

David Whitesell
G-10: Introduction to the Principles of Bibliographical Description
30 July–4 August, Charlottesville, Virginia

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. Very useful, though really should emphasize that Bowers will not make sense until attending classes.
2. There is a good deal of very difficult and technical reading that may be hard to understand and especially difficult to accomplish if you do not have significant research time built into your job. I highly recommend getting library copies, as they are expensive and hard to find.
3. The pre-course reading assignments were critical and I cannot emphasize enough that students should engage with them before the first day of class: while they do not need to be scrutinized or surgically examined to a minute degree, I think something more than skimming is needed. I think the Gaskell reading is probably the least-useful of the required readings, but is still helpful. The Bowers reading is almost-impenetrable at first approach and should be begun relatively early compared to the other readings/the video, which can be filtered in as needed, though Terry Belanger's article should be read first before anything. I think students must have it emphasized to them that the reading is critical to not being left adrift in the class ... though I also think that the framing of "If you don't do ALL the reading, please drop out" is both unhelpful and inaccurate, since while I did most of the Bowers and all of the Belanger reading, I did comparatively little of the Gaskell (even though I lacked a background in printing) and did not feel completely adrift (though I was a bit left behind by some of the printing terms as they were spoken in-class, I was able to pick up on it quickly enough). I would emphasize to prospective students that the Gaskell reading is best suited for those who lack a background in printing.
4. {private response}
5. Yes. Select Bowers chapters were especially useful, though I wish I had read the appendix first before diving into the chapters with lengthy notes and footnotes. I had read Gaskell before and thought an entire skimming of Gaskell was not really necessary, maybe just a few of the pertinent chapters for DesBib.
6. Yes. Pre-course readings were useful.
7. Gaskell is a delight to read. Bowers was nigh unintelligible until basic principles were described in person. Perhaps an admission of the difficulty of Bowers and the promise of (somewhat) improved clarity would be helpful?

8. Extremely useful. Gaskell covers essential knowledge regarding print history and trade practices, while Bowers covers how the actual descriptions work (mostly). I read them both closely and felt markedly more prepared than some others.
9. So much reading. Not sure if anything could be cut. Perhaps having the index to Bowers could be helpful beforehand?
10. Yes, very much so. It may be worth mentioning to incoming students that Bowers can be much more easily understood if you've already read McKerrow.
11. Yes, and no. Rather yes to the first, no to the second.
12. Yes, they were essential, particularly Bowers. The Belanger essay was also quite helpful. Gaskell was more boring and less directly applicable to homework. A quick read of Gaskell to get the general point is more than ok, and more time should be spent with Bowers.
13. {private response}
14. Yes, the readings were essential; however, many students would benefit from either an article or recorded lecture explaining some of Bower's work.
15. The pre-course reading assignments were crucial. Looking back, what was especially necessary for success in the class was an honest grappling with that reading. Attempting more than that is not needed to be successful. Doing less than that will utterly ruin your experience in the course.
16. The pre-course materials were not very relevant to the course as designed, and it wasn't clear what we were supposed to be completing or taking with us. After completing the class I will actually find them more useful. I would suggest more focused practice exercises and a closer reading of Bowers, Part Five, rather than the general assignment, Tanselle's essay was also very useful.
17. They were useful! I don't know how useful the pre-course workbook was though. I believe it would be better if all the materials are consolidated into the workbook we receive upon arrival.
18. Absolutely do the readings for G-10. Even if it is difficult to digest, all will be revealed in the end!
19. Yes. Both Bowers and Gaskell are really helpful. The video helped me to get a general sense of the components of a book and relevant terminologies.
20. Yes.
21. Gaskell and Bowers are essential reading and I would have felt so much more overwhelmed if I did not do the reading. However, if you've never taken DesBib or even looked at collation formulas (myself included), the reading is very overwhelming.
22. Yes, the readings were helpful. I appreciated that the Bowers chapters were emailed as a PDF since the book is out of print. {private response}
23. {no response}

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. Workbook was great. I really plan to research some of the sources in the bibliography in the back.
2. There are a lot of materials to physically carry around. Some of the workbook materials were essential for completing the labs and homework, so you really must have them, which makes this an important note for people with physical disabilities. However, the museum materials were all duplicated, so perhaps it is not essential to print them. Many of the materials in both packets will be helpful for me to teach with in the future.
3. I believe that the workbook will remain a crucial resource for me after I leave RBS and that it was well-organized, appropriate, and very useful, as are all of the teaching materials.
4. {private response}
5. Loved these materials. Very useful and helpful. I will read over these in more depth in the following weeks. Lots of material to digest—I actually couldn't look through everything during the five days of DesBib.
6. Course workbook was perfectly fine.
7. Yes. The teaching materials from this course will sit as "ready reference" in my personal library. I especially appreciate having bound copies of materials that I'm sure to return to.
8. I will continue using them for years, probably. They use too much info to read in the course of the week, but will value them greatly.
9. Excellent materials, they will be useful references I will keep at work.
10. Yes—the workbook was extremely helpful. I'll continue using it (particularly the index to Bowers).
11. Yes, I think so. The condensations of Bowers in the workbook were elucidating and perhaps could or should be shared prior to class.
12. Useful, but more examples for the purposes of doing homework would be even better.
13. {private response}
14. These materials are very helpful and will be used extensively; however, many of the complex formulaic questions arising in the homework are not at all discussed in the workbook. Providing more extensive discussions and quick references for these issues would prove helpful.
15. I had no criticism of that material. It formed an excellent supplement to the labs and in some instances conferred useful hints for completing homework tasks that would have been far more difficult to grapple with without it.
16. These were very useful, and will continue to be. I appreciate having the museum booklet. N.B. For those individuals flying, it would be good to warn them that they will get an additional complement of binders, in addition to the books they are bringing.

17. They were greatly helpful in homework sessions. Again, I believe we could have purchased or been given the facsimiles upon arrival because they would have been useful during homework time.
18. Everything handed out was useful and the printing demos were also enlightening. It all gave me a deeper understanding.
19. The workbooks for the course and the museums were both very useful. I was constantly referring to the workbook during the homework session, and will continue to use it after the course.
20. They were useful.
21. The workbook and museum workbook are indispensable resources—I will use them for my dissertation and teaching.
22. Yes, the course workbook was very helpful. I honestly don't think I've even seen everything in it because it's so comprehensive. I'll definitely refer to pagination/signing pages.
23. {no response}

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. Always great to know that there are so many others interested in the same issues. I plan to try to tackle at least one book from our rare book collection a week to refresh my skills.
2. The most relevant parts of this class, for me as a librarian and professor, focused on how to look closely at books as material objects. The art of observation, and what exactly to look for in order to draw relevant conclusions, is what makes critical bibliography useful outside of this area of scholarship. Writing collation formulas was not, in any way, helpful for me. I find the method elitist and a barrier to greater access and interest in the history of the book.
3. The aspects of the course that intrigues me the most are the ways in which it promotes me to think more about the material makeup, history, and evidence of the books and objects that I take for granted, and that will affect how I approach learning about books, book processes, and book history going forward: the discussions with the lab group were enormously wonderful and cannot be praised enough. I also have a newfound understanding of printing and its history. Going forward, I would like to think about how I can incorporate the principles and practices of descriptive bibliography of books into enriching the understanding I have of the books in institutions that I work in beyond their textual content: DW has certainly sold me on the usefulness of descriptive bibliography.
4. I began this course skeptical of its utility, and I am leaving with many new ideas for projects and research directions, even if I am still not convinced that I myself should become a full-time descriptive bibliographer.

5. The intimacy I developed with hand- and machine-press books in particular is what I am most grateful for. I now have many more things to keep in mind when examining a book in special collections. There are so many things I can look out for when examining books in the future, and I expect I will take my RBS coursework with me to help guide my book examinations. Many things that came up in DesBib helped me ask new questions about my ongoing research—it has certainly helped me develop new ideas and ways to tackle the research I am currently doing and writing up.
6. The Polzak lecture and networking opportunities were more interesting to me than the actual G-10 course.
7. Absolutely. I have new vocabularies for existing projects and greater understanding of printing processes that will make ongoing scholarship even richer.
8. The opportunity to test descriptions against the books themselves, and go over problems in detail in lab afterward, were essential for me. Learning new tricks in DW's lectures and applying them in homework worked well. Though I'm unsure how many collational formulas I'll write in the future, I hope to continually have the level of material attention a bibliographer develops.
9. Most was new info.
10. Learning about identifying the localization of false imprints has absolutely given me an idea for the topic of a second master's thesis.
11. I now have some understanding as to how to read and write collational formulae which I did not previously possess, which has potential applications for me in selling, independent research, and on the "job market" as I need.
12. The hands-on practice, and gaining a sense of how I will use this in my daily life.
13. {private response}
14. The theoretical framework behind Bowers's system was made much clearer as well as its inability to address some issues. This helped me to develop further the critical facilities necessary to engage theory questions on my own. New ideas for projects or new directions for engaging sources were also birthed.
15. The last lectures—on Friday—which opened the conversation about critiques of Bowers were a very welcome change of direction after the week's material. Adding the sunlight of critical appraisal actually had the effect of deepening my appreciation for Bowers's approach to DesBib.
16. The discussions and up close examination of the books in our groups were the most intriguing. I enjoyed seeing the varied approaches and backgrounds my classmates brought to the work.
17. Professionally speaking, the understanding of the collational formula will be very helpful. New insights and project plans revolve around the way in which the field is dominated by older white males' works and how change-averse the field can be.
18. The information in G-10 will follow me through my career. I am excited to check the formulas in library catalog records to confirm/deny if I have the correct item.
19. Many: the collational formula, traits of different types of papers, the printing process,

&c. I am working on non-Western materials, but find the course inspiring in terms of a new skill set and a new set of questions to study print culture, social history of books, and other related topics.

20. Yes, the book is now a more intriguing cultural object.
21. As an art historian I was most interested in the physical/material aspects of the course and the materials we handled in museum workshops. I'll never look at a book the same again and will never forget—my clip light!
22. I was really hoping for a solid foundation in descriptive bibliography and I think the course focused too much on extreme examples and not enough on the basics.
23. {no response}

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. Started to learn the skills. It will take some time before I can say that I have really acquired them. Yes, I learned what I wanted to learn.
2. {private response}
3. Extremely so. I am very, very happy with the performance of every instructor in the class, though I wish I had had the chance to interact with more of the lab instructors beyond my own (which is not to say that mine was bad, they were perfect). I still feel like I am struggling with multiple aspects of descriptive bibliography, and I was making mistakes in the formulas up to the last lab (and had a moment of panic when I didn't get what was so wrong with the formula at the end, though after a moment I understood) but I feel infinitely less adrift than I did when I first started doing the Bowers reading.
4. The instructors — both the main lecturer and the lab instructors—were engaging, passionate, and extremely helpful in assisting me to understand and apply the course material.
5. Yes.
6. Lab instructors were generally quite helpful. {private response}
7. DesBib is the course that makes you worthy of calling yourself a bibliographer. I have so much more to learn, but now I can understand descriptions and write my own.
8. In general, yes. Though the knowledge is certainly skewed toward the hand-press period, which is out of field for me, though useful for comparison.
9. Yes, actual understanding of what goes into making hand-press books and the use of signatures and why putting into catalogs helps with research and discovery.
10. Yes.
11. I believe so, and more.
12. I guess so? The instructors were great, but I'm not sure what I hoped to learn, exactly. But I learned stuff, and it was fun to see the books.
13. {private response}

14. Absolutely, and some more!
15. Absolutely, the instructors were palpably in control of the material and were always able to answer questions instructively. I learned a tremendous amount.
16. Yes. I had hoped to be aware of more of the terminology and philosophy of this work, and the course delivered on both counts.
17. Yes! I am excited to interact with rare books in ways I have not done before and gain a better understanding of how they were put together.
18. Yes. Between lectures, lab time, homework, and museum along with the instructors' experiences I learned more than I expected. It's also given me much more to consider as far as handling records and inspecting books.
19. Yes. I learned more than I expected.
20. Yes, she did. NO, just a fraction.
21. I still feel a bit confused and overwhelmed with the materials and its practical/methodological uses. It would be great to discuss non-Western materials' relationship to DesBib (or anglo-American tradition). My lab instructor was an incredible mentor and I'm so glad we met.
22. The instructors are clearly very knowledgeable and experts in the field. I would have liked to have learned more from them—more small group work—instead of always being told to refer to Bowers. {private response}
23. {no response}

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

1. Hope to use them with our rare book collection. Not only to process the materials, but to see if I can understand why the books were constructed the way they were.
2. I loved learning about what makes books unique, and the process that provides those unique results. I hope to show others how to observe these unique qualities so that they can be excited about preserving and interacting with physical copies of rare books.
3. I will use this class to enrich my understanding and engagement with the books I study, make use of, and act as a caretaker for, in their sense as objects themselves, rather than merely containers for the texts within: similarly, I will use the organizational and observational skills from the course to help buttress my interest in cataloguing and examination of materials (though I know that descriptive bibliography is not cataloguing).
4. I am definitely going to be going back over material I've researched in the past, re-applying some of the skills and observations from this course. It also is shaping how I am thinking about my upcoming research projects. I certainly hope that it will enrich my scholarship in book history to be more attentive to bibliographic questions.
5. In the examination of books in special collections.
6. To be honest, I'm not sure I will ever use the skills I learned in G-10. I will definitely call on the network of experts that I met when I have questions about topics in their

respective fields, however.

7. I steward a small collection of eighteenth-century women's writings. As more attention is paid to this important collection, I will be able to communicate with scholars looking to compare copies. This course will also be indispensable to my dissertation.
8. I plan to systematically identify and track the bibliographical features most useful or instructive for the analysis of post-letterpress books.
9. Useful in thinking about variants and what to note in cataloging.
10. In a variety of ways. I hope to run a series of workshops with English faculty relating to the printing of Shakespeare's First Folio. I will also incorporate the skills from this course into a master's thesis.
11. 1) In my catalogue entries for my own inventory when the occasion calls for it. 2) Ideally in a new position. Currently applying to jobs. 3) Have been working on a bibliography of a little known contemporary author unlikely to call for collation but this certainly informs my thinking.
12. I work for a Rare Books library, so this is a really valuable canvassing of the landscape.
13. {private response}
14. In historical research and textual editing projects.
15. {no response}
16. Generally in my capacity as a curator.
17. To create more accurate descriptions of books.
18. I plan to use it in my job as the technical services archivist who catalogs rare books which can benefit from some descriptive bibliography.
19. I plan to continue doing collational work and think about how these methods in descriptive bibliography can help me approach non-Western materials in new ways.
20. In my work and research with special collections.
21. I'll use the skills from DesBib in my dissertation and examination of the sixteenth-century colonial Mexican codices and Italian printed copies of the codices.
22. I hope to assist rare book scholars using the rare books at my institution.
23. {no response}

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

1. Anyone interested in rare books. Historians. Actually, catalogers not so much because they have to deal with the book in a different way.
2. Book dealers.
3. People who study the history of printing, incunabula collectors or institutions who have large incunabula collections, people with an interest in papermaking, antiquarian booksellers, people who like math, bibliographers (in the sense of "book historians").
4. Definitely anyone who is studying publishing, early modern printing, or any kind of book historical topic; and librarians, archivists, and cataloguers who work with describing early modern printed books.

5. Any graduate student that specializes in or has secondary interests in anything to do with book history, print culture, and bibliography would benefit tremendously from the intimacy and comfort developed by way of close examination of books as taught by DesBib. I honestly can't see how these students can be specialists without taking G-10.
6. Dedicated scholars of hand press era print. I would advise all others against taking this course.
7. You'll need to have more than a passing interest in the subject. The discussions can get frustratingly philosophical at times, and if you're not interested in the minutiae of printed books, you will struggle to find the willpower and stamina.
8. Booksellers, rare book librarians, and book historians of the hand-press period.
9. Rare book catalogers.
10. Special collections librarians, rare book dealers, or anyone interested in books as physical objects.
11. Cataloguers, booksellers, printers, binders, and honestly people who make zines or run small presses.
12. Rare books librarians, book history scholars, book dealers.
13. {private response}
14. Those who use early printed books in their historical research and want a better historical understanding of the source that is important for avoiding anachronism in their work.
15. Librarians, catalogers, curators, historians, collections, vendors.
16. Anyone who needs or wants the technical knowledge to apply in their research or professional life.
17. Booksellers, students, librarians, catalogers.
18. Anyone who needs to understand descriptive bibliography whether that is creating the formula or checking one to confirm information.
19. Scholars interested in book history and the printing industry, book dealers, and librarians.
20. Archivist, special collections librarians, booksellers.
21. People with a background in DesBib (or at least baseline knowledge) will fare better than I did. It seems catered to people working in libraries specifically on seventeenth- to nineteenth-century English books.
22. People who already have some knowledge of collational formulas and are looking to expand their expertise.
23. {no response}

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

1. Today, when I finally really understood what "octavo in fours" meant when looking at a book in lab.

2. Learning about production methods—paper making, intaglio/relief/mezzotint plates, book binding, &c.—was fun and fascinating. Seeing the corresponding evidence of these methods on multiple copies of the resulting books was illuminating.
3. My lab instructor sessions always enriched and enlightened me well beyond what I thought was possible, turning moments of frustration the night before into gratifying deliberations on the organization of a book. The biggest "aha!" moment for me pre-class was probably once I was a few chapters into Bowers, after reading Terry Belanger's article, and finally understood what a collational formula was: in-class, it was probably either when I figured out the right (or a close-to-right) answer from homework, or once we did our first collation on Monday/Tuesday.
4. {no response}
5. {no response}
6. {private response}
7. {no response}
8. Reconstructing some portion of a rebound pamphlet's journey into hardcover reissue through collation and paper evidence.
9. Every lab session discussing homework—seeing how others did the work.
10. I loved being able to operate the presses. Every night of homework had "aha!" moments.
11. Not as such.
12. The homework labs following directly upon the homework.
13. {no response}
14. Each day things seemed to click. In particular, though, I enjoyed discovering how useful watermarks can be in uncovering various features of a book's structure.
15. {no response}
16. I learned some things about the features of eighteenth- and nineteenth-century books that I would never have seen otherwise, particularly with regards to printing with plates.
17. Printers/publishers were people too! The idiosyncrasies we see appear in the books that survive tell of the presence of people past.
18. Seeing a complete formula and knowing now where and what to look for.
19. I enjoyed the "lab" and "museum" sessions. {private response} It's been very useful to see and touch actual objects and books. Each book has its own life and interesting features—these could be sensed through doing collational work and closely examining their material traits. Now I feel those silenced printers and bookbinders are getting their own voices through these books.
20. Yes, there were. I'm too tired to articulate them now.
21. Paper is bibliographical evidence!!
22. In Thursday's lecture, DW went over three versions of a book and explored how to use the three different formulas to come up with an ideal copy. I wish this lecture happened on Monday!

23. {no response}

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

1. Maybe invite people to bring a book or two of their own or from their collection to practice with during the week.
2. {private response} More socialization and collaborative work.
3. I think the progression of book difficulty was a little uneven at times: some of the final-day books felt easier than the earlier ones, though this may just be because I was more used to it ...
4. {no response}
5. Some collaborative moments would have been helpful. Working in small teams to collaboratively come up with a collational formula on the first day would have been really helpful in getting things going. I also thought less books would have been helpful. Two to four books would have allowed me to develop deeper insights. Oftentimes I found myself skipping over certain details due to time limits. One or two extra labs to go over our descriptions would have been helpful, too. {private response}
6. {private response}
7. {private response}
8. Though I eventually got into a groove with homework as the week went on, folks need to know going in that they will NOT have evenings during the week if they want to do the "full" DesBib analysis load. They need to be made aware of this in a way that doesn't assume they'll look at course reviews and see it.
9. {no response}
10. Spending a bit more time discussing collational formulas early in the course (as opposed to museums on decorative paper, leathers, illustrations, &c.).
11. I don't have any suggestions.
12. It feels like some of the museums were more interesting than others. Also, some people got stressed out by the homework, but I wasn't too fussed about it. Spending more lecture time on how to do DesBib might be useful.
13. {no response}
14. More lab time and perhaps intensive tracks for the super vigorous and perhaps tracks emphasizing either hand-press or machine press to better suit researchers' unique needs.
15. {no response}
16. More focus on some of the main areas/features of books relevant to bibliographical analysis.* A lot of that experience was assumed, and it made the earlier sessions more difficult as we were left to figure them out for ourselves. *e.g. sewings, gatherings, stabs, inserting plates. Some of this was mentioned in the Thursday lecture.
17. {private response}
18. Maybe a section of time to go through an example before homework but really enjoyed

- the course and wouldn't change anything.
19. Not really. {private response}
 20. So many. The course needs a serious revision.
 21. Less time in homework (or just one fewer book/night) and more time working through our responses in lab.
 22. More conversations like the one I mentioned in Q7. I would rather that than the museums. More looking at good examples of a successful bibliography as a group so we can discuss what works (and what doesn't).
 23. {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. 2
3. 10
4. 9
5. 10
6. 0
7. {no response}
8. 8
9. I appreciated the conversations I had with peers and the chance to try formulas. But I wish there were more actual tutorials, not just "Read Bowers, try it, and we'll tell you if you failed."
10. 10
11. 10
12. 8
13. 10
14. 10
15. 10
16. 7
17. 8
18. 10
19. 10
20. {no response}
21. 10
22. 6
23. {no response}

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

1. {no response}
2. {no response}
3. N/A
4. {no response}
5. {no response}
6. N/A
7. Josef Beery's press demonstration was delightful and a useful refresher.
8. Hand-press and intaglio printing demonstrations were a delight.
9. {no response}
10. I think the materials we had on campus at UVA were sufficient that field trips weren't really needed. The variety of lab instructors meant that every class almost felt like a guest lecturer.
11. Yes. The printing workshop was useful.
12. The printing demo was cool.
13. {no response}
14. {no response}
15. {no response}
16. N/A
17. {no response}
18. {no response}
19. Could be. I'd love to have a demo on paper making or book binding.
20. N/A
21. The trip to demo a common press and intaglio techniques was so fun and instructive. One of the reasons I come to RBS is fun hands-on experience with objects. A papermaking and bookbinding demo would also be ideal, if possible.
22. The printing press demo was great, it enhanced my knowledge of the printing process in a way videos can't.
23. {no response}

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

1. It is an investment of time that is well worth it. I just wish I had done it sooner.
2. If you want to network or socialize, this is not the course for you.
3. DO THE PRE-READING (with particular focus on Belanger and Bowers). Also be prepared for long work days ... but also don't be intimidated. If you've done graduate work before, you've already experienced worse, and the stakes are low: don't be afraid (no matter what instructors say). Also, Richard Noble is wonderful in every way.

4. {no response}
5. {no response}
6. I would advise against it.
7. BE AWARE that Des Bib has homework that will likely take up most of your evenings. This should be taken into consideration when selecting your dormitories and when considering how you'll feed yourself. I ended up walking to a grocery store on the orientation night so I could make sure I had food for mornings {private response} and evenings after most restaurants were closed and I was too tired to forage.
8. Once I could tell I knew what I was doing and was getting a lot out of it, I was OK with the homework going until like 9:00 p.m. You have to know that going in, though or accept that you'll be mostly listening in lab.
9. {no response}
10. G-10 can be a very challenging and time-consuming course in comparison with other classes. You will have time-consuming homework and may not have time to make it to the optional events. Make sure you do the reading, but don't let the readings scare you away either.
11. Not to be overwhelmed, simultaneously to be sure you have nothing else to do for the week.
12. Get your institution to pay for it. Don't stress out about the homework. Quickly assess the structure of the book, bang out a formula, and then see what the right answer is the next morning. You're not getting graded, and no one dies if you get it wrong.
13. {private response}
14. Prepare for long hours, leave food in your hotel fridge and bring snacks if you need food when you are busy collating into the night.
15. This course is the very gateway to appreciating descriptive bibliography. Do yourself the kindness of taking and step through it.
16. Plan on a lot of self-directed work.
17. Be aware of the conservation of certain approaches. Read the pre-readings. Come with an open mind and prepare to make a lot of mistakes (and then learn a lot!).
18. Do the readings, fold the papers, watch the video! It's difficult but do-able. Instructors are great and the course homework thrives on mistakes for everyone to learn.
19. I'd encourage students from diverse backgrounds (e.g. interested in or working on book history of different cultural traditions) to take this course. It is a great learning experience and helps to form a comparative perspective.
20. Not now.
21. Do the reading, two times if you can! And remember to thank your lab instructors. They care so much and put so much of themselves into the work and building the community.
22. Don't take the homework sessions too seriously.
23. {no response}

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

1. I'll be back.
2. I'm exhausted.
3. Effort yields reward, but don't be afraid.
4. {no response}
5. Descriptive bibliography is only the beginning—thank you for setting me on the path of the study of books for what I think will be forever (or π with no comma)!
6. Never so displeased / With any other workshop / In more than ten years.
7. {no response}
8. Leaves in the gutters / Is this bibliography / Or a crisp fall day?
9. Is it the same but different, or different but the same? All shall be revealed!
10. What Would Bowers Do?
11. "Don't hate, collate."
12. It was cool.
13. {private response}
14. I came as a bibliophile and leave as a bibliographer.
15. $4^\circ:U^2$
16. I'm glad I did it.
17. I wish I knew Bowers was a dog person with a jazz radio program. I thought he was mean.
18. Always and absolutely amazing and enlightening!
19. {no response}
20. Learning is hard.
21. J.P. rocks.
22. Frustrating, exhausting, hopefully helpful in the long run.
23. {no response}