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G-75: Paper as Bibliographical Evidence
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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. The readings were helpful.
2. Yes, CB's book will be a valuable addition to my reference collection and I found it very helpful to have reviewed some key course content ahead of time.
3. The pre-course reading was appropriate and helpful.
4. The readings were helpful for me—a complete beginner in the world of paper—to gain familiarity with vocabulary. I read CB's book once and re-read the required/recommended chapters right before the course started. I also read the other required reading (I am not able to recall the author/title/selection at the moment). I am grateful for the reading list provided before the course as well as that included in the course workbook. Because of my teaching schedule I was unable to get to all of the recommended readings, much as I would have liked to. But I am glad that the readings at least gave me exposure to the vocabulary, time period, basic processes, etc.
5. Reading assignments were useful. We could have been given more assigned readings though. Maybe videos?
6. The pre-course readings were absolutely essential and provided a solid foundation so the instructor could provide a more narrow focus.
7. Yes! I really enjoyed getting some preparation before our week. I would add videos as well—it would have been a great supplement to the reading material, especially since I did not know much about papermaking before this course.
8. The readers were excellent. I've saved the bibliography & will also reread and also assign for my students some of the readings.
9. Extremely useful—not overwhelming but very informative.
10. I appreciated having the review as preparation for the course. I already had some familiarity with the material, but I'm sure I'll refer to the readings again in the future.
11. Yes. The course instructor made the primary reading materials available (in PDF) before the class commenced, which was really helpful.
12. I think the pre-course reading assignments were useful, particularly CB's book, which is a thorough work on papermaking history. I also think the reading load was appropriate.

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. The course workbook was thorough and will continue to be useful.
2. Yes, I will hang onto the workbook because it contains much valuable information.
3. Workbook will be a good resource to consult in the future.
4. Yes! The workbook will be an invaluable resource. I want to go back through the workbook and my notes to organize everything in a way that makes sense for me. One of the big-picture takeaways for me in this class was to never just assume/rely on what others have said and to try to gain as much direct experience with looking at materials

to try to understand what they are "telling" you. However, there were some basic "rules" of the course (also found in CB's book) that will be most helpful for me right now.

5. Very helpful and useful. It was well organized. Once again, I would like more information in the workbook. A diagram explaining different possibilities when looking at paper would be a great addition to the workbook.
6. The workbook was a very good addition to the course. A detailed timeline and flow chart/dichotomous key for paper identification would be helpful to future classes.
7. Course workbook is great! It is so nice to have a majority of the info from the course in one place. I am excited to develop papermaking workshops at my institution.
8. I'm grateful to have it. At first, I thought reading off slides would be boring but it was engaging & helped reinforce a lot of the new material I was learning.
9. The workbook will be very useful. I really appreciate having the slides from the lectures. It is sensibly organized and contains information to which I will return. I very much appreciate the glossary.
10. I appreciate having the workbook with the slides. It made following along with the lectures easier and gave me a space to write notes for any additional information the instructor gave. It will also serve as a reference for me to look back on for the future if I need to check anything, so I really liked it.
11. Yes! The workbook contained a range of relevant information that complemented the main textbook that was recommended for the class.
12. The course workbook was useful and the content has the essentials of the class. It would be extremely helpful in the future for my own teaching and research.

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

1. Learning more about machine-made papers really filled gaps in my knowledge and made me more confident about identifying papers and paper processes.
2. I feel I am coming away with knowledge and skills that will be directly applicable to my work—being able to look at a piece of paper and deduce its story via the methods and questions introduced in the class is very useful. The course has also inspired me to dig deeper into some research projects related to paper history that I have brewing.
3. Identification of aspects of machine-made paper was new to me. I hope to be able to apply it to future bibliographical work.
4. Yes! I loved the "test" book that we did at the very beginning of the course. Coming at the description/observation of paper as a complete beginner, I had no clue what I was looking at. Then, after a few class periods, the next time we looked at book examples I was shocked at what I had learned. Even though it was sometimes difficult for me to understand as it was being explained, when we spent time looking at the books (and debriefing the "looking at books" exercise), I realized just how much I had picked up (even though THAT just made me realize how much I still have to learn)! I am excited to return to my research project with a new set of eyes and vocabulary to try to make sense of what I see. And I'm excited to read CB's book again to keep filling in the parts I missed.
5. Yes, to new insights. I now can make different decisions in my work based on this new information about the making process (rope marks, pin marks &c.). - I would

love to create a collection of historic papers. I would love to survey collections of books to see what I can see now.

6. Looking more closely at machine-made papers was especially helpful, as they are often overlooked or dismissed as less important/interesting than handmade paper.

7. **YES!!** This was such a great introduction to papermaking. I learned a lot about the process and ingredients of papermaking through the Nineteenth century. I really enjoy thinking about the properties of paper thanks to this class.

8. I was most excited to learn how to identify machine-made paper. Most bibliography classes/books won't even really touch wove paper, let alone machine-made paper.

9. The lectures were fantastic—I especially enjoyed CB's discussion of her own research project. Honestly—looking at books was probably the most useful activity. I learned a ton from all the hands-on experience, and going over our findings at the end of the course was tremendously valuable. Papermaking was awesome!

10. I really enjoyed the papermaking portion of class. I'm someone who learns best by doing, so having that physical component really helped reinforce everything we were learning during lecture. The time spent looking at books and going over our answers was also helpful for that same reason—we were applying things we learned in lecture and could just "see" more than when we started.

11. We all learned a great deal from CB's vast amount of knowledge. Being able to make handmade paper and to understand the mechanics of machine-made paper was vital.

12. I particularly learned a lot from the papermaking lesson and the 'looking at books' exercises. I definitely walked away with new insights for my academic project and with a better sense about how to look at paper.

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. Yes!

2. Yes, for the most part. I wish we had been able to talk a bit more about the introduction of wood pulp into paper and how this interacted with the machine papermaking era. I know this subject might be considered outside of the scope of the course, but given all the detail around rag paper and the number of books in collections made with wood pulp, this piece was missing. Secondly, I work a lot with historical manuscripts, and I would have liked to have seen more examples of writing paper. This may be a limitation of the RBS collection. Overall, CB is a wonderful instructor who is good at explaining the many possibly-confusing technical details clearly. She has the ability to put herself in the "shoes" of someone unfamiliar with the topic and explain things well.

3. Yes.

4. Yes, and more! I still have a lot of learning to do, but I have a possible foundation and starting point. Others in the class probably came in with some of the knowledge already, but I don't know where else or how else I would be able to have the opportunity to learn this material (without going back to grad school).

5. Yes! CB is a fantastic teacher. I will however be reviewing when I get home!

6. Absolutely. CB's deep understanding of paper and paper production really expanded my understanding of the craft of papermaking.

7. CB is a wealth of knowledge. So gracious to share and so patient with inquiries! I am walking out with so much more than I knew coming into the week.
8. Absolutely yes. I have always admired CB's book and articles. It was delightful to discover how patient she was with all the new information we were expected to absorb. I did learn what I hoped for and more still.
9. Yes. 100%
10. CB was a really great instructor. She never made us feel stupid and was engaging during lecture and made the entire process fun and very informative.
11. Absolutely.
12. Yes, the expectations of the course were fulfilled and I acquired the skills and information promised in the course description.

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

1. I look at books every day, so this will be an excellent way to get more involved in the book as a cultural heritage object. I also teach and mentor students, so I will relay what I learned to them as well.
2. Bibliographical and book history research; teaching and instruction; cataloguing and bibliographic analysis work.
3. I hope to be able to analyze and write more knowledgeably about Nineteenth-century books.
4. I am excited to return to my research area and to my peers in my research field with the relevance of this class to our collective research. I could also see modeling a version of the "Looking at Books" exercise with an advanced college course. I once was tasked with developing a class called "Literature and Work," and in the syllabus we focused mainly on literary representations of labor. However, I feel like this class will give literally another dimension for the relationship between literature and work in terms of how literary works came into being—just a thought.
5. In my everyday work as well as to figure out my next career steps. I am looking at different aspects of the book world to figure out M.A. programs and routes to where I want to get to.
6. {private response}
7. I will bring back "reading" paper to my home institution to both diagnose our paper collections and develop programming for our community members to show them the magic of watermarks, molds, and more!
8. In my research and in my teaching. I will also be able to speak about paper beyond just Eighteenth-century laid paper.
9. I will use this in a current research project. I also will incorporate more material on papermaking into my courses. I am excited to show my students some different ways of looking at paper.
10. This will be helpful as I look at books at my institution and identify papers and also with explaining how paper was made.
11. {No response}
12. I plan to use the skills I acquired in my archival research, my teaching, and my book project.

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

1. Historians, researchers, library professionals, conservators...
2. From my perspective as a special collections librarian, paper is still a bit of a mystery for a lot of my colleagues—I could see this being very useful to them. For example, some colleagues working on provenance research could use this class to help verify claims made about materials.
3. Bibliographers. Anyone wishing to understand the material aspects of a book (or paper used for other purposes).
4. I loved that our class had such a range of backgrounds and approaches to paper—the group was a model of the peer-to-peer learning that I had expected with RBS. I teach in a general education program so we don't really have many opportunities to use these direct materials and knowledge in class, but the teaching style would be helpful to model with other coursework.
5. People who are most unfamiliar with the physical aspects of paper. More experienced people would still benefit.
6. Anyone who is engaged in books and paper conservation, book arts, bibliographical research, book collecting, booksellers.
7. A detail-oriented person who cares about the mechanics of books & manuscripts. A scholar/practitioner in papermaking, bibliography studies, etc.
8. Anyone who works on books past 1770 or so.
9. Probably people who work with paper in some way—conservators, for example. But professors who teach Book or Print History as well.
10. I think this will be beneficial for anyone interested in books and paper, really.
11. Those interested in papermaking traditions of the late Eighteenth and Nineteenth centuries. (I think) this course was especially popular with the conservators in our group.
12. Everybody interested in the history of the book should take this class.

7) *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. Understanding more about what is happening to the paper so that it is formed on a machine and knowing what the rollers do, rather than just knowing that paper is formed on a machine, was pretty affirming!
2. Many! The papermaking field trip was the best part. Otherwise, the slower work of looking at many examples and then discussing our analysis was very good practice and useful.
3. Spending a morning making paper was eye-opening. Seeing videos and watching demonstrations is not the same!
4. Honestly, shining the light through the first book of the first full "Looking at Books" session—the full session, not the initial "test" book—was an "aha" moment for me. It may be kind of an obvious moment, but the time in between the first single-book test and the full sessions truly opened up a whole other world of analysis and observation.
5. The understanding that laid lines could be machine made.

6. Learning more about machine-made papers. Also, the field trips were both extremely useful in helping me understand printing and papermaking.
7. The papermaking workshop was the best part! As a hands-on learner, I was AMAZED at seeing and being a part of this process. Taking the paper home is the best treat
8. The way both the dandy roll and cylinder could be used to make machine-made laid paper.
9. I will never stop thinking about grain direction.
10. I really enjoyed the papermaking process—it was fun and a lot harder than it looks.
11. Practice-based learning is absolutely fundamental to understanding how and why paper is made. This course is a great example of this pedagogical approach.
12. Papermaking was truly key to understanding several aspects of paper.

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

1. I would've liked to do a review session after each session that we looked at books so that we would have an opportunity to apply new knowledge to the review of books.
2. I found the organization of the paper analysis sections of the class a bit confusing. It would have been ideal to review books exclusively from the hand paper era first; followed by machine-made book paper. Trying to analyze the machine paper ahead of learning about it was confusing.
3. {private response}
4. After the first full “Looking at Books” session, I wondered if we could have debriefed what we had seen (maybe after one full round around the table) to make sure we were on the right track. But I also understand the value of structuring it the way it was.
5. More time looking together at books and discussion.
6. More time at the beginning looking at examples before we started to evaluate books.
7. I wish the class had integrated lecture and hands-on style more. There were multiple days without touching books and other days where we touched books for 3+ hours. I would have liked a better balance to help reinforce what I had learned.
8. I honestly think the printing press session could have been a video.
9. I might have liked to break up looking at books with some discussion about findings—instead of discussing all the books at the end. I learned so much from that last day when we all compared notes. I would have liked a chance to do that and then apply what I learned to a set of books.
10. I wish we had some sort of checklist and/or timeline to assist with paper identification.
11. There could be some time dedicated to brainstorming how we intend to use our knowledge for the benefit of our individual career paths and the people we teach/collaborate with/help in our daily lives. This could come at the end of the week. A “future plans”-style session.
12. {no response}

9) *Do you feel that you got your money's worth? How likely are you to recommend this course to others? On a 1-10 scale, I would indicate that you disagree that you got your money's*

worth, 5 would indicate a neutral response, and 10 would indicate that you agree that you got your money's worth.

1. 10
2. 9
3. 8
4. 9
5. 10
6. 10
7. 8
8. 10
9. 10 {Student's note: Yes. I'd recommend this to others. I'd give it a 10.}
10. 10
11. 9
12. 10 {I would totally recommend this course to others.}

10) *If your course made any (virtual) field trips outside of the classroom or had guest speakers, do you feel that they enhanced the course experience?*

1. The paper making field trip was great and was very helpful for appreciating how handmade paper was made. The field trip to SC to see the presses was good since having the 3D press in front of you is much better than just relying on a 2D image to understand how it works. But if we could've printed something on the press, I think that would've been better, even though I know that it is very time consuming!
2. The papermaking field trip made this course—it helped solidify and make real so many of the technical details discussed leading up to this point. The trip to see the common press was nice to get out of the classroom but felt less crucial. If there was time to do some actual printing and folding, that might have been better, as observing a press in action would be a bit clearer.
3. The paper-making field trip was a highlight. I had previous experience with the common press and the manufacture of type, so that was less useful.
4. Yes—the paper making was a one-of-a-kind experience! I liked seeing the press in SC, but the paper-making activity was exactly the kind of hands-on learning (from what I've heard) for which RBS has a reputation!
5. Both enhanced the course. Press could have been more structured—maybe printed out diagrams or discussion of parts beforehand. Video?
6. Yes. Having the opportunity to learn about the printing press was very helpful, although the photographer taking pictures during the entire fieldtrip was very distracting. The papermaking field trip is absolutely essential to the class.
7. Paper making—**YES**. Amazing!! This clarified so many question I had while in class. Press demos —Not so much. Felt like a waste of a session.
8. Making paper with someone who has this level of knowledge was really great. I do wish we could make slightly nicer paper, but I understand that's time-consuming.
9. The papermaking was perfect. To be honest, I'd seen the press before—but I've been to RBS before, so perhaps someone w/ less or no experience with printing would find that field trip more useful. Still, that was a fun period, so I have no complaints.
10. As a printer, I didn't need to see the presses, but I always like seeing them and I really loved the papermaking portion.
11. Yes. More time making paper or other practical activities would be great.

12. Yes, all the field trips were very helpful. The conservation lab should be always included.

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

1. It's helpful to have a background that has provided previous exposure to papermaking concepts, but I don't think it's necessary if you do the readings.
2. Take the time to observe paper you work with on a daily basis and arrive with some questions! CB has so much knowledge that can be unlocked.
3. CB is knowledgeable in an uncountable number of aspects of books, paper, industrial and human processes, &c. and is generous with her time and expertise.
4. {no response}
5. Take this wonderful course from a renowned paper historian. You will not be sorry you did!
6. Make sure to do the pre-course readings.
7. I wanted to learn about coloration/decoration of paper—that would be a great session within the course. This course is the perfect foundation/introduction to paper. Now that my feet are wet, I want to learn more!
8. Do it. I will use the things I learned in this course for years to come.
9. {no response}
10. {no response}
11. Prepare.
12. Read also the suggested readings.

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

1. Cathy Baker Paper
someone make her a
national treasure now!
2. Superfine!
3. 👍
4. An absolute privilege!
5. Full of exuberance, we go out into the world with more knowledge and a little understanding.
6. No regrets!
7. Informative, enriching, engaging. I already want to come back next year!
8. All hail the Rampant RBS lion, for it is the watermark of the paper on which is stamped the letterpress of my very spirit.
9. I can use these tools / to analyze UVA's / paper bedsheets now.
10. {no response}
11. Rare Book School FOREVER!
12. It was a wonderful experience. It teaches you how to look at books and printed materials as material objects. I'm very grateful for it.