

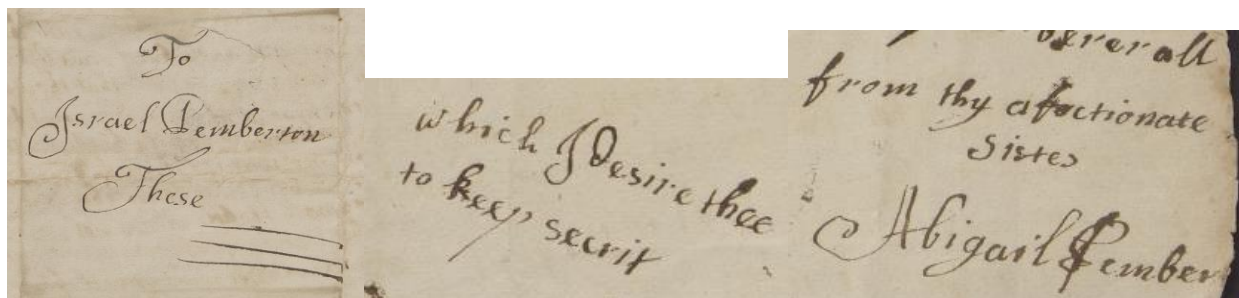


Pemberton Papers Transcription Manual

(last updated 01/29/2020)

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16078 - Abigail Pemberton Israel Pemberton March 17 1702

Context – Pemberton Papers

In this project, we are transcribing letters from the Pemberton Family Papers, which belong to the Historical Society of Pennsylvania. Phineas Pemberton (1650-1702) was an English Quaker shopkeeper who migrated to Pennsylvania in 1682, where he was a farmer and prominent politician. He was married first to Phoebe Harrison (1660-1696), the daughter of James Harrison. His second wife was Alice Hodgson (d. 1711). The letters we will transcribe are from the 1680s and include references to friends, family members, and other Quaker acquaintances.

These letters provide a wonderful opportunity to see how ordinary people functioned within the seventeenth century English Atlantic world. You will learn about the ways religion shaped everyday life for Quakers, those belonging to a religious minority in England who quickly became the majority in early Pennsylvania.

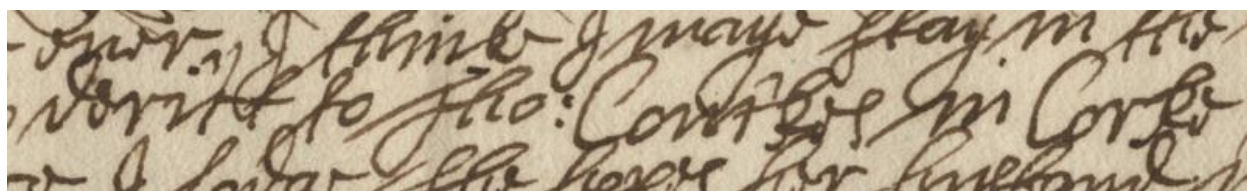
The handwriting can be a bit challenging because English spelling was not standardized until the nineteenth century and the Quakers had their own form of seventeenth century speech/writing. The world of the Pembertons was not secularized like today so their language is very religious. The letters have been digitized through a partnership with the Historical Society of Pennsylvania, where the originals are housed, and are accessible at UCF's STARS - <https://stars.library.ucf.edu/printmigrationnetwork-pemberton/>.

The ultimate goal of this project is to produce a standardized, machine-readable transcription of each letter in the database. This means that the transcriptions will become keyword-searchable so that other researchers have a greater amount of access to these documents, especially if they have not been trained in reading seventeenth-century Quaker handwriting. As such, following the instructions in this manual are key to reaching this goal.

Introduction

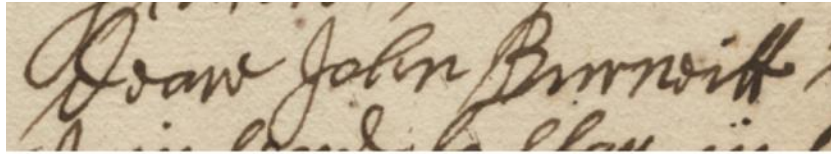
To begin, scan the document. On this initial scan, look for words that ‘jump’ out to you but do not linger too long on any one aspect. Consider the document as a whole. Next, identify what words (if any) you can immediately recognize. Thinking about what elements helped lead you to your conclusion, familiarize yourself with the shapes of words and letters. This is instrumental to improving your paleography skills; as you become more familiar with individual characters, the letters will become more recognizable in different parts of a word where their shape changes depending on placement.

If you are having a difficult time determining a word despite being able to distinguish individual letters, say it aloud. Before spellings were standardized, writers spelled words how they were pronounced. Additionally, looking at the shape of the word is helpful when some of the letters in a word are not the same as their modern equivalent. If you cannot transcribe one word, continue. As you transcribe more content, you will gain more context.



15901 - Roger Longworth George Fox via Richard Richardson September 15 1686

Initial scan	“Derict to Tho: Conckes in Corke”
At first, this transcription seems incomprehensible or at least slightly off. By saying the elements aloud or by considering which letters could be interchanged to create a more modern spelling, it becomes clearer.	
Derict → Direct	Looking at the word shape, saying it aloud, and exchanging the vowels can help you arrive at “direct.” This is confirmed once the rest of the phrase is transcribed and is evidence of how context can help you understand the words that are not immediately apparent to you.
Individuals often wrote characters differently depending on where the character is in the word. When considering what the character might be in a word, keep this in mind so as not to eliminate potentials of a character in the middle of the word based on what it looks at the beginning or ending of the word.	
For instance, the letter “e” can be written in two different ways, depending on whether it is found in the middle of a word or at the end of a word.	



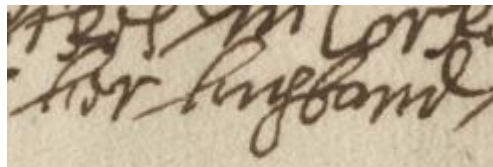
Deare [dear] John Burnett [Burnett]

In this example, from the greeting of the same letter, note the difference between the two instances of the letter “e” in “Deare.”

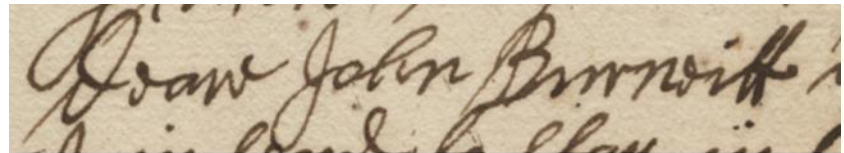
Conckes → Couckes

While this might immediately appear to be “Conckes,” compare it against other examples of the same author’s writing.

Looking at other examples of Longworth’s writing even in the same letter, you can see his “u”s and “n”s appear very similar.



her husband



Deare [dear] John Burnett [Burnett]

Consider what subtle variations differentiate similar looking letters from one another. With this in mind, “Conckes” soon becomes “Couckes.”

Couckes → Cooke’s

By saying “Couckes” aloud, it turns into “Cooke’s.” Other letters in the collection bear the name “Thomas Cooke,” a correspondent who is usually in Cork, Ireland.

Transcription Guidelines

- Save your file using the following naming protocol: DAMS# - Sender Name Receiver Name Month Day Year. For example, 15760 - Roger Longworth the Constable of Bolton October 8 1671. (DAMS# stands for Digital Asset Management System number. This is a unique number that is assigned to each letter as an identifier.)
- As you transcribe, preserve line breaks. When you reach the end of a line in a letter, hit “enter” to start a new line in order to reflect the line breaks of the original document. Keep in mind that hitting “enter” in Word will automatically capitalize the first letter of the new line. Be sure to fix this correction if it does not reflect a capitalized letter in the original manuscript.
- In some cases, the writer may have broken up words at the end of the line because paper was a valuable resource. When this happens, preserve the line break by separating the word as the writer did. Include the entire word in square brackets at the end of the word in the original manuscript. For example, if the word “remember” is broken up into “re” at the end of one line and “member” at the beginning of the next line, simply end the first line with “re” and hit enter. Then start the next line as follows: member [remember].
- Similarly, Word likes to auto-correct misspelled words after you hit the space bar. Ctrl+z will fix this immediately after it happens before you type the next word, or you can simply click back into the word and manually change it to reflect the original manuscript.
- If two words run together, transcribe them separately if you are certain there should be a break between the two. If you are not, place the word in brackets and add a transcriber’s note.
- Transcribe words exactly. If a word is spelled incorrectly in the letter, spell it incorrectly in your Word document, and provide today’s standardized spelling in [square brackets]. Square brackets are also used to expand abbreviations. For example, wch becomes [which]. The clarifying brackets will be placed immediately after the misspelled, abbreviated, or otherwise incorrect word. However, do not superscript any abbreviations you see. Simply transcribe everything in the same font size and format.
- If you are not certain of the transcription of a word or phrase, place square brackets on either side of the word/phrase to indicate a best guess and include a question mark [like this?]. If you have no best guess, put an ellipsis with brackets on either side, [...]. If you can figure out the beginning and ending letters of a word, use a bracketed ellipsis for the unclear portion. w[...].h.
- Brackets can also be used to indicate uncertainty as to what the individual letters are in the word and to clarify what you think the author intended to say.

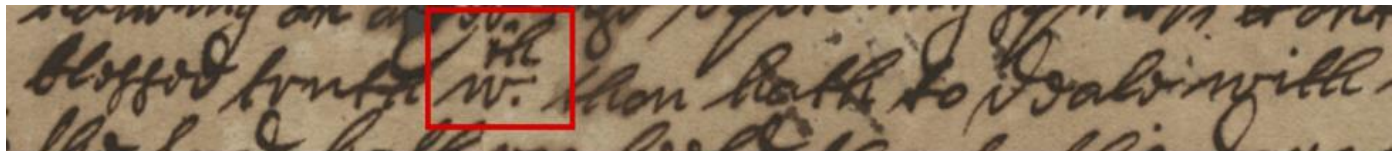
- If a word or phrase is crossed out, and you can read what was crossed out, use the strikethrough tool in word to cross it out. For example, if the word “she” is crossed out, transcribe it as ~~she~~. If you cannot read the crossed out word or phrase, transcribe it as [crossed out: illegible].
- If you have two best guesses, include both of these separated by a forward slash [take/to ask] and ordered from primary to secondary guess, all within square brackets.
- If necessary, include transcriber notes using square brackets []. For example, if there is a tear in the paper that removes a portion of text, note [missing words: torn page].
- When encountering an insertion by the author, include the insertion after the word/phrase it is above using ^carat marks^ at the beginning and end of the inserted phrase/word. No square brackets are used in conjunction with carat marks, unless the insertion is unclear. In this case, make a transcriber’s note using square brackets to best clarify and describe the insertion.

Abbreviations

Abbreviations are sometimes written with a colon as a substitute for the omitted words. For example, the greeting “Lo:” would be an abbreviation for “Loving,” which was a common salutation between Quakers. Other forms of abbreviations include **determiners** and **proper names** for people and places.

Determiners

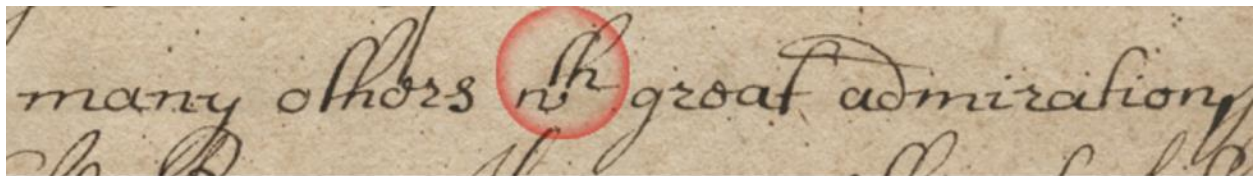
Abbreviated determiners are a form of shorthand. They often appear as superscript characters, but you should not format your transcription into a superscript. Keep all your text the same size, then add the expanded word in square brackets immediately after. Look at the [Abbreviated Words](#) table to see the expanded word to put in square brackets.



blessed truth **wch.** [which] thou [you] hath [have] to Deale [deal] with

15849 - Roger Longworth James Harrison August 2 1679

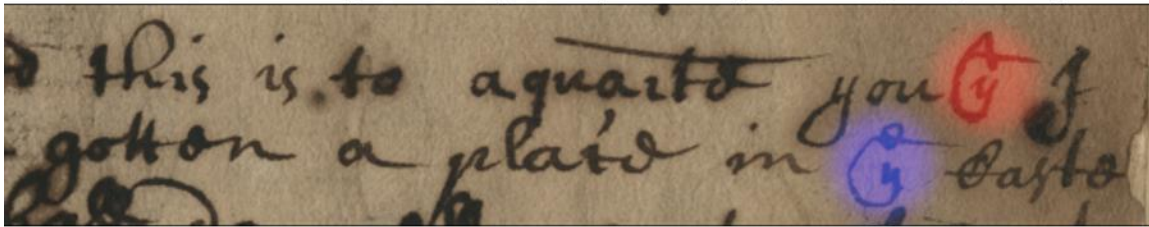
Note that the abbreviation for **which** includes two superscript letters. However, the computer will not be able to read special characters, so instead of transcribing this as **w^{ch}**, simply transcribe it as **wch.** [which]. Be sure to include the full version of the abbreviated word in square brackets as well.



many others **wth** [with] great admiration

Again, although the letters t and h are superscripted in the abbreviation **wth** [with], transcribe this as **wth** [with].

this is to aquaite [acquaint] you yt [that] I

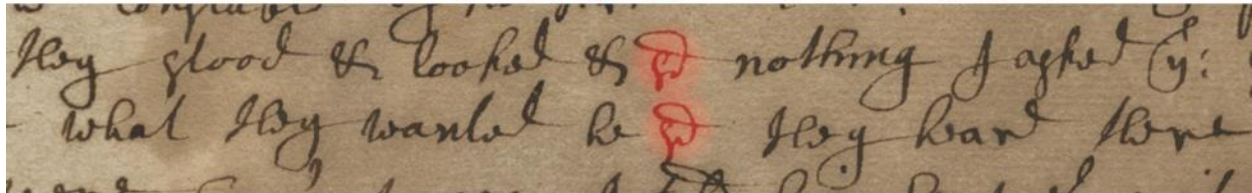


gotten a place in ye [the] castel [castle]

15742 - Phineas Pemberton Ralph Pemberton May 11 1670

This example includes two abbreviations that use the letter y, which is derived from the Middle English letter **thorn**, and commonly used in abbreviations during this time period.

stood & [and] looked & [and] sd [said] nothing I asked ye [the]



what they wanted he sd [said] they heard

16102 - Phineas Pemberton Roger Longworth and Roger Haydock June 3 1681

However, abbreviations or shortened words are not always indicated by or written as superscript characters.

People

Names are not always completely spelled out. Omissions are not always standardized. Omitted parts are usually substituted with a colon. Consult the [Name Abbreviations](#) page to see the different ways names are abbreviated. Use the [List of Correspondents](#) to identify initials or abbreviated names.

Places

Often, English letter writers abbreviated place names. Writers might omit suffixes (for example, “-shire” or “-ster”) when writing the names of English counties or towns. Sometimes, they might omit the suffixes and still abbreviate the rest of the word. In these instances, you will need to rely on the context and content of the letter to determine its location.

A photograph of a small, rectangular piece of aged, yellowish-brown paper. The paper has handwritten text in dark ink. The text is written in a cursive, somewhat slanted script. The first line reads "La: Castel", the second line reads "may 11 Day", and the third line reads "- 1670". The paper appears to be a fragment or a small slip of paper, possibly a date stamp or a note.

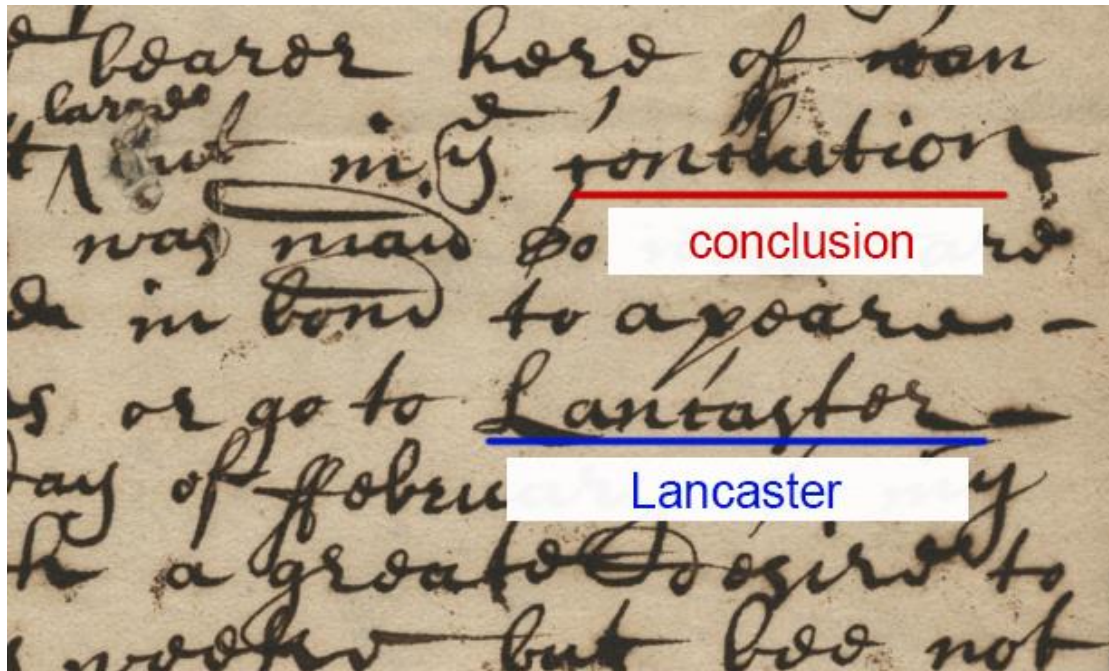
15742 - Phineas Pemberton Ralph Pemberton May 11 1670

Here we are able to identify the Sender Place, La: Castel, as “Lancaster Castle” by considering its context—other letters and documents place Phineas in Lancaster around this time—and its content, which concerns legal proceedings and court-related issues.

Challenging Letter Shapes

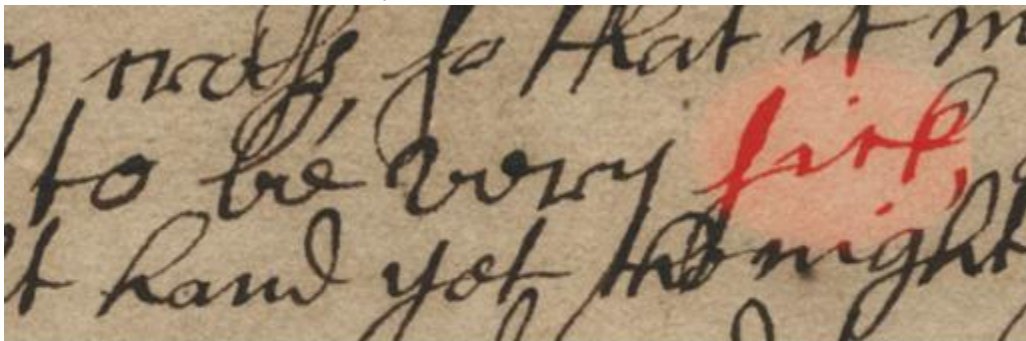
C

Seventeenth-century Cs appear as modern Rs, sometimes with an accent or caret mark on top.



15736 - Phineas Pemberton Ralph Pemberton February 4 1669

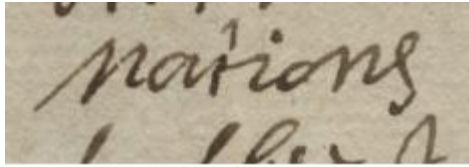
However, the accent mark is not always included.



to be very sick

16140 - William Yardley James Harrison July 31 1682

These can be substituted for "t"s in instances of "-tion" endings.



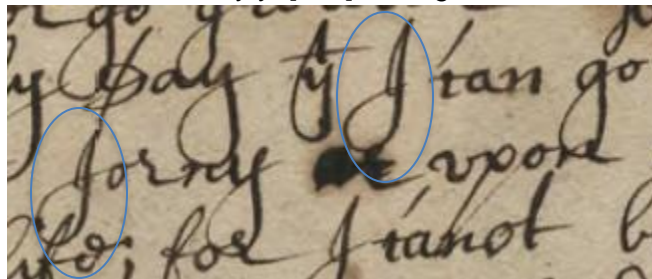
nacions → nations

15911 - Roger Longworth Peter Hendricks August 31 1686

I/J

At this time, the letters for I and J were often used interchangeably.

...say yt [that] I can go...

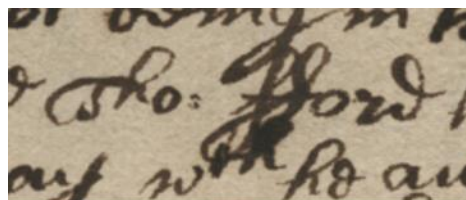


...Jorny [journey] [crossed out: illegible] upon...

15738 – Phineas Pemberton Ralph Pemberton February 9 1669

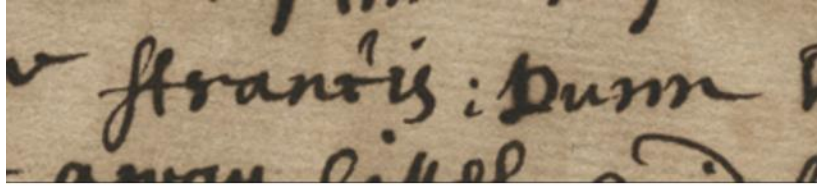
Double FF

A double “F” often indicates a capital F. This is primarily used for names of people or other forms of address, such as Friend. Quakers were also known as the Society of Friends, and often referred to each other as “friend” as a mark of Quakerism. When the double f appears (“ffriend”) it is best to transcribe two F’s and place the correction in square brackets.



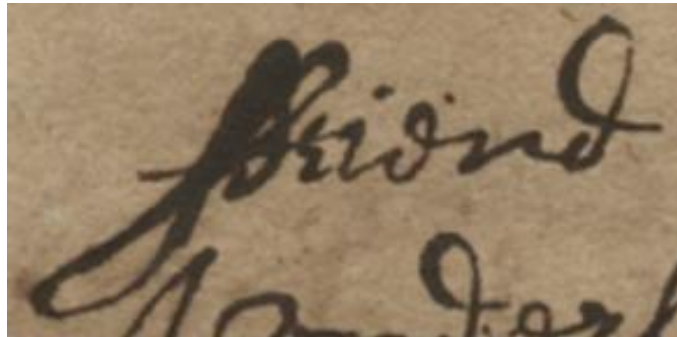
Thos [Thomas] fford [Ford]

15719 Roger Longworth Judge Thomas Wild [April 1663]

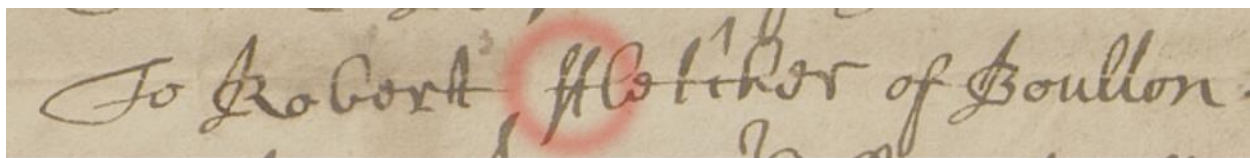


ffrancis [Francis] Dunn

15753 - Phineas Pemberton Ralph Pemberton September 11 1670



15728 - James Harrison and Edward Bourne to a Friend March 31 1663 April 1 1663



To Robert ffletcher [Fletcher] of Boulton

Ralph Pemberton

Descenders

If a word looks unfamiliar, consider the lines above and below it. Often, characters from different lines intersect with one another, making them appear different initially.

At first glance, the first two characters in “saile” might appear as “st,” especially when compared with the other “t”s present in the line. However, the descender of the “f” in “fresh” in the line above it intersects in between “s” and “a,” making it only *appear* to be “sta...”



wee [we] set saile [sail] and sailed all night very quietly

16140 William Yardley James Harrison July 31 1682

Dates

Dates in the Pemberton Papers are written in Old Style using Quaker dating conventions. Old Style dates correspond with the Julian calendar, whereas New Style dates correspond to the Gregorian calendar. For Quaker dating and the Julian calendar, the new year began in March. Quakers did not use the names of the months nor the names of days due to their pagan origins. As a result, months and days are written either numerically or ordinarily.

Click [here](#) for more information. Albion College has an online converter [here](#) that can be used once the correct Old Style month is identified using the table below. The difference between Old Style and New Style dating is generally a difference of ten days; however, this is not always the case, such as in the instance of a leap year.

Note: In your transcriptions, we do not expect you to adjust the dates—simply transcribe the date as you see it written.

Old Style Months			
1st month	March	7th month	September
2nd month	April	8th month	October
3rd month	May	9th month	November
4th month	June	10th month	December
5th month	July	11th month	January
6th month	August	12th month	February

Proper Nouns

In the documents, capitalized words are usually limited to proper nouns—either names or places. Additionally, names are often abbreviated using a colon. For examples of name abbreviations, click [here](#). When transcribing names, clarify the abbreviated name if known using parentheses.

However, proper nouns are not the only words that can be capitalized. It came down to the author's hand, as well as words they deemed important in relation to others. If you see a capital letter that is not clearly a proper noun (name, place, etc.), still transcribe it as a capital letter to reflect the original character of the document.

Vocabulary

Familiarize yourself with words you are likely to encounter. Doing so will help you to recognize words when you encounter them and to contextualize the document. Language is constantly evolving—words have dropped out of use, and meanings have changed over time. Keep in mind, a familiar word might not have a familiar meaning. Think about a document's context when approaching words. Words specific to a document's place—such as the legal language of jurisprudence and the English court system—are important to understanding the context of the document.

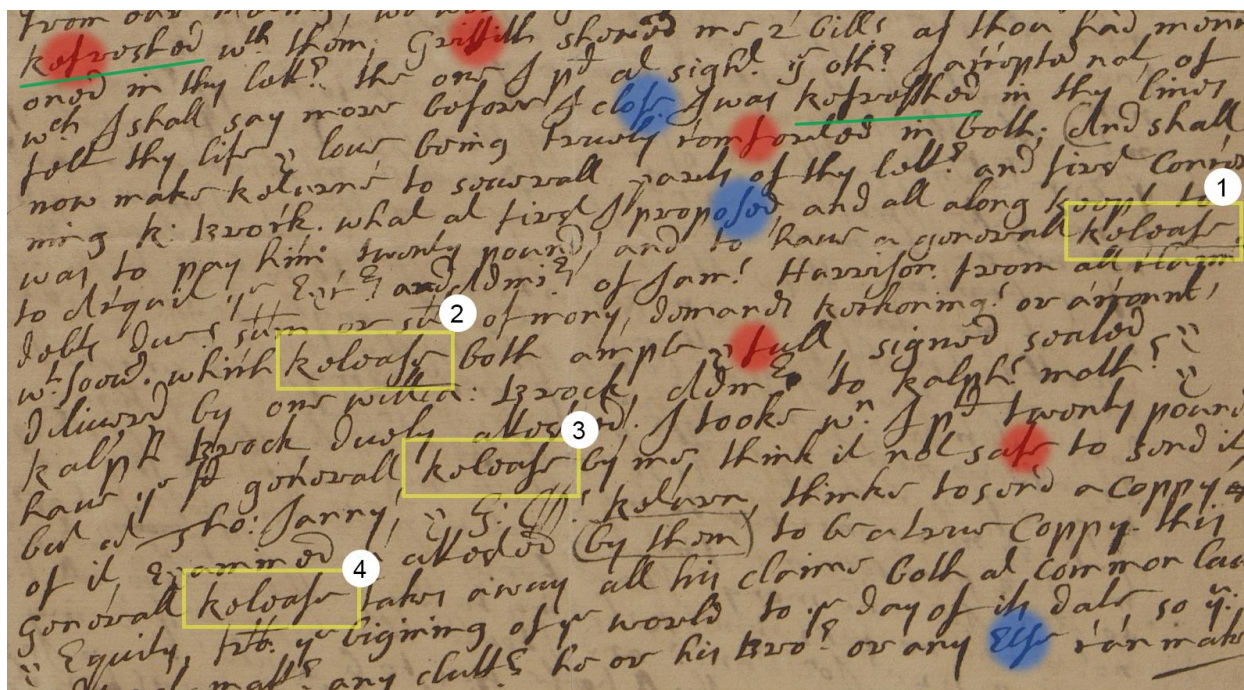
[Transcription Glossary](#)

Dwight A. Radford, Dictionary of Quaker Terms and Phrases: parts [one](#), [two](#), and [three](#)

Correspondents' Hands

"Hand" is a term used to describe an individual's handwriting style. Below are examples of several correspondents' hands and tips on deciphering each writer's unique style.

Haydock, Roger



16016 - Roger Haydock Phineas Pemberton September 20 1695

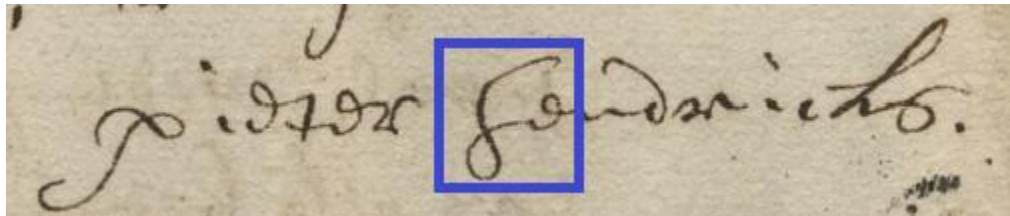
This letter from Roger Haydock is a good example of cross-checking other words to aid in transcription. It is not immediately clear if the words in the yellow boxes are "release," "reliefe [relief]," or a combination of the two. Find words that have the character in question (f or s) located in a similar position. Consider what, if anything, differentiates the uncertain characters. In the Box 2, the second-to-last letter does not connect to the last letter; in Boxes 1, 3, and 4, the penultimate letter does connect with the last letter, with variances in the bottom loop. Look at the context in which the word is being used. While Boxes 1, 3, and 4 are preceded by "Generall," Box 2 is not.

Be aware that the same word can appear differently throughout the document as evidenced by the two examples of "refreshed" underlined in green. A character can also be written several different ways depending on the characters preceding and following it, as well as the character's location in the word. This is especially evident when looking at the blue s examples. In all three instances, the s is followed by an e. However, while the "e" in "close" and "else" end the word, the addition of "d" in "proposed" is likely the reason for the differentiation between the other two examples. Notice how the s in "close" and "else" resemble the f in the other red examples.

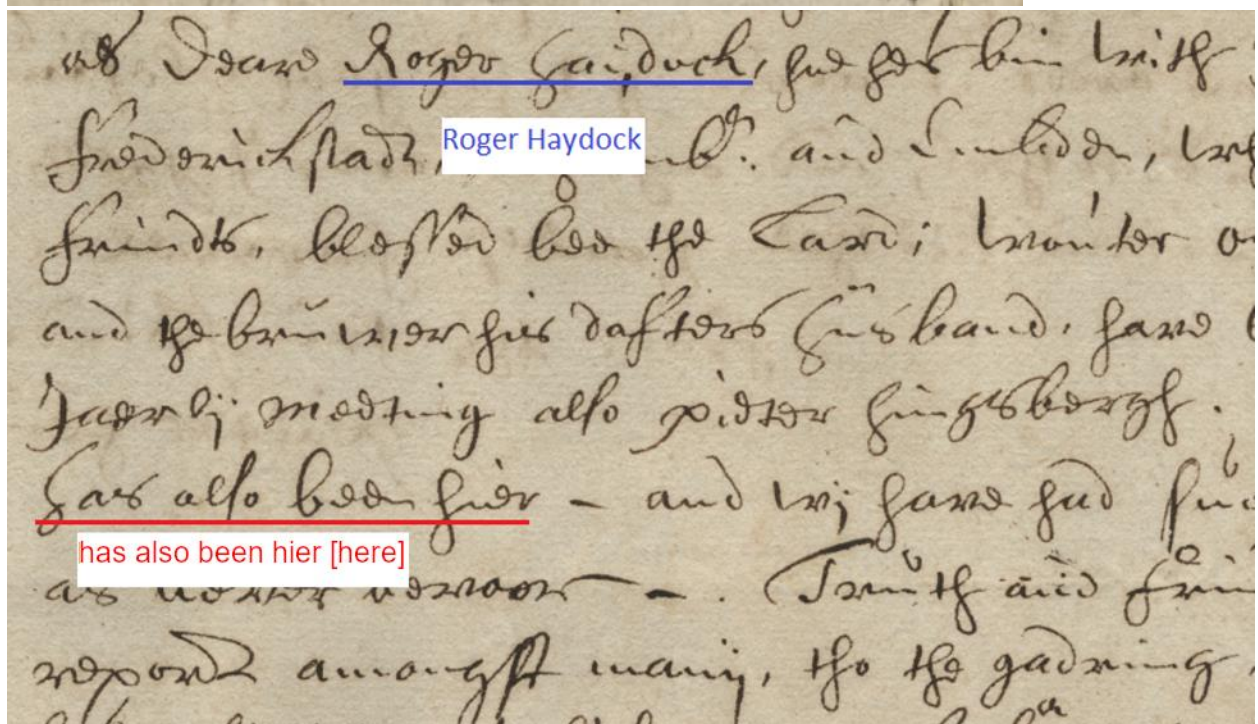
Hendricks, Peter

Peter Hendricks is an example of the important role context plays in transcribing documents. As a Dutchman whose first language is not English, Hendricks wrote more phonetically than other correspondents and in a way that reflects his Dutch background. His hand is more influenced by how Dutch and German characters were written at the time. His Dutch influence is also seen in how he spells words (hier for here, Jaerly for Yearly).

H



Peter Hendricks.

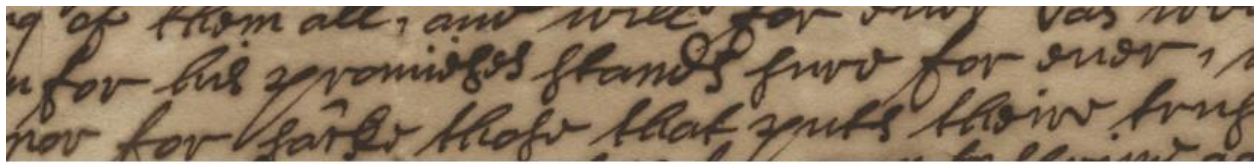


at I saw Roger Haydock, he got him with
Frederickstadt, and Lintden, and
friends, bloest he the case; know for
and he brings his daughter's hand, same
Jaerly meeting also Peter's fingerboard.
has also been hier - and his same he
as now is now - Smith and his
respond amongst many, the the gardening.

Longworth, Roger

F/S

Roger Longworth's "f"s and "s"s look very similar, especially at the beginning of words. When in doubt, consider how each letter fits within the rest of the word. If still in doubt, look closely at the strokes that comprise the letter. Longworth writes his "f"s with a crossbar that completely bisects the two loops of the letter before leading into the next letter. With his "s"s, the pen stroke sits between the two loops before leading off into the next letter. Look at [Sample Alphabet 2](#) for a side-by-side comparison of these two letters.

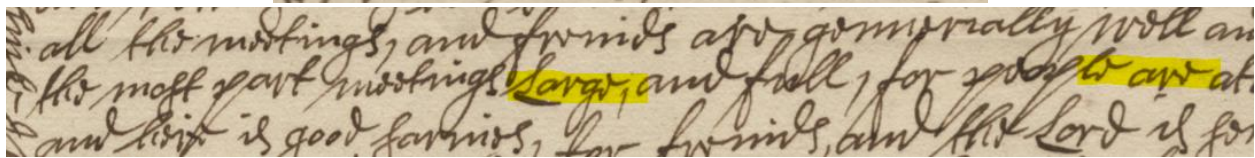
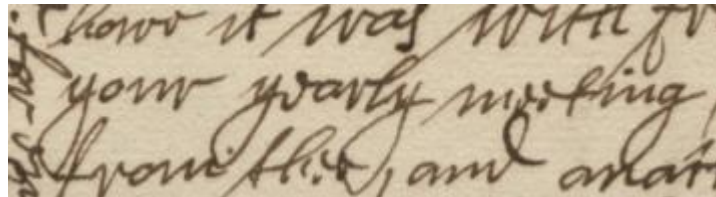


for his promises stands sure for ever

15849 - Roger Longworth James Harrison August 2 1679

This example is also illustrative of the different ways in which letters are written depending on their location in a word.

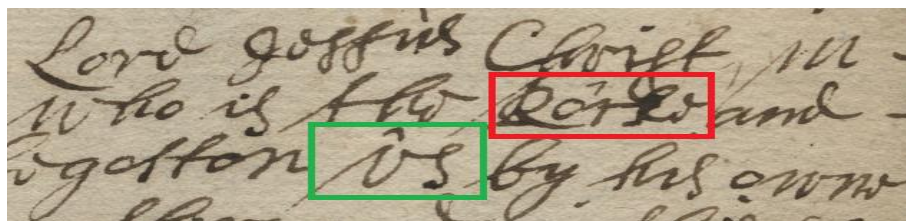
E/O/R



15901 - Roger Longworth George Fox via Richard Richardson September 15 1686

U/V

Can look like period "c"s with mark on top



Rock vs Us

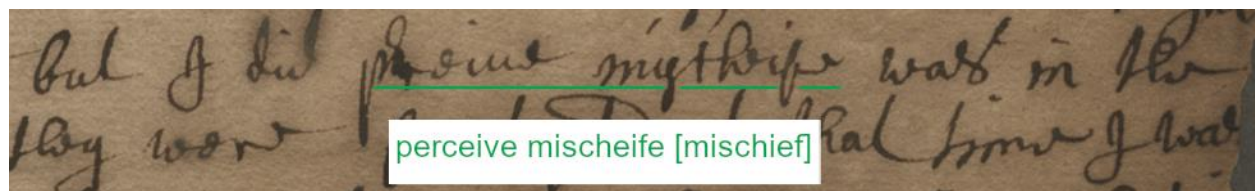
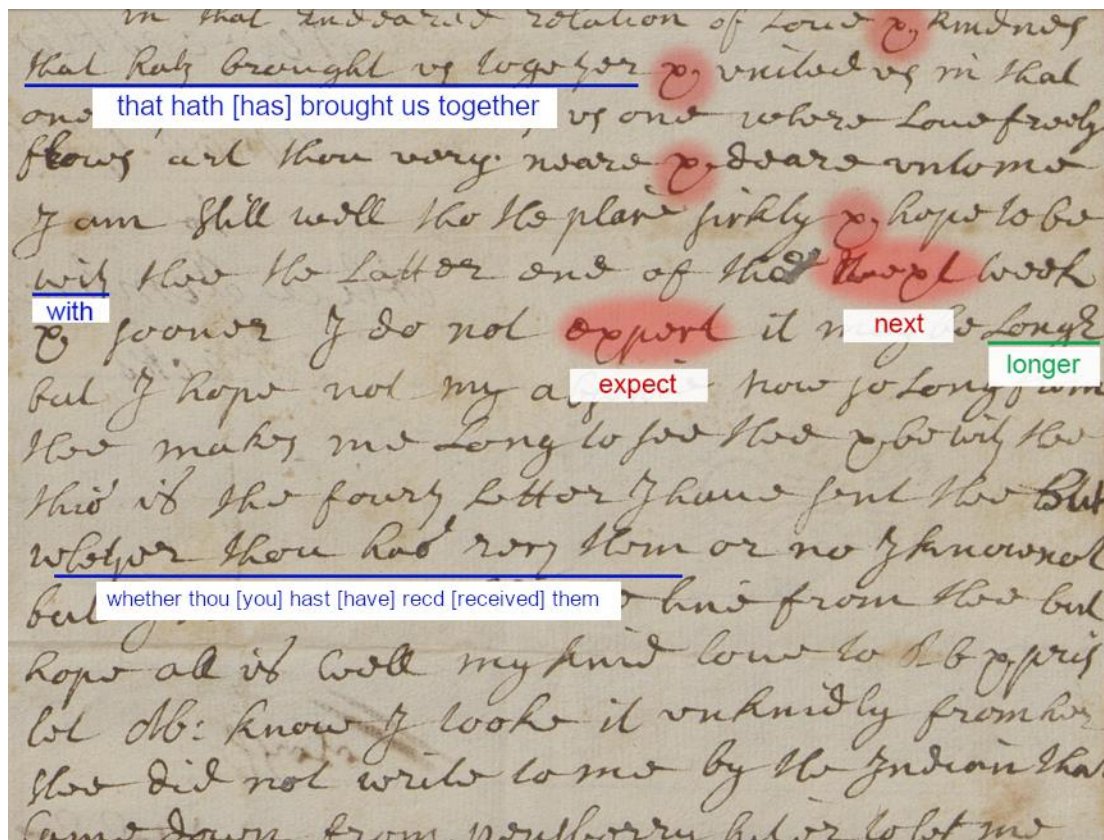
Pemberton, Phineas

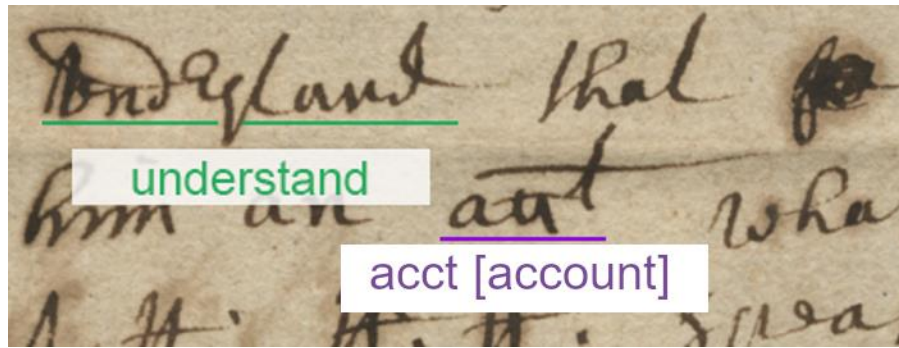
Multifunctioning Characters

Phineas often writes the letters “**th**” in the middle or at the end of a word as one amalgamated character. “**Th**” at the beginning of the word primarily appears as two distinct characters.

Occasionally, “**er**” or “**re**” is amalgamated as well.

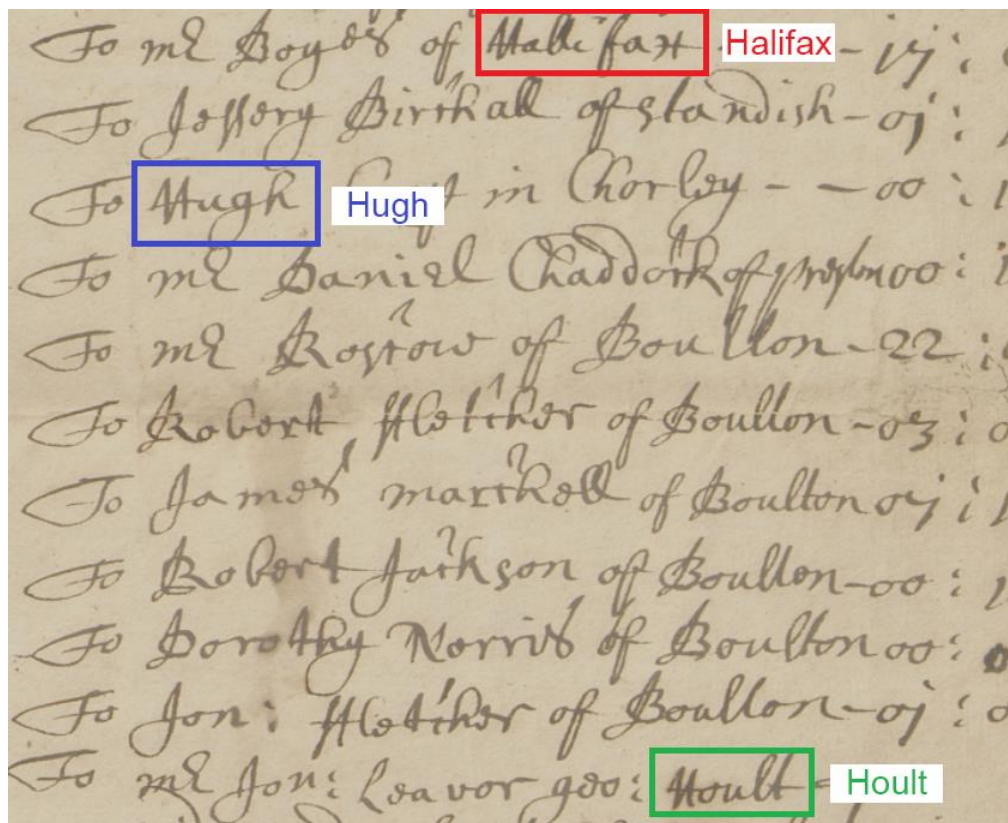
Additionally, Phineas’ “**&**” and “**x**” appear similar.





16102 - Phineas Pemberton Roger Longworth and Roger Haydock June 3 1681

Capital H



Lowercase H

Note the difference between Phineas' **h** at the **start** and **end** of the word.

which

month wch [which] shall be

and assign or Lawfull attorney / att or. v.
day of the second month ~~next~~ ^{will} ~~inquire~~ my the
the where payment will and truly - to be made
bind my self my heirs executors & admors
these p^{ts} in the penal sum of one hun

15985 - Letters of debt written by Phineas Pemberton

Supplemental Materials

Abbreviated Words

Superscript letters or a single letter may be raised above the line of writing, such as a small *n*, *r*, *s*, *t*, or *th*, and may appear as an abbreviation. This is a form of contraction. A few examples include:

Cha ^s	Charles
Esq ^r	Esquire
Gov ^r	Governor
Jonath ⁿ	Jonathan
Maj ^{tie}	Majesty [Majestie]
M ^r	Mister
rec ^d	received
reg ^r	register
Sam ^l	Samuel
s ^d	said
serv ^t	servant
S ^r	Sir
th ^t	that
w ^{ch}	which
W ^m	William
w th	with
y ^e	the
y ^r	your
y ^t	that

Name Abbreviations

documents, while other names and words may be followed by a period or no punctuation. A colon or period often was used to designate missing letters. Thus *Dan:* stood for Daniel.

It is very important that personal names be copied exactly as they appear in the record. The difference between *Ja.*, *Jas.*, and *Jos.* is critical for genealogical research.

While abbreviations were often used for given names, they were not as frequently used for surnames (last names). A scribe may have created his own abbreviations for given names. Sometimes these are difficult to interpret.

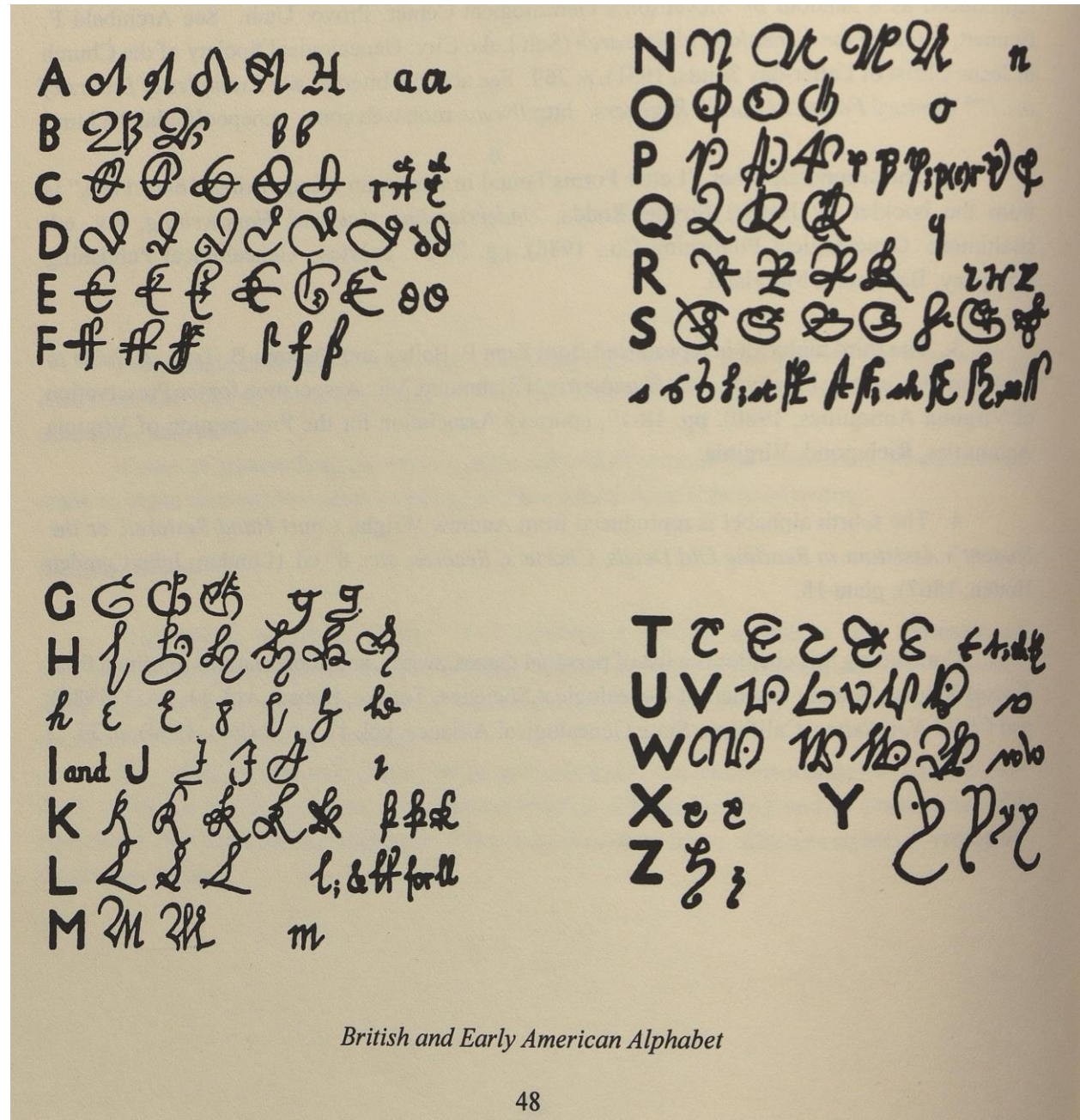
A few representative examples of how given name abbreviations may be written in early American documents are listed below:

Abra:/Abram./Abm./Ab:	Abraham
Alex ^r	Alexander
And ^w /And:	Andrew
Benj./Benja.	Benjamin
Cath./Cath ^{ne}	Catherine or Catharine
Chs./Chas.	Charles
Danl.	Daniel
Ed./Edw./Edwd.	Edward
Elis./Eliz./Eliza.	Elisabeth/Elizabeth
Eph ^m /Eph:	Ephraim
Fred ^k	Frederick
Geo:	George
Hen:/Hen ^r	Henry
Ja:/Jas.	James
Jer:/Jere:/Jereh	Jeremiah
Jno./Jn ^o	Jonathan or John
Jos./Jos:	Joseph or Josiah
Margt.	Margaret
Matt ^w	Matthew
Nathl./Nath:/ Nath ^l	Nathaniel
Nich ^o /Nich ^s /Nicol ^s	Nicholas
Reb ^a	Rebecca
Rich./Richd.	Richard

Robt.	Robert
Sam:/Saml./Samll.	Samuel
Sim ⁿ	Simon
Tim:/Tim ^o	Timothy
Tho/Thos.	Thomas
Wm./Willm	William
Xtoph./Xfher/Xo ^{pher}	Christopher

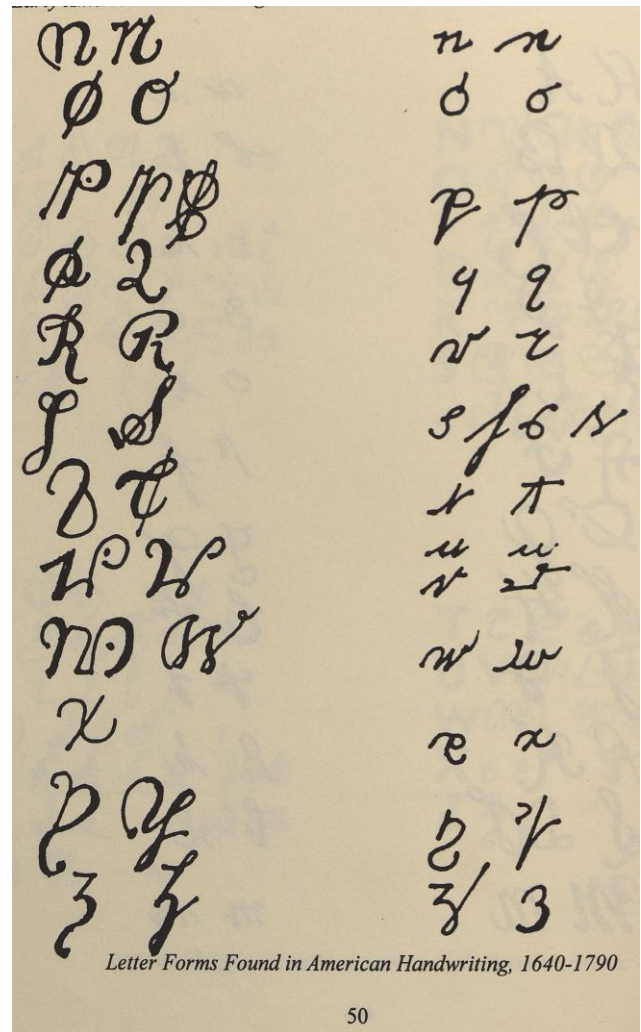
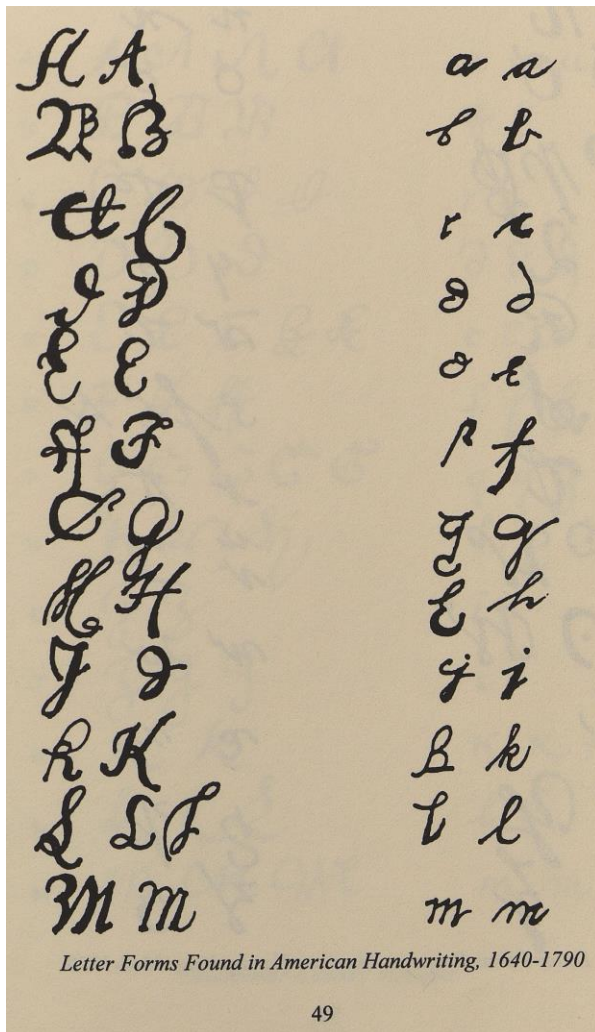
Kip Sperry, *Reading Early American Handwriting* (Baltimore, MD: Genealogical Publishing Company, 1998), 24-25.

Sample Alphabet 1



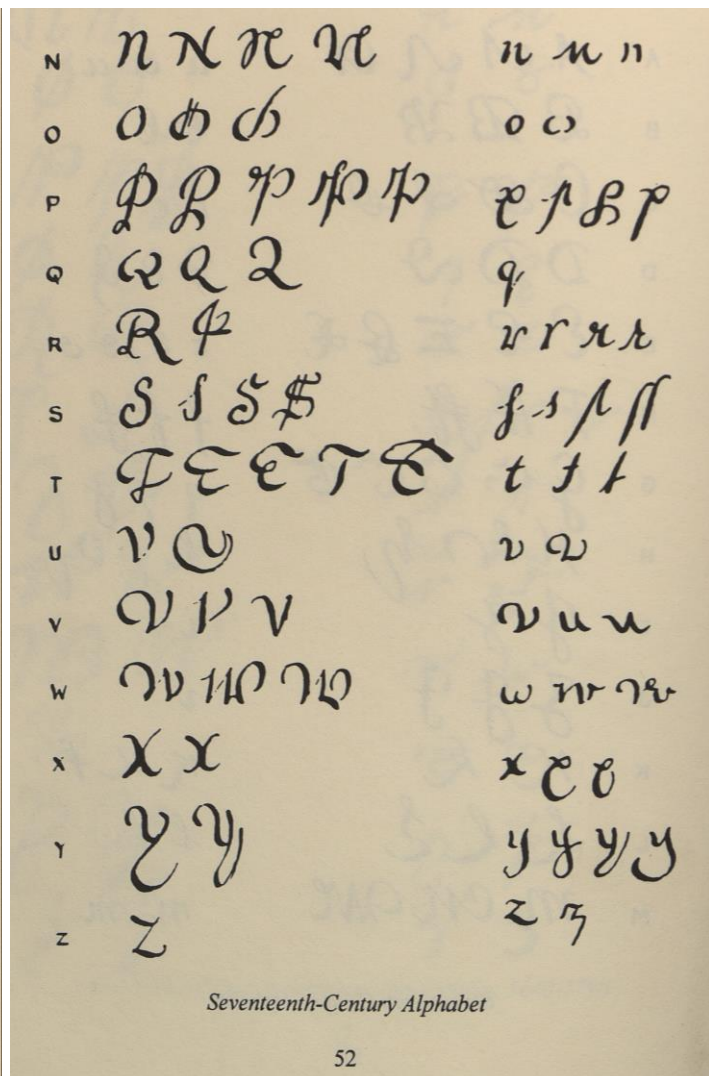
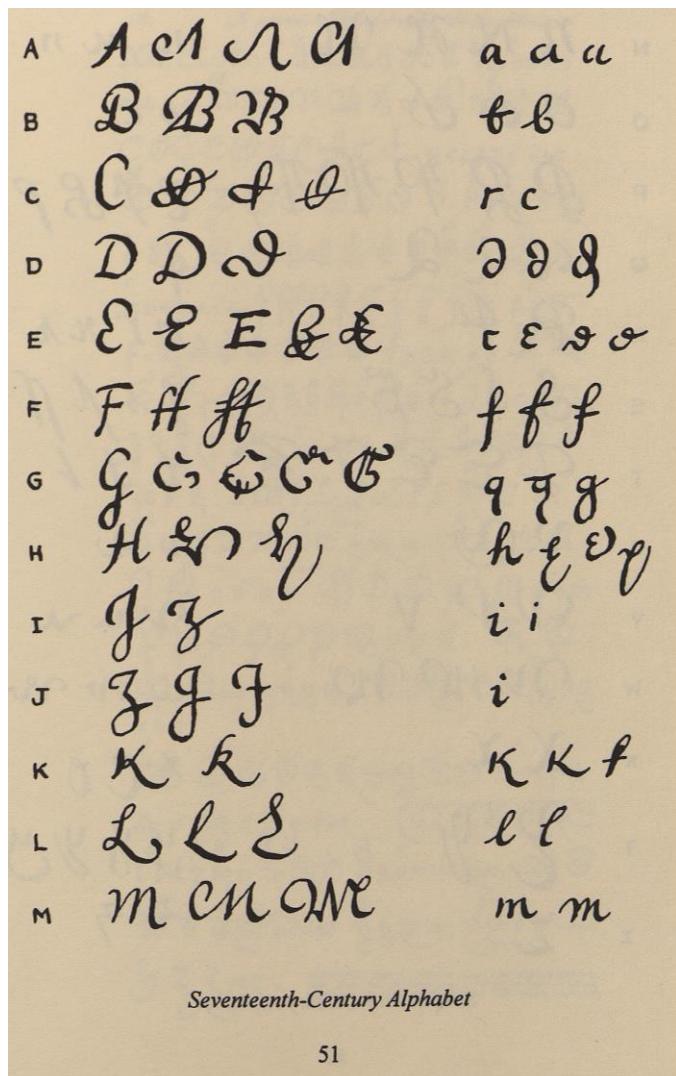
Kip Sperry, *Reading Early American Handwriting*, 48.

Sample Alphabet 2



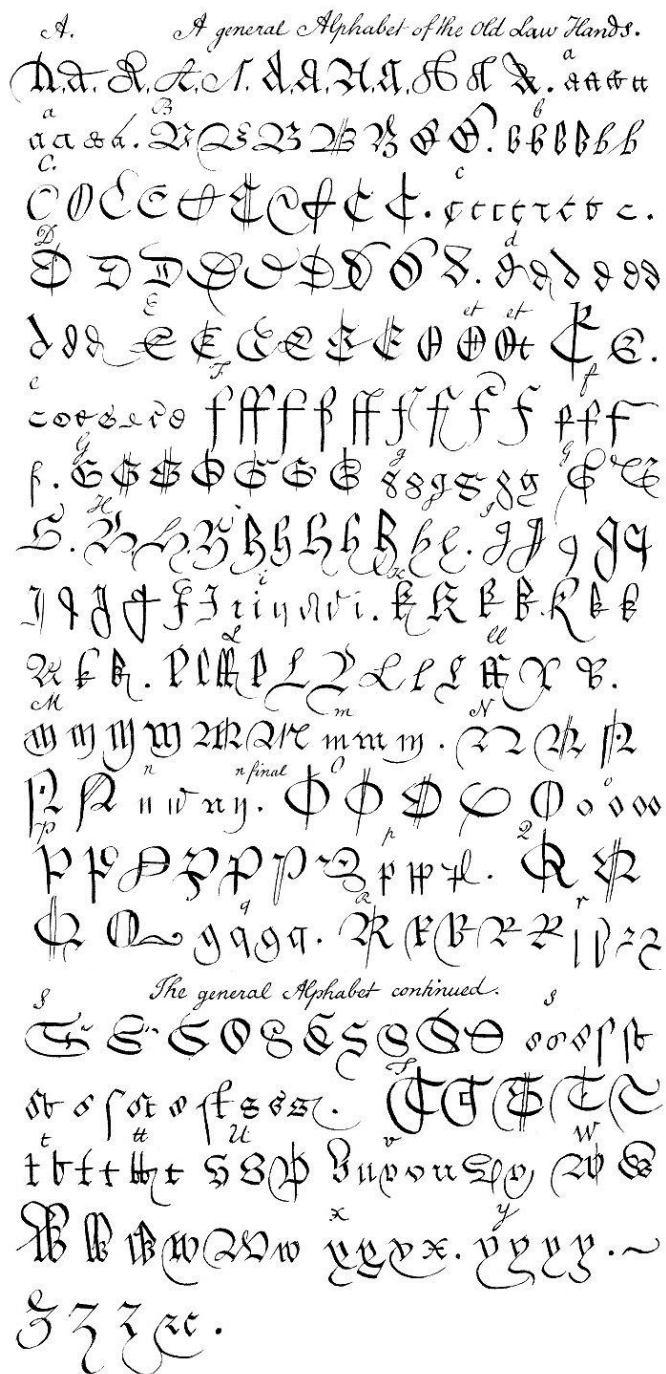
Kip Sperry, *Reading Early American Handwriting*, 49-50.

Sample Alphabet 3



Kip Sperry, *Reading Early American Handwriting*, 51-52.

Sample Alphabet 4



Andrew Wright of the Inner Temple, *Court Hand Restored*, 1776..

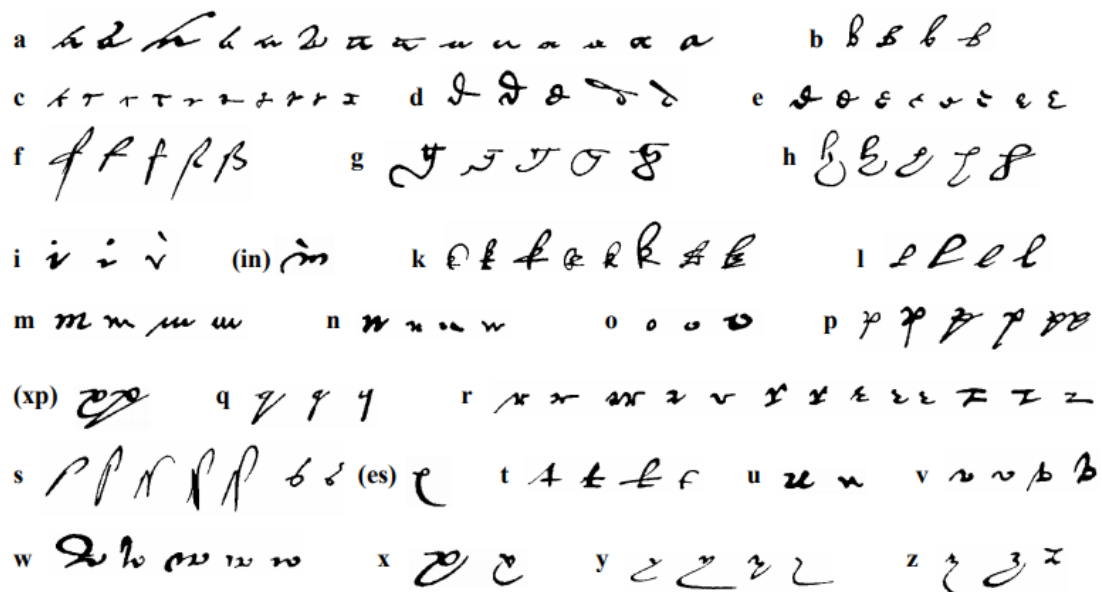
This sample alphabet was published after the time period covered in the Pemberton Papers, but many of the letters are similar. Click [here](#) for a larger version.

Sample Alphabet 5

Figure 1: The Capitals*



Figure 2: The Minuscles



*Adapted from *An Introduction to Bibliography for Literary Students*, by R. B. McKerrow (Oxford, the Clarendon Press, 1928).

Ronald A. Hill, "Interpreting the Symbols and Abbreviations in Seventeenth Century English and American Documents," *Genealogical Journal* (vol. 21, 1993): 2.