

Erin Blake
I-10: The History of Printed Book Illustration in the West
7-12 July 2019

Narrative Course Evaluations

- 1) *Were the pre-course reading assignments useful? Are there any readings that you would like to see added or removed in future years?*
 1. Yes, the pre-course readings were very useful, although some of them were repetitive about development of technique when considered all together.
 2. Readings very useful.
 3. I haven't looked at it closely myself, but there is a new History of Illustration art history book out. Some of the assigned readings were redundant and not really about the illustrations or trade, but technique only.
 4. The pre-course readings were excellent. They provided a very solid base for the course.
 5. On the whole, yes; some were difficult to follow, but with students coming from diverse backgrounds; it's a good way to level the foreknowledge.
 6. Harthan was a useful survey text to start with, containing numerous illustrations. The text itself was dry but good for a basic set of facts to start with.
 7. Very helpful. Additionally, the instructor indicated whether something could just be skimmed or needed to be read more carefully. Just start early enough. ☺
 8. It was useful and it helped that portions were repetitive since it helped to have that information reinforced, especially with the descriptions in class.
 9. Yes. I would like to see all retained. I will use them, especially Identifying Prints, for years to come.
 10. The ones I was able to complete were helpful, yes.
 11. The pre-course reading assignments were useful and provided enough background information to feel prepared for the class.
 12. Some of the pre-course reading assignments were slightly repetitive from a facts-and-figures perspective, but I felt that the reading provided a solid backdrop to what we would be taught.

- 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 was extremely useful, and kept me organized and apprised of content throughout the week. Only way it could have been better would be to have SC and bibliorama lists bound in workbook, only so that it's all in one place.
 2. I found the course materials very useful, as well.
 3. Yes absolutely! The workbook plus daily bibliographies will be so helpful for collections development and further research.
 4. The course packet was very useful. I see it being used when I return to look at my collection.
 5. VERY helpful, as it helps me return to the materials and provides a key to my notes and photographs afterwards.

6. The handouts for bibliorama and SC will be a big help when I later review images of the books and their illustrations.
 7. I love having the workbook and do refer back to them for most classes. This particular one lends itself for in-class annotation and will be a great reference.
 8. It was definitely helpful to keep track with what we were discussing in class. I believe it will be great for when I go back and pair that information with the pictures I took.
 9. Well organized, precise, very useful. I particularly appreciated EB's detailed descriptions of bibliorama materials.
 10. Yes and yes.
 11. The teaching materials and workbook were helpful. It would be great to also have access to the instructor's slide decks.
 12. Yes. The information is well organized, and I will continue to use it (and the notes I added) as a research tool.
- 3) *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 plan to think more critically about where "prints" come from, and consider contemporary illustration more seriously. I'm also becoming keenly aware that I need to take TB's course on illustration technique as my remaining questions point to that.
 2. As a collector of nineteenth- and twentieth-century illustrated books, I had several "aha!" moments. But probably more importantly, the course/teacher deepened my understanding of how the various printing techniques influenced and were influenced by the times, and materials available. I plan to go back and spend a lot more time with that understanding in my books.
 3. Collection development, teaching reference, catalog description. Too much to take in at the moment, but plan to do an illustration-related exhibition in the future.
 4. I will use the knowledge acquired with exhibiting our collection. There were many moments which solidified concepts in my mind.
 5. I was especially pleased with the breakdown between history and technique. Though we talked about them in concert, having them in sections helped me with both concepts and big names/trends.
 6. I will definitely think more closely and in a more sophisticated fashion about the sources for diagrams and illustrations in the primary texts which I research.
 7. I had a lot of AHA moments, and bits and pieces of previously acquired knowledge were coming together. What I learned is perfect for use in undergraduate instruction and I will enhance some of our existing catalog records. And it gives me ideas for a series of blog posts and an exhibit.
 8. I did learn a lot, and it has already helped me to understand our collections better and think of them in new ways.
 9. I will be applying I-10 to an illustration research project and to my collecting habits.
 10. The information I learned will be a great asset to me for collections development, for instruction, and for sharing with my colleagues.
 11. I feel more comfortable using rare books to teach undergraduate students the concepts of primary source literacy.
 12. Much of the information I learned will help me become a more thorough and

accurate cataloger.

- 4) *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. {private response}
 2. It was a great course taught by a great teacher (notwithstanding a very sore throat!)
 3. Well, it seemed focused on book technology and bibliography. I was hoping for more social history and art history.
 4. Yes. I learned more than I expected.
 5. Yes, and much more!
 6. Yes, EB was a phenomenal guide to the wealth of illustration techniques and styles over five centuries in the West.
 7. Absolutely! It was fabulous!
 8. Very much so. Erin was very informative and patient with questions and never made you feel stupid for asking questions or for clarification or to repeat something.
 9. Yes and yes. I hoped to gain vocabulary, historical context, and technical understanding, and indeed gained all.
 10. Yes, and despite EB having laryngitis! Thank you, EB, for so graciously teaching us as you recovered—you're a trooper!
 11. EB was a great teacher—she is very approachable and organized, and is clearly equipped to work with students from different backgrounds.
 12. I learned more than I anticipated. The course spans several centuries, though, so some illustrators' coverage was a bit rushed. We were able to spend time in SC every day, though, which was wonderful. Seeing the books ourselves was so helpful.
- 5) *Are there other ways in which the course could have been improved?*
1. The nineteenth-century day (Thursday) was a lot, the techniques changed so rapidly, I think students needed time to get their heads around that. Covered a lot of material that felt rushed in lecture sessions— maybe fewer passed-out samples during lecture (morning) sessions.
 2. {No response.}
 3. See 4.4. Covers a lot of ground. Could spend more time with nineteenth and twentieth century.
 4. No.
 5. {No response.}
 6. I wish it could have been longer. In such a survey course some of the time with each important book could end up being only 1-2 minutes.
 7. {private response}
 8. I do wish we could have discussed some of the illustrators more and why they were considered big names in the field, especially later on in the week. It was a little difficult to move beyond discussing technique in the latter part of the week.
 9. I wish the bibliorama descriptions reiterated the type of illustration in each example (but I also liked the challenge of trying to identify on recall the type on my own).

10. The only thing I would suggest changing is having more lecture with examples and less SC and/or bibliorama. Having all the lecture in the first half of the day and all the book-viewing in the second half was tiring—my back was aching terribly by the end of each day from such long stretches of time spent leaning forward looking closely at all the (incredible!) books. Maybe split up the day another way to give our bodies a reprieve.
11. {No response.}
12. {private response}

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

1. Anyone who works on a large field of book/print and visual culture.
2. {No response.}
3. I'd recommend it to anyone interested in the parts of the book. Good overview course.
4. Librarians, collectors, dealers, really anyone with an interest in illustration in books.
5. Our class was so diverse, it's hard to generalize.
6. Artists, booksellers, anyone with an interest in a solid basis for understanding illustration before moving on to more specialized courses focusing on techniques.
7. Anyone dealing with rare books!
8. Anyone interested in art history, illustration, book history, design.
9. Anyone new to the field of illustration or wanting a broad introduction.
10. Anyone who could benefit from knowing more about printing of images.
11. MLIS students, early career librarians/archivists.
12. Those needing a fast but intensive overview of all types of Western book illustrators.

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

1. Yes, and yes.
2. {No response.}
3. Yes though it overlapped with TB's class quite a bit. And yes. It probably depends on your cohort, but I enjoyed the mix of perspectives and interests in our class.
4. Absolutely. I have already recommended the course to people attending different courses this week.
5. Certainly and enthusiastically!
6. It was very expensive, but worth it. Would definitely recommend.
7. Absolutely! And I already started raving about it to my colleagues.
8. Yes.
9. Yes and yes!
10. Yes—especially if the day was arranged differently such that the whole second half wasn't special collections/bibliorama.
11. Yes. EB created a welcoming space, and is an expert in the field.
12. Yes, definitely.

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

1. Yes.
 2. {No response.}
 3. Yes! We did tons of looking/reading over at SC and I'm glad we were able to use those materials as well as the RBS collection.
 4. Absolutely. The visits to SC were invaluable. Having the opportunity to sit with a book from SC and turn pages was outstanding. It really deepened the take away from the course.
 5. N/A...but the "round-robin" style of viewing materials in SC should be recommended to other instructors. ☺
 6. The trips to SC were the highlight of the course—to hold these rare works in your hands and to have time to look at them one-on-one unmediated was a special and singular experience I will not forget. I couldn't help smiling as I opened each new book cover!
 7. {No response.}
 8. N/A
 9. All were extremely helpful—we visited SC every day, and I am in awe of what we saw and were able to handle.
 10. N/A
 11. The staff at SC were wonderful. The time we spent interacting with rare books was very helpful. It helped to solidify what we were learning in class.
 12. The SC visits were so helpful.
- 9) *Do you have any additional thoughts or advice for anyone considering taking this course in a future year?*
1. Take it, it's a good overview.
 2. {No response.}
 3. Ask questions! EB was knowledgeable and if she didn't know the answer, she would find out and report back.
 4. If you are at all interested in book illustration as a historical development, then you should take this course.
 5. DO take lots of photos so you can go back and study them.
 6. Nope.
 7. {No response.}
 8. {No response.}
 9. Do the readings, review notes every day, and come prepared to ask lots of questions—these strategies will help you process the overwhelming amount of material.
 10. Great experience!
 11. {No response.}
 12. {No response.}
- 10) *If you had to sum up your RBS experience with a single sentence, phrase, or haiku, what would you say?*
1. A is for Aesop
Etchings are engravings, too
My eyes drink it in.
 2. See Q4.2!!

3. Summer camp for book nerds.
4. Mind-blowing.
5. Festina lente.
6. Excelsior!
7. Another amazing experience, this week was truly eye-opening.
8. It was very enjoyable and I feel I learned a lot.
9. Energizing and inspiring.
10. RBS—it's the most wonderful time of the year! Thank you!
11. {No response.}
12. {No response.}

Student Data

Number of respondents: 12 (of 12)

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

- My institution/employer gave me professional leave time: 8 (66.67%)
- I am self-employed, and can arrange my own schedule: 1 (8.33%)
- I am a student or non-year-round employee, with a more flexible summer schedule: 1 (8.33%)
- I am retired, and can arrange my own schedule: 1 (8.33%)
- My situation does not fit any of the options above: 1 (8.33%)

Who paid your RBS tuition costs?

- I paid 100% myself: 2 (16.67%)
- My institution/employer paid 100%: 7 (58.33%)
- My institution/employer paid part; I paid the rest: 1 (8.33%)
- I used a scholarship/fellowship to pay/waive 100%: 1 (8.33%)
- I used a scholarship/fellowship to pay/waive part; I paid the rest: 1 (8.33%)

Who paid your RBS housing expenses?

- I paid 100% myself: 4 (33.33%)
- My institution/employer paid 100%: 5 (41.66%)
- My institution/employer paid part; I paid the rest: 1 (8.33%)
- I stayed with friends/family, or stayed in my own home and commuted: 2 (16.67%)

Who paid your RBS travel expenses?

- I paid 100% myself: 4 (33.33%)
- My institution/employer paid 100%: 6 (50%)
- My institution/employer paid part; I paid the rest: 2 (16.67%)

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

Library disciplines:

Archivist: 2 (16.67%)
Digital collections librarian: 1 (8.33%)
Library administrator: 1 (8.33%)
Special collections librarian: 2 (16.67%)
Subject specialist/bibliographer:
Other: 1 (8.33%)

Student working toward a/n:

Ph.D./D.Phil: 1 (8.33%)

Book trades:

Antiquarian bookseller: 1 (8.33%)

Other occupations/vocations:

Independent scholar: 2 (16.67%)
Other: 1 (8.33%)