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L-30: Rare Book Cataloging
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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 pre-course readings and assignments were extremely useful in preparing us for the course.
2. Yes, very. I would not remove anything. The Werner was particularly useful. I also read all of Gaskell, which was useful but miserable to experience.
3. The pre-course reading (and watching) assignments were useful and helped me understand which areas I needed improvement. I really enjoyed the Terry Belanger article, but I would have loved to discuss it more in class.
4. Yes.
5. Yes, pre-course reading assignments were very useful.
6. I read all the pre-course readings and found them all to be super useful. I would suggest that for people with zero rare book experience that the Sarah Werner book (which is brief but substantial) is a very accessible overview to a lot of the terms and concepts covered in class.
7. The pre-course reading assignments were helpful and thoughtfully selected.
8. The pre-course reading and viewing assignments were overall useful. It definitely helps to have some familiarity with the terms and concepts before coming to class. I found the “warm-up” assignment incredibly useful.
9. Yes, very useful! Reading DCRM(B) was critical, but it's actually fairly easy to read for a technical set of rules. Highly recommend the videos as well because a lot of book production/techniques are difficult to understand/picture when read but make a lot more sense when you see it done. I don't think we got RDA-compliant DCRM(B) instructions before class, which would have been nice to have access to. I think a little more explanation up front why we're using DCRM(B) and not DCRM(R) would be helpful, because I just knew them as the “old” and “new” standards coming in, and once I understood why DCRM(B) is still relevant and useful, it made a lot more sense.
10. Readings were helpful introducing topics. Course lectures brought further understanding.
11. Not for me, but read/watched them before or had previous experience with bookbinding.

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. Excellent. I will continue to refer to the materials for years to come.
2. The course workbook was extremely helpful and appropriate. It will be a bible for me as I continue my DCRM(B) journey.
3. The course workbook was incredibly helpful for taking notes and keeping track of new knowledge. I will absolutely be placing this binder in my office at work as I presume I will get much use out of it in the months to come.
4. Definitely.

5. The course workbook content was both appropriate and useful. I will keep it at my desk to reference as needed.
6. I was really impressed by the binder, it's definitely going to live on my desk. It's just all organized so well.
7. Very appropriate and useful content, I will be referring frequently to the materials and resources that were included or referenced in the course workbook.
8. This will ABSOLUTELY continue to be useful after the course. I took notes throughout the class, but it was incredibly helpful to know that I'd be able to reference the slides later and look at additional sources in the toolkit! I'm sure I'll consult these resources on a regular basis as I take on more cataloging challenges.
9. Fabulous workbook, love the cascading tabs! The content was great, and I liked the (wide margin) slide printouts so I could take notes alongside the lectures. The workbook also has a lot of useful reference sources that are great to have in one central place.
10. I am grateful for the course workbook and materials will be referred to frequently when I am cataloging rare books. Be warned to leave room in your luggage for the workbook which is in a two inch binder. The binder includes lecture slides, DJL's Toolkit, BIBCO Standard Record (BSR) RDA Metadata Application Profile.
11. Really liked the workbook. (Wish I knew it was coming! Suitcase room is limited) Yes!

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. It was very helpful to learn the ins and outs of rare book cataloging and to have the opportunity to practice, with feedback from the instructors.
2. Every part of this course was useful, but I previously had no experience with signature statements, and that will be used frequently in my job.
3. Much of my current cataloging knowledge is with Twentieth- and Twenty-first-century books, so I learned a great deal about hand press era books and what unique things to look for when cataloging such resources.
4. The area of book construction, local notes, and bibliography use.
5. Being able to create full, DBRM(B) compliant records will help me to take on new projects that I wasn't previously prepared to take on. I also value the insight into differences of how DCRM(B) is applied to RDA and AACR2.
6. There were so many moments in class where something came up that I've dealt with while cataloging and been confused by, so having a lot of the why of rare book cataloging de-mystified was amazing. I'm so excited to go back to work and apply the things I've learned.
7. It would be hard to pick an aspect that was not relevant to me as an individual. Some of the things we talked about were more or less familiar to me, and it was very helpful to nail down some of the details. Others, such as format, signature identification, and the use of bibliographical resources, represent less familiar areas. I got a very competent and thorough introduction to these concepts which I will continue to build on through practical application and further training and guidance from colleagues.
8. As an individual and professionally, I'm interested in slightly newer (Nineteenth-century) works, which come with their own fun complications. I was glad that we learned about a lot of those in addition to the pre-1801 works (which is what I

expected we'd talk about). I was also happy to finally learn about signatures and format—not only do I know what “8vo” means, but I know how to identify it!

9. I'm excited to catalog rare books and feel more confident that I'm doing a good job and that I actually understand the rules.

10. Homework, going over examples, and working on the practicum were very helpful. I have learned a great deal and know which areas I need to pay more attention to.

11. No, just practical examples and talking through things helped me more than reading DCRM (B).

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.

2. Yes, absolutely.

3. Yes. DJL and BB have a wealth of knowledge, and I was surprised how much I learned in just one week with them. My cataloging skills are sharper and sleeker for all books in my future, not just rare books.

4. Would have liked more time covering local notes fields.

5. Yes, to both.

6. 100% and then some. More than just learning specifics (of which there was a lot), you learn how to use things like RBMS controlled vocabularies and DCRM-B, including the differences between it and RDA.

7. Yes, I learned what I had hoped to learn, and got a good start on learning about a few things that I didn't know I needed to learn about. I feel much more confident in my work cataloging rare materials after this course and have some great resources to draw from as I continue the learning process.

8. YES!

9. Yes! Coming with less formalized cataloguing training, I was a little nervous, but they go over the rules very clearly and explain what you're doing and why, which is key for developing judgement.

10. Yes! I now feel like I know enough to be dangerous.

11. Yes.

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

1. I am excited to go back home and catalog rare books!

2. I will be a better cataloger of old and rare books.

3. The first task I have is to use my gained knowledge from RBS and evaluate an existing rare book cataloging guide made by a previous employee at my institution. I will evaluate the guide on its usefulness and update it as necessary according to what I have learned in rare book cataloging. I will use my course-acquired skills and knowledge to consult with my institution's catalogers about our rare book descriptions, and increase the accessibility of the collections.

4. Cataloging Eighteenth-century books.

5. I plan to apply them directly to the cataloging that I do on a daily basis at my institution.

6. In my day-to-day work as a rare materials cataloger.

7. Cataloging newly-acquired materials at my library, and revisiting some older cataloging to apply the knowledge I've gained during the course. I will also use what I've learned to establish and document best practices at my library.
8. I plan to go back to my desk and start cataloging books published before 1801 and applying DCRM(B) to newer books as seems necessary. I also plan to discuss what I learned with my colleagues, which may lead to updating some local policies.
9. Address the backlog of uncatalogued and under-catalogued rare books.
10. I will start by cataloging my rare backlog. I will share these newly gained pearls of wisdom with my cataloger pals.
11. Work.

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

1. Experienced catalogers who are beginning to work with rare books.
2. Any cataloger who works with rare books and wants to catalog them in the way best designed for describing them.
3. Anyone who finds themselves regularly preserving and providing access to rare books, particularly books published before 1900.
4. Catalogers, rare book librarians.
5. Early career catalogers with an interest in rare book cataloging or who work with rare books.
6. Catalogers who deal with rare books, specifically.
7. Anyone who catalogs rare materials, including full-time rare book catalogers as well as people from smaller libraries who have other responsibilities but who also work with rare materials.
8. Catalogers who work with old or weird books!
9. Catalogers who work with books from the hand-press period and into the Nineteenth century.
10. Anyone who works with rare books or use DCRM (B). Just when you think you know something, there's always more you didn't know!
11. If institution expects DCRM (B) cataloging. Maybe if they haven't worked with special collections cataloging before, but I did and it was still a lot.

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. It was very helpful to do the practicum and put our learnings into practice.
2. Hearing the reasons things are cataloged in the way that they are being explained was extremely illuminating. Knowing the "why" for a rule makes doing my job so much clearer than just "because it's done that way".
3. {no response}
4. Dealing with signatures.
5. Learning how to construct signature statements.
6. The only time an end mark appears at the end of the 300_c is when there's a 490 present in the record. Just wild.
7. I am taking away a lot of new knowledge and skills from this class, but learning how to determine format and understanding the logic of signatures and gatherings were almost completely new to me and were presented in a way that helped me feel confident about working in these areas in rare book cataloging.

8. {no response}
9. {no response}
10. {private response}
11. {no response}

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

1. A larger room with more table space to spread out with our materials when cataloging.
2. It would have been helpful if we were told explicitly what to do with an existing record in DCRB or another antiquated cataloging standard, as well as finding an RDA record for a rare book; it would have been helpful if our first after school study evening were on Wednesday, not Tuesday; and more images for some of the trickier cataloging aspects (especially from the Wednesday and Thursday lectures) would be much more elucidating.
3. {no response}
4. Increase the amount of overlap with lecture and immediate application with cataloging each new topic.
5. More time spent on how to construct notes (500, 590, etc.).
6. My only comment would be that the portion on name authorities would have been better spent on the notes section. I think if you're in this class you should have an understanding of it already.
7. I'm sure there are some small improvements that can be made, but overall, I don't really have any specific complaints. It was well-organized, the concepts were thoroughly explained within the time constraints, and the atmosphere was very collegial.
8. More time for questions! And more tips on researching, especially figuring out publication dates and finding the right name authority record.
9. {no response}
10. Please tell people they will get a binder with a copy of the lecture slides, toolkit, and BIBCO Standard Record.
11. {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. 10
2. 10
3. 10
4. 10
5. 10
6. 10
7. 10
8. 10
9. 10
10. 10
11. 9

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, it was great to learn more about format.
2. Yes, seeing the differences that can arise within one edition made descriptive bibliography so much clearer, particularly as a cataloger sometimes using those resources.
3. I very much enjoyed the field trip to SC at UVA. The exercise of putting the copies of Babbit in chronological order was particularly useful—and a challenge—that utilized what we had learned thus far in the class.
4. {no response}
5. Yes.
6. Yes! The field trip to SC was really fun and interesting. It was great to see differences in issues/states in person.
7. Yes, the trip to the SC Library was definitely useful and interesting.
8. We made one field trip to the UVA SC library, and it was great!
9. Yes, we had a good field trip to SC that involved working with books and thinking through their differences, which was a good practical experience.
10. Yes! It was great to see multiple copies of the same edition side by side.
11. No.

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

1. Plan to learn a lot and spend some time on homework during the week.
2. Do it! Do all the readings, even the ones that seem redundant, as they all provide something different that will give you a solid foundation and help you during the class.
3. {no response}
4. No.
5. {no response}
6. It's very rigorous, like, be prepared to work really hard, every day, including after class. But it will be worth it.
7. No.
8. Do it!
9. Highly recommend, a great course for learning rare book cataloging—in developing the skills, learning the rules, and sharpening your judgement to make decisions when there's (inevitably) a question of what to do.
10. {no response}
11. No.

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

1. Acquiring an abundance of knowledge about rare book cataloging.
2. Hard but rewarding, mind-expanding work.

3. RBS is an exciting, thought-provoking, challenging, and productive week of learning that I hope to complete again and again.
4. Wonderful, intense, and definitely worth it. Wonderful place to connect with other library professionals in the same specialty.
5. {no response}
6. Practice, practice, practice!
7. I found my tribe!
8. {no response}
9. {no response}
10. {no response}
11. (shrug).