

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. I found Bowers to be confusing and rather overwhelming when approached on my own—i.e., when read pre-course. On the other hand, reading him pre-course is the only way to hit the ground running, so I don't know what to do about that. Maybe a little more warning?
 2. Yes, although I did not prepare sufficiently for the course because of other pressing deadlines. I would include one or two of Tanselle's articles.
 3. Yes, they were entirely necessary for the course.
 4. I did most of the pre-course reading, some more carefully than others. All readings were very helpful, and I would have struggled if I did not at least skim the texts.
 5. The readings were necessary, but very dense. Students should not expect to "get" much before several days into the course. I visited the Plantin-Moretus museum in Antwerp.
 6. The pre-course reading was, as many others have noted, essential. That said, if you already have a familiarity with historical printing practices, you can skim through Gaskell. Also, don't get too caught up in Bowers' many digressions; come into the course with a basic understanding of the key principles, and trust that the course itself will help you understand the finer points.
 7. Gaskell and Bowers were essential—take a glance well in advance so you can schedule enough time to do the reading (especially Bowers) at a comfortable pace. If you know a little about book construction, the video may not be necessary.
 8. Yes. I read around the topic as much as possible. I think the current reading list is thorough enough.
 9. Yes, I did the pre-course reading and it was extremely useful. I would have liked to have read information on paper and illustrations.
 10. The pre-course reading was essential in allowing our instructors to dive into teaching us, rather than walking us through. This enabled them to spend more time explaining why Bowers' formula works in a certain way, rather than spending lots of time on what the formula is. No, I did not do additional preparation.
 11. The readings were indispensable, obviously. Bowers was not a difficult read (as I had come to fear after surveying previous student evaluations), but the information was certainly too abstracted from practice. This week has made Bowers' book and its method come alive in real and concrete ways.
 12. Yes.
 13. Very useful—even if dense (Bowers)—foundational. Suggested: David Vander Meulen's article on paper.
 14. Yes, readings were of critical importance. Yes, I practiced collating before class. I would not add more readings. Practical experience was very helpful.
 15. Yes, the pre-course readings were very useful. I do think that given the amount of

- reading assigned, the instructor might consider indicating which sections of chapters to skim, or even skip (i.e., some of the long digressive footnotes).
16. Doing the reading assignments was absolutely critical to my success in the course. Don't bother taking the class if you aren't able to do the reading.
 17. They were very useful. I would suggest an additional article that more clearly explains how imposition schemes are laid out.
 18. The pre-course reading was useful. I didn't do any additional reading.
 19. No doubt Bowers is tough going—I couldn't make heads or tails of him—but the promise that all would become clear was true. DO THE READING! Even if you don't understand, it will help.
 20. Yes, although it required being here to understand them.
 21. Yes, very useful. I will continue to refer to them.
 22. Pre-course readings were very helpful. The amount of reading seemed appropriate, and the guidelines for reading were clearly stated.
 23. It was helpful to look at the readings before the course, although the material was dense and often difficult to understand without physical examples.
 24. Having done the pre-course reading before, I did not do it again because I did not have time. I wish I had at least reviewed it; I think it would have made day one easier. That said, reading all of Bowers is hard. Maybe just a section?
 25. The pre-reading material was appropriate. I also appreciated the instructions for *how* to read it.
 26. It was useful.
 27. Reading Bowers and Gaskell were useful, although Bowers was hard to digest until further explanation.
 28. Very useful. In a few cases, I read additional chapters beyond what was assigned.
 29. They were helpful. A particularly kind advisement was identifying the chapters in Bowers that were most relevant to this course, as it helped prioritize the time spent on this challenging book. Tanselle was mentioned multiple times, but unless my memory fails, was not included on the advance reading list. If relevant, perhaps include?
 30. All of the pre-course reading assignments were useful. I also prepared by buying the DVD and workbook, and by folding the various formats.
- 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. It all came together very well. I'll probably consult the workbooks, and keep Bowers as a reference.
 2. The workbook was very useful, as was the museums compilation. However, I found a few errors in the museum's handsheets, and these could be re-checked for accuracy.
 3. The course workbook was very helpful. I will keep it forever. A "cheat sheet" of the punctuation and style standards would have saved me a lot of frustration.
 4. I did not have the chance to read the workbook from cover to cover yet, but the parts that I read and the parts that were emailed to us in advance were helpful. I will need to use this workbook in the future as a reference.
 5. Extremely useful!! They will be my first line of defense. Very well prepared.
 6. All of it was very useful. In homework and lab, I was particularly grateful for the

- various digests of Bowers' principles. The further reading list will be a wonderful resource in the future.
7. All of the materials were excellent and will be good future references.
 8. The course materials were illuminating and incredibly helpful. I truly appreciated the breadth and depth of the content provided. I envision that the museum booklet and the workbook will continue to be valuable resources for me in the years to come.
 9. I found the workbook very important, well-organized, and easy to use. The content made it easier to navigate Bowers (I loved the index provided!). I would definitely refer back to it and use the exit list for future reading.
 10. I was constantly referencing my workbook and always had it at hand during homework. The museum catalog was helpful because it gave us the explanations from our museum session. This allowed us to go back and re-read what we learned in a slower, comprehensive manner. In the workbook, I was always referring back to pages 19–28, 32, and 57. I will definitely continue to reference these.
 11. Excellent. I can't speak to the bulk of the material, which the pacing of this week has not allowed me to read, but if it is anything like what we engaged with in lecture and museums, I am quite anxious to read and synthesize it.
 12. Yes.
 13. Very useful—cleared up so many questions—will be referring to it. Index to Bowers is essential. The DVD is also excellent. (TB rocks.)
 14. Materials were very helpful. Content was appropriate. Answer sheets to books collated will be very helpful as models.
 15. The workbook was absolutely essential and will continue to be useful as a crib sheet.
 16. Workbook was helpful, and will definitely be used well after the course.
 17. There was so much content that I will definitely continue to read and reference it after the course! Especially the exit reading list and museum manual.
 18. The workbook was very helpful, especially the examples and the index to Bowers. It will continue to be useful.
 19. Workbook was good, especially the improved Bowers index. I get the feeling that much of the workbook content will be helpful when I get back home.
 20. Both the workbook and the museum book are very well thought out. Very helpful and much used.
 21. Incredibly well thought out—covers a huge range of topics in a concise manner for easy reference.
 22. The course workbook was very useful. I will be glad to keep it and use it in the future.
 23. The workbook was helpful and will be useful as a reference after the course.
 24. The content was appropriate, and will continue to be useful. Gaskell and Bowers are the books for this work, totally appropriate to start there.
 25. Yes, yes! Such a wonderful reference guide throughout the course, and one which I will continue to use when I do bibliographical work.
 26. The workbook was well thought out and I can use it in the near future.
 27. Excellent. It was clear that a lot of thought had gone into preparing the workbook, museum book, and other materials. Perhaps more oddities or exceptions encountered during homework and lab could have been included in the workbook.
 28. YES! The thoroughness and usefulness of these materials was a big unexpected bonus to taking this course. I have no doubt that I will make significant use of

them.

29. Very helpful! I especially appreciate the exit reading list, and the portion advising what to do next.
30. The museum workbook was an amazing resource and a fine complement to the museums themselves, which were an outstanding feat of curation. Supplemental materials to Bowers were also useful.

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

1. All have been good, but this one was probably the meatiest.
2. This was comparable to previous RBS courses I've taken (Greer Allen and Sue Allen)—very good!
3. N/A
4. N/A
5. This was the best organized, and the most demanding of them. All the teachers were phenomenal.
6. This was much more hands-on than the two others I've taken, which were both in the "history" series. I learned a lot in the two history courses, but, with "DesBib," I truly feel like I have a new set of skills.
7. This was my first course.
8. N/A
9. N/A. This was my first!
10. N/A
11. N/A
12. About the same—very good.
13. All were excellent.
14. This one was outstanding, and will be enormously helpful in my work.
15. Much better organized; more intellectual content. The instructor and lab instructors were of a much more exacting standard than my previous course.
16. N/A
17. {no response}
18. {no response}
19. Much more work—and consequently much greater sense of achievement now that it's over.
20. This was the best!
21. N/A
22. Both were excellent.
23. N/A
24. N/A
25. {no response}
26. {no response}
27. N/A
28. N/A
29. N/A
30. {no response}

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 liked it all, but actually found the last lecture and museum, which opened up new ideas about bibliography for me, to be the most inspiring.
2. Focusing on the materiality of books, especially in their structure of printing, was very useful to me. This course has taught me that I have little talent in descriptive bibliography, and will not use it much. However, I understand the process better, and now know where or to whom to go for assistance in reading such descriptions.
3. DW's lecture on the iterations of published material and the history of bibliography as a discipline were most relevant to me. Also, the museum exhibit illustrating terms from Carter's glossary!
4. The most important aspect of the course were the lab sessions. Personally, I am walking away with a greater understanding of the book, and what I learned here affected my approach to my work.
5. Tackling the collations were like a sport. The lectures, demos, and museums were my favorite part, and most useful for what I need. Plus, the knowledge of the teachers and other students was great.
6. I took the course because I had very specific questions about one particular book that is important to my research; I think I now have the tools to answer those questions. I also walk away with a whole range of exciting new questions to tackle!
7. For me, the systematic and rational approach of Bowers-ian description offers a useful model for thinking about the description of non-book objects. I also found it very useful in consolidating my basic understanding of production in the hand press period.
8. I appreciated learning more about eighteenth- to twentieth-century American texts and printing methods, as my knowledge of these resources was limited before I began the course. Having time to thoroughly study European texts from the sixteenth to eighteenth centuries was the most relevant aspect of the course for my own future academic projects.
9. I really got the most out of homework and lab. That's just who I am. I am hoping to use what I learned here in my work at my institution.
10. It made me excited to return to my collection and really see what I have. Even at the booksellers' shops, I was looking at books in a new way. It's exciting to learn a new way to see the world. I definitely have new insight because I can see how important it is to really know what you have and explain what you're selling in a professional and uniform manner.
11. Community building and new friendships with both fellow students and staff; expanding my bibliographical vocabulary, and nailing it down to physical phenomena and practices, which in turn can and will, I hope, generate new analytical insights in my work.
12. Labs were good.
13. I gained more tools for my historian's toolbox! I look at books—interrogate them—differently now.
14. The history was fascinating, but the practical experience and discussion/lab sessions were extremely valuable. I can see that encountering more books and working on them will help me.
15. This course really does not intersect directly with my field of study, but it offers very useful comparative perspectives to the history of the book and bibliographical standards.
16. The actual hands-on practice/homework was critical. I actually would have liked to do more hands-on practice. I know, crazy.

17. Homework was the best part. The museums were great, too, but I wish they didn't feel so rushed because there was so much material to look at.
 18. I'm a rare book cataloger and the insight and practice with format was invaluable. It was also really helpful to gain more understanding of the differences between cataloging and descriptive bibliography. And it was most helpful to learn what scholars of early printed books are studying.
 19. Loved the hands-on time with books. Also, the museum portion was much more interesting than I thought it was going to be—seeing concrete examples.
 20. The small labs where you were able to show how much you understood the objects and were given detailed information on what was correct and what was not. Always a positive critique with excellent information.
 21. I have a deeper understanding of books as material artifacts and new tools to interrogate them. I am excited to continue the applications/limitations of bibliography with modern materials that I work with.
 22. "DesBib" changed the way I look at books in general. Discussions with classmates and instructors have pointed me toward resources and opportunities for my own scholarship.
 23. All of the information was interesting, but the lab sessions were especially helpful. We learned to critically examine why the formulas are written in a particular way.
 24. I found interest and relevance in so many aspects of the course, it's hard to come up with any specifics. I can absolutely say that it has enriched my work moving forward in ways I did not expect. I look forward to examining projects with this new perspective—it's exciting.
 25. I have new capabilities that will help me refine my Ph.D. I also think being able to navigate and understand published bibliographies will enable me to answer research questions that I could not address before.
 26. Lab was interesting and got the brain exercised.
 27. It's difficult to choose, as each of the sessions complemented one another. They offered a range of teaching and learning styles which really helped me grasp some complex descriptive bibliography problems. Yes, I now feel like I know how to approach the project I've been thinking about for a while.
 28. Most relevant was just being immersed in this topic. I feel more confident about my ability to produce bibliographical descriptions for all types of materials and not just early printed materials—it taught me how to see and what kinds of things to look for in a book as an object.
 29. Aside from the homework and descriptive bibliography info, being able to discuss the practical application of this information with so many instructors of varied backgrounds was quite useful. The instructors were also generous and interested in providing ideas for pursuing descriptive bibliography for students in different situations.
 30. Since I work in a transitional period between the hand press and the machine press, it was interesting for me to compare books printed on both, and consider how I will distinguish between them in the future.
- 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. Yes.

2. The instructors were great, knowledgeable, and patient. The only reason I didn't get as much out of the course as I could have was my problem—nothing to do with the course.
3. I don't feel very confident in my collation formulas yet, but I feel like I now have the skills to advance my understanding on my own.
4. We covered a lot of information in this class and it was everything and more than I hoped for.
5. I did not have a clear idea of what all I would learn. But it exceeded my expectations, and made me enthusiastic about a subject I knew nothing about.
6. Yes, the instructors were all extremely knowledgeable and generous. I learned everything I hoped to learn. It might have been helpful to do a bit more work on comparing multiple copies of a single book. We touched on it on day five, but more examples would be helpful.
7. Yes. Do note that the focus is primarily on the description of format, structure, signing, and pagination. Other aspects of the book (typography, illustrated plates, &c.) are discussed, but we didn't work on describing them.
8. David Gants and DW were incredibly generous in the approach they took to answer our group's questions. They did so with patience and critical clarity. I certainly learned enough to keep me busy, and to spur me on to acquire more knowledge about this area of study.
9. Yes. Although this class is intense, and the readings are difficult (I'm looking at you, Bowers), I feel I learned what I set out to learn. From the course description, I knew I was going to be challenged—and I was right.
10. I wasn't entirely sure what to expect from this course, but I definitely know that I'm walking away with ample knowledge. I also have the added confidence in knowing if, or more likely when, I run into a "DesBib" problem in the future, I am able to reach out to any of our instructors for help. What makes this course work is the enthusiasm and guidance of the instructors. They teach a complicated and frankly scary subject in an approachable way.
11. There will always be knowledge gaps, but I feel that it would be difficult to fit more knowledge and skills acquisition into a single week than that which we achieved here. I hope that if I do run into a bibliographical wall in the future, I now have new friends, colleagues, and mentors who could help me scale it.
12. Yes.
13. Yes.
14. Yes! I learned even more than I had anticipated I would. It was great. Discussions really enlarged my awareness of bibliography as a scholarly activity. Very exciting.
15. Yes, and more. I cannot overemphasize the quality of the instructors.
16. The course was what I expected and wanted. The instructor was great; helpful in every way, and able to answer all questions.
17. I learned more than I hoped, and it exceeded all expectations.
18. Yes, I gained the skills and information promised. I would like to learn more about imposition schemes, but that may have been beyond the scope of the class. I would have liked more hands-on work with the sample paper.
19. The instructors were key, especially our cohort instructor. He really helped me understand where the theories of Bowers get put into practical use.
20. Very much. So much material! So little time. I'm sure I'll have tons of questions going forward. But, I have a great understanding to build upon.
21. Yes!

22. Yes, the course met expectations.
23. Yes, the combination of lectures, lab, and museum helped develop our understanding of the material.
24. Yes. Some was underdeveloped, but only in that I leave the course not an expert. Given the timeframe, I learned more than I had hoped (both in terms of skill and perspectives).
25. I am totally satisfied with the course.
26. All of them. All instructors were positive and encouraged us, no matter how silly or basic the bibliographic principle.
27. I do feel like I'm leaving here with a strong foundation in descriptive bibliography. I would have hoped that plates were discussed more, although my lab instructor and other lab instructors were incredibly generous with their advice and resources.
28. I learned all that I hoped for and more. Of course there's more to learn, but I hope to gain that in subsequent courses.
29. I believe so.
30. I learned everything I could hope to learn in a week about how to describe the text block, and the museums even taught me how one might describe other parts of the book, such as the binding.

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

1. That's my one question: I'm in library school and took this course because it's so hard to learn about books vs. "information delivery systems" there now. But I don't come from a language background either—i.e., I wasn't an English major, so I'm not sure of the practical applications of this kind of bibliography. I know they exist, I just don't know how.
2. That is hard to say. It would have been only a small part of my research project and book plan in the first place, and that hasn't changed.
3. 1) Apply them to a personal scholarly research project. 2) Use them every day in my job.
4. I might not need to write collation formulas in my everyday job, but taking this course will help me to communicate with others in my field. "Walking" in the bibliographer's shoes also helped me to understand how my work can affect theirs.
5. Improving the records for the most important hand-press books of Washington & Lee University.
6. I'll use these new skills for a very specific research project. More broadly, they will inform my teaching of literature and of book history.
7. I hope to apply this knowledge to the study of printed books in early America, and more generally to the methodological problem of describing "multiples."
8. 1) To use it as a base to develop a more thorough understanding of rare books by coming back to RBS. 2) To apply it directly to an academic editing project on the work and reception of an early modern British writer.
9. I hope to use my new skills and knowledge while cataloging materials and to be able to either explain my findings appropriately (with the proper language), or be able to ask concise questions using the proper language. (Trust me... "DesBib" has its own language.)
10. I will take this knowledge when I begin cataloging for an auction house. It doesn't need to go into the cataloging description necessarily, but it points out what is important for the seller and buyer to know.

11. Long-term, I'd like to assemble a collective digital library and bibliographical catalog of manuscript and print codices and objects produced by Greek and Turkish refugees in early twentieth-century North America. This class will set me on the way toward that project.
 12. Read and re-read.
 13. Research—specifically on eighteenth-century pamphlets.
 14. {private response}
 15. Not sure yet. My field is not quite ready for such a large leap ahead in standard bibliographic notation schema.
 16. I hope to use them in the rare books trade. I am excited to take back the “DesBib” knowledge to my institution to share everything I’ve learned.
 17. I hope to find ways to keep practicing collation as it is not explicitly part of my course work.
 18. I’ll apply the skills I learned as well as the information about printing history to my work as a cataloger.
 19. I hope to continue actively using it all—with students, and in interactions with booksellers. If nothing else, this course taught me a new way to really look at books.
 20. Yes! In my research, and discussion of the material I research. I’m also better able to keep track of variances in materials from one institution to another.
 21. I hope to be able to provide collations for the materials I catalog, better understand and describe hand press books, and apply a bibliographical perspective to cataloging/interpreting twentieth-century materials.
 22. “DesBib” will allow me to better describe the books and editions I am reading, and to consult bibliographies as a resource.
 23. I hope to continue to practice and develop my skills.
 24. To strengthen arguments in analytical bibliography work; to see new potential ways to talk about more varieties of documents.
 25. I hope to eventually work on a bibliographical project, maybe as a post-doc. At the moment, though, I am just really glad to have these tools.
 26. I will use the skills to catalog materials.
 27. I’d like to use it towards a project exploring the printing workshop and outsourcing of printing jobs of a sixteenth-century cartographer.
 28. I plan to use the suggestions for “next steps” included in the workbook for further practice, and hopefully apply the skills to a future job.
 29. I hope to continue building and developing these skills and knowledge in pursuit of one day being involved professionally in the field of rare books/special collections.
 30. I may try to determine ideal copy of a particular book of Kierkegaard’s, since I have learned that variant states have been found.
- 7) *Please briefly describe the intellectual level of the course. What sort of person might benefit the most from taking it?*
1. Literature scholars and professional librarians. Possibly people in the book trade. Book specialist—in other words, more than the generalists who might enjoy book history or even book craft classes.
 2. At least the post-MA level with experience in book technologies.
 3. I think that someone who works with pre-twentieth century western printed

- matter would benefit from this course the most.
4. I think people who are okay with making mistakes, and their goal is to learn rather than have a clear, correct answer, would benefit from this course.
 5. The intellectual level is high, and the course presupposes that the student needs the knowledge to advance in their career. “Book people” across the board will benefit.
 6. The course is time-intensive and rigorous, but anyone with a bit of a background in book history (and a lot of patience!) could benefit.
 7. Moderate—because the course hews to Bowers-ian principles, the discussions are fairly concrete (even if description can be tricky). Probably of most benefit to those who need to write bibliographical descriptions or use them intensively, but also excellent for those wanting a solid foundation to the study of the material book.
 8. Someone who is interested in understanding more about the composition and construction of texts from ca. 1500–1900.
 9. My feeling is that you get what you want based on self-motivation. To get the most from this class, the ideal student should be motivated to learn, driven to succeed, friendly, and have a sense of humor. However, the ability to let go knowing you can go back to the book is crucial, if only for peace of mind.
 10. The interesting thing was speaking to people from so many backgrounds. This course is helpful to librarians, auctioneers, professors, independent researchers, and anyone who looks at a book. Basically, this course is more beneficial than some might realize because it teaches people how to look at the material at hand.
 11. Very skills-acquisition based. And very fun. It was a week-long playground, grounded in hands-on lectures and rich museum exhibits.
 12. People with knowledge in papermaking and binding.
 13. Great combination of technical and intellectual—not just a skills class.
 14. Intellectual level is advanced, but not too theoretical; the practical component is a good balance. Good for any librarian especially.
 15. Scholars, librarians, and catalogers in the book trade. This course is very demanding and rewards hard work/preparation.
 16. Very high intellectual level. Would be very difficult for someone outside the “rare book world.” Especially because of the terminology.
 17. I would not recommend that an undergraduate student take this course. It is best for people in Masters programs and above, especially anyone that needs to know more about how to express how books are made.
 18. The course is equivalent to a graduate-level course. A person with at least a college degree as well as some knowledge of literature and printing would benefit the most.
 19. Intellectual level is very high—I think anyone with serious interest in bibliographic work would benefit, but be prepared to do some hard work.
 20. Masters or doctoral level student, or post-doc. All/any individual who mostly works with print material.
 21. Librarians, humanities scholars, and booksellers.
 22. “DesBib” seems foundational for bibliographical scholarship. It requires some knowledge and then interest and ability to complete the course readings and intensive homework. Good for scholars, librarians, and collectors.
 23. Anyone who wishes to learn about, and practice, descriptive bibliographies.
 24. It’s rigorous to be sure, but manageable with commitment. I would love to see more English scholars take the course (there were some)—I think it would open

- up the discipline.
25. Anyone with an application in their research or work. If you aren't motivated to apply the knowledge, it's hard to undergo such painstaking training!
 26. Rare book catalogers for supporting "time."
 27. Rigorous, but manageable. Librarians, academics, and grad students.
 28. It is very intellectually rigorous. I think it's probably most beneficial to librarians and academics who are attuned to learning and following very detailed processes, and, of course, willing to invest the time.
 29. Someone interested in "technical" aspects of documenting books or interested in book history.
 30. A graduate student or professional.
- 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. Kyle Tippett was so encouraging when I needed it.
 2. The "aha" moments were few and far between, and mostly centered about revelations that I was finally "getting it!"
 3. Today when I finally understood what "ideal copy" is and why the concept exists.
 4. I really enjoyed the homework and lab sessions.
 5. Classroom/lab time created continuous "aha" moments because we were thrown in the deep end with homework assignments. I had to get used to learning from mistakes.
 6. Too many to remember!
 7. Reading Bowers was a revelation, as were many of our lab discussions.
 8. "Aha! I'm a bonehead" (but I'm pretty sure I already knew this). Having the time to inspect the material constitution of the page, and to then discuss my observations with fellow students and instructors. Nearly every moment was important.
 9. Honestly, the whole week was one large "aha" moment. I learned a lot of new material, and gained new skills. But, I also learned that I know more than I thought I did since I did not have the vocabulary to express that knowledge.
 10. There were too many! Every day and every session was a new "aha!" Having the small cohorts allowed us to discuss the homework, points of interest, or difficulties in a comfortable and in-depth manner.
 11. Specific collational conundrums that Bowers never addressed directly came up occasionally during homework and were very helpful.
 12. {no response}
 13. {no response}
 14. I think DW's lecture on the history and sort of a genealogy of thought in bibliography was a real eye-opener! I liked hearing about the discussions and disagreements, and how they advanced knowledge. These contain an important message about knowledge and progress.
 15. Hard to pinpoint. The entire experience was like learning a new language or being exposed to a new discipline.
 16. {no response}
 17. When I learned how stereotype plates work, and how to identify 18°!
 18. Yes! Providing a signature statement is not the same as a collational formula.

19. {no response}
20. I am not at “aha” yet. I’ll keep you posted.
21. {no response}
22. Printing press demo was fun. Museums provided great examples. From “DesBib” just the idea that a printer produces a coded kit to be more fully assembled later on, and this code is relatively stable for 400+ years.
23. {no response}
24. Learning about how to describe nineteenth-century work was very cool. I had not been taught those skills at all, and it was a joy.
25. I loved looking at a random sheet from a German bible in the museum and realizing I could identify it with *Gesamtkatalog der Wiegendrucke*. Before taking the class, I wouldn’t have had a clue where to begin. Now I have a method for approaching this and similar problems!
26. {no response}
27. In the museum and in lab!
28. The museum sessions were particularly useful for me, to be exposed to a huge variety of examples that in many cases I’d only read about.
29. Various moments during homework and lab, when “mysteries” were either “solved” by myself in homework or discussed in lab.
30. I am embarrassed to say I did not quite understand the distinction between format and collation before taking this course.

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

1. A little more explanation of where “DesBib” fits in relation with other types of bibliography, and where this type of detailed bibliography fits in the broader scheme of things. Only a little, though.
2. I think it would be very useful for the student to have to compile a symbol chart for reference during homework time. This would have been very useful to me, I feel.
3. I thought the museum items from the first day were the most instructional and would have liked more time with them, and less with the paper and printing museum.
4. At first I thought I might have liked more lab time, but in the end, the course was well balanced, and I learned everything that I wanted.
5. An hour’s session on descriptive bibliography in the beginning of the course.
6. It’s already a well-oiled machine. My only suggestion is to spend a bit more time on comparing multiple copies.
7. {private response}
8. More donuts. More printer hats. I’m really not sure how much more content could be included. It was so enjoyable.
9. I think having a field trip to the Hinman Collation machine would have been very interesting. Perhaps having an option of either the printing press demo or a Hinman Collation demo would have worked.
10. I honestly don’t know, because I had such a good experience here.
11. Hmm...it was a shame to feel forced to choose between the Wednesday afternoon talk and extended homework time. I, of course, chose the talk, but felt that my collational experience was rushed that day. Perhaps reduce the number of books on days with visiting lecturers, and move those books to Friday?

12. Include Hinman Collator.
 13. Another week...but that would be too tiring.
 14. {no response}
 15. Instead of six required items to describe each night, maybe assign four and allow students to choose one or two more? Not sure. I really enjoyed doing all six, on the other hand.
 16. One idea would be to have “stations” with a book and an incorrect formula. Students would correct the formulas.
 17. If only there were more hours in a day! You do a great job of cramming in as much as possible.
 18. I would have liked the museums to be structured a little differently. Perhaps more succinct descriptions in the workbook and/or specific questions to answer for some stations.
 19. I would have liked to do some work with multiple copies to see what that is like.
 20. For a one-week class, this was pretty good. Possibly in pre-class homework a sheet with a couple examples of a basic formula and a clear explanation of what it says. Bowers had so many footnotes much good info was lost initially.
 21. I would be interested in learning how bibliography has been applied to non-Western materials.
 22. My only suggestion is to, potentially, taper down the number of books assigned for homework as signatures and pagination are being added. Perhaps 6>5>4, or 6>5>5.
 23. {no response}
 24. I think y'all have it down to a great science. The course is pretty lovely the way it is.
 25. N/A
 26. {no response}
 27. It was so well put together that I have little critique. Just some more info on plates and illustrations.
 28. I don't know! It was really wonderful.
 29. Maybe a modified Monday homework session in the evening with a midway review as a check on progress and understanding to pick up on issues before an evening is gone.
 30. Less homework on Wednesday.
- 10) *Do you feel that you got your money's worth? Would you recommend the course to others?*
1. Yes. (Now I know why this course costs extra! And it makes sense.)
 2. I do think it was money—all my money—well-spent. The instructors were great, and \$500/day is what I would charge for one day's instruction, so no complaints there.
 3. Absolutely! It's astounding what you get for your money here.
 4. Absolutely!
 5. Very much so. I would recommend it to folks who are ready for a boot camp experience. It's exhausting.
 6. Yes! And yes, I will recommend it enthusiastically.
 7. Yes, and yes.
 8. Most definitely! I would recommend the course most heartily to anyone interested in the area of study.

9. Yes, and yes.
 10. Absolutely!
 11. Yes.
 12. Yes.
 13. Yes, and yes.
 14. Definitely got my money's worth. Yes, I will recommend the course.
 15. YES. YES.
 16. Yes!
 17. YES!
 18. Yes, and yes.
 19. It wasn't my money, but it was well worth the time and effort—highly recommend it.
 20. Yes.
 21. Yes, and yes.
 22. Yes.
 23. Yes. Yes.
 24. YES to both. I already have made several recommendations.
 25. Whole-heartedly.
 26. Yes.
 27. Yes! Although it would not have been possible for me without the generosity of RBS.
 28. I was on a scholarship, so absolutely I got my money's worth! I think the value of the course fits the cost—in fact, I'm surprised it isn't more. I'd recommend it wholeheartedly.
 29. Yes, absolutely.
 30. Yes, although it is a lot of money if you're paying yourself. I would recommend this course to anyone who might be interested in bibliography.
- 11) *If your course made any trips outside of the classroom, do you feel that they were time well spent?*
1. N/A
 2. N/A
 3. Yes. The printing demo was great.
 4. The only "trip" we had was going over to the building next door for a printing demo which was educational and fun. Time well spent!
 5. The printing demo with Josef Beery was delightful.
 6. {no response}
 7. It was great to try our hand at printing—it helped to cement many of the things we had been discussing in class.
 8. Yes. Booksellers' Night was a fun and informative way to spend a night exploring Charlottesville's downtown mall.
 9. I had a good time at the printing press demo. I am shocked that Josef Beery was able to show us everything and have us print up a sample all within an hour (or so). I now have something with which to practice folding and impositions.
 10. N/A
 11. Yes.
 12. {no response}
 13. {no response}

14. N/A
15. N/A
16. {no response}
17. {no response}
18. Absolutely. The printing press demo was invaluable to apply all the concepts we learned about.
19. N/A
20. {no response}
21. N/A
22. N/A
23. Yes, the printing demo was interesting and helped contextualize what we were learning.
24. N/A
25. {no response}
26. Yes.
27. N/A
28. N/A
29. N/A
30. {no response}

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 particularly enjoyed the second lecture. Having been to RBS so recently, I didn't feel the need for Booksellers' Night, but as it was optional, that's no biggie.
2. I liked the two lectures in the evening, but didn't go to Booksellers' Night. Mostly stayed in the library doing homework! Again, having access to food would have been welcome. BUT, I did deeply appreciate the snack cart that came around at night!
3. I probably should have gone to homework rather than Booksellers' Night. Maybe that should be moved to Friday?
4. I attended both of the evening lectures and both were excellent.
5. Only went to the first lecture and it was fine. Could not go to the second because of homework demand.
6. Monday's lecture was enlightening, and immediately relevant to the course material. The printing demo was excellent, and fun!
7. I chose to spend the evenings on homework, but I hope to attend some next time.
8. The introductory evening meal on the Sunday before the course began was a great way to meet people who wouldn't necessarily be in my course.
9. I went to the Booksellers' Night. The ones I went to were great. I was a little disappointed that two shops were closed by the time we got there (around 6:30-ish). I strongly recommend that if there is another talk on paper, the future "DesBib" students should go as that information will come up throughout the week.
10. I used those times for homework. Sorry.
11. See Q9. The talks were wonderful. It would have been a slightly poorer experience without them.
12. {no response}

13. Yes—very interesting. Both relevant (paper, new media).
14. Yes, very interesting.
15. I had trouble balancing homework and evening lectures.
16. {no response}
17. {no response}
18. I attended one lecture and it was another valuable way to see how the concepts we were learning could be applied.
19. Lectures were very good this week.
20. Only one lecture. Baskerville. Excellent!
21. Loved the lectures—astoundingly informative.
22. I attended both evening lectures and they were great. Printing demo was very good, too.
23. Yes, however homework limited the events I could attend.
24. I wanted to, but felt like doing the homework was a better use of my time. I look forward to catching up via the recordings.
25. I really enjoyed the two lectures—one by Cathy Shrank, another by Brian Cassidy. They showed what advanced research in the field looks like.
26. I do not know.
27. Yes. I really liked the printing demonstration.
28. I attended both evening lectures and felt that both were excellent at synthesizing some of the information we received in this course, and seeing how bibliographical research in general is conducted professionally.
29. {no response}
30. Going to the Booksellers' Night was memorable, and I found rare books that I will treasure.

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

1. {no response}
2. I highly recommend it, especially for those who can do the readings before attending.
3. Do the reading! Get as much sleep as possible before arrival. Bring snacks!
4. My advice would be to get as much of the pre-course reading done as possible, make mistakes in homework because you will learn better by making mistakes and understanding why you did them than being right the first time.
5. {no response}
6. Don't be frightened by "DesBib"'s reputation as "boot camp:" it's a lot of work, yes, but it's enlightening and fun. It's also a rare opportunity to work closely with people sharing similar interests.
7. Read Bowers ahead of time, and bring a sweater for the library!
8. Complete the required reading, and be prepared to have fun!
9. Yes, this is an intense class. You will have homework and the reading is challenging. However, you will survive! Talk to your lab instructor. S/he is one of the most valuable sources of knowledge and help.
10. If you're not sure that you should take this course, then I would advise you to take it. It will benefit you in more ways than you can imagine.
11. Do the readings in advance. And for gods' sake if you plan to stay in a campus dormitory with A/C, bring a blanket.

12. {no response}
13. Do the reading even if you don't "get it" yet.
14. I wish the museums could be on view for a longer period of time. I never had enough time to see everything.
15. Difficult class to take if one is local, given the time commitment, and the problem of juggling RBS and home life.
16. {no response}
17. Be prepared for long hours and an extremely rewarding experience.
18. Don't stress if you don't understand the readings. It all comes together in the lectures and with the homework.
19. Take it! I had trepidations—this class has a well-earned reputation—but be ready to work hard and learn a lot.
20. Bring a heating pad for evenings!
21. I loved the course and level of challenge, but including the word "intensive" in the description or the proposed schedule could help students select.
22. Do the reading ahead of time. Be prepared for long days from Monday through Wednesday night. Great course.
23. {no response}
24. Be prepared, but not scared. It's work, but it's good work. Have an open mind and a willingness to learn and you'll be fine. It's not as bad as some people say it is.
25. {no response}
26. Library students, all Ph.D., Master's degree candidates.
27. Be patient! It will click!
28. Bring a backpack! My tote bag felt quite heavy, carrying around our binder, museums catalog, Bowers, Gaskell, my notebook, umbrella, water bottle.....
29. Read and re-read! Make good use of the sample bibliographies when reading Bowers. Also, the course requires a lot of effort so be prepared! It is worth the effort.
30. Be prepared to devote a lot more time before the course than you'd expect. Bowers is really long and slow if you do him justice.

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

1. Intellectually intense, but in a good way.
2. "DesBib" "boot camp" is really "book camp" and couldn't be more informative and, at times, fun!
3. RBS taught me to see books in a new way.
4. Taking "DesBib" was stimulating.
5. Just do it!
6. Wash your hands, collate, and enjoy!
7. Summer camp for happy book geeks.
8. Respect the text.
9. Intense, much homework
Eat, hydrate, let mind wander
You are a survivor!
10. I survived boot camp!
11. This was a rare experience. Thank you.
12. It was excellent!

13. Transformative.
14. It is a wonderful experience to engage with a community devoted to learning and growing as scholars.
15. So mentally intense that I caught a cold?
16. It's amazing to be amongst so many like-minded individuals (yet such individuality!). A first and hopefully not a last experience for me.
17. Bibliography book camp, but in a fun way.
18. I'm leaving Charlottesville brimming with knowledge about books and printing.
19. What Would Bowers Do? He'd take "DesBib!"
20. A one-week mental experience to fill the year.
21. "A glorious economy of characters."
22. The course allows you to see books in a new way.
23. This isn't the last RBS course I plan on taking.
24. Grateful. Thank you. Also, the time, energy, and thought put into this course and experience was so overwhelmingly evident. It was inspiring to see. The passion y'all have for this experience shines through. Thank you.
25. I feel so privileged and grateful to have had this world-class training, and feel like a better and better equipped researcher now that I've taken the course.
26. It was difficult and intensive, but worth it to finish the five days.
27. My kind of summer camp!
28. A², A², B
B², B³, B⁴, C...
Aún aprendo
29. A tiring, inspiring, and well-spent week.
30. Bibliomania!

Student Data

Number of respondents: 30 (of 30)

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

My institution/employer gave me professional leave time: 7 (23.33%)

My institution/employer did not give me professional leave; I used paid or vacation days: 5 (16.66%)

I am self-employed, and can arrange my own schedule: 1 (3.33%)

I am a student or non-year-round employee, with a more flexible summer schedule: 13 (43.33%)

I am retired, and can arrange my own schedule: 1 (3.33%)

My situation does not fit any of the options above: 2 (6.66%)

No Response: 1 (3.33%)

Who paid your RBS tuition costs?

I paid 100% myself: 11 (36.66%)

My institution/employer paid 100%: 5 (16.66%)

My institution/employer paid part; I paid the rest: 2 (6.66%)

I used a scholarship/fellowship to pay/waive 100%: 7 (23.33%)

I used a scholarship/fellowship to pay/waive part; I paid the rest: 3 (10%)
I used a scholarship/fellowship to pay/waive part; my institution/employer paid the rest:
1 (3.33%)
No Response: 1 (3.33%)

Who paid your RBS housing expenses?

I paid 100% myself: 21 (70%)
My institution/employer paid 100%: 6 (20%)
I stayed with friends/family, or stayed in my own home and commuted: 2 (6.66%)
No Response: 1 (3.33%)

Who paid your RBS travel expenses?

I paid 100% myself: 20 (66.66%)
My institution/employer paid 100%: 3 (10%)
My institution/employer paid part; I paid the rest: 3 (10%)
I live locally, and had no travel expenses: 2 (6.66%)
My situation does not fit any of the options above: 1 (3.33%)
No Response: 1 (3.33%)

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

Library disciplines:

Cataloger/metadata librarian: 7 (23.33%)
Special collections librarian: 2 (6.66%)
Other: 2 (6.66%)

Student working toward a/n:

M.L.I.S./M.L.S.: 6 (20%)
Ph.D./D.Phil: 5 (16.66%)

Professional educator:

Lecturer/adjunct: 2 (6.66%)
Associate professor: 1 (3.33%)
Other: 1 (3.33%)

Book trades:

Auction house staff: 1 (3.33%)
Publisher: 1 (3.33%)

Other occupations/vocations:

Book collector: 1 (3.33%)
Post-doctoral fellow/researcher/scholar: 1 (3.33%)