

ALISS Quarterly

Association of Librarians and Information professionals in the Social Sciences

Disability History Month showcase

Legless in London; Displaying Difficult
Histories at Bethlem Museum of the Mind;
The University of Dundee Archives' Big Back Garden project

Disability and Well being

The Library Wellbeing Programme at Rosemary Murray Library.

Disability, Higher Education Teaching and learning bibliography

New resources

New finding aids for disability, gender queerness and race

The Archive of the Association of Ukrainian Women in Great Britain

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Editorial

Welcome to the latest edition of ALISS Quarterly. It has been published by ALISS (Association of Librarians and Information Professionals in the Social Sciences).

The main part of the journal contains papers relating to the November 2024 ALISS Disability History Month event.

<https://alissnet.com/aliss-disability-history-showcase-2024/>

Ryan Sweet, Senior Lecturer in Humanities, Swansea University discusses the development of Legless in London: a new board game Inspired by archival research on disability in the Nineteenth-Century. He provides insight into how the game was developed thanks to funding from the Arts and Humanities Research Council and explains its mechanics, accessibility features, and next steps.

David Luck, looks at the history of Bethlem Royal Hospital, the oldest psychiatric hospital in the UK, and how the Museum tries to display and explain its diverse past. He discusses the lessons the Museum has learnt over time and how it hopes to apply these to its future programme of exhibitions and projects.

Jan Merchant from the University of Dundee focuses on one project which the university has undertaken. The Big Back Garden (BBG) (<https://www.bigbackgarden.com/>) an interdisciplinary and multi-partner project based on Baxter Park, Dundee. It grew from a school project which examined the Park's history and impact on its visitors, developing into a project that worked with local residents and organisations to discover the significance of outdoor spaces.

The issue also contains well-being and disability sections. These are linked to the disability forum section of our website where further slides and dates of future meetings can be found <https://alissnet.com/disability/>

Kirstie Preest. Former Librarian, Murray Edwards College, Cambridge discusses the historical development and importance of the Library Wellbeing Programme at Rosemary Murray Library.

Finally new resource announcements

Dr Philip Milnes-Smith Archivist (Digital) Shakespeare's Globe introduces the new finding aids for disability, gender queerness and race at the theatre and Larysa Bolton, Lessia Djakowska, Paul Dudman and Alexandra Mitchell reflect on our work to date on the archive of the Association of Ukrainian Women in Great Britain.

We hope you enjoy the issue

Keep up to date on the website <https://alissnet.com/>

Heather Dawson ALISS Secretary h.dawson@lse.ac.uk

Women's history Advent calendar 2024

During December 2024 we created a special advent calendar – of favourite new (and sometimes not so new) sites and resources of the year for women's studies and women's history. Each day you could open a window and view a treasure inside!

Here is the full list for those who might have missed any!

<https://app.myadvent.net/calendar?id=pcyg0q7ui2quoc2cmu33mum8il1lr90>

Why Writing Women Back into History Matters by Professor Janina Ramirez

<https://www.gresham.ac.uk/watch-now/women-history>

One of the recent lectures held at Gresham College. The website provides free access to a large number of them covering history, current affairs and science. Many have transcripts and bibliographies of extra readings.

Irish Countrywomen's Association (ICA) activism - A public lecture by Dr Sorcha O'Brien, as part of our AHRC Women's Grassroots Activism network.

<https://www.youtube.com/watch?v=ggrNZOBxTxo>

Sorcha spoke about the Irish Countrywomen's Association (ICA) activism and craftivism around rural electrification in the 1950s and 1960s. She showcased the Kitchen Power exhibition in the National Museum of Ireland as an example of how archives, material objects and oral histories can be used to tell a story about how life changed in rural Ireland, in this case with the energy transition to widespread use of electricity. She looked particularly at the textile art project run with the NMI's knitting and crochet circle and Castlebar ICA, creating new artwork as a creative way to tell their stories of living through rural electrification.

Women's Grassroots Activism is an AHRC funded research network with LSBU and University of Kent. <https://linktr.ee/womensgrassroots>. it covers Agency & Advocacy: Women's Grassroots Activism in England & Ireland 1918-present

Hub For African Thought

<https://www.lse.ac.uk/africa/hub-for-african-thought>

A magnificent site created by Firoz Lalji Institute for Africa, LSE. It aims to showcase African academic authors, offering profiles, reading lists and reviews. Find out about key women including Wangari Maathai the first African woman to be awarded the Nobel Peace Prize for her work on environmentalism and social justice.

The Welsh County LGBTQ+ Timeline Collection – LGBTQ Cymru

<https://lgbtqcymru.swansea.ac.uk/2024/02/04/the-welsh-county-lgbtq-timeline-collection/>

Amazing resource compiled by expert Norena Shopland which comprises timelines for each of the 22 counties of Wales (plus the historic county of Gwent). It highlights key local events and personalities as well as national milestones towards LGBT plus liberation. Each document is presented as a colourful pdf document which can be downloaded.

LGBTQI+ symbols and their meanings

<https://phm.org.uk/blogposts/lgbt-symbols-meanings/>

Informative illustrated blog post by Gillian Murphy (LSE Library) published on the website of the Peoples History Museum. It examines the history and emergence of different LGBT+ symbols. There are visual images of badges and logos.

Gender-Based Violence in Africa mapping resource

<https://endgbv.africa/>

Created by Alt Advisory, based in South Africa, this website provides information on and mapping of responses to gender-based violence in African nations. Currently covered countries include Eswatini, Ethiopia, Ghana, Kenya, Mauritius, Nigeria and Uganda. Each country file includes statistical information on trends, policies, and legislation.

Interactive CEED (Central Eastern European & Diasporic) Feminisms Bibliography

<https://www.cellprojects.org/content/ceedbibliography/digital>

edited by The CEED (Central Eastern European & Diasporic) Feminisms Working Group it aims to highlight work from the region. Includes links to articles on a range of countries and thematic topics

Gender dynamics within the UN Security Council

<https://digitallibrary.un.org/record/4047618>

The UN Dag Hammarskjöld Library has completed a project to provide statistical data on the gender composition of the UN Security Council from 1946 onward. Access and utilize this dataset to gain deeper insights into the gender dynamics within the UN Security Council. It is derived from the UN Digital Library personal names authority records. It provides information on individuals' names, salutations, member states represented, and functions. This information is recorded based on official documents or UN historical resources on delegations and diplomatic missions. It enables researchers to locate the first women in key roles and trends on gender balances in the Security Council.

What was it like to start a feminist bookshop in an industry dominated by men?

Jane Cholmeley, author of *A Bookshop of One's Own*, tells the captivating true story of the Silvermoon Bookshop in the 1980s.

<https://www.youtube.com/watch?v=vx-nM3PD7qw>

Recording of a 2024 LSE Library event.

Royal College of Needlework

<https://collections.royal-needlework.org.uk/home>

Magnificent digital archive charting the history of the Royal School of Needlework. It currently has 100 digital objects of hand embroidery online alongside blogs and other documents covering the history of the school and major works it has produced for coronations and royal events. Items are being added.

Renegotiating Patriarchy Gender, Agency and the Bangladesh Paradox

The latest book from Leading feminist Naila Kabeer

<https://nailakabeer.net/about-me/>

Available on open access free to read from LSE Press

<https://press.lse.ac.uk/site/books/m/10.31389/lsepress.rpg/>

Revolutionary Papers

<https://revolutionarypapers.org/>

An international, transdisciplinary research and teaching initiative on 20th century anti-colonial, anti-imperial and related left periodicals of the Global South. It is led by Hana Morgenstern, Koni Benson and Mahvish Ahmad

YouTube introduction.

<https://twitter.com/LSEHumanRights/status/1778030366013419608>

It has a directory of key journals by country and era. A collection of online teaching resources. and a reading list to guide research and learning on the topic. There is coverage of women's activism in protest and revolutionary movements.

George Lansbury Archive

George Lansbury MP was a key supporter of women's suffrage. He spoke out in parliament against the forcible feeding of suffragette prisoners. This correspondence from 1912 has letters about it. Page 40 onwards.

<https://lse-atom.arkivum.net/uklse-dl1gl010040030003-uklse-dl1-gl01-004-003-0003-0001-pdf>

Other volumes cover his resignation from Parliament to fight his seat as an independent candidate supporting women's right to the vote. Plus, his parliamentary work including views on India

LSE Digital Library at <https://lse-atom.arkivum.net/uklse-dl1gl01>
<https://archives.lse.ac.uk/records/LANSBURY>

George Lansbury Trust has biographical information <https://www.georgelansbury.org.uk/>

Knitting the Spare Rib 'Women's Woolly': Making and Remaking the Archive Webinar

A webinar created by the National Archives to show creative responses to archives. It features independent researcher Becky Male who created a 'feminist jumper' in response to a pattern published in 1982 the feminist magazine 'Spare Rib'. Great fun! But also valuable in exploring feminist ideas of clothing and gender.

https://www.youtube.com/watch?v=FpOf3pQA_IU

See more here

<https://cdn.nationalarchives.gov.uk/documents/knitting-the-spare-rib-woman-woolly-making-and-remaking-in-the-archive.pdf>

<https://www.nationalarchives.gov.uk/about/our-research-and-academic-collaboration/research-events/methodologies-creative-responses-and-research-methods-in-archives>

Also related LSE Library event Knitting 1920/30s in Woman's Weekly.

<https://www.youtube.com/watch?v=l0vlwomT4ik>

The Liberating Histories podcast series

<https://liberatinghistories.org/podcast-series/>

Explores the last 50 years of British feminism by talking to editors and creators of important magazines from the 1970s/1980s including: gal-dem, Sweet Thang, Burnt Roti, Bad Form and Diva. The podcasts form part of a larger academic project site where you also find guides to each of the magazines and further reading lists to broaden your knowledge of them. It really is an amazing resource

<https://liberatinghistories.org/periodicals-guide/>

Florence Kelley in Chicago 1891-1899

<https://florencekelley.northwestern.edu/>

A digital archive on the life and times of Florence Kelley, the first woman factory inspector in the United States. She was important in conducting a wage and ethnicity census of the slums and tenements in Chicago; the reporting of cases and contagion in the smallpox epidemic of 1893; the enforcement of the universal primary education laws, and, most importantly, enforcing the provisions of the Illinois Factory Inspections Law of 1893. The website has a biography historical context and full text access to key documentary resources.

Winspiration - The Conference

<https://www.youtube.com/watch?v=ITLaSKNY1RM>

Inspiring videos celebrating 2 years of the inspiring library feminism programme supported by CILIPs. the programme includes

46:42 Clare Thompson - 'Children fight to hear her speak': Women working and reading in Glasgow Libraries through the years

01:11:42 Elena Focardi - Archival Advances in Local Herstories at Lanark Library

01:39:57 Fi Johnston - Feminist Networks of Black Librarians in the Harlem Renaissance

02:01:29 Ashley Douglas - 'Thair is mair constancie in our sex / Then ever among men has been' - Marie Maitland, Scotland's 16th century Sappho, and why libraries are essential to cherishing queer women's stories

02:47:51 Kirsty Brown and Gill Ryan - Perth Women on Wikipedia

03:14:09 Emma Grey, Elisabeth Nagy, Sarah Thomson and Toni Velikova - Celebrating the Women of Scotland's CILIP125

WoolfNotes.

What did Virginia Woolf read to aid her research? what were her rough notes about?

<https://www.woolfnotes.com/>

Is a major digital humanities project led by KCL. it will cover Virginia Woolf's reading and research notes comprising 67 notebooks from the archives of the Monks House Papers in Sussex (UK), the Berg Collection at the New York Public Library, the Beinecke Library at Yale and the Smith College Special Collections. In addition to a searchable catalogue the site also includes background articles, indexes and contextual notes to aid understanding.

Short takes part of the feminist Intellectuals project supported by Signs Magazine

<https://signsjournal.org/short-takes/>

Short Takes examines current books about gender, feminism, and sexuality that have wide-ranging impact and reach and includes discussion on their impact by other leading writers. The latest example focuses on Kali N. Gross's new book *Vengeance Feminism: The Power of Black Women's Fury in Lawless Times*, which explores the role that retribution, anger, and violence have played in the lives of Black women in late-nineteenth-century Philadelphia.

Peace and Internationalism Digitised Collection - LSE Digital Library

<https://lse-atom.arkivum.net/uklse-dl1pi01>

A wonderful resource which deserves to be explored. The collection draws upon selected archives and material from Women's International League for Peace and Freedom (WILPF) including posters, photographs, papers, pamphlets, meeting minutes, annual reports, journals and ephemera. These materials detail the activities and ideas of those organisations and their efforts to work towards world peace. Materials are mainly from the interwar period (1919-1939). Copyright information is provided on the website

Find out more about the WILPF in this Google arts exhibition

<https://artsandculture.google.com/story/women-s-international-league-for-peace-and-freedom-lse-library/MAWxop-EluSvKA?hl=en>

What'sHerName Podcast

<https://whatshernamepodcast.com/>

Produced by academics Dr. Katie Nelson and Olivia Meikle, What'sHerName tells the stories of fascinating women you've never heard of (but should have). Covers world history. Over 100 episodes available. A great recommendation from staff at Queen Mary University of London.

Not for Want of Trying

A 12-part legal history podcast that uncovers key events in women's legal history during the Interwar years. I found out about the marriage bar, the campaign against underage marriage and more. Discover more about the academic project

<https://womenslegallandmarks.com/>

Listen

<https://womenslegallandmarks.podbean.com/>

View my response using LSE Materials <https://instagram.com/p/DBbkcVUt6-I/>

Sites of Feminist Memory: A Map of Memorials to the Women's Suffrage Movement

<https://framacarte.org/fr/map/sites-of-feminist-memory-a-map-of-memorials-to-the-82076#3/18.06/56.25>

this site was created by citizen science which aims to geolocate on a visual map key sites to feminist memorials worldwide key figures involved in the project include Marc Calvini-Lefebvre

<https://wfw.hypotheses.org/655>

They are mapping memorials, statues, commemorative plaques and buildings. Entries are being added with descriptions and photos. Currently entries mainly cover Europe.

RHS Digital Library

<https://collections.rhs.org.uk/view/3393/page-90-table-and-tile-pattern-in-blue>

A wonderful online resource from the amazing collections of the RHS Lindley Library and Herbarium. It includes botanical artwork, specimens, archives on gardening and horticulture and rare books. Highlights include Elizabeth Blackwell (1699-1758) A Curious Herbal, published between 1737 and 1739. The book, comprises 500 colour plates of botanical illustrations. . This image is from the Scrapbook of Garden designer Gertrude Jekyll.

<https://collections.rhs.org.uk/view/3393/page-90-table-and-tile-pattern-in-blue>

Legless in London: The New Board Game Inspired by Archival Research on Disability in Nineteenth-Century Culture

Ryan Sweet, Senior Lecturer in Humanities, Swansea University

Legless in London

Experience life as a lower-limb amputee in Victorian London! Achieve your goals as you navigate the streets, negotiate the job market, find love, buy property, and use artificial legs. Will you prioritise making your riches in the Stock Exchange or achieving your personal goal at the Country Estate? You decide in this role-and-move strategy board game inspired by Ryan Sweet's 2022 book *Prosthetic Body Parts in Nineteenth-Century Literature and Culture*.



The Inclusive Board Game Project

Legless in London (Sweet et al., 2025) responds to the current popularity of board games and neo-Victorianism while addressing the need for more accessible games and games that represent disability in more nuanced ways. The game was co-designed by Swansea University academic Ryan Sweet and the design team at the serious games company Focus Games Ltd. as part of an Arts and Humanities Research Council Impact Acceleration Account-funded project called “The Inclusive Board Game Project” (AH/X00354X/1; 25/08/2023-25/08/2024). This project strived to create an inclusive board game inspired by Sweet’s 2022 book and a set of inclusivity guidelines for board games makers. Featuring an innovative and inclusive design method, “The Inclusive Board Game Project” engaged the disabled community via a focus group, comprising disabled students, a member of staff from Welsh disability arts charity Disability Arts Cymru, and a community member identified via the charity the Amputee Foundation. The focus group provided pivotal feedback on both the disability history content and inclusive design features of the game while feeding into the team’s development of their inclusivity guidelines for board games makers.

After developing a full prototype for the game and playtesting it with over 90 users, Sweet and Focus Games secured follow-on funding to take the game to market via the AHRC’s Arts and Humanities-Led Commercialisation funding scheme (AH/Z506485/1).

Following a final round of enhancements, *Legless in London* (Sweet et al., 2025) is now on presale with the first copies set to be available from February 2025.

The Case for Legless in London

The global market for board games has increased significantly in recent years, growing from an estimated \$43.21m in 2017 to \$87.87m in 2023 (Statista Market Insights, 2023). Changing habits and interests resulting from the pandemic have contributed to this growth. Since 2019, sales of board games have increased by 240% (Statista Market Insights, 2023).

Matching this market expansion, board games cafes have proliferated in UK towns and cities in recent years. There are now over 800 of these, providing dedicated social spaces where people of all ages come together to play board games. Evidencing how the growing popularity of board games is even infiltrating mainstream culture, high-street shops such as Waterstones, WHSmith, and The Works have recently expanded and diversified their board games catalogues.

Included within their inventories are a growing number of games (aimed at older children and adult audiences) inspired by nineteenth-century culture. Examples of these in Waterstones alone include *Brass Birmingham* (Brown et al., 2018), *Sherlock Holmes Consulting Detective: The Baker Street Irregulars* (Neale, 2020), and *The Animals of Baker Street* (Beauvais & Neale, 2022). Here the influence of Victorian culture aligns with a broader resurgence of interest in the history and aesthetics of this period, as represented by popular novels (such as Zadie Smith's *The Fraud* [2023]), television shows (including *The Artful Dodger* [Maher et al., 2023-]), and films (for example, *Poor Things* [Lanthimos, 2023]).

Within the growing board games market, disability is underrepresented, and board games themselves are often inaccessible to disabled people. For example, in their 2021 opinion piece for the gaming website *Dicebreaker*, Dax Everritt explains how tabletop gaming lags behind other areas of popular culture (such as film, television, and literature) in representing disabled people. While there are a handful of positive examples of disabled characters portrayed in tabletop games, such as *Horri-fied* (Hall & Lee, 2019) and *Arkham Horror: The Card Game* (French & Newman, 2016), in others, including the role-playing game *Cyberpunk Red* (Pondsmith, 2020), disability is presented in ableist ways—for example, by imagining disabled people as less-than human due to their difference and perceived reliance on technology. Other recent commentators, such as Erin Hawley (writing in the 2017 book *The White Box Essays*) and Michael James Heron and Pauline Belford (writing for the accessible gaming website *Meeple Like Us*, 2016-2025) identify how various accessibility barriers exist in popular board games. These include games with large numbers of small components (which can be challenging for players with limited dexterity) and games that rely heavily on visual differentiation (which exclude some vision-impaired players). The lack of accessibility and disability representation within board games represent missed opportunities to expand the market for these products as disabled people comprise a significant and growing minority within contemporary society (24% people in the UK in the financial year 2022/23 as compared to 18% in 2002/03 [Kirk-Wade et al., 2024]).

Legless in London (Sweet et al., 2025) fills this gap in the market, improving disability representation in tabletop games, and creating a model for accessible and inclusive design. Inspired by the disability history findings of Sweet's 2022 book, *Legless in London* draws from academic research about the history of amputees and prosthesis users and is underpinned by an understanding of the implications of disability representation. As mentioned above, the game has been designed in consultation with a focus group from the disabled community to ensure its content and mechanics are accessible. The disability activist slogan "nothing about us without us" has thus been enacted throughout this inclusive design process.

The game's accessibility features include the following:

- Easy Read rules.
- QR codes linking to HTML versions of text—compatible with screen readers.
- Large sans serif font.
- Large stable pieces that are easy to grip.
- Components tested for ease of use by disabled players.
- Matt, non-slip finishes.
- Uncluttered designs with accessible colour palates.
- Multiple points of differentiation between game assets; colour not used as the sole signifier of difference.
- A free web and mobile app that allows players to perform many of the game's actions with minimal dexterity requirements.

How the Game Works

Legless in London (Sweet et al., 2025) represents disability in a nuanced way as all players play as a nineteenth-century amputee faced with challenges, opportunities, and choices. Players navigate different aspects of Victorian life, including work, marriage, property ownership, medicine, and the prosthesis market while aiming to achieve specific goals tied to individual characters inspired by nineteenth-century disability literature, culture, and society. For example, the game features amputees from Victorian literature, such as Silas Wegg from Charles Dickens's *Our Mutual Friend* (1864-65/2000) and Captain Ahab from Herman Melville's *Moby-Dick* (1851), alongside characters inspired by real disabled people from the nineteenth century, such as factory-working-conditions campaigner William Dodd and Eleanor Gage, who provided a testimonial for the 1888 artificial limb catalogue of the American manufacturer A. A. Marks.

The game also features artificial limbs represented in nineteenth-century advertisements and literary texts—for instance, the infamous Anglesey Leg created in 1816 by James Potts for Henry William Paget, Lord Uxbridge, and the Golden Leg worn by the eponymous protagonist in Thomas Hood's at the time very famous narrative poem *Miss Kilmansegg and Her Precious Leg* (1840-41).

Through the medium of fun, the game therefore encourages players to think about:

1. The agency that disabled people had in the past and have today.
2. The opportunities and barriers that disabled people faced in the past and encounter today.
3. How disabled people were and are represented in popular culture.

Below are selected images of the Legless in London prototype, showing different components of the game, including the board, and rules booklet, as well as example character and artificial limb cards. These images showcase some of the game's accessibility features, including its large, accessible font, Easy Read instructions, and QR links to online screen-reader-friendly versions of game content.



GRAY'S IMPROVED ARTIFICIAL LEG

THE SOCKET OF THE LIMB IS FORMED OF THE WOOD OF THE WILLOW TREE: THIS WOOD IS BOTH LIGHT AND TOUGH.



Cost: £15

Maintenance cost: £1 per turn.

GRAY'S IMPROVED ARTIFICIAL LEG

Equipped

 **Appeal: +3**

 **Mobility: +2**

 **Efficiency: +2**





Maintenance cost:
£1 per turn.



Work

: +1 : +1

Earn: £4

OR

Risk: p.26

FARMSTEAD




Cost:
£60



Find Love

: +1 : +1

Go to: p.27

OLD TOM

Start 1

Backstory:
A retired Navy veteran, who lost his leg fighting in the battle of Trafalgar during the Napoleonic Wars. **Start with £5.**

Victory conditions:

-  Claim love at the Docks, Gin Palace, or Brewery
-  Buy the Cottage or Townhouse
-  Play in a legless cricket match. Go to Veteran's home and roll a 6

Potential Uses of Legless in London in GLAM-Sector Organisations

- As an engaging and fun tool to begin meaningful conversations about topics including disability history, disability culture, accessibility, and inclusive design.
- As a teaching/learning resource for outreach events.
- To inaugurate discussions about opportunities to gamify and/or use interactive engagement techniques in your organisation using your archives and resources.
- For fun and accessible social events.
- Could be used with staff, visitors, service users, and/or special interest groups.

Call to Action

The design team of Legless in London would like to run some play events with your organisations and user groups in 2025 to spread the word about the game, measure its impact, and establish partnerships for future collaborative projects.

If you are interested in getting involved, please email ryansweet@hotmail.co.uk.

To find out more about Legless in London and/or order copies of the game, please visit www.leglessinlondon.com.

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Displaying Difficult Histories at Bethlem Museum of the Mind

David Luck, Archivist, Bethlem Museum of the Mind



Museum Diagnosis display

Bethlem Royal Hospital is a modern, forward looking, psychiatric hospital in south London, which supplies some 400 beds to the South London and Maudsley NHS Foundation Trust. It is also an institution with nearly 800 years of long and complicated history in which it has housed 'the mad' from across the whole country in a variety of conditions according to a wide range of thinking, and made its mark into the imagination with the sobriquet 'Bedlam', the word Londoners used to describe what they saw as a place of raw chaos and confusion.

At Bethlem Museum of the Mind I and my colleagues have the task of trying to explain this history and providing a context for the modern-day hospital through its past. In this essay, based on a presentation I gave to the ALISS group in November 2024, I will introduce the history of Bethlem, examine some of the issues and problems within that history, and look at ways we have tried to mitigate these issues.

A Problematic history

Bethlem Royal Hospital is probably the oldest psychiatric hospital in Europe, perhaps the world. The Hospital can be dated back to 1247 and the founding of the Priory of the Order of St Mary of Bethlehem on the edges of medieval London. It's specialisation in the care of the mentally unwell began in the 1400s with the transfer of six 'pauper lunatics' (and their chains) to what was by then the 'Hospital of Bethlem' run as a sinecure by the Crown. In the time since it has been a cruel 'madhouse', a place of Victorian reform and rigour, and is now a key NHS psychiatric hospital in south London.

Ostensibly, one might see a history outlined in this thumbnail sketch as a progressive march to perfection, as a cruel medieval institution slowly morphs into modern day hospital. A closer reading shows a more complicated history, with rather more parallels between the iterations of the hospital than we would like. Bethlem has always held people against their will, and it has always had the means of restraining them. Today restraint is often based on sedation, however the tragic death of Seni Lewis in 2010, who died while being forcefully restrained by police at Bethlem, has distressingly brought the issues around physical restraint in the present day into clearer focus.

The history of psychiatry is bitterly contested ground. This is at least in part a legacy of the 'anti-psychiatry' movement of the 1960s, which sought to criticise and expose the assumptions made in the treatment of mental illness (and in some cases sought to absolutely de-legitimise the whole concept of 'the mad'), but I think it is better seen as part of the limits of psychiatry. Many current and former service users are understandably unhappy with their treatment, especially when it has led to the loss of liberties and freedoms. If they have felt unable to accept this treatment for them why should they accept that this happening in the past was somehow different? Professionals in the field, who have often dedicated their lives to trying to help with mental illness, equally find it hard to accept this kind of criticism- battle lines can become drawn very quickly.

In this febrile atmosphere there is also a powerful legacy of shame and stigma around mental health, not helped by the way British culture has taken the language of mental illness and turned it into negative or insulting language over the centuries. How can we talk of 'lunacy' in the exact seventeenth century sense if that's the word used to describe, for example, a political decision made by a minister we do not like, or a poorly thought out substitution in a football match? Meanings and terms have been warped beyond all recognition.

The sense of shame and stigma has also warped perceptions of the history and led to the powerful cultural legacy of the Hospital. For centuries Bethlem was known colloquially as 'Bedlam', which has become a synonym for chaos, confusion and madness itself. Again, it is important to push back a little on this narrative- many of the Jacobean plays that popularised the term show places that don't or can't resemble the contemporary hospital. The most famous image of Bedlam, from William Hogarth's 'The Rake's Progress', depicts an artfully crafted scene that combines realistic elements with a certain amount of sensationalism.

Perhaps its most interesting that society at large was relatively unbothered that this was how mental health was being dealt with until the late 1700s. And while the hospital might like to congratulate itself on 'reforming' and turning to 'moral treatment', this move was itself contested by different medical doctrines inside the Hospital until the appointment of Charles Hood as Resident Superintendent in 1854 firmly dragged Bethlem into a contemporary form of Victorian medical treatment.

A Museum of the Mind

When the Museum onsite in the hospital in the 1970s there was a need to make it a place that was open and honest about the history, but not confronting to the patients and staff who would make up most of the visitors. Left with the archives, a historic collection of art, and an active hospital community producing further art, the first archivist employed by the Hospital in 1967 made a choice. In telling stories drawn from the history of Bethlem, but not making any of those stories stand for the entire history, she unlocked an idea that helped resolve some of the problems and dichotomies inherent in any history of psychiatry. Her vision was a 'museum of the mind', a place that didn't exhaustively document a history, but a space that could display different, and sometimes contradictory, stories or images about mental health and mental health treatment.

When the Museum moved into its new quarters, this time officially as 'Bethlem Museum of the Mind', we extended this idea. Working closely with a steering committee comprised of those with lived experience of mental health issues, as patients, staff, or relatives, we tried to challenge problems around language, contested history and varied, if imperfect, collections, through focussing on different stories.

In utilising and recognising unique experience, and in trying to address directly changes in language and treatment, the Museum seeks to mitigate some of the issues around the history of psychiatry. By dividing the Museum into sections with headings like 'restraint', the Museum can talk about the present but also acknowledge the past, and comment on similarities as well as changes. By including a range of voices we can acknowledge different experiences, some of them not kindly inclined to formal psychiatric treatment. Through careful curation of our available objects and artworks we can create a place of discussion, but hopefully not a place of confrontation or distress.

These are abstract concepts and ideas, and it is important to acknowledge that the Museum must remain open to feedback and criticism when we do not meet these standards. One example is our temporary exhibition, 'Impatient!', which sought to document the history of service user advocacy groups. This is a really important area in the history of mental health treatment, and one which is underexamined and misunderstood, so very much deserving of further research. Unfortunately, without the necessary historic material or active input from those groups, it felt to our visitors like the Museum was imposing a history upon this subject. We have subsequently worked with those with lived experience in our exhibitions, and co-curation of our temporary exhibitions where appropriate has allowed us to avoid the recurrence of some of these issues.

In conclusion, the experience of the Museum of the Mind I think shows it is possible to display difficult histories in a sensitive and enlightening way. We believe the use of lived experience, and the willingness to grapple directly with difficult areas, like language, is key in this. However, the Museum is not perfect, and nor would it ever want to present its experiences as a 'history ended in perfection' - it is part of a longer journey with many missteps. To acknowledge these, and to keep moving forward, is the best we can do.

The University of Dundee Archives' Big Back Garden project

Jan Merchant, Senior Archivist



BBG website <https://bigbackgarden.com/>

The University of Dundee Archives' Big Back Garden project

Explores the history and use of Dundee's Baxter Park. The Park is the city's first 'People's Park', a big back garden for Dundonians since it first opened in 1863. The impetus came from linen manufacturer Sir David Baxter, who recognised that most people had nowhere to go but 'the heated street and contaminated air' of the crowded town and wanted to provide a healthy refuge. Along with his two sisters, Baxter paid for the land and its design by landscape designer Sir Joseph Paxton. At its opening, Sir David gifted the Park to the people of Dundee, and it still plays a central role within the community. The University's BBG Project began in 2020 and is still active today.

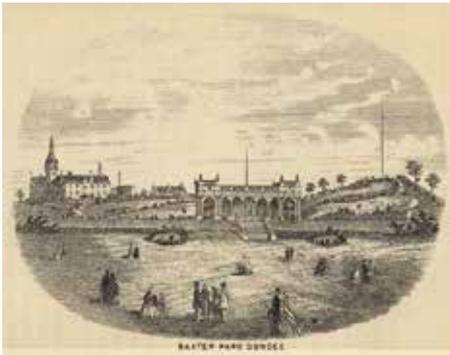
Based on archives held by Dundee University Archive along with records from the Dundee Local History Centre and Dundee City Archive, the BBG project is very much aimed at community involvement. Pupils from the local Morgan Academy used the records to establish a history of the Park, exploring why an open green space was necessary for an industrial population and how it has developed to meet the needs of its users. The layout of today's Park isn't that different to its original conception; a park divided into two parts by a terrace with an Italianate pavilion to the north containing a natural area, rising up through woodland to a circular viewing point. The south comprises an open recreation area, ideal as a social space, and over the years has been home to fetes and galas, firework displays, concerts and parades. While the area around the pavilion has always featured parterres and flower beds, the southern half has seen various recreational amenities come and go. Paxton's original design for more flowerbeds in the southern space was vetoed by Baxter who wanted to provide everybody with 'a large space of open ground of easy access, affording the means of healthy recreation and exercise'.



Morgan Academy Pupils

The pupils were encouraged to analyse the archives and think about the information they contained, to learn how to use them as a tool to understand the past and make comparisons with their own lives. Using newspaper reports, they learned about the grand opening on the 9 September 1863, with its military bands, Guildry and Trades parade through wooden archways, up through the town to the Park, marching to the music of the specially written 'Baxter March'. They read about the presence of luminaries like P.M. Earl Russell and their speeches, of the crowds, balloons, gun-salutes, and evening firework display. Using the minutes of the Park's Trustees, to whom Baxter had handed responsibility of the Park, they learned that at their first meeting they resolved to rename the People's Park as Baxter Park.

The Trustees recorded the development of plantings, of amenities like the bowling greens and children's gymnasia and of events such as galas, fetes, fireworks displays, musical concerts, cricket matches and Volunteer Corps' parades, all of which the pupils explored and could compare to their own experiences of the Park. Using the City Archive's Council minutes, they could do the same with 20th century developments like new bowling greens, a tennis court and bandstand with annual summer entertainments, discussing the value of amenities like the giant draught board installed between the 1950s and 1970s. The City Archive's records also include the reports and proposals of the Park's regeneration, and the reasons why it was necessary; budget restrictions, reduced maintenance levels, vandalism and being the site of heavy drug use had alienated visitors. However, through the Friends of Baxter Park, with Lottery funding and Council expertise, the local community reclaimed their Park which was reopened by Queen Elizabeth II in 2007.



Baxter park 1860



Baxter Park bye-laws 1864

The pupils' research led them to a better understanding and appreciation of their local Park; they had also interviewed a member of The Friends of Baxter Park, helping them gain an insight how oral history can be a valuable resource. Thus, through interviews, the next stage of BBG explored how a greater diversity of visitors view and utilise their local park facilities.

The Archive's research partners, Dr Susan Mains and Christine Kingsley, are interested in exploring place, identity and storytelling and how green spaces impact on health and well-being. Consequently, during 2021 they joined us in observing and chatting with users of Baxter Park, from the dog-walking group to mums using it as an opportunity for fresh air, social interaction and exercise for themselves and their children. We also recorded the memories of the local reminiscence group, learning how, after his divorce, Tom's weekly visits to the Park helped him maintain a good relationship with his daughter, and about Betty's regular performances with the pipe band.

This broadening community involvement continued with members of the Young Carers Group having fun running around the Park as they piloted the BBG quiz trail, followed by the Chatterbox drop-in oral history event. The Chatterbox recordings offer a real understanding of the role of the Park for different generations, from the six-year-old who loved climbing the trees to the family whose gran remembers the annual summer holiday talent shows and whose grandchildren regularly play on the swings. One man's earliest memory was of the Radio 1 Road Show and he and his whole family still regularly use the Park, enjoying walks there as well as doing yoga sessions and the Youth Park Runs. Ata was introduced to the Park after moving to Dundee as a young adult, and continues to visit with her children; while they play and explore, she rests and reads as 'its my quiet time'.

Baxter Park has always been a green space encouraging recreation and social interaction, but the pandemic generated a heightened appreciation of how open green space benefitted individuals' sense of well-being. As one participant noted, she's always visited the Park every day 'just to be in nature', but during the pandemic, the park was busy with 'a whole load more people and they were so friendly, smiling and waving at each other' ... 'it was enough to make people feel less alone'.

The interactions and recordings served as the basis for Susan and Christine's film 'Big Back Garden: From our Park to Yours' which provides examples of how we can experience and reflect on our surroundings. BBG is currently looking to expand this area of research through activities with the local primary school and other users of the Park, gathering more stories that offer understanding of how urban green space can promote a sense of identity, positive health and wellbeing.

The pupils narratives, quiz trail, the film and edited recordings of people's stories are all available on the BBG website. Equally, the full interviews, along with the research and material created by the pupils and items donated by The Friends of Baxter Park and others have been preserved to form the Big Back Garden archive collection.

The Library Wellbeing Programme at Rosemary Murray Library.

Kirstie Preest. Former Librarian, Murray Edwards College, Cambridge.

Wellbeing and pastoral care are now synonymous with Rosemary Murray Library but that has not always been the case. When I started thirteen and a half years ago the concept of student wellbeing activities in a library context were limited. In this article, I will share my experiences of devising and implementing a wellbeing programme within the library. This will include looking at the Cambridge context, where the college library fits in the wider collegiate university and the pastoral remit of the college library. I will also discuss the initial beginnings of the wellbeing programme, how ethnographic research assisted me in the further development of the programme, what was offered in the wellbeing programme, how we translated that into a virtual wellbeing programme during the pandemic and the impact the wellbeing programme had on our students.

The Cambridge collegiate system is complex and known to be a high-pressured environment. There are thirty-one independent colleges where the students live. As well as lectures and practical's that take place in the faculties and departments, students also receive supervisions within colleges. These are small group sessions of two to three students and a supervisor, where topics are explored and discussed in further depth. Cambridge terms are short, only eight weeks each, so everything is condensed into a short space of time. Statistics from the University of Cambridge, 2017-2018, showed that students disclosing a mental health condition rose by 35% in that year. (University of Cambridge, 2019). Alongside the University's wellbeing support, the collegiate system also gives students a lot of pastoral care with each college having a tutor system in place looking after student welfare.

When I started as the Librarian at Murray Edwards College, the pastoral role was indicated in my job description. Being in the library we were sometimes the first people to spot if students were stressed, worried and anxious. Easter term (otherwise known as exam term), can be very tense. When I arrived, I noted that library staff did not like reminding students of the rules, such as not to bring food and drink during this time. Therefore, one of the first initiatives was providing a dedicated break at 11 am every weekday with tea and biscuits. Library staff gave up their own tea and coffee allowance to provide this service. Little did I know, that would be the humble beginnings of the library wellbeing program.

In 2017, as well as the daily tea and coffee, my library assistant asked if she could show students how to crochet to alleviate stress. After speaking with the library team, I decided to introduce a weekly craft hour at the same time as our tea and coffee break every Wednesday. We all gave classes on our own hobbies and skills, i.e., drawing, cross stitch, crochet. I also asked other college staff if they had any craft skills that they would be willing to deliver and we soon had card making, cake decorating, pom-pom making and flower arranging. The crafts that we offered grew organically out of colleague's own interests and hobbies. As such there was no budget to provide the resources and it was delivered on a shoestring with some items donated by staff. After the first year, I started to allocate £100 initially for the craft materials from the library's miscellaneous fund.

Another one of my quirkier ideas which saw some raised eyebrows given the book stock - was the library nail bar! One of our students who frequently came to tea and coffee was very into nail art and I asked her what we would need to put it on in the library. In the end, it became the nail bar, a standalone activity with guidance of how to create nail art designs that students could do if they wanted to take a break.

Most of these wellbeing ideas came from observations of how students felt over Easter Term and my trying to find alternative ways to support students rather than say no. At the time I did not realise this was ethnographic research until attending a course on user experience (UX) in 2015.

After the UX course, we ran two separate ethnographic research projects "love your library," within the library, and a survey in the Dome (refectory), to capture students that did not use the library. These projects in 2016 and 2017 respectively, allowed me to see how the library was doing, what students thought of our services and what else we could do in terms of improving services and pastoral care. The findings were interesting and highlighted a difference between student groups. Whilst Arts and Humanities students wanted comfort and a homely space, i.e., cushions, blankets, flowers, etc. The STEMM, (Science, Technology, Engineering, Mathematics, and Medicine), students wanted functionality, i.e., scientific calculators, medical models, book rests, whiteboards, whiteboard markers and erasers, magnifying glasses, and portable lights. I then worked to implement those findings into the fabric of the library and set up cosy areas with bright cushions and blankets. This also involved collaborating with the Art Curator from the Women's Art Collection to hang art from the collection on the walls within the library. My only caveat was that the artworks chosen were to be as bright and striking as possible.

Another idea was introducing flowers and plants which I called “bringing the garden to you.” I liaised with the college gardeners to create flower arrangements within the library with flowers from the college gardens. As well as making the library more homely and colourful, flowers and plants absorb carbon dioxide and release oxygen into the air, which can alleviate stress and promote wellbeing. Lee et al, (2015) demonstrated that active interaction with indoor plants reduced physiological and psychological stress. In addition to this, the library also joined up with a college gardens initiative and provided wellbeing walks around the college gardens.

Implementation of the functional equipment required by the STEM students were used by everyone with Arts and Humanities students particularly liking the whiteboards. By incorporating elements from both sets of students into the library, an inclusive space was created that benefited everyone and improved student wellbeing.

Comments on the library’s wellbeing program were favourable, although some colleagues were sceptical at first and just saw it as quirky. However, in 2018 the University’s proposed Draft Education Strategy started looking at what Cambridge needed to do to further enhance its environment to enable students to achieve their academic potential. One of the four key themes was fostering student wellbeing and ensuring that the collegiate university had accessible and high-quality services with a culture that fostered and enhanced the educational and personal wellbeing of all students. This enabled me to highlight within college and across the collegiate libraries that our library wellbeing program supported the Strategy’s second goal of fostering student wellbeing and the University’s Student Mental Health and Wellbeing Strategy 2018-2021, which is now in its second iteration 2022-2025.

The Covid pandemic had a significant impact on student wellbeing being as students saw face-to-face teaching and social events cancelled. The National Union of Students (NUS) UK wide survey in 2020 highlighted that 52% of students said their mental health had declined since the Covid pandemic began. The survey also showed that only 20 per cent of students sought mental health support. When Covid forced the library to shut, we had to rethink how we would maintain our pastoral and welfare remit with students being based at home and in self-isolation. Therefore, I moved the wellbeing programme online with varying success. A Microsoft Teams channel was created for the library wellbeing where we could host online wellbeing activities. The drop in tea and coffee breaks however did not work online, although we occasionally had one student pop onto Teams for a chat. Providing the weekly craft hour for Easter Term 2020 required a lot of thinking, not only in how we delivered it live online but also in relation to what crafts to choose. I eventually chose crafts that involved items that students could find within their home or room if they were still in college, i.e., paper, pencils, paint, soap, wool, flour, etc.

Once again, we played to our crafting strengths and interests and managed to offer blind contour drawing, op art, soap carving, salt dough cats and friendship bracelets. Some of the crafts took inspiration from college and the Women's Art Collection in particular. We based the soap carving on Barbara Hepworth's sculpture "Ascending Form" and another paper-based activity saw us create our own sculptures using Annie Collard's "Festive Feeling" and Naomi Press's "Improvisation" for inspiration. The craft hour had a steady 4-5 students coming to the various sessions. We also introduced live online yoga as our Senior Library Assistant (SLA) was also a qualified yoga instructor. This posed some challenges, although the SLA was very mindful of ensuring students could see the yoga positions demonstrated and often moved the screen to show movements, as well talking students through them. We had several regulars each week.

As well as live sessions we also made a lot of asynchronous content. The SLA went into college and filmed short yoga sessions in the library when it was her turn to do the click and collect books. I also filmed a series of wellbeing walks around where I lived to try and get students up and moving. Once library staff were allowed back into the library, we also filmed several of the craft hour's sessions so that students could do the crafts at a time to suit them.

In Easter term 2021, we were still adhering to the government and university guidance, so our wellbeing crafts and yoga were delivered outside and cancelled if wet. This involved putting into place special risk assessments for the outdoors, including thinking about how to incorporate the Covid rules, allergies, sun cream as well any risks associated with the craft itself.

On times, during Covid and just after, it did feel like it was a lot of hard work for a limited return. However, I believe that those who came benefited from our perseverance and tenacity to support student wellbeing.

After Covid when we returned to delivering wellbeing activities inside, I was concerned that we would need to start again to build up the same reputation that we had before the pandemic. However, my fears were unfounded, and the pandemic worked in our favour. The students were amazed by all the wellbeing, pastoral care and attention that went into running the library service.

The wellbeing offering for the academic year (2022-23), included wellbeing books, with a link to the Universities Leganto wellbeing reading list. The library's own book collection includes texts on studying, insomnia, healthy eating, mindfulness, and mental health issues.

To enhance this, I also provided equipment to aid wellbeing such as light boxes for students who were affected by seasonal affective disorder. Other equipment now includes coloured overlays, coloured whiteboards for students with dyslexia, ergonomic supports, ear defenders and world adaptor plugs to take the stress out of the student's day.

The wellbeing programme itself in 2022-23 consisted of providing items that gave students a break, for example, jigsaw puzzles, colouring books, the nail bar, yoga mats and blocks, the staff versus student scrabble challenge and other board games such as Monopoly, Dobble and Exploding Kittens. We also lent students craft materials from our stock that they could do in their own time, such as knitting needles and wool and mini cross stitch patterns.

Craft hour was offered three times during Michaelmas and Lent Terms and weekly during Easter Term. The crafts covered were ones that could be done as a bite size drop in for 10-15 minutes, but we often found students stayed for longer. Library staff also liaised with the JCR and MCR (college Student Unions for the undergraduates and postgraduates respectively) to put on a craft hour during fresher's week. We normally did rock painting as it was a popular one. We also put on winter flower arranging with the gardeners and FemSoc Society mid-way through Michaelmas Term. Our Christmas craft hour involved making Christmas decorations out of buttons. Other college staff members enabled us to put on other craft sessions during Lent Term, including knitting with a member of tutorial staff and paper flowers with a member of the events team. In terms of resourcing the crafts, some staff still donated surplus craft supplies although the library budget for wellbeing activities was increased to £250.

During 2022-23 yoga sessions were put on weekly and based inside, although when the weather was nice the students preferred it outside. The SLA also designed yoga classes especially for students and staff with less mobility i.e., chair yoga and tried out different options such as reflective yoga and yogalates.

The take up by students over the year was good, although I always find it interesting to see what the favourite things were each year. In 2022-23 the nail bar was incredibly popular along with yoga. We even had to purchase more yoga mats and blocks because there were quite a few students who used the equipment in their room rather than coming to the class. This also meant purchasing ourselves a teaching set of equipment. The wellbeing walks were not at all popular in comparison. Similarly, not that many students came along to the book group jointly organised with the Literature Society.

Surprisingly, despite the return to in person delivery since Covid, the virtual content we created has been viewed a phenomenal amount over the last few academic years. Overall, there was an increase of 592 views of our virtual wellbeing content housed on our YouTube platform during that time. The yoga videos were viewed 125 times during 2021-2022 and 105 times during 2022-2023. The library craft hour videos were viewed 38 times during 2022-23 and 43 times the previous year. The series of wellbeing walks were viewed 211 times during 2021-2022, although this decreased to just 70 views in 2022-23.

In terms of promoting the wellbeing programme, the students were the greatest advocates. They always appreciated the library and the wellbeing events we put on. We often got thank you cards and messages on the whiteboards at the end of Easter Term. Some of the students had also commented on Camfess, the university confessions site in the past or voted for us to be the best library on twitter. Examples of the messages we receive were as follows.

“Thank you so very much for all your kindness and support and care. I don't know how I'd have done this week if it hadn't been for you guys with your tea and kindness! Thank you xx.”

“Medwards library just has to be the library with the best librarians in cam. The only thing keeping me going right now is their daily free coffee/tea, fruit and biscuits, the cushions and blankets, and their little games and puzzles and colouring in (even nail art!) they have all around the library for us to relax and take a break. I enjoy coming to the library because I genuinely feel so cared for. Big big shout out to them 10/10 vibes.” (Camfess)

The library's wellbeing programme is also one of things that the students focus on whilst showing prospective students around the library. It is always lovely to overhear what they say, for example, “I love that the library now has coloured whiteboards because it really helps me with my dyslexia.”

If any other libraries are thinking of introducing a wellbeing programme but worried how it will go, I would advise you to just try it and see. Especially as the Government are now looking at supporting students with their mental health. They are currently asking universities to take a whole university approach to mental health by setting a target for all universities to sign up to the University Mental Health Charter Programme by September 2024.

In the last three years Cambridge colleges, including Murray Edwards College appointed their first Head of Wellbeing to co-ordinate wellbeing within the college and the library worked with them to strengthen the wellbeing offering. By incorporating wellbeing into our libraries, we are helping students with their mental health.

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Disability, Higher Education, teaching and Learning Bibliography September-December 2024

Teaching and Learning

Alvarado, N. J. M., Chávez, J. R. L., Hernández, D. F., & Caiza, H. F. Q. (2024). Inclusive Strategies and Public Policies for the Integration of University Students with Disabilities and the Promotion of their Mental Well-Being in Academic Environments. *Evolutionary Studies in Imaginative Culture*, 40–51.
<https://doi.org/10.70082/esiculture.vi.1000>

Disabled Student Commitment – Year-one report | Advance HE. (n.d.). Retrieved September 19, 2024, from <https://www.advance-he.ac.uk/news-and-views/disabled-student-commitment-year-one-report>

Dollinger, M., Nieminen, J. H., & Finneran, R. (2024). A lucky draw? Theorising how work placements develop diverse university students' career stories. *Studies in higher education*, 49(12), 2599–2610.
<https://doi.org/10.1080/03075079.2024.2316260>

Abstract: Universities can prepare students for work, and universities can educate increasingly diverse student cohorts, but can they do both concurrently? This question of whether universities can offer equitable and inclusive careers education is increasingly under scrutiny. In this study, we address the largely under-theorised area of work-based placements from the perspective of career identity formation for diverse students. We do so through the adoption of Meijers and Lengelle's theorisation of 'career stories' which position the narrative as the mechanism to understand how students' have developed their career identities and future professional goals. Drawing on longitudinal interviews with disabled students, we explore university placements as 'boundary experiences' which can either enable, or disable, the formation of students' professional selves. Our findings indicate a troubling amount of variability, and indeed, luck within the placement offering, often unsupported by intentional pedagogical design. This suggests that the current university placement experience does little to support the professional identity formation processes of diverse students. Through this study, we further translate a processual learning theory from career learning to support future intentional pedagogical placement design in the university context for diverse students. The article ends with a consideration of how placement experiences can better align to equity goals of the university, and provide scalable, high-quality learning experiences for all students.

ADHD

Müller, V., Mellor, D., & Pikó, B. F. (2024). Dropout Intention among University Students with ADHD Symptoms: Exploring a Path Model for the Role of Self-Efficacy, Resilience, and Depression. *Education sciences*, 14(10), 1083.

<https://doi.org/10.3390/educsci14101083>

Abstract: Major conceptual models of ADHD and learning disabilities underscore the adverse effects they have on academic performance and dropout from university. Therefore, identifying psychological risks and protective factors can aid in managing academic challenges and decreasing dropout rates. In this cross-sectional study, a sample of 395 Hungarian college students (66.6% female, mean age 23.72 years [SD = 3.87]) responded to an online survey including the Adult ADHD Self-Report Scale, Beck Depression Inventory, General Self-Efficacy Questionnaire, Academic Resilience Scale, and the Higher Education Retention Questionnaire. Path analysis indicated that depression and academic resilience mediate the relationship between ADHD symptoms and dropout intention, while self-efficacy moderates this association. The findings highlight the critical role of psychological factors in shaping academic dropout for college students with ADHD symptoms. Enhancing academic resilience and self-efficacy may help mitigate the negative impact of ADHD symptoms on college retention.

Sharabi, A., & Shelach Inbar, O. (2024). Positive Distance Learning Perception, Personal Resources, and Loneliness Among Higher Education Students With ADHD and/or SLD. *Learning Disabilities Research & Practice*, 39(3), 162–172.

<https://doi.org/10.1177/09388982241247580>

Abstract: This study assessed the positive perception of distance learning of undergraduate students with and without attention deficit hyperactivity disorder (ADHD) and/or specific learning disorder (SLD), and examined their personal resources (academic self-efficacy [ASE] and sense of coherence [SOC]), and social vulnerability (loneliness) in predicting their positive distance learning perception. Participants were 276 Israeli undergraduates, 138 diagnosed with ADHD/SLD and 138 in a comparison group without disabilities. Students' positive perceptions toward distance learning, ASE, SOC, and loneliness were assessed via self-report questionnaires. Students with ADHD/SLD reported a less positive perception of distance learning, lower ASE and SOC, and higher loneliness than students without disabilities. In both groups, females had a more positive perception of distance learning than males. ASE uniquely contributed to a positive perception of distance learning only for students with ADHD/SLD. As hybrid learning becomes more and more common in higher education, it is critical to understand the unique needs and adaptation to distance learning of students with ADHD/SLD.

Assistive technology

University of Kent (2024)

'Inclusive Teaching with Technology: Strategies, Tips and Tools' via Digitally Enhanced Education Webinars YouTube Channel.

https://www.youtube.com/playlist?list=PLAbF8wnSF-e_ay59Gj6o5vHMuGIT2SthZ

Dyslexia

Alexander, D. A. (2023). The dyslexic academic: uncovering the challenges faced as neurodiverse in academia and establishing a research agenda. *Disability & society*, 39(11), 3036–3041. <https://doi.org/10.1080/09687599.2024.2312227>

Abstract: This paper considers some of the hidden challenges which may be faced by the neurodiverse academic. The neurodiverse academic, at times, can be seen as something 'hidden', remaining undisclosed due to the challenges which can be faced by making this declaration to colleagues and employers. As a result, our voices are often not heard, and, thus, the difficulties we face overlooked. This has begun to be addressed for the student within higher education, but not the academic. Within this paper I, therefore, reflect on my experience as a dyslexic academic. I consider the challenges of excess labour, increasingly needed to 'make it' in academia today, the pressures this creates and impact on mental health. I, also, highlight the divergence, from non-disabled colleagues, which can exist in access to development opportunities. I provide this account to challenge assumptions and spur a research agenda.

Mental Health

Deshpande, A. G., Johnson, J. R., Casta, A. M., Marien, M. S., & Reiff, M. (2024).

The impact of a mindfulness-based stress reduction program on university students' mental health: A mixed-methods evaluation. *Journal of American college health*, 72(9), 3791–3801. <https://doi.org/10.1080/07448481.2023.2198028>

Abstract: Objective: To evaluate an eight-week Mindfulness-Based Stress Reduction (MBSR) program's impact on university students' mental health. Participants: Undergraduate and graduate students. **Methods:** Ninety participants completed pre-, mid-, and post-program surveys. Mindfulness, Satisfaction with Life, Psychological Distress, and Perceived Stress scores were analyzed using repeated measures ANOVA and pairwise comparisons. Additionally, 115 participants completed post-survey open-ended responses addressing their subjective experiences, which were thematically examined. **Results:** Participants showed significant improvements in all outcome measures from pre- to post- [$p < 0.001$] and mid- to post-program [$p < 0.05$]. All measures, except Satisfaction with Life, showed significant improvement from pre- to mid-program. Participants reported high program satisfaction.

Facilitators of the participants' practice included program structure, perception of outcomes, and group setting; however, busy schedules posed a prominent barrier.

Conclusion: This evaluation supports MBSR as a public health, group-based approach to improving students' mental health and building a more positive campus community.

Dinçer, F., Schmidt, C., & Schworm, S. (2024). The influence of interaction and student characteristics in canine-assisted interventions. *Journal of further and higher education*, 48(9–10), 945–957. <https://doi.org/10.1080/0309877X.2024.2418925>

Abstract: Students in higher education face a multitude of life changes and challenges. In order to promote their mental health, the use of canine-assisted interventions (CAI) has gained increasing attention, yet one area that remains insufficiently studied is the influencing characteristics that may lead to the positive effects of CAIs. This study is a follow-up study to a previously published study, aiming to investigate qualitatively the factors that may influence the change in well-being during a CAI. In the present study, 27 students participated in a 15-min CAI in which they interacted freely with a dog. Using the Basler Befindlichkeitsskala, their well-being was assessed. Participants reported personal characteristics and evaluated the intervention to identify possible influencing characteristics. Additionally, the intervention process was videotaped and analysed. Results showed greater positive effects on well-being for students who did not own a dog, for whom the intervention was delivered by more experienced dog-human teams, and for whom the intervention was characterised by a high interaction intensity with a high proportion of 'petting the dog' while showing low interaction with the handler. Implications for the use of CAIs are discussed.

Asghar, M., Minichiello, A., & Ahmed, S. (2024). Mental health and wellbeing of undergraduate students in engineering: A systematic literature review. *Journal of Engineering Education*, 113(4), 1046–1075. <https://doi.org/10.1002/jee.20574>

Abstract: This systematic literature review identifies and synthesizes empirical scholarship related to the MHW of undergraduate engineering students. Undergraduate engineering students experience a variety of mental health issues that negatively affect their experiences in engineering education. Stress is the most prevalent mental health issue identified; anxiety, depression, and post-traumatic stress disorder (PTSD) are also reported. Heavy academic workloads, sleep issues, and the nature of engineering education culture are identified as impediments to MHW in engineering education.

Goodman, L. (2024). "The Most Valuable Course That I Have Ever Taken": Prioritizing Mental Health Education in Higher Ed. *Journal of College Student Mental Health*, 38(4), 1058–1064. <https://doi.org/10.1080/28367138.2024.2329034>

Abstract: Mental health support in higher education currently relies heavily on downstream efforts, a model that necessitates the provision of more clinical mental health services than is possible or sustainable on campus. Credit-bearing mental health education is an underutilized resource, a large-scale upstream intervention in which students can expand their knowledge and develop skills for promoting their own mental health and wellbeing. This essay introduces the critical need and distinct value of skills-based mental health and wellbeing education, and highlights students' experiences from a credit-bearing wellbeing course at a large, urban, minority-serving university. As one student summarizes – "This is honestly the only class that has prepared me to live a better life."

Gorman, K. S., Walden, D., Braun, L., & Hotaling, M. (2024). Navigating a Path Forward for Mental Health Services in Higher Education. *Journal of College Student Mental Health*, 38(4), 749–767. <https://doi.org/10.1080/28367138.2023.2298647>

Abstract: This position paper reviews four intersecting trends impacting the burnout and turnover of clinical staff in counseling centers in the 2020s: ever expanding service demand, mismatched clinical models, the emergence of third-party vendors, and uncompetitive salaries. The authors provide a framework and make recommendations for institutions to take deliberate steps to align the mental health needs of a campus, the resources offered, and the services provided.

Mincey, K., Allen-Joyner, C., Bowens, R., Richardson, B., Smith, L., Mize, V., Al-Haleem, D., Graham, E., Davis, V., Dave, A., Ahmadi, M., Beblowski, M., Faul, S., Joseph, J., Moore, K., Patel, A., & Shoemaker, M. (2024). Mental Health and Black Male Graduate Students. *Social Work in Public Health*, 39(7), 628–637. <https://doi.org/10.1080/19371918.2024.2376088>

Abstract: The purpose of this study was to understand how masculinity and race impact mental health among Black male graduate students. A qualitative study using in-depth interviews recruited Black male graduate students enrolled at a private university in the southern United States. Data were collected over zoom and recorded. Interviews were transcribed and the data were analyzed for similar themes. Twenty-nine Black male graduate students 23 to 51 were recruited. Participants reported the three main elements that impacted their mental health were (1) expectations, (2) pressure, and (3) being strong.

These findings suggest that colleges need to develop programming to help Black men learn how to handle racial discrimination in positive ways. Additionally, findings also highlight the need for culturally relevant mental health services that let Black men know seeking help is ok and is what men do.

Pozzulo, J., Vettese, A., & Stone, A. (2024). A Community Mental Health and Well-Being University Level Course: Design and Implementation. *Journal of experiential education*, 47(4), 704–722. <https://doi.org/10.1177/10538259231217460>

Abstract: Background: Community mental health is growing discipline in psychology that recognizes the importance of creating a community that fosters wellness. Although universities provide many individuals a sense of community, little research has examined how community mental health interventions can be implemented into a classroom setting. Purpose: This paper provides a proof of concept of a university course that was created to give students the opportunity to interact with their campus community while receiving course credit over two semesters. Approach: In the first semester, the course provided students with content and theory as it relates to community mental health, well-being, and health promotion. The second semester implemented experiential learning, where students applied knowledge and skills to a placement related to mental health and well-being within their university. Conclusions: This university course can provide benefits to the university (e.g., cost-efficiency), the students (e.g., networking), and the community (e.g., accessible mental health services). This research presents a course framework that other post-secondary institutions can build upon and implement into their own programs. Implications: Future research should focus on implementing experiential learning courses that provide opportunities in the mental health field for undergraduate psychology students to facilitate post-graduate student success.

Smith, K., & Smith, D. (2024). Tuition attendance and students with mental health disability: does widening tuition options increase access? *Open Learning: The Journal of Open, Distance and e-Learning*, 39(4), 304–319. <https://doi.org/10.1080/02680513.2021.1999801>

Abstract: This article explores student engagement with tuition at The Open University (a distance learning Higher Education institution in the UK), specifically students with declared mental health disabilities, comparing their access rates with (disabled) students overall, studying in the Faculty of Arts and Social Sciences, 2018–2019. y.

The results show that students with disabilities generally engaged with all modes of tuition in similar proportions to which they were registered on the modules. However, students with mental health disabilities engaged with tuition at lower levels than registered on the modules, and the amount reduced as they progressed beyond the first level of study. Regarding the availability of different types of tuition, rather than widening access to more students, for students with a declared mental health disability it was often the same students accessing the different modes of tuition. We conclude that for students with mental health disabilities, more tuition event modes did not widen access to more students, although it did give more options to those who did access the tuition. These findings contribute to improving the currently limited understanding of how to effectively support students with mental health disabilities in tuition.

Tabassum, R., Kashif, M. F., & Jamil, M. (2024). Impact of mental health and well being on academic performance of students. *Journal of Social Research Development*, 5(03), 37–48. <https://doi.org/10.53664/JSRD/05-03-2024-04-37-48>

Abstract: The study was conducted to investigate the impact of mental health and well-being on academic performance of university students. Quantitative research design was adopted for the study. The sample of study comprised 300 university students from both private and public sector universities. A random sampling technique was used to select the study sample. Data was collected by a self-constructed questionnaire designed on a 5-point Likert scale. Experts validated the tool's content. Data analysis was done through SPSS, version 22, including independent frequency distribution, sample t-test, ANOVA, and regression analysis. The results of study offer significant information that showed that mental health and well-being significantly impacted the academic performance of university students. Thus, based on conclusion of study, it was recommended that a great focus on judgment and improvement of missing areas of the students' mental health should be considered by universities, their faculties, and their parents. Moreover, this study may open new interdisciplinary horizons for the future researchers by merging education and psychology to consider the different issues in a tailor-made format.

Thomas, P. B., Hoelscher, D. M., Ranjit, N., Jones, E. C., Smits, J. A. J., & Papini, S. (2024). Race and Ethnicity, Help-Seeking Behavior, and Perceptions of Mental Health Treatment Among College Students with Depression. *Innovative Higher Education*, 49(5), 1015–1033. <https://doi.org/10.1007/s10755-024-09718-4>

Abstract: This study examined the associations between race, ethnicity, help-seeking behavior and perceptions of mental health treatment among college students with depression. This cross-sectional study included pooled data from the Fall 2018 and Spring 2019 semesters for $n = 654$ students from one large, public university. Baseline surveys were administered to undergraduate students at the beginning of each semester. Findings indicated that Asian students with depression have 77% increased odds (aOR = 1.77, 95% CI: (1.17, 2.68), p value = 0.007) of seeking help compared to White students with depression. Asian students with depression have two times the odds of regretting not seeking help compared to White students (aOR = 2.00, 95% CI: (1.05, 3.89), p value = 0.03) while Hispanic students with depression have 1.72 times the odds of regretting not seeking help compared to White students (aOR = 1.72, 95% CI: (0.94, 3.16), p value = 0.079). Asian race modified the effect of general anxiety on help-seeking behavior, reducing the odds of help-seeking by 53% (interaction OR: 0.47 (95% CI: (0.20, 1.10), p value = 0.08). Findings show that the psychosocial landscape of Asian minorities among students with depression is changing; future research should focus on these shifting attitudes to encourage help-seeking behavior and tailor treatment.

Woodruff, A. L., & Boyer, B. P. (2024). Reimagining College Mental Health: Collaborating with Faculty to Build Well-Being Supports into Academic Environments. *Journal of College Student Mental Health*, 38(4), 1038–1057. <https://doi.org/10.1080/28367138.2023.2301397>

Abstract: College mental health is at a crossroads. Prevailing approaches that focus efforts on healing individual students are unsustainable given unprecedented demand for mental health services. However, these challenges also present an opportunity for the field of higher education to diverge from that path and begin cultivating university communities where everyone – not just mental health professionals – take care of our students and each other. For well-being promoting efforts to reach all students, it is almost a requirement to focus on initiating changes in classrooms and other learning environments in collaboration with the instructors and other academic staff who interact with students on a daily basis. To this end, our Well-being in Learning Environments (WBLE) program creates partnerships with faculty to embed mental health support practices within classrooms, departments, and colleges. Herein, we reflect on six years of relationship-building with faculty, staff, and administrators to support student well-being at multiple levels within our institution, describing the theoretical framework, implementation, evolution, and outcomes of the WBLE program since its launch in 2017.

Zhao, M., Abdul Kadir, N. B., & Abd Razak, M. A. (2024). A Systematic Review on The Prevalence and Risk Factors of Depression among Chinese Undergraduate Students. *E-Bangi Journal of Social Science and Humanities*, 21(3).
<https://doi.org/10.17576/ebangi.2024.2103.23>

Abstract: This review focuses on the prevalence of depression and its associated risk factors among Chinese undergraduates, particularly examining the impacts of the COVID-19 pandemic on their mental health. The aim is to deepen the understanding of depression's prevalence and risk factors within this group, providing a robust reference for future studies and interventions. A comprehensive search and review were conducted on 1,198 documents from CNKI, Web of Science, Scopus, and other relevant databases. The selection process involved deduplication, preliminary evaluation, and a thorough full-text review, culminating in 75 documents that adhered to rigorous analytical standards, including the detailed reporting of depression data, the use of standardized depression scale assessments, and focusing on ordinary Chinese undergraduates. The analysis identified 70 risk factors for depression, confirming that the prevalence of depression among these students is influenced by a complex interplay of sociodemographic, psychological, health status, and personal lifestyle factors. The review also highlights several methodological flaws in previous studies, such as simplified research methods and outdated references. The study underscores the need for future research to consider the impact of different cultural backgrounds on depression, to employ longitudinal studies to establish causal relationships, and to use theoretical frameworks to conduct more systematic and detailed analyses. These steps will enhance the understanding and development of effective interventions for improving the mental health of Chinese undergraduates in a post-pandemic context.

Neurodiversity

Salvatore, S., White, C., & Podowitz-Thomas, S. (2024). “Not a cookie cutter situation”: how neurodivergent students experience group work in their STEM courses. *International Journal of STEM Education*, 11(1), 47.
<https://doi.org/10.1186/s40594-024-00508-0>

Abstract: Participants shared experiences with in-class and out-of-class group work assignments for lecture and laboratory courses. Results: Through inductive thematic coding of semi-structured interview transcripts, we identified seven themes impacting participants' experiences. Three themes were individual level: personal characteristics that participants associated with their neurodivergence; strategies for academic success (with subthemes of organization/time management, adaptive communication, and self-advocacy); and beliefs on group work's value.

Four themes were group level/classroom level: group dynamics; role in group (including leadership roles); the competitive culture within STEM; and recommendations for instructors. Through a social-relational perspective on disability, we proposed a model showcasing how group and classroom factors serve as supports or barriers to neurodivergent students' full participation in group work, as well as to their sense of belonging. Using the seven themes we articulated, we outlined a set of practices for designing group work assignments. In addition, we propose how pairing inclusive assignment design with instructor reflection and articulating anti-ableist values can support neurodivergent student belonging by disrupting discourses of normalcy in STEM. Conclusions: As one of the first studies exploring the impact that group work in STEM courses has on neurodivergent undergraduates, this work may inform reimaginings of group work practices to better address the needs of neurodivergent STEM students and support a more inclusive culture in STEM classrooms. In addition, our conceptual model may serve as the basis for future research regarding interactions between individual-level and group-level factors associated with neurodivergent students' learning through group work and other active learning practices. © The Author(s) 2024.

Smith, T. J. (2024). Crip Time Travels Through the Membrane and Vortex: An Autoethnographic Inquiry of Neurodivergent Student Temporality in Higher Art Education. *International journal of art & design education*, jade.12538. <https://doi.org/10.1111/jade.12538>

Abstract: Crip time is a fluid term with various definitions that pertain to the ways that disabled people experience time. In one sense, the effects of crip time can be constraining, particularly when it results in an encounter with ableist institutional and societal barriers. But crip time can also take on a liberatory form as a mode of resistance and a catalyst for structural change. This autoethnographic inquiry explores these various manifestations of crip time and will take form as a kind of crip time travel endeavour that recounts my experiences of temporality as a neurodivergent university art student. Framed through the mental imagery of the membrane and the vortex, I discuss the ways in which my neurodivergent student temporality collided and conflicted with the rigid temporal frameworks of neoliberal higher art education (HAE). I particularly focus on how HAE segments its programming into academic and artistic curricular time. I detail my difficulties keeping up with the academic curricular time to such an extent that the studio time and community time of artistic curricular time became lost or displaced time. Based on this crip time travel inquiry, I will acknowledge and move beyond a confining conception of crip time to offer insights into the liberatory potential of crip time towards reimagining temporal relations, reconceiving student success and opening time for neurodivergent students for critical making and thinking among a community of artist peers and mentors in HAE.

New finding aids for disability, gender queerness and race

Dr Philip Milnes-Smith

Archivist (Digital)

Shakespeare's Globe

Shakespeare's Globe is launching the first edition of thematic subject guides to its collections. To be made available on the Globe website and the front page of the archive catalogue, these draw attention to performers and creatives previously hard to discover in the catalogue. Made possible through funding from a Research and Innovation Grant from The National Archives (<https://www.nationalarchives.gov.uk/archives-sector/our-archives-sector-role/celebrating-archives/a-year-in-archives/a-year-in-archives-2024/case-studies/>), the project has benefited from the lived experience of an Inclusion Advisory Panel. At their suggestion, these guides are also accompanied by a timeline of the plays arranged by date of first performance and cross-referenced to the guides. The four finding aids will be updated annually to reflect new productions. There are also early-stage ideas for further development in the longer term.

Importantly, the guides also point to the four themes in the plays themselves (not just their twentieth and twenty-first century performances). They refer to a large number of Early Modern plays (many without a continuous performance history) that have had some modern performance history at Shakespeare's Globe, drawing attention to the potential for research outside the 'usual suspect' play-texts. Indirectly they point to a diverse Early Modern London that does not fit with how we have been conventionally used to imagining the Tudor and Jacobean past, including, for example the presence of ordinary disabled people like John of the Hospital and Margaret Gryffith. Each guide is complete in itself, but they point to each other to capture the ways in which identities intersect and interact, and to highlight the benefit of using different lenses when approaching texts and performances.

The resources can all be found at the foot of this page on the Globe website: <https://www.shakespearesglobe.com/learn/research-and-collections/>

Protest, protokoly¹ and pechevo²: reflections on work to date on the archive of the Association of Women in Great Britain

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The archive packaged up



The Archive in UEL strong room

Abstract

This article outlines the work done between 2019 and 2024 by the Association of Ukrainian Women in Great Britain to improve access to their archive. It describes how the archive was moved to its current location at the University of East London, the resources needed to do this work, and the challenges encountered during the project. It finishes with an overview of future opportunities for the archive work to continue. The authors welcome enquiries and are happy to share their learning with interested readers!

Background

Established in 1948, the Association of Ukrainian Women in Great Britain (AUW) is a community-based organisation which represents Ukrainian women and women with Ukrainian heritage who live in the UK.

Around 4,000 Ukrainian women arrived in Great Britain after the Second World War. Predominantly European Voluntary Workers (Europeans invited by the British government to work in the UK in the immediate Post-World War II period, often

¹ *Protokoly*: a transliteration of the Ukrainian word for 'minutes'.

² *Pechevo*: a transliteration of the Ukrainian word for 'baked goods'.

abbreviated to EVW) or through displacement by Operation Vistula in Poland in 1947, they were young women looking to build a new life. AUW's main aim from its earliest days is to create a supportive environment for women through cultural, campaigning and charitable work through a network of branches overseen by a National Committee.

This work has resulted in a large archive which documents a wide range of activities. The collection predominantly relates to the National Committee but includes a good series of branch AGM records. Almost all the records are written in Ukrainian, but there are some instances of the use of English, for example, in correspondence and external promotional or advocacy materials. In addition to the archive, a three-volume history of the organisation, entitled *Revival in Exile*, has been published, covering the period 1948-2018.

The archive was stored for several years in the AUW branch room at Leicester Ukrainian Cultural Centre. There was increasing concern about the security and preservation of the collection in this setting, as well as an awareness of taking up space that the branch could more usefully use! Although a small number of National Committee members regularly used the archive and transferred records to it, there was no real understanding of its contents. The National Committee was also aware of its forthcoming 70th anniversary in 2018, and the need to add a new volume to *Revival in Exile*, which at that time only covered the period 1948-1988.

Phase One

The National Committee applied to The National Archives for an Archives Revealed Scoping Grant. This would create a statement of significance for the collection, a basic finding aid and explore options for depositing somewhere more secure and accessible. On receipt of the grant in early 2019, a small team of volunteers from the National Committee began work with consultant archivist Jane Speller. Jane led the creation of a box list using a simple template which was completed by the volunteers. The volunteer's knowledge was central to the process not least because they could read Ukrainian, but also because they had a good knowledge of AUW through their involvement with it. Jane helped the volunteers to understand that this contextual information – their 'intangible heritage' - was just as important as the records themselves.

After compiling the initial box lists into a manageable finding aid, Jane contacted various archive services to try to find a suitable home for the collection. The process and decision making about what should happen to the archive was complex. The National Committee did not want to lose control or contact with the archive, which is very much a 'living' archive in that it is still being added to.

There was also the issue that this was a national collection. It was therefore decided to deposit with the University of East London (UEL), home of the Living Refugee Archive³. AUW retains ownership and copyright of the collection, which sits alongside the archive of the Refugee Council and various other diasporic community collections. Its location in London also means it is geographically close to the Shevchenko Library and Archive. This collection is managed by the Association of Ukrainians in Great Britain, a long-term partner of the AUW.

Phase Two

With a new home for the archive on the horizon, the next challenge was to physically move it from Leicester to London. Another grant application was submitted, this time to the National Lottery Heritage Fund (NLHF), which was successful. The grant of just over £5,000 was awarded early 2020 and covered archive packing materials, removals, digitisation and a contribution towards the cost of publishing volume three of *Revival in Exile*. It was anticipated that the work would be completed by March 2021.

As readers will appreciate, 2020 was not a good year to embark on a project such as this. National and local lockdowns impacted the project so much that the original project plan was never implemented. A revised plan was submitted to NLHF in October 2020, which removed the elements around the publication of *Revival in Exile*. This was because many of the volunteers engaged to work on the book had access to their own files and papers. They were able to do this work during lockdown and it proved to be a useful activity for many of them.

Continued Covid related issues, access to venues and volunteer illness impacted the project throughout 2021. Finally, in January 2022, eight volunteers gathered at Leicester Ukrainian Club. They spent a day packing and labelling the archive before it was collected by Harrow Green and delivered to UEL. Shortly afterwards, the full-scale invasion of Ukraine happened. The conversation during the packing session had centred around what might happen next in Ukraine, and what AUW could do as a campaigning and fundraising organisation in response to full-scale invasion. Best laid plans shifted again. With the knowledge that the archive was at least now in safe storage, AUW refocused from the past to the present, prioritising humanitarian fundraising. Another project revision was submitted to NLHF.

The final elements of the project were completed in 2023 and 2024 by a small group of volunteers. A stock check of the archive against the finding aid was completed which informed priorities for more detailed cataloguing. A filing structure that could be used for archive cataloguing and filing current digital records was developed.

³ Further details available at: www.livingrefugeearchive.org/

A cataloguing template was devised and used on series including minutes and charitable records. The template complies to standards for archive cataloguing and encourages the cataloguer to add any of their own contextual knowledge. The main series of minutes, along with some branch files, were digitised by Townsweb. Some of the digitised files were uploaded to Preservica Starter. And finally, an online celebration event was held to share learning from the project.

Next steps

Volunteers continue to catalogue some series of the archive in preparation for upload to the UEL's collection management system. This detailed work means that the records can be checked for any sensitivities and any relevant access restrictions can be applied. There is a strong desire to balance access and sensitivities, as the collection is unique in its documentation of female voices in the Ukrainian diaspora in the UK.

More work is needed on digital records. It was hoped that Preservica Starter would store both the preservation and access versions of the digitised material, but there is only enough space for the access copies. The preservation copies have been backed up but this is not an ideal solution. Next steps will include the creation of a Digital Asset Register (DAR) to record the location of these files, as well as any other born-digital material being created. Working with UEL, this will be used to form a digital strategy and action plan.

It is hoped that there will be research interest in the archive. Ukrainians in the UK are an understudied group because research about the diaspora has focused on North America. Additionally, the archive is a rich source for family history research. The descendants of AUW's original members are now second, third and fourth generation Ukrainian. These generations, and the new wave of Ukrainians settling in the UK (post-1991), are ready to celebrate their culture and heritage. This has become increasingly important since 2014, when Russia annexed Crimea and the Donbas region, and even more so since the full-scale invasion of Ukraine on 24 February 2022.



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