

Cathleen A. Baker
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. Yes, very useful.
2. Yes, I think they were very important for foundational knowledge before taking the course, especially for people who were new to the subject. In fact, reading CB's book in full would be even more beneficial if people were able to put in the time for that. I think taking a descriptive bibliography course before this one should be highly recommended as well.
3. The pre-readings were extremely useful, with very information crucial to understand some topics discussed in the course. I wish they were given with more time in advance so it would be possible to read them all in a timely manner and not rush.
4. The required pre-course reading assignments from CB's book and Philip Gaskell's book were useful. I knew very little about paper before I began this course. Some of the content in the readings was covered again in the course lectures, and it really helped to be exposed to major concepts and terms through both reading and lecture. By the time we began to analyze book samples, I had really felt that I had a good enough grasp of basic concepts to ensure that I got the most out of the analysis portion of the course. My only suggestion would be to add the chapter on rag preparation from CB's book to the required readings. It was on the recommended reading list, and I read it before coming to Ann Arbor. I thought it provided me with crucial information that made it easier for me to understand the content in the other required readings.
5. The readings were a great jumping off point and inspired me to keep reading in the non-required bibliography! I look forward to CB's updated text!
6. I found the chapters in CB's book extremely helpful in preparing for this class, as they included some information about certain technological developments that would not have been treated in class without sacrificing the important time spent in studying a variety of books and papers.
7. The pre-course reading were incredibly helpful and helped me to establish a baseline before the first day. The explanation of commonly used terms, characteristic traits, and methods of identification were particularly helpful.
8. All of the readings were pertinent and were helpful as we worked through examples and throughout the lectures. I look forward to reading more of the suggested readings!
9. I found the pre-course readings to be very helpful as a foundation to better understand the course material.
10. Yes—more specifics about how much should be retained from the readings would be useful.
11. The pre-course reading was helpful.
12. The readings were a great introduction, but I definitely feel like I learned the most through the lectures themselves.

13. The readings were incredibly helpful. Certain parts were a bit hard to get one's head around at first, but became very clear in class (i.e., layout of presses or mould construction).
14. Yes, CB was also very knowledgeable about suggesting additional readings on the fly as students posed questions or specific interests.

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. Excellent course workbook. I liked that it almost exactly mirrored what was being taught. I loved the activity folding the "handmade paper" into folio, quarto, octavo &c. Very useful. I will keep these to reference in the future and have interns and fellow make them as well.
2. The workbook was great for following along with the lectures and having a good place to take notes. Color would be nice, or a copy of the PDF that we could look at on our laptops. I like taking electronic notes and being able to search a PDF, so that would be useful. I will definitely refer to the workbook after the course.
3. The course workbook was fantastic. The information was clear and it was extremely useful to have it from the beginning of the course. In most courses all the information is not written on the workbook, and as a non-native English speaker I find it hard sometimes to write everything the instructor is saying. Having all the information in the workbook was so helpful, and I was able to add more notes to it and never felt lost. The content was appropriate and useful and I will use it all the time when I go back to my institution.
4. I thought the course workbook and teaching materials were both appropriate and useful. When I go back to my office, the workbook will go on my shelf with the rest of my professional reference sources. It will likely be a go-to source for me for years to come.
5. I'm grateful to have been provided a copy of the slides for future reference and to use for taking notes. The workbook is detailed enough to serve as a standalone resource. It also had excellent illustrations with helpful arrows to identify specific features.
6. CB has created a very valuable resource with this workbook. I particularly appreciate the section at the back containing the notes for our examination of the books studied in class. I will be using this regularly with students in some of our classes.
7. The course workbook could be a reference material in and of itself! This will definitely be something I will refer to in the future and will be quite helpful. A searchable, PDF copy would also prove useful for reference. {private response}
8. The course workbook was incredibly helpful, and I think I will continue to use it for review until I have more content memorized and build on my visual acuity.
9. The workbook was excellent. I appreciate having this print copy of the slides and course content. I like having a consolidated place to keep my notes alongside the lecture content. My only suggestion would be to include a few more blank pages at the end for extra notes.

10. Yes—great resource for afterwards and it was easy to follow along and stay on track during lectures.
11. I found the workbook very useful and I think I will keep using it after the course.
12. The course workbook was amazing! I loved that every slide was printed for us so that we could easily follow along for the lecture and take notes directly on the slides. It made learning SO much easier than trying to write everything down myself.
13. The workbook is incredibly useful—I will refer back to it regularly
14. The workbook combined the ability to listen to a lecture, read a book, discuss with peers and discuss questions with its author, all in one. This was a very helpful method and encouraged written notes to help with retention.

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. Gaining a deeper understanding of how later handmade papers evolved (Baskerville, Whatman, &c.), and then revisiting (first time since grad school 20 years ago) that I spent a lot of time considering the intricacies of machine-made papers and spending time looking at them.
2. Although I previously studied the history of papermaking, I knew there would be so much more to learn taking this course and spending a week with a leading paper historian. Reviewing things I knew was super useful and then I was able to look at and hear about so much that I never studied before, especially when it comes to machine-made papers. Physically making paper brought the lectures to life. And then looking at so many books/papers in class together was most useful of all. There is nothing better than looking and discussing real examples to solidify the dense information we heard in the lectures.
3. Machine-made paper!! I have learned so much about it, the process, the machines, variations. What I learned in this course will be invaluable for my day-to-day work when writing treatment reports and describing the materials, binding and text block features. Now I realize that I probably have been describing things wrong and want to go back and spend more time when writing reports, looking at all the paper in a new, more informed light.
4. The hands-on portions of the course were the most intriguing and relevant. I was grateful for the opportunity to see all the imperfections that could occur in both handmade and machine papers during our analysis section and relate what we saw there with our own experiences trying to make paper.
5. I was already familiar with some of the finer points of hand papermaking, but the lectures on machine papers were a revelation. I have fresh eyes to look at some existing projects and I hope to take a more considered approach to conserving machine-made papers in the future.
6. I found the section devoted to mechanical paper production to be of greatest value since prior to this class I was almost exclusively focused on handmade papers. The class sparked my excitement about these papers and will certainly influence what I say about them to students and how I will teach book history going forward.
7. Everything was intriguing to me in this course! I will definitely be looking at materials that come across my desk with new insights and appreciation for the materials.

8. Our collections are largely paper and I often have to make determinations about what to send for conservation, to a class, or for an exhibit. The material covered in this course will better inform my decisions in all of these areas. I also look forward to teaching our student workers and teaching students how to differentiate between handmade and machine-made papers. I know they are curious and will love the exercise!
 9. The hands-on elements were very useful (both the papermaking session and the direction examination of books). The ability to view examples that are very similar to those I see in my own work was incredibly useful in practicing the skill of identifying various characteristics of paper.
 10. The practical experiences—identifying and making paper were my favorite parts but lectures were essential, too.
 11. Everything was relevant, in particular having both lectures and hands-on activities.
 12. I really enjoyed examining how paper changed over time as a result of both aesthetic preferences and technological advancements. I will definitely be incorporating the history of paper more fully in my other research about printing.
 13. I have a much better understanding of not only how paper behaves, but why it behaves that way. This will be incredibly useful in my work when assessing materials and teaching conservation technicians. I have some ideas for mini workshops now.
 14. Yes, as I process collections, there are now additional descriptions I feel comfortable using.
- 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. Absolutely. It's always wonderful to learn from a true master.
 2. I came out of the course with information and experiences I was hoping to gain. Identifying papers is something a person can work on their entire career and still have more to learn and understand. I appreciated that CB demonstrated that even she still has to question her assumptions and doesn't always get things right. She provided a good starting place and then it's up to us to carry on looking, questioning, and thinking about the paper in the books we work with throughout our careers.
 3. Yes! The course description perfectly matched what we learned this week and more. I learned a lot, and I believe anyone that has to describes books in some capacity should take this course. It is a must.
 4. Yes. CB is a treasure and an absolute fountain of knowledge about past papermaking processes. Before beginning this course, I knew practically nothing about the production of paper and the various characteristics of handmade and machine-made paper. After one week, my head is bursting with knowledge about the subject.
 5. Yes! But now I know what I don't know and have fresh questions.
 6. Yes! CB provided us with a strong grounding in how to analyze various types of paper. I could not be more satisfied.

7. I learned everything I had hoped to and more. I was only familiar with some aspects of certain papers prior to this course and I now feel confident that I can more easily identify materials within our collections.
8. Absolutely, I came away with much more useful knowledge than I was expecting and I am inspired to learn more.
9. Absolutely. The instructor created a positive environment where I felt free to ask questions.
10. Yes and more.
11. I learned more than I hoped to learn—the instructor answered all my questions and was always willing to explain things with more details when asked.
12. I definitely feel like the course delivered exactly what was promised. I would have also appreciated a brief session dedicated entirely to discussing the kinds of paper used outside of books.
13. I learned far more than expected.
14. Yes, the course weaved together practical applications and history.

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

1. In my own practice as a book and paper conservator—examination, treatment, and technical research, as well as the teaching I do of interns and fellows.
2. When I approach condition reports and treatment assessments, I will be able to look at paper in a deeper way, which will inform my decision-making about what should be done to preserve a particular item. I now know of more resources where I can return to refresh my memory or look deeper when I have questions.
3. I hope to use this knowledge to improve my conservation treatment reports, provide more accurate descriptions and use the correct terminology.
4. I plan to share my new knowledge with colleagues at my repository. Then I would like to take some time to think about how the characteristics of nineteenth-century paper might influence plans to improve how we manage and preserve our rare book collection.
5. In conservation treatments during observation. Hopefully transmitting this info to students and interns.
6. As I mentioned, I plan to offer a book history course in the future and although I had originally intended to focus almost entirely on the hand press period, I now want to include information and opportunities for students to analyze machine-made papers and books.
7. I am not sure who on our team knows much about paper characteristics, but I can confidently say I am looking forward to applying this knowledge when a question inevitably arises amongst our team regarding our materials and how to identify what we have.
8. I plan to use the skills and knowledge from this class in my work with our collections—primarily for conservation assessments and condition reporting. I also plan to teach our student workers and visiting students from certain disciplines how to differentiate between hand and machine-made papers.
9. I will apply this knowledge to my current job as a conservator and feel that I can better understand what I see in my institution's collections.
10. For teaching about the history of books, potentially for personal research projects in the future.

11. I will use the skills learned here in my daily job that involves handling and describing rare books and special collections.
12. I will be using this information to continue my own academic research.
13. It will help on a daily basis in my job, help me negotiate with conservators more, and make better choices for our collections.
14. This helps me in my archival pursuits, simply understanding books better, but it also gave me a better understanding and appreciation for our production of paper materials.

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

1. Conservators, curators, rare book catalogers, anyone who works with physical, paper-based collections.
2. Rare book catalogers and curators; book and paper conservators; archivists.
3. Book and paper conservators, cataloguers, scholars interested in paper and paper production.
4. I think anybody who works with paper up until the twentieth century will benefit from this course including conservationists, archivists, librarians, and curators.
5. Bibliographers, certainly. Conservators who are hoping to train their eye or who want to see machine-made paper as fundamentally interesting instead of a sad, lifeless knockoff of the real thing.
6. This course should be required as a follow up or precursor to Descriptive Bibliography. If you only do Descriptive Bibliography, you are only seeing part of what there is to see and understand.
7. Honestly? Anyone with even the remotest interest in paper would benefit from this course. However, I could see it being particularly useful for catalogers specifically, as well as book historians, sellers, and paper conservators.
8. Collections care professionals, conservators, faculty/educators who teach book/arts conservation/English/literature &c., and students. Possibly dealers—really anyone who would like to explore the differences between handmade and machine-made papers.
9. Anyone who works with rare books, particularly those involved with description or who need to understand techniques of their manufacture.
10. Those studying the circulation/production of a particular historic book; conservators.
11. Conservators, catalogers, curators, instructors
12. Conservators, rare book librarians, and scholars interested in the history of the book.
13. Honestly, anyone who regularly deals with paper and rare books. I think the skills would really help bibliographers better assess structures, dates, &c.
14. I believe anyone who works with special collections or archives would gain skills from this class, but especially anyone doing descriptive work.

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. Practicing distinguishing between Fourdrinier-made and cylinder-made papers, having a better understanding of the physical characteristics that can be used to

differentiate between them. Knowing that the majority of mid-to-late-nineteenth-century books were made with Fourdrinier, as opposed to cylinder-made papers. Getting a timeline in my mind regarding when/how different countries transitioned from handmade to machine-made papermaking.

2. Papermaking was absolutely a highlight because nothing beats doing something yourself to really understand how something is made. Looking at real life examples in books at such a large scale provided a lot of “aha” opportunities.
3. Recently while at my institution I was trying to describe a text block paper, I wasn't sure if it was laid or wove (because at that point, I was only using those two terminologies) and the paper had pronounced lines that I couldn't understand where they were coming from. Well, while in this course, as we were looking through some examples, I saw a very similar paper in a book and had an “aha!” moment, because now I knew that those lines were from a Foudrinier machine caused by the dandy roll. I was very excited to learn this.
4. {no response}
5. It was a pleasure to look at so many books in such a short time—it's the only way to do it! Noticing the weave pattern in the dandy roll “laid lines” became more and more obvious and eventually, impossible to miss.
6. I think one such moment was when I realized that I could look at a leaf of paper without the aid of transmitted light and make a decent guess about its grain direction based on clues like cockling or whether the sheet stands up.
7. Making paper was probably the most powerful part. I've always been a “read it and learn it” type of learner, but I found it so useful to actually do this. I gained an appreciation for the art of the papermaker. The identification exercises were also helpful!
8. Looking at examples of papers in the transition from handmade to machine made. The differences were stark at first and then more difficult to determine! Paper making at OHPS studio really cemented the hand-making process.
9. I especially enjoyed making paper and creating examples with which to compare various techniques.
10. Just being able to easily identify paper types and book formats is pretty exciting.
11. Being able to make paper was a very powerful experience that enhanced the course.
12. Making paper was definitely one of the most significant because it gave us the opportunity to practice the skills we learned about. I also enjoyed examining books and reviewing.
13. Making paper is the best. Theoretical understanding of the process is not the same as experiencing it.
14. Many—from noticing a paper feature that I was trying to understand to understanding the detail of paper making, such as when it remains wet and why.

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

1. It was really excellent....one round of book examination that included a mix of handmade and machine-made papers might be helpful.
2. Overviews of hand-printing and non-Western papermaking would be useful for those without prior knowledge. It would also be useful to have an organized timeline of important dates and places related to the course content. We didn't get

a test before/after but that is probably a good idea to assess how much we needed to learn and how much we learned by the end. Include the bibliography that was made for the reading list in the workbook. A few more videos showing different papermaking and printmaking techniques related to the course content would be great too.

3. Perhaps a small section on printing machines.
 4. {no response}
 5. I would have loved to have a mixed ID round of hand and machine papers. It may have been beyond the scope of the course, but I would have also liked to hear more about different fibers and fillers used in machine-made paper. In fact, I could have done a whole week on machine papers.
 6. CB has fine-tuned this course so beautifully that I hesitate to say yes. Perhaps providing slightly more time for analyzing books? More than my money's worth. I will definitely be recommending this to a variety of people I know—faculty, rare book curators, and conservators.
 7. N/A.
 8. The course itself was wonderful and very well paced. I think the addition of the Special Collections tour was a perfect end to the week and should become a formal part of the schedule! Conservation might be interested in giving a lunchtime tour during the week, as well, maybe?
 9. I think a number of us made some errors recording information in our workbooks. I wonder if numbering the items would be helpful or some other way to distinguish each line to more easily move through the workbook paper identification sections.
 10. Some kind of guide that clarifies the marks possible from Fourdrinier vs. cylinder machines (like a chart, perhaps) would be helpful.
 11. I enjoyed every moment of the course, I don't have any suggestions.
 12. As the instructor already acknowledged, the course would benefit from a historic discussion of how paper was made before its production in the West. Additionally, I agree that it would be helpful for the instructor to view the books more in depth before class in order to avoid some of the confusion we ran into. Additionally, I think the class could benefit from viewing other kinds of paper as well i.e. tissue paper, writing paper, newspapers, &c.
 13. I do think getting a good live document camera would be helpful, but she was gracious with walking around and showing us things individually, so not a big deal. I 100% recommend this to anyone interested in the subject. I think even experts would learn some new things.
 14. I would love to hear a bit more about Asian practices and history. Each day built upon the last, and I feel so fortunate I had the opportunity to take it.
- 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, 1 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. 10
3. 10

4. 10
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8. 10
9. 10
10. 9
11. 10
12. 10
13. 10
14. 10

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. Yes....it's always helpful to try to learn how a technique or technology works by trying to do it yourself.
2. The field trip to the papermaking studio was extremely useful and really enhanced what was discussed through the lectures. I saw how much it helped the people who had never made paper before. There's no better way to learn how paper is made than making it yourself.
3. Oh yes! Making paper was a highlight!
4. Yes, the field trip to the papermaking studio elevated the course.
5. I loved the trip to Out of Hand Papermaking Studio. The whole course was enhanced by the hands-on experience and we came away with some excellent examples for reference/souvenirs!
6. The trip to Karen's studio was one of the best field trips I have ever been on. Having the chance to make the thing you are studying is such a treat!
7. Absolutely.
8. The Special Collections tour was a highlight. We had the pleasure of browsing the stacks!
9. Yes, the field trip was an excellent extension of the material we learned in class. Plus, it produced samples that I can take home and use for future reference. It was also fun and created a nice break from the lecture portion.
10. Yes! Can't imagine the class without the paper making experience.
11. Yes.
12. Yes, the paper making session off-site was one of the most exciting parts of the class. I also enjoyed the visit to Special Collections!
13. Absolutely—I got great value out of our paper making afternoon at the paper studio.
14. Karen at the paper studio was amazing. She helped us make paper, but also opened my eyes to unique concepts, like paper from mushrooms.

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

1. CB has spent her life studying paper, so you are learning from a true and expert scholar.
2. Don't hesitate to take this course! If your career revolves around rare books, you will get a much deeper insight into how they were made through the history and technology of paper. It should be a requirement for all book and paper conservators (and probably catalogers), along with descriptive bibliography and the history of bookbinding.
3. CB is a terrific teacher, very knowledgeable and a great instructor. Just to be able to learn from her has been amazing. For anyone considering taking this course, if you deal with books, and often see yourself having to describe books in any capacity this is a course you want to take. I am recommending this class to all my coworkers and I know they will greatly benefit from it.
4. {no response}
5. Anyone interested in paper should take this course. The instructor is an incredible resource who can speak to all aspects of book/paper production. You will come away with much more than paper ID skills.
6. Pay CB handsomely to keep offering this course at the University of Michigan!
7. N/A
8. Be kind to your eyes when looking at papers in transmitted light and take breaks. Also be prepared to leave with a new appreciation for paper.
9. I think the readings are crucial especially if this topic is new to you.
10. N/A
11. N/A
12. Be ready to think of paper in a whole new way after this course!
13. N/A
14. CB has a wealth of knowledge; her story and career is so interesting in itself. Simply chatting and getting advice from her was such an asset to the course.

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

1. For people who love books, paper, printing, and history, attending an RBS course is just about the best way to spend five days of your life!
2. Perfectly paced at a great place, surrounded by intelligent camaraderie.
3. Bravo!
4. {no response}
5. Rags make paper...
6. I loved this course so much that it led me to make a significant new acquisition to our rare books collection! How many RBS courses can say that?
7. There's a lot more to paper than meets the eye!
8. I leave tired, but better informed (and happy). Thank you! It was a great experience.
9. "Professional paper vacation." It's a lot of material to learn, but an absolute treat for those who enjoy working with rare materials.
10. {no response}
11. {no response}
12. I now have a better appreciation for the material that I use every single day!
Paper.

13. Paper making joy/And Cathy's mind unfolding/What a smashing class.
14. Now I'm just wondering what paper CB uses for greeting cards—it's got to be a real piece of work.