5-24-1994

AdTech interactive media network

Steven Buccellato

Follow this and additional works at: http://scholarworks.rit.edu/theses

Recommended Citation

This Thesis is brought to you for free and open access by the Thesis/Dissertation Collections at RIT Scholar Works. It has been accepted for inclusion in Theses by an authorized administrator of RIT Scholar Works. For more information, please contact ritscholarworks@rit.edu.
A Thesis Submitted to the Faculty of
The College of Imaging Arts and Sciences
in Candidacy for the Degree of
MASTER OF FINE ARTS

AdTech© Interactive Media Network

By

Steven Buccellato

Date: 5-24-94
Chief Advisor: Mr. Roger Remington
Date: 5/24/94

Associate Advisor: Dr. John Ciampa
Date: 5/24/94

Associate Advisor: Dr. Jack Slutzky
Date: 5/31/94

Associate Advisor: Dr. Richard Zakia
Date: 5/24/94

Chairman - Graphic Design Department: Mr. Robert Keough
Date: 5/31/94

I, ________________________, prefer to be contacted each time a request for production is made. I can be reached at the following address:

240 Maybury Avenue.
Staten Island, NY 10308

Date: 5/24/94
I would like to thank...

Peter and Maryann Buccellato for their love, support, patience, guidance, and respect. For allowing me to grow as an individual and for accepting the choices I have made within my life. For teaching me to be a good person who is open-minded, trustworthy, and caring of others.

Christina M. Buccellato for overcoming the many obstacles within her life. For accepting herself for who she is and what she can become. For understanding that her education will be an important part of her future. For helping me to develop into a caring person. For teaching me to sacrifice my time and energy to help others; willingly.

Elizabeth Buccellato for your endless love, support, and generosity. For teaching me that certain sacrifices must be made to achieve success. For teaching me to be proud, yet, humble of who I am, what I have done, and what I can do.

Roger Remington, John Ciampa, Jack Slutzky, and Richard Zakia for their time, energy, knowledge, and guidance as members of my thesis committee. For answering my many questions; and for posing questions which were insightful, helpful, and intriguing.

Paul Allard for his friendship, energy, sometimes warped sense of humor, and his unusual perspectives about life, art, etc. For being a truly great person and even greater friend.

Luvon Sheppard for his wisdom, insight, respect, and guidance as both teacher and friend

Becky Eddy, Joel Hoomans, and Eileen Wilczak for their help and support during those difficult times when I needed someone to be both compassionate and on my side.

The Brothers of Alpha Phi Omega -National Service Fraternity, Xi Zeta chapter at RIT, for the many memories which I will cherish. For the friendship, support, and understanding which they have bestowed upon me. For sharing a common belief that service to our fellow man is important to the future of humanity.

To everyone else who has helped me throughout my quest for knowledge and wisdom. I extend many thanks.
This thesis application and documentation is dedicated to the memory of my grandfather, Mr. Mariano F. Bianco (1922-93). He was a man of many skills and much wisdom; though he was not very scholarly. He was a first generation American who struggled to survive and did so for himself and his family. He was one of the most important people in my life. I will always love, remember, respect and miss him. This is for you papa...
As the 1992-93 academic year opened at the Rochester Institute of Technology many young people would embark on a magnificent, though sometimes arduous, journey - a journey which would ultimately shape each individual's future in yet unknown ways. For some it would mark the beginning of a glorious crusade into the realm of academia. A crusade to find knowledge, wisdom, and self. For others it represented the end of that same noble quest. For me it was both the beginning and the end (for now) of one of the greatest experiences of my life; my college education.

The beginning of the 1992 fall quarter was a period of reflection and satisfaction. I had survived the many trials and tribulations of my journey, so far, and I knew that I was near its end. I was both ready and determined to finish my journey into academia; whatever the cost. I had made many sacrifices and overcome many obstacles to get where I was and would let nothing stand in my way now that the end was in sight. The final leg of my journey, my MFA thesis, was about to begin and I found myself anxious and fearful, as many others who had reached this point (in their own journey's) before me must have felt, of what lay ahead. Actually, now that I look back, I find that I was more frightened of the word "thesis", which in my mind represented both the end of my present journey and the beginning of many new ones, more than anything else. I was unsure of myself and of the knowledge and wisdom that I had acquired throughout my life. I questioned whether the knowledge and wisdom which I had amassed, over the span of my 25 years, would be enough to produce a truly unique and powerful thesis. I could only hope that it would.

My final journey, my Thesis, began in the fall of 1992 and wouldn’t conclude until the spring of 1994. During this time I found myself struggling to achieve my ultimate dream; finding knowledge and a sense of “self” through education. I found myself clinging to RIT, my home for the past seven years, and my freedom. In a way I was unwilling to give up either one. When my journey is complete I will inevitably go home, to New York City a place which is now unfamiliar, to begin my career. My home in NYC is a place which I have occasionally visited; but no longer the place that I live. And so I stood vigil in my present sanctuary, RIT, a place which was familiar and a place which I care greatly about. My deepest fear was to go “home” and lose both my freedom and my “self”. I have grown during my time at RIT; I have changed. I am no longer the boy who grew up on Staten Island in NYC. I am no longer the naive young man who first stepped onto the RIT campus in 1987. My friends and, in some cases, my family are here now; in Rochester -at RIT. I was confused and afraid, yet, I continued my vigil. Now, as I write this document, I understand the importance of the past eleven months. It wasn’t merely the time in which I would finish my thesis and conclude my education; it was much more important. This was the time in which I would ultimately find my sense of “self”. I am no longer the boy or naive young man that I once was. I have grown strong in mind, heart, and soul. I
have developed confidence in who I am and what I can achieve. It is not the future which I find myself frightened of; it is the present. The future, I know, will be filled with both success and failure; to think anything else would be foolish. In this way I have truly grown. And so, with this document, I end my long vigil and take the final few steps of my journey into academia; a journey which I will always cherish.
Introduction

The Twentieth Century is rapidly coming to a close; the rushing flood waters of technology have begun pouring into our homes. In recent years communication technology has developed at an exponential rate. The development of digital computers, cable TV, and interactive media have helped route the waters directly to the consumer. The era of radio, television, and video has begun to pass. A new age of laptop computers, cellular phones, digital images, and interactive CD-ROM has given consumers an appetite for new technology.

The persistent development of technology has changed the way people work and think. The separation between TV, radio, computers, telephones, and other communication media will soon become indistinguishable from one another. Current trends in communication technology have merged the best elements of each medium to produce multi-media applications. A storm front of new technology has landed and it brings with it the tide of change.

Multi-media applications will be the primary communication networks of the Twenty-first Century - or so it seems at the present time. Videophones, interactive books (in CD-I, CD-ROM, or Laser-disc format), Interactive (cable) TV and archives (such as those presently used at the George Eastman House Museum and within the Graphic Design Archive at RIT) are emerging to form the foundation blocks of the current multi-media revolution.

Closed linear systems used in current book production and primary education are quickly becoming obsolete. Recent developments in multi-media communications have brought about new approaches to thinking, learning, and teaching. The closed linear systems of book technology and sequential learning are being overpowered by systems based on non-linear, or network, modes of thought. AdTech® was developed as a prototype non-linear interactive book based on the “network” (i.e. “web”) theory of communication.

AdTech® is a prototype Interactive Media (hypermedia) Network, which uses a non-linear mode of communication as its foundation. The “Web” flowchart, the AdTech® Navigational Map (Appendix E), is the primary navigational tool and the foundation element of the AdTech® network. The “Web” map was derived from a metaphor based on the web of a spider and was the primary element used in the development of AdTech®. The “web” flowchart may be represented in either a symmetric or asymmetric manner which aided in its usability as a tool during the developmental stages of AdTech®. The main reason the web metaphor was used was to promote the expandable nature of the AdTech® network. The user, of AdTech®, has full access to any area of the application (as a spider would have access to its web) at all times (when working with the application). The user has the ability to read/write notes, refer to and use a interactive glossary and bibliography, and add their own notes, comments, and/or evaluations to the current information within the AdTech® network.
The AdTech© Interactive Media Network has been designed to parallel the development of technology (through HyperCard©) and grow with future use. AdTech© was developed to be an interactive book which, through continued use by students, educators, and professionals in design, will be able to grow into (and eventually become) a limitless resource of knowledge.
# Table of Contents

Committee Approvals .............................................. 1  
Acknowledgements ............................................... II  
Dedication .......................................................... III  
Preface ............................................................ IV  
Introduction ....................................................... VI  

Table of Contents ................................................. 1  
List of Appendices ................................................. 2  

Preliminary Ideation .............................................. 3  

Preliminary Proposal Development ............................. 4  

Committee Search ................................................ 5  

Secondary Proposal Development ............................... 6  

An Epiphany ......................................................... 8  

Research and Development ..................................... 10  
  Figure 1.0 ...................................................... 13  
  Figure 2.0 ...................................................... 16  
  Figure 2.1 ...................................................... 17  

Project Development ........................................... 18  
  Figure 3.0 & 3.1 ............................................... 20  

Preparing for The Exhibition .................................. 30  

April 30th 1993- The Exhibition ............................... 35  

The Beginning of the End ..................................... 37  
  Figure 4.0 ...................................................... 39  
  Figure 4.1 & 4.2 ............................................. 40  

Evaluation Process ............................................. 43  

Conclusion ......................................................... 45  

Glossary ............................................................  

Bibliography .......................................................
List of Appendices

Appendix A  - Preliminary Notes, etc.
Appendix B  - Preliminary Proposal
Appendix C  - Secondary Proposal
Appendix D  - Informal Proposals
Appendix E  - Web Map
Appendix F  - Basic Card Layout Thumbnails
Appendix G  - Card Layout Studies, Edits, Finals
Appendix H  - AdTech® Logo Development
Appendix I  - Intro Animation/Poster Square
Appendix J  - Photo Shoot/Video Search
Appendix K  - Poster Sketches/Final
Appendix L  - AdTech® Intro Stack
Appendix M  - Evaluative Systems Stack
Appendix N  - Media Technology Stack
Appendix O  - Art of Advertising Stack
Appendix P  - Reference Materials Stack
Appendix Q  - User Added Information Stack
Appendix R  - Ad Creation Stack
Appendix S  - Resource Forks
Appendix T  - Project Evaluation
Appendix U  - Specs for Equipment used
Appendix V  - Technical Requirements to use AdTech®
Appendix W  - Slides
Preliminary Ideation

During the last critique/meeting of the 1992 Spring Quarter/academic year Professor R. Roger Remington suggested that I do some preliminary ideation, if not actual research, in preparation for my thesis project which I would begin the following fall. I had already been thinking about this within the last few weeks of the quarter and during the meeting Prof. Remington and I discussed several of the ideas which I had been pondering. One of the first ideas that I had come up with dealt with the Cipe Pineles, Will Burtin, and William Golden archives which had been acquired by the Graphic Design Archive - a design archive and collection at RIT's Wallace Library. I had studied, basic, conservation and preservation (of photographic works) procedures during my undergraduate studies at RIT and thought that I might produce a series of "archival" as well as educationally functional housings for a number of the pieces within the archive. A second idea dealt with the study of archetypes (i.e. the hero's journey) - a subject which I was introduced to by Prof. Remington as a part of the coursework in his graduate graphic design class. Both ideas were put on the "back burner" so that I might continue my search for a topic over the summer.

Over the summer I began listing, both mentally and on paper (when a sheet or scrap was available), topics which I thought would work well as a topic for my MFA thesis. At this time I thought about an archetypal study of the characters within the movie "Star Wars" (a study which Prof. Remington had suggested during a class the previous fall). I also thought about a similar study dealing with the use of characters and people within advertisements. In July, during a visit to the design studio, Prof. Remington gave me a copy of "In search of lost women" an article by Karrie Jacobs which he found in the April 1992 issue of "Metropolis"; he had highlighted text pertaining to the topic of collaborations of designers (Appendix A). He thought that the topic might be of interest to me since my undergraduate education had focused on photography; he seemed to feel that I would understand and appreciate the issues of collaboration between designers, artists, photographers, etc., more than some of the other students. I briefly looked over the article and kept the topic on my list for the fall quarter.

By the first "group" meeting of the fall quarter I had a list of topics which ranged from the aforementioned topics to: "a study of communication technology", "advertising in the 21st century", "the computer magazine", "an identity system for the Spirit (RIT) Solar Car", "writing a story with pictures and illustrating it with type", etc. The focus of the meeting was to inform all of the second year graduate students about the requirements of our thesis projects. We were given a list of nine criteria which our thesis projects were to touch upon. The list consisted of: 1)History, 2)Theory, 3)Methodology, 4)Application, 5)Research, 6)Writing, 7)Critical Thinking, 8)Innovation (i.e. breaking new ground - or starting to), and finally 9)Evaluation. At this time we were told who our "Chief Advisor" would be, informed of our critique times, and informed that we needed to choose two or three associate advisors for our "Thesis Committee" from among the College of Imaging Arts and Sciences faculty. We were also told that our proposals were due September 15th. By this time we were all ready to begin; as soon as we finished our frenzied search for both a committee and a focussed thesis topic.
as the deadline for the preliminary thesis proposal drew near I had managed to focus my attention on an area of graphic design which was quite familiar to me; advertising. I was uncertain of how advertising was truly related to the field of graphic design, so I asked several of my peers and Prof. Remington how they felt this subject fit into the field of design. On average the response was that advertising was a field within the field of graphic design. This is understood in the following: Advertising is an area of graphic design, in as much as interior design is an area within architecture. One response that struck me as quite unique was “Advertising is the bastard child of graphic design”. I wasn’t pleased with the responses I had received (especially the “bastard child” analogy); so I asked my Prof. Remington where he thought advertising stood in relation to graphic design. His response, after hearing the “bastard child” analogy, was that “Advertising was more like the father of graphic design, than its bastard child. Many historic designers worked in the field of advertising or editorial magazine publication before the term ‘graphic design’ was even coined”. It made sense and it made me feel a little bit better about my choice of subject matter for my thesis.

As advertising, actually advertising photography, was the focus of my previous studies at RIT; I thought that it would be an appropriate choice for the subject of my thesis. I was quite knowledgeable in this area of design and knew that there would be an endless amount of research materials to be found within the subject area as well as an entire college of professionals who had worked for many years within the advertising field. By choosing advertising I was choosing a familiar area and in some way a comfortable area as the subject of my thesis. This topic unlike any of the other preliminary topics, which I have discussed earlier, felt right - so I decided that I would focus my attention on it.

I began writing the preliminary thesis proposal (Appendix B) with all of the above in mind. I was also looking at the area of interactive media as an element within my thesis (though it would be some time before I committed myself to the interactive piece which I was eventually going to develop). At the time I had only taken one class based upon interactive media; the class was in HyperCard although I was registered for a second class dealing with the same application during the 1992 fall quarter. This course would focus more deeply in the areas of scripting, the production of QuickTime Movies, and interactive media design; all areas that the first course did not encompass. I still wasn’t sure if I could develop a thesis, which would satisfy the many requirements for exhibition, based upon the little knowledge I had gained in taking the two HyperCard® courses. While I was writing the preliminary proposal I decided that it would be in my best interest to leave the format of the final application open to future developments and study. Most of all I left the application’s format open so that I could learn more about interactive media and build confidence in my ability to create a thesis application within this newly discovered area of design.
Committee Search

After the preliminary proposal was finished I began my thesis committee search. Prof. R. Roger Remington had already informed me that he would be my chief advisor; well that was simple enough. I set out to select two or three individuals which I thought would be helpful in the development of my thesis. I had originally thought that Prof. Doug Rea, Prof. David Robertson, and Dr. Richard Zakia would be good choices for my thesis committee. Prof. Remington felt that my thesis committee would be of greater value to my project if it was allowed more diversity in the backgrounds of the individuals. I couldn’t disagree with this point as it was extremely valid. Prof. Remington then suggested Dr. John Ciampa, Prof. Mark Collien, and Dr. Jack Slutzky as potential members of my committee. Prof. Remington and I then discussed the pros and cons of each individual for a short time.

Doug Rea is a professor of photography and the director of the Electronic Still Photography (ESP) section of the RIT photo department. I had taken several classes with him, including the ESP class, and felt that he would be quite helpful.

David Robertson was, he’s now retired, a professor of photography at RIT and a professional art director for many years. I had also taken several classes with him and I thought that his knowledge of advertising could be of potential use.

Richard Zakia was, he is now semi-retired, a professor of photography at RIT (in several areas) as well as an expert in semiotics, advertising, art, color theory, etc. I had taken two classes with him, including “Teaching Photography” and a “Theory and Methodology” seminar also involving Prof. Remington and Prof. Keough. I knew that his knowledge of advertising, photography, etc., would be helpful.

John Ciampa is the director of the American Video Institute as well as a communication theory professor. He has worked for many years in both TV and Interactive media design. His position within AVI was an important link to the equipment resources within the AVI department.

Mark Collien was a an adjunct faculty member (and my fall quarter HyperCard professor) of AVI as well as a “master” of the HyperCard scripting language; HyperTalk. He was also a valuable link to the resources within the AVI department.

Jack Slutzky is a professor within the NTID supported design program as well as a former art director/owner of an advertising agency for many years. He also has degrees in psychology and art education which I thought would help in the creation of my thesis.

After some deliberation I chose Dr. John Ciampa, Dr. Richard Zakia, and Dr. Jack Slutzky as the members of my potential thesis committee. I chose these individuals because of their vast knowledge, specific backgrounds, and basic friendliness. After the preliminary proposal was finished I brought each individual a copy, had them read it over, and then formally asked them to be a member of my thesis committee. They each agreed to help me develop my thesis.
Secondary Proposal Development

Once my preliminary proposal was handed in, and my committee selected, I
began developing a secondary thesis proposal. This proposal was to be, as it
was explained to me by Prof. Remington, a focused and insightful investigation
of my thesis topic in preparation for the projects eventual development and
exhibition. As I labored over the development of a mission statement, project
goals, project objectives, processes and strategies, a project timeline, budget, etc. (from a handout given to the second year students by Prof. Remington
(Appendix C)), I found myself unclear of how this proposal would help focus my
thesis. I felt as if I was spinning my wheels for no apparent reason. This proposal
seemed to hinder the overall development of my thesis more than it helped it.
Prof. Remington seemed to want a proposal which was both specific and
vague; simultaneously. He didn’t want deeply involved research to be used
within the proposal; though he did want the proposal to become a guide for the
development of the final application. I found the task to be both tedious and
time consuming; too much so for a thesis which would need to be fully developed
by mid April 1993.

As the organizational development of the proposal continued I found myself at
a loss for its actual purpose. I felt as if the application wasn’t researched
enough for an investigation of this type; at least not yet. I was unclear of what
the actual application would be, let alone, what areas it would specifically
touch upon. If this proposal was going to help in the development of my thesis
application, it was doing so in a very strange way. Prof. Remington suggested
that "Design Planner©", a thesis application developed by Roy Prochaska in
1992, and "MacProject©", an archaic (by today’s technical standards) timeline
development application, be used in the creation of this proposal. I was game
for anything; if it would ultimately help get my thesis on the right track. After a
frustrating attempt (due to grammatical and spelling errors encountered within
the application’s text) at using "Design Planner©" I found myself even more
confused about the purpose of this proposal. When I sat down to use
"MacProject©" I found only further frustration; I later decided to create my own
“Timeline” in an application which I was able to use more efficiently. After
several proposals, or at least segments of proposals, were shown to Prof.
Remington I questioned the purpose of creating a proposal which had little, if
any, research to back it up. He said that the vagueness of the proposal would
help it eventually become a tool for my use in the organizational development
and project planning in the future. Well, that would be great in the future, too
bad I needed more understanding of my thesis right at that moment. Eventually
a “final” proposal, as vague and ridiculous as it seemed, was developed;
though I felt no closer to achieving a “final” solution for my thesis.

Now that I look back at the secondary proposal, which I found myself loathing
throughout its development, I find that it helped in the development of the basic
structural elements of my thesis application. The “spider-web” metaphor, which
was developed a short time later, would eventually become the main structural
element of my thesis, but this proposal allowed me to categorize some of the final elements/advertisements which were to be used as examples within the AdTech Interactive Media Network. Somewhere along the way the purpose of this proposal became unclear and I became anxious to emerge myself in the development of my thesis; rather than another thesis proposal. If Prof. Remington had simply taken the time to tell/remind me that this proposal was meant to be a study of organizational procedures and/or project planning, rather than a “secondary” and/or “final” proposal, when I repeatedly asked him about the purpose of this proposal I would have been able to use both the proposal and my time to its full potential. But not until I was satisfied with the research stage of my thesis. I see it this way: If you have flour and water, but no yeast, how can you make bread...
An Epiphany

By the end of the 1992 Fall Quarter I was both frustrated and disgusted with the amount of progress I had made in the development of my thesis. I was more than ready for the fall/winter break to begin. I felt as if my time and energy was wasted during the fall quarter. It seemed as if I had been moving backward in my journey; rather than toward its final end. I was not looking forward to beginning the winter quarter. I felt that I couldn’t possibly conceive, develop, and refine a project which would be an effective application for exhibition within a Master’s level thesis show; within the time that I had left. I needed to focus; and I needed to focus quickly. I knew that I needed to relax and I decided to do some reading for myself; rather than for my thesis project.

One of my roommates, at the time, had a large collection of Sci-Fi/fantasy novels which I had only dipped into occasionally. Since I didn’t know much about the Sci-Fi/fantasy genre, I asked my roommate to select a series of books which he thought I would enjoy. At the time I didn’t care what I read; just as long as it would help me relax and find focus. It seemed that he chose the right series of books because they would ultimately help me in the creation of my thesis. Of course I wouldn’t know that the books would effect the development of my thesis for quite a some time (roughly one year). I did know that clearing my mind would help me focus on the task which lay ahead of me.

The main character in R. A. Salvatore’s fantasy novels was Drizzt Do’Urden, a “drow elf” (known in the fantasy genre to be an evil race), who is on a quest to find his place in the world. He, unlike his evil kindred, possessed honor and integrity as well as the skills of a mighty warrior. The story is about his journey, his own hero’s journey, to find out who he is and why he is not like the rest of his people. The story tells of his mastery with the blade, his education in the warrior’s “academy”, his struggles “alone” in the wilderness (where he became “the hunter”), and his courage to defend his own honorable beliefs. The “evil” deity discussed within the story is “Lloth”, the evil spider queen. The homes, temples, etc., of the drow elves within the books were decorated with spiders, spider-webs, etc. The hero’s journey of Drizzt Do’Urden was noble and just; though he would often be judged by his appearance before his character. Throughout his journey he would be forced to battle the “demons” within himself as much as those who opposed him merely because of his heritage. Eventually he would find the path which lead to his destiny. He would ultimately find his sense of “self”.

I am, sometimes, amazed at how the subconscious mind works. I would have never thought that reading a series of fantasy novels would help me form the foundation elements of my thesis; but it did. During, the month of, December 1993 I questioned myself about the origin of the “spider-web” metaphor which I used in the creation of AdTech®. I couldn’t figure out where the original idea had come from; until I looked back at my activities during the fall and winter
quarters of 1992-93. I had worked on a preliminary and secondary proposal, began researching a number of topics, was frustrated with the little progress I had made, read some fantasy books to relieve my stress, read a book on hypertext, and eventually came up with the concept for the web map, web metaphor, etc. There it was. After reading the fantasy novels and "HyperText" (both discussing webs of one kind or another) I began developing AdTech. Consciously I was frustrated with my thesis and its progress. Subconsciously, it seems, I was developing structuring, and formalizing each aspect of my thesis.
As the Winter Quarter began I focused my attention toward the development of an interactive thesis application based upon advertising. The HyperCard class I had taken in the fall built up my confidence in working with interactive media and taught me how to create QuickTime movies, sound resources, etc. These items would eventually become an important part of my application. Before the fall break began Prof. Remington had given me a copy of "HyperText" by George P. Landow, to look over. He had just finished reading the book and thought that it might help me in the development of my thesis; he let me borrow it until I could get my own copy. At this time, he also brought me a copy of the book "Decoding Advertisements" by Judith Williamson. I had already purchased the book by Williamson but Landow's book seemed as if it might be helpful. After reading "HyperText" I understood more about how an interactive piece could, and in my mind should, be developed. I had found new confidence in my ability to create an interactive media piece, but, I was still unclear about what the final application would be. I knew that my thesis would be based upon the area of advertising within the field of graphic design since I had focussed my earlier proposals within that subject area. I had also begun collecting and categorizing several hundred advertisements which I thought could become a part of the applications content. I just wasn't sure how a study of advertising could be used within this "new" interactive medium. Prof. Remington thought that a metaphor might help me in developing my application. He knew that Jeff Arbogast, another second year student, was developing an application using "metaphor" as its primary vehicle of communication and thought that a metaphor might help me get my thesis moving along. At this time I began planning a formal meeting of my thesis committee for December 11th; I hoped that my committee could help me focus on a final solution.

As I began planning my committee meeting for December 11th I ran into several snags. Prof. Remington and Dr. Zakia placed the date on their calendars. I set up a time on Dr. Slutzky's appointment schedule and later that day went to speak with Dr. Ciampa. Dr. Ciampa told me that he would be out of town, at a conference in Washington D.C, and I asked if I could set up a time to meet with him to discuss my thesis. He said he wasn't busy, though he was hungry, at that moment so we went to the Ritz to talk and eat. We began the meeting by discussing my final proposal and some of the topics that could be related to it. He suggested several books by Mumford and McLuhan including "Art & Technics" and "Understanding Media" respectively. We then discussed the differences between linear and dynamic media systems, the effects of advertising on the public, the juxtaposition of text and image on both page and screen, as well as screen design, the early development of language through images and the current trend which seems to be shifting back toward imagery and aural knowledge. He also spoke about the first Conference on Interactive Media at Columbia University in 1979 and how the field has developed since that time. The discussion was quite informative and extremely helpful in narrowing and focussing my mind on my thesis.
Before my committee meeting on December 11th I began developing several "informal proposals" (Appendix D), to help me limit my ideas; and to help my thesis committee understand my overall intentions for my thesis. The meeting didn’t begin as smoothly as I had hoped. Prof. Remington and I waited for several minutes and then I went to Dr. Slutzky’s office to see if he was delayed; he wasn’t there. Dr. Zakia was nowhere to be found and my meeting was beginning to flop. A short time later Prof. Remington and I began discussing the new developments of my thesis; my new “informal” proposal, and the possible creation of an interactive book. By 1:30 Prof. Remington needed to leave; he had another meeting to attend. Dr. Slutzky walked in just as Prof. Remington was getting up to go; the day was saved. Dr. Slutzky and I began discussing the proposal, the possible use of a metaphor, and then the psychological aspects of producing an interactive computer piece; especially a book. He stated that the aesthetic difference between a book’s page and a computer’s screen (layout) is found in the shift from stationary text (text always present, as on the page of a book) to transitory text (text existing for a short time and only on a computer’s screen). We also discussed the portability of the book in relation to the computer. A traditional book, can be easily carried, can be read in a variety of places (i.e. under a tree, in a recliner, etc.), and for a variety of reasons (i.e. study, relaxation, enjoyment, etc.). A computer book, on the other hand, can only be read if the reader is at a desk or table which has computer on it and a power supply nearby. I then mentioned the current popularity of laptop/portable computers. A laptop, similar in size, shape, and weight of a traditional book, could be used like a book but its power supply (i.e. batteries) would eventually need to be plugged in and/or recharged. (This part of the discussion helped me in deciding the final format size of my application’s screen display) We later discussed the other three members of my thesis committee. Dr. Slutzky knew that the group was extremely knowledgeable and would be of great help in the development of my thesis. He then added that getting the four committee members together (in many instances) would be like getting the four winds to blow in the same direction; at the same time. As I continued my thesis development I found this to be, somewhat, true (as they were all busy men) and decided to speak with my committee members individually from that point on.

Before my next "weekly" meeting with Prof. Remington, I began developing a metaphor which I hoped would get the proverbial ball rolling. I hoped that it would become a skeletal structure for my thesis application. By this meeting I had decided that I would create an interactive/computer book and was interested in focusing upon its layout, design, etc. I wanted the metaphor to allow for easy access, non-linear navigation, and read/write capabilities, as well as, the ability for it to expand with future use. As I began developing the metaphor I focussed its basic structure on a series of simple objects. The three objects which I chose were a pie, bicycle tire, and spider-web. The pie and tire, after a brief study, were found to be too limiting in their functional use as a structural element of my metaphor. While a pie has the ability to be cut into
sections and consumed it cannot be expanded upon unless a new pie is made. The bicycle tire, similar to the pie, was able to be divided into sections (via its spokes) and could move forward (around a central axis), but it couldn’t be expanded upon either. After little success with the first two objects I turned my attention toward the spider-web as the structure for my metaphor. The spider-web seemed to be a perfect element to focus my thesis metaphor upon. The spider-web could be divided much like the pie and tire could. It could be expanded upon by changing its shape. It could be displayed in a symmetric or asymmetric manner; allowing for deeper focus into individual areas within the network’s structure. It could also give the user complete access/control of the network by means of a non-linear path. This was what I had wanted for my thesis. I wanted the user to have control of what they viewed as well as how they viewed it. I wanted a structure which was strong (i.e. durable) as well as simple to understand and develop. My web, much like a spider’s-web, would be able to capture and hold information (i.e. prey) until the user (i.e. spider) needed it.

During my next “weekly” meeting with Prof. Remington I prepared a new proposal and was ready to discuss the basic metaphor which I had been developing. As the meeting began I discussed the metaphor and how it would help categorize all of the information within the network (i.e. stacks, cards, etc.) of my proposed interactive/computer book. Roger didn’t fully understand how the “spider-web” worked at this time. To better explain my intent for the metaphor I drew a rough sketch of what I was proposing (Appendix E- web 1.0). After we discussed the metaphor further, as the structural element of my thesis application, he felt that the metaphor had a great deal of potential and suggested I develop a more refined sketch, possibly on the computer, of what I had proposed in the meeting.

For the next meeting I had a list of topics, categories, and sub-categories which I could use as content within my thesis application. I also had a refined sketch of the “spider-web” map which I had discussed in the previous meeting; including, this time, a spider to demonstrate how the user would navigate throughout the network (Appendix E- Web 2.0). Roger was fascinated by my use of the metaphor and my simple display of navigation within my proposed network. Basically I ran the spider (i.e. user) around the web (i.e. network) and discussed the non-linear path’s main purpose. The final network would ultimately be a “spider-web” (see figure 1.0); composed of spokes (representing stacks within the network), circular/arching levels (representing categories within the stacks), as well as individual lines within the web structure (which would represent cards, buttons, etc.). The web form also created a central focal point for the network.

At this time I proposed that the center of the web would represent the current “stack” position of the user within the network. After discussing my “web” theory, a theory similar to the network and “web” theories discussed within “HyperText”, for a short time we began discussing topic areas (such as gestalt and semiotics),
This is the "web" map (i.e. flowchart) of the Adtech Interactive Media Network. The center of the web (i.e. network) is the "AdTechIntro" stack which contains the "Navigational Map" card. The web's shape is ultimately determined by the actions of the user. The six lines radiating from the center of the web represent the main content of the network. The circular/arching lines which make up the basic mesh of the web represent the categories within the individual stacks. It is within these categories that one will find the specific cards (containing image and textual information) related to the subject matter within the stacks.

(The web map reads in a clockwise direction)
After my meeting with Prof. Remington I asked each committee member to look over the list of categories and discuss specific changes/additions which they thought would improve it. Prof. Remington and Dr. Zakia looked over the list first. Prof. Remington suggested a couple of changes in the development of the timelines and Dr. Zakia suggested that I discuss the use of “Art in Advertising” within one of the stacks. While Dr. Zakia was available to me I also discussed the “web” metaphor that I had developed (showing him how the stacks, categories, etc., would be placed within the mesh of the web), asked him about his book “Aducation” (he gave me a copy later that week), and the use of semiotics in advertising. He looked over a list of semiotic and visual rhetoric terms (which I had made during the “Theory & Methodology” seminar which he taught) and discussed the development of a “visual dictionary” with the ads that I was collecting. After speaking with Prof. Remington and Dr. Zakia, I went to Dr. Slutzky and Dr. Ciampa for their opinions about both the “web” map and the list of topics. Dr. Ciampa felt that the “timeline” and “case studies” sections on the list were more inclined to be content within a category than a category in and of themselves. He looked at the “web” map (i.e. flowchart) and asked me to make a similar flowchart in a more traditional manner. I attempted to develop a more traditional flowchart for the network but found it to be confusing. I found the movement of the user, within the traditional flowchart to be linear rather than non-linear and it ultimately defeated the main reason for developing both the metaphor and network. Dr. Slutzky and I discussed the timeline and ad creation areas briefly; he suggested I focus on the areas of sales and promotion, and possibly a specific study on point of purchase ads or something similar.

What I found out, through the individual discussions with my committee, was that my list was too large and not focused enough. I decided to limit and omit some of the material within my next series of web maps.

The “web” map and concept were further refined during January/February 1993. Over time, the web map and concept, changed dramatically in shape and purpose. The first few computer generated sketches of the web map seemed more pie-like than web-like (Appendix E Web - 2.0 to 4.0); so I refined them even more. After this additional refinement the web map began to take on the look and feel of a “true” spider-web (primarily due to the removal of several circular lines within the structure). By the time the final web (Appendix E Web - final) was made, around the middle of March, it had developed an asymmetric form which, I thought, was more befitting an actual spider-web. The final web, developed for use on the navigational map and the exhibition poster,
was produced in this asymmetric manner to accentuate the non-linear movement of the user within the network, to promote the network's expansibility in the future, and to highlight the "spider-web" metaphor. During its final refinement, the web concept was further developed to be de-centralized as well as non-linear. The non-linear aspects of the application were developed to give its users the ability to navigate through the application freely; though there are limitations.

This non-linear theory allows the network’s user to choose which subjects and specific subject areas they wish to view, as well as, what order they wish to view it. This means that the application and information will be the same for each user, but each user will have the ability to choose the order in which they obtain the information. To put it simply: each user is reading the same book (i.e. AdTech) and each will, ultimately, receive the same information from it, but the individual path which they take in reading/gathering the information within the network will be different (i.e. same book - different ending).

The de-centralization principle, which I developed after reading Landow’s book, is just about as simple to understand. If the user wants to learn about the study of "semiotics" they can go to the "Evaluative Systems" stack; the stack in which the "semiotics" topic is found. If they wish to learn about the use of "Art in Ads" they can go to the "Art of Advertising" stack. When the user clicks a category, on the navigational map, they are actually choosing a stack which they wish to center the network upon. For example: when the user views the “Navigational Map” card they are viewing that card within the AdTech network. This means that they are centered on that card within the “AdTech Intro” stack. Once the user selects a category which is on the “Navigational Map” they are, theoretically and physically, “re-centering” the focus of the network to the new subject (see figures 2.0 and 2.1). After returning to the map card, via the “Nav Map” button, the user re-centers the network onto the “Intro stack”; thus returning the web structure to its original form. (see figure 1.0)
Figure 2.0

This example displays the theoretical and physical shifting of the network's center. The user, already on the map card of the intro stack, presses the button entitled "Evaluative Systems". This action causes the center of the network to shift from the "AdTech Intro" stack, the location of the map card, to the "Evaluative Systems stack". During the shift the center of the network (the intro stack) moves to the toward the radiating spoke while the stack currently positioned in that space moves toward to the center of the network. The "evaluative Systems" stack becomes the new center of the network. (see figure 2.1).
Figure 2.1

This example represents the final shift as explained in Figure 2.0. One will note that the center of the web has taken the name of its new occupant as well as a new shape. The new shape is created when a stack shifts from the center to the spoke-like appendages of the web (i.e. network). A similar shape change occurs when the other stacks within the network move into the center. The network's shape will vary depending upon the users path through the network. Once the user returns to the "Navigational Map card" (i.e. the Adtech Intro stack) the shape will return to the original "web" form (see figure 1.0).
Project Development

As the final refinements of my thesis concept were completed I turned my attention toward the production of a “prototype” application which would be displayed in the third MFA thesis exhibition of 1993. In developing the AdTech® “prototype” application I needed to focus on several specific areas of design including screen layout/design, organizational procedures, logo/identity mark design, and poster design. Along with developing these design areas I found myself finalizing my image selection, photographing the “final” images, scanning the images, creating sound resources and QuickTime movies, writing the informational text, and scripting the interactive features of the network. The later two areas needed considerably more attention and development than I had originally expected; I ultimately continued the “final” application’s development after the exhibition and well into the 1993-94 academic year.

In late January 1993 I began a brief investigation of interactive media design in preparation for the creation of my thesis application. During my investigation I viewed several interactive applications such as “The Legacy of Graphic Design”, the George Eastman House’s interactive museum, “Design Planner”, etc., to understand how they worked and how easily a user could work with them. As I worked with these applications I found some to be extremely “user friendly” while others were difficult to operate. I noted the screen size, the text and image relationships, the navigational path of each system, and the basic elements of the screen design for each application. The basic screen size of the applications ranged from an early Mac-SE/Plus (black and white) screen, roughly 9 inches, to a 14 inch (Mac-II style) color monitor. The screen design of most of the systems was average; though the George Eastman House museum’s interactive archive was exceptional (as would be expected). After working with these systems I focused on the format and screen layout of my own application.

In developing the format size and screen layout for my thesis application I had to review the initial intent for the project’s development. Originally, I hoped to create an interactive/computer book (i.e. a series of HyperCard stacks which used together form a network) for use by art directors, advertisers, and other imaging artists to be used as a tool in the fields of advertising and design. I wanted my “book” to have read/write capabilities, use a non-linear navigational path, and have a “User Added Information” stack which would allow the application to grow with future use. At this time, I also needed to re-think who the final user of my thesis project would be (i.e., I did a reality check). Since the application was being developed as a thesis project it would probably be used by students and faculty at RIT more than anyone else; although the “web” concept, developed specifically for this project, could eventually be used in the fields of education, graphic design, computer graphics, etc., to produce non-linear networks for multi-media applications.

In creating my application with this new objective in mind I focussed on the screen design of the “basic” cards within the system. Since the application was,
in essence, a book I began developing a layout which emphasized its two main components (i.e. the informational text and imagery). Due to the estimated size of these two elements, within the overall layout of the application, I felt that a large screen format, based upon the 12 inch diagonal of the Mac-II screen, would be necessary for optimum readability/legibility of the verbal/visual materials presented. The larger screen size was also chosen to limit the network’s use to “full size” Mac-II computer systems only; this was based upon my prior discussion with Dr. Slutzky about the aesthetic differences between the page and the screen. I felt that a smaller screen format, though more accessible by users of early macintosh computers and recently developed power-books, would make the card layout seem cramped/cluttered or cause a reduction in the legibility of the information displayed on the card. Once I established the basic card size (i.e. screen format) I was ready to begin the preliminary layout/design of the application. My first step, in developing the layout of the network, was to create a series of thumbnail sketches (Appendix F) and “demo” stacks (Appendix G) which would rough out the placement of the text, image, title features, and navigational elements of the basic card within network. These preliminary sketches/stacks also allowed me to formulate a position for the “User Note Pad”; the interactive “read/write” element of the network. The sketches were shown to Prof. Remington and discussed briefly. After viewing the sketches and stack printouts he suggested the use of a “stack” icon which would relate directly to the “web” flowchart developed as the main navigational tool for the network. The icon would be a simple “graphic” representation of the web map found on the Navigational Map card of the network. It would, basically, act as a “book mark” for the applications user. The final layout of the basic informational card was chosen after this discussion. In selecting the final layout of the basic informational card (see figure 3.0, 3.1) I needed to organize the elements in a way that was both easy to understand and easy to operate (i.e. user friendly). Basically, the card layout was divided into four primary organizational areas which included the titling area, the informational text area, the image area, and the navigational control area.

The titling area, found at the top of the basic card, was originally a black band which was meant to contain all titling elements for each individual card. In the final card layout the titling area was divided into four subject areas which included: a stack icon (a simple graphic of the “web” map), the stack name (a short white band containing black 18 pt. type), the category name (a long black band containing white 18 pt. type), and the card/image name (a long white band containing black 18 pt. type). The later three bands were positioned on the card so that they would contrast each other (i.e. white, black, white).

The text area, found on the left side of the card layout just under the titling band, would contain any informational text that each card within the overall network needed. In the final application this area would contain either one or two, standard/scrolling, text fields (although a handful of cards within the network
Figure 3.0 - Basic Informational card layout

Figure 3.1 - Organizational break-up of the basic card layout

The four basic sections of the card layout are:
1) The title area
2) The informational text area
3) The image area (including the "User Note Pad")
4) The navigational "button" area.
containing interactive features such as "hot text" would have more). The grey colored image area, to the right of the informational text, was designed to be the presentation area of the basic card layout. It functions as a palette or matte which is meant to surround the imagery discussed within the informational text to its left. The area's grey coloring was chosen to enhance the final imagery to be displayed within its borders. A black or white presentation area would cause the final imagery, especially images containing large amounts of black or white, to seem higher in contrast than they actually were. The grey coloring of this area lessens the chance of this type of contrast problem. This area also houses the "User Note Pad", the read/write feature of the AdTech© network. Its placement within this area allows the user to keep their notes, essays, etc., separate from the informational text of the main application; causing less confusion.

The navigational elements (i.e. buttons), found at the bottom of the card layout, are displayed in a standard manner; directly across the bottom of the screen. These buttons have been grouped according to their function and type. To the left of the screen, under the informational text area, one will find the "function" or main navigational (i.e. Quit, Nav Map, Bib/Gloss, and the (stack) Map) buttons of the network. They allow the user to quit the application, access reference materials, and view the main navigational map of both the network and current stack. The next two buttons (Help and Print), separated from the previous group by a small gap, are "option" buttons; allowing the user to print information or get help when needed. The next set of buttons (Open/Close "note pad", Image#, or Play, or PlayStop), separated by another small gap, are the "interactive" buttons; they allow the user to operate the "note pad", view supplemental imagery, play TV ads, or stop a radio ad from playing; respectively. These buttons are only on cards that contain supplemental images, radio ads, TV ads, etc. The final set of buttons, also separated by a small gap, are the basic navigational buttons for the current stack. They allow the user to move forward/backward within the current stack or return to the last card viewed.

*** Special Note ***
The "Return" button also allows the user to re-trace their path within the network.

Once the layout for the "basic" card of the application was finalized, in February 1993, I knew that the rest of the elements of the network would fall into place. In fact, shortly after I finished developing the layout I found myself working on the logo/identity for the network. Basically, I had a navigational concept and layout for the network, but, my application didn't have a name yet. Early on, during the proposal stage of my thesis I had several names for my project; some are unfit to print in this paper. The first draft of my "secondary" proposal calls the project "Advertising and Technology", the rest of the drafts call it "Marketing Design and Technology". While writing my thesis proposals the name of the application wasn't a critical part of the project's development; now it needed a name. At this time I developed the AdTech© logo/identity
and the introductory animation for the network. I was finishing a class dealing with corporate identity development, taught by Prof. Remington, and decided to apply my new found skills in identity development to my thesis project. In developing the logo/identity for my network I focussed on the two words which were directly related to the project: “advertising” and “technology”.

Although it may seem that I took a step backward in selecting these identifying words; I was actually moving ahead quite rapidly. The network that I was developing was about advertising/advertisements and used current technology as its display medium. I felt that the name should reflect this in some way. The title “Advertising and Technology” was to long for use as an effective logo. The corporate identity class made this quite clear to me. I decided to abbreviate the words “Advertising” and “Technology” to “Ad” and “Tech”; both commonly accepted forms of their respective words. Once the two words were simplified they were easier to handle and develop into a logo. The two words, when said together, had a nice ring to them. This would, eventually, help me decide upon a final logo. I wanted the logo to be simple and easily remembered, yet, stylized and slick in nature. As a preliminary study, I created a series of sketches (Appendix H) to establish a basic relationship between the two words which I hoped would effectively display the overall concept of my thesis. After some experimentation with type size, the use of caps and lowercase letterforms, using serif and sans serif typefaces, using grey tones, and superimposing/fusing the words, I produced the final three logos which maintained the integrity of the individual words; while allowing the two elements to fuse and become one. At the time I was interested in creating a logo that would act as the centerpiece for my “web” map; though I was also looking into its use within the screen layout, poster, etc., of the application. The final logos were placed within circles to formulate whether they worked as the “centerpiece” of the “web” or not. I felt that they worked well within the circle and began deciding upon the final logo. I brought the sketches to Prof. Remington for his opinion/criticism; though I had already decided upon the final logo that would be used.

The final logo, in my mind, needed to promote the fusion of advertising and technology within my thesis application; while maintaining the integrity of the two word elements. I hoped to fuse the word elements of the logo, promoting the network concept of my thesis, while creating a balance between the two elements. The logo would use the word “Ad”, with a capital “A”, and the word “Tech”, with a capital “T”, kerned so that the lowercase “d” in “ad” and the capital “T” in “Tech” fused at the horizontal and vertical strokes of the two letterforms. The kerning would also bring the letters “A” and “d” in the word “Ad” closer together as well as the letters “e”, “c”, and “h” in the word “Tech”; so that they barely touched. The typeface used for the final logo was “Avante Garde”. I chose this typeface because of its simple beauty. Avante Garde, a classic sans serif typeface, had the roundness and fullness of form that I wanted
to display in my logo. In selecting this typeface for the logo I had also decided upon the typeface that would be used throughout the network. After viewing the logos Prof. Remington agreed with my final choice and then reminded me of the amount of time that was left before my application would be displayed. At this time I mentioned my search for TV and radio advertisements (at the Media Resource Center) and after discussing the lack of co-operation with the woman at MRC, for a short time, Prof. Remington lent me a videotape and audio tape containing several “Levis” ads from the 1960’s and 70’s to examine. He also suggested that I use “hot text” within my application as another interactive feature within my network. I didn’t know what “hot text” was but I made a mental note to ask someone in computer graphics, AVI, etc., about it. I later received a basic “hot text” script from, Connie Harvey, another design student; who was also working on an interactive thesis application.

While I was working on my logo I needed to prepare an art piece for use on the 1993 MFA thesis exhibition (i.e. Gallery) poster (Appendix I). Several second year students, myself included, were on the exhibition “poster committee”. We were asked to develop a poster for use at all of the 1993 thesis shows. The group of six (or so) students, more interested in finishing our thesis applications than anything else, came up with a simple idea for the exhibition poster; we felt a “yearbook” style approach (giving everyone a chance to place something personal on the poster) would be an effective solution to the poster’s development. This concept was simple enough to develop in the time that we had to produce the poster (roughly three weeks) and everyone, on the committee, agreed to the idea. The basic concept of the poster was to get all (or as many as possible) second year MFA students in the CIAS to produce a small sketch/art piece, roughly 2x2 inches, related to either their project or their personality for use on the exhibition poster. Not everyone liked the idea (or wanted to place an image on the poster); so those that didn’t develop a piece would have their name on the poster; only. Rod Martinez, another graphic design student, was placed in charge of the production/layout of the exhibition poster. Along with the poster, a series of invitations were produced for each of the individual thesis shows.

My personal square on the poster (Appendix I) was developed as a symbolic representation of my thesis project. It would also (eventually) be used as the introductory animation/teaser element of my application. The four elements of the image represent technology and the three basic types of perception which are active within my thesis application. The watch mechanisms, used in the image, are a symbol of technology; though they are basic in nature. They symbolize the development and use of technology in society today. They represent the technological gizmo’s and do-hickeys that people have become dependent upon. They are a symbol of progress. The three other elements (i.e. the eye, the camera shutter, and the Yin-Yang) are symbols of the three basic types of perception. The eye is a symbol of human perception; it views the object before it by using the heart and mind of the viewer. It is “pure” in the
sense that it is not the same for everyone. It views the object through shape, color, and other relationships on the object's surface. The camera shutter is a symbol of mechanical perception; it views the object before it using technology and light. Because it cannot see on its own it is not pure; though many feel that it is the purest form of perception (i.e. The camera doesn't lie). Mechanical perception has the ability to distort and manipulate ones human perception into believing something that is untrue. The mechanical eye sees only what it is told to see; nothing more. The final perception, the Yin-Yang, is the symbol of inner/spiritual perception (i.e. the third eye); it views an object before it using the viewer's soul. It looks into the object as well as at it. It has the ability to see and feel the the emotions of both the object and its creator. Inner/spiritual perception can be deceived, but it can also look beyond the deception to find truth. Each of these perceptions plays a important part in the development and/or creation of advertisements; thus playing an important role in the development of my thesis.

In late February (early March) 1993, after developing the layout for the basic informational cards, the AdTech© logo, and the square for the exhibition poster, etc., I started producing the stacks which would be the major element of my thesis application. By this time, I had selected (most of) the advertisements which I intended to use, or would actually use, in my "final" application. I had grouped the 250 "final" ads into categories such as "art ads", "implied sex/erotic ads", "case study ads", "technology ads", "adventure motif ads", "ads about women", "ads using celebrity spokesperson's in them", and ads relating to "semiotic principles", to help me order and establish the number of stacks that I would need to create for my network. I also categorized the radio ads and TV ads which would be used in my application at this time; though none of the imagery was photographed, scanned, or made into QuickTime movies at this time. After looking over the topic areas that I had collected ads for I created the seven stacks which would be used as the foundation of my network. Four of the seven stacks, which I will refer to as "informational" stacks, discuss specific topics in the field of advertising such as the history/technology of advertising, the use of semiotics in ads, the use of art within ads, and finally advertisement creation. These stacks would contain the bulk of the informational text and imagery for the network. The other three stacks, which I will call "reference" stacks, would contain the network introduction, the reference materials for the network, and a user added information/reference section (for user notes, comments, and future development) of the network. While all of the stacks within the network were produced (to some extent) by the exhibition date in April 1993, the development and final refinement of the informational text, interactive scripts, read/write features, etc. of the network would need more time than I had originally expected. The network would be completed over a period of eleven months, from March 1993 to February 1994, mainly to satisfy my own expectations of what a thesis is; or what a thesis should be. The following list of stacks (and their basic content) contained within the network chronicles
their order of development; first by "informational" stack and then by reference.

The completion dates, stated at the end of each text block below, will allow one to understand the chronological development order of each stack. The first "informational" stack which I began developing in March 1993 was the "Evaluative Systems" stack. This stack was meant to be a "visual dictionary" of semiotic principles/terminology for use within the "Theory and Methodology" seminar; a part of the first year graduate design coursework. The name of the stack was decided upon during one of my early discussions with Prof. Remington. He suggested the name as a way of opening the network up for future development. The title, "Evaluative Systems", basically expects future users to develop this area further; as semiotics is not the only type of evaluation system for advertisements, design works, etc., used in conceptual development. Other evaluative systems dealing with "Gestalt Principles" and "Archetypes" will hopefully be developed by future users of the network. This stack was developed by October 1993.

The second "informational" stack, developed, was the "Art of Advertising" stack. It would primarily deal with the use of art as an element in advertising. The creation of this stack was suggested by Dr. Zakia; after showing him the original topic list. He said that the use of art elements within advertising, an area of personal interest, though commonly observed is a subject which is rarely studied. His statement intrigued me; so I produced the "Art of Advertising" stack as an investigation of this subject. This stack would discuss the use of "art" as a primary, secondary, or implied element within the production of advertisements. It would include sections that discussed the use of "Art in Ad" (i.e. "Art in Advertisements"), "Art as Ad", and "Art implied within Ad". During the final production of this stack a fourth category, stemming from the "Art in Ad" section, based on the use of logo's as main elements within ads or "Logo in Ad" would be developed. The "Art as Ad" section would also include ads which used art produced by famous artists, or in the style of a famous artist (i.e. "Absolut Warhol", commissioned by the CEO of Absolut Inc.). This stack was fully developed by November 1993.

The third "informational" stack, developed, was the "Ad Creation" stack. This stack would discuss the "production" of ads and the development of an ad's "layout". The "layout" section would focus on the "basic" (and I mean basic) use of grids, selection of typefaces, type styles, point size, etc., during the development of advertisements. The "production" section would focus on the development of print ads, TV ads, etc. In the final application this stack would also contain the "case studies" section of the network. This is the subject which Dr. Ciampa had suggested I make a part of the content of a stack rather than a stack itself. I placed the "case studies" into the "production" area of this stack because they dealt with the final development rather than preliminary development of ads. This stack would also include the "Sex and Erotica in ads", "celebrity spokesperson in ads", "women in ads", and "adventure in ads", which were initially meant to be in a stack dealing with common motifs used in the field of advertising. The later two subject areas were subsequently omitted from
the stack due to my personal frustration with the development of their informational text. This stack was fully developed just after the end of the Winter (i.e. Christmas) break of 1993-94; in January 1994.

The final "informational" stack, developed, was the "Media Technology" stack. It was produced as a historical summary of the effects of technology on the field of advertising. It includes print, radio, TV, and computer generated (TV) ads which were produced over the last 20 years. The example ads are discussed briefly while the main part of the informational text is devoted to the history and development of media technology as we know it today. This stack also contains a card which is devoted to historical timelines. The timelines display important dates, places, and people involved with technological development in the areas of art history, book production, American technology history, and printing technology history. Also included on this card is a list of 20th Century Graphic Designers (including biographical information about the designers). This stack was fully developed by February 1994.

The "AdTech© Intro" stack, one of the "reference" stacks within the network, was developed in March/April 1993. This stack contains the intro animation (using the exhibition poster square discussed earlier), the intro card, the navigational "web" map, the help card, and the credits card for the network. The main elements of this stack haven't changed over the course of AdTech's development; though the "help" and "credits" cards of the stack were completed during the fall of 1993.

The "Reference Materials" stack, containing the glossary and bibliography cards, was developed in March/April 1993; though it wouldn't achieve its current look and interactivity until later. The "interactive" glossary and bibliography are accessible to the user from any informational card within the network. When using the interactive glossary, which contains 150 words and definitions, the user can either select a word, from the word list, by scrolling the "word list" field or by using an alphabetical list provided. Once a word is clicked that word and its definition are displayed in another field on the card. The bibliography card works in a similar manner. This stack was finished during the fall of 1993.

The "User Added Information" stack was the last and most critical stack to be developed within the AdTech© network. It was the stack which my entire thesis concept was based upon. This stack would allow my application to continually develop well into the future. It would constantly look to its future users for new input/knowledge about media technology. It would allow future developments in technology, advertising, computer graphics, and other imaging art mediums to be included within my network even before they would come into being. This stack would be the endless chapter of my "computer" book. Its development would be left up to the future users of the network (i.e. students, faculty, etc., working and learning at RIT). It would let my thesis develop beyond the
conclusion of my work, beyond my stay at RIT, and possibly beyond my very existence. It would be my legacy. It would eventually, (hopefully) with future use, become a collection of ideas, knowledge, and wisdom beyond any one individual's comprehension. This stack was developed in January/February 1994. It is not meant to be completed; it is meant to be used and expanded upon by the future users of the network.

In March 1993, as I developed the "prototype" stacks, I began finalizing the imagery which would be used within the application. I had selected the best 250 (or so) advertisements, which I felt effectively addressed one of the topics within the network, from the ads that I had been collecting since the fall of 1992; these ads would eventually be photographed, scanned, imported into the stacks, and written about during the months of March and April 1993. As I selected the "final" ads, I found myself hesitant about committing to several of the ads which were to be used in the network; especially ads which were to be used in the "visual dictionary of semiotics". I was hoping that I would find better examples by the date of the photoshoot. Of the 250 (or so) ads I had selected, I basically knew, where each example would be placed within the overall network and created a card for each individual example. This allowed me to continue developing the network without the final imagery in place. Several of the "final" ads, primarily dealing with the "visual dictionary of semiotics" for the network, which I thought were questionable were shown to Dr. Zakia for his opinion. I asked him if he felt that the semiotic principles, which I personally perceived as an element, within the ads was easily understood to be so. He looked over the ads, which I questioned, and basically stated that any semiotic principle which I may observe within the ads, since I was specifically looking for these semiotic elements, may be assumed to be within the ads; primarily because of the subjective nature of semiotic evaluation. He also stated that each individual who looks at a given ad may observe something, within the ad, that another individual may not. After this discussion I felt confident about my "final" selection of ads, especially those dealing with the semiotic section, for use in my thesis.

I had decided that the imagery for my application would be produced as slides; though slides are not considered appropriate for use in a thesis at RIT. There were five basic reasons that I chose to produce slides as the image format for my application: 1) Slides are clearer than photographic prints; usually. 2) Slides are less expensive to produce; approximately half the price. 3) Slides are more compact than photographic prints (in the long run). 4) Slides would be easier to scan; using the Kodak 2035 type film scanner (Appendix U) in the Electronic Still Photography (ESP) lab. 5) The slides could, eventually, be used by students and faculty at RIT to produce slide lectures or reports. Being a photographer, I knew that the cost of film and development would be large no matter how the images were produced; but that slides would be the lesser of the two evils. After checking the local prices of film, processing, copy images through MRC, etc., I
concluded that my best option would be to photograph the ads, using slide film, myself. I purchased a 100 ft. bulk roll of ektachrome professional (tungsten) slide film (50 ASA), for roughly $100, which I knew would produce about 25 rolls of 36 exposure film. I was only able to get 23 and a half rolls out of the bulk roll. I used the copy stand in the Graphic Design Media Center to photograph the final images. After 12 hours, give or take an hour or two, I completed the job at hand. The images were photographed in a, relatively, controlled way; as the shooting order list (Appendix J) details. I knew that some of the images, primarily those near the beginning or end of any given roll, would need to be photographed again. I had to wait until after all of the first 21 rolls came back from processing to be sure of which images needed to be taken again. The film processing was done in RIT's photo processing facilities (in the basement of building 7), on April 12th, at a cost of $3 per roll (mounted); though they couldn't guarantee all the rolls would be developed in one day. It took two days to get all of the rolls back; not to bad. The next step was to find out which images would need to be re-photographed. I was able to complete one full set of 250 images (thank god) and then made a list of any missing images; the missing images (roughly 60) were photographed and processed by the 20th of the month. The total cost of production, for the three sets of slides, was just under $200. This was less than one third the cost of photographic prints or slides made at MRC.

On April 14th, 15th, and 17th, I scanned the set of 250 images for my network in the ESP lab. I had taken the ESP class during my undergraduate coursework in 1991 and knew, basically, what computers, scanners, output devices, etc., that the lab had available for use. The ESP lab is a restricted lab within the photo department; available to current/past ESP class members only. Since I had taken the class I had access to the lab. I knew which scanner, within the lab, would be the best and most efficient for my task. The Kodak 2035 film scanner (Appendix U), in the lab, is one of the fastest scanners available on the market and it was my first choice for the amount of scanning I needed to do. It takes 40 seconds, give or take a few seconds, to scan a full color image using the 2035 scanner. The only problem was that computer/scanner availability within the lab is limited, it is quite a small lab, and thus I needed three days to finish scanning all of my images. Hypercard 2.0 has the ability to display color/b&w images, but only as Pict or Pict resource files. While scanning the images I was able to save some time by saving the images as Pict resources. The images were scanned at 72 dpi during the three day scanning process to save space and because the Mac-II style monitor can only display at 72 dpi resolution. The rough images were saved to a Syquest disk for transport and then saved to one of the system hard-drives in the graphic design studio. The images were then cropped, sized, de-speckled, etc. for use in the application.

After spending several days adjusting the final images for presentation, I placed them into the resource forks of the individual stacks which were being developed. The images, in the form of Pict resources, were easily imported into the stacks.
using ResCopy and ColorPict; two resource development applications based within HyperCard. The images were named, numbered, and placed into the card scripts of the individual stacks at this time. The scripts, for the AdTech® "prototype" stacks displayed during the exhibition opening were extremely basic; though quite functional. They used simple commands, variables, handlers, etc., to make the application work well enough for presentation; though I knew that further refinement and development would be needed to make it work in the way I had originally planned. Over the summer and fall of 1993 I developed the final scripts and interactive features of the network.
Preparing for the Exhibition

As the date of my exhibition drew closer time became a precious commodity; a commodity which I had little of. The "prototype" stacks were developing by leaps and bounds with each passing day but I still had a long way to go before my application would be completed -- and I would be satisfied. I began working aggressively on the other elements of my application such as the informational text, the stack intro cards, the navigational map and stack map cards, the intro animation, the QuickTime movies, and the application poster. By this time I could tell that my application wouldn't be fully completed by the exhibition opening on April 30th; I did know that I have always worked better under pressure and that I was determined to complete as much of the application as possible for the thesis exhibition. I also knew that any refinements that needed to be made within the layout, navigation elements, etc., could be dealt with after the exhibition, in the summer, and into the next year.

In March 1993 I had begun writing the informational text for (some of) the "final" ads, which were definitely going to be used in my application, as I continued developing the "prototype" application. As I started writing the text for the ad examples in my stacks, beginning with the "Evaluative Systems" stack, I used Judith Williamson's book, "Decoding Advertisements: Ideology and Meaning in Advertising - ideas in progress", as a guide for the development of my text. I felt that her writing style, for the example ads discussed in her book, was quite good and very effective. I thought that a similar "stylized" writing approach would be useful within my own application; though some of the ads which I had selected didn't lend themselves as easily to this writing style as I had hoped. In developing the informational text, of my thesis, I needed to focus on the main topic of each area. The "Evaluative System" text would discuss the visual content of each ad as well as the semantic content (i.e. What is seen at first glance and then what is seen through the use of semantic evaluation). The "Media Technology" stack would simply discuss the historical development of various media and how they have had an effect on advertising. The "Art of Advertising" stack would discuss the use of art (belt a primary, secondary, or implied element) within the ad. The "Ad Creation" stack would discuss the development of layout, the use of type, and the basic production of advertisements. It would also discuss the development of ad campaigns and the use of popular motifs in the production of ads. The other stacks, which I needed to develop, would contain the introductory text, credits, and reference materials for the overall network. The "User Added Information" stack would contain the notes, comments, and evaluations of any future user that wanted to add these elements to the overall network. The only text that I needed to produce in this area would be the intro text and the instructions on how to use the read/write sections of the stack; the rest would be up to the future users.

After beginning the development of my network I experimented with the layout for the main navigational map card, the intro cards, and the stack map cards of the network; with little success. I knew that these cards needed to reflect the
principles used in the development of the basic card layout, to maintain continuity within the overall layout of the network, but I wanted them to stand apart from the other cards in some way. I tried using the web concept, of the network, as an element within the map card layout. I attempted to use the "pie" icon, the contrasting title bands, and different color (i.e. black and white) backgrounds in hope that I would find a final solution; all that I found was frustration. In an attempt to move ahead, now that I found myself standing still, I shifted my attention toward the development of the poster element of my application. Over the past few months I found myself constantly struggling to overcome minor obstacles; each time I was able to re-focus after removing myself from the stress and strain for a short time. In shifting my attention toward the poster I was re-grouping my thoughts and energy (the little that I had left) so that I could move on.

As I began working on my new task I created a series of thumbnail (and in some cases full sized) sketches for my poster (Appendix K). The sketches allowed me to rough-out the layout and placement of the various elements to be used on the poster. Most of my preliminary sketches were based upon a vertical layout; using the web map, which was created earlier, as their central focus. For some reason I wasn’t pleased with any of the drawings. The roughs were alright, yet, I couldn’t understand why, I wasn’t pleased with them. In passing, Michel Makhoul, one of my classmates suggested I try a horizontal poster format; rather than the vertical ones I had been working on. He noticed that the vertical layouts which I had been drawing seemed to contrast the basic horizontal format of my computer application. I hadn’t noticed or realized this fact until he mentioned it. I tried a horizontal sketch, similar to one of the last few experimental card printouts that I had made, and was able to see my error. I now knew why the vertical posters were unappealing to me; they didn’t fit into the overall design package that I was trying to develop. Somewhere along my path I had stopped looking at the whole picture, as some would say, and my focus had become blurred. Where? I don’t know. At least I was back on track, now. As I developed the, horizontal format, poster I was able to produce a layout for each of the cards that I was unable to earlier. Basically, as I worked on the poster, intro, and map cards layouts I was able to finish developing the organizational system of my thesis. Since I only had a few weeks left before the exhibition date I could only hope that any further snafu’s could be avoided.

The poster for the application was developed using some of the elements of the basic card layout of the application as well as elements from the "map" card developed during the experimentation stage. The basic look of the last "map" card developed was alright; I wasn’t happy with the titling area. The computer generated sketches (Appendix K) of the poster layout, using the Design Studio software package, began establishing the final look of the poster, the intro cards, and the map cards of my application. In these sketches one can see the use of the AdTech logo and the rule which became an important feature in the overall layout. The poster was divided into the four basic sections
of the informational card (i.e. titling area, text area, image area, and navigation area); though the lower (navigational) area would be left blank. The logo’s placement on the final poster (centered) was chosen due to personal preference; I felt that it balanced the image and text areas well. The logo was fused with the rule line so that they met at the inclined stroke of the “A” and the (second) vertical stroke of the “h”. The letter-forms between the “A” and the “h” were left untouched; so that they seemed to hang from the rule. The poster was given a 2 inch border at the top (containing the logo/rule line) and bottom (rule line only) as well as 2 inches of space on both sides. This border acts as a frame/matte for the text and imagery. The two tone coloring of the poster was decided upon because it highlighted both the logo and the text/image areas of the overall poster. I also decided upon the two tone coloring because it had a slickness that appealed to me. The poster was printed using a large, Xerox style, copier at Ayers Printing Inc. Rochester, NY. Two full size, 18x24, copies were made, cut, and merged to become the final poster element of the application; exhibited in the Bevier Gallery for the 2 week display period of the exhibition.

The text on the poster, intended to be the introduction for the application, was (altered slightly) also used at the beginning of this document and on the AdTech network’s Intro card. The poster was ready and in the gallery by April 27th. It was on a small, single panel, wall in the back of the gallery; facing the rear wall of the gallery.

As I developed the poster layout I began re-working the “Navigational Map” card layout for the network. The final layout emerged from the fusion of poster, basic card, and experimental layout elements which were, subsequently, reviewed. The background color of the map card was chosen to mimic the application’s poster. The layout was divided into the four sections of the basic card. The titling band was left as a black band, rather than divided and color contrasted, across the top of the card layout; reflecting the titling area of the poster. The AdTech® logo, a two point rule line, and the words “Navigational Map” were added to the black band and reversed out; this also reflects the logo and rule line’s use on the poster. The logo was placed into the left side of the black titling band and the words, “Navigational Map”, were placed above the rule line which runs across the top of the card layout. The final web map was placed into the right side of the layout (i.e. the image area of the basic card) just below the black band; mimicking the web map’s use on the poster. To the left of the map, in the text area of the basic card, the stack headings and category headings of the individual sections of the web were listed. Invisible buttons were then placed over each of the grouped headings. Instructions for the Navigational Map card are displayed between the black title band and the first listed heading. The bottom of the card was left alone until all of the final button elements were decided upon.

The “Intro” card(s) layout was developed in much the same manner. The titling area, as described in the text above, was copied and placed into the layout of
all of the stack intro cards as well as the introduction card of the network. The black background color of these cards was selected as a personal preference. Each of the respective titles, of the intro cards, was placed in the upper right area of the titling band as described for the Navigational Map card. A text field, meant to contain the introductory text for the individual stacks of the network, was placed into the left side of the card layout. Images selected from the individual stacks were presented in the image area of the card layout. A second text field was placed under the image area and a quote pertaining to the information within the stack was placed within the field. The text style of the "quote" field was adjusted so it could be viewed on the black background of the card. The lower area of these cards (i.e. the navigational button area of the basic card layout) contains buttons which have been reversed-out of the background. In the titling area one will note the addition of a second rule line; this has been placed to help accentuate the titling area. A rule line was also added to the bottom of the card; this is meant to mimic the lower rule within the poster layout. Each of the intro cards (except for the network introduction card) contain music. Most of the audio elements were obtained from a Syquest disk which was purchased in May 1993; though one sound resource was obtained from another student. The intro card for the network contains all of the elements stated above (minus the music elements) plus a "table of contents" field which is found on the individual stack map cards. This was added to this particular card because it acts as both the intro and map card of the "AdTech Intro" stack.

The "Map" card(s), for each of the individual stacks, also use the basic elements of the two previously described cards; though each map card is different from the others. These cards, like the Intro cards described above, use a black background. The "Evaluative Systems" map card uses buttons containing the names of the individual semiotic terms discussed with the stack; this was due to the large number of categories that needed to be listed. The rest of the map cards use (primarily) image oriented elements within the "actual" map within the layout. The only additional element found on these cards is the "table of contents" field which allows the user to access the individual cards within the stack.

The AdTech© "teaser" or "animation" card of the "AdTech© Intro" stack is meant to act as the "book cover" for the network. This card uses the poster square, discussed earlier in this report, as a simple animation sequence (including color and music) to welcome the user to the network. It's a black card which uses the logo as described above; though the logo is centered in the titling area.

In mid April 1993 I began producing the (preliminary) sound resources and QuickTime movies for the network. I had already acquired several video/audio tapes containing TV and radio ads which I had intended to use in my application; though there were a few ads which I needed to get through MRC. The people at MRC were unwilling to let me check out the tapes, because I wasn't faculty, so Prof. Remington wrote a note for me. I also asked several friends to record
(several hours of) primetime TV to get several current ads being aired (including the Listerine mouthwash ad) created using computer animation (Appendix J). I looked through the tapes and prepared my final selections. With two weeks left, before my thesis exhibition, I created the QuickTime movies that would be used in my presentation. I used the resources available in the AVI department/lab to produce six QuickTime movies; each of which was used in the network. After creating the movie resources using the Raster Ops equipped, computer in the lab, which also contained Media Grabber (QuickTime movie making) software, I placed them on my Syquest and edited them, using the Simple Player software, in the graphic design studio. After editing the movies, I placed the required Xcmd’s, projector elements, etc., into the individual stack resource forks. Once this was completed I scripted the “Play” buttons on each of the cards that contained the QuickTime movies (i.e TV ads).

*** Special Note***
The scripts for the “play” buttons within the network are specifically designed to work on the individual disk (be it hard-drive or Syquest) that the application is currently on. If a copy of the application is made (or transferred to a new drive) the scripts for the “play” buttons must be changed so that the network knows where to find the individual QuickTime movies (i.e. the QTMovie folder - which also needs to be copied).

After creating and importing all of the image, sound, and movie resources into the stacks within my network I concentrated on writing the informational text and script elements of my "prototype" application. I had approximately a week to prepare the application’s interactive features, navigational buttons, etc., for display during the exhibition’s opening on April 30th. I was determined to complete as much of the text and script elements as possible in the time that remained. In this time I was able to get most of the elements of my application to work; to some degree. Everything was working well, or at least well enough to display in the exhibition, then it happened... The night before the opening I couldn’t get the QuickTime movies to play. I don’t know why the movies wouldn’t play; they just wouldn’t play (I guessed that there was a problem with the script). Well, there wasn’t anything that I could do at this point; except pray.

Murphy’s Law - If anything could possibly happen, it will always happen at the most inappropriate and/or inopportune time.
April 30th 1993 - The Exhibition

Well, it was show time, as they say in theatre, and I didn’t know if that was good or bad. I was physically, mentally, and emotionally exhausted. I was waiting, maybe even hoping, for lightning to strike me down; from the very start of my work anything (and everything) that could have possibly gone wrong did... a lightning strike wasn’t out of the question. The fact that the QuickTime movie elements didn’t work wasn’t much of a surprise to me. Anything that could have possibly gone wrong had; this was the proverbial “icing on the cake”. I didn’t know whether to laugh or cry. I had been working non-stop, trying to prepare for this very day, and now all I could see was my failure; but that didn’t seem to upset me. I started laughing at the absurdity of the whole, damned thing; the words “it doesn’t work; it just doesn’t work” ringing loudly in my head. The AdTech “prototype” was as ready for the exhibition as it was going to be, there were 25 (or so) fully developed cards with working buttons, and I was willing to accept defeat with a smile, as twisted and pitiful as it was, on my face. No thunder, no lightning, not a cloud in the sky; oh well. I went home to rest for a short time and get myself ready for the exhibition.

As the eleventh hour approached I grew anxious and impatient. I wanted the exhibition to be over with; so that I could continue my work and bring my journey to an end. The exhibition wasn’t extremely important to me; my family wouldn’t be present and I would be alone to bare my burden. I did have a few people in my corner though; two of my closest friends, Jamie and Paul, and a third person (who asked for me but, I didn’t get to see) came to the exhibition. I had to pick Paul up at his place and I was unintentionally late to the opening which started at 7:30 PM. By the time I had arrived my third guest had departed; I still don’t know, exactly, who it was but I have a hunch. Throughout the evening each person I came upon seemed to ask me the same question, “How does it feel to be done”, to which I could only reply, “I’m not done” or “It doesn’t work”. Each then shrugged their shoulders and said, “Well, you’ll finish” or “Oh, I’m sorry”. I too shrugged my shoulders and smiled; hoping that everything would work out.

The three computers available, in the graphic design studio, were being used by five individual students throughout the exhibition. When one student displayed his/her work another had to wait idly by for the presentation to end before they could display their own work; it was a pain in the neck, but it worked out alright. The first person to see my application, up and running, was Prof. Remington. He sat down as I began loading the program and stated that “I (he) have (had) been waiting all day to see some QuickTime movies”; not something I was eager to hear. As the application loaded I mentioned that my movies weren’t playing due to a problem with the script; he seemed as disappointed as I was. For some reason I opened the script box for the “play” button. I believe in an attempt to show him where the problem was and what I meant, then I noticed the extra space in one of the commands within the script. I removed the space, thinking the script had more than a simple typo as it’s main functioning problem, and
found myself astounded when the movie actually played. At this point I could only laugh at the obviously ridiculous error and a large weight was lifted from my shoulders. All Prof. Remington could say was, "what do you mean it doesn't work... it works". I thought, earlier in the day, that the exhibition and the entire day would be a total disaster; it actually turned out pretty good. I was able to enjoy the rest of the exhibition and accepted it as a victory. As I continued displaying my "unfinished" work to Dr. Zakia and the others I found confidence in both myself and my application.
The beginning of the end

Shortly after my thesis exhibition I began wrapping up my classwork for the year; a large amount of this work was put aside as I worked on my thesis. I had hoped to complete my thesis by the end of May 1993 but as the time grew shorter, and several unfortunate events took place, I began to view this possibility with great skepticism. In the second week of May my grandfather, who was recovering from heart surgery, fell ill and his future looked bleak. On May 15th, a week before RIT’s commencement, my grandfather passed away and I went home for the funeral; putting all of my work aside to be with my family and to pay (him) my last respects. He was too important a figure in my life not to do so. During the funeral I found myself confused by the mixture of remorse and congratulations which I received from my friends and family members. This, the very week of commencement, was meant to be a time of “pomp and circumstance” yet I found my heart filled with pain and sorrow. This week became even more confusing when I returned to Rochester. On the very day that my grandfather was buried, and I returned to my apartment, I walked into the middle of a “stag” party (stripper and all) that one of my roommates was holding for one of his Navy buddies. Once again, I began laughing at the absurdity (or irony) of the whole thing. My parents came to Rochester for commencement and to take most of my belongings home. I continued working on my thesis during their stay and after they left. I began looking toward the summer quarter, to complete my coursework, for closure. Near the end of the month I was told that the graphic design studio was going to be closed for “part” of the summer; the floors needed to be waxed and the walls painted. I made several attempts to gain access to a computer lab and the graphic design studio so that I could continue my thesis. The studio was closed for the entire summer and only the floors were cleaned.

During the summer I found myself writing, in longhand, some of the informational text of my thesis application; primarily text pertaining to the semiotics section of my project. I was hoping that I might be able to gain access to my studio and/or any computer lab so that I could complete my work. As the summer drew to a close I began, frantically, searching for a lab that would allow me access and/or time on a computer. After finding the Integrated Electronic Publishing lab (IEPL) open, and subsequently speaking with the lab assistant, I asked Prof. Remington to sign a permission form so that I could use the lab. The lab was closing at the end of that week; but any computer time I would be able to get would be better than none at all. Later that week I spoke with Melissa Sheldon, a computer graphics student, who had been given permission to use the “Information Systems Technology” lab (Inter-lab). I then spoke to Prof. Remington about getting access to this lab instead of the IEPL lab; as it would be open until the beginning of the fall quarter. He told me to speak with Prof. Steve Kurtz; who agreed to let me use the lab. During the two weeks I was able to use the Inter-lab I was helped by Prof. Peter Serrao with the scripting of both the basic card and some of the interactive elements of my application. His knowledge of the HyperTalk scripting language was a great benefit to my
project. He was able help me set up the "user note pad" and "interactive glossary". During the fall I was able to use these same basic scripts, with minor changes, to complete the "timeline" card and the cross-referencing "hot text" fields. Also in this time, I was able to re-script my entire application and setup the final presentation buttons for the network. This time, though extremely short, was most invaluable to my thesis project. I could now see and sense the end of my journey; though it was still quite far away. Time was my only concern at this point; and I had as much, or as little, as I needed.

The only elements of my network that needed completion during the fall/winter quarters were the informational text for each of the stacks, and the scripts for the "User Added Information" stack as well as the cross-referencing (i.e. "hot text") elements. During the fall quarter I continued writing the informational text for the "Evaluative Systems" stack of my network. Over the summer I had begun limiting the number of images that would be used in the network and I continued this editing process in the fall; I wanted to complete my work as soon as possible. By this time, I knew that the writing necessary, to be developed, for the 250 ads which I had intended to use in the application would only prolong my stay. I edited the number of examples to the 140 ads which were most appropriate for use in the application. Now, at least, I had a more manageable project to work with; though it was still quite a handful. By the end of October I finished writing the "Evaluative Systems" text and had imported it into my network. By November I had finished the "Art of Advertising" text which wasn't imported into the network until after the winter quarter break.

During the winter quarter I continued writing the text for the other stacks within the network; until February 1994 when all of the text was completed. At this time, I also developed the "hot text", interactive, element of my project. Although I wasn't sure how this interactive feature would benefit my project when it was originally suggested, by Prof. Remington in February 1993, I now saw it as a second way of accessing the information about specific ad examples within my overall network. It would act as a second, and more topic oriented, non-linear navigational path, a forking path, that could also be traveled by the user. I focused on two specific ad types to highlight the non-linear capabilities of the "hot text" and the overall network; though it was also used at the beginning of each of the four "informational" stacks so the user could directly access the ad examples displayed on the intro cards of the individual stacks. The two ad types that I chose to focus the "hot text" upon were the "Absolut" and "Volkswagen (VW) Beetle" ads which were both plentiful and dispersed throughout the stacks of the network. Basically, the informational text fields of these cards, containing the "hot text", would form a smaller topic oriented structure within the main web structure of the network (see figures 4.0, 4.1, 4.2). The two "hot text" areas would work independently of the main "web" of the network while promoting the interactive capabilities and non-linear navigational structure of it. By clicking the highlighted words within these fields the user has
This example displays the basic cross-referencing path that may be taken, via the 'hot text' fields, within the network; specifically pertaining to the Absolut ads. The triangle line (i.e. the dotted line) represents the multiple paths that one may take when clicking the 'hot text' fields. The three rectangles represent the three cards within the network that contain Absolut ads (see key chart for exact card name). The path varies and is dependant upon where the user begins and where they end up; each user has the ability to choose their individual path. Once the user goes to another card, outside of the 'hot text' path, they return to the main path of navigation for the non-linear web concept of the application. See figures 4.1 and 4.2 to understand the navigational path of the cross-referencing feature.
Figure 4.1 - Cross-referencing the Absolut examples
The above color blocks display all possible ordering sequences one may access as a path during navigation using the "hot text" within the fields of the Absolut ad examples within AdTech.

Figure 4.2 - Cross-referencing the VW examples
The above color blocks display 20 of the possible 120 ordering sequences one may access as a path during navigation using the "hot text" within the fields of the VW ad examples within AdTech. The blocks to the right mirror the blocks on the left.
the ability to investigate the various topics of the network with more focus: understanding and/or learning about the main concept of the network and the use of non-linear navigation in interactive media upon doing so.

In late February 1994 I completed the “User Added Information” stack of AdTech. While I developed this stack I needed to focus on how much the user would be allowed to alter the total network. Landow, in his book “HyperText”, discusses the total ability of the user to establish links (i.e. exias) between the individual parts of the “In Memorium Web”. While, I would have like to attempt having the user add elements directly to my application or link various elements within the application together, I didn’t want the main stacks of my to be altered; it was my thesis project. I wanted the “web” structure/concept to maintain the form that I had originally intended and developed. If someone, who knew little about interactive media decided to alter my application, not knowing what they were doing and accidentally disturbed the main navigational or interactive features all of my work would have been for naught. I decided to allow the user access to one stack so that they could save any notes, comments, etc., that they had about the application; thusly becoming a “co-author” of the network. I also developed an interactive “user evaluation” which could be made and saved to the network. As I developed this stack I had originally wanted to make a new card for each individual user that would open the stack; this was meant to contain all of the above elements. As I developed the stack I found several problems with this original idea; the most important of which was how to get all of the cards to be added and named properly. I then decided to work with six cards; two cards for each of the sections (i.e notes, comments, and evaluations) one of which would be the “readable” card and the other the “writable” card. This also had problems. I then came up with the final solution: three cards. The “read” card of a section would also be the “write” card within that section; this allowed all of the text within the card fields (specifically the background fields) to be accessible whenever the user is using the stack. The scripts that enable the user to both read and write to the same card, without being able to access or change anyone else’s notes, comments, etc., pushed my HyperTalk scripting skills to the limit. I actually needed to refer to previous “basic” and “Pascal” programming skills and training that I had obtained, through weekly tutoring, during high school. If it wasn’t for this previous training I don’t know if I could have scripted many of the interactive features of my application. I found the HyperTalk scripting language extremely similar to Pascal; which was quite helpful.

Once the application was completed I began organizing my resource materials, notes, scripts, printouts, etc., to help me prepare for the writing of this document. I also finalized all of the minor elements such as the buttons, “hot text” fields, sound and movie resources, etc., of my thesis. I needed to know that all of these elements worked the way they were supposed to. Although I was quite thorough I may not have found all of the bugs within the application, I’m not
perfect, but I think everything is working properly; if something does go wrong someone with even rudimentary skills will be able to fix the problem, quite easily, as my scripts are not very difficult to understand. After I was satisfied with the refinements of the application I began the project’s evaluation. I didn’t need to worry about setting up a page layout for this section of my project because the evaluation is an interactive part of my application; this was a definite plus.
The Evaluation Process

I began the evaluation portion of my thesis as soon as I was satisfied with the final development/refinement stage of my work. As the evaluation was included in my computer application I didn’t need to bother with setting up a layout for it; it was already within the layout of the evaluation card. I made this a part of my application because I wanted future user’s to know how other users, especially those surveyed right after the application was completed, felt about the network. When I began developing the application I knew that it was revolutionary, by today’s standards, and could basically guess at the evaluation’s final outcome; even before it was finished. The evaluation is made up of 25 questions (Appendix T) which are classified and ordered, on the survey, by content. The first few questions ask the user about their knowledge of computers. The next set asks about the user’s knowledge of interactive applications and whether they think this type of application is an effective learning tool. The next series of questions refer to specific areas such as card layout, legibility, the user note pad, the use of QuickTime movies, etc., within the network. The final series of questions ask for the user’s opinion of the network and whether they would wish to use it again.

Basically, as I started the evaluation process I knew that the QuickTime movies, interactive glossary/bibliography, media timelines, and other interactive features of the application would be the most appealing elements of the network. Most of the people that were surveyed, except for the computer graphics students, were amazed by these elements; the computer graphics people were merely interested in the technical aspects/flaws of the application - as I knew they would be. I am not a computer graphics designer and, although my application is based in this “new” computer medium, I don’t profess to be one; my project is based upon my knowledge of photography, graphic design, and computers. In developing this interactive application I wanted to explore this new interactive medium and its possible uses in the future; my possible uses in my future.

Although I only finished 13 of the 20 evaluations that I had hoped to complete, since 20 surveys is relatively standard, I knew (from what I had gathered) what the others would basically tell me. Most of the people, 9 of the 13, surveyed have worked with Macintosh computer systems between 1 and 5 years. This was easily understood because most of the people surveyed were students who have worked with Macintosh computers during their time at RIT. The two other questions within this group dealt with the number and type of systems used. Of the 13 people surveyed 9 had used 1 to 4 systems besides the Macintosh, of these the IBM was the most predominantly used system; this was somewhat of a given before I even started the evaluation. Seven of the people surveyed had used interactive applications before; five of them were, still, amazed by the QuickTime movies, interactive fields, etc., within the application. Of this group, two thought the AdTech network to be easy to use and navigate through, two thought it was difficult to use (these were both computer graphics majors), and three didn’t know or care. When they were asked about the use/effectiveness
of interactive applications in education, 12 of the 13, felt that this type of application would be helpful to education now and in the future; the other individual was indifferent. Eleven of the 13 would like to see more interactive applications, such as AdTech, in use while two were unsure. Nine of the people thought that the navigation within the network was flexible or extremely flexible; four felt indifferent about it. Most of them were pleased with the individual stack intro and map cards; the others weren’t sure whether these cards helped in the understanding of the content of the network. When asked about using the “note pad” 11 of the 13 said that they would use it between 25% and 50% of the time which I basically expected. Nine people felt that the note pad would enhance comprehension of the materials within the network, one felt that it wouldn’t, and three were unsure. Eleven of the people felt that the text was either legible or very legible; the two computer graphics people felt that the text was illegible. Nine of the people felt that the layout was good, three felt it was fair, and one felt indifferent about the layout’s look. One of the final questions, number 24, was created so that I would be able to understand the effectiveness of my application. The answers, to this particular question, were based upon a numerical scale that I would be able to average. The scale ranged from 1 to 5, 1 - doesn’t meet the user’s expectations, 3 - functional, and 5 - surpasses the user’s expectations, and acted as a grade which I was able to give myself for my work. The average response was 4- meets all expectations. The final question asks the user if they would wish to use AdTech again; eleven of the people surveyed said yes and two were indifferent.

The final results of my evaluation were not of a great shock to me. I knew that most of the people to be surveyed, primarily students, would be amazed by the display of images, movies, etc., within my application; much the way a child is amazed by simple magic tricks. Basically, the public is aware of the development and increased use of interactive media applications, CD-ROM, etc., but they have still had very little hands-on experience with these new media forms. It seems that until the public learns that a computer is more than just a typewriter that they will continue to be dumb-struck by every new interactive piece, or new technology, that comes along.
The world, in which I live, is one of linear thought and linear action; yet I find myself (my mind) continually working and developing in a non-linear manner. I'm, in a way, privileged to live in the time that I do, the computer age - the Information age, yet I'm uncomfortable with the world around me; the linear world of the 20th century. For twenty years, throughout my entire education, I have been taught (and have learned) to work, think, and survive in this linear world; yet I am unable to accept it, fully, as my own. The world, in which we live, is in a period of transition and/or resurrection, we are living in a Neo-Renaissance - if you will, which emanates from the "electronic age". This Neo-Renaissance, unlike its predecessor - which was founded upon linear space and perspective, is based upon the non-linear and the fourth dimensional world of the computer; a world for which I have waited a long time.

As the development of interactive media and multi-media applications continues into the 21st Century, the the world that we live in will need to change; it will need to become non-linear, like the computers that will help run it. This will ultimately force man to change; he will need to learn how to survive in his new world and he will turn to this new medium for knowledge. I can only hope that the application that I have developed will allow this learning, or re-learning, process to begin. As I developed AdTech I felt obligated to make it a tool for learning, both about advertising (the content) and technology (the medium); because I understand the growing need for change. The Information Superhighway is just around the corner and only a handful of people really know how to navigate on, or through, it.

As I developed the application I became excited by the endless possibilities that it could offer its users. The "web" concept, developed for the application, could be used in the future as a foundation for other interactive applications; its expandable nature makes it quite versatile for this new media format. As I developed the application I had to deal with the limitations, and linearity, of HyperCard; the base application used by my network. I was attempting to create a non-linear environment within the structure of Hypercard's linear environment; a feat which most individuals wouldn't begin to understand. Because I'm able to conceptualize and abstract my thoughts in a non-linear way, possibly because I grew up using computers, I was able to manipulate Hypercard so that it would act non-linear, even though it remained linear.

In the beginning of AdTech's development I focussed much too much on the medium and conceptualization of the application and not enough on the content of the application; this was due, partly, because of my fascination with the new technology which I had within my grasp. I found myself interested in the structural development of the "web" concept and the possible uses for it in the future; this was one of the reasons that it took nearly an extra year to finish. On many occasions I found myself frustrated by both the limitations and linearity of HyperCard; I wanted to do more than HyperCard could handle. The limitations of current technology seemed to stifle much of what I wanted my to do yet I prevailed and completed my work; until I was satisfied.
The AdTech© Interactive Media Network is an application which is unique. It was created to allow its users to expand upon and develop the application in the future. The application, as it stands, has the ability to teach and, in essence, learn from its future users. With continued use, AdTech© can become a vast storehouse of knowledge and wisdom which can be used to educate and develop the minds of its future users; specifically those individuals who wish to learn about advertising, semiotics, and interactive media. At first, I was unsure of the amount of use that my application would get in the future; I wasn’t sure if the amount of time and energy that I had put into the application was actually worth it. Dr. Zakia has informed me that my work will be used in his “Theory and Methodology” seminar in the future. Upon learning this I have found hope in the fact that my application will be allowed to develop in the way it was originally intended. I’m now fully satisfied with my work and my efforts. As I conclude this document, and thus my MFA Thesis, I know that my efforts were well spent.
Glossary

Abstraction:
Process of image development in which form becomes non-recognizable as representational reality.

Accumulation:
A grouping of different items that portray a feeling of abundance.

Addition:
Semiotic principle where one or more elements are added to a word, sentence, or image.

Additive:
Refers to a method of developing a form in which the syntactic elements are applied sequentially, one after the other until the form is completed.

Allusion:
Implied substitution. Same as identical.

Ambiguity:
Configuration of form in which the perception doesn't follow logical directions. Ambiguity, when built into a form, can create interest and memorability. In semiotics, it is considered to be vague, or open to interpretation.

Ampersand:
The concatenation operator (&) used to join together two or more strings.

Anacoluthon:
Impossible images, the use of montage, collage, etc. (i.e. Man Ray, Magritte).

Analog-to-digital:
Converts an analog signal representing some real-world quantity converted into a binary number that approximates its current value.

Anamorphic:
Producing or having different magnification of the image in each of two perpendicular directions. Distorted optical image.

Antanaclasis:
The adding of elements that create an illusion, or difference between appearance and reality (i.e. the works of Escher and Magritte), attention getter, seduces the eye.

Anthropomorphic:
Thought to have human feelings or characteristics while the subject has none. It could also pertain to a human form which is seen as genderless.
Antimetabole:
A condition in which one can find double meaning.

Antonomasia:
The substitution of an epitaph for a proper name (i.e. The Iron Lady= the Essex or Margaret Thatcher).

Application:
A program for some specific purpose, such as word processing, graphics, page composition, or telecommunication.

Archetypes:
An inherited idea or mode of thought in the psychology of C.G. Jung that is derived from the experience of the race and is present in the unconscious of the individual.

Artificial Intelligence:
Those human skills that illustrate our intelligence, e.g., understanding visual images, understanding speech and written text, problem solving.

Asyndeton:
One or more unconnected visual elements which are brought together to form a whole.

Asymmetry:
A form of balance in a graphic image or format in which the parts are unequal on either side of a central axis.

Audience:
Refers to the receivers of the image. This may either be individuals or groups to which the message is directed.

Balance:
The effect of a successful gestalt in the image or format. An overall sense of visual evenness in the format between components.

Bitmap:
An electronically displayed graphic image made up of a matrix of dots. Templates and preview images are bitmap images.

Bleed:
Term used to describe a printed image that extends to the trimmed edge of the sheet or page.

Body:
The main section of a brochure, book, article, or other text material.
Brochure:
A folded pamphlet or small booklet.

Bug:
A programming or scripting error.

Button:
A mechanism used for moving around a stack in HyperCard, SuperCard, and MacroMind Director.

Chiasmus:
Something is being exchanged where the grammar (content) is correct.

Circumlocution:
Part of the element is showing while the entire element is reflected in a mirror. The removal of all information except the most critical parts for identity.

Clipboard:
The holding place in the computer's memory for what you last cut or copied; a buffer area in memory.

Color:
A syntactic aspect of visual form which has as its dimensions hue, value, and chroma.

Comment:
Any information between the double-dash (--) and the end of a line within any handler, or any text in a script that's not part of a handler. Hypertalk ignores comments; they're strictly for the use of the scripter.

Common Contour:
A gestalt perceptual principle which concerns forms whose extremities share a single edge. Common contour can be a useful means of achieving ambiguity in a form.

Communication:
The purpose of graphic design is to facilitate messages and meaning for a purpose. This is communication.

Comp:
Traditionally, a designer's "comprehensive" sketch of a page design that shows the client what the final page will look like when it is printed.
Composition:
The layout or arrangement of elements within a format. It may be either formal (symmetrical) or informal (asymmetrical). An organization method must be used in determining how the composition works in communicating a message.

Computer Graphics:
The group of systems and programs that make or manipulate non-textual data like photographs, charts, or line drawings. The changes appear at once on a video display as they are made by the operator.

Content:
The substance of the message involved in an image. Content refers to the specific information that is communicated by the form.

Context:
The environment in which form is created. It may be positional (left to right), time-oriented (past to present), or sequential in other ways. The consideration given to context is a useful means of seeing conceptual relationships in form development.

Continuity:
A gestalt perceptual principle which refers to the enhancement of communication in forms which show continuous direction in their relationship. A series of dots might line up or a series of edges might align to provide continuity in a form.

Continuous Tone Image:
A photographic image that contains gradient tones from black to white. When you scan an image, it is converted from a continuous tone image to a halftone.

Contour:
Refers to the definition of the edge(s) or extremities of a form. May be defined by the line, shape, texture, or other means.

Contrast:
The ultimate difference in visual form (i.e. Black against white). Unity is the opposite of contrast. A visual effect in which a form is contrasted on a given edge to change from one extreme to another (i.e. Black shape on a white shape)

Default:
The initial setting of value or option. Used to describe the value(s) or mode(s) that is used in processing information when no other value or mode is specified.

Deselect:
To un-highlight a selection; to remove the insertion point from the Message box or a field (in hypercard).
Desktop Publishing (DTP):
The use of personal computers and software applications to produce camera-ready publications, finals, etc.

Dialog Box:
A window or full-screen display in response to a command that calls for setting options.

Didactic:
A form or message intended for instructional purposes.

Digital:
A method of data storage and/or transmission where in each code is given a unique combination of bits. Each bit generally indicates either the presence or absence of a condition (such as on-off, etc.)

Digitize:
To convert an image to a series of binary codes that can be stored in the computer. Digitizing equipment includes electronic drawing boards, flat-bed scanners, and video scanners.

Disk:
An information-storage medium consisting of a flat, circular, magnetic surface on which information can be recorded in the form of small magnetic spots.

Double Entendre:
The use of double imagery (reflections in a mirror) or the repetition of the same sounds in words.

Edge:
Refers to the limit or extremity of a form. It may be the dividing place between one element and another.

Element(s):
The parts, components, or variables of form within a format.

Ellipses:
The opposite of repetition, leaving elements out of an image without causing a problem with the closure of the image.

Equivocal:
A word or phrase susceptible to double interpretation.

Euphemism:
A soft way of saying something unpleasant. (i.e. "Your cat is dead, but your car is fine").
Evaluation:
The most basic purpose of all graphic design methodology is to develop the knowledge, skills, and sensitivities to be able to decide yes or no, in or out in any form or problem-solving situation.

False Homology:
The use of puns or wordplay in the creation of visuals.

Feedback:
Synthetic audio or visual imagery produced within equipment used without any dependence from external activity.

Field Dependency:
Deals with the environment within its horizontal and vertical context. Tilted items cause tension.

Figure/Ground:
The central Gestalt perceptual principle, Figure/Ground refers to the reading of a form either as figure (positive image) or ground (background or negative image). It is perceptually impossible to see both figure and ground at once. It means the same as positive/negative form.

File:
Named collection of information that resides on a disk.

Final (Final Comp):
The last stage of process leading to production of a finished piece be it a brochure, book, poster, etc. A slick (crisp, clean) comp created to represent the look of the final piece.

Font:
Refers to a computer generated alphabet that exists for visual communication. A high-tech version of a typeface.

Formalism:
Adherence to a prescribed or traditional form of design.

Format:
The space in which an image lives and works. In determining formats, the designer needs to be conscious that, in its most basic sense, the format is communicating a message by itself.

Framework:
Refers to the underlying grid structure of any graphic form. This structure may be conceptual first (a matrix) and then realized in form (a grid). Elements (such as type, symbols, shapes, etc.) are arranged according to the structural possibilities of the framework.
**Gestalt Principles:**

A series of perceptual laws that were identified by several German psychologists in the early 1900's. A working knowledge of these "organizational or grouping" laws allows the graphic designer to create form that takes into allowance the physiological ways that human beings perceive images.

**Global Variable:**

Variable whose value is available throughout HyperCard until you quit the program.

**Graphic Design:**

Imagery which, in an ideal sense, exemplifies a balance between aesthetics and information.

**Greek Text:**

Traditionally, a block of text used to represent the positioning and point size of text in a designer's comp of a design.

**Grid:**

A structural system or framework for organizing elements within a format. A grid can be conceptual (i.e. matrix), or physical (a typographic unit grid). It can be built upon typographic, compositional, or constructional bases. It can be regular, irregular, or progressive in rhythm. In the computer age a grid can be composed of a series of nonprinting horizontal and vertical lines shown on the screen that intersect (i.e. rule lines).

**Hairline:**

The thinnest rule possible; generally 0.25 point.

**Handler:**

Named group of hypertalk statements beginning with an on or function statement and ending with an end statement. The handler is the basic HyperTalk structure.

**Hard Copy:**

Information printed on paper, as opposed to being stored on disk.

**Hendiadys:**

Trying to visualize an abstract phenomenon. A connection between a concrete object and an abstract idea.

**Hologram:**

A visually "true" three-dimensional image recorded on a two-dimensional emulsion. The image is formed in the emulsion by interference between laser light reflected from the scene to be recorded and a laser reference light.

**Homology:**

Same meaning presented in successive images that are different.
Hyperbole:  
Form of exaggeration, something appears bigger than it really is.

HyperCard:  
An interactive media program used on the Macintosh Computer system.

HyperTalk:  
The object-oriented scripting language used in the automating of buttons, cards, and fields in Hypercard.

Icon:  
An image used as a graphic.

Iconic:  
A likeness of something. "It looks like..."

Implication:  
In ambiguous graphic forms, often an edge or contour is suggested by implication (i.e. gestalt principle of continuity or common contour). It is a useful construct that creates interest and memorability in a form because the audience is required to participate in the perceptual process.

Indexic:  
Points to something. (i.e. fingerprints, footprints, a wallet, etc. point to something that has been there).

Infrared:  
The part of the electromagnetic spectrum characterized by waves of lower frequency and longer wavelengths than those of visible light.

Interlocking:  
This refers to relationships of adjacent forms in an image. They may overlap, counter-change, or share a common contour.

Intuitive:  
Refers to a methodology or approach to design process which is largely subjective and relies upon emotional factors. It is useful to view intuitive processes as part of a cycle with systematic processes as its opposite.

Inversion:  
Inversion of identical elements.

Laser Printer:  
A printer that uses a laser to xerographically generate the image to be reproduced. Laser printers are typically the most sophisticated printers, often capable of producing both character and graphics images via raster image technology, often rivaling typographic quality.
**Layout:**
The process of arranging text and graphics on a page. Also, a sketch or plan for the page.

**Legibility:**
Refers to the recognizability or readability of a form in relationship to its purpose and context. It may be representational, abstract, or a point between but it communicates its intended message clearly.

**Leveling/Sharpening:**
Seeing more in an image after looking at it carefully.

**Litotes:**
A form of exaggeration, where the object appears smaller than it really is.

**Logotype:**
A type of graphic mark in which several letter forms or type forms are fused to create a new entity for identification purposes.

**Mach Band:**
When two colors butt up together and where a value difference is known (or the colors are complimentary) the common edge shows a visual vibration.

**Mechanomorphic:**
Human form created from mechanical images.

**Metaphor:**
A likening to something (i.e. He was a lion in battle or light as a feather).

**Methodology:**
This refers to the process or method by which a designer works. It may be systematic, intuitive, or a combination. Methodology is also referred to as a systematic and logical process for controlling change.

**Metonymy:**
Things are different but connected. An associated detail is used to invoke an idea.

**Noise:**
Anything that interferes with the audiences reception and recognition of the message. Noise usually occurs within the medium of transmission.

**Object:**
Hypercard unit capable of sending and receiving messages.
Opposites:
Refers to a theoretical mind set by which ideas can be developed by placing them in a context of polar opposites (i.e. simple to complex, or light to dark).

Opposition:
Same as opposites. Refers to a global theory of opposition" which has been in evidence through history. Semiotically, it represents an item taken out of its original context (or environment) and placed into another.

Organic:
Refers to a form which is derived from natural or organic sources rather than mechanical ones. Organic is the opposite of geometric form.

Overlay:
A transparent acetate or tissue covering over a printed page, where color indications and other instructions to the offset printer are written.

Oxymoron:
A complete contradiction within a statement (i.e. Jumbo Shrimp).

Paradox:
Contradictory statement. "lose weight while eating all you want."

Perception:
Refers to form which is based on cognitive considerations such as Gestalt Principles.

Periphrases:
A roundabout way of saying something unpleasant.

Positive/Negative:
Same as figure ground... Positive/Negative refers to the reading of a form either as positive (figure) or negative (ground or background image). It is perceptually impossible to see both positive and negative at once.

Pragmatic:
Factors which relate to the functionality of the visual communication (i.e. legibility).

Preterition:
Where the image feigns something that it is not (false modesty). It feigns a secret or suggests hidden detail.

Process:
A critical facet of graphic design which describes the intangible stages and methods used in form making as applied to communication.
Proof:
A copy of typeset materials used for proofreading, corrections, and alterations.

Proportion:
A comparative relationship based on geometric progression.

Proximity:
A gestalt principle which means that forms which are arranged near each other are perceived as a unified entity.

Readability:
Refers to the extent that the image is legible and thereby understandable.

Read Only Memory (ROM):
Memory whose contents can be read, but not changed; used for storing data.

Refinement:
The part of the image development process which involves the final stages of detailed articulation.

Repetition:
The addition of identical elements (i.e. repeating shapes, words, etc).

Resolution:
The number of dots per inch (dpi) used to represent an alphanumeric character or graphics image.

Return:
To evaluate an expression and pass its value to the calling function. As a noun, it refers to the return key.

Scanner:
An electronic input device that converts analogue images, such as photographs, line art, or typographic copy into a digital data file that can be manipulated as an electronic display image.

Script:
Collection of handlers and comments associated with a particular object.

Semantics:
Having to do with the intended meaning and significance of a visual communication message.

Semiosis:
A process in which something functions as a sign.
Semiotics:
The theory of semiotics describes the process of how people represent and interpret information, and helps identify logical relations of parts that interest in forming meaning. The theory of sign and symbol and their function in both artificially & naturally constructed languages comprising: Syntactic (visual grammar), Semantics (meaning), and Pragmatics (context).

Signifiers:
Representatives of the concept used in the communication or design.

Similarity:
A gestalt principle which means that humans prefer forms or elements that can be perceived because they share a formal likeness (i.e. same shape, size, color, etc.)

Stat (Photo Stat):
A photographic copy of type or art in the same size or a different size than the original.

Static:
A visual situation in which an evenness is maintained to the point where an image may not be as interesting because of its lack of contrast or dynamism. The rhythmic interval of regularity tends to become static in effect.

Suspension:
Holding back a part of the message for later. The creation of a cliffhanger.

Symbol (Symbolic):
A agreed upon convention. (i.e. a cross is symbolic of Christianity, apple pie could be a symbol of America).

Synecdoche:
The creation of closure when only a part of the object is shown.

Synergy:
A collaboration between or combination of forces that creates a result greater than the sums of the separate, individual, contributions.

Synesthesia:
The process in which one type of stimulus produces a secondary, subjective sensation, as when a color evokes a specific smell.

Syntax:
The grammar of visual communication (i.e. line, shape, etc.).

Syntactic:
Having to do with the grammar or structure of information.
Synthesis:
This means the bringing together of ideas, images, or elements into an integrated whole.

Tautology:
Saying something in a way that has another meaning where the second use is not obvious. It usually creates an atmosphere of redundancy (i.e. A Volvo is a Volvo).

Template:
A standardized format tool by which duplicates can be easily created. A page layout file containing the layout grid, master pages, estimated number of pages, boilerplate text, and graphics for a periodical or book.

Theory:
A set of generalizations related by a net of deductive thinking and arrived at by discovery, verification, and comparison.

Theriomorphic:
Having a scary or frightening form.

Tonality:
An actual or implied value of lightness or darkness in the form created. Controlled tonality can be a useful visual variable in achieving unity or contrast.

Typeface:
Refers to an alphabet that exists for visual communication. Helvetica, Univers, and Standard are all sans serif typefaces.

Thumbnail:
A miniature copy or sketch of a page, graphic, etc., that is used to generate ideas in the creation process. Refinements later lead to comps and finals.

Visual Language:
The formal aesthetic communications system used in graphic design.

Visual Priorities:
An effective image will show a hierarchy of visual importance among its elements. The reader is led through the design from most important elements to lesser ones. This prioritization can happen because of size, color, position, or other variables alone or in combination.

Visual Rhetoric:
The study of the visual elements used in design and public showing, such as content, structure (layout), cadence (rhythm), and style. There are four rhetorical operations: Addition, Subtraction, Substitution, Exchange of visual elements.
Weight:
Typographically, weight refers to the relative lightness or darkness of a
typeface/font (i.e. Helvetica extra bold is a heavier weight than Helvetica
regular or light).

Windoid:
The message box, tool, or pattern windows after they've been torn off the menu
bar or any palette.

XCMD (External Command):
The resource type for, and popular name given to, an external command.

XCFN (External Function):
The resource type for, and popular name given to, an external function.

Zoomorphic:
Having the form of an animal.
Seeing animals in inanimate objects and forms.


Design Studio Vers. 1.01. 1986.


QuarkExpress vers. 3.2. Quark Inc. 1990


in search of lost women

ROUGHLY TWO YEARS AGO, I was having brunch with a couple of editors from Harry Abrams. I'd been asked by a rather august group called the Documents of American Design Inc. to write one of the volumes of their Masters of American Design series. The Documents group, which I was in the company of Sam Amstutz, Peter Bradford, Seymour Chwast, Richard Coyne, Alan Eisenman, Steve Heller, Will Horgan, Martin Moskovitz, and Richard Saul Wurman, had commissioned authors to write books about Alexey Brodovitch, Frederick R. Robb, and The New York Times. I was to be the author of the monograph on Will Burtin.

Burtin, you'll recall, did some wonderful work in the Forties on Fortune and in the Fifties on Esquire, a magazine published by Condé Nast. He was also the second husband of Coco Chanel, a woman who was getting on in years, was a little confused. She believed that Burtin wanted to do a book on her and her work. Of course, that wasn't the case, the editor told me, but somehow we would handle the situation. The contract was supposed to be issued promptly. And I was waiting to finalize the deal before I did any more preparatory research. I didn't want to interview Priests or anyone else until I agreed to the terms. In book publishing, things move slowly and it took a year for a contract to be issued. During that year, Coco Priests died.

When I read her obituary in the Times, I thought back on the lunch. I had been annoyed by the assumption that of course we weren't doing a book about her. But I'm more point-blank than I am patient. I have a test and worry about how I'm holding my folks. So I didn't say anything. The "of course" is what bothered me then and still bothers me now. Is Coco Priests any less a Master of American design than Saul Bass or Gene Fel Federico?

I WONT WRITE A BOOK about Will Burtin in part because the contract was problematic, but more than that, because I don't believe in that theory of history. The Masters Theory. The Great Man Theory. I don't believe that profiling Masters elevens if the masters are weighted is the most illuminating approach to design history. Monographs rarely reveal much about the designers of the design. Design, if we're being honest, is rarely about great individuals. It's about great collaborations—between designers, between designers and clients, between designers and other creative professionals—in great circumstances.

The monograph is a little portrait, a form of mythmaking. It sells, I'd like to see a designer of the design move to the public and to prospective clients and have a way of taking off. It just disappears.

The message of the monograph with its big, beautiful pictures is that if you have a great designer and give him free reign, your company's collateral material will be important enough to be commemorative in a handsome hardbound edition. Living designers who, one way or another, get their own monograph published are consciously securing a place for themselves in design history.

IF YOU LOOK at the Art Directors Club of New York awards from the Forties and Fifties, you'll notice that as many as 10 percent of the design entries were women. If you check the books on design history, there is a small problem. There were also many women who were unacknowledged in design. Some, like Alexey Brodovitch, have a somewhat larger problem. Someone named John Ryan won a medal from the Art Directors Club of New York in 1934 for her achievements as an art director. The award was supposedly presented to an art director. She was not identified as having been an art director. It just disappeared.

EMMY ZWEYBRICHLUCK, BY CONTRAST, was a progressive, innovative corporate designer. She was the director of the American Cyanamid Company. The "all woman issue" of Print magazine published in 1959 featured an article on Zwey- buck and the company. The introductory editorial to the issue said: "The company's art director, Vicky Kopta, of Zweybruck, whom we had met at one of the first AIGA design conferences, is put in charge of a bold program of integrated design. She conceived Charles Eames, Alex Lustig, and other distinguished designers to work on special publishing, packaging, and decoration projects for the company, which to date has included a vast number of advertising materials, a series of public service advertisements, a series of booklets, and a range of imaginative and consistent design planning."

Emmy Zweybrick was an artist. She was not an editor. She was not an art director. She was not an editor of the American Cyanamid Company. She was not even an art director. She was not, in fact, a woman who, if we're going to judge her according to the standards of the Masters Theory, was a Master of American design.

DESIGN, ESPECIALLY MAGAZINE DESIGN, is often a collaborative process, and the people who are in the lower echelons rarely get lost. Associates and assistants, men and women, are more or less anonymous. But Buck and Bass- man, in particular, were more than lowly assistants. They were true collaborators and deserve their share of credit and attention. Their careers were more than just footnotes to the careers of great men.

Social change was something that began at Condé Nast and Harpers, not just in the art departments, but in all the departments, because those publishers gave women positions of authority. The period from the mid-Forties through the Fifties, was a good time for women in design, particularly in magazines. Alexey Brodovitch at Harper's Bazaar and Alexander Liberman at Condé Nast both hired women to be art directors in their own right, and co-art directors. Alexander Liberman and Priscilla Press were appointed executive art directors in the annuals of the period for some of the most memorable design done under Liberman's regime. Earlier, in the Forties, Press was listed on the line below Liberman as art editor, but later she was placed on the same line as art director like Fred Sande at Glamour or Vogue's Associate Fashion Editor at Harper's Bazaar. A life and a career, in some ways, came second. And somehow, even if it isn't the same line as the first name, the second name has a way of taking off. It just disappears.

The column was adapted from a talk given by Karrie Jacobs at the 1992 Graphic Design History Symposium sponsored by the School of Visual Arts.

by Karrie Jacobs
Thesis Ideas

- Collaborations
- Star Wars (Heroes Jouney)
- ETHics in Video Media
- Cipe/will/bill Archive
- Spirit (Solar promo)

Communication Technology (fusion of AD, Photo Printing)

Aspire more
Multimedia Design Program

The development of high technology has opened new creative frontiers in education and communication. Visual, auditory and textual material may now be combined and presented in a way that responds to the unique needs and desires of each individual user. Mass media, such as radio, television and motion pictures are all premised on producing a single presentation for a group of viewers or listeners to passively absorb. The new technology makes it possible for the recipient of multimedia communication to become an active participant in the communication through responses, decisions and requests which are allowed and accommodated by the design of the multimedia presentation. This new participatory dimension to electronic communication has created new opportunities and challenges for the media designers of tomorrow.

Students will become familiar with the fundamentals of the technology and the design issues raised by multimedia technology in a series of three courses, Multimedia Fundamentals, Multimedia Design and Multimedia Project. In addition, Communication Theory will address fundamental issues of human communication and Law and Ethics in Interactive Media will explore the legal and ethical issues raised by multimedia.

Communication Theory
Course Number 04-02-766-02
3 Credit Hours
Fall 1992

"The medium is the message." Marshall MacLuhan said. In Communication Theory students will learn how the form of communication affects its content and which forms are best suited for different kinds of messages. Examples will be studied and analyzed from a variety of contexts, including speech, text, the use of images, television, radio, film and multimedia. Classes will consist of lectures and group discussions of assigned readings and topics. Students will read on the subject of communication and communication theory from an assigned text and from other sources of the students' choosing. Students will also complete a course project related to communication theory.
"The medium within the medium is a handy device for conveying the separation of microtime and macrotime realities, or vicarious and real experience, but the outer layer, the real experience must still be presented within the medium."

J. Ciampa

The piece exists in the mediate storage class/Plastic Arts-Movie. The compound (subform) is a merging of painting, photography, and movie. The movie connection is illustrated by the arrangement, interplay and sequencing of the images, as opposed to random selection. In the movie, as in dream life, there exists jump cuts and dissolves. Simultaneous and serial processing of images (the quickness of projection and the linear structure) and the organization of visual information, puts expression in the communicator's control.

The compound is painting, photography, movie. The images were painted photographs/negatives. The desire is to communicate, in a non-verbal way to the 'old brain' area (the primordial mind) where the image impacts instantaneously on a gut level and washes the body with emotion.
Advantage & Technology

1. Technology
   1a. Case studies
       1a. VW, Absolute, IBM, Ford

2. Print media
3. Radio media
4. TV/video media
5. References/Bibliography
6. Glossary
7. User comments
8. Computer media
9. Ad creative - The "How To of Advant"

Types of ads
- Transportation: shoes, buses, cars, etc.
- Beverage: soda, beer, liquor
- Clothing: women's, men's, children
- Medication: aspirin, pain-killers, cough/cold

1. Self promo
2. Product promo
3. Local ad
4. National ad
Legacy of GD

Timeline - Tech - Design

Use of Grids
Compile Ads/campaigns (print/video)

Hypermedia application (tool for design)

Hypertext

Screen design

Revise proposal

(New Technologies)

CD-I
Hypercard
CD Book “Alive to Ocean” (Visual)

Art Index

Hypermedia

Intraactive media

Screen design

Show #2

or

Show #3 (Option 8)
The Map of Media: understanding the contexts for communications
1. Accumulation
2. Addition
3. Ambiguity
4. Anacolouthon
5. Antimetabole
6. Antonomasia
7. Asyndeton
8. Chiasmus
9. Circumlocution
10. Defoe Entente
11. Ellipse
12. Equivocal
13. Emphasis
14. False Horology
15. Hedronody
16. Hyperbole
17. Identical
18. Inversion
19. Litotes
20. Metaphor
21. Metonymy
22. Metaphor
23. Oxymoron
24. Paradox
25. Periphrasis
26. Paraphrase
27. Repetition
28. Simplicity
29. Suspension
30. Synecdoche
31. Tautology
L. Minford - "Art & Techniques"

- use of white space
- line work
- separation

- linear static media
- volume
- layout

- dynamic media
- motion

Target message

Technology in the database, made possible by books, sales may with advent.

*The illuminated manuscript - vs. The ad.

Photo novel - really

Print is a secondary element in print ad.

"McLean - "The medium is the message" & in understanding media

T.V. - dynamic - vs. (nes)

Tech effects, advertising and adverst on public

*Composed Text/image juxtaposition

Focus - Focal press
Language developed from image, it now is returning through the nature of image + text, language abstracted.

2D screen → 3D (implied) → 4th dim (responsive system)
How with this effect design.

Use of Tech in Video

Visual of Semiotic Imagery
Explanation

Screen design —

object vs subject.

Use of Tech in Image

Art + Text.
The difference between psychology of book and computer.

Physical vs. computer.

Difference is aesthetics from page to screen; stationary vs. transient.
Date Submitted  7/8/93
Student's Name  STEVEN BucCELlO  Ph 271-3233
SS #  123-62-3011  Program  FADC-6
Quarter(s) Lab To Be Used Summer
Hours Per Week Expected Lab Usage 10 only 4 hrs. can be credited
Project Description:  This project is dealing with the
use of advertising and technology in society today.

Hardware/Software/Supply Resources To Be Used:
Mac II, monitor, printer, Photoshop, Quark Exprees, etc.

I request that the above student be granted permission to use the
IEPL facilities for this project.

Faculty Sponsor Signature  7/8/93
SPHS Department Approval  7-9-93

Comments (if necessary)

Thank you - E. Remnit

Distribute Copies To:  IEPL Manager  Student
                      Faculty Sponsor  SPHS File
Thesis proposal for Master of Fine Arts Degree

College of Imaging Arts and Sciences
Rochester Institute of Technology

Title: Technological Advancements and The Future of The Advertising Media

Submitted by: Steven Buccellato

Thesis Committee:
Chief Advisor: Roger Remington
Associate Advisors: 1. 2. 3.

Department Approval: Signature: Date:

Approval, Special Assistant to the Dean for Graduate Affairs:
Signature: Date:

Computer needs: The computer will be used as a word processing tool, a storage device for collected data, a type generation tool, and possibly as a tool for design using interactive media. Other materials which may be needed are SyQuest drive, color scanner, Cannon Still Video cameras and accessories, possibly a Scitex image scanner, CD-ROM, etc.

Committee Approval: Date:
The field of Graphic Design is presently in a period of transition. It has slowly been merging with the fields of Photography and Printing through technological advancements within the mediums of still video, computers graphics, CD-ROM, etc. These technologies have opened new doors in the field of Graphic Design and especially within the realm of advertising.

The purpose of this thesis is to explore the use of technology throughout the history of advertising. I will examine the relativity between the growth of advertising through the ages and how it has been effected by new mediums which were introduced to it. I will try to answer various questions dealing with communication through advertising. How has technology helped in the development of the advertising media? What has caused the need for growth? Where might the field of advertising be heading in the future? How will the general public react to the new technologies? How is the public reacting to the use of computer generated commercials which are being aired today?

Through various research methods (ie. mind maps, matrix studies, text and magazine reference, etc.) I will find pertinent information dealing with the above topic. I will attempt to correlate the information gathered and create an application (ie. poster series, multi-media design application, etc.) which will be appropriate for the above topic.
Thesis proposal for Master of Fine Arts Degree

College of Imaging Arts and Sciences
Rochester Institute of Technology

Title: Technology and Advertising

Submitted by: Steven Buccellato Date: 09/15/92

Thesis Committee:
Chief Advisor: Roger Remington
Associate Advisors: 1. John Ciampa
2. Jack Slutsky
3. Richard Zakia

Department Approval:
Signature: Date:

Approval, Special Assistant to the Dean for Graduate Affairs:
Signature: Date: 9/16/92

Computer needs: The computer will be used as a word processing tool, a storage device for collected data, a type generation tool, and possibly as a tool for design using interactive media. Other materials which may be needed are SyQuest drive, color scanner, Canon still video cameras and accessories, possibly a Scitex image scanner, CD-ROM, etc.

Committee Approval: Date: 9-21-92
The field of graphic design is presently in a period of transition. It has slowly been merging with the fields of photography and printing through technological advancements within the mediums of still video, computers graphics, CD-ROM, etc. These technologies have opened new doors in the field of graphic design and especially within the realm of advertising.

The purpose of this thesis is to explore the relation of technology and advertising. I will examine the relativity between the growth of advertising through the ages and how it has been effected by new mediums which were introduced to it. I will try to answer various questions dealing with communication through advertising. How has technology helped in the development of the advertising media? What has caused the need for growth? Where might the field of advertising be heading in the future? How will the general populace react to the new technologies? How is the public reacting to the use of computer generated commercials which are being aired today?

Through research methods (ie. mind maps, matrix studies, text and magazine reference, etc.) I will find pertinent information dealing with the above topic. I will attempt to correlate all information gathered and create a critical application (ie. poster series, multi-media design application, etc.) which will be appropriate for the above topic.
September 23, 1992

MEMO:

To: Steven Buccellato
From: Robert P. Keough, Professor Graphic Design
Subj: Thesis Proposal

I have reviewed your thesis proposal there is some equipment on your proposal that is not in your area and you should work with Carlos for the color scanner, people in Electronic Still Video for the canon still video equipment, Joe Noga in printing for the Scitex equipment and maybe AVI on the CD-ROM to make sure that the equipment you need is available. Having your thesis approved does no insure access to this equipment.

Thank you

cc: R. Roger Remington
Components of a project proposal/plan

1. **Project Title**  
2. **Client and address**  
3. **Designer and address**  
4. **Problem Statement or project description**  
   (The problem & its setting, including audience, context)  
5. **Documentation of Need or Situation Analysis**  
   (Including initial assumptions and importance of study to the designer, to the discipline, and to the society)  
6. **Mission Statement**  
7. **Goal(s)**  
8. **Objectives**  
   (Including subproblems)  
9. **Processes and Strategies**  
   (Methodology for gathering info, for analyzing info, for generating solutions and for evaluation)  
10. **Time/Implementation Plan**  
11. **Pragmatic considerations**  
   (i.e. estimated budget, resources needed, etc.)  
12. **Dissemination**  
13. **Evaluation Plan**  
14. **Bibliography**  
15. **Glossary of Terms**

** Draft 4 - RRR/DB - 10/14/91 **
Specify Preliminary Design Criteria

The purpose of specifying "design criteria" is to assist in the development of relevant project goals. After your initial client meeting you should be able to determine what some project criteria may be. Keep in mind the problem to be solved through your efforts, the constraints already defined, the client's expectations of your performance, as well as anything else relevant to this particular assignment.

Preliminary Design Criteria

Advertising:
To create a series of images or a multimedia program that deals with the growth of tech. and advertising.
To appeal to the field of art direction.
To understand the relation between advertising and technology.
To allow the artist of today prepare for the changes in the future.
To address the possibilities of advertising in the future.
To expand the understanding of today's communication field.

Write a project Mission Statement

The ideal "Mission Statement" will address the following issues:


Who is the target audience?
What will your project do?
When will the project be complete?
Where will the project be implemented?
Why are you proposing the project?
How are you going to accomplish the project?

A Mission Statement is a very general, brief statement of intent. It should not exclude any possible outcome of the project, and be in the broadest of terms. Allowing for multiple interpretations is appropriate at this stage of the proposal. By filling in the blanks of the following statement you will develop an effective Mission:

"A/the _ mission is a _ , that will _ to this end _ ."

Mission Statement

The target audience will consist of advertisers and art directors. The project will help in defining the growth of advertising through technology. The project will be completed by the middle of spring quarter 1992. The project will be shown at the opening of the fine arts Thesis show. I would like my project to address the use of new technology in the advertising media. I will create a series of posters or an interactive media program which can be used by Advertisers.
Project Title: Advertising and Technology

Client: Advertisers, Art Directors, and other Graphic Artists

Designer: Steven Buccellato  
240 Maybury Ave.  
Staten Island, NY 10308  
(718) 356-5490

Mission Statement:
Advertising and Technology is an interactive media application (or poster series) that will explore the history, current practices, and future uses of technology in advertisements to help advertisers, Art Directors, and other Graphic artists use new technologies to create more interesting, comprehensive visuals for commercial advertising.

Documentation of Need: The field of graphic design is presently in a period of transition. It has slowly been merging with the fields of photography and printing through technological advancements within the mediums of still video, computers, graphics, CD-ROM, etc. These technologies have opened new doors in the field of graphic design and especially within the realm of advertising.

Problem Statement: The purpose of this thesis is to explore the relationship of technology and advertising. I will examine the relative growth of advertising through the ages and how it has been affected by new mediums which were introduced to it. I will try to answer various questions dealing with communication through advertising: How has technology helped in the development of the advertising media? What has caused the need for growth? Where might the field of advertising be headed in the future? How will the general populace react to the new technologies? How is the public reacting to the use of computer-generated commercials which are being aired today?

Through research methods (ie. mind maps, matrix studies, text, magazine reference, etc.) I will find pertinent information dealing with the above topic. I will attempt to correlate all information gathered and create a critical application (ie. poster series, multi-media design application, etc.) which will be appropriate for the above topic.
Components of a proposal:

Submitted to: R. Remington

Project Title: Marketing Design and Technology

Client: advertisers, art directors, and other imaging artists

Designer: Steven Buccellato
240 Maybury Ave.
Staten Island, NY 10308
(718)355-5490

Documentation of Need:
The field of graphic design is presently in a period of transition. It has slowly been merging with the fields of photography and printing through technological advancements within the mediums of still video, computers graphics, CD-ROM, etc. These technologies have opened new doors in the field of graphic design and especially within the realm of marketing design.

Problem Statement: This thesis will explore the relationship of technology in graphic (marketing) design. It will examine the relevancy between the growth of marketing design through the ages and how it has been affected by the new technologies introduced to it. It will answer questions about communication in design and how technology has helped develop many media forms. What has caused the need for growth? Where might the field of marketing design be heading in the future? How will the general populace react to new technologies or the combination of technologies in design?

Mission Statement: Advertising and Technology is an interactive communications program that will explore the history, current practices, and future uses of technology in marketing design to the end that advertisers, art directors, and other imaging artists can use new technologies to create more interesting, comprehensive visuals in the future.

Goals:

1. To provide the user with a short history of technology and design.
2. To explore the use of technology in the realm of design.
3. To research and analyze the semantic issues of technology in design.
4. To compile information gathered into an interactive communications program.
5. To provide the user with a systematic way to use the pragmatic information gathered.
6. To evaluate the application through various means.

Objectives:

Objectives for goal #1:
1.0 - To develop an accurate timeline for the history of technology.
1.1 - To develop an accurate timeline for the history of design.
1.2 - To combine all pertinent information retrieved from the above timelines.
1.3 - To extrapolate all information gathered in a new and improved timeline.
1.4 - To write a brief summary of the history of technology and design.

Objectives for goal #2:
2.0 - To cite any historical references that deal with both technology and design.
2.1 - To investigate the correlation between technology and design throughout history.
2.2 - To differentiate between the "need for growth" and the "want for growth" in technology and design.
2.3 - To justify the "needs" from the "wants" in the above.
2.4 - To identify the difference between "needs" and "wants" in the above.

Objectives for goal #3:
3.0 - To evaluate gathered information.
3.1 - To summarize all semantic issues dealing with technology and design.

Objectives for goal #4:
4.0 - To create an interactive communications program to be used by imaging artists.

Objectives for goal #5:
5.0 - To arrange all information gathered into a complete package for easy retrieval.
5.1 - To formulate a method of information retrieval for the user.
Objectives cont.

Objectives for goal #6:
- 6.0-To construct a means of evaluation for the project.
- 6.1-To conduct a survey about the project.
- 6.2-To predict the outcome of the survey based on current knowledge.
- 6.3-To gather all information requested from the survey.
- 6.4-To sort the various parts of information gathered.
- 6.5-To compare the results of the survey with the predicted outcome.
- 6.6-To translate the results into an appropriate form.
- 6.7-To suggest other possible uses for the project.

Processes and strategies:

Through research, I will find pertinent information dealing with the above topic. I will attempt to gather and correlate all information necessary to create a critical application which will be appropriate for use with the above project. I will predict the outcome of and plan a formal evaluation process for the project. I will re-evaluate and suggest other uses for the information gathered.

Timeline:

1. Get dates (Dec.)
2. Rough copy
3. Write draft
4. Final draft
5. Submit to client
6. Finalize
Components of a proposal:

Project Title: Marketing Design and Technology

Client: Advertisers, art directors, and other imaging artists

Designer: Steven Buccellato
240 Maybury Ave.
Staton Island, NY 10308
(718)956-5599

Documentation of Need: The field of graphic design is presently in a period of transition. It has slowly been merging with the fields of photography and printing through technological advancements within the mediums of still video, computers graphics, CD-ROM, etc. These technologies have opened new doors in the field of graphic design and especially within the realm of marketing design.

Problem Statement: This thesis will explore the relationship of technology in graphic (marketing) design. It will examine the relativity between the growth of marketing design through the ages and how it has been effected by the new technologies introduced to it. It will answer questions about communication in design and how technology has helped develop many media forms. What has caused the need for growth? Where might the field of marketing design be heading in the future? How will the general populace react to new technologies or the combination of technologies in design?

Mission Statement: "Marketing and Technology" is an application program that will explore the history, current practices, and future uses of technology in marketing design to the end that advertisers, art directors, and other imaging artists can perform from an informed point of view.

Goals

1. To provide the user with a short history of technology and design.
    1.1 To develop an accurate timeline for the history of technology.
    1.2 To combine all pertinent information retrieved from the above timelines.
    1.3 To extrapolate all information gathered in a new and improved timeline.
    1.4 To write a brief summary of the history of technology and design.

2. To explore the theories of technology in the design.
    2.1 To investigate the correlation between technology and design throughout history.
    2.2 To differentiate between the "need for growth" and the "want for growth" in technology and design.
    2.3 To justify the "needs" from the "wants" in the above.
    2.4 To identify the difference between "needs" and "wants" in the above.

3. To research and analyze the methodologies of semantic issues of technology and design.
    3.1 To summarize all semantic issues dealing with technology and design

4. To compile information gathered into an application program.
    4.1 To create an interactive communications program to be used by imaging artists.

Objectives

1. To research the History of technology and design.
2. To correlate info into a usable form for application purposes.
3. To produce a usable product for use by image makers.
Goals

4.0 To study the use of the application in the final stages.
4.1 To apply pertinent info gathered into a usable application (i.e. use of grids, type, etc.)

5-To provide the user with a systematic way to use research gathered on pragmatic issues in technology and design.
   5.0-To arrange all information gathered into a complete package for easy retrieval
   5.1-To formulate a method of information retrieval for the user.

   5.0 To survey pragmatic issues within technology and design

6-To evaluate the application through various means.

   6.0-To construct a means of evaluation for the project
   6.1-To present all information in a formal manner.
   6.2-To predict the outcome of the evaluation process
   6.3-To gather all information from evaluation.

   6.0-To conduct a survey about the project.
   6.1-To sort the various parts of information gathered.
   6.2-To compare the results of the survey with the predicted outcome.
   6.3-To translate the results into an appropriate form.
   6.4-To suggest other possible uses for the project.
Project Title: Marketing Design and Technology

Client: Advertisers, art directors, and other imaging artists

Designer: Steven Buccellato
240 Maybury Ave. 61 Turner St
Staten Island, NY 10308 14619
(718)356-5490 (716)328-9071

Documentation of Need: The field of graphic design is presently in a period of transition. It has slowly been merging with the fields of photography and printing through technological advancements within the medium of still video computers. Graphics - COMMUNICATION. These technologies have opened new doors in the field of graphic design and especially within the realm of marketing design.

Problem Statement: This thesis will explore the relationship of technology in graphic (marketing) design. It will examine the relativity between the growth of marketing design through the ages and how it has been affected by the new technologies introduced to it. It will answer questions about communication in design and how technology has helped develop many media forms. What has caused the need for growth? Where might the field of marketing design be heading in the future? How will the general populace react to new technologies or the combination of technologies in design?

Mission Statement: "Marketing and Technology" is an application program that will explore the history, current practices, and future uses of technology in marketing design to the end that advertisers, art directors, and other imaging artists can perform from an informed point of view.

Goals Objectives Processes and Strategies

1.0-To provide the user with a short history of technology and design.
1.1- To develop a concise timeline for the history of technology.
1.2- To develop a concise timeline for the history of design.
1.3- To combine all pertinent information retrieved from the above timelines.
1.4- To expand all information gathered in a case-study format.
1.5- To write a brief summary of the history of technology and design.
1.6- To research the History of technology and design.
1.7- To correlate into a usable format for application purposes.
1.8- To produce a usable product for use by image makers.

2.0-To explore the theories of technology in design.
2.1- To cite any historical references that deal with both technology and design.
2.2- To investigate the correlation between technology and design throughout history.
2.3- To differentiate between the "need for growth" and the "want for growth" in technology and design.
2.4- To justify the "needs" from the "wants" in the above.
2.5- To differentiate the difference between "needs" and "wants" in the above.
2.6- To research the "need" for technology in design.
2.7- To research the "want" for technology in design.
2.8- To correlate the "needs" and "wants".
2.9- To survey the correlated results.

3.0-To research and analyze the methodologies of semantic issues of technology
3.1- To evaluate gathered information.
3.2- To summarize all semantic issues dealing with technology and design.
3.3- To survey semantic issues dealing with Technology and design.
3.4- To correlate all pertinent info into a usable format.
4.0-To compile information gathered into an application program.
4.1-to create an interactive communications program to be used by imaging artists.
4.2 To study the use of the application in the final stages.
4.3 To apply pertinent info gathered into a usable application (ie. use of grids, type, etc.)
5.0-To provide the user with a systematic way to use research gathered on pragmatic issues in technology and design.
5.1-To arrange all information gathered into a complete package for easy retrieval
5.2-To formulate a method of information retrieval for the user.
6.0-To evaluate the application through various means.
6.1-To construct a means of evaluation for the project
6.2-To present all information in a formal manner.
6.3-To predict the outcome of the evaluation process
6.4-To gather all information from evaluation.
   6.5-To conduct a survey about the project.
   6.6-To sort the various parts of information gathered.
   6.7-To compare the results of the survey with the predicted outcome.
   6.8-To translate the results into an appropriate form.
   6.9-To suggest other possible uses for the project.

<table>
<thead>
<tr>
<th>Time Implementation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1992-93 Timeline for Thesis</strong></td>
</tr>
<tr>
<td><strong>Fall Quarter</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Glossary

**Analog-to-digital converter**
Converts an analog signal representing some real-world quantity into a binary number that approximates its current value.

**Application Program**
A program for some specific purpose, such as word processing, graphics, page composition, or telecommunication.

**Artificial Intelligence**
Those human skills that illustrate our intelligence, e.g., understanding visual images, understanding speech and written text, problem solving.

**Bitmap**
An electronically displayed graphic image made up of a matrix of dots. Templates and preview images are bitmap images.

**Bleed**
Term used to describe a printed image that extends to the trimmed edge of the sheet or page.

**Body**
The main section of a brochure, book, article, or other text material.

**Brochure**
A folded pamphlet or small booklet.

**Button**
A mechanism used for moving around a stack in HyperCard, SuperCard, and Macromind Director.

**Clipboard**
The holding place in the computer's memory for what you last cut or copied; a buffer area in memory.

**Comp**
Traditionally, a designer's "comprehensive" sketch of a page design that shows the client what the final page will look like when it is printed.

**Computer graphics**
The group of systems and programs that make or manipulate nontextual data like photographs, charts, or line drawings. The changes appear at once on a video display as they are made by the operator.

**Continuous tone image**
A photographic image that contains gradient tones from black to white. When you scan an image, it is converted from a continuous tone image to a halftone.

**Default**
The initial setting of value or option. Used to describe the value(s) or mode(s) that will use in processing information when no other value or mode is specified.

**Desktop publishing**
The use of personal computers and software applications to produce camera-ready publications.

**Dialog box**
A window or full-screen display in response to a command that calls for setting options.

**Digital**
A method of data storage and/or transmission wherein each code is given a unique combination of bits. Each bit generally indicates either the presence or absence of a condition (such as on-off, true-false, etc.).

Bibliography

**Project Title:**
Marketing Design and Technology

**Client:**
Advertisers, art directors, and other imaging artists

**Designer:**
Steven Buccellato
240 Maybury Ave.
Staten Island, NY 10308
(718)356-5490

61 Turner St
Rochester, NY 14619
(716)328-9071

**Documentation of Need:**
The field of graphic design is presently in a period of transition. It has slowly been merging with the fields of photography and printing through technological advancements within the mediums of still video, computers graphics, CD-ROM, etc. These technologies have opened new doors in the field of graphic design and especially within the realm of marketing design.

**Problem Statement:**
This thesis will explore the relationship of technology in graphic (marketing) design. It will examine the relativity between the growth of marketing design through the ages and how it has been effected by the new technologies introduced to it. It will answer questions about communication in design and how technology has helped develop many media forms. What has caused the need for technological growth? Where might the field of marketing design be heading in the future? How will the general populace react to new technologies or the combination of technologies in marketing design?

**Mission Statement:**
"Marketing and Technology" is a design package that will explore the history, current practices, and future uses of technology in marketing design (advertising) to the end that advertisers, art directors, and other imaging artists can perform from an informed point of view.

**Goals**

- To provide the user with a short history of technology and design.
- 1. To develop a timeline for the history of technology (1500-present).
- 2. To develop an accurate timeline for the history of design (1500-present).
- 3. To combine all pertinent information retrieved from the above timelines.
- 4. To extrapolate all information gathered into a new and improved timeline.
- 5. To write a brief summary of the history of technology and design.

- 6. To research the History of technology and design.
- 7. To correlate info into a usable form for application purposes.
- 8. To produce a usable product for use by image makers.

**Processes and Strategies**

- 2.0-To explore the theories of technology in the design.
- 1. To cite any historical references that deal with both technology and design.
- 2. To investigate the correlation between technology and design throughout history.
- 3. To differentiate between the "need for growth" and the "want for growth" in technology and design.
- 4. To justify the "needs" from the "wants" in the above.
- 5. To identify the difference between "needs" and "wants" in the above.

- 6. To research the "need" for technology in design.
- 7. To research the "want" for technology in design.
- 8. To correlate the "needs" and "wants".
- 9. To survey the correlated results.

**3.0-To research and analyze the methodologies of semantic issues of technology and design.**

- 1. To evaluate gathered information.
- 2. To summarize all semantic issues dealing with technology and design.

- 3. To survey semantic issues dealing with technology and design.
- 4. To correlate all pertinent info into a usable format.
Pragmatic Considerations

Estimated Budget

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer accessories</td>
<td>$200</td>
</tr>
<tr>
<td>Color copies</td>
<td>$150</td>
</tr>
<tr>
<td>B/W copies</td>
<td>$75</td>
</tr>
<tr>
<td>Paper supplies</td>
<td>$75</td>
</tr>
<tr>
<td>Stats. INT, etc.</td>
<td>$200</td>
</tr>
<tr>
<td>Misc. related books, mags, etc.</td>
<td>$100</td>
</tr>
<tr>
<td>Film and photography suppl.</td>
<td>$100</td>
</tr>
<tr>
<td>Misc. supplies</td>
<td>$300</td>
</tr>
<tr>
<td><strong>Approx. Total</strong></td>
<td><strong>$1200</strong></td>
</tr>
</tbody>
</table>

Resources:
The current resources that may be used for the completion of the application, "Marketing and Technology," will be:

- The Rochester Public Library System
- The RIT Library and Archives
- The Libraries of other Rochester schools (i.e. Nazareth, Fisher, UR, etc.)
- Int. Museum of Photography - at George Eastman House
- The Faculty, Staff, and or experts working in the above organizations.

Dissemination:
The application, "Marketing and Technology," will be used as an interactive media program that will enhance the ability of its user to comprehend the use of technology in the field of design and possibly project future endeavors in the profession.

Evaluation Plan:
To create a formal questionnaire that will aid in the overall summations of the usability of the application "Marketing and Technology".

Time Implementation Plan

<table>
<thead>
<tr>
<th>1992-93 Timeline for Thesis</th>
<th>RIT Calendar</th>
<th>Committee Meetings</th>
<th>Thesis Project Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Quarter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 3:</td>
<td>First day of classes</td>
<td>First meeting with RR, Proposal due (First Draft)</td>
<td>September 15 (25):</td>
</tr>
<tr>
<td>November 1:</td>
<td>First day of classes</td>
<td>September 8 - Nov. 3, Weekly Mtgs. with RR</td>
<td>September 13 - Nov. 12:</td>
</tr>
<tr>
<td>November 12:</td>
<td>Last day of classes</td>
<td></td>
<td>Weekly revisions of</td>
</tr>
<tr>
<td>November 13-17:</td>
<td>Reading day</td>
<td></td>
<td>full fledged proposal</td>
</tr>
<tr>
<td>November 16:</td>
<td>Final exams</td>
<td></td>
<td>November 6:</td>
</tr>
<tr>
<td>November 19-28:</td>
<td>Fall/Winter Break</td>
<td></td>
<td>Mtg. for 2nd year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Thesis shows</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>November 13:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Finished Proposal to</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>RR, (Second Draft)</td>
</tr>
<tr>
<td><strong>Winter Quarter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>December 1:</td>
<td>First day of classes</td>
<td>First meeting with RR, Research, Development of</td>
<td></td>
</tr>
<tr>
<td>December 1-3:</td>
<td>X-mas Break</td>
<td>application, Proposal</td>
<td>December 3 Feb. 26:</td>
</tr>
<tr>
<td>January 4:</td>
<td>Classes resume</td>
<td>writing of Thesis book</td>
<td>Development of</td>
</tr>
<tr>
<td>February 22:</td>
<td>Last day of classes</td>
<td>application, Implementation</td>
<td>Thesis research</td>
</tr>
<tr>
<td>February 23-26:</td>
<td>Final Exams</td>
<td>application, Evaluation</td>
<td>Thesis book and</td>
</tr>
<tr>
<td>February 26-Mar. 7:</td>
<td>Spring Break</td>
<td>Minor re-working of</td>
<td>Thesis evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>application, Prep. for Thesis show</td>
<td>Final refinement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Thesis show, Final</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>prep for Thesis show, Final refinement of app</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Thesis show, Continued work on Thesis book</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>April 3-4:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Installation of show, Thesis book and Thesis show #2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>April 5-21: Thesis show #2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>April 22:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Removal of exhibit</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>April 2 May 21: Final revisions on Thesis book</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>May 17:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Department approval</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Signatures of comm. members</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Final copies of Thesis book bound</td>
</tr>
</tbody>
</table>
4.0-To compile information gathered into an application program.
   1-to create an interactive communications program to be used by
      imaging artists.
   2-To study the use of the application in the final
      stages.
   3-To apply pertinent info gathered into a usable
      application (i.e. use of grids, type, images, etc.)

5.0-To provide the user with a systematic way to use research gathered on pragmatic issues in
   technology and design.
   1-To arrange all information gathered into a complete package for
      easy retrieval
   2-To formulate a method of information retrieval for the user.
   3-To survey pragmatic issues within technology
      and design

6.0-To evaluate the application through various means.
   1-To construct a means of evaluation for the project
   2-To present all information in a formal manner.
   3-To predict the outcome of the evaluation process
   4-To gather all information from evaluation.
   5-To conduct a survey about the project.
   6-To sort the various parts of information
      gathered.
   7-To compare the results of the survey with the
      predicted outcome.
   8-To translate the results into an appropriate
      form.
   9-To suggest other possible uses for the project.

---

**Glossary**

**Analog-to-digital converter**
Converts an analog signal representing some real-world quantity into a binary number that approximates its current value.

**Application Program**
A program for some specific purpose, such as word processing, graphics, page composition, or telecommunications.

**Artificial Intelligence**
Those human skills that illustrate our intelligence, e.g., understanding visual images, understanding speech and written text, problem solving.

**Bitmap**
An electronically displayed graphic image made up of a matrix of dots. Templates and preview images are bitmap images.

**Bleed**
Term used to describe a printed image that extends to the trimmed edge of the page or page.

**Body**
The main section of a brochure, book, article, or other text material.

**Brochure**
A folded pamphlet or small booklet.

**Button**
A mechanism used for moving around a stack in HyperCard, SuperCard, and MacroMind Director.

**Clipboard**
The holding place in the computer's memory for what you last cut or copied; a buffer area in memory.

**Comp**
Traditionally, a designer's "comprehensive" sketch of a page design that shows the client what the final page will look like when it is printed.

**Computer graphics**
The group of systems and programs that make or manipulate contextual data like photographs, charts, or line drawings. The changes appear at once on a video display as they are made by the operator.

**Continuous tone image**
A photographic image that contains gradient tones from black to white. When you scan an image, it is converted from a continuous tone image to a halftone.

**Default**
The initial setting of value or option. Used to describe the value(s) or mode(s) that will use in processing information when no other value or mode is specified.

**Desktop publishing**
The use of personal computers and software applications to produce camera-ready publications.

**Dialog box**
A window or full-screen display in response to a command that calls for setting options.

**Digital**
A method of data storage and/or transmission wherein each code is given a unique combination of bits. Each bit generally indicates either the presence or absence of a condition (such as on-off, true-false, etc.)
Digitize To convert an image to a series of binary codes that can be stored in the computer. Digitizers include electronic drawing boards, flat-work scanners, and video scanners.

Disk An information-storage medium consisting of a flat, circular, magnetic surface on which information can be recorded in the form of small magnetic spots.

Feedback Synthetic audio or visual imagery produced within equipment used without any dependence from external activity.

Greek text Traditionally, a block of text used to represent the positioning and point size of text in a designer's comp of a design.

Grid The underlying design plan for a page. The grid can be composed of a series of nonprinting horizontal and vertical lines that intersect to form a "grid".

Hairline The thinnest rule possible... generally 0.25 point.

Hologram A visually "true" three-dimensional image recorded on a two-dimensional emulsion. The image is formed in the emulsion by interference between laser light reflected from the scene to be recorded and a laser reference light.

Hard copy Information printed on paper, as opposed to being stored on disk.

HyperCard An interactive media program used on the Macintosh Computer system.

Hypercube A form having more than three dimensions in a (mathematical) space of more than three dimensions.

HyperTalk The language used in the scripting of buttons, cards, and fields in the HyperCard interactive media program.

Icon An image used as a graphic (pictograph).

Infrared The part of the electromagnetic spectrum characterized by waves of lower frequency and longer wavelengths than those of visible light.

Laser printer A printer that uses a laser to xerographically generate the image to be reproduced. Laser printers are typically the most sophisticated printers, often capable of producing both character and graphics images via raster image technology, often rivaling typographic quality.

Layout The process of arranging text and graphics on a page. Also, a sketch or plan for the page.
The application which I will create is based on the future of the designer in the publication of books. The application will be an interactive (electronic) book. The operations of the book will be as interactive as can be achieved at the present time with the technologies at hand. The book (probably created with Hypercard) will give the user the ability to read/view/listen to the presented information, as well as add their own theories (via. written text) to the actual text through linking devices (buttons). The "book" itself will not be fully interactive. I will not allow the user to actually interfere with presented text which will be created. The user will have the ability to create additional cards in the stack (as reference materials) and link them to the card(s) that they have "new" information about. The ability for the text to be both read and write simultaneously has many benefits. The book will, unlike most published works, have the ability to expand as new advancements in advertising and design technology are developed. The book will be self evaluating because of its interactive nature.
In recent years the field of Graphic design has changed and in some cases merged with other fields such as computer science (through computer graphics) and photography (through advances in Macintosh software such as Adobe Photoshop). Today's media (be it advertising, design, photography, book publishing, etc.) has become more dynamic than linear due to advancements in technology. The thought patterns of today are different than those considered up to date only a few years ago. How to use the new media as a tool for education, archiving, consumer growth, and advertising has become a critical issue in our time. Guidelines to structure the computer screen for commercial use have only recently been developed. They are rigid and divide the screen into document and commercial space. I am interested in exploring the new media developments in technology and design. "Designing the page and designing the screen", should not be as separate a subject as it is presently.
<table>
<thead>
<tr>
<th>Steven Buccellato</th>
<th>FADC MFA Candidate</th>
<th>Show #3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advertising and Technology</strong></td>
<td><strong>Categories (Headings)</strong></td>
<td><strong>Sub-Categories (Sub Headings)</strong></td>
</tr>
<tr>
<td>Timelines</td>
<td>Design History</td>
<td>Ad Campaigns:</td>
</tr>
<tr>
<td></td>
<td>Ad Campaigns</td>
<td>National</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Regional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Product</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nonproduct</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public Service</td>
</tr>
<tr>
<td></td>
<td>Media Technology</td>
<td>Print</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Verbal/Visual relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Type/image relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sample ads.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Audio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nonvisual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Commercial Advertisements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examples</td>
</tr>
<tr>
<td></td>
<td>Computers</td>
<td>Computer graphics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Animation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Background design</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examples</td>
</tr>
<tr>
<td>Case Studies</td>
<td>Print, video, radio, multi-media</td>
<td>Volkswagen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IBM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Absolut</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Energizer bunny, etc.</td>
</tr>
<tr>
<td>References/Bibliography</td>
<td>Program designated</td>
<td>Resource materials</td>
</tr>
<tr>
<td></td>
<td>User defined references</td>
<td>User Knowledge, resources</td>
</tr>
<tr>
<td>Glossary</td>
<td>Program designated</td>
<td>Program designated</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>User defined references</td>
</tr>
<tr>
<td></td>
<td></td>
<td>User Knowledge, resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Program designated</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Program designated</td>
</tr>
</tbody>
</table>
## Advertising and Technology

### Categories (Headings)
- Timelines
  - History of AD: 1900-1993
  - History of AD: 1993-2000
- Business history
- Technology history
- Advertisement Creation
  - Advertising Layout & Design
- Media Technology
  - Print
  - Radio
  - TV/Video
  - Computers
- Case Studies
  - Print, video, radio, multimedia
- Art in Advertising
  - All media
- Glossary
- Reference/Bibliography

### Sub-Categories (Sub Headings)
- Growth of advertising (1900-1993)
- Development of ad agency (Ad-man)
- Ad creation (1900-1993)
- Ad campaigns
- Development of print tech. (1940-1993)
- Development of media tech. (1940-1993)
- Self Promotion
- Corporate identity/logo
- Ad Campaigns:
  - National
  - Regional
  - Product
  - Non-product
  - Public Service
- Verbal/Visual relationships
- Type/image relationships
- Sample ads.
- Commercial Advertisements
  - Examples
- Motion Pictures
  - Commercial advertisements
  - Advertising motion
  - TV Campaigns
  - Examples
- Computer graphics
  - Animation
  - Background design
  - Examples
- Volkswagen
  - IBM
  - Absolut
  - Energizer bunny, etc.
- Art as advertisement
- Art in advertisement
- User defined references
- User Knowledge, Resources
- Program designated
  - Program designated
- Resource materials
Advertising and Technology Web
For Thesis
Steven Buccellato

For Future Studies
<table>
<thead>
<tr>
<th>Evaluative Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Technology</td>
</tr>
<tr>
<td>The &quot;Art&quot; of Advertising</td>
</tr>
<tr>
<td>Reference Materials</td>
</tr>
<tr>
<td>User Added References</td>
</tr>
<tr>
<td>Advertisment Creation</td>
</tr>
</tbody>
</table>
Green Section

Semiotic/Visual Rhetoric:

Advertisement Content:

Glossary  Reference  Help  Print  Home  Map

The "Art" of Advertising

Fendi watch Ad

Blue Section

Semiotic/Visual Rhetoric:

Advertisement Content:

Glossary  Reference  home  print  Help  Map

Implied Sex and Erotica in Advertising

Christian Dior Parfume
Evaluative Systems

Semiotics

Addition

Advertisement Content:
This ad, for Folgers coffee, is an example of addition. It uses comparison and added elements as a basis for selling the product. The comparison is simple: a jar of Folgers coffee has been placed beside (therefore compared to) a jar of "another leading brand" of decaffeinated coffee.

The ad contains:
1. Two jars of coffee, the product being sold and a brand being used for comparison.
2. Two cups, one real and one added by an artist later.
3. Headline and body copy.

Semiotic/Visual Rhetoric:
The ad contains several semiotic signifiers which help sell its product. The ad is shown as a simple comparison which uses the product and "another leading brand of coffee". The two jars represent the two brands of coffee which are being compared. The brand to the right is the product which the ad is selling. The brand to the left is an iconic signifier which is understood to be representative of all other leading decaffeinated coffees. Looking at the comparison brand closer, one may notice that the colors and shape of the jar are a symbolic...
The map, shown to the right, is the main navigational tool of the "Semiotics" section of the "Evaluative Systems" stack. Each box, to the right, is a button which contains the name of a semiotic or visual metacommunication principle. The number in parentheses states how many examples may be found in the area.
The "Evaluative Systems" stack within AdTech® is a compilation of advertisements which can be used by students, advertisers, art directors, and other visual artists as a basis for the understanding of the principles of "Semiotics." The images in this stack have been collected for their ability to properly present at least one principle of Semiotics or Visual Rhetoric.

"It often happens that what stares us in the face is the most difficult to perceive." — Teilhard de Chardin
Hold mouse down over card area for further information.

Quit  New Map  Return

Click the images twice to continue.

Quit
Welcome to the User Added Information stack within the AdTech® Network.

This stack was specifically created to allow you (the user) to become a "co-author" of the AdTech® Network. The information you provide will help this application develop with the passage of time and the many changes in technology which are yet to come. By saving your notes (from the NotePod), your comments about the network, and the information from your evaluations, you will help future users understand more about the topics within AdTech®.

User Map
Write/Save UserNotes
read UserNotes
write/save comments
read comments
write/save notes

Click anywhere to continue.
Appendix I - Intro Animation/Poster Square
The twentieth century is rapidly coming to a close. The coming decades will see a revolution in our understanding of the nature of the universe. The development of digital computers offers the potential for new ways of thinking about many of the problems we face. The revolution in communication technology has opened new avenues of research and has led to a rapid increase in the applications of computers.

The development of technology has changed the way we work and live. The requirements for data communication and computer systems are becoming interconnected. New methods of production and control are required to take advantage of these opportunities.

In many situations, the need for more information is clear. The use of computers to process and analyze data is becoming increasingly important. The ability to analyze large amounts of data quickly and accurately is essential for many applications.

AdTech is a company that specializes in the development of computer systems and software. The company has developed a range of applications for various industries, including finance, healthcare, and manufacturing. AdTech's approach is to develop solutions that are tailored to the specific needs of each client.

AdTech has a strong focus on innovation and has invested heavily in research and development. The company has a team of experienced engineers and scientists who work closely with clients to ensure that their needs are met.

AdTech's commitment to excellence has led to a strong reputation in the industry. The company has received numerous awards for its innovative solutions and has been recognized as a leader in its field.

AdTech's dedication to providing high-quality solutions has earned the company a reputation for reliability and excellence. The company's clients are confident that they will receive the best possible service and that their needs will be met.

AdTech is committed to helping its clients achieve their goals and has a track record of success. The company's team of experts is always on hand to provide support and advice.

In conclusion, AdTech is a company that is committed to providing high-quality solutions to its clients. The company's dedication to innovation and excellence has earned it a strong reputation in the industry. AdTech is a company that is well worth considering for any business looking for a reliable and knowledgeable partner.
The twentieth century is rapidly coming to a close; the rushing flood waters of technology have begun pouring into our homes. In recent decades communication technology has developed at an exponential rate. The development of digital computers, cable TV and interactive media have helped route the waters directly to the consumer. The era of radio, television, and video has begun to pass. A new age, of laptop computers, cellular phones, and digital images has given consumers an appetite for new technology.

The persistent development of technology has changed the way people work and think. The separation between TV, radio, computer, and other communication media will soon become indistinguishable from one another. Current trends in communication technology have merged the best elements of each medium to produce multimedia applications. A storm front of new technology has landed and it brings with it the tide of change.

Multimedia applications will become the communication network of the twenty-first century. Videophones, interactive books (in CD-ROM format), and interactive TV are slowly emerging as the foundation blocks for this new multimedia revolution.

Linear systems used in books and education have become obsolete. Recent developments in multimedia communications have brought about new approaches of thinking, learning, and teaching. The linear system is being overpowered by systems based on non-linear or "Network" modes of thought. This example (figure 1.0) of a non-linear navigation map or "Web" was structured from one of these theories. The "Web," shown is a flowchart, represents a series of individual stacks (ie. the spoke-like appendages) which are linked together to form a larger "Megastack" (ie. AdTech®).

AdTech®, a prototype interactive hypermedia application, uses a nonlinear mode of communication as its foundation. The "Web" shown in (figure 1.0) was derived from a metaphor based on the web of a spider and is the primary navigational tool used to develop AdTech®. The "Web" can be represented in either an asymmetrical or symmetrical manner which aids in its usability as a tool. The user, of AdTech®, has full access to any area of the "megastack" at all times. They have the ability to read and write comments, references, or add additional stacks to the information currently present in the "megastack." AdTech® has been designed to develop alongside technology and grow through future use.
The telecommunication revolution has begun moving into our homes. In recent decades, telecommunication technology has evolved from the telephone system to the television and digital computer development. The TV and microphone have helped create the video display, which is the consumer. The computer has a new role in society, and the new age of video combining computer and digital music, has given consumers opportunities for new technological experiences.

The recent development in technology has changed the way people work and play. The interaction between TV, video, computer and other communication tools has enhanced and expanded our way of life. Conventional technology has helped combine the two elements of audio/visual and graphics to produce multimedia presentations. A human-friendly technology is being developed within the telecommunication environment.

Multimedia applications are becoming the communication network of the future century. Telecommunication tools enable us to share knowledge, and information for our benefit in the future.

Local systems used in today's education have become obsolete. Recent development in multimedia communication technologies are making their presence felt and are providing the tool to re-examine the traditional communication systems and the telecommunication system. In the forthcoming years, we will see a new communication system. This is based on the new concept of the human voice, which is being developed. The multimedia applications will provide an interactive tool for education.

AdTech is a prototype interactive hypermedia application used in a university course in communication systems design. The system shown in Figure 1.3 was developed for a university course using the interactive multimedia application. It is a prototype educational tool used to develop an understanding of the telecommunications system. The multimedia application provides an interactive tool for education.

AdTech is an interactive multimedia tool designed to parallel the development of technology and grow through future use.
STEVEN BUCCELLATO

"Navigational Web for AdTech Hypermedia Application"
Duplicate of Computer Generated Document
18 x 24 inch.
Appendix L - AdTech© Intro Stack
Welcome to the AdTech© Interactive Media Network.
The twentieth century is rapidly coming to a close; the rushing flood waters of technology have begun pouring into our homes. In recent decades, communication technology has developed at an exponential rate. The development of digital computers, celbilar phones, digital images, and interactive CD (i.e., CD-ROM) has given consumers an appetite for new technology.

The persistent development of technology has changed the way people work and think. The separation between TV, radio, computers, telephones, and other communication media will soon become indistinguishable from one another. Current trends in communication technology have merged the best elements of each medium to produce multimedia applications. A storm front of new technology has landed and it brings with it the tide of change.

Multimedia applications will be the primary communication system (i.e., network) of the twenty-first century. Videophones, interactive books (in CD-ROM, or Laserdisc format), interactive (video) TV and archives (such as those presently used at the George Eastman House Museum and the National Graphic Design Archive - NCGA of III) are gradually emerging to form the foundation blocks of the current multimedia revolution.

Closed linear systems used in book production and primary education today are quickly becoming obsolete. Recent developments in multimedia communications have brought about new approaches to thinking, learning, and teaching. The closed linear model of book technology and sequential learning are being overwhelmed by systems based on non-linear or network modes of thought. AdTech is developed as a prototype for a non-linear interactive book based on a network or "web" theory of communication. AdTech is a prototype interactive media (hypermedia) network which uses a non-linear mode of communication as its foundation. The "web" flowchart, the AdTech Navigatorial Map (shown on the next card), is the primary navigational tool and the foundation element of AdTech. The "web" map (i.e., Navigatorial Map) was derived from a metaphor based on the web diagram and was the primary element used in the development of AdTech. The "web" may be represented in either a symmetric or asymmetric manner which aids in its usability as a tool. The main purpose for the web metaphor is to promote the expandable nature of the network. The user of the AdTech Navigatorial Map has full access to any area of the application (i.e., the meta-text) of all times when working within the system. The user has the ability to read/write comments, refer to a glossary/reference section, and also add additional notes to the current information within the meta-text environment of AdTech.

The AdTech interactive network has been designed to parallel the development of technology and grow with future use. The phrase of the AdTech Navigatorial Map is found in the development of an interactive book which unlike hard-bound books is able to grow and becomes a limitless resource for learning.

"While part of what we perceive comes through our senses from the object before us, another part (and it may be a larger part) always comes out of our own mind." – William James

This is the AdTech stack icon. It is a visual symbol of the users current placement within the "web" Navigatorial Map. It is a simple color translation of the actual Web Network which controls this program.

This box contains the title of the Stack which represents part of the users current position within AdTech. It is a verbal representation of the icon to its left. On the Navigatorial Map it is represented by the black spoke-like lines projecting from the center of the Web.

This box contains the title of the Category which represents the users current position within AdTech. It represents the type of information which may be found within that given section. On the Navigatorial Map, it is represented by the gray arching structures which make up the web.

This box contains the name of the Current Card being viewed by the user. It represents the specific information pertaining to that card within AdTech.

The Quit button allows the user to leave the AdTech application. If the user has made notes in the notepad, the application will first go to the User Added Information stack of AdTech to save a copy of the information as a part of a user reference section.

The Nav Map button allows the user to return to the Navigatorial (Web) Map card of AdTech. The card itself gives the user full access to AdTech.

The Bib/Gloss button opens the Reference Materials stack within AdTech. It gives the user full access to both the AdTech glossary and bibliography for reference purposes.

The Map button sends the user to the stack map within a specific stack for quick access to subject material.

The Help button will bring the user to this card.

The Print button allows the user to print cards (minus the images) or specific text fields within AdTech.

The Open/Close buttons for the user note pad allows the user to open and close the user NotePad within all designated cards of AdTech. Press on the note pad for more information.

The Play! Image buttons allow the user to view QuickTime movies or supplemental imagery pertinent to that specific card.

The Return button allows the user to return to the previous card that they viewed. Its main function is to return the user to the card they were on before entering the glossary.

The Arrow buttons allow the user to go forward and backward within a stack.

This gray colored area of each card within AdTech is designated for the image (i.e., Advertising) which is being discussed. This area also contains the user notepad.

The field(s) in this area of the card contain the supporting information for each ad displayed in the gray area to the right (the image area). This informational text in this area is directly related to the topics of the stack, category, and specific ad displayed on each card.

The Note Pad is an interactive tool for the AdTech user. It allows the user to make notes on any designated card within the network. The information typed in the notepad travels from card to card with the user and will be saved to the User Added Information stack for the reference of future users. This interactivity, basically, allows the user to become a "Co-Author" of the content of AdTech. The information entered by the user will become a part of a user reference section which is meant to (and hopefully) expand this application as new technologies are developed.
About the Author:
AdTechS was designed as a Masters of Fine Arts Thesis project at the Rochester Institute of Technology which was started by Steven Buccellato during the Fall quarter of the 1992-93 academic year and finished in March of 1994. The thesis project and its documentation text fulfill the requirements for the MFA degree in the Graphic Design department within the College of Imaging Arts and Sciences.

Steven Buccellato was born in Staten Island, New York in 1969. In 1985 during his junior year at New Dorp High School he became interested in photography and chose to focus his college education within that area of the arts and sciences. He was accepted to the Rochester Institute of Technology in the spring of 1987 and four years later in 1991 received a Bachelor of Fine Arts degree from the Advertising Photography department within the former College of Graphic Arts and Photography (now CIAB) at RIT. In the Spring of 1991 he decided to further his education in the area of Graphic Design to prepare for a possible career in art direction and photography. He will return to New York City after graduation to begin his professional career.

Acknowledgements:
I would like to thank...

Peter and Maryann Buccellato for their love, support, patience, guidance, and respect. For allowing me to grow as an individual and accepting the choices I have made. For teaching me to be a good person who is open-minded, trustworthy, and caring of others.

Christina M. Buccellato for overcoming the many obstacles within her life. For accepting herself for who she is and what she can become. For understanding that her education will be an important part of her future and accepting the fact that she can succeed in anything she puts her mind to. For helping me to develop into a caring person. For teaching me to sacrifice my time and energy to help others: willingly.

Elizabeth Buccellato for your endless love, support, and generosity. For teaching me that certain sacrifices must be made to achieve success. For teaching me that details are important. For teaching me to be proud of myself and my achievements, yet, humble.

Roger Remington, John Ciampa, Jack Sluky, and Richard Zaka for their time, energy, knowledge, and guidance as members of my thesis committee. For answering my many questions, and for posing questions which were insightful, helpful, and intriguing.

Paul Allard for his friendship, energy, sometimes warped sense of humor, and his unusual perspective of life, art, etc. For being a truly great person and even greater friend.

Luxon Sheppard for his wisdom, insight, respect, and guidance as both a teacher and a friend.

Becky Eady, Joel Hoelser, and Eileen Yllokk for their help and support during those difficult times when I needed someone to be compassionate and on my side.

The Brothers of Alpha Phi Omega Fraternity-XI Zeta chapter for the many wonderful memories. For their friendship, support, and common belief that doing service for others is worth the time and energy it takes.

To all the others (relatives, friends, classmates, etc.) whom have helped me throughout my quest for knowledge and wisdom. I extend many thanks.

Dedication:
This thesis application is dedicated to the memory of my grandfather, Mr. Mariano F. Bianco (1922-93). He was a man of many skills and much wisdom, though he was not scholarly. He was a first generation American who struggled to survive and did so for himself and his family. He was one of the most important influences in my life. I will always love, remember, respect, and miss him. This is for you papa.
on openstack
  Global Username, LastBtnClk, Cardname
  -- -- list of variable names

  set the userLevel to 2
  -- -- sets the userlevel to read/write only
  -- -- no drawing, or scripting allowed at level 2

  if Username is empty then
    -- -- checks to see if the user has been to the User Added Stack
    -- -- if the user has been the UserName variable will be full
      put "" into LastBtnClk
      put "" into Cardname
      -- -- puts a blank space into LastBtnClk and Cardname variables
      -- -- if the UserName variable is empty
      put "none" into Username
      -- -- puts the word "none" into the UserName variable if the user
      -- -- has not been to the User Added Stack
      lock screen
      -- -- locks screen clearing all variables.
      hide menu
      -- -- hides menu
      unlock screen
      -- -- unlocks screen so user can work.
      choose browse tool
      -- -- chooses browse tool in case another was selected
      -- -- for some unknown reason.
    end if

  if Username is not empty then
    -- -- checks to see if the user has been to the User Added Stack
    -- -- if the user has been the UserName variable will be full
      put "" into LastBtnClk
      put "" into Cardname
      -- -- puts a blank space into LastBtnClk and Cardname variables
      -- -- if the UserName variable is not empty
      lock screen
      -- -- locks screen clearing all variables.
      hide menu
      -- -- hides menu
      unlock screen
      -- -- unlocks screen so user can work.
      choose browse tool
      -- -- chooses browse tool in case another was selected
      -- -- for some unknown reason.
    end if

end openstack
ON opencard
  Global UserNotes
  -- looks for global variable
  hide cd fid "print credits"
  pass opencard
  -- Passes the global variable UserNotes to the background script
  -- where it is put into temporary holding until needed
END opencard

on closecard
  global UserNotes
  -- this is the global variable for UserNotes
  put bgnd fid "note pad" into UserNotes
  -- this puts any info in the note pad of all cards into the global
end closecard

3/7/94 12:39 AM
Script of background id 6576 = ""

on displayF NameP, locX, locY
  showpic nameP, locX, locY
  -- -- This allows all the pictures to show on the card
  -- -- If they use displayF rather than the normal showpic
  end displayF

  on opencard
    global UserNotes
    -- -- This is the handler which the card script passed to
    put UserNotes into bg fid "note pad"
    -- -- This is the function which takes all info from the note pad
    -- -- and places it in the handler UserName. It is used while
    -- -- Aukech is running.
  end openCard
Scripts for Buttons in the AdTech Intro Stack

Animation Card Buttons
--- script of "quit" button on Animation Card
on mouseup
  DoMenu "Quit HyperCard"
end mouseup

--- script of "go next card" button on Animation Card
on mouseup
  go next card
end mouseup

Intro Card Buttons
--- script of "go next card" button on intro Card
on mouseup
  go next card
end mouseup

--- Script for "Quit" button
on mouseup
  DoMenu "Quit HyperCard"
end mouseup

--- script for button "Help" on Intro Card
on mouseup
  go card "Help Card" of stack "AdTechIntro"
end mouseup

--- script for button "Print" on Intro Card
on mouseup
  answer "what do you want to Print?" with "Card", "Text Fields", "Cancel"
  if it is "card" then
    domenu "Page Setup..."
    domenu "Print Card"
  end if
  if it is "text fields" then
    answer "Which one?" with "Intro", "Quote", "Cancel"
    if it is "Intro" then
      domenu "Page Setup..."
      print cd fid "AdTech Intro"
    end if
    if it is "quote" then
      domenu "Page Setup..."
      print cd fid "Quote"
    end if
    if it is "cancel" then
      close printing
      go this card
    end if
  end if
end mouseup

--- Script for "Credits" button
on mouseup
  go to card 6270 of stack "AdTechIntro"
end mouseup
Navigational Map Card
--- script for button "evaluative systems stack" on Nav Map Card on mousedown
go to card id 53703 of stack "Evaluative Systems"
end mousedown
--- script for button "Media Tech stack" on Nav Map Card on mousedown
go to card id 14517 of stack "Media Technology"
end mousedown
--- script for button "Art of Advertising stack" on Nav Map Card on mousedown
go to card id 14517 of stack "Art of advertising"
end mousedown
--- script for button "Ad Creation stack" on Nav Map Card on mousedown
go to card id 14517 of stack "Ad Creation"
end mousedown
--- script for button "BIB/GLOSS" on Nav Map Card on mousedown
  Answer "Which would you care to see?" with "Glossary", "Bibliography", "Concepts"
  if it is "Glossary" then
    go card "Glossary card" of stack "Reference Materials"
  end if
  if it is "Bibliography" then
    go card "Bibliography card" of stack "Reference Materials"
  end if
  if it is "cancel" then go this card
end mousedown
--- script for button "User Added Info stack" on Nav Map Card on mousedown
go to card id 7389 of stack "User Added Information"
end mousedown
--- Script for "Quit" button on mousedown
  DoMenu "Quit HyperCard"
end mousedown
--- Script for "Help" button on mousedown
  go card "help card" of stack "adtech@intro"
end mousedown
--- Script for "Credits" button on mousedown
  go to card id 6270 of stack "AdTech@Intro"
--- Script for "Return" button on mousedown
  go back

Help Card
--- The demo buttons are found on top of the card demo image on the help card
--- script for Help Card demo "ICON" button on mousedown
  show card id "icon"
end mousedown
--- script for Help Card demo "STACK" button on mousedown
  show card id "stack name"
end mousedown
--- script for Help Card demo "CATEGORY" button on mousedown
  show card id "category"
end mousedown
--- script for Help Card demo "CARD NAME" button on mousedown
  show card id "card name"
end mousedown
--- script for Help Card demo "IMAGE AREA" button on mousedown
  show card id "image area"
end mousedown
--- script for Help Card demo "image area" button on mousedown
  hide card id "image area"
end mousedown
--- Script for "Quit" button
on mouseUp
DoMenu "Quit HyperCard"
end mouseUp

--- Script for "Nav Map" button
on mouseUp
go card "Navigational Map" of stack "odtech@intro"
end mouseUp

--- Script for "help" button
on mouseUp
go card "help card" of stack "odtech@intro"
end mouseUp

--- Script of "Print" button on Credits card
on mouseUp
answer "What would you like to print?" with "Card", "Text", "Cancel"
if it is "card" then
domenu "Page Setup..."
domenu "Print card"
end if

if it is "text" then
domenu "Page Setup..."
Print cd fid "print credits"
end if

if it is "cancel" then
close printing
go this card
end if
end mouseUp

--- Script for "Open" button
on mouseUp
show bkgnd fid "note pad"
hide bkgnd bni "open"
show bkgnd bni "close"
end mouseUp

--- Script for "Close" button
on mouseUp
hide bkgnd fid "note pad"
show bkgnd bni "open"
hide bkgnd bni "close"
end mouseUp

--- Script for "Return" button
on mouseUp
end
Evaluative Systems Intro
Semiotics Map
Addition - Folgers Ad
Ambiguity - Eastern Ad
Anacoluthon - Brandy Ad
Anacoluthon 2 - J&B Ad
Antimetabole - Skincare Ad
Antimetabole 2 - Kodak Printer Ad
Antimetabole 3 - Denka Ad
Antonomasia - Grand Marnier Ad
Asyndeton - J&B Ad
Chiasmus - Remote Ad
Circumlocution - Glo Perfume Ad
Circumlocution 2 - Cambridge Ad
Circumlocution 3 - Abso San Fran
Circumlocution 4 - AmericanAir Ad
Double Entendre - Minolta Ad
Double Entendre 2 - Tamaron Ad
Ellipses - Glenfiddich Ad
Ellipses 2 - Sothern Comfort Ad
Ellipses 3 - Tylenol Ad
Equivocal - Finlandia Ad
Equivocal 2 - Forbes Ad
Euphemism - Subaru Ad
False Homology - Westinghouse Ad
False Homology 2 - Ziploc Ad
Hendiadys - Listen Perfume Ad
Hendiadys 2 - Sothern Comfort Ad
Hyperbole - Audi Ad
Hyperbole 2 - Rodenstock Ad
Identical - MGA Ad
Identical 2 - Kohler Ad
Inversion - Canon EOS1 Ad
Litotes - Honda Ad
Litotes 2 - Ford Plus Ins. Ad
Metaphor - FeatherWates Ad
Metaphor 2 - Molson Golden Ad
Metonymy - J&B Ad
Metonymy 2 - PeachTree Ad
Metonymy 3 - MRF Tech Ad
Opposition - Joe Boxer Ad
Opposition 2 - Fisher Ad
Opposition 3 - Sheer Rim Ad
Oxymoron - Allstate Ad
Paradox - Forbes Ad
Paradox 2 - Volkswagen Ad
Periphrases - Bounce Ad
Periphrases 2 - Scotch Film Ad
Periphrases 3 - Merit Ad
Preterition - Swanson Ad
Preterition 2 - Ilford film Ad
Repetition - USAir Ad
Repetition 2 - Dukueper Ad
Similarity - Marlboro Ad
Similarity 2 - Maxxum i Ad
Suspension - Volkswagen Ad
Suspension 2 - Payday Ad
Synecdoche - Northwest Air Ad
Tautology - Pan Am Ad
Intro card

The Evaluative Systems stack within AdTech® is a compilation of advertisements which can be used by students, advertisers, and other visual artists as a basis for the understanding of verbal/visual coding in the field of advertising. The images in this stack have been collected for their ability to properly present at least one principle of Semiotics or Visual Rhetoric. The informational text presented with each ad was developed as a basic example of the decoding process which can be used to understand each of the principles of semiotics presented. The information presented with each ad will not be agreed upon by all users. This is due to the pragmatic nature of verbal and visual coding in semiotics. The information presented in this section is that of one individual. It is not meant to set the standard by which verbal/visual coding should be studied. It is meant to introduce sign theory to those interested. It is to be used as a reference tool for the understanding of the coding of information within ads. Each individual, because of their own life’s experiences, perceives all images differently. It is critical that the individual uses his/her own experiences to further their understanding of signs and sign theory (semiotics). This section of AdTech® has been created as a reference tool for both the beginning student and/or seasoned art director for the comprehension of semiotics in advertising.

To truly understand the nature of semiotics, one needs to evaluate the images presented for themselves. The user can then use the information found in any given ad to increase ones knowledge of coding and semiotics. Only after this is done will an individual understand how they, as an individual, perceive signs. The Note Pad and User Stock provides the user with the ability to make their viewpoints known. The ads are arranged in alphabetical order for easier user access.

*** NOTE ***
The examples shown here are included in this stack and can be viewed in greater detail by pressing the Litotes or Double Entendre buttons on the Semiotics Map of the following card respectively.

"It often happens that what staves us in the face is the most difficult to perceive."

— Teilhard de Chardin

Map Card

The map, shown to the right, is the main navigational tool of the Semiotics section of the Evaluative Systems stack. Each box, to the right, is a button which contains the name of a semiotic or visual rhetoric principle. The number, in parentheses, states how many examples may be found in that area.

Addition

This ad, for Folgers coffee, is an example of addition. It uses comparison and added elements as a basis for selling its product. The comparison is simple: a jar of Folgers coffee has been placed beside (therefore compared to) a jar of another leading brand of decaffeinated coffee. The use of actual and implied cups in the ad also suggests a comparison between the brands. In this case the brands are compared by color, which is meant to suggest richness of flavor. The ad contains:

1. Two jars of coffee, the product being sold and a brand being used for comparison.
2. Two cups, one real and one added by an artist later.
3. Headlines and body copy.

This ad, for Folgers coffee, contains several semiotic signifiers which help sell its product. The ad, as observed, is a simple comparison which uses the product and another leading brand of coffee to suggest the product is of higher quality than other brands. The two jars seen in the image represent the two brands of coffee being compared. The brand to the right is an image of the product which the ad is selling. The brand to the left is an iconic signifier which is understood to be representative of all other leading decaffeinated coffees. Upon viewing the comparison brand more closely, one may notice that the color and shape of the jar are a symbolic representation of a specific brand of coffee (the brand is Sanka). This closer observation (using perception at a subliminal level) now leads the viewer to believe that the Folgers coffee is being compared directly to Sanka. This use of subliminal stimuli (such as this) only works if the color, shape, etc. of the Sanka brand jar are recognized by the consumer. The two cups are indexical signifiers of the two brands of coffee. The two brands are known to be the product and another leading brand (Sanka). Upon viewing the cups one notices that one cup is real, while the other is a drawing of the cup’s shape. The dotted line is used as a signifier that the cup exists within the ad. The addition of the dotted line in the ad is meant to signify the presence of the “leading brand” of coffee in several ways. The dotted line may be perceived by the viewer as an abstract representation of a cup containing the comparison brand of coffee (Sanka) implied in the ad. The dotted line implies that the darkness (i.e., richness, flavor) of the other leading brand is of lower quality when compared to Folgers. The color of the comparison product is not needed for display because the other leading brands will never match the color of Folgers. The headline, “Is your decaffeinated as dark as ours?”, reflects the concept that the darker coffee is the better coffee. It questions the viewers choices of coffee and suggests that they try Folgers. The suggested test in the body copy also reflects the comparison by color since it reads: “... Just because the amounts are equal doesn’t mean the results will be.” The suggestion of the manufacturer noted in the second headline is that Folgers is “so dark and rich, shouldn’t you switch.” The viewer is basically asked to try the product and compare its richness and flavor to their normal brand of coffee. It suggests that the viewer isn’t being satisfied by their current brand of coffee (which may or may not be the case) because it isn’t as good as Folgers.

Ambiguity

The Eastern Airlines ad shown to the right is a good example of ambiguity. The ad is simple and may seem direct to some viewers, but it contains very little information which one would use to link the subject matter together. The ad contains two main elements which are:

1. The image, which shows a wooded scene in a mountainous area. The scene contains a vast amount of foliage and a running brook.
2. The Eastern Airlines logo and catch phrase “The wings of man”, which are placed in the lower (almost central) part of the image.

The ad is a good example of ambiguity because it lacks a bold and definite meaning. The viewer isn’t able to directly link the logo with the scene (except that they are in proximity to one another), because it isn’t set in an exotic, monumental, or well-known landscape. The scene, in comparison to a monumental or well-known landscape such as Niagara Falls, the Grand Canyon, or Yosemite National Park, is quite mundane (though peaceful). Although the scene is peaceful, I don’t feel the viewer had the ability to link the airline with the
scene because of the lack of information within the ad. The image isn’t specific enough to generate much interest. The scene could be anywhere. If one was interested in hailing a cab or camping, the scene might be of interest, but generally the scene is a常用 common area.

If viewing the scene through its symbols, one might notice a metaphor derived from flight. This is not a very easy metaphor to perceive but is there (or so I think) if one is really interested. The scene could be understood as symbolic of a destination which one may encounter after a flight or the flight itself. This symbolic theory of flight can be best understood when looking at the logo (or path of the logo). The logo (representing the air

gline in general) is an iconic signifier representing the plane. It starts on the ground (or earth), moves along the runway (signified by the brock path), and eventually enters the sky through the tree tops which are shuck in a dreamy mist. The mist could be symbolic of the actual presence of a plane in the sky or the feeling one may have during a flight. If the ad contained more information (via more text) one might view the scene in a different way, but presently the ad is ambiguous to really sell its point (or product).

Anacoluthon

The Couvouerd act to the right is an example of anacoluthon, a semantic term dealing with the reality portrayed within an image. The ad is simple and presents a special treatment of figure and ground which is a gestalt property. The beauty of the ad lies within the glass, which isn’t really there. The image is merely a negative cut out from the black background.

There are three components of the ad:

1. The bottle, found in a box in the top center of the page;
2. The glass (brandly untied) which is a negative cut out from the background containing a well detailed pattern of color giving the appearance of liquid within;
3. The type which covers the top of the glass and rests underneath it.

This ad uses figure/ground as a dominant theme. It contains many visually pleasing elements, but unfortunately the main focus is the glass which dominates the image. The interesting fact about the element is that it doesn’t exist.

The glass is not real. The highlight and shadow detail of the image projects the illusion of a glass while at one

2. The shadow of a bottle, which is coming from the glass.
3. Three (?’s) bottles, which suggest the availability of several sizes.
4. The soldier figures, they seem out of place but are one of the more interesting objects to gain an understanding about.

The image uses several semantic signifiers to explore the concept of ‘vision’ within its frame. The text speaks of the vision of the founders to create a drink of high and rare quality. The shadow suggests the wonder and magic that can be tasted in each glass of the liquor. The symbolic use of soldiers as protectors on top of the bottles helps the viewer distinguish this beverage as something that may need to be guarded or secret from everyone. The fact that there are several other bottles in the ad suggest that one may want to keep a few bottles on hand, because once someone knows of it, they will want anything else. The ad shows a false reality in that the shadow of the glass couldn’t possibly be in the shape, color, or length that it is shown.

Antimetabole

The ad to the right is an example of antimetabole for a line of exclusive skin-care products that cannot be bought in stores suggesting alternative measures that may be used to obtain the desperately wanted product. The woman in the ad would be considered of a high social class and not the type to be begging for anything.

Yet for this product she may be turned down. The grid used in the layout of the ad is also important to the ad’s overall comprehension. Some of the elements that are important for understanding the ad are:

1. The woman and her dog both in a posture directly related to begging.
2. The color of the ad, which gives a calm and somewhat desolate look.

The ad is relatively simple in promoting its product. The woman who is not able to get the product from the store has now resorted to begging in hopes that the people will reconsider her. The dog in a begging stance makes the position that the woman is in that much more critical. The woman has stopped to the level of a dog begging for a treat. The dog may not have any grasp of what its master is doing and may be only repeating his thinking that it may get the treat if the woman does not. The layout of the text in front of the woman may be indicative of the rejection letter that she has been given by the company. It could also be seen as a monument to the quality of the product being sold. The color in the ad is symbolic of the rejection. In the ad the color symbol of the cold shoulder that she has received. It could be indicative of the laboratory in which the product is created.

This Kodak ad is another example of antimetabole as a useful selling tool in advertising. The ad uses well known characters to sell its product in a humorous way. The five important elements in this ad are:

1. The Lone Ranger and Tonto, two famous radio and TV characters.
2. The body text.
3. The headline “What’s one without the other?”
4. The Kodak name and logo.

The use of antimetaphone in this ad is very apparent in the placement of the products and celebrity endorsers. When one first reads the heading “What’s one without the other?”, one notices the two personalities shown (the Lone Ranger and Tonto). When the eye moves over the image one views the product and links this to the headline through the characters displayed in the image. The product, a portable printer, is currently in production from Kodak. It is understood to be a sidekick for one portable (personal) computer. The printer, like the character, is a companion for the computer and printer and as the two characters have two personalities, the double meaning of the entire ad comes across easier to the public. A hard sell isn’t really needed at this point for in this way the advertiser probably figured “what the heck”. Turning to the main point of the ad one realizes that the headline refers to the addition of a portable printer to one current portable computer. The relationship between the two personalities and the objects they hold are directly linked together. An understood question is automatically asked. What’s the Lone Ranger without Tonto? Well, what’s a portable computer without a portable printer? Once the viewer connects these two simple ideas the ad has done its job. Other personalities (such as Batman & Robin, George Burns & Gracie Allen, etc.) could replace the present characters, but these replacements wouldn’t seem as effective.

The Derick vodka ad to the right is an example of antimetaphone in that the text contains double meaning and the image contains many interesting elements. The ad shown contains four main elements which are:

1. A beautiful woman playing pool in a billiard hall.
2. A vodka bottle and glass resting outside the image plane.
Antonomasia

This ad for Grand Mariner is an example of antonomasia. It is a beautifully colored ad created by an illustrator. The illustration is centered around a piece of sheet music. The notes on the music are shown as both orange and glasses of grand mariner. The ad contains several important elements:

1) The bottle of grand mariner
2) Oranges/glasses in form of musical notes
3) The sheet of music
4) The two birds
5) The background foliage
6) The title "A Grand Chorus"

This ad uses antonomasia (visually) with the substitution of the grand mariner bottle, glasses, and oranges as pieces of music on the sheet. The bottle is visually placed within the treble clef of the music while the notes themselves are replaced by oranges and glasses. The sheet music is an index music sign which points to the quality of music and hence the quality of the liquor. The color of the sheet (a warm yellow) also projects a sense of quality as it represents a piece of fine parchment. The foliage (positively that of an orange tree) in the background is in full bloom. This projects a quality of aroma which the liquor holds. The two glasses and the two birds are index signs that simply state Grand Mariner is better enjoyed by two. This is subtle hint of the sensuality the liquor can create in the right setting. This isn't an everyday drink to be served and savored for the right moment. The oranges replace the musical notes to symbolically represent the flavor of the liquor. The use of illustration rather than a photographic approach connects the underlying element that drinking Grand Mariner is an art form of its own. The final addition of the title "A Grand Chorus" directly links this element to the entire ad.

***Special Note***

One of the special points of this ad is its use of an artistic technique called Trompe L'oeil. Trompe L'oeil is a special approach to art which creates a three-dimensionality within a piece. Trompe L'oeil uses overlapping, shadowing, and other three-dimensional rendering techniques to ad in its making a piece seem more than a flat two-dimensional piece. The viewing of the trompe L'oeil effect of this piece can best be seen when the image is viewed on its diagonal axis. The bottle, glasses, and oranges exist on two planes at once and when viewed at the correct angle stand above the image surface projecting an even more three-dimensional effect.

Asyndeton

This ad for J&B scotch uses Asyndeton, the grouping of unrelated subject matter to create a whole image, to sell the product. The use of subject matter in this ad is quite surprising. If there is a relationship between hip joints and drinking J&B scotch then only the advertiser and client know it. One can only ask why and then hope for a reasonable answer. The ad is simple but not easily understood. It uses shock value as a means of getting the consumers attention. The four elements in the ad consist of:

1. The pelvic region of a skeleton
2. The red letters J&B
3. The yellow background
4. The catch phrase; "J&B in a hip joint"

The use of unrelated objects within this ad for J&B is somewhat ridiculous but in many ways effective. The ad would most likely be passed over by the viewer if it was too simple. The relationship between a hip joint and J&B scotch is not important. Stopping the viewers eye while they read a magazine. After the shock value of the ad wears off the viewer will return to the magazine. Shock value may be an easy out for many advertisers but it is not as simple as it looks. The thought of J&B in a liver spot may be appealing to some viewers but the client probably wouldn't agree. Another alternative could be the image and caption "J&B in an eye socket" but would this have been as appealing as a hip joint. Probably not. The hip was most likely used because it is less threatening to the viewer than any other body part. It may also have some index sign relating to sex but personally I would have to say not likely.

Chiasmus

The universal remote ad to the right was the only example of chiasmus I found that I really felt comfortable with. The example was found in a magazine for retailers and primary focuses on the fact that this remote is the only one they should be selling. The fact that this ad is not normally seen by the public, but by the retailer makes it quite interesting to inspect. Basically the same principles used for selling to the public are used to sell to the retailers. The ad contains five primary elements:

1) The boomerang shaped remote control
2) The headline
3) The body copy
4) The inset photos of the product
5) The product logo

The ad for universal remotes uses the principle of chiasmus in a light hearted and comical way. The prop used in the ad would be considered a "low tech" example of its "high tech" counterpart being advertised. The ad uses chiasmus is dominant in its use of the prop. The thought that this boomerang remote might actually be used is absurd but it is quite intriguing. Basically, the low tech remote would be used in pretty much the same way as its "high tech" companion in the inset photo. One would throw the boomerang at the TV, VCR, or stereo to change the station and then simply catch it and repeat if desired. One is able to understand the change of context while the grammar remains consistent. The ad is wonderful in that it presents a conceptual idea brought to fruition through the advertising medium. The headline text makes reference to the retailers whom the ad's meant to target. It is meant to make other universal remotes seem out of date and
inferior to the currently advertised product. Once the viewer reaches beyond the prop and headline they learn about the product, its capabilities, other features, etc. through the body text. The insert images display a sampling of the products which are being used for recognition. The logo in the lower right corner although not very familiar does make a connection to the product. It can be seen on the packaging of the remotes on the insert photos. This ad is quite complex in that it is trying to sell a product to retailers that will then try to sell it to the public. The implied use of the humorous prop would easily sell the product to the public. Too bad most people won't ever see it.

Circumlocution

This ad for Gio perfume is an example of circumlocution in that it hides the product from the viewer during the initial contact with the ad. The ad asks the viewer a question "Who is Gio?" and shows a picture of a woman in a car (most likely a limousine) being viewed by a man who is hidden in the shadows. This ad is one of many that can be considered interactive because it allows the viewer to smell the fragrance being offered. There are several elements of interest in this ad. The most important of which are:

1. The woman in the car
2. The ad in the shadows seen as a reflection in the window
3. The bottle on the inside spread
4. The scent from the perfume

The ad uses circumlocution in that the viewer doesn't know what the product is until the scent and image are noticed on the inside spread. It uses circulation ads in dealing with the presence of the man within the cover image. Is the man a fan of this unknown woman, possibly a stalker, or a paparazzi waiting for a photo opportunity? Who knows? Well, Gio knows, but who is Gio? Gio is the perfume which has created a seductive look into the world of expensive cars and hidden faces. The man is an index signifier representing the perfume itself. His scent must be close to the man because he has no control of himself. The woman represents the object of desire. What the woman looks like doesn't matter, that fragrance is the true object of pleasure (an aphrodisiac). A woman viewing the ad will place herself in the position of the woman and feel more attractive. She will want to be around her. She will be a goddess. The man seen in the ad looking at her has become the woman in the ad because she is the man of her dreams. Places herself into fantasizes and knows that she will be attractive and find her prince charming. If only she had this unbelievable perfume. When the question "Who is Gio?" is asked again the female viewer will respond "I am Gio, it (the object of desire) is me."

This Cleveland ad uses circumlocution in a very different way. The ad moves closer to the product using close-up photography which displays an unusual perspective of the product packaging. In the past close-up photography was shunned because many advertisers felt the viewer needed the entire product to be displayed for easy comprehension. The use of close-up photography has only recently become popular in the advertising field. The main elements of the ad are:

1. The name "Cancro" naming the product
2. The cigarettes at the upper right, showing the product
3. The label on the pack "Low Price"
4. The slogan "Taste and compare"
5. The surgeon generals warning

The use of circumlocution in this ad is really interesting. Instead of removing part of the product (by covering it) the ad heightens it by making it extremely large (via close-up photography). One doesn't see the entire product but sees the important elements that make it what it is. The name of the brand is the most dominant text. It simply says "Cancro" which is an index signifier of the brand. The statement "Low price" indicates that the brand is affordable and at least as much as other brands of cigarettes. The progressive red lines within the design of the package is used to symbolize the brand. It is probably the only one with red progressive strips on the market. The cigarettes to the right show the product for what it is, this is in this case a filtered cigarette. The fact that two cigarettes are showing makes the product unmistakable. The catchphrase "Taste and compare" basically tells the viewer that they should try this brand, they might like them better than their current one. And don't forget that Camorti are low price", so one won't be losing much by trying them. The warning shown in the lower left of the ad is a government mandate that is supposed to discourage smoking. In some ways it defies the whole purpose of the ad. The ad is trying to sell cigarettes, isn't it? Well, this warning states that smoking may cause lung cancer, heart disease, emphysema, and may complicate pregnancy. The warning is clear enough and yet the tobacco industry is doing quite well. I don't think that the warnings are even noticed anymore.

The Absolit San Francisco ad shown is a wonderful representation of circumlocution. The ad uses extreme minimalism as its foundation. Although the information within the ad is limited, the given information is well understood by the public. The Absolut campaign that has been used since the product is first introduced has many similar qualities to the Volkswagen ads of the sixties. This specific ad (promoting a city) is a part of a sub-category within the overall Absolut campaign. It is one of many that were found including Boston, Atlanta, and Manhattan (in NYC). The ads seem to promote the widespread acceptance of Absolut as a quality product in the USA. The ads are both humorous and to the point. Nothing is hidden here (except in this ad). The ad contains three major elements:

1. The top of an Absolut vodka bottle which is known through its distinctive shape and style.
2. The white misty cloud surrounding the bottle.
3. The white sans-serif type at the bottom of the page within the mist.

The extreme simplicity of this ad makes it a great example of circumlocution. Most ads dealing with the same principle share the major clue of the product which is used primarily for recognition. Usually a logo, name, color, or in some cases the product shape is enough for recognition. Very few products have become well known enough to be recognized by shape alone. CocaCola and Volkswagen are two products which need very little (if any) information to identify them due to the products would want. This ad therefore represents a new member of this elite group of easily recognized products. Showing only the wordy, bottle neck and a hazy fragment of the product silver crest is now known to be enough information to represent it fully. The ad works on several psychological levels. It makes one think. Not really about drinking the product (although that is the overall goal) but through humor and understanding. The bottle is the main subject of the ad while the atmosphere created around it adds another layer of awareness. The mist surrounding the bottle is used to emphasize the text at the bottom of the ad which states "Absolut San Francisco". The mist is used as an index signifier of the city of San Francisco, which is known for its air pollution and fog (much like Los Angeles). The text within the ad is subdue due to it's white color. The text is seen as a part of the fog and represents its thickness or density. If the text were black or grey the text would create an image in the viewer's mind and could actually be read. In the case of the text it is not visible and the viewer is forced to read from the image. This is an excellent representation of circumlocution and an even more astounding campaign. Like the VW ads of the sixties and seventies the absolu ads of the eighties and nineties have become an important part of pop culture.

This American Airlines ad also represents the principle of circumlocution. The ad contains a classical (ie European) appearance due to the images subject matter. Not many commercials exist in the USA, hence one knows that the ad is for distant travels to Europe. Where specifically, who knows. This is left up to the viewer. The ad contains five points of interest:

1. The image of a historic castle somewhere in Europe.
2. The shadow of a large jet plane within the image.
3. The American Airlines logo. "There's something special in the air", know for many years.
4. The body text.
5. The airline logo.

This ad by definition is a good example of circumlocution. The image alone wouldn't contain enough information to fully represent American Airlines. The castle shown in the image is just American, since no other built castles exist. The European castle is used as a signifier representing the airlines other destinations than
within the USA. The architectural style of the castle isn’t specific enough for the layman to know which country it exists in. To an architectural historian on the other hand, this castle may be known by its specific style, name, or past occupants. To the general public the castle is generic. It could be in any European country that the viewer wouldn’t personally wish to visit. The use of a jumbo shot of the castle with specific information to determine the country name and thus not stand on its own. It is a good representation of circulation through the use of the shadow rather than the plane itself allows one to fantasize about a European holiday (or a trip in general). Once one reads the headline text one should know the specific aerial being referred to. The slogan of American Airlines hasn’t changed much since the companies beginning. This slogan, “there’s something special in the air” is so well known that it could be used as an ad itself - in the past it probably has. The body text if read speaks of castles in France, Germany and England which might appeal to some people as a vacation spot. The text also speaks of affordable rates and quality service. The slogan is used three times in the ad so that the viewer won’t forget it. The logo at the top of the body text shown in red and blue (in company colors) gives the airline its specific identity without question. Only the red (implied white) and blue stand for American Airlines and hence America. Due to the name and colors used by the airline it has certain American values as an underlying element. Taking this airline on one’s next vacation one is helping support liberty freedom, and the American way. This is very patriotic, don’t you think.

**Double Entendre**

The Minolta flash meter ad to the right is a great example of (visual) double entendre. The use of double entendre is primarily observed in the main image of the tiger, but there are other important elements used in the ad. The elements of fear, power, and quality are all implied in the ad.

The ad contains:

1. **The tiger** and its reflection within the pool.
2. **The headline text**.
3. **The flash meter (product as inset image).**
4. **The body text**
5. **The Minolta logo to the left.**

The Minolta flash meter ad presented here contains many important and intriguing elements. The tiger shown in the image presents a great example of double entendre. Basically it is a reflection of the main foundation for this semiotic principle. The meaning created by the reflection of the pool is the primary focal point. Although this ad is being used as an example of double entendre, it could be used as an example of many other principles.

The tiger itself is an important signifier in that it could represent danger, power, fear, or even a elusive image. This specific idea of power or danger is best accentuated by the headline which reads, “Approach every subject with the utmost sensitivity.” This statement is justified by the presence of the tiger in the image. Many rare and beautiful animals are considered man eaters and should be approached with the utmost care. They are wild animals and very unpredictable at that. The link between the tiger and the meter is implied through the idea that quality and safety are assured when using this meter. When using this meter one knows that they won’t need to worry about the accuracy of the exposure. It will always be the best. In another instance the flash can be understood to signify power which is also shown though the tiger. To own and control this meter one will have to be powerful, in fact one will have power over man and beast. This is quite a concept. The actual product, the meter, is shown in the lower right corner of the ad under the main text which speaks of the advantages of owning this particular meter. The one specific interest point of the meter is the white outline. It is an interesting point of view from two perspectives: the first is basically a white line used to separate the meter from the background; the second, and more interesting, is that the white outline is symbolic of a glowing energy, or force being emitted by the meter. The logo in the right corner is placed just within the basic grid structure of the ads grid system. The logo is in good proximity to the bulb on the meter and a grouping (chunking) of elements is observed. The logo is also a reminder of the product and works as a symbol of the company.

The Taronnen lens ad uses a word oriented form of double entendre known to some as antonacism. This is a verbal approach to this specific principle. The ad uses a group of lenses to display the product line that Taronnen tells. It shows the diversity and quality of name brand lenses of similar size and type. The main elements are:

1. **The headline, “Maximize Your Maximum”**
2. The lenses, ranging from 55mm-70mm zoom to 200mm zoom.
3. The body text and chunked text blocks around the lenses.
4. The Taronnen logo.

This Taronnen lens ad is a good example of another form of double entendre which is classified as antonacism. This sub-category of double entendre reflects the use of similar sounds within an ad. The main use of antonacis (double entendre) in this ad is found in the headline “Maximize Your Maximum” which uses the words/sounds ‘maxim’ and ‘maximum’ in within it. The verb ‘play’ word play and audio simile effect produced by the headline is beautiful. The rest of the ad describes the various lenses and components which can be adapted for a Minolta Maxxum camera. The lenses in the ad are arranged in order by size and power (a 35mm-135mm lens in front, a 200mm zoom in back). One of the small text chunks near lens refers back to the headline by referring to the adaptability the Taronnen lenses have with the maximum. The main body copy speaks of the professional quality, technical excellence, and superiority of the lenses. Finally the Taronnen logo is centered at the bottom of the ad. The text based logo is combined with the company slogan, “design excellence” which also refers to the greater quality of their product and the raccoon tag. The use of special lenses (zooms, portrait, and telephoto lenses) in this ad makes the viewer feel that the new lens they’re looking for may be available from this company. In fact Taronnen may be a better and less expensive lens.

**Ellipses**

This ad for Gienidich scarf uses the principle of ellipses (to closure) in the most common way. The ad is a simple product shot in which the product is photographed on a plain background. Personally, I feel the image lacks crispness. The image isn’t technically or visually wonderful, but it gets the point across. The three important elements in this ad are:

1. **The bottle of Gienidich Orange.**
2. **The text block titled “Engima”.**
3. **The text block titled “Revelation”.**

This ad is the most basic example of ellipses one can and will find in the field of advertising. It isn’t really the most interesting or beautiful ad one might wish to view, but it is an example. The overall image is blank or dead. The ad has an amateur quality (photographic). The lighting, bauoup, and detail on the bottles (and labels) are technically of inferior quality. The two bottles placed in close proximity with their label turned toward create a simple closure. The labels are basically readable over the expanse of the bottles although there is a gap in between the bottles. The text on the labels lines with the curvature of the bottles making the “f” and “t” in the products name barely discernable. Other problems, including the shadow on the left bottle (on the label above and below the name) and the yellow highlights on the bottle (not symmetric) are awkward. The text block under the left bottle titled “Engima” reflects that drinking Chivas, Black Label, and Pinch seem puzzling when the superior Gienidich is available. The text entitled “Revelation” is the main selling point of the ad. It basically states that once one takes one sip of Gienidich one will realize his/her worth. In fact the title seems to imply a possible religious experience when drinking Gienidich. The ad is not of exceptional quality photographically or in layout, but it does explain ellipses.

This simple ad for Southern comfort uses one of the most exciting gestalt principles in a beautiful and creative way. Ellipses is used to form closure within the two glasses. If a closure is attempted without precise measurement of the variables the effect of closure will be lost. This is an excellent example of ellipses for its precision. The text and image forms on the glasses connect and close with great precision. The main elements of this ad are:

1. **The two glasses, one of triangular shape and the other round or bulb like**
2) The text and scene on the glasses.
3) The headline text above the left glass.
4) The two chunks of text beside both glasses.

Visually, this ad is extraordinary. The ad is quite simple but the beauty is found in its precise use of ellipses. Normally, the use of ellipses found in an image can be observed in the placement or shape of the objects placed in close proximity to each other. The use of ellipses in this ad is of special interest because of the two distinct forms used to create the ellipse. The glass to the left of the conical shape next to the bulbous glass to the right seems to enhance the ellipse. The closure created by these two ady shaped glasses is a ready example which enhances the visibility of the ellipse. The closure of the oval image and conical front text above it is strong. The closure is so precise that one might expect too have been computer generated. It is computed enhanced the image is quite good, but the closure was created through a direct (unmanipulated) photograpic process it is exceptional. After the preliminary closure is observed one then turns their attention to the text (and/or its placements) above the conical shaped glass. The text placement is exquisite. It is placed above the noticeable highlight on the glass which optically creates a straight line (although not as strong on the left edge as could be achieved). This could also be considered a use of ellipses, as it makes them more toward a sub-category in visual dealing with proximity and common contour. The use of a graded background and the proximity of the glasses to the ads edge one can senses the foundation of the overall image. The small text chunks near the glasses to a separate level. They both give recipes for the drinks shown in the ad. This is common in liquor ads since the early twenties. It's a nice touch by the advertiser for intriguing the public's further use of the beverage they are promoting. This ad is in a class by itself. It is simplicity and slick beauty make it truly a work of art.

This Tylenol ad uses the principle of ellipses in an interesting way. Rather than forming a closure using the product or its label, the headline text of the ad closes. When the viewer reads the text they will automatically fill in the blanks. This visual/sequential form of ellipses uses the same principles as the previous ads but works at a level dealing with past knowledge and word recognition. The elements of interest in this ad are:
1) The headline "Is your allergy Medicine missing something?" - missing several letters.
2) The body text.
3) The inset image, the package's packaging.

This Tylenol ad uses ellipses in a visual/sequential form of the text only when the viewer adds the missing elements. The headline text of the ad promotes its product by suggesting other brands don't contain "all the medication" Tylenol does. The text is used to imply this in a simple and elegant manner. The removal of several letters forms within the text implies missing pieces or in this case missing ingredients. When one views the ad (even with the missing characters) one is able to comprehend its meaning quite easily. The missing characters in the headline are simply replaced by the viewer while in the course of reading the text. The ad is effective in its use of a mind puzzle which allows the viewer to interpret the ad. The body text promotes the extra medication used in Tylenol then returns and recommends them other brands. In fact the ad states that the relief goes "clear to your sinuses." Well, it makes sense. The product (its packaging) is inset in the lower right corner for product recognition. The ad works well and is quite effective.

Euphemistic Equivocal
This ad for Finlandia vodka is an example of equivocal in that the double meaning within the ad is quite apparent. The ad is extremely simple and is very effective due to its simplicity. Placement and repetition play an important role in the effectiveness of the ad. The main elements are:
1) The row of Finlandia bottles
2) The text above the bottles
3) The text within the black box under the main image.

This ad for Finlandia uses the basic equivocal principle of semantics quite well. The ad through its simplicity effectively promotes a double interpretation. There are two levels of interpretation which can be seen in viewing the ad. The first level deals with the bottles, placed next to each other which are perceived as a row in this case a line of bottles stretching infinitely. This line of bottles promotes the worldwide appreciation the product has found. The second level deals with the text above the bottles which is understood to be the end of a race. The connection between the product and the text above it is made after the viewer reads it. The text simply stating that the image shown is "The Finish Line" means that it is a line of Finlandia's best vodka or that it is the end of one search for the best vodka, the clarity of the ad. The double meaning within the ad is accentuated by the text under the bottles which simply states that Finlandia is "The final word in vodka." The slogan used in this ad is effective and as simple as the ad itself. It's the finality of the statements in the ad and the repetition of the product helps enhance the product quality. The text on the label is not fully readable, but doesn't detract from one's perception of the overall product. The repetition of the red ad from the product's logo can also be seen as a target (in this case the bullseye) which helps one find the product in the vodka section of a liquor store.

The use of the equivocal principle used by Forbes magazine's advertising department is very interesting. It uses a true life experience to promote the wide circulation that Forbes magazine currently has. It also discusses the use of cutting edge technology in both police investigations and in its magazines production. There are a few interesting elements in this ad:
1) The photo of Ingersoll's.
2) The headline, which sparks the first interest in the ad.
3) The murder investigation story.
4) The logo, selling ads in Forbes magazine.

The use of the equivocal principle of semantics in this Forbes Magazine ad can be understood through its headline text and image use. The image displays many fingerprints and implies a crime has been committed. The headline states that "without a computer, finding the two that match could be murder." This is where the double meaning is most apparent. The headline uses the word "murder" which could mean that a suspect wasn't found and that the criminal might strike again, or that the case will cause the police a great deal of frustration. The body text then explains that the text was due to the computer not being able to find as evidence. The ad promotes the use of computers and the many benefits that they have over the technology of only a few years ago. The body text then discusses a case in which a computer was used to solve a murder by identifying a fingerprint found at the crime scene. The body text later discusses the use of computer technology at Forbes magazine especially in its advertisement department. It states that the name of the person who found out in Forbes is always the most accurate and crucial information one can find on any business subject. It also states that Forbes is so widely read that the magazines advertisements are the most widely seen. This is the selling point for anyone who is looking for a good market that Forbes is their best choice. The ad is interesting when first seen, but after reading through it and finding it only to be selling space is a bit disappointing. The use of the fear, created by the headline, is effective in drawing the viewers attention.

Euphemistic Equivocal

The use of euphemism in advertising is usually shown in a "fake" that didn't happen to me" sort of way. It uses the viewers (general) fear to promote a product's reliability and safety. This ad for Subaru can use euphemism in very much the same way. It creates an environment which viewers could possibly fear themselves in unintendedly and promotes the ability of Subaru cars ability to respond in hazardous weather conditions. The scene is quite a frightening experience to anyone who may have been in a similar situation. There are five main elements of importance in the ad and one secondary element which is as important for driver safety. These elements are:
1) The scene which shows ski field and a broken guard rail on what seems to be a downhill slope.
2) The headline text which reads, "Subaru 4-wheel drive keeps a car from becoming an off road vehicle."
3) The body text.
4) The car shown as a inset image.
5) The Subaru logo and billboard at the bottom of the image.
The Subaru ad shown to the right is quite effective in its use of euphemism because of the scale tactic used in the ad production. The scene depicts a slippery and dangerous road during a storm. It displays the possible dangers of bad weather conditions while driving and the apparent outcome (or part of it) of the underlying event. The skid marks and deflated rubber tires are the only information needed in this ad to inform the viewer of how bad the road conditions were and to show that an accident has already occurred due to them. While driving, a scene like this, will automatically make one want to not start to slow down. One doesn't want to find itself in a similar predicament. The overall appeal of the ad could be as if you were driving a Subaru. It wouldn't have happened and basically it is. Not that it's true. It's just saying that a Subaru would probably offer more choices. It may seem cold and in some instances harsh, but it is effective. It uses the fear of the individual viewer to promote the sale of the product. The headline uses an unappealing sort of humor to promote a Subaru car which has the ability to avoid any wheel drive capabilities. Hence the "keeps a car from becoming an off road vehicle" statement is also the main focus of the peer imagined. It uses a normal statement in a more pleasing way to get the overall message across to the viewer. In essence it says that one car may not be able to handle this situation and that a Subaru could. The body text of the ad promotes Subaru in a less tightening way. It describes the four wheel drive option on all Subarus and the dependability, reasonable price, easily carefree maintenance, and its ranking in sales for the USA. It then refers back to the headline by saying that "Subaru is the car that keeps hazardous road conditions from turning into hazardous driving conditions." This is a powerful statement, which just might be enough to sell the product by itself. The car shown is the ex tends to be a car with the most luxurious and supreme glory. The most obvious reason for this is "One can't sell it if the viewer can't see it." The color of the car shown is most likely red to promote the sportiness and other aspects of the car. It is meant to lighten the mood of the ad. The Subaru logo and slogan are at the bottom of the page. As another means of product recognition and to add the ad by saying "WE built our reputation by building a better car." If the company is willing to "go the extra mile" the viewer should at least take a look. Lastly, and not as important a part of the ad is the car seat belt warning in the upper left corner of the ad. Since most states now mandate that everyone wear seat belt when driving, in this case, is basically promoting safe driving habits.

False Homology

This ad for White-Westinghouse washing machines uses simple and enjoyable plays on words to sell its product. The use of false homology can be seen in the headlines and throughout the text where a use of pun is played as a joke to lessen the stresses that tend to help promote its superiority. The competition would be considered of no real interest except for its interesting use of wordplay. There are five primary elements in the ad:
1) The image of the washers or competition washers.
2) The images to the left of the competition.
3) The blocks of headline text.
4) The main body text.
5) The company logo, name, and slogan.

The ad to the right is a good example of false homology in that the ad uses puns and humor to sell its product. The idea of the "White Washers" as competition washers, is easily comprehended throughout the use of wordplay in the headline text and the display of the competition washers as smaller, less important figures in the entire ad. This, when fully understood works on two levels. The first is that the washers don't compete to the Westinghouse model because of the missing control options. The second is that the washers are of a lower quality. The fix is that the product is gray when compared to the "White Washer" and it is easier to see the control options to the headline above. At first one perceives this as a mistake in the ad's adherence to its grid structure, but then one realizes the intentional use of the bold headline text on top of the normal style text below it. The use of centered text in the headline allows one to see a new columns development. The body text and logo are used to move straight up the grid's boundary as its base. The column's crowns is perceived in the movement from narrow to wide to narrow in length. This creates the basic shape which resembles an icon-style column. The headline under the washer both introduces the new product as well as remarks that all other washers with which it was made are like this one. The body text itself uses puns and humor throughout while the competition gets "agitated over which features to feature" Westinghouse adds them all. It states a simple fact which adds the consumer to the advertisement product, "Why sell a washing machine (the previous laundry) when the smaller choice is the obvious choice?" The love, name, and slogan is overly noted by the key people that are important elements in the comprehension of the column structure. They are used to complete the column, gives recognition marks for the product, and help in the overall legibility of the ad. The use of specifically defined grid structure is apparent in the ad except for those noted earlier.

The image to the right, representing false homology, is quite clever. It uses wordplay, puns, and simple light-hearted humor to promote its product. It is the epitome of the conceptual ad brought to fruition by the advertiser. The spokesperson and props used in the ad are outstanding. They are simple and direct. They help make the advertisement playful and work for multiple age groups. The child of two and the adult of ninety-two can both enjoy the ad for its simplicity and friendliness. The ability for this ad to work at different comprehension levels only adds to its extraordinary power in selling its product. The ad contains several important elements which are:
1) The finger/spokesperson
2) The freezer scene at the top of the ad
3) The freezer scene with the words "protect your ears."
4) The body text
5) The counter top image shown at the bottom of the ad.

This ad displaying false homology is truly amazing. It brings a simple conceptual idea to life in a way only matched by the R. G. Christian Anderson's story, "Thumbelina." The ads spokesperson may even have caves leading back to this timeless story. The simple addition of eyes, nose, and smile makes this the leading spokesperson for Ziploc freezer bags. The use of the finger is quite humorous. The concept that the bag can be a closed using just one finger is implied directly through the spokesperson presence. Although the ad was probably directed by the client or creative director when first presented it is definitely one to be remembered. Ziploc's freezer bags, for example, the image to the point of the ad is a representation of a freezer, which reflects the chilling environment that all foods will be kept at some point in its life. The image to the side shows a typical view of a freezer which is an image of the end if the counter top image shown at the bottom of the ad. The image linked with the headline text is the main focus of false homology in the ad. The text, stating that one should not protect your ears refers to both the coin and the spokesperson's voice. The ears are used by the body part to get cold and have a need for some type of protection. Similiarity the ears of corn could be considered a delicate item that needs special protection from freezer burn. The ad uses the humorous connection to its advantage, making sure that nothing (including freshness) is lost. The body text speaks of the "yummy fruits and veggies" that need special attention and tenderness.

It also mentions the ever popular "Ziploc Zipper" and added thickness which helps the bag hold the items freshness in. The counter image showing the products packaging and the spokesperson at actual size is beautiful. It not only shows the product but places the spokesperson in the space for the 1" of Ziploc. The finger is seen as a symbol of protection of the viewer. The underlying idea is that the viewer is able to close this bag easily. The fruits and vegetables surrounding the product are there mainly to give the viewer an idea of the freshness of the product. The bags don't hold only corn; they can hold any items one wishes to place in the bag. The slogan "There's only one Ziploc" links the bag at the bottom of the ad is direct and easy to understand. It simply states that any other bag could cause one food to spoil in the freezer. One can use the humor in the ad to seem to be a part of the play.
and the background image link together a light and fluid atmosphere. The sound of two senses, both sound and smell, within the ad is the main focal point of the principle being used. The principle is based on the formulation of concrete objects with abstract ideas. The main selling point is that the fragrance is more than just a normal perfume. Its aroma is so compelling that it can only be conveyed to the sound of beautiful music. The five main elements of this ad are:

1. The perfume bottle, shown both real and graphically as inset image.
2. The background image of a jazz/trumpet player.
3. The gradiented background colors, purple near the top and pink near the bottom.
4. The perfume name, “Listen,” shown in a script style font.
5. The text under the perfume name.

This ad is quite remarkable in its presentation of verbal, visual, and some subliminal information. The use of headings within the ad can be seen at many levels. A link is first created by the perfume name, “Listen,” and the ad background image (a jazz musician). The name, “Listen,” lends itself easily to music due to the word’s actual meaning and the fluid script type used to create it. Although one could connect fragrance more closely with the music motif it is still quite effective. The basic connection displayed throughout the text and image elements is that the perfumes aroma is not only intriguing to one nose but to one’s other senses as well. The aroma is so compelling that one could almost hear it on a woman. A smaller link is made within the statement under the perfume name which reads, “Once in a while, there comes a fragrance that hits the perfect note.” The connection between the fragrance and the music motif within the statement is also easily recognized. It states, in a round about way, that the perfume is something less than perfect. It uses sex appeal to pursue the woman. It wasn’t always smooth, then she had to be perfect. The text proves to be an elegant and effective line of copy. The shadow of a jazz trumpet player in the background is easily recognized by his stance (leaning slightly back with arms raised high). The shadow (an index signifier, linked directly to music) and the background colors set the mood of the image. The atmosphere is one that’s relaxed and peaceful.

The sound of the music is understood to be soft, soft, and mellow to the instrument chosen for the image. The heart of a jazz trumpet player in the background is easily recognized by his stance (leaning slightly back with arms raised high). The color of the background image adds to this by invoking the feel of sunlight adding to the ad’s overall feel. The product is shown in the ad in two ways. The first, as the actual bottle filled with this irresistible scent. The second as the graphic representation of the bottle, which seems more intriguing. The bottle shape has a fluid quality adding to the feeling of the script type in the name and the overall musical motif of the ad. It’s counterpart, the graphic image of the bottle, is much more intriguing. The artist uses color and graphics on the product’s packaging is fabulous. The colors contrast slightly with the background, but this is distracting. The graphic translation of the bottle on the box is beautiful. It presents the fragrance in a new light. The bottle is soft, yet, crisp and dynamic, somewhat like the music in the background. It’s the center piece for this ad, and a very nice one at that. The ad is simply beautiful.

The use of headends in this ad for Southern Comfort is not easily understood because of the double meaning also displayed. The ad uses a minor form of abstraction to connect the product with the main selling point. The product, a well known whiskey, is said as the ingredient one would add to any favorite drink. The use of the product names lends to the appeal of the ad as it implies more than just the great taste and smoothness of the liquor. This is the main focus of headends within the ad. The six main elements that help sell the product are:

1. The cola (style) glass.
2. The headline text, “Any cola’s more a create with comfort.”
3. The secondary text under the headline.
4. The straw and lemon wedge in the glass.
5. The Southern Comfort logo.
6. The bubbles/water droplets in/on the glass.

The use of headends is not easily understood in this ad because of the subtle way the concept is shown. The ad uses underlying meanings of words and images to display the principle. The drink shown in the ad is a “Comfort and Cola.” The use of the word “Comfort” rather than the product’s actual name helps it to appear more relaxed. After a cup of the drink shown, just about anyone will be quite relaxed. The use of the abstract idea that a drink containing “Comfort” will bring comfort is very apparent. It is the main selling point of this ad to make the people feel that the product is better than any other. The use of the cola glass promotes the product as refreshing and tasty rather than strong and strong drinking. The manufacturer’s approach to the product was to make one feel more comfortable about the liquor in general. The look of the drink must be appealing for it to sell the product. The use of a lemon wedge and straw makes the drink look more respectable. It is basically a cola with a twist. The use of the products logo on the glass is important since the drink is not a regular cola and shouldn’t be given to minors. It is also important for product recognition because the product’s package isn’t actually shown. The recipe is shown the proper way to mix this ad. A touch of the product will fill the rest with a nonalcoholic beverage. It implies the safety of alcohol through proper mixing. One shouldn’t over do a good thing. The manufacturer didn’t want to promote excess drinking, just the drinking of their product. The bubbles within the glass signify that the drink is freshly poured. The droplets on the outside sign that the drink is cold, and the fiz shown above the glass signifies the full refreshing qualities of the drink. Unless these signatures are used the product will not be understood as cool and refreshing. The ice helps in interpreting this. If the ice in the glass was shown with no other signatures being presented it would be misunderstood to be flat. Even every aspect of this ad had to be taken into consideration a production since the actual product packaging isn’t displayed. This is another way that the ad uses abstract ideas to promote the product. If this ad didn’t come the Southern Comfort logo it could be seen as a cola ad. The glass may only contain cola, but the implication that the beverage contains Southern Comfort is an abstract idea being assumed.

**Hyperbole**

The whole premise of this ad is the selling of products, therefore the use of exaggeration could be considered a main focus of all ads. This ad for Audi is a great example of hyperbole. The ad uses simple principles presented on a white background and most of all, is reminiscent of the ad industry. The ad contains four main elements:

1. The car, shown sideways on the right edge of the page.
2. The headline text, “A Sight Exaggeration of How Well the Audi V8 Quattro Grips the Road.”
3. The body copy.
4. The Audi logo.

The ad created interest in this ad of hyperbole, due to the extreme angle of the car in the ad. The ad exaggerates how a certain car’s capabilities are, e.g., the Audi V8 Quattro by displaying it in a corner and in a way, it’s able to grip the road under extreme conditions. The car’s placement on the page, flush on the right edge, is unconventional and the eye catching element being the ad. The wheels, shown touching the edge, are set in a corner line under the car, which replaces the horizon presumed to exist at the bottom of the page. One perceives the horizon under the car because one is not willing to accept the image as it’s shown. Since no car can park in the manner shown (unless bolted to a wall), the exaggeration displayed is taken in a light hearted way. The car is not expected to climb walls but it will probably turn a curve quite well. Since it is an all wheel drive car, such a diagonal approach makes sense, too. The placement of the page seems light and able to soar rather than creating a heaviness which could easily draw on the objects weight. If the car was placed near the bottom of the page, it would be seen at least a bit of the car taking on different end, it would be seen rather than being or grooping onto it, helping creating a completely different feel to the ad. The exaggeration is only heightened by the headline text which says that the view seen is a slight exaggeration, meaning that a car could easily do things that the competition couldn’t dream of. The viewer knows that this view is quite absurd and expects the type of representation in some if not all ads. The selling approach is gimmicky, somewhat appealing, and most of all, is reminiscent of the ad industry when advertising wasn’t regulated. The body text discusses the usefulness of the all wheel drive feature on the Audi.
Quinto. It makes reference to the quickness and reliability of the power transfer system used to control the whistles. It also allows the viewer to comprehend the reason for the unorthodox placement of the alarm. The placement is the only way the company felt would best understand the event; a test drive. The alarm used by the white space around the car prevents a suspicion or openness, which might be referred to the car as well. Though it isn’t a dominant enough element to readily convey this underlying message. The placement of the alarm at the lower right of the image may seem to be a standardized approach, but it’s not. The use of placement to create exaggeration is well maintained and makes the image quite a nice one overall.

The use of hyperbole within this Rodenstock lens ad is easily recognized through both the image and body text. The ad uses the enlarging of an object through the lens rather than exaggeration. The enlarged image of the salt shaker is the visual representation of hyperbole in the ad. The body text uses the principle of hyperbole in a verbal manner. It discusses the ability to enlarge an image and maintain the reality of it. The five elements of this ad are:
1) The headline text, “Enlarge upon reality without losing it.”
2) The image of the salt shaker.
3) The salt shaker.
4) The body text.
5) The rodensk logo and catch phrase.

The ad for Rodenstock lenses to the right uses the principle of hyperbole in a basic, yet sophisticated way. It sells its product by promoting the clarity and quality of the lenses known for. The enlargement of the salt shaker displayed shows the accuracy of imaging that the company’s reputation is founded on. The salt shaker is displayed for the viewer to make a comparison between it and the enlarged image. It uses the headline text to further emphasize this fact by stating that one can “Enlarge upon reality without losing it.” This statement, linked with the image, proves to be quite effective, since details are not evident in the actual object appear on the enlargement. The viewer observes the hyperbole first through the photographic enlargement and later through the text. The use of hyperbole in this case is not only noted because the principle is more visual, the text does present the feeling of hyperbole through its use of “hyper”. The text speaks of the “commitment to the enlarging field” that Rodenstock has, “the world’s largest selection of enlarging lenses”, the “Apo-Frodagon lens of lenses are known to yield the best results, and the image one understands the enlarging concept quite easily. It is a simple and effective use of identical elements in promoting the quality and reality that one perceives when viewing the TV’s image. The five main elements are: 1) The fish tank to the left. 2) The TV to the right. 3) The large orange fish shown on both the TV and tank. 4) The man in the corner. 5) The remote in the man’s hand which is highlighted.

Identical

This ad for MGA Televisions is a great example of the identical principle of semantics. It uses shape and image to intrigue the viewer into taking another look at the image. The salt shaker and TV are used in a playful way to promote the product. The large fish seen in both objects is the device used to link the concept. After viewing the image one understands the underlying concept quite easily. It is a simple and effective use of identical elements in promoting the quality and reality that one perceives when viewing the TV’s image. The five main elements are: 1) The fish tank to the left. 2) The TV to the right. 3) The large orange fish shown on both the TV and tank. 4) The man in the corner. 5) The remote in the man’s hand which is highlighted.

This ad for MGA Televisions uses many semantic principles at once. The most predominant of which is the identical shapes and images. The salt shaker and TV are a great object containing a specific event. In the 19th century society some people (usually wealthy) kept fish tanks in their homes for entertainment. It was a basic form of visual stimulation for individuals and groups to watch and be entertained by. The creation and development of radio and TV quickly outdated this form of entertainment. The keeping of fish is still practiced, but not solely in the 20th century. TV’s are found more regularly in homes today than fish tanks. This image places both fish tank and TV on the same entertainment rack. It uses this placement to its advantage by placing the TV within both objects at once. The fish seems to exist on two planes of existence at the same time, since it is both in the tank and on the TV at the same time. This “simulated picture” as stated above the TV is quite interesting because of its visual playfulness. The similarity between the fish tank and TV (in both size and shape) is easily comprehended by the viewer because of the fishes presence within them. The blue background within both objects is used to accentuate the identical point further. The man sitting in the chair is probably amazed at the sight in front of him. His posture doesn’t seem as relaxed as it should be. He holds a remote in his hand (which is one of the TV’s accessories) and seems to be deliberating whether to change stations or not. The image is somewhat confusing while it remains interesting. The limited text at the bottom of the ad, projects the underlying concept of reality being shown in the image. The statement, “MGA color television is alive”, makes the ads content quite clear. The logo is simply shown for product and in this case manufacturer recognition. The visual also uses the semantic principles of epiphanes, chiasmus, periphrases, opposition, etc.

This simple ad for Kohler sinks and faucets uses the identical principle of semantics. It uses the principle beautifully. The repetition of shapes as seen in the placement of the hands compared to the sink is wonderful. Actual identical forms are not needed in this ad due to the implication of identical forms created by the hands.

The symmetry created is fabulous. Only minor flaws are noted within the negative space between the hands and the sink. The image is crisp and of exceptionally high quality (like the product). The four main elements of the ad are:
1) The image of the sink.
2) The hands reflecting the shape of the sink.
3) The product’s slogan, “The bold look of Kohler”.
4) The body text.

Inversion

This image for Canon’s EOS 1 camera displays the principle of inversion quite well. It uses repeated images in a flip-flop pattern to show the inversion principle. The flip-mapping of images shown in the ad is created using mirrors which can be easily seen. The symmetry
within the ad is not perfect, but the concept is still very clear. The expression 'shoot it hot' used by the company to promote the speed that one can make images is promoting the asking of images while the action is happening. What it has to do with the image shown isn't easily comprehended. The six main elements of the ad are:

1. The image of a runner, made using mirrors during the photo shoot to convey the product. The inverted images are seen as a multi-dimensional view of both the runner and the camera's abilities. The text under the image and near the top of the body copy is basically a satisfied customer's statement after using the product being sold. The statement discusses the 'quick control dial' and 'auto focus' capabilities of the camera and its possible future in photography. The rest of the text discusses the many other features, the sleek 'new design', and the 'snug construction' of the camera. The headline creates the feeling of power and accuracy which the camera has, as well as the speed at which it can capture images. The red color of the text is meant toheighten this feeling for the viewer. The use of the logo and catch phrase of the new product at the bottom of the ad is normal. The image of the 'new professional', is not extraordinary, but it does the job. It does include some interesting information for those photos buffs though. The image was taken with a Canon EOS-1 using a 15mm f/2.8 fisheye lens at 1/1000th sec. The aperture was set to f5.5 withfirm ISO 50. The inset camera is used for recognition and to display the new 'streamlining' that makes the camera special. It displays the style camera and fisheye lens used in the production of the image shown. The squiggly line breaking the contour formed by the images edge is just a graphical meant to help with the ads overall selling point of speed, whether it works is up to the individual.

Litotes

This ad for Honda Accord is a good example of the use of litotes, a semantic principle dealing with understatement. It uses the principle in a simple and effective way, much like an earlier ad by VW for its line of beetles. The ad showing a great expanse of sky behind the car makes the sky seem small. The text of the ad is used to further call out the understatement. The four main elements of the ad are:

1. The car, shown dominating a scene like a painting, emphasizes the size of the car and background.
2. The background, a scene displaying the world around the car, becomes a part of the car itself.
3. The headline text which reads: "Understatement of the Year.
4. The company's logo and the name of the car shown.

The ad for the Honda Accord Coupe is a good example of litotes because of its simplicity. It uses Honda's well-established reputation for quality as a foundation for selling the Accord. For example, Honda has achieved excellence in the ads since 1986 and direct sellers. The ad is litotes, albeit, the "understatement of the year" because the quality of a Honda is always assured. The viewer understands that the car is the best selling model of its class with out the ad directly stating that fact.

By not showing the car in an overly enthusiastic manner the ad becomes more believable. The use of customer feedback makes it seem more down to earth and real. The car manufacturer and advertiser uses the word gimmick approach in this ad to make its competitors look more gimmicky. In essence the ad uses its own customer feedback superiorly as its gimmick. The ad is similar to the Volkswagen ad of the 1960s which used the principle of downplaying the product to sell VW Beetles. The ad, in the VW case, was called "Think Small" as its selling point. The VW Beetle was the first small (compact) car actually sold in any large numbers in the USA due to its reputation of quality. The VW's popularity guaranteed American car manufacturers to begin a line of compact cars during the mid 1960s. This ad uses the same foundation, based on reputation, to sell its car. The use of subtle background imagery which makes the viewer think of the "thoughtless" feeling or "ought" one will find when driving a Honda Accord. It also could be an execution of a statement of affordability. The understated imagery here would be

out of sight prices of other cars and the affordable price at a Honda since it's more down to earth. The clouds could represent a gray day or fantasy the actual car may have been. The ad writer may have chosen to make the car seem small (due to the overall visibility of the sky) helps represent the "thoughtless" feeling or "ought" one will find when driving a Honda Accord. It also could be an execution of a statement of affordability. The understated imagery here would be

out of sight prices of other cars and the affordable price at a Honda since it's more down to earth. The clouds could represent a gray day or fantasy the actual car may have been. The ad writer may have chosen to make the car seem small (due to the overall visibility of the sky) helps represent the "thoughtless" feeling or "ought" one will find when driving a Honda Accord. It also could be an execution of a statement of affordability. The understated imagery here would be

Metaphor

This ad for LensCrafters is a basic example of metaphor use in advertising. The metaphor is based on feathers (feather as a feather). It uses this metaphor to sell its product as revolutionary, more comfortable, and lighter in weight. The use of metaphors such as this within advertising is not uncommon. Many advertisers feel that the viewer won't grasp the idea behind the message shown in an ad without the metaphor. A literal interpretation of the ad may not be able to enhance an ads product and viewer understanding. A metaphor doesn't need to be difficult to be understood. The metaphor used should be easily comprehended by the viewer so that there is no possibility of misunderstanding. The metaphor being used is that the ad is to the image that projects comfort through the revolutionary lightweight frames used in making prescription glasses. The metaphor is primarily implied through the image in the ad. The four main elements of the ad are:

1. The headline text.
2. The image, a pair of glasses resting on a feather in front of a sky-like backdrop.
3. The insert image, of a woman wearing the FeatherWaves style of glasses.
4. The body text.

The use of metaphor in this ad is easy to comprehend due to the connection made between the ad's headline text and the image. The headline of the ad states that: "FeatherWaves (are) Light as a Feather." This statement implies that the glasses are "light," yet lighter than "a feather." This is not actually true, but the metaphor implies it. The viewer understands this concept through the placement of the glasses (on top of the feathers) in the image. The feather is used as a signifier for light or freedom which further enhances the statement in the headline text.

The viewer understands the "feather-like quality of the glasses as a form of freedom from the traditional "heavy" glasses they are used to. The background of the image (sky blue) with no land signifiers projects a
feeling of height to the viewer, which adds to the overall lightness and comfort that the advertiser is trying to promote. The glasses seem to be floating down on earth or at least with the feathers. The body text of the ad describes the comfort and "dramatically lighter" weight of the glasses. It speaks of Leis, Grater: stores as "America's leading sunglasses store". The text also speaks of the greatness of wearing the product and that the wearer "hardly knows you're wearing them." The inset image is of an attractive woman who is shown wearing the product. The expression on her face (one of happiness and comfort) is used as proof (by the advertiser) that the product is as good as they say. The use of metaphor in the ad is quite good. The dark blue background of the page is used to add contrast to the rule lines (shown in red) and the image. The layout of the ad is quite nice too. It uses a four column grid which is broken by the two progressive rules containing the headline text and the company logo.

The use of metaphor in this ad for Molson beer is understood through the headline copy of the ad. The statement (the metaphor), 'Molson is Canadian beer' is a direct and easily understood line of copy. There are no comparisons made and no "real" gimmicks implied in this ad, although there is a great deal of symbolism. It is just a simple and direct statement of what Molson is and where it is made. Anyone that drinks beer knows that Molson is a Canadian brand of beer. It doesn't need to be implied, it is given. The metaphor of the ad is easily understood through the symbols within the image. The five elements of the ad are:

1. The headline text.
2. The six-pack of Molson Golden.
3. The rustic wooden chair.
4. The person shown sitting in the chair.
5. The second pair of boots, to the left.

The use of metaphor in this ad for Molson beer is quite simple. The headline says, 'Molson is Canadian beer' which is understood since the beer is made in Canada. This simple and logical statement is about as easy to understand as one could ever expect an ad to be. The main point of the metaphor (and the ad) is that Molson is the best beer brewed in Canada. The ad places Molson beer (whether it's Molson Canadian, Molson Canadian, Canadian, Black, etc.) at the very top of the Canadian 'best' beer list. It is a 'real' beer, strong and smooth. The imagery used to accentuate the metaphor is quite good. The person shown in this ad is what one might call a 'real man.' He is the "Paul Bunyan" or "Canadian Mountie" type. He is most comfortable in the outdoors. From an archetypal standpoint he is the hunter and warrior. He drinks Molson beer because it's 'real'.

The bottle does not contain any alcohol from the bottle, like a "real" man should. He knows way around the woods and is most comfortable wearing flannel shirts, jeans, and boots. He doesn't want a soft seated chair or a sports car. He relaxes in a rustic looking (handcrafted) wooden chair and probably drives a Ford truck. He is a simple lifestyle: he works in the outdoors and survives off the land (when he can). If he wants a beer, he doesn't want a 'lite' beer, he wants the best beer: Molson Golden. The six pack shown in the ad is used for specific product recognition (since the ad is for Molson Golden and not Molson Canadian beer). The second pair of boots and the second water mark are most likely signifiers that he has company with whom both have the same "real" man or female is not implied or really important. The image seems quite comfortable, peaceful and inviting. It possesses a 'down home' country feeling. It also does home the concept that Molson beer (whatever the type) is 'Canadian Beere.
Opposition

This ad for Joe Boxer underwear could be considered a textbook example of opposition. It removes the man from his "normal" context (i.e., a bedroom, locker room, etc.) and places him in the context of the background image (the cow pasture). The removal and replacement of the man's environment is the main focus of the principle within the ad. When first observed, the image seems to be fused together, the images to maintain their individuality through the use of color signifiers. The man is pictured in black and white, while the woman is depicted as a dual-tone (i.e., black and green) image. The separation of the images further enhances the scale shift between the man and the foreground cow, and the white outline seen around the image of the man. The headline, "almost basic underwear," references the "natural" feel of the underwear garments. The ad "back to basics" of "back to natural," is promoted in the ads images and text. The background image, of a cow, could be understood to promote a "down to earth" or "country" feeling. The secondary headline is probably used to signify that the product is made in America. The four elements of interest in this ad are:

1. The headline
2. The black and white image of the man, shown in his underwear
3. The dual-tone background image of cows in a pasture
4. The secondary headline

The ad for Joe Boxer underwear, shown to the right, is quite good. It displays the principle of opposition through the visual fusion of the foreground and background images. It basically takes the man out of his "natural" environment and places him into an "alien" one. In this case, the man is removed from a bedroom, locker room, and placed into a cow pasture. The replacement of elements displays the opposition principle in its simplest form. Visually, the foreground image merges with the background image, making the images to maintain their individuality. The black and white image of the foreground creates a contrast between itself and the dual-tone image of the background. When viewing the ad, the man and cow contrast, although it is understood that he is not really there. The ad, using color signifiers, to separate the images so that the opposition displays becomes less confusing to the viewer. The headline, "Joe Boxer - almost basic underwear," is used to promote the simple styling of the product. The word "Joe" used in the products name signifies the "commonness" of the garment. "Joe," when not used as a proper name for a person, is a colloquial reference to the common man or the "norm" of the population. Hence statement. "He's a common Joe." is understood to mean, "he's normal" (i.e., common) in this case it seems to imply that the man in the image is the "boy next door." The statement "almost basic" in the headline is meant to imply that the product is not the same as other brands. The "almost basic" ad may be the one to bring the man back to basics, but the question of what the word "basic" in the headline may imply a "back to basics" or "down home" quality to the products. This may be reflected in the background image of cows in a pasture. One cannot get more "basic" or "down to earth" than on a farm. The secondary headline, "Underwear for America," as stated in the above advertisement partially signifies that the product is manufactured in the USA. The "Made in USA" label and logo are not shown in the ad which may mean that the product isn't the one that ad pedates the use of those insignias. The ad overall uses signifiers and the principle of opposition is excellent.

This ad for the Fisher 9000 series stereo system uses the principle of opposition in a light-hearted way. One would normally expect to see a stereo in a living room or den. This places the stereo in a boxing ring to promote its power and durability. It also employs the combination chart of the bottom center of the page to display the products features. The headline, "Another TKO from Fisher," some copy within the body text such as "in your corner," "takes a good punch," and "throwing in the towel," as well as the crowd of people (mostly press) enhance the boxing atmosphere in the ad. The six main elements in the ad are:

1. The stereo, in a boxing ring
2. The headline, "Another TKO from Fisher"
3. The combination chart
4. The comparison chart
5. The body text

This ad for the Fisher 9000 series stereo uses a vast amount of symbolism (signifiers) to promote its product. Opposition is presented in the image through the current environment of the stereo system. One would naturally expect to see a stereo in a living room or den. This change in context is the main focus of opposition in the ad. The product's placement in a boxing ring is of great signification within the ad. The boxing ring (boxing match) is an important signifier to the comprehension of the ad. It could be viewed as both a symbolic or iconic signifier of the "force" of the stereo. The "force" of the stereo is underlined by the boxing ring's historical context, complete with all the necessary symbols (the giving of human characteristics to a mechanical object). The boxing ring (boxing match) is used to signify the wear and tear one would expect the stereo to be subjected to in one home. It displays the product as more durable over its competitor. The image could also be depicting the competitor as another brand of stereo. In this case the product is understood to be superior."The TKO" is used since it has won the fight. The competition has "thrown in the towel," which is seen in the ring. The headline, "Another TKO from Fisher," verifies this point even further. The crowd of "PRESSES" outside the ring could be seen as symbolic signifiers of fans, owners, or the Fisher company itself. The "fan" signifier suggests that the crowd of people interested in their competitors is the product. They are gathered around it to get the first chance of purchasing it. The "owner" signifier would present the crowd as group of satisfied customers. The Fisher company signifier presents the crowd as the Fisher company backing their company name and the quality of their product. The chart at the bottom of the ad is used to promote the product. It uses a comparative method of analysis to the crowd of people interested in the product. The competition. It could be seen as a symbolic signifier of a score card. A score card (tabulation card) is used in boxing to establish a winner in close fights. The chart shows the possible tie that the opponent is (w) even chance. The body text of the ad discusses features, easy maintenance, and setup extras in an interesting (although gimmicky) way. The text is written with the influence of boxing terminology apparent. Text such as "knockout," "takes a good punch," and "power packed combinations," and of course, "throwing in the towel" are used as behavioral verbs of the overall boxing motif. The intertwining of these elements with the actual text is effective and well executed.
seven elements of importance in the ad are:
1) The headline.
2) The set of glasses displayed as balls in a game of billiards.
3) The cue ball and stick.
4) The green surface of the table.
5) The three styles of glasses shown as inset images, with a ball in the lower left corner.
6) The body text.
7) The Libbey Sheer Rim logo.

The use of opposition in this ad for Libbey Glassware is intriguing. It removes the product from its normal context (i.e., a romantic dinner, party, etc.) and places it in an environment which promotes the damage of the product. One would normally expect a glassware company to display its product in a labeltop environment, but not a “pool tabletop”. The product’s placement in the image, as a substitute for billiard balls, is quite unconventional. This is an unconventional placement within this new environment which is the main focus of opposition in the ad. The image places the product in a hazardous position. After being struck by the cue ball, one would expect the product’s survival to be slight. In fact, the viewer expects the glass to shatter upon impact with the cue ball. The advertiser has placed the product in this precarious position to display the durability and strength of the product. The possible damage implied in the image is balanced by the headline text which guarantees the product against chipping. The advertiser probably expects the observer of the product to care for it more than the image shows. The cue ball and cue stick of the regular imply that the image is an actual demonstration which the glassware has subjected to. The pool table which is implied through the green coloring of the table isn’t really in the image. When one looks at the horizon line of the image, one notices that the upper part of the pool table is somewhat disturbing. Is there a pool table in the image or isn’t there? Well, there isn’t. The implication of the pool table is that the advertiser needs to display the concept of the product’s durability.

The glasses are really in no danger. The inset image, in the lower right, of the three glasses is merely used to display other styles of glassware that the company has to offer. The billiard balls placed next to them is used as a connection between the glasses presented in the inset and the concept shown in the larger image. It is used to indicate that these glasses are as good as guaranteed from chipping. The ball could also be considered as a sign of the fourth style of glasses which is displayed in the main image. The body text speaks of the glassware as “the ordinary glassware” which implies that the glasses are elegant and of fine quality. It also mentions the “durability”, which one expects from Libbey, and the “Dura Temp Edge process” which makes the glasses unbreakable to chip. Lastly, the text says that... if we ever chip, we’ll give you a new glass and promises “seeing how good we made them, we won’t make a dent in your budget.”

The logo to the bottom right displays a glass like quality by displaying the rim of a glass in a rectangle. It reminds the viewer that it’s (the glassware) “Sheer Rim” is guaranteed. This ad is quite good. It uses multiple signifiers to display its concept and makes the ad a great example for study.

Oxyymoron

This ad for Allstate Insurance uses the principle of oxymoron as its foundation. It displays a welcome mat with the text “Welcome mat” on it. The welcome mat is a recognized symbol of hospitality and friendliness which in this case is corrupted by the presence of the word “thieves”. Oxyymorons such as “military intelligence” or “extra large shrimp” are usually quite humorous. The humor, in this case, is not as easily accepted. The thought that the house might be burglarized is not funny. The open invitation presented to the thief is. The four elements of importance in this ad are:
1) The headline.
2) The image, a Welcome Mat welcome mat.
3) The body text.
4) The Allstate logo and slogan.

This ad for Allstate uses oxymorons in a simple and effective way. A “Welcome mat” is a common item you may find on the front door of most homes. It is an invitation which welcomes guests and promotes hospitality. It is a symbol of the friendship and openness of the home owner. In this case, the welcome mat becomes an invitation to “unwelcome guests”. The use of the words “welcome” and “thieves” on the mat is the main focus of the oxymoron in the ad. If there is ever going to be someone unwelcome in a home it will be a thief. The thought that one would actually invite a thief into one home is absurd. The headline, “How inviting is your home?” asks the viewer if their home is well protected from burglary when they leave the house. This statement, linked with the image, questions the security of one's home during a trip. When one goes on vacation, one expects that their home and possessions will not be disturbed. To make sure of this, one may, purchase times for lights, and neighbor to watch over the house, or have the post office stop mail for the duration of the trip. These are common examples which are discussed in the body text of the ad. If all precautions are taken the probability that one's home will be burglarized is dramatically lowered. The body text then states that most homes are burglarized because the owners forget to lock a window or door. This may seem ridiculous, as would a welcome mat for thieves, but it is probably very true. The final element of the ad is the Allstate logo and slogan, "You're in good hands with Allstate". The slogan promotes friendship and protection. It suggests that the company will help you in the recovery of valuables and with the cost of repairs when you leave home for a trip. It promotes security and comfort which is one wishes to forget on a vacation. The simple concept of this ad is wonderful, the visual is superb.

Paradox

This ad for Forbes magazine uses the principle of paradox to sell the magazine's 75th anniversary issue. It uses its headline to promote the popular and acclaim of the magazine. It speaks of the many "influential people" who will be a part of the anniversary issue's creation. Editors and columnists included in the issue will be written by and about winners of Pulitzer and Nobel prize winners, etc. This ad describes the provocative answer that these people gave to a question related to the current American pessimism about the future. The ad is primarily trying to sell issues by provoking a paradox in its headline. The main elements of interest in the ad are:
1) The headline.
2) The body text describing the importance of the 75th anniversary issue.
3) The magazines logo, catch phrase, and slogan.

This ad for Forbes magazine is a great representation of paradox due to its use of both a positive and negative statement made in its headline. "Why, do we feel so bad when we have it so good?" provokes reader interest by posing a somewhat contradictory question. It seems good feelings won’t last long at the same time. This paradox is further heightened by the body text which asks, "Why, for the first time in our history and in the abundant economic evidence to the contrary, are Americans feeling pessimistic about the future?" This statement mirrors the headline almost exactly which adds to the paradox. Later text describes the people being interviewed by the magazine's staff, as "influential". This leads to the naming of individuals who are primarily hopeful to spark further interest in this special issue. The ad then states that the book itself, will be so good that "there won't be a better sale for a magazine published this year." The publisher is hoping that this ad will increase sales for at least the issue being discussed and even more that the new readers will feel compelled to purchase a subscription. The use of the Forbes logo, catch phrase (Capital Tool, and slogan (No guts, No glory)) are of standard arrangement. The main form of paradox is witnessed in the headline and the body text.

This ad for the VW Beetle is considered to be one of the top ten ads created in the 20th century. It also uses the paradox principle of semantics in a light-hearted and refreshing way. The ad is simple and to the point. It displays a new (1998) VW Beetle with the headline "Lemon" under it. The body text discusses the meaning of this label. The main elements of the ad are:
2) The headline, "Lemon".
3) The body text.
4) The VW logo.

This ad is a quite remarkable. It uses a seemingly negative headline to attract the attention of the viewer. It uses the principle of paradox to sell its product. When the word "Lemon" is used in referring to a car, it normally expects a beat-up old clunker to be sitting in front of them. The use of the word "Lemon" in this context signifies
the product as being "pour" or "immature." In this case the "lemon" is a brand new Volkswagen Beetle. The paradoxical statement is that this "new" car pictured is in fact a "clunker." Not in the normal sense of the word, but a clunker by company standards. In fact, this car hasn't even made it off the assembly line. How can it be a Lemon? Well, it's a lemon because the company says it's a lemon. The body text states that the car pictured is a lemon because it has a "deteriorated chromatic appearance on its gas compartment." This may seem rather extravagant for an economy car's production, but it helps sell VW's for nearly twenty-five years. The thrust of this advertisement is simplicity. The use of "fruit" names as signifiers of "good" and "bad" is easily understood. Objects are categorized by price, style or quality. In this case, the product is categorized through the use of metaphors. When a speaker deems a lemon, one normally comparing them with sourness. When one refers to a plum (or peach) one understands this to be a pleasurable treat. The last sentence of the ad refers to this line of comparison. The statement, "We pluck the lemons; you get the plums," is used to suggest the great pleasure one will find in the quality side of a VW.

The ad uses metaphors to suggest the "sticker" effect. It may have one or two images. Upon viewing the ad, one notices that the product in the image has a "bog" case of static cling. This static problem is displayed through the lighting of this person's face. People are usually self-conscious of their looks. When one is faced with static cling, one becomes more self-conscious and even embarrassed by the personal flaw being shown. The ad uses viewers to see themselves in the image as the viewer will see himself/herself as the person in the image has been denied a job because they looked unattractive during the interview. The sense of failure is evident through the posture of the person in the image and the downward mood and the grief shown by the melancholy state of the image. The viewer (within the image) thinks, "I could only get rid of this static cling. If I had only used Bounce after the dryer. Things would be different." The downward mood of the person on the static cling is also evident in a sense of failure. Although the above concepts are being read into the image, they seem reasonable.

The headline, "Don't let static cling get a leg up on you," accentuates the viewer's fear of being viewed as untidy by a perspective employer. The ad states it simply, "This could be you," to the viewer, and it relates static cling as an obstacle which must be overcome. The text "get a leg up on you" is used as a signifier which represents the battle one must win to defeat this horror menace. Effectively moves the viewer evaluat-
could also refer to the fact that smoking causes lung cancer, emphysema, etc. What you see is a cigarette. A symbol of power, "coolness," etc. What you actually get is dependency on a drug, health problems, and a shorter life. This double meaning (i.e., antismoking) suggests not smoking. The surgeon general's warning, "Quitting smoking now greatly reduces serious risks to your health," reflects the antismoking idea. Everyone basically knows that smoking is unhealthy, even the tobacco companies. The headline of this ad seems to say that in a roundabout way (unintentionally of course) the body text promotes the flavor and "extraordinary taste" of the product. It also speaks of a nationwide survey which Merit brand cigarettes won. It suggests that "seeing isn't always believing, but tasting is." This simply means that Merit's Is Good is the best flavor in the best brand.
the convenience of their "meeting and convention department" will arrange discounts for business flights, and that "USAA will handle all of your air travel arrangements." The logo and phone number displayed at the bottom center of the page are specifically for business flyers who will be using the airline regularly for meetings and conventions.

The use of repetition within an ad can sometimes be helpful. It often symbolizes abundance. This ad for Marlboro is a simple product shot which places emphasis on or around a sport activity. The boots which surround the bottle are of various size, style, and make. The cowboy shoes shown in the right of the image list other brands of liquor that the company produces. The ad doesn't take a great deal of imagination to get the message across. Simply states that for each individual who may like to drink occasionally on vacation, at home, or more directly at the slopes, can find a flavor that will appeal to them. The ad uses familiar objects (such as ski boots) as a part of the ad to make it more effective. The four main elements of the ad are:

1. the ski boots.
2. the bottle of peanuts.
3. the feet near the boots.
4. the border text around the boots.

This ad is directed to the individual. The direction of the ad is maintained through the use of repetition. Each boot is indexed by its color and style. In essence, each represents the characteristics of one individual. The Marlene Man is a figure of strength, power, and ruggedness to American society. The similarity displayed in this ad is best noted through the use of tone and common dress between the two men. The headline, "come to where the flavor is" is used to draw the viewer into the image and toward the use of the product. The six main elements of the ad are:

1. The two men (Marlboro Man).
2. The color of the men's coats.
3. The scene within the image.
4. The headline text.
5. The inset images of the product.
6. The ad's background.

The Marlboro ad is effective as an example of visual similarity. It uses similarities in size, shape, and color to express the ruggedness of the Marlboro Man. The similarity found in the ad is simple. The two men look alike. They are both wearing yellow coats, brown gloves, and of course white hat. They are walking down the street.

The ad uses familiar objects (such as ski boots) as a part of the ad to make it more effective. The four main elements of the ad are:

1. the ski boots.
2. the bottle of peanuts.
3. the feet near the boots.
4. the border text around the boots. Both in movies and television as a symbol of evil, the outlaw, etc.

The basic concept noted by the color usage was the struggle between good and evil (i.e., Yang). The men in the image are wearing white hats. This ad for Minolta's Maxxum Series I camera uses several semantic principles to communicate its message to the viewer. The main principle used in the ad is a verbal form of similarity. The repetitive use of blue letters in the text is the main focus of the similarity principle. The letters, lowercase, is of different size, weight, style, and color than most (i.e., white). On the other hand, these differences are used to both highlight the series name and separate the subsections of the ad. The six main elements of the ad are:

1. The headline text.
2. The ad's background, which repeats the statement. The legend continues.

This ad for Minolta's Maxxum Series I camera uses several principles to convey its message. The predominant principle used is verbal similarity. When one views the words in the blue highlights in the headline reading, "Maxxum" and "I", which are separated by the word "series" in a black outline style text. The next noticeable elements are the letters of the paragraphs, similar to the "I" in the headline, used to distinguish the three paragraphs. The final paragraph starting with the word "innovative" is used to highlight a new feature of the camera. The second paragraph starting with the word "Ingenious" refers to Minolta's "breakthroughs in lighting control, multi-pattern real-time metering system, and the five new zoom lenses (shown as inset images to the right of the paragraph) which have been added to the system. The last paragraph, "Design" speaks to the superlatives and compactness of the Maxxum Series I camera. It refers to the "point and shoot" handling of the camera. The "creative" expansion card system, displayed in the inset image to the right of the text, which allows the photographer to set the camera's program feature in a variety of ways. The Minolta logo is displayed in common use at the lower right corner of the ad. The metallic silver background of the ad is also interesting. It is composed of repeating repeated text reading "the legend continues" reversed out of the silver printing ink. It is subtle at times when the light strikes it asymmetrical and quite distinguishable when viewed at angles of warm. The textural quality of the back ground is achieved through the repetition of text along with its subtle coloring reflects the historic use of subliminal advertising within the field. The repeated message is hard to sublimate.

Suspension
This ad for the VW Beetle deals with objects as mysterious figures. The suspension principle is inherent in the ad because of the covering of the product. The covering of the VW Beetle and the use of cut-out phrasing, the best kept secret in Washington D.C., explore the use of suspension as a tool for selling a product. Even the covering of such a well known car as the VW Beetle adds an element of mystery to the ad. What could possibly make a covered VW Beetle look like anything other than a VW Beetle. The giving of hints and the use of words like "inoculating" in the body text accentuates the mystery of the ad. The covering of the VW Beetle logo at the bottom of the page also adds to the suspense of the overall product.

The four main elements of this ad are:
1. The covered car (a VW Beetle).
2. The headline text.
3. The body text.
4. The covered VW logo.

Visually speaking, an card that supports an air of mystery will always be seen as more interesting an ad. If the product is a well known item, that distinct shape or color and it was covered either partially or fully it would seem more interesting. This concept of masking, hiding, or wrapping the object is not new. Many artists outside of the advertising field such as Christo have used the idea of covering or wrapping to create interest in a piece of art for many years. The simplest way of understanding the principle of suspension is by looking at the principle of wrapping a gift. The suspension between not knowing and knowing what you've been given creates excitement and/or suspense. The idea of covering a VW Beetle and making pretentious statements that the hidden object is a secret is somewhat ludicrous, but also intriguing. The shape of the VW Bug is so well known that covering it only adds to the humor of the ad. One must admit that covering a VW's funny. Humor, it seems, is always good in advertising. It lightens the selling point and makes the ad more appealing. The use of suspension in the text is best seen in the last line of the ad which reads: "We won't let the bug out of the bag." This ad, as well as the unknown number of other VW ads in the campaign, uses humor as its main sales pitch. The copy in any of these VW ads is exceptional.

The use of suspension in advertising is quite common. It is used to project a feeling of suspense, somewhat like a cliffhanger. The principle is used in a similar manner in this ad for Payday chocolate bars. The ads are roughly 1/3ths the size of a tabloid size page. They ran consecutively in the same corner of two pages in a magazine due to their separation in space create a minor sense of suspension. The part of the ad as simple in its use of type and imagery. The first part of the ad simply consists of a headline which reads, "Make your payday last longer." The second part continues the statement with "Eat slowly" and displays a photo of the product. The sub-head on the second part of the ad asks the viewer the question, "Can you make it to your next payday?" This statement creates further suspense within the ad. The four main elements of this two part ad are:
1. The headline on the first part.
2. The headline on the second part.
3. The image of a Payday candy bar, on the second part.
4. The question at the bottom of the second part of the ad.

This ad for Payday candy bars uses the basic principle of suspension to convey its primary message: Suspension is used in the ad to create the feeling of a cliffhanger which is used in TV and movies to project suspense. It creates suspense by separating the ads content over two consecutively run pieces. When viewing the first part of the ad one might not understand the full intent of the piece because it is extremely ambiguous and does not provide any clues to understanding the purpose of the ad, but does add to the understanding behind it. Only after viewing the complete ad in this case the two parts will the message of the ad become clear. In this ad the advertiser uses the products name "Payday" in the first part to lead the viewer into believing that it will help them make their Payday (e. g., paycheck, etc.) last longer. After the viewer turns the page they read the headline, "Eat Slowly" and view the product itself, which connects the two parts and sets up the understanding that the ad promotes the candy bar, not the check (since one cannot eat one's paycheck slowly). The humor of the ad is quite effective. It uses a bar and switch technique to gain viewer attention. The viewer thinks that there is an answer to their financial troubles and only finds a suggestion for a candy bar. The question, "Can you make it to your next payday?" raised by the advertiser works on two levels. It could mean that the Payday candy bar is a reward for working and is only bought on payday. It could also imply that the candy bar is too good (a sweet treat) that the person may not be able to wait to have another. The image is seen as a simple photographic representation of the product. Or it is...

Note...

This ad has particular interest to those people who wish to read sex into ads. If one were interested in finding sexual signifiers in this ad, it is quite simple. The Payday bar is easy to understand as a phallic object within the ad were interested in finding a deeper relationship between the candy bar and sexuality, one would need to understand the role the term is being used in. The Payday bar is a substitute for the male penis. Oral sex is implied through the shape and actual function of the product as a candy bar. One places the product into the mouth to eat it. Eating this (product) slowly, as stated in the second part of the ad, implies other sexual innuendos which will leave up to those interested to study for themselves. Implied Sex and Erotica can be studied in more depth within the Advertisers Creation stock of Adtech.

Synechdoche

This ad for Northwest airlines uses the principle of synecdoche to promote the airline as the most efficient of all airlines in three Department of Transportation categories. The image, on illustrative marker rendering, is the tail of a Northwest plane (displaying the logo) is used to represent the entire plane (and the company). The tail use in the ad is extremely significant to the overall meaning of the ad in several ways which will be discussed later. When one views the image one sees the tail of a plane, but one is well aware that the rest of the plane exists out of the image area. The image is cropped flush to the right edge of the ad to help the viewer form closure between the image and the rest of the plane. The fact that the image presented is only a part of an abstraction of the whole plane is easily understood by all viewers. This is also the main focus of synecdoche in the ad. The five main elements of the ad are:
1. The marker rendering of a Northwest Airlines tail section.
2. The headline.
3. The three panels displaying the rating of Northwest with other airlines.
4. The body text.
5. The Northwest logo and catch phrase.

This ad uses the semantic principle of synecdoche as its main concept. It uses the principle to display part of the object while still allowing the viewer to form closure for the entire piece. The image, probably a marker rendering, of a Northwest plane tail section is an iconic signifier representing the actual plane. The tail is used specifically because it always has the company logo on it. If one is trying to sell a product one has to display the most important parts (the logo being essential). The drawing of the plane is used for several reasons. First, it is used to substitute the "head" plane to make the viewer feel the image is complete. It is viewed as an artwork rather than a document of a Northwest airplane. It is perceived in an abstract manner. Second, the image allows the imperfections of an actual plane to go unnoticed. An actual airplane would most likely have dents, scratches, paint discoloration, etc. on its surface. These minor flaws would be projected as problems with the airplane itself. Basically the image, as a photographic quality illustration, is used to signify the perfect record of the airplane. Another reason this ad displays only the tail of the plane is to suggest how the competition compares to Northwest from the rear. They are unable to keep up with Northwest's high standards and must get left in the dust. The image placement on the page is also an important signifier which supports the total closure of the plane body. If the tail were placed lower on the page one would feel uncomfortable because it would seem to slow to the ground. The ground being the bottom edge of the page. If it were placed higher on the page the image would be cropped to close and a viewer discomfort would be noticed. Without the indication of the plane body continuing off the page (due to its flush position) the viewer would feel uncomfortable. Only when closure is indicated will the viewer be able to interpret the image and understand the use of synecdoche. If the image was separated from the right side of the page, even slightly, the viewer would not be able to close the object. The headline, "Northwest just landed in first place," suggests that the other airlines have not arrived on time, again. At this rate they never will be able to compete in any for competition. This also promotes the Consumer Report listings in the three boxes in the lower left of the page.
The three boxes represent the so-called "Triple Crown" of airline performance. Northwest is proud to say that they have once again beaten the competition by providing the best service for and domestic airline. The charts indicate that Northwest has placed first in "On-Time Arrivals", "(least) Mishandled Luggage", and "(least) Customer Complaints". The body text speaks of this "Triple Crown" victory and suggests that the viewer fly Northwest on their next trip. Hey, Northwest is the company "that gets you there on time, with your bags and without the hassles". It suggests that the viewer deserves the best service and can only receive it by flying Northwest. The typical logo and catch phrase are placed bottom center on the page. The ad is a good representation of the synecdoche principle in use.

Tautology

This ad for Pan American (Panagra) airlines uses the principle of tautology primarily in its headline. The ad displays an image of a group of "Gauchos" and discusses the nightlife of Argentina. It uses the headline, "South America: where nights are NIGHTS", to suggest the exciting activities of Buenos Aires and other South American cities. When one reads the headline one will notice the use of tautology in the statement "where nights are nights". If a night isn't a night, then what is it? This use of tautology is the point of interest in the ad. The five main elements of this ad are:
1) The image, a night scene of Gauchos in Argentina.
2) The headline.
3) The body text.
4) The Map with arrows in the lower right of the ad.
5) The Pan Am/Panagra logos.

The use of tautology in this ad is easily observed by the viewer. When one reads the headline one notices the repeated use of the word "nights". This seemingly redundant statement is actually not redundant at all. The statement, "where nights are nights", actually implies the excitement of the nightlife in Argentina (especially Buenos Aires). The use of all capital letters in the second use of the word "nights" signifies the larger (more interesting) part of the South American day. The signifier basically implies that the "NIGHTS" of Buenos Aires are much more exciting than the "nights" anywhere else. When one normally thinks of nightlife (or night in general) one perceives it as the time to sleep. The body text compares the nights of Buenos Aires to the nights of Paris in the statement, "The Parks of the Western Hemisphere". The nights are projected as seemingly never ending. The copy states that there are many things to do at night in Argentina. Opera, theatre, night clubs, restaurants, etc. are only a small listing. The rest of the body text discusses how one can see several cities on the way to and from Argentina (on a round trip ticket) for only $350 (circa 1963). The map at the lower right of the ad shows the route used by Pan Am and Panagra airlines when traveling to Argentina. The "U" shaped arrow is a signifier of the flight. The logo is used as a closing message to the viewer. The text under the logos (although not readable in the on-screen image) states the names of the two airlines (Pan American Airways and Pan American-Grace Airways). They are the same company, but use separate titles to distinguish them from their North American based airline and its South American counterpart.
on openstack
  start using stack "AdTech# intro"
  hide menubar
end openstack

on closecard
  global usernotes
    -- this is the global variable for UserNotes
  play stop
    -- stops sound resource from playing
  put bg fid "note pad" into usernotes
    -- this puts any info in the note pad of all cards into the global UserNotes
end closecard
ON opencard
   global UserNotes
   -- looks for global variable
   hide by fld "note pad"
   -- hides field "note pad" which contains the user added info
   put UserNotes into by fld "note pad"
   -- -- This is the function which takes all info from the note pad
   -- -- and places it in the handler UserNotes. It is used while
   -- -- Aldtech is running.
   pass opencard
   -- Passes the global variable UserNotes to the background script
   -- where it is put into holding until needed
END opencard

on closecard
   global UserNotes
   -- this is the global variable for UserNotes
   put bgnd fld "note pad" into UserNotes
   -- this puts any info in the note pad of all cards into the global
END closecard
on opencard
  Global UserNotes
    -- looks for global variable
    displayP purple, 0, 0
      -- Displays the pie icon in corner
    displayP 2, 345, 72
      -- Displays the card image at X=345, Y=72
    pass opencard
      -- Passes the global variable UserNotes to the background script
end opencard

on closecard
  global usernotes
    -- this is the global variable for UserNotes
    put bgnd flt "note pad" into userNotes
      -- this puts any info in the note pad of all cards into the global
end closecard
ON opencard
   Global UserNotes
      -- looks for global variable
   display purple, 0, 0
      -- Displays the pie icon in corner
   PictureShow 66, 345, 72, 2, rect, stay
      -- Displays the card image(s) at xy coordinates
   hide btn "image 1"
   hide btn "image 3"
   show btn "image 2"
   pass opencard
      -- Passes the global variable UserNotes to the background script
END opencard

on closecard
   global usernotes
      -- this is the global variable for UserNotes
   PictureHide "66"
   PictureHide "66a"
   PictureHide "66b"
   put bkwd fid "note pad" into usernotes
      -- this puts any info in the note pad of all cards into the global
end closecard

ON opencard
   Global UserNotes
      -- looks for global variable
   display purple, 0, 0
      -- Displays the pie icon in corner
   displayp "75a", 345, 72
      -- Displays the card image(s) at xy coordinates
   hide cd btn "image 1"
   show cd btn "image 2"
   pass opencard
      -- Passes the global variable UserNotes to the background script
END opencard

on closecard
   global usernotes
      -- this is the global variable for UserNotes
   put bkwd fid "note pad" into usernotes
      -- this puts any info in the note pad of all cards into the global
end closecard
ON opencard
  Global UserNotes
  -- looks for global variable
  display purple, 0, 0
  -- Displays the pie icon in corner
  display 78, 360, 72
  -- Displays the card image(s) at xy coordinates
  show btn stop
  -- shows end btn
  hide btn next
  -- hides next card btn
  pass opencard
  -- Passes the global variable UserNotes to the background script
END opencard

on closecard
  global usernotes
  -- this is the global variable for UserNotes
  put bkmd fid "note pad" into usernotes
  -- this puts any info in the note pad of all cards into the global
END closecard

2/22/94 12:39 AM   Script of background id 14884 = ""
on display? Name?, locX, locY
  showpic name?, locX, locY
  -- -- This allows all the pictures to show on the card
  -- -- If they use display? rather than the normal showpic...
  display?
on opencard
  global UserNotes
  -- -- This is the handler which the card script passed to
  put UserNotes into bg fid "note pad"
  -- -- This is the function which takes all info from the note pad
  -- -- and places it in the Handler UserName. It is used while
  -- -- Adtech is running.
END opencard
Evaluative systems "SEMIOTICS" Intro Card
  --- script for "Quit Button" on evaluative systems Intro on mouseUp
     Domain "Quit HyperCard"
     end mouseUp
  --- script for "Nav Map Button" on evaluative systems Intro on mouseUp
     go to card id 3704 of stack "AtechIntro"
     end mouseUp
  --- Script for "help button" on evaluative systems Intro on mouseUp
     go card "help card" of stack "AtechIntro"
     end mouseUp
  --- Script for "print button" on evaluative systems Intro on mouseUp
     answer "Print what?" with "Card" or "Card Fields" or "Cancel"
     if it is "card" then doMenu "Page Setup...", "Print Card"
     if it is "Card Fields" then answer "Which one?" with "Stack Intro" or "Quote" or "Cancel"
     if it is "Stack Intro" then print cd "Evaluative Systems Intro"
     if it is "Quote" then print cd "Quote"
     if it is "Cancel" then go this card
     end mouseUp
  --- Script for "return button" on evaluative systems Intro on mouseUp
     go back
     end mouseUp
  --- Script for "go next button" on evaluative systems Intro on mouseUp
     go card "Semiotics map"
     end mouseUp
  --- Script for "Intro text Field" on evaluative systems Intro on mouseUp
     get the clickchunk
     select the clickchunk
     get the selected text
     find whole it
     if it is "Utotes - Honda Ad" then go card "Utotes - Honda Ad"
     if it is "Double Entendre" then go card "Double Entendre - Minolta Ad"
     end mouseUp

Semiotics Map Card
  --- script for "Quit Button" on semiotics Map on mouseUp
     Domain "Quit HyperCard"
     end mouseUp
  --- script for "Nav Map Button" on semiotics Map on mouseUp
     go to card id 3704 of stack "AtechIntro"
     end mouseUp
  --- Script for "help button" on semiotics Map on mouseUp
     go card "help card" of stack "AtechIntro"
     end mouseUp
  --- Script for "print button" on semiotics Map on mouseUp
     answer "Print what?" with "Card" or "Card Fields" or "Cancel"
     if it is "card" then
       doMenu "Page Setup...", "Print Card"
     if it is "Card Fields" then answer "Which one?" with "Map Text" or "Contents" or "Cancel"
     if it is "Map Text" then print cd "Semiotics Map"
     if it is "Contents" then print cd "Table of Contents"
     if it is "Cancel" then go this card
     end if
     end if
     end mouseUp
  --- Script for "return button" on semiotics Map on mouseUp
     go back
     end mouseUp
List of Semiotic Map buttons
  --- script of Addition Button on semiotics map on mouseUp
     go to card id 5765
     end mouseUp
  --- script of Ambiguity Button on semiotics map on mouseUp
     go to card id 6174
     end mouseUp
  --- script of Anacoluthon Button on semiotics map on mouseUp
     go to card id 7292
     end mouseUp
List of Map buttons cont.

--- script of Antithetical Button on semiotics map
on mouseUp
go to card id 8321
end mouselUp

--- script of Antonomasia Button on map
on mouseUp
go to card id 8085
end mouselUp

--- script of Asynedeton Button on map
on mouseUp
go to card id 10477
end mouselUp

--- script of Chiasmus Button on map
on mouseUp
go to card id 5206
end mouselUp

--- script of Circumlocution Button on map
on mouseUp
go to card id 8848
end mouselUp

--- script of Double Entendre Button on map
on mouseUp
go to card id 11343
end mouselUp

--- script of Ellipses Button on map
on mouseUp
go to card id 12876
end mouselUp

--- script of Equivocal Button on map
on mouseUp
go to card id 14275
end mouselUp

--- script of Eupharmism Button on map
on mouseUp
go to card id 15287
end mouselUp

--- script of False Homology Button on map
on mouseUp
go to card id 16171
end mouselUp

--- script of Hendactys Button on map
on mouselUp
go to card id 17287
end mouselUp

--- script of Hyperbole Button on map
on mouselUp
go to card id 18370
end mouselUp

--- script of Identical Button on map
on mouselUp
go to card id 19253
end mouselUp

--- script of Inversion Button on map
on mouselUp
go to card id 15671
end mouselUp

--- script of Idiotes Button on map
on mouselUp
go to card id 20465
end mouselUp

--- script of Metaphor Button on map
on mouselUp
go to card id 21992
end mouselUp

--- script of Metonymy Button on map
on mouselUp
go to card id 22336
end mouselUp

--- script of Opposition Button on map
on mouselUp
go to card id 23892
end mouselUp

--- script of Oxymoron Button on map
on mouselUp
go to card id 25549
end mouselUp

--- script of Paradox Button on semiotics map
on mouseUp
go to card id 26441
end mouselUp

--- script of Periphrases Button on semiotics map
on mouseUp
go to card id 27558
end mouselUp

--- script of Preterition Button on semiotics map
on mouseUp
go to card id 29176
end mouselUp

--- script of Repetition Button on semiotics map
on mouseUp
go to card id 29485
end mouselUp

--- script of Similarity Button on semiotics map
on mouselUp
go to card id 30573
end mouselUp

--- script of Suspension Button on semiotics map
on mouseUp
go to card id 41569
end mouselUp

--- script of Synecdoche Button on semiotics map
on mouseUp
go to card id 32179
end mouselUp

--- script of Tautology Button on semiotics map
on mouselUp
go to card id 32708
end mouselUp
Basic Stack Card (semiotics)

--- script for "Quit Button" on Basic semiotics card
on mouseUp
   Domain "Quit HyperCard"
end mouseUp

--- script for "Nav Map Button" on Basic semiotics card
on mouseUp
   go to card 3701 of stack "Adtech 1 intro"
end mouseUp

--- Script for "Bill/Gloss Button" on Basic semiotics card
on mouseUp
   Answer "Which would you care to see?" with "Glossary", "Bibliography", "Cancel"
   If it is "Glossary" then go card "Glossary card" of stack "Reference Materials"
   If it is "Bibliography" then go card "Bibliography card" of stack "Reference Materials"
   If it is "Cancel" then go this card
end mouseUp

--- script for "Map Button" on Basic semiotics card
on mouseUp
   go card "semiotics map"
end mouseUp

--- Script for "Help button" on Basic semiotics card
on mouseUp
   go card "help card" of stack "Adtech 1 intro"
end mouseUp

--- Script for "print button" on Basic semiotics card
on mouseUp
   answer "Print what?" with "Card" or "Card fields" or "Cancel"
   If it is "Card" then do menu "Page Setup...", "Print Card"
   If it is "Card Fields" then answer "Which one?" with "Cont & Semi" or "NotePad" or "Cancel"
   If it is "Cont & Semi" then do menu "Print Field...", "Ad content" & return & "Semiotic Elements"
   If it is "NotePad" then do menu "Print Field...", "NotePad"
   If it is "Cancel" then go this card
end mouseUp

--- Script for "Open" button on Basic semiotics card
on mouseUp
   show bknd fnd "note pad"
   hide bknd fnd "open"
   show bknd fnd "close"
end mouseUp

--- Script for "Close" button on Basic semiotics card
on mouseUp
   hide bknd fnd "note pad"
   show bknd fnd "open"
   hide bknd fnd "close"
end mouseUp

--- Script for "Return" button on Basic semiotics card
on mouseUp
   go back
end mouseUp

--- Script of back page arrow button on Basic semiotics card
on mouseUp
   go previous card
end mouseUp

--- Script for "go next button" on Basic semiotics card
on mouseUp
   go next card
end mouseUp
The "Circumlocution - Glo Perfume Ad" Card requires Basic card buttons plus...

--- Script for "Image 2" button on "Circumlocution - Glo Perfume Ad" Card
on mouseUp
PictureHide "16a"
PictureShow "18", 255, 72, 2, rect, stay
hide cd btn "image 2"
show cd btn "image 1"
end mouseUp

--- Script for "Image 1" button on "Circumlocution - Glo Perfume Ad" Card
on mouseUp
PictureHide "16"
PictureShow "16a", 345, 72, 2, rect, stay
hide cd btn "image 1"
show cd btn "image 2"
end mouseUp

The "Circumlocution - absolut San Fran" Card requires Basic card buttons plus...

--- Script for "cross referencing" within text on "cicumlocution - absolut san fran" Card
on mouseUp
get the clickchunk
select the clickchunk
get the selectedtext
find whole it
if it is "AbsolutCampaign" then go card "the Absolut Campaign" of stack "Ad Creation"
if it is "AbsoluteWarhol" then go card "Art as Ad - Absolut Ad (A. Warhol)" of stack "art of advertising"
end mouseup
The "Printed 2 - Ilford Film Ad" Card requires Basic card buttons plus...

--- Script for "Image 2" button on "Printed 2 - Ilford Film Ad" Card
on mouseUp
PictureShow '66b', 345, 72, 2, rect, stay
PictureHide '66b'
hide btn 'image 1'
show btn 'image 2'
end mouseUp

--- Script for "image 3" button on "Printed 2 - Ilford Film Ad" Card
on mouseUp
PictureShow '66b', 260, 72, 2, rect, stay
PictureHide '66b'
hide btn 'image 3'
show btn 'image 1'
end mouseUp

--- Script for "image 1" button on "Printed 2 - Ilford Film Ad" Card
on mouseUp
PictureShow '66b', 345, 72, 2, rect, stay
PictureHide '66b'
hide btn 'image 1'
show btn 'image 2'
end mouseUp

Script for Paradox (VW Ad) card
--- Script for "cross referencing" within text on "Paradox - VW Ad" Card
on mouseUp
get the clickchunk
tselect the clickchunk
get the selected text
find whole list
If it is "Suspension" then go card "suspension - Volkswagen ad" of stack "Evaluation systems"
If it is "VWCampaign" then go card "The Volkswagen Campaign" of stack "ad creation"
If it is "Renderingtechniques" then go card "Conceptual Rendering Techniques" of stack "ad creation"
If it is "storyboard" then go card "The Story Board (and TV Ad)" of stack "ad creation"
end mouseUp
The "Suspension 2 - Payday Ad" Card requires Basic card buttons plus...

```plaintext
--- Script for "image 1" button on "Suspension 2 - Payday Ad" Card
on mousedown
display P 75, 345, 72
hide cd bfh "image 2"
show cd bfh "image 1"
end mousedown

--- Script for "image 2" button on "Suspension 2 - Payday Ad" Card
on mousedown
get the clickchunk
select the clickchunk
get the selected text
find whole it
if it is "Paradox" then go card "paradox 2 - volkswagen ad" of stack "Evalative systems"
if it is "VWCampaign" then go card "The Volkswagen Campaign" of stack "ad creation"
if it is "Renderingtechniques" then go card "Conceptual Rendering Techniques" of stack "ad creation"
if it is "thestoryboard" then go card "The Story Board (and TV Ad)" of stack "ad creation"
end mousedown
```
History of the book
ca. 3500 B.C. -- First known writing (clay tablets found in Sumeria)
ca. 2500 B.C. -- Papyrus scrolls used in Egypt for writing
ca. 1300 B.C. -- Parchment used in Egypt
ca. 1000 B.C. -- Papyrus and Parchment used in Greece for writing
ca. 750 B.C. -- Homer writes the Iliad and the Odyssey
ca. 672 B.C. -- Romans create twelve month calendar
Romans use Parchment/Vellum to write books
(i.e. Codex). The Codex is the predecessor of the modern book
ca. 350 B.C. -- Aristotle writes on reason and logic
ca. 255 B.C. -- Old Testament translated into Greek
ca. 50 A.D. -- Dead Sea Scrolls written (discovered in 1947)
ca. 75 to 100 A.D. -- Four Gospels written
105 A.D. -- Paper invented in China
ca. 100 to 600 A.D. -- Roman Capitals used as basic alphabet for writing,
Monasteries become the literary and writing centers of the dark ages. The first handwritten manuscripts are created. Handwriting styles of Roman Cursive - Rustica
Uncial - and Half Uncial used in writing on Parchment
and Vellum to create manuscripts. Reading and writing developed and continued by monks in scriptoriums.
529 A.D. -- Benedictine order established.
640 A.D. -- Block Printing in China
642 A.D. -- Arabs destroy 300,000 scrolls at Alexandria library
ca. 700 A.D. -- Heroic poem Beowulf written in Old English
793 A.D. -- Arab paper made
ca. 800 A.D. -- Emperor Charlemagne unifies Roman empire by
creating a standard typeface (Carolingian). This new
typeface made of both capital and lowercase letters
became instrumental in creating the shapes of (modern) letterforms.
910 A.D. -- Cluny Abbey founded in France
940 A.D. -- Optical Lenses described in China (Than Chihiao)
1110 -- Paper made in Spain
1167 -- Oxford University Founded in England
ca. 1260 -- University founded in Paris
ca. 1269 -- Cambridge University founded.
1216 -- Dominican Friars Founded
1267 -- Paper manufactured in Italy
1286 -- Spectacles first recorded by Roger Bacon
1320 -- The Divine Comedy written by Dante
1380 -- Chaucer begins Canterbury Tales
ca. 1397 -- Johannes Gutenberg Born
ca. 1436 -- Gutenberg invents movable type for printing
1445 -- Gutenberg prints the forty-two line Bible (based upon traditional manuscripts)
1477 -- Earliest printed map printed at Bologna, Italy
1501 -- Aldus Manutius first uses italic type at Aldine Press, Venice
1534 -- First book printed in Western Hemisphere in Mexico City
1555 -- Manufacture of pencils in England
1569 -- Gerardus Mercator's map of the world published
1570 -- Ortelius of Antwerp publishes first modern atlas
1594 -- Shakespeare writes Romeo and Juliet
1612 -- Shakespeare's first folio published. (Posthumously)
1636 -- Harvard College Founded
1642 -- Ludwig Von Siegen invents Mezzotint process
1657 -- First fountain pen made in Paris
1755 -- Samuel Johnson publishes dictionary
1771 -- First Encyclopaedia Britannica
1798 -- Alois Senefelder invents Lithography
1858 -- Pellegrino Tani builds first practical typewriter at Reggio Emilia, Italy.

1819 -- Grimm Brothers' first edition of fairy tales published.

1826 -- N. Niepce invents heliography (first form of photography, uses lithographic step process to set image).

1848 -- Communist Manifesto written by Marx and Engels.

1859 -- Charles Darwin publishes Origin of Species

1865 -- Lewis Carroll writes Alice's Adventures in Wonderland.

1868 -- C.L. Sholes patents typewriter.

1874 -- Remington typewriter produced.

1875 -- Mark Twain writes The Adventures of Tom Sawyer.

1892 -- Oscar Wilde writes Lady Windermere's Fan.

1894 -- Rudyard Kipling writes The Jungle Book.

1923 -- Henry Luce founds Time magazine.

1932 -- Aldous Huxley writes Brave New World.

1937 -- Invention of Ball-point pen.

1938 -- Chester F. Carlson invents Xerography.

1940 -- First copy machine made.

1943 -- Dr Alan Turing designs first electronic computer "Colossus"

1944 -- First digital computer made by H. Aiken in use.

1945 -- Vannevar Bush conceptualizes the Memex - A device which stores books, records, and communications which is mechanized so it may be consulted with exceeding speed and flexibility.

1947 -- Dead Sea Scrolls discovered (written during after approximated life of Christ).

1950 -- First Xerox copy machine introduced

1952 -- Implementation of Photo typesetting.


1969 -- First microprocessor built in US by E. Moll.

1973 -- Scanner invented by G. Hornsfield (Britain).

1978 -- A Gutenberg Bible sells for $2 million dollars at auction.

1984 -- First "Macintosh" computer introduced in US.

1985 -- Introduction of Postscript fonts.

1988 -- Desktop press software introduced.

-- The NORD (electronic archive) created at RIT.

-- The "In Memoriam Web" (i.e. Interactive Network) is created at Brown University for use by literature students in several classes.

1990 -- Rochester Institute of Technology and George Eastman House place image archives onto Laser Disc.

1992 -- Interactive CD (i.e. CD-Interactive) book - From Alice to Ocean is published.
American Technology History
1751 -- Experiments & observations on electricity (B. Franklin)
(Canada's first News Paper begins publication)
1776 -- Declaration of Independence signed (written by T. Jefferson)
First printed copies set in Caslon typeface
1783 -- Bilocal spectacles (B. Franklin)
1840 -- The Daguerreotype (photographic) process introduced to
America after gaining notoriety in France (1839)
1844 -- First demonstration of telegraph (S. Morse)
1846 -- First functional rotary printing press produced (R. Hoe)
1858 -- First Trans-Atlantic radio cable laid
1867 -- Typewriter invented and patented (C. Sholes)
1876 -- Telephone invented and patented (A. G. Bell)
1877 -- Phonograph invented (T. A. Edison)
1879 -- Light bulb "Electric Lamp" invented (T. A. Edison)
1884 -- Linotype machine created (O. Margenthaler)
1884 -- Roll film invented (G. Eastman)
1888 -- The "Kodak" roll film camera introduced (G. Eastman)
-- Nicholas Tesla invents electric motor (AC) in USA
1893 -- Silent motion picture/ peepshow (T. A. Edison)
1895 -- Production and sale of first car
1901 -- First Transatlantic radio transmission (Italian: G. Marconi)
1903 -- Flight of airplane at Kitty Hawk NC (O. & W. Wright)
1904 -- Motion picture created (T. A. Edison)
-- Mount Wilson Observatory built in USA
1908 -- Model "T" Ford car produced (H. Ford)
1920 -- The "Radio" is invented (A. Taylor & L. Young)
1922 -- First American radio station (KDKA - Pittsburgh)
1926 -- First "talkie" motion picture (sound on film)
1938 -- Xerographic copy process invented (C. F. Carlson)
1939 -- Television introduced at the New York World's Fair
1944 -- First digital computer produced (H. Aiken)
1947 -- Polaroid camera invented (E. Land)
1948 -- Transistor radio invented
-- LP record produced for CBS (Dr. P. Goldmark)
1950 -- First "Xerox" xerographic copy machine produced
1951 -- Electricity produced from atomic energy in US.
1955 -- Optical fibers invented
1958 -- First color video tape recording made
1960 -- Laser developed at Hughes Research (Malibu, Ca.)
1961 -- Alan Shepard (NASA Astronaut) becomes first American
   to fly in space.
1962 -- USA launches "Telstar" communication satellite
1969 -- First microprocessor built (E. Holli)
-- American astronaut Neil Armstrong becomes first man to walk
   on the moon.
1979 -- First conference on interactive media held at Cornell University
1983 -- First "Macintosh" computer introduced in US.
1988 -- Desktop prepress software introduced in US.
Pioneers instrumental in shaping American graphic design

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Year</th>
<th>Name</th>
<th>Year</th>
<th>Name</th>
<th>Year</th>
<th>Name</th>
<th>Year</th>
<th>Name</th>
<th>Year</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1890</td>
<td>KAUPPER, E. McKnight</td>
<td>1954</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1896</td>
<td>AGHA, Mehmed Ferry</td>
<td>1975</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1899</td>
<td>SUKUNAR, Ladislav</td>
<td>1971</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1898</td>
<td>BINDER, Joseph</td>
<td>1972</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1928</td>
<td>BRODOMITICH, Alexey</td>
<td>1971</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1898</td>
<td>COINER, Charles</td>
<td>1969</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1900</td>
<td>KAUFER, Herbert</td>
<td>1965</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1901</td>
<td>CASSANDRE, A.M.</td>
<td>1968</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1907</td>
<td>PONTABRY, Robert</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1903</td>
<td>BEALL, Lester</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1906</td>
<td>KEPLER, Gyorgy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1907</td>
<td>BAMES, Charles</td>
<td>1978</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1907</td>
<td>BAMES, Ray</td>
<td>1988</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1907</td>
<td>MATTHE, Herbert</td>
<td>1964</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1908</td>
<td>BURTON, Will</td>
<td>1972</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1908</td>
<td>GIUSTI, George</td>
<td>1990</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1908</td>
<td>NTSCHE, Erck</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1910</td>
<td>HURLBURT, Allen</td>
<td>1963</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1910</td>
<td>LIONNE, Leo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1911</td>
<td>GOLEIN, William</td>
<td>1959</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1911</td>
<td>PINELES, Gpe</td>
<td>1991</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1911</td>
<td>THOMPSON, Bradbury</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1912</td>
<td>TSCHCOLD, Jen</td>
<td>1974</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1914</td>
<td>RAND, Paul</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1915</td>
<td>LUSTIG, Alvin</td>
<td>1955</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1920</td>
<td>BASS, Saul</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1923</td>
<td>DANKZIGER, Louis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Copyright 1991, R. Roger Remington
List of 20th century designers

Informal Text as found in the Thames and Hudson Encyclopaedia of Graphic Design and Designers by
Alan and Isabella Livingston, 1992.

1890-1954 Kauffer, E. McKnight.
American graphic designer and poster artist. Born in Great Falls, Montana, he became a major figure in British advertising art between the wars. Attended evening classes in painting at the Mark Hopkins Institute, San Francisco 1911-13, and spent six months at the Chicago Art Institute [1913]. While in Chicago he saw the controversial 'Armony Show' (1913), which introduced modern European art to a skeptical US public. Sponsored by Professor McKnight of Utah University to study painting in Paris; Kauffer took his name in gratitude. Moved to London at the outbreak of war and in 1915 received his first post on the staff of Frank Pick of London Underground. His early commitment to painting and his familiarity with modern art were profoundly to influence his design. Cubism, Futurism, Art Deco and Surrealism all found expression in his posters. His famous Flight of Birds, a striking image inspired by Botticelli, was used as a Daily Herald poster in 1919. Designed 141 posters for London Underground and many other clients. Kauffer also designed furniture and graphics for the Shell, British Petroleum and Eastman & Sons. His book jacket for Lytton Strachey's Eminent Victorians (1921) was the beginning of his series of designs and illustrations for Nonesuch Press, for Sir Francis Meynell, and Faber and Gwyer. Kauffer's own book, The Art of the Poster, was published in 1924. In 1929 he became art director of the publishing house of John L. Humphreys. He also designed textiles and carpets. In 1929 he exhibited rugs alongside others designed by Marion Dorn, his future wife. Kauffer reached the zenith of his success in the 1930's with his posters bringing the language of modern painting to a large public. In 1937 the Museum of Modern Art, New York, held a one-man show of his work. Returned to the US in 1940 where he produced several posters for Greek war relief and the US Treasury. Post-war he designed for American Airlines (1947-48), the New York Subway Advertising Co. Inc (1949) and the publisher Alfred A. Knopf.

1895-1978 Agha, Mehrdad Famy.
Russian-born and educated in Kew and Paris, Agha brought the visual language of modernist European design to the American magazine. Worked as a graphic artist in Paris and then for German Vogue in Berlin. In 1928 met the publisher Conde Nast, who invited him to become art director of American Vogue in New York, which he assumed responsibility for the design of both Vanity Fair and House & Garden. Employed by Conde Nast until 1943. His asymmetric layout was a bold use of typographic elements and an innovative approach to the content and arrangement of photographic images. He was among the first to introduce color photographs and bleed off pages to the modern magazine.

1897-1971 Sulm, Ladislav.
Czech-born graphic and exhibition designer, educator and writer, an important design innovator in both Europe and America. After training in Prague, he taught at the State School of Graphic Arts, Prague 1929-36, became director in 1929. Joined the publishing house of Druzdovsk Prace as design director 1929-39. An early interest in painting and stage design developed into the design of exhibitions during the 1930's. Traveled to America in 1939 as exhibition designer for the Czech Pavilion at the New York World's Fair, with the political crisis in Europe deepening, he decided to remain. A two-decade association with Sveits's Catalog Service resulted in the design of Sveits's Files, annual catalogues of architectural and industrial products conveying complex technical information. He structured this information in a rational, systematic manner using the grid. Sans Seri type, color, contrast, and line to produce functional design solutions which allowed an accessible flow of information. His methods foreshadowed developments in information graphics during the 1970's. He also produced early corporate identity programs, as in his work for ADDX Business Machines. An important commentator on design, his books include Package Design: The Force of Visual Selling (1953), and Visual Design in Action: Principles, Purposes (1961)

1898-1972 Binder, Joseph.
Austrian-born designer instrumental in the development of Modernism in America during the late 1920's and 40's. Studied at the State School of Applied Arts in Vienna under its director Alfred Roller. His 1924 award-winning Musik und Theater fest poster for Buro des Festes, Vienna, demonstrates an early ability to refine and reduce pictorial elements, achieving a controlled geometric severity which was to become more marked in his mature work. In 1934 he emigrated to the US and in 1939 designed the poster for the New York World's Fair. His reputation was further enhanced following success in poster competitions organized by the Museum of Modern Art for agencies like the National Defense, the United Nations and the American Red Cross. Designed covers for Fortune and Graphics magazine. In the 1940's and 50's Binder produced powerful graphic statements including a series of memorable recruitment posters for the US forces.

1908-1971 Brodovich, Alexey.
American editorial art director and photographer. Born in Russia, Brodovich worked in Paris designing and illustrating store displays, advertising, books, and theatrical sets before moving to America in 1929. Established and directed the department of advertising design at what is now the Philadelphia College of Art, 1930-39. Also freelanced for the N.W. Ayer advertising agency and other clients. Following an invitation from the editor, Camel Snow, he became art director of Harper's Bazaar in 1934. Remained for twenty-five years, redefining the role of the art director and introducing new ideas in editorial graphics and photography. His dynamic layouts combined bold typography with adventurous fashion and reportage photography, from great photographers like Man Ray, Henri Cartier-Bresson, Richard Avedon and Irving Penn. In a continuing search for innovation he commissioned covers and editorial illustrations from artists and illustrators including A.M. Cassandre, Herbert Bayer and Salvador Dali. Brodovich's significance lies in his ability to organize the sequential flow of a magazine by controlling the juxtaposition of images on each double spread. Throughout his time at Harper's Bazaar he also freelanced, designing advertisements for Saks of Fifth Avenue, New York, 1939-41, producing photographic books and designing the short-lived, but innovative, large format magazine Portfolio (1949-51). Brodovich was an influential teacher, holding classes at his home-based design laboratory in the 1930's, and at the New School for Social Research, New York, during the 1940's. His proteges include Otto Sorch and Henry Wolf, appointed as Brodovich's successor at Harper's Bazaar in 1950.

1890-1969 Comer, Charles.
Sorry, no information presently available for Charles Comer.
1900-1955 Bayer, Herbert. Austrian born graphic and exhibition designer, architect, photographer and painter who pioneered Modernism in European and Austrian design. Appointed to the architect Schindhamer in Linz before moving to Bausch in 1920 to work for the architect Emanuel Masgoord. From 1921-23 studied at the Bauhaus, Weimar, under Kandinsky and Moholy-Nagy. Designed quickly into a designer of wide ranging abilities, designing a series of bold, functional typographic banknotes (inflation currency) for the State of Truningen in 1923. When the Bauhaus moved to Dessau in 1925, Bayer was appointed head of the new department of typography and advertising. His influence was immediate, as he used Bauhaus publications as a vehicle for radical typographic ideas. Advocated the use of Sans Serif typefaces as the typographic expression of the age and with his geometric "universal" alphabet (1925), which was never cut as a typeface, proposed the abolition of capital letter. In 1928 he left the Bauhaus to set up a studio in Berlin where he undertook advertising, typography, exhibition design, painting and photography. In 1930 he collaborated with Grosz, Moholy-Nagy and Marcel Breuer on the design of the Deutscher Werkbund exhibition in Paris in 1931 with Grosz and Moholy-Nagy on the "Building Workers Union Exhibition" in Berlin. Produced a typeface, Bayer, for the Berthold foundry, Berlin in 1933. His commitment to progressive ideas was apparent in his use of photography and photomontage in advertising and editorial design. During the late 1920s he became art director of Vogue magazine, whilst his color photographic covers for the magazine die neue linie, 1930-36, demonstrate an extraordinary creative imagination. Political unrest in Europe forced him to move to New York in 1935, becoming consultant art director throughout the war years to the advertising agencies J. Walter Thompson and Dondi International. Designed and contributed to the influential 1938 Bauhaus exhibition at the Museum of Modern Art, NY. In 1946 Bayer moved to Aspen, CO becoming a leading educator at the Aspen Institute, for which he designed a series of buildings (he was one of the founders of the Aspen International Design Conference). Also began a long association with CCA Container Corporation of America, eventually in 1956 becoming chairman of its design department. Contributed to CCA's widely acclaimed "Great Ideas of Western Man" advertising campaign and the ambitious World Geo-Graphic Atlas (1953). In addition to his own design achievements, Bayer was a leading commentator on the history and achievements of the Bauhaus.


1903-1969 Beall, Lester. Contributed to the Modern Movement in American Graphic Design before the influx of European immigrant designers to the US. During the 1950's and 60's was responsible for numerous major corporate identity programs. Self-taught as a designer, although in 1926 received a doctorate in art history from the University of Chicago. Brought an understanding of European avant-garde art movements, including Constructivism, DADA, and Surrealism, to the practice of design. Worked as freelance designer in Chicago before establishing his own New York practice in 1936. Between 1937 and 1941 produced a series of eight silk screen posters for the Rural Electrification Administration which, with their strong flat colors and geometric simplicity, remain potent and enduring images. In 1951 Beall moved to a Connecticut farm where he produced corporate identity images for clients including the National Home Loans Insurance Company. He was an early innovator in the method of controlling the disparate elements of a corporate identity scheme. A major figure in American design, becoming in 1937 the first American graphic designer to be honored with a solo exhibition at the Museum of Modern Art, NY. His graphic works are currently in the Wallace Memorial Library Archive at RIT.

1906-1966 Kepes, Gyorgy. Hungarian born designer recognized for his graphic and exhibition design and for his contribution to design education. Trained at the Royal Academy of Arts, Budapest, as a painter and film maker 1924-28. Influenced by Walter Gropius and fellow Hungarian Laszlo Moholy-Nagy whom he met during the early 1930's in Berlin, where he was working as an exhibition and graphic designer. Moholy-Nagy and Kepes worked together in London (1930-33) before both emigrated to the US in 1937. Invited by Moholy-Nagy to run the Color and Light Department at the New Bauhaus, Chicago, 1938-43. Wrote his influential Language of Vision in 1944, a student text that articulated Bauhaus principles. From 1946 until 1974 Kepes taught at MIT where, in 1957, he established the Center for Advanced Visual Studies. Throughout his teaching career he practiced as a designer, producing outstanding work for CCA 1936-44 and Fortune magazine.

1907-1978 Eames, Charles. Sorry, no information presently available for Charles Eames.

1907-1998 Eames, Ray. Sorry, no information presently available for Ray Eames.


1908-1972 Burtn, William (Will). Bauhaus-influenced graphic and exhibition designer. Trained as a typographer and designer at the Werkspoor, Cologne, Germany, where he later taught. Emigrated to the US in 1938. Married the graphic designer Cipe Pineles in 1941. Designed exhibition units for the Federal Pavilion at the 1933 New York World's Fair. From 1943 to 1945 involved in the American war effort producing training manuals and exhibitions for the Office of Strategic Services and the US Army Air Corps. In 1945 he became art director of Fortune magazine, where he devised innovative solutions to the problems of graphically presenting complex technical information. In 1949 established his own design practice in New York with clients including, Union Carbide, Eastman Kodak, the Smithsonian Institute and United Pharmaceutical Companies. Through the design of Spy, the Upjohn journal for physicians, and his award-winning exhibitions, Burtn made important advances in using scientific knowledge more accessible. For an Up john exhibition in 1959 he created a model representing the intricate structure and functions of a human cell enlarged one million times, enabling the public to walk around it. Other models concerned with human science followed, including one of the human brain (1960). He was American President of AIGA in 1971 and was awarded a gold medal and a retrospective exhibition by AIGA. His graphic works are currently in the Wallace Memorial Library Archive at RIT.
1908-1910 Giust, George
Born in Milan, Giust spent much of his career in the US working in all aspects of graphic communication. Trained at the Royal Academy of Fine Arts, Milan. Between 1930 and 1937 maintained a practice in Zurich, Switzerland. Emigrated to the US where in 1938 he established a studio in New York. Designed posters, professionally and for government agencies. Giust's simplification of imagery was successfully utilized during twelve years as design consultant for General Foods. Produced many memorable covers for Time, Fortune and Holiday. In 1958 elected Art Director of the Year and in 1979 inducted into the Art Directors Club of New York Hall of Fame. His graphic works are currently in the Wallace Memorial Library Archive at RIT.

1908- Nitsche, Eric
Sorry, no information presently available for Eric Nitsche.

1910-1983 Hurlbut, Allen
American art director renowned for publication design during the 1950's and 60's. After graduating in economics from the University of Pennsylvania in 1932, pursued a career as a cartoonist and later as a magazine art director. After the war he worked for NBC, NY, and from 1951 for Paul Rand at the Weintrub Advertising Agency. In 1953 he joined Look magazine in New York, establishing a reputation over the next fifteen years for innovative layout, typography and photography. He later moved to London. His interest in design education is reflected in his writings and books, including Publication Design (1971), Layout: The Design of the Printed Page (1977) and The Grid (1978).

1910- Loom, Leo
American graphic designer, printer, art director and illustrator. Born in Amsterdam, he trained as a merchant in Italy. Became involved with the Italian Futurist Filippo Marinetti, under whose influence he produced abstract paintings. Loom began his career as a printing director with Motta, an Italian publishing company. In 1939 he moved to US, becoming art director at the Philadelphia advertising agency W.W. Ayer. In 1939-47, which was responsible for CCA advertising. During the war he experimented with photomontage in work for CCA and in powerful, effective posters for the war effort. He moved to New York and succeeded Will Burton as art director of the innovative Fortune magazine, 1943. Loom freed Fortune from the constraints of San Francisco and the Bauhaus grid, achieving a distinctive visual identity through unique typography and illustration. In addition to his work at Fortune, he was an art director of the American Institute, responsible for corporate identity, including showing rooms, 1950-57. He was art director of the New York Print magazine 1955-59. In 1981 he retired from Fortune to concentrate on writing and illustrating children's books, and painting.

1911-1999 Golden, William (Bill)
Influential art director at CBS, NY, for over two decades. Responsible for establishing the pioneering CBS corporate identity, which was primarily founded on consistent, excellent graphic communication. Educated at a vocational high school in New York, where he was introduced to commercial design and photo-engraving. After a period at the Los Angeles Examiner, where he learned about advertising layout, he returned to New York and spent a year with M.F. Aga at Conde Nast Publications. Joined CBS Radio Network in 1937, becoming creative director in 1946. During WWII Golden and his wife, graphic designer Cipe Pineo, worked in Paris on an army magazine entitled Overseas Woman. Returned his career at CBS where, in 1946, he was joined by Lou Dorfman. In 1951 CBS president Frank Stanton recognized the importance of design by appointing him creative director of advertising and sales promotion. Golden created the famous "CBS eye" and the lens of a camera (1951). He commissioned artists like Ben Shahn to illustrate advertisements. Golden also designed for political causes, including posters for US presidential candidate Adlai Stevenson. Nominated Director of the Year in 1959 by the Art Directors Club of New York, shortly before his premature death.

1911-1991 Pinelles, Ciro
Magazine art director, graphic designer and teacher. Born in Vienna, she emigrated to the US (1930) where she was awarded a scholarship to the Pratt Institute, NY 1937-31. Designed with Contemporar, a New York industrial design practice 1931-33, before joining Conde Nast Publications (1933) as M.F. Aga's assistant. Transferred to Vogue in London as associate editor and art director 1936-38. Art director of Glamour, NY 1938-45 and Overseas Woman, Paris 1945-46 where she worked alongside her first husband Bill Golden. Pinelles explored the progressive new devices of editorial design - Sans Serif type, cropped photography, bold pages and exploration of white space and margins. As art director of Seventeen 1947-52 she extended the visual vocabulary of the young readerhip by commissioning outstanding photographers, illustrators, and painters like Ben Shahn and Robert Gwathmey. Pinelles continued as art director of Seventeen 1952-79 and Mademoiselle 1958-59. In 1958 she became a freelance designer in New York, mainly working for Bill Burton, whom she married in 1961. Art director of the Lincoln Center for the Performing Arts 1955-72. Close to association with Parson's School of Design, NY, becoming teacher in 1967 and from 1970 responsible for designing the school's printed and promotional material. Member of AGI and AGA, she was the first woman elected to the Art Directors Club of New York Hall of Fame (1975). Her graphic works are currently in the Wallace Memorial Library Archive at RIT.

1911- Thompson, Bradbury
Distinguished American graphic designer and art director. Born in Topeka, Kansas, where he graduated from Washburn College in 1934. After a period as art director with Capper Publishers 1934-38, he moved to New York. Designer and editor of Westvaco Inspirations, the arts journal of the West Virginia Pulp and Paper Company 1938-62. Thompson experimented with photographic reproduction, typography and color, adopting an eclectic approach which combined the best of traditional design and modernism. In 1958 he began designing the exemplary American Classic Book Series for Westvaco, a limited-edition series for distribution as a Christmas gift to customers. During WW II he was art director of the US Office of War Information. Post-war he became a freelance designer in New York working as art director of Mademoiselle, 1945-59, design director of Art News 1945-72, and also designing the formats of numerous other magazines, including Smithsonian. A prolific designer of over a hundred US postage stamps. In 1969 he began creating the beautiful Washburn College Bible (1982-83) which he illustrated with masterpieces of religious painting. The text is set in the old-fashioned type right in six-line length, emphasizing the rhythm of the language. An inspirational teacher, he has been visiting critic at Yale School of Art and Architecture, New Haven since 1955. Recipient of many honors from the Art Directors Club of New York and AGA.
1912-1924  Tschihold, Jan
German-born typographer, book and typeface designer and writer on design. Leading influence on the emergence of the New Typography in Europe during the 1920's and 30's. Son of a sign writer, he trained originally as a teacher and, before transferring to the Leipzig Academy for the Graphic Arts and Book Production trade 1919-21. Worked in Leipzig as a freelance typographer up to 1925. Although not associated with the Bauhaus, he visited the 1st Bauhaus exhibition in Weimar (1923), thereafter his work and ideas were influenced by Bauhaus principles. He wrote a major article entitled 'elementary typographic style' for a special issue of the journal Typographia (1926). Taught typographic and calligraphic at the German Masters Printers School in Munich 1926-33, under its director Paul Renner. His contract with the school ended after harassment from the Nazis forced Tschihold and his family to move to Basel, Switzerland. In 1928 he published his first book. His typeface designs, which established the importance of asymmetric typographic principles. This was followed by two useful design manuals, intended to make his typographic ideas accessible to printers and compositors: Eine Stunde Druckgestaltung (1930) and Schriftsetzung fur Setzer (1931). From 1926-29 he designed an experimental single-alphabet sans serif, much influenced by Herbert Bayer's proposal of 1925 (never were put into production). His major text typographic Gestaltung (1933) was published in Switzerland. In the same years an exhibition of his work, held at the London office of the publishers Lund Humphries, led to various commissions, including the design of the 1938 Percey Annual. His stature and influence were acknowledged by an invitation to speak at the Double Crown Club. London 1937. About this time he began to question, and eventually reject, the New Typography, which he came to identify with the movement associated with German idealism. This volte-face led to his becoming a brilliant practitioner of classical typography. From 1948-70 he produced six scholarly works on Chinese color printing. Engaged by Sir Allen Lane of Penguin Books, London, to redesign all Penguin publications 1948-49. Moved from Switzerland to London for this commission, designing over five hundred title pages and establishing the modern 'Penguin Composition Rules'. On his return to Switzerland he relinquished the design responsibility for Penguin to Hoeschmoller. Produced Sobon (1964-66), the first face to be designed for in-house, monotype and hand composition. A prolific practitioner, teacher, and writer throughout his later years, he received the gold medal of the AGI in 1954 and the Gutenberg Prize, Leipzig, 1960. Elected Hon DDI. London in 1968. Tschihold's typographic achievements and writings constitute a major contribution to the graphic arts of the 20th century.

1914- Band, Paul
Seminal figure in American graphic design who explored the formal vocabulary of European avant-garde art movements including Cubism, Constructivism, and De Stijl and developed a unique, distinctly American graphic language. His work is characterized by wit, simplicity and a Bauhaus approach to problem solving. Educated in New York at the Pratt Institute 1929-32, Parsons School of Design 1932-33 and the Art Students League 1933-34, with George Giust. Band was a major force in editorial design, advertising and corporate graphics. Art director of Esquire and Apparel Arts magazines 1931-41, and designer of outstanding cover for the cultural journal Direction 1938-45. He joined the Westinghouse Advertising Agency, NY, 1941-54 where his collaboration with Bill Heinrich, especially on the Omnichrome's department store campaign, pioneered the closer integration of design and copy. Since 1965 he has freelanced as a designer of outstanding cover for the cultural journal Direction, 1938-45. He joined the Westinghouse Advertising Agency, NY, 1941-54 where his collaboration with Bill Heinrich, especially on the Omnichrome's department store campaign, pioneered the closer integration of design and copy. Since 1965 he has freelanced as a designer of outstanding cover for the cultural journal Direction, 1938-45. He joined the Westinghouse Advertising Agency, NY, 1941-54 where his collaboration with Bill Heinrich, especially on the Omnichrome's department store campaign, pioneered the closer integration of design and copy. Since 1965 he has freelanced as a designer of outstanding cover for the cultural journal Direction, 1938-45. He joined Band, Paul: A Designer's Art (1968). Lectured at Cooper Union, Pratt Institute and appointed professor at Yale University, New Haven in 1968. His many awards include gold medals from AGA and the Art Directors Club of New York, joining their Hall of Fame in 1972.

1915-1955 Lustig, Alvin
American graphic and interior designer and educator who adopted the visual precedents of modern art to design. Trained at the Art Center School of Design, Los Angeles 1934-35, where he later taught Louis Danziger. Billed studied architecture under Frank Lloyd Wright (1935) before opening a design studio and printing shop in L.A. 1936-46. His career alternated between New York and Los Angeles during 1945 and 1946 and he worked as visual design director of Look magazine in NY. Amongst his most distinguished works were book jackets for New Directions, NY, and New York Press and editorial design for the magazines Art Digest and Industrial Design. His design approach utilized abstract shapes and symbols to express the essence of a product whether it be a book, record sleeve or corporate identity program. Lustig was a major contributor to the graphic design program established at Yale University, New Haven 1951. The Museum of Modern Art, NY staged an exhibition of his work in 1953. His career was tragically cut short by progressive illness and his premature death at age forty.

1920- Bass, Saul
Graphic designer responsible for numerous innovative and memorable letter forms and promotional pieces for films. Studied at the Art Students League, and from 1944-45 at Brooklyn College, NY, with Gyorgy Kepes. After a period employed as a freelance designer and art director in New York moved to Los Angeles. Worked for several agencies before establishing Saul Bass Associates. Enjoyed highly productive collaborations with the films makes Otto Preminger and Alfred Hitchcock. Bass's technique film titles was to reduce the array of predictive images to a minimum of graphic elements. Early examples include Preminger's film The Man with the Golden Arm (1955) and Anatomy of a Murder (1959). Also directed special sequences in feature films, such as the shower scene in Hitchcock's Psycho, 1960. Bass has produced many successful corporate identity programs including United Airlines, Quaker Oats, AT&T and Warner Communications. Designed music and graphics for the Los Angeles Olympics, 1984. US Art Director of the year in 1957 and was elected to the Art Directors Club of NY Hall of Fame in 1978.

1923- Danziger, Louis
American graphic designer and photographer. Began as a fifteen-year-old apprentice in the art department of a New York printer. Influenced by the German journal Gebrauchstheoretisches Studiert under Alvin Lustig at the Los Angeles Art Center School of Design (1947), returning to NY in 1948 to train briefly under Alya Hobatch at the New School for Social Research. Avoids artificial and fashionable solutions in his quest for restrained, intelligent design concerned with ordre and clarity of communication. Worked for the magazine Esquire (1948) before establishing a freelance design and consultancy practice in L.A. with clients including CCA and the advertising agency The Dreyfus Company. Designed all the promotional material for the 1955 Aspen International Design Conference, whilst in the same year the Society of Typographic Art, Chicago, organized a one man exhibition of his work. After becoming design consultant to the Los Angeles County Museum of Art in 1957, he created a series of elegant exhibition catalogues and posters. Corporate design consultant to the Atlantic Richfield Co. 1978-85 and for the 1984 L.A. Olympic Games. Taught at the Los Angeles Art Center School, 1965-62 and again from 1988, Chouinan Art Institute 1963-72, subsequently becoming director of graphic design at the California Institute of the Arts, Valencia, 1972-86.
Art History
1408 -- Donatello sculpts "David"
1412 -- Brunelleschi develops rules of perspective
1420 to 
  34 -- Cupola of Florence Cathedral built by Brunelleschi
1435 -- Gutenberg invents movable type for printing
1447 -- Map of the World made in Florence by Toscanelli
1452 -- Ghiberti completes "Gates of Paradise"
1453 -- Gutenberg prints the forty-two line bible
ca. 1455 -- Aztec Pyramids are built
1460 -- Oxford confers first "Doctor of Music" degree
1477 -- Botticelli paints La Primavera
1481 to 
  83 -- Bottichelli paints fresco in Sistine Chapel
1495 to 
  98 -- Leonardo Da Vinci paints The Last Supper
1498 -- Michelangelo sculpts The Pieta
1501 -- Michelangelo finishes "David"
1503 -- Da Vinci paints the Mona Lisa
1504 -- Raphael paints the Marriage of the Virgin
1508 to 
  12 -- Michelangelo paints the Sistine Chapel
1564 -- Shakespeare is born
  -- Michelangelo dies
1569 -- Mercator prints first Map of the World
1586 -- Kabuki theatre established in Japan
1594 -- Shakespeare writes "Romeo and Juliet"
1600 -- Shakespeare writes "Hamlet"
1605 -- Cervantes publishes "Don Quixote"
1623 -- Shakespeare's first folio is published (after his death)
1638 -- Rubens paints The Three Graces
1642 -- Rembrandt paints The Night Watch
1644 -- Antonio Stradivari born
1656 -- French Academy of Painting in Rome founded
1697 -- Charles Perrault publishes Mother Goose Tales
1711 -- Clarinet introduced into the orchestra
1721 -- Bach composes the Brandenburg Concertos
1726 -- Swift writes "Gulliver's Travels"
  -- Vivaldi composes The Four Seasons
1751 -- Canada's first newspaper, the Halifax Gazette, launched
1756 -- Josiah Wedgwood founds pottery works
1770 -- Thomas Gainsborough paints Blue Boy
1776 -- Declaration of Independence signed and printed for the first time using Caslon typeface
1777 -- Stars and Stripes adopted as official flag of the US
1786 -- Mozart composes The Marriage of Figaro
1789 -- Beethoven composes his First Symphony
1816 -- Rossini composes The Barber of Seville
1818 -- Franz Gruber composes "Silent night, Holy night"
1820 -- Sir Walter Scott writes "Ivanhoe"
  -- Venus de Milo discovered
1822 -- Schubert composes his eighth symphony, the unfinished
1826 -- N. Niepce creates first photographic process "Heliography"
  A form of lithography which etches metal plates with light
1830 -- Delacroix paints Liberty Guiding the People
1835 -- Hans Christian Anderson publishes his Fairy Tales
1839 -- H.F. Talbot produces positive/negative photographic process
  -- L.J.M. Daguerre produces the Daguerreotype process
1841 -- Adolphe Sax invents the Saxophone
1845 -- Edgar Allen Poe writes "The Raven"
1846 -- Elias Howe patents the sewing machine
1850 — Hawthorne writes The Scarlet Letter
  — The Crystal Palace erected in London
1851 — Herman Melville publishes Moby Dick
1860 — F. Walton invents linoleum
1863 — Manet paints Le Dejeuner sur l’herbe
1865 — Lewis Carroll writes “Alice’s Adventure’s in Wonderland”
1870 — Jules Verne writes Twenty Thousand Leagues Under the Sea
1872 — Whistler paints his mother
  — E. Muybridge produces motion pictures of galloping horse
1874 — First Impressionist exhibition opens
1876 — Exposition Universelle
1878 — Leaves of Grass published
1879 — Van Gogh paints Night Watch
1880 — Cezanne paints The Yellow Chair
1889 — The Eiffel Tower is erected
1892 — Toulouse-Lautrec paints at the Moulin Rouge
1893 — Tchaikovsky composes The Nutcracker
1894 — Kipling writes The Jungle Book
1895 — The Lumiere brothers invent the motion picture camera
1899 — Scott Joplin composes The Maple Leaf Rag
1902 — Beatrix Potter writes the tale of Peter Rabbit
1903 — Jack London writes The Call of the Wild
  — The first western movie, The Great Train Robbery, opens
1904 — J.M. Barrie writes Peter Pan
1905 — Cezanne paints Les Grandes Barqueuses

1906 — Ruth St Denis introduces modern dance
1907 — Picasso paints Les Demoiselles d’Avignon
  — The Ziegfeld follies open
1909 — Matisse paints The Dance
  — Frank Lloyd Wright designs the Robie House
1911 — Nestor film Co. sets up Hollywood’s first studio
1913 — The Armory show introduces Modern art to the US
  — Charlie Chaplin makes his first movie
1919 — The Bauhaus is founded by Walter Gropius
1922 — Howard Carter discovers the Tomb of Tutankhamen
  — Technicolor movie film process developed
1926 — A.A. Milne writes Winnie-the-Pooh
  — First experimental TV transmission by Baird
1928 — Mickey Mouse introduced in the cartoon “Steamboat Willie”
1930 — Grant Wood paints American Gothic
1931 — Salvador Dalí paints The Persistence of Memory
  — Boris Karloff stars in Frankenstein
  — The Star Spangled Banner becomes the US National Anthem
1935 — Gershwin composes Porgy and Bess
1936 — Margaret Mitchell writes Gone With the Wind
  — Frank Lloyd Wright designs Falling Water
1937 — Picasso paints Guernica
  — Walt Disney releases Snow White and the Seven Dwarves
1940 — Lascaux caves discovered in France
  — Walt Disney releases Fantasia
1947 — Le Corbusier’s Marseille Apartment block is built
1949 — G. Orwell writes 1984
1954 — Federico Fellini directs La Strada
  — J.R. Tolkien writes Lord of the Rings
1973 — The optical scanner is invented
1977 — Star Wars opens in theaters (launching the space age epic)
1984 — The Macintosh computer introduced
1986 — European spacecraft Giotto photographs Hale’s Comet
Printing Technology History

c. 2500 B.C. -- Writing ink used by Egyptians and Chinese.

c. 2500 B.C. -- Papyrus scrolls used in Egypt for writing.

c. 1500 B.C. -- Phoenicians develop first formal alphabet -- First example of printing from movable type (a clay disc) found in ruins of Palace of Pharaohs, Crete by an Italian archaeologist in 1908.

c. 672 B.C. -- Romans use Parchment /Vellum to write books (i.e. Codex). The Codex is the predecessor of the modern book.

105 A.D. -- Ts'ai Lun invents paper in China.

c. 600 A.D. -- Roman Capitals used as basic alphabet for writing. Monasteries become the centers of writing and copying manuscripts of the text.

600 A.D. -- The first handwritten manuscripts are created. Handwriting styles of Roman Cursive - Rustica - Uncal - and Half Uncal are used in writing on Parchment and Vellum to create manuscripts.

400 A.D. -- Wei Tang perfects an ink for block printing using lampblack.

640 A.D. -- Block Printing in China.

c. 800 A.D. -- Emperor Charlemagne unifies Roman empire by creating a standard typeface (Carolingian). This new typeface made of both capital and lowercase letters became instrumental in creating the shapes of (modern) letterforms.

c. 1035 A.D. -- Printing from movable type in China and Korea.

1041 A.D. -- Pi-Sheng develops type characters from hardened clay.

c. 1100 A.D. -- Metal type cast in Korea (used in China and Japan).

c. 1200 A.D. -- Type cast in bronze.

1307 A.D. -- Oldest extant printed using bronze type (Korea).

Gutenberg invents movable type for printing

1455 -- Gutenberg prints the forty-two line Bible (based upon traditional manuscripts).


1470 -- Nicolas Jenson cuts lowercase and capitals for standard Roman face.


1494 -- First paper mill opened in England.

1501 -- Aldus Manutius first uses italic type at the Aldine Press, Venice.

1534 -- First book printed in Western Hemisphere in Mexico City.

c. 1570 -- Books illustrated using copperplate engravings.

1585 -- Oxford University Press established.

1623 -- Shakespeare's first folio published (Posthumously).

1638 -- First Printing Press brought to American Colonies (Cambridge, Mass).

1690 -- Paper manufactured in American Colonies.

1726 -- Stephen Daye "style" press commonly in use.

1732 -- Ben Franklin opens print shop in Philadelphia. He begins producing the Pennsylvania Gazette.

1742 -- First typefaces established in America.

1763 -- All 13 American Colonies have presses in use.

1776 -- Declaration of Independence signed, printed for the first time using Caslon typeface.


1799 -- Alois Senefelder invents Lithography (writing on stones).

1803 -- Pellegro Tani builds first practical typewriter at Reggio Emilia, Italy.

1810 -- Isaiah Thomas writes the two-volume History of Printing in America.

1814 -- First steam-powered cylinder press by Frederick Koenig.

1818 -- D. Napier invents flatbed cylinder press.
1820 -- First full metal press built by the Earl of Stanhope.
ca. 1825 to 1840 -- Columbian press built by G. Clymer of NY.
   -- Washington press perfected by Samuel Rust.
1826 -- J.N. Niepce invents first stable photographic process.  
   A metal etching (like lithography) process using light
1830 -- The Adams press patented by Isaac Adams.
1833 -- Daguerre invents the Daguerreotype process.
   -- Fox Talbot invents "positive/negative" photo process

1834 -- First (functional) rotary press produced by R. Hoe in U.S.
1851 -- F.S. Archer invents wet-collodion (Tintype) process
1852 -- Fox Talbot uses potassium bichromate to sensitize gelatin
   producing the first half-tone image through a sheet
   of gum
1855 -- Pollewin invents photo-lithography based on bichromate
   of albumen
1856 -- First Web press developed by W. Bullock.
1858 -- G.P. Gooden perfects the first "Job" press
1868 -- C.L. Sholes patents typewriter.
   -- First steam press for Lithography introduced by R. Hoe.
ca. 1871 -- Photo-engraving commercially used in letter-press printing
1874 -- Remington typewriter produced.
1875 -- First paper folding machine used on printing press.
   -- Offset principle used in lithography for decorating metal
1890 -- Rolo Gravure process developed.
   -- "Aniline" (flexographic) printing process developed.
1883 -- First commercial Half-tone screen produced by Max &  
   Louis Levy
1886 -- Implementation of Linotype machine by Ottmar  
   Mergenthaler.
1887 -- Monotype machine invented by Tolbert Lanston.
1889 -- G. Eastman invents roll film
   and the first "Kodak" roll film camera
1893 -- First color process work printed successfully.
1906 -- The Ludlow Typograph invented.
   -- First "modern" Offset press invented by Ira A. Rubel.
1911 -- The Intertype developed from Linotype principle.
1923 -- Henry Luce founds Time magazine.
1929 -- Eastman Kodak Co. introduces "Kodak" HC 
   (high contrast) film.
1930 -- Cellophane invented.
   -- Flexography is only stable printing process available
   for printing on Cellophane.
1936 -- Kodachrome (multi-layer) color film invented.
1938 -- Chester F. Carlson invents Xerography.
1940 -- First copy machine made.
1949 -- Photo typesetting introduced as the "Fotosetter" by
   Intertype.
1950 -- First Xerox copy machine introduced.
1970 -- Electronic typesetting introduced.
1973 -- Scanner invented by G. Hornsfield (Britain).
1978 -- A Gutenberg Bible sells for $2 million dollars at auction.
ca. 1980 -- Water based inks for gravure and flexography introduced.
   -- First soybean inks produced for lithography.
1984 -- First "Macintosh" computer introduced in US.
1985 -- Introduction of Postscript fonts
1988 -- Desktop press software introduced.
Radio, invented by Marconi in 1896, was the first form of wireless telephony (i.e., audio communication) which became a practical tool for use by ships. The radio gave rise to a fascinating two-way communication link between themselves and land. The conceptualization and development of one-way transmission systems was pioneered by David Samoff, who passed on invaluable information about the Titanic disaster. detachable units in radio boxes. The radio broadcasts, which started in 1912, were transmitted via radio boxes in the home, and could receive the phonograph and music box commonly found in homes at that time. In 1922, after the licensing of 100 plus radio stations and the sale of 400,000 radio sets, the "radio age" was born.

Some early radio stations, due to the lack of program materials, had times set up for the public to broadcast. The broadcast time was based upon a "first come, first served" format. Radio stations began to use "radio" in their own programs, and the public was able to purchase time and use it for whatever they wanted. Some of these broadcasts included the early radio programs, played music,与其他的. All of these programs were, however, limited in scope and scale. After the initial novelty of radio wore off, stations had to begin developing programs which would better entertain and inform the listening public. Radio stations developed a variety of shows such as "Amos & Andy," "The Little Rascals," and news programs. FDR took advantage of the new "radio" medium to communicate (somewhat directly) with the people of the United States, some of which time of great turmoil around the world, the years of the "Great Depression." He, now well known "fireside chats" with the American people during this time, made a powerful leader. He was able to comfort and inform the people with these broadcasts because he spoke to them as both their President (their leader) and their friend (a fellow US citizen) with sincerity and hope in his voice. Many people felt that FDR's ability to use the radio which helped him win both a third and fourth term. FDR is often remembered for his leadership abilities during a time of national emergency and the establishment of a new medium - a communication device that could reach the people of his country.

During the early days of radio broadcasting advertisements were limited to the mention of the program's sponsor and product. The development of "sponsored" programs in the mid to late 1920s allowed advertisers to market products to a new mass audience. The ability to reach both music and the spoken word simultaneously, gave advertisers a new way to promote their products. The first "radio commercial" is believed to be a "popcorn" advertisement that promoted "Hershey's". The development of "Radio" was soon followed. Some of the more memorable "Radio" ads featured the scout, 12 full ounces, that's a lot . . . "Little Cream, a little Jody da va..." and "Happy-God Luck!"

Radio regulation in the 1930s focused on transportation. The development of the "car radio" was sparked by the widespread acceptance of radio in the 1920s. People liked the radio so much that they wanted it everywhere. The idea that one could be entertained with music, news, etc., while driving to and from work or on long distances was applauded by many people. Automobile manufacturers didn't start adding radios (as options) in cars until the 1940s. Today all cars come with a standard AM/FM (sometimes including tape deck) "factory" radio.

Radio, by today's standards, is a primitive medium which allows a visual impact to be made. The growth and development of television and computer technologies throughout the rest of the 20th (and well into the 21st century) may cause some changes in the way radio is perceived by the public, but radio is a long way from its ultimate demise.

Radio, invented by Marconi in 1896, was the first form of wireless telephony (i.e., audio communication) which became a practical tool for use by ships. The radio gave rise to a fascinating two-way communication link between themselves and land. The conceptualization and development of one-way transmission systems was pioneered by David Samoff, who passed on valuable information about the Titanic disaster. detachable units in radio boxes. The radio broadcasts, which started in 1912, were transmitted via radio boxes in the home, and could receive the phonograph and music box commonly found in homes at that time. In 1922, after the licensing of 100 plus radio stations and the sale of 400,000 radio sets, the "radio age" was born.

Some early radio stations, due to the lack of program materials, had times set up for the public to broadcast. The broadcast time was based upon a "first come, first served" format. Radio stations began to use "radio" in their own programs, and the public was able to purchase time and use it for whatever they wanted. Some of these broadcasts included the early radio programs, played music,与其他的. All of these programs were, however, limited in scope and scale. After the initial novelty of radio wore off, stations had to begin developing programs which would better entertain and inform the listening public. Radio stations developed a variety of shows such as "Amos & Andy," "The Little Rascals," and news programs. FDR took advantage of the new "radio" medium to communicate (somewhat directly) with the people of the United States, some of which time of great turmoil around the world, the years of the "Great Depression." He, now well known "fireside chats" with the American people during this time, made a powerful leader. He was able to comfort and inform the people with these broadcasts because he spoke to them as both their President (their leader) and their friend (a fellow US citizen) with sincerity and hope in his voice. Many people felt that FDR's ability to use the radio which helped him win both a third and fourth term. FDR is often remembered for his leadership abilities during a time of national emergency and the establishment of a new medium - a communication device that could reach the people of his country.

During the early days of radio broadcasting advertisements were limited to the mention of the program's sponsor and product. The development of "sponsored" programs in the mid to late 1920s allowed advertisers to market products to a new mass audience. The ability to reach both music and the spoken word simultaneously, gave advertisers a new way to promote their products. The first "radio commercial" is believed to be a "popcorn" advertisement that promoted "Hershey's". The development of "Radio" was soon followed. Some of the more memorable "Radio" ads featured the scout, 12 full ounces, that's a lot . . . "Little Cream, a little Jody da va..." and "Happy-God Luck!"

Radio regulation in the 1930s focused on transportation. The development of the "car radio" was sparked by the widespread acceptance of radio in the 1920s. People liked the radio so much that they wanted it everywhere. The idea that one could be entertained with music, news, etc., while driving to and from work or on long distances was applauded by many people. Automobile manufacturers didn't start adding radios (as options) in cars until the 1940s. Today all cars come with a standard AM/FM (sometimes including tape deck) "factory" radio.

Radio, by today's standards, is a primitive medium which allows a visual impact to be made. The growth and development of television and computer technologies throughout the rest of the 20th (and well into the 21st century) may cause some changes in the way radio is perceived by the public, but radio is a long way from its ultimate demise.
Early experiments with image transmission (i.e. TV) made by Baird in 1926 stem from the increased popularity of radio broadcasting in the 1920s. While the first official 'television' broadcast did not take place until the opening of the New York World's Fair in 1933, successful broadcasts were made throughout the 1920s. The first of Baird's experimental text broadcasts, using a video image of 'a Manchester Observer' object, though the early experiments were 'Mickey Mouse' (though its exact size is unknown), the new medium of television was far from that. Early television sets were, primarily, radios with small picture tubes (roughly 5 inches) in them. TV sets were both expensive and over rated since only a few shows were aired per week in the early days of the new medium. They did, however, after the initial novelty, rapidly become a more practical (cheaper) and entertaining (more shows were broadcast) element in many homes.

The popularity of television, as a mass media, came to be during the late 1940s and early 1950s. TV shows of the era were primarily variety shows such as 'The Ed Sullivan Show', and 'The Milton Berle Show' though other shows such as 'The Lone Ranger', etc, were also popular. Sports such as cycling, derby, baseball, and boxing were also broadcast on occasion. Most of the shows during the 1950s were 'live' broadcasts since storage devices (i.e. VCRs) were not yet developed. Those, privileged few, that owned early TV sets and their close friends would religiously watch the limited shows available. "Uncle Miltie" and his "Texaco Star Theater" (the show sponsor) was the most popular show on TV for many years.

Most TV advertising in the 1950s was based on "Program Sponsorship." Advertisers would purchase TV time (usually on hour) and run either "variety" shows, "adventure" shows, "comedies," etc., knowing that they would be the only advertisers able to advertise their products during the show. Many of the early commercials which ran during the shows of the 1950s used the stars or "regular" cast members of the show as product endorsers. The use of "live" product endorsement during a show (in recent years video-taped prior to the shows airing) has been popular for many years. In 1989, "The Tonight Show with Johnny Carson" continued this trend using Ed McMahon as an endorser for "Alpo" dog food.

Today, cable and satellite TV allows viewers to access between 100 and 500 individual channels worldwide. Although these new media formats require either monthly fees (or subscriptions) or costly investments (mostly for satellite dishes, hardware, etc.), they are quickly growing into the public's most popular form of entertainment. Advertisers have taken advantage of the mass popularity of TV by developing new marketing strategies for the "global market." It is estimated that today's "cable TV" viewers are exposed to more than 300,000 images each day, in addition to the approximately 4 hours per day that they view TV. Advertisers, through testing in the 1960s and 1970s, found that a 30-second TV ad was as efficient (or even more so) as a 60-second ad. Later investigation (in the 1980s) has proven that 15-second ads, and even 10-second ads, are also efficient for the modern TV viewer. These studies have proven how powerful TV media has become since its beginnings.

In his book, "Communication: The Living End," Dr. John Cialdino discusses, basically why TV, cable TV, etc., have become the dominant media format that they are today.

"The TV audience is spatially scattered as it is the case in the public audience in the immediate class (communication which is interactive such as contact, conversation, ritual, live performance, etc.) but is temporally together. How could constituting a same-time audience have any effect? The point here is that we know the millions of others are watching, even though they do not see the rest of the audience they invent for themselves a kind of 'collective response.' They are, at some level, left to imagine a larger audience than ever before in any public event. Simply to have conjured such a massive audience and to be seen and heard as part of it is to feed their imagination. In my own case, the effect of that magical pull is that I find myself drawn to the TV itself, not any particular program, mind you, the blank TV screen. Before I have any idea of what is on, I find myself compelled, more or less descriptively, to turn it on. Sitting there blank and turned off, the TV screen is like a closed window. When I turn it on, I can see what everyone else is seeing and that makes me part of something, its as though I need to see what's on TV, I need to see what others are watching, but I also need to know what others are like. I need to know what others are like because I need to know what others are like, I need to be a part of a them, I need to be a part of a them, because I'm not, I'm disconnected...."

The disconnection, from the rest of the world, is the reason TV has developed into the powerful mass market that it is today. Recently, in 1991, during broadcasts of U.S. involvement in the Gulf War, news programs such as CNN, ABC, NBC, etc., brought in viewers 24-hour "News" coverage of the "horifying" events taking place around the world. I myself was in one of the images which were broadcast, of the war, over the 10 day battle period. The fear, which was striking, in me was unlike anything I had ever experienced in my life. I was literally "glued" to my TV set. The propaganda team

Commercial ads produced for TV. In recent years (especially during events such as the "Superbowl," "Olympics," etc., have become high priced, high budget, "slick" marketing devices. In 1984, during the "Superbowl," Microsoft Computer Co. launched its first ad for a new "revolutionary" computer system. The ad which ran, based on Orwell's book entitled "1984," was sensational. It was only played once during the "Superbowl," yet it is still talked about today.

"(Campa 1989, 129)

*** Special Note ***
I would have liked to have a copy of the 1984 Macintosh ad in this section, but, the only copy of the ad (at this) is an exact copy. The film is available for viewing at the school's Media Resource Center, I strongly suggest that you check it out. It's worth viewing.
Shortly after the development of television many engineers, scientists, mathematicians, etc., were employed by both government-based and private agencies to develop the first "thinking machines" (i.e., computers) in the 1950's. These first computer designing machines, radial and "Electron Brains" as they were called, were merely oversized and expensive calculators by today's standards. Some stored text data; others stored computer which were infeasible to use by people. The first of these computers easily filled a large warehouse. Today a computer of comparable function and quality fits in the palm of a hand, if not within the tiny space of a wrist watch. Access to computers during the 1950's and 1953 was limited to high government officials and scientists who were considered the top of their field.

Advancements in computer technology, over the next thirty years. During the 1950's several TV shows used "computer brains" in races, where the new "Electronic Brains" were the computer hardly ever lost. The computer of this era was one of novelty than the majority of the computer. Today, advancements in technology, over the next thirty years, made computers more powerful, compact, and affordable. The second, third, fourth, etc. generation computers which were developed during this time had the ability to store and retrieve information much more efficiently than their predecessors, but they were still limited in what they could do.

The 1970 and 80's brought the development of the personal computer. The first of a series of computers were made for the general public. These new tools gave the common man the ability to gain access to a large storehouse of information which was once accessible only to the few. The IBM PC was one of the first PC's used to learn computer technology in the mid-70's. Development of computers, in the areas of interactive media, computer graphics, and "user friendly" software over the next five years made computers more accessible to the masses. The Macintosh, introduced in 1984, using a "WIMP" (Windows Icon Mouse Pull-down-menu) interface gave users access to computers without the need for complex command languages. It also allowed users to create simple text and graphic images for design and publication. Early graphics, layout, and test programs, such as MacWrite, MacPoint, etc., (though functional) have becomearchitectural remnants of the infancy of the computer age. Later, software such as Adobe Illustrator, Photoshop, MacDraw, and PageMaker, QuarkXpress, etc., have become industry standards in the fields of graphic design, digital photography, printing, etc. These applications programs, and other programs, etc., have become important tools to the designer, professional, and computer engineer. Each individual tool is a quick, effective, and inexpensive, interactive, layout, and graphics application.

The Macintosh computer was an advertisers' "dream come true" and, in some ways, the graphic designers' "nightmare." Advertisers, designers, publishers, etc., now had the ability to produce graphic images, spreads, page layouts, and entire magazines in a fraction of the time it would traditionally take to do so. Developments in imaging, image output, and software technology have made the computer an important tool in graphic design. But what cost? Debates about "quality" versus "quantity" have been heard in every design studio, print shop, and classroom across the country since the mid 1960's. Advertisers, and a variety of others, don't care about the aesthetics of a piece anymore, as long as they can "put our grime" on the page and make a profit. The fear that some graphic designers, in particular, have about "bad" design stems from the amount of "bad" designs that have recently made it to the pages and screens of the mass media. Bob Conge, an illustrator and graphic designer, "The power and creativity are not in the tool; they're in the individual, the human being." (Haddad, 1992, 17)

The "computer age" which was truly born in the 1970's and 80's has reached adulthood in the 1990's. Computer technology once took years and sometimes decades, to develop may now become obsolete within a few months. The public is once again intrigued by the capabilities of these new technological tools and has become dependent upon them in all aspects of their daily life. Not many people understand the full impact of computers that have had on them. Many of today's automobiles, BMWs and ATMs (Automatic Teller Machines), appliances (such as microwave ovens), telephone services, etc., run on some type of computer system or computer circuit. The computer also makes an impact in TV production, magazine publication, telemarketing, and art. The most affected by the use of computers (presently) are graphic design, printing, and photography. These fields will be even more specialized. An advertisement in the early part of this century would need to hire a person trained in each of the above fields to produce a final piece.

Specialized training is no longer required for the production of magazines, brochures, promotional pieces, etc. The computer has made the once distinct lines between photography, design, and printing fuzzy. The era in which "computer" was coming to an abrupt halt. The fields of graphic design, photography, and printing will be more no more. The age of the "Imaging Artist," the person trained in various aspects of design, printing, photography, computers, etc., is upon us. The after effect is one of mass media.

Bob Conge, an illustrator and graphic designer, "the power and creativity are not in the tool; they're in the individual, the human being." (Haddad, 1992, 17)

The public is unaware of the many adverse effects that the computer has had upon design. The power and creativity are not in the tool; they're in the individual, the human being. (Haddad, 1992, 17)

Listerine Mouthwash Ad
Open on computer generated Jungle scene
Music playing in background
Zoom forward (slowly)

Narrator:
Listerine is not ordinary mouthwash. It fights plaque
(We see the words "fights plaque" appear on screen)
And fights the gum from Gingivitis
(the text "Fights Gingivitis-An early form of gum disease" is displayed on screen)

It's cool mint listerine antiseptic.
(computer generated, blue colored, bottle of listerine swings to scene on a vine)
--cut to close-up of bottle and label

Background music becomes dominant.
(similar to a tarzan yell)
Oh oh oh Ah oh Ah oh Ah oh

Nar:
It fight bad breath with an exhilarating cool minty taste.
--cut to swinging bottle splashing water on
camera lens

Softer BG music (similar to a tarzan yell)
Oh oh oh Ah oh Ah oh Ah oh

Nar:
No it's not just another mint mouth-wash.
(the text "brushing and flossing may not be enough" displays on screen)

Cool mint Listerine.
(display original Listerine label, zoom out showing original style bottle & package on a branch)

It works like listerine.
(Mint bottle lands on branch hitting original bottle in friendly way and jumping around)

It tastes like cool mint.
(Original bottle bends to acknowledge mint bottle)

Fade to black...
on opencard
start using stack "AdTech© intro"
hide menubar
end opencard

ON opencard
Global UserNotes
-- looks for global variabl

hide bg fid "note pad"
-- Hide the fid "note pad"
repeat 3 times
play "nitza andl"
end repeat
-- plays sound resource "nitza andl" five times or until mouse click

display "bod", 225, 78
display "sure", 440, 78
-- Displays the card image(s) at xy coordinates

put UserNotes into bg fid "note pad"
-- This is the function which takes all info from the note pad
-- and places it in the handler UserNotes. It is used while
-- AdTech is running.

pass opencard
-- Passes the global variable UserNotes to the background script
END opencard

on closecard

global usernotes
-- this is the global variable for UserNotes

play stop
-- stops sound resource from playing

put bg fid "note pad" into usernotes
-- this puts any info in the note pad of all cards into the global
end closecard
on display? NameP, locX, locY
    showpic nameP, locX, locY
        -- This allows all the pictures to show on the card
    -- -- if they use displayP rather than the normal showpic
end displayP

ON opencard
    Global UserNotes
        -- looks for global variable
    hide bg fld "note pad"
        -- hides field "note pad" which contains the user added info
    displayP "kodachrome1", 375, 82
    displayP "sure2", 493, 82
    displayP "dr.p", 285, 287
    displayP "listeri", 484, 276
        -- displays the four larger (main) title images
    wait 20 ticks
    displayP "questei", 423, 211
    displayP "maribor1", 423, 327
    displayP "dr j1", 509, 211
    displayP "discoveri", 506, 327
        -- displays the four smaller title images
pass opencard
        -- Passes the global variable UserNotes to the background script
        -- where it is put into holding until needed
END opencard

on closecard
    Global UserNotes
        -- this is the global variable for UserNotes
    put bg fgd fld "note pad" into UserNotes
        -- this puts any info in the note pad of all cards into the global
end closecard
on display? nameP, lock, locy
showpic nameP, lock, locy
   -- This allows all the pictures to show on the card
   -- if they use display? rather than the normal showpic
end display?

on opencard
global UserNotes
  -- This is the handler which the card script passed to
put UserNotes into bg fld "note pad"
  -- This is the function which takes all info from the note pad
  -- and places it in the handler UserNotes. It is used while
  -- Author is running.
end opencard

on opencard
   Global UserNotes
      -- looks for global variable
      hide cd fld "book tech"
      hide cd fld "amer tech"
      hide cd fld "art history"
      hide cd fld "designer"
      hide cd fld "design list1"
      hide cd fld "design list2"
      hide cd fld "printing tech"
      hide cd btn "click designer name for info"
      hide cd btn "press below to print timelines"
      hide cd btn "list of 20th century designers"
      hide cd btn "history of the book"
      hide cd btn "American technology history"
      hide cd btn "Printing technology history"
      hide cd btn "All Media technology timelines"
      hide cd btn "art history"
      ---- hides field "design list1 & 2" which contains
      ---- all definitions that go into field "defe"
      hide cd fld "designer notes"
   pass opencard
      -- Passes the global variable UserNotes to the background script
      -- where it is put into temporary holding until needed
end opencard

on closecard
global UserNotes
  -- this is the global variable for UserNotes
  hide cd btn "press below to print timelines"
  hide cd btn "list of 20th century designers"
  hide cd btn "history of the book"
  hide cd btn "American technology history"
  hide cd btn "Printing technology history"
  hide cd btn "All Media technology timelines"
  hide cd btn "art history"
  put bgand cd "note pad" into UserNotes
  -- this puts any info in the note pad of all cards into the global
end closecard
on openCard
  global UserNotes
  -- looks for global variable
  display red, 0, 0
  -- Displays the pie icon in corner
  displayp "celica", 345, 72
  -- Displays the card image at X=345, y=72
  put "Toyota Celica Ad" into cd fid "Ad Name"
  show cd btn "image 2"
  hide cd btn "image 1"
  hide cd btn "image 1"
  hide cd btn "image 1"
  pass openCard
  -- Passes the global variable UserNotes to the background script
end openCard

on closeCard
  global userNotes
  -- this is the global variable for UserNotes
  PictureHide "celica"
  PictureHide "bud"
  PictureHide "allen"
  PictureHide "kodakcrane"
  put bkgd fid "note pad" into userNotes
  -- this puts any info in the note pad of all cards into the global
end closeCard
Media technology timelines card
--- Script for "list" field on media tech timelines card
on mouseUp
hide cd fld "designer name"
hide cd bin "click designer name field"
put word 2 of the clickline into temp
put line temp of me into temp2
set the ItemDelimiter to colon
put temp2 into cd fld "title"
if temp2 is "list of 20th century designers" then
show cd fld "designer notes"
show cd bin "click designer name field"
end if
put item temp of cd fld "userchoice" into cd fld "viewing"
end mouseUp
--- Script for "viewing" field on media tech timelines card
on mouseUp
get the clickline
select the clickline
get the selectedText
find what it
pull word 2 of the clickline into temp
put line temp of me into temp2
set the ItemDelimiter to colon
put item temp of cd fld "designer name" into cd fld "designer notes"
end mouseUp
--- Script for "print" button on media tech timelines card
on mouseUp
show cd bin "press below to print timelines"
show cd bin "list of 20th century designers"
show cd bin "history of the book"
show cd bin "American technology history"
show cd bin "Printing technology history"
show cd bin "All Media technology timelines"
show cd bin "Art history"
end mouseUp
--- Script for "20th century designers" button on media tech timelines card
on mouseUp
domain "Page Setup..."
Print "list of 20th century designers" & return & cd fld "design list1"
print cd fld "design list2"
end mouseUp
--- Script for "history of the book" button on media tech timelines card
on mouseUp
domain "Page Setup..."
Print "History of the book" & return & cd fld "book tech"
end mouseUp
--- Script for "Art History" button on media tech timelines card
on mouseUp
domain "Page Setup..."
Print "Art History" & return & cd fld "Art History"
end mouseUp
--- Script for "American Tech history" button on media tech timelines card
on mouseUp
domain "Page Setup..."
Print "American Technology History" & return & cd fld "amer tech"
end mouseUp
--- Script for "Printing tech history" button on media tech timelines card
on mouseUp
domain "Page Setup..."
Print "Printing Technology History" & return & cd fld "printing tech"
end mouseUp
--- Script for "Print all timelines" button on media tech timelines card
on mouseUp
domain "Page Setup..."
Print "American Technology History" & return & cd fld "amer tech"
Print "List of 20th century designers" & return & cd fld "design list1"
print cd fld "design list2"
Print "History of the book" & return & cd fld "book tech"
Print "Art History" & return & cd fld "Art History"
Print "Printing Technology History" & return & cd fld "printing tech"
end mouseUp
Basic Stock Card (media technology)
--- Script for "Quit Button" on Basic media tech card
on mouseUp
  Domenu "Quit HyperCard"
end mouseUp
--- Script for "Nav Map Button" on Basic media tech card
on mouseUp
  go to card id 3704 of stack "Actech© Intro"
end mouseUp
--- Script for "Bill/Gloss button" on Basic media tech card
on mouseUp
  if it is "Glossary" then go card "Glossary card" of stack "Reference Materials"
  if it is "Bibliography" then go card "Bibliography card" of stack "Reference Materials"
  if it is "Cancel" then go this card
end mouseUp
--- Script for "Map Button" on Basic media tech card
on mouseUp
  go card "Media tech map"
end mouseUp
--- Script for "Help button" on Basic media tech card
on mouseUp
  go card "Help card" of stack "Actech© Intro"
end mouseUp
--- Script for "background print button" on Basic media tech card
on mouseUp
  answer "Print what?" with "Card" or "Card Field" or "Cancel"
  if it is "Card" then doMenu "Page Setup...", "Print Card"
  if it is "Card Field" then
    doMenu "Page Setup..."
    print od id "field 1"
  end if
  if it is "Cancel" then go this card
end mouseUp
--- Script for "Open" button on Basic media tech card
on mouseUp
  show bgnd id "note pad"
  hide bgnd bin "open"
  show bgnd bin "close"
end mouseUp
--- Script for "Close" button on Basic media tech card
on mouseUp
  hide bgnd id "note pad"
  show bgnd bin "open"
  hide bgnd bin "close"
end mouseUp
--- Script for "Return" button on Basic media tech card
on mouseUp
  go back
end mouseUp
--- Script of back page arrow button on Basic media tech card
on mouseUp
  go previous card
end mouseUp
--- Script for "go next button" on Basic media tech card
on mouseUp
  go next card
end mouseUp
The Print technology card
--- Script for button "Image 2" on print tech Card
on mouseUp
PictureHide "celica"
PictureShow "bud", 345, 72, 2, rect, stay
put "Budweiser Ad" into cd fld "ad Name"
hide cd bin "image 2"
show cd bin "image 3"
end mouseUp

--- Script for button "Image 3" on print tech Card
on mouseUp
PictureHide "bud"
PictureShow "kodakchrome", 345, 72, 2, rect, stay
put "Kodakchrome Ad" into cd fld "ad Name"
hide cd bin "image 3"
Show cd bin "image 4"
end mouseUp

--- Script for button "Image 4" on print tech Card
on mouseUp
PictureHide "kodakchrome"
PictureShow "alien", 345, 72, 2, rect, stay
put "American Express Ad" into cd fld "ad Name"
hide cd bin "image 4"
show cd bin "image 1"
end mouseUp

--- Script for button "Image 1" on print tech Card
on mouseUp
PictureHide "alien"
PictureShow "celica", 345, 72, 2, rect, stay
put "Toyota Celica Ad" into cd fld "ad Name"
hide cd bin "image 1"
show cd bin "image 2"
end mouseUp

The radio technology card
--- Script for "background print button" on radio tech Card
on mouseUp
answer "Print what?" with "Card" or "Card Field" or "Cancel"
If it is "Card" then doMenu "Page Setup...", "Print Card"
If it is "Card Field" then
doMenu "Page Setup..."
print cd fld "field Name" & return & return & "Script"
end if
If it is "Cancel" then go this card
end mouseUp

--- Script for button "Levi's radio cd" on radio tech Card
on mouseUp
put "Levi's Ad" into cd fld "ad name"
play "Levis.mp3"
end mouseUp

--- Script for button "Sprite radio cd" on radio tech Card
on mouseUp
put "Sprite Ad" into cd fld "ad name"
play "sprite.mp3"
end mouseUp

--- Script for button "spoof on cornflakes" on radio tech Card
on mouseUp
put "CornFlakes Spood" into cd fld "ad name"
play "darnish2.mp3"
end mouseUp

--- Script for button "play stop" on radio tech Card
on mouseUp
stop play
end mouseUp
The television technology card
--- Script for button "background play button" on television tech card
on mouseUp
answer "Print what?" with "Card" or "Card Field" or "Cancel"
If it is "Card" then doMenu "Page Setup...", "Print Card"
If it is "Card Field" then
doMenu "Page Setup...
print cd fld "field 1" & return & return & "Script"
end if
If it is "Cancel" then go this card
end mouseUp
--- Script for button "play" on television tech Card
on mouseUp
Answer "Which Ad would you like to view?" with "Dr Pepper Ad" or "Miller Ad" or "Cancel"
if it is "Miller Ad" then
put "Miller Ad" into cd fld "name"
OMovie openMovie, rect, "Booch Lightmovies miller","350,125", rect of cd bin "play",noController, closeOnFinish
end if
if it is "Dr Pepper Ad" then
put "Dr. Pepper Ad" into cd fld "name"
OMovie openMovie, rect, "Booch Lightmovies dr pepper1", rect of cd bin "play",Controller, closeOnFinish
end if
if it is "cancel" then go this card
end mouseUp

Computer print technology card
--- Script for button "image 2" on computer/print tech Card
on mouseUp
PictureHide "samsung-dog"
PictureShow "sure", 345, 72, 2, rect, stay
put "Sure Ad" into cd fld "ad name"
hide cd bin "image 2"
show cd bin "image 3"
end mouseUp
--- Script for button "image 3" on computer/print tech Card
on mouseUp
PictureHide "bacardi"
PictureShow "bacardi", 345, 72, 2, rect, stay
put "Bacardi Ad" into cd fld "ad name"
hide cd bin "image 3"
show cd bin "image 4"
end mouseUp
--- Script for button "image 4" on computer/print tech Card
on mouseUp
PictureHide "bacardi"
PictureShow "hilt", 345, 72, 2, rect, stay
put "Knowad Ad" into cd fld "ad name"
hide cd bin "image 4"
show cd bin "image 1"
end mouseUp
--- Script for button "image 1" on computer/print tech Card
on mouseUp
PictureHide "hilt"
PictureShow "samsung-dog", 259, 72, 2, rect, stay
Put "Samsung Ad" into cd fld "ad name"
hide cd bin "image 1"
show cd bin "image 2"
end mouseUp
The computer technology card

--- Script for "background print button" on computer tech card
on mouseUp
answer "Print what?" with "Card" or "Card Field" or "Cancel"
If it is "card" then doMenu "Page Setup...", "Print Card"
If it is "Card Field" then
  doMenu "Page Setup..."
  print cdf "field 1" & return & return & "Script"
end if
If it is "Cancel" then go this card
end mouseUp

--- Script for button "play" on computer tech Card
on moussepc
Q1Movie openMovie, rect, "Booch movies listener", "350,125", ~
rect of cd bin "play", Controller, closeOnFinish
end mouseUp
Art of Advertising Intro
Art of Advertising Map
Art in Ad- Fendi Ad
Art in Ad- Christian Bros. Ad
Art in Ad- Paul Stuart Ad
Art in Ad- Kohler Ad
Art in Ad- Forbes Ad
Art in Ad- Northland Ad
Art in Ad- Oldsmobile Ad
Art as Ad- Michael Max Ad
Art as Ad- Levis Ad
Art as Ad- Post-it Ad
Art as Ad- Ford Thunderbird Ad
Art as Ad- Little Switzerland Ad
Art as Ad- Levis Jeans TV AD
Art as Ad- Duracell (M. Blanc)
Art as Ad- Pepsi Ad(N. Rockwell)
Art as Ad- Scotch (Lichtenstien)
Art as Ad- Absolut Ad (A. Warhol)
Art as Ad- Teachers (Cassandre)
Art Implied- Hershey's/Godiva Ad

Art Implied- Parker Pen Ad
Logo as Ad- Continental Ad
Logo as Ad- North Star Ad
Logo as Ad- Principal Ad
Logo as Ad- Yasuda Ad
Art Intro

The Art of Advertising stack within Adtech® is a collection of ads which use art as their main element of communication. The example ads in this stack represent a small portion of current ads which have been influenced by artists, art pieces, and/or art movements. The impact of artists (art pieces), art media, and/or art movements found in advertisements have only recently begun to transcend the use of simple cliches. The ads selected for use in this stack reflect the diversity and spirituality of the use of art, as well as, the experience of viewing an art piece itself (in some cases).

The use of art in advertising currently, in some cases, is more interesting and intriguing than one may find within the long history of advertising. Although many of today's popular ads can be traced back to historic advertisements or specific art movements, some of the current uses continue to simulate art (or a feeling of art) rather than the works actually becoming art pieces in their own right. The fact that some ads may have found popularity or notoriety beyond the advertising media (due to art elements which are included or inherent within the ads) has only recently influenced the quality of how art is used in advertising. Art has always been an element which could potentially heighten a viewer's imagination. Today, the use of art as a primary element within an ad. The new use and understanding of art elements within advertising is the main reason for the development of this stack. The ads within this stack should help the user understand more about the variety and diversity of the uses of art within advertisements.

The "Note Pad" and "User Added Information Stock" provide the user with the ability to share their criticism and viewpoints with all future users.

*** NOTE ***

The examples displayed here are included in this stack and may be viewed in greater detail by pressing the two bold words in parenthesis below (Lazlo or Forbes).

"Art is a human activity consisting in this, that one man consciously, by means of certain external signs, hands on to others feelings he has lived through, and that other people are infected by these feelings and also experience them.

--- Leo Trosky

Art in Ad

This ad for Fendi watches is an excellent example of the use of art within advertising. The use of art in the ad can be observed at several levels. The first element which could be classified as an art signifier in the ad is the frame which seems to surround the product's image. The frame (golden in color) projects a feeling of importance and classical elegance to the image within its borders. The frame may be seen as a signifier of quality, craftsmanship, and high-cost within the ad. These concepts are important to the product being advertised, in that they reflect the overall artistic motif of the ad. The product seen within the image in the frame is understood to be a sculpture for two reasons. First, the product is observed to be a work in progress. It is not fully finished yet, it's developed enough to recognize its shape and purpose. The fusion of the watch within the rock formation (i.e. gold nugget) helps the viewer recognize the value of the product. A second reason that one may see the watch as a sculpture is due to the setting it is placed in. The fact that the marbled sculpture is in the background leads the viewer into observing all the elements within the image of sculptures. The statue in the background of the image also projects a feeling of classical elegance and beauty to the advertised product. The concept that a Fendi watch is a hand-crafted masterpiece can be observed within the headline under the products name. The catch phrase, "The latest Roman Masterpiece", suggests that the product was not produced to be a trendy item (ad), but to be seen as an art piece which will withstand the test of time (like the Roman statuettes of antiquity). It is a modern masterpiece made in Italy by Fendi. It will be treasured and admired by all that see it, like a work on a museum wall.

This ad for Christian Brothers brandy uses both the artist and his art to promote the sale of the advertised product. The ad uses a light-hearted art form (the cow sculptures of Woody Jackson) to suggest a more "down to earth" type of brandy drinker. Basically, the ad is geared to the common man, someone that isn't interested in art that takes a great deal of art history and culture to grasp. Normally, brandy or cognac (French brandy) is advertised using elegant surroundings (i.e. a five star restaurant or high-class dinner party). In this ad the product is promoted by a businessman/artist who enjoyed his success and the quality of Christian Brothers brandy. The fact that he is shown surrounded by several of his art pieces, in jeans with rolled cuffs, sweatshirt, and cap (the two later portraits with more artwork) suggests the friendliness and simple nature of the artist and thus the brandy. He is a man of talent and great business sense, still interested in the simple enjoyment one may encounter while drinking this liquid. The ad was produced in a light-hearted way to give a sense of the lighthearted works and natural fashion shown to imply a relaxed and comfortable atmosphere. The artist holds out a snifter of brandy (in offering or in preparation for a toast) to the viewer, suggesting that the viewer join him in his celebration of the enjoyment of Christian Brothers brandy. The use of art in this ad is quite simple (primitive) and projects this simplicity to the liquor. It basically states that Christian Brothers brandy is not only for the sophisticated tastes of the rich and famous, it's for anyone who enjoys drinking quality beverages. One does not need to own a business which grosses $1,800,000 a year in sales or be a famous artist (or both) to drink this brandy. It is simply the ability and desire for those interested in savouring the good things in life, somehow like the enjoyment one finds in looking at the humorously pleasing art of Woody Jackson.

The use of art in this ad for Paul Stuart's men's wear is quite nice. The man (artist since he has a pipe in his coat pocket) is selling his wares on the street or at an arts and crafts show (probably in a large city) where many up and coming artists begin. The headline, "Expressionism", is used to accentuate the art motif of the image by relating it to the art movement. The basic humorous line in that has been repeated and simplified (it fact that the paintings are of other products which the ad is promoting (i.e. coats, suits, and Fedora hats). This, in essence, means that the art pieces within the ad are pieces of clothing (that the ad is promoting. Although the humor is limited it is intriguing. Another interesting aspect of the image within the ad is it's painless quality which is important in selling a mood within the image. This has been done with such skill in this ad that the feeling is one of a real feeling -- much like a classic Humphrey Bogart movie (i.e. Casablanca). The style of imagery, although crude, is interesting.

The ad for Kohler uses art as its main tool for selling bathroom fixtures. The ad uses an art form, photography, which only in recent years has been fully accepted as an art form itself. The use of photography in advertising is as diverse and varied as art or advertising themselves. The ad, displaying an image by photographer
other other the tragic loss (of taste) of their friend is quite humorous. The 'c'me da la creme' in this ad is the face that reminds the viewer that this tragedy could have been avoided if the 'fashion victim' had only stopped at one of Michael Marks stores which (it can be found that the three localities that the the logo in the lower left corner is used by the company.) The fact that one may need to identify a friend at a 'fashion marge' is definitely unique. The ads use of surrealist humor (based on taste tragedy) is quite nice.

This ad for Levi's Jeans - 'Jeans for Women' uses a simple, yet elegant art form to promote the product. The image, illustrative of the sketches and paintings of Gauguin, the cut-outs of Marat and use style and color to define the abstract features of the model which is being shown, the simplicity of brushstroke and use of color, accentuates the overall look of the image. The black and white standing out their clothes, and seats as a dominant image in the scene. The view is a sense of the viewer's eye looking at the woman. The view becomes a woman who is dressing herself as an artwork being worn in the frame of the image. The sense that the model is nude (or semi-nude) is prevalent in the display of her bare breasts, ribs, and back within the image. Normally, models used in figure drawings classes, within a schools curriculum, are drawn in the nude. In this case the model's viewing wear pants (blue jeans) which are a representation of the product being sold in the ad. The color and shape used in the creation of the jeans within the image is easily understood by the viewer. The presentation of the jeans is a simplistic nature, yet, the presence of the product is easily comprehended by the viewer. The use of the figure drawing within the main image also allows the female viewer to project herself into the ad (hence into the jeans) as a symbol of artistic excellence. The woman wearing the 'new' Levi's Jeans (made specifically for women) now has the ability to be comfortable and attractive in a casual environment. She doesn't have to wear pants specifically designed to look stylish or fit her shape. The male viewer will now be able to place himself within the image as an object of desire and feel more self-reliant. Male viewers will (most likely) accept her female counterpart as an object of desire and see her as the work of art. Many artists (i.e. Picasso, Matisse, etc.) find themselves (in later life) returning to basic rendering techniques or forms for the creation of their works. Hence, it is fitting that a figure drawing has become an element of art within the field of advertising.

This ad for Post-it notes is of great interest due to its use of a simple (i.e. primitive) and pleasing art form. The image, a child-like crayon drawing of a house with a note 'I Love You Mom' written on it, displays the creativity of a child's mind. Although this ad was made by an adult it contains the essence of childhood through the use of simple abstract thinking. When a child begins drawing objects (i.e. people, trees, etc.) and places them in relation to one another, the child has developed the understanding of the abstract. The child begins evaluating the world around them through the basic understanding of shape, size, and color. The creation of simple art (like the piece displayed in the ad) shows the child's ability to create from the mind. The mixing of elements (due to their relationships as displayed in the ad) is similar to the original painting of a child's mind. The placement of cut-out forms and natural elements (i.e. leaves, twigs, dry macaroni, etc.) within the composition is a common art that many children do not understand. Finally, the image shows a great understanding of abstract thinking. The composition of the square frame of the house with a Post-it note page reflects the creative mind's conceptual understanding of the boundaries of art. For the child, art is anything that can be drawn, posted, cut, etc. The nature of the art of this ad is refreshing and attractive. To the simple mind, goes the greatest glory.

This ad for the 1966 Ford Thunderbird is a great example of both the use of art as an advertisement, as well as an advertisement of the car itself. The Thunderbird is (although this ad was produced during the same time period.) The use of art in this ad is simple. The photograph of the Thunderbird is displayed with a slight angle to accentuate the car's durability and ability to get the driver where he/she wishes to go. The background image, possibly in the same context as the car's interior, shows an airplane pilot positively relating light and shadow on the car's body. Prominent in the background is a wall that contains car-related information about the car, such as the placement of the fuel tank within the image. The image of the car also promotes the car's excellent handling capabilities and driving sensation. The sense that the ad is riding on a cloud, 'comes into mind only because many men are in love with their cars.' The result that the car is a pilot and the car is an airplane may also play a role in the connection between the clouds in the image. A pilot used to rough weather when flying so he doesn't have to deal with a rough ride in this car after a long flight. The relationship between the car's name and the clouds is also easily understood. The car allows the driver to fly the freedom of a bird. The overall concept being shown in the ad is that a ride in a Thunderbird is extremely comfortable. The idea that the car is popular throughout the 1930's and 50's. This type of ad was considered standard within the automotive industry. Only after the initial success of the Volkswagen Beetle campaign did other car companies see the need for change in their advertising techniques.

The use of art in this ad for Little Switzerland (duty-free) stores in the Caribbean is exceptional. The ad is a painting which seems to have been made using a technique (i.e. paint on plaster or stucco) due to the roughness of the picture and the feel of the materials. The ad makes use of the image in the ad to become three dimensional. The figure is no longer seen as a part of the image, but as if it were forming it. The colors of the image, mostly brown and gold, make the figure seem life-like due to the relation to the various colors within a person's skin tones. The use of color is important to the three dimensional effect being projected through the image. If the colors didn't seem natural the human woman wouldn't project them as well. The fact that the colors are extremely well balanced makes the form seem even more realistic. Once the relationship has been established between the image and the human form within it, the addition of actual jewelry (i.e. personal accessories) is easily understood and accepted by the viewer. The figure in the image is then understood to be a 'sensual' woman and is observed wearing the jewelry which has been placed on the image. The placement of the product (i.e. the jewelry) on the image (it not incorporated into the image) is the final element that emphasizes the three-dimensional quality of the image. The actual jewelry placed on the corresponding body areas of the figure within the image also project a sense of three dimensionality. The suzy found within the image (where the product becomes a part of the image and vice-versa) is outstanding. The products fusion with the art piece is of exceptionally high quality. I personally feel that this image should be admired for this reason, it is one of the most beautiful ads which I was able to find in my imagery search. Another interesting element of this ad is the lifting of the lower right-hand corner of the ad image, which displays the foreground artwork (i.e. the image of the painting) as a two-dimensional art piece. The change of dimensional space by lifting the corner is an interesting way to make the viewer reposition the three-dimensionality of the foreground image. Basically, the image is understood to be a flat (2-D) artwork yet, it implies the presence of a third layer within it. This third dimension may be present due to the use of a technique called trompe l'oeil which creates three-dimensional space from a flat surface. The idea of a dimensional shift (from 2-D to 3-D) prevents the viewer with a surrealistic sense of reality. The viewer may judge this for himself/herself.

These television ads for Levi's jeans which ran from 1969-1972 use art as the basis for their animation. The imagery was created using a watercolor style technique on the individual animation cells. This coloring was most likely added after a rough ink sketch was made on the cells. After the cells were produced by the artist(s), the cells were photographed and made into the dynamic (animated) ads which can be viewed here. This type of ad was used by Levi's to help market the new line of Levi's Co. jeans which featured a line of colorful, imaginative imagery which was produced in art. The use of phosphomagro (i.e. a changing incoherent series of apparitions, as in a dream) style imagery was popular due to the overall philosophy of the time period in which they were made. In the 60's (Levi's was produced using morphism (i.e. shape change) as its main focus. The music used in the background is a folk music which was popular throughout the years. The constant and dramatic changes in the ads imagery, from human to animal to inanimate objects is remarkable. The softness of the images reflect the dream-like state of mind which the advertisers is trying to promote (the imagery may reflect a bad acid trip since the cars and images transform into a flying (drugs) mind and later a parachuting guitarist, horseman, etc.). This animation styling was accepted by the public since it was radical and any of the time. Such animation was used in film for movies and as the foundation for movies such as 'The Yellow Submarine.' by the Beatles.

The next animated sequence (Levi's light) is similar in artistic styling and technique. As the first yet, it promotes the product but using a fictional 'electric car' as a spokesperson. The man jumps off the car to change and changes parts, in one instance changing into a boy and back while doing so. The concept of this ad is around a joke dealing with the spokesperson being able to 'plug' the product. The same concept is used in other Levi's ads.

The narrator states that the company is looking for the 'electric car' to plug the product because he can do
It better than anyone else (probably because of his electric-magnetic personality). Both ads are quite surrealistic in presentation and artistry. The use of a narrator in both ads makes the viewer understand that Lewis Co. is the real sponsor in the ad. The 1960s and early 1970's were a time of change, mind altering drug use, and controversy which (at least I feel) may be reflected in these ads.

***NOTE***
For other ads dealing with Lewis Jeans press the bold text in parenthesis below.
(Radio) or (Print) ads

**LEVIS TV AD (#1)**
(fade into logo)
Music and whistling.

Narrator:
We're not saying it's impossible not to like Lewis stay-press slacks with Dacron, but look if you don't like our Glenn Polo, you'll like our Peacock Plaid. If you don't like Peacock Plaid, you'll like our Pottery Plaid. And if you don't like Pottery Plaid, you'll like Continental Stripes.

(while singing)
If you don't like Continental Stripes, you'll like Wellington Stripes, if you don't like Wellington Stripes, you'll like Lewis Hounds-tooth, and if you don't like our Hounds-tooth, you'll like Window pane Checks and if you don't like Window pane Checks, you'll like our English Tails and if you don't like Tails, wait you'll like Lewis Leather-cloth we're not saying it's impossible not to like Lewis stay-press slacks with Dacron, but look if you don't like our new straight-legs, you'll like Lewis flaps, start to fade sounds and if you don't like... (fade to black)

**LEVIS light TV AD (#2)**
(fade into man's back and field of electric plugs with zoom out)

**Artists work as ad (Art as Ad)**

This ad for Duracell batteries uses the cartoon art of Mel Blanc's Road-Runner to imply durability, longevity, etc., to the product while also countering the Energizer Bunny ads of the competition. The Road-Runner is known in the cartoon world for his everlasting ability to outrun (and sometimes out-think) the infamous Wiley Coyote and his latest Acme Co. apparatus. The playfulness of the ad through the use of Blanc's cartoon character is both effective and enjoyable. The ads product (i.e. batteries) have many functions within the home, some important (in the case of fire detectors and flashlights) and some not so important (in cases for handheld games and toys). But in this instance the later seems more relevant. The association made by the viewer between the Road-Runner's durability and the durability of the Duracell (durable multi-cell) battery is easily understood. The fact that the Road-Runner has been avoided capturing by the coyote (on TV and in the theaters) for several decades is also taken into consideration. The longevity of Blanc's cartoon (characters, etc.) is on a level with the understanding of the ad by the cartoon art. Displayed in the ad the products in a lighthearted (fun) way. The ads headline, "He runs like he's on Duracel, is also an effective solution to "the keeps going and going..." of the energizer ads. The overall concept and the viewers ability to recognize the product and its significance to the ads product is excellent. Although the art displayed in the ad is better known as an element of dynamic media (i.e. a TV cartoon), its placement in a static media (i.e. a magazine ad) doesn't seem to affect its overall comprehension. The art work and animated cartoons of Mel Blanc are easily understood by the public. It's for this very reason that his characters have been used as spokesmen in efforts during war time (i.e. WWII and the sale of War Bonds) and now for the sale of various other products. Advertisers who use people/characters (whether real or fictional) such as Bugs Bunny, the Road-Runner, Bugs Wile, etc., are merely displaying American icons which consumers accept as trustworthy and sometimes loyal friends/companions. Hey, Bugs Bunny, the President of the U.S. and mom wouldn't lie to us -- would they?

This ad for Pepsi Cola uses the art of Norman Rockwell to promote its product. As an illustrator/painter Rockwell was known for his depictions of rural somewhat idealistic or romantic America. The images he painted, of the American people (mainly country people), have become treasured icons of rural or "hometown" America. His images symbolize all that is good in America and specifically in the American people as a whole. Rockwell's images, as displayed on the covers of the Saturday Evening Post, have become a cultural symbol of America. Every American, young or old, has seen the images (at least some) and knows the name of Norman Rockwell. Since the 1930's Rockwell's images of America have told the stories of the American people. Because of his popularity and the timely stories told through his illustrations, he has become an important part of our American heritage. Rockwell is considered by some, as one of the premier artists of the American people. He has told their stories and heightened their lives. It is America's fondest for Rockwell's work which makes it useful in the realm of advertising. When looking at the ad to the right, one will note that Santa Claus is portrayed as the quintessential "jolly old elf" which the American people (children especially) have grown to love over the years. One will also notice that he is truly enjoying the Pepsi (a change from the norm) which was left for him as a gift from the child/children of the house. The illustration in the ad to the right, commissioned by Pepsi Co., shows that many people understood the importance of Rockwell's work to the public. The use of Rockwell's illustrations in advertising is not uncommon since his works were so well received by the American people. If the name Rockwell appeared in the (traditional box) the image it meant more than any advertiser could dream. Rockwell's fame as a contemporary artist who's work was accepted by the public was and is still used by advertisers to their advantage. If there was ever a symbol of America or the American people (other than the U.S. flag), it could most likely be found in a Norman Rockwell painting. The company
This ad for Scorsby Scotch uses the art styling of 1920s pop artist R. Lichtenstein. The style of Lichtenstein (i.e., the use of benday dots and blown up comic book images depicting romance) was unique and playful. This “pop” art styling was derived as a reaction to the emotionality and seriousness of the abstract expressionist movement in the early 1960s. Pop art was established as an art form which would counteract the stuffiness of pretentious art, and make art out of the popular elements of American culture at the time. The comic strip art of Lichtenstein was a direct translation of an established cultural symbol (i.e., American people). A great deal of Lichtenstein’s art was humorous in that he was interested in satirizing and playing up the characteristics of the original strip which they were then taken from. A similar use of benday dots, large color blocks, and bubble text can be seen in this ad for Scorsby Scotch. If the ad wasn’t made by Lichtenstein himself, it was most definitely made as a reflection of his work. The bubble text reflects both the mood and the product being presented. The text states, “Just you and Scorsby.” 4444444444 Very tempting which refers to the evening alone with the character companion and the “Very Rare” quality of the product. The pop movement although reduced to the few remaining (living) artists of the period is still quite popular with the public. After twenty years the pop movement has been readily accepted by the public and is being used as the cultural symbols of the American people within the field of advertising.

This ad for Absolut vodka uses the art of Andy Warhol as its main focus. The use of well known pop art images of the product may be the advertisers way of saying that the product’s quality is really appreciated by both the layman and the connoisseur. The image, a multi-color screen of an Absolut bottle displays the artists style well. Warhol, known for his mass produced images of Campbell’s Tomato soup cans, boxes of detergent, etc., reflects the daily life of the common man/woman in America society. His images make use of everyday items from the home and offices of those who are interested in pop art. Warhol’s art is made up of the reproduction of the original object. Warhol’s easily reproduced (screen printed) images mock the purity and “one-of-a-kind” emphasis of the expressionists and all previous art movements. His images literally “stick” to the American consumer. Art in the early 1960s had been the “hot” item in the early 1960s. Absolut was the “hot” item in the early 1960s. Warhol was on the cover of a fashion magazine with an image of it — which can see his ad. The ad is quite good in that it uses a well known artist to sell a (presently) well known product. The simple use of humor and word play in the headline of the ad is quite good. The headline, “Absolut Warhol” is presented as both the ad and the essence of the ad at the same time.

To see other Absolut ads press the bold words in parenthesis below (Campaign) and (San Francisco).

This ad for Teachers Scotch uses the art styling of A.M. Cassandre to sell its product through the ads imagery. Cassandre is known as one of the most famous designers of the 20th Century. His images reflect elements of Cubist and Futurist principles which go beyond the usual boundaries of design. He is also best known for his (logographic) posters for Wagon Bar and Dubonnet. He is also known for his designs of typefaces (i.e., Peignot), and his ads/campaign materials for Container Corp., etc. His work is “sick,” stylish, and beautifully finished as a reflection of the Art Deco movement of the 1920s. This image, probably based on Cassandre’s posters, is exceptional. The image holds within it the essence and influence of the Art Deco movement and Cassandre’s hand. The common scene seen at the edge of the boat and the edge of the glass is fabulous. The merging of both flatness and depth within the image through the use of layering of image and text upon one another is also wonderful. The simplicity of both shape and tones in this image is helpful in the overall comprehension and beauty of the image. The Art Deco and Cassandre influences of Cassandre is known by the viewers in this ad as easily observed.

Use of Logo in Ad

This ad for Continental Insurance uses the company logo as the main artistic element. The graphic representation (i.e., translation) of the colonial “miluneum’s” quite good and is a modernized version of the original symbol which was first made in the 1880s. The logo is easily understood (i.e., legible, readable) in both its large and small format sizes within the ad. Its simplicity in form, makes it quite exception. The feeling one gets when viewing the image is that the company is conservative, competent, and financially sound when investing its customer’s money. To quote the ad and the company directly, if the firm is to be believed, it is “the freedom in which it has been investing money and paying clerks for over 138 years. This ad alone is quite an accomplishment for any company. The company logo shown in the ad is appearing as a traditional symbol of courage and strength in America (i.e., a minuteman of the Revolutionary War) which upholds the philosophy that one should always try to look to the future. Its coloring is probably symbolic of the company’s colors. The use of the color in the presentation of the large logo is meant to reflect the blue coloring of the company name in the smallest logo to the lower right. The logo is dignified and resolute in its look and seen by the viewer as the founder of both the company and the nation. If it wasn’t for the minutenes (i.e. leaders) of the past, there would be no freedom in this country today. It’s through the trials taken by the few (past and present) which has given us the freedom we so successfully achieved and are successful in. If the ad is to be successful it must be sample and effective from both an artistic standpoint and as a symbolic representation of the company. The logo is seen by the viewer as an icon of progress, prosperity, and trust. The company has been around for a long time and isn’t willing to give up on its customers yet.

This ad for North Star Insurance Co. uses the company logo as the main artistic element in the ad. The (North) Star is made up of a group of the company’s employees which are arranged in a star shape. The photographic image of the group is observed from a high position above them which accentuates both the company name (North Star) and the high regard which they have for both their staff and customers. The centralized placement of the (human) logo is symbolic of the merging of all North Star facilities in a new central location (i.e., Postpony, N.Y.). The black and white image of the group is meant to reflect the company colors and to create unity between all members in the theme. This helps in the promotion of the company’s ability to provide its customers with “prompt, responsive, professional service services.” The headline, “Meet the All Star Treaty Team” reflects the tire service staff which is available to the customers. Although the image doesn’t show it, the company is confident that the image and the message of the art piece is interesting. The main reason for this ad being in this section (i.e., the section on art) is the fact that the ad displays the logo in a somewhat new and unfamiliar manner.

The use of the logo as an element in this ad for the Principal Financial Group is quite interesting. The logo (a blue right-angled triangle) is used as a part of the object pictured (i.e., a jack-in-the-box). Its use as an element within the props structure to help promote the group in a humorous and unconventional way. The props simple and symbolic meaning within this box is extraordinary as this child’s toy symbolizes the problems and unknown elements which one can come across in life. It basically represents the surprises (whether good or bad) in one’s life which one may not be ready for. This leads the viewer to understand that the company is prepared to come to your aid and will be ready for them when they “pop up.” The headline, “Our insurance gives you an edge for what you may not be ready for,” makes the viewer feel more at ease with the “important” questions they might have about life insurance. The play on surprise within the ad is further enhanced by skilful question/answer exploiting the theme of the box. The simple still-life image and playful copy within it, promotes a feeling of comfort to the viewer. The copy is not overly symbolic in that at any problem that a customer may run into isn’t too big (or small) for the company to deal with. If the potential customer (i.e., the viewer) feels more comfortable with the company’s philosophy about problems occurring they will feel more comfortable with the company itself. The concept, use of the prop, and the logo within the prop, is exceptional within the ad. The Principal Group is both established enough and willing enough to promote itself using humorous props which identify both the company (through the use of the company logos shape and color) and its philosophy (of accepting the constant need for change). This company isn’t stuffy and closed mind; it’s liberal and accepting of its customers needs.
ad shows that unconventional (somewhat playful) advertising will make an impact on a company's growth. If this company used the "same old" advertising style as all other insurance companies, it wouldn't stand out as well as it does.

The use of the Yasuda Fire & Marine Insurance Co. logo in the ad is quite good. The logo represented in the nine image squares (made of different materials) displays the company growing as changing (i.e., developing) over the company's life. The ad, celebrating one hundred years of service, speaks of one of the symbols within the logo (i.e., the firemen's axes) which reflect the company's history (including the operation of their fire Brigade) for caring about and protecting lives and property. The use of the logo as displayed in various materials could be seen as symbolic of the company's many interests and roles as an insurance company. It also displays a part of the company's development over its history. The logo may be the same, but the images are not. If this company wasn't willing to make the needed changes in its policies over the years, it wouldn't have lasted so long. As a symbol of the company the logos made of paper could be seen as symbolic of the company's flexibility. Those made of cloth or painted could represent the company's versatility, and finally, those made of stone and metal may reflect the company's strength and durability (in hard times). Whatever the reasons for the construction of the logos in their present form (as displayed in the ad) is not as important as the consistency found in the placement of the images within the ad. The logos, placed at regular intervals on the top of the page, may be seen as building blocks (i.e., a foundation) for both the company and its customers.

With one hundred years of experience, the company is firmly set in its understanding of its role in the affairs of its customers. The viewer understands this and finds both strength and confidence in its affairs with the company. The use of the logo is strong, confident, and deliberate, like the company itself.

Art Implied in Ad

These ads for "Hersey's Golden" and "Godiva" brand chocolates are both examples of the use of art as an implied element within advertising. Each ad uses art (implied art through the use of paint palette and brush) as a backdrop for the promotion of the ad's products (i.e., chocolate). Both companies have been in business for many years and both create their products by a mechanized process, which means that their chocolates aren't considered art works by many people (although Godiva shapes some of their chocolates in artistic ways). The advertisers attempt to imply art within the ads in very different ways. The use of art tools (i.e., brushes and paint palettes) and art-like text (i.e., "Treasurer's of an old master, etc") have been used so much that they have become the accepted stereotype of the implied ad art. The fact that the ad within each ad is implied (basically) means that no "real art" exists within either ad image. Both ads imply art in the same cliche manner stated above and do so in a matter-of-fact way. Both ads concepts are easily understood by the viewer but, if this use of clichés makes them seem the same. Although one may consider the products of both Hersey's and Godiva to be enjoyable as a treat, they are definitely not art pieces. Even a slight attempt at originality by the advertiser(s) would have made the ads better than they presently are shown. Sometimes the use of implied art is effective, sometimes it isn't. In the case of these two ads implied art was an easy way for the advertiser to promote the products. If both advertisers didn't use the "same old cliché" they may have been able to make the implied art in the ads work.

This ad for Parker pens implies art in that it uses carving tools and die casts which give the shape and detail of the pen. The ad is unlike many ads which imply art in that it displays the piece as both a finished product and working model at the same time. The intricately carved block of silver displayed with scrapings and carving tools promotes the product as a hand-crafted work of art. The pen itself may not be an art piece, but it has the ability (as a writing tool) to create art works. The ad text discusses the pen as an art which will be cherished because of its craftsmanship, balance, lifetime warranty, and economical price. The craftsmanship is displayed through the detail seen on both the pen and the silver block from which it was (supposedly) carved. The viewer understands that the pen wasn't carved from the block which it is displayed on but, that both objects represent the artistic concept in the making of each Parker pen. The wood Tibet imported on the block is used to clarify the type of metal being displayed in the ad and thus the material used in the making of the pen itself. The fact that the block and pen are both sterling silver lends itself to the acceptance of the object as an art object, hence, implying that the object is a usable art piece. The use of silver as a both a traditional material for the creation of jewelry, tableware, etc. and as a prized metal for the production of currency, is easily accepted by the viewer. If an object is made of silver (or more importantly gold), it may be classified as an art piece from the value placed on its materials alone. Metal-smithing is a known art form which, over the years, has become an accepted medium in the fine arts. There is, however, a separate (underlying) classification between a metal-smith using fine metals and one using common metals. A metal-smith working with fine metals (i.e., gold and silver) is usually accepted as an artist, while a metal-smith working with other metals is not. The public understanding through the years is that art pieces (made of materials which are made of (i.e., marble is more valuable than stone, gold and silver are more valuable than iron and lead, etc.) this simple concept is accepted and used in this ad as a foundation for the use of implied art. The use of an art medium, other than painting (i.e., the use of brushes and paint palette), greatly improves the acceptability and comprehension of the implications of art within the ad. The "same old" cliché isn't being used, which tends to make the viewer more open and interested in the use of art in the ad.
on openstack
  start using stack "AdTech© Intro"
  hide menubar
end openstack

ON opencard
Global UserNotes
  -- locks for global variable
  hide bg fid "note pad"
  -- hides bg fid "note pad"
repeat 5 times
  play "calipso"
end repeat
  -- plays sound resource "calipso" five times or until mouseclick
displayXY "srtse15", 224, 73
displayXY "artin5", 436, 73
  -- Displays the card image(s) at proper xy coordinate
put UserNotes into bg fid "note pad"
  -- This is the function which takes all info from the note pad
  -- and places it in the handler UserNote. It is used while
  -- Adtech is running.
pass opencard
  -- Passes the global variable UserNotes to the background script
END opencard

on closecard
  global usernotes
  -- this is the global variable for UserNotes
  play stop
  -- stops sound resource from playing
  put bg fid "note pad" into usernotes
  -- this puts any info in the note pad of all cards into the global
end closecard
on openCard
  global UserNotes
    -- looks for global variable
    hide bg fld "note pad"
    -- hides bg fld "note pad"
    wait 5 ticks
    -- gives bg fld "note pad" time to close before displaying images
  displayP "artintitle", 283, 80
  displayP "logintitle", 283, 270
  displayP "srartintitle", 430, 80
  displayP "srlogintitle", 430, 270
    -- Displays the card image(s) at proper xy coordinate
  put UserNotes into bg fld "note pad"
    -- -- This is the function which takes all info from the note pad
    -- -- and places it in the handler UserName. It is used while
    -- -- Adtech is running.
    pass openCard
      -- Passes the global variable UserNotes to the background script
    end openCard
end on

on closeCard
  global usernotes
    -- this is the global variable for UserNotes
  put bg fid "note pad" into usernotes
    -- this puts any info in the note pad of all cards into the global
end closeCard
on open card
  Global UserNotes
  -- looks for global variable
  displayP green, 0, 0
  -- Displays the pie icon in corner
  displayP "artIn", 345, 72
  -- Displays the card image at X=345, y=72
pass open card
  -- Passes the global variable UserNotes to the background script
end open card

on close card
  global user notes
  -- this is the global variable for UserNotes
  put bgnd fid "note pad" into usernotes
  -- this puts any info in the note pad of all cards into the global variable
end close card
on opencard
    Global UserNotes
    -- looks for global variable
    hide bg btn "page back"
    show cd btn "card 1 of this sec"
    displayP green, 0, 0
    -- Displays the pie icon in corner
    displayP "artas1", 345, 72
    -- Displays the card image at X=345, y-72
    pass opencard
    -- Passes the global variable UserNotes to the background script
END opencard

on closecard
    global userNotes
    -- this is the global variable for UserNotes
    show bg btn "page back"
    hide cd btn "card 1 of this sec"
    put bgmd fid "note pad" into userNotes
    -- this puts any info in the note pad of all cards into the global
END closecard
on display? NameXP, locX, locY
  showpic nameXP, locX, locY
  -- This allows all the pictures to show on the card
  -- if they use displayF rather than the normal showpic
  end displayF

on opencard
  global UserNotes
  -- This is the handler which the card script passed to
  put UserNotes into by fld "note pad"
  -- This is the function which takes all info from the note pad
  -- and places it in the handler UserName. It is used while
  -- Adtech is running.
end opencard

Art of Advertising Intro Card
  --- script for "Quit Button" on Art of Advertising Intro
  on mousedown
    showpic "Quit HyperCard"
  end mousedown

  --- script for "Nav Map Button" on Art of Advertising Intro
  on mousedown
    go to card id 3704 of stack "ArtechIntro"
  end mousedown

  --- Script for "help button" on Art of Advertising Intro
  on mousedown
    go card "help card" of stack "ArtechIntro"
  end mousedown

  --- Script for "print button" on Art of Advertising Intro
  on mousedown
    answer "Print what?" with "Card" or "Card Fields" or "Cancel"
    if it is "card" then do menu "Page Setup...", "Print Card"
    if it is "Card Fields" then answer "Which one?" with "Stack Intro" or "Quote" or "Cancel"
    if it is "Stack Intro" then print card fid "ArtIntro"
    if it is "Quote" then print card fid "Quote"
    if it is "Cancel" then go this card
  end mousedown

  --- Script for "return button" on Art of Advertising Intro
  on mousedown
    go back
  end mousedown

  --- Script for "go next button" on Art of Advertising Intro
  on mousedown
    go card "Semiotics map"
  end mousedown

  --- Script for "Intro text field" on Art of Advertising Intro
  on mousedown
    get the clickchunk
    select the clickchunk
    get the selected text
    find whole it
    if it is "Absolut" then go card "Art as Ad- Absolut Ad (A. Warhol)"
    if it is "Forbes" then go card "Art in Ad- Forbes Ad"
  end mousedown
Art of Advertising Map Card
--- script for "Quit Button" on Art Map
on mouseUp
  DoMenu "Quit HyperCard"
end mouseUp
--- script for "Nav Map Button" on Art Map
on mouseUp
  go to card id 3704 of stack "Art Tech Intro"
end mouseUp
--- script for "Help button" on Art Map
on mouseUp
  go card "help.card" of stack "Art Tech Intro"
end mouseUp
--- script for "Print button" on Art Map
on mouseUp
  answer "Print what?", with "Card" or "Card Fields" or "Cancel"
  if it is "card" then DoMenu "Page Setup...", "Print Card"
  if it is "Card Fields" then answer Which one? with "Art Map" or "Contents" or "Cancel"
  if it is "Art Map" then print cd fd "art.map"
  if it is "Contents" then print cd fd "Table of contents"
  if it is "Cancel" then go the card
end mouseUp
--- script for "Return button" on Art map
on mouseUp
  go back
end mouseUp

List of Art of Advertising Map buttons
--- script of "Art In Ad" Button on Art Map
on mouseUp
  go to card id 4523
end mouseUp
--- script of "Logo In Ad" Button on Art Map
on mouseUp
  go to card id 17838
end mouseUp
--- script of "Art as Ad" Button on Art Map
on mouseUp
  go to card id 7830
end mouseUp
--- script of "Artist work as Ad" Button
on mouseUp
  go to card id 11934
end mouseUp
--- script of "Art In Ad" Button on Art Map
on mouseUp
  go to card id 16637
end mouseUp

Basic Stack Card (Art of Advertising)
--- script for "Quit Button" on Basic Art card
on mouseUp
  DoMenu "Quit HyperCard"
end mouseUp
--- script for "Nav Map Button" on Basic Art card
on mouseUp
  go to card id 3704 of stack "Art Tech Intro"
end mouseUp
--- script for "Help button" on Basic Art card
on mouseUp
  do "Which would you care to see?" with "Glossary", "Bibliography", "Cancel"
  if it is "Glossary" then go card "Glossary card" of stack "Reference Materials"
  if it is "Bibliography" then go card "Bibliography card" of stack "Reference Materials"
  if it is "Cancel" then go this card
end mouseUp
--- script for "Map Button" on Basic Art card
on mouseUp
  go card "Art map"
end mouseUp
--- script for "Help button" on Basic Art card
on mouseUp
  go card "help.card" of stack "Art Tech Intro"
end mouseUp
--- script for "Background print button" on Basic Art card
on mouseUp
  answer "Print what?", with "Card" or "Card Fields" or "Cancel"
  if it is "card" then DoMenu "Page Setup...", "Print Card"
  if it is "Card Fields" then answer Which one? with "Cont & Semi" or "NotePad" or "Cancel"
  if it is "Cont & Semi" then doMenu "Print Field...", "Ad content" & return "Semantic Elements"
  if it is "NotePad" then doMenu "Print Field...", "NotePad"
  if it is "Cancel" then go this card
end mouseUp
--- script for "Open" button on Basic Art card
on mouseUp
  show blgnd lbt "note pad"
  hide blgnd lbt "open"
  show blgnd lbt "close"
end mouseUp
--- script for "Close" button on Basic Art card
on mouseUp
  hide blgnd lbt "note pad"
  show blgnd lbt "open"
  hide blgnd lbt "close"
end mouseUp
--- Script for "Return" button on Basic Art card
on mouseUp
  go back
end mouseUp

--- Script of back page arrow button on Basic Art card
on mouseUp
  go previous card
end mouseUp

--- Script for "go next button" on Basic Art card
on mouseUp
  go next card
end mouseUp

--- Script for "cross referencing" within text on "Absolut Warhol" Card
on mouseUp
  get the chunk
  select the chunk
  get the selected text
  find whole it
  if it is "AbsolutSanFran" then go card "Circumlocution 3 - Abso San Fran" of stack "Evaluative systems"
  if it is "AbsolutCampaign" then go card "the Absolut Campaign" of stack "Ad Creation"
end mouseUp
Abstraction:
Process of image development in which form becomes non-recognizable as representational reality.

Accumulation:
A grouping of different items that portray a feeling of abundance.

Addition:
Semiotic principle where one or more elements are added to a word, sentence, or image.

Adjective:
Refers to a method of developing a form in which the syntactic elements are applied sequentially, one after the other until the form is completed.

Allusion:
Implied substitution. Same as identical.

Ambiguity:
Configuration of form in which the perception doesn't follow logical directions. Ambiguity, when built into a form, can create interest and memorability. In semiotics, it is considered to be vague, or open to interpretation.

Amperand:
The concatenation operator (&) used to join together two or more strings.

Anachronism:
Imaginary, the use of montage, collage, etc. (i.e., Man Ray, Magritte).

Analogue-to-digital:
Converts an analog signal representing some real-world quantity converted into a binary number that approximates its current value.

Anamorphic:
Producing or having different magnification of the image in each of two perpendicular directions. Distorted optical image.

Antianadysis:
The addition of elements that create an illusion, or difference between appearance and reality. (i.e., the works of Escher and Magritte); attention getter, seduces the eye.

Anthropomorphic:
Thought to have human feelings or characteristics while the subject has none. It could also pertain to a human form which is seen as genderless.

Antimetabole:
A condition in which one can find double meaning.

Antonomasia:
The substitution of the name for a proper name (i.e., the Iron Lady = the Essex or Margaret Thatcher).

Application:
A program for some specific purpose, such as word processing, graphics, page composition, or telecommunication.

Archetypes:
An inherited idea or mode of thought in the psychology of C.G. Jung that is derived from the experience of the race and is present in the unconscious of the individual.

Artificial Intelligence:
Those human skills that illustrate our intelligence, e.g., understanding visual images, understanding speech and written text, problem solving.

Asynphony:
One or more unconnected visual elements which are brought together to form a whole.

Asymmetry:
A form of balance in a graphic image or format in which the parts are unequal on either side of a central axis.

Audience:
Refers to the receivers of the image. This may either be individuals or groups to which the message is directed.

Balance:
The effect of a successful gestalt in the image or format. An overall sense of visual evenness in the format between components.

Bitmap:
An electronically displayed graphic image made up of a matrix of dots. Templates and preview images are bitmap images.

Bleed:
Term used to describe a printed image that extends to the trimmed edge of the sheet or page.

Body:
The main section of a brochure, book, article, or other text material.

Brochure:
A folded pamphlet or booklet.

Bug:
A programming or scripting error.

ButtonType:
A mechanism used for moving around a stack in HyperCard, SuperCard, and MacroMind Director.

Chiasmus:
Something is being exchanged where the grammar/content is correct.

Circumcursive:
Part of the element is showing while the entire element is reflected in a mirror. The removal of all information except the most critical parts for identity.

Clipboard:
The holding place in the computer's memory for what you last cut or copied; a buffer area in memory.

Color:
A syntactic aspect of visual form which has as its dimensions hue, value, and chroma.
Comment:
Any information between the double-dash (--) and the end of a line within any handler, or any text in a
script that is not part of a handler. HyperTalk ignores comments; they’re strictly for the use of the
scripter.

Common Contour:
A gestalt perceptual principle which concerns forms whose extremities share a single edge. Common
contour can be a useful means of achieving ambiguity in a form.

Communication:
The purpose of graphic design is to facilitate messages and meaning for a purpose. This is communica-
tion.

Comp:
Traditionally, a designer’s “comprehensive” sketch of a page design that shows the client what the final
page will look like when it is printed.

Composition:
The layout or arrangement of elements in a format. It may be either formal (symmetrical) or
informal (asymmetrical). An organization method must be used in determining how the composition works
in communicating a message.

Computer Graphics:
The group of systems and programs that make or manipulate non-textual data like photographs, charts, or
line drawings. The changes appear at once on a video display as they are made by the operator.

Content:
The substance of the message involved in an image. Content refers to the specific information that is
communicated by the form.

Context:
The environment in which the form is created. It may be positional (left to right), time-oriented (past to
present), or sequential in other ways. The consideration given to context is a useful means of seeing
conceptual relationships in form development.

Continuity:
A gestalt perceptual principle which refers to the enhancement of communication in forms which show
continuous direction in their relationship. A series of dots might line up or a series of edges or might align to
provide continuity in a form.

Continuous Tone Image:
A photographic image that contains gradient tones from black to white. When you scan an image, it is
converted from a continuous tone image to a halftone.

Contour:
Refers to the definition of the edge(s) or extremities of a form. May be defined by the line, shape,
texture, or other means.

Contrast:
The ultimate difference in visual form (i.e., black against white). Unity is the opposite of contrast. A
visual effect in which a form is contrasted on a given edge to change from one extreme to another (i.e.,
black shape on a white shape).

Default:
The initial setting of value or option. Used to describe the value(s) or mode(s) that will be used in processing
information when no other value or mode is specified.

deselect:
To un-highlight a selection; to remove the insertion point from the Message box or a field (in hypercard).

Desktop Publishing (DTP):
The use of personal computers and software applications to produce camera-ready publications, final,
etc.

Dialog Box:
A window or full-screen display in response to a command that calls for setting options.

Didactic:
A form or message intended for instructional purposes.

Digital:
A method of data storage and/or transmission where in each code is given a unique combination of bits.
Each bit generally indicates either the presence or absence of a condition (such as on-off, etc.)

Display:
To convert an image to a series of binary codes that can be stored in the computer. Displaying equipment
includes electronic drawing boards, flat-bed scanners, and video scanners.

Disk:
An information storage medium consisting of a flat, circular, magnetic surface on which information can
be recorded in the form of small magnetic spots.

Double Entendre:
The use of double imagery (reflections in a mirror) or the repetition of the same sounds in words.

Edge:
Refers to the limit or extremity of a form. It may be the dividing space between one element and another.

Element(s):
The parts, components, or variables of form within a format.

Elision:
The opposite of repetition, leaving elements out of an image without causing a problem with the closure of
the image.

Equivocal:
A word or phrase susceptible to double interpretation.

Euphemism:
A soft way of saying something unpleasant. (i.e., “Your cat is dead, but your cat is fine”)

Evaluation:
The basic purpose of all graphic design methodology is to develop the knowledge, skills, and
sensibilities to be able to decide yes or no, in or out in any form or problem-solving situation.

False Homology:
The use of puns or wordplay in the creation of visuals.

Feedback:
Synthetic audio or visual imagery produced within equipment used without any dependence from external
activity.
Intuitive:
Refers to a methodology or approach to design process which is largely subjective and relies upon emotional factors. It is useful to view intuitive processes as part of a cycle with systematic processes as its opposite.

Inversion:
Inversion of identical elements.

Laser Print:
A printer that uses a laser to xerographically generate the image to be reproduced. Laser printers are typically the most sophisticated printers, often capable of producing both character and graphics images via raster image technology, often rivaling typographic quality.

Layout:
The process of arranging text and graphics on a page. Also, a sketch or plan for the page.

Legibility:
Refers to the recognizability or readability of a form in relationship to its purpose and context. It may be representational, abstract, or a point between but it communicates its intended message clearly.

Leveling/Sharpening:
Seeing more in an image after looking at it carefully.

Litter:
A form of exaggeration, where the object appears smaller than it really is.

Logotype:
A type of graphic mark in which several letter forms or type forms are fused to create a new entity for identification purposes.

Mach Band:
When two colors butt up together and where a value difference is known (or the colors are complimentary) the common edge shows a visual vibration.

Mechanomorphic:
Human form created from mechanical images.

Metaphor:
A likening to something (i.e. He was a lion in battle or light as a feather).

Methodology:
This refers to the process or method by which a designer works. It may be systematic, intuitive, or a combination. Methodology is also referred to as a systematic and logical process for controlling change.

Metonymy:
Things are different but connected. An associated detail is used to invoke an idea.

Noise:
Anything that interferes with the audiences reception and recognition of the message. Noise usually occurs within the medium of transmission.

Object:
Hypercard unit capable of sending and receiving messages.

Opposes:
Refers to a theoretical mind set by which ideas can be developed by placing them in a context of polar opposites (i.e. simple to complex, light to dark).

Opposition:
Same as opposites. Refers to a global theory of opposition which has been in evidence through history. Semantically, it represents an item taken out of its original context or environment and placed into another.

Organic:
Refers to a form which is derived from natural or organic sources rather than mechanical ones. Organic is the opposite of geometric form.

Overlay:
A transparent acetate or tissue covering over a printed page, where color indications and other instructions to the off-set printer are written.

Oxymoron:
A complete contradiction within a statement (i.e. Jumbo Shrimp).

Paradox:
Contradictory statement. "lose weight while eating all you want."

Perception:
Refers to form which is based on cognitive considerations such as Gestalt Principles.

Periphrasis:
A roundabout way of saying something unpleasant.

Positive/Negative:
Same as figure ground. Positive/Negative refers to the reading of a form either as positive (figure) or negative (ground or background image). It is perceptually impossible to see both positive and negative at once.

Pragmatic:
Factors which relate to the functionality of the visual communication (i.e. legibility).

Pretext:
Where the image feigns something that it is not (false modesty). It feigns a secret or suggests hidden detail.

Process:
A critical facet of graphic design which describes the intangible stages and methods used in form making and applied to communication.

Proof:
A copy of typeset materials used for proofreading, corrections, and alterations.

Proportion:
A comparative relationship based on geometric progression.

Proximity:
A gestalt principle which means that forms which are arranged near each other are perceived as a unified entity.
Readability:
Refers to the extent that the image is legible and thereby understandable.

Read Only Memory (ROM):
Memory whose contents can be read, but not changed, used for storing data

Refinement:
The part of the image development process which involves the final stages of detailed articulation

Repetition:
The addition of identical elements (i.e. repeating shapes, etc)

Resolution:
The number of dots per inch (dpi) used to represent an alphanumerical character or graphics image.

Return:
To evaluate an expression and pass its value to the calling function. As a noun, it refers to the return key.

Scanner:
An electronic input device that converts analogue images, such as continuous-tone photographs, line art, or typographic copy into a digital data file that can be manipulated as an electronic display image.

Script:
Collection of handlers and comments associated with a particular object

Semantics:
Having to do with the intended meaning and significance of a visual communication message

Semiosis:
A process in which something functions as a sign.

Semiotics:
The theory of semiotics describes the process of how people represent and interpret information, and helps identify logical relations of parts that interest in forming meaning. The theory of sign and symbol and their function in both artificially & naturally constructed languages comprising: Syntactic (visual grammar), Semantics (meaning), and Pragmatics (context).

Signifiers:
Representatives of the concept used in the communication or design.

Similarity:
A gestalt principle which means that humans prefer forms or elements that can be perceived because they share a formal likeness (i.e. same shape, size, color, etc.)

Stat (Photo Stat):
A photographic copy of type or art in the same size or a different size than the original (photostat)

Static:
A visual situation in which an evenness is maintained to the point where an image may not be as interesting because of its lack of contrast or dynamism. The rhythmic interval of regularity tends to become a static in effect.

Suspension:
Holding back a part of the message for later. The creation of a cliffhanger.

Symbol (Symbolic):
A agreed upon convention (i.e. a cross is symbolic of Christianity, apple pie could be a symbol of America).

Synecdoche:
The creation of closure when only a part of the object is shown.

Synergy:
A collaboration between or combination of forces that creates a result greater than the sum of the separate, individual contributions.

Synesthesia:
The process in which one type of stimulus produces a secondary, subjective sensation, as when a color evokes a specific smell.

Syntax:
The grammar of visual communication (i.e. line, shape, etc.).

Syntactic:
Having to do with the grammar or structure of information.

Synthesis:
This means the bringing together of ideas, images, or elements into an integrated whole.

Tautology:
Saying something in a way that has another meaning where the second use is not obvious. It usually creates an atmosphere of redundance (i.e. A Volvo is a Volvo).

Template:
A standardized formal tool by which duplicates can be easily created. A page layout file containing the layout grid, master pages, estimated number of pages, boilerplate text, and graphics for a periodical or book.

Theory:
A set of generalizations related by a net of deductive thinking and arrived at by discovery, verification, and comparison.

Thermomorphic:
Having a scary or frightening form.

Tintony:
An actual or implied value of lightness or darkness in the form created. Controlled tintony can be a useful visual variable in achieving unity or contrast.

Typeface:
Refers to an alphabet that exists for visual communication. Helvetica, Univers, and Standard are all sans serif typefaces.

Thumbnail:
A miniature copy or sketch of a page, graphic, etc., that is used to generate ideas in the creation process. Revisions later lead to comps and finals.
Visual Language:
The formal aesthetic communications system used in graphic design.

Visual Priorities:
An effective image will show a hierarchy of visual importance among its elements. The reader is led through the design from most important elements to lesser ones. This prioritization can happen because of size, color, position, or other variables alone or in combination.

Visual Rhetoric:
The study of the visual elements used in design and public showing, such as content, structure/layout, cadence/rhythm, and style. There are four rhetorical operations: Addition, Subtraction, Substitution, Exchange of visual elements.

Weight:
Typographically, weight refers to the relative lightness or darkness of a typeface/font (e.g., Helvetica extra bold is a heavier weight than Helvetica regular or light).

Window:
The message box, or tool or pattern windows after they've been torn off the menu bar or any palette.

XCMD (External Command):
The resource type for, and popular name given to, an external command.

XCFN (External Function):
The resource type for, and popular name given to, an external function.

Zoomorphic:
Having the form of an animal
Seeing animals in inanimate objects and forms.


Design Studio Vers. 1.01. 1986.


QuarkExpress vers. 3.2. Quark Inc 1990

USA: TSR Inc. a division of Random House, 1989.

Salvatore, R.A. The Icewind Dale Trilogy. Book 2. Streams of Silver
USA: TSR Inc. a division of Random House, 1989.

USA: TSR Inc. a division of Random House, 1990.

a division of Random House, 1990.


Swann, Alan. How to Understand and use design and layout


on openstack
  start using stack "adtechMD intro"
  hide menu
end openstack

on opencard
  global UserNotes
  -- looks for global variable
  hide cd fld "glossary"
  -- hides field "glossary" which contains all definitions that go into field "defs"
  hide cd fld "print gloss"
  -- hides field "print gloss" which contains the entire glossary in a format for print
  put UserNotes into bg fld "note pad"
  -- puts user notes into bg fld "note pad"
end opencard

on closecard
  global UserNotes
  -- this is the global variable for UserNotes
  put bgmd fld "note pad" into UserNotes
  -- this puts any info in the note pad of all cards into the global
end closecard
Global UserNotes
-- looks for global variable
put UserNotes into bg flid "note pad"
-- puts userNotes into by flid "note pad"
end opencard

on closecard
  global UserNotes
  -- this is the global variable for UserNotes
  put bgflid "note pad" into UserNotes
  -- this puts any info in the note pad of all cards into the global
end closecard

glossary Card button scripts
-- script for "Quit Button" on card
  on mouseUp
    domenu "Quit HyperCard"
  end mouseUp

-- script for "Nav Map Button" on card
  on mouseUp
    go to card id 3704 of stack "Adtech® Intro"
  end mouseUp

-- script for bibliography button
  on mouseUp
    go to card id 4160 of stack "Reference Materials"
  end mouseUp

-- Script for "Help Button" on card
  on mouseUp
    go card "help card" of stack "Adtech® Intro"
  end mouseUp

-- Script for "Card level print button" on card
  on mouseUp
    answer "What would you like to print?" with "Card", "Glossary", "Cancel"
  end mouseUp

if it is "card" then
  domenu "Page Setup..."
  domenu "Print Card"
end if

if it is "Glossary" then print "Glossary"
end if

& return & return & card "print gloss"

if it is "cancel" then
  close print
  go this card
end if
end mouseUp

-- script for "Open" button on card
  on mouseUp
    show bgflid "note pad"
    hide bgflid "open"
    show bgflid "close"
  end mouseUp

-- script for "Close" button on card
  on mouseUp
    hide bgflid "note pad"
    show bgflid "open"
    hide bgflid "close"
  end mouseUp
--- Script for "Return" button on card
on mouseUp
  go back
  end mouseUp
--- Script for "go next button" on card
on mouseUp
  go next card
  end mouseUp
--- Script for card field "List"
on mouseUp
  put word 2 of the clickline into temp
  put line temp of me into temp2
  set the itemDelimiter to return
  put temp2 & "*" & return & return into cd fid 3
  put item temp of cd fid "glossary" after cd fid 3
  set the itemDelimiter to comma
  end mouseUp

Bibliography Card button scripts
--- script for "Quit Button" on card
on mouseUp
  Domenu "Quit HyperCard"
  end mouseUp
--- script for "Nav Map Button" on card
on mouseUp
  go to card id 3704 of stack "AdTech\&Intro"
  end mouseUp
--- Script for Glossary button
on mouseUp
  go to card id 4847 of stack "reference Materials"
  end mouseUp
--- Script for "help button" on card
on mouseUp
  go card "help card" of stack "AdTech\&Intro"
  end mouseUp
--- Script for "card level print button" on card
on mouseUp
  answer "What would you like to print?" with "Card", "Biblio", "Cancel"
  if it is "card" then
    Domenu "Page Setup..."
    Domenu "Print Card"
  end if
  if it is "Biblio" then Print ___________________ AdTech
  Bibliography _____________________________ & return & return & cd fid "Bib"
  if it is "cancel" then
    close printing
    go this card
  end if
  end mouseUp
--- Script for "Open" button on card
on mouseUp
  show bigcard fid "note pad"
  hide bigcard bin "open"
  show bigcard bin "close"
  end mouseUp
--- Script for "Close" button on card
on mouseUp
  hide bigcard fid "note pad"
  show bigcard bin "open"
  hide bigcard bin "close"
  end mouseUp
--- Script for "Return" button on card
on mouseUp
  go back
  end mouseUp
--- Script of back page arrow button on card
on mouseUp
  go previous card
  end mouseUp
<table>
<thead>
<tr>
<th>Scripts for letter buttons on Glossary card</th>
<th>Scripts for letter buttons on Bibliography card</th>
</tr>
</thead>
<tbody>
<tr>
<td>--- Script for button &quot;A&quot; on card</td>
<td>--- Script for button &quot;A&quot; on card</td>
</tr>
<tr>
<td>on mouseUp</td>
<td>on mouseUp</td>
</tr>
<tr>
<td>set scroll of card field &quot;list1&quot; to 0</td>
<td>set scroll of card field &quot;list1&quot; to 0</td>
</tr>
<tr>
<td>end mouseUp</td>
<td>end mouseUp</td>
</tr>
<tr>
<td>--- Script for button &quot;B&quot; on card</td>
<td>--- Script for button &quot;N&quot; on card</td>
</tr>
<tr>
<td>on mouseUp</td>
<td>on mouseUp</td>
</tr>
<tr>
<td>set scroll of card field &quot;list1&quot; to 250</td>
<td>set scroll of card field &quot;list1&quot; to 1249</td>
</tr>
<tr>
<td>end mouseUp</td>
<td>end mouseUp</td>
</tr>
<tr>
<td>--- Script for button &quot;C&quot; on card</td>
<td>--- Script for button &quot;O&quot; on card</td>
</tr>
<tr>
<td>on mouseUp</td>
<td>on mouseUp</td>
</tr>
<tr>
<td>set scroll of card field &quot;list1&quot; to 1313</td>
<td>set scroll of card field &quot;bib&quot; to 1113</td>
</tr>
<tr>
<td>end mouseUp</td>
<td>end mouseUp</td>
</tr>
<tr>
<td>--- Script for button &quot;D&quot; on card</td>
<td>--- Script for button &quot;C&quot; on card</td>
</tr>
<tr>
<td>on mouseUp</td>
<td>on mouseUp</td>
</tr>
<tr>
<td>set scroll of card field &quot;list1&quot; to 350</td>
<td>set scroll of card field &quot;bib&quot; to 115</td>
</tr>
<tr>
<td>end mouseUp</td>
<td>end mouseUp</td>
</tr>
<tr>
<td>--- Script for button &quot;E&quot; on card</td>
<td>--- Script for button &quot;S&quot; on card</td>
</tr>
<tr>
<td>on mouseUp</td>
<td>on mouseUp</td>
</tr>
<tr>
<td>set scroll of card field &quot;list1&quot; to 559</td>
<td>set scroll of card field &quot;bib&quot; to 1220</td>
</tr>
<tr>
<td>end mouseUp</td>
<td>end mouseUp</td>
</tr>
<tr>
<td>--- Script for button &quot;F&quot; on card</td>
<td>--- Script for button &quot;T&quot; on card</td>
</tr>
<tr>
<td>on mouseUp</td>
<td>on mouseUp</td>
</tr>
<tr>
<td>set scroll of card field &quot;list1&quot; to 675</td>
<td>set scroll of card field &quot;bib&quot; to 167</td>
</tr>
<tr>
<td>end mouseUp</td>
<td>end mouseUp</td>
</tr>
<tr>
<td>--- Script for button &quot;G&quot; on card</td>
<td>--- Script for button &quot;W&quot; on card</td>
</tr>
<tr>
<td>on mouseUp</td>
<td>on mouseUp</td>
</tr>
<tr>
<td>set scroll of card field &quot;list1&quot; to 753</td>
<td>set scroll of card field &quot;bib&quot; to 1695</td>
</tr>
<tr>
<td>end mouseUp</td>
<td>end mouseUp</td>
</tr>
<tr>
<td>--- Script for button &quot;H&quot; on card</td>
<td>--- Script for button &quot;Z&quot; on card</td>
</tr>
<tr>
<td>on mouseUp</td>
<td>on mouseUp</td>
</tr>
<tr>
<td>set scroll of card field &quot;list1&quot; to 882</td>
<td>set scroll of card field &quot;bib&quot; to 1900</td>
</tr>
<tr>
<td>end mouseUp</td>
<td>end mouseUp</td>
</tr>
<tr>
<td>--- Script for button &quot;I&quot; on card</td>
<td>--- Script for button &quot;H&quot; on card</td>
</tr>
<tr>
<td>on mouseUp</td>
<td>on mouseUp</td>
</tr>
<tr>
<td>set scroll of card field &quot;list1&quot; to 947</td>
<td>set scroll of card field &quot;bib&quot; to 435</td>
</tr>
<tr>
<td>end mouseUp</td>
<td>end mouseUp</td>
</tr>
<tr>
<td>--- Script for button &quot;J&quot; on card</td>
<td>--- Script for button &quot;I&quot; on card</td>
</tr>
<tr>
<td>on mouseUp</td>
<td>on mouseUp</td>
</tr>
<tr>
<td>set scroll of card field &quot;list1&quot; to 1067</td>
<td>set scroll of card field &quot;bib&quot; to 457</td>
</tr>
<tr>
<td>end mouseUp</td>
<td>end mouseUp</td>
</tr>
<tr>
<td>--- Script for button &quot;K&quot; on card</td>
<td>--- Script for button &quot;L&quot; on card</td>
</tr>
<tr>
<td>on mouseUp</td>
<td>on mouseUp</td>
</tr>
<tr>
<td>set scroll of card field &quot;list1&quot; to 1168</td>
<td>set scroll of card field &quot;bib&quot; to 610</td>
</tr>
<tr>
<td>end mouseUp</td>
<td>end mouseUp</td>
</tr>
<tr>
<td>--- Script for button &quot;L&quot; on card</td>
<td>--- Script for button &quot;M&quot; on card</td>
</tr>
<tr>
<td>on mouseUp</td>
<td>on mouseUp</td>
</tr>
<tr>
<td>set scroll of card field &quot;list1&quot; to 1668</td>
<td>set scroll of card field &quot;bib&quot; to 915</td>
</tr>
<tr>
<td>end mouseUp</td>
<td>end mouseUp</td>
</tr>
</tbody>
</table>
Welcome to the User Added Information stack within the AdTech® Network.

This stack was specifically created to allow you (the user) to become a 'co-author' of the AdTech® Network. The information you provide will help this application develop through the passage of time and the many changes in technology which are yet to come. By saving your notes (from the user note pad), your comments about the network, and the information from your evaluations (if an evaluation is filled out), you, the future user, will help AdTech® grow into a great database of knowledge.

Only with the future use of this application will the capabilities and magnitude of this thesis project be fully reached. If it is not used, or expanded upon by its future users, it will have failed in its attempt to broaden the minds of all involved in academia.

The purpose for this "co-authoring" section is simple: expandability. If the AdTech® Network were not able to be built upon by its users, it would be another useless project that would serve no real purpose (except as a doorstop, occasionally). AdTech® was developed as an educational tool for anyone interested in expanding their knowledge of advertising, semantics, etc.

This stack, User Added Information, is meant to be the storage place for user comments, notes, observations, etc. Any of the above may be saved into the AdTech® Network for posterity. This stack allows AdTech® to develop (via user input) with the passage of time.

With the help of a few "brave" future contributors, the network is capable of expanding into new areas such as the study of advertising posters, point of purchase displays, the use of CD-ROM in ads, 3-D and/or hologram use in ads, etc. The linking of other HyperCard stacks to AdTech® is quite possible and welcome. Any future additions will only serve to make AdTech® a better and more diversified network. I do suggest that future stack developers take several classes in the area of Hypermedia development before attempting such a project.

In essence the User Added Information stack within AdTech® is the unfinished chapter of the book. I only hope that AdTech® becomes as useful a tool to you, the future users, as I had expected it to be in your hands now.

"Every person, experiencing as he does his own solitariness and aloneness, longs for union with another. He yearns to participate in a relationship greater than himself."

—Ralph Waldo Emerson

The page icons to the right are the main navigational tools of the User Added Info stack within AdTech®. Each page to the right contains a series of buttons which will allow (or deny) the user access to specific areas of this stack. The two main sections within this stack are the "Read" and the "Write/Save" sections: the titles of which should easily clarify their individual purpose.

Please read all instructions listed in the field below for best and most efficient results.

****IMPORTANT NOTE****

****Do not use the keypad arrow keys****

(they will cause navigation problems)
How to use the User Added Info stack:

1) Use the read sections first

2) After reading some of the entries left by previous users, leave your own. That is why this section was created.

3) After leaving your own entries, or filling out an evaluation (10-15 min max) you can either return to the main stacks, or quit the application completely. If you wish to use Adtech® again in the future, please place a number after your name (This will help keep all of your info saved)

4) When using this section please understand that I (the author) am not perfect and that some unforeseen problems may unintentionally pop up within this stack interactively. If such a problem arises, please let someone with a good knowledge of HyperCard deal with it.

The 'Read' Sections:

The 'Read' sections of the User Added Info stack, which include Notes, Comments, and Evaluations, are the areas which should be addressed first. They allow the user to read the user notes so that he/she may make further comments on any information left by previous users. Once the user has read the notes, comments, and evaluations which have been submitted to Adtech®, the user can then place his/her own notes, comments, or evaluations within Adtech® by using the Write/Save sections.

The 'Write/Save' Sections:

The Write/Save sections of this stack allow the current user to enter any notes or comments they may have to the Adtech® Network. Once the user has saved his/her notes, comments, or has filled out an evaluation all notes will be removed from the user note pad. (If you didn't save them You will lose them) This keeps everything tidy and running smoothly.

If you (the current user) do not wish to save your notes, comments, or evaluations to the User Added Info stack, just quit, but you don't know what you're missing.
on opnstack
  global UserName, lastname, cardname
  hide menubar
  set userlevel to 5
end opnstack

on closestack
  put "" into lastname
  put "" into cardname
end closestack

on opencard
  Global UserName, UserNotes, userMajor
  -- list of all variables

  hide bg fld "UserName"
  -- hides bg fld "UserName which is a user counter
  -- it gives a number to every user of this section

  hide cd fld "UserNameList"
  hide bg fld "note pad"
  -- hides bg fld "note pad"

  if UserName = "none" then
    put line 1 of bg fld "UserName" into myNum
    add 1 to myNum
    put myNum into line 1 of bg fld "UserName"
    ask "What is your full name?" with "UserName" myNum
    get it
    put it into UserName
    ask "What is your Major or Job Title?"
    get it
    put it into UserMajor
    put UserName & "" & userMajor & return after cd fld "UserNameList"
  end if
  -- this asks for the current user's name if the value of
  -- UserName is "none". It automatically gives the current
  -- user a "Username" if they wish to not give their name.
  -- It works with the counter UserNum.

  if UserName = empty then
    put line 1 of bg fld "UserName" into myNum
    add 1 to myNum
    put myNum into line 1 of bg fld "UserName"
    ask "What is your full name?" with "UserName" myNum
    get it
    put it into UserName
    ask "What is your Major or Job Title?"
    get it
    put it into UserMajor
    put UserName & "" & userMajor & return after cd fld "UserNameList"
  end if
  -- this asks for the current user's name if the value of
  -- UserName is "empty". It automatically gives the current
  -- user a "UserName" if they wish to not give their name.
  -- It works with the counter UserNum.

  pass opencard
  -- passes info to and from the background script for this card
end opencard

on closecard
  Global UserNotes
  -- lists variables

  put bg fld "note pad" into UserNotes
  -- puts bg fld info into usernotes variable
end closecard
on openCard
  Global Username, UserNotes, UComments, UEvaluation, CardName, LastBtnClk
  -- list of all variables
  show cd btn "no notes"
  show cd btn "have comments"
  show cd btn "have evaluations"
  -- shows three cd btns which display cd fds when pressed
  show cd btn "write notes"
  show cd btn "write comments"
  show cd btn "write evaluations"
  -- shows three cd btns which allow user
  -- to write/save notes, comments, evaluations
  -- previously saved to this section
hide by fld "note pad"
  -- hides by fld "note pad"
hide cd fld "no notes"
hide cd fld "have comments"
hide cd fld "have evaluations"
-- these are the fields which activate when the first three buttons are pressed
if UserNotes is empty then
  show cd btn "no notes"
  hide cd btn "write notes"
end if
-- checks if the user note pad is empty and displays the proper
-- card buttons necessary for navigation in this section.
if UserNotes is not empty then
  show cd btn "write notes"
  hide cd btn "no notes"
end if
-- checks if the user note pad is not empty and displays the proper
-- card buttons necessary for navigation in this section.
if UComments is empty then
  show cd btn "write comments"
  hide cd btn "have comments"
end if
-- checks if the user has not made comments and displays the proper
-- card buttons necessary for navigation in this section.
if UComments is not empty then
  show cd btn "have comments"
  hide cd btn "write comments"
end if
-- checks if the user has made comments and displays the proper
-- card buttons necessary for navigation in this section.
if UEvaluation is empty then
  show cd btn "write evaluations"
  hide cd btn "have evaluations"
end if
-- checks if the user has not filled out an evaluation
on displayP name, locx, locy
    showpic name, locx, locy
    -- -- This allows all the pictures to show on the card
    -- -- if they use displayP rather than the normal showpic
    end displayP

on opencard
    global UserNotes
    -- -- This is the handler which the card script passed to
    put UserNotes into bg fid "note pad"
    -- -- This is the function which takes all info from the note pad
    -- -- and places it in the handler UserNotes. It is used while
    -- -- Asketch is running,
    end opencard

on opencard
    Global UserName, UserNotes, CardName, LastBtnClk
    hide bg fid "nameListNotes"
    hide bg fid "note pad"
    hide bg fid "note pad"
    show bg fid "open"
    if LastBtnClk is "write notes" then
        hide bg fid "nameListNotes"
        hide bg fid "open"
        hide cd fid "shownotes"
        hide cd fid "oldname"
        hide cd fid "press below"
        show bg fid "print"
        show cd fid "notes saved"
        domain "Background"
        choose field tool
        domain "New Field"
        set the rect of last bg field to 253,81,593,312
        set the style of last bg field to scrolling
        put UserNotes into last bg fid
        set the name of last bg field to Username
        domain "Background"
        choose Browse tool
        put UserName return after bg fid "nameListNotes"
    end if
    if LastBtnClk is "read notes" then
        show cd fid "oldname"
        show cd fid "shownotes"
        show bg fid "nameListNotes"
        show bg fid "open"
        show cd fid "press below"
        hide cd fid "save notes"
        hide cd fid "notes saved"
        hide bg fid "print"
        choose Browse tool
        put userNotes into bg fid "note pad"
    end if

    put UserName into cd fid "Name"
    displayP yellow, 0, 0
    -- Displays the pie icon in corner
    pass opencard
end opencard

on closecard
    Global UserName, UserNotes, CardName, LastBtnClk
    if LastBtnClk = "write notes" then
        put empty into UserNotes
        set the locktest of bg fid Username to true
        -- -- hide bg fid Username
    end if
    if LastBtnClk = "read notes" then
        put bg fid "note pad" into UserNotes
        put * into cd fid "oldname"
        put the short name of this card into CardName
    end closecard
on display P Name?, locX, locY
  showpic name?, locX, locY
  -- This allows all the pictures to show on the card
  -- if they use displayP rather than the normal showpic
end displayP

on opencard
  Global Username, UserNotes, CardName, LastBtnClk
  hide by fld "nameListComments"
  hide by fld "note pad"
  hide by btn "close"
  show by btn "open"
  if LastBtnClk is "write comments" then
    show by fld "comments how to"
    show by btn "Save Comments"
    hide by fld "press below"
    hide by fld "nameListComments"
    hide by btn "open"
    show by btn "print"
    hide by fld "showcomments"
    hide by fld "oldname"
    domenu "Background"
    choose field tool
    domenu "New Field"
    set the loc of last bg field to 253.81,593.312
  set the style of last bg field to scrolling
  set the name of last bg field to Username
  domenu "Background"
  choose Browse tool
  put UserName return after by fld "nameListComments"
  click at 262, 110
end if
  if LastBtnClk is "read comments" then
    hide by fld "comments how to"
    show by fld "press below"
    show by fld "oldname"
    show by fld "showcomments"
    show by fld "nameListComments"
    show by btn "open"
    hide by btn "Save Comments"
    hide by btn "print"
    choose browse tool
  end if
  put UserName into by fld "Name?"
end opencard

on closecard
  Global Username, UserNotes, UComments, CardName, LastBtnClk
  if LastBtnClk = "write comments" then
    put last by fld into UComments
    set the lockText of by fld Username to true
  hide by fld Username
end if
  if LastBtnClk = "read comments" then put empty into UComments
  put by fld "note pad" into UserNotes
  put " " into by fld "oldname"
  put the short name of this card into CardName
end closecard
on display? Name?, locX, locY
    showpic Name?, locX, locY
end display?

on opencard
    Global UserNotes, CardName
    put UserNotes into bg fld "note pad"
    put the short name of this card into CardName
end opencard

User Added Into Intro Card
--- script for "Quit Button" on User Added Intro
on mouseUp
    Domain "Quit HyperCard"
end mouseUp

--- script for "Nav Map Button" on User Added Intro
on mouseUp
    go to card 7304 of stack "Author's Intro"
end mouseUp

--- script for "help button" on User Added Intro
on mouseUp
    go card "help card" of stack "Author's Intro"
end mouseUp

--- script for "print button" on User Added Intro card
on mouseUp
    answer "what do you want to Print?" with "Card", "Text Fields", "Cancel"
    if it is "card" then
        domain "Page Setup..."
        domain "Print Card"
        end if
    if it is "text fields" then answer "Which one?" with "Intro", "Quote", "Cancel"
    if it is "Intro" then
        domain "Page Setup..."
        print card fid "User Added Intro"
        end if
    if it is "Quote" then
        domain "Page Setup..."
        print card fid "Quote"
        end if
    if it is "cancel" then
        close printing
        go to card
        end if
end mouseUp

--- script for "return button" on User Added Intro
on mouseUp
    go back
end mouseUp

--- script for "go next card button" on User Added Intro
on mouseUp
    go next card
end mouseUp
User Added Map Card
--- Script for "Quit Button" on User Map
on mouseUp
  DelMenu "Default HyperCard"
end mouseUp

--- Script for "Nav Map Button" on User Map
on mouseUp
go to card lid 3704 of stack "AdtechIntro"
end mouseUp

--- Script for "Help button" on User Map
on mouseUp
go card "help card" of stack "AdtechIntro"
end mouseUp

--- Script for "Print button" on User Map
on mouseUp
answer "what do you want to print?" with "Card", "Text Fields", "Cancel"
if it is "card" then
  delMenu "Page Setup..."
  delMenu "Print Card"
end if
if it is "text fields" then
  delMenu "Page Setup..."
  print "User Added Info Map" & return & 
cd flid "User Added Intro" & return & 
"Instructions: return & 
cd flid "instructions"
end if
if it is "cancel" then
close printing
go this card
end if
end mouseUp

--- Script for "return button" on User map
on mouseUp
go back
end mouseUp

List of Semantic Map buttons
--- Script for "Read Notes button" on User added map
on mouseUp
  Global LastBlnCk
  put short name of me into LastBlnCk
  go card "notes"
end mouseUp

--- Script for "Read Comments button" on User added map
on mouseUp
  Global LastBlnCk
  put short name of me into LastBlnCk
  go card "comments"
end mouseUp

--- Script for "Read Evaluations button" on User added map
on mouseUp
  Global LastBlnCk
  put short name of me into LastBlnCk
  go card "evaluations"
end mouseUp

--- Script for "Write Notes button" on User added map
on mouseUp
  Global LastBlnCk
  put short name of me into LastBlnCk
  go card "notes"
end mouseUp

--- Script for "Write Comments button" on User added map
on mouseUp
  Global LastBlnCk
  put short name of me into LastBlnCk
  go card "comments"
end mouseUp

--- Script for "Write Evaluations button" on User added map
on mouseUp
  Global LastBlnCk
  put short name of me into LastBlnCk
  go card "evaluations"
end mouseUp

--- Script for "No Notes button" on User added map
on mouseUp
  show cd flid "no notes"
  wait 2 secs
  hide cd flid "no notes"
end mouseUp

--- Script for "Have comments button" on User added map
on mouseUp
  show cd flid "have comments"
  wait 2 secs
  hide cd flid "have comments"
end mouseUp

--- Script for "Have evaluations button" on User added map
on mouseUp
  show cd flid "have evaluations"
  wait 2 secs
  hide cd flid "have evaluations"
end mouseUp
Read Notes Card
--- script for "Quit Button" on READ User notes card
on mouseUp
  Domain "Quit HyperCard"
  end mouseUp

--- Script for "return button" on READ User notes card
on mouseUp
  go back
  end mouseUp

--- Script for bg field "NameListNotes" on READ User notes card
on mouseUp
  global PstName
  get the clickline
  select the clickline
  get the selectedText
  find whole it
  put it into PstName
  put it into cd field "oldname"
  put bg field PstName into cd field "shownotes"
  end mouseUp

--- Script for "open" button on READ User Notes card
on mouseUp
  show bg field "note pad"
  hide bg field "open"
  show bg field "close"
  end mouseUp

--- Script for "Close" button on READ User Notes card
on mouseUp
  hide bg field "note pad"
  show bg field "open"
  hide bg field "close"
  end mouseUp

--- Script for "Print" on WRITE User Notes card
on mouseUp
  global UserName
  Domain "Page setup...
  print bg field UserName
  end mouseUp

--- Script for "Save Notes" on WRITE User Notes card
on mouseUp
  global UserName
  answer "Save your notes as a text file?" with "Save" or "Cancel"
  if it is Save then
    put the name of the stack into longStack
    delete char 1 of longStack
    delete char 1 of longStack
    if char countMe of longStack = "" then
      exit repeat
    else
      delete char countMe of longStack
      subtract 1 from countMe
      end if
      end repeat
      ask "Please name your text" with default text "Your notes"
      put longStack & myName into fileName
      open file fileName
      put empty into myRecord
      repeat with x = 1 to the number of lines in bg field Username
        put line x of bg field Username into myRecord
        put tab after myRecord
        put return after myRecord
      end repeat
      write myRecord to file fileName
      close file fileName
      answer "Your file named "$fileNameln has been completed," with "OK"
      hide bg field "Save notes"
      end if
      if it is "Cancel" then go to this card
      end mouseUp
  end if

Read Comments Card
--- Script for "Quit Button" on READ User comments card
on mouseUp
  Domenu "Quit HyperCard"
end mouseUp
--- Script for "return button" on READ User comments card
on mouseUp
go back
end mouseUp
--- Script for bg field "NameListNotes" on READ User comments card
on mouseUp
global PastName
get the clickline
select the clickline
get the selectedText
find whole it
put it into Pastname
put it into cd fid "oldname"
put bg fid Pastname into cd fid "shownotes"
end mouseUp
--- Script for "Open" button on READ comments card
on mouseUp
  show bg fid "note pad"
  hide bg fid "open"
  show bg fid "close"
end mouseUp
--- Script for "Close" button on READ comments card
on mouseUp
  hide bg fid "note pad"
  show bg fid "open"
  hide bg fid "close"
end mouseUp
--- Script for "Print button" on WRITE User comments card
on mouseUp
global UserName
domenu "page setup...
print bg fid UserName
end mouseUp
--- Script for "save comments" on WRITE User notes card
on mouseUp
global UserName
answer "Save your notes as a text file?" with "Save" or "Cancel"
if it is "Save" then
  put the long name of the stack into longStack
  delete word 1 of longStack
  delete char 1 of longStack
  put the number of characters of longStack into countMe
  repeat forever
    if char countMe of longStack = "" then
      exit repeat
    else
      delete char countMe of longStack
      subtract 1 from countMe
    end if
  end repeat
  ask "Please name your text?"
  put it into myName
  put longStack & myName into fileName
  open file fileName
  put empty into myrecord
  repeat with x = 1 to the number of lines in bg fid UserName
    put line x of bg fid UserName into myrecord
    put tabs after myrecord
  end repeat
  put return after myrecord
  write myrecord to file fileName
  close file fileName
  answer "Your file named " & fileName" has been completed with \"OK\"
  hide cd fid "Save comments"
end if
if it is "Cancel" then go to this card
end mouseUp
Read Evaluations Card
--- script for "Quit Button" on READ User Evaluations card
on mouseUp
  Domenu "Quit HyperCard"
end mouseUp
--- Script for "return button" on READ User Evaluations card
on mouseUp
  go back
end mouseUp
--- Script for bg field "NameListNotes" on READ USER Evaluations card
on mouseUp
  global PastName
  get the clickline
  select the clickline
  find whole it
  put it into pastname
  put bg fid PastName into cd fid "shownotes"
end mouseUp
--- --- Script for "Open" button on READ Evaluations card
on mouseUp
  show bgnd fid "note pad"
  hide bgnd fid "open"
  show bgnd fid "close"
end mouseUp
--- --- Script for "Close" button on READ Evaluations card
on mouseUp
  hide bgnd fid "note pad"
  show bgnd fid "open"
  hide bgnd fid "close"
end mouseUp

Write Evaluations Card
--- --- script for "Quit Button" on WRITE User Evaluations card
on mouseUp
  Domenu "Quit HyperCard"
end mouseUp
--- Script for "Print button" on WRITE User Evaluations card
on mouseUp
  global UserName
  domenu "page setup..."
  print bg fid Username
end mouseUp
--- --- Script for "save evaluations" on WRITE User evaluations card
on mouseUp
  global UserName
  answer "Save your notes as a Text file?" with "Save" or "Cancel"
  if it is "Save" then
    put the long name of this stack into longStack
    delete word 1 of longStack
    delete char 1 of longStack
    put the number of characters of longStack into countMe
  repeat forever
    if char countMe of longStack = ";" then
      repeat
        delete char countMe of longStack
      subtract 1 from countMe
      end if
      end repeat
      ask "Please name your text"
    put it into myName
    put longStack & myName into fileName
    open file fileName
    put empty into myRecord
    repeat with x = 1 to the number of lines in bg fid Username
      put line x of bg fid Username after myRecord
    put tab after myRecord
    end repeat
    put return after myRecord
    write myRecord to file fileName
    close file fileName
    answer "Your file named "& fileName & " has been completed." with "OK"
    hide cd fid "Save evaluations"
  end if
  if it is "Cancel" then go this card
end mouseUp
--- --- Script for "return button" on WRITE User Evaluations card
on mouseUp
  go back
end mouseUp
Script of Interactive User Evaluation

--- Script for cd field "Answer1" on Write User Evaluations card
on mouseup
get the clickline
select the clickline
get the selected text
find whole it
put "1) How long have you worked on a Macintosh System? & " & it & return & return after last bg fid
put "2) How many other computer systems have you used?" into cd fid "question"
show cd fid "answer2"
hide cd fid "answer1"
end mouseup

--- Script for cd field "Answer2" on Write User Evaluations card
on mouseup
get the clickline
select the clickline
get the selected text
find whole it
put "2) How many other computer systems have you used?" & " & it & return & return after last bg fid
put "3) What other types of computer systems have you used (Please choose most frequently)?" into cd fid "question"
show cd fid "answer3"
hide cd fid "answer2"
end mouseup

--- Script for cd field "Answer3" on Write User Evaluations card
on mouseup
get the clickline
select the clickline
get the selected text
find whole it
put "3) What other types of computer systems have you used?" & " & it & return & return after last bg fid
put "4) Have you ever worked with an interactive network?" into cd fid "question"
show cd fid "answer4"
hide cd fid "answer3"
end mouseup

--- Script for cd field "Answer4" on Write User Evaluations card
on mouseup
get the clickline
select the clickline
get the selected text
find whole it
put "4) Have you ever worked with an interactive network?" & " & it & return & return after last bg fid
put "5) Do you feel that AdTech gives the user too much or too little control?" into cd fid "question"
show cd fid "answer5"
hide cd fid "answer4"
end if
end mouseup

--- Script for cd field "Answer5" on Write User Evaluations card
on mouseup
get the clickline
select the clickline
get the selected text
find whole it
put "5) Do you feel that AdTech gives the user too much or too little control?" & " & it & return & return after last bg fid
put "6) Do you feel that interactive networks such as AdTech will be more helpful or harmful to education in the future?" into cd fid "question"
show cd fid "answer6"
hide cd fid "answer5"
end mouseup
--- Script for cd field "Answer14" on Write User Evaluations card
don mouseup
get the clickline
select the clickline
get the selectedtext
find whole it
put '14) Does the Help Card serve its purpose? (i.e. Does it help) & " & it & return & return
after last bg fid
put '15) Does the arrangement of information on the screen seem... into cd fid 'question'
hide cd fid 'answer15'
end mouseup

--- Script for cd field "Answer15" on Write User Evaluations card
don mouseup
get the clickline
select the clickline
get the selectedtext
find whole it
put '15) Does the arrangement of information on the screen seem... & " & it & return & return
after last bg fid
put '16) Is the screen text... into cd fid 'question'
show cd fid 'answer16'
hide cd fid 'answer15'
end mouseup

--- Script for cd field "Answer16" on Write User Evaluations card
don mouseup
get the clickline
select the clickline
get the selectedtext
find whole it
put '16) Is the screen text... & " & it & return & return after last bg fid
put '17) Are the pnt cd examples within AdTech... into cd fid 'question'
show cd fid 'answer17'
hide cd fid 'answer16'
end mouseup

--- Script for cd field "Answer17" on Write User Evaluations card
don mouseup
get the clickline
select the clickline
get the selectedtext
find whole it
put '17) Are the pnt cd examples within AdTech... & " & it & return & return after last bg fid
put '18) Are the radio cd examples within AdTech... into cd fid 'question'
show cd fid 'answer18'
hide cd fid 'answer17'
end mouseup

--- Script for cd field "Answer18" on Write User Evaluations card
don mouseup
get the clickline
select the clickline
get the selectedtext
find whole it
put '18) Are the radio cd examples within AdTech... & " & it & return & return after last bg fid
put '19) Are the QuickTime movie examples within AdTech... into cd fid 'question'
show cd fid 'answer19'
hide cd fid 'answer18'
end mouseup

--- Script for cd field "Answer19" on Write User Evaluations card
don mouseup
get the clickline
select the clickline
get the selectedtext
find whole it
put '19) Are the QuickTime movie examples within AdTech... & " & it & return & return after last bg fid
put '20) Do you feel the music within the Intro Animation and the Intro Cards is... into cd fid
'question'
show cd fid 'answer20'
hide cd fid 'answer19'
end mouseup

--- Script for cd field "Answer20" on Write User Evaluations card
don mouseup
get the clickline
select the clickline
get the selectedtext
find whole it
put '20) Do you feel the music within the Intro Animation and the Intro Cards is... & " & it & return & return after last bg fid
put '21) What are your impressions of the screen layout of AdTech's basic informational card?
into cd fid 'question'
show cd fid 'answer21'
hide cd fid 'answer20'
end mouseup
--- Script for "Save Notes", "Save Comments", "Save Evaluation" button on WRITE cards

on mouseup

if global Username
answer "Save your notes as a Text file?" with "Save" or "Cancel"
if it is "Save" then
  put the long name of this stack into longStack
  delete word 1 of longStack
  delete char 1 of longStack
  put the number of characters of longStack into countMe
  repeat forever
  if char countMe of longStack = "" then
    exit repeat
  else
    delete char countMe of longStack
    subtract 1 from countMe
  end if
end repeat
--- this part of the script establishes the name of the
--- new file based on the text that is currently
--- In line 1 of the current cd rid 1
ask "Please name your text:"
put it into myName
put longStack & myName into fileName
--- put fileName -- for testing
--- this section opens a new file
open file fileName
put empty into myRecord
--- this section records the information that is to be
--- written into the text file.
--- Delimiters (separators) used in this sequence are:
--- the tab and a return for the end of the file.
--- If these might be included within the
--- textfile, it would be best to change them to characters
--- that were not expected to be found within the file.
--- This is particularly important if the file is to be read
--- back into another field.
repeat with x = 1 to the number of lines in bg rid Username
  put line x of bg rid Username after myRecord
put tab after myRecord
end repeat
put return after myRecord
write myRecord to file fileName
--- close file fileName
answer "Your file named &fileName& has been completed." with "OK"
hide cd bin "Save notes"
end if
if it is "Cancel" then go this card
end mouseup
The Ad Creation stack of AdTech® is a collection of images which will help the user become more aware of the layout, production, and conceptualization processes which are used in advertisement creation. The stack was designed to promote the user's basic knowledge of ad layout and production, as well as, display a behind the scenes look of the production of ad images and ad concepts. The advertisement and layout examples in this stack display the use of grids, typography, rendering techniques, ad page division, photography, etc. in the development of advertisements. The production section includes a series of contemporary ad campaigns and selected advertisement motifs (i.e. Celebrity spokespersons, sex and erotic, etc.) which may help the user understand more about the varying use of products, sexuality, personalities, etc., in advertisements and the impact they make within the field of advertising.

The "Note Pad" and "User Added Information Stack" provide the user with the ability to share their criticism and viewpoints with all future users.

*** NOTE ***
The examples displayed here are included in this stack and may be viewed in greater detail by pressing the two bold words in parenthesis below (PageDivision) or (CamelAd).

"When a dot begins to move and becomes a line, this requires time. Likewise, when a moving line produces a plane, and when moving planes produce spaces. Does a pictorial work come into being at one stroke? No, it is constructed bit by bit, just like a house."

— Paul Klee
Most, if not all, magazines are created using a basic grid structure which may be found as an underlying element within its page layout. The grid may (or may not) be noticeable to the reader, but it is in fact present within the layout. When viewing a page it's underlying grid structure may be distinguished through the placement of headline text, body text, image(s), and/or advertisements within the page. The placement of all elements (i.e. text/image) on any given page, in a specific magazine, may vary; but the overall structure of the page will remain constant throughout the publication. The changes made to a given page may (or may not) effect the continuity of the magazines overall look.

The critical element of a page's layout is the number of columns which it contains. If the number of columns in a page layout changed from three to two columns one would notice that the imagery no longer aligns with the "new" grid structure. The odd column in the three column grid becomes out of sync with the even number of columns on either a two or four column grid. If a page's layout has shifted from a four column to a two column grid the textual information will (primarily) remain within the boundaries of the grid structure while the image elements, depending on their original placement, may lie between the two larger sections of the new grid. The later may make the overall layout (visually) more interesting if the text were allowed to wrap around the image areas.

The images to the right are representations of a two, three, four, and five column grid layout which can be found as the underlying structure of most popular magazines today. This is not to say that other grid structures, such as a one or six column grid couldn't be used in a publication's layout, but it is less likely that these grid structures will be used due to typographic limitations within their design (i.e. the line length or legibility will be either large or small for readability).

Once a grid is derived for a page a designer must choose the number of rows which will further divide and create the overall grid. The number of text blocks created on the grid presents the designer with either more or less control of the final layout of the page and/or magazine layout. The basic reason for using a grid in the creation of a page layout is this: if a magazine's overall layout needs to be consistent and allow the designer to use the space provided for maximum creativity and maximum control. The use of a grid will minimize image/text placement errors in the final production of the piece and afford the designer more time for experimentation, if needed. This is also important to designers working with clients on a tight budget. A tight budget usually means that the client is hoping that the piece will be created with few (if any) costly printing errors and able to be kept on schedule. When creating a grid, one should know the amounts of both copy and image materials as well as the size and typeface preferred for the text type, headlines, and captions. Keeping all elements of a layout unified with a standard measure makes the placement of the elements within the layout easier. After all the materials have been organized using a standard measure (i.e. point size, inches, picas, etc.) one has the ability to create the grid structure and begin producing the piece. The grids, to the right, have been created as examples displaying both the column width and text/image blocks which will later determine placement and size restrictions in the layout. Whatever grid is finally chosen for the layout is entirely up to the designer and/or client. If a publication is known to use a specific type of grid, that grid could be used in the creation of the layout being designed. This proposition is good if the client wished to make the layout conform to the magazines structure; rather than contrast it.

A special note that is helpful in the design of an experimental layout is: the larger the number of text blocks available within the layout grid, the more possibilities available to the designer as a final solution.

The number of choices a designer has when selecting a typeface for use in a layout, magazine, ad, etc., are almost endless. This could inevitably cause problems for both the advanced and novice designer, since he/she could conceivably become overwhelmed by the sheer number of typeface options available. Advanced designers, for the most part, will have several typefaces that they have found most effective in their work experiences. This usually means that these designers have experimented with various typefaces throughout their careers and have found that certain typefaces are more commonly used due to their specific styling and/or readability. This doesn't mean that designers with a stable of "comfortable" typefaces are to set in their ways to experiment now and then with other typefaces. It merely means that they understand which typefaces are most appealing to specific audiences which their clients want to access. Primarily, these designers, when faced with the problem of choosing a typeface for a clients layout, will stick with one of their own "tried and true" typefaces. This is not a bad option, but a very cautious one. The client for the most part, especially when dealing with single advertisements or ad campaigns, is mainly interested in having an effective ad which will sell their specific product. The client, for the most part, will want a layout which is a balance of both verbal and visual elements; since this type of ad has been found to be the most effective throughout advertising's long history. This is not to say that a purely verbal or purely visual ad couldn't be as effective (the later being difficult but not impossible). The final choice made by a designer, when choosing a typeface, should reflect either the styling of the imagery or the inherent conceptual idea within the layout; while conforming to historical and/or other specifications of both the client and the product being advertised. Legibility and readability are always a major concern when creating a layout with type. The final selection of type used in a layout may be made easier with the list of type classifications below.

Text letters makes reference to typefaces which are patterned after the hand drawn letters of scribes in ancient manuscripts. It is calligraphic in style. Some typefaces of this classification are Goudy, Old English, and Engravers Text. These typefaces have been and are presently used to announce special events such as weddings, inaugurations, etc. This style of typeface is best used as a specialty type for special announcements.

Old Style was developed shortly after the text faces and is derived from the classic Roman letterforms. This typestyle is one of the most readable and aesthetically pleasing ever created. Some typefaces of this classification are Garamond, and Caslon. This style of typeface is the most widely used for a broad range of applications today.

Modern Style typefaces are relatively new (being 200 years old) and were created to be mechanically perfect. Some typefaces of this classification are Bodoni and Scotch Roman. Their outlines are cleaner and crisper than their old style predecessor due to the precision used in their production.

Transitional Style is a cross between the old style text and the modern text. Some of the typefaces in
this classification are Century and Baskerville. It was produced to give the designer the best of both

Sans Serif meaning "No Serif" typefaces are relatively new. They were created during the early part of this century and have become one of the most popular styles of typeface used today. Some of the typefaces in this category are Helvetica, Univers, and Futura. They are popular in part for their simple design and easy readability.

other classifications of typestyle are:

Square Serif typefaces such as Clarendon and Cairo have serifs which are squared off.

Script typestyles such as Typo Script and Commercial Script try to mimic handwriting. Decorative typefaces are primarily used as eye catchers in ads and layouts. These typefaces are usually oddly shaped and sometimes difficult to read.

card 6

There are three basic categories which distinguish the text one can use and found within a given layout; each of which can help in the message being communicated. The three types of text which are helpful in the creation of a layout are: headline type, text type, and decorative type. Each of these three types of type are important in the overall conveyance of information within a layout and have specific reasons for their use.

Headline type is usually the largest text element found on a page. It is used primarily to gain the attention of the viewer looking at the layout or ad. Once this is achieved, the headline purpose is to further the viewer's attention to either related text type within an article, or to the image of the product being discussed within an ad. The headline type is usually larger (or broader) than the text type. The size of headline type within a layout ranges from 14 to 144 point or larger.

Text type (or Body type) is the type which carries the bulk of the information within a book, magazine, etc. It is important that this text is easily readable and legible to the viewer. If possible it should be used, by the designer, to enhance the message and stimulate the audience. The size of text type ranges from 4 to 14 point (8, 9, 10, and 12 point type are considered most effective).

Decorative type is mostly used as an eye catching element. The most common style of decorative type is to the Letter Cap, which is used to highlight the beginning of a paragraph, chapter, etc., within the text type of a layout. Other examples of decorative type can be found as textured background elements, or as border fringes, etc. The size of this type varies due to the function of the elements in the layout/ad.

When choosing the size of type within a layout, ad, etc., one must know what textual elements of the layout, etc. are of such noteworthy importance that they should be made to stand out above the rest of the text. Usually, in advertising especially, the headline poses a question, or highlights pertinent information from within an article which will interest the viewer.

card 7

The importance of a grid structure within a layout has been discussed within the first two cards of this stack (i.e. Basic Page Layout and Basic Text Grid Layout, respectively). An understanding of grids, grid structures, and their proper use as a tool in developing a layout is integral to the overall look and feel of that layout. The placement of elements within the grid structure is somewhat simple. Images, to be placed within a page layout, are usually aligned by their edges, borders, etc. Headline and text type on the other hand don't have a definable edge, per se, unless the type is set in all uppercase. In this case the cap height and/or the base line of the characters could be used as an edge and therefore placed on the grid using those edge markings. For the most part, headline and text type will use both uppercase and lowercase letter-forms although headline type is sometimes set using caps. The text elements in a layout should be placed within a grid structure by either their cap height, or the base line of their type. The text placed within a grid should never rest outside of the text blocks unless the text continues into an alley. This means that lines of text should fit comfortably within the grid structure length-wise. If characters within the text flow outside the designated text blocks, some of the grid structure will be lost and legibility problems will arise. In other words, the text needs to be adjusted for a proper fit within the text blocks. The edge of the text (best headline of text type) elements should always be placed directly on the lines of the grid. This means that left justified type needs to be aligned with its left edge on the grid. The examples to the right show the proper method of placing text on a layout grid using text type; although the same principles hold up for headline type. The blue colored text at the top of Image 1 displays the method of hanging text from its cap height. The detail image, Image 2, of the blue text shows the proper alignment of text type on the grid using this method. The green text at the bottom of Image 1 displays the method of hanging text by its baseline. The green text detail image, Image 4, shows the proper alignment of text

Production

card 6

The division of a magazine page is entirely dependent upon the number and size (i.e. length) of the articles, images, and/or ads which may be found in any given issue at any particular time. The layout design based on a grid structure used in the production of each individual magazine, varies from one publication to the next. Primarily, the text grid of a magazine is divided into columns which may vary anywhere from one to five (generally two, three, four, or five) columns in width, though other grid types are not unheard of in a layout. The grid size and structure are determined by the size of the text type being used in a given layout. The placement and size of both image and text elements is usually unified through the use of a grid; although, in some cases, an article or advertisement headline text may be styled to reflect a motif within the piece.

The basic page division displayed (in black and white) to the right shows all possible sizes of ads which may be found in any given magazine. The page division is further enhanced in the color versions to allow the viewer to more easily understand the vertical and horizontal dimensions of a given ad which may be found within a page layout. The size and shape of an ad, image, or block of text within a given layout may vary due to the dimensions or kind of publication (i.e. magazine, newspaper, etc.) which the ad is found. The perimeter dimensions of each element will be different when viewed within a horizontal or a vertical layout, but the size of the space within those dimensions will
be the same.

Most ads produced today contain both verbal (textual) and visual information to promote the product being advertised. This doesn't mean that an ad cannot be made purely of verbal or visual elements (the later being rare, though possible). It simply means that a balance of visual/verbal elements within a layout is considered necessary to communicate what the client/manufacturer wishes to be known about the product that is being advertised.

The production of imagery for ads is usually left up to a professional photographer who was trained in the particular type of photography which is needed for the ad or layout (although photographers are usually willing to work outside their specific genre of imagery, they work is work). If the design firm used by a manufacturer is large, an "In House" photographer is probably on staff. If the firm is small, a "Freelance" photographer could be easily hired; that is, at further cost.

The image to the right is an example of a still-life image which was probably done "In House" by the manufacturer, since the General Foods Corporation is large enough to have its own advertising staff "In House". This is beneficial to the manufacturer in that they have people working on promotional ideas constantly. The concept and styling of this ad isn't that great, but the Still-life is quite good. It is an excellent example of studio production, though. In fact, it's a great tool for teaching a non-photographer how a still-life image is created.

Although the image suggests a quiet Belgian atmosphere, it is far from that. This image uses both a three dimensional table top still-life, as well as, a two dimensional slide image projected as a background to set its atmosphere. This allows for the ad to be made with little expense, since the cost of a trip to Brussels would be infeasible for the production of an advertisement whose end results are unknown. The setup, though simple in look, takes a good amount of skill to properly produce. The plane of the projected image and the false window casing must be precise or the whole effect being attempted will be lost. If the scale of the image were off just a little bit, it could cause the viewer to feel uneasy with the overall ad. Only after several test shots and film development tests will the photographer, art director/designer, and/or client be ready for the production of the final image. When viewing both the final ad and the mock up (a rough estimation, by the author, for this study) of how the image was made, one can basically understand the method by which an advertisements imagery is created. After a satisfactory image is obtained during the shoot, the designer will finish the piece by placing any needed text into the ad producing the final comp. Once the designer is finished he/she will send the piece to the client. After final approval by the client the piece will make its way to a magazine publisher for printing and/or if necessary to a printer, for the final printing of the ad by the client. The final ad displayed could be used in any number of ways (i.e. as a poster, point of sale display, etc.) with only minor changes to the overall look and feel of the piece. Setup for Belgian cafe ad...

1) The Camera, probably large format (i.e. 4x5 or 8x10 inch image size), set at the appropriate angle, distance, and exposure for the production of the image. This also includes the proper type of film for the shoot (usually slide film of daylight or tungsten balance, depending on lighting type used).

2) The Product, usually the best of all product packaging inspected by the prop man or stylist for the shoot. Roughly one out of every case (or two) is good enough for photographing.

3) The Fill card, used to reflect light into the front of the container to keep it well lit and legible.

4) Prop (flowers), used to heighten the reality of the still-life. If no props were used the image would be bland and boring.

5) Prop (window casing), used to both present the scene being displayed and cover any traces of the projection screen which may have been noticeable in the background image.

6) The Lighting unit, could be either daylight (i.e. strobe) or tungsten (i.e. tungsten lamp) in type. Due to the use of a projected slide, the use of tungsten lighting is more likely.

7) The Slide projector, is a tungsten light source which is used for projecting images (i.e. slides) on walls, projections screens, etc. The projector could be situated either behind the projection screen or in front of it.

7a) The Background image (on screen), is a projected image which is used as a false backdrop within the still-life. The projection technique in this ad can be done in one of two ways: First through front projection and secondly, through rear projection. The later being the less recommended of the two since the image must be intense enough to penetrate the screen material.

8) The Projection Screen, is the surface which the slide image is projected on. It could be a white wall, projection screen, or any diffusion material (mainly used for rear projection of images into a background).

9) Prop (basket and buns), is also used for setting the mood and setting of the ad. The buns are probably a type of croissant.

10) Prop (cups, saucers, and spoons), are also used to set a mood in the genre scene being shown.

The final text (in both the background image and the box at the bottom of the ad) was added to the image by the designer. It was used to support both the product image and the manufacturer's claims of what the product will do for the viewer. The image used in the background of this ad is probably a stock image which could be obtained from any number of stock photography houses; such as the Image Bank. The usage rights to the image are obtained from the agency that the image is acquired from. The cost of a stock image ranges from $250 to $2500 each, depending upon the contract restrictions (i.e. number of usages, volume, etc.) made between the agency and the client before the contract is signed.

card 10

The conceptualization process used in the creation of thumbnails, roughs, storyboards, and finally comps, for an ad or layout is quite interesting. During the preliminary stages of ideation of an ad, lay-
out, etc., both the client and designer (or design team) need to understand the others visual concept of any ideas suggested. The creation of a preliminary sketch, usually no more than a doodle on a handy scrap of paper, napkin, etc., begins the design process. Once the preliminary sketch has been made the designer will (usually) create a series of thumbnails to be presented to the client for approval. After approval, including any changes made by the client, the designer will create a series of roughs using simple rendering tools such as markers, watercolors, colored pencils, etc., which will indicate the placement of text and image elements, as well as any color elements, within the piece. The finished roughs may then be brought to the client for approval and a series of comps (i.e. mechanicals) can be produced using more sophisticated rendering techniques (i.e. color or b&W photographs, airbrushing, PMT film overlays, etc.). These comps will most likely become the final presentation pieces before the production of the piece.

The marker rendered storyboard to the right is a preliminary visual for a Volkswagen Beetle TV commercial from the 1970's. It represents the final visual arrangement of the visual elements, as well as, the dialog of the ad before the filming of the animation sequences for the final commercial. The flow of the ad is easily understood through the informational text under each visual provided (see script below).

For other Volkswagen ads click the text highlighted below. The VW campaign and The StoryBoard and Suspension.

Frame #1

Open on animated VW car "buzzing" across frame.

Narrator:
The Beetle may look harmless to you but a lot of people are afraid of it.

Frame #2

Ford is trying to squash it in their commercials
Chrysler is taking swats at it too.

Frame #3

GM would like to exterminate it.
And even American Motors is doing its best to stamp it out.

Frame #4

They must be very, very jealous of the Beetle.
Why else would it bother them so much.

The layout grid in the production of printed ads has a counterpart in the production of television ads. This counterpart is known as a storyboard. The storyboard is basically a script which the cinematographer and art director use during filming to properly stage scenes in the final production piece. The storyboard is also used by the editors and production assistants in the editing room, during the final editing and production stages of the film/video and sound track recording. A storyboard script will usually consist of several panels (or sheets of panels) which may be added/removed from the script, by the art director, cinematographer, etc., at any time they deem necessary.

The storyboard, to the right, is one of the final presentation pieces of the television ad which was produced. It acts as a visual guide to the TV commercial and uses final imagery as its means of communication. In essence, the storyboard displayed, is the final storyboard of the ad produced and it acts as such in the printed form. The TV ad shown (press Play) is the final production piece which was created by DDB (Doyle, Dane, and Bemhart) for their Volkswagen campaign in the 1970's.

For other Volkswagen ads click the text highlighted below. The VW campaign and Rendering Techniques and Suspension.

Frame #1

Open on funeral procession of limousines each containing the benefactors of a will.

MVO:
I, Maxwell E Snively, being of sound mind and body do bequeath the following:

Frame #2

To my wife Rose, who spent money like there was no tomorrow, I leave $100 and a calendar.
To my sons Rodney and Victor, who spent every dime I ever gave them on fancy cars and fast women...
I leave $50 in dimes...

Frame #3

To my business partner, Jules, who's motto was "spend, spend, spend" I leave nothing, nothing, nothing.
And to my other friends and relatives who also never learned the value of a dollar, I leave...
A dollar.

Frame #4

Finally, to my nephew, Harold, who oft time said:
"A penny saved is a penny paid."
And who also oft time said "Gee Uncle Max, it sure pays to own a Volkswagen".
I leave my entire fortune of one hundred billion dollars.

card 12

For roughly 10 years the Volkswagen was sold on customer praise alone but in 1959 (while the waiting list for new VW's in the US was 6 months) the Volkswagen company began a search for an
advertising agency that could help them sell even more. The search lasting more than 3 months ended with a meeting between Carl Hahn and the people of Doyle, Dane, and Bernbach (DD&B), a small agency based in New York. DD&B was hired in part because of its reputation for unusual and effective ads for clients such as Ohrbach's, Polaroïd, and Levy's bread.

"The first creative team to work on the account at DD&B was art director Helmut Krone and copywriter Julian Kooning. It proved to be an inspired choice. Together with Bill Bernbach these two men created a look and tone of voice totally unheard of in car advertising. Realistic photographs without flattering air brush work or lens distortion replaced the fanciful illustrations that were 'de rigueur' in car ads at that time. There was no mansion or stable behind the car. No suave, debonair driver. And no admiring female. The copy talked to the reader as though he were an intelligent friend, not some distant moron, and was self-deprecating rather than self-congratulatory. The overall impression was one of friendly straightforwardness and disarming honesty... Within a year or so, the campaign had become a conversation piece."

(Abbott 1982, intro)

After 10 years the VW ads were remarkable. After 20 years they were extraordinary. After 30 years and now 35 years, the VW campaign is considered legendary. No other campaign, in advertising history, was as recognized and remembered as the VW campaign was. DD&B had made its mark in advertising, in fact, it helped create a revolution in the way advertising (especially automotive ads) is created and perceived. The Volkswagen campaign layout used a conventional format consisting of two images, one third copy, with a headline in between. The sheer simplicity of the ad helped make it great. The examples shown here are merely a handful of the wonderful examples which were produced throughout the twenty year campaign.

For other Volkswagen ads click the text highlighted below. Rendering Techniques and The Storyboard and Suspension.

VW ad 1: Will we ever kill the bug? Never. How could we? We brought the Volkswagen into the world, and gave it the best years of our life. When people laughed at its looks, we helped it make friends all over the world. 8 million of them. And we promised them that this was one car that would never go out of style (much less out of sight). We won't deny that the bug's been changed. But not so you'd notice. The 5,000-cid changes we've made since 1948 don't do a thing to the VW except make it work better and longer. A few purists feel we killed the bug each time we improve it. But we have no choice. We've got to keep killing the bug every chance we get. That's the only sure way to keep it from dying.

VW ad 2: Why don't they ever sit on Volkwagens? The only things we ever put on VW's are things that will make them work better. And as yet, we haven't found any girls who could meet that small requirement. So as usual at the motor show, all our attractions are under our bonnets. Not on Top. For instance, the beauty of our new Super Beetle lies in an 85% bigger boot. And a new 1600cc engine that can cruise all day at 80mph. Our 1600cc Fastback and Variant now have electronic fuel injection. (At about half the price of other cars with similar systems.) While our 1200cc Beetle features another twelve sensible improvements. And still costs under £700. Granted these attractions may seem a little dull alongside girls in bikinis. But at least you can take them with you when you take the car.

VW ad 3: Don't Laugh. A volkswagen police car may seem like a funny idea to you, but it makes a lot of sense to the city of Scottsboro, Alabama. They wanted a car that could take Police Officer H.L. Wilkerson on parking meter patrol, all day, 6 days a week, in stop-and-go traffic. Without breaking down. And without breaking the taxpayers. So, in 1964, they bought car S-5: a VW with a dome light, siren, and 2-way radio. That was the year of Scottsboro's only 12" snowfall. The other police cars were in trouble up to their hubcaps. But car s-5 was a credit to the force. It went uphill and downhill. And Officer Wilkerson didn't even bother to put the chains on. Officer Wilkerson isn't supposed to go after speeders. But one day (in 1965) he chased one. And caught him. It's hard to say who was more surprised. Car s-5 still averages 29 miles per gallon. It still doesn't use any oil between changes. And it's never had a breakdown. After a year and a half of continuous use, it had to be returned, and its oil levels adjusted. That is all.

VW ad 4: Is the economy trying to tell you something? If you've hesitated about buying a new car because of the economy, maybe you should look into the economy of buying a new Volkswagen. We begin with, while the average new car sells for about $3185, a new VW sells for only $1899. That saves you about $1200. Then, while the average car costs 10.9 cents a mile to run, a Volkswagen costs only 5 cents. That saves you about another $700 every year (or 12,000 miles) you drive. And in just one year, it can bring your total savings to $2000 in two years $2700. In three, $3400. Happy days are here again.

VW ad 5: Can you still get prime quality for $12.26 a pound? A pound of Volkswagen isn't cheap compared to other cars. But what you pay for is the quality. Prime quality. Just look at what you get for your money: 13 pounds of paint, some of it in places you can't even see. (So you can leave a Volkswagen out overnight and it won't spoil.) A watertight, air tight, sealed steel bottom that protects against rocks, rain, rust and rot. Over 1,000 inspections per one Beetle. 1,014 inspectors who are so finicky that they reject parts you could easily ride around with and not even detect there was anything wrong.

Electric Diagnosis that tells you what's right and wrong with important parts of your car. A 1600cc aluminum-magnesium engine that gets 25 miles to a gallon of regular gasoline. Volkswagen's traditionally high resale value.

Over 22,000 changes and improvements on a car that was well built to begin with.
What with all the care we take in building every single Volkswagen, we'd like to call it a fleet mignon of a car. Only one problem. It's too tough.

VW ad 6: Think small.
Our little car isn't so much of a novelty any more. A couple of dozen college kids don't try to squeeze inside it. The guy at the gas station doesn't ask where the gas goes. Nobody even stares at our shape. In fact, some people who drive our little flower don't even think 32 miles to the gallon is going any great guns. Or using five pints of oil instead of five quarts. Or never needing anti-freeze. Or lacing up 40,000 miles on a set of tires. That's because once you get used to some of our economies, you don't even think about them any more. Except when you squeeze into a small parking spot. Or renew your small insurance. Or pay a small repair bill. Or trade in your old VW for a new one. Think it over.

VW ad 7: Does the stickshift scare your wife?
We wouldn't be a bit surprised to learn that the stickshift is all that stands between your wife and a Volkswagen. She hasn't touched a gearshift in years (maybe not in her life), so why start struggling with one now? In the first place, it's not a struggle any more. Because the VW has synchronesh on all 4 gears to let you slide easily from one speed to another. In fact, our synchronesh is so smooth that, even if you've never done any stick shifting, you won't ever have to worry about our stick shifting. You get better control on slippery roads. Because when you shift down, the motor helps to slow the car. You don't have to hit the brakes as often, so there's less chance of skidding. The stickshift saves your money, too. (The VW could never average 32 miles per gallon if it had to waste engine power on shifting in an automatic transmission.) Our fourth gear is really overdrive. When you're whizzing along the highway in fourth, the engine doesn't have to work as hard. Which saves wear and tear (and even more gas). But a lot of people don't care about the practical aspects. They just want a stickshift for the fun of it. (That's not as weird as it might seem. That's what the good of being in the driver's seat if the car does all the driving?) Some drivers even pay extra to have a 4-speed synchronesh stickshift installed in their domestic cars. But, they still won't get a transmission as smooth as ours unless they do what many auto racers do: First, go out and buy a Volkswagen transmission from one of our dealers. And then, build the car around it. If you still can't sell your wife on a VW, there's one more thing you can tell her about our stickshift: After you use it for a couple of days, it becomes automatic.

VW ad 8: What is it?
Glad you asked. It's a Volkswagen Station Wagon. Don't pity the poor thing; it can take it. It can carry nearly a ton of anything you can afford to buy. Or 8 people (plus luggage) if you want to get practical about it. And there's more than one practical consideration. It will take you about 24 miles on a gallon of regular gas. It won't take any water or anti-freeze at all; the engine is air cooled. And even though it carries almost twice as much as regular wagons, it weighs 4 feet less to park. What's in the package? 8 pairs of skis, the complete works of Dickens. 98 lbs. of frozen spinach, a hatch used by Grover Cleveland, 60 Hollywood high gym sweaters, a suit of armor, and a full sized reproduction of the Winged Victory of Samothrace.

VW ad 9: It's ugly, but it gets you there.
(This ad has no body copy and it doesn't really need it. The headline says it all.)

VW ad 13: The Absolut vodka campaign by TBWA, of recent years, has displayed a great deal of potential as a campaign which will never be forgotten. Like the VW campaign of the 60's and 70's the Absolut campaign has shown the potential of becoming well remembered, if not great. It's probably the only campaign in recent years able to achieve the success, display the versatility, and receive the viewer response that the VW campaign had in the past. The campaign's success may stem from its simplicity.

"The advertising would be confined to a 'slow-build' medium--print. The team was charged with this focus and concurrently warned to 'not get boring'. Spirits advertising in 1980 was essentially of two types; bottle and glass, and glass and bottle and person--the so called 'life style advertising'. The final idea was to feature a full-page shot of the bottle, photographed as if it were a piece of jewelry, with a two-word headline. The first word would always be the brand name, used as an adjective, and the second word would always be an attribute that would be ascribed to the product or to the consumer. There was no need for body copy, the whole absolut story was conveniently written on the front of the bottle. At this point, the key element was added--a touch of whimsy to play off the attribute." (Gideagnese 1991. 16)

The beauty of the Absolut ad campaign is its ability to change its message. Innovations in message delivery for the campaign are endless. The use of artists names, cities, seasons of the year, etc. are presented as merely the tip of the iceberg. The locale of TBWA and its client in the development of the Absolut campaign have made the Absolut story a best seller.

For other Absolut vodka ads click the text highlighted below. AbsolutWarhol and AbsolutSanFran.

VW ad 14: The Tanqueray gin ad campaign is another interesting series of ads to look at. They are one of the few campaigns which use color as a method of capturing the viewer's attention and communicating the message of the product. This series of ads seems to have been created by the agency and client to compete with the Absolut vodka campaign within the spirits market. The use of color as a main theme gives the series its own distinct look and feel, completely separate from Absolut, Smirnoff, Finlandia, etc. The viewer is subconsciously made aware of the two important visual elements within the design of the product. First, the viewer is made aware of the two colors (green and red) which label this particular brand of gin as Tanqueray. Secondly, the viewer is made aware of the shape of the bottle. The shape of the bottle, though similar to that of Absolut, is unique although its color is the symbol used to advertise it. The Tanqueray campaign may not be as exquisite as the Absolut campaign, but it surely holds its own ground quite well. The campaigns use of off-beat imagery and sometimes flagrant puns, makes it quite interesting to the viewer and quite intriguing as
a subject for further study. Whether this campaign proves to be successful in battling the trendy
absolut ads is yet to be seen.

Tanquarry ad 1:
Perfect back flip with a twist.
Tanquarry- A singular experience.

Tanquarry ad 2:
Imitation is the sincerest form of flattery.
Tanquarry- A singular experience.

Tanquarry ad 3:
Model of perfection.
Tanquarry- A singular experience.

Tanquarry ad 4:
Take the perfect taste test.
Tanquarry- A singular experience.

Tanquarry ad 5:
There's nothing as perfect as an iced "T&T".

Tanquarry ad 6:
Share the Wreath.
Give friends a spring of imported greenery.
Tanquarry- A singular experience.

card 15- sex
Selling products using sexual or erotic motifs is not a new concept in the advertising field. For
many years, sexual erotica has been used by advertisers to promote products such as cigarettes, soap,
cars, clothes, beer, etc. In fact, sex is probably the most widely used motif that can be found in the
history of advertising. The use of sexual erotica in American ads is usually, though not always, subtle.
This is primarily due to restrictions set up by the FCC and other governing bodies within the
American media. Naturally, the use of sex and erotica in advertising is considered to be on the
cutting edge, though it has recently become a cliche and used primarily as a fail safe backup to a series of
unsuccessful ads. If an ad based on humor or cuteness isn't selling a product, then make the ad
sexier and the product will sell. In some cases making a product both humorous and sexy at the same
time is quite effective. For the most part, sex could be displayed through the innocence of a first kiss
or through the abstract symbolism of body language, facial expressions, nudity, etc. The number of
ways advertisers have used sex motif to sell products is endless. The results of such ads and ad
campaigns have been both provocative and, on occasion, very successful. Sex, for the most part,
has been used as an attention getter. It is used as a means of stopping the viewer, focusing their
attention, and making them look at both the ad and product displayed in front of them with intrigue.
The types of intrigue found when studying an individual viewer may vary from pleasure (in a mild
sense) to repulsion (in the broadest sense), as long as the viewer remembers the ad it will help the
product sell. Many successful campaigns were made so due to the outrage of the public. The fact
that most Americans (both male and female) are intrigued by an ad whose imagery is based upon
sex and/or erotica is understandable. Americans, in general, are conservative and will not willing
admit that sexual intercourse and/or sexual pleasure are a part of human nature. The first ads
promoting condom use in the general media caused outrage which has since died down. Some fanatics
would like to classify human sexuality as perverse and unclear; especially if it doesn't conform to the
accepted norms of American society (i.e. the "missionary position", for most). The portrayal of sexual
erotic (i.e. "kinky" sexual practices such as bondage, group sex, sadomasochism, etc.) in ads, how-
ever discreet, will cause further controversy. Sexual element used in ad campaigns for numerous products. Today, advertisers seem to feel that the use of sexually implied or explicit imagery/text makes both the ad and the product more controversial and hence more desirable to the public. Usually the use of sexually explicit text/imagery in an ad pro-
motes the product as a type of aphrodisiac which will make the viewer more sexually attractive
to their current or future lover. The general populace knows that eating, drinking, smoking, wea-
ing, etc., any advertised product won't make them more physically desirable to any other individual, but
the use of a product may help promote the self-confidence an individual needs in a given situation.
Not everyone can be Cindy Crawford, Sharon Stone, Fabio, or Calvin Klein and they pretty much
know this. But one could enjoy fantasizing about being that person, or try to be them by wearing a
particular perfume, dress, etc.

This ad for Bijan cologne and perfume (for men and women) uses a simple product shot (i.e. the
product displayed on a plain white background) to abstractly represent the act of sexual intercourse
between two individuals. The use of symbols in the ad is quite remarkable and can be seen at
several levels. The white background is seen as a representation of purity (in both the nature of the
sexual interaction between the two forms, as well as, the quality of the product shown). The two bot-
tles are seen as iconic signifiers of lovers (one male, the other female). The knot, used to connect
the two forms, represents the act of sexual intercourse happening between the forms. The abstrac-
tion using the knot, in itself, is the most exceptional form of implied sex and erotica that I have
observed in any ad. After further study the premise that sexual intercourse is being displayed is
enhanced by observing the shapes of the tops of the two bottles (as may be seen in the figure). See the
symbolic nature of the two bottles is even more apparent when placed in a variety of ways since the
1960's. This also helps project the knot as a phallic object within the ad, thus promoting the connection of the two bottles as sexual intercourse. The headline, Forget the knot! (displaying a small red heart as a part of the exclamation point), tends to
suggest that the sexual act displayed is one of devotion and love— not a one night stand. The use of
abstract symbolism in this ad is amazing. The creative team for this ad did a wonderful job with this
ad. It is simple and subtle, yet, it drives the concept home. One could only hope line achieve a similar
solution based on implied sexual intercourse without being vulgar or crossing the line.

The use of beautiful women and fast cars in ads has become quite common in recent years. Even to
the point of becoming a cliche. Advertisers seem to feel that the average male has nothing besides
sex and cars on his mind. This Camel cigarette ad, on the other hand, seems to use the cliche to its
advantage. It uses the recently created (within the last decade) Joe Camel character (aka "Old
Scrotum Face) as a symbol of "cool-ness" and/or prestige. The character is perceived (in the ad) as a
hollywood star whom is offering his services to the product. The woman, suggestively sitting, on
the car is a signifier of the blonde sex goddess who is attracted to "smooth character's". She can be
seen as either an iconic signifier of the "dumb blonde" (no brain, all body) or the sex kitten (interested
in a man's money, looks, and size only). In either case the woman represents sex; and sex alone.
The car, a signifier of power, is the man's possession. He possess it as he does the woman on it. To
say the least this ad is sexist. It's more about chauvinism andcocksmanship than anything else. It is
reflective of the idea that men dominate all objects around them. The "smooth character" as shown
here, is usually a real "dick" (slang for penis) which makes this ad quite humorous. First, because
non-smokers feel that all smokers are real "dicks" (again, slang for penis). Secondly, because the
Joe Camel character, as mentioned earlier, is known by some as "Old Scrotum Face" due to the phallic
shape of the character's face.
This could be another reason the blonde is sitting on the car. If the public wants to observe Joe
Camel's face as a phallic object doesn't matter (I personally don't think the manufacturer cares,
though I didn't think it was intentional) as long as product sales continue producing a profit.

This Christian Dior ad is extremely important to this section because of its content. It is a seemingly
innocent ad of a woman relaxing somewhere obscure (i.e. beach, oasis, etc.). The woman is lying
on her side possibly daydreaming or sleeping. The bottle poised over her head seems to be in
her thoughts as if a part of her dreams. She either wants the scent for herself, or is dreaming of buying it
for someone else. The perfume's name, "Dune" - the perfumes of serenity, projects it as a subtle
aroma which is relatively relaxing and quite enjoyable to smell. The imagery showing the woman in a
dream-like state could be observed as a display of her secret desires. The ad seems like a simple,
straightforward ad as far as ads go; but this ad is quite remarkable. From a semiotic viewpoint this
ad is an exceptional example of the use of sex and erotica in advertising. The ad could be seen as
an attempt to display an erotic day-dream, a sexual encounter, or even the woman's fantasy for
homosexual sex. The interpretations of this ad are listed below.

1. The ad, as can be seen is a woman either lying in the desert (due to the perfumes name "DUNE"
and the earth-tones and sandy look of the atmosphere she is in) dreaming about the fragrance.

2. The woman could be lying in bed (head on her pillow) dreaming of the perfume whose fragrance
she has been wanting every waking moment.

3. The last of the three interpretations implies that the woman may be in bed next to her sexual partner
(boyfriend or female). The information given to this extent is as follow:
3a. Icons: The woman shown due to the lack of a broader view could conceivably be naked.
She is resting peacefully on what might be a pillow, or sand dune, but could be resting on the
torso of another person. The partner for the lack of more specific details can be considered an
individual form rather than a specific gender person (this will be discussed later).
3b. Symbols: The symbolism depicted can be seen in the facial expression of the woman, the glow
around her head and neck, and by the small shrub ("bush") which can be seen near her neck. The
woman's expression is that of peace or ecstasy. The glow around her head could be the light reflecting
off beads of sweat. The "bush" in the image could be interpreted as an index sign for a woman's
vaginal region. The usage of the word "bush" in this instance would be slang. If this is the case
then, the proximity of the "bush" to the woman's head could be an abstract representation of oral sex
between two women.

The blonde bomb-shell has been used as an element in advertising since the emergence of Marilyn
Monroe, Jane Mansfield, etc., as famous American icons. The use of a buxom blonde model in this
Guess Jeans ad, is just a subtle reminder of those days of yesteryear. The motif of this ad is quite
simple: she (the model) is the wholesome, gentle farmers daughter. She is also the sultry, seductive
fantasy woman. She projects a sense of innocence while her body is a symbol of desire (for some).
Her expression and prime position suggest that she is both playful and sexy. She knows she is an
object of desire and teases the men around her. She knows who is in control of the game she plays;
and not many men wouldn't want to play in the hay with her. To put it simply, this woman becomes
sex (not the act per se, but the desire) to the viewer. The advertisers use her as a symbol of sexual
pleasure by displaying her and her voluptuousness (i.e. her breasts).

This ad for Amaretto Di Sarono uses a kiss, the simplest form of sexual erotica, as its main communica-
tion element for the promotion of its product. The kiss, as shown in this ad, is understood to be
an expression of passion (via the warm colors and closeness of the couple found within the image).
The warm colors (i.e. reds and yellows) within the image are also used to signify the warmth one feels
when drinking the product. The kiss is, probably, the subllest form of sexual erotica known in
human history. The erotic kiss can be used to express friendship, love, or passion between two people
who care deeply for each other. It can also express non erosic feelings such as caring, sympathy,
and reassurance between two individuals. As a symbol, a kiss is, easily understood by all people whatever their race, creed, or color. Its simplicity and interpretive possibilities
make it a powerful element of human behavior and thus a powerful element in the ad presented.

This ad addresses the passion and love between the two individuals within its image. It creates a
relationship between the erotic passion of the couple and the passion they seem to have for the
product. The product becomes an aphrodisiac by using the couple to create an erotic mood
observed by the viewer. When viewing the ad one becomes the voyeur of the couple's intimate
relationship. The couple, consumed by desire, is unaware of the viewers presence. The closeness
and openness of the two forms, their closed eyes, the prominence of the product, and the translucency
of the roses within the warm glow of the image's light enhance the voyeuristic tendencies of the viewer;
and make the eroticism of the ad more intense. The advertiser seemingly wants the viewer to associa-
te the passion of the couple with the desirability of the product. Whether the symbolic elements
within the image support the eroticism of the product is unknown.

Obsession is everything but subtle. Its very name makes one think of lust and sexual erotica. The
use of this erotica and blatant sexuality seems to be an expected part of the product's promotion.
The focus of the erotica within the ad is fully formed around sex and sexual gratification. The use of
nudity in the ad is the surface layer of the ad's overall erotic nature. The three nude forms are
understood to be the forms of women due to the prominent curvature of their bodies and breasts.
Their nudity is displayed in a manner which would be considered relatively conservative (i.e. the
forms are not fully exposed). The nude forms are the projected objects of desire and lust of the product's wearer. They symbolize the absolute power that the fragrance and its wearer possess. The forms are erotic. The non-traditional styling of the ad's imagery (i.e. triliteral nudity) and the eroticism which is observed within it, suggest forbidden pleasure. The crossing lines (scratch marks) in the image, appear more than more possession of the woman within the image. These markings can be observed as signifiers of sadomasochistic ritual (i.e. really kinky sex) within the image. A fusion of the markings and the female forms takes place at the subconscious level creating an air of fantasy for the viewer. The advertisement seems to be suggesting that the viewer, if he were using the product, would be able satisfy any fantasies he might have with any number of women (or men) he desired. In essence, the viewer is tempted by the advertiser so that too could be in command of all around them. Whether the use of intentionally subtle erotic as implied sadomasochism is really helpful to product sales is unknown, but the year that this ad (and its partners in the campaign) were aired the company grossed more than thirty million dollars. You decide if the use of sex and erotica in this campaign worked.

*** Special Note ***

Roughly 80% of all pornographic magazines, video's, etc., purchased by Americans (though women buy it too) could be classified as "Kinky". The two most popular classifications being "sadomasochism" and "bondage". Whether the above facts were considered during the creation of the "Obsession" campaign is unknown. Could it be the reason that the ads were such a success? It could be.

This ad for Chivas Regal scotch plays upon the age old myth that certain foods, drugs, beverages, etc., are considered to be aphrodisiacs (i.e. having an ability to elevate an individual's sexuality when consumed). Though many foods may be considered erotic in nature (i.e. bananas, pickles, etc.), the most widely accepted food item considered an aphrodisiac is the oyster (preferable "on the half shell"). The belief that oysters cause an individual to become sexually aroused may stem from the "sensation" like texture they possess when eaten. This ad uses this concept as a basis for its text which reads, "As long as the enjoyment of oysters is not restricted to the dining room table... There will always be a Chivas Regal!" The assumption made by this statement is that Chivas Regal is another form of aphrodisiac. The reference to "the enjoyment of oysters" (or Chivas Regal) away from the dining room seems to be directed toward the bedroom. The partially clothed bust of a woman (seen as a symbol of sexual desire) is displayed within the image to further promote the concept that an aphrodisiac such as oysters, or Chivas Regal, may be used by the viewer to elevate her/his own sexual prowess. The woman's expression seems to be one of satisfaction either from giving or receiving sexual favors from her companion; or from receiving the pearls (another desired item obtained from oysters) which are displayed around her neck. If oysters won't sexually stimulate this woman, the pearls surely will.

When observing this ad from a non-sexually erotic view-point the viewer may see the pearls as being a symbol of elegance, quality, and/or rarity. This value of the pearls, in this case, is placed upon the Chivas Regal; which is understood to be a product of remarkable quality and rarity. The advertiser, most likely, developed this ad to work at the two levels discussed above.

Many products can be classified as "sexy" or sexually erotic in orientation, but, none more so than cologne and/or perfume. The very nature of fragrance products, from their application to their use as a sexual attractor, may be seen as sexually erotic. Normally, when placing a cologne or perfume on the body, one will probably place the product on one or more of the known erogenous zones of the body (such as the neck, chest and/or bosom, and wrists), to stimulate the senses of a desired sexual partner. This action, in and of itself, is meant to aid an individual in becoming more sexually appealing to his/her desired partner. The use of these products also trends to build self confidence within the individual using them, that is, when that individual is confronted by a (possible) sexual partner. The use of the name, "musk", by the product is also associated with sexuality or sexual behavior. Musk, a scent, produced by many animals such as dogs, cats, deer, etc., is used by those creatures to stimulate the senses of possible mates during times of estrus (heat). It is similar to the use of attracting fragrances by humans. The images within the ad display several types of human sexuality; from romance, playfulness, and passion to grooming (or dry humping), sexual orgasm (in an abstract way), etc. Though several of the images use blantly forms of sexual erotica within their subject matter the image which is, both the most direct and most subtle display of sexual erotica is, the image displaying "peaches and cream". When viewing this image one will most likely see it as an attempt at displaying food of passion or aphrodisia, yet, the image seems to be an abstract display of sexual orgasm. This assumption is made by observing both the shape and actions of the objects shown in the image. "Peach" is a commonly used slang term in England which refers to a woman's "ass". Although the reference to the "peach" is subtle, the image seems to visually mimic the contours of the woman's rear end in the image to its left. The word "cream" may be seen as a subtle reference to the actual orgasm which seems to be displayed in the image. "Cream", an American slang word, may refer to the natural lubricants which are secreted by both men and women during sexual activity. The "cream", as displayed in the image, may refer to the male secretion; "sperm", or it is flowing onto the peach (or woman's ass). To sum the ad up... "What is sexy?" well, Jovan Musk, is "what is sexy is.

Card 16... the miller ad

This television commercial for Miller Genuine Draft beer displays the classic boy meets girl scenario, in which the boy (i.e. the blue shirt) attempts to pick-up the girl (i.e. the pink dress). This ad, while obviously outdoors, mimics the scenes found in dance clubs and bars around the country.

Here's how the story goes: An attractive young man sees a "sexy" (and unattached) young woman walk in from behind. She stops to observe her surroundings. She shaves her dress around in a teasing manner. He takes notice of this (straightens up, throws out his chest), and orders a drink for the two of them. They meet (I'm Bob, what's your name?). A light conversation begins (I'm a Virgo, what's your sign?), they dance (he has two left feet), they drink a little more (I'm going to poke). He flirt with attractor (i.e. pink dress). She sings, "I get lost..."

They begin a more detailed conversation (Do you want to go watch the submarine races). He takes her back to his place (Nice place, who decorated it), Hurricane Andrew, and the night really begins (Your old enough... make something up). If the above dialog doesn't capture the finer points of the moment... nothing will. Enough said.

Music begins...
Open on blue denim shirt hanging on laundry line in front of city-scape.

Squeaking wheel of laundry line in background as a "sexy" pink dress sways seductively along a second laundry line in front of the blue denim shirt.

The blue shirt puffs out its chest taking a deep breath as the pink dress stops in front of it and wiggles seductively.

The blue shirt quickly moves toward an open window, reaching into the window and retrieving a bottle of Miller Genuine Draft beer (quickly displaying the label of the bottle to the camera on denim backdrop).

Narrator's voice enters:
Cold filtered Miller Genuine Draft;

The blue shirt opens bottle with its thumb (or equivalent), starting a shower of snow flurries in the air.

Narrator continues:
for those who've discovered its smooth draft taste;

The blue shirt returns to the pink dress with beer (in hand) and wraps its sleeve (arm) around the dress' waist causing the dress' shoulder strap to fall off its line.

Cut to:
close-up of bottle label (against blue and pink "polka dot" background)

Narrator continues:
the world is a very cool place.

Blue shirt and pink dress fly off laundry line together (the dress' hem raising in the breeze).

On screen text reads:
"Get out of the old. Get into the cold."
(displayed in lower third of image area)

Fade to black...

Card 17 celebrity

The use of celebrity spokespersons in ads is not new. Throughout the 19th century, products such as "Patent Medicines", soaps, and various other products were endorsed by celebrities. The celebrity status that is known today is vastly different from that of the 19th century. Advancements in media formats such as motion pictures, radio, and television have elevated American celebrity status to that which one would relate to royalty. Although America doesn't have a royal monarch to idolize and pay homage to, it does have its own elite class. People such as Elizabeth Taylor, Charlton Heston, Michael Jackson, Madonna, etc., through public notoriety have become the idols and icons of Americans. The power which has been granted the stars of the 20th century is like nothing any celebrity of the 19th century could comprehend. Ads which use celebrities are specifically geared to the fans of the star which endorses the product. Usually the ad plays upon the quirks of the fan. If a celebrity uses a product, the fan will most likely be intrigued enough to use it. The devotion of some fans (i.e. Elvis fanatics, toppers, etc) will extend far enough that they become consumed by it. If Liz Taylor endorses a new fragrance, any woman that wishes to be more like her will purchase it. The effects of today's celebrities and the influence they have over the public is incredible. If a famous athlete is wearing a new type of shoe, you can just about bet that every one of his/her fans will be wearing them next week. The ads displayed to the right use celebrity athletes as their product endorser's, although the use of celebrities in ads ranges from movie stars, television stars, athletes, musicians, etc.

This ad for the Canon EOS-Rebel uses Andre Agassi, a well known and controversial tennis player, to promote Canon's new auto-focus camera line. The reason Canon used Agassi in the ad can be understood in two ways. First: Agassi, a Wimbledon and U.S Open Champion, is a hot item in the sport of tennis. He is young, attractive, athletic, and successful. His personal style is flashy and eccentric, much like his hometown of Las Vegas. He has become an idol among today's youth and tennis fans alike. He can be seen as either a sex symbol or icon of rebellion which helps keep the sport alive.

Secondly: Agassi, due to his controversial and/or rebellious attitude on and off the court, has built himself up to be tennis' new "Bad Boy". His first professional appearance caused a great deal of controversy. Agassi's shoulder length hair, rough shaven face, and outrageous colorful outfits caused the tennis establishment to cringe. This young, arrogant, rebellious youth was shaking up the world of tennis. Agassi's skills and grace on the court though, were enough if seemed, to counterbalance his rebellion. Agassi has made the young Jimmy Connors and John Macenroe (who in the past were considered controversial) look like sweethearts. They too were outrageous at times, but he (Agassi) even took the part. Agassi's well established, rebellious, attitude makes him the best possible choice for endorsing the EOS-Rebel. Canon wanted to promote the product as a "new" generation of photographic equipment; outrageous and exciting. The best possible Canon could promote their new camera would be to find a spokesperson who possessed a similarly rebellious attitude; Agassi was their man.

This ad for Dr. Scholl's "Trillin" antifungal spray uses Julius "Dr. J" Erving, a legendary NBA basketball star, as it's celebrity spokesperson. The use of Dr. J, as a product endorser, within the ad may be seen from several interesting viewpoints. First: Dr. J was an NBA "Super Star". His presence on the court was always powerful and respected; as were his skillful shots. He was an idol of many basketball fans and his name went a long way. If he felt that Dr. Scholl's Trillin spray was a great product,
every young fan would go buy it; just to be more like him. Secondly, his nickname, Dr. J., was probably obtained, in part, because of his surgeon-like skills and shot accuracy on the court. Though Dr. J. doesn’t hold a (known) medical degree, his nickname and his knowledge of basketball seem to make him a noteworthy second opinion within the ad. Basically, the product is being endorsed by two well known “doctors”; the first, Dr. Scholl (who may or may not actually exist or have a medical degree) and Dr. J., a well known, respected athlete whose excellence on the basketball court makes him a great endorser of Triton.

This ad for the American Express card uses Eric Heiden, a five time gold medalist in the 1980 Olympic Games, as its spokesperson. The ad is simple. It uses the catch phrase, “Membership has its privileges”, to promote the card as an important alternative to carrying large amounts of cash. Although prestige, honor, and national recognition are not the attributes of all American Express card holders, Eric Heiden is definitely a man one would expect to be an American Express card holder (and user). Although Heiden doesn’t directly endorse the product in a blatant manner, his presence in the ad is extremely important to the concept of exclusiveness. This ad was one in a series of ads which used past Olympic medalists as their locus. Heiden, one of the most noteworthy Olympians of all time, was photographed in a non-traditional, yet, very athletic way by Annie Leibovitz, the well known “Rolling Stone” photographer.

The premise of these ads for Kretschmer Wheat Germ is one of “word of mouth” advertising. The viewer, possibly a young fan of these legendary sports figures, looks up to these men as knowledgeable about fitness and good nutrition. The comic like bubbles used to enhance the dialog of the athletes seems to be geared at the 10 to 15 year age group. When various sports stars such as Mickey Mantle, Pancho Gonzales, and Johnny Unitas, get together they probably don’t talk about breakfast cereals, but, these ads use their names and faces to endorse their product. The idea that Johnny Unitas was introduced to wheat germ by Mickey Mantle, who was introduced to it by Pancho Gonzales reflects the esteem that these men had for each other and that was projected onto them by their fans. Although eating the Wheat Germ may be beneficial to a growing child, the fact that the child’s heroes are eating it is enough of a turn on. Other products such as Wheaties, Diet Coke, and Nike sneakers have built their ads around the wants and desires of the young. Many of today’s children don’t have positive “male” role models in the home, so they look at the actions of sports stars for motivation.

card 18 adventure

card 19 women
on openstack
Start using stack "Adtech© intro"
hide menubar
end openstack

on opencard
Global UserNotes
-- looks for global variable

hide bg fld "note pad"
-- hides field "note pad" which contains the user added info

wait 5 ticks
repeat 5 times
play "bech"
end repeat
-- plays sound resource "bech" five times or until mouseclick

displayF "sections vert1", 223, 78
displayF "sexF", 434, 78
-- displays the card images at the proper xy coordinates

pass opencard
-- Passes the global variable UserNotes and the function displayF
-- to the background script where additional information is found.
end opencard

on closecard
Global UserNotes
-- this is the global variable for UserNotes

play stop
-- stops sound resource from playing

put bkgnd fld "note pad" into UserNotes
-- this puts any info in the note pad of all cards into the global
end closecard
on opencard
  Global UserNotes
    -- looks for global variable
  hide by fid "note pad"
    -- hides field "note pad" which contains the user added info
  hide ed fid "sorry"
  displayP "12/4 grid", 263, 70
  displayP "sections vert2", 263, 208
  displayP "treasure!", 410, 70
  displayP "what1!", 490, 70
    -- displays the four larger (main) title images
  wait 20 ticks
  displayP "guest!", 423, 211
  displayP "marborol!", 423, 327
  displayP "dr j1!", 508, 211
  displayP "discover!", 508, 327
    -- displays the four smaller title images
  pass opencard
    -- Passes the global variable UserNotes to the background script
    -- where it is put into holding until needed
end opencard

on closecard
  Global UserNotes
    -- this is the global variable for UserNotes
  put blknd fid "note pad" into UserNotes
    -- this puts any info in the note pad of all cards into the global
end closecard
ON openCard
  Global UserNotes
      -- looks for global variable
      displayP blue, 0, 0
          -- Displays the pie icon in corner
  displayP "2 col", 345, 72
      -- Displays the card image at X=345, y=72
  hide cd btm "image 1"
  hide cd btm "image 3"
  Hide cd btm "image 4"
  pass openCard
  -- Passes the global variable UserNotes to the background script
END openCard

on closecard
  global usernotes
      -- this is the global variable for UserNotes
  put bgmId "note pad" into userNotes
      -- this puts any info in the note pad of all cards into the global
end closecard

4/12/94 1:14 AM    Script of card id 29022 - "Basic Text Grid Layout"
4/12/94 1:15 AM Script of card id 15262 = "Choosing Typestyles (Point Size)"

ON opencard
  Global UserNotes
    -- looks for global variable
    displayP blue, 0, 0
      -- Displays the pie icon in corner
    displayV "type size", 320, 72
      -- Displays the card image at X=345, y=72
  pass opencard
    -- Passes the global variable UserNotes to the background script
END opencard

on closecard
  global usernotes
    -- this is the global variable for UserNotes
    put bgp fid "note pad" into usernotes
      -- this puts any info in the note pad of all cards into the global
END closecard

---

4/12/94 1:15 AM  Script of card id 20833 = "Production Example (photo)"

ON opencard
  Global UserNotes
    -- looks for global variable
    hide all "print"
    displayP blue, 0, 0
    -- Displays the pie icon in corner
  PictureShow "belgian", 345, 72, 2, rect, stay
    -- Displays the card image at X=345, y=72
    show cd btn "image 2"
    hide cd btn "image 1"
    hide cd btn "image 3"
    hide cd btn "image 4"
    pass opencard
      -- Passes the global variable UserNotes to the background script
END opencard

on closecard
  global usernotes
    -- this is the global variable for UserNotes
    PictureHide "belgian"
    PictureHide "front project"
    PictureHide "rear project"
    hide all "print"
    show bg btn "print"
    put bgp fid "note pad" into usernotes
      -- this puts any info in the note pad of all cards into the global
END closecard
4/12/94 1:15 AM  Script of card id 28741 = "Conceptual Rendering Techniques"

ON openCard
  Global UserNotes
  -- looks for global variable
  show cd btn "print"
  hide bg btn "print"
  displayF Blue, 0, 0
  -- Displays the pie icon in corner
  wait 4 ticks
  display "marker render", 345, 72
  -- Displays the card image at X=345, y=72
  pass openCard
  -- Passes the global variable UserNotes to the background script.
END openCard

on closeCard
  global userNotes
  -- this is the global variable for UserNotes
  hide cd btn "print"
  show bg btn "print"
  put bgnd fd "note pad" into userNotes
  -- this puts any info in the note pad of all cards into the global
end closeCard

4/12/94 1:16 AM  Script of card id 15914 = "The Story Board (and TV Ad)"

ON openCard
  Global UserNotes
  -- looks for global variable
  displayF Blue, 0, 0
  -- Displays the pie icon in corner
  show cd btn "print"
  hide bg btn "print"
  PictureShow "funeral", 345, 72, 2, rect, stay
  -- Displays the card image at X=345, y=72
  show cd btn "play"
  hide cd btn "image 1"
  -- hides cd btn which allows for first image to reappear
  pass openCard
  -- Passes the global variable UserNotes to the background script.
END openCard

on closeCard
  global userNotes
  -- this is the global variable for UserNotes
  put bgnd fd "note pad" into userNotes
  -- this puts any info in the note pad of all cards into the global
  hide cd btn "print"
  show bg btn "print"
  PictureShow "funeral"
  -- hides the image on closeCard
end closeCard
on opencard
-- looks for global variable
show cd btn "print"
hide by btn "print"
displayP blue, 0, 0
-- Displays the pie icon in corner
wait 6 ticks

display "vw ad 1", 270, 72
display "vw ad 2", 476, 72
-- Displays the card image at X=345, y=72

pass opencard
-- Passes the global variable UserNotes to the background script
end opencard

on closecard

  global usernotes
  -- this is the global variable for UserNotes
  show cd btn "print"
  put bgm dl "note pad" into usernotes
  -- this puts any info in the note pad of all cards into the global
end closecard

4/12/94 11:17 AM  Script of card id 2671 = "Implied Sex in Advertising"

ON opencard

  global userNotes
  -- looks for global variable
  show cd btn "print"
  hide by btn "print"
  displayP blue, 0, 0
  -- Displays the pie icon in corner

  picture show "sex2", 345, 72, 2, rect, play
  -- Displays the card image at X=345, y=72

  put "bigan perfume ad" into cd flf "ad title"
  -- puts the name of first ad into cd flf designated for title

  show cd flf "bigan"
  -- shows first image text field on opencard

  hide cd flf "camel"
  hide cd flf "christian"
  hide cd flf "amarotto"
  hide cd flf "guess"
  hide cd flf "obsession"
  hide cd flf "furan"
  hide cd flf "chivas"
  -- hides individual text fields containing information about image

  pass opencard
  -- Passes the global variable UserNotes to the background script
end opencard

on closecard

  global userNotes
  -- this is the global variable for UserNotes

  picture hide "sex2"
  picture hide "sex4"
  picture hide "sex8"
  picture hide "sex12"
  picture hide "sex14"
  picture hide "sex15"
  picture hide "sex17"
  -- hides all images which could be displayed on screen

  hide cd btn "print"
  show by btn "print"
  put bgm dl "note pad" into usernotes
  -- this puts any info in the note pad of all cards into the global
end closecard
Ad creation intro card
--- script for "Quit Button" on Ad creation intro
on mouseUp
  DoMenu "Quit HyperCard"
end mouseUp

--- script for "Nav Map Button" on Ad creation intro
on mouseUp
  go to card id 3704 of stack "Adtech© Intro"
end mouseUp

--- Script for "help button" on Ad creation intro
on mouseUp
  go card "help card" of stack "Adtech© Intro"
end mouseUp

--- Script for "print button" on Ad creation intro
on mouseUp
  answer "Print what?" with "Card" or "Card Fields" or "Cancel"
  if it is "Card" then DoMenu "Page Setup...", "Print Card"
  if it is "Card Fields" then answer "Which one?" with "Stack Intro" or "Quote" or "Cancel"
  if it is "Stack Intro" then print id of "Ad Creation Intro"
  if it is "Quote" then print id of "Quote"
  if it is "Cancel" then go this card
end mouseUp

--- Script for "return button" on ad creation intro
on mouseUp
  go back
end mouseUp

--- Script for "go next button" on Ad creation intro
on mouseUp
  go next card
end mouseUp

--- Script for "Intro text field" on Ad creation intro
on mouseUp
  get the clickchunk
  select the clickchunk
  get the selectedtext
  find whole it
  if it is "PageDivision" then go card "Basic Page Division (Ads)"
  if it is "CameoArt" then go card "Implied Sex in Advertising"
end mouseUp

on opencard
Global UserNotes
  -- looks for global variable
  show bg btn "print"
hide bg btn "print"
displayP blue, 0, 0
  -- Displays the pie icon in corner
PictureShow "aga", 345, 72, 2, rect, stay
  -- Displays the card image at x=345, y=72
put "Andre Agassi- EOS Rebel Ad" into cd fld "ad title"
show cd fld "aga"
hide cd fld "dr j"
hide cd fld "mikey"
hide cd fld "hieden"

pass opencard
  -- Passes the global variable UserNotes to the background script
END opencard

on closecard
  global usernotes
  -- this is the global variable for UserNotes
PictureHide "aga"
PictureHide "dr j"
PictureHide "mikey"
PictureHide "hieden"
hide cd bnn "print"
show bg bnn "print"
put bgm fld "note pad" into usernotes
  -- this puts any info in the note pad of all cards into the global
end closecard

--- On opencard
--- displayP grey, 10, 0
--- displayP "search", 345, 72

--- END opencard

4/12/94 1:17 AM  Script of card id 20662 = "The Celebrity Spokesperson"
Ad Creation Map Card
--- script for "Quit Button" on Ad Creation Map
on mouseUp
   Domain "Quit HyperCard"
end mouseUp
--- script for "Nav Map Button" on Ad Creation Map
on mouseUp
go to card id 3704 of stack "Adtech Intro"
end mouseUp
--- Script for "help button" on Ad Creation Map
on mouseUp
go card "help card" of stack "Adtech Intro"
end mouseUp
--- Script for "Print button" on Ad Creation Map
on mouseUp
   answer "Print what?" with "Card" or "Card Fields" or "Cancel"
   If it is "card" then Domenu "Page Setup...", "Print Card"
   If it is "Card Fields" then answer "Which one?" with "Creation Map" or "Contents" or "Cancel"
   If it is "Creation Map" then print cld id "Ad creation Map"
   If it is "Contents" then print cld id "Table of Contents"
   If it is "Cancel" then go this card
end mouseUp
--- Script for "return button" on Ad Creation map
on mouseUp
   go back
end mouseUp

List of Ad Creation Map buttons
--- script of "layout" Button on Ad Creation map
on mouseUp
go to card id 23448
end mouseUp
--- script of "production" Button on mouseUp
go to card id 16009
end mouseUp
--- script of "Ad Campaign" Button on mouseUp
go to card id 16290
end mouseUp
--- script of "Sex & Erotica" Button on mouseUp
go to card id 2671
end mouseUp
--- script of "celebr spokesperson" Button on mouseUp
go to card id 20662
end mouseUp
--- script of "Adventure & Women" Button on mouseUp
   Show clid "sorry"
wait 5 sec
   hide clid "sorry"
end mouseUp
--- script for "Open" button on Basic ad creation card
on mouseUp
   show bgnd clid "note pad"
   hide bgnd clid "open"
   show bgnd clid "close"
end mouseUp
--- Script for "Close" button on Basic ad creation card
on mouseUp
   hide bgnd clid "note pad"
   show bgnd clid "open"
   hide bgnd clid "close"
end mouseUp
--- script for "Glossary" button on Basic ad creation stack
on mouseUp
   Domain "Quit HyperCard"
end mouseUp
--- script for "MBL" button on Basic ad creation card
on mouseUp
   go to card id 3704 of stack "Adtech Intro"
end mouseUp
--- Script for "Ref Materials button" on Basic ad creation card
on mouseUp
   Answer "Which would you like to see?" with "Glossary", "Bibliography", "Cancel"
   If it is "Glossary" then go card "Glossary card" of stack "reference Materials"
   If it is "Bibliography" then go card "Bibliography card" of stack "reference Materials"
   If it is "cancel" then go this card
end mouseUp
--- script for "Map Button" on Basic ad creation card
on mouseUp
go card "ad creation map"
end mouseUp
--- Script for "help button" on Basic ad creation card
on mouseUp
go card "help card" of stack "Adtech Intro"
end mouseUp
--- Script for background "print button ad creation card
on mouseUp
   answer "What do you want to print?" with "Card", "Field", "Cancel"
   If it is "Card" then domenu "Page Setup" & domenu "Print Card"
   If it is "Field" then print cld "Field"
   If it is "Cancel" then go this card
end mouseUp
--- script for "Open" button on Basic ad creation card
on mouseUp
   show bgnd clid "note pad"
   hide bgnd clid "open"
   show bgnd clid "close"
end mouseUp
--- Script for "Close" button on Basic ad creation card
on mouseUp
   hide bgnd clid "note pad"
   show bgnd clid "open"
   hide bgnd clid "close"
--- Script for "Return" button on Basic ad creation card
on mouseUp
  go back
end mouseUp

--- Script of back page arrow button on Basic ad creation card
on mouseUp
  go previous card
end mouseUp

--- Basic page layout card
--- Script for "Image 2" button on "basic page layout" Card
on mouseUp
display(3 col), 345, 72
hide od btn "image 2"
show od btn "image 3"
end mouseUp

--- Script for "Image 3" button on "basic page layout" Card
on mouseUp
display(4 col), 345, 72
hide od btn "image 3"
show od btn "image 4"
end mouseUp

--- Script for "Image 4" button on "basic page layout" Card
on mouseUp
display(5 col), 345, 72
hide od btn "image 4"
show od btn "image 1"
end mouseUp

--- Script for "Image 1" button on "basic page layout" Card
on mouseUp
display(2 col), 345, 72
hide od btn "image 1"
show od btn "image 2"
end mouseUp
Text placement card
--- Script for "image 2" button on "text placement" Card on mouseUp
display "top grid", 300, 72
hide cd bin "image 2"
show cd bin "image 3"
end mouseUp
--- Script for "image 3" button on "text placement" Card on mouseUp
display "text grid 1", 300, 72
hide cd bin "image 3"
show cd bin "image 4"
end mouseUp
--- Script for "image 4" button on "text placement" Card on mouseUp
display "bot grid", 300, 72
hide cd bin "image 4"
show cd bin "image 1"
end mouseUp
--- Script for "image 1" button on "text placement" Card on mouseUp
display "text grid 1", 300, 72
hide cd bin "image 1"
show cd bin "image 2"
end mouseUp

Basic page division card
--- Script for "image 2" button on "page division" Card on mouseUp
display "sections vert", 345, 72
show cd bin "image 3"
hide cd bin "image 2"
hide cd bin "image 1"
end mouseUp
--- Script for "image 3" button on "page division" Card on mouseUp
display "page layout", 345, 72
hide cd bin "image 2"
hide cd bin "image 3"
hide cd bin "image 1"
show cd bin "image 4"
end mouseUp
--- Script for "image 4" button on "page division" Card on mouseUp
display "sections hor", 345, 72
show cd bin "image 1"
hide cd bin "image 4"
hide cd bin "image 2"
hide cd bin "image 3"
end mouseUp
--- Script for "image 1" button on "page division" Card on mouseUp
display "page layout", 345, 72
hide cd bin "image 1"
hide cd bin "image 3"
show cd bin "image 2"
end mouseUp
Studio production example card
--- Script for "image 2" button on "studio production" Card
on mouseUp
Picture/Hide "Belgian"
Picture/Show "front project", 260,72, 2, rect, stay
hide cd bin "image 2"
show cd bin "image 3"
end mouseUp

--- Script for "image 3" button on "studio production" Card
on mouseUp
Picture/Hide "front project"
Picture/Show "Belgian", 345, 72, 2, rect, stay
hide cd bin "image 3"
show cd bin "image 4"
end mouseUp

--- Script for "image 4" button on "studio production" Card
on mouseUp
Picture/Hide "rear project"
Picture/Show "Belgian", 345, 72, 2, rect, stay
hide cd bin "image 4"
show cd bin "image 1"
end mouseUp

--- Script for "image 1" button on "studio production" Card
on mouseUp
Picture/Hide "rear project"
Picture/Show "Belgian", 345, 72, 2, rect, stay
hide cd bin "image 1"
show cd bin "image 2"
end mouseUp

--- Script for "print" button on "studio production" Card
on mouseUp
answer "What do you want to print?" with "Card", "Fields", "Cancel"
if it is "Card" then domenu "page setup" & domenu "Print Card"
if it is "Fields" then
answer "Which fields?" with "Built" or "Only One"
if it is "Built" then
print cd field "field 1" & return & return & cd fid "script"
and if
if it is "only one" then
answer "Which field would you like to print?" with "Info", "Script", "Cancel"
end if
if it is "Info" then
domenu "Page Setup...
Print cd fid "field 1"
end if
if it is "Script" then
domenu "Page Setup...
print cd fid "Script"
end if
if it is "Cancel" then go this card
end mouseUp

Rendering Techniques card
--- Script for "cross referencing" within text on "Rendering techniques" Card
on mouseUp
get the clickchunk
select the clickchunk
get the selected text
find whole it
if it is "Suspension" then go card "Suspension - Volkswagen ad" of stack "Evaluative systems"
if it is "Pitstop" then go card "paradox 2 - Volkswagen ad" of stack "Evaluative systems"
if it is "VWCampaign" then go card "The Volkswagen Campaign" of stack "ad creation"
if it is "thestoryboard" then go card "The Story Board (and TV Ad)" of stack "ad creation"
end mouseUp
Storyboard and TV ad card
--- Script for "play" button on "storyboard (TV ad)" Card
on mouseup
PictureHide "funeral1"
O'Movie openMovie, rect: "Beech 1-November funeral", "345,125", rect of cd bin "play", noController, closeOnFinish
hide cd bin "play"
show cd bin "image 1"
end mouseup

--- Script for "image 1" button on "storyboard (TV ad)" Card
on mouseup
PictureShow "funeral1", 345, 72, 2, rect, stay
hide cd bin "image 1"
show cd bin "play"
end mouseup

--- Script for "print" button on "storyboard (TV ad)" Card
on mouseup
answer "What do you want to print?" with "Card", "Fields", "Cancel"
if it is "Card" then do menu "page setup" & do menu "Print Card"
if it is "Fields" then
answer "Which fields?" with "Both" or "Only One"
if it is "both" then
print cd file "field 1" & return & return & cd file "script" & exit
if it is "only one" then
answer "Which field would you like to print?" with "Info", "Script", "Cancel"
if it is "Info" then
dos menu "Page Setup"
print cd file "field 1"
end if
if it is "Script" then
dos menu "Page Setup"
end if
if it is "Cancel" then go to card
end mouseup

--- Script for "cross referencing" within text on "storyboard (TV ad)" Card
on mouseup
get the clickchunk
select the clickchunk
get the selected text
find whole it
if it is "Suspension" then go card "suspension - Volkswagen ad" of stack "Evaluative systems"
if it is "Paradox" then go card "paradox - Volkswagen ad" of stack "Evaluative systems"
if it is "VW Campaign" then go card "The Volkswagen Campaign" of stack "ad creation"
if it is "Rendering Techniques" then go card "Conceptual Rendering Techniques" of stack "ad creation"
end mouseup

VW Campaign card
--- Script for "left image" field on "VW campaign" Card
on mouseup
get the clickline
select the clickline
get the selected text
if it is "VW ad 1" then show card "VW ad 1", 270, 72
if it is "VW ad 2" then show card "VW ad 2", 270, 72
if it is "VW ad 3" then show card "VW ad 3", 270, 72
if it is "VW ad 4" then show card "VW ad 4", 270, 72
if it is "VW ad 5" then show card "VW ad 5", 270, 72
if it is "VW ad 6" then show card "VW ad 6", 270, 72
if it is "VW ad 7" then show card "VW ad 7", 270, 72
if it is "VW ad 8" then show card "VW ad 8", 270, 72
if it is "VW ad 9" then show card "VW ad 9", 270, 72
end mouseup

--- Script for "right image" field on "VW campaign" Card
on mouseup
get the clickline
select the clickline
get the selected text
if it is "VW ad 1" then show card "VW ad 1", 446, 72
if it is "VW ad 2" then show card "VW ad 2", 446, 72
if it is "VW ad 3" then show card "VW ad 3", 446, 72
if it is "VW ad 4" then show card "VW ad 4", 446, 72
if it is "VW ad 5" then show card "VW ad 5", 446, 72
if it is "VW ad 6" then show card "VW ad 6", 446, 72
if it is "VW ad 7" then show card "VW ad 7", 446, 72
if it is "VW ad 8" then show card "VW ad 8", 446, 72
if it is "VW ad 9" then show card "VW ad 9", 446, 72
end mouseup

--- Script for "print" button on "VW campaign" Card
on mouseup
answer "What do you want to print?" with "Card", "Fields", "Cancel"
if it is "Card" then do menu "page setup" & do menu "Print Card"
if it is "Fields" then
answer "Which fields?" with "Both" or "Only One"
if it is "both" then
print cd file "field 1" & return & return & cd file "script" & exit
if it is "only one" then
answer "Which field would you like to print?" with "Info", "Script", "Cancel"
if it is "Info" then
dos menu "Page Setup"
print cd file "field 1"
end if
if it is "Script" then
dos menu "Page Setup"
end if
if it is "Cancel" then go to card
end mouseup
--- Script for "cross referencing" within text on "Absolut Campaign" Card
on mousedown
get the clickchunk
select the clickchunk
get the selectedtext
find whole it
if it is "AbsolutWarhol" then go card "Art as Ad- Absolut Ad (A. Warhol)" of stack "art of advertising"
if it is "AbsolutSanFran" then go card "Circumlocution 3 : Abso San Fran" of stack "Evaluative systems"
end mousedown

--- Script for "left image" field on "tanquaray campaign" Card
on mousedown
get the clickline
select the clickline
get the selectedtext
if it is "tanquaray 1" then showpic "tanquaray ad 1", 270, 72
if it is "tanquaray 2" then showpic "tanquaray ad 2", 270, 72
if it is "tanquaray 3" then showpic "tanquaray ad 3", 270, 72
if it is "tanquaray 4" then showpic "tanquaray ad 4", 270, 72
if it is "tanquaray 5" then showpic "tanquaray ad 5", 270, 72
if it is "tanquaray 6" then showpic "tanquaray ad 6", 270, 72
end mousedown

--- Script for "right image" field on "tanquaray campaign" Card
on mousedown
get the clickline
select the clickline
get the selectedtext
if it is "tanquaray 1" then showpic "tanquaray ad 1", 446, 72
if it is "tanquaray 2" then showpic "tanquaray ad 2", 446, 72
if it is "tanquaray 3" then showpic "tanquaray ad 3", 446, 72
if it is "tanquaray 4" then showpic "tanquaray ad 4", 446, 72
if it is "tanquaray 5" then showpic "tanquaray ad 5", 446, 72
if it is "tanquaray 6" then showpic "tanquaray ad 6", 446, 72
end mousedown

--- Script for "print" button on "tanquaray campaign" Card
on mousedown
answer "What do you want to print?" with "Card", "Fields", "Cancel"
if it is "Card" then domenu "Page Setup" & domenu "Print Card"
if it is "Fields" then
answer "Which fields?" with "Both" or "Only One"
if it is "Both" then
print cd ld "field 1" & return & return & cd cd ld "script"
end if
if it is "only one" then
answer "Which field would you like to print?" with "Info", "Script", "Cancel"
end if
if it is "Info" then
domenu "Page Setup..."
print cd ld "field 1"
end if
if it is "Script" then
domenu "Page Setup..."
print cd ld "Script"
end if
if it is "Cancel" then go this card
end mousedown
Implied sex and erotica card
--- Script for "clickline" field of "sex and erotica" Card
on mouseUp
PictureHide "Sex8"
PictureHide "Sex9"
PictureHide "Sex10"
PictureHide "Sex11"
PictureHide "Sex12"
PictureHide "Sex13"
PictureHide "Sex14"
PictureHide "Sex15"
PictureHide "Sex16"

get the clickline
get the selected list
put it into cd fid 'ad title'
if it is "Bian Perfume ad" then
PictureShow "sex12", 345,72, 2, rect, stay
show cd fid 'bian'
hide cd fid 'camel'
hide cd fid 'christian'
hide cd fid 'gucci'
hide cd fid 'amaretto'
hide cd fid 'obsession'
hide cd fid 'chivas'
hide cd fid 'jovan'
else
if it is "Camel Cigarettes ad" then
PictureShow "sex10", 345,72, 2, rect, stay
show cd fid 'camel'
hide cd fid 'bian'
hide cd fid 'christian'
hide cd fid 'gucci'
hide cd fid 'amaretto'
hide cd fid 'obsession'
hide cd fid 'chivas'
hide cd fid 'jovan'
else
if it is "Christian Dior perfume ad" then
PictureShow "sex8", 345,72, 2, rect, stay
show cd fid 'camel'
hide cd fid 'bian'
hide cd fid 'christian'
hide cd fid 'gucci'
hide cd fid 'amaretto'
hide cd fid 'obsession'
hide cd fid 'chivas'
hide cd fid 'jovan'
else
if it is "Gucci Jeans ad" then
PictureShow "sex9", 345,72, 2, rect, stay
show cd fid 'gucci'
hide cd fid 'camel'
hide cd fid 'bian'
hide cd fid 'christian'
hide cd fid 'amaretto'
hide cd fid 'obsession'
hide cd fid 'chivas'
hide cd fid 'jovan'
else
if it is "Amaretto Di Saranno ad" then
PictureShow "sex12", 345,72, 2, rect, stay
show cd fid 'amaretto'
hide cd fid 'camel'
hide cd fid 'christian'
hide cd fid 'gucci'
hide cd fid 'bian'
hide cd fid 'obsession'
hide cd fid 'chivas'
hide cd fid 'jovan'
else
if it is "Obsession for Men ad" then
PictureShow "sex14", 345,72, 2, rect, stay
show cd fid 'obsession'
hide cd fid 'camel'
hide cd fid 'christian'
hide cd fid 'gucci'
hide cd fid 'bian'
hide cd fid 'chivas'
hide cd fid 'jovan'
else
if it is "Chivas Regal ad" then
PictureShow "sex15", 345,72, 2, rect, stay
show cd fid 'chivas'
hide cd fid 'camel'
hide cd fid 'bian'
hide cd fid 'christian'
hide cd fid 'gucci'
hide cd fid 'amaretto'
hide cd fid 'obsession'
hide cd fid 'jovan'
else
if it is "Jovan Musk ad" then
PictureShow "sex17", 345,72, 2, rect, stay
show cd fid 'jovan'
hide cd fid 'camel'
hide cd fid 'bian'
hide cd fid 'christian'
hide cd fid 'gucci'
hide cd fid 'amaretto'
hide cd fid 'chivas'
hide cd fid 'obsession'
end if
if it is "all fields" then
answer "Which fields?" with "Intro", "All Fields", "Cancel"
if it is "Intro" then print cd fid 'field 1'
and if
if it is "Cancel" then go this card
end mouseUp
--- Script for "print" button on "sex and erotica" Card
on mouseUp
answer "What do you want to print?" with "Card", "Fields", "Cancel"
if it is "Card" then domenu "Page Setup" & domenu "Print Card"
if it is "Fields" then
answer "Which fields?" with "Intro", "All Fields", "Cancel"
if it is "Intro" then print cd fid 'field 1'
and if
if it is "all fields" then domenu "Page Setup..."
Print cd fid 'field 1' & return &~
cd fid 'bian' & return & cd fid 'camel' & return &
cd fid 'christian' & return & cd fid 'gucci' & return &
cd fid 'amaretto' & return & cd fid 'obsession' & return &
cd fid 'chivas' & return & cd fid 'jovan'
and if
if it is "Cancel" then go this card
end mouseUp
--- Script for "Play" button on "Miller genuine draft" Card
on mouseup
if it is 'vhs' then GIMovie openMovie, rect, 'Bosch latmovies:miller', .350, .125, 2.425 rect of cd in 'play', noController, closeOnFinish
end mouseup

--- Script for "print" button on "Miller genuine draft" Card
on mouseUp
answer 'What do you want to print?' with 'Card', 'Fields', 'Cancel'
if it is "Card" then domenu "Page Setup" & domenu "Print Card"
if it is "Fields" then
answer "Which fields?" with "Both" or "Only One"
if it is "Both" then
print cd fid "Field 1" & return & return & cd fid "Script"
end if
if it is "only one" then
answer "Which field would you like to print?" with "Info", "Script", "Cancel"
and if
if it is "Info" then
domenu "Page Setup...
Print cd fid "Field 1"
end if
if it is "Script" then
domenu "Page Setup...
print cd fid "Script"
end if
if it is "Cancel" then go this card
end mouseup

--- Script for "clickline" field on "celebrity spokesperson" Card
on mouseup
Picture hide "aga"
Picture hide "dir"
Picture hide "hiden"
Picture hide "mikey"
get the clickline
deselect the clickline
get the selected text
put it into cd fid "id title"
if it is "Andre Agassi- EDS Rebel Ad" then
Picture show "aga", 345, 72, 2, rect, stay
show cd fid "aga"
hide cd fid "dir"
hide cd fid "hiden"
hide cd fid "mikey"
else
if it is "Dr. J/Julius Erving- Trill loco spray" then
Picture show "dir", 345, 72, 2, rect, stay
show cd fid "dir"
hide cd fid "aga"
hide cd fid "hiden"
hide cd fid "mikey"
else
if it is "Eric Heiden- American Express Card" then
Picture show "hiden", 345, 72, 2, rect, stay
show cd fid "hiden"
hide cd fid "aga"
hide cd fid "dir"
hide cd fid "mikey"
else
if it is "Mantle/Gonzales/hitats- wheat germ" then
Picture show "mikey", 345, 72, 2, rect, stay
show cd fid "mikey"
hide cd fid "aga"
hide cd fid "dir"
hide cd fid "hiden"
end if
end if
end if
end mouseup

--- Script for "Play" button on "Miller genuine draft" Card
on mouseup
if it is 'vhs' then GIMovie openMovie, rect, 'Bosch latmovies:miller', .350, .125, 2.425 rect of cd in 'play', noController, closeOnFinish
end mouseup

--- Script for "print" button on "Miller genuine draft" Card
on mouseUp
answer 'What do you want to print?' with 'Card', 'Fields', 'Cancel'
if it is "Card" then domenu "Page Setup" & domenu "Print Card"
if it is "Fields" then
answer "Which fields?" with "Both" or "Only One"
if it is "Both" then
print cd fid "Field 1" & return & return & cd fid "Script"
end if
if it is "only one" then
answer "Which field would you like to print?" with "Info", "Script", "Cancel"
and if
if it is "Info" then
domenu "Page Setup...
Print cd fid "Field 1"
end if
if it is "Script" then
domenu "Page Setup...
print cd fid "Script"
end if
if it is "Cancel" then go this card
end mouseup

--- Script for "clickline" field on "celebrity spokesperson" Card
on mouseup
Picture hide "aga"
Picture hide "dir"
Picture hide "hiden"
Picture hide "mikey"
get the clickline
deselect the clickline
get the selected text
put it into cd fid "id title"
if it is "Andre Agassi- EDS Rebel Ad" then
Picture show "aga", 345, 72, 2, rect, stay
show cd fid "aga"
hide cd fid "dir"
hide cd fid "hiden"
hide cd fid "mikey"
else
if it is "Dr. J/Julius Erving- Trill loco spray" then
Picture show "dir", 345, 72, 2, rect, stay
show cd fid "dir"
hide cd fid "aga"
hide cd fid "hiden"
hide cd fid "mikey"
else
if it is "Eric Heiden- American Express Card" then
Picture show "hiden", 345, 72, 2, rect, stay
show cd fid "hiden"
hide cd fid "aga"
hide cd fid "dir"
hide cd fid "mikey"
else
if it is "Mantle/Gonzales/hitats- wheat germ" then
Picture show "mikey", 345, 72, 2, rect, stay
show cd fid "mikey"
hide cd fid "aga"
hide cd fid "dir"
hide cd fid "hiden"
end if
end if
end if
end mouseup
--- Script for "print" button on "celebrity spokesperson" Card

on mouseUp

answer "What do you want to print?" with "Card", "Fields", "Cancel"
if it is "Card" then do menu "Page Setup" & do menu "Print Card"
if it is "Fields" then
answer "Which fields?" with "Intro", "All Fields", "Cancel"
if it is "Intro" then print cd fld "field 1"
end if
if it is "all fields" then

do menu "Page Setup"

Print cd fld "field 1" & return &~
cd fld "aga" & return & cd fld "Camel" & return &~
cd fld "dr" & return & cd fld "Guess" & return &~
cd fld "hidden" & return & cd fld "Obsession" & return &~
cd fld "mikey" & return & cd fld "jovan"
end if
if it is "Cancel" then go this card
end mouseUp
<table>
<thead>
<tr>
<th>Res Type</th>
<th>#</th>
<th>Name</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pict</td>
<td>1</td>
<td>Map</td>
<td>Web Map</td>
</tr>
<tr>
<td>&quot;</td>
<td>44</td>
<td>Adtech 6</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>45</td>
<td>Adtech 5</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>46</td>
<td>Adtech 4</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>47</td>
<td>Adtech 3</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>48</td>
<td>Adtech 2</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>49</td>
<td>Adtech 1</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>50</td>
<td>Adtech 0</td>
<td></td>
</tr>
<tr>
<td>XCMD</td>
<td>1011</td>
<td>Shap pict</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>6463</td>
<td>Picture Hide</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>6964</td>
<td>Picture Show</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Icon</th>
<th>1013</th>
<th>Next arrow</th>
<th>1014</th>
<th>Few arrows</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pict</td>
<td>2</td>
<td>2</td>
<td>addr</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>4</td>
<td>4</td>
<td>Ambig</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>7</td>
<td>7</td>
<td>Amulet 1</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>8</td>
<td>8</td>
<td>Amulet 2</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>10</td>
<td>10</td>
<td>Amulet 3</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>11</td>
<td>11</td>
<td>Amulet 4</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>12</td>
<td>12</td>
<td>Amulet 5</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>13</td>
<td>13</td>
<td>Amulet 6</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>14</td>
<td>14</td>
<td>&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>15</td>
<td>15</td>
<td>&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>16</td>
<td>16</td>
<td>Chas</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>17</td>
<td>17</td>
<td>Ciaran 2</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>18</td>
<td>18</td>
<td>Ciaran 3</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>19</td>
<td>19</td>
<td>Ciaran 4</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>21</td>
<td>21</td>
<td>Double 1</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>22</td>
<td>22</td>
<td>Double 2</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>23</td>
<td>23</td>
<td>Double 3</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>24</td>
<td>24</td>
<td>Ellipse 2</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>25</td>
<td>25</td>
<td>Ellipse 3</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>26</td>
<td>26</td>
<td>Ellipse 4</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>27</td>
<td>27</td>
<td>Ellipse 5</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>30</td>
<td>30</td>
<td>Figure 1</td>
<td></td>
</tr>
<tr>
<td>&quot;</td>
<td>31</td>
<td>31</td>
<td>Figure 2</td>
<td></td>
</tr>
<tr>
<td>Pict</td>
<td>1</td>
<td>1</td>
<td>cows</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>---</td>
<td>---</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Expressions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>Fendi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>Kahlil (canvas)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>Forbes (maple)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>Portland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>Oldsmobile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>Lawrence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>Artas 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>Maison Martin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>2</td>
<td>Louis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>2a</td>
<td>Louis (sly)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>3</td>
<td>Swiss</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>4</td>
<td>roses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>5</td>
<td>not life (1), (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>6</td>
<td>Postman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>7</td>
<td>Ford</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>10</td>
<td>Samsung</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>11</td>
<td>Sandy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>12</td>
<td>not life (di)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>13</td>
<td>Third</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>14</td>
<td>Teachers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pict</th>
<th>34</th>
<th>Artas 15</th>
<th>wanted (ab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>60</td>
<td>Art mp 1</td>
<td>Godiva</td>
</tr>
<tr>
<td>36</td>
<td>61</td>
<td></td>
<td>Solitaires</td>
</tr>
<tr>
<td>37</td>
<td>62</td>
<td></td>
<td>Sterling</td>
</tr>
<tr>
<td>38</td>
<td>81</td>
<td>Luce 2</td>
<td>Continental</td>
</tr>
<tr>
<td>39</td>
<td>82</td>
<td></td>
<td>Chrysler</td>
</tr>
<tr>
<td>40</td>
<td>83</td>
<td></td>
<td>Northstar</td>
</tr>
<tr>
<td>41</td>
<td>84</td>
<td></td>
<td>Praditt</td>
</tr>
<tr>
<td>42</td>
<td>85</td>
<td></td>
<td>Yatsuki</td>
</tr>
<tr>
<td>43</td>
<td>100</td>
<td>Rush 2</td>
<td>Small Rush</td>
</tr>
<tr>
<td>44</td>
<td>101</td>
<td>Soli</td>
<td>Small Skim</td>
</tr>
<tr>
<td>45</td>
<td>102</td>
<td>Fendi</td>
<td>Small Fendi</td>
</tr>
<tr>
<td>46</td>
<td>103</td>
<td>Conti</td>
<td>Small Conti</td>
</tr>
<tr>
<td>47</td>
<td>4000</td>
<td>Green</td>
<td>Pie</td>
</tr>
<tr>
<td>48</td>
<td>8229</td>
<td>Danish 2</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>26977</td>
<td>Leviland</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>28781</td>
<td>Sprite</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>1011</td>
<td>Stampact</td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>6463</td>
<td>Picture life</td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>6464</td>
<td>Picture show</td>
<td></td>
</tr>
<tr>
<td>54</td>
<td>4321</td>
<td>AT movie</td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>128</td>
<td>Projector</td>
<td></td>
</tr>
</tbody>
</table>
### AdTech Intro Stack

<table>
<thead>
<tr>
<th>Resource Type</th>
<th>Resource #</th>
<th>Resource Name</th>
<th>Image Name</th>
<th>Card#</th>
<th>Page/Slot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pict</td>
<td>1</td>
<td>Adtech</td>
<td>Logo Animation</td>
<td>1</td>
<td>none</td>
</tr>
<tr>
<td>Pict</td>
<td>2</td>
<td>Adtech1</td>
<td>Logo Animation</td>
<td>1</td>
<td>none</td>
</tr>
<tr>
<td>Pict</td>
<td>3</td>
<td>Adtech2</td>
<td>Logo Animation</td>
<td>1</td>
<td>none</td>
</tr>
<tr>
<td>Pict</td>
<td>4</td>
<td>Adtech3</td>
<td>Logo Animation</td>
<td>1</td>
<td>none</td>
</tr>
<tr>
<td>Pict</td>
<td>5</td>
<td>Adtech4</td>
<td>Logo Animation</td>
<td>1</td>
<td>none</td>
</tr>
<tr>
<td>Pict</td>
<td>6</td>
<td>Adtech5</td>
<td>Logo Animation</td>
<td>1</td>
<td>none</td>
</tr>
<tr>
<td>Pict</td>
<td>7</td>
<td>Adtech6</td>
<td>Logo Animation</td>
<td>1</td>
<td>none</td>
</tr>
<tr>
<td>Pict</td>
<td>10</td>
<td>Listen</td>
<td>Handsomey - Listen Perfume ad</td>
<td>2</td>
<td>2/16</td>
</tr>
<tr>
<td>Pict</td>
<td>11</td>
<td>grid1</td>
<td>text grid layout</td>
<td>2</td>
<td>none</td>
</tr>
<tr>
<td>Pict</td>
<td>12</td>
<td>ka1</td>
<td>Amaretto ad</td>
<td>2</td>
<td>7/5</td>
</tr>
<tr>
<td>Pict</td>
<td>13</td>
<td>artmp1</td>
<td>Art Implied - Hershey's ad</td>
<td>2</td>
<td>5/6</td>
</tr>
<tr>
<td>Pict</td>
<td>14</td>
<td>sure1</td>
<td>Sure roll-on ad</td>
<td>2</td>
<td>4/5</td>
</tr>
<tr>
<td>Pict</td>
<td>15</td>
<td>map2,2</td>
<td>Nav Map (sm)</td>
<td>2</td>
<td>none</td>
</tr>
<tr>
<td>Pict</td>
<td>20</td>
<td>Map5</td>
<td>Nav Map (lg)</td>
<td>3</td>
<td>none</td>
</tr>
<tr>
<td>Snd</td>
<td>31197</td>
<td>HonkyTonk</td>
<td>1 music</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>Xcmd</td>
<td>1011</td>
<td>showPict</td>
<td></td>
<td>none</td>
<td></td>
</tr>
</tbody>
</table>

### Art of Advertising Stack

<table>
<thead>
<tr>
<th>Resource Type</th>
<th>Resource #</th>
<th>Resource Name</th>
<th>Image Name</th>
<th>Card#</th>
<th>Page/Slot</th>
</tr>
</thead>
<tbody>
<tr>
<td>cKid</td>
<td>128</td>
<td>Projector</td>
<td>---</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>Icon</td>
<td>1013</td>
<td>Next Arrow</td>
<td>---</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>Icon</td>
<td>1014</td>
<td>Prev Arrow</td>
<td>---</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>Pict</td>
<td>1</td>
<td>logtitle1</td>
<td>Continental Ins ad (sm)</td>
<td>2</td>
<td>5/9</td>
</tr>
<tr>
<td>Pict</td>
<td>2</td>
<td>armp1</td>
<td>Little Switzerland ad (sm)</td>
<td>2</td>
<td>4/20</td>
</tr>
<tr>
<td>Pict</td>
<td>3</td>
<td>armp1</td>
<td>Fendi ad (sm)</td>
<td>2</td>
<td>4/9</td>
</tr>
<tr>
<td>Pict</td>
<td>4</td>
<td>artmp1</td>
<td>Hershey's ad (sm)</td>
<td>2</td>
<td>5/6</td>
</tr>
<tr>
<td>Pict</td>
<td>10</td>
<td>arn1</td>
<td>Christian Brothers Brandy ad</td>
<td>4</td>
<td>4/10</td>
</tr>
<tr>
<td>Pict</td>
<td>11</td>
<td>arn2</td>
<td>Paul Stuart-Expressions ad</td>
<td>5</td>
<td>4/11</td>
</tr>
<tr>
<td>Pict</td>
<td>12</td>
<td>arn3</td>
<td>Fendi Watch ad</td>
<td>3</td>
<td>4/9</td>
</tr>
<tr>
<td>Pict</td>
<td>13</td>
<td>arn4</td>
<td>Kohler ad</td>
<td>5</td>
<td>4/12</td>
</tr>
<tr>
<td>Pict</td>
<td>14</td>
<td>arn5</td>
<td>Forbes ad</td>
<td>6 &amp; 7</td>
<td>4/13</td>
</tr>
<tr>
<td>Pict</td>
<td>15</td>
<td>arn6</td>
<td>Northwestern ad</td>
<td>8</td>
<td>4/14</td>
</tr>
<tr>
<td>Pict</td>
<td>16</td>
<td>arn7</td>
<td>oasismobile ad</td>
<td>9</td>
<td>4/15</td>
</tr>
<tr>
<td>Pict</td>
<td>20</td>
<td>arts1</td>
<td>Michael Max Leather ad</td>
<td>10</td>
<td>4/16</td>
</tr>
<tr>
<td>Pict</td>
<td>21</td>
<td>arts2</td>
<td>Levis ad</td>
<td>11</td>
<td>4/17</td>
</tr>
<tr>
<td>Pict</td>
<td>22</td>
<td>arts3</td>
<td>Little Switzerland ad</td>
<td>14</td>
<td>4/20</td>
</tr>
<tr>
<td>Pict</td>
<td>23</td>
<td>arts7</td>
<td>Post it ad</td>
<td>12</td>
<td>4/18</td>
</tr>
<tr>
<td>Pict</td>
<td>24</td>
<td>arts9</td>
<td>Duracell ad</td>
<td>16</td>
<td>5/11</td>
</tr>
<tr>
<td>Pict</td>
<td>26</td>
<td>arts10</td>
<td>Pepsi ad</td>
<td>17</td>
<td>5/2</td>
</tr>
<tr>
<td>Pict</td>
<td>27</td>
<td>arts11</td>
<td>Sothebys scotch ad</td>
<td>18</td>
<td>5/2</td>
</tr>
<tr>
<td>Pict</td>
<td>28</td>
<td>arts13</td>
<td>T-bird ad</td>
<td>13</td>
<td>4/19</td>
</tr>
<tr>
<td>Pict</td>
<td>29</td>
<td>arts14</td>
<td>Teachers scotch ad</td>
<td>20</td>
<td>5/5</td>
</tr>
<tr>
<td>Pict</td>
<td>30</td>
<td>arts15</td>
<td>Absolut Wosohl ad</td>
<td>1 &amp; 10</td>
<td>5/6</td>
</tr>
<tr>
<td>Pict</td>
<td>31</td>
<td>artmp1</td>
<td>Hershey's ad</td>
<td>21</td>
<td>5/6</td>
</tr>
<tr>
<td>Pict</td>
<td>41</td>
<td>artmp2</td>
<td>Godiva ad</td>
<td>21</td>
<td>5/7</td>
</tr>
<tr>
<td>Pict</td>
<td>42</td>
<td>artmp3</td>
<td>Parker ad</td>
<td>22</td>
<td>5/8</td>
</tr>
<tr>
<td>Pict</td>
<td>50</td>
<td>logo2</td>
<td>Continental Ins ad</td>
<td>23</td>
<td>5/9</td>
</tr>
<tr>
<td>Pict</td>
<td>51</td>
<td>logo4</td>
<td>Northern Ins ad</td>
<td>24</td>
<td>5/10</td>
</tr>
<tr>
<td>Pict</td>
<td>52</td>
<td>logo5</td>
<td>Principal Ins ad</td>
<td>25</td>
<td>5/11</td>
</tr>
<tr>
<td>Pict</td>
<td>56</td>
<td>logo6</td>
<td>Yatsuda Ins ad</td>
<td>26</td>
<td>5/12</td>
</tr>
<tr>
<td>Pict</td>
<td>4000</td>
<td>green</td>
<td>Nav Map Translation</td>
<td>3-26</td>
<td>none</td>
</tr>
<tr>
<td>Snd</td>
<td>4000</td>
<td>calipso</td>
<td>1 music</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>Xcmd</td>
<td>1011</td>
<td>showPict</td>
<td></td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>Xcmd</td>
<td>4021</td>
<td>atmmove</td>
<td></td>
<td>none</td>
<td></td>
</tr>
</tbody>
</table>
### AdTech

#### Glossary/Bibliography Stc

<table>
<thead>
<tr>
<th>Resource Type</th>
<th>Resource #</th>
<th>Resource Name</th>
<th>Image Name</th>
<th>Page and Slot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Icon</td>
<td>1013</td>
<td>next arrow</td>
<td>----</td>
<td>none</td>
</tr>
<tr>
<td>Icon</td>
<td>1014</td>
<td>prev arrow</td>
<td>----</td>
<td>none</td>
</tr>
</tbody>
</table>

#### User Added Info Stack

<table>
<thead>
<tr>
<th>Resource Type</th>
<th>Resource #</th>
<th>Resource Name</th>
<th>Image Name</th>
<th>Card#</th>
<th>Page/Slot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Icon</td>
<td>1013</td>
<td>next arrow</td>
<td>----</td>
<td>2</td>
<td>none</td>
</tr>
<tr>
<td>Icon</td>
<td>1014</td>
<td>prev arrow</td>
<td>----</td>
<td>2</td>
<td>none</td>
</tr>
<tr>
<td>Pict</td>
<td>1</td>
<td>Coding</td>
<td>----</td>
<td>3-5</td>
<td>none</td>
</tr>
<tr>
<td>Pict</td>
<td>2</td>
<td>Coding1</td>
<td>----</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Pict</td>
<td>4000</td>
<td>Yellow</td>
<td>Nav Map Translation</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Xcmd</td>
<td>1011</td>
<td>ShowPict</td>
<td>----</td>
<td>none</td>
<td>none</td>
</tr>
</tbody>
</table>

#### Media Technology Stack

<table>
<thead>
<tr>
<th>Resource Type</th>
<th>Resource #</th>
<th>Resource Name</th>
<th>Image Name</th>
<th>Card#</th>
<th>Page/Slot</th>
</tr>
</thead>
<tbody>
<tr>
<td>oxid</td>
<td>128</td>
<td>Projector</td>
<td>----</td>
<td>4</td>
<td>4/4</td>
</tr>
<tr>
<td>Icon</td>
<td>1013</td>
<td>Next Arrow</td>
<td>----</td>
<td>1 &amp; 4</td>
<td>4/2</td>
</tr>
<tr>
<td>Icon</td>
<td>1014</td>
<td>Prev Arrow</td>
<td>----</td>
<td>4</td>
<td>4/1</td>
</tr>
<tr>
<td>Pict</td>
<td>1</td>
<td>alien</td>
<td>American Express ad</td>
<td>4</td>
<td>4/4</td>
</tr>
<tr>
<td>Pict</td>
<td>2</td>
<td>bud</td>
<td>Budweiser ad</td>
<td>7</td>
<td>4/7</td>
</tr>
<tr>
<td>Pict</td>
<td>3</td>
<td>celica</td>
<td>Toyota Celica ad</td>
<td>7</td>
<td>4/5</td>
</tr>
<tr>
<td>Pict</td>
<td>10</td>
<td>bacoardi</td>
<td>Bacardi Rum ad</td>
<td>7</td>
<td>4/6</td>
</tr>
<tr>
<td>Pict</td>
<td>11</td>
<td>samsung-dog</td>
<td>Samsung Audio ad</td>
<td>7</td>
<td>4/6</td>
</tr>
<tr>
<td>Pict</td>
<td>12</td>
<td>sure</td>
<td>Sure &amp; Natural ad</td>
<td>7</td>
<td>4/6</td>
</tr>
<tr>
<td>Pict</td>
<td>13</td>
<td>thief</td>
<td>Kodak ad</td>
<td>7</td>
<td>4/8</td>
</tr>
<tr>
<td>Pict</td>
<td>14</td>
<td>kodachrome</td>
<td>Kodachrome ad (hg)</td>
<td>4</td>
<td>4/3</td>
</tr>
<tr>
<td>Pict</td>
<td>15</td>
<td>kodachrome1</td>
<td>Kodachrome ad (sm)</td>
<td>2</td>
<td>4/3</td>
</tr>
<tr>
<td>Pict</td>
<td>16</td>
<td>sure2</td>
<td>Sure ad (sm)</td>
<td>2</td>
<td>4/6</td>
</tr>
<tr>
<td>Pict</td>
<td>17</td>
<td>dp</td>
<td>Dr. Pepper TV ad (cut)</td>
<td>2</td>
<td>none</td>
</tr>
<tr>
<td>Pict</td>
<td>18</td>
<td>lister1</td>
<td>Listerine TV ad (cut)</td>
<td>2</td>
<td>none</td>
</tr>
<tr>
<td>Pict</td>
<td>4000</td>
<td>red</td>
<td>Nav Map Translation</td>
<td>4-8</td>
<td>none</td>
</tr>
<tr>
<td>snd</td>
<td>8229</td>
<td>danin2</td>
<td>Radio ad</td>
<td>5</td>
<td>none</td>
</tr>
<tr>
<td>snd</td>
<td>26479</td>
<td>gayand</td>
<td>Radio ad</td>
<td>5</td>
<td>none</td>
</tr>
<tr>
<td>snd</td>
<td>29619</td>
<td>nitta isntal</td>
<td>Radio ad</td>
<td>5</td>
<td>none</td>
</tr>
<tr>
<td>snd</td>
<td>28681</td>
<td>sprite</td>
<td>Radio ad</td>
<td>5</td>
<td>none</td>
</tr>
<tr>
<td>Xcmd</td>
<td>1011</td>
<td>showpict1</td>
<td>None</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Xcmd</td>
<td>4321</td>
<td>atmovie</td>
<td>None</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Xcmd</td>
<td>6463</td>
<td>Picture-Hide</td>
<td>None</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Xcmd</td>
<td>6464</td>
<td>PictureShow</td>
<td>None</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Resource Type</td>
<td>Resource #</td>
<td>Resource Name</td>
<td>Image Name</td>
<td>Card #</td>
<td>Page/Size</td>
</tr>
<tr>
<td>---------------</td>
<td>------------</td>
<td>---------------</td>
<td>------------</td>
<td>--------</td>
<td>-----------</td>
</tr>
<tr>
<td>plst</td>
<td>128</td>
<td>Proacta</td>
<td>—</td>
<td>2</td>
<td>none</td>
</tr>
<tr>
<td>item</td>
<td>1011</td>
<td>Near Arrow</td>
<td>—</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>item</td>
<td>1014</td>
<td>Next Arrow</td>
<td>—</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>pld</td>
<td>1</td>
<td>Sections var2</td>
<td>var page divion (cm)</td>
<td>2</td>
<td>none</td>
</tr>
<tr>
<td>pld</td>
<td>2</td>
<td>12/pt grid</td>
<td>var grid (cm)</td>
<td>2</td>
<td>none</td>
</tr>
<tr>
<td>pld</td>
<td>3</td>
<td>layer</td>
<td>layer grid (cm)</td>
<td>2</td>
<td>7/10</td>
</tr>
<tr>
<td>pld</td>
<td>4</td>
<td>grid</td>
<td>grid grid (cm)</td>
<td>2</td>
<td>7/10</td>
</tr>
<tr>
<td>pld</td>
<td>5</td>
<td>guess</td>
<td>guess grid (cm)</td>
<td>7</td>
<td>none</td>
</tr>
<tr>
<td>pld</td>
<td>6</td>
<td>height</td>
<td>height grid (cm)</td>
<td>7</td>
<td>6/11</td>
</tr>
<tr>
<td>pld</td>
<td>7</td>
<td>what1</td>
<td>what grid (cm)</td>
<td>7</td>
<td>6/3</td>
</tr>
<tr>
<td>pld</td>
<td>8</td>
<td>multilang</td>
<td>multilang grid (cm)</td>
<td>7</td>
<td>7/10</td>
</tr>
<tr>
<td>pld</td>
<td>10</td>
<td>12pt</td>
<td>12pt grid (cm)</td>
<td>3 &amp; 4</td>
<td>none</td>
</tr>
<tr>
<td>pld</td>
<td>20</td>
<td>2 col</td>
<td>2 col grid (cm)</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>pld</td>
<td>21</td>
<td>2 col last</td>
<td>2 col grid (cm)</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>pld</td>
<td>22</td>
<td>3 col</td>
<td>3 col grid (cm)</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>pld</td>
<td>23</td>
<td>3 col last</td>
<td>3 col grid (cm)</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>pld</td>
<td>24</td>
<td>4 col</td>
<td>4 col grid (cm)</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>pld</td>
<td>25</td>
<td>4 col last</td>
<td>4 col grid (cm)</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>pld</td>
<td>26</td>
<td>5 col</td>
<td>5 col grid (cm)</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>pld</td>
<td>27</td>
<td>5 col last</td>
<td>5 col grid (cm)</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>pld</td>
<td>30</td>
<td>page layout</td>
<td>page layout divion (cm)</td>
<td>8</td>
<td>none</td>
</tr>
<tr>
<td>pld</td>
<td>40</td>
<td>sections var2</td>
<td>sections page divion (cm)</td>
<td>8</td>
<td>none</td>
</tr>
<tr>
<td>pld</td>
<td>48</td>
<td>sections var1</td>
<td>sections page divion (cm)</td>
<td>8</td>
<td>none</td>
</tr>
<tr>
<td>pld</td>
<td>49</td>
<td>pain</td>
<td>pain pain sample (cm)</td>
<td>8</td>
<td>none</td>
</tr>
<tr>
<td>pld</td>
<td>60</td>
<td>ground</td>
<td>ground type sample (cm)</td>
<td>8</td>
<td>none</td>
</tr>
<tr>
<td>pld</td>
<td>62</td>
<td>border</td>
<td>border type sample (cm)</td>
<td>8</td>
<td>none</td>
</tr>
<tr>
<td>pld</td>
<td>63</td>
<td>new century</td>
<td>new century type sample (cm)</td>
<td>8</td>
<td>none</td>
</tr>
<tr>
<td>pld</td>
<td>64</td>
<td>helvetica</td>
<td>helvetica type sample (cm)</td>
<td>8</td>
<td>none</td>
</tr>
<tr>
<td>pld</td>
<td>65</td>
<td>text grid1</td>
<td>type placement (cm)</td>
<td>8</td>
<td>none</td>
</tr>
<tr>
<td>pld</td>
<td>66</td>
<td>text grid2</td>
<td>type placement (cm)</td>
<td>8</td>
<td>none</td>
</tr>
<tr>
<td>pld</td>
<td>67</td>
<td>text grid3</td>
<td>type placement (cm)</td>
<td>8</td>
<td>none</td>
</tr>
<tr>
<td>pld</td>
<td>68</td>
<td>text grid4</td>
<td>type placement (cm)</td>
<td>8</td>
<td>none</td>
</tr>
</tbody>
</table>

AdTech
Ad Creation Stack

<table>
<thead>
<tr>
<th>Resource Type</th>
<th>Resource #</th>
<th>Resource Name</th>
<th>Image Name</th>
<th>Card #</th>
<th>Page/Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>plst</td>
<td>4000</td>
<td>blue</td>
<td>New Map Transition</td>
<td>3 &amp; 17</td>
<td>none</td>
</tr>
</tbody>
</table>
Basic User Evaluation Questions and Answers.

1) How long have you worked on a Macintosh system?
A) First time user
B) 1-6 months
C) 7-12 months
D) 1-2 years
E) 2-5 years
F) more than 5 years

2) How many other Computer systems have you worked with...
A) None (First Time User)
B) None (Macintosh Only)
C) 1
D) 2
E) 3-4
F) more than 4

3) What other types of computer systems have you used? (Please choose most frequent)
A) None (First time user)
B) None (Macintosh Only)
C) IBM (or PC compatible)
D) Amiga
E) Sun Systems
F) Other

4) Have you ever worked with an Interactive network?
A) Yes
B) No
C) Unsure
   If yes, is the AdTech network easier or more difficult to use...
   A) Easier
   B) More difficult
   C) Indifferent

5) Do you feel that AdTech gives the user too much or too little control?
A) Too much
B) Too little
C) Indifferent

6) Do you feel that Interactive networks such as AdTech will be more helpful or harmful to education in the future?
A) More helpful
B) More harmful
C) Indifferent

7) Do you feel that AdTech is an effective tool for learning?
A) Yes
B) No
C) Unsure

8) Would you like to see more applications such as AdTech in use?
A) Yes
B) No
C) Unsure

9) Do you feel that navigation within AdTech is...
A) Extremely Flexible
B) Flexible
C) Indifferent
D) Rigid
E) Extremely Rigid
10) Are the individual stack intro cards helpful?
A) Yes
B) No
C) Unsure

11) Are the map cards easy to understand?
A) Yes
B) No
C) Unsure

12) Is the user note pad a feature which you would use...
A) Always (100%)
B) Often (50%)
C) Sometimes (25%)
D) Indifferent (when needed)
E) Never

13) Do you feel that the use of the user note pad will enhance user comprehension of the material within AdTech?
A) Yes
B) No
C) Unsure

14) Does the "Help Card" serve its purpose? (i.e. Does it help)
A) Yes
B) No
C) Unsure

15) Does the arrangement of Information on the screen seem...
A) Logical
B) Illogical

16) Is the screen text...
A) Very legible
B) Legible
C) Indifferent
D) Illegible
E) Very illegible

17) Are the print ad examples within AdTech...
A) Useful
B) Indifferent
C) Useless

18) Are the radio ad examples within AdTech...
A) Useful
B) Indifferent
C) Useless

19) Are the QuickTime movie examples within AdTech...
A) Useful
B) Indifferent
C) Useless

20) Do you feel the music within the "Intro Animation" and the "Intro Cards" is...
A) Pleasant
B) Indifferent
C) Annoying

21) What are your impressions of the screen layout of AdTech's basic informational card?
A) Good layout
B) Fair layout
C) Indifferent
D) Bad layout
E) Horrible layout
22) Do you feel the amount of information displayed on the screen is ...
A) Too much info  
B) Adequate amount of info  
C) Indifferent  
D) Inadequate amount of info 

23) Do you think the Interactive glossary feature is better or worse than a normal glossary? ...
A) Better feature  
B) Indifferent  
C) Worse feature  

24) When rating AdTech on a scale from 1 to 5, where do you think it fits...
1) Doesn't meet expectations  
2) Needs more work  
3) Functional  
4) Meets all expectations  
5) Surpasses all expectations  

25) Would you ever wish to use AdTech again?  
A) Yes  
B) Indifferent  
C) No
1) How long have you worked on a Macintosh System?  F) more than 5 years
2) How many other computer systems have you used?  B) None (Macintosh Only)
3) What other types of computer systems have you used?  B) None (Macintosh Only)
4) Have you ever worked with an interactive network?  B) No
5) Do you feel that AdTech gives the user too much or too little control?  C) Indifferent
6) Do you feel that interactive networks such as AdTech will be more helpful or harmful to education in the future?  A) More helpful
7) Do you feel that AdTech is an effective tool for learning?  A) Yes
8) Would you like to see more applications such as AdTech in use?  C) Unsure
9) Do you feel that Navigation within AdTech is...  C) Indifferent
10) Are the individual stack Intro Cards helpful?  C) Unsure
11) Are the Map Cards easy to understand?  A) Yes
12) Is the user Note Pad a feature which you would use...  C) Sometimes (25%)
13) Do you feel that the use of the user Note Pad will enhance user comprehension of the material within AdTech?  A) Yes
14) Does the Help Card serve its purpose? (i.e. Does it help)  A) Yes
15) Does the arrangement of information on the screen seem...  A) Logical
16) Is the screen text...  B) Legible
17) Are the print ad examples within AdTech...  B) Indifferent
18) Are the radio ad examples within AdTech...  B) Indifferent
19) Are the QuickTime movie examples within AdTech...  B) Indifferent
20) Do you feel the music within the Intro Animation and the Intro Cards is...  B) Indifferent
21) What are your impressions of the screen layout of AdTech's basic informational card?  A) Good layout
22) Do you feel the amount of information displayed on the screen is...  C) Indifferent
23) Do you think the Interactive glossary, bibliography, and timelines features are useful  A) Useful
24) When rating AdTech on a scale from 1 to 5, where do you think it fits...  3) Functional
25) Would you ever wish to use AdTech again?  A) Yes
1) How long have you worked on a Macintosh System?  F) more than 5 years
2) How many other computer systems have you used?  E) 3-4
3) What other types of computer systems have you used?  C) IBM (or PC compatible)
4) Have you ever worked with an interactive network?  A) Yes
If yes, Is the AdTech network easier or more difficult to use...  C) Indifferent
5) Do you feel that AdTech gives the user too much or too little control?  B) Too little
6) Do you feel that interactive networks such as AdTech will be more helpful or harmful to education in the future?  A) More helpful
7) Do you feel that AdTech is an effective tool for learning?  A) Yes
8) Would you like to see more applications such as AdTech in use?  A) Yes
9) Do you feel that Navigation within AdTech is...  B) Flexible
10) Are the individual stack Intro Cards helpful?  A) Yes
11) Are the Map Cards easy to understand?  A) Yes
12) Is the user Note Pad a feature which you would use...  B) Often (50%)
13) Do you feel that the use of the user Note Pad will enhance user comprehension of the material within Adtech?  A) Yes
14) Does the Help Card serve its purpose? (i.e. Does it help)  A) Yes
15) Does the arrangement of information on the screen seem...  A) Logical
16) is the screen text...  B) Legible
17) Are the print ad examples within AdTech...  A) Useful
18) Are the radio ad examples within AdTech...  A) Useful
19) Are the QuickTime movie examples within AdTech...  A) Useful
20) Do you feel the music within the Intro Animation and the Intro Cards is...  C) Annoy ing
21) What are your impressions of the screen layout of AdTech's basic informational card?  A) Good layout
22) Do you feel the amount of information displayed on the screen is...  B) Adequate amount of info
23) Do you think the interactive glossary, bibliography, and timelines features are useful...  B) Indifferent
24) When rating AdTech on a scale from 1 to 5, where do you think it fits...  5) Surpasses all expectations
25) Would you ever wish to use AdTech again?  A) Yes
1) How long have you worked on a Macintosh System?  D) 1-2 years
2) How many other computer systems have you used?  B) None (Macintosh Only)
3) What other types of computer systems have you used?  B) None (Macintosh Only)
4) Have you ever worked with an interactive network?  A) Yes

If yes, is the AdTech network easier or more difficult to use...  C) Indifferent
5) Do you feel that AdTech gives the user too much or too little control?  C) Indifferent
6) Do you feel that interactive networks such as AdTech will be more helpful or harmful to education in the future?  A) More helpful
7) Do you feel that AdTech is an effective tool for learning?  A) Yes
8) Would you like to see more applications such as AdTech in use?  A) Yes
9) Do you feel that Navigation within AdTech is...  A) Extremely Flexible
10) Are the Individual stock Intro Cards helpful?  A) Yes
11) Are the Map Cards easy to understand?  A) Yes
12) Is the user Note Pad a feature which you would use...  B) Often (50%)
13) Do you feel that the use of the user Note Pad will enhance user comprehension of the material within AdTech?  C) Unsure
14) Does the Help Card serve its purpose? (i.e. Does it help)  A) Yes
15) Does the arrangement of information on the screen seem...  A) Logical
16) Is the screen text...  B) Legible
17) Are the print ad examples within AdTech...  A) Useful
18) Are the radio ad examples within AdTech...  A) Useful
19) Are the QuickTime movie examples within AdTech...  A) Useful
20) Do you feel the music within the Intro Animation and the Intro Cards is...  B) Indifferent
21) What are your impressions of the screen layout of AdTech's basic informational card?  A) Good layout
22) Do you feel the amount of information displayed on the screen is...  B) Adequate amount of info
23) Do you think the interactive glossary, bibliography, and timelines features are useful  A) Useful
24) When rating AdTech on a scale from 1 to 5, where do you think it fits...  4) Meets all expectations
25) Would you ever wish to use AdTech again?  A) Yes
1) How long have you worked on a Macintosh System?  D) 1-2 years
2) How many other computer systems have you used?  C) 1
3) What other types of computer systems have you used?  C) IBM (or PC compatible)
4) Have you ever worked with an interactive network?  B) No
5) Do you feel that AdTech gives the user too much or too little control?  C) Indifferent
6) Do you feel that interactive networks such as AdTech will be more helpful or harmful to education in the future?  A) More helpful
7) Do you feel that AdTech is an effective tool for learning?  A) Yes
8) Would you like to see more applications such as AdTech in use?  A) Yes
9) Do you feel that Navigation within AdTech is...  C) Indifferent
10) Are the individual stack Intro Cards helpful?  A) Yes
11) Are the Map Cards easy to understand?  C) Unsure
12) Is the user Note Pad a feature which you would use...  C) Sometimes (25%)
13) Do you feel that the use of the user Note Pad will enhance user comprehension of the material within AdTech?  B) No
14) Does the Help Card serve its purpose? (i.e. Does it help)  C) Unsure
15) Does the arrangement of information on the screen seem...  A) Logical
16) Is the screen text...  B) Legible
17) Are the print ad examples within AdTech...  A) Useful
18) Are the radio ad examples within AdTech...  A) Useful
19) Are the QuickTime movie examples within AdTech...  A) Useful
20) Do you feel the music within the Intro Animation and the Intro Cards is...  C) Annoying
21) What are your impressions of the screen layout of AdTech's basic informational card?  B) Fair layout
22) Do you feel the amount of information displayed on the screen is...  A) Too much info
23) Do you think the interactive glossary, bibliography, and timelines features are useful?  A) Useful
24) When rating AdTech on a scale from 1 to 5, where do you think it fits...  3) Functional
25) Would you ever wish to use AdTech again?  A) Yes
1) How long have you worked on a Macintosh System?  D) 1-2 years
2) How many other computer systems have you used?  C) 1
3) What other types of computer systems have you used?  C) IBM (or PC compatible)
4) Have you ever worked with an Interactive network?  B) No
5) Do you feel that AdTech gives the user too much or too little control?  C) Indifferent
6) Do you feel that interactive networks such as AdTech will be more helpful or harmful to education in the future?  A) More helpful
7) Do you feel that AdTech is an effective tool for learning?  A) Yes
8) Would you like to see more applications such as AdTech in use?  A) Yes
9) Do you feel that Navigation within AdTech is...  A) Extremely Flexible
10) Are the individual stack Intro Cards helpful?  A) Yes
11) Are the Map Cards easy to understand?  A) Yes
12) Is the user Note Pad a feature which you would use...  C) Sometimes (25%)
13) Do you feel that the use of the user Note Pad will enhance user comprehension of the material within AdTech?  C) Unsure
14) Does the Help Card serve its purpose? (i.e. Does it help)  A) Yes
15) Does the arrangement of information on the screen seem...  A) Logical
16) Is the screen text...  A) Very legible
17) Are the print ad examples within AdTech...  A) Useful
18) Are the radio ad examples within AdTech...  A) Useful
19) Are the QuickTime movie examples within AdTech...  A) Useful
20) Do you feel the music within the Intro Animation and the Intro Cards is...  B) Indifferent
21) What are your impressions of the screen layout of AdTech's basic informational card?  A) Good layout
22) Do you feel the amount of information displayed on the screen is...  B) Adequate amount of info
23) Do you think the interactive glossary, bibliography, and timelines features are useful?  A) Useful
24) When rating AdTech on a scale from 1 to 5, where do you think it fits...  5) Surpasses all expectations
25) Would you ever wish to use AdTech again?  A) Yes
1) How long have you worked on a Macintosh System?  D) 1-2 years
2) How many other computer systems have you used?  B) None (Macintosh Only)
3) What other types of computer systems have you used?  B) None (Macintosh Only)
4) Have you ever worked with an interactive network?  A) Yes
   If yes, is the AdTech network easier or more difficult to use...  B) More difficult
5) Do you feel that AdTech gives the user too much or too little control?  C) Indifferent
6) Do you feel that interactive networks such as AdTech will be more helpful or harmful to education in the future?  A) More helpful
7) Do you feel that AdTech is an effective tool for learning?  A) Yes
8) Would you like to see more applications such as AdTech in use?  A) Yes
9) Do you feel that Navigation within AdTech is...  B) Flexible
10) Are the individual stack Intro Cards helpful?  C) Unsure
11) Are the Map Cards easy to understand?  C) Unsure
12) Is the user Note Pad a feature which you would use...  C) Sometimes (25%)
13) Do you feel that the use of the user Note Pad will enhance user comprehension of the material within AdTech?  A) Yes
14) Does the Help Card serve its purpose? (i.e. Does it help)  C) Unsure
15) Does the arrangement of information on the screen seem...  A) Logical
16) Is the screen text...  D) Illegible
17) Are the print ad examples within AdTech...  A) Useful
18) Are the radio ad examples within AdTech...  A) Useful
19) Are the QuickTime movie examples within AdTech...  A) Useful
20) Do you feel the music within the Intro Animation and the Intro Cards is...  A) Pleasant
21) What are your impressions of the screen layout of AdTech's basic informational card?  B) Fair layout
22) Do you feel the amount of information displayed on the screen is...  A) Too much info
23) Do you think the interactive glossary, bibliography, and timelines features are useful?  A) Useful
24) When rating AdTech on a scale from 1 to 5, where do you think it fits...  3) Functional
25) Would you ever wish to use AdTech again?  B) Indifferent
26) Would you ever wish to use AdTech again?  A) Yes
1) How long have you worked on a Macintosh System?  
   D) 1-2 years

2) How many other computer systems have you used?  
   D) 2

3) What other types of computer systems have you used?  
   C) IBM (or PC compatible)

4) Have you ever worked with an interactive network?  
   A) Yes

   If yes, is the AdTech network easier or more difficult to use...  
   C) Indifferent

5) Do you feel that AdTech gives the user too much or too little control?  
   C) Indifferent

6) Do you feel that interactive networks such as AdTech will be more helpful or harmful to education in the future?  
   A) More helpful

7) Do you feel that AdTech is an effective tool for learning?  
   A) Yes

8) Would you like to see more applications such as AdTech in use?  
   A) Yes

9) Do you feel that Navigation within AdTech is...  
   B) Flexible

10) Are the individual stack Intro Cards helpful?  
    A) Yes

11) Are the Map Cards easy to understand?  
     A) Yes

12) Is the user Note Pad a feature which you would use...  
     B) Often (50%)

13) Do you feel that the use of the user Note Pad will enhance user comprehension of the material within AdTech?  
     A) Yes

14) Does the Help Card serve its purpose? (i.e. Does it help)  
    A) Yes

15) Does the arrangement of information on the screen seem...  
    A) Logical

16) Is the screen text...  
    B) Legible

17) Are the print ad examples within AdTech...  
    A) Useful

18) Are the radio ad examples within AdTech...  
    A) Useful

19) Are the QuickTime movie examples within AdTech...  
    A) Useful

20) Do you feel the music within the Intro Animation and the Intro Cards is...  
    B) Indifferent

21) What are your impressions of the screen layout of AdTech's basic informational card?  
    B) Fair layout

22) Do you feel the amount of information displayed on the screen is...  
    B) Adequate amount of info

23) Do you think the interactive glossary, bibliography, and timelines features are useful?  
    A) Useful

24) When rating AdTech on a scale from 1 to 5, where do you think it fits...  
    4) Meets all expectations

25) Would you ever wish to use AdTech again?  
    A) Yes
1) How long have you worked on a Macintosh System?  
   A) First time user
2) How many other computer systems have you used?  
   E) 3-4
3) What other types of computer systems have you used?  
   F) Other
4) Have you ever worked with an interactive network?  
   A) Yes
   If yes, is the AdTech network easier or more difficult to use...  
   A) Easier
5) Do you feel that AdTech gives the user too much or too little control?  
   C) Indifferent
6) Do you feel that interactive networks such as AdTech will be more helpful or harmful to education in the future?  
   A) More helpful
7) Do you feel that AdTech is an effective tool for learning?  
   A) Yes
8) Would you like to see more applications such as AdTech in use?  
   A) Yes
9) Do you feel that Navigation within Adtech is...  
   B) Flexible
10) Are the individual stack Intro Cards helpful?  
   A) Yes
11) Are the Map Cards easy to understand?  
    A) Yes
12) Is the user Note Pad a feature which you would use...  
    C) Sometimes (25%)
13) Do you feel that the use of the user Note Pad will enhance user comprehension of the material within Adtech?  
    A) Yes
14) Does the Help Card serve its purpose? (i.e. Does it help)  
    A) Yes
15) Does the arrangement of information on the screen seem...  
    A) Logical
16) Is the screen text...  
    A) Very legible
17) Are the print ad examples within Adtech...  
    A) Useful
18) Are the radio ad examples within Adtech...  
    A) Useful
19) Are the QuickTime movie examples within AdTech...  
    A) Useful
20) Do you feel the music within the Intro Animation and the Intro Cards is...  
    A) Pleasant
21) What are your Impressions of the screen layout of AdTech's basic informational card?  
    A) Good layout
22) Do you feel the amount of information displayed on the screen is...  
    B) Adequate amount of info
23) Do you think the interactive glossary, bibliography, and timelines features are useful  
    A) Useful
24) When rating AdTech on a scale from 1 to 6, where do you think it fits...  
    A) Surpasses all expectations
25) Would you ever wish to use AdTech again?  
    A) Yes
1) How long have you worked on a Macintosh System?  F) more than 5 years
2) How many other computer systems have you used?  F) more than 4
3) What other types of computer systems have you used?  C) IBM (or PC compatible)
4) Have you ever worked with an interactive network?  A) Yes
   If yes, is the AdTech network easier or more difficult to use...  B) More difficult
5) Do you feel that AdTech gives the user too much or too little control?  A) Too much
6) Do you feel that interactive networks such as AdTech will be more helpful or harmful to education in the future?  C) Indifferent
7) Do you feel that AdTech is an effective tool for learning?  C) Unsure
8) Would you like to see more applications such as AdTech in use?  C) Unsure
9) Do you feel that Navigation within AdTech is...  C) Indifferent
10) Are the individual stack Intro Cards helpful?  C) Unsure
11) Are the Map Cards easy to understand?  A) Yes
12) Is the user Note Pad a feature which you would use...  C) Sometimes (25%)
13) Do you feel that the use of the user Note Pad will enhance user comprehension of the material within AdTech?  C) Unsure
14) Does the Help Card serve its purpose? (i.e. Does it help)  C) Unsure
15) Does the arrangement of information on the screen seem...  A) Logical
16) Is the screen text...  D) Illegible
17) Are the print ad examples within AdTech...  A) Useful
18) Are the radio ad examples within AdTech...  A) Useful
19) Are the QuickTime movie examples within AdTech...  A) Useful
20) Do you feel the music within the Intro Animation and the Intro Cards is...  A) Pleasant
21) What are your impressions of the screen layout of AdTech's basic informational card?  C) Indifferent
22) Do you feel the amount of information displayed on the screen is...  A) Too much info
23) Do you think the interactive glossary, bibliography, and timelines features are useful?  A) Useful
24) When rating AdTech on a scale from 1 to 5, where do you think it fits...  2) Needs more work
25) Would you ever wish to use AdTech again?  B) Indifferent
1) How long have you worked on a Macintosh System?  
D) 1-2 years

2) How many other computer systems have you used?  
E) 3-4

3) What other types of computer systems have you used?  
C) IBM (or PC compatible)

4) Have you ever worked with an Interactive network?  
B) No

5) Do you feel that AdTech gives the user too much or too little control?  
C) Indifferent

6) Do you feel that Interactive networks such as AdTech will be more helpful or harmful to education in the future?  
A) More helpful

7) Do you feel that AdTech is an effective tool for learning?  
A) Yes

8) Would you like to see more applications such as AdTech in use?  
A) Yes

9) Do you feel that Navigation within AdTech is...  
B) Flexible

10) Are the individual stack Intro Cards helpful?  
A) Yes

11) Are the Map Cards easy to understand?  
A) Yes

12) Is the user Note Pad a feature which you would use...  
A) Always (100%)

13) Do you feel that the use of the user Note Pad will enhance user comprehension of the material within AdTech?  
A) Yes

14) Does the Help Card serve its purpose? (i.e. Does it help)  
A) Yes

15) Does the arrangement of information on the screen seem...  
A) Logical

16) Is the screen text...  
B) Legible

17) Are the print ad examples within AdTech...  
A) Useful

18) Are the radio ad examples within AdTech...  
A) Useful

19) Are the QuickTime movie examples within AdTech...  
A) Useful

20) Do you feel the music within the Intro Animation and the Intro Cards is...  
A) Pleasant

21) What are your impressions of the screen layout of AdTech's basic informational card?  
A) Good layout

22) Do you feel the amount of information displayed on the screen is...  
B) Adequate amount of info

23) Do you think the Interactive glossary, bibliography, and timelines features are useful  
A) Useful

24) When rating AdTech on a scale from 1 to 5, where do you think it fits...  
4) Meets all expectations

25) Would you ever wish to use AdTech again?  
A) Yes
1) How long have you worked on a Macintosh System?  D) 1-2 years
2) How many other computer systems have you used?  D) 2
3) What other types of computer systems have you used?  C) IBM (or PC compatible)
4) Have you ever worked with an interactive network?  B) No
5) Do you feel that AdTech gives the user too much or too little control?  C) Indifferent
6) Do you feel that interactive networks such as AdTech will be more helpful or harmful to education in the future?  A) More helpful
7) Do you feel that AdTech is an effective tool for learning?  A) Yes
8) Would you like to see more applications such as AdTech in use?  A) Yes
9) Do you feel that Navigation within AdTech is...  C) Indifferent
10) Are the individual stack intro cards helpful?  A) Yes
11) Are the map cards easy to understand?  A) Yes
12) Is the user note pad a feature which you would use...  B) Often (50%)
13) Do you feel that the use of the user note pad will enhance user comprehension of the material within AdTech?  A) Yes
14) Does the help card serve its purpose? (i.e. Does it help)  A) Yes
15) Does the arrangement of information on the screen seem...  A) Logical
16) Is the screen text...  B) Legible
17) Are the print ad examples within AdTech...  A) Useful
18) Are the radio ad examples within AdTech...  A) Useful
19) Are the QuickTime movie examples within AdTech...  A) Useful
20) Do you feel the music within the intro animation and the intro cards is...  A) Pleasant
21) What are your impressions of the screen layout of AdTech's basic informational card?  A) Good layout
22) Do you feel the amount of information displayed on the screen is...  B) Adequate amount of info
23) Do you think the interactive glossary, bibliography, and timelines features are useful  A) Useful
24) When rating AdTech on a scale from 1 to 5, where do you think it fits...  4) Meets all expectations
25) Would you ever wish to use AdTech again?  A) Yes
1) How long have you worked on a Macintosh System?   E) 2-5 years
2) How many other computer systems have you used?   E) 3-4
3) What other types of computer systems have you used?  C) IBM (or PC compatible)
4) Have you ever worked with an interactive network?  C) Unsure
5) Do you feel that AdTech gives the user too much or too little control?  C) Indifferent
6) Do you feel that interactive networks such as AdTech will be more helpful or harmful to education in the future?  A) More helpful
7) Do you feel that AdTech is an effective tool for learning?  A) Yes
8) Would you like to see more applications such as AdTech in use?  A) Yes
9) Do you feel that Navigation within Adtech is...  A) Extremely flexible
10) Are the individual stack Intro Cards helpful?  A) Yes
11) Are the Map Cards easy to understand?  A) Yes
12) Is the user Note Pad a feature which you would use...  D) Indifferent (when needed)
13) Do you feel that the use of the user Note Pad will enhance user comprehension of the material within Adtech?  A) Yes
14) Does the Help Card serve its purpose? (i.e. Does it help)  A) Yes
15) Does the arrangement of information on the screen seem...  A) Logical
16) Is the screen text...  A) Very legible
17) Are the print ad examples within AdTech...  A) Useful
18) Are the radio ad examples within AdTech...  A) Useful
19) Are the QuickTime movie examples within AdTech...  A) Useful
20) Do you feel the music within the Intro Animation and the Intro Cards is...  B) Indifferent
21) What are your impressions of the screen layout of AdTech's basic informational card?  A) Good layout
22) Do you feel the amount of information displayed on the screen is...  B) Adequate amount of info
23) Do you think the interactive glossary, bibliography, and timelines features are useful  A) Useful
24) When rating AdTech on a scale from 1 to 5, where do you think it fits...  5) Surpasses all expectations
25) Would you ever wish to use AdTech again?  A) Yes
1) How long have you worked on a Macintosh System?  E) 2-5 years
2) How many other computer systems have you used?  E) 3-4
3) What other types of computer systems have you used?  C) IBM (or PC compatible)
4) Have you ever worked with an interactive network?  A) Yes
   If yes, is the AdTech network easier or more difficult to use...  A) Easier
5) Do you feel that AdTech gives the user too much or too little control?  A) Too much
6) Do you feel that interactive networks such as AdTech will be more helpful or harmful to education in the future?  A) More helpful
7) Do you feel that AdTech is an effective tool for learning?  A) Yes
8) Would you like to see more applications such as AdTech in use?  A) Yes
9) Do you feel that Navigation within AdTech is...  A) Extremely flexible
10) Are the individual stack Intro Cards helpful?  A) Yes
11) Are the Map Cards easy to understand?  A) Yes
12) Is the user Note Pad a feature which you would use...  B) Often (50%)
13) Do you feel that the use of the user Note Pad will enhance user comprehension of the material within Adtech?  A) Yes
14) Does the Help Card serve its purpose? (i.e. Does it help)  A) Yes
15) Does the arrangement of information on the screen seem...  A) Logical
16) Is the screen text...  A) Very legible
17) Are the print ad examples within AdTech...  A) Useful
18) Are the radio ad examples within AdTech...  A) Useful
19) Are the QuickTime movie examples within AdTech...  A) Useful
20) Do you feel the music within the Intro Animation and the Intro Cards is...  A) Pleasant
21) What are your impressions of the screen layout of AdTech's basic informational card?  A) Good layout
22) Do you feel the amount of information displayed on the screen is...  B) Adequate amount of info
23) Do you think the interactive glossary, bibliography, and timelines features are useful  A) Useful
24) When rating AdTech on a scale from 1 to 5, where do you think it fits...  5) Surpasses all expectations
25) Would you ever wish to use AdTech again?  A) Yes
The MacRecorder Sound System is an audio workshop that lets you record, edit, and play back live or prerecorded sound on your Macintosh. Use the MacRecorder Sound System to enhance your desktop presentations and training materials with voice and music. Or design interactive tutorials for music, speech, and foreign language study.

The MacRecorder digitizer features a built-in microphone, mike jack, line-in jack, and input level control. Simply plug the digitizer into the printer or modem port of your Macintosh, and use one of the software packages to begin recording.

SoundCentral is a sound editing application that allows you to record, edit, and mix voice, music, and sound effects. Sound appears on the screen as a waveform for easy editing. Cut and paste just like text. Choose a sampling rate or compression ratio to control memory usage.

HyperSound is a HyperCard stack that works like a tape recorder. HyperSound will copy a sound to any stack and automatically create a button to play the sound.

The HyperSound Toolkit contains everything you need to make your own HyperCard stacks that record and play sampled and compressed sound. Create your own sound accessories, like volume control, with the Toolkit's external programming routines.

### Technical features:
- All three software packages let you record and play sampled sound at 22 KHz, 11 KHz, 7 KHz, and 5 KHz, and compressed sound at ratios of 3:1, 4:1, 6:1, and 8:1.
- SoundEdit:
  - Four-channel mixer
  - Special effects including sample, back-warp, bend, echo, envelope, filter, flanger, loopback, reverb, and tempo
  - Spectrogram and sonogram tools create visual map of sound frequencies
  - Opens a range of file formats and resources, including RIFF and instrument files, and HyperCard and System resources
- HyperSound:
  - Copy sounds to and from any HyperCard stack or the Clipboard
  - Plays stereo and compressed sound
  - Automatically creates a button to play a sound in any stack
- HyperSound Toolkit:
  - XCMDs and XFCNs to record and play compressed or uncompressed sound in any stack
  - External routines for set volume, input level, and sound list display
  - Royalty-free license to distribute XCMDs and XFCNs as part of your own HyperCard stacks

### Package includes:
- MacRecorder digitizer
- Audio cable
- SoundEdit software
- HyperSound Stack
- HyperSound Toolkit stack
- User's guide
- Registration card

### Recommended configuration:
- Macintosh Plus or later model with hard disk or floppy drive
- One megabyte RAM
- Two MacRecorder packages to record in stereo on Macintosh III or later models to play stereo sound
1 Introduction

The KODAK Professional RFS 2035 Film Scanner, a product of KODAK'S innovative imaging technology, combines high resolution and high speed in one easy-to-operate desktop scanner.

Once you've scanned the 35 mm image (color negative, color transparency, or black-and-white negative) you can view it as a 24-bit color QuickDraw software image.

The KODAK Professional RFS 2035 Film Scanner works by flashing a filtered red, green, blue strobe through your image against a Charge Coupled Device (CCD). The CCD provides 6 million pixels per scan—crisp images of 3072 pixels wide by 2048 pixels high.

The features of the Scanner are:
- Scanning speed
- Fast and easy loading of film—no position adjustments are required
- Autofocus
- High-quality analog-to-digital conversion with 10 bits per RGB color
- User-selectable image sharpening
- Ultra-fast image preview

If your computer has a video card that supports 24-bit color, the image is displayed in full color (16.8 million colors) on your monitor. If your video card supports only 8-bit color, the image is displayed in 256 dithered colors. If you are using a black-and-white system, the image displays in two colors (1-bit).

Regardless of the monitor you use, the quality of the scan (24-bit color) is not affected. In all cases the best possible image supported by your hardware is displayed on your monitor.

The KODAK Driver for ADOBE PHOTOSHOP Software is used to capture images from the scanned slide or film negative, allowing you to edit images and save them as files on your Macintosh hard disk.

Using the KODAK Scanner with Your Macintosh Computer

Using the KODAK Scanner with Your Macintosh Computer

Check the following list to ensure that you have the appropriate hardware and software. Requirements for using the Scanner with your computer are included in this section.

Required Hardware

Computer
Apple Macintosh Computer that supports 32-bit QuickDraw software; has 8 MB RAM installed; has 40 MB of free space on hard disk; has a SCSI port.

Monitor
Apple Macintosh computer with a minimum screen pixel size of 512 x 384. A high-quality color monitor displays the best image. (The quality of the scan is not affected by the monitor in use.)

Display Card
Use the appropriate display card for the monitor in use; we recommend an 8-bit or 24-bit video display card.

Required Software

- Apple System software 6.0, 6.01, 6.02, or 7.0 and 32-bit QuickDraw must be installed. Consult your Apple manuals for installation instructions if this software is not already installed.
- Adobe Photoshop software version 1.0.7 or higher.

Optional Hardware

Printers
- KODAK XLS 7700 Digital Continuous Tone Printer—8.5 x 11-inch (21.6 x 27.9-cm), 11 x 17-inch (27.9 x 43.9-cm) (color printer/SCSI version: CAT No. 148 1449; Macintosh Version CAT No. 151 6532).
- KODAK Thermal Printer $600 (CAT No. 125 3551).
- KODAK XLT 7720 Digital Continuous Tone Printer 8.5 x 11-inch (21.6 x 27.9-cm), 11 x 17-inch (27.9 x 43.9-cm), 44 (SCSI version: CAT No. 848 9555; Macintosh Version CAT No. 107 4913).

Using the KODAK Scanner with Your Macintosh Computer

Optional Software

- Desktop Publishing
  - Aldus PageMaker
  - Quark QuarkXPress
  - Other desktop publishing software
6. Once calibration is complete, the KODAK Driver window appears.

In the next section you will obtain scans, the image data from those scans replace the large white rectangle in the KODAK Driver window.

**Producing Scanned Images**

**Loading the Film Holder**

NOTE: For detailed instructions on loading film and slide holders, see Loading Film and Slide Holders in the previous section.

1. Load the film or slide holder with the film or slides you want to scan, with the film or slide in its correct position.
2. Place the holder in the Scanner.

**Operating the KODAK Driver**

**Set the Film Type**
1. Set the film type to match the film in the film (or slide) holder by choosing the film type—Positive, Negative or another selection—from the Film pop-up menu.

**Select the Image**
2. Click on the Select button if you wish to see what slide or negative is in position as you move the Holder images appear in black and white. Click on Stop Select, when you see the desired image, or click on Stop Select. If you do not see the image you want, move the film or slide holder so that the image you want is scanned. Before scanning, may occur while you are moving the film or slide holder, you may see blurred images until after you stop moving the holder.

**PreScan the Image**
3. Select PreScan by clicking on the PreScan button. An image of the photo currently in position will appear within the rectangle. Choose PreScan if you move the film (or slide) holder.

**Rotate the Image**
4. Click on the 90° CW, 180° or 90° CW button to rotate the image 90° counterclockwise, 180° or 90° clockwise, respectively. Click on the Normal button to display the image as oriented within the film or slide holder.
Producing Scanned Images

5. Click in the Sharpen pop up menu if you wish to adjust the level of edge definition between image elements (optional). Choose Off, Normal or High. High provides the most detail. Scan tone will increase significantly if you select Normal or High.

6. Click in the B & W box if you wish the image scanned, processed or changes viewed in black and white.

7. The KODAK Scanner can focus your image.

A. Click and drag the mouse, pulling the selection rectangle around the portion of the image that is the sharpest i.e., in the best focus and, ideally, with a good amount of detail.

NOTE: The focusing algorithm operates on the area inside the selection rectangle, optimizing your selection and focusing the rest of the image accordingly.

B. Click on the Focus button. You will hear one buzz after another and a click replaces the pointer during the focusing process. A PreScan is done automatically once focus is complete; an image appears and the pointer returns.

NOTE: You could focus the image without doing Step A; the Scanner does not need the selection rectangle for focusing. Step A is helpful, however, for an image that contains an area that is sharper than the rest.

For help with the Focus feature, refer to your KODAK Scanner manual.

Change Color Levels, Brightness or Contrast (optional)

8. If you wish to change any of the values for red, green or blue (for cyan, magenta, or yellow) for a color scan, brightness or contrast for a color or black and white scan, follow the steps below, repeatedly if desired, by working in the Balance area of the KODAK Driver window.

Although you will be able to make some of these same adjustments within the Photoshop application, we recommend that you perform color tint/cyan, green/magenta, bluelow) adjustments within the KODAK Driver window first and use Photoshop for fine-tuning.

A. To change color levels: Drag the scroll boxes, click on the right or left scroll arrows or click in the appropriate box and type new values (-20 to 20) for the colors you want to change.

For a color image, the three selections from top to bottom are red, green and blue (cyan, magenta, yellow).

For example, to increase red (decrease cyan) in the scan, drag the top scroll box to the right. To decrease red (increase cyan), drag the box to the left. 20 gives you the most red and -20 the least (when a negative value is selected, the box approaches cyan, red's opposite).

To change brightness, drag the scroll box, click on the right or left scroll arrows or click in the appropriate box and type new values (-20 to 20) to adjust the overall brightness of the image.

To change contrast: Drag the scroll box, click on the right or left scroll arrows or click in the appropriate box and type new values (-10 to 10) to adjust the contrast among image elements (pixels).

B. Click on the View Changes button to see the result of the new values.

C. If desired, click on the Reset Defaults button to return all balance settings back to 0 (for the current film type selected). Otherwise, current settings will remain in place (for the selected film type) until they are changed even if the Scanner is powered down.
Choose the Resolution

9. Choose the resolution you desire from the Resolution popup menu. 2000 dpi provides the greatest resolution and the largest amount of data is returned from the Scanner; if you want lower resolution, choose 1000, 500 or 250 dpi.

NOTE: Selecting different resolutions will affect the image size, reflected in the Image Size information shown below the image. Total scan time will also vary with different resolutions.

“Crop” the Image (optional)

10. Click and drag the mouse within the image, pulling the selection rectangle around the portion of the image you wish to scan. This “crops” the image; if you do not select a specific portion, the entire image will scan.

NOTE:

- To change the size of the selected area, press the Command (⌘) key when moved over the edge of the selection rectangle, the crossbars turn into arrows. Continue to press the ⌘ key and click on and drag the mouse on any corner(s) or sides of the selection rectangle. When you are finished changing the size of the selection rectangle, release the mouse button.
- To move the selection rectangle, place the crossbars inside the selection rectangle. Press the Command (⌘) key; the crossbars become a hand. Continue to press the ⌘ key; click on and drag the mouse, moving the selection rectangle to its new location.
- To deselected an area, click once inside or outside the selection rectangle.

Scan the Image into Photoshop

11. Click on the Scan button; the KODAK Driver window closes and the scan appears in Photoshop. Save the image as you would normally do with Photoshop. Acquire and save additional images as needed, and then quit Photoshop.

6 Specifications

- Power: 120 V, 60 Hz, 1.0 A
- 100V, 50/60 Hz, 1.0 A
- 220-240 V, 50 Hz, 0.5 A
- Warm Up: None required
- Color Balance: Automatic with manual fine-tuning
- Scanning Resolutions: Selectable up to 2000 dpi
- Focus: Built-in autofocus
- Film Type: 35mm negatives or positives (mounted or unmounted)
- Unmounted film strips up to six frames, mounted slides up to four frames
- A/D Accuracy: 10-bit A/D conversion
- Dynamic Range: 10 bits per color
- Color/Gray Levels: 24 bits per color, pixel/16 bits per monochrome pixel
- Color Separation: CCD array sensor, RGB filter wheel, Xenon strobe
- Interface: Small Computer System Interface (SCSI)
- Approximate Dimensions: 13.25 in. (33.7 cm) wide x 17 in. (43.2 cm) long x 8 in. (20.3 cm) high
- Scan File Size: 18 MB full-resolution color
- 6 MB full-resolution monochrome
- Approximate Weight: 14 lbs., 8 oz. (6.6 kg)
- Safety: UL, CSA, TUV

4-B
KODAK Professional 3555 Film Scanner
7/11/92
Introduction

About the RasterOps 24XLT

The RasterOps 24XLT is a display board for the Macintosh® II family of
computers that combines 24-bit True Color with live video, graphics
acceleration, graphics overlay, and image capture capabilities.

The 24XLT supports non-interlaced 13", 16", 19", 21", and portrait
monitors. (See Appendix D, "Technical Information" for specifics.)

The 24XLT also supports NTSC and PAL RGB interlaced output. This
output can be used for recording gray-scale Macintosh graphics to video
tape. For 24-bit color recording, you can route the output through the
RasterOps Video Expander.

Features like Pan and Zoom (2x, 4x, and 8x) are part of the 24XLT. The
Extended Desktop lets you create a workspace much larger than the actual
monitor screen, providing more space for larger documents.

The built-in Accelerator speeds up QuickDraw™ operations by taking
advantage of NuBus™ block transfer and by using a technique called bus-
locking. (The Accelerator locks the bus only while drawing a scan line.)
Accelerated functions include solid and pattern fills, moving windows
around the screen, and screen-to-screen redraws.

The 24XLT accepts video input from any NTSC, PAL, or SECAM source in
Composite, S-Video, or RGB format. A wide range of sources are possible
video camera, VCR, laserdisc player, and cable or broadcast television
(through a tuner). The optional RasterOps TV Tuner is a thin, small
footprint tuner that you can control with your Macintosh.

Included with the 24XLT is MediaGrabber, the software that displays live
video and allows you to "grab" images from it. MediaGrabber has a number
of tools for editing images. You can even use MediaGrabber to edit images
created by other programs.
Developer's Toolkit software, which is also included with the 24XLT.V provides access to all display features of the 24XLT.V to users of HyperCard®, Macromind Director™, and similar programs. Included in these hardware features is an overlay plane that allows full color graphics to be superimposed on the incoming video.

Advanced hardware features for compressing and decompressing live video (in real time) and image files are in store for the 24XLT.V. These optional features come as a daughterboard that plugs onto the 24XLT.V.

System requirements for the 24XLT.V are as follows:

- Macintosh II family CPU
- 15", 16", 19", 21", or Portrait monitor
- System 6.0.5, or later
- 32-bit QuickDraw version 1.2, or later
- 2 MB of RAM (for MediaGrabber)

What's in this Manual

- Chapter 1 gives you instructions for installing the RasterOps 24XLT.V and connecting your video source.
- Chapter 2 gives you instructions for installing the software, setting your display, and controlling the Accelerator.
- Chapter 3 shows you how to use the Pan, Zoom, and Extended Desktop features.
- Chapter 4 describes recording to a VCR and using the 24XLT.V with other NTSC and PAL devices.
- Chapter 5 introduces MediaGrabber.
- Chapter 6 describes how to display live video and how to customize the video display.
- Chapter 7 shows you how to grab images from the video and save them.
- Chapter 8 gives you instructions for editing captured images.
- Appendix A is a reference for the MediaGrabber menu commands.
- Appendix B describes optional features.
- Appendix C covers troubleshooting.
- Appendix D lists technical information.
- Appendix E contains the FCC Class A Statement.
- Appendix F contains the Warranty.
This method functions the same as using the Window menu.

Note: If the window you want is the Video Window, the Image Control Window, or the Video Control Window, the cursor also turns into the 4-way arrow on any of the window's edges. You can click on the title bar or any edge to bring these windows to the front.

MediaGrabber and Other Programs

MediaGrabber captures images. What you do with them will depend on your needs and what other application programs and output devices you have. You can easily move images captured by MediaGrabber to other applications. You can copy an image in MediaGrabber, move to another application, and simply paste it. Or you can save the image, quit MediaGrabber, and open the image file with your other application.

Experiment with a few images to determine what works best for you.

Here are some suggestions and things to consider that can make using your grabbed images easier:

**Dimensions of the Image**

In most cases, you'll get the best results by deciding what size image you ultimately want and grabbing the image at that size. If you need to re-size an image, use MediaGrabber.

**Size of Image Files**

Full size, 24-bit images can occupy a megabyte of disk space and a comparable amount in memory. A few such images pasted in a document can make it unwieldy or impossible to manipulate effectively. You can reduce the dimensions of the image, crop it more closely, or lower its color depth to decrease its file size.

**Color Depth**

Depending on your output needs, you may want to lower the color depth of the image before leaving MediaGrabber. Some applications cannot accept 24-bit images. Depending on your output device, color may not even be necessary.
Dealing with System Memory Limits

MediaGrabber runs on a Macintosh with at least 2 MB of RAM. However, displaying live video and capturing 24-bit color images can demand larger amounts of memory. If MediaGrabber is unable to complete an operation because of memory limits, there are some things you might try:

- Close unnecessary windows.
- Reduce the size of the Video Window.
- If you are using MultiFinder, increase the memory allocated to MediaGrabber.
  - With MediaGrabber closed, select the MediaGrabber program and choose Get Info from the File menu.
  - Increase the Application Memory Size.
- Run in Finder.
- Decrease the size of your System by temporarily removing unnecessary INIT's, CUEFS, DMG's, and Fonts. Or start up from a minimal System desk
- The best way to expand MediaGrabber's grabbing capacity is to get a RasterOps Accelerator (SO), install 4 or 16 MB of RAM on it, and allocate the RAM to OWorld. MediaGrabber will store images in this memory first.

Note: When you do this, install the Accelerator in a slot to the left of the 240LTV. During startup, the Accelerator software looks for the Accelerator hardware (starting at the lowest Nubus address, which is on the left of the CPU). When the software finds Accelerator hardware, it stops looking. If the 801 Accelerator (with RAM on it) is to the right of the 240LTV, which also has an Accelerator, the software will not find the RAM.
Appendix V - Technical Requirements to use AdTech
To use the Adtech® Interactive Media Network there are several technical specifications that need to be met.

1) The Macintosh computer used to run AdTech must have at least 6 Megabytes of RAM allocated specifically for the HyperCard application. A large amount of memory would also be helpful. If using a SyQuest external drive to operate the application one needs to make sure that the SyQuest drive is unlocked; AdTech is a read/write application which requires this for the User Added Information stack to function properly.

2) The "thesisinprogress" folder and the "qtmovies" folder must always be present when the AdTech® Interactive Media Network is being used on either an external or internal hard-drive. The first holds the main body of the network and the second holds all of the TV ad (i.e. QTMovie) resources. Without these folders AdTech® will not work properly; if at all.

3) HyperCard's memory needs to be set at 9000. To do this click on the HyperCard icon once, then click "get Info" in the pull down menu "file". Set the memory of HyperCard to 9000.

4) If a copy of the application is being placed onto a hard-drive or SyQuest drive the user must transfer the "qtmovies" and "thesisinprogress" folders to the new drive. Once this is done, the user needs to change the scripts for the "play" buttons on the cards listed below:

<table>
<thead>
<tr>
<th>Stack name</th>
<th>Card name</th>
<th>Ad name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Technology</td>
<td>Television tech</td>
<td>Dr. Pepper1</td>
</tr>
<tr>
<td></td>
<td>Computer Tech</td>
<td>Miller</td>
</tr>
<tr>
<td></td>
<td>Art of Advertising</td>
<td>listerine</td>
</tr>
<tr>
<td></td>
<td>Art as Ad- Levis</td>
<td>Levis</td>
</tr>
<tr>
<td></td>
<td>jeans TV ad</td>
<td>Levislight</td>
</tr>
<tr>
<td></td>
<td>The StoryBoard</td>
<td>funeral</td>
</tr>
<tr>
<td></td>
<td>Sex &amp; erotica</td>
<td>miller</td>
</tr>
</tbody>
</table>

The script for the individual play buttons need to be changed so that they read exactly as seen below:

```
QTMovie openMovie, rect, "\(New Drive Name\):qtmovies: \(name of individual resource\)", "345.125", rect of cd btn "play", noController, closeOnFinish
```

**Note:** The user needs to set each of the stacks to "userlevel 5" before the user can change the scripts.