

# 16<sup>th</sup>

ANNUAL CONFERENCE  
INTERNATIONAL  
VISUAL LITERACY  
ASSOCIATION  
INC.

---

November 8-11, 1984  
Baltimore, Maryland

**“Cruising Into the Future:  
Visual Literacy”**



Kodak's new, European-designed, instant slide maker will be available at the conference for presenters to use if they wish to prepare last-minute graphic slides. Original art can be as small as 4" x 6" or large as 11" x 14". Depth of field is about two inches.

Conference Committees

Conference Chair:	LaVerne Miller
Local Arrangements:	Ron Sutton
AV Equipment:	Ben Brown
Publicity	Barbara Humes
Presenters Selection:	Alice Walker
Program Scheduling:	Barbara Humes
Program Printing:	Alice Walker
Finance	Ron Sutton

The International Visual Literacy Association, Inc. expresses its appreciation to:

Maritime Institute of Technology and Graduate Studies  
Montgomery College, Educational Support Services  
Virginia Tech, Learning Resources Center

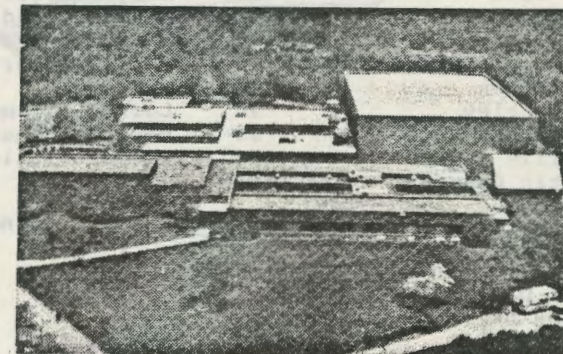
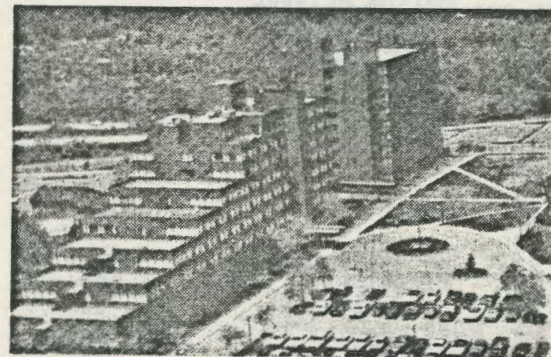
WELCOME

to the

MARITIME INSTITUTE OF TECHNOLOGY

and

GRADUATE STUDIES



# International Visual Literacy Association, Inc.

## Officers

### Executive Committee

President	Pris Hardin
President-elect	Dennis Dake
Vice Presidents	John Hortin
	Rob Molek
	Phyllis Reynolds Myers
Immediate Past President	LaVerne Miller
Secretary/Treasurer	Ron Sutton

### Committee Chairpersons

Awards	Marina McIsaac
Nominations/Elections	LaVerne Miller
Membership/Recruitment	Ron Sutton
Regional Coordinators	Richard Ball
Publications	Roberts Braden
Newsletter/Archives	Dennis Pett
Parliamentarian	Jim Sucky

## Board Members

William Armstrong	'84	Rhonda Robinson	'86
Richard Ball	'85	Hillel Schiller	'85
Roberts Braden	'84	Susanne Seeber	'86
Mary Ann Chezick	'84	Pat Seeley	'85
Dennis Dake	'85	Richard Sinatra	'86
Jon Dunn	'86	Mary Steiglitz-Witte	'84
John Hortin	'84	Carol Stockdale	'84
Bob Krause	'85	James Sucky	'86
Maria Magnabosco	'86	Alice Walker	'85
Bob Molek	'84	Judy Weiser	'85
Ann Morley	'84	Lois Williams	'85
Robert Muffoletto	'86	Paul Younghouse	'86
Phyllis Myers	'84	Richard Zakia	'84
Martin Oudejans	'84		

### Honorary Board (Non-Voting)

Lida Cochran  
 Jack Debes  
 Frank Dwyer  
 Don Fork  
 Lon Nuell  
 Sam Ross  
 Robert Routh  
 Sr. Bede Sullivan

### Past Presidents Deceased

Clarence Williams

## IVLA Board Meetings

THURSDAY, November 8, 1984

3:00-4:00 Executive Board Meeting

7:00-8:00 IVLA Business Meeting

All members of IVLA are encouraged to attend. Non members are welcome but cannot vote.

SUNDAY, November 11, 1984

9:30-10:30 Joint meeting of the new and old Board of Directors

This meeting is also open to members and non members, but only members of the Board have the right to vote.



International Visual Arts Association, Inc.  
 General Sessions

FRIDAY, November 9, 1984

8:30AM - 9:30 First General Session

Visual Createdness in Education and Design, by Leonard Ludes, Library of Congress, Washington, D.C.

Leonard Ludes, an artist and an exhibit specialist, works in the Library of Congress Office of Exhibits. As a teacher of the handicapped, he experimented successfully with a visual teaching method. His sculpture and paintings are in such collections as the Nelson Gallery in Kansas City and the National Archives. He has done exhibit work for the Smithsonian Institution, installed the Air and Space Museum's "Apollo-to-the-Moon" exhibit and many of the World War I displays, and was chief designer at the Naval Museum. He says that "the artistic spirit helps me as a designer and my work as an artist." He is particularly interested in the way an exhibit is presented for the highest visual effectiveness.

SATURDAY, November 10, 1984

8:30AM - 9:30 Second General Session

Observation and Art as A Basis for Occupational Studies, by Anne Marie Evans, Head, Art Department, Leicester Polytechnic College, Leicester, England.

At South Fields College of Further Education students study such practical vocations as baking, restaurant work, interior decorating, sewing, embroidery, and knitting. On the whole, the students represent the lower academic, underachieving section of the school population. At the base of this program is a rigorous course in art including a variety of studies which involve observation and imitation of nature in the most minute and detailed way. Ms. Evans will describe this exciting program and why it uses art as a basis for bringing out creativity.

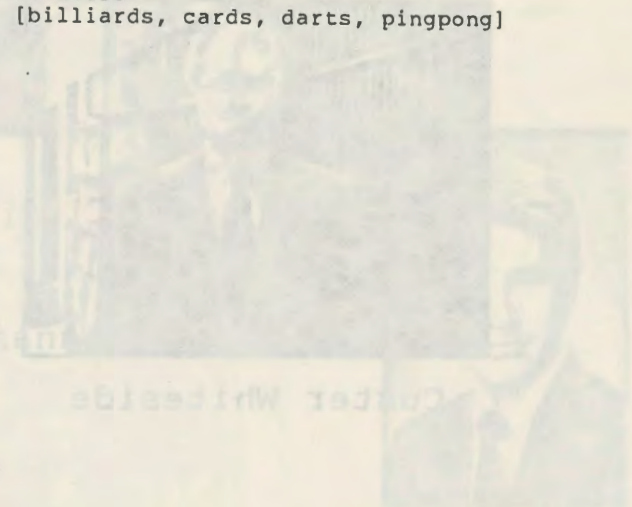
THURSDAY, November 8, 1984

- 12:00-12:30 Signing on and stowing gear; selection from "Extras" list\*
- 2:30- 4:00 Tour of facilities, ship simulation, harbor docking, planetarium
- 5:00 Dinner in MITAGS dining room
- 7:00- 8:00 IVLA Business Meeting
- 8:00-11:00 Captain's Reception: Wine, Night Lunch [Dress-- jacket and tie]

\*Extras

- Weight room - Noon - 10:00 PM  
 Sauna & pool - 2:00 - 9:00 PM  
 Raquetball - 2:00 - 9:00 PM  
 Game room - 24 hours  
 [billiards, cards, darts, pingpong]

Robert Green



Alan Whiteside

FRIDAY, November 9, 1984

7:00-8:00 Breakfast in MITAGS Dining Room

8:30-9:30 First General Session - Keynote Address

Visual Createdness in Education and Design, by Leonard Ludes, Library of Congress, Washington, D.C.

Why are some exhibits dry and dull, and some exhibits exciting? Is this due to the value of the artifact or material, or is it caused by ineffective or by effective design sense? Design must never impede the creative purpose toward full expression--or else it merely astounds and shouts out--Look how clever I am! See what I can do!

9:30-10:15 Concurrent Sessions:

Room One:

Effects of Learner Characteristics on Cognitive Outcomes of Instruction Utilizing Computer Graphics, by Custer Whiteside and Paul Blohm, Kansas State University, Manhattan, KS.

This research report explores the impact of several learner characteristics which might significantly influence the acquisition of new knowledge when computer graphics are employed in the instructional delivery. Learner characteristics under test were attitude toward course, preferences toward visual instructional media, and prior knowledge of subject content.



Custer Whiteside

Room Two:

What Will Happen When Businesspeople, Personal Computers, and Graphic Programs Come Together: A Survey of Computer Graphics Programs, by Robert E. Griffin, Alan Whiteside, Mary Whiteside, and Suzanne K. Miller, Pennsylvania State University, University Park, PA.

Described here are the basic components of business graphics programs, what the marketplace offers, what can and cannot be accomplished, and what visual literacy problems visual designers will encounter as business people create their own visuals.

10:15-10:30 Refreshment Break

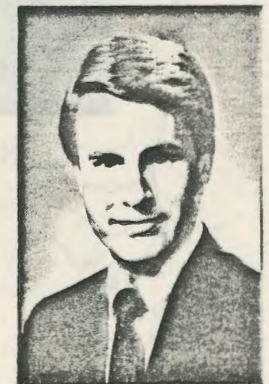
10:30-11:30 Tour of MITAG facilities  
(Limited to 25 people)



Robert  
Griffin



Suzanne K. Miller



Alan Whiteside

FRIDAY, November 9, 1984

10:45-11:30 Concurrent Sessions

Room One:

Visual and Verbal Mis-Literacy: Creative Discontinuity, by Nina Thayer, Indiana University, Bloomington, IN.

This participatory presentation will demonstrate the broad diversity of messages implied by visuals when their visual context is removed, and by verbal/audible messages when their visual context is removed. With materials provided, attendees will participate in this process of creative discontinuity and may wonder if we SEE what we see, KNOW what we read, HEAR what we hear.



Nina Thayer

FRIDAY, November 9, 1984

11:30-12:30 Concurrent Sessions

Room One:

Why Do Visual Literacy Projects Fail?, by James G. Sucey, Eastman Kodak Company, Rochester, NY.

Most visual literacy projects must be seen to be appreciated. The enthusiastic learning that takes place when students become involved in creating their own visual-verbal communications is obvious to observers. And yet, financial and administrative support for starting and continuing these programs is difficult to obtain, because most of the supporting evidence is anecdotal. This lecture-demonstration will use slides, examples, activities, and handouts in an attempt to build a solid foundation for the support of visual learning programs.

Room Two:

Visual Understanding of Political Graphics, by Edd H. Sewell, Virginia Tech, Blacksburg, VA.

Political graphics, a term which includes political and editorial cartoons, editorial illustration, and some comic strips, are an important element in the American newspaper. This presentation is an analysis of the role of visual literacy in the specific context of political graphics. In addition to some discussion of potential qualitative explanations, some recently collected data will be used to develop a model for how college students understand and interpret political graphics.



James G. Sucey



Edd Sewell

FRIDAY, November 9, 1984  
(Afternoon)

12:30-1:00 Film Screenings

1:00-1:30 Lunch in MITAGS Dining Room

2:00-2:30 Concurrent Sessions

Room One:

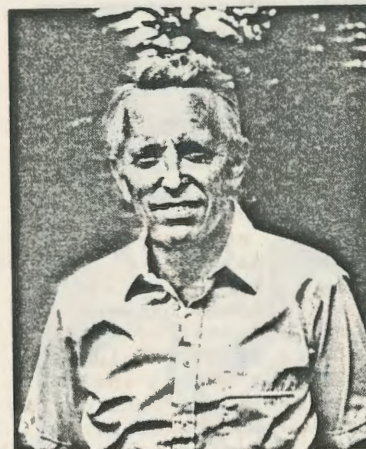
The Effect of Hemispheric Specialization on the Visual Arts, or Can Art Survive in a Technical Left Hemisphere Dominated Civilization?, by Martin Oudejans, Ontario College of Art, Conestoga College of Applied Art and Technology, St. Clements, Ontario, Canada.

The rise of science and the consequent rise of the rationalist/materialist philosophy with its strict mind/matter dualism led to the establishment of a technical left-hemisphere civilization. A distinct feature of such a society is the antagonism that develops between art and science. The artist becomes the exemplar of the right-hemisphere functions: emotional, irrational, intuitive, and often inarticulate. The scientist becomes the artist's opposite: logical, objective, unemotional, and highly articulate. This illustrated presentation will examine the historical development of the process and raise significant questions for the future.

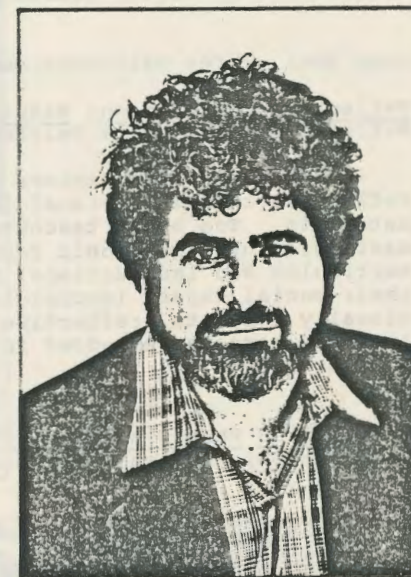
Room Two:

Multi-generational Family Portraits: Family Albums and Genograms, by Alan D. Entin, Clinical Psychologist, Richmond, VA, and Don Desfor, Nyack, NY.

Family photographs and albums reflect a continuation of generational rhythms in the family life cycle, presenting a recurrent pattern of relationships linking people, the passage of time, and the organization of space far more systematically than has generally been recognized. A family systems approach to reading photographs and albums is concerned with the information photographs convey about the family system, what the album communicates about the family relationship process, and what it means to be a person in the family. The focus of the presentation will be on how to "think systems" and how the concepts of family systems theory can be operationalized and conveyed through genograms and family albums.



Martin Oudejans



Alan D. Entin

Room Three:

Developing the Capabilities of the Right Hemisphere, by Robert T. Waters, Chief, Management Training Division, National Security Agency, Washington, D.C.

Included will be a brief exposition of how the cognitive differences are being taught today in business and government as well as a discussion of how the right hemisphere has been used for major artistic and scientific breakthroughs. The Ned Hermann brain profile instrument will be discussed.

2:00-3:00 Tour of MITAG facilities  
(Limited to 25 people)

3:00-3:15 Refreshment Break

FRIDAY, November 9, 1984  
(Afternoon)

3:30-5:00 Concurrent Sessions

Room One: Three half-hour sessions

Reflective Teaching and Visual Literacy, by Robert Muffoletto, California Polytechnic, Pomona, CA.

This paper will explore the relationship between reflective teaching, visual literacy, and instructional materials. Too often teachers, as well as curriculum designers, utilize iconic representations within their curriculum and instructional materials without considering their social impact (social learning) upon students. A visually literate, reflective teacher attempts to decode the intended messages embedded in the instructional materials they utilize.

Research on Photographic Content, Using the Semantic Differential, by Arnold Gassan, Ohio University, Athens, OH.

Although anecdotal knowledge of the differences in content and implications ascribed to a photograph is commonly known, this is a significant, methodologically controlled experimental investigation of the perceived content of photographs, with some surprising results. Osgood's factors of Evaluative, Activity, and Potency are perceived as having differing significance by different population groups.

Photo Education: Where's the Creativity?, by Paul Hightower, Indiana State University, Terre Haute, IN.

"A thought that sometimes makes me hazy, am I, or are the others crazy?". . . Einstein

The study of "Creativity" is relatively new. The printed page and the silver image had long existed when creativity became an object of theoretical discussion. It was not until the Twentieth Century that man began to talk about the concept of creativity, and a significant turning point in the discussion came in 1950 when J. P. Guilford delivered a speech at the American Psychological Association. Guilford argued that IQ tests were not good determiners of creative potential. In the presentation, we will explore the implications of Guilford's findings through the past four decades. We will see beginning and advanced work in photography and discuss why some are so creative and some are not.



Robert Muffoletto



Paul Hightower



FRIDAY, November 9, 1984  
(Afternoon)

3:30-5:00

Room Two:

Conflict Resolution--An Approach to Classroom Management, by Stephanie Homan, Free Lance Videographer, Cambridge, MA

Educating classroom teachers to educate children in a nuclear age is the topic of this 45-minute videotape recorded at River Valley Community School, an alternative educational setting in Athens, OH. It presents the philosophy of conflict resolution and the correct teacher attitudes and strategies for successful implementation in the classroom.

Room Three:

The Depiction of Power in Visual Media: Identifying and Interpreting Images, by David M. Considine, Appalachian State University, Blowing Rock, NC.

Employing slides and brief videotape excerpts, the presentation will examine traditional techniques in a variety of visual formats (painting, children's book illustrations, film, television, and rock album covers) and the way in which these devices convey an ideology of power. Particular attention is given to sex role stereotyping and the role of visual elements in reinforcing the patriarchal production process.



David Considine

FRIDAY, November 9, 1984  
(Evening)

5:00-6:00 Cash cocktail lounge or selection from "Extras"  
6:00-7:00 Dinner  
7:00-8:00 Select from Recreation "Extras"  
8:00-8:30 Night lunch  
9:00-11:00 Cash cocktail lounge

SATURDAY, November 10, 1984  
(Morning)

7:00-8:00 Breakfast in MITAGS Dining Room

8:30-9:30 Second General Session - Keynote Address

Observation and Art as a Basis for Occupational Studies, by Anne Marie Evans, Leicester Polytechnic College, Leicester, England.

The Art Department's role at South Fields is to service the various disciplines of the College. This is done in the available time (usually 1-1/2 hours weekly) by stressing the development of confidence through discipline, alongside the cultivation of observational skills and the acquisition of appropriate technique. Results seem to show that a high standard of work can be achieved by students of low threshold ability, little motivation, and limited prospects within a very short time.

9:30-10:15 Concurrent Sessions:

Room One:

Story Is Image, by Martha R. Kellstrom, Kansas State University, Manhattan, KS.

Storytelling is as old and as new as humanity itself and has played a major role in human communications. Presented is the story of Clifford in Clifford Speaks Out. He is a dog who has identified a body of linguistic bias in dog words and dog terms. The Clifford story was written for learners of all ages. It can be used to teach values clarification, analogy, and humor. The story was developed to show pre-service teachers how a visual/verbal narrative can increase understanding and to encourage teachers to design and produce their own curriculum materials.



Martha R. Kellstrom

Room Two:

Effects of Visual Ordering on the Writing Process, by Richard Sinatra, St. John's University, Jamaica, NY.

The purpose of this study was to determine if differing visual compositions arranged to model particular styles of written discourse would induce college freshmen to write according to those styles. The purpose was directed at a central issue of visual literacy, namely does a visual literacy exist apart from a verbal literacy. The results indicate that for some models of discourse in which visuals are programmed according to a particular style, the intended writing style will be achieved in the absence of any verbal direction or assistance.

Room Three:

The Glass Plate Game, by Priscilla Hardin, Priscilla Hardin Instructional Services, Corvallis, OR

The Glass Plate Game encourages cooperative building of idea networks. Sets of visualized concept cards foster lateral thinking and creative discussion of curriculum topics among students from sixth grade to adults. In non-school settings, the game stimulates lively conversations.



Richard Sinatra

SATURDAY, November 10, 1984

10:15-10:30 Refreshment Break

10:45-11:30 Concurrent Sessions

Room One:

Visual Treatments in Interactive Videotapes, by John F. Moore, Virginia Tech, Blacksburg, VA.

Active consideration of visual design factors can enhance the useability of interactive videotape programs. Using examples from two lessons, several visualization issues are illustrated, including image continuity, screen design, animation, visual testing, and a search and retrieval application of a visual database.

Room Two:

It's Clearly Italic, by Nan Jay Barchowsky, Handwriting Consultant, Aberdeen, MD.

The individual who writes a clear, legible hand creates an extraordinary impact on his or her reader. If the handwriting is handsome as well as legible, it seldom fails to draw attention and favorable comments. Rhythmic, natural hand movements create a functional alphabet with basic strokes. The ease with which letters are formed reduces the danger of distorted shapes when one writes with speed. A demonstration will show how the strokes form a basic alphabet which develops cursive characteristics as letters join one another. Slides will show italic writing of children and adults, and the individuality expressed by each interpretation of the letter forms.

Room Three:

Effects of Cognitive Style on Size and Type of Visuals, by Mike Moore, Virginia Tech, Blacksburg, VA.

This study concerns the effect of cognitive style (field dependence-independence) on the short term recall of content information with different sizes and types (photographs, paintings, line drawings) of visuals. It is hypothesized that field dependents would be able to perform better on recall tasks with visuals of less complexity and with less distracting information. Size may have an effect of "compacting" elements and might affect ability to recall information. Size and type of visual should not affect scores of field independents.



Nan Jay Barchowsky



Mike Moore

SATURDAY, November 10, 1984

11:30-12:30

Room One: Three-part presentation  
Psychology Honors Course 251

Experimental Issues in Psychology, an Honors Course for the Gifted Student, by Robert Wiley, Montgomery College, Takoma Park, MD.

A general description of an honors offering for the gifted student, providing opportunities in observation skills, non-verbal communication, and left-brain, right-brain capabilities.

The Visual Literacy/Observation Component Uses Local Resources to Increase Visual Awareness, by LaVerne W. Miller, Montgomery College, Takoma Park, MD.

This segment focuses on observation as a means of increasing visual awareness and on use of local resources such as the National Gallery of Art.

Applications of Photographic Technology as Instructional Support, by Benjamin Brown, Montgomery College, Takoma Park, MD.

Part III describes instructional support given by the campus technician who provided special photographs without using specialized equipment. Here he tells what he did and how he did it.

Room Three: Film Screening

1:00-1:30 Lunch in MITAGS Dining Room

2:00-3:00 Concurrent Sessions:

Room One:

The Use of Illustrative Materials in Ninth Grade Social Studies and Science Texts: Their Presence and Functions, by Suzanne R. Seeber, Kansas State University, Manhattan, KS.

Although illustrative materials are a major element of secondary content area textbooks, scant research has been done to determine how they influence learning from text. Research reported here is based on three social studies and three science textbooks selected from a pool of the textbooks most likely to be considered for adoption in the local schools. Subjects were tested on comprehension and retention when no illustration or only attentional, explicative, or retentional illustrations were present.

SATURDAY, November 10, 1984  
(Afternoon)

Room Two:

Visual Information for the Consumer: An Undergraduate Course with a Multi-Disciplinary Focus, by Mary Ruth Smith and Lynnmarie Blinn, University of Houston, Houston, TX.

Should visual information and imagery be designed differently for different age groups or different audiences? How do design considerations differ for various media situations? What are the various communication methods used by advertisers to get consumer attention? How does visually communicated information differ from the written/oral communicative means? These are just a few of the questions addressed in this report of a team-taught course currently offered at the University of Houston.

Room Three:

Update on the Design of Visual Materials, by Lucille Burbank, Children's Television Workshop; and Dennis W. Pett, Indiana University, Bloomington, IN.

This visual presentation summarizes many of the research findings that relate to the design of visual instructional materials. Perception, attention, memory, concept learning, and attitude change are included. Using a wide variety of visual examples, the application of research findings to the creation of effective graphic and photographic visual instructional materials is covered in depth.



Lucille Burbank



Dennis Pett

Cancelled

SATURDAY, November 10, 1984  
(Afternoon)

3:00-3:15 Refreshment Break

3:30-5:00 Concurrent Sessions

Room One: Three half-hour presentations

Research on Visual Thinking for Verbal Problems, by John A. Hortin, Kansas State University, Manhattan, KS.

Visual rehearsal, an aspect of mental imagery, is the controlled and conscious act of visualizing situations, people, and behavior for planning for the future. A student might visualize the important procedures in a difficult task before actually performing that task. Experimental results indicate that visual rehearsal helps the individual to gain insight and develop problem solving schemas.

Numeric Data, Presentation in Different Formats, by Rune Pettersson, Stockholm University, Stockholm, Sweden.

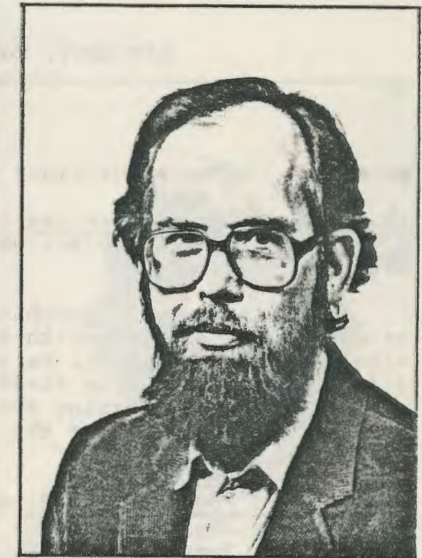
A review of the published research relating to the presentation of numeric data, with illustrated examples of effective charts and graphs.

A Kindergarten Class Documents Itself, by Lois Williams and Jean De Cocker, Montebello, CA.

Self-documentation is a dynamic learning experience at all grade levels. This ongoing project involves a kindergarten class which is multi-cultural. The children begin the year by learning to use five kinds of still cameras and about mid-year add a video camera to their repertoire. Learning materials by and for students have always worked and the power of the camera increases the possibilities. Self-image is enriched, student-teacher-family relations are strengthened, and in the context of documentation a sense of continuity develops.



John A. Hortin



Rune Pettersson



Lois Williams



Jean DeCocker

SATURDAY, November 10, 1984  
(Afternoon)

Room Two: Two presentations

Analysis of Sex Differences in Students' Control of Computer Graphics, by Robert Molek, Houston Independent School District, Houston, TX.

In this study, 40 eight-year old rural and suburban students' interactions with the computer were recorded onto videotape. Results will be analyzed to determine sex differences relative to field dependence and independence, the left-right patterning tendencies for each sex, and the overall effectiveness of the strategies, as well as the scores on a posttest.

Analysis of Photographic Elements Which Perpetuate Stereotypes, by Marina Stock McIsaac, Arizona State University, Tempe, AZ.

This is a report of a study in which students and community members were asked for their reaction to two sets of calendar photographs. Interview information was collected in a naturalistic setting to support the quantitative data later used to name underlying visual dimensions in the participants' own terms. Results revealed that photographic elements such as shot, camera angle, and positioning of subject contributed significantly to viewer perceptions.

Room Three:

Visual Literacy, Higher Order Reasoning, and High Technology, by Phyllis Reynolds Myers, Trident Technical College, Charleston, SC.

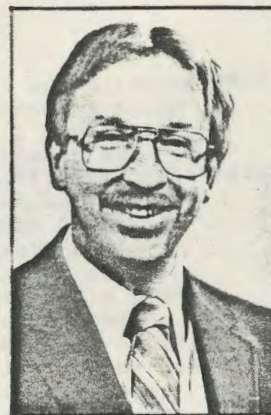
The presentation will synthesize visual literacy theory, developmental theory, and instructional theory in order to describe some of the visual learning skills and the dependence of higher order reasoning skills upon a framework of visual literacy skills. Also included are some occupational analyses which imply the visual skills necessary for given occupations.

5:00-7:00 Select from Recreation EXTRAS, Cash Cocktail Lounge

7:00-8:00 Dinner

8:00-9:00 Awards - Marina McIsaac, Awards Committee

9:00-11:00 Cash Cocktail Lounge - Night Lunch



Robert Molek



Marina McIsaac



Phyllis Reynolds Myers

SUNDAY, November 11, 1984

8:30- 9:00	Continental Breakfast
9:30-11:00	Meetings of old and new boards
11:00-11:30	Brunch
12:00	Board bus and autos to Baltimore Museum of Art (Optional)
2:00	Check out time
3:00	Return from Museum

DRIVE SAFELY

Have a nice trip home!

See you at AECT in Anaheim in January.

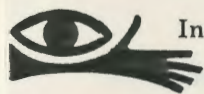
## PRESENTERS, 1984 IVLA ANNUAL CONFERENCE

Nan Jay Barchowsky	Sat. 10:45, p. 18
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Paul Blohm	Fri. 9:30, p. 6
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Lucille Burbank	Sat. 2:00, p. 21
Jean DeCocker	Sat. 4:30, p. 22
David Considine	Fri. 3:30, p. 14
Donald Desfor	Fri. 2:00, p. 10
Alan D. Entin	Fri. 2:00, p. 10
Anne-Marie Evans	Sat. 8:30, p. 16
Arnold Gassan	Fri. 3:30, p. 12
Robert E. Griffin	Fri. 10:45, p. 7
Priscilla Hardin	Sat. 9:30, p. 17
Paul Hightower	Fri. 3:30, p. 12
Stephanie Homan	Fri. 3:30, p. 14
John A. Hortin	Sat. 3:30, p. 22
Martha R. Kellstrom	Sat. 9:30, p. 16
Leonard Ludes	Fri. 8:30, p. 6
Marina McIsaac	Sat. 3:30, p. 24
LaVerne Miller	Sat. 11:30, p. 20
Suzanne K. Miller	Fri. 10:45, p. 7
<del>Robert Molek</del>	<del>Sat. 3:30, p. 24</del>
John F. Moore	Sat. 10:45, p. 18
Mike Moore	Sat. 10:45, p. 18
Robert Muffoletto	Fri. 3:30, p. 12
Phyllis Reynolds Myers	Sat. 3:30, p. 24
Martin Oudejans	Fri. 2:00, p. 10
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<del>Suzanne R. Seeber</del>	<del>Sat. 2:00, p. 20</del>
Edd Sewell	Fri. 11:30, p. 9
Richard Sinatra	Sat. 9:30, p. 17
Mary Ruth Smith	Sat. 2:00, p. 21
James G. Sucey	Fri. 11:30, p. 9
Nina Thayer	Fri. 10:45, p. 8
Robert T. Waters	Fri. 2:00, p. 11
Alan Whiteside	Fri. 10:45, p. 7
Custer Whiteside	Fri. 9:30, p. 6
Mary Whiteside	Fri. 10:45, p. 7
Robert Wiley	Sat. 11:30, p. 20
Lois Williams	Sat. 4:30, p. 22

Cancelled

Cancelled

Cancelled



International Visual Literacy Association, Inc.

I.V.L.A.

MEMBERSHIP

- Artists, photographers
- Researchers, scientists
- Film makers, television specialists
- Computer programmers, phototherapists
- Media librarians, audiovisual specialists
- Students, teachers, faculty, administrators
- Visible language theorists and practitioners



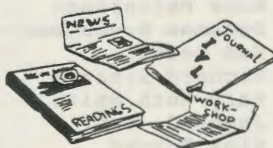
CONCERNS

- Providing a multidisciplinary forum for exploration, presentation, and discussion of visual communication
- Serving as an organization base and communications bond for professionals interested in visual literacy
- Encouraging the funding of creative visual literacy projects, programs, and research
- Promoting and evaluating projects to increase the use of visual languaging in education and communications



BENEFITS

- Journal of Visual Verbal Linguaging
- Annual Book of Conference Readings
- Visual Literacy Newsletter
- Annual International Visual Literacy Conference
- National meeting as affiliate of Association for Educational Communications & Technology
- Information exchanges, special programs, workshops, seminars



SEND CHECK AND MEMBERSHIP APPLICATION TO:

Ron Sutton, IVLA Treasurer  
 Director of Media Center  
 American University  
 Washington, D.C. 20016

Regular Membership

U.S.	\$25.00	_____
Canada	\$25.00	_____
(U.S. equivalent)		
Other nations	\$27.50	_____
Student	\$10.00	_____
Life	\$200.00	_____

\_\_\_\_\_  
(Name) (Organization)

\_\_\_\_\_  
(Address)

\_\_\_\_\_  
(City) (State) (Zip)

Publications		
Journal	\$10.00	_____
Conference Readings	\$15.00	_____
Total		_____



## INTERNATIONAL VISUAL LITERACY ASSOCIATION, INC.

IVLA, Inc. was established to provide a multi-disciplinary forum for the exploration, presentation, and discussion of all aspects of visual communication and their applications through the concepts of visual languaging, visual literacy, and literacies in general. It serves as the organizational bond for professionals from many diverse disciplines who are creating and sustaining the studies of the nature of languaging and literacies and their cognitive bases and who are developing new means for the evaluation of learning through visual languaging methods.

IVLA, Inc. is a non-profit association incorporated in the State of New York. Officers and Board Members are elected by the members at the Annual Meeting usually held during the annual visual literacy conference.