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G-80: Identifying and Understanding Twentieth-Century Duplicating Technologies

2–7 June, 2024, Charlottesville, Virginia

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. They were helpful, no suggestions.
2. Yes, the pre-readings gave me an idea of what to expect. Perhaps in hindsight I should have read 1 chapter of each book or each duplication process instead and filled in more throughout the week because I think by front-loading with a lot of technical & new jargon details (for me) bogged down some clarity. All of them made sense as the week went on and I can't wait to reference his excellent list as time goes on.
3. Pre-course readings were helpful and enjoyable.
4. The pre-course readings were excellent. I'm glad I made time the week before to do the class readings. I will be using several of the books in my dissertation (Secret Location, Adjusted Margin).
5. Most. And I am very glad I did them. Two I found not particularly helpful (as background to the G-80 class one was too bibliographical—perhaps identify particular portions. One was too subculture focused for background.
6. Very useful reading assignments. My only regret is that the most useful reading is an out-of-print book, very hard to access, and that we've only been able to access a digital copy of the book once the course started—and not prior to the class.
7. Yes.
8. Yes.
9. I took the reading assignments very seriously and went to a lot of effort to acquire and read the books. They did help in the class, but I think I should have focused on only the required ones. Trading the optional ones made me feel overwhelmed—it would have been better for me to wait until after the class. I do really appreciate the even larger bibliography BC provided!
10. Yes, they were useful. Some are more like reference books—not really for “reading” per se.
11. Yes.
12. Yes, all pre-course readings were helpful and I found myself thinking back to some of them throughout the course.
13. Yes! In my role I had been outside of bibliographical praxis so the reminders were helpful and the videos were very grounding.
14. Yes! Readings were a helpful overview.

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 workbook was very thorough and helpful, and the instructor also distributed lecture slides which were very appreciated.
2. Yes, and I mostly referred to the book for its daily schedule and to keep on track—but I mostly used the PDF so I could activate live docs/videos. I loved that so many of the readings were videos (visual), which makes sense for our topics of course. Yes, I will certainly reference a book list.

3. The workbook will be a useful resource after the course, especially, the glossary and suggested further readings.
4. I'm so glad I read through the workbook because the Eichorn chapter ended up being really useful for me. I'm not sure a printed version was necessary since I had the PDF, but I'm sure others in this class would disagree.... All of the videos and readings were carefully chosen and helpful. It was definitely important to include the videos to help see how the machines worked as I was reading.
5. Very helpful. Most definitely useful in the future.
6. Useful, comprehensive, and well-organized workbook with a carefully selected bibliography that will prove useful for many years.
7. Excellent support materials—course workbook needs a table of contents or book cover pages to identify enclosed book chapters. Thank you for sharing the lecture slides as I will definitely review them to solidify what I learned.
8. Yes, especially to be able to refer back to the slides.
9. I am grateful that BC gave us his slides and I will use all the materials as reference later. It would be nice to have the “cheat sheet” printed in the workbook with space for our own notes. That could serve as a quick reference for each of the different methods—in one place.
10. Yes, it will continue to be useful at memory aids.
11. All the information shared by the instructor was insightful and helpful to understand the course. The information will help me in the work I will be doing.
12. All materials were helpful and, I think, integral to understanding the course. Without seeing and holding the material in person I'm not sure I would've fully grasped many of the ideas and concepts discussed.
13. The workbook is very helpful! I wish it had the cheat sheet in it and maybe photo examples when possible of clean black and white printing next to glossary definitions and if the cheat sheet had rough dates of popularity.
14. We didn't use the workbook much during class but I will refer to resources/info in the workbook in the future.

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. I'm leaving the course feeling much more familiar with, and confident in, identifying duplicating processes and duplicated print materials, which I imagine will be useful in scholarship, professional work, and personal collecting.
2. I really enjoyed the pedagogical/social/personal/vocational implications of duplication—I recognize the course was not designed/able to cover all of this because we have to be able to I.D. first—and yet BC dipped into these considerations and gave us a great booklist.
3. {private response}
4. I can't write fast enough to tell you all my answers to this question. My brain is overflowing with ideas for my dissertation and for zines I'm going to make, print projects I want to try. The focus on literary and underground materials is what made it most relevant for me, so I hope it doesn't lose that while looking at other stuff. At least two chapters of my dissertation will be significantly influenced by what I have learned here.

5. I have many items in my collection I can now provide a more thorough bibliographical description of. I understand and will read the whole book much more thoroughly.
6. The course is very hands-on, and we get to examine and manipulate a wide range of documents. Examining these documents this closely, and questioning them in an unexpected, technical way, clearly provided many new insights that will be useful.
7. Comparative examples were challenging but vital. The focus on technical detail and identification is *\*essential\** and sorely needed among university-trained nonprofit professionals. Bridging the history of technology with the physical evidence of the product is so useful. This can't be overstated. The underlying values and methods that structure this class are *\*exemplary.\**
8. Yes—they are all still swirling around in my head, so I look forward to solidifying my ideas more on the plane. The tools of understanding how many copies a particular process can generally make are *\*crucial.\** Also it was so important for me to get a better handle on the chemistry of how these were made.
9. All of it was fantastic and new to me. Due to the institution I'm in, I'm most interested right now in the late Nineteenth and early Twentieth century processes. Excited to go back to my collections and see what I can find!
10. Understanding how any document is created can really help with putting it into historical context. I will share this information with my colleagues.
11. Looking at items that were made by hand and could be processed quickly inexpensively. This helped me to shed light on documents that are duplicated in our collection.
12. Everything discussed was relevant and interesting for my work. I can already think of changes to my work that I plan to implement upon my return.
13. I am so energized! I took this course right before some exhibit planning/events and I already found in our repository some great examples I can take further with my knowledge of this course. I also want to make a hecto holiday card!
14. Being able to distinguish between technologies and methods I will be able to use this in my work.

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, see above.
2. Yes, mostly. I am a visual learner so I think more hands-on, one on one, pair time with concepts and objects could solidify the data.
3. Yes, the instructor laid out clear goals on day one, and then he proceeded to walk us through the “typical and distinguishing characteristics” of the many copying and duplicating processes covered throughout the week.
4. I didn't come in with preconceived notions but this course far surpassed my expectations. BC is a better teacher than most of the professors I've taken courses with at UVA. This class has been a highlight of my time in grad school.
5. Yes, and yes.
6. BC is a very skilled professional, generous with his knowledge and enthusiastic to share it. He might prove, however, a bit *\*too\** enthusiastic at times. The pace is very quick, and the instructor sets it—which allows us to cover a *\*lot\** of ground. Leaving more time for student activity might slow the pace and reduce the scope of what we see, but help everyone feel completely included.

7. Yes!
8. 100%
9. Yes—and more! BC is a very skilled instructor with great knowledge and infectious enthusiasm.
10. Yes.
11. Yes, and more than I had originally thought I'd gain. The instructor's enthusiasm and willingness to share that he is charting a new area of scholarship is exciting.
12. Yes, and more.
13. YES!! BC is such a generous, humble, clear instructor. Even though this course was a firehouse it was all well-paced and clear. As an instructor myself I learned a lot.
14. Yes! Yes!

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

1. See above.
2. I plan to utilize these skills right away, at home with my collection, at my workspace, and in the field when scenting/assessing/buying. These physical lenses of copying and duplication will be invaluable and only multiply in relevance and application as I begin to see them more and more.
3. {private response}
4. Apply to thinking on two dissertation chapters in particular, but really the whole project, as well as my own artistic practice making zines. Additionally, this class really deepened my understanding of archival documents generally in my research.
5. Study objects in my collection and more thoroughly catalog/describe them.
6. The course certainly raises many fascinating questions and brings everyone a whole set of skills that we can use in our occupations. There is nowhere else (and no one else from) I could have acquired the technical skills that I needed to interact with the kind of documents we've examined all week.
7. I plan to craft a presentation addressing what I learned for my team and SEEK out examples within my own collection for my staff to examine. ARTISTS' books and zines are one of our collecting areas so I especially would like to improve the bibliographical descriptions of these materials.
8. I'm looking forward to re-examining documents at my institution that have stumped me in the past. I'm also much more confident in answering questions on care and understanding of these sorts of documents. I look forward to teaching others to do hectographs and helping colleagues and future interns learn about Twentieth-century duplicating technologies.
9. Collection development—buying representative examples for a teaching collection. Instruction—making the work that goes into the creation of duplicated and copied materials transparent. Institutional history—figuring out what duplicating looked like where I live/work by examining local documents.
10. In interpreting materials in our rare print and manuscript collections (presentations, exhibits, &c.) and passing along relevant information to archivists and catalogers.
11. The ability to look at documents at their process level can aid in helping describe and explain how people (who and when) used them.

12. I plan to use the knowledge from the course to describe materials and provide context on their creation and use. In addition, I will rethink storage for items, considering conservation concerns brought up in class.

13. An exhibit (cross-institutional) for the anniversary of activist movement. A zine workshop I do with high-schoolers. Outreach with staff of {illegible} in our collection. College instruction.

14. I'd like to use this information as I process/catalog materials and share it with my staff.

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

1. Catalogers, scholars, collectors, archivists, instructors, even poets.

2. I do think the course requires at least a minimal bibliographical sense of application to a specific body or medium, otherwise it may feel jargony or pedantic (which it is not), but everyone in this class was here because this specifically matters to them.

3. Librarians, archivists, and scholars working with Twentieth- and Twenty-first-century materials.

4. Anyone who does Twentieth-century history research with archival material would benefit from this.

5. Catalogers, curators, collectors, booksellers.

6. Librarians, archivists, curators—but also geeks interested in contemporary methods of duplication!

7. Mid-career professionals who have some foundation/experience to draw from. Archivists, cataloging librarians, staff at art/culture/literary collections, print curators, printmakers.

8. Anyone charged with caring for, cataloging, or otherwise studying Twentieth-century materials, including historians.

9. It seems like there's a wide range!

10. Curators, catalogers, processing archivists, dealers, scholars.

11. Special collections librarians, archivists, preservation(entry level or recent graduate students), historians who deal with paper documents.

12. Anyone working with material produced in the Twentieth-century.

13. Everyone, but I think acquisition and outreach archivists need this in their lives!

14. Anyone working directly with Twentieth-century collections, especially booksellers, librarians, archivists, scholars.

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. The whole course is a sustained "aha."

2. I think the "AHA!"s might happen when I get home and can start to see documents in a whole new way in the wild. I'm excited to layer the social implications of copying culture into my interpretations (cost, access, number of copies, &c..) and such valuable lenses!

3. Making our class zine using the hectograph process was a very powerful (and fun) moment.

4. I couldn't even list them all, I had them like every session. Seeing original Ginsberg and Pettibon material was very special. Doing the lecto zine was so fun.
5. (Successful) Reproduction/copying technique identification is a multidimensional exercise.
6. BC is a well of knowledge and a great story-teller. However, from an educational perspective, I would say the most useful moments were student activities, whether as individual or as a group. I would encourage, for future installments of this class, that BC have to (sometimes) refrain from monologuing and leave more space to the students—especially among themselves.
7. This course is nirvana for super-nerds. I was sitting on the edge of my seat the entire time. The making exercises and machines, all the real-world examples, tools, &c., are exceptionally useful. \*Everyone\* stayed attentive, present, and focused due to the pace and richness of content.
8. So many. It was especially moving to see the works done in difficult circumstances, like P.O.W. camps and internment camps.
9. Seeing on the actual documents what BC was describing in the lecture. It really helped to understand that you need to know \*how\* the machines work to \*identify\* the documents.
10. Knowing that often when someone describes a document as "mimeo" it could have been duplicated by almost any process.
11. Just because a document may look poorly made (duplicated) does not mean it does not have significance.
12. Deciphering duplication methods on our own using the skills learned brought the concepts home.
13. ...all of them? BC did a great job of inserting meaningful, reflective beats in the course to encourage our understanding of the stakes. Ditto machines' contexts (church and school) was very helpful to me.
14. I enjoyed the group/collaborative sessions in class. Pooling our collective knowledge to come to a conclusion. We all saw different details.

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

1. No.
2. {private response}
3. {private response}
4. I want to take a semester-long version of this class.
5. Use of tabular summaries. {A sketch of a table comparing hecto, mimeo, and stencil}.
6. The one thing that was missing the most was time and space dedicated to student discussion. Every one of us shares an interest (and a professional perspective) on the issues we're studying all week...and there is not a single session dedicated to discuss what we might do with the knowledge we've gained, not the perspectives of future collaboration that may arise from meeting our fellow students.
7. {no response}
8. I was impressed with the balance between lecture and hands-on examination. I especially loved how we were able to apply the skills and information we learned at the top of the week to more analytical and philosophical questions towards the end of the week.

9. I got a bit overwhelmed by reviewing some of the last common methods. I understand why BC covered those, but I think I would have benefited more from more time to get a handle on those methods I'm most likely to encounter. (Chemical and digital got me!)
10. During the presentation of materials from SC, it would have been great to be able to look more closely at all of the materials the instructor was talking about.
11. More time looking at the documents, a timeline, and a request early on the bring documents to look at from students.
12. No.
13. No.
14. Would have liked to see examples from non-white communities.

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. 8
3. 7
4. 10
5. 9
6. 8
7. 10
8. 10
9. 10
10. 10
11. 10
12. 10
13. 10 . . . but really 11, exceeded expectations.
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. The SC visit did indeed enhance the experience by providing unique materials to examine.
2. We did not—N/A. But! If we could see an Offset, Mimeo, Xerox, Riso, or Ditto run... some of that would really seal the deal!!!
3. {private response}
4. Material from SC was very helpful/added to the course.
5. N/A
6. {no response}
7. N/A
8. I appreciated having the SC brought to us.
9. SC came to the classroom. I enjoyed seeing what they brought, but didn't feel that it added significantly to the material BC shared—perhaps because we couldn't examine them closely?
10. N/A

11. {no response}
12. Yes.
13. SC was fun. Loved Le Metro!
14. SC staff from Small came. We got to see materials from UVA's collections.

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

1. No.
2. {private response}
3. {private response}
4. I would advise anyone to just take this if you can afford it.
5. Do the background reading. Before class create your own tabular technology summaries.
6. {no response}
7. Share participant information more readily? So we know more about who else is here?
8. Do it. Also, definitely do as much of the reading beforehand as you are able. This way the class isn't introducing brand new concepts. If you can only read one of the required books, read Rich Dana's. The Montgomery bus boycott flyer image helped me reaffirm the importance of my job in preserving history.
9. {no response}
10. {no response}
11. {no response}
12. Watch the videos assigned for each day to really be able to visualize the processes when discussed.
13. Take it. Especially if you are in a traditional archive/library setting. You need a BC in your life to take you out of your usual frame of reference.
14. If you are confused, ask to see more examples or to compare resources and see the differences.

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

1. The duplication of these stencils in the crowd; Petals on a wet, black drum.
2. A small slip of paper with little text can hold some mighty meaning.
3. {private response}
4. Yikes, I forget how to write a haiku! Recent events on our campus have made me not happy to be a student here, in grad school at all, working on my dissertation generally, and this class made me feel intellectually engaged and happy to be doing my research again.
5. Words on mute sheets; Ink whispers at the paper; Stories come alive
6. An eye-opening, highly stimulating week.
7. The most satisfying intellectual bootcamp for nerds, ever.
8. Inspiring.
9. Look at the book—it will tell you what it wants you to know.
10. This course takes the concept of a “close reading” to another level!
11. A duplicate may have value almost like an original.

12. Excellent week, packed with information and insightful conversations.
13. All products ads for the machines that made them!
14. Always grateful for the instructor and RBS staff. All wonderful.