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## Creating Digital History - Case Study: The Dorr Rebellion Project

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*PROVIDENCE COLLEGE*

*LIBRARY + COMMONS*

*- Digital Humanities -*

*Digital History - Case Study*

*The Dorr Rebellion Project as*

*Digital History*

D. Russell Bailey , Ph.D., Library Director, Providence College

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Liberal.Humanities.Arts  
Digital.Humanities.Physical  
Digital.Humanities.Multimedia  
TEI.Text.Encoding.Initiative  
Digital.Gray.Literature.Humanities  
Library.Collaboration.Faculty  
Electronic.Archival.Exhibits  
Creating.E-Journal  
Humanities.FineArts.Qualitative.SocSciences  
Library.Digital.Publishing.Faculty  
Student-Faculty.DH  
D.Russell.Bailey.Ph.D  
Faculty-Student.DH  
Students.TEI.Close.Reading.Text  
Produce.Digital.Knowledge  
Student-Student.DH  
Digital.Humanities  
Providence.College.Digital.Publishing.Services  
XML.Extensible.Markup.Language  
Digital.Curation  
Data.Modeling  
Digital.Scholarship  
Creative.Disruption  
Faculty.Discipline.Content.Digital.Publishing  
Digital.Humanities  
Digital.Interdisciplinarity  
Students  
DH  
Digital.Humanist

# Academia/Library Goes Digital

2013

Physical = 70% Virtual/  
Digital = 30%

2023

Physical = 30% Virtual/  
Digital = 70%

# Academia/Library Goes Digital

2023 Library → 230%

Physical 30% =

Same as Earlier

70%

Virtual/Digital 70% =

Increased 30%+100% + 130%

2023 Library → = 230%





**Academia/Library retains all of the  
resources, facilities, services,  
facilities of the traditional  
physical, high-touch**

**but + ADDS and**

**SEAMLESSLY↔INTEGRATES**

**prodigious and every-increasing  
quantities and variations of  
virtual/digital resources,  
services, “facilities”**

# What are the Digital Humanities?

**Digitized and born-digital** data, artifacts, files, images, audio files, video files, publications, etc., which serve academics, intellectuals, scholars (novice → senior) in the work of their teaching, learning and research/TLR – processes, intellectual scaffoldings, musings, products, collections...

**Digital Humanities**

**+ ADD+TO and**

**SEAMLESSLY↔INTEGRATE ↔WITH**

**Traditional Humanities**

**Digital Humanities are first**  
**an ENVIRONMENT,**  
**an INTEGRAL FORMAT**  
**the digital, the electronic,**  
**accessible**  
**anytime**  
**any place...**




...linked (hyperlinked) and  
enhanced/“marked-up” with  
XML, TEI (text-encoding),  
creating digital

## SEMANTIC TAGS/HOOKS

(e.g., personal name, location, word/phrase),  
which can then be manipulated, connected,  
integrated, transmuted, permuted,  
to bring multifaceted dynamism, connectedness,  
interconnectedness to bits of data (micro-data to  
macro-data), e.g., words/phrases, multimedia,  
sounds, shapes, colors, geo-locations, textual  
proximities, etc.





# **These are Digital Humanities**

**PROCESS/ES  
and  
PRODUCT/S.**





**Creating  
Digital Humanities  
is both  
PROCESS/ES  
and  
PRODUCT/S.**



If the realm of Digital Humanities, of Digital History, is  
an  
Ocean of Digital Knowledge for Digital Sailing,

One can

- ❑ Watch from the beach
- ❑ Dip one's toe into the water
- ❑ Wade in
- ❑ Dive in
- ❑ Build a small raft
- ❑ Build a smaller or larger wharf
- ❑ Build a smaller or larger boat to travel, to sail to, visit and trade with other Digital Sailors and Ports of Digital Knowledge.



# The Process/es

Consciously, explicitly, strategically tracking, studying, communicating with, collaborating with faculty and other Humanists in their environments, their work-flows:

novice/student → senior-scholar Humanists.

- \*Assisting in research, data collection and storage, processing-to-product, publishing (in digital repositories).

- \*Collaborating to plan and put on conferences

- \*Collaborating to publish e-journals

- \*Collaborating to build Websites

- \*Collaborating to create, build curricular materials



# The Products

In addition to **proprietary** products,  
e.g.,

*Eighteenth Century Collections Online,*

*Nineteenth Century Collections Online*

*Early English Books Online,*

*Electronic Enlightenment,*

*Early American Imprints,*

*Early American Newspapers...*



# **Critical Precondition for Creating Digital Humanities:**

**Leadership Providing a**

**Climate, Environment, Culture of  
Openness, Collaboration and Support,  
Flexibility of Mission**

**to embark on such projects,**

**to accept the**

**Risks and**

**Disruptive Innovation.**

**This allows for the Serendipity**

**to Seize Opportunities,**

**when they present themselves.**

# The Products

Faculty's E-journals or digitized print journals

*Inti – Revista de literatura hispánica*

<http://digitalcommons.providence.edu/inti/>

*The Prose Poem: An International Journal*

<http://digitalcommons.providence.edu/prosepoem/>

# Creating Grand Digital History



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**A NEW ONLINE RESOURCE ON ONE OF RHODE ISLAND'S MOST  
SIGNIFICANT HISTORICAL EVENTS CREATED BY DIGITAL  
PUBLISHING SERVICES AND MEMBERS  
OF THE PROVIDENCE COLLEGE COMMUNITY**

**<http://library.providence.edu/dorr>**

# Discussion of

- \* How to create digital educational resources of this historical event of local significance?
- \* Local history = Importance
- \* Discussions with Core Group: Head of Digital Publishing Services, Library Director, Lead Scholars to determine What? Who? How?
- \* The project attracted collaborative forces, people, institutions, resources:
  - Three Universities (PC, Brown, RISD);
  - Rhode Island Historical Society;
  - Local, national and international scholars.



# Faculty and Community Scholars Pursue Shared Interests

## US History – Rhode Island History “The Dorr Rebellion”

Main Page:

<http://library.providence.edu/dorr>



MAIN GALLERY RESOURCES UPDATES ABOUT

The Thomas Wilson Dorr Rebellion of 1841-43 is considered the most significant constitutional and political event to occur in Rhode Island history. This educational website, developed through a collaboration of Providence College's Digital Publishing Services (Phillips Memorial Library), faculty and community scholars, provides an introduction to the topic through a short-form documentary, image gallery, supporting curricular materials and links to regional Thomas Wilson Dorr resources.





# Inception – November, 2010

\* Digital Publishing Services – History faculty/scholar request for scanning / digitization support. History faculty/scholar wanted to move into new digital scholarship

\* Building on an earlier Special Collections project (John Greenleaf Whittier Collection, American Literature) as a model:

<http://library.providence.edu/spcol/exhibits/whittier/index.html>

And faculty video interviews:

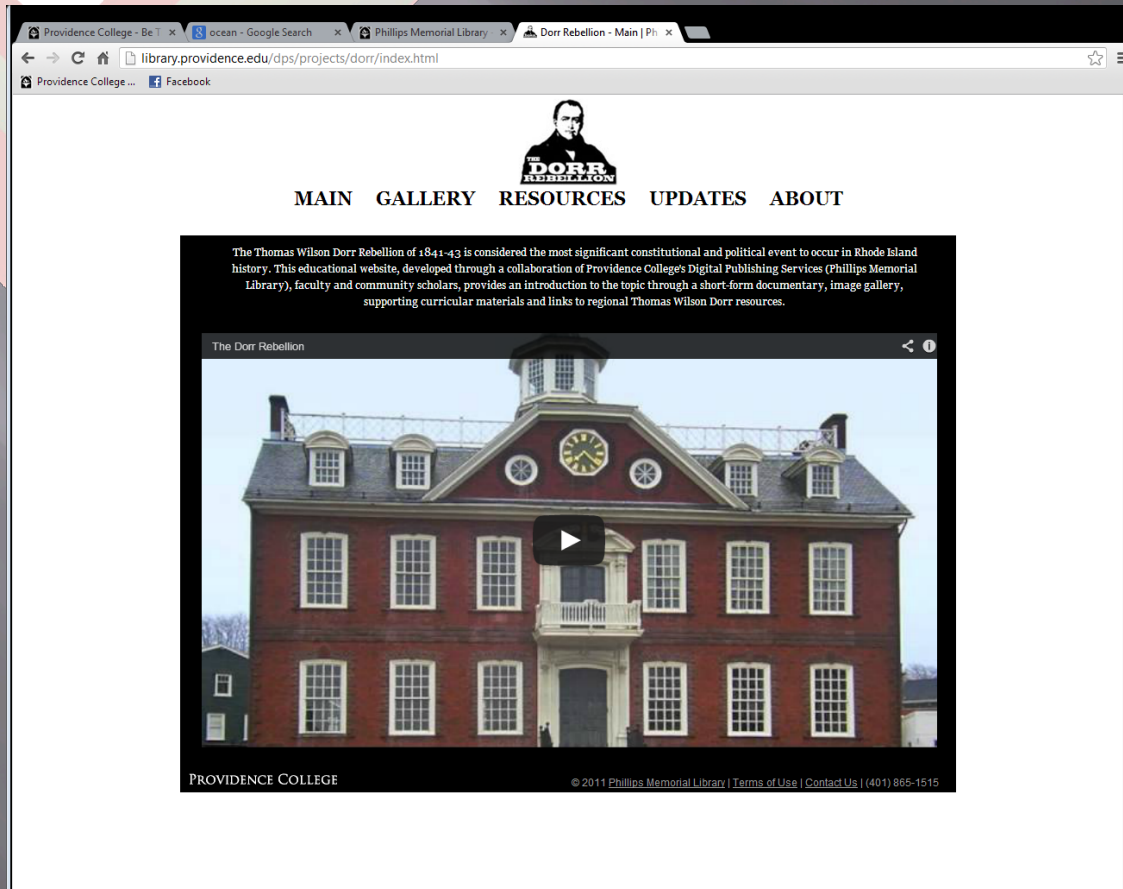
<http://www.youtube.com/watch?v=zz9YytzSUGs&list=PL1E95661321EF470D&index=1>

<http://www.youtube.com/watch?v=Yxwa7Td-Oa4&list=PL1E95661321EF470D&index=2>

# Create Video Documentary

## Faculty Dissertation and Research Specialty: Dorr Rebellion -1841-43

<http://library.providence.edu/dps/projects/dorr/index.html>



# Create Video Documentary

20-30 minutes

9 months – December, 2010 – August, 2011

Budgetary need: minimal  
in-kind existing staff and technology resources

Lead Scholars – Local, National, International:

Scholarly accuracy and quality

Core images

Script



# Important considerations:

- \* Consistent digitization procedures and standards –  
[www.archives.gov](http://www.archives.gov) National Archives & Record  
Administration NARA
- \* Scanning at high DPI (dots per inch) / PPI (pixels per inch) in  
order to create multimedia derivatives of sufficiently  
high quality
- \* Negotiate low- or no-cost digital assets – open-access images
- \* Ensure adequate storage (network, secure backup)
- \* Use iMovie tool – freely available on all Apple Macintosh  
computers
- \* Human resources:  
Providence College Library and DPS staff  
Professional actress as narratress (pro bono volunteer)  
Local, national, international scholars

# In-house Website

- \* Development – four months May – August, 2011 – two staff
- \* HTML experimentation – CSS for styling consistency; some PHP for future server maintenance when changing the image gallery

## \* Premier – September, 2011:

Video

About

Image Gallery (into ContentPro repository with pertinent metadata); involved 3-year, ongoing renewal of image permissions

Bibliographic Resources

All subsequent events and activities pertaining to the Dorr Rebellion Project / DRP are based on this site

<http://library.providence.edu/dps/projects/dorr/index.html>


# Images

<http://library.providence.edu/dps/projects/dorr/images.html>

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library.providence.edu/dps/projects/dorr/images.html

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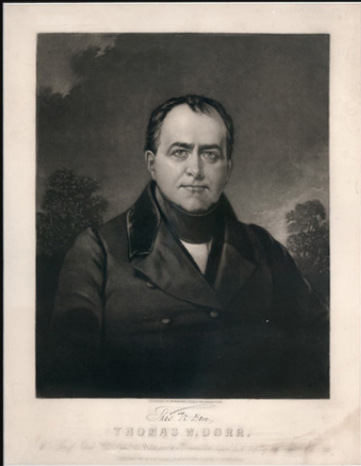
MAIN GALLERY RESOURCES UPDATES ABOUT

1 2 3



Play Slideshow

< Previous Next >




Portrait of Thomas Wilson Dorr

View Larger

This print drawn from a daguerreotype of Thomas Dorr was done in Philadelphia in 1842 by William Warner a portrait painter and engraver. Copies were sold in Providence by Abraham Stillwell, a local bookseller. Stillwell began advertising the sale of the likeness of Dorr beginning with the June 20, 1842 issue of the Providence Daily Express, Stillwell's ad read 'GOV. DORR, Just published and for sale at No. 1 Market square, a Portrait of Thomas W. Dorr, elected Governor of the State of Rhode Island under the People's Constitution.'

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# Video Interviews

<http://library.providence.edu/dps/projects/dorr/>

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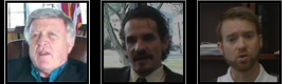
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**Dr. Patrick T. Conley on the Constitutions**

WATCH ON YOUTUBE

In this interview, Dr. Patrick T. Conley, constitutional historian and Dorr scholar, discusses the deficiencies of the Law & Order Constitution of 1843, the provisions of the People's Constitution of 1841, and his personal involvement in the Rhode Island Constitutional Convention of 1977. For additional information and material, please visit our Constitutions module.

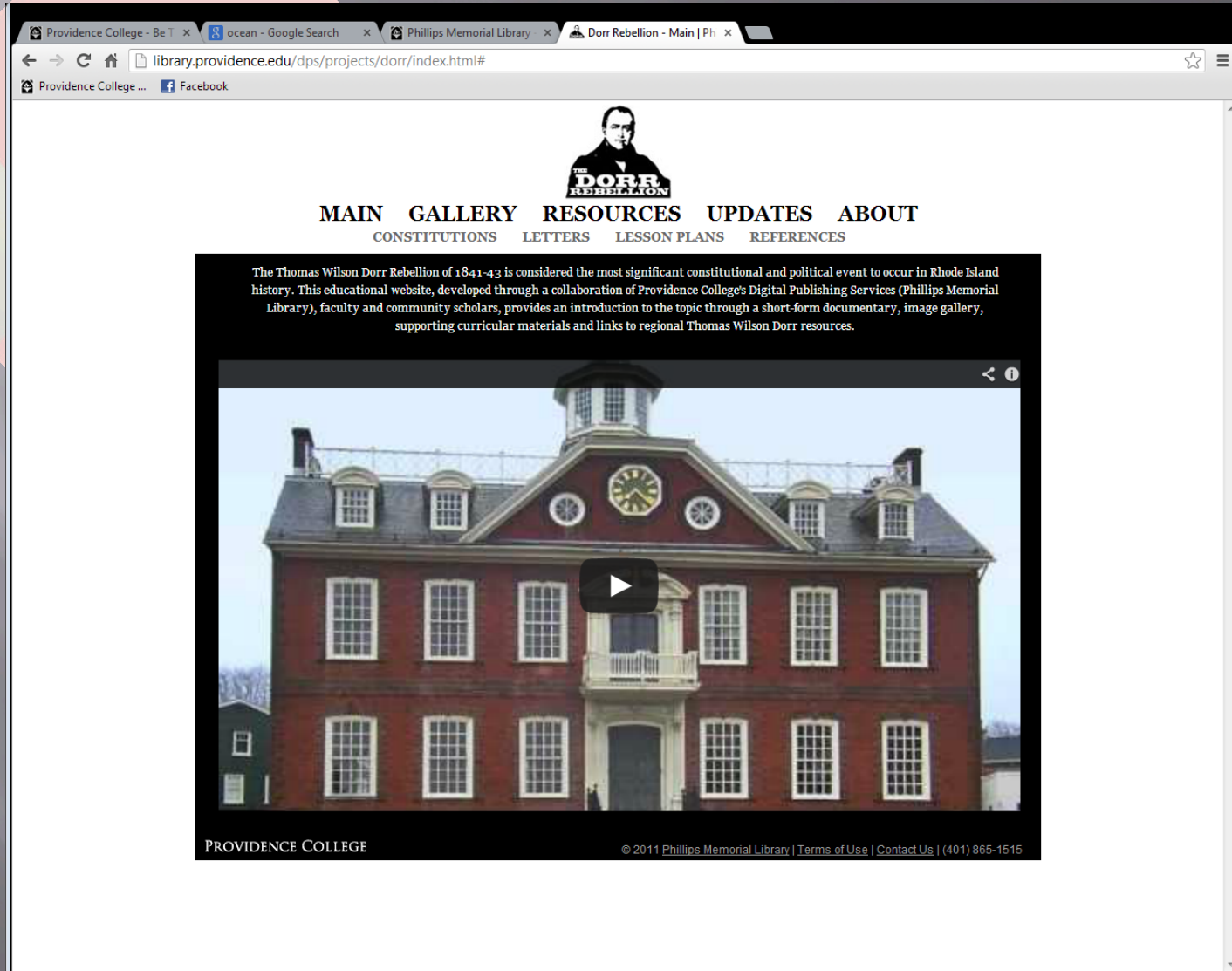
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# Resources

<http://library.providence.edu/dps/projects/dorr/index.html#>



The screenshot displays a web browser window with the URL [library.providence.edu/dps/projects/dorr/index.html#](http://library.providence.edu/dps/projects/dorr/index.html#). The page features a navigation menu with links: MAIN, GALLERY, RESOURCES, UPDATES, ABOUT, CONSTITUTIONS, LETTERS, LESSON PLANS, and REFERENCES. A central text block describes the Thomas Wilson Dorr Rebellion of 1841-43 as a significant constitutional and political event in Rhode Island history, developed through a collaboration of Providence College's Digital Publishing Services (Phillips Memorial Library), faculty, and community scholars. Below the text is a large image of a red brick building with a central clock tower, overlaid with a play button icon, indicating a video player. The footer includes the text "PROVIDENCE COLLEGE" and "© 2011 Phillips Memorial Library | Terms of Use | Contact Us | (401) 865-1515".

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**THE DORR REBELLION**

MAIN GALLERY RESOURCES UPDATES ABOUT  
CONSTITUTIONS LETTERS LESSON PLANS REFERENCES

The Thomas Wilson Dorr Rebellion of 1841-43 is considered the most significant constitutional and political event to occur in Rhode Island history. This educational website, developed through a collaboration of Providence College's Digital Publishing Services (Phillips Memorial Library), faculty and community scholars, provides an introduction to the topic through a short-form documentary, image gallery, supporting curricular materials and links to regional Thomas Wilson Dorr resources.

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# Constitutions

<http://library.providence.edu/dps/projects/dorr/constitutions.html>

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MAIN GALLERY RESOURCES UPDATES ABOUT

### THE CONSTITUTIONS

[The People's Constitution](#) | [The Law & Order Constitution](#) | [Constitutional Comparison](#)

The 1663 colonial charter, which was granted by King Charles II of England, served as the primary instrument of government in Rhode Island until it was replaced by a new constitution in 1843. In the 17th and 18th century, the charter was considered a liberal document, allowing for religious freedom and the election of its officials by the freemen of the colony. The charter, however, had no provision for amendment and by the 19th century its fixed system of apportionment was no longer responsive to the needs of the state.

From the 1790s to 1830s, there were numerous failed attempts to replace the charter with a modern constitution. Early in 1841, the Rhode Island Suffrage Association petitioned the General Assembly for "the abrogation of the Charter, ...and ...the establishment of a constitution which should more efficiently define the authority of the Executive and Legislative branches, and more strongly recognize the rights of the citizens." When their petition was tabled by the General Assembly the association resorted to extralegal means. In July, the Suffrage Association called a constitutional convention to convene in Providence. By the end of November, the delegates had framed a new constitution for the state that greatly fixed the malapportionment in the legislature and greatly expanded the suffrage for white males. The so-called People's Constitution was approved by the people in a one-sided vote of 13,947 for and 52 opposed in late December 1841.

The Rhode Island Legislature, feeling pressure to respond, called for its own constitutional convention and by March 1842 this constitution was placed before the people; in an election lasting three days it was narrowly defeated by a vote of 8,013 for and 8,689 opposed. This constitution is referred to as the Landholder's Constitution.

In January 1842, the General Assembly, responding to the mounting political pressure, decided to call its own constitutional convention. By March 1842, another constitution was placed before the citizens of Rhode Island. It was narrowly defeated by a vote of 8,013 for and 8,689 opposed. This constitution is referred to as the Landholder's Constitution.


During the height of the turmoil of the Dorr Rebellion in the spring of 1842, the legislature called for another constitutional convention. The convention met in September of 1842 and by November a new constitution was placed before the people. It was approved by a vote of 7,024 for and 51 opposed; it went into effect in April 1843. This constitution is commonly called the Law & Order Constitution and it remained the primary instrument of Rhode Island government until the late 20th century. A careful comparison of the People's and Law & Order Constitutions will point out many other differences.

For an article-by-article comparison chart, please click the following link.

[Article-by-Article Comparison PDF \(24 KB\)](#)

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# The People's Constitution

<http://library.providence.edu/dps/projects/dorr/pcon.html>

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**THE DORR REBELLION**

**RETURN TO THE CONSTITUTIONS**

**THE PEOPLE'S CONSTITUTION**


[Read Online](#) | [Open Searchable PDF \(5.63MB\)](#)

**THE PEOPLE'S CONSTITUTION**

Article I of the People's Constitution incorporated the best features of the federal model in areas of free speech, free press, religious liberty and procedural due process, but it went much further than a simple repetition of traditional freedoms. It attacked "privilege" by its assertion that "no favor or disfavor ought to be shown in legislation toward any man, or party, or society or religious denomination" (I, 4). It emphatically affirmed that "the people have an inalienable and indefensible right in their original, sovereign and unlimited capacity to ordain and institute government and in the same capacity to alter, reform or totally change the same" even without prior legislative authorization (I, 4). The document also contained a "personal liberty clause" that guaranteed the right of trial by jury for fugitive slaves (1, 14).

State support of education was deemed so essential that it was mandated not only in a separate article (XII), but also in the bill of rights that decreed it "an imperative duty of the legislature to promote the establishment of free schools" (I, 5). The People's Constitution remedied many abuses that had persisted under the charter. The most notable and controversial occurred in the area of suffrage. The statutory \$134 real estate freehold requirement was repudiated by a clause that extended suffrage to adult white male citizens with one year's residence in the state (II, 1). Insertion of that racial qualification was accomplished over strenuous objections from Thomas Wilson Dorr and Benjamin Arnold, Jr. of Providence who correctly asserted that this inconsistent restriction violated the principle of equal rights upon which their movement was based. When Dorr persisted in his advocacy of African Americans, his fellow delegates agreed to insertion of a clause mandating a popular referendum on the defeated motion at the first annual election following the initial session of the People's Legislature (XIV, 22).

In the crucial area of reapportionment the reformers devised an eighty member House, wherein Providence was entitled to twelve representatives, two from each of its six wards. Smithfield and Newport were allocated five members each, Warwick retained four, Cumberland, North Providence and Scituate were raised to three, Jamestown, Middletown and Barrington were reduced to one and all other towns were allotted their customary two representatives (V, 2-3). This plan gave the nine expanding industrialized towns approximately 46% of House representation, a significant increase over the 30% they were then allowed under the inflexible charter. A twelve-member senate, elected from twelve districts, gave the nine expanding towns of Providence and Bristol counties an influence approximately equal to

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# The Law & Order Constitution

<http://library.providence.edu/dps/projects/dorr/locon.html>

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RETURN TO THE CONSTITUTIONS

THE LAW & ORDER CONSTITUTION

[Read Online](#) | [Open Searchable PDF \(4.28MB\)](#)

THE LAW & ORDER CONSTITUTION

Most of the constitutional crises which convulsed Rhode Island during the century and a quarter following adoption of the 1843 constitution would have been avoided had the People's Constitution prevailed. Thomas Dorr lost the battle, but much that he proposed was added to the organic law of the state over the remainder of the 19th century. The constitution that emanated from the deliberations in 1842 remained the state's basic law until 1986. The document was similar in most respects to the Landholders' constitution rejected by Rhode Island voters in March 1842. A referendum on this constitution was held on November 21-23, 1842, although it was boycotted by the supporters of Thomas Dorr, who was living in exile in New Hampshire. In a relatively small turnout, the so-called Law and Order Constitution was adopted by a vote of 7,024 to 51. African Americans secured a separate referendum on their right to vote as a reward for their help in suppressing Thomas Dorr's rebellion. A concession was also given to women by insertion of a clause that allowed non-electors to be members of a school committee. A most important and unfortunate omission was the failure of the delegates to provide for secrecy of the ballot.

Freeholders needed only one year's residence to vote on all political and financial questions at every level of government. Native born citizens who lacked real estate were subject to a two-year residency qualification, but if these landless citizens paid taxes on \$134.00 worth of personal property they could also vote in all elections. In addition to these fully enfranchised voters (i.e. those who paid taxes on at least \$134.00 worth of real or personal property) the new constitution established a second-class category of native-born electors known as registry voters. These individuals could be enfranchised either by paying at least \$1.00 in taxes or by performing at least one day of volunteer service in the militia per year, but registry voters could not participate in council elections in the city of Providence nor could they vote on financial questions in any municipality. The final and most demanding electoral category was reserved for naturalized citizens. They were still subjected to the old real estate qualification – a restriction which made Rhode Island's new basic law the most nativistic in the nation from the moment of its inception. The nativistic freehold qualification was removed in 1888 by the Bourn Amendment (VII) under sustained pressure from an "Equal Rights Movement" that invoked the memory of Thomas Dorr.

Apportionment clauses of the new basic law underwent significant change. In the House the nine expanding towns immediately obtained 50 per cent of the state's representatives (6 of 63), an allocation even more generous than the 40 per cent allotted to the People's

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# Constitutional Comparisons

<http://library.providence.edu/dps/projects/dorr/comparison.html>

The screenshot displays a web browser window with the URL [library.providence.edu/dps/projects/dorr/comparison.html](http://library.providence.edu/dps/projects/dorr/comparison.html). The browser's address bar shows the site name and the URL. Below the address bar, there are social media links for Providence College and Facebook. The main content area features a header with a portrait of a man and the text "RETURN TO THE CONSTITUTIONS". Below this header, there are two side-by-side panels, each with a yellow header bar. The left panel is titled "DPS The People's Constitution" and displays the title page of the 1841 Constitution of the State of Rhode Island and Providence Plantations. The right panel is titled "DPS The Law & Order Constitution" and displays the title page of the 1842 Constitution of the State of Rhode Island and Providence Plantations. Both panels have a yellow bar at the bottom with navigation icons. The browser window also shows several open tabs at the top.

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**RETURN TO THE CONSTITUTIONS**

**DPS The People's Constitution**

**CONSTITUTION**  
OF THE  
STATE OF RHODE ISLAND  
AND  
PROVIDENCE PLANTATIONS,  
AS FINALLY ADOPTED  
BY THE  
CONVENTION OF THE PEOPLE,  
ASSEMBLED AT PROVIDENCE,  
ON THE 18th DAY OF NOVEMBER,  
1841.  
PROVIDENCE:  
PRINTED AT THE NEW AGE OFFICE.  
1842.

**DPS The Law & Order Constitution**

**THE**  
**CONSTITUTION**  
OF THE  
STATE OF RHODE-ISLAND  
AND  
PROVIDENCE PLANTATIONS,  
AS ADOPTED BY THE  
CONVENTION,  
ASSEMBLED AT NEWPORT, SEPTEMBER, 1842.  
PROVIDENCE:  
PRINTED BY KNOWLES AND VOSE.  
1842.




# Thirty Select Rare, Unique Letters

<http://library.providence.edu/dps/projects/dorr/letters.html>

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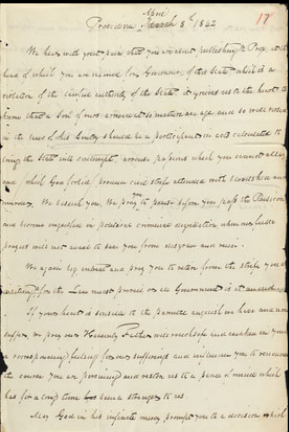
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**THE DORR REBELLION**

MAIN GALLERY RESOURCES UPDATES ABOUT

LETTERS




The Dorr Letters Project is a digital collection and scholarly project devoted to the correspondence of Thomas Wilson Dorr. The goal of the project is to further the exploration of Rhode Island history through the combination of traditional scholarly editing with current digital technologies such as text encoding (TEI). At present the project includes digital transcriptions of thirty letters from the Dorr Correspondence files in the Sidney S. Rider Collection at the John Hay Library (Brown University), the James Fowler Simmons Papers at the Library of Congress, the Gilder Lehrman Institute, and one letter from the private collection of Richard Slaney. These letters illustrate aspects of race, reform, antislavery and proslavery politics, and, of course, the Dorr Rebellion.

To view the electronic transcriptions along with scanned images of the original manuscripts, please visit the [Dorr Letters Project site](http://Dorr Letters Project site).

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# Dorr Letters Project - Home

<http://library.providence.edu:8080/xtf/index.xml>

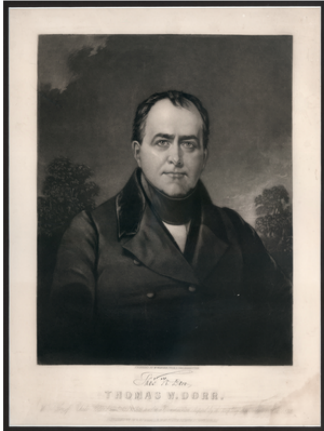
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At present the project includes digital transcriptions of thirty one letters from the Dorr Correspondence files in the Sidney S. Rider Collection at the John Hay Library (Brown University), the James Fowler Simmons Papers at the Library of Congress, the Gilder Lehrman Institute, and one letter each from the private collections of Russell DeSimone and Richard Stanley. These letters illustrate aspects of race, reform, antislavery and proslavery politics, and, of course, the Dorr Rebellion.

There are more than 2500 hundred letters that are known to exist that either pertain to the Dorr Rebellion and its aftermath or the early life of the rebellion's leader Thomas Wilson Dorr. In order to keep the number of letters selected for this project to a manageable number the editors focused on Dorr's early life (Phillips Exeter Academy and Harvard University), his early law career, his political career in the mid-1830s, and his emergence as the leader of the reform movement that sought to revise Rhode Island's archaic governing structure.

The selection of letters was governed by the notion of what would work best in the high school and college classroom. Each letter is accompanied by an introduction, and a set of questions. This content may be of specific interest to educators who wish to include Dorr-related content in their curriculum. For further resources that may be of use in the classroom setting, please see the Dorr Rebellion Project page where you will find a short-form documentary on the Rebellion, along with lesson plans, and further resources.

The project was funded in part by grants from the Rhode Island Council for the Humanities and the Rhode Island Foundation.



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# How to Become Proficient at TEI/XML

Text Encoding Initiative – Extensible Markup Language

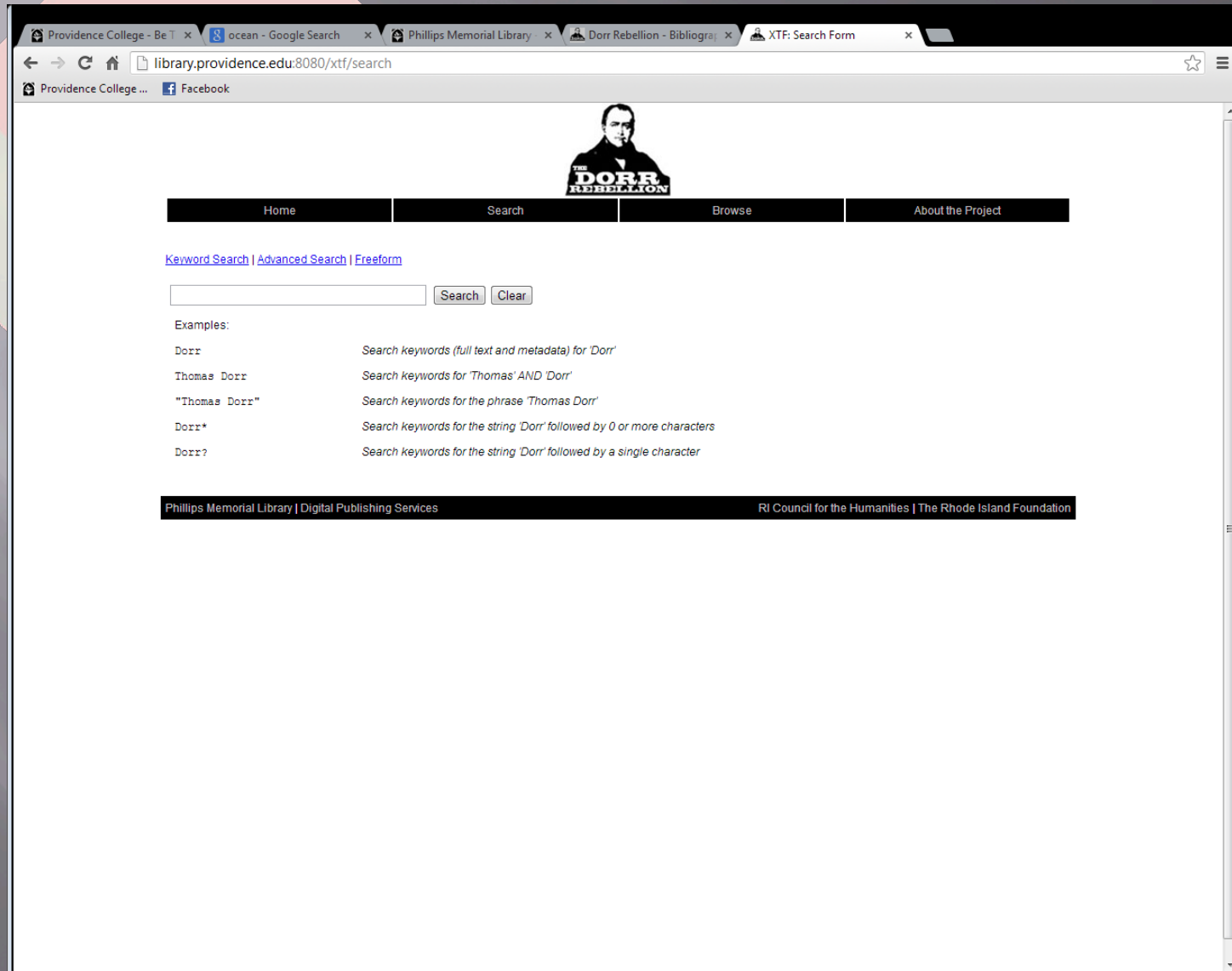
<http://www.tei-c.org/index.xml>

- \* Four Digital Publishing Services Staff attended National Endowment for the Humanities/NEH Funded workshops (five levels, module-based)
- \* One Expert
- \* One High Proficiency
- \* Two Intermediate Proficiency



# Dorr Letters Project – Search

<http://library.providence.edu:8080/xtf/search>




The screenshot shows a web browser window with the URL `library.providence.edu:8080/xtf/search`. The browser's address bar and tabs are visible at the top. The page features a navigation bar with links to Home, Search, Browse, and About the Project. Below this is a search form with a text input field, a Search button, and a Clear button. Examples of search queries are provided, including 'Dorr', 'Thomas Dorr', 'Thomas Dorr', 'Dorr\*', and 'Dorr?'. The footer of the page contains the text 'Phillips Memorial Library | Digital Publishing Services' and 'RI Council for the Humanities | The Rhode Island Foundation'.

Providence College - Be T x ocean - Google Search x Phillips Memorial Library x Dorr Rebellion - Bibliogra x XTF: Search Form x

library.providence.edu:8080/xtf/search

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Home Search Browse About the Project

[Keyword Search](#) | [Advanced Search](#) | [Freeform](#)

Search Clear

Examples:

Dorr Search keywords (full text and metadata) for 'Dorr'

Thomas Dorr Search keywords for 'Thomas' AND 'Dorr'

"Thomas Dorr" Search keywords for the phrase 'Thomas Dorr'

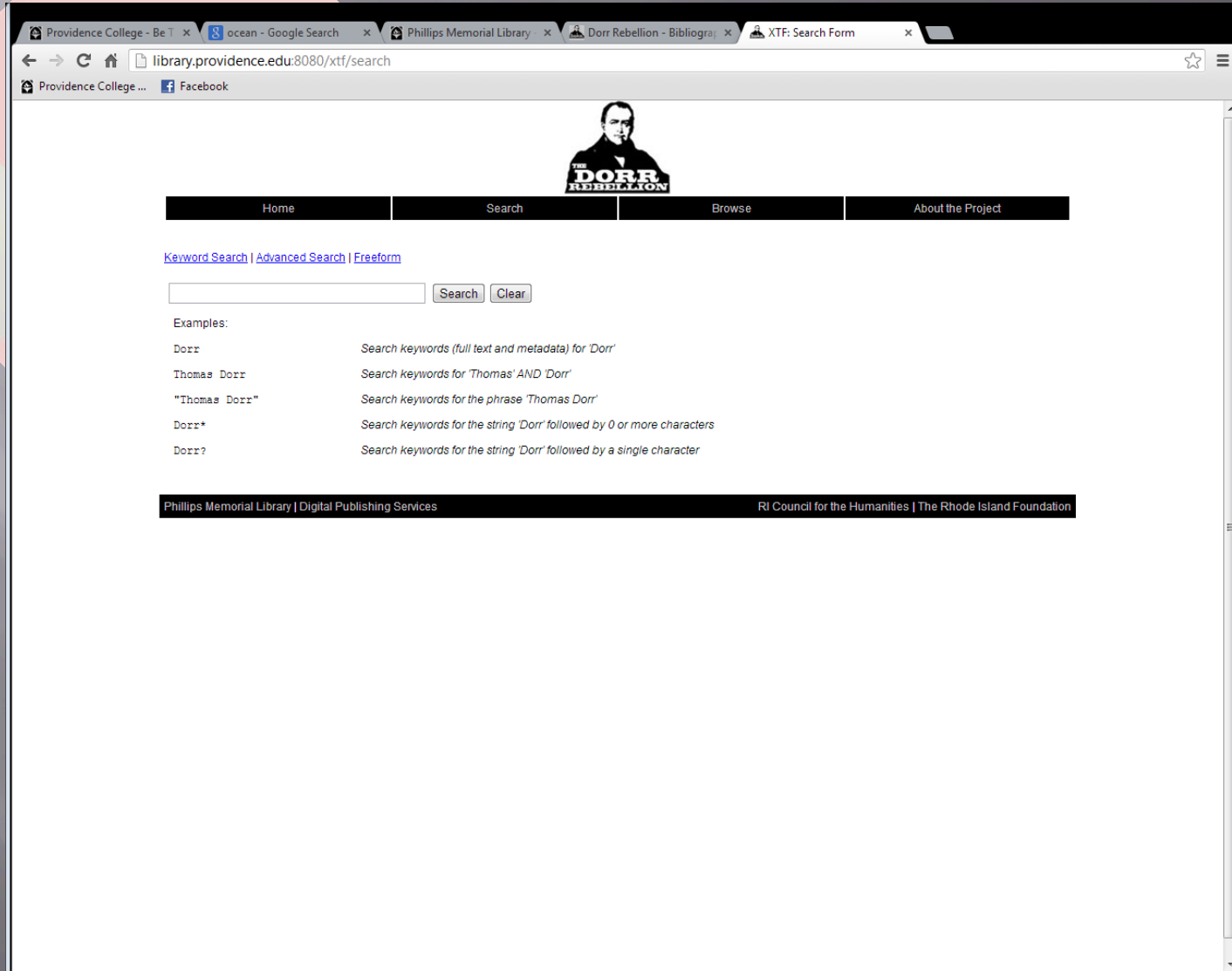
Dorr\* Search keywords for the string 'Dorr' followed by 0 or more characters

Dorr? Search keywords for the string 'Dorr' followed by a single character

Phillips Memorial Library | Digital Publishing Services RI Council for the Humanities | The Rhode Island Foundation

# The Dorr Letters Project- Browse

<http://library.providence.edu:8080/xtf/search>



The screenshot shows a web browser window with multiple tabs. The active tab is titled "XTF: Search Form" and the address bar shows "library.providence.edu:8080/xtf/search". The website has a header with a portrait of Thomas Dorr and the text "THE DORR REBELLION". Below the header is a navigation bar with links: Home, Search, Browse, and About the Project. Under the "Search" link, there are three sub-links: Keyword Search, Advanced Search, and Freeform. A search input field is present with "Search" and "Clear" buttons. Below the input field, there are examples of search queries and their descriptions:

Examples:	
Dorr	Search keywords (full text and metadata) for 'Dorr'
Thomas Dorr	Search keywords for 'Thomas' AND 'Dorr'
"Thomas Dorr"	Search keywords for the phrase 'Thomas Dorr'
Dorr*	Search keywords for the string 'Dorr' followed by 0 or more characters
Dorr?	Search keywords for the string 'Dorr' followed by a single character

At the bottom of the page, there is a footer with two sections: "Phillips Memorial Library | Digital Publishing Services" and "Ri Council for the Humanities | The Rhode Island Foundation".

# Dorr Letters Project – Letter Transcription

<http://library.providence.edu:8080/xtf/view?docId=tei/L0001.xml;query=;brand=default>

The screenshot shows a web browser window with multiple tabs open. The active tab is 'The Dorr Letters Project'. The address bar shows the URL: [library.providence.edu:8080/xtf/view?docId=tei/L0001.xml;query=;brand=default](http://library.providence.edu:8080/xtf/view?docId=tei/L0001.xml;query=;brand=default). The page features a navigation bar with links: Home, Search, Browse, and About the Project. Below the navigation bar is a search bar with a 'Search this Item' button. On the left side, there is a sidebar with links: Samuel Adams Dorr to TWD Overview, Introduction, Letter, and Questions. The main content area displays the title 'The Dorr Letters Project' and the subtitle 'Samuel Adams Dorr to Thomas Wilson Dorr: Electronic Transcription'. Below this, there is an 'Introduction' section with text about the oldest letter in the Thomas Wilson Dorr correspondence files. Further down, there is a 'Letter' section with the date 'Canton 17th March 1820' and the salutation 'My Dear Nephew,'. The letter text begins with 'Your kind letter under date 26th Sept. last, by the Washington affords me great pleasure. You have long since commenced your Collegiate life with with the most flattering prospects as I'm informed, the foundation, laid in part at Exeter, you will find great advantage from during the two first years particularly, if not for the remainder of life. I need not recommend diligence to one who has afforded already so prominent an example of industry – I need not say that I hope you will in all cases conform unequivocally to rules of College as well as the wishes of the Lecturers & instructors because I presume you made that resolution before you entered college. Amongst the young men who compose the number of students, frequently there are restless spirits want to give difficulty to the Governors of the Institution, who upon slight disgusts, are apt to raise tumults & effect combinations in direct hostility to their teachers & entirely subversive of the views with which they entered the Seminary. These my dear boy are to be avoided by all young men who value their honour, peace or happiness. You have commenced a life of study & will of course pursue it with your accustomed endeavor, the reward you will certainly obtain in due time in the prospect of a bright future attached to a career'.

On the right side of the letter text, there are two small thumbnail images of documents. Above the first thumbnail is the text 'View Document Image' and below it is 'View TEI'. Above the second thumbnail is the text 'View Page 1'.



# Dorr Letter Project – Letter

<http://library.providence.edu:8080/xtf/data/tei/bookreader/letter1/#page/1/mode/1up>

Providence College - x ocean - Google Search x Phillips Memorial Lib x Dorr Rebellion - Bibli x The Dorr Letters Proj x Dorr Letters Project: Letter 1 x Dorr Letters Project: Letter 1 x

library.providence.edu:8080/xtf/data/tei/bookreader/letter1/#page/1/mode/1up

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Dorr Letters Project: Letter 1

Canterbury, March 1820

My Dear Nephew,

Your kind letter under date 21<sup>st</sup> Sept. last by the Washington affords me great pleasure. You have long since commenced your collegiate life with the most flattering prospects. I'm informed, the foundation laid in fact at Exeter you will find great advantage from during the two first years particularly, if not for the remainder of life. I need not recommend diligence to one who has afforded already so prominent an example of industry. I need not say that I hope you will in all cases conform vigorously to rules of College as well as the wishes of the Lecturers. I trust I presume you made that resolution before you entered College. Amongst the young men who compose the number of the students, frequently, there are several spirits proud to give difficulty to the Governors of the Institution, who upon slight disputes are apt to raise tumults & effect combinations in direct hostility to their teachers. Sometimes, subservient of the views which the trustees the benevolent have my dear boy are to be accorded by all young men who value their names peace or happiness. You have commenced a life of study & will of course pursue it with your accustomed ardour, the reward you will certainly obtain in due time is the respectable influence attached to a man of letters & in the intellectual satisfaction derived from a cultivated soul. I am, my dear nephew, ever your affectionate uncle.


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# Transcription & Original

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library.providence.edu:8080/xtf/view?docId=tei/L0001.xml;query

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Home Search Browse About the Project

Return to Search Results  Search this Item Citation | Print View | Choose Language

Samuel Adams Dorr to TWD Overview


Introduction

Letter

Questions

**The Dorr Letters Project**


Samuel Adams Dorr to Thomas Wilson Dorr:  
Electronic Transcription

View Document Image  View TEI

**Introduction**

This is the oldest letter in the Thomas Wilson Dorr correspondence files at the John Hay Library at Brown University. In March 1820, Thomas Dorr was a 14-year-old freshman at Harvard College. Dorr enrolled at Harvard after completing three years at Phillips Exeter Academy in New Hampshire. Samuel Adams Dorr (1775-1855), an older brother of Thomas' father, Sullivan Dorr, was stationed in Canton, China, representing the merchant firm of J. & J. Dorr.

**Letter**


Canton 17th March 1820  
My Dear Nephew,  View Page 1

Your kind letter under date 26th Sept. last, by the Washington affords me great pleasure. You have long since commenced your Collegiate life with with the most flattering prospects as I'm informed, the foundation, laid in part at Exeter, you will find great advantage from during the two first years particularly, if not for the remainder of life. I need not recommend diligence to one who has afforded already so prominent an example of

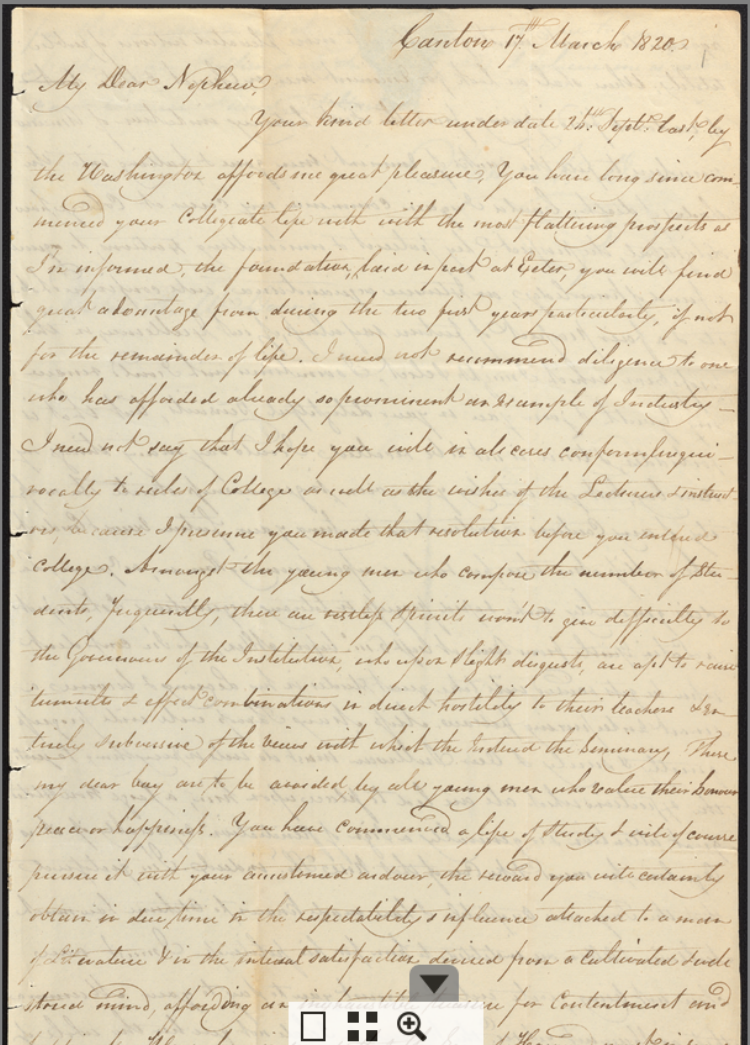
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library.providence.edu:8080/xtf/data/tei/bookreader/letter1/#p=

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Do i



Canton 17th March 1820

My Dear Nephew,

Your kind letter under date 26th Sept. last, by the Washington affords me great pleasure. You have long since commenced your Collegiate life with with the most flattering prospects as I'm informed, the foundation, laid in part at Exeter, you will find great advantage from during the two first years particularly, if not for the remainder of life. I need not recommend diligence to one who has afforded already so prominent an example of Industry. I need not say that I hope you will in all cases conform vigorously to rules of College or not at the wish of the Lecturers & instructors, because I presume you made that resolution before you entered College. Amongst the young men who compose the number of students, frequently, there are restless spirits, who are difficult to the Governors of the Institution, who upon slight disgusts, are apt to raise tumults & effect combinations in direct hostility to their teachers & entirely subversive of the views with which the Institute the Seminary. These my dear boy are to be avoided by all young men who value their names, peace or happiness. You have commenced a life of study & will of course pursue it with your accustomed ardour, the reward you will certainly obtain in due time in the respectability & influence attached to a man of letters & in the intense satisfaction derived from a cultivated & well stored mind, affording an inextinguishable source for contentment and happiness. Please have a



# Dorr Letters and XTF

<http://blogs.providence.edu/digital-publishing/>

Digital Publishing — @ Providence College - Mozilla Firefox

File Edit View History Bookmarks Tools Help

Sakai @ PC ... Inbox | Link... The Dorr Le... Tzeni Rossi... Venue & M... Cloud Com... Ayda Poura... Digital P...

blogs.providence.edu/digital-publishing/ Ask.com Search

Log in

Just recently, Digital Publishing Services finished a semester long endeavor to put together a website with the purpose of sharing both the digital transcriptions and the original scans of the Dorr letters. The site is built on **XTF** (eXtensible Text Framework), which is a *free*, open source platform that provides a super customizable framework for working with the transforming and display of TEI (and many other encoding languages). The beauty of XTF lies within it's text indexer tool, it automatically creates an index of your documents which then allows for search-ability across the entire collection, or within each document. XTF can be a bit daunting to learn for a newcomer as there are very many moving parts, that said I'd still recommend it, there are a number of helpful tutorials and documentation and the XTF community is strong and usually quick to help. If you're working with XTF I'd suggest joining the XTF User List on Google groups immediately!

At present the project includes digital transcriptions of thirty letters from the Dorr Correspondence files in the Sidney S. Rider Collection at the John Hay Library (Brown University), the James Fowler Simmons Papers at the Library of Congress, the Gilder Lehrman Institute, and one letter from the private collection of Richard Slaney. These letters illustrate aspects of race, reform, antislavery and proslavery politics, and, of course, the Dorr Rebellion.

To see our XTF implementation in action, visit the **Dorr Letters project page**. You can browse or search through the Dorr letters. Once on a letter page you can then click "view page #" to see the original scan of that page. There also exists an option to view the raw TEI.

The letters were selected, edited, and transcribed from the original manuscripts by Dr. Erik J. Chaput and Russell DeSimone, with the assistance of Dr. Edward E. Andrews.

The letters were encoded by the Phillips Memorial Library + Commons Digital Publishing Services team including Deborah Angelo, Mark Caprio, Rachel Golub, Christiane Marie Landry, Marc Mestre, and Hailie Posey.

Also, be sure to visit the **Dorr Rebellion project page** to learn more about the Dorr Rebellion. The site was recently updated with lesson plans created specifically for interaction with the Dorr Letters site. We will be doing some more updating to the site later this summer, so be sure to check back in.

Project questions or comments may be sent to [dps@providence.edu](mailto:dps@providence.edu)

DP @ PC: Summer Research Edition

Inti Web: Inti 75-76 Coming Soon!

May 28, 2013 By [Hailie Posey](#) | [Leave a Comment](#)

May 3, 2013 By [Marc Mestre](#) | [Leave a Comment](#)



# Documentary References

<http://library.providence.edu/dps/projects/dorr/references.html>

Providence College - Be T x ocean - Google Search x Phillips Memorial Library x Dorr Rebellion - Bibliography x

library.providence.edu/dps/projects/dorr/references.html

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MAIN GALLERY RESOURCES UPDATES ABOUT

THE DORR REBELLION

REFERENCES

DOCUMENTARY BIBLIOGRAPHY

In writing this short documentary the authors drew from Christian Fritz and Ronald Formisano's engaging and thoroughly researched chapters on the Dorr Rebellion in their most recent works. See Fritz, *American Sovereigns: The People and America's Constitutional Tradition Before the Civil War* (Cambridge University Press, 2008) and Formisano, *For the People: American Populist Movements from the Revolution through the 1850s* (University of North Carolina Press, 2007). Also helpful in elucidating Dorr's constitutional world is Christian Fritz, "America's Unknown Constitutional World," October 2008 (to read the article [click here](#)).

Since the Dorr Rebellion was the most illustrated event in the antebellum world, the images compiled by Daniel Schofield and Russell DeSimone in *The BroadSides of the Dorr Rebellion* (Rhode Island Supreme Court Historical Society Publications, 1992) proved indispensable.

The most thorough analysis of the origins of the Dorr Rebellion remains Patrick T. Conley's magisterial, *Democracy in Decline: Rhode Island Constitutional Development, 1776-1841* (Rhode Island Historical Society Publications, 1977). For those interested in the Dorr Rebellion and national politics consult these two articles by Conley: "No Tempest in a Teapot: The Dorr Rebellion in National Perspective," *Rhode Island History* 50 (1992): 67-100 and "Popular Sovereignty or Public Anarchy: America Debates the Dorr Rebellion" *Rhode Island History* 60 (2002): 71-91. Both articles are available for download at the [Rhode Island History Society website](#). Mark Schantz's discussion of the rebellion in his insightful work, *Piety in Providence: Class Dimensions of Religious Experience in Antebellum Providence* (Cornell University Press, 2000) should also be consulted.

The influence of race at the 1841 People's Convention is detailed in Erik Chaput's and Russell DeSimone's "Strange Bedfellows: The Politics of Race in Antebellum Rhode Island," January 2010 (to read the article [click here](#)). For an older but still valuable discussion see, J. Stanley Lemons and Michael McKenna, "Re-enfranchisement of Rhode Island Negroes," *Rhode Island History* 30 (1971): 2-13. This article is also available for download at the [RHIS website](#).

For issues of gender during the rebellion see Ronald P. Formisano, "The Role of Women in the Dorr Rebellion," *Rhode Island History* 51 (1993): 89-104. See also Susan H. Graham, "Call Me a Female Politician, I Glory in the Name!": Women Dorrites and Rhode Island's 1842 Suffrage Crisis (Ph.D., diss., University of Minnesota, 2006).

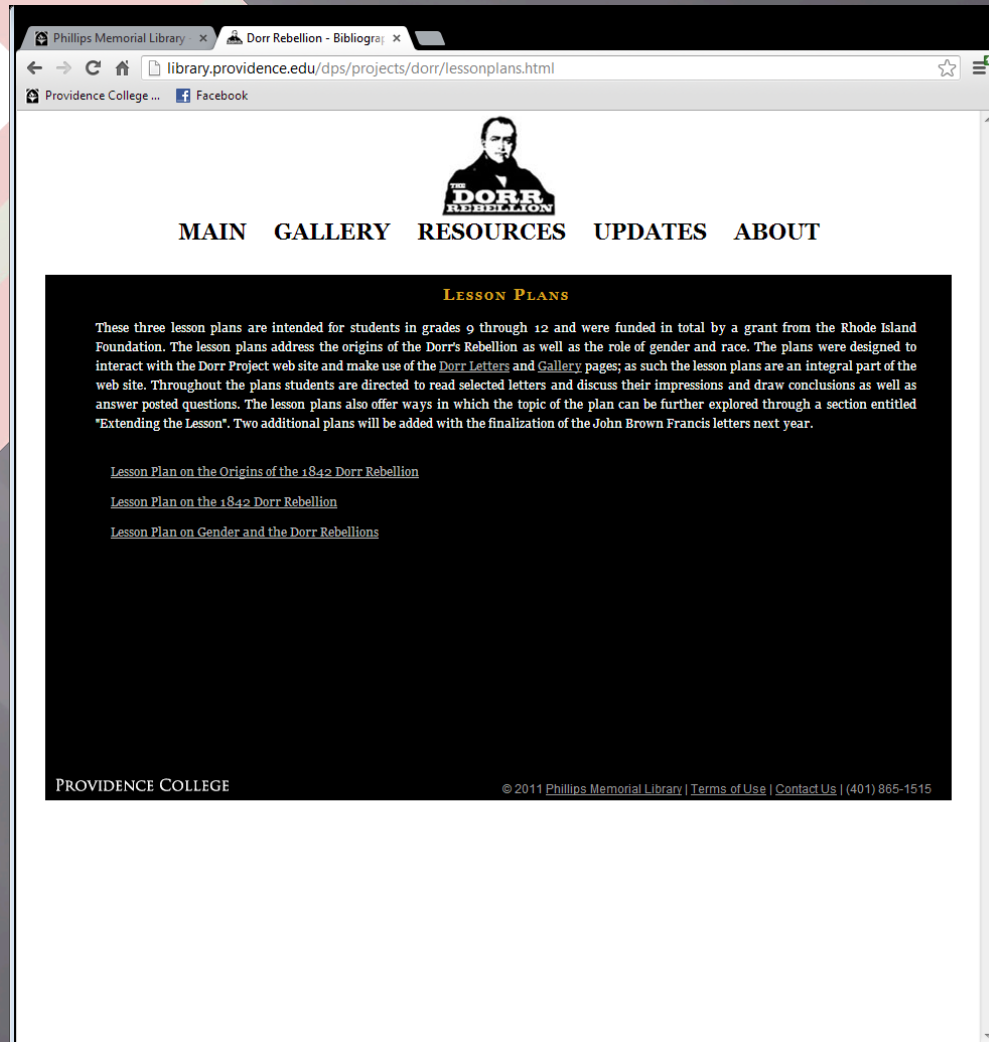
Dorr's life both before and after the rebellion has been thoroughly chronicled in Erik J. Chaput's 2011 doctoral dissertation at Syracuse University: "Thomas Wilson Dorr and the Rhode Island Question: The Competing Politics of the People's Sovereignty in Jacksonian America" (directed by historian James Roger Sharp). Chaput's dissertation expands upon earlier examinations of the Dorr Rebellion written in the 1970s by historians Marvin Gettleman and George Dennison.

The reference to Providence resident Susan Backus in the documentary comes from a letter written by Backus to her cousin Almira White on May 30, 1842. The letter is contained in the James W. Ely Family Papers at the Rhode Island Historical Society Library. For specific information on other primary source material used in the film please email Dr. Erik Chaput at [echaput@providence.edu](mailto:echaput@providence.edu).

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# Lesson Plans

<http://library.providence.edu/dps/projects/dorr/lessonplans.html>



The screenshot shows a web browser window with two tabs: "Phillips Memorial Library" and "Dorr Rebellion - Bibliography". The address bar displays "library.providence.edu/dps/projects/dorr/lessonplans.html". The page features a navigation menu with links to "MAIN", "GALLERY", "RESOURCES", "UPDATES", and "ABOUT". A central image of a man in a suit is labeled "THE DORR REBELLION". Below this, the "LESSON PLANS" section contains a paragraph about three lesson plans for grades 9-12, funded by the Rhode Island Foundation. It mentions that the plans address the origins of the Dorr's Rebellion and the role of gender and race. The plans are designed to interact with the Dorr Project website and use the "Dorr Letters" and "Gallery" pages. The plans are an integral part of the website, and students are directed to read selected letters and discuss their impressions and draw conclusions as well as answer posted questions. The lesson plans also offer ways in which the topic of the plan can be further explored through a section entitled "Extending the Lesson". Two additional plans will be added with the finalization of the John Brown Francis letters next year.

[Lesson Plan on the Origins of the 1842 Dorr Rebellion](#)  
[Lesson Plan on the 1842 Dorr Rebellion](#)  
[Lesson Plan on Gender and the Dorr Rebellions](#)

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# Lesson Plans

[http://library.providence.edu/dps/projects/dorr/Lesson%20Plan%20I%20-%20Origins%20of%20the%20Dorr%20Rebellion%20-%20Revised%20\(1-12-13\).pdf](http://library.providence.edu/dps/projects/dorr/Lesson%20Plan%20I%20-%20Origins%20of%20the%20Dorr%20Rebellion%20-%20Revised%20(1-12-13).pdf)

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library.providence.edu/dps/projects/dorr/Lesson%20Plan%20I%20-%20Origins%20of%20the%20Dorr%20Rebellion? ☆

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## LESSON PLAN ON THE ORIGINS OF THE 1842 DORR REBELION

Authors: Erik J. Chaput and Russell J. DeSimone  
Grade Levels: 10-12  
Time Period: 80 minute block

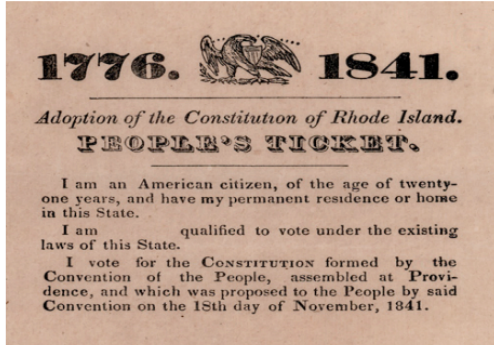


Fig. 1 Election Ticket for the adoption of the Peoples's Constitution

**Subject Areas:**

- History and Social Studies > U.S. > AP U.S. History
- History and Social Studies > Themes > Politics and Citizenship
- History and Social Studies > Themes > Reform
- History and Social Studies > Themes > Slavery
- History and Social Studies > Themes > U.S. Constitution

**Rhode Island GSEs:**

- HP 1-1; HP 1-2; HP 1-3; HP 2-1; HP 2-2; HP 2-3
- C&G 1-1; C&G 1-2; C&G 3-2

# ▣ Final Thoughts - Extremely Important

## Creating Digital History is Grand Collaboration

Facilitating the involvement of senior and undergraduate student-scholars in

\*engaging directly with the letters and

\*researching people, places, events mentioned in the letters

\*to create, through guided research, additional digital knowledge layers (context),

\*enhance the readers' experiences.

These additional knowledge layers are either embedded within or called from another digital / TEI file at the reader's request through actions like “mouse hovering” or clicking on hyperlinked text.

## This Is Our Ocean of Digital Knowledge



# **Our Ocean of Digital Knowledge**



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# Digital Humanities Resources

\*How Do You Define Digital Humanities:

[http://tapor.ualberta.ca/taporwiki/index.php/How do you define Humanities Computing / Digital Humanities%3F](http://tapor.ualberta.ca/taporwiki/index.php/How_do_you_define_Humanities_Computing_/Digital_Humanities%3F)

\*Digital Humanities Glossary: <http://thatcamp.org/06/03/the-digital-humanities-glossary/>

\*CenterNet is an international network of digital humanities centers -

<http://digitalhumanities.org/centernet/>

\*CUNY Digital Humanities Resource Guide -

CUNY Academic Commons

[http://commons.gc.cuny.edu/wiki/index.php/The CUNY Digital Humanities Resource Guide](http://commons.gc.cuny.edu/wiki/index.php/The_CUNY_Digital_Humanities_Resource_Guide)

\* Digital Preservation at the Library of Congress -

<http://blogs.loc.gov/digitalpreservation/>

\* HASTAC/Humanities, Arts, Science and Technology Advanced Collaboratory -

<http://hastac.org/blogs>

\* The Humanities Now - <http://digitalhumanitiesnow.org/>

\* Digital Publishing Services Blog - <http://blogs.providence.edu/digital-publishing/>

\*Digital Curation, Bibliography: Preservation and Stewardship of Scholarly Works:

<http://digital-scholarship.org/dcpb/dcb.htm>



# Providence College Library + Commons

## Digital Publish Services

<http://www.providence.edu/LIBRARY/dps/Pages/default.aspx>

\*Prof. D. Russell Bailey, Ph.D., Library Director

[drbailey@providence.edu](mailto:drbailey@providence.edu)

\*Prof. Mark Caprio, Head of Digital Publishing Services [mcaprio1@providence.edu](mailto:mcaprio1@providence.edu)

\*Hailie Posey, Digital Publishing Services Coordinator [hposey@providence.edu](mailto:hposey@providence.edu)

\*Marc Mestre, Commons Digital Media Specialist (Web Specialist) [mmestre@providence.edu](mailto:mmestre@providence.edu)

\*Christiane M. Landry, Commons Digital Publishing Services Specialist – [clandry2@providence.edu](mailto:clandry2@providence.edu)

Electronic.Archival.Exhibits  
TEI.TextEncodingInitiative  
XML.ExtensibleMarkupLanguage  
Digital.Scholarship  
Creative.Disruption  
Digital.Hypermedia.Publishing

Digital.Humanities.Multimedia

# Digital.Humanist

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Student-Faculty.DH  
Student-Student.DH  
Faculty.DisciplineContent.DigitalPublishing  
Humanities.FineArts.Qualitative.SocSciences  
Creating.E-Journal Library.DigitalPublishing.Faculty  
Produce.Digital.Knowledge Digital.Interdisciplinarity  
Human.Digital  
Digital.Humanities.Physical  
Data.Modeling  
Students  
D.Russell.Bailey.Ph.D  
Students.TEI.Close.Reading.Text  
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Faculty-Student.DH<sup>DH</sup>  
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