Digital History: Guidelines for Reading 19th Century Manuscripts, Researching Historical Documents, Inputting Metadata, and Promoting Your Digital Collection

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INTRODUCTION

The growth of the digital humanities field makes primary source materials more accessible for scholars, students, and anyone who seeks knowledge. Digitized manuscript collections ease the cost for researchers, both professional and novice, to locate historical documents and deepen our understanding of the past. However, in order for a digital manuscript collection to be effective and efficient, several steps must occur.

After creating a plan to digitize a manuscript collection, there are things you can do to enhance your collection. 1. Taking the time to learn how to read historical handwriting and manuscript collections. 2. Conducting extensive research on the collection. 3. Carefully selecting your collection's metadata. 4. Promoting your collection once it is live. The following is a general guideline for creating digital collections and working with early Indiana documents. While explaining the steps for creating and working with digital collections, I will use examples of how I enhanced the metadata for the New Harmony Collections.

To create the New Harmony Collections for the Indiana State Library, I worked from the digital images of two collections, New Harmony Manuscripts, 1812-1871 and Roger D. Branigin-Kenneth Dale Owen Collection, 1825-1896, (bulk 1825-1859), and their finding aids created by the Working Men's Institute in New Harmony, Indiana. Using the finding aids both helped and hindered my progress while reading the two collections. Over the span of sixty years, at least five individuals contributed to the two finding aids.[1] This meant that each individual read and interpreted the document's content; therefore, the names, dates, spellings, geographic locations, titles, and descriptions were inconsistent. Depending on your repository and the collection you are working with, you may have created the finding aid, are creating it while

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1. Finding aid, "New Harmony Manuscripts, 1812-1871," Working Men's Institute of New Harmony, Indiana, maintained by Indiana University Digital Library Program, Accessed September 30, 2015, http://webapp1.dlib.indiana.edu/findingaids/view?brand=general&docId=VAA4026&chunk.id=d1e410&startDoc=1 ; Finding aid, "Roger D. Branigin-Kenneth Dale Owen Collection, 1825-1896, (bulk 1825-1859)," Working Men's Institute of New Harmony, Indiana, maintained by Indiana University Digital Library Program, Accessed September 30, 2015, http://webapp1.dlib.indiana.edu/findingaids/view?brand=general&docId=VAA9110.xml&chunk.id=d1e533&startDoc=1. Between 1950 and 1951, five individuals helped create the New Harmony Manuscripts, 1812-1871 finding aid: Arthur E. Bestor, Jr. between 1950 and 1951, I. C. C. Graham in 1951, Josephine M. Elliott in 1972 and 1980, J. W. Weaver in 1951, and Sherry Graves in 2007. In the 1970s, Josephine M. Elliott created the Roger D. Branigin-Kenneth Dale Owen Collection, 1825-1896, (bulk 1825-1859) finding aid.

digitizing the collection, or may be in a similar position as I was where you are creating the metadata based off a finding aid created by one or multiple individuals. Furthermore, you may be working from a finding aid that was created several years or decades before when information from the collection's content was not readily available or the repository who created it lacked the funds or means to research the information further.

Reading manuscript collections can be challenging but with tools and techniques, it can be fun, exciting, and even easy. An essential component of any digital collection is the research done before, during, and even after the collection is live. Who created the collection? What were the events, political, social, economic, and overall climates of the era? Who were the influential people and groups of the era? While I had a basic knowledge of United States and world history in the early 1800s, I knew nothing about New Harmony, Indiana; therefore, I spent countless hours researching while creating the New Harmony Collections. I will explain how my background as an archivist, historian, and recent graduate influenced my thinking process, the questions I asked myself, the sources I used, and what I found. Furthermore, I will explain how my additional research strengthened and guided the metadata I inputted into the collection. I will conclude the general guideline by providing suggestions and resources on ways to promote your collection once it is live. At the end of the document, I provide a list of resources relating to reading historical handwriting, the digital humanities field, researching primary and secondary sources, and promoting digital collections.

PALEOGRAPHY: READING 19TH CENTURY MANUSCRIPTS

In order to figure out the names, dates, and other information in the New Harmony Collections, I needed to know how to read late 18th/early 19th centuries handwriting. Reading handwriting from this era can be challenging at times because of the various styles of handwriting and the inconsistency of spelling, abbreviations, and grammar. Separated into sections, I explain some of the difficulties reading 19th century handwriting, privide tips and technique to overcome those struggles, and provide examples of reading letters, Roman numerals and Arabic numbers, dates, names, spelling of words and their modern equivalent, abbreviations and their meanings, and geographic locations from the New Harmony Collections.

General tips and techniques while reading historical manuscripts:

- Begin with familiarizing yourself with the lower case letters and learning the letters that ascend and descend.[2] Furthermore, learning the principal strokes from handwriting manuals from the late 18th/early 19th centuries.
- Compare the letters you are struggling to decipher with other letters and words in the document.
- Read for common sense.
- Familiarize yourself with the types of documents (e.g. correspondence, vital records, probate records), common phrases, abbreviations, terminology, names, and punctuation of the era.
- Take notes on the letters, numbers, words, punctuation, and abbreviations that are troublesome for you, and keep those notes by you while you read your manuscript collection.
- Practice, practice, practice. Reading historical manuscripts will become easier with time.

Reading Letters

Deciphering letters, both lowercase and capitalized, in historical manuscript collections can be challenging. Normally, while reading a manuscript collection, you become accustomed to the person's handwriting and you begin to recognize how they write certain letters, numbers, dates, words, and their handwriting style overall. However, since the New Harmony Collections includes numerous correspondents, who came from different countries and wrote in English,

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2. "Reading the Documents," Brigham Young University, Accessed September 30, 2015, https://script.byu.edu/Pages/Paleography/en/introreaddocs.aspx.

French, Spanish, and Italian, I did not have that luxury. Reading the manuscript collection became easier as I progressed because I previously learned the principal strokes of handwriting from the early 19th century, which letters ascended and descended, which letters are the most difficult to read, and the common phrases from the era. Furthermore, I continued to research information on the individuals writing, receiving, and mentioned in the documents.

Before you begin reading your manuscript collection, it is important to take the time to learn which lower case letters ascend and descend, the most difficult letters to read, and the principal strokes of letters because it may help ease any frustrations reading handwriting from the late 18th/early 19th centuries. The letters that ascend are *b*, *d*, *f*, *h*, *k*, *l*, and *t*, and the letters that descend are *g*, *j*, *p*, *q*, and *y*. Depending on the individual's handwriting style, the letters *s*, *x*, and *z* may descend. The most difficult lower case letters to read are *c*, *e*, *h*, *r*, *s*, *t*, *u*, *v*, *w*, and *x*.[3] Knowing how individuals wrote the principal strokes of letters is important because they form twenty-five lower case letters and several capitalized letters[4]; therefore, knowing the formation of the letters will make it easier for you to recognize and decipher letters. According to John Jenkins, author of the handwriting manual, *The Art of Writing, Reduced to a Plain and Easy System, On a Plan Entirely New. In Seven Books*, published in in 1813, the principal strokes are,[5]
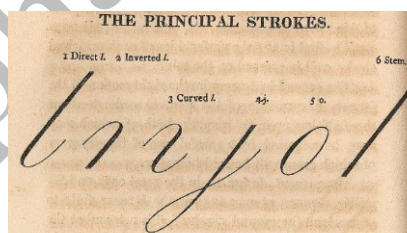
The Principal Strokes, in *Art of Writing*, by John Jenkins, p. 6.

Jenkins does an excellent job explaining how to write the principal strokes and how they form other letters. In addition to the letters *c*, *e*, *h*, *r*, *s*, *t*, *u*, *v*, *w*, and *x*, I found that letters *f*, *g*, *i*, *j*, *l*, *m*, *n*, *p*, and *y* were also troublesome for me to read. In the following examples, I provide samples of different handwriting styles and then use documents from the New Harmony Collections to

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3. Kip Sperry, *Reading Early American Handwriting* (Baltimore, MD: Genealogical Publishing Company, 1998), 43; "Script Tutorial: Making Sense of Old Handwriting," Brigham Young University, last modified 2015, Accessed September 30, 2015, https://script.byu.edu/Pages/English/en/alphabet.aspx.

4. John Jenkins, *The Art of Writing, Reduced to a Plain and Easy System, On a Plan Entirely New. In Seven Books* (Cambridge, UK: Flagg and Gould, 1813), 5, Accessed September 30, 2015, https://archive.org/details/JenkinsArtOfWriting.

5. Jenkins, *Art of Writing*, 5-6.

explain which letters I had difficulties deciphering and how I utilized various resources to decipher them.

Alphabet from *A Practical New Grammar* by Anne Fisher
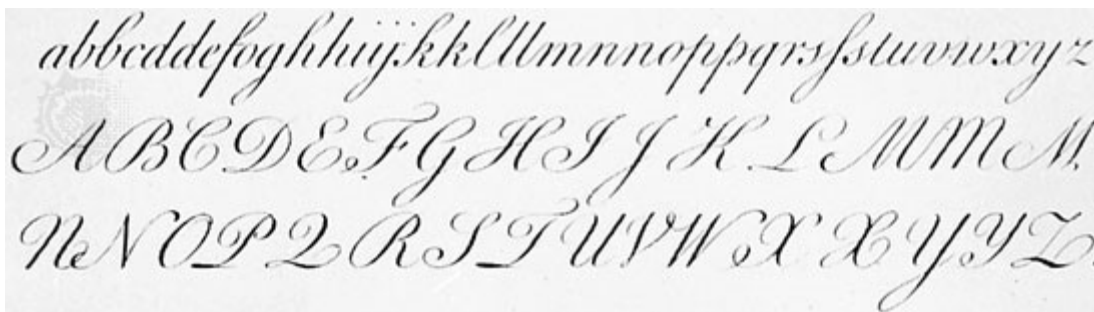
THE

ALPHABET.

Roman.		Italic.		English.		Sound of each Letter.
A	a	*A*	*a*	𝕬	𝖆	a
B	b	*B*	*b*	𝕭	𝖇	bee
C	c	*C*	*c*	𝕮	𝖈	fee
D	d	*D*	*d*	𝕯	𝖉	dee
E	e	*E*	*e*	𝕰	𝖊	e
F	f	*F*	*f*	𝕱	𝖋	eff
G	g	*G*	*g*	𝕲	𝖌	gee
H	h	*H*	*h*	𝕳	𝖍	atch
I	i	*I*	*i*	𝕴	i	i
J	j	*J*	*j*		j	jay
K	k	*K*	*k*	𝕶	𝖐	ka
L	l	*L*	*l*	𝕷	𝖑	ell
M	m	*M*	*m*	𝕸	𝖒	em
N	n	*N*	*n*	𝕹	𝖓	en
O	o	*O*	*o*	𝕺	𝖔	o
P	p	*P*	*p*	𝕻	𝖕	pee
Q	q	*Q*	*q*	𝕼	𝖖	ku
R	r	*R*	*r*	𝕽	𝖗	er
S	fs	*S*	*ſs*	𝕾	𝖘	efs
T	t	*T*	*t*	𝕿	𝖙	tee
V	v	*V*	*v*	𝖁	𝖛	vee
U	u	*U*	*u*	𝖀	𝖚	u
W	w	*W*	*w*	𝖂	𝖜	double u
X	x	*X*	*x*	𝖃	𝖝	eks
Y	y	*Y*	*y*	𝖄	𝖞	wi
Z	z	*Z*	*z*	𝖅	𝖟	zed, or ze

Alphabet from *A Practical New Grammar, with Exercises of bad English: or, an Easy Guide to Speaking and Writing the English Language Properly and Correctly* by Anne Fisher

Secretary Hand Script

Letter	Letter Form Variations	Letter	Letter Form Variations
A		a	
B		b	
C		c	
D		d	
E		e	
F		f	
G		g	
H		h	
I		i	
J		j	
K		k	
L		l	
M		m	
N		n	
O		o	
P		p	
Q		q	
R		r	
S		s	
T		t	
U		u	
V		v	
W		w	
X		x	
Y		y	
Z		z	

FamilySearch. Alphabet (Secretary Hand)

English Round Hand Script

The letters *m*, *n*, *r*, and *u* can all resemble each other at times. In the letter, "Lanne, Peter to William Maclure, January 18, 1822," the second *n* in Lanne appears it could be either an *n* or a *u*. The Working Men's Institute finding aid wrote the sender's surname as Laune. In addition, the capital letters of *P* and *F* can resemble each other. This created additional problems in determining the sender's correct given name and surname because the first initial of the sender's given name looks like an *F*, which is what the Working Men's Institute finding aid states it is. However, after researching and comparing the letters to other words in the document, I discovered the sender was Peter Lanne, not F. Laune.[6]

Peter Lanne's signature from, "Lanne, Peter to William Maclure, January 18, 1822."
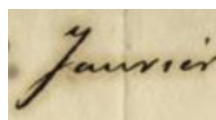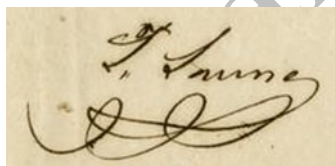
Example of the letters "au" from, "Lanne, Peter to William Maclure, January 18, 1822."

Peter Lanne's signature from, "Lanne, Peter to William Maclure, March 30, 1822."
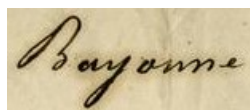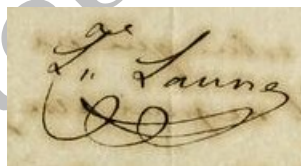
Example of the letters "nn" from, "Lanne, Peter to William Maclure, January 18, 1822."

Example of the letter "P" from, "Lanne, Peter to William Maclure, January 18, 1822."
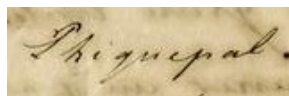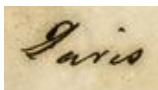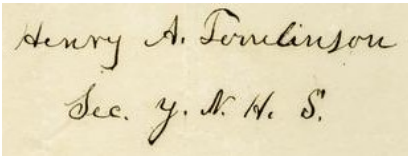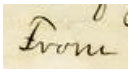
Example of the letter "P" from, "Lanne, Peter to William Maclure, January 18, 1822."

In the letter, "Tomlinson, Henry Abraham to William Maclure, April 16, 1836," the *m* in Henry's surname resembles a double *r*. The Working Men's Institute finding aid wrote Henry's last name as "Terrelinson." Furthermore, determining the correct spelling of Henry's surname

6. "Lanne, Peter to William Maclure, January 18, 1822," New Harmony Collections, Accessed September 30, 2015, http://cdm16066.contentdm.oclc.org/cdm/ref/collection/p15078coll22/id/466.

was difficult because vowels often resemble one another. The *o* in Henry's surname resembles an *e*. Tomlinson signed his letter as "Sec. Y.N.H.S.," which stood for Secretary of the Yale Natural History Society (the letter was concerning Maclure being elected as a member to the Yale Natural History Society). By looking up the secretaries of the Yale Natural History Society in 1836, in addition to comparing and contrasting letters, I was able to figure out that Terrelinson was actually Tomlinson.[7]

Henry Abraham Tomlinson's Signature from, "Tomlinson, Henry Abraham to William Maclure, April 16, 1836."

Example of the letters "r" and "o" in the word, "from" as written in, "Tomlinson, Henry Abraham to William Maclure, April 16, 1836."

In the letter, "Morrell, David to Nelson G. Nettleton, January 15, 1840," the double *r* in David's surname resembles an *n*. In addition, the letters *v*, *i*, and *d* in Morrell's given resemble the letters *n*, *i*, *e*, and *l*. The Working Men's Institute finding aid lists his name as Daniel Monell. I read the document for additional clues on how to spelling sender's surname and found in the first sentence of the correspondence that David referenced his brother by the name Mr. Morrell. Next, I researched "Daniel Monell," "David Morrell," "Trotter, Monell and Company," and "Trotter, Morrell and Company" in Louisville, Kentucky, in the 1840s. I discovered Daniel J. Morrell moved to Philadelphia, Pennsylvania, in 1837, and began working for the law firm, Trotter, Morrell and Company, where his older brother, David Morrell, was already working.[8] Next, I compared the letters *r* and *n* in the document. After reading the document for additional clues on his name, researching the sender's name and company, and comparing the letters to others in the document, I determined the correct spelling was David Morrell.[9]

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7. "Tomlinson, Henry Abraham to William Maclure, April 16, 1836," New Harmony Collections, Accessed September 30, 2015, http://cdm16066.contentdm.oclc.org/cdm/ref/collection/p15078coll22/id/3593.

8. Secretary of Internal Affairs of the Commonwealth of Pennsylvania, "Official Document No. 12, The Cambria Iron Company," in *Annual Report of the Secretary of Internal Affairs of the Commonwealth of Pennsylvania, Part III: Industrial Statistics, Vol. XV, 1887* (Harrisburg, PA: E.K. Meyers, State Printer, 1888), 10 E. – 12 E., Accessed September 30, 2015, Google Books.

9. "Morrell, David to Nelson G. Nettleton, January 15, 1840," New Harmony Collections, Accessed September 30, 2015, http://cdm16066.contentdm.oclc.org/cdm/ref/collection/p15078coll22/id/5164.
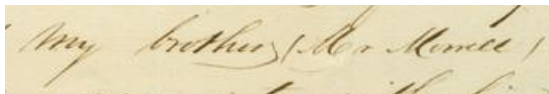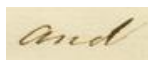
David Morrell's signature from, "Morrell, David to Nelson G. Nettleton, January 15, 1840."
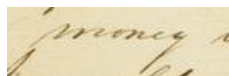
Example of the letters "rr" in the word "arrangements" from, "Morrell, David to Nelson G. Nettleton, January 15, 1840."

The phrase "my brother (Mr. Morrell)" from, "Morrell, David to Nelson G. Nettleton, January 15, 1840."

Example of the letter "n" in the word "and" from, "Morrell, David to Nelson G. Nettleton, January 15, 1840."

Example of the letter "n" in the word "money" from, "Morrell, David to Nelson G. Nettleton, January 15, 1840."

The letter *s* is a difficult letter to decipher because it often resembled different letters. For example, a capitalized *S* may resemble a capitalized *L* and a lower case *s* looked like lower case *f*, double *f*, a *p*, an *h*, *fs*, a backwards *s*, or a *p* with a hook on the top.[10] In the letter, "Tomlinson, Henry Abraham to William Maclure, April 16, 1836," Tomlinson's *s* in "address" resembles a *p* with a hook on the top of it.[11] However, when compared to other words with the letters *p* and *f* in them, the *s* in "address" looks different from how Tomlinson wrote his *p*'s and *f*'s.

Example of the letters "ss" in the word "address" from, "Tomlinson, Henry Abraham to William Maclure, April 16, 1836."
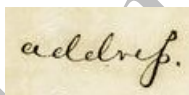
Example of the letter "p" in the word "hope" from, "Tomlinson, Henry Abraham to William Maclure, April 16, 1836."

Example of the letters "s" and "p" in the word "respect" from, "Tomlinson, Henry Abraham to William Maclure, April 16, 1836."
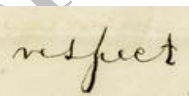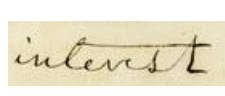
Example of the letter "s" in the word "interest" from, "Tomlinson, Henry Abraham to William Maclure, April 16, 1836."
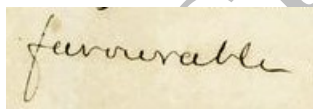
Example of the letter "f" in the word "favourable" from, "Tomlinson, Henry Abraham to William Maclure, April 16, 1836."

In the letter, "Rapp, George to S. and T. Hornbrook, May 13, 1839," George Rapp's *S* in Saundersville resembled *Landersville*, Indiana. The title of the document in the Working Men's Institute finding aid is, "Rapp, George, Economy to L & T. Hornbrook, Landersville [IN]. 1839-05-13. 1 p." I looked for capital letters of *S* and *L* in the document, but did not find any. Next, I

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10. Sperry, *Reading Early American Handwriting*, 45.

11. "Tomlinson, Henry Abraham to William Maclure, April 16, 1836," New Harmony Collections, Accessed September 30, 2015, http://cdm16066.contentdm.oclc.org/cdm/ref/collection/p15078coll22/id/3593.

searched for "Laundersville, Indiana," which did not produce any results; therefore, I searched "Saundersville, Indiana," and discovered the book, *Saundersville: An English Settlement in Vanderburgh County, Indiana*, by Kenneth P. McCutchan.[12] Furthermore, I researched individuals and businesses with the "Hornbrook" in Indiana, and found that a Saunder Hornbook lived in Saundersville, Indiana, in the early 1800s.[13] After my research, I determined George Rapp wrote to S. and T. Hornbrook in Saundersville, Indiana.[14]
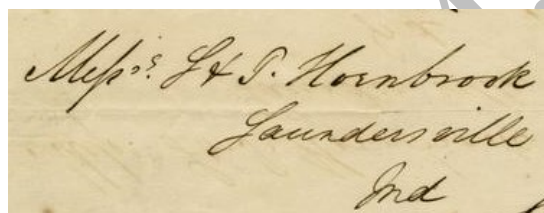
"Rapp, George to S. and T. Hornbrook, May 13, 1839."

The letters *y* and *g* can resemble each other. For example, in the letters Dr. Jean Leymerie wrote to William Maclure in the early 1800s, the *y* in Jean's surname looks like the letter *g*.[15] Adding to the difficulties of determining the sender's name are the abbreviation of the Leymerie's given name and the letters *m* and *e* in Leymerie's surname look similar to the letters *u* and *i*. The Working Men's Institute finding aid wrote his last name as J. Leguierie. However, after examining his signature on all four documents, comparing the letters to others in the documents, and researching whom Maclure communicated with in the early 1820s, I concluded the correct spelling was Jean Leymerie.

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12. John J. Baughman, review of *Saundersville: An English Settlement in Vanderburgh County, Indiana*, by Kenneth P. McCutchan, *Indiana Magazine of History* 76, no. 1 (March 1980): 60-61, Accessed September 30, 2015, http://scholarworks.iu.edu/journals/index.php/imh/article/view/10204/14120; Kenneth P. McCutchan, *Saundersville: An English Settlement in Vanderburgh County, Indiana* (Evansville, IN: Unigraphic, Inc., for Friends of Willard Library Press, 1978).

13. John E. Iglehart, "The Life and Times of John Shrader: Including the Introduction and Progress of Methodism in Southwestern Indiana," *Indiana Magazine of History* 17, no. 1 (March 1921): 29, Accessed September 30, 2015, http://scholarworks.iu.edu/journals/index.php/imh/article/view/6201/6118.

14. "Rapp, George to S. and T. Hornbrook, May 13, 1839," New Harmony Collections, Accessed September 30, 2015, http://cdm16066.contentdm.oclc.org/cdm/ref/collection/p15078coll22/id/4854.

15. "Leymerie, Jean to William Maclure, October 24, 1821," New Harmony Collections, Accessed September 30, 2015, http://cdm16066.contentdm.oclc.org/cdm/ref/collection/p15078coll22/id/396; "Leymerie, Jean to William Maclure, November 21, 1821," New Harmony Collections, Accessed September 30, 2015, http://cdm16066.contentdm.oclc.org/cdm/ref/collection/p15078coll22/id/387; "Leymerie, Jean to William Maclure, January 19, 1822," New Harmony Collections, Accessed September 30, 2015, http://cdm16066.contentdm.oclc.org/cdm/ref/collection/p15078coll22/id/469; "Leymerie, Jean to William Maclure, September 21, 1822," New Harmony Collections, Accessed September 30, 2015, http://cdm16066.contentdm.oclc.org/cdm/ref/collection/p15078coll22/id/676.

Jean Leymerie's signature from, "Leymerie, Jean to William Maclure, October 24, 1821."
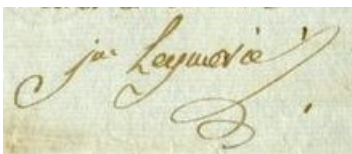
Example of the letter "j" from, "Leymerie, Jean to William Maclure, January 19, 1822."

Jean Leymerie's signature from, "Leymerie, Jean to William Maclure, November 21, 1821."
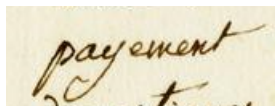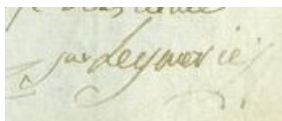
Example of the letter "y" in "payement" from, "Leymerie, Jean to William Maclure, September 21, 1822."

Jean Leymerie's signature from, "Leymerie, Jean to William Maclure, January 19, 1822."
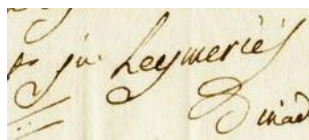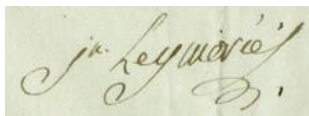
Jean Leymerie's signature from, "Leymerie, Jean to William Maclure, September 21, 1822."

The letters *I* and *J* and *i* and *j* resemble one another and were often interchangeable. For example, in the letter, "Bakewell, William and Henry Peter Leuba to Achilles Emery Fretageot, January 23, 1831," William Bakewell's *I*'s and *J*'s looked similar.[16]

Example of the letter "I" as written by William Bakewell in "Bakewell, William and Henry Peter Leuba to Achilles Emery Fretageot, January 23, 1831."
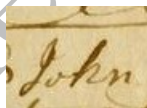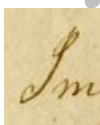
Example of the letter "J" in the name "John" as written by William Bakewell in, "Bakewell, William and Henry Peter Leuba to Achilles Emery Fretageot, January 23, 1831."

The lower case letters of *t* and *l* can resemble one another. For example, in "Owen, Robert Dale, Journal, May 30, 1825-January 23, 1826," the *t* in "rather" looks similar to the *l* in "pleasant."[17] By reading for common sense, I was able to determine that "rather" was spelled with a "t" and not an "l," and "pleasant" had an "l" after "p" and not a "t."

Example of the letter "t" in the word "Rather" as written in, "Owen, Robert Dale, Journal, May 30, 1825-January 23, 1826."
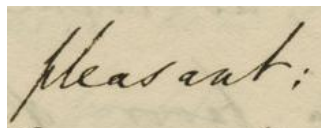
Example of the letter "l" in the word "pleasant" as written in, "Owen, Robert Dale, Journal, May 30, 1825-January 23, 1826."

The capital letters of *M* and *W* often resemble each other. For example, in the letter, "Bakewell, William and Henry Peter Leuba to Achilles Emery Fretageot, January 23, 1831,"

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16. "Bakewell, William and Henry Peter Leuba to Achilles Emery Fretageot, January 23, 1831," New Harmony Collections, Accessed September 30, 2015, http://cdm16066.contentdm.oclc.org/cdm/ref/collection/p15078coll22/id/1454.

17. "Owen, Robert Dale, Journal, May 30, 1825-January 23, 1826," New Harmony Collections, Accessed September 30, 2015, http://cdm16066.contentdm.oclc.org/cdm/ref/collection/p15078coll22/id/188.

William Bakewell's *M* in "M"" looks like a *W*.[18] However, after examining it with his signature, I determined that the letter was an *M* and not a *W*.

Example of the letter "M" in "Mr" as written by William Bakewell in, "[Bakewell, William and Henry Peter Leuba to Achilles Emery Fretageot, January 23, 1831.](#)"

Example of the letter "W" in William Bakewell's signature as written by Bakewell in, "[Bakewell, William and Henry Peter Leuba to Achilles Emery Fretageot, January 23, 1831.](#)"

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18. "Bakewell, William and Henry Peter Leuba to Achilles Emery Fretageot, January 23, 1831," New Harmony Collections, Accessed September 30, 2015, http://cdm16066.contentdm.oclc.org/cdm/ref/collection/p15078coll22/id/1454.

Reading Numbers

Documents written in the 18th and 19th centuries could contain roman numerals, Arabic numbers, or both. Roman numerals could be in lower or upper cases. Arabic numbers can look similar to today's letters and also contain abbreviations that differ from modern abbreviations.

Table of Roman Numerals and Arabic Numbers[19]

Roman	Arabic	Roman	Arabic	Roman	Arabic
I or j	1	XX or xx	20	CC	200
II or ij	2	XXI or xxj	21	CCCC	300
III or iij	3	XXV	25	CCCC or CD	400
IIII or IV or iiij	4	XXX	30	D	500
V or v	5	XXXII	32	DC	600
VI or vj	6	XXXX or XL	40	DCC	700
VII or vij	7	L	50	DCCC	800
VIII or viij	8	LIV	54	CM	900
IX or viiij	9	LX	60	DC	600
X or x	10	LXV	65	DCC	700
XI or xj	11	LXX	70	DCCC	800
XII or xij	12	LXXVI	76	CM	900
XIII or xiij	13	LXXX or iiij^{xx}	80	M	1,000
XIV or xiiij	14	LXXXX or XC	90	MD	1,500
XV or xv	15	XCIX or iiij^{xx}xix	99	MCM	1,900
XVI or xvj	16	C	100	MM	2,000
XVII or xvij	17	CI or cj	101	MMM	3,000
XVIII or xviij	18	CII or cij	102	$\overline{V}$	5,000
XIX or xviiij	19	CLVI	156	$\overline{X}$	10,000

19. Sperry, *Reading Early American Handwriting*, 34-37; George Fisher (accomptant), *The American Instructor*, 14th ed. (New York: Printed and sold by H. Gaine, at the *Bible* and *Crown*, in *Hanover-Square*, 1770), 59, Accessed September 30, 2015, Internet Archive; "Roman Numerals Chart," Kent State University, last modified May 26, 2015, Accessed September 30, 2015, http://literacy.kent.edu/Minigrants/Cinci/romanchart.htm; "Techniques & Tools: Numbers, Currency, Calendar," Brigham Young University, last modified 2015, Accessed September 30, 2015, https://script.byu.edu/Pages/English/en/numbers-calendar-currency.aspx.

Reading Dates

Depending on who wrote the date and when determined if they used the Old Style or Julian or the New Style or Gregorian calendar. The Old Style or Julian calendar was used before 1752, with March 25 being the first day of the year.[20] The New Style or Gregorian calendar began after 1752, with January 1 being the first day of the year.[21] Even though the American colonies, Great Britain, and other colonies owned by Great Britain adopted the Gregorian calendar in 1752, the Quakers (Society of Friends) continued to use the Old Style or Julian calendar.[22] However, people continued to use to the Julian calendar well into the 1800s.

The abbreviations in Old Style or Julian calendar differ from the New Style or Gregorian calendar. Since March was the first month in the Old Style or Julian calendar, the 7th month was September, the 8th month was October, the 9th month was November, and the 10th month was December. The abbreviations for those months were written as 7ber, 8ber, 9ber, and 10ber or Xber, respectively. For example, in the letter, "de Malterre, Laure to Marie Duclos Fretageot, September 11, 1832," Laure de Malterre wrote September as 7ber.
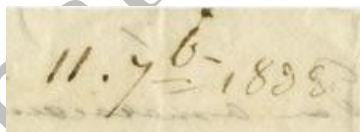
Table of Abbreviations and Their Meaning[23]

Abbreviation	Meaning
Jan. or Jan^y	January
Feb. or Feb^r or ffebr.	February
Mar.	March
Ap.	April
Aug. or Augst.	August
Sept. or Sep^t. or 7ber	September
Oct. or Octr. or 8ber	October
Nov. or Nov^r. or 9ber	November
Dec. or Decr. or Xber or 10ber	December

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20. Sperry, *Reading Early American Handwriting*, 39.
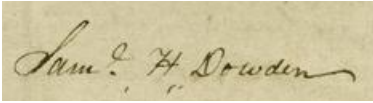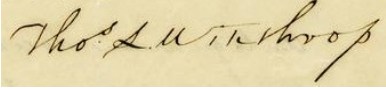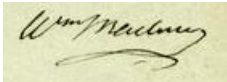
21. Sperry, *Reading Early American Handwriting*, 39-40.

22. Sperry, *Reading Early American Handwriting*, 39-40.

23. New Harmony Collections, Indiana Memory Digital Collections, Indiana State Library, Accessed September 30, 2015. http://cdm16066.contentdm.oclc.org/cdm/landingpage/collection/p15078coll22; Sperry, *Reading Early American Handwriting*, 19, 40; Fisher, *American Instructor*, 23-26; "Techniques & Tools: Numbers, Currency, Calendar," Brigham Young University, last modified 2015, Accessed September 30, 2015, https://script.byu.edu/Pages/English/en/numbers-calendar-currency.aspx.

Reading Names

Another issue when reading historic manuscript collections from the 18th and 19th centuries is determining names. Names could have several spelling variations, given names could be abbreviated, and sometimes the person's occupation followed his/her name, which could be mistaken for being his/her surname. The abbreviation of given names often contained superscripts of letters, and without knowing the meaning of the abbreviation, it can be difficult to read the name. For example,

Abbreviation	Name	Example from New Harmony Collections
Danl.	Daniel	"Jacobs, Daniel R. and Margaret Maclure to William Maclure, November 24, 1833."
Saml.	Samuel	"Dowden, Samuel H. to Robert Dale Owen, May 24, 1837."
Thos.	Thomas	"Winthrop, Thomas Lindall to William Maclure, May 28, 1836."
W^m.	William	"Maclure, William to Anna Maclure, April 28, 1838."

Table of Given Name Abbreviations and their Full Form/Meaning[24]

Abbreviation	Name	Abbreviation	Name
Abra:/Abram/Abm./Ab:	Abraham	Margt.	Margaret
Alex^r	Alexander	Matt^w/Mat.	Matthew
And^w/And:	Andrew	Mich.	Michael, or Michaelmas
Benj./Benja.	Benjamin	Nathl./Nath:/Nath^{ll}/Nat.	Nathaniel
Cath./Cath^{ne}	Catherine or Catharine	Nich^o/Nich^s/Nicol^s/Nic.	Nicolas
Chs./Chas./Chas	Charles	O.	Oliver
Con.	Constance or Constantine	P.	Paul or Paulus
Danl./Dan.	Daniel	Pen.	Penelope
Edm.	Edmund	Pat.	Patrick
Ed./Edw./Edwd.	Edward	Pet.	Peter
Elis./Eliz/Eliza	Elisabeth/Elizabeth	Phil.	Philip
Eph^m/Eph:	Ephraim	Pris.	Priscilla
Fra.	Francis	Reb^a	Rebecca
Fred^k	Frederick	Rich./Richd.	Richard
Geo:/Geo.	George	Robt./Robt	Robert
Greg.	Gregory	Rog.	Roger
Hen:/Hen^r	Henry	Sam:/Saml./Samll./Sam^{ll}/Sam.	Samuel
Hum.	Humphry	Sim^n	Simon
Is.	Isaac	Stew.	Steward
Ja:/Jas./Ja.	James	Tim:/Tim^o	Timothy
Jer:/Jere:/Jereh/Jer.	Jeremiah	Tho/Thos.	Thomas
Jes.	Jesus	Wm./Willm/W^m	William
Jno./Jn^o/Jonath^n	Jonathan or John	Xtoph/Xfher/Xo^{pher}/Xtopher	Christopher
Jos./Jos:	Joseph or Josiah	X^n.	Christian
Jos.	Joshua	X^t.	Christ

24. New Harmony Collections, Indiana Memory Digital Collections, Indiana State Library, Accessed September 30, 2015. http://cdm16066.contentdm.oclc.org/cdm/landingpage/collection/p15078coll22; Sperry, *Reading Early American Handwriting*, 24-25; Fisher, *American Instructor*, 23-26.

Spelling and Abbreviations

In the late 18th/early 19th centuries, spelling and grammar were not as important as they are today. There were several ways to spell words and numerous words were abbreviated in documents. This can present challenges when reading historical documents if you are unaware of the meaning of the abbreviations. For example, in the letter, "Greaves, Alexander to William Maclure, July 29, 1836," Greaves addressed the letter as,
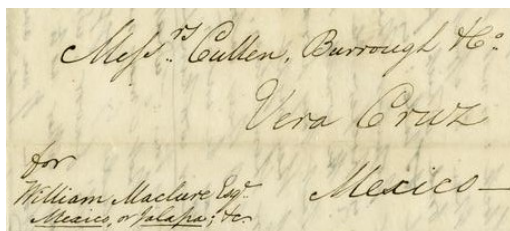
Messrs Cullen, Burrough & Co.
Vera Cruz
Mexico__
for William Maclure Esqr.
Mexico, or Jalapa; &c.

The abbreviation "Messrs" means "Misters," "C[o]." means "Company," "Esqr" means "Esquire", and "&c." means "and so forth (*et cetera*)/& cætera, and the or, and so forth."[25] Without knowing those abbreviations, determining the recipient's name, address, and how he received it could be troublesome. In the letter, "Jacobs, Daniel R. and Margaret Maclure to William Maclure, November 24, 1833," Daniel R. Jacobs wrote the abbreviation of "Servant" as "Serv[t]."[26] In the letter, "Baldwin, John to Anna Maclure, August 10, 1841," John Baldwin wrote the abbreviation of "General" as "Gen[l]"[27]
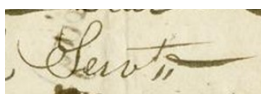
Abbreviation	Meaning	Example from New Harmony Collections
Serv[t]	Servant	"Jacobs, Daniel R. and Margaret Maclure to William Maclure, November 24, 1833."
Gen[l]	General	"Baldwin, John to Anna Maclure, August 10, 1841."

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25. "Greaves, Alexander to William Maclure, July 29, 1836," New Harmony Collections, Accessed September 30, 2015, http://cdm16066.contentdm.oclc.org/cdm/ref/collection/p15078coll22/id/3661.

26. "Jacobs, Daniel R. and Margaret Maclure to William Maclure, November 24, 1833," New Harmony Collections, Accessed September 30, 2015, http://cdm16066.contentdm.oclc.org/cdm/ref/collection/p15078coll22/id/2189.

27. "Baldwin, John to Anna Maclure, August 10, 1841," New Harmony Collections, Accessed September 30, 2015, http://cdm16066.contentdm.oclc.org/cdm/ref/collection/p15078coll22/id/5242.

In addition to spelling variations and abbreviation of words, another issue you may encounter is that the names of societies, universities, organizations, etc. can change over time and the name in the document might not be the correct title of the organization. This may present problems while researching the collection. For example, the Yale University was originally founded as Collegiate School in 1701, but in 1718 changed its name to Yale College and changed its name in 1887 to Yale University.[28] The following two lists are of old spelling and their modern equivalent and abbreviations and their meaning.

Old Spelling and Their Modern Equivalent[29]

Old Spelling	Modern Equivalent	Old Spelling	Modern Equivalent
akers	acres	fowre	four
alsoe/also	also	howse/hous	house
att	at	mee	me
bee	be	noate	note
behoof	behalf	ordayne	ordain
caled	called	owne	own
coppy	copy	setle	settle
coussen	cousin	shee	she
deceised	deceased	sicke	sick
doe	do	soe	so
dollers	dollars	sole	soul
dyed	died	sume	sum
estimacon	estimation	wagges	wages
eyther	either	wee	we
fenc	fence	whoe	who

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28. Judith Schiff, "A Brief History of Yale," Yale University Library, last modified August 14, 2015, Accessed September 30, 2015, http://guides.library.yale.edu/yalehistory; "Yale University Timeline: 1701-1709," Yale University Library, last modified September 4, 2015, Accessed September 30, 2015, http://guides.library.yale.edu/c.php?g=296074&p=1976319; "Yale University Timeline: 1810-1819," Yale University Library, last modified September 4, 2015, Accessed September 30, 2015, http://guides.library.yale.edu/c.php?g=296074&p=1976331; "Yale University Timeline: 1880-1889," Yale University Library, last modified September 4, 2015, Accessed September 30, 2015, http://guides.library.yale.edu/c.php?g=296074&p=1976337.

29. Sperry, *Reading Early American Handwriting*, 15.

Abbreviations and Their Meanings[30]

Abbreviation	Meaning	Abbreviation	Meaning
acct/acco^t/acct^s	account/accounts	Matie or Maj^{tie}/*Ma* ^{ty}	His/Her Majesty [Majestie]
Adm ^{l}.	Admiral	M^r/*Mr.*	Mister or Master/Master
A.D.	*anno Domini* (in the year of the Lord)	M^{rs}	a title for women, but may have applied to both married and unmarried women
admir./admin^r	administrator	*M* ^{d}.	Madam
admin^x	administratrix	*Mons.*	Monsieur
admon.	administration	*Min.*	Minister
ae.	age/aged	N.B.	take careful note; to mark well
afsd/aforesd	aforesaid	*N.*	Note
agt/agst	against	*n.l.*	Non liquet, it appears not
Am ^{t}.	Amount	*N* ^{o}.	Number
b.	born	N.S.	New Style (Gregorian) calendar (after 1752)
bapt./pb.	baptized	*Obj.*	Objection
bur.	Buried	*Ob* ^{t}.	Obedient
ca.	circa (about), approximately	o^r	our
ch/chh	church	O.S.	Old Style (Julian) calendar (before 1752)
chr.	christened/christening	*O. W.*	Old Word
clk	clerk	o.s.p.	died without issue
co.	county; company	pay^{mt}	payment
—con	tion [i.e., condicon means condition]	pd	paid
Coll.	Colonel	per/pson	person
Com ^{rs}.	Commissioners	plt./pltf.	plaintiff
Conf.	Confessor	pr/*p.*	per/per, or by
Cr.	Creditor	*Pr.*	Priest
d.	died	*Per* C^t.	Per Centum, by the Hundred
dau.	daughter	pre/p^{r}sent	present
dec./decd./deced.	deceased	recd./rec^d	received
div.	divorce(d)	regr. or reg^r	register
do/d^o.	ditto, the same as above (frequently used in U.S. census schedules or in personal name lists)	*Ret.*	Return
Doct.	Doctrine	*Rev* ^{d}.	Reverend

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30. Sperry, *Reading Early American Handwriting*, 20-23, 25; Fisher, *American Instructor*, 23-26.

d.s.p.	died without issue	s	son
d.v.m.	died while mother was living	Sd. or s^d	said
d.v.p.	died while father was living	S^t.	Saint
E.D.	Enumeration District (found in U.S. census schedules)	*Sect.*	Section
Eod	*Eodem* (on the same date)	Sen./Senr	Senior
Esq./Esqr. or Esqr	Esquire	serv^t or *Serv.*	servant or Servant
exec./execr.	executor	S^r	Sir
exec^x	executrix	*Sol.*	Solution
E. gr. or *Ex.*	Exempli gratia, or Example	Ss	*supra scriptum* (as written above); a form of greeting; normally refers to a statement written above, aforementioned, afore written
Exp.	Explanation	test.	testify, testament, testate, testator
Expo.	Exposition	th^t	that
Gen^{all}/*Gen.*	General	twp.	township
Gent.	Gentleman	*U.*	Use
Gosp.	Gospel	ult.	*ultimo* (last month; of or occurring in the preceding month)
Govr	Governor	unm.	unmarried
gdn.	guardian	*Vid.*	see
honble	honorable	viz.	namely
Hund.	Hundred	*Viz.*	Videlicet, to wit, that is to say
Imp./Imp^r	*Imprimis* (in the first place)	w.	wife or widow
inft.	infant	warrt.	warrant
inst.	instant (same month; this immediate month)	wch/w^{ch}	which
int.	intestate; interred	wd./wid./wido.	widow
inv.	inventory (such as a list of personal property)	Wit.	witness, witnesses
e.	id est, that is	W.P.	will proved; white poll
		w^t	what
Id.	Idem, the same	*w*^{n}.	when
I'll,	I will	with/wth	with
Is't,	is it	X	used for a person's mark, such as in a will; Christ

I'd,	I had	ye or y^e	the: *y* from Old English letter *thorn* for the pronunciation *th*
I m	I am	yeo.	yeoman
J.P.	Justice of the Peace	y^o.	you
Jud.	Judges	yor/y^r/yr.	your; year
Jr./Jun./Junr	Junior	y^m.	them
lic.	license	y^n.	then
Lieu.	Lieutenant	yt or y^t	that (where *y* represent the *thorn*)
Learn ^{g}.	Learning	& or &.	and (ampersand); derived from the Latin *et*/et, and
m./md.	married	&c or &c.	and so forth (*et cetera*)/& cætera, and the or, and so forth.
Maj.	Major	£,s.,d.	pound(s), shilling(s), and pence

Geographic Locations

Reading geographic locations can present issues because their spelling and abbreviations can be different from how we spell and abbreviate them today. For example, in the early 1800s, Veracruz, Mexico was often written as Vera Cruz, as is the case with the letter, "Burrough, Marmaduke to William Maclure, July 25, 1836." In the same letter, Burrough wrote the abbreviation of Philadelphia as Phil[a].[31] In the letter, "Stewart, William E. to Nelson G. Nettleton, June 13 and 24, 1842," William E. Stewart wrote the abbreviation of "Indiana" as "Ind[a]."[32] In the letter, "Tomlinson, Henry Abraham to William Maclure, April 16, 1836," Henry Abraham Tomlinson wrote the modern spelling of "Mexico City" as "City of Mexico."[33] In the letter, "Bakewell, William and Henry Peter Leuba to Achilles Emery Fretageot, January 23, 1831," Henry Peter Leuba wrote the modern spelling of "Georgetown" as "George-town."[34] In the letter, "Baldwin, John to Anna Maclure, August 10, 1841," John Baldwin wrote the modern spelling of "Washington, D.C." as "Washington City."[35]

Abbreviation	Meaning		Example from New Harmony Collections
Phil[a]	Philadelphia		"Burrough, Marmaduke to William Maclure, July 25, 1836."
Ind[a]	Indiana		"Stewart, William E. to Nelson G. Nettleton, June 13 and 24, 1842."

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31. "Burrough, Marmaduke to William Maclure, July 25, 1836," New Harmony Collections, Accessed September 30, 2015, http://cdm16066.contentdm.oclc.org/cdm/ref/collection/p15078coll22/id/3656.

32. "Stewart, William E. to Nelson G. Nettleton, June 13 and 24, 1842," New Harmony Collections, Accessed September 30, 2015, http://cdm16066.contentdm.oclc.org/cdm/ref/collection/p15078coll22/id/5335.

33. "Tomlinson, Henry Abraham to William Maclure, April 16, 1836," New Harmony Collections, Accessed September 30, 2015, http://cdm16066.contentdm.oclc.org/cdm/ref/collection/p15078coll22/id/3593.

34. "Bakewell, William and Henry Peter Leuba to Achilles Emery Fretageot, January 23, 1831," New Harmony Collections, Accessed September 30, 2015, http://cdm16066.contentdm.oclc.org/cdm/ref/collection/p15078coll22/id/1454.

35. "Baldwin, John to Anna Maclure, August 10, 1841," New Harmony Collections, Accessed September 30, 2015, http://cdm16066.contentdm.oclc.org/cdm/ref/collection/p15078coll22/id/5242.

Old Spelling	Modern Equivalent	Example from New Harmony Collections	
Washington City	Washington, D.C.		"Baldwin, John to Anna Maclure, August 10, 1841."
George-town, Kentucky	Georgetown, Kentucky		"Bakewell, William and Henry Peter Leuba to Achilles Emery Fretageot, January 23, 1831."
Vera Cruz, Mexico	Veracruz, Mexico		"Burrough, Marmaduke to William Maclure, July 25, 1836."
City of Mexico, Mexico or Mexico, Mexico	Mexico City, Mexico		"Tomlinson, Henry Abraham to William Maclure, April 16, 1836."

The following list contain some of the more common spelling and abbreviations variations of geographic locations.

Table of Abbreviations of Geographic Locations and Their Meaning[36]

Abbreviation	Meaning
Phil^a	Philadelphia, Pennsylvania
Ind^a or Ia	Indiana
Ia	Iowa or Indiana
Ills.	Illinois
Mass.	Massachusetts
Aust.	Austria
Engl.	England
Lon.	London
Devon.	Devonshire
Staff.	Stafford
Fr.	French, or France
Sp.	Spain, or Spanish

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36. New Harmony Collections, Indiana Memory Digital Collections, Indiana State Library, Accessed September 30, 2015. http://cdm16066.contentdm.oclc.org/cdm/landingpage/collection/p15078coll22; Sperry, *Reading Early American Handwriting*, 19-20; Fisher, *American Instructor*, 23-26.

RESEARCHING HISTORICAL DOCUMENTS

While working with manuscript collections, it is important to not only know the provenance of the collection, but also the general climate of the era in which it was created. My background as a historian, an archivist, and status as a recent Master of Arts graduate influenced my thinking and research processes and the sources I used while creating the New Harmony Collections. Ideally, the person creating the digital collection will possess an overarching knowledge of the era, the individuals who created, and the content contained in the documents. However, in my case, I was unfamiliar with Indiana's history, especially the history of New Harmony, and possessed a general knowledge of the political, cultural, economic, and social, climate of the early 1800s. The first task to accomplish in creating the New Harmony Collections was to familiarize myself with the history of New Harmony, Indiana. I read several academic journal articles to answer who established the town and when, where it is located and what factors contributed to choosing that location, who were some of the original settlers, and was there a specific purpose for establishing New Harmony. I discovered Johann Georg Rapp, a German immigrant, established Harmonie on the Wabash River, in southwestern Indiana, in 1814, as a Utopian community.[37] This was his second community established in the United States; the first one was Harmony, Pennsylvania.[38] The increasing political strife and poor economic conditions following the 1819 depression began to take a toll on the Harmonie community. [39] Furthermore, the community became restless with Rapp's unsuccessful promises of a second awakening.[40] To avoid the destruction of his community, Rapp knew he needed to relocate to a more prosperous area; therefore, in March 1824, Rapp placed an advertisement to sell Harmonie.[41] Robert Owen, a Scotsman and social reformer, answered the advertisement, and

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37. Donald E. Pitzer and Josephine M. Elliott, "New Harmony's First Utopians, 1814-1824," *Indiana Magazine of History* 75, no. 3 (September 1979): 226, Accessed September 30, 2015, http://scholarworks.iu.edu/journals/index.php/imh/article/view/10180/14072.

38. Pitzer and Elliott, "New Harmony's First Utopians," 226.

39. Pitzer and Elliott, "New Harmony's First Utopians," 254.

40. Pitzer and Elliott, "New Harmony's First Utopians," 254.

41. Pitzer and Elliott, "New Harmony's First Utopians," 254-255.

Rapp sold Harmonie and relocated his community to Economy, Pennsylvania.[42] The second wave of New Harmony as a Utopian community occurred between 1825 and 1827. It was during this era that New Harmony was known for its intellectual climate and home to scientists, educators, and social reformers, including Owen's children, Robert Dale Owen, William Owen, Richard Owen, David Dale Owen, and Jane Dale Owen, William Maclure, Marie Duclos Fretageot, and Thomas Say. After reading the history of New Harmony, Indiana, I began the next in my journey: reading the manuscript collections. I began with the Roger D. Branigin-Kenneth Dale Owen Collection, 1825-1896, (bulk 1825-1859).

Once I began reading the collection, I quickly realized my prior research was not enough to understand each document's context. My list of questions grew significantly. Some of those questions were:

- Who were the people writing, receiving, and mentioned in the letters, such as Robert Owen, Robert Dale Owen, William Maclure, Thomas Say, and Marmaduke Burrough?
- What were the political, social, economic, cultural, religious, and intellectual climates of the United States, Europe, Mexico, and South America?
- What were the major events, such as wars, during this time?
- What were the education methods taught? What was the Pestalozzi method?
- What were the scientific discoveries?
- What were the international and diplomatic relations between the United States and other countries?
- What were the major cities and roads in the United States, England, Scotland, France, Spain, and Mexico? Did their name change over time?
- What were the modes of transportations?
- What were the major health epidemics?
- What was the history of the United States consulate office?
- Who were the major political parties in the United States?
- Who were key political figures in the United States?
- How did businesses operate and communicate with one another?
- What were the slang terms and definitions of the era?
- What was the perception of women? What were their roles in the private and public spheres?
- What were the social customs and manners of the day?
- What were the economic conditions and financial crisis in the United States?
- What were the major banks in the United States, France, England, Scotland, and Spain?

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42. Pitzer and Elliott, "New Harmony's First Utopians," 254-255.

To answer those questions, I utilized a plethora of primary and secondary sources. In addition to those questions, I needed a general history of the United States, Great Britain, England, Scotland, France, Italy, Spain, Mexico, Germany, Switzerland, Central America, the Ottoman Empire, Greece, Russia, and Holland from 1800 to 1870s. I needed to refresh my knowledge on probate law and cases, and research the history of organizations and societies, such as the Academy of Natural Sciences of Philadelphia. Some of the places I used to look for primary and secondary sources were digitized book collections, academic research databases, libraries, archives, museums, and historical societies owned and operated by the United States Federal Government, state and local governments, foreign governments, universities and colleges, and private corporations and companies, genealogical societies and online databases, and Wikipedia. Even though this is not an accurate source, it is useful as a jumping off point for looking for general information and for additional sources. Two places to look for additional sources are in the footnotes and bibliographies of the books and sources you are already using. For example, while researching William Maclure, I read Alberto Gil Novales's article, "The Spain William Malcure Knew." In Novales's footnotes, he referenced *The European Journals of William Maclure*, edited by John S. Doskey.[43] I was able to use Doskey's *The European Journals of William Maclure* to locate names, places, events, and the like mentioned in the documents from the New Harmony Collections.

The primary and secondary sources I used to research the New Harmony Collections included documentary edited books of letters, journals, and manuscript collections, encyclopedias, biographical books and websites, and federal, state, and local government publications. In addition, I used historic newspaper databases, city and business directories, registers, city guidebooks, meeting notes, journals, and proceedings from societies, organizations, etc., maps, gazetteers, atlases, and land records. Furthermore, I used records found from archives, including United States census records, vital records (e.g. birth, death, and marriage records) cemetery records (e.g. Findagrave.com), and court case records (including probate records). Additional records that are useful when researching are church records, school records, hospital records, and almshouse registers. Below are examples of possible places to

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43. Alberto Gil Novales, "The Spain William Malcure Knew," *Indiana Magazine of History* 94, no. 2 (June 1998), 99, footnote 1, Accessed September 30, 2015, http://scholarworks.iu.edu/journals/index.php/imh/article/view/11671/17050.

locate primary and secondary sources and a selection of sources I found most useful while researching the New Harmony Collections.[44]

Where to Locate Sources

Digitized Book Collections and Academic Research Databases

Google Books

Internet Archive

Project Gutenberg

Hathi Trust Digital Library

JSTOR

Project MUSE

ProQuest

Indiana Magazine of History Online

Libraries, Archives, Museums, and Historical Societies

Library of Congress

Indiana State Library

The Newberry Library's Digital Resources and Publications

National Archives and Records Administration

Indiana State Archives

Harvard University

Genealogical Societies and Online Databases

Ancestry.com

FamilySearch

National Genealogical Society

USGenWeb Project

Cyndi's List

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44. This list includes a shorten version of the sources I used. The recommended sources and bibliography section at the end of the general guidelines contains the full bibliographic entry.

Types of Sources

<u>Federal, State, and Local Government Publications</u>

Journal of the Executive Proceedings of the Senate of the United States of America, From December 4, 1848, to August 31, 1852, Inclusive. Vol. VIII

Index to United States Documents Relating to Foreign Affairs, 1828-1861, in Three Parts, Part I—A to H, by Adelaide R. Hasse (Chief of Public Documents Division, New York Public Library)

Index to United States Documents Relating to Foreign Affairs, 1828-1861, in Three Parts, Part II—I to Q, by Adelaide R. Hasse (Chief of Public Documents Division, New York Public Library)

Index to United States Documents Relating to Foreign Affairs, 1828-1861, in Three Parts, Part III—R to Z, by Adelaide R. Hasse (Chief of Public Documents Division, New York Public Library)

The Executive Documents Printed by Order of the Senate of the United States, Second Session, Thirty-Fifth Congress, 1858-'59, and Special Session of the Senate of 1859. In Eighteen Volumes

Journal of the House of Representatives of the State of Indiana, being the Seventeenth Session of the General Assembly, Begun and Held at Indianapolis, in Said State, on Monday the 3d Day of December, A.D. 1832

Journal of the Senate of the State of Indiana, during the Twenty-Sixth Session of the General Assembly

Local Laws of the State of Indiana, Passed at the Thirtieth Session of the General Assembly, Begun on the First Monday in December, 1845

Reports of Cases Argued and Determined in the Supreme Court of Judicature of the State of Indiana with Tables of the Cases and Principal Matters. Volume III, Containing the Cases from May Term, 1832, to November Term, 1834, Both Inclusive, by Isaac Blackford, A.M. (One of the Judges of the Court)

<u>Historic Newspaper Databases</u>

Library of Congress's Chronicling America: Historic American Newspapers

Hoosier State Chronicles: Indiana's Digital Historic Newspaper Program

<u>Biographical Books, Dictionaries, Encyclopedias, and Websites</u>

Diccionario Biográfico de España (1808-1833): De los orígenes del liberalismo a la reacción absolutista [Biographical Dictionary of Spain (1808-1833): From the origins of liberalism to the absolutist reaction.], ran and operated by Alberto Gil Novales

The Political Graveyard, The Internet's Most Comprehensive Source of U.S. Political Biography (or, The Web Site that Tells Where the Dead Politicians are Buried), ran and operated by Lawrence Kestenbaum

America's Diplomats and Consuls of 1776-1865: A Geographic and Biographic Directory of the Foreign Service from the Declaration of Independence to the End of the Civil War, by Walter Burges Smith

Appletons' Cyclopædia of American Biography, by James Grant Wilson and John Fiske

Encyclopedia of Chicago

A Biographical History of Eminent and Self-made Men of the State of Indiana: With Many Portrait-Illustrations on Steel, Engraved Expressly for This Work, Volume I

The Civil War: Soldiers and Sailors Database

Historical Dictionary of U.S. Diplomacy from the Revolution to Secession, by Debra J. Allen

Historical Statistics of the United States

Registers, City and Business Directories, and City Guidebooks

Register of all Officers and Agents, Civil, Military, and Naval, in the Service of the United States, on the Thirtieth September, 1835 with the Names, Force, and Condition of all Ships and Vessels Belonging to the United States, and When and Where Built; Together with a Correct List of the Presidents, Cashiers, and Directors of the United States Bank and its Branches. To which is Appended the Names and Compensation of all Printers in Any Way Employed by Congress, or Any Department or Office of Government

G. W. Hawes' Indiana State Gazetteer and Business Directory for 1858 and 1859: Volume 1, by George W. Hawes (Publisher and Proprietor) and James Sutherland (Compiler and Manager)

Cincinnati Directory, for the Year 1842, compiled by Charles Cist

Galignani's New Paris Guide, Containing an Accurate Statistical and Historical Description of all the Institutions, Public Edifices, Curiosities, Etc., of the Capital; an Abstract of the Laws Affecting Foreigners; Highly Useful Comparative Tables of French and English Weights and Measures; Money; Thermometrical Scales, Etc.; A Table of French and English Custom Duties; Information for Travelers; A Director of Parisian Bankers, Tradesmen, Etc. to which is Added a Description of the Environs. The Whole Compiled from the Best Authorities, Carefully Verified by Personal Inspection, and Arranged on an Entirely New Plan, by A. and W. Galignani and Co.

Meeting Notes, Journals, and Proceedings from Societies, Organizations, Etc.

Proceedings of the American Philosophical Society held at Philadelphia for Promoting Useful Knowledge, vol. 28, July 1878 to March 1880

Proceedings of the Academy of Natural Sciences of Philadelphia: 1899, edited by Edward J. Nolan, M.D.

Maps, Gazetteers, Atlases, and Land Records

Getty Thesaurus of Geographic Names Online

Merriam-Webster's Geographical Dictionary

U.S. Department of the Interior. U.S. Geological Survey's United States Board on Geographic Names

American Name Society

Council of Geographic Name Authorities in the United States

FamilySearch's list of United States Gazetteers
> FamilySearch provides a list of resources on gazetteers, including what they are, the titles of books and records of gazetteers, and where you can locate them (both in print and online).

University of Illinois at Champaign-Urbana's list of Gazetteers
> The University of Illinois at Champaign-Urbana explains the different types of gazetteers and provides a list of places to find them, both in libraries and online.

Sanborn Maps

Indiana Sanborn Historic Maps, 1883-1966

Northwestern University's Sanborn Maps

Online Map Collections

Indiana University's Map Collections

Indiana University's Indiana Historic Maps

The Newberry Library's Cartography – Special Map Collections and Strengths

University of Alabama's Map Collection Online
> In addition to maps of the State of Alabama, the University of Alabama's Map Collection Online has maps of the United States, Canada, the world, the Western Hemisphere, the Eastern Hemisphere, and special topics, such as the American Revolution, Biblical and the Holy Land, the American Civil War, Coastal Navigation Charts, Coastal Topographical Sheets (T-Sheets), Geologic Atlas of the United States, the Mississippi River, the Mexican American War, National Forests, Native Americans, Railroads, U.S.D.A Prime Farmland Maps, U.S.D.A. Soil Survey Maps, World War I, World War II – Pacific Theater, and World War II – News Maps.

Federal Township Plats from the U.S. Bureau of Land Management, Department of the Interior

<u>Documentary Edited Books of Letters, Journals, and Manuscript Collections</u>

Partnership for Posterity: The Correspondence of William Maclure and Marie Duclos Fretageot, 1820-1833, edited by Josephine Mirabella Elliot

The European Journals of William Maclure, edited by John S. Doskey

The North American Journals of Prince Maximilian of Wied, Volume I, May 1832-April 1833, edited by Stephen S. Witte and Marsha V. Gallagher

Owenite Socialism: Correspondence I: 1823-1839, edited by Gregory Claeys

<u>Some of the secondary sources I used to research topics in the New Harmony Collections</u>

"The Spain William Maclure Knew," by Alberto Gil Novales, in *Indiana Magazine of History* 94, no. 2 (June 1998): 99-109.

Maclure of New Harmony: Scientist, Progressive Educator, Radical Philanthropist, by Leonard Warren

"The Family History of Robert Owen," by Arthur H. Estabrook in *Indiana Magazine of History* 19, no. 1 (March 1923): 63-101.

Robert Dale Owen: A Biography, by Richard William Leopold

Low Living and High Thinking at Modern Times, by Roger Wunderlich

"Stephen Pearl Andrews's Fleeting Contribution to Anarchist Thought," by Jeff Riggenbach in *Mises Daily* (blog for Misses Institute: Austrian Economics, Freedom, and Peace), April 1, 2011.

Researching Documents in Foreign Languages

One issue I encountered while working with the New Harmony Collections was trying to create the metadata for documents written in French, Spanish, and Italian. My knowledge of Spanish words and grammar is very basic, and I do not know French or Italian. I utilized a variety of resources to overcome this issue, including Google Translate, reading the footnotes in secondary sources, searching for clues within the document, and accessing databases and websites that translate foreign names into the English equivalent. While Google Translate is not an accurate way to translate entire sentences or paragraphs from a foreign language into English and vice versa, it can be useful in translating a specific word. In addition, I chose Google Chrome to research information in foreign languages because Chrome will translate websites from one language to another. Again, while the translation is not always correct, it provides a general idea of what the content means.

While reading Alberto Gil Novales's article, "The Spain William Malcure Knew," I located an invaluable source in his footnotes to use while I read the letters Maclure received and wrote in Spanish: *Diccionario biográfico del Trienio liberal* by Novales.[45] I searched for Novales's book and discovered his website, Diccionario Biográfico de España (1808-1833): De los orígenes del liberalismo a la reacción absolutista (Biographical Dictionary of Spain (1808-1833): From the Origins of Liberalism to the Absolutist Reaction). Novales's website allows you to search either by typing in a name or by the first letter of a surname and provides a short biographical description of the individuals. I used this website to search for William Maclure and the names of individuals mentioned in the letters Maclure wrote and received in the 1820s and 1830s. For example, I typed "Maclure" into the search engine and found 15 sources related to him.

Maclure, William	Albert, Francisco Ja	Balmaseda
Erving, George Willi	Fernández, José Rose	Jacobs, Louis, marqu
Jouanin	Keene, Ricardo Rayna	Montgomery, Robert
Montgomery Irving, J	O'Shea, Enrique	Puga and Parga, Jacobo
Rich, Obadiah	Rhodes, Rafael de	Westzynthius, Esteba[46]

When I selected "Maclure, William," from the search results, the website generated the short biography in Spanish, which I chose for Google Chrome to translate into English.[47]

Maclure, William

(Ayr, Escocia, 1763 - San Ángel, México, 1840). Comerciante en su primera juventud, viajero y hombre de ciencia —Geología—, ciudadano norteamericano por elección, mecenas, radical a la inglesa y socialista utópico en España y en New Harmony, Indiana. Vino a España por primera vez en 1808, y regresó en 1820, de noviembre de 1820 hasta el 17 del mismo mes de 1822 vivió en Madrid y después se trasladó a Alicante. Intentó varias empresas, de educación y de exploración geológica y mineralógica, y sobre todo en fincas compradas al Crédito Público intentó un nuevo modelo de sociedad basado en una escuela industrial-agraria. Los acontecimientos políticos y el decomiso de sus bienes le obligaron a abandonar España en 1824, marchando a los Estados Unidos, en donde tuvo parte principal en la experiencia de New Harmony. Sin dejarla, se trasladó a México, por razones de clima y afición, al principio todos los inviernos a partir de 1827. Escribió *Observations on the Geology of the United States, Explanatory of a Geological Map*, Filadelfia, 1809 (nueva edición, 1817). Colaboró en *New-Harmony Gazette* y en *Disseminator of Useful Knowledge* con ensayos que reunió en *Opinions on Various Subjects. Dedicated to the Industrious Producers*, New Harmony, 1831-1838. Es importante también *The Maclure Collection of French Revolutionary Materials*, ahora en la Biblioteca de la Universidad de Pennsylvania, catálogo publicado con este título en Filadelfia, 1966. Su correspondencia, en parte inédita, es importante para la historia de nuestra revolución liberal y para el socialismo, etc. Sus viajes por Europa han sido publicados por John S. Doskey en *The European Journals of William Maclure*, Filadelfia, 1988. (Gil Novales 1979)

Maclure, William

(Ayr, Scotland, 1763 - San Angel, Mexico, 1840). Trader in his early youth, traveler and scientist -Geología-, an American citizen by choice, patrons, the English radical and socialist utopian in Spain and New Harmony, Indiana. He came to Spain for the first time in 1808, and returned in 1820, 1820 to November 17 of the same month of 1822 lived in Madrid and later moved to Alicante. He tried several companies, educational and geological and mineralogical exploration, especially on farms purchased from the Public Credit tried a new model of society based on an industrial-agrarian school. Political developments and the confiscation of his property he was forced to leave Spain in 1824, marching to the United States, where he had a leading part in the experience of New Harmony. Without leave, he moved to Mexico, for reasons of climate and hobby at first every winter since 1827. wrote *Observations on the Geology of the United States, Explanatory of a Geological Map*, Philadelphia, 1809 (new edition, 1817) . He worked in *New-Harmony Gazette* and *Disseminator of Useful Knowledge* with trials met *Opinions on Various Subjects. Dedicated to the Industrious Producers*, New Harmony, 1831-1838. It is also important *The Maclure Collection of French Revolutionary Materials*, now in the Library of the University of Pennsylvania, catalog published with this title in Philadelphia, 1966. His correspondence, unpublished, it is important for the history of our revolution and the liberal socialism, etc. His travels through Europe have been published by John S. Doskey in *The European Journals of William Maclure*, Philadelphia, 1988. (Gil Novales 1979)

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45. Novales, "The Spain William Malcure Knew," 105, footnote 11.

46. Search results for "Maclure," Diccionario Biográfico de España (1808-1833): De los orígenes del liberalismo a la reacción absolutista, Accessed September 30, 2015, http://diccionario.historia.fundacionmapfre.org/listabios.php?tit=1&desc=1&tipo=t&palabras=maclure&buscar=Look+for.

47. "Maclure, William," Diccionario Biográfico de España (1808-1833): De los orígenes del liberalismo a la reacción absolutista, Accessed September 30, 2015, http://diccionario.historia.fundacionmapfre.org/bio.php?id=95457.

Since the search results for "Maclure, William" produced other individuals mentioned in the New Harmony Collections, such as George William Erving, Jacobo [Jacob] Puga and Parga, Obadiah Rich, and Robert Montgomery, I was able to use Novales's website when researching said individuals.

If you are unable to decipher the name of who wrote and/or received the letter, read the document for clues and then research those clues. For example, the finding aid from the Working Men's Institute gave the title of one letter, written in French, as, "[Unknown] to [Unknown]. 1812/1871. 4 pp." Since I do not know French, I utilized a variety of methods, including examining the date, salutation, and the author's signature, and scanning the document for clues that may help me determine who wrote the letter, when and where he or she wrote it, and the recipient's name. In addition, I compared the handwriting of this letter to others written around the same time to verify the information I found.

I analyzed at the date when the correspondent wrote the letter and the French-English translation for the months and days of the week,
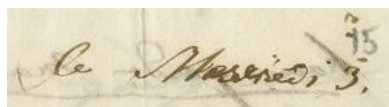
Wednesday in French is "le mercredi"; therefore, I knew this letter was written on Wednesday the 3rd, but still did not know the month. I looked at the Notre Dame Perpetual Calendar for October 1832 and saw that it was a Wednesday. Next, I examined the salutation and looked up the French to English translations,
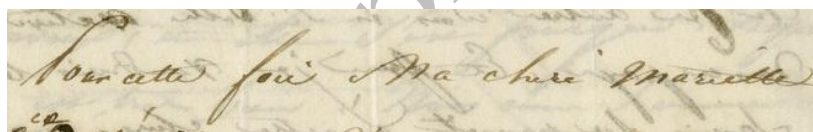
"Pourcette" in French is "for this" in English, "fou" in French is "crazy" in English, "macheri" in French is "my dear" in English, and "Mariette" is the French equivalent of "Marie" in English. I knew the letter was to someone with the given name of "Marie." Since I do not know French, I decided to skip the letter's body and examine the closing and correspondent's signature,
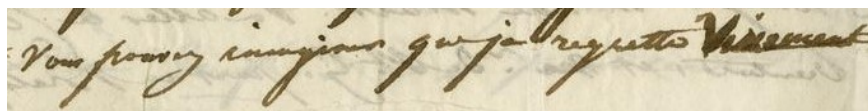
Deciphering the individual letters and the correspondent's name was extremely difficult; therefore, I scanned the body of the letter for clues as to who wrote the letter, including any familiar names, locations, and events. I found Achilles Emery Fretageot, Marie Duclos Fretageot's son, "Juif," which is "Jew" in English, Rothschild, a well-known banking family who were Jewish, and Zédé, who was a friend of Marie Duclos Fretageot.

The name "Achilles" from, "de Malterre, Laure to Marie Duclos Fretageot, October 3, 1832."
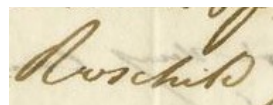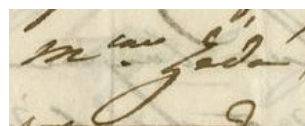
The name "Rothschild" from, "de Malterre, Laure to Marie Duclos Fretageot, October 3, 1832."

The French translation of the word "Jew" from, "de Malterre, Laure to Marie Duclos Fretageot, October 3, 1832."

The name "Zédé" from, "de Malterre, Laure to Marie Duclos Fretageot, October 3, 1832."

After examining the salutation, date, and documents for additional clues, I was able to determine that the letter was to Marie Duclos Fretageot. Since I still did not know who wrote the letter, I examined other letters written to Marie Duclos Fretageot around October 1832, including letters Laure de Malterre wrote on October 6, 1832 and November 20, 1832. I skimmed both documents for the dates, salutations, signatures, and any words, names, and events, that I could compare to the letter written on October 3rd. I discovered that both letters referenced Fretageot's friend, Zédé. To verify that Laure de Malterre wrote the letter on October 3rd, I compared "Zédé" from the letter written on October 3 to the one written October 6, 1832.

Comparison of the name "Zédé" from, "de Malterre, Laure to Marie Duclos Fretageot, October 3, 1832."
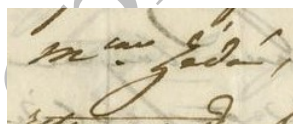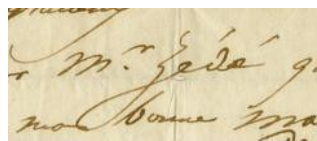
Comparison of the name "Zédé" letter, "de Malterre, Laure to Marie Duclos Fretageot, October 6, 1832."

In the letter written on November 20, 1832, I found Laure de Malterre addressed the letter to "macheri Mariette." I compared "macheri Mariette" from the letter written on October 3 to the one written November 20, 1832.

Comparison of the name "macheri Mariette" from, "de Malterre, Laure to Marie Duclos Fretageot, October 3, 1832."

Comparison of the name "macheri Mariette" letter, "de Malterre, Laure to Marie Duclos Fretageot, November 20, 1832."

After examining the letter, I was able to come up with a new title: "de Malterre, Laure to Marie Duclos Fretageot, October 3, 1832." Even though I do not know French, I was able to write a very short and general description containing the names of individuals mentioned in the letter. "From Paris, France, Laure de Malterre writes, in French, to Marie Duclos Fretageot, on Wednesday, October 3, 1832. Discusses Fretageot visiting de Malterre's neighborhood, a marriage to occur, finance, anti-Semitic remarks about the devil Rothschild, Austria, and hopes Fretageot will come with her son, Achilles Emery Fretageot, next winter."[48]

While reading manuscripts in foreign languages, you may encounter the correspondent wrote the recipient's name in his/her native language, instead of using the English equivalent, even though his or her native language was English. For example, in the letter, "Bastericca, Manuel to William Maclure, June 21, 1822,"[49] Bastericca addressed his letter to Guillermo Maclure, which is the Spanish equivalent of William Maclure.

"Bastericca, Manuel to William Maclure, June 21, 1822."

Behind the Name is an excellent website that translates names into foreign languages. In addition to translating William into other languages, I used this website to translate other names from the New Harmony Collections, such as "Laure" from French to English, which is "Laura," and "Miguel" from Spanish to English, which is "Michael."

Using Research to Determine Dates and Years
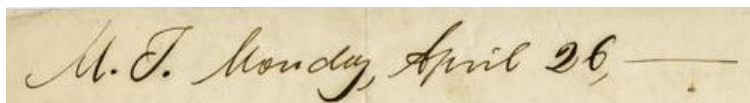
Some of the letters did not have the full date of when the correspondent penned the letter. For example, in the New Harmony Manuscripts, 1812-1871 collection, there are two letters from Josiah Warren to Stephen Pearl Andrews where Warren did not include the year in which wrote

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48. "de Malterre, Laure to Marie Duclos Fretageot, October, 3, 1832," New Harmony Collections, Accessed September 30, 2015, http://cdm16066.contentdm.oclc.org/cdm/ref/collection/p15078coll22/id/3403.

49. "Bastericca, Manuel to William Maclure, June 21, 1822," New Harmony Collections, Accessed September 30, 2015, http://cdm16066.contentdm.oclc.org/cdm/ref/collection/p15078coll22/id/776.

them: "Warren, Josiah to Stephen Pearl Andrews, April 26, 1852." and "Warren, Josiah to Stephen Pearl Andrews, January 5, 1852."
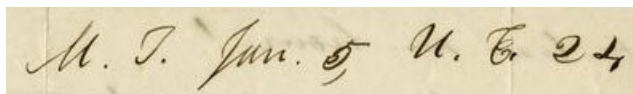
In Josiah Warren's first letter, "Warren, Josiah to Stephen Pearl Andrews, April 26, 1852," Warren dated his letter as Monday, April 26.

Date from, "Warren, Josiah to Stephen Pearl Andrews, April 26, 1852."

According to the Working Men's Institute's finding aid, Warren wrote the letter on "April 26, 1850." However, I need to verify this date was correct. I did not know the history of Modern Times, New York, and I did not know who were Josiah Warren and Stephen Pearl Andrews; therefore, I researched information on the town and the two men. I discovered that Warren and Andrews established Modern Times on March 21, 1851, in Suffolk County, New York.[50] Since Warren wrote this letter from Modern Times, I knew the year 1850 was incorrect. Using the University of Notre Dame's Perpetual Calendar, I selected April in the dropdown menu for the month, and typed in "1850" for the year. According to the Perpetual Calendar, April 26, 1850 was a Friday, not a Monday. I skipped searching April 1851 as a search criteria because I knew it would be a Saturday; therefore, I selected "April 1852" as the search criteria and discovered that April 26 was a Monday in 1852.

I approached the second letter from Josiah Warren to Stephen Pearl Andrews in a similar manner. Even though the Working Men's Institute's finding aid states Warren wrote the letter on June 5, 1851, I still needed to verify the date was correct. First, I looked at the date when Warren penned his letter,

Date from, "Warren, Josiah to Stephen Pearl Andrews, January 5, 1852."

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50. "Andrews, Stephen Pearl (1812-1886)," Lehigh University, The Vault at Pfaff's: An Archive of Art and Literature by the Bohemians of Antebellum New York, Accessed September 30, 2015, https://pfaffs.web.lehigh.edu/node/54240; "Modern Times," ICWiki, Fellowship for Intentional Community, Accessed September 30, 2015, http://www.ic.org/wiki/modern-times/; Verne Dyson, *A Fleeting Moment in History: Modern Times* (Bentwood, NY: Brentwood Public Library, 1964), Accessed September 30, 2015, http://brentwoodnylibrary.org/modern_times/modern_times.htm.

Next, I read the letter and took notes on any information that could help narrow down the year. For example, Warren stated he just finished reading Andrews's first work.
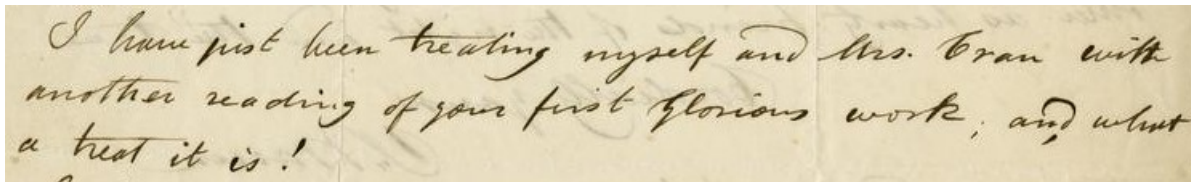
Sentence from, "Warren, Josiah to Stephen Pearl Andrews, January 5, 1852."

Then, I referred back to my research on Josiah Warren and Stephen Pearl Andrews and researched when Andrews published his articles and books. I discovered in 1851, which was shortly after meeting Warren, Andrews published *The Science of Society*.[51] Furthermore, I found the book, *Low Living and High Thinking at Modern Times*, by Roger Wunderlich. On page 24, Wunderlich mentions and provides a short transcription of a letter Warren wrote to Andrews, on January 5, 1852.[52] The description read, "I have just been treating myself and Mrs. Cran with another reading of your first glorious work; and what a treat it is!" from the document, "Warren, Josiah to Stephen Pearl Andrews, January 5, 1852."[53] After comparing and contrasting the letter in Wunderlich's book to the one in the New Harmony Manuscripts, I discovered they were the same letter. Because I took the time to conduct additional research for both letters, I strengthened my metadata by determining the correct months and years Josiah Warren wrote both letters to Stephen Pearl Andrews.

In addition to comparing and contrasting letters to determine the correct name, date, words, etc., I utilized finding aids from other libraries, societies, universities, etc. For example, the American Philosophical Society owns two manuscript collections relating to William Maclure ("William Maclure letters; 1796-1848" and "William Maclure letters, 1817-1838, to Benjamin Silliman"), Marmaduke Burrough ("Marmaduke Burrough papers 1829-1847"), Samuel George Morton ("Samuel George Morton Papers"), and Thomas Say ("Thomas Say

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51. Jeff Riggenbach, "Stephen Pearl Andrews's Fleeting Contribution to Anarchist Thought," *Mises Daily* (blog), Misses Institute: Austrian Economics, Freedom, and Peace, April 1, 2011, Accessed September 30, 2015, https://mises.org/library/stephen-pearl-andrewss-fleeting-contribution-anarchist-thought.

52. Roger Wunderlich, *Low Living and High Thinking at Modern Times* (Syracuse, NY: Syracuse University Press, 1992), 24.

53. Wunderlich, *Low Living and High Thinking at Modern Times*, 24.

papers, 1819-1883, 1955"). [54] The Samuel George Morton Papers finding aid contains an extended background note, indexing terms of genre(s), geographic name(s), personal name(s), or subject(s), and a list of the collection's content. I was able to look at this finding aid to figure out the names of other scientists and subjects in documents in the New Harmony Collections. The Academy of Natural Sciences of Drexel University's (ANS) Library and Archives website lists their archival finding aids. [55] Even though the ANS did not have as much information as the finding aids at the American Philosophical Society, I was able to scan the list of collections to help me determine the names in the New Harmony documents.

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54. "William Maclure letters; 1796-1848," American Philosophical Society, Accessed September 30, 2015, http://www.amphilsoc.org/mole/view?docId=ead/Mss.Film.283,513,740-ead.xml;query=;brand=default; "William Maclure letters, 1817-1838, to Benjamin Silliman," American Philosophical Society, Accessed September 30, 2015, http://www.amphilsoc.org/mole/view?docId=ead/Mss.Film.283-ead.xml;query=;brand=default; "Samuel George Morton Papers," American Philosophical Society, Accessed September 30, 2015, http://www.amphilsoc.org/mole/view?docId=ead/Mss.B.M843-ead.xml;query=;brand=default; "Marmaduke Burrough papers 1829-1847," American Philosophical Society, Accessed September 30, 2015, http://www.amphilsoc.org/mole/view?docId=ead/Mss.B.B946-ead.xml;query=;brand=default; "Thomas Say papers, 1819-1883, 1955," American Philosophical Society, Accessed September 30, 2015, http://amphilsoc.org/collections/view?docId=ead/Mss.B.Sa95.g-ead.xml;query=thomas%20say;brand=default.

55. "Alphabetical List of Historical Collections," Academy of Natural Sciences of Drexel University Library and Archives, Accessed September 30, 2015, http://www.ansp.org/research/library/archives/finding-aids/.

INPUTTING METADATA

Another reason why I thoroughly researched names, places, topics, dates, and other content in manuscript collections was to develop the most accurate and significant metadata for the New Harmony Collections. Even though I spent hours upon hours researching and taking notes, I knew I could not keep all of my data. The Library of Congress recommends limiting the subject headings to topics that contain at least 20% of the document's content.[56] However, those guidelines are flexible when dealing with manuscripts. The most challenging part for me was deciding what metadata to include and to exclude because with each subject heading I deleted, I watched the hours I spent researching disappear. Ultimately, I decided to include the most relevant and significant information, including the type of document, geographic location, essential topics, names of societies, organizations, government agencies, the titles of wars, military regiments, and foreign relations, titles of books or plays, and the names of influential or important people, families, and businesses.

Examples of the types of documents include: "Personal correspondence," "Business correspondence," "Bills of exchange," "Essay," "License system." I often listed the type of document as the first subject. However, if the manuscript was a combination of either a personal correspondence or business correspondence and another type of document, such as an essay or bills of exchange, I listed the main type of document first, followed by the secondary type of document. For example, in, "Duclos, Victor to Alexander Maclure, November 6, 1845," I added "Bills of exchange" as the first subject heading because it did not contain a letter. However, in the document, "Jones, William D. to Nicholas Longworth, October 5, 1839," I added "Personal correspondence" first and "Bills of exchange" second because it was a combination of a personal letter and bills of exchange. In the document, "Pitcher, John to James Sampson, March 7, 1850," I included "Bills of exchange" as the fourth subject heading because it discusses it in the letter, but did not include an actual bill of exchange. Furthermore, since the primary purpose of the

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56. Library of Congress, *Subject Headings Manual: Assigning and Construction Subject Headings H 180* (June 2013): 1, Accessed September 30, 2015, http://www.loc.gov/aba/publications/FreeSHM/H0180.pdf.

document was a business correspondence, I added "Business correspondence" as the first subject heading.

In the document, "Dean, H. B., "Economy in Education" essays, October 31, 1831," I added "Essay" as the first subject heading because it was only an essay, not a personal correspondence. However, if a manuscript was a combination of a personal letter and an essay, as is the case with, "Maclure, William to Thomas Say, January 29, 1834," I added "Personal correspondence" first and "Essay" second because the letter was the primary type of document.

Examples of geographic locations: "New Harmony (Ind.) -- History -- 19th century," "United States -- Politics and government -- 19th century," "Texas -- History -- Republic, 1836-1846," "France -- Politics and government -- 19th century," "Veracruz Llave (Mexico) -- History -- 19th century." If the geographic location is critical to the document's context, but can be confused with another inhabited place or state, I included the geographic location in the document's metadata. For example, in the letter, "Galeotti, Henri to William Maclure, July 15, 1839," I added the subject heading, "Oaxaca (Mexico : State) -- History -- 19th century" to avoid confusion because Oaxaca is both a state and inhabited place in Mexico. The inhabited place of Oaxaca is located in state of Baja California Norte, not the state of Oaxaca, Mexico.[57]

Examples of subject headings of topics that were crucial to the document's content: "Voyages and travel," "Newspapers," "Printing industry," "Education," "Knowledge and learning," "World politics," "Philosophy," and estates or wills of a deceased person. For instance, in "Campbell, John Archibald to Robert Owen, November 14, 1856," I added the subject headings, "Dale, David, 1739-1806; Executors and administrators; Trusts and trustees" because it was essential to the document's content.

Examples of the names of societies, organizations, businesses, universities, and government departments/bureaus/offices: "Academy of Natural Sciences of Philadelphia," "Geological Society of Pennsylvania," "American Philosophical Society," "Maryland Academy of Science and Literature," "United States. Post Office Department," "United States. Consular Service," "Bank of the United States (Pennsylvania : 1836-1841)," "Bank of the United States

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57. *Getty Thesaurus of Geographic Names Online*, s.v. "Oaxaca," Accessed September 30, 2015, http://www.getty.edu/vow/TGNFullDisplay?find=Oaxaca&place=&nation=&page=1&english=Y&subjectid=-1&checked=7005591&checked=7430399.

(1816-1836)," "Girard Bank," "Great Central Fair for the U.S. Sanitary Commission (1864 : Philadelphia, Pa.)," and "School of Industry (New Harmony, Ind.)."

Examples the titles of wars, military regiments, and foreign relations: "United States -- History -- Civil War, 1861-1865," "United States. Army. Indiana Infantry Regiment, 25th (1861-1865)," "Syrian War, 1839-1840," "Nizip, Battle of, Nizip, Turkey, 1839," "Pastry War, 1838-1839," "Veracruz (Veracruz-Llave, Mexico) -- History -- French Invasion, 1838-1839," "United States -- Foreign relations -- Mexico," "United States -- Foreign relations -- France," "Egypt -- History -- Mohammed Ali, 1805-1849," and "Turkey -- History -- Ottoman Empire, 1288-1918.

Examples of the titles of books or plays: "Michaux, François André, 1770-1855. Histoire des arbres forestiers de l'Amérique Septentrionale. English," "Kongelige Nordiske oldskriftselskab (Denmark)," "Gayler, Charles, 1820-1892. Our Female American Cousin," and "Dumont d'Urville, Jules-Sébastien-César, 1790-1842. Voyage au pole sud et dans l'Océanie sur les corvettes l'Astrolabe et la Zélée. Selections. English."

Examples of influential or important people, families, and businesses: "Grant, Ulysses S. (Ulysses Simpson), 1822-1885," "Morton, Samuel George, 1799-1851," "Gómez Farías, Fermín," "Pestalozzi, Johann Heinrich, 1746-1827," and "Cisneros, Juan Sanchez." In addition, I added "Rothschild & Cie (Paris, France); Rothschild, James, baron de, 1792-1868; Rothschild family" in the letter, "de Malterre, Laure to Marie Duclos Fretageot, October, 3, 1832."

If a name is confusing, can be spelled a variety of ways, or is a foreign name that may be shortened or altered in the United States, I included it in the metadata. For example, in the United States, Marie Joseph Paul Yves Roch Gilbert Du Motier, marquis de Lafayette is often shortened to Lafayette or Marquis de Lafayette. However, in the Library of Congress Authorities, his name is, Lafayette, Marie Joseph Paul Yves Roch Gilbert Du Motier, marquis de, 1757-1834. In the letter, "Fretageot, Marie Duclos to Achilles Emery Fretageot, January 1, 1832," I included Lafayette's name in the subject headings in order to avoid confusion and for individuals to locate sources relating to him easier.

If a person was critical to the document's context, but was not in the Library of Congress (LOC) Authorities or the LOC Authorities listed an individual with the same name but it was not the same person being discussed in the document, I included the individual in the subject heading. For example, in the New Harmony Collections, two individuals who were discussed in many documents were Marie Duclos Fretageot's nephews, Pierre (Peter) Lazare Duclos and

Victor Constantine Duclos. In the letter, "Duclos, Marie Désiée Isidore Sagalla to William Maclure, 1834," Marie Duclos discusses her desires for Maclure to oversee her sons' education now that her sister-in-law, Marie Duclos Fretageot, passed away. Since the discussion of Marie Duclos's sons was important to the document's content, I wanted to add their names into the subject heading. I searched for "Duclos, Pierre" in the LOC Authorities and found several individuals with that name. After looking at the search results, I was able to eliminate two entries immediately, "Duclos, Pierre, 1909-1967" and "Duclos, Pierre, 1929-1973," because they were born in the 1900s. The LOC Authorities had one "Duclos, Pierre" that did not have the years he was born and died. However, when looking at the record, the date of birth for this Pierre Duclos was 1942, because I knew the Pierre Duclos I was searching for lived in the 1800s. I researched his birth and death dates and discovered he was born in 1814 and died in 1869. Next, I formatted his name as other entries in LOC Authorities: "Duclos, Pierre (Peter) Lazare, 1814-1869," and included it in the document's subject heading. I approached searching for Victor Constantine Duclos in a similar fashion. First, I searched for "Duclos, Victor" in LOC Authorities, which did not find any individual matching his name. Next, I searched for "Duclos, V," which produced zero results. Then, I searched for "Duclos," examined the results to see if I could locate the individual I was searching for, and determined his name was not in the database. I researched the years he was born and died and formatted his name as, "Duclos, Victor Constantine, 1818-1905." The research I conducted before and while reading the documents in the New Harmony Collections helped me to determine the most important pieces of metadata to keep and exclude. The subject headings I decided to include were the type of document, geographic locations, essential topics, names of societies, organizations, businesses, universities, and government departments/bureaus/offices, the titles of wars, military regiments, and foreign relations, the titles of books or plays, and the names of influential or important people, families, and businesses.

PROMOTING YOUR DIGITAL COLLECTION

Promoting your collection actually begins the moment you decide you launch a digital manuscript. In order to attract visitors to your website, you need to define the purpose of your collection and your target audience, know what types of resources you have access to, have an idea of the various ways to promote your site, and understand how Search Engine Optimization (SEO) and search engines, such as Google, Bing, and Yahoo!, operate. Your targeted audience will determine how to promote your collection and your SEO keywords; therefore, it is crucial to not only define your demographic, but also actively monitor who is using your website. In *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*, Dan J. Cohen and Roy Rosenzweig explain how a successful website is determined the number of individuals who are using it, "how well they use it," and who is using it.[58] Are your visitors from your targeted demographic? Or, are people outside your targeted audience accessing it more than you expected?[59] Are visitors going to your website and actually using the documents? Or, are they viewing your website and then quickly leaving it? You can determine who is accessing your website through webmaster tools, such as Google Webmaster Tools, Bing Webmaster Tools, Google Analytics, and Google Website Optimizer. If your collection is not attracting the intended visitors to your website, rethink your approach.[60] For example, in *Digital History*, Cohen and Rosenzweig explain how the Library of Congress believed that scholars would primarily use their digitized collections. However, once they discovered that high school teachers and students actively used them, the LOC resigned their approach to incorporate lesson plans, resources, and other tools aimed for K-12 students.[61]

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58. Daniel J. Cohen and Roy Rosenzweig, "Building an Audience," in *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web* (Philadelphia, PA: University of Pennsylvania Press, 2006), Accessed September 30, 2015, http://chnm.gmu.edu/digitalhistory/audience/.

59. Cohen and Rosenzweig, "Building an Audience," Accessed September 30, 2015, http://chnm.gmu.edu/digitalhistory/audience/.

60. Cohen and Rosenzweig, "Building an Audience," Accessed September 30, 2015, http://chnm.gmu.edu/digitalhistory/audience/.

61. Cohen and Rosenzweig, "Building an Audience," Accessed September 30, 2015, http://chnm.gmu.edu/digitalhistory/audience/.

The intended audience for the New Harmony Collections are historians, scholars, students, and anyone who wants to learn more about New Harmony, Indiana, and the influence the community had on shaping education, social reforms, science, etc. in the United States and around the world. Since my targeted audience included students, I reached out to my former professors and coworkers at the University of Illinois at Springfield to inquire if they would post the collection on the websites for the History Department and the Learning Hub (formerly the Center for Teaching and Learning, where I was a writing teaching assistant). To appeal to the academic and scholarly spheres, you could promote your collection by presenting and giving demonstrations at conferences.

Search Engine Optimization (SEO)

One of the most important aspects of using social media effectively is incorporating strong Search Engine Optimization (SEO) into your collection's metadata. SEO is structuring content in order for your audience to locate and use your website.[62] SEO is an intentional process that begins the instant you decide to create your website, and it never ends; it is an ongoing process, which needs constant monitoring and updates.[63] Furthermore, it needs constant updating based on who is reaching your website, how they are using it, and how your site is showing up in search results. There are two types of SEO: paid or sponsored search results (your SEO will not affect these results) and natural or organic search results, which is how your website ranks according to your keywords and SEO.[64] Even though there are other search engines besides Google, it is important to use their principles of good SEO because it is the most utilized search engine.[65] According to the latest comScore statistical analysis for U.S. Desktop Search Engine Rankings, 63.8% of individuals used Google as their search engine, followed by 20.6% using Microsoft's Bing, 12.7% using Yahoo!, 1.8% using Ask Network, and 1.2% using AOL,

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62. Scot Hacker, "Tutorial: Search Engine Optimization – Basics," University of California at Berkeley, Advanced Media Institute, Accessed September 30, 2015, http://multimedia.journalism.berkeley.edu/tutorials/seo-search-engine-optimization-basics/.

63. Hacker, "Tutorial: Search Engine Optimization – Basics."

64. Hacker, "Tutorial: Search Engine Optimization – Basics."

65. Hacker, "Tutorial: Search Engine Optimization – Basics."

Incorporated.[66] In order for SEO to be effective, the first step is ensuring you have great content on your website.[67] Even if you incorporate a large amount of SEO into your website, if you do not have quality, original content, you will be unable to build a long-term, successful website.[68]

Use your intended audience to guide your keywords. Keywords are how you link your site with your audience.[69] Furthermore, knowing how people search is crucial in order to optimize your website's content through SEO.[70] Primarily, people only use three words to search for information and select one of the first three websites in a search result.[71] In order for your site to rank higher in a search results, you will need to incorporate those three keywords in your website.[72] According to Google's *Search Engine Optimization Starter Guide*, your keywords should be based on attracting your targeted audience to your website and not for a generic search result.[73] Some of Google's tips include creating unique and accurate page titles and summaries and descriptions of each page's content, generating quality content, writing descriptive and concise anchor text, optimizing your images by including "alt" text into them, and using meta and heading tags appropriately.[74] "Alt" text is an alternative text for your image and it is important to use because if your visitor is unable to see the image, he/she will be able to read a short description of the image.[75]

While incorporating keywords is important to have your website show up higher in search results, indexing your content and including a Sitemap for your website are equally important.[76] The relationship between the number of keywords and their location on your

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66. "comScore Releases August 2015 U.S. Desktop Search Engine Rankings," comScore, last modified September 16, 2015, Accessed September 30, 2015, http://www.comscore.com/Insights/Market-Rankings/comScore-Releases-August-2015-U.S.-Desktop-Search-Engine-Rankings.

67. Hacker, "Tutorial: Search Engine Optimization – Basics."

68. Hacker, "Tutorial: Search Engine Optimization – Basics."

69. Hacker, "Tutorial: Search Engine Optimization – Basics."

70. Hacker, "Tutorial: Search Engine Optimization – Basics."

71. Hacker, "Tutorial: Search Engine Optimization – Basics."

72. Hacker, "Tutorial: Search Engine Optimization – Basics."

73. Google, *Search Engine Optimization Starter Guide* (Google, 2010), 2, Accessed September 30, 2015, http://static.googleusercontent.com/media/www.google.com/en//webmasters/docs/search-engine-optimization-starter-guide.pdf.

74. Google, *Search Engine Optimization*, 4-7, 14-20.

75. Google, *Search Engine Optimization*, 18-19.

76. Hacker, "Tutorial: Search Engine Optimization – Basics."

website, links, and images, including their titles and captains all impact how your website ranks in search results.[77] To optimize how your website ranks in search results, take advantage of the free services of Google Webmasters Tools, Google Analytics, and Google Website Optimizer. Google Webmasters Tools is the primary resource for making sure your website shows up in search results.[78] Using this service will enable you to see how Google interacts with your website and identify problems that, if you address, can increase your website's performance in search results.[79] For example, it can help you:

- Identify what aspects of your website Googlebot had difficulties crawling
- notify Google if your website has an XML Sitemap file
- examine and create robots.txt files
- remove the URLs Googlebot previously crawled
- allows you to designate your desired domain name
- pinpoint issues with your website's titles and description metatags
- identify the top searches people used to reach your website
- receive a glimpse of how Googlebot views website pages and content
- have Google delete undesirable sitelinks that Google might use in its search results
- receive notifications from Google regarding violating Google's quality guidelines and asks you to reconsider altering your site's content [80]

Google Analytics will allow you to gain insight on the traffic your website is receiving. It can tell you the number of users on your site, their behavior, your website's most popular content, and measure the effect of optimizing your content has on search results, such as analyzing whether altering your titles and metatags will boost your website's traffic from search engines.[81] Google Website Optimizer enables you to run experiments to discover what changes you can make to your website to generate top conversion rates with your users.[82] While incorporating strong SEO is crucial, this is only one aspect of promoting your collection. There are numerous ways to market your new digitized collection, such as through social media, press releases, and linking your site to other organizations in your community.

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77. Hacker, "Tutorial: Search Engine Optimization – Basics."

78. Hacker, "Tutorial: Search Engine Optimization – Basics."

79. Google, *Search Engine Optimization*, 30.

80. Google, *Search Engine Optimization*, 30.

81. Google, *Search Engine Optimization*, 30.

82. Google, *Search Engine Optimization*, 30.

Marketing Your Collection

Social media is not only a great tool to use to promote your collection, but is also necessary. In addition to reaching out to my former professors, I posted the collection on Twitter, Facebook, Pinterest, my personal website, and on my LinkedIn profile. If you are digitizing a collection of photographs, you might publish your collection on social media websites that are geared toward photographs and images, such as Instagram, Tumblr, and Flickr. Other social media sites to consider are LinkedIn, LinkedIn Pulse, Academia.edu, Google+, YouTube, Stumble Upon, Goodreads, and LibraryThing.

Add widgets to your website so your visitors can share it on social media websites, such as Facebook, Twitter, Pinterest, and reddit, and via email. Create hashtags for your collection and incorporate comment boxes on your website to encourage individuals to discuss your collection's content. Highlight certain portions of your digital collection, such as a unique photograph, letter, or document, in order to draw attention in your community and encourage visitors to view other aspects of your site.

You can utilize press releases, both in print and digital, to promote your collection. Some resources to utilize are email, RSS feed[83], radio and public television shows, such as NPR and PBS, newspapers, magazines, academic journals, Listserv, H-Net forums, websites that send out daily emails about with the newest articles and content, such as, History News Network, and blogs. Podcasts, webcasts, iTunes U, and videos uploaded to YouTube are also a great way to promote your collection.

Write articles, blog posts, and columns to explain the significance of your new digital collection. Furthermore, you can incorporate your organization and digitized collection into Wikipedia pages relating to manuscript's topic(s), or create a Wikipedia page if one does not already exist. You can utilize academic journals by writing an article highlighting your collection or have an academic journal review your website.[84] Utilize societies and organizations, such as the Society of American Archivists, the American Historical Association, the National Council

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83. RSS feed is "Data including full or summarized text describing an update to a site/blog. RSS is an abbreviation for RDF Site Summary; a service using a similar data format is Atom." Google, *Search Engine Optimization*, 28.

84. Cohen and Rosenzweig, "Building an Audience," Accessed September 30, 2015, http://chnm.gmu.edu/digitalhistory/audience/2.php.

on Public History, the American Alliance of Museums, and the American Librarian Association, to publish press releases about your new digital collection.

Writing strong, valuable content will draw the attention from other sites in your community, which may lead to them linking your site to theirs.[85] In addition, you can personally reach out to other organizations who have similar content to inquire if they would post a link to your collection and in return, you will provide their link on your website. For example, the New Harmony Collections published on the Indiana State Library's website belongs to the Working Men's Institute in New Harmony, Indiana. However, other organizations, such as the American Philosophical Society, Yale University, and Princeton University, own manuscripts relating to individuals from the New Harmony Collections, including, but not limited to, William Maclure, Marmaduke Burrough, Samuel George Morton, and Thomas Say.[86] Incorporating links to other websites is called inbound links, and search engines analyze your inbound links to rate the significance and relevancy of your site.[87] By connecting your website to those with a larger entity or that is more well-known, such as the Library of Congress, your website might rank higher in search engine results.[88] Overall, promoting your collection begins once you decide to publish a digitized collection. Your intended audience will determine your keywords, Search Engine Optimization, and the marketing tools you use to promote your collection.

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85. Hacker, "Tutorial: Search Engine Optimization – Basics."

86. "William Maclure letters; 1796-1848," American Philosophical Society, Accessed September 30, 2015, http://www.amphilsoc.org/mole/view?docId=ead/Mss.Film.283,513,740-ead.xml;query=;brand=default; "William Maclure letters, 1817-1838, to Benjamin Silliman," American Philosophical Society, Accessed September 30, 2015, http://www.amphilsoc.org/mole/view?docId=ead/Mss.Film.283-ead.xml;query=;brand=default; "Samuel George Morton Papers," American Philosophical Society, Accessed September 30, 2015, http://www.amphilsoc.org/mole/view?docId=ead/Mss.B.M843-ead.xml;query=;brand=default; "Marmaduke Burrough papers 1829-1847," American Philosophical Society, Accessed September 30, 2015, http://www.amphilsoc.org/mole/view?docId=ead/Mss.B.B946-ead.xml;query=;brand=default.

87. Hacker, "Tutorial: Search Engine Optimization – Basics."

88. Cohen and Rosenzweig, "Building an Audience," Accessed September 30, 2015, http://chnm.gmu.edu/digitalhistory/audience/2.php.

CONCLUSION AND RECOMMENDED SOURCES

Reading 18th and 19th century handwriting is a skill that requires time, patience, and consistent practice. Take notes on the letters, numbers, words, and phrases that give you the most difficulties. Most importantly, take your time and do not rush while reading historical manuscripts. The research conducted before, during, and after the digitization process, the collection's metadata, and how you promote your collection are all just as important as selecting the software to digitize and host your collection. Researching will strengthen your knowledge of the collection, and thus enhance your metadata. Be selective in choosing your metadata, and let your collection's provenance guide your metadata. Even though it may take longer to complete your project than you would like, conducting additional research will pay off when you have stronger metadata, keywords, and search engine optimization (SEO). Use your collection's intended audience to guide how you promote your collection. Be creative in your approach, as well. You do not have to stick to the conventional forms of promoting your collection. Search Engine Optimization begins as soon as you begin your project. Furthermore, your audience will determine what marketing techniques and tools to use to draw attention to your collection.

The following is a list of sources where you can find additional information on digital history, copyright laws for United States libraries, archives, and museums, and sources from Chapter 1: Paleography: Reading 19th Century Manuscripts (including sources on papermaking and 18th and 19th centuries handwriting manuals), Chapter 2: Researching Historical Documents, Chapter 3: Inputting Metadata, and Chapter 4: Promoting Your Digital Collection.

RECOMMENDED SOURCES

New Harmony Manuscript Collections

New Harmony Collections. Indiana Memory Digital Collections, Indiana State Library. Accessed September 30, 2015. http://cdm16066.contentdm.oclc.org/cdm/landingpage/collection/p15078coll22.

New Harmony Manuscripts, 1812-1871. Working Men's Institute of New Harmony, Indiana. Maintained by Indiana University Digital Library Program. Accessed September 30, 2015. http://webapp1.dlib.indiana.edu/findingaids/view?brand=general&docId=VAA4026&chunk.id=d1e203&startDoc=1.

Roger D. Branigin-Kenneth Dale Owen Collection, 1825-1896, (bulk 1825-1859). Working Men's Institute of New Harmony, Indiana. Maintained by Indiana University Digital Library Program. Accessed September 30, 2015. http://webapp1.dlib.indiana.edu/findingaids/view?docId=VAA9110.xml&brand=general&startDoc=1.

Digital Projects and Copyright Laws in U.S. Libraries, Archives, and Museums

Cohen, Daniel J. and Roy Rosenzweig. *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web.* Philadelphia: University of Pennsylvania Press, 2006. Accessed September 30, 2015. http://chnm.gmu.edu/digitalhistory/.

Hirtle, Peter B., Emily Hudson, and Andrew T. Kenyon. *Copyright and Cultural Institutions: Guidelines for U.S. Libraries, Archives, and Museums*. Ithaca, NY: Cornell University Library, 2009.

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