

Narrative Evaluations

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

1. No; as someone who worked hard and still struggled to pivot and design online courses this past year, I was so blown away by the well-organized, equitable, and well-paced format of my online course.
2. It was a little annoying to have the class Zoom session ended before each break, and to have to log on again. Perhaps there's a good reason for that on your end, but if not I'd suggest at least allowing us to stay logged in over the 15 minute breaks.
3. No.
4. RBS staff could help to adjust the instructor's audio volume a bit higher in the Zoom.
5. No, everything went extremely well for me.
6. Although I like the idea of Gathertown, I did not really enjoy it. I found it rather awkward.
7. n/a
8. We were asked to leave the Zoom room between each session, which was both inefficient and meant that chat questions disappeared between sessions. Why can't we just turn off cameras and stay in the Zoom room?
9. Our course did not use the listserv, I did not visit GatherTown after the first time. I think that's just my personality.
10. Clearer emails for Zoom links for the course, orientation, and receptions. I had to look through a few different RBS emails and attached Word docs to find Zoom links. It would be helpful to send emails with subject lines that say something like "Zoom link to class". You may want to look into alternatives to Dropbox. Dropbox sent me an email about how my account was almost full. RBS course documents are the only items in my account and I would have had to pay to upgrade Dropbox. I didn't need to upgrade, but Dropbox storage can be a problem for students already using Dropbox for non-RBS items.
11. No
12. Before the course began there were a lot of emails sent out by RBS. It was a lot to track. I would prefer one email with all of the information and links.
13. {no response}
14. {no response}
15. Update the reading lists for all of the courses sooner.
16. The class was very well done
17. Everything seemed quite smooth day-to-day -- the only thing I might have appreciated was an emailed Zoom invite so that I could import the scheduled daily meetings into my calendar, rather than having to go back to the initial link. I did have some issues with the Google/Dropbox interface (the instructions said I wouldn't need to sign in, but my computer seemed to think I did, and had a problem with the fact that that my pre-existing Dropbox account is set up with a gmail address, but my RBS registration

was to my university email address). I eventually did get this to work but I'm not actually sure how.

18. It was largely as good as it could have been as a virtual course. Ideally, some courses could send models to students to help understand the content when applicable, but that's likely prohibitively expensive. The one thing I would change is longer breaks if possible. I understand RBS was working with shorter class hours to accommodate the time differences, but the extraneous "life" work involved with taking a class at home meant it was hard to find time for the socializing aspect of RBS.
19. No, I thought the online logistics were handled well.
20. I would say maybe including a little more time during class to get to know our classmates, whether that be doing group activities or putting us into breakout rooms to chat briefly during our class sessions.
21. It was a bit odd to sign in and out of every session, rather than staying signed in through the breaks, but I understand why that is easier in terms of confirming attendance and recording. In a perfect world, I would have had time to play around with the Zoom lounge and Gather.Town, but I was working full time and attending the course, so I wasn't able to socialize and network the way I would in person (that isn't RBS' fault, but is a symptom of digital work).
22. It would be helpful to have a sense of schedule earlier--especially for "off-hour" activities like the opening talk and reception and the Tuesday evening talk. I was not able to attend either because of prior commitments; with earlier notice, I would have held the times open. I would also have liked to have a sense of homework reading sooner in order to plan my weekly schedule farther in advance. Other than that, really well done putting the course itself together online!

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

1. Really conscientious, equitable, and anticipating my needs before I knew them in some cases.
2. Very friendly and courteous!
3. Minimal, online only, but very helpful. I would like to mention Alicia Meredith for helping me get a receipt for my payment that was acceptable to my institution.
4. They are very nice and helpful.
5. My encounters were wonderful. The RBS staff were always responsive, helpful, and kind.
6. Very professional and extremely friendly and helpful.
7. Perfect!
8. Great! (Although it would have been nice to see real humans in Charlottesville.)
9. Very friendly and helpful
10. Wonderful. I only talked to a few RBS staff in Gather.town and they were great. Everyone who spoke at the tech orientation and welcome talk was engaging and knowledgeable.
11. The RBS staff are very kind and helpful and always willing to share information.
12. Friendly and helpful
13. It was fantastic working with David Whitesell in this course. He has a great knack for simplifying complex book terms and processes, and he's able to do so in a way that's genuine and sometimes even humorous (but not over the top). I am only disappointed I couldn't have taken this course in person with Professor Whitesell, as I imagine the

online format to some degree takes away from his "stage presence" when presenting hand-press period books to students and being able to touch and observe closely what he's describing.

14. Very pleasant and helpful.
15. Positive--they were friendly and knowledgeable.
16. Helpful and accomodating
17. Wonderful!
18. Very positive, as always they are knowledgeable and willing to answer questions.
19. Generally very helpful.
20. The RBS staff have all been extremely kind and helpful.
21. Wonderful! They were professional, personable, and respectful of the scheduled times.
22. Positive, friendly, extremely helpful.

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. Because my particular course was five days, 10am - 4pm, and we were in the middle of a home purchase, I was unable to come to the optional lecture event. I did come to the Sunday welcome event, which was perfect. I can't remember the last time I heard a full-throated welcome "lecture" and it was a delight.
2. {no response}
3. {no response}
4. N/A
5. I really enjoyed the optional lecture by Alex Hidalgo. It was a wonderful use of my time. He gave a fascinating lecture. I also invited my boss, and she attended.
6. I really enjoyed the extra lecture "the book as archive". It was very relevant to both my work and to the course I was taking. I also attended the welcome session and found this to be helpful.
7. Very good
8. Time zones made this difficult, but I look forward to watching the recordings.
9. I attended the opening and the Tuesday lecture. I enjoyed both.
10. The Welcome talk was great. I enjoyed the discussion about the importance of community.
11. N/A
12. N/A
13. Yes, the presentation by Dr. Alex Hidalgo was wonderful and inspiring. My only regret is that I was so "Zoom fatigued" at this point in the day (after the coursework from 11 a.m.-5 p.m.) that I really lacked the mental energy to attend the Gather.town social hour afterwards.
14. I only attended the lecture, which was interesting and informative.
15. Yes--I met a lot of nice people through the gathering space.
16. Yes
17. Unfortunately I wasn't able to attend any of the evening events due to caretaking responsibilities.
18. The Book as Archive lecture was very interesting. I might have scheduled it a little later than the last session though; it was hard to concentrate when still burned out from class

and I had a dog crying to go for a walk the whole time (apologies, that's random, but an example of "life work" when you're doing a virtual class).

19. I do not think the google.town platform added much to the interactive experience. Given that I really did not know anyone taking any of the classes, I felt like "socializing" with my classmates on the class zoom would have been a better way of fostering interactions/connections with other RBS participants.
20. I attended some of the receptions and social time in Gather.town. I do feel like it is important to have time to socialize and I appreciated having the space to do that even in an online environment.
21. {no response}
22. I was not able to attend these events because of prior scheduling commitments, though I would have liked to attend.

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. I was not notified of pre-course readings so I was unable to complete them in advance.
2. {no response}
3. Yes, very useful.
4. They are useful.
5. The pre-course reading assignments were intense (especially the Bowers text), but they all proved to be extremely helpful as I absorbed the in-class lectures. The YouTube videos that showed the creation and setting of type and the anatomy of books helped me visualize the readings.
6. The pre-course reading assignments were extremely helpful and provided a very good introduction to the course.
7. {deleted response}
8. Yes, very much so. I wish that the pre-reading list were slightly more specific about which portions of the reading would be the focus of close discussion in the class and which were for overall reference and background.
9. I had a copy of the recommended text and access to the other recommended readings. I decided to purchase the other texts so I could have my own copy. However the texts that I purchased were not really used that much during the course, but I think they will be helpful for my work.
10. Yes. Gaskell is hard to read, but I can still understand him because I work with hand-press era books. If I had never been exposed to hand-press era books, I think Gaskell would have been impossible to understand.
11. Yes, the pre-course readings helped with following along with the instructor and the terms and other information shared.
12. The pre-course readings were helpful. I was able to gain some baseline knowledge that the instruction built on.
13. Yes, they were all extremely useful.
14. The pre course reading assignments were great, not only because they helped me get ready for the course I took but they are a great resource for finding new texts.
15. The Gaskell text was very useful in preparing me for my RBS course (as was the advice not to get too bogged down in the more technical sections). The videos were helpful as

well. I highly recommend purchasing Gaskell, as I am very glad that I now have it in my library! I also used the ABC for Book Collectors quite a bit to look up terminology before and during the course.

16. Pre course readings were all directly relevant
17. Yes, extremely useful -- the Gaskell was a bit technical in spots but it was very helpful to identify the areas where I was unsure in order to ask questions when the topic came up in class.
18. Yes, although the link to the online version of ABC's for Book Collectors did not work. The videos were very useful, and I would suggest future students watch them first because a lot of the information is easier to understand if you just see it, so that could be a basis for the readings.
19. I think the prereading assignments were helpful. I think some of the optional/recommended reading/texts should have been required, particularly the material related to collation since collation was a large part of the class and was difficult for me (as someone with no knowledge of/experience with collation at all) to follow.
20. All the readings were extremely helpful in preparing me for the topics that were covered in class.
21. The course texts were prohibitively expensive to purchase and were not available via libraries due to Covid. The vast majority of readings were copied into the workbook, but if all could be, that would be appreciated.
22. The pre-course reading assignments were unclear. I knew from the course description that some would be necessary or recommended, but I would have liked to receive a bit more communication about readings in advance of the course in order to better plan my time and priorities.

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. The course workbook was/is extremely useful, especially in tandem with the generous PowerPoint slides provided in advance. I was able to print off those PowerPoint slides using the note-taking PDF format so I could actively annotate. This also helped mitigate eye strain in the online format.
2. It will certainly continue to be useful after the course! There is so much information to absorb this week; I know I will refer back to the workbook to refresh my memory.
3. Yes, the workbook is extremely helpful. I have already consulted it several times for use outside the class.
4. They will be useful for my further study and work.
5. I am planning to print the course workbook and have it bound for my reference collection. It has invaluable information.
6. The course workbook will be an extremely useful reference tool for me. I will be keeping a copy of this workbook close by. The powerpoints the prof used were also very comprehensive and his use of examples made the topic come alive.
7. I will probably be referencing the workbook for years to come.
8. I will certainly continue to employ the workbook and other materials.
9. These were helpful, I appreciated the workbook and it will be helpful after the course.

10. I like how we had workbook readings to review before each class session. It helped me to understand the class material better. In the workbook, I love the large amount of examples of hand-press era book features and the lists of useful databases.
11. Helpful and glad to have the workbook
12. The workbook was useful during class and I will be referring to it in the future.
13. It was very helpful, and I look forward to using it for reference in my day-to-day work!
14. The workbook for G-20 was so great to have, I suspect it will be very helpful to me in the future as well.
15. The course workbook will be something I reference for a long time to come! It was very useful, as were the instructor's Powerpoints. I also liked it when the instructor worked on questions/problems for us to solve as a group.
16. I wish that I had it sooner- the weekend was not enough time to study it.
17. Yes, useful and I will likely refer back to it in the future.
18. They were useful and filled with relevant information. I didn't use the workbook as much as in previous classes because of the virtual format (I don't have a printer), and it was difficult to flip between screens during the lecture. However, I'm glad I have it to refer to in the future.
19. Yes I thought it was all really well done. The powerpoint slides were excellent.
20. The workbook was very useful and I do plan on consulting it when I work on collation and bibliographical description for incoming materials.
21. It would have been neat to have a packet mailed to participants with practice DesBib paper, so that we could better understand format and binding.
22. Very helpful workbook! Yes, it will be useful after the course.

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. I am just beginning a complex critical edition project, and this really helped get me grounded for that project. I also feel far better equipped to advise a few current PhD projects.
2. I am looking forward to sharing my knowledge with the college students I work with during their class visits to special collections to view our books. I'll also be more informed when browsing book catalogs for acquisitions. I'm inspired to begin collecting some books for a teaching collection, so that I can share examples of some of the important attributes I learned about this week.
3. I am likely to use the skills and knowledge primarily in interpreting our rare books for our students and researchers. I would like to focus more on rare books as a part of my job, but I am also responsible for archives, manuscripts, realia, exhibits, and administration.
4. Easier for me to understand the library collections' bibliographic information and identify their format and printing style.
5. I took over twenty pages of notes during the course of these five days. I've already started outlining new ways to incorporate my knowledge of bibliographic description into my cataloging practices and instruction/outreach activities for students.

6. I walked away with many "aha" moments and I can't wait to try out my newly attained bibliographic description knowledge on the collection at my institution. I will be considering how I can work this into a project and/or some scholarly work.
7. {deleted response}
8. I found the perspectives about binding and provenance particularly helpful for my current work on histories of reading. I found that many of the points of discussion also apply to medieval books that I work with.
9. The skills and knowledge will be helpful in cataloging and describing the volumes that I come in contact with. The collational work in class has helped me to understand it. I know what to look for in trying to identify specific copies or differentiating copies.
10. I'll be better able to describe hand-press era books in catalog records at my library workplace.
11. I plan to utilize our rare book collection and work on collation formulas, as well doing some rare book cataloging
12. I am excited to get my hand on our rare books and look for descriptive elements we discussed in class. I plan to use my knowledge in instruction and outreach with the rare books.
13. I walked away with SO many ideas! First, I'm very excited to survey our oldest section of the library and apply new skills, such as creating bibliographic descriptions and statements with collational formulas. I'm keen to dive into our copies of works printed by a few particular printing presses heavily featured in our library to observe their unique practices and determine if there's anything (from a historical perspective) I can glean about the parent organization of those presses (i.e., what hand did they have in cancels and replacements; how were the books actually prepared for the organization - did copies first sit in a warehouse? When were they shipped across the Atlantic, and how? Were they bound before being shipped to North America?). I really sense an article will come out of what I've learned, and I will most certainly give appropriate credit that acknowledges my time at RBS... and perhaps it will even evolve into something that can be presented at an RBMS conference or similar venue? We shall see!
14. I'm so excited to be able to decipher collation formulas and be able to tell the difference between a woodcut and intaglio! There was so much I learned in my class that is going to be immediately applicable and helpful to me in my work as a cataloger.
15. The knowledge I gained will give me a much fuller picture when I am working in archives or rare book libraries. I now realize much of the evidence I was not paying attention to.
16. I will be doing rare book and special collections cataloging. This course helped me to organize this vast amount of information. A great introduction
17. I had so many "aha! moments!" I took 18 pages of notes during the class and at least a quarter of them were ideas for new things to look at in my research inspired by things we learned. I will definitely be incorporating information about paper and bindings into my current research project, but I also noted down multiple ideas for my teaching.
18. If you work with rare books, it's really good to be able to understand how they were made and what sort of life they've had. I feel better prepared to discuss this with colleagues and in programming, and to answer questions from patrons. I can also communicate better with professionals outside the library field, such as rare book dealers and academics.
19. I feel like my to-do list is longer by a factor of 10.

20. I had been trying to teach myself collation but felt I was not doing it right. Taking this course helped me feel more confident in my understanding and correct some of the mistakes I was making in putting together my formula for books that were not straightforward. I also found the information about bookbindings very helpful because that is an area of book history I have very little formal training in and now feel like I can identify certain styles in our stacks now.
21. I've wanted to attend Rare Book School since I heard about it as a baby graduate student. I deeply respect the program and the field. I plan to integrate what I've learned in my published work, as well as my teaching of my own courses.
22. I will use the skills to teach public and academic engagement workshops at my library. It was very helpful to formalize some of the training that I have picked up "on the streets" of academia, as it were.

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. Yes!
2. {no response}
3. Yes. I could not imagine a better instructor. This course was everything I hoped it would be.
4. Yes
5. Yes, David Whitesell has a wealth of knowledge that he generously imparted on us. I greatly respect his passion for bibliographic description; it is infectious. I am so impressed that he offered tutorial sessions after the course. What a huge benefit! I also appreciate that David did not make anyone feel inadequate. He acknowledged and answered every question without any hint of condescension.
6. David Whitesell is a very engaging instructor. His keen sense of humour made the dense subject matter very easy to absorb. I definitely gained a ton of new information from this course.
7. {deleted response}
8. Yes.
9. yes
10. Yes.
11. Yes I learned exactly what I thought I would learn and glad to have this knowledge base of rare books
12. Yes, I learned what I had hoped to learn.
13. Yes, 100% on all fronts.
14. Yes, David Whitesell was an excellent instructor, I can't say enough good things about him.
15. I took the course to learn what I didn't know I didn't know about printed books of this period, and I feel that goal was accomplished.
16. Yes - the course was better than I expected
17. Yes!
18. Yes! I didn't think it was possible, but I now understand format and collation. I also have a pretty solid foundation about how a hand-press book and its component parts are made.

19. Yes, not knowing how much I didn't know, I learned more than I could have expected.
20. I feel like the instructor did a very thorough job working through all aspects of descriptive bibliography given in the course description. I was able to get a deeper understanding of many of these topics and fill in some gaps.
21. Definitely!
22. Yes.

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

1. {no response}
2. {no response}
3. {no response}
4. If the instructor can add more captions or subtitles to the pictures in the PowerPoint, then it might be easier for us to review the slides and catch up on the information
5. Everything about this course really gelled with my learning style, so I do not have any suggested improvements.
6. I loved this course and was sad when it ended. Even in the online format, the course was amazing.
7. {no response}
8. NA
9. Maybe having digital images available as examples in the Shared Folder would be helpful. The students could look at them before and after the lectures and try to apply what was covered in the course.
10. It may have been useful to occasionally split into breakout rooms on Zoom to discuss class concepts with a few students. It can be daunting to speak up in a large Zoom class and breakout rooms are a great way to engage with class material, such as analyzing the layout of a book.
11. I would like to see more variety in the print materials. Not sure if there were examples of cultural heritage rare books available.
12. {no response}
13. {no response}
14. {no response}
15. It would be better to take this course in person. However, I feel the instructor did a really good job of accommodating the online format through lots of images, and I'm glad I got to take it this summer rather than waiting another year for an on-ground version. I do wish we had used some of the facsimile materials together.
16. {no response}
17. On some days I thought I might have liked to have only 2 hours of class in the morning, with the afternoons to read, study, and process all the new information--particularly in the Zoom format the days could seem long. On the other hand, I was extremely interested the entire time and each individual session seemed very well-timed, so a more intense and shorter experience clearly worked well too.
18. It would have been useful to get some practical elements in, but such a thing was difficult with the virtual format and time constraints. The (upcoming) tutorial should be helpful in remedying that.
19. Don't save collation to the last session of the day.

20. There was so much information that we went through, I am not sure there would have been sufficient time for this, but I would have enjoyed some group activity work where we maybe collated a virtual book as a group or something like that and then discussed it as a group.
21. {no response}
22. More advance notice for scheduling and readings.

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

1. {no response}
2. {no response}
3. I would encourage young special collections librarians, as this provides a strong foundation for asking further questions. I wish I had attended this course many years ago.
4. people work with rare books
5. I think that anyone who has a need or desire to make collections of hand-press books available to the public should take this course. This may include special collections librarians (especially rare book catalogers), curators, and archivists. This course may also be useful for scholars who study hand-press books or want to be more familiar with them.
6. People looking for an introduction into bibliographic description.
7. {no response}
8. Book trade and library professionals.
9. Anyone interested in printed books and hand press history.
10. Catalogers, metadata librarians, and booksellers who work with hand-press era books.
11. Anybody
12. Individuals who want to learn about how a book was created in the handpress period would benefit from this course.
13. This course is of value to almost anyone who spends significant time with printed materials from the hand-press period. This would include, but is not limited to, book dealers, archivists, librarians, educators who consult hand-press-era books,
14. I think that many MLIS programs don't go into a lot of detail about things that, it turns out, you need to know to do rare book cataloging. This class filled in a lot of gaps for me.
15. Anybody with an interest working in books of this time period. I wish I had taken such a course as a graduate student in English.
16. Anyone interested in learning about the history of printing and publishing
17. Librarians certainly, but also graduate students or faculty members doing research in rare-book-adjacent areas.
18. Librarians, booksellers, academics, anyone who works with hand-press books on a regular (or even project-based) basis and whose work could benefit with an understanding of their makeup. One thing I learned is that bibliographic description has a very different method and purpose from rare book cataloging, but the fields can inform each other.
19. Special collections curators and librarians and scholars of book and printing history.
20. Early career special collections librarians and catalogers.

21. An online version of undergrad and graduates students would reach an eager audience, I think.
22. Cataloguers, academic scholars who (like me!) confuse "book history" with "doing bibliography."

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

1. {no response}
2. {no response}
3. Yes.
4. Very worth
5. Yes!
6. I was so fortunate to get a scholarship (thank you!). But if I had paid, I would have felt I got my money's worth.
7. {no response}
8. Yes.
9. yes
10. Yes.
11. Yes
12. Yes.
13. I took the course using scholarship credit, but it was certainly worth the time and effort put in by RBS staff. I learned so much in a short time and cannot wait to take future RBS courses to expand my knowledge.
14. YES!
15. Yes
16. yes
17. Absolutely!
18. Yes
19. Yes! Especially since my employer paid for it. (I kid. It was very worthwhile.)
20. I feel like I definitely got my money's worth.
21. Yes.
22. Yes

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

1. 10
2. 9
3. 10
4. 10
5. 10
6. 10
7. 10
8. 9
9. 9
10. 10
11. 9

12. 10
13. 10
14. 10
15. 10
16. 9
17. 10
18. 10
19. 10
20. 10
21. 10
22. 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. {no response}
3. {no response}
4. Yes
5. N/A
6. N/A
7. {no response}
8. NA
9. n/a
10. Yes.
11. N/A
12. N/A
13. Yes, James Ascher was an energetic guest who joined us just at the right moment on the last day of the course, right when some Zoom fatigue was beginning to set in. One can tell that Ascher and Whitesell have a strong relationship and would probably be a very good team teaching the course, if that was deemed appropriate in the future.
14. {no response}
15. We had a guest speaker come in briefly on Friday to discuss our homework assignment--I thought he gave us good tips regarding picking our books to study.
16. {no response}
17. N/A
18. {no response}
19. I did not get a great deal out of the guest lecture, but that may be because my 7-year-old was bouncing around during it.
20. {no response}
21. {no response}
22. n/a

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 response}
4. no
5. Be sure to familiarize yourself with the advance readings and assignments. It will help you immensely once the course starts. You need to start training your brain to think like a bibliographer before the first day of class.
6. Be prepared to learn a lot in a short period of time.
7. {no response}
8. I am glad that I was able to take the course this year, but I wish I had been able to take it in person. I missed the opportunity to practice the skills on actual books.
9. {no response}
10. If you don't work with hand-press era books, try to visit a local library special collection and see if you can look at some of these books before you read the course readings.
11. Be prepared to take in a lot of information and really participate
12. {no response}
13. {no response}
14. Definitely do the advance readings.
15. I was told it was a great 'survey' course for somebody who has never taken an RBS course before--and I believe that is true. It introduced me to a lot of different topics, and the instructor talked to us about other courses we could take in particular areas if we are interested in those particular aspects of study. He also pointed us towards good reference books in particular areas.
16. {no response}
17. {deleted response}
18. It's a great course that covers a broad range of subjects! Even the parts I didn't think I'd be as interested in were enlightening. Also, pace yourself; mental exercise can still be exhausting.
19. Although I think there are good reasons to take a remote course, I personally feel there is a great deal of benefit to separating myself from regular life for a week to focus on a course and its related readings. All things considered though, I do think the limitations of the online format were handled remarkably well.
20. Be prepared to feel like your brain is exploding with information in the best way possible.
21. I hope that some courses can be offered online in the future, even if most go back to in-person formats. I live in London and can almost never get time off to come in person; getting to be part of the community this way was wonderful and hugely helpful.
22. {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. secret lives of books / hiding in plain sight, told through / bibliography!
3. I wish I could be there in person and spend time looking at books with Mr. Whitesell and the other students, talking and asking questions directly.
4. It's my first time attending the class, and I really enjoy it. I hope in the future I can have a chance to attend again in person. That must be even more fun.

5. The pandemic did a lot of things, but it did not stop the rare book community from teaching and learning. I am incredibly grateful that RBS 2021 moved forward in a virtual format and that I was able to attend for the first time!
6. I was sad when the course ended!
7. Extraordinarily useful and enjoyable!
8. Collation.
9. It was great!
10. I learned a lot and have new resources to help me at my library job.
11. It was a great time.
12. Watermarks, Moroccan leather, and collation formulas, oh my!
13. I have been transformed / through learning how books are born / and experience life.
14. I can't wait to take another course!
15. Enlightening
16. {no response}
17. I enjoyed this course so much!
18. :D
19. I am now more qualified (though perhaps not fully qualified) for my job.
20. Summer camp for book nerds.
21. Illuminating.
22. Delightful challenge for the brain!

Student Data

Number of Respondents: 22 (of 22)

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. My institution/employer gave me professional leave time.
3. My institution/employer gave me professional leave time.
4. My institution/employer gave me professional leave time.
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. My situation does not fit any of the options above.
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 gave me professional leave time.
13. My institution/employer gave me professional leave time.
14. My institution/employer gave me professional leave time.
15. I am a student or non-year-round employee, with a more flexible schedule.
16. My institution/employer gave me professional leave time.
17. I am a student or non-year-round employee, with a more flexible schedule.
18. My institution/employer gave me professional leave time.

19. My institution/employer gave me professional leave time.
20. My institution/employer gave me professional leave time.
21. My situation does not fit any of the options above.
22. My institution/employer gave me professional leave time.

Who paid your RBS tuition costs?

1. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
2. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
3. My institution/employer paid 100% of my tuition costs.
4. My institution/employer paid 100% of my tuition costs.
5. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
6. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
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. My institution/employer paid 100% of my tuition costs.
11. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
12. My institution/employer paid 100% of my tuition costs.
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. My institution/employer paid 100% of my tuition costs.
16. My institution/employer paid 100% of my tuition costs.
17. I used a scholarship/fellowship to pay/waive all of my tuition expenses.
18. My institution/employer paid 100% of my tuition costs.
19. My institution/employer paid 100% of my tuition costs.
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. I used a scholarship/fellowship to pay/waive all of my tuition expenses.

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. This is my first course.
7. 1
8. 1
9. This is my first course.
10. 1
11. 1
12. 1
13. This is my first course.
14. This is my first course.
15. This is my first course.

16. This is my first course.
17. This is my first course.
18. 2
19. This is my first course.
20. 1
21. This is my first course.
22. This is my first course.

Which of the following best describes your current occupation?

1. Professional educator: Assistant professor
2. Library discipline: Archivist
3. Library discipline: Curator
4. Library discipline: Conservator/binder/preservation librarian
5. Library discipline: Curator
6. Library discipline: Cataloger/metadata librarian
7. Library discipline: Cataloger/metadata librarian
8. Professional educator: Lecturer/adjunct
9. Library discipline: Cataloger/metadata librarian
10. Library discipline: Cataloger/metadata librarian
11. Library discipline: Library administrator
12. Library discipline: Special collections librarian
13. Library discipline: Archivist
14. Library discipline: Cataloger/metadata librarian
15. Professional educator: Associate professor
16. Library discipline: Cataloger/metadata librarian
17. Professional educator: Assistant professor
18. Library discipline: Special collections librarian
19. Library discipline: Curator
20. Library discipline: Special collections librarian
21. Book Trades: Other
22. Library discipline: Library administrator