

A stronger partnership with the BA

Alastair Dunning reports on developments in the partnership between the AHDS and the British Academy.

The British Academy and the Arts and Humanities Data Service have recently updated their original working agreement. The agreement, confirmed in May 2004, means that the AHDS will continue to provide advice and support to British Academy applicants and grant-holders who are developing digital resources in the arts and humanities. When their projects come to completion, BA-funded resource creators continue to be obliged to offer a copy of their digital material to the AHDS.



The next deadline for the British Academy's Larger and Small Research Grants is October 2004, and, as outlined in the Notes for Applicants, arts and humanities applicants are strongly advised to contact the AHDS at an early stage in planning their project and application.

The AHDS already hosts many collections funded by the British Academy, particularly in the fields of archaeology and history. Users can locate these collections (there are currently 62 in total) by visiting the AHDS cross-search catalogue (available via <<http://ahds.ac.uk/collections>>) and entering "British Academy" as a search term. Amongst these collections are the European State Finance Database, deposited by, amongst others, Professor Richard Bonney of the University of Leicester. The database, or rather collection of databases, records

In this newsletter ...

EEBO - The Holy Grail	page 3
DRH 2004 and DRH 2005	page 4
Free E-Books	page 4
Taking Students to the Movies	page 5
Light from the end of the Tunnel	page 8

Justifying Terrorism 16th-Century Style?: Mark Greengrass looks at the digitisation of John Foxe's *Book of Martyrs* (page 6)

data gathered from European fiscal history. Other noted collections include Professor Martin Millett's Iron and Roman age fieldwork archive from survey work undertaken in the Ave Valley, Porto, Portugal. The John Foxe project, featured elsewhere in this newsletter, has also received funding from the British Academy.

For more information see <<http://ahds.ac.uk/ba/>>

Readers of the AHDS Newsletter may also be interested in responding to the British Academy's request for input into their policy study on *Electronic Resources for Research in the Humanities and Social Sciences*.

The aim of the policy study is to identify, for the Humanities and Social Sciences (HSS):

1. What HSS needs for e-resources are;
2. Whether these needs are specific to HSS, as opposed to researchers generally, in the nature of the resources or forms of access to them;
3. How, if these needs are special, they can be factored into current national policies, strategies and practices.

Further information is available at <<http://www.britac.ac.uk/news/release.asp?NewsID=142>>

Please visit
<http://ahds.ac.uk/newsletter/>
for all URLs featured

Early English Books Online : The Holy Grail of online resources?

Emma Beer on working with the EEBO-TCP resource.

I recently began work for the JISC as Resource Co-ordinator for the Early English Books Online-Text Creation Partnership resource, based at the AHDS. This resource has been developed and enhanced as part of a major scholarly international project. The EEBO resource has made 125,000 titles available, encompassing virtually all the works printed in the English language, as well as those printed in England, between 1473 and 1700. The TCP has made many of these images into fully-searchable text.

Earlier this year the JISC brokered a deal that has allowed all UK HE and FE institutions access to this resource for a nominal hosting charge.

Now that the Text Creation Partnership has reached a critical number of keyed in texts, a scholarly celebration, '...WAKING UP AT THE BRITISH LIBRARY...' will take place on October 25th at the British Library Conference Centre.

We are excited to have Prof. Lisa Jardine as our keynote speaker. Delegates will also get the chance to:

- Get an overview of the resource
- Explore critical technical and editorial considerations
- Explore the scholarly possibilities with key academics
- Navigate the resource
- Nominate texts to be prioritised for full text searching

'...WAKING UP IN THE BRITISH LIBRARY...' is a free event, but please book early to secure your place. Further booking details can be found at the bottom of the accompanying article.

Please get in touch if you have any queries: emma.beer@ahds.ac.uk or visit http://www.jisc.ac.uk/index.cfm?name=news_eebo

Early English Books Online, now cheaply available for every college and university in the UK, is introducing lecturers, students and researchers to one of the most in-depth digital resources around. Pat Leon reports.

In the final chapters of the popular thriller, the Da Vinci Code, hero and heroine pin their hopes of finding the Holy Grail on King's College London software sifting through a vast digital library of texts for just a few words. Fiction maybe, but such fine-tuned trawls of vast national archives are fast becoming fact as technology advances. Early English Books Online (EEBO) is one example of this.

The site holds digital page images of more than 125,000 books, pamphlets, treatises, sermons, plays and other works published between 1473 and 1700. The originals sit in three catalogues - Pollard and Redgrave, Thomason Tracts and Wing - all previously available on microfilm. Variations in typography, spelling and punctuation, however, make word searches difficult. To solve this, in 1999 the Text Creation Partnership was formed by the universities of Michigan, Oxford and microfilmmers ProQuest. The target was to key in a fifth of the works as SGML/XML text.

Now JISC, as part of a deal struck earlier this year with ProQuest to make EEBO free to UK universities and colleges, is calling on UK academics and librarians to choose their favourite texts. A US-based advisory panel will review suggestions. Emma Beer is JISC coordinator of a special UK launch on October 25 at the British Library, which, together with the US Council on Library and Information

Resources, is also steering the project. Professor Lisa Jardine will be introducing the day. Beer says: "This is a crucial chance for UK academics to have their say about titles they would like keyed in."

The TCP has attracted US\$6 million (£3.3 million) of which JISC has contributed £750,000 on behalf of all UK further and higher education. This compares with US and Canadian universities, which pay anything up to \$50,000 (£28,000) each. ProQuest has matched 20 per cent of contributions. The target is \$9 million (£5 million).



Aerial view of the British Library. Copyright of Irene Rhoden.

EEBO users in the UK are enthusiastic about opening the site to a wider, more diverse audience. Justin Champion, Reader in History of Early Modern Ideas at Royal Holloway, University of London, has used EEBO for nearly six years. "Once you get a taste of what research can be like with EEBO you want more. It transforms how you work. I can work at 2am. I can scribble on my printouts. I'm not restricted by library opening times. I've cut my transport costs and time. It's simply more efficient."

Champion's teaching has also changed. "When planning courses I used to take months identifying texts, locating libraries and trying to get the material photocopied. Now I just send students to the URL."

Richard Sugg, an English lecturer, agrees. He discovered EEBO when he moved to Cardiff in 2001. "Cardiff was one of only a handful of universities that subscribed to EEBO," he says.

Expense was the main reason. JISC, however, has bought a license in perpetuity. The only charge to institutions is a hosting fee of between £78 and £2,200 a year according to student numbers.

"EEBO's made a colossal difference to research," Sugg says. "Arnold Hunt recently wrote in Times Literary Supplement that internet resources such as EEBO have turned research 'from a labour-intensive handicraft into a mechanised industry'. Before, when writing a book or article, you had to make notes of what you needed to check in primary sources in the British Library or wherever, now once you've got your password you just go to EEBO."

"EEBO's made a colossal difference to research"

In teaching, EEBO changes the nature of courses. "Students can't buy or borrow so many texts. With this they can push the limits of their initiative, imagination and industry in a way that not even the most adventurous could have done before unless they lived near a famous library."

Tim Hitchcock, Professor of 18th-century History at the University of Hertfordshire, has been using EEBO on and off for a couple of years for his research and website on Old Bailey trials. Hitchcock believes that EEBO lends itself to the development of what he calls 'historical forensic linguistics'. "Because the text exists as searchable

XML, there is an index of every word that appears. I'd like to see tools for querying these indexes, say, through word proximity statistics. This would revolutionise our understanding of the origins of texts, of the linguistic links between them, and of the influences and copying. This cannot be done on paper, but it could allow us to redraw the intellectual map of early modern Britain."



Bookcase towers in the King's Library at the British Library. Copyright of Irene Rhoden.

Such searches are reliant on accurate text input. The TCP has outsourced keyboarding to three companies in India. Two keyboarders simultaneously transcribe texts and add tagging to capture the structure of the work, such as chapters, paragraphs, etc. A third person checks both transcriptions before sending them off to Michigan and Oxford for sample reviewing. If more than one mistake per 20,000 characters is found, texts are sent back. The current mistake rate is one per 100,000 characters.

Judith Siefring, who works at Oxford Digital Library on the project, says that some 6,500 texts are already available online. Over 250 texts are reviewed each month. "We check and edit the tagging of each text and after that assign types and generally bring the texts up to standard. We have to make editorial changes that take account

of the variety of texts, e.g. poetry, prose literature, plays, sermons, almanacs, dictionaries, mathematical treatises, etc."

Siefring welcomes the extra contact with UK academics JISC involvement is bringing. Across the Atlantic, Shawn Martin, TCP outreach librarian at Michigan University, has found US academics' requests for texts has varied. "They range from canonical works used in undergraduate classes (Spenser, Marlowe, Shakespeare) to obscure titles used only in specific graduate seminars or research projects (treatises on windmills, sermons on specific psalms, works on lexicography)."

Martin's continues. "We try to get as much academic collaboration as possible not only in text selection, but by helping academics with syllabi, scholarly projects, or other initiatives. We have more than 100 libraries internationally supporting this."

But for Royal Holloway's Justin Champion there are still "battles to be fought with academics who like to head off to the research library, bury their head in books, have a coffee break and at some point write up their notes. They say IT's not for them, but if you don't use the web nowadays it's like walking around in shackles." Perhaps they just don't believe they'll find their Holy Grail.

For further information please go to: <http://www.jisc.ac.uk/index.cfm?name=coll_eebo&src=alpha>

UK academics can nominate titles to be keyed in at: <<http://www.jisc.ac.uk/index.cfm?name=form&formid=469281704>>

Delegates can book their free place at the British Library Conference Centre launch on 25th October at: <http://www.jisc.ac.uk/event_eebo.html>

Please contact emma.beer@ahds.ac.uk if you have any further queries.

DRH - Northern Exposure

This year's Digital Resources in the Humanities conference at the University of Newcastle was the first to feature a poster competition, allowing delegates to vote for the posters that they felt were well-presented and contained stimulating and lively information. The winners were Nigel Williamson and Carl Smith (University of Sheffield) for their *Cistercians in Yorkshire Project*, <<http://cistercians.shef.ac.uk/>>



A virtual reality construction by the Cistercians project of the twelfth-century Kirkstall Abbey.

A fuller account of DRH 2004, with details of the key themes running through the conference, can be read in the October 2004 edition of *Ariadne* magazine, available via <<http://www.ariadne.ac.uk/>>

Next year's Digital Resources will be hosted by the University of Lancaster, from September 4th to 7th 2005. The University of Lancaster already has a fine tradition of engaging with digital resources in the humanities. Current work at Lancaster includes a project to create an electronic edition of Ruskin's Venetian Notebooks, the notebooks that led to Ruskin's defence of Gothic Architecture in his book *The Stones of Venice*. As well as several other ICT projects, the University Centre for Computer Corpus Research on Language (UCREL) is involved in digital corpus development and annotation.



View of Lancaster

Submissions for proposals of papers and posters are scheduled to open in late autumn 2004. Readers of the AHDS newsletter are warmly encouraged to submit proposals for the conference. Further details will become available from the DRH main website, <<http://www.drh.org.uk/>> and also via various mailing lists, such as ahds-all.

A new report by the JISC eBooks Working Group looks into how digitised books can be used for teaching and research. Emma Beer reports.

An *Investigation into Free e-Books*, commissioned by the JISC eBooks Working Group, was publicly released in March of this year. The report aimed to investigate two areas – the availability of e-books and the user needs of teaching and learning with e-Books in UK FE & HE. The HE survey (carried out through email lists, archives, internet & literature surveys and through distance and continuing education institutions) found very few examples of actual current use of free e-books in teaching and learning.

Though there is a vast range of e-Books available for exploitation, there are no overarching quality-control practices that might encourage uptake. Surveying indicated

that e-Books created within academic departments are of the best quality, but there is no single trusted repository for these e-books. The fact that e-books have developed in a variety of formats has also provided a barrier to coordination of such a repository. The lack of a standardised mark-up structure prevents them being incorporated into collections, searched at a meaningful level or being reformatted for different devices. One solution to this would be to mark up e-books using the tagging schemes set out by the Text Encoding Initiative, so that they could be readily reformatted, aggregated and searched. They could also be easily incorporated into presentations, and Virtual Learning Environments.



Other barriers to the uptake of e-Books in the academic environment include – lack of availability of a complete range of titles for any given course; lack in confidence in the long-term availability of resources; poor design; and the poor ergonomics of reading on screen. Moreover, the costs involved in cataloguing, archiving, and management of resources and in user support, have inhibited uptake.

The report indicated that there were plenty of potential opportunities for promoting e-Books. VLEs might represent an opportunity for delivering e-Books to students. Free e-books tend to come in open formats free of IPR restrictions, which means that they can be more easily repurposed. Free e-books may also be more useful for the humanities disciplines, because there is more use of 'old' texts. Whereas many other disciplines require up-

to-the-minute editions of publications, there is an inherent interest in first edition and out of print texts within the humanities.

The report recommended that JISC's e-Book collections were developed with these issues in mind. Specifically, the report recommended that the JISC offer a more comprehensive range of titles in specific areas, support efforts to migrate existing collections to com-

mon formats, institute a system of quality assurance, ensure the permanence of collections and support the professional, standardised cataloguing of electronic resources. They also suggested that basic ICT support should be offered to users in use of e-books and for integrating them into VLEs.

The full report can be found at <<http://ahds.ac.uk/litlangling/e-books/>>

Taking students to the movies

Everybody knows that moving images can make for engaging pedagogical resources; they are just not sure how to do it. Emma Beer reports on how one teacher has put them to effective use.

The ability to manipulate moving images was nothing new to Roy Wolfe's second year history students taking his 'Pathé Newsreel as Historical Evidence' module at the University of Reading. But Pathé did provide the means to excite his students' imagination.

Digitised moving images made available both in the commercial sector and through high-quality government-funded initiatives are paving the way for much more sophisticated means of exploring film as a resource in a myriad of disciplines. Critically analysing moving images, in conjunction with other primary and secondary sources, raises important pedagogical questions for both teachers and learners and provides a way of tackling the multi-media skills set requirements.



A still image from the British Pathé collection: Winston Churchill watching England play Scotland at Wembley in 1941.

The Learning and Teaching Support Network has recognised the technical advantages in streamed or downloadable moving image resources that are increasingly becoming available. Last year they funded Wolfe, an historian from the University of Reading, to create a second year module, 'Pathé Newsreel as Historical Evidence' (<<http://www.british-pathé.com/>>). He presented his findings at the 6th Annual Conference for the Development of Teaching and Learning in History on 14-16 April 2004 in Oxford.

The ability to manipulate moving images in a variety

of formats was something Wolfe's students were quite at ease with. But the module did provide the opportunity to build upon an already solid IT foundation. Wolfe set his students the task of grabbing images from the Pathé Newsreel site. Wolfe found that the only IT support that was really needed for the students was training in PowerPoint. Grabbing images with the freely available software package Microsoft MovieMaker 2 was not a problem. The biggest technical problem was overcoming firewall problems. It wasn't always possible to use and download Pathé material on campus.

Students were excited at the chance to be able to choose their own footage for analysis. The scope of a resource like Pathé Newsreels is enormous – 3500 hours of well-indexed footage in total. Students were also encouraged to use two other digital archives – the Times Digital Archive 1785-1985 (<<http://www.galegroup.com/Times/>>) and a Cartoon Archive. Cartoon Archive, University of Canterbury (<<http://library.ukc.ac.uk/cartoons/>>). Students picked a variety of topics – from Women's Suffrage to the Rise of the Labour party, Welsh Nationalism and The East End Underworld, for historical analysis. Enthusiastically piecing together PowerPoint presentations, the class showed



Salvador Dalí in Paris posing for the last ever Pathé Newsreel (1970)

good attention to visual imagery and confidence with oral presentations. The students were then graded on a PowerPoint presentation that would present

images of their findings as a means of showcasing their analysis.

The limited time in which the students had to complete the exercise did mean that there was less attention paid to critical analyses of newsreel image and sound track than was hoped. Some students failed to appraise thoroughly the newsreel as a historical source. Images were also used predominantly to illustrate the students' narrative of events rather than to examine critically the Pathé newsreels as a historical source. In the future Wolfe hopes he might guide his students to pay more attention to a critical analysis of change from a long-term perspective.

Despite these hurdles Wolfe believes that the opportunities afforded through the use of mov-

ing images are 'very exciting' and can only increase in the future. More moving images are being made available all the time. Wolfe strongly recommends the use of moving images in teaching and learning, in conjunction with other primary sources. There is plenty of scope for the Pathé Newsreel Resource to be used for third year dissertations.

This LTSN case study serves as a reminder that students' IT capability is a strength to be harnessed by academics seeking new ways to explore pedagogical issues in the classroom. The advantage of using film in conjunction with other primary resources is that 'moving image and sound provide students with a dimension that brings ... [history] ... to life'.

Some of the most important JISC and AHRB-funded film resources are:

- * *BUFVC British Universities Newsreel Database (BUND)* <<http://www.bufvc.ac.uk/newsreels>>
- * *BUFVC HERMES* <<http://www.bufvc.ac.uk/rgo>>
- * *BUFVC Television and Radio Index for Learning and Teaching (TRILT)* <<http://www.trilt.ac.uk/>>
- * *BUFVC's Researcher's Guide Online* <<http://www.bufvc.ac.uk/rgo>>
- * *Education Media Online* <<http://www.emol.ac.uk>>
- * *Pathé Newsreel* <<http://www.britishpathe.com/>>
- * *Moving History: A Guide to UK Film and Television Archives in the Public Sector* <<http://www.movinghistory.ac.uk>>

Yesterday's martyrs

The online edition of John Foxe's *Book of Martyrs* is now available. The text would be controversial even if published today writes Mark Greengrass, Executive Director of the John Foxe Project at the University of Sheffield.

If John Foxe had published his huge *Book of Martyrs* for the first time in London in 2004, instead of 1563, the event would probably still have hit the headlines of our daily newspapers. 'Foxe justifies Terrorists'; 'Foxe gives Martyrs a Halo', they might read. If it had been El-Quaida's underground network that he had been trying to justify in 2004, he would not have found a publisher. And the fact that Foxe, recently returned from several years in exile in the protestant 'underground' on the Continent, persuaded his London printer, John Day, to take on the work in the first place says a great deal about the relationship of this intensely polemical work to the newly established and somewhat fragile regime of the Protestant Deborah, Queen Elizabeth I.

The English government had,

by the whims of dynasty, fallen into the hands of the terrorists themselves—or, at any rate that is

The description of the burning of M. John Bradford
Preacher, and John Leslie a Priest.



how Elizabeth and her protestant counsellors were often viewed by catholics on the Continent. Foxe's huge work was, and remained, controversial throughout his lifetime. He spent the next quarter of a century defending it against its critics and rewriting it to refine its polemical impact as the Elizabeth

regime consolidated itself. In three successive editions—1570, 1576 and 1583—the work was radically changed. Like a chameleon, it adapted its colours to suit its immediate environment. By the time of Foxe's death it was a massive work, over two million words long.

There have, of course, been printed editions of John Foxe's work in the past. The ones most cited are the four successively different unabridged editions published in mid-Victorian England. But their intrusive bowdlerisation of the text did not satisfy the editorial standards of a generation later, let alone those of our own day. They sought to create a composite version of Foxe's text that would make it satisfy the criteria of a 'book' in the sense of an 'ultimate' text towards which Foxe had been aiming. They were interested in its

apotheosis, not its genesis or gestation. They reprinted, albeit with various amendments, the 1583 edition of the Acts and Monuments (the final one published during Foxe's own lifetime). They then filleted in additional materials from the 1563 edition—and with some difficulty, since it was by no means clear where the most appropriate places to locate them were. In the process, they omitted additional elements printed in the second and third editions of 1570 and 1576 and ignored the extensive reordering of the text and the reorientation and refinement of the accompanying glosses. It is almost impossible, as a result, to reconstruct Foxe's text in any of the editions from their pages. Publishing in the context of their own Tractarian battles, they sought to defend the pure truth of

"The English Reformation itself will only be revealed ... if Foxe's writings become searchable in a way that enables us to ask, and answer, new questions of his work"

evangelical protestantism through Foxe's work—an aim interesting for its own historical context but useless in a modern edition.

The project has been inspired by the techniques and insight of textual genetics. Our new 'variorum' edition retains the original in all its layout, punctuation and typography — not simply because this is what modern editorial practice demands, but because our understanding of Foxe's purposes, and the difficulties that he encountered in executing his mammoth undertaking, will be impaired if we do not. No one edition is preferred over another. Each edition has been transcribed, along with its glosses. An elaborate online environment has then been created for one edition to be compared with another, and searched independently.

The result, now completed for the reign of Mary I (books 10-12 – half the overall work) is quite simply the largest and most complex 'variorum' edition on this scale ever published on-line – a suitable achievement for a work which was, in its own day, probably the largest and most elaborate printing enterprise then undertaken by a London printer. It has been prepared by Christiane Meckseper and Jamie McClaughlin at the Humanities Research Institute in the University of Sheffield, and published by its new peer-reviewed online arts and humanities press, HriOnline. You may visit it at:

<http://www.hrionline.ac.uk/foxe/>

Thanks to this publication we can begin, for the first time, to understand this work properly in its evolving context. The new edition tries to identify all the individuals mentioned in Foxe's text. The edition now contains 2,299 separate biographical entries for those people mentioned in Books 10-12. All the fascinating woodcuts contained in the text have also been reproduced, along with a detailed scholarly commentary examining their historical and printing significance. Every effort has been made to identify Foxe's patristic and Biblical citations for Books 10-12 as well.

Eighteen prefatory essays analyse Foxe's life and the context for the publication of this remarkable work. All the significant omissions, transpositions and variants as between one edition and another are also tabulated for this part of the book too. Above all, however, a detailed running 'commentary', accessible from every edition at the relevant point in the text, provides a guide to Foxe's sources, oral, manuscript and printed, at that point. This is the achievement of the project's research officer, Dr T.S. Freeman. With the aid of the commentary, we can now begin to reconstruct the networks of the protestant 'underground' that contributed to its compilation. Foxe is unique among sixteenth-century protestant martyrol-

ogists in that we have a number of significant surviving manuscripts to assist us in analysing how he edited and deployed the materials that came his way. Given that he is also more self-reflexive than most sixteenth-century memorialists about his strategies of compilation, the potential for understanding Foxe as an editor and an author is richer than for perhaps any other equivalent sixteenth-century source. It has been said that we can only understand the protestant reformation through the eyes of Foxe, whether he is describing the great set-piece events such as the trial and execution of Latimer, Ridley and Cranmer or the extraordinary sufferings of ordinary people—for example, the burning of Master John Bradford and the apprentice, John Leafe, illustrated here. The potential for understanding Foxe, and thus the English Reformation itself, will only be revealed, however, if Foxe's writings become



Screen shot of a sample page from the 1563 edition of the *Book of Martyrs* with one of the biographical notices.

searchable in a way that enables us to ask, and answer, new questions of his work.

Our work is not, however, yet complete. Books 1-9 of Foxe's text, whilst already available and searchable in the online edition, do not yet have the equivalent commentary and editorial layers. This is the part where Foxe presents the events of the protestant reformation in the context of God's providential intervention in world history since the early church. That is the next task for the project, which is expected to be realized in 2008.

Light from the end of the Tunnel

Union Railways, Rail Link Engineering and the ADS / AHDS Archaeology are delighted to announce the launch of a major new research archive for the archaeology of Kent: Phase One of the Archaeological Archive from the Channel Tunnel Rail Link. William Kilbride reports.



The construction of the Channel Tunnel Rail Link (CTRL) has provided a unique opportunity to investigate thousands of years of change and development across the landscape. The archaeological programme of works associated with the CTRL is probably the largest ever undertaken in the UK and investigations in advance of and during construction have revealed an impressively rich array of information. This has generated a vast archive of archaeological data and key discoveries have included the first Neolithic longhouse to be found in Kent, a Romano-British villa and two Anglo-Saxon cemeteries.



Images relating to the excavations at Sandway and Saltwood

Highlights from the archives include ...

- * the Neolithic longhouse at White Horse Stone excavated by the Oxford Archaeological Unit <<http://ads.ahds.ac.uk/catalogue/projArch/ctrl/bfw98>>
- * the Roman villa at Thurnham excavated by the Oxford Archaeological Unit <<http://ads.ahds.ac.uk/catalogue/projArch/ctrl/thm98/>>
- * the Anglo-Saxon cemetery at Cuxton excavated by the Museum of London Archaeology Service <<http://ads.ahds.ac.uk/catalogue/projArch/ctrl/cxt98>>
- * the Anglo-Saxon 'princely burials' and Anglo-Saxon cemetery from Saltwood, excavated by the Canterbury Archaeological Trust <<http://ads.ahds.ac.uk/catalogue/projArch/ctrl/slt98c/>>



Excavation work taking place prior to the building of the Channel Tunnel Rail Link. Image Copyright Union Railways (South) Ltd.

In total, this phase has produced 122 new research archives, including 31 full scale excavations, 14 geophysical and standing building surveys and 77 other interventions. The sizes of the archives vary but include interim reports, data tables, site plans and the like. The fieldwork along the route of the rail link brought together five different field units and numerous specialists and researchers.

Further information about the collection is available from <<http://ads.ahds.ac.uk/catalogue/projArch/ctrl/index.cfm>>

Please visit
<http://ahds.ac.uk/newsletter/>
for all URLs featured

The Channel Tunnel archive is one of several collections to be recently deposited at AHDS Archaeology / ADS. Also available are

- * *South Yorkshire / North Derbyshire Medieval Ceramics Reference Collection* <http://ads.ahds.ac.uk/catalogue/specColl/ceramics_eh_2003/>
- * *Sussex Archaeological Collections*, Vol. 138, 2000 <<http://ads.ahds.ac.uk/catalogue/library/sac/v138.cfm>>
- * *HMJ Underhill Archive* <http://ads.ahds.ac.uk/catalogue/projArch/underhill_na_2004/index.cfm>

The Arts and Humanities Data Service (AHDS) is funded by the AHRB and JISC.