

### Detailed Course Evaluation

- 1) *How useful were the pre-course readings? Did you do any additional preparations in advance of the course?*
  1. Very useful. For this course, perhaps a short list of some of the techniques that will be reviewed in the course.
  2. Useful.
  3. Very helpful—didn't understand a lot of it until class—but very happy I got an introduction to the terms and processes, and did not come into class cold.
  4. The historical surveys were useful—JR's book is essential—I would emphasize its importance even more, and I look forward to reading it again with much added knowledge!
  5. Pre-course reading was very helpful. I did not have time to read everything, but what I did read helped a lot to understand the complexities.
  6. I tried to do the pre-course readings, but found them too dense and difficult without a more general background knowledge in photography. I did not feel at a loss in class for having failed to read them in advance, and I think I would get more out of them now.
  7. The photography course is very technical, and I found the pre-course reading not very useful prior to having the instructor going over the topics.
  8. Useful.
  9. *Colour Photography* pretty useless, JR's book helpful, if a little confusing until you get to see the objects themselves.
  10. The pre-course readings were essential. This is a detailed field, and they (especially JR's book) are necessary to orient oneself.
  
- 2) *Were the course workbook and other materials distributed in class appropriate and useful (or will they be so in the future, after you return home)?*
  1. Yes. They will certainly be useful. I will have a better sense of what books to look for to deepen my knowledge on some of the processes we learned about in this class.
  2. Incredibly useful—I will look at them often. I love that they provided the notes in a binder so we could really engage with hands-on work instead of madly scribbling everything down.
  3. The binder with the slides is incredibly useful. The helpful identification sheets they provided will be used often! So great to have that resource.
  4. Yes—an excellent complement to *Care and Identification of 19th-Century Photographic Prints*—and it will prove to be an important resource when reviewing color and digital processes.
  5. Yes, they were and I hope will be.
  6. Very useful. The identification cheat sheets especially will be something I can turn to in the future.
  7. The workbook and class materials are very well thought out, however it would be

- great if we could be provided with *sample* examples of the processes for our future review.
8. Yes.
  9. Appropriate and useful, here and at home.
  10. YES. Thank you for breaking down each individual process in reference sheets, plus having the PowerPoint slides with my notes will be very useful.
- 3) *Have you taken one or more RBS courses before? If so, how did this course compare with your previous coursework?*
1. Yes. This was a different sort of workload that was less homework reading.
  2. I took one other—this was better.
  3. No.
  4. Yes—this course is *the* complement to “Book Illustration Process to 1900”; best to begin with that, but this course is especially useful for a deeper understanding of photomechanical print processes.
  5. No.
  6. Never—this was my first time.
  7. N/A.
  8. Yes. Course was similar.
  9. Never taken one.
  10. Yes. I have taken courses with extreme expectations (being in the library all night, for example) to those that were very lightweight. This class fell comfortably in the “reasonable” zone.
- 4) *What aspects of the course content were of the greatest interest or relevance for your purposes?*
1. Distinguishing the different processes, including many that I really was not aware of, or had not even considered. Breaking down the components of the photographs and the photomechanical processes and just looking at digital processes was a great launching-off point for beginning to learn how to determine what process was used when looking at these works.
  2. Identification and conservation. Could have done with a lot less of the contemporary material, but I understand its relevance, so it’s still appreciated.
  3. Everything! The general overview in the beginning was very helpful. Going to the darkroom and doing our own prints really helped to make all the information clear. Lectures were detailed, but provided all the right information.
  4. The session on silver was very important, as was getting a deeper knowledge of all the chemistry involved (which affects all aspects of the *making* and *deterioration* of photographs).
  5. *Identification* of older (nineteenth-century) photographs; explanation of old processes.
  6. All aspects of process identification will assist me in cataloging photographs at my home institution.
  7. The early, pre-color photographic processes, or maybe separating them from the later twentieth-century processes.
  8. Handling photos.
  9. Nineteenth-century photographs, but digital prints also quite interesting to learn.

10. Identification of antique photographs.

5) *Did the instructors successfully help you to acquire the information, knowledge, and skills that the course was intended to convey? Was the intellectual level of the course appropriate?*

1. The instructors were able to convey so much information to the whole class in a way that was easy to understand, and they were extremely generous in giving their professional knowledge when anyone had a question.
2. Great.
3. The instructors were magnificent. They were very helpful in answering questions and providing further examples if you needed them. Intellectual level was difficult at times, but was challenging enough to keep constantly reviewing and therefore learning efficiently.
4. Yes.
5. Yes, emphatically to the first question. The instructors were exceptionally good, wonderful; a great deal of information clearly, lucidly presented in an organized way that made it possible to digest the information. They answered questions clearly and patiently, and what incredible erudition and knowledge they possess!
6. Yes, and I got far more information than I expected. My understanding of photography as a whole was greatly improved. I also developed a greater appreciation of digital prints and technology, which was unexpected.
7. Yes.
8. Yes.
9. Absolutely—yes.
10. Yes, and yes.

6) *What did you like best about the course?*

1. Being able to handle and examine the photographs up close, and especially the use of the microscope.
2. JR and RB's patience and knowledge.
3. Everything. The constant hands-on element made all the concepts clearer. The instructors were by far the most helpful part. They were so accommodating when we got confused or needed to slow down or just needed something explained in a new way. Really excellent teaching.
4. JR and RB are a unique team—one learns the *old* technology and the *new*; it was way too much to take in, but it was learned, and I will be able to tap into it in the future.
5. Informative, challenging, interesting, very high-level, wonderful presentations, a great many examples. Combination of verbal and visual material explanations.
6. The instructors did a good job of always bringing out real examples to help practice identifying whenever new techniques were introduced. Being able to actually develop photos was great.
7. Instructors.
8. Seeing all the different photo formats and being able to examine them.
9. Getting to handle so many items—I learn more when the item is in front of me rather than on a screen.
10. The instructors were lively and made learning entertaining. Examining all the

different types of photos was useful and enjoyable. Making our own prints was educational and fun.

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

1. Perhaps suggest some readings to follow up after each class.
2. More darkroom—maybe an optional evening session? I also was often curious about some of the social/cultural ramifications of what we were learning technically. What was the impact?
3. More days! I would have liked to have had the first intro lecture maybe the night before. Besides time travel—no improvements.
4. No need to review the elemental print processes, e.g., relief, intaglio, lithography.
5. No way. I cannot imagine how, except to give it again.
6. {No response—RBS staff}
7. {No response—RBS staff}
8. I like it the way it is.
9. Only not going over time into break. Five minutes, no big deal, but fifteen minutes? I have to get water!
10. Perhaps if it were longer? It was tough absorbing so much information. But otherwise, it was wonderful.

8) *Did you learn what the course description/advertisement indicated you would learn?*

1. Yes.
2. Yes.
3. Yes. Can't believe how much I learned—did not think I would come out of this with so much new information.
4. Yes.
5. Yes.
6. Yes.
7. {No response—RBS staff}
8. Yes.
9. Yes.
10. Yes. Instructors were patient and kind, indicating we'd improved with experience.

9) *How do you intend to use or apply the knowledge or skills learned in this course?*

1. Cataloging of these items found in the collection.
2. Buying, researching, selling, conserving, cataloging.
3. Museum work.
4. For accurate catalog descriptions.
5. I hope to catalog photographic collections.
6. I'll be cataloging photographs for inclusion in my home institution's digital library.
7. {No response—RBS staff}
8. For work.
9. In cataloging antiquarian photo albums and prints.
10. I will attempt to accurately identify photographs in my institution's collection for cataloging purposes.

- 10) *If your course left its classroom, was the time devoted to this purpose well spent?*
1. Yes. We spent time in the darkroom (extremely helpful).
  2. Yes—we didn't want to leave.
  3. YES. The time in the dark room was essential, and the trip to the student museum was a perfectly timed break from the classroom at just the right moment to start to learn how to identify prints in a real-world context.
  4. The labs were essential and illuminating.
  5. Photo lab, university museum.
  6. Yes—the demo of silver gelatin print development was very helpful in understanding the process.
  7. {No response—RBS staff}
  8. Yes.
  9. Yes, very fun to make our own prints.
  10. Yes.
- 11) *If you attended the optional evening events (RBS Lecture, Booksellers' Night, &c.), were they worthwhile?*
1. Yes.
  2. N/A.
  3. Not really... Talks were interesting, but both seemed to require a prerequisite amount of knowledge on the subjects. The Updike talk was a little bit better...but both made me feel as though I had to be a scholar specializing in that field in order to really get something out of it.
  4. Yes. Both speakers were excellent.
  5. Booksellers' Night, yes, that was fun.
  6. Yes, although two of the booksellers who promised to be open Thursday night were not (Read It Again Sam and Old Dominion). {Note: Old Dominion is not a participant in Booksellers' Night—RBS staff}
  7. {No response—RBS staff}
  8. Did not attend.
  9. Attended all—video 7:30 was pretty boring; Booksellers' Night fun; lectures were fine.
  10. No.
- 12) *We are always concerned about the physical well-being both of the RBS teaching collections and of materials owned by UVA's Special Collections. If relevant, what suggestions do you have for the improved classroom handling of such materials used in your course this week?*
1. {No response—RBS staff}
  2. N/A.
  3. None.
  4. Clean hands are the key.
  5. {No response—RBS staff}
  6. {No response—RBS staff}
  7. {No response—RBS staff}
  8. {No response—RBS staff}

9. No suggestions—JR and RB taught us to handle things.
10. None.

13) *Did you (or your institution) get your money's worth? Would you recommend this course to others?*

1. YES.
2. Yes.
3. YES. Absolutely.
4. Yes—yes, of course!
5. I would to anyone. Money cannot buy things like that, but if it could, this is the way to spend it!
6. Yes, and yes!
7. {No response—RBS staff}
8. Yes, and yes.
9. Yes, very much!
10. Yes, and yes.

14) *Any final or summary thoughts, or advice for other persons considering taking this course in a future year?*

1. EVERYONE should attend RBS at least once!
2. {No response—RBS staff}
3. Must do the reading beforehand in order to have a base understanding. Pay attention in class and ask questions, as the instructors are the best resource.
4. {No response—RBS staff}
5. Thank you all!
6. Summer camp for book people!
7. {No response—RBS staff}
8. {No response—RBS staff}
9. Dense amount of information, but great class!
10. Take this class with these gentlemen.... You will be the better for it.

### **Aggregate Statistics**

*Number of respondents: 10*

#### **Leave**

Institution gave me leave: 7 (70%)

I took vacation time or unpaid leave: 2 (20%)

N/A: I am self-employed, retired, or have summers off: 1 (10%)

#### **Tuition**

Institution paid all (or almost all): 5 (50%)

I paid for it myself: 3 (30%)

I used scholarship funds: 2 (20%)

**Housing**

My institution paid all (or almost all): 5 (50%)

My institution and I shared the cost: 1 (10%)

I paid for it myself: 3 (30%)

N/A: I stayed with friends or commuted from home: 1 (10%)

**Travel**

Institution paid all: 5 (50%)

I paid my own travel: 4 (40%)

No response: 1 (10%)

*Which one category most closely defines what you do for a living, or why you are at RBS?*

Antiquarian bookseller: 3 (30%)

Archivist: 1 (10%)

Book collector: 1 (10%)

Cataloger : 2 (20%)

Full-time student (other): 1 (10%)

Library assistant/clerk: 1 (10%)

Rare book librarian: 1 (10%)