user then can choose either aforementioned subforum.

Essay Competition

This section has links and rules to the Essay Competition sponsored by the Dickens Project in Santa Cruz. The competition is for high school students with scholarships as prizes.

Figure 20-Students and Teachers Final Screenshot



Artifact Relay

The Artifact Relay is an idea proposed by members of the Dickens community during which an actual artifact from the Dickens Museum, such as his quill or an original manuscript, would travel all over the world. Exhibitions would be held in various cities, and people could request that the artifact make a stop in their city. Although this idea is still in the works, the page was set up to start to gather interest for the relay. Currently there is a map of the world that will display the path of the artifact as it travels around the globe.

Summaries

This summaries page is the same page as described in the Kids and Family section.

Teacher Links

Currently there are seven links to outside websites with classroom activities and teaching material.

Scholars and Enthusiasts (Figure 19)

Following the design of the previous two sections, the content links were placed in the middle of the site.

Figure 21-Scholars and Enthusiasts Final Screenshot



Forum

This is a direct link to the Scholars and Enthusiasts forum, which bypasses the main index page.

Latest Research

As of launch of the website, this page was left blank. It will be used in the future as a news source for the latest in Dickens analysis and research. Ultimately, it will be up to the Webmaster and Dr. Schweizer to decide how the content in this section is displayed.

Artifact Relay

The Artifact Relay page is the same page as in the Students and Teachers section.

E-Text

The E-Text link goes directly to the online versions of Dickens novels, while skipping over the summaries section.

Accessibility

An important issue that was brought up by the Board of Trustees was ease of reading for those with poor eyesight. An accessible version of the entire website was created without the bright colors or complex graphics of the original design. The layout and organization is exactly the same as the original design, however the red background was made to a very light gray, and the 3-D buttons were changed to plain text hyperlinks. Also, the font color was changed from white to black. A link to the accessible site was placed above the flash animation, and a link back to the originally homepage is

in the same spot on the accessible site. A comparison of the homepages can be seen in **Figure 20**.

Figure 22-Accessibility Page compared to Color Page



Final Testing

In House Testing

Before the website was officially published, every link had to be tested, and every page examined in excruciating detail. This was a task that involved the entire group for several days. Each member was responsible for a section of the site, and there was a definite process to follow that ensured every aspect was examined. First, the main page of the section was examined for spelling errors, incorrect graphics, arrangement, readability, and consistency with other pages. Then, every single link was clicked, simply to ensure they went to the correct page. After it was clicked, then the tester would click Back to return to the original page and try another link. Once all the links were tested and any errors recorded, each sub page was examined in the same manner. This process continued down the page “tree” until every link was checked.

A list of all the errors found was created, and then each section was cross-checked by a different member. The errors lists were compiled, and then given to Zack so the appropriate changes could be made. Following the correction of the errors and update of the website, the process was started over again until all the errors were fixed.

The most common errors were spelling mistakes and grammar errors. A few pages were titled incorrectly, and there were some linking errors. The background also proved troublesome to line up correctly on each page.

Some of the more perplexing errors stemmed from differences in computers used. The site was tested on five different machines, and for unknown reasons there were a few links that wouldn't work on certain computers. These anomalies were regarded as issues with the individual computers, not with the website itself.

The website was tested on both Windows XP and Windows Vista, as well as in several different browsers. The browsers used were Internet Explorer 7, Internet Explorer 6, Mozilla Firefox, and Opera 9.x. All issues that could not be resolved are included in **Table 8**.

Table 8-Known Issues with Website

Problem	Browser	Operating System	Comments
Games and Summaries links don't work when left clicked from Kids and Families Page	Internet Explorer 7	Windows XP, Windows Vista	Right-Click and then Open Link will work, as does copying and pasting the URL into the address bar.
Background won't load on Summaries page	Internet Explorer 7	Windows XP	
A Tale of Two Cities and A Christmas Carol Flash Quiz games don't work	All	All	Original FLA file was lost in a drive failure.
Final Score screen for the David Copperfield Flash Quiz game goes blank, and user must reload the game	All	All	Original FLA file was lost in a drive failure.

Future Works

Following the official launch of the website, external evaluation will need to be performed on the website. A form has already been created (**Figure H**) to gather feedback from selected users, such as prominent members in the Dickensian societies and Dickens Museum staff.

There are several improvements to the site which are being planned and will likely be implemented by future IQP's. These improvements (**Table 9**) were not possible to include before the initial release due to time constraints, but are a natural expansion of the websites content.

Table 9-Future Implementations to the site

Expansion Idea	Requirements to Implement
Complete summaries and games for every story	Time and manpower, knowledge of the majority of Dickens' works
Make the Forums in a separate frame instead of its own window	Reorganization of Forum file structure, PHP and HTML coding
Interactive Map Display for Artifact Relay	Finalized plans for Artifact Relay, implementation of Google Maps or Windows Live technology, possible licensing fees
Section of the site devoted to Victorian history	Research and time
Serialized Novel	Finalized plans, deals with publishing companies or other sponsors; advertising
Blogging	Implementation of blogging software, similar process as PHPBB Forums
3-D online "Book" with actual pages	Advanced graphic design capability, possibly with Flash or in a native environment

An important facet of any good website is how often it is updated. Research performed by the team found that many sites are quite informative and cutting edge when first created. However, in as little as a few months the information can become obsolete. This problem is most visible among websites with many links to outside websites. These sites may not be updated as frequently as the owner wishes, and they can be taken offline without notice, thus leaving a dead link. When this is the case the website appears less professional and visitors may no longer feel the website is useful. In order to have a successful website, its content as well as usage of technology must be constantly maintained for it to appeal to current audiences. With frequent updates the website will continue to serve its purpose of educating the public, and will keep users coming back to the website.

The website itself has a three-step progression which will affect what content is on the site. The first step is to publish and bring attention to the new bicentenary site. As the site becomes more popular, the content will focus more specifically on the bicentenary. This is where the second phase of the website begins, with either future IQP groups or the current webmaster in charge. All information regarding the bicentenary will need to be updated continuously to ensure it is up to date.

Following the primary events in 2012, the third phase of the website will take place. The site will serve as a testament to the celebration, with multimedia coverage of events so that they can be enjoyed for years afterwards. The forums will remain active, as well as the calendar to ensure that the site remains the Dickens hub well past 2012.

Conclusion

While the impact of this website won't be known for some time, it included all of the aspects we planned to include. The Flash game, while still needing lots of refinement, was a step ahead of the printable games that were created. One of

the most positive results was the support from the entertainment industry in allowing movie stills and trailers to be used. The online Dickens community was extremely generous in allowing the site to link to them, and several asked to link to dickens2012.org on their sites as well. Some of the most respected Dickens authorities are already involved with the site, as well as well known producer and director Roman Polanski. There are high expectations for this campaign, and this site has all the tools to become the cornerstone for Dickens 2012 Bicentenary.

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Appendix A

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Appendix B

Charles Dickens 2012 Forums

Website Maintenance Guide

1. Introduction

This manual is intended to be used specifically for the purpose of updating and adding content to the Charles Dickens 2012 website, found at www.dickens2012.org. This manual will provide step-by-step instructions on how to change text, update the calendar, moderate the forums, and upload files to the server. This manual is not intended to teach web design programs such as Adobe Dreamweaver or image editors such as Adobe Photoshop and Fireworks. A basic knowledge of web development is required to use this manual, and all information should only be used for the Dickens 2012 Website.

2. Contents

As this website is designed to be constantly up to date, there are easy ways for content to be added and updated. Always make sure that sufficient permission has been granted before uploading any copyrighted material.

a. Text Editing

When editing the webpage in Dreamweaver, simply click on the text box to change the desired text. The majority of the text on this website is against a red background, so using a white font is highly recommended. Be careful when using different fonts, as not all computers have the same fonts installed. If a font is not installed, the computer will resort to a default font which can drastically alter the appearance of the site. Fonts

common to all computers are Arial, Tahoma, Trebuchet MS, Veranda, Times New Roman, Georgia, Palatino, and Book Antiqua (serifariq.org, n.d.).

b. Media Uploading

Pictures

To add a picture, click the desired area on the page and click Insert>Picture. It is good practice to upload pictures with the smallest file size, thus decreasing the load time for the page. Programs such as Photoshop allow the user to edit the image quality to reduce file size. This is called JPEG compression, and is recommended for any photographs or detailed images. If an image such as a symbol or logo is desired, PNG or GIF format is recommended. Both of these formats allow for transparent areas, whereas a JPEG image will default to a square white background, even if there was no background put in the image in Photoshop. A GIF image is a smaller file size, but quality can be severely reduced for complex images, especially those with transparencies. PNG (also known as Adobe Fireworks format) has zero loss of quality when using transparencies, and is the recommended file type. ***Note: All images must have the same relative path name and be uploaded to the server.**

Video

There are two kinds of video that can be uploaded to the website- native video that is uploaded to the 1and1.com server, and embedded content that is hosted on an outside source. To upload native content, simply add the video file (be it WMV, MOV, RM, SWF, etc.) the same way a picture would be added. ***Note: All native media files must be uploaded to the server and have the same relative path name.**

For embeddable content, such as that from youtube.com, a string of HTML (Hyper-Text Markup Language) code must be inserted into the HTML of the webpage. This code can usually be found on the same page as the video, however it is recommended that the user consult the host's instructions on how to embed content. ***Note: Do not embed copyrighted material from other websites. Always follow the Terms of Use of the host website.** In Dreamweaver, open the Design mode, and find the line that defines the desired area for the video to appear. Simply copy and paste the code, and the video will be embedded, as well as (with most popular video sites) a link back to the host site.

3. Forum Management

The forum system used on the dickens2012.org website is called PHPBB. This is a freeware, open-source software that can be downloaded from www.phpbb.com. There are step-by-step instructions at www.phpbb.com/support/documentation that detail the uploading process, as well as all other processes. This manual will give you an overview of how the dickens2012.org forums work specifically, and will link you to the PHPBB manual when necessary.

Forum Basics

The forum on dickens2012.org is a multi-level bulletin board system. There are three subforums off of the main page, organized into the same categories as the website: Kids and Family, Scholars and Enthusiasts, and Students and Teachers. Users choose one of those categories and are then led to either another level of subforums (Students and Teachers section only) or directly to the message board. The Students and Teachers section is further divided into a Homework Help section and a Teachers Only Section. After the desired subforum is chosen, the user will

be able to see a list of all the threads posted in that forum. **NOTE: Anyone will be able to visit the forums and read the messages, however only registered users will be allowed to post replies and new topics.** First time users have the option of registering to be able to post in the forums, and recurring users can log in at any point if they are not already logged in. A “Thread” refers to a list of posts on a particular topic. Once the user reaches their desired subforum, they will see a list of all the current threads, with the most recently active on top. Anyone can start a new thread: they simply click the button on the top of the screen and fill in the subject line and then the body of the post. A “Reply” is a message that follows any message in a thread. Registered users post replies to threads, and sometimes the threads can get hundreds of posts long.

Forum Moderation

The beauty of online forums is that users from all over the globe can communicate with each other instantly, and thousands of people can benefit from the information provided. Due to this egalitarian usage philosophy, sometimes there are issues on forums that must be dealt with by a moderator. These issues include but are not limited to: Flaming, Spamming, Off-Topic Posting, and copyright issues. The complete list of rules is in **Appendix F**, and the Forum Rules are available on the website every time the user visits the forums.

1. Flaming: Flaming is the act of attacking or belittling a member of the forum. Often times discussions can become heated and debates intense. This is fine if the discussion stays civilized, however often times due to anonymity of forums, users resort to name-calling and inappropriate language. All forums on this site are designed to be family-friendly, and inappropriate posts won't be tolerated. It is the moderator's job to make

sure that if situations like these do occur, swift action is taken. The moderator has several options he can use if he feels that flaming is taking place. First, he can post in the forums like every other user. If he senses a discussion getting out of hand, the moderator can post in the forum and warn the offenders to keep the discussion civil. Second, if a user posts inappropriate text or an offensive message, the moderator has the power to delete individual posts, as well as entire threads. The moderator also has the option of locking a thread, which means that users will still be able to read what has been posted, but no new replies may be added. This is useful in a discussion which had good debate, but then got out of hand towards the end. The moderator could then delete the offending replies, and then lock the thread so the useful information can still be accessed. Finally, if the moderator feels that a certain user is causing too much of a problem, he has the option of suspending or banning that member of the forums for as long as he sees fit.

2. Spamming: There are several types of spamming. As these forums are provided for free, using them as ad space is strictly prohibited. Soliciting is not allowed, however independent reviews of movies and novels are completely welcome. Another type of spamming is posting the same message in several different subforums, in hopes of gaining more responses. The Moderator has the same freedom to deal with spamming as in dealing with flaming.
3. Off-Topic Posting: This is similar to spamming, in that it pertains to threads that do not relate to the subforum they

are in. This can be dealt with in the same manner as spamming, however often times users are merely unsure of where their topic belongs, so the Moderator can also move their topic to a more suitable location without deleting it or the posts in it.

4. Copyright Issues: Posting of copyrighted material without the correct permission is strictly prohibited. If a user would like to link to an outside video, they must first have permission from the forum moderator. The video must be uploaded to an outside site such as youtube.com or video.google.com. The user must send a Private Message (<http://dickensmuseum.com/2012/phpbb/phpBB3/faq.php>) to the moderator, who upon approval of the video will then post the link in the forum.
5. Post Bumping: This involves replying to your own topic solely for the sake of moving your topic back up on the list. It is the moderator's job to decide if the poster is adding legitimate information to his first post, or if he is simply moving it up the chain.

The forum rules will be posted before new users can register, and they will be available at any time to read. The forum rules can be found **Appendix F**.

4. Calendar Updating

One of the new ideas being utilized to unite worldwide Dickensian organizations is to create a master calendar of events happening across the globe. The website has an embedded Google calendar which is easily maintained. One of the major advantages of such a calendar is that users can view it regardless of

whether or not they have their own Google accounts. However, if the user already uses Google calendar, they can then synchronize the Dickensian calendar with their own if they wish.

Managing Calendar

The calendar being used by the website is currently Florian Schweizer's. In order to add, delete, or change an event, the webmaster must first log onto that specific Google calendar. Once events are edited on the account, it will automatically update to the calendar on the website. This can be done at www.calendar.google.com.

USERNAME: florian.schweizer@dickensmuseum.com

PASSWORD: charlesdickens

Once logged into the account the calendar will appear in the window.

Adding an event

In order to add an event to the calendar, simply click add event in the top left corner and input the information pertinent to the event. Once all the information is entered, click Save, and it will add the event to the calendar.

Removing an event

To remove an event, click on the event you wish to remove. On the top left of the screen there is an option to delete the event.

5. Managing the polls

Changing the Poll Question

In order to change the question, first one must log onto the poll site at <http://www.micropoll.com/akira>. The login information is as follows

USERNAME: ryan.rasmussen

PASSWORD: cuoub

Once logged on, at the bottom of the screen click Next Step. From there the account information will appear. Click on the Dickens Survey, and that will bring up the information for the most recent poll. From this point, simply edit the options and text to change the question and format of the poll. Once finished changing the settings, click Save Update, which will update the code for the new poll. By copying the embed code in the upper right hand corner, and pasting it over the poll code already in the website, the new poll will then appear.

Tracking Poll Responses

Since the view results option was removed from the poll itself, the only way to view the results of the poll is through the website.

Once logged in, go to the same edit poll page as above. From there, click on view reports on the right taskbar. This will take you to the breakdown of the voting. This site breaks the votes into percentages as well as daily and monthly voting trends.

Appendix C

Celebration Comparison

***Please see included Microsoft Excel file celebrationcomparison.xls**

Appendix D

Interview with Similar Venues

Past Events

What sort of events has your facility held?

What role did you play in organizing these events?

What specifically did this role entail?

How many people attended?

How long did it last?

What did you have to account for when making your budget?

What type of fundraising does your facility do?

Have you ever used sponsors as a source for funding?

How did you decide which sponsors to approach?

How did you approach them?

When did you start preparing for it?

What were some of the issues you faced?

How did you advertise for it?

What legal issues did you run into?

How did you keep all the details organized?

What was your target demographic?

How did you cater to that demographic?

What was the purpose for this event such as cultural, fundraising, social awareness?

How did you measure the event's success?

Current Events

What projects are you involved in now?

What role are you currently playing for this project?

What are the major differences between your current project and projects you've worked on in the past?

Has improved technology made an impact on how you do your job compared to past projects? If so, how?

Reflect

In hindsight what would you have changed?

What was your greatest challenge?

What would your recommendations be for a basic timeline of planning a celebration?

(How long before event should budget be constructed, advertising begin, etc...)

What fundraising techniques did you find to be most effective?

What could you have done to increase your interest base or attendance?

Do you have any references (people or written) that we could use?

Do you have any documentation that would help us with the planning process?

What other advice can you offer?

Appendix E

Interview with Stephanie Parish

What is your job title?

Associate Director of the Concord-Carlisle Community Chest

I raise money for 33 human service organizations that operate around the Concord, MA area. These agencies address things like hunger, domestic violence, elder services, preschool scholarships, teen programs, etc. The main source of money is our annual appeal (asking people for money through letters, newspaper articles, etc.)

What are some major projects you have worked on in the past?

In addition to our annual campaign, we run 2 fund raising events every year

1. Triathlon for all ages and levels – about 200 people + volunteers
2. Live auction and dinner party – about 350 people + volunteers

We also collect toys at Christmas for local agencies and award high school students for community service. I write our campaign letters and annual report too.

What was the purpose for this event such as cultural, fundraising, social awareness?

Almost all of our events are for both fundraising and social awareness about the agencies we support.

Why did you choose the type of event?

The auction makes a lot of money (\$200,000) in one evening. The triathlon is fun and involves a lot of people and businesses in the area so it helps build awareness for the Community Chest.

What was your specific role in the projects?

I co-direct all of our fundraisers with another woman. We also have an administrator who processes the money and dozens of volunteers and board members who help out at events.

If there were any complications if so what kind?

Luckily – no horrible problems thus far. Usually some volunteers don't show at the last minute so you have to have extras.

What are you currently involved in?

Currently getting ready for the next auction on 4/5/08. We're adding an online auction component (like eBay) to make the event available beyond the 350 people who come to the party and live auction. We recently purchased software from cMarket (cmarket.com) that helps you create, post and run an online auction. You might want to consider this type of event for your potential donors in the 18 – 35 year-old category. It costs \$495 per event plus you have to give them 9% of the net profits from the items you sell online. But you don't have to have a live event/party in addition the way we do. Everything for an online auction can be done electronically and you can be up and running really quickly. Plus younger prospective donors do everything online as you probably know – like shopping, making travel reservations, even donating.

Have you ever personally had to gain sponsorships? If so how did you do it?

Yes – In order to approach a business to be a sponsor, I usually first send them a letter that outlines what's in it for them (like free advertising and tickets to our events while helping out a good cause) and how much it costs to be a sponsor (\$500 - \$5000 per year for different levels of visibility). Then I call and try to get a face-to-face meeting. If I get the meeting, I bring materials like our annual report and marketing materials from our events that lists our previous sponsors.

How do you determine which sponsors to pursue?

Look for the businesses that have employees interested in your cause. Also try to find someone you know who works there and can put in a good word for you. Bigger, for-profit businesses tend to have much bigger budgets for nonprofit giving. It helps to know the time of year they make decisions on where to donate and try to hit them up just before that time.

How do you advertise the events?

Articles in the local and regional newspapers, letters to the editor, sandwich boards, event posters and direct mail. Occasionally we will pay for an ad.

How did you keep everything organized? (ex. Gantt charts, spreadsheets)

I use Excel and Word a lot (e.g. communications rollout plan, volunteer task list, etc.) but for keeping track of donations, we use a nonprofit software product called BlackBaud/Raiser's Edge that is the industry standard. For checkout at our live auction, we use AuctionPay software.

Have you ever targeted younger demographics in your events?

Our triathlon accepts kids as young as 12. We have a special category for the fastest kids team and award prizes. Most of our donor base is over 30 though. We've talked about launching a separate campaign to attract young donors but haven't had the time to do it. Lots of nonprofits are doing this now hoping small donations from teens/20's will eventually turn into larger donors.

When completing fundraising tasks. What techniques did you use and why?

Not sure what you're asking here.

What was your overall greatest challenge?

Trying to manage dozens of volunteers while running an event. It gets crazy...

Could you explain a brief summary of a basic event from beginning to end?

If after reading the stuff above you still want to pursue this question, let's talk by phone. It will be much easier.

You might want to check out our website too for more info:

www.ccommunitychest.org

Also, guidestar.org is the industry standard watchdog website for nonprofits. Go to advanced search and put in a keyword like "history" to get a list w/links of all the historical museums in the U.S. You will probably have to register to get info but it doesn't cost anything.

Appendix F

PLEASE READ BEFORE POSTING

The following rules list the most serious violations:

1. **No Hacking** – Hacking is not permitted on the board. Guessing someone else's password and succeeding counts as hacking. Members who hack will instantly be permanently banned without any warnings.
2. **No Discrimination**, - You may not insult members based on their religion, race, sex, political beliefs, or sexual orientation. This will not be tolerated as it is very damaging to the online community. Dickens2012.org is a place where everyone is equal, and discrimination will NOT be tolerated!
3. **No Flaming** - Flaming harms the nice atmosphere of dickens2012.org. It also causes threads to go off topic, and most importantly, it hurts the person being flamed. The victim may defend themselves against any accusations made to them, but may not make any additional accusations to the flamer (which also counts as flaming).
4. **No Profanity or Obscene Content** - Such content does not belong on dickens2012.org. All aspects of this website should be made appropriate for all ages.

If you break one of these rules, the following penalties will apply (first time, second time, third time...) with the exception of breaking the rule "No Hacking" which immediately results in a permanent ban:

1. **Warning** - This is where a public announcement is made that mentions your name and that you have broken a rule. The moderator will determine whether you knew what you were doing was wrong or whether a warning is necessary to explain it do you. If you are not given a warning, I will skip ahead to the next step in the penalty list.
2. **Temporary Ban** - This is where you are not able to view the board for a certain period of time.
3. **Permanent Ban** - You can never again view the board.

The following rules are also important:

1. **No Advertising** - You are not permitted to make money using dickens2012.org. You are not allowed to use the member list to obtain Instant Messaging screennames to harass people to purchase a product from you.
2. **No Illegal Activity** - You are not allowed to break the law using dickens2012.org. Posting links to pirated software is illegal, so this counts as a violation of this rule.
3. **No Double Posting or Spamming** - You may not post more than once in a row in the same thread. Posting several times in a row reduces the quality of the board, is a waste of the board's memory, and provides the culprit with ill earned post count points. The only exception to this rule is if your edit timer (24 hours) for the post has run out, in which case you may double post if you have something important to add. Spamming is also not allowed, and is defined as a post that has no meaning.
4. **No Topic Bumping** - If a topic you created has no replies, you may not post again in it (although you may edit the post if the timer has not run out). If you made the thread because you need help with something, you may post again as long as you include additional information about your problem (the fact that you really want it fixed does not count as additional information). You must post this in the same thread, and you are not allowed to create more than one thread per topic.
5. **No Posting Personal Info** - You may not post your last name or your street address on dickens2012.org. This is because this information then becomes accessible to anyone.

Appendix G

What is your favorite Charles Dickens story and why ?

I think my absolute favorite is *Bleak House*, and one of the reasons that I like it is partly because it is set in London it is set in the Inns of Court which I think is a spectacular building. But also I just love all the intrigue and all the sort of different blind alleys he takes you down and the characters that he describes. I think that is one of the great things about Dickens the way he is able to describe characters so you think that you actually know them. And I also think the title is particularly good because in the end it does end up being a very bleak novel indeed.

That's my favorite novel but in terms of a short story I think even now it has to be A Christmas Carol the story of Scrooge because its such a heart warming tale and I enjoy reading it every Christmas.

What is it about Dickens writing that still makes it good today?

I think it's a combination of the characters and the plot I think everyone likes a good plot. And of course what Dickens doesn't do is tell you what is going to happen. You have to go along with the writer and you never really find out until the last few chapters. So he does keep you hanging on all the time. But also his characters are very believable as well I think he learned a lot from experience and he did base characters on people he had known and I think as a result of that you really get the feeling that they are people who are real today. But also he deals with lots of issues which are relevant today. We just been doing the walk today and we talked about the *Old Curiosity Shop* and you know we have a money lender that takes advantage of a vulnerable old man. Things like that are still happening today

Do you think it's important to teach it to students at school?

I think it's particularly important to teach it to students at schools for a number of reasons. First of all he does write extremely well and I do think young people should have examples of good writers. They should be able to understand how they can create stories that have believable characters, plot, tension etc. But I also think there is the other aspect of course which is the historical aspect. And of course what Dickens is doing is giving us an insight into what London and the areas that he was writing about were like in his lifetime and I think it's important for young people to understand that social and historical context and why things are the way they are today and how things developed, Because we learn a lot about dickens which is about disease which is about the conditions of the poor as well as having a very good read as well.

We were wondering what types of events you feel would be interesting for all different groups at the bicentenary?

I think it will be a fantastic celebration. I don't know if you can do this I don't know if you've come across something called open house. That is when in September buildings that aren't normally open to the public open their doors and you can go in and see them. And it would be fantastic to see some of the interiors of places that Dickens has written about which at the moment are not acceptable to the public. And maybe as a one off you would be able to get permission to go into those buildings in the same way you have a London open house, you have a Dickens open house. Where on a particular weekend you can go and visit the houses he writes about or places he writes about. I mean obviously a lot of these places now are residential homes or businesses etc. Maybe part of the celebration as a one off, We've been talking about his biographer's home I mean I've never been through those doors it would be spectacular to see the interior in there. So that's just one idea as well as also the walking tours you could have the theme tours, I mean maybe a whole study day a day where you meet in the Dickens House Museum have a little talk about Dickens then go on a little walk maybe in the evening go to some kind of theater he particularly enjoyed theater if you go to an old

London show. So you could actually put a whole day together for enthusiasts of both Victorian life and Dickens.

Appendix I

Permission Granted List

eliza.buckley@literacytrust.org.uk

www.literacytrust.org.uk

Tips and Resources for Parents to help in their children's reading

<http://www.literacytrust.org.uk/familyreading/parents/index.html>

Specific reading tips for parents of 7-11 year old children

<http://www.literacytrust.org.uk/familyreading/parents/7to11.pdf>

marsha@perryweb.com

<http://www.perryweb.com> - Perry Internet Consulting LLC

<http://www.perryweb.com/Dickens> - Charles Dickens Gad's Hill Place

<http://www.siracd.com> - The Chronicles of Sir Arthur Conan Doyle

<http://www.litquotes.com> - LitQuotes

dap1955@fidnet.com

<http://www.charlesdickenspage.com/>

tengrrl@tengrrl.com

Detailed lesson plan of Victorian style party, incorporating *A Christmas Carol*

http://www.readwritethink.org/lessons/lesson_view.asp?id=238

esl.guide@about.com

Sample Activity to use while discussing *Bleak House* (grades 7-10)

<http://esl.about.com/od/readinglessonplans/a/bleak.htm>

clay.wade@galvestonhistory.org

Galveston Dickens on the Strand Festival

http://www.galvestonhistory.org/Dickens_on_The_Strand.asp

papasuds@verizon.net

Riverside Dickens Festival

http://www.dickensfest.com/index.php?option=com_frontpage&Itemid=1

Picasso@ucsc.edu

Essay link for student section

http://dickens.ucsc.edu/highschool_guidelines.html

Encouraging children to read

<http://www.greatschools.net/cgi-bin/showarticle/627>

<http://www.classicbookshelf.com/library/Dickens/>

(Customize the e-texts for easy reading)

<http://www.online-literature.com/dickens/>

lee@victorianlondon.org

Search Dickens works for specific text

<http://www.victorianlondon.org/books/search.cgi>

Petri.liukkonen@kuusankoski.fi

History of Dickens Centred around novels

<http://www.kirjasto.sci.fi/dickens.htm>

broadstairsdickens@hotmail.com

<http://www.broadstairsdickensfestival.co.uk/index.htm>

Mark@RedBarnProductions.org

Information about yearly event

<http://www.dickensfair.com/welcome.htm>

idadassonville@rpproductions.fr

Roman Polanski's Assistant-Oliver Twist 2005

Pending

info@discovery-walks.com

List of directions and pictures through parts of London relating to Dickens novels.

<http://www.walksoflondon.co.uk/30/index.shtml>

Clare.Horrie@nationalarchives.gov.uk

Victorian Information

<http://www.learningcurve.gov.uk/index/usa1776.htm>

Debbie.McClellan@disney.com

Disney Trailers and Stills

Online submission

BBC game and movie

aeclassroom@aetv.com

Ideas for Dickens related discussions, activities, and glossary of difficult Dickens terminology

http://www.aetv.com/class/admin/study_guide/archives/aetv_guide.0047.html

robert@artsallianceamerica.com

Nicholas Nickelby trailer and stills

Teacher activities for Oliver twist (2005) movie

http://www.sonypictures.com/movies/olivertwist/teacholivertwist/assets/twist_teachingguide.pdf

Dickens World

<http://www.dickensworld.co.uk/>

Informative Sources

<http://www.pbs.org/wnet/dickens/index.html>

Lesson plans for Oliver Twist

http://www.pbs.org/wgbh/masterpiece/olivertwist/teachers_guide.html

List of books about Dickens

http://www.pbs.org/wnet/dickens/resources_books.html

Virtual tour of Dickens museum

www.dickensmuseum.com/vtour/

Restaurant in Japan

<http://www.whatthedickens.jp/>

Restaurant in Latvia

<http://www.dickens.lv>

Dickens Inn, in London

<http://www.dickensinn.co.uk/>

Dead/ No Address

score@sdcoe.k12.ca.us

Multiple Detailed Activities to use while reading Great Expectations (grades 9/10)

<http://www.sdcoe.k12.ca.us/score/expect/expecttg.html>

bfriedl@wi.rr.com

On-line Dickens Scavenger Hunt, great for integrating technology skills and Dickens, for grades 9-12

<http://www.lessonplanspage.com/LASSCharlesDickensInternetScavengerHunt912.htm>

Victorian website with games and information for kids

<http://www.show.me.uk/topicpage/Victorians.html>

af.davies@virgin.net

Dickens quiz game

<http://www.triv.net/html/Literature/dickens1.htm>

Specific dickens walks

<http://www.dickens-and-london.com/DickLon.htm>

Appendix J

Festivals on the Calendar

- Riverside Dickens Festival (February)
- Broadstairs Dickens Festival (June)
- Dickens Fellowship Conferences
- Michigan Dickens Festival (November)
- Dickens Village Festival (November)
- The Great Dickens Christmas Fair (November)
- Dickens on the Strand (December)
- Dickens Festijn (December)
- Medway Council Dickens Festival (June)
- Dickens Society Symposium (July)

Appendix H

Charles Dickens Bicentenary Website Evaluation

Technical Aspect

Did any pages take a particularly long time to load?

Is the page format consistent and readable with your browser?

Are the links clearly visible and explanatory?

Were all the pictures and graphics visible?

Did any external links not work?

Content

Is the title of the page informative in terms of what is on the page?

Is the content arranged in such a way it is easy to find what you are looking for?

Is there any contradictory information?

Do the pictures supplement the content of the page?

Are there any grammatical mistakes?

Do you have any other comments on how to improve the website?

Appendix K

Completed Tasks

- Contacted movie company for release of stills and trailers,
 - E.g., Disney, Roman Polanski, Jim Henson,
- Contacted Dickens sites, parenting sites, teaching sites, and games/movie sites to link to,
 - E.g., Perryweb, Gad's Hill, BBC,
- Created Artifact Relay Cover Letter,
- Created Privacy Policy for website,
- Created Terms of Use for website,
- Created waiver for interviews,
- Created master list of questions for interviews,
- Created matching, crossword, and Word Search games,
 - Had to research key information for each story,
- Created introductory text for each webpage being created,
- Summarized Dickens' most famous novels,
- Found central themes for novels,
- Researched how to embed E-text, Youtube, and Flash into a website,
- Researched implementation of PHPBB freeware forum software
- Created interactive calendar to embed on website,
- Contacted Dickensian organizations about their festivals,
- Compiled list of kid friendly versions of movies,
- Researched various website evaluation forms,
- Created website evaluation form for bicentenary website,
- Created flash game version of matching game,
- Created all icons and buttons on website,
- Recorded interviews,
- Edited video files for website,
- Researched Dickens' stories that mention existing London locations,
 - Went there and took present day pictures to make a Flash video with,
- Created accessible version of the site that has a more readable color scheme and no Flash technology,
- Created unique background for both normal and accessible site,
- Created and embedded forums,
- Created Site Map,
- Created Credits Page,
- Created Webmaster Page,

- Found embeddable e-texts for all Dickens works,
- Researched different Dickens essay competitions,
 - Emailed them for permission to link to them,
- Created artifact relay page with interactive map and ways to request item,
- Created website logo,
- Researched other Dickens related websites to see what is already on the market,
- Researched award nominated websites to find successful design techniques,
- Researched how to add website to Google URL bank,
- Researched several online poll making websites,
 - Created an account with Micropoll for updatable embeddable polls w/ tracking abilities.