

Jan Storm van Leeuwen  
B-10: Introduction to the History of Bookbinding  
19–24 July 2015

**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. I think the introductory readings by Miriam Foot and Nicholas Pickwoad were great! Get rid of books about American binding.
2. Readings were very useful, especially Needham and Pearson. I didn't get to all of them, but the more you can read in advance, the more useful the course is because questions are more informed and the material is easier to absorb.
3. The pre-course readings were very helpful. They provided a useful context for the lectures. The readings were written across a number of years, which also provided an interesting perspective on how the scholarship is evolving. It is well worth tracking down some of the harder-to-find assignments, if at all possible.
4. The readings are not just an excellent way to prepare for the course; they are also very useful for anyone remotely interested in the topic. Even if you're not accepted to the course, do the reading. It will teach you so much.
5. The pre-course readings were quite useful. Not for myself, but I recognize that they are difficult to find for classmates. Luckily, JSvL really teaches the course well, so he is able to touch on everything in the assignments.
6. The pre-course reading was very helpful as an overview of terms and major trends. I felt that very little was "sticking" as I read, but as the course progressed, I realized how much background that reading had actually given me.
7. The readings were extremely thorough. I only managed to find and read about half of them, but still felt very well prepared. Do as much as you can, but don't be intimidated by the length of the list.
8. The pre-course readings were very useful—especially the Pearson and Bennett.
9. The recommended books by Julia Miller were especially good.
10. {private response}
11. {no response}
12. The pre-course reading assignments were very useful. If the course workbook is made available before the course starts, it would be good to read it before Monday morning.
13. Pre-course reading was extensive. I needed to see and touch the materials to retain page after page. Needham book was not available. If instructor has published recent articles, I'd like to read them.
14. The pre-course readings were extremely useful. I was able to get almost all of them from my campus library, although I ran out of time to get through many of them. I focused on ones that gave a technical background/historical overview, rather than specific styles or example bindings. I found that these gave me a good preliminary understanding, and helped me when we went over material in class, as I was familiar with terms, &c., and did not get overwhelmed.
15. The reading assignments were very useful as background. It was difficult to get

many of them, but the three I got were comprehensive and well written, and books I can refer to later.

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 is comprehensive and well organized. The bibliography is also great, and I will keep it as a reference source.
2. Getting the workbook earlier (as per JSvL's request) would be helpful so as to read in advance. Conceivably, could be helpful to have it more structured by day/session topics, but it's great as is.
3. The workbook provides a number of resources that will be very helpful in my "life after RBS" (and they were very helpful during). The timeline in the workbook is so *helpful!*
4. The workbook is a valuable reference that I will be able to refer to as my memory fails me. The resources it gives provide additional content during class as well.
5. It is a hugely helpful tool. JSvL has thought of every aspect that would be useful for the class, as well as external use for identifying bindings. I will continue to use it after the course in my work.
6. The workbook—and the color PDFs distributed electronically—were very helpful, and will continue to provide a resource in the future. {private response}
7. The workbook was very thorough, and I will be glad to have it permanently in digital form. {private response}
8. I will keep returning to the workbook as a future reference, and I think it will continue to be helpful, especially the list for further reading. I appreciate having a color electronic copy as well. It would be nice to receive copies of the slides, too.
9. {private response} The digital workbook—in color!—was a helpful supplement to the lectures.
10. The workbook is a useful reinforcement of JSvL's presentations. I will be referring to it in the future, along with my notes.
11. JSvL's workbook and PDF are both excellent, and I plan on using them regularly.
12. All the materials were excellent. It was very meaningful to see some of the books themselves, after seeing photographs. Yes, definitely. Now I can be much more knowledgeable in looking at my books, and at potential purchases.
13. The workbook available as hardcopy and via Dropbox is very important. Excellent introduction. I will continue to use this valuable information.
14. The course workbook was excellent, and it was helpful to get a color PDF copy as well. The workbook covers many things in more detail than JSvL was able to get into in class, such as signed bindings, and thus provided a useful complementary resource. The only suggestion I would have is a table of contents for finding sections more easily. The workbook will be a valuable resource for me after this course.
15. The workbook in both printed and digital formats was excellent.

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

1. I took "Introduction to Western Codicology" before this. Both courses were excellent.

2. All are wonderful, but this is one of the *very best*. Tremendously informative, and managed to hook me on aspects I wasn't at all interested in before the course— e.g., publishers' bindings. JSvL is a kind, erudite, generous, jolly, utterly wonderful person and an excellent teacher. Stories and details of binding are equally valuable. Wish we had had more time, but we kept to the schedule well.
  3. Every RBS course is wonderful, of course, but this has been my favorite so far. JSvL is such an amazing instructor and resource, and I feel grateful to have had the chance to take his course.
  4. {no response}
  5. I've taken two prior to this, and they were all wonderful experiences. The experiences JSvL has relayed to us, the knowledge he has of bindings, and the genuine concern for his students are exceptional.
  6. This was the real deal: more than any other course I've taken, this class made use of RBS's extensive and unique teaching collection, in the hands of a faculty member who is as great as they come.
  7. N/A
  8. It was excellent, as I expect all of my RBS experiences will be.
  9. This complemented very well the "History of the Book" course by Dimunation and Buchtel. I couldn't have gotten as much out of this course without that introduction.
  10. This class was wonderful. Despite its broad scope, it felt like less of a whirlwind tour than my previous course, which was a survey (and also fantastic).
  11. {no response}
  12. I came to the course with a special interest in fine bindings and their history. The course exceeded my high expectations in that regard. In addition, I gained an appreciation for publishers' bindings, and will pay more attention to them in the future.
  13. {no response}
  14. First course.
  15. They were all outstanding, as was this. I feel privileged to have attended them.
- 4) *Which aspects of the course were most interesting and relevant for you as an individual? Did you walk away with any new insights, ideas, or project plans?*
1. The historical survey on medieval and Renaissance binding and the entire day dedicated to structure were the best.
  2. Learning about medieval and Renaissance bindings and their social contexts was hugely important for piecing together the whole story of the book trade at those times. As I see period (or later) bindings, I can now more confidently assess the reception and use of important works.
  3. The historical survey, underpinned by the chronological presentation of bindings at SC, helped me feel more confident in identifying the era/location in which a binding was created, which will be a benefit when I return to work/cataloging.
  4. There are several new projects I need to start when I return to my bench. Learning the full history of decorative bookbinding is supremely helpful in understanding techniques that I might use today.
  5. The most relevant was the identification of binding materials, styles, and periods. In addition to librarianship, I am currently working to catalog a collector's library, so this will give me a lot of assistance in dating bindings.

6. You can read as many reference books as you want, but nothing beats actually seeing examples in person. JSvL's instruction was absolutely erudite, but it was even more special because of his anecdotes. Knowing who had owned the book, or how RBS acquired it, brings book culture to life.
  7. The day we spent on publishers' bindings will be most directly relevant, but it is also exciting to know that I am now much better prepared to evaluate whether a binding is contemporary with the text it contains, and to date bindings based on their physical construction and decoration.
  8. I enjoyed our sessions working with SC and with the publishers' bindings. It was valuable to digest what I've learned and direct my own self-study to learn further.
  9. I was most impressed by insights about how binding designs propagated across countries and across time. Also, I was intrigued by the sudden appearance of elaborate trade bindings in the mid-nineteenth century.
  10. I have a clearer sense of some of the differences (and similarities) between luxury/bespoke bindings and publishers' bindings. I also have a new appreciation for publishers' cloth bindings.
  11. JSvL provides many wonderful examples; I was able to see examples of my own books. This has certainly added to my knowledge. JSvL's passion for this topic comes through, and has inspired me to newly appreciate modern bindings.
  12. I came to the course with a special interest in fine bindings and their history. The course exceeded my high expectations in that regard. In addition, I gained an appreciation for publishers' bindings, and will pay more attention to them in the future.
  13. Many new insights, recognition of styles of bindings. I'm eager to go home and renew my acquaintance with our collections now that I have more knowledge of how they came to be.
  14. I was most interested in getting an overall picture of binding history, in order to be able to better contextualize the bindings that I see at work. It was also helpful that earlier bindings were more interesting for me personally, while early publishers' bindings were relevant for my work.
  15. The changes in materials used and binding structures throughout history were particularly interesting.
- 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. JSvL is great! He did everything the course aims to achieve and more.
  2. All and more. Possibly there were so many details that it is hard for some periods to draw out narratives and trajectories of styles because there are so many variations and stories. However, the latter are more important; the confident dates will come with practice.
  3. I learned all that was promised, and all that I hoped to learn. The course is well described on the RBS website, and JSvL worked tirelessly to deliver a mountain of content in one week (in a very engaging way).
  4. JSvL is a living treasure. His extraordinary knowledge on the subject is amazing to be near, and his skill at imparting it to students is no less amazing. I learned exactly what I hoped to learn, and saw a fantastic collection of book history, as well.

5. Yes, he assisted the class in gaining all necessary information. Nothing was left out.
  6. I learned *more* than I had hoped to learn! I also learned how much there is yet to learn in the subject, and I am glad that JSvL teaches an advanced course, as well.
  7. The pacing and breadth of material covered were excellent. {private response}
  8. It's impossible to cover such a large topic completely in just one week, but I think I have a good framework to digest what I've learned and to direct my own self study to learn further.
  9. Yes, yes, and yes! {private response}
  10. I absolutely learned what I had hoped to learn. JSvL is extremely thorough. His historical presentations were followed by sessions in which we examined some of the books he had lectured about. I found this a *useful* reinforcing technique.
  11. This course was perfect for me as a collector.
  12. Yes, definitely.
  13. I have so much in my head, I can't think of what might have been left out. I loved learning from my student colleagues, as much as from the instructor.
  14. Yes, I learned what I had hoped to learn, and much more. It was so much more memorable learning from JSvL than just trying to read about it on my own.
  15. Yes. Nothing left out; in fact, more included than expected and therefore more learned.
- 6) *How do you plan to use the skills and knowledge acquired during your time here?*
1. To help me better understand the materiality of medieval books and subsequent readings.
  2. I will use Q4, above, in my research. I also have many new ideas for teaching book history generally, and for inspiring students interested in aspects/time periods different from my own—including the elusive nineteenth century.
  3. The skills and knowledge I acquired this week will be directly applicable in describing books for sale and in other settings where I need to be able to quickly recognize a binding (which happens frequently).
  4. I will use the knowledge to better guide my work in modern-art bindings, and when repairing and conserving older ones. I'll be better able to understand what books are important. Learning what features a scholar like JSvL looks for when examining a book helps me as a conservator to target areas not to disrupt during repair.
  5. I plan to use this knowledge and these skills in identifying conservation needs within the collections in which I work, as well as in my own book-buying endeavors.
  6. Bookbinding was a major gap in my knowledge of book culture and book history. Having begun now to fill that gap, I can approach those subjects in my research and teaching in a more comprehensive fashion.
  7. This course will be helpful both in my Ph.D. studies and for professional development in library work.
  8. I hope to become more familiar with historically and materially interesting binding examples in our general (not special) research collections, and to develop outreach for these materials, so that they are better known and used.
  9. This course significantly sharpened my skills and perspective as a private collector. I can identify different materials, constructions, and designs, which will help me

- to assess the condition, value, and appeal of books.
10. This new knowledge will be useful in my instruction sessions at the university library. It will, no doubt, also help with exhibit curation and even the creation of social media content.
  11. I look forward to corresponding with JSvL about bindings, and sharing examples of some of my own books.
  12. I can now look more knowledgeably at my books. At least as importantly, the course inspired me and opened my eyes to the attributes of other kinds of bindings that I'd not previously thought about.
  13. Be a better conservator, professor, and librarian, as well as more satisfied with myself personally for pursuing this passion.
  14. I will better be able to describe bindings in my cataloging work, hopefully using the correct terminology as well!
  15. I will look at the books in my collection with a new appreciation for their bindings, and for where they fit in the history of binding in general.
- 7) *Please briefly describe the intellectual level of the course. What sort of person might benefit the most from taking it?*
1. I would think you need to be a graduate student of some kind to take this course. The historical rigor is intense.
  2. Not intellectually difficult, but a challenge to take it all in and put it in order so as to apply it across bindings. It seemed to me that the practitioners (binders, conservators, catalogers) and researchers (academics, librarians) were able to follow the whole thread best. All were engaged and helpful members of the community.
  3. The intellectual level of this course was appropriate. Anyone who works with rare books would benefit from taking it.
  4. Anyone interested in books will benefit from this course. Students with an adequate background in European history and a basic knowledge of bookbinding will be able to start the course very easily.
  5. The course is approachable for Ph.D. candidates in other disciplines encompassing book history research, booksellers, collectors, and librarians alike.
  6. This course operates on a high level, but not so high as to leave beginners behind. It requires an attention to detail that beginners must develop. It is probably most useful to collectors, dealers, and catalogers.
  7. The course is suitable for someone new to the history of bindings, but would also work for a student who is a specialist in one aspect of binding history, but would like to place that knowledge in a wider context.
  8. I think it's appropriate for someone with a superficial to moderate understanding of bookbinding history and technique who wants a better grasp of methods, materials, and chronological/geographic context.
  9. The student who is steeped in art history will be well prepared to benefit from this course.
  10. The course would probably benefit librarians, collectors, students, or others who are interested in the history of the book.
  11. A pre-existing knowledge of and experience in handling books will allow a richer reward by week's end.
  12. Intellectually challenging and stimulating. The teaching is engaging, clear, and

- thorough. Intellectual curiosity, interest in the subject matter, and willingness to be stimulated are important characteristics for success.
13. I will encourage other staff to attend, but only those with enormous enthusiasm for their work in history of the book, worldwide. Everyone in class is so bright and interesting.
  14. I would say that it is helpful, but not fully necessary to have a basic understanding of the construction of a book historically; it's one less thing that is new, and helps you focus on the binding information. But it was great having a variety of classmates from different backgrounds.
  15. The intellectual level was high. So many materials were presented, illustrating the historical periods. Anyone who loves books would love it.
- 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. Seeing how a book was bound by looking at fragments was very helpful.
  2. There is life after 1820! Both trade and bespoke bindings across all periods are now far more interesting to me. Also, I have a much better understanding of the complex networks of book trading and ownership.
  3. JSvL's many stories, used to illustrate the points he made, were so insightful. The SC day really pulled together all of the research/info JSvL presented to us.
  4. There were always cheap bindings; they just didn't survive. There are so many gaps in our knowledge that there are many places where scholars could do research.
  5. The most powerful moments for me were when we were discussing bindings bound by specific historical individuals.
  6. In SC, JSvL showed us a rather unimpressive binding, but then explained that it had belonged to Madame du Pompadour. His account of her history made it beautifully clear what role books play in cultural and even political history.
  7. JSvL's technique of lining up related bindings by date, style, and location was a tremendously powerful visual tool.
  8. I loved how JSvL began the course with a snapshot of European history and its effects on the arts, reinforcing how the study of bookbinding does not take place in a cultural vacuum.
  9. I was impressed how designs of bindings reflect, and change with, the eras of artistic styles (medieval, gothic, Renaissance, &c.).
  10. I was pleased by how the teacher connected bookbinding history to political and cultural history. He is so deeply steeped in it, the moment he showed us Madame du Pompadour's copy of Erasmus was a high point for me, in part because of how he explained both her life and her reading habits in the context of the French court.
  11. I very much enjoyed how JSvL incorporated world history into the history of bookbinding.
  12. There were a number of moments when I came to understand the "why" of something that I'd obsessed over, but had not known the reason for. This will be great information to take away.
  13. *Many!* Recognizing bindings, names, and styles.
  14. Too many to remember specifically!

15. I particularly appreciated the hand bookbinding demonstration. I had never seen how a text block was sewn, or how gilt tooling was done.

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

1. N/A
2. More! I was worried we wouldn't have time for all JSvL promised (as was he), but it seemed he judged right as to where to trim. Of course, we'd always like to see more and hear more stories.
3. N/A
4. Easier access to the required readings would be the best.
5. I think it is good as it is.
6. Only if the week were longer or the display tables bigger (to accommodate more books!) could this course have been better.
7. {private response}
8. {no response}
9. {private response}
10. {no response}
11. I would have liked a small amount of time spent on book conservation, or on identifying conservation work in a binding. I suppose that is what the {advanced} seminar is for.
12. Can't think of how.
13. There is no improvement I can think of.
14. Other than an outline or contents lists for the workbook, I can't think of anything.
15. I can't see any room for improvement, although JSvL seems to continually perfect his presentations.

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

1. Yes, to both.
2. Absolutely.
3. Yes, and yes.
4. I absolutely got my money's worth. I will be recommending this course to many people, from binders and conservators to medieval-studies students.
5. Yes, I did. I would certainly recommend the course.
6. Absolutely, to both questions.
7. Yes, absolutely.
8. Yes, and yes.
9. Yes. I got *more* than my money's worth.
10. This is a very rare opportunity to get an introduction to bookbinding from an internationally recognized expert, so I would highly recommend it.
11. I will recommend JSvL's course to my collector friends.
12. Definitely.
13. I will recommend, but the tuition is extremely high for those of us who come a distance. I may not come back unless I can apply for a scholarship and ask for airfare. The rest will be out of pocket.
14. Yes, very much so!
15. Absolutely, to both.

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

1. N/A
2. SC was wonderful. More time to look independently *after* JSvL speaks would be nice, so we can apply what he's taught us with less time-consuming passing.
3. Yes (SC).
4. {no response}
5. We spent one day in SC, which allowed us to see the bindings we were learning about. It was very relevant and helpful.
6. We went to SC, and that was terrifically valuable time! We were able to see in person the kind of fine bindings that only a large institution like UVA could have.
7. The day at SC was excellent—we were able to see many books in person that we had seen in the lectures.
8. Our time in SC was one of my favorite parts of the course.
9. {no response}
10. Our only outside trip was to SC, which was an excellent opportunity.
11. {no response}
12. We spent three class sessions in SC, seeing amazing books. That definitely was time well spent.
13. N/A
14. Trips to SC were great—making our way through the periods and bringing them together in one space. I was glad to have the chance to examine the bindings individually as well. It formed a good counterpart to the thematic museums during the other class sessions.
15. SC day was wonderful.

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 found both lectures to be let-downs. Could have had more educational substance.
2. Lectures were very good, though some were more intellectually stimulating—research/calls to action—and others more advertisements or reports on administration. Booksellers' Night, always fun, but I think newcomers could use more guidance; “go explore them all” seems to be daunting.
3. The lectures were both interesting and appropriate. Booksellers' Night is always a treat.
4. While the evening lectures the week I attended had absolutely nothing to do with my work, they were still an interesting look at other parts of the book world. Movie Night was a blast.
5. Booksellers' Night is a great event. The lectures are, as well. The Movie Nights are dependent upon the selection, but are still educational and fun.
6. Both lectures were interesting, on two very different topics. The variety is much appreciated.
7. {private response} Movie Night was both instructional and unexpectedly entertaining. Go if you possibly can.
8. I wish the lectures were more focused on bibliographical projects or research this

- year.
9. N/A
  10. Honestly, I did not find the two lectures nearly as engaging as my course. Overall, they were beneficial, I believe.
  11. I attended both lectures and enjoyed them. Booksellers' Night is a must.
  12. I attended the two lectures, the Movie Night, and the Thursday booksellers' evening. All were thoughtful, and I'm glad I attended them. The coursework and classes were most important.
  13. Yes.
  14. They were all enjoyable and worthwhile—a good break from class during the day.
  15. I thought both lectures I attended were stimulating. I learned from both.
- 13) *Do you have any additional thoughts or advice for anyone considering taking this course in a future year?*
1. I would say to be prepared to take a lot of notes.
  2. Do the reading! Be prepared to absorb a lot, stand a fair bit, and enjoy yourself.
  3. Complete as many of the pre-assigned readings as possible. If you don't feel comfortable in your knowledge of how a book is bound, the Cockrell is a quick read, and it might be helpful for you to read it first.
  4. Do the reading early. Some of that stuff is hard to get, and may only be in a special library.
  5. Not particularly.
  6. Do it! You won't regret it!
  7. Exceptional course with an instructor who is threatening to retire: Apply now!
  8. Do it! JSvL is an invaluable resource and a wonderful instructor!
  9. Give yourself a very quick refresher (on Wikipedia, perhaps) regarding the major periods of artistic styles from medieval to gothic, Renaissance, baroque, &c.
  10. Do as much of the advance reading as possible. JSvL's course will feel complete in itself, however.
  11. {no response}
  12. This questionnaire doesn't ask for anything about the other students, who I found delightful, friendly, and very interesting. Three others in my course this year were also in my course last year. It was nice to see them again.
  13. Instructor is top level. I am so honored to have been his student. He is an interesting teacher, funny, and he acknowledges everyone. His enthusiasm is totally infectious.
  14. Take advantage of the mix of people in your class, and get to know them—they're a great resource!
  15. It's great to have JSvL as a teacher. He's a passionate lover of his field, a wonderful teacher, and a lovely person.
- 14) *If you had to sum up your RBS experience with a single sentence, phrase, or haiku, what would you say?*
1. Binding history...who would have thought I'd learn that? I'm glad that I did.
  2. Intense book lovers/learning in community/Be smart! Ring the chimes!
  3. RBS is a bibliophile's paradise! Often, when something like RBS operates as smoothly as it does on all levels, it is easy to overlook all the work that goes on

- behind the scenes to make that possible—I appreciate everyone’s hard work so much that it cannot be overstated.
4. RBS is an excellent way to spend time in a place that would normally be far too hot for me to even think about going to.
  5. Taking a course with JSvL has been an honor, and being at RBS again this year is a joy.
  6. Five intensive days/I’ll quote Jan for weeks to come/What a lot of books!
  7. Absolutely exhausting in the best way possible.
  8. As JSvL taught us, you need to look closely and know what you are looking at in order to identify, analyze, and understand a binding. This course teaches you how to do all of those.
  9. I’m bound/to say/learn binding!
  10. Lovely and challenging.
  11. This week was a wonderful way to make new friends and connections in the rare book world!
  12. World-class teaching in a pleasant setting with committed, energetic students and staff. A fabulous way to absorb a focused subject.
  13. {no response}
  14. Book camp—way better than library school!
  15. It was an experience that I am very grateful to have had.

## **Student Data**

*Number of respondents: 15 (of 15)*

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

My institution/employer gave me professional leave time: 6 (40%)

My institution/employer did not give me professional leave; I used paid or vacation days: 1 (6.67%)

I am self employed, and can arrange my own schedule: 2 (13.33%)

I am a student or non-year-round employee, with a more flexible summer schedule: 4 (26.67%)

I am retired, and can arrange my own schedule: 2 (13.33%)

*Who paid your RBS tuition costs?*

I paid 100% myself: 6 (40%)

My institution/employer paid 100%: 3 (20%)

I used a scholarship/fellowship to pay/waive 100%: 5 (33.33%)

I exchanged goods or services in lieu of tuition: 1 (6.67%)

*Who paid your RBS housing expenses?*

I paid 100% myself: 9 (60%)

My institution/employer paid 100%: 2 (13.33%)

My institution/employer paid part; I paid the rest: 1 (6.67%)

I used a scholarship/fellowship to cover 100%: 1 (6.67%)

I stayed with friends/family, or stayed in my own home and commuted: 1 (6.67%)  
My situation does not fit any of the options above: 1 (6.67%)

*Who paid your RBS travel expenses?*

I paid 100% myself: 10 (66.67%)  
My institution/employer paid 100%: 2 (13.33%)  
I used a scholarship/fellowship to cover 100%: 1 (6.67%)  
I live locally, and had no travel expenses: 2 (13.33%)

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

**Library disciplines:**

Cataloger/metadata librarian: 1 (6.67%)  
Conservator/binder/preservation librarian: 1 (6.67%)  
Digital collections librarian: 1 (6.67%)  
Special collections librarian: 2 (13.33%)

**Student working toward a/n:**

Ph.D./D.Phil: 3 (20%)

**Professional educator:**

Assistant professor: 1 (6.67%)  
College/university administrator: 1 (6.67%)

**Book trades:**

Auction house staff: 1 (6.67%)  
Book artist, artisan or printer: 1 (6.67%)

**Other occupations/vocations:**

Book collector: 1 (6.67%)  
Retired: 1 (6.67%)  
Other: 1 (6.67%)