

# **ALISS** Quarterly

*Association of Librarians and Information professionals in the Social Sciences*

## **Oral histories**

Quiet Voices of Empire; Storytelling and the role of the Library  
in Holocaust Education; Remembering Eleanor Rathbone –  
Mother of Child Benefit oral history project

## **Inclusivity**

How to be a good ally to trans and non-binary people;  
Researching LGBTQ histories at Bristol Archives

## **Disability**

Disability - Higher Education, Libraries, Teaching and Learning.  
Bibliography

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# ALISS Quarterly

## Volume 17 no.2 January 2022

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#### Disability

**Disability - Higher Education, Libraries, Teaching and Learning Bibliography.**

*Heather Dawson.*

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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).

This issue contains a number of articles on oral history. This is based upon a recent event.

Aliss Showcase Key resources for Social Scientists: Oral history Archives: Hidden Voices Online which was held in November 2021. Slides are available on our website <https://alissnet.com/>

### British Library Oral History

Charlie Morgan from BL Sounds gave an introduction to the rise of oral history as a research method.

The oral history society was founded in 1969. Since the 1980s it has become more popular due to the explosion of lottery funding. Since 2017 the BL has been participating in the Save Our Sounds project to preserve audio heritage.

### Recommended texts on oral history

The work of Raphael Samuel, especially:

Samuel, R. (1972). Perils of the Transcript. *Oral History*, 1(2), 19–22.

<http://www.jstor.org/stable/40178377>

### Early influential works

Ask The Fellows Who Cut The Hay.

George Ewart Evans.

Fenwomen: a portrait of women in an English village.

Mary Chamberlain; photographs by Justin Partyka.

Mary Chamberlain, 1947

Woodbridge: Full Circle, c2011.

oral history available via the catalogue

<http://explore.bl.uk/BLVUI:LSCOP-ALL:BLLSA7527501>

Voice of the past: oral history.

Paul Thompson.

Oxford: Oxford, 2000.

is a good text on methodology and has been printed in a number of editions.

### Key BL collections

<https://www.bl.uk/collection-guides/oral-histories-of-social-policy>

<https://www.bl.uk/collection-guides/major-national-oral-history-projects-and-surveys>

Pioneers of Research is an ongoing project initiated in 1997 to record life story interviews that document qualitative research techniques and practice in the 20th

century. Interviewees include social anthropologists Sir Jack Goody and Peter Loizos, and sociologists Ann Oakley and Lord Michael Young.

### **Major national oral history projects and surveys**

Large collections of oral history recordings that offer details about British life, work and families in the 20th century.

#### **The George Ewart Evans Collection**

Comprises around 250 recordings of interviews and songs made by writer, folklorist and oral history pioneer George Ewart Evans between 1956 and 1977. The principal subjects are rural life and agricultural work in the late nineteenth and early twentieth century, folk beliefs about animals, medicine and witchcraft, folk and popular songs, entertainment and education in rural communities (with some material on domestic service, transport and mining). Most of the recordings were made in Suffolk, with a smaller number in the Midlands, Wales, Ireland and Scotland.

#### **The Listening Project was initiated by BBC Radio in 2012.**

People are invited to share an intimate conversation with a close friend or relative, to be recorded and broadcast (in edited form) by the BBC and curated and archived in full by the British Library. These one-to-one conversations, lasting up to an hour and taking a topic of the speakers' choice, collectively form a picture of our lives and relationships today. Topics include health, sexuality, ethnicity, religion and belief. Edited excerpts from the collection are broadcast regularly on BBC Radio 4 and on local radio stations across the UK and Northern Ireland.

#### **Millennium Memory Bank**

The Millennium Memory Bank was created in 1998-99 by all BBC local radio stations across England, together with Radio Scotland, Radio Ulster, Radio Wales and Radio Cymru, joining forces with the British Library Sound Archive. A powerful record of the century just ending through the voices of thousands of people from all walks of life. This joint BBC and British Library project, entitled 'The Century Speaks: Millennium Oral History Project' collected over 6000 interviews.

This was the largest project in the history of British radio. Between September and December 1999 each of the BBC's forty stations then used the recordings as the basis for its own series of sixteen programmes called The Century Speaks in which local people reflected back across the 20th century. Each series showed how – in that part of the UK – different aspects of life have changed. Each radio station followed the same 16 themes: Where we Live and House and Home; Living Together; Who We Are and Belonging; Crime and the Law; Growing up and Getting Older; Technology; Eating and Drinking; Money; Playtime; Going Places; Life and Death; Beliefs and Fears; and What's Next.

Selected recordings from the Millennium Memory Bank are available online for the study of accents and dialects.

#### **Family history**

Family Life and Work Experience before 1918 is a pioneering collection of oral history

interviews, also known as 'The Edwardians,' devised and recorded by Paul and Thea Thompson at Essex University between 1970 and 1973. It comprises structured interviews with a national sample of people born before 1918 in the UK.

The interviews were conducted thematically, and included Meals, Domestic Routine, School, Weekend Activities and Religion. A quota sample of an initial 444 individuals was selected to be geographically representative of Britain, broken down by urban and rural district according to where the informants resided in 1911 (census data), and by occupation at time of interview. A further 65 interviews with middle and upper-class families were conducted later, also 7 interviews with black migrants, 3 with Irish men and women, and 6 with American men and women. From C 707/455 to C 707/518 the tapes have been given the collection title 'Middle and Upper Class Families'.

### **Collections on sexuality**

<https://www.bl.uk/collection-guides/oral-histories-of-sexuality-reproductive-health-and-prostitution>

### **LGBT**

The Hall-Carpenter Oral History archive is a major collection of interviews relating to gay and lesbian experience in Britain. The original oral history project was established in 1985 as part of the Hall Carpenter Archives, which had been set up in 1982. After the closure of the Hall Carpenter Archive the written papers were given to the London School of Economics and the oral history collection, including correspondence and some transcripts, was donated to the National Sound Archive in 1989.

Before Stonewall: a lesbian, gay and transgender oral history is a collection of VHS copies of interviews with members of the Lesbian, Gay, Bisexual and Transgendered communities recalling their experiences from the years before 1969 and the beginning of the Gay Liberation Movement. The Rainbow Television.

### **Leonard Cheshire Archive**

Stephanie Nield from the Leonard Cheshire Archive talked about their sound and oral history projects, that have a focus on charity history and the life experiences of charity volunteers and disabled people. <https://rewind.leonardcheshire.org/resonate-begins/>

### **Teesside University Oral Histories of the North East**

Dr Charlie McGuire, Senior Lecturer in History at Teesside University, discussed his experience in oral history research and the way this has helped inform his approach to university teaching. In particular, he focused on his current project, which is based on oral histories of the 1980 national steelworkers' strike. These interviews, which have involved steelworkers from several different regions, including Scotland, South Yorkshire, Teesside and the Black Country, have allowed for a much greater insight, not only into a dispute which at the time was the longest national strike in Britain since 1926, but into the much deeper processes of deindustrialisation that accelerated in the years that followed. Some of these interviews and other, previously completed oral history project materials have been incorporated into a third-year BA History module that Charlie teaches at Teesside,

titled 'Voices of the Street: Oral Histories of the North East, 1945-1990'. The zip file contains the slides and clips.

The first section of this issue continues the theme of oral history and the way in which it can reveal voices hidden from printed collections.

Quiet Voices of Empire gives insight into a major achievement from Bristol archives in launching an online exhibition based on recordings from the British Empire & Commonwealth Collection (BECC) which were previously inaudible due to old formats.

Storytelling and the role of the Library in Holocaust Education provides insight into the power of oral history for tackling and communicating this difficult and traumatic subject matter. The Remembering Eleanor Rathbone – Mother of Child Benefit oral history project team introduce the work of their project in illuminating the role of this significant woman.

The second section is based on inclusivity.

Binni Brynolf from CILIP LGBTQ+ Network Committee offers practical tips we can all adopt in becoming an ally to support trans, non-binary and gender variant people.

Mark Small Bristol Archive provides insight into methods and a new resource for researching LGBT Plus history in the region. Finally the issue concludes with the usual disability bibliography.

Keep up to date twitter channel [http://twitter.com/aliss\\_info](http://twitter.com/aliss_info) and by subscribing to our free electronic mailing list LIS\_SOCIAL SCIENCE at <http://www.jiscmail.ac.uk/lists/LIS-SOCIALSCIENCE.html>.

We hope you enjoy the issue.

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## **Quiet Voices of Empire: Exhibition launch at Bristol Archives.**

*Mary Milton, Rights Clearance Officer - Unlocking Our Sound Heritage, Bristol Archives.*

Based at Bristol Archives, the British Empire & Commonwealth Collection and Unlocking Our Sound Heritage project team have worked together to curate an exhibition highlighting some of the quiet voices of empire. This has been launched online and you can find the link below.

### **Background**

The British Empire & Commonwealth Collection (BECC) <https://www.bristolmuseums.org.uk/bristol-archives/whats-at/british-empire-commonwealth-collection/> is one of the largest collections of British colonial history in the world. It includes around 500,000 photographs, 2,000 films, 2,000 oral histories, 10,000 objects and a large number of documents. Touching on most countries from the former empire, the material covers everything from agriculture, hunting and landscapes to architecture, infrastructure and development, and from daily domestic life (both of the colonisers and the colonised) to key political and royal events. It was donated mainly by white British people who lived and worked in the colonies, individuals, families and organisations, but results in rich and varied perspectives of life, allowing insights into hidden or forgotten histories. The audio-visual items are particularly significant, making the collection unique in its extensive coverage of a challenging and controversial period of history.

The collection's 2,000 oral histories were recorded on audio cassettes and minidisks between 1994 and 2010. Collected by Mary Ingoldby, they are the legacy of her inspiration and effort in her role as Oral History Co-ordinator at the former British Empire & Commonwealth Museum. These rich interviews give unprecedented access to the recollections of people who lived and worked in the former empire and Commonwealth.

1,000 of these recordings were digitised by the Unlocking Our Sound Heritage (UOSH) team. Thanks to this, we can share these fascinating, at times challenging, recordings in an exhibition for the first time. UOSH, a national initiative led by the British Library and supported by the National Lottery Heritage Fund, is a three-year project to digitise rare, unique and at-risk audio heritage. The team based at Bristol Archives is digitising audio collections from across South West England. Audio archives and collections face the double threats of the formats degrading due to age and the machinery to play them back becoming rapidly obsolete and irreparable.

### **Planning the Exhibition**

As the digitisation by the UOSH team of the BECC oral history collection progressed, some of the "quieter voices" of empire stood out, and the team decided to create an opportunity for them to be heard. Some interviewees had experienced parts of the former empire about which little is known in the UK, some had broken new ground and some question what we thought we knew about the empire.

We began planning an exhibition in 2019, and it would be the first time we would showcase this newly-digitised audio material to the public. The aim was to bring to life six “quiet voices” of the colonial period by examining six themes, each exploring a lesser known aspect of empire.

To do this, we identified material from the BECC relating to these six themes. Each features a selection of images, audio, documents and objects. Then we commissioned external narrators with personal links to the selected themes to interpret these groupings. In some cases the link is geographical; in others it relates to a professional or personal connection. The narrators listened to, looked at and read the assembled material. They considered questions like *how does the material relate to your personal knowledge and experience about the theme of the collection? What did it make you think and feel? What is it saying and not saying?* They then selected images, film, documents, photos and audio clips, and created a short text to accompany their selections, which became the exhibition’s displays. Our narrators provided personal and nuanced approaches and brought different perspectives on the collections.

Early on we made the decision to set no limits on the narrators’ texts other than word length. Normally community contributors writing for Bristol Museums and Archives exhibitions are asked to adhere to our writing standards policy. But, while the policy is designed to ensure text is accessible to a wide range of readers, it has the unintended consequence of compelling contributors to ‘come and be like us’ rather than allowing contributors to express themselves in their own way. So we decided to not apply the policy to our narrators. Personal and nuanced approaches are welcome and we hope will bring different perspectives to the collections; some focussed on empire and its continuing legacy, others on different issues raised by the material.

### **Revising the plan**

When we began work on the exhibition we imagined it would be a physical, onsite exhibition with an accompanying digital version. How quaint that seems now! All the while thinking ‘things will be back to normal soon’, we collected all our narrators’ texts and selections by mid-2020, and began working up an exhibition concept with the Museums’ designer. However, as time went on and reality began to set in, we couldn’t progress a physical exhibition due to site closures, so we began work on the online version. As it approached readiness, our physical exhibition remained un-designed, let alone built. We were keen to share our narrators’ work, so we decided to launch the exhibition online, though we still hope the physical version, which can be toured, will be built in 2022.

### **Launching the exhibition**

At last a launch date was set and we began to think about how we would publicise the exhibition. It was doubtful that we could have an in-person event but what could we do online? Given the disparate nature of the six Quiet Voices stories, it was hard to see how we could include a single live event that did justice to them all. So we returned to the thread that bound the stories and had been the impetus for the exhibition in the first place ie oral history. Listening to oral histories allows us to hear the struggles and joys of people

recorded over the last century. Collecting oral histories helps us bear witness to individual lives. People are sharing their stories in their own words.

We decided on a live panel discussion on the topic of oral history, why it's important and its impact. We were delighted three people with different backgrounds agreed to be our panellists: **Kavita Puri**, writer and broadcaster, **Pat Hart**, chief executive and station manager, Bristol Community FM and **Warda Ibrahim**, community facilitator, M Shed. **Mary Milton**, rights clearance officer for the UOSH team in Bristol facilitated the discussion as the speakers shared their experiences of instigating and using oral history.

The event was well-attended; at least 62 people Zoomed into the discussion on the day. Attendees noted they were watching from Sweden, Belfast, Scotland, Wales, Oxford, Stockport, Leicester, Birmingham, Lewisham and across the south West. Mary led the panellists in an informative, free-flowing discussion, covering questions like what makes for a good oral history interview, how to approach sensitive topics, and why oral history is important as a way of contributing to the historical record. Feedback from attendees included "The Q&A session made it feel like an open community discussion", "Some brilliant ideas for potential history projects" and appreciation for "The authentic voices of three different, experienced oral history interviewers, thoughtfully sharing their reflections, offering nuanced and inspiring personal testimony and conveying deep respect for the people they interview". The discussion was recorded and there are plans to make it available on Bristol Museums' YouTube channel early in 2022.

If you would like to visit the exhibition you can follow the link here:

<https://exhibitions.bristolmuseums.org.uk/quiet-voices-of-empire/>

Find out more about the British Empire & Commonwealth Collection and search our catalogue:

<https://www.bristolmuseums.org.uk/bristol-archives/whats-at/british-empire-commonwealth-collection/>

Learn more about the Unlocking our Sound Heritage project:

<https://www.bristolmuseums.org.uk/blog/archives/unlocking-our-sound-heritage/>

## **Storytelling and the role of the Library in Holocaust Education.**

*Jaime Ashworth and Anita Peleg, Generation 2 Generation (G2G).*

Storytelling is a powerful pedagogical tool in bringing the history of the Holocaust to new audiences. This has been demonstrated by the amazing work done by survivors in communicating their experiences. We at Generation 2 Generation (G2G) ([www.generation2generation.org.uk](http://www.generation2generation.org.uk)) are working with the children and grandchildren of survivors to become new storytellers, explaining not just what happened in the past but how those events resonate in the present. As sites of community interaction in which people from different backgrounds sit literally side by side, libraries are a key site for this work.

The need for Holocaust Education is still pressing. The Holocaust remains in the Key Stage 3 curriculum as a named topic, but neither academies nor independent schools are required to follow this. The pressure on the formal curriculum (particularly in the context of the ongoing pandemic) means that those teachers still required to teach about it do so in varying levels of detail: there are some detailed schemes of work and even “whole school” programmes, but for many learners their experience of Holocaust Education may be as brief as a single lesson period. A recent study of Holocaust knowledge and awareness in the UK found that 52% of all respondents did not know that six million Jews were murdered during the Holocaust. (University College London, 2021) The disruption to education since March 2020 will almost certainly continue this trend: as extracurricular venues, libraries can play a vital role in hosting educational events which address issues otherwise neglected in the classroom.

The last few years have also seen a disturbing increase in hate crime in general (REF). The Community Security Trust, which monitors antisemitic incidents, has reported increased incidence of hate directed specifically against Jews. The period January-June 2021 saw the highest total of incidents reported to CST in any year it has kept records. (CST 2021a: 2) The pandemic has possibly exacerbated this (CST 2020) but trends were already worrying. The way in which social media drives this trend (CST 2021b; CST 2021c) also makes the creation of “IRL” experiences in venues such as libraries a priority, since they counter the feelings of isolation and anxiety engendered by the instability of the last two years.

Research suggests that hearing from a Holocaust survivor is the single most powerful intervention in Holocaust Education, given that it is concrete, connecting and current. (Richardson, 2021: 315) While organisations such as the Holocaust Educational Trust continue to offer encounters with Holocaust survivors as part of their Outreach and *Lessons from Auschwitz* programmes, their increasing frailty and steadily declining number is a sobering reminder that they will not be able to do so forever. If encounters with direct impact of the event is vital, how do we provide that in the absence of first-hand witnesses? Technological solutions to this problem have focused on “interactive” filmed testimonies and even the development of holograms which appear to interact with the audience.

G2G, however, addresses this problem by training descendants of survivors to tell their stories effectively and clearly, making clear links to the contemporary relevance of the past. They also offer a way to link the Holocaust to the unfolding future and make clear that, in the words of historian Michael Burleigh, for many, “Nazism is not a matter of academic contemplation; but rather something which explains why they have no relatives or children; why they are chronically ill or have severe psychological problems; or why they live in Britain, Canada, Israel or the USA rather than Central Europe.” (Burleigh: 1996: 3) We have even worked with second- and third-generation witnesses to tell stories that have not been made public before.

Pedagogically speaking, storytelling is, in the words of Landrum *et al.* (2019) a “foundational” form of teaching, with effects on both understanding and empathy. Lee Anne Bell (2009) has demonstrated how stories can be used to empower students to frame and challenge issues of race and social justice. These ideas are embodied in the words of Holocaust survivor Ruth Barnett describing a G2G presentation: “In your presentation I felt much more warmth and the sort of gripping that gets school students engaged... In my view this is the most important part of testimony talks – to wake the audience out of indifference and apathy to realising what important legacies family histories have and how they are playing out today.”

In an article for the American Libraries Association, Fitzgerald *et al.* (2020) suggest that libraries can take a leading role in developing social justice and nurturing citizenship education. Ben White of the British Library suggests that libraries can also help “ensure an authentic record of knowledge created and accumulated by past generations” and “preserve the world’s cumulative knowledge and heritage for future generations.” (2021)

In recognition of the numerous events held by libraries for Holocaust Memorial Day, the UK Holocaust Memorial Day Trust provides specific resources and guidance for libraries <https://www.hmd.org.uk/resource/your-library-and-holocaust-memorial-day/>. Furthermore, the International Holocaust Remembrance Alliance has recognised the importance of libraries by establishing an International Library Platform <https://www.holocaustremembrance.com/news-archive/5-questions-answered-reinventing-role-libraries-holocaust-education-to-empower-librarians-to-become-more-involved-in-teaching-and-research-about-the-holocaust-giving-substance-to-its-statement-that-libraries-can-play-a-huge-role-in-shaping-the-future-of-education-remembrance-and-research.>

In the past three years G2G speakers have delivered talks in several London libraries to commemorate HMD and throughout the year, recounting life stories ranging from the experience of escaping Nazi Germany on the *Kindertransport* or with a domestic visa, experiencing life in ghettos and slave labour camps, to individual survival despite the murder of family members in concentration camps. Feedback from these talks speaks for itself:

“A very remarkable and personal talk. Her mother’s experiences and personality came over so clearly. Opened up to larger issues and which are appropriate to today. Thank you! Touched the human spirit.” Stroud Green Library 2020

On Holocaust Memorial Day January 27th 2022, G2G speaker Vera Bernstein presented

to Hertfordshire Library Service. Vera tells the story of her mother, Alice Savrin and how she and her husband endured discrimination under Nazi Laws in Slovakia and then survived by hiding in the mountains. Alice's mother survived under a false name in a public prison in Budapest. Alice's father and sister were not so lucky and were murdered by the Nazis and their Slovak collaborators.

Barnet Library Service has hosted several G2G speakers over the past year. In November 2021 they held an event to commemorate *Kristallnacht* hosting G2G speaker Lesley Urbach. Following this, in January 2022, G2G speaker, Francis Morton, told the stories of his parents Renée and George Morton. As Czech Jews Renée's parents recognised the growing threat from across the border in Germany and two weeks before the September 1938 Munich Agreement was signed, handing over part of Czechoslovakia to Hitler, 18-year-old Renée was sent to England on a domestic service visa. Renée kept over 500 letters from her family and friends between 1938 and 1945, from which Francis has been able to reconstruct the lives and fate of her family, most of whom were murdered in the Holocaust. These letters provide a unique and heart-breaking window into the lives of Renée's family desperately trying to escape Germany but who were eventually murdered in concentrations camps.

The power of these presentations is largely derived from the use of survivor testimony; ranging from direct audio or visual recordings to letters and official documents. Presenters benefit from G2G's training program, which helps second and third generation survivors research and create presentations conveying their family testimony. To date they have successfully enabled the development of 22 speakers and are helping another 25 prepare their family histories. Once a presentation is complete, the charity then set up speaking engagements with educational, religious, community and civic institutions. They also work in collaboration with other organisations engaged in Holocaust education, human rights and anti-racism education. One of these organisations is The Northern Holocaust Education Group (NHEG) which has similar goals and prepares speakers to present their stories in the North of England to ensure coverage of this vital function throughout the England.

Presentations like those of Lesley, Vera and Francis are part of G2G's key educational initiative, ensuring the retelling and preservation of survivor stories. We are excited to develop our work in these vital sites of community interaction and help fulfil the purpose of libraries as places where learning is accessible, engaging, and oriented toward a more positive future.

*For further information about Generation 2 Generation visit their website [www.generation2generation.org.uk](http://www.generation2generation.org.uk) or to book a speaker contact [bookings@generation2generation.org.uk](mailto:bookings@generation2generation.org.uk)*

*Dr Jaime Ashworth is an independent educator and researcher who works with Generation 2 Generation as a historical advisor and consultant.*

*Dr. Anita Peleg is chair of trustees for Generation 2 Generation and tells the story of her mother and Auschwitz survivor Naomi Blake.*

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## Remembering Eleanor Rathbone – Mother Of Child Benefit. Oral history project.

*Solveig Francis on behalf of the Remembering Eleanor Rathbone – Mother of Child Benefit oral history project team.*

### Background and aims

The Remembering Eleanor Rathbone – Mother of Child Benefit oral history project was a joint effort by Crossroads Women (CW), <http://crossroadswomen.net/> the grassroots charity which runs the multi-racial Crossroads Women's Centre founded by the Wages for Housework Campaign <https://globalwomenstrike.net/category/wages-for-housework-campaign/> in 1975, and The Remembering Eleanor Rathbone Group (RER), <https://rememberingeleanorrathbone.wordpress.com/> established to commemorate Eleanor Rathbone in 2016, the seventieth anniversary of her death. After seeing the poster featuring Rathbone at the women's centre's exhibition, Honour All Mothers, Honour All Carers, RER approached CW proposing a collaboration to mark the introduction of family allowance (now child benefit) on 6 August 1946, the first measure of the new Welfare State.

The project aimed to give Rathbone, an independent MP and active feminist from a distinguished Liverpool family of social reformers<sup>1</sup>, much deserved acknowledgement for her 30-year-campaign to win a universal payment for mothers, in recognition of their contribution to society, and to record its impact on the generations that followed by interviewing mothers about what this money meant to them and their families. The allowance was paid for the second and subsequent children (it was extended to every child in the 70s), regardless of income or immigration status.

Early in the 20th century, Rathbone's social investigations made a direct link between the endemic child poverty she encountered and the financial dependence of mothers. Her pathbreaking book, *The Disinherited Family*, 1924<sup>2</sup>, lays out her powerful case for a payment to mothers:

*“Bearing and rearing children is the most essential of all the nation's businesses ... Nothing can justify the subordination of one group of producers – the mothers – to the rest, and their deprivation of all share of their own in the wealth of a community which depends on them for its very existence.”*

The project interviewed 148 women and 10 men from a range of backgrounds around the UK. Interviewees were mostly mothers aged 36 to 95. We also interviewed some daughters, sons and husbands. The final report <https://online.fliphtml5.com/eulqw/icfr/#p=1> was launched at a webinar on 18 November 2021. <https://www.youtube.com/watch?v=soNE9mNZRVc>

<sup>1</sup> Documented in Pedersen, S. (2004). *Eleanor Rathbone and The Politics of Conscience*, Yale University Press.

<sup>2</sup> Rathbone, E. (Fleming, S.). (1986). *The Disinherited Family*, Falling Wall Press. (Original work published 1924).



## The process

We secured funding from The Heritage Lottery Fund and The Eleanor Rathbone Charitable Trust. We then recruited, trained and co-ordinated a team of volunteers to prepare materials, identify interviewees, carry out and transcribe interviews, keep records, set up a coding system, collate and analyse what people had said, select quotes, research the parliamentary process that had led to the Family Allowances Act 1945, and draft and design the final report published on line.

Volunteers aged 15 to 90 came from the Women's Centre, the RER Group, and Camden's Parliament Hill School for Girls, with which CW had worked before. Most had no prior experience of doing oral history but were enthusiastic to take part. Introductory and training sessions were held at the school and the women's centre. We introduced the project to community centres, pensioners' and grandparents' groups, lunch clubs, church groups, mostly in London and Liverpool. An appeal in the local press and a stall on Kentish Town Road near the women's centre also encouraged women to come forward. Volunteers also interviewed family members and friends. Women were delighted to be interviewed and to have their views and experiences taken seriously. Supportive men were glad to contribute.

## Project Materials

(available on the CW and RER websites)

A brochure inviting interviewees featured the stamp that honoured Eleanor Rathbone as the family allowance campaigner, which became our logo, and the above quote. Each volunteer received an information pack including a copy of *The Disinherited Family*.

For the interviews we prepared eight questions asking mothers what the money meant for them. They were asked to sign a consent form stating if they wanted to be anonymous or not, and permission for their photo to be used. (We rejected the more formal model forms which are long and hard to understand.) Interviews were recorded and transcribed.

## The results

It is hard to overstate the importance of family allowance: it was universal, not means-tested, and paid to the mother – only she could authorise another to collect it. This payment in mothers' hands introduced a radical shift in power relations between women and men in the family, including for mothers in better off households who often did not have money of their own. The standard of living of millions of women, children and men too, especially in working-class families, went up immediately.

The interviews revealed how close to the edge many women were and still are living: they described the money as "lifesaving", a "godsend"; "I remember picking up my family allowance without a penny in my purse"; "Without it sometimes you couldn't live"; "You were always waiting for it". Family allowance was often the only income – when the father was a casual labourer, lost his job, on strike, sick; when wages ran out mid-week; when he was mean and spent his wages on himself: "I never got a penny off him" one woman said; when single mothers had their benefits cut.

Most men were appreciative, “Without it we would have been in trouble”, though a number of mothers said that “some men objected to their wives having any money whatsoever.” Children remembered that “meals improved on family allowance day,” and there “might be a treat”. Most commonly women said they spent the money on food, followed by clothing and “good Clarke shoes”. In short “Ellie’s money”, as some women in Liverpool called it, gave mothers independent economic power to feed and clothe generations of children after 1946. It often meant the whole family could eat and it helped with rent, bills, presents and more. It enabled some women to escape abusive relationships – one woman built up a secret nest egg until she had enough to leave with her children and set up a new home. Several mothers used it to stay at home or work fewer hours when their children were little. Immigrant women, specially from “the colonies”, who had not known such a benefit before were particularly appreciative.

Women felt strongly that this sum, though small, was crucially under their control and was some acknowledgement of their work and value as mothers, and that they were primarily responsible for raising children and doing the best they could for them. “It was like a wage to me.” “Psychologically it was terrific.” Most thought that mothers do not get the social and economic recognition they deserve. Many agreed with Rathbone that mothers should be properly paid. One father said: “It’s not that expensive in comparison with the huge amounts spent on some things.”

As the selection from the parliamentary debates shows, paying a regular allowance directly to mothers was revolutionary. The government tried to give it to fathers through their pay packet but had to retreat when Rathbone threatened to withdraw her support for the Bill she’d worked so hard and long for, saying it was “an insult in the faces of those to whom the country owes most.”<sup>3</sup> Subsequent governments also tried to redirect the payment to men and again were defeated. Some of those involved in the 1970s Women’s Family Allowance Campaign, which the Wages for Housework Campaign co-ordinated, were part of the project.<sup>4</sup>

### **Some lessons and follow up**

Every stage of the project needed more time than anticipated. Putting aside the intervention of personal emergencies and the pandemic, this was partly because of inexperience, relying on volunteers whose available time fluctuated depending on caring responsibilities, changing job hours, revisions and exams. We also did more interviews than originally planned, largely because it was riveting to hear the variety of responses and situations that poured forth. This resulted in more transcribing and more material to be checked for accuracy and to sift through to select quotes. Some interviews were longer than needed or less relevant. We sought advice from a bigger, well-funded and staffed oral history project, and were reassured that it is not unusual for some interviews to be of little use because they are of poor technical quality or off topic.

The final report validates mothers’ otherwise ignored day-to-day struggles and

<sup>3</sup> *House of Commons, Second Reading, HC Deb, 8 March 1945, vol408, cc2259-370.*

<sup>4</sup> *James, S. (2012). The Family Allowance Campaign: Tactics and Strategy (1973). In James, S, Sex, Race and Class – The Perspective of Winning (pp. 86-91). PM Press.*

achievements, and can be of use in all kinds of learning situations. Feedback throughout the project showed that all participants learnt a lot from doing it, including mothers who interviewed other mothers and younger people who interviewed older generations.

Everyone who participated was invited to the launch, and a number did attend. As the report circulates, we continue to get accounts of what this money meant to mothers, and of the gains which have been reversed: child benefit is no longer universal, it is now means tested and dependent on immigration status (asylum seekers no longer get it).

After the Family Allowances Act was passed Rathbone said: “. . . this baby is a very little one [and] will have to be a good deal fattened...”<sup>5</sup> This project is a contribution to reclaiming a crucial but neglected part of UK women’s history, at a time when different sectors and genders are uncovering past struggles which have shaped the present but have been hidden from history. It is also a reminder that child poverty is not only still with us but rising, and that the caring work of mothers and others remains undervalued. Mothers are still waiting for the family allowance baby to be fattened.

More events are planned around the report so discussion will continue.

Information: Solveig Francis, Crossroads Women (contact@crossroadswomen.net; 0207 482 2496) and Lesley Urbach, Remembering Eleanor Rathbone Group (lcurbach@gmail.com).

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<sup>5</sup> House of Commons, Third Reading, HC Deb, 11 June 1945, vol 411, cc1398-422.

## How to be a good ally to trans and non-binary people.

*Binni Brynolf, CILIP LGBTQ+ Network Committee, CILIP Trustee, Digital Resources Librarian at Chatham House.*

Trans Awareness Week takes place each November and it is a time to celebrate and advocate for trans people, and to educate others on the issues affecting the trans community (GLAAD, n.d.). On 17th November 2021, I presented at a CILIP webinar sponsored by the CILIP LGBTQ+ Network on the topic “*How to be a good ally to trans, non-binary and gender-variant people*”. I shared my suggestions and recommendations for creating safe, welcoming, and inclusive spaces for trans, non-binary and gender-variant people, whether they’re colleagues, friends or loved ones, in social spaces, workplaces or other organisations. In this article I will summarise the main points of this talk.

What makes me qualified to make these recommendations? My knowledge comes from years of experience – as a library worker in different kinds of libraries, as a trade union activist focusing particularly on equalities issues, and my actual lived experience of being a queer, trans, non-binary person. Over the last thirty years, I have given a lot of thought to what we all can do to improve relationships, workplaces, organisations, and even our society for all members of the LGBTQ+ community, but especially for trans and gender non-conforming people.

An ally is a person who speaks up for people in minoritised and underrepresented groups, using their privilege in a way that benefits others who face problems they may not. An LGBTQ+ ally supports LGBTQ+ rights and challenges homophobia, biphobia, and transphobia. This is incredibly important as trans and non-binary people face discrimination, bullying, harassment and even violent abuse wherever they go. There has been an increase in LGBTQ+ hate crimes in recent years (Hubbard, 2021), and this includes in workplaces where people don’t always feel able to report problems or even be open about their identities (Trades Union Congress, 2017) (Trades Union Congress, 2019).

We know that the ongoing global pandemic has put huge pressure on the NHS, but trans people were already facing years of waiting to access literally lifesaving healthcare. This has increased from two or three years to at least five years just for a first appointment, with months and years in between appointments and very little support outside of those. The only other option is to go private, the cost of which is out of reach for most people. Trans people also suffer transphobia when accessing health services, even including trans specific healthcare, with trans people of colour twice as likely to experience this (TransActual UK, 2021).

There have always been transgender and gender-variant people throughout history and in all cultures, and we’ve always been part of the LGBTQ+ community as well. Suffice to say, it is not easy living as a trans, non-binary, or gender-variant person in our society. It is not a choice or a fad, it is just who we are. Anything that allies can do to improve matters is much needed and incredibly helpful. We can all work to create safe, supportive, diverse

and inclusive communities, workplaces, and organisations, which allow everyone to be themselves without fear of judgement, discrimination, harassment, or assault, and where everyone feels protected, respected, and able to be themselves. This should be something we just want to do as caring human beings, but in terms of benefits to the organisation, we also know that an inclusive workplace recruits and retains more diverse workers, with improved morale and productivity as a positive result.

What can we do to be good allies? To start with, allies should be ready to step in and stop bigoted behaviour when they encounter it, whether in public or private – but only if it is safe to do so. Allies need to listen, and to educate themselves about the issues, because we shouldn't place the burden of education on people in minoritised groups. We should always be respectful, for example using the right name and pronouns for people even if they are not present, and we should let other people know if they've got it wrong. I know that some of my colleagues will correct others who use the wrong pronouns for me, and I'm grateful for this action.

We should also avoid making assumptions about people – we can't always know someone's identity by looking at them, learning their name, or hearing them speak. If we make mistakes, we should apologise quickly without centering ourselves and our own feelings, then move on and strive to do better going forward. If we're not sure, then we can ask politely and respectfully. However, we shouldn't ask questions about a person's transition, their former name, or other such personal details. We might be curious but remember that many trans people will feel very uncomfortable talking about such matters.

Personal pronouns may seem controversial to some but it's very simple. Everybody has and uses pronouns, it's how we refer to each other when we're not using a name e.g. he, she or they. Usually, we assume a person's pronouns from their name or appearance, but this doesn't always match a person's identity, so it's good practice to introduce yourself with your pronouns and to ask people to share theirs - that is, if they can and want to. We can also put our pronouns in our email signatures and online profiles, which has the double effect of signalling inclusion and encouraging others - especially trans and non-binary people - to feel comfortable enough to do the same (Sakurai, MyPronouns.org: Resources On Personal Pronouns, n.d.).

As a person using they/them pronouns, I am often told that the singular they isn't grammatically correct – however, usage of the singular they in English dates back hundreds of years. It was first found in written form in 1375, which means it's likely that it was used in spoken English even before that (Baron, 2018). We use the singular they constantly, for example if we're telling a story about someone and we don't know their gender, or their gender doesn't matter, then we use 'they' or 'their' – as I've just done!

There are many things we can do in our workplaces or organisations, such as allowing for other names than only the official names on documents by including a "known as" option, and having processes in place for name changes, ensuring confidentiality. We can also allow for gender neutral titles such as Mx. We should try to use inclusive language everywhere - on websites, in documents and policies, and when greeting people. For

example, instead of welcoming attendees at an event with “ladies and gentlemen”, we can just say “welcome everyone”. During Q&A sessions, we shouldn’t point out questioners by saying “the *man* in the red shirt” or “the *lady* in the green jacket” because we risk misgendering people and causing awkwardness or even upset. Instead, we can say “the person at the back”. Our buildings and facilities should always be as accessible as possible, which includes providing gender neutral toilets and changing rooms.

Most HR departments will have policies on parental leave, and anti-harassment and bullying, but they should make sure they avoid gendered language where possible, and they can also have specific LGBTQ+ inclusion policies such as ‘transitioning at work’ so that the HR team, managers and trans employees know what support is available and which processes to follow. The HR department can also organise training for their own team, for managers, and for all staff on trans awareness and inclusion. All these initiatives should be implemented whether we know that we have trans colleagues or not (Gender Identity Research and Education Society, 2019).

Many workplaces, trade unions and organisations have diversity networks, for example our own LGBTQ+ Network (CILIP LGBTQ+ Network, 2021), which are often open to allies as well. Joining such networks is a good way to support equalities initiatives and to learn how to be a good ally.

*This event was part of the CILIP Webinars programme. A recording of the presentation is available here <https://vimeo.com/647339122> and all upcoming events are listed here <https://www.cilip.org.uk/events/>.*

## **Glossary of useful terms**

**Ally:** someone who supports LGBTQ+ rights and challenges homophobia, biphobia, and transphobia.

**Gender expression:** the external characteristics and behaviours that are socially defined as either masculine or feminine.

**Gender identity:** how we see ourselves as being a man or a woman, somewhere in between, or beyond.

**Personal pronouns:** how someone refers to you e.g. she or him.

**Assigned sex at birth:** when a baby is born, a doctor or midwife will normally declare “it’s a boy” or “it’s a girl”.

**Transgender / Trans:** inclusive umbrella terms for anyone whose gender identity or gender expression does not fully correspond with the sex they were assigned at birth. It’s important to note that *trans* does not stand for *transition* – not all trans people will undergo any kind of transition, and transition can be social e.g. name, pronouns, appearance, or physical i.e. hormonal or surgical. All trans identities are valid regardless of any degree of transition.

**Trans man:** a person who was assigned female at birth but has a male gender identity and therefore transitions to live fully as a man.

**Trans woman:** a person who was assigned male at birth but has a female gender identity and therefore transitions to live fully as a woman.

**Non-binary:** a person whose gender identity does not fit into the gender binary of male or female. Not all non-binary people transition socially or otherwise, but they are still non-binary. Non-binary people are not all androgynous in identity or appearance, but their identity is still valid.

**Cis:** a person who identifies with the sex they were assigned at birth. This is most people!

**LGBT+ / LGBTQ+ / LGBTQIA+ / LGBTIQ+** various acronyms for the lesbian, gay, bisexual, trans, queer and more communities. Which acronym to use is less important than always including the T and the plus sign to signify other identities.

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## Researching LGBTQ histories at Bristol Archives – Archives Gaydar.

Mark Small, Bristol Archives.

Bristol Archives was founded in 1924 as a local authority archive. Before that, an ordinance of 1381 implores that important records should be retained for the use of the city (Ref. CC/2/1 <https://archives.bristol.gov.uk/records/CC/2/1>). This means that people like me have been storing, looking after and sharing information about the people of Bristol for over 600 years. As an Archives Assistant my role is to help archive visitors to navigate the collections (physically and digitally), suggest other collections to help with their research, and help interpret documents. I recently gave an online talk, through our Museums service's 'Late Lunch Lecture' series about researching LGBTQ histories at Bristol Archives. I'm interested in this topic because I have keenly followed and undertaken research on the LGBTQ histories of Bristol for many years, as a citizen and an Archives Assistant; and I think it's important for the people of 21st century Bristol to be able to see themselves reflected in the long histories we represent in museums and archives.

Up until the 20th century, the LGBTQ (Lesbian, Gay, Bisexual, Transsexual, Queer\*) people of Bristol only get mentioned in records as criminals, people with incurable conditions, oddities to be remarked upon; or they're taboo people that don't get mentioned above a whisper at all, let alone written about. On top of this, LGBTQ peoples' own security measures, such as imploring a trusted family member to destroy correspondence so as not to besmirch the family honour after death; or choosing not to make a physical record in the first place to avoid incriminating yourself, means evidences of LGBTQ lives are hard to find. It surely doesn't need to be said, but this isn't fair. Bristol Archives, as part of Bristol Council's cultural offer to the city, has an imperative to reflect the history of all people of Bristol.

LGBTQ people existed beyond those traumatic institutional records, but only in "hidden histories". I'm talking about those lives before the *de jure* decriminalisation of male homosexuality in the UK in 1967, and the *de facto* understanding that queer people are, and have always been, a legitimate part of society that grew over the next decades. There are techniques and methods for examining records and finding possibilities of LGBTQ lives and as with any skill, you develop these over time. I call it "Archive Gaydar".

"Archive Gaydar" is about knowing language and understanding record series. While it isn't a mystical process where you look at a document and just get a vibe off it, like human "gaydar" it's about picking up on hints; using your experience and understanding of what queer people might say and do. It's also about applying what you know about what information record creators might record, and putting yourself in that mindset of eg. a hospital admissions clerk in the 1930s, or a court clerk in the 1950s. You have to do active reading of the formal, institutional language used to record queer people, which is very different from language we use now.



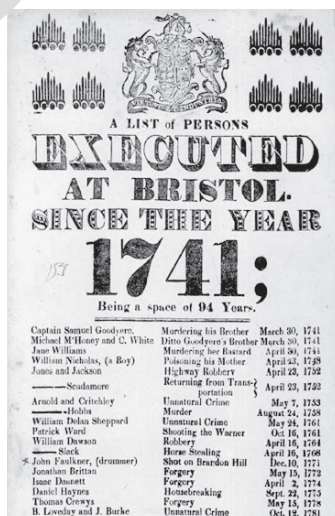
## Successes

Let's start with the easy wins, the successes. Bristol Archives has put together the 'Lesbian, gay, bisexual, transgender and queer history: sources for research' source guide [[https://archives.bristol.gov.uk/about/source\\_guides](https://archives.bristol.gov.uk/about/source_guides)], and a Collections page showing the collections related to LGBTQ history in Bristol. We designed these to be kicking off points so that independent study has somewhere to start from. OutStories Bristol is a local LGBTQ history society with whom we have been working in partnership for years. The 2013 parliamentary equal marriage debates included reference to Outstories' 'Revealing Stories' exhibition at M Shed; and those debates ultimately lead to the legalisation of same sex marriage in England, Scotland and Wales in 2013. This means OutStories helped to make history as well as celebrate it. As a result of OutStories' presence we've received many deposits, from personal collections to institutional records. Many of them cover the fascinating decades after the partial decriminalisation of homosexuality (1967) and the equalisation of the age of consent (2000), which (even though they're not that long ago) are now being used as sources for historical study by academics.

Another success, and one of the partnerships I'm most proud to have helped facilitate, is that of Freedom Youth. Freedom Youth are an LGBTQ mental health service in Bristol for young people between 11 and 25. As far as we can tell they're the oldest service of their kind in the UK. In 2016 they celebrated their 21st anniversary by collecting their shared history, writing it into a book, and then depositing the records they'd collected along with a copy of their book with us. This is a real coup for us because the people Freedom Youth engage with are so diverse and so proudly living their true lives that this collection helps us represent the queer people of Bristol who don't identify as "lesbian", "gay", or "bi". According to Freedom Youth's "Free to be Me" book<sup>1</sup>, their cohort is "more inclusive [and] looks at the needs of trans and gender diverse people, which might differ from young people exploring their sexuality", and we love it.

## Challenges

Now onto the challenges. As already mentioned, LGBTQ lives were obscured in records through the use of euphemism, innuendo, and coded language in an attempt to speak politely about what was a crime from 1533 up to 1967. The poster to advertise public executions in 1741 (Ref. 12967 <https://archives.bristol.gov.uk/records/12967>) uses the phrase "unnatural crimes" next to pairs of male names. We can cross-reference those with the corresponding court records and by deciphering their legalese, we can understand that these were pairs of men caught in the act and executed together.



<sup>1</sup> Fanti, R., & Streich, L. (2016). *Free To Be Me: Celebrating 21 Years of Freedom Youth (1st ed.)*. Tangent Books.

The other barriers are related to the cataloguers and users in archives. Archivists and archive staff can't possibly be experts on every theme in their archive, so it's totally possible that a cataloguer not versed in exploring and decoding historic LGBTQ lives could miss that the document in front of them is a total goldmine. This is obviously not their fault but it does underline the need for LGBTQ history projects, and the understanding that just because they have their own acronym, LGBTQ histories are also part of normal, everyday history.

Unfortunately due to the prejudices that queer people face and have faced, the final barrier I address is "institutional violence", where cataloguers and/or custodians have purposefully and meaningfully missed out or obscured information that could aide LGBTQ research (or any research), or in the very worst cases, destroyed the original documents. At Bristol Archives we have an old index to our court of Quarter Sessions collection (Ref. JQS <https://archives.bristol.gov.uk/records/JQS>), where the indexer made moral judgements about which court cases to include, and which might endanger our moral fortitude. The trouble with knowing that an index isn't complete is that you can't talk about what it doesn't contain! (Redoing the index is on our longlist of projects to complete but considering the Quarter Sessions collection includes nearly 2000 documents, it won't be soon.)

## Possibilities

The concept of "possibilities" has been bubbling under the surface of all the other elements of this paper, but it does deserve its own spotlight. Margaret Middleton in the Museum Learning Journal, 2019 says:

*"Queer possibility is an interpretive strategy that uplifts the marginalized narratives of LGBTQ peoples. Choosing not to interpret queerness or potential queerness is not a neutral action. These limiting standards can unwittingly perpetuate a legacy of homophobia and transphobia in museum [and archive] interpretation."<sup>2</sup>*

By following Margaret's words, choosing not to accept the potential queerness of a document could be considered "institutional violence", and as such could be damaging and limiting to LGBTQ histories research.

Norena Shopland has published "A practical guide to searching LGBTQIA historical records"<sup>3</sup> (which is available in our reference library at Bristol Archives). She draws on her research in personal papers, using that "archives gaydar" (not her words!) to put together a case for finding the queer possibilities in documents in personal collections:

- People wishing to spend more time together
- Excessive letter-writing
- Expressing a desire to live together
- Excessive gift-giving
- 'Couple speak' including nicknames

<sup>2</sup> Middleton, M. (2020). *Queer Possibility* Journal of Museum Education, 45(4), 426-436. <https://doi.org/10.1080/10598650.2020.1831218>

<sup>3</sup> Shopland, N. (2020). *A Practical Guide to Searching LGBTQIA Historical Records (LGBTQ Histories)* (1st ed.). Routledge

- Friends of the couple writing inclusively (eg. ‘How are you, and how is Doris?’)
- Friends with other same-sex couples
- Leaving an inheritance to their partner
- Leaving instructions to destroy material and/or correspondence.

I would love to be able to share rafts of examples and references from our collections here, but the stark truth is that this kind of research takes time and diligence, and unfortunately my job doesn’t stretch to scrutinising collections to this level (no matter how hard I plead).

One example that we can share is the court document where a group of neighbours have complained by petition about a woman called Anne Jones keeping a “disorderly house” in 19th century St Pauls, Bristol. The phrase “disorderly house” is the only clue that we can call upon, but we know that it’s included in the National Archives’ very useful list of key words relating to sexuality and gender identity history: <https://www.nationalarchives.gov.uk/help-with-your-research/research-guides/gay-lesbian-history/>. The term “disorderly house” could describe a brothel, an opium den, a speakeasy, or any site where the activity “injures public interest”. This means that there are myriad understandings of a disorderly house that don’t cross paths with LGBTQ histories, but they also might.

## Beyond Bristol

Part of my research for writing the LGBTQ source guide was surveying what other archives in the UK offer and how they offer it. This list is most certainly not exhaustive as my counterparts across the country are working hard to provide new resources and guides to aide studies, but if it can help as a jumping off point then I’m very happy to share it:

BBC Archives (including BBC Sound Archives)- <https://www.bbc.co.uk/archive/the-gay-rights-movement/z7kf2sg>

Birmingham City Archives - [https://www.birmingham.gov.uk/info/50165/birmingham\\_connection/2002/lgbt\\_heritage\\_resources](https://www.birmingham.gov.uk/info/50165/birmingham_connection/2002/lgbt_heritage_resources)

Bishopsgate Institute, London - <https://www.bishopsgate.org.uk/archives> (but no specific source guides)

Borthwick Institute for Archives, York - <https://www.york.ac.uk/borthwick/holdings/guides/research-guides/lgbt/>

Cheshire Record Office, Chester - <https://www.cheshirearchives.org.uk/what-we-hold/LGBT.aspx>

Devon Record Office, Exeter (See South West Heritage)

Dorset History Centre, Dorchester <https://news.dorsetcouncil.gov.uk/dorset-history-centre-blog/2020/07/20/lgbtq-histories-now-available/>

Islington Local History Centre, London – Joe Orton collection: <https://ilh-web.adlibhosting.com/Details/archive/110001110>; LGBTQ+ keywords

Liverpool Record Office - <https://liverpool.gov.uk/libraries/archives-family-history/our-collections/other-archive-collections/>

London Metropolitan Archives - [https://search.lma.gov.uk/SCRIPTS/MWIMAIN.DLL/50006032/0/2/2/51?RECORD&DATABASE=RESEARCH\\_GUIDES](https://search.lma.gov.uk/SCRIPTS/MWIMAIN.DLL/50006032/0/2/2/51?RECORD&DATABASE=RESEARCH_GUIDES)

Media Archive for Central England - <https://www.macearchive.org/search?for=lgbt&from=&to=>

Modern Records Centre, near Coventry - <https://www.ourwarwickshire.org.uk/content/subject/lgbtq-histories>

The National Archives [United Kingdom] - <https://www.nationalarchives.gov.uk/help-with-your-research/research-guides/gay-lesbian-history/>

Royal Archives, Windsor - <https://www.royal.uk/search?tags%5B%5D=lgbt>

Sheffield Archives - <https://www.sheffield.gov.uk/home/libraries-archives/access-archives-local-studies-library/research-guides/lesbian-gay-sources>

Somerset Archive & Record Service (See South West Heritage)

South West Heritage <https://swheritage.org.uk/wp-content/uploads/2021/01/LGBT-History-Blue-link2.pdf>

Suffolk Record Office - <https://www.suffolkarchives.co.uk/exhibitions/pride-in-suffolks-past-sharing-lgbtq-stories-past-and-present/>

Surrey History Centre, Woking - <https://www.exploringsurreyspast.org.uk/themes/subjects/diversity/lgbt-history/sources/>

Warwickshire County Records Office, Warwick - <https://api.warwickshire.gov.uk/documents/WCCC-863-652>

Wiltshire and Swindon Record Office, Chippenham - <https://wshc.org.uk/lgbt-history.html>

Glamorgan Archives, Cardiff - <https://glamarchives.gov.uk/wp-content/uploads/2018/08/Queering-Glamorgan-28Aug2018.pdf>

\*We recognise that 'queer' has been used as a perjorative in the past, but it is largely recognised as a reclaimed, empowered term and that is the context in which we use it as an umbrella term covering people with an LGBT+ part to their identity.

## Disability, Higher Education, Teaching and Learning Bibliography October 2021 - January 2022.

### Teaching and Learning

Gelbar, N; Madaus, J. (2021)

**Factors related to extended time use by college students with disabilities.**

*Remedial & special education*, 42 (6)374-383, DOI: 10.1177/0741932520972787

**Abstract:** Extended time to complete course examinations is the most commonly provided accommodation to students with disabilities in postsecondary institutions. However, there is a paucity of studies that examine the use and influence of extended time in true testing situations. The present study examined test accommodation used by 596 students with disabilities at a large research university. These students completed a total of 3,726 exams in 1,517 unique courses. Results indicated that extended time was used in approximately half of the tests, and of these, a nearly there was an even split between the use of less than and more than 50% additional time. In a statistical model predicting whether a participant used extended time at least once in a course, having a learning disability, having attention-deficit/hyperactivity disorder (ADHD), and taking a science, technology, engineering, and mathematics (STEM) course were statistically significant predictors of whether a participant used extended time in a course. Implications and areas for future research are presented.

Iglesias, Á (2021)

**Disabled university students: An exploratory study of a support program in a Spanish university.**

*Journal of higher education theory & practice*, 21(11), 139-142

**Abstract:** Universities are traditional educational institutions whose main purposes are to transmit knowledge and to promote quality research, but they are currently required to carry out these core activities with the utmost respect for equal opportunities and non-discrimination, developing and enhancing the capabilities of students with disabilities. However, Spanish universities are still mostly designed to accommodate normal students who do not have any kind of disability. This is evident not only in the physical structures, but also in the curricular designs, in the methodologies used and in the absence of training for lectures and administrative staff. In this context, the purpose of this paper is to present the objectives and measures of the student support service policy of a Spanish university. To this end, we will firstly describe and examine the objectives and actions within the program, and then carry out a first qualitative evaluation and assessment of it, based on semi-structured interviews with both those responsible for and beneficiaries of the program. The results show satisfaction on the part of the beneficiary students and more favorable perceptions and attitudes on the part of administrative staff and lecturers concerning the need to take into account the educational requirements of students with disabilities.

Jaird, M. (2022).

**Mapping out student support: an exploration of student disability programs and practices at selective higher education institutions**

The University of Vermont and State Agricultural College, ProQuest Dissertations Publishing, 2022. MEd <https://scholarworks.uvm.edu/graddis/1506/>

**Abstract:** There are currently over 200,000 students with disabilities enrolled in post-secondary institutions. This reality places demands on higher education institutions and requires considerations related to service delivery and policy (US Government Accountability, 2009). In response to the growing number of matriculating students with disabilities, higher education institutions are incorporating service centers to provide additional academic and non-academic supports to address the unique needs for these students. There is a gap in existing higher education literature in mapping the existing landscape of programs and service delivery models at the higher education level and what is effective so institutions can serve students with disabilities well. Other than the legal protections of the Americans with Disabilities Act and Section 504, there is little understanding about how higher education institutions are responding to the diversifying student needs. The purpose of this study is to respond to these knowledge gaps by examining the existing programmatic landscape and develop a typology of programs and services in place to serve students with disabilities at selective and highly selective institutions. Findings establish an exploratory typology of the range of disability support for undergraduate students at selective and highly selective higher education institutions. An organizational typology is an important first step towards understanding the existing policy landscape, thereby setting the stage for future research to categorize and evaluate disability support programs and practices. This study explores, through direct content analysis, the ways in which ten selective or highly selective public higher education institutions' Disability Services Office provide services and programs, framed by key components identified in Universal Design for Learning (UDL) and the Association for Higher Education and Disability (AHEAD) 2020 Domains, Program Standards, and Performance Indicators. Implications suggest that future research is needed to further characterize levels of support and engagement among higher education institutions' disability services models and delivery methods. The emerging typology can also be conceptualized and utilized in regard to other types of student services operations, such as Residential Life, clubs and co-curricular programs and events, counseling, and wellness support programs

Lee, O; et al (2021)

**Factors associated With online learning self-efficacy among students with disabilities In higher education.**

*American journal of distance education*, 35(4), 293-306.

DOI: 10.1080/08923647.2021.1979344

**Abstract:** This study examined how the prevalence of online learning increases educational outcomes and access for students with disabilities, exploring the factors associated with these learners' self-efficacy in virtual environment.

College students with disabilities (n = 278) were surveyed about their experience with online courses, overall technology competence, and preferred instructional modalities.

Online learning self-efficacy (OLSE) was used as the outcome. Factors associated with OLSE were technological competence and delivery preferences. Students with medical disabilities, in comparison to their peers with a psychological and/or learning disability, reported a higher level of OLSE in the virtual environment. These factors collectively accounted for 33.7% of the variance in OLSE ( $R^2 = .36$ ,  $F = 19.631$ ,  $p < .001$ ). Improving the accessibility of online learning for students with disabilities will promote best practices in online learning for all students. Accessibility mind-sets have been increasingly called for as higher education institutions are offering online courses.

Nachman, B. ; Wilke, A. (2021)

**Re-envisioning considerations for disabled community college students**

*New directions for community colleges* 196 (2021), 43-55

**Abstract:** While community colleges enrol high proportions of disabled students, limited research exists on considerations that college personnel should account for in meeting disabled students' varied needs and strengths. This article explores the impacts of policies and processes on disabled community college students and presents five policy-related issues and recommendations on how various community college agents with the power to inform and enact policy, including administrators/staff, researchers, and instructors, can best serve disabled community college students.

Thompson, M; Pawson, C; Evans, B. (2021)

**Navigating entry into higher education: the transition to independent learning and living.**

*Journal of further & higher education*, 45(10), 1398-1410.

DOI: 10.1080/0309877X.2021.1933400

**Abstract:** Student transition into higher education can set the foundation for success at university. However, some students, perhaps in increasing numbers, find this transition difficult. This study explores contemporary students' experiences when transitioning into Higher Education (HE) to gain an up to date picture of the multiple, potential sources of distress. Focus groups and interviews were held with a total of 10 participants. Interviews were transcribed and analysed using thematic analysis. The data suggests that students find a number of things difficult about their transition into HE. Overall, our findings suggest that some find challenges adapting to living independently, while some are also unprepared for independent study at university. These challenges and feelings of lack of preparedness can be experienced as particularly distressing for students who can feel that even their early academic performances are directly tied to their future opportunities for both success at university and later life. One of the main sources of support students seem to have are their new social networks. However, even establishing these networks can become an additional challenge. In the discussion, we explore how the existing literature generally supports these findings. The discussion also considers both if and why the challenges of learning and living independently – a consistent and longstanding part of university life – appears to be causing more problems now than previously. We provisionally introduce a new concept and focus for work in this area SAILL (Struggles Around Independent Learning and Living) and consider whether such a focus might help us conceptualise future work in this area.



Zahid, G. (2021)

**Evidence-based training approach for higher education faculty: brief model of inclusion and training of the disabled**

*International journal of educational management*, 35(6) 1151-1165.

DOI: 10.1108/IJEM-04-2021-0150.

**Abstract: Purpose.** This interventional study aims to test the effectiveness of the training approach for higher education faculty members to facilitate students with disabilities (SwD) to promote inclusion in higher education by operationalising approaches on the basis of the social action model. It presents an evidence-based training model created on recognised theories and strategies in the field of disability.

**Design/methodology/approach.** The study follows a single-case pre/post-test intervention design in which data were analysed quantitatively, followed by a thematic analysis of participants' feedback and trainer's reflections. Training sessions were aligned to the social action model, the perspective of reasonable accommodations and introduction to technological support for teaching-learning and policy issues. Eighty faculty members from different schools of a multi-disciplinary Pakistani university participated in these sessions. Data from only 63 faculty members were available for analyses. Findings Teacher Perceptions of Facilitating Students with Disabilities (TP-FSD) scale served as a pre- and post-test measure. The quantitative assessment revealed knowledge and attitudinal gains after brief trainings. However, when findings were interpreted considering effect sizes and supported by qualitative findings, moderate effectiveness level was evident. Effectiveness can be interpreted by the internal and external validity checks and findings of multiple assessments.

## Accessibility

Nover, C (2021).

**Create training for faculty members on digital accessibility.**

*Disability compliance for higher education*, 27(5), 1-5. DOI: 10.1002/dhe.31183

**Abstract:** COVID-19 has impacted all U.S. college and university students, but may have disproportionate effects on students with disabilities due to limited faculty awareness and training about digital accessibility. Prior to the transition to online-only education during COVID, faculty at Eastern Washington University, where I am a faculty member in the School of Social Work, could work with Disability Support Services on a student-by-student basis to develop accommodations for students with identified disabilities. Faculty could also choose to use tools within our learning management system, Canvas, to ensure that materials posted in the course are accessible, but this is not mandatory. Faculty have no mandatory training about captioning, image descriptions, Microsoft Office accessibility tools, Ally Accessibility Reports, Universal Design for Learning, or laws pertaining to disability and digital accessibility. While this lack of training was likely to be obvious to students with disabilities prior to the pandemic, the concern has been amplified within the past year.



## ADHD

DuPaul, G. et al (2021)

### **Academic trajectories of college students with and without ADHD: predictors of four-year outcomes**

*Journal of clinical child & adolescent psychology*, 50(6), 828-843,

DOI: 10.1080/15374416.2020.1867990

**Abstract: Objective:** Completing a college degree is associated with success in employment, financial earnings, and life satisfaction. Mental health difficulties, including attention-deficit/hyperactivity disorder (ADHD), can compromise degree completion.

**Method:** We examined 4-year academic performance trajectories of 201 college students with ADHD (97 receiving medication [ADHD-Med], 104 not receiving medication [ADHD-NoMed]) relative to 205 non-ADHD Comparison students. Demographic (e.g., sex, race/ethnicity), psychological (e.g., self-reported depression and anxiety symptoms), and service-related (e.g., receipt of academic support) variables were included as predictors of intercept (i.e., Year 1 performance) and slope (yearly change) of semester GPA, progress toward graduation, and self-reported study skill strategies. Results: College students with ADHD obtained significantly lower GPAs (Hedge's  $g = -0.46$  and  $-0.63$ ) and reported less frequent use of study skills strategies (Hedge's  $g$  range from  $-1.00$  to  $-2.28$ ) than Comparison students. Significantly more Comparison students (59.1%) persisted through eight semesters relative to ADHD-NoMed students (49%). Multiple variables predicted outcomes with parent education, fewer depressive symptoms, better executive functioning, and receipt of high school Section 504 accommodations and college academic support services among the strongest predictors. **Conclusions:** Findings suggest support services for students with ADHD should begin prior to college matriculation and focus on improving executive functioning skills and depressive symptoms to increase chances of academic success.

Solanto, M.; Scheres, A. (2021)

### **Feasibility, acceptability, and effectiveness of a new cognitive-behavioral intervention for college students with ADHD**

*Journal of attention disorders* 25 (14), 2068-2082. DOI: 10.1177/1087054720951865.

**Abstract: Objective:** This purpose of this study was to assess the feasibility, acceptability, and effectiveness of a new group cognitive-behavioral treatment (CBT) to enhance executive function (EF) in college students with ADHD. **Methods:** Eighteen students meeting rigorous DSM-5 criteria for ADHD were enrolled in two nine-member groups. The treatment targeted time-awareness, distractibility, procrastination, and failure to plan, and included strategies to facilitate academic EF skills. **Results:** Eighty-four percent of students attended nine or more of the 12 weekly sessions. Repeated measures analyses of change from pre- to posttreatment yielded improvement in clinician- and self-ratings of DSM-5 ADHD inattentive symptoms, with robust effect sizes. Also improved were scores on standardized scales of time-management, concentration, and total EF. **Discussion:** Results provide support for the feasibility, acceptability, and effectiveness of a CBT program in reducing inattentive symptoms and enhancing EF in college students with ADHD, and warrant investigation on a larger scale

## Autistic students

Athar,E (2021)

### **Comparison of autistic traits between Iranian students with different ethnic backgrounds: a cross-cultural Study**

*Frontiers in psychiatry* 12 (2021)

**Abstract:** Autistic traits (ATs) include symptoms associated with autism spectrum conditions (ASCs), which are assumed to be continuously distributed across the general population. Studies have indicated the cultural differences in the expression of ATs. Notwithstanding, our literature review indicated that studies on cross-cultural differences in the expression of ATs included samples from different countries. This is the first study designed to compare the expression of ATs between different ethnicities from the same country. Using the Autism-spectrum Quotient (AQ-28), we examined the possible cultural differences in the expression of autistic traits from four groups of students with different ethnic backgrounds, including Turkish (n = 262), Persian (n = 290), Kurdish (n = 300), and Luri (n = 307) students. Behaviors associated with autistic traits were reported overall higher for males than females. Also, significant cultural differences in autistic traits were found that were different for males and females. Furthermore, while the medical sciences student group scored significantly higher than the humanities group in the Imagination dimension, the humanities group had significantly higher scores in Number/Pattern dimensions than the engineering and medical sciences groups. Altogether, our results provide further support for the idea that the expression of ATs is significantly influenced by culture. A significant limitation of the current study was that groups were not matched with respect to age, percentage of male participants, and fields of studies and that these variables may influence the AQ scores

Cheriyana, C et al (2021).

### **Exploring the career motivations, strengths, and challenges of autistic and non-autistic university students:insights from a participatory study**

*Frontiers in psychology*, 12

**Abstract:** Supports for the growing number of autistic university students often focus on helping them succeed in university. However, even educated autistic people experience discrimination and other challenges which can make it very difficult for them to obtain meaningful jobs. Little remains known about how universities can better support their autistic students and alumni in overcoming barriers to meaningful employment. In this participatory study, a team of autistic and non-autistic researchers asked autistic (n = 92) and non-autistic (n = 774) university students about their career aspirations, strengths they believe will help them succeed in their “dream jobs,” and obstacles they expect to encounter. Autistic participants’ top goal in attending college was to improve their career prospects. However, relatively few autistic students reported learning career-specific skills at university. Autistic students were more likely to seek an academic job and less likely to seek a career in healthcare than non-autistic students. Autistic students highlighted writing skills and detail orientation as strengths that could help them succeed in their dream jobs more often than non-autistic students. However, they were also more likely to expect discrimination, social, and psychological difficulties to stand in the way of their dream jobs.

These findings suggest that universities should prioritize experiential learning opportunities to help autistic (and non-autistic) students develop employment-related skills while providing mental health supports. Universities should demonstrate their commitment to supporting diverse learners by seeking out and hiring autistic professionals and by teaching their own staff and employers how to appreciate and support autistic colleagues.

## Dyslexia

Christopherson, R (2021, 14 December)

### Top tips for supporting your employees with dyslexia

Retrieved from <https://abilitynet.org.uk/news-blogs/top-tips-supporting-your-employees-dyslexia>

**Abstract:** The law says that you MUST make Reasonable Adjustments to ensure that you are not discriminating against people you employ. But what would be a reasonable way to accommodate someone with dyslexia in your workplace?

## Mental Health

Bourdon, J. et al (2021)

### Trends in mental health service utilization among LGB+ college students.

*Journal of American college health* 69 (7, )750-758. DOI: 10.1080/07448481.2019.1706537.

**Abstract: Objectives:** 1) Compare service utilization among LGB+ and straight-identified students. 2) Assess rates of mental health concerns among LGB+ students only. Participants: Undergraduates (N = 675) reported on their sexual orientation, mental health conditions, and past service providers. Methods: Logistic regression was used for aim 1 and descriptive statistics for aim 2. **Results:** LGB+ students were more likely than straight-identified students to seek services for anxiety (odds ratio [OR] = 2.051;  $p < .01$ ) or depression (OR = 3.058;  $p < .001$ ) and from a counselor/therapist/psychologist (OR = 2.937;  $p < .001$ ) or their university's counseling/health services (OR = 1.933;  $p < .01$ ). Bisexual students utilized the most services. **Conclusions:** Colleges must ensure that programming, outreach, and overall support for the mental health needs of their LGB+ students are being met so that this vulnerable population continues to seek services.

Docka-Filipek, D; Stone,L. (2021)

### Twice a "housewife": On academic precarity, "hysterical" women, faculty mental health, and service as gendered care work for the "university family" in pandemic times.

*Gender, work & organization*. 28(6), 2158-2179. DOI: 10.1111/gwao.12723.

**Abstract:** Extensive research has explained women's pandemic-related workforce exodus as driven by the presumed pressures of gender disparate private, domestic burdens. The impact of gender asymmetries in academic labor on faculty well-being is less understood. We examined the effects of job-related factors on faculty mental health,

a critical measure of precarity during the initial Spring 2020 “lockdown” and transition to remote work. Faculty ( $n = 345$ ) were recruited via social media to participate in a survey on their work/life pandemic experiences. Women were over-represented in our sample, yet respondents at both the highest and the most tenuous ranks were underrepresented. Gender, teaching load, having dependents, and greater financial concerns were associated with higher depression and anxiety. Critically, women’s heightened mental health risk was not explained by the other predictors. Results indicate women faculty’s well-being and career advancement are threatened by disparate, obscured service burdens both within the academy and at home during the pandemic.

Dougall, I; Weick, M; Vasiljevic, M (2021).

**Social class and wellbeing among staff and students in higher education settings: Mapping the problem and exploring underlying mechanisms**

*Journal of applied social psychology*. 51(10)965-986. DOI: 10.1111/jasp.12814.

**Abstract:** Within Higher Education (HE), staff and students from lower social class backgrounds often experience poorer wellbeing than their higher social class counterparts. Previous research conducted outside educational contexts has linked social class differences in wellbeing with differences in the extent to which low and high social class individuals feel respected (i.e., status), in control (i.e., autonomy), and connected with others (i.e., inclusion). However, to our knowledge, there has been no research that has investigated these psychosocial needs within HE settings. Furthermore, inclusion, status and autonomy are correlated, yet little is known about how these psychosocial needs contribute to wellbeing simultaneously, and independently, of one another. To fill these gaps, we report the results of two studies; firstly with HE students (Study 1;  $N = 305$ ), and secondly with HE staff (Study 2;  $N = 261$ ). Consistently across studies, reports of poor wellbeing were relatively common and more than twice as prevalent amongst lower social class staff and students compared to higher social class staff and students. Inclusion, status and autonomy each made a unique contribution and accounted for the relationship between social class and wellbeing (fully amongst students, and partially amongst staff members). These relationships held across various operationalizations of social class and when examining a range of facets of wellbeing. Social class along with inclusion, status and autonomy explained a substantial 40% of the variance in wellbeing. The present research contributes to the literature exploring how social class intersects with psychosocial needs to impact the wellbeing of staff and students within HE.

Elbulok-Charcape, M et al (2021).

**Reducing stigma surrounding mental health: diverse undergraduate students speak out.**

*Journal of college student psychotherapy*. 35 (4), 327-344. 18p. 3 Charts.

DOI: 10.1080/87568225.2020.1737853.

**Abstract:** Given the growing rates of psychological disorders in college settings, the current study investigated student perspectives about how to end mental health stigma, a hindrance to help seeking. Participants were 1,255 demographically diverse undergraduate students from a large city university system ( $Mage = 22.4$ , 73.9% non-White). Students completed a questionnaire that assessed their knowledge and

perspectives about mental health-related issues including an open-ended question that elicited suggestions for how to end mental health stigma. Responses were coded using qualitative thematic analysis, of which the top three were: education (n = 325, 20.5% of responses), awareness (n = 271, 17.1% of responses), and positive atmosphere (n = 178, 11.2% of responses). Notably, students who reported having been diagnosed or treated for a mental health disorder were more likely to suggest curriculum changes and reconceptualization of mental health themes. We hope that results will be used to inform targeted interventions for combatting stigma in diverse college settings and beyond.

Jenkins, P. et al (2021)

**Anxiety and depression in a sample of UK college students: a study of prevalence, comorbidity, and quality of life**

*Journal of American college health.* 69(8), 813-819. DOI: 10.1080/07448481.2019.1709474.

**Abstract:** This study sought to estimate the prevalence of depression and anxiety in UK college students and examine associations between mental health symptoms and quality of life (QoL). Associations between psychiatric comorbidity and degree of QoL impairment were also investigated. Participants: Participants (N = 286) were recruited from a UK university (76.1% ≤20 years-old; 86.8% female; 71.1% White). Methods: Self-report measures of depression, anxiety, and QoL were completed online. Group differences and within-group associations were examined with Chi-square analyses, linear regressions, and ANOVAs. Results: Prevalence rates were in line with global estimates and suggest female students are at elevated risk of mental health problems. Symptom severity and comorbidity were associated with greater QoL impairment. Conclusions: Presence of depression, anxiety, or both was associated with QoL impairment. Findings develop understanding of the impact of mental health problems on QoL and could inform appropriate screening and effective interventions for student mental health

Johnston, S; (2021)

**Effects of team sports on anxiety, depression, perceived stress, and sleep quality in college students.**

*Journal of American college health.* 69 (7), 791-797. DOI: 10.1080/07448481.2019.1707836.

**Abstract:** This study aimed to assess the effectiveness of team sports on alleviating depression, anxiety, perceived stress, and poor sleep quality in college students. Participants: Undergraduates (n = 291) from a major public university in China. Methods: A 12-week quasi-experimental study was conducted. Students were enrolled in team sports classes (n = 138, experimental group) and aerobic dance classes (n = 153, comparison group). Data was collected via questionnaires at pre and post-test. Results: Results indicated significant improvement in depression and sleep quality for college students over time (p < .05). Depression levels decreased significantly more for team sports group (p < .05) compared to aerobic dance group. Results showed no significant differences in anxiety or perceived stress between the two groups over time (p > .05). Conclusions: Team sports may help reduce depression and poor sleep quality in college students. However, physical activity alone may not help improve anxiety and perceived stress

Mushonga, D. (2021)

**The glass is half full: The need to promote positive mental health in Black college students.**

*Journal of college student psychotherapy.* 35(4), 313-326.

DOI:10.1080/87568225.2020.1727804.

**Abstract: Background:** Traditionally, research examining Black student's mental health has occurred from a deficits-based perspective while failing to acknowledge their fortitude in persevering despite enduring adverse circumstances (i.e. racism and discrimination).

However, a growing body of literature highlights the importance of focusing on positive mental health (PMH), which is comprised of social, emotional, and psychological well-being. More importantly, it buffers against mental illness which is important given the low help-seeking rates among Black students. **Objective:** To date, no studies have examined PMH exclusively in Black students; therefore, our understanding of their ability to flourish in the college setting remains limited. Therefore, this article provides an overview of Black college students and the need to target correlates of PMH to promote mental health.

**Conclusion:** Focusing on PMH provides a holistic picture of Black student's mental health and aids in reducing the educational and health disparities that currently exist between Black and White students.

Parfitt, A; Read, S; Bush, T. (2021)

**Can compassion provide a lifeline for navigating Coronavirus (COVID-19) in higher education?**

*Pastoral care in education,* 39(3) 178-191, DOI: 10.1080/02643944.2021.1952645

**Abstract:** The Coronavirus pandemic has caused considerable challenges for the higher education sector, leaving many students and staff to experience a sense of liminality as they cope with these challenges. This article, written by three disabled academics based in the UK, reports how during the Coronavirus pandemic, compassion and compassionate spaces could be nurtured when students and staff took the opportunity to recognise their common existence. We share insights from focus groups held with seven disabled academics and learners on their encounters with the pandemic, such as managing the complexities of studying and working from home. We demonstrate that acknowledging and responding compassionately to feelings of vulnerability can offer a lifeline for individuals. Specifically, we propose the application of the social model of disability when seeking to embed compassion in the neoliberal academy. By so doing, the higher education sector can benefit in terms of navigating our extraordinary Coronavirus circumstances, and in building a future inclusive post-pandemic academy.

Shillington, K.; Johnson, A.; Mantler, T.; Burke, S.M.; Irwin, J. D. (2021)

**Kindness as an Intervention for student social interaction anxiety, resilience, affect, and mood: The KISS of Kindness Study II.**

*Journal of happiness studies.* Dec2021, Vol. 22 (8), 3631-3661.

DOI: 10.1007/s10902-021-00379-0.

**Abstract:** The purpose of this study was to assess the impact of deliberate acts of kindness (DAKs) plus access to a stress management booklet (intervention), compared to the booklet alone (control) on the stress-related outcomes of resilience, social interaction

anxiety, affect, and mood of undergraduate and graduate students. Participants' study-related experiences were also explored, as were the types of DAKs. This repeated-measures, randomized controlled trial included 112 students (80 undergraduate and 32 graduate) with 56 in each condition. Four previously validated scales were implemented at baseline, immediate post-intervention, and 3-months post-intervention. A linear mixed effects model was utilized with group and time entered as fixed effects. Content analysis of open-ended question responses and DAKs logs was conducted. The KISS of Kindness II had a statistically significant interaction effect on the intervention group participants' resilience ( $p = 0.0099$ ), social anxiety ( $p = 0.0016$ ), and negative affect ( $p = 0.0033$ ), but had no significant impact on their positive affect or mood. Intervention participants described improvements in mental wellbeing. DAKs were plentiful (1,542 DAKs, 26 types), and show promise for university-based mental health interventions.

So, C. (2022)

**Validation of the mental health checklist (MHCL) during COVID-19 lockdown.**

*Journal of community psychology*. 50 ( 1), 502-514. DOI: 10.1002/jcop.22600.

**Abstract:** The COVID-19 pandemic resulted in unprecedented disruption to everyday life, including widespread social distancing and self-quarantining aimed at reducing the virus spread. The Mental Health Checklist (MHCL) is a measure developed to assess psychological health during extended periods of isolation and confinement, and has shown strong psychometric properties in community samples and during Antarctic missions. This study validated the MHCL in a sample of 359 U.S. and U.K adults during the peak of the COVID-19 lockdown. Confirmatory factor analysis (CFA) tested model fit, and convergent validity analyses were conducted to compare the MHCL with validated measures of depression, anxiety and stress, as well as insomnia. The MHCL exhibited good model fit for most CFA indices, and showed strong convergent validity with other measures of psychological well-being. Findings suggest that the MHCL is useful for assessing mental health in a variety of environments and conditions

Sprung, J. Rogers, A. (2021)

**Work-life balance as a predictor of college student anxiety and depression.**

*Journal of American college health*, 69 (7), 775-782, DOI: 10.1080/07448481.2019.1706540

**Abstract:** Few studies have examined how work-life balance may influence college student mental health. The current study addresses this gap in the literature by examining the process by which work-life balance may lead to college student anxiety and depressive symptoms. Participants: A total of 111 students from a private Midwestern college were sampled between October 2017 and November 2017. Method: A cross-sectional survey design was used to assess work-life balance, perceived stress, anxiety, and depressive symptoms. Results: Work-life balance was negatively related to students' perceived stress, general anxiety, and depressive symptoms. Path analysis results indicate that perceived stress fully mediated the relationship between work-life balance and anxiety, as well as the relationship between work-life balance and depressive symptoms. Conclusions: Work-life balance is an important antecedent of college students' mental health. Educational institutions should place more importance on assisting students with work-life balance in order to improve their college experience.



von Keyserlingk, L.; Yamaguchi-Pedroza, K. Arum, R; Eccles, J (2022)

**Stress of university students before and after campus closure in response to COVID-19. B**

*Journal of community psychology*. 50( 1), 285-301. DOI: 10.1002/jcop.22561.

**Abstract:** Due to the COVID-19 pandemic, universities were forced to adopt a remote learning model, which introduced a number of stressors into college students' everyday life and study habits. The current study investigates if students' study-related stress increased after the pandemic's onset and how individual and contextual factors moderate this potential stress increase. Longitudinal survey data about students' stress levels and self-efficacy in self-regulation were collected before and after the onset of the COVID-19 pandemic at a public university (N = 274). Regression analysis results show an overall increase in study-related stress levels after the onset of the pandemic. Students with self-efficacy in self-regulation reported lower stress increases; students with higher mental health impairment and limited time for coursework reported larger stress increases. To address students' stress levels and strengthen coping resources, universities should consider providing students with resources to improve their self-regulation and time-management skills.

**V-Cs urged to open up on mental health struggles to shift culture (2021)**

*Times higher education*. 2495, 12-12.

Woodhead, E. et.al (2022)

**Age and disclosure of medical, mental health, and learning differences to faculty.**

*Journal of student affairs research & practice*, 59(1), 73-86,  
DOI: 10.1080/19496591.2021.1902818

**Abstract:** This study compares experiences of traditional-aged college students ( $\leq 24$ ) to nontraditional-aged students ( $\geq 25$ ) in disclosing medical and mental health problems or learning differences to faculty. Two studies representing qualitative (Study 1; n = 39) and quantitative (Study 2; n = 190) data were collected from participants attending two different 4-year public universities. Nontraditional-aged students used the strategy of practical focus/obtaining resources more frequently (35.48% vs. 0%) and reported more positive experiences disclosing to faculty than traditional-aged students.



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