

PRINT Transcription Manual

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Developed by Casey Wolf

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Navigating this Document

This document is intended to act as both a comprehensive resource and a quick reference guide. As such, it is best to navigate by using the Navigation Pane in Microsoft Word. You can access this feature by going to View → Show → Navigation Pane. This will allow you to directly access the section relevant to your inquiry. Within the Navigation Pane and next to the headers throughout the document (arrow to the left of the heading text), you can expand and collapse sections as needed.

Additionally, sections of text in `Consolas` indicate the “actionable” part of the protocols. It is meant to serve as an immediate indicator of transcription expectations. Transcription expectations are also usually separated from the rest of the text with a line break.

If there are any improvements you identify that might aid clarity or accessibility, please reach out to a PRINT team member with your suggestions.

Context – Pemberton Papers (Quakers)

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 1655-1702 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. Therefore, following the instructions in this manual explicitly is key to reaching our goal.

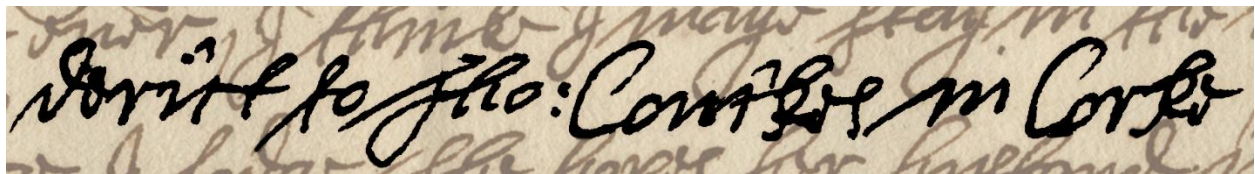
Introduction to Transcription



[Watch on YouTube](#)

Before you begin transcribing, 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. Think 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 pronounced them. 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, move to the next. As you transcribe more content, you will gain more context.



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

Familiarize	It is recommended you familiarize yourself with handwriting of the period. You can view sample alphabets in the supplementary materials here . Pay attention to any characters/variations which are significantly different than how they are written today. You can also view already transcribed letters to establish a baseline for certain characters.
	Lowercase Cs are one of the more significant deviations between how letters are written today versus the past. At the time, they resembled lowercase Rs with a mark above the character. [See the C/R section of the Challenging Letter Shapes section.]
	With a basic knowledge of the period hand, we can produce an initial scan of the line.
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.

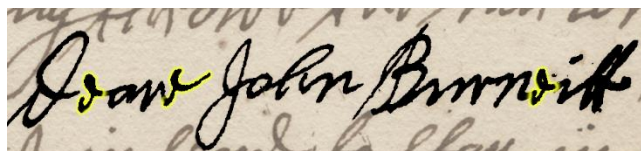


Derict → Direct

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 was 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 end 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.

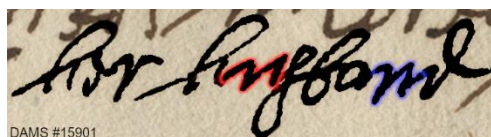


deare [dear] John Burneitt [John Burnett]

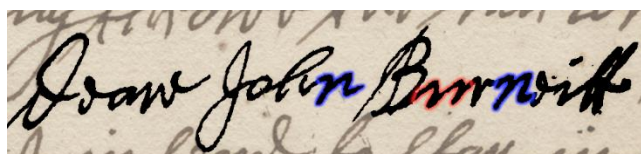
In this example, from the greeting of the same letter, note the difference between the two instances of the letter “e” in “Deare.”

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.


DAMS #15901

her husband



deare [dear] John Burneitt [John 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.
--	--

Are you ready to begin transcribing? Start by reading our guidelines carefully.

Guidelines for Transcription

Brackets

- Brackets are used to
 - Correct misspelt words
 - Indicate uncertainty
 - Clarify any text that you believe requires further explanation

Corrections

- Spelling corrections are made with square brackets following the word(s) that require correction or expansion of an abbreviated form. See the [Abbreviations](#) section for more information about transcribing abbreviated instances.

wch [which]

ye [the]

Lo: fa: [Loving Father]

Uncertainty

- If you are unable to transcribe a word, use an ellipsis within a bracket correction.
[...]
- If you can make out some letters but not others, transcribe those you can determine separated by ellipses.
[at...ast...d]
- If a word necessitates a correction but you aren't entirely certain of the intended word, provide a bracket correction guess—differentiated from a regular bracket correction by the inclusion of a question mark at the end of the word between two brackets.
[bring up?]
- If you have two best definitive guesses, include both separated by a forward slash and ordered from primary to secondary guess, all within square brackets.
[take/to ask?]
- If there is a tear in the paper that removes a portion of text or an ink blot which obscures lines, transcribe it as
[missing words: torn page]

Capitalization

- Preserve capitalizations you see, unless making a correction.
- If a word is unnecessarily capitalized in the original letter but otherwise correct, it does not need to be corrected with a bracket.

Crossed Out Sections

- If a word or phrase is crossed out, and you can read what was crossed out, use **strikethrough tags** around the line(s) that are crossed out.

[**strikethrough**]letter text here[/**strikethrough**]



name to ^thereby^ [**strikethrough**]impose on[/**strikethrough**] expect either

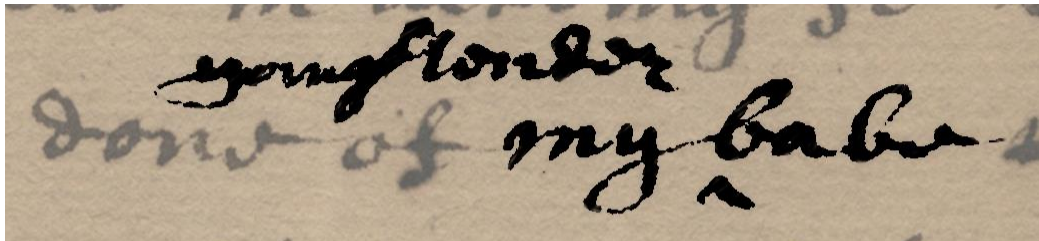
16026 – Phineas Pemberton Samuel Jennings and Ann Jennings December 3 1696

- If you cannot read the crossed-out word or phrase, transcribe it as [**strikethrough**: illegible]

Inserted Lines

- 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.

^letter text here^





my ^young + tender^ babe

16026 – Phineas Pemberton Samuel Jennings and Ann Jennings December 3 1696

- No square brackets are used in conjunction with carat marks unless the insertion is unclear or if the insertion creates a word that requires correction.

Superscript

Do not **superscript** any abbreviations you see. Simply transcribe everything in the same font size and format.

	
w ^{ch} [which]	wch [which]
y ^t [that]	yt [that]

Learn more about what words to expect as superscripted and why in the [Words](#) section of Abbreviations.

Words Across Lines

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 keep the separation of the writer. 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 Shift+ 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.

You can also turn this off AutoCorrect in Word on a PC by going to File → Options → Proofing → Autocorrect options and deselecting “Replace Text as You Write.”

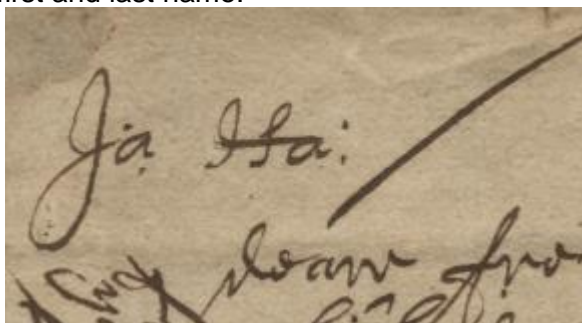
Abbreviations

Abbreviations are used in three instances covered in the sections below: [people](#), [places](#), and other [words](#). These sections cover how specific instances should be transcribed.

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](#) examples page to see the different ways names are abbreviated. Use the [List of Correspondents](#) to identify initials or abbreviated names. Writers often used variant spellings of names. Check the List of Correspondents for the name and use this standardized spelling when providing your correction.

When encountering abbreviated or partially abbreviated names, transcribe these exactly as they appear. Provide the expanded, standardized correction of the full name after the abbreviated form of the first and last name.



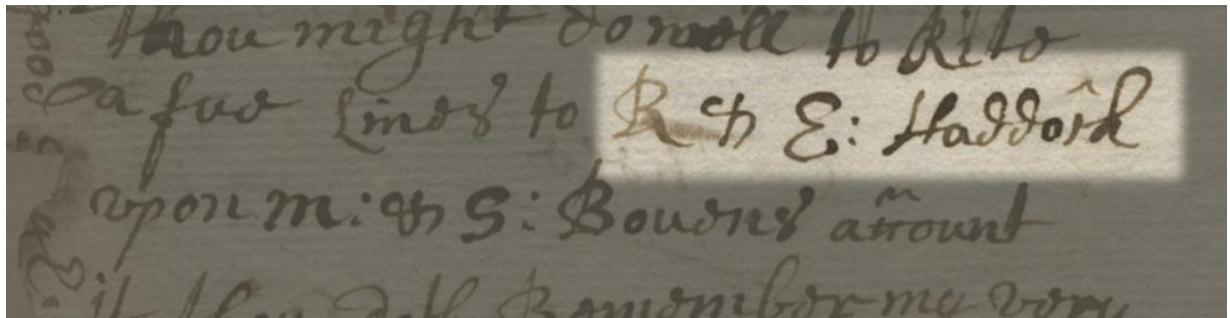
15867 - Roger Longworth James Harrison November 3 1679

Incorrect	Ja [James] Ha: [Harrison]
Correct	Ja Ha: [James Harrison]

Two People, Same Last Name

If there are **two people with the same last name**, provide two separate corrections—each in their own set of brackets.

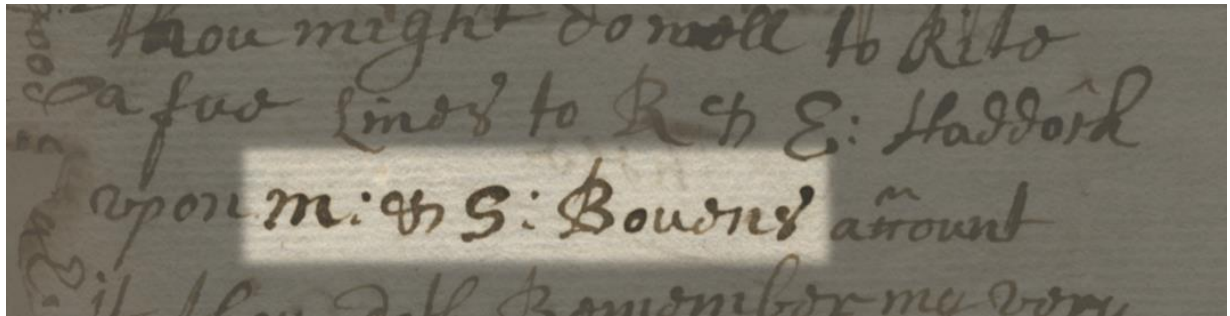
Example 1



16005 - Phebe Pemberton Phineas Pemberton May 4 1695

Incorrect	R [Roger] & E: [Elinor] Haddock [Haydock]
Correct	R & E: Haddock [Roger Haydock] [Elinor Haydock] OR R [Roger Haydock] & E: Haddock [Elinor Haydock]

Example 2

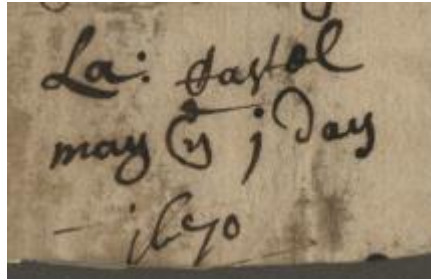


16005 - Phebe Pemberton Phineas Pemberton May 4 1695

Incorrect	M: & S: Bouens [Mary and Samuel Bowne]
Correct	M: & S: Bouens [Mary Bowne] [Samuel Bowne] OR M: [Mary Bowne] & S: Bouens [Samuel Bowne]

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.



15742 - Phineas Pemberton Ralph Pemberton May 11 1670

Here we can 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.

It would be transcribed as

La: Castel [Lancaster Castle]

✓	✗
La: Castel [Lancaster Castle]	La: [Lancaster] Castel [Castle]

Words

Misc. Instances/Multifunctioning Characters

Fancy P

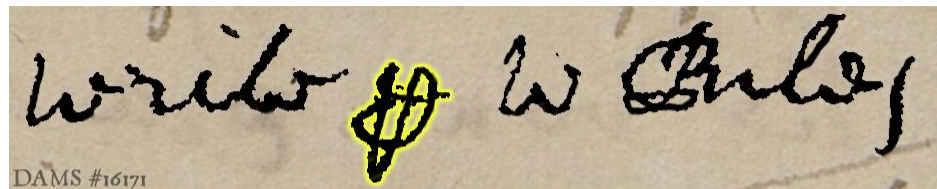
Named for its appearance which indicates its multifunctionality, the “fancy P” is often used for “p[a/e]r”—either “per” or “par.” It can also be used to indicate “pair.” (15994)

For “per”, it will often appear as a notation when discussing goods as in “monetary amount **per** weight/quantity amount.” It can also be used to mean “through” as in “I sent goods **per (through)** Richard Hoskins.” (16171)

For “par”, it will often appear next to other letters to indicate a full word such as “**partake**,” “**parcel**,” “**perceive**,” and “**persons**” to name a few.

To Transcribe:

First, transcribe the word as it appears. Then follow with a bracket correction beginning with “fancy P,” space, hyphen, space, and the word it is meant to indicate.



write **per** W Biles

Transcribe as write P [fancy P - per] W Biles [William Biles]



persons

Transcribe as psons [fancy P - persons]



Transcribe as A psell [fancy P – parcel]

Superscript Transcriptions

Abbreviated words are a form of shorthand. They are often written with superscript characters, but you should not format your transcription into superscript.

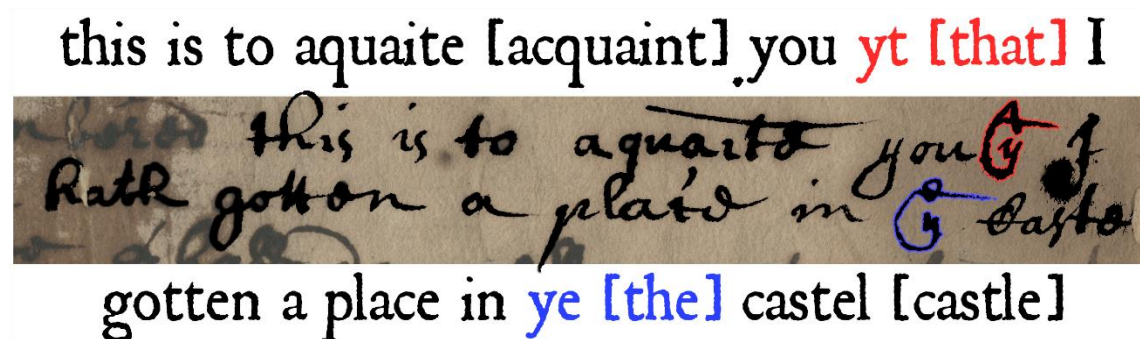
Because superscript formatting is not machine-readable, **do not use the superscript function**. Instead, provide the expanded form of the word in a bracket correction as seen in the “Transcribe As” columns below.

Ye/Yt

A “y” with superscripted letters is usually an abbreviation of one of three words:

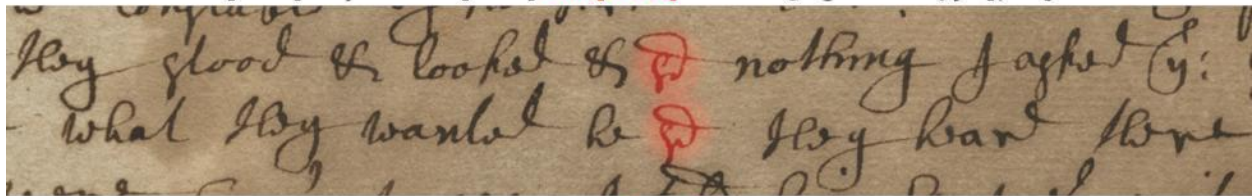
Abbreviation	Stands For	Transcribe As
ye	the	ye [the]
ym	them	ym [them]
yt	that	yt [that]

The **y** is derived from the Middle English letter **thorn** and commonly used in abbreviations to represent **th**. While these abbreviations often appear superscripted, it is not always guaranteed.



15742 - Phineas Pemberton Ralph Pemberton May 11 1670

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



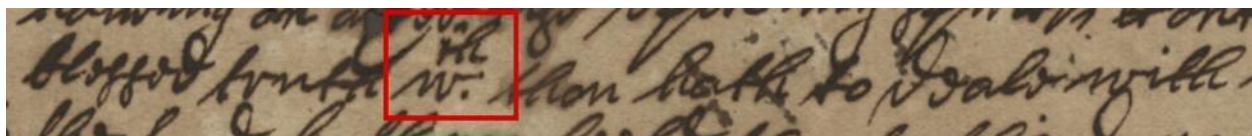
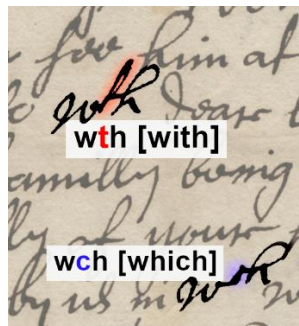
what they wanted he sd [said] they heard

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

Wch/Wth

A “w” with superscripted letters is usually an abbreviation of one of two words:

Abbreviation	Stands For	Transcribe As
wch	which	wch [which]
wth	with	wth [with]



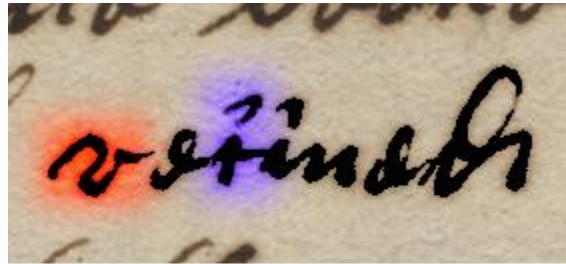
blessed truth wch. [which] thou [you] hath [have] to Deale [deal] with

15849 - Roger Longworth James Harrison August 2 1679

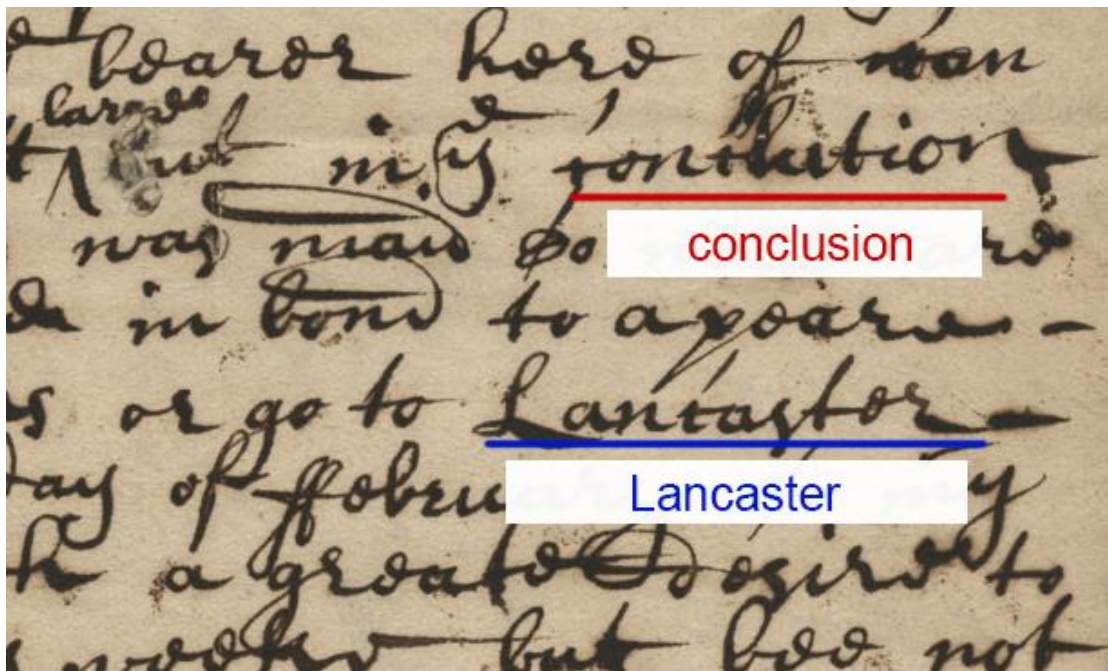
Challenging Letter Shapes

C/R

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

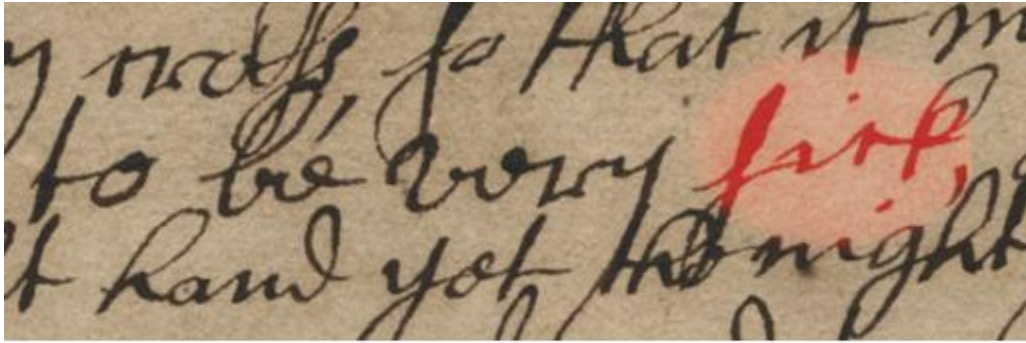


received
[received]



15736 - Phineas Pemberton Ralph Pemberton February 4 1669

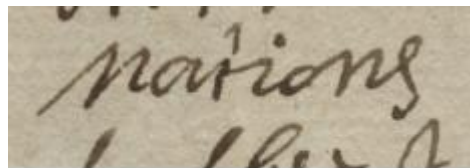
However, the accent mark is not always included.



to be very **sick**

16140 - William Yardley James Harrison July 31 1682

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

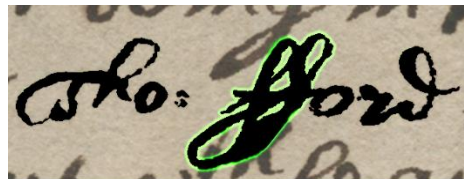


nacions → nations

15911 - Roger Longworth Peter Hendricks August 31 1686

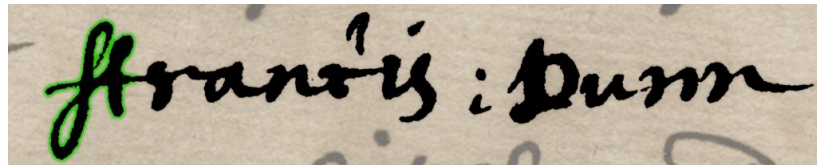
Double FF

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.



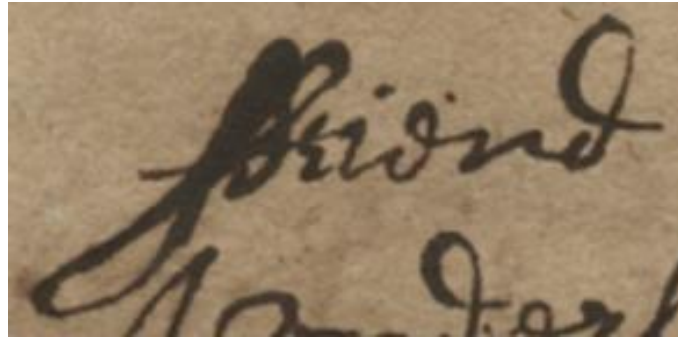
Tho: **fford** [Thomas **Ford**]

15719 Roger Longworth Judge Thomas Wild [April 1663]



Francis Dunn

15753 - Phineas Pemberton Ralph Pemberton September 11 1670



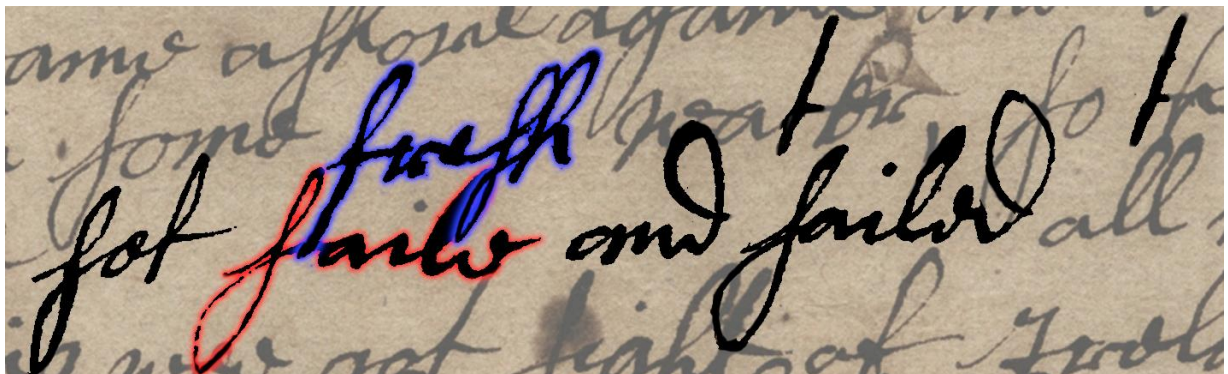
15728 - James Harrison and Edward Bourne to a Friend March 31 1663 April 1 1663

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.

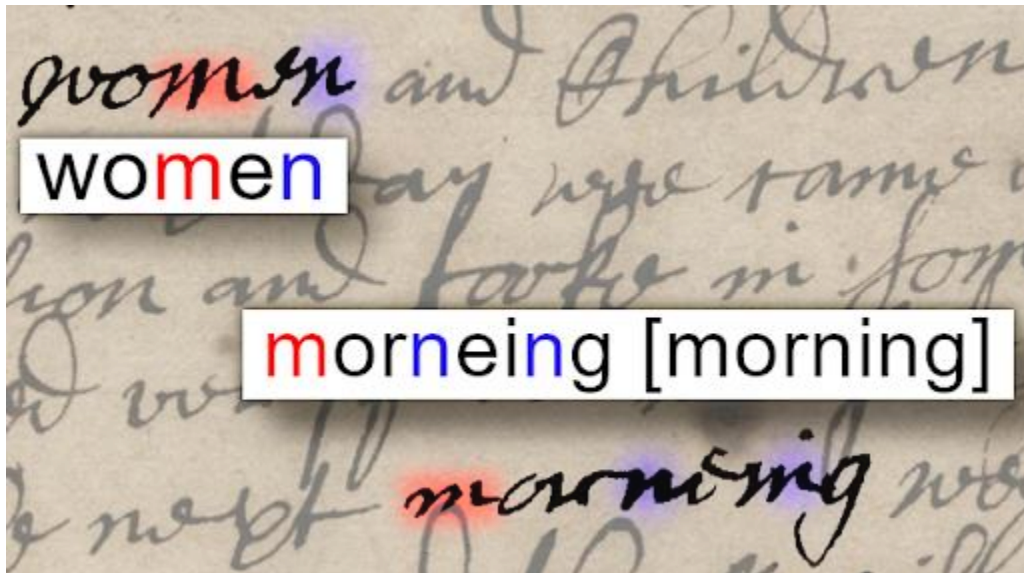
At first glance, the first two characters in “**saile**” might appear as “**st**,” especially when compared with the other “**t**”s present in the line. However, the descender of the “**f**” in “**fresh**” in the line above it intersects in between “s” and “a,” making it only appear to be “**sta**...”

You can also compare it to the other example of “**sailed**” which also shows significant intersection with a descender from the line above.



16140 William Yardley James Harrison July 31 1682

M/N/W



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

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.

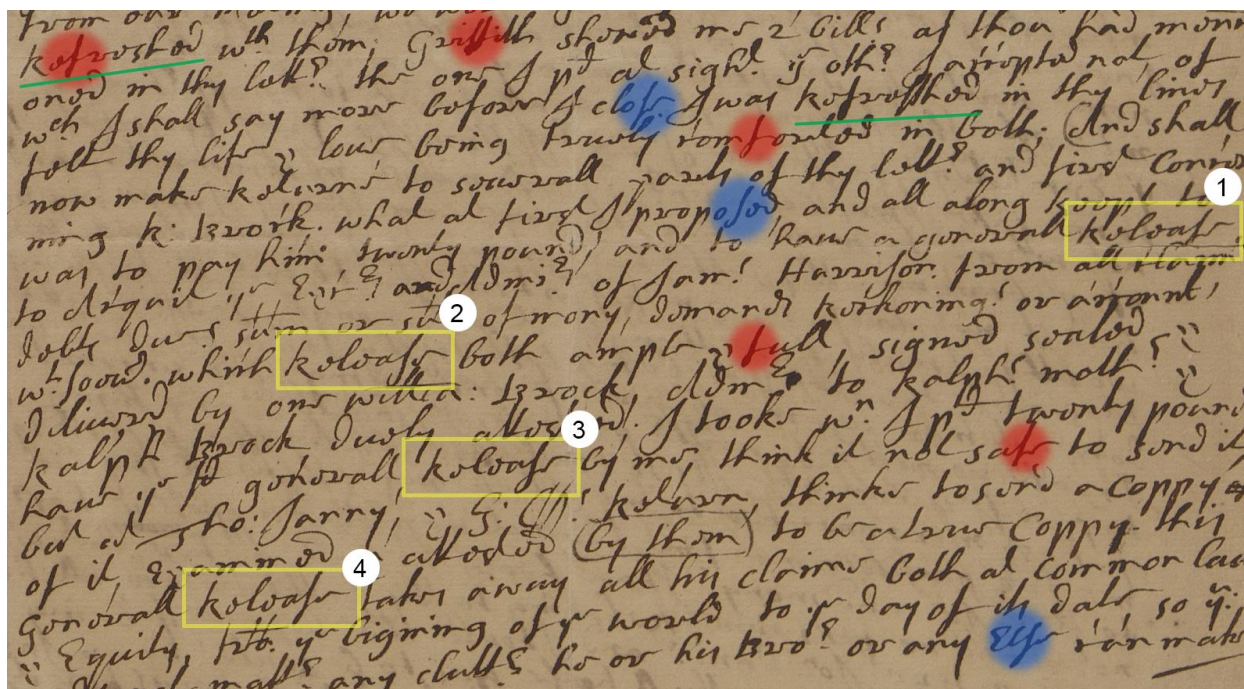
[Transcription Glossary](#)

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



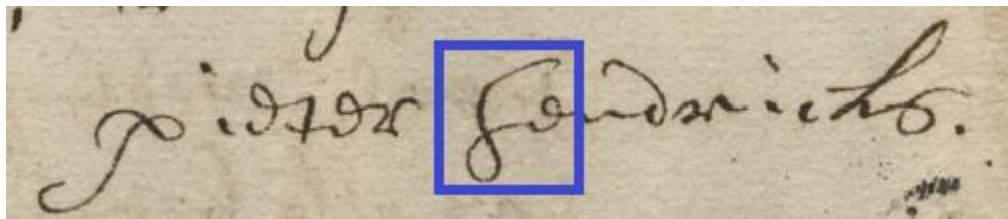
16016 - Roger Haydock Phineas Pemberton September 20 1695

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,” “releafe [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.

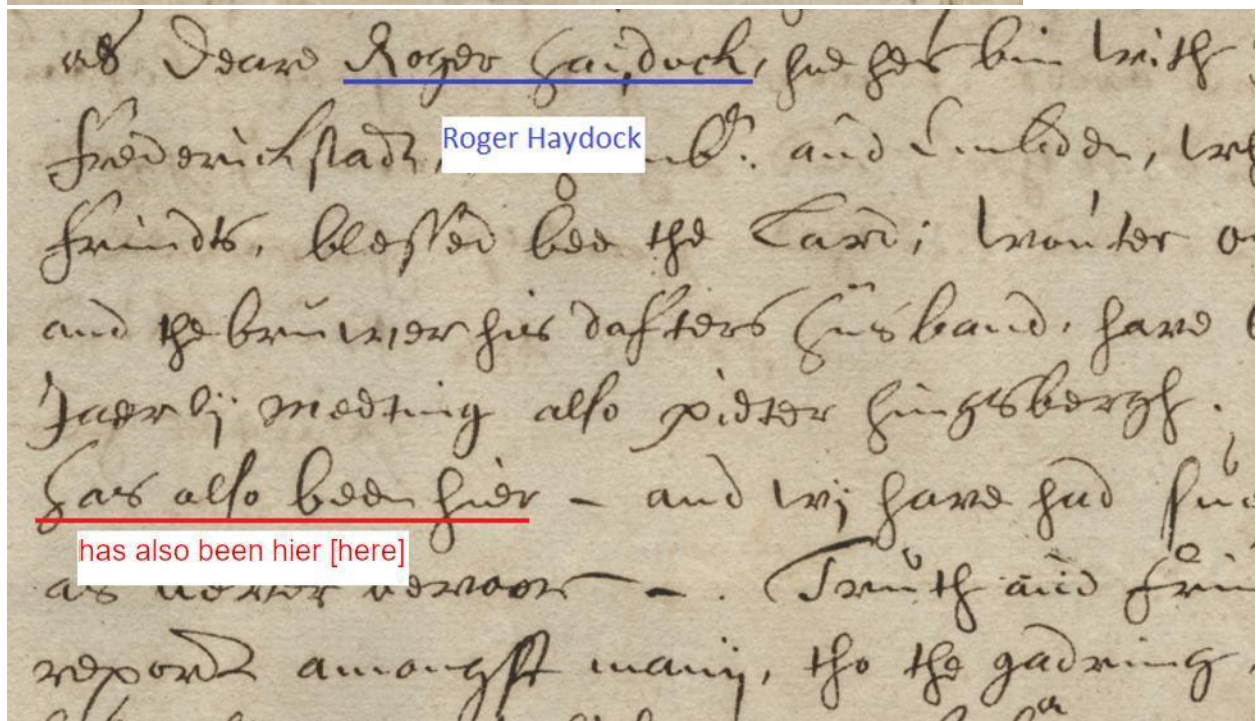
Be aware that the same word can appear differently throughout the document as evidenced by the two examples of “**refreshed**” underlined in green. A character can also be written several different ways depending on the characters preceding and following it, as well as the character’s location in the 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).



Peter Hendricks.

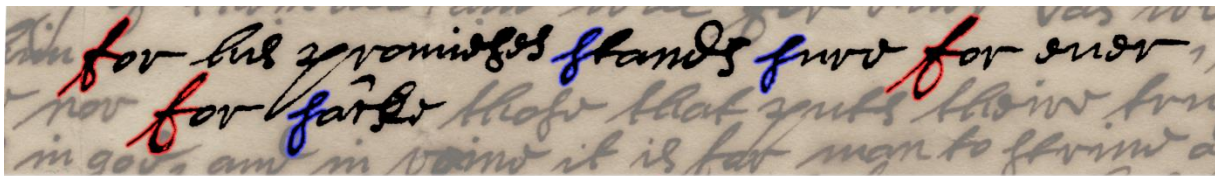


at Isaac Roger Haydock, he got him with
Frederickstadt, and Linder, long
friends, brother and sister; brother and
and he business for daughter's band, same
Jaerly meeting also Peter's friends.
has also been hier - and long same for
as work was done - . Smith and friends
respond amongst many, the the gathering.

Longworth, Roger

F/S

Roger Longworth's "f"s and "s"s look very similar 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 [forever]
... for sacke [forsake]

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.

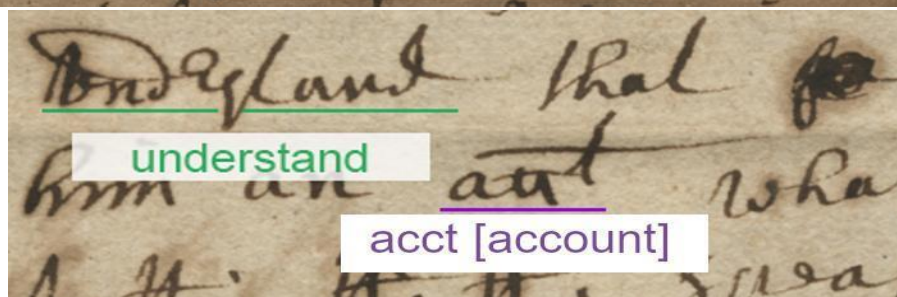
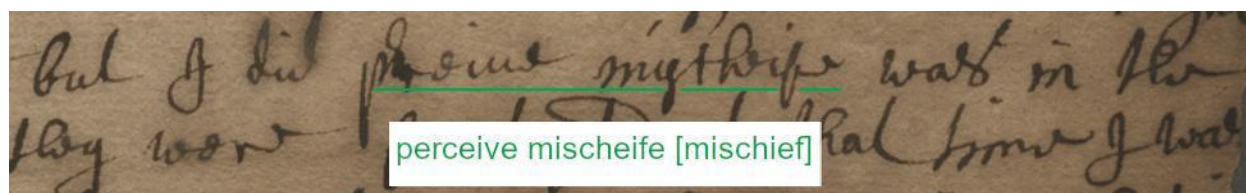
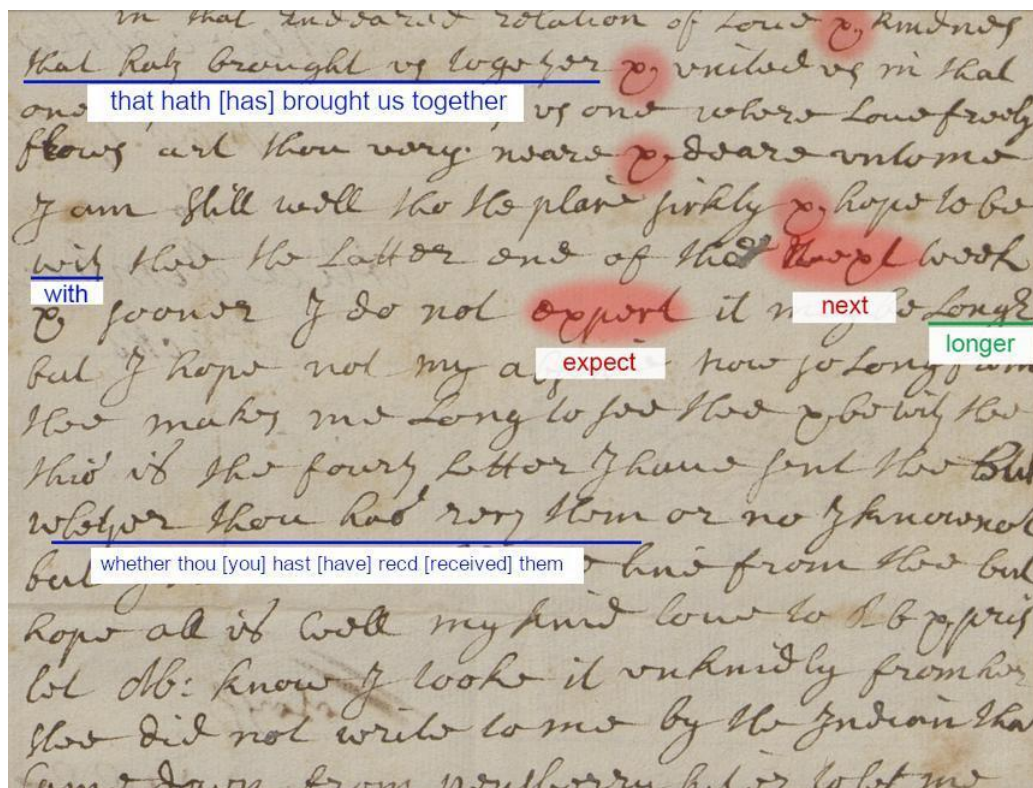
Pemberton, Phineas

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.

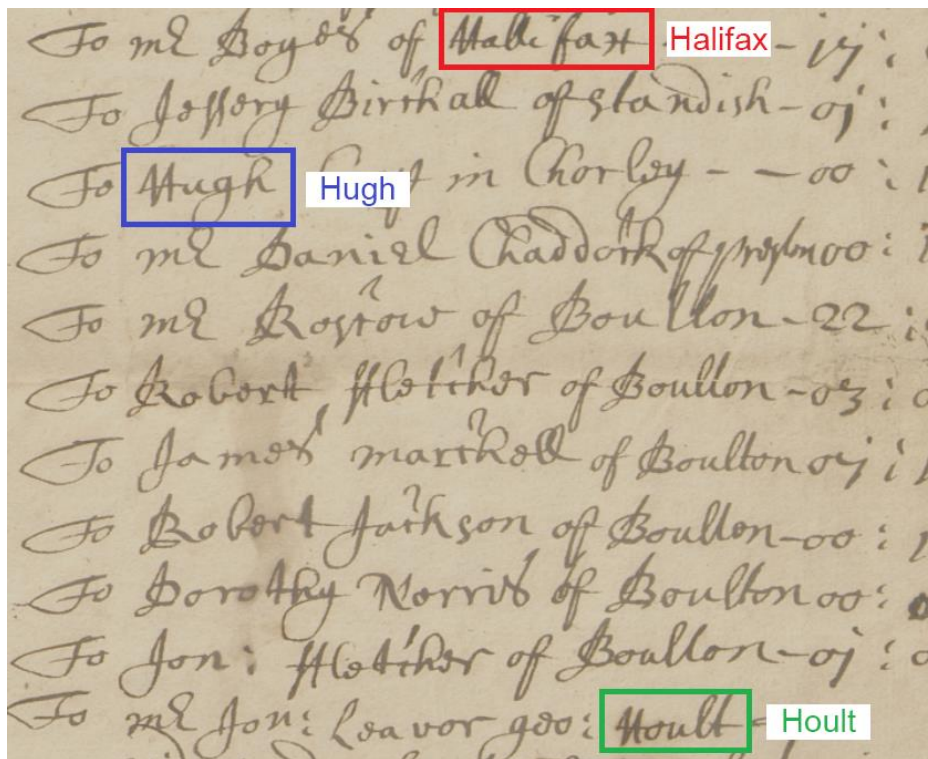
Occasionally, “**er**” or “**re**” is amalgamated as well.

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



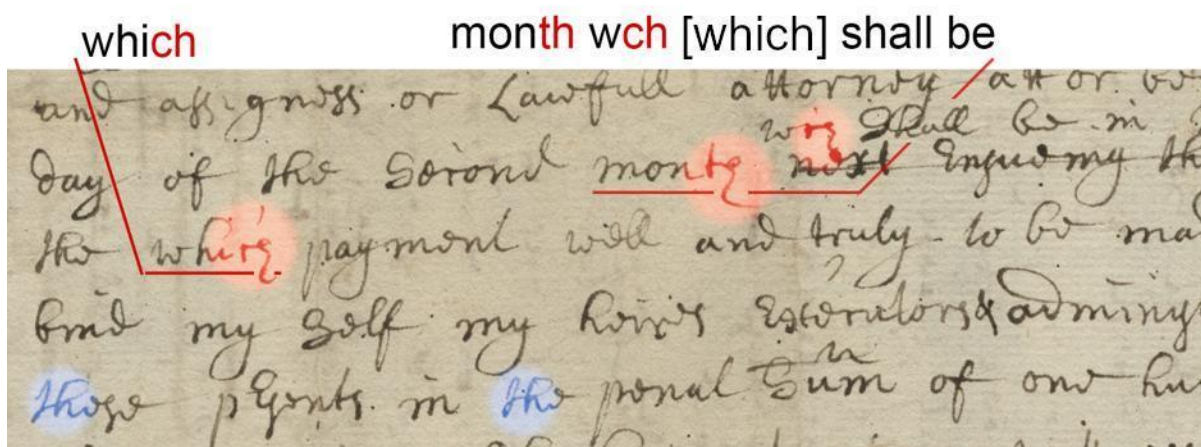
16102 - Phineas Pemberton Roger Longworth and Roger Haydock June 3 1681

Capital H



Lowercase H

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



15985 - Letters of debt written by Phineas Pemberton

Supplemental Materials

Names

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.

Differences across Languages

Dan Burrows, "Dutch/Frisian Names," *USGenWeb.org*, last updated December 2022, accessed April 3, 2024. <https://www.usgenweb.org/research/dutch.html>

Yvette Hoitink, "English versions of Dutch first names," *Dutch Genealogy*, April 14, 2005, accessed April 3, 2024. <https://www.dutchgenealogy.nl/english-versions-of-dutch-first-names/>

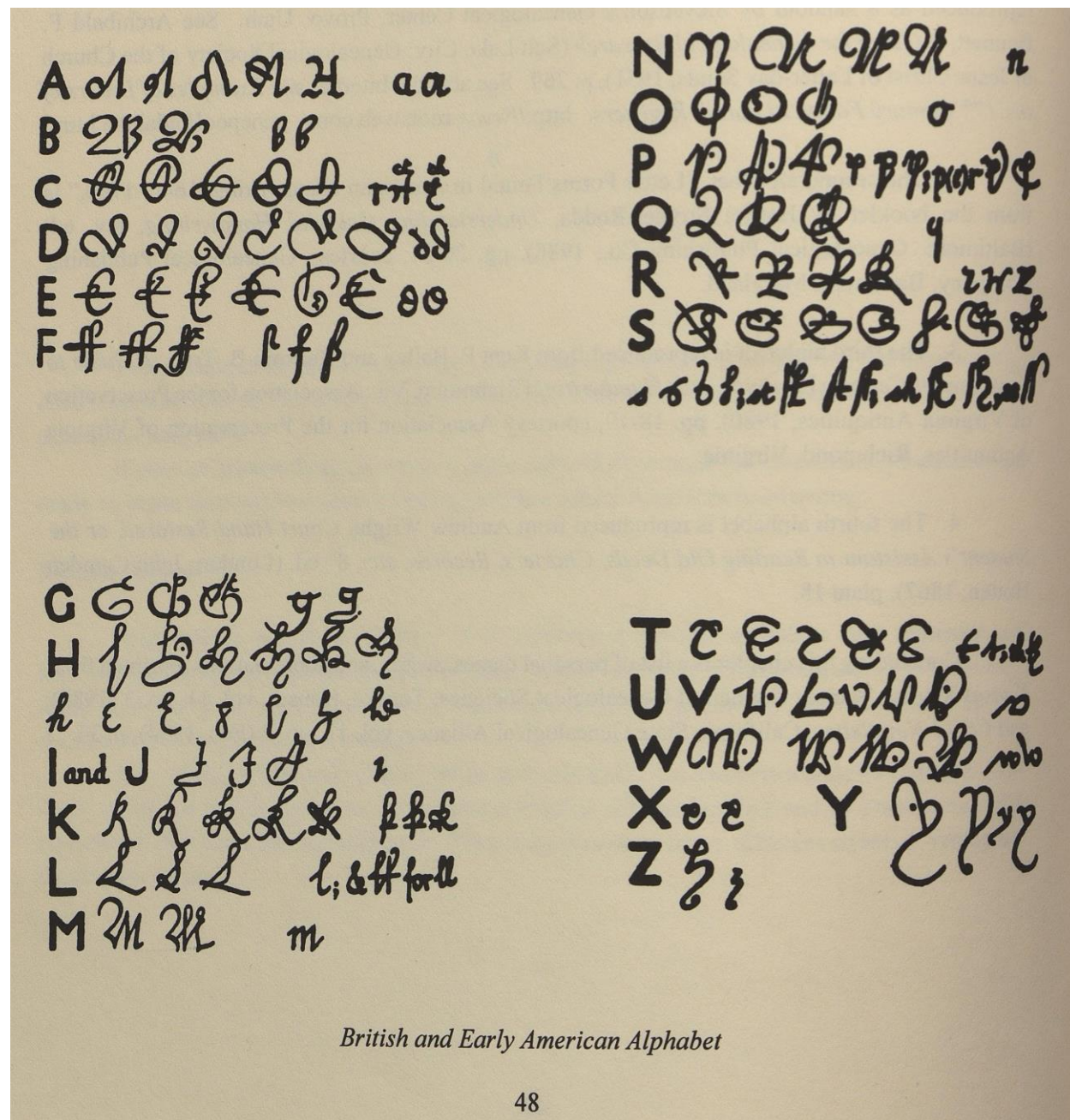
These resources collect Dutch names and their English equivalents. Often, translating names from their original language will return more search results. It is also helpful to illustrate traditional spellings of Dutch names which may be misspelt in the letters.

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:

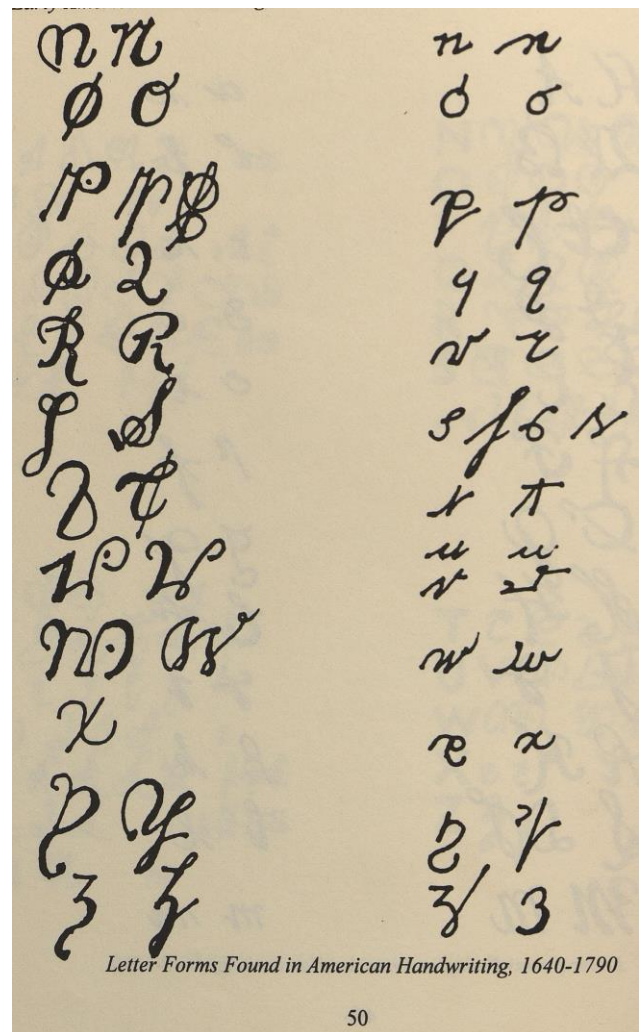
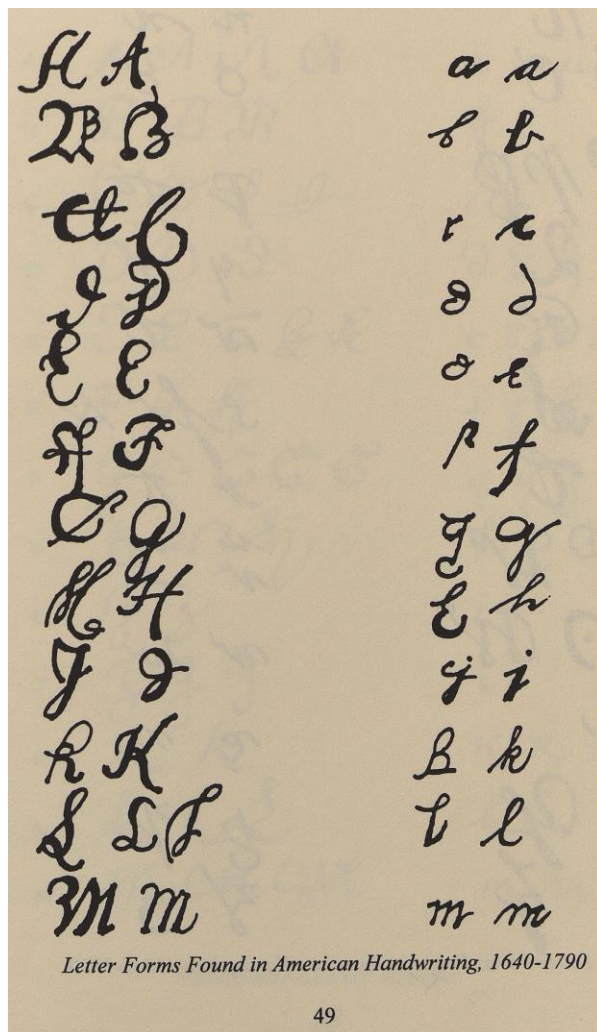
Cha ^s	Charles
Esq ^r	Esquire
Gov ^r	Governor
Jonath ⁿ	Jonathan
Maj ^{tie}	Majesty [Majestie]
M ^r	Mister
rec ^d	received
reg ^r	register
Sam ^{ll}	Samuel
s ^d	said
serv ^t	servant
S ^r	Sir
th ^t	that
w ^{ch}	which
W ^m	William
w th	with
y ^e	the
y ^r	your
y ^t	that

Sample Alphabet 1



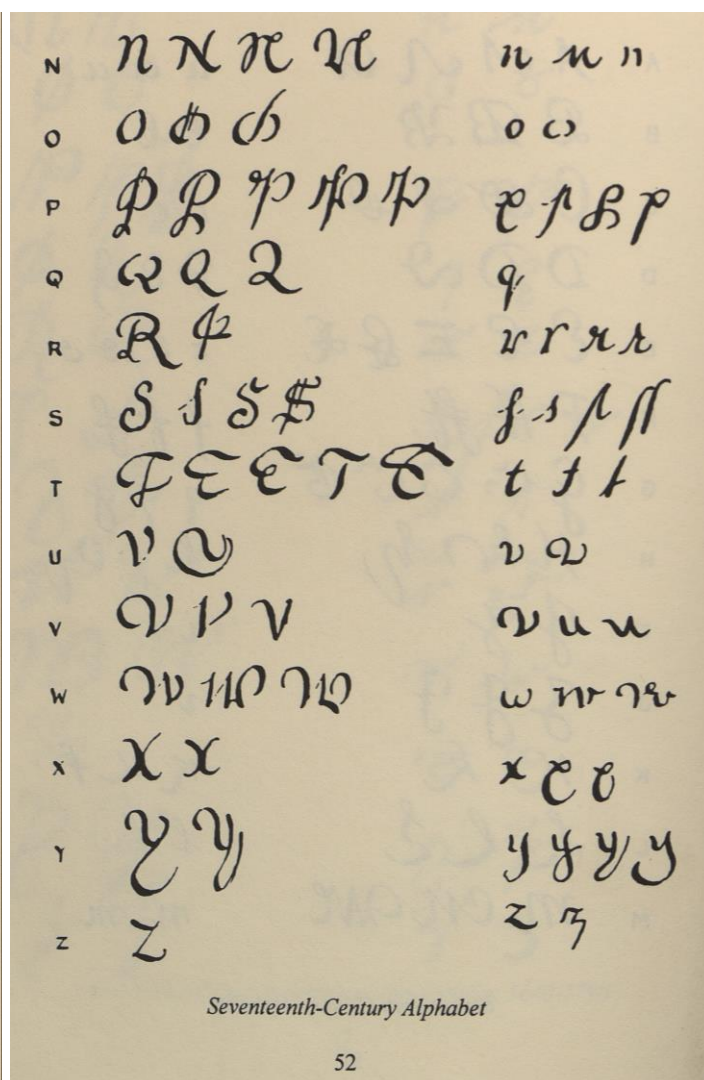
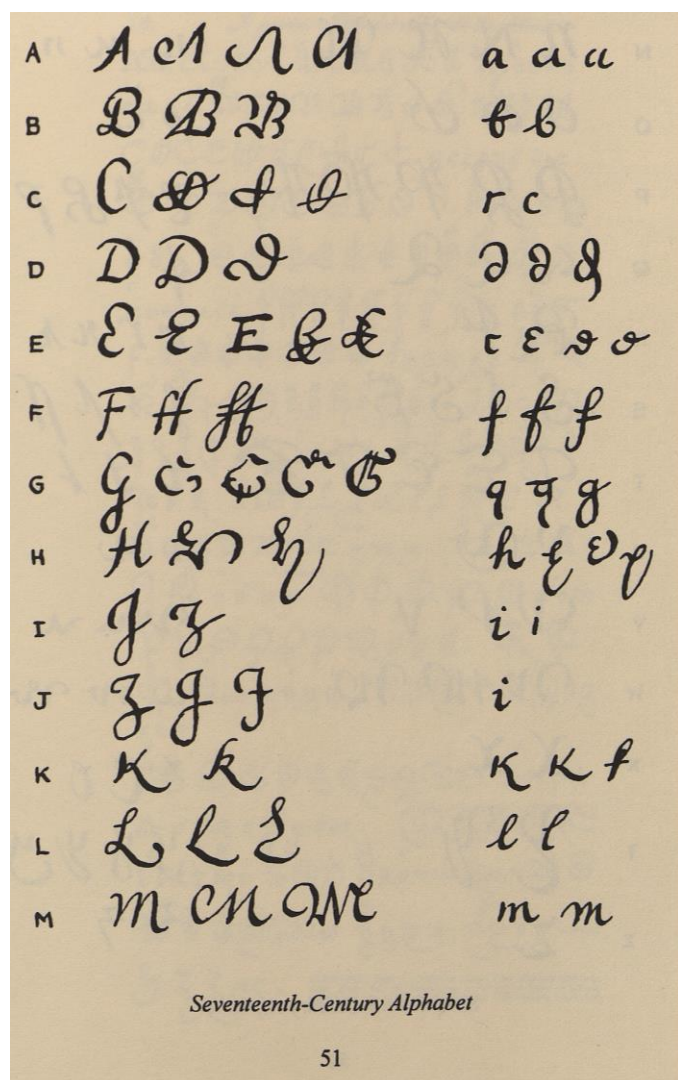
Kip Sperry, *Reading Early American Handwriting*, 48.

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

A. A general Alphabet of the Old Law Hands.

^a A. ^a B. ^a C. ^a D. ^a E. ^a F. ^a G. ^a H. ^a I. ^a K. ^a L. ^a M. ^a N. ^a O. ^a P. ^a Q. ^a R. ^a S. ^a T. ^a U. ^a V. ^a W. ^a X. ^a Y. ^a Z. ^a

^b A. ^b B. ^b C. ^b D. ^b E. ^b F. ^b G. ^b H. ^b I. ^b K. ^b L. ^b M. ^b N. ^b O. ^b P. ^b Q. ^b R. ^b S. ^b T. ^b U. ^b V. ^b W. ^b X. ^b Y. ^b Z. ^b

^c A. ^c B. ^c C. ^c D. ^c E. ^c F. ^c G. ^c H. ^c I. ^c K. ^c L. ^c M. ^c N. ^c O. ^c P. ^c Q. ^c R. ^c S. ^c T. ^c U. ^c V. ^c W. ^c X. ^c Y. ^c Z. ^c

^d A. ^d B. ^d C. ^d D. ^d E. ^d F. ^d G. ^d H. ^d I. ^d K. ^d L. ^d M. ^d N. ^d O. ^d P. ^d Q. ^d R. ^d S. ^d T. ^d U. ^d V. ^d W. ^d X. ^d Y. ^d Z. ^d

^e A. ^e B. ^e C. ^e D. ^e E. ^e F. ^e G. ^e H. ^e I. ^e K. ^e L. ^e M. ^e N. ^e O. ^e P. ^e Q. ^e R. ^e S. ^e T. ^e U. ^e V. ^e W. ^e X. ^e Y. ^e Z. ^e

^f A. ^f B. ^f C. ^f D. ^f E. ^f F. ^f G. ^f H. ^f I. ^f K. ^f L. ^f M. ^f N. ^f O. ^f P. ^f Q. ^f R. ^f S. ^f T. ^f U. ^f V. ^f W. ^f X. ^f Y. ^f Z. ^f

^g A. ^g B. ^g C. ^g D. ^g E. ^g F. ^g G. ^g H. ^g I. ^g K. ^g L. ^g M. ^g N. ^g O. ^g P. ^g Q. ^g R. ^g S. ^g T. ^g U. ^g V. ^g W. ^g X. ^g Y. ^g Z. ^g

^h A. ^h B. ^h C. ^h D. ^h E. ^h F. ^h G. ^h H. ^h I. ^h K. ^h L. ^h M. ^h N. ^h O. ^h P. ^h Q. ^h R. ^h S. ^h T. ^h U. ^h V. ^h W. ^h X. ^h Y. ^h Z. ^h

ⁱ A. ⁱ B. ⁱ C. ⁱ D. ⁱ E. ⁱ F. ⁱ G. ⁱ H. ⁱ I. ⁱ K. ⁱ L. ⁱ M. ⁱ N. ⁱ O. ⁱ P. ⁱ Q. ⁱ R. ⁱ S. ⁱ T. ⁱ U. ⁱ V. ⁱ W. ⁱ X. ⁱ Y. ⁱ Z. ⁱ

^j A. ^j B. ^j C. ^j D. ^j E. ^j F. ^j G. ^j H. ^j I. ^j K. ^j L. ^j M. ^j N. ^j O. ^j P. ^j Q. ^j R. ^j S. ^j T. ^j U. ^j V. ^j W. ^j X. ^j Y. ^j Z. ^j

^k A. ^k B. ^k C. ^k D. ^k E. ^k F. ^k G. ^k H. ^k I. ^k K. ^k L. ^k M. ^k N. ^k O. ^k P. ^k Q. ^k R. ^k S. ^k T. ^k U. ^k V. ^k W. ^k X. ^k Y. ^k Z. ^k

^l A. ^l B. ^l C. ^l D. ^l E. ^l F. ^l G. ^l H. ^l I. ^l K. ^l L. ^l M. ^l N. ^l O. ^l P. ^l Q. ^l R. ^l S. ^l T. ^l U. ^l V. ^l W. ^l X. ^l Y. ^l Z. ^l

^m A. ^m B. ^m C. ^m D. ^m E. ^m F. ^m G. ^m H. ^m I. ^m K. ^m L. ^m M. ^m N. ^m O. ^m P. ^m Q. ^m R. ^m S. ^m T. ^m U. ^m V. ^m W. ^m X. ^m Y. ^m Z. ^m

ⁿ A. ⁿ B. ⁿ C. ⁿ D. ⁿ E. ⁿ F. ⁿ G. ⁿ H. ⁿ I. ⁿ K. ⁿ L. ⁿ M. ⁿ N. ⁿ O. ⁿ P. ⁿ Q. ⁿ R. ⁿ S. ⁿ T. ⁿ U. ⁿ V. ⁿ W. ⁿ X. ⁿ Y. ⁿ Z. ⁿ

^o A. ^o B. ^o C. ^o D. ^o E. ^o F. ^o G. ^o H. ^o I. ^o K. ^o L. ^o M. ^o N. ^o O. ^o P. ^o Q. ^o R. ^o S. ^o T. ^o U. ^o V. ^o W. ^o X. ^o Y. ^o Z. ^o

^p A. ^p B. ^p C. ^p D. ^p E. ^p F. ^p G. ^p H. ^p I. ^p K. ^p L. ^p M. ^p N. ^p O. ^p P. ^p Q. ^p R. ^p S. ^p T. ^p U. ^p V. ^p W. ^p X. ^p Y. ^p Z. ^p

^q A. ^q B. ^q C. ^q D. ^q E. ^q F. ^q G. ^q H. ^q I. ^q K. ^q L. ^q M. ^q N. ^q O. ^q P. ^q Q. ^q R. ^q S. ^q T. ^q U. ^q V. ^q W. ^q X. ^q Y. ^q Z. ^q

^r A. ^r B. ^r C. ^r D. ^r E. ^r F. ^r G. ^r H. ^r I. ^r K. ^r L. ^r M. ^r N. ^r O. ^r P. ^r Q. ^r R. ^r S. ^r T. ^r U. ^r V. ^r W. ^r X. ^r Y. ^r Z. ^r

^s A. ^s B. ^s C. ^s D. ^s E. ^s F. ^s G. ^s H. ^s I. ^s K. ^s L. ^s M. ^s N. ^s O. ^s P. ^s Q. ^s R. ^s S. ^s T. ^s U. ^s V. ^s W. ^s X. ^s Y. ^s Z. ^s

^t A. ^t B. ^t C. ^t D. ^t E. ^t F. ^t G. ^t H. ^t I. ^t K. ^t L. ^t M. ^t N. ^t O. ^t P. ^t Q. ^t R. ^t S. ^t T. ^t U. ^t V. ^t W. ^t X. ^t Y. ^t Z. ^t

^u A. ^u B. ^u C. ^u D. ^u E. ^u F. ^u G. ^u H. ^u I. ^u K. ^u L. ^u M. ^u N. ^u O. ^u P. ^u Q. ^u R. ^u S. ^u T. ^u U. ^u V. ^u W. ^u X. ^u Y. ^u Z. ^u

^v A. ^v B. ^v C. ^v D. ^v E. ^v F. ^v G. ^v H. ^v I. ^v K. ^v L. ^v M. ^v N. ^v O. ^v P. ^v Q. ^v R. ^v S. ^v T. ^v U. ^v V. ^v W. ^v X. ^v Y. ^v Z. ^v

^w A. ^w B. ^w C. ^w D. ^w E. ^w F. ^w G. ^w H. ^w I. ^w K. ^w L. ^w M. ^w N. ^w O. ^w P. ^w Q. ^w R. ^w S. ^w T. ^w U. ^w V. ^w W. ^w X. ^w Y. ^w Z. ^w

^x A. ^x B. ^x C. ^x D. ^x E. ^x F. ^x G. ^x H. ^x I. ^x K. ^x L. ^x M. ^x N. ^x O. ^x P. ^x Q. ^x R. ^x S. ^x T. ^x U. ^x V. ^x W. ^x X. ^x Y. ^x Z. ^x

^y A. ^y B. ^y C. ^y D. ^y E. ^y F. ^y G. ^y H. ^y I. ^y K. ^y L. ^y M. ^y N. ^y O. ^y P. ^y Q. ^y R. ^y S. ^y T. ^y U. ^y V. ^y W. ^y X. ^y Y. ^y Z. ^y

^z A. ^z B. ^z C. ^z D. ^z E. ^z F. ^z G. ^z H. ^z I. ^z K. ^z L. ^z M. ^z N. ^z O. ^z P. ^z Q. ^z R. ^z S. ^z T. ^z U. ^z V. ^z W. ^z X. ^z Y. ^z Z. ^z

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

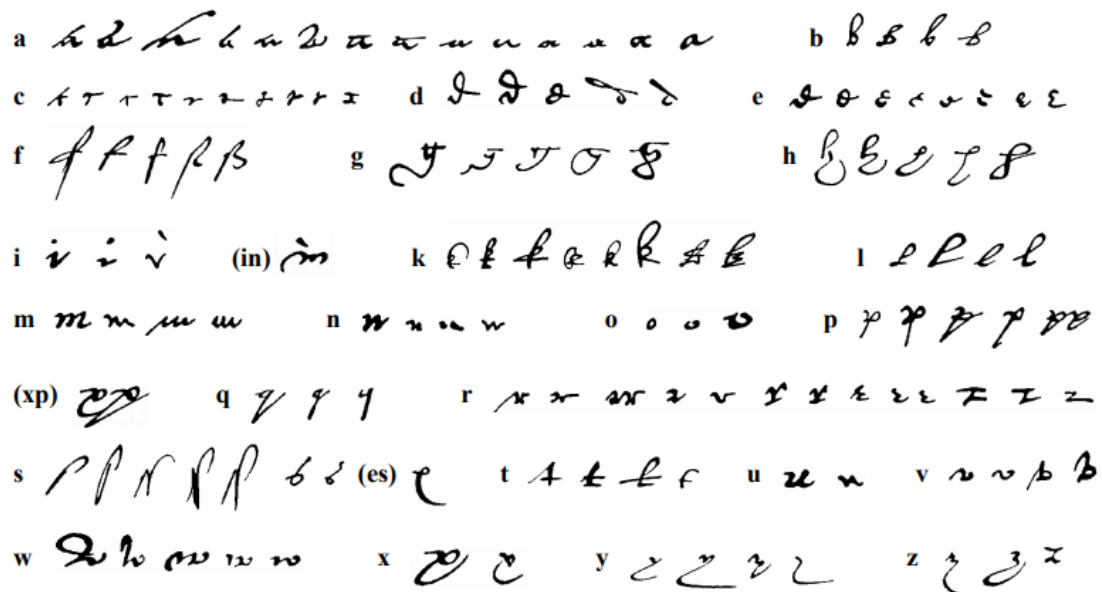
This sample alphabet was published after the time period covered in the Pemberton Papers, but many of the letters are similar. Click [here](#) for a larger version.

Sample Alphabet 5

Figure 1: The Capitals*



Figure 2: The Minuscules



*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.