

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. The readings were very helpful for developing a vocabulary of type terminology and thinking about technological history. There are some redundancies: Bringhurst's *Elements* is a very elegant and hardy book. The Updike and the Chappell readings overlap in content.
2. The pre-course readings were very helpful. I stuck to the required reading list and it definitely helped me feel prepared for class.
3. Great pre-course readings. Very helpful in getting some background before the first RBS session. I did look at materials in my home special collection to see possible connections.
4. I found the information useful, though some of it was repetitive. Still very interesting.
5. The pre-course readings were very useful. I look forward to coming back to them in the future.
6. Very useful, even if I didn't make it all the way through. Tiered assignments which account for greater or lesser prior knowledge were helpful.
7. I thought the reading list was very thoughtfully compiled. I found the pre-course reading useful but a little redundant in places—the Chappell and Bringhurst seemed to provide a good overview! Some of the rarer readings were tough to come by.
8. The volume of reading was rather overwhelming. Much of the reading on the technical aspects on printing was not particularly helpful for someone who knows nothing about printing.
9. Helpful, but seemed a bit redundant at times.
10. *Linotype: The Film* could be screened in advance (viewing it in class was a waste of time). Readings were not strictly necessary.
11. Yes, the pre-course readings were very helpful and well-chosen.

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 look forward to using this workbook as a reference in the future.
2. This is a helpful mixture of visual aids and articles. I know I will refer to it again personally and professionally.
3. Very useful. I'll definitely be using this both personally for my own interest and with my students.
4. The course workbook was very useful and they were definitely helpful when we were learning to identify typefaces. I'm sure I'll use them when/as I continue to

learn more.

5. I really appreciate the collection of handouts, readings, and resources in our workbook. I will definitely continue to use it.
6. I always keep notes and workbooks filed where I can refer to them later. I would suggest a bit more material to help distinguish among classes of sans serifs—otherwise very useful.
7. So useful and really appropriate! I will keep it as a reference text for my analysis of texts.
8. I will keep the workbook, but may seek out more material to add to it.
9. The materials were useful and I will save them for future reference.
10. More classification diagrams/schemes are needed.
11. Yes! I'm so happy to be taking this binder home. JK and KR were also incredibly generous in giving us metal type and lots of keepsakes to take home. I'll definitely use them when I teach!

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

1. The other course I took ("H-35: Modern Art of the Book") was very different from this one. I enjoyed the hands-on learning in this course, and having two instructors made for a rich, dynamic environment.
2. N/A
3. One of the best! And particularly timely for me this year.
4. This one wasn't quite as intense as my previous one, with less work after class hours. I also really enjoyed the hands-on work we did.
5. I've taken a couple of really great RBS courses and this one is right up there. I loved the variety throughout the course week: SC visits, printing (hands-on!), lectures, even a field trip—in just five days.
6. As usual, lectures are effective at conveying information, but the hands-on and eyes-on activities were what solidified the learning. An attitude of "always interrupt with questions" was appreciated.
7. N/A
8. N/A
9. Equally instructive and engaging!
10. {no response}
11. 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. The typeface presentation was great. It helped me think about how to go forward with my new knowledge. It was fascinating to see what had interested my classmates and what projects they had in mind. Printing was a blast.
2. I loved the combination of lectures and presswork. Both really informed each other throughout the class.
3. I do have new plans and ways to use the material when I get back home. Very excited about some new ideas.
4. I really enjoyed being in the print shop. It allowed us to work with our hands and get up and move around. The type identification aspects were also very interesting and useful. I hope to be able to put this part, especially, into practice.

5. Great historical context. I was excited to learn more about linotype and monotype—I feel like I have a much better understanding now of those technologies and how they developed. Learning hand type composition was also great, and learning how to begin looking at comparing type.
 6. The wholesale production of a class broadside was a new and amazing experience, especially as it was spread through the week and we worked in groups in the pressroom.
 7. I loved the foundational lectures and the hands-on presswork. I thought the quiz was a great idea, too, as it gave us on-the-ground practice at working through script identification.
 8. Far and away the most interesting and useful aspect of the course took place in the print room. It is also the most fun! I have a much better understanding of and appreciation for the printing process after setting my own type and printing a broadside.
 9. Learning about wood type and its use on broadsides was relevant and I am interested in conducting more research. Also, understanding the craft and mechanics of metal typesetting for letterpress has given me a new appreciation for materials that were printed that way.
 10. Type classification, setting type, operating the press.
 11. I'm really grateful that this was so hands-on. Having the experience of setting the type and running the press was invaluable.
- 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. JK and KR are both very knowledgeable and served as admirable guides. I wish we talked more about modern geometric faces, advertising and film typography for example, from about 1920-1945. This is an area in which JK and KR admitted knowing less about, but I would have loved to talk more about Bauhaus, De Stijl, &c., and their legacies.
 2. Yes. I wish we had time to do more (for example, books or printing outside the US and England). I would have also liked to learn more about digital type design.
 3. Yes—and then some! I learned more in a week than I ever expected to. Much information, well-delivered!
 4. Most definitely.
 5. Yes, I learned more than I had hoped to and felt very encouraged by JK and KR to keep asking questions.
 6. I especially appreciated the perspectives from their career experiences as bonus conversations besides the stated class objectives. The “assignments” and “exams” were carried out in a low-pressure setting that allowed us to celebrate our mutual learning.
 7. The instructors were very generous with their time and energies. The course clearly advertised itself as focusing on letterpress and I learned well how it compared to other technologies.
 8. I was hoping to leave this course being able to identify typefaces, and I will certainly be better at it after taking this class. But perhaps we covered too many typefaces for me to retain that information.
 9. I learned what I hoped to learn, and more!

10. Yes.
11. Yes, I got what I came here for and more. I loved the lectures, loved the books that were chosen for us to look at, and thoroughly enjoyed all the printing.

6) *How do you plan to use the skills and knowledge acquired during your time here?*

1. Some of my research will benefit. I'm hoping to make contacts at my home institution. I want to print again.
2. I'm not exactly sure, but I know I will never look at printed material the same way again, and I am really excited to see where that leads me.
3. Both for personal interest, and in adding new experiences to some of my special collections interactions with students.
4. I plan to improve my type-setting skills (compositor's work) and be able to more readily identify typefaces at work.
5. Will definitely be using my new type knowledge in future projects. And the course has me itching to think more about using type in personal creative endeavors.
6. To build into the deep inquiry into primary sources and help others do the same.
7. I plan to use the vocabulary and analytical tools learned in the course to add depth to conversations on the history of the book in South Asia.
8. This course has given me the context I need in my work on the Merrymant Press and will hopefully be helpful in working with diverse printed collections.
9. I will apply what I have learned to my work with my museum collection, and will also use it as a jumping-off point as I begin work on a Ph.D. this fall.
10. For continuing research projects and when developing undergrad courses.
11. I am going to use it to help me think about how I want to frame small press printing in my dissertation. There are no book history courses on modern books at my institution, so I couldn't have gotten this experience anywhere else.

7) *Please briefly describe the intellectual level of the course. What sort of person might benefit the most from taking it?*

1. The course is not challenging intellectually. It's a matter of interest more than ability. I think anyone interested in typography but at a loss for describing it or hopeful to find ways to contextualize a typeface would benefit.
2. Anyone who works with printed material. Anyone curious about the transition from script to type.
3. Anyone with an interest in typography and printing. Different aspects of the course led to participation from academics, students, and educators.
4. Anybody studying book history, designers, or people in marketing and advertising.
5. I think the course is appropriate for many levels! Of course, the course would be particularly helpful for people working actively on projects related to typography.
6. Rigorous, but not so esoteric as to put anyone off. It certainly took us into the physicality (pre-OSHA, pre-idiot-proof) of letterpress printing.
7. The student who loves to put learning in action is well-suited to this course. I think the level is well-calibrated. The course was challenging, but not overwhelming—we probably could have fit a little more in.
8. This course is for someone with a serious interest in typography and type history.
9. Not too challenging intellectually, but very interesting! People who are detail-oriented, interested in graphic design and typography, or enjoy learning how

- things are made would do well in this course.
10. Someone with minimal or no hands-on training but graduate-level education in related fields.
 11. It was pretty accessible for anyone who has some basic knowledge of how books get made and/or a sense of nineteenth- or twentieth-century literature. It was great taking it as a grad student.
- 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. Printing was revelatory because we got to see and feel what each step involved.
 2. Aha: the first time I pulled a broadsheet from the press—very visceral.
 3. The combination of lecture, student participation/presentation and hands-on was terrific!
 4. The class made me more aware of how type is used, and how I understand and refine my own aesthetic towards books and the written page.
 5. It was fun reviewing the “type quiz” at the end of the week to see how far my understanding and ability to describe type had come. I didn’t fully know what to expect, but boy do I have a tremendous appreciation for typography now.
 6. So many! Learning to identify fonts at sight is like beginning birdwatching or plant classification!
 7. I learned the origin of sayings like “uppercase,” “lowercase,” and “out of sorts.” I learned how to set type, which was a thrill, and how to operate a Vandercook Press. I learned Caslon was a typical colonial era script, and that you can tell a lot about the history of a text from typography and paper.
 8. {no response}
 9. Setting type by hand took so much time and skill! I have a new appreciation for pre-linotype newspapers and the people who set the type!
 10. Setting type.
 11. I learned what a kern actually is! I’ve talked about kerning so many times, but I never understood it until I had to put a high space under the tale of a swash.
- 9) *How could the course have been improved?*
1. I really liked it. I’m not sure if anything is in order for this course, but a follow-up course with more advanced printing would be wonderful.
 2. {private response}
 3. {no response}
 4. I wish we had a bit more time doing/learning type identification and in the printing office.
 5. {no response}
 6. {no response}
 7. It was just so wonderful! Instead of the film I would have loved a more interactive activity—more font quizzing or setting of book ornaments. We can watch a movie anywhere.
 8. More time spent on type identification or perhaps more resources covering more typefaces.
 9. A type ID “quiz” at the end of each day on the typefaces covered that day only,

- because it might help with our overall type recognition skills.
10. Only in very small ways, tweaks really. No linotype film; that should be screened before starting RBS. Leave time to ask questions after student presentations.
 11. It was a bit hard for me to stand 1.5 hours in the SC sessions, but it was worth it.
- 10) *Do you feel that you got your money's worth? Would you recommend the course to others?*
1. I didn't pay from my own pocket, but yes. I absolutely would recommend it.
 2. Yes—everything felt very professional and organized, and RBS and the instructors obviously take pedagogy seriously. Yes!
 3. Yes, yes, yes! Absolutely!
 4. Yes.
 5. Yes, definitely!
 6. Of course!
 7. Yes, I feel like the course was good value for money and I would heartily recommend it to others.
 8. {no response}
 9. Yes, and yes!
 10. Yes.
 11. Yes, and yes!
- 11) *If your course made any trips outside of the classroom, do you feel that they were time well spent?*
1. We went to UVA Printing and Copying Services. It was worthwhile to see how the kind of printing which drew most of us to the course has been replaced with very sophisticated digital machines.
 2. The field trip to the printing office really brought us up to the end of the twentieth century and was a very interesting contrast to the fine press books we had been looking at.
 3. Yes!
 4. It was useful to see how printing is done commercially now and made me appreciate all of the work that craftsmen did before.
 5. The field trip to UVA Printing and Copying Services was very interesting, and different (a nice change of pace at the end of the week). It was interesting seeing the way printing technology has changed and what that means, too, in terms of what is being printed.
 6. Yes, the visit to the print shop (largely bereft of people) was enlightening.
 7. I loved the printing press trip—very memorable and educational. It really drove home how much printing has changed since the early twentieth century.
 8. {no response}
 9. Yes, the trip to the print shop was instructive and fun.
 10. Ornament Night was great!
 11. Yes! Loved the print shop.
- 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. {no response}
2. I attended them all—ornament making was great fun, and allowed me to “teach” a student from another class a couple of things I had learned in this class.
3. The lecture was great and the chance to participate in Ornament Night was fun.
4. The lecture was interesting, but a lot of it went over my head. I don’t know if it was because I was lacking sleep, though. I really enjoyed Ornament Night. Setting ornaments is totally different from setting type, and it was good to learn something new.
5. N/A (Although I did hear wonderful things about Ornament Night...!)
6. {no response}
7. I went to the Bethany Nowviskie talk and reception, and Booksellers’ Night. I think a talk is a good idea, but think the talk could have been threaded through the week a little more so it truly “set the tone.” Booksellers’ Night was fun!
8. I only attended the Monday lecture, but would have attended other lectures had they been offered.
9. I loved the ornament making workshop because I got to practice the typesetting I was learning in class and I got a fun keepsake print.
10. JK and KR work in perfect complement.
11. The lecture on the first night was incredible.

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

1. {no response}
2. I really enjoyed the combination of librarians and academics in the course. JK and KR’s teaching styles complement each other, and it was wonderful to be able to draw on two sets of expertise and experience.
3. {no response}
4. {no response}
5. Apply! There’s so much to learn, and JK and KR make a great teaching team!
6. {no response}
7. This course is helpful even if you are studying non-Roman types since it gives you fundamental concepts and vocabulary that you need to assess typography anywhere. Also challenge JK’s pronouncements—he wants you to!
8. RBS is a rigorous and tiring experience, but very rewarding if you are invested in the subject matter of your class.
9. Take it if you are interested in the topic!
10. If you’re considering it, take 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 a pleasure to engage in this work with such earnest, generous people.
2. Type matters.
3. RBS is the best professional experience I’ve ever had in my rather long career as a librarian, and also the most fun!
4. {no response}
5. Typographical whirlwind! Hurray!

6. Deeply humanizing.
7. "If you can't be beautiful, at least you can be clean."
8. {no response}
9. Make haste slowly.
10. Jam packed!
11. I don't want to even read books anymore, I just want to look at them.

Student Data

Number of respondents: 11 (of 11)

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

My institution/employer gave me professional leave time: 5 (45.45%)

My institution/employer did not give me professional leave; I used paid or vacation days: 1 (9.09%)

I am a student or non-year-round employee, with a more flexible summer schedule: 4 (36.36%)

My situation does not fit any of the options above: 1 (9.09%)

Who paid your RBS tuition costs?

My institution/employer paid 100%: 6 (54.54%)

My institution/employer paid part; I paid the rest: 1 (9.09%)

I used a scholarship/fellowship to pay/waive 100%: 2 (18.18%)

I used a scholarship/fellowship to pay/waive part; I paid the rest: 1 (9.09%)

I had an RBS course tuition credit from a previous year: 1 (9.09%)

Who paid your RBS housing expenses?

I paid 100% myself: 2 (18.18%)

My institution/employer paid 100%: 6 (54.54%)

I stayed with friends/family, or stayed in my own home and commuted: 3 (27.27%)

Who paid your RBS travel expenses?

I paid 100% myself: 2 (18.18%)

My institution/employer paid 100%: 7 (63.63%)

I live locally, and had no travel expenses: 2 (18.18%)

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

Library disciplines:

Archivist: 1 (9.09%)

Curator: 1 (9.09%)

Digital collections librarian: 1 (9.09%)

Special collections librarian: 2 (18.18%)

Other: 1 (9.09%)

Student working toward a/n:

Ph.D./D.Phil: 2 (18.18%)

Professional educator:

Assistant professor: 2 (18.18%)