

# Digital Junction

*Debra DeRuyver and Jennifer Evans*

## Introduction

Ten years ago, Randy Bass, project director for the American Studies Crossroads Project ([www.georgetown.edu/crossroads/](http://www.georgetown.edu/crossroads/)) asked, “What will we be looking at when the World Wide Web is invisible?”—invisibility referring to the way that a technology has of disappearing once it becomes a ubiquitous part of our lives.<sup>1</sup> He predicted in his essay that by 2006 the Web would, in fact, be invisible and that “‘primary materials’ will comprise a significant answer to the question.” While the digitization of primary sources has largely been under the purview of commercial enterprises or our neighbors in the information sciences, American studies professionals and our digital humanities compatriots have been actively involved in placing some primary sources online. Carl Smith, for example, professor of English and American studies at Northwestern University teamed up with the Chicago Historical Society and Northwestern’s Academic Technologies to digitize sources and create (in 1996) *The Great Chicago Fire and The Web of Memory* ([www.chicagohs.org/fire/index.html](http://www.chicagohs.org/fire/index.html)), one of the best of the early online exhibitions/essays/archives. Graduate students, perhaps more familiar with the new technology, have also been involved in memorable projects. See, for example, Kelly Quinn’s *Learning from Langston Terrace* ([www.wam.umd.edu/~kaq/langston.html](http://www.wam.umd.edu/~kaq/langston.html)), which contains digitized primary sources and some historical background on this 1930s racially segregated New Deal housing project. But, as both of the aforementioned projects illustrate, putting primary sources online is not enough. As Bass continues in his answer, “the real power of these materials will not come from sheer access to primary resources, but the connections that can be made across them and the visibility of the process of the work being done on them.”

While much has been written on teaching with technology and the need to instruct students in the use of online archives and primary source materials,<sup>2</sup> the “connections that can be made across” primary sources and the “visibility of the process of the work being done on them” in our own scholarship has

not kept up with the pace at which primary sources are being digitized and made available. One of the reasons for this, as Jerome McGann points out, is that “we’re illiterate.”<sup>3</sup> As scholars, most of us do not know how to use “any of the languages we need to understand how to operate with our proliferating digital technologies—not even elementary markup languages.” Furthermore, he points out, our illiteracy places us on the margins of discussions and decisions that are being made every day with regard to the digital transformation of our cultural heritage—the primary sources that are of vital interest to us as scholars and educators.

Some Web sites we traversed for this article were designed, or utilized particular technologies, to help foster connections. With great difficulty, for example, one can overlay a printed 1907 Sanborn Fire Insurance map and current street map to see the changes, but in digital form this is easily accomplished. Without expensive audio/visual equipment and prohibitive technical skills, one cannot create one’s own “folk songs” by remixing and overlaying a range of sounds taken from New York’s Lower East Side, but on Folk Songs for the Five Points ([www.tenement.org/folksongs/](http://www.tenement.org/folksongs/)), one can easily experiment and, in so doing, not only create something new but also develop a greater understanding, appreciation, and connection to the material through the process.

But, we were disappointed to realize that for the vast majority of online primary sources, the information professionals involved in the project have not made the simplest of connections—a hyperlink between two Web pages—available to their users. For example, we ran across a photographer whose photographs were held in a collection in Louisiana and at the Library of Congress (LOC). The Louisiana site mentioned that the bulk of the photographer’s work was at LOC, but did not provide a link to the scanned images LOC had online, while LOC did not mention at all that this photographer’s work was also held by other institutions. This kind of hypertextual cross-connecting is supposed to be one of the great features of the Web, but without a concerted effort and a focus on something other than simply making one’s own materials accessible, even the simplest of connections will not be made.

While sites that promote internal connections via technology or the mixing of primary sources with exhibition and interpretation are steps in the right direction, connections on the order imagined by Bass have, in large part, remained elusive over the past ten years. As the Web becomes as invisible as our television sets, it becomes increasingly difficult to imagine it presenting different configurations of primary sources and scholarship. Overcoming our technical illiteracy would help us make the Web visible again and give us the vocabulary to develop or participate in new, connected, scholarly environments,

such as the Networked Interface for Nineteenth-Century Electronic Scholarship ([www.nines.org/](http://www.nines.org/)) currently under development by McGann and others. Bass, himself, is hoping to move the American Studies Crossroads Project in this direction, pursuing research and development along the lines of online exhibitions, knowledge sharing, and other special projects of interest to the American studies community.<sup>4</sup>

But perhaps the first step toward this new connectivity is to raise our awareness of what the digital landscape of online primary sources looks like today. In 1996, the same year that Bass posed his question, Patricia Limerick, in her presidential address to the American Studies Association, humorously related her feelings of being overwhelmed by the amount of reading she faced: "At any given moment, the scoreboard is several thousand to one: thousands of things I should be reading, and would *profit* from reading, and only one of me." She went on to ask those in American studies involved in designing electronic projects to keep her dilemma in mind and to remember that "while easier access to information is fine, we are in much greater need of methods and strategies for filtering, sorting, managing, synthesizing."<sup>5</sup> While there have been some notable efforts within American studies, ten years later her plea still carries weight.<sup>6</sup> The amount and range of information available online for teaching and researching American studies topics can be overwhelming. It is practically impossible to keep up with the multitude of notices about new archives, let alone existing collections that are being expanded regularly. So, where does one start?

This essay addresses that question, discussing strategies for locating online primary sources, specifying a selection of Web sites as example starting places, and pointing out some of the particulars to consider when utilizing online resources. The greater part of the article delves into six types of primary sources available online: government documents, born digital materials, maps, oral histories, graffiti, and historic newspapers. For some of the materials that we chose not to look at in this article, including advertisements, literature, built environment, ephemera, personal papers, and photographs, we have included a list of helpful links at the conclusion of the article.

There are similarities between researching and teaching with print materials and doing so with digital collections. Regardless of format, it takes time to locate primary sources, and while search engines, like card catalogs, are useful, they cannot totally replace a well-informed librarian or the human thought behind a portal site. It is therefore useful to begin one's search for online primary sources by paying a visit to one's friendly and knowledgeable university librarian. As professionals in the information science field, librar-

ians and archivists are ahead of the curve when it comes to knowing where to find appropriate digital resources. They can point one directly to materials of interest or to topical Weblibliographies, multitopic online “portals,” and print resources that contain lists of links (sometimes annotated), reviews of Web sites, and digital collections.<sup>7</sup>

Some multitopic portals we like to use include Librarian’s Internet Index ([lii.org](http://lii.org)), a searchable, annotated list of links selected, described, and organized by a team of librarians; History Matters ([www.historymatters.gmu.edu/](http://www.historymatters.gmu.edu/)), a joint project of the Center for History and New Media at George Mason University and CUNY’s American Social History Project, which provides a bounty of information for teaching the U.S. History Survey course, including, among others items, primary sources, how-to guides, reprinted Web reviews from the *Journal of American History*, and searchable annotated links to more than 850 history Web sites; Best of History Web Sites ([www.besthistorysites.net/](http://www.besthistorysites.net/)), a searchable list of more than 1,000 annotated history sites and sites containing lesson plans, particularly plans aimed at grades K–12; Voice of the Shuttle ([vos.ucsb.edu/index.asp](http://vos.ucsb.edu/index.asp)), a searchable list of humanities and humanities related resources; Digital History ([www.digitalhistory.uh.edu/](http://www.digitalhistory.uh.edu/)), a multipurpose site that includes a hypertext online American history textbook, multimedia primary sources, exhibits, and lists of links to external history resources; and the WWW Virtual Library ([www.vlib.org/](http://www.vlib.org/)), a searchable list of links that is the oldest Web site catalog in existence, started in 1991 by Tim Berners-Lee, creator of the World Wide Web. H-Net: Humanities and Social Sciences Online ([www.h-net.org/](http://www.h-net.org/)), a well-known site of topical Listservs, can also be used to locate sources mentioned in discussion logs, online reviews, and resource lists maintained by Listserv moderators.

After portals, the next place to visit in one’s online pursuit of primary sources might be a favorite search engine. But, while we use them to find just about everything else we need online, search engines are not very useful in directly locating primary sources. Most digitized primary sources are stored in large databases accessible only through user input into a site-specific search form that then initiates a specific online query into the database in which it resides. Most digitized primary sources are thus part of what’s termed the Deep Web. While some engines search some databases (phone directories are a popular example) in the Deep Web, it is estimated that the unsearchable portion of the Deep Web contains more than 500 times the information of the searchable Web. Search engines can be useful, but typically only to find pages that then allow one to query a database for primary sources—not to find primary sources themselves. Search engines, therefore, work best for locating sites with

narrow collections; sites with broad or multiple collections would need to have extensive descriptive information of their complete contents online in order for their pages to come up in a generic search of a topic by a search engine. One strategy for overcoming this problem on sites with online collections is to create links to index pages that automatically query and pull descriptive information out of their databases. By doing this, search engine spiders can crawl the information and include a link back to the site within search engine results. Unfortunately, not many sites include such index pages.

Finally, multicollection sites are important stops on one's search. The best-known multicollection site is American Memory at the Library of Congress (LOC) site ([www.memory.loc.gov/ammem/index.html](http://www.memory.loc.gov/ammem/index.html)), which contains more than 9 million digitized multimedia items across more than a hundred collections, which are searchable across collections. The site also has numerous interpretive essays and lesson plans. It is worth noting that twenty-three of these collections do not physically reside at LOC. Their collecting institutions won grants from LOC to digitize and to share the collections online. The National Archives and Records Administration (NARA) site ([www.archives.gov/research/tools/checklist.html](http://www.archives.gov/research/tools/checklist.html)) is another well-known site containing online access to 50 million electronic records through their Archival Access Database as well as 124 thousand multimedia items through their Archival Research Catalog.

While not nearly as large as LOC or NARA, additional multicollection sites of interest to those in American studies include large public libraries such as New York Public Library Digital ([www.nypl.org/digital/index.htm](http://www.nypl.org/digital/index.htm)), which contains a searchable digital gallery of 450,000 items from the library's collections as well as other searchable collections and online exhibits; consortiums of institutions such as the Online Archive of California ([www.oac.cdlib.org/](http://www.oac.cdlib.org/)), which contains 170,000 items from several collections and 8,000 finding aids from more than 150 institutions in California; and university research libraries such as Documenting the American South ([www.docsouth.unc.edu/index.html](http://www.docsouth.unc.edu/index.html)), from the University of North Carolina Library, which contains materials (primarily text, but also oral histories and photographs) from ten thematic collections and Duke University Libraries Digitized Collections ([www.library.duke.edu/specialcollections/collections/digitized/index.html](http://www.library.duke.edu/specialcollections/collections/digitized/index.html)), which contains twelve unique collections, several of which specialize in American advertising. It is worth noting that there are also subscription-based multicollection sites such as RLG's Cultural Materials site ([www.culturalmaterials.rlg.org](http://www.culturalmaterials.rlg.org)), which contains more than 246,000 digitized items.

This may seem like a lot of items, but these sites represent only a fraction of the physical materials the institutions hold, as they themselves usually point

out. For that reason, unless your research is oriented around a particular online collection or your finds are incredibly serendipitous, a bricks-and-mortar archive may still be the best option. Still, even if one eventually ends up in an archive, much legwork can be accomplished online, and while armchair research may be millions of dollars away, the plethora of online materials is a bounty for those who wish to integrate more primary sources into their teaching or utilize modern online exhibits and hypertextual interpretation instead of traditional textbooks. While there are some notable fee-based services that provide these possibilities to teachers and students, comparable free sources can usually be found with a little looking.<sup>8</sup>

Once one has located some promising online resources for either teaching or research, one needs to consider several important variables. First and foremost is the authority and authenticity of the collection and the provider. How to employ specific critical thinking skills and questions to assess the value of online material is a topic that has been much discussed. At the Public History Resource Center ([www.publichistory.org/reviews/rating\\_system.html](http://www.publichistory.org/reviews/rating_system.html)), we evaluate online history sites from two perspectives. First we employ general criteria, examining a site, for example, for its timeliness and permanence, authority and bias. Second, we utilize history-specific criteria to evaluate a site from the perspective of its interpretation of materials, primary source documents, educational items, and promotion of a community of interest. To the best of our knowledge, we created the first (and still the only) history-specific rating system for evaluating Web resources. While we have not rated the Web resources discussed in this article, we have indicated in the list of links at the end whether or not they contain a substantial amount of (I) interpretation, (P) primary sources, (E) educational items, and (C) promotion of a community of interest.

While the Public History Resource Center (and most portals for that matter) parses Web sites by topic or theme, this article takes a different approach. By arranging the sites below by format of materials, we intend to draw attention to materials that may not be used as frequently as others in teaching and research and to the unique history governing the online availability of a particular type of material. After culling hundreds of sites, we chose these to illustrate the spectrum of sites available within each type. Some are well known, while others are not. In some cases, a site was chosen because it employed a noteworthy piece of Internet technology, or it may have illustrated a particular point.

Although both the quality and quantity of Web resources have greatly increased since 1999, when we first started writing Web reviews at the Public History Resource Center, there is still much to be accomplished, particularly

in terms of making connections both within and between sites, sources, and scholarship. In the past ten years there has been a great deal of pressure on institutions to simply get their materials up and online without regard to placing their collections or exhibits in the context of the rest of the digiverse. Will the time come when we'll see the creation of one search page (archive.google anyone?) that will search across collections in the Deep Web, allowing users to find, in one search, all of the available digitized resources on a topic? Will we see the development of interactive digital scholarly environments (American studies Wiki?) conducive to the kinds of associations and interpretive connections we've come to expect from practitioners of American studies? Let's see what the next ten years has in store.

## Maps

Due, in part, to their often-fragile physical condition and/or unwieldy size, maps are regularly overlooked as important primary sources and teaching tools. Institutions, however, have not only heightened the visibility of map collections by providing online access to catalogs, bibliographies, and collection samples but also have increased accessibility by posting high-resolution scans that can be used without having to make a trip to the repository. While, admittedly, navigating a large map on a small computer screen can be challenging, technology, as the following examples show, can mitigate these difficulties. We were surprised at how elegant some of the online presentations are and how fascinating much of the online map material is. The teaching and research possibilities are endless, and what is most exciting are the applications that exploit the strength of the digital to create opportunities that are impossible with a printed map, such as overlaying current street maps with historical maps, viewing maps from different institutions side by side, and creating custom maps on demand.

There are thousands of map sites on the Web containing maps of all sizes, quality, subjects, and time periods. To help people navigate the myriad options, Tony Campbell, a retired map librarian at the British Library, compiled and regularly updates one of the most comprehensive portal sites for finding map-related information. *Map History/History of Cartography: The Gateway to the Subject* ([www.maphistory.info](http://www.maphistory.info)) provides, in one of its many sections, annotated links to digital map collections. Also, to aid educators and students, in particular, David Stephens, professor of geography at Youngstown State University, wrote "Making Sense of Maps" ([historymatters.gmu.edu/mse/maps/](http://historymatters.gmu.edu/mse/maps/)) for History Matters' Making Sense of Documents series. Stephens "offers an

overview of the history of maps and how historians use them, a breakdown of the elements of a map, tips on what questions to ask when analyzing maps, an annotated bibliography, and a guide to finding and using maps online.”

With 4.5 million items, the Library of Congress has one of the largest collections of maps in the world. There are ten map-specific collections in LOC’s American Memory ([memory.loc.gov/ammem/browse/ListSome.php?category=Maps](http://memory.loc.gov/ammem/browse/ListSome.php?category=Maps)), gathered under such headings as Civil War, National Parks, Railroads, and World War II, some of which are accompanied by contextual essays. In addition to critical thinking exercises in the Collection Connections ([memory.loc.gov/ammem/ndlpedu/collections/map/](http://memory.loc.gov/ammem/ndlpedu/collections/map/)) section, we stumbled onto a special presentation, Zoom into Maps ([lcweb2.loc.gov/ammem/ndlpedu/features/maps/introduction.html](http://lcweb2.loc.gov/ammem/ndlpedu/features/maps/introduction.html)), which is designed specifically as an introduction to the library’s map holdings and to the possibilities cartography brings to the study of history, geography, genealogy, and social studies. Zoom into Maps is divided into nine sections: Hometown, USA: Local Geography; Exploration and Discovery; Migration and Settlement; Travel and Transportation; Environmental History; Military Maps; Pictorial Maps; Maps of Today; and Unusual Maps. Each section highlights one feature map, poses questions about the map, and links to related maps, other special presentations, collections, or other repositories.

Structured similarly to Zoom into Maps, the Newberry Library’s Hermon Dunlap Smith Center for the History of Cartography has brought together high-quality images of historic maps, lesson plans, and supplemental materials in its site Historic Maps for the K–12 Classroom ([www3.newberry.org/k12maps/](http://www3.newberry.org/k12maps/)). The eighteen core maps are arranged under six themes, such as “geography of American communities” and “historical geography of transportation.” For each of the themes, there are lesson plans for four grade levels: K–2, 3–5, 6–8, and 9–12. These plans may be too simplistic for undergraduate or graduate courses, but with the inclusion of supplementary materials—additional maps, documents, background information, and bibliographies—the site not only provides a model for other sites but also encourages multiple uses for people at all educational levels.

In most cases, digital maps are posted by either the collecting institution as in the examples above or by the creating organization, such as the more than 21,000 nautical charts; hydrographic, topographic, and geodetic surveys; city plans; Civil War battle maps; and landscape perspective sketches of the Office of Coast Survey, National Oceanic and Atmospheric Administration ([nauticalcharts.noaa.gov/csdl/ctp/abstract.htm](http://nauticalcharts.noaa.gov/csdl/ctp/abstract.htm)). MapTech’s Historical Maps ([historical.maptech.com/](http://historical.maptech.com/)) and Cartography Associates’ The David Rumsey Collection

([www.davidrumsey.com/index.html](http://www.davidrumsey.com/index.html)) are two noteworthy exceptions.

In a unique partnership between a for-profit company and a group of volunteers, historic United States Geological Survey (USGS) topographical maps of fourteen New England and Mid-Atlantic states are available on the Web. MapTech provides the Web space, and volunteers scan and process the maps. There are approximately 2,000 maps from the 1890s to the 1950s on the site, showing buildings, roads, railroads, waterways, and elevations. The site is easy to navigate with a quad index, town index, and image map. We did not have any difficulties viewing the one-megabyte files with a DSL connection. We could see the smallest detail by clicking once on the image but could not zoom or pan, and it was somewhat difficult to navigate within the map without a navigator view as some of the other sites use. (Texas Bird's-Eye View from the Amon Carter Museum ([www.birdseyeviews.org/index.php](http://www.birdseyeviews.org/index.php)) offers an excellent example of a Flash-based zoom, pan, and navigation feature, enabling Web visitors to see the tiniest of details from the carriages in the streets to the advertisements on the buildings' sides.)

Because the site includes maps of many of the same areas from different time periods, the maps can be used to explore the development of these cities and towns, as well as urban growth, population shifts, and environmental changes. Similarly, Sanborn Fire Insurance Maps, particularly when used in conjunction with other primary sources such as the census, can convey tremendous amounts of information about, among other things, architecture, socioeconomics, and urban planning. The University of Virginia Library has made the 1907 and 1920 Sanborn maps of Charlottesville available online in a user-friendly format. One can browse original maps, peruse the street and building index, or search by modern streets. Most interestingly, the historic maps have been georeferenced together and overlaid with modern streets and railroad data. The image files are available for downloading in zipped files.

Pushing technology even further, David Rumsey has posted more than 13,600 maps from his private collection, which focuses on rare eighteenth- and nineteenth-century North and South America maps, ranging from antique atlases to maritime charts to manuscript maps, online ([www.davidrumsey.com/index.html](http://www.davidrumsey.com/index.html)). The site is known not only for its maps but also for the innovative technology designed specifically for the online presentation and study of maps. With the Insight Browser, which does not require any program to be downloaded onto your computer, maps from different time periods can be viewed side by side. With the GIS browser, users can overlay current geospatial data with historical maps. This feature is not to be used on a slow computer or with a dial-up connection. Each change we made to the map took from thirty

to ninety seconds to load. The Collections Ticker is a Flash-based thumbnail viewer, similar to a rolling filmstrip that provides yet another way of accessing the collection.

The following three sites challenge the way we think about maps and how they are created. Produced by A9.com, a subsidiary of Amazon.com, BlockView Images (*maps.a9.com/*) allows the user to virtually walk down the streets of twenty-four major cities. Using trucks equipped with digital cameras and GPS receivers, the creators of this site captured scenes along public streets.

A cartogram resizes each country according to some other variable than land area. Some of the other variables available include: population, imports/exports, and transportation methods. In collaboration with the University of Michigan and the University of Sheffield, over a hundred cartograms and their underlying data are currently available for viewing and downloading, and there are plans for adding more in late September 2006.

Produced by the U.S. Department of the Interior, the National Atlas' Map Maker allows users to customize, view, and print out their own maps. The researcher can choose from hundreds of layers of demographic and geographic layers of information in the following categories: agriculture (farmland); biology (invasive species); environment (hazardous waste); geology; cities, towns, and counties; crime; and energy consumption. One can look at, for example, the fetal and infant mortality rate for 1995–1999 or the average wage per job. The site also includes articles that provide additional information about the National Atlas maps, the intersection of geographic information and public policy decisions, government programs, and U.S. history. The raw data from which the map layers are derived is available for download on the site.

### **Archives of Websites, E-mails, and Other Born Digital Materials**

A self-referential issue created by the explosion of e-mails, Web sites, instant messaging, chat rooms, MUDS (multi-user domains), MOOS (MUD object oriented), MUSHes (said to stand for multi-user shared hack, habitat, or hallucination), newsgroups, products of collaboration software, e-literature, banner advertisements, and other “born digital” materials is how and whether these materials will, themselves, be preserved and archived.<sup>9</sup> Electronic Records Management (ERM) is a growing field with implications for business (see *www.thesedonaconference.org*, for example) and government agencies alike (see NARA's Electronic Records Archive, *www.archives.gov/era/*, for example). Looming concerns include legal issues regarding records and evidence preservation, volume of materials, format obsolescence, capturing nonstatic records such

as Web sites, and cataloging. For example, due to policy concerns regarding the “capture and transfer of Federal public Web sites at the end of a term of a Presidential Administration” NARA conducted its “2004 Presidential Term Web Harvest” ([www.webharvest.gov/collections/peth04/](http://www.webharvest.gov/collections/peth04/)), capturing .gov and .mil sites prior to January 20, 2005.

While businesses and government agencies work on creating and implementing standards and guidelines for the management of their materials, a whole generation of personal electronic expression and self-creation is either slipping away to digital dustbins or being haphazardly electronically copied and warehoused. These materials are important not only to those in the future who, for example, wish to better understand a particular figure by analyzing her first blog on MySpace ([www.myspace.com/](http://www.myspace.com/)), but also to those interested in the creation of cultural memory, explorations of everyday life, and so on.

A giant in the field of warehousing digital material is the Internet Archive ([www.archive.org/index.php](http://www.archive.org/index.php)), which, as of June 17, 2006, boasts digital copies of 36,409 movies, 83,052 audio recordings (including 36,325 concerts), and 29,564 texts. Typically these materials have been uploaded by individuals or in partnership with other organizations. For example, in the audio section you’ll find a collection of more than 2,000 items from Democracy Now (a daily independent news program) alongside 300 lectures from the Tse Chen Ling Buddhist Center, alongside a collection of 792 78-rpm recordings contributed by individual users. While the selection is impressive, it is the Internet Archive’s born digital collection that is its unique contribution to the world of online archives. The Internet Archive boasts a collection of 55 billion Web pages. Type in any URL into its “Way Back Machine” and you’ll likely retrieve a list of dates linking to archived versions of the Web site collected on those days. Asterisks designate when the archived site is different from that collected on the previous date. Material is largely contributed by Alexa Internet ([alexa.com](http://alexa.com)). One of us was pleased(?) and chagrined(?) to find that her personal home page was archived beginning on April 28, 1999, available for future researchers—to determine what, we don’t know.

Most large online collections of archived Web pages in the United States have been collected in collaboration with the Internet Archive. They offer a tool, “Archive-It,” on a subscription basis to institutions wishing to preserve Web sites as online collections ([www.archive-it.org](http://www.archive-it.org)). A list of forty-three available collections through Archive-It is available at [www.archive-it.org/all\\_collections.php](http://www.archive-it.org/all_collections.php). While some collections may be of little or no interest to those in American studies (e.g., Tennessee School Report Cards 2005), others, such as the Quaker and Peace Web Archives, Canadian Labour Unions, a series of

three collections on Latin American politics including the Latin American Government Documents Archive ([lanic.utexas.edu/project/archives/lagda/](http://lanic.utexas.edu/project/archives/lagda/)), and a series of collections on Virginia politics including Archiving the Web: Virginia's Political Landscape, Fall 2005 ([www.lva.lib.va.us/whatwehave/webarchive/index.htm](http://www.lva.lib.va.us/whatwehave/webarchive/index.htm)) are lookworthy.

The Internet Archive has also worked in collaboration with the Library of Congress (LOC) on several of its Web Archive projects. National libraries, like LOC, have traditionally been responsible for gathering and preserving the cultural, intellectual, and creative materials deemed of interest to future generations. To this end, the national libraries of several Western European countries, Australia, and Canada, along with the LOC and the Internet Archive, have formed the International Internet Preservation Consortium ([www.netpreserve.org](http://www.netpreserve.org)). The Minerva Web preservation project (Mapping the INternet Electronic Resources Virtual Archive; [www.loc.gov/minerva/](http://www.loc.gov/minerva/)) is LOC's initiative in this realm.

Minerva currently has commissioned or hosts four Web archives, all of potential interest to American studies scholars and students: The 107th Congress Web Archive contains 588 official Web sites of members of Congress or congressional committees archived once on December 12, 2002; the Election 2002 Web Archive contains 4,000 Web sites that were archived multiple times between July 1 and November 30, 2002. These sites were published by candidates, citizens, advocacy groups, political parties, the press, and so on. Sites were captured on different schedules with candidate sites being captured daily. On election day approximately 1,800 of the sites were captured hourly. The Election 2000 Web Archive contains a collection of nearly 800 sites archived daily between August 1, 2000, and January 21, 200; and the September 11th Web Archive contains more than 30,000 Web sites archived daily from September 11, 2001, to December 18, 2001 (the original collection dates were through December 1).

The September 11th Web Archive illustrates many of the technical and cataloging issues facing this type of collection. LOC offers two ways into the archive, one cataloged, one not. Uncataloged access involves first clicking to an alphabetical index page of Web site addresses harvested in the archive. From there, click on any address and you are transported to a "Way Back Machine" interface (as described above) embedded in a Minerva wrapper. The archive is physically hosted by LOC. However, when one begins clicking into the actual pages of the archive, the trouble begins. Clicking into archived pages from the first link in the index, [1-800-vermont.com/](http://1-800-vermont.com/), the Web site of the Vermont Department of Tourism and Marketing, one wonders why, exactly, this site

was included. It is a government site, but the main point it seems to make about September 11 is that it was business as usual for the promotion of the fall colors tour in Vermont. We randomly viewed site after site and found nothing of direct interest; it was as if September 11 hadn't even happened in this digisphere. When we finally chose a site whose address seemed to promise more directly related material, *11sep2001wherewereyou.org/*, we were pleased to see a small list of links to stories contributed by users. However, pleasure quickly turned to disappointment when each link returned a page saying it was "not in archive." While the technological issues at play in the incorrect display of or missing pages of archived Web sites are the same as those in the Internet Archive as a whole (e.g., the auto-harvesting of Web sites is disrupted by the use of frames, dynamic content, forms, log-ins, executable programs, low priority assigned to gathering images, time-outs, Deep Web content, etc.), to discover them associated with archived pages sponsored by the Library of Congress is a more disappointing experience. Browsing the much smaller collection of 2,300 Web sites cataloged by *webarchivist.org* was more satisfying. The catalog allows one to enter the collection by producer name, type (e.g., government, religious, etc.), country, and language. Randomly poking through the cataloged collection produced far fewer "huh?" moments, and far fewer technological bloopers.

Perhaps not surprisingly, a more captivating 9/11 digital archive is the one created by historians—not librarians or archivists. The September 11th Digital Archive: Saving the Histories of September 11, 2001 (*911digitalarchive.org/*) is a site with which many may already be familiar. Organized by the American Social History Project (*www.ashp.cuny.edu/*) and the Center for History and New Media (CHNM) (*chnm.gmu.edu/*), the site is home to digitized collections of photographs, video recordings, audio recordings, and flyers, among others. Its born digital materials largely consist of a collection of some 2,000 e-mails that people received or sent on or shortly after September 11 and a smaller collection of archived Web Logs from that time period. Although the collection is not as massive as LOC's, this site speaks more clearly to the collective creation of cultural memory(ies) and could easily be used in the classroom, for undergraduate and perhaps some graduate research papers, as well as by the casual surfer, while the LOC collection may provide a more useful sample for conducting pointed research-oriented inquiries into the specific public responses of a particular organizational Web site over time.

In the rush to digitize existing records, let us not neglect the task of collecting and preserving the born digital materials being created now. American studies professionals today have an opportunity to get involved through

policy creation, recommendations, and even the creation of their own digital collection, like CHNM's [911.digitalarchive.org](http://911.digitalarchive.org). Toward that end, CHNM's director of research projects, Daniel Cohen, and center director and founder, Roy Rosenzweig, have recently put out a guidebook, *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web* (University of Pennsylvania Press, 2005). In addition to detailed instructions for creating history Web sites, the book includes a chapter, "Exploring the History Web," which contains a history of the history Web, and a chapter on "Preserving Digital History." The text is freely available online at [chnm.gmu.edu/digitalhistory/](http://chnm.gmu.edu/digitalhistory/).

## Oral Histories

Critics have often seen oral histories as a lesser form of historical evidence with more inherent problems and potential pitfalls than the written record. (See Step-by-Step Guide to Oral History, [www.dohistory.org/on\\_your\\_own/toolkit/oralHistory.html](http://www.dohistory.org/on_your_own/toolkit/oralHistory.html), for a summary of some of these issues.) As with historical records of any type, however, questions of authenticity, motivation, and accuracy must be raised; oral history is no different, and in many cases, may be the only account available of a particular event, experience, or person's life. History Matters' Making Sense of Oral History ([historymatters.gmu.edu/mse/oral/online.html](http://historymatters.gmu.edu/mse/oral/online.html)) provides an excellent essay on interpreting oral history, which also includes an annotated bibliography and list of exemplary oral history sites.

Ranging from well-defined, short-term projects, such as Remembering the 20th Century: An Oral History of Monmouth County ([www.visitmonmouth.com/oralhistory/](http://www.visitmonmouth.com/oralhistory/)) to the ongoing collecting projects of universities and libraries, such as the Black History Project at Virginia Tech ([spec.lib.vt.edu/archives/black-history/oralhistory/](http://spec.lib.vt.edu/archives/black-history/oralhistory/)), the breadth, depth, and quality of oral history programs varies widely. What these institutions place online also ranges from transcripts in PDF or HTML to audio excerpts to streaming video or some combination of all of the above.

Library of Congress's Veterans History Project ([www.loc.gov/vets/](http://www.loc.gov/vets/)) is one of the largest oral history projects in the United States and includes not only personal histories (audio- and videotaped interviews, written memoirs) but also related material, such as letters, postcards, v-mail, personal diaries, photographs, drawings, and scrapbooks. The project's primary focus is on firsthand accounts of U.S. veterans from the following twentieth-century wars: World War I, World War II, Korean War, Vietnam War, Persian Gulf War, and Afghanistan and Iraq conflicts. In addition, those U.S. citizen civilians who were actively involved in supporting war efforts (such as war industry workers,

USO workers, flight instructors, medical volunteers, etc.) are also invited to share their stories. As of 2004, nearly 25,000 personal recollections had been collected, with more than 2,400 collections digitized. Some of the interviews have transcripts; others do not.

Users can either browse the collection by last name, war and military branch, state of residence, or race/ethnicity, or they can use the straightforward search screen to narrow results. By searching for women in the Army Nurse Corps during World War II, for example, one of us was pleasantly surprised to see that her grandmother's oral history had been donated to the project. The project has also created online exhibits [www.loc.gov/vets/stories/themes.html](http://www.loc.gov/vets/stories/themes.html), on themes such as courage, buddies, sweethearts, family ties, community, POWs, military medicine, and more. These self-contained exhibits are a good way to begin exploring the site or to use in the classroom. As an example, "African Americans at War: Fighting Two Battles," presents interview clips, newspaper articles, and photographs of eleven highlighted individuals.

The Veterans History Project has many partners, such as the Rutgers Oral History Archive ([oralhistory.rutgers.edu/](http://oralhistory.rutgers.edu/)), which has online more than 400 oral history transcripts and a collection of digitized and/or transcribed diaries, letters, memoirs, and photographs of the men and women who served on the home front and overseas during World War II, the Korean War, the Vietnam War, and the Cold War. It is unclear what the overlap is between the LOC site and the partner sites. We did not find any of the Rutgers oral histories in the LOC database, so researchers may want to check partner sites (a list can be found at [www.loc.gov/vets/vets-partners.html](http://www.loc.gov/vets/vets-partners.html)), as well as the LOC site. The Veterans History Project also encourages students to conduct interviews and offers suggestions and samples of student work ([www.loc.gov/vets/youth-resources.html](http://www.loc.gov/vets/youth-resources.html)).

An example of a site consisting solely of oral histories with students as interviewers is the *Oral History Project: A Culture and Heritage Exchange Initiative* ([oralhistory.minds.tv/](http://oralhistory.minds.tv/)). According to the site, "the objective of the Oral History Project is to build understanding between generations, help students master and produce interactive multimedia content (including online streaming videos) and provide the results of their work to the public as a whole." Since the last posting was in summer 2005 and only one of the four sections, Veteran Stories, is populated with interviews, it was not clear to us if the site is still being actively maintained. The approximately 175 videos, however, illustrate quite clearly the potential (and problems) with novice oral historians.

While the videos in the example above opened in Windows Media Player without difficulty, that was not the case with every site visited while doing

research for this article. Created by the University of Southern Mississippi (USM) Libraries and drawing from the holdings of the USM Center for Oral History, the Civil Rights in Mississippi Digital Archive ([www.lib.usm.edu/~spcoll/crda/index.html](http://www.lib.usm.edu/~spcoll/crda/index.html)) makes available transcripts of 145 oral histories of individuals involved in the civil rights movement. Civil rights leaders, such as Charles Cobb, Charles Evers, Aaron Henry, and Hollis Watkins, are included, as are “race-baiting” governor Ross Barnett, national White Citizens Council leader William J. Simmons, and State Sovereignty head Erle Johnston. Audio excerpts are available for six of the interviews. In one of the excerpts, for example, researchers hear Edward L. McDaniel, who was instrumental in organizing the Ku Klux Klan in 1962 in Mississippi, explain how he was brought into the Ku Klux Klan. The audio is delivered using an IBM HotMedia™ Java applet, and no player software is required on your computer. Unfortunately, however, we could not get the audio files to play on a Macintosh computer.

In some cases, oral histories and/or contextual materials may be incorporated into larger, institution-wide online catalogs. Photographs and manuscripts related to the Civil Rights oral histories, such as FBI file #157-333 regarding the arrest of freedom riders on July 14, 1961, and a transcription of the diary of Dean Hay, a Presbyterian minister from Nebraska, in which he details his trip to Hattiesburg, Mississippi, in February 1964, can be accessed through USM’s Digital Archive ([aquila.lib.usm.edu/cdm4/browse.php](http://aquila.lib.usm.edu/cdm4/browse.php)). It is important to keep in mind that histories may exist online in several locations, even within the same institution. The Web site of the Regional Oral History Office (ROHO) at the University of California, Berkeley ([bancroft.berkeley.edu/ROHO/index.html](http://bancroft.berkeley.edu/ROHO/index.html)) clearly states that histories from its collection can be found in the Online Archive of California (OAC) and additional ones can be found as PDFs on the office’s main site. If we had searched OAC first, we are not sure we would have found the additional ROHO oral histories easily.

Of all of the other oral history sites we visited, the Hanashi Oral History Video Archive ([www.goforbroke.org/oral\\_histories/oral\\_histories\\_video.asp](http://www.goforbroke.org/oral_histories/oral_histories_video.asp)) was the only one that required registration. Once registered though, one can access the complete collection of 275 full-length video interviews of Nisei WWII veterans. Unregistered users can view 39 sample video clips, read historical background materials, experience interactive maps, and explore the Virtual Veteran Experience, which chronicles the lives of five veterans each quarter, incorporating Hanashi oral histories, archival and personal photographs, and texts and transcripts.

For a more upbeat collection, turn to the jazz holdings of the Schomburg Center for Research in Black Culture, one of four major research centers of

the New York Public Library. In the Video Oral History Gallery ([www.nypl.org/research/sc/scl/MULTIMED/JAZZHIST/jazzhist.html](http://www.nypl.org/research/sc/scl/MULTIMED/JAZZHIST/jazzhist.html)), twenty-one of the video interviews are available either in part or in full. Transcripts are available for the clips, and streaming full interviews are available for Natt Adderley, Chico Hamilton, Marian McPartland, and Arthur Taylor. The video quality was relatively poor, certainly much poorer than the clips on the Regional Oral History Office site ([bancroft.berkeley.edu/ROHO/collections/av\\_online.html](http://bancroft.berkeley.edu/ROHO/collections/av_online.html)), but there are no substitutes for hearing a musician explain his craft with instrument in hand.

While we have focused on oral histories that offer online transcripts and/or multimedia presentations, we came across many project sites that list only the names of interviewees or in very general terms describe their institution's holdings. The New York Public Library's Oral History Project and Archive, for example, has conducted more than 500 interviews with people in the dance community. Researchers can view a list of participants at [www.nypl.org/research/lpa/dan/background.htm](http://www.nypl.org/research/lpa/dan/background.htm) and can search for oral histories in the online catalog, but no actual materials are available online. The same is true for the Oral History Interviews at the Niels Bohr Library at the American Institute of Physics ([www.aip.org/history/ohilist/](http://www.aip.org/history/ohilist/)). As it becomes easier and less expensive to digitize audiovisual materials, in particular, and as access to high bandwidth continues to increase, it is likely that more programs will place materials online. The New York Public Library's Web site, for example, states there are plans to digitize the entire corpus of transcripts from its American Jewish Committee Oral History Collection ([www.nypl.org/research/chss/jws/oralhistories2.cfm](http://www.nypl.org/research/chss/jws/oralhistories2.cfm)) in the near future.

## Government

Where once using government records required a trip to the National Archives, the state capitol, or the county seat, a wide variety of materials is now available online. These documents range in date from the colonial records included in the Maryland Online Archives to the twentieth-century records in the federal agencies' Freedom of Information Act electronic reading rooms. While many of the government sites post only the documents, second-party sites, such as the National Security Archive, provide historical essays, and other sites, such as the Salem Witch Trials, incorporate government records with historical literature, photographs, and manuscripts into an online exhibit. Increasingly, multimedia offerings, particularly audio files, are available at sites such as the University of Virginia's Miller Center for Presidential Recordings and the Oyez

Supreme Court multimedia site. Government information is also available in some of the newest electronic formats, including podcasting ([www.firstgov.gov/Topics/Reference\\_Shelf/Libraries/Podcasts.shtml](http://www.firstgov.gov/Topics/Reference_Shelf/Libraries/Podcasts.shtml)).

Under the Freedom of Information Act, all federal agencies are required to disclose records requested in writing by any person and must make four distinct categories of materials available electronically as well as in paper format for “public inspection and copying.” FOIA applies only to federal agencies and does not create a right of access to records held by Congress, the courts, or by state or local government agencies. While agencies may withhold information pursuant to nine exemptions and three exclusions contained in the statute, these electronic reading rooms can be an important source for documents, covering a wide variety of topics. For a list of the Department of Justice’s FOIA reading rooms, see [www.usdoj.gov/04foia/04\\_2.html](http://www.usdoj.gov/04foia/04_2.html); a list of all other federal FOIA reading rooms can be found at [www.usdoj.gov/04foia/other\\_age.htm](http://www.usdoj.gov/04foia/other_age.htm).

Despite the perception by some that government records are dull, we were pleasantly surprised by the amount and variety of material available. The State Department’s FOIA Reading Room ([www.foia.state.gov/SearchColls/colhelp.asp](http://www.foia.state.gov/SearchColls/colhelp.asp)), for example, includes a collection of telephone conversation transcripts from former secretary of state Henry Kissinger, documents related to the creation of the Central Intelligence Agency (CIA), and, perhaps unexpectedly, a collection of documents related to the 1974–1976 review of Amelia Earhart’s disappearance in 1937. The CIA reading room ([www.foia.cia.gov](http://www.foia.cia.gov)) contains collections of declassified documents about the Vietnam War ([www.foia.cia.gov/nic\\_vietnam\\_collection.asp](http://www.foia.cia.gov/nic_vietnam_collection.asp)), relations with China (1948–1976) ([www.foia.cia.gov/nic\\_china\\_collection.asp](http://www.foia.cia.gov/nic_china_collection.asp)), and prisoners of war or soldiers missing in action ([www.foia.cia.gov/pow\\_mia.asp](http://www.foia.cia.gov/pow_mia.asp)), among other topics. The FBI’s alphabetical listing of available digital files ([foia.fbi.gov/alpha.htm](http://foia.fbi.gov/alpha.htm)) ranges from Louis Armstrong to Columbine High School to Ku Klux Klan.

The reading rooms are typically straightforward to navigate, most arranging the documents into subject areas and with search capabilities. Many of the documents in these reading rooms contain redactions and usually are image files or pdfs without transcriptions or much, if any, contextual information.

The National Security Archive ([www.gwu.edu/~nsarchiv/](http://www.gwu.edu/~nsarchiv/)) is an “independent non-governmental research institute and library located at The George Washington University in Washington, D.C. The Archive collects and publishes declassified documents acquired through the Freedom of Information Act (FOIA).” The National Security Archive provides free access to declassified records in its “electronic briefing books” ([www.gwu.edu/~nsarchiv/NSAEBB/index.html](http://www.gwu.edu/~nsarchiv/NSAEBB/index.html)), which are arranged into these subject areas: Europe, Latin America,

nuclear history, China and East Asia, U.S. intelligence, Middle East and South Asia, the September 11th sourcebooks, humanitarian interventions, and government secrecy. A typical briefing book, such as *The Atomic Bomb and the End of World War II: A Collection of Primary Sources* ([www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB162/index.htm](http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB162/index.htm)), contains an introductory essay with footnotes followed by links to scanned documents or photographs and a short explanatory text about the primary sources. In addition to its Web site, the National Security Archive has more than twenty microfiche collections available for purchase (may be available in libraries), the majority of which are part of the Digital National Security Archive, a subscription-based database available through ProQuest ([nsarchive.chadwyck.com/](http://nsarchive.chadwyck.com/)).

Outside of those documents opened via FOIA, there are many government documents available online. Researchers can locate records at the National Archives ([www.archives.gov](http://www.archives.gov)) through the Access to Archival Databases (AAD) ([aad.archives.gov/aad/](http://aad.archives.gov/aad/)), including World War II army enlistment records and records for passengers who arrived at the Port of New York during the Irish famine and the Archival Research Catalog ([arcweb.archives.gov/arc/basic\\_search.jsp](http://arcweb.archives.gov/arc/basic_search.jsp)), which is particularly strong for finding photographs and other audiovisual materials, as well as descriptions of textual materials.

Many of the eleven National Archives' Presidential Libraries ([www.archives.gov/presidential-libraries/](http://www.archives.gov/presidential-libraries/)) also have primary sources available online. The Truman Presidential Library and Museum ([www.trumanlibrary.org/photos/av-photo.htm](http://www.trumanlibrary.org/photos/av-photo.htm)), for example, offers photographs, audio material, political cartoons, and documents. Many of these items are tied to lesson plans or ideas for using them in the classroom. The Franklin D. Roosevelt Presidential Library and Museum ([www.fdrlibrary.marist.edu/online14.html](http://www.fdrlibrary.marist.edu/online14.html)) also has an extensive collection of online materials, including audio files and transcripts of important speeches, such as "Fear Itself," "New Deal," and "Day of Infamy," as well as documents and photographs. If you can bear to sit through the opening commercials for consumer products, the History Channel ([www.historychannel.com/broadband/home/](http://www.historychannel.com/broadband/home/)) offers an interesting collection of presidential videos and audio files, much of which came from the National Archives. Visitors can watch historical clips of Franklin Roosevelt signing the bill that ended Prohibition, the first nationally televised presidential debate, between Nixon and Kennedy, or Reagan answering reporters' questions about the Strategic Defense Initiative, also known as "Star Wars."

To find audio files of meetings and conversations secretly recorded by Presidents Roosevelt, Truman, Eisenhower, Kennedy, Johnson, and Nixon, visit the flagship site of the University of Virginia's Miller Center's Presiden-

tial Recordings Program ([www.whitehousetapes.org/](http://www.whitehousetapes.org/)). Given the nature of the original recordings and the lack of complete transcripts, finding conversations relevant to one's interest can be difficult. The center, however, has created multimedia clips, with transcripts synchronized to the audio, specifically for use in the classroom. The virtual exhibits on civil rights, Vietnam War, and the space race are in synchronized multimedia format as well. In addition to the recordings, access to oral histories, presidential speeches, documents, and secondary sources can be found through the Scripps Library and Multimedia Archive ([millercenter.virginia.edu/scripps/index.html](http://millercenter.virginia.edu/scripps/index.html)), also part of the Miller Center.

Executive records are not the only type of government materials available on the Web. With support from the National Science Foundation, the National Endowment for the Humanities, Northwestern University, the M. R. Bauer Foundation, FindLaw, and the law firm of Mayer, Brown Rowe & Maw, the Oyez Supreme Court Multimedia Project ([www.oyez.org/oyez/frontpage](http://www.oyez.org/oyez/frontpage)) makes available audio files from the Supreme Court. (Oyez is a term used three times in succession to introduce the opening of a court of law.) According to the Web site, all audio in the Court recorded since 1995 is included, as are selected audio clips from earlier years for such cases as *Roe v. Wade*, *Miranda v. Arizona*, and *United States v. Nixon*. In addition to the audio, much of which is captioned, the site also includes transcripts of arguments and a link to the written opinion.

A very different example of court records is the Salem Witch Trials: Documentary Archive and Transcription Project site ([etext.virginia.edu/salem/witchcraft/](http://etext.virginia.edu/salem/witchcraft/)), a part of the University of Virginia's Electronic Text Center, consisting of seventeenth-century court records; contemporary books about witchcraft; literary works by Hawthorne, Longfellow, Whittier, and Freeman; record books; and historical maps of Salem Village, Salem, and Andover. To its credit, the site does include both transcriptions of the court records and scans of the original documents, but the two formats are not directly linked, making it difficult to compare them. The maps display the chronology of the accusations and show how they spread across the towns of Massachusetts Bay. The site also contains other information helpful in exploring the trials, including biographical profiles, a collection of images containing portraits of notable people involved in the trials, pictures of important historic sites, historical paintings and published illustrations taken from nineteenth- and early-twentieth-century literary and historical works. Also included is a syllabus for "Salem Witch Trials in History and Literature" ([cti.itc.virginia.edu/%7Ebcr/relg415\\_02/syllabus.html](http://cti.itc.virginia.edu/%7Ebcr/relg415_02/syllabus.html)).

Not to be outdone by the federal government, states are also making headway in the digital world. As one of the largest examples, the Archives of Maryland Online ([aomol.net/html/index.html](http://aomol.net/html/index.html)) currently provides access to more than 400,000 documents “that form the constitutional, legal, legislative, judicial, and administrative basis of Maryland’s government.” The documents are both searchable and browseable, and for most of the documents, a scanned image and transcription are available. In addition to constitutional, executive, judicial, and legislative records, the site also contains land, probate, and military records as well as slave-related documents, such as *Slave Statistics of St. Mary’s County Maryland* (1864) by Agnes Callum. Entries give date of registration, name of the owner, and, if applicable, name of person acting for the owner. For each enslaved person, the records show his or her name, sex, age, physical condition, term of servitude, date of emancipation, and, if applicable, information on and compensation for military service. Under the “Early State Records” category, are a number of newspapers, including the *Cecil Whig* (1870–1874), *American and Commercial Daily Advertiser* (1802–1807), and *Kent County News* (1965). The quality of the microfilm, published volumes, or original materials varies considerably; some of it is quite poor. By selecting either the jpg or tiff image and then zooming in, however, we were usually able to decipher the text. Unfortunately, some of the volumes require password access; the site states, “this is done because of the file size or format, to honor copyright restrictions or because the files are restricted to staff access only.”

On June 9, 2006, the John F. Kennedy Presidential Library and Museum ([www.jfklibrary.org](http://www.jfklibrary.org)) announced an initiative to digitize the entire collection of papers, documents, photographs, and audio recordings at the library and make them available on the Web. This and other projects, such as Ron Suskind’s site *The Price of Loyalty: The Bush Files* ([thepriceofloyalty.ronsuskind.com/thebush-files/](http://thepriceofloyalty.ronsuskind.com/thebush-files/)), indicate that the corpus of online historical government information, in all of its variety and complexity, will continue to grow.

## Graffiti

Occasionally a professor or a graduate student will embark on an online project meant to be ongoing—added to by each subsequent class of students enrolled in a particular course. These may grow for a number of years, but then additions and updates to the online portion of the projects dwindle and may even stop altogether, leaving the sites to slowly decay as external links begin to fail or technology and design leave them behind. See *Virtual Greenbelt* ([www.otal.umd.edu/~vg/](http://www.otal.umd.edu/~vg/)) and *The Centennial Exhibition of 1876* ([www.history.villanova](http://www.history.villanova)).

*edu/centennial/*), for example. While we cannot say why these particular sites appear to be on hiatus, a number of factors typically come into play, including time, budget, the moving on of key individuals, or a change in course syllabus and design.

A project that we hope continues long into the future is the Urban Archives (*urbanarchives.org/index.html*) started by three graduate students at the University of Washington. In collaboration with their undergraduate students, they have taken a mutual interest in studying communication in public spaces and turned it into a project with a Web site (*urbanarchives.org/projects.html*) that presents selected student projects (both undergraduate and graduate). In a move that increases the likelihood of long-term accessibility, the archive has collaborated with the University of Washington Libraries Digital Collections (*content.lib.washington.edu/uaweb/index.html*) to host the collection of, currently, 571 photographs of items across six different categories: ghost signs, yard art, electric signs, found documents, Seattle views, and graffiti, which has its own subcategories. While some of the items in the collection may at first solicit a chuckle—after all, “found documents” is just our way of making garbage important—imagine what we could do today with a collection of photographs of garbage from a hundred years ago! And, although the archive’s digital collection may not yet be comprehensive enough to support research projects external to these students, its value will undoubtedly increase as it continues to grow.

While online archives and blackbooks of graffiti are popular among style writers and fans and may be of use to those in American studies (for example, see *aerosoldreams.com/* and *www.graffiti.org*, which contains an extensive list of links to similar sites), another example of a professionally curated collection is the Vietnam Graffiti Project (*www.vietnam.ttu.edu/graffiti/index.htm*). Part of the Virtual Vietnam Archive at Texas Tech University, the project is composed largely of photographs of nearly 400 graffitied bunk canvases from two troop transport ships. Providing an intriguing glimpse into the minds of young men going off to, or returning from, war, the project is one of the more unusual ones on the Web.

## Newspapers

Whereas once we blackened our fingertips turning pages of the daily newspaper, or sat hunched and bleary-eyed scrolling through microfilmed pages of historic papers, the end of such days may be in site. Most major newspapers in the United States have Web sites where one can read the daily news and ac-

cess, sometimes for a fee, articles from the past ten years or so. Many national papers, such as the *Washington Post* ([pqasb.pqarchiver.com/washingtonpost/search.html](http://pqasb.pqarchiver.com/washingtonpost/search.html)) and the *New York Times* ([pqasb.pqarchiver.com/nytimes/advancedsearch.html](http://pqasb.pqarchiver.com/nytimes/advancedsearch.html)), have partnered with ProQuest to provide free online searching of articles, ads, and listings dating back to 1877 and 1851, respectively, with full-text files available for purchase. ProQuest also sells its Historical Newspaper product ([www.il.proquest.com/products\\_pq/hnpl/](http://www.il.proquest.com/products_pq/hnpl/)), which contains complete runs of nine newspapers, the earliest of which is the *Hartford Courant*, dating back to 1734 (the *Hartford Courant* is also available piecemeal through [pqasb.pqarchiver.com/courant/advancedsearch.html](http://pqasb.pqarchiver.com/courant/advancedsearch.html)). Other dailies, such as the *Oklahoman* ([www.newsok.com/theoklahoman/archives/](http://www.newsok.com/theoklahoman/archives/), covering 1901 and later), have created their own historic archives, accessible via subscription.

In addition to ProQuest, several commercial providers of primary sources have notable collections available online.<sup>10</sup> With the completion on June 21, 2006, of their digital collection *Early American Newspapers, Series I, 1690–1876*, Readex provides access to some of the earliest American historic newspapers ([www.readex.com/readex/index.cfm?content=96](http://www.readex.com/readex/index.cfm?content=96)). This three-part series encompasses more than 1,000 titles, or 4 million digitized pages, dating from 1690 to 1922. Accessible Archives ([www.accessible.com/about.htm](http://www.accessible.com/about.htm)) contains a much smaller collection focused on slavery and the Civil War that includes an abolitionist paper, *The Liberator*; a selection of nineteenth-century African American newspapers; the *Pennsylvania Gazette*; and Civil War-era articles from three newspapers.<sup>11</sup> Paper of Record ([www.paperofrecord.com/](http://www.paperofrecord.com/)) emphasizes historic Canadian newspapers and contains more than 8 million digitized pages. The site's international collection includes twenty-eight U.S. titles and selections from Mexico and Latin America. Most titles go back to the mid-nineteenth or early twentieth century. NewspaperArchive.com has more than 39 million pages of digitized newspapers (more than 900 international titles) online, including three titles from as early as the eighteenth century. This site offers free access to its archive through 1977 for public libraries and K–12 schools, as well as twenty free subject-based archives ([www.newspaperarchive.com/DesktopModules/ViewHtml.aspx?htfile=FreeArchives.htm](http://www.newspaperarchive.com/DesktopModules/ViewHtml.aspx?htfile=FreeArchives.htm)) on popular history topics such as the *Titanic*, the Kennedy assassination, Martin Luther King Jr., and the Winter Olympics.

While commercial entities are, at the moment, the primary providers of this type of digitized content, there are significant noncommercial projects available online and more to come on the digital horizon. Over the past few years several institutions have begun digitizing and making historic newspaper collections available online free of charge. In part, this was a result of

changes in OCR technology (optical character recognition, the means by which a machine recognizes words in digital pictures, which then renders them searchable) and the development of affordable software solutions. An interesting subset of recently digitized historic newspapers includes college newspapers. See, for example, issues from 1934 to 1992 of the *Gettysburgian* (208.42.237.18/Archive/client.asp?skin=Gettysburg), the student newspaper of Gettysburg College; Penn State University's digital archive of the *Collegian* ([www.libraries.psu.edu/historicalcollegian/](http://www.libraries.psu.edu/historicalcollegian/)), 1887–1955; Ithaca College's *Ithacan*, ([www.ithaca.edu/library/archives/ithacan.php](http://www.ithaca.edu/library/archives/ithacan.php)), 1931–2002; and the University of Richmond's *Collegian* ([oncampus.richmond.edu/academics/library/digital/collegian/index.htm](http://oncampus.richmond.edu/academics/library/digital/collegian/index.htm)), 1914–2003.

While some public libraries have moved to digitize an individual paper in their collection (see, for example, Brooklyn Public Library's *Brooklyn Daily Eagle* [[www.brooklynpubliclibrary.org/eagle/](http://www.brooklynpubliclibrary.org/eagle/)], 1841–1902, or Barrington Illinois Library's *Barrington Review* [[contentdm.barringtonarealibrary.org/index.html](http://contentdm.barringtonarealibrary.org/index.html)], 1914–1930),<sup>12</sup> large-scale grant programs like those administered through the Institute of Museum and Library Services via the Library Services and Technology Act (LSTA)—which was reauthorized in 2003 and earmarks money for each state and territory—have funded several large statewide collaborative projects. Examples include the Historic Missouri Newspaper Project ([newspapers.um-system.edu](http://newspapers.um-system.edu)), which currently has a small selection from fourteen newspapers available online; Utah Digital Newspapers ([www.lib.utah.edu/digital/unews/](http://www.lib.utah.edu/digital/unews/)), which has about 500,000 pages available online,<sup>13</sup> taken from approximately forty newspapers ranging in dates from the mid-nineteenth century to the mid-twentieth century; and Colorado's Historic Newspaper Collection ([www.coloradohistoricnewspapers.org](http://www.coloradohistoricnewspapers.org)), which contains eighty-six newspapers published in Colorado from 1859 to 1928 totaling 291,000 digitized pages. In addition to the archive, CHNC also makes educational materials and a guide for searching historical newspapers—which includes a discussion of searching around potential OCR errors—available online.

Many of the online newspapers discussed above have been digitized from microfilm originally produced by the commercial entities now providing digital content, often for projects funded through the National Endowment for the Humanities' (NEH) United States Newspaper Program (USNP), begun in 1982. With the USNP scheduled for completion in 2007, the NEH has now partnered with the Library of Congress to create the National Digital Newspaper Program ([www.loc.gov/ndnp/](http://www.loc.gov/ndnp/)). Begun in 2004, the program developed an initial set of standards and guidelines for the digitization of historic newspapers. The first six grants were awarded in 2005 as part of a two-year pilot program to

digitize, per grantee, 100,000 pages of papers limited to 1900 through 1910. In addition to permanently hosting the digitized collections, as part of this initial phase, LOC will also produce a selection of digitized papers published in Washington, D.C., during that time period.

The first of these test bed projects is now available online. See, for example, the University of Kentucky ([www.uky.edu/Libraries/NDNP/](http://www.uky.edu/Libraries/NDNP/)) (to search the digitized *Bourbon News* from 1900 to 1910, go to [kdl.kyvl.org/cgi/t/text/text-idx?;page=simpletext&c=kynews](http://kdl.kyvl.org/cgi/t/text/text-idx?;page=simpletext&c=kynews)) or the University of California Riverside's California Newspaper Project ([cdnc.ucr.edu/](http://cdnc.ucr.edu/)), which currently makes available the first few years of the *San Francisco Call*. NEH envisions this project continuing for the next twenty years, with grantees in every state and territory digitizing papers from 1836 to 1922. Why those dates? While anyone following the copyright wars will recognize 1922 for its significance—1923 marks the boundary for material in the public domain—1836 might be a bit more elusive because it has to do with current OCR technology and its inability to recognize words in the fonts typically used by colonial newspapers published prior to that date.<sup>14</sup> With the NEH's and LOC's leadership in this area there is much to look forward to in the digiverse of freely available historic newspapers!

#### Notes

1. Randy Bass, "Can American Studies Find a Whole in the Net?" [www.georgetown.edu/crossroads/guide/asins96.html](http://www.georgetown.edu/crossroads/guide/asins96.html) (accessed July 3, 2006). Reprinted from *American Studies in Scandinavia* (Fall 1996), Odense University Press.
2. There are a number of available texts devoted to teaching with technology. See, for example, the following resources: the March 2003 issue of the *Journal of American History* (vol. 89, no. 4), which contains a section of articles devoted to using technology to teach American history; The American Studies Crossroads Project, [www.georgetown.edu/crossroads/index.html](http://www.georgetown.edu/crossroads/index.html), which contains numerous resources under the heading "Technology and Learning"; History Matters: The U.S. Survey Course on the Web, [www.historymatters.gmu.edu](http://www.historymatters.gmu.edu); and articles from the *Journal of the Association for History and Computing*, online at [mccl.pacificu.edu/jahc/JAHCindex.HTM](http://mccl.pacificu.edu/jahc/JAHCindex.HTM).
3. Jerome McGann, "Culture and Technology: The Way We Live Now, What Is to Be Done?" *New Literary History* 36.1 (Winter 2005): 71–82.
4. Randy Bass, "Re: Q re. Crossroads for Sept AQ," personal e-mail, July 3, 2006.
5. Patricia Nelson Limerick, "Insiders and Outsiders: The Borders of the USA and the Limits of the ASA: Presidential Address to the American Studies Association, October 31, 1996," *American Quarterly* 49.3 (Fall 1997): 449–69.
6. For example, David Phillips's American Studies Web, created in 1994 and maintained on Crossroads, or David Silver's Resource Center for Cyberculture Studies, created in 1996 and currently available through the University of Washington at [www.com.washington.edu/rccs/](http://www.com.washington.edu/rccs/) (accessed July 6, 2006).
7. For an example of a topical Webliography, see "An Online Bibliography for the Study of Woman Suffrage," at [www.historycooperative.org/journals/hu/37.2/sparacino.html](http://www.historycooperative.org/journals/hu/37.2/sparacino.html). For an example of a print resource, see *The History Highway: A Twenty-First-Century Guide to Internet Resources* (Armonk, N.Y.: M. E. Sharpe, 2006), ed. Dennis Trinkle and Scott A. Merriman.

8. For a discussion of textbook e-supplements, see David Jaffee, "Scholars Will Soon Be Instructed through the Eye: E-Supplements and the Teaching of U.S. History," *Journal of American History* 89.4 (March 2003), online at [www.historycooperative.org/journals/jah/89.4/jaffee.html](http://www.historycooperative.org/journals/jah/89.4/jaffee.html) (accessed July 3, 2006).
9. For example, see a small online collection of banner art at <http://www.bannerart.org/> (accessed July 6, 2006).
10. For a review of ProQuest, Readex, and Accessible Archives, please see Gail Golderman and Bruce Connolly, "Old News," *Library Journal* 130 (Fall 2005): 22–30.
11. Newspapers from the Civil War, a popular historical topic, are also available at [www.libraries.psu.edu/digital/newspapers/civilwar/](http://www.libraries.psu.edu/digital/newspapers/civilwar/) and the well-known Valley of the Shadow, [valley.vcdh.virginia.edu/](http://valley.vcdh.virginia.edu/) (accessed July 6, 2006).
12. Historic newspapers collections are popular choices for public libraries to digitize due, in part, to their appeal to family historians and genealogists.
13. John Herbert, personal e-mail, July 5, 2006.
14. For an interesting discussion of the limits of OCR technology in recognizing colonial era text, see Katherine Stebbins McCaffrey, "American Originals," *Common-Place: The Interactive Journal of Early American Life* 3.3 (April 2003), online at [common-place.dreamhost.com/vol-03/no-03/mccaffrey/mccaffrey-2.shtml](http://common-place.dreamhost.com/vol-03/no-03/mccaffrey/mccaffrey-2.shtml) (accessed July 3, 2006).

## Links to Digital Resources in American Studies

  —Teaching, Primary Source, Community, Interpretation

### ADVERTISING (including print and TV)

- Ad Land   
<http://ad-rag.com/>
- Ad\*Access   
<http://scriptorium.lib.duke.edu/adaccess/>
- Banner Art Collective   
<http://www.bannerart.org/>
- The Commercial Closet   
<http://www.commercialcloset.org/>
- Emergence of Advertising in America   
<http://scriptorium.lib.duke.edu/eaal/index.html>
- The Living Room Candidate   
<http://livingroomcandidate.movingimage.us/index.php>
- Outdoor Advertising Association of America Creative Library   
<http://www.oaaa.org/creativelibrary/>

- The Trade Card Place © ⓘ  
*<http://www.tradecards.com/>*





## AMERICAN LITERATURE

Many of the largest collections of American literature, including poetry, drama, and periodicals, are available through fee-based services such as Chadwyk-Healy, ProQuest, Readex, Alexander Street Press, Accessible Archives, and Thomson Gale.




- African American Women Writers of the 19th Century ©  
*[http://digital.nypl.org/schomburg/writers\\_aa19/](http://digital.nypl.org/schomburg/writers_aa19/)*
- Brogan, Martha, with assistance from Daphnée Rentfrow. *A Kaleidoscope of Digital American Literature*. Washington, D.C.: Digital Library Federation and Council on Library and Information Resources, 2005. (print only)
- Dime Novels and Penny Dreadfuls © ⓘ  
*<http://www-sul.stanford.edu/depts/dp/pennies/home.html>*
- Early American Fiction ©  
*<http://etext.virginia.edu/eafl>*
- Electronic Literature Directory © ⓘ  
*<http://directory.eliterature.org/index.php>*
- Electronic Text Center, University of Virginia ©  
*<http://etext.lib.virginia.edu/>*
- Making of America ©  
U of MI: *<http://www.hti.umich.edu/ml/maagrp/>*  
Cornell: *<http://cdl.library.cornell.edu/maol/>*
- North Carolina History and Fiction Digital Library ⓘ © ⓘ  
*<http://digital.lib.ecu.edu/historyfiction/>*
- UbuWeb © ⓘ  
*<http://www.ubu.com/>*
- The Walt Whitman Archive ⓘ © ⓘ  
*<http://www.whitmanarchive.org/>*

- Wright American Fiction ©  
*<http://www.lettrs.indiana.edu/web/w/wright2/>*

## BORN DIGITAL

- 2004 Presidential Term Web Harvest ©  
*<http://www.webharvest.gov/collections/peth04/>*
- Archive-It ©  
*<http://www.archive-it.org/>*
- Archiving the Web: Virginia's Political Landscape, Fall 2005 ©  
*<http://www.lva.lib.va.us/whatwehave/webarchive/index.htm>*
- Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web   
*<http://chnm.gmu.edu/digitalhistory/>*
- International Internet Preservation Consortium   
*<http://www.netpreserve.org/about/index.php>*
- Internet Archive ©  
*<http://www.archive.org/index.php>*
- Minerva Web Preservation Project (Mapping the Internet Electronic Resources Virtual Archive) ©  
*<http://lcweb2.loc.gov/cocoon/minerva/html/minerva-home.html>*
- September 11th Digital Archive: Saving the Histories of September 11, 2001 ©    
*<http://911digitalarchive.org/>*

## BUILT ENVIRONMENT

- Architecture in the Parks: A National Historic Landmark Survey ©   
*[http://www.cr.nps.gov/history/online\\_books/harrison/harrison0.htm](http://www.cr.nps.gov/history/online_books/harrison/harrison0.htm)*
- Archive of American Architecture ©   
*[http://www.bc.edu/bc\\_org/avp/cas/fnart/fa267/](http://www.bc.edu/bc_org/avp/cas/fnart/fa267/)*
- Cities/Buildings Database ©  
*<http://www.washington.edu/ark2/>*
- City Sites (New York and Chicago) ©   
*<http://artsweb.bham.ac.uk/citysites/>*

- Code City © ⓘ  
*<http://www.tenement.org/codecity/>*
- Curating the City: Wilshire Blvd. ⓘ © ⓘ ⓘ ⓘ  
*<http://www.curatingthecity.org/>*
- Historic American Buildings Survey/Historic American Engineering Record (HABS/HAER) Collections ⓘ © ⓘ  
*[http://memory.loc.gov/ammem/collections/habs\\_haer/](http://memory.loc.gov/ammem/collections/habs_haer/)*
- Historic Pittsburgh ⓘ ©  
*<http://digital.library.pitt.edu/pittsburgh/>*
- Monticello Explorer ⓘ ©  
*<http://explorer.monticello.org/>*
- Triangle Factory Fire ⓘ © ⓘ  
*<http://www.ilr.cornell.edu/trianglefire/>*
- Virtual Greenbelt ⓘ © ⓘ  
*<http://www.otal.umd.edu/~vg/>*
- Within These Walls ⓘ © ⓘ  
*<http://americanhistory.si.edu/house/>*

## EPHEMERA








- Curt Teich Postcard Archives ©  
*[http://www.lcfd.org/teich\\_archives/index.cfm?fuseaction=home.view](http://www.lcfd.org/teich_archives/index.cfm?fuseaction=home.view)*
- Digital Dress: Historic Costume Collection © ⓘ  
*<http://dlxs.lib.wayne.edu/cgi/i/image/image-idx?xc=1;page=searchgroup;g=costumegroupic>*
- Dr. Seuss Went to War: A Catalog of Political Cartoons by Dr. Seuss ©  
*<http://orpheus.ucsd.edu/speccoll/dspolitic/>*
- Feeding America: The Historic American Cookbook Project © ⓘ  
*<http://digital.lib.msu.edu/projects/cookbooks/index.html>*
- Nursery and Seed Trade Catalog Image Gallery ©  
*<http://www.nal.usda.gov/speccoll/seedcatalogimagegallery.shtml>*
- “A Summons to Comradeship”: World War I and II Posters and Postcards ©  
*<http://digital.lib.umn.edu/warposters/warpost.html>*

- Texas Tides 🇺🇸 © ⓘ  
*http://tides.sfasu.edu/home.html*
- Visual Materials of American Immigration and Ethnic History ©  
*http://www.ihrc.umn.edu/collage/index.htm*
- World Trade Organization History Project © ⓘ  
*http://depts.washington.edu/wtohist/*

## GOVERNMENT

- Archives of Maryland Online ©  
*http://aomol.net/html/index.html*
- FBI's alphabetical listing of available digital files ⓘ  
*http://foia.fbi.gov/alpha.htm*
- Foreign Relations of the United States Online Volumes © ⓘ  
*http://www.state.gov/r/pal/hol/frusc/1716.htm*
- Freedom of Information Act sites
  - Department of Justice's FOIA Reading Rooms **Portal**  
*http://www.usdoj.gov/04foia/04\_2.html*
  - All other federal FOIA Reading Rooms **Portal**  
*http://www.usdoj.gov/04foia/other\_age.htm*
  - State Department's FOIA Reading Room ©  
*http://www.foia.state.gov/SearchColls/colhelp.asp*
  - CIA FOIA Reading Room ©  
*http://www.foia.cia.gov*  
 Vietnam War *http://www.foia.cia.gov/nic\_vietnam\_collection.asp*  
 Relations with China (1948–1976) *http://www.foia.cia.gov/nic\_china\_collection.asp*  
 Prisoners of War or soldiers Missing in Action *http://www.foia.cia.gov/pow\_mia.asp*
- History Channel's speeches and videos © ⓘ  
*http://www.historychannel.com/broadband/home/*
  - National Security Archive © ⓘ  
*http://www.gwu.edu/~nsarchiv/*
  - National Security Archive Electronic Briefing Books  
*http://www.gwu.edu/~nsarchiv/NSAEBB/index.html*
  - The Atomic Bomb and the End of World War II: A Collection of Primary Sources

*<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB162/index.htm>*

- Digital National Security Archive, a subscription-based database through ProQuest.  
*<http://nsarchive.chadwyck.com/>*
- National Archives and Records Administration 
  - <http://www.archives.gov>*
    - Access to Archival Databases (AAD) *<http://aad.archives.gov/aad/>*
    - Archival Research Catalog *[http://arcweb.archives.gov/arc/basic\\_search.jsp](http://arcweb.archives.gov/arc/basic_search.jsp)*
    - Presidential Libraries *<http://www.archives.gov/presidential-libraries/>*
    - Truman Presidential Library and Museum Online Materials  
*<http://www.trumanlibrary.org/photos/av-photo.htm>*
    - The Franklin D. Roosevelt Presidential Library and Museum  
*<http://www.fdrlibrary.marist.edu/online14.html>*
- Oyez Supreme Court Multimedia 
  - <http://www.oyez.org/oyez/frontpage>*
- Podcasts by Federal Agencies **Portal**  
*[http://www.firstgov.gov/Topics/Reference\\_Shelf/Libraries/Podcasts.shtml](http://www.firstgov.gov/Topics/Reference_Shelf/Libraries/Podcasts.shtml)*
- Presidential Recordings Program 
  - <http://www.whitehousetapes.org/>*
    - The Scripps Library and Multimedia Archive *<http://millercenter.virginia.edu/scripps/index.html>*
- The Price of Loyalty: The Bush Files  
  - <http://thepriceofloyalty.ronsuskind.com/thebushfiles/>*
- Salem Witch Trials: Documentary Archive and Transcription Project  
  - <http://etext.virginia.edu/salem/witchcraft/>*
    - Syllabus for Salem Witch Trials in History and Literature  
*[http://cti.itc.virginia.edu/%7Ebcrlrelg415\\_02/syllabus.html](http://cti.itc.virginia.edu/%7Ebcrlrelg415_02/syllabus.html)*

## GRAFFITI





- Aerosol Dreams    
*<http://aerosoldreams.com/>*
- Graffiti.org    
*<http://www.graffiti.org/>*

- Urban Archives   
*<http://urbanarchives.org/index.html>*
- Vietnam Graffiti Project   
*<http://www.vietnam.ttu.edu/graffiti/index.htm>*




## INDEXES

- ArchivesUSA (fee-based)  
*<http://archives.chadwyck.com/>*
- Best of History Web Sites  
*<http://www.besthistorysites.net/>*
- Digital History  
*<http://www.digitalhistory.uh.edu/>*
- Edsitement  
*<http://edsitement.neh.gov/>*
- History Matters  
*<http://historymatters.gmu.edu/>*
- IMLS Digital Collections Registry  
*<http://imlsdcc.grainger.uiuc.edu/>*
- Librarian's Internet Index  
*<http://lii.org/>*
- Repositories of Primary Sources  
*<http://www.uidaho.edu/special-collections/Other.Repositories.html>*
- UNESCO Archives Portal  
*[http://www.unesco.org/cgi-bin/webworld/portal\\_archives/cgi/page.cgi?d=1](http://www.unesco.org/cgi-bin/webworld/portal_archives/cgi/page.cgi?d=1)*
- University of Iowa Online Communication Studies Resource  
*<http://www.uiowa.edu/~commstud/resources/>*
- Voice of the Shuttle  
*<http://vos.ucsb.edu/>*
- WWW-VL  
*<http://vlib.org/>*

## LARGE MULTICOLLECTIONS

- American Memory, Library of Congress     
*<http://memory.loc.gov/ammem/index.html>*
- Documenting the American South     
*<http://docsouth.unc.edu/index.html>*
- Duke University    
*<http://library.duke.edu/specialcollections/collections/digitized/index.html>*
- New York Public Library Digital Gallery    
*<http://www.nypl.org/digital/index.htm>*
- Online Archive of California   
*<http://www.oac.cdlib.org/>*

## MAPS

- BlockView Images   
*<http://maps.a9.com/>*
- Historic Maps in K–12 Classrooms     
*<http://www3.newberry.org/k12maps/>*
- Library of Congress, American Memory Map Collections     
*<http://memory.loc.gov/ammem/browse/ListSome.php?category=Maps>*
- Library of Congress, Learning Page for Map Collections    
*<http://memory.loc.gov/ammem/ndlpedu/collections/map/>*
- Library of Congress, Zoom into Maps, LOC   
*<http://lcweb2.loc.gov/ammem/ndlpedu/features/maps/introduction.html>*
- Map History/History of Cartography: The Gateway to the Subject **Portal**  
*<http://www.maphistory.info>*
- Maps of the French and Indian War by the Massachusetts Historical Society    
*<http://www.masshist.org/maps/MapsHome/Home.htm>*
- MapTech Historical Maps    
*<http://historical.maptech.com/>*
- National Atlas    
*<http://nationalatlas.gov/>*

- The Office of Coast Survey's Historical Map & Chart Collection, National Oceanic and Atmospheric Administration ©  
*<http://nauticalcharts.noaa.gov/csdl/ctp/abstract.htm>*
- The David Rumsey Collection, Cartography Associates ©  
*<http://www.davidrumsey.com/index.html>*
- Sanborn Maps of Charlottesville, 1907 and 1920 © ⓘ  
*<http://fisher.lib.virginia.edu/collections/maps/sanborn/index.html>*
- Making Sense of Maps, History Matters ⓘ  
*<http://historymatters.gmu.edu/mse/maps/>*
- Worldmapper ©  
*<http://www.sasi.group.shef.ac.uk/worldmapper/index.html>*

## NEWSPAPERS

- Accessible Archives ©  
*<http://www.accessible.com/about.htm>*
- Barrington Review (Illinois) ©  
*<http://contentdm.barringtonarealibrary.org/index.html>*
- Brooklyn Daily Eagle ©  
*<http://www.brooklynpubliclibrary.org/eagle/>*
- The Collegian (Penn State University) ©  
*<http://www.libraries.psu.edu/digital/newspapers/historicalcollegian/>*
- The Collegian (University of Richmond) ©  
*<http://oncampus.richmond.edu/academics/library/digital/collegian/index.htm>*
- Colorado's Historic Newspaper Collection ⓘ © ⓘ  
*<http://www.coloradohistoricnewspapers.org>*
- Early American Newspapers, Series I, 1690–1876 ©  
*<http://www.readex.com/readex/index.cfm?content=96>*
- The Gettysburgian ©  
*<http://208.42.237.18/Archive/client.asp?skin=Gettysburg>*
- The Hartford Courant ©  
*<http://pqasb.pqarchiver.com/courant/advancedsearch.html>*

- Historic Missouri Newspaper Project ©  
*<http://newspapers.umsystem.edu>*
- Historical Newspaper (ProQuest) ©  
*[http://www.il.proquest.com/products\\_pq/hnp/](http://www.il.proquest.com/products_pq/hnp/)*
- *The Ithacan* (Ithaca College) ©  
*<http://www.ithaca.edu/library/archives/ithacan.php>*
- National Digital Newspaper Program ©🌐📄  
*<http://www.loc.gov/ndnp/>*
  - University of Kentucky *<http://www.uky.edu/Libraries/NDNP/>*
  - California Newspaper Project *<http://cdnc.ucr.edu/>*
- *The New York Times* ©  
*<http://pqasb.pqarchiver.com/nytimes/advancedsearch.html>*
- Newspaper Archive ©  
*<http://www.newspaperarchive.com>*
- 20 free subject-based archives are listed at *<http://www.newspaperarchive.com/DesktopModules/ViewHtml.aspx?htfile=FreeArchives.htm>*
- *The Oklahoman* ©  
*<http://www.newsok.com/theoklahoman/archives/>*
- Paper of Record ©  
*<http://www.paperofrecord.com/>*
- Utah Digital Newspapers ©  
*<http://www.lib.utah.edu/digital/unews/>*
- *The Washington Post* ©  
*<http://pqasb.pqarchiver.com/washingtonpost/search.html>*

## ORAL HISTORY

- The 20th Century: An Oral History of Monmouth County ©  
*<http://www.visitmonmouth.com/oralhistory/>*
- American Jewish Committee Oral History Collection  
*<http://www.nypl.org/research/chss/jws/oralhistories2.cfm>*
- Black History Project at Virginia Tech ©  
*<http://spec.lib.vt.edu/archives/blackhistory/oralhistory/>*

- Civil Rights in Mississippi Digital Archive ©  
*http://www.lib.usm.edu/~spcoll/crdal/index.html*
  - Digital Archive *http://aquila.lib.usm.edu/cdm4/browse.php*
- Hanashi Oral History Video Archive © ⓘ ⓘ  
*http://www.goforbroke.org/oral\_histories/oral\_histories\_video.asp*
- Making Sense of Oral History, History Matters ⓘ  
*http://historymatters.gmu.edu/mse/oral/online.html*
- New York Public Library's Oral History Project and Archive  
*http://www.nypl.org/research/lpa/dan/background.htm*
- Oral History Interviews at the Niels Bohr Library  
*http://www.aip.org/history/ohilist/*
- Oral History Project: A Culture and Heritage Exchange Initiative ⓘ ⓘ ©  
*http://oralhistory.minds.tv/*
- Regional Oral History Office ©  
*(http://bancroft.berkeley.edu/ROHO/index.html)*
- Rutgers Oral History Archive ©  
*http://oralhistory.rutgers.edu/*
- Step-by-Step Guide to Oral History ⓘ  
*http://www.dohistory.org/on\_your\_own/toolkit/oralHistory.html*
- Veterans History Project ⓘ ⓘ ⓘ ⓘ  
*http://www.loc.gov/vets/*
  - themes *http://www.loc.gov/vets/stories/themes.html*
  - suggestions for students *http://www.loc.gov/vets/youth-resources.html*
- Video Oral History Gallery ©  
*http://www.nypl.org/research/sc/scl/MULTIMED/JAZZHIST/jazzhist.html*
- Voices of the Colorado Plateau ©  
*http://archive.li.suu.edu/voices/*

## PERSONAL PAPERS

- American Journeys ⓘ ⓘ ⓘ ⓘ  
*http://www.americanjourneys.org*
- Battle Lines: Letters from America's Wars ⓘ ⓘ ⓘ ⓘ  
*http://www.gilderlehrman.org/collection/battlelines/index\_good.html*

- Camping with the Sioux: Fieldwork Diary of Alice Cunningham Fletcher © ⓘ  
*<http://www.nmnh.si.edu/naa/fletcher/>*
- Dear Miss Breed: Letters from Camp . . . © ⓘ  
*<http://www.janm.org/exhibits/breed/title.htm>*
- Thomas A. Edison ☞ © ⓘ ⓘ  
*<http://edison.rutgers.edu/index.htm>*
- Thomas Jefferson © ⓘ  
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