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1. **Overview**

In 2002, Virtual Jamestown at Virginia Tech, the Center for Digital History, University of Virginia, and the Association for the Preservation of Virginia Antiquities, Jamestown Rediscovery™ began a multi-year project called “Jamestown Planning Proposal” (JPP) funded by the Andrew W. Mellon Foundation. The project was directed by Crandall Shifflett, Professor of History at Virginia Tech and the founder of the Virtual Jamestown project.

Over the course of the planning period, we identified a number of closely related problems that confront digital archives, centers, libraries, imprint presses, and scholarly communities. Various proprietary, administrative, technical, and institutional issues must be disentangled. Resolution of some problems will require fundamental changes in how collectors and producers identify, assemble, digitize, present, and preserve digital data.

We did not solve all or even the majority of the problems we identified. Some solutions will require mainstreaming of digital techniques within traditional disciplines like history, changes in the professional reward structure, incentives for more fluid institutional boundaries, and development of common tools for exploiting datasets across a variety of projects. [expand or rewrite?]  

2. **Objectives**

The goals of the JPP were to

1. create strategic partnerships to build a virtual collection of historical and archaeological data on Jamestown in an Atlantic Studies context
2. survey needs and resources of scholars as a prerequisite to designing an institutional and intellectual framework for future distribution of a virtual collection
3. collaborate on prototypes for cross-institutional archiving, searching, and indexing of the virtual collection repository

3. **What did we do**

The work and accomplishments of the planning grant included

- presentations, demonstrations, and feedback on future plans
- a census of online collections on Atlantic studies of the 16th and 17th centuries
- a survey of archaeological sites in the Jamestown area
- building virtual models of the Jamestown meeting house and statehouse and an Indian village
- bringing together historians and archaeologists in a 2007 conference
- establishing a dialogue on governance and intellectual property issues
- surveying Dutch records on Jamestown and discussion of a digital Dutch Colonial Records Project for 2007 and beyond
- plans for sustaining “new model scholarship” on Jamestown in the Atlantic World
- raising additional funds of $100,000 to support projects on Africans and Indians in Jamestown history
• designing a new “Jamestown and the Atlantic World” web site to summarize the outcomes of the planning grant

Each task is elaborated in some detail below.

### 3.1. Demonstrations and Lectures

Presentations and demonstrations to groups of scholars, digital archivists, and other guests were made at two Library of Congress conferences, New York University (Professor Karen Kupperman’s class), Oxford University (England) (symposium on digital humanities), CLIR (Council on Library and Information Resources, Brookings Institute) Symposium, and the Omohundro Institute of Early American History and Culture conference on “Virginia and the Atlantic World” (see the timeline in Appendix 1 for more details).

### 3.2. Census of Online Resources On Atlantic Jamestown

While we did not attempt to produce the digital equivalent of the 1957 Virginia Colonial Records Project, we did make an extensive survey of online resources on Jamestown in the Atlantic World of the sixteenth and seventeenth centuries, whether in the form of individual scholar projects, library and museum collections, or other online sources. The results of that survey are briefly described here and more extensively given in Section X.

From the census of electronic collections, we created a database of online resources relating to sixteenth- and seventeenth-century European colonization in the Atlantic World. These resources include a variety of materials, such as travel accounts, promotional literature, missionaries’ accounts, legislation, maps, and images, as well as modern reports of archaeological research on various sites in the Atlantic rim, whether Spanish, French, Portuguese, Dutch, or English. The URLs listed in the database direct users to the main webpage. A keyword list was developed, in consultation with Karen Marshall, a subject librarian at the University of Virginia Library, basing the list on her previous work with the Mellon-funded American Studies Database at the University of Virginia, and modified by adding or deleting terms to fit Atlantic Studies interests. We annotated each collection so that users have some idea of what type of materials to expect when they visit the listed web-site. The database currently includes 105 records (see Appendix 2 for the content of the database).

### 3.3. Survey of Archaeological Sites

Jamestown Rediscovery™ planned to survey 26 archaeological sites in the Jamestown area. But the survey proved too ambitious to complete for a variety of reasons. Part of the problem was the lack of a systematic approach to surveying site contents by previous archaeologists and the disorganized and incomplete state of much of the existing data. Hurricane Isabel (2003) and a personal tragedy for the archaeological survey team caused unanticipated delays on the Mellon-funded survey and required the hiring of another archaeologist and a request for a one-year extension of the planning grant. The 2007 event also proved to be a time-consuming and understandably diversionary activity for the archaeologists who had to devote much time to that event. Another challenge for the archaeological/history collaboration required getting archaeologists to communicate in
laymen’s language to those outside their professional field. We learned that much more effort will be required to close the communications gap between archaeology and history but we also broke new ground in this endeavor (see the JT 2007 Conference below) and hope to build upon the momentum for the history/archaeology/architecture collaboration that this project engendered.

3.4. Prototypes for Integrating Cartographical, Textual, Archaeological and Visual/Graphic Data in a Virtual Collection

Historians, an architect, and archaeologists worked together to construct model sites that would be the basis for prototypes to integrate textual, cartographical, graphic-visual, and archaeological data. The project experimented with recreations of specific structures and sites, such as James Fort, the meetinghouse and statehouse at Jamestown, Paspahegh -- site of the first Indian contact group at Jamestown -- and a “virtual” Pomeiooc, an Indian village sketched by John White. Using AUTOCAD™, visualization and 3D modeling, we wanted to test these robust techniques for their potential to enhance teaching and research. Although we found recreations of lost landscapes to be labor-intensive and costly, the benefits included bringing technologists, archaeologists, architects, and historians together. In addition, the Society for Historical Archaeology planning committee for the next annual conference will invite well known historians in Atlantic Studies to the conference. As a result, in 2007 annual conference will open with a plenary session of historians and archaeologists discussing the integration of history and archaeology and how scholars in these two areas might collaborate more extensively in rewriting the Jamestown story.

From the work of scholars such as Julie Solometo, Assistant Professor of Archaeology, James Madison University on the Paspahegh; Earl Mark, Associate Professor of Architecture at the University of Virginia, William Kelso, Chief Archaeologist, Jamestown Rediscovery™ and Warren Billings, Distinguished Professor and Historian of the Supreme Court of Louisiana, University of New Orleans on the Jamestown meeting house and statehouse, we created small modules that integrated archaeological, textual, cartographical, and imaginal data, applied a variety of technologies to them for analysis and presentation, and stitched individual modules together with timelines and historical context.

Dr. Julie Solometo put together one model on the Indians of Paspahegh, the first contact group to meet the English in 1607. Her report is in Appendix Z. The results of this work can be viewed at http://www.virtualjamestown.org/paspahegh/paspaheghHome.html

The second prototype was built by Dr. Earl Mark at the University of Virginia and the architectural firm of Johnson, Craven, and Gibson, 2123 Ivy Road, Charlottesville, Virginia. His report is in Appendix Y. This work may be viewed in Powerpoint:
3.5. Dialogue on Governance, Copyright, and Intellectual Property
[for Carole]

3.6. Raised Additional Funds
During the period of the planning grant, the project raised $100,000 in new money. A private donor gave $50,000 for two initiatives: 1. an oral history project on Virginia Indians and Jamestown 2007; 2. a new “wing” on the Jamestown site on first African Virginians. Both of these initiatives are underway. In addition, Verizon Communications gave $50,000 to be spent in the following ways: 1. $10,000 for redesign of Virtual Jamestown and the development of additional content for K-12; 2. $20,000 to support the annual conference in January 2007 of the Society for Historical Archaeologists and the inclusion of historians in the conference; 3. $20,000 to be used for applying advanced technology to develop further the integrated prototypes in the form of additional 3D images, interactive maps, G.I.S. databases, and visualization models. [number 3 may need revision]

4. What Did We Learn
The JPP provided the funding we needed to take stock of where the Virtual Jamestown project has been, assess the potential for interdisciplinary and multi-institutional collaborations, and build models of data integration to leverage further research and scholarship on Jamestown and the Atlantic World. The Advisory Board, at first chaired by the project director and then by William G. Thomas, III, examined all phases of the project, provided critiques of the present content of Virtual Jamestown, and made suggestions for Jamestown 2007 and beyond. Digital archivists, center directors, library and historical society presidents, a national park historian, well-known historians in Atlantic Studies, foundation administrators, and college and university faculty composed the board (see Appendix X for a list of members and affiliations). Four meetings of the Board and a day and a half retreat provided ample commentary. A graduate student recorded the most important sessions and took detailed notes. The project director summarized the outcome of each meeting and organized an agenda for the subsequent meeting (see Appendix I: Timeline of Jamestown Planning Grant for meeting times, brief summary of content, and a list of attendees). Early meetings consumed time discussing the project’s objectives, identifying most desirable outcomes, and listening to different proposals. Meetings three and four and the retreat produced meaty exchanges and more consensus, especially on two fronts: 1. recapturing lost Atlantic World landscapes; 2. a Dutch Colonial Records Project as an initiative to launch in 2007.

4.1. Opportunities and Limitations of Digital Archives
The project director’s presentations of the project’s goals to historians and archivists and solicitations of their feedback provided some interesting and sometimes disquieting perspectives on the state of digital history in the profession. Archivists and scholar-teachers do recognize the great pedagogical potential of digital technology for the
classroom. They find sites like Virtual Jamestown invaluable as digital archives that place rare documents, maps, images, artifacts, and other resources at the ready disposal of instructors and their students anyplace in the world with an Internet connection. On the other hand, in the areas of research and scholarship, many historians and even some archivists tended to be critical of digital technology, uninformed about its potential, and cynical about its future. Although search engines like scholar.google.com will likely change some attitudes, traditionalists seemed skeptical of the Internet, convinced that researchers must go to the archives, and understandably unwilling to trust the electronic archive to provide them with everything they need for their own research. Few comprehended the real advantages to publishing in the digital medium. Although not universally averse to it, early-career historians, especially those scholars seeking tenure or promotion of their published work, viewed digital scholarship as too much of a gamble and therefore gave it little of their attention and forethought.

4.2. History and Archaeology, A Promising Partnership

During this planning grant period, APVA Jamestown Rediscovery has been partnering with Virtual Jamestown, a consortium web venture of Virginia Tech and the University of Virginia's Center for Digital History to implement a comparative historical and archaeological research venture called *James Cittie and Beyond* and an educational initiative within Virtual Jamestown.

The archaeological part of this venture will require an analysis of specific data from past excavations on Jamestown and other Virginia sites selected from criteria established over the years by a consensus of Chesapeake area archaeologists. Historical archaeologists and curators began in the summer of 2002 to amass the technical and historical data utilizing ArcView GIS as the locus for the data. Data collection will eventually be converted to a web based user-interface, hosted by the APVA, and made accessible to Chesapeake scholars who will produce comparative studies. Virginia Tech has been taking the lead in the overseeing and linking of the data, both textually and visually with educational programs catering to the kindergarten through graduate level within the Virtual Jamestown website. The Virginia Center for Digital History will facilitate the technical aggregation of APVA and Virtual Jamestown data through the creation of a common index. The index will integrate the databases and supply scholars with a tool for queries across and among the datasets. Ultimately, Chesapeake scholars will present major juried papers based on the compiled data at The Society for Historical Archaeology Conference to be held in January 2007 in Williamsburg. The conference will be one of the major events in the kickoff year of the 400th anniversary of Jamestown. The James Fort collection analysis will ultimately be a part of the larger project as well as data from 24 other previously excavated 17th century Virginia sites.

At the beginning of the planning grant, the goal of bringing historians and archaeologists under the same tent had broad support among stakeholders and appeared relatively easy to attain. Scholars readily acknowledged the value of such a collaboration and how material culture could fill the gaps left by incomplete written records or correct the biases of archival material that presents Indian and African-American experiences exclusively
through the perspectives of outsiders. This turned out to be a naïve assumption, confirmed by a conference of historians and archaeologists at a conference at Monticello in 2005. At the conference, many of these scholars pointed out the difficult divide that persists between these two professional groups, some claiming it was unbreachable. The Jamestown Rediscovery™ archaeologists and historians who have worked together on this project have come to an entirely different understanding of the problem while at the same time gaining a growing appreciation for the value of such a collaboration. Much of what archaeologists do and the presentation of results of their work has been written for circulation among themselves in a highly technical language only fully understood by other archaeologists. In creating integrated prototypes for this project, archaeologists have been forced to “translate” their findings from the expert language of archaeology to laymen’s terms. Similarly, some historians have recognized the value of a dialogue with archaeologists and the necessity to show how material culture informs, reinforces, or challenges the prevailing wisdom of the textual record.

Both the Paspahegh Indians and the meetinghouse-statehouse prototypes show how technology might be exploited to infuse postholes, rare sketches and drawings, and dormant texts with intuitive power that transports researchers back into time and enables them to visualize and better understand lost worlds of the past. In the creation of visual models, researchers see more clearly what they know and do not know. From both pedagogical and research perspectives, immersive environments invite participatory observation that leads to discovery and new interpretations. When harnessed to the classroom, visualization has tremendous potential, both instructionally and cognitively, to engage everyone in the enterprise of doing history. For most historians, the efficacy of 3D models as cognitive tools designed to assist student learning and as platforms to display research findings is terra incognita, but increasingly shown to be efficacious in recent educational studies at all student levels (see for example, John Bonnett, “New Technologies, New Formalisms for Historians: The 3D Virtual Buildings Project,” Literacy and Linguistic Computing, 19:3 (2003); H. Innis, and C. Gaffield, “Primary Resources, Historical Thinking, and the Emerging Redefinition of the B.A. as a Research Degree,” Facsimile, 2001).

To summarize, detailed photorealistic representations possess four qualities that aid in the “doing of history.” They

1. allow researchers to see things they have not seen or imagined before
2. provide new analytical tools for data manipulation
3. join together different categories of data to produce multiple perspectives on the same phenomena
4. arouse us to the humanistic content of the distant past

But despite its pedagogical and cognitive potential, only if visualization leads to new model scholarship perhaps is this approach likely to have broad impact in the profession.
4.3. Establishing the Universe of Digital Scholarship

JPP identified three basic needs: 1. greater digital literacy; 2. adequate tools for research, analysis, and presentation; and 3. dedicated electronic outlets for reviewing, vetting, and publishing born digital scholarship.

Taking the last need first, clearly, a vacuum exists in the humanities for the publication and dissemination of digital scholarship. Print on demand publishers, etext centers, and books online fill important niches in electronic publication. In the words of one digital publisher: “Over the next five years the American Council of Learned Societies will collaborate with five Learned Societies and a select group of university presses to assist scholars in the electronic publishing of high-quality works in history, to explore the intellectual possibilities of new technologies, and to help assure the continued viability of the history writing in today’s publishing environment. Currently there are approximately 500 full-text books available in this collection.” But this is not what we mean by “digital history,” as we shall see later.

Each year at dozens of conferences, scores of scholarly essays circulate only in small groups of select audiences, many of which never get wide distribution or publication. Scholars in archaeology, history, American studies, Atlantic studies, English literature, and foreign languages in America hold their own separate conferences. Specialty seminars, such as Bernard Bailyn’s seminar on the Atlantic World at Harvard University each Fall invites half a dozen or more scholars to make presentations. European scholars have their own thematic conferences where papers are presented that touch on the Early Modern Atlantic World. During the period of this planning grant, we invited European scholars to serve on the board. Nicholas Canny, Chair, Department of History, University of Ireland at Galway, and David Peacock, Director, Virtual Norfolk, the University of East Anglia were only associated with the project briefly but long enough to show the value of international collaboration in the forms of contact with the work of foreign graduate students and scholars doing research and writing on a variety of topics of comparative and relevant importance to Jamestown in the Atlantic World. Presently, except for a few scholar-authored web sites, little of the vast outpouring of Atlantic Studies research and scholarship has a digital outlet and an immense amount of it will never even find its way into print. Full access to timely research is one of the crown jewels in the Realm of Academe. But high-priced journal subscriptions, parsimonious state education budgets, and professional snobbery that assigns high prestige to only a very small number of publishers who take years to put research in print (at some top scholarly journals, only 10 percent of the submissions make it into print, in some cases up to 18 months after first submission) has high-jacked the kingdom and left its subjects quarreling over ways to recover the grail of open access to timely research knowledge. (See Bernard Wysocki Jr., “Peer Pressure: Scholarly Journals' Premier Status Is Diluted by Web --- More Research Is Free Online Amid Spurt of Start-Ups; Publishers' Profits at Risk --- A Revolt on UC's Campuses,” Wall Street Journal, A1, 23 May 2005).

Scholars need a place to circulate, vett, review, and publish work electronically where they have made use of research tools and methods, or applied techniques where the results are much more effectively rendered in electronic format. Recent articles by Edward Ayers, William Thomas, Robert Darnton, and Jack Censer, for example, in the American Historical Review and the Journal of American History, [get citations] clearly
demonstrate the potential, value, and reach of what has been termed “new model scholarship,” defined as “scholarship that is born digital and constitutes an important source for present and future research and teaching.” (See Abby Smith, “New Model Scholarship: How Will It Survive,” Council on Library and Information Resources, March 2003).
What are the features of new model scholarship that the Jamestown project in particular and the Center for Digital History in general might profitably sustain beyond the 2007 year that unfortunately is being viewed by many planners as the goal line on Jamestown history, rather than a launching pad for deeper study and understanding of “Seascapes, Littoral Cultures, and Trans-Oceanic Exchanges,” the title of a new Library of Congress research conference and seminar in Washington, D.C. in 2002.

Applying advanced technology to research requires both an understanding of the available technologies and access to the tools of digital history. In other words, digital literacy is required before scholars can begin to see how databases, flash maps, “marked up” documents, interactive maps, timelines, visualization, and other techniques will enhance their work. In most cases, institutions of higher education have on their campuses information technology specialists, digital archivists, or computer scientists who can inform them and give assistance in using these technologies to present their work in native digital formats. In other words, digital work that is not simply a keyboarded file that an author brings in the door of VCDH which in turn acts like an electronic toolshed to transform born-for-print into digital history. Rather those authors who employ advanced technologies in their research and its presentation, where the application of the technology is part of the analysis, presentation, and infrastructure of the work. VCDH can provide an outlet for circulation and dissemination of digital history, and could sustain digital scholarship in Atlantic Studies in particular and contribute to the development of digital history in general.

4.4. New Model Scholarship and Sustainability

First, we might harvest new model scholarship from the vast outpouring of research and writing on Jamestown, Atlantic Virginia, or Colonial America and related themes of colonization. Jamestown developed as a hybrid society where trade and migration patterns to and from other English colonies, the past experiences of settlers, and the circulation of ship captains, merchants, settlers, family and neighbors with New England, New Netherland, Caribbean colonies, African ports, and indigenous people of the Americas shaped the Jamestown colony as much as English origins. Encounters and exchanges of Europeans, Africans, and Indians built Jamestown, early Virginia, and early America. Recent research shows how interwoven were the English, Dutch, French, Spanish, and Indian relations in the Atlantic Rim, how the exigencies of trade and the movement of people often altered many English cultural foundations, intersected with Indian cultures, and shaped Jamestown as an Atlantic colony. Scholars from around the globe are pursuing these themes, as we learned from presentations on this project to select groups of scholars. Interactive maps, GIS databases, 3D modeling techniques, text databases, and other technologies, when applied to this kind of research and delivered on the Internet, can transform historical work into a dynamic, intuitive, and pedagogically-useful scholarship, more effective in its presentation, widespread in its distribution, and immediate in its impact. The Virginia Center for Digital History would commit to the electronic publication of ongoing digital scholarship on Jamestown and the Atlantic World for 2007 and beyond. This is the interstate highway to intellectual sustainability,
not the older two-lane road model of simply digitizing more material and placing it on the Web.

In January 2007, the Society for Historical Archaeologists annual meeting will include opening day plenary sessions of archaeologists and historians of national and international repute. The sessions will be devoted to open discussions on the need for archaeologists and historians to collaborate in the production of new model scholarship on Jamestown in the Atlantic World. Each scholar will be asked to put together a session during the conference and their expenses will be paid in part through the support of Verizon Communications. In addition, conferees will be invited to ready their essays for digital publication and submit them to the Center for Digital History for publication as examples of new model scholarship. Generally, our goal is not to support information-oriented web sites, or online collections, or bibliographies. Rather we hope to encourage the development of interpretive digital projects that use the power of digital technology to tell stories in new ways.

In addition to the SHA conference, the Jamestown project will follow the advice of the Advisory Committee and pursue the Dutch Colonial Records Project as another step in the direction of new model scholarship. Building upon our experience in creating a digital archive, knowledge base on the history of the sixteenth and seventeenth century Atlantic World, and familiarity with the specific historiography of this period, it does not seem immodest to propose a collaboration of scholars, institutions, and even nations to identify and digitize all Dutch records relevant to the colonization of North America and use this archive to develop digital projects that will tell the Dutch story in new ways, beginning with an initial announcement to be made in 2007.

4.5. Need for a Dutch Colonial Records Survey

The Mellon Jamestown Advisory Board recommended in its final meeting that the Jamestown 2007 event ought to include a commitment to inventory Dutch records on the Dutch in the Atlantic World. I had begun to pursue this idea before that meeting with both foreign and domestic interests. Recently, I have discovered that these discussions have been going on for some time and such a project would require the collaboration of individuals and institutions to accomplish.

The idea of a Dutch records survey first took vague form in 1995. Bill Kelso suggested to Warren Billings that they might commence a project to film documents in Dutch archives that were pertinent to the settlement and early years at Jamestown. Bill had recently come across the Vingboon map of the James River, which drew upon soundings and other navigational data that were collected circa 1617, and that discovery piqued his interest in locating other documents in Holland. He had also had some conversations with a fellow named Jeremy Bangs, an American who read Dutch and had spent considerable time in Leiden rummaging archives that related to the Pilgrim sojourn in that city. Additionally, Kelso has shared with me a written survey that Bangs gave him, and it was quite promising in the sense that it gave broad shape to the scope of a potential project.
The magnitude of the amount of material that would have to be surveyed is daunting and clearly beyond the capacity of an individual to direct such an undertaking.

During the 1980s, Jon Kukla successfully spearheaded an effort at the Library of Virginia that rendered the Virginia Colonial Records Project more accessible to users. Subsequently, Billings wrote a lengthy letter to Bill Kelso in September 1995, wherein he laid out a scheme for how the project might begin. First, he suggested the creation of a small group who might provide planning guidance. That guidance, he argued, should embrace a.) large issues such as finances, organization, administration, issues of copyright, and intellectual property, and b.) practical matters such as reproduction, formatting, translation, and dissemination.

From September 1995 to March 1996, Billings made contact with the Royal Dutch Archives in The Hague to determine whether or not U.S. interests might secure the cooperation and assistance--possibly even financial--of the Dutch. There followed a lengthy period of correspondence from which it was learned that the Dutch would be glad to help with orienting us to their collections but not much more.

In the spring of 1997, Rob Vaughan, Director of the Virginia Foundation for the Humanities convened a group of scholars for the purpose of discussing ways to mark the impending quadricentennial. The Dutch records project came up for discussion, and all agreed that it was something worth doing, but no one then had any suggestions about how to finance the project.

In the Fall 1999, John Kneebone, then an Library of Virginia staffer, and Warren Billings went to the Netherlands, a trip that resulted in gaining better insight into the problems the project would entail. Among other things, they concluded that a group of the most promising records should be identified, and that these should be used as a pilot project to sort out all of the issues and difficulties that would inevitably arise from such an undertaking.

Fortuitously, a member of the Library of Virginia staff, who was fluent in Dutch, accompanied her husband to Leiden for a period of months. LVA engaged her to survey various archives around Holland and to make recommendations about places to start. In due course, she presented a series of most detailed reports, and she even identified record groups that had potential for a pilot project. At the time, LVA hoped to advance the project as finances and staff permitted. Instead, the Library was hit with devastating staff reductions in the fall of 2002 and the project plans ended.

Meanwhile, unaware of these efforts, I learned of the Engel Sluiter Collection at the University of California, Berkeley. Sluiter, a Dutch native speaker and scholar had spent years collecting material and after his death, made his collections available to the Bancroft Library at Berkeley. I arranged trips to the Bancroft with myself and Dutch and Spanish readers and spent a few days surveying the collection on Spanish and Dutch
records. The Sluiter records are extensive and provide useful identifications of Dutch records and locations in archives of The Netherlands.

More recently still discussions on Dutch records have been revived on the Federal Commission for Jamestown planning. Billings was asked to come up with educational projects that the Commission might sponsor. He suggested the Dutch Colonial Records Project as one of the possibilities, though he carefully reminded fellow commissioners that such an undertaking would be costly and time consuming. Moreover, he suggested that if the project got off the ground that it would not start up until after 2007. The project became one in a mix of educational items that we adopted as part of our strategic plan.

When the Commission met in November 2004, they realized that they needed to move rather expeditiously on identifying donors for everything that required funding from outside sources. They are seeking corporate and/or foundation support for the DCRP, and asked Nancy Campbell to assist us in her capacity as chair of the commission's fundraising committee.

Billings has now proposed that Colonial Williamsburg, the Library of Virginia, Virtual Jamestown, the Center for Digital History, and APVA constitute a consortium, each representing his/her respective institutions. Moreover, each of these institutions brings much to the table in terms of reputation, knowledge and expertise.

The DCRP is a goal that would work quite well towards a lasting legacy of 2007. Unlike the Virginia Colonial Records Project, which produced nearly 1,000 reels of unindexed microfilm for the 1957 observance of Jamestown’s founding, the DCRP ought to take advantage of the available technology and produce a more usable and accessible archive. The Virginia Center for Digital History and Virtual Jamestown support this endeavor and look forward to facilitate the DCRP as a digital project.

4.6. Long Term Maintenance and Preservation of the Virtual Collection

Plans call for the virtual collection created by this funding to be served in a new site on Jamestown and the Atlantic World. The site is available at: [give URL….since parts of this report will make use of this site to illustrate the content of it, this section will need to wait a bit. What I would like to develop here is a recommendation for collaboration with the University of Virginia’s Digital Library Research and Development group to structure and co-create the virtual collection of these digital resources as part of their digital library?]

5. Recommendations for Future Directions (Project Consultant Carole Schmidt's’ Recommendations)[Carole needs to review this for any necessary changes]

Data Audit for the Jamestown and the Atlantic World
Proposal Preparation Process

Big Picture
The proposal and business plan for Jamestown and the Atlantic World ideally should articulate a vision which moves the concept of Virtual Jamestown from that primarily of a web site to that of an international, multi-faceted research initiative. The proposal process is an opportunity to demonstrate that Virtual Jamestown is:

- a significant contribution to the field of seventeenth-century history, Atlantic World studies and the legacy of Jamestown in the history of the United States.
- a pioneering model of collaboration between research institutions, individual scholars and isolated disciplines.
- a state-of-the-art demonstration project wedding cutting-edge digital technology to rigorous historical methodologies.
- the product of a deliberative analysis of market niche, target audience, marketing strategies, sustainable funding and operational structure.

The planning activities to date have been enormously fruitful for moving toward these ambitious goals. This data audit focuses on the information that will strengthen the proposal by demonstrating that the project design has emerged from a thorough analysis of market niche, target audience, dissemination strategies, sustainable funding and operational structure. While much of this information may be intuitive to you, it is important to demonstrate that the project design is the result of deliberative study. My sense is that a graduate student familiar with Atlantic World scholarship could efficiently collect most of the raw data for the lists discussed below. This data could then provide a matrix against which potential concepts for project content are evaluated. This accurate and detailed information, when synthesized with flair into a comprehensive proposal, will in turn, create a substantive situational analysis and convincing business plan.

1. Data Audit
All aspects of the proposal—from the scholarly contribution to the nuts-and-bolts business aspects—demand specific data for: 1) establishing the universe of the study; 2) analyzing the market niche of the program; and 3) identifying target audiences.

Establishing the Universe of the Study
If the proposal is going to move Virtual Jamestown from the concept of “web site” to the concept of “international research initiative,” it needs to demonstrate a deliberative analysis of analogous organizations and/or competitors in the field. I recommend developing an annotated list of approximately ten to twenty interdisciplinary history research centers evaluated by the following criteria:

- extent of institutional and interdisciplinary collaboration
- excellence of and exploitation of digital technology
commitment to dissemination of research and teaching (as evidenced by, for example, conferences held, fellowships awarded, curricular tools developed, etc.)

The purpose of this annotated list, of course, is to make a case for Virtual Jamestown and VCDH as outstanding in each of these criteria where other prestigious research centers fall short. For example, if the project were still exploring the possibility of a slavery focus, it could include the The Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition at the Yale Center for International and Area Studies in this list. While this center is a helpful resource for the interdisciplinary investigation of slavery in the Atlantic World, it includes no digital resources and thus fails to offer the scholar access to new primary documents. While embracing national and international aspirations, the center, in reality, is primarily as resource for Yale students.

This list also might include some international centers, such as the Institute of Historical Research at the University of London to demonstrate the global reach of the project. In sum, the analysis of this data could demonstrate the unique assets that Virtual Jamestown marshals by combining the best of traditional academic research activities with cutting-edge, cost-effective digital technology and “virtual” convening of scholars.

Second, the universe of the study should include a brief annotated listing of the major initiatives exploring digital approaches to study of the humanities. My sense is that many of these initiatives, such as those at the Library of Congress, are scholarly endeavors without the day-to-day engagement with undergraduate and graduate education that VCDH offers. Also, I imagine that the digital architectural reconstructions which Earl has created with APVA data are phenomenally innovative compared with the activities of these centers. This section, therefore, will demonstrate the unique partnership of Virtual Jamestown with VCDH and all that it promises: an educational institution that is setting the standard for digital protocols and methodological rigor while educating the next generation of scholars.

Finally, the universe of the study needs to develop an annotated list of the top ten or so research initiatives investigating Jamestown and the Atlantic World. The aim of this list, in part, is to resemble a “Who’s Who” of the Virtual Jamestown Advisory Board. This section can demonstrate that virtually all of the major players in Jamestown and seventeenth-century scholarship are involved in the Virtual Jamestown collaboration.

The analysis of this raw data: interdisciplinary research centers, digital humanities initiatives and Jamestown/Atlantic World scholarship in turn creates a matrix against which the evolving plans for site content and focus can be evaluated. What angle is both most unique, considering the other “players” and most needed, considering the priorities and interests of current scholarship?

This data will form the basis for a strong “Situational Analysis” demonstrating that the plan is the fruit of nuts-and-bolts data gathering, deliberative study and pioneering scholarship. From this study of existing programs, a multi-dimensional initiative, building
a national and international presence through conferences, fellowships, and publications can be crafted.

**Target Audience**
The next step to moving the needle of the program concept from that of a web site to that of a comprehensive initiative is to identify target audiences, which are the building blocks of a sophisticated marketing and dissemination strategy. This data is crucial to designing effective marketing and dissemination strategies for the products of the program, such as specific digital collections, fellowships, conferences, curricula, publications, etc.

I recommend first developing a list of the professional associations of scholars whose research the digital archives have the potential to transform. This list should be ambitious and interdisciplinary, but not verging on the impossibly infinite. Developing a target audience demands discipline. The temptation, in the heat of the moment, is to identify everybody and his brother. After all, what scholar at all involved in interdisciplinary historical research wouldn’t be interested in such phenomenal resources! The trouble with this approach is that identification of audiences quickly becomes meaningless if the market segment identified is so large that it mocks the staffing and resource allocations that the project can realistically devote to dissemination efforts. A more constructive approach is to prioritize which audiences are crucial to the project in its early stages and concentrate marketing efforts there, while at the same time planning a comprehensive, long-term strategy that identifies expanding circles of “Phase II” and “Phase III” audiences as the project matures.

For the first phase of the project, an audience identification strategy that reinforces the interdisciplinary and global thrust of the collaboration will enhance the business plan. I recommend identifying the professional associations of the three to seven academic professional groups most directly connected with the research and approach that Virtual Jamestown is promoting. I suggest starting by identifying specific subsets of historians and archeologists whose research focuses on Atlantic world studies, seventeenth-century history, interdisciplinary approaches, and “technology-and-the-humanities” (or whatever the current buzz words are for that beat). The other primary target audience to investigate would be academic librarians. (Kim Tryka, no doubt, would be an excellent resource on Who’s Who in the library circles most engaged in scholarly digital archives.)

Once the professional associations are identified, the following information would be helpful to flesh out specifics of a marketing and dissemination strategy:

- publications and other communication vehicles of the professional association, including web sites, journals, newsletters, and member directories. Information about their frequency of publication and means of dissemination (print and/or online) would also be helpful.
- conference topics and dates throughout 2004-05 year.
- fellowships that might compete with or complement those to be offered by Virtual Jamestown.
• scholarly and curricular products that might compete with or complement those to be offered by Virtual Jamestown. (Of course these will overlap with the first bullet point, “publications”. But what I’m thinking about here are specific “how-to” instructional products, such as curricula, that the association might have developed and be marketing.)

It is important that the list include some professional associations of international colleagues in England, Africa, or other parts of the Atlantic World to which site content is dedicated. This communicates the global scope of the initiative and the innovative collaboration made possible by its technological sophistication. In addition, any leading scholarly journals in the field that may not be affiliated with a specific professional association should be included. These specifics, in turn, form the building blocks for a detailed marketing and dissemination plan.

Finally, the marketing plan could include an “A list” of ten to fifteen trade publications, which are not associated with any particular professional association, and select university presses, which would be vehicles for reaching the target audience and generating wider interest in the project. For example, the Times Literary Supplement, New York Review of Books and the Smithsonian Magazine would be excellent sources for disseminating research and raising the profile of the project. A potential collaboration with the University of Virginia Press (or other academic “print” publisher) would help make the case for an initiative that reaches out to include and transform traditional organs of academic dissemination.

**Business Funding and Sustainability**

A diverse funding model for a research initiative housed at a major university would include the following sources:

• private and corporate foundations;
• individual donors;
• federal and state support, such as NEH, DOE grants;
• in-kind support from the host institution, including infrastructure, administrative support, and staffing/benefit allocations;
• income sources, such as technical assistance and subscription fees.

I would like to explore with you and Will the possibility of technical assistance, fee-for-service activities to generate program (as opposed to personal) revenue within the university structure. A number of nonprofit organizations with which I have worked have basically set up a consulting shop whereby they generate revenue for their programs through technical assistance. For example, the executive director of a remarkable rural community and economic development program found herself continually stretched to the limits by invitations to visit other communities and share her revitalization strategies. Developing a fee-for-service consulting arm of the project has enabled that nonprofit organization to generate revenue for itself. As a funding source, it does double duty: as well as providing actual dollars, the technical assistance income is a fantastic leveraging
point demonstrating to funders the entrepreneurial savvy and effective program strategies of the organization.

In other university disciplines (architecture, business, law, etc.), fee-for-service consulting is par for the course. Why not digital history? Why should VCDH always give away its expertise for free? I think that this question is an important one to raise in that it exposes a contradiction at the intersection of the “open access” and the “venture philanthropy” movements. On one hand, “open access” leaders deplore any barriers whatsoever to information access, be it technological, financial, institutional. On the other hand, venture philanthropists exhort nonprofit and academic organizations to be more business-like, develop sustainable funding sources, and generate revenue. Well-- it’s difficult to have it both ways. Being business-like includes a rigorous accounting for all project assets, including putting a dollar value on human resources and individual expertise. How might VCDH “spin off” a consulting branch whereby it fund program activities through fee-for-service technical assistance?

If you would like to pursue this revenue-generation strategy, some areas for further research would be:

- Demonstrating the market demand for VCDH technical assistance by documenting all the ad hoc technical assistance VCDH (and its program partners at APVA and Virtual Jamestown), have been providing through conference presentations, institutional networking, peer discussions, etc.
- Exploring the organizational and governance structures for creating a consulting entity that would generate program income within the University of Virginia bureaucracy.
- Estimating the amount of funding such consulting could realistically generate.

Another possible source for revenue is subscription fees. The identification of primary audiences, especially academic librarians, will provide data to help demonstrate the institutional demand for the products and services that Virtual Jamestown will be offering and therefore what kind of revenue could be generated from possible library subscription fees. I will research the pricing structure of subscriptions to online databases, such as those in the UVA “Virgo” system. Are there other institutions besides academic libraries that are possible subscribers to these types of digital archives? Once potential institutional subscribers have been identified, I can research how decisions are made and resources allocated within specific institutions and use this information to design a model for client outreach and subscription marketing.

While it is unrealistic to think that this sort of initiative will be entirely self-sustaining financially, the inclusion of entrepreneurial revenue-generation strategies in the business plan demonstrates the fiscal ingenuity necessary to sustain a project in lean times. Foundations like to think that they are funding something new and encouraging innovation among nonprofit institutions. Some creative revenue-generation strategies could be excellent selling points for leveraging additional funding, aside from the actual dollars they earn.
Governance, editorial, and copyright issues
The planning process has made great headway in these areas. It has developed a governance structure, bylaws, and fair use agreements. Once the research emphasis is refined further, it would be appropriate to revisit governance structures and develop more specific editorial policies for vetting research priorities and projects.

Technical Considerations and Production Platform
Finally, the model business plan for the open access journal devoted a section to technology considerations and production platform (Chapter 7, pp. 19-21). Clearly, VCDH has a great deal of expertise about these issues. It would definitely enhance the planning efforts for someone with this expertise, such as Kim Tryka, to review this section of the model plan with an eye for any data needed to adapt it to the Virtual Jamestown proposal.

Summary
This information audit has identified specific data needs to determine the market niche, target audience, and sustainable funding models for the Virtual Jamestown proposal. The collection and analysis of this data lay the foundation for a strong proposal and comprehensive business plan based on deliberate study and convincing evidence of market viability.
Appendix 1: Timeline of Jamestown Planning Grant

27 September 2002: Award of $219,000 to Virginia Polytechnic Institute and State University for a virtual collection of scholarly resources for the study of the history of Jamestown

18 October 2002: First Stakeholders’ Advisory Board Meeting, Charlottesville, VA (William Obrochta, Virginia Historical Society; Kip Campbell, Library of Virginia; Andrew Chancey, Virginia Foundation for the Humanities; Crandall Shifflett, Project Director; William G. Thomas, III, Director, Virginia Center for Digital History; and Kimberly Tryka, Digital Archivist and Associate Director, Virginia Center for Digital History). What’s been funded? Goals? Recommendations for additional board members?


12 February 2003: Presentation by Crandall Shifflett to nine conferees at Library of Congress Conference, “Seascapes, Littoral Cultures, and Trans-Oceanic Exchanges,” Washington, D.C. Planning session and discussion of how Web sites can facilitate the research, scholarship, and teaching interests of Atlantic World scholars. Where do you go for online resources? What do you need to do your scholarship and teaching? Do you use online resources? Attending the presentation were:

James Armstrong, Library of Congress, Overseas Division
Alan Gregor Copley, University of the West Indies, Bridgetown, Barbados
Jennifer Gaynor, ABD, University of Michigan
Linda Heywood, Howard University, Washington, D.C.
Alan Karras, University of California, Berkeley
John McNeil, Georgetown University
Gifford Prosser, Library of Congress
Carole Schmidt, Project Consultant
John Thornton, Boston College
Kim Tryka, Project Digital Archivist
Kerry Ward, Rice University
Larry Yarak, Texas A&M

20 February 2003: Advisory Board Meeting, Charlottesville, VA. Shifflett report on LOC Conference; Shifflett report on planned Census of Electronic Resources; William Kelso report on “James Cittie and Beyond” and plans for 26 site survey. James Horn, Director, Rockefeller Library, Carole Schmidt, and David Peacock, Director, Virtual Norfolk, joined the board. William Thomas was named Chairman of Advisory Board.

29 April 2003: Presentation by Crandall Shifflett and William Kelso, New York University to class of Professor Karen Kupperman on plans for the project
30 May 2003: Advisory Board Meeting, Richmond, Virginia. Board members present were Kip Campbell, Library of Virginia; James Horn, Director, John D. Rockefeller Library, Colonial Williamsburg Foundation; William Kelso, Chief Archaeologist, Association for the Preservation of Virginia Antiquities; David Peacock, Director, Virtual Norfolk, University of East Anglia; Julie Richter, Research Historian, Colonial Williamsburg Foundation; Carole Schmidt, Project Consultant; Crandall Shifflett, Project Director; William G. Thomas, Director, Virginia Center for Digital History; and Andrew Veech, archaeologist (for Karen Rehm, Chief Historian, Colonial National Historical Park, Jamestown). Suggestions were made to add Joseph Miller, T. Cary Johnson, Jr. Professor of History, University of Virginia; and Karen Kupperman, Professor of History, New York University; Nicholas Canny, Chair, Department of History, and Director of the Centre for Human Settlement and Historical Change, National University of Ireland, Galway; Ronald Hoffman, Professor of History and Director of the Omohundro Institute of Early American History and Culture; and Jane Landers, Associate Dean, College of Arts & Science, Associate Professor of History, Vanderbilt University. Shifflett explained the three important final products required by the grant: 1. a census of digital collections; 2. a sweeping survey of 26 archaeological sites and a database of their holdings; and 3. a strategic plan for collaboration, production, governance and use of a future Web site. Thomas led discussion on “what will be the defining rationale for the future strategic plan?” “Visualization of Lost Atlantic World Landscapes” was discussed extensively as the bases for future production. Landscapes suggested included Jamestown, an African village, an Algonquian village, an English parish, a Virginia plantation, St. Augustine, a West Indies port, and others in South America, Canada, Brazil, Spain, and the Netherlands. Discussion called for a scalable model to visualize lost landscapes.

14 July 2003: Presentation to invited participants, summer research seminar for community college faculty at Library of Congress, Washington, D.C. Attended by 14 participants. Shifflett presented overview of Virtual Jamestown, plans under Mellon Planning Grant, and opened discussion on question of how the application of technology in history might enhance research and teaching of Atlantic World Studies. Participants were eager to use anything for teaching purposes but seemed uncertain as to how technology and Internet could enhance their research. Some expressed unease at using technology in the classroom. Attendees were:

Dr. Jerry Bentley, University of Hawaii
Dr. Anna Blume, Fashion Institute of Technology/SUNY
Dr. Wilson Crone, Hudson Valley Community College
Dr. Jim Davis, Mt. San Jacinto
Dr. Karen Kupperman, NYU and Mellon Jamestown Advisory Board
Dr. Harry Phillips, Central Piedmont Community College
Ms. Debbie Roberts, Yavapai Community College
Ms. Fatima Rodriguez, Reedley College
Dr. Neela Saxena, Nassau Community College
Ms. Carole Schmidt, Mellon Jamestown Consultant
Ms. Barbara Shifflett, Radford High School
Dr. George Sussman, LaGuardia Community College, CUNY
14 October 2003: Presentations by Crandall Shifflett, Project Director, William G. Thomas, III, Director, Virginia Center for Digital History; William Kelso, Chief Archaeologist, Jamestown Rediscovery™, Association for the Preservation of Virginia Antiquities; and Earl Mark, Associate Professor of Architecture, University of Virginia. Oxford Workshop on Digital History, Oxford University, England. Planned workshop at the University of East Anglia had to be cancelled due to elimination of position of David Peacock, the director.

22-23 October 2003: Advisory Board Retreat, Williamsburg, VA. Areas of focus were research, governance, and publication. Shifflett, “Update and Overview of Jamestown and the Atlantic World, 1550-1700;” discussions on identifying research roles and mapping research assets; small group discussions on identifying governance issues and concerns; working lunch on “prioritizing research plans and determining resource needs;” next steps. Attending the retreat were Kip Campbell, Library of Virginia; Andrew Chancey, Virginia Foundation for the Humanities; Richard Holway, University of Virginia Press (by invitation); James Horn, Rockefeller Library; William Kelso, Jamestown Rediscovery™; Karen Kupperman, New York University; Jane Landers, Vanderbilt University; Annaleigh Margey (graduate student representing Nicholas Canny, Chair, Department of History, University of Ireland at Galway); Joseph Miller, University of Virginia; Karen Rehm, National Park Service; Carole Schmidt, Project Consultant; William Thomas, Virginia Center for Digital History, and Chair Mellon Jamestown Advisory Board

27 October 2003: Midyear report, Andrew W. Mellon Foundation by Crandall Shifflett

3 March 2004: Planning Grant extension approved to November 30, 2005 with final report due December 31, 2005


23 July 2004: Meeting Charlottesville, VA. with David Seaman, Director, Digital Library Federation, Barrie Howard, Administrative Assistant, Digital Library Federation, Carole Schmidt, Project Consultant, and William Thomas, Director, Virginia Center for Digital History on potential collaboration between DLF and Virtual Jamestown. David Seaman presented our proposal (see Appendix x) at the next board meeting of DLF which declined to collaborate with a single project.
8 October 2004: Advisory Board Meeting, Richmond, VA. Shifflett presented summary of what had been accomplished to date and what we learned in the planning process. Thomas led discussion on “What we have accomplished,” “what we propose to do,” and “what we need further advice on.” Roy Ritchie, Director, Huntington Library; Ronald Hoffman, Director, Omohundro Institute of Early American History and Culture; and Warren Billings, Distinguished Professor and Chairman, Department of History, University of New Orleans, joined the board for this meeting. In addition, members present included James Horn, Kip Campbell, William Kelso, Karen Kupperman, Joseph Miller, Karen Rehm, and William Thomas. The Board was unable to get its mind around a digital archive or the suggestion to seek an electronic imprint press for the project. Instead, the Board recommended that the project director pursue the idea of a Dutch Colonial Records Project, similar to the Virginia Colonial Records Project in 1957.
Appendix 2

Jamestown Census of Online Resources in Atlantic World Studies
(http://jefferson.village.virginia.edu/vcdh/jamestown/awresources/)

Overview
We have created a database of Web-based resources relating to sixteenth- and
seventeenth-century European colonization of the Atlantic World. These resources
include primary documents such as travel accounts, promotional literature, missionaries’
accounts, legislation, maps, and other images, as well as modern reports of archaeological
research on Atlantic World sites. Our initial focus was the English settlement at
Jamestown, but the project grew to include a preliminary survey of documents relating to
other European settlements, including those established by the Spanish, French, and
Portuguese, around the Atlantic rim.

Searchable Database
The database currently includes 105 records. They were located using a variety of World
Wide Web search engines to search both by general keyword, for example “Jamestown,”
and by the names of specific individuals or texts, such as “Raleigh.” Our intent was to
include only those websites that appeared reputable and likely to persist over time. Some
exceptions to the persistence criterion were made in cases where websites established by
university faculty, for a specific class, contained texts not readily available elsewhere.
Each of these exceptional sites is flagged internally to alert future database managers of
the need to check these sites regularly and confirm that they still exist. We did not
include resources that were only derivative of other sites in the survey (for example, we
would not include a college-level syllabus that merely linked to the Virtual Jamestown
site). Although we were unsure whether we would include sites in the “.com” domain,
we decided that there were a number of important resources available only through these
websites. In cases where access is limited to subscribers, we have included that
information in the annotation (which will be discussed further below).

The URLs listed in the database direct users to the main webpage of relevant projects
although in some cases, where we located resources that might not be easy to locate from
a project’s main page, we included links that would take the user directly to a particular
location within a site.

To assist in the search process, we tagged each entry with relevant keywords. We began
our keyword list in consultation with Karen Marshall, a subject librarian at the University
of Virginia Library, basing the list on her work with the Mellon-funded American Studies
Database at the University of Virginia (UVA) (http://infocomm.lib.virginia.edu/cgi-
info/dbbrowse). That work was continued with the help of Gary Treadway, also a subject
librarian at UVA. We added, and removed, keywords from the American Studies list to
target themes unique to Atlantic World texts. Such new keywords include “piracy” and
“tobacco” as well as a number of references to countries involved in colonization such as
“The Netherlands” and “France.” This list of keywords is available as a drop-down menu
to database users.
Prominent People and Places
Additionally we decided that it would be helpful to users to have a separate searchable list of prominent persons associated with this era who are referred to in these resources. To aid this we created a separate keyword field for personal names so that each person would be referred to in a standardized manner. Feeling that geography was also an important consideration we similarly added a field for place names in the database. The lists of personal names and geographic names are available as drop-down menus to users of the database.

Due to the international and multilingual nature of the census, we have included a field designating the language, or languages, in which the resources on each site appear. Again, this list of languages is made available as a drop-down menu.

Annotations
Most importantly, we have annotated each of the database entries so that users have some idea of what type of materials to expect when they visit the listed web-site. We hope that this annotation will help people determine whether a particular site has resources that they are seeking, and will help reduce the frustration of having to visit many locations which seem to promise the information that is sought, but which do not contain the information. The database search includes an option that allows users to perform a full-text search on the annotation attached to each entry.

As scholars and students use the site and more teaching and research institutions digitize their projects and collections, we plan to update the list of sites to be included in Atlantic World Studies, to make it an ever more powerful research tool.

Keywords
African Americans
Agriculture
Archaeology
Architecture
Bacon’s Rebellion
Charles I
Charles II
Commerce
Lord De La Warr
Diaries
Environment
Exploration
Food
France
Geography and Landscape
Georgia
Government

Historiography
Immigration
Indentured Servants
James II
Jamestown celebrations
John Rolfe
Captain John Smith
Journals
Labor and Class
Law
Letters
Maps
Military
Native Americans
The Netherlands
Piracy
Pocahontas
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2005

Powhatan
Public Records
Religion
Settlement Patterns
Slavery
Spain
Thomas West

Tobacco
Trade
Virginia Company
William Berkeley
Williamsburg
Women

Personal Names
Alvar Nunez
Cabeza de Vaca
Jesuits
Richard Hakluyt
Sir Walter Raleigh
Christopher Columbus
Thomas Hariot
Sir Francis Drake
Sir Edwin Sandys
Captain John Smith
Inca
Garcilaso de las Vegas
James I
John Rolfe
Samuel Argyll
Nathaniel Bacon
Thomas West
Lord de la Warr
Robert Beverley
John Cabot
King Ferdinand
Queen Isabella
Iroquois
Ralph Lane
John White
Sir Humphrey Gilbert
Elizabeth I
Samuel de Champlain
Henry Hudson
George Calvert
Lord Baltimore
Charles I
Sir David Kirke
Sir Edmund Andros
William Penn

William Bradford
Gottlieb Mittleberger
Arawak
Taino
Battista Agnese
Diego Gutierrez
Joan Blaeu
Alexis Hubert Jaillot
Johann Homann
Pocahontas
Thomas Sully
William Sheppard
Theodor De Bry
Phillip II
Pedro Menendez de Aviles
Powhatan
Charles II
James II
John Winthrop
Thomas Dudley
Phineas Pratt
Reverend Francis Higginson
Captain Roger Clapp
Locations

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Appendix 3

Building and Distributing Resources in Atlantic World Studies
A Proposal for Collaboration
Digital Library Federation and Virtual Jamestown

Summary

The Virtual Jamestown project is interested in pursuing a partnership with the Digital Library Federation. Under a planning grant from the Andrew W. Mellon Foundation, the project has created a database of online resources in Atlantic World Studies. Some of these collections are still being developed, such as the John Carter Brown Library Archive of Early American Images, many are already online. Some are online text databases, like the National Library of Canada, and others allow searches for maps of early Virginia, such as the Beinecke Rare Book and Manuscript Library at Yale University. Still others, such as the University of Kansas, AMDOCS: Documents for the Study of American History, serve as a portal to significant digitized documents: Columbus’s journals; the Constitution of the Iroquois Nations; Richard Hakluyt, Ralph Lane, Thomas Hariot and John White from the Roanoke colony; links to early Virginia legislation; and other British colonial documents.

The Virtual Jamestown census of online collections found about 110 online sites with resources on Atlantic World Studies. We created a search engine to permit searches by keyword, place, people, site name, and by any word entered into the annotation category. The Atlantic World online resources database already includes at least four member institutions of DLF. In addition, some non-member institutions, such as the John Carter Brown Library, Huntington Library, and the British Museum with whom Virtual Jamestown has collaborated might also be brought into the DLF consortium. It just makes sense for Virtual Jamestown to build upon this database to include Atlantic World resources at DLF institutions and to include the capability of harvesting all the resources for those related to Jamestown.

A partnership with DLF would be a great asset in creating an Atlantic Studies Digital Archive (ASDA). Such an archive would have enormous impact on scholarship because it would permit scholars, especially in fields of Spanish, Dutch, Portuguese, English, and French history, access to a documentary, cartographical, archaeological, and visual/graphical database of immense value to global and comparative history. The ASDA would emancipate Jamestown studies from the narrow Virginia history focus to which it has been held captive and move it into the transatlantic world context where it was born, allowing scholars to assay Jamestown’s significance and place in American and world history.

Common Pursuits

I see three areas where we have common pursuits:

- collections building
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- tools development
- shared access to collections

Collections Building
The combined resources of DLF member institutions, Virtual Jamestown, and the Virginia Center for Digital History would collaborate in the building of an Atlantic Studies Digital Archive, pooling the vaults of content from member institutions of DLF and the existing Jamestown database of online resources into a large databank. The archive might then serve as a laboratory for developing common tools to harvest online collections and distribute the content according to guidelines and procedures mutually agreeable to all parties involved. Instead of just a few online collections now available through the Virtual Jamestown database, the DLF partnership could pull together under one umbrella the major corpus of material on Atlantic Studies from archives around the world.

Tools Development
DLF could take the lead in asking content providers to conduct a census of materials important to Atlantic Studies to be made available that are already digitized or those that institutions need assistance in bringing online. DLF would be the lead institution in brokering exchanges of existing datasets. The Virginia Center for Digital History, DLF, and specialists on the Virtual Jamestown project would work together to assemble the archive and experiment with tools development and infrastructure work. DLF could also broker the assembly of grabable content into a federated tool that might exploit it or make it behave in ways researchers and teachers require for their work. Tools might be developed in collaboration with the providers who have already experimented with strategies to exploit their own collections with in-house tools that have potential for broader application, such as for example the “Scholar’s Box” at the University of California, Berkeley. Another example is the CHART database that the Virginia Center for Digital History has created to facilitate the work of researchers interested in digitizing their material for the classroom or electronic publication. Scholars and teachers need a toolbox for exploiting content with features commonly recognized as essential but rarely integrated into a seamless ware for data manipulation and exploitation. The Atlantic Studies Digital Archive toolkit would provide the tools for such tasks as:

- searching
- note-taking
- creating databases for texts
- image manipulation
- map generation
- text annotation

Funders are far more likely to support tools development generously if they understand that the benefactors include all the major research libraries in the nation, instead of just those in Jamestown studies. A partnership in tools development would provide technical
support to scores of scholars otherwise limited to the meager digital resources of their own institutions.

Enhanced Access
Once the Atlantic Studies Digital Archive is complete and tools for its use have been developed, all academic libraries who are content providers would share the distributed content with faculty and students at their respective institutions. There is nothing comparable to this kind of archive in the humanities. Imagine being able to send students to documents, maps, or images on population diasporas, indigenous-settler relations, the international slave trade, disease epidemics, or trade and consumerism where comparisons can be drawn, for example, from Africa, Canada, or South America under French, Dutch, Spanish, or Portuguese hegemony. Virtual Jamestown aspires to such universality and comparability, but could never achieve it on the scale that would be possible via a DLF partnership.

Contributions
Both Virtual Jamestown and DLF have developed funding sources, licensing agreements, and advisory boards of scholars and archivists. Again, it would make sense to combine these efforts and build upon the experience in grant writing, licensing, and governance.

Funding
Virtual Jamestown is already committed to a funding proposal that will include as key features support for collections building, technical assistance, and fellowship support on Jamestown and the Atlantic World. Potential funders include the Andrew W. Mellon Foundation, National Science Foundation, and the Institute of Museum and Library Services. As part of the proposal, Virtual Jamestown has donor funds of $50,000 to leverage its proposal to collaborate with teams of scholars in building electronic archives.

Licensing Agreement and Governance
A management consultant for Virtual Jamestown has made substantial progress in reaching consensus on issues of intellectual property and governance. In addition, the DLF has a model licensing agreement that could be extended to all institutions under this collaboration. An advisory board of prominent national and international scholars, digital archivists, and a management consultant meets four times a year to advise the project director, Dr Crandall Shifflett, Professor of History at Virginia Tech, and Dr. Will Thomas, Chairman of the Board, Director of the Virginia Center of Digital History and Associate Professor of History at the University of Virginia. We will meet in October to discuss a draft funding proposal and a business plan to maintain the Jamestown archive in perpetuity.

I hope we can talk soon about common goals and how we can combine our joint interests in collections building, tool development, and shared access to digital resources in Atlantic World studies.
Appendix 6:

Advisory Board and Members

The Mellon Jamestown Advisory Board changed in composition over the course of the project. Some invited members never participated such as Tom Davidson, Jamestown-Yorktown Foundation and Philip Morgan, Johns-Hopkins University. Others like Charles Bryan Jr., Virginia Historical Society, and Andrew Chancey, Virginia Foundation for the Humanities came to initial meetings only. David Peacock, Director *Virtual Norfolk*, University of East Anglia, had his position at the university eliminated. Late but enthusiastic additions included Ronald Hoffman, Director, Omohundro Institute of Early American History and Culture; Roy Richie, Director, the Huntington Library; Nicholas Canny, Chair, Department of History and Director of the Centre for the Study of Human Settlement and Historical Change at National University of Ireland, Galway; and Warren Billings, Distinguished Professor and Historian of the Supreme Court of Louisiana, University of New Orleans. Notable contributions came from Will Thomas who served as Chairman of the Board, Kip Campbell, James Horn, Karen Kupperman, and Joseph Miller.

Warren Billings, Distinguished Professor and Historian of the Supreme Court of Louisiana, University of New Orleans

Charles Bryan, President and Chief Executive Officer, Virginia Historical Society

Edward Campbell, Director, Collections Management Service, Library of Virginia

Nicholas Canny, Chair, Department of History and Director of the Centre for the Study of Human Settlement and Historical Change at National University of Ireland, Galway

Andrew Chancey, Associate Director, Virginia Foundation for the Humanities and Public Policy

James Horn, Director, John D. Rockefeller Library, Colonial Williamsburg Foundation.

William Kelso, Chief Archaeologist, Association for the Preservation of Virginia Antiquities

Karen Kupperman, Professor of History, New York University.

Jane Landers, Associate Professor of History and Associate Dean of the College of Arts and Sciences, Vanderbilt University

Joseph Miller, T. Cary Johnson, Jr. Professor of History, University of Virginia

Dave Peacock, Director, *Virtual Norfolk*, University of East Anglia

Karen Rehm, Chief Historian, Colonial National Historical Park

Crandall Shifflett, Executive Director, and Professor of History, Virginia Tech

William Thomas, Director, Virginia Center for Digital History, and Associate Professor of History, University of Virginia