

### **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. Yes.
2. Resources were thorough, dense, but engaging. Not too overwhelming.
3. Yes. Dard Hunter book was a good overview.
4. Dard Hunter supplied many useful dates and events in papermaking history.
5. Very helpful.
6. Yes, they were helpful and well chosen.
7. The Dard Hunter book was very helpful, but a number of the other books/readings were difficult to acquire because they are out of print or prohibitively expensive. Perhaps some PDFs of those readings instead?
8. Yes, required readings were good and those for additional reading were helpful. Suggestions of more popular acceptable books might be helpful for overview on papermaking.
9. Readings were helpful, but more could have been assigned beforehand (e.g., common reference points like TB on non-destructive means of analysis), and as "homework" texts for discussion the following day.
10. Dard Hunter was fascinating if dated. Maybe pair this with the livelier Kurlansky?
11. Oh so useful! And the bibliography included in the workbook is a treasure trove. I might add *The Trans-Saharan Book Trade* (I think I got that title correct) for an African perspective.
12. Very useful.
13. I did not have time to do the pre-class readings and did not feel behind because of it. I am looking forward to reading it in the future because of all the references to further explanation of processes.
14. Yes, very much so. I wish I'd had time to read more. It might have been good for texts, even just articles, in the various specialty areas to be highlighted within the larger workbook bibliography before arriving at RBS to allow for more in-depth exploration.
15. Yes! These helped me get up to speed. I read almost everything listed, and you could really tell who did and who didn't, based on the questions they asked.
16. The readings were extremely useful. The more background you have in these subjects, the more you will get out of the course, though lack of familiarity will not lessen the experience.
17. Very useful, especially with some hand papermaking experience to aid in digesting some of the more technical stuff.
18. I found the readings very useful. I came to class with just enough knowledge to be primed and ready for the teachings.
19. Useful. I did not do additional preparation.
20. Yes, they were thoughtfully selected. Having read through most of them, I felt well

- prepared for the course when I arrived.
21. Yes. Good to have one main, since time was limited to read extensively before class. I would consider including *Paper and Water* by Banik and Brückle: technical, scientific, for conservation mostly. Excellent addition to the field.
  22. The reading list was too voluminous to complete in its entirety, but I'll use it as a reference for continued reading. Cathleen Baker's *From the Hand to the Machine* was particularly useful, as were the narrative texts on the website "Paper Through Time."
- 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. Very useful for my business.
  2. Yes. Yes!
  3. Good content, and will be useful.
  4. I look forward to reviewing the charts in the workbook in future years.
  5. Yes, it was great.
  6. The workbook was useful. I'll probably get the most mileage out of the bibliography. One suggestion for the future would be to add more images of historical papermaking processes to the workbook.
  7. I like the workbook, especially the bibliography. It would be nice to refer to the workbook more often during our readings.
  8. Yes, very much so. Can't wait to gradually go through books in the bibliography or those mentioned in class.
  9. Content was helpful, though perhaps samples could have been circulated separately with each respective discussion rather than bundled into later examination of several species.
  10. The sample materials and paper lab objects are invaluable. The workbook was a little mixed, sometimes referenced only in passing. The annotated bibliography is hugely helpful. More annotations to the listings?
  11. They were great—I'll be sharing them with colleagues.
  12. Yes.
  13. I think the workbook will be more useful as reference material in the future than it was in the class. Most things in the workbook were presented on slides.
  14. Very useful. Some of the photocopies of handwritten notes are a bit challenging to read. Maybe copy at a larger size.
  15. I didn't always see the point of the workbook as we rarely consulted it. However, the bibliography at the end is useful and will continue to be!
  16. Definitely will remain useful. References to specific page numbers during the lectures were great.
  17. The exhaustive reference list and recommendations for future reading will be especially helpful post-RBS.
  18. The workbook is well organized and prepared. I would probably be happy to have every single chart and graph TB has produced in his studies, but the selection available are particularly useful. I greatly appreciate the class period in which we reviewed and examined the workbook page-by-page to iron out any questions we may have had about it.
  19. Very appropriate, informative, and useful. TB and JB shared a lot of their own

research that may or may not be available elsewhere. It feels like the course pack is almost a bonus on top of the course itself.

20. The workbook content mirrored, and supported, the classroom content. I would recommend its continued use.
21. Workbook content is good. Extensive bibliography! Content suitable and useful and will keep as a resource well into the future.
22. Terrific! I'll definitely keep it as a resource. Content was wholly appropriate and useful. There was more content included than I had expected.

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

1. One of the best.
2. Blockbusters, both of them. Team teaching by TB and JB=A+. Other was Mark Dimunation and John Buchtel, which was also A+.
3. All have been excellent, including this one.
4. Definitely among the top three courses I've taken.
5. There were fewer visits to SC, but the hands-on papermaking and samples we saw in class more than made up for it! This class was on par with the other classes I've taken (which is to say, stellar).
6. The RBS courses I have taken have been uniformly excellent; this one was no exception.
7. This one had both more lecture, and more lab work. I enjoyed both aspects.
8. One of the most enjoyable, as well as informative. Great class composition as well (participants).
9. Wonderful, just excellent!
10. Very favorably. Good blend of experiences, though other courses were better at sharing samples of materials early and often. I wanted to see and examine more examples in books. Also, too many people in the course hindered our ability to pursue more specific interests.
11. This may be the one in which I've learned the most.
12. N/A
13. N/A
14. Faculty was equally brilliant. Class much larger but equally diverse. Information transmitted was perhaps more broad than deep, the reverse of my last class.
15. N/A
16. As intense as "DesBib" (without the homework).
17. N/A
18. It's definitely tied for the best course I've taken here (out of four).
19. Same high standard I always expect, with a great "Mutt and Jeff" partnership of the instructors. I really like having the hands-on labs mixed with the lectures.
20. Of the many courses that I've taken over the years, this course was one of the two best in terms of its content and the classroom experience.
21. N/A
22. Definitely one of my favorites.

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. Many ideas. I had no idea about all the facets of paper.

2. It all worked together to make a lovely long form context. History most practical, hands-on most fun.
3. History and major technological changes in papermaking. Learning to recognize different types of paper.
4. As a student of book history, I gained a lot of useful insights from JB's lectures.
5. I was surprised at how interested I was in the labor history. I was also interested in the papermaking sessions, and will try to take more papermaking classes at Center for the Book Arts or something.
6. I appreciated the detailed treatment of fifteenth- and sixteenth-century paper.
7. Definitely some new project plans! Too many to list!
8. So many that I can't possibly stay long enough to mention them! Look forward to leisurely going back over material and pursuing interesting tangents.
9. The most interesting and useful insights tied social, cultural, and technological history with the most concrete practices and artifacts. The course here proved wonderfully inspiring.
10. The history was so thoroughly conceived and explained. The hands-on lab you won't get anywhere else.
11. I particularly enjoyed lectures on the mechanization of papermaking, and the developments during nineteenth-century America.
12. Late eighteenth- early nineteenth-century writing papers.
13. I was most interested in the making of paper and its practical uses in printing. The labs were very fun and taught me a lot about how to best choose paper for my craft and potentially make it in the future.
14. The papermaking processes and info about paper structure. But the socio-historical context was fascinating, and an important context.
15. SO MANY I CANNOT FIT THEM HERE! THIS EXPERIENCE WAS INVALUABLE!
16. Historical production methods and transition to modern techniques, plus labor management relations, technological innovations: these were the most important and useful to me.
17. The opportunity to listen to JB's perspective on the business of the paper mill, and the transition from the hand vat to machine production was riveting. As someone typically much more interested in handcraft, I likely would not be exposed to this otherwise.
18. Nuggets of knowledge that became apparent during the discussions on practice of making and drying paper have already altered how I will look at and treat paper during repair.
19. I knew the general process of papermaking in theory, but I liked learning about many historical and contemporary details such as rag fermentation and formation aid. The course really impressed upon me how the steps required in papermaking are almost universally the same, whether carried out by hand or by machine, and that there is always a good reason for variation from the near-universal steps.
20. I came away with a much deeper understanding of, and appreciation for, the art of papermaking. Having the opportunity to make paper truly cemented my understanding of the process. Also, the content dealing with the history of the paper trade will be of great use to me professionally.
21. I particularly enjoyed the history of papermaking from a business standpoint, and learned a lot about English and American mills. Hope to read some of the recommended texts.

22. Of particular resonance was the idea that a rich history of humanity is present in this underappreciated everyday item. I also came away with a deeper understanding of the history of the industrial revolution, labor, trade and commerce, finance, and so much more.

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. Much better than I expected.
2. Yes! No! Yes!
3. Yes, I learned what I hoped to learn.
4. Yes! My only unmet expectation was that I thought the SC visit would be more tied to historical paper samples.
5. Yes, the professors were wonderful! I learned everything I hoped and more.
6. Yes, no, yes.
7. The instructors were very knowledgeable. The size of the class, though, meant we got to know them and each other less well than in other classes I've taken.
8. For the most part, if a page could be added to the workbook with a list of ways to date undated paper it would be fantastic. I think I missed some of them during the lectures.
9. The instructors were supremely helpful, though some efforts could still be directed to developing a technical vocabulary. Perhaps the course members could collectively develop a glossary of terms over the duration of the week.
10. Closer and more extensive examination of more samples. One of the identification activities seemed like an afterthought. Make that required and give it structure. Other RBS courses ask students to develop projects which connect with their interests; that might have helped here, too, with a smaller class size.
11. I can't think of anything that wasn't well covered.
12. Very much found out what I wished to learn.
13. I think everything was covered thoroughly. I often got confused about chronology. I would have loved to hear more about decorative and specialty papers.
14. I gained lots of research tools, but would have welcomed more time spent on labs, identifying and dating paper and watermarks.
15. I could have done a full day of watermarks, that was so great! Also, TB's graphs early in the morning on Thursday was bad timing. It was hard to stay awake even though they were interesting. TB and JB are a POWER DUO! I loved every minute of it!
16. I would have liked more exercises (or longer time) with examination of paper samples, evidence of manufacture, and watermarks.
17. Yes!
18. Yes, TB and JB know the material so thoroughly that no stone was left unturned.
19. I thought it a little odd how little was said about wood pulp. Otherwise, I learned all I expected, and then some.
20. I learned everything I had hoped to learn—and a lot more! The course description matched in classroom content.
21. Yes, they did. I would have liked more time to examine and discuss sample papers, and their characteristics. Partly because of my interest, I would have gladly heard more about moulds.

22. I've acquired more skills (or, at least been introduced to technical skills which practice could better develop) and far more information than I realized existed.

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

1. In my business of buying and selling antiquarian books.
2. Will help me analyze and describe archival collection materials at work.
3. Identifying papermaking methods, time, periods, geographic areas in manuscripts that I process.
4. Research on the book trades.
5. To help my institution build our collection of paper samples/trade catalogs, and hopefully be a better steward for that growing collection.
6. I plan to include discussions of historical papermaking in my spring book history course.
7. For research, writing, and some teaching.
8. Help in dating paper in letters, &c., and understanding the relationships between different facts better.
9. {no response}
10. In academic research and teaching.
11. Several ways! It helps to increase my historical and technical knowledge as a book and paper conservator. It also contributes greatly to historical context for research projects.
12. Articles (writing them) and museum interpretation.
13. I will use it in workshops when teaching and in my conservation practice. I will also bring the history and identification into my printing practice when looking for quality papers.
14. To support my work in binding and book repair, and to share with peers and colleagues.
15. I have a much better handle on the history and significance of my field that will help me as my career continues to progress.
16. This course deepens my knowledge and practical hands-on experience of papermaking, which will inform my teaching.
17. {no response}
18. My knowledge will be applied in both my descriptive analyses of papers, and in my methods of repair.
19. General improvement of my bibliographical knowledge! Also, showing off to my book nerd friends.
20. The knowledge I've gained from this course will be extremely useful for my continued study of the history of the paper trade in eighteenth- and nineteenth-century North America. Also, it will be of use for many facets of my job, including exhibitions, collection development, and teaching.
21. Write up notes. Prepare images in PowerPoint and share with staff at my institution. Will be useful for instructing interns, &c., in the future.
22. I'll use these skills and knowledge to better inform my experiences as a collector and student of bibliography, and hopefully to share with others both within and outside of book circles.

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

1. {no response}
2. All levels. I'm a total novice coming in with no background and sat next to a senior paper conservator. Teachers shifted easily for everyone.
3. Archivists, librarians, conservators, and other professionals who work with paper-based historical materials.
4. Comparable to other RBS history courses.
5. Intellectually rigorous. Good for professionals and students.
6. Very high. Anyone with an interest in the history and craft of papermaking would benefit.
7. We had conservators, librarians, academics, artists, trade workers, craftspeople, collectors, and curators. It was well-pitched to all of us. Very impressive!
8. Professionals, people in book trades, or people with keen personal interest.
9. It was demanding in terms of the curiosity needed to study every level of papermaking history as well as a tolerance (or love) of technical terms. The course could be appropriate for librarians, conservators, historians, artists, &c.
10. Papermaking is a world unto itself. So many potential angles of study. It accommodates lots of approaches which the course could more explicitly help students develop.
11. The intellectual level was successfully broad. I think both those with solid background and those new to book history were able to learn a good deal.
12. Anyone who reads.
13. I think someone who regularly interacts with paper and already has a working knowledge of paper and papermaking will benefit most. The course is very in-depth and painted towards moving quickly through history.
14. Grad school without the assignments/upper college.
15. This course went both broad and deep! Very thorough and interesting. However, there were only touches of theory and most of it was purely historical/research/fact/source-based, as the name suggests.
16. Discussions can occur at a very high level, but questions from all levels were fruitful.
17. Anyone interested in paper and books will benefit—extremely democratic while challenging intellectually.
18. TB's and JB's sections definitely used different parts of your brain. JB's intellectual side explored the historical aspects and significance, where TB's practicums and lectures explored the physical experience and practice. It was well balanced, and I think would benefit most anyone.
19. We had a great diversity of students—working artists, conservators, academics, librarians. I think I was one of the least experienced in the knowledge I brought to the course, and it was great for me. A general/overview knowledge of book/printing history is very useful for this course, I think.
20. An individual having some knowledge of the history of the book, or who has worked with paper to some extent (e.g., a book artist or conservator) likely stands to get the most out of this course.
21. Intellectually stimulating with different perspectives and focus of instructors and participants. Many different professionals can benefit—it's one of the strengths of the course. Both instructors are extremely knowledgeable and generous.
22. The intellectual level was multi-faceted and multi-layered; this course spoke to a wide range of interests and backgrounds and could be beneficial to grad students,

experienced professionals, artists, and non-professional bibliophiles alike.

- 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. That there is so much history to paper.
  2. TB’s explanation of how fibers interlock, how paper represents our human connections with nature. Tears!
  3. Examining handmade paper closely, and learning elements of manufacture that determine its qualities.
  4. TB’s papermaking exercises really opened up new ways of appreciating paper. This and his discussion of chemistry were very useful.
  5. Several, but too long to write.
  6. {no response}
  7. It was very clear to me how dependent paper mills were on nature and the environment.
  8. Shaping sheets of paper myself, getting an understanding of the development of papermaking, and just what is involved in setting up a mill. Wow!
  9. Every moment in the workshops posed new insights!
  10. The physical intelligence/craft required to form a sheet was really striking. As was JB’s whole approach to the mechanization of paper by hand or machine.
  11. The combination of historical/theoretical lectures and hands-on demonstrations makes for really successful teaching.
  12. Pulling a mould from the vat. JB’s back and forth on how to use the watermark to identify books.
  13. Actually being able to create paper of different types and do the processes we talked about changed my perception seriously. The videos and illustrations made it seem very straightforward.
  14. It was enlightening to hear TB and JB describe their own research and discovery processes. I think, too, the exercise in watermark identification was important...being set free to do mini-research. I felt like I’d finally waded into the pool.
  15. So much of it was so amazing and wonderful that I don’t know where to start. My brain feels totally inundated. I loved all of JB’s dramatic tellings of people going bankrupt!
  16. JB’s explanation of the limits that water power put on production of paper.
  17. {no response}
  18. TB has such a passion for making paper, and it communicates well. That moment that the pulp takes on that certain sheen in the mould—he had talked about it with awe, and the moment we saw it happen in the studio was really wonderful. I suddenly understood how he had become obsessed with papermaking, and how I might do so as well.
  19. See Q4.
  20. The description of the rise of machine-made paper—the mechanics of the process along with the socio-economic factors surrounding this change—was the most enlightening aspect of the course.
  21. Paper trade.
  22. There were several “aha” moments; in fact, my head is spinning with them!

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

1. Perfect.
  2. More papermaking. (But balance was good, I'm just selfish.)
  3. More time to look at example papers and watermarks.
  4. I feel that one or two more history lectures would have been good. More discussion of European paper and the late eighteenth century.
  5. I don't know that it could be better.
  6. I might have enjoyed a bit more time looking at samples of historical paper. On the whole, though, this was an excellent course.
  7. Going from lecture to lab without a sort of hands-on time with paper was an issue for me. I would have liked a collections stop each day where, for example, we might examine examples of paper and books while it was all still fresh, rather than look at reference books one day and a few things the last day. Perhaps stations at which to answer workbook questions.
  8. I think it is an almost perfect blend of hands-on learning, lecture, discussion, use of reference materials and examples, video, and research interests, and knowledge of the instructors. Bravo!
  9. Perhaps with the circulation of samples to complement the talks and PowerPoint presentations.
  10. More structured analyses of samples, more examples from books, maybe focused student research and presentations.
  11. {no response}
  12. Sometimes hard to hear instructors. Gentle wireless mic would be helpful.
  13. I wish we saw a video or something in person of a papermaking machine. I'm still a little unclear of how it works.
  14. More hands-on time looking at period papers, examining/dating/identifying. Perhaps, too, the info covered and student groups were so diverse, that self-selected breakouts might have been worth considering (conservators/historians/dealers-collectors).
  15. There was one benignly sexist comment TB made about papermaking being invented by women doing laundry that did not sit well with me, especially since he was so well researched and tactful the rest of the time. I think it was more the way he delivered it that upset me. I feel this comment should be eliminated in further iterations of this class.
  16. Fewer students would have allowed more time, discussion, and papermaking, and the ability to engage both professors during afternoon activities, i.e., JB on sheet formation and TB on labor.
  17. ^\\_(\u263a)\\_/^-
  18. I might have focused a little more time on practical identification of paper using RBS' collection. There was a little, but it felt rushed, and we ran out of time.
  19. No idea!
  20. Perhaps a few more opportunities to examine paper samples—but this is a minor quibble.
  21. Slightly smaller group, perhaps? Better setting for examining paper.
  22. The only thing I can think of is to warn students in advance that there's a lot of walking between the workshop and the classroom locations.
- 10) *Do you feel that you got your money's worth? Would you recommend the course to*

*others?*

1. Yes/Yes
  2. Yes. Enthusiastically.
  3. Yes, and yes.
  4. Yes! It was free.
  5. Yes, and yes! The larger class size worked out perfectly.
  6. Yes, and yes.
  7. Yes, and yes.
  8. Absolutely!
  9. Yes, and certainly.
  10. Yes.
  11. Totally.
  12. YES! YES!
  13. Yes!
  14. Oh yes. Even if it were my own money, I'd say so.
  15. Since I won a full grant from the Caxton Club of Chicago, the money was absolutely worth it! All joking aside, it was completely worth every penny and moment, and I feel so lucky to have had this experience.
  16. Yes, and yes.
  17. Would highly recommend the course.
  18. Yes. Absolutely.
  19. Yes, and yes.
  20. Yes, and yes!
  21. Yes. Yes.
  22. Yes! Yes!
- 11) *If your course made any trips outside of the classroom, do you feel that they were time well spent?*
1. N/A
  2. N/A (Find another mill for a tour, guys.)
  3. Yes, time in lab was very important. Period in SC was good.
  4. {no response}
  5. Yes.
  6. N/A
  7. Trips to the paper lab were fantastic!
  8. Yes.
  9. {no response}
  10. Yes.
  11. Yes! The hands-on element in the papermaking studio is essential.
  12. {no response}
  13. The labs in Ruffin were the highlights of the class for me.
  14. Does papermaking in the art building count? Yes, that was essential.
  15. Absolutely—hands-on experience was a great way to get to know everyone, and SC was a major treat.
  16. SC historiography session was useful to me though others found it less so.
  17. N/A
  18. Portions of the course were practicums in another building on campus. Not only

- were they well worth the time, they were immensely fun.
19. Absolutely! The labs were fantastic.
  20. The time spent in the studio making paper was invaluable.
  21. {no response}
  22. Absolutely—the time we spent in the workshop getting experience actually making paper was fundamental to the rich understanding the course allowed.

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. Always fun. Great to have Monday lecture and Movie Night about the course subject.
2. Timothy Barrett's lecture was rad. Movie Night was spot on.
3. Lecture was good, and videos added to what was covered in class.
4. {no response}
5. Yes.
6. Timothy Barrett's lecture on fifteenth-century paper was very interesting.
7. The talk was a bit repetitive of our course, as it was given by our instructor, as were the movies.
8. Enjoyed both the lecture and Movie Night, all pertaining to papermaking.
9. Yes.
10. The receptions were always friendly.
11. I only attended Timothy Barrett's lecture, and it was relevant, interesting, and lovely.
12. Yes.
13. I went to the lecture and it was wonderful, and the reception afterward was great. Lovely company, and snacks.
14. Videos were pertinent to this class, so yes. So was the Monday lecture. I might else have skipped Movie Night.
15. They were! I wish hot drinks were served at Movie Night and the movies had been curated better. Some promotional papermaking videos were repetitive.
16. The lecture and Movie Night were great—both focused on this course.
17. {no response}
18. The evening events were focused on my class subject this week, so I attended them all and they were great!
19. The Monday lecture was good.
20. The evening events added to the overall experience—in particular, Timothy Barrett's lecture built on, and added to, the classroom content.
21. All were good and part of the experience. Nice opportunity to socialize, too.
22. I loved the Monday night lecture.

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

1. DO IT!!!
2. {no response}
3. Well worth it; you will learn a lot.
4. {no response}

5. It's helpful to have a basic knowledge of the book in the hand press period.
6. {no response}
7. No, except wear shoes that can get wet and pulpy.
8. {no response}
9. Come prepared with questions after careful perusal of the texts!
10. {no response}
11. Dig into the reading list!
12. No.
13. Wear clothes and shoes you don't mind getting dirty and wet with paper pulp.
14. Take it!
15. Be prepared to be surrounded by heteronormative old white people, the most vocal of which are men. But find the other (3) young, queer people and you'll be set!
16. Bring shoes that can get wet for the papermaking afternoons. And a warm sweater for the classroom.
17. {no response}
18. Take this course!
19. Do it!
20. N/A
21. {no response}
22. Bring comfortable walking shoes and an umbrella, but definitely take this course.

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

1. Always best week of my year!
  2. There is always more to know and be.
  3. Thank you!
  4. {no response}
  5. Thank you!
  6. Paper: there's always more to learn.
  7. {no response}
  8. It is worth much more than any amount of time you will personally invest.
  9. Bidwell & Barrett, best of the best!
  10. Barrettosan!
  11. A feast for the mind.
  12. "The apparition of fibers on a mould," "paper from a wet black vat." But seriously, "about the most wonderful experience a curious person could possibly have..."
  13. Rare Book School, like the paper maker, takes us old rags and makes us new, brighter, and stronger as scholars individually and as a community. Thank you!
  14. Near total immersion, but nothing like drowning... more like baptism.
  15. Probably the happiest and most accepted I have felt in a long time. So many great people and friends. I can't even keep it to one sentence, I want to gush! I loved how many people there were in the class.
  16. Fantastic. Thank you.
  17. {no response}
- {private response} Rare Book School is the best week of my entire year. Thank you

- so much!
18. Bidwell + Barrett 4eva.
  19. Rare Book School is an important—and well placed—investment for anyone who is interested in the art and history of the book.
  20. Engaging!
  21. Paper holds the entire history of humanity within.

## **Student Data**

*Number of respondents: 22 (of 22)*

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

- My institution/employer gave me professional leave time: 11 (50%)  
My institution/employer did not give me professional leave; I used paid or vacation days: 4 (18.18%)  
I am self-employed, and can arrange my own schedule: 2 (9.09%)  
I am a student or non-year-round employee, with a more flexible summer schedule: 5 (22.73%)

*Who paid your RBS tuition costs?*

- I paid 100% myself: 4 (18.18%)  
My institution/employer paid 100%: 7 (31.82%)  
My institution/employer paid part; I paid the rest: 1 (4.55%)  
I used a scholarship/fellowship to pay/waive 100%: 7 (31.82%)  
I used a scholarship/fellowship to pay/waive part; my institution/employer paid the rest: 1 (4.55%)  
I exchanged goods or services in lieu of tuition: 2 (9.09%)

*Who paid your RBS housing expenses?*

- I paid 100% myself: 9 (40.91%)  
My institution/employer paid 100%: 5 (22.73%)  
I used a scholarship/fellowship to cover 100%: 3 (27.27%)  
I used a scholarship/fellowship to cover part; I paid the rest: 1 (4.55%)  
I used a scholarship/fellowship to cover part; my institution/employer paid the rest: 1 (4.55%)  
I stayed with friends/family, or stayed in my own home and commuted: 3 (27.27%)

*Who paid your RBS travel expenses?*

- I paid 100% myself: 6 (27.27%)  
My institution/employer paid 100%: 7 (31.82%)  
My institution/employer paid part; I paid the rest: 1 (4.55%)  
I used a scholarship/fellowship to cover 100%: 3 (13.64%)  
I used a scholarship/fellowship to cover part; my institution/employer paid the rest: 1 (4.55%)

I live locally, and had no travel expenses: 4 (18.18%)

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

**Library disciplines:**

Archivist: 3 (13.64%)

Conservator/binder/preservation librarian: 3 (13.64%)

Curator: 1 (4.55%)

Library administrator: 2 (9.09%)

**Student working toward a/n:**

M.F.A.: 1 (4.55%)

Ph.D./D.Phil: 1 (4.55%)

**Professional educator:**

Assistant professor: 4 (18.18%)

Associate professor: 1 (4.55%)

Other: 1 (4.55%)

**Book trades:**

Antiquarian bookseller: 1 (4.55%)

Book artist, artisan or printer: 3 (13.64%)

**Other occupations/vocations:**

Book collector: 1 (4.55%)