

The Three Facets of Ex-libris: A Piece of Art, A Functional Object, A school Subject



Prof. Dr. Olcay Tekin Kırıçoğlu

okiris@superonline.com

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I like books: “If only I would have a library”

ABSTRACT

Ex-libris is a kind of art which is made of printmaking technique. This small scale piece of art is glued on the inside page of the books. It is designed by the artist and includes the name of the owner of the book and some images identifying the person and his life. From this point of view, It is said that ex-libris is a kind of identity card of the book.

Keywords: Ex-libris; Symbol; Library; Book; Creativity; Printmaking; Craftsmanship; Identity Card

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INTRODUCTION



Buket Uzamaz



Elifnaz Yalçınkaya

Ex-libris is a kind of art which is made of printmaking technique. This small scale piece of art is glued on the inside page of the books. It is designed by the artist and includes the name of the owner of the book and some images identifying the person and his life. From this point of view, It is said that ex-libris is a kind of identity card of the book. Hasip Pektaş explains the ex-libris in his book as follows;” Ex-libris introduce the owner of the book with honour able words and persuade the person who borrowed the book to return it to owner. Ex-libris is also a kind of communicational vehicle through which people knows each other. But, in the meantime ex-libris brings the art as close and touchable position to people as possible (Pektaş, 2003).

Ex-libris is definitely a kind of art definitely. It reflects the book owners’ personal and cultural identity. It is a kind of art which is contemporary, as well as historical and also traditional .

It is definitely called art because it provides vast opportunities to the artist to apply his/her artistic creativity and craftsmanship in this piece of work.

INSTRUCTIONAL AIMS: RATIONALE

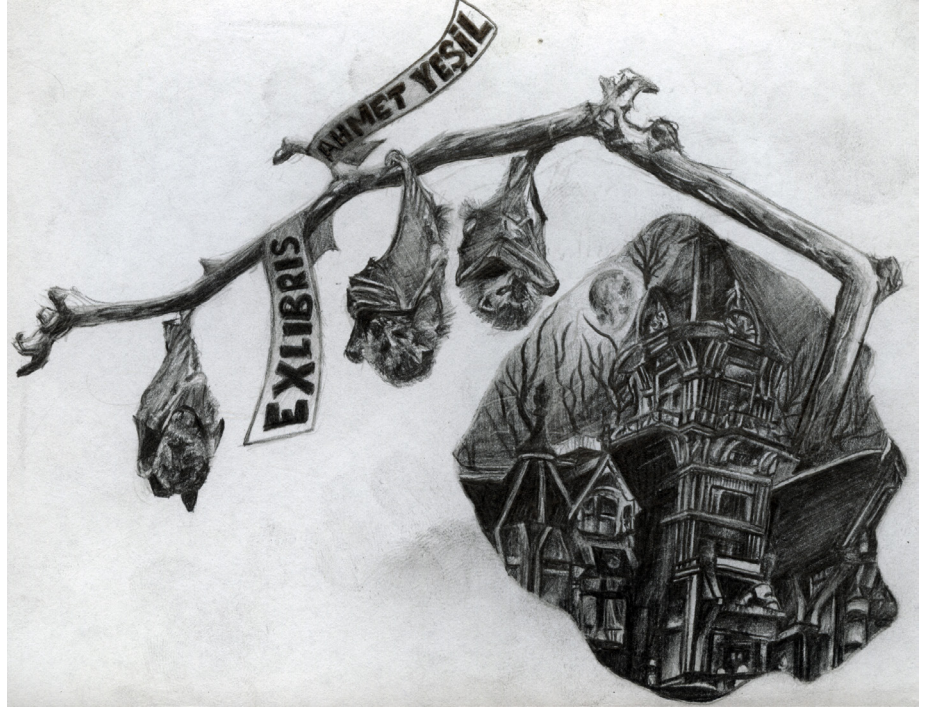
Just because of the artistic possibilities of the ex-libris mentioned above, and also practical and small scale print-making technique applicable in the class-room persuade us to think ex-libris as one of the teaching subjects at schools.

Ex-libris provides waste opportunities to the art teachers and students as well. The ex-libris;

- Develops creativity.
- While creating the piece of work, One can keep control over the materials what It is called craftsmanship.
- Craftsmanship enhance the making knowledge through which bodily kinaesthetic intelligence is developed which happens through craft.
- Just because creating ex-libris after order of a person, persuades the students to think from different angels. Firstly, It is necessary to think about the person’ s life stile and personal characteristics. his/her requests, and the second is the students’(artist) creative world, imagination and the third one is the limitations of ex-libris in terms of size, in terms of materials and in terms of printing techniques .
- Close the student to the art world.
- Because of the small dimensions, It is applicable in the class room. So, It is very convenient subject for classroom activities.



Taha Elgün



Ferhat Alabay



Ekslibris M. C.

OBJECTIVES: INTENDED LEARNING

Under the illumination of rationales mentioned above, the objectives of the lesson are as follows:

- To introduce the students with ex-libris.
- Ensures the students with the ability to combine the creativity and the craftsmanship in their work, to help them to gain artistic discipline from imagining to practice
- To develop and increase their interest in books.
- To teach them to create symbols for personal character and identity.

TECHNICAL EXPLANATIONS ABOUT EX-LIBRIS

Ex-libris for its printing characteristics can be applied directly to the books or separately on the paper then stick on the books later. Since is designed for the books, their size is small according to the book size. The most useful size nowadays are 6 -7 cm, for the short edge and 8-10 cm for the long edge. There is no any rule for the borders. They can be square or rectangular or free . It is up to the artist's choice.

Since it has to be adhered to the inside of the book, the printing paper should not be so thick.



Nilsu Serdaroglu



Gizem Öztürk

SOME NECESSARY INFORMATION ABOUT APPLICATION: SUGGESTED SCHEDULE

For the students, the duration of the work is designed for 4 class hours. The work is carried out in the school art room. However if the students like they can continue to work at home. The work outside the school will provide the students with a free thinking atmosphere .

The profile of the students age is 17. The number of the participants are 15. It can also be applied with the small age group .

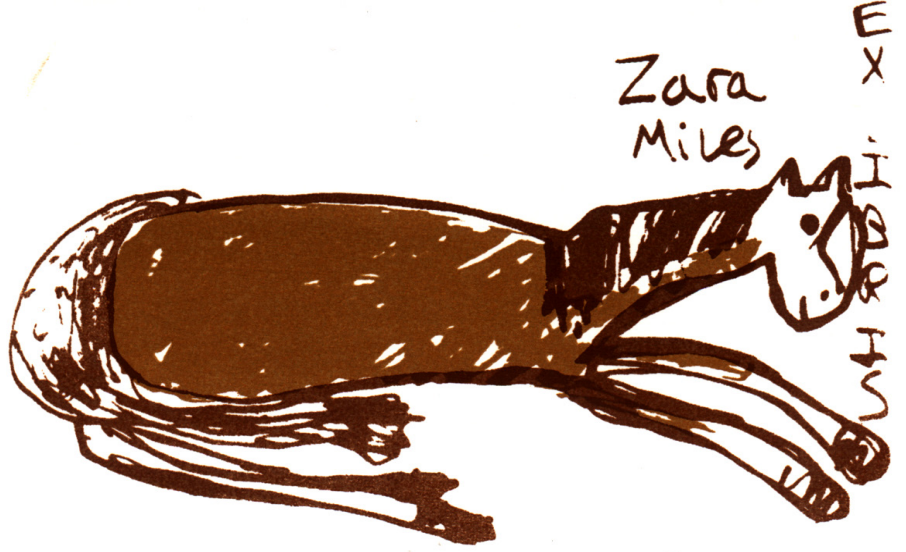
THE PROCESS OF THE WORK: SUGGESTED TEACHING METHOD

In this study a different model of teaching method is tried to be applied. It is called "Constructivist approach" in art education. "Constructivist theory has many definitions in educational literature, but at the heart of constructivist approach to education is the understanding that students are in control of their own learning . Constructivist view, knowledge as constructed by the learner in a particular context and nor pre-exist or given from an expert or authority" (Milbrndt, and the others, 2004).

In this approach, the students become in close relation with the others and reach the information through by their own effort . The constructive approach actually can not be called a teaching model, but It is called a kind of learning way. Also, this way of teaching provide different opportunities to the teachers as well as students. Such as:



Oğuzcan Öztürk



Zara Miles

- The students can reach artistic information by themselves,
- Everything is under the control of the students through the process of learning,

Through this learning, Three learning behaviour are active in the studio or art class. 1) Active learners, 2) Cooperative learners, 3) Creative learners.

In this study, the constructivist learning approach mentioned above is applied . Learning processes are as follows.

INSTRUCTIONAL RECOURSES

Some visual materials including some samples of the ex-libris, books about ex-libris and also some artists work, were brought to the art room, exhibited on the table for the students' service . The teacher from time to time talk on the samples, explain the meaning and the techniques.

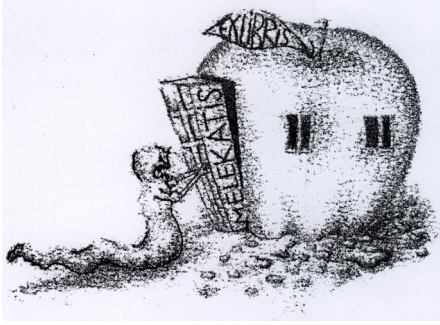
WORKING ATMOSPHERE IN THE ART ROOM

The Art room was designed in order to provide the students with creative and free thinking possibilities. Thorough this they can discuss and share their ideas freely with their friends.

The teacher replied the questions coming from the students, helped them where they had difficulties to solve the problems in terms of artistic and craftsmanship and also functional aspect of the works. The teacher explain the solution of the problems on the samples of ex-libris.



Beril Kolsal



Melek Atis

Ex-libris is a functional (Identify person) as well as artistic object. It is small scale work of art. Just because mostly it is designed on the name of person who orders exliblis for his/her library, one can say It is functional.

OFFERING THE STUDENT SOME ALTERNATIVES

The students are told to design ex-libris either for their own personnel library or for their friends.

The draft copies can be realised in different techniques. Such as; water colour, gouache, collage are some proposed techniques. But, the students were warned not to forget to apply their design to different printing techniques later on. May be They should be asked to design at first according to the printing technique decided in advance.

WORKING PROCESS

The students start working. At the beginning they are slow and timid as it always happens. This creativity syndrome is not a strange behaviour for art teacher. This resembles the artists' behaviour during the creative process. During this process the most of the students very often try to consult samples again and again. They mostly find the difficulties in creating the meaningful symbol to identify the person who ordered the ex-libris, otherwise they have no problem with the drawing .

As It has been said before, ex-libris always have meaningful symbols reflecting artists as well as the persons' identity who has ordered the ex-libris. It should be necessary to put the owner's name of the library on the ex-libris.

Like every practical work, there are some students quick and who grasp in advance and, create meaningful object . It happened in this study. These early students overtake the mentor role in the classroom. Then The others followed them.

The works, then were exhibited in the studio. Every student explain his/ her work. All class were discussed on the works. Every one choose one work, discus on it thorough describing, analysing, interpreting and judging process.

While the work was carried on the students 'attention directed to the importance of the books. Although new technology and electronic vehicles



Esra Diken

overtakes the function of the books and provide the people to reach to the books very quickly and easily these days, but still quite a number of people think that beautiful visual and tactile sensations provided by the real books one can not be obtained from their electronic versions.

CONCLUSION

At the end of the practical study, the students said that they enjoyed the study, they think that creating meaningful symbols for the books is very interesting.

The Time was not enough to apply the draft ex-libris to printing materials. If it were done, The students would learn how their design would change when applied to a different materials.

The students learned different aspects of art; creating functional object and design a small scale piece of art . From the art education side the students gained such benefits which are as follows;

- They were introduced to different styles of art which was quite strange to them.
- They developed understanding, thinking and creating abilities.
- They acquired making knowledge which is very close relation to kinaesthetic intelligence.
- Learned creating meaningful symbols .

Real learned behaviour can be come out in the next study, If the students apply freely what they have learned during the previous study.

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