



Title: *Ding Dong D---Ol' Crap Game---and Whew*
ARTIST: William Walmsley (1923-2003) American
DATE: 1974
IMAGE: 19 1/4 x 26; sheet: 21 x 28 inches
MEDIUM: Lithograph
ACQUISITION #: 98.1.15
Additional work in the collection by the artist: Yes



ARTIST'S BIOGRAPHY

William Walmsley, known as Bill, was born in Tuscumbia, Alabama (1923-2003). He was well-known as an outstanding printmaker and the inventor of a new style of fluorescent lithograph. His fluorescent lithography series, entitled *Ding Dong Daddy*, allowed Walmsley an outlet for self-expression through an alter ego. Many of these pieces are now in the collections of various museums as well as the Florida State University Museum of Fine Arts. He donated much of his work to FSU, where he served as a professor from 1962 to 1989. Before going to college, Walmsley served in World War II. He studied at the Académie Julian (1949-50) and visited many museums in Paris while there. He obtained his BFA degree from the University of Alabama and his post-graduate degree from the University of Kentucky. During graduate school he supported himself by working full time in a bakery. He became an avid collector of all kinds of prints and stored his collection throughout his house even under the beds.

One of the Longest Print Series

The print *Ding Dong D---Ol' Crap Game---and Whew* is part of one of the longest print series in art history. Called the *Ding Dong Daddy* series, the work features shiny lithography colors, graphic forms, elegant words, and a sense of humor, all of which help to identify Walmsley's personal mysterious and enigmatic style. He began his creation in the 1960s and continued persistently until 2003 when he died. In his print *Ding Dong Daddy #2* he wrote, "Wamsley is a Hamburger." He kept his enigmatic aspect in the title of his works by sometimes showing only some letters of the words.

DING DONG DADDY- An Alter Ego

Ding Dong Daddy represents Walmsley's alter ego, his second self that is different from his original personality. Although the term *Ding Dong Daddy* is one used in music lyrics and to describe various fictional characters, the moniker, it seems, was first used as a negative nickname for a gripman working in the cablecar system in San Francisco. His job included ringing the bell, which made a ding-dong sound, to help guide the cable car through traffic. He was convicted of bigamy and had multiple wives and countless children. Later, in the 1930s, this name became associated with a popular song named *Ding Dong Daddy from Dumas*. Inspired by this subject Walmsley adopted his alter-ego and created his prints.

Media Description

For his general production Walmsley used basic lithography, which is based on repulsion of water and oil. First the design was drawn or painted on a stone with an oiled-based medium. Next, a watery solution of gum arabic was applied to the stone to be absorbed by the non-greasy parts of the stone. Later, by using turpentine, the greasy image was removed and oily ink was added. Finally, by keeping the stone watery, when paper was pressed to the stone, the design was printed on the paper. Walmsley used colorful florescent ink to gain a colorful print. Each color was executed separately, to build the final image, layer by layer.

RESOURCES:

<http://mofa.fsu.edu>
<http://www.artic.edu>
<http://www.tfaoi.com>
William Walmsley, Tallahassee, Fla.: Four Arts at Governor's Square, Florida State University, 1981.

Summer 2018: Mina Akbari

Inventor of the Florescent Lithograph

Walmsley was the inventor of the florescent ink lithograph. Florescent ink absorbs ultraviolet energy and is more reflecting. The semi-transparent pigments require additional effort to be transferred to the paper and often must be printed twice or more. Although florescent prints can be shown in regular gallery light, they can also be shown in black light. The colors change and shimmer in such light. The florescent ink print is susceptible to fading (specially in sunlight) and therefore it is difficult to keep a florescent print in a permanent exhibition. One of Walmsley's former students recalls that, at openings, the artist sometimes treated visitors to an impromptu blacklight show since he carried a small portable blacklight for such opportunities.



Wonder Woman. 2017

MY OWN ALTER-EGO: ACTIVITY LESSON PLAN 3-5

Session Activity: In this activity children will each choose one of the characters introduced by the teacher to create alter-egos for use in designing images for Styrofoam prints.

Objective: Students will understand the concept of alter-egos and develop their printmaking skills with florescent inks.

Material: paper, pencil, Styrofoam, plexi plate, brayer, florescent ink, black light

Activity Procedure:

Prepare for Scenarios
Give the students several scenarios and ask them to think about the way they would meet challenges after assuming the characteristics of their alter-egos. Discuss these before students make their images. **Example scenario:** the city truck that picks up recyclables broke down and plastic bottles and other recyclables were scattered along the street.

1. The teacher will introduce Bill Wakmsley’s *Ding Dong Daddy* florescent prints.
2. The teacher will give the definition of alter ego.
3. The teacher will introduce some well-known characters like Wonder Woman, Spider Man, Harry Potter, and Mulan.
4. He/she will ask the students to explain the positive aspects of the heroes’ personalities and discuss their use as alter-egos.
5. Students will be asked to choose one of the characters and create images in their prints from the point of view of the chosen characters. See the “Prepared Scenarios” to the left.
6. The teacher will explain the following steps for printmaking:
 - Draw an image on paper.
 - Put the drawing paper on the Styrofoam and trace the image on the foam with a pencil.
 - Choose a color of florescent ink and apply it to a plexi plate, spread it all over with a brayer.
 - Press the foam onto the plexi plate to absorb the color.
 - Press the colored foam on the blank paper and let it dry.
 - Plug in black lights.
 - Turn off the lights of the class and look at the colors of the prints under the black light.

NEXT GENERATION SUNSHINE STATE STANDARDS: 3—5

Big Idea: Skills, Techniques, and Processes

Enduring Understanding: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

Benchmarks: Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.

NEXT GENERATION SUNSHINE STATE STANDARDS: 9-12

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Enduring Understanding: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

Benchmarks Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.

Objective: Students will develop their understanding of various steps of the process of printing in general and florescent ink lithography in particular. Students will incorporate the concept of alter-ego.

Material: lithography tools and supplies: metal plate, florescent ink colors, gum arabic, greasy colors (crayons), turpentine, brayer, black lights.

Activity Procedure:

1. Students will be shown a selection of Walmsley’s florescent *Ding Dong Daddy* series as well as regular ink prints of the teacher’s choice. Student will discuss the similarities and differences between colorful florescent ink prints, colorful regular ink prints, as well as monochrome lithography. The following questions will be asked:
 - What are the qualities of florescent ink and regular ink?
 - Do these different qualities of ink make the procedure of making a print different?
 - In what ways are the steps of color printmaking and monochrome printmaking different?
 - What are the differences in the final prints in terms of reflected colors?
2. The teacher will explain the definition of alter ego and the use of the concept in Walmsley’s *Ding Dong Daddy Series*.
3. The teacher will ask the following questions about the use of the alter-ego concept in art:
 - Do you know any other works of art reflecting an alter ego? Google “alter-ego in art” to find websites and images about alter-egos.
 - How do forms, colors, and composition depict alter ego?
4. At the end of the discussion the teacher will describe the process of making print with florescent ink. A description of lithography printmaking is already provided in the “Media Description” section. However, watching the video provided in the link will help the students gain a better understanding of lithography printmaking.
<https://www.khanacademy.org/humanities/special-topics-art-history/creating-conserving/printmaking/v/moma-lithography-process>
5. Each student will design and print a lithograph using the alter-ego concept.
6. Each student will present his/her print to the class focusing on an explanation of his/her alter-ego and techniques.

MY OWN ALTER-EGO ACTIVITY LESSON PLAN 9-12

Session Activity:

William Walmsley was famous for his invention of florescent ink prints, which illustrate his alter ego. This activity covers two aspects of Walmsley’s printmaking, the printmaking technique, and the concept of alter ego and its reflection in his art. Students will create their own alter egos through making prints with florescent ink.



Ding Dong Daddy Art Overload, 1996