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L-40: Visual Materials Cataloging  
26–31 July 2015

**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. Useful? Yes! The list was exhaustive.
2. Yes—perfect.
3. There were a lot of reading assignments, but they were all very useful. All the “suggested” reading list will also be useful as a reference in the future.
4. Yes—I purchased several.
5. The pre-reading was well chosen, and an excellent preparation for the course.
6. Yes, I thought the materials would be intimidating, but it wasn’t. HZ gave us a great pre-reading overview.
7. Yes—it was a little hard hanging onto all the info in DCRM(G), but it was super useful having read it when we started working in class.
8. Yes, it was useful. No, I didn’t have any additional preparations, no time to do additional prep.
9. The pre-course readings were very helpful and informative. Reading DCRM(G), of course, is essential, and the whole class bibliography will remain for an important reference at work when cataloging visual materials.
10. The two exercises that were required were not explained sufficiently, regarding purpose and intent. We briefly reviewed the photo of women eating lunch at the course outset, but never, ever discussed the second exercise, or why HZ thought it should take three hours. The DCRM(G) was required reading, but many in class had never cataloged, so this should be re-evaluated. A bit of civilian-level (i.e., not expert) prints identification reading would have been an excellent required reading, but much of that was only “recommended.”
11. I found the readings difficult to absorb when reading them, but they really are essential for the class. I thought the pre-class exercises were useful.

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 helpful. I will bring this back to my institution as reference.
2. Excellent choices—the hands-on work as very meaningful—enjoyed working with a partner.
3. Very useful. HZ put a lot of thought into the types of materials that were pulled as examples.
4. The course materials will be very helpful in my work.
5. The workbook was excellent, and I will be using it and the worksheets in the future.

6. I will use all the materials after the course! Everything was appropriate and useful. HZ took great care in providing us with examples (hands-on and on-screen) that would further demonstrate the material.
7. The workbook was super useful. It organized the material for us well, and is a handy resource to take back and use.
8. Course workbooks are good. Yes.
9. The coursework and exercises were extremely important for learning hands on how to describe prints and photographs. The course workbook has a lot of key information consolidated in there, so I will also use that at work regularly.
10. Workbook and worksheets: good reference materials! Content assessment: Useful to me, useful in the future, but maybe not specifically useful to all in the course.
11. We didn't use the workbook very much, but I will definitely keep it as a resource, along with all the handouts.

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

1. Much better! So much easier to get to DC!
2. N/A
3. One of the top courses! The number of resources available at LC is very impressive, and HZ invited various "experts" in different areas during class this week, and that was wonderful.
4. N/A
5. N/A
6. N/A
7. N/A
8. This class is smaller and the setting is very good (sitting around)—not class seating like in Charlottesville.
9. They've both been wonderful, and covered topics I had a need to expand my knowledge of at the time. This course had even more interaction with the collections, which was wonderful.
10. N/A
11. It is tied with "Desbib"! I feel like both classes gave me practical skills I can use at my job.

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. I loved meeting new colleagues and seeing the incredible LC collection.
2. The hands-on aspects. Yes, I have an idea and a plan for how to work on a new (photo) project at my library/archive.
3. Being able to match the rules from DCRM(G) to a real example was very helpful. I am now more confident in my ability to decipher various graphic materials by having seen and handled examples used at LC.
4. All of it. I plan to incorporate much of it in our archives when I return home.
5. The in-depth discussions of media types—along with how to identify and narrow them down—was extremely useful.
6. I loved the way HZ started us off (at once!) cataloging. We were given activities/worksheets through the week to help us through the material. It was fun and helpful.

7. Pretty much everything. I'm new to cataloging, so it was great to have more experience with MARC fields, and as someone interested in fine arts librarianship, it was great seeing how you would describe graphic materials both in and out of MARC.
  8. The examples, matching with the rules is very helpful. Presentations from different people are very helpful.
  9. The class gave me concrete ideas and plans for processing several incoming collections of graphic materials that I felt intimidated to tackle before.
  10. Most interesting and relevant: Thermoplastic is a nineteenth-century material; PPOC views all researchers as important, i.e., no pre-interview process. New insights: None.
  11. I really enjoyed the presentations from other professionals in the Prints & Photographs Division. Hearing about how cataloging is an aid to reference, and learning more about the nitty gritty of processing was a great accompaniment to learning all about DCRM(G).
- 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. HZ kept a brisk pace—but was never rushed.
  2. Yes to all; I learned more than I expected.
  3. Yes! HZ is very thoughtful, and always checked in with everyone to make sure she was addressing the issues and objectives we had mentioned in our essays.
  4. HZ is an amazing instructor—helpful, thoughtful, and very knowledgeable about the topic.
  5. Absolutely—and some additional material came out through class discussion.
  6. Yes, HZ was very thorough in her explanation and presentation of the material. I really feel I have the tools I need to start working in our collection.
  7. Yes, and probably more. I have a good base for setting up guidelines and procedures for my office when I return.
  8. Yes, she paid attention to everyone with their needs.
  9. Yes! It was even more helpful and fun than I had hoped.
  10. N/A
  11. Yes.
- 6) *How do you plan to use the skills and knowledge acquired during your time here?*
1. I have many projects lined up—hopefully I'll get to a few.
  2. I now have a way to start a new plan on a photo and archive project at my library/archive.
  3. I will be cataloging, as well as training staff members and teaching students and interns.
  4. Creating a new exhibit of digital materials; beginning to catalog our images.
  5. Clean up existing records and start new projects to broaden access to records.
  6. After leaving, I plan on making our hidden collection (photos in boxes) accessible!
  7. Much of our prints and photographs collection material is unprocessed/uncataloged because of a lack of knowledge in this area. I plan to use the skills and knowledge from the class to start making this material more

accessible.

8. I can apply my skills to catalog the photograph collection of my library.
9. I will use these skills and knowledge to help me form processing plans, to catalog and process groups of graphic materials, to create individual records with DCRM(G) for single items, and with using archival processing of pictures in conjunction with MARC records more efficiently.
10. More cataloging.
11. I have a number of collections containing visual materials in mind for processing, but I also think taking this class will help me advocate for all the visual materials in our collections (which are underdescribed).

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

1. We had beginners to expert catalogers—I think everyone learned something.
2. It would be best to have some basic knowledge of cataloging.
3. The class members came from public, academic, and private institutions (both large and very small), and offered all types of perspectives.
4. All levels of cataloging—the material was easy to understand, but still challenging for those of us with years of service.
5. We were a very diverse group—mostly M.S.s/M.A.s, but from varied backgrounds. It was the technical/vocational nature of this week's material and class that made it useful...specialized.
6. I think the course is geared for people with some cataloging experience. I have very little, but did not feel overwhelmed. HZ's presentation gave me confidence!
7. Librarians with at least some introductory knowledge of cataloging.
8. Perhaps the managers of special collections who don't have cataloging backgrounds.
9. Catalogers/processors/special collections tech services managers.
10. {redacted for the web—RBS staff}In the future, I think only those who work in cataloging should take this course. Those are the people who will benefit the most from it.
11. A professional librarian, archivist, or cataloger.

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. How museums, libraries, and archives all think in slightly different ways...keeps us separated.
2. Yes—describe what you “see”—and the “why,” or story, of the photo.
3. {no response}
4. There isn't a right or wrong way to catalog visual materials!
5. One of the many noteworthy moments was discovering someone doing advanced research in my field of interest at the Museum Night.
6. Aha—I can do it! It was day one when I realized cataloging visual materials is possible. HZ turned a very scary, anxious feeling into a fearless confidence.
7. Cataloging the material with it in front of you.
8. {no response}

9. Discussing the cultural significance of prints and photographs with certain people and communities, and how we as librarians and catalogers create access to this material, and how we help to preserve, and in turn, re-examine the historical narrative was very powerful.
10. No “aha!” moments.
11. There are no cataloging police! It’s easy to get wrapped up in the rules of cataloging, but HZ really conveyed that it is okay to use your judgment.

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

1. Longer? A two-parter?
2. {no response}
3. Minor detail—some coffee and cookies during the afternoon break would have been good.
4. A longer break—stay later.
5. If possible, have students bring a copy of an item from his or her collection for the class to catalog as a group.
6. I can’t think of one thing. Loved the class! Loved HZ! Thank you RBS!
7. {no response}
8. {no response}
9. {no response}
10. Materials 101, partner rotation, individual drills, or more exercises. It seemed as though people had collection-specific content (i.e., photos of academic life, medical history, political cartoons, engravings) and it would’ve been useful if we’d focused on that alone, or got more time to work alone on our collection’s type of materials.
11. {no response}

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

1. Yes, and yes.
2. Yes, and yes. (I would gladly take it again myself.)
3. Yes!
4. Yes! Absolutely! I was grateful for the opportunity.
5. Absolutely—yes, I would recommend this to others.
6. Absolutely!
7. Absolutely!
8. Yes!
9. Yes, it was worth the cost, and I would definitely recommend the course to others.
10. Sure. If you foresee working with actual visual materials, yes. If you just want to learn cataloging, no.
11. Yes, and yes! I learned so much from HZ, and from my classmates, too.

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

1. {no response}
2. Yes.

3. Definitely. A requested trip to SC was arranged, and we were all very grateful.
4. It was so brief as to be “not applicable” here.
5. Yes! The people who came in to speak to us were the authors of the tools that guide our work, and we got to work firsthand with the samples from our core references.
6. Yes, we were able to see how cataloging is integrated within the library.
7. Only went to another part of/room in LC, but still great!
8. Yes!
9. Yes—we took trips to other areas of the department, which were well spent.
10. We had a class dinner, on the Thursday evening, which was lamentably uninspiring (and inexpensive). Some of us went to sit in on Mark Dimunation’s eighteenth-century class, which was valuable (if a trifle awkward).
11. {no response}

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. I wish I had attended.
2. {no response}
3. Yes!
4. The Monday lecture didn’t really fit my interests.
5. The chiaroscuro print lecture was especially helpful for content, and for demonstrating a good and reproducible methodology.
6. The Museum Night was my favorite.
7. Yes, learn more about the institution and the material.
8. Yes! All the lectures were well done. I learned a lot from them.
9. I attended all—the Museum Night was great, and LM’s Wednesday night lecture. The Monday night lecturer was less informative.
10. I went to all the evening events, and, as previously noted, the first lecture was thoroughly disappointing (as well as physically uncomfortable—really? A conference room?). LM’s lecture was refined, interesting, and completely relevant to the course. Marvelous.
11. Yes. I wish Museum Night materials included more captions, since often the people at the tables were talking to other students.

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

1. {no response}
2. I would recommend it.
3. Just take it!
4. HZ makes this a fun and entertaining topic! Enjoy!
5. Build in a few days before or after the course, as you may want to visit other specialized collections in the area. The course week is already booked up.
6. Don’t be afraid of the pre-reading! HZ is a wonderful, patient instructor. You will learn a lot!
7. Definitely take it. HZ is a great instructor.
8. {no response}

9. {no response}
10. Please know a bit about cataloging first and leave your ego at home! You will be doing group work, with an assigned partner, for three days, and you should come prepared to admit that you don't know something if you don't! It's not a game of "what's the funniest caption."
11. This class was a great experience. HZ is a thoughtful teacher, and makes a point to address each student's specific concerns and interests.

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

1. G.L.A.M.
2. All photos have a story to tell, and with the right words someone will want to hear (see) them.
3. {no response}
4. A week studying photos at the LC—heaven!!
5. You can feel a whole string of bulbs lighting up in your head, one by one.
6. This course may have been a game changer!
7. Meaningful.
8. I had a great time, not just learning, but also meeting and learning from my fellow classmates.
9. RBS offers amazing courses!
10. {no response}
11. {no response}

## **Student Data**

*Number of respondents:* 11 (of 11)

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

My institution/employer gave me professional leave time: 9 (81.82%)

I am self-employed, and can arrange my own schedule: 1 (9.09%)

My situation does not fit any of the options above: 1 (9.09%)

*Who paid your RBS tuition costs?*

I paid 100% myself: 3 (27.27%)

My institution/employer paid 100%: 4 (36.36%)

My institution/employer paid part; I paid the rest: 1 (9.09%)

I used a scholarship/fellowship to pay/waive 100%: 3 (27.27%)

*Who paid your RBS housing expenses?*

I paid 100% myself: 3 (27.27%)

My institution/employer paid 100%: 2 (18.18%)

My institution/employer paid part; I paid the rest: 1 (9.09%)

I used a scholarship/fellowship to cover 100%: 1 (9.09%)

I used a scholarship/fellowship to cover part; I paid the rest: 1 (9.09%)

I used a scholarship/fellowship to cover part; my institution/employer paid the rest: 1 (9.09%)

I stayed with friends/family, or stayed in my own home and commuted: 2 (18.18%)

My situation does not fit any of the options above:

*Who paid your RBS travel expenses?*

I paid 100% myself: 4 (36.36%)

My institution/employer paid 100%: 2 (18.18%)

My institution/employer paid part; I paid the rest: 2 (18.18%)

I used a scholarship/fellowship to cover 100%: 1 (9.09%)

I used a scholarship/fellowship to cover part; I paid the rest: 1 (9.09%)

I used a scholarship/fellowship to cover part; my institution/employer paid the rest: 1 (9.09%)

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

Library disciplines:

Archivist: 2 (18.18%)

Cataloger/metadata librarian: 3 (27.27%)

Library administrator: 1 (9.09%)

Public services librarian: 1 (9.09%)

Special collections librarian: 1 (9.09%)

Student working toward a/n:

M.L.I.S./M.L.S.: 1 (9.09%)

Professional educator:

Assistant professor: 1 (9.09%)

Associate professor: 1 (9.09%)