

Narrative Evaluations

1) *Do you have any practical suggestions for improvements to RBS's online logistics?*

1. {no response}
2. {no response}
3. No, very well handled
4. No, everything ran smoothly and things were clear
5. {no response}
6. Online logistics were very smooth.
7. No. I thought that the scheduling was great. The mix of 1 hour or 1:15 hour sessions with breaks in between made all of the Zoom time work.
8. I thought it went really well. There were very few issues. The chat feature was heavily used and so the creation of a google doc with all the links was important. The ability to save the chat could have been better advertised. Gather.town was a good initiative but seemed under utilised
9. The hurdle to join gather.town was a bit high--perhaps a (required) welcome meeting (like the Sunday afternoon one that usually happens in-person) might have been a good way to get people like me in sooner.
10. {no response}
11. No; everything worked well.
12. I thought the online logistics were very well organized and executed.
13. No; I was very impressed with how the course was adapted to be held over Zoom.
14. no, all had gone wonderful
15. Everything ran very smoothly this week.
16. None. It was run extremely well.
17. {no response}
18. I think y'all did very well!
19. Online logistics were fine, think Gather.town half hour (or similar tool if used in the future) should be built into each class time on the first or second day to encourage use.
20. No specific suggestions, but here are some thoughts. The Zoom platform worked well for sessions and it was nice to have the ability to chat during each session. It was also great to have a course assistant helping things run smoothly in the virtual environment and to answer logistical/technological questions. I'm not a huge fan of using Dropbox since it requires an account and has very limited storage for the free version, but it was easy enough to access course documents through it.
21. The only suggestion is to leave the Zoom meeting up during at least the shorter breaks. Sometimes I wanted to keep the discussion going with classmates, but the Zoom meeting would close, and trying to switch to the lounge or Gather.town was too disruptive. Turning off for every break felt abrupt sometimes.
22. No, I think the online logistics have worked really well with the use of zoom, dropbox, and Gather.town for everyone to participate and interact with each other. It felt like great

consideration was put into how to adapt the RBS experience to the online environment by the RBS staff.

23. Some more clarity on the process (timeline) for expecting admissions decisions would be appreciated, apart from the instructor's timing. I also felt like there was such a range of emails all communicating different (yet important) information, timing, and links, I had to consistently search and unfortunately missed the evening lecture because I'd been referring to emails that did not mention it.
24. work on including all links and information in one document. Improve the Dropbox folder with sections for documents
25. Maybe the course could be stretched out over 2 weeks, or even a whole month? By the fourth day, I was suffering extreme Zoom fatigue and had to turn off my camera just to function. I thought it was good that we could ask questions in the chat, but the back-and-forth between students became distracting.
26. No.
27. Five-ish hours a day of Zoom just about killed me. I loved the idea of not travelling, but I really didn't get much out of this course, not because of the content, but because I could not pay attention to Zoom for that long. I recommend that, if you offer online modules in the future, they are not longer than two hours a day.
28. From my perspective everything went as smoothly as possible.
29. {no response}

2) How would you describe your encounters with RBS staff?

1. Phenomenal!
2. {no response}
3. excellent before and during the course
4. All very helpful and kind
5. {no response}
6. Excellent, charming.
7. Fantastic!
8. Excellent. Lovely people, extremely professional and helpful
9. Always pleasant and helpful, thanks so much!
10. Professional, supportive, and positive
11. Excellent.
12. I found the RBS staff professional and willing to help answer any questions I had and responded in a timely manner. Information was disseminated promptly and clearly.
13. Very positive.
14. welcoming, helpful, kind, supportive
15. Professional, quick to respond to any issues.
16. Great.
17. Everyone was extremely helpful, professional, and knowledgeable.
18. Delightful. I particularly enjoyed a conversation with Donna Sy and very much appreciate her initiative in coming up to talk to me in Gather.town.
19. All very positive.
20. RBS staff has been incredibly welcoming and helpful all week and in advance of the course to ensure we all had access to everything we needed.

21. I've always had wonderful encounters with RBS staff, absolutely no complaints. Staff are consistently helpful, informative, and kind.
22. All my encounters have been wonderful, helpful, and professional.
23. Overall, very prompt, helpful, and considerate.
24. Excellent.... very helpful, competent and quick to answer
25. David was very warm and humorous, and made the best of the difficulties of the medium. I did not ask him any questions but he responded obligingly to my presentation and helped to contextualize it with what we had learned and seen this week.
26. Positive and helpful.
27. Helpful.
28. RBS staff were always friendly and helpful.
29. Very courteous

3) 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?

1. {no response}
2. {no response}
3. sorry, due to family circumstances, not able to attend anything outside of class hours
4. yes I really enjoyed the Tuesday evening lectures
5. {no response}
6. I avoided the Gather.town.
7. {no response}
8. NA
9. I ADORE the Tuesday evening lecture. For the Zoom experience, I wish there were a way to replicate booksellers' night--I really missed it.
10. {no response}
11. Yes, very interesting lecture.
12. I unfortunately did not have the opportunity to participate in the optional evening events but I am sure the networking opportunities are very valuable.
13. Because the initial gathering was held while I was traveling and I was working a half-shift immediately after the class ended each day, I did not attend any evening events.
14. Yes, I attended one evening lecture it was a good add-on experience to complement the course experience
15. I tried to attend a few, but was pressed for time so not as many or for as long as I would have liked.
16. Unfortunately, I needed to get to work after class so I missed out on the optional evening events.
17. Attending the Tuesday night lecture helped with the immersive feel of a 'book week'.
18. The orientation was absolutely useful to me.
19. Lectures worthwhile, will attend those of other weeks. Tech orientation was a nice way to ease into the week and lessen concerns about tech issues
20. The evening lecture was wonderful, though the virtual reception following it seemed under-attended. I'm looking forward to the closing reception following completion of this survey.

21. I have only attended one of the evening events recently. I attended many RBS Online lectures last year and always enjoyed them. I would enjoy them differently and more for the social aspects if attending in person, so it's difficult to judge their importance. I think they are a valuable part of the experience, even when that experience is entirely online.
22. {no response}
23. NA
24. Yes, but due to other issues, I did not attend as many as I would if on campus. Nice to be at home, but not the same vibe and more pressing issues
25. n/a
26. Orientation was helpful.
27. {no response}
28. {no response}
29. Good Tuesday evening lecture

4) *Were the pre-course reading assignments useful? Are there any readings that you would like to see added or removed in future years?*

1. {no response}
2. Yes
3. Yes, very good. I used Pearson's book as a guide throughout the week.
4. Yes, David Pearson's book on Provenance Research is a very useful reference tool
5. Very useful. They gave me a good foundation for the discussions we had all week.
6. Yes, more reading is always welcome.
7. {no response}
8. Yes. The advance reading list allowed me to prepare and participate fully during the course. There were a few books mentioned during the course that could be added to the bibliography
9. Very useful
10. {no response}
11. Good reading list. David Pearson's Provenance Research in Book History was an especially useful way to prepare.
12. The pre course readings were helpful in providing key background.
13. Yes, they provided a lot of useful background info and context.
14. yes, very useful
15. Yes, it was one of the reasons I have kept an eye on courses for several years, even if I could not attend. I was able to do some of the readings pre-class, and many others are excellent resources to continue learning with.
16. Yes. I did some reading in Pearson's book and that got me quite excited about the class.
17. I found the reading list extremely helpful for somewhere to start for a mini-professional library on the topic of my own.
18. It seems the readings for this course were optional, but they did give a good foundation to be elaborated upon in class.
19. The pre-course reading assignments were wonderful and varied. I'm not sure if I was an outlier for reading 90 percent of the advance reading - I am not currently an academic and some expectation setting ahead of class may have been helpful. The readings were very expensive to anyone without an institutional affiliation/access, maybe the list could

be divided into must and optional to cut down on this...possible barrier to participation that someone may not recognise in advance.

20. I very much enjoyed the pre-course readings, especially Pearson's Book Ownership in Stuart England. During the course, Pearson mentioned a few guides to heraldry that could be helpful to peruse in advance to start getting a handle on the vocabulary and nuances of heraldry if students were interested but I wouldn't expect that to be required reading.
21. They were all useful. The main text, written by the instructor, was absolutely essential. I was worried that the course would repeat it verbatim, but the class used the text as a foundation and expanded and teased it out. Everyone in class brought their own perspectives, too.
22. {no response}
23. While I had a difficult time securing all of the readings in advance of the course (even with the benefit of university institutional access to ILL) each reading was clearly intentionally selected.
24. no assignments, just the reading list. I do think it would be more helpful for a recommended list of links for overviews of the provenance subject as well as links to articles.
25. I have enjoyed David's Provenance Research in Book History immensely. It is a beautiful book (production-wise) which I will return to throughout my career. Beyond that, I did not look at the other readings.
26. Yes, they covered much of the material discussed during the course and will be practical references for years to come.
27. {no response}
28. Provenance Research in Book History is indispensable.
29. Yes

5) 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. {no response}
2. {no response}
3. workbook thorough, examples excellent
4. Yes, very much. Not only did I learn a lot about provenance research but David gave us many links/further readings/resources that we can continue to use going forward
5. {no response}
6. Excellent. Appropriate.
7. {no response}
8. The workbook materials were excellent. I will keep them as part of my reference library. I would have liked it to be interleaved or verso blank so I could make contemporaneous notes in it.
9. Absolutely!
10. {no response}
11. Good resource to take away and use after class.
12. The workbook was very useful and very appropriate and I will use it in the future.

13. I found the content to be appropriate and useful, and expect to keep a printout of the course workbook for future reference.
14. amazing class, well balanced lecture and exercises yes, content appropriate and useful yes, it will continue to be useful
15. Yes
16. It will definitely be helpful in the future.
17. The workbook from the course will be a go to resource after this course.
18. Workbook is phenomenal and I will be referring back to it for years to come
19. Workbook was excellent and very useful during the course. will probably refer to the reference sources themselves in preference, but may re-use. Again, may have been helpful to set expectation that the student should have the workbook handy for annotation (I had to find a local place to print on the morning of Day 2 and was very glad I did)
20. The course workbook was a very helpful guide to have on hand (albeit digitally; I would have preferred a print copy to annotate during the week of the course). I'm sure I will return to the handbook in the future as I tackle provenance research in the course of my cataloging work.
21. Very useful for class and into the future!
22. The course workbook was incredibly helpful, and I anticipate referring to it often as I continue to use and improve the skills I learned this week. The examples and the notes for each session were useful throughout the week as I was able to annotate them with further notes and thoughts during the lectures, instead of trying to scribble down everything I was seeing and hearing. The workbook and teaching materials nicely complimented the presentations/lectures.
23. The diagrams in the workbook were useful to reference during our in-class activities throughout the week and to clarify terms. I will be consulting the bibliography, I am sure, long after this class. The powerpoints were thoughtfully put together, and while much of the course was lecture-based, the environment created by the instructor encouraged student participation and contribution just as much as reflection.
24. Yes, helpful. Would have liked more during the course and after in a listing
25. It seemed to be useful, but sometimes I felt that the heraldry section could have been more robust. For my own research, and this is a criticism of the course as a whole, the workbook and the materials will not always be applicable to my research in Continental Europe and Scandinavia, as they (the workbook and materials) are rather Anglo-centric.
26. Yes, it was all helpful and will again make for great future reference.
27. Dropbox worked well! They were useful and easy to access.
28. Workbook will be very useful. I appreciate that it has a lot of narrative around it so I can dip into it years from now and it will make sense without the class.
29. Workbook should be printed and mailed to participants at the beginning of the course. Lots of color examples and illustrations which I couldn't print out from the download.

6) *How do you plan to use the skills and knowledge acquired during your RBS course? Did you walk away with any "aha!" moments, new ideas, or project plans?*

1. {no response}
2. Yes

3. to enhance my research skills in the children's literature special collection
4. Yes, it was very helpful and gave me the tools to figure out the provenance of many manuscripts I've been working with
5. I now have a better grounding in how to better do provenance research, via databases and resources to check when I need to find answers to problems I encounter in my field.
6. I will use this knowledge to: 1)improve catalog records and metadata 2)incorporate learnings into teachings with students visiting special collections.
7. {no response}
8. The course provided me with a solid grounding to take my bookselling to the next level. There were many 'aha' moments
9. Lots and lots of epiphanies, and more things to follow up on than I can ever dream of having time to!
10. {no response}
11. I will use new skills to better describe provenance in catalog records.
12. The skills I gained in this course I feel will benefit any cataloging work I do in the future.
13. I am still considering this--in my case, this was somewhat foundational knowledge, and I believe that I will encounter useful applications.
14. Yes, many aha moments! I have an ongoing project about tracing provenance, and this class has been extremely helpful and useful!
15. I had a working knowledge of provenance, but now have a much more in-depth knowledge and skills to practice. Many areas will eventually be of use in my jobs and projects.
16. It will inform my future purchases and with time, will hopefully lead to some great discoveries within our rare book collection.
17. Attending C90-a on Provenance will be extremely useful in my work processing a collection and has equipped me to be a better researcher.
18. A project idea or two. I don't have access to a wide range of material, so I can mostly only practice on my own collection for now. But I appreciated the student show-and-tell portion of the class, because it gave good guidance on practical ways to apply this information.
19. Yes, these skills are directly of use in my work. I had tickles of academic projects should I ever run across Phd funding ;-)
20. {no response}
21. I hope to stay in touch with my classmates, incorporate or specialize in provenance research professionally, and, as a research project, delve into some of the topics David mentioned as lacking in work. I am especially interested in taking the provenance skills into more international and collaborative/connected directions.
22. I plan to incorporate the skills and knowledge I learned in this course into the teaching I do with college students. I have so many more ways to reinforce the idea of the book as an object and how we can examine and interpret the physical evidence within books. I can't wait to share all this with students! I also plan to look more closely at the marks of female book ownership in my library's collection and develop a project around them.
23. This course will help me advocate for the importance of thorough provenance research and record-keeping. It has inspired me to more deeply investigate the materials I

encounter at work. I appreciate the emphasis on the serendipity and uniqueness that a focus on provenance fosters.

24. Many aha moments that will help in detective works on provenance issues
25. I had not been on the Library Thing or E-Bay in ten years, but I am back on both now, and they look like they will further my aims as a scholar and as a collector. I even found a Kierkegaard first edition for a low, low price on E-Bay!
26. I will apply much of what I learned at work and I will also be teaching much of this to students.
27. {no response}
28. The heraldry sessions gave me a very demystifying orientation to a subject I've tried to understand piecemeal when puzzles have arisen. I can't wait to apply this knowledge to bookplates and bindings in the collection where I work. As an immediate project, I plan to put together a pop-up exhibit in our reading room on bookplate styles.
29. {no response}

7) Did the instructors help you to acquire all the skills and information promised in the course description? Did you learn what you had hoped to learn?

1. {no response}
2. Yes
3. yes
4. yes
5. Yes
6. absolutely.
7. Yes. David Pearson is a wonderful and engaging instructor. He knows his stuff and his enthusiasm for the material is both contagious and makes the course very engaging.
8. Yes and Yes
9. YEs
10. {no response}
11. Yes. I especially wanted to learn about heraldry, how to read blazons, and how to interpret armorial bindings, and the course gave a great introduction to these topics, with a bibliography for further reading.
12. Yes
13. Yes, I came away feeling like I've learned a great deal and that this knowledge will be applicable throughout my career.
14. yes yes the instructor's lectures were wonderfully delivered, well structured and with a lot of detailed information
15. Yes & Yes. It was a very engaging class.
16. Yes.
17. Yes!
18. All that and more
19. Yes and yes.
20. Yes! Pearson does an excellent job of building the skills and a reference toolkit necessary to conduct provenance research. I feel much more confident now in knowing where to go to answer various questions depending on the provenance information in front of me.
21. Yes!

22. Yes, I feel like I learned exactly what I was hoping to--an introduction to the different marks in books that previous owners left behind and how to begin to interpret them, as well as where to look, what resources are available, to continue learning and investigating these marks and undertaking provenance research.
23. Absolutely. Even without physical books to handle!
24. Absolutely
25. I did not learn how to read gothic hands, unfortunately, but I at least have a point of departure for future studies in paleography. I had hoped we would learn how to trace previous owners in state and municipal archives, as that is the challenge I am facing now. I wanted to learn beyond Google and ancestry.com.
26. Yes.
27. {no response}
28. Absolutely and more.
29. Yes I learned a lot

8) *Are there other ways in which the course could have been improved?*

1. {no response}
2. {no response}
3. {no response}
4. The course was great as it was but I would have enjoyed more activities/participation but I realize that's hard over zoom when sharing screen etc so not a complaint
5. {no response}
6. David is wonderful. He could perhaps read some new scholarship on his subjects, in an effort toward supporting junior faculty and new scholarship -- but he is absolutely ace and has a knack at kindness and an enthusiasm for his craft.
7. {no response}
8. {no response}
9. The first two days were very heavy on lecture. I found that rather hard in the Zoom environment--I might not have minded it at all in-person--and would suggest building in more interactive exercises throughout the days.
10. {no response}
11. We did 2 or 3 exercises during the week, which were very helpful. Maybe add 1 or 2 more?
12. I think we could have spent a little more time on paleography and I liked the presentations at the end...depending on class size this could be something everyone does.
13. Of course I would've loved to see some of the books in-person, but that's not so much a reflection of the course as it is our present circumstance.
14. no
15. {no response}
16. I would have liked exercises that we could do on our own.
17. Although being in person would be such an asset for this course, this was a wonderful online course.
18. I'm sure in person there would be more hands-on exercises, which would be my only suggestion.

19. Extremely well-run, well-presented and generally engaging. I liked the chat but also found it distracting at times, maybe a technical solution to turn off notifications during lectures could be mentioned for those who would prefer. A few slides were quickly passed over as being politically incorrect; it would be better to show the slides, engage with their original and current contexts and demonstrate how professionals and academics handle communicating these issues.
20. {no response}
21. Only by being in person!
22. Not that I can think of at the moment.
23. {no response}
24. This was the first time this course was run on zoom.... was told that at the end and was very surprised. David did a wonderful job in presenting the course looking at a screen late in the evening for 5 days....
25. Again, more attention paid to Continental Europe would have been appreciated.
26. None come to mind.
27. {no response}
28. I kept rifling through the workbook to find an image that was on a slide, but not in the workbook. This especially came up for me during the heraldry exercise. In most cases I ended up finding similar images online, but it might have been useful to have access to the slides.
29. The online course was adequate, but in person would have been much better

9) *Who might benefit the most from taking this RBS course?*

1. {no response}
2. {no response}
3. exactly who took it.
4. archivists, historians (and adjacent humanities scholars) especially those working on provenance of materials from England and the early modern to about 18th century era. Also booksellers/dealers/buyers might benefit.
5. Any one dealing hands on with books
6. film-makers, poets, computer programmers, Phd students
7. Anybody interested in provenance.
8. {no response}
9. Anyone interested in book history
10. {no response}
11. Any who researches provenance: catalogers, historians, book vendors.
12. I think bookdealers would benefit from this course.
13. I think anyone who works with special collections and/or cataloging may find this to be especially beneficial.
14. anyone interested in book, history of the book, stories behind the book
15. Students, professionals, the idly curious ... pretty much anyone with the time and desire to learn ...
16. Anyone who loves books and is interested in provenance.

17. Anyone excited to delve into provenance research from their own shelves, institution, or book shop. You will, however, leave with a new obsession on heraldry and be converted to mark up your own books.
18. Honestly, anyone. It seems really foundational for anyone working with rare books.
19. I think the students in the class demonstrated the range of benefits - from system librarians working on provenance data projects to archives and special collections librarians, booksellers looking to improve their skills, collectors with a special interest etc. Best for students to understand the focus is early modern books, but I think that was clear from the prospectus and instructor's cv.
20. {no response}
21. I think this is useful to a broad spectrum of people who work with books. If you ever need to deal with ownership, take this course.
22. Anyone who works with books and approaches them as historic artifacts in addition to texts.
23. A person who works with books in a research and/or vocational context.
24. Everyone interested in book history
25. Graduate students in English literature or librarians working with Early Modern English or American collections.
26. Early career and seasoned rare books professionals. Grad students, too!
27. I don't really think this course is appropriate to rare books librarians, who likely have all these skills already!
28. I think this course appeals to a wide audience of catalogers, librarians, sellers, and academics.
29. {no response}

10) Do you feel that you got your money's worth?

1. {no response}
2. Yes
3. yes
4. Yes
5. {no response}
6. yes
7. {deleted response}
8. Absolutely
9. Yes
10. {no response}
11. Yes!
12. Absolutely.
13. Yes.
14. definitely
15. Yes
16. Definitely. I wish we could have meet in VA to see the RBS collection.
17. yes
18. YES
19. Yes!

20. Absolutely! This has been an incredibly worthwhile experience.
21. I was fortunate to receive one of the Access 2021 scholarships, but if I could have paid, it would have been just as worth it.
22. Absolutely!
23. Scholarship - I hope it was worth RBS donors' money to send me! I feel privileged to have participated.
24. Yes, and more so
25. I didn't pay any money. I might have been a little disappointed if I had paid something just because, aside from the content issues I mentioned above, it was hard for me to stay focused and alert on Zoom. It was rather painful, to be honest. Serious Zoom fatigue here. Hopefully next summer and all future summers will be in person!
26. Yes!
27. Well, not really, though obviously a lot of preparation went into the course. I think the organizers clearly put in \$1000 worth of work, but I did not absorb \$1000 of information because of the online format. This was not the instructor's fault - I should have postponed to a different year.
28. Absolutely.
29. Yes, definitely.

11) *On a scale of 1–10 with 10 being most likely, how likely are you to recommend this course to others?*

1. 7
2. 10
3. 9
4. 8
5. 9
6. 8
7. 10
8. 10
9. 10
10. 10
11. 10
12. 10
13. 10
14. 10
15. 10
16. 10
17. 10
18. 10
19. 10
20. 10
21. 10
22. 10
23. 9
24. 10

25. 9
26. 9
27. {no response}
28. 10
29. 10

12) If your course had any virtual field trips or guest speakers, do you feel that they were time well spent?

1. {no response}
2. Yes
3. n/a
4. n/a
5. {no response}
6. none.
7. {no response}
8. NA
9. {no response}
10. {no response}
11. {no response}
12. Yes
13. {no response}
14. n/a
15. {no response}
16. {no response}
17. {no response}
18. N/A
19. n/a
20. n/a
21. n/a
22. {no response}
23. N/A
24. I did my own "field trips" after each day on the internet links to references and sites to round out the discussions of the day.
25. n/a
26. None.
27. {no response}
28. {no response}
29. Not applicable

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

1. {no response}
2. {no response}
3. no
4. no

5. {no response}
6. The Zoom situation is not perfect, but David did his best and we had a good class.
7. {no response}
8. The course covers provenance up to about 1850. It focuses on the 16th-18th centuries. The provenance principles and issues are relevant for 19th and 20th century books but the tools and references are less relevant
9. I loved loved loved the heraldry bit.
10. {no response}
11. Bring any puzzles you are working on, to share with the instructor and the class.
12. {no response}
13. {no response}
14. David Pearson is such a wonderful teacher! Knowledgeable and humorous! It was such a joy attending the course!
15. {no response}
16. Prepare a presentation in advance.
17. Do it.
18. I think I'd tell them to have a project in mind, or a couple of books on hand that they can follow along with and apply what they're learning in real time.
19. {no response}
20. {no response}
21. I hope you get to take it in person and examine provenance hands-on!
22. Enjoy the time and ask questions. This course is just the first step in a whole journey into provenance that will open up throughout the week.
23. This course will equip you with new approaches to provenance research as much as delight in the histories and mysteries (that you might well uncover) of materials you might currently feel overly familiar with.
24. This course works well on zoom, if done in the future. Much of the provenance research can be done online, but you need this course to help understand provenance issues, tricks and traps to be able to be an efficient researcher
25. Wait to take it in person, although David did the best he could online.
26. {no response}
27. {no response}
28. While I would have preferred to take the in-person version, the online version was definitely worth it, and it was definitely comparable to a live RBS course. Some provenance information is easier to see blown up on a slide, though of course I missed seeing the real thing.
29. {no response}

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

1. {no response}
2. {no response}
3. {no response}
4. very instructive and practical for my research
5. {no response}

6. Really charming and smart, I learned a lot.
7. {deleted response}
8. Awesome & thoroughly addictive
9. I always feel like I'm taking a vacation from life in a community of like-minded people here.
10. {no response}
11. Grateful for the generosity of our instructor and classmates.
12. Provenance is full of little mysteries for us to solve.
13. This course is exceptional, and beneficial to anyone who treasures books with Provençal history.
14. An amazing and valuable summer week well spent with books, book specialists, and bibliophiles!
15. {no response}
16. A very enjoyable and worthwhile experience.
17. Even online, attending an RBS course and being a part of this community of scholars has been one of the joys of the last few years--thank you!
18. (5) Filling my days with (7) fascinating new info (5) and good company
19. Provenance power
20. This week was jam-packed with knowledge and supplemented with humor, collegiality, and fun.
21. A delightfully bookish respite and inspiration
22. Curiosity and conversation about all the physical traces of past lives. Remember to leave your mark.
23. Made me feel honored to be a bibliophile.
24. The week passed fast with eyes strained, ears numb and fingers sore; however, my mind was filled with book history brought alive again by RBS and David Pearson.
25. Zoomed out!
26. Books are cool! This class proved it!
27. It gave me a headache.
28. Barry bendy a fess arg. between three water bougets gules!
29. Knowledge empowered

Student Data

Number of Respondents: 29 (of x)

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

1. I am a student or non-year-round employee, with a more flexible schedule.
2. I am retired, and can arrange my own schedule.
3. I am a student or non-year-round employee, with a more flexible schedule.
4. I am a student or non-year-round employee, with a more flexible schedule.
5. My institution/employer gave me professional leave time.
6. My institution/employer gave me professional leave time.

7. My institution/employer gave me professional leave time.
8. I am self-employed, and can arrange my own schedule.
9. My institution/employer gave me professional leave time.
10. My institution/employer gave me professional leave time.
11. My institution/employer gave me professional leave time.
12. My institution/employer did not give me professional leave; I used vacation or unpaid leave days.
13. My institution/employer did not give me professional leave; I used vacation or unpaid leave days.
14. I am a student or non-year-round employee, with a more flexible schedule.
15. My institution/employer did not give me professional leave; I used vacation or unpaid leave days.
16. My institution/employer gave me professional leave time.
17. My institution/employer gave me professional leave time.
18. My institution/employer did not give me professional leave; I used vacation or unpaid leave days.
19. I am self-employed, and can arrange my own schedule.
20. My institution/employer gave me professional leave time.
21. I am self-employed, and can arrange my own schedule.
22. My institution/employer gave me professional leave time.
23. I am a student or non-year-round employee, with a more flexible schedule.
24. I am self-employed, and can arrange my own schedule.
25. I am a student or non-year-round employee, with a more flexible schedule.
26. My situation does not fit any of the options above.
27. My institution/employer gave me professional leave time.
28. My institution/employer gave me professional leave time.
29. I am a student or non-year-round employee, with a more flexible schedule.

Who paid your RBS tuition costs?

1. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
2. I paid 100% of my tuition costs myself.
3. I paid 100% of my tuition costs myself.
4. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
5. My institution/employer paid 100% of my tuition costs.
6. My institution/employer paid 100% of my tuition costs.
7. My institution/employer paid 100% of my tuition costs.
8. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
9. My institution/employer paid 100% of my tuition costs.
10. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
11. {no response}
12. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
13. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
14. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
15. I paid 100% of my tuition costs myself.

16. My institution/employer paid 100% of my tuition costs.
17. My institution/employer paid 100% of my tuition costs.
18. I used a scholarship/fellowship to pay/waive part of my tuition expenses; I paid the rest.
19. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
20. My institution/employer paid 100% of my tuition costs.
21. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
22. My institution/employer paid 100% of my tuition costs.
23. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
24. I paid 100% of my tuition costs myself.
25. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
26. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
27. My institution/employer paid 100% of my tuition costs.
28. I used a scholarship/fellowship to pay/waive part of my tuition expenses; my employer paid the rest.
29. I paid 100% of my tuition costs myself.

Not including this year, how many RBS courses have you attended?

1. This is my first course.
2. This is my first course.
3. This is my first course.
4. This is my first course.
5. This is my first course.
6. 2
7. This is my first course.
8. This is my first course.
9. I can't remember.
10. This is my first course.
11. I can't remember.
12. This is my first course.
13. This is my first course.
14. This is my first course.
15. This is my first course.
16. 1
17. This is my first course.
18. This is my first course.
19. This is my first course.
20. This is my first course.
21. This is my first course.
22. This is my first course.
23. This is my first course.
24. 3
25. 2
26. 1
27. This is my first course.

28. 4

29. 10+

Which of the following best describes your current occupation?

1. Professional educator: Lecturer/adjunct
2. Student working towards a/an: M.A./M.S.
3. Student working towards a/an: Ph.D./D.Phil.
4. Student working towards a/an: Ph.D./D.Phil.
5. Book Trades: Auction House Staff
6. Library discipline: Library administrator
7. Library discipline: Special collections librarian
8. Book Trades: Antiquarian bookseller
9. Library discipline: Other
10. Library discipline: Other
11. Library discipline: Archivist
12. Student working towards a/an: M.L.I.S./M.L.S.
13. Library discipline: Archivist
14. Student working towards a/an: Ph.D./D.Phil.
15. Library discipline: Other
16. Library discipline: Subject specialist/bibliographer
17. Library discipline: Archivist
18. Much like Bartleby the Scrivener, I would prefer not to answer this question.
19. Book Trades: Antiquarian bookseller
20. Library discipline: Other
21. Book Trades: Other
22. Library discipline: Special collections librarian
23. Student working towards a/an: M.L.I.S./M.L.S.
24. Book Trades: Antiquarian bookseller
25. Student working towards a/an: Ph.D./D.Phil.
26. Library discipline: Special collections librarian
27. Library discipline: Library administrator
28. Library discipline: Special collections librarian
29. Student working towards a/an: Ph.D./D.Phil.