

U.S. PRESIDENT
IN COSTA RICA

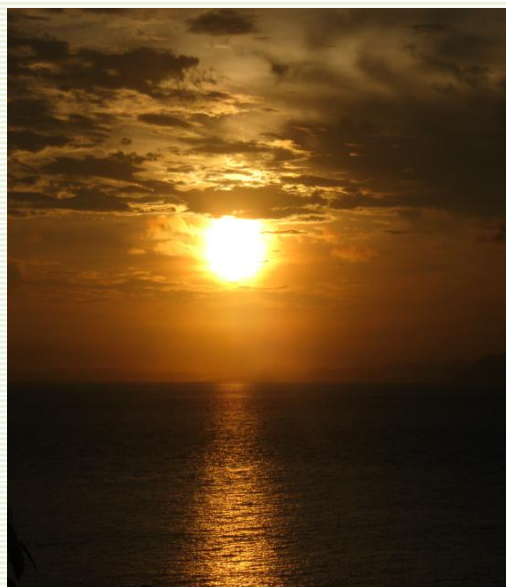
NEOLOGISM

THE BOOK'S ON
THE TABLE!

FOTOSKETCHER

SUCCESSFUL REGISTRATION
PROCESS

COVER PAGE



With this beautiful sunset in Punta Leona, we say good-bye to the dry season, and we welcome the green season. We expect this green or rainy season brings with it not only that rain we all need, but also good moments for all The ILE Post family: teachers, writers, photographers, and the most important ones: our dear readers. Thank you for your support.

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EDITORIAL

The Usage of Phonological Patterns in the Human Perspective and Mentality of College Students



For the past six years, I have been devoting myself to the teaching of Phonology to several amounts of students, and I had always just taken it as an extra academic course that students are requested to take in order to get a degree. However, one of these days, while thinking about the reasons why English learners do not get to master this language properly, I drew into a conclusion which tremendously astonished me. In other words, the integration of pedagogical factors and motivational aspects are key words in the Meaningful Production of the English Language Learning Process.

To start with, one of the first topics that my students are taught is “Phonological Changes”, but I never thought that this topic could be taken to other extends or edges. My students are taught to “Geminate” sounds which means linking sounds when words are loosely together; and now I can see that sometimes that is one of the elements that they just are not able to see. While learning this wonderful language, it is important for students to know that all of the courses that they are taking should not be taken as or considered “Isolated Elements” of the language. They need to learn how to use the knowledge that is acquired in one course and link it to the further courses that they might take in a close future. On the other hand, I also teach them to “Omit” sounds when needed, and that is also another term that could be taken to their reality. “Omission”, in this case, could be used as “deleting” all of those obstacles

that do not let them go beyond their goals. When teaching them about the concept of “*Flaptalization*”, I always tell them that is a Phonological Change which occurs when a phoneme takes another pronunciation pattern depending on the other phonemes that are surrounding them... If we analyze this definition, we might say that, on the contrary of phonemes, we just should not change our life model based on our surroundings. This is a piece of advice given to any of the students taking this major. Being a professor is a gift which may not make you rich, but it will eventually fulfill yourselves passionately.

Linking previous knowledge to new one, omitting what others might say and/or think about you, and not changing your own personality are just a couple of elements that should be taken into account when walking the extra mile. Motivation, for instance, is an incredible tool which might lead our students to succeeding in their dream of learning. Once students feel that they are not being seen as “number machines” – meaning that their knowledge is limited to a number given by an instructor – that is the precise moment when real and meaningful language production meets up together. It is also important for students to realize that the commitment they made when they chose to study this career was something that they decided to take by themselves, so they should also do their best in order to keep their professors motivated. I clearly state that motivation is a factor that drives both ways: from the teacher to the students and the other way around. In other words, a change in

mentality is needed. Teachers should give their best, and students need to understand that there is a part of the Teaching – Learning Process that must be done individually, so students should also show interest in class, and in that way, professors will develop this feeling of empathy towards their students.

In conclusion, I motivate all of my students to move on with their dreams and

aspirations as those are the only things you will take with you once you have passed away. Do not let anybody bring you down while trying to reach your goal as that is part of this trial. To my dear colleagues, all I can say is “let’s do our best, so that we can get to feel that our sacrifice was worth taking!”

Greivin Buckner



U.S. President in Costa Rica

President Obama arrived in Costa Rica on Friday May 3rd and participated in a bilateral meeting and joint press conference with the Costa Rican President Chinchilla’s, as well as a working dinner. This has been Obama’s first visit to Latin America since his winning re-election. At Obama’s arrival, he was greeted warmly with crowds gathering along the roads in San Jose to see his motorcade speed from the economic forum to the airport, where Air Force One was waiting to take him back to Washington.



Throughout his trip, Obama tried to bring down the fight against drug trafficking and organized crime that has dominated the U.S. relationship with Latin America for years. He aimed to recast the relationship as one centered on economic issues; arguing that boosting jobs and growth are a central part of resolving the region’s security issues.

On education, Obama highlighted a proposal from his State of the Union address to significantly expand prekindergarten education, calling it the single most effective way to boost educational outcomes in the U.S.

During his stay in San José, Obama met privately and publicly with the Costa Rican President Laura Chinchilla, held a private dinner with his counterparts from Central America and the Dominican Republic, and participated in an investment forum with nearly 200 MBA students and Central American business leaders. The summit ended without a joint declaration and with no agreements, resolutions, or even a clear sense of what comes next.

Alfredo Di Stefano to Marry a Costa Rican

Real Madrid honorary president Alfredo Di Stefano, who turns 87 in July, is set to marry a 36-year-old woman who helped him prepare a book -about his life- that was released in 2010. Di Stefano has been a widower for eight years. He says his children do not approve of impending nuptials, but he doesn't mind. As a player, The Blond Arrow (La Saeta Rubia) won five consecutive European Cups with Real Madrid between 1956 and 1960. As a manager, he led Boca Juniors and Valencia to domestic league titles.



Who is Gina Gonzalez? The Costa Rican Gina Gonzalez is a lawyer, notary, soccer manager (licensed with FIFA) and sports journalist who helps Di Stefano write articles for the Spanish paper Marca and has been his secretary since 2007. She is also in charge of managing his image, public relations, marketing, and communications.

(Information taken from: <http://sports.yahoo.com/blogs/soccer-dirty-tackle/86-old-real-madrid-legend-alfredo-di-stefano-192052503.html>)

Kidnapped Girls Escaped

After a decade in captivity in a Cleveland neighborhood, three women who had disappeared separately during the nineties finally escaped from their kidnapper on May 7th. Some neighbors had heard someone kicking at a door, yelling and trying to get out of a house in suburban Cleveland, but they never thought of it as such as a horrible thing. Ariel Castro was charged with kidnapping and raping three women who were rescued from his house. Police found ropes and chains in the house that had been used to hold them prisoner. Who are the three girls? Gina De Jesus, now 23, was kidnapped when she was 14 years old, in 2004, Amanda Berry, now 27, was kidnapped when she was 17 years old, in 2003, and Michelle Knight, now 30, was kidnapped in 2003. Later on, a DNA test confirmed that Ariel Castro is the father of a 6-year-old girl born from one of the women in captivity. Being close to Mother's Day, May 10th in the U.S.A., this was the best gift ever for the mothers of these three women.

Costa Rica Spokesman Resigns

On May 15th, Francisco Chacón, Costa Rica's Communications Minister, after some investigation by a local news organization discovered that the plane President Laura Chinchilla used in order to fly to Peru over the weekend was owned by a man with suspected ties to drug traffickers. Francisco Chacón explained that the person he had met to coordinate Chinchilla's trip in the private jet owned by THX Energy identified himself as Ricardo Ofalán, but that his real name is Gabriel Ricardo Morales Fallón, was a Colombian businessman currently under investigation for alleged links to Colombian drug cartels. Costa Rica has no presidential plane, so Chinchilla usually flies on commercial airlines or uses aircraft provided by other governments when making state visits. Costa Rica has an Illicit Enrichment Law, which includes penalties of up to eight years in prison for public officials who accept gifts worth more than a small amount.

(Information taken from: http://www.ticotimes.net/More-news/News-Briefs/Costa-Rica-s-communications-minister-resigns-after-presidential-flight-tied-to-businessman-with-suspected-drug-cartel-links- Wednesday-May-15-2013?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+ticotimes%2Frss+%28TicoTimes%29)

LA TEA 2013 Festival

UTN Sede Central celebrated LA TEA. This is an annual event that joins different high schools from different cities around Alajuela. LA TEA 2013 on Friday May 24th, gathered more than 1500 students who had a chance to have a look inside the UTN. Groups of students and their teacher counselors were guided around campus and the “modulos” in order to collect information about the majors and other technical options that UTN has for the senior high school students. The objective of LA TEA is to promote the increase in registration of students for the following school year.

Sede Central has 5 main classroom buildings where groups of professors, directors and volunteer students hosted information stands and freebies for the visiting students. Large groups of 5th grade seniors in colorful uniforms from different high schools got to have their bags with brochures, rulers, key chains, markers, and so with the UTN logo. The festival has always offered artistic presentations from the dance, music and rodeo clubs. The hallways also gave room to souvenir stands from local artisans selling their goods and delicious food. The English as a foreign language major (ILE) was also part of the festival with a very successful stand that gave one particular service for visitors. Students were given the information about the major, the courses, professional profile, the ILE POST, etc; and then a group of professors placed their current English level at any of the CEF (Common European Framework) levels with a short interview. Professor Izabella Sepulveda, Jose Soto and Grace Zuñiga hosted the stand and Professors Veronica Oguilve, Emilena Rodriguez, Sandra Arguello, Andres Bejarano, Aaron Torres, Alonso Salazar, and Melissa Gonzalez interviewed students who were able to know what level of English communicative competence may possibly have. Even though the interview was not long, students could have an idea of how they would fit in once they are enrolled in the major in 2014.



Successful Registration Process

The II-2013 registration process at UTN was of great success. The 5.700 students registered in record time of four days. Two terms ago, UTN has been improving this process in order to make things easier for students. Now, students are able to register on-line which is something that was almost a dream a year ago. This is another step towards this university's goal: becoming the best university in the country. For the effort all staff showed during this process: Thank You Very Much!



The Book's on the Table!

By Alonso Salazar (ILE Professor)



I bet most of us have heard or even sung this tune someday. This jingle belongs to the advertising campaign of the company

Open English which assures, as thousands of companies do nowadays, having the irrefutable tool to efficiently learn English: native speaker professors. Undoubtedly, the fact of counting on a tutor whose native language is the desired one might bring certain benefits to the learner. Nevertheless, innumerable testimonies worldwide can certainly prove that non-native educators have all that is required to teach English successfully.

The idea that only native speakers can really teach English comes from a variety of somewhat prejudiced assumptions. For instance, some claim that only they provide correct pronunciation models and understand the complexities of idiomatic English usage. Others state that they offer conversational opportunities in English that more closely mirror conversations that learners can expect to have with other English speakers. Finally, there is a thought that only native speakers are able to

understand native English speaking cultures and can provide some insight that non-native speakers cannot.

Having gone through those suppositions, one might think that actually non-native speaker professors have not much to offer. This could not be farther from being true, though. Some educators whose native language is not English have very good English pronunciation; and therefore, students do not really need a native speaker to model sentences from them. Good English pronunciation has nothing to do with using a British or American accent; if a teacher is Italian, an Italian accent is perfectly acceptable as long as the words are being pronounced correctly. Accents are not an indicator of poor teaching, they just show (most of the time) where a person comes from. At any rate, audio and video clips demonstrating proper English pronunciation are readily available and should be used by every EFL teacher to give students a chance to hear other voices. This does not mean that recordings can replace native English speakers or teachers with good pronunciation; it is

simply another tool that teachers can use in their classrooms.

In most school systems, the immersion method is not used to teach English, but the goal of ESL teachers should be to speak English in the classroom whenever possible. While this is a good rule for teaching a language, this approach can be frustrating for students especially those who are older and beginners. It is often helpful for students to be able to ask questions in their native language or to draw parallels between their language and English. An English native speaker may not be able to clearly communicate more complex ideas and structures to students especially if his understanding of the local language is limited. In contrast, a teacher who is fluent in the local language will have an easier time completing these tasks and will often be able to relate to and manage students effectively too.

Non-native speakers are trained teachers either in their country or the country they teach in the same way as native speaker teachers. It is not correct to assume that native speaker teachers are better than non native speaker teachers or vice versa. Without training in classroom management and lessons in English grammar, either native or non-native

speakers cannot be effective EFL instructors. They may be able to speak the language, but explaining it is an entirely different matter. If a native speaker is a qualified educator, then they will have some advantage, but when teaching abroad, as mentioned above, it is also beneficial to be able to communicate with students in their native language. When native English speakers are paired with local teachers, students have the best of both worlds.

Certainly, and in spite of all the previous arguments, 'the book's on the table' will continue being sung by many people reminding the mockery some English teaching companies use to diminish non native speaker teachers' work aimed to guide students through the learning of the target language. However, qualified and trained non-native professors can surely contribute in meaningful ways to the field of English language education by virtue of their own experiences as learners, and their training experience as teachers. The pedagogical preparation and an appropriate approach to the teaching-learning process is what determine whether a teacher is good or not regardless of being or not a native speaker.

Costa Rican Educational System

By Henry Mendez (ILE Professor at UTN-Guanacaste)



Saying good bye is not easy. I have never been through such a harsh situation, and I do not want to know what it feels like. But I have been to funerals, and I have seen the mourning, sorrow, and pain people go through. I have also been in deathbeds, and I have seen sorrow, and tears as well. Sometimes, people prefer death over suffering. No way am I trying to convince you that

death is better than suffering; my point is that both are terrible.

In this violent world we live in, not only people die but also animals and things. Back on time, not too long ago, Hollywood symbolically buried the VHS and last year, they did the same with the DVD. There were many reasons such as: people did not like them anymore, they were not useful, they did not fulfill the necessity, and new brand appliances emerged. Hollywood did not prettify them

but buried them and created a whole new idea.

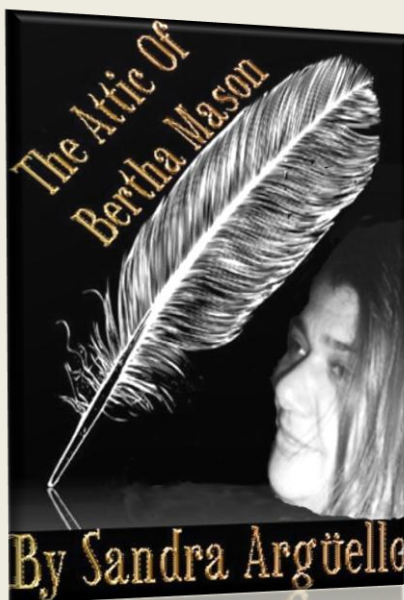
Costa Rican educational system has already accomplished the purpose it was created for. It has been in a comma for so long. It is living on artificial live. If we just unplug it from the life-giver-machine, it will pass away. It is true that we have the highest rate of literacy; it does not mean, however, that the curriculum we have is appropriate. It is inadaptable to the different kinds of populations we have in Costa Rica.

While hearing a German engineer the other day, giving a seminar entitled "From the idea to the Project", I could realize the problem we have been facing for so many years. Going from an idea to a final product requires an elaborate process which, at the same time, entails constant monitoring. When the product does not satisfy the audience's necessities, a total

check out is needed; not to the final output, but to the whole process to find out the exact place where the weak point is located.

Being that said and once detected the problem, sometimes a complete restructuration is a must. A try to keep something alive that was not well-elaborated since the very beginning, is a waste of time. Are we resisting the imminent death of something that has been proved not to produce the desired output? Time has already said it.

I do not like cemeteries and probably nobody does. When you go there, you see people sad and reflecting sometimes. You can also see a lot of white tombs with different inscriptions. I have a crazy dream: Going to the cemetery one day and find a big tomb with an inscription written that says "Costa Rican Educational System Rests in Peace".



Films, Books, and Expectations

The relationship between books and films has been tense, not for the film industry or for some authors themselves who have become famous and wealthy because of the adaptation of their books, but especially for book lovers. The main source of discontent comes from expecting a literal adaptation, where the sequence of events is preserved intact. Readers create this mental image of characters, events, and situations that is taken as the real one. Reading offers the possibility of many interpretations, so readers expect to see theirs on stage. The truth is that cinema and literature are two different artistic genres with very different semantic possibilities. They both work on associations and metaphors, but films can make use of sound, image, and movement to

convey what literature does only through words. What can be lost in adaptation is the complexity of a reality created by the artistic use of literary figures of speech and the active participation of the reader's imagination and visualizing characters and creating associations. In film, the association is given. When we see an adaptation of a book, we are exposed to an interpretation of a book. Since interpretation is subjective, it is easier to be disappointed by someone else's rendering of a story.

Is the book always better than the movie? No, because we cannot exactly compare the two. (Here the reader in me is forcing me to say, “yes, yes, yes”). Accepting that films are just interpretations might help to have a good “book-to-film” experience. The Great Gatsby is coming to theaters soon, and I am eagerly waiting for it. I am waiting to be entertained and moved, but I am not expecting to have my feet swept off the ground like when I read something like this:

He smiled understandingly--much more than understandingly. It was one of those rare smiles with a quality of eternal reassurance in it that you may come across four or five times in life. It faced--or seemed to face--the whole eternal world for an instant, and then concentrated on you with an irresistible prejudice in your favor. It understood you just as far as you wanted to be understood, believed in you as you would like to believe in yourself, and assured you that it had precisely the impression of you that, at your best, you hoped to convey.”

F. Scott Fitzgerald, *The Great Gatsby*

Sensorial Rampage

by Fernando Céspedes (ILE Student)

Has it ever happened to you that no matter how hard you try, you cannot imagine something to write about? I bet it has, as it did to Pollux. Pollux was a normal, common, and standard writer. He wrote about everything he wanted to; whenever he wanted to. He was as free as the wind blowing in the shores. He did not feel challenged at all in sitting down and writing about the landscape or the sun or the moon.

However, one day his friend, Antares, gave him the most difficult challenge ever. He challenged him to spend a whole night at the Cave of Souls, a cave with no light at all, a pitch-black hole where a man could lose his sanity in a matter of minutes, only with some sheets of paper, pieces of charcoal to write with, and one candle. The challenge consisted in Pollux staying the night there and writing about everything he looked at, smelled, heard, saw, and touched. Pollux did as his friend demanded, for he wanted to show that there has not been a better writer than himself.

The night settled in, and the brave, young, and bold writer entered the cave. In the first minute, there was nothing to write about except the glooming light from the candle, and the sound of a drop of water filtering through the walls and echoing infinitely and deeply; he found it very relaxing. Minutes went by and the candle shrank, and within the next hour, the candle’s bright flame had been reduced to an agonizing ember. Finally, the candle extinguished, and Pollux found himself in the middle of darkness.

Minutes passed, and Pollux’s sight was slowly adapting to total darkness. It didn’t pass long until he could distinguish shapes and silhouettes. Eventually, he could see the sheets and pieces of charcoal. At that moment, he hadn’t written anything because he thought that writing about a candle and a drop of water was a waste of time. The drop of water kept on falling monotonously and constantly.

Pollux started wondering about the stories that were told of the Cave of Souls. He did not know why it had such a bad fame. He could not imagine why someone would become a madman in there. Several hours later, he heard a voice calling his name. Antares was not there; Pollux was totally alone in the dark.

The drop of water, at that point, had become more than just annoying to him. He wanted to go deaf, as long as he didn’t have to listen to it falling again and again. The soft and relaxing

drop of water became a piercing knife in his head, penetrating and cutting through his skull. He was losing his sanity.

As he could write well enough in his sheets, he thought of writing in order to forget about the drop of water. He wrote about the humidity of the cave, about how cold it was in there, about the darkness, and about how strange he felt writing in total darkness.

Minutes later, he saw strange figures spawning from nowhere. He saw a small man dressed like an actor from some old play coming towards him. The old man had a cigarette in his hand. The cigarette was familiar to him; it smelled like mint, and it would probably taste like mint. The small man asked if he had any problem getting inspired in such a place. Pollux answered with a simple "yes". The old man disappeared.

Then, Pollux saw his sheets dancing on the air, like if they would have been drifting in some sort of air flow. But there was no air, not even a light breeze. Pollux saw his sheets, forming squared figures that widened. He saw the paper tearing itself and bounding again. Bizarre forms broadened, expanded and stretched before his eyes. He thought of running away, and so he did. But when he stepped back and turned around he felt nothing. He did not feel his legs, his arms, or his head, he could not tell if he was speaking or just thinking. Pollux could not even hear the drop of water. There was nothing surrounding him; there was nothing within him, only emptiness. He doubted the reality of his situation. He thought of it as a bad dream that was about to finish. He even doubted of his own existence.

Pollux had no other option than looking at the random, never-ending dance of the sheets of paper. For the next hours, he saw regular sheets of paper turning into blades that cut his skin making him bleed and recovering immediately. The torture continued. The torture was so sadistic that Pollux could not help crying. Tears flowed down his face. A salty flavor was in his mouth; he cried as he never did. But the torture only continued. This time the sheets turned into flames. Pollux was all covered in flames, carbonized, and regenerated again. It didn't seem to have an end.

Suddenly, a light appeared from his back, his friend Antares came to look for him. He found Pollux motionless and with no emotion in his face. When Pollux pulled round, Antares told him that he had spent 3 days in the cave. And that he thought he was dead. Antares also told him that he searched for him many times, but he could not find Pollux.

From then on, Pollux doesn't write. He lost every desire for making rhymes, tales, descriptions, and novels. Pollux developed fear of the dark. All of his nights were claustrophobic, paranoiac, frightening, and terrifying. Antares knew he had changed his friend and decided to disappear forever.

The old mansion

by Ocnar Baltodano (ILE Student)

Inside the darkness
 And mist, I saw the
 Old mansion.
 With dead colors like
 Pink and brown
 Behind a big castle
 It is located .
 I could feel loneliness
 Everywhere
 At place was inhabited by
 Ghosts and mutants.

LANGUAGE BITS

Here there are some examples of how to say things in different situations.

SITUATION	FORMAL	RELAXED	INFORMAL
Money has been disappearing from the office. You want the person responsible to admit his/her guilt.	I would like the culprit to openly declare his/her guilt.	I would like the person responsible to own up.	Just come clean.
You think that your acquaintance is a little bit stupid.	He is somewhat intellectually challenged.	He's a bit stupid.	He's a tad thick;
You suggest going to the beach in order to go sunbathing.	I suggest a short sojourn to the coast in order to lie in the sun.	Let's do some sunbathing.	Let's catch some rays.

What is a Neologism?

A neologism is the term used to describe a word that has been made-up or invented by a speaker, which appears in a transcript of spontaneous speech dialogue. It can also be described as a word which does not appear in the dictionary of the primary spoken language, but which is also not a foreign word. A neologism may be a slang word that has yet to find its way into mainstream conversation, or it may be the creation of a non-native speaker who has made for example a grammatical error. The so-called slip of the tongue may also be seen as neologisms. Some examples of neologisms include:

- Photoshop: a verb meaning digital photo manipulation.
- Metrosexual: a man who dedicates a great deal of time and money to his appearance.
- Staycation: A vacation at home or in the immediate local area.
- iLegacy: Steve Jobs' contribution to the world of technology, as evinced by all the Apple products
- selfie: a photograph taken of yourself, often for the purposes of posting on a social-networking website
- complaining: griping, grouching, and otherwise complaining about the corporation you work for.

(Information taken from: http://www.is.cs.cmu.edu/trl_conventions/neologisms.html
 Examples taken from: <http://www.wordspy.com/diversions/neologisms.asp>)

HUMOR

Let's face it - English is a crazy language.

There is no egg in eggplant, nor ham in hamburger; neither apple nor pine in pineapple.

English muffins weren't invented in England or French fries in France. Sweetmeats are candies while sweetbreads, which aren't sweet, are meat.

We take English for granted. But if we explore its paradoxes, we find that... quicksand can work slowly, boxing rings are square, and a guinea pig is neither from Guinea nor is it a pig.



Q: What do you call an alligator in a vest?

A: An Investigator



Q: Why are frogs so happy?

A: They eat whatever bugs them.



Teacher: John, why are you doing your Math multiplication on the floor?

John: You told me to do it without using tables.

Signs that you need to get away from the computer

-You try to enter your password on the microwave.

-You email your son in his room to tell him that dinner is ready, and he emails you back, 'What's for dinner dad?'

-You chat several times a day with a stranger from South Africa, but you haven't spoken to your next door neighbor yet this year.



A young child says to his mother, "Mom, when I grow up I'd like to be a musician." She replies, "Well honey, you know you can't do both."



My memory's not as sharp as it used to be. Also, my memory's not as sharp as it used to be.

Three old guys are out walking.

First one says, 'Windy, isn't it?'

Second one says, 'No, it's Thursday!'

Third one says, 'So am I. Let's go get a beer.'

(Images taken from: <http://www.wpclipart.com/>)

(Jokes taken from: <http://www.rapturenotes.com/jokes4.html>)

ENTERTAINMENT

San Isidro Labrador's Day

This holiday is celebrated all over Costa Rica honoring the patron saint of farmers with blessings of animals and crops. There are street fairs and parades with music, dancing and traditional food. San Isidro de El General is rumoured to be the fastest growing city in Central America. Also known by its cantón name, Pérez Zeledón, it is an important transportation hub, supply point, and agricultural center linking farming villages over quite a broad area. May is the month of San Isidro and the *generaleños* celebrate with fiestas, parades, dog shows, and an amusement park in the central plaza. Also on May 15 is the Día de Boyero (day of the oxcart driver), when a parade of traditional Costa Rican handpainted oxcarts travels through the city. Take the chance and visit Pérez Zeledón on May 15th to see and experience a little piece of the rich culture and traditions of Costa Rica



(Information taken from: <http://montanamarmagazine.com/index.php/san-isidro>)

Picture taken from: <http://cultureabroadandinterestingtopic.blogspot.com/>)

TECHNOLOGY



FotoSketcher

FotoSketcher is an application designed to apply hand drawing effects, and a few others, to your photos. Many pixel-based image editors, such as Adobe Photoshop and GIMP, include similar tools within their filters and effects, but FotoSketcher is a standalone application that concentrates purely on this task. Because it performs a more focused task, FotoSketcher offers a greater degree of fine control within its tools meaning that it can produce some quite impressive results. FotoSketcher is an easy to use application with several attractive features.

- Clear and well presented user interface
- Very simple to use
- Preview of effects before you apply them to a photo
- Option to adjust the source image before applying the drawing effect
- Good range of drawing and painting effects
- Add text to the new images

FotoSketcher is the perfect tool for users who enjoy getting more creative with their photos. While many image editors offer a range of painting and drawing effects, FotoSketcher generally offers a greater degree of control. The end results are quite impressive and reasonably convincing.

You are able to save your finished work in JPEG, PNG and BMP file formats, which should be sufficient for most users requirements and they could always be converted to another format elsewhere if required. To get more information and download this free software go to: <http://www.fotosketcher.com/>

Information taken from: <http://graphicssoft.about.com/od/photoartfuneffects/a/Fotosketcher.htm>

THIS MONTH IN HISTORY

Workers' Day

"God sells us all things at the price of labor".

Leonardo da Vinci

Labor Day is an annual holiday to celebrate the achievements of workers. Labor Day has its origins in the labor union movement, specifically the eight-hour day movement, which advocated eight hours for work, eight hours for recreation, and eight hours for rest. For many countries, Labor Day is synonymous with, or linked with, International Workers' Day, which occurs on 1 May. For other countries, Labor Day is celebrated on a different date, often one with special significance for the labor movement in that country. The struggle for the eight-hour day began in the 1860s. In 1884, the Federation of Organized Trades and Labor Unions of the United States and Canada, organized in 1881 (and changing its name in 1886 to American Federation of Labor) passed a resolution which asserted that "eight hours shall constitute a legal day's work from and after May 1, 1886, and that we recommend to labor organizations throughout this district that they so direct their laws as to conform to this resolution". The following year the Federation repeated the declaration that an eight-hour system was to go into effect on May 1, 1886. With workers being forced to work ten, twelve, and fourteen hours a day, support for the eight-hour movement grew rapidly. In the months prior to May 1, 1886, thousands of workers, organized and unorganized, members of the organization Knights of Labor and of the federation, were drawn into the struggle. Chicago was the main center of the agitation for a shorter day.



(Information taken from: <http://communicatinglabourrights.wordpress.com/2008/04/30/history-of-may-1st-international-workers-day/>)

It happened in May

May 1 st , 1704	Boston Newsletter publishes first newspaper ad.
May 3 rd , 1494	Jamaica is discovered by Christopher Columbus; he names it St. Iago.
May 6 th , 1940	John Steinbeck is awarded the Pulitzer Prize for his novel <i>The Grapes of Wrath</i> .
May 8 th , 1886	Atlanta pharmacist (Jacob's Pharmacy) Dr John Styth Pemberton invents Coca Cola (contained cocaine).
May 11 th , 1916	Einstein's Theory of General Relativity is presented.
May 15 th , 1811	Paraguay declares independence from Spain.
May 18 th , 1804	Napoleon Bonaparte is proclaimed Emperor of the French by the French Senate.
May 21 st , 1904	Federation International de Football Association (FIFA) is founded in Paris.
May 27 th , 1939	DC Comics publishes its second superhero in <i>Detective Comics #27</i> ; he is Batman, one of the most topical comic book superheroes of all time.

Famous People Born In May

PERSON	BIRTHDAY
David Beckham	May 2 nd , 1975
George Clooney	May 6 th , 1961
Pierre Curie	May 15 th , 1859
Malcom X	May 19 th , 1925
Iker Casillas	May 20 th , 1981
Arthur Conan Doyle	May 22 nd , 1859
Ian Fleming	May 28 th , 1908

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by Marco Araya

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