

**ALBION COLLEGE
SPECIAL COLLECTIONS**

**STUDENT ASSISTANT
MANUAL**

**SPECIAL COLLECTIONS
Student Assistant Manual**

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Semester Schedule – Fall 2008

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:00 a.m.					
10:00-11:00 a.m.					
11:00 a.m.-12:00 p.m.					
12:00-1:00 p.m.					
1:00-2:00 p.m.					
2:00-3:00 p.m.					
3:00-4:00 p.m.					
4:00-5:00 p.m.					
5:00-6:00 p.m.					
6:00-7:00 p.m.					
7:00-8:00 p.m.					
8:00-9:00 p.m.					

SPECIAL COLLECTIONS
Job Description

Student Assistant

The Special Collections unit of the Stockwell-Mudd Libraries is looking for student assistants. Students who can work 8-15 hours per week are preferred. This position is perfect for those interested in the history of Albion College or the United Methodist Church in Michigan; historical research; archives; libraries; museum studies; rare books; preservation or conservation studies; or those majoring in history, English, art, or computer science.

A variety of work is available for the responsible and detail-oriented student, including but not limited to:

- Conservation of damaged library and rare books and archival material
- Preservation of archival collection materials
- Inventorying of archival collections
- Processing of archival collections
- Reorganization of archival collections
- Exhibit design and development
- Database development
- Data entry
- Photograph, document and rare books scanning
- Reference assistance
- Audiovisual reformatting
- Indexing of archival materials
- Filing

Please note that, in some cases, the above duties require extensive training and some previous experience.

If you are interested, please fill out an application at the Library Circulation Desk, indicating that you would like to work in Special Collections.

If you have any questions, please contact the Archivist, Jennie Thomas at ext. 0487 or archives@albion.edu. For further information on Special Collections, please visit our homepage at <http://www.albion.edu/library/specialcollections/>

ARCHIVES AND RARE BOOKS Information for and Responsibilities of Student Workers

SCHEDULE

Student workers must establish a **regular work schedule**, and are expected to follow that schedule. Any changes in that schedule must be approved by the Archivist.

If a student worker is **late or absent**, he/she must notify the Archivist as soon as possible. You can contact the Archivist at ext. 0487, via Email at jthomas@albion.edu, via AOL Instant Messenger at ZenLibrarian or Meebo (instant messaging software that does require a user name or password) at <http://www.albion.edu/library/specialcollections/Policies/refreq.asp>. Failure to notify the Archivist of schedule changes or unexpected absences is grounds for dismissal.

Breaks must be coordinated so that Special Collections is open and staffed during posted hours and should be worked out with the Archivist. You are allowed a 15-minute break, with pay, if you work a 4-hour shift. If you work an 8-hour shift, you must take a 30-minute break, without pay; so you must clock out for those 30 minutes.

ACCESS

The **doors** to Special Collections are locked at all times. Access can only be gained with special permission from the Archivist with your **student ID**. Once all students have provided their schedules for the fall semester, your ID will be set up so that you have access during those hours you are scheduled to work. Your ID must be reauthorized at Campus Safety at the beginning of each semester.

EXPECTATIONS

Student assistants are expected to work quietly and be respectful of those working around them, especially researchers. Headphones with audio devices are allowed while you work, so long as they are played at reasonable volume and so that you can still hear the Special Collections doorbell or the phone ring.

Food, gum, and/or beverages (other than a closed container of water) are NOT allowed in Special Collections. Being caught with any of these items is grounds for dismissal.

Only **pencils** are to be used in Special Collections, no pen or markers are to be used, except when permission is expressly given by the Archivist for a special project. If you are caught defacing College property, you will be dismissed.

Make sure all **book bags and coats** are stored on or near the coat rack outside of the Archivist's office. This is a measure against theft. Being caught with a bag in the Rare Books or Processing Room is grounds for dismissal.

BASIC RESPONSIBILITIES

At the beginning of the work shift, each student assistant must check his or her **mailbox** in the Processing Room for notes concerning projects or activities the Archivist may need completed right away—these will override any long-term projects on which you are working.

If a researcher shows up and the Archivist is not available, please see the procedures for **Reference Assistance by Student Workers**.

It is expected that each student assistant will keep his or her work area neat and clean. Each person will keep his or her work confined, as much as possible, to make room for other students and researchers.

At the end of the work shift, each student assistant must **clean** his or her work area. Clear the table top. If work in progress is too difficult or time-consuming to move with every shift, please obtain permission from the Archivist to keep your work elsewhere, on a table top or on a cart, neatly and compactly arranged. Clean and put away all tools, supplies, and equipment used. Assist with any **additional clean** up required at the end of the day, including placing wastebaskets from all areas outside the front doors; turning off all lights, and being sure all doors are shut and locked. *Please note: you cannot turn off the lights in the Processing Room as they are connected to the rest of the third floor lights; they will be turned off by the Circulation Desk workers at the end of the night.*

At the end of the week, each student will fill out and turn in to the Archivist a **progress report**, stating how many hours were worked, what work was completed, and, if applicable, what is still left to be done on a specifically assigned project.

MENDING ROOM Information for and Responsibilities of Student Assistants

SCHEDULE

Student Assistants must establish a regular **work schedule**, and are expected to follow that schedule. Any changes in that schedule must be approved by the Archivist.

If a student worker is **late or absent**, he/she must notify the Archivist as soon as possible. You can contact the Archivist at ext. 0487, via Email at jthomas@albion.edu, via AOL Instant Messenger at ZenLibrarian or Meebo (instant messaging software that does require a user name or password) at <http://www.albion.edu/library/specialcollections/Policies/refreq.asp>. Failure to notify the Archivist of schedule changes or unexpected absences is grounds for dismissal.

Breaks must be coordinated so that Special Collections is open and staffed during posted hours and should be worked out with the Archivist. Student Assistants are allowed a 15-minute break, with pay, for working a 4-hour shift. If a Student Assistant works an 8-hour shift, he or she must take a 30-minute break, without pay; so he or she must **clock out** for those 30 minutes.

ACCESS

The **doors** to Special Collections are locked at all times. Access can only be gained with special permission from the Archivist with your **student ID**. Once all students have provided their schedules for the fall semester, your ID will be set up so that you have access during those hours you are scheduled to work. Your ID must be reauthorized at Campus Safety at the beginning of each semester.

EXPECTATIONS

Student assistants are expected to work quietly and be respectful of those working around them, especially researchers. Headphones with audio devices are allowed while you work, so long as they are played at reasonable volume and so that you can still hear the Special Collections doorbell or the phone ring.

Food, gum, and/or beverages (other than a closed container of water) are NOT allowed in Special Collections. Being caught with any of these items is grounds for dismissal.

Only **pencils** are to be used in Special Collections, no pen or marker except when permission is expressly given by the Archivist for a special project. If you are caught defacing College property, you will be dismissed.

Make sure all **book bags and coats** are stored on or near the coat rack outside of the Archivist's office. This is a measure against temptation and theft. Being caught with a bag in the Rare Books or Processing Room is grounds for dismissal.

If there are ever any **questions** concerning a mending procedure, it is best to not only consult the workbook located in the Processing Room, but also the Archivist for confirmation on whether or not the procedure recommended in the book is the correct one.

At the beginning of the work shift, each student assistant must check his or her **mailbox** in the Processing Room for notes concerning projects or activities the Archivist may need completed right away—these will override any long-term projects on which you are working. The student also needs to

check the mending table and cart in the Processing Room and the **mending crate** behind the Circulation Desk for new items requiring his or her attention.

If there is no **note initialed** by the archivist as to what work needs to be done on the book, please bring the materials to the Archivist before you begin mending.

If there are materials to be rebound, the student will take those materials down to Tech Services and place them on the Bindery shelf.

Materials to be boxed are also the responsibility of the Mending student.

As items are completed, it is expected that the **Archivist survey** the work before the items are returned to the collection. All items will be returned to Tech Services on a cart when they are complete.

At the end of the work shift, each student assistant must **clean** his or her work area. Clear the table top. If work in progress is too difficult or time-consuming to move with every shift, please obtain permission from the Archivist to keep your work elsewhere, on a table top or on a cart, neatly and compactly arranged. Clean and put away all tools, supplies, and equipment used. Assist with any **additional clean** up required at the end of the day, including placing wastebaskets from all areas outside the front doors; turning off all lights, and being sure all doors are shut and locked. *Please note: you cannot turn off the lights in the Processing Room as they are connected to the rest of the third floor lights; they will be turned off by the Circulation Desk workers at the end of the night.*

At the end of the week, each student will fill out and turn in to the Archivist a **progress report**, stating how many hours were worked, what work was completed, and, if applicable, what is still left to be done on a specifically assigned project. This is especially important for students completing mending and boxing activities, so that we can **track** the amount of material needing preservation and conservation work for library statistics.

SPECIAL COLLECTIONS Collection Processing

Preservation

1. **Inventory the Box.** This means writing down folder titles; publication information; or combining loose materials into groupings that make sense, foldering and labeling appropriately. Be sure to add dates and information to assist in later classification and organization of the materials wherever possible. Any information that is added by you, not contained within an original folder title or publication, must be entered into the inventory in brackets [].

Example of Folder Titles:

Box 3

Garden Inventory Notebook [1947-1952]

[*Albion Evening Recorder* 1967, 1970]

[Funeral Notice for Nann Cordelius Dean 1906]

[Color Photographs & Negatives of Haven Hills Farm 1974]

[Landscape Drawing of Haven Hills Farm 1964]

W.C. Dean – Class of '21 [Alumni Reunion Information]

2. **Replace the Box** with a new, acid-free one, writing the name of the collection on the end of the box in pencil only.
3. **Replace the Folders** with new, acid-free ones, especially those with sticker labels on them, writing the original titles onto the new folders in pencil only. The titles should be written on the right-hand corner of the tab and appear as in the inventory. Standard abbreviations can be used on the folders, however; but not in the inventory.
4. **Remove Deteriorating Metal Fasteners and Rubber Bands.** Metal fasteners (paperclips, pins, staples) can rust and stain paper, affecting the materials around it. Rubber bands become sticky and brittle over time, staining and damaging the materials around it. Use great care when removing metal fasteners and rubber bands, so as not to tear or cause additional damage to archival materials. If necessary, replace fasteners and bands with PlastiKlips; otherwise, leave the loose pages in appropriate order in the folder.
5. **Interleave with Acid-Free Paper** when dealing with acidic, colored, or brittle papers and Photostat copies. These papers and copies can discolor materials and speed the effects of paper acid.
6. **Make Preservation Photocopies** of items that are in particularly bad shape (e.g., brittle, torn, fading) onto acid-free paper. Be sure to interleave between the original and copy with acid-free paper.

Steps 1-5 can be completed at the same time, as you go through to inventory the collection. You can flag those pages for photocopying to be completed after Steps 1-5.

SPECIAL COLLECTIONS Collection Processing

Organization

A Note About Organization: *It is important, if at all possible, to retain the **original order** of a collection, in order to reflect best how those materials were used by their **creating body**. However, if there appears to be no rhyme or reason to the original order, the materials arrived out of original order, or the organization is such that it is too difficult for a researcher to use and understand effectively, you will have to create order out of the chaos.*

1. **Determine an Arrangement for the Collection**, if necessary. This order can be based on either the **format** of the materials (e.g., correspondence, cassette recordings, publications, brochures); the **creator** (e.g., President's Office, Alumni Affairs, Peter T. Mitchell); the **subject matter** (e.g., fraternities, faculty, theology, dance); or a **combination** thereof (e.g., Albion College as the main heading, with subsets of correspondence, brochures, meeting minutes). The main heading would be called the **Series**; subsets within the main heading or series are called **Subseries**. Within a Series or Subseries, folders can be arranged in **chronological**, **alphabetical**, or some other simplified order that reflects either the original organization of the materials or would make it easiest for a researcher to locate the necessary information.

Example of Series/Subseries Arrangement:

Series I: Correspondence
Subseries A: Military
Subseries B: Personal

Series II: Manuscripts
Subseries A: Education
Subseries B: Fieldwork
Subseries C: Psychology

Series III: Photographs

Series IV: Publications
Subseries A: Dissertation
Subseries B: Education
Subseries C: Ethics
Subseries D: Military
Subseries E: Psychology
Subseries F: Religion

2. **Have the Archivist Approve your Proposed Arrangement**. Make any changes as suggested.
3. Go through the Inventory and **Identify which Folders** will go into each Series/Subseries and in what order. **Reorganize the Inventory** according to this approved intellectual arrangement.
4. **Move the folders** into their appropriate order based on the revised Inventory, noting which boxes the Series/Subseries and specific folders fall into. **Revise the inventory** again based on the new physical arrangement.

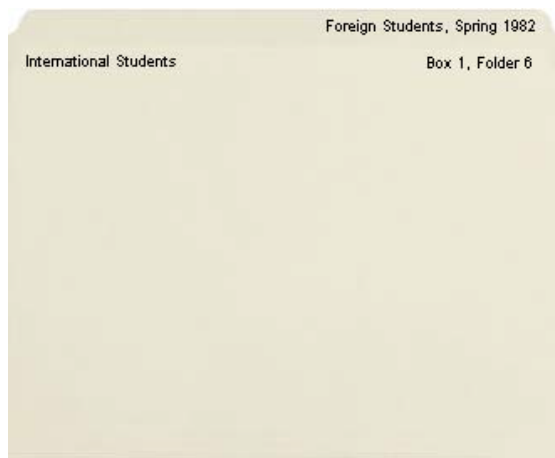
Example:

<u>Box</u>	<u>Folder</u>	<u>Series</u>	<u>Item</u>
1	1	Alumni Activities	Alumni Activities [1990-1995, n.d.]
1	2	Building/Educational Mission History	Building/Educational Mission History, [1961-1969]
1	3	Building/Educational Mission History	Building/Educational Mission History [1970-71]
1	4	Building/Educational Mission History	International House Dedication [ca.1971]
1	5	Building/Educational Mission History	Building/Educational Mission History [1971-1995, n.d.]
1	6	International Students	Foreign Students, Spring 1982

5. On the front of each folder, in the **upper right corner**, write the number of the Box where the folder resides and the number of the Folder in that particular box (folder numbering restarts with each box).

Also on the front of each folder, in the **upper left corner**, write the Series: Subseries name where the folder belongs.

Example of Properly Labeled File Folder:



SPECIAL COLLECTIONS Collection Processing

Finding Aid

A Note about Finding Aids: *There are 7 parts to a Finding Aid: **Cover Sheet, Table of Contents, Provenance, Biography/History, Scope and Content Note, Series Description, and Box/Folder Inventory.** Occasionally there is a **Bibliography and Deaccession List.** The majority of the information for these sections of the finding aid can be gleaned from work that you have already completed.*

1. The **Cover Sheet** should include the title of the collection and its ARC or MSS number, date span, your name as processor, date of processing, and linear feet that the collection encompasses (1 record box = 1 lin. ft.)
2. **Provenance** provides the cultural context in which the records become understood. It serves as the basis for authenticating and assuring the reliability of the contents of the records. *Who was the person who created or assembled these things? What was the nature of the organization that created these documents? What was the function or activity that produced these materials?* This is the archival definition of provenance. We also include the museum definition of provenance here, which is the curatorial history of the records. *Who owned them and when, and who donated them to us?*
3. The most difficult part of the finding aid will be the **Biography or History** of the creating body of the collection. This will require actual research into the collection itself, and sometimes into sources outside the collection, into biographies, other collections, histories, articles, etc. These sources must be noted in the Bibliography of the finding aid, using appropriate citation style.
4. **The Scope and Content Note** includes a brief note about the collection and its Series/Subseries in general.

Example:

The Austin Studio Photographs Collections contains materials from the years 1938 to 1977, with the bulk of the collection from 1957 to 1968. The collection consists of a variety of Albion College-related black-and-white photographs, with subjects ranging from student portraits, campus buildings, Greek life, and athletics, to commencement, special events, clubs, alumni, administration, and faculty.

The collection consists of eleven series:

- Series I: Students
- Series II: Campus
- Series III: Greek Life
- Series IV: Athletics

5. **The Series Description Defines the Series and Subseries.** The Series Description includes the types of materials included, date span of the materials, important figures or organizations or events covered within the material, arrangement of the material, and definition of subsections within the Series and Subseries.

Example:

Series I: Students, 1949-1977

This series contains photographs of general student scenes, as well as posed publicity photos and student portraits. The series is organized into two subseries: General Scenes and Student Portraits. Within the subseries, the photographs are organized chronologically and then alphabetically by student last name or folder title.

Series II: Campus, 1949-1968

This series contains interior and exterior photographs of buildings on campus and other general scenes. The series contains two subseries: General Scenes and Specific Locations. Subseries A is organized alphabetically by subject. The second subseries is organized alphabetically by subject and then chronologically.

6. The **Box/Folder Inventory** should be the most updated and complete version of the inventory you completed in the Arrangement steps.

See following document as an example of a completed finding aid.

ARC-0012
Records of the Carl A. Gerstacker Institute
for Professional Management

Summary

Title	Records of the Carl A. Gerstacker Institute for Professional Management
Collection Number	ARC-0012
Inclusive Dates	1972-2001
Creator(s)	Gerstacker Institute
Extent	1.0 Linear Feet
Processed By	Jennifer Thomas, October 2002
Finding Aid Prepared By	Jennifer Thomas, October 2002
Last Updated	May 2007
Abstract	The Gerstacker Institute was designed to meet the need for business/career-oriented training and education for liberal arts students, in addition to help fill the need the business world had for young managerial talent with a solid understanding, appreciation and commitment to the history and traditions of the free enterprise system. The collection provides an overview of the creation, evolution, and activity of the Institute as well as biographical information on Carl Gerstacker himself.
Table of Contents	Summary, Access & Use , Historical Note , Biographical Note , Scope & Content , Series Description , Inventory

Access & Use

Acquisition Information	Unknown
Access Restrictions	None
Copyright	The literary rights to this collection are assumed to rest with the person(s) responsible for the production of the particular items within the collection, or with their heirs or assigns. Researchers bear full legal responsibility for acquisition to publish from any part of said collection per Title 17, United States Code. The Albion College Special Collections Unit may reserve the right to intervene as intermediary at its own discretion.
Preferred Citation	Item, Folder Title, Box No., Records of the Carl A. Gerstacker Institute for Professional Management, College Archives, Special Collections, Albion College.

Historical Note

The *Carl A. Gerstacker Institute for Professional Management* began with a *Lilly Endowment* for \$112,000 in January of 1974 for the development of a *Liberal Arts Program in Professional Management*. The grant was to be used for first year operating expenses of the new program and for Lilly scholarships, lecturers and visiting professors for the program. The program was designed to meet the need for business/career-oriented training and education for liberal arts students, in addition to help fill

the need the business world had for young managerial talent with a solid understanding, appreciation and commitment to the history and traditions of the free enterprise system.

The first year, there were 38 students enrolled in the program. The course of study for the program included 14 courses in addition to the liberal arts core, which included:

- Principles of Microeconomics
- Principles of Macroeconomics
- Intermediate Microeconomics
- Money and Banking
- Principles of Accounting
- Management Seminar
- Personnel Management
- Quantitative Methods for Managerial Decision-Making
- Introduction to Computer Programming
- Calculus I
- Freshman English
- Technical Writing
- Platform Speaking
- Business Ethics

Students also had to complete at least 2 paid internships of 4 months each. The first internship was usually completed in the student's sophomore year; and the second, in the summer between the student's junior and senior years. The program would also award **Merit Scholarships** to recognize outstanding academic performance and leadership contributions to the program's special activities. A student had to maintain at least a 3.00 GPA to retain his/her scholarship. Funding for the scholarships came from the program endowment. A monthly newsletter, "**Professionally Speaking**," was to keep program members advised of upcoming workshops, speakers, student achievements, career opportunities, etc. In addition, students could obtain a second major in one of the College's other 19 disciplines. Upon completion of the program, a student would receive a **B.A. in Economics and Management**.

In November of 1974, the Lilly Endowment Board authorized another grant in the amount of \$100,000 to Albion for continued support of the program. This was renewed again 1975-1977, with a slight reduction in the Lilly's involvement each year.

Participants in the **Guest Speaker Series** for the academic year of 1974-75 included:

- Charles Gibson, President of ApsoCold Corporation
- Bob Wilcox, Manager of Jacobson Stores, East Lansing
- Fred Meijer, Chairman of the Board, Meijer, Inc.
- Robert Sprigmier, Manager of Corporate Planning Activities, Dow Corning Corporation
- Dr. George Stigler, University of Chicago

In 1975, Albion College negotiated an agreement with **Project COVE** of Saint Louis University to help in the assessment effort of the program.

The summer of 1975 marked the initial Professional Management **Summer Session**. Visiting professors that session were Dr. Charles Chappel of Anderson College and Dr. Joseph Massie of the University of Kentucky that summer. Courses taught included quantitative analysis and computer science.

In 1976, the **Lilly Visiting Fellows Program**, or **Executive Lecture Series**, began. This series was to concentrate on the area of Economics and Management, but to also emphasize the effective integration

of these fields with other aspects of a liberal arts education, such as the social responsibilities of business and the proper role of government in society and economics. **Dr. Carl Gerstacker**, Chairman of the Board and Chief Executive Officer of Dow Chemical Corporation was the first Adjunct Professor of Economics and Management to take part in the Albion program. The week-long program was held between March 28 and April 1.

In May of 1976, the first class of management students graduated. Out of a total of 10 students, 8 moved directly into the business world, while the other 2 continued their studies in graduate school.

Participants in the **Guest Speaker Series** for the 1976-77 academic year included:

- Robert Copp, Overseas Liaison Manager, Ford Motor Company
- Jack Maxwell, Vice President for Administrative and Corporate Development, American Motors Corporation
- Maurice Mascarenhaus, President, Mascarenhaus Associates
- Ernest W. Anderson, Vice President for Corporate Affairs and Secretary, Federal-Mogul
- Dr. Ronald Muller, co-author of *Global Reach*
- Dr. Herbert Stein, former head of the President's Council of Economic Advisors and author of *The Fiscal Revolution in America*; Dr. Stein also gave an address, "The Future of the American Economy"

Besides the Lilly Endowment, other financial supporters of the program for the 1976-77 academic year included:

- Burroughs Corporation
- Chevrolet
- City Bank and Trust Company
- Corning Glass Works
- Eaton Corporation
- General Motors Assembly Division
- Hayes-Albion Corporation
- McClure Oil Company
- Rospatch, Inc.
- Union Steel Products
- Whirlpool Corporation

As of July 1, 1978, the program was to no longer receive funding from the Lilly Endowment. During the final year of Lilly support, there were 120 students enrolled in the program. Financial support was to continue in the form of contributions from corporations, organizations and individuals to become **Associate Sponsors** (\$1,000/year), **Founding Sponsors** (\$25,000 over 6 years), or **Sustaining Sponsors** of the program (at least \$6,000/year). All Sponsors were to receive the program's Annual Report, invitations to the program's events, and the opportunity to meet with Professional Management students. In addition, they would be invited to the Annual Sponsors' Dinner, at which the program's graduating seniors were to be recognized.

During the 1987-88 academic year, The program was renamed in honor of **Carl A. Gerstacker**. The public announcement was made on April 16, 1988 in the midst of a celebration that brought Dr. Gerstacker and CEOs of several nationally prominent corporations to campus for an open house, a symposium on "American Business: What it takes to be competitive," and a dinner gathering of family and friends. The naming came as a result of raising the \$1.5 million endowment for the program included in the Campaign for Albion College.

This was the same month of the **15th Anniversary** of the founding of the program at Albion. It was celebrated with Dr. John Coleman, retired President of Harvard College, with “Walking in Others’ Shoes”

Directors of the Program

1973-?	Charles E. Schultz
1977-1978	Frank Burdine
1978-1980	John S. McConnell
1980-1986	Michael A. Walczak, J.D.
1986-1989	Sally J. Thomas, Ed.D.
1993-1994	John Bedient
1994-1997	Roy S. Klein

Distinguished Visiting Professors of Economics & Management

March 27-April 1, 1977	Carl A. Gerstacker
October 30-November 3, 1977	Carl A. Gerstacker
April 3-6, 1979	Thomas Roeser, Vice President, Government Relations, Quaker Oats Company
October 5-9, 1981	Jay D. Wisner, General Manufacturing Manager (retired), GMC Truck & Bus Group
March 24-26, 1982	William Ferguson, Executive Vice President, Michigan Bell
March 16-17, 1983	Jay D. Wisner
November 13-14, 1983	Walter Auch, Chairman & CEO, Chicago Board Options Exchange
October 29-30, 1984	Thomas Taylor, President, Ohio Machinery Co.
April 17-20, 1989	Carl A. Gerstacker

Biographical Note

Timeline for Carl A. Gerstacker

- August 1916 : Carl Allen Gerstacker Born in Cleveland, Ohio
- 1938 : Undergraduate Degree in Engineering, University of Michigan
- 1938-1940 : Dowell, Incorporated, Accounting Staff
- 1940-1946 : U.S. Army Ordinance Department, Major
- 1946-48 : Dow Chemical Company, Chemical Engineer
- 1948-? : Dow Chemical Company, Director
- 1949-1959 : Dow Chemical Company, Treasurer
- October 22, 1950 : Marries Jayne Harris (Later Divorces)
- 1955-1959 : Dow Chemical Company, Vice President
- 1957-? : Dow Chemical Company Executive Committee, Member
- 1957 : Honorary Doctorate, Central Michigan College of Education
- 1960-1976 : Dow Chemical Company , Chairman of the Board
- 1960-1988 : Albion College Board of Trustees, Member
- 1965-1977 : Albion College Finance Committee, Chair
- 1966 : Ohio Governor’s Award for “Advancement of the Prestige of Ohio”
- 1966-1973 : Export Expansion Council of U.S. Department of Commerce, Chairman
- 1968-1970 : U.S. Commission for UNESCO

- 1968-1970 : Blue Ribbon Citizen's Commission, Head of Financing, Governor Romney Appointment
- 1971 : President Nixon's "E" Award for "Expert Services to the Nation"
- 1972 : Honorary Doctorate, Albion College
- 1974 : Society of the Chemical Industry Chemistry Industry Medal
- March 8, 1975 : Marries Esther Little Schuette
- 1976 : Retires, Dow Chemical Company
- 1976 : Industrial Service Merit Silver Tower for "contributions to the Korean petrochemical industry"
- March 27-April 1, 1977 : Distinguished Visiting Professor of Economics & Management, Albion College
- October 30-November 3, 1977 : Distinguished Visiting Professor of Economics & Management, Albion College
- 1977-? : U.S. Japan Conference on Cultural and Educational Interchange, Chairman
- 1977-? : Japanese-U.S. Friendship Commission, Member
- 1977 : Second Class of the Order of the Rising Sun for "contributions to the promotion of economic and cultural relations between the United States and Japan"
- 1977 : Honorary Doctorate, Northwood Institute
- 1977-1983 : Albion College Board of Trustees, Chairman
- 1980 : Honorary Doctorate, Waynesburg College
- 1982 : Honorary Doctorate, Alma College
- 1982 : Outstanding Achievement Award, University of Michigan
- 1983 : Distinguished Service Award, Albion College
- 1983 : Outstanding Service Citation, Albion College Board of Trustees
- 1983 : Commencement Speaker, Albion College
- 1986 : Honorary Doctorate, Hiram College
- 1988 : Albion College Liberal Arts Program in Professional Management Renamed to Gerstacker Institute for Professional Management
- 1988 : Dow Chemical Establishes Gerstacker Scholarship at Albion College
- April 17-April 20, 1989 : Distinguished Visiting Professor of Economics & Management, Albion College
- April 23, 1995 : Dies of Leukemia

Directorships

- Dow Chemical Co. (Emeritus)
- Chemical Financial Corporation
- Dundee Cement Company
- Sara Lee Corporation
- K-Mart Corporation
- Consolidated Foods Corporation
- Eaton Corporation
- Spence Engineering
- National City Bank (Cleveland)
- Synthetic Organic Chemical Manufacturing
- Federal Reserve Bank of Chicago (Detroit Branch)
- Hartford Fire Insurance Company
- Dow Corning Corporation
- Citizen's Bank and Trust (Clare)
- Synthetic Organic Chemical Manufacturing

Board Memberships

- Rollin M. Gerstacker Foundation

- Starr Commonwealth Schools
- Elsa U. Pardee Foundation
- United Presbyterian Fund Foundation
- New Perspective Fund, Inc.

Scope & Content

The records of the Carl A. Gerstacker Institute for Professional Management span the years of 1972-2001, with the bulk of the material falling between 1977-1996. The collection provides an overview of the creation, evolution, and activity of the Institute as well as biographical information on Carl Gerstacker himself.

The collection is divided into seven series:

- Series I: Annual Reports
- Series II: Correspondence
- Series III: Faculty
- Series IV: History
- Series V: Program Activities
- Series VI: Publications
- Series VII: Miscellaneous

Series Description

Series I, Annual Reports, contains documents leading up to, drafts, and final versions of annual reports for the Institute for the academic years 1973-1997. The series is arranged chronologically by academic year. The annual reports include information such as student enrollment, updates on graduates to the program, scholarships, internships, lectures, visiting professors, program activities, recruitment of new students, and developing financial support.

Series II, Correspondence, contains only first-year correspondence for the program. This includes correspondence with the Lilly Endowment, applicants to the program, companies describing potential work co-ops for summer students, selections and alternates to the program, co-op applications, and a description of the original intent of the program by Charles E. Schultz, first director.

Series III, Faculty, includes materials on Distinguished Visiting Professors and Executives in Residence. This series is organized chronologically. Materials include biographies, faculty schedules, newspaper clippings, photographs, correspondence, and articles all relating to the candidate and his or her accomplishments at or outside of Albion. Carl A. Gerstacker figures prominently.

Series IV, History, is organized by information specific to the Lilly Endowment and General Historical Information on the Institute. Information on the Lilly Endowment includes grant proposals, correspondence with the Foundation, articles and press releases on the Professional Management Program and the endowment, program status reports, documents of grant responsibilities, Lilly Visiting Fellows Program, and Project COVE agreement. General Historical Information includes articles and newspaper clippings on the program and its directors, copies of applications to the Institute, memoranda, budgets, academic and internship requirements, symposia programs, photographs, and documents on the philosophy of the program. An important group in this series is the Academic Policy Committee. Director of the Institute from 1994-1997, Roy S. Klein, figures prominently as well.

Series V, Program Activities, includes information on the 1977 National Leadership Methods (NLM) Competition: Students in Free Enterprise, fundraising through grants and corporate sponsors, scholarships, and materials relating to the Corporate Sponsor Dinner of 1983. The "Students in Free Enterprise" contest was entered by 10 Albion students, who, through directed studies, public forums, and

debates, were to study the pros and cons of the U.S. free enterprise system, its present problems, and its future. Albion was one of 18 colleges, universities and business schools who participated. These materials are in their original order.

Series VI, Publications, includes P.M. Update, Epworth Journal, marketing brochures for the program, and the program's Student Handbook. This series, arranged chronologically, includes news from the director, committee reports, alumni activities, upcoming speakers, internships, course changes, courses offered, and program faculty.

Series VII, Miscellaneous, included photographs of the Albion campus and its buildings. They are in their original order.

Inventory

<u>Box</u>	<u>Folder</u>	<u>Series</u>	<u>Item</u>
1	1	Annual Reports	Annual Reports [1973-1974]
1	2	Annual Reports	Annual Reports [1974-1975]
1	3	Annual Reports	Annual Reports [1975-1976]
1	4	Annual Reports	Annual Reports [1977-1978]
1	5	Annual Reports	Annual Reports [1978-1979]
1	6	Annual Reports	Annual Reports [November Draft 1979-1980]
1	7	Annual Reports	Annual Reports [1979-1980]
1	8	Annual Reports	Annual Reports [1980-1981]
1	9	Annual Reports	Annual Reports [1981-1982]
1	10	Annual Reports	Annual Reports [1982-1983]
1	11	Annual Reports	Annual Reports [1983-1984]
1	12	Annual Reports	Annual Reports [1984-1985]
1	13	Annual Reports	Annual Reports [1985-1986]
1	14	Annual Reports	Annual Reports [1986-1987]
1	15	Annual Reports	Annual Reports [1987-1988]
1	16	Annual Reports	Annual Reports [1989-1990]
1	17	Annual Reports	Annual Reports [1990-1991] (2 copies)
1	18	Annual Reports	Annual Reports [1991-1992] (2 copies)
1	19	Annual Reports	Annual Reports [1992-1993]
1	20	Annual Reports	Annual Reports [1993-1994] (2 copies)
1	21	Annual Reports	Annual Reports [1994-1995] (2 copies)
1	22	Annual Reports	Annual Reports [March Draft 1995-1996]
1	23	Annual Reports	Annual Reports [May Draft 1995-1996]
1	24	Annual Reports	Annual Reports [1995-1996]
1	25	Annual Reports	Annual Reports [1996-1997]
1	26	Correspondence	First Year Correspondence [1973-1974]
1	27	Faculty	Distinguished Visiting Professor Gerstacker Seminar Spring 1977
1	28	Faculty	(Gerstacker) Distinguished Visiting Professor in Economics & Management October 31-November 3, 1977
1	29	Faculty	Distinguished Visiting Professor April 1979 (Thomas Roeser)
1	30	Faculty	Distinguished Visiting Professor Spring 1981 and 1983 (Jay Wisner)
1	31	Faculty	Distinguished Visiting Professor Fall 1981 (Betty Del Duca)

Box	Folder	Series	Item
1	32	Faculty	Distinguished Visiting Professor March 24-26, 1982 (William Ferguson)
1	33	Faculty	Distinguished Visiting Professor 1983 (Auch)
1	34	Faculty	Distinguished Visiting Professor of Economics & Management – Suggested Speakers [1984-1989]
1	35	Faculty	Distinguished Visiting Professor 1984-1985 (Thomas Taylor)
1	36	Faculty	Distinguished Visiting Professor April 1989 (Dr. Carl Gerstacker)
1	37	Faculty	Executive in Residence & Speakers [1991-1992]
1	38	Faculty	Carl Gerstacker [1988-1995]
1	39	History	Lilly Foundation [1973-78]
1	40	History	Professional Management Program Historical Information [1972-1988] (3f)
1	41	History	History of Professional Management [1988-2001]
1	42	Program Activities	Students in Free Enterprise: Publicity [NLM Competition, 1976-1977]
1	43	Program Activities	Students in Free Enterprise: Forum Questions [NLM Competition, 1976-1977]
1	44	Program Activities	Students in Free Enterprise [NLM Competition, 1977]
1	45	Program Activities	Students in Free Enterprise: Government Regulations [NLM Competition, 1976]
1	46	Program Activities	Students in Free Enterprise: Ethics [NLM Competition, 1976-1977]
1	47	Program Activities	Students in Free Enterprise: Multinational Corporations [NLM Competition, 1976-1977]
1	48	Program Activities	Fund Raising [1977-1987]
1	49	Program Activities	[Dow Chemical Carl A. Gerstacker Scholarship, 1981]
1	50	Program Activities	Corporate Sponsor Dinner 1983 [Jack Tatom]
1	51	Publications	Professional Management Marketing Brochures [1988-1996, n.d.]
1	52	Publications	Student Handbook: Policies, Procedures, and Activities [1980-1988, n.d.]
1	53	Publications	P.M. Updates [1979-1997]
1	54	Miscellaneous	[Campus Images, n.d.]

SPECIAL COLLECTIONS Collection Processing

Subject History Files

1. **Determine** whether or not the material fits into a folder already designated for that particular subject area or creator. If so, **file** the material into the appropriate existing folder.
2. If not, **create a new file** with a subject heading appropriate to the particular material at hand. It is best to get this new heading approved by the Archivist before going ahead, unless you have been given the okay to do otherwise.
3. If the subject heading is approved, write the new heading (including the **dates** for the material) on the right-hand side of the tab of the acid-free folder and add materials to the folder and the folder to the History Files collection in alphabetical order.
4. If the materials are brittle, newsprint, or damaged in any way, **photocopy** the material; filing both the original and the copy in the History Files, interleaving with acid-free paper.
5. Compile new file folder titles, changed file folder titles, and deleted folders on the list attached to the History File cart and give it to the Archivist to change on the Website index as the page fills.

Photograph Files

- 1-3. Same as above.
4. Make sure to enclose the photograph in a mylar or polyester plastic sleeve if we have one of the correct size (a good fit is a snug fit, where the photo does not shuffle around in the enclosure and does not stick out of the enclosure). If we do not have one of the correct size, interleave with acid-free paper.
5. If the image is brittle, discolored, or damaged in any way, photocopy it, and file both.
6. Compile a list of any new file folder titles, changed file folder titles or deleted files and give it to the Archivist to change on the Website index.

Keep in mind that there is a separate collection for Alumni Photographs. The process is the same, but be sure you are listing the individual's name correctly:

Last Name, First Name Middle Name Maiden Name ("Nickname")

Alumni Files

1. **Determine** whether or not the material fits into a folder already designated for that particular individual. If so, **file** the material into the appropriate existing folder.
2. If not, **create a new file** with a title appropriate to that particular individual. It is best to get this new heading approved by the Archivist before going ahead, unless you have been given the okay to do otherwise. *Please note, use the same process of listing an individual's name as you would for creating a new Alumni Photo File.*

3. If the title is approved, write the new heading (including the **dates** for the material) on the right-hand side of the tab of the acid-free folder and add materials to the folder and the folder to the Alumni Files collection in alphabetical order.
4. If the materials are brittle, newsprint, or damaged in any way, **photocopy** the material; filing both the original and the copy in the Alumni Files, interleaving with acid-free paper.
5. Compile a list of new file folder titles, changed file folder titles, and deleted folders and give it to the Archivist to change on the Website index as the page fills.

SPECIAL COLLECTIONS
Reference Assistance
by Student Workers

If the Archivist is in, refer the Researcher to the Archivist.

If the Archivist is out:

1. Explain to the **Researcher** that the **Archivist** is out and that they have to make an appointment to perform research in Special Collections.
2. If the researcher is not able to return, you can do one of two things:
 - a. If the **Student Supervisor** is in, see if he or she can assist the Researcher.
 - b. If the **Student Supervisor** is not in, have them fill out the **Researcher Request Form**, making sure they understand that requests are answered in the order in which they are received and can take up to 8-10 weeks for a response due to the other duties and responsibilities associated with the unit.
3. If the **Researcher** is in desperate need and neither option #1 or 2 will work for him or her, contact one of the other **Librarians** for assistance:
 - a. John Kondelik, ext. 0567*
 - b. Mike VanHouten, ext. 0293*
4. If the **Librarian** assisting the **Researcher** ascertains that the materials can not be taken from Special Collections for use, the **Student** will be responsible for ensuring that the **Researcher** does not remove those items from the **Reading Room**.
 - a. The **Student** will need to move whatever project he/she is working on into plain sight of the **Researcher**.
 - b. The **Student** will need to ensure that the **Researcher** places all bags and coats on or near the coat rack outside of the Archivist's office.
 - c. The **Student** will need to ensure that the **Researcher** has read the **Handling Procedures Form** and filled out a **Researcher Registration Form**.
 - d. The **Student** will need to ensure that the **Researcher** is following the rules for handling archival and rare materials as stated on the **Handling Procedures Form**.
 - e. If at the end of his or her visit, the **Researcher** requires photocopies of materials made, the **Student** will have the **Researcher** fill out a **Reproduction Request Form** and pay for the amount specified on the form (This money should be placed in the top right hand drawer of the Archivist's desk with the completed form for the Archivist to collect when she returns). The **Student** will then need to take the **Researcher** with them to the copy machine, unless there is another **Student** available to supervise the **Researcher** while the copies are being made. **Copy cards** are located on the Archivist's desk.
 - f. The **Student** will need to inform the **Librarian** when the **Researcher** is ready to leave so that the materials used can be inspected to make sure nothing has been taken or defaced.
5. **NEVER leave a Researcher alone or without active supervision!**
6. **NEVER allow anyone but library staff in the Rare Books Room!** If someone who is not a member of the library staff is persistent about getting in for themselves, contact the **Librarian** on duty at the Reference Desk (ext. 0382), or, if necessary, **Campus Safety** (ext.0213).

SPECIAL COLLECTIONS Mending

Adhesives – Paste

Starch-Based Paste

1. Place one part of wheat starch and four parts of distilled water in a saucepan.
2. Mix well and let stand at least 20 minutes.
3. Place on medium high heat and cook, stirring constantly with a clean wire whisk.
4. When the paste begins to thicken, it will become more difficult to stir. To aid in stirring, a wooden spoon may be substituted for the wire whisk, but the spoon should be one that has not been used for the preparation of food.
5. Stir for about half an hour, then remove from stove. The paste should be thick and translucent.
6. When cooked, the paste should be transferred to a clean container for storage. It should be allowed to cool before use. Prior to use the paste should be strained. A Japanese paste strainer works well for this.

Quick-Wheat Paste

1. Place 1 tablespoon wheat starch in a microwave-safe container.
2. Add 5 tablespoons distilled water and place in microwave.
3. Microwave on high setting for 20-30 seconds.
4. Remove paste and stir.
5. Place back in unit and microwave another 20-30 seconds.
6. Remove and stir again.
7. Continue this process several times until the paste is stiff and translucent.
8. If larger quantities are made in the microwave, increase the cooking time between stirrings.
9. Paste should cool before use.
10. If necessary strain the paste prior to use.

Diluting and Storing Paste

1. Different consistencies of paste are required, depending on the particular mending task at hand. A consistency similar to heavy cream is adequate for most mending. Pastes should be diluted with distilled water to achieve the consistency required.
2. Starch paste should not be refrigerated – cover and store in a cool, dry place. It will keep for a week or less. Some conservators recommend using a preservative. The preservatives used, however, are toxic.
3. It is preferable to make paste in small quantities when it is needed rather than add a preservative and store it for long periods.
4. If paste discolors, grows mold, or develops a sour smell, discard it immediately. Discard if dark flecks appear in the paste since they may indicate mold or bacterial growth.

From NEDCC. (1999, February). Repairing Paper Artifacts. Available at <http://www.nedcc.org/plam3/tleaf63.htm>, August 18, 2000.

SPECIAL COLLECTIONS Mending

Surface Cleaning Paper

Materials: Drafting brush Erasing compound Block eraser

1. To start work, clear an area that has a large, clean, smooth surface.
2. Begin cleaning by gently brushing the surface of the object with the drafting brush to remove loose dirt and dust. Use up and down strokes and work across the paper. Be careful to avoid enlarging tears by working towards the tears and in the direction of the tears. With books, be sure to brush the dirt out of the gutter.
3. If dirt is well attached to the paper, an erasing compound is more effective than a brush. Test first in an inconspicuous spot to make certain that no damage to the paper will occur.
 - a. Steady the paper with one hand and test by gently rubbing the granules with a clean finger over one small area.
 - b. Once you are certain that the ink or other media on the paper will not be lifted or erased, begin cleaning.
4. Sprinkle granules over the item to be cleaned.
5. Using your fingers, gently rub the granules over the surface of the item, moving in small circles to avoid streaking. Start from the middle and work towards the edges.
6. When cleaning near edges, do not use a circular motion, but rub from the middle towards the edges using a straight movement. This will prevent tearing the edges, which are more fragile.
 - a. Be careful going over inks that have eaten through or weakened papers.
 - b. Avoid areas of color or pencil notations that may be archivally significant.
7. Granules and loosed dirt particles produced during the cleaning process should be brushed away frequently.
 - a. Keep a careful eye on your work at all times to make sure you are not smearing the medium or producing any tears and that you are not lifting anything off the surface of the paper beyond dirt.
8. Brush both sides of the paper thoroughly and give special attention to the gutters of books. Remove treated objects from the work area in order to clean it thoroughly.
9. If it is necessary to use an abrasive harsher than granules, a block eraser is comparatively safe.
 - a. Rub gently in a single direction or in small circles.
 - b. Take care not to create light erased areas, which will contrast with the general surface color of the paper.
 - c. Do not use erasers over pencil, color or inks.

From NEDCC. (1999, February). Surface Cleaning of Paper. Available at <http://www.nedcc.org/plam3/tleaf62.htm>, August 18, 2000.

SPECIAL COLLECTIONS

Mending

Torn Pages

Materials:	Bone folder	Scalpel	Wax paper
	Straightedge	Japanese paper	Polyester strips
	Moist rag	Awl or micro-spatula	Starch paste or PVA
	Weight	Brush	

Page Tear (Clean tear)

1. Tear off a piece of Japanese paper (against the grain) slightly longer than the tear in the page (score the Japanese paper with micro-spatula or awl and tear off along a straightedge; you do not want to cut the paper with scissors).
2. Line up fiber layers of torn page and text on both sides.
3. Place a piece of wax paper underneath the page.
4. Apply thin layer of paste or glue to either side of the tear, using a strip of polyester to get a clean edge.
5. Place the strip of Japanese paper from Step 1 onto the tear, leaving the long edge of the strip overhanging the page.
6. Lay a strip of polyester across the top of the mend and burnish with a bone folder, so as not to tear the Japanese paper.
7. Wipe up any excess glue or paste with the wet rag.
8. Place wax paper over the mend and repeat above steps for the opposite side of the page.
9. Leave wax paper in place. Cover the newly mended side with wax paper as well.
10. Close the book with the wax paper on both sides of the mend.
11. Place under weight to dry overnight.
12. Remove wax paper when done.
13. Trim off excess Japanese paper.

Page Tear (Frayed edge)

1. Place piece of wax paper under the tear.
2. Apply PVA to edges of tear.
3. Line up fiber layers of torn page and text on both sides.
4. Wipe off any excess PVA with wet rag.
5. Place piece of wax paper on top of the mend.
6. Close book with wax paper inside.
7. Place under weight to dry.
8. Remove wax paper when dry.

Fill-in Mend (No missing text)

1. Tear off a piece of Japanese paper (against the grain) slightly larger than the hole in the page.
2. Place a piece of wax paper underneath the page.
3. Apply thin layer of paste or PVA around the hole.
4. Place the piece of Japanese paper from Step 1 over the hole.
5. Lay a strip of polyester across the top of the mend and burnish with a bone folder – be sure that all the edges of the Japanese paper were moistened with paste or PVA.
6. Wipe off any excess adhesive with wet rag.
7. Place wax paper over the mend and repeat steps above for the opposite side of the page.
8. Leave wax paper in place. Place another piece over top of the new mend.
9. Close book with wax paper inside.
10. Place under weight to dry.
11. Remove wax paper when done.

From Ridout, Ann. (1995, April 27). Mending Torn Pages with Tape. Woodlands Library Cooperative. Keeping Your Collection Fit, pp.1-2.

SPECIAL COLLECTIONS

Mending

Loose Pages

Materials:	Bone folder	Scalpel	Wax paper
	Straightedge	Polyester strips	Moist rag
	Awl or micro-spatula	Starch paste or PVA	Weight
	Brush		

Tipping-in Single Pages

1. Trim spine edge of page with straightedge and scalpel.
2. Place page in book (dry) to make sure fore edge of page does not stick out of the text block.
3. Apply PVA sparingly to spine edge of page, using polyester to ensure a clean edge.
4. Replace page, aligning top and bottom with the rest of the text block.
5. Lightly burnish with a bone folder.
6. Wipe off excess PVA with wet rag.
7. Place piece of wax paper in between other pages and the mend.
8. Close book.
9. Place under weight to dry overnight.

Tipping in Multiple Pages

1. Align page on all sides and trim the gutter edge with a straightedge and scalpel.
2. Check gutter area of book where pages are to be replaced and remove any debris.
3. Double check pages to make sure they are in proper order.
4. Place pages in book (dry) to ensure they don't stick out at the fore edge.
5. Apply PVA sparingly to spine edge of all pages as a group.
6. Place pages into book, aligning head and tail and pushing them into the spine.
7. Lightly burnish with the pointed end of a bone folder.
8. Wipe excess PVA off with wet rag.
9. Place piece of wax paper in between other pages and mend.
10. Close book.
11. Place under weight to dry overnight.

Tipping in Photocopy Replacement Page(s)

1. Copy the missing or badly damaged page onto paper that is of similar weight and quality to that of the publication (it may be necessary to obtain the missing or damaged page through interlibrary loan).
2. Line up back-to-back copies exactly.
3. Measure and mark the gutter margin, leaving at least $\frac{1}{2}$ - $\frac{3}{4}$ ".
4. Trim with straightedge and scalpel.
5. Place the copy in the book (dry) to measure head, tail and fore edge.
6. Trim the copy as needed, then place it back in the book to check the fit.
7. Tip-in page as described above.

Tipping in Multiple Pages (folded sheets)

1. Remove loose section.
2. Replace any broken sewing threads into the gutter with a small dab of PVA.
3. Reassemble the section by applying PVA to the edge of the fold of the innermost pages and fitting it into the next fold, etc.
4. Place a piece of wax paper between each of the pages in the section.
5. Apply PVA to the outside fold of the section and insert the section into the book.
6. Place a piece of wax paper between the other pages and the mend.

7. Close book.
8. Place under weight to dry overnight.

SPECIAL COLLECTIONS Mending

Spine Repair (Rebacking)

Materials	Book cloth	Heavy paper or thin card stock	PVA
	Scissors	Bone folder	Book press
	Brush	Polyester strips	

Step One: Preparing the Repair

1. Remove flapping spine.
2. Trim excess cloth from joint area.

Step Two: Measuring the Bookcloth

1. Make sure the book cloth is at least 2" wider than the thickness of the book.
2. Cut the book tape 1" longer than the book's cover (this gives you ½" for turning over the head and tail).

Step Three: Inlay

1. Using heavy paper or thin card stock, cut inlay to the length of the book cover and width of the spine of the textblock.
2. Center the inlay carefully on the book cloth and attach firmly with PVA.
3. Make a V-shaped cut at the top and bottom of the book cloth on either side of the inlay; the point of the V should be about 1/4" from the corners of the inlay (see diagram).

Step Four: Attach Repair

1. With the new spine cradled in one hand and the book in the other, center the new spine on the book, using the inlay as a guide. Make sure the top and bottom line up exactly with the head and tail of the book cover.
2. Apply PVA to the front and back edges of the new spine that will attach to the original front and back covers of the book, using polyester strips to ensure none of the PVA gets on the portion of the spine with the inlay.
3. Press the book cloth down firmly over the sides of the original cover and burnish with a bone folder, working the cloth into the groove with a bone folder.

Step Five: Attach Original Spine or New Label

1. Often the original spine cloth (with printed author and title) can be glued down over the repair.
2. Trim the original spine 1/16" smaller than the new spine of the book so the edges won't lift when the book is handled. Peel any loose paper backing off of the original spine.
3. If the original spine is too damaged to re-use, the book should be sent to the bindery.

Step Six: Drying

1. Put the book into a press, with the groove of the book board pressed into the book's hinges.
2. Leave overnight to dry.

From Christian, Annette. (1995, April 27). Spine Repair. Woodlands Library Cooperative. Keeping Your Collections Fit, pp.1-2.

SPECIAL COLLECTIONS
Mending

Cleaning Leather Bindings

Note on Cleaning Leather Bindings: *All leather bindings should be reviewed and approved by the Archivist prior to cleaning. Suede bindings should not be cleaned or treated, except with a dry, clean cotton cloth.*

Materials: Distilled water Soft cotton rags Mall pan

1. Dampen cloth in distilled water (just damp – not soaking, wring cloth tightly).
2. Gently go over leather binding in one direction only until loose old leather and dirt is removed.
3. Let dry overnight.
4. Apply dressing with clean cotton cloth in **very** small amounts. Apply evenly in one direction on all leather surfaces, being extremely careful not to get dressing on pages or cloth of the book.
5. Let dry overnight.
6. Buff gently with clean cotton cloth.
7. Give to Archivist to inspect.
8. Redo if necessary, per Archivist's instructions.
9. Reshelve.

See attached for different types of leather.

**STOCKWELL-MUDD LIBRARY
ALBION COLLEGE
STUDENT EMPLOYEE INFRACTION NOTICE**

Library Student Employee: _____

Infraction: _____

Date of Infraction: _____

This is to inform you that you are being cited for the infraction noted above and that you are in violation of Library Student Employee Rules/Procedures. **This will be your last written warning.** Another warning will not be issued and any other infraction of these rules/procedures will result in dismissal.

This warning will be placed in your library personnel file.

I have read the above infraction notice and understand its implications.

Signed: _____
(Student)

Date: _____

Signed: _____
(Supervisor)

Date: _____

Optional student comments:

**SPECIAL COLLECTIONS
Student Progress Report**

Student: _____

Area: _____

Days Worked: _____

Total Hours: _____

MENDING

Total Volumes: _____

Total Tip-ins: _____

Total Page Mends: _____

Total Hinge Repairs: _____

Total Spine Repairs: _____

Total Boxes: _____

Total Preservation Copies: _____

Total Other: _____

ARCHIVES

Collection: _____

Assigned Project: _____

Project Progress: _____

COMMENTS

SUPPLIES NEEDED

Student Signature: _____

**SPECIAL COLLECTIONS
Reference Request Form**

Name _____ Date _____
E-Mail Address _____ Phone _____
Mailing Address _____

Request _____

Date Needed _____ Copies of Information Requested? Y or N (Please Circle)

For Staff Use Only:

Collection? Methodist College Rare Type of Search? 30 min. Hourly Visit
(Please Circle) (Please Circle)

Sources of Information _____

Information _____

Staff Initials _____ Contacted _____ Charges _____

Additional Information Attached? Y or N (Please Circle)

**SPECIAL COLLECTIONS
Researcher Registration Form**

Name (please print) _____ Date _____
Street Address _____ Telephone _____
City, State, Zip _____ Email _____

Specific Subject of Interest _____

Researcher Affiliation

Albion College (check one)

1. _____ Faculty – Department
Name _____
2. _____ Student – Department
Name _____
3. _____ Staff – Department
Name _____

Other College/University Affiliation (check one)

1. _____ Faculty – Institution/Department
Name _____
2. _____ Student – Institution/Department
Name _____
3. _____ Staff – Institution/Department
Name _____

Non-College Status (check one)

- | | |
|-----------------------|-------------------|
| 1. _____ Church | 2. _____ Business |
| 3. _____ Genealogy | 4. _____ Personal |
| 5. _____ Professional | 6. _____ Other |

Referred to Albion College Special Collections through:

- | | |
|--|------------------------------------|
| 1. _____ Albion College Library Home Page | 2. _____ College Office/Department |
| 3. _____ Albion College Online Catalog | 4. _____ OCLC |
| 5. _____ Albion College Special Collections Page | 6. _____ Footnote/Citation |
| 7. _____ Personal Contact | 8. _____ Published Guide |
| 9. _____ Class Instruction | 10. _____ Other |

My research will result in:

- | | |
|------------------------|-----------------------------|
| 1. _____ Paper | 2. _____ Book |
| 3. _____ Honors Thesis | 4. _____ Online source/site |
| 5. _____ Article | 6. _____ Other |

I have read the **Handling Procedures** publication for Albion College Special Collections and agree to abide by the rules for use of the historical documents and artifacts therein:

Signature _____ Archives Staff
(Initials) _____

Materials Requested

Date	College Archives	Methodist Archives	Rare Books	Call No./ Collection No./Box-Folder No.	Author/Title/ Fonds	Out	In
	(Please check one)					(Time)	

SPECIAL COLLECTIONS

Handling Procedures for Original Materials

We encourage the use of our research collections to all qualified persons. All materials in the Albion College Special Collections Unit are historically valuable and, more often than not, unique and cannot be found elsewhere. All materials held are maintained under security in closed, environmentally controlled stacks to aid in their preservation. We ask that everyone handling these materials acknowledge the following guidelines:

- Materials do not circulate outside of Special Collections, except for College yearbooks and theses, which can be used anywhere in the library.
- Handle materials carefully.
- Take notes in pencil only. Pencils will be provided if necessary.
- Do not mark or deface items in any way.
- Use gloves when handling photographic and brittle materials, or materials of great age.
- Theft or mutilation of materials will result in prosecution. Failure to return materials in the condition in which they were lent will result in fines for repair, restoration, or replacement (if possible).
- Maintain archival and manuscript materials in the order in which they are received. Always keep descriptions of the item with the materials. If you find material damaged or out of proper order, report the problem immediately to a staff member.
- Deposit all bags, briefcases, coats, parcels, umbrellas, etc. in the locked cabinet in the Stockwell Room.
- Food and drink are prohibited from the Stockwell Room, Processing, and Rare Books.
- When you are finished, return all materials to a staff member, so that the items can be examined for any damage and/or missing parts. The borrower must be present while items are being examined, so please allow enough time when returning materials for this process to be completed.
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