

INTERNATIONAL PRESERVATION

A Newsletter of the IFLA Core Programme on Preservation and Conservation

NEWS

N° 11 - December 1995

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**INTERNATIONAL
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n° 11 December 1995 NEWS**

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IPN WELCOMES ANY CONTRIBUTION OF PRESERVATION NEWS ITEMS (PICTURES ARE WELCOME TOO). THE DEADLINE FOR RECEIPT OF ARTICLES FOR IPN 12, IS APRIL 1st, 1996.



Last summer proved to be very busy and fruitful for PAC. The annual meeting of the directors took place in Budapest at the Szechenyi National Library on August 14. Essentially, we examined how efficient PAC was after ten years and many questions arose: was IPN meeting the expectations of its readership (you are invited to fill in the questionnaire on p. 23), had it reached its goal, was the world entirely and effectively covered by the existing regional centres, what could we do to strengthen the links with the Section on Conservation and the other Core programmes, were we collaborating enough with other associations or NGOs with the same interests and were we not duplicating their activities? Many of these questions still have to be thought about and will be resolved in our next meeting.

We had planned to revise the *Principles on Conservation and Preservation of Library Materials* but decided that we had received too few comments. It is essential not only to update the new edition but also to make it better fit the needs of developing countries who seem to be the ones who are impatiently waiting for these principles.

The Satellite Meeting on Conservation following our meeting, and the IFLA annual conference in Istanbul allowed us to meet our colleagues (see p. 4). What struck us was the growing concern from most librarians and library directors in preservation matters. It has really become, during the last ten or fifteen years, one of the most important topics in librarianship, at least as important as collection development, cataloguing and automation. I had the same feeling when attending the ABINIA (Asociación de Bibliotecas Nacionales de Iberoamerica) meeting in Mexico last September. In view of this, our next issue will be devoted to preservation in Latin America and in the Carribean.

Permanent paper was much discussed too. The National Library of Canada decided to propose a resolution to UNESCO's General Conference in November and many national librarians were asked to support it. I'd like to thank them for answering so fast and in such a positive way. Unfortunately Canada thought that the resolution was not quite timely from a technical and procedural point of view, and there had been no confirmation from national delegations to UNESCO that they were prepared to support it.

More time is needed to ensure the success of this work and to promote this cause around the world, in order to be ready for the next General conference. We urge each one of you to lobby for support among professionals, governments and paper manufacturers as well as among library users. The more people involved, the higher the chance that we meet our goal.

It is our pleasure to announce the appointment of Monika Pfitzner as new Programme Officer at the Regional Centre in Leipzig, replacing Henrik Otto. She will assist Dr. Waechter in all organizational activities.

To end on a positive note, ICA and IFLA have finally agreed to create a Joint ICA/IFLA Committee on Preservation in Africa (JICPA). A first meeting is to take place in Dakar next February. The creation of this committee had been one of the major recommendations at the Pan-African Conference on the Preservation and Conservation of Library and Archive Materials in Nairobi, June 1993.

Marie-Thérèse Varlamoff ■

CONFERENCE SUMMARIES



J. Lyall, J. Liers,
D. Kresh and
M.-Th. Varlamoff.

Photo : R. Sanchez

► Annual Meeting of the Directors of PAC Centres, Budapest, August 14, 1995

This meeting, the first one since the appointment of a new programme director, enabled most participants to get acquainted. M.-Th. Varlamoff (Paris), D. Kresh (Washington), R. Sanchez (Caracas), J. Lyall (Canberra), J. Liers (Leipzig - representing W. Waechter) attended. T. Shimamura (Tokyo) could not come. B. Kastaly, Chair of the Section on Conservation and Y. de Lusenet, ECPA (European Commission on Preservation and Access) Executive Secretary, were invited to join us.

Some of the several points that were discussed have already been listed in the editorial (p.3): the *IPN's* goals, the revision of the "*Principles*"... Others, such as the proposal from the ECPA to have some basic documents on preservation translated into rare, Slavonic languages, caught our attention, especially as the need to increase our efforts for libraries from the former Soviet Union had already been discussed.

We are conscious that some centres have difficulties in initiating a personal and active PAC preservation policy due to an overload of institutional activities and the linguistic patchwork in their region. In view of this we decided that a few months would be necessary to think matters over and propose a new geographical division of the tasks for the next meeting.

► Satellite Meeting of the IFLA Section on Conservation, Budapest, August 15-17, 1995

"Library Preservation and Conservation in the 90s" was the topic of the satellite meeting held at the Szechenyi National Library in Budapest. Sixty-seven participants from 27 countries and 4 continents, representing 48 libraries attended the seminar which was divided into five half-day sessions dealing with: "National Libraries as Museums of Books and Libraries as Living Organism at the Same Time - Resolving Contradictions", "Preventive Conservation and Disaster Recovery: Preservation of Collections", "Mass Conservation: Methods and Dilemmas", "International and Regional Efforts in Preservation and Access: Training for Preservation and Conservation", "National and Local Activities in Preservation and Training in Central and Eastern Europe". The proceedings should be published (date to be announced later).

Thanks to the warm welcome from the Szechenyi Library and to the efficient work of the organizer, Beatrix Kastaly, it was a very positive meeting which allowed experiments and experiences to be shared, but also a very friendly forum of professionals who, once more, showed their sound interest in preservation: several delegates proposed to translate the revised version of the "*Principles*", once ready, into their mother-tongue.

► 61st IFLA General Conference, Istanbul, August 20-26, 1995.

Each conference of this size, gathering more than 2 000 participants coming from around the world has two sides: the official one, with formal meetings, and the informal one, probably even more important because it allows people who couldn't have met otherwise to discuss and share their viewpoints in an informal way. All PAC directors agreed that Istanbul, in this respect, was a very fruitful conference and that it offered the opportunity of meeting a large number of people.

Close contacts were established with the other Core Programmes, enabling us to better define our situation within IFLA administrative structures. Contacts with ALP Core programme were particularly positive and should soon become fruitful with the creation of the Joint the IFLA/ICA Committee on Preservation in Africa (JICPA).

We also strengthened our links with IFLA sections: the Section on Regional Activities: Africa, and the Section on Conservation to which, as a cooperative activity, PAC proposed to translate the recently-published leaflet on '*Disaster Preparedness*' into French. We were approached by the Section on Cataloguing concerning a project to include conservation data in bibliographical descriptions. We met associations and NGOs: the CPA's (Commission on Preservation and Access) new President, Deanna Marcum, seemed most interested in the PAC project of organizing an international conference on the economics of preservation. With Björn Lindh from ICA (International Council on Archives) we settled the grounds for our joint committee in Africa (JICPA).

University and Research Libraries pointed out that attention was too much focused on National Libraries and wished that their specific needs in conservation were better taken into account.

Marie-Thérèse Varlamoff,
Director of the PAC International Centre ■

TRAINING AND EDUCATIONAL ACTIVITIES ARE NEVER TOO MANY

This issue of IPN devoted to training and education presents various programmes all over the world : academic courses for conservators, university syllabi for librarians and administrators, specific workshops or courses organized at institutional levels... as it seems that they complement one another.

It does not pretend to be exhaustive but aims at encouraging worldwide efforts, spreading information and knowledge, raising awareness of the importance of preservation and conservation among all library staff.

Presently, one can observe two different kinds of educational activities: one for conservation administrators who determine policies - a structure well-developed in North America - and one for conservators, who are themselves divided into those who decide on priorities and treatments and those who perform restoration activities - most typical of European countries. A lack of cost-consciousness is to be pointed out among the last two categories which could be overcome by closer co-operation between them, in order to set up policies that form the basis for a good management of conservation.

More Teachers Are Needed

The inquiry conducted by D.W.G. Clements in 1989 revealed that theoretical knowledge was taught far more extensively than practical skills. All the authors of the following articles have raised this issue and have laid stress on practice in the programmes they have worked out. Here is a type of consciousness that finally has become fruitful and has given rise to effective steps.

There is a lack of training courses for the practising profession too. As a matter of fact, librarians usually have to go on attachment abroad. On the one hand, it develops international co-operation and creates an international network, which is thoroughly positive, on the other hand, it weighs heavily on budgets; it reveals the insufficiency of national educa-

tional structures and it impedes the development of on-site training. Indeed the teaching body is still small. Experts are often asked to conduct courses in schools for librarians for lack of teachers graduated in the field. Their curricula should include more conservation and preservation teaching in order to educate conscientious and competent curators, librarians and administrators. The example of the National School of Information in Geneva (Switzerland) is remarkable in this respect: a private conservator was first invited to hold a seminar on conservation for future librarians and archivists. Upon enthusiastic response, the School included a whole programme of 32 hours plus another 24 elective hour on conservation, with an appropriate balance of practice and theory. But this case must not take away attention from the need to develop more seminars and short courses so as to inform and update all library staff. In *Preservation in Australian and New Zealand Libraries*, a book used by Charles Sturt University (Australia) for preservation and conservation distance education, Ross Harvey notes that **"the major source of damage to library materials is probably the handling they receive from both staff and the library's users."** Warehouse men are usually neglected in terms of training needs, though documents are in their hands in the first place. At the PAC Pan-African Conference in Nairobi (1993), Diane Rosenberg pointed out the benefits that could be derived from regularly training and informing them, along with cleaners, library attendants and even users. Actions of this kind have been undertaken by the Preservation Directorate of the Library of Congress (see M. Smith's article on pages 6-7). In France however, there is often no training for warehouse men. However, efforts are being undertaken by the Bibliothèque nationale de France (see page 8-9).

All Library Staff Are Concerned

The training of photographers is often neglected too. Yet a proper handling of the documents to be photographed and microfilmed is of utmost importance for their conservation. Moreover making pictures of optimal quality is necessary to make microform readable. To fill this gap, a few courses

are organized on microduplication at the Conservation Centre of the Bibliothèque nationale de France in Sablé.

In less developed countries, the information has to be relevant to the given geographical and economic conditions.

The courses held at the National Széchenyi Library in Hungary and at the PAC Regional Centre at the National Library of Venezuela are necessarily very different in content, in order to meet the local requirements and be adapted to the libraries' holdings and chosen priorities. At the National Library of Venezuela, Latin American trainees go back to their institutions as trainers who have become capable of transmitting their knowledge and experience to fellow colleagues and students. The passing on of competence is the key to the successful development of conservation and preservation methods for developing countries and for developed ones too.

Virgínie Kremp,
Assistant, PAC International Centre ■

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open to others.

Raising Awareness

Education and training have been an integral part of the Preservation Directorate's programme since its establishment in 1967 with the creation of the Conservation Office. Peter Waters, one of the book conservators who was heavily involved in the Florence flood recovery effort, was appointed Conservation Officer in the new programme. Among his first tasks was the creation of job descriptions for book conservators that placed them in the same work classification group as professional librarians.

Having established that conservation treatment is professional, not simply technical work, Mr. Waters set up an on-the-job training programme to build a skilled staff for the Conservation Office.

In addition to learning traditional bookbinding skills, the Conservation Office staff also studied book structure and organic chemistry, taught by a member of the Research and Testing Office, another unit in the Preservation Directorate. The latter was taught for two hours every Wednesday, which was the day that had been set aside for individual study. No production work was required on that day and the staff could read, work at the bench, or conduct scientific research as they saw fit.

This system of staff development continued until 1980, at which time it was decided that future staffing needs for the Conservation Office could be met through the availability of conservators who were graduating in increasing numbers from academically based conservation training programmes. Since then, the majority of training and development activities for staff - not only from the Conservation Office, but from all of the Directorate's offices - have taken place off-site.

Now, formal education and training in-house is organized through bringing in

at the Library of Congress

consultants for a short period of time to address specific topics. In addition, a monthly lecture series -open to anyone- has been established to provide a forum for staff to present their work and ideas to others and for other professionals from outside the Library to share their information and knowledge.

Other Library Staff

Preservation education and training are provided by Preservation Directorate specialists to other staff in the Library in a variety of ways. One of these is to conduct formal classes in the care and handling of library materials. At present, these are being organized through the Library's Technical Processing and Automation Instruction Office (TPAIO), which is located organizationally in the same Service Unit of the Library as the Preservation Directorate. Through TPAIO, a one and one-half hour seminar on the "Care and Handling of Bound Materials" has been available on a monthly basis since July 1992. Previous to this organisational formalization, the seminar was presented in response to requests from Division Chiefs, Unit Heads, and other managers. To date, approximately 350 employees have taken this seminar. Instruction in the care and handling of other formats are conducted on an ad hoc basis as requested. For example, Rare Book Division staff have received instruction in rehousing techniques ; and staff in the special format divisions (e.g., Prints and Photographs Division, Geography and Map Division) have been taught proper care and handling techniques for their materials.

Since 1992 the Library has been working to develop and refine its emergency preparedness and security plans. In connection with that, training has been provided from both Preservation Directorate staff and experts from outside the Library. In particular, sessions have been held for almost 1.000 staff members from all divisions to acquaint themselves with the location and use of supplies for emergency response that are strategically located throughout

the Library's five buildings. In on-going efforts to increase the security of the collections, special attention has been given to the Collections Management Division, where over 100 staff members have received special training in the proper insertion of security tags into books.

As part of the Directorate's objective to raise the level of preservation knowledge across the staff, articles from the Preservation Directorate are published every month in the Collections Services Newsletter, and at least four times a year in the Library-wide staff newsletter, *The Gazette*. The content varies in nature from specific information about Directorate activities to humorous quizzes about preservation.

Outreach

Raising the levels of preservation awareness and knowledge among Library users and the general public has also high priority in the Preservation Directorate. One recent initiative (carried out jointly with the Centre for the Book) that addressed these goals was the design and production of four preservation book marks. They are brightly colored, bear the names of both the Centre for the Book and Preservation, as well as a short slogan from each. The bookmarks are being distributed widely at reading rooms at L.C. They are also available on request from the Preservation Directorate. Informational brochures, table displays, and posters on care and handling of materials and photocopying by patrons are in the design stage.

On another level, the Directorate actively participates in professional meetings nationally and internationally, and publishes technical papers and results of research in a variety of publications. In 1995 two leaflets were published, one on ownership marking of library materials and the other on newspaper preservation. Many more preservation items are being mounted on the Internet via LC MARVEL (the Library's gopher) and the World Wide Web. One of these that may be of particular interest is *Materials Published by the*

Members of the Library of Congress Preservation Directorate: A Bibliography. In addition, the Preservation Directorate also uses the Internet to receive and respond to preservation inquiries. The Library's home page URL is <http://lcweb.loc.gov/>.

A third initiative for distribution of preservation information outside the Library has been in the arena of university teaching. This past year (and again in the Spring of 1996) the Directorate has offered an introductory course in preservation to students in the Graduate School of Library and Information Science at The Catholic University of America in Washington, D.C.. Other teaching efforts have included a five-day refresher course in staff and user education conducted for a Preservation Intensive Institute at UCLA, and numerous specialized sessions presented at the annual Paper and Book Intensive at the Rare Book School in South Carolina.

In-House Education and Training for Non-Library Staff

The Preservation Directorate accepts unpaid interns, from the United States and other countries, for advanced training in conservation treatment. Selection is based on the candidate's résumé, portfolio, recommendations, and a personal interview. Funding to support the conservation internship programme is currently being sought. Another programme that is currently in its planning stages would involve career development in conservation for individual and expanded diversification of the Directorate staff through exchange of employees between the Library and other national agencies. In the past, the Directorate has accepted interns in preservation administration under a multi-institutional grant from the Mellon Foundation. This programme is no longer in effect, however, as the funding has come to an end.

Merrily A. Smith,
Preservation Directorate
Library of Congress ■

Bibliothèque nationale de France:

The training of professionals involved in conservation has been one of the library's concerns for many years. Welcoming in its workshops students and technicians from other national and foreign institutions who want to improve their practical knowledge, raising awareness among national and international staff are all activities that have been organised regularly.

Requests from would-be trainees are becoming more and more numerous, which reflects the general growing interest in conservation.

With the creation of the new library, the administrative organisation for education management has been revised thoroughly. In order to meet specific requests, trainees are now steered towards the various sites of the library: the workshops of the old building "rue de Richelieu" welcome people interested in traditional techniques, whereas the Sablé centre (250 km east of Paris) is devoted to internships for technical and scientific staff. Those interested in the microfilming of periodicals are sent to the Provins centre (90 km south of Paris). From 1996 onwards, the technical centre in Marne la Vallée, the main focuses of which will be the storage of copies of absolute conservation from the legal deposit and mass treatments (see *IPN 10*, page 4) will be equipped specially to welcome trainees, students and all the professionals interested in preventive conservation.

In-House Training: Goals and Organization

In-house training in conservation is administered by the Direction des Services de Conservation (Directorate of the conservation services) which works in close co-operation with the departments of the library.

Objectives, training programmes and follow up are defined according to the overall conservation apparatus of the library. Training programmes are now planned annually so as to better satisfy individual requests and pinpoint the roles and missions of each service within the general conservation policy of the library.

All services have to carry out the following missions to:

- educate all the staff continuously through topical conferences that are organised for their benefit, and international meetings they are invited to attend. The technical and scientific services, such as the laboratory, the documentation centre and the archives of the Conservation Services, issue regular information.

- Raise awareness among non-technical conservation staff. Seminars are now organised for warehouse men, librarians and curators on the degradations of documents, the handling of rare documents, air-conditioning in storage areas and biological contamination.

- Allow technical staff to improve their abilities off-site, in France or abroad. In this case, the training costs, travelling and hotel expenses are carried by the library. Back in the library, they have to train their colleagues.

New Policy

Thanks to the project work of the new library in Tolbiac, training in conservation has been restructured in a more effective way.

Stress has been laid on prevention in all fields of conservation in order to face increased house-keeping activities that are due to the variety of formats and the new ways of access to documents.

New restoration methods, together with the automated document treatment system means that staff should be trained efficiently in the main automation methods. By 1997, 300 staff members will have completed a specialized training in this branch.

Training needs in traditional restoration have always been great and demand is also growing. In 1994, more than 110 trainees were trained in the workshops of the library, 28 % of which came from foreign countries.

Structures have been set up according to individual requests from French and foreign technicians working in public institutions and students of conservation in their last university or school year.

Welcoming Trainees from Abroad

Mastering the French language is a prerequisite for entrance, along with a substantial experience in basic techniques. As a matter of fact, the library does not offer training programmes for beginners but wishes to give those who are interested, the opportunity to improve their technical knowledge.

Training may last from 2 weeks to 6 months. Restoration activities and specific processes are studied for the most part, but it is also deemed important to raise awareness among trainees of preservation: environmental control, tracking down bad conservation methods, protecting documents in line with standards, microfilming.

Foreign trainees are looked after from the educational point of view but all the practical aspects of their stay are managed by the CIES (an international centre for foreign students) in the frame of international cultural co-operation activities.

The training of foreign individuals goes far beyond the activities mentioned above, as it seems most important to give them the possibility to adapt methods to their geographical and institutional area, with a view to make them capable of training their colleagues at home, according to their material possibilities.

Since 1995, a technical follow up has been set up in order to assist trainees each time they are faced with professional uncertainties once back home. Thus trainees commit themselves to keeping in touch for one year with trainees so as to

Traditional Structure of Training Updated

help them solve technical problems, or set up a conservation workshop.

Informing and Teaching

Education on conservation has long been the privilege of a handful of specialists. Fifteen years ago, there was still a lack of courses. Today, it is part of the curricula of French schools for librarians: new cycles of introduction have been created where staff from the Direction des Services de Conservation give lectures on microfilming, pre-

ventive steps and air-conditioning. They have also been asked by some academies and universities to educate students and practising professionals.

Moreover, the fact that technicians from the library are regularly invited by French schools and universities to conduct courses, allows them to be in the know with the profession.

Sometimes, they are invited by foreign institutions to their workshops. Their missions are supported by the Bibliothèque

nationale de France and can be extended up to 2 months. They are usually called on by former trainees who need assistance to set up a conservation workshop and operate new processes.

All these specialists make themselves available and are eager to pass on technical and scientific knowledge. They are more and more present in international meetings too.

Véronique Thomé,
responsible for continuing education,
Direction des Services de Conservation

EDUCATION AND TRAINING AROUND FRANCE

• UNIVERSITY PARIS I

- **Master's Degree Diploma in the Conservation and Restoration of Cultural Property (Maîtrise des Sciences et Techniques).**

A 4-year curriculum for 20 students who have already spent 2 years at university of sciences or history (art history, archeology). Registration between January and February 15th for 1997.

- **Ph Degree Diploma in Preventive Conservation**

For the practising profession involved in cultural property with a 4-year university level and experience in preservation and conservation.

Teachers come from the ICCROM, IFROA, ICC...

Registration between January and March 31st 1996 for the following academic year.

Contact :

**MST, Université Paris I
17, rue de Tolbiac
75013 Paris, France**

• IFROA (French institute for the restoration of works of art)

A 4-year course focused on ancient materials (prior to the XVIIIth century: metals) and textiles, furniture, marquetry, gilding, engraving, leather, brass.

Next entrance examination : May 1996.

New address from January 1996:

**150 av. du Président Wilson
93000 La Plaine-Saint-Denis**

New shuffle of teaching staff (co-operation with teachers from the Ecole Nationale du Patrimoine).

• L'Ecole Nationale du Patrimoine

organises annually regular sessions on the conservation and restoration of photographs.

1996 course is already full.

**117, bd Saint-Germain
75006 Paris**

Tel: 00.33.1. 44.41.16.41

Fax: 00.33.1. 44.41.16.76

• The CRCDG (Research centre on the conservation of graphic documents)

depends from the "Ministère de la Culture et de la Francophonie" and welcomes French and foreign students who conduct theses on specialized subjects.

The scientists of the Centre also give courses in many French institutions and academies.

**36, rue Geoffroy-Saint-Hilaire
75005 Paris, France**

Tel: 00.33.1. 45.87.06.12

Fax: 00.33.1. 47.07.62.95

• The Institute for the education of librarians (IFB) usually organises one or two sessions annually for the practising profession.

As an example, a 4-day short course on restoring library heritage is to take place at the City Library in Toulouse in May 1996.

**111, rue du 1er-Mars 1943
69100 Villeurbanne, France**

Tel: 00.33. 72.11.44.40

Fax: 00.33. 78.53.75.05

• The Academy on information science and libraries (ENSSIB)

trains prospective library curators and specialists in information science and provides continuing education short courses for library staff. A few training sessions on preservation are set up annually for the practising profession.

A Ph degree on computer-based information can also be conducted

**17-21, boulevard
du 11-Novembre-1918
69623 Villeurbanne Cedex,
France**

Tel: 00.33.72.44.43.43

Fax: 00.33.72.44.27.88

• The Centre for book conservation (CICL)

aims at raising awareness among library, archive, museum staff, professional and non-professional binders and restorers, and book collectors on the issues on conservation. There is a wide range of short or longer training sessions around the year. Emphasis is laid on disaster planning and response, which is still an ignored issue in French medium size institutions. "Co-operation - Training - Prevention" is the motto of the centre. The technicians have specialized in the restoration of books, bindings and graphic documents, duplication onto new formats, disaster response, implementing environmental control systems and follow up, decontamination.

Second Symposium on Preventive Conservation:

Biological deterioration and decontamination of library and archive collections.

November 18-19th, 1996.

The detailed programme of all the activities and events is available on request.

**18, rue de la Calade
13200 Arles, France**

Tel: 00.33. 90.49.99.89

Fax: 00.33. 90.49.66.11

e-mail: CICL@pacwan.mm.soft.fr

BOOK REVIEWS

LA CONSERVATION:

principes et réalités.

Collected works under the Direction
of Jean-Paul Oddos.

Ed. du Cercle de la librairie:

Paris, 1995, 405 pp.

Reviewed

by Marie-Thérèse Varlamoff

Written by conservation specialists, the book describes the level of expertise in France in 1995. Very easy to read and very clear, it contains a great number of valuable information. Each chapter has an introduction and a conclusion, often followed by the description of an experiment. A bibliography indicates its main sources at the end of each chapter. Though the examples presented come mostly from French libraries, this book should allow most library staff wherever they work, to get acquainted with the numerous and complex problems of preservation. Moreover it should help to raise awareness among governments and users. It is an excellent basis for rethinking preservation.

The subtitle "principles and reality" announces the two aspects of the book. The first one deals with preservation as a system. Goals, methods of analysis and planning, as well as economics and staff necessary are well described. Unfortunately, training and research are considered only from a French point of view, which will be of less use to foreign readers, unless they wish to make comparisons.

The second part deals with the various preservation treatments and fields: initial equipment for books, conservation conditions, house-keeping procedures, mass treatments, reformatting onto different media, restoration, disaster planning. One chapter is dedicated to audiovisual documents.

The book does not provide bulletproof answers to the conservation of such-and-such type of document. It is not trying to give universal or "magic" recipes. Some

techniques are not detailed but only roughly sketched. Yet the book has four great assets: it points to the necessity for each library to consider preservation as an essential part of library functions to be integrated in every librarianship activity. By stressing what has been neglected so far, the book emphasizes the need for co-operation at all levels, locally, nationally and internationally, among researchers and technicians but also with manufacturers. No conservation issue is left uncovered. Last but not least, the book provides methods of analysis and planning. ■

DE TUTELA LIBRORUM

La conservation des livres et des documents d'archives / Die Erhaltung von Büchern und Archivalien.

Andrea Giovannini, Les Editions I.E.S:
Genève, 1995, 368 pp.

Reviewed by Virginie Kremp

The book is worth mentioning for at least three reasons: it is written by a restorer-consultant (see opposite page) which is a very interesting combination, well developed in North America, but still unseen in France and other European countries. The experience of the author in both archives and libraries gives him a broader overview of the topic, helps him survey problems and find solutions more open-mindedly than would be the case with someone of a narrower background.

It is a French-German bilingual edition, which is quite rare in a field where Anglo-Saxon publications are the norm. It is written by a Swiss, and it is nice to hear from this part of the world, usually silent but obviously very active in addressing conservation issues.

However, only paper-based and parchment documents are considered (the characteristics of long-term conservation and permanent papers are described); the conservation of photographs, audiovisual

materials and computerized media is skimmed through in 7 pages, as are mass treatments (in 2 pages).

The book begins with a chapter entitled "Conceptual tools for a restoration and conservation policy". Then it follows the order of the programme detailed on the opposite page.

The author has developed a method for classifying archive/library stocks in order to better manage their conservation. Thus the principle of "differentiated conservation" is presented. It means that not all documents can be preserved in the same way. Five levels of conservation are proposed, dependent on the value of the document and the existing possibility of replacing it. Thank to this classification, books can change category according to their damage over the years.

The comprehensive chapters on the making of paper and parchment are thoroughly interesting, fully detailed and essential for a good understanding of document's degradation. We learn that factors other than acidity are responsible for self-damage. For instance, the introduction of the Dutch grinder at the end of the XVIIIth century speeded up output, but weakened papers by cutting fibers too short.

Worth praising too are the common sense and natural solutions proposed by the author. Advice is provided on the best ways to handle documents, to choose equipment for environmental control and to regulate rules.

The aesthetic layout of the book, together with the limpidity of the scientific explanations, the clarity of the pictures and the charts makes reading pleasant and instructive.

The volume is valuable for whoever wants to plunge into this particular topic, and for curators who need to get to the core of conservation of paper-based documents. Cost-effective solutions are provided too. Similarly comprehensive information on non-book materials would be welcome. ■

A DETAILED PROGRAMME ON CONSERVATION

Andrea Giovannini was born in 1953 and lives in Switzerland. He specializes in the restoration of medieval documents and has been the local official adviser for the conservation of written and printed documents in his Canton (Tessin) and conducts evaluations in Switzerland and foreign countries.

Also, he organises training programmes at the request of institutions and has written several texts on codicological research in the conservation of paper-based documents.

In 1986, Giovannini, who was then only a restorer, noticed that librarians and archivists lacked knowledge in conservation. He conducted a seminar in various institutions in Switzerland with the support of the Swiss National Fund for Scientific Research. Subsequently, the National School of Information Studies in Geneva asked him to conduct a 32 hour course for future librarians, archivists and information scientists, and a voluntary 24 hour course. The following is the detailed programme developed by the author.

A. 32 HOURS DEVOTED TO CONSERVATION

Education in conservation cannot be separated from training. Although practical activities are not undertaken by librarians, the fact that they overlook them makes training necessary. Theoretical topics are studied at the end of the cycle in order to select the best adapted solutions among various conservation options.

1. PAPERMAKING

1.1 Handmade papermaking

To deepen students' understanding of the importance and the consequences of papermaking between the XIIIth and the late XVIIIth century.

1.2 Industrial papermaking

To understand the components of modern papers and papermaking, and have an accurate view on industrial products.

1.3 Long-term conservation paper

To understand and analyse conservation products carefully.

2. NATURE AND DEGRADATION OF PAPER

2.1 Chemical structure of paper

To understand the differences between externally-induced degradation and molecular changes.

2.2 Internal degradation of paper

Harmful components, such as inks and pigments, and degradation owing to printing methods, are introduced.

3. EXTERNAL CAUSES OF DEGRADATION

3.1 Climate: temperature, RH, the essentials of climatology.

3.2 Light: the different types of radiance and their effects.

3.3 Air pollution: Dust and gas pollutants.

3.4 Biological degradation: micro-organisms, pests.

3.5 Degradation owing to bad storage and mishandling: mechanical damage (deformation); chemical damage (due to contact with inadequate materials such as labels, glues, etc.). Mishandling when photocopying, consulting...

3.6 Disasters: fire; flood; theft and vandalism.

4. NATURE AND DEGRADATION OF LEATHER AND PARCHMENT

4.1 Chemical and histological structure of hide and skin.

It is necessary to understand the characteristics of leather and parchment, along with their main differences with regard to paper.

4.2 Tanning process

Depending on its treatment, the chemical composition of leather changes. These structural changes should be understood by a professional.

4.3 Parchment-making

Traditional methods and modern production of parchment and the specific characteristics of this material are studied.

4.4 Degradation of leather

Internal and external causes.

4.5 Degradation of parchment

Internal and external causes. Studies of the process of the degradation of colours in parchment.

At this point, students are able to understand the necessity of standards on conservation and their application.

The next step deals with standards, conservation and equipment.

5. METHODS OF CONSERVATION

5.1 Climate

5.2 Light

5.3 Air pollution

Standards, methods of measurement and control.

5.4 Biological degradation: preventing, disinfecting, disinfesting.

5.5 Storage: shelving, conservation tools, bindings, French sewing, storage of audiovisual and computerized documents.

5.6 Consultation

Organising consultation areas with adequate environmental conditions. Rules, photocopying.

5.7 Disasters: prevention, response and recovery.

5.8 Mass restoration: modern processes.

6. CONCEPTS

6.1 Definition of conservation

6.2 Principles for setting up a preservation policy: how to assess needs in an institution; how to list priorities.

6.3 Regional and national policy of conservation

Only regional and national co-operation can meet specific demands.

6.4 The scope of conservation

Not all documents need to be preserved and not all documents have to be preserved in the same conditions.

6.5 Concepts and Ethics

Restoration activities are part of conservation. The reasons -and the best time- for restoring documents.

At the end of the course, an evaluation is conducted among students. So far, 90 % of the answers have been thoroughly positive.

B. VOLUNTARY COURSE OF 24 H.

POSSIBILITIES AND LIMITS OF CONSERVATION

Visits to private and institutional workshops are organised, in which restorers are requested to present their philosophy of work, the possibilities and the limits of different techniques according to the types of document (books, maps and plans, paper-based works of art).

C. ON-GOING ACTIVITIES

In the framework of the 24 hour voluntary course, the possibilities and limits of the restoration of photographs have been presented.

For 1996, a one-day course on small repairs to be performed by non-restorers (preparing starch-glue, mending tears in margins, and other repairs on books and documents for medium-or short-term conservation) is foreseen.

A 3-year programme will be set up for practising librarians and archivists on the above-mentioned topics.

All these topics are covered in *De Tutela Librorum*, by Andrea Giovannini, a bilingual French-German edition, available at Les Editions I.E.S., Institut d'Etudes Sociales, case postale, CH-1211 Genève 4, Switzerland.

Andrea Giovannini ■

WHAT KIND OF BOOK CONSERVATORS IN THE

The State of-the-art in Italy and Some

The situation regarding the conservation of library and archive documents in Italy is far from excellent. The development of information technology for archives and libraries has taken away attention from conservation problems. Books and documents tend to be regarded as bytes, valued purely for their bibliographic information. As objects, they have become superfluous. This is by no means an unrealistic idea (although no library expert in computerization would challenge it).

I regard conservation as one of the fundamental tasks of libraries, at least for those that are not entirely for the public. All functions, such as cataloguing, researching, exhibiting..., are subordinated to conservation, even though it is impossible to conserve without also cataloguing, researching and exhibiting. Is it because an object which is not conserved (i.e. badly conserved) will be lost? Yet, it seems to me that cataloguers take for granted the eternity of catalogued items. Hence archivists and librarians usually put emphasis on traditional librarianship activities and regard conservation as secondary.

Many schools in Italy are charged with the training of conservators (although there is a lack in teaching methods) but almost none of them deal with the training of preservation administrators (those concerned with day-to-day conservation problems). For thirty years there has been a post-graduate school for archivists and librarians at the University of Rome that delivers a diploma entitled "manuscripts keeping" but conservation has never been taught.

At this stage, the following questions are relevant:

- is it useful to conserve our cultural heritage?
- If so, can conservation teaching be improved?
- If so, how, where and by whom should it be taught?

The Library of the Future Won't Necessarily Be a Virtual Library

The answer to the first question seems clear: all countries declare themselves committed

to protecting their cultural heritage through conservation, even if little is done to put this commitment into practice. I first mentioned the problem of the spread of computerization and how it is surreptitiously obstructing the best way to conserve documents, whereas it is often presented as a way to improve their conservation. One just has to take the example of electronic libraries to understand the inaccuracy of this statement. Electronic libraries have to transmit the information contained in books that are kept in traditional libraries. Originally, computerization was used for cataloguing. It is to be noted that this form of transmission differs in no way from the distribution of old microfilms or xerox copies, which are but facsimiles. Incidentally, facsimiles are far more ephemeral, in terms of life-span and conservability, than original documents. I am not convinced that the library of the future will necessarily be a virtual library, which can be consulted by connecting to one of the largest networks, regardless of whether the virtual library chooses to specialise in medieval manuscripts or daily newspapers. These services will be available soon (some are already functioning) and they will be a great help to research and documentation.

The Rapid Obsolescence of Software Materials is Worrying

However, there are two problems which cannot be ignored: the first concerns the durability of the materials stored in the memories of computers. This should not be underestimated, but even more worrying is the problem of the access to the information stored, given the rapid obsolescence of software materials (an unavoidable fact related to the commercial survival of producers).

The second problem regards the fate of the books kept in libraries. I am doubtful about their computerization. Which firm will be interested in computerizing illuminated manuscripts, and how could they cope with computerizing hundreds of thousands of 17th and 18th century printed books in philosophy, theology, law..., for the benefit of a few specialists around the world?

Moreover, this process only concerns the text of the objects we are dealing with. I admit that it is the fundamental component but it is not the only one. Should the conservation of those originals transferred onto electronic memory be neglected, they would eventually be destroyed, and their destruction would no

longer be considered tragic. Fortunately, the physical aspect of books and other documents is beginning to be taken into account after centuries of bad conservation, re-binding and badly conceived conservation methods. What is rare has become precious and old books are becoming more and more precious. The rampant destruction of original documents (through bad conservation for instance) will not be easily accepted by public opinion.

Can Conservation Teaching Be Improved?

By "conservation" I mean an action, direct or indirect, performed on documents, that aims at safeguarding as much historical information as possible, including the text, the aesthetic and physical aspects. This means that microfilming, dusting shelves or restoration treatments are included, provided that books are not damaged during the process. It also includes other activities, such as applying ultraviolet filters to windows or making protective enclosures for books. These last steps are thoroughly positive as the fewer direct intervention on documents, the better.

The above-mentioned examples show that teaching conservation includes a series of techniques and the development of a capacity for selecting the best or the least damaging solution in each individual case. The same goes for restoration. Indeed, skill is a necessity but the teaching of history and natural sciences must not be neglected. A good restorer takes all these notions into account. Skill should be taught once the potential restorer has acquired the scientific and historical bases that are indispensable for working on documents.

Teaching Conservation Could Be Compared to Teaching Medicine

The Institute where I work is called the "Institute of Book Pathology" for good reason. Actually, documents in libraries are not living organisms doomed to die at the end of a precise biological cycle. Their existence can be extended as long as possible without preventing from living in their environment. The function of cultural property can change completely over centuries. A 14th century antiphony is not used in the 20th century to sing the glory of God. A newspaper kept at the Newspaper and Periodical Library cannot

THIRD MILLENNIUM?

Proposals for the Future

be used as we use our daily newspaper bought in the morning. At times, it is necessary to extract a document from its environment by limiting or even temporarily stopping its consultation by scholars. This step may guarantee its "life".

Comparison with medicine may be erroneous in theory, yet it is relevant in practice. Conservators have to prevent disease, which can be contracted from the outside (environmental causes) or because of genetic problems (materials and manufacturing techniques). Once sick, books can be given pharmaceutical treatment (disinfection, gaseous or spray deacidification) or surgical treatment (aesthetic repairs, i.e. non-invasive restoration) or a total dismounting and remounting of bindings.

Natural sciences are necessary both to medicine and conservation: biology, chemistry (general and inorganic), physics (for environmental analyses and the use of equipment for diagnoses) and even statistics (because of the increasing part of computerization in libraries). However, where does the main difference between conservation and medicine lie? In the objects themselves. On the one hand we have a living organism, on the other hand, historical evidence. If it seems impossible today to take a living organism out of its social environment - but how many times has this already been done in the past? - it is all the more impossible to propose a treatment without first submitting the document to historical analysis! This means answering the following questions: when, where, how, why and by whom the document has been made. It is also important to know the function of the document, and the changes of this function over the centuries. At this point, possible "pathologies" may be identified and consequent "therapies" adopted.

All Money Should Not Be Concentrated in the Same Place

Hence book conservators must specialize in the documents they have to deal with. Training curricula must be based on those of a medical school.

What is lacking in today's conservation training in Italy is the part related to anatomy and physiology, i.e. the components of books. The nearest disciplines are the archaeology of the book and bookbinding. The first deals with the culture that governs the manufacture of

the book, whereas the second regards the historical study of bookbinding. The main components of books, such as cellulose (wood, paper and cloth) and proteins (skins, parchment, leathers) should be studied too, along with their degradation, namely the pathologies of the book, and the restoration methods for each material.

Managing conservation tends to have low priority. It is quite difficult to plan work on an institutional or national basis, in order not to concentrate money in areas where books are not at risk, and to identify risky conditions - which means urgent intervention - because restoration is often proposed as a top priority by librarians.

When faced with the problem of papers perforated with an acid ink, it is difficult to know if the reaction occurred immediately after using the ink, or if it has happened recently... The latter hypothesis is universally accepted, based on the knowledge of the acid degradation of cellulose, but personally, I have come to doubt it.

Training in conservation should be under the responsibility of universities, in order to make sure that trainee-conservators master the notions taught in high school.

Conservation Can Only be Taught Where it Is a Daily Activity

Lately, in Italy, 13 degree courses in conservation have been set up in 13 universities, but none of them has created an interdisciplinary course in order to cover all the topics mentioned above. The failure of degree courses in the conservation of documents has not lessened the need for them. An organization of this kind doesn't fit into today's academic situation in Italy where interdisciplinary institutions are opposed to academic ones because of administrative quarrels.

Yet it is difficult to set up specialized training in libraries and archives whose current activities are governed by contact with the public. On the other hand, conservation can only be taught in places where it is a daily activity, just as it is impossible to learn medicine outside a hospital. Bureaucratic and administrative shackles have impeded the development of teaching.

The last century of the millennium, which is drawing to a close, has brought an awareness of the importance of preserving the archaeological and historical aspect of documents but real action is still lacking. It is time

to fill the gap and all those involved in the conservation of documents play a fundamental role. A significant part of our energy and imagination must be devoted to the training of conservators.

Carlo Federici,
Director of the Istituto Centrale
per la Patologia del Libro
Via Milano 76 - Roma - 00184 Italy
Tel: 39.6.4829-1233
Fax: 39.6.4814-968 ■

SOME ADDRESSES OF COURSES IN ITALY

Centro Foto, Riproduzione, Legatoria e Restauro degli Archivi di Stato

Via Costanza Baudana, 14 - Roma - 00153
 Contact: Dr. Antonio Papa
 Tel: 39.6. 580.0890

Gabinetto G.P. Vieuxseux Laboratorio di Restauro

Certosa-Galluzzo - Firenze - 50124
 Contact: Maurizio Copede
 Tel: 39.55 204.9619

Istituto per l'Arte e il Restauro

Borgo Santa Croce 10 - Firenze - 50122
 Tel: 39.055 244.808

ICCROM

Via San Michele 13 - Roma - 00153
 Contact: Secretary of the training section
 Tel 39.6 589.4741

EVENTS

ERICE 96

International Conference on the conservation and restoration of library and archival materials.

Organiser: Istituto Centrale per la Patologia del Libro
 Information from the Istituto at the above-mentioned address.

New! A European School specializing in book conservation and restoration in Spoleto

Opened to all citizens of all the European Community
 Contact:
 Regione del' Umbria, Giunta Regionale
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 Palazzo Broletto
 Via Mario Angeloni - 06100 Perugia, Italy
 Tel: 39.75.540.2218
 Fax: 39.75.504.2334
 (from Abbey Newsletter, Sept. 1995)



HAUTE QUALITÉ DE CONSERVATION

ARCHIVER - PRESENTER

*Plis Barrière
Pochettes Papier Permanent
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Papier Photocopie Conservation

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*Pâte Linters de coton
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Papiers Japonais
Buvard Neutre 100 % chiffon*

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*Vélin de Montage
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Cartons Conservation
Contrecollés Beaux-Arts couleur*

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PROVINCE BP 139 - 07104 ANNONAY CEDEX - FAX 75 69 88 88 - TEL 75 69 88 00
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Full-Time Training

Conservation activities began at the National Archives of Hungary in the late fifties and at the National Szechenyi Library in the early sixties.

Today 25-30 conservators work in archive institutions, 50 are employed in 10 workshops in libraries and 30 book and paper conservators have been appointed in 15 museums. Besides 10-15 freelance book and paper conservators are contracted with public institutions.

Until now there hasn't been any full-time training in this field in Hungary apart from basic theoretical knowledge taught at the National Archives and at the Academy of Fine Arts for museum staff.

The regular training exclusively for book and paper conservation was launched in 1981. Only then the demand for an intermediate professional course in book and paper conservation was finally met.

The National Szechenyi Library Initiated Five Evening Courses

At the National Library, book conservators used to work with a bookbinder but paper conservators at the National Archives and in many museums worked without any professional qualification. They all had received some practical training from older colleagues in their own workshops or through internships.

It was equally important however to train them both in the theoretical and practical fields and to provide them with a professional qualification.

Between 1981 and 1987 the National Szechenyi Library initiated five evening courses at the School of Applied Arts. Professional training was conducted by the conservators of the National Library where practical sessions were held at the conservation workshops whereas drawing and art history were taught at the School of Applied Arts. Exams were organised with a graduating certificate. In 1990 the National Library was entitled to give exams and issue certificates.

By 1993, 95 book and paper conservators had graduated from six courses.

Has Finally Arrived in Hungary

The duration, the number of lessons and the structure of the seventh course which has started in September 1994 have changed considerably. This course lasts three years and is of highly professional level and accredited by the Ministry of Culture and Education. It is divided into two parts, each one lasting one year and a half.

First, students learn the conservation of flat works of paper, parchment, prints and drawings. Subsequently, they learn book conservation. From previous experience, it was acknowledged necessary to increase the number of practical lessons. Those who have had no bookbinding knowledge have to learn the necessary basics in bookbinding in the first half of the course, but off-site.

Eighteen students were admitted in 1994, out of which 11 work in libraries, four in archives and three in museums. Fourteen students are qualified in bookbinding and seventeen work in a conservation workshop or a craft bindery.

Prerequisites

To apply for the Academy of Fine Arts one must have either a basic qualification in museum conservation or an intermediate level of book and paper conservation or even three years practical experience in conservation. Applicants for the book and paper conservation course must be employed in a conservation or bookbinding department preferably with several years in conservation or manual bookbinding.

Entry examinations are held in order to select from the far too numerous applicants. At the Academy, this examination includes practical sessions in technology and conservation, drawing and sculpture, a paper on chemistry and an oral examination on acquaintance with the arts and the collections.

To attend the book and paper conservation course, applicants have to write papers on chemistry and the history of the book. Also a practical session on skill in paper restoration and an oral examination on their area of interest and general knowledge in arts are being organised.

Lectures and Training

At the Academy of Fine Arts

In the academic training students spend one week per month at the university, plus a two-week practical period every summer

devoted to drawing, sculpture, archeological excavation and to conservation in their specific area. During the first three years a lot of theoretical subjects are covered: humanities, history and sciences; history of civilisation, art history, introduction to archeology and to ethnography, care for monuments, museology, history and ethics of conservation ; chemistry, physics and biology.

In connection with conservation and restoration, students are taught the different components of materials, craft methods and they have to make facsimiles of original objects in order to get acquainted with the early techniques. The programme focuses on the conservation of ceramic and glass objects in the first year and metal objects in the second. The third year is devoted to the basics of conservation of wood, paper, textile and leather objects. Students also have lessons on the museum environment and on the care of objects when handling, storing, exhibiting and transporting them. Afterwards, students can follow a more specialised training, among which are the conservation of paper and leather objects. During their specialization in the fourth and fifth year, students attend lectures on art history and technology in their special field and they learn the ancient techniques of making and decorating paper and leather objects.

They are taught the basic methods of paper and leather analysis and the examination of the objects. More than one year is dedicated to the practice of conservation methods of paper and leather objects, including both flat and three-dimensional works of art made of paper; parchment; leather bookbinding; parchment bindings.

At the National Szechenyi Library

In the book and paper conservation course at the National Library practical sessions alternate with professional theory, drawing and art history.

Professional theory teaches basic knowledge of inorganic and organic chemistry; science and testing methods. Students study physical, chemical and biological deterioration and the methods for preventive conservation of flat works on paper, parchment and photographic documents as well as the different types of books.

Thirty percent of the total number of lessons is devoted to history (printing, book decoration...).

The third major area of the professional lessons is conservation theory, which consists of the ethics, the methods and techniques of conservation and the restoration of flat works on paper and parchment manuscripts, printed paper documents and books with wooden and paper boards, leather bookbinding, parchment, paper or cloth.

Most of the practical lessons are held in the three conservation workshops and classroom of the National Library in one, two or three groups, depending on their nature.

Students can get acquainted with processes and techniques by visiting a papermill; a paper factory, a leather factory, a museum conservation studio for prints and drawing. Preservation surveys can be conducted in the storage areas of public collections.

Practical Sessions

Practical sessions are held in conservation laboratories and workshops:

- chemistry and testing material ;
- dyeing and mixing cellulose fibres and the techniques of leafcasting
- traditional and modern methods of mending and strengthening of paper and making enclosures ;
- taking photographs of the objects to be conserved ;
- writing documentation ;
- techniques of simpler papermarbling ;
- possibilities and limits of fixing inks and colours ;
- cleaning and disinfection of paper and parchment, removal of old adhesives and stains and processes of bleaching, deacidifying and drying of paper ;
- basic operations and techniques of the conservation of parchment manuscripts ;
- preparing models of historical endpapers, sewing methods, headbands and boards attached to textblocks ;
- making a half leather binding ;
- techniques of the different types of parchment bindings.

Besides, students have to perform conservation tasks based on the techniques already learned.

Gradually, these tasks become more and more difficult. The sequence of these tasks is the following :

- flat, printed paper documents as placards, maps, newspapers, thin booklets, moun-

- ning cards, playbills, charters of guilds, etc. ;
- paper manuscripts, archival maps and plans ;
 - simpler cases of prints and drawings ;
 - fragments of vellum / parchment manuscripts ;
 - the repair of damaged cloth, - paper, - leather - and parchment bindings ;
 - the complete restoration of a book in either leather or parchment binding.

First, materials are tested, photographs are taken and descriptions of all the types of the documents to be repaired are given.

The aims of the drawing lessons in the book and paper conservation courses are to make conservators more professional and teach them to:

- bring out the characteristic forms of the objects in connection with their functions ;
- distinguish the different colours, their shades, tones and intensity and to produce the shades of the colours needed ;
- recognize the connection between forms and colours in order to use the most adequate colours for presenting the objects ;
- bring out the materiality of different surfaces ;

- recognize and apply various drawing and painting techniques in making facsimile and retouching.

Examinations and Ways of Assessment

At the Academy of Fine Arts students are asked to prepare essays and give a lecture during the semester. At the end of each semester oral examinations are held. Individual conservation works are presented with an essay and a written documentation report together with an illustrated oral report. Conservation works are assessed by a group of conservators. Training ends with a diploma project. Objects showing serious conservation problems are chosen from a collection preferably one where students are working. The documentation of their conservation work is a detailed MA thesis. At the end of their training, an exhibition of their MA project work is held and lectures are given to an invited audience. On the same day, exams are organised in art history, history of technology, material science and analysis as well as in conservation-restoration in their specialist field.

On the book and paper conservation course, papers on chemistry, materials science and conservation processes must be written during the term time ; oral examinations on art history, book and conservation are held ; technical conservation works and drawings are submitted for examination at the end of each term to a group of conservators, the assessment of which is discussed with the students.

For their final examination, students have to prepare a flat work on paper, parchment and to repair a book. While preparing these, they have to solve at least five conservation problems on each object and to prepare a detailed set with drawings and photographs that is presented in a public lecture. Finally there is a final written examination on materials and conservation sciences as well as oral examinations on art history and on the complete history of the book. Usually, the works of the students are exhibited during the courses and for the final examination.

Beatrix Kastály,
Department of Newspaper Preservation
National Széchenyi Library
Chair of the IFLA
Section on Conservation ■

WORKSHOP ON LEAFCASTING TECHNIQUES IN SLOVENIA

National and University Library of Ljubljana
2-5 October 1995

The course was conducted by Dr. Helmut Bansa from the Bayerische Staatsbibliothek and was organized with the substantial help from the government of Bavaria. Twelve participants were present (six from the National and University Library of Ljubljana, four from the Archives of Slovenia and one from the National and University Library of Zagreb, Croatia).

Dr. Bansa covered the theory of leafcasting process aided by a computer programme. The evaluation of different fibers used for leafcasting as well as the effect of additives used during the process were presented by Ms. J. Kolar. Ms. J. Vodopivec introduced the leafcasting techniques, the types of fibers and additives used by the conservation department of the Archives of Slovenia.

The practical part of the workshop was supervised by Dr. Bansa. Participants were introduced to all the calculations necessary for a leafcasting process. The dyeing of fibers and their use was discussed. A special strengthening technique for weak papers with an addition of a thin leafcasting sheet was shown, along with the leafcasting of large documents with a vacuum table. The filling of missing parts of parchment leaves with cellulose sheets was very interesting too. Thus the color and the thickness of original parchment can be matched very well.

The course proved to be very successful and provoked lively discussions until late in the evening.

A similar workshop is planned for 1996 at the National and University Library of Zagreb, Croatia.

Jana Kolar, Conservation Department
National and University Library of Ljubljana, Slovenia ■

CRIMEA 96
Libraries and
Associations in the
Transient World: New
Technologies
and New Forms of
Co-operation - Foros,
 Republic of Crimea,
 1-9 June 1996

The aim of the conference is to extend and strengthen co-operation among libraries in Russia, the Ukraine and other FSU Republics with the foreign library community.

The "acquisition and preservation of library collections" will be among the various topics to be discussed.

The Organising Committee
Tel: 007.095.924.94.58 / Fax: 007.095.921.98.62 /
Telex: 411180 bgpnt su
E-mail: crlmea96@gpntb.msk.su ■

Academy for Skilled Professionals in Munich

The State Academy for Restorers in Munich is quite a new institution. Four new schools for conservation/restoration of documents have been established in German-speaking countries in recent years : three in Germany and one in Switzerland. The Institute was created in 1991 and might be seen unique, thanks to its emphasis laid on practice.

The idea of creating a school arose some 20 years ago, after reading an article on the knowledge and skill required for restoring valuable and rare old books. At that time this task was exclusively performed by bookbinders. The article of 1973 stressed that practice alone could teach how best to repair documents. This is the reason why the Academy was created in the vicinity of the workshop for the Restoration of Books and Manuscripts, which is part of the Bavarian State Library.

Preconditions

An applicant for the three-year course must have graduated from high school and must have studied manual bookbinding for three years. Some professional experience in the field is required; experience in a restoration workshop is recommended.

The course takes place during the academic year, 38 hours a week for 41 weeks a year.

The target group are practising

professionals. No officials, no decision-makers, no researchers in the field of restoration, but those who are able to handle objects with a folder and scalpel, and who can operate machines. Craftsmen, who are able to work with their hands and tools, will always have the possibility of developing their management abilities over their career. We do not look for the indispensable co-operation of managers, but our aim is to train skillful professionals. Everything else may come later.

Curriculum

From the very beginning, students aren't faced with models or dummies, but with genuinely damaged objects.

Lectures on the history of books, bookpainting, archival objects etc., are supplemented with items from the library. They are interspaced with extensive lectures on methodology with stress laid on adequate methods and pointing out wrong ones too. (The topics are detailed in the chart below).

Examinations

All the lectures are subjected to continuous examinations. The two-week tests consist in essays and in practical work performed under examination conditions. Eight weeks before the final test, students are given two damaged objects to be restored in the most appropriate way. The work is supervised by the teacher, but he will not interfere. A full set documentation on one of the objects (with texts, photos and drawings) has to be produced as if it were intended to be

published. The restoration of the artefacts and the documentation set must meet the highest requirements. So far our students have found positions ; some of them will work, after a few more years of experience, as free-lance restorers.

Helmut Bansa,
Staatliche Fachakademie zur Ausbildung
von Restauratoren
Institut für Buch und Handschriften
Restaurierung
Bayerische Staatsbibliothek
Ludwigstr. 16
D- 80539 München, Germany ■

OTHER ADDRESSES IN GERMANY:

Fachhochschule Köln
Restaurierung und Konservierung von
Schriftgut, Graphik und Buchmalerei
Prof. Dr. Robert Fuchs
Ubierring 40, D- 50678 Köln

Staatliche Akademie der Bildenden Künste
Stuttgart
Prof. Gerhard Banik
Außenstelle, Höhenstr. 16
D- 70736 Fellbach

ANNOUNCEMENT

CHOOSING TO PRESERVE

Towards a co-operative strategy for long-term access to the intellectual heritage.

International conference organised by the European Commission on Preservation and Access (ECPA) and Die Deutsche Bibliothek, Leipzig/Frankfurt am Main

March 29-30, Haus des Buches, Leipzig.

Topics deal with:

- Institutional policies (setting priorities, establishing selection criteria, choosing the best methods).

- National policies.

- International co-operation (how to avoid duplication of efforts ?).

- Keepers and users (how to make them aware of what is at stake ?).

The conference will be held at the Haus des Buches in Leipzig, a newly-founded institute that promotes activities on books and reading.

For information and registration form, contact:

ECPA - Yola de Lusenet
 P.O. Box 19121, NL-1000 GC Amsterdam,
 The Netherlands
 Tel: ++ 31.20.5510.839
 Fax: ++ 31.20.6204.941
 email ECPA@BUREAU.KNAW.NL

| PRACTICAL SESSIONS | | LECTURES | |
|---|---|--|---|
| Conservation/ restoration of bindings | Different styles of 19th c. hard covers | } Suitable methods and methods to be avoided | - Chemistry, biology |
| | Parchment bindings | | - Mechanical engineering |
| | Medieval wood covers | | - Art history (bookbinding, graphic arts, paleography, diplomatics, chronology, sphragistics, Latin (1) |
| Conservation/restoration of paper-based materials | Dry and wet treatments | | - Knowledge of materials (history and composition of paper, inks...) |
| | Complex techniques (leafcasting, splitting) | | - Knowledge of collections (2) |
| | | | |

(1) Even some Latin is necessary to identify and understand the title of a text, the printer's colophon on an incunable, the owner's notice on a medieval manuscript.

(2) Students are taught the basics of the structure and history of archives and libraries in order to help them identify the right place of conservation and restoration activities within the functions of these institutions.

Basic Course for Spanish-speakers in Venezuela

As the PAC Regional Centre for Latin America and the Caribbean, the National Library of Venezuela has decided to technically assist libraries, archives and museums in the region. The development of preventive conservation has proved to be the main focus of this support. It was not only necessary to improve the environmental and physical conditions of the collections but also to train the staff in charge properly. One significant issue has been the lack of regular conservation training programmes at technical and academic levels.

The Conservation Centre of the Library has met the challenge by organising training courses for conservation staff.

Background

Training activities first began in 1988 when the centre implemented an extensive training programme that included the sending of its technicians to carry out specialized studies in other countries, and the organization of annual seminars and shorter courses.

Based upon this experience, the National Library of Venezuela, through its Conservation Centre, developed a basic course in conservation for assistant staff spread over 9 months. Since its creation in 1988, almost all the institutions in Latin America have sent staff members to attend it. They always showed an enthusiastic and positive response but could not afford the costs involved. This induced the Library to request funds from the Trusteeship Fund Perez Guerrero of the United Nations Group of 77: a three-year contract was signed, which enabled eleven preservation assistants to attend. Another four students were admitted thanks to the support of the Norwegian Government. Unesco's PGI also granted a contribution for 1995 for another 5 students.

The course is conducted by heads of the divisions of the Conservation Centre. Historical subjects are taught by renowned Venezuelan specialists. Noted conservationists from Europe, Canada and the USA are invited to conduct topical seminars.

It includes 1200 hours of theoretical and practical sessions and can be divided into two main lines:

- The "Conservation of paper-based works" also deals with basic photography, microfilming and processing, duplication and quality-control in microfilm.

- General cultural themes comprise : history of the book ; history of graphic arts I + II ; conservation of audiovisual documents.

Results

At the end of the course graduates have become competent in three main areas of preservation and conservation.

1- They can survey the general state of collections by assisting curators in their diagnoses, recognizing the factors (insects for instance) that can be potentially harmful to paper-based collections, and applying preservation principles, evaluating and measuring environmental parameters in storage areas, such as temperature and RH.

2- They are also capable of microfilming original historical documents, identifying the factors affecting the durability of microfilms.

3- Finally, practical sessions have taught them how to perform bookbindings and repairs according to the principles of preservation, to design adequate conservation mats for different types of bi-dimensional objects, to make any type of protective enclosures and to recognize the most important printing systems, both manual and industrial ones, for an accurate description of the objects.

Since the implementation of the course, the Library has been able to give a better understanding of the actual aims of conservation and the overtaking of restoration activities by preservation ones. The creation of a programme of seminars with foreign specialists in conservation has helped to provide the most up-to-date and accurate information in the field.

The project has allowed the centre not only to train 34 technical assistants from Latin America and the Caribbean area, including students from Venezuela, but also to develop new relationships and consolidate the existing links between the National Library of Venezuela and other similar institutions of the region, with the aim of improving information exchange and co-operative activities.

Daruich Turupial,
Director of the Conservation Centre
National Library of Venezuela ■

OTHER COURSES IN LATIN AMERICA AND THE CARIBBEAN

Instituto Técnico de Restauración

Chile 324/26/28
Buenos Aires 1098, Argentina
Contact: Graciela Masia de Tellechea
Tel: 54.1.346.187

Library School of the University of Buenos Aires

Preservation may be included in the curricula after a one-year experience with a postgraduate course conducted by Maria Esteva.

More information from M. Esteva
Av. San Martin 1039
(1661) Bella Vista
Provincia de Buenos Aires, Argentina
(from Abbey Newsletter, Sept. 1995).

ABER (Associação Brasileira de Encadernação e Restauro)

Largo Ana Rosa, 29, apto. 101
04106-090 São Paulo, Brazil
(from Abbey Newsletter, Sept. 1995).

Centro Nacional de Restauración

Dirección de Bibliotecas
Archivos y Museos
Casilla 3209, Santiago, Chile
Contact: Guillermo Joiko
Tel: 56.2.330.655

Centromigda

Edificio Archivo General
Calle Modesto Diaz, Santo Domingo
Contact: Carlos Velez Pacheco
Tel: 1809. 53.2508

NEW BOOK MUSEUM IN MADRID

The first interactive book museum has been inaugurated last October.

500 of all the rarest documents from the National Library are displayed over 2000 m².

The visit of the museum can be compared to a journey within a huge book with 7 rooms instead of 7 chapters:

1. Introduction to the services of the National Library
2. Carriers (from prehistorical paintings to multi-media)
3. Writing (from all over the world)
4. Manuscripts (bibles with illuminations and miniatures)
5. Printing since Gutenberg
- 6-7. Chronological evolution: from paper-based documents to new technologies.

(Information from the *Boletín informativo de la Biblioteca Nacional*, n° 1, October 1995).

The Conservation of Japanese Paper

This annual course has been held since 1992 in response to the increasing demand from conservators from all over the world. Up to now 41 delegates have attended it. It is organized jointly by ICCROM, the Agency for Cultural Affairs, the Tokyo National Institute of Cultural Properties (TNRICP) with financial supports from the Agency for Cultural Affairs, the Japan Foundation and the Foundation for the Cultural Heritage. The coordinators are Katsuhido Masuda from the Tokyo National Research Institute of Cultural Properties and Gabriela Krist, an ICCROM consultant.

Purpose

The main purpose of the course is to educate and train delegates in the principles and the essential basic techniques of the *hyogu* (the traditional Japanese art of mounting) and paper conservation. It is vital to train them to handle the tools correctly and understand the materials used in the various stages of the process, which they learn during the workshop.

Level

Due to the specific purpose of the programme, delegates are expected to have an intermediate to fairly advanced level in their specialized areas, and to be able to adapt the experience gained from the course to their specialization.

Structure

The course, conducted in English, is spread over 3 weeks, from late November to mid December. One week is devoted to lectures, and two weeks to workshop activities, with stress laid on practice. Lectures include a general introduction of Japanese history and culture, the preservation and conservation of its heritage, the making of *washi* (a Japanese handmade paper), its properties, and the traditional materials used in Japanese works of art. All the teachers are local experts. Workshops are led by staff from TNRICP, who have completed their training as experts in the *hyogu* and have contributed to international activities in the conservation community.

The two-week workshop takes place at the well-equipped Conservation Centre of the Kyoto National Museum. Each delegate is supplied with adequate tools and materials. They learn how to make a hanging scroll and



Delegates at the last course in 1994.

a *karibari* (a drying board on which paper artefacts and textiles are applied to be dried and flattened without pressure), as the *karibari* is an indispensable tool for the *hyogu*.

Gradually all the techniques in use are examined, such as cutting the *washi* into a perfect square with a Japanese knife and ruler, making wheat starch paste, learning to apply the various thickness of the paste to the appropriate kind of *washi* and textiles. Each technique is first shown, then it is to be put into practice by the students under the careful supervision of their instructors.

Other Japanese techniques of paper conservation are shown: the mounting of oversized paper-based artefacts with false margins, as it has already been applied to western paper-based artefacts. Also, making Japanese marbling paper and gold/silver sprinkled paper gives an interesting opportunity to learn the characteristics of useful materials and tools used in the conservation of Japanese paintings. The use of the *funori* (a seaweed used as an adhesive), Japanese ink, gold/silver leaf is taught too.

Towards the end of the workshop, delegates are well acquainted with the tools and materials. They have a good understanding of the process and function of a hanging scroll. The appropriate way of handling them for their better care and maintenance over the years is also described.

Pedagogical Visits and Tours

In addition, there is a chance to visit the traditional Japanese conservation studios of the Kyoto National Museum where the actual working environment and on-going conservation activities are pointed out. They are guided by experts in order to talk over

various conservation topics. Visits to major sites in Kyoto and Nara, where many temples and shrines are to be found, represent a fascinating insight into the treasures of Japanese art and culture.

A study tour to a traditional papermaking village, located in the beautiful river valley of Yoshino, is an interesting and informative event arranged over a weekend. It is one of the places where highly quality Japanese papers are made in the *Misugami* art, that is used in the making of the *hyogu*.

Finally, gallery talks are organized at museums in Tokyo, Kyoto and Nara. The visits and tours allow participants to revise the topics studied during the lectures, and thus are extremely helpful for a deeper understanding.

A Video as a Souvenir

TNRICP has issued a video that illustrates the process and techniques of the *hyogu*. A copy of the video is given to each participant for his personal use. It has proved to be very useful to review, whenever needed, the activities taught in the workshop and to show other conservation professionals what has been studied during the course.

**National Research Institute
of Cultural Properties (TNRICP)
13-27 Ueno Park, Taito, Tokyo 110, Japan
Tel: 3.38.23.2241 - Fax: 3.38.28.2431**

**Takao Shimamura,
Director of the PAC Regional Centre for
Central and East Asia** ■

Paper Conservation Course at the University of Canberra



© Wendy Smith

The National Centre for Cultural Heritage Science Studies at the University of Canberra teaches the only degree length tertiary programme in paper conservation in Australia - or possibly even in the whole southern hemisphere.

The programme commenced in 1978. It currently offers a 3 year Bachelors degree (4 years with honours) ; a 2 year Masters degree by research alone, or a combination of research and coursework ; and a PhD by research. The first 18 months of the Bachelors degree is general, with students electing a specialization for the last 18 months. Areas of specialization taught are objects, paintings and paper.

The basic structure of the 3 year degree program is as follows :

- Year 1 - scientific methods and the history, technology, properties and deterioration of artefacts.
- Year 2 - introduction to artefact preservation, conservation philosophy and ethics, commencement on practical conservation in area of specialization.

- Year 3 - advanced theory, advanced practice in area of specialization, field placement, research project.

In the fourth year of the honours programme, an in-depth research project is undertaken.

Paper Conservation Students Share with Librarian Students Courses on Preservation

The main thrust of the paper conservation programme is the treatment of flat works on paper, but students are encouraged to investigate the conservation of books, photographs and electronic media by means of assignments, readings and contacts with professionals working in those fields.

Although initially aimed at the full conservation treatment of single items, the paper conservation course now considers the broader preservation issues, particularly those that confront libraries and archives, who are the main client groups of the programme.

An introductory materials science unit for paper conservation covers not just the history and technology of print and ink on paper but also modern materials - photographs, magnetic and electronic storage media. To study any of these materials in detail would involve yet more specializations, but an awareness of their properties, their potential and their problems is an integral part of any course involving the preservation of information storage media.

Practical paper conservation units give the opportunity to students to treat both individual items and to develop projects or collections based treatments. Where possible, the projects are based in cultural institutions. While the opportunity to specialize in the treatment of non paper-based library and archive materials does not exist within the course, basic information is taught at an introductory level. In particular, students are encouraged to acquire some basic bookbinding knowledge and skills. Subject to agreement with professional staff in cultural institutions, it has always been possible to specialize in an area outside the mainstream of paper conservation, such as photographic conservation, particularly in the research unit conservation project.

Paper conservation students share with librarian students from the University of Canberra the unit **Library and Archive Preservation**. This unit is an introduction to preservation management for libraries and archives. It covers the nature and purpose of libraries and archives, the basic technology and properties of the materials of libraries and archives, and methods of improving their long-term preservation. It looks at the interdependence of librarians, archivists and conservators and preservation planning for library and archive collections. A key feature of the unit is that it is taught jointly by staff from the University, the National Library of Australia and the Australian Archives.

Admission Requirements

Australian and New Zealand students are admitted to the Bachelor's degree programme through competitive application by the end of September each year for the academic year commencing the next February. All students are expected to have a satisfactory level of achievement in chemistry and English, and to have some experience in art or craft related work.

Special entry requirements apply to the Master's and PhD programmes, including some years experience working as a professional conservator. Overseas students can be admitted as full-fee paying students to any of the programmes if they meet the entry requirements.

Library Preservation Training

Since 1988, the unit Library and Archive preservation has been offered to students in both the undergraduate degree and the postgraduate degree and the postgraduate diploma course in librarianship at the University of Canberra. The unit is a recommended elective for librarian students. A very small number of students have also undertaken additional paper conservation units within the librarianship programme.

Since 1993, it has also been possible to combine a number of paper conservation to units to constitute a major stream within the librarianship programme. These units include the following topics :

- materials science of library and archive materials

ity of Canberra

- library and archive preservation
- preventive preservation
- introduction to artefact conservation
- advanced practice in paper conservation.

Further information on the paper conservation programme can be obtained from :

Convenor, Conservation of Cultural Materials
National Centre for Cultural Heritage Science Studies
University of Canberra
PO Box 1, Belconnen, ACT 2616, AUSTRALIA
Tel. 61.06.201.2369
Fax 61.06.201.5419

Wendy Smith, Lecturer in Paper Conservation
National Centre for Cultural Heritage Science Studies
Faculty of Applied Science
University of Canberra
e-mail smith@science.canberra.edu.au ■

TRAINING THROUGHOUT AUSTRALIA

■ NATIONAL LIBRARY OF AUSTRALIA National Preservation Office

While formal training in the preservation and conservation of documentary materials is not extensive in Australia, there is a variety of training available through some formal and some informal courses ; some shorter and some longer courses or workshops and some regular or irregular courses and workshops.

The list that follows is a rudimentary one. In addition to these existing training opportunities, the Conservation Working Party of the Heritage Collections Committee has sought information from community organizations about their conservation training needs so that appropriate programmes can be developed for each State. A programme to develop conservation skills will help small organizations to care for local collections, and to prepare and care for materials they wish to exhibit. **The programme will include creating**

internships for Aboriginals and Torres Strait Islanders, and for people from non-English speaking backgrounds.

■ PRESED-X : The Preservation Educator's Exchange

PRESED-X is a new World Wide Web site for preservation educators. It contains documents, information and resources that educators wish to share both among themselves and with others who are interested in the teaching of library and archive preservation. It includes: *syllabi of full semester courses being given in library schools; *descriptions of workshops, and other continuing education classes; *announcements of upcoming institutes, conferences and workshops; *miscellaneous items of interest. Items can be posted to the exchange by either:

1. sending documents to Robert DeCandido (bronxbob@well.com) in plain text (ascii) format. They will be coded in HTML format and mounted on the Exchanges, or
2. having your documents that are already mounted on a web or gopher server linked from the exchange by providing Robert DeCandido with the appropriate URL.

■ CANBERRA INSTITUTE OF TECHNOLOGY, School of Applied Science Certificate in Cultural Preservation

The course aims to equip students with the knowledge and skills to provide technical assistance in the cultural preservation industry.

Units offered include :

- conservation science
- conservation techniques
- cultural heritage
- preventive conservation (including handling, storage and transport)
- emergency planning
- preservation surveys and documentation
- presenting information
- conservation and heritage project
- occupational health and safety

For information contact :

Phil Smart or Geoff Bell
Telephone: 6.20.73.164
or 6.20.72.469 or 6.20.73.469
Fax: 6.20.73.166

■ CHARLES STURT UNIVERSITY, School of Information Studies

Master of Applied Science

As part of its advanced course work compo-

nent in its Master of Applied Science (Information Studies), Charles Sturt University offers a unit in Preservation of Information Resources.

The unit seeks to educate students in the administrative and technical aspects of conservation and preservation programmes. It investigates the settings in which such programmes occur, the factors involved in programme planning and management, the relationship between library materials and scientific advances, financial considerations, sources of expertise at State and national level. **The focus is on management and administration rather than on technical procedures.**

The university does not offer discrete units in preservation and conservation at the undergraduate level, but does include these subjects as components of broader undergraduate units. This is also the case in the undergraduate programme at the University of New South Wales School of Information, Library and Archive Studies (eg. Conservation of Archive Materials).

Information about preservation and conservation training in Australian schools of librarianship is being prepared by staff of the State Library of Victoria.

Charles Sturt University-Riverina
Locked Bag 675
Wagga Wagga NSW 2678 Australia
Tel: 61.69.33.2584
Fax: 61.69.33.2733

■ UNIVERSITY OF NEW SOUTH WALES, School of Information, Library and Archives Studies

BISA Preservation and Conservation (BISA = Bibliographic and Information Services in Asia and the Pacific).

The University of New South Wales introduced its BISA training programmes in 1981. The Preservation and Conservation short course was held for the first time in 1994. **The course was developed in recognition of the special needs of preservation and conservation in tropical climates, and is designed to consider appropriate technology for Southeast Asian and Pacific countries.**

The focus of the course is on the technical and managerial processes and policies involved in the area of preservation and conservation of all types of print and non-print documentary materials, eg. paper, sound, photograph, digital, cartographic and artificial materials.

Topics include :

- the context of library, archive, museum and gallery preservation
- the nature of record materials (eg paper, digital, inks, photographs, etc.)
- environmental control, storage facilities and equipment
- conservation and maintenance of collections
- treatment of artefactual collections
- preservation assessment and planning
- microfilming
- exhibition policies and practices
- disaster preparedness and response
- sources of conservation suppliers.

Contact :

Dr Helen Jarvis
School of Information,
Library and Archives Studies
University of New South Wales
PO Box 1
Kensington,
New South Wales,
Australia 2033
Telephone : +61.2.385.33.438

The University of New South Wales also introduced recently a Master of Librarianship in Preservation Administration.

For information contact Dr Paul Wilson
 Tel.: 61.2.69.73.439
 Fax: 61.2.31.37.092

■ **UNIVERSITY OF CANBERRA, Faculty of Applied Science**
National Centre for Cultural Heritage Science Studies

The University of Canberra offers an Associate Diploma in Applied Science and a Bachelor of Applied Science with Specialization in Conservation of Cultural Materials (ie. the scientific techniques of materials conservation). It also offers a Graduate Diploma and Master's programme in Cultural Heritage Management, which includes strong preservation and conservation components.

In conjunction with the University of Canberra's National Centre for Cultural Heritage Science Studies, the ACT branch of Museums Australia presents short courses on Community Conservation of Cultural Material. No special qualifications are needed to participate in the courses, which are run free of charge in Canberra, ACT.

For information contact :

Dr Linda Young, NCCHSS
University of Canberra
PO Box 1
Belconnen ACT 2616
Tel: 61.06.20.12.079

■ **UNIVERSITY OF MELBOURNE, Ian Potter Art Conservation Centre**

The Centre offers occasional continuing education courses for curators. The courses cover general principles of conservation practice, environmental control, exhibition, storage, examination and documentation methods, dating and analysis and causes of deterioration.

The courses are usually 2-3 days and comprise 50% theory content. The cost is usually about \$A100.00.

For information contact :

Robyn Sloggett, University Conservator
Tel.: +61.3.34.47.989

■ **JAMES COOK UNIVERSITY OF NORTH QUEENSLAND, Material Culture Unit**

The Material Culture Unit offers a number of qualifications that include conservation components. The postgraduate course in museum curatorship covers the general principles of conservation practice, environmental control, exhibition, storage, causes of deterioration, general treatment procedures and materials, and organic materials including ethnography, papyrus and taxidermy.

The postgraduate programme in material anthropology covers environmental control, exhibition, storage, causes of deterioration, crafts, general treatment procedures and materials, and organic materials as above.

The undergraduate course on collection management, curatorship and conservation for curators covers general principles of conservation practice, general treatment, procedures and materials, courses on deterioration, crafts, textiles, wood and other organic materials, as above, inventory and survey, microscopy for conservators.

For information contact :

Barrie Reynolds, Director
Material Culture Unit
Tel: +61.7.78.14.844 or +61.7.78.14.855
Fax: +61.7.78.14.045

■ **UNIVERSITY OF SYDNEY, Department of Museum Studies**

The Department of Museum Studies offers a postgraduate course in Museum Studies which covers environmental control, exhibition, storage, legislation and administration.

Sydney, NSW 2006
Tel: 61. 02.69.22.222

■ **EDITH COWAN UNIVERSITY, Department of Library & Information Science**

As part of its Graduate Diploma of Science (Archives Studies) programme, the Department of Library & Information Science offers a unit on Preservation & Storage. The Unit addresses the physical defence of culturally important materials. **The roles of archivists, professional conservators and conservation technicians are examined.** Methods of preventive and restorative conservation are covered, together with content preservation.

■ **CONSERVATION ACCESS, State Library of New South Wales**

Conservation Access is a business venture of the State Library of New South Wales which treats paper-based materials from other institutions and private collections. It also runs short courses, seminars and workshops on a number of topics including disaster planning, library security and other topics pertaining to items made from paper.

For information :

Tel: +61.2.23.01.676
Fax: +61.2.23.24.816

The Preservation or Conservation Services sections of some State Libraries also run occasional short courses or workshops for a variety of groups.

■ **ALIA SPECIAL INTEREST GROUP, Preservation of Library Materials**
(ALIA = Australian Library and Information Association)

The ALIA SIG POLM publishes a quarterly newsletter and holds conferences. In addition it holds numerous evening meetings during the year at which guest speakers address a particular documentary preservation topic.

For information contact :

Alan Howell, Manager Preservation Services
State Library of New South Wales
Macquarie Street - Sydney NSW 2000

QUESTIONNAIRE ABOUT IPN

1. Please answer briefly the following questions

- ① Does your library catalogue IPN ? Yes No
- ② Have you ever contributed an article to IPN ? Yes No
- ③ List 3 topics you would like to see in IPN :
-
-
- ④ What do you like about IPN ?
-
-
- ⑤ What do you dislike about IPN ?
-
-
- ⑥ Does your copy of IPN go into your Library's collection : Immediately on receipt After distribution Never
- ⑦ Who do you think should be the target audience for IPN ?
-

2. Please circle the number that most reflects your agreement about the following statements, where 1 = strongly disagree and 6 = strongly agree

- IPN is an interesting publication 1 2 3 4 5 6
- IPN is a useful publication 1 2 3 4 5 6
- IPN should have more technical articles..... 1 2 3 4 5 6
- IPN technical articles should receive peer review prior to publication..... 1 2 3 4 5 6
- IPN needs more articles about how other institutions are preserving their collections..... 1 2 3 4 5 6
- Each IPN issue should concentrate on a particular topic..... 1 2 3 4 5 6
- IPN needs more articles about people in preservation..... 1 2 3 4 5 6
- IPN gives sufficient attention to the preservation of non-book materials 1 2 3 4 5 6
- More issues of IPN should appear each year..... 1 2 3 4 5 6
- I would be interested in French-English bilingual issues..... 1 2 3 4 5 6
- IPN is not useful to me 1 2 3 4 5 6

3. Please indicate which of the following topics you would like to read about in IPN. Of the items you select, please indicate your top three preferences.

- | | |
|--|--|
| <input type="checkbox"/> Emergency preparedness | <input type="checkbox"/> Digitisation |
| <input type="checkbox"/> Preservation/conservation education and training | <input type="checkbox"/> Restoration processes |
| <input type="checkbox"/> Environmental control | <input type="checkbox"/> Handling and storage |
| <input type="checkbox"/> Pest management | <input type="checkbox"/> Permanent paper |
| <input type="checkbox"/> Mass deacidification | <input type="checkbox"/> Preservation planning/management |
| <input type="checkbox"/> Preservation of non-book materials | <input type="checkbox"/> Descriptions of specific treatments |
| <input type="checkbox"/> electronic media | <input type="checkbox"/> Disaster response |
| <input type="checkbox"/> audiovisual media | <input type="checkbox"/> National co-operation |
| <input type="checkbox"/> photographic media | <input type="checkbox"/> International co-operation |
| <input type="checkbox"/> Preservation of specific collections (palm-leaves, papyri, silk rolls, globes, scrolls,...) | <input type="checkbox"/> Other : |

4. Please indicate which of the following would be of most interest to you in IPN

- | | |
|--|--|
| <input type="checkbox"/> Reports from PAC regional centres | <input type="checkbox"/> Case studies |
| <input type="checkbox"/> Editorials | <input type="checkbox"/> Short news |
| <input type="checkbox"/> Book reviews | <input type="checkbox"/> Illustrations |
| <input type="checkbox"/> Calendar of events | <input type="checkbox"/> Photographs |
| <input type="checkbox"/> Conference summaries | <input type="checkbox"/> Other : |

► Further personal comments :

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Thank you for sending back this questionnaire before April 1st, 1996 at the
IFLA PAC International Centre
Bibliothèque nationale de France
 2, rue Vivienne - 75084 Paris cedex 02 (France)
 Tel. : (00.33-1) 47-03-87-42 - Fax : (00.33-1) 47-03-77-25

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and money!*



XVIII CENTURY EDITION

After the flood



XVIII CENTURY EDITION

After restoration treatment

*Please, close your windows,
watch your roofs and pipes*