

Terry Belanger
I-20: Book Illustration Processes to 1900
2-7 June 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. Very helpful.
 2. The Gascoigne was/is a perfect resource. A shorter cheat sheet of processes would be nice—maybe a two-page sheet with start/end dates.
 3. The pre-course readings were useful.
 4. Pre-course reading was essential to my understanding.
 5. Yes.
 6. Exceedingly helpful, even though I wasn't able to complete them—I intend to do so upon my return.
 7. The Gascoigne was essential to read before and refer to during class. A standard tool to use back home moving forward.
 8. Yes.
 9. The reading was absolutely essential. It's manageable if you start early and don't attempt to take in too much at one sitting.
 10. Yes.
 11. Yes. No, Bamber Gascoigne is enough of an introduction to the subject.
 12. The pre-course reading was essential! While I am still plowing through Hults, one could not understand this course without a background in Gascoigne.
 13. Yes, Gascoigne is essential; one other text that has more explanation of the various processes would be helpful.

- 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 vast amount of examples we viewed in class was invaluable.
 2. Great content. Workbook, bibliography, exit-reading list are super.
 3. The list of exit readings will be useful.
 4. Course workbook included minorly helpful explanatory images. I'm sure I will get a lot of use out of the suggested former reading.
 5. Course workbook was good: if it could be expanded, it would make for a nice book for the course instead of Gascoigne.
 6. Course workbook was jam-packed with fabulous information. My only suggestions would be (i.) Have it in advance so one could familiarize oneself with the content prior to the class, and (ii.) have much more white space and/or blank pages so one could take notes next to items being discussed.
 7. Workbook is useful, although the highly pixilated images were sometimes of limited use. We did not go in order on the packet "playlist," which made it hard to follow.
 8. Absolutely—the timelines, packet list, book/readings lists.

9. Workbook, particularly the several resource lists, is great. Gascoigne is in many ways a workbook in itself.
10. Workbook is excellent and will be a valuable reference in the future. Teaching packets for each student were amazing and reflect the decades of tireless work behind them.
11. Yes, very useful. I look forward to using the printing processes timeline and exploring the further reading bibliography.
12. Course workbook, especially the illustrations, was useful. A few extra blank pages bound in would be helpful. I will continue to use this.
13. The workbook helped me follow along with specific topics during class. The listing of materials we viewed will be very useful after I leave the class.

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. On the job and in training my staff.
2. Generally increased knowledge of my collections. Would love to eventually teach some scaled-down elements from this course at my university.
3. I have more knowledge (and confidence) to try and identify the press processes I work with.
4. I plan to use my newly acquired knowledge to help my employer confirm potential purchases and, hopefully, fill gaps in our database.
5. Will incorporate similar exercises in my teaching. Learned many new things about illustration processes: terms, types of illustrations.
6. As an antiquarian bookseller, I will use this teaching every single day. There were several “aha!” moments when processes I’d been reading about suddenly clicked into place and all made sense.
7. Yes, most of the week was “aha!” for me, as my spotty knowledge started clicking into place (or at least started to!).
8. Gain more knowledge and comfort talking about processes, institutional social media, cataloging/metadata for print and digital objects in the collection. I have gained confidence to be less perfect in print identification.
9. I’ll feel much more confident about describing the graphic materials in our collection. I didn’t have much knowledge of the intaglio process before starting this course and have learned a lot.
10. I plan to use some of the methods and frameworks in my own teaching of printing and illustration processes.
11. Yes, I need to identify printing processes when cataloguing.
12. I have a clearer understanding and less fear when approaching prints. I will more confidently identify printing processes used in illustrations. Several processes covered in class are so vague in Gascoigne that hands-on classroom experience with them is enlightening.
13. I will use illustration and illustrative processes identification skills when doing special collections cataloging—for copy-specific info and identification, processes can help date things like broadsides and undated books.

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. Yes. Although we couldn't possibly learn everything in one week, the experience and knowledge gained through examples and TB can't be duplicated elsewhere.
2. Course came as advertised. Very thorough and challenging/rewarding.
3. I'm a bit overloaded, but I think with time, and with reviewing my notes and readings, I have gained the skills I wanted to.
4. Yes.
5. Yes
6. Yes and yes.
7. Yes and yes. The only thing that might have helped would have been some side-by-side examples of confusing similar processes so we could talk through them together.
8. Yup.
9. Yes. The packet system allows for many examples to be shown, and crucially, compared very efficiently.
10. Yes, and more.
11. Yes, TB was a great instructor. I feel more confident in my abilities to identify print processes, and have a better understanding of how they were made.
12. Yes. Absolutely.
13. Yes, mostly. I wanted to learn more about the specific details of the mechanics and processes for various types of illustrations—I learned to identify mezzotints but still do not fully understand the process of making one.

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

1. None.
2. Nothing comes to mind.
3. Better and more images in packet.
4. I felt as if we sped through color techniques, and I had to spend more time at home in order to comprehend those. In general, the pacing is awkward. It can be confusing when too much time is spent on one process and not enough on another.
5. At times it felt as if there was too much information to process. I would have liked to have spent a bit more time on some of the more important processes.
6. None that I can think of—the “hands-on” experience of seeing and studying actual examples of all the processes reviewed was exceptional.
7. The packet system is fantastic and worked well. Because of the number of students, however, my neighbor and I had to share very often while others had their own copies. This made it difficult to look as much as I wished to.
8. Difficult to say. I would have enjoyed some more hands-on printing and/or experiences outside the classroom, but at the same time everything we did was of value and other additions would take away from time.
9. More opportunities to discuss and to ask questions would help. {private response}
10. {no response}
11. {no response}
12. {no response}
13. A focus on vocabulary or a helpful lecture about the vocabulary used—“electrotype-collotype-stereotype-aquatint” were hard for me to imagine since we never really delved into what they are. The text helped with this, though.

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

1. Individuals who will need to identify different types of illustrations.
2. It's great for librarians, dealers, and collectors—really anyone interested.
3. {no response}
4. Anyone who wants to learn about identification.
5. Art historians, historians of the book, cataloguers.
6. Any bookseller who deals in illustrated books, any student of the history of the book, any collector who collects illustrated books.
7. Anyone who regularly works with prints.
8. Anyone interested in the topic.
9. Anyone who may need to identify an illustration process used in books before 1900.
10. Curators and collectors, but also academics.
11. Anyone with a professional or personal interest in prints.
12. Book, print, and map sellers looking to confidently describe what they sell.
13. Booksellers, curators, book-arts specialists, catalogers/bibliographers.

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

1. Definitely.
2. Yes and yes.
3. Yes, I would recommend this course to others.
4. Yes and yes.
5. Yes.
6. Yes and yes.
7. Yes; yes.
8. Yes and yes.
9. Yes, absolutely.
10. Strong yes to both questions.
11. Yes. Yes.
12. Yes. Absolutely.
13. Yes! I would recommend it, but I don't think I would recommend it as anyone's first course at RBS.

8) *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
3. {no response}
4. N/A
5. Yes: woodcut and engraving labs were fantastic!
6. N/A
7. N/A
8. {no response}
9. N/A
10. {no response}

11. {no response}
12. {no response}
13. N/A

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

1. Please take the course before TB retires!
2. Just make sure to do the advance reading.
3. {no response}
4. The lab work will really help you understand technique; it really changes how you look at prints.
5. {no response}
6. Bring a large pad of paper on which to take notes!
7. Bring a sweater—the classroom is chilly. I found it useful to bring a water bottle every day to fill (and drink) during breaks.
8. Take it while you can.
9. TB is not kidding when he says do the reading or don't bother showing up. You're not expected to memorize Gascoigne, but basic familiarity with the content is definitely necessary to get much out of the course.
10. {private response}
11. No.
12. Read and re-read Gascoigne beforehand so you can make the most of class time.
13. Do the reading before class and try to do some of the “recommended reading” in addition to the required reading.

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

1. Invaluable!
2. Exhausting, enriching, worth it.
3. An intense and enjoyable learning experience.
4. {no response}
5. RBS is the future of the book.
6. TB rocks!
7. Exhausting, but well worth it.
8. Another great RBS course.
9. I'll be back.
10. {no response}
11. {no response}
12. Essential for confidence-building in print identification.
13. Always a pleasure!! The followers are superstars.

Student Data

Number of respondents: 13 (of 13)

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

My institution/employer gave me professional leave time. 9 (69.23%)
I am self-employed, and can arrange my own schedule. 2 (15.38%)
I am a student or non-year-round employee, with a more flexible summer schedule. 1 (7.69%)
My situation does not fit any of the options above. 1 (7.69%)

Who paid your RBS tuition costs?

I paid 100% myself: 2 (15.38%)
My institution/employer paid 100%: 6 (46.15%)
My institution/employer paid part; I paid the rest: 2 (15.38%)
I used a scholarship/fellowship to pay/waive 100%: 3 (23.08%)

Who paid your RBS housing expenses?

I paid 100% myself: 3 (23.08%)
My institution/employer paid 100%: 6 (46.15%)
My institution/employer paid part; I paid the rest: 1 (7.69%)
I used a scholarship/fellowship to cover 100%: 2 (15.38%)
I stayed with friends/family, or stayed in my own home and commuted: 1 (7.69%)

Who paid your RBS travel expenses?

I paid 100% myself: 4 (30.77%)
My institution/employer paid 100%: 5 (38.46%)
I used a scholarship/fellowship to cover 100%: 2 (15.38%)
I used a scholarship/fellowship to cover part; I paid the rest: 1 (7.69%)
I live locally, and had no travel expenses: 1 (7.69%)

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

Library disciplines:

Archivist:
Cataloger/metadata librarian: 3 (23.08%)
Curator: 2 (15.38%)
Special collections librarian: 3 (23.08%)

Professional educator:

Assistant professor: 1 (7.69%)
Associate professor: 1 (7.69%)

Book trades:

Antiquarian bookseller: 3 (23.08%)