

### Detailed Course Evaluation

- 1) *How useful were the pre-course readings? Did you do any additional preparations in advance of the course?*
  1. The week confirms that the Blagden book is probably the best preparation for the class.
  2. Pre-course readings weren't terribly useful since they weren't very easy to read or understand. I wonder if some of the excerpts contained in the reader about the company would have been more fun and useful readings. But I also came to the course knowing particularly little about the company.
  3. The pre-course readings were both helpful and directly relevant. I appreciated as well the approach taken by the instructor, which involved emphasizing key themes. His perspective made recognizing key moments and debates from the scholarship a true pleasure, and I am likewise grateful for the constant, sustained reference to primary documents maintained throughout the week. (Please see below, as well.)
  4. Not very necessary. I did read some other articles ahead of time.
  5. {No response—RBS staff}
  6. The Blagden book is a bit tedious. It could be emphasized how good some of his articles in *The Library* are, particularly the one on the origins of the English Stock.
  7. I read the one required text, but not any of the others. I think that worked, but I would have enjoyed the chance to read at least one more, as well.
  8. Appropriate.
  9. Really great. I was able to access them all through my public library without a problem.
  10. Good and useful; and I read other stuff not on the syllabus to prepare.
  11. The pre-course readings were very helpful for setting up the chronology of the Company.
  12. Very useful, though I had difficulty locating some of them. It would be nice if RBS could make the articles available on the web.
  
- 2) *Were the course workbook and other materials distributed in class appropriate and useful (or will they be so in the future, after you return home)?*
  1. Yes.
  2. Yes, and I will definitely consult some of the documents included there.
  3. Yes, absolutely. (Please see above!)
  4. Yes. I can see myself using them in both research and course design.
  5. {No response—RBS staff}
  6. Yes.
  7. Yes!—though I was a little confused by their organization within the workbook.
  8. Useful, although a table of contents would make for easier navigation.
  9. *YES.* I kind of wish they were a proper book and I could buy copies for my colleagues.

10. Useful, because it would be difficult to gather them together.
  11. Yes, course materials were appropriate and useful and will be oft consulted in the future.
  12. Yes, nice to have copies of the historic ordinances and other documents.
- 3) *Have you taken one or more RBS courses before? If so, how did this course compare with your previous coursework?*
1. Great.
  2. No, this is my very first course!
  3. No, this is my very first course!
  4. No, this is my very first course!
  5. {No response—RBS staff}
  6. The course was different in that the physical materials were all reference material on the Stationers' Company. I'm glad IG called up some almanacs so we got an idea of the English Stock.
  7. They are all so useful. This one was somewhat different because we saw very few collection items. This totally made sense for the class, but the last minute addition of a few books was great.
  8. This was one of the most intellectually stimulating RBS classes I've taken, because of the combined expertise and engagement of IG and the participants.
  9. Yes, and this is possibly the best course I've ever taken. I hope it's offered again with more regularity, as I think it would be highly helpful to my colleagues.
  10. As top-flight as all the others.
  11. The subject matter was virtually unknown to me prior to taking the course, so I had a much lower comfort level than with previous courses. On the other hand, I probably learned more in this course than in any other.
  12. All the courses I have taken at RBS have been rich in information and exchange. I always leave inspired.
- 4) *What aspects of the course content were of the greatest interest or relevance for your purposes?*
1. The overview of activities of the Stationers' Company.
  2. The register, and learning how to navigate and conceptualize it, were the most directly relevant aspects of the course. While some of the detail was a bit hard for me to process, the overall sense of the company as a historical, national, and economic institution also felt very valuable for my understanding of my own period.
  3. In truth, the whole of the course was relevant for my work. To remove any aspect would detract from the broader perspective on the Company and its work cultivated by the experience.
  4. Bibliographies, tools for further research, general sociopolitical context of the Company.
  5. {No response—RBS staff}
  6. There is little scholarship on the Stationers' Company in the eighteenth century, so it is not immediately obvious how the contents will feed my work directly. On the other hand, I learned the antecedents of the eighteenth-century trade, which will provide context for my work. Perhaps what will be most useful are pointers to

some online resources (London Book Trade database and Treadwell notes) of which I was unaware.

7. How to approach the register and use it responsibly; what to expect to find and not find in such corporate records.
8. It was all relevant. Our dips into the archives were most tantalizing.
9. We spent the better part of our day talking about men and women in the Stationers' Company, which is most useful to me directly, but the entirety of the material/packet is a huge help for my research.
10. Being introduced to using original and secondary materials and how to use/utilize them in my research.
11. Bookbinding regulations of the Company are where my interest lies, and this was the content of greatest relevance for my immediate purposes.
12. Relevance: learning what the records can be used for and how to use them.  
Interest: the fabulous historical content regarding the City of London.

5) *Did the instructor successfully help you to acquire the information, knowledge, and skills that the course was intended to convey? Was the intellectual level of the course appropriate?*

1. Yes.
2. Yes, he did. There were a few times where it was a little hard for me to follow, since I was unfamiliar with certain historical and/or bibliographic concepts, but I suspect I was one of the few people in the class who had that problem.
3. Yes, absolutely. I'd also love to see how the class might respond to a follow-up event of some kind, perhaps a panel or other conference session? From our concluding discussion, I do think a high level of interest would exist.
4. Yes, and yes. It was good to have time to pursue independent research as it gave us a grasp of what questions could and could not be answered from the sources.
5. {No response—RBS staff}
6. The class was an interesting mix of information about the Stationers' Company and exposure to the tools that will let me use its archives.
7. Yes! The intellectual level of the course was a bit higher than my other RBS courses and I really enjoyed it.
8. Yes.
9. Yes! Brilliant and entertaining!
10. Yes, yes.
11. Yes. The level was entirely appropriate.
12. Yes, very much so.

6) *What did you like best about the course?*

1. The number of aspects of the topic that were examined. The instructor's openness to questions, even those that interrupted proceedings, but then also his ability to move on quickly after answering. And, indeed, the thoughtfulness of his answers and his on-the-spot reasoning about things he hadn't thought of before.
2. Ultimately, I did really enjoy the opportunity to pursue my own little research interest and to present. It definitely gave me a sense of ownership over the material.

3. I am most grateful for IG's constant, thoughtful attention to his students' perspectives, coupled with his deep knowledge of the topic and profound respect for both its history and its ongoing scholarship.
4. I feel equipped with tools for further research.
5. {No response—RBS staff}
6. First, IG was a superlative lecturer. Second, the students were superlative scholars with an interesting mix of specialties, from early modern to the eighteenth century. I was given much opportunity to think outside my research area.
7. When IG would take us on a short adventure along a rabbit hole of his own. It brought researching the records to life for me. I also really liked when we parsed examples from the records.
8. IG was great—he had a clear structure in mind, but happily got derailed on many occasions as we collectively landed on an interesting idea or debatable topic.
9. The ability to interrupt a fascinating lecture to ask a question and not feel bad about it. IG was welcoming of all questions, comments, and observations, which helped open up discussions as well as gain better understanding of the material.
10. Meeting the instructor and classmates, as well as all the materials brought into class for reference and research.
11. The intellectual generosity and humility of the instructor. IG created a supportive scholarly community within the classroom.
12. The interchanges with the instructor and colleagues.

7) *How could the course have been improved?*

1. It would be helpful to have even a rudimentary table of contents for the course workbook.
2. Perhaps a few more hands-on activities. I would have enjoyed also a bit more basic introduction to research methods using the register, but again, I appreciate how that may have been redundant for other students.
3. As much ground exists to be covered in the course, I think the approach taken was both appropriate and necessary. Key terms on slides kept us focused through a wealth of material, and variety was maintained throughout the sessions.
4. It was a welcome break to look at some rare book materials. More of those integrated into the course would be helpful, if for no other reason than for thinking about how to integrate this topic into course design. It might be part of the independent research part... if we each chose a book and then tried to figure out if and how the company records could shed light upon it in some way, or more generally, if we practiced demonstrating how a deeper knowledge of how the company operates sheds light on our understanding of a physical object.
5. {No response—RBS staff}
6. {No response—RBS staff}
7. Hmm, not sure. I think that the topic is so little known that it was just incredibly useful to learn about this resource. Which is to say that it was hard to have specific expectations about the course in advance.
8. More time exploring the primary sources?
9. N/A.
10. Make it longer.
11. Perhaps additional suggested readings on various relevant aspects of British history?

12. Don't know at this point. Must digest.

8) *Did you learn what the course description/advertisement indicated you would learn?*

1. Yes.
2. Yes, I think I did.
3. Yes, we did. I am also looking forward to returning to the reading list!
4. Yes.
5. {No response—RBS staff}
6. Yes.
7. Yes.
8. Yes.
9. Yes.
10. Yes; none.
11. Yes.
12. Yes. The experience was more enriching than I expected.

9) *How do you intend to use or apply the knowledge or skills learned in this course?*

1. Personal research, and in my teaching.
2. I'd actually like to write an article or conference paper at some point on what I presented on; and I definitely hope to incorporate aspects of the Stationers' Company in my dissertation.
3. Several projects on which I am working will be immediately enriched by the course's interests and emphases. If possible, I do also hope to pursue opportunities for further collaboration, as many of the resources and potential projects discussed during the course are ones to which I would aspire to contribute.
4. Research; teaching.
5. {No response—RBS staff}
6. Immediately: the use of online tools to study the eighteenth-century book trade. Longer term: use of Stationers' archives to understand the relationship of the eighteenth-century trade to what came before.
7. Understanding connections between and among members of the book trade, and corporate and regulatory contexts in producing and disseminating texts; also, how and when to suggest that researchers use the records.
8. We now know how to be responsible users of the Stationers' Company archive, and I look forward to digging into the microfilms to further my research on print/manuscript interactions, and to better assist the readers who use the library.
9. This course is going to directly assist in my doctoral studies. I got a great sense of what resources are out there and where they are available.
10. Being related to my research, what I learned will be used to flesh out people being researched.
11. For a scholarly project.
12. In the course of my work as a reference/rare-book librarian.

10) *If your course left its classroom, was the time devoted to this purpose well spent?*

1. {No response—RBS staff}
2. We didn't do any trips.

3. The brief microfilm visit was helpful and relevant.
4. {No response—RBS staff}
5. {No response—RBS staff}
6. {No response—RBS staff}
7. We didn't.
8. N/A.
9. Yes. We made a brief excursion to the microfilm area to assist in our research assignment this week.
10. N/A.
11. N/A.
12. N/A.

11) *If you attended the evening events (e.g., RBS Lecture, Video Night, RBS Forum, Booksellers' Night), were they worth attending?*

1. Yes; interesting topics I probably wouldn't have encountered otherwise. But Wednesday's talk was puzzling: emphasized the materiality of books, but then considered reprinted documents to be "artifacts."
2. Booksellers' Night was very fun; a great tradition. The lecture was also interesting—I think it's great to have events in the evenings!
3. I appreciated both lectures. While it is possible my background may not have been anticipated by the Wednesday Night lecture, I did still feel grateful for this opportunity to hear the evolution of book history placed in this broader context.
4. I got more from the talk about American book history than from security printing, because the former was more addressed to an academic audience—but there were probably others in the audience who prefer a collector's approach.
5. {No response—RBS staff}
6. Yes.
7. Sure, though I generally prefer to do other things after class all day, to help myself digest the information.
8. Yes.
9. Yes.
10. Didn't attend; stayed in Alderman to do research in the stacks.
11. Yes.
12. Lectures good. Booksellers' Night fun.

12) *We are always concerned about the physical well-being both of the RBS teaching collections and of materials owned by UVA's Special Collections. If relevant, what suggestions do you have for the improved classroom handling of such materials used in your course this week?*

1. {No response—RBS staff}
2. N/A.
3. The classroom handling of materials we used was perfect—no changes are necessary.
4. {No response—RBS staff}
5. {No response—RBS staff}
6. {No response—RBS staff}
7. We didn't really handle many items.

8. {handwritten checkmark—RBS staff}
9. N/A.
10. None.
11. {No response—RBS staff}
12. You should provide a handling demonstration at the first class. Not everyone has the same knowledge base for handling rare materials.

13) *Did you (or your institution) get your money's worth? Would you recommend this course to others?*

1. Yes. Not only was it a good introduction to the subject, it was also by one of the top people in the field.
2. Yes, and yes, I would.
3. Yes, I did, and I would, though I would also observe that material from this course could likely prove relevant to many others taught at RBS. Particularly as the course is not taught every year, I would suggest that RBS staff consider working with IG to discuss how material from the Register, and the larger context of Company documents, might inform further classes taught at RBS.
4. Yes.
5. {No response—RBS staff}
6. {No response—RBS staff}
7. Yes, I did. It was really useful. I hope that more book scholars and librarians with substantial European early modern collections take the course.
8. Yes, and yes.
9. YES.
10. I always get my money's worth.
11. Yes, I did, and yes, I would.
12. It's expensive; I would not recommend it to just anyone. But it is a great resource, and I am so glad to be able to come.

14) *Any final or summary thoughts, or advice for other persons considering taking this course in a future year?*

1. {No response—RBS staff}
2. {No response—RBS staff}
3. Thank you so very much. This course was a unique and distinct pleasure, and I am utterly thrilled to have been part of the—ongoing, I would think—experience.
4. I learned a lot!
5. {No response—RBS staff}
6. {No response—RBS staff}
7. I always find the classes valuable, but almost always they are valuable, like Tolstoy's unhappy families, in entirely different ways.
8. {No response—RBS staff}
9. Please offer this course again!!
10. I consider it an honor to be chosen to be a member of any RBS class I apply for.
11. A fantastic experience once again!
12. Thank you. It was great!

## **Aggregate Statistics**

*Number of respondents: 12*

### **Leave**

Institution gave me leave: 3 (25%)

I took vacation time or unpaid leave: 1 (8.33%)

N/A: student, retired, or had summers off: 8 (66.67%)

### **Tuition**

Institution paid tuition: 5 (41.67%)

Student paid tuition: 4 (33.33%)

Exchange or barter: 1 (8.33%)

Fellowship from RBS: 2 (16.67%)

### **Housing**

Institution paid housing: 4 (33.33%)

Student paid housing: 4 (33.33%)

Fellowship from RBS: 2 (16.67%)

N/A: stayed with friends or lived at home: 1 (8.33%)

### **Travel**

Institution paid travel: 2 (16.67%)

Student paid travel: 4 (33.33%)

Institution and student shared cost: 2 (16.67%)

Fellowship from RBS: 2 (16.67%)

N/A: I had only local travel expenses: 2 (16.67%)

*Which one category most closely defines what you do for a living, or why you are at RBS?*

Ph.D. student (humanities): 3 (25%)

Librarian with some rare book duties: 1 (8.33%)

Rare book librarian: 3 (25%)

Retired: 1 (8.33%)

Assistant professor (college): 1 (8.33%)

Assistant professor (university): 1 (8.33%)

Full or associate professor (university): 1 (8.33%)

Other (Independent scholar): 1 (8.33%)