

### **Narrative Course Evaluations**

- 1) *Were the pre-course reading assignments useful? Did you do any additional preparation for your course? Are there any books or articles that you would like to see included in future years? Any that you might suggest removing?*
1. Yes, the pre-course reading was useful and much appreciated. I did perform additional reading for the course, as it relates to my independent study and early American print history. The current course packet/reading is well aligned for the course.
  2. Pre-reading was extremely valuable and enjoyable for me. In class, there was so much to look at, but the pre-reading gave me the necessary framework for the examples we examined.
  3. Yes, the pre-course reading assignments were useful. I also plan to go back and re-read sections of the books.
  4. The pre-course reading gave excellent context for the class.
  5. Renee Wolcott's article on scaleboard bindings could be of interest to those in preservation/conservation.
  6. The readings were extensive, but really helpful. After the course, I have even more things I'd like to read.
  7. Very useful.
  8. The pre-course reading was very helpful, and JG also provides a more extensive bibliography in the class to further your study.
  9. I found all of them to be worthwhile and important for setting up a context in which to understand the materials. They were also easy to locate/purchase without breaking a budget.
  10. {private response}
  11. I read all of volume one of *The History of the Book in America* {private response}. There was some overlap between the readings and the class lectures/discussion, but the readings definitely made it easier to understand the class material, and provided a framework for the details covered in class.
  12. The required reading, which was manageable, helped set a foundation for what happened in the course. The list of optional reading was nicely directed—I consulted it when and where I could.
  13. All readings were great.
- 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. I really enjoy the style and content that makes up the course workbook. It is wonderful to have copies of primary source data that narrates the history of the book in America. JG had examples for every question already in our workbooks! Yes, I will use it as my studies continue.

2. Yes, very useful and I will certainly refer to it again. The week outline given on Monday, with page numbers corresponding to pre-readings will be useful later as well.
3. All materials outstanding. I will refer to them in the future, and also share them with colleagues in the workplace.
4. Course workbook was a very good supplement.
5. {no response}
6. Course workbook was really well done. I like this A LOT more than a PowerPoint presentation.
7. Yes. Good exit reading list. JG also suggested many other useful readings and resources.
8. The workbook provided was much more helpful than looking at slides.
9. I'm glad we got it the first day. Definitely liked having manuscript materials incorporated into the course. Not sure I'll look at it overly much after the course, but I much preferred this to PowerPoint. Would be useful for locating archives with future research.
10. Glad to have the workbook as a reference.
11. The workbook contains a number of materials that I will reference later for research.
12. The workbook especially will be useful going forward, as it was in the class.
13. Very useful.

3) *If you've taken previous RBS courses, how did this one compare?*

1. This course had students from all sectors of this story—and I learned more, I believe, from the work of the students in this course in such a small span of time. Also, I had little knowledge of book history coming in....
2. On par with high standards one comes to expect from RBS. Given that, this was the best grouping of participants I have experienced at RBS!
3. Both were great, but this one was better in part because of a more specific focus, but also because of the added value of meeting within a library.
4. Very favorable comparison with previous classes. There was a particularly good mix of student interests and experience.
5. N/A
6. I've only taken cataloging courses, so it's almost unfair. This was so leisurely and relaxing. Really felt like a graduate seminar.
7. Good mix of lecture and sharing LCP treasures. Fantastic treasures!
8. Both RBS courses I have taken are fabulous.
9. N/A
10. N/A
11. Like the other two RBS courses I've attended, this was a great experience both intellectually and socially. We had a great group of people from a variety of backgrounds that made discussions lively and interesting.
12. N/A
13. N/A

4) *Which aspects of the course were most interesting and relevant for you as an individual? Did you walk away with any new insights, ideas, or project plans?*

1. It was fascinating to learn of the genius of Benjamin Franklin. Detailed accounts of individual printers, professional relationships and allegiances that shape the story. {private response}
  2. Again, pre-reading provided terrific framework. Changes in printing and bookselling over time were very relevant for me. The examples shared.... New ideas—the sharing of “firsts,” or example of “turning point” pieces, is sending me back to my research notes.
  3. All aspects were interesting and relevant. Since we just concluded—fifteen minutes ago—I have yet to process all I’ve taken in. I will continue to process thoughts and ideas upon arrival back at work. Everything I’ve learned relates to collections I work with.
  4. It gave me insight into the research process that the instructor and other scholars use to study printing and publishing history.
  5. All of these—history of printing, bookselling, import of books, and scale of manufacture.
  6. I have three new projects in my head.
  7. Early national book trade history most useful to me. Follow-up reading required!
  8. I have more projects and ideas than I can possibly pursue.
  9. I liked the chronological progression from era to era as it helped me understand each theme in the context of those before, which is hard to do on your own. My head is now full of all sorts of new ideas and things to think about!
  10. Discussions of bookmaking/printing processes, as well as discussions of author/publisher relations, were most helpful.
  11. The class has given me a better understanding of print culture in America, and pointed me towards a number of other resources to tap into for my research.
  12. I came away with insights for my teaching and research.
  13. It was great to learn more about LCP’s collections.
- 5) *Did the instructors help you to acquire all the skills and information promised in the course description? Was anything left out or undeveloped? Did you learn what you had hoped to learn?*
1. Yes, I anticipated learning more about the social relationships/capital that had/have a direct role in the emergence of marginalized voices in early book history.
  2. What I hoped for and more. JG also 1) responded to our interests; 2) brought out expertise from the group to share. This is the first of my five RBS courses where the instructor openly welcomed and cultivated this level of sharing. An excellent addition.
  3. Yes—learned everything I hoped to learn. Nothing left out.
  4. I feel I learned more than I even expected.
  5. {no response}
  6. YES! With more time, of course, you could delve into bindings/paper/type ad nauseum, but this was a good introduction.
  7. Yes.
  8. Of course we had to skip stuff and skim over things. JG made sure to address each person’s interests. I loved the Philadelphia focus.
  9. Yes, I think I got even more out of it than I planned to.
  10. Instructor was very helpful and generous in sharing information on

- print/bookmaking/publishing changes over time. Would have enjoyed hearing more about wider cultural effects of changes in the trade.
11. With a wide variety of students in the class, I think it would be impossible to cover everyone's specific subject. This course gives a great overview of the development of print culture in America using specific primary source examples as case studies.
  12. The course was everything the course description advertised, and more.
  13. This course covered all the topics I wished to learn.
- 6) *How do you plan to use the skills and knowledge acquired during your time here?*
1. I am learning more and more about gaps in the story of the role that black Americans played in book history. This course helped me locate extremely useful gaps.
  2. 1) Better understanding of what printing and bookselling was like in historical context was necessary for my research; 2) New contacts, new ideas for secondary sources that I will consult; 3) I would like to develop some lessons and activities for an 8th grade American History class on the role of the press in early America.
  3. In my daily work as a special collections librarian.
  4. The knowledge and historical background will help me see the books in my collection in a more informed way.
  5. I learned of new resources, including resources I previously would not have thought useful to my interests.
  6. See Q4.
  7. American publishing is a small part of my primarily London-focused research, but I feel more able to study it now.
  8. Broaden my knowledge for research.
  9. I'll use this in my professional life to enhance how I approach materials, and in my personal life when reading about the era.
  10. Skills and knowledge will complement and provide context for my research and writing.
  11. I am doing research on the importation, domestic production, and use of blank books in colonial and early North America, and I want to situate that within the context of printed book importation/production/distribution.
  12. Some of what we learned applies directly to courses I teach. Others give me ideas of other areas I can study.
  13. I can directly apply my newfound skills and knowledge on the job.
- 7) *Please briefly describe the intellectual level of the course. What sort of person might benefit the most from taking it?*
1. Any student of archival science, historians, bibliophiles, collectors.
  2. Mid to high. Researchers, librarians, and collectors.
  3. I don't think there's a sort/kind/type of person who might benefit the most. Class participants varied in backgrounds, interests, and expectations, and that was part of the appeal and success of the class.
  4. Excellent. There was time allowed to absorb the information and ask questions, so I believe all RBS students with an interest in American book history would appreciate it.
  5. {no response}

6. Graduate level seminar, but an advanced undergrad could handle it.
  7. Appropriate level. Course was perhaps focused more on the book trade than the book (which is what I was seeking).
  8. Any person interested and with previous knowledge of the period could take it.
  9. This seems to be an approachable yet challenging course. No homework, but it would help to have at least a small background in American history, and brief understanding of book terminology.
  10. Researchers new to the history of the book. Anyone looking for detailed knowledge of the early American book trade.
  11. Our class had librarians, private collectors, historians, and conservators, and I think everyone enjoyed the class and learned a lot.
  12. Our class had a wide range of book historical types in it and all seemed to contribute and benefit from the experience and each other's expertise.
  13. Someone with an interest in early American books and publishing.
- 8) *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. Yes, JG paired me with another student to do a mini-presentation one afternoon of the course. The student is extremely bright! I look forward to staying in touch.
  2. Metamorphosis.
  3. There were quite a few, but just now I'm too tired to list them.
  4. There were many but it's hard to think of them right now. I think as time goes on their impression will be strong.
  5. {no response}
  6. "Luxurious pluriformity of books in the eighteenth century."
  7. Seeing things such as publishers' account book with profit and loss statements for individual books was illuminating.
  8. Every moment was powerful.
  9. I loved seeing the texts we read about in person, especially the scarcer ones.
  10. Really appreciated learning more about the interplay of print and manuscript in the formation of foundational U.S. documents (Constitution, Declaration).
  11. I think that engaging with other students in the class helped me look at the books we handled in different ways than I'm accustomed to in my work, which is always a great thing.
  12. Too many to list. Our discussion of the Constitution stood out for how it changed, and how I think of how writing tends to progress. In this case, writing came after printing.
  13. Loved many of the anecdotes about the collection and history of LCP.
- 9) *How could the course have been improved?*
1. N/A
  2. More time to look (like "museum" time at UVA) where we concentrate on the examples. Sometimes I was trying to look and listen to a presentation on the next example at the same time.
  3. It was close to perfect.
  4. The only thing I would have appreciated was a microphone the first day.

5. {no response}
6. Two weeks?
7. {no response}
8. More time in it.
9. I wish we could have had more time in the classroom, but the LCP's hours were a bit shorter than our class time so we often ended early.
10. Would have liked to see a version of the course organized thematically rather than chronologically.
11. {private response}
12. {private response}
13. No comment.

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

1. Yes, absolutely.
2. Yes, and yes. Invaluable experience.
3. Yes, and yes.
4. Yes, and yes.
5. Absolutely.
6. Absolutely. I've already recommended it to a co-worker.
7. Yes, and yes.
8. Yes. Yes.
9. Yes, and I would tell people to come to the course when it is offered at the LCP so they can see all the materials we got to see. Was nice to handle so many texts of different types.
10. I would recommend this course to someone looking to enter into this research field; lots of factual information, and unparalleled access to primary materials, but not much open-ended discussion or consideration of larger cultural or social histories.
11. Yes.
12. Yes!
13. I would absolutely recommend this course.

11) *If your course made any trips outside of the classroom, do you feel that they were time well spent?*

1. N/A—he didn't need it.
2. Yes—one to look at a hand press.
3. N/A
4. The collection here was so deep we didn't need to go elsewhere.
5. N/A
6. N/A
7. N/A
8. Yes.
9. N/A
10. N/A
11. N/A
12. N/A

13. Yes—enjoyed the printing press demo.

12) *If you attended any of our optional evening events, do you feel that they were a good use of your time? Were there any that were particularly important to your RBS experience? Any that you could have done without?*

1. Yes—fun!
2. We had one lecture on a topic for which I would otherwise have no real knowledge but for this lecture. Process and decision making in the story is universal.
3. N/A. Understand that all evening events were at Penn since three out of four Philadelphia classes are being taught there this week, and LCP doesn't have a lot of extra space, but it was still a bit annoying that the twelve of us were expected—if possible—to go there.
4. The lecture on Tuesday night was interesting and the reception was excellent.
5. {no response}
6. The Tuesday evening lecture was really pleasant in that it dealt with a completely different century (twentieth).
7. Tuesday lecture was fine.
8. The evening event was great. When I was in Charlottesville ten years ago, there was more going on in the evenings. The event was great; there is tons to do in the area.
9. Went to the evening lecture and really enjoyed the content even if it did not relate to my course subject at all. Had a good time meeting other students from the different classes, but wish we would have had more time with them.
10. Enjoyed RBS receptions and meeting students in other courses.
11. N/A
12. N/A
13. Yes—the Gotham Book Mart lecture was fascinating.

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

1. N/A
2. {no response}
3. JG's course strikes just the right balance, combining all aspects of printing/publishing history.
4. The instructor did not rush through the material and allowed time for the expertise of some of the class members to enrich the class with their knowledge and experience.
5. Stay extra days! You'll need time to look at the collection.
6. DO ALL THE READING!
7. It seemed like two courses in a way: the colonial period, and the national period. Interesting to compare the colonial period with the London book trade.
8. JG is a wealth of information.
9. Definitely do so! Also, start the readings earlier than you think you need to; they go slowly.
10. The level of access you have to primary materials related to the course curriculum is simply amazing. Becoming familiar with the LCP collection is reason enough to take the class.

11. Do the readings.
12. Prepare yourself! It's a demanding week.
13. N/A

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

1. Spellbinding!
2. "This is why I do this!"
3. It met and exceeded my expectations.
4. It's wonderful to be immersed in our country's book history.
5. {no response}
6. Franklin and Carey  
Not the best of friends, for sure  
We reap their hard work
7. An exceptionally diverse and talented group of classmates.
8. Great class, great people in the class.
9. Worth the time and effort it took to get here.
10. So many books!
11. {no response}
12. Complete assortment! Valuable (rare) book (school)!
13. This RBS class provided me with a general foundation of early American book production through the hands-on use of LCP collections.

## **Student Data**

*Number of respondents:* 13 (of 13)

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

- My institution/employer gave me professional leave time: 6 (46.15%)  
 My institution/employer did not give me professional leave; I used paid or vacation days: 1 (7.69%)  
 I am self employed, and can arrange my own schedule: 1 (7.69%)  
 I am a student or non-year-round employee, with a more flexible summer schedule: 3 (23.08%)  
 I am retired, and can arrange my own schedule: 2 (15.38%)

*Who paid your RBS tuition costs?*

- I paid 100% myself: 6 (46.15%)  
 My institution/employer paid 100%: 3 (23.08%)  
 My institution/employer paid part; I paid the rest: 1 (7.69%)  
 I used a scholarship/fellowship to pay/waive 100%: 2 (15.38%)  
 I exchanged goods or services in lieu of tuition: 1 (7.69%)

*Who paid your RBS housing expenses?*

I paid 100% myself: 6 (46.15%)  
My institution/employer paid 100%: 1 (7.69%)  
My institution/employer paid part; I paid the rest: 1 (7.69%)  
I stayed with friends/family, or stayed in my own home and commuted: 5 (38.46%)

*Who paid your RBS travel expenses?*

I paid 100% myself: 6 (46.15%)  
My institution/employer paid 100%: 3 (23.08%)  
My institution/employer paid part; I paid the rest: 1 (7.69%)  
I used a scholarship/fellowship to cover part; I paid the rest: 1 (7.69%)  
I live locally, and had no travel expenses: 2 (15.38%)

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

**Library disciplines:**

Archivist: 1 (7.69%)  
Cataloger/metadata librarian: 1 (7.69%)  
Conservator/binder/preservation librarian: 2 (15.38%)  
Digital collections librarian: 1 (7.69%)  
Special collections librarian: 1 (7.69%)

**Student working toward a/n:**

Ph.D./D.Phil: 2 (15.38%)

**Professional educator:**

K-12 teacher: 1 (7.69%)  
Assistant professor: 1 (7.69%)

**Book trades:**

Antiquarian bookseller: 1 (7.69%)

**Other occupations/vocations:**

Book collector: 1 (7.69%)  
Retired: 1 (7.69%)