We certainly live in interesting times for history. There is much in the news to engage us as a Society - from the first signs that government spending cuts are damaging history provision within universities, through worries about the effect of student fees, through developing plans for the place of the discipline in the schools curriculum, to the AHRC’s apparent flirtation with ‘Big Society’ ideology. On all these issues, the Society keeps a watching brief and acts wherever possible to express the interests of the discipline forcefully and responsibly.

Although the 2014 Research Excellence Framework (REF) is not currently as much in our focus since it is still in its development stage, I thought it would be useful to devote my letter in this issue to it. For we can be sure that it will exercise all of us in the HE sector in forthcoming years and its outcome will influence the health of our discipline outside the sector too. Despite the misgivings that many of us have always had about the very principle of research assessment, there is no doubt that overall we have learnt to live with (if not to love) and even to profit from research assessment, and to cherish its key principle of peer review.

Because of the strategic importance of REF at the heart of the discipline as a whole, the Society felt it important to devote a good deal of time and attention last autumn to responding positively to HEFCE’s call for nominations for panel membership. We were one among literally hundreds of subject associations and learned societies thus approached, who between us provided some 3,800 nominations across all disciplines.

A special sub-committee of RHS Council’s Research Policy Committee undertook extensive soundings and put forward around forty names for the History sub-panel plus other nominations for related panels. We believe that no other learned society within the History area put forward such an extensive list. We were guided in our choice by an overriding sense of producing the very best and most balanced list we could manage (regardless of Society membership, it should be said), composed
of individuals who we felt would carry the confidence of the historical community.

We are pleased to record that over 90% of the History sub-panel recently announced were among our nominations. The Society also enjoyed success with many of its nominations for other sub-panels and for Panel D (Arts and Humanities). We have been informed that our list of nominees for panels not thus far selected is being kept on file by the REF management, and will be drawn on later in the process when REF either expands existing sub-panels or appoints assessors. Our congratulations (as well as commiserations) go out to those of our colleagues who have accepted this major responsibility.

Although the Society was not of course responsible for the composition of the History sub-panel, it is highly encouraging to see the strong and balanced list of names that has emerged. Coverage of particular areas and periods has been much criticized in some sub-panels; it does not seem a problem with History. Neither does gender balance, a point of contention elsewhere too. Seven out of 22 History sub-panelists are women. The discipline is also fortunate in that History comprises a single sub-panel - many sister-disciplines are somewhat promiscuously lumped together into composite sub-panels.

Even if it seems that REF will enshrine many of the principles and practices of RAE, much still remains to be clarified in terms of how it will actually work. The thorniest issue is the question of impact, set at 20% for all disciplines. Although the pilot schemes provide some evidence at least, there are still a great many unresolved issues about the nature, definition and measurement of impact. It is a comfort, though only a small one, that the issue appears to raise as many hackles among the science community as among arts disciplines. This means that arts sub-panels should be able to work with their science and social-science colleagues to conduct the current exercise fairly, without assuming that impact is the future. HEFCE has promised us even more impact in future exercises, a point that the British Academy has criticised. Our own position is that research assessment must above all be essentially about the assessment of research.

If we have grown to embrace research assessment, this is very largely because of the overall fairness that successive exercises have achieved. It would be a sad day all round if that reputation for fairness were to be shipwrecked by impact. It would destroy confidence in the operation of research assessment at a stroke. We can at least feel confident that this is a point that has not been lost on our colleagues on the History sub-panel.

The Gerald Aylmer Seminar

The Gerald Aylmer Seminar was held on the 25 February 2011 at the Institute of Historical Research. The Gerald Aylmer Seminar is an annual event, jointly sponsored by ourselves, The National Archives and the Institute of Historical Research. Each year the seminar looks at some aspect of the preservation and use of historical records. This year it focused on the understanding and use of medieval and early modern archives.

The first panel of speakers considered the skills and knowledge necessary to use early modern records. It featured short presentations from Matthew Davies (Institute of Historical Research), Susan Davies (Aberystwyth University), Katy Mair (The National Archives) and Philippa Hoskin (The University of Lincoln).

The second session looked at the future of research in early modern records. The audience listened to presentations from Nick Vincent (University of East Anglia), John Alban (Norfolk Record Office), Paul Spence (Centre for Computing in the Humanities, King’s College London) and Charlotte Harrison (The University of Liverpool).

The day was concluded with a lively open discussion and a concluding session chaired by the Royal Historical Society’s president, followed by a drinks reception in the IHR Common Room.
Making an impact on television

Amanda Vickery, Queen Mary, University of London

I wrote and presented my three part TV series ‘At Home with the Georgians’ at the suggestion of Janice Hadlow, head of BBC2. She read my book Behind Closed Doors: At Home in Georgian England (Yale, 2009) and reckoned the combination of characters, stories and interiors would make appealing TV. History students often ask me how they should go about becoming a history presenter. Do some original research is the only answer. The media are ravenous for material. Pleasant presenters are ten a penny. New ideas and juicy findings are much rarer coin.

Channel controllers and commissioners have a genuine respect for academic research. The BBC seeks out what it considers groundbreaking research with the potential to reach an audience of millions. However brilliant the scholarship, some subjects are too hard a sell. It was made clear that I could not build ‘At Home with the Georgians’ on the assumption that my audience naturally enjoys history. Producers at Radio 4 and BBC4 safely assume that the audience likes history. At BBC2 you cannot take that for granted. (Audience research reveals that women especially turn over when history comes on.) Consequently you simply cannot design programmes around the tastes and knowledge of 20,000 academics, experts, keen amateurs and hardback book buyers. The goal is entertainment, to seduce a heterogeneous audience into another world with colour and character, wit and pathos - all undergirded with a single driving argument. Ensuring new research has an impact beyond the history party faithful and the Radio 4 audience is a challenge.

The first test was to boil down my 140,000-word monograph to three one-hour programmes, of 6,000 script words each. I carved out three themes: Making Homes, Filling Homes & Protecting Homes. Each programme required a single over-arching thesis - legible enough for Everywoman to enjoy without head scratching, but not so simplified as to do violence to the subtleties of history. Nuance is often lost in the cause of clarity. Another governing issue was whether there was enough visual material to support a TV case study. It is highly unusual for house, manuscripts and portraits to survive together for individuals below the level of the greater gentry. (John Courtney’s Beverly town house is no more; Mary Martin’s Wivenhoe is now a conference centre; Gertrude Savile’s Rufford Hall is a ruin etc.) But the researcher Eleanor Scoones (another history graduate) was ingenious at circumventing the absence. She discovered portraits hidden away in private collections - which I had never seen and encountered for the first time on camera. I foregrounded the manuscripts and archives to expose the research process behind my generalizations. The dramatic reconstructions offered visual diversity and relief from me talking to camera.

Beyond the satisfaction of learning an entirely new craft, I’m interested in producing documentaries which reflect what the history profession actually researches and teaches now. In BBC TV land, there is a vogue for “authoritative history” - i.e. programmes written and presented by experts, rather than fronted by celebrities drafted in to go on a historical ‘journey’ of discovery or read a script written by the producer derived from textbooks. I was delighted to catch this wave. It may not last long.

Amanda Vickery’s. ‘At Home with the Georgians’, a Matchlight production for BBC2 is now available on DVD.
Young History Workshop

Anna Gust and Barbara Taylor
Young History Workshop,
Raphael Samuel History Centre,
University of East London

In 2008 the Institute of Historical Research published a report, Why History Matters, calling for new cross-sector initiatives around History education between secondary schools, universities, and heritage institutions. Partnerships of this kind, it was argued, would enable a sharing of resources, ideas and expertise to the advantage of all, and help bridge the gap between secondary and higher education.

In 2010 The Raphael Samuel History Centre (University of East London, Birkbeck College University of London, Bishopsgate Institute) responded to this call by inaugurating the Young History Workshop, a programme which takes early-career academic historians into secondary schools to work with groups of students on original history projects.

The RSHC has longstanding links with secondary-school History in London. Building on these links, and working in conjunction with the Historical Association, the RSHC won funding from the Esmée Fairbairn Trust for a one-year pilot project based in eight secondary schools across the capital. The project aims to give students the opportunity to engage with the process of ‘making history’ by doing their own research into an aspect of the past that relates to the project’s overall theme of ‘Them and Us’. Each school has formed a small, extra-curricular history club with around fifteen students. The group and their teacher work with one or two volunteer historians, whose research expertise complements their particular project.

The schools involved in the project are notably diverse, spanning London from East to West and including schools from poorer as well as more affluent parts of London, from New Cross and Leyton to Muswell Hill. With the exception of King Alfred’s school, all are state comprehensives or academies. Young History Workshop participants are extremely diverse, with students with different levels of academic ability and from a wide range of heritages and backgrounds. Their interpretations of the theme, ‘Them and Us’ are equally diverse. They range from Petchey Academy’s study of mental health in modern Britain to George Mitchell’s research into the rise of racism and anti-racist responses in the East End since the Battle of Cable Street in 1936. Pimlico Academy has been looking at crime and poverty in London, while Brentside High School, King Alfred’s and Lambeth Academy are, in various different ways, looking at immigration and the impact of empire on London’s population and culture.

In each case, the group has been guided by the historian mentors and teacher responsible for the group. Katherine Rawling (UCL) and Yolana Pringle (Oxford), for example, incorporated the images that they use for their research into a scheme of work designed to explore changing perceptions of mental health. George Mitchell’s students were introduced to the concept and history of fascism by Pamela Schievenin (QMUL) and to the London context and resources by Bob Henderson (QMUL). Eloise Moss (Oxford) and Sophie Ambler (KCL) ran three workshop sessions on the history of crime in London with Pimlico students, while Laura Ishiguro (UCL) and Katherine Cross (KCL) took case studies from their own research to help the students explore immigration to London since the Norman Conquest. April Gallwey (Warwick) and Rochelle Rowe (Essex) introduced students at Deptford Green to oral history methods for their local history project into the New Cross fire.

Visits to heritage sites and museums have also featured in YHW, although tight budgets and timetabling issues have sometimes made these visits difficult to arrange. George Mitchell students have worked with materials from the Bishopsgate Archives and taken part in a history walk from Cable Street to Brick Lane. Lambeth Academy and Brentside High School students are visiting the Museum of London to do a workshop on the impact of empire, while Pimlico and Petchey students have made use of online archives.

Although not quite as impressive as seeing the real document, the National Archive’s digitisation of documents and the Bethlem Hospital’s digitisation of nineteenth-century case notes have enabled students to get a real feel for historical research.
In this respect, the value of the project lies as much, if not more, in introducing teachers to the wealth of resources available to them online and in heritage sites in London.

Less tangibly but more importantly, the project enables teachers to talk about and reconnect with history and gain support in teaching and learning more about their subject from historians who are engaged in cutting-edge research.

History teacher, Jessica Fletcher, stated that, “Through our interactions with professional historians and unusual historical sources, the Young History Workshop has given my Year 7s and 8s the opportunity to focus on how history records the lives of marginalised people. They have had the time and space to be both analytical and creative in our enquiry. In terms of informing my wider teaching practice, having an hour of thoughtful and dedicated historical enquiry renews my enthusiasm for the subject. It has also brought to my attention some new historical material which can be used in mainstream history lessons, including radio shows and unusual paintings.”

Young History Workshop culminated on 25th March 2011, when all the school students and historians came together for a day of presentations and historical activities at the Museum of London Docklands. Students presented their work for feedback from guest historians and their fellow ‘workshoppers’, viewed exhibits in the Museum, took guided strolls around the Docklands area, and shared their thoughts about ‘Them and Us’ in the context of London history.

History is a hot topic in Britain today. The coalition government has pushed it to the forefront of debates over what constitutes a ‘good’ education in the twenty-first century. Should the History curriculum provide students with a greater sense of a national narrative or should the teaching of history focus on gaining skills and understanding concepts? Which historical events should every child know? At what age should history cease to be a compulsory subject and is history too ‘academic’ for all young people to pursue?

The answers given to these questions, and the policy decisions made as a result of them, will inform not only the way history is taught in schools but also the type of child that studies history.

For university historians this will impact specifically on the knowledge and expectations of their future undergraduate students. At a wider level, changes in childhood History education deeply influence adult engagements with, and understandings of, the past. In this context, collaboration between secondary, tertiary and public history education becomes vital.

Young History Workshop sees its task as facilitating these collaborations in a dynamic and creative way, and as providing a model for future cross-sector partnership in History education. Its current funding ends in April, and we intend to seek further funding for a wider roll-out of the project in autumn 2011.

For more information on the Young History Workshop, visit: http://www.raphael-samuel.org.uk/young-history-workshop/
German History Society

Stefan Berger, University of Manchester

The German History Society (GHS) in the United Kingdom and Ireland unites academics and interested members of the public who share a historical interest in the German lands. As stated in its constitution, the aims of the Society are ‘to further contacts between those engaged in the study of German history; to facilitate international contacts and exchange of information of common interest to members; and to stimulate interest in the study of German history.’ It was founded in the early 1980s.

It holds a two-day annual conference, usually in September, for which a call for panel proposals is issued every January. It also publishes the journal *German History*, which belongs to the group of internationally leading history journals in the world. The journal was first published in 1984, and is published in four issues each year. Every issue contains scholarly articles and book reviews on various aspects of German history and the history of the German-speaking world; there are also review articles and reports on exhibitions and conferences, as well as news items of various kinds. The contributors include established historians, younger colleagues and postgraduate students. *German History* offers a unique combination of refereed research articles, dissertation abstracts, news of interest to German historians, conference reports, and a substantial book review section.

Furthermore, the society supports the organization of academic conferences and workshops organized by its members. In association with the RHS, the GHS awards an annual prize for an undergraduate essay on German history. (See http://www.royalhistoricalsociety.org/prizes.htm)

The GHS also supports postgraduate study of German history in the UK and Ireland through a bursary scheme and other financial support specifically for postgraduate members of the society. Jointly with the German Academic Exchange Service (DAAD), it runs an annual competition for language stipends to allow postgraduate students to improve their knowledge of the German language through language courses offered in Germany. In co-operation with the Institute for Historical Research (IHR) at the University of London, it runs the Annual German History Society Lecture at the IHR. For several years now a group of GHS members in the north of England have been meeting regularly for a series of workshops taking place across the universities of the north of England. The GHS also supports an annual conference of early modern historians of Germany.

The Society has always co-operated closely with the German Historical Institute London (GHIL) and has benefited in numerous ways from the GHIL’s generosity. From 2012 the GHS and the GHIL are hoping to organize a joint visiting lecturer programme that will bring German historians of Germany to different UK universities. There are also close contacts between the GHS and the North American German Studies Association (GSA). From 2011 onwards there will be a regular exchange of guest speakers at the annual conferences of the GSA and the GHS.

For further details see http://germanhistorysociety.org
Launched at a workshop held at the Institute of Historical Research on 31 March 2011, Connected Histories (www.connectedhistories.org) provides integrated search access to eleven electronic resources containing millions of pages of records concerning British History from 1500 to 1900. With a single search, users can query some of the most important sources available on the web, including British History Online, the Parliamentary Papers, British Newspapers 1600-1900 (from the British Library), British Museum Printed Images, the Clergy of the Church of England Database, and the Old Bailey Online. Also included are London Lives, 1690-1800, the genealogical website Origins.net, the Charles Booth Online Archive, the John Johnson Collection of Printed Ephemera from the Bodleian Library and Strype’s Survey of London (1720). The range of topics covered by these resources is almost infinite, extending beyond Britain to include imperial and colonial history.

Users can search, and limit their searches, by name, place, and date, as well as keyword. One of the key features of the site is that all the text has been indexed, using natural language processing, even when it is not searchable in that form in the original resource. Not only can users save time by searching several different resources at the click of a mouse, but they are able to search those resources more precisely. Search results are provided with snippets from the original text, from which users can gain direct access to the relevant electronic resource. Where resources require subscription access, users will be prompted to log in before gaining access to the full text. But everyone will have access to the snippet view lists of their search results. Users can also contribute to the development of this resource. The site provides facilities for users to save the results of their searches, annotate them, make connections between documents which pertain to the same person, event, or topic, and, if they choose, share those results. Over time, this will allow a crowd-sourced, connected British history to develop on the web.

It is intended that Connected Histories will grow over time. In its first update in September 2011, abstracts of wills from the National Archives will be added, as well as two key nineteenth-century resources: 65,000 digitised British Library books from the Historic Books Platform and the JSTOR collection of 23,000 pamphlets. To cover costs, a charge is levied depending on the size and complexity of the resource. In the longer term, it should be possible to extend the chronological and geographical limits of Connected Histories to include an even wider range of resources.

Connected Histories was funded by the Joint Information Systems Committee (JISC) under their e-Content Programme. A partnership between the Universities of Hertfordshire, London and Sheffield provided indexing and the development of the search engine while the website front end was implemented by the Institute of Historical Research.
AHRC Delivery Plan
2011-15

Shearer West
Director of Research, AHRC

In what many consider to be difficult times for the humanities, it is good news that the Arts and Humanities Research Council (AHRC) achieved a positive settlement in the recent Comprehensive Spending Review, securing approximately £100 million per annum for the next four years to invest in research and support for postgraduates. While thousands of academics and students have benefited from these funds since the AHRC was established in 2005, there are still a number of misconceptions about the purpose of the research council, its mission and responsibilities. I’m therefore grateful to the Royal Historical Society for the opportunity to elaborate on the AHRC’s strategic direction, as signalled in its Delivery Plan (http://www.ahrc.ac.uk/About/Policy/Pages/DeliveryPlan.aspx) for 2011-15.

The AHRC has undergone significant changes over the past few years, as it evolved from a Research Board under the auspices of the British Academy, with a budget of a few million pounds for small projects, to a fully fledged Research Council. The youngest of the UK’s seven Research Councils, the AHRC shares with its sister councils in the sciences and social sciences the mission to fund the highest quality research and the most promising postgraduate students, as well as research that has value and benefit for society. It is both an advantage and a challenge that the research community served by the AHRC is vast, exceedingly varied, and of immensely high quality. It is also worth noting (in contrast to science disciplines) arts and humanities research in the UK receives around 75% of its funding from Funding Councils such as HEFCE, and the AHRC is responsible for only about 25%. It is therefore essential that the AHRC establishes clear priorities for its funding and relies on rigorous peer review to ensure that its decisions are fully validated by academic experts.

The AHRC is a Non-Departmental Public Body. This means that the Council is answerable to its parent department (in this case the Department for Business, Innovation and Skills) in the sense that we must provide evidence to demonstrate that we are running ourselves efficiently and effectively and that we are achieving our mission as laid down in our Royal Charter. However, we are independent from the Department in terms of decisions about our strategic priorities and what research we fund. The Delivery Plan was built upon many months of consultation with the research community and research users (for example the 2009 ‘Future Directions’ consultation), as well as ongoing discussions with our Council, Advisory Board and with well over 100 Subject Associations.

Given tough economic times, the Delivery Plans of all Research Councils took several factors into account. First, we considered how our funding complemented that of other funding bodies. This proved to be a positive motivation for us to work more closely with the British Academy and the Funding Councils of England, Scotland, Wales and Northern Ireland. A second broader contextual issue underpinning the delivery plan was the necessity of greater concentration of funding. This is not about singling out particular universities or specific discipline areas, but instead ensuring that the limited funds we have are focused where research is of the highest quality, where there is critical mass, and/or where national capability needs are best served. In promoting greater concentration of our funding, we are also planning to encourage more collaboration among universities and between universities and other public, private, voluntary and charitable sector organisations. A third factor that we took into account was the need to make administrative efficiencies in times of economic stringency and to encourage similar efficiencies within HEIs.

With these austerity contexts in mind, the AHRC developed its Delivery Plan for 2011-15. The AHRC will continue to operate a range of funding mechanisms. By far the majority of AHRC’s research funding is devoted to investigator-led research projects, both in its ‘open’ and thematic funding streams, and this will continue to be the case. The AHRC has also undertaken to devote at least a third of its total budget to supporting Ph.D. studentships and training. We will also maintain funding for research that yields a variety of outputs. While our Principal Investigators and Fellows already have a track record of producing outputs of outstanding quality, during the next four years we expect to see even more prize winning monographs, films, exhibitions and examples of digital innovation such as Old Bailey Online.
Speakers at the AHRC ‘The Public Value of the Humanities’ event, February 2011

We intend to enhance further the international dimension of our work, through developing our partnerships with international organisations such as the Library of Congress and Huntington Libraries in the US and our leadership role in the Humanities in the European Research Area network. A recent set of research workshops in India, held jointly with the British Library, have opened up new possibilities for working with South Asian academics on topics such as the use of historical records in understanding climate change.

The Delivery Plan however concentrates on those priorities which have recently emerged, as well as areas where we are changing our emphasis. While the AHRC has always supported strategic research programmes (Religion and Society, and Science and Heritage being two notable examples), we have developed a new set of strategic programmes in four interdisciplinary areas, following extensive consultation. The emerging themes on Digital Transformations; Care for the Future: Thinking Forward through the Past; Science in Culture; and Translating Cultures all contain an important historical dimension. We intend to administer funding in these areas through a range of methods, including some longer and larger awards to consortia of institutions, and using research workshops to help incubate new ideas.

In addition to these interdisciplinary areas, the AHRC will also continue to contribute to cross-council research programmes, including leading the ‘Ideologies and Beliefs’ strand of the ‘Global Uncertainties’ programme. We are also pleased to be leading on the cross-Council research programme on Connected Communities. We are working with a range of partners including other Research Councils, the Royal Society of Arts, and Local Government to put a fresh arts and humanities stamp on an area that has been traditionally dominated by social sciences. Research projects in the programme include explorations of civic values, citizenship, community interaction, cohesion and diversity. A recent workshop co-convened with the National Endowment for Humanities in Washington on ‘The Place of Community in Pluralist Societies’ tackled questions of memory, museum and census in thinking about how communities have operated in the past and the present.

Other changes in our Delivery Plan include further development of our Fellowship scheme to ensure greater development for intellectual leaders, and a consolidation of our knowledge exchange activity.

Although the AHRC funds a significant number of research projects in history, I am often asked what relevance some of our ostensibly present-centred themes have for historians. It is difficult for me to conceive of any AHRC priority area where history doesn’t have a role to play. Historians, among other things, ask present-centred questions about the past and provides us with a means to reflect on our present circumstances. I look forward to seeing the next generation of historians funded by the AHRC over the next four years.
Society Publications

The next five volumes in the Society’s Studies in History series and the next three volumes of the Camden Series will appear in 2011. Prices are detailed on the enclosed Subscription Renewal Form; payments may be made together with annual subscriptions.

Mark Curran
Religion, Atheism and Enlightenment in pre-Revolutionary Europe

The baron d’Holbach’s prolific campaign of atheism and anti-clericalism in the years around 1770 was so radical that it provoked an unprecedented public response. Yet the strongest response came from an unlikely source - independent Christian apologists, Catholic and Protestant, who attacked the baron on his own terms and, in the process, irrevocably changed the nature of Christian writing. This book examines the reception of the works of the baron d’Holbach throughout francophone Europe. It insists that d’Holbach’s historical importance has been understated, argues the case for the existence of a significant ‘Christian Enlightenment’ and raises questions about existing secular models of the francophone public sphere. This highly accessible book will be invaluable, both for specialists, and for undergraduates and postgraduates studying the public sphere and the Enlightenment.

John Cunningham
Conquest and land in Ireland: the transplantation to Connacht, 1649-1680

One of the most notorious elements of the mid-seventeenth century Irish land settlement was the scheme for the transplantation to Connacht, which aimed to expel the Catholic population from three of the country’s four provinces and replace them with a wave of Protestant settlers from England and further afield. Brought to the forefront of attention by nationalist scholars in the nineteenth century, the transplantation is one of the best-known but conversely least understood episodes in Irish history. It has also been relatively neglected by recent historians, a gap in the scholarship which this book remedies. It situates the origins of the transplantation in the heat of conquest, reconstructs its implementation in the turbulent 1650s and explores its far-reaching outcomes. It thus enables a better understanding of the significance of the transplantation, and its relevance to wider themes such as colonialism, state formation and ethnic cleansing.

Samantha Williams
Poverty, gender and life-cycle under the English Poor Law, 1760-1834

Social welfare was under growing pressure by the first third of the nineteenth century when levels of poverty soared. This book examines the poor and their families during the final decades of the old Poor Law. It takes the lived experience of poor families in two Bedfordshire communities, and contrasts their experience against that of other parishioners, from the magistracy to the vestry, and from overseers to village ratepayers. It explores the problem of rising unemployment, the provision of parish make-work schemes, charitable provision and the wider makeshift economy, together with the attitudes of the ratepayers. That gender and life-cycle were crucial features of poverty is demonstrated: the lone mother and her dependent children and the elderly dominated the relief rolls. Poor relief might have been relatively generous but it was not pervasive - child allowances, in particular, were restricted in duration and value - and it by no means approximated to the income of other labouring families. Poor families must either have had access to additional resources, or led very meagre lives.

Ben Weinstein
Liberalism and Local Government in Early Victorian London

In the second quarter of the nineteenth century the British capital witnessed a growing polarisation between metropolitan Whig politicians and the increasingly vocal political force of London radicalism. Though Whiggery was a political creed based on tenets such as the defence of parliament and free trade, it has been traditionally thought out of place and out of favour in large urban settings, in part because of its association with aristocracy. By contrast, this book shows it to have been an especially potent force in the early Victorian capital. From the mid-1830s, metropolitan radicals displaced the older radical rhetorics, and in so doing drove metropolitan radicalism towards a retrenchment-obsessed and anti-aristocratic liberalism.
Katy Gibbons

*English Catholic Exiles in Late Sixteenth-Century Paris*

Religious exile was both a familiar and a deeply discomfiting phenomenon in Reformation Europe. In the turbulent context of the later sixteenth century, a relatively small group of English Catholic exiles in Paris was a source of serious concern to the Protestant government at home and a destabilising presence in their home environment. This book uses a range of evidence to investigate the polemical and practical impact of religious exile. Moving beyond contemporary stereotypes, it reconstructs the experience and the priorities of the English Catholics in Paris and the hostile and sympathetic responses that they elicited in both England and France. It emphasises the importance of placing English Catholic experience into a broader European context and offers an original approach to the relationship between England and the continent in the early modern period.

*Camden Series*


In 2010, the East London Mosque celebrated its centenary. One hundred years earlier, the Aga Khan and Syed Ameer Ali had convened a public meeting at the London Ritz Hotel where they set out a strategy for the construction of a mosque in London, that would be worthy of the capital of the British Empire. The Mosque, however, took a long time to materialise. From the Commercial Road in the East End of London in which it was eventually first set up in 1941, it moved to Fieldgate Street and on to the Whitechapel Road in 1985. Through the lens of the original Minutes and related documents, Professor Ansari takes us on the fascinating journey of how the newly emerging confident Muslim community of the early twentieth century and major figures of the British establishment reached out to one another, each looking to nurture the development of this new multicultural society.

Volume 39. *The Papers of the Hothams, Governors of Hull during the Civil War.* Edited by Andrew Hopper

The role of Sir John Hotham in denying Charles I entrance to Hull in April 1642 is widely recognised as an important moment in the outbreak of civil war. Yet the Hotham family’s prominence in empowering and then sabotaging parliament’s war effort has yet to attract similar interest. This volume will publish the letters and papers in the family archive held by the University of Hull, along with their surviving letters in the Hull corporation archive and the British and Bodleian libraries. It will also include the Hull and Beverley garrison accounts from the National Archives. This evidence will highlight their kinship networks, military resources and place within the parliamentarian coalition, demonstrating how northern affairs connected with Westminster politics. Also included are Sir John Hotham’s defence papers at his trial for betraying parliament’s cause in December 1644, conducted simultaneously with the self-denying ordinance and the new modelling of parliament’s armies.

Volume 40. *A Monastic Community in Local Society: The Beauchief Abbey Cartulary.* Edited by David Hey, Lisa Liddy and David Luscombe

The Cartulary of Beauchief Abbey, here published for the first time with a full historical introduction and English summaries of all the Latin and French charters is an invaluable resource for the study of relationships between a small community of regular canons with a large outreach in the English Midlands in the late Middle Ages. Over two hundred charters and a wide range of other sources show in considerable and valuable detail how the canons of Beauchief, although they belonged to a monastic order and led a life of withdrawal from the world nonetheless engaged successfully with numerous benefactors in contributing, by active management of properties and parishes, to the promotion of religious life in town and country as well as to long-lasting developments in farming and industry. This book underlines the increasing recognition of the historical importance of regular canons in late medieval England.
Forthcoming Events

Thursday 16 to Friday 17 June 2011
Regional Visit and Research Symposium
Venue: University of Lancaster
‘Edges of Europe, Frontiers in Context’

Wednesday 29 June 2011 at 5.30 p.m.
Prothero Lecture
Venue: Cruciform Lecture Theatre 1, UCL
Professor Paul Kennedy (Yale)
‘History from the Top, from Below - AND from the Middle’

Friday 23 September 2011 at 5.30 p.m.
Venue: UCL
Professor Robert Bickers (Bristol)
‘The challenger: Hugh Hamilton Lindsay and the rise of British Asia, 1830s - 60s’

Thursday 3 November 2011
Regional Visit and Research Symposium
Venue: University of Glamorgan
‘Visualising the Past’

Wednesday 16 November 2011
The Colin Matthew Memorial Lecture for the Public Understanding of History
Professor Alun Howkins (Sussex)
‘A Lark Arising: the rural past and urban histories, 1881-2011’