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G-10: Introduction to the Principles of Bibliographical Description
27 July–1 August, 2025, Charlottesville, Virginia

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. {no response}
2. Yes, although I wish there was more delineation between which readings were absolutely necessary to succeed and which ones would be helpful.
3. The videos and Belanger got me through the first 2 days. I never looked at Gaskell and I think there was no need to assign the whole book when we only used the imposition diagrams.
4. The readings were very useful. There was some confusion about the additional material to be sent by mail and whether that material was required (it wasn't listed on the advance reading list etc.)
5. Yes.
6. The pre-course readings were essential and I'm very glad I took the time to work through them all. Maybe not every chapter from Gaskell is vital, but the extra chapters don't hurt anything either.
7. I think it's time to cut Bowers, either in toto or substantially. The workbook does a much better job of explaining Bowers than Bowers himself, and the book just makes us all worried about the class. I can see why it's important to give honor to this key figure in the discipline, but I think you can accomplish that by either assigning a shorter portion of Bowers (e.g., just the intro and appendix) or through emphasis in other readings. Cutting Bowers would give lots of space for other readings or practice before arrival, which would likely mean we'd be better prepared for the class than we are now.
8. Yes, very useful, but Bowers is an absolute slog.
9. The reading assignments were very useful, as were the films. I felt prepared for the course and ready to begin when I arrived. Some reading from Bowers chapter six might be useful.
10. The videos were helpful as was the chapter by Terry Belanger. Gaskell provided good historical context but was less helpful for collation. I don’t remember if the imposition charts at the back of the book were highlighted in the advanced reading notes but I wish I had spent more time with them beforehand. Bowers only makes even a little sense after starting the course and being exposed to bib des principles but I don’t know a way around that.
11. They were very hard to get through with no physical reference. I see that they’re necessary for understanding the course and I’m not sure what a better solution would be, but I found it near impossible to retain the information I read. However, once here, I was always going back into the readings.
12. The videos and Belanger chapter are great if your time to do advance reading is limited. I found Gaskell much more readable than Bowers. I don't know if I can bring myself to try it again in the future (which I am at least ashamed to admit).
13. Yes, all of the assignments were useful and critically important. The advance advice given to students to fully prepare or else take this course another time was a solid recommendation; I don't know how any student could manage the course

without the advance readings. The video on descriptive bibliography (starring a young Terry Belanger) was particularly useful; I watched it at least three times.

14. Very useful.
15. {private response}
16. Extremely useful. Bowers is dense and can be tough to get into, but it makes sense when you do the practice descriptions. It was very useful to have an understanding of the theory before arriving. Gaskell is much easier to read, but essential knowledge. The videos on Youtube are great too.
17. The pre-course readings were very helpful. I might have benefitted from a change in the suggested sequencing of the reading with Gaskell's chapters on printing and imposition first, then the Bowers, and finally back to the rest of Gaskell. I also think it might be useful to address the Notes in Bowers — perhaps suggesting to skip the pre-reading/with the note to participants that we will need to go back to the Notes in practice sessions.
18. All of the readings were useful — especially the recommendations for navigating Bowers and the "Renaissance Book" video.
19. Yes, it did.
20. Yes, very useful.
21. Yes, the Readings were very useful since you start working with materials immediately. Happy to have been given warning.

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. {no response}
2. The materials were excellent. I will use them for years to come.
3. The index to Bowers, format flash cards, leaf counter, fraktur to Latin table were immensely helpful. A paragraph to the effect of 'how to do pagination' or 'how to do collation statements' before jumping into the nitty gritty could have maybe been added.
4. Absolutely useful and I will continue to refer to it in the future. I often referred to it first before referring to Bowers or Gaskell.
5. Yes, but I believe the review sheets should be audited for consistency.
6. The museum book seemed superfluous considering there were printed copies at every station, but then it's nice to have a personal copy for my reference. Maybe this could be distributed as a PDF in future. The course workbook was essential because it provided a much necessary index to Bowers and some information about RBS's descriptive practices.
7. It was all very useful, clear, and well-done. I plan to keep it on my shelf at work.
8. Very good, and yes I will surely use them as reference materials in the future. There's still content I haven't looked at.
9. The workbook and materials were useful and I plan to use them after the course.
10. The workbook was great and I will continue to use it.
11. I will hold onto the course workbook as I found it very helpful and see myself referencing it in the future. I thought there was a good basic introduction as well

as good examples to reference when stuck. I liked the inclusion of example collations, and, if anything, I would include a larger index of examples to refer to. I really like the explanation sheets for our lab books as well.

12. I'm very glad that I will be able to refer to the workbooks and the slides in the future and plan to hold on to them carefully along with my notes. Given my struggle with Bowers, having clear pointers to the relevant pages and passages in the answer key will be tremendous. I think all of the materials will be a good reference source for me and my institution.
13. The workbook and distributed teaching materials are invaluable, and I will keep and use them for future reference. I especially appreciated the summary/high points of important principles to keep in mind.
14. The workbook and materials were well prepared and easy to understand.
15. Very helpful — I will user these materials for future reference. I just wish we got access to them before class started.
16. Excellent. Very useful to refer back to during practice sessions, and it will be very useful for the future too.
17. These materials were incredibly useful, especially the sample collations. Bringing sticky notes to help tab especially useful pages helps customize the notebook to individual participant's needs.
18. I cannot overstate the centrality of the workbook to my positive experience in this course. What an absolutely crucial pedagogical apparatus and grounded entry-point into Bowers; it's a shame it can't be more widely circulated!
19. I wish course workbook & teaching materials had more examples on it. The contents were appropriate and useful. I would be using the materials on my work and for my future learning.
20. Very helpful. It might be worth expanding the prescriptions of bibliography in the workbook.
21. Excellent! I was not expecting such helpful guides and I intend to review again when I return to my institution.

3) *Which aspects of the course were most intriguing and relevant for you as an individual? Did you walk away with any new insights, ideas, or project plans?*

1. {no response}
2. I loved the museum dedicated to examples of bibliography. It really put what we were learning into context.
3. Learning about signatures will help me in my research. I was most intrigued by the gestures the course made towards desc bib's potential for book history, especially the history of publishing as part of intellectual and literary history.
4. I think the hands on practice was really useful and that it was nicely supplemented with lecture and museum time.
5. The books that we worked with were all quite challenging, and this week felt like I was solving puzzles in a very elaborate escape room. I feel more confident in my ability to accurately work with and describe rare books out in the world.
6. The practice describing books and the following discussions in our labs were the most relevant part. It was also inspiring and informative to spend so much time socializing with the other students and discussing our work.

7. I most enjoyed the discussions about book history and the applications of descriptive bibliography. I came away with many new insights, and I am especially looking forward to teaching students about book history.
8. I will be able to confidently collate the usually relatively simple books I come across in my work. I also have some ideas about Bowers use of edition, issue, and state that I need to think more deeply about.
9. I particularly enjoyed the museums. I will certainly be looking at our collections with a fresh eye.
10. Yes, but I'm not ready to share…
11. I definitely am walking away with project plans however unsure of how I can continue my bibliographic training. I just started my first professional position and hope to work with rare books in the future but am in the position of currently having to be grateful for any kind of library job that I can get. I am intrigued by how we can further study social histories by doing bibliographic investigations, and how we can find things out which were not recorded in words by investigating the physical evidence.
12. DesBib was a great intro/complement to my special collections library work. There's definitely emphasis on learning how to do collation formulas, etc. but there's also exposure to printing and book history, as well as the history of bibliography. Despite spending a lot of time around rare books, I needed to have a formal, structured environment to go deeper into what a book is and how they're put together. I spent a lot of time messaging colleagues with new projects to do or ideas on how to do cataloging or programming better. The museums were a great example of teaching and learning I think we could adapt.
13. My head is about to explode with so many new insights. In this course we not only learned about history (what it is), but also how to study it, how to approach complex bibliographic problem-solving, and how to think about the learning process in general.
14. I most enjoyed learning more about the handpress production process and how it relates to physical evidence in the book.
15. Yes — I am ready to do more independent study and look forward to perusing the RBS course list for next year.
16. I loved the description practice sessions, followed by lab the next morning. The lectures and museums contributed a lot of important knowledge that we could apply to our work too. I'm excited to put these new skills to practice in my own work when I get home.
17. This course was a revelatory delight! All aspects of writing the bibliography fascinated me, including the how and the why of the systems/syntaxes. My cohort mates have already discussed how to keep practicing together and a few potential projects.
18. I was most intrigued by the intersections of our material, repetitive practice w/ formulas and larger questions about book history, collaborative scholarship, and the sociopolitical relevance of the book in history.
19. Collation formula, book history, bibliographical history, fonts, printing and binding history and procedure will be relevant to the work. It will help with my current project deciphering the German Fraktur early 17-19th century prints.
20. The practice collation was very helpful; I feel I learned a whole new skill.
21. Yes, all was new to me and I am very happy I attended. It has given me great insight to the cult of of Book History + Collection.

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. {no response}
2. I learned more than I imagined I could.
3. Yes, the instructors were brilliant and I have no notes.
4. All of the instructors helped expand what I already knew and I learned a lot more than I had anticipated.
5. Yes and yes.
6. Yes! All our instructors were great.
7. The instructors were patient, knowledgeable, and informative. I did learn much more than I had hoped.
8. Yes — still not super confident in very complex signatures but gained a lot of knowledge!
9. I do feel the instructors provided all of the information I expected, and more.
10. Yes.
11. Yes I thought all the instructors were very helpful during practice sessions. I really appreciated their patience and willingness to explain or point me in the right Bowers direction. I felt comfortable asking questions and it motivated me to want to do better and understand more so that I could ask as many questions as we had time for in lab. RN was a great instructor and I appreciated his openness to sitting down with me during the practice time when we ran out of lab time to go over my questions. No matter how many times I asked the same question because I didn't understand why things are the way that they are, he talked through the answers in an animated and helpful way.
12. There was a good mix of different types of learning from lecture to hands-on practice and curated stations covering important topics. You can tell the instructors care about teaching and pedagogy. They recognize how tough DesBib is and balanced high expectations with an understanding that we have different levels of experience and ultimately need to get different things out of the course. They also made it accessible and digestible, which is deeply appreciated. My lab instructor was a good fit for me as I wanted to hear how a working cataloger used DesBib.
13. Yes and yes and then some. I came to the course feeling extremely intimidated by the subject matter and leave feeling confident that, while I still don't know everything, I now have the tools to figure out anything. Even if it takes a long time to do that.
14. Yes.
15. Yes — and then some.
16. KT is a phenomenal instructor! He not only gave us rigorous bibliographical training, but also fostered a fantastic group dynamic. DW is a wealth of information and his lectures really contributed to my learning. The other instructors were always supportive and friendly during description practice. Thanks to all of you!
17. The instructors were so generous with their knowledge and knew how to help you discover the answers rather than giving them to you when you were stuck. They fostered an environment that emphasized learning over being right. This made all the difference.

18. The instructors were truly phenomenal in their balance between providing practiced, day-to-day guidance in navigating collation formulas and encouraging us to think more systematically about the importance of this work.
19. Yes, he did. However, wish we had more time to go over the books that we worked on. Yes, I did learn what I was hoping for.
20. Yes.
21. Yes, I feel confident with what I have learned for my work purposes.

5) *How do you plan to use the skills and knowledge acquired during your time here?*

1. {no response}
2. I plan to write a scholarly bibliography and use it in my work as a collector and teacher.
3. In my research.
4. The skills I learned here will help me with my own analysis of books as material objects but will also help me better engage with the rhetoric and theory of descriptive bibliography. (I can't stop thinking about Bower's use of "hirsute" to describe the overuse of commas).
5. I hope to potentially work towards a career in rare book cataloging.
6. I plan to address my institution's collection of rare books, which have so far not been fully (or adequately) cataloged.
7. It should be useful in both instruction and exhibit curation.
8. It will apply directly to my work.
9. I will use my new skills to more accurately describe books in our collection.
10. {no response}
11. As I am early in my career, I hope to keep developing these skills and leverage them towards a career with rare books. I am still stubbornly curious to understand why these things are the way they are. I would also love to plan for a further academic project on works by/associated with Katherine Parr, looking at the treatment of her writing and of printers in early Reformation England.
12. I hope DesBib will make me a better, more careful cataloger of rare books especially when trying to determine if the book I have in hand matches the records I see in OCLC, etc. I think it also gave me a deeper understanding of rare books and helped me in public services by helping me to tell the story of my institution's collection better.
13. I will apply the vocabulary and skills learned here to further develop and refine my own approach to the cataloging and curatorial work I am currently undertaking. Where these invaluable skills will take me after that is anyone's guess, but I feel fortified that I will be better at anything I do in the bibliosphere now that I've taken this course and had this experience.
14. I am thinking about that.
15. Future research. Cataloging rare materials.
16. I'm planning to keep practicing descriptions, and eventually try writing a bibliography of my own. These skills and knowledge will also be invaluable for research and teaching in the future.
17. I hope to start collaborating on bibliographies and to take RBS's Advanced DesBib soon!

18. I will be incorporating these skills into my dissertation research; they will directly inform my research methodologies and future publications.
19. Through cataloging rare books.
20. I intend to apply it when I conduct research on old rare books. While I might not publish collation or bibliographies, I can use the new (to me) way of looking at books to further my research.
21. The knowledge will be useful in understanding {illegible} and their work on collation w/ my collection.

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

1. {no response}
2. Anyone and everyone who is serious about working with rare books needs this course.
3. People who have to produce collational formulae for their work cataloging or researching.
4. Librarians, collectors, and graduate students interested in book history and rare books.
5. People who like to know things that most people don't.
6. Researchers working with rare books, and rare book librarians.
7. Early career librarians, especially who plan to work with rare books.
8. Catalogers of rare/early printed materials, as well as historians, archivists, scholars of literature, anyone working with books of this time period who might need to look at them in detail.
9. I think this course is most useful to librarians and others in libraries who work with rare books, as well as rare book enthusiasts, collectors, and dealers.
10. I don't know but I'm surprised more (any) booksellers didn't take it.
11. Early career professionals/students could benefit a lot from both the content as well as meeting people outside their institution and at different career stages. It also helps develop passion when you get to talk to so many people interested in rare books, many of whom worked their way into a job in the field.
12. Definitely special collections librarians that do cataloging work.
13. Truly, anyone who is interested in understanding the book as historical object. This includes not only professionals such as academics, librarians, catalogers, archivists, etc., but also advanced collectors, curators, independent researchers...and on and on...
14. {no response}
15. Booksellers, library professionals, scholars, etc.
16. Anybody who cares about the printed book and wants to learn how to create accurate bibliographical descriptions, while deepening knowledge of book history.
17. Anyone who needs to communicate to others the history of printing or who needs to care for a collection of printed books (esp. early printed books) would benefit from this course.
18. Literature students! particularly those who have been heretofore complacent about the forms and transmissions of their research objects (I'm looking at you, 20th and 21st-century literature students...)
19. Myself and also the Institution + Library.
20. Anyone! But especially those who might have to catalogue or write descriptions.

21. Librarians, Students, Catalogers.

7) *If applicable, what were the most original, powerful, or otherwise noteworthy educational moments in the course? Were there any "aha!" moments you'd like to share?*

1. {no response}
2. Many, primarily in lab.
3. I especially enjoyed moments that hinted at book history and its associated sociology, for example notes publishers provided which indicated if something was stereotyped or where they got the plates or sheets from. I loved spending time in the Museum with the catalogs and getting a sense of how one would use them as a researcher.
4. I think the lecture on evidence of paper just highlighted for me how useful the Paper as Evidence course could be and I hope to return to take it.
5. Figuring out the complicated collation grammar, especially that not directly covered in Bowers.
6. Everyone here was delightful and the course was extremely well planned, but I don't know that there were any “aha!” moments.
7. Getting to see the physical paper-making tray helped me understand wire lines and chain lines better.
8. Aha! Moments every day in lab when I understood the errors made in the previous days' work.
9. {no response}
10. Seeing and handling type and the type mold. I think this museum would actually be great for the first day.
11. I think overall that every time I finally understood (and accepted) the way a rule applied, I felt a little closer to grasping what it would mean to fully be able to confidently write a bibliographic description. I may have not written pristine descriptions this week, and it was just joking around, but I really appreciated when, after talking me through the same question over and over for half an hour, RN said that I could be a bibliographer in the making. I hope to keep working on these skills and it was encouraging to learn them here with such patient instructors.
12. It was nice to ALMOST get an entire bibliographic description of a lab book right or at least not tragically wrong. Literally fist pumped after the last one. I also figured out that I don't have it in me to be the best bibliographer ever. I think I absorbed as much as I could and am working to process it and figure out how to make it work best with my interests, skillset, and brain, such as it is. There are definitely core themes I will try to remember like detecting patterns and breaks in the pattern and that the front matter is always the last to be printed, hence weirdness. I will probably emphasize understanding what a book is doing and struggling with how to communicate it in a Bowers-approved way, but I'm glad the formulas are somewhat demystified for me after this week.
13. I experienced a powerful moment at the end of a 3.5-hourlong session investigating and ultimately collating a single (incredibly complex) book. When I finally completed the work, I was astounded that I had actually completed it and felt a surge of pride in doing so. The lab instructors provided multilayered support

not only by giving hints for finding guideposts (which we still had to find for ourselves), but also for encouraging us to not give up.

14. {no response}
15. Getting a collation almost entirely correct and the instructor saying I did an outstanding job.
16. So many!
17. The lab sessions where we could discuss our work with our instructor and with our classmates led to the most useful discoveries of the week.
18. Over the course of this week, I realized just how isolated graduate students can be — within their departments, their disciplines, within the siloed "academia." Any graduate student should build intellectual and professional networks with curators, catalogers, librarians, collectors, binders, printers, and other makers; RBS facilitates and nourishes these networks.
19. One of the most powerful noteworthy educational moments were lab sessions. The discussion was most helpful to understand what we have learned and worked on.
20. Numerous "museum" moments blew my mind. Mother and daughter stones for lithography; printers manuals; Ben-Hur bibliography.
21. {no response}

8) *Are there any other ways in which the course could have been improved?*

1. {no response}
2. I think the course is perfect as is.
3. Personally, I thought the amount of homework was overkill, but I recognize I may well be in the minority there.
4. Please bring back the printed / hard copy of the Vade Mecum — It's such a lovely keepsake.
5. I think more time allotted to lab during the day in place of some of the lecture/museum time may have felt more worthwhile to me.
6. No.
7. I felt my "legion" had an advantage over the other legion insofar as we were already in the homework room at 5pm whereas the other legion had to wait until the museum room was cleared.
8. The content of the course was spot on. I have a couple of thoughts about organization, for instance it would be nice if the two legions got to switch off which class period they had homework time. Those of us who had museum least had to wait for the space to be cleared to start working on homework, which isn't a huge deal but it privileges the group that doesn't have to do that.
9. {no response}
10. Needed more time with lab instructors. Spending 5 hours on descriptive practice and only 1.5 reviewing it was the biggest issue with this course. This time is crucial for acquiring practical skills. Having time to ask remaining/unanswered questions after reviewing the homework would have been so helpful as I still have questions but no time to ask them and receive in-depth answers.
11. Don't know how it would be possible, but more lab time? The breaks could be slightly shorter I think. I felt that we always ran out of time in museum and lab.
12. It's definitely grueling. As a first-time RBS student, the first couple of days were rough as I tried to get oriented and handle the pace and work. I appreciate how

organized the course was (I'm pro-color coded answer keys) and I know staff put a lot of time and effort into putting something like DesBib on.

13. The only suggestion I could offer is to find a way to serve at least this class (G-10) lunch and dinner, to alleviate the stress of packing meals to eat at the library. Unlike most RBS courses, G-10 offers student bonding that occurs not so much over lunch breaks and evening activities, but in lab. Having to leave the library area to get food cuts into that time; I packed lunches and dinners and brought them along, but that added an extra layer of stress. This was discussed among classmates who agreed we would happily pay extra for quick catered meals to be made available at Shannon.
14. {no response}
15. I wish the Blue & Orange legions switched schedules each day. Orange legion had to wait until the Museum was dismantled before we could start description practice. It would have been nice to work on a book as a team in lab on the first day.
16. No, I don't think so. It was excellent.
17. I would love more practice verbalizing (reading aloud) my descriptions to make sure I can "translate" my description into spoken words.
18. Nope!
19. I wish we had more time reviewing what we have worked on after every lab session. I would like to go back and see what I've worked on.
20. Hard to think of any. I did like the practice books, but more than two might be less effective. (diminishing returns).
21. {no response}

9) *Do you feel that you got your money's worth? How likely are you to recommend this course to others? On a 1–10 scale, 1 would indicate that you disagree that you got your money's worth, 5 would indicate a neutral response, and 10 would indicate that you agree that you got your money's worth.*

1. {no response}
2. 10
3. 10
4. 10
5. 9
6. 10
7. 10
8. 10
9. 10
10. 10
11. 10
12. 9
13. 10
14. 10
15. Yes, loved handing rare books and would recommend this course in the future.
16. 10. I definitely got my money's worth.
17. 10

18. My tuition was covered by a fellowship, but yes, it was worth it and more. Not only for the invaluable instruction but for the truly unparalleled and interdisciplinary network I have been able to join.
19. Yes, it was great value! I would recommend 8 of 10.
20. 10
21. Yes I definitely plan on attending another class in the near future

10) If your course made any (virtual) field trips outside of the classroom or had guest speakers, do you feel that they enhanced the course experience?

1. {no response}
2. N/A
3. {no response}
4. {no response}
5. {no response}
6. Not applicable as I didn't have time to attend the guest lectures.
7. {no response}
8. N/a
9. {no response}
10. N/A
11. {no response}
12. Loved the women designers and bookbinding lecture but you really can't do it all in DesBib. The printing demonstration was great.
13. N/A
14. {no response}
15. Yes, getting to print on a letterpress was an incredible experience that worked well with the coursework.
16. n/a
17. N/A
18. The printing demo in SC — absolutely central to the experience!
19. {no response}
20. N/A (couldn't go)
21. {no response}

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

1. {no response}
2. Just do it! You won't regret it. Don't believe the reputation this course has for being impossibly hard. It is challenging, but you will feel very accomplished having taken it.
3. Despite the counterintuitive numbering, G10 is 'higher' than G20. Do not make any evening plans.
4. Give yourself plenty of time to read Bowers and Gaskell before you arrive.
5. {no response}
6. No.
7. {no response}
8. It's a lot of work but worth it!

9. {no response}
10. Even if the advance reading doesn't make sense to you, you will be more prepared than you think.
11. Look at bibliographic records before if you have them available, ex. if you work at a library with decent catalogue records and an early print collection. It would have been super helpful to look at some of those records and have a book on my desk to get a basic grasp before the course started.
12. Figuring out the best accommodations and meals for you so you can focus on DesBib is a task in itself! The breaks are good, but I found myself spending 12 hours a day in Shannon. Definitely be kind to yourself — we all want to do well and get it right, but making mistakes and then interrogating them is more rewarding in the end. The other students were also a big part of my experience. I really enjoyed hearing about their backgrounds and work, especially if they were also librarians.
13. If you allow yourself the full experience, this course will change your life. Advance preparation is essential and should not be short-cut (plan for several weeks if not a few months to get through the readings, many of which you'll probably want to read more than once).
14. {no response}
15. When can I take another class?
16. Do it — it was so much fun. Oh, don't forget to bring your own bedding if you stay on campus.
17. Make sure to bring a notebook with really long pages! A Moleskin or smaller simply won't give enough space for your notes.
18. {no response}
19. More time on reviewing on what we've done and the book itself.
20. Do prepare in advance!
21. Yes, please be prepared to do alot of work and be comfortable with making a lot of mistakes to learn the process.

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

1. {no response}
2. {no response}
3. Inspiring to be around so much passion and knowledge.
4. It's like summer camp, but better because old books.
5. That book was evil/I think it wanted me dead/But it's collated
6. One word: fun! Every student wants to come back as often as they can.
7. What else can I take?
8. {no response}
9. RBS was an enriching experience.
10. Overwhelming in an amazing way.
11. Hope I don't forget it all! 🤪
12. Brain officially too worn out at end of week for wittiness and would like to enjoy the reception and the fact school's out.
13. Hirsute!
14. {no response}

15. I made a printer's hat at the end of this course and learned a lot about books.
16. Bibliographically brilliant!
17. This was the most joyful week of my professional life.
18. {no response}
19. Best time ever, but it was a stressful one!
20. Mind-opening and eye-blowing!
21. Writing on walls/4°L Abc^4/Des bib tears of happiness