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DttP

Documents to the People

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About the Cover: National Park Service. "Cobs of Wiekte corn, a variety developed by the Hopi." Heritage Garden at Aztec Ruins National Monument, New Mexico, n.d. Photograph. https://www.nps.gov/azru/learn/historyculture/heritage-garden.htm.

Editor's Corner

Jennifer Castle

As I write my final editorial for *Documents to the People*, I am filled with nostalgia, gratitude, and hope for the future. Over the years, this journal has been a beacon for those who believe in the power of information to shape our democracy. It has been a privilege to serve as its editor, guiding discussions and sharing insights that have strengthened our community and our collective mission.

Looking back, I am reminded of the many conversations and collaborations that have shaped our publication. I am grateful for the contributions of my colleagues, whose dedication and passion have made each issue a resource for our readers. Your support, insights, and efforts have been the backbone of our success.

2024 has brought with it an election of unprecedented significance. As I step down, we find ourselves during a momentous period in American history. For the first time, a Black and South Asian woman is running for president of the United States. This moment is not just historic; it is a testament to the power of perseverance, diversity, and the ongoing fight for equality. Her candidacy represents the culmination of centuries of struggle, advocacy, and progress—a beacon of hope for future generations who will grow up in a world where the highest office in the land is within reach for all, regardless of race, gender, or heritage.

In many ways, this election embodies the ideals that *Documents to the People* has championed for decades: the power of representation, the importance of access to information, and the role of public institutions in ensuring that every voice is heard.

The journal will continue to thrive under Elizabeth Sanders's new leadership, and I am confident that it will adapt to the challenges and opportunities ahead. The world of government information is ever-changing, and the journal must evolve with it. However, the core mission will remain the same: to serve as a platform for the exchange of ideas, to promote transparency, and to empower our readers with the knowledge they need to make informed decisions.

I want to express my deepest appreciation to all who have supported me during my time as editor. Your contributions have been invaluable, and your passion for our field is inspiring. I am honored to have been part of this journey, and I look forward to seeing the continued impact of *Documents to the People* in the coming years.

Thank you for allowing me to be a part of this incredible community.

With gratitude,
Jennifer

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From the Chair

Andie Craley

Greetings to all. As your newest GODORT chair, I come into this position feeling like a student entering their new school year. As an elementary or secondary student, it was the excitement of new shoes, new clothes, new hairdo, new backpack, new lunchbox, seeing old friends again, and wondering how to make new friends, sometimes heading to a new school depending on the movement of grades. Then, off to a higher education institution, perhaps the first long stretch away from your childhood home and living on a campus or living in an apartment with new roommates, or commuting with a car or public transportation every day, finding the right building where your class is located, new independence, and for returning students seeing classmates again. It was that sense of new and familiar, exciting and terrifying, thrilling and intimidating, all rolled up together. Leaving the secure and comfortable and venturing into the unknown and unfamiliar for the chance to learn, develop, and grow in experiences, knowledge, and networking with colleagues. An old song that I learned in Girl Scouts long ago crept into memory: "Make new friends, but keep the old . . ."

One reason for this feeling is that I have moved from familiar to new. On a local level, I have chaired several library position search committees, collaborative educational committees on my campus, our campus annual Constitution Day/National Voter Registration Day events, and a state-based Maryland Interlibrary Loan (MAILL) organization. Then, I started to branch cautiously out of familiar by first attending many GODORT meetings as a "lurker" in all the open virtual committee meetings to find out more about them, and attend the GODORT meeting when Fall FDLP Conference was in-person and also the GODORT Social Hour at an ALA Annual. Then I leaped a little more by chairing the GODORT Cataloging Committee through several terms. Now is the new, chairing GODORT as an entity in a national organization and helping to move it forward to advocate learning in all forms and levels of government information.

Another reason for this feeling is that fall brings the start of a new academic year for many of us, no matter what type of library we work in. There are of course the varying sizes of academic libraries as we see our campuses start to come alive again with more bustling activity as the bulk of students return. But public, law, and special libraries also see the start of new academic years of public-school students and specialized researchers starting new book reports, reviews, and research and dissertation projects. Fall often starts a new year of events, programs, performances, and celebrations, many of them tied to government agencies, information, and historical events. GODORT is a gathering of so many talented and devoted government information specialists who have created a wealth of digital tools that are designed to share resources on many topics with not only educators and librarians but also with all those students and researchers who crave it. Many of these research tools are focused on events happening in the fall. We are headed into a presidential election, and leading into that we have Constitution Day and National Voter Registration Day happening on the same day this year. I'm sure many of us have historical events happening more locally to our institutions that involve not only federal documents but also important state documents. In Maryland, where I work, September 12 marks the 210th Anniversary of Defenders Day, a state holiday that commemorates the successful defense of Baltimore during the War of 1812. It's also when Francis Scott Key wrote the poem that became the U.S. National Anthem, "The Star-Spangled Banner," in 1931. Where I reside in Pennsylvania, I am always drawn to observe the federal document of the Gettysburg Address on its annual anniversary occurrence of Dedication Day on November 19 at Gettysburg National Cemetery. I have been approached by several GODORT members to start thinking about the United States' 250th birthday in July 2026, and there is already planning and preparing of resources among some committee members. There is that sense of newness, excitement, and thrilling adventure happening that we need to continue to cultivate.

Mixed in with this may be some unknown factors as we see the transition in government information from a print base to a digital base and how that will affect the workflows at our institutions and access for our patrons. I am a member of the Northeast National Collection Service Area Steering Committee, and the steering committees of those four geographic regions are working to ensure collaboration and sharing of resources among Federal depository libraries to guarantee the permanent public access to Federal Government information. The Government Publishing Office has released updates regarding the Print Distribution List and allocations of print titles with its recent report to the Federal Depository Library Program community "Implementing a New Print Distribution Framework." The NCSA Steering committees are tasked with developing collection management plans to ensure access and

preservation of the National Collection of U.S. Government Publications, and to develop a plan of processes in the event that any library can or wishes to no longer receive their allotted print copies, so that at least one tangible copy of government publications are kept in each of the four NCSA areas. Along with these updates, some libraries who have been utilizing the free Cataloging Record Distribution Program (CRDP) for their cataloging, a joint program with the Government Publishing Office and Marcive, received recent notice that Library Services and Content Management (LSCM) inside the GPO will cease CRDP services in March 2025.

New changes usually bring intimidation and uncertainty, and affected libraries will need to evaluate their workflows and processes while continuing to provide access to government information. GODORT will need to be continually aware of all these new developments, collaborating with other organizations, associations, agencies, and information providers, so that we ensure our research toolboxes link to and provide accurate and relevant information for the libraries and public who need it in their daily lives. GODORT will continue to make new friends and collaborations in advocating for access in all forms while always keeping and safeguarding the old and familiar for historical preservation.

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Get to Know …

Ben Aldred

Gwen Sinclair

Ben Aldred, GODORT's immediate past chair, has many personas: folklorist, Phillies fan, novelist, role-playing game enthusiast, musician, and, of course, government information librarian. "I am the quintessential accidental gov docs librarian," Ben, who uses they/them pronouns, explained. "I had gone back to library school because I'd gotten a PhD but there weren't a lot of job opportunities at the time in 2009." Needing one more class to graduate, they took the government information course. Luckily, a position as social sciences and government information librarian at Loyola University Chicago opened up when they graduated. "I started doing that and never looked back," they said. In 2017 they moved to the University of Illinois at Chicago, where they are an associate professor and reference librarian, the FDLP coordinator and maps librarian, and the liaison to the College of Urban Planning and Public Administration and the Jane Addams College of Social Work.

Ben feels that library school prepared them well for a career in government information, but not in the way you might think. Critical skills they learned include collaboration and the importance of knowledg-sharing among professionals. "Every single government information question is a scavenger hunt the first time you get it, and someone else can give you a hint along the way," they emphasized. They are a big proponent of getting involved in professional associations like GODORT in addition to state and regional associations. "The best way to learn gov info librarianship is from your colleagues, so take advantage of those opportunities," they said. In GODORT, they have been involved in projects that helped with skills, such as the Government Information Online virtual reference service and the Voting and Elections Toolkits project. They have also developed a better understanding of how ALA operates and how they can use its programs and services at their library. "And I've gotten to know people I'm very happy to see at conferences," they added.

Asked what they love about their job, Ben replied, "I really love it when I'm able to help someone get the information they've been looking for. The delight that they express keeps me going." They recalled a particularly memorable interaction they had with a printmaking student who was creating an artwork about air quality in Chicago and needed Ben's help to find a map showing rail lines. "At the end of the semester, she showed up at my office with a copy of the print. It was meaningful in a cool way, helping a student do something that they otherwise wouldn't have been able to do." According to Ben, characteristics that make someone a good government information librarian include a "willingness to dig for information, a doggedness in pursuit of the right document, and spirit of inquiry." In addition, they noted that one needs an understanding of how bureaucracies work. "One of the things that is really useful is figuring out who is doing this. Who is tracking a particular piece of data? How are they supposed to report it?" Ben wants to learn more about the rulemaking process and how public comments can influence that process. They are especially eager to help social work students learn to navigate and shape the Illinois Code of Regulations as they move into professional roles.

In their free time, Ben is a fiction writer in the fantasy genre. Their book *Once Chosen* came out in 2021 and they are hard at work on another novel. They also love theater and are "a big Shakespeare nerd," having seen twenty-six of Shakespeare's plays. Much of their reading is in service of their work, so they are currently dissecting *Gender Trouble* by Judith Butler with a student who is researching drag ban laws. They also enjoy listening to podcasts such as *The Constant: A History of Getting Things Wrong*, which discusses historical misconceptions.

Asked about their favorite government resources, they said, "It's hard to top the photos that are put out by NASA, in terms of sheer beauty and accessibility. All of these amazing public domain photos of space that are put out for the world to enjoy—that is wonderful!" They also appreciate the Census. "I love the ACS [American Community Survey] and the way that we try to measure the nation on a regular basis to get a sense of what matters to people." In the final analysis, it is plain to see that Ben is a hardcore government information librarian. To them, government information is "a really special and important part of the library world."

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Investigation into the Chilocco Indian Agricultural School

Seth Cope

This paper focuses on telling the story of the Chilocco Indian Agricultural School (Chilocco School) from its establishment in Chilocco, Oklahoma in 1884 to its closure in 1980. A variety of government documents and resources were used to reconstruct this story, and it is the author's hope that this methodology might be applicable to research conducted on other Federal Indian Boarding Schools. The Chilocco School was a non-reservation boarding school with a long timeline (1884–1980). Its history of management is well documented through executive orders, federal reports from the United States Bureau of Indian Affairs and its predecessor, the Office of Indian Affairs, from the United States Department of the Interior, and United States Congressional budgetary documents. The school's history parallels changes in thought in the federal approach to indigenous populations, including the investigations into the abusive practices that led to its closing.

In 2022, the Department of the Interior began an internal investigation into the history of the U.S. federal government's involvement with the Federal Indian Boarding School Initiative, under the direction of Secretary of the Interior Deb Haaland, with a report on the initial findings published in May.[1] The report details the history of U.S.–First Nations relations, highlighting the role education played as a "weapon" with which the government intended to "civilize" First Nations people.[2] Even after the identification of 53 burial sites—some of which were unmarked, several unknown—near these buildings, the report acknowledged that the Department of the Interior believes this to be only a small number of the actual toll of lives taken, estimating the final number when research concludes to be somewhere "in the thousands or tens of thousands."[3]

The Chilocco School was a non-reservation boarding school established by the Executive Order of July 12, 1884, by President Chester A. Arthur, and operated for the better part of 100 years until its closure in 1980.[4] An inspection of the school in 1969 commissioned by Senator Edward Kennedy in conjunction with a larger overall inspection of the condition of the Federal Indian Boarding Schools—a collection of documents collectively known as the Kennedy Report—revealed many of the inadequacies and abuses alluded to in the more recent report, including but not limited to physical abuse of the students, criminal actions, and institutionalized corruption.[5]

Personal Narrative

My great-grandmother, Herlinda Portillo, was a student at the Chilocco School. Taken from the Comanche tribe at the age of 8 in 1910, the story was passed down that Herlinda suffered at the school regularly. When the students refused to speak English, they were beaten, or starved, or otherwise mistreated. Herlinda refused to stay and suffer and, like many Chiloccoans over the years, ran away from the school. She later married an older farmer she didn't love, who she divorced for the young farmboy from down the lane she did. She lived until 98 years of age.

Why is this story important to share? Because the numbers in this paper correspond directly to people like Herlinda—or Mama Stoneman, as we called her. The discussion of "the Indian" in the documents related to the investigation of these schools can be patronizing, demeaning, racist, and insensitive. The writing in these documents is reflective of the attitudes of the times, but also marks an effort to both hide and desensitize the reader to the atrocities of the past, and it is important to remember the lived experiences of the people behind the ink.

Creation of the Chilocco Indian Agricultural School

When looking into the beginning of the Chilocco School, I found that there were two main documents that detailed its creation. The Executive Order of July 12, 1884 by President Chester A. Arthur calling for the withdrawal of land for the school states simply:

> Sections 13, 14, 15, 16, 21, 22, 23, 24, 25, 26, 27, 28, and the East half of Sections 17, 20, and 29, all in Township No. 29, North Range No. 2, East of the Indian Meridian, be and the same hereby are, reserved and set apart for the settlement of such friendly Indians belonging within the Indian Territory as have been or who may hereafter be educated at the Chilocco Indian Industrial School in said Territory.

With this one sentence, the foundations were laid for the school's opening. However, the circumstances around that opening were rather fraught. The first superintendent of the Chilocco School, W. J. Hadley detailed these hardships in the *Annual Report of the Commissioner of Indian Affairs* (ARCIA) in 1884.

> Our school opened up... under very unfavorable circumstances, the weather being very cold and inclement, and the children having to be transported so far across the plains in wagons, and at considerable expense to the Government.[6]

Hadley further reported that the school began with 123 students from five major Indian agencies: Kiowa, Comanche, Wichita, Cheyenne, and Arapaho. Additionally, the school "lost only two by death" in their first year, one Cheyenne girl and a Caddo boy. The reasons for their deaths were not included in this report to the Commissioner, though Superintendent Hadley indicated his hope to "exercise more care and have them properly examined before admitting" future students.[7] Statements like this provide valuable insight into the views of the operators of the Chilocco School towards their wards, and can be found in ARCIA documents over the years.

The ARCIA document is perhaps the most important in laying the foundation for research of a particular school and year. The University of Wisconsin at Madison maintains a digital archive of ARCIA documents from 1826 to 1932, which proved instrumental in finding information on the Chilocco School.[8] This archive is keyword searchable, and many sections (including the Chilocco School report) are selectable from a dropdown menu, making navigation within the document intuitive. ARCIA documents can otherwise be found in the *U.S. Congressional Serial Set*—available in print as well as archives like the HathiTrust Digital Library (https://www.hathitrust.org)—though the titles for the report can vary depending on the year of publication. The Catalog of U.S. Government Publications (CGP) lists the ARCIA from 1906 to 1927 under the title "Report of Commissioner of Indian Affairs"; after the Office of Indian Affairs became the Bureau of Indian Affairs in 1947, the report was known as the "Annual Report of Commissioner, Bureau of Indian Affairs, to Secretary of Interior," until 1951.[9] These can be located in the CGP either through keyword search, or through the SuDoc number "I 20.1."

Operations and Management, 1884–1967

Beyond the documents that tell us what happened in the first days of the Chilocco School, budgetary documents, employment records, and miscellaneous ephemera provide a look into the day-to-day operations of the school. Thankfully, there are many digitized collections of documents that cover these areas, allowing us to recreate sections of the Chilocco School's history. Additional documents can be found in the archives of the National Archives and Records Administration (NARA), as well as state or special archives.

Thanks to the ARCIA archive at UW Madison, I was able to find the names of the Superintendents for each year after 1884, barring a gap in information between 1918 and 1920. I was able to search the Treasury Department's Annual Report for Superintendent Hadley's name, finding 4 separate instances.[10] The first was a claim of $500 for "Transportation of Indian Supplies," the second a claim of $450 from the United States' "Civilization Fund."[11] The two major claims by Hadley, however, were part of two sections related to "Indian Schools near Arkansas City," a town no more than 8 miles away from the Chilocco School. Looking at the total claims for "Support of Indian Schools near Arkansas City," we can establish that the budget for running the school was set at $20,000.[12] Additional funds for the construction of the "Indian School Building near Arkansas City" were listed at a total of $22,371.70.[13] This gives us a total expenditure of $42,371.70 in 1884 to jump start the Chilocco School, which is worth approximately $1,482,852.76 in 2024.[14]

Early budgetary outlines for the Chilocco School can be found this way without the physical copies of the documents in hand. In 1949, the Office of Indian Affairs became the Bureau of Indian Affairs, and the Congressional budget justifications of the Bureau from 1970 onwards are published on their website.[15] These Greenbooks do not explicitly list the direct budget of the Chilocco school, but they provide a look into the Bureau's developing view of the boarding schools, explicitly highlighting their lacking funds and staff.[16]

Other documents are stored with NARA, and the school itself is on the National Registry of Historic Places.[17] The Bureau of Indian Affairs has the National Archives Record Group number 75, and the Chilocco School has the more specific Records Group 75.20.8.[18] Most of the documents with a connection to the Chilocco School are physical documents located within the

Fort Worth branch of the National Archives—including 76 years of student records—but NARA has digitized a few collections of relevant materials.[19] One such collection is a series of Chilocco School Superintendents' Annual Narrative and Statistical reports from the years 1910 until 1937.[20] This collection is a digitized microform that contains the described reports, and provides a look into the messaging that various superintendents wished to convey about the school into the Great Depression Era.

Researchers who wish to track down the employment records of the Office of Indian Affairs would need to be able to access the physical records in one of the many National Archives locations. The National Archives has a document that provides a nice primer on this, *Indian Agents and Superintendents 1849-1907*, that explains that records for Indian Agents and other employees appointed before 1907 are generally located within Records Group 48.[21] Additional textual records can be found in Records Group 75.14.9, "Records of the Employee Section," including personnel organization lists from 1912 to 1940 among other relevant records.[22]

Kennedy Report and Aftermath

In the late 1960s, the topic of Federal Indian Boarding Schools became relevant at the highest levels of U.S. Government. A Senate subcommittee was formed in 1967 to tackle the issue, and the results of their two-year report became what is known as the "Kennedy Report," after subcommittee chairman Sen. Edward Kennedy.[23] The report is composed of in-depth evaluations of 13 different Federal Indian Boarding Schools, including the Chilocco School, by experts in educational matters. The report overall provided significant evidence of a "deteriorating situation" at the boarding schools, citing problems with mental health of the students and "deplorable conditions."[24]

The section of the Kennedy Report that focuses on the Chilocco School is comprised of three major reports: one on the general state of affairs by Dr. Robert L. Leon, MD, professor and chairman of the Department of Psychiatry, the University of Texas Medical School at San Antonio, another on the state of instruction and curriculum as reported by Dr. Atilano Al Valencia, and a third on a review of the program by the BIA's Assistant Commissioner for Education Charles Zellers.[25] Dr. Leon's report is a scathing indictment of the state of the Chilocco school, primarily in the lack of mental healthcare being provided to its students, of whom up to 75 percent were at Chilocco due to serious social, emotional, or educational problems.[26] Students at Chilocco were no longer just from the five initial tribes that started at the school, but pulled from 93 different tribes around the U.S., and a significant portion—380 students of the school's 1050—were Inuit students from Alaska.

> The problems of Alaskans in this school are special ones.… It was reported that the Eskimo students have greater problems with feelings of home sickness than do other students. Some of the Alaskans we talked with stated that they would like to be taught skills that were more applicable to Alaska and the villages from which they came, but this kind of instruction was not available at the school.[27]

Dr. Leon went on to evaluate that there was "no valid reason" to be sending students from Alaska all the way to Chilocco, OK. Dr. Al Valencia's review of the school was more gentle, indicating that although the instruction was not up to par at the moment, there were many ways to reach that outcome.[28] Zellers' report was perhaps the most damning, indicating the lack of willingness on the part of staff to provide guidance—"Well, what can you expect, these are Indian kids"—criminal negligence, physical punishment and handcuffing of students who misbehave, including the perception that the purpose of the counseling room was a "place to work [students] over when they wise off."[29]

Use of the Kennedy Report is helpful when looking at one of the thirteen schools examined in depth by the Senate subcommittee, but scholars may find it useful beyond its contents. Its publication is a watershed moment in Indian rights, and it brought the examination of Federal Indian Boarding Schools before the public. With this visibility and many ongoing issues in the maintenance and operation of the boarding schools, support for the program declined as the 1970s went on. The closure of the Chilocco school is given short shrift in the 1981 BIA Greenbook, referred to in passing as a justification for the availability of funds for other issues.[30]

I found that the Internet Archive is a great collection of primary sources and government documents around the time of the Kennedy Report. Specifically, there are a number of supplementary materials that provide institutional context to the changing attitude towards indigenous peoples' mental health and the impact of the Federal Indian Boarding Schools located in the Education Resources Information Center (ERIC) Archive within the Internet Archive.[31] Another great resource is MetaLib (https://metalib.gpo.gov/), which indexes the CGP, GovInfo, usa.gov, and many other resources including periodicals. It can help users locate Library of Congress digital collections with biographies of Chilocco School alumni.

Access Issues and Modern Efforts

The investigative report by Assistant Secretary Bryan Newland into the Federal Indian Boarding Schools is not necessarily

the same watershed moment that the Kennedy Report was—almost all of the schools have been closed for nearly 40 years at this point—but it is nonetheless critical. Admissions of fault are necessary to begin making amends of any kind, and the Bureau has made a clear and extensive acknowledgement of the Boarding School program's faults. The Bureau is not alone in this effort to uncover the past, as there are a variety of reports and documents available at little effort for public viewing in relation to the Chilocco School and other Federal Indian Boarding Schools. However, the vast majority of information relating to these schools is only available physically in national archives around the country.

There have been efforts to digitize this material, as seen in the National Archives' digital collections of Chilocco gradebooks and Superintendents' Reports. These collections are hardly comprehensive, though, meaning that the serious scholar would need to prepare to travel before finding the most important documents on file. This is the major hurdle in tracking down any of the prior Indian Agents or Bureau employees that worked at schools like Chilocco while the abuses described were occurring. The steps provided in the National Archives indicate a willingness to identify agents before 1907, but more recent agents' names are still obscured because the sensitive nature of the information provides some hurdles when digitizing.

Other modern efforts to digitize this material can be found by graduates and associates of the Chilocco school: the Chilocco National Alumni Association (CNAA) runs a website that briefly covers the topics of the school from the perspective of its students, and in conjunction with Oklahoma State University Library, worked on the creation of a digital database with oral history interviews of Chilocco alumni who served in the U.S. military—the Chilocco History Project.[32] The project also contains an image gallery as well as an index with the names of more than 17,000 students that attended the school throughout the years, though even that does not encompass the full number of students who passed through Chilocco's gates.[33]

Conclusion

Through this project, I found that the usage of primary documents was key to conducting research on the Federal Boarding School program. The context provided by primary sources is an indispensable tool for researchers examining history, and the availability of government documents provides key insights into United States official points of view. The importance of the efforts of archives like NARA and the University of Wisconsin–Madison to provide free, online access to these documents cannot be understated. As research into these schools continues at both the federal and academic levels, I would urge the future researcher to maintain a lookout for the personal stories of the persons who attended the Federal Indian Boarding Schools. There are many more stories left to be told, and many that will never be told.

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The Federal Seed Act, Plant Variety Protection, and the Politics of Seed Exchange in the United States

Julie Wasserman

Introduction

The diversity of edible plants that we know and enjoy today is a direct result of our ancestors saving, replanting, and sharing seeds within their communities over millennia. However, over the last century, food crop diversity has been declining at an alarming rate. The United Nations Food and Agriculture Organization estimates that at least 75 percent of food crop diversity has already been lost.[1] This has been attributed to a variety of interrelated trends, such as industrialized agricultural practices and the food system at large, urbanization, government policies, privatization of seed, and the breakdown of community seed exchange networks.

Varying initiatives have been established worldwide to protect the loss of food crop diversity. One type of response involves the (re)establishment of community seed exchange networks in which seed—particularly open-pollinated and heirloom varieties—can be freely utilized, shared, and circulated. Examples in the United States include Native American seed banks, seed libraries, and online seed exchange. Yet the political context of seed sharing in the United States has created numerous barriers, specifically The Federal Seed Act and the Plant Variety Protection Act, which limit both the physical and genetic movement of seed respectively. As such, community seed exchange networks tend to exist in a legal grey area and seed regulation can often be misconstrued by both law enforcement and the public. Within the last decade alternative legislation has been proposed to protect community seed exchange, but with mixed results.

The extensive loss of food crop diversity is a critical concern for our time. In their 2010 report, *State of the World's Plant Genetic Resources for Food and Agriculture*, the United Nations Food and Agriculture Organization (FAO) estimated that at least three-quarters of food crop diversity was lost in the 20th century.[2] Traditional food crops (also called heirloom, heritage, and/or open-pollinated varieties) contain a wealth of genetic diversity.[3] When traditional crops go extinct, so do our genetic options for the future development of heat, drought, insect, and disease-resistant crops, which will become increasingly important for the stability of the world's food systems in a rapidly changing climate. The United Nations has thus recognized crop genetic diversity as a "global public good," emphasizing the importance of traditional crop varieties to global food security.[4]

The loss of traditional food crops has been attributed to a host of interrelated trends, many of which relate to the industrialization of our food systems and coincide with Green Revolution policies.[5] Agricultural practices such as monocropping, centralized crop breeding, and investment in hybridization and genetically engineered (GE) crops have been endorsed around the world through U.S. government programs and legislation. This has resulted in a dangerous overreliance on a small number of crop species. Out of approximately 2,500 domesticated plant species in the world, only 150–200 species are utilized, with three-quarters of the world's food being generated from just twelve plant species. Furthermore, over half of global plant-sourced protein and calories come from just three plants: corn, rice, and wheat.[6] There is genetic uniformity within these species as well. For example, half of the wheat crop in the U.S. is planted in just nine varieties.[7] To provide some perspective, there are an estimated 30,000 wheat varieties.[8] Figure 1 from the U.S. Department of Agriculture shows GE corn, cotton, and soybean adoption rates in the U.S. between the years

Table 878. Adoption of Genetically Engineered Crops: 2000 to 2023

[As percent of all crops planted. As of June. Based on June Agricultural Survey conducted by National Agricultural Statistical Services (NASS). Excludes conventionally bred herbicide tolerant varieties. Insect resistant varieties include only those containing bacillus thuringiensis (Bt). The Bt varieties include those that contain more than one gene that can resist different types of insects. Stacked gene varieties include only those varieties containing biotechnology traits for both herbicide tolerance and insect resistance]

Genetically engineered crop	2000	2010	2015	2016	2017	2018	2019	2020	2021	2022	2023
Corn	**25**	**86**	**92**	**92**	**92**	**92**	**92**	**92**	**93**	**93**	**93**
Insect resistant	18	16	4	3	3	2	3	3	3	3	3
Herbicide tolerant	6	23	12	13	12	10	9	10	9	9	9
Stacked gene	1	47	77	76	77	80	80	79	81	81	82
Cotton	**61**	**93**	**94**	**93**	**96**	**94**	**98**	**96**	**97**	**95**	**97**
Insect resistant	15	15	5	4	5	3	3	5	3	3	3
Herbicide tolerant	26	20	10	9	11	9	6	8	6	6	8
Stacked gene	20	58	79	80	80	82	89	83	88	86	86
Soybean	**54**	**93**	**94**	**94**	**94**	**94**	**94**	**94**	**95**	**95**	**95**
Insect resistant	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)
Herbicide tolerant	54	93	94	94	94	94	94	94	95	95	95
Stacked gene	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)

X Not applicable.

Source: U.S. Department of Agriculture, Economic Research Service, "Adoption of Genetically Engineered Crops in the U.S.," <www.ers.usda.gov/data-products/adoption-of-genetically-engineered-crops-in-the-us.aspx>, accessed November 2023.

Figure 1. Adoption of GE corn, cotton, and soybean varieties in the US between 2000–2023. USDA—ERS, ProQuest Statistical Abstract of the U.S. 2024 Online Edition, Ed. ProQuest, 2023: ProQuest Statistical Abstract 05/24.

2000–2023. As the table illustrates, there was a drastic increase in all three, especially GE corn, which saw an increase of 272%.[9] Compounding this issue has been the growing trend by seed breeding companies to place intellectual property rights on plant germplasm, including a growing number of organic varieties, further limiting the public's ability to save and exchange seed.

A number of initiatives have been established over the past few decades to curb the loss of traditional crop varieties. One type of response focuses on the revitalization of community seed networks (CSN). CSNs promote the exchange of traditional, open-pollinated seed varieties between farmers, gardeners, and the public at large, typically through the promotion of no-cost, open access to seed. In doing so, CSNs seek to address the intersecting challenges of crop diversity loss and seed privatization. Examples in the U.S. include Native American seed banks, seed libraries, and online seed exchanges.

Native American Seed Banks

Native American seed banks are a type of community seed bank, broadly defined as a locally governed, informal seed saving and distribution institution.[10] Native American seed banks are part of an emerging movement in the U.S. to return traditional seeds to the indigenous communities that stewarded them for generations before being "lost" during colonialism. Therefore, seed exchange within these networks is generally reserved only for tribal members. Rowen White, a Mohawk seed keeper, explains the cultural significance behind saving seeds: "These foods and seeds figure prominently in our cosmology, our creation story and many of our cultural stories. Much of the importance of revitalizing our traditional foodways and bringing back these heritage varieties of seeds is that are a cornerstone to our cultural identity and our understanding of who we are."[11]

Seed Libraries

Seed libraries, as the name implies, are typically located within public libraries. They both store and "lend" seed to the public for free, with the idea that the seeds will be used for growing food, collected at the end of the growing season, and "returned" to the library, creating a local, cyclical seed network. The first seed library was established in 1999 in San Francisco, California. Since then, thousands of seed libraries have been established worldwide, with roughly 500–1,000 in the U.S. alone.[12]

Online Seed Exchange

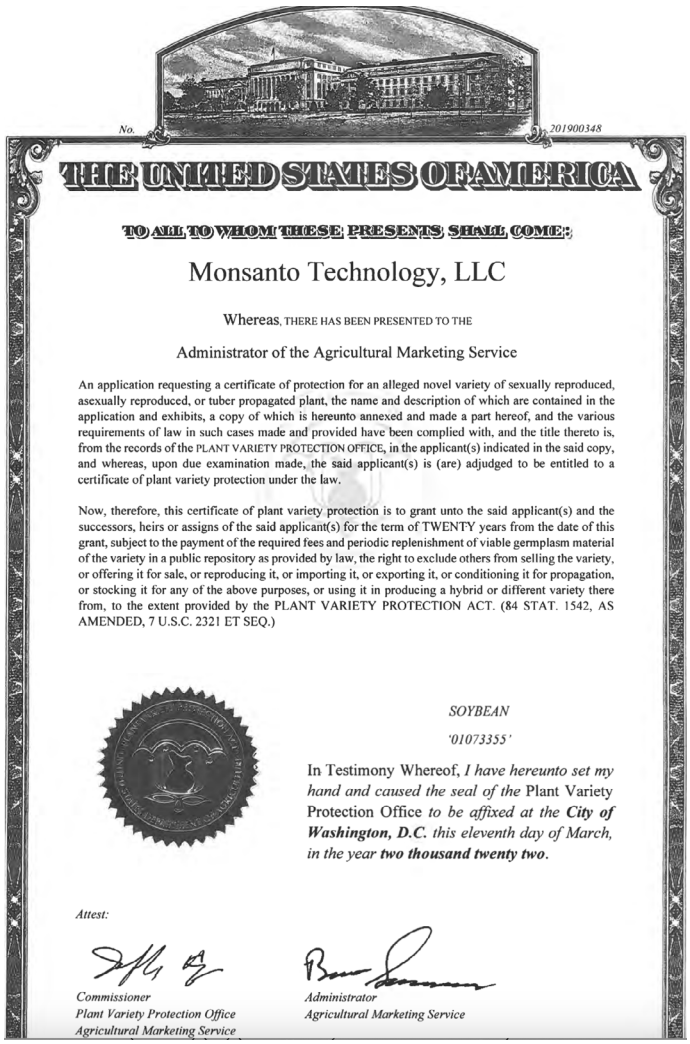
There are also online platforms that allow the public to exchange seeds across state and international borders. One of the largest organizations is Seed Savers Exchange (SSE). While commercial seed sales are a core feature of SSE, considerable effort is given to the open sharing of seeds through "The Exchange," a free, peer-to-peer seed exchange web-based platform.[13] Anyone can offer or request seeds through the platform, but only open-pollinated seeds are allowed to be listed; GE, hybrid, and patented varieties are strictly forbidden. Neither SSE nor the seed sharers collect fees for these transactions; however, all responsibility falls on seed requesters to know the seed importation laws of their state and/or country, of which there are many.

A Brief History of Seed Regulation in the United States

The Federal Seed Act

Over the past century, seeds have increasingly been placed within the domain of governmental regulation. The Federal Seed Act (FSA)[14] was enacted in 1939 to regulate interstate and foreign commerce in seed and was designed to protect farmers against defective and undesirable weed seeds. Known as a "truth-in-labeling-law," the FSA requires that seed meet certain quality standards and labeling requirements when moving across borders. The USDA Agricultural Marketing Service (AMS) oversees the FSA.[15] Their website summarizes the basics of how the FSA works, how it is enforced, and provides a direct link to the FSA in the *Code of Federal Regulations*.[16] It also outlines how the FSA is administered through state cooperative agreements via regulatory arrangements between State Departments of Agriculture and AMS. Because the FSA is carried out at the state level, seed laws can vary in both their language and coverage. Since these laws are generally geared toward commercial seed regulation, it can be difficult for the public to access and interpret this information. Many would not expect that the age-old act of sharing seeds would fall under federal and state regulation in the first place—and once made aware, there isn't always a clear path to accessing and interpreting the law for a CSN's purposes.

For example, in 2014, the Pennsylvania Department of Agriculture sent a notice to the Joseph T. Simpson Public Library that their seed library was violating the Pennsylvania Seed Act of 2004.[17] The library had contacted their county extension office before opening the seed library and was given the go-ahead. However, the Pennsylvania Department of Agriculture viewed the seed library through a different lens, stating that the library had to conduct stringent germination and purity analyses prior to distributing seed or they could threaten the local food supply through agriterrorism.[18] Seed libraries in Nebraska and Minnesota faced similar litigation in 2015. In the Pennsylvania case, the library had to modify its seed distribution policies or was at risk of closure. Ultimately, it decided to stop recirculating seed collected from the public and distribute only commercially packaged seed. While this may seem like a minor adjustment, it disrupted their overarching goals by obstructing their ability to be a community-based, self-sustaining entity, restricting the varieties of seed they can access and distribute (e.g., fewer local varieties), and creating a reliance on the private seed sector.



No. 201900348

THE UNITED STATES OF AMERICA

TO ALL TO WHOM THESE PRESENTS SHALL COME:

Monsanto Technology, LLC

Whereas, THERE HAS BEEN PRESENTED TO THE

Administrator of the Agricultural Marketing Service

An application requesting a certificate of protection for an alleged novel variety of sexually reproduced, asexually reproduced, or tuber propagated plant, the name and description of which are contained in the application and exhibits, a copy of which is hereunto annexed and made a part hereof, and the various requirements of law in such cases made and provided have been complied with, and the title thereto is, from the records of the PLANT VARIETY PROTECTION OFFICE, in the applicant(s) indicated in the said copy, and whereas, upon due examination made, the said applicant(s) is (are) adjudged to be entitled to a certificate of plant variety protection under the law.

Now, therefore, this certificate of plant variety protection is to grant unto the said applicant(s) and the successors, heirs or assigns of the said applicant(s) for the term of TWENTY years from the date of this grant, subject to the payment of the required fees and periodic replenishment of viable germplasm material of the variety in a public repository as provided by law, the right to exclude others from selling the variety, or offering it for sale, or reproducing it, or importing it, or exporting it, or conditioning it for propagation, or stocking it for any of the above purposes, or using it in producing a hybrid or different variety there from, to the extent provided by the PLANT VARIETY PROTECTION ACT. (84 STAT. 1542, AS AMENDED, 7 U.S.C. 2321 ET SEQ.)

SOYBEAN

'01073355'

In Testimony Whereof, *I have hereunto set my hand and caused the seal of the* Plant Variety Protection Office *to be affixed at the* ***City of Washington, D.C.*** *this eleventh day of March, in the year* ***two thousand twenty two.***

Attest:

Commissioner
Plant Variety Protection Office
Agricultural Marketing Service

Administrator
Agricultural Marketing Service

Figure 2. Example of a PVP certificate issued to Monsanto Technology providing 20 years of intellectual property rights protections for a soybean variety. 2022 US Plant Variety Protection Certificate, Soybean Variety '01073355' PV Number: 201900348, U.S. Department of Agriculture, Agricultural Marketing Service, Science & Technology Program, Plant Variety Protection Office, p. 1, https://apps.ams.usda.gov/CMS/AdobeImages/201900348.pdf.

The Plant Variety Protection Act

Regulation of plant genetics began with the Plant Patent Act of 1930,[19] which allowed breeders to patent asexually reproducing plants but omitted protections for seeds and tubers. Enacted in 1970, the Plant Variety Protection Act (PVPA)[20] extended legal protections for breeders of sexually reproducing plant varieties. Currently, the PVPA (as amended in 2018) provides intellectual property rights protections for up to 25 years on new, distinct, uniform, and stable plant varieties. Plant variety protection (PVP) rights are acquired via an online application accessed through the Electronic Plant Variety Protection System.[21] Unlike the Plant Patent Act, the PVPA is not associated with the US Patent and Trademark Office but is administered through a distinct Plant Variety Protection Office (PVPO) under AMS. Issued PVP certificates can be searched

by the public through the USDA Agricultural Research Service's Germplasm Resources Information Network (GRIN) Database,[22] which archives the applicant, seed variety, expiration date, and accession number. According to a search of the GRIN database, within the past five years, a total of 2,060 PVP certificates have been issued, with the majority granted to large seed breeding companies such as Monsanto (Bayer), Seminis (Bayer), and Pioneer Hi-Bred International (Corteva). Between 2022–2023, of the 129 PVP certificates that were issued, two-thirds were granted to Monsanto and Pioneer Hi-Bred International.

The PVPA has been contentious since the beginning. While it has been promoted as a lucrative incentive for breeders to create new varieties, it has also raised concerns over patenting living organisms, causing heirloom varieties and their associated genetic diversity to go extinct, and creating a cycle of farmer indebtedness to seed companies. The Senate Committee Report notes there was opposition to the original bill.[23] Furthermore, a House floor discussion from 1980 to amend the PVPA to lengthen the protection period and expand it to include more crop types includes a comment from supporter Rep. John Burton (D-CA) who admitted he had received "a lot of phone calls in opposition to this bill" including from scientists.[24] There is an opposing argument given by Rep. Shirley Chisholm (D-NY) who discussed the negative trends of "genetic uniformity, market concentration, environmental impact, and nutrition" and the implications on subsistence farmers since the PVPA had been passed ten years prior, stating, "I fear that we could be contributing to future food disasters in an increasingly hungry world."[25]

Since the PVPA was passed, seed companies have continued to accumulate intellectual property rights under the PVPO as well as through agribusiness consolidation. As of 2022, four firms—Bayer, Corteva, Sinochem, and BASF—control over 60 percent of global proprietary seed sales.[26] Consolidation has historically led to fewer seed choices, higher prices, and more restrictions on seed use and exchange. It has also impacted plant breeding by restricting the use of plant genetics to public researchers, farmers, and independent breeders.

Proposed Alternative Seed Legislation

Native American Seeds Protection Act

Indigenous farmer coalitions and non-governmental organizations around the world have expressed their concerns over these developments, specifically how the PVPA relates to the appropriation of traditional plants and indigenous knowledge, the undermining of food security through the erosion of agricultural biodiversity, and the loss of access and control over their genetic and biological heritages. Within the U.S., Native American tribes have established CSNs through tribal seed banks, often in conjunction with integrated tribal rematriation[27] projects such as the Indigenous Seed Keepers Network.[28] In 2019, Rep. Lujan (D-NM) and five cosponsors introduced the bipartisan Native American Seeds Protection Act (H.R. 3916)[29] to help safeguard Native American seeds by giving them similar legal protections afforded to PVP seeds. The proposed legislation sought to direct the Government Accountability Office to study the viability of Native American seeds and the programs and laws that could protect them, as well as investigate fraudulent marketing of seeds sold as "traditional" or "produced by Native Americans." However, the bill stagnated after being referred to the Committee on Indian Affairs in 2019.

Seed Exchange Democracy Act

Starting in 2015, activists began working with the Sustainable Economies Law Center, a community advocacy group based in Oakland, CA, to draft new state seed laws in California, Minnesota, Nebraska, and Illinois. In 2016, California signed the Seed Exchange Democracy Act, protecting noncommercial seed sharing activities from legal barriers imposed by the state seed law. More recently, Alaska, North Carolina, and Alabama have added exemptions to their state seed laws. Furthermore, the Association of American Seed Control Officials, an organization of seed professionals in the U.S. and Canada, excluded noncommercial seed sharing from their guidelines, known as the Recommended Uniform State Seed Law, which serves as a model law for states.[30] However, if a CSN is operating in a state that does not distinguish between commercial and noncommercial seed distribution, it exists in a legal grey area and could be operating under the threat of litigation and/or closure. There are also concerns that agribusiness will push back on CSNs as the movement continues to expand.

Conclusion

Seed exchange, particularly in the U.S., is not the widespread activity that it once was. Many of the issues previously mentioned, such as the promotion and proliferation of modern crop varieties, intellectual property restrictions, and concentration within the seed industry, have isolated farmers and gardeners all over the world from the practice of freely saving and circulating seed within their communities. Governmental regulation has only reinforced and codified these processes over the past century. Yet, the increase of CSNs within the last few decades suggests that there is a growing awareness and concern around seed sovereignty issues among members of the public. How will the public versus private nature of seed exchange in the U.S. be

reconciled vis-à-vis these novel seed exchange initiatives? CSNs are essentially attempting to reclaim and defend seed as a common or public good. Reclaiming seed as a common good entails creating spaces beyond the state and market where the production and circulation of seed are governed by the participants' own governing mechanisms.[31] As Graham Dutfield, a Professor of International Governance at Leeds University School of Law explains, it is the idea that "plants belong to the communities that breed and maintain them, and should only be protected, if at all, by collective user rights defined by these communities, not by property rights that are privately held."[32] However, as I have attempted to outline above, the realities of seed exchange can be quite complex, and stealthily navigating the political context of seed exchange will be a necessary task for the movement to progress successfully.

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Visualizing the International Government Information Collection at University of Illinois in Urbana-Champaign

Uyen Nguyen

The University of Illinois at Urbana-Champaign (UIUC) has been a Federal Depository Library Program (FDLP) Library since 1907. Over the course of time, the Library has amassed one of the largest collections of government information with materials covering areas of agriculture, education, the environment, health, natural resources, and transportation.[1] In addition to federal and state publications in the United States, the Library also possesses an impressive collection of international government publications. The University Library became a United Nations depository in 1946 and Canadian depository in 1927, along with an extensive collection of British government resources.[2] The collection not only serves as a preservation of original documents from international agencies and governments for research, but also represents the diversity of the library collection and history at UIUC. While there have been many efforts to promote and focus on the federal information collection, the international government collection can be explored more to enhance visibility and usage of the materials.

This project stems from the desire to explore the international government collection at the University through data visualizations and compelling digital storytelling. The analysis will also present and illustrate the values of the collection within the context of other library services and collection at UIUC. These results can then provide an understanding of our materials and inform our decision to develop programs and shape government information services such as reference, instruction, and outreach efforts within the scholarly environment of the University and the public in the community.

This paper begins with a brief overview of data visualization and possible applications in a library context. Then, it will delve to the methodology and share the findings of our research and analysis. It will also discuss limitations, challenges, and possible future directions to expand the project. Through these points, this paper aims to encapsulate the values of data in shaping a library's story and its collection, particularly focusing on the international government information collection.

Data Visualization in Libraries

Data visualization is the process of using computer-based systems to "provide visual representations of datasets designed to help people carry out tasks more efficiently."[3] Some examples of these visualizations range from common ones like bar or pie charts to more dynamic ones like word clouds or even animations. The choice of visualization can depend on the purpose of the project, quality of data data, and the skills of the users. Usually done at the end of the data lifecycle, data visualization allows better sharing of data and offers a more palatable and compelling ways to tell stories than just sharing raw numerical values. Additionally, at the core of any data-based projects should be the emphasis on human involvement and enhancement of our decision-making process. Graphical representation of data is not only useful to see trends and patterns but also offer creative ways to engage with the users digitally.

In libraries, data can come from various sources and be incredibly useful in helping library staff make decisions about library resources and future planning. For example, data can be used to understand collection development and financial budgeting.[4] Libraries can employ data analysis on headcounts, reference interactions, or collection analysis. This information can help libraries make decisions regarding library resources

Row	Num of Lo	Governme	086 - Loca	Begin Pub	Material T	Title	Language	MMS Id	Author	Publisher	Place of P	Subjects	Library Name	Location C	Permaner	Holding Id	Physical It	Description
1	4	f	$$2 GB $$	1918	Book	Report on the native	eng	9923108541205899	South-West Africa. A	Published	United Kir	Namibia--S	Main Stacks	stx	Q. 968 SO	22659838540005899	236598385300058	99
2	6	f	$$a (51 88	1988	Book	National policies a	eng	9914759301220589		OECD Pub	France	Produce tr	Oak Street Library	osx	338.10948	22865779230005899	238657792100058	99
3	0	f	$$a 1000-3	1978	Book	Geology of Riggs an	eng	9962945991220589	Srivastava, P.	Ontario M	Canada	Geology--I	Oak Street Library	osx	557.13 On	22638347850005899	236383478	no.174
4	0	f	$$a 1000-3	1978	Book	Geology of the Nortl	eng	9962979741220589	Bennett, Gerald, 1926	Ontario M	Canada	Geology--I	Oak Street Library	osx	557.13 On	22708786470005899	237087864	no.163
5	0	f	$$a 1000-3	1978	Book	Geology of the Peter	eng	9962945931220589	Pyke, D. R.	Ontario M	Canada	Geology--I	Oak Street Library	osx	557.13 On	22638277800005899	236382777	no.171
6	0	f	$$a 1000-3	1978	Book	Geology of the Horw	eng	9962945911220589	Breaks, F. W.	Ontario M	Canada	Geology--I	Oak Street Library	osx	557.13 On	22638330710005899	236383306	no.169
7	0	f	$$a 1000-7	1978	Book	Ontario occurrence	eng	9956741081220589	Ferguson, Stewart A.	Ministry o	Canada	Gold ores	Oak Street Library	osx	553 On8m	22798974600005899	237989745	no.17(1978)
8	0	f	$$a 10094	2005	Book	Qijiaochuan shi jia	chi	9953287391220589	Lin, Suzhen.	Guo shi gu	China	Taiwan--H	Main Stacks	stx	DS799.7 .L	22835693440005899	238356934300058	99
9	5	f	$$a 10095	2006	Book	Zheng zhi yu wen yi	chi	9962901961220589	Pu, Zhong-cheng.	Xing zheng	China	Gao, Yi-sh	Main Stacks	stx	DS799.42 .	22750971250005899	237509712400058	99
10	0	f	$$a 10096	2007	Book	Tai wan wai ji lao g	chi	9962903211220589		Zhong yar	China	Lao gong-	Main Stacks	stx	HD8746 .T	22750935920005899	237509359100058	99
11	2	f	$$a 11-51	1980	Book	Perspectives Canac	eng	9947653212205899		Available	Canada	Canada--S	Main Stacks	stx	309.171 P4	22720570760005899	237205707500058	99
12	0	f	$$a 11-522	1987	Journal	Statistics Canada ir	eng	9970447891220589		Statistics (	Canada	Demograp	Oak Street Library	osx	CDROM 00	22830293320005899	238302933	2011
13	0	f	$$a 11-522	1987	Journal	Statistics Canada ir	eng	9970447891220589		Statistics (	Canada	Demograp	Oak Street Library	osx	CDROM 00	22830293320005899	238302933	2009
14	0	f	$$a 11-534	1999	Book	Electronic publicati	eng	9941797451220589	Ramage, Pamela.	Public Wo	Canada	Depositor	Oak Street Library	osx	025.04097	22637871750005899	236378717400058	99
15	28	f	$$a 12-515	1985	Book	Development and d	eng	9996637512205899	Platek, Richard.	Statistics (	Canada	Social sur	Main Stacks	stx	001.4 P69	22826185660005899	238261856500058	99
16	2	f	$$a 12-536	1971	Book	Occupational class	eng	9929950751220589	Canada. Dominion B	Informatic	Canada	Occupatic	Main Stacks	stx	Q. 331.7 C	22726754950005899	237267549200058	99
17	0	f	$$a 12-567	1981	Journal	Standard geograph	eng	9911593812205899		Statistics (	Canada	Names, G	Main Stacks	stx	Q. 917.1 C	22763180730005899	237631805	2006:02:00
18	1	f	$$a 12-567	1981	Journal	Standard geograph	eng	9911593812205899		Statistics (	Canada	Names, G	Main Stacks	stx	Q. 917.1 C	22763180730005899	237631805	2001:02:00
19	1	f	$$a 12-567	1981	Journal	Standard geograph	eng	9911593812205899		Statistics (	Canada	Names, G	Main Stacks	stx	Q. 917.1 C	22763180730005899	237631806	2001:01:00
20	1	f	$$a 12-567	1981	Journal	Standard geograph	eng	9911593812205899		Statistics (	Canada	Names, G	Main Stacks	stx	Q. 917.1 C	22763180730005899	237631806	1981:01:00
21	1	f	$$a 12-567	1981	Journal	Standard geograph	eng	9911593812205899		Statistics (	Canada	Names, G	Main Stacks	stx	Q. 917.1 C	22763180730005899	237631806	1981:1A
22	1	f	$$a 12-567	1981	Journal	Standard geograph	eng	9911593812205899		Statistics (	Canada	Names, G	Main Stacks	stx	Q. 917.1 C	22763180730005899	237631806	1981:02:00
23	4	f	$$a 12-567	1981	Journal	Standard geograph	eng	9911593812205899		Statistics (	Canada	Names, G	Main Stacks	stx	Q. 917.1 C	22763180730005899	237631806	1986:02:00
24	1	f	$$a 12-567	1981	Journal	Standard geograph	eng	9911593812205899		Statistics (	Canada	Names, G	Main Stacks	stx	Q. 917.1 C	22763180730005899	237631806	1991:01:00
25	1	f	$$a 12-567	1981	Journal	Standard geograph	eng	9911593812205899		Statistics (	Canada	Names, G	Main Stacks	stx	Q. 917.1 C	22763180730005899	237631806	1991:02:00

Figure 1. A sample of our data exported from Alma

and opening hours, such as possibly extending the hours during finals.[5] However, if a library only shows raw numerical data for a presentation, the audience may not be as engaged with the materials and may miss understanding important trends and key aspects. Popular data visualization tools like Excel and Tableau allow integration of both analysis and visualization, which can create compelling graphics for a wider audience. One can also pursue custom data visualization solutions, such as at Kingsborough Community College Library, which built SeeCollections, a visualization web application to represent their library holdings and features components of interactivity that allow for more dynamic interactions with the library's collection data.[6] These examples show the endless possibilities of how data can be used and visualized in the management and future of libraries.

Combining the idea of "letting the data take the lead" with having pre-discussed questions, this project is exploratory and guided by collaborative discussion.[7] Our results explore the stories that can be shaped by our data while providing solid guidance on how we want to present those stories. This project is also intended to be more of a top-down analysis of our collection to broadly understand our needs and resources.

Methodology

One of the most important steps in the process for creating data visualizations is the collecting and cleaning of data, which includes both defining the data types to include for the analysis process and the actual process of getting the data. For this project, international government collection covers publications produced by international government bodies and intergovernmental organizations and agencies such as the United Nations (UN), Food and Agriculture Organization (FAO), and World Bank. This broad approach ensured inclusion of a wide range of international government material.

For the data collection process, we extracted our data from Alma—the integrated library system (ILS) at UIUC. With Alma Analytics, a built-in analytics tool provided by our ILS, we built a report of the collection and exported them as csv files for the analysis process. Our report included 359,254 records and twenty-one criteria (columns) chosen for analysis, such as title and place of publication (e.g., country). These criteria were chosen based on consultations with the government information librarian, a literature review, and various questions we had about the collection:

- How big is the collection?
- Where are our materials coming from?
- What are the formats of the material?
- How frequently are the materials used?
- How has our collection grown over time?

Fortunately, the cleaning process was relatively quick because Alma was able to pull most of the necessary information. However, because Alma pulled the report based on the bibliographic records of the materials, there could be possible inconstancies in some of these records because of workflows and policy changes over the years. The data cleaning process mainly involved spot checking these anomalies in the records. A majority of these records required manual corrections since there was no systematic way to clean this dataset. As an example, a scatter plot was created to represent the publication date of these publications, and one of the United Nations General Assembly documents (UN. A/HRC/35/22/Add.4) was dated 1017. This record was obviously inaccurate since the United Nations came into existence in 1945, so corrections were made in the dataset to this particular publication, as well as a few other titles that had similar problems.

Despite this challenge, this dataset was still relatively reliable as the main errors seemingly only concerned date-time data types, while the rest of the data types correctly corresponded to the bibliographic records.

While we initially used Alma Analytics and Alma's Data Visualization Tool for analysis, challenges arose due to a lack of documentation on some of the system functions. Excel and Tableau were considered as alternatives due to extensive scholarship and documentation related to data analysis. Ultimately, due to the size, variety, and purpose of our dataset and project, we decided to use Python and ArcGIS. Python was used for data analysis processing and creating graphical visualizations while ArcGIS StoryMap was used to present and share our findings with the broader community.

Python is currently one of the most popular programming languages used for data analysis, including data visualization, and is appropriate for a variety of purposes. For the project, we used common Python libraries for data-based projects such as Panda and Numpy for quantitative analysis, NLTK Toolkit for qualitative analysis, and Matplotlib for creating visualizations.

Besides these libraries, we also used a variety of other smaller and focused libraries for specific purposes in the process. For example, calendar is used to denote month and year data in the graphics. Despite Python's steep learning-curve, it was worthwhile to learn and explore its different capabilities for our collection data.

One important aspect of our project was to share our results with the broader community to highlight our collection and services, and for this purpose, we chose ArcGIS Storymap. Mainly used for creating cartographic narratives, Storymap is a useful tool to create interactive stories, and we were able to integrate the visualizations we created for this project. Furthermore, StoryMap allowed us to add context regarding our collection and its progression through time.

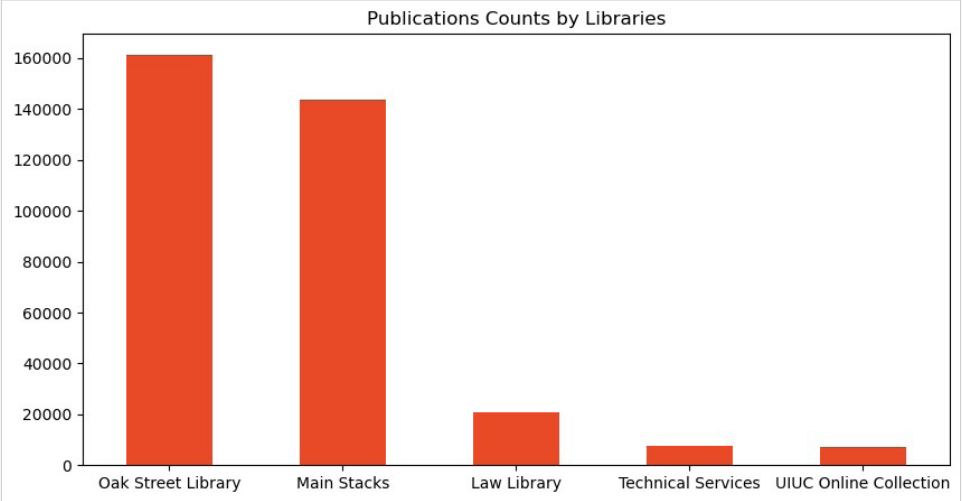

Figure 2. Number of publications by libraries

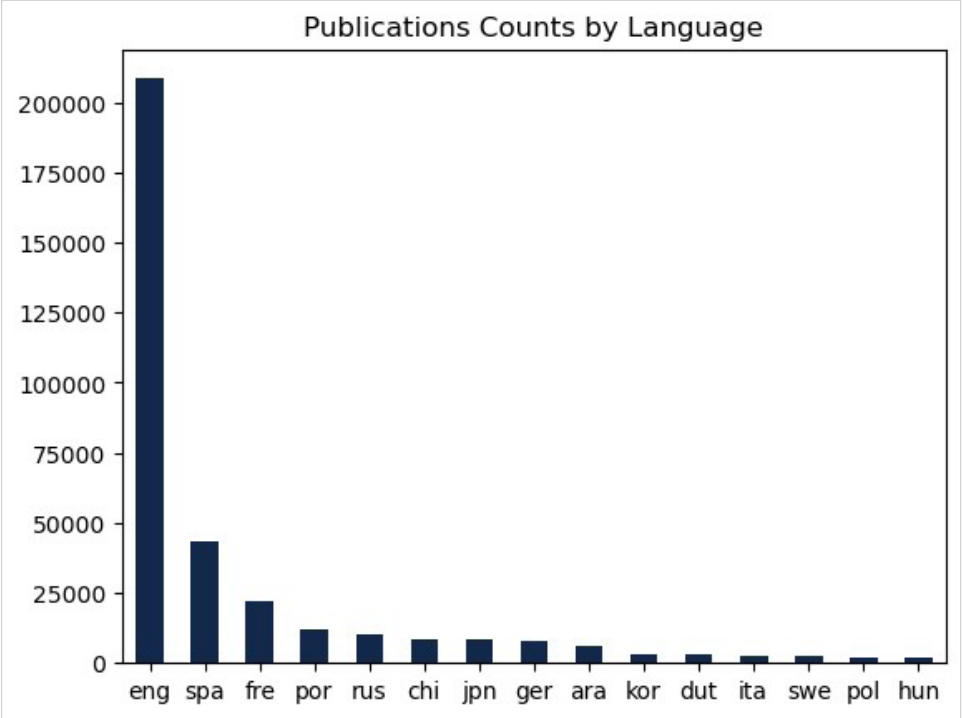

Figure 3. Number of publications by language

Results

The result of this project includes a series of visualizations created with Python and ArcGIS StoryMap, which will be published and shared with the community at UIUC in the near future. Below are some of the example graphics we included in our story.

Most of our collection is currently housed in the Oak Street Library and the Main Stacks. Oak Street Library is the high-density storage space of the University, and Main Stacks is the main storage space of the library collection at UIUC. Over the years, as we have received more publications and

materials and shifted library spaces and organizational structures, the collection has become dispersed across different units. However, these two locations remain the main storage spaces at UIUC, which helps with access and preservation purposes for our users and library staff to manage and maintain our collection.

While most of the collection is in English, we also have materials in a variety of other languages. This is essential for us to understand the diversity of our collection and gaps for future collection development. Unlike traditional collections in the library where the subject selectors can make intentional choices to shape their collection, a lot of the materials in the government information collection consists of donations and purchases from different international government bodies and agencies. Because of this, the content may not always align with what the Library has in mind for collection development. This requires careful consideration in developing the collection and deciding what to display for the wider community. In our collection at UIUC, we also have materials from less common languages such as Galician, Nzima, and Soninke, which we hope to highlight through this project.

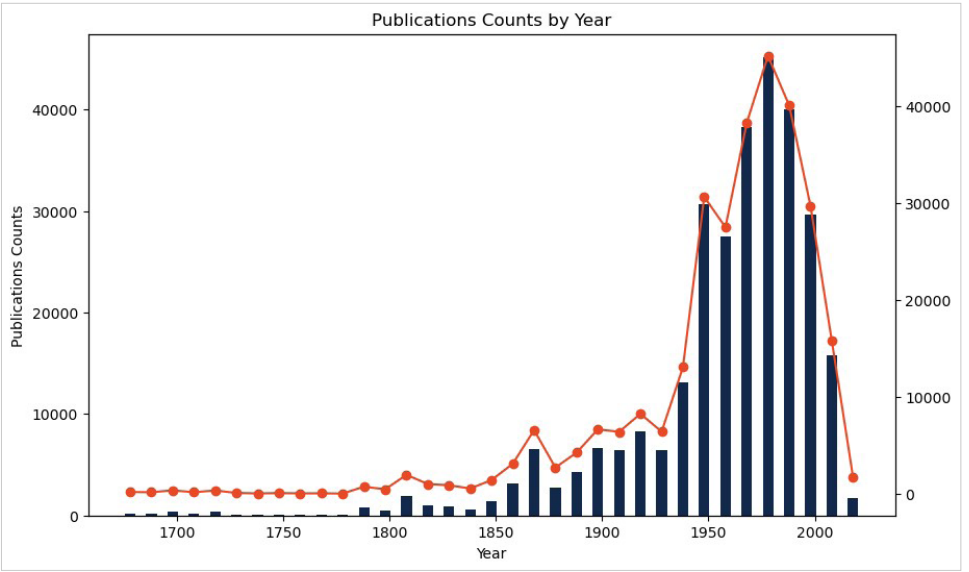

Figure 4. Publications counts by Year of Publication

Figure 4 depicts the collection counts by year of publication, representing both the growth of the international government information collection at UIUC and a reflection of the world's progression in publishing. For example, the United Nations was founded in 1945 and because UIUC became a UN depository in 1947, we have received a huge number of publications from the UN since then. While we don't necessarily receive all UN publications that are available, this graph demonstrates an increase in knowledge production across the globe.

Besides creating graphic visualizations, Python enabled us to identify major themes in our collection, such as subjects and countries of origin. While these analyses may not always result in graphically appealing images, they provide useful insights into our collection, helping us create a more comprehensive story of our collection.

Limitations and Challenges

While this project provided a useful overview and understanding of our international documents collection, there are limitations in some areas. Firstly, we have not explored qualitative data analysis in depth, which could offer a more comprehensive picture of these publications. Our project mainly focused on quantitative data to get a broad view of this collection, thus we did not have the chance to deep dive into more nuanced elements. This limitation means our understanding of the collection may not capture the full range of factors and contexts that influence its use and value to users. Secondly, there was not a systematic workflow for cleaning our data. Consequently, there may be some anomalies that weren't fully addressed in our datasets. While we have confidence in Alma and its collection reports, this is a weakness we want to acknowledge.

As this project progressed, we also encountered various challenges. One notable challenge was the changes over the years in the formulation of the collection, both in terms of technology and personnel. With every change, there are discrepancies in how the collection is managed, accessed, and used. For example, UIUC Library recently transitioned our ILS from Voyager to Alma. In the migration process, the metadata may have some gaps and limitations, which could have affected the bibliographic records that we exported.

Moving Forward

As the project comes to an end, several steps can be taken to make the most of its deliverables for future initiatives. The work completed during the project provides valuable insights into assessing our international government information collection and its values for the broader community. The documentation can be helpful to inform and guide future projects, providing a roadmap that can be used to streamline similar ideas and simplify processes.

Currently, the Government Information Team at UIUC, which is comprised of graduate assistants and our Government

Subjects	Counts
Nutrition; Rural development; Agriculture	24312
India--Politics and government--1947---Periodicals	2334
Gazettes--France.; Law--France--Periodicals.; France--Politics and government--1870-1940--Periodicals	2030
Great Britain--Politics and government--1945---Periodicals	1858
Brazil.--Congresso Nacional.--Cãamara dos Deputados	1456
India--Politics and government--1947-; Politics and government	1441
Canada--Politics and government--1867---Periodicals.	1355
Netherlands--Politics and government.	1116
Chemins de fer--Recherche.; Railroad engineering--Research	913
Great Britain--Politics and government--1945---Periodicals.	817
Africa, North--Economic conditions--Statistics.	769
Law--Canada.; Gazettes--Canada.; Canada--Politics and government--Periodicals.	764
India--Census, 1961.	760
Finland--Politics and government	716
India--Commerce.; Aussenwirtschaft; Indien	646
Muḥammad,--Prophet,---632.; British Library.--Oriental and India Office Collections.; Muslims--Biography--Early works to 1800	558
Germany.--Bundestag--Periodicals.; Germany--Politics and government--1990---Periodicals.	542
European communities--Periodicals.; Europees recht	488
British Library.--Oriental and India Office Collections.; Islamic civilization--Early works to 1800.; Civilization, Arab--Early works to 1800	463
Germany--Politics and government--1871-1918--Periodicals.; Germany--Politics and government--1918-1933--Periodicals.	459

Figure 5. This shows the counts of publications according to Library of Congress Subject Headings

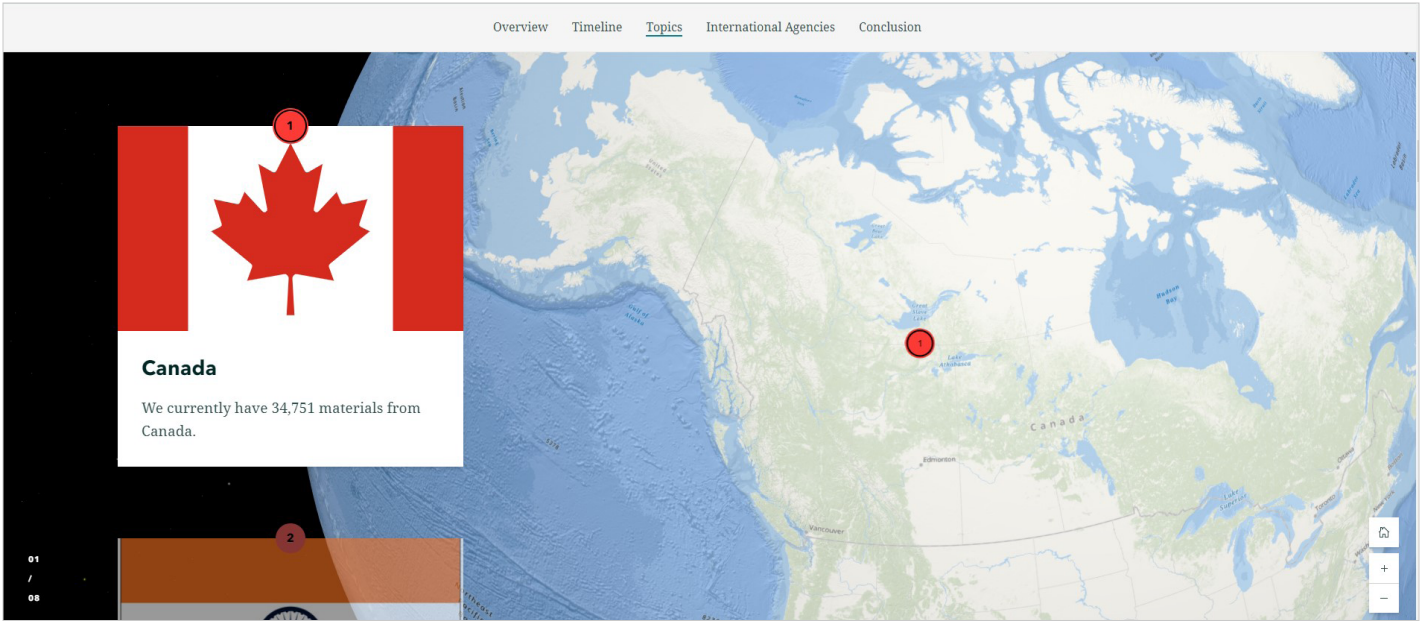

Figure 6. An example of representing publication countries with ArcGIS StoryMaps

Information Librarian, is also exploring ways to visualize other parts of the collection. We hope to enhance the accessibility and comprehensibility of the information, and devise ways to present our collection in a more engaging manner.

Additionally, collaborating with other units in the libraries such as Assessment, Reference and Instruction, Circulation, etc. can provide holistic perspectives on how the international government information collection is situated within a broader conversation of library collection and resources. For example, it would be useful to look at the usage data of the collection to see how much of the collection is being utilized and what subjects our community is interested in for more focused outreach efforts. Some of the graphics will be used in our Libguides and other public venues to promote our collection as well. These visualization efforts add value to our existing collection, and open new opportunities for research in this area.

The project can also benefit from a more in-depth qualitative analysis. Since this project mainly focused on quantitative analysis, much of our textual data remains unanalyzed. By delving deeper into our collection with qualitative analysis tools, future research activities can uncover more insights and

nuances, enriching our understanding of the collection and its subject content.

Conclusion

This project gave us the opportunity to be more intentional in the ways we build collections and offer services as part of the Government Information Team at UIUC. By understanding the breadth and gaps in our collection, we can ensure that our resources align with the needs of our users and the community. In addition, this analysis also aids our decision-making process to identify priorities of our collection for allocation of fundings and resources. Moreover, this project served as a catalyst for promoting our collection, amplifying its visibility and accessibility. The final ArcGIS StoryMap will be used as promotion materials to introduce our collection to our users and share widely with library colleagues.

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Review

Intellectual Freedom Stories from a Shifting Landscape. Ed. Valerie Nye. Chicago: ALA Editions, 2020. 186 pgs. $44.99. 9780838947265.

Intellectual Freedom Stories from a Shifting Landscape is undoubtedly a compilation from the American Library Association of the time it was published (2020). There is, of course, a hyper focus on the instability of 2020 in the wake of the murder of George Floyd and a whole host of other incidents under former President Donald Trump and the political unrest that plagued the year and, I would argue, have not yet ceased here and now in 2024.

Intellectual Freedom is a compilation of short stories, mostly first-person experiences, from incidents that have happened in and around libraries, all before the publication date of 2020. The anthology of short stories, of a kind, are broken into parts that largely focus on the different "tough" areas we have come to associate with library work like: public events and protests in the library, difficult conversations with likeminded (or not) patrons and colleagues, new cultural sensitivities that we should be aware of and, of course, the ever present conversation of book banning that has not ceased being an issue since the beginning of time and will likely always remain. While many of these issues date to the late 2010's and are success (or horror) stories of real librarians and directors in the field, many of which continue to represent librarianship, they have actually grown in resonance since publication, as the "shifting landscape" of libraries becomes more and more like a circular maze in which the issues we continue to hack through, we stumble upon, again and again.

A couple of themes emerge through out the stories that make this more of a helpful and instructional read for librarians and our colleagues than just a compilation of stories surrounding the singular issue of intellectual freedom. One: that a well-fleshed out policy at the forefront of our operations will save us in the heat of the moment. When a heated protest or angry patron arrives at your door and you are grasping for an answer as to why do you have this book, why is this group holding a program, etc. etc., regardless of the political side in which it or YOU fall, a well-established policy that has institutional support takes the pressure off the front-line worker and allows the institution to function as a cohesive whole that maintains its own mission. The time for decision making and policy building is not in the middle of an argument and even the most incensed patron can be dealt with, at the very least, with the bureaucratic helping hand of a well-intentioned and signed-off on policy. Same goes for those student and patron events, protests and exhibitions that you do want to support, but find to be controversial or have the potential for outside outrage.

Another universal theme of these stories centers around knowing and understanding the power we do wield. As academic, public, or special collections librarians, we so often view ourselves as purveyors of information, making literature, arts, and sciences available to the masses, but we also have the power to both gatekeep and open doors. Even divorcing ourselves from the social justice narratives of the library and institution, there is a real seat at the table with big data for us as librarians to continue to bring equitable access and information to all people, as is our core mission as a profession. The insane prices surrounding database subscription, e-materials, and the lack of laws surrounding library use and patron access to these materials are all places where we do have a real ability to make a difference in shifting weight towards equitable access.

Intellectual Freedom Stories from a Shifting Landscape continues to be a timely and incredibly interesting read. The stories are sourced globally and showcase fascinating examples of libraries and institutions running up against debates of intellectual freedom. As the readers, we get to see where libraries and educators experience faltered, encountered pitfalls, and did well in this fight. I found it to be especially apt now, in 2024, as so many libraries and higher education institutions are seeing a repeat of social and political unrest centered around the upcoming U.S. federal elections and Israeli military action in Gaza and global student protests over the treatment of the Palestinian people. The text's "here and now" focus on police brutality, peaceful protest, and the extreme views plaguing society, mirror current concerns, as does its roots in the very tenants that form librarianship, free thinking, and intellectual freedom. This is a book that's message and reflections could be re-released every ten years with new interesting stories, and it would not only continue to hold relevance but most likely touch upon the same universal themes.—*Alexandra Acri Godfrey (agodfrey@os.pasen.gov), Librarian of the Senate of Pennsylvania, Senate of Pennsylvania*

2024 GODORT Annual Meeting Summaries

Find below recaps provided by committee chairs of their committees' meetings at the 2024 GODORT Annual Meetings, held virtually the week of June 10.—*Kian Flynn*

Government Information for Children (GIC)

The Government Information for Children Committee discussed the ongoing National History Day LibGuide project and aims to have a guide with resources for this year's theme available by the start of the school year. Members of GIC will work on this guide through the summer. The committee also discussed presenting for HELP! and GPO.

Legislation

We had a short meeting in June. Two main points: a draft of updated language for GODORT's FDLP Advocacy Plan was presented by Sarah Causey. Lisa Pritchard reported on the extension of the liaison model used with ALA's Committee on Legislation and GODORT's Legislation Committee to the Chief Officers of State Libraries.

Membership

The GODORT Membership Committee provided recommendations to update the membership section of the GODORT Policy and Procedures Manual. The committee created a database of GODORT members and updated it continually. We contacted new members via ALA Connect, welcomed them to GODORT, and provided them with information about ways to get involved with GODORT. In addition, we created and distributed a very brief survey to find out new members' interest regarding involvement in GODORT activities and committees. The Membership Committee investigated the possibility of developing a special webinar for ALA's Public Library Association (PLA) and Reference & User Services Association (RUSA)—the free webinar would inform those attending about the ways that GODORT can help them answer government information queries. Finally, we made a promotional GODORT rack flier for ALA Connect Lounge and made it available during the ALA annual convention in San Diego.

Rare and Endangered Government Publications Committee

The major discussion item at the Rare and Endangered Government Publications Committee meeting focused on the need to easily identify item-level holdings data for historic government serials. REGP Chair Bonnell shared a case study identifying OCLC holdings statements from print government serials titles (https://bit.ly/regpholdings). Findings revealed that (1) few libraries have complete holdings for the oldest government serials, (2) from among those serial titles investigated, the number of physical copies is decreasing, and (3) many of these titles are not geographically dispersed. Discussion highlighted the need for preservation and the possibility of REGP seeking grant funding to further explore holdings data. The Committee also considered potential opportunities to align the preservation of historic government titles with the new GODORT Preservation Grant.

Federal Information Interest Group (FIIG)

The Federal Information Interest Group (FIIG) meeting included a presentation by Lauren Hall, Metadata Librarian at California State University, Stanislaus, titled "Gov Guide Glow-up: Creative Tips for a New Look." In 2023, CSU Stanislaus won the inaugural Federal Depository Library Website of the Year award for its clear categories of information, ease of navigation, and its benefits to students, faculty, staff, and the community in accessing information. In her presentation, Lauren discussed how the guide was initially redesigned. Additionally, she showcased other pages with fun designs and topics that were created using tools like Adobe Express, Canva, and Genially to make these pages interesting and aesthetically pleasing.

International Documents Task Force (IDTF)

This committee's meeting started with updates from 5 publishers/vendors focused on the International Governmental Organizations (IGOs): OECD Publications, World Bank Publications/Digital Publishing, International Monetary Fund (IMF) Publications, the United Nations (UN) Dag Hammarskjöld Library, United Nations (UN) Publications, and Coherent Digital, LLC. These updates were followed by a special instruction session jointly taught by Jim Church of University of California, Berkeley and Mike McCaffrey of Western University. The title of the session was "Core Competencies for International Documents: What You Need To Learn." This 45-minute session covered the knowledge, skills, and competencies librarians must develop to act as an IGO documents librarian. The

teaching session was followed by a 5-minute Q&A with the audience.

State & Local

The State and Local Documents Interest Group met along with the State Documents Collaborative Group, a GODORT affiliate, on June 12. The meeting was an open discussion on the problem many of us have of our state agencies no longer presenting statistical data in a traditional report can be captured. Much of this statistical data is now presented in interactive formats that cannot be captured for documents collections. There was good participation among the 34 attendees.