Archaeology

The discovery of material remains from the recent or the ancient past has always been a source of fascination, but the development of archaeology as an academic discipline which interpreted such finds is relatively recent. It was the work of Winckelmann at Pompeii in the 1760s which first revealed the potential of systematic excavation to scholars and the wider public. Pioneering figures of the nineteenth century such as Schliemann, Layard and Petrie transformed archaeology from a search for ancient artifacts, by means as crude as using gunpowder to break into a tomb, to a science which drew from a wide range of disciplines - ancient languages and literature, geology, chemistry, social history - to increase our understanding of human life and society in the remote past.

Early Christian Symbolism in Great Britain and Ireland before the Thirteenth Century

The civil engineer and archaeologist John Romilly Allen (1847–1907) delivered the Rhind lectures of the Society of Antiquaries of Scotland in 1885, and published them in book form in 1887. The art of pre-Norman Britain and Ireland had long been a subject of fascination for him, and in this highly illustrated book he considers the wider European context of British art, and the chronology of Christianity from the Romano-British period onwards. There is a particular focus on the Celtic crosses of Ireland, and the meaning of the sculpture on their faces, shafts and bases. Allen continues his analysis into Norman architecture up to the end of the twelfth century. The final chapter considers the symbolism of medieval bestiaries, and Allen ends with a plea for the establishment of a Museum of Christian Archaeology to bring together in one place all the different manifestations of British Christian art.
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Early Christian Symbolism in Great Britain and Ireland before the Thirteenth Century

J. Romilly Allen
J. Romilly Allen, P.S.A. Sco.  


Great Britain and Ireland in Early Christian Symbolism.
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The two disabled—.Blind and deaf—speak fewer words than their normal counterparts. The deaf and blind, however, are inclined to speak more than the normal hearing and seeing individuals. The deaf are known for their ability to speak fluently and distinctly, while the blind are often skilled in sign language. The disabled, therefore, have a unique ability to communicate their needs and desires to others in a way that is often not possible for the normal population.

The disabled are often faced with discrimination and prejudice, which can make it difficult for them to access the same opportunities as those who are not disabled. This can be seen in the workplace, where disabled individuals may face barriers to employment and advancement. In education, disabled students may struggle to keep up with their peers, and in society, disabled individuals may face discrimination and stereotypes.

Despite these challenges, the disabled are resilient and resourceful. They often find innovative ways to overcome barriers and achieve their goals. Many disabled individuals are also advocates for change, working to create a more inclusive and equitable society for all.

In conclusion, the disabled are a diverse and unique group of individuals who have a unique perspective on the world. Their experiences can provide valuable insights into the challenges of discrimination and prejudice, and their resilience can inspire us all to work towards a more inclusive and equitable society.

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In this chapter, we will explore the history of the disabled and the ways in which society has responded to their needs. We will look at the role of legislation and policy in supporting disabled individuals, and we will examine the ways in which the disabled have fought for their rights and dignity. Finally, we will consider the future of the disabled, and what steps we can take to ensure that they are able to fully participate in society.

THE DISABLED

Chapter 1: The Origins of Disability

Chapter 2: The Rise of Disability Rights

Chapter 3: The Role of Legislation and Policy

Chapter 4: The Disabled in the Workplace

Chapter 5: The Disabled in Education

Chapter 6: The Disability Community

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