

David Vander Meulen
G-55: Scholarly Editing: Principles & Practice
10 – 15 July in Charlottesville, VA

Narrative Course Evaluations

1) *Were the pre-course reading assignments useful? Are there any readings that you would like to see added or removed in future years?*

1. Useful but perhaps too long—some of their lessons didn't seem fully digested.
2. The pre-course readings were useful but probably not all necessary. (I think you could drop the last two Tanselle chapters).
3. {no response}
4. Very. The Tanselle book was a thorough crash course in learning about the evolution of the field over the past 50 years.
5. Yes.
6. {private response}
7. Somewhat useful in learning terms. I would have liked to see more readings from the last 25 years and from scholars in addition to Tanselle.
8. {private response}
9. I am not sure as I did not get a chance to read them.
10. Yes, they were useful, but I would like for the readings assigned during the week to be assigned in advance. I didn't have time during the week to read more than the advance list.
11. Discussions of edition terminology helped to begin to adjust to the course subject. Practical considerations of variant readings and recording accidentals shaped the way I will approach planning my edition.
12. I did not find the readings that helpful. In fact, I worried that I would not enjoy the course. I understand Tanselle provides good overview but some of the other readings we got later were more helpful.

2) *What are your thoughts on the course workbook and/or other teaching materials distributed during class? Was the content appropriate and useful? Will it continue to be useful for you after the course?*

1. Lots of paper but useful and interesting. Most helpful were case studies/discussion of what we might do facing a specific problem.
2. DVM was very generous with printed materials. Some materials could be profitably shared on a Box folder or, alternatively, quickly discussed on PowerPoint slides but I'm thankful for the binder and will surely consult it (selectively) in the future.
3. {private response}
4. Exceptional. I didn't expect to acquire so many resources, and I can see myself returning to these materials for some time to come. However, a bigger binder is needed to fit it all!

5. Overall they were useful and interesting. Though, I think I'd only use a few again in the future.
6. {private response}
7. Yes, somewhat.
8. The materials were very helpful and generous. I'm definitely going to rely on the hand-outs.
9. The content was good, but I would have appreciated some more diversity in resources.
10. The content provided was useful and thorough, but a change in format would be helpful. We were given binders that were full to the brim and heavy! A digital file would be more convenient.
11. The course material was useful and illustrative, but there were far too many paper handouts—I will likely have trouble taking it all home.
12. Some of the handouts were very helpful, but I think they could either be pared down or shared electronically. It was a lot of paper.

3) *How do you plan to use the skills and knowledge acquired during your RBS course? Did you walk away with any "aha!" moments, new ideas, or project plans?*

1. This course had clear direct applicability - will use towards an edition. But also learned to better read, interpret, and assess the practices and apparatus of other editions.
2. I hope to create a resource that will make my students more alert to the (often otherwise invisible) work that editors of critical editions perform.
3. I feel so much better prepared to complete my scholarly edition responsibly. The feedback I received from DVM and my classmates has been invaluable. Our conversations were so invigorating.
4. I will be working directly on a scholarly edition, so a lot was useful. In some ways, the cohort of students provided one long "aha!" moment all week - having the opportunity to converse with so many people with similar interests, but vastly different knowledge and backgrounds, and experiences.
5. I will use these skills in reference, advising students and researchers, and in my own editorial project. There were several "aha!" moments.
6. {private response}
7. {no response}
8. I will definitely apply so many techniques and examples. I have a clearer sense of my upcoming tasks and challenges.
9. Yes, I am working on an edited edition so the class will be very helpful.
10. This course will directly inform my dissertation research! Yes, I gained several ideas that will strengthen my project.
11. I took this course because I, like most of my classmates, am planning a textual edition. I came away considering new, more flexible, more informal approaches.
12. Absolutely! I feel much more confident about what I need to do in my editing project. I also took away some ideas for teaching and built great connections with colleagues.

4) *Did the instructors help you to acquire all the skills and information promised in the course*

description? Did you learn what you had hoped to learn?

1. Overall yes.
2. Yes. DVM was a confident and generous guide through the material, and my classmates were also experts in various capacities.
3. {private response}
4. For the most part. I learned a ton, and I have gained a lot of theoretical knowledge through so many case studies. But I was hoping to learn more nuts-and-bolts practical things, such as how to actually do different types of collations, or manage project workflows.
5. Yes.
6. {private response}
7. {no response}
8. {private response}
9. Yes, yes.
10. Yes and yes.
11. I came in hoping to learn the practicals of creating a scholarly edition, and while I learned much of that, I would have liked more of a focus on that.
12. I hoped to learn a little more about different methodologies for scholarly editing. I would also appreciate approaches beyond the Greg-Bowers-Tanselle approach.

5) Are there other ways in which the course could have been improved?

1. A somewhat stronger emphasis on practical editing over editorial theory would have been my preference.
2. {no response}
3. {private response}
4. Even more hands-on activities, and perhaps allowing students to share more about their projects earlier in the week.
5. I would have liked a few more book examples or a little more time working with materials, but I realize that time and scheduling can be challenging to balance.
6. {private response}
7. It would have been nice to hear details of peers' projects earlier in the week, with fuller/reflective presentations at the end of the week.
8. {private response}
9. I would like to see more chances for discussion in the course.
10. More hands-on work would be great. Sometimes the sessions felt long with? remaining seated all day. But I enjoyed the materials we did handle and the collating machines!
11. Unless I was simply not a thorough reader, I did not anticipate that I would have a report on a textual edition due for the last day of class, and it ended up being a major stressor (though I tend to put pressure on myself in public speaking scenarios). More time devoted to planning our editions/presentations during class.
12. I think it would be helpful to incorporate more diverse readings and perhaps to allow students even more time for open discussion—maybe some breakout groups. Also a bit more on

teaching about editions/editing!

6) *Who might benefit the most from taking this RBS course?*

1. Anyone working towards an edition or who relies on detailed close-reading in their critical analysis.
2. Those interested in creating an edition, or in drawing attention to the importance of such works.
3. Anyone who has the desire to create a scholarly edition should take this course.
4. Those thinking about or working on editing projects.
5. Librarians, scholars, and booksellers.
6. {no response}
7. Someone with an editorial project in mind or underway.
8. People with some knowledge of scholarly editing.
9. Anyone working on a critical edition.
10. Anyone working on an edition should take this course. Those not already working on an edition, though, might feel inspired to do one after taking the course!
11. Anyone considering creating a scholarly edition, but especially modernists.
12. This is good for people working on an edition.

7) *Do you feel that you got your money's worth? Would you recommend the course to others?*

1. Would recommend to a novice, would recommend with some caveats to an experienced editor.
2. Yes. Yes!
3. {private response}
4. Yes!
5. Yes and yes.
6. {private response}
7. {no response}
8. Yes and yes.
9. Yes, I would. Though, I would not have gone if it were not being paid for.
10. Yes (granted, I enrolled with a fellowship funding me), and yes, a colleague recommended this course to me and I will recommend it to others.
11. I do feel I got my money's worth and would recommend the course if relevant.
12. I did but I do not think this class would be as helpful to some of my colleagues.

8) *If your course made any trips outside of the classroom, do you feel that they were time well spent?*

1. Yes—though the instructions for use of the Hinman Collator, &c. were not practically realistic for a group this size new to the devices.
2. N/A
3. {no response}
4. SC was great!

5. Yes. I enjoyed working with the Hinman Collator.
6. {private response}
7. {no response}
8. {private response}
9. N/A
10. Yes, visiting SC (twice) was the highlight of the week!
11. Our trips outside of the classroom focused on using Hinman/Lindebrand collators - interesting and probably useful for some, but not nearly so much for a medievalist.
12. Yes, I enjoyed SC.

9) *Do you have any additional thoughts or advice for anyone considering taking this course in a future year?*

1. {no response}
2. Hope that you get as thoughtful of classmates as I did! But the culture of RBS is such that that seems pretty likely.
3. {no response}
4. Do it!
5. Use the time wisely. Try to use some material in SC and socialize and network (make new friends).
6. {no response}
7. {no response}
8. Don't expect to have your project-specific questions answered—the class makes it clear how each decision has to be made independently.
9. N/A
10. Drink caffeine and get your sleep!
11. Come prepared with notes on the texts and editions you'll use, along with a plan for your report.
12. I think the links between book history, bibliography, and editing could be made more clear.

10) *If you had to sum up your RBS experience with a single sentence, phrase, or haiku, what would you say?*

1. Learned to be a dog hunting fleas.
2. Fun with Books. Fun with Book lovers.
3. {no response}
4. "Think!"
5. Rewarding.
6. {no response}
7. Addicting.
8. DVM is a lovely, kind, generous person.
9. This is a great course for people interested in learning more about research/publication. I really enjoyed my classmates and the introduction to new materials.

10. Locate, collate, relate, select, amend, repeat. :)
11. I didn't know I needed this experience until I was living it—thank you for the intellectual conversations and camaraderie.
12. Collation, apparatus!