

### Detailed Course Evaluation

- 1) *How useful were the pre-course readings? Did you do any additional preparations in advance of the course?*
  1. Gaskell was very useful as background reading. I did not do the other readings.
  2. The pre-course readings were very useful, although not very enjoyable: pretty dry stuff. (Unlike the readings for “The Printed Book in the West to 1800,” which were enjoyable as well as edifying.)
  3. I found that much of the material in the books, particularly about printing processes, I had to wait to learn in class, just because that material is so technical. Some of the content of the books was repetitive.
  4. All readings were very useful. I also read about a few particular publishers in the period, but that was not at all necessary.
  5. Readings were quite useful as background knowledge, which was then made concrete by visual/kinesthetic exercises in the course.
  6. The readings were very helpful—especially if you do not come from a library background. The Gaskell is a bit of a slog—but Rota was terrific.
  7. The readings were very helpful, and I would certainly recommend students taking the time to read them (especially if one doesn’t have a background in the area).
  8. Well-chosen. The authors have distinct voices, and I found the variation helpful.
  9. Moderately helpful, but *incredibly dull*.
  10. *Apart from the Text* is excellent, and perhaps more familiarity with it and the other readings could have been assigned to save some class time.
  11. Extremely useful.
  12. Very useful. No.
  
- 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. Course workbook was referred to in class only a few times, but will serve as a useful review, and I think will contain additional information that may or may not have been covered during the week.
  2. The course workbook was somewhat useful, but the instructor has promised to share his PowerPoint slides with us via email, and that will be quite useful.
  3. Yes—useful in class and at home—especially if/when we receive the PowerPoint slides with the video links.
  4. All materials were useful and will be very helpful for my teaching and research.
  5. We did not use the workbook much, but I expect it will be a useful reference in the future.
  6. Yes, indeed. The workbook proved to be a terrific guide. I also am looking forward to receiving (by email) the PowerPoint slides.
  7. Yes—especially the diagrams of printing presses and printing processes.
  8. Yes. We didn’t use the workbook at great length because other materials were provided in class, but I anticipate that I *will use it* in the future.

9. Moderately so.
  10. Yes, great rare illustrations I will refer to again.
  11. Yes. I appreciated being given a useful workbook.
  12. Yes.
- 3) *Have you taken one or more RBS courses before? If so, how did this course compare with your previous coursework?*
1. Definitely one of the best.
  2. The previous course was better, because more of the material was new to me and I learned more.
  3. No, this is my first course.
  4. This was my first RBS course.
  5. N/A; first-timer.
  6. No.
  7. No—first time.
  8. No.
  9. No previous course.
  10. No.
  11. Yes. This course lived up to the standards set by previous courses.
  12. No.
- 4) *What aspects of the course content were of the greatest interest or relevance for your purposes?*
1. Great overview of the technological aspects of printing and book production from 1800 to the present day. Learned a tremendous amount, both from the instructor and from the RBS collections.
  2. The explanation of printing technology was very worthwhile, as were the detailed explanations of illustration techniques.
  3. Artist books, livre d'artiste books, private presses, identifying illustrations.
  4. The evolution of printing technology, paper, fonts, dust jackets, and bindings. Also changes in the periodical press.
  5. Better understanding of printing processes will be very useful in creating descriptive catalog records for rare books and also for dating materials.
  6. Discerning the progression of book printing/illustration techniques over the course of the nineteenth and early twentieth centuries.
  7. History of the fine press movement and context of the nineteenth-century printing culture against which it was partially reacting; publishers' bindings and dust jackets; evolution of illustration processes.
  8. Nineteenth-century printing methods.
  9. How book printing/publishing changed over the years, and how technology helped or hindered that.
  10. Illustration processes, comments on social contexts and implications of new technologies.
  11. Identifying illustration processes and types of publishers' bindings.
  12. History of the development of the printing process and book illustration methods.

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, the instructor is extremely knowledgeable, and was able to communicate his expertise clearly and effectively.
2. Yes, the instructor did a great job helping me acquire the knowledge that was outlined in the description of the class. Yes, the intellectual level was appropriate for me and my interests.
3. Yes.
4. Yes to both.
5. Yes; instruction was clear, covered a wide breadth of knowledge, and accommodated students' individual interests and questions well.
6. Absolutely. EH is a fantastic instructor—nice pace, plenty of room for questions, extremely knowledgeable. I recommend him highly.
7. Yes—EH is a very gifted instructor, and also brings a lot of relevant knowledge/experience from his affiliation with the Grolier Club. Intellectual level seemed just right to me.
8. Yes, and yes.
9. Yes.
10. Emphatically yes.
11. Yes. The instructor was extremely informed and helpful with all topics. The tone was appropriate.
12. Yes, and yes.

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

1. The variety every day, moving from printing techniques to illustrations to binding, all with great examples to look at from the RBS collections. I also really liked all the videos we saw, which helped us to understand very complex processes by seeing them done on the screen.
2. The detailed explanation of the technology used in printing text and illustrations throughout the entire period covered.
3. The exercises with sample materials, the videos, and the visits to SC to see examples.
4. I liked the hands-on exercises in which we had to identify and describe the processes used to produce given examples.
5. Instructor was highly knowledgeable, but still friendly; and of course the RBS collections are invaluable as visual aids/examples.
6. The chance to hear EH expand upon (and enlarge) the themes and info of the readings, in concert with abundant tactile examples.
7. I very much enjoyed the conversational tone of the class—perfect class size. Our days at SC were a great supplement; wonderful to draw upon the RBS collections as well.
8. Listening to a learned bibliophile as he displayed exemplary (and, in some cases, breathtakingly beautiful) books.
9. Examples shown in the course—physical books, videos explaining technical processes.

10. Exposure to a wide range of objects that were new to me. Effective use of video to bring processes to light.
11. Visiting SC and the hands-on exercises in class.
12. Seeing examples, show-and-tells, SC sessions.

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

1. Can't think of anything, other than that the instructor sometimes could have used help with the technology (PowerPoint projection, VCR).
2. Less emphasis on bibliophile societies and book collections.... doesn't really seem to be part of the scope, and could be skipped.
3. Small thing: the seating in SC could be two straight rows of six chairs, staggered, closer to the table with the books on display (not in a semi-circle). That way everyone is equally close, sitting, and the back row can look over the shoulders of the front row.
4. Perhaps a bit more time on the twentieth century, but it is hard to have time for everything. In general the chronological sequence was very helpful.
5. {Redacted for the web—RBS staff}
6. I honestly cannot come up with a suggestion.
7. Some of the videos were better than others. You might simply provide the citation/link for them, rather than show them in class. I am thinking specifically about *The Well Built Book*.
8. *Perhaps* a bit more time could be spent on typefaces in the twentieth century.
9. Put fine art/artist books in a course of their own.
10. The chance to try a hand press, try type setting—more hands-on, in general. Slightly smoother use of technology would save time for more important things.
11. I would have liked more class discussion.
12. Sharing the PowerPoint slides and video links after each day's class, so we could review.

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

1. Yes, absolutely, and I'd say I learned even more than I expected.
2. Yes.
3. Yes.
4. Yes.
5. Yes.
6. Yes.
7. Yes.
8. Yes.
9. For the most part.
10. Yes.
11. Yes.
12. Yes.

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

1. Will help me look at my library's collections, which are mainly nineteenth-century, with much greater understanding of the book as a physical object.
2. As I examine items in my collection, I'll know much more about how they were produced and how they fit into the overall history of the book.
3. Speaking more intelligently to students and researchers using our rare book collections—enriching their experiences.
4. I am better equipped to teach the history of the book in the period, and better able to research in the period as well.
5. Direct applications for descriptive cataloging.
6. I plan to use the knowledge in my work as a reference librarian at a historical institution (where our collections include rare books, broadsides, Confederate imprints, &c.). The readings and EH's guidance will be very helpful.
7. This will relate directly to my collecting, curating, and teaching—I'm looking forward to applying this greater knowledge when I return to the office.
8. I anticipate that I'll make use of my studies here within my teaching in the near future. I hope that it will also influence my research.
9. Helps put our collection in historical context. Gave me the vocabulary to accurately describe various aspects of our collection.
10. Deepen humanities scholarship; knowledge useful in teaching with material texts.
11. I will use this knowledge for scholarly work, and for teaching the history of the book.
12. To manage and grow our rare book collection, better understand dealer catalogs, and handle offers of donation, as well as in rare book instruction.

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

1. Yes, visits to SC and to the museums were very worthwhile.
2. The time in SC was very well spent.
3. Yes.
4. Yes—very valuable trips to SC.
5. Several trips to SC provided a nice change of scenery and even more access to rare materials. Very helpful.
6. Yes. We made three trips to SC, and spent two sessions in Lower Tibet. All were very informative—it was wonderful to see the gems in SC.
7. Yes—trips to SC.
8. The time in SC was very well spent.
9. Mostly—difficult to take notes when we went to SC.... Difficult for all to see the objects, and no writing surfaces.
10. SC visits were a great highlight, as was the visit to the “Desbib” museum. Tess's intro to bindings in Lower Tibet was excellent.
11. Yes! Our visit to SC was crucial to understanding artists' books in particular.
12. Yes.

- 11) *If you attended any of the evening events (e.g., RBS Lecture, Video Night, RBS Forum, Booksellers' night), were they worth attending?*
1. Monday's lecture could have been more structured. Wednesday talk was very interesting, and beautifully delivered by the stand-in for Goran Proot.
  2. Yes, very.
  3. Two of the three Tuesday videos were not very interesting to me, and could have been kept to classroom learning, maybe.
  4. Yes.
  5. Yes. Greatly enjoyed both lectures.
  6. No.
  7. Yes.
  8. Yes.
  9. Basbane's lecture was excellent—didn't attend the rest.
  10. Yes.
  11. Yes.
  12. Yes.
- 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 suggestions.
  2. None, our instructor did a great job cautioning us to handle materials carefully.
  3. None.
  4. None—the balance was great.
  5. Provide foam/other padding in classrooms, and possibly a brief intro to rare materials handling for students unused to working with them.
  6. None—your staff clearly is well trained.
  7. {No response—RBS staff}
  8. No suggestions. I thought this was handled well.
  9. I think it went well.
  10. {No response—RBS staff}
  11. I would suggest book cradles for fragile nineteenth-century periodicals.
  12. None.
- 13) *Did you (or your institution) get your money's worth? Would you recommend this course to others?*
1. Yes, absolutely. Essential for anyone working with printed collections in this period.
  2. Yes, absolutely, and yes, I would and I do.
  3. Yes, and yes.
  4. Absolutely.
  5. Tentatively, yes; I believe I will retain and use knowledge gained here, and would recommend.
  6. Yes, and yes.
  7. Absolutely.

8. Yes, and yes.
9. Yes.
10. I had a wonderful RBS week, in class and out, and eagerly look forward to returning. People were uniformly warm, and the tone was much more fun than I dared to hope such a rigorous program could be.
11. Yes, and yes.
12. Yes, and yes.

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

1. Great experience all around, very happy to be back after a hiatus of several years.
2. {No response—RBS staff}
3. Might consider dropping “printed” from course title per our last discussion on what constitutes a book. Alternatively, drop that content from the course and incorporate into (or develop one solely on) non-traditional / e-formats.
4. This was a wealth of information and learning in a single week. Kudos.
5. Possibly provide more ways for students to organize small group gatherings—much more approachable.
6. It is a terrific experience. It does require a fair bit of prep/reading, and stamina—but it is well worth it.
7. Looking forward to coming back next year!
8. {No response—RBS staff}
9. Support staff terrific—especially Stephanie and Amanda.
10. {No response—RBS staff}
11. {No response—RBS staff}
12. {No response—RBS staff}

### **Aggregate Statistics**

*Number of respondents: 12*

#### **Leave**

Institution gave me leave: 10 (83.33%)

N/A: self-employed, retired, or had summers off: 2 (16.67%)

#### **Tuition**

Institution paid tuition: 9 (75%)

Scholarship from RBS (Director's): 2 (16.67%)

Other: 1 (8.33%)

#### **Housing**

Institution paid housing: 7 (58.33%)

I paid for my own housing: 4 (33.33%)

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

**Travel**

Institution paid travel: 7 (58.33%)

I paid my own travel: 4 (33.33%)

N/A: I had only local travel expenses: 1 (8.33%)

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

Cataloger: 1 (8.33%)

Ph.D. student (humanities): 1 (8.33%)

Librarian/archivist of digital materials: 1 (8.33%)

Librarian with some rare book duties: 2 (16.67%)

Library/University Administrator: 1 (8.33%)

Rare book librarian: 1 (8.33%)

College assistant professor: 1 (8.33%)

University adjunct faculty: 1 (8.33%)

Work in a museum or cultural institution: (8.33%)

Other: Curator of manuscripts: 1 (8.33%)

Other: Preservation Manager, Special Collections Associate, non-librarian: 1 (8.33%)