

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

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.
 2. Yes, all readings were appropriate and the suggestions for how to tackle them all in advance of the course were very useful, especially the sequence in which to read or watch the material.
 3. Pre-course reading was grueling though obviously necessary. Highly recommend some short supplemental/digest or appendix produced by RBS with illustrations/terminology.
 4. Loved Gaskell, but Bowers was often opaque. Would love some sort of short version (in plain English) of how to write statements ahead of class.
 5. The books were useful, but not overwhelming. The class was much more clear than the books, so my fears were unfounded!
 6. Success in this course would not be possible without having the assigned readings. I focused on what was assigned.
 7. I finished the reading for this course before attending. While reading, it didn't seem as though I was understanding anything, but I do feel the reading laid a base for what we learned during the class. I did need to reread much of the text while working though.
 8. I found them very useful. Using Gaskell/Bowers, I tried to start practicing on books at my own institution, which helped. Perhaps specify that both films on the DVD should be watched? (The VHS interlibrary loan copy only has the first.)
 9. I found them helpful, but I kind of wish the example collations had written out descriptions of the books so I could have maybe checked to see what I was or was not understanding.
 10. Yes, the reading assignments were useful. No, I did not do any additional preparation.
 11. I did find the reading useful, mainly because it provided a basic background on what was discussed in class. I can imagine it would have been a bit difficult to jump in cold.
 12. The reading is great preparation for the course. Reading thoroughly ahead of time will save time later in the homework sessions. The reading really is a requirement.
 13. The reading assignments are critical to a student's success in the program. Bowers is very frustrating at times, but Gaskell and Tanselle help to mitigate his peculiarities.
 14. Yes, diving into "DesBib" without Bowers and Gaskell would have been a huge mistake.
 15. Absolutely crucial. It gave me a foundation on which to build practical knowledge in labs/homework—without doing the reading in advance the course would have been overwhelming!

16. The readings were extremely useful. I would not have been able to complete the class without them.
17. {private response}
18. Tanselle was a large part of our lab and lecture discussions. Reading one of his articles (in addition to his intro to Bowers) would have been helpful. I found that the readings were otherwise appropriate preparation for the course.
19. Helpful and necessary.
20. Very useful—I don't think you could take "DesBib" without reading them.
21. Reading Bowers and Gaskell beforehand was invaluable. If you have some experience with rare books already, I didn't find the rest of the advance reading necessary.
22. The reading was essential to understanding the activities in the class.
23. Useful, but difficult.
24. Assignments were many, but helpful. I know there's only so much time in the week, but could we include non-Anglo-American traditions of organization?
25. Yes. Yes, read some Tanselle.
26. Yes, it was useful although all the reading didn't really make much sense without a book in my mind. Make a DW DVD explaining how to collate?
27. Readings were useful, yes. Perhaps throw in an article or handout that describes "best practices" sanctioned by the RBS community.
28. Very useful—both texts are imperative to understanding material in the course.
29. The reading list will be a good resource for future course development in my career. Our class made several suggestions for additional readings.

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. Very good course package. Both appropriate and very useful. I'm sure it will receive continued use.
2. The course and museum workbook, as well as the individual book records for our homework-assigned books, are all excellent—exactly what I hoped I would walk away with. I will definitely continue to refer to them for a very long time (starting with the exit reading list!).
3. Excellent—thank you! Yes, I expect that this will be an invaluable resource.
4. Workbook was great and I anticipate referencing it frequently.
5. AMAZING. The materials/workbook they gave us in class will be on my shelf (and regularly consulted) forever.
6. It would have been helpful to have Monday's museum pages given to us when we checked in as I would have liked to read them beforehand to make the most use of my time during that period. And, yes, the other materials will be supremely useful and are geared to be a reference in future practice.
7. The workbook was often more valuable to me than the primary text, as it broke down exactly what I needed to be focusing on. It will definitely be useful to me after this course.
8. Very useful; I will be referring to them regularly. The continuing reading list is a great resource.
9. Absolutely terrific materials. I will certainly continue to use them.
10. I found the workbook and other teaching materials incredibly useful, especially

- the Index to Bowers. I will continue to refer to the workbook, particularly the Index to Bowers, tips for my {illegible}, and the exit reading list.
11. I did find the teaching materials helpful, though I think a light pad would have made it easier to find watermarks and useful in looking at chainlines.
 12. The workbook is a really useful resource, as is the museum handbook!
 13. Yes, and frequently.
 14. Yes, I found the materials in the workbook indispensable during homework.
 15. Absolutely! The workbook is wonderful and it brings together some of the crucial things that I will continue to work through so as not to forget all the new things I've learned here.
 16. The teaching materials and workbook are great resources that I will refer to often in the future.
 17. {private response}
 18. Yes, both the workbook and museum packet/materials were helpful. I will return to them in the future.
 19. There seem to be three sets of info included in the workbook: things that are useful before, after, and during the class. It may be more helpful to have these organized as such.
 20. All fantastic and very helpful. It's amazing to be in a lecture about paper and have different paper samples in front of you. And thank you for the legal pad!
 21. All of the course materials were excellently useful. I will absolutely refer to the workbook after the course.
 22. The course materials supplied to us were very beneficial and will serve as a great reference in the future.
 23. Please add more examples in workbook sections. I needed more, especially of imperfect or unusual situations, not just one example of a simple circumstance. Bowers was incredibly difficult to parse—some more help clarifying would be good. Not a fan of “you're supposed to get angry/frustrated/upset” style of pedagogy. It felt a little like hazing at times.
 24. This course must take so much time to put together! I have infinite gratitude and respect for the people behind the scenes. It was like going to a four-star restaurant but with books.
 25. Workbook and museum book are gold.
 26. Yes, it will be useful.
 27. Yes, it's useful.
 28. Appropriately useful and yes, will continue to be useful.
 29. They were useful and I expect to use them if I teach the history of printing and the book.

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

1. Very different; other than apples and oranges I did enjoy this one more. Both great. {private response}
2. This course has a reputation for rigorous applied work and it certainly lived up to it. It was as wonderful as the other courses I have taken here, but with the most immediately applicable set of skills imparted.
3. N/A
4. N/A
5. Much, much, much more intensive. No down time at all, but I definitely loved it

- the most.
6. N/A
 7. I am surprised to say this was my favorite RBS course—it was intense but I learned so much, more than I thought possible, and had some incredible conversations with staff.
 8. N/A
 9. This one was more demanding of time (as expected), so it's tough to compare on those terms.
 10. N/A
 11. N/A
 12. N/A
 13. This course was much more rigorous, in a way that was welcome and unexpected.
 14. This class had an ideal balance of lecture/instruction and hands-on experience. I'm amazed how much was packed into five days.
 15. N/A
 16. N/A
 17. N/A
 18. N/A
 19. N/A
 20. N/A
 21. This one was much more practical and hands-on than my last, so I enjoyed it much more.
 22. I didn't like how large the class was. Our cohorts were small, but I feel like I barely knew the other students.
 23. Lots more time commitment, and much more challenging.
 24. Best so far. Hardest, but I learned so much.
 25. The larger group lectures/museums were excellent but the small group labs not so much.
 26. N/A
 27. N/A
 28. Completely different, much more work.
 29. Each course has had a different focus, so it is hard to compare. This was as well organized as "DesBib." {This evaluation is for "DesBib," therefore it is not clear which class the respondent is referencing. — RBS Staff}
- 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. I think every part of the course was well thought out and relevant, but I think the practical homework was the more {illegible}, important, and relevant. The course did help me appreciate the possible scope and work involved in bibliographical projects, even modest ones.
 2. Learning about the discipline of bibliography as a whole and getting a chance to look at some of its products during Thursday's museum session made a great impression on me. Beyond having an expanded palette of standard reference works to reach for, I now have a sense of how some of my own work can add to the existing ones. In other words, yes, I'd like to try to contribute to bibliographic projects as a result of this course!
 3. Hugely interesting since I had only a dim understanding of collation and no clue

- about format. I hope that the book historical dimension of my research will be enhanced.
4. As a conservator, I am happy to be conversant in descriptive bibliography, and now have a greater understanding of physical features of the book that are of interest to scholars.
 5. So many ideas and projects. “DesBib” opened me up to a whole world I thought I knew. I would love to continue to build upon these skills.
 6. The portions on printing were the most interesting as I focus so much on the outside I needed to round out my knowledge of the book’s interior. I would like to create a model of folding structures bound in one book as a reference to myself in future practice (perhaps including a cut version and an uncut and format version).
 7. Collation, collation, collation. Plus, new perspectives on format and imposition—it finally clicked! I am interested in doing more printmaking and bookbinding in the future.
 8. I am planning to look at a few of our books to see if their imprints are false. The museums were also very useful—seeing examples of type/format made it much easier to visualize the process. Same is true for the printing demo.
 9. I found the lecture on paper to be very, very enlightening. In combination with the labs/museums and homework time, it felt like everything came together so nicely.
 10. Learning how to write accurate collation formulas was most interesting for me. I have walked away from this course with the desire to someday write a comprehensive descriptive bibliography of a particular topic or another.
 11. {private response}
 12. The skills I learned through practicing bibliographical formulas will serve me well in the future. The chance to view so many physical examples, compare them, and work through them really drove home the lessons. This will all be useful in my project.
 13. Everything except the discussion of digital edition, state, and impression (which was interesting, but doesn’t pertain to any of my personal or professional work).
 14. The homework and lab sections were the most useful part of the course for me. Although I have a background in hand-press era books, I now feel I have the tools to begin to think about machine-press era books in a bibliographical way as well.
 15. The most relevant parts were the hands-on sessions. Without them I would still have huge gaps in knowledge. Some of the museum stations were incredibly useful and informative (such as paper, leather, and type).
 16. It’s hard to say which part of the course was most interesting, as it seemed like a constant flow of interesting information. I feel much more confident in my understanding of format and how it relates to book structure, as well as in my ability to create an in-depth analysis of an ideal copy.
 17. {no response}
 18. James Ascher demonstrated many advanced techniques for examining the format and collation of our sample books. He (and my cohort members) have shown me a new and exciting approach to book history and bibliography.
 19. I was most interested in the practice of creating collations. There is sufficient context with book history and techniques as well.
 20. I know that “DesBib” will be helpful, but I’m not totally sure how I’ll end up using it. I know there aren’t tons of academics in the group, but I would have enjoyed more discussion of how to use “DesBib” in English if you want to incorporate it into your work, but not write a bibliography.

21. Having a better grasp of writing collation formulas, especially messy ones, will be very useful. Also, learning how to determine format and sheet size from deckle edges.
 22. I got some great ideas and I also found some holes in my current project that I now know how to address.
 23. I liked working with books but felt like homework was either rushed but complete, or careful but incomplete. Not enough time, and too much material.
 24. I already have a bibliography project in mind, which I did not have when I arrived.
 25. Museum and lecture was extremely helpful.
 26. More emphasis on new projects would be good for us as junior professionals.
 27. {no response}
 28. Adding to my catalog descriptions.
 29. Many! Labs were great. Barbara Heritage's explanations and engagement with us was invaluable. Discussions with other academic colleagues was also very insightful and stimulating.
- 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. As advertised. Was not let down. {private response}
 2. Yes, we learned exactly what I had come to the course to learn, a standardized methodology for bibliographic description.
 3. Yes! Though more intensive early work (in the week) on binding would enhance our initial efforts to grasp format.
 4. I am now able to read and write descriptive bibliographies which was the goal. Would have liked to have spent more time learning how to include type, font, and binding evidence, but that may have been beyond the scope of the course and the time allotted.
 5. Nothing was left out; the class was really well-structured. The examples museum and Friday's history of bibliography was very in tune with my interest in the theory of bibliography, and trying to collate hard-to-collate books was a treat {private response}.
 6. Yes! DW did a great job imparting a solid understanding of bibliography and its historical elements. Erin Schriener was a fantastic lab instructor. She always made sure we understood what she was explaining and was always happy to teach us more beyond the basics of the class. She knew how to make the most of the time allotted.
 7. I learned exactly what I came here to learn: how to approach materials and work through "problematic" or "difficult" items using standard principles, and how to convert the data I gather into a meaningful tool for others.
 8. We covered everything as fully as possible given the amount of time.
 9. They did; I feel so much more capable of understanding/approaching bibliography.
 10. Yes. I did learn a great deal. However, I wish we had gone over cancels, insertions, and {illegible} more.
 11. Yes, I certainly feel fairly comfortable writing a collation statement at this point. I will definitely need more practice to ensure its completeness and accuracy. I'm still not entirely certain about cancelled leaves and wish we could have discussed those

- more.
12. I did learn what I hoped to learn, yes. {private response}
 13. Everything except the discussion of digital edition, state, and impression was only discussed somewhat briefly—I would have preferred to spend less time on type/font, and more on the aforementioned concepts.
 14. Yes. Both DW and David Gants were thoroughly knowledgeable and also very patient, and through their good offices I learned more than I expected to.
 15. I feel like I've learned a lot in this course, mostly because we clearly covered all the principal points outlined in Bowers (and at a reasonable pace, too!).
 16. I feel very satisfied with the skills I acquired in "DesBib." I learned so much in five days!
 17. {no response}
 18. Particular note-taking methods may have been helpful when completing homework. Otherwise, yes, I learned everything I hoped to learn from RBS.
 19. The instructors are all phenomenal and I learned an incredible amount. It is a very difficult subject to digest in one week. I wish there was more time spent on basics and basic examples, but I also appreciated diving right in.
 20. Absolutely!
 21. I absolutely learned what I expected to learn. The lab instructor was patient, supportive, and inspiring. In the final lecture, I would've loved for DW to spend a little more time on the applications of bibliography, and a little less on the history of the discipline.
 22. {private response}
 23. I think so? I'm really unsure. I don't feel confident at all in what I learned.
 24. Haven Hawley used a lot of visual descriptions which were really helpful. I learned that I still have so much more to learn. It's nice to not be an expert and come here and be wowed.
 25. I learned about 75% of what I hoped to, but I think the other 25% (from labs) will have to come from practice, and trial and error back home.
 26. Yes.
 27. {no response}
 28. Yes. James Ascher is incredibly supportive and patient, and very kind.
 29. Yes.

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

1. {private response}
2. Now that I'm more conversant in the language as well as the techniques of descriptive bibliographers, I'll be able to use existing bibliographies to better assist those doing research as well as to continue to do a little bibliographic research of my own.
3. To illuminate under-studied bibliographical dimensions of English alchemical books, circa 1652–1690.
4. I plan to include descriptive bibliography as part of condition reports and treatment proposals/reports. Also, likely as a way to structure my own thinking about the materiality of the printed book.
5. I plan on continuing to come back for bibliography courses and start working on collating the natural history books in my university's special collections.
6. I plan to use my knowledge of bibliography to inform the way I look at the books

- that come across my bench and I think these tools will help me engage in a comprehensive, systematic way that will help me succeed in my field. Also, I have really enjoyed learning this new “language,” and know I will use it in interacting with the books I encounter in research and work.
7. These skills will apply to my job as a cataloger. I feel much more confident in my ability to understand what a book is trying to tell me about its history, its maker, &c..
 8. I will use them both at my institution and in my own research.
 9. I plan to use them as I start my M.A. which will be quite materials focused.
 10. I plan to use these skills by writing collation formulas for books in my own collection.
 11. {private response}
 12. On an ongoing project.
 13. I plan to use these newly acquired skills to catalogue to a higher standard of accuracy.
 14. In my research on sixteenth- and seventeenth-century English printed books, but also to better explicate the books I teach with in my book history and history of the English language classes.
 15. There are some multiple copies/editions of a book I’m going to look at in a number of special collections libraries; the skills I’ve acquired will enable me to produce accurate descriptions, both for my own records and, perhaps, for inclusion in a publication.
 16. I will bring my skills and knowledge back to my institution, and they will enable me to better understand our collection not only for myself, but for our researchers. I will also be able to better understand, compare, and criticize catalog entries.
 17. {no response}
 18. I will use my bibliographical skills in my research, particularly in a chapter of my dissertation in which I plan to collate works by my author containing post-publication edits.
 19. {no response}
 20. See Q4. I know I’ll have a much easier time understanding bibliographies and catalogs. I’ve also learned to think about book history from a new perspective based on new-to-me kinds of evidence.
 21. To improve my cataloging, and to hopefully work on writing a bibliography.
 22. What I learned in this class will be very helpful in my research.
 23. {no response}
 24. As a cataloger—this course will only make me better at my job. As a bibliophile—I think I might start collecting.
 25. Updating institutional presence in bibliographies.
 26. Unsure! It has enhanced my general bibliography understanding, but I don’t anticipate describing books.
 27. {no response}
 28. Professionally, in cataloging my descriptions.
 29. I hope to teach a history of printing course and this class will be formative in developing a syllabus.
- 7) *Please briefly describe the intellectual level of the course. What sort of person might benefit the most from taking it?*

1. I found it surprisingly accessible. {private response} Recommend it for anyone interested in descriptive bibliography, or otherwise anybody who works with its products, or is interested in the book as a material object and its possibilities for study.
2. Appropriately rigorous. Someone already somewhat familiar with the discipline of descriptive bibliography in and of itself and its applications.
3. Intellectual level was suitable to the material. Not sure what "sort" means other than demographics already specified.
4. The course was challenging, but not esoteric. Learning objectives were clear, well structured, and well communicated. The increasing difficulty of homework assignments was paced well with our skill development. This is definitely appropriate for graduate students or above.
5. Students/people who are really passionate about learning. I was concerned by the warnings they gave before the class started, but if you think these might be your kind of people, they are.
6. Those with some knowledge of books will make the most out of the course.
7. This class is great for people who are interested in the history of the book in all its aspects, for those curious about the anatomy and creation of printed material. I think it's necessary to approach the work for this course with curiosity and try to avoid frustration with tedium.
8. It requires dedication. Previous experience with books is immensely useful, but I think someone without that experience would also find the course valuable.
9. I found the intellectual level appropriate to the participants. I think that anyone who wants to write about older printed materials with any sort of authority should absolutely take this class.
10. The course is intellectually rigorous and immersive. Someone who is {illegible} in learning about how early books were printed and has a high attention to detail and is incredibly precise would benefit most from this course.
11. I think anyone who has worked with books, particularly rare or special collections, would benefit.
12. Fairly high. Someone with a keen interest in the subject and the ability/temperament to stick with the long homework assignments.
13. This course broadly benefits people who are concerned with the materiality of the book: academics, book sellers, librarians, conservators, and so on.
14. This was an intellectually rigorous course, with a lot of quantitative content. That said, I think anyone who works with books could take this class and benefit from it.
15. The course requires a lot of preparation in advance, and demands many hours of homework during the RBS week, so it is not for the faint-hearted!
16. This is not a course for a person who has no book history experience. In order to get the most out of it, a person should have rare book/book history knowledge, otherwise they will either be left behind or they will impede others' learning.
17. {no response}
18. It was definitely a course for professionals and graduate students. The cognitive load, combined with the extensive homework makes for a very rigorous course.
19. Anyone that will closely look at books/textual materials will benefit greatly. It is very challenging and some self-sufficiency is required, but it is also very gratifying.
20. Very high. Academics, librarians, &c.. Anyone who wants to know more about books as objects and enjoys a challenge.

21. It was high, but definitely not too high. Anyone interested in the material aspects of books would benefit from this class.
 22. {no response}
 23. High. Persistent and patient; not for casual attendees.
 24. At least someone who has completed a B.A. with some knowledge of books. H-10: *The History of the Book, 200–2000* is a good prerequisite.
 25. Someone who already knows his/her way around a physical book. It's not a class for a person new to books in general without a lot of extra pre-reading.
 26. {no response}
 27. {no response}
 28. {no response}
 29. Generally, very high. It depends on your classmates, but our group was geared towards those who will be teaching. That said, it was great to have a very knowledgeable book seller and collector in our class.
- 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. {no response}
 2. The combination of brief lectures from someone deeply versed in the subject with hands-on practice and the museum demonstration format was perfect. Too many "aha" moments to share here, but especially the museum sessions.
 3. Course was consistently illuminating, but I have no epiphany to share.
 4. Seeing the bibliographies in Museum 4 pulled it all together for me, and helped me see the bigger picture. Would maybe have liked to have had this moment earlier in the week.
 5. When we were collating hard-to-collate/impossible-to-collate books, I realized that I knew what I was doing—really well!—even though the books are not meant for formulas and we never did figure them out (yay East Asian texts!).
 6. Starting out and struggling but then by the third day feeling pretty confident in my work was great. I really feel like I was pushed to learn and I most certainly did!
 7. Working with Haven Hawley was incredible. The discussion generated in the cohort lab sessions helped me to better understand the processes—the human element—behind the creation of the books themselves.
 8. It is immensely satisfying to find out the intense scrutiny of one object can still yield new details—especially since I had initially worried I had wasted my time.
 9. The labs were wonderful; it's hard to pick a specific moment.
 10. {no response}
 11. {no response}
 12. {no response}
 13. {no response}
 14. I see pin holes and gripper marks everywhere now.
 15. {no response}
 16. My most noteworthy moment was the first collational formula I wrote on the white board, which my instructor said was correct. I was extremely intimidated by the formulas, and knowing that I could write them correctly was like tearing down an intellectual wall!
 17. {no response}

18. While struggling to determine the collation of a particular folio I thought I exhausted all my options. A lab instructor suggested I check the orientation of the watermarks (not location!). Everything clicked.
19. There was a clear shift in my thinking and perception. This class submerges you into bibliography and you start to analyze and interpret everything in terms of gatherings or signatures. It was wonderful.
20. The whole course was kind of an “aha!” moment for me. Lab was truly fabulous, and James Ascher patiently and helpfully answered my many questions.
21. Learning about gripper marks, about women’s labor history, and about determining sheet size.
22. WWBD?
23. {no response}
24. Discussions of ideal copy and of the history of bibliography were particularly helpful.
25. DW’s lectures were amazing, and Melissa Mead’s museums were crucial (they had to kick me out half the week).
26. {no response}
27. {no response}
28. {no response}
29. So many great moments...looking at lots of books...learning about pen facsimiles, deeply engaged debates about how to best teach images and objects.

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

1. It’s a well-oiled machine, nothing comes to mind currently. {private response}
2. Seems pretty perfectly formatted to me.
3. LESS HOMEWORK. {private response}
4. I would have appreciated more discussion of how the items in the museum could be used to write formulas, &c.. It’s one thing to know what a watermark looks like. It’s more important to know the way it is used.
5. More time in a day. Maybe one less book per day? Or one in a different way? Maybe discussed together, so we could see different processes.
6. {no response}
7. I think one fewer books per night would be great! I sometimes felt rushed to finish everything so I would ignore something a book was trying to tell me. This would also allow for deeper discussion in lab.
8. I would be interested in having time set aside to see previous editions of the answer keys to see how the bibliographical descriptions have been revised over time.
9. I don’t have any suggestions.
10. Have the homework be earlier in the day.
11. While I appreciate the rigor of homework, I wish we could have had one or two fewer books, especially on the second and third nights, just so I could spend more time with each one, or go back and check my work since so much of it is quite detail-oriented.
12. {private response}
13. Some thought could be given to explicitly addressing the ways in which Bowers’ principles cannot be applied (i.e., situations he had not encountered or described).
14. Working through a book with a lab instructor on day one (pre-homework) would

- have offered a useful model for how to interact with a book when producing a full description.
15. In the first lab session it would have been useful if the instructor gave the group one book to leaf through together and make observations, then he/she could listen to our findings, and talk us through the book, pointing out the basic features and more tricky stuff.
 16. {no response}
 17. {no response}
 18. The process of collating six books a night was a little challenging. By the end of each night I was so exhausted that I didn't have the cognitive energy to check my work. We also did not get through all six books in any of our labs. Five books a night might be better.
 19. I would have rearranged the structure of time. I wish the lectures in the beginning had more explicitly been on basic collation instruction, and I always wanted more time for lab.
 20. The museum period felt a bit long to me. It also would have been helpful to have a bit more overview on the first day of how to actually do bibliography.
 21. Within the time allotted, I don't think it could be.
 22. {no response}
 23. See Q2 and Q4.
 24. I wish this were a full sixteen-week graduate seminar.
 25. Lab instructor with more experience.
 26. {no response}
 27. I think the Thursday homework session can be more productive as an extra lab session.
 28. {no response}
 29. Perhaps more explicit linkage between assigned readings and class discussions and objects.
- 10) *Do you feel that you got your money's worth? Would you recommend the course to others?*
1. Yes. The experience is well worth it. Very much so.
 2. Yes, absolutely. Yes.
 3. Yes. Yes, with the caveat noted in Q9.
 4. Yes, definitely.
 5. This course was free for me, but I would pay every cent. Amazing course! I will LOUDLY recommend.
 6. YES!
 7. Yes, and yes. Such a fun and challenging course.
 8. Yes.
 9. Yes, and yes.
 10. Yes, I feel I got my money's worth, and will recommend to my peers.
 11. I would definitely recommend this to others.
 12. Yes, I do feel that I got my money's worth.
 13. Yes, and yes.
 14. Emphatically so—I wish I'd taken "DesBib" years ago (note to grad students: if you're thinking of taking the class, do it now!).
 15. I would recommend the course any day. I'm incredibly fortunate to have been

- awarded an RBS scholarship, without which I could not have done the course.
16. Oh yes, on both counts!
 17. {no response}
 18. Yes. Absolutely yes to both questions.
 19. I definitely feel I got my money's worth. I highly recommend this course. It feels like a rite of passage. I learned an incredible amount and was able to handle very interesting books.
 20. YES!
 21. Yes, absolutely.
 22. {private response}
 23. I think so.
 24. YES TO BOTH!
 25. {private response}
 26. Yes, although it is very expensive.
 27. Yes, and yes.
 28. Definitely.
 29. Yes, but it depends on your purposes. Best for people with lots of book knowledge or engagement.

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

1. The practical taste of printing was fun, but I would have liked more information related to printing. There's just not time for it.
2. If the printing demonstration can be counted here, then yes, definitely.
3. N/A
4. Loved the printing demo.
5. The printing press was nice, but I was very distracted by the homework that I needed to get done.
6. {no response}
7. N/A
8. The printing demo was so useful.
9. I do. Getting to use the common press was really informative especially when looking back at the printed page.
10. Yes, the printing demonstration was cool/fascinating.
11. N/A
12. The printing press demonstration was very useful! {private response}
13. N/A
14. N/A
15. N/A
16. Yes, it was fun to explore Charlottesville!
17. {no response}
18. Yes, we visited the lower level of the library and got to see/select books from the RBS stacks to individualize our work during our final homework session. It was lovely.
19. N/A
20. N/A
21. N/A
22. {no response}

23. N/A
24. Yes, the printing demo was great.
25. N/A
26. {no response}
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. {private response}
2. No evening events this time; just homework time with assigned books until the library closed. It felt like the best use of my time (but I have enjoyed them in the past).
3. N/A
4. Yes. I appreciated the time to have thoughtful, intelligent conversations with a variety of people in related fields. Evening events were also an appreciated break from homework.
5. I enjoyed the optional events! Often I was too tired to get enough out of them, but I'm very glad there were so many!
6. Yes! I thought the printing demonstration was a great way to bring the knowledge we had read about into actual understanding.
7. N/A
8. I really appreciated the Monday lecture.
9. I missed the lecture and regret that, but I had been afraid I wouldn't have time to attend, get food, and finish homework.
10. Yes, I really enjoyed Booksellers' Night a lot. And I found the tour of UVA's SC very interesting.
11. I did enjoy Booksellers' Night since it allowed us to go downtown and see a different part of the city. Also, the kinds of things that were available that may add to my collection.
12. The lecture on Monday night was really interesting. Having the ice cream social during homework provided a nice break.
13. I tried to attend all, but it was difficult in light of homework.
14. N/A
15. I gave most of them a miss because I wanted to devote as much time as I could to homework.
16. They were all lovely!
17. {no response}
18. There was a lot of pressure to get homework done. I did not attend optional events and instead chose to prioritize my course work.
19. N/A
20. Ice cream was definitely a nice homework break!
21. The printing demonstration was great.
22. {no response}
23. Felt overshadowed by homework.
24. {no response}

25. Speaker was wonderful on Monday night and DW did an excellent job tying her presentation into his during the week.
26. {no response}
27. Booksellers' Night was underwhelming.
28. {no response}
29. Nice to have access to paper and printing museums.

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

1. {private response}
2. Make sure you understand what descriptive bibliography is before taking the class. It's a rewarding experience for anyone working with rare books, but perhaps some might find it frustrating.
3. I'd say it's a vital intro to Bowers and to history of print/book, but is very demanding and very collation-centric.
4. Definitely read Gaskell's chapter on descriptive bibliography first. It is a great guide for strategic reading of the assigned texts.
5. It's OK if the books are scary and confusing to you. Be prepared to do A LOT of work when you are here. 10000% not a vacation. This is what you wish library school had been like.
6. Make sure you do the readings and don't approach Bowers as your enemy. He's difficult to grapple with but this course gives you the tools to do it.
7. Don't be afraid of this course! I was worried I wasn't smart enough or experienced enough to take it, but ultimately am taking so much away with me. It's absolutely worth the late nights in the library.
8. Take it, but expect that it will take up all of your time.
9. If you want to learn bibliography, I cannot think of a better way to do it...so long as you are ready to work.
10. Do the reading, and be prepared to work hard.
11. {no response}
12. Be sure that you're up for the long hours! It's a great class.
13. {no response}
14. The time commitment for "DesBib" is big—don't expect to have the time or brain power to do other work in the evenings.
15. Make sure you do all the reading in advance, bring a warm jumper, and get ready to have lots of fun with a fantastic range of rare books!
16. Do the reading, and be prepared to work! If you have the background knowledge and the motivation, you can succeed in this course!
17. The amount of homework was oppressive.
18. Complete the readings and come prepared for an intense, rigorous, and fully immersive experience!
19. Definitely read the recommended reading before the class. Study the relevant workbook examples, and make use of them during homework and lab.
20. I am not a cataloger or a librarian and I got so much out of this course. More academics should take it. Even if you don't plan on doing "DesBib" work yourself, you'll learn a new way of thinking about books/objects.
21. Read Bowers and Gaskell in advance, and bring lots of snacks to tide you over during homework.

22. {no response}
23. {no response}
24. Do all the reading. Once you get here, remember that you came to learn, not be perfect.
25. Ask multiple lab instructors for clarification on questions you have if you still don't "get it"—different people will explain the same concept differently.
26. Do all the reading! And prepare to take a full week off—there is no time for anything else.
27. {no response}
28. Definitely come prepared.
29. Don't feel stifled by the reading list—do it selectively based on interest.

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

1. {no response}
2. Thank you RBS, and DW, for your patience, erudition, and jokes.
3. Intensive coverage of collation and book history.
4. Energizing!
5. I don't like haikus, but I loved this class.
6. I can't wait to come back and take another course!
7. Draw what you see, not what you think you see.
8. So many books. Oh
no. Is that leaf mis-signed or-
library is closed??
9. It's hard to believe a person can learn that much in only a week.
10. Got it done. Had some fun. Learned a lot.
11. {no response}
12. It was everything I had hoped for and been led to expect!
13. WWBD?
14. This was by far the most intellectually challenging course I've taken at RBS—
difficult, but totally worth it.
15. WWBD?
16. Intense education with a side of summer camp.
17. {no response}
18. RBS—it's not just a class, it's an experience!
19. A truly unique experience with incredible people! (Summer camp for book nerds.)
20. Truly so wonderful.
21. A great learning experience with lovely people and supportive staff.
22. How about a picture? {Respondent drew a picture of a heart.—RBS Staff}
23. {no response}
24. "I traveled to France and Portugal with my toddler last week—there's nothing this
course can do to me."
25. {no response}
26. {no response}
27. {no response}
28. Worthwhile.
29. You will see amazing material here that you won't anywhere else and will discuss it
at a really deep level. Enjoy!

Student Data

Number of respondents: 29 (of 29)

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

My institution/employer gave me professional leave time: 11 (37.93%)
My institution/employer did not give me professional leave; I used paid or vacation days:
3 (10.34%)
I am self-employed, and can arrange my own schedule: 3 (10.34%)
I am a student or non-year-round employee, with a more flexible summer schedule:
8 (27.59%)
My situation does not fit any of the options above: 3 (10.34%)
No response: 1 (3.45%)

Who paid your RBS tuition costs?

I paid 100% myself: 4 (13.79%)
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 pay/waive 100%: 13 (44.83%)
No response: 1 (3.45%)

Who paid your RBS housing expenses?

I paid 100% myself: 13 (44.83%)
My institution/employer paid 100%: 6 (20.69%)
My institution/employer paid part; I paid the rest: 2 (6.90%)
I used a scholarship/fellowship to cover 100%: 5 (17.24%)
I stayed with friends/family, or stayed in my own home and commuted: 1 (3.45%)
No response: 2 (6.90%)

Who paid your RBS travel expenses?

I paid 100% myself: 14 (48.28%)
My institution/employer paid 100%: 6 (20.69%)
My institution/employer paid part; I paid the rest: 2 (6.90%)
I used a scholarship/fellowship to cover 100%: 3 (10.34%)
I used a scholarship/fellowship to cover part; I paid the rest: 1 (3.45%)
I live locally, and had no travel expenses: 1 (3.45%)
No response: 2 (6.90%)

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

Library disciplines:

Cataloger/metadata librarian: 3 (10.34%)
Conservator/binder/preservation librarian: 2 (6.90%)
Library assistant/clerk: 1 (3.45%)
Public services librarian: 2 (6.90%)

Special collections librarian: 3 (10.34%)
Other: 2 (6.90%)

Student working toward a/n:

M.A./M.S.: 1 (3.45%)
M.L.I.S./M.L.S.: 3 (10.34%)
Ph.D./D.Phil: 3 (10.34%)

Professional educator:

K-12 teacher: 1 (3.45%)
Assistant professor: 1 (3.45%)
Full professor: 2 (6.90%)
Other: 1 (3.45%)

Book trades:

Antiquarian bookseller: 1 (3.45%)
Auction house staff: 1 (3.45%)

Other occupations/vocations:

Post-doctoral fellow/researcher/scholar: 1 (3.45%)
Other: 1 (3.45%)