



Peer-Reviewed Article

Book Damage and Repair in School Libraries

Heather Parks, *Binghamton University*

ABSTRACT

The author is a trained book conservator and frequently gives free book repair workshops to local public and school librarians. This study was a nationwide survey of American school librarians to inform future workshops. Participants were asked about the damage they found to library books and whether those damaged books were weeded, repaired, or left as-is. They were then asked to describe how they carried out specific repairs. The author added suggestions to supplement the repair techniques participants discussed. The author concludes that most damage from school library books can and should be treated in-house, which is preferable to discarding.

KEYWORDS

School library, book repair, damage

SUGGESTED CITATION

Parks, H. (2024). Book damage and repair in school libraries. *Journal of New Librarianship*, 9 (2) 14–36. <https://doi.org/10.33011/newlibs/17/2>

This is an Open Access article distributed under the terms of the Creative Commons Attribution 4.0 International License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.



Introduction

This exploratory study aimed to uncover the most common types of damage nationwide found to library books in kindergarten-12th grade (K-12) schools. The online survey asked those associated with their school library the types of damage seen most often, whether they decided to fix, weed, or keep it as is, and if they repaired it, how they chose to do so. This study should give practical suggestions to readers on how they can repair their school library collections. The term librarian is often used; however, that designation is meant for all staff or students who work or volunteer in their school libraries. These suggestions are not meant for archival or unique books but for those needing a quick repair to get them through another semester or a few years.

Literature Review

Upon initial inspection, publications regarding school library book damage and repair were focused on whether to charge students for lost or damaged books and resources to teach students how to handle books without damaging them (Page, 1993; California Preservation Program, 2023).

Along with a university library database search, other search tools included:

- Department of Education's Institute of Education Sciences (ERIC),
- Conservation Online (CoOL),
- Journal of the American Institute for Conservation,
- American Association of School Librarians (AASL),
- American Library Association (ALA), and
- Basic search engine search.

Terms are often interchangeable in some sources. Preservation is the measures taken to create an optimal environment for the collection, such as temperature, humidity, light, and pest control. Meanwhile, conservation is the hands-on repair or stabilization of a specific book. As a result of the interchangeability of these terms, both were used to optimize searching. Search terms included preservation, conservation, book repair, school library, primary, secondary, and K-12.

A similar study was conducted in Croatian schools in 2012 and published in 2014. Klobučar, Hasenay, and Krtalić wanted to know if school librarians actively protected their collections by educating the users, controlling the environment, or repairing damage. There were 92 responses, with over half representing elementary schools and the remainder for secondary schools. Almost half of the participants repaired books often, and nearly another half repaired them occasionally. Less than 10% never did repairs. Meanwhile, a remarkable 98%

taught proper handling techniques to their students. When Klobučar, Hasenay, and Krtalić asked the 10% why repairs were not made, 83% of those attributed it to not having the funds. The authors made a good point that as the study was optional, those most likely to volunteer for a library preservation survey are those who value collection conditions and, therefore, cannot be considered an accurate representation of all Croatian school librarians.

In 1990, Maxine Sitts wrote *A Practical Guide to Preservation in School and Public Libraries*, emphasizing the school library as the force of teaching many children to value books. She understood school librarians were not trying to “maintain permanent collections, but instead [were] attempting to maximize the useful life of each item and to [make] acquisition dollar[s] stretch as far as possible” (p. 21). Each book repaired is a way to save money on buying a replacement. She recommended Milevski’s *Book Repair Manual* (1985) as the best for school librarians. While the pricing estimates Milevski provides are no longer relevant, including where to source materials and the estimated amount of time to complete specific repairs was helpful.

Finally, Helmer (1997) highlighted the need to take steps to preserve the collection and be fiscally responsible. Advocating the library to administrators to see the financial value of book repairs increases the likelihood of getting needed supplies and training. That training should become at least a small part of school librarian training, but it is not. When searching for accredited American Library Association programs, only eight had a conservation class offered at least occasionally (American Library Association, 2022).

Methodology

After completing IRB approval, the survey (see Appendix) was submitted to the American Library Association’s American Association of School Librarians listserv requesting participants. This method was chosen to reach the most significant number of American library workers in the K-12 setting. This method limits participation to only those with current membership to the ALA and who subscribe to the listserv. It also limits participants to those interested in book repair as they chose to take a book repair survey. Also, due to the chosen marketing method using ALA’s Association of School Librarian listserv, the survey will likely only reach librarians or library workers rather than student workers or volunteers. Participants were given two weeks to complete, from March 5, 2023, to March 20th, 2023, and received one reminder three days before the ending date.

The participants were K-12 librarians or the teachers who manage the library, not book conservators. A pilot run was sent out to academic librarians without conservation training to lessen jargon, such as using torn covers instead of detached boards.

This Qualtrics survey had up to 12 multiple-choice and open-choice questions. The differentiated quantity of questions was due to an if/then question setup that only asked supplemental questions when particular responses were given. The survey anonymized

responses and did not collect device locations. No identifying questions were asked to recruit more participants. They could skip all questions except the first granting participating consent. The risk was considered a minimal breach of confidentiality.

The only way to differentiate between participant libraries was to know if the students they serve were in elementary, middle, or high school. The other was an option with the ability to explain if desired, and more than one answer could be selected. The researcher felt this information would significantly impact the survey results depending on whether the students were 5 or 17. The number of students in each school was also not asked.

The types of damage chosen for this study were based on the most common types of damage the researcher sees as an academic library conservator. The researcher has given many training classes in their local area, always beginning each session by asking participants what types of damage they see most often. The response of *other* was to identify topics not mentioned.

Participants were asked what types of damage they found with the options of:

- Writing/ graffiti/ highlighting
- Paper tears
- Loose/ missing pages
- Covers torn/ removed
- Strong smells/ stains
- Damaged/ crushed corners
- Ripped spine piece
- Other (with space to fill in the blank)

For each type of damage chosen, a follow-up question was whether the damaged books in each category were repaired, weeded, or kept as is. For each repaired answer, another follow-up question asked about the method used to repair. The final question for all participants was to ask whether they had received any type of conservation training and if they had any book repair horror stories.

Coding was inductive, using the data from open-ended questions to derive codes. For example, tapes were listed often, and upon further evaluation, categories of specific types of tapes fell into traditional Scotch tapes and archival or book tapes. Lastly, the researcher compared repair choices with the types of training participants had, expecting to find those with training to use higher-level repairs and materials.

The researcher's position is that of a trained book and paper conservator working as an academic librarian. They have a Master of Library Science from Florida State University and a Foundation Degree in Book Conservation from Camberwell College of Arts, a part of the

University of the Arts London. In their position as university library book conservators, they repair book damage regularly. Based on that experience, they teach simple book repair techniques to K-12 and public librarian groups in their local area, making this study a vital tool to adapt those classes to meet the needs of a more significant majority of institutions.

Findings

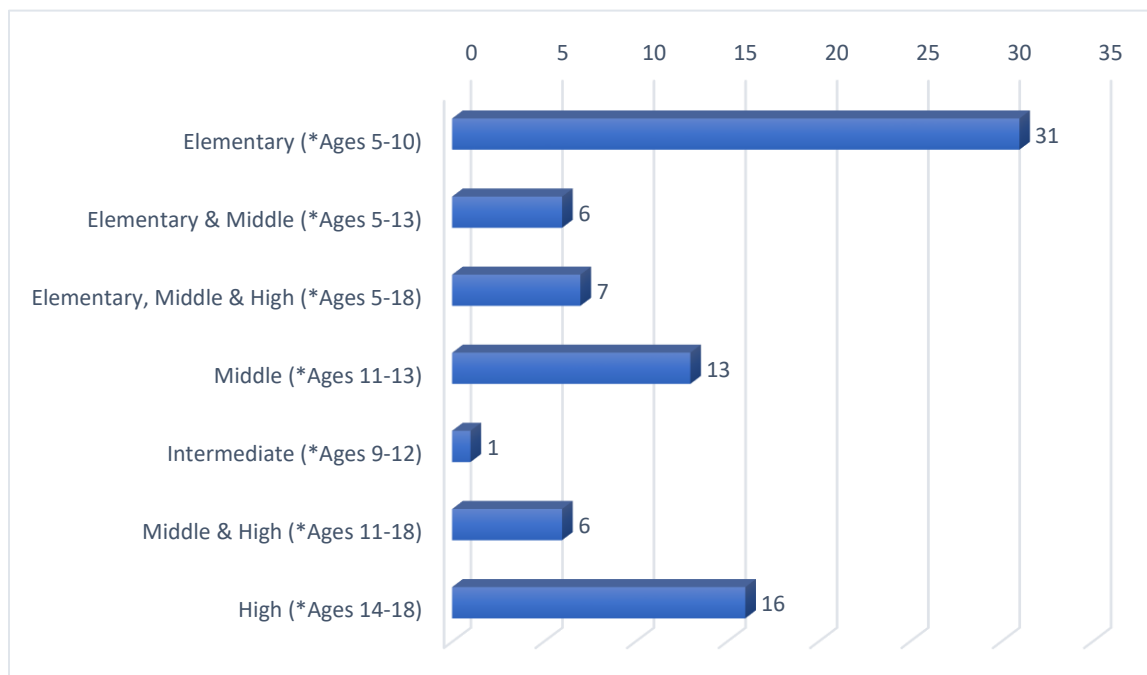
Participants

There were 87 respondents. Two did not answer the consent question and were not counted. Five agreed to consent but did not answer any questions and were discarded. The seven incomplete questionnaires were included in the study as they were mostly completed and included significant descriptions of repair methods used. Eighty questionnaires were analyzed in this study.

The breakdown of the stages of students shows most responses came from elementary school, followed by high school, then middle. Some responses came from school libraries serving a mix of those grades, as shown in Figure 1.

Figure 1

Response Rate



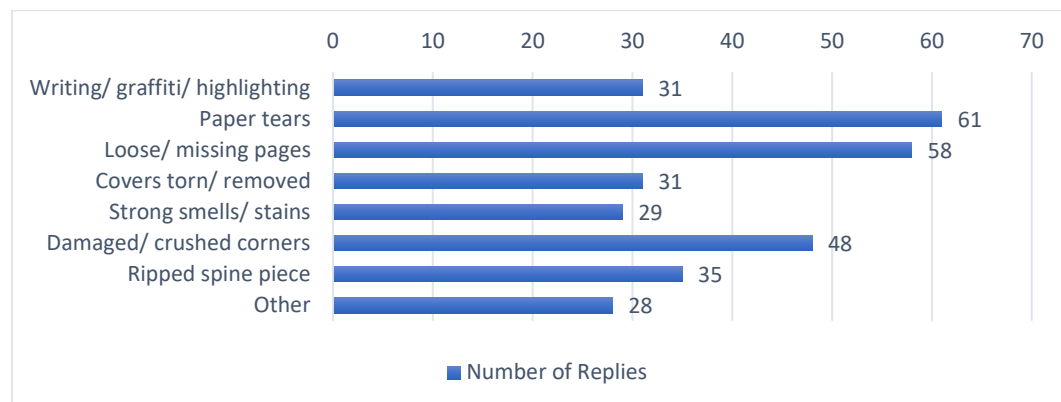
*Student ages are approximate.

Most Common Types of Damage

Figure 2 shows the most common types of damage library workers see. Paper tears were the most common answer, followed by loose or missing pages and crushed corners.

Figure 2

Most common types of damage



The 'other' category focused on water damage as the most common cause. Some noted water bottles in book bags as the culprit. Only three other types of damage were listed (each once) in the other category: animal damage, cut-out pictures, and barcodes/spine labels peeling off.

Comparing Education Stages

In comparing the types of damage between elementary, middle, and high school libraries (Figure 3), the schools serving a combination of elementary, middle, and high were not included as it would have been impossible to know which students may have caused the damage. The combined schools were included in all other analyses except those that specifically analyzed only elementary, middle, or high schools.

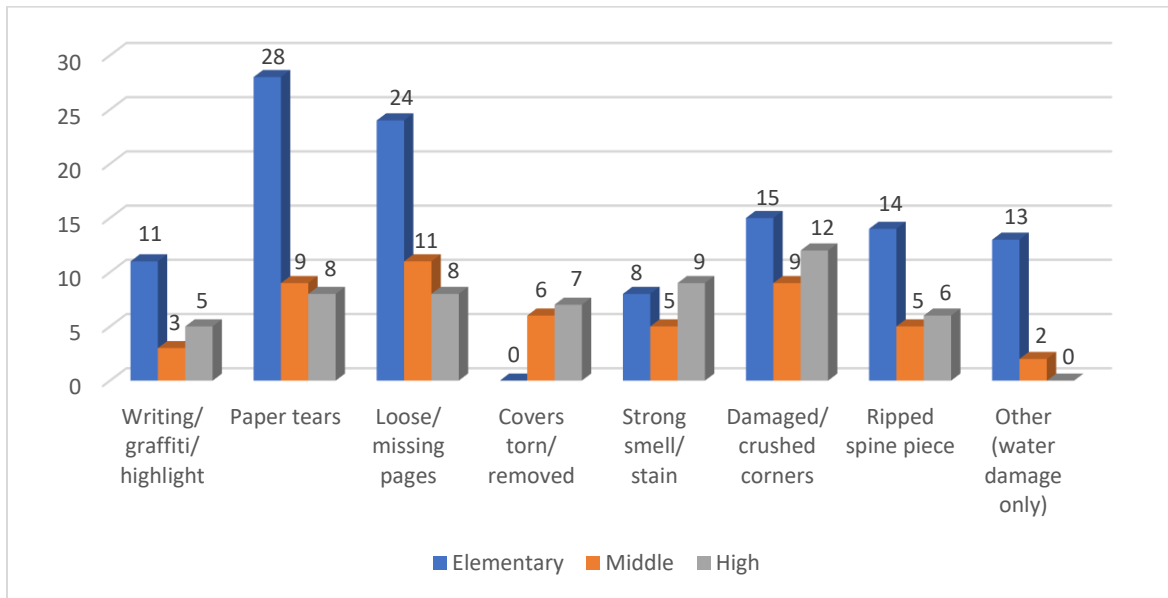
Elementary students accounted for the most damage in all categories except loose covers and smells/stains. The noticeable trends with elementary are in paper tears, water damage (from the other category), loose pages, and crushed corners. 90% of the elementary librarians indicated paper tears, while 88% reported water damage to their library books.

The middle school librarians honed in on loose pages, paper tears, and crushed corners. 84% said they found loose pages, and 69% found paper tears and crushed corners.

Finally, 75% of respondents found crushed corners in high school libraries. Over half found strong smells or stains, and half saw paper tears and loose pages.

Figure 3

Types of damage by school level

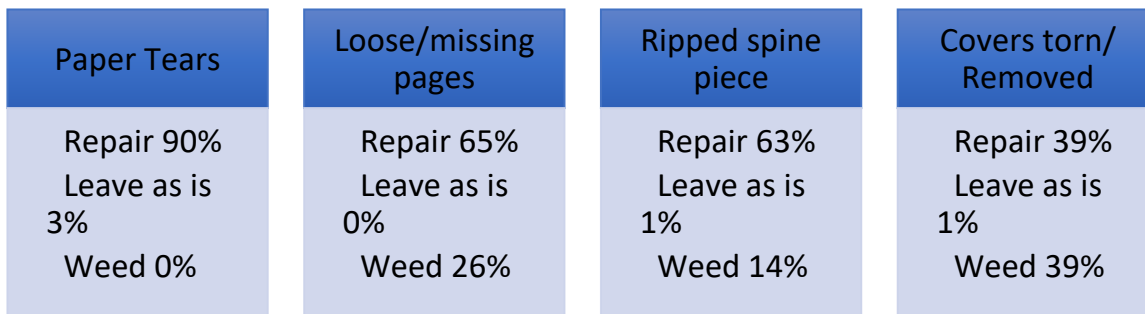


How is Damage Handled?

Of the types of damage, the next area of interest was what these library professionals did with those books. The breakdown of whether books were repaired, left as is, or weeded is in Figure 4.

Figure 4

Decisions on Damage



Damaged/ Crushed corners	Writing/ Graffiti/ Highlighter	Other	Strong smells/ Stains
Repair 35%	Repair 16%	Repair 6%	Repair 3%
Leave as is 51%	Leave as is 44%	Leave as is 3%	Leave as is 10%
Weed 1%	Weed 14%	Weed 26%	Weed 66%
		NA 65%	

As not all participants had each issue, not applicable (NA) was included in these charts to clarify that information. Percentages were rounded to whole numbers.

Paper tears, loose or missing pages, and ripped spine pieces were the library staff's most common treatments. Those with the lowest repair rates were water damage (from the other category), smells and stains, and graffiti.

Repair methods used

Methods for repairing paper tears primarily consisted of various tapes. Out of the 80 participants, only 13 left this question blank. Most of those 13 either did not have the issue or left the items as is. Out of those 67 responses, repair techniques included:

- 15 Demco tape
- 30 Scotch (regular transparent tape)
- 28 book or library tape
- Three packing tape
- One Norbond glue

Some gave multiple types of solutions such as “Scotch tape for little tears, book tape for large tears, weeding for excessive tears.” The phrase ‘whatever is close by’ also appeared more than once. One reply was, “[a] school library is not intended to keep books forever so having tape that is archival is not important.”

Of the 45 responses regarding how loose pages are repaired, most cited either tapes or glues. Demco Norbond, Brodart, Elmers, and Kapbond were the most common brands of glues, while Kapco, hinge, and book were listed for the types of tapes. The Cover One book repair machine was mentioned a few times as well. It was prevalent that books with missing pages were discarded; however, one gave the example of printing out the missing page through Google Books. The Follett bound guarantee or perma-bound was used in multiple cases to get a free replacement for failed bindings. One participant highlighted how imperfect the perfect bindings are and that “I’ve given up,” while another said there was not enough time to reattach pages.

Librarians responded similarly to reattaching book covers with the same glues, tapes, and Cover One machine. Prevention measures were highlighted with the use of mylar covers and book jackets. Demco Paperfold Book Jacket Covers and Demco CircExtender Poly Adhesive Covers were specific types. The use of card stock and cardboard indicates some are making Oxford hollows to support the books, as shown in this description: “Sometimes I make an additional tube of paper or cardstock and glue that to the bound pages and to the cover to provide an extra surface for adherence.” Another tip was to hold the cover taut and tape it internally and externally.

When stabilizing damaged book corners, corner tapes, wings, label protectors, and Reddi corners were listed. Tips were to cut off the fibers sticking out from the damaged corner, reshape it, use the corner cover of choice, and then weigh them.

The same adhesives and tapes, along with the Cover One machine, were mentioned for torn spine pieces. Clamps and rubber bands, either regular or H bands, were repeated to help the book hold its shape while drying.

Only a few tried to repair graffiti and highlighting with erasers, Demco book cleaner, white-out, and covering larger sections with white labels. There were no responses to how water damage was treated.

One quote sums up a library worker’s decision-making very well:

Damage is weighed against cost and whether or not that book is popular. It's also weighed against if the damage makes the book such that students won't want to check it out. Buying a paperback replacement might be better than a damaged classic that students won't want to use.

Librarians with vs. without Repair Training

Participants were asked if they had any training in repairing books. It was a multiple-choice question, and the results are shown in Figure 5:

Figure 5

Amount of repair training

	Total Number of Responses*	Elementary Only	Middle Only	High Only
No	41	14	7	8
In passing	27	9	5	5
Vendor training	2	2	0	0
Coursework	2	1	0	1

*Includes all schools, including those with mixed grades.

The phrase ‘yes, in passing’ should have been changed to be more transparent. The researcher’s intention for the phrase was to have heard about options from co-workers or others. The vast majority of responses were of none or minimal training.

There was little difference when comparing training levels with chosen treatment methods; however, those with little to no training were more likely to weed damaged items.

Discussion

Types of Damage

The types of damage found are expected as these books will be heavily used, and young users are less likely to be conscious of careful book handling. They match the researcher’s experience in a university setting.

Given the high demand for K-12 library staff time and the fact that book repair would not necessarily fall as a high priority, the answer of using whatever is closest is unsurprising. The very pragmatic comment of a “school library is not intended to keep books forever so having tape that is archival is not important” is also very rational. Knowing the collection and the collection’s purpose is vital in making that decision of longevity. Given the likelihood of these items not being rare, using whatever is closest is probably fine as long as we remember that we cannot predict what will be valuable in 100 years.

The decision to repair, leave as is, or weed in favor of a new copy can only be answered by that librarian, in that institution, and in that moment. Budget, time, supplies, knowledge, and administration politics influence that decision.

Repair Methods

In this section, I will differentiate between methods mentioned by library staff in this study, conservation professionals’ methods, and my compromise between the two. As a book conservator trained in the UK and practicing in the US for seven years, I want to acknowledge the professional methods used by conservators as the best choice in their studio, with their supplies and knowledge. However, a school or public librarian would not necessarily have the space, supplies, or knowledge, even if they had the time. Professional conservators are also more likely to treat unique or otherwise valuable books. Meanwhile, a school librarian treats primarily mass-market items that are easily replaced. I hope to show a compromise of realistic methods to add to the usable life of the books.

Paper tears

Beginning with paper tears, the K-12 librarians focused primarily on tapes as their repair method. A conservation professional’s method would include cooked wheat starch paste as the adhesive and Japanese tissue as the carrier (Morrow, 1982). Even if using the easier adhesive of polyvinyl acetate (PVA) instead of wheat starch paste, the process still requires painting a thin

layer of adhesive on the tear and covering with a long-fibered Japanese tissue such as Tengujo or Kizukishi (BonaDona, 1995). The issue a conservator would have with commercial tapes is the adhesive's acidity, turning the pages yellow and brittle and the plastic carriers shrinking, which puts more tension on the pages, leading to tears (Morrow, 1982). Another problem with most tapes is the thickness. When making repairs, it is important to use thinner repair materials than the thickness of the paper. Otherwise, the thicker repair will put too much tension on the thinner paper and create fracture lines along the edges of the tape. The compromise between the two methods would be products such as Filmoplast P, which has a paper carrier instead of plastic, is very thin, and uses acid-free adhesive. It is important to remember that the term archival is not regulated in advertising. Choose instead products claiming acid-free, neutral, or pH level of seven. Also, an acid-free product when purchased, will not necessarily be acid-free in a few years. As products age, acidity migrates from its surroundings to create equilibrium. The primary benefit of using a product like Filmoplast P is its thinness. The question of acidity would only be an issue if the book were in circulation for 5-10 years; however, the tape being too thick for the paper would create tears within 1-2 years, depending on handling. As books for younger children tend to have thicker paper, the 'whatever is closest' (Scotch tapes) would be fine, and books with thinner pages should have thinner tapes, especially if the tear is over text.

Loose pages

While loose pages were reported as a prevalent issue, it has to be noted that this type of damage may not be caused by the students. Loose pages often have an underlying cause of poor binding (Banks & Pilette, 2000). Most modern bindings, ironically called perfect bindings, only use adhesives to hold pre-cut pages together (Swartzburg, 1983). The quality of that adhesive often fails, resulting in pages and sections coming out before the student even picks it up. With most new publications in the perfect binding format, a service like Follett's replacement would be a good choice. The alternative is to use the Cover One system or any other system to rebind it. Unfortunately, there is no easy solution to perfect bindings other than to redo them. A conservator would remove the cover from the spine, remove the poor-quality adhesive with scraping or cutting, use a good-quality adhesive to consolidate the textblock, and then replace the cover (Johnson, 1988). The most important aspect of the process is keeping the textblock in one solid block, so all pages get the new adhesive.

Tipping pages back in is best when one or two have come loose. Tipping-in involves using a paintbrush to apply minimal adhesive along the torn edge of the loose page. Carefully place it back in, focusing on lining the page up with the outside edge of the textblock. Close the book and let it dry. Trying to open it to realign will usually make it worse. (Greenfield, 1983).

Ripped spine piece

A ripped spine piece is relatively common within library books, as people tend to pull the top edge (head cap) of the book when they pull it off the shelf. It starts with a small tear, but that

piece will be removed in time. This type of damage is an aesthetic issue more than a functional one, as the textblock will remain intact. A conservator would use a Japanese tissue patch to reinforce and recreate the missing or torn piece (BonaDona, 1995). By repairing underneath, the finished treatment would be nearly invisible. If the ripped spine piece is completely split down one or both sides, and the textblock is still intact, a conservator would recase the book (Morrow, 1982). There are 28 steps for this method according to Morrow, and not a practical solution for many libraries. The K-12 librarian responses from the questionnaire are much more realistic with tapes and adhesives. Add an Ace bandage to the supply list for those using adhesives; as wrapping (or ‘mummifying’), the book will keep uniform pressure along the repair as it is drying and allow for doing something else while it dries.

Torn covers

When the covers tear off, most librarians in the study mentioned using tapes and glue to reattach them. A conservator would recase the book or use a combination of Japanese tissues and lightweight fabrics to act as a new hinge to bring the pieces together (Johnson, 1988). Either repair would take significant time and more advanced knowledge of book repair. A faster solution would be to use single-stitched binder tapes. Binder tapes are inappropriate on archival material or those with acidic paper, as they can often be stronger than the paper it is glued to, resulting in torn pages over time. In the case of a school library though, they can allow for a longer shelf-life for the book.

Bent corners

Corners can often be bent in from rough handling or drops. This is another more aesthetic issue rather than functional. Corner covers were the most often mentioned in the study, and the researcher agrees that this is probably the most time and cost-effective repair. A conservator would rebuild the corners before covering them and matching the tones to the covers (Johnson, 1988).

Graffiti and stains

Graffiti and stains had among the lowest rates of repair. A conservator would use a suction table to carry out this treatment, hoping the inks were water soluble (Irwin, 2016). Like the K-12 respondents, I do not bother attempting to remove graffiti in the books. The only time I find it is worthwhile is if the writing is offensive or covers the text. Even then, I would see if we had another copy or if it could be repurchased. If I had to remove the graffiti, I would use exactly what the librarians in this study used: erasers and book cleaners. If those did not work, I would remove the offending pages, make a copy of those pages from a clean copy, and tip in those clean pages. This process is time-consuming and would only be done as a last resort.

Smells

Very few librarians tried to treat offensive smells. A conservation technique usable in a K-12 library would be using a storage bin with charcoal or commercial odor remover pellets in the base (Melissa, 2011). Use a cooling rack or other method to ensure the books are not directly touching the odor removers, fan out the books, and cover the bin. Check back a week later. This method is easy, cheap, and preferable to weeding, given how little attention needs to be given.

Other (water damage)

Most of the entries for 'other' were water damage. This was another category that was very rarely treated in the K-12 responses. If the book has already dried, it will likely have dried wavy and is irreversible without considerable effort. If the book is damp, it can press it using other books or weights to dry it flat. If the book is wet, set it upright (as if on a bookshelf) with the pages fanned out and paper towels underneath. Add some paper towels throughout the book pages sparingly. Check it every few hours, and once water is no longer transferring to the paper towels, lay it down with weights on top as in the damp procedure above. If the book arrives wet at the end of the day, or there is not time to handle it, place it in a freezer. Freezing it will stall the mold process, so when there is time, it can be pulled out and have the same process mentioned above. That will take a little longer due to the thawing process, but good air circulation will speed up the process. It would be a good practice to notify guardians that wet books should be placed in the freezer to save the book if the damage happens at home. If mold has already started growing, consider it unsalvageable.

Comments Box

Within the final comments box, the respondents tended to advise other librarians, including using YouTube videos, local public library training sessions, district training, County School Librarian Associations, and sharing a Cover One machine throughout the district. Another suggestion was to save some of the worst cases to show the students types of damage and hopefully lessen the occurrence in the future.

The only area where the elementary, middle, and high school librarians differed in their treatment methods was graffiti. Elementary librarians tended to cover the marks with various label covers or to use book cleaners or weeding. Middle school librarians used White Out or weeding, and high school librarians only weeded or left it as it was. High school was the only group that mentioned trying to lessen smells with charcoal bins.

Most school librarians who gave information about how they chose to repair books were very practical and sound. If I could change anything with the treatments chosen, it would be Filmoplast P (or similar paper, acid-free, thin tape) instead of regular tapes and a charcoal chamber to lessen smells instead of weeding.

Study Shortcomings

The recruitment method for future studies like this would be improved by expanding the search for participants. These participants would have had to be in ALA and AASL and read the listserv announcements. Small schools might not have a dedicated librarian, so teachers or part-time librarians wear that hat, both of whom are not likely to be members of library organizations. Schools may have a physical library space without staff, relying on volunteers or students. It is important to reach out to them to understand if repairs are happening and how they are happening.

Future Research

Based on this research, an analytical study on tapes is appropriate for future studies. Conservators do not tend to approve of tapes, even those claiming to be 'archival' due to poor aging, which results in more damage to the item over time. Meanwhile, school librarians must quickly repair that book to get to the next semester with as little fuss as possible. They need something more realistic than cooking wheat starch paste in the break room. As one survey participant noted, they are not trying to save the book for future generations; they are trying to get the item ready to go out the door again quickly. There has to be a middle ground, and if tape is the most practical, then we need to uncover which is a suitable compromise. Many 'archival' tapes are on the market, and a scientific analysis including aging properties may aid in discovering the most appropriate compromise.

Unexpected Surprises

Finally, I was curious about the surprises other librarians have encountered about book damage. The elementary schools had most of the surprises with students eating them, peeling off labels, and involvement with poop, vomit, and other toilet excursions. That group also had bookmarks of macaroni and cheese, Shopkins, a bobby pin, and a Mardi Gras doubloon. All grade levels experienced dogs eating them, but a middle schooler topped that with a parrot eating a book. High school focused on food in and on them. A spaghetti sauce cover did not deter other students from checking out one particular book. Ultimately, the participant's comment, "I think that kid's book should be read, used and even broken," can be counted on.

Conclusion

This study intends to explore the types of damage that K-12 librarians and library workers face and how they deal with it. School librarians work tirelessly to ensure students have reading materials they want and need. Weeding for every type of damage is not practical with limited budgets. However, that competes with limited time for making repairs. There are minor treatments to extend the life of the collection without treating the item as a museum piece. I hope this study has given the reader the confidence to tackle repairing that tear or reattaching that page.

References

- American Library Association. (2020). *List of ALA-Accredited library schools* directory*. Rare Books and Manuscript Section.
https://rbms.info/committees/membership_and_professional/educational_opportunities/directory/
- Banks, P.N., & Pilette, R. (2000). *Preservation: Issues and planning*. American Library Association.
- BonaDona, A. (1995). *Conservation book repair: A training manual*. Alaska State Library, Alaska Department of Education. <https://library.alaska.gov/documents/hist/conservation-manual.pdf>
- California Preservation Program. (2023). *School libraries: Importance of early preservation education*. <https://calpreservation.org/informationresources/preservation-education/school-libraries/>
- Greenfield, J. (1983). *Books: Their care and repair*. The H.W. Wilson Company.
- Helmer, N. S. (1997). Selling preservation in school libraries. In J. M. Drewes & J. A. Page (Eds.), *Promoting preservation awareness in libraries: A sourcebook for academic, public, school, and special collections* (pp. 131-144). Greenwood Press.
- Melissa. (2011, June 30). Stinky books. Iowa State University Library Preservation Department. <https://parkslibrarypreservation.wordpress.com/2011/06/30/stinky-books/>
- Irving, S. (2016). Tip: An easy and cost-effective method for making a transparent suction platten. *Book and Paper Group Annual*, 35(2016), 148-153.
<https://cool.culturalheritage.org/coolaic/sg/bpg/annual/v35/bpga35-21.pdf>
- Johnson, A. W. (1988). *The practical guide to book repair and conservation*. Thames and Hudson.
- Klobučar, T. & Hasenay, D. & Krtalić, M. (2014). Protection of library materials in school libraries. *The Croatian Herald*, 57(4), 239–257.
- Lowry, M. D. (1989). *Preservation and conservation in the small library*. American Library Association.
- Milevski, R. J. (1985). *Book repair manual*. *Illinois Periodicals Online*.
<https://www.lib.niu.edu/1995/il950276.html>
- Morrow, C. C. (1982). *Conservation treatment procedures: A manual of step-by-step procedures for the maintenance and repair of library materials*. Libraries Unlimited, Inc.

Page, J. (1993). Report from PLMS preservation education and outreach discussion group. *Association for Library Collections & Technical Services*, 6(2).
<https://cool.culturalheritage.org/bytopic/misc/plmsoutr.html>

Sitts, M. K. (1990). *A practical guide to preservation in school and public libraries*. Information Resources Publications, Syracuse University.

Appendix

K-12 Library Book Damage Survey

Start of Block: Informed Consent

Q14 This study will ask what grade ranges your library is for, the most common types of damage you find in library books, if you repair them, and if so, how? The survey wraps up with asking if you (or the person making the repairs) has had any training.

Statement of Informed Consent

Study Title: K-12 Library Book Damage

Survey Researcher(s): XXX

You are being invited to take part in a research study conducted by the researchers named above. Below is detailed information for you to consider when determining whether or not to participate. Carefully consider all this information and ask any questions you may have about it before deciding whether to participate or not.

Key Information for You to Consider

- **Voluntary Consent:** You are being asked to volunteer for a research study. It is your choice whether to participate or not. There will be no penalty or loss of benefits to which you are otherwise entitled if you choose not to participate or to discontinue participation.
- **Purpose:** The purpose of this research is to identify the types of book damage that occurs in K-12 library books. It will also ask if those books are repaired, and if so, how. You are being invited to participate because of your connection to a K-12 library. It is expected that approximately 20 individuals will be participating in this research.
- **Procedures and Activities:** You will be asked to complete five questions through Qualtrix on your computer or other device and are able to skip questions. No identifying information will be collected and there is no compensation.
- **Duration:** Your time commitment will be approximately 5-10 minutes with no follow-up.
- **Risks:** There is always at least minimal risk of breach of confidentiality, even with anonymous, electronic surveys; however, data will be maintained on one work

computer using three levels of password protection known only by the sole researcher

- **Benefits:** There are no direct benefits to you, but the researcher hopes to learn how to better tailor classes and through publication, is hoping to inform future library instruction.
- **Alternatives:** Participation is voluntary, and the only alternative is to not participate.

What happens to the information collected for this research? Information collected as part of this research will be used to publish in a peer-reviewed journal the most common book and paper damage found in K-12 libraries as well as how libraries are handling the damage. In time, my goal is to also publish practical solutions to those types of damage. The data you provide will not be distributed for future research studies even with all identifying information removed.

How will my privacy and data confidentiality be protected? Qualtrics is an approved survey platform, and we anticipate that your participation in this survey presents no greater risk than everyday use of the Internet. We will take measures to protect the security of all your personal information including data you provide and this consent will be stored on my work computer and requiring logging into the machine, and a 2 identification password to access the Qualtrix report.

What if I want to stop participating in this research? Taking part in this research study is your decision. Your participation is voluntary. You do not have to take part in this study, but if you do, you can choose not to participate in any study activity or to completely withdraw at any point without penalty or loss of benefits to which you are otherwise entitled. Your decision whether or not to participate will not affect your relationship with the researcher or

Who can answer my questions about this research? If you have questions, concerns, or have experienced a research related injury, contact the research team at:

XXX IRB is overseeing this research. The IRB is a group of people who perform independent reviews of research studies to ensure the rights and welfare of participants are protected. If you have questions about your rights or wish to speak with someone other than the research team, you may contact:

STATEMENT OF CONSENT I have had the opportunity to read and consider the information in this form. I have asked any questions necessary to make a decision about my participation. I understand that I can ask additional questions throughout my participation. I understand that by selecting Yes in lieu of my signature, I volunteer to participate in this research. I understand

that I am not waiving any legal rights. I can print the consent form should I want to retain a copy. I am at least 18 years old and consent to participate in this study.

- Yes, I consent
- No, I do not consent

Skip To: End of Survey If I have had the opportunity to read and consider the information in this form. I have asked any ques = No, I do not consent

End of Block: Informed Consent

Start of Block: Default Question Block

Q1 What type of school are you reporting for? (Check all that apply)

- Elementary (K-5th grade)
- Middle (6th-8th grades)
- High (9th-12th grade)
- Other _____
-

Q3 What types of damage do you commonly see in the library books? Check all that apply

- Writing/ graffiti/ highlighting
- Paper tears
- Loose/ missing pages
- Covers torn/ removed
- Strong smells/ stains
- Damaged/ crushed corners
- Ripped spine piece
- Other _____

Q4 What happens to each of these types of repair you mentioned? (Move each type of damage to the category. If you do not have that type of damage, it can stay where it is.)

Repaired	Left as is	Trashed/ weeded
_____ Writing/ graffiti/ highlighting	_____ Writing/ graffiti/ highlighting	_____ Writing/ graffiti/ highlighting
_____ Paper tears	_____ Paper tears	_____ Paper tears
_____ Loose/ missing pages	_____ Loose/ missing pages	_____ Loose/ missing pages
_____ Covers torn/ removed	_____ Covers torn/ removed	_____ Covers torn/ removed
_____ Strong smells/stains	_____ Strong smells/stains	_____ Strong smells/stains
_____ Damaged/ crushed corners	_____ Damaged/ crushed corners	_____ Damaged/ crushed corners

_____ Ripped spine piece	_____ Ripped spine piece	_____ Ripped spine piece
_____ Other	_____ Other	_____ Other

Display This Question:

If What happens to each of these types of repair you mentioned? (Move each type of damage to the cat... = Writing/ graffiti/ highlighting [Repaired]

Q5 How do you repair books that have been written in (significantly with inks/markers)?

Display This Question:

If What happens to each of these types of repair you mentioned? (Move each type of damage to the cat... = Paper tears [Repaired]

Q6 How do you repair paper tears (ex: what type of tape do you use)?

Display This Question:

If What happens to each of these types of repair you mentioned? (Move each type of damage to the cat... = Loose/ missing pages [Repaired]

Q7 How do you put loose pages back in the book? What types of glue do you use? Do you try to replace missing pages?

Display This Question:

If What happens to each of these types of repair you mentioned? (Move each type of damage to the cat... = Covers torn/ removed [Repaired]

Q8 How do you put the covers back on? What material/supplies do you use?

Display This Question:

If What happens to each of these types of repair you mentioned? (Move each type of damage to the cat... = Strong smells/stains [Repaired]

Q9 How to you improve the smell/stains in the books?

Display This Question:

If What happens to each of these types of repair you mentioned? (Move each type of damage to the cat... = Damaged/ crushed corners [Repaired]

Q10 How do you fix the damaged/ crushed corners?

Display This Question:

If What happens to each of these types of repair you mentioned? (Move each type of damage to the cat... = Ripped spine piece [Repaired]

Q11 How do you reattach the torn spine piece? What materials/supplies do you use?

Display This Question:

If What happens to each of these types of repair you mentioned? (Move each type of damage to the cat... = Other [Repaired]

Q12 If you chose other (types of damage), how do you repair that particular problem? I'm also interested in the supplies/materials you used to make the repair.

Q13 Was anyone trained at the school or library to fix books?

- Yes, in passing
- Vendor training
- Yes, conservation coursework
- No, just doing our best
- None

Q15 Do you have any additional comments or horror stories? I'd love to hear them.

End of Block: Default Question Block
