

Terry Belanger
I-20: Book Illustration Processes to 1900
10–15 June 2018

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, they were extremely useful.
2. Yes, it was good to be forced to reacquaint myself with Gascoigne. I might argue that looking at a slimmer/less comprehensive introductory volume so as not to be overwhelmed might be more useful.
3. Yes. No.
4. Assigned and recommended were very helpful.
5. I thought the pre-course assignment was extremely useful reading. Even before the class started, I was using it to help me prepare newly donated items for cataloging.
6. Yes, the Gascoigne in particular. I did not do additional preparation, but did read all of Gascoigne, which was essential.
7. The book by Gascoigne was extremely useful in preparing for the course.
8. Reviewed Gascoigne to hone up on terminology.
9. Pre-course readings very useful. Hults recommended as much or more so than Gascoigne. Maybe replace Gascoigne with second edition? I had this and it was more helpful.
10. Yes, the print identification manual was useful as an entrée into this field, and the Hults is useful for enlarging one's view beyond specific material qualities of prints to include cultural context. TB pointed us to many other incredibly useful books and articles!

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 content was remarkably exhaustive and exciting. It was an extremely fulfilling experience to handle and discuss such rare material in such great detail.
2. Happy to have the workbook, useful illustrations from a variety of texts, playlist essential.
3. Could have been more utilized/more closely followed. It will be very useful in the future.
4. Workbook had low res images—some things unreadable. Playlist not presented in order as printed—sometimes difficult to follow along.
5. I thought the course workbook and teaching materials were expertly chosen and curated. The content fit the time period and the topic. The packets were excellent and it was really great to have multiple copies so we could all look together.
6. There was a wealth of material for all to share in class. Parts of the workbook were, and will continue to be, useful.

7. The workbook has an extensive list of further reading material that I think will prove to be invaluable in my work. I made notes of books to search for in our library catalog so I can note which ones to add. The teaching materials make the class like one giant show-and-tell, which is wonderful for hands-on learning.
8. Nice workbook. Perhaps the examples could be in order. Good exit reading list.
9. Very useful! I will keep it as a reference (especially the time chart).
10. The workbook is great—so helpful to have this collection of illustrations to supplement my notes (and jog my memory). I appreciate all the time that went into this. One thing I think could be improved upon: many of the images reproduced were pixelated, as if they were downloaded at web resolution and not resized. (See pages 6–8, 14–15, 21, 23, 27–28)

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

1. This is my first.
2. I took “C-30: Developing Collections” in NYC, so just very different—this one more technical, obviously, and more useful in its way.
3. N/A
4. N/A
5. N/A
6. N/A
7. N/A
8. Each course is excellent, as each has unique subject matter, examples, and learned instructors.
9. N/A
10. I appreciated more opportunities to physically move around in the other class I took. This one seemed less well-organized (in terms of following the syllabus) and less open to student interests and feedback.

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. This course has directly influenced several key areas of my dissertation, and I sincerely hope to make use of RBS's courses and collections in the future.
2. I had a working knowledge, but definitely learned a lot about processes that I was not familiar with previously. No new ideas, but I emerge with more refined knowledge.
3. Seeing actual examples of the various print techniques was extremely helpful.
4. Hands-on identification with printed samples and toolkits—great experience; loved the idea of packets and multiple copies to keep things moving—great teaching idea.
5. I love illustration and personally have an interest in natural history texts. I also got many questions answered in instructional sessions about illustrations so I am excited to feel more confident talking about them. This will also help me with donations we were given recently.
6. Discussions of the processes and the visual results were most valuable to me, but I also found interesting the historical context TB provided (both of the prints/processes, and of the RBS's collection and how it grew).
7. I was most interested in examining the various printing processes up close.

Getting to create an engraving and woodcut, and physically printing them was an added bonus.

8. Printing processes, and technological changes impacting the printing profession.
9. Identifying pre-1880 prints; newspapers as much as books, or more; money/steel engravings—making our own prints for muscle memory, experimental archaeology; yes, answers to questions essential to my research.
10. Definitely! I really appreciate the opportunity to learn about (and see examples of) technical details about manufacturing and specific info about working conditions for which there is little time for in more general book history classes or short workshops.

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. Yes, it was an incredibly rewarding experience.
2. Some of the more obscure illustration processes were interesting, but are seemingly of little utility. A tighter focus on the most common things we'll encounter might be beneficial.
3. A more methodical structure focusing more on specific identification techniques would have been better.
4. A) Yes!; B) Would love to have seen litho printing in action or some other planographic process. Could have spent more time on some of the photographic processes.; C) Overall, I am learning more confidence in identification!
5. The instructor delivered on all the material that was promised in the description. I learned what I had hoped to learn, but also know that this is a process, so I also gained a sense of where to go from here.
6. Yes, although much can really only be learned through practice and experience. I see this course as a foundation for future learning.
7. TB is a fountain of knowledge. While I had hoped to learn a little more detail about the processes, the information given did increase my knowledge and the course packet will be added to my reference collection. I learned that there are no fast or easy ways to identify prints, but learning about all of them did give me the confidence to trust my ability in identifying prints in the future.
8. Yes, now I need to practice my skills.
9. Yes.
10. Mostly! I learned a lot that I didn't expect to learn. I would have loved more time spent on, and demos of (or clearer illustrations of) late nineteenth-century processes, which is my personal interest.

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

1. I intend to use much of this knowledge towards my dissertation and towards collecting and conserving rare bibliographical materials at a personal level.
2. It's relevant to all aspects of my work: cataloging, acquisitions, exhibitions, &c.
3. To more accurately describe and more knowledgeably buy/sell books.
4. In cataloging, teaching, curating, and collecting.
5. I plan to use these skills in instruction and acquiring materials. I want to reach out to our art departments to get classes outside of the humanities into special

- collections. I also have a sense of what to think about when acquiring and where to look for these materials.
6. Cataloging and studying images in a private collection for research project on architectural treatises.
 7. My job entails caring for a print collection. Now I feel more comfortable talking about the materials in my care.
 8. Directly in the classroom to undergraduate humanities students.
 9. Research now, teaching later (when I am better with the content).
 10. For academic and creative/artistic research projects and for my work in archives and special collections.
- 7) *Please briefly describe the intellectual level of the course. What sort of person might benefit the most from taking it?*
1. Anyone interested in 19th-century culture, visual culture, prints, book history, illustration, &c., will benefit greatly from this course.
 2. I don't think it is for beginners; some level of existing knowledge is important as you just sort of dive right in.
 3. {no response}
 4. Those that want to go in-depth studying print with material culture.
 5. The intellectual level of the course is high, but accessible if you have a little background in book history. I would recommend this course to anyone who has an interest, but would highly recommend that they have a little basic knowledge of book history.
 6. Some previous knowledge was required (Gascoigne helped). Excellent for someone who needs to catalog collections or for someone conducting an academic study involving illustrated books/prints.
 7. The person who would most benefit from this course is someone either working with print collections or with an academic background.
 8. There is a massive amount of information shared; therefore, dedication to the material and subject matter is imperative.
 9. It is accessible. I don't think I am very bright, but I was able to follow along with the brilliant scholars.
 10. I think it was a pretty impressive balance of material useful to beginners and intermediates in this field. I would love to see an "advanced" version of the class that gets into more detail for specialists!
- 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. {no response}
 2. Not really, an accumulation of smallish insights/understanding was more the speed for me.
 3. {no response}
 4. That identification takes a lot of practice. That teaching with special collections is a challenge. Too soon to process the aha moments and what sticks with me in the future. But TB's life experiences in librarianship and stories helps give me some perspective.

5. I think it was very educational to hear that this is hard and takes practice. The instructor mentioned that he still makes mistakes, which was comforting. I feel like I have learned a ton, but I know it's just the beginning.
6. The lab sessions are useful in order for the student to appreciate the complexity and skill involved in printmaking.
7. The main benefit of the course was seeing examples in person. Putting the information to use/practice is great for visual learners like myself.
8. Learning to make and print reliefs and intaglio in order to experience the physicality of the processes.
9. Yes, putting together history, research methods, and making.
10. I loved seeing the various examples of printing errors or workarounds such as the double plate mark, Stinehour Press catalog with a printed screen to change the paper color, New Yorker cartoon that was pulled and replaced. Very instructive and remarkable to see the real-life examples.

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

1. {no response}
2. As suggested previously, I would say maybe a tighter focus on the common processes as opposed to the apparent attempt to be comprehensive.
3. The off-topic anecdotes are fun and fascinating, but took too much time away from learning the actual topic.
4. A) Litho demo; B) More time to work on preparing etching plate and revising linocut; C) A nice visit to SC, even if it's a pain; it would have been nice to visit with the class or have time to request materials on our own.
5. I would have loved to have visited SC during our time here.
6. A little thing—some of the images in the workbook are badly pixelated and could be improved. Also, perhaps a two-minute explanation of the woodcut tools (e.g., when does one use an X-acto knife?).
7. TB is a fount of knowledge, but sometimes the stories he told had no real connection to the materials on view.
8. N/A
9. Mostly fine as is. Maybe full day at making prints, followed by four days of identifying them, for pedagogical {illegible}?
10. From my perspective, less time on the history of various collections and more time on technical and other cultural-historical info. More thoughtful strategies for accommodating student questions and comments. More respect for the followers.

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

1. Yes, absolutely.
2. Yes, I would say a guest speaker or occasional shake up of format (instructor talking packets) would help.
3. Yes. Yes.
4. A) Yes.; B) Yes and no. Course did not really get into connoisseurship, but it would be nice to make that part of the discussion. Maybe a Q&A with a print curator?
5. I do feel that I got my money's worth. I would recommend the course to others.
6. Yes, and yes.

7. Yes, I think it was worth it overall.
8. Absolutely.
9. Yes, and yes.
10. Yes! I personally am at my best in a classroom that is more intentionally about recognizing and modifying traditional power dynamics between students and teachers, and so would qualify my recommendation that this is a lecture-style course where the teacher outputs, and the students input. But the content is useful if that environment works for you.

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

1. {no response}
2. The two lab activities were instructive and needed to break up the parade of packets.
3. N/A. But I wish we had gone to SC, though perhaps irrelevant to the course. Everything needed was here!
4. N/A
5. N/A
6. N/A
7. I wish our class took field trips. I think that would have enhanced the course for the better.
8. N/A
9. N/A
10. I found the practice exercises in the Printing Office really useful!

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. Yes.
2. The lecture was (to me) not that interesting and might have rather just walked around the exhibit on my own, but that is purely personal preference.
3. I would have enjoyed the lecture lasting longer—he was forced to rush through his material.
4. I enjoyed the evening events. Would have loved something off-campus, too, even if it was a pay-extra winery or Monticello deal. I didn't go to the booksellers' event because I looked at books all day!
5. I found the evening events fun, but I was also so saturated with information that I had trouble focusing throughout the entire lectures. It was a great way to continue to meet people outside of my class, especially since I missed the Sunday night activities.
6. N/A
7. The booksellers' night was not really worth the time. However, I am very happy I got to pet the corgi at Blue Whale Books.
8. Yes, ice cream.
9. Yes—Jewish books/printing/writing raised AMAZING questions, challenged assumptions. Thank you. {private response}
10. Yes, great to spend time with the larger group beyond my class.

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. Read Gascoigne before, during, and after.
4. TB has a great sense of humor. Don't be shy!
5. {private response}
6. Bring a sweater!
7. {no response}
8. This is three classes in one: I. Book Illustration Processes to 1900; II. The History of RBS and Collections Provenance; III. Advice on Acquisition. Addendum: Enjoying TB's unique stories and reminiscences.
9. Do take it!
10. It is super helpful to spend a lot of time with both reading assignments ahead of time.

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

1. I can't believe I put a loupe on a Nuremberg Chronicle.
2. {no response}
3. Stunning resources
Too much air conditioning
Hope I'll come back soon.
4. Unique educational experience with great educators and diverse colleagues.
5. Summer camp for book nerds.
6. So much information!
7. Terry's a genius
He knows all about rare books
Talks, self-promotion (his words)
8. Paper, books, printing,
Too many, too much, too fast,
My brain flows from ears.
9. Illuminating, very much like a woodcut. Lots of confusion cut away, indelibly.
10. I have seen more and more varied prints in the last five days than in the rest of my life! (Although it's probably a matter of just paying more attention.)

Student Data

Number of respondents: 10 (of 10)

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

My institution/employer gave me professional leave time: 4 (40%)

My institution/employer did not give me professional leave; I used paid or vacation days:
2 (20%)

I am self-employed, and can arrange my own schedule: 2 (20%)

I am a student or non-year-round employee, with a more flexible summer schedule:
2 (20%)

Who paid your RBS tuition costs?

I paid 100% myself: 2 (20%)

My institution/employer paid 100%: 5 (50%)

My institution/employer paid part; I paid the rest: 1 (10%)

I used a scholarship/fellowship to pay/waive part; I paid the rest: 1 (10%)

I had an RBS course tuition credit from a previous year: 1 (10%)

Who paid your RBS housing expenses?

I paid 100% myself: 4 (40%)

My institution/employer paid 100%: 5 (50%)

My institution/employer paid part; I paid the rest: 1 (10%)

Who paid your RBS travel expenses?

I paid 100% myself: 4 (40%)

My institution/employer paid 100%: 4 (40%)

My institution/employer paid part; I paid the rest: 2 (20%)

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

Library disciplines:

Curator: 1 (10%)

Digital collections librarian: 1 (10%)

Special collections librarian: 3 (30%)

Student working toward a/n:

Ph.D./D.Phil: 1 (10%)

Professional educator:

Assistant professor: 2 (20%)

Book trades:

Antiquarian bookseller: 1 (10%)

Other occupations/vocations:

Independent scholar: 1 (10%)