

Editorial Guidelines and Standards

Manuscript Features Encoded in XML Transcripts

- Page breaks (with unique id references tied to page image files)
- Paragraph breaks (with unique id and number)
- Line breaks (with unique id and number)
- Typographic emphasis (e.g., underlining)
- Special characters (e.g., ampersands, em dashes)
- Names of people and places (along with regularized versions)
- Titles
- Abbreviations
- Indecipherable text, unrecoverable cancellations, physical gaps
- Recoverable cancellations
- Supralinear, infralinear, and marginal additions (by Sophia Hawthorne or other hands)
- Uncertain readings
- Conventional spelling for misspelled words
- Shifts in hands
- Shifts in language
- Quotations
- Gathering symbols
- Graphic features (postmaster's seal, wax seal, stationer's mark)
- Note targets
- Annotations of people, places, titles, and events, along with accompanying source citations

Metadata Encoded in XML Transcripts (Dublin Core, AACR equivalent)

- Title
- Editors
- Publisher
- Date of publication
- Conversion to TEI.2 markup
- Extent (in kilobytes) of e-text
- OSU call number
- Availability/use statement
- Project description
- Editorial procedures
- Language declaration (ISO 639-2 codes for all languages used in document)
- Keywords (LCSH and project-specific)
- List of hands in letter
- Summary of the letters' contents
- Revision history
- Full bibliographic information about source document

Standards

NINCH	http://www.nyu.edu/its/humanities/ninchguide/
TEI Guidelines	http://www.tei-c.org/P4X/
W3C	http://www.w3.org/
MLA CSE	http://www.mla.org/

Design Rationales

Group 1: Traditional

Mike Albrecht, Karen Anderson, Sue Carlson, David Carrino,

Our style sheet reflects a design accommodating to the lay reader of the epistolary exchanges between the Peabody sisters. To more closely resemble traditional letter format, we have omitted deletions and corrections made by the author, as well as secondary editorial comments. The style sheet has been enhanced only through a background image reproduced with tiled copies of the original scanned papers, recreating a parchment-like surface for the words. In addition, we have experimented with font changes to recreate a likeness of handwriting – not necessarily that of Sophia Hawthorne – but one that many readers would associate with a handwritten letter. By doing this, we have provided the reader an experience of authorial intention rather than illustrative, philological or codicological. This literary transcription does not note variations of hand, abbreviations, and alterations so that readers can appreciate the transcription without those complications. This version would most likely appeal to those who possess a general interest in the Hawthorne family, the Peabody sisters, 19th century life, literary figures, or women's studies.

Group 2/3: Literary

*John Dicamillo, Tony DiCola, T. J. Firestone

Our design rationale follows a literary transcription. A literary transcription “must reproduce the lexical items of each text in an appropriate sequence.” Any variations, abbreviations, alterations, etc. to the text may “be passed over in silence.” To meet this goal of a literary transcription we made several alterations to the base style sheet. The most obvious change is the removal of line breaks and line numbers. This is to facilitate the easy reading of the letter in an appropriate sequence. Another change is the separation of paragraphs in a similar manner to printed documents. This change helps the reader easily comprehend the meaning of the document. We also chose to silently print editorial changes (spelling corrections, etc.), abbreviations, insertions, deletions, recoverable cancellations, hand shifts, and language shifts. This change helps the reader comprehend the document without getting lost and confused by philological details. We chose to print hyperlinks to textual notes as a means of helping reader comprehension. Lastly, we chose to make minor modifications to the overall formatting and presentation of the document. We changed font size, horizontal rules, margins, etc. to meet our personal preference in document presentation.

Group 4: Illustrative

Joe Frazee, Krista Havrilla, Stacy Haynes, *Joe Orozco

We designed our XSL stylesheet, “Thumbnails,” for undergraduate students and casual researchers: academics interested in either the Hawthornes or 19th century Colonial culture. We wanted to present our audience with an electronic edition of the letters that was as vivid as the real letters. To this end, we showed the letter's true line/page breaks and also used an image from the actual paper of one of the letters as the background for the stylesheet. In order to establish context for the letter and the people mentioned in it, we included annotations and thumbnail pictures of people mentioned in the letter (with links to more detailed information about them). Realizing that our audience might quote from the letters or be interested in information we used, we numbered the line breaks and included a works cited.

Group 5: Philological

Marianne Johnson, *Sean O'Reilly, Chris Pinner, Michelle Soell, Chris Stull

For our final style sheet, our group has decided to go with a design aimed specifically at students who might be assigned a general task of finding something written by Sophia Hawthorne. The style sheet layout is very simple. It will show the letter in a similar physical appearance as the original document. Also included on our page is a link to the image of the letter. Our goal is to make both reading the letter and finding items of interest very easy, so we decided to provide links to notes and bibliography at the bottom of the same page. We chose to leave in elements like word cancellations because we felt that this was something that the average student would be interested in seeing. We decided to change the background color from white to tan because we felt that the color was more visually appealing. While this style sheet may not be of great assistance to a serious scholar, it would be helpful for someone simply looking for an example of writing by Sophia Hawthorne.

* Denotes graduating seniors, who were not able to work extensively on the style sheets but did work on the XML files.

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