



CBC News

Chicago Book Clinic
Spring 1999

Calendar of Events

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48th Publishing Media Show
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August 16, 1999

CBC Golf Outing

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New Directions in Educational Publishing

Nicholas Paredes, Oversat Paredes

In 1991, I was at a conference on interface design at the University of Iowa. One of the speakers began his presentation with a map showing where his family had emigrated from. Through a short story, a personal background had been established which framed the subsequent information. Since the book clinic is primarily composed of people involved in the design and production of educational materials, and my interests focus on education, I would like to start on a similar theme.

My story begins at Saint Priscilla School in Chicago. I was a difficult, contentious and mostly unfocused student, who needed to be guided not taught. My experiences influence my thoughts on education, and as an obstinate indi-

vidual, I feel that I have an opportunity to affect education through the design of teaching resources. Technology however, will be the driver of this change, making information more fragmented, more relational and subsequently more personally relevant to those searching for this information. In these few sentences, quite a bit of information has been presented. A certain amount of credibility has been established, and an approximate idea of how long I have been professionally involved has been communicated. The audience has been established, as has my bias. As you can guess, in today's learning environment I would at the very least be checked for a learning disability. In spite of my difficulties with education, I hope you get the impression that I am interested in

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Thank You!

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Educational Publishing

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affecting change. The topic has also been touched upon, which is that technology and the customer will be the cause of this change. I do believe that after decades of discussion, technology is about ready to drastically change learning as an activity, and in unexpected ways. Through reiterating the introduction, a topic that will surface when we discuss context has been introduced. Information mapping reinforces content by providing a means of explaining content in qualitatively different ways, through providing a means to view the structure of that information, and through ultimately discussing that content through review. Of course analytical tools can only take you so far, as with a story, feeling makes an impressionable difference. Tools such as this are the conceptual analogues to the technologies in development, and are necessary in organizing what will ultimately become databases of learning resources. First, I would like to discuss technology and the idea of media convergence.

Convergence

Convergence and divergence are a function of the economics of information. Information goes where it is wanted and we measure this desire in another form of information called money. We are in the midst of great changes in this relationship between information and money. Value was generally considered to be a result of scarcity. This scarcity could be intrinsic, as with a musical instrument, or it could be extrinsic, as with Super Bowl tickets. Information, such as reliable forecasting or a good movie contain elements of each. But in the evolving economics of information, and with information shedding its physical medium of delivery, there is a breakdown in this traditional relationship richness and reach. Since these two concepts help to organize some of the issues at hand, I would like to discuss them.

Richness is a great documentary, great music, NASA's surface mapping information of the entire planet of Venus.

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Hot News

Gregory C. Kelsey New Vice President at D.B. Hess

D.B. Hess Company announces the appointment of Gregory C. Kelsey as vice-president of manufacturing at their corporate headquarters located in Woodstock and at their operational facilities in DeKalb, Illinois.

Mr. Kelsey bring to D. B. Hess an extensive background in senior corporate management with achievements in the development of engineering systems. Prior to his appointment, he was vice-president and general manager of Quebecor Printing Hazelton, Inc., Pennsylvania, director of engineering and manufacturing at R.R. Donnelley and Sons, Connecticut, and specialist of mechanical engineering systems design at General Dynamics Corp., Groton, Connecticut.

Gregory Kelsey, an alumnus of Penn State University with a Bachelor's Degree in Engineering, has attained special recognition by the Printing Industries of America and The Yellow Page Publishers for his technical achievements. Mr. Kelsey will be directly reporting to D.B. Hess corporate president Daniel Bach.

D.B. Hess Corporation is recognized as one of the nation's leading manufacturers of educational books, ancillary materials, commercial catalogues and publications, with facilities in Woodstock and DeKalb, Illinois. Corporate offices are located in Woodstock, Illinois.



Hess Management Company Welcomes Michael Ford, Director of Marketing

Effective May 17, 1999, Michael Ford will join the Hess Management Company as Director of Marketing. He will direct the marketing for all of the divisions under the Hess Management banner:


- Danner Press Corporation in Canton, OH
- Press Corporation in Canton, OH
- The Press of Ohio, located in Brimfield, OH
- D.B. Hess Company, with plants in Woodstock and DeKalb, IL

Mr. Ford has gained a wealth of experience during his 19 years with R.R. Donnelley and Sons Company in Chicago, IL. After earning an MBA in Marketing and Finance, he served in various marketing functions, most recently as Marketing Manager for Strategy and New Business.

Mr. Ford will be based at the D.B. Hess head office in Woodstock, IL, but will be spending proportionate time at each of the divisions. We look forward to the Hess Management companies achieving new growth levels and moving in new directions with the guidance of Mr. Ford.

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Publisher's Point

Working With Vendors: A Publisher's Point of View

Interviewee: Helen Winer, Advertising Production Coordinator, McDougal Littell

Interviewer: Ed King

- Q:** How would you categorize the majority of the vendors you deal with, printers, color separators, paper suppliers, etc?
- A:** Basically, film separators, printers, premium vendors, and list management people. I work with all of them, depending on the job. Printers are the ones that I deal with the most on a yearly basis.
- Q:** How do you select your vendors?
- A:** Vendors are selected based upon specs for that particular job. Any buyer should know what vendors are best suited for which job. I may submit to three places to get three good quotes. I wouldn't submit a four-color job to someone who specializes in one color.
- Q:** What are some of the key criteria that play best in a vendors favor?
- A:** Service, service, service. Is he going to come over and pick the job up from you or will he send a driver? I prefer them to come over to pick it up. But if it is something that requires no explanation, I don't mind saying just send the driver. I like to play fair. Service, that is what the relationship is based on. If everything else is equal—the equipment, the expertise of the pressman—I will follow my rep to another company.
- Q:** When do you select your vendors?
- A:** When I have firm specs, I quote it out and then pick who I will use.
- Q:** What are the benefits to vendors being local vs. out-of-town, if any?
- A:** I use mostly local, part of the reason is because of the Chicago market. You can find anything here. However, I do use some vendors outside of Chicago. I am partial to local vendors because I like knowing that when I need them they will be here.
- Q:** When would you use a out-of-town vendor vs a local vendor?
- A:** In regard to out-of-town vendors, sometimes, I go with a recommendation from the manufacturing department for a certain item such as technology product. If we are doing something we have never done before, then I may use an out-of-town vendor who specializes in that product. If the original job was started in manufacturing and the vendor is from out-of-town, I would probably stay with the vendor and have them do the advertising overrun because they have the original job and it makes sense.
- Q:** How different are the products and services provided by the out-of-towner or local vendor?
- A:** No different.
- Q:** What do you like about the services provided by your current vendors?
- A:** I like the fact that they are here. I have been working with them for over 10 years. We have strong relationships. They know what we like and what we don't like; what our standards are.
- Q:** Are there any perks to working with certain types of vendors? If so, what are they?
- A:** On the manufacturing end, I believe there are perks such as a rebate programs or incentive programs based on quantity. On the advertising side, there are mill trips, pressroom trips, however this is tied to service. And of course, hand delivered bagels and sweet rolls.
- Q:** What has been difficult about working with vendors?
- A:** For the most part, there are no problems nothing when you know who you are dealing with. You are not going to use a vendor that gives you trouble or that you feel uncomfortable with. If you have picked your vendors correctly, they are knowledgeable in what you need to do and will suggest ways to help you save money and do the job better. For example: Our new German textbook sampler has a variety of tabs. I made my own dummy using file folders, paper myler, etc., because it was so convoluted to explain. I sent the dummy to the vendor. They sent a quote and their "professional" proto type with suggestions on how to engineer it better.
- Q:** What are vendors looking for when they call to solicit you for your business?
- A:** You mean when I actually let them come in? You can always tell when the printers are slow. You'll get tons of calls. If someone catches me in a weak moment and I am intrigued by what they have to say, I maybe have them come in. They want to know what types of product we print (workbooks, 2c vs 4c, etc), and "surprise", they can solve all our problems. There isn't a single vendor who doesn't come in here and say how perfect they are for us. I have been doing this too long to fall for that little trick.
- Q:** How often do you see new vendors?
- A:** I will see new vendors, when recommended by someone. This is usually as a courtesy. When I am looking for something special, I will make a cold call to a vendor. I will look for recommendations through vendors. I am more likely to use referrals than cold calls or walk-in calls off the street.
- Q:** Does the vendor's agenda make you feel threatened or hounded? If so, how?
- A:** Not my long time vendors. A few years ago, a guy came in and said he HAD to get a quote from me. Yeah, right. He was much too

Continued on next page ➤

Richness is also small amounts of information made just for you, like a phone call when that item you wished to purchase is now 50% off. I had a great conversation with somebody from Microsoft's interface design team a few weeks ago; that is richness. I am on a mailing list which discusses technology and politics with people from all around the world contributing. That is *reach*.

Convergence is about reach. When all of these technologies work together to create a network so pervasive that it is taken for granted, and when one can perform almost any task from faxing to ordering a pizza, that will be convergence. This will happen, soon. Remember that the Web in its popular conception has been around for about five to seven years (1992–1994). The Web, however, is not the entire information

infrastructure. Many types of technology are available for the distribution of media, such as television, cable, newspapers, books, CD-ROMs, DVD-ROMs, video tapes, and audio cassettes. Those which add more richness to the medium will prosper at the expense of those which do not. Will the standard CD-ROMs exist in ten years? Probably not. This media can store 650 megabytes of information or 70 minutes of uncompressed audio. This is less than ten minutes of transmission time over a T1 line. Of course, it takes 70 minutes to listen to this information, so it can be transmitted in real time over a DSL. As an example, one has to ask, is this practical? Would you really want to do this? No. But does it make sense to bind 650 megabytes of information to a static media if most of it rarely gets used,

like an encyclopedia or one of the many CDs which I own yet rarely listen to? I have not read a physical newspaper in almost a year, yet I subscribe to *The Wall Street Journal* and read *The New York Times* regularly and these provide links to many other resources. Web TV adds interaction to television. This is kind of an admission that the Web cannot currently support real-time video, but the Web adapts. Media which are capable of transmitting huge amounts of data, or are personal, will continue to operate in the traditional model. This convergence however, is somewhat deceptive.

Even though information will increasingly operate in the milieu of the Web, there is great differentiation. This differentiation or divergence is associated with richness. Richness adds to the

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Working With Vendors *(continued)*

aggressive. Some new guys make too many phone calls when trying to get business. I am more of the send-me-your-stuff-and-I'll take-a-look-at-it approach.

- Q:** In your opinion, what are some of the tactics that vendors use that really annoy buyers?
- A:** Slamming the competition is the tactic that I find most annoying. One new person came in and told me how badly the pieces were printed when I showed her examples of what we do. You can go back to your office and rip the competition but don't do it in front of me. Needless to say, we haven't used her. Constant phone calls is another tactic that is offensive to a buyer—once a month, once every three months is more than enough. The last thing would be sales techniques probably learned in salesman school. For example: "Just wanted to call to keep my name out there." Or, "just wanted to wish you a happy weekend". Puleese! My current vendors don't call just to call. They know that when I have work for them I'll call.
- Q:** How important is it to you that your vendors that deal with print, be prepared to provide digital/direct to plate service?
- A:** Not important. There is a cost savings, but right now it's minimal for use because we are not using a lot of plates. However, manufacturing is. I am quite sure this would be significant to them.
- Q:** How important is it to you that your vendors that deal with print, be prepared to provide digital print for desktop?

- A:** We haven't experienced that yet. But it is something that I plan on looking into.
- Q:** What would you change about your vendor/client relationships if you could?
- A:** Nothing. I pride myself on the fact that I have such a great relationship with my vendors. I think I have terrific vendors.

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personal experience qualitatively through interactivity and customization, and quantitatively through bandwidth. The Web began with hypertext and e-mail. There have probably been thousands of additions to the standards since that time, mostly attempts to add bandwidth through compression and media streaming, or interactivity through programming language appendages. Another interesting evolution is simplification through standardization. New language subsets try to limit the necessity of complex programming and development environments by creating simple declarations which result in complex actions. This avoidance of all tools and protocols which cost money recurs continually. How will richness be increased in the near future? Certain coming technologies represent the direction where the Web is headed.

Hypertext and e-mail allow for some of the richest interactions by simply linking information and allowing for the presentation of information in a standard way. These simple technologies are beginning to be used by children on a regular basis. I often find myself explaining to a twelve-year-old why I don't have America Online. All of his friends have America Online, I'm told, except of course for the children who are running Linux and are playing games of sabotage, where a boy's (of course) Web site is trashed and he has to figure out who did it. The fact that twelve-year-olds know how to track TCP/IP traffic is a little disconcerting, but the social aspect of communicating through writing should thrill any teacher. If this interaction could only be developed into collaborative learning projects or cultural exchange projects, and if the act of socializing became a tool to be used as opposed to something which should be crushed before it gets out of hand, we might see more interest in school. I am assured that many children with "learning disabilities" view school in a more social manner. More complex media are also becoming more widely available on the

Web, and in more novel ways.

Audio and video bandwidth are increasing through the application of better compression technologies and media streaming. Netshow, Real Media and Quicktime are examples of proprietary packages which essentially use open standard protocols to deliver media in an on-demand manner. Since you cannot view 60 seconds of video in 10 seconds, it is unnecessary to send it to you in ten seconds. These packages also support compressed media such as MP3. This technology has recently become more visible because media companies view such technologies as threats to their business model, and rightly so. If you could listen to any song you wanted to hear at any time for a penny per song, would you purchase CD-ROMs? Internet technologies such as SMIL (synchronized multimedia integration language) represent ways to provide interactivity within these various media, and to control their presentation. Imagine if you could provide French lessons as MP3 files, or plays for theater classes through streaming. This represents the storage of knowledge. A question which we will come back to is whether this knowledge becomes invalid for the next adoption cycle. The need to keep acquired knowledge up-to-date and generally available brings us to another set of technologies.

A standard Web site consists of a series of pages linked in ways to simulate true interaction. The interactive part is generally provided by databases or programming additions. Browsers group these technologies under umbrellas so that within Netscape Navigator, for example, media objects can be dealt with in a consistent manner. The DOM (document object model) standard will provide a common way of interacting with objects across all browsers. Other technologies, such as RDF (resource description framework), will provide for a standard of interaction between these objects, allowing objects to communicate with each other. Imagine a video which knew that the content of related information had changed and could notify the link of

the questionable relevance. And what if a loose lesson plan could be developed which would allow for a variety of information within certain guidelines, and perhaps ten options would present themselves? Schools do not generally have Oracle databases on hand, so technologies which allow for complex interactions without infrastructure expenditures will be necessary. XML (extensible markup language) allows for the creation of custom documents which communicate their contents in a standard way. Real estate brokers, for example, could develop their own way of presenting a sell sheet so that these sheets would be presented in a consistent manner. Since these sheets are essentially data with the custom markup language defining its presentation, a search engine could search the Web for sell sheets which contain certain parameters. The sell sheet thus becomes a set of fields in a distributed database. Imagine children conducting useful scientific research with guidance provided by a research manager and results entered into simple standard documents. Web technologies are intriguing enough for me to regularly get lost within them, but technology is constantly in flux and requires constant attention. I am personally more interested in the content and in ways to access information in more interesting ways.

There are emerging technologies which will change the way we view learning and subsequently the roles the user will play. I will call these technologies intelligent manipulatives because they tend to be physical in nature. These technologies are capable of supporting learning activities, and they also have the opportunity to cross over into the traditional education environment. Video games have been looked upon as the idiot savant sibling of computers. They specialize in one thing: interaction. They are generally optimized for graphic performance. Sony, one of the very few profitable computer companies in the world, is about to release Playstation 2, whose specifications have children and certain adults drooling. While it employs a DVD-ROM drive

More ➤



and the first 128 bit processor ever developed (perhaps this company's Web server is 64 bit, but most likely it still employs 32 bit processors as do most desktop computers), it also is rumored to allow for Web-based collaborative gaming and ultimately computer functions. Imagine if a machine like this could be used for collaborative learning or simply as a specialized learning/gaming center with e-mail and typical computer functions available as options. More in line with the way a typical home computer is purchased. With Web TV-like capabilities and the DVD-ROM, this could be a very popular device. Lego Mindstorms is another example of a technology which will alter the learning environment. Imagine if every block could communicate with adjacent blocks. Imagine similar toys which communicate with computers in their vicinity. Imagine sheets of paper which communicate amongst each other. Imagine letter blocks which tell you the word which was just spelled. The Web represents relationships. Just as your refrigerator will soon communicate with other appliances, and their manufacturer, learning objects will be able to communicate with their surrounding environment. Education is about structure, though, and none of these various media will change education without some thought as to how they can be incorporated. Context is about their incorporation.

Context

Context is the point where technology, content and the user intersect. Contextual design considers these elements and affects how users interact with products through an iterative process which allows for user feedback continuously during the design process and after the product is released. This process consists of first gathering user information through observation, questionnaires, and analysis and from multiple sources. Then, teams of multidisciplinary professionals analyze the information and figure out how to apply their findings to the user experience. Prototypes are developed and evaluated through end-user involvement and the final product is implemented. The most difficult aspect of

this process is probably the inclusion of a means to continually evaluate the product after release. Imagine an educational technology product which was capable of notifying the developer if a certain number of users failed to learn the material signalling a possible problem. What I cannot quite get a grip on is the financial and organizational implications of this model. I can only imagine how expensive materials based upon this type of development would cost, and how much time it would take to develop them.

This model implies a more structured development process, a process fundamentally different from the current model, in that there is not a product cycle but a process of continual improvement. Modularization, as in other industries, will begin to be more pronounced in education. I view this as a database mentality where cognitive tools which make sense of fragmented, relational knowledge will be necessary. These tools will also improve richness by allowing for customization and interaction.

Information mapping, mentioned in the introduction, is one such tool. It is a method of structured writing. This tool, developed in the mid-seventies, was originally intended to aid in the retention of information in training environments, but is an example of a way to write to different user requirements. Information mapping assumed that most of the learning materials would be printed rather than electronically distributed, but as with other tools, it prefigures technology by fragmenting the information, explicitly structuring the

content. Much of the original documentation would be structurally indistinguishable from your average Web site.

Minimalism is another useful model for developing information for learning. Minimalism is a set of principles for developing instruction. By anchoring the activity in the task domain, minimalism seeks to contain instruction to a specific activity. but, by providing support resources to the activity, richness is increased through interaction. By thinking through not only the correct paths of solving a problem, but the incorrect paths, minimalism seeks to provide for error recovery, and as we have often heard, one learns through mistakes. Materials developed through this process would be inherently simpler in the amount of content included, but richer in interactivity. This model is often used in training environments where learning is task-based.

Does this apply to education? Programs are often developed from a marketing perspective, where content-based programs compete against activity-based programs as a means to differentiate themselves, not as a way to educate. Programs developed with a database mindset automatically become both, and incorporate other methodologies as they develop. Feedback will become key. Incorporated correctly, feedback would allow education programs to grow and to learn to adapt to user requirements.

What is missing in these models is a way to accommodate the individual user's behavioral traits. An adaptive interface which anticipates the user's abilities, learning styles and moods is

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Member News

Out of the Box and Into the Future

Cynthia Clampitt, *Words & Pictures*; Education Director

The theme for CBC Education's spring semester was "The Cutting Edge," and the first two seminars of the series have taken us there. Our first seminar on "Effective Brainstorming/Creative Thinking" left people amazed at how creative they could be with the right tools. The fast-paced, participatory workshop had participants addressing problems they knew little about—and coming up with a wide range of approaches and potential solutions in a matter of minutes. The response was enthusiastic, and our speaker, Darlene Brill of D. Brill & Associates, was invited to go in-house to at least one company, to give the presentation to their marketing department. If you weren't at this seminar, and don't think you can make it to another of Darlene's presentations, she does have a couple of sources she highly recommends that can help you start thinking more creatively and brainstorming more effectively: "de Bono's Thinking Course" by Edward de Bono and "Jump

Start Your Brain" by Doug Hall.

"Visionary," "eye-opening," "opened up so many possibilities" were among the comments received for our second seminar, "Technological Convergence." Though there were some who thought the emphasis was too much on education, the rest of the group was fascinated by Nicholas Paredes's vision of how technology is coming together to enrich our lives and revolutionize how we present information. Indeed, education does appear to be the area most likely to be dramatically affected by what is available and what is developing. Nicholas, a principle in the design firm of Oversat Paredes, says he has been interested in the application of technologies to education since his student days, and he made a convincing argument for the need to take a new approach to teaching in a world where 12-year-olds are learning Linux, computers are getting fast enough to show movies and play music, and virtual communities span the globe.

The third seminar previewed Adobe's newest software application, InDesign, the latest David to stand up to Quark's Goliath. Due to a scheduling conflict, Rick Borstein was not available, and Tom Petrillo stepped into the spotlight to make the presentation on this cutting-edge application, better known to most of us by its code name, K2. Tom, who is an Application Engineer in the Vertical Solutions Group at Adobe, specializes in publishing products. Knowing the sorts of typographic and design issues that publishers face, he presented a fascinating look at the many functions offered by this new software, and noted that it is so well integrated with other Adobe products, such as Illustrator and Photoshop, that most of the palettes and ke commands will be familiar to users of these well-known design tools. Because of the late substitution, Tom didn't have handouts with him, and asked that anyone who is interested in seeing more information contact him at tpetrill@adobe.com.

Educational Publishing

Continued from page 7

the subject of much discussion. Cognitive tools do not generally consider whether a person is in a bad mood, or whether he or she is familiar enough with the material to abstract it, but as with Web sites, if one allows the site to track your actions, meaningful interaction can be facilitated. A development mindset which allows publishers to produce iterations on materials which adapt to the learner's skills and disposition will help to create programs which are richer in content and interactivity. Imagine a science program which incorporates all of the necessary content and activities, built to accommodate differing learning styles, moods, languages, etc.

With new companies developing content for learning throughout life (sites such as learn2.com, which give one information on topics not readily accessible), is learning limited to school and are these materials useful to others? Can educational publishers become global consumer companies as well as specialized professional suppliers? Imagine an

activity-based encyclopedia which allowed one to learn how to do a square root and provided this information based upon whether you were simply trying to perform a task or whether you were trying to learn about the topic in a more in-depth manner. Educational publishers will recognize these opportunities to increase revenue, and learning will cease to be restricted to the educational environment. However, the implications of these changes are that publishers will be forced to compete with companies investing excessively in research and development, and companies which are modelled in ways that allow them to adapt to the market extremely quickly.

Nicholas Paredes is a partner in Oversat Paredes, a design office located in Evanston, which specializes in the design of information, interfaces, and structured communications, focusing on materials which are educational in nature.

“You’ve Got Mail”

Kevin G. Boyer, CBC Executive Director

The Chicago Book Clinic has spent significant time and resources upgrading the quality of its web site and electronic communication in the past several months. Beginning with a redesign of the existing web site in January, the addition of new content throughout the spring, the upgrading of the Jobline in March, and the addition of e-mail addresses for nearly 200 of our members to our database and listserv, CBC is now well positioned to use our electronic resources to keep you informed and to deliver member benefits.

Today’s Headlines

CBC’s web site is located at www.chicagobookclinic.org. The site has been redesigned so that it is easier to find the information you need. When you visit the site, you will notice first that the index to contents is available at the top of each page. “Headlines” are listed in a column on the home page, guiding you to those items that are timely. “News” is also available as a link from the home page. Our “News” includes copies of the newsletter, new benefits being launched, or announcements from committees. Checking the “Headlines,” as well as “News,” on a regular basis should help you keep up with CBC events, projects, and initiatives.

Climbing the Jobline

With the improvement of the web site came a commitment to using the site to benefit each of our members. An important and popular part of our web site is our “Jobline,” available as a link from all pages on our web site. Until July 1, 1999, all CBC members and friends may post jobs to this site for FREE. Indeed, within two weeks of our announcing the free listing offer at the beginning of March, more than 40 jobs were listed. Businesses continue to submit ads. The ads are listed chronologically with the newest ads posted at the top of the page. Stop by the “Jobline” frequently to see what is available, or to benchmark your competitor’s employment offerings.

Pencil Us In

Our web site “Calendar,” available as a link from all pages, lists upcoming events. You can often find additional information on our web site that might not be published in the newsletter or in event flyers because of space. Directions to a workshop, or special links to the web sites of sponsors or speakers are a good example of this additional information. Visit the “Calendar” every two weeks or so and you’ll be sure to never miss an opportunity for an educational workshop,

networking program, or one of our special events, such as the Book & Media Show on June 8. Oh, and if you were at our President’s Night on March 18, be sure to visit the web site to see if your photo got taken and posted for the world to see! Link to “President’s Night” from our home page.

Email Updates

Many of you are receiving our e-mail updates on a bi-weekly basis. If not, join CBC’s electronic revolution and send your email address to kgboyer@ix.netcom.com so we can add you to our listserv. Communicating with you electronically saves the CBC from spending money on postage, printing and labor to stuff envelopes. We can also get you information quickly that otherwise might never be sent because of a lack of time for a mailing. Please send us your email address so we can make sure you are informed.

Start Your Search Engines

Along with our web site redesign came significant efforts to ensure that the CBC’s web site could be found by the major search engines. We are now listed with all major search engines and if you search for “books” and “Chicago” you are likely to find our web site listed in the top 10—sometimes even number 1—when the search engine sends you back your results. With our new international visibility has come lots of inquiries from people far and wide wanting to know how to get into the book & media publishing industry or how to get a book published. We’re trying to figure out the best way to respond to these inquiries. Do you have any ideas?

Goal: Benefitting the Members

We greatly welcome any ideas you might have for how we can improve the usefulness of our web site to you and your company. We recognize that for many of you, participating in CBC programs is difficult. We want to make sure that we deliver benefits to you that don’t necessarily require your physical attendance at a workshop or program. So, how can we use our web site to accomplish this? Can you point us to other associations or companies where web sites are used effectively to deliver content that you like? Send your comments to Kevin Boyer, kgboyer@ix.netcom.com, or Michelle Clark, alexismc@cs.com. If e-mail just isn’t your thing, feel free to use that old fashioned instrument, the phone, to call the CBC at (847) 256-8448 with your questions or comments.

Social Stage

President's Night Photo Album



**Marty Johnson and Tony Ebbole
(Precision Graphics)**



**John Prais and Chuck Nason
(Worzala Publishing)**



**From left to right: CBC President Liz O'Connor (Newark),
Award Recipients Bob Kyle (Dearborn) and Sue Nisson
(ScottForesman), and Director of CBC President's Night
Dan Bach (D.B. Hess)**



From left to right: (standing) Edward King, III, Fred Cipron, Susan Shorey, Chris Johnson, Pamela Bernard, Jean Orecchio; (seated) Martha Fry, Cathy Enoch, Margo Risk, Chris Tabbert



Cheryl Horch (McGraw Hill)



Carma Fazio (World Book), Mark Rowlett (Walsworth Publishing), Barbara Podczerwinski (World Book).



Danielle Greenwood (ScottForesman) and Lorainne Edwalds (AAOS)

Social Stage

President's Night A Great Success—Again!

Dan Bach, D.B. Hess

What was the greatest event held in Chicago this past March? An event attended annually by people throughout the Midwest... a fun event with great music, food, drink, and conversation? No, not St. Patrick's Day! It was the Chicago Book Clinic's annual President's Night Gala.

Held on March 18, 1999 at the Hyatt Regency in Chicago, President's Night was a great success in honoring distinguished service and contributions to the Chicago Book Clinic.

Nearly 300 participants and representatives of midwestern publishing attended the event. Events got underway with cocktails and music, followed by a delicious salmon dinner. Dinner was capped off by the featured speaker of the evening, Fred Ciporen, Vice President and group publisher of Publisher's Weekly. Finally, special recognition awards were given to Robert C. Kyle, who received the Distinguished Service Award, and Sue Nisson, who received the Mary Alexander Award, both for their record of dedication and service to the Chicago Book Clinic and midwestern publishing. Additionally, the Chicago Book Clinic was proud to present special scholarship awards (see page 13).

The President's Night Gala was a great success because of the contributors of so many companies and individuals. First, the event was made possible due to the support and contributions of the following special sponsors:

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Sapphire Class:

We thank these sponsors for their staff and financial support and services which helped make the evening a success.

Special thanks go to Kevin Boyer and Jackie Thaney of Communication Management, Inc. and the volunteers who pulled the whole evening together:

Dan Bach & Scott Stoner (D.B Hess); Patti Froehlich, Wilson Hogan, Ed King, Catherine Wajer, Helen Winer, Roger Miller, & Mike Miller (McDougal Littell); Amy Varesco (World Book Publishing); AJ's Premier Printing, and Gamma Photo Labs.

Golf Outing Approaches

Mark Schoenborn
Victor Graphics

Mark your calendars for August 16th, the date of the annual Chicago Book Clinic Golf Outing. The location is the same as last year, the Schaumburg Golf Club, in Schaumburg, Illinois. Last year the event was a record for the Scholarship Fund, thanks to the great support and attendance of the event. We hope to duplicate this effort this year. Details of the events will be mailed out mid-to-late June. One change of the event will be a "Best Ball" format. We hope this speeds up play and builds more team spirit in the outing. We will be looking for help with check-in, contest judges, etc. We will also be contacting people from last year for tee and green sponsorship. If you have any questions, concerns or ideas to help make this a better events please call me at (847) 781-0903 or mschoenborn@earthlink.com.



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Publishers Await June 8 Awards

David Rust, Rigby

Book and media-makers from around the Midwest will be gathering June 8 at the Drury Lane Theater in Oakbrook Terrace (Illinois) for the Forty-Eighth Chicago Book and Media Show.

Reception and viewing of entries begins at 5:45 P.M. A sit-down dinner follows at 6:45 P.M., with a multimedia awards presentation beginning at 7:45 P.M.

The show, last held in October of 1997, is the Chicago Book Clinic's official way of honoring the best in books and book-length interactive media that have been published or developed in the central U.S.

"Almost 250 entries were evaluated by a distinguished panel of jurors for this cycle's show," says Martha Fry, Vice President-Director of Design at McDougal Littell and the show's chairperson. "Judging is always difficult, but as always, the group was driven by the desire to highlight aspects of good design and production that they hoped would set new standards for the Midwest publishing industry."

The first Chicago Book Show was held in 1950 and became an annual event. In 1997 the show's format was completely revamped to include an Academy Awards-style dinner, with award winners held secret until their announcement during the evening. The event also switched to an every-other-year cycle. Thus, people attending the show June 8 will be the first to hear the names of winners representing all books and media products published in our region since 1997.

Fry reports that the multimedia presentation is nearly completed and should itself set a new standard "for sheer visual impact and for helping connect these books and media to the broader publishing heritage."

This will be the first time that the event has been held at the Drury Lane Theater. The Drury Lane is an appropriately glittering setting for the Academy Awards-style evening that has been planned.

Several companies have pledged substantial sponsorship positions to support the event. McDougal Littell is a sponsor at the Diamond level. In the Emerald class the event is receiving financial support from Courier Company, H&S Graphics/Preface, Lehigh Press/Colortronics, Malloy Lithgraphing, Rigby, Tribune Education, and Von Hoffman Press. Banta Book Company, D.B. Hess, McNaughton & Gunn, Rock-Tenn Company, and World Book Publishing are sponsors at the Sapphire level.

Individual tickets can be purchased by CBC members after June 1 for \$65 and by nonmembers for \$70. Special prices are available for tables of 10. All prices include wine with dinner. Contact the Chicago Book Clinic at (847) 256-8448 to inquire further or to purchase tickets. All ticket purchases must be made in advance; no entries will be allowed at the door without ticket or record or pre-purchase.

Scholarship Recipients Honored

Kim Hawley, Courier Companies; President, Scholarship Trust Fund

Presidents' Night 1999 was the setting for presenting our 5th Annual Scholarship Fund awards. This year's recipients from Triton College and Northern Illinois University were our 13th and 14th award winners over the past five years.

Hannah Armento of Triton College began her college career in Boston as an aspiring student in the field of physical therapy, where she was excelling academically, but felt her creative side was languishing. Hannah finally decided to pursue her creative interests, changed majors and enrolled in Triton's Graphics

Arts program. With less than a year to go in her studies, we are happy to report that Hannah is excelling in her life's love of design and has represented her school well as their 1999 scholarship recipient.

Our second recipient, Chris Von Ende, decided that he wanted to be a design major after his first class in visual communications at Northern Illinois University. Shortly after deciding to pursue a career in the field of design, Chris actively sought to expand his experience beyond the classroom. Over the past few years, Chris has interned at

several Chicago-area companies, including The Northern Star in DeKalb, Paetzold Design in Batavia, and McMillan Associates in West Dundee.

We would like to wish Hannah and Chris the best in their future endeavors and hope that they will continue to keep in touch with us.

If you would like additional information about how you could become more involved with the scholarship program, or make donations to the fund, please contact Kevin Boyer at the CBC offices, (847) 256-8448.

Special Report

Thousands Gather in San Diego to Talk Reading

Dave Rust, Rigby

Over 16,000 attended the 44th annual International Reading Association Convention in San Diego May 2–7. Educators and publishers from the Midwest made a particular impact.

The International Reading Association (IRA) is the world's leading organization of educators devoted to English literacy, with particular emphasis on the elementary grades. Most of the English speaking world's publishers who provide books, software and other materials for this market also make it a point to attend.

This year's theme, "Write the Past—Read the Future," placed equal emphasis on writing and reading as necessary skills in the realm of literacy.

As reported in past editions of *CBC News*, the nation has focused on reading skills in a big way. Under the Clinton administration, numerous initiatives have been launched to help bring all children's reading performance up to grade level by the end of grade 3.

NAEP results goad further action

Although today's students read better on average than students at the same age in past generations, there is a common belief that the performance is not good enough.

Just-released test results from the 1998 National Assessment for Educational Progress (NAEP) served as a backdrop to the IRA conference. NAEP, "The Nation's Report Card," showed little significant progress among fourth graders in average reading performance since 1992.

Getting beyond the general picture, the NAEP data con-

tinued to show major differences in reading performance among different geographic and social groups

Both situations—little improvement in average reading performance, and big gaps among different groups—have underscored issues of equity and fairness, as well as the relative effectiveness of different kinds of teaching methods.

Publishers attempt to answer the challenge

Major publishers, including Chicago area-based Scott Foresman (a unit of Pearson Education), had made major investments in new basal reading programs to meet an adoption call this spring in Texas. Along with California, Texas, through its centralized state adoption process, exercises a significant influence on the kinds of programs that form the core of reading instruction in most schools.

Scott Foresman's program, along with those from Scholastic, Harcourt and McGraw Hill, were available for the first time at the conference for educators to view. Taken together, these programs are likely to influence the methods of reading instruction at grades K–3 for a long time to come.

Other publishers with Chicago connections, including Tribune Education's Wright Group, and Rigby Education (a unit of Reed Elsevier), presented materials that teachers use to supplement these basal programs or to build their own curriculum.

Next year's conference will be held in Indianapolis. The combination of growing elementary school populations and the nation's focus on reading are likely to make the year 2000 conference as big an event as the one just concluded in San Diego.

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Books visible in the background include: MICHAEL CRIC, THE LOST W, COLIN POWELL with Joseph E. Persico, MY AMERICAN JOURNEY, SIDNEY SHELDON MORNING, NOON & NIGHT, and THE KING.

Person to Person

Our Heartfelt Thanks and An Offer to Help

Randi Brill, *The Quarasan Group*

It has taken me three full months to articulate the loss that Quarasan experienced when Jean LoGrasso, our Director of Production, died on December 31, 1998 after a long battle with cancer. Jean had been a key contributor to Quarasan for ten years. Also during that time, Jean faced several serious and significant physical challenges as a result of her illness.

Quarasan and Jean collaborated to work through these difficult experiences, both literally and figuratively. Each time, we were able to climb back from every health challenge Jean faced, until we lost her in December. In her work, productivity was always as important to Jean as it was to Quarasan. Additionally, work was as valuable to her recovery as her presence was to Quarasan's success.

The same drive, tenacity, and strength that Jean used as weapons in her physical battles were the same amazing tools that she brought to her work. Maybe it is because Jean saw life differently and had different priorities that she was always resilient, always willing to try to make the impossible happen. As I reflect now, I see that this incredible resilience was why we were so unprepared to lose her, even though she had been ill for so long.

In these past months, I have heard from many people in our industry. We received an incredible volume of sympathy expressions. But I suppose the number is not so incredible when one considers who Jean was. She was pretty incredible herself!

We were grateful for your words because we needed them so very much; we shared them with Jean's family and with our staff in our effort to begin healing. For being such a valuable part of the slow and painful grieving process, I extend my heartfelt thanks.

We also learned that many of you were surprised to discover Jean had been ill for so long. Jean would have been as proud of that well-kept secret as I am; together, Jean and Quarasan worked very hard to ensure that any necessary orchestrations took place behind the scenes. We planned around chemo schedules, bad days, extended absences; we became very creative with messenger services, Powerbooks, and e-mail. It didn't occur to Jean or to Quarasan to handle this in any other way. Jean was determined to work, so Quarasan wrapped itself around her determination; this was just how it was—and we all made it happen.

In addition to letting everyone in our industry know how much we value your support, I'd like to take this opportunity to share some of what I learned in the process. Some important undercurrents surfaced as I spoke with individuals that may serve us all well to consider. Perhaps in so doing, another company or another individual might become more creative when faced with similar difficulties.

Some of you said that you didn't think your company would know how to help an employee who was up against a serious health battle. Others told me stories about colleagues who had fallen ill and were asked to leave at the very time they most needed to work. Some of you feared your company was "too big" to "take such good care of" an employee. And still others said that while your company might "care for" an individual, staff probably would be left to its own devices to process the loss of a colleague. These comments are partly why I was compelled to write this article.

Perhaps Quarasan's experiences in this life zone might help others in our industry. Of course, I hope your company never experiences such a loss, but sudden losses do happen, and no com-

pany is immune to such tragedies.

While Jean had been ill for a very long time, she always fought back and returned from many impossible situations. Perhaps that's why, even knowing how ill she had been for so long, many of us struggled with the reality that she was truly gone.

Unfortunately, Quarasan previously experienced the sudden loss of a colleague. Another Senior Project Manager, Kathy Kasper, died exactly two years—to the day—before Jean's funeral. From that day to this, we knew such a loss was possible. That knowledge changed us as an organization. We are stronger and more centered; we are committed to building balanced life opportunities for our staff.

Life moves at a very hectic pace for everyone in this industry. There is rarely time to gather one's thoughts about "what-if" situations. That's why, while I could offer many suggestions about how companies might help in such crises, I won't. Those suggestions would not be remembered because, it is hoped, they are not needed at present.

Yet, Jean's family and all of us here at Quarasan want to extend something more than a thank you for your kind words and support. I extend an open offer to anyone who might want to talk one-on-one about what Quarasan has learned.

Each situation requires a customized plan, to be sure, but there are many common actions to be applied. If ever we can help, please call. I determined that this thought, this offer of help if you ever experience such a circumstance, is small enough to be filed away just in case. It was always very important to Jean to help others, too. On her behalf, and as a tribute to her many accomplishments, you may count on us.

Please contact Randi Brill at Quarasan (312) 787-0750.

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Edition	Deadline	Pub Date
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1999 Spring	April 9, 1999	May 20, 1999
1999 Summer	July 9, 1999	August 20, 1999

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