The ink and stylus tablets discovered at the Roman fort of Vindolanda are a unique resource for scholars of ancient history. However, the stylus tablets in particular are extremely difficult to read. This book details the development of what appears to be the first system constructed to aid experts in the process of reading an ancient document, exploring the extent to which techniques from artificial intelligence can be used to develop a system that could aid historians in reading the stylus texts. Using knowledge elicitation techniques (borrowed from artificial intelligence and engineering science), a model is proposed for how experts construct a reading of a text. A prototype system is presented that can read in image data and produce realistic and plausible textual interpretations of the writing that appears on the documents. Incorporating knowledge elicited from experts working on the texts, and utilizing image processing techniques developed in engineering science to analyze the stylus tablets, the book includes a corpora of letter forms generated from the Vindolanda text corpus, and a detailed description of the architecture of the system. This research presents the first stages towards developing a cognitive visual system that can propagate realistic interpretations from image data.
the 1997 Dearing Report to the 2004 Higher Education Act to establish a public agency investing in humanities and arts research that would be equivalent to those funding natural and social science research. Built on interviews with leading participants, regional and national press coverage, and analysis of influential national studies, this book shows how engagement with contemporary issues — the knowledge economy, devolution, and the expansion of higher education — as well as a long tradition of scholarly excellence, led to the fashioning of a new model funding agency: an agency that addressed frontier issues in the arts and humanities such as increasing the scale of research, substantive collaboration with scientific fields, and explicit consideration of the results of research.

Proceedings of the British Academy, 138 Biographical Memoirs of Fellows, V

P. J. Marshall (ed.)

This series features studies of the lives and works of some of Britain's foremost scholars. This volume of the Proceedings of the British Academy contains nineteen obituaries of recently deceased Fellows of the Academy. The scholars are: W S Allen, George Anderson, A C de la Mare, John Flemming, Patrick Gardiner, James Harris, John Hurst, Casimir Lewy, Donald MacDougall, Colin Matthew, Edward Miller, Michio Morishima, Brian Reddaway, Marjorie Reeves, C Martin Robertson, Conrad Russell, Arnold Taylor, Kathleen Tillotson, and Glanmor Williams.

Proceedings of the British Academy, Volume 150 Biographical Memoirs of Fellows, VI

P. J. Marshall (ed.)

This series features studies of the lives and works of some of Britain's foremost scholars. This volume of the Proceedings of the British Academy contains sixteen obituaries of recently deceased Fellows of the Academy: Peter Birks; William Frend; John Gallagher; Philip Grierson; Stuart Hampshire; William McKane; Sir Malcolm Pasley; Ben Pimlott; Robert Pring-Mill; John Stevens; Peter Strawson; Hugh Trevor-Roper; Sir William Wade; Alan Williams; Sir Bernard Williams; and John Wymer.
To mark its centenary in 2002, the British Academy invited leading universities around the UK to host public lectures on the current state of and future prospects for a cross section of the disciplines that fall within the Academy's compass. The Academy proposed the discipline and the universities nominated their preferred speakers. Those selected were drawn from Britain, Europe and the USA, and they rose magnificently to the challenge, while interpreting it in a way specific to their discipline. The eight chapters (plus four commentaries) span the disciplines in the humanities and the social sciences, from the history of art to international relations and geography. These are reflections on the stability and instability of the ways in which we organize knowledge and on how far the academic community can and should be involved in the shaping of public policy.

Proceedings of the British Academy, Volume 139, 2005 Lectures
P. J. Marshall (ed.)

Volume 139 of the Proceedings of the British Academy contains thirteen lectures in the humanities and social sciences delivered at the British Academy in 2005. Subject matter ranges from archaeological perspectives on the essence of being human to discussions of the UK's Monetary Policy Committee, the role of judges, and Dame Marilyn Strathern on ‘Useful Knowledge’.

Proceedings of the British Academy, Volume 162, 2008 Lectures
Ron Johnston (ed.)
This volume contains ten lectures in the humanities and social sciences delivered at the British Academy in 2008. The lectures cover topics ranging from an exploration of the relationship between reason and identity, to an examination of social integration as the world becomes a more diverse place, to a consideration of the works of four great literary figures: King Alfred, Shakespeare, Wordsworth, and W. H. Auden.

Proceedings of the British Academy, Volume 151, 2006 Lectures
P. J. Marshall (ed.)

Published in print: 2007 Published Online: January 2012
Item type: book

This series features distinguished works in the humanities and social sciences. This volume of the Proceedings of the British Academy contains fifteen lectures delivered at the British Academy in 2006. Subjects covered range from consideration of Einstein, to discussions of coercion and consent in Nazi Germany, and judicial independence.

Proceedings of the British Academy Volume 125, 2003 Lectures
P. J. Marshall (ed.)

Published in print: 2005 Published Online: January 2012
Item type: book

This volume contains fifteen lectures in the humanities and social sciences, delivered at the British Academy in 2003.

In Due Course: The Government Decides
James Herbert

in Creating the AHRC: An Arts and Humanities Research Council for the United Kingdom in the Twenty-first Century

Published in print: 2008 Published Online: January 2012
Item type: chapter

This chapter discusses how the government agreed to the commitment of establishing an Arts and Humanities Research Council. Following the achievement, aspiration, and resistance in the early years of the AHRB, Margaret Hodge, who was the Minister of Lifelong Learning and Higher
Education in the UK Department of Education and Skills, formulated a Review of Arts and Humanities Research Funding. This review was carried out on behalf of the Ministers responsible for the higher education in England, Northern Ireland, Wales and Scotland. The review aimed to recommend how to enhance support for arts and humanities, including how to encourage government support on such relevant issues. Of the 117 responses from the formal consultations, 114 – 97 per cent – agreed to the need for an organisation dedicated to arts and humanities. The review was subjected to the deliberations and considerations of the Steering Group. The report made by the group was eventually given to the Education Ministers. The Report of the Steering Group lauded the AHRB which despite its provisional start and status made contributions to society and the sciences. Whilst the government made slow progress on the approval of the creation of the AHRB, in January 22, 2003 the government approved the establishment of an Arts and Humanities Research Council which according to the government should be a fully functioning and statutory research council by 2005.

A False Start
James Herbert

in Creating the AHRC: An Arts and Humanities Research Council for the United Kingdom in the Twenty-first Century

Published in print: 2008 Published Online: January 2012
Publisher: British Academy
DOI: 10.5871/bacad/9780197264294.003.0001

In general, modern governments invest only a small portion of the national income to the generation of new knowledge. In the United Kingdom, the Department of Science and Industrial Research carried out this task until 1965. Then the Science and Technology Act changed responsibility for the curiosity-driven research to five Research Councils which are funded through the Department of Education and Science. In 1993, a White Paper, Realizing Our Potential called for the reorganization of the Research Councils. This chapter discusses the struggles of the establishment and recognition of the need for Council for Research in the Humanities. In 1961, the British Academy suggested for the creation of Council for Research in the Humanities, however it was not granted in the legislation made in 1965. Instead, a separate Research Council for social science was established, which opened up the possibility of creating a separate Research Council for Humanities. In 1990s, discussions on the reorganization of UK research funding reopened the question of how the government funds and supports research in humanities. It also opened talks for the establishment of a freestanding
Humanities Research Council. Sometime in 1992, after deliberate considerations of the possible contributions of a separate research council on humanities, a recommendation for the establishment of Humanities Research Council was made. However, on the same year, the government decided not to set up an agency that would support humanities, and, in 1993, the government made a firm decision not to include humanities in any form to the circle of Research Councils — a decision which irked humanities scholars and academy members.

Conclusion

Catherine Belling

in A Condition of Doubt: The Meanings of Hypochondria

Published in print: 2012 Published Online: 2013
January 2013
DOI: 10.1093/acprof:oso/9780199892365.003.0026
Item type: chapter

The conclusion summarizes the potential contribution to medicine of close attention to hypochondria, not as an individual psychopathology but as a condition of contemporary Western medicine itself. A correlation has been established between physicians' intolerance for uncertainty and poor patient care; this book argues that explicit theorization of the uncertain, ambiguous, contingent, and interpretive will allow medicine to recognize the hypochondriac as its own illuminating mirror image. It argues that the best way to begin this process is to assimilate the humanities more fully into medical education.

Bible and Theology at an Enlightenment University

Michael C. Legaspi

in The Death of Scripture and the Rise of Biblical Studies

Published in print: 2010 Published Online: May 2010
2010
DOI: 10.1093/acprof:oso/9780195394351.003.0002
Item type: chapter

This chapter begins with a brief overview of the German university in the eighteenth and nineteenth centuries. It pays particular attention to the ways that the realities of the new university shaped the humanities, especially theology as in the case of Johann Lorenz Mosheim. Most of the chapter is taken up with developments at the university of Göttingen, Germany’s premier Enlightenment university in the eighteenth century. It was not at all clear that the study of the Bible in any form would have a place at a new university, especially one created by the government.
to educate civil servants and noblemen in the rational, tolerant spirit of the age. Yet, at Göttingen, scholars folded the humanities, though tied strongly to ancient texts and traditions, into a modern, statist enterprise.

**From History to Theory**  
**Kerwin LeeKlein**

Published in print: 2011 Published Online: March 2012  
Publisher: University of California Press  
DOI: 10.1525/california/9780520268814.001.0001  
Item type: book

This book describes major changes in the conceptual language of the humanities, particularly in the discourse of history. The chapters trace the development of academic vocabularies through the dynamically shifting cultural, political, and linguistic landscapes of the twentieth century. It considers the rise and fall of the “philosophy of history” and discusses past attempts to imbue historical discourse with scientific precision. The book explores the development of the “meta-narrative” and the post-Marxist view of history and shows how the present resurgence of old words—such as “memory”—in new contexts is providing a way to address marginalized peoples. In analyzing linguistic changes in the North American academy, this book ties semantic shifts in academic discourse to key trends in American society, culture, and politics.

**Introduction**

**Reid L. Neilson and Terryl L. Givens**

in Joseph Smith, Jr.: Reappraisals After Two Centuries

Published in print: 2009 Published Online: January 2009  
Publisher: Oxford University Press  
DOI: 10.1093/acprof:oso/9780195369786.003.001  
Item type: chapter

As scholars of the American religious past and present continue to move away from the consensus model, in which the upstart Latter-day Saint tradition had no real fit, and embrace conflict, contact, and other methodologies, Joseph Smith is beginning to get a new hearing in scholarly surveys, monographs, textbooks, and articles. The rationale behind this collection is that the day has come when the founder of Mormonism and his prominent role in American history and religious thought can not be denied. The attention paid to Smith’s teachings, charismatic ministry, and religion-making imagination now extends to scholars in American history, religious studies, sociology, biblical studies, Christian philosophy, Literature, and the Humanities—all of whom are
represented in this collection. It is our intent to reflect in these pages the wide-ranging interest in Joseph Smith that the commemorative conferences only suggested.

Can Faith Be More Than a Sideshow in the Contemporary Academy?
Robert Wuthnow

in The American University in a Postsecular Age: Religion and the Academy
Published in print: 2008 Published Online: May 2008
Publisher: Oxford University Press
DOI: 10.1093/acprof:oso/9780195323443.003.0004
Item type: chapter

Wuthnow describes changes in the way religion was treated in American higher education over the course of the twentieth century. He notes that religion has been largely eliminated from the sciences, but that attention to religion has actually increased in the humanities and social sciences. Wuthnow then argues that faculty and students who are committed to their religious faith have three possible options available to them, which he calls accommodation, resistance, and intentional reframing. He also suggests that humility is an important component in academic discussions about religion.

Introduction
Shula Marks

in In Defence of Learning: The Plight, Persecution, and Placement of Academic Refugees, 1933-1980s
Published in print: 2011 Published Online: January 2013
Publisher: British Academy
DOI: 10.5871/bacad/9780197264812.003.0001
Item type: chapter

The contributions to this collection were originally given at a conference held at the British Academy on 3–4 December 2008, to celebrate the 75th anniversary of the founding of the Academic Assistance Council in 1933, later the Society for the Protection of Science and Learning (1936–98), and now the Council for Assisting Refugee Academics. This introductory chapter discusses the story of the SPSL and the flood of European refugee scholars and scientists from Nazi-occupied Europe in the 1930s and 1940s, and their subsequent contribution to specific disciplines in the humanities and social sciences. An overview of the subsequent chapters is also presented.
1938: The British Intellectual and Highbrow Culture
Mike Savage

in Identities and Social Change in Britain since 1940: The Politics of Method
Published in print: 2010 Published Online: May 2012
Publisher: Oxford University Press
DOI: 10.1093/acprof:oso/9780199587650.003.0003
Item type: chapter

This chapter focuses on intellectual and highbrow culture in Great Britain in 1938. It criticises the perspectives on knowledge and expertise which assume that the intellectual position is fundamentally one based in the humanities. The chapter shows that, in the middle years of the twentieth century, there was an increasingly clear rejection of what was deemed the snobbish and elitist refrain of highbrow culture and an increasing enthusiasm for a different kind of intellectuality, one bound up with science, technique, and skill.

Back on the Agenda
James Herbert

in Creating the AHRC: An Arts and Humanities Research Council for the United Kingdom in the Twenty-first Century
Published in print: 2008 Published Online: January 2012
Publisher: British Academy
DOI: 10.5871/bacad/9780197264294.003.0002
Item type: chapter

This chapter discusses the reintegration of the need for Humanities Research Council back onto the public agenda and into the policy stream of the UK government. The issue of the Research Council for the humanities came into public and governmental attention when it was fastened to the dilemmas of financing higher education, which itself was tied to the uncertainty of the UK economy. In May 1996, the Secretary of State for Education and Employment together with Secretaries of State for Wales, Scotland and Northern Ireland appointed Chairman Ron Dearing to create a body that would inquire into the higher education system of the UK. In 1997, the committee produced a report, Higher Education in a Learning Society, or the Dearing Report. The report charted a course for higher education in the UK for the next twenty years. This so-called intellectual capital called for a higher quality of teaching and the need for researchers and research facilities. It offered 93 specific recommendations, among which was a recommendation advocating the immediate establishment of a new Arts and Humanities Research Council (AHRC). In 1998, the government recognized the
need for the establishment of a research council for humanities and announced the provision of £8M in 1998–1999 for arts and humanities research, albeit after lengthy considerations.

Board to Council

James Herbert

in Creating the AHRC: An Arts and Humanities Research Council for the United Kingdom in the Twenty-first Century

Published in print: 2008 Published Online: 2012
DOI: 10.5871/bacad/9780197264294.003.0011
Item type: chapter

The AHRB was given the core responsibility to produce 12,000 active arts and humanities researches over the UK. As of 1998, the Board had made over 4000 awards involving over 5000 researches. Across the UK, in the institutions of the government and the academy, several have been engaged with the AHRB and were actively committed to the fulfilment of the AHRB as a true Research Council. In 2005, the Arts and Humanities Research Council achieved its desired transformation after having built an impressive array of assets. This chapter discusses the transformation of the Arts and Humanities Research Board to a Research Council. In the process of the transformation of the Board, several changes were made. Among of these are the transition of the charitable status of the board and the transition of the AHRB's assets and obligations in to the new Non-Deparmental Public Body (NDPB). It also meant that the now AHRC must provide multi-year funding and the creation of strategic initiatives that would support intellectual urgency. The integration of the AHRC within the Research Councils also meant the restoration of arts and humanities to the circle of serious sciences and knowledge.