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H-100: The Eighteenth-Century Book  
16–21 July 2017

**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. Extremely helpful, especially *A Short History of the Printed Word*, and Gaskell. It was a stretch to get it all read.
2. I found the readings informative but not overwhelming. As someone rather new to book history, I appreciated the combination of technical and cultural context. I also appreciated the judicious excerpting from longer texts.
3. Yes, very relevant and useful. I did read additional chapters in several of the books.
4. The readings provided an extremely strong and helpful foundation for the class experience.
5. Very useful. The class moves at such a quick pace that the pre-reading is really essential in giving you the proper foundation.
6. Very helpful, but it offers very basic knowledge for the course. In the course, much broader topics will be covered. {private response}
7. Generally helpful.
8. They were useful, though I have to admit I did not get through them all. Some I had read previously.
9. Very useful and well chosen.
10. I'm so glad I completed all the suggested reading because the subject matter was fully supported by each selection. A good addition would be a link to the Georgian Papers Programme.
11. The pre-course readings were useful.
12. Very valuable list.

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 served as a useful way of organizing in-class notes, as well as providing citations for future references.
2. The workbook was wonderful—it kept me from having to frantically record details of individual copies because all of that information was collected for us. I could focus my notetaking instead on overarching themes and points salient for my research interests.
3. The workbook was useful, especially in prioritizing full ID of the many books we saw. The chronology on the last several pages seemed a bit idiosyncratic (and needs some editing for typos and duplication), but interesting for that very reason.
4. The workbook listings of “dog and pony” items were very helpful to keep track during show and tell times—I'm certain the chronologies will be helpful as reference guides into the future.

5. The workbook's primary function was to provide complete bibliographical citations for all materials shown in class. The timelines and other supplementary materials will all be useful for later reference.
6. It will be extraordinarily helpful. I want to study several topics further in the near future.
7. Right amount of detail. Useful material.
8. Workbook was well prepared. I think a short list of terms used (I know these are in *ABC for Book Collectors*) would be helpful to have. More specimen type forms?
9. I thought the workbook was very useful. I am eager to return to this bibliography and to revisit what I know.
10. The workbook will provide helpful references for me in the future. It is well constructed.
11. The course workbook is a great tool to look over during and after the course, useful for taking notes, and having the bibliography info. {private response}
12. Could not be improved upon.

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

1. N/A
2. N/A
3. Right up there with the best! The depth and breadth of knowledge of the instructors is mind-boggling, and they worked very well together; the up-close-and-personal examination of so many extraordinary books was wonderful.
4. This class was one of the top two (of five) RBS courses I have taken.
5. It was a great experience. The team-teaching dynamic between MD and MFS really added something special.
6. N/A
7. They were all very good, but this one was superior.
8. I enjoyed this one the most, due entirely to the erudition and teaching prowess of both instructors.
9. N/A
10. Previous courses were tightly focused on particular topics, but this one was more abstract and deeply dense; I have a lot to digest over the coming weeks.
11. This course was more exciting and interesting. This could be because of the two instructors, the location, and the material. Also, I got more out of this course than the previous one but that could also be because it is my second course.
12. This was #1! Two superb instructors and one fascinating topic that covered history, philosophy, sociology, bibliography, architecture, and printing.

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 all remarkably interesting—particularly helpful were discussions of fonts, the format exercises, the encyclopedias, the plate books, the Blake presentation...
2. This course encouraged me to think about the books I study in a much larger, much more complicated context, inflected by economic markets and other forces I hadn't previously considered enough. It changes how I imagine reception history.
3. Most useful was learning about the range and scope of printing in the period, and the ins and outs of trade practices.

4. This is hard to answer—I'm still digesting. In a way, I think the most interesting aspects were technically the least relevant to my current work, but I feel deeply inspired to learn more about subjects relatively new to me.
  5. I feel like I have a much better sense of how to approach the eighteenth century book as an object of study now. I hope this will enrich my scholarship and teaching.
  6. I came to learn what are important materials in the eighteenth century in terms of the printing market. I want to check out several interesting books further myself.
  7. Such a marvelous feast it is hard to cite one aspect.
  8. {Illegible} network, imprints, {illegible} and "cheap" printing. I will use case studies in my own lectures with {illegible}, as in the past—{illegible} and useful.
  9. I am leaving this course with many new ideas and plans—especially for teaching. I feel like I am now equipped to teach students about the eighteenth-century book in a way I was not before.
  10. Information on printers in America will be pertinent to my cataloging. Whatever else comes remains to be seen, but the course has been a life-changer. Not all of it is germane to work alone.
  11. Relevant on the American printing because of location and personal interest. However, I have learned so much about England/British printing and hope to take it back to my library and collection to develop our holdings and to promote it better.
  12. The way that so many aspects of life and living were brought in to illuminate the eighteenth century and life.
- 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. I learned much more than I had hoped for—it was an extremely rich experience which goes beyond a description of skills and information. I gained a sort of sensibility.
  2. This course absolutely delivered—and exceeded—the promises of its description. I very much appreciated the breadth of genre explored.
  3. Yes. No. Yes.
  4. I absolutely gained what I wanted to: a greater understanding of the book trades and book culture in the eighteenth century as a whole.
  5. I learned everything I had hoped, and I'm also coming away with a whole list of further reading on many of the topics covered.
  6. {no response}
  7. All expectations, which were high at the outset, were exceeded.
  8. Yes, and very well done, entertaining as well as instructive. More on paper! {illegible}! (not really). All was well done.
  9. Absolutely. The two instructors were fantastic and I learned so much from them. Not only are they tremendously learned, but they are also very good at making material both accessible and exciting.
  10. I had very little notion of what the course was going to offer, but knew I wanted to take it anyway.
  11. Yes! Yes! Yes!
  12. They provided much, much more than I had expected—and my desires were high.

I was—and am—inspired.

- 6) *How do you plan to use the skills and knowledge acquired during your time here?*
1. I will use them in teaching—to be sure—and in my research. I am much more deeply informed about the subject, and it is hard to say just how it will affect what I do.
  2. The skills and knowledge acquired in the course will be useful for more thoroughly analyzing the books in my dissertation as they appeared materially during the period I study. I also anticipate using the knowledge gained for other archival and curatorial work with my institution's special collections.
  3. I will be able to return to my research project with a better understanding of technical production practices that answer some key questions about the book I study.
  4. Teaching, personal development, writing, and further reading.
  5. This course will be directly relevant to my work and research.
  6. I am going to consult materials we've seen in class more carefully later. I also came to learn how to pay attention to more details about the materiality of books. I can also combine this for future teaching.
  7. Enhance my ability to examine a rare book.
  8. There will be massive plagiarism of style and content in next year's Book History class (without {illegible} of course).
  9. I feel like much of what I have learned will translate immediately into helping me teach the material history of the eighteenth century. I would like to develop a bibliographic research project, but that will come further on and after more research.
  10. I'll apply what I've learned to enrich my catalog records.
  11. Take what the instructors mentioned about diving deeper into one area and do something with it!
  12. In literally hundreds of ways. I do medical history and I see that I did not begin to go into enough depth. I learned so much {illegible} and I need to read so many new things.
- 7) *Please briefly describe the intellectual level of the course. What sort of person might benefit the most from taking it?*
1. It was wonderfully intellectual, and free of pretension, jargon, abstraction. Intellectually challenging, yet often funny, &c.
  2. I think a student for this course would need a basic knowledge of eighteenth-century history, and decent familiarity with major works published; however, texts and concepts I did not know were made accessible to me in a kind, helpful way.
  3. It assumed a familiarity with the history and literature of the period, as well as with the technology of printing and book production (but explained as needed and so accommodated a group with a range of experience).
  4. High. Recommended for people with a firm grasp of the basics of bibliography.
  5. The course did assume a certain level of familiarity with bibliographical terminology, so it would be helpful to have done previous coursework or study that includes those basics.
  6. This was very high level. I recommend this course to both librarians, literary and

- history scholars, or any scholars who are interested in the eighteenth century.
7. The level is high. While any book person would enjoy it, an amount of vocabulary and experience is needed to navigate smoothly.
  8. General {illegible}, but not “dumbed down.” {Illegible}
  9. This course was an interesting mix of library professionals, academics, and collectors. For this reason, the intellectual level was both very high and very diverse. A great assortment of people...
  10. This is a rarified level we're talking about and that's a hard question to answer. Do I have to justify my place in class by changing how I work, or can I simply say it made me think?
  11. Intellectual level of the course is high, but worth it. The instructors answer questions and are willing to help when needed.
  12. Part of the value of RBS is the quality of your fellow students.
- 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. Most powerful: looking at the Blake collection; seeing the Declaration of Independence; the prints, especially {illegible}, and Hogarth. The plate books, especially the Merian, the Bloch, the Repton.
  2. The course dispelled my notion of books as objects created by authors. The “aha!” moments for me were those views into how individual books represent coalescences of many human intentions and efforts.
  3. Too many small, individual light bulbs being lit to pick out just one; overall the most important take-away for me was the sense of having a vastly expanded and improved sense of the big picture of the period. Note: it was excellent to have individual cradles and snakes for each student!
  4. I'm embarrassed to admit I did not fully realize how important Ben Franklin was to eighteenth-century American printing. I want to go read the best latest biography of B.F.
  5. {no response}
  6. MFS's knowledge was so amazing and MD's passion for Jefferson was astounding. I am most surprised by Blake's collection here.
  7. Jefferson library reconstruction. Depth in understanding how economics drove print decisions.
  8. Thomas Paine. {Illegible} stylist previously ignored by me—as was Ben Franklin (sorry!).
  9. It was very moving to see MDs passion for early American history and material culture on display. Both he and MFS provided many “aha” moments.
  10. Seeing the Dunlap Declaration of Independence moved me to tears. We lost our first son-in-law in Afghanistan defending the freedoms won by those who risked all by composing and signing that sacred document.
  11. The Declaration of Independence!
  12. Contributions by Jackie Coleburn and Stephanie Stillo. Splendid.
- 9) *How could the course have been improved?*
1. I don't think it could be improved. It could be taught differently, but as an

- immersion in book culture, an immersion in the physical objects, it was fabulous. It would be nice to do this evaluation after I have had time to recover from the course.
2. I have no suggestions.
  3. I can't think of a way it could have been better.
  4. Just a few more books...kidding. The caliber of instruction and teaching material was world-class. Nothing to improve.
  5. {private response}
  6. I wanted to see the books more myself. I hope, as we did in children's lit session, books could go around among the people.
  7. More time for general Q & A.
  8. Longer?
  9. {private response}
  10. {no response}
  11. More time with individual materials and not as much time around the big table. The chance to work more closely with books.
  12. By making more hours in the day.

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

1. Yes. Yes.
2. I do, and I would. It has changed the way I view my field and my work.
3. Yes. Yes.
4. I would absolutely recommend.
5. I would recommend the course.
6. I think I got my money's worth though I feel like it is a bit overpriced. I highly recommend this course.
7. Definitely.
8. Yes, and yes. But probably expensive for those coming from abroad unless sponsored.
9. I feel I got my money's worth and more. I would recommend this course to people looking to broaden their knowledge of eighteenth-century books.
10. Yes, and wholeheartedly yes.
11. Yes! Yes!
12. The value much exceeded the cost. Anyone would love this course.

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

1. The tour of the LC, especially the visit to the Jefferson library exhibit.
2. I thought the trip through the LC to the Jefferson exhibition was, in addition to being truly impressive, very relevant to course material and helped solidify for me the varieties of publishing, reading, and collecting in the period.
3. One; yes, it was brief but enjoyable (actually awesome). Inside the classroom, the guest speakers were great! Especially Jackie Coleburn and Stephanie Stillo.
4. The tour of the LC building was something I'll remember forever. Wonderful.
5. The tour of the LC was definitely time well spent.
6. I loved the tour around the LC. It was very well spent.

7. N/A
8. They were. Would like to have visited stacks but recognize that there would probably be prohibition.
9. I loved the tour of the LC and the visit to the Jefferson library exhibit.
10. Absolutely. MD gives a good tour.
11. Yes! Getting a tour of the Jefferson building and exhibition was wonderful!
12. The architectural tour and the visit to Jefferson's library. Both superb.

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. What happened to the visit to the aerospace museum?
2. I enjoyed the opening dinner. It was a great way to meet class participants and ease into the more rigorous days to follow.
3. Yes, the evening lecture was fascinating—a brilliant speaker.
4. MFS's talk was superb. Energizing and thought-provoking.
5. The evening lecture by MFS was directly tied to what we were learning in class. It was an exceptional talk.
6. {private response}
7. Excellent talk by MFS.
8. The evening lecture was brilliant and most useful.
9. I attended all of the evening events except the visit to the Air and Space Museum. MFS's lecture on Wednesday evening was a high point of the course.
10. Yes. I always enjoy hearing MFS speak.
11. Yes.
12. MFS's lecture on abridgements was brilliant.

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

1. A fuller description of what the course would cover, especially the books being looked at.
2. No.
3. {no response}
4. MD and MFS make a good teaching pair. Their combined expertise, humor, and complimentary personalities made a highly informative and inspiring class great fun.
5. {no response}
6. I don't know about librarians, but I 100% recommend this course for eighteenth century literary scholars.
7. Sign up early.
8. I'd highly recommend the course and am very grateful for the opportunity to attend.
9. Come prepared to look at a lot of materials and to drink from a fire hydrant, as it were.
10. Do the reading! I'm surprised by how many fellow students said they blew it off.
11. {no response}
12. Do it!

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

1. It was one of the most intense library experiences I have ever had—it has changed me.
2. This week has been transformative, and I would absolutely do it again.
3. {no response}
4. Pamela was sold  
as porn and morality  
same year, dif'rent men.
5. {no response}
6. Experiencing gems of eighteenth-century books in five days.
7. Hard to top, perhaps impossible to top.
8. All the world  
in a page of type.
9. This is the best intellectual community that I have had the opportunity to be a part of since finishing my graduate studies in 2011.
10. I am so grateful for the privilege of attending. MFS and MD are national treasures.
11. Unreal, surreal, and wonderful. {private response}
12. Mentor, Mentor  
You have taught me  
So much that I did not know  
You have made me  
Want to build on  
More than you  
Will ever  
Know.

### **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%)

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:  
5 (41.67%)

I am retired, and can arrange my own schedule: 1 (8.33%)

My situation does not fit any of the options above: 1 (8.33%)

*Who paid your RBS tuition costs?*

I paid 100% myself: 4 (33.33%)

My institution/employer paid 100%: 5 (41.67%)

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

I used a scholarship/fellowship to pay/waive 100%: 1 (8.33%)  
My situation does not fit any of the options above: 1 (8.33%)

*Who paid your RBS housing expenses?*

I paid 100% myself: 6 (50%)  
My institution/employer paid 100%: 4 (33.33%)  
I stayed with friends/family, or stayed in my own home and commuted: 2 (16.67%)

*Who paid your RBS travel expenses?*

I paid 100% myself: 5 (41.67%)  
My institution/employer paid 100%: 3 (25%)  
My institution/employer paid part; I paid the rest: 1 (8.33%)  
I live locally, and had no travel expenses: 2 (16.67%)  
My situation does not fit any of the options above: 1 (8.33%)

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

**Library disciplines:**

Cataloger/metadata librarian: 1 (8.33%)  
Curator: 2 (16.67%)  
Special collections librarian: 2 (16.67%)  
Subject specialist/bibliographer: 1 (8.33%)

**Student working toward a/n:**

Ph.D./D.Phil: 2 (16.67%)

**Professional educator:**

Assistant professor: 1 (8.33%)  
Associate professor: 1 (8.33%)  
Full professor: 1 (8.33%)

**Other occupations/vocations:**

Book collector: 1 (8.33%)