Family Research Forum

Support Materials for Family Researchers
Contents

How to Research Your Family Ancestors

Ancestral Chart (Pedigree)
Family Group Record
Relationship Chart

So Much Genealogy on the Internet!

What is GEDCOM?
How to Write a Successful Genealogical Query

8 Steps for Tracing Slave Ancestors
African American Research: Tips for Tracing Families Post – 1865
Freedman’s Bureau Records

Legal Genealogist: a Matter of Degree
Find a Grave
Major U.S. Epidemics

Genograms, another way to look at it
Tracing Family Traits Using a Genogram
Standard Symbols for Genograms
Emotional Relationships Legend

Your Female Ancestor’s Nicknames
Genealogical Standards
4 Things to do Before You Donate Your Genealogy

United States Federal Census Forms 1790-1940
How to Research your Family Ancestors

The purpose of family research is to discover and to prove with evidence where your ancestors lived, who they married, how they are related, etc.

1. **Create printed, organized overviews of what you already know** about your family. *Pedigree (or fan charts)* summarize your knowledge and are handy while researching or for communicating with others. Blank forms are printable from Ancestry and elsewhere, if needed. **Strongly consider** having an electronic database for your information so you can keep your charts up-to-date and print them easily---they will create a chart for you.

2. **Follow your direct line.** Assemble their vital records---birth, marriage, death. Be able to complete a *family group record* for them.

3. **Find all censuses** where your direct ancestors appear.

4. **Develop a chronology** of your ancestor’s life to better understand their entire lifespan, starting with vital records and census information. Add in other important events (the birth of siblings, the loss of grandparents, migrations, illnesses, etc.) to better understand their circumstances, influences and outlook.

5. **Write a narrative** for each direct ancestor, expanding on your chronology information. Here is where you can suggest possible life scenarios and examine any conclusions you’ve made about them. You can enrich their story with information that puts them in an historical or geographical context.

**More:** Create a richer picture of your ancestor with deeds, wills/estate records, church records. Find *collateral relatives* ([brothers and sisters, aunts and uncles, nieces and nephews.]) *DNA testing* gives you connection with others who are related to you and who might be able to expand your information. **You must first have a sound genealogy for DNA testing to be useful!** When working with a DNA match, knowing your collateral lines greatly increases your likelihood of knowing exactly *how* you match.
### Relationship Chart

- Identify your nearest common direct ancestor with the relative.
- Locate your relationship with the common ancestor on the top row, and the relative's relationship to the common ancestor in the left column.
- Where the individual in the top row intersects with a line across from the relation in the left column this is your relationship to that person.

<table>
<thead>
<tr>
<th>Your Ancestor -&gt;</th>
<th>Parent</th>
<th>Grandparent</th>
<th>Great Grandparent</th>
<th>2nd Great Grandparent</th>
<th>3rd Great Grandparent</th>
<th>4th Great Grandparent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent</td>
<td>Brother or sister</td>
<td>Niece or nephew</td>
<td>Grand niece or nephew</td>
<td>Great Grand niece or nephew</td>
<td>2nd Great Grand niece or nephew</td>
<td>3rd Great Grand niece or nephew</td>
</tr>
<tr>
<td>Grandparent</td>
<td>Niece or nephew</td>
<td>First Cousin</td>
<td>First cousin once removed</td>
<td>First cousin twice removed</td>
<td>First cousin three times removed</td>
<td>First cousin four times removed</td>
</tr>
<tr>
<td>Great Grandparent</td>
<td>Grand niece or nephew</td>
<td>First cousin once removed</td>
<td>Second Cousin</td>
<td>Second cousin once removed</td>
<td>Second cousin twice removed</td>
<td>Second cousin three times removed</td>
</tr>
<tr>
<td>2nd Great Grandparent</td>
<td>Great Grand niece or nephew</td>
<td>First cousin twice removed</td>
<td>Second Cousin</td>
<td>Third Cousin</td>
<td>Third cousin once removed</td>
<td>Third cousin twice removed</td>
</tr>
<tr>
<td>3rd Great Grandparent</td>
<td>2nd Great Grand niece or nephew</td>
<td>First cousin three times removed</td>
<td>Second Cousin</td>
<td>Third cousin once removed</td>
<td>Fourth Cousin</td>
<td>Fourth cousin once removed</td>
</tr>
<tr>
<td>4th Great Grandparent</td>
<td>3rd Great Grand niece or nephew</td>
<td>First cousin four times removed</td>
<td>Second cousin three times removed</td>
<td>Third cousin twice removed</td>
<td>Fourth cousin</td>
<td>Fifth Cousin</td>
</tr>
</tbody>
</table>

From geneosity.com
So Much Genealogy on the Internet!

Books

- **FamilySearch Digital Library** [familysearch.org/library/books] a searchable full-text collection of family and personal histories. Type a surname, county or other term into the Search box. You'll need to create a free account if you don’t have one already.

- **GenGateway** [gengateway.com] big collection of free, full-text books, including HISTORY OF MICHIGAN (3 vols.) and HISTORY OF DETROIT AND MICHIGAN (see under American Genealogy.) Books search easily using your browser’s “Find” function. Many can be downloaded.

- **Google Books** [books.google.com] a gigantic collection of books of all kinds. With your free Google account, you can move titles into your own Library and add tags.

- **Internet Archive** [www.archive.org] this non-profit organization offers digitized books (and other materials) free to view or download; loads quickly for online reading. Texts ➔ Additional Collections ➔ Genealogy.

Cemeteries

- **Cemetery Records** [interment.net]

- **Find a Grave** [findagrave.com] Southfield cemetery is here. Search by name or location. Be careful of using photos; they are copyrighted by the contributors, who “own” them.

Certification

- **Board for Certification of Genealogists** [becertificate.org] how to become certified, genealogists’ Code of Ethics, genealogical proof standards, skill building and more. Here’s where to find a certified genealogist and their research specialties.
Commercial databases on the SPL Website

- **Ancestry** available ONLY from an SPL computer in the Library---this Library Edition is NOT available from home. **IMPORTANT:** While in the Library, use the link from our SPL Genealogy webpage to connect. The Library edition differs from the personal subscription version. Ancestry is a great source of census images, which are primary evidence (i.e., documents created at the time of an event.) It's important to find your ancestors in each census. Don’t forget to seek out the Slave Schedules (1850 and 1860 only), if needed.

- **MyHeritage** available while you’re in the library (use the link from the SPL Genealogy webpage) AND from home (Southfield/Lathrup Village cardholders). In addition, Michigan residents can use it through Mel.org. Like Ancestry, this database is a Library Edition. Besides the full USA federal census it also offers a smattering of censuses from the United Kingdom, Australia and Canada, Venezuela, Netherlands, France, etc.

Databases (to build and maintain your family genealogy)

- **Ancestry** [ancestry.com](http://ancestry.com) (Subscription version) to build an online tree with attached sources, you must use the personal subscription version. Ancestry DNA tests are very popular so there are many people available for comparison. Everybody seems to be on Ancestry.

- **FamilySearch** [familysearch.org](http://familysearch.org) a worldwide Family Tree for creating original entries or using profiles already created by other researchers. The huge LDS database of original documents and high-quality transcriptions is searchable and can be linked to your entries. Be aware: as a Wiki, this is a group effort, so you can modify the entries of others and vice versa! You must create an account---which is free.

- **Legacy Family Tree** [legacyfamilytree.com](http://legacyfamilytree.com) serious software for your personal computer, affiliated with FamilySearch. The Standard Edition is free. Available in foreign languages. Take a look at the “20 Reasons to Buy” link at the bottom. You may consider this for your personal archive of research.

- **MyHeritage** [www.myheritage.com](http://www.myheritage.com) (Subscription version) family trees build quickly here. DNA testing. Innovative software enhances your photos: colorizing, animating, dressing in period costumes.
• **Rootsmagic** [rootsmagic.com](http://rootsmagic.com) a respected family tree software for your home computer that replaces Family Tree Maker and synchs with your Ancestry tree, if you choose. FamilySearch certified. A good choice for both beginners and advanced.

• **Tribalpages** [tribalpages.com](http://tribalpages.com) a free online database with fee-based upgrades; secure and private; with upgrades you’ll have more space and more features: customized newsletters for stories; photos; message boards. Emphasis is on privacy. Read-only CD or thumbdrive can be ordered for backup or for giving. GREAT reports, charts and pedigrees that are quickly and easily generated. Free mobile app.

• **WikiTree** [wikitree.com](http://wikitree.com) another site that aims to create a worldwide family tree. “100% free” but not a free-for-all; it asks members to abide by their Honor Code which emphasizes accuracy, cooperation and courtesy.

---

**DNA Testing** Generally, there are 3 tests of interest for genealogists: 1) Y chromosome (paternal, deep ancestry, men only can test), 2) mitochondrial (maternal, deep ancestry, both men and women can test) and 3) autosomal (draws from both sides of your ancestry and is the most versatile for matching with other testers, both men and women can take this test.)

• **African Ancestry** [africanancestry.com](http://africanancestry.com) this black-owned company traces your genetic ancestry back to one of 400 ethnic groups. No autosomal testing. All-inclusive travel option to Cameroon, Ghana and Sierra Leone for those who test and their family. The largest database of African lineages.

• **Ancestry** [dna.ancestry.com](http://dna.ancestry.com) autosomal testing only. Uncomplicated, doesn't show specific genomic locations. Nice Ethnicity Estimate report with percentages. Lots of people use this test, so there’s lot of opportunity to connect and share family trees.

• **DNA Painter** [www.dnapainter.com](http://www.dnapainter.com) free, user-friendly online tool for chromosome mapping. People say it’s addictive!

• **DNA Romance** [www.dnaromance.com](http://www.dnaromance.com) “Find someone who shares romantic chemistry with you.” Based on chemistry and personality compatibility. International. Works for LGBTQ. Accepts autosomal DNA results from a number of companies, but also sells test kits.

• **Family Tree DNA** [familytreedna.com](http://familytreedna.com) the first DNA testing company. Look out for periodic sales. Sophisticated software allows specific chromosome comparisons with others (chromosome browser.)
• **International Society of Genetic Genealogy** [isogg.org](http://isogg.org) confused by the whole DNA thing? Here’s an authoritative place to educate yourself or to find a consultant to interpret your results or to compare testing services.

• **MyHeritage** [www.myheritage.com](http://www.myheritage.com) DNA matching, origins and ethnicity estimates and genetic groups from your cheek swab. Includes a chromosome browser. Price friendly.

• **23andMe** [23andme.com](http://23andme.com) complete testing with an easy to use tool for comparing matches; shows Neanderthal component, maternal and paternal haplogroups as well as autosomal; integrates tests from other family members. Colorful and very well laid out. Look out for sales.

**Focused Information**


• **Charles F. Heartman Manuscripts of Slavery Collection** [cdm16948.contentdm.oclc.org/cdm/landingpage/collection/p16948coll6](http://cdm16948.contentdm.oclc.org/cdm/landingpage/collection/p16948coll6) Part of the Xavier University of Louisiana digital library. Spanning from 1724 to 1897, these documents pertain to enslaved Negroes and Free People of Color in Louisiana, especially the New Orleans area.

• **Digital Library on American Slavery** [library.uncg.edu/slavery/](http://library.uncg.edu/slavery/) University of North Carolina. A varied range of documents in the Southern slaveholding states---legislative petitions, county court petitions, wills, inventories, deeds, bills of sale, cohabitation records, court proceedings and documents related to civil cases filed by slave owners, slaves and free people of color. A new project underway is People Not Property-Slave Deeds of North Carolina.

• **JewishGen** [jewishgen.org](http://jewishgen.org) “The Global Home for Jewish Genealogy.” Features the JewishGen Family Finder (JGFF), a database of surnames and ancestral towns currently being researched by Jewish researchers worldwide; a networking tool. Be sure to check the extensive, multi-lingual FAQ in their JewishGen Support Center.
LowCountry Africana lowcountryafricana.com a website and research project to study Gullah/Geechee cultural heritage in South Carolina, Georgia and northeastern Florida; digitized and indexed estate inventories, labor contracts, bills of sale, and other documents in the historic rice-growing areas. A “treasure trove of primary documents, book excerpts and multimedia” that takes time to explore.

1890 Census Substitute Project, Oakland County ocgsmi.org funded with specially collected Oakland County Genealogical Society funds. An irreplaceable contribution.

Revolutionary War usgwarchives.net/pensions/revwar pensions, rosters and land grants.

Sephardicgen sephardicgen.com Created by Jeffrey Malka to bring forward Sephardic information and to give guidance for Sephardic family researchers.

Southern Campaign Revolutionary War Pension Statements & Rosters revwarapps.org over 28,000 pension applications/bounty land claims and 382 roster transcriptions posted.

Unknown No Longer and Virginia Untold: A Database of Virginia Slave Names virginiahistory.org/research/collections/unknown-no-longer-virginia-untold “...biographical details of enslaved Virginians found in unpublished historical records in its collections.” A work in progress, indexing millions of documents. Look into Related Resources and other links on the site---keep clicking, the links can be confusing. A treasure trove!

US GenWeb Projects www.usgenweb.org free genealogy sites by state with gateway links to counties; developed and maintained by volunteers.......some counties are vibrant, extensive sites while others are underdeveloped or orphaned; nevertheless, an important source of unique, local information, don't overlook this.

Voyages www.slavevoyages.org The Trans-Atlantic Slave Trade Database has information on more than 35,000 slave voyages. LOTS of fascinating background information on the site, including lesson plans.

Yad Vashem yadvashem.org The World Holocaust Remembrance Center commemorates the 6 million Jews murdered in the Shoah and serves as an ultimate source for education, documentation and research. The Hall of Names creates a memorial to many, many of them with names and photographic portraits, restoring their personal identity.
Genealogical Societies

- **DAR Daughters of the American Revolution** [dar.org](http://dar.org) lineage records are now online; look in Descendants for information for member lineages.

- **Detroit Society for Genealogical Research** [dsgr.org](http://dsgr.org) organized in 1936. Note the Denissen Index (in Resources) to Genealogy of the French Families of the Detroit River Region; members can view the full text.

- **Fred Hart Williams Genealogical Society** [fhwgs.org](http://fhwgs.org) the first African American genealogical society in Michigan. Take a look at Links.

- **Oakland County Genealogical Society** [ocgsmi.org](http://ocgsmi.org) look at the Free Information and Data.

Immigration

- **Immigrant Ancestors Project** [immigrants.byu.edu](http://immigrants.byu.edu) free. “Brigham Young University uses emigration registers to locate information about the birthplaces of immigrants in their native countries. This information provides different information from what is found in the port registers and naturalization documents of their destination country.” Records from throughout Europe.

- **ISTG Immigrant Ships Transcribers Guild** [immigrantships.net](http://immigrantships.net) Free, starting with lists from the 1600’s; always recruiting volunteers to help transcribe.

Libraries

- **Allen County Public Library** [genealogycenter.org](http://genealogycenter.org) Located in nearby Ft. Wayne IN, this is one of the most important genealogy collections in the country. Well worth visiting in person, you can prepare in advance by searching their catalog. Lots of good advice on their YouTube channel.

- **The Church of Jesus Christ of Latter Day Saints** [familysearch.org](http://familysearch.org) Find a Family History Center to visit, create a chart, search their catalog for resources or search their truly stupendous collection of online records. VERY IMPORTANT SOURCE OF DOCUMENTS.
• **Library of Congress** [loc.gov](http://loc.gov) Of special interest in their Digital Collections is Chronicling America ([chroniclingamerica.loc.gov](http://chroniclingamerica.loc.gov)), a collection of digitized American newspapers from 1777-1963.

• **National Archives** [archives.gov/research] A staggering number of federal documents are in the archive itself or its regional branches. Because the holdings are so vast, it’s not easy to access them without contacting the Archives directly, going there in person or hiring a researcher. Their online site aims to provide indexes, finding aids and research tools, as well as instructions for researching in person.

Maps

• **Atlas of Historical County Boundaries** [digital.newberry.org/ahcb](http://digital.newberry.org/ahcb) free. Informative and easy to use. Keep in mind that the records you need might be found in another county due to changing boundaries over the years. From the Newberry Library in Chicago.

• **David Rumsey Map Collection** [davidrumsey.com](http://davidrumsey.com) free. Stanford University Library, Cartography Associates. Many kinds of maps, modern and old, with full citations. Downloadable, can order prints. Focuses on rare 18th and 19th century maps of North and South America.

• **Map-Maker Utility** [diymaps.net](http://diymaps.net) Create your own special purpose, color-coded map to mark your counties of interest.

Multi-purpose Destinations

• **Google** [google.com](http://google.com) several possibilities for genealogists; free. Books, Docs, Google Earth, Search, Map, Alerts. Starting your search with “genealogy:” helps focus results. You can build your own library of books and documents.

Photographs

• **Scandigital** [scandigital.com](http://scandigital.com) will professionally digitize your photos, slides, negatives and home movies.
- **Dead Fred**  [deadfred.com](http://deadfred.com)  accepts photos or images of photos taken prior to 1965 of subjects who are deceased; submit them with tags or list them as “Mystery”. Can download a posted image to your computer. Can apply to have the original---if there are no other claimants and you can prove your relationship, it will be shipped to you. Keep them in mind: they will take photos that you don’t want or can’t take care of and add them to the archive.

- **Library of Congress**  [loc.gov/pictures](http://loc.gov/pictures) all kinds of pictures to enjoy and learn from. Type in your ancestor’s county or occupation. Digitized images can be downloaded---but first read the “Rights and Restrictions Information” page. Most images can be purchased.

### Portals

- **CyndisList**  [cyndislist.com](http://cyndislist.com)  free; a HUGE cross-referenced index of genealogy sites begun in 1996; a place to start or to ponder when you’re stumped.

- **Linkpendium, the Definitive Directory**  [linkpendium.com](http://linkpendium.com) another gigantic site of genealogy links developed by the founders of Rootsweb. Organized in a straightforward way by locality or surname; some are free, some are fee.

### Research Assistance

- **Ancestor Seekers**  [ancestorseekers.com](http://ancestorseekers.com)  organizing Dream Genealogy Vacations to Salt Lake City centering around the FamilySearch Library. The trip includes nearby accommodations and optional evening group activities; Ancestor Seeker research consultants are available to help in addition to the staff and volunteers of the Library.

- **Legacy Tree Genealogists**  [legacytree.com](http://legacytree.com)  Headquartered in Salt Lake City, they are very highly regarded and cover many parts of the world. Sample reports show on the site. Pricey, but flexible payment options are available.

- **ProGenealogists**  [progenealogists.com](http://progenealogists.com)  from Ancestry. The process starts with a research estimate; heritage tourism, heir research, books and oral histories are also available.
What is a GEDCOM?

It’s an acronym standing for GEnealogical Data COMmunications.

GEDCOM was developed in 1987 by the Family History Department of the Church of Jesus Christ of Latter-day Saints (LDS) to import/export computerized information between genealogical databases. With GEDCOM, you’re able to communicate the information from your genealogy software program to others who may use a different genealogy program. It formats the files in a standard way and allows information sharing.

To convert your information to a GEDCOM file, follow the prompts provided in your genealogy software---it’s generally pretty easy. Your file will likely end with the extension: .ged.

There have been revisions and improvements to GEDCOM over the years and they continue to be made. It’s still the most widely recognized way of trading information between genealogical researchers.
How to Write a Successful Genealogical Query

by Kimberly Powell
about.com Genealogy

Select a **focused topic** for your query - you will achieve the best results if you limit your query to a single surname or question.

Use your **subject line** wisely - make sure that it clearly reflects the information you are seeking. "Need help" is not as likely to get results as a subject heading which contains a surname and location.

Separate your information into **paragraphs** - this makes it easier to scan quickly. The first paragraph should contain the who, what, when and where of your request. This helps to attract the attention of your audience.

The second paragraph should **state what you already know**. Letting people know which places you have already checked for information will help to cut down on unnecessary suggestions.

The final paragraph should provide any **further details** about what you don't know and what you specifically are **hoping to find**.

Include **only one surname or question** per query. Too many requests may decrease your chances for a response. You will have much better results if you post each individual surname/family as a separate query.

Include your **name and email address** at the bottom of your query.
Read through your query at least once before sending it. Did you include all of the pertinent information? Does it make sense? Is it easy to read?

Post your query to the appropriate forum - there are forums available for a wide variety of topics, including surnames, countries/regions and specialty topics such as military research.

Keep a log of the times and places where you post your queries. This makes it easier to go back and check for responses.

Be sure to thank anyone who responds to your query, whether you found the information helpful or not.

Tips:

Include surnames in CAPITAL LETTERS in the Subject line and the first time you use it in the query.

Be specific. People do not often respond to queries such as "Send me all information about the POWELL family"

Check online sources for answers to general research questions before posting to a list. Genealogists love to help those who help themselves.

Try to stay away from too using too many abbreviations unless your space is limited. Many researchers may not recognize the abbreviations you are using.

Try to use an email address you will be sticking with. There are thousands of queries on the Internet with no way to reach the posters because the email address is invalid.
8 Steps for Tracing Slave Ancestors

2/3/2012

By Franklin Carter Smith and Emily Anne Croom

Follow these steps for using 1850 and 1860 slave schedules to trace your slave ancestors.

Before starting to trace enslaved ancestors, you’ll need research your family back to the Civil War in censuses, vital records and other genealogical sources. Find as much information as you can.

Then review a family group sheet of the post-Civil War family members you want to focus on. You’ll need a list of their given names and ages to (1) determine which family members might have been born as slaves and (2) determine the slaveholder’s name.

If you know the slaveholding family’s name, you can start researching that family. If not, start with the presumption that your ancestral family kept its former or most recent slaveholder’s surname—but be alert for clues that imply otherwise.

Here are eight steps to get started:

1. Using your list of ancestral family members from the 1870 census, subtract 10 years from your subjects’ 1870 ages to estimate their ages in 1860. Isolate the names and ages of those who were living in 1860 for the next steps.

2. Look at the neighborhood where your ancestors lived in 1870 for white families with the same surname. Make your search countywide, or even statewide, if your ancestors’ name was unique. Create a list of same-surname candidates for the slaveholding family. Include possible spelling variations: Hargett, Hargett, Hargett, Hargot, Hargot and so on. Consider going back as far as the 1850 census, or that county’s marriage and deed records, to look for white families of that surname.

3. Determine which of the white families on your list owned slaves in 1860 by looking at that county’s 1860 slave schedule. You might be able to eliminate families whose names aren’t there, but also check the 1850 slave schedules before you do.

The 1850 and 1860 slave schedules are rarely indexed and name only slaveholders (with each slaveholder, they list slaves by sex, age and color, but not by name). You’ll find a free index for the 1850 slave schedule on FamilySearch.org. Subscription site Ancestry.com hosts both the 1850 and 1860 slave schedules (see if your library offers Ancestry Library Edition free to patrons).

4. Compare the ages of your ancestor’s family group in 1860 with slaves’ ages in households in the slave schedule. Does a group of slaves in any household match the list of your family members’ sexes and ages? Remember that the slaves were grouped under the name of the slaveholder and identified by sex, color and age—rarely by name. Your ancestors might have been a family prior to the war, but the parents might have lived on neighboring farms, so search for the mother and children together.

5. Prioritize the slaveholding candidates according to what you find in the slave schedules:

- Likely candidates: The ages of your ancestral family members fit within the ages listed in their 1860 slave schedules.
- Less likely candidates: The ages of your ancestral family members and those listed on the 1860 schedule don’t appear to coincide.
- Least likely candidates: Those candidates not listed in either the 1860 or 1850 schedules. Some slaveholders might have been omitted, but the schedules are probably the most complete resource available.

6. Repeat this for the 1850 slave schedule, especially if your ancestors’ ages indicate they were a family before 1850. Sometimes, people were accidentally omitted from both general population and slave schedules.

7. If your search produces enough evidence to suggest further investigation of a particular candidate, start researching that white family. Study the leading candidate(s) in the county records to determine if your family is included in those records.

8. Don’t try to make your ancestor fit into an obviously unlikely match. If these steps above don’t produce the name of the slaveholder, consider these factors:

- Your family might have moved from its 1860 home after the war to a neighboring county or town. Although some freed men and women moved away after the war, often they remained on the same land for many years.
- The slaveholding family might have moved away after the war. Prewar county records might reveal their identity.

If you don’t find candidates of the same surname as your family, consider slaveholders from the 1860 slave schedules who lived near your family in 1870. Review others who owned slaves in your focus county in 1860. Your ancestors might have lived on a plantation near the same-surname white family.

http://familytreemagazine.com/ArticlePrint/Find-Slave-Ancestors
African American Research: Tips for Tracing Families Post-1865

Posted: 28 Feb 2014 10:41 AM PST    Joseph Shumway, Ancestry Blog

Tracing African American genealogies has many challenges. However, I find it one of the most rewarding areas of family history research in my work as a professional genealogist. The greatest challenge obviously comes when an ancestor is traced back to the time of slavery. While there are many different methodologies that can be used to break beyond the Civil War threshold, there are plenty of other challenges that you may encounter in tracing an African American family after 1865. I would like to provide a few tips that you will want to add to your tool-belt in carrying out such research.

Surnames
Many people think that all freed slaves adopted surnames after emancipation. However, slaves did typically have surnames; they were just not generally known by them in public or recorded with them. Yet, to themselves and within the slave communities they were known by a surname. Here are a few things to understand about African American surnames:

- Often times a surname was derived from a former slave owner somewhere in an ancestor’s past or their family’s history—not necessarily the last owner they personally had.

- Surnames were typically handed down in slave families from parents to children. So a surname may have origins many generations back even though they did not remain enslaved by a family of the original surname.

- Slave status was determined at birth by the status of the mother. Because of the awful circumstances of slavery, many slaves did not know their fathers. Hence, most carried their mother’s surnames.

- Some freed slaves were known to have changed their surnames after gaining freedom, but I find this to have been less common. You will want to keep this in mind, though, and watch for surname changes between the 1870 and 1880 censuses in particular.

- In cases where a freed slave took on a new surname, it was sometimes derived from prominent historical figures, geographical icons (e.g. a river) or someone in the local community they admired (e.g. a respected abolitionist minister or legislator).

Given Names
Be cautious in regards to given names. People are often listed with nicknames or other variant names (e.g. Bob for Robert, Betsy for Elizabeth, etc.). Also, slaves (and freed
slaves) often had very strong accents and because names were often spelled the way they sounded to a record-keeper, you may find very unique spellings for a more common given name (e.g. Leweser for Louisa, or Selah for Celia). Also, names can vary from record to record and so do not disregard someone because the name doesn’t quite fit your immediate expectation.

**Family Structures**
One of the tragedies of slavery was the fact that a traditional family unit (married father and mother with children) was often not possible to maintain. As you research African American families—especially those up to 30-40 years after emancipation—keep in mind that terms of relationship were used loosely (e.g. son, daughter, niece, nephew, cousin). During slavery, in lieu of a traditional family unit, people would often congregate together for strength and support in a family-type unit even though they may not have been closely related—if at all. This cultural tradition often continued a generation or two after slavery. For example, it is not uncommon to find an African American couple in the 1900 or 1910 census listed in their late 50s and 60s with children under the age of 10 (listed as their sons and daughters). Obviously, such children were probably not actual biological children, but possibly grandchildren, nieces and nephews, or orphaned children that they kindly brought into their home.

**Ages & Birthplaces**
Ages for slaves and freed slaves can vary dramatically. This was because they often did not know their exact age because there were no records kept. Therefore, keep a range of 5-15 years open for consideration. Birthplaces can also fluctuate from record to record—especially if a slave was transferred across state lines as a child. As with their age, they may have been unclear of their exact birthplace.

**Race & Color**
These are some of the historical terms and pieces of information you need to be familiar with as you study historical records about African American ancestors:

- **Mulatto**: A person of mixed race with some degree of African blood. In several states the definition was a person with 1/8th African ancestry regardless of skin color.

- **Quadroon**: 1/4th African (less-common term).

It is important to remember that race designation was subjective and usually the sole judgment of the record keeper. If a person was lighter-skinned, they may have been listed as mulatto in one record, but as black in another. Hence, do not dismiss a possible ancestral record because the race is not listed the same as another record.

https://www.ancestry.com/corporate/blog/african-american-research-tips-for-tracing-families-post-1865
Freedmen's Bureau Records

The Bureau of Refugees, Freedmen and Abandoned Lands provided assistance to tens of thousands of former slaves and also to impoverished whites. Established in the War Department in 1865, it issued food and clothing, operated hospitals and temporary camps, helped locate family members, promoted education, helped freedmen legalize marriages, provided employment, supervised labor contracts, provided legal representation, investigated racial confrontations, settled freedmen on abandoned or confiscated lands, and worked with African American soldiers and sailors or their heirs to secure back pay, bounty payments, and pensions. 1865-1872.

The Freedmen’s Bureau Records are divided into categories. These first two categories are not typically so useful for family researchers:

- **Headquarters Records**: overall administration and reports on programs to President. Mostly official and statistical, not much information for individual persons.

- **State Records of Assistant Commissioners and Superintendents of Education**: letters and reports sent to DC, narrative reports of local conditions on various social conditions. Mostly summaries and reports, but some can provide detailed individual information.

However, these latter two categories CAN be very useful:

→ **Field Office Records**

The Field Office provided direct assistance to and had direct contact with freed people. Letters, contracts, certificates, registers, affidavits, etc. preserve, directly and vividly, the experiences and circumstances of the individuals involved: free people, Bureau Officers, landowners, employers and others. Some examples: desperate pleas for food, clothing and medical care, testimonies about delinquent employers, accounts of the use of forced labor, violence, petitions for new schools, legal aid in courts, applications for land, marriage certificates. *Filled with names and personal information, these are primary documents because they are firsthand accounts—the highest level of proof in genealogy.*
Freedman’s Savings & Trust Company (Freedman's Bank)

This financial institution was chartered by Congress in 1865 for the newly freed blacks in former slave states. There were a total of 33 branches that required only a small deposit and gave up to 7 percent interest on savings. In 1874, mismanagement and the financial panic of 1873-4 combined to close them. The depositors, mostly poor, received only a small percentage of their investment and others lost substantial sums that ruined them, including various African American organizations and benevolent societies that had holdings in the banks. As a result, confidence in black-operated institutions was severely damaged.

Freedmen's Bureau records are considered to be the "genesis records" of African American identity after the Civil War.

Today’s words are a matter of percentages.

It’s very hard for The Legal Genealogist — or anyone else here in the 21st century — to come to grips with the reality of the race-based distinctions the law made only a short time ago.

Even though we find it distasteful, the fact is the law pigeonholed people into various categories based on the percentage of African ancestry they had, and assigned names to those categories.

The language of the law then reflected those distinctions by having names for those the law regarded as non-white. So we don’t like it. Not one bit.

But we can’t begin to understand the records if we don’t understand the language that was used.

Terms we may see in records we review in researching our families then may include:

• Demi-meamelouc: a person who was “1/32 black, (issue of) white and meamelouc.”
• Griffe: a person who was “3/4 black, (issue of) Negro and mulatto.”
• Marabou: a person who was “5/8 black, (issue of) mulatto and griffe.”
• Meamelouc: a person who was “1/16 black, (issue of) white and metis.”
• Métis or métif: a person who was “1/8 black, (issue of) white and quarteron.”
• Mulatto: “a person that is the offspring of a negress by a white man, or of a white woman by a negro”; a person who was “1/2 black, (issue of) white and Negro.”
• Mustizo: “A name given to the issue of an Indian and a negro.”
• Octoroon: “a person having one quadroon and one White parent and therefore having one-eighth Black blood.”
• Quadroon: “A person who is descended from a white person and another person who has an equal mixture of the European and African blood”; a person who was “1/4 black, (issue of) white and mulatto.”
• Sacatra: a person who was “7/8 black, (issue of) griffe and Negro.”
• Sang-mêle: a person who was “1/64 black, (issue of) white and demi-meamelouc.”

Words like these are hard to accept. Hard to deal with. But it’s part of our history and we have to know what the words meant when we see them.
The Legal Genealogist: A Matter of Degree (cont’d.)

SOURCES

2. Ibid. See also Dupree v. State, 33 Ala. 380 (Ala. 1859).
4. Ibid.
5. Ibid.
12. Ibid.
13. Ibid.
FIND A GRAVE

www.findagrave.com

Find Graves: Find the graves of ancestors, search for cemeteries (including private burial grounds and inactive cemeteries), create virtual memorials, add “virtual flowers”, add genealogical and memorial notes to a memorial.

Millions of records

Find Famous Graves: See the graves of thousands of famous people from around the world. Browse by location, claim to fame, date (born or died), interesting monuments and epitaphs.

Using FindAGrave.com:

Where does the information come from?

Our information comes from registered Find A Grave contributors. Unless the contributor prefers to remain anonymous, we list their name on the memorial pages they build and the photos they submit.

Why can't I find the person I'm looking for?

- Simplify the search (eliminate terms)
- Search the complete cemetery manually if you know it
- Look at nearby counties or states
- Continue to visit the site to look for updates
- Search virtual cemeteries created by contributors who frequently post on the names or locations you search for

How do I cite Find A Grave in a bibliography?

Please feel free to cite Find A Grave in your bibliographies, lists of references, etc. in whatever format you deem appropriate. Please note that, while Jim Tipton is the creator of Find A Grave, he is not the author of all of the content. If the information you are referencing includes a "bio by XXXXXXX" line, please cite that author as well.
Sample citation: Bio Author. "Web Page Title". Find A Grave. Date of (your) access.
What if someone was cremated or does not have a traditional 'grave'?  
Find A Grave believes everyone should be remembered equally and have built the site to support common alternative dispositions to traditional burial. This includes cremation, lost or buried at sea, and donated to medical science. Use the **Family and Friends** form to add a memorial using one of these alternatives to traditional burial. If there is a known cenotaph or memorial marker for one of these alternative dispositions located in a cemetery, add the memorial to the cemetery and add a note to the memorial indicating that it is a cenotaph and what, if known, happened to the individual's remains.

I found a photo of a relative on Find A Grave, can I use it?  
Photos posted to memorials on Find A Grave are copyrighted by the member who submitted the photos. Lifting the photo to use elsewhere would be a violation of copyright. You must obtain written permission from the member to use any photo for your own use.

What is a Virtual Cemetery?  
A Find A Grave Virtual Cemetery is essentially a collection of names from the Find A Grave database. As a Find A Grave contributor, you can build Virtual Cemeteries to group listings in whatever way you would like. For example, you might make a 'Smith Family Virtual Cemetery' where you would place all of the members of your Smith family tree. Other examples: 'My Favorite Actors' or 'Memorials I Visit Often'. A VIRTUAL CEMETERY HAS NO RELATION TO A REAL CEMETERY! People listed in your VIRTUAL cemeteries can be buried in many different REAL cemeteries. You can add any name in the Find A Grave database to the Virtual Cemeteries you create and you can choose to make your Virtual Cemeteries visible to the visitors of your Find A Grave Contributor Profile page.

Searchers can find a virtual cemetery of interest by looking at the profile of the contributor who is frequently responsible for posting many of the records which appear under the name being searched.
Major US Epidemics

11/9/2009

By Maureen A. Taylor

A timeline of the epidemics that raged throughout US history.

Epidemics raged throughout US history. Early on, an infectious disease outbreak might be confined to a city or two, with ports particularly susceptible due to passengers on arriving ships. Many areas saw the same disease return year after year. But as Americans moved westward and became more mobile, epidemics were more widespread. Indian tribes, lacking the immunity some Europeans had, died in great numbers. These are major US epidemics and their geographic areas of concentration; you’ll find full lists at BJ’s Genealogy Site and on Wikipedia.

1721 smallpox (New England)
1776s smallpox (Pacific Northwest)
1772 measles (North America)
1793 to 1798 yellow fever (recurs in Philadelphia)
1832 cholera (New York City, New Orleans and other major cities)
1837 smallpox (Great Plains)
1841 yellow fever (Southern states)
1849 cholera (New York City)
1849 cholera (New Orleans, St. Louis and other cities along the Mississippi River)
1850 influenza (nationwide)
1851 cholera (Great Plains)
1852 yellow fever (nationwide, especially New Orleans)
1853 yellow fever (New Orleans)
1855 yellow fever (nationwide)
1862 smallpox (Pacific Northwest)
1865 to 1873 typhoid, yellow fever, scarlet fever recur (nationwide)
1867 yellow fever (New Orleans)
1879 yellow fever (lower Mississippi River valley)
1916 polio (nationwide)
1918 Spanish influenza (nationwide)
1949 polio (nationwide)
1952 polio (nationwide)

Cholera

Cholera is contracted by coming in contact with food or water contaminated by infected human waste. It first appeared in the United States in 1832 as farmers, manufacturers and towns disposed of human, animal and industrial waste in waterways. Outbreaks occurred throughout the nineteenth century. In 1849, an epidemic spread up the Mississippi River, killing 3,000 in New Orleans and 4,500 in St. Louis. An 1854 outbreak in Chicago killed 3,500. In 1866, 50,000 Americans died of cholera.

Smallpox

The HBO miniseries “John Adams” by David McCullough has a memorable scene in which Abigail Adams and her children are vaccinated against smallpox. The doctor takes fluid from pustules on a sick man and puts it into a wound he’s created on the arm of each child and Abigail. Submitting to that was a brave act. Epidemics of the disease continued, with an 1837 Great Plains outbreak supposedly caused by a hand on an American Fur Co. steamboat.

Smallpox entered the British Colonies with the earliest settlers and devastated Indian populations. In 1796, English physician Edward Jenner discovered that immunity to smallpox could result from exposure to cowpox (a milder variety of the disease affecting cattle) and began experimenting with vaccinations. Newport, RI, doctor Benjamin Waterhouse was the first in the Colonies to use Jenner’s inoculation, administering it to his son July 8, 1800. In 1810, Sylvanus Fansher earned about 5 cents a person to vaccinate more than 4,000 people in the City of Providence—the first municipality in the state to support public smallpox vaccination. Successful vaccination campaigns led to the World Health Organization certifying the eradication of smallpox in 1979.

Typhoid fever

As with cholera, contaminated food and water also contributes to typhoid outbreaks. In the 19th century outbreaks were common, especially among individuals who ate raw seafood. 1891, the typhoid death rate was 174 per 100,000 people in Chicago.

http://www.familytreemagazine.com/ArticlePrint/major-us-epidemics
Genograms, another way to look at it

Genograms were originally developed as a way to get an accurate understanding of current family situations. Intended for doctors and therapists, genograms are a natural fit for genealogy, too----- but with some careful limits and differences.

There is lots of opportunity to develop your own genogram for a multi-generation view of any ancestral family group. Pick a nuclear family. Choose a person to focus on and build your understanding by showing the people all around them. It could be on your mother’s side or your father’s, the Revolutionary War or the Great Depression, for example.

Once you’ve marked a place for everyone, you can better see the order in which things took place. By mapping an overview and simply using birth/death dates, you may more truly understand just how many children your great-grandparents had together. You may notice gaps between births, which could indicate illness or miscarriage. You can better empathize when there was a previous marriage with other children. Genograms are maps of family groups. You can write in additional details to note what may not have been clear before.

Patterns emerge. You may note occupations or religion preference, if you choose. You can apply closeness indicators to mark the “Black Sheep” or the ones who moved away. You can note known illnesses and create a medical snapshot----- you’ll then be able to see what was passed down through the generations.

A genogram is quite flexible.

But a note of caution.........if you’re creating a genogram with living family members, be extra understanding of their point of view when you ask them for information. Your relative may have a very different interpretation of a relationship or event, so be sure to respect their view of it. Always always be sensitive to how it would feel if it was YOUR family secret was being discussed.

Genealogies can bring up a painful past for some. Don’t bluntly confront people with your information to just prove a point or win a trivial argument. Remember: you are a keeper of your family’s information with an unfailing responsibility to be empathetic and respectful.
Determine your reason for creating a Genogram.

Use standard genogram symbols to represent family members and their relationships, both normal and dysfunctional.
Your Family Genogram Template
Tracing Family Traits Using a Genogram
Cynthia Doxey Green, Ph.D.

What is a Genogram?
The genogram is a pictorial graph of the structure and characteristics of a family across three or more generations. The genogram will not replace traditional Pedigree Charts and Family Group Records for use in genealogical research, but it can provide a way to look beneath the surface of names, dates, and places so that genealogists can recognize family characteristics and patterns.

The genogram “illustrates graphically that relationships are ongoing, that families have histories, and that the family history influences each family member’s present as well as his/her future” (Bahr, 1990). Characteristics carried from one generation to another are also called generational transmissions, and can be illustrated on a genogram with symbols. These transmissions can be genetic, such as inherited diseases or physical characteristics, or they can come from environmental or social influences, such as traditions from a family’s cultural heritage, religion, or communication patterns, and beliefs about the world.

Genograms have been used for assessing families in clinical settings such as marriage therapy, health care, and social work (McGoldrick & Gerson, 1985; Nelson-Anderson & Waters, 1998). Genograms have also been applied in education and religious counseling (Bahr, 1990). A greater interest in genetic and medical histories has prompted the use of genograms in organizing and illustrating genealogical data (Krasner- Khait, 2000). Genograms can also be used for the purpose of engendering a sense of identity and kinship, to promote an interest in genealogical research (Doxey, 1993).

Benefits of Making a Genogram
By seeing family patterns on a genogram, individuals may realize their personal identity more fully by seeing themselves as part of a greater family network, and by observing family values passed down over the generations. As we learn more about family members, we begin to appreciate the role our ancestors played in our lives, and that we have a responsibility to them do the same for our children, thus forging a link between past and future generations.

Making a Genogram
The genogram should show at least three generations (i.e., self and siblings, parents and their siblings, and grandparents). If you have children and grandchildren, you may include them on the chart as well.

1. Gather the needed information such as names of all persons to be included in your genogram, including the birth order and gender of each child in each family, marital status of couples, and any other pertinent information, such
as dates of birth, marriage, divorce, death, etc.

2. Use standardized symbols:
   a. Use squares to represent males: [ ] and circles for females: [ ]
   b. Use double lines around the square or circle to indicate yourself, the index person.
   c. Names, dates for birth and/or death should be written above or below the symbol.
   d. Place an X inside the figures of those who are deceased: [ ]

3. Marital relationships are shown by connecting lines that go down and across between the partners.
   The husband is on the left and the wife on the right. Divorce is indicated with two slashes (//) in the horizontal marriage line. The dates for marriage and divorce, if applicable, should be written above the marriage line.

4. Vertical lines are drawn below marriage lines for the children of the marriage, with the oldest child on the left and the youngest child on the right.

5. Special Circumstances:
   a. Diverging lines connect twins to parents. Identical twins are connected by a bar between the children.
   b. Miscarriages are noted with a small filled-in circle.
   c. Dotted lines connect adopted children.
   d. Pregnancies are illustrated by a triangle.

Generational Transmissions

Generational Transmissions are family or individual characteristics, beliefs, cultural values, genetic traits, or life-styles handed down from one generation to the next. Indicate three to five generational transmissions on your genogram chart with symbols, lines, or drawings. Suggestions about what can be traced through the generations are below, but you can use other characteristics as well. Make a legend or key showing the significance of each of the symbols you use.
## POSSIBLE TRAITS TO TRACK ON YOUR GENOGRAM

<table>
<thead>
<tr>
<th>Socioeconomic Characteristics</th>
<th>Genetic/Environmental Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupation</td>
<td>Artistic, Musical, Literary abilities</td>
</tr>
<tr>
<td>Education level</td>
<td>Personality traits: frugality,</td>
</tr>
<tr>
<td>friendliness, etc.</td>
<td></td>
</tr>
<tr>
<td>Community service</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Genetic/Physical Characteristics</th>
<th>Cultural Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hair/eye color</td>
<td>Country of origin, languages spoken</td>
</tr>
<tr>
<td>Baldness, eyesight, etc.</td>
<td>Cultural arts, practices, and traditions</td>
</tr>
<tr>
<td>Disease tendencies</td>
<td>Naming patterns</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Religious Values</th>
<th>Family Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Church affiliation</td>
<td>Family closeness</td>
</tr>
<tr>
<td>Church volunteer service</td>
<td>Desire for learning or education</td>
</tr>
</tbody>
</table>
Standard Symbols for Genograms

Male  Female  Birth Date  Age  Death  Family Secret

-  -  '41-  '82-  1943-2002  ♦

-  -  written on left above symbol  written inside symbol  an X through symbol

Gay/Lesbian  Bisexual

-  -  Location & Annual Income

Gay/Lesbian  Bisexual

-  -  Significant Institutional Connection

Person who has lived in 2 cultures

Immigration

Transgender People

Man to Woman

Woman to man

written above birth & death date

AA

Therapist

m 1970

Marriage

Couple Relationship

Secret Affair

Committed Relationship

LT = Living Together

Marital Separation

Divorce

Divorce and Remarriage

met '88, m '90 s '95

m '90 s '95 d '97

m '03, s '95, s '96, d '98, remar '00, rediv '02

m '95

Children: List in birth order beginning with the oldest on left

Biological Child  Foster Child  Adopted Child

Stillbirth  Miscarriage  Abortion

Twins  Identical Twins  Pregnancy
Symbols Denoting Addiction, and Physical or Mental Illness

- Physical or Psychological illness
- Alcohol or Drug abuse
- Suspected alcohol or drug abuse
- Physical or Psychological illness in remission
- In Recovery from alcohol or drug abuse
- In recovery from substance abuse and mental or Physical problems
- Smoker
- Obesity
- Language Problem
- Serious mental and physical problems and substance abuse

Symbols Denoting Interactional Patterns between People

- Distant
- Close-Hostile
- Hostile
- Fused-Hostile
- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Fused
- Cutoff
- Cutoff Repaired
- Caretaker
- "spiritual" connection
- Close

Annual income is written just above the birth & death date.

Typically you would include the person's occupation and education near the name and the person's whereabouts at the top of the line connecting to the symbol.

Symbol for Immigration = ☯

Artificial Insemination

Lesbian couple whose daughter was conceived with egg of one partner and sperm donor.

Gay Couple whose daughter was conceived with sperm of John and an egg donor, and carried by surrogate mother till birth.
1. Husband, His Current Wife and his Ex-Wives (who are shown lower and smaller). Husband’s wives may go on left to be closest to him. Indicators “1st,” “2nd” etc. make clear the order of his marriages.

2. Wife, Her Current Husband and her Ex-Husbands (who are shown lower and smaller). Wife’s previous relationships are shown on left to keep children in birth order, since they remained in her custody.

3. Couple with 3 year old, showing their previous spouses (smaller) and those spouses’ new partners (even smaller)

4. Couple living with their joint child and her child from a previous relationship. The other spouses of the partners are shown smaller and lower on either side of the present household, indicated by a dotted line.
# Genogram Emotional Relationships Legend (Wikipedia)

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal / Plain</td>
<td>Defines a plain normal relationship. This emotional relationship may serve the purpose of highlighting a normal relationship among numerous dysfunctional relationships. It may resemble the identical twins link, but the line for twins is gray. Twins are also connected to each other through a child link that looks like an inverted V. If a plain normal relationship needs to be displayed, then create a non-linear line between the twins.</td>
</tr>
<tr>
<td>Indifferent / Apathetic</td>
<td>Defines an apathetic relationship where one or both individuals are indifferent to the other.</td>
</tr>
<tr>
<td>Distant / Poor</td>
<td>Defines a distant relationship between two individuals. Communication is very limited, usually due to differences in lifestyles.</td>
</tr>
<tr>
<td>Cutoff / Estranged</td>
<td>Defines a cutoff relationship where two individuals have no contact at all, characterized by extreme disengagement and emotional intensity where there had formerly been love, affection, or friendliness.</td>
</tr>
<tr>
<td>Discord / Conflict</td>
<td>Defines a relationship in which at least one of the individuals perceives the relationship to be negative and where both individuals are convinced they are right.</td>
</tr>
<tr>
<td>Hate</td>
<td>Defines a relationship of intense enmity or antipathy in which the individuals wish harm upon each other and take pleasure in each other's misery.</td>
</tr>
<tr>
<td>Harmony</td>
<td>Defines a good relationship between two individuals in which there is mutual respect.</td>
</tr>
<tr>
<td>Friendship / Close</td>
<td>Defines a close relationship (friendship) between two individuals in which they share affection or esteem and engage in mutually helping behaviors.</td>
</tr>
<tr>
<td>Best Friends / Very Close</td>
<td>Defines a relationship of deep friendship, where two individuals share a deeper level of understanding, trust and affection than with most other friends.</td>
</tr>
<tr>
<td>Love</td>
<td>Defines a relationship of strong positive affection between two individuals, arising from kinship or recognition of attractive qualities.</td>
</tr>
<tr>
<td>In Love</td>
<td>Defines a relationship of intimacy, passion and commitment based on sexual instinct.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Distrust</strong></td>
<td>Defines a relationship of distrust between two individuals where at least one of the individuals lacks confidence in the other’s intentions.</td>
</tr>
<tr>
<td><strong>Fused</strong></td>
<td>Defines a fused relationship between two individuals. Individuals become dependent on one another, and also become inseparable, with little room for their own identities.</td>
</tr>
<tr>
<td><strong>Hostile</strong></td>
<td>Defines a hostile relationship between two individuals where the individuals argue on major issues and feel heightened stress and aggression when they are together.</td>
</tr>
<tr>
<td><strong>Distant-Hostile</strong></td>
<td>Defines a distant-hostile relationship between two individuals. The two individuals rarely come into contact, but when they are in each other’s presence, they argue and are hostile towards one another.</td>
</tr>
<tr>
<td><strong>Close-Hostile</strong></td>
<td>Defines a close-hostile relationship between two individuals. These people often come into contact, but they argue and keep secrets from one another.</td>
</tr>
<tr>
<td><strong>Fused-Hostile</strong></td>
<td>Defines a fused-hostile relationship between two individuals. These individuals are always together and depend on each other, yet they are unable to live without arguing.</td>
</tr>
<tr>
<td><strong>Violence</strong></td>
<td>Defines a violent relationship between two individuals. The two individuals often come into conflict when they meet which results in extreme actions such as physical force or excessive power.</td>
</tr>
<tr>
<td><strong>Distant-Violence</strong></td>
<td>Defines a relationship in which the two individuals rarely see each other, but when they come together, they argue and engage in violent behavior.</td>
</tr>
<tr>
<td><strong>Close-Violence</strong></td>
<td>Defines a relationship in which two individuals often come into contact, but they argue and are engaged in violent behavior when they are together.</td>
</tr>
<tr>
<td><strong>Fused-Violence</strong></td>
<td>Defines a violent behavior in a fused relationship. Violence takes place to avoid a break in the relationship, especially when intimacy/fusion is difficult or impossible to maintain. Fusion compromises the feelings, identities and self-direction of each, thus creating true instability.</td>
</tr>
<tr>
<td><strong>Abuse</strong></td>
<td>Defines an abusive relationship. This is a generic relationship for situations in which an undetermined type of abuse occurs between two individuals.</td>
</tr>
<tr>
<td><strong>Physical Abuse</strong></td>
<td>Defines a relationship in which one individual physically abuses another. It includes any non-accidental injury to an individual, typically to a child or a woman. This includes hitting, kicking, slapping, shaking, burning, pinching, hair pulling, biting, choking, throwing, shoving, whipping, and paddling.</td>
</tr>
<tr>
<td>Relationship Type</td>
<td>Definition</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Focussed on</td>
<td>Defines a relationship in which one individual has an unhealthy focus (obsession) on another individual. This may include favoritism and stalking.</td>
</tr>
<tr>
<td>Fan / Admirer</td>
<td>Defines a relationship in which one individual is an ardent admirer of another, and has an intense, occasionally overwhelming liking of that person.</td>
</tr>
<tr>
<td>Limerence</td>
<td>Defines a relationship in which one individual has intense feelings of interest towards another individual, with an acute longing for reciprocation.</td>
</tr>
<tr>
<td>Never met</td>
<td>Defines a relationship in which two individuals have never met. This relationship is used to explicitly confirm that two individuals such as an adopted child and his biological parents have never been in contact. As the creator of the genogram, you may add more details regarding the relationship, such as 'never met physically' but 'met online'.</td>
</tr>
<tr>
<td>Other</td>
<td>Defines any emotional relationship that is not defined in the list. Use a comment to elaborate on the details of this particular relationship.</td>
</tr>
<tr>
<td>Emotional Abuse</td>
<td>Defines a relationship in which one individual emotionally abuses another. It includes any attitude or behavior which interferes with mental health or social development. This includes yelling, screaming, name-calling, shaming, negative comparisons to others, telling them they are &quot;bad, no good, worthless&quot; or &quot;a mistake&quot;.</td>
</tr>
<tr>
<td>Sexual Abuse</td>
<td>Defines a relationship in which one individual sexually abuses another. It includes any sexual act between an adult and child, or a forced sexual action between two adults. This includes fondling, penetration, intercourse, exploitation, pornography, exhibitionism, child prostitution, group sex, oral sex, or forced observation of sexual acts.</td>
</tr>
<tr>
<td>Neglect (abuse)</td>
<td>Defines a relationship in which an individual fails to provide for a dependant's physical needs. This includes lack of supervision, inappropriate housing or shelter, inadequate provision of food, inappropriate clothing for season or weather, abandonment, denial of medical care, and inadequate hygiene.</td>
</tr>
<tr>
<td>Manipulative</td>
<td>Defines a relationship in which one individual manipulates another individual.</td>
</tr>
<tr>
<td>Controlling</td>
<td>Defines a relationship in which one individual controls another individual.</td>
</tr>
<tr>
<td>Jealous</td>
<td>Defines a relationship in which one individual feels resentment against someone because of that person's rivalry, success, or advantages.</td>
</tr>
</tbody>
</table>
Your Female Ancestors’ Nicknames

Who knew your great-grandma Mary could go by at least seven nicknames in genealogical records? Use our list of nicknames for more than 200 given names to figure out the various ways your female ancestor might appear in census, court, newspaper and other records. When searching databases, look for her under all possible nicknames. Note the same woman might show up with different nicknames in different records.

The same nickname might be associated with different given names.

<table>
<thead>
<tr>
<th>Given name</th>
<th>Possible Nickname(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abigail</td>
<td>Abby, Gail, Nabby</td>
</tr>
<tr>
<td>Adaline</td>
<td>Ada, Adela, Aline, Lina</td>
</tr>
<tr>
<td>Adelaide</td>
<td>Ada, Addy, Adela, Della, Heidi</td>
</tr>
<tr>
<td>Adela</td>
<td>Della</td>
</tr>
<tr>
<td>Agatha</td>
<td>Ag, Aggy</td>
</tr>
<tr>
<td>Agnes</td>
<td>Aggy, Ann, Nancy, Nessie</td>
</tr>
<tr>
<td>Alberta, Abertina</td>
<td>Al, Allie, Bert, Bertie, Bird</td>
</tr>
<tr>
<td>Alexandra</td>
<td>Alex, Andi, Sandy, Sandra, Xandra</td>
</tr>
<tr>
<td>Alexis</td>
<td>Lexi</td>
</tr>
<tr>
<td>Alicia, Alice</td>
<td>Alcy, Alicia, Lisa, Ally, Elsie</td>
</tr>
<tr>
<td>Alison</td>
<td>Ally</td>
</tr>
<tr>
<td>Almena</td>
<td>Mena, Minnie</td>
</tr>
<tr>
<td>Almira</td>
<td>Myra</td>
</tr>
<tr>
<td>Alyssa</td>
<td>Al, Ally, Lisa, Lissa</td>
</tr>
<tr>
<td>Amanda</td>
<td>Amy, Manda, Mandy</td>
</tr>
<tr>
<td>Amelia</td>
<td>Amy, Emily, Mel, Melia, Millie</td>
</tr>
<tr>
<td>Anastasia</td>
<td>Ana, Stacy</td>
</tr>
<tr>
<td>Andrea</td>
<td>Andi, Drea</td>
</tr>
<tr>
<td>Angela, Angelina</td>
<td>Angel, Angelica, Angie, Ann, Anna, Jane, Lina</td>
</tr>
<tr>
<td>Annette</td>
<td>Anna, Nettie</td>
</tr>
<tr>
<td>Antonia, Antoinette</td>
<td>Antonia, Net, Nettie, Tonie</td>
</tr>
<tr>
<td>Arabella</td>
<td>Ara, Bella, Belle</td>
</tr>
<tr>
<td>Arielle</td>
<td>Arie, Ella</td>
</tr>
<tr>
<td>Arlene</td>
<td>Lena</td>
</tr>
<tr>
<td>Aubrey</td>
<td>Bree</td>
</tr>
<tr>
<td>Audrey</td>
<td>Dee</td>
</tr>
<tr>
<td>Augusta, Augustina</td>
<td>Aggy, Gussie, Ina, Tina</td>
</tr>
<tr>
<td>Aurelia, Aurilla, Orilla</td>
<td>Ora, Ree, Rilly</td>
</tr>
</tbody>
</table>
Barbara  
Beatrice, Beatrix  
Bedelia  
Belinda  
Bertha  
Bethena  
Beverly  
Blanche  
Brenda  
Bridget  
Calista  
Camille, Camilla  
Candace  
Carlotta  
Carmellia  
Caroline, Carolyn  
Cassandra  
Catherine, Cathleen, Kathryn, Kathleen, Katharine  
Cecilia  
Celeste  
Celinda  
Charity  
Charlene  
Charlotte  
Chloe  
Christine, Christina, Christiana, Kristine, Kristina  
Cecilia, Cicely  
Cinderella  
Clarice, Clarissa  
Clarinda  
 Clementine  
Constance  
 Cordelia  
 Cornelia  
 Courtney  
 Cynthia  
 Danielle  
 Daphne  
 Deanne, Deanna  
 Deborah  
 Delilah  
 Delores  

Babs, Barb, Barbie, Bobbie, Bonnie  
Bea, Trisha, Trissy, Trixie  
Delia, Bridgit  
Bell, Linda, Lyn  
Bertie, Bitha, Boots  
Bet, Beth, Thaney  
Bev  
Bea  
Brandy  
Biddy, Bridie, Brie, Delia  
Callie, Kissy  
Cammy, Millie  
Candy, Dacey  
Carla, Lottie  
Carm, Cammie, Charm, Mellie  
Caddie, Callie, Carol, Carrie, Lena, Lynn  
Cass, Cassie, Sandy, Sandra  
Cathy, Karen, Katie, Kay, Kit, Kittie, Rhynie, Rina, Trina  
Cee, Celia, Cissy  
Celia, Lessie  
Linda, Lindy, Lynn  
Chat  
Charlie, Char, Lena  
Car, Char, Letty, Lotta, Lottie  
Clo  
Chris, Christy, Crissy, Ina, Kit, Kissy, Kris, Krissy, Tina, Xina  
Celia, Cilla  
Arilla, Cindy, Rilla, Rella  
Cissy, Claire, Clara, Clare  
Claire, Clara, Clare, Linda, Rindy  
Clem, Tina  
Connie  
Cordy, Delia, Della, Lil, Lila  
Cora, Ora, Conny, Corny, Neely, Nell, Nelly  
Corky, Court  
Cindy, Sina  
Dani, Ellie  
Daph  
Ann, Anna, Dee, Deedee  
Deb, Debbie, Debby  
Del, Lila  
Del, Lori
Delphine, Delphina
Diane, Diana
Denise
Dorinda
Dorothy, Dorothea
Drusilla

Edith
Elaine, Eleanor, Leonora

Elizabeth

Elnora
Emeline, Emily
Ernestine
Estella
Esther
Eudora
Eudoris
Eugenia
Eunice
Eustacia
Evangeline
Evelyn

Fidelia
Felicia
Felicity
Florence
Frances
Frederica

Gabrielle
Genevieve
Georgiana
Geraldine
Gertrude
Gwendolyn

Heather
Harriett
Helen, Helena
Heloise, Louise
Henrietta
Hester
Hilary, Hilda

Del, Phina
Di, Ann, Anna
Necie, Dee
Dorie
Dora, Dot, Dottie, Dotha, Thea
Silla

Dicey, Edie
Elena, Ella, Ellen, Elsie, Helen, Lana,
Lainie, Nell, Nellie, Nora
Bess, Bessie, Bet, Beth, Betsy, Betty, Bitsy,
Eli, Eliza, Elsie, Ibby, Libby, Lisa, Lish,
Liz, Liza, Lizbet, Lizzie, Tess

Nora
Emma, Emmy, Lina, Millie, Erma
Ernie, Teeny, Tina
Essie, Stella
Essie, Hettie
Dora
Dosie
Genie, Jenny
Necie
Stacy
Eve, Eva, Angie
Eve, Lynne

Delia
Lisha
Fel, Feli
Flo, Flora, Florrie, Floss, Flossie
Fanny, Fran, Francie, Frankie, Sis
Freddie, Rica

Ella, Gabbie
Jenny, Ginny, Neva>
Georgie, Anna
Dina, Geri
Gatty, Gertie, Trudy
Genny, Gwen, Wendy

Hetty
Harrie, Hattie, Etta, Ettie
Ellen, Elsie, Lena, Nell, Nellie
Eloise, Lois, Lou, Weezy
Etta, Ettie, Hetty, Nettie, Retta
Esther, Hessy, Hetty
Hillie
<table>
<thead>
<tr>
<th>Female Name</th>
<th>Nickname(s)</th>
<th>Female Name</th>
<th>Nickname(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irene</td>
<td>Rena</td>
<td>Isabelle</td>
<td>Bella, Cybilla, Ib, Issy, Izzy, Nib</td>
</tr>
<tr>
<td>Isadora</td>
<td>Dora</td>
<td>Isadora</td>
<td>Dora, Izzy</td>
</tr>
<tr>
<td>Jacqueline</td>
<td>Jackie</td>
<td>Janet</td>
<td>Jan, Jane, Janie, Nettie</td>
</tr>
<tr>
<td>Janet</td>
<td>Jo, Jean, Joan, Jody</td>
<td>Joanna</td>
<td>Anna, Joan, Jean, Jo, Joan, Jody</td>
</tr>
<tr>
<td>Janette</td>
<td>Janette, Jenny</td>
<td>Jemima</td>
<td>Jemma, Mima, Mimi</td>
</tr>
<tr>
<td>Jennifer</td>
<td>Jan, Jenny</td>
<td>Jerita</td>
<td>Rita</td>
</tr>
<tr>
<td>Jerita</td>
<td>Jess, Jesse, Sica</td>
<td>Jessica</td>
<td>Jess, Jesse, Sica</td>
</tr>
<tr>
<td>Joan</td>
<td>Nonie</td>
<td>Josephine</td>
<td>Jo, Josie, Phena</td>
</tr>
<tr>
<td>Josephina</td>
<td>Jettie, Josie</td>
<td>Jocasta</td>
<td>Joy</td>
</tr>
<tr>
<td>Josefin</td>
<td>Judia, Jude, Judy</td>
<td>Juanita</td>
<td>Nita</td>
</tr>
<tr>
<td>Josetta</td>
<td>Jill, Julie, Juliet</td>
<td>Judith</td>
<td>Juda, Jude, Judy</td>
</tr>
<tr>
<td>Julia</td>
<td>Jettie, Josie, Titia, Tish</td>
<td>Juiletta</td>
<td>Jill, Julie, Juliet</td>
</tr>
<tr>
<td>Ketton</td>
<td>Kay</td>
<td>Kayla</td>
<td>Kay</td>
</tr>
<tr>
<td>Kendra</td>
<td>Kay, Kenny, Kenji</td>
<td>Kendra</td>
<td>Kay, Kenny, Kenji</td>
</tr>
<tr>
<td>Kesiah</td>
<td>Kizzy</td>
<td>Kristine</td>
<td>(see Christina)</td>
</tr>
<tr>
<td>Kristine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laodicia</td>
<td>Dicy, Cenia</td>
<td>Lauren</td>
<td>Laurie, Laura, Lori, Ren, Mindy</td>
</tr>
<tr>
<td>Lauren</td>
<td>Verna</td>
<td>Laurinda</td>
<td>Verna</td>
</tr>
<tr>
<td>Lauryna</td>
<td>Vina, Viney, Vonnie, Wyncha</td>
<td>Leanne</td>
<td>Ann, Annie, Lea, Lee</td>
</tr>
<tr>
<td>Laverne</td>
<td>Eleanor, Lennie, Nora, Norah</td>
<td>Lavinia</td>
<td>Eleanor, Lennie, Nora, Norah</td>
</tr>
<tr>
<td>Lavina</td>
<td>Lettie, Lettice, Titia, Tish</td>
<td>Leanna</td>
<td>Lettie, Lettice, Titia, Tish</td>
</tr>
<tr>
<td>Lean</td>
<td>Vicy</td>
<td>Levic</td>
<td>Vicy</td>
</tr>
<tr>
<td>Leanne</td>
<td>Von</td>
<td>Lavonne</td>
<td>Von</td>
</tr>
<tr>
<td>Lillian</td>
<td>Lil, Lila, Lilly, Lolly, Odie</td>
<td>Loretta</td>
<td>Etta, Laura, Lorrie, Retta</td>
</tr>
<tr>
<td>Loretta</td>
<td>Lorrie, Rainie</td>
<td>Lorrain</td>
<td>Lorrie, Rainie</td>
</tr>
<tr>
<td>Loucinda</td>
<td>Cindy, Lucy</td>
<td>Loucinda</td>
<td>Cindy, Lucy</td>
</tr>
<tr>
<td>Lucinda</td>
<td>Lou, Vina, Viny</td>
<td>Louveinia</td>
<td>Lou, Vina</td>
</tr>
<tr>
<td>Louvenia</td>
<td>Lou, Etta</td>
<td>Lavinia</td>
<td>Lou, Etta</td>
</tr>
<tr>
<td>Louette</td>
<td>Lucia, Lucy Ceall, Cille</td>
<td>Lucille</td>
<td>Lucia, Lucy Ceall, Cille</td>
</tr>
<tr>
<td>Lucile</td>
<td>Creasey, Cretia, Lou</td>
<td>Lucretia</td>
<td>Creasey, Cretia, Lou</td>
</tr>
<tr>
<td>Lydia</td>
<td>Liddie</td>
<td></td>
<td>Liddie</td>
</tr>
<tr>
<td>Name</td>
<td>Nicknames</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Margaret</td>
<td>Margareta, Magdelene</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marilyn</td>
<td>Lyn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marjorie</td>
<td>Geri, Jeri, Marge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Martha</td>
<td>Marcy, Marty, Marta, Mattie, Pat, Patsy, Patty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matilda</td>
<td>Mattie, Tildy, Tillie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maureen</td>
<td>Maura, Reenie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mary</td>
<td>Mamie, Mae, May, Mattie, Mimi, Molly, Polly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Melinda</td>
<td>Mel, Mellie, Linda, Mindy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Melissa</td>
<td>Mel, Missy, Lissa, Lisa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michelle</td>
<td>Mitch, Shelly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mildred</td>
<td>Milly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Millicent</td>
<td>Milly, Missy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minerva</td>
<td>Minnie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miranda</td>
<td>Mandy, Mira, Randy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miriam</td>
<td>Mimi, Mitzi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monica</td>
<td>Mona</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nancy</td>
<td>Nan, Ann</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natalie</td>
<td>Natty, Nettie, Tallie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nicoletta</td>
<td>Letta, Nicole, Nicky</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obedience</td>
<td>Bede, Biddy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Olive, Olivia</td>
<td>Liv, Livia, Ollie, Nollie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parmelia</td>
<td>Amelia, Melia, Milly, Parm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patience</td>
<td>Pat, Patty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patricia</td>
<td>Pat, Patty, Patsy, Tricia, Trish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paula, Paulina</td>
<td>Polly, Lina</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Penelope</td>
<td>Penny</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philinda</td>
<td>Linda</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Priscilla</td>
<td>Cissy, Cilla, Prissy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prudence</td>
<td>Prudy, Prue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rachel</td>
<td>Shelly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rebecca</td>
<td>Becca, Becky, Beck, Reba</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regina</td>
<td>Reggie, Gina</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roberta</td>
<td>Bobbie, Bert, Bertie, Birdie, Robbie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rhonda</td>
<td>Ronnie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rosabel, Rosabella</td>
<td>Belle, Rosa, Rose, Roz</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rosalyn, Rosalinda</td>
<td>Linda, Rosa, Rose, Roz</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roseann, Roseanna</td>
<td>Ann, Rose, Rosie Roz</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rosemary</td>
<td>Rose, Rosie, Mary, Roz</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roxanne, Roxanna</td>
<td>Ann, Rose, Roxie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Nicknames</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sabrina</td>
<td>Brina</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Samantha</td>
<td>Sam, Sammy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sarah, Sara</td>
<td>Sally, Sadie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selina, Celina</td>
<td>Lena</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serena</td>
<td>Rena</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shirley</td>
<td>Lee, Sherry, Shirl</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submit</td>
<td>Mittie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Susan, Susannah</td>
<td>Anna, Hannah, Nan, Nanny, Sue, Sukey, Susie, Suze</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tabitha</td>
<td>Abby, Bitha, Bitty, Tabby</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temperence</td>
<td>Tempy, Tillie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theodora</td>
<td>Dora, Teddie, Thea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theodosia</td>
<td>Dosia, Teddie, Thea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theresa</td>
<td>Terrie, Tess, Tessie, Tessa, Thursa, Tracy, Phena</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tryphena</td>
<td>Val</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valerie</td>
<td>Essa, Nessa, Vanna</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vanessa</td>
<td>Franky, Frony, Ron, Ronnie, Ronna, Vonnie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Veronica</td>
<td>Vicky, Tory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Victoria</td>
<td>Vi, Letta, Lettie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Violet, Violetta</td>
<td>Ginger, Ginny, Jane, Jennie, Virgie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Virginia</td>
<td>Mina, Minnie, Willie, Wilma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wilhelmina</td>
<td>Freddie, Winnie, Winnet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winifred</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Genealogical Standards

GUIDELINES FOR GENEALOGICAL SELF-IMPROVEMENT AND GROWTH

Recommended by the National Genealogical Society

Faced with ever-growing expectations for genealogical accuracy and reliability, family historians concerned with improving their abilities will on a regular basis—

* study comprehensive texts and narrower-focus articles and recordings covering genealogical methods in general and the historical background and sources available for areas of particular research interest, or to which their research findings have led them.
* interact with other genealogists and historians in person or electronically, mentoring or learning as appropriate to their relative experience levels, and through the shared experience contributing to the genealogical growth of all concerned.
* subscribe to and read regularly at least two genealogical journals that list a number of contributing or consulting editors, or editorial board or committee members, and that require their authors to respond to a critical review of each article before it is published.
* participate in workshops, discussion groups, institutes, conferences and other structured learning opportunities whenever possible.
* recognize their limitations, undertaking research in new areas or using new technology only after they master any additional knowledge and skill needed and understand how to apply it to the new subject matter or technology.
* analyze critically at least quarterly the reported research findings of another family historian, for whatever lessons may be gleaned through the process.
* join and participate actively in genealogical societies covering countries, localities and topics where they have research interests, as well as the localities where they reside, increasing the resources available both to themselves and to future researchers.
* review recently published basic texts to renew their understanding of genealogical fundamentals as currently expressed and applied.
* examine and revise their own earlier research in the light of what they have learned through self-improvement activities, as a means for applying their new-found knowledge and for improving the quality of their work-product.

©2002 by National Genealogical Society. Permission is granted to copy or publish this material provided it is reproduced in its entirety, including this notice.
Genealogical Standards

Standards For Sound Genealogical Research

Recommended by the National Genealogical Society

Remembering always that they are engaged in a quest for truth, family history researchers consistently—

* record the source for each item of information they collect.
* test every hypothesis or theory against credible evidence, and reject those that are not supported by the evidence.
* seek original records, or reproduced images of them when there is reasonable assurance they have not been altered, as the basis for their research conclusions.
* use compilations, communications and published works, whether paper or electronic, primarily for their value as guides to locating the original records, or as contributions to the critical analysis of the evidence discussed in them.
* state something as a fact only when it is supported by convincing evidence, and identify the evidence when communicating the fact to others.
* limit with words like "probable" or "possible" any statement that is based on less than convincing evidence, and state the reasons for concluding that it is probable or possible.
* avoid misleading other researchers by either intentionally or carelessly distributing or publishing inaccurate information.
* state carefully and honestly the results of their own research, and acknowledge all use of other researchers’ work.
* recognize the collegial nature of genealogical research by making their work available to others through publication, or by placing copies in appropriate libraries or repositories, and by welcoming critical comment.
* consider with open minds new evidence or the comments of others on their work and the conclusions they have reached.

© 1997, 2002 by National Genealogical Society. Permission is granted to copy or publish this material provided it is reproduced in its entirety, including this notice.
Genealogical Standards

Guidelines For Using Records Repositories And Libraries

Recommended by the National Genealogical Society

Recognizing that how they use unique original records and fragile publications will affect other users, both current and future, family history researchers habitually—

* are courteous to research facility personnel and other researchers, and respect the staff’s other daily tasks, not expecting the records custodian to listen to their family histories nor provide constant or immediate attention.
* dress appropriately, converse with others in a low voice, and supervise children appropriately.
* do their homework in advance, know what is available and what they need, and avoid ever asking for "everything" on their ancestors.
* use only designated work space areas and equipment, like readers and computers, intended for patron use, respect off-limits areas, and ask for assistance if needed.
* treat original records at all times with great respect and work with only a few records at a time, recognizing that they are irreplaceable and that each user must help preserve them for future use.
* treat books with care, never forcing their spines, and handle photographs properly, preferably wearing archival gloves.
* never mark, mutilate, rearrange, relocate, or remove from the repository any original, printed, microform, or electronic document or artifact.
* use only procedures prescribed by the repository for noting corrections to any errors or omissions found in published works, never marking the work itself.
* keep note-taking paper or other objects from covering records or books, and avoid placing any pressure upon them, particularly with a pencil or pen.
* use only the method specifically designated for identifying records for duplication, avoiding use of paper clips, adhesive notes, or other means not approved by the facility.
* return volumes and files only to locations designated for that purpose.
* before departure, thank the records custodians for their courtesy in making the materials available.
* follow the rules of the records repository without protest, even if they have changed since a previous visit or differ from those of another facility.

©1997, 2001 by National Genealogical Society; includes material ©1995 by Joy Reisinger, CG. Both copyright owners grant permission to copy or publish these standards, provided they are reproduced in their entirety, including this notice.
Genealogical Standards

Standards For Use Of Technology In Genealogical Research

Recommended by the National Genealogical Society

Mindful that computers are tools, genealogists take full responsibility for their work, and therefore they—

* learn the capabilities and limits of their equipment and software, and use them only when they are the most appropriate tools for a purpose.
* do not accept uncritically the ability of software to format, number, import, modify, check, chart or report their data, and therefore carefully evaluate any resulting product.
* treat compiled information from on-line sources or digital databases in the same way as other published sources—useful primarily as a guide to locating original records, but not as evidence for a conclusion or assertion.
* accept digital images or enhancements of an original record as a satisfactory substitute for the original only when there is reasonable assurance that the image accurately reproduces the unaltered original.
* cite sources for data obtained on-line or from digital media with the same care that is appropriate for sources on paper and other traditional media, and enter data into a digital database only when its source can remain associated with it.
* always cite the sources for information or data posted on-line or sent to others, naming the author of a digital file as its immediate source, while crediting original sources cited within the file.
* preserve the integrity of their own databases by evaluating the reliability of downloaded data before incorporating it into their own files.
* provide, whenever they alter data received in digital form, a description of the change that will accompany the altered data whenever it is shared with others.
* actively oppose the proliferation of error, rumor and fraud by personally verifying or correcting information, or noting it as unverified, before passing it on to others.
* treat people on-line as courteously and civilly as they would treat them face-to-face, not separated by networks and anonymity.
* accept that technology has not changed the principles of genealogical research, only some of the procedures.

©2000, 2001, 2002 by National Genealogical Society. Permission is granted to copy or publish this material provided it is reproduced in its entirety, including this notice.
Genealogical Standards

Standards For Sharing Information With Others

Recommended by the National Genealogical Society

Conscious of the fact that sharing information or data with others, whether through speech, documents or electronic media, is essential to family history research and that it needs continuing support and encouragement, responsible family historians consistently—

* respect the restrictions on sharing information that arise from the rights of another as an author, originator or compiler; as a living private person; or as a party to a mutual agreement.
* observe meticulously the legal rights of copyright owners, copying or distributing any part of their works only with their permission, or to the limited extent specifically allowed under the law's "fair use" exceptions.
* identify the sources for all ideas, information and data from others, and the form in which they were received, recognizing that the unattributed use of another's intellectual work is plagiarism.
* respect the authorship rights of senders of letters, electronic mail and data files, forwarding or disseminating them further only with the sender's permission.
* inform people who provide information about their families as to the ways it may be used, observing any conditions they impose and respecting any reservations they may express regarding the use of particular items.
* require some evidence of consent before assuming that living people are agreeable to further sharing of information about themselves.
* convey personal identifying information about living people—like age, home address, occupation or activities—only in ways that those concerned have expressly agreed to.
* recognize that legal rights of privacy may limit the extent to which information from publicly available sources may be further used, disseminated or published.
* communicate no information to others that is known to be false, or without making reasonable efforts to determine its truth, particularly information that may be derogatory.
* are sensitive to the hurt that revelations of criminal, immoral, bizarre or irresponsible behavior may bring to family members.

©2000 by National Genealogical Society. Permission is granted to copy or publish this material provided it is reproduced in its entirety, including this notice.
Genealogical Standards

Guidelines For Publishing Web Pages On The Internet
Recommended by the National Genealogical Society

Appreciating that publishing information through Internet web sites and web pages shares many similarities with print publishing, considerate family historians—

* apply a title identifying both the entire web site and the particular group of related pages, similar to a book-and-chapter designation, placing it both at the top of each web browser window using the <TITLE> HTML tag, and in the body of the document, on the opening home or title page and on any index pages.
* explain the purposes and objectives of their web sites, placing the explanation near the top of the title page or including a link from that page to a special page about the reason for the site.
* display a footer at the bottom of each web page which contains the web site title, page title, author's name, author's contact information, date of last revision and a copyright statement.
* provide complete contact information, including at a minimum a name and e-mail address, and preferably some means for long-term contact, like a postal address.
* assist visitors by providing on each page navigational links that lead visitors to other important pages on the web site, or return them to the home page.
* adhere to the NGS “Standards for Sharing Information with Others” regarding copyright, attribution, privacy, and the sharing of sensitive information.
* include unambiguous source citations for the research data provided on the site, and if not complete descriptions, offering full citations upon request.
* label photographic and scanned images within the graphic itself, with fuller explanation if required in text adjacent to the graphic.
* identify transcribed, extracted or abstracted data as such, and provide appropriate source citations.
* include identifying dates and locations when providing information about specific surnames or individuals.
* respect the rights of others who do not wish information about themselves to be published, referenced or linked on a web site.
* provide web site access to all potential visitors by avoiding enhanced technical capabilities that may not be available to all users, remembering that not all computers are created equal.
* avoid using features that distract from the productive use of the web site, like ones that reduce legibility, strain the eyes, dazzle the vision, or otherwise detract from the visitor's ability to easily read, study, comprehend or print the online publication.
* maintain their online publications at frequent intervals, changing the content to keep the information current, the links valid, and the web site in good working order.
* preserve and archive for future researchers their online publications and communications that have lasting value, using both electronic and paper duplication.

©2000, 2001 by National Genealogical Society. Permission is granted to copy or publish this material provided it is reproduced in its entirety, including this notice.
4 Things to Do Before You Donate Your Genealogy

Posted: 20 Feb 2014 12:51 PM PST
Ancestry.com Blog

You’ve worked hard on your family tree and your research contains countless clues for other researchers. You don’t want to let those materials go to waste. Maybe you have a family member who is as passionate about genealogy as you are and has agreed to take all of your books, notebooks and research papers. But what if you don’t have someone like that who will care for your materials the way you have? If you’ve thought about giving your genealogy to a library or archive, here are some things to consider before you write your will.

1. Talk to the Library or Archive Before You Write Your Will

Not every library and archive can take every type of donation. The Boondocks County Public Library might be your all-time favorite place to research, but it may not be able to handle boxes and boxes of your research notes and binders. It may not have the space and it may not have a means of making the collection available to researchers later. Susan Kaufman, Manager of the Clayton Library Center for Genealogical Research in Houston, points out that many libraries cannot accept original photographs, due to the conditions they need to be stored in and the care they require.

Talk to the librarians and archivists where you are considering donating your materials. Describe the time period and the location that the collection covers. An archive in New Mexico might not be interested in research notes that cover families that never left Maine. Don’t take it personally if they decline your gift; they can’t take all of them.
2. Get Your Materials into Good Shape

The better organized your materials are, the more likely that a library or archive will want to accept them and the faster that they will be available for researchers to use. Kaufman said that libraries and archives don’t have the staff to go through box after box trying to bring order to a collection. Putting together the materials by surname, location, etc. will help tremendously.

3. Make a Monetary Gift Along With Your Genealogy

It takes time, staff and resources to process items into a library or archive. You don’t want your donation turned down because it will cost too much to process. A monetary gift along with your materials will help offset this cost.

4. Let Your Family Know of Your Wishes

Sadly, many donations never make it where they were intended to go. In the process of breaking up the house when a loved one goes into a nursing home, family members have been known to toss items they didn’t think were “important.” As Tom Neel, Library Director at the Ohio Genealogical Society, points out, the executor and the obligations of a will have no power until a person dies. Neel said, “Attorneys have sent us a will copy with the bequest along with the apology that the personal belongings were sold several years before the death.”

You’ve been climbing your family tree for a long time and have made great discoveries. Don’t let your work end up in a landfill. Take these steps to help ensure that your research will be available to others for years to come.
Tips and Tricks

• Stay strong when it feels like no one wants to hear about your genealogical discoveries. They are important!

• File, file, file any papers. Have a system. Stay organized with any electronic files. At the least, do your best.

• Be alert to interesting ways of presenting your information — mobiles, storybooks, wall charts, quilts, poems...

• Receive whatever your family members and informants give you with gratitude and a smile.

• Seek out research buddies, both in person and online.

• Come to the Southfield Public Library to think things through; attend the Family Research Forum. Indulge in some reflection and accomplishment!