

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. The Gaskell and Bowers texts were absolutely fundamental. It is clear from the earlier comments and the course description that this was true. The video of formats was also crucial as it visualized the mechanics of folding.
 2. These were very useful. It would not be possible to keep up with the course without a review of Bowers and at least familiarity with Gaskell before arriving. I appreciated the previous review that made clear this reading is essential, even if you don't fully digest Bowers.
 3. The readings for the course strike me as carefully planned to correspond with the lessons we undertake throughout the week.
 4. Yes. No. No. Maybe Savage on small formats.
 5. The readings were both essential and interesting. I read Gaskell first and a bit quickly (it was familiar to me) and then I read Bowers—a book I've been meaning to read for a while. This course was the perfect opportunity to spend a considerable amount of time reading and taking notes in it. The videos were helpful to visualize the more abstract elements.
 6. Readings were very useful. Possibly something extra to help prep for tackling Bowers would be helpful.
 7. YES. It was extremely helpful to have the advice on collational formula, signing, and pagination ahead of time.
 8. Yes, the pre-course materials were useful in preparing for this course. The select pages from the workbook that DW sent a few weeks before were helpful in focusing my preparation and reading of Bowers.
 9. Yes, the pre-course readings were vital to "hitting the ground running" as we are asked to do. I did not do any additional preparation. Tip: leave plenty of time to do the reading—it's dense and I suggest beginning to gnaw through it at least one month in advance of the course.
 10. At first I was taken aback by the detailed instructions given in the DesBib preparation assignments, but I now realize that adherence to them (e.g., the precise order of readings, the specific chapters to wrestle with) benefitted me greatly.
 11. Reading assignments were a necessary part of the course.
 12. The pre-course reading assignments were absolutely useful. Necessary even in order to grasp the vocabulary of the text.
 13. The readings were extremely useful. Bowers was a difficult read (a lot of unnecessary digressions and polemics). I look forward to David Gants's "baby Bowers," and hope that it will either replace or augment the Big Bowers.
 14. Yes, the selected chapters were integral to our week. I made several attempts at descriptions which I now know are woefully inadequate/inaccurate. Perhaps a

- selection of Gaskell chapters.
15. Pre-course readings are essential. It isn't necessary (or possible) to fully comprehend them all, but a certain level of familiarity was assumed. I met with a rare book librarian at my institution for an hour or two before I came to get some practice with collation and that was very helpful.
 16. {no response}
 17. A more basic introduction to the concepts of ideal copy, edition, state, &c. would have been helpful.
 18. I didn't find Gaskell all that useful. I would have liked fewer, more directed readings.
 19. Pre-course reading was essential.
 20. Very useful, good amount.
 21. Very useful. Demanding. Requires a lot of prep time.
 22. Yes, good idea to stress reading Bowers multiple times and carefully.
 23. I have watched the RBS video about the making of a typeface and found it useful.
 24. Yes, very much so. The DVD wasn't particularly helpful given the additional expense.
 25. {no response}
 26. Completing the readings was an essential prerequisite to success in this course.
 27. {private response}
 28. Yes, the pre-course readings were essential. I tried my hand at collating a few books on my own before coming to RBS.
 29. TB's article and the DVD worksheets. Bowers was hard to get through but completely necessary. You will get it by the time you begin collating books. Plan ahead—Bowers is very hard to understand. Gaskell was easier to comprehend. Make sure you read Bowers.
- 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. Absolutely helpful. The daily museums were also fundamentally important to give context to what (and how) we were learning.
 2. I am highly impressed on the depth and quality of the workbook! I did not expect the course materials to be so extensive—it truly feels like the beginners bibliography toolkit, and will be a constant companion to refer to and expand on my own. Very, very useful.
 3. The workbook and other teaching materials were well planned. The Index to Bowers is incredibly useful! I expect to keep everything we were provided as reference tools close at hand while I work and to use the exit reading list to continue my education.
 4. Workbook: unbelievably comprehensive and way more than just a workbook. Students get a museums workbook also, which goes into explicit detail of examples from RBS collections. Unexpected! Invaluable! Yes, I will use it in life.
 5. The workbook was helpful for everyday goings-on through the course. DW and my lab instructor referred to it regularly, and the Index to Bowers and advice documents were always open on my desk during homework. The reading lists will be helpful down the line I expect. I see this workbook as an invaluable reference.
 6. Materials were thorough and useful. I intend to save both the museum and

- workbook materials, especially the exit reading list.
7. Essential to the class. I will definitely refer to it (and my notes) in the future.
 8. The museum item descriptions were incredibly useful, and I know I'll be referring back to them in my future independent research. And the course workbook was also very thorough and an important resource for structuring and organizing the course.
 9. Excellent. The inclusion of the yellow legal pad, new this year, was especially appreciated, as were the "Bowers Lite" advice sections and the Index to Bowers. I expect to continue to use this workbook as an addendum to Bowers from now on.
 10. I am (appropriately, I'd argue) maniacal about the contents of my desk reference shelves, and my DesBib binder, museum packet, and notes will have permanent homes there.
 11. Excellent course workbook and teaching materials which I will refer to again.
 12. The workbook and museum book will become a frequent resource for future bibliographical work.
 13. Excellent course packet—beautifully organized. It will be extremely useful, especially the condensations, restatements of, and the Index to Bowers.
 14. Incredible, valuable resources to which I will refer often in the future.
 15. Very comprehensive and helpful at summarizing/highlighting key aspects of the dense pre-reading.
 16. Course workbook and other teaching materials are excellent.
 17. Very appropriate. I plan to reference them post-RBS, too.
 18. The workbook is incredibly useful, and will be something I continue to reference in the future.
 19. I will definitely be using the museum workbook as a source for ideas, interesting bibliography material.
 20. It was useful and it will continue to be. It is a great support.
 21. Course workbook and museum catalogs are wonderfully prepared, and will serve as important reference sources.
 22. The exit reading list is fantastic! Invaluable information.
 23. Yes. Yes, certainly.
 24. Yes, very much so. I was impressed by the thoroughness of the materials.
 25. All very useful and would be helpful for teaching. It would be nice if the DesBib worksheets were downloadable.
 26. This material was very useful, detailed, and well-organized.
 27. {private response}
 28. Yes, the workbook content was useful, but more important is that it will come in handy in the future as a reference.
 29. Workbook and handouts were well thought out. The museum booklet was outstanding. The workbook was useful, now, but I think the museum book has more relevant information to learning about all the parts of the book. That said, the workbook's bibliography is excellent.

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

1. N/A
2. N/A
3. N/A
4. It was super great! My previous RBS course was fabulous, and both are

- incomparably superior to my first. One thing particular to this class: everyone was quiet. Not sure why.
5. I have taken two RBS courses. I think I'd recommend taking at least one course before DesBib, so the normal patterns of the weekly schedule are expected, and offer more time for concentration on the content. I would recommend DesBib before G-45: "Analytical Bibliography" or courses assuming more familiarity with the fundamentals.
 6. N/A
 7. All the classes I've had were great and so was this. One of the benefits of this course that I've enjoyed is having the small group discussion labs. (I'm not sure how the groups are selected, but ours had wonderful "chemistry," and we seemed to move comfortably through the work at the same pace.)
 8. N/A
 9. Similarly excellent—exceeded my expectations again.
 10. The content and intensity were cranked to "11" but what remained consistent was the remarkably knowledgeable, attentive, and even entertaining instruction.
 11. More intense (a result of the homework) but overall, this course tops the list as to information gained during the span of the week.
 12. N/A
 13. It has been the best of the three courses. That said, G-45: "Analytical Bibliography" with ST was a very, very close second.
 14. N/A
 15. This class is a well-oiled machine. If you follow the program, you will learn a lot. I liked being part of an established class whereas my first class was a new one with some kinks to work out.
 16. {no response}
 17. N/A
 18. N/A
 19. N/A
 20. Both of them were equally enlightening and rewarding.
 21. Much more practical and hands-on, much more intensive and required many more hours of work.
 22. One of the best, and the hardest.
 23. N/A
 24. N/A
 25. This course was hard, as I expected, but incredibly valuable. I feel far more confident as a bibliographer than I was before.
 26. N/A
 27. N/A
 28. N/A
 29. This was the most intense and demanding course. You have a lot of hands-on homework to do, so plan ahead, get sleep, and hydrate!
- 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. Directly applicable to a current project. The course provided all and more of what I had hoped I would learn during the week.
 2. I had the notion this would be a foundational bibliographical moment in my early

- career and this is certainly the case. I received more insight than I had even expected from the course, including info on binding samples, leather identification, and parchment/vellum. It really has initiated a new professional chapter in my life with books.
3. While I do not expect to publish collational formulas in my work, I may use them as a working tool to perform thorough examinations of books I catalog. The exercise of examining the print production evidence has helped to further train my eye to important details that necessitate description.
 4. Why does DesBib matter? Last year I asked a special collections librarian that question (he specialized in twentieth-century publications) and he said, "It doesn't." I am here to say that he was wrong, and I hope to find a way to incorporate DesBib into my study of twentieth-century "artist" publishers' bindings.
 5. Homework and labs together were the most challenging, stimulating, and worthwhile element of the course. The excellent teaching collection at RBS was useful for illustrating the variety one can encounter, and I commend the lab instructors and DW for their hard work assembling the list of items used. DW's lectures got better and better as the week progressed.
 6. The printing demo and opportunity to handle punches, matrices, &c. were very helpful and made it easier to visualize the process of book creation. The small group labs were easily the most enlightening part of the course when it came to developing the skills to actually create a bibliography. I came away wishing I could pursue a Ph.D. in half a dozen different subjects at once.
 7. Trying to apply Bowers was the heart and soul of the course and I feel better armed with principles that will help guide me going forward.
 8. The lab component was the most valuable portion of the course. And the museum sessions were helpful as well.
 9. The complete focus on composing bibliographical descriptions. I will use this knowledge in my future work. However, the philosophical/academic discussion of bibliography as a discipline was also enlightening and intriguing. Definite plans for a project in the future.
 10. Again, I don't think I could usefully identify a few particular aspects. What I am saying is that I see, approach, and investigate a book entirely differently than I did Sunday evening.
 11. The course structure was intriguing, especially for those interested in course development. Learning objectives were clear, and the methods varied as to instruction, i.e., lecture, lab, and museums. The "museums" aspect, especially, was a terrific approach.
 12. I am going back brimming with knowledge. What more could one ask for?
 13. DesBib necessarily is immersive. The most important, for me, moments were those when we stepped back from the trees to observe the forest, e.g., noticing the patterns and breaks in them across geographic and cultural boundaries.
 14. Collation and the museums. Yes, fundamental knowledge which will be essential to my career.
 15. I see this as adding to my toolkit as an art historian interested in prints and illustrated books. It will help me formulate questions as I approach texts and be more attentive as I read them.
 16. Focusing on what normally goes unnoticed was most interesting to me, both materially and conceptually. I especially liked learning about paper manufacture

- and paper history, but also liked learning about typography and binding.
17. I feel much more in tune to the aspect of a book as an object that was produced by a human, not just consumed by one.
 18. I kind of want to 3-D print a scale model of an Adams press; I'm interested in matching up printers and booksellers in the eighteenth century; I am reworking a current project based on what I've learned.
 19. Leaving with a whole new skill that I will need to make weekly time for at my job. Hoping I can use it to "activate the collection" at my university.
 20. New insights and ideas mainly came from our conversations in class and my interaction with lab instructors. I am full of new ideas for my research, new ways to approach books as physical objects.
 21. Working with the books and the lab sessions were highly useful. Lectures were informative; museums were great teaching and learning-wise.
 22. Started with no knowledge or descriptive bibliography experience. Left with a smile!!!
 23. Labs and homework. Yes, I did.
 24. I walked away feeling more confident in dealing with the book as an object in terms of understanding and describing its production history which was very helpful.
 25. The museums were incredible and gave me ideas not only for research, but also for more effective methods for teaching book history/bibliography.
 26. I feel like I can legitimately call myself a book historian and connoisseur now that I understand the basics of collation, format, &c.
 27. As an established professional newly working with books, I gained a lot of insight in how to look for meaningful information. There is much I'd like to now examine at my home institution.
 28. I have a good idea of how I may implement aspects of DesBib in my own teaching as well as how to describe items in my home institution's collections.
 29. The lab sessions with the cohort are a great way to learn how to do descriptive bibliography. I really like this small group size that I feel helps facilitate the chances of one learning this very important skill.
- 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. Absolutely. I feel very well equipped to start this process in the wild.
 2. Absolutely. I came out with far more than I had ever expected to learn.
 3. I believe so, and then some. The course operates on the assumption that students have a working knowledge of book history and terminology, and I think as long as an individual comes in with these things they will be sure to flourish. I learned an immense amount about bindings, typography, format, print layout, and more that I would not have expected to encounter or to really absorb.
 4. Yes. I don't think anything was left out. Yes, I definitely learned what I hoped to!
 5. I feel very comfortable reading collational formulas now, and reasonably capable in writing collation formulas for difficult books. DW offered me an article on decimo, a format I've found associated with a book I've been researching and which I now know much more about. I also have a firmer grasp on bibliographical terms (edition, impression, issue, state).

6. The course was so information dense that it's hard to think what could reasonably be added. I actually learned more than I expected to.
7. There isn't enough time for everything you'd like to learn, but especially in the small groups we had great discoveries and discussions. Lots of neat physical features to discover and hypothesize about. I picked up lots of useful tidbits that widen my understanding of book history.
8. Yes, I came out of this course having learned what I had hoped to learn about analytical bibliography. My lab instructor, Haven Hawley, was amazing and helped me acquire the skills I sought to learn as well as learn more about nineteenth-century printing practices.
9. The instructors are the best parts of this course. They delivered what was promised and more. I feel very fortunate to have been exposed to them, to have learned more about their work, and to have had the advantage of their expertise. Nothing was left out or underdeveloped.
10. I was exposed to far more than I could have imagined, and I believe I learned more than I could have hoped.
11. Yes—all learning objectives were met.
12. Yes. Yes.
13. I'd like to learn more about European printing conventions and regional differences between and among printers groups. But from what DW said, it seems that much of that scholarship has yet to be written.
14. Yes, there were some limitations to the information and skills acquired but with descriptive bibliography one is rarely ever perfect.
15. I think so—honestly, I couldn't have absorbed any more than I did this week. There was always a little too much to do, more on display than could be absorbed in the museum time. But too much is definitely preferable to not enough.
16. I had little idea what to expect so no preconceived notions about what I should or shouldn't learn. One comment: I think I would have drawn more from Thursday's museum (on other bibliographies) if I had heard Friday morning's lecture on the history of bibliography and bibliographers beforehand.
17. I have learned more than I hoped, to be honest.
18. I learned more than expected and definitely all I'd hoped for.
19. Only thing I might add is anecdotal evidence of how bibliography has led to new discoveries in humanities and other disciplines.
20. Yes, instructors were very helpful and covered a wide range of content and materials. I learned what I hoped to learn and it was a great review of what I already knew.
21. Great instructors. I feel like more information on twentieth-century books could be helpful. Perhaps one session or one small portion of a lecture. There were some museum stations that applied.
22. Yes, and more.
23. Yes. No. Yes, I have.
24. Yes, the instructors were absolutely marvelous.
25. Yes, definitely.
26. Yes! I greatly enjoyed working with DW and my lab instructor.
27. Yes. Because instructional design was of interest to my cohort, my lab instructor was very transparent about talking points and course design. {private response}
28. Yes, I learned quite a bit.
29. I think the instructors were all good and very helpful. What I learned here would

have been impossible on my own. The quality of the instructors is a credit to RBS.

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

1. Expand my cataloging work toward a descriptive bibliography and not simply a hand-list of materials.
2. This course will allow me to describe, identify, and analyze books for my upcoming master's thesis at a far more advanced level than previously possible. Furthermore, I hope to learn to compile a full description for a book—maybe even begin a long-term bibliographical project.
3. See Q4.
4. See Q2 and Q4.
5. I will use the principles and techniques I've learned in conducting research towards my Ph.D. in English. I am about to embark on a year-long research period, and I am glad to have taken DesBib beforehand. The timing could not have been better.
6. I catalog special collections materials, and the background info on printing, paper, bookbinding, &c. will be very helpful in identifying unusual items that should be highlighted. I hope to be able to add collational formulas to some of our catalog records. Long-term, I would like to put these skills to use on creating a bibliography.
7. I am embarking on a cataloging project that will require the use of printed bibliographies, and I have acquired the language and vocabulary to assist me in making decisions about items in hand. I am better able to communicate with bibliographers who use our collections.
8. I plan to use my new skills in compiling collational formulas in the current digital humanities project I'm working on with sixteenth-century texts.
9. Improving access to my library's collections, understanding/assisting researchers better, and engaging with the collections with which I work in a more comprehensive manner, cognizant of the processes by which they came to be.
10. I will expect myself to select and buy books more competently, and to describe and present them for sale more confidently.
11. I hope to incorporate the knowledge into the development of a "History of the Book" undergraduate course.
12. There are several projects underway that this course will help assist with. For the sake of anonymity, I won't extrapolate further, but know that this course is being used!
13. In researching and writing my book on cross-cultural information exchange and in creating a database of bibliographical information on Mazarinades, seventeenth-century French political pamphlets.
14. To verify that books are complete and provide other integral info to clients.
15. Broadly speaking, as a better researcher. Perhaps also as professional career development.
16. I would like to relate more information about books as objects to students. I would also hope to have improved my "seeing" skills enough so as to be able to come to the manuscripts I work on with fresh eyes.
17. As part of academic research and understanding the physical structure of books.
18. To finish a current project and facilitate new work.

19. Re-appraise the cataloging of my rare books.
 20. I plan to use it throughout my entire scholarly life as it is a substantial component of my own research.
 21. Will have a big impact on the work I do every day in my job as well as on my scholarship.
 22. In my business.
 23. In my work as a cataloger as well as in my post-doctoral research.
 24. I will use these skills in my research on books for my dissertation.
 25. I'm not entirely certain. My research increasingly trends toward bibliography, though of more modern materials not entirely covered by DesBib.
 26. This remains to be determined, but I feel well-prepared to venture into the world of bibliography. I look forward to practicing my new skills.
 27. The RBS material will hopefully open new doors for me professionally and play into my professional goals.
 28. In teaching and in item descriptions.
 29. I plan on working on a research project that utilizes the close understanding of books through descriptive bibliography.
- 7) *Please briefly describe the intellectual level of the course. What sort of person might benefit the most from taking it?*
1. Solidly challenging and unapologetically rigorous!
 2. I really felt this course was perfectly appropriate for someone in my position—a graduate student with a fair background in book history with strong interests to take bibliographical practice to the next level.
 3. The intellectual level of the course is demanding, but I believe it should be accessible to anyone who reads the course description and feels inclined to take it. There are similar course offerings at RBS that don't require the intellectual exercises performed in a lab, so if this is still the course in which a person is interested, he or she will be in the right place.
 4. The intellectual level assumes some knowledge of book history and an initiative to ask questions. As for what sort of person would benefit, I could not say. It depends on expectations doesn't it? (Maybe don't take it if you're convinced DesBib is useless?)
 5. The intellectual level of this course was very high, but the instructors kept the conversation collegial and inviting.
 6. The course was intellectually intense, and I would recommend a thorough grounding in at least some aspect of book history. Very helpful for cataloging and special collections librarians.
 7. Rigorous. The happy and successful DesBib student loves details and theory both.
 8. It was a rigorous course but very worthwhile. Librarians and academic researchers working with some element of bibliography would benefit.
 9. Anyone with a basic, entry-level understanding of what rare books are and their history. Probably anyone aged 15 and up.
 10. Someone who does or plans to deal seriously with books.
 11. High intellectual level. The course is appropriate for faculty, librarians, and other scholars. Strong attention to detail is a necessity.
 12. This class requires a person of above average intellect but with high endurance for work along with a deep well of faith in oneself and their instructors that this will

- all make sense. Anyone interested in the book would benefit.
13. This course, as did G-45: “Analytical Bibliography,” requires a sensitivity to detail and an openness to and skill for seeing books (rather than reading them). You also have to enjoy learning abstract systems and applying them to messy, often resistant, concrete phenomena.
 14. Demanding and tailored to people with a considerable level of bibliophilia.
 15. This course will stretch you. Don’t come expecting an easy, relaxing week. But do come expecting to learn a lot along with a wide range of bright, diverse peers.
 16. {no response}
 17. This was an extremely demanding course. A driven (and slightly masochistic personality is necessary.
 18. Someone who enjoys puzzles and detail-oriented work.
 19. Librarians could certainly benefit but seemed to please the booksellers and humanities researchers as well.
 20. The intellectual level was appropriate for anyone already familiar with some principles of descriptive bibliography or for somebody who is used to handling and dealing with old and rare books.
 21. It would be very difficult for someone with zero background in the area. The readings are key in preparing for the course.
 22. Very high, professional.
 23. Highly intellectual. Librarians and scholars.
 24. The course was rigorous but straightforward. I’d recommend it to academics working with books as primary sources in any capacity.
 25. Anyone from a beginning grad student to a full professor—but I’d advise folks to take it early!
 26. This course is very rigorous and should not be taken on a whim! Prior background in book structures, cataloging, &c. is all very useful.
 27. Rigorous—probably better for a person who has responsibilities for rare book cataloging and reference.
 28. Highly intellectual, analytical, theoretical, but also with a materialist bent.
 29. I think the level is high. You really need to understand what you are getting into as you are applying. We had librarians, researchers, and others so the course could impact more professions. There should be more booksellers here. That might help all of us who buy books.
- 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. I feel like the entire week was one long, extended “aha” moment.
 2. I didn’t fully know what doors Bowers, Gaskell, DW, and my lab instructor, Haven Hawley, would open for me. I felt I had a good understanding of books, but this course has allowed me to see so much more, and the method to continue with.
 3. Writing collational formulas is challenging and probably takes a lifetime to perfect, let alone master. I considered the applicability of the work in relation to my professional endeavors and chose to evaluate my successes and failures in collating with an eye to its usefulness to me, knowing that I don’t need to write formulas perfectly, but that I can use them to suss out important book evidence is really invigorating.

4. Noteworthy, educational moments for me are always those when either I connect some other knowledge to the present, or find a kindred spirit. There were plenty of those. And I don't remember the last time I said "aha" without satire.
5. This question is far too easy: the type mold in the museum opened my eyes to an object I've only been able to picture abstractly through descriptions and diagrams.
6. The printing demo and Printing Museum were wonderful because they made real these things we had been reading about in theory. Getting into debates during lab was enjoyable as well as helpful!
7. Lots of great learning moments throughout.
8. WWBD? What would Bowers do? A great guiding mantra for the course. Collation formulas are based on the idea of "ideal copy" which in many cases doesn't exist, but even if imaginary, is a useful point of reference. However arbitrary it might be, it's a way of communicating with others and relaying a book's format/characteristics. A common language, however flawed, is necessary.
9. Thinking about the applications of DesBib to electronic records and formats was frustrating, illuminating, and exciting. Learning about Haven Hawley's research was also really exciting, and I look forward to hearing more from her soon!
10. Many, but most edifying was watching myself lose and regain confidence in my ability to see a book.
11. This course helped me learn how to closely examine a book—what elements to look for and how to evaluate those elements.
12. I can now see the processes of production behind the creation of books. That revelation happened in lab.
13. David Gants's discussion of diverging signature marks in a Dutch book, indicating compositors of different nationalities.
14. The whole course was rewarding, and I constantly was struck by moments of clarity where this discipline was revealed to me.
15. I really enjoyed the "museum" portions, where we learned about paper, type, format, &c. with a huge range of hands-on examples.
16. Examining objects in museums; the various stages of binding a book; the stages in casting type.
17. When I realized I can determine gatherings from the exposed strings.
18. Finding something new I'd never seen before.
19. Getting a collation correct was very satisfying.
20. The "aha" moments happened when correcting homework.
21. Spoiler alert: decimo books do exist!
22. When I finally got a collation correct.
23. {no response}
24. It was more of a slow burn, but taking all the pieces (format, signing, pagination) apart then putting them back together was gratifying.
25. {no response}
26. {no response}
27. When the books were placed in creation context in labs. A little backwards to do homework and then talk.
28. Books 34, 352, and 181 all really helped to illustrate problems of format, gathering, and folding. Also book 293 helped illustrate the challenge of cancels. DW's lecture on the intellectual history of descriptive bibliography.
29. I really think that the small group work has its benefits in illuminating this work.

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

1. Would have liked to have somehow worked in the opportunity to spend a larger chunk of time with one or two books to further focus and look for the details. Maybe Thursday after class could have been used for this?
2. I felt it was really successful and cannot suggest anything important.
3. I worked slowly with the books so the amount per day, six, seemed like a lot. I understand that having a larger number makes it possible for us to exchange books in a timely way, but if there is a way to require us to do a few less, that might be more practical. I may have been one of a small few who struggled to get the work done, however.
4. No complaints!
5. Sometimes I felt the museum should precede homework since there were times the problems in the homework were illustrated in the museum. Also, perhaps two lectures could be condensed to slide the printing demonstration earlier, leaving more time for homework.
6. Either assigning fewer or shorter books on the last day would have helped me go through the assigned books more thoroughly.
7. No suggestions, but we had the museum session the last thing of the day, and I wished there could be a little break within that session, or maybe some group discussion.
8. Providing more opportunities for collaborative work when working on homework to bounce off ideas and call attention to problems members of the group all have. During homework sessions in the evening it was always deathly silent and everyone worked independently.
9. Either slightly fewer books for homework groups, or more time for both homework and labs.
10. Perhaps with slightly more direction in museum sessions.
11. No suggestions for improvement.
12. Having sets of one book and allowing students to collate that set and examine the variants. The set of books would be useful to understanding the concept of ideal copy.
13. For me, more material on European printing practices and comparative perspectives (e.g., Sayce).
14. Longer lab sessions.
15. Time for dinner? Option to order take out and a space to eat? Hard to complete homework, go to evening RBS activities, AND eat.... A visit to the print shop to set type would have been great.
16. See Q5.
17. Fewer books for homework. I felt rushed to get through all six, making me jeopardize quality in some cases.
18. Some form of dinner supplement during evening homework. Granola bars don't cut it.
19. Maybe some short intro/reminder of simple concepts before homework, i.e., watch out for press figures.
20. It's great as it is.
21. Last lecture by David Gants could have been more engaging and inspiring. It didn't really provide either a good summary of the course or motivate the audience.

22. N/A
23. It would be nice to have the option of more guided visits to the museums with the help of demonstrations, &c..
24. The course works incredibly well. I wouldn't substantially change anything.
25. I would love to see a version of the course (perhaps an advanced option) focused on nineteenth- through twenty-first-century materials.
26. {private response}
27. Group work at the beginning or a note taking {illegible}. Make sure the day's lecture is in the evening assignment (paper evidence, &c.).
28. {no response}
29. It is "boot camp," so we are here late at night to complete homework. It is hard to wake up.

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

1. Absolutely x 2. The serious focus that students and faculty brought to bear was invigorating and inspiring.
2. Yes on both accounts. I would recommend it to anyone who intends to have a serious academic or professional relationship with hand-press books.
3. I believe the amount of human and physical resources as well as the outcome of the course on my knowledge base far exceeded the cost of attendance. I can't stress this enough.
4. Yes, I would recommend this course and emphasize the added delightful takeaways.
5. I absolutely got my money's worth. I will recommend this course to colleagues, but mainly to those interested in bibliography or book history.
6. Absolutely (to both).
7. Yes! Highly recommended.
8. Yes, I would highly recommend it.
9. Absolutely and absolutely.
10. YES.
11. Yes on both counts.
12. Yes, and yes.
13. Yes! Yes! Already have.
14. Yes, without a doubt.
15. Yes. Yes.
16. Yes, and yes.
17. My tuition was paid, but paying for travel and housing was difficult. But I do not feel I have spent money so well in a long time.
18. Without reservation.
19. Yes! Will be recommending to my co-workers.
20. Yes, and yes.
21. I would definitely recommend to others.
22. Yes.
23. Yes.
24. Yes, definitely.
25. Yes!
26. I would recommend the course to others on the caveat that they feel prepared for

the challenge.

27. Yes. Yes.

28. Yes.

29. Yes. Yes. It's worth it, though it is a lot of work.

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

1. {no response}

2. N/A

3. All the time spent on learning details of specific processes and in the museums was time well spent. Every moment of the course felt pedagogically considered and carefully planned.

4. No outside trips, except we went to LT which was neat, but a little off-topic, if you will.

5. N/A

6. N/A

7. N/A

8. N/A

9. N/A

10. Definitely. Seeing a printing press in action taught me much.

11. N/A

12. N/A

13. N/A

14. N/A

15. N/A

16. N/A

17. N/A

18. N/A

19. N/A

20. N/A

21. N/A

22. N/A

23. N/A

24. N/A

25. N/A

26. N/A

27. N/A

28. N/A

29. N/A

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. I am very glad that I took the time to attend the two guest lectures. I didn't attend Movie Night, and do not feel that I missed out. Just went straight to homework.

2. Only attended Booksellers' Night. It was a nice casual evening out, so it was fine.

3. I enjoyed the lecture at the beginning of the week which did not relate directly to

- my course of study here. I also appreciated the opportunity to tour another library.
4. Alas, homework is not really an optional evening event, but I made time for 30 minutes of Alice Schreyer's lecture, which was worthwhile.
 5. The Monday lecture is a must. The Movie Night and the Booksellers' Night are both great, and I've done them in years past, but a DesBib student might reasonably opt out of them for the sake of homework.
 6. Very much enjoyed Booksellers' Night. Skipped the others to do homework.
 7. Not really time with the homework (but I plan to listen to the lecture in podcast form!).
 8. Booksellers' Night was a particular highlight for me. And the printing demonstration was wonderful as well.
 9. Not this year—this is an intensive course and I was glad to squeeze in every drop of time on homework that I could. I went to the Monday night talk, which was great, but I think I was right to really hone my focus on this course since it does include so much work.
 10. N/A—homework.
 11. Was too busy with homework to attend most of the evening events!
 12. N/A
 13. Yes! Networking is key to RBS. The students are every bit as fascinating as the instructors.
 14. N/A
 15. Monday night lecture was interesting, but then I prioritized completing my homework and didn't do the others.
 16. Yes, I attended all additional events. All worthwhile.
 17. I, sadly, did not have time to attend additional events.
 18. N/A
 19. Lecture was solid. Printing demo very worthwhile.
 20. Yes, they are. Movies are interesting to watch and the printing and binding and other demonstrations are the best—educational and fun.
 21. It was hard to do homework sessions as well as attend the two evening lectures, but I did it anyway.
 22. N/A
 23. N/A
 24. I attended one lecture and Booksellers' Night downtown and I enjoyed both.
 25. N/A
 26. N/A
 27. The printing press demo was excellent. The SC tour wound up being exhibitions—I was excited to see service and storage spaces.
 28. I enjoyed the lectures and found them instructive. I had to skip Movie Night to finish homework.
 29. Yes, Monday lecture was good. Couldn't attend the others due to homework demands. No regrets!

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

1. Read the recommended texts in preparation. I found it critically helpful that I had a project in mind/in process that this course directly influences.
2. Read the material, really love books, and know the course isn't for anyone wanting

- a casual lecture but a really immersive, hands-on experience.
3. Just be expecting to work hard and put in long hours on the homework. Bowers does not make much sense on first reading, but all will be revealed in due time!
 4. If you are considering applying for this course, take the time to start reading Bowers before applications are due. Well, at least take your time and really read it, because it is the soul of the course and it's dense reading.
 5. I came to this course fresh off a cataloging project and had lots of concrete examples of certain books in mind already when I arrived. This helped with the reading, too. Altogether, I'd recommend looking at some examples of books before arriving if possible.
 6. Definitely read all the assigned material, but don't stress over feeling some confusion, especially with Bowers' fine print.
 7. Read Bowers slowly and wrestle with it. Fold some paper to help picture what he's saying. Putting in the time before the class made a huge difference in the experience meaning our lab group could spend time on more cool examples. (I'm not sure I'd bring Gaskell with me. I never referred to my own copy during the week and it's heavy!).
 8. The workload is manageable contrary to what many people say that it's too much of a "bootcamp." It's much more manageable than midterm or finals period in college. Now THAT was unmanageable.
 9. Expect to spend 14 hour days, excluding a few breaks, working on your descriptions and/or reading Bowers. It is intense, but very worth it.
 10. {no response}
 11. Definitely prepare in advance, and read suggested material.
 12. Be open to the work ahead of you. The effort put into it pays off.
 13. Think about taking this course before G-45: "Analytical Bibliography," and read McKerrow as a precursor to Bowers.
 14. This course will serve as the perfect and challenging welcome to this most wonderful world.
 15. If you follow along with the program as outlined (pre-readings, assignments, &c.), you will definitely leave with much more knowledge about books and printing than you came with.
 16. {no response}
 17. Do it. But be prepared to be pushed extremely hard—but pushed with love!
 18. Consider setting up delivery food plans with your group early on. Get up, move, stretch.
 19. Bring some non-perishable food because you may not eat dinner on Tuesday and Wednesday.
 20. N/A
 21. Be prepared for 12–13 hour days. Do the advance readings. Be prepared to make mistakes and learn from them.
 22. Do the pre-work!! Try to do some simple ones on your own before class.
 23. {no response}
 24. Be prepared to put in the work.
 25. I wish there were a bit more discussion of the significance of bibliographical work. We spent all of our time on "how?" but very little on "why?"
 26. {no response}
 27. Do your prep work.
 28. Do all of the advance reading, and maybe try to look at a few books to get an idea

- of what Bowers is describing before coming.
29. Read, read, read, read Bowers. Plan ahead; you will be working into late evenings, near 10 p.m. Turn your mobile device off.

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

1. Wow.
2. It has begun a new chapter of bibliographical wonder.
3. This course will greatly improve my knowledge of and skill working with rare books long into my future. Many thanks!
4. So many hearts; exclamation points cannot begin to describe my absolute love for RBS. (!!!!!)
5. DesBib complete; now, for the work at hand.
6. Bibliographical ninjas.
7. Do it.
8. RBS is a wonderful “library camp” for bibliophiles to come together and share common passions and genuine interests.
9. Integral to my continuing education as a special collections professional.
10. I learned that while I can’t trust a book, I can trust it to be understandable.
11. It’s a privilege to be here!
12. Lonely weirdo finds his tribe.
13. {no response}
14. Bibliographical community.
15. Come for DW’s dry humor alone!
16. A chance to focus intensively on compelling history that I would not otherwise encounter.
17. Pretty darn perfect. The entire environment of RBS is unbelievable. I am sincerely upset to leave, and I plan on returning for many years to come.
18. Fair warning: you’ll want to do it again.
19. No pain, no gain.
20. {no response}
21. Smiley face.
22. Book dealer summer camp.
23. Taking this course was like climbing a mountain: once you felt like you’ve reached the peak, there is another one stretching in front of you. But it keeps you interested in exploring more of the mountain.
24. It makes numbers fun again.
25. WWBD?
26. I found my people!
27. Immersive but not as intense as everyone says—if you are interested, it’s not arduous to work late.
28. I came. I saw. I collated.
29. My RBS experience was intense and awesome!

Student Data

Number of respondents: 29 (of 30)

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

My institution/employer gave me professional leave time: 12 (41.38%)
My institution/employer did not give me professional leave; I used paid or vacation days: 4 (13.79%)
I am self employed, and can arrange my own schedule: 1 (3.45%)
I am a student or non-year-round employee, with a more flexible summer schedule: 12 (41.38%)

Who paid your RBS tuition costs?

I paid 100% myself: 4 (13.79%)
My institution/employer paid 100%: 11 (37.93%)
My institution/employer paid part; I paid the rest: 1 (3.35%)
I used a scholarship/fellowship to pay/waive 100%: 11 (37.93%)
I used a scholarship/fellowship to pay/waive part; my institution/employer paid the rest: 1 (3.45%)
My situation does not fit any of the options above: 1 (3.45%)

Who paid your RBS housing expenses?

I paid 100% myself: 9 (31.03%)
My institution/employer paid 100%: 11 (37.93%)
My institution/employer paid part; I paid the rest: 2 (6.9%)
I used a scholarship/fellowship to cover 100%: 5 (17.24%)
I stayed with friends/family, or stayed in my own home and commuted: 2 (6.9%)

Who paid your RBS travel expenses?

I paid 100% myself: 11 (37.93%)
My institution/employer paid 100%: 8 (27.59%)
My institution/employer paid part; I paid the rest: 3 (10.34%)
I used a scholarship/fellowship to cover 100%: 4 (13.79%)
I used a scholarship/fellowship to cover part; I paid the rest: 1 (3.45%)
I live locally, and had no travel expenses: 2 (6.9%)

*Which of the following **best** describes your current occupation?*

Library disciplines:

Cataloger/metadata librarian: 4 (13.79%)
Curator: 1 (3.45%)
Library administrator: 1 (3.45%)
Library assistant/clerk: 1 (3.45%)
Public services librarian: 2 (6.9%)
Special collections librarian: 4 (13.79%)

Student working toward a/n:

M.A./M.S.: 1 (3.45%)
M.L.I.S./M.L.S.: 2 (6.9%)
Ph.D./D.Phil: 7 (24.14%)

Professional educator:

Assistant professor: 1 (3.45%)
Associate professor: 2 (6.9%)

Book trades:

Antiquarian bookseller: 3 (10.34%)