Bibliographical Society of America

Webinar, March 23, 2020, 9-9:40 am

**Using the *Archaeology of Reading* (AOR) in the On-Line Classroom**

**for Student Learning and Directed Student Research**

**I. What is AOR and How Can I Start Using It as a Non-Expert?**

**Earle Havens (Johns Hopkins University), earle.havens@jhu.edu**

**1. What is AOR**

AOR began primarily as a digitally based research project to explore early modern marginalia and evidence of historical reading practices in ways that that became a “digital research experience” at the end of 5 years of planning and implementation

Much of the scholarship on the history of reading through marginalia was focused on a single instance, “How X Read Her/His Y,” based on a single volume with annotations throughout by a single identifiable reader-annotator

Our goal was to digitize, transcribe, translate into English, and make dynamically searchable a corpus of heavily annotated books by two known, serial readers who rarely did so without a pen and inkpot at hand (Oddly, though fairly precise contemporaries, we have no evidence that they ever met.):

**Gabriel Harvey**: the Cambridge don and would-be English courtier and ambassador

**John Dee**: the proverbial “magus” mathematician, alchemist, astrologer, and all-around polymathic reader of the “book of nature”

They were, arguably, the greatest practitioners of this art of active and engaged reading and mental animadversion of the early modern period—at least whose handwriting is singularly legible, and **thus of use to many people, in addition to our small circle of experts**

AOR has built, at present, a corpus of 36 books, selected from a dozen libraries across the US and the UK. Since both libraries only partially survive and are scattered across several dozen known repositories across the world, this project of reconstituting a rich part of the library was impossible *outside* the digital environment

To make this as useful as possible across many disciplines, our selection of annotated books is eclectic as it is rich in various modes and manners of marginal annotation encompassing: agriculture, alchemy, ancient and medieval history, astrology, astronomy, humor, law, linguistics, mathematics, medicine, military theory, natural history, navigation, the occult, oratory, politics, poetry, and topography

**2. How does the AOR Viewer Work?**

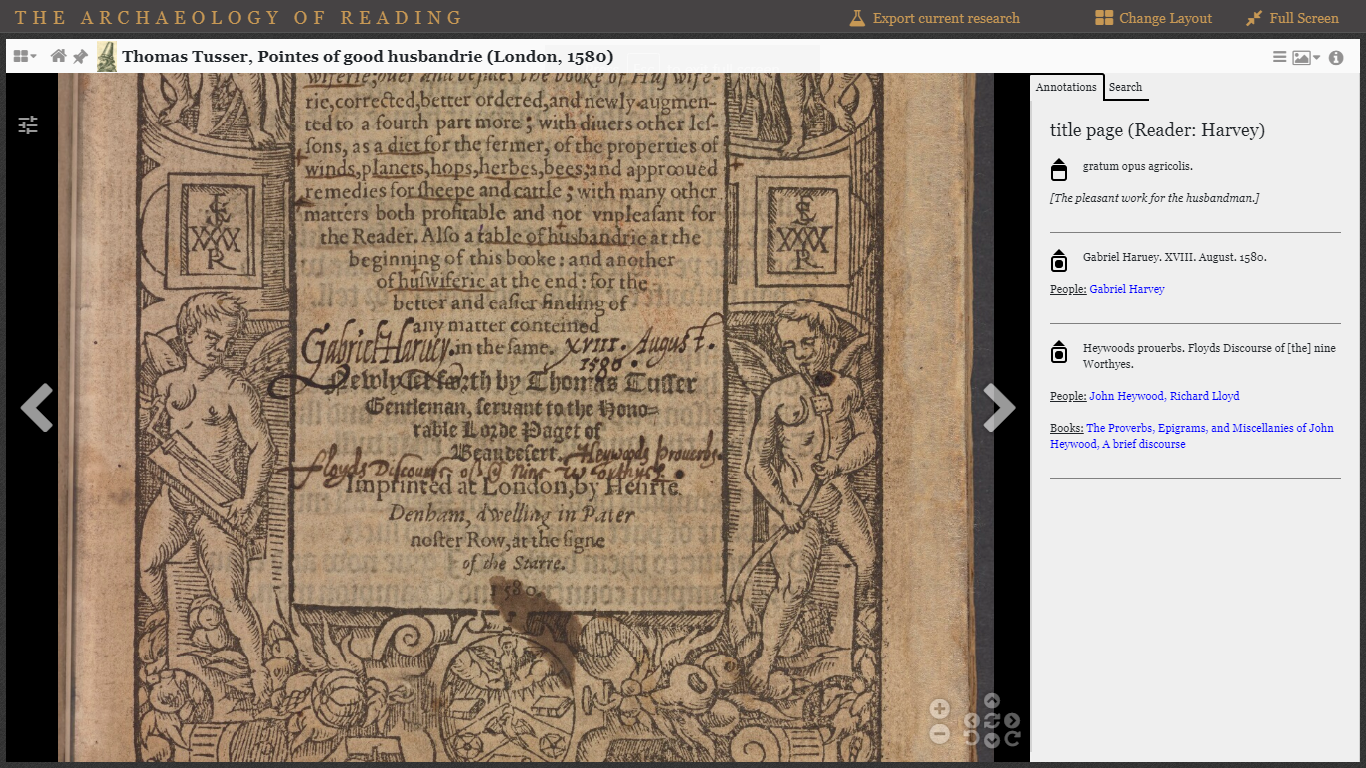
As you will see, we outfitted the AOR website with all manner of tools, downloads, videos, a faithfully kept-up blog documenting the process from beginning to its current state; most essential among these for today’s introductory purposes will be:

a. “The Books and Their Readers” with contextual essays describing each book and their marginalia, and relating them to other books in the corpus

b. “The downloadable two-sided AOR Poster” with a two-sided summary of the project and a sense of the whole

Then there is the AOR Viewer itself, which appears as a bright red button “above the fold” on every single page of AOR. It seemed remarkable to us how the key access point to many digital projects can get buried and hard to summon, we tried to avoid this altogether by making the AOR Viewer the centrepiece of the project at all points.

Here is a simple way to see how you might conduct an intuitive research query, simply looking through a portion of the AOR Corpus (i.e., annotated books from Gabriel Harvey’s library), in search of a person of considerable interest to Harvey: John Heywood (b. 1496/97, d. in or after 1578) the 16th-century English poet, playwright, and author of pithy parables (Harvey was fond of concise and eloquent bits of wisdom literature).

Simple steps for following John Heywood and his *Parables* through the AOR Viewer

a. Open AOR Viewer:

<https://archaeologyofreading.org/viewer/#aor>

b. Open Thomas Tusser, *Pointes of good husbandrie* (London, 1580):

<https://archaeologyofreading.org/viewer/#aor/PrincetonRB16th99a/binding%20front%20cover/image>

c. Scroll to title page using arrows or thumbnails below. See Annotation panel with transcriptions and translations. Zoom in on Heywood note at bottom of title page.

d. Toggle to Basic Search panel; enter “Heywood” search (within Tusser volume only):

<https://archaeologyofreading.org/viewer/?q=heywood&m=30&s=relevance&type=basic&service=aor%2FPrincetonRB16th99a#aor/PrincetonRB16th99a/front%20matter%202r/image/search>

e. Select hit #2, Tusser, fol. 90r, zoom into annotation at bottom of page on Tusser and Heywood:

<https://archaeologyofreading.org/viewer/#aor/PrincetonRB16th99a/end%20matter%201r/image>

f. Return to Basic Search panel and select “Search Within: Archaeology of Reading” and search for “Heywood”:

<https://archaeologyofreading.org/viewer/?q=heywood&m=30&s=relevance&type=basic&service=aor%2Fcollection#aor/PrincetonRB16th99a/end%20matter%201r/image/search>

g. Select hit #2, Domenichi/Guicciardini, p. 146; use image manipulation features in lower right-hand corner to rotate image 90 degrees to right, zoom into the vertical annotation along the far left margin on Heywood:

<https://archaeologyofreading.org/viewer/#aor/FolgersHa2/161v/image>

h. Go to Annotation panel, scroll down to hyperlink at bottom for “John Heywood;” click, select “Search Book;” find total of 12 hits for “John Heywood” in Domenichi/Guicciardini (indexed by “People” references in all 12 Annotations panels):

<https://archaeologyofreading.org/viewer/?q=people%3A%27%22John+Heywood%22%27&m=30&s=relevance&type=advanced&service=aor%2FFolgersHa2#aor/FolgersHa2/161v/image/search>

i. Select hit #1, Domenichi/Guicciardini, p. 438; use image manipulation features in lower right-hand corner to rotate image 90 degrees to right, zoom into the vertical annotation along the far left margin on Heywood (“Heiuod”). Note Harvey’s manuscript “sun” symbol at top of page (i.e., circle with dot in middle):

<https://archaeologyofreading.org/viewer/#aor/FolgersHa2/59v/image>

j. Go to Search Panel and under Advanced Search for Heywood. Select “Add Term,” and go to drop-down from “marginalia” and select “symbol;” select “sun” (denoting themes of kingship in Harvey’s marginalia), and hit “Search.” Result is 7 hits, all of which include both “Heywood” and sun symbol on the same page in the Domenichi/Guicciardini book:

<https://archaeologyofreading.org/viewer/?q=%28people%3A%27%22John+Heywood%22%27%26symbol%3A%27Sun%27%29&m=30&s=relevance&type=advanced&service=aor%2FFolgersHa2#aor/FolgersHa2/59v/image/search>

k. Select hit #4, Domenichi/Guicciardini, p. 429; use image manipulation features in lower right-hand corner to rotate image 90 degrees to left, zoom into the vertical annotation along the far right margin mentioning Heywood (“Heiuodi”) in second line; note sun symbol at top of page:

<https://archaeologyofreading.org/viewer/#aor/FolgersHa2/55r/image>

l. Select “Export Current Research” in upper black band at top of Viewer; select “Export as HTML” in blue button at right option in options bar at top of viewer; save; download, see links.

m. Select “Save” to save to your computer. Open and find sequential list of all links to the above steps.

**3. Teamwork! Rest of Webinar**

31 core team Archaeologists from all career stages, from o Principal Investigators—Professor Tony Grafton, our beloved, late colleague Professor Lisa Jardine, Dr. Matthew Symonds at the Centre for Editing Lives and Letters at University College London (UCL), and myself at Johns Hopkins University (JHU)

A further team of a half dozen PhD student transcribers and researchers headed up by Matt and then post-doctoral fellow Dr. Jaap Geraerts at the Centre for Editing Lives and Letters at UCL, and others here at Hopkins (including Dr. Neil Weijer), and a super-talented and committed team of technologists at JHU’s Digital Research and Curation Center (Sayeed Choudhury, Mark Patton, John Abrahams, and Cynthia York) and colleagues in Rare Books & Special Collections at Princeton University Library, most of all Stephen Ferguson

You cannot create opportunities to build, let alone teach or create meaningful student research projects such as my fellow archaeologists will outline, without many things coming together, and tremendous institutional support and teamwork.

We will now proceed to our three core presentations:

a. **Jaap Geraerts**, who will walk you through the AOR viewer, in particular its more advanced faceted search, structured data model, and data export functions

b. **Neil Weijer**, who prepared a “Teaching from AOR” module on the website, to offer up a sense of how the AOR digital research environment can be harnessed for pedagogical purposes

c. **Matt Symonds**, who will place AOR more squarely into a context of digital research—methods, resources, and allied resources (jargon: “external objects,” to the AOR Viewer into a broader diving board for directed research and discovery for students)

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**II. AOR Search Strategies**

**Jaap Geraerts (Leibniz-Institut für Europäische Geschichte, Mainz), jaap.geraerts.09@ucl.ac.uk**

**1. Introduction**

Early in the project we opted for a maximalist approach: we captured all the reading interventions made by Gabriel Harvey and John Dee. As a result, we created a large and detailed dataset with many search opportunities. This is great, but the possibilities of ‘going down the rabbit hole’ can be daunting, in particular for those not familiar with the historiographical field of the history of reading or with early modern annotated books.

What follows is a quick overview of some ‘search strategies’ (including some shortcuts to find specific reader interventions), thereby focussing on how to use the simple search and advanced search in conjunction with one another

**2. Simple search**

In transcription panel, one can find the transcription of marginal annotations, their translations, and the symbols used by Dee and Harvey to mark-up passages in the printed text

[example: <https://archaeologyofreading.org/viewer/#aor/HoughtonSTC11402/5r/image>]

Much more information has been transcribed and captured in the XML files, but isn’t displayed in annotation panel. However, all the information in these XML files is searchable.

Simple search is a string-based search which searches all the text associated with reader interventions: the original text of marginal notes, their translations, underscored text, but also text associated with symbols and marks (hence it can occur that such a search yields a result which included pages without marginal notes, but with other types of reader interventions):

<https://archaeologyofreading.org/viewer/#aor/HoughtonSTC11402/90r/image>

Simple search can be best used to maximize discoverability since it’s a very broad search. For non-experts, the simple search might be a profitable way to discover the wealth of information contained in these corpora of annotated books.

**3. Advanced search**

Simple search is powerful, but at the same time it’s rather crude as well. For example, we might want to do a search for ‘war’ across the entire AOR corpus which yields a lot of results (namely 160)

We can narrow the search down by using the advanced search. We now want to search for ‘war’ (within marginalia) and ‘Caesar’ (within people). This search yields pages that have a marginal note with the word ‘war’ (either in the original text or the translation) and a person with the name Caesar [for the search result, see:

<https://archaeologyofreading.org/viewer/?q=%28marginalia%3A%27war%27%26marginalia%3A%27book%27%29&m=30&s=relevance&type=advanced&service=aor%2Fcollection#aor/HoughtonSTC11402/24v/image/search>]

Second search: ‘war’ in marginalia and the Mars symbol. Symbols were often used to mark-up passages in the printed text, so looking for a particular word in marginal notes and a symbol is a possible way of finding the engagement of a reader with a text regarding a certain topic; for example:

<https://archaeologyofreading.org/viewer/#aor/PrincetonPA6452/17r/image>

Sometimes readers referred to a particular book or even included a more detailed reference to a particular place in or section of a book (sometimes also called book). In order to find such references, one can simply search for the word ‘book’ in the marginalia via the advanced search:

<https://archaeologyofreading.org/viewer/?q=%28marginalia%3A%27war%27%26marginalia%3A%27book%27%29&m=30&s=relevance&type=advanced&service=aor%2FHoughtonSTC11402#aor/HoughtonSTC11402/24v/image/search>

This yields interesting results, including the many reference to Jacopo di Porcia’s *The precepts of war* which Harvey wrote down in the margins of his copy of Frontinus’ *Strategemes*.

Another way to track such internal references is to search for ‘supra’ or ‘infra’ in the marginalia (in advanced search). You won’t find all the internal references in this manner (sometimes the word ‘vide’ was used, for example), but via this shortcut one can trace the majority of them:

<https://archaeologyofreading.org/viewer/?q=%28marginalia%3A%27supra%27%26marginalia%3A%27infra%27%26marginalia%3A%27%22vide%22%27%29&m=30&s=relevance&type=advanced&service=aor%2Fcollection#aor/HoughtonSTC11402/24v/image/search>

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**III. Teaching with AOR**

**Neil Weijer (University of Florida, Gainesville), n.weijer@ufl.edu**

**1. Introduction to Teaching with AOR**

Pedagogy as a result of discussions we had during the project’s second phase as we expanded the corpus beyond Gabriel Harvey’s books & designed the viewer: Who else would be using our material and what would they need to use it? What assumptions/blind spots had been built into the project design because of our own familiarity with the material?

AOR viewer has two main strengths for pedagogy:

It’s interactive – layered information can be pulled up and moved down, links can navigate a user within the book or within the entire corpus.

Saved locations via HTML Export make it more independent/open ended in and out of the classroom than flat images.

Pedagogy page (<https://archaeologyofreading.org/pedagogy/>) and its exercises are a way of creating collaborative interaction or independent learning around the books in the corpus. It has 3 different levels:

First three have suggested readings for seminar discussion

[Second three](https://archaeologyofreading.org/pedagogy/for-secondary-schools/) deal more specifically with themes in the books and the difference

between manuscript/print

Final three are small puzzles that launch into the viewer.

The intermediate level (for secondary schools) includes English translations of the text of the books, where necessary. AOR doesn’t include transcriptions/translations of the printed content of the books unless it was annotated.

Exercises can be scaled up or pared down if desired. Many exercises are purposely open ended, giving the students the opportunity to explore a topic on their own, often using search results.

**2. Main types of learning activities for groups**

Open discussion (around a particular annotation)without the annotation panel, then with the annotations open. Students can click on the linked objects in the annotations and begin to explore the other books, i.e. [Gabriel Harvey’s discussion of cures for gout](https://archaeologyofreading.org/viewer/#aor/PrincetonDL45/286v/image) in the back of his copy of Olaus Magnus’ *History of the Northern Peoples*.

Breadcrumb trail: Students move through each step in turn and answer questions along the way. (Examples include [A Fantastic Voyage](https://archaeologyofreading.org/pedagogy/for-secondary-schools/#Fantastic_Voyage), [John Dee Meets Guacanagarix](https://archaeologyofreading.org/pedagogy/for-secondary-schools/#Guacanagarix))

Complex search that frames a research question or compares a feature of the books across the whole corpus. (examples: [Conversations with Books](https://archaeologyofreading.org/pedagogy/conversations-with-books/), [Print, Script, Image](https://archaeologyofreading.org/pedagogy/print-script-image/))

Export feature as an assignment/exercise. Students can navigate through some of the open-ended portions and export their steps for the instructor to review.

**3. Building Your Own Exercise**

HTML Export ([learn about that here](https://archaeologyofreading.org/rmap/)) makes this possible.

Instructors can navigate to a group of pages in the viewer

Example: compare the styles of annotation of Harvey and Dee in four books (Dee – [Cicero](https://archaeologyofreading.org/viewer/#aor/RCP10549-50v1/10r/image) & [Geoffrey of Monmouth](https://archaeologyofreading.org/viewer/#aor/ChChWb512/end%20matter%202r/image); Harvey: [Machiavelli](https://archaeologyofreading.org/viewer/#aor/PrincetonU101/51r/image) and [Livy](https://archaeologyofreading.org/viewer/#aor/PrincetonPA6452/8v/image)) to look for similarities and differences in how the annotators interact with different books.

Extra steps can then be removed, and the remaining ones can be annotated with questions, explanation, etc.

Using an exported HTML page won’t put the entire memory of the session in the AOR viewer (so using back/forward on browser won’t work). Rather, each link will launch a separate instance of the viewer.

I’ve never used AOR before, and I’m not teaching a class on John Dee, Gabriel Harvey, or reading in Elizabethan England. How do I get started? Ways into the corpus:

Pick an exercise and go, from long form seminars to puzzles and remaining questions.

Ask us for more or for help adapting the resource to fit a reading or topic you have in mind.

Start with a question, a topic, or a reading you were planning to assign.

Subject guide: What’s in the corpus. Pick a cluster of books by topic or language. The

links go to the bibliographical essays about each of the books, many of which include

photos of interesting or significant pages for the particular copy. **SEE BOTTOM OF THIS DOCUMENT FOR SUBJECT GUIDE**

Ways out into other databases:

Linked data and other digital collections. We didn’t intend for AOR to be a self-

contained resource, as the digitized corpora are only small samples even of the books

that John Dee and Gabriel Harvey owned and annotated.

Parallel comparisons of books, searches for individuals and topics outside of the viewer. Matt will talk more about this.

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**IV. AOR as Part of a Wider Online Research Environment**

**Matthew Symonds (Centre for Editing Lives & Letters, University College London),**

**m.symonds@ucl.ac.uk**

**1. Introduction**

We begin from the principle that any on-line resource or database is only as good as the range of questions it can answer. This project was built with a scholarly research question at its heart, but we knew from the first moment that any resource we created would have to be as open as possible to other researchers, researchers who would inevitably have other research questions in mind, researchers from disciplines other than our own.

We’ve been demonstrating how AOR can show links across and within our micro-corpus, but one important aim was to build in the ability to link out to other resources, or “external objects”, from the viewer.

This talk will look at three ways we can move from beyond the viewer in an open-ended manner suitable for the early stages of a research project, especially important at a time when final year and MA students’ dissertations will have to rely on remote resources:

Finding out more about *people*

Finding out more about *books*

Using *allied resources*, also built with IIIF (<http://iiif.io> )

**2. People**

Here, in the Detti et fatti, is one of my favourites of Harvey’s comparisons: “The Lord Cromwell, a ball of Fortune. The Lord Burgley, a globe of Fortune”:

<https://archaeologyofreading.org/viewer/#aor/FolgersHa2/193v/image>

Here is a comparison of two secretaries of state, both of whom command the vital place in both the information gathering regimes of two Tudor reigns and the historiographies of the period.

We have seen that the first and second options search within AOR’s dataset for the same person mentioned in the same book or across the corpus. The third option presented here is “ISNI” and is an external link. ISNI stands for International Standard Name Identifier, a global standard for identifying unique individuals. More information can be found at:

<http://www.isni.org>

Anyone with any experience of building a dataset will know the importance and time it takes to normalise names, particularly in the early modern period (e.g. disambiguating multiple Johns in the same family). In this case, we can see ISNI aids computers in understanding that different names, Latin or other vernacular forms of that name, titles, or orthography can all refer to the same person, William Cecil, Lord Burleigh (or “Burgley” even):

<http://www.isni.org/isni/0000000121428768>

Under the “Notes” section, we can then link through to all the entry for William Cecil in Wikidata, a dataset linking structured data from Wikipedia and many other authoritative resources:

<https://www.wikidata.org/wiki/Q354309>

From the “Identifiers” section of this Wikidata page, we can open entries in these other resources, including:

Library of Congress:

<https://id.loc.gov/authorities/n50032698>

ODNB [paywall]:

<https://doi.org/10.1093/ref:odnb/4983>

Early Modern Letters Online:

<http://emlo.bodleian.ox.ac.uk/profile/person/700303b3-df5f-46c4-bc7f-f98b2cfcfad9>

**3. Books**

AOR’s corpus of digitised books is curated and based partly on pragmatic considerations such as availability in a partner library’s collection, cost of digitisation, etc.

It was not envisioned that AOR should become a “portal” for unconnected books from individual library holdings of annotated books. (See Annotated Books Online, an earlier project CELL was engaged in, for a different approach:

<http://www.annotatedbooksonline.com>

This means that the majority of books mentioned in the annotations are not in our dataset. However, we can leverage another project, the Universal Short-Title Catalogue (USTC):

<https://ustc.ac.uk/>

Let’s take this comment from Harvey’s copy of Livy:

“*Daneau's aphorisms and Machiavelli’s discourses on Livy go up to this point. Yet it is worth to note that the aphorisms that could be excerpted from the third Decade were practically copied from Polybius. And therefore they should also be repeated here from then on. The ones, however, that can be derived from the fourth Decade clearly agree with those given above. From which [it follows that] Danaeus finished his works of aphorisms in the first Decade, believing he had amply satisfied everyone. Machiavelli followed more or less the same course, except for some specific issues*”:

<https://archaeologyofreading.org/viewer/#aor/PrincetonPA6452/142r/image>

Here we have two canonical works that we might expect to find in a reading of Livy, Polybius and Machiavelli. Lambert Daneau’s work might be less well known. Why did Harvey consider this so interesting?

By clicking on the entry “Books: *Politicorum aphorismorum silva*” we can open the entry for that book in the USTC dataset in another window:

<https://ustc.ac.uk/editions/406639>

From here, not only can we find bibliographic and holding information but if there is a digitised edition of a book the USTC will provide a link. Often this will be to subscription-based resources such as Early English Books Online (EEBO), but in this instance it points to two Open Access copies:

HathiTrust:

<https://babel.hathitrust.org/cgi/pt?id=ucm.5323842675>

Bayerische Staatsbibliothek:

<https://reader.digitale-sammlungen.de//resolve/display/bsb10192767.html>

It is important to note that the USTC is a work-in-progress, albeit a very important one.

**4. Related IIIF resources**

AOR is an example of what can be done harnessing IIIF, a standard for serving, presenting, and sharing cultural heritage images on the web. Many research libraries are digitising their own collections using this standard, including annotated books. A good example is Cambridge University Library’s Digital Library:

<https://cudl.lib.cam.ac.uk>

Of particular interest is the digital exhibit “Montaigne’s Library”, ten books annotated by Montaigne. If you open any of these books, you can notice the base similarity to the AOR viewer, except without those features that our project pioneered:

<https://cudl.lib.cam.ac.uk/collections/montaignelibrary/1>

One other digitised book of interest to AOR is Gabriel Harvey’s recently purchased *A mervaylous discourse vpon the lyfe, deedes, and behaviours of Katherine de Medicis* ([London], 1575):

<https://cudl.lib.cam.ac.uk/view/PR-ADV-E-00008-00001/1>

See the blog entry by Jason Scott-Warren, very kindly linking back to AOR, on the same:

<https://www.english.cam.ac.uk/cmt/?p=5742>

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**AOR SUBJECT GUIDE**

Note: this guide does not account for the main sorts and forms of browsing (i.e alphabetical by author, sorted by annotator) than can be done from the [AOR Viewer home screen](https://archaeologyofreading.org/viewer/#aor).

Click the titles below to see the bibliographical essay for each book on the AOR Wordpress site, which features further information about the book and its annotations, as well as linked images to pages in the viewer.

# **By Subject Matter**

**Alchemy**

[Gerhard Dorn, Chymisticum artificium (Frankfurt (?), 1568)](http://archaeologyofreading.org/bibliography/%20Dee-corpus/Dorn)

[Johannes Pantheus, Voarchadumia (Venice, 1530)](http://archaeologyofreading.org/bibliography/%20Dee-corpus/Pantheus)

**Astronomy/Astrology**

[Gerolamo Cardano, Libelli Quinque (Nuremberg, 1547)](http://archaeologyofreading.org/bibliography/%20Dee-corpus/Cardano)

[Paulus Crusius, Doctrina revolutionum solis (Jena, 1567)](http://archaeologyofreading.org/bibliography/%20Dee-corpus/Crusius)

[Julius Firmicus Maternus, Astronomicon (Basel, 1533)](http://archaeologyofreading.org/bibliography/%20Dee-corpus/Maternus)

[Antoine Mizauld, Planetologia (Leiden, 1551)](http://archaeologyofreading.org/bibliography/%20Dee-corpus/Mizauld)

[Paracelsus, Das buch meteororvm (Cologne, 1566)](http://archaeologyofreading.org/bibliography/%20Dee-corpus/Paracelsus-Meteorum)

[Hermann Walter Ryff, commentary on Pliny the Elder, Naturalis historiae (Würzburg, 1548)](http://archaeologyofreading.org/bibliography/%20Dee-corpus/Pliny)

**Biography**

[Fernando Colon, Historie del S. D. Fernando Colombo (Venice, 1571)](http://archaeologyofreading.org/bibliography/%20Dee-corpus/Colon)

[Titus Livius, Romanae historiae principis (Basel, 1555)](http://archaeologyofreading.org/bibliography/Harvey-corpus/Livy)

**Classics**

[Marcus Tullius Cicero, Opera (vol. 1, Paris, 1539)](http://archaeologyofreading.org/bibliography/%20Dee-corpus/Cicero-I)

[Marcus Tullius Cicero, Opera (vol. 2, Paris, 1539)](http://archaeologyofreading.org/bibliography/%20Dee-corpus/Cicero-II)

[Ovid, Ars Amatoria (Paris, 1529)](http://archaeologyofreading.org/bibliography/%20Dee-corpus/Ovid)

[Hermann Walter Ryff, commentary on Pliny the Elder, Naturalis historiae (Würzburg, 1548)](http://archaeologyofreading.org/bibliography/%20Dee-corpus/Pliny)

[Quintilian, Institutionum oratoriarum (Lyon, 1540)](http://archaeologyofreading.org/bibliography/%20Dee-corpus/Quintilian)

**Conduct of Life**

[Quintilian, Institutionum oratoriarum (Lyon, 1540)](http://archaeologyofreading.org/bibliography/%20Dee-corpus/Quintilian)

[Titus Livius, Romanae historiae principis (Basel, 1555)](http://archaeologyofreading.org/bibliography/Harvey-corpus/Livy)

[Sextus Julius Frontinus, Strategemes of warre (London, 1539)](http://archaeologyofreading.org/bibliography/Harvey-corpus/Frontinus)

[Niccolò Machiavelli, Art of warre (London, 1573)](http://archaeologyofreading.org/bibliography/Harvey-corpus/Machiavelli)

[Castiglione, Baldassare. Il cortegiano del conte Baltassar Castiglione (1541)](https://archaeologyofreading.org/bibliography/Harvey-corpus/Castiglione-Italian/)

[Castiglione, Baldassare. The covrtyer of Covnt Baldessar Castilio diuided into foure books. Thomas Hoby trans. (1561)](https://archaeologyofreading.org/bibliography/Harvey-corpus/Castiglione-English/)

[Lodovico Domenichi, Facetie (Venice, 1571) & Lodovico Guicciardini, Detti et Fatti (Venice, 1571)](http://archaeologyofreading.org/bibliography/Harvey-corpus/Domenichi)

**Education**

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