

15

Things Collections, Alaska-Style: Furs, Skulls, Mounts

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Photographs by Ed Kazzimir

As the old saying goes, sometimes timing is everything. Alaska Resources Library and Information Services (ARLIS) was the right idea, formed at the right time, in the right place, and had the right people to become entrusted with a world-class collection of “things” (ARLIS tends to use the term *realia*). This chapter chronicles the story of how and why ARLIS now has an enviable collection of furs, skulls, bird mounts, fish mounts, and education curriculum kits (referred to hereafter as the “FMS” collection—that is, Furs-Mounts-Skulls, see Figure 15.1), and how its extremely successful public circulation program also serves ARLIS’s overall larger mission as one of the foremost northern region’s library collections. It is also the story of a library that intentionally stepped outside its traditional role as a “special library” to broaden its base of support.

BACKGROUND

ARLIS was formed by the unification of many small resource agency libraries, most of which had been managed by a single librarian, into one entity, under one roof. Alaska branches of eight federal, state, and university agencies pooled their staffs, collections, and budgets to form ARLIS in 1997. The collection is largely technical reports and professional scientific materials, with the notable exception of the FMS collection. The agencies involved include two state agencies (Alaska Department of Fish and Game and the *Exxon*

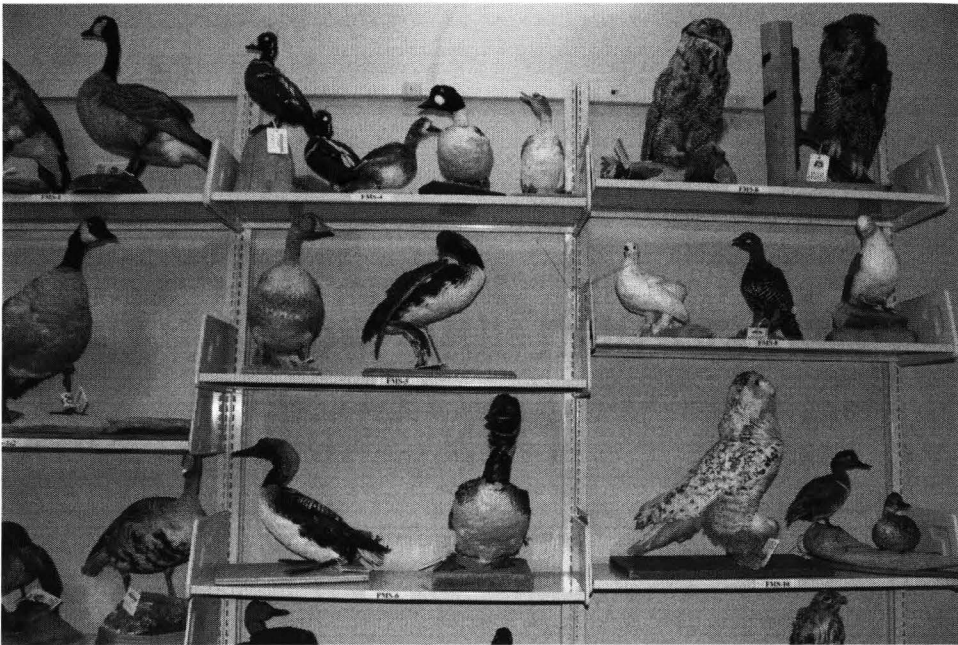


FIGURE 15.1 This Photo Captures about One-Fourth of the Bird Mounts Available at ARLIS. In addition, a 500-square-foot room is filled to the brim with furs, skulls, and education kits.

Valdez Oil Spill Trustee Council), five federal agencies (Bureau of Land Management, Bureau of Ocean Energy Management, National Park Service, U.S. Fish and Wildlife Service, and U.S. Geological Survey), and one university agency (University of Alaska Anchorage, Environment and Natural Resources Institute).

In the pioneering spirit of the Last Frontier, this state, federal, and university merger was remarkable at the time, as was ARLIS's team-based management structure. It was one of the few existing multiagency libraries that included both a simultaneous federal and state presence.¹ The emphasis on the new consolidated library's uniqueness was underscored by ARLIS being awarded a National Partnership for Reinventing Government "Hammer" award from Vice President Al Gore in 1997 and in winning the Institute of Museum and Library Services' (IMLS) National Medal for Museum and Library Services in 2001. This consolidation not only saved several libraries from getting completely cut from agency budgets, but also preserved those precious Alaska materials that had been carefully collected for many years and were threatened with shipment to far-off libraries or even more remote inaccessible storage. The FMS collection was no insignificant part of the IMLS award, and was expressly mentioned to distinguish ARLIS as a unique library.

With its diverse agency management and staffing, ARLIS has to grapple with three overlapping fiscal years, an array of varying holidays and leave policies, agency cultures that see things a bit differently, even the capricious issuance of snow days (longed for by Alaskan students and workers alike), and a

list of further differences. Yet, the economies and advantages realized by the partnerships far outweigh any potential difficulties, and as the Institute of Museum and Library Services expressed in its award booklet: “ARLIS has proven to be greater than the sum of its parts.”

ARLIS is a serious research library that public-sector agency and private-sector consultants rely on to get their jobs and projects done. ARLIS is often the unique source for technical and consultant reports, development project output, and pre-statehood publications. Often the “old stuff” in ARLIS’s comprehensive collection is vital to biologists, geologists, and other professionals to gain the best understanding of baseline environmental factors to determine how changes have occurred over time. Its collections on Alaska, the Arctic, and northern regions are especially rich in hard-to-locate agency reports. The library now boasts a combined collection of more than 300,000 items and is arguably the largest collection of Alaska resources reports found anywhere.

ARLIS’S FMS COLLECTION STORY

ARLIS’s early success resulted in its founding agencies looking upon the library favorably, after the initial period of grumbling about losing the “library down the hall” to an off-site shared facility. The original co-located library was busy, well used, and was strategically situated for great parking and quick access. Its combined collection was impressive following the co-location and merger. ARLIS was proving itself to be extremely successful in both satisfying the expectations of the agencies that funded it and being sought after by the private sector. Efficiencies resulting from the partnerships allowed each agency to enjoy an exponentially greater number of resources at its staff desktops, such as databases and journals, than they ever had before as a single-agency library operation. As a result of this initial success, individual agency staff members were coming up with schemes to empty out “office libraries” that had accumulated in offices, hallways, and storage rooms and thereby increasing ARLIS’s collection. Hence the fortuitous situation presented itself not long after ARLIS’s formation to be offered the furs, skulls, and bird mounts by Alaska Department of Fish and Game, Division of Wildlife Conservation (ADF&G).

It only takes one person to come up with a great idea. For the FMS collection, that one person was the ADF&G wildlife technician tasked with circulating the huge collection of furs, skulls, and bird mounts to the few local teachers who somehow got the information via word of mouth that ADF&G had these items available for loan. This staff person would need to make a trip to the storeroom where the items were jumbled together. The circulation occurred in a black plastic garbage bag, with the borrower’s name and contact information scribbled on a sticky note, and off the item went.

This haphazard loaning arrangement involved phone calls, meet-ups, and all the foibles that go along with finding someone in a big confusing building who is simultaneously a busy technician on the move, more likely to be drawn away to answer a problem bear or moose incident than to be hanging around the building for teachers dropping in unexpectedly. It was certainly not a perfect process, and that immense collection was largely idle.

The excellent idea for ARLIS to become the central circulation home for the collection came to fruition in May 1998, only seven months after ARLIS's formation. The many good reasons for this idea included: (1) ARLIS, as a library with an integrated library system (ILS), retains borrower contact information electronically; (2) prior circulations resulting in fines or blocked cards would indicate if the potential patron may have a problem with returning materials; (3) ARLIS's ILS would track any overdue material; (4) ARLIS was staffed at its reference desk from 8:00 a.m. to 5:00 p.m., Monday through Friday, to circulate materials as a normal business practice.

Buy-in and approval by the division's top brass resulted in an informal agreement (see Appendix F) and a modest appropriation to purchase the initial plastic boxes and totes for circulation. That was the end of circulations in black plastic trash bags! The agency also purchased the tags that identify each item as being provided by ADF&G.

Augmenting the Collection

Why does a state resource agency end up with so many of these items? A primary source is roadkill that falls under the agency's jurisdiction. Depending on the impact, skulls may be salvageable. Sometimes, when citizens exercise their right to "Defense of Life or Property" (defined as an unprovoked animal attack), the skulls or furs may be salvaged by the agency. Alaska is a state of numerous hunters, many of whom already have a house full of mounts and bear rugs. Avid huntsmen will often donate their overabundance of furs that they do not want to keep in their personal collection to ADF&G. Widows who want to take the opportunity of their new single lifestyle to redecorate are also a big source of donated mounts. Alaska state troopers who oversee wildlife actively confiscate illegal specimens and turn them over to ADF&G for an annual sale or donation to ARLIS. Lastly, ADF&G has a "sealing" requirement that brings hunters into the office to report their kills and present in person the hide or skull, as regulatory mandated, for bear, sheep, lynx, wolf, and wolverine, and in some cases, bull moose. This interface with wildlife officials can sometimes result in donations of unwanted parts.

Publicity about the collection also has been an opportunity to grow the collection. An article in *Alaska Fish and Wildlife News* alerted its 6,000 subscribers that a raven mount was ARLIS's most frequently requested item (Rozen, 2015). Ravens are an iconic bird in Alaska and a big part of the urban and rural Alaskan outdoors. Their loud and expressive caw can be heard on downtown streets as well as on wilderness hikes. These intelligent birds have a rich social life and their antics are a delight to witness. Artists in particular and even English majors writing papers on Edgar Allan Poe have come to the library asking for a raven mount. As a result of the article, a frozen raven in a veterinarian's freezer was located, and a state permit to allow the taxidermist to create a mount was made available. In other states, bird treatment centers may also be a source of additional bird mounts. The high cost of taxidermy for raw specimens continues to be a consideration.

Storing the Items

When designing the current library on the University of Alaska Anchorage (UAA) campus in 2004, ARLIS staff learned from its prior location what did not work and planned accordingly. Taking the enormity of the collection into account, adequate heavy-duty shelving was an important consideration in terms of quantity, adjustability to accommodate size variations, and an expansive shelf width to maximize available storage. The storage room for the FMS collection needed to be close to the reference desk so that long-term abandonment of the desk did not occur for every transaction. Protection of the items was key, so it was put in a staff-only area that would keep the curious out during UAA library's continuing open hours after ARLIS's more limited staffed hours. A mnemonic alphanumeric shelving location helps staff find items quickly as patrons patiently wait for their retrieval back at the reference desk.

The Collection Gets Media Attention

Through a happy coincidence and without much effort on ARLIS's part, a string of publicity events fell into ARLIS's lap in 2015 that once again highlighted the unusual nature of its FMS collection. It is not often that a library is front-page news, featured in a national radio program, has a video expressly shot for CNN, and gets requests by local (but faraway) television broadcasters looking for opportunities to feature some homegrown Alaska reality TV, but all these events occurred within the same month. Most intriguing to the media was that anyone with a library card could check out a "dead animal just like a book." It all began with the checkout of a baleen (a fascinating and highly decorative elongated whale bone) by a day care center housed at the University of Alaska Anchorage that just happened to include the toddler of a local newspaperman in the mix. His enthusiasm for the collection followed by a prominent front-page, above-the-fold story got picked up by the Associated Press, and things spiraled out from there. Hence, the invitation for this book chapter as well!

Education Curriculum Kits

ARLIS's success in becoming a central source of education curriculum kits has not attained the same heights achieved by the collection of furs, skulls, and bird mounts. It is not due to a lack of cooperation on the part of the agencies; in fact, cooperation has been widespread. Rather, it seems to result from diverse agencies believing these kits to be a tangential part of their mission. Although ARLIS itself has about 40 kits, many duplicative and unique kits exist through a multiplicity of efforts by federal and state agency education staffs and are searchable through an assortment of websites, each of which tell only a part of the access story for potential patrons.

The driving force of these related efforts seems to be the desire on the part of professional agency educators to interface with classroom educators directly, resulting in a glut of information that may be rather bewildering to potential users. Multiple websites posting varying lists to consult translates into different policies for users, especially regarding nonlocal use. Experiential access to kits with the same title but unequal content, depending on updates to newer technologies, is also a complicating factor. Instead of one cohesive effort, education kit endeavors in Alaska have been duplicative, fragmented, and unsystematic.

The sheer number of locations, changed names and phone numbers of contacts, agency relocations creating new addresses to track down, and versions of the guides are frankly confounding, and actually limit the effectiveness of these programs. In Anchorage alone, five sources are listed, potentially having educators running around town to chase down busy agency employees. The cacophony of options is more head spinning than helpful.

An important trend has been the separate efforts by various agencies to update the technology in their education curriculum kits. VHS players are almost extinct in schools, so a video must be provided in DVD format to be useful for today's teachers. This often involves an expense, regardless of whether the DVD is copied or purchased. Trade materials may not be copied due to copyright restrictions, but titles are not always offered for sale in the newer format. ARLIS found itself having to purchase "related" titles when replacing video cassettes with DVDs. Slides are another problematic format, as slide projectors are no longer readily available at schools, requiring scanning effort.

Individual libraries wishing to be resources for these materials are encouraged to check the U.S. Fish and Wildlife Service website for the many offices that offer such "conservation" kits to teachers. State fish and game agencies as well as state departments of education have proven to be alternative sources. The U.S. Department of Education made regional efforts to centralize the access of these useful classroom tools through 2005, but these regional "Eisenhower Consortia" now have an archived website. Whether libraries have a role in their retrieval is an open question, but this service does have a potential library audience.

ADVICE IN HOW TO CIRCULATE THESE "THINGS"

Note: the use of brand names in the following sections is merely intended to assist with description and recognition and is not intended as brand endorsement.

Enclosure Requirements

After ADF&G's initial purchase of boxes, ARLIS has relied on its own funding to purchase additional boxes to circulate these items and for taxidermy costs related to the existing and growing FMS collection. Boxes and other enclosures are critical to the mission of circulating this collection. It did not take long for ARLIS staff to realize that, although it was fine for kids in classrooms to handle furs to their heart's content, skulls and bird mounts were a different story. These

items are delicate and easily damaged. Public services staff readily came to the conclusion that these items were meant only to be seen, not handled, and that they needed to stay inside their locked see-through boxes.

To avoid any more garbage bag checkouts, many plastic boxes were needed to accommodate the FMS items. The majority of furs could circulate in store-bought, Rubbermaid-type containers. The need for custom-made containers became apparent due to the unusual size, shape, or weight of some of these skulls and mounts. Although Anchorage is the biggest city in Alaska, only a very few businesses make custom acrylic boxes. These take careful planning on the staff's part to come up with standard sizes that accommodate a great variety of specimens. Another consideration is the expense involved in fashioning and fabricating these boxes, as a typical custom box averages \$450 to \$600 (Alaska pricing in 2015).

Store-Bought Container Requirements

Store-bought Rubbermaid-type containers are used for the furs and smaller skulls. These come in a variety of sizes to accommodate the vastly different fur and skull sizes. They are durable and are easy to open and close with hinge-type lids preferable for small items and removable tops accommodating the stowing of larger items.

Custom Box Requirements and Considerations

Through trial and error, and three rounds of custom orders, ARLIS staff has determined container specifications that adequately address the wear and tear of circulating these often-delicate items. Custom boxes are constructed from $\frac{3}{16}$ -inch clear acrylic on a half-inch Sanalite base (Figure 15.2 depicts a few custom boxes). ARLIS affixes bar codes and circulates the custom box as well as the item inside the box. The 25-item checkout limit includes the boxes.

Bird Mounts

As described, ARLIS invested in custom clear acrylic boxes in a variety of sizes to accommodate most of the birds that circulate. Some of the boxes are large enough to accommodate two birds at once, which also makes it easier for patrons to transport. Birds are fastened to the box (see the later section labeled "Velcro").

Larger or Unwieldy Skulls

The larger skulls, those with protruding horns (such as musk ox or Sitka black-tailed deer) or that are naturally tippy due to uneven weight distribution (like the walrus skull) will often require a custom-made box, which, as described previously, incurs a sizeable expense. The larger skulls tend to be

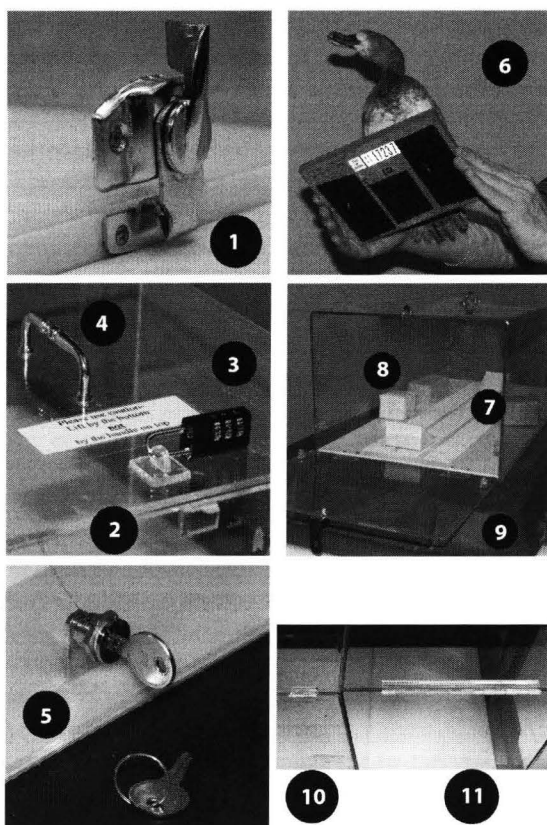


FIGURE 15.2 ARLIS Custom Circulation Cases and Details Regarding Their Construction and Usage, as Described in the Previous Section.

the circulation staff to rest the door on top of the box, rather than using a spare elbow to prop a side door open while handling a bird with a possible bobbing head or outspread wing, and were discovered to be the easiest to load (see Figure 15.2, view 11). Doors that have the hinge on the bottom (see Figure 15.2, view 9) tend to get more wear and tear on the hinge area through stepping or leaning on it. Boxes that were specially designed to be long and flat to hold a fish mount were better off with a door at each end, as none of the workers at ARLIS had arms long enough to push a long fish into a box from the tail end while simultaneously strategically placing the snout end. Getting the fish hung up on Velcro when it is partially in the box can be a frustrating experience.

heavier and the Rubbermaid-type boxes do not adequately encase them. Horns and antlers eventually poke holes in the Rubbermaid-type boxes.

Handles

ARLIS managers soon realized that these boxes and their contents were more vulnerable whenever patrons picked up the custom boxes by the handle on top. Items are better off being picked up when supporting the bottom of the box. Just having a handle on top is an open invitation to mishandle the box, so the handle option was eliminated on the second round of custom boxes.

Doors

The placement of doors on these boxes was another lesson learned after some trial and error. Garage door-style openings with the hinge on top allow

Hinges

After trial and error, ARLIS staff found that long acrylic hinges (see Figure 15.2, view 11) are more durable and pivot better than short acrylic hinges. Also, any acrylic hinges are preferable to brass hinges that screw in. Because

the boxes are subject to constant use, the brass hinges began shedding their brass screws through wear and tear after only a few years. The brass clamps (see Figure 15.2, view 1) were also not a good solution, as it can be hard to match up the tops and bottoms, especially if the original top strays from the original bottom, due to inexact box specifications. Matching the brass clamps is a “hit-and-miss” experience and results in patrons witnessing much fumbling.

Locking Mechanisms

The next logical step after the realization that bird mounts needed to be locked up during circulation was coming up with a locking system for the custom containers. The original boxes had acrylic hasps in which a mini-padlock was placed (see Figure 15.2, view 3). Heavy circulation broke these acrylic hasps after few uses (see Figure 15.2, view 2). Brass hasps were preferable, but the mini-padlocks became problematic. It is truly amazing how a mere three-number password on a padlock challenged everyone’s memories. To prevent embarrassment in front of patrons, the preferable system was a lock and master key (see Figure 15.2, view 5) that works on all boxes and lots of spare keys that are conveniently placed.

Other Circulation Essentials

In addition to having the right custom boxes, other elements related to processing and transport have made ARLIS’s circulation of these furs, skulls, and mounts much easier.

Carts

The logistics of transporting the items is a critical factor in patron satisfaction with the circulation transaction. Adequately sized carts allow patrons to check out many items at a time and transport the items to their car. ARLIS is favorably situated so that patrons can go to the backdoor loading dock to load their cars with checked-out items or to easily drop off FMS collection items upon return. Patrons can call the front desk to have a staff member meet them at the back door for returns. This makes quick work for patrons to return, and lends a no-hassle feeling to the transaction. Long flat carts are great for heavy objects, as they do not have to be lifted very high. A tiered cart with no shelf lip is another handy cart to employ for smaller boxes.

Velcro

There is nothing like two-inch-wide, industrial-strength, self-adhesive Velcro (yes, there is such a product!) to keep a delicate bird mount from slipping around in the box. ARLIS staff puts the flat wiry side of the Velcro as a base in the

bottom of the box, and the bird mount itself has the fuzzy side (see Figure 15.2, views 6 and 7).

Padding, Cushioning, and Propping

Although furs can be simply tossed into a Rubbermaid-type container with no harm done, skulls, bird mounts, and fish mounts require a high degree of care to prevent transportation damage or overzealous handling by patrons. ARLIS has employed the use of Styrofoam, Bubble Wrap, hand-fashioned cardboard supports, found objects, and literally yards and yards of industrial-strength Velcro to prop, stabilize, or protect items (see Figure 15.2, view 8).

Item Identification Tags

For ADF&G, owner of the items, to receive due credit with library patrons, who by definition are all residents and thereby constituents of this state agency, ADF&G originally supplied identification tags. ARLIS added the name of the species typed on the underside of the bar-code card. This feature was added so that teachers may have students guess the species before revealing the name on the tag. The plastic slipcase keeps the whole tag and identifying material clean and protected.

The Potential Perils

Only two major incidents have occurred to date that resulted in materials being returned in an unsatisfactory state or needing repair. The polar bear fur was circulated to a summer camp that hires young people overseeing even younger people. The wrong people were left alone with sharp scissors, resulting in a diagonal cut through the polar bear fur that produced two unequal halves. Prior to this, it had been a prime specimen. In addition, a tundra hare, a very soft fur, was torn apart due to overzealous handling. It became evident that the polar bear and tundra hare were among the most difficult items to replace. Polar bears are protected by U.S. Fish and Wildlife Service (see the Marine Mammal section later for a discussion regarding the special restrictions on these furs). Furthermore, it is rare to encounter an available specimen. ARLIS was lucky to replace the torn polar bear in 2009, through a "Transfer of Property" form from U.S. Fish and Wildlife Service. This was a pelt in its entirety, but nowhere near as soft and white as the prior specimen.

ARLIS has a "tundra hare alert" circulating through Alaska Department of Fish and Game, but the sad situation is that these are much in demand, yet hard to find due to the annual predator cycles and the tundra hares' vulnerability. Also, trappers tend to keep these furs due their fine coats and usefulness. They are notoriously difficult to trap.

The skulls themselves are subject to some handling by patrons, but borrowers tend to be very careful with these, especially due to signing the Statement of

Responsibility (see Appendix H). Many are repeat borrowers who have a stake in maintaining the quality of the collection. Teeth do fall out, needing to be reglued, and skulls yellow with age. But for the most part, the items retain their integrity over many circulations because of patrons' due diligence. Aside from expected container wear and tear, this constitutes a very low rate of problem circulations during this program's 18-year history to date.

Mothballs and Bugs

One incident that falls under "perils" literally became a staff health hazard. One of the last specimens that had been transferred in 1998 from ADF&G to ARLIS was infected by an unspecified bug that had been pervading the ADF&G office. This bug quickly infected the hundreds of specimens in the ARLIS collection, causing a mild case of hair and flesh loss, which for a short time increased the "ick" factor. After exploring a number of options, including leaving them outside in an unheated Conex rented trailer for the entire Alaskan winter to freeze out the critters, the ultimate solution by the hired exterminator was a heavy dose of naphthalene and lots of mothballs (more naphthalene) in every enclosure. Due to staff getting headaches from the smell, ARLIS had an environmental firm perform an airborne Naphthalene analysis. Although the existing OSHA standard of 10 parts per million (ppm) was underexceeded (results: <0.02 ppm), staff health complaints continued. The purchase of two air purifiers and the implementation of a plastic curtain to enclose the room holding the items, plus the passage of time, eventually conquered the smell.

Federal Problems with Marine Mammals

An additional challenge is the legal limitation on the transport of marine mammal parts, which are subject to the Marine Mammal Protection Act (MMPA) of 1972 (16 U.S. Code §1361 et seq.). ARLIS's circulation of the marine mammal furs and skulls came under question during 2014 by federal authorities at U.S. Fish and Wildlife Service. At issue was whether users of ARLIS were inadvertently breaking the law by transporting marine mammal parts in violation of the MMPA.

Although attorneys for both the federal and state governments readily agreed that ARLIS's program did not violate the law and that the loan program could legally continue, the management team updated the Statement of Responsibility to include Use Agreement 3 (see Appendix H): "I agree to abide by the Marine Mammals Protection Act which prohibits taking marine mammal items over state lines." Although it is likely that such events have never occurred, patrons are duly warned, and ARLIS is protected.

PUBLIC SERVICE ASPECTS OF THE FMS COLLECTION

This section outlines some of the major impacts that the FMS collection has had on ARLIS's policies, staffing, and outreach efforts.

Current Practices and Policies

Closed Stacks

It has become necessary to limit user access to ARLIS's realia collection. Patrons often express a wish to see the collection as a whole to bask in all their choices. Although ARLIS staff is proud of the collection and it is rather fun to show it off, this became problematic because the collection is stored in tight quarters within the "employees-only" area. Browsing became disruptive and interfered with staff work. In 2014, the ARLIS management team made the decision to make the FMS collection a closed-stacks collection, and instead created finding aids for patrons to browse. A sign to this effect is posted; additionally, a photo book of all available mounts, a brochure listing all items in the FMS collection, and a brochure of the available educational science kits can be perused at the circulation desk. Once the patrons have decided which items they would like, staff will retrieve them for checkout. The storage room is no longer used as a "patron selection room."

Local Checkouts Only—Return Only to ARLIS

FMS collection items must be checked out in person at ARLIS, and returned in person at ARLIS. As part of a very large consortium, patrons can return most items to any member library. Not so with the FMS collection. Because of the fragile and valuable nature of the FMS items and the time necessary to ensure that a kit is returned in its complete state, it is required that these items be returned directly to ARLIS during open hours and that the transaction be in person. This limits the possibility of damage or loss in transit and any liability on the part of other libraries. It also allows ARLIS to determine any damage at the time of return. With both patron and librarian present for the transaction, it prevents disagreement surrounding returned condition and date of return, and most importantly prevents the loss of items with claims of return. Although ARLIS has had requests to mail realia to patrons in rural areas, the items contained in ARLIS's educational kits and in the FMS collection are quite fragile, making the risk of damage in transit too great to fulfill this request. For this reason, ARLIS does not make them available through interlibrary loan or via the holds system.

Checkouts during Limited Hours

ARLIS is open 8:00 a.m. to 5:00 p.m. Monday through Friday. Patrons are asked to begin the checkout/return process no later than 4:45 p.m. to allow for the time-consuming process of browsing the finding aids, deciding which items to check out, retrieval from the storage shelves, and securing into boxes if necessary—all of which must happen prior to the circulation transaction. The items are then carted to the circulation desk for checkout. Once the items are checked out, often staff (with library cart) assistance is needed to get the items out the door to the patron's vehicle.

Checking items in requires that the items be inspected for damage and completeness. Thus, the time required for realia transactions can be great. End of the day is the most common circulation time for this collection. Sometimes the circulation desk is busy transacting with more than one patron, so the 4:45 p.m. time line is helpful in avoiding overtime and disruption of closing procedures.

This time frame can be troublesome for teachers, who are among the most frequent users of the FMS collection and the educational science kits, as their workdays are full and long. Often a family member will come to check out for a teacher, and sometimes they will check out well in advance of when their lessons will be presented so that they are assured of having the material on hand, because ARLIS does not reserve items. This often results in items being renewed past their original due date, which, up to this point, has not been a problem.

Statement of Responsibility

ARLIS requires a Statement of Responsibility (see Appendix H) to be signed and dated by the patron when checking out any items from the FMS collection. This form addresses three areas: statement of personal and financial responsibility for loss or damage of the item, box, tag, or bar code; use guidelines; and repair/replacement costs.

It is also signed and dated by the ARLIS librarian. Notably lacking was a section requiring current contact information, which led ARLIS public services staff to rely on potentially outdated patron records. During the time that this chapter was written, the form was amended to require documentation of current contact information to assist with collection efforts.

Agency Reserves Only

ARLIS is a composite of several government agency libraries, funded by those agencies. This structure informs ARLIS's unique mission in that founding and member agencies are given priority with regard to library resources. For this reason, ARLIS will accept reserve requests from its agency-affiliated patrons. For all other patrons, ARLIS does not reserve kits or items in the FMS collection. Instead, they are circulated on an as-available basis.

Staffing Needs

The FMS realia collection is a fairly staff-intensive aspect of ARLIS. The logistics of circulating a realia item from closed stacks require a staff member to pull the desired item or items from the storage shelves. ARLIS's collection often involves packing an item in a locked acrylic box for safe transport, easy viewing, and damage control while checked out. For these reasons, the realia collection is available for checkout only during ARLIS's open hours, when the reference/circulation desk is staffed with one reference librarian. The circulation technician works in the afternoons in support of the reference desk and any circulation needs. Much of the circulation technician's time is devoted to the maintenance and handling of ARLIS's realia collection.

Many of the FMS items and kits are quite large and heavy, so they are usually moved by cart from the storage shelves to the circulation desk for checkout, then wheeled to the loading dock in back of the library for loading into the patron's vehicle. This requires that support staff be available during open hours to ensure that the desk is covered during realia transactions, requiring this to be a consideration in scheduling staff hours.

Maintenance issues regarding this collection range from fixing broken or tampered locks and hinges on the acrylic boxes to arranging for repair of a fur or mount. Pieces can break off from skulls; kits must be checked to ensure all contents are contained within upon return; and sometimes staff time is required to track down overdue items and send reminders that an item needs to be returned, or that fines are accruing.

Challenging Public Service Aspects for Consideration

Unexpected publicity in the spring and summer of 2015 raised the profile of ARLIS's realia collection, bringing a surge in circulation, as well as some unanticipated issues. Since the publicity, many patrons from other libraries are interested in checking out FMS items. This has, by necessity, changed ARLIS's circulation routine by imposing the need to research each library account that a patron may have among the consortial libraries to ensure that the patron is in good standing. Some patrons have multiple cards, some with excessive fines; some patrons have an expired card or no card at all, so those details must be attended to prior to checkout. During the transition time from little publicity to a lot of publicity, the checkout process gaps are being found. The upside is that they can be addressed. The downside has been learning about them the hard way. Some items have been checked out to bad-risk patrons, and if they are true to pattern, much time is required to track down, notify, monitor, and continue communicating with the patron until valuable item(s) are returned.

Recognizing that updated patron information is important to the return of items, ARLIS revised the Statement of Responsibility form to ensure that current contact information is included. Also under consideration is whether to require a patron's ID in addition to their card, as ARLIS is developing a policy regarding when and how a patron's delinquency will impact future ARLIS transactions. Interesting questions regarding responsibility arise in the cases of items being checked out for others. ARLIS is considering whether a need exists to require some sort of deposit as well.

ARLIS's newfound publicity also resulted in a boost in use by the K-12 teaching community, but the items had been well used prior to being front-page news, as teachers spread the word to other teachers. With ARLIS being situated at a university that offers teaching degrees, it is well placed for knowledgeable instructors to share information about the collection to teacher trainees. In addition, ADF&G Division of Wildlife Conservation has a staff of educational experts who actively interface with teachers needing wildlife curriculum materials.

Forward thinkers in the field of wildlife education have produced guides that market hands-on teaching concepts. National curricula like *Project WILD K-12 Curriculum and Activity Guide* raise teacher awareness of the types of materials that serve wildlife teaching goals, such as those comprising the FMS collection

(Council for Environmental Education, 2009). Professional education literature is full of references to the benefits of hands-on learning (Crow, 1996; Klein et al., 2015; Tobin, 1997), and teachers seem well aware of its value.

The problem for ARLIS is getting the teachers into the library in a reasonable time frame so that ARLIS public services staff can accommodate their needs within a normal workday. Teachers are recognized as being prone to overwork (Schembari, 1994) and are extraordinarily busy during ARLIS open hours. Oftentimes, teachers will send in a proxy for the circulation transaction. This works well until someone with a compromised library record or no library card is dispatched to the library, resulting in repeat visits to obtain the items. To this end, teachers have expressed great appreciation for the easy return at the loading dock. The lack of weekend and evening transactions is acknowledged as a potential service limitation to teachers. However, the presence of the selection lists at the ARLIS website, the ADF&G Teacher Resources webpage, and the U.S. Fish and Wildlife Service-Alaska Region Educator webpage² helps to widen access, as these are available anytime and allow teachers to prepare their requests for same-day pickup.

ADVICE IN HOW TO CATALOG THESE “THINGS”

According to Anglo-American Cataloguing Rules (AACR2), Rule 1.1C1, the word *realia* is an optional addition after the title in square brackets for three-dimensional objects. ARLIS makes use of the word [realia] in [square brackets] in the 245-title field, as the word is not on the piece itself. ARLIS uses the title term *fur* to describe what may synonymously be referred to as a “pelt,” “hide,” or “skin.” If “otter” and “realia” are used as search terms, for example, one would find the river otter skull, river otter fur, sea otter skull, and the sea otter fur.

A note on the future use of [realia] as a General Material Designation (GMD): libraries that are undertaking the new Resource Description and Access (RDA) cataloging conventions should be aware that the GMD is being phased out. OCLC is planning to remove it from all records in WorldCat. The word *realia* cannot be found in the RDA Toolkit, which makes mention instead to “objects.” However, rather than searching the catalog, most people having repeated acquaintance with the collection will instead use the posted list (see Appendix G), which lists all the items. ARLIS keeps a steady supply of the paper list available at the reference desk as people like to check off the items they want. This makes it easy for the staff person to verify that all requested items are provided to the patron.

Catalog Records

As ARLIS appears to be one of the few libraries with such holdings, ARLIS’s cataloger is perhaps one of few nationwide with extensive experience in cataloging such “things” in particular. One caveat is that these records cannot be found in OCLC as they were input into the local system due to their solely local availability. They may instead be accessed by searching the ARLIS catalog at www.arlis.org.

AACR2 Chapter 10, “Three-Dimensional Artifacts and Realia,” offers some guidance on “real, naturally occurring item[s],” but it provides no specifics on taxidermic materials. Library of Congress (LC) has no applicable rule interpretations for such items, nor has OCLC provided specific guidelines. In Example 10.3, Olson, Bothmann, and Schomberg (2008) offer a helpful example in how to catalog a naturally occurring item. In this case the item was a geode (rock).

Advice on Specific Catalog Record Fields

The following section describes how ARLIS handles specific MARC fields when cataloging furs, skulls, and mounts.

MARC Format: Titles

Most realia objects, unlike a book, do not come supplied with a title, so the cataloger devises one and makes a note indicating the source. At ARLIS we start with the name of the organism, followed by the item type (or body part), such as “Brown bear skull” or “Sea otter fur.” If place of origin is important, the place may be included, such as “Algae from the Homer, Alaska area.” For taxidermic items such as a mounted or stuffed animal, ARLIS uses only the name of the animal (for example, “Greater white-fronted goose”). ARLIS does not follow these formats: “Mounted organism” or “Organism mount,” nor the inverted format: “Body part of organism.”

In records cataloged under AACR2 1.1B7, the devised title is entered in square brackets. No brackets are used under RDA. A note for the source of title is required under both systems (AACR2 10.1B1 and 10.7B3; RDA 2.3.2.10 and 2.17.2.3), as in a 500 note indicating “title supplied by cataloger.” However, for a collection that was given a title, or a single item that was distributed under a title, use that title supplied from the container or labeling. A natural object might have been purchased or obtained under a name, or may be named on a plaque. Give the source of that title in a note.

General Material Designator (GMD)

AACR2 includes [realia] in [brackets] after the designated title in subfield-h after any subfields-a, n, and p. RDA does not include the GMD. For example:

AACR2:	245 00	[Black bear fur] #h [realia].
RDA:	245 00	Black bear fur.
Both:	500	Title supplied by cataloger.

Content, Media, and Carrier Types

RDA uses these fields in place of the GMD. OCLC allows the addition of these fields in AACR2 hybrid records that contain the GMD.

- 336 three-dimensional form #b tdf #2 rdacontent
- 337 unmediated #b n #2 rdamedia
- 338 object #b nr #2 rdacarrier

MARC Fixed Fields

When using OCLC Connexion, typically the fixed-field table is encountered in the manner shown in Table 15.1.

Field 007

There is no specific 007 field (physical description fixed field) for realia and three-dimensional objects. A 007 field had been defined in MARC21 for unspecified category of material (007/00 'z'), but OCLC did not implement it until several years later in August 2011. It is an optional field. Until guidance is published, the most logical coding of this field for realia is subfield-a "z" and subfield-b "u" (or "m" if there are multiple forms in a collection), as in:

007 z #b u

Publication Information

For naturally occurring objects that are not commercially packaged or distributed there is no AACR2 Publication Area (AACR2 10.4.C2). RDA simply makes no mention of recording such statements in the pertinent rules 2.7 to 2.10. Thus, this field may be entirely omitted. The date is not to be assumed.

Subject Headings

ARLIS uses Library of Congress subject headings. There is no rule regarding realia in LC's Subject Heading Manual. For subject access, ARLIS has decided to use LC subject headings using the tag 655 for genre/form instead of the more common tag 650 for topical terms, as the objects being cataloged are not about the animal but instead are physical manifestations of the item named. ARLIS generally assigns one heading for the organism and one for the type of object.

TABLE 15.1 OCLC Connexion

Type	r	ELvl	I	Srce	d	Audn		Ctrl	Lang	zxx
BLvl	m	Form		GPub		Time	nnn	MRec	Ctry	xx
Desc	a	TMat	r	Tech	n	DtSt	n	Dates	uuuu.uuuu	

Note: Blank fields are intentionally blank.

TABLE 15.2 Explanatory Table of MARC Fixed Fields

Field Name	OCLC Mnemonic	Field Definition	Code for Realia
Type of Record	Type	Type of MARC Record	r
Encoding Level	ELvl	Degree of completeness of the MARC record	I—full-level input by OCLC participant (other codes are also possible)
Cataloging Source	Srce	Original catalog source of the record	d—other (most libraries use this code; some cataloging agencies may use other codes)
Target Audience	Audn	Intellectual level	
Type of Control	Ctrl	Archival control status	
Language Code	Lang	Language of the item	zxx
Bibliographic Level	BLvl	Bibliographic level of the record	m—monograph item c—a collection
Form of Item	Form	Form of the material	
Government Publication	GPub	Publication of a government agency	
Running Time	Time	Running time of motion pictures and video recordings	nnn
Modified Record	MRec	Modification of bibliographic information	
Country of Publication	Ctry	State or country of publication	xx
Descriptive Cataloging Form	Desc	Form of descriptive cataloging according to ISBD	a—AACR2 c—RDA without ISBD punctuation i—RDA using ISBD
Type of Visual Material	TMat	Type of Visual Material	r
Technique	Tech	Technique to creation motion	n
Type of Date	DtSt	Type of publication date	n
Dates	Dates	Date 1 and Date 2	uuuu,uuuu

Note: Blank codes are intentionally blank.

Sample LCSH organisms: Sample LCSH objects:

Black bear	Antlers
Dall sheep	Fur
Lynx	Head
Pike	Jaws
Sablefish	Vertebrae

However, because ARLIS specializes in research on animals, we prefer to use a form subdivision to help identify such three-dimensional objects. ARLIS uses the form subdivision “#v Specimens.” Because LC’s official definition of this subdivision does not conform to ARLIS usage, we use second indicator “4” to mark the field as a local heading so it will not be “corrected” by another agency or by a vendor in a database cleanup.

655 _4 Polar bear #v Specimens.
 655 _4 Fur #v Specimens.
 655 _4 Chinook salmon #v Specimens.
 655 _4 Jaws #v Specimens.

An example of a fully cataloged bear mount, following current AACR2 standard catalog rules follows:

OCLC record: 54057850

Type: r	ELvl: l	Srce: d	Audn:	Ctrl:	Lang: zxx
BLvl: m	Form:	GPub:	Time: nnn	MRec:	Ctry: xx
Desc: a	TMat: r	Tech: n	DtSt: n	Dates: uuuu,uuuu	

007 z \$b u
 043 n-us-ak
 245 00 [Black bear] \$h [realia].
 300 1 black bear mount : \$b black phase ; \$c 134 x 66 x 114 cm., on base 72 x 48 x 78 cm., overall 155 x 70 x 100 cm.
 500 Title supplied by cataloger.
 500 Standing 3/4 high, mouth open with teeth showing, ears back (full body mount in defensive threat pose).
 500 "Male black bear taken in western Prince William Sound in 1993. Donated in memory of James P. Green"--Plaque.
 500 Styrofoam mount.
 500 Mounted on wooden base with accompanying faux lichen and other foliage.
 500 Details about bear supplied by Rick Sinnott, ADF&G Anchorage area biologist (February 2004).
 655 _4 Black bear #v Specimens.

RDA Differences:

Desc: i
 245 no GMD (subfield "h") and brackets
 336 three-dimensional form #b tdf #2 rdacontent
 337 unmediated #b n #2 rdamedia
 338 object #b nr #2 rdacarrier

FIGURE 15.3 A Complete Catalog Record for a Full-Sized Black Bear Mount under AACR2 Rules, as Specified by Olson et al. 2008, with RDA Standards Noted (Note: Thanks to Julie Moore and her team of cataloging interns in 2004 for their creative work. Updates provided by Ed Kazzimir).

220 Audio Recorders to Zucchini Seeds

However, ARLIS generally uses only brief records created via its ILS for the specimens, so the records do not appear in OCLC. A typical record follows:

Rec_Type	r	Bib_Lvl	m	TypeCtrl		Enc_Lvl	k
Desc	a	Entrd	980820	Dat_Tp	n	Date1	uuuu
Date2	uuuu	Ctry	xx	Illus		Audience	
Repr		Cont		GovtPub		ConfPub	0
Festschr	0	Indx	0	Fiction	0	Biog	
Lang	zxx	Mod_Rec		Source	d		

Tag	Ind.	Contents
099		FMS F-O88
245	00	[Sea otter fur]h[realia].
300		1 fur.
655	4	Sea otter vSpecimens.
655	4	Fur vSpecimens.

FIGURE 15.4 A Brief Record for a Sea Otter Fur, as Depicted from a SirsiDynix WorkFlows Display.

MISSION-RELATED CONSIDERATIONS

As ARLIS has evolved into a major Alaskan library, and broadened its appeal through this popular collection, it is firmly connected to its agency roots through its service orientation and its pride in promoting and helping to fulfill founding agency missions. This strong connection keeps ARLIS relevant to individual agency staff members in getting their work done and to agencies as a whole in being a vital part of their operations. ARLIS remains strongly aligned with its agencies' missions.

ARLIS's primary service orientation and funding source is the federal, state, and university agencies that originally came together to form ARLIS. In those terms, ARLIS considers itself a "special" library. Yet, from the public's perspective, ARLIS is also a "public" library in the sense that anyone from the general public or private sector may walk in during open hours with reference questions, research projects, or casual interest in its collection and services. Checkout privileges are easy to obtain and services are identical, no matter the affiliation of the nonfounding agency walk-in, call-in, or e-mail user.

The "public" aspect of ARLIS services originated with a 1972 secretarial order that mandated the Department of Interior in Alaska to establish and operate a library that served the public. This need was identified due to "heavy demands on the department" to provide Alaska resources information. This management authority was transferred to the Bureau of Land Management (BLM) via an organizational change memorandum authorized by the director of BLM in 1986.

This authority as carried forward by the BLM is the main driver for ARLIS's commitment to providing public services, and the BLM funding level assures

— this service continues. As stated in the organizational change plan, “[a]ll traditional library services are provided by the library including reference, telephone reference, interlibrary loan, circulation and online bibliographic searching.”

Through the FMS collection, ARLIS’s deep commitment to serve the public has grown stronger. This service orientation is manifested by staffing a reference desk during all open hours (45 hours per week), maintaining telephone and e-mail reference services, licensing its scientific journals and databases to be available to on-site visitors, sharing a library catalog with public libraries throughout the state, participating in a patron-initiated holds program, creating brochures and LibGuides that direct users to its more hidden collections, and serving all on-site users and providing them with free parking.

The FMS collection, by far, is the largest draw for the public to ARLIS. Cub Scout troops use the furs to symbolize moving up from Wolf to Bear ranks. Established and aspiring artists draw inspiration from the shape and shadowing of skulls. According to the Alaska Department of Fish and Game (2005), teachers often use animal skulls as a “tool for teaching about the diversity of Alaska’s wildlife and the special role each animal plays in its natural environment” (p. 7). Camp counselors envisioning fun activities, event planners needing decoration, and parents helping kids with in-class presentations are attracted to ARLIS specifically and sometimes exclusively to this collection.

Some have surprised staff with new and innovative uses for this collection. Staff did not initially envision that the spotted owl would be used for Harry Potter events. The most notorious use was by the movie, *The Frozen Ground*, which was filmed in Anchorage and re-created serial killer Robert Hansen’s basement lair using ARLIS materials, for which the library was never listed in the credits, despite the pivotal role the “trophy room” played in the movie. However, the film producers paid for repairing the walrus skull they borrowed, so ARLIS benefited from foregoing its prohibition of circulating these items to nonresidents. Their movie credit to “The wonderful people of the City of Anchorage and State of Alaska” likely included the people who work at ARLIS. Those curious to see the trophy room can fast-forward to minute 23, but be prepared for gory violence.

Conformity with ARLIS’s Collection Development Policy

ARLIS’s collection scope is addressed in the following collection statement. The concept that most closely addresses the FMS collection is ARLIS’s service to the constituency of its founding agencies:

The ARLIS collection will focus on the research and information needs of its founding agencies, primarily in the areas of natural resources and cultural resources management in Alaska. Subject area emphases are wildlife and fisheries biology and habitat, arctic issues, traditional knowledge, resource development, mineral industries, land use planning, earth science, environmental studies, pollution studies, oil spills, and conservation. The ARLIS collection will likewise serve as an information resource for the constituency of its founding agencies, the public, university students, the business community, and individuals and groups involved in natural resources conservation and development. ARLIS will acquire materials

222 Audio Recorders to Zucchini Seeds

appropriate to the use of these groups in the designated subject areas. ARLIS will participate in cooperative collection development with public and university libraries to minimize duplication and to perpetuate a largely unique collection in Anchorage.

The circulating FMS collection was initially amassed by Alaska Department of Fish and Game to serve its active constituency of wildlife educators and enthusiasts of all types. ARLIS is upholding that service, expanding it, and broadening its reach to the public at large.

Other Mission-Related Considerations

Libraries considering the adoption of a wildlife realia collection have a number of factors to consider, including the ease of the circulation transaction in light of the library's physical layout, adequate and accessible storage, and the labor and expense of circulating the items, which involves an investment in boxes, allocating circulation staff, etc. Core mission is certainly a fundamental consideration. In ARLIS's case, being founded by natural resource agencies allowed access to the materials, and a special order to serve as a public library allowed ARLIS to offer these materials widely, hence the agency-related need to have these items publicly available was inherent in its library operation. A mission consideration for ARLIS would have been to circulate to teachers only in conformance with the ADF&G model, but ARLIS chose to instead extend their access to any user "on the road system" having the capability to return the items, and therefore broadened the library's appeal to the general public.

Although a more traditional special library serving agency clientele may have access to FMS-like items, they may have neither the mandate to serve the public nor adequate staff to do so. Conversely, a traditional public library may have clientele that would like access to these types of materials, such as teachers and Scout leaders, but the jurisdiction to acquire these materials from state or local agencies may be lacking. Although the advice to librarians to seek out these materials through contact with the proper agencies may be freely given, there is little evidence that other libraries have done so. A single university library³ was identified in the research leading to this chapter as offering science kits that include specimens like the items within the FMS collection, but it serves only its own college population and area teachers. The source for these materials is not indicated. The central theme of this chapter is that realia collections are the exception rather than the norm, and it is hoped that other libraries will find ARLIS's experiences with these items helpful in examining whether the expansion to such a program will conform to an individual library's existing mission or become a worthwhile expansion of mission.

CLOSING OBSERVATIONS ABOUT HANDS-ON TEACHING TOOLS IN THE CLASSROOM

According to Tobin (1997), teaching using the hands-on method "gives students an active role in their own learning. . . . [S]tudents . . . need to explore,

justify, predict, synthesize, conjecture, solve, infer, model and otherwise participate in the learning process. One effective way of encouraging the active involvement of students is to incorporate hands-on activities into classroom teaching” (p. 371).

Current teaching literature advocates the use of skulls to “provide an additional learning resource through the tactile modality; connect practical, real-world knowledge to more abstract concepts; and improve memory through physical actions” (Klein et al., 2015). Curriculum-based texts acclaim this approach for teaching science in elementary and secondary grade levels. Tobin (1997) notes that “co-participation among the teacher and students requires all participants to communicate with one another using a shared language that evolves over time, [that] use of the language is a critical part of the learning process . . . as students engage the tasks that constitute the curriculum” (p. 400). The FMS collection allows for this type of learning experience.

However, the use of wildlife realia in the classroom presents unique challenges. The Alaska Department of Fish and Game (2005) give the following cautions to teachers: “Skulls should be handled carefully. Students should be sitting down when handling skulls, using both hands to pass them, preferably over carpeted floor. . . . When teaching about Alaska mammals, it is important to note that there are some cultural mores where it is inappropriate to talk about a particular species. For example, the Athabaskan culture traditionally discourages women from speaking about bears” (p. 71).

These furs, skulls, and bird/fish mounts, as well as educational kits, are used to inspire students. A recent article in the *Anchorage Daily News* discusses one high school teacher’s use of this collection. The teacher annually checks out a variety of items for a three-day lab that “allows students to get up close to the things that they’ll be studying each year. . . . It gets them excited about being in biology class. It starts the year off on a good foot” (Caldwell, 2015). When hearing these stories from teachers over the reference desk, the excitement in the teachers’ voices carries over the shared experiences from the classroom into the library and gives staff an inkling of the encounter with science that occurred in the classroom through the use of this collection.

NOTES

1. Another notable example is the StreamNet Library in Oregon.
2. See ARLIS: www.arlis.org/docs/vol2/a/Furs_mounts_skulls.pdf; ADF&G: www.adfg.alaska.gov/index.cfm?adfg=educators.teachingkits; USFWS: www.fws.gov/alaska/external/educators.htm.
3. Illinois State University, Milner Library, Teaching Materials Center. Educational Kits: illinoisstate.libguides.com/c.php?g=30483&p=191309.

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224 Audio Recorders to Zucchini Seeds

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APPENDIX F: DRAFT AGREEMENT FOR HOUSING, MAINTENANCE, AND CIRCULATION OF COLLECTION OF SKULLS, FURS, AND BIRD MOUNTS

Draft Agreement between Alaska Department of Fish and Game (ADF&G) and Alaska Resources Library and Information Services (ARLIS) for Housing, Maintenance and Circulation of the ADF&G Collection of Skulls, Furs, and Bird Mounts



Date of Agreement: _____

Background: The Alaska Department of Fish and Game (ADF&G) has amassed a circulating collection of skulls, furs, and bird mounts that is heavily used by teachers and environmental educators in the community. These materials are listed in Appendix G. ADF&G no longer has on-site storage to accommodate the display and circulation of these materials in an area readily accessible by staff. Alaska Resources Library and Information Services (ARLIS) was approached by ADF&G staff seeking a solution to the problem of access of these materials. Providing access to this collection is appropriate to the mission of ARLIS and is especially congruous with the existing environmental education collection, consisting of videos, books, and classroom presentation kits, that was transferred from U.S. Fish and Wildlife Service to ARLIS. The housing of the skull, fur, and bird mount collection at ARLIS is beneficial to ADF&G in promoting access to these materials that are in demand but that ADF&G can no longer adequately administer. The collection will remain the property of ADF&G. ARLIS will house the collection and provide a central distribution point to which ADF&G may refer potential users. The parties also agree to the following listed terms.

ADF&G agrees to:

1. Provide boxes appropriate for the storage of the furs and replace these as needed. These boxes will be labeled with the common and scientific names of the animal from which the fur was taken.
2. Provide labels for the bird mounts and skull mounts listing the common and scientific names of the animals represented.
3. Provide tags attached to the bird and skull mounts and to the furs identifying the items as ADF&G property and stating the need to return them to ARLIS. The tags should be an adequate size to allow affixing a bar code label.
4. Repair the collection as necessary and replace items that become worn from handling.
5. Assign monetary value to items to assist ARLIS with recovery from patrons who are delinquent with returns.

ARLIS agrees to:

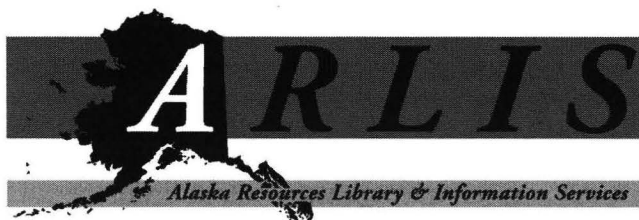
1. Store the collection in the ARLIS storeroom and provide appropriate display materials alerting patrons to its availability.
2. Register borrowers who wish to check out items from the collection.
3. Comply with ADF&G protocol regarding the patron groups allowed borrowing privileges to the collection.
4. Keep accurate circulation statistics regarding the use of the collection.
5. Regularly send out notices to patrons who allow items from the collection to become overdue and ultimately bill for replacement value.
6. Alert ADF&G staff when materials require repair or replacement.

The undersigned agree to the conditions set forth above.

_____ date
for Alaska Department of Fish and Game

_____ date
for Alaska Resources Library and Information Services

APPENDIX G: CATALOG INFORMATION FOR FURS, MOUNTS, AND SKULLS COLLECTION



Furs, Mounts, and Skulls

Provided in cooperation with

Alaska Department of Fish and Game



September 2015

Alaska Resources Library & Information Services
Suite 111 Library Building
3211 Providence Drive
Anchorage, AK 99508
(907) 27-ARLIS (272-7547) reference@arlis.org
www.arlis.org
Hours: Monday–Friday, 8 a.m.–5 p.m.

ARLIS Furs, Mounts, and Skulls

The furs, skulls, and mounts listed as follows are made available at ARLIS by the Alaska Department of Fish and Game, Division of Wildlife Conservation, U.S. Fish and Wildlife Service, and private donors. Most items may be checked out from ARLIS for a two-week period and may be renewed once for an additional two weeks.

These items are available on a first-come/first-served basis. Please check the catalog for availability by doing a key word search using the name of the animal or bird exactly as it appears in the list. If the search produces too many hits, add key word *realia*.

ARLIS is open Monday through Friday, 8:00 a.m. to 5:00 p.m., but furs, mounts, and skulls may only be checked out until 4:45 p.m. Items must be returned to ARLIS during open hours. Unlike books, these items cannot be returned to other Anchorage libraries. For assistance, please contact the ARLIS reference desk at 272-7547 or reference@arlis.org.

Furs Search the catalog by key word using the name of the animal or bird exactly as it appears in the list. If the search produces too many hits, add key word *realia*. *Please handle furs with care.*

Fur Name	Shelf Location	Number of Items/Notes
Alaskan hare fur	FMS F-H32	1
Beaver fur	FMS F-B4	2 sheared; 4 full coat
Black bear fur	FMS F-B32	4
Black bear cub fur	FMS F-B32j	3
Brown bear fur	FMS F-B33	5
Brown bear cub fur	FMS F-B33j	1 partial with radio transmitter
Caribou fur	FMS F-C3	1
Coyote fur	FMS F-C6	1
Cross fox fur	FMS F-F63	1
Deer fur	FMS F-D4	1
Harbor seal fur	FMS F-S45	3
Lynx fur	FMS F-L9	2
Marten fur	FMS F-M3	2
Mink fur	FMS F-M5	1
Mountain goat fur	FMS F-G66	1
Musk ox fur	FMS F-M8	1 head detached
Muskrat fur	FMS F-M9	1

(continued)

Fur Name	Shelf Location	Number of Items/Notes
Polar bear fur	FMS F-B37	2
Red fox fur	FMS F-F67	5
River otter fur	FMS F-O87	7
Sample furs	FMS F-F8	black bear, brown bear, mountain goat, lynx, sea otter, and sheep fur samples
Sea otter fur	FMS F-O88	9
Snowshoe hare fur	FMS F-H37	1 winter coat
Steller sea lion pup fur	FMS F-S37j	1
Wolf fur	FMS F-W6l	5 light coat
Wolf fur	FMS F-W6d	3 dark coat
Wolverine fur	FMS F-W7	1

Mounts: Birds Search the catalog by key word using the name of the animal or bird exactly as it appears in the list. If the search produces too many hits, add key word *realia*.

Mounts are checked out in clear boxes and are meant to be viewed through the box to prevent damage to these fragile items.

Bird Name	Shelf Location	Number of Items/Notes
Bird boxes for circulating bird mounts	Storage	Small, medium, large, and extra large sizes are available.
American wigeon mount	FMS-3	2
Canada goose	FMS-13B	2 unmounted bird specimen
Common goldeneye mount	FMS-4	1
Common loon mount	FMS-6	1
Common loon mount	FMS-52	3 in self-contained boxes
Gray partridge mount	FMS-12	1
Great horned owl mount	FMS-8	3
Greater Canada goose mount	FMS-1	3
Greater scaup	FMS-13B	1 unmounted bird specimen
Greater white-fronted goose mount	FMS-5	1
Greater yellowlegs mount	FMS-7	1
Green-winged teal mount	FMS-3	2
Harlequin duck mount	FMS-4	2
Lesser Canada goose mount	FMS-2	2
Lesser scaup mount	FMS-4	1

(continued)

Bird Name	Shelf Location	Number of Items/Notes
Mallard drake mount	FMS-3	2
Mallard hen mount	FMS-3	1
Mew gull mount	FMS-7	2
Northern harrier	FMS-13A	1 unmounted bird specimen
Northern hawk owl mount	FMS-11	1
Pacific loon mount	FMS-5/6	3
Puffin	FMS-13B	2 unmounted bird specimen
Red-breasted merganser mount	FMS-4	1
Red-throated loon mount	FMS-6	1
Ring-necked pheasant	FMS-13B	1 unmounted bird specimen
Ring-necked pheasant mount	FMS-15	1 in display case
Rough-legged hawk mount	FMS-11	1
Sandhill crane mount	FMS-15	1
Snowy owl mount	FMS-10	2
Sooty shearwater mount	FMS-7	1
Spruce grouse	FMS-13A	1 unmounted bird specimen
Spruce grouse mount	FMS-12	2
Willow ptarmigan mount	FMS-12	1

Mounts: Fish Search the catalog by key word using the name of the fish exactly as it appears in the list. If the search produces too many hits, add key word *realia*.

Mounts are checked out in clear boxes and are meant to be viewed through the box to prevent damage to these fragile items.

Fish Name	Shelf Location	Size
Fish boxes for circulating fish mounts	Storage	large, medium, and small sizes are available
Bigmouth sculpin	FMS FISH-10	medium
Bering wolfish	FMS FISH-8	large
Black rockfish	FMS FISH-9	medium
Chinook (king) salmon	FMS FISH-14	large
Coho (silver) salmon	FMS FISH-15	large
Dark rockfish	FMS FISH-4	medium
Dusky rockfish	FMS FISH-1	medium
Great sculpin	FMS FISH-11	medium
Harlequin rockfish	FMS FISH-5	small

(continued)

Fish Name	Shelf Location	Size
Northern rockfish	FMS FISH-2	small
Pacific cod	FMS FISH-12	large
Redstripe rockfish	FMS FISH-3	small
Sablefish	FMS FISH-7	medium
Sockeye (red) salmon	FMS FISH-13	medium
Yellow Irish lord	FMS FISH-6	small

Mounts: Mammals Search the catalog by key word using the name of the animal or bird exactly as it appears in the list. If the search produces too many hits, add key word *realia*.

These mounts are large and do not have clear boxes; they should be handled carefully and only during transport to prevent damage.

Mammal Name	Shelf Location	Number of Items/Notes
Black-tailed deer fawn mount	FMS M-D48	1
Land otter mount	FMS M-O87	1

Skulls Search the catalog by key word using the name of the animal or bird exactly as it appears in the list. If the search produces too many hits, add key word *realia*.

Skulls must be handled with the utmost care as most are extremely fragile and difficult to replace.

Skull Name	Shelf Location	Number of Items/Notes
Antelope skull and horns set	FMS S-A6	1 skull and 4 horns
Arctic ground squirrel skull	FMS S-S63	2
Beaver skull	FMS S-B4	6
Beluga whale skull & vertebrae disc	FMS S-W52	1
Bird skull kit	FMS S-B5	1 display box with 16 skulls: bald eagle, common loon, sandhill crane, glaucous-winged gull, raven, great horned owl, snipe, woodcock, Lapland longspur, mew gull, [unknown], Steller's eider, white-winged scoter, pine grosbeak, double- crested cormorant, gray jay

(continued)

254 Appendix G

Skull Name	Shelf Location	Number of Items/Notes
Black bear skull	FMS S-B32	6
Bobcat skull	FMS S-B8	3
Brown bear skull	FMS S-B33	7
Caribou skull	FMS S-C3	1
Coyote skull	FMS S-C6	6
Dall sheep horns	FMS S-S53h	5 small horns
Dall sheep skull and horns set	FMS S-S53	2
Dog skull	FMS S-D6	1
Harbor seal skull	FMS S-S45	2
Harbor seal pup skull	FMS S-S45j	1
Lynx skull	FMS S-L9	5
Marten skull	FMS S-M3	5
Mink skull	FMS S-M5	5
Mountain goat skull	FMS S-G66	1 skull and 2 jawbones
Moose skull	FMS S-M6	1
Musk ox skull	FMS S-M8	2
Muskrat skull	FMS S-M9	4
Northern fur seal skull	FMS S-S46	2
Opossum skull	FMS S-O6	1
Polar bear skull	FMS S-B37	6
Porcupine skull	FMS S-P6	2
Raccoon skull	FMS S-R3	1
Red fox skull	FMS S-F67	7
Red squirrel skull	FMS S-S67	2
River otter skull	FMS S-O87	3
Sandhill crane skull	FMS S-S2	1
Sea otter skull	FMS S-O88	1
Sitka black-tailed deer antlers	FMS S-D47a	1
Sitka black-tailed deer skull	FMS S-D47	4
Small furbearers skull set	FMS S-F8	1 display box with 13 skulls: Arctic fox, northern ground squirrel, red squirrel, mink, tundra hare, snowshoe hare, little brown bat, muskrat, marten, shrew, vole, short- tailed weasel, least weasel
Snowshoe hare skull	FMS S-H37	3

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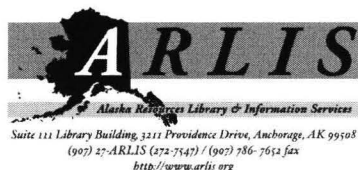
Skull Name	Shelf Location	Number of Items/Notes
Steller sea lion skull	FMS S-S37	3
Walrus skull	FMS S-W3	2
Short-tailed weasel skull (ermine)	FMS S-W47	1
Wild boar skull	FMS S-B7	1
Wolf skull	FMS S-W6	5
Wolverine skull	FMS S-W7	6

Miscellaneous Specimens Search the catalog by key word using the name of the animal or bird exactly as it appears in the list. If the search produces too many hits, add key word *realia*.

Specimens must be handled with the utmost care as most are extremely fragile and difficult to replace.

Name	Shelf Location	Number of Items/Notes
Bird feet set	FMS-8	12 feet in 1 container
Brown bear paws set	FMS F-B33p	2 paws
Class Insecta	FMS Z-I5	1 display box of various insects
Moose, fractured bone	FMS S-M6f	1 fractured bone in 2 pieces
Moose, miscellaneous bones	FMS S-M6m	4 bones
Polar bear paws set	FMS F-B37p	2 paws in display box
Walrus jaw bone	FMS S-W3j	1
Walrus jaw bone, juvenile	FMS S-W3jj	1
Walrus tusk	FMS S-W3t	1
Whale baleen	FMS Z-W5	1 baleen plate

APPENDIX H: FURS, MOUNTS, AND SKULLS COLLECTION/EDUCATIONAL SCIENCE KITS STATEMENT OF RESPONSIBILITY



Furs, Mounts, and Skulls Collection/Educational Science Kits Statement of Responsibility

* To check out items, you must have an active, eligible library card. ←

Responsibility

1. I understand that furs, mounts, skulls, and kits must be returned to ARLIS during open hours, 8-5, M-F, and that, unlike books, these items may not be returned to other Anchorage libraries.
2. I understand that the furs, mounts, and skulls are my responsibility while checked out in my name and agree to take all reasonable precautions to protect them. If others use them while they are checked out in my name and damage or loss occurs, I understand that I will be held liable for any loss or damage that may occur.
3. I agree that I will be responsible for the cost of repair or replacement of the furs, skulls, and mounts due to any loss, damage, or theft. I understand that repair or replacement costs will be current market price and may be in excess of \$1,000 for rare specimens.
4. I understand that I am responsible for the tags and bar codes of each specimen. If these are removed or damaged, I consent to pay the cost of replacing these items.
5. I understand that it is my responsibility to make arrangements with Alaska Resources Library & Information Services (ARLIS) to pay any and all charges incurred as a result of improper use, damage, loss, or theft of furs, mounts, or skulls checked out to me. Failure to do so may result in the loss of library privileges at ARLIS and the Joint Catalog partner libraries.
6. I understand that if furs, mounts, or skulls are stolen while checked out to me, I must notify ARLIS library personnel at the ARLIS reference desk immediately and file a theft report with the Anchorage Police Department or University Campus Police if the theft occurs on the UAA campus.
7. Checkout is for two weeks. Items may be renewed once. Fines accrue at the rate of \$1.00/day for each item.

Use Agreements

1. I understand that mounts are checked out in clear boxes and are meant to be viewed through the box to prevent damage. I agree that mounts shall remain in their locked boxes while in my custody.
2. I understand that skulls must be handled with the greatest care; most are extremely fragile and difficult to replace. I understand that furs may be touched with the condition that they must be handled with care. Children are to be supervised when handling furs and skulls. I agree to handle items in my custody accordingly, with the utmost care.
3. I agree to abide by the Marine Mammal Protection Act, which prohibits taking marine mammal items over state lines.
4. **I understand that labels, tags, and bar codes must not be removed or damaged, and that a \$10 fine may be charged for each tag that is damaged or removed.** If labels need to be covered for testing purposes, I agree to use impermanent materials, such as sticky notes or painter's tape applied to the tag only. Under no circumstances will I apply tape to the furs, mounts, or skulls.

Repair/Replacement Costs

Repair or replacement due to loss or damage, including failure to return the item, will be charged at the current market price as determined by the ARLIS Management Team.

I have read this document and fully understand its terms and my obligations. Breach of these terms may affect future borrowing privileges. I understand that this document is contractual in nature and my signature below indicates my agreement with all terms.

Print name _____ Signature _____ Date _____

Current Home Phone Number _____ Current Cell Phone Number _____

Employer _____ Work Phone Number _____

E-mail address _____ Home address _____

ARLIS Librarian _____ Date _____ ***Signed copy for file/Give one copy to borrower***

AUDIO RECORDERS TO ZUCCHINI SEEDS

Building a Library of Things

Mark Robison and Lindley Shedd, Editors



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