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VOLUME XXXXII NUMBER 1
2008-2009 SCHOOL YEAR

the Communicator

Official Publication of the
INTERNATIONAL GRAPHIC ARTS EDUCATION ASSOCIATION, INC.

For the Communicator's first President's Letter this year, I have decided to share with you the acceptance speech from this year's installation at the 2008 Annual Conference. It should give a good picture of our direction and emphasis for this year.

Transcript of the Acceptance Speech: Thank you for the opportunity to serve as your president this year. It is an honor and a privilege, and I am proud to follow such a tremendous legacy that spans over 80 years of service to graphic arts educators.

Being proud. When people ask me what I do, I am proud to say I am a graphic arts educator. I have always believed that educators and printers are two of the most informed groups in our culture, and they have, for over 500 years, been the custodians of our civilization's knowledge. It is a responsibility I know we, as graphic arts educators, do not take lightly—as I have always been impressed by the things I have learned from all of the graphic arts educators I have been fortunate to know during my career—and especially those I have come to know in the IGAEA. I hope you are as proud as I am, to be a graphic arts educator.

As printers, we have experienced tremendous change over the past few years, and while our "graphic arts" world has taken on new dimensions, it has also lost some of those traditional facets that we have become fond of doing or teaching. Just as we constantly monitor our students' progress to see if they are learning what they need to learn, we know, as professional educators, that we must constantly monitor what we need to teach. Mark Snyder, as our last president, initiated a self-analysis of our organization. By surveying our organization last year, we made the effort to determine our priorities and needs for the future. It is my intention to maintain



those traditions that we continue to value, which Jerry Waite so passionately spoke about at our Memorial Service, as well as to begin to make those changes that are necessary for our organization to continue to serve our current and future members, and their graphic communications students, for years to come.

Back when I was in grade school, I got into the print delivery business by being a "paperboy" who delivered two afternoon newspapers—the Chicago Daily News and the Chicago American. Both those newspapers succumbed to the "new" technology of "The Television Evening News" and eventually ceased publication. Just as that new technology

altered the way things had been, we are seeing another "new" technology—the internet—that is changing the way things have been.

As you know, much of the visual technology used for the internet, and some might argue the spirit of communication and the information sharing that the internet has spawned, has its roots in the technologies and traditions of printing. Those of us who have some sort of web design courses at our institutions know that a lot of commonalities exist. This would explain why our survey showed a strong desire to include our colleagues who teach web-oriented courses in our organization. This should be an initiative we should embrace as a way to grow our membership and recognize the direction that lies ahead in the realm of "graphic communication." Remember the old "photo-offset lithography will never replace letterpress" debate? Remember when electrostatic printing was not a "real" printing process? You know, the more things change, the more

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IGAEA Mission Statement

The International Graphic Arts Education Association (IGAEA) is an association of educators in partnership with industry, dedicated to sharing theories, principles, techniques and processes relating to graphic communications and imaging technology.

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IGAEA 83rd Annual Conference
Photo Album

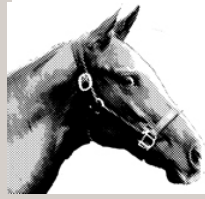


IGAEA 2008-2009 Operating Budget

A: Revenues		2007-2008	Actual	2008-2009
Category #	Category Name	Budget	8-1-07-7-21-08	Budget
110	Checkbook Interest	0.00	0.00	0.00
200	Other	0.00	0.00	0.00
210	Regular Membership	12,000.00	10,153.00	12,000.00
220	Associate/Retired Membership	500.00		840.00
230	Life Membership	0.00	0.00	0.00
240	Student Membership	100.00	0.00	20.00
250	Libraries and Universities	100.00		120.00
290	Sustaining Member/Universities and Schools	2,000.00	3,370.00	2,000.00
295	Returned Checks	0.00	0.00	0.00
300	Conferences Advance Loan Repay	1,500.00	1,500.00	5,075.00
320	Conferences Proceeds	4,100.00	4,004.26	0.00
340	Deposit-Conference Awards	0.00	0.00	0.00
400	Miscellaneous Incomes	0.00	0.00	0.00
410	Silent Auction	0.00		0.00
430	Mailing Lists and Labels	0.00	0.00	0.00
440	Membership Promotion	0.00		0.00
500	Donated Material & Services	0.00	0.00	0.00
1810	Gotsberg Certificate Sales	0.00	0.00	0.00
B. Operating Expenses				
Category #	Category Name			
450	Promotional Item Expenses	0		
700	IGAEA Home Office	700.00		
800	President	1,200.00	1,726.80	1,600.00
900	President Elect	40.00	100.00	650.00
1000	First Vice-President	1,500.00	2,489.05	9,720.00
1100	Second Vice-President	1,500.00	308.32	2,250.00
1200	Secretary		0.00	100.00
1300	Treasurer	1,000.00	2,148.70	1,255.00
1400	Past President	700.00	1,665.41	1,100.00
1600	Board Meetings	3,500.00	2,815.93	3,200.00
1700	Conferences Advance/Deficit	0.00	4,075.00	1,500.00
1800	Gotsberg Awards	300.00	445.63	300.00
1900	Associate/Retiree Newsletter	0.00	0.00	100.00
2000	Membership Dues Refund	0.00	0.00	0.00
2200	Conferences Attendance Grant	0.00	0.00	2,500.00
2500	Jack Strich IGABA/PGSP Scholarship Awards	0.00		1,100.00
2600	Paul D. Von Holtz Conferences Incentive Awards	2,000.00	1,100.00	2,500.00
2700	IGAEA Research Grants	0.00	0.00	0.00
3000	Capital Expenditures		2,305.00	
3200	Archives	0.00	180.40	100.00
3400	Membership Promotion	0.00	675.88	0.00
3410	Trade Shows	0.00	0.00	500.00
4100	Computers & Ancillary Equipment	0.00	0.00	0.00
4200	Printers	0.00	0.00	0.00
4300	Software	150.00	0.00	0.00
Total:		\$12,590.00	\$20,126.12	\$28,475.00

Budget Review

Earlier this year, a review of the IGAEA finances was performed by the accounting firm Zumbahlen, Eyth, Surratt, Foote, and Flynn, in Jacksonville Illinois, for the year ending July 31, 2007. Based on the review, they stated that no material modifications are needed in order for the financial statements to be in accordance with Statements on Standards for Accounting and Review Services issued by the American Institute of Certified Public Accountants.



All About IGAEA...

Founded in 1935, the International Graphic Arts Education Association, Inc. (IGAEA) is a non-profit organization of educators in partnership with industry, dedicated to sharing theories, principles, techniques and processes related to graphic communications and imaging technology. Among the activities sponsored by IGAEA are an annual conference, a comprehensive publication program, industry liaison programs, and resource networks. IGAEA fosters career awareness by promoting Graphic Communications Week, assisting Boy and Girl Scouts with their merit badges and interest projects and recognizing success through the Gutenberg Student Awards. IGAEA members include over 700 educators representing approximately 40,000 students; future prospective employees!

There are 5 different membership categories in IGAEA:

Regular Membership is open to educators, supervisors, and others engaged or interested in graphic arts, graphic communications, graphic design, photography, journalism, communication technology, and/or related fields.

Associate Membership is open to retired persons interested in graphic communications and imaging technology education.

Student Membership is open to all full-time students interested in graphic communications and imaging technology education.

Library Membership is open to all libraries that wish to receive IGAEA publications.

Sustaining Membership is open to business, industry, foundations, organizations, and educational institutions.

Sustaining members representing various graphic communications and imaging technology industries and organizations are vital. Through their involvement, there exists an active network of industry/education partnerships. Sustaining members are invited to make presentations at IGAEA Conference and at regional meetings. As a result of this participation, graphic communications and imaging technology educators and industry representatives get to know each other on both a personal and professional level. Sustaining members receive a handsome wall plaque, and all publications of the Association. Sustaining members are listed in each issue of the *The Communicator* and are invited to contribute articles.



84th IGAEA Conference
Eastern Kentucky University
Richmond, KY
July 26-30, 2009

Call for Presentations

The conference hosts of the 84th annual IGAEA conference at Eastern Kentucky University invite you to submit your proposal for presentation. The theme of the conference is "Back to the Bluegrass...Into the Future." Presentations are not limited to that theme however.

Presentations requested include such topics as, but not limited to, software updates and demos, networking labs, new teacher helps, the future of print, web-to-print, www applications, etc.

Please submit your proposal, in 200 or less, stating a general description of the presentation, suggested audience, software you would use or demonstrate.

We are also seeking presentations that would be of interest to spouses and guests (male and/or female).

You will find a presentation proposal submission format at www.technology.eku.edu/igaea no later than February 28, 2009.

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Membership update: *the Annual Membership year now runs from 1/1 until 12/31.*

things remain the same. We need to think in RGB as well as CMYK.

Now, some may see the internet as a threat to printing, but it is not. Last year, at RIT, noted print industry observer Frank Romano cited how print and the internet, used in tandem, created a synergy for commerce, and together, performed better than the sum of the two individually. Internet technologies compliment what we do, and the internet, I think we all can agree, is not a passing fad. It is time for us, as an organization to be more inclusive and less exclusive, and it looks a though our membership is pointing the direction for us to pursue. I am happy to do what I can do to help guide us there. Please help me move us, as an organization, in that direction. It is better that we proactively define our future than to reluctantly react to the change that is coming. Don't prevent the synergy, rather, surf that digital wave! (as per CalPoly, 2006)

Another strong message that we received from the survey of our membership, was the need for us, as an organization, to develop vertical articulation between institutions. There are so many good reasons to for us to work on this. It can help attract students into post-secondary institutions, which is a common topic of conversation whenever graphic arts educators gather to talk about their concerns. Industry laments that there are not enough qualified students coming out of post-secondary programs. Colleges and universities struggle to attract students out of high schools to meet that need, even though they have a good record of placing their graduates in good positions. High school graphic programs compete to attract students into their programs, and fight for respect from, and I cringe to use this common but misleading phrase, the "academic" subjects.

We know that what we teach contains many topics found in the "academic" subjects. We know that we are not just a place where the Neanderthal students should be sent to get their hands dirty, but rather we are a compliment to the "academic" areas in more ways than people realize. This is true of most of the classes in our Technology/Practical Arts/Applied Science departments, such as technical drawing, or automotive, or construction classes. Our classes do a great job of reinforcing what are considered the traditional academic core subjects. Our classes are like the mortar that holds the bricks of our academic core classes together. Our students rarely ask 'Why do we have to learn this?' — more often they say 'Oh, so that's why we learned that!' Then they use that authentic experience in our classes to cement their knowledge. It is a wonderful synergy that more students should experience.

I make this point because articulation agreements will channel and attract high school students to post-secondary programs, which should help enrollments at colleges and universities. It will also give credibility

and respect to high school programs because they will now be college track programs, which has payoffs in the high school world, particularly in schools with weighted grades and high percentages of students going on to college. It would also offer "academic" prestige to graphic arts programs in schools with more challenging populations looking to find status in a high school education. We high school teachers know that we teach challenging content, and post-secondary educators know where the good high school programs are, so why don't we, as an organization, validate and document our accomplishments in a way that benefits our students and our programs? The work is being done, why don't we leverage it to our advantage?

Please do not interpret this initiative in any way to be a swipe at PrintEd. PrintEd is more about certification of individual programs than it is about vertical articulation, and if there were post secondary schools that would reward graduates of PrintEd certified programs, that would certainly be a step in the rights direction.

So, what do we do to move forward on these two fronts?

In the world of the web, we collectively and individually need to encourage our colleagues who teach web/internet-oriented classes to join our organization and become involved. As an organization, we need to tailor our services to benefit those educators teaching web content. Of our two goals, this can be done immediately with hopefully immediate results. I encourage people with web experience to present at future conferences, and invite our web colleagues to join us so we care share our knowledge.

In articulation, it is a more complex task, but not outside our knowledge and skill sets. I see this as a two-step process.

First, post-secondary schools need to get on board with the idea that this is a benefit to their programs. How can establishing a path for graphic arts educated students from high schools to transition into a college level program not be a beneficial recruiting tool? I would encourage those colleges and universities to have an "Articulation Day" and invite teachers from high school programs to come and discuss what needs to be done to establish articulation agreements between their respective schools. This would also benefit the IG-AEA in the fact that a meeting like this would promote networking between graphic arts educators. Hopefully the college or university could invite their region's Regional VP to participate. Perhaps they could co-ordinate a day (or two) of workshops and turn it into a regional conference. This has been done in Region One for over 15 years, and has been a benefit to the college hosting the event and the teachers that attend. My own school has an articulation agreement with this college, and it has served both of us, and our students well.

Job Opening

Industry and Technology Department
Millersville University
Millersville, PA 17551-0302

Graphic Communication Technology **Instructor or Assistant Professor**

Full-Time, Tenure-Track Beginning August 2009

Primary teaching responsibilities will be for undergraduate and graduate courses taught to industrial technology and technology education majors. Teach course work in prepress, Web design, and introductory communication and information systems courses. Prepare course syllabi, lesson plans, instructional materials, and assessment instruments. Develop and implement assignments and activities for laboratory-based courses. Foster student learning and development in a safe and healthy environment. Demonstrate the ability to organize, manage, and maintain a contemporary graphic communication laboratory. Supervise interns and/or student teachers in off-campus locations that are accessible only by personal transportation with reimbursement for mileage. Teach day or evening courses, including the possibility of online instruction.

Qualifications required include an earned degree in Graphic Communication, Industrial Technology, Technology Education or related area. Documented competence in prepress, Web media, and imaging processes and procedures. Professional experience with Web and print media systems. Demonstrated proficiency with industry grade software and equipment. Evidence of successful training or teaching. Evidence of ability to conduct and supervise scholarly activities. Evidence of commitment to working in a diverse environment. Evidence of commitment to maintain a safe and healthy laboratory classroom environment. Evidence of interpersonal skills to work cooperatively with colleagues. Successful interview and teaching demonstration. Preferred: Post-secondary teaching experience. Knowledge of and experience in printing industry management practices. Earned doctorate/progress toward doctorate.

Eligibility for tenure is based in part upon completion of a minimum of 30 credits towards an approved graduate degree program (a second master's degree is acceptable though a doctoral degree program is preferred) by the beginning of the fifth year.

To apply, send letter of application addressing qualifications; curriculum vitae; copies of undergraduate and graduate transcripts; and three original, current letters of recommendation to:

Dr. Mark Snyder, Search Committee Chair
Industry and Technology Department/NV _____
Millersville University

P. O. Box 1002, Millersville, PA 17551-0302
Phone: (717) 871-5547

Full consideration given to applications received by December 1, 2008. Electronic (e-mail or fax) submissions of applications will not be accepted. An Equal Opportunity/Affirmative Action Institution

PrintED® Program Awarded the 2008 Frederick D. Kagy Education Award of Excellence

The Ben Franklin Society, honor society of the Printing Industries of America/Graphic Arts Technical Foundation (PIA/GATF) named the graphic communications program at Digital Printing Technology Program at Cuyahoga Valley Career Center in Brecksville, Ohio the recipient of its 2008 Frederick D. Kagy Education Award of Excellence. The award was presented to program instructor **William J. Delgado** at Graph Expo in Chicago.

About the Frederick D. Kagy Education Award of Excellence Established in 1992, the Frederick D. Kagy Education Award of Excellence honors the distinguished career of Frederick D. Kagy, professor emeritus at Illinois State University. As one of the most active and influential leaders in the field of graphic communications and technology education, Dr. Kagy was an inspiration to thousands of former students and professional colleagues. Schools that receive the Kagy Award can choose up to \$1,000 worth of textbooks published by the PIA/GATF Press.

About PrintED® PrintED, administered by the Graphic Arts Education and Research Foundation, is a national accreditation and certification program, based on industry standards, for graphic communications courses of study at the secondary and post-secondary levels. PrintED provides a career pathway for students to enter the workplace with verifiable credentials, or to pursue further education with college credit already in hand.

About GAERF® The Graphic Arts Education and Research Foundation was created by the National Association for Printing Leadership, NPES The Association for Suppliers of Printing, Publishing, and Converting Technologies and the Printing Industries of America in 1983. These three national associations jointly own the Graphic Arts Show Company (GASC®). GAERF was created to channel a portion of the revenues earned by GASC-managed shows into projects supporting a strong future for the industry. For info about the Foundation and its programs, visit the GAERF web site at www.gaerf.org or call toll-free at (866) 381-9839.

Educational Institutions - \$50

Universal Engraving, Inc. • *Nicole Mercer, Marketing*
• 9090 Nieman Rd., Overland Park, KS 66214 • 913-894-9615 • 800-221-9059

University of Central Missouri • *Dave Barabas, Coordinator, Graphic Art Technology Management* • School of Technology, G-113B • Warrensburg, MO 64093 • 660-543-4504 • 877-SAY=UCMO • 660=543=4578 • barabas@ucmo.edu • www.ucmo.edu
Western Michigan University • *Lois Lemon, Master Faculty Spec.– Dept. of Paper, Chem. Eng. & Imaging, College of Eng & App Sciences* • A225 Parkview Campus • Kalamazoo, MI 49008-5462 • 269-276-3517 • 269=276=3501 • lois.lemon@wmich.edu • www.wmich.edu/pci

Not an IGAEA member yet?

You can download an IGAEA Regular or Sustaining Membership application at www.igaea.org

If you want to become a member without delay, download a membership application fill it out and send it in - then pay your affordable yearly dues with Paypal by clicking on membership at www.igaea.org



Printalution

Have you heard of Second Life?



Second Life is an online, 3D virtual world, imagined and created by its Residents. Since opening to the public in 2003, it has grown explosively and today is inhabited by millions of Residents from around the globe.

To enter Second Life you must become a member, download the software and create an avatar (visual representation of you...or who you want to be). Once that is accomplished, you can enter Second Life and begin interacting with other avatars in a virtual world.

For those whose interest is printing, there is Printalution is a second life island for printing. With this virtual presence, you can interact with other people and businesses interested in printing - you could even sell or buy printing using Linden dollars (the Second Life currency, which can be converted to US dollars at several thriving online Linden dollar exchanges)

Get access to Second Life at <http://secondlife.com>
Then join other printers on the island - <http://printalution.ning.com>

See you there!

Regional IGAEA Member Meetings

Region 1

All IGAEA members are invited to attend a two-day conference in Illinois' Chicagoland area on November 14-15, 2008. Presentations are planned on screen printing, web, tone reproduction, sublimation printing and vertical articulation, with more to come

The IGAEA's Region One, for a period of nearly twenty years and with assorted Regional VPs, has had its own two day annual conference. It has been held in the Chicago area and co-hosted by Triton College on a Friday, and a local high school on Saturday. It has been an effective support activity for members unable to attend the IGAEA annual conference, as well as being a good way to network with existing members and to attract new members—and occasionally they have some after hours fun as well!

The IGAEA Board has an incentive award available to Regional VPs to attend the Region One Conference. The rationale is that those Regional VPs that attend can get a flavor of the effectiveness of a regional conference, and hopefully return to their regions and develop a similar support and networking activity. The IGAEA board will reimburse travel, lodging, and registration expenses for those Regional VPs interested in attending. If you would like to attend, please contact IGAEA President Tom Loch at school (847) 415-4158 (after 2:30 CDT).

Joe Stolz, Triton College (Friday Host)
Tom Loch, Stevenson HS (Saturday Host)
Tony Cimaglia, IGAEA Region One VP

This edition of the IGAEA Communicator was printed at the Illinois School for the Deaf by Dennis Daniel (*IGAEA Treasurer*), on a 2/c Heidelberg Printmaster with Silvermaster plates.

If post-secondary schools in your area choose not to be as proactive as they should, you high school graphic arts teachers should approach post-secondary schools your students tend to choose and ask to meet with someone to develop articulation agreements. If they are not interested, find one that is. I have never been turned down asking for the opportunity to develop an agreement. If you are a PrintEd school, maybe a college will be willing to recognize the accreditation you and or your students earn. And, when you get an agreement, share it with your administration and your counselors. Let them know that student who take you class can earn college credit—and then scream this fact at registration time!

Part two will require some collaboration, (The Future of Education is Collaboration—RIT, 2007) but will be a long-term benefit to everyone. I suspect that most of us can agree on a skill and knowledge set that students should be able to demonstrate when they finish the first course of a college program. I also suspect that by the time a student has finished two to three semesters of high school courses, they can develop a similar skill and knowledge set. I think the IGAEA is perfectly positioned to develop a test and/or some portfolio criteria that can be used to establish a student's mastery, similar to what the Advanced Placement program or International Baccalaureate program does. Then, this test/portfolio submission by a student can be used to give the student a score, like AP or IB that post-secondary schools can choose to honor. This college credit Graphic Arts test will validate the course content of the high school class to the high school community, and will justify the awarding of "honor" level grades, and their corresponding grade points, to the high school students in these programs. This will be attractive to GPA driven students who avoided the class before the weighted grade, as well as being an "academic" reward for a traditional and ambitious student.

Now, how do we do this? Should we wait for someone to do this for us? If we do, it would not be a healthy choice to hold our breath until it is done. This will only get done if we all take the initiative. Regional VPs need to prod post-secondary schools to participate if they don't take the initiative on their own—and look for opportunities to network with, and recruit members for, the IGAEA. Individual teachers should prod the Regional VP or their local college or university to whom they have already been sending their graduates, and ask for reciprocal support. Why not make it a goal for yourself this school year to make a contact to establish an articulation agreement by the end of this school year? Be flexible, and don't be afraid to tweak your course content to match the needs of the college.

Remember, we are a volunteer organization, and I cannot just hand off this initiative to an ambitious

salaries young executive to get it done. We all need to honor the wishes of our membership that we learned from the survey, and make it happen. Please choose to embrace the web without dismissing our print content, and articulate vertically—it will benefit all of us. Let's do this, and let's do this as soon as we can!

Tom Loch



Winners of the Graphic Communications Week Poster Contest

First Place: Jacob Stoltzfus
Thaddeus Stevens College
student of Brad Adams

Second Place: Lauren Klubertanz
Western Wisconsin Technical College
student of Barb Fischer

**Third Place: Tony Miller, Kristen Caraccidlo
& Richard Flack, Jr.,**
Macomb Community College
students of William Romano, Jr.

*Poster printed by Cohber, which can be found
on the web at www.cohber.com*

Vinyl cutters in the classroom

Presented by: Ron Sharitz

Riverview High School

2008 Incentive Award Recipient

Ron showed hands-on what vinyl cutters can teach your students and how you can energize and inspire your class while they learn. They, and you, can create:

- magnets
- automotive signs
- trophy name plates
- shirts & hats
- vehicle graphics
- much more...

When Ron Sharitz started teaching, his lab contained presses and a vinyl cutter (which he didn't know how to begin to use). He claims it took him a year and a half to learn how to use the software and the vinyl cutter. But, since that time, he has begun to create materials using the vinyl cutter that help to raise funds for his lab, since Perkins money is not quite enough to run his program.

To get started, you can get a desktop vinyl cutter relatively cheap at \$600 dollars (although the one with a stand makes output easier). Sizes of cutters range in size from 8" – 64" and you should choose the model that allows you to output what you have in mind. Ron recommends checking out the equipment available at Signwarehouse.com or beacongraphics.com

Before ordering consumables, consider what you want your students to create. Options include:

Vinyl film types

- Premium 7-9 year vinyl
- Calendared (intermediate) 4-6 year vinyl
- Specialty, types include: camouflage, holographic, static cling and gold leaf

Garment printing film (heat applied)

- thermaflex
- Ulano knife-cut stencil film (for low chemical application screen printing stencils) – compatible with inks that don't contain water

Software

- FlexiSign Pro (may come with a Vinyl Cutter package)

Ron demonstrated FlexiSIGN PRO software

(LexiSIGN PRO does the same thing, and cheaper) to attendees. He did mention you could also use Illustrator and Corel Draw to design images for the vinyl cutter.

Businesses in Ron's district routinely ask for work to be done. To meet the demand, students go and meet with business owners to take job specifications. With the job specifications recorded, students then design vector graphics, get the images approved by the customer, cut the film and apply on anything from window signs to sports team banners to motorcycles.

Benefits from adding a cutter to a classroom equipment list

- increases student enrollment
- introduce more industry specific skills & activities
- increase community and industry involvement (word or mouth); doesn't compete with area vinyl businesses, sends students to work for them
- creates a self-sustaining environment
- generate much needed funds for your department
- teaches business and entrepreneurial skills
- administrative and district support (now they come to me when the need something – like vehicle parade stickers for District administrators)

At the end of his presentation, Ron passed out samples of materials to the attendees, emblazoned with the IGAEA logo. He shared fabulous looking t-shirts, bumper stickers, visors, license plates, and drinking glasses.

Wink – Presentation Freeware

Presented by: Ron Sharitz

Wink presentation software, can be downloaded at <http://www.DebubMode.com/wink>

Free to download, Wink is a tutorial and presentation creating software. Ron primarily uses Wink to create tutorials on how to use classroom software. Using this program, you can capture screenshots, add explanations, boxes, buttons and titles and generate a highly effective tutorial for your students.

Wink software:

- Cross platform- windows and Linux
- Enables you to capture screen shots or capture activity on your screen as you demonstrate
- Allows you to edit video (to add frames or delete unneeded video frames)
- Has multilingual support
- Includes smart capture tools (capture screen shots automatically as you use your PC, based on mouse and keyboard input)
- Records audio in a variety of formats
- Allows you to add text boxes to each frame (your choice of fonts, shapes and colors)
- Is performance quality

If you want more information on how Wink works, there is PDF Manual (36 pages in length) on the DebubMode web site. If you cannot locate the file AND if were not able to attend the conference this year, you can contact Ron and he will email a copy of the manual to you. Ron would also be happy to email you a sample tutorial, so you can see how this free software can work for you in teaching your students concepts and technology. Ron can be reached at 813-671-5011

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Cascading Style Sheets

Presented by: Marlow Marchant
Eastern Kentucky University
2008 Incentive Award Recipient

Having taught web publishing for many years, Marlow has learned that the tools provided by Dreamweaver can be improved upon...specifically using cascading style sheets.

Marlow defines cascading style sheets (CSS) as a style sheet that contains rules that determine how elements on the web page will be displayed. CSS properties can control text, layout properties and dynamic properties. External CSS can be easily changed and applied to all pages. CSS is flexible, powerful, efficient and can save time in creating pages that will download quicker, because it has much less code. All users should note that not all browsers support of all CSS 2.

Cascade allows that the local style takes precedence, then internal and external and lastly the browser.

Use of various sheets:

- External style sheets are used when properties are used on more than one page to give a common look to the site. These style sheets are placed on the web server with the HTML files, but must have the extension If .css (example mjm.css)
- Internal style sheets apply only to web pages it is used in and only applies to one page.
- Local style CSS are used in the body of a web page and override all other styles.

Selectors can be very simple or complex, depending on how finely you want to control the content of the page. Types of selectors include class selectors, class selectors with HTML tags, ID selectors, Pseudo-Class selectors.

CSS improves page design, because:

1. using CSS boxes provides for exact placement of text and/or graphics
2. content can be layered
3. items can be set to "float" in adjusting to browser or window size
4. immensely better control of background images
5. they are easy to update
6. Improves Web Accessibility (Tim Berners-Lee is quoted as saying that access by everyone regardless of disability is an essential aspect")

He recommends the book HTML, XHTML and CSS by Elisabeth Castro (Peachpit Press).

Mr. Marchant teaches web publishing and Flash online, utilizing a synchronous hour per week to ensure students are engaged and learn more effectively. You can learn more about what he is teaching at Eastern Kentucky University at:
<http://people.eku.edu/marchantm/>

Introduction to Image Editing

Presented by: John Hoyle
Spartanburg Community College
2008 Incentive Award Recipient

In his presentation, John Hoyle spoke about a demonstration of editing software and digital photography, which he uses to demonstrate to current and potential students. He uses this demo at HS career fairs, first week of Photoshop class, and first week of digital photography. John shared that he also uses this as an initial lecture for the Computer Technology students, many of whom change their degree choice because of this demonstration.

What he attempts to show students is how Photoshop can be used to edit digital images. The lecture is designed to capture their attention and have fun, all while they are learning. Keeping his audience in mind, he waits till later to get into the complicated stuff.

Using a variety of pictures, which could be improved...he demonstrates using various tools to show how to create effects. To create a postcard for a "haunted beach party" he shows how to use fonts with drop shadows, outer glow, beveled edges and embossing. By using these tools for only a few minutes, he demonstrates how to use three image editing tools... layers, color and effects.

He goes on to show a typical day in image editing, which is a simple labor connection. During this section he demonstrates how to crop, use curves, adjust levels. In particular, he demonstrates how to use the histogram to adjust highlights, midtones and shadows. He goes just a little further and shows how to use unsharp masking.

After wowing the students with the digital imaging tools, he talks about digital photography basics, including:

- a good original photo saves time in the digital dark room
- shoot using good lighting and focus (control your flash), which may mean turning the flash off for just the right effect
- use the rule of thirds (centered shots look amateurish)
- shoot an engaging photo, capture the subjects personality
- frame subjects to emphasize perspective and depth
- biggest mistake can be not getting close enough to the subject
- use your macro settings (keep shooting to capture just the right image)

Every picture tells a story, shoot it for your own sake – no one else needs to know why.

International Graphic Arts Education Association 83rd Annual Conference

July 26 - August 2, 2008
Cruising The Classroom
Innovations for Tomorrow's Teachers



For the 2008 Annual Conference, IGAEA members, friends and families embarked on a 7-day conference Carnival cruise of the Caribbean. The days at sea were filled with presentations, networking opportunities and fun in the sun. On the days in port, conference attendees took time to learn more about the culture and recreational opportunities in Mexico, Belize, Honduras and the Bahamas.

Shaun Dudek and Dan McCluskey did a great job in organizing the conference, and their attention to detail was evident to all. If anyone had a questions, they had the answer (they had extra bug spray too!). They truly make it look easy, and if your school is interested in hosting a n IGAEA conference, you can ask Shaun and Dan details on how to plan a conference that nobody will forget.

The Keynote Presentation on Sunday July 26th, was given by Chuck Kacin (College of DuPage, IL) and was entitled "Lightbulbs from the Back Row." He shared thought provoking anecdotes and stories from his experience as a teacher, to kick-off the joy of learning on the classroom of the seas.

Sunday Presentations included:

- Vector Poster Project, given by Dave Hayes of Naperville North High School, IL.



- Glass Etching by Screen Printing, presented by David Dailey of Eastern Kentucky University, KY
- Using InDesign (Variable Data Project, presented by Kelly Smith of Stevenson HS, IL

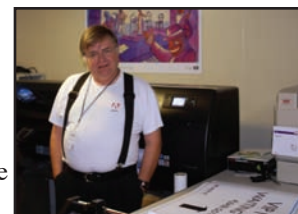
- Introduction to Image Editing, presented by John Hoyle of Spartanburg Community College, SC
- Correct in the RAW, by Chuck Kacin of College of DuPage, IL
- SHOTS, Sheetfed Offset Training Simulator was shared by Dennis Dougherty, Thaddeus Stevens College of Technology, PA
- "Wink" and Vinyl Cutting Demonstration by Ron Sharitz of Riverview HS, FL
- Determining Screen Frequency by Jerry Waite of University of Houston, TX
- Teaching Print Media Students via Internet-Based Technology was presented by Robert Chung of Rochester Institute of Technology, NY



Monday - Cozumel
Tuesday - Belize

Wednesday - Roatan Island, 2009 Conference Preview and the IGAEA Annual Business Meeting.

Conference attendees took a tour of the Glory's print shop, and learned how the cruise daily newsletter and shopping flyers are printed day after day on the high seas. No rest for the pressman - who operates the one-man shop with a Mac and a Ricoh press.



Thursday Presentations included:

- I've Got the Work, So How Do I Show it Off? was presented by Chuck Kacin
- Creating a 16 Page Book in Quark or InDesign was given by Tom Schlueter of Hamilton HS, WI
- Cascading Style Sheets was presented by Marlow Marchant of Eastern Kentucky University, KY
- Teaching Environmental Management was presented by Art Seto of Ryerson University, Toronto, Canada
- Interactive PDF Presentation with Acrobat Professional was presented by Kristine Hwang of Kennesaw State University, GA
- Incorporating Graphic Design History into Graphic Design, given by Carole Mauge-Lewis of Kennesaw State University, GA



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Project Presentations highlighted the following:

- Gradient Mesh Exercise - Dan McCluskey, IL
- Composite Project - Thomas Loch, IL
- Map Creation Project - Thomas Loch, IL
- Compound Text and Adding Tails - Thomas Loch, IL
- Tessalations - Thomas Loch, IL
- Web Portfolios - Pam Daniel, IL
- Preflighting - Mike Stinett, MI
- Final Exam Project - Jeff Sullivan, IN

At the end of Thursday's presentations IGAEA conference attendees met in the White Heat Lounge for a cocktail party on the Promenade Deck. Which was followed by the Awards and Board Installation Ceremony.

IGAEA Board members attending the conference, and shown here, include: Dennis Daniel (*Treasurer*), Dennis Dougherty (*2nd VP*), Pam Daniel (*1st VP*), Shaun Dudek (*President-Elect*), Tom Loch (*President*), Mark Snyder (*Immediate-Past President*), Kelly Smith (*Secretary and Region 1 VP*) and Tyler Nagel (*Region 9 VP*).



Frederick D. Kagy Life Achievement Award was given to John T. Pagels for significant contributions to graphic arts education and the graphic arts industry.



Fred J. Harman Award, given to an IGAEA member who has devoted many years of service to the Association and is nationally recognized through contributions and accomplishments in graphic arts teaching, research and/or service was presented to Dan McCluskey.

Presentation of the First Bob Cox Award was presented to Janet Oglesby for her dedication and service to IGAEA over several years.



Paul D. Von Holtz Conference Incentive Awards were presented to seven 1st time conference attendees.

- Natalie Hynson
- Art Lindauer
- John Hoyle
- James Nelson
- Ron Sharitz
- Thomas Schleuter
- Art Seto



Award recipients said they enjoyed the conference, and their experience gave them a good idea why members keep coming back to the conference year after year.

The last night of the cruise, IGAEA's very own Tom Schlueter gave a performance as Elton John to the delight of all who attended the stage show in the Amber Palace. You rock Tom!





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