

ael1095

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1.3 Editor's Corner

Editor's Corner by Lori Vinciguerra

Well, the readership of the AEL newsletter has increased to about 75 people. There are probably even more people reading it on the net that I can not estimate. About 30 of you are receiving it by US mail. I'd like to decrease the 30 to keep down my costs, so if any of you have an email address please let me know.

The first issue of the AEL (Oct. 1994) listed 17 schools that were using Amigas. Since then the list has grown to 99 schools! The next person to send me a school that is not already on the list will have the honor of being the 100th entry!

It appears that someone else has had the same idea as me. Basil Flinter has started an Amiga Educator's Network in Australia. See the "New Products and Exciting News" section for details.

Word has it that Amiga Technologies has advertised on German TV. Let's hope that they are successful in their efforts.

Look for the upcoming issue of AC's Guide to the Amiga. It will be interesting to see if there are any new products since the last issue in Summer of 1994.

The deadline for article submissions for the January issue is December 15, 1995. If any of your students are interested in writing an article, please pass on this information. As always, email your article to owl@davinci.reading.ma.us or use U.S. mail to send to OWL Software, 460 Summer Ave., Reading, MA 01867-3819.

1.4 Editor

EDITOR

Lori Vinciguerra

email: owl@davinci.reading.ma.us

1.5 New Products and Exciting News

- | | |
|--|-----------------------------------|
| Tips & Tricks for the Talking Animator | Learn how to use Talking Animator |
| Radiology WWW Home Page | For Educational Amiga Uses |
| Amiga Educational Network | Another Educator's List |
| Inner City Arts | Art Festival for Children |

The Digital Universe

Simulate the Appearance of the Night Sky

The products listed in this area have not been tested by OWL Software. They are listed for informational purposes. Reviews of educational products and announcements are welcome and can be sent to owl@davinci.reading.ma.us.

1.6 New Products and Exciting News / Tips & Tricks for Talking Animator

Product: Tips & Tricks for The Talking Animator

Company: 3 Sons Software

Box 1424

Hope, B.C., Canada

VOX 1L0

E-mail: barstewa@cln.etc.bc.ca (Barry Stewart)

Phone: 604-869-2635

Price: Single-use licences \$50 Canadian + \$5 Cdn. Shipping and Handling.

School site-licences \$150 Cnd. (about \$120 U.S.)

District licences are negotiable

A full money-back guarantee is offered, if you do not see the value in what you have purchased.

First a description of Talking Animator:

Talking Animator is a page-flipping, talking doodle-pad. Kindergarten children can use it for one-page drawings. Older children can draw and have talking text on the same page. But the real fun comes in the animation capability. The number of pages is dependant on the amount of RAM you have. 1 MB will give you 35 pages; 3 will get you over 100. For a 700 Kb program, this one is hard to beat for being simple and at the same time wide-open for creative minds.

The program is becoming harder to find if you haven't already got it. It was created in 1990 by JMH Software of Maple Grove, Minn.

Now for Tips & Tricks:

In 1991, the author's Special Ed kids won the International Grand Prize in Elementary Multi-Media productions from the Computer Learning Foundation of Palo Alto, California. Since then, he has guided students through the making of several even-better videos. Through thousands of hours of using the simple, yet open-ended software, most of its secrets can be uncovered.

"Tips and Tricks for the Talking Animator" consists of 4, 880K disks, crammed full of tips from the very basic to multi-tasking with Amiga Vision for sound-effects. Also covered are 8 difficulty-levels of making video productions out of the animations.

Other topics include:

- making the Amiga speak French or other languages.
 - controlling the speed of the flipping.
 - using wipes to open and close animations
 - making the Amiga SING
-

- dealing with clashing palettes
- and many,many more tips...

All of the files were made with the T.A. software -- so you load them and work with them through your own copy of T.A.

Included with the disk set is a pamphlet listing 54 ways to use the Talking Animator at Home or School. (You can even use T.A. to drill for spelling, word-recognition and phonics skills!)

On the back of the pamphlet is a skills checklist, covering 46 T.A. skills from basic to complex -- great for classroom use!

Every T.A. user will find a lot of useful tips in these four disks. If your Talking Animator use reached a certain point and then fell-off because you couldn't push it any further -- these disks are bound to wake-up your creative juices. Even if you've only got a single-floppy 1Mb A-500, "Tips and Tricks" will show you how you can make a video animation that will last ten minutes or more!

1.7 New Products and Exciting News / Radiology Home Page

A home page for educational Amiga uses for Radiology.

<http://www.portal.com/~mikety/>

Here is a clip from the entry page

WHO AM I?

My name is Michael Tobin . I am a radiologist at the State University of New York Health Science Center in Brooklyn, New York. Actually, I do most of my work at Kings County Medical Center KCHC where I read chest and bone x-rays.

This page is under construction. Follow the revision date given below and please be patient. When completed you will find:

- * Description of Amiga Projects.
- * Selected published articles.
- * Radiology teaching cases.
 - + Instructions
 - + Access as Unknowns
 - + Access as Examples (from a list)
- * Amiga-related discussion (nerdy stuff).

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E-mail your comments to: mikety@shell.portal.com.

Whiskers is the official mascot of this web site.

Latest Revision 10/18/95 -- Construction of Amiga Projects section

continues.

1.8 New Products and Exciting News / The Amiga Education Network

The Amiga Education Network (TAEN) was established nearly a year ago. The purpose of The Amiga Education Network is to provide an Amiga-based global facility - open to all persons or organizations with an interest in the Amiga in the field of education in any country (through national representatives) - through which information about the Amiga, relevant to that country's education, can be disseminated and exchanged.

The reason that I established The Amiga Education Network was because it was clear that Commodore had completely mismanaged the marketing of the Amiga (which I consider to be the foremost education platform) in the education market and that, if the Amiga was to have any chance of succeeding in this specialised market in the future (presuming it had a future - which it now appears to have), it needed:

- # To be divorced from the other areas of marketing and
- # To have input from educators who are using the Amiga and who appreciate that the education market is so specialised, it varies even from country to country.

I have written to Escom (Bernard van Tiernen), and to Commodore U.K. (David Pleasance), about The Amiga Education Network, asking them to support it. Hopefully, they will. I am a 69-year old ex-academic who, from 1982 to 1992, was a Commodore Specialist and Education Dealer here in Australia. Although I am now retired, and on the pension, I have - since 1992 (when I sold my dealership) - retained my interest in (and enthusiasm for) the Amiga by remaining active as an Amiga Education Consultant. The Amiga Education Network is a non-profit organisation aimed at helping schools, with Amiga computers, to get the most out of their computers. By increasing the Amiga's education profile, increased sales should ensue.

Matters covered by The Amiga Education Network include

- # Offering advice on the latest Amiga software (including upgrades) and hardware (including peripherals);
- # Offering advice on the use of any Amiga hardware or software;
- # Offering advice on equipment appropriate to the enquirer's needs;
- # Supplying names of appropriate contacts;
- # Arranging for suitable demonstration(s) of, and training in, Amiga education product;
- # Publication of regular TAEN newsletters;
- # Identifying areas of need, and advising developers and publishers about them; and, most importantly,
- # Promoting direct interaction (including an interchange of ideas on how to use the Amiga) among schools/tertiary institutions and between individual teachers/lecturers/educationalists.

Each country that participates in TAEN will have its own National Representative, whose role will include all of the the above, as well as the following:

- # To act as a point of referral, within their own country, as appropriate;
- # To assist in developing and expanding The Amiga Education Network both

nationally, and through the Convener - internationally, so as to increase TAEN's usefulness to those using it and to those developing product for it;

To promote, and arrange for the assessment of, suitable Amiga education product for that country;

To arrange for the production of a regular Amiga-specific education publication in that country;

To liaise with the Convener so as to benefit the Amiga in education globally; in particular, to advise the Convener of the special education needs for that country.

The Convener - whose role includes that of global coordinator - can be based anywhere.

Basil Flinter (Convener, TAEN)

[Editor's Note: I do not currently have a contact address for Mr. Flinter. If anyone out there is involved in this please let me know.]

1.9 New Products and Exciting News / Inner-City Arts

[Editor's Note: This is a little late for the arts festival but permanent donations are still welcomed.]

Wanted: 12 Commodore Amiga A1200 Computers
Any Hewlett Packard DeskJet 560C Printers

Inner-City Arts is a non-profit arts organization which offers visual and performing arts classes to the under-served, ethnically diverse elementary school children who reside in the area of downtown Los Angeles known as "skid row."

The mission of Inner-City Arts is to keep the spark of creativity alive in young children facing extremely difficult circumstances while building self-esteem and connections between art, school, family and community.

On September 22, 1995, Inner-City Arts will hold an arts festival to introduce 150 new children to its facility. As part of this Festival For Youth, we would like to offer computer design experiences. We are looking for a donation of 12 Commodore Amiga computers and printers to be used at the Inner-City Arts Center on September 22nd. Any permanent donation is tax-deductible, and will go directly to our budding media center where children whose circumstances do not include access to such experiences, will be able to make use of them.

For more information about our organization, event or mission, please contact: Michelle Berne, Inner-City Arts Festival for Youth via e-mail: InnerCityA@aol.com or at Inner City Arts: 213/627-6469.

1.10 New Products and Exciting News / The Digital Universe

Product: The Digital Universe (demo version now available)
Company: Syzygy Research & Technology Ltd.
Box 75, Legal, AB, T0G 1L0 Canada
Email: Questions: support@syz.com
Sales: sales@syz.com
WWW: <http://www.syz.com>

Due to popular demand, a demo version of "The Digital Universe" has now been made available. In case you haven't yet heard about this exciting new product for the Amiga computer, "The Digital Universe" is complete astronomy software package enabling you to simulate the appearance of the night sky from any location on Earth from 100,000 BC to 100,000 AD to an unprecedented degree of detail and accuracy. More than 800 pages of a hypertext multimedia encyclopedia of astronomy are incorporated into the registered package as well. A detailed list of features would be too long to present here, so you may want to check our our WWW site with the URL provided near the end of this message.

Restrictions on the demo version include:

1. Stars, galaxies, nebulae, and clusters are only displayed if they lie within a relatively small "rectangular" region of the sky.
2. You cannot get the demo to generate a view of the sky for any date later than October 15, 1995.
3. Only a small portion of the 800 pages of multimedia hypertext is provided with the demo.

To obtain the demo version, or to learn more about the features of the registered package, please check out our Web page with the following URL:

<http://www.syz.com>

The archive should be available on Aminet shortly, but for now you'll have to obtain it directly from our site.

1.11 George Washington High's Art Program

George Washington High School's Computer Art Program
from "Virginia Alliance for Arts Education", Winter 1995
by Shirley Cadmus

Imagine a room at George Washington High School in Danville that at different times served as a closet, storage space or departmental office. Today that room is home to the Computer Art Program. Sixteen Amiga computers representing the 500, 2000, 1200, and 4000 models are lined up side by side around the small room. Interspersed among them are two VCRs, a camcorder, Singalodeon, Epson color flatbed scanner, NewTek digitizer, DCTV, a drymount press, two Hewlett Packard Paintjet printers, a Hewlett Packard

Color Deskjet printer, a Fargo Primera thermal wax printer, a genlock, an electronic drawing pad and a paper cutter.

At George Washington High School, students are required to complete a year of Foundations of Art before taking Computer Art. The first semester course involves making, modifying and manipulating still images while the second semester is totally devoted to animation techniques. A wide variety of projects are assigned during the first semester to give students an idea of how computer images may be related to any chosen career. Students are also encouraged to integrate the computer images with photography or works completed in other art classes. For example, paintings, drawings, collages, etc. may be scanned or digitized, reworked on the computer, printed, then further changed through mixed media. Students may illustrate or animate a poem for English, or an event for history class. Both still and animated images are recorded to standard VHS tapes, which serve as portfolios, and may be taken home at any time and shown on TV. Music, sound effects, or voices can be added through the Singalodeon, and video images are overlaid and blended with graphics by combining a camcorder and genlock.

Washington's program started in 1989 with the purchase of one Amiga 500, a Hewlett Packard Paintjet printer and the NewTek Media Center. I purchased one of the first Amigas in 1985 after seeing a news story featuring Andy Warhol using one. Since I had no previous knowledge of computers, it took me quite a while to complete my first picture, but I was hooked immediately. I began to win awards for my computer art works and had them accepted in regional, state and national competitions. I realized that students would also enjoy this new art medium, so I wrote a curriculum proposal, gave talks and demonstrations to the local art league and examples of my work to school administrators. Finally convinced that a computer COULD be used in the art room, my principal helped secure the funds.

The Amiga was located in my art room where I principally taught ceramics. Students took turns using it and became instantly addicted. Students experimented with the "Paint" program and digitized everything in sight. They came in before school, during lunch and kept me after school several hours every day. That first year students won Gold Key awards in regional Scholastic Art competitions and the highest award on the national level. Students were accomplishing more than I had ever imagined. "Deluxe Paint" added animation, and I had to start learning all over again. I was not prepared for the excitement that came when students found that they could make images move!

The second year students again won Gold Keys and a national award. Seeing the limitless possibilities and overwhelming student interest I reworked and added to the curriculum proposal. I met with the Secondary Curriculum Coordinator, who had previously been an art teacher. He got the proposal approved by the School board and helped obtain the money needed to buy enough computers to have a class with 12 students. Each semester the number of student requests doubled. The school board continued their support by providing money for hard drives, additional equipment and software/hardware upgrades.

I provided inservice training for all art teachers in the system, and when I received newer models, the old 500s were given out to each art teacher. As a result, computer art is included in every art class from middle school through high school, and a six-week exploratory computer art class is now being taught in the eighth grade.

An additional art teacher was hired this year. I am now teaching four classes of computer art with 16 students in each both semesters, and even though all four of us are teaching five full classes, we cannot accommodate all the requests for art. More students are considering careers in art than ever before.

Starting a course such as I have described here takes a considerable amount of time on the part of the teacher. As most of us are right-brained rather than analytic in nature, it takes much courage and determination. One must look at this machine as an art medium rather than a typewriter or number-cruncher. It is VERY helpful to have the same computer at home, because it is impossible to experiment with, develop lesson examples, and master the machine during a planning period at school. It is important to provide students with top notch software and hardware right from the beginning so that there is always a feeling of discovery rather than frustration, which may turn them right off to computer art. To keep abreast of what is going on in the field, such as new software/hardware developments, I read several monthly magazines religiously, such as "Amiga World", "Computer Graphics World", "Verbum" and "Computer Artist". Two books I highly recommend are Deborah Greh's "Computers in the Artroom", and Lillian Schwartz's "The Computer Artist's Handbook".

I strongly recommend using computers in all art programs. There are endless opportunities for individuals having knowledge in this type of image making. Students should be given the opportunity to learn to create, manipulate, interpret, and otherwise become familiar with computer-generated images so that they may apply this knowledge to any number of future endeavors.

1.12 Author

Shirley Cadmus is an Art Teacher at George Washington High School, 701 Broad Street, Danville, VA 24541

1.13 School List

Schools are using Amigas

The following is a list of schools with Amiga Labs. If there are more of you out there or if any of these no longer exists please let us know. We will attempt to maintain an updated list and publish it in the AEL newsletter on a regular basis. As you can see from the current list, we are interested in all levels of schooling, from K-12 to college.

Note: Arizona State University has been removed from the list. If there is anyone there picking up the work of Brian Berg in the Amiga field, let me know. Thanks to Brian for keeping the Amiga alive at ASU!

* indicates a new addition to the list

School Name	Departments/Application Area
Alberni School District 70/Vancouver,BC	Art, Media
Algonquin College	Animation, Broadcasting
Atlanta College of Art/Georgia	Graphics
*Averett College, Danville, VA.	Art
Ball State University/Indiana	Video Information
Banting Memorial High School/Ontario	Video Toaster
Bishop P.F. Reding Secondary School	Video
Bridgerland Literacy Program	Reading
California Institute of the Arts	Animation, Video
California State University at Fresno	Media
Calgary Catholic School/Jr. High	Multimedia, Physics, Chemistry
Cameron University	Physics, Communications
Carleton University/Ontario	---
Centralia Community College	TV production
Charles Sturt University/Australia	Image analysis, Art
Colgate University	Art & Art History
College of St. Rose	Physics, Math
*Coquihalla Elementary/Hope, B.C, Canada	
Capilano College/Vancouver	Computer Graphics
Costano School/ E. Palo Alto, CA	---
Drake University/Iowa	TV
Dwight/Anglo International School/NYC	Multimedia
East York School Board/ Toronto	Desktop Publishing, Telecomm., Art, TV
Emily Carr Inst. of Art & Design/Vancouver	Film & Video
Ferris State University/Michigan	TV
Fresno Community College/CA	Video Information
*George Washington High/Danville, VA	Art
Graphic School/Belgrade, Yugoslavia	Animation, Image processing
Grossmont College	Multimedia
Institute for Biochemistry/ Austria	---
Intermedia Arts/Minneapolis, Minnesota	Animation, video
Kent State	Telecommunications
Kentucky Educational Television	Physics, Satellite TV
Logan Middle School/Utah	---
Logan High School/Utah	Industrial Arts
Loyalist College/Ontario	TV
Maarstricht University Hospital/Netherlands	---
Macarthur Girls Technology High/ Australia	Art, Education, Computing
Manchester Middle School	Word Processing, Sim City
Marine Institute of Technology/Newfoundland	Multimedia, Video Information
Massachusetts College of Art	Art
Massasoit Community College/Brockton,MA	Cable TV
Middleton High School/Wisconsin	Video Toasters
Minneapolis Community College (MCC)	Film & Video
Modesto Junior College/California	Art, Animation
NY Institute of Technology	Art, Animation
Nicholson Catholic College/Ontario	Media, Art
N Adelaide School of Art Edu./Australia	Art
*Northeast Broadcasting School/Boston	Video, Graphic Design
Nova Scotia Community College/Colchester	Multimedia Authoring
Ohio State University	Art
Old Dominion University	Graphic Art
Olympia High School/WA	Video
Orange Coast College/Costa Mesa, CA	Art, Multimedia

Philadelphia College of Osteopathic Medicine	---
Prince Georges Community College/Largo MD	Graphics, Animation
Reg. School #7/ Winsted, CT	Math
Remsen Central School/New York	Word Processing
Rensselaer Polytechnic Institute	Electronic Arts
Rhode Island School of Design	---
Saint Francis de Sales School for the Deaf/NY	Media
*Savannah Colleg of Art & Design/GA	Art, Animation
Sherwood Secondary School/Hamilton, ONT	---
Southern Illinois University	Radio & TV
Southwest Research Institute/Texas	---
Space Telescope Science Institute/Maryland	Video information
SUNY Albany	Math
SUNY Oswego	Graphics
SUNY Stony Brook	TV
Stephen Leacock Collegiate/Scarborough,ONT	Multimedia, TV Studio
Stevenson-Britannia School/Manitoba	Elementary school
Toronto K-12 School System	Art, Wordprocessing
Tulane University	Video & Television
Tulsa Junior College of Oklahoma	Video
University of Bergen, Norway	---
University of California/Santa Barbara	Video
University of California/Santa Cruz	---
University of Florida	---
University of Georgia	Fine Arts
University of Maryland	Film & Video
University of Massachusetts/Lowell	Computer Science
University of Minnesota/Twin Cities	Video
University of New Mexico/Los Alamos	Image processing
University of North Texas	Video Information, TV
University of Oulu/Finland	Chem., Computing, Geophysics, Math
University of Skovde/Sweden	Graphics, Video, Multimedia, Education, Audio (Sampling)
University of South Florida	Graphics
University of Tampa	Animation
University of Toronto	
University of Utah	Video
University of Wisconsin Hospital	Medical Research
University of Wyoming	TV
Utah State University	Instructional Tech, Vieo, TV
Valencia Community College	Physics
Walton High School/Georgia	---
Wartburg College/ Waverly IA	Electronic Media Lab
Western Illinois University	Broadcast, Weather
Western State College/Colorado	Art, TV
Westford Academy (MA)	Math

1.14 Getting on the Amiga Educator's List

To get on the Amiga Educator's List send e-mail to owl@davinci.reading.ma.us. Please specify whether you will be reading the newsletter on Aminet or whether you would prefer to have it emailed to you. We are encouraging people to receive the AEL newsletter digitally to keep our duplication and mailing costs down. If you received this copy via US

mail and have an email address or the capability to download it please send e-mail to OWL software at the above address. The version on Aminet (found in the directory /docs/mags) runs with AmigaGuide or Multiview which provides a spiffy hypertext presentation. When requesting additions to the email list, please specify the uuencoded or text version. When no specification is made, we will assume that you want the uuencoded lha file, which will allow you to view the hypertext version. A limited number of paper copies will be mailed upon request.
