

Archival Products

NEWS

Encouraging Preservation Awareness in Children

by Andrea Rolich

Kids and Books

ALL TOO OFTEN, sticky covers and scribbled, torn pages may be prominent features of children's library collections. These problems can be kept to a minimum through simple instructions and positive reinforcement aimed at the library's youngest users.

Children's librarians in both public and school libraries encounter a wide variety of book handling habits—from those of tots with very limited exposure to books, to those of children who have had the opportunity to interact with books since infancy. The goal of the librarian is to gauge the awareness level of each child and devise means of imparting good book handling skills, so that library materials are well cared for and accessible to all who need them.

The librarian can use all contacts with children as an opportunity to demonstrate and foster proper care of materials through a combination of more formal education sessions built into public library story hours or class library time in school

libraries as well as through common-sense procedures and practices that may be integrated into general library routines.

Children's librarians repeatedly attest to the fact that children typically ignore unattractive or overly worn books. Therefore if books can be kept in good condition as long as possible through careful handling, reading will be encouraged. At the same time the library's budget will benefit, as popular titles need to be replaced less frequently.

Start Early

Preservation education may begin at a very early age, as children are introduced to the picture book collection. Even the youngest children can be reminded to wash their hands before handling books, to keep books away from pets, food and liquids, and to put them in a special place so that they don't get lost.

Children can be shown how to turn pages, not by lifting with their thumbs from the lower edge of the page near the binding (which is more likely to result in

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tearing), but by carefully lifting the lower right corner or fore-edge of each page, then using the palm of the hand to help turn the page.

Combine practice in turning pages with practice in other skills that youngsters must master to succeed eventually in the school environment. Story hours in both public and school libraries provide good opportunities to do this. Ask the children to sit in a circle, so that they can be easily observed. Give them books and ask them to “read along” for two or three minutes. As they are reading, take note of their interaction with the books and encourage effective use of the materials on a number of levels. For example, remind the children how to turn pages properly and praise them for doing so; or if a child leafs rapidly through the book and seems not to have given it much attention, ask that s/he look through the book again and try to find a particular picture (e.g., the kitten eating). In this way, appreciation of the content of the book is combined with proper handling instruction and practice in focusing on a task for a given period of time.

Casualties of Use

To build an awareness of some of the misfortunes that can befall library materials, maintain a small collection of damaged books and show the children signs of careless and improper handling—torn, dirty, or scribbled pages, or a dog’s chew marks.

Tell the children (and their parents) not to repair materials themselves, but to report such damage so that it can be repaired properly with special materials. Ensure that this will be done by reacting to reported damage with understanding (“accidents can happen”) and humor (“my goodness, even your dog loves books”), rather than with strong disapproval. At the same time, remind young users to keep their library books in a place where they

are protected and can be easily found when it is time to return them.

Library Organization and Preservation

Older children may also be made aware of the fact that library organization is related to the care of and access to materials. When children are about third grade they may be given formal instruction in use of on-line catalogs. Younger children can be introduced to the special arrangement of their library by helping them find all the works of a given author, by seeking authors whose names begin with a particular letter of the alphabet, or by arranging titles in alphabetical order. In this way, young readers become aware that the library is an organized entity, rather than an assortment of books on shelves, and that each item should be in a particular place so that everyone will be able to find it.

To prevent books from being misshelved or badly shelved, ask children to place books that they have used on the tops of the shelving units or on special tables. In school libraries, the librarian might invite students to join a “Library Helpers Club” to assist the librarian or an adult aide in reshelving volumes. Books should be shelved upright (or flat, if very large) and not too tightly packed on the shelves. This will allow volumes to be removed easily without pulling and tearing the spinecaps.

Special Care

Stress that large, heavy books must be given special treatment. Tell children such volumes might hurt their fingers or fall on their toes, and that the books themselves can be damaged if they fall to the floor. Encourage kids to ask for help in transferring big books to a table where the books have proper support and can be easily used. In some school libraries, volumes that are large and heavy, especially if they are expensive to replace, cannot be checked out, but must be used in the library.

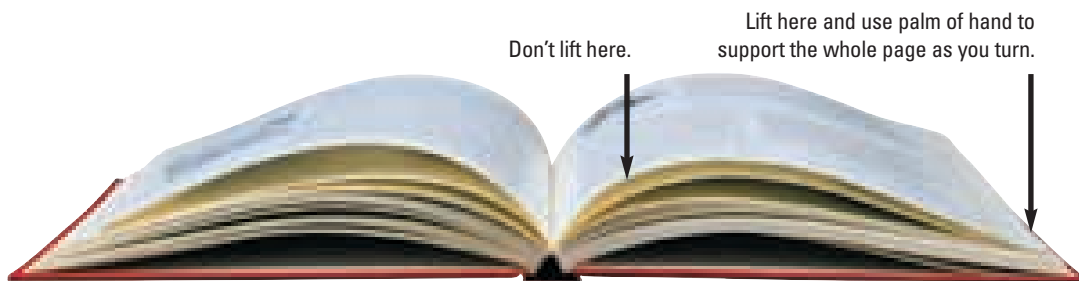
To prevent books from being misshelved or badly shelved, ask children to place books that they have used on the tops of the shelving units or on special tables. In school libraries, the librarian might invite students to join a “Library Helpers Club” to assist the librarian or an adult aide in reshelving volumes.

Other large-format books, which may not be particularly heavy but are oddly shaped (e.g., fifteen inches square) or have fold-out or pop-up pages, can be allowed to circulate, but the librarian might tie them closed with a length of brightly colored heavy-gauge yarn to help prevent damage should they be dropped, and to remind the young user that this book needs careful treatment.

To minimize exposure to the elements and other potential hazards, encourage children to transport all books in bags or backpacks. Distribute plastic bags during inclement weather; the bags can be printed with the library or school logo and a preservation message about keeping books

preservation themes. Prominent displays of the results remind all library users to treat library materials gently.

Messages about proper care of library materials are taken more seriously and given greater meaning when children learn to enjoy many different aspects of the book. School librarians and teachers can work together to cultivate appreciation of texts, illustrations, and the settings of books, while relating this to the authors' biographies and experiences. This may be done through concentrated study of an author of the month or through comparison of many different illustrated versions of often retold tales such as "The Owl and the Pussycat". Music classes might echo



dry. At the time of checkout, place magazines into paper envelopes to minimize damage to fragile paper covers.

Aids to good habits

To help preclude such habits as turning down corners, placing the book face down or using pencils or other damaging bulky items to hold the place, make free bookmarks available at all times. Effort should be made to provide attractive bookmarks, either purchased from commercial sources or created in-house in connection with a special event. For example, when an author or illustrator visits the school, s/he might be asked for an autograph or quick sketch, which can then be reproduced on bookmarks. Themes from special units of study can also be depicted. Libraries can sponsor poster or bookmark contest related to

favorite stories with programs of songs base on *Charlotte's Web*, *The Tale of Peter Rabbit*, and episodes from *Tom Sawyer* and *Huckleberry Finn*.

Older elementary school students may be encouraged to own books; this might even be combined with a competition for "Newbery" and "Caldecott" awards. Today's computer literate students can use desktop publishing programs to create books for the classroom or to "publish" the products of their research projects. Some of these "publications" can be bound and added to the library's circulating collections. In the school setting, appreciation may be further enhanced through paper-making demonstrations. In connection with the study of papermaking, a prominent industry in Wisconsin, students

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Mechanisms for Book Building:

Bookbinding Models at the University of Iowa Libraries

by Gary Frost

Where did the idea come from?

BILL ANTHONY, PAST CONSERVATOR of the University of Iowa (UI) Libraries, was known for his replicas or models of historical bindings. He used model making projects to teach skills of the bookbinding craft and many of his models and those of his apprentices were included in the 1985 exhibit—"The Art and Craft of Bookbinding". These models have been preserved in the Conservation Lab of the UI Libraries Preservation Department.

One good idea leads to another and the bookbinding models produced by Bill Anthony and his apprentices now provide the core for an important new teaching resource. This is the newly established collection of bookbinding models at UI. With bibliographical management and deliberate collection development, we plan to build

the model collection into a unique, international resource for students in book studies.

What are bookbinding models?

Bookbinding models are used to exemplify and demonstrate the various mechanisms of books. Some are highly specialized such as the production "dummy" for a hand-bound edition. Others can be extremely experimental, relating more to concept than practical application such as models of non-adhesive structures or a mock-up of a sculptural assembly made by a book artist. Historical binding models, requiring traditional craft skills, exemplify binding of a historical type and historical period. They may also exemplify a particular craft context and a particular national tradition.

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Multi-Quire codex
Egypt



Girdle book
Northern Europe



Russia banded
stationery binding



Early account book



Cut-away printed book
15-20th centuries



Modern fine binding

action. Unlike real historical bindings, models can be freely manipulated to observe the mobility of the bound structure. Bookbinding models permit direct visual and tactile inspection of combinations of materials and structures.

Bookbinding models are greatly appreciated by binders and by book art educators who know how influential these kinetic devices can be. Yet they are also of immediate appeal to anyone interested in books. Ultimately researchers will examine binding

models for evidence of the recent history of book crafts and book conservation.

Bookbinding models deserve better documentation especially since they tend to be undocumented internally and typically include only blank leaves. Bookbinding models also lack advocacy from an institution with an appropriate interest and dedication to the progressive study of modern book crafts and art. The UIL and the UI Center for the Book provide just the right home for these deserving artifacts.

What are the next steps?

Assembling the existing bibliographic information on the collection, we are providing an on-line retrieval system. We will make contact with potential binding model donors and coordinate development of the binding model collection with other strategic funding plans for the UIL, and UICB. We are also commissioning new works for the collection.

We are integrating the use of the collection into the UIL/UICB credit course Structure of the Hand Made Book and the Library's conservation staff is providing access and guidance to the collection for researchers, book arts educators and book craft students.

What can others do?

Explore the UIL web site on bookbinding models at www.lib.uiowa.edu/conservation/models/index.html. Also note that the Structure of the Hand Made Book class is given every fall semester.

Assist collection development. We hope that the UIL Bookbinding Model Collection will inspire donations from bookbinders and others who will seek out the opportunity to have such materials appreciated, used and preserved.

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All binding models can be used for demonstration and examination of book action. Unlike real historical bindings, models can be freely manipulated to observe the mobility of the bound structure. Bookbinding models permit direct visual and tactile inspection of combinations of materials and structures.

LBS and The University of Iowa Preserve History for Future Bookbinders

by Fritz James, LBS President

LBS and the University of Iowa are coming together to preserve the past and teach future generations about the art and science of book structure

THERE ARE STRONG ties between LBS, The University of Iowa and the University of Iowa's Center for the Book. Aside from the occasional class tour of the LBS facilities by students in the University's library programs, LBS and the University of Iowa are coming together to preserve the past and teach future generations about the art and science of book structure.

A piece of LBS history resides in Special Collections at the University of Iowa's library—a set of twelve volumes of Napoleonic letters and memorabilia, collected and bound by Ernst Hertzberg in the early 1900s. The set was painstakingly bound with each of its twelve volumes encased in its own leather box. It was then sold in conjunction with the 1904 St Louis Exposition for \$12,000. With these funds, Hertzberg started the Monastery Hill Bindery in Chicago. As his family and business grew, Ernst sent his grandsons to start satellite binderies. In 1921 he sent Grover Hertzberg, Ernie Hertzberg and Fred James, Sr. to start the Hertzberg Bindery in Des Moines, Iowa. In 1953 the bindery merged with New Method Bindery and a new company emerged—Hertzberg-New Method in Jacksonville, Illinois. The resulting Hertzberg-New Method developed into one of the largest library binderies in the United States.



LBS' President Fritz James discussed his personal library with university of Iowa students during a visit.

Library Binding Service, now known as LBS, emerged from the original Hertzberg Bindery as a printer of children's book covers and a bindery supplier in 1953. LBS continues this business with steady growth and diversification, and is one of the largest distributors of fabric based covers and reinforcing materials for books in the United States.

Recently, the collection of Fred James, Jr. was donated to the University of Iowa's Center for the Book Arts. The culmination of over 55 years of collecting books about books, typography and paper, as well as a collection of rare decorative papers from around the world, were transferred to Iowa City this winter. There are over 500 books in the collection, as well as examples of bookbinding that trace the history of binding for several hundred years. The collection contains rare documents and

development of the Library Binding Institute and resulting standards for library binding. Also in the collection are examples of leather, cloth and papers used in early American bookbinding.

Yet another benefit of this partnership will occur in 2005. The University of Iowa Libraries, the UI Center for the Book and LBS will sponsor a conference on the prospects in the field of book conservation, tentatively set for July 14-18, 2005. As part of the Conference, the UI libraries will hold an exhibit highlighting the James Collection, as well as a retrospective exhibit featuring the work of the distinguished conservator and bookbinder Bill Anthony. This gathering with accomplished book conservators and conservation educators will provide an excellent

opportunity for interaction with students, practitioners and preservation librarians. More details will be available in the coming months.

Fritz James, owner and president of LBS, is proud of these cooperative efforts with the institution that now houses his father's collection. He knows the collection is in good hands and will be used for valuable research. It's rare that a business can trace its roots back to the sale of a set of books. It seems very appropriate that the Fred James Collection resides in Special Collections at the University of Iowa—alongside the set of Napoleonic letters that started it all back in 1904.

University of Iowa Center for the Book:
www.uiowa.edu/~ctrbook/

University of Iowa Libraries field trip to
Library Binding Service: www.lib.uiowa.edu/preservation/pages/news/LBS2001.htm



LBS' President Fritz James and Sid Huttner, Head of UI Special Collections.

Rehousing a Portrait Collection

by Susan Martin

In 1989, conservators at the New York Academy of Medicine received a grant to re-house their extensive "Portrait Collection". This heavily used group of 17,000 images included engravings, etchings, photographs and newspaper clippings from the 18th-20th centuries. At that time, most of the portraits were attached to acidic and brittle backings with a variety of adhesives and tapes that were very damaging. Due to the size of the collection, the conservators only had time to remove the portraits from their dangerous mounts and re-house them in appropriate folders.

When the staff looked through all of the archival catalogues, we were surprised that none of the folders commercially available answered all of our requirements: we required stiff covers on an acid-free folder that would protect the portrait within. We were looking for an inner polyester film envelope that would allow viewing both recto and verso without having to touch the artwork and easy removal if necessary. While researching the problem, we came across an Archival Products catalog containing comments by Barclay Ogden about his successful design collaboration. We contacted Archival Products and explained our need for a specific type of folder. The people there were immediately enthusiastic about a collaborative effort to create this. After many telephone conversations and numerous prototypes exchanged, the ideal folder was created. Subsequently named the "Academy Folder", 17,000 folders were ordered in two sizes.

The conservation staff at the Academy was delighted with the result and we found the entire process of design and modification to be very gratifying. Archival Products was supportive from the start of the project and the give-and-take between the parties was always constructive. Now, more than 10 years after the collaboration, Archival Products sells the Academy Folders in nine different sizes and has recently added an oversize line to accommodate newspapers and maps. The conservators at the New York Academy of Medicine use these folders now for many different collections and we are always proud to explain their creation to fellow conservators and other visitors to the lab.

Susan Martin
Gladys Brooks Book & Paper Conservation Laboratory
The New York Academy of Medicine Library
1216 Fifth Avenue, New York, NY 10029

might be allowed to make their own paper.

The general environment of a library also affects care of the collections. If the library is kept neat and clean, this prompts young users to take responsibility for helping to keep it that way. Most children enjoy their library experiences; a general sense of pride in their school or public library and a sense of ownership carry over to good treatment of library materials.

Conclusion

Best results are achieved when the librarian has good rapport with children and a relaxed approach to guiding them in both reading and care of library materials. Book handling is best taught through modeled behavior and through sensible routines established and practiced in the library. Both formal instruction and informal reminders given as necessary help young readers keep preservation issues in mind.

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REFERENCES

Into the Future: On the Preservation of Knowledge in the Electronic Age a Terry Sanders film produced in association with the Commission on Preservation and Access and the American Council of Learned Societies.

Promoting Preservation Awareness in Libraries, A Sourcebook for Academic, Public and Special Collections (edited by Jeanne M. Drewes and Julie A. Page, The Greenwood Library Management Collection, 1997) A complete guide to user education aimed at all types of patrons in all types of libraries. Based on the assumption that most misuse of library materials is because of misunderstanding or lack of understanding, the book focuses on all types of patrons and changing attitudes.

The Unabashed Librarian, Number 104, 1997, features an article that should be read by every library... *Flood Recovery Health Concerns*. A summary of Flood Cleanup Alert Bulletins that followed the 1993 flooding in the Midwest.

New Tech News (October 1997 issue) announced the UC Berkeley Library Preservation Help. Berkeley librarians have an application available for download on the Web (<http://sunsite.berkeley.edu/CALIPR/about.html>) designed to help libraries without preservation expertise on staff to develop plans for addressing preservation needs. Called Calipr, this tool helps library staff collect and interpret data related to the preservation demands of individual collections. Although it cannot evaluate the efficacy of existing preservation programs, Calipr "generates several different management reports to provide important insights into the needs of collections as a whole and to those parts of collections of greatest value and at greatest risk of damage and loss". Accompanied by a feasibility study, the application helps match preservation needs to technical and staff resources, suggesting realistic preservation strategies for institutions.

This program was developed and tested in 1989 and its various revisions have been used throughout the California State Library System and by members of the Research Libraries Group. An accompanying case study, entitled "Using Calipr for Statewide Preservation Planning: The California Preservation Needs Assessment Survey", gives users an example of the application's uses in making assessments across systems or consortia.



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