

Brian Cassidy
G-80 Identifying and Understanding Twentieth-Century Duplicating Technologies
12–17 June

Narrative Course Evaluations

- 1) *Were the pre-course reading assignments useful? Are there any readings that you would like to see added or removed in future years?*
 1. I found Bauerhaus et al. helpful but difficult to follow. The videos—which were assigned as daily homework—are much clearer instead. I also hope there will be some scholarly articles/chapters that explore how bibliographical knowledge of twentieth-century duplication helped us better understand historical events, figures, &c.
 2. I wasn't able to get the texts in time to prepare.
 3. I was somewhat confused by the addition of Gaskell and Gascoigne on the reading list, especially as the first two entries—although I think this was in alphabetical order and with the note that we should have passing familiarity with them, but they weren't entirely relevant. I'm wondering if the videos that were linked during our class time would be better to begin with, and maybe have the books listed in order of importance or recommendation if possible.
 4. The readings and videos were helpful.
 5. It is impossible to engage with ALL readings before the course due to life/work obligations. However, revisiting readings after the course will be beneficial.
 6. N/A
 7. Yes, the pre-course readings were a useful grounding to have throughout the course even though they did not fully make sense before the class.
 8. Pre-course reading assignments were helpful and supported in-class teaching.
 9. They were very useful and the list was well-structured to give entry points without information overload, as well as clear paths to more specific further exploration.
 10. I was very nervous so I read everything; this was counterproductive, as it became confusing. A trim would help—e.g. Gascoigne and Gaskell could have been trimmed. Perhaps Eichorn to be added?
 11. Yes—it was all very helpful. The instructor frequently referenced the pre-course reading and it was relevant throughout the week.

- 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 impressive survey of existing literature (albeit limited to the American context). I appreciate that the instructor brought his own books and set up a mini-library in our classroom.
 2. Course workbook is great. Would love a bibliography of the materials we looked at in SC and the full reference library. Would love slides—not showing up on Google Drive.
 3. Absolutely useful, very much looking forward to using it soon.
 4. The workbook is very useful. I will add it to my reference collection.
 5. Yes.
 6. The content was very useful and I definitely see myself using them for reference in the future.
 7. The glossary, bibliography, readings, and graphics of the workbook were extremely useful, and I will refer back to them. I plan to save the handouts from the course as well for reference. I feel that I can help teach my colleagues at my institution with some of these resources.
 8. Content is highly appropriate and will be very useful to me later on.
 9. Absolutely. I will return to the glossary, bibliography, and resource/links list.
 10. I will certainly refer to the slides/workbook as I work, not least as if both covered it, I might not have visited.
 11. Yes, especially the exit reading lists and definitions of terms.
- 3) *How do you plan to use the skills and knowledge acquired during your RBS course? Did you walk away with any “aha!” moments, new ideas, or project plans?*
1. Yes. My institution has acquired a set of mimeograph prints. The class has given me the critical vocabulary necessary for cataloging, describing, and analyzing them.
 2. I am inspired to reexamine some materials in our collection and change the way they are stored in some instances. Yes, I would love to do an exhibition of artists’ books made with the sorts of duplicating processes we discussed.
 3. Also absolutely yes. I gained a lot of insight into material that I regularly instruct with and plan to include insight from this class with my students. Many “aha” moments, too many to write out here.
 4. I will use what I learned in teaching, in collection development, in scholarship, and in discussion with other dealers.
 5. My institutional collections are filled with twentieth-century duplicating technologies—I can’t wait to get to them and start using them in teaching.
 6. Absolutely! I am excited to go back to my institution and look at the materials with a new eye. I think the skills I learned here will definitely improve/expand my teaching and outreach.
 7. I plan to trawl my institution’s collection of bookseller catalogs to see if there is material to write about duplicating technologies, distribution, and the book trade for my library’s blog. I will use the identification skills generally for preservation and

teaching purposes in the future.

8. Better materials cataloging, particularly from the perspective of how and when these materials were created.
9. I will not only use the identification skills to ID documents, I'll also see the entire scope of twentieth-century printed and duplicated material culture through fresh eyes.
10. This will feed into a number of projects as I intended, but I have realized it is of much greater significance to all of my work using twentieth-century materials office &c. document.
11. It will be incredibly useful for both my work as a curator and also for teaching. I got a lot of ideas for teaching with our collections and at least one idea for an article!

4) *Did the instructors help you to acquire all the skills and information promised in the course description? Did you learn what you had hoped to learn?*

1. The lectures and hands-on activities have introduced me to the fascinating world of duplicating technologies, but I feel we didn't fully answer a few questions that were only raised at the end: 1) How can we improve descriptions? 2) What can we do with the knowledge?
2. Yes...! I feel much more confident about identifying certain processes now. The true test will be when I head home and try applying these skills. Wish we had spent more time on photostats and photocopiers which were used by artists for artistic purposes.
3. Yes, absolutely. BC was generous with answering our questions and getting into specific interests/inquiries.
4. Yes, and more. The hands-on components were especially helpful.
5. Yes. Absolutely.
6. Yes! I learned exactly what I had hoped (and more). There were ample opportunities to go above and beyond what I expected, which is great.
7. BC built this course with the goal of creating a resource that fills the need for a Gascoigne for duplication processes. I feel like the course achieves this, and it was extremely enjoyable. I am surprised at how good it was given that this was the first in-person iteration.
8. Yes, and much more. BC is enthusiastic, knows the material, and encourages class members to share and discuss. At times it felt more like a collaboration than a class. Very cool.
9. Yes, I learned as much as anticipated and more.
10. Yes and more.
11. Yes and yes. The most helpful aspect of the course was its emphasis on analysis and methodology. A lot of facts were conveyed, but more importantly a way of looking, interpreting, and evaluating that has transformed how I see documents.

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

1. 1) More group work—either in labs or team projects. 2) Less “nerdy” show and tell. While impressed by the instructor’s collection, I feel we didn’t need to look at every item of interest. 3) Everyone in the class is working with these texts, but we don’t get a chance to share and discuss our research.
2. Really excellent slides and examples—thank you! One student dominated discussions. It would have been great to foster an environment for multiple people to share their experiences/insights.
3. I’m wondering if we could have split some of the material up a bit more to allow slightly more time to process. The “labs” were really helpful to me and I wonder if sprinkling more demonstrations throughout would be useful.
4. A physical sample book would have been nice, a la TB. But BC acknowledged this in class.
5. More hands-on experience with technologies—if possible—a group project (zine), broadside that could be a keepsake for ALL RBS attendees/staff would have been amazing.
6. More hands-on practice in small groups. {private response}
7. The example materials had diversity, but more would always be welcome. It’s recognizable the great effort he has put into collecting these materials, and I hope he has luck in continuing to diversify.
8. 1) Adding magnification amounts to the slides; 2) Adding identifying information (process) to samples passed around; 3) Multiple copies of each process so we could each see them during discussion.
9. It’s hard to say how it could be improved at this length—with endless time, more time working on “labs” and with duplicators would be wonderful.
10. BC is sharing generously at the edge of scholarship—how could we ask for more?
11. It was pretty close to perfect!

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

1. Book dealers, librarians, scholars... anyone interested in working with duplicated documents.
2. People who study art, poetry, or music genres and subcultures. People who work with duplicated documents.
3. Twentieth-century historians, curators of twentieth-century archival material, book/archive dealers who regularly use this material.
4. Faculty, librarians, archivists, catalogers, other dealers &c.
5. Librarians, catalogers!!! Book dealers.
6. Librarians, students, catalogers.
7. Anyone interested in researching or responsible for twentieth-century archives or small-run publications and documents.

8. Anyone who cares about getting duplication processes right.
9. Librarians, booksellers, scholars—there are very many applications.
10. Any historian working on twentieth-century material NEEDS to understand that which is in front of them. I had not grasped this beforehand.
11. Curators, booksellers, conservators, scholars, catalogers, archivists.

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

1. 100%
2. Yes and yes! Lively and interesting class.
3. Yes, very much so.
4. Absolutely.
5. Yes, absolutely.
6. Yes! One-hundred percent. More people should take this course.
7. Yes, and I would recommend this course among my favorite courses.
8. Absolutely—a fantastic experience.
9. Yes! I will be recommending it to colleagues—BC's teaching this course is opening up an entirely new way of thinking that can't yet be learned anywhere else.
10. Yes, without reservation.
11. Yes and yes.

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

1. The trip to SC was extremely rewarding and followed by a nice discussion on the relationship between dealers and librarians.
2. We went to SC but were not allowed to handle the materials which was very odd. We also had a guest speaker which provided an additional perspective which was good.
3. I enjoyed the trip to SC and thought the examination of materials and discussion we had there was useful.
4. None made. Guest lecturer was worth it. Howel lecture was too long. The hectograph demo could be planned such that the class makes a publication (see Tony White's Riso publication with his class).
5. The SC visit should allow for greater interaction with materials rather than show and tell.
6. Yes, the SC trip was nice but disappointed we couldn't touch the materials.
7. Yes, our SC visit was excellent.
8. Yes—but SC item rotations (people not objects) could have been handled more smoothly.
9. Yes—our visit to SC was valuable.
10. Our trip to SC was interesting but unable to handle material, I was less sure of advantage.

11. Yes—time in SC was great and Molly Schwartzberg was a gem.

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

1. The course does not require prior knowledge or training; the instructor has really done a good job accommodating a rich range of interests, skills, and abilities.
2. Very fun and engaging class.
3. Highly informative, be ready to focus!
4. Do the readings before you arrive.
5. N/A
6. Enjoy it and touch/examine everything you can!
7. Read Balterham even if you don't feel like you will understand it.
8. Do it. NOW!
9. Take a look at some duplicated documents before the course to see how differently those items will appear with this new knowledge.
10. Don't worry about your ignorance—BC will guide you through it all heartfully.
11. TAKE THIS CLASS. If you work with nineteenth- or twentieth-century collections you need it.

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

1. It's not just a summer camp for book nerds! We are change makers.
2. Very fun and engaging class.
3. I'm very grateful to have been here!
4. Hecto, mineo, / Xerox, proud of the page. / Such a blast, too!
5. WHEN IN DOUBT, OFFSET.
6. This was an incredible and valuable experience, I am so happy to have participated and met some lovely people I hope to work with again.
7. Feels like home.
8. RBS is a place where everyone cares about the same things during a week that recharges your batteries, reaffirms why you do this, and the possibilities ahead.
9. :-)
10. An astonishing five days—revelatory.
11. Revelatory.