

David Vander Meulen
G-55: Scholarly Editing: Principles & Practice
7–12 June 2015

Narrative Course Evaluations

1) *Were the pre-course reading assignments useful? Did you do any additional preparation for your course? Are there any books or articles that you would like to see included in future years? Any that you might suggest removing?*

1. Yes; the exit reading is excellent, too.
2. Pre-course reading was essential to prepare me for the class. I wouldn't add or remove materials.
3. Yes, very useful. I think they should be mandatory—the pre-course instructions did not clearly say they were required.
4. They were useful, but I might suggest linking them directly to the Course Readings webpage, rather than have students go and find them themselves.
5. I thought the pre-course reading was interesting as an overview of editorial theory and how it changed over time. It may have been helpful to have Greg's copy-text essay available (even as an option) before arriving—it was referred to often enough in the pre-reading.
6. They were very helpful. Perhaps a few more readings just for beginners that would include more of the basics about the issues, before the issues themselves.
7. Pre-course readings were useful, though not essential. I wouldn't have minded a little more variety than just Tanselle.
8. The pre-course reading was very comprehensive. The additional bibliography helped to visualize the main questions.
9. The pre-course reading was useful, but I think perhaps the addition of a glossary text or more basic introduction would have been useful.

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. All materials were *very* helpful, and will help in the future.
2. The teaching materials were excellent, organized, and thought provoking, and made for subtle, cumulative learning by the end of the week.
3. Fantastic, pertinent, incredibly valuable, and entertaining reading/resource materials.
4. The content was excellent and appropriate.
5. Yes, and yes. I intend to refer to it as I continue to think about the challenges my own work poses.
6. Definitely useful! It will be a great reference tool since everything went so fast.
7. Yes, very useful, nicely organized.
8. The course materials were numerous: we worked on some parts that were very useful in explaining problems and provoking thoughts. Other parts were reading suggestions that are going to be useful afterwards.

9. Excellent materials distributed, with well-thought-out rationales.

3) *If you've taken previous RBS courses, how did this one compare?*

1. This course was wonderful!
2. Best one yet—but all have been great.
3. This one was much more practical. It also ran like a well-oiled machine—previous one was less well organized.
4. N/A
5. I really loved this course. Both were superb, but the instructor's enthusiasm really made the material fascinating.
6. {no response}
7. This one was also great; I learned a great deal.
8. {no response}
9. N/A

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

1. All aspects were interesting, but I most enjoyed the class period on preservation. Overall, this course will be indispensable in my chosen career path.
2. There really isn't enough time or space. This content meets me where I am in my journey as an editor/co-editor. This work will improve our volume, and the contributors and readers should be glad I took the course.
3. The final presentation absolutely kick-started my hazy plans to propose an edition of a text.
4. Yes, I gained a new appreciation for the problem of textual transmission, and for the usefulness of a more literal approach.
5. It's difficult to choose, but I liked the collation discussion best—I often have to collate, and I think this will aid me in better recording and presenting my findings. I am encouraged to transform my research into an edited edition.
6. I now look at editions of books in a completely different way, particularly what I use to teach in my own scholarship. All of the examples helped to break up the lecture format.
7. I *really* found the days we worked through examples of "Notes on the Text" and the critical apparatuses super useful and helpful, both practically and conceptually! Great exercise!
8. The final mini-project helped me start translating the principles to my specialty, the Anglophone field.
9. At the risk of triteness, it was all very interesting and useful. The lectures, discussions, readings, and assignment opened up a substantial amount of new material for me.

5) *Did the instructors help you to acquire all the skills and information promised in the course description? Was anything left out or undeveloped? Did you learn what you had hoped to learn?*

1. DVM is a generous and knowledgeable educator—I feel very lucky to have taken this course with him.

2. Yes, primarily the advice to think, and not just blindly follow rules, was great advice; how boring to produce cookie-cutter works with no creativity.
 3. I would have liked more “Desbib lite” work with making collation formulas. Few of us ventured to discuss collation in our final projects, perhaps reflecting the fact that we all still felt very tentative about the concepts.
 4. I might have liked more time to explore some issues with some of my own work, but we did get a chance to present on a topic of our choosing, which was helpful.
 5. The instructor probably did a bit more than the description stated—I was very pleased with all of it.
 6. Yes, definitely. If we had another week, I would have liked to have talked more about what we did in that very last session (annotations, &c.).
 7. Yes. I *do* think it would be cool to spend a little more time on annotations as a concept, but I also understand time constraints.
 8. Yes, the course was consistent with the description.
 9. Absolutely.
- 6) *How do you plan to use the skills and knowledge acquired during your time here?*
1. I hope to pursue a career in special collections librarianship.
 2. Hope to complete an essay, submit work to *Studies In Bibliography*, although I may be too ambitious, to continue as an editor for the remainder of my work life.
 3. To attempt an actual scholarly edition—also just to be more informed about editing work as it’s going on all around me in the profession (literary study).
 4. This workshop was directly relevant to me and my current career. I can apply almost everything I learned to improve my editing skills.
 5. In editing, but also pedagogically: my students can only benefit from my knowing more about edited editions, especially when we use them as assigned texts.
 6. For teaching, to evaluate my own materials, and hopefully to construct an edition of something in the future.
 7. I’ll be incorporating this knowledge into my dissertation, and will craft course/teaching activities for undergraduates.
 8. I plan to write a Master’s thesis largely informed by the editorial process.
 9. 1) In my own evaluation of scholarly texts; 2) in working with pre-publication work of others; 3) in processing my own writing—both scholarly and literary.
- 7) *Please briefly describe the intellectual level of the course. What sort of person might benefit the most from taking it?*
1. The intellectual rigor of the course was perfect for me. I recently completed an MA in English, and would encourage other graduate students to take this course.
 2. I benefitted greatly from the high intellectual level of the course, and from the students enrolled in it.
 3. The level was high. I almost think that those who aren’t already advanced Ph.D. students and up won’t benefit as much.
 4. I think participants should be at least advanced graduate students—I think it would most directly help people engaged in literary/textual studies.
 5. I thought the instructor made the course material accessible for our class—we had diverse institutional and occupational backgrounds.
 6. A very high level, but I was taking it as a beginner, and I caught on very quickly

after the first day. DVM was great about answering questions and offering lots of explanation.

7. The course has an emphasis on the practical, but is still valuable if you come with more conceptual interests. I imagine academics/college teachers would benefit most.
 8. A minimum knowledge about English literature and an interest in books would help in really benefitting from this class.
 9. DVM's generosity of spirit and flexibility make this course appropriate for all levels of accomplishment and interest.
- 8) *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. All of it!
 2. DVM allowed me to try out my project ideas on him, to go away and hone them, and to come back to him with revised project approaches based on course work.
 3. DVM's personal accounts of tackling editing challenges, and his insights into scholarly debates of the twentieth and twenty-first centuries.
 4. Readings from Greg and Housman about copy-text selection were crucial to me. The whole course was an "aha" moment about the importance of collation and choosing texts carefully.
 5. It was all pretty good, but I really appreciated opportunities to experiment with different types of collators.
 6. There were so many! An early one was when we first collated lines of *Babbitt*, and realized that there were differences. Everything was "aha!" from there.
 7. See Q4, above. I now feel very dedicated to educating undergraduates (and grad students!) about using critical apparatuses. There is a wealth of information there, often overlooked.
 8. {no response}
 9. {no response}

9) *How could the course have been improved?*

1. N/A
2. N/A
3. Fix the Hinman collator so that students can use it more easily! I was really excited about using it, and I regret that I couldn't make it work.
4. The course was packed with great information; maybe another day of class to pursue personal projects?
5. It's not the instructor's fault, but the Hinman collator should be cleaned and serviced. An exercise took a long time because the equipment wasn't working.
6. Perhaps more hands-on activities, but everything was great overall.
7. The collation assignment was a bit logistically problematic; perhaps reimagine that.
8. Maybe including live interviews from the editors....
9. {no response}

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

1. Yes!
2. Yes, and yes.
3. Yes, and definitely.
4. Yes, and yes. An excellent course taught by an excellent teacher.
5. Yes! And definitely yes!
6. Yes, and yes! DVM is a wonderful instructor. I so enjoyed the course.
7. Yes!
8. Yes. Yes.
9. Yes! Absolutely.

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

1. Absolutely. The trip to the Washington Papers was especially great.
2. Yes.
3. Yes (to SC and to the Washington Papers).
4. Yes, our trip to the Washington Papers was a great experience, and a nice change of pace from most course materials focusing on literature.
5. Yes.
6. We took a few trips to other parts of the libraries. Seeing the collators was fun, though few of us have the magic touch.
7. Yes. I enjoyed SC especially.
8. Yes, they were.
9. Yes.

12) *If you attended any of our optional evening events, do you feel that they were a good use of your time? Were there any that were particularly important to your RBS experience? Any that you could have done without?*

1. Yes; lectures were great.
2. Yes.
3. One of the lectures was definitely worth the time, even though it wasn't on my specific field; the other wasn't.
4. N/A
5. I attended one talk, which was interesting, and I appreciated Booksellers' Night.
6. The lectures were great, though I was sorry to miss the round table. I also heard there was a Movie Night, but we didn't have one.
7. Booksellers' Night was great.
8. I appreciated the lectures, because I was able to see how the course's principles were applied to ongoing projects.
9. {no response}

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

1. N/A
2. No.
3. Definitely read the Tanselle book (and the Greg article “Rationale of Copy-Text”) in advance. Bring a copy of a favorite critical/scholarly edition along to RBS.
4. Do the reading as soon and as thoroughly as you can, come with questions, and be sure to get them answered in class! Make the most of it.
5. Take it!
6. It’s a great course for anyone interested in books, even if you don’t intend to do scholarly editing. Be patient with the preliminary reading—it does become useful.
7. {no response}
8. Maybe look closely at a book before coming in.
9. Because of DVM’s style and flexibility, students should plan on asking lots of questions, and should be aware that he stands ready to assist as well as instruct, to guide as well as present.

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

1. DVM is the man!
2. Don’t let rules take the place of thought.
3. DVM: Living archive, gentleman-scholar, epitome of what makes RBS great.
4. RBS is a pleasant, challenging, and intellectually satisfying week of learning and fun.
5. Time well spent! I will be back.
6. It’s good to get outside your comfort zone with some of the best scholars to lead you through it.
7. Super fun. Summer camp, but better!
8. Very interesting...and to be continued!
9. A haiku for RBS ’15: Charlottesville summer/with texts, ancient and modern/Vander Meulen rules!

Student Data

Number of respondents: 9 (of 9)

How did you arrange for time off to attend this course?

My institution/employer gave me professional leave time: 4 (44.44%)

I am a student/non-year-round employee, with a more flexible schedule: 4 (44.44%)

No response: 1 (11.11%)

Who paid your RBS tuition costs?

I paid 100% myself: 1 (11.11%)

My institution/employer paid 100%: 1 (11.11%)

My institution/employer paid part; I paid the rest: 2 (22.22%)

I used a scholarship/fellowship to pay/waive 100%: 2 (22.22%)

I had an RBS course tuition credit from a previous year: 1 (11.11%)

My situation does not fit any of the options above: 1 (11.11%)

No response: 1 (11.11%)

Who paid your RBS housing expenses?

I paid 100% myself: 4 (44.44%)

I used a scholarship/fellowship to cover 100%: 2 (22.22%)

I stayed with friends/family, or stayed in my own home and commuted: 2 (22.22%)

No response: 1 (11.11%)

Who paid your RBS travel expenses?

I paid 100% myself: 5 (55.56%)

I used a scholarship/fellowship to cover 100%: 1 (11.11%)

I live locally, and had no travel expenses: 2 (22.22%)

No response: 1 (11.11%)

Which of the following best describes your current occupation?

Library disciplines:

Library administrator: 1 (11.11%)

Special collections librarian: 1 (11.11%)

Student working toward a/n:

M.L.I.S./M.L.S.: 1 (11.11%)

Ph.D./D.Phil: 4 (44.44%)

Professional educator:

Associate professor: 1 (11.11%)

No response: 1 (11.11%)