

Stephen Tabor
G-45: Analytical Bibliography
6–11 July, 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. The reading assignments were mostly useful, we did go over maybe 50-60% of the material in class but it was helpful to have the baseline familiarity.
2. {no response}
3. The readings were helpful and there weren't too many.
4. Readings were useful and not too voluminous, which is always a plus.
5. The pre-readings were extremely beneficial to Analytical Bibliography as they provided a well-rounded introduction to the discipline.
6. Readings were helpful and essential for this class. The class required comfort with materials, terminology, knowledge of bibliography from readings and other RBS classes.
7. Yes! All the readings were very useful and having dedicated a generous amount of time to each helped me feel quite prepared for the class.
8. I thought the readings were good. There is so much in Gaskell that a sheet of key terms to know well would have been useful.
9. Yes—the advance assignments were relevant and helpful.
10. Readings were very useful and well contextualized in the write-up on the webpage.

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. The teaching materials were very useful. The course workbook is slightly hampered by issues with photocopying, but overall, each part that we used was useful. I think we didn't get to 10% of the items in it.
2. The workbook was very useful during the course. It was more of a workbook than a reference book, so its use after the course will be limited. Fascinating content.
3. The hands-on hand outs were useful. Hopefully, I will remember the context when I look back later at work.
4. The course workbook probably won't function too well as a resource outside the context of the class, since it's so heavily focused on in-class exercises. But that's not necessarily a bad thing.
5. The course materials provided for this course were extremely helpful during class exercises, and I know they will retain value as reference tools moving forward.
6. {private response}
7. All the exercises in the course workbook were very useful and well-constructed. It would be nice to have more “summary” material distributed as reminders of the details on these exercises to consult later.

8. The content will be useful as a reference for me in the future. All the material is good in the packet and laid out well.
9. Great workbook! The materials will be helpful for future study and really helped to facilitate in-class exercises.
10. The materials were useful and relevant. The workbook doesn't convey the structure or arc of the course as clearly as it might—a little more by way of signposting might be helpful.

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. I loved learning about typesetting!
2. The implications of what we learned in this course for literary analysis are enormous. I look forward both to applying it in my own research and to teaching others to consider bibliographic details.
3. The hands-on printing was very fun and good for thinking about why texts of the time were the way they were. I think I might try to practice examining a book when I get back. We have our oldest book on exhibit and when it comes back to the library, I think we should get it compared to others and properly described and noted as being out there in the short title catalog. I have a mysterious newspaper that I think I will try to do an investigation to see if I can figure out where it was printed.
4. I suppose the main insight I took away from this course is that analytical bibliography is probably not something I'm naturally talented in. I don't think the content will be particularly useful in my day-to-day work, but I really appreciate having the opportunity to hone my skills related to close reading and visual analysis of different texts.
5. The course as a whole was an introduction to bibliographic work for me. In my position, I do not expect to conduct intensive bibliographic work; however, the knowledge I have obtained in this course will be beneficial as a reference for acquisitions and teaching with primary sources.
6. I loved the typesetting class! Amira Hegazy is a fantastic teacher. The hands-on work at the start of the week helped me grasp class concepts later.
7. I really appreciated all the hands-on demonstrations as well as ST's references to scholars and scholarship for further reading. I feel prepared to put these skills to use when the opportunity comes.
8. Yes, a few new projects have come to mind. The depth of evidence and discovery was perhaps the most intriguing aspect for me.
9. For me, the exercise in determining potential stop-press connections (states) as opposed to entirely new settings of type—on portions of reset type—were helpful in isolating different printings. This will help me in a current editorial project and in a bibliographical study that I'm also undertaking for publication.
10. I've already done some letterpress printing but still found the practicum very helpful; its connections to actual practices of typesetting and printing.

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. Yes, I gained much greater knowledge of printing processes and the structure of books.
2. Yes.
3. I had hoped to learn more about getting deep in the weeds looking into books. This class was supposed to show us the why, and I think that's better than just formulas in my situation.
4. Yes.
5. The course covered all topics that were written in the description and covered in the readings.
6. {private response}
7. Yes!
8. Yes, I acquired all the skills I had hoped for. I was hoping to learn how to look deeper at the type of hand press books, and I got it.
9. Yes—the class was thorough and met its goals. And ST's trick for calculating conjugate leaves is BRILLIANT—will save me time!
10. I've been introduced to some of the practices and began to develop some of the skills involved in bibliographic analysis. I would need much more practice to actually use the suite of analytical work we studied this week, but that's more than one can expect from a week-long course.

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

1. Not sure yet.
2. See above.
3. I'm going to practice on some items, put together an educational session on books for the public, and work toward investigating our books better.
4. I hope to be able to put some of these skills to work improving catalog records for hand-press period books in my home library. If I can find ways of working this topic into my teaching, I hope to do so, but my situation doesn't really lend itself to that (instruction archivist, mostly one-shot sessions, mostly undergraduates, mostly nineteenth- and twentieth-century materials).
5. I will use the knowledge and skills I learned in this course when purchasing materials and in primary source teaching sessions.
6. I will use this knowledge to assist with collection acquisitions, teaching, and remediating catalog records (when possible) for our collection.
7. As a librarian, these skills will allow me to help researchers with their projects. I have a project of my own forming in my head. A study in bibliography articles? Time will tell.
8. To do a similar study with some of the books in my institution's collection. To also be able to identify possible research opportunities.

9. I'll be immediately applying these skills to a critical edition that I'm preparing for publication—and to findings that will be published in bibliographical descriptions and a standalone bibliography—plus an article forthcoming next year.
10. I'm weighing that question. I'm a writer and curator who dabbles in bibliography—so I doubt I'll ever do the sort of scholarly analysis we studied examples of here. But knowing the sort of things to look for, examine, and track in a hand-press printed book will at the very least support my teaching, it will probably find its way into my other work as well.

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

1. Rare book/special collections librarians, or those who interface with them.
2. Definitely someone with a foundational knowledge of descriptive bibliography and the history of printing, but the applications are broad.
3. Catalogers, people doing textual research into authors' intent, people researching the history of printing.
4. I would say DO NOT take this course if you consider yourself to be at all a beginner. There were definitely some moments where I struggled to connect the dots and apply the concepts being taught to in-class exercises. Take a few other RBS courses first, unless this is already a special skill set for you.
5. Rare book catalogers, as well as anyone who teaches with primary sources created during the hand-press printing era.
6. Rare book catalogers, scholars, and teachers of analytical bibliography.
7. Anyone with an interest in seriously deepening bibliographical knowledge and research skills. Especially if you've taken "Introduction to the Principles of Descriptive Bibliography" first.
8. Anyone interested in knowing more about the printing process.
9. Any textual editor—any bibliographer trying to document different printings—particularly in the hand-press period, though the principles are transferable to later printing, too, in many instances.
10. {no response}

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. Folding sheets into quires, typesetting and correcting, and analyzing the Triumph of Peace on the last day were all great demonstrations of this knowledge in action.
2. Learning about (and experiencing in hands-on lessons) the human error and societal context of publication was revelatory.
3. The hands-on printing was very helpful to understand the rest.
4. {no response}

5. This course offers many fantastic exercises that provided relevant hands-on experience, as well as “aha” moments. My favorite of these was the opportunity to set, proof, and fix type.
6. Typesetting—I had never done this before.
7. Tabor Conjugacy Calculator. Too many to count. Typesetting and printing had a profound impact on my understanding.
8. That it is possible to track a printer’s workflow by examining different copies printed by the same printer/ the same edition.
9. 1. Practicing spotting potential stop-press connections from new/different settings of type. 2. Problematizing discussion around what “counts” as an edition. 3. Understanding printing practices regarding inner and outer forms—particularly skeleton forms.
10. A lot of little ahas.

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

1. ST’s lecturing was occasionally dry and a little stiff, I think because he hadn't taught the course since 2019.
2. More books!
3. The construction messing up path finding, maybe more background on technical notations.
4. {private response}
5. {no response}
6. {private response}
7. A bit more written structural material, either in the workbook or as slides. Overall, everything was great!
8. No, I thought it was good. Readings and materials well laid out. The exercises were really helpful in practicing what we were learning. More time to do the exercises or making them team exercises would have been good too.
9. I would have liked an example that drew on authorial MS and proof connections—adding that to the mix would be instructive.
10. ST was great, friendly, patient, and knowledgeable. With the most advanced stuff, more structure would have been helpful. At points I was a little lost.

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. 8
2. 9
3. 9

4. 4
5. 10
6. 5
7. 10
8. 10
9. 9
10. 8

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. Yes, seeing the collating machines and setting type/printing were both informative.
2. Yes—our excursions and hands-on lessons were all fabulous and were worked seamlessly into the course design.
3. Our trip to the lab was great.
4. {no response}
5. N/A
6. Yes. The printing field trip was excellent, same for the day in the printing office.
7. Yes! Loved the common press and Hinman collator.
8. All of our field trips were very necessary for understanding the printing process, but also for understanding the tools for researching the printing process.
9. The guest printers were helpful. Amira Hegazy's presentation and demonstrations were the most helpful and clarifying. {private response}
10. Printing practicum, very helpful. The visit to collation machines, not as revealing; those of us with glasses had trouble using them.

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

1. I might have gotten more out of this course if I had taken another class like "Introduction to the Principles of Bibliographical Description" or a course on the history of the book.
2. {no response}
3. It's technical, but it teaches you how a book was put together. You can learn how to find clues to learn a bit more about your copy.
4. {private response}
5. Do the readings!
6. N/A
7. It's worth it! Our field needs analytical bibliography!
8. N/A

9. Do the readings in advance—talk with ST about your work! Get sleep! Be prepared to look closely. Don't expect to use as many originals in this class—lots of facsimiles drawn on for exercise.
10. N/A

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. Books!
3. Intense learning, but fun!
4. {no response}
5. RBS provides professionals with unique and valuable educational experiences.
6. {no response}
7. :)
8. Fantastic as always. Doesn't disappoint. I always find practical ways to apply what I learn even if it comes to me later in a different form. The knowledge is there and useful, and I am glad I had a chance to learn it.
9. This class teaches how texts get set in type and how they morph, along with how to pinpoint and document that evidence when printers' ledger and often archival evidence is best.
10. Sweet.