Book Belonging and Ex-libris in High School Students

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Abstract

The act of reading books is one of the easiest activities that can be done at any age, anytime, anywhere. In this age where social media, digital world and visuality surround everyone, fun and interesting activities should be produced to increase the meeting of young people and children with books.

In this study, it is aimed to convey the concept of ex-libris to school-age students who will form the habit of reading books and to strengthen the bond between them and books in this way. In addition, it was ensured that students adopt their books through ex-libris design.

We first announced the concept of ex-libris in a high school (Emine Ahmet Yeni KAİH High School) with presentations and formed a working group. First, we investigated the elements that support their desire to read books and whether they know the concept of ex-libris with our preliminary questionnaires. We found that almost none of the students had heard of the concept of ex-libris before.

The study population consisted of 178 high school students determined on a voluntary basis for the pre-survey and 38 high school students for the application group. In the pre-survey, 12 questions were asked to determine the students' connection with the book. A 10-question questionnaire was also applied to determine the change in the relationship of our students who draw/design ex-libris with books and their sense of book belonging after this application. In the literature review, it was seen that the low awareness of ex-libris and the lack of application area were emphasized. The reliability of the survey data was measured on SPSS and statistical analyzes were made.

This study is the project that made it to the Samsun regional final within the scope of 2204 A TÜBİTAK High School Students Research Projects.

Keywords: Ex-libris, Design, Art, Book, Student.

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Purpose and Scope

Humanity has always wanted to express itself. This has been done through various branches of art such as literature, painting and music. In our project, we aimed to bring together ex-libris, which is the art of painting-design that young people have heard of with this work, with books, which are literary products. In this study, the main goal was to revive this art, which is not known among students, to provide reading motivation and to create book belonging in young people. In the fields of education, studies that will increase the love of reading books and create a love and belonging to books are considered important. Ex-libris is an activity that will increase students' interest in books through their own products, where they can reveal their interests and talents through a book-centered activity. We think that this study is a study that can contribute to their sense of ownership of books. Instilling a love for books by utilizing a field that they themselves want, love, and where they can exhibit their talents will be more effective than the effort to take them to books with a didactic discourse.

In this study, it is aimed to increase the interest in books by bringing together the pictures, digital designs or photographs that students in the 14-18 age group love to draw with books. In doing so, it was aimed to first introduce students to ex-libris, a visual art. In this way, students were able to establish a bond of belonging and ownership between their own books and the works they produced. It was determined that students' interest in books could be increased in a different way with the pleasure of seeing a design and a drawing of their own in the books they own. It has been seen that ecllibris, which is used as an internal motivational element in this regard, is a useful field of study in bringing books and young people together.

Strengthening the bonds established with books and increasing the love of books and the desire to read constitute the essence of our work as the main purpose. In our study, making ex-libris, which many people do not know today, functional is one of our goals on the way to the book. In order for this age group to create their own library, the motivation given by the sense of individual ownership and the pleasure of seeing their own work in their own book ensured that our work was carried out with pleasure.

Introduction

"Ex-libris are small-sized original works that book lovers paste on the inside cover of their books, with their names and pictures on different subjects. Ex-libris is the business card or deed of the book. It introduces and glorifies

Image 1: Senanur Keskin, CRD, 2022.

Image 2: Turgay Mengü, CGD, 2022.

Image 3: Hümeyra Demircioğlu, CRD, 2022.

the book owner and warns the borrower to return the book. An ex-libris is an indication of the owner of the book, not the book in which it appears. It is a link between the book and its owner. It literally means '…from…his library' or '…belonging to…his library'. For example, a work that reads 'Ex-libris Hasip Pektaş' reminds us of Hasip Pektaş's library and appears on the inside cover of books owned by him." (Pektaş, 2017).

One of the most important goals of education and cultural policies is to increase the reading culture of children and young people. Various activities and programs are constantly implemented for this purpose. However, in today's world where visuality and the virtual/digital world take precedence over everything else, we are facing the danger of a growing gap between books and young people. "The preference of individuals for traditional mass media such as books, newspapers and magazines, which can be considered as the cheapest means of information and leisure time utilization, has decreased in the face of technological tools such as television, computer and internet. These technological tools can affect individuals negatively by changing their positive behaviors and habits." Durualp (as cited in Mut, 2011). The activities and programs created and proposed for the solution to this problem have been studies centered on external motivation rather than student-centered. "Even if individuals believe that they are skilled in an action, they do not want to engage in that action if they do not have a purpose. The ability of individuals to engage in the act of reading depends on their goals and motivations to be created for reading." (Güzel, 2020).

Güzel, who states that motivation is divided into two as intrinsic and extrinsic motivation, says regarding intrinsic motivation; "When people are intrinsically motivated, they participate in activities that concern them and do so with a full sense of will and free will without the need for material rewards or restrictions." Extrinsic motivation, in which the situation desired to be realized by an external force is expressed to the individual, constitutes a participation based on external demands. Unfortunately, in educational institutions and programs, students are mostly externally motivated by others to read books. In our study, on the other hand, students who love painting and design or students who can make a drawing that can express themselves participated in this study with internal motivation. In this way, both in the name of instilling book belonging and love and creating their own library from here, and in the name of our students who love painting-design-drawing to be interested in the art of ex-libris, the study created an internal motivation action.

Every activity, every endeavor that brings young people together with books is very valuable. Beyond the classical and monotonous verbal suggestions,

Image 4: Hümeyra Demircioğlu, CRD, 2022.

Image 5: Zeynep Sera Bora, CRD, 2022.

different, enjoyable and interesting approaches should be brought to the forefront by activating the interests of young people. It is possible to strengthen the bond of young people who love painting-drawing-designing and even photography with books through internal motivations. For students who will design ex-libris, knowing the language of painting and the possibilities of photography and typography will make their work more effective. And it will be realized that they will enjoy the resulting work and their interest in this art will increase. In the light of all this information, it was tried to determine whether the students, whose own visual designs we enabled to meet with books, developed a sense of belonging and love for books, and whether this study would contribute to the habit of reading books. Thus, with the ex-libris application, which we want to be included in both painting and literature curricula, two-three art branches such as painting-photography-literature will be presented to students in interaction and a useful application will emerge in the name of multi-art teaching.

Methods and Materials
Research Population and Data Collection Tools
The 10th, 11th, 12th grade students of a high school (Emine Ahmet Yeni Girls Imam Hatip High School) in Samsun / İlkadım region constitute the research population of this project. 178 students selected from this school by simple random method participated in the 12-question pre-survey developed by us. In the implementation group, 38 students participated on a completely voluntary basis. These students were also administered a 17-question questionnaire developed by us after the implementation. The responses to these pre- and post-surveys provided the data that shaped our research.

Through the pre-survey and post-surveys, it was tried to quantitatively determine the bond that high school students establish with their books, especially the phenomenon of book belonging. The survey questions were developed by us and prepared as closed-ended.

In line with the information received from Prof. Dr. Hasip Pektaş regarding printing methods, printing codes and the number of reproductions were added to the printouts. This information was explained to the students in the implementation group during the distribution of the ex-libris. The students who received ex-libris with their own drawings/designs glued them to their books and shared the books where they applied ex-libris with us.

Of the 38 printed ex-libris, 28 were identified as CRD (Computer reproduced design), 7 as CGD (Computer generated design) and 3 as P8+CRD
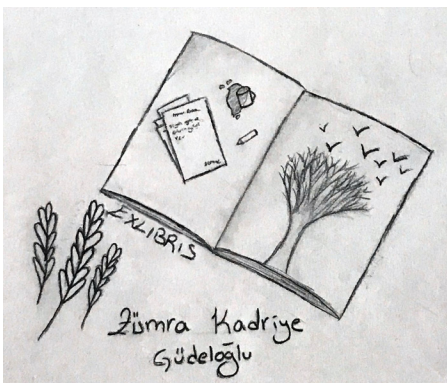
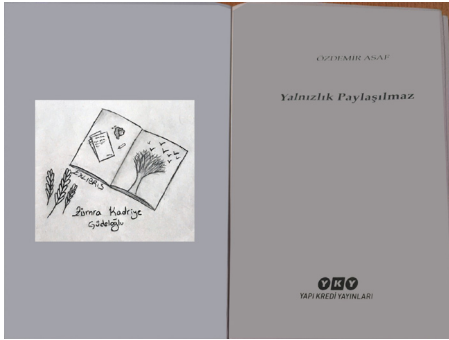**Image 6:** Zümra Kadriye Güdeloğlu, CRD, 2022

Image 7: Zümra Kadriye Güdeloğlu, CRD, 2022

Image 8: Melike Nur Sümbül, CGD, 2022

Image 9: Sultan Sümeyye Halil, P8+CGD, 2022

(Photographic reproduction - Original photograph). One of these drawings/ designs is an example of typographic writing.

After the students who worked on ex-libris applied it on their books, it was tried to measure their approaches to ex-libris in terms of book belonging, love of books, and the bond established with books through survey questions.

Findings

During the application, 30 of the participants wrote the expression "exlibris", 5 wrote "ex-libris", 2 wrote "…from the library" and 1 wrote "…library" on their designs.

Some of the exlibris works of the application students are presented as examples as applied on their own books. In Figure 7, there are some of the exlibris produced with the CRD technique, in Figure 8 with the CGD technique, and in Figure 9 with the P8 + CRD technique.
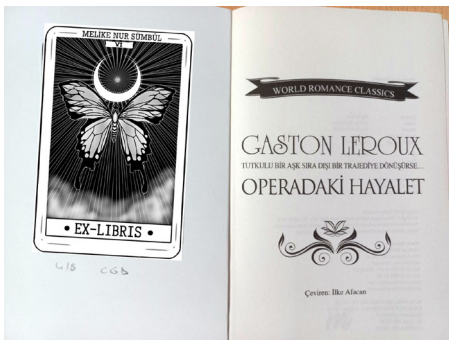
The statistical data collected from 34 people who participated in our survey from the application group and 178 people to whom we applied a preliminary survey were as follows: Only 2.8% of the 178 high school students who participated in our general survey had heard of the concept of exlibris (Table 1). In the application group, this rate was 3%.

Have you heard of the concept of ex-libris before?		
	n	%
Yes	5	2,8
No	173	97,2
Total	178	100,0

Table 1. Frequency of knowing exlibris.

Among the students who participated in our general preliminary survey, 75.8% liked to read books. (Table 2). In the treatment group, the frequency of those who answered the question "Do you think you are a very good reader?" in the affirmative was 52.9%.

Do you think you are a very good reader?		
	n	%
Yes	135	75,8
No	2	1,2
Sometimes	41	23
Total	178	100,0

Table 2. Frequency of people who like to read books.

EX-LIBRIST International Journal of Ex-libris / Vol.**10** / Part **14**
Uluslararası Ekslibris Dergisi / Cilt **10** / Bölüm **14**

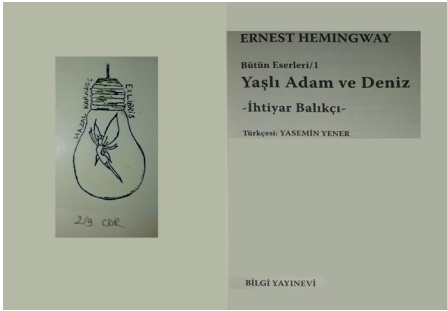İSTANBUL İSTANBUL
EX-LIBRIS EKSLİBRİS
SOCIETY DERNEĞİ

Image 10: Hazal Karakoç, CRD, 2022.

In the pre-survey, 65.9% of the participants were afraid that their books would be damaged while lending. 19.6% stated that they did not lend their books (Table 3).

If you lend your book... (More than one option can be marked)		
	n	%
I worry that it won't come back	72	40,2
I'm afraid it will be damaged	117	65,9
I'm happy to give books to others	74	46,9
I don't lend books to anyone	35	19,6

Table 3. Frequency of lending your book.

66.3% of the participants warn the person to whom they lend their book to avoid any harm. 30.8% of the participants write their name on the book to indicate that it belongs to them. Considering the high rate of those who are anxious while lending their books, it can be thought that ex-libris work will create an internal motivation and relaxation in such people. (Table 4)

Do you give a warning when lending your book? (More than one option can be marked)		
	n	%
I say, "Don't let it get lost."	53	31,4
I say, "Don't let anything happen to it."	112	66,3
I say, "Bring it back in time."	25	14,8
I write a warning note on the book.	35	19,6
I write my name on it.	52	30,8

Table 4. Frequency of warning when giving the book.

The majority of the participants (70.8%) do not do anything to indicate that the book belongs to them when they receive a new book (Table 5). On the other hand, the majority of the participants are worried that the book will be damaged when they lend it out and that it will not come back (Table 3). In this sense, the ex-libris work we applied to the books is important in establishing a bond between the book and its owner, which is also shown to others.

Image 11: Ceyda Ceylandağ, P8+CGD, 2022

What do you do when you get a new book?		
	n	%
I put my name on it.	18	10,1
I put the date of the day.	30	16,9
I put a label on it.	4	2,2
I cover it.	-	-
I don't do anything.	126	70,8

Table 5. Frequency of what is done when a new book is purchased.

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Uluslararası Ekslibris Dergisi / Cilt **10** / Bölüm **14**

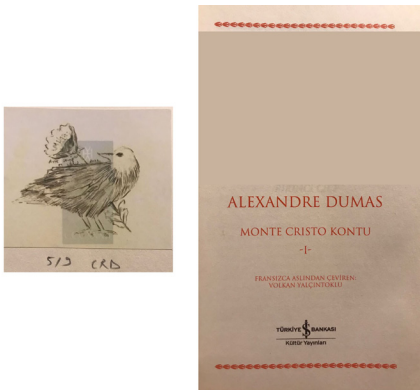ISTANBUL İSTANBUL
EX-LIBRIS EKSLİBRİS
SOCIETY DERNEĞİ

Image 12: Ayşe Sevde Otloğlu, CRD, 2022

The following data are only the data obtained in the post-application questionnaire with the group who practiced ex-libris. In this survey, the effect of making ex-libris on the love/loyalty of books was tried to be examined. 94.1% of the students in the implementation group found the ex-libris work they did useful in terms of instilling book belonging/love (Table 6). Considering that there is a large majority of students who do not do anything to show that their books belong to them when they buy a new book (Table 5), this activity had positive results in terms of creating a concrete bond of ownership / belonging between books and their owners.

Did you find this activity useful in instilling a sense of belonging/love for books?		
	n	%
Yes	32	94,1
No	2	5,9
Total	34	100,0

Table 6. The frequency with which ex-libris work instills a sense of belonging/love for books.

In addition, this study, especially to the question "Can it make a positive contribution in terms of instilling a love of books in those who do not like to read books?", the treatment group answered in the affirmative with a frequency of 88.3%. This contribution may only be effective on those who like drawing/designing. It will be seen in the application phase that the fact that ex-libris application can be easily made from calligraphic writing of one's own name to a photograph taken can be a nice activity for those who do not like to read books in order to establish a connection with the book. In fact, 23.5% of the participants in this study stated that they do not like painting/drawing/designing (Table 9).

The reasons why the treatment group voluntarily participated in this activity were also investigated. Participation due to "liking to draw" is seen at 47.1%. The desire to see their own drawing/design in their own book is 61.8%. The rate of those who want to be reminded of their book when someone else buys it is 44.1%. The frequency of those who answered that it strengthens the feeling that my books belong to me is 52.9%. (Table 7).

What is your reason for participating in this event?		
	n	%
Because I like to draw.	16	47,1
Because I like reading books.	16	47,1
Because I want a favorite drawing / image to be in my books.	21	61,8

So that if my books are bought by others, they will be reminded of you.	15	44,1
Because it strengthens the feeling that my books belong to me.	18	52,9

Table 7. Frequency of reasons for participating in this activity.

A significant majority of 88.3% of the participants in the ex-libris application stated that they would continue to make ex-libris after this study. (Table 8)

Image 13: Havva Demircan, CRD, 2022

Do you plan to continue making ex-libris or similar drawings on the interior pages of the books you will buy after this work?		
	n	%
Yes	30	88,3
No	4	11,7
Total	34	100,0

Table 8. Frequency of thoughts to continue drawing ex-libris.

The 23.5% who did not like to draw still participated in our study. The factors affecting this are given in Table 7 (Table 9).

Do you like painting/creating designs?		
	n	%
Yes	26	76,5
No	8	23,5
Total	34	100,0

Table 9. Frequency of liking to paint.

Everyone who practiced ex-libris stated that they enjoyed our work (T. 10).

Did you enjoy creating a design of your own?		
	n	%
Yes	34	34
No	-	-
Total	34	100,0

Table 10. The frequency with which you enjoy creating designs.

Would it be useful to include this work in the syllabus of literature or related art classes?		
	n	%
Yes	26	76,5
No	8	23,5
Total	34	100,0

Table 11. The frequency of the request to include exlibris in the curriculum.

The frequency of those who want ex-libris work to be included in the art/ literature curriculum is 76.5%. In addition, when lending books through ex-libris, marking that the book belongs to him/her provides comfort to all participants (Table 12). At the same time, 94.1% stated that ex-libris strengthens the bond between books and their owners. (Table 13)

Image 14: Ece Erdemir, CGD, 2022.

When you lend your book to someone else, do you feel comfortable if there is a sign saying that it belongs to you?		n	%
Yes		34	100
No		-	-
Partially		-	-
Total		34	100,0

Table 12. Frequency of which emotion occurs if the book is given away.

If you had ex-libris in all your books, would that strengthen your attachment to your books?		n	%
Yes		32	94,1
No		2	5,9
Partially		-	-
Total		34	100,0

Table 13. The frequency with which ex-libris contributes to book bonding.

All participants in the implementation group who participated in this study stated that seeing their own designs in their books made them happy. (T.14)

Were you happy to see your own ex-libris in your own book?		n	%
Yes		34	100
No		-	-
Partially		-	-
Total		34	100,0

Table 14. Frequency of being happy with ex-libris work.

91.2% of the participants in the ex-libris study think that someone who constantly puts ex-libris in his/her books will have a positive effect on reading habits. (Table 15)

Can we think that someone who constantly sees their own design in their books will increase their reading habits?		n	%
Yes		31	91,2
No		3	8,8
Total		34	100,0

Table 15. The frequency with which ex-libris affects reading habits.

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MELİKE NUR SÜMBÜL

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• EX-LIBRIS •

Image 15: Melike Nur Sümbül, CGD, 2022.

In addition, 85.3% of the participants in our study stated that if others were doing ex-libris work, they would want to see the ex-libris in their books (85.3%). (Table 16)

If everyone puts their own ex-libris in their book, would the curiosity of seeing his drawing push you to buy a book from someone else?		
	n	%
Yes	29	85,3
No	5	14,7
Total	34	100,0

Table 16. The desire to see someone else's ex-libris.

Results and Discussion

* A great majority of the students had not heard
of the concept of ex-libris before our study.
* All of the studies on the concept of ex-
libris are related to the field of Image arts.
* One fifth of the students do not lend books to anyone. The majority
of those who do are worried that their books will be damaged and will
not be returned. In addition, a great majority of them are happy that
others read their books. * Approximately one third of the participants
have never given a book as a gift or donated a book to anyone.
* A large majority of the participants do not put a sign on a
newly purchased book indicating that it belongs to them.
* Doing ex-libris work strengthens the students' bond with
books. * Most of the students who met this branch of art stated
that they would continue to make ex-libris after this work.
* All students enjoyed making a design of their own, and
were happy to have this design in a book of their own.
* Most of the studies encouraging students to read books
use the method of suggestion and external motivation.
* Except for this study, there is no research approaching the book-reader
relationship through the sense of belonging.

Suggestions

* Studies that provide internal motivation should be carried
out to strengthen the love of reading and the bond with books.
* The art of ex-libris should be included in the curriculum and
an application area should be provided in both painting and
literature lessons with the cooperation of the department. The
perception that it is an activity that only painting/designers
can participate in should be broken through examples.

* It is important for students to produce something of their own.
These productions should be exhibited in the school environment.
 * Students' interests and talents should be
mobilized in order to give them beautiful values.
* The aspect of ex-libris work that adds book belonging and love should be
evaluated.

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