

Steve Tabor
G-45: Analytical Bibliography
9–14 June 2019

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. Yes, very—though Gaskell needed reading at least twice—a complex one.
 2. They were very helpful. Perhaps a bit more on format and paper would be helpful to people less familiar.
 3. The pre-course readings were useful and became clear once we started the class. So maybe notes to that effect in the reading list would be helpful.
 4. The readings were very helpful. They gave a good foundation to coursework and helped me get a grasp on topics, so I was ready for class.
 5. {private response}
 6. Yes. N/A
 7. Yes, the pre-course reading assignments were useful, especially McKenzie and Tanselle as a general history.
 8. The pre-course readings were highly relevant and useful.
 9. The Gaskell was very useful. I think that the book of essays could be optional. Or read essays that best serve your needs—they did not come into play during the course, but I found two very useful to my particular purposes. The YouTube video “Anatomy of a Book” was invaluable—it grounded me.
 10. Yes, absolutely. I really enjoyed doing the reading ahead of the course. It got me in the right frame of mind to study, as well as getting me up to speed before the class.
 11. Very helpful. Blayney is a great overview, and Gaskell is essential. The Tanselle article was fascinating though some of his remarks about the history of bibliography as a field, while interesting, did not really inform class discussion. I think it’s important to stress the importance of understanding imposition schemes before the class begins.
 12. The course readings were useful, particularly the Gaskell. I also highly recommend watching the video with Terry Belanger first, to get a feel for the vocabulary used in the class.
- 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 well designed and complete—a great help in a complex area.
 2. The workbook was great during class, but I wish more of ST’s slides were included in the binder, especially the charts.
 3. The materials and workbook helped make the readings come to life and really facilitated our understanding of the topics and discussions at hand.
 4. I would have liked more copies of some of the diagrams that were used on the slides. I will use the examples, &c. for future reference.
 5. I can tell that the content was carefully chosen and painstakingly prepared.

6. Overall, useful, but will not be that useful after. There was a lot of excellent information used in PowerPoint presentations, and it would have been useful to have some of that in handouts or a digital copy emailed to us.
7. A list of some of the terms would have been useful to take with me, but having the example materials afterward will be beneficial.
8. The course workbook was well-organized and useful. I will save it for later reference.
9. The workbook was orderly and comprehensive, except there were numerous diagrams presented via PowerPoint not included in the workbook that I would have liked, to take notes on and for reference later.
10. It was useful for in-class use but probably won't be much good to refer to later—I took notes during class which will be of more use for that.
11. The workbook was integral to the course, and it was amazingly well organized. I will keep it and use the many examples in it to refresh my knowledge as I move forward.
12. The workbook was very comprehensive and well put together. It was very useful to be able to write notes all over the photocopied samples, and I will definitely refer back to the information in it after the course.

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. The type analysis, sizing on a Proctor Scale, was especially useful. The section on fakes very scary—will need to come back and learn more. The rest on type variation very interesting and useful. Typesetting was just great fun.
2. I realized how difficult analytical bibliography is because you have to look at so many copies, even more than descriptive! I did come away with one or two ideas.
3. I hope to compare what I've learned here with the resources I work with.
4. I want to analyze my library's copy of Thomas Hariot's Early History of VA" (It's a Frankenstein copy.) Also, I will be doing library instruction sessions on early printing practice for the British literary classes at my institution.
5. I came away with a more specific idea of questions I should be asking about my archival material. I also came away with a better eye for detail in printed texts.
6. This course has sharpened many existing skills learned from Descriptive Bibliography and will help me to increase attention to bibliographic features in my future work.
7. I plan to use the knowledge and experience gained this week to better understand the items in my own collection and my institution's collection, possibly editing or adjusting the catalogue and descriptions of the items if needed.
8. I will return to my library with fresh eyes, alert to many new details after this course. I hope this will lead me to new research ideas or teaching examples I may use in classes. It has certainly enhanced my understanding of these materials.
9. The analytical processes I learned and how they related to or could reveal “real world” circumstances and experiences is explicitly related to my research needs. Also, I realized an extremely useful—I assume—part of exercises to use to teach others how to analyze primary sources (not just printed materials), modeled after an exercise Don McKenzie did, which I learned in the course.
10. I work as a special collections librarian—at the start of the course I was hoping to learn more about the possibilities of how our collection could be used by our

academics and students in their research, without much hope that I would ever have any time to do this kind of research myself, but now I hope to be able to put at least some of the techniques into use myself.

11. I will apply many of the skills acquired to my dissertation research. I will also use some of this knowledge in the teaching of more general book history courses.
12. I really enjoyed being able to gain a hands-on understanding of letterpress and the amount of work that goes into the making (and understanding the making) of a book. I also enjoyed the more statistical side of things, even though they seemed daunting at first—I think it really changes how I understand the materiality of books.

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

1. Broadly, yes. This area is hugely complex, and much had to be covered quickly.
2. I learned as much as possible in a week. These are skills that people like ST learn over a lifetime, though.
3. I learned a lot of what I'd hoped to learn and much about things I didn't realize we would cover, so that was wonderful.
4. Yes, this class was very thorough, and we practiced using the techniques.
5. {private response}
6. More or less, but still quite fuzzy about edition/impression/state distinctions.
7. Yes.
8. Yes, I think the course was well-described, and I learned all that I hoped to. The readings were a good preview of what would be covered.
9. I came in with no expectations per se because I am new to analytical bibliography—I'm leaving with so much information.
10. Yes, absolutely, and ST was objective about which techniques could be useful and where there might be pitfalls to avoid (or for my students to avoid).
11. Yes. I learned what I hoped to learn, and more.
12. ST was a very patient and helpful instructor. I really appreciated all of the hands-on activities we did, which helped me exercise the skills we learned, as well as ST's willingness to answer basically any and all questions we asked.

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

1. It was focused on English seventeenth-century printing—maybe add some German and French by way of context.
2. I know it's a lot of ink, but color pictures would be great.
3. We all had many "why?" questions. If context could be added to explanations of how, it might make it easier to understand the processes.
4. I think the instructor could have redirected the conversation a few times. There were a few people who would take the course topic off in other directions and it would be very distracting from the lecture.
5. {private response}
6. Cleaner introduction sessions, a schedule, better sign posting. There's obviously tons to cover and copious handouts can't be avoided, but it was somewhat frustrating to spend ages on them when it would have been easier to just explain (i.e. the running titles exercise).

7. A printed outline of the estimated course schedule and overarching themes would have been nice.
8. {private response}
9. Organization. We lost quite a bit of time to technology switch overs, distribution of or laying out of materials. {private response} I believe it would be very helpful if an agenda/plan was discussed at top of class. For a “new” person, I needed more of a sense of what we were going to do, when, and why in that order.
10. {no response}
11. {private response}
12. I enjoyed looking at uncut sheets of printed paper while doing paper analysis—more (noninvasive) activities like that with rare books or materials would only make this course better.

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

1. Anyone interested in how books are made.
2. This is a great course to take before scholarly editing.
3. Librarians, academics, and booksellers.
4. Anyone wanting to understand early printing and publishing in the English world.
5. Someone with an interest in all the nitty-gritty details of typeset books, and someone who wants to gain exposure to technical terminology key to bibliography.
6. People who have taken Descriptive Bibliography.
7. Definitely librarians interested in verifying the items in their own collections with descriptions in a union catalogue, as well as those interested in creating a union catalogue where one might not exist. Maybe scholars interested in the details of book production.
8. {no response}
9. Book lovers, historians, humanists, publishers, curators, collectors, bibliographers, educators, artists.
10. Librarians and researchers working on letterpress printing from any location and period.
11. Anyone with a general background in bibliography—Descriptive Bibliography was very good background. I also found it helpful to have a few specific projects of my own in mind as we discussed theories and examples, so I would recommend it to people who have plans to apply the skills in the future.
12. Special collections librarians, catalogers, or someone doing a project on variations of a work would most benefit. However, this course felt accessible to anyone.

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

1. Yes.
2. Yes, and yes!
3. I would absolutely recommend the course to others, with the caveat that this is from a largely English printing perspective. I learned a great deal because of this approach, even though it is not my area of expertise.
4. Yes. I would definitely recommend the class. ST knows his stuff.
5. {private response}
6. Generally, yes. I'd only recommend the course to those with a good grounding in

- the principles of descriptive bibliography/history of the book.
7. Yes.
 8. I do recommend the course.
 9. I did not pay for the course, but I think it's of great value. If I had paid, I might have been frustrated by lost time due to what seemed like organization issues.
 10. Yes—I already have done.
 11. Yes, and yes.
 12. I would definitely recommend this course!
- 8) *If your course made any trips outside of the classroom, do you feel that they were time well spent?*
1. The day spent with the hand press, intaglio press, and composing room was very instructive—and great fun as well.
 2. N/A
 3. Our first period on the first day had us learning about different methods of printing by seeing these methods in action, and I think that helped immensely concerning process visualization.
 4. N/A
 5. Yes, I loved the intaglio demonstration!
 6. Yes—printing demo and typesetting were excellent!
 7. N/A
 8. The field trips were all well spent.
 9. Yes.
 10. {no response}
 11. The visit to the printing presses on Monday were very interesting and helped inform the conversation in class.
 12. Yes, I really enjoyed going to SC and seeing the common press and rolling press in action.
- 9) *Do you have any additional thoughts or advice for anyone considering taking this course in a future year?*
1. {no response}
 2. Really study the imposition schemes.
 3. Don't feel pressured to attend every optional event. The week is long and filled with learning moments. You will get your money's worth whether you attend the optional lectures or not.
 4. Do the reading beforehand. It is very helpful.
 5. Take time to familiarize yourself with technical terms before coming!
 6. {no response}
 7. Be sure to do the required readings, and maybe bring them with you.
 8. Definitely do the reading, and make sure you are already pretty comfortable with descriptive bibliography in some fashion.
 9. Do the readings. I'd have been confused and/or a bit insecure if I'd not come in with some basic knowledge.
 10. {no response}
 11. Do it! But learn your imposition schemes ahead of time!
 12. Bring Gaskell to class with you, especially for the imposition diagrams.

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

1. Fascinating.
2. An intellectually exhausting and rewarding book nerd summer experience!
3. ST's knowledge of the material is vast and detailed, and I'm so glad I was able to learn from him.
4. A very intense but worthwhile learning experience.
5. {no response}
6. I love my time at RBS—it's a unique opportunity to learn from the best!
7. Excellent.
8. {no response}
9. Expansive community building intellectual exchange. (ST is clearly a wonderful human being).
10. It's a bit like a cult, and now I'm a member.
11. Many thanks to ST, the followers, and all my insightful classmates!
12. Mind-blowing.

Student Data

Number of respondents: 12 (of 12)

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

My institution/employer gave me professional leave time: 4 (33.33%)

My institution/employer did not give me professional leave; I used paid or vacation days: 3 (25%)

I am self-employed, and can arrange my own schedule: 1 (8.33%)

I am a student or non-year-round employee, with a more flexible summer schedule: 4 (33.33%)

Who paid your RBS tuition costs?

I paid 100% myself: 4 (33.33%)

My institution/employer paid 100%: 1 (8.33%)

My institution/employer paid part; I paid the rest: 1 (8.33%)

I used a scholarship/fellowship to pay/waive 100%: 4 (33.33%)

My situation does not fit any of the options above: 2 (16.67%)

Who paid your RBS housing expenses?

I paid 100% myself: 9 (75%)

My institution/employer paid 100%: 2 (16.67%)

I stayed with friends/family, or stayed in my own home and commuted: 1 (8.33%)

Who paid your RBS travel expenses?

I paid 100% myself: 9 (75%)
My institution/employer paid 100%: 2 (16.67%)
I live locally, and had no travel expenses: 1 (8.33%)

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

Library disciplines:

Curator: 1 (8.33%)
Special collections librarian: 2 (16.67%)

Student working toward a/n:

M.L.I.S./M.L.S.: 2 (16.67%)
Ph.D./D.Phil: 2 (16.67%)

Professional educator:

Lecturer/adjunct: 1 (8.33%)
Assistant professor: 1 (8.33%)
Associate professor: 1 (8.33%)

Other occupations/vocations:

Book collector: 1 (8.33%)
Other: 1 (8.33%)