

### **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 suggested readings were helpful. What was most helpful was past direct experience with books from the time and place we were studying. Being able to recall the physicality of a binding helped with the text and lecture material.
2. The reading was not required, but I perhaps would have appreciated a few other reading suggestions.
3. Yes, the pre-course readings were useful, generally. I might suggest that a list of online binding resources be included.
4. The pre-reading was very helpful, especially DP's own book on English bindings. The course would be difficult without that pre-reading.
5. I was able to get all pre-course reading sent to my institution via ILL. I was able to complete a majority before the class. Overall, I found it useful.
6. The pre-course assignments were quite useful.
7. Yes, though the course can stand alone.
8. I didn't do any pre-course reading. Perhaps DP's book on English Bookbindings would be a great supplement.
9. The pre-readings were correctly explained: really the best one is DP's own book upon which the course is based. The others are helpful, but not really necessary.
10. The readings gave good background to the course material.
11. Yes, the pre-course reading assignments were useful.
12. N/A. None required.

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 seems to be developed as a tool that can be used long after the course. Along with my notes, I have an invaluable resource for further study.
2. The workbook was good, but definitely needs to be supplemented with more reading (which isn't a problem; it complements the instructor's book). The handouts (especially marbled paper) were especially useful.
3. The course workbook is well-designed and filled with useful information. It will be a continuing ready reference for course information.
4. The workbook is fantastic. Its pictures and terms (and the bibliography of resources at the back) will continue to be helpful well past this week at RBS.
5. The workbook is ideal! I'm glad it directly supported the lecture and lab times. In addition, it will function well as a quick-reference for my own collection/research.
6. The course materials were and will continue to be useful.
7. Workbook was useful—and will be in the future.

8. Workbook was very helpful as were color handouts. I wonder if it might be more useful to have an electronic supplement (PowerPoint even) that shows bindings in color.
9. Very helpful workbook. Perhaps, like the book does, concentrate the illustrations (chronological) in one place, rather than spread out in each notes section.
10. The workbook seems like a good reference book to use in the future.
11. The course workbook was very helpful throughout the course. I anticipate it will be a necessary addition to my notes when utilizing this information in the future.
12. It was useful and should be a good future resource.

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

1. I believe this course was better suited to my career (rare book librarian) than my previous course. I also found the material in this course was more accessible than my previous course.
2. {no response}
3. This certainly compared well with previous courses taken.
4. This course involved slightly less actual hands-on interaction with books, but I felt like I still learned what I came here to learn.
5. N/A
6. This course was different in nature, but comparable in the valuable knowledge imparted.
7. As excellent as always.
8. {no response}
9. It was right up there, and compares favorably with DP's "C-90: Provenance: Tracing Owners & Collections" course. Better in some ways (focus on one topic), but not as varied.
10. This course went as well as previous ones, full of information and good discussion.
11. N/A
12. About the same.

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. I found the course affirming to my method of analysis of bindings. I also have newfound insight into the mind of a researcher, and their interaction with collections which will inform my choice of catalog description and how researchers access materials.
2. Identifying plain bindings, knowing what's actually English.
3. I have acquired a much clearer sense of the chronological development of English bookbinding styles. In addition, I learned a good deal about bindings that have successive "layers" of ornamentation, repair work, &c.
4. One of the most interesting things (for my own research) was eighteenth-century bindings. Overall, a huge takeaway was just how similar binding styles were in a specific period.
5. The majority of this course was new information to me. I'm certainly looking forward to looking at my institution's collection—I'm also thinking about going over old research again!
6. While it's hard to pick just one thing, I think that understanding both the well-

and lesser-researched areas gave me a sense of how I can make my own work better.

7. The most useful aspect is the ability to see and examine works from different periods.
8. Yes, many new skills and ideas.
9. The firm chronological grounding in styles of English bindings. I especially liked the focus on common/simpler bindings, of which many more will be encountered.
10. This course has spurred me on to want to do more research on the topic, and to share the information with my students.
11. The presentations plus the exercises on the last day. Yes, I gained new insights into how to go about dating bindings based on their decorative elements.
12. Visit to Folger.

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 what I was expecting to, and more.
2. Mostly, yes. I feel I could at least have a general idea about a binding and know where to look for more information.
3. Yes, DP was very thorough and extremely helpful. He answered any and all questions very knowledgeably.
4. Totally satisfied with the skills I learned. The final day dedicated to dating bindings was very helpful—this aspect of the course should certainly be kept.
5. I did not have a strong background in English bookbinding, so everything was appropriate. I do feel the description and syllabus were followed.
6. Yes.
7. Yes, but really this course is a base upon which I need to build by examining and reexamining bindings in my collection.
8. I acquired the skills that were promised. For the future, it would be useful to add the sewing to the binding demo (if there is one). Perhaps videos of this aspect would be useful.
9. I believe the course delivered on its stated goals quite well!
10. I have a better understanding and confidence with the topic.
11. Yes.
12. I improved in this area greatly, but fell short of acquiring all skills.

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

1. I have a better foundation on which to build further scholarship, and hope to use this understanding to help others in their research as well.
2. To identify bookbindings in my collection.
3. In my daily activities as a cataloger.
4. Teaching, and my own research.
5. I'm going to process/catalog/describe a large group of acquisitions and "old finds" in our collection.
6. To improve my own research and output in a way that might be beneficial to others working on bindings.
7. Refine the physical descriptions of bindings I put in the catalog.

8. I plan to work through my research notes and images, and with these new resources, work out the dates and ranges of early modern bindings.
  9. To help researchers using our collections and students coming in to seminar sessions, and to be a resource for coworkers on English bindings.
  10. I'll use it in approaching conservation treatments of similar materials, and to share a fuller history of bookbinding with my students.
  11. I plan to use this information to help me talk to curators about appropriate treatment activities when discussing provenance and retention of current binding materials.
  12. It should help with making more prudent collecting decisions.
- 7) *Please briefly describe the intellectual level of the course. What sort of person might benefit the most from taking it?*
1. This course was very accessible and would be of benefit to a wide range of students. However, having experience with the physical materials before attending is almost a necessity.
  2. I think someone with very little knowledge of bindings could take this course (but people with basic knowledge like me would benefit). Ph.D. students, academics, librarians, and catalogers. It has wide appeal.
  3. The course was taught at a high intellectual level, but did not require a high degree of previous expertise, due to DP's incorporating background information into the course. Anyone with a professional interest in English bindings could benefit.
  4. This is a course for people with specific interests in English bindings. We did not address other bindings. I was glad I'd taken "B-10: Introduction to the History of Bookbinding" before taking this course.
  5. This was definitely an advanced course. Professional, graduate student, or special collections librarian.
  6. Appropriately high and good for academics, and those working in libraries or the rare book trade.
  7. The course presupposes a certain level of comfort with bookbinding terms. Anyone who needs to describe bindings would benefit, and those who purchase books would be helped.
  8. Ph.D. students, to professors (if academics).
  9. Someone already quite familiar generally with the history of bookbinding who wants to dive deeper and more methodically into one country's output and styles.
  10. {no response}
  11. I think the make-up of the current course was spot-on. Very good combination of backgrounds and interests.
  12. The content was quite challenging. A person with some significant knowledge of bindings going in might benefit the most.
- 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. There were many. Too difficult to pick one but the information offered helped to "connect-the-dots" in the knowledge I already had.
  2. I liked the instructor's take on current historiographical issues.

3. {no response}
4. The final day of binding identification practice was so helpful, and has made me more confident about the skills I learned here.
5. The whole course!
6. When we took and analyzed books on our own, and all of us sort of realized how much we had learned.
7. {no response}
8. I really started to discover on the third day that the binding fashions really were more uniform in periods than previously thought.
9. As noted earlier (Q4), some tools to deal with simple bindings, whereas before I had no clue where to start!
10. {no response}
11. {no response}
12. {no response}

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

1. A longer course with more interaction with physical objects.
2. There really needed to be more exercises with the books to help them sink in. An exercise on at least Wednesday to recap would have helped, as PowerPoint only isn't the best teaching tool.
3. If it were possible to hold the course at or near an institution with a strong collection of English bindings, that would make it logistically smarter and the examples could be integrated with the lectures.
4. It would have been nice to be able to handle the books (or even touch the covers) at the Folger.
5. Not sure.
6. I think that it might have been handy to have little worksheets, either in class or to take home, after the various sections to reinforce what we had discussed each day.
7. Perhaps one or two homework assignments, but I'm not sure how that could be handled.
8. The assessment today was really helpful. I think maybe one "quiz" or even "test" (not graded) would reinforce what we learned each day.
9. I would recommend perhaps a take-home packet on one evening to help hone identification skills. I liked the amount of activities in the class, but think the take-home would be a good way to add something.
10. {no response}
11. Work on the timing of the presentations more so that the schedule is easier to achieve.
12. More color examples in the handouts/course notebook.

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

1. This course was understandably a little precious but I would suggest it to others.
2. Yes, and yes.
3. Yes, absolutely. Yes, I would.
4. Yes.
5. I'm grateful I received a scholarship to attend. It took time to save to pay the

difference, but I'm glad I did. I would recommend it.

6. Yes, and yes.
7. Yes, and yes.
8. Yes, no doubt.
9. Yes, and yes, indeed!
10. Yes. I would definitely recommend this to others.
11. Yes, and yes.
12. Yes, and yes.

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

1. I enjoyed the trip though it was a long ride. It would have been nice to have been able to interact with the books at the Folger.
2. It was amazing to go to the Folger, but the restrictions on touching the books definitely affected my experience and ability to remember information.
3. I do. The Folger exhibition of examples was extraordinary, beyond anything that RBS collections could offer. That said, it was long day.
4. It was great to see the Folger books, but somewhat less than ideal that we weren't allowed to touch them.
5. I did enjoy the trip to the Folger. (I wish we had a tour!)
6. I do. I wish we had been able to handle items at the Folger, but certainly understand their hesitation.
7. Yes, and no. Folger gave us the opportunity to see more examples (no touching), and to experience the Folger was great (so accommodating), but that's a fourteen-hour day.
8. Yes, 80+ books at the Folger reinforced what we had learned and taught us more. I was even able to chat with other Folger staff, and reinforce those relationships.
9. We traveled to the Folger, and though it was a long ride, it was well worth it to see their wealth of early English bindings.
10. The trip to the Folger was long but worth the chance to see more binding examples.
11. Yes, the trip to the Folger to look at more materials demonstrating discussed trends was very useful.
12. Absolutely.

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. I enjoyed the lectures. They were informative. I love hearing about other scholarship happening in the rare books community.
2. I generally liked the events.
3. I enjoyed the Wednesday night lecture.
4. The lectures were great.
5. I attended all events except Booksellers' Night—all worthwhile.
6. I did. The lectures (and Sunday dinner) were, as before, time well spent.
7. Yes, they were—only able to go to the first, but it was well worth attending.
8. Lectures were good.

9. I went to one of the two evening lectures and it was quite good. As was the paper museum—more interesting and in-depth than I expected!
10. The lectures were great and useful.
11. Yes, Cathleen Baker's talk was very interesting, and a good use of time.
12. I thought they fell short compared to past such events I have attended. Particularly, the paper lecture was much too narrow in scope.

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

1. Have experience with some books before attending. It is a tactile experience.
2. A little revision at nighttime might help.
3. It is a very informative course, and well-taught one. The instructor is highly knowledgeable, helpful, and well-organized.
4. Make sure to familiarize yourself with basic terms and concepts before the class. It moves quickly (as it should!), so pre-reading helps.
5. {no response}
6. {no response}
7. Take it—this is a great, focused class.
8. Get DP's book.
9. DP is interesting, funny, and a very good teacher. Take the class!
10. {no response}
11. No.
12. {no response}

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

1. The best book nerd summer camp.
2. A wonderful book nerdy experience.
3. {no response}
4. Intense, exciting, and impactful.
5. Don't doubt what you know—sometimes, you're actually right!
6. I feel surprised by how much I learned, but it really feels like my own thing to take home and keep/use going forward.
7. Wow.
8. Delightful experience with the world's leading scholar on English bindings!
9. {no response}
10. {no response}
11. As pleasant and educational as expected.
12. You learn a great deal, particularly what you still need to learn.

## **Student Data**

*Number of respondents:* 12 (of 13)

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

My institution/employer gave me professional leave time: 6 (50%)

I am self-employed, and can arrange my own schedule: 2 (16.67%)

I am a student or non-year-round employee, with a more flexible summer schedule:  
4 (33.33%)

*Who paid your RBS tuition costs?*

I paid 100% myself: 3 (25%)

My institution/employer paid 100%: 4 (33.33%)

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

I used a scholarship/fellowship to pay/waive 100%: 4 (33.33%)

*Who paid your RBS housing expenses?*

I paid 100% myself: 7 (58.33%)

My institution/employer paid 100%: 3 (25%)

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

I stayed with friends/family, or stayed in my own home and commuted: 1 (8.33%)

*Who paid your RBS travel expenses?*

I paid 100% myself: 7 (58.33%)

My institution/employer paid 100%: 4 (33.33%)

I used a scholarship/fellowship to cover part; I paid the rest: 1 (8.33%)

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

### **Library disciplines:**

Archivist: 1 (8.33%)

Cataloger/metadata librarian: 1 (8.33%)

Conservator/binder/preservation librarian: 2 (16.67%)

Public services librarian: 1 (8.33%)

### **Student working toward a/n:**

M.A./M.S.: 1 (8.33%)

Ph.D./D.Phil: 1 (8.33%)

### **Professional educator:**

Assistant professor: 1 (8.33%)

Associate professor: 2 (16.67%)

### **Other occupations/vocations:**

Book collector: 1 (8.33%)

No Response: 1 (8.33%)