

## **INF 393C: Introduction to Paper Conservation**

**Spring 2022**

**Unique Number: 28405**

**Instructor:** Sarah Norris

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Canvas: <https://utexas.instructure.com/courses/1324423>

### **Course Meeting Times**

Tuesdays, 9:30 AM – 12:30 PM

### **Course Description**

Conservation is the practice of prolonging the lifetime of cultural materials, often with a focus on physical intervention. This course will introduce ethical principles of conservation; conservation documentation; and hands-on treatment techniques. Students will become familiar with conservation materials and tools. Decision-making exercises will explore the practical application of conservation ethics in paper-based collections. Hands-on treatment techniques will focus on methods offering the greatest and most accessible benefit with minimal materials. These will include dry cleaning, humidification and flattening, mending, and others. Students will practice their skills on modern and archival materials. They will also complete one full conservation treatment, with written and photographic documentation.

Conservation is a specialized field that entails many years of training and practice. Unfortunately, this class alone can't prepare you to become a conservator! However, this class will allow you to:

- Deepen your understanding of the goals and possibilities of conservation work.
- Work in institutions alongside conservators, or managing conservators, or managing conservation outsourcing projects, or seeking conservation funding.
- Perform your own simple repairs and treatments in under-resourced institutions or emergency situations.
- Seek conservation pre-program experience, if desired, with portfolio-quality documentation of one treatment.

## **Learning Objectives**

By the end of this course, students should be able to:

- Practice basic lab protocol
- Become familiar with conservation materials and tools
- Understand conservation ethical tenets and philosophical dilemmas
- Engage in treatment decision making
- Create written and photographic treatment documentation
- Build customized item enclosures
- Practice hands-on treatment skills, such as dry cleaning, humidification and flattening, and mending

## **Course Requirements**

There are no prerequisites for this class. Students are expected to attend all classes and complete all reading assignments before each class meeting. Hands-on assignments will need to be completed in the Paper Lab (1.506B) (see Lab Use.)

## **Lab Use**

Students will have key card access to 1.506 (lab anteroom) at all times UTA is open. Please use this room respectfully. It is recommended as a quiet place to read, study, or hold small meetings. Please do not remove reading materials from the room.

Students may use the Paper Lab (1.506B) to practice treatment skills and complete hands-on assignments during lab hours. A lab hours schedule will be established in class. The lab has equipment, microscopes, and tools. Students may use these with the explicit permission and training from the instructor.

## **Tools and Materials**

Students will be provided with a tool kit for use during the semester. The tool kit must be left in good condition at the end of the semester. Treatments will be performed on a variety of collection and non-collection materials. Most materials will be provided by the instructor, but students are welcome to bring in materials from their personal collections to augment class assignments. Students may be responsible to supply some materials, such as small books for enclosures.

## **Lab Rules**

Labs can pose physical and chemical dangers. For the safety of yourself, your classmates, and the collections materials, please observe the following rules:

- No food or drink is allowed in the lab.
- Do not touch your face, especially your eyes, while working in a lab.
- Do not put your hands in your mouth when working in a lab.
- Closed-toed shoes must be worn at all times.
- No high heels.
- Shorts are discouraged.

- Small children are not allowed in labs. Older, well-behaved, supervised children are allowed to visit for tours.
- Personal protective equipment must be worn as appropriate.
- Eye protection must be worn when working with power tools. Failure to adhere to this rule will result in an F for the course.
- Loose clothing and long hair must be tied back when working with power tools or blades.
- Do not use any equipment unless you have been properly trained and have received permission.
- The first aid kit is on top of the flat files to the right of the utility sink in the paper lab. It has band-aids.
- Eyewash stations are mounted on the utility sinks in the paper and book labs. They are flushed weekly.
- Emergency showers are located near the utility sinks in both labs.
- Do not open any cabinet or drawer unless you have been given permission.
- Do not borrow tools without permission.
- All tools must be cleaned and all materials put away before leaving the lab area.
- The lab should be cleaner when you leave it than it was when you arrived. You may not have made the mess, but you are responsible as part of your class team for keeping the labs clean.
- Please use pencil, not pen, for writing and note-taking. (Just like you would in a special collections reading room.)

## Assignments

Please submit assignments via Canvas unless otherwise instructed. All assignments are due by the beginning of class on the due date. If you have a legitimate reason for an assignment to be late, please discuss with me as early as possible.

### *OH 201 Lab Safety course (10 pts)*

Assigned Week 1; due Week 2.

This course is required of students and staff working in UT labs. View OH 201 online at <https://ehs.utexas.edu/training/training-courses.php> If prompted for self-registration, visit: [https://utexas.csod.com/selfreg/register.aspx?c=ehs\\_01](https://utexas.csod.com/selfreg/register.aspx?c=ehs_01) Please submit a screen shot of your completion screen on Canvas.

### *Treatment Proposal (10 pts)*

Assigned Week 4; due Week 5.

The treatment proposal is the first section of your treatment report. Include title and identifying information for your item; item description; item condition; treatment objectives; treatment proposal; and proposed testing, if needed. See “Treatment Proposal Guidelines” in the Files section of Canvas, as well as Week 4 readings and discussion, for further details.

### *Before Treatment Photodocumentation (20 pts)*

Assigned Week 5; due Week 7 (or as scheduling allows.)

Before treatment photodocumentation visually documents the condition of your item before treatment. This is the reference by which you will evaluate whether your work creates the intended (and only the intended) impact. These photographs may also be examined by

collections managers and patrons to understand an item's previous condition. Photos will be evaluated for clarity and completeness in their depiction of condition issues.

Please use UT Box to submit .jpgs at the highest resolution you can reasonably achieve, and save any source files you may create. (Typically, we would shoot .tiff, .raw, or .nef and save access copies as .jpg. You may simply shoot .jpg if you anticipate file management challenges on your computer.) Suggested shots include (approx. 10-12): 1 recto, spectral light; 1 verso, spectral light; 3-4 detail shots, spectral light; 1 recto, raking light; 1 verso, raking light; any needed detail shots, raking light; 1 recto, transmitted light. See "Before Treatment Photodocumentation Guidelines" in the Files section of Canvas for further details.

### *Sink Mat (20 pts)*

Assigned Week 6; due Week 8.

Students will build a sink mat appropriate for long-term storage of a document or artwork with depth or dimensionality. In addition to modeling a useful housing structure, this assignment introduces conservation materials and hand skills. In your final submission, I will be looking for:

- clean, straight, square cuts
- flush alignment among boards
- supportive fit for the object - neither too tight nor too loose, with no undue stress
- tidy workmanship - no excess grime or graphite

See "Sink Mat Instructions – Intro to Paper Conservation" in the Files section of Canvas for further details.

### *Final Treatment Report (20 pts)*

Assigned Week 12; due last day of semester.

Building upon your treatment proposal and before treatment photodocumentation, this report serves as the full document of your work on your treatment item. New material in this assignment includes any testing required, treatment description, treatment assessment, during treatment photography, and after treatment photography. Please ensure your final treatment report displays your command of conservation terminology and technical writing skills, and addresses revisions from previous versions. See Final Treatment Report Guidelines in the Files section of Canvas for further details.

### *Participation (20 pts)*

Assigned Week 1; concluded last day of class.

Students are responsible for participating in class discussions and engaging in hands-on practice. Students should initiate discussions to clarify technical skills and should make efforts to learn from the experiences of fellow classmates working on different physical materials. Included in your participation grade are: demonstrated attention to and improvement in your treatment skills; the condition of your tool kit at semester's end; substantive contribution to class discussion; and your preparation and participation in our Journal Club, Week 13.

## **Evaluation**

I will use the following schedule as the basis for calculating grades: A=95-100, A-=90-<95, B+=85-<90, B=80-<85, B-=75-<80, C+=70-<75, C=65-<70, C-=60-<65, F=<60. Grades will be reduced by 2 points for every day they are late unless prior arrangements have been made.

Conservation documentation employs a concise, passive style of writing. This style has commonalities with technical writing and with lab reports in science classes. If you would like guidance on writing skills, please contact the [University Writing Center](#).

A few writing tips specific to this class:

- Write in a formal style appropriate for permanent documentation of your work.
- Use passive voice in treatment documentation. Please note that passive voice employs complete sentences, not sentence fragments. Ex:
  - “The document was mended with wheat starch paste.” (passive voice, complete sentence)
  - “Mended with wheat starch paste.” (sentence fragment created by simply omitting “I” from an active-voice complete sentence.)
- Describe physical materials and treatment details concisely and accurately. Refer to the guidelines and examples we’ll study in this course.
- Use fewer words whenever possible.
- Use [APA Guidelines](#) for in-text citations and a reference lists.
- Use double spacing.
- Title submitted files as follows: “(Last Name)\_(Assignment Title.)”

### **Required Readings**

There are no required texts for this class. Readings are available on Canvas or online.

### **Announcements**

#### **University of Texas Honor Code**

Every student is expected to abide by The University of Texas Honor Code, which should be read and understood before taking any class. It can be found here:

<http://www.engr.utexas.edu/undergraduate/forms/462-university-of-texas-honor-code>

#### **Policy on Academic Integrity**

Plagiarism will not be tolerated. You may fail the course, and/or be dismissed from the School of Information and/or the University if you are found plagiarizing. UT has a tutorial describing plagiarism here: <http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/>

#### **Documented Disability Statement**

A student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 512-471-6259 (voice) or 512-232-2937 (video phone) or <http://diversity.utexas.edu/disability/> Please let me know about anything that will help you succeed.

#### **Official Class Correspondence**

E-mail is recognized as an official mode of University correspondence. Please maintain ongoing, current familiarity with class communications via email, and contact me for any needed clarification.

Additionally, our class uses Canvas to host readings, post announcements, submit assignments, and return grades. You are welcome to message me directly through this platform.

### **Land Acknowledgement**

We acknowledge that the iSchool sits on indigenous land. The Tonkawa lived in central Texas, and the Comanche and Apache moved through this area. Today, various indigenous peoples from all over the globe visit Austin and/or call it home. We are grateful to be able to study and learn here. The following map can help identify the indigenous peoples of the lands on which you study, live, or grew up: <https://native-land.ca/>

### **Religious Holy Days**

You must notify me at least 14 days in advance of any absence or accommodation for a religious holy day. We will determine an appropriate substitute on a case by case basis.

### **Title IX Reporting**

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email [advocate@austin.utexas.edu](mailto:advocate@austin.utexas.edu). For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu), or call 512-471-0419.

### **Class Recordings**

Online class sessions will be recorded in Zoom. Class recordings are reserved only for the use of members of this class (students and the instructor) and only for educational purposes. Recordings should not be shared outside the class in any form. Violation of this restriction could lead to student misconduct proceedings.

### **Sharing of Course Materials is Prohibited**

No materials used in this class may be shared online or with anyone outside of the class unless you have my explicit, written permission. Such materials include, but are not limited to: lecture hand-outs, videos, assessments, in-class materials, review sheets, and additional problem sets. Unauthorized sharing of materials is a violation of the University's Student Honor Code and an act of academic dishonesty. If you post materials on sharing websites, or otherwise share without authorization, you may be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in academic sanctions, including failure in the course.

### **Classroom Safety and COVID**

To help preserve our in-person learning environment, the university recommends the following.

- **Pre-Semester Testing:** For the safety of our community, the university requests that all students coming to campus for the spring semester receive a [viral test](#) within 72 hours (3 days) prior to returning to campus or the surrounding community for in-person social activities, events, or classes.
- **Masking Recommended:** We continue to recommend wearing masks while indoors, regardless of vaccination status.
- **Get Vaccinated and Boosted:** The best way to prevent getting the virus and spreading it to others is getting vaccinated or boosted if you are eligible. The university [offers](#) free vaccinations at University Health Services, UT Health Austin, the Family Wellness Clinic, and rotating pop-up locations.
- **Proactive Community Testing:** Students are recommended to do routine testing with the [UT Proactive Community Testing \(PCT\)](#) program throughout the semester.
- **What if I get sick? What if I am exposed?:** If you develop COVID symptoms or feel sick, stay home and contact the [University Health Services' Nurse Advice Line](#) at 512-475-6877 or the [Behavior Concerns and COVID-19 Advice Line \(BCCAL\)](#) at 512-232-5050. If you need to be absent from class, contact [Student Emergency Services](#) and they will notify your professors. If you test positive off campus, please self-report to [University Health Services](#).
- **I'M SO CONFUSED!:** To understand what to do if you are sick or have been exposed, see this [chart](#). To ask your questions to a real person, contact [Behavior Concerns and COVID-19 Advice Line \(BCCAL\)](#) at 512-232-5050.

**Course Schedule** <https://registrar.utexas.edu/calendars/21-22>

**Week 1: 1/18 (Please note: each week's readings must be completed before class for discussion during class.)**

### **Introduction**

-Assign OH201 Lab Safety Course, due Week 2

-Introduce class and syllabus

-Establish lab hours for future assignments: <https://doodle.com/poll/m8wtsich5q5uvzkd>

-Inspect tool kits and discuss usage and safety of included tools

### *Readings*

Smithsonian National Air and Space Museum. "A Conservator's Tools." Accessed August 2020 at: <https://www.youtube.com/watch?v=bonOsv1i3Ns>

The Metropolitan Museum of Art. "The Care and Handling of Library Collections." Accessed August 2020 at: <https://www.youtube.com/watch?v=0UnXsWudagQ>

Columbia University Libraries. "Care and Handling: Manuscripts." Accessed August 2020 at: <https://www.youtube.com/watch?v=hhXhc2fiekM>

The American Institute for Conservation. "Become a Conservator." Accessed August 2020 at:  
<https://www.culturalheritage.org/about-conservation/become-a-conservator>

**1/25: no class, jury duty**

**Week 2: 2/1**

**Assignment due: Complete OH 201 Lab Safety course**

**Historical Papers and Media; Item Description**

- Tour lab; become acquainted with lab safety and protocol
- Assign Treatment Proposal, due Week 5
- View examples of handmade and machine-made papers
- View examples of writing and printing inks
- View examples of basic print processes
- Introductory examination of students' items for treatment; begin drafting item description section of Treatment Proposal (due Week 5.)

*Readings*

Baker, Cathleen. *From the Hand to the Machine: Nineteenth-century American Paper and Mediums: Technologies, Materials, and Conservation*. 2010: The Legacy Press. Chapter 3: Papermaking by Hand and Machine. Pp 34 - 65.

Baker, Cathleen. *From the Hand to the Machine: Nineteenth-century American Paper and Mediums: Technologies, Materials, and Conservation*. 2010: The Legacy Press. Chapter 8: Writing and Drawing Mediums, and Decorated Papers. Pp 203 - 231.

Ellis, Margaret Holben. *The Care of Prints and Drawings*. 2nd Edition, 2017: Rowman and Littlefield. Chapter 2: Conservation Problems Related to the Paper Support of Prints and Drawings. Pp. 23 - 64.

Ellis, Margaret Holben. *The Care of Prints and Drawings*. 2nd Edition, 2017: Rowman and Littlefield. Chapter 4: Conservation Problems Related to the Materials and Techniques of Drawings. Pp. 87 - 110.

Image Permanence Institute. *Graphics Atlas*. Viewed September 2020 at <http://www.graphicsatlas.org/> Select the "Identification" tab and focus especially on the pre-photographic processes (intaglio, planographic, and relief.) Feel free to read more about the photomechanical and photographic processes of interest to you.

**Week 3: 2/8**

**Philosophy and Decision Making; Treatment Objectives**

- Reversibility
- Minimal intervention
- Restoration vs. conservation



- Case studies
- Brainstorm treatment objectives for students' items for treatment; begin drafting treatment objectives section of Treatment Proposal (due Week 5.)

### *Readings*

American Institute for Conservation. *Code of Ethics and Guidelines for Practice*. Revised August 1994. See Canvas.

American Institute for Conservation. *Commentaries to the Guidelines*. Revised September 2008. See Canvas.

Muñoz Viñas, Salvador. *Contemporary Theory of Conservation / Salvador Muñoz-Viñas*. Elsevier Butterworth-Heinemann, 2005. Chapter 1: What Is Conservation?

Muñoz Viñas, Salvador. *Contemporary Theory of Conservation / Salvador Muñoz-Viñas*. Elsevier Butterworth-Heinemann, 2005. Chapter 4: The Decline of Truth and Objectivity.

Appelbaum, Barbara. *Conservation Treatment Methodology*. Amsterdam: Butterworth-Heinemann, 2007. Chapter 6: The Concept of the Ideal State. Pp 173-193.

### **Week 4: 2/15**

#### **Written Documentation; Item Condition; Treatment Proposal**

- Written documentation terminology and formats
- Assessing deterioration and damage
- Students work in pairs on their treatment proposals (new sections this week: item condition and treatment proposal.)
- Assign Treatment Proposal (see Treatment Proposal Guidelines in Canvas.)

### *Readings*

van der Most, Peter et. al. *Archives Damage Atlas: A Tool for Assessing Damage*. The Netherlands: Metamorfoze, 2010. This will be our primary resource for condition assessment.

Ash, N., Homolka, S., & Lussier, S. *Descriptive terminology for works of art on paper* (R. Wolcott, Ed.) Philadelphia Museum of Art, 2014. This is a reference source to refine your item description. Skim Parts 2 and 3, and Appendix 2, with special focus on applicability to your treatment item.

American Institute for Conservation. "BPG Written Documentation." *AIC Wiki: A Collaborative Knowledge Resource*. Accessed September 2020 at: [https://www.conservation-wiki.com/wiki/BPG\\_Written\\_Documentation](https://www.conservation-wiki.com/wiki/BPG_Written_Documentation) You can refer to the "Content of Report" section for structure as you compose your Treatment Proposal and subsequent Final Treatment Report.

Lechuga, Kathy. *Indiana Historical Society Conservation Documentation*. Unpublished, 2018. An example of treatment documentation and workflow (book.)

Barron, Sonya. Iowa State University Library Conservation Documentation. Unpublished, 2018. An example of treatment documentation and workflow (vellum manuscript.)

Norris, Sarah. Texas State Library and Archives Commission Conservation Treatment Report 2019-1506. Unpublished, 2019. An example of treatment documentation (paper manuscript.)

### **Week 5: 2/22**

#### ***Assignment Due: Treatment Proposal***

#### **Photodocumentation**

- Demonstrate photodocumentation processes in photo studio
- Students begin taking photos and planning studio schedule (2-hour student sessions.)
- Assign before treatment photodocumentation.

#### *Readings*

William J. Hill Texas Artisans and Artists Archive. *Offsite Fellow Work Plan and Guidebook*. 2019: Bayou Bend Collection and Gardens, Museum of Fine Arts Houston. Photography Instructions, p 9 - 16. This reference guide for photodocumentation conducted remotely gives practical pointers for composing useful shots.

Warda, J. et al eds. *AIC Guide to Digital Photography and Conservation Documentation*. 3rd ed., 2017. American Institute for Conservation. Read this for overall concepts and workflows; don't get too bogged down in step-by-step details.

Nikon camera manual. (In Paper Lab; may be signed out.) Consult as needed during photo sessions.

### **Week 6: 3/1**

#### **Housings**

- View examples of archives housings; discuss advantages and disadvantages of designs
- Discuss materials for archives housings
- Build a sink mat for a document with texture or depth
- Assign Sink Mat

#### *Readings*

Lindsay, Helen. "Protective Packaging: An Introduction to the Materials Used to Produce Archival Quality Boxes, Folders, Sleeves and Envelopes." *Journal of the Society of Archivists* 21.1 (2000): 87–104. Web.

Seo, Hilary T. and Zanish-Belcher, Tanya, "Square Pegs, Round Holes: Thinking Creatively about Housing and Storage" (2006). *Special Collections Publications and Papers*. 2. [https://lib.dr.iastate.edu/speccoll\\_pubs/2](https://lib.dr.iastate.edu/speccoll_pubs/2)

Indiana Historical Society. Storage Guide to Archival Collections. 2018.

Smith, Merrily A. *Matting and Hinging of Works of Art on Paper*. Washington, D.C.: Library of Congress, 1981. <https://www.loc.gov/preservation/care/SmithBrown.PDF> (See Canvas.)

Dartmouth University Libraries. A Simple Book Repair Manual: Four-Flap Wrapper. n.d.

### **Week 7: 3/8**

#### ***Assignment Due: Before Treatment Photodocumentation***

#### **Dry Cleaning**

- Using brushes, eraser crumbs, soot sponges, and vinyl erasers
- Cleaning fragile paper and media
- Evaluating cleanliness of historical paper

#### *Readings*

Ellis, Margaret Holben. *The Care of Prints and Drawings*. 2nd Edition, 2017: Rowman and Littlefield. Chapter 7: Basic Paper Conservation Procedures: Surface Cleaning. Pp. 205 - 207.

Ritzenthaler, Mary Lynn. *Preserving Archives & Manuscripts*. 2nd ed., Society of American Archivists, 2010. Chapter 10: Conservation Treatment: Surface Cleaning. Pp 344-345.

American Institute for Conservation. "BPG Surface Cleaning." *AIC Wiki: A Collaborative Knowledge Resource*. Accessed September 2020 at: [https://www.conservation-wiki.com/wiki/BPG\\_Surface\\_Cleaning](https://www.conservation-wiki.com/wiki/BPG_Surface_Cleaning)

Cowan, Janet, and Sherry Guild. 1986. "Dry Methods for Surface Cleaning Paper." *Canadian Conservation Institute Technical Bulletin No. 11*. NM95-55-11-2001. Ottawa : Canadian Conservation Institute.

### ***Spring Break: 3/14 - 3/18***

### **Week 8: 3/22**

#### ***Assignment Due: Sink Mat***

#### **Introduction to Humidification and Flattening**

- Spot testing
- Spot humidification
- Humidification through a membrane
- Drying

#### *Readings*

Watkins, Stephanie. 2003. Practical considerations for humidifying and flattening paper. *The Book and Paper Group Annual* 21. Washington, D.C.: American Institute for Conservation of Historic & Artistic Works. 61-76.

Sugarman, Jane E., and Vitale, Timothy J. 1992. Observations on the drying of paper: five drying methods and the drying process. *Journal of the American Institute for Conservation* 31(2): 175-197.

AIC WIKI Book and Paper. "Humidification." (2018). Accessed May 2020 from [http://www.conservation-wiki.com/wiki/Humidification\\_\(PCC\)](http://www.conservation-wiki.com/wiki/Humidification_(PCC))

AIC Wiki Book and Paper. "BPG Spot Tests - Sensitivity to Treatment Solutions." Accessed October 2020 at [http://www.conservation-wiki.com/wiki/BPG\\_Spot\\_Tests#Sensitivity\\_to\\_Treatment\\_Solutions](http://www.conservation-wiki.com/wiki/BPG_Spot_Tests#Sensitivity_to_Treatment_Solutions) Read through the conclusion of the section "Test for Movement of Media While Moist and With Slight Mechanical Action."

### **Week 9: 3/29**

#### **Special Topics in Humidification and Flattening**

- Humidification chambers
- Trash can humidification
- Batch work
- Iron gall ink, tracing paper, and other challenging materials

#### *Readings*

Blaser, Linda and Susan Peckham. 2008. Archives Conservators Discussion Group 2006: overall and local humidification and flattening: tips and tricks. *The Book and Paper Group Annual*, 25. Washington, D.C.: American Institute for Conservation of Historic & Artistic Works. 43-48.

Lockshin, Nora, Kathy Ludwig, and Kristen St. John. 2002. "Archives Conservators Discussion Group 2002: humidification and flattening." *The Book and Paper Group Annual* 21: 57-59.

Lockshin, Nora, Kristin St. John, and Trujillo, Frank. 2004. Archives Conservators Discussion Group 2003: flattening and drying. *The Book and Paper Group Annual* 22. Washington, D.C.: American Institute for Conservation of Historic & Artistic Works. 93-95.

Homburger, Hildegard and Barbara Korbel. "Architectural Drawings on Transparent Paper: Modifications of Conservation Treatments." *Book and Paper Group Annual* 18: 25-33. Tracing papers present conservation challenges. The treatment techniques in this paper include and build upon those studied in this class. Of special relevance to our current topics is the section "Flattening in a Hard-Soft Sandwich."

Rouchon, Véronique, et al. "The Water Sensitivity of Iron Gall Ink and Its Risk Assessment." *Studies in Conservation*, vol. 54, no. 4, Routledge, Jan. 2009, pp. 236-54, doi:10.1179/sic.2009.54.4.236. This paper introduces some of the problems encountered

when using aqueous treatment (like humidification) in documents with a very common historical medium, iron gall ink.

## **Week 10: 4/5**

### **Mending, pt. 1**

- Making wheat starch paste
- Choosing repair tissues
- Feather-tearing, applying, and drying mends
- Evaluating success
- Practice

### *Readings*

Ellis, Margaret Holben. *The Care of Prints and Drawings*. 2nd Edition, 2017: Rowman and Littlefield. Chapter 7: Basic Paper Conservation Procedures: Repairing Tears. Pp. 207-211.

Ritzenthaler, Mary Lynn. *Preserving Archives & Manuscripts*. 2nd ed., Society of American Archivists, 2010. Chapter 10: Conservation Treatment: Mending and Filling Losses. Pp 356-358.

Mizumura, Megumi, Takamasa Kubo, and Takao Moriki. "Japanese Paper: History, Development and Use in Western Paper Conservation." In: *Adapt & Evolve 2015: East Asian Materials and Techniques in Western Conservation*. Proceedings from the International Conference of the Icon Book & Paper Group, London 8–10 April 2015 (London, The Institute of Conservation: 2017), 43–59.

Matsumaru, Mito. "Wheat Starch Paste: A Study of Cooking Profiles and Adhesive Properties Across Preparation Recipes." *Journal of the Institute of Conservation* 44.1 (2021): 25–46.

## **Week 11: 4/12**

### **Mending, pt. 2**

- Making and using heat-set tissues
- Evaluating appropriate conditions for use
- Practice all mends as desired
- Discuss Journal Club, Week 13; select your presentation articles for submission Week 12.

### *Readings*

Guild, Sherry and Anne Maheux. "Choosing Adhesives and/or Consolidants for Conservation Treatments: Paper Artifacts. In: Down, Jane L. *Adhesive Compendium for Conservation*. Canadian Conservation Institute, 2016.

Anderson, Priscilla and Sarah Reidell. "Adhesive Pre-Coated Repair Materials." Notes from presentation at the Annual Meeting of the American Institute for Conservation: May 21, 2009.

Kelly, Katherine. Handout from “Use of Heat and Solvent-Set Repair Tissues.” Annual Meeting of the American Institute for Conservation: May 17, 2019.

## **Week 12: 4/19**

### **Tape: The Conservator's Nemesis**

- Tape identification
- Stages of deterioration
- Mechanical removal of tape carrier
- Mechanical removal of adhesive
- Practice on modern, acrylic-based tape
- Assign Final Treatment Report, due last class day
- Schedule after treatment photodoc sessions, as needed
- Submit your Journal Club article; expect pre-readings this week

### *Readings*

O'Loughlin, Elissa and Linda S. Stiber. 1992. "A Closer Look at Pressure Sensitive Adhesive Tapes: Update on Conservation Strategies." Postprints, Institute for Paper Conservation, Manchester, U.K.

Smith, Merrily A et al. “Pressure-Sensitive Tape and Techniques for Its Removal from Paper.” *Journal of the American Institute for Conservation* 23.2 (1984): 101–113. Web. Though use of solvents is not within the scope of this class, this article gives a basic understanding of their application in tape removal.

Wolcott, Renee. “Step Away from the Tape.” American Philosophical Society Blog. August 13, 2019. <https://www.amphilsoc.org/blog/step-away-tape> A case study in removing pressure-sensitive tape with acrylic-based adhesive.

Norris, Sarah. Texas State Library and Archives Commission Conservation Treatment Report 2018-1469-P. Unpublished, 2018. A case study in using varied tape-removal strategies while working in situ, within a bound volume.

## **Week 13: 4/26**

### **Journal Club**

A journal club is a discussion group that helps busy scholars keep up with published research. In a journal club meeting, each club member offers a very brief summary of one article, then facilitates a brief discussion. Members pre-read selected articles to prepare for in-person discussion.

See instructions, “Journal Club, Intro to Paper Conservation” in Files section of Canvas.

### *Readings*

Your selected article.

Others articles for pre-reading as indicated.

**Week 14: 5/3**  
**Work Day or Demo Request Day**

**5/6: Last class day of spring semester**  
***Assignment Due: Final Treatment Report***