

TEACHER'S GUIDE and KEY for

WORD PROCESSING with SUPERSCRIPSIT® and The TRS-80® Models III and 4

by L. Elia and J. Fall



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D O N ' T F O R G E T

In order for you to duplicate the enclosed computer disk legally and use our program, Word Processing with SUPERSCRIPSIT^R and the TRS-80^R, there are two steps you must complete. First, it will be necessary for you to return the completed and signed Purchase Agreement (found in the Teacher's Manual). Second, you will need to acknowledge the purchase of the materials by check, purchase order, or letter.

If you have any questions, please call either Michelle Lopane or Amy Lehn on our toll free number 1-800-223-8055. Residents of New York and Canada call collect 212-881-3000.

MPC MARKETING DEPARTMENT

As you start reviewing this program for teaching word processing with the TRS 80^R and SUPERSCRIPSIT^R, study pages 31 through 37 of the teacher's manual. Directions are given there for using the program materials on computer models III and 4 (either one- or two-disk drive systems).

NOTE: It is not necessary for you to format your blank disk before you make a backup copy of the MPC data disk. The disk operating system is on the MPC disk, and it will be transferred to your blank disk during the backup procedure.

The SUPERSCRIPSIT^R word processing program disk must be in the computer at all times when the computer is being used for instructional purposes with this text.

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This Agreement sets forth all of the terms and conditions applicable to the purchase of the program "WORD PROCESSING WITH SUPERSCRIPSIT® AND THE TRS-80®" and the accompanying Student and Teacher Manuals, and Computer Disk with MPC Program thereon.

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Teacher's Guide and Key
for
Word Processing
with SUPERSCRIPSIT®
and
The TRS-80®

By Lewis M. Elia
and
Joseph A. Fall



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STORING DOCUMENTS ON MAGNETIC DISKS

A magnetic disk is manufactured from the same material from which the familiar cassette or 8 track tapes are made. That material is a flexible plastic which has a special coating that is capable of being magnetized.

Information (datum) is stored on the disk in the form of magnetic impulses. The computer can change the magnetic information on the disk simply by "writing over" the material previously recorded--much the same as you can change the magnetic "music" recorded on a cassette tape by recording over it. A disk can also be protected from changes by placing a "write protect" tab on the read/record notch. Check the computer's operating manual for a full explanation of the use of flexible disks.

Flexible disk systems are in widespread use today and are an inexpensive and effective method of storing and using information for quick access by a computer. Computer operators often refer to flexible disk systems as "floppy disks." There are many companies which market these disks under various brand names.

Several companies also sell "hard" disk systems. These systems are capable of holding much more magnetic information in the same space used by a floppy disk system. Because it is made of metal rather than plastic, the hard disk can pack much more data in the same space as a soft plastic disk.

In addition to hard disks, "network systems" are also marketed. These systems allow several computers to be linked together to share one disk. This is highly recommended for classroom operations, since the network allows students to share the hard disk and thereby save on the cost of floppy disks. Approximately thirty 5 1/4-inch floppy disks would be needed to equal one 5 1/4-inch hard disk.

Caution operators of the importance of protecting the floppy disk. Care should be taken to avoid extremes of temperature and magnetic fields of any kind. Trivial things can have a disastrous effect on disks. Paper clips which have been stored in magnetic pop-up dispensers, motors of any kind generate a magnetic field, and television sets (particularly color sets) have magnetic fields; all of these can partially erase data or rearrange the magnetic impulses on the disk so that strange effects will be fed back to the operator.

Only felt tip pens may be used for writing on a disk label as pressure from the tip of a ballpoint pen can cause damage to the surface of a disk. Disks should be held by the label so the hand does not come into contact with exposed areas of the disk.

BEGINNING A WORD PROCESSING PROGRAM

In September of 1977, the Business Education Department of Linton High School purchased its first computer, a TRS-80® Model I. The decision to purchase this machine was the result of nearly an entire year devoted to a study of the various microcomputer word processing systems on the market at that time.

The first step in the decision making process was to see what was currently being used by industry in the way of word processing. An extensive study was made of businesses and vendors in which the authors watched demonstration after demonstration of dedicated word processing systems. Most ranged in price from \$10,000 to \$12,000; some were higher.

Once it was determined what the "best" (at least the most expensive) equipment could do, a search was made to see if any of the microcomputers on the market at that time could offer a program good enough to train our students to take their places in this fast-growing job function.

During another vendor-to-vendor search, invaluable assistance was received from a young Radio Shack® Manager named Rick Bowen. By that time, it became apparent to us that all microcomputers were pretty much capable of doing the same thing as far as word processing was concerned. The real difference was in the programs being offered. Rick sold us on the feature of the SCRIPSIT® program which Radio Shack® had just released. We could find no other microcomputer word processing program in its price range that could compare with it. After careful consideration, we adopted SCRIPSIT® and the Model I as our word processing program.

As the years passed, this decision was never regretted. Radio Shack® brought out the Model III, SUPERSCRIPSIT® and the Model IV. It is our opinion, accepting the fact that you must give up something to gain something, that the Radio Shack® system gives a great deal of word processing power for the money. To gain the price advantage, we were willing to give up color and high resolution graphics (of little or no value to word processing) for the lower price. Many of the other systems could not be purchased without these features. (Unless you have some other use for these features, why pay for something that would go unused?) We were delighted when the SUPERSCRIPSIT® program was released, since it had so many features found on dedicated machines.

Our only problem with the entire system was the lack of material available for the classroom. The training book, provided with the program was fine for our own use, but it was never intended as a classroom tool. We felt we needed more exercises and reinforcement to train our students. We decided to write this book and hope it will serve you well.

P. S. Thank you Rick, wherever you are.

ABOUT THIS BOOK

WORD PROCESSING with SUPERSCRIPSIT[®] and the TRS-80[®] is presented in a three-part format. Part One contains four sections which are designed for the first-time user. It covers basic principles for operating the computer, editing, saving, storing text, and printing. Except for an exercise demonstrating the automatic wraparound feature, no typing of text is required of the student. In our years of teaching experience, we noted that when beginning students were required to type extensive text, they made errors that they had not yet learned to correct. Therefore, the first part of the book deals with the basics of error correction. By using the disk provided, the student will call a rough-draft document to the screen which has been typed and needs correction. The textbook instructs the student step by step in making each type of correction in the most efficient manner.

At the end of the section, extra exercises using standard proofreader's marks are provided. The student will call to the screen the same exercise in rough-draft form and make the corrections as indicated. The teacher's edition provides a key describing the most efficient way to make corrections, since there are several ways to make them. The teacher may wish to use the key to instruct the student step by step, to allow students independent study, or simply use the key for teacher checking and/or reference.

In Part Two, the approach changes from teacher-centered instruction to student-centered instruction. The emphasis begins to shift to the student who must now do more of the typing. Some advanced techniques are introduced in the same areas covered in Part One and more attention is given to formatting documents.

Part Three deals with advanced uses and is designed for students who have mastered the basics of the course. Some of the advanced features covered in this section (such as editing user keys) cover very advanced uses of SUPERSCRIPSIT[®] and are intended more as reference material. Teachers may elect not to cover much of this material depending upon the level of their instructional course, and they will still be assured that students are at the professional level of word processing.

The three-part format is designed for those who wish to use various parts of the book in different classes. This feature will facilitate its use in schools which decide to teach word processing as an integrated skill in an existing course of study. Schools teaching word processing as a separate course may wish to use the entire book which was designed for a one semester (18-20 week) program.

We have also included a teacher's guide containing many of those invaluable little lessons we all learn from experience. Some information is included in anticipation of what will happen to you and your students. Other information is left for later, knowing that you will encounter the problems and reach a solution on your own.

The program is designed to be interactive between the teacher, student, and computer. Although much of the book can be used as independent study, there is still no substitute for the help and guidance of a skilled teacher.

We wish you and your students success in using this book. Rest assured that the training you are giving young people will stand by them when they graduate, regardless of what system they finally encounter. Our graduates report to us frequently, and all of them have said it was a relatively easy adjustment to go to other systems armed with a knowledge of SUPERSCRIPSIT®. So, congratulations! You made a good choice when you selected SUPERSCRIPSIT® and the TRS-80®.

Lewis M. Elia
Joseph A. Fall

USING SECTION ONE

In order for a disk system to operate, it must be "booted" or started. There are many of "boot" systems written for each microcomputer. Boot systems are sets of programs referred to as a DOS (Disk Operating System). Each microcomputer company usually includes one copy of a DOS with the purchase of a machine. Some companies produce a DOS for a machine at an additional cost.

Tandy Corporation includes the TRSDOS[®] (Tandy Radio Shack Disk Operating System) with its machine. An advanced operating system known as LDOS is produced by Logical Systems Incorporated of Mequon, Wisconsin, and is available for purchase in Radio Shack computer stores. There are other systems as well.

The TRSDOS[®] system distributed with the Model 4 version of SUPERSCRIPSIT[®] is however an advanced operating system similar to LDOS, and you ordinarily would not need all the features it contains. Unless you are an expert in the use of computers, it is not likely that you would have any use for a system other than TRSDOS[®]. (Model 4 TRSDOS[®] is popular even among expert computer users.) Radio Shack's TRSDOS[®] is all you will need to run word processing with the SUPERSCRIPSIT[®] program. Unless Model III users have some advanced uses in mind (such as operating a hard disk on a network system), we do not recommend purchasing an advanced operating system. (A bit of good advice: have your Model III upgraded to Model 4 before you purchase an advanced operating system--you get a lot of computer and operating system for the money.)

OPENING A DOCUMENT

Beginners often press <S> in place of <O> in the main menu when they are attempting to open a document (perhaps because the letter S is on the home row?). This action will result in the computer entering the SYSTEM SETUP mode. The teacher usually becomes aware of this problem when the student opens a document and the document name appears without being typed. This problem is easily corrected by using <S> from the main menu, entering the <O>pen Document Options using CONTROL D (DELETE) to erase the document name, and then pressing the ENTER key to exit. Once back on the SYSTEM SETUP menu, use the BREAK key to return to the main menu. (NOTE: The MAIN MENU and SYSTEM SETUP MENU look somewhat alike at first glance. This probably adds to the confusion when the student enters system setup by mistake.)

READING THE DIRECTORY

The disk directory can be read from the main menu by pressing the <D>. This method will not allow the operator to keep the directory on the screen while typing. The directory is lost when the program returns to the menu. Using the directory from the "TRSDOS[®] READY" level solves this problem but the operator must exit the program to read the directory in this manner.

RESPONDING TO THE MAIN MENU

When two disk drives are used and drive 1 is the primary storage disk, it is necessary to type the name of the document with a :1 (e.g. CORRECT:1) in order to have the computer record the new document on drive 1. (In the language used by the computer a : used in a document name is equivalent to drive; therefore, :1 = drive 1.) However, when an existing document is to be recalled from storage, the :1 is not needed as the computer first looks for an existing document before giving the operator a new Open Document Options Menu.

FILLING IN THE OPEN DOCUMENT OPTIONS FIELDS

When filling in the fields of the Open Document Options, care should be exercised in using CONTROL and D (DELETE) for deletions as the BREAK key will cause the menu to be cancelled and return the operator to the main menu. Pressing ENTER will cause the computer to lock in the data on the Open Document Options and present the operator with a blank page for document preparation. In order to return to the Open Document Options menu, the operator must quit the blank page as if it were a recorded text; then reopen the document from the beginning by pressing <0> for opening a document and continue with filling in the Open Document Options menu.

Note that the choice of linespacing in the Open Document Options will affect only new documents. Documents that have already been created and are recalled by the computer cannot have their linespacing changed from the Open Document Options. This can only be accomplished by a "block" action as explained in Section Three.

Any spacing other than single spacing in the SUPERSCRIPSIT[®] program will not be shown on the screen (check the status line for LS to see how the spacing is set). This part of the program is a "printer oriented" function which means that it will show up only on the printout. Other SUPERSCRIPSIT[®] functions are "screen oriented" which means they are shown on the screen as well as in the printout (e.g. centering, covered later is screen oriented). Students will sometimes question the fact that they have set their documents for double spacing and "it doesn't work" simply because it is not being shown on the screen. You will usually have to explain to the students the difference between "printer oriented" and "screen oriented" functions. It is a good idea to popularize those terms since they are fairly universal in the terminology of word processing.

AUTOMATIC WRAPAROUND

With WRAPAROUND, difficulty is sometimes encountered in having an operator ignore the end of a line and NOT use the RETURN or ENTER key until the end of a paragraph is desired.

Students frequently question the appearance of the DELTA symbol (triangle) on the screen. This symbol appears when the operator attempts to press the space bar more than once (such as at the end of a sentence).

This may occur when typing EXERCISE/ONE. The reason has to do with proportional spacing allocation. Spaces are counted along with all other typed characters. The delta sign is especially important when proportional spacing is used. The delta also prevents the word processor from beginning a line with a space when a sentence ends at the end of a line. The operator can override the delta by holding down the SHIFT key when pressing the space bar. When this is done, the program will print each space without changing the calculation during proportional spacing. Check the SUPERSCRIPSIT[®] manual under "Spaces" for details. Assure students that the appearance of the delta will not harm their documents and will not be shown on the print-out.

AUTOMATIC PARAGRAPHING

In the SUPERSCRIPSIT[®] program, the use of the ENTER key causes the computer to mark that position as the end of a paragraph. If the ENTER key is used and the operator forces the end of the line, the cursor will mark the end of the line with the paragraph symbol and move to the INDENT tab of the next line. If the cursor is allowed to reach the end of the line by means of the AUTOMATIC WRAPAROUND, the cursor will move to the LEFT MARGIN of the next line. In all other respects the ENTER key is equivalent to the RETURN key on a typewriter.

Instructing the operator that the ENTER key is the same as the RETURN key on a typewriter or on other word processing computer terminals may seem trivial; however, it must be noted here that beginning operators have difficulty at times relating to the keyboard of the computer as being the same as a typewriter keyboard.

THE VIEW MODE

Operators should be encouraged to work with the view mode turned on. It is a good idea to get students familiar with this early in the development of word processing skills. This will pay dividends later when more complicated documents are created.

SHIFTING TO FULL CAPS

Students learn this concept easily when the function is equated with the "caps lock" function of the electric typewriter. This is a good place for a discussion on the improvement the writers of word processor programs made over the conventional typewriter. Electric typewriters lock the entire keyboard into full upper case. The word processor locks only the letters into upper case. This is the reason for the heading of this paragraph "FULL CAPS" rather than "UPPER CASE." Sorry typing teachers, but that old trap we used (NEW-WAY which the student usually typed NEW*WAY) is gone! Welcome to the electronic age.

SAVING WORK ON THE DISK

Operators should be encouraged to routinely write portions of the documents to the disk (CONTROL W) and must be warned that if they fail to quit a document (CONTROL D) before turning off the computer, not only will they have failed to record the document to the disk for storage, but it might be impossible to retrieve the document. When attempting to reopen the document, the message "EOF" (end of file) encountered" could appear at the bottom of the screen. Although the document is on the disk, the operator will not be able to recall it since the computer will not have recorded an EOF marker as it does when CONTROL Q is used.

MAKING BACKUP COPIES OF DOCUMENTS

Making backup copies of documents is an extremely important concept in word processing. SUPERSCRIPSIT® can make backup copies with the TRSDOS® operating system (exit the program and use the copy command-- see your TRSDOS® disk operating system manual for details) or with the "COPY A BLOCK" move described in Section Three. Therefore, the concept is not introduced here.

ALTERNATE DOCUMENT OPENING

An alternate method of opening a document, not shown in the student manual, is to write the name of the document directly after the word SCRIPSIT® when gaining access to the program. For example you may type:

SCRIPSIT® CORRECT followed by the ENTER key.

This method will skip the "NAME OF DOCUMENT TO OPEN-----" section and will bring the operator to the OPEN DOCUMENT OPTIONS. We did not include this method in the student section, leaving the choice of introducing the concept to the discretion of the teacher.

USING SECTION TWO

LESSON 1

Observe students carefully when they open the CORRECT document. When the main menu appears, the student is required to press the letter O (indicated on the main menu as <O>pen) before typing the name of the document. Many beginners will not read the instructions properly and begin to type CORRECT when they should be pressing O. This will result in the computer entering the <C>ompressed document menu since the first letter of CORRECT is the letter C. The question "Name of document to be compressed....." will appear if the mistake is made. Use the BREAK key to return the computer to the Open Document Option page.

One of the most common correcting features of the word processor is the overtyping capability. Perhaps it is not used enough. An example of this is in typing a new word to replace an old one. Most operators tend to want to delete the old word entirely first, then insert the new. This is time consuming. An effort should be made to encourage operators to overtype all or as much of the old word as possible with the new and THEN either to delete what remains of the old word or to insert any additional strokes needed to complete the new word.

Encourage operators to make insertions and deletions while the view mode is turned on. In fact, much of the work on a word processor should be done with the view mode on.

Multiple deletions can be made simply by holding down the delete key. We did not include multiple deletes in the lessons because we felt that it was too early to introduce the idea to beginners. Students, however, will quickly find out about multiple deletes from experience and start innovating on their own. Due to the fact that it is a lot more "fun" to use multiple deletes to delete a line of text (for example) than a block move, the students have a tendency to want to use the technique even when they should not. Be wary of this when you observe it, especially when students are farther along in the book. (I must admit I, too, like to see the "vacuum cleaner" effect of the multiple delete. It is much more fun than a block delete even if it is less efficient!)

LESSON TWO

Caution operators to use CONTROL D (DELETE) when closing the INSERT in a "field" as BREAK will cancel the Open Document Options menu. It becomes a vicious cycle to open the file again. (In word processing, the terms "file" and "document" are synonymous.)

Be careful with the term "Re-open the document." It does not mean the same as "Return to Current Document." When operators return to the current document, the Open Document Options menu does not appear on the screen. So any editing of the Open Document Options menu will necessitate using "<O> Open a Document" from the main menu.

Typing the wrong keys can cause the "Help" message to flash at the bottom of the CRT (screen). This and any other flashing message can be cleared by pressing BREAK in order to return the text cursor to the screen.

Students should be cautioned at this point that corrections will not be stored on the disk until they quit the document. Some word processing operators quit and reopen or use CONTROL W before printing to insure that the corrections are recorded on the magnetic disk.

If for some reason you wish to stop the printing process, press the BREAK key.

USING SECTION THREE

LESSON THREE

Teachers should stress the fact that the CONTROL key functions only in the TEXT mode. When the operator enters the BLOCK mode (CONTROL B), the CONTROL key no longer functions. In fact the computer will lock out all the keys on the keyboard except those pertaining to the BLOCK ACTION commands; D, C, M, A, S, F, H, P, L, R and the BREAK key. Students will sometimes try to perform a block command, such as S (Search) by using CONTROL S. It may be necessary to point out to students that the text does not call for the CONTROL key to be used when the computer is in the BLOCK ACTION mode.

LESSON FOUR

In searching a block, the cursor may be positioned anywhere in the text; and the computer will search the block for the data specified. Later, in Global Search and Replace covered in the advanced section, the cursor must always be at the point where the operator wants the search to begin, usually the beginning of the text. It is a good practice for students to have the cursor at the beginning of the text when they ask the computer to perform any search even though it may not be necessary at the time. Getting into the habit now will pay dividends later when the students are exposed to more advanced techniques.

The word COMPUTER has been misspelled in the first paragraph. The exercise has been designed so that the cursor will stop at the next word computer in the phrase "National Computer Science Council" in the next sentence and still leave the first sentence on the screen. The teacher can illustrate at this point that the search did not stop at the first word since it was misspelled. (A dictionary program would have caught it; check Section 17.)

To cancel a search at any time, pressing BREAK will accomplish the same as pressing C to cancel.

LESSON FIVE

In doing the search and replace exercise, your students may experience difficulty when replacing "workshop" with "seminar" (the lesson closeout). If the computer responds with "Found 0," the student probably incorrectly typed seminar over workshop. Since seminar contains seven characters and workshop contains eight characters, the letter "p" remains after the overtime is completed. Most beginners will use the space bar in an attempt to delete the extra character (letter p) not realizing that they are actually adding a character to the word seminar, (a space). A space is a character to a computer and is treated just like any other typing character. Therefore, when the computer does the search, it has

been instructed to look for seminar_ (seminar followed by a space) rather than for seminar. A match cannot be found and the computer returns "Found 0." Students must be instructed to use the CONTROL D to delete characters not the space bar. The treatment of spaces by the word processor is usually a difficult concept for the beginner to grasp, especially if they have had experience with an electric typewriter.

The other most common error made on this exercise is forgetting to change F (FIND) to R (REPLACE).

LESSON SIX

When setting the block on "National Computer Science Council" it is wise to place the cursor on the letter "s" in the word "summer" because it causes the space to be included in the block to be moved. This prevents the text from running together when the block is moved.

LESSON SEVEN

Linespacing changes made to a block will not change the pg: and ln: section of the Status Line so operators should be alerted to this. Automatic pagination in the Status Line is controlled by the Open Document Options menu "Line Spacing" field. If a document is set for single spacing when it is opened, it may be changed to ENTIRELY double spacing by going back to the Open Document Options menu and changing the field to 2 and the pagination will change automatically on the Status Line.

EXAMPLE: If a term paper is being prepared and it is to be printed with double spacing, the "Line Spacing" field should be set at 2 and then any portion which is desired in single-space format should be BLOCKED and changed to Linespacing 1. The final effect will be that the document will print out slightly shorter than indicated in the Status Line.

LESSON EIGHT

Lesson Eight may seem like a rather short lesson, but be careful when teaching the concept. It may be best to have a short discussion and even a demonstration of block adjusting before the students try the move. The exercise illustrating block adjusting was typed in such a way that the model paragraph and the block can be shown on the screen at the same time. This will help the students to see what happens when they adjust a block. It is suggested that you allow students to repeat this move several times and experiment with it until you are certain that they have mastered the concept.

When adjusting a block, the cursor may rest anywhere within the model paragraph to which the operator wishes to match the blocked text.

Note that when setting a new block, the old block is automatically deleted. SUPERSCRIPIT[®] allows for only one block at a time.

LESSON NINE

Some questions may arise on hyphenating the word "attending" at the "at-t." Since the computer will not allow the operator to move to the right to divide the word at "ing," the automatic word wraparound would cause too large a gap at the end of the line. Although it is not preferred to hyphenate at the "at" it is a better choice than to have the word processor leave a large gap at the end of the line.

Another way to handle the hyphenation of the phrase "question-and-answer" is to place the cursor on the letter "a" in the word "and" and hyphenate. This will cause the new hyphen to be overtyped onto the old one and will eliminate the necessity to "dress up" the document later with a deletion. This method is not used in the text because the operator may not always have this choice. However, teachers may wish students to redo this exercise in order to illustrate both solutions.

LESSON TEN

When a portion of the text is frozen, the status line will display Frz in the lower right-hand corner.

Freezing and Unfreezing a block can be very useful because a portion of text can be frozen in single-space form while the remainder of the text may be blocked and changed to double spacing. When the blocking is done and the change in spacing is accomplished, a flashing message will appear at the bottom of the video screen telling the operator that a portion of text has been frozen. This does not affect the linespacing change to the text. The text will change up to the frozen portion. Have the operator move beyond the frozen section, reblock the remainder of the text, and change the linespacing.

While a block is frozen, no alterations can be made to it. However, some block actions such as COPY A BLOCK can be performed since this action does not result in any change being made to the frozen text.

LESSON ELEVEN

Caution should be taken when asking the Text Quantity method of blocking. Be sure the cursor is at the beginning of a Word, Sentence, Paragraph, or Page. If it is not positioned properly, for example NOT at the beginning of a sentence, once CONTROL X has been activated and as soon as the "S" is pressed to indicate "Sentence" the cursor will immediately jump back to the beginning of the quantity indicated and await further instructions for BLOCK ACTION.

If the operator chooses to use TEXT QUANTITY blocking and decides it is not what is wanted, pressing BREAK will end the Text Quantity blocking; and the operator may continue blocking by using the Cursor Position method.

EXER/D3

No matter how carefully you cover the material, students tend to not be able to make all the corrections to this exercise in the proper manner. Remember, this is a great deal of material for the student to absorb. Once the student is the master of EXER/D3, however, things will go much easier at that point. Therefore, it is extremely important to give students very close supervision on this exercise and have them do it more than once.

The best method that we have found for teaching this exercise is to have the students make the corrections to the exercise first and then have them watch the teacher make the same corrections. Then restore the student disk with the original uncorrected version and have them make the corrections again. Students will find that by comparing your work with their own they will remember the correct methods of error correction. To help the teacher in this task, we have included a step-by-step guide for making corrections to EXER/D3 in the proper manner.

Suggested step-by-step instructions for EXER/D3:

1. Insert mode for date.
2. Place the cursor on the "e" in "New"; hit the delete key three times to delete e-w-space; move the cursor to letter "o" in "York"; delete o-r-k and the appropriate number of spaces until the zip code lines up properly.

Paragraph 1 changes:

3. The word "featured" will overwrite exactly on "which is"; then delete "shown."
4. Insert mode for "special" and "e" in "interest."
5. Insert mode for "thoroughly" before "examining."
6. Overtyping "soun" over "groom," insert the "d."

Paragraph 2 changes:

7. Insert mode for "readily."
8. Insert mode for "will" then delete "s" from "features."

9. Overtyping "Programm" on "Realtors" enter the insert mode; finish typing "ers"; use the BREAK key to close the text.
10. Overtyping the "ed s" over the "ions" of "revisions," then insert the "ections."
11. Enter the insert mode after "sale," type a space and use the BREAK key to close up the text.
12. "periferals," may be deleted stroke by stroke or by blocking the word and using BLOCK ACTION DELETE.

Paragraph 3 changes

13. Overtyping "the," then block and delete the second sentence.
14. Block and Move the first sentence and the paragraph marker for the blank line between paragraphs to after the fourth paragraph in front of the complimentary closing.

Paragraph 4 changes

15. Overtyping "publicat" over "magazine" and insert "ion."
16. Insert "e" in "blief" and insert "and loyal" in front of "friends."
17. Insert "se" after "the."
18. Delete "that."
19. Overstrike "extended" over "given us."
20. Use SHIFT and CONTROL (Model III version) or CAPS key (Model 4 version) to shift to full caps. Move the cursor to ELF in "ELF Computer Services" and use Overtyping to change to upper case.
21. Print out the document (CONTROL + P).
22. Quit the document (CONTROL + Q).

ADDITIONAL EXERCISES

Teachers who feel that more exercises are needed at this point might find the following from past New York State Regents Examinations useful. They will have to be typed on the student exercise disk in rough-draft form and may be reproduced freely so long as they are identified as New York State Regents Examinations with appropriate month and year. MPC also has other rough-draft exercises available for school use in word processing.

Teachers wishing to purchase the series of past New York State Regents Examinations reproduced in this book pretyped on magnetic disk should write for details and prices to:

Computer Education Division
MPC Educational Publishers
3839 White Plains Road
Bronx, NY 10467

and mark the envelope "word processing disks."

SUGGESTED EXTRA EXERCISES FOR SECTION THREE

June, 1969 (4)	August, 1971 (4)
August, 1969 (4)	June, 1972 (4)
June, 1970 (4)	August, 1972 (4)
August, 1970 (4)	August, 1973 (3)
June, 1971 (4)	June, 1974 (3)

USING SECTION FOUR

LESSON TWELVE

If you own more than one type of printer, use care when editing the printer type field. For example, if your printer type field was set for DMP2000 (a Dot Matrix Printer Model 2000) and you wish to change it to DW2 (a Daisy Wheel II printer) the same rule for overtyping applies as did the search and replace options. You must use CONTROL D to delete the extra characters. The computer will search the disk to see if that particular computer driver is present. If blank spaces are attached to the printer name, a match will not be found and the computer will return "program not found" when it finishes searching the disk.

LESSON THIRTEEN

Paper size on the Print Text Options menu is used by the computer to determine the length of the paper being used in the printer. It will eject singly fed sheets of paper as soon as the printer reaches the number of lines per page specified on the Open Options menu. Chain fed or fan-fold computer paper will automatically feed down to the next sheet of paper and continue printing if the pause between pages is changed to N.

The "Begin numbering as page" field tells the computer where to begin counting the pages for numbering purposes. With its defaulting at "1," if a header or footer calls for automatic page numbering to begin on a specified page as indicated on the Open Document Options menu, let's say to begin on page 3, then the third sheet printed will be numbered "3." If on the Print Text Options menu the operator specifies to begin numbering as page 3, then the third sheet will be numbered as "5" since the first sheet printed was counted as number 3, the second as 4, and the third as 5.

On the Print Text Options menu, the Method of Justification used throughout the text up to and including Section 14 is N (NONE), since not all printers are capable of supporting Proportional Justification. However, Mono may be used on nearly all printers and may be set by changing the System Setup for the Print Text Options menu.

The remainder of the options are explained in detail in the text or in the reference manual.

SECTION FIVE

In this section, one of the most important facts for an operator to remember is that a document file name may not exceed eight characters in length and must begin with alphabetic characters which may be followed by numeric characters. Also a diagonal may follow the initial eight characters of the file name, permitting the operator to further specialize the name. Note that throughout the text "EXER" is used to indicate a practice exercise followed by an alphabetic A, B, C, and so forth to indicate the exercise letter and then a number is used to indicate the section to which the exercise belongs. The entire word "EXERCISE" could have been used or "EXERA5" for the FIRST exercise in SECTION FIVE, but the diagonal helps visually to separate the title.

Passwords may also be assigned to file names. The same rule for the length of file names still applies: By adding a period, a password of up to eight characters in length may be added to the file name. EXER/A5.PASS or EXERCISE/ONE.LIN are examples of protected files. If you use a password to protect a file, don't forget it--you won't be able to recall it otherwise. (We store answer keys under passwords.)

When editing the Tab line, the change made affects the entire paragraph on which the cursor was originally resting. Students may ask if there is a way to change the margin settings for the entire document at once rather than one paragraph at a time when using the Tab Line Edit Mode. A good method to introduce at this time is to set the new margins for the date line, use the text quantity method to block the remainder of the text and then adjust the block to make the remainder of the document match the margin settings of the date line.

The latter method was not included in the text. We feel that students remember it better if they try various other methods first. Of course, they were already taught how to adjust a block but few will have reached the level of sophistication needed to apply this lesson to the margin setting problem. In other words, don't show them this trick until they "pay their dues."

If the cursor is resting at the end of the text and a Tab line edit is performed, the change is made for all new text that follows.

Hanging paragraphs may be achieved by setting the Indent tab outside of the left margin setting. If the Indent tab were set at 12, the left margin at 17, and the right margin at 72, the text would be arranged as this paragraph appears.

Quick Margin Settings may be used only to make the typing line narrower since it is not possible to move the text cursor to outside the left or right margin of the text.

USING SECTION SIX

Saving and recalling tab lines is very useful and can save a great amount of time. The authors have saved a system tab line of 12 and 72, a 6-inch typing line in PICA, without an indent tab. The remaining tab lines saved were:

- 0 = 6 inch with Indent tab
- 1 = 4 inch with Indent tab
- 2 = 4.5 inch with Indent tab
- 3 = 5 inch with Indent tab .
- 4 = 5.5 inch with Indent tab
- 5 = 4 inch without Indent tab
- 6 = 4.5 inch without Indent tab
- 7 = 5 inch without Indent tab
- 8 = 5.5 inch without Indent tab
- 9 = 7.5 inch without Indent tab

We strongly urge each operator to set the tab lines he/she uses most frequently. A printed reference card of the settings which the operator chose to save should be kept handy to remind the operator which tab line to recall.

USING SECTION SEVEN

1. It is presumed that typing tabulations and setting tab stops will have been learned in beginning and advanced keyboarding courses. The operator may use any method of calculating tables which he/she has learned. The goal is to print a table which is attractive in appearance and well placed on the page.
2. When CENTERING is used, it should be noted that NOT just a single line is centered but the ENTIRE paragraph is centered. Also, when a line preceding a centered line is deleted and the centered line moves up, it becomes uncentered.
3. When adjusting or changing the linespacing of the text with block action is performed, all centered lines become uncentered and must be recentered.
4. In EXER/A7 students may still question the fact that the double spacing is not shown on the screen. Remember, double spacing is a "printer oriented" function in SUPERSCRIPST[®] and is shown on the status line, not on the screen.
5. It is not necessary to change the linespacing to double in the Open Document Options. Blocking will accomplish this.

USING SECTION EIGHT

1. When working with print codes, it is best to work with the view mode "on."
2. Print codes may be inserted into text after the document has been entirely typed or they may be imbedded in the text while the typing is being performed. The latter method is quicker and less time consuming.
3. If a document which has been saved without print codes has the codes added to it, a printout may be made and then all print codes may be deleted using Global Delete as explained in Section 11.
4. Care should be taken to end toggle commands and to use counter- ing commands to end non-toggle codes. For example, if the operator fails to enter an ending underscore, the entire text will be underscored or at least until the next underscore code is encountered at which time opposing text will be underscored or not underscored.
5. Lincoln's Gettysburg Address is used in the hope that a familiar document makes learning more effective.
6. When teaching a student to use the non-toggle print codes "super- script" or "subscript," we like to refer the student to the keyboard position of the codes. Since the * is above the hand, the student must move "upward" to strike it. The typed charac- ter following the code will also move upward on the printout. Conversely, the hand must move downward in order to type the subscript code (a period) and the typed characters following will return to printing downward. Referring to this up/down hand movement will help the students to remember what the codes do.
7. Different printers may use different symbols to display the print codes; e.g., most printers use a \$ in place of the para- graph symbol.

USING SECTION NINE

1. In this section on cursor moves, there are a few moves which facilitate the learning process. Quick cursor moves are sometimes referred to as scrolling through the text.
2. To view the next video page hold the Down Arrow and quickly press V and continue to hold the Down Arrow. This moves the cursor to the next video screen and holds the cursor frozen for the operator to continue tapping the V to view subsequent screens. This may be done with words, pages, or paragraphs.
3. When scrolling through words, the cursor moves from the beginning of one word to the beginning of the next word. The space following the word is considered part of the word.
4. When scrolling paragraphs, the cursor will jump from paragraph sign to paragraph sign. BLANK LINES ARE TREATED BY THE COMPUTER AS PARAGRAPHS.
5. If the cursor is on the last sentence of one paragraph and you direct the computer to scroll to the first sentence of the next paragraph, it will jump over the paragraph sign between paragraphs.

USING SECTION TEN

1. When headers and footers are used, the computer automatically will compute the number of lines per page including the header and footer so that it is included in the total of 54 lines of print per page. If it is desired to have the pages numbered one-half inch from the bottom of the page and to have a one-inch top margin, then the number of lines per page should be changed to 57 on the Open Document Options menu.
2. If the footer is to appear triple space below the text, then the operator should return the carriage twice when beginning to type the text on the footer page.
3. Headers and footers may be edited just as text may be edited, but the operator should be altered to the fact that it should become habit to use either E or O as the designation for standard headers and footers.
4. Some students will print EXER/B10 and find all three pages printing a number 1. If this occurs, it is usually due to the fact that a carriage return was not used after the letter "p" designating the page number variable.

USING SECTION 11

1. In using Global Search, Replace, or Delete, it is advisable to use character-by-character (C) searches rather than word-by-word (W) searches and to pause after each find. This is suggested because the operator can stop and decide whether to make the change, to proceed to the next find, or to cancel the search. Character-by-character searches are better in the beginning to be sure to find ALL occurrences of the desired data.
2. It is possible to remove print codes from text material as noted previously. However, in order to delete them, the operator MUST use character-by-character delete as print codes are not words.
3. Phrases, because they do consist of more than one word, should also be deleted or replaced character by character.

USING SECTION 12

1. In using align tabs, care should be exercised to plan carefully tables for tab stops to be set for the align code which is commonly a period or colon. In planning the table, the headings will have tab stops different from those to be used for the columns.
2. If using the carriage return as the align tab for such things as tables of contents, theater programs, and so forth, leaders may be inserted after typing the text.
3. The system align code should be reset at the end of a document to the code most frequently used. (Usually the period.)
4. If a tabulation consists of more than two columns, and the align tab is used in the second column for a list of whole numbers, the next regular tab key (SHIFT and RIGHT ARROW) will deactivate the align code when moving to the third column. This is why the system align codes are said to default to the carriage return (ENTER), the next regular tab, or the system setup align code set by the operator.

SECTION 13 - USER KEYS

1. This section details many of the pitfalls that may be encountered by the operator in utilizing and editing User Keys. Experience and practice with this section will cause the operator to become proficient in its use.
2. The operator may "blank out" a user page simply by storing a blank screen. The blank screen will then overwrite the one that was previously stored.

SECTION 14 - FORM LETTERS

1. The presentation in the text is rather self-explanatory and must be practiced.
2. The greatest problem which may arise is the fact that in preparing the variables document, the operator may neglect the list of the code words at the start of the document or the list may not agree with the order presented within the master document.
3. It is extremely difficult to find a missing code in either the variable or master document. If, in the attempt to print a form letter the student encounters an error message or a strange print-out, it is probably due to a missing code. Make a printout of both the variable and master document and check them carefully.
4. In some cases, the student may place his name at the top of the document (make sure your name is on the paper!) and find that the computer is reading this as the code name. Remember, the computer must see the code names first or the documents will not merge.
5. Make sure that the upper and lower case match.
6. The slash (/) is a good choice for a code since it will type even when the capital mode is on. Other symbols can be used, of course.

SECTION 15 - NEWSLETTER, MANUSCRIPTS, ET AL

Again, careful descriptive narrative was placed within the text to guide the operator through the exercises. Only by diligent, continued practice alone does the operator become an expert at word processing.

Many advanced techniques have been presented in this section to round out the course of study for the beginning and more experienced operator.

If you try changing the margins on the term paper after the hyphenation is complete, the hyphenation will rearrange in the text. This can be done, however, if you use GLOBAL DELETE to remove the CLEAR hyphen from the text (search by character) then change the margins and re-hyphenate.

USING SECTION 17 - PROOFREADING WITH THE DICTIONARY PROGRAM

This section can only be used with the DICTIONARY program sold separately by Radio Shack[®] and requires a two disk drive system.

USING SECTION 18 - FILE COMPRESSION AND CONVERSION

It is recommended that you have a two disk drive system if you teach this section.

WORDS OF ENCOURAGEMENT

Only experimentation and the will to conquer the fear of the computer terminal (IT WILL NOT BITE!) will enable the operator to make fearless use of this word processing tool which can only serve to enrich the skills of the individual. Some people may believe that the computer is the greatest thing to come along since the wheel. IT IS NOT! However, it is here to stay and can only make life so much more pleasant.

PREPARING STUDENT DISKS

Before you begin using the lessons, each student must have at least one disk containing the entire series of SUPERSCRIPSIT® programs and the exercises needed to complete the lesson being presented.

Check the page preceding each lesson. This page contains the information you need to prepare the student disk. For example, Section One does not require any pretyped exercises to be on the disk. However, the students will have to create a document called EXERCISE/ONE and store it on the disk. Therefore, all that is required for the student to complete this lesson is a SUPERSCRIPSIT® disk.

In Section Two, however, Lesson One does require a pretyped exercise entitled CORRECT to be copied to the student disk in order to complete the lesson. How you accomplish this depends upon the type of equipment you own (your hardware configuration) and what version of SUPERSCRIPSIT® you are using.

MODEL III - ONE DISK DRIVE SYSTEM

A double disk drive system will be needed to prepare a student disk, but each student will require only a single disk drive to run the training program. See your Radio Shack® representative and ask for assistance in setting up the disk if you don't own a double disk drive machine. (We strongly suggest that you purchase one.)

To begin the lessons, each student will need his/her own disk with a copy of the SUPERSCRIPSIT® program and the required exercises for the appropriate lesson. The SUPERSCRIPSIT® disk cannot be "write protected."

First place a copy of your SUPERSCRIPSIT® disk in drive 0 (bottom) of your computer and press the orange reset button (do not hold it down). If you do not wish to respond to the time and date questions, press the reset button again. When TRSDOS® Ready appears on the screen, type DIR and press the ENTER key. The computer will respond by showing you the directory or list of the programs on the disk. The programs called SCRIPSIT®/CMD and any programs which end with the letters CTL (such as SCR35/CTL) are SUPERSCRIPSIT® programs and cannot be removed from the disk.

To make room on the disk for the MPC exercises, you must remove the Radio Shack® training program documents from the disk. Once again, we caution you not to remove anything from the original SUPERSCRIPSIT® disk; use only a backup copy.

Documents can be removed from the TRSDOS® level by using the KILL command. Make sure that the computer is at TRSDOS® Ready and type:

KILL CARS and press the ENTER key.

The computer will erase the document named cars from the disk. You can check this by typing DIR and the document named CARS will no longer be on the disk directory. Use the same procedure to erase the documents named GRANT, DINOSAUR, DEMO, BLOCKS, LECTURES, CATALOG, and PAGE. The space that was being used by these documents will now be free.

Before you make the student disks, make a working, backup copy of the MPC exercise disk. Then store the original in a safe place. Use the backup copy only for preparing student disks. To make a working copy of the MPC disk, place the MPC disk in drive 0 (bottom) of your computer and a blank in drive 1 (top). Press the orange reset button, answer the time and date questions. When the TRSDOS® Ready appears, type BACKUP and press the ENTER key. Enter the answers to the questions as follows:

SOURCE Drive Number?	<u>0</u>
DESTINATION Drive Number?	<u>1</u>
SOURCE Disk Master Password?	<u>PASSWORD</u>

The computer will automatically make a duplicate copy of the MPC disk which will become your working disk. Remove the original disk from drive 0 and store it in a safe place.

Now place the backup copy of SUPERSCRIPSIT[®] in drive 0.

TYPE: COPY CORRECT:1 TO :0 and press the ENTER key.

The computer will copy the exercise entitled CORRECT from drive 1 to the SUPERSCRIPSIT[®] disk in drive 0. The disk will now be ready for Lesson One. There is enough room on the SUPERSCRIPSIT[®] disk to copy several other exercises. We suggest you copy all the exercises needed to teach the entire basic part of the text which is made up of Sections One to Four. This consists of EXER/A3, EXER/B3, EXER/C3, and EXER/D3 to complete Section Three and EXER/A4, EXER/B4, EXER/C4, and EXER/D4 to complete Section Four.

When these sections are complete, have the students use the KILL command from the TRSDOS[®] Ready level to erase the exercises and use the COPY command from the TRSDOS[®] Ready to transfer any exercises needed to complete the next section.

If at any time you wish to have a student redo an exercise, simply use the COPY command from the TRSDOS[®] Ready level and the original, uncorrected version will replace the corrected version on the student disk.

MODEL III - TWO DISK DRIVE SYSTEM

To begin the lessons, each student will need two disks. One disk must have the TRSDOS[®] operating system and the program called SCRIPSIT[®]/CMD. In addition to SCRIPSIT[®]/CMD, the disk must also contain any programs which end with the letters CTL (such as SCR35/CTL) (these are also SUPERSCRIPSIT[®] programs. The SUPERSCRIPSIT[®] disk cannot be "write protected.") The second disk must be a copy of the MPC exercise disk.

Before you make the student disks, make a working, backup copy of the MPC exercise disk. Then put the original away in a safe place. Use the backup copy only for preparing student disks. To make a working copy of the MPC disk, place the MPC disk in drive 0 (bottom) and a blank disk in drive 1 (top). Press the orange reset button, answer the time and date questions. When the TRSDOS[®] Ready appears, type BACKUP and press the ENTER key. Enter the answers to the questions as follows:

```
SOURCE Drive Number?      0
DESTINATION Drive Number?  1
SOURCE Disk Master Password? PASSWORD
```

The computer will automatically make a duplicate copy of the MPC disk which will become your working disk. Remove the original MPC disk from drive 0 and store it in a safe place.

Remove the working copy from drive 1 and label it "MPC Exercise Disk - Working Copy." Place the working copy in drive 0 and a blank disk in drive 1. Repeat the backup procedure to make a student disk. Remove the disk from drive 1, place the student's name on a label and press the label to the disk. If you press the label to the disk first, make sure you use a felt-tip pen to write on the label. The student will use the exercise disk in drive 1 of the computer and the SUPERSCRIPSIT[®] disk in drive 0. When the exercises are completed, have the students use the KILL command from the TRSDOS[®] Ready level to erase the exercises.

If at any time you wish to have the student do an exercise over, merely copy the exercise from the working copy of the MPC disk to the student disk again. The uncorrected version will replace the student's corrected version. For example let us suppose that you wish to have the student do EXER/D3 over again. Place your working copy of the MPC disk in drive 0 and the student disk in drive 1.

TYPE: COPY EXER/A3:0 :1 and press the ENTER key.

The uncorrected version will then replace the corrected version on the student disk.

MODEL 4 - ONE DISK DRIVE SYSTEM

CAUTION: This section refers only to operators who are using the Model 4 version of SUPERSCRIPSIT®. If you are using a Model 4 computer with the Model III version of SUPERSCRIPSIT®, you are for all practical purposes using a Model III machine; and you should refer to those instructions.

The double disk drive system will be needed to prepare a student disk, but each student will require only a single disk drive to run the training program. See your Radio Shack® representative and ask for assistance in setting up the disk if you don't own a double disk drive machine. (We strongly suggest that you purchase one.)

To begin the lessons, each student will need his/her own disk with a copy of the SUPERSCRIPSIT® program and the required exercises for the appropriate lesson. The disk cannot be "write protected."

First place a copy of your SUPERSCRIPSIT® disk in drive 0 (bottom) of your computer and press the orange reset button (do not hold it down). When TRSDOS® Ready appears on the screen, type DIR and press the ENTER key. The computer will respond by showing you the directory or list of the programs on the disk. The program called SCRIPSIT®/CMD and any programs which end with the letters CTL (such as SCR35/CTL) are SUPERSCRIPSIT® programs and cannot be removed from the disk.

To make room for the MPC exercises, you must remove the Radio Shack® training program documented from the disk. Once again, we caution you not to remove anything from the original SUPERSCRIPSIT® disk; use only a backup copy.

Documents can be removed from the TRSDOS® level by using the REMOVE command. Make sure that the computer is at TRSDOS® Ready and type:

REMOVE CARS and press the ENTER key.

The computer will erase the document named CARS from the disk. You can check this by typing DIR and the document name CARS will no longer be on the disk dictionary. Use the same procedure to erase the documents names GRANT, DINOSAUR, DEMO, BLOCKS, LECTURES, CATALOG and PAGE. The space that was being used by these documents will now be free.

Before you make the student disks, make a working, backup copy of the MPC exercise disk. Then put the original in a safe place. Use the backup copy only for preparing student disks. To make a working copy of the MPC disk, place a blank unformatted disk in drive 1 (top) and the MPC disk in drive 0 (bottom). Press the orange reset button and answer the date question. When the TRSDOS® Ready prompt appears type FORMAT and press the ENTER key. Answer the questions as follows:

Which Drive Is to Be Used? 1
Diskette Name? MPC
Master Password? Password
Single or Double Density <S, D>? D
Number of Cylinders? 40

When the formatting process is complete and the TRSDOS[®] Ready appears, type BACKUP and press the ENTER key. Answer the questions as follows:

SOURCE Drive Number? 0
DESTINATION Drive Number? 1

If a message appears asking you if you are sure you want to back up, answer Y or Yes. When the backup process is complete, remove the original MPC disk from drive 0 and store it in a safe place. Place the student copy of SUPERSCRIPSIT[®] in drive 0.

TYPE: COPY CORRECT:1 TO :0 and press the ENTER key.

The computer will copy the exercise entitled CORRECT from the MPC working disk in drive 1 to the SUPERSCRIPSIT[®] disk in drive 0. The disk will now be ready for Lesson One. There is enough room on the SUPERSCRIPSIT[®] disk to copy several other exercises. We suggest you copy all the exercises needed to teach the entire basic part of the text which is made up of Sections One to Four. This consists of EXER/A3, EXER/B3, EXER/C3, and EXER/D3 to complete Section Three and Exer/A4, EXER/B4, EXER/C4, and EXER/D4 to complete Section Four.

When these sections are complete, have the students use the REMOVE command from the TRSDOS[®] level to erase the exercises; and use the COPY command to transfer the lessons needed to complete the next section.

MODEL 4 - TWO DISK DRIVE SYSTEM

CAUTION: This section refers only to operators who are using the Model 4 version of SUPERSCRIPSIT®. If you are using a Model 4 computer with the Model III version of SUPERSCRIPSIT®, you are for all practical purposes using a Model III machine; and you should refer to those instructions.

To begin the lessons, each student will need three of his/her own disks. One must contain a copy of SUPERSCRIPSIT® and all its related programs. The other two must contain the required exercises for the appropriate lesson. The disks cannot be "write protected."

NOTE: Because the operating system program on the Model 4 MPC Exercise disk is very extensive, the Model 4 version requires two student disks. Exercises for Sections One through Four of the text are on Disk A, and the exercises for the remainder of the text are on Disk B.

Before you make the student disks, make a working, backup copy of the MPC exercise disks. Then put the originals in a safe place. Use the backup copy only for preparing student disks. To make working copies of the MPC disks, place a blank unformatted disk in drive 1 (top) and an MPC disk in drive 0 (bottom). Press the orange reset button and answer the date question. When the TRSDOS® Ready prompt appears, type FORMAT and press the ENTER key. Answer the questions as follows:

Which Drive Is to Be Used?	<u>1</u>
Diskette Name?	<u>MPC</u>
Master Password?	<u>Password</u>
Single or Double Density <S, D>?	<u>D</u>
Number of Cylinders?	<u>40</u>

When the formatting process is complete and the TRSDOS® Ready appears, type BACKUP and press the ENTER key. Answer the questions as follows:

SOURCE Drive Number?	<u>0</u>
DESTINATION Drive Number?	<u>1</u>

If a message appears asking you if you are sure you want to back up, answer Y or Yes. When the backup process is complete, remove the original MPC disk from drive 0 and store it in a safe place. Place the working copy of the MPC disk in drive 0 and a blank, unformatted disk in drive 1. Repeat the format and backup procedures.

The computer will FORMAT the blank disk in drive 1 and then copy the MPC exercises from drive 0 to drive 1. The disk will now be ready for the student. Place the student's name on a label and press the label to the disk. If you press the label to the disk first, make sure you use a felt-tip pen when writing on the label.

As each section is completed, have students use the REMOVE command from the TRSDOS® level to erase the exercises. If at any time you wish to have the student do an exercise over, merely copy the exercise from an MPC disk to the student disk again. The uncorrected version will replace the student's corrected version. For example, let us suppose that you wish to have the student do EXER/D3 over again. Place your backup copy of the MPC disk in drive 1 and the student disk in drive 0.

TYPE: COPY EXER/A3:1 :0 and press the ENTER key

The uncorrected version will then replace the corrected version on the student disk.

USEFUL TRSDOS[®] COMMANDS

The following is a list of often used TRSDOS[®] commands that are useful for managing SUPERSCRIP[®] files.

COPY

The COPY command is used to transfer documents or other files from one disk to another. It is useful when the operator has a need to back up just one document. Some examples of its use are:

```
COPY CORRECT:0 TO :1
```

This command will copy the document named CORRECT from drive 0 (in TRSDOS[®] a : means drive; therefore :1 means drive 1) with the name unchanged.

```
COPY CORRECT:0 TO CORRECT/NEW:1
```

This command will copy the document named CORRECT from drive 0 to drive 1 but will change the name on drive 1 to CORRECT/NEW. The name CORRECT on drive 0 will remain unchanged.

BACKUP

The BACKUP command is useful when the operator wishes to copy the contents of an entire disk to another disk. Examples are:

```
BACKUP:0 TO :1
```

The computer will copy the contents of the entire disk in drive 0 to the disk in drive 1. Any previous data that was on the disk in drive 1 will be removed before the disk transfer takes place.

```
KILL (Model III TRSDOS®)  
REMOVE (Model 4 TRSDOS®)
```

These commands will erase a document or file from a disk. Examples of its use are:

```
KILL CORRECT (Model III)
```

```
REMOVE CORRECT (Model 4) ←
```

These commands will erase the document or file from one disk on drive 0. If the computer does not find the document on drive 0, it will search drive 1 and remove it. By placing a drive specifier on the document (e.g. CORRECT:1), the computer will not search the other drives.

FORMAT

This command will erase an entire disk and magnetically prepare it to receive data. Documents or other files can then be placed on the disk when used in drive 1 of your two disk drive system. The advantage of using format is that the disk has much more free space available since the TRSDOS[®] system programs are not being stored on it. An example of its use is:

FORMAT (A TRSDOS[®] system disk must be in drive 0 or the command will not operate.)

The computer will ask for a password. We suggest you use the word PASSWORD which will allow you access to the disk at a later time. If you select another password, don't forget it or it is nearly impossible to gain access to the disk.

DIR

This is the directory command which allows the operator to see the names of documents and other files which are stored on the disk. Just typing DIR will show the directory in drive 0; placing a drive specifier such as DIR:1 will show the directory of files on drive 1. (Model 4 version displays the directories of all drives without specific drive instructions.)

STUDENT EVALUATION

Theory

The following section is a collection of short-answer questions which we suggest might be used to evaluate the amount of word processing theory acquired by your students. The questions are arranged by sections and may be reproduced as they are or changed to fit your needs. A key is also provided.

Assignment of credit to each question and to each test should be at the discretion of individual instructors since they are best qualified to make such assignment depending on the procedures and methods followed in teaching.

Production Skills

Production, too, may be graded on an individual basis. The amount of credit assigned to production should increase as the course progresses.

In the beginning, care should be taken to observe students while keyboarding. Teachers should encourage the use of correct keyboarding techniques, and they should assign minor penalties for incorrect techniques. Such penalties could become more severe as the course progresses.

Individual exercises may be graded using production scoring methods. Style and format inaccuracies and typographical errors should be penalized heavily on final drafts. It is suggested that even after students have been graded on final drafts, they should be encouraged to recall a document and make any corrections needed to have a perfect copy. Some provision could be made for grade betterment on perfect work which has been resubmitted.

The use of standard rough-draft exercises from other sources is suggested if time permits during the course. Rough-draft exercises from the text, TYPING FROM ROUGH DRAFTS, published by MPC Educational Publishers would serve this purpose well.

If word processing is being taken for personal use, students should be encouraged to make use of their newly acquired skills during class time in the preparation of essays, reports, and correspondence. Essays may carry a double grade; e.g., an English grade for content and a Word Processing grade for style and format.

We suggested that your course be "tailor-made" to fit the needs of your students. We also suggest that you tailor your evaluation procedures to fit your needs and those of your students.

Sample Test Questions
Sections 1, 2, 3

1. In using the SCRIPSIT[®] word processing program, the computer will automatically sense that a word will not fit at the end of a video-screen line and place it on the next line. What is the name of this particular feature?
2. When does the SUPERSCRIPSIT[®] program set the paragraph markers in the text?
3. How can the computer operator know where the paragraph markers are set if they are not showing on the screen?
4. What is the procedure for shifting to full caps?
5. What is the difference between full caps and full upper case?
6. Name the two cursors shown on the screen by the SUPERSCRIPSIT[®] program.
7. Explain the function of the two cursors.
8. What is the name of the line at the bottom of the screen that shows the margin settings?

9. Name three items of information shown on the status line.
10. Explain the difference between saving a document with CONTROL W and CONTROL Q.
11. What are the three basic types of error correction on a word processor?
12. What are the two methods of defining a block?
13. Explain the difference between "copy a block" and "move a block."
14. How does the computer operator ask the computer to begin a block action?
15. Explain the meaning of a "model paragraph" in adjusting a block.

Key to Sample Test Questions - Sections 1, 2, 3

1. In using the SUPERSCRIPSIT[®] word processing program, the computer will automatically sense that a word will not fit at the end of a video-screen line and place it on the next line. What is the name of this particular feature?

Automatic wraparound

2. When does the SUPERSCRIPSIT[®] program set the paragraph markers on the screen?

When the operator presses the carriage return (ENTER key)

3. How can the computer operator know where the paragraph markers are set if they are not showing on the screen?

By turning on the view mode

4. What is the procedure for shifting to full caps? ↙

Hold down the SHIFT key and press the CONTROL key (Model 4 version can use CAPS key or CONTROL V).

5. What is the difference between full caps and full upper case?

Full caps shift letters only to upper case; full upper case refers to upper case of all keys.

6. Name the two cursors shown on the screen by the SUPERSCRIPSIT[®] program.

Text cursor and ghost cursor

7. Explain the function of the two cursors.

Text cursor indicates the point on the video screen where the next character will appear when typed; ghost cursor shows current line position.

8. What is the name of the line at the bottom of the screen that shows the margin settings.

Tab line

9. Name three items of information shown on the status line.

Name of document, page number, line number, position number, pitch linespacing, mode indicator (NOTE: Any three of these items is acceptable.)

10. Explain the difference between saving a document with CONTROL W and CONTROL Q.

CONTROL W writes on disk and leaves the document on the screen; CONTROL Q writes (or saves) the document on the disk but returns to the main menu

11. What are the three basic types of error correction on a word processor?

Overtyping, Delete, Insert

12. What are the methods of defining a block?

Cursor Position method and Text Quantity method

13. Explain the difference between "copy a block" and "move a block."

Copy writes block to disk and leaves block in text; Move writes block to disk and removes it from the text.

14. How does the computer operator ask the computer to begin a block action?

Hold down the CONTROL key and press B

15. Explain the meaning of a "model paragraph" in adjusting a block.

The block text will adjust to the tab line of the model paragraph when the block action adjust is used.

Sample Test Questions
Sections 4, 5, 6

1. Name the two most popular types of printers used with microcomputers.
2. When you enter the Print Text Options section of SUPERSCRIPSI[®]T and finish making changes to the fields, how are the changes locked into the program?
3. What is the length and width of standard letter size paper?
4. What is meant by the term widow line?
5. Write the signs used to indicate each of the following:
Left Margin =
Right Margin =
Indent Tab =
Regular Tab =
6. How does the operator enter the Tab Edit Mode?
7. After setting new margins, how does the operator lock in the changes?
8. Explain how the computer uses the Indent Tab?

9. If the operator is using the Tab Edit Mode, what command is used to save a tab setting?
10. What is the effect of saving a tab as a "System" tab?
11. Describe how a tab line is recalled.
12. How do you get the list of the Tab Line Edit Options on the screen for reference?
13. What would the position indicators read for each of the following:
40 space line:
50 space line:
60 space line:
14. Explain what a "printer driver" is and how it is used by the SUPERSCRIPST[®] program.
15. Explain what the numbers on the tab line represent.

Key to Sample Test Questions - Sections 4, 5, 6

1. Name the two most popular types of printers used with microcomputers.
Dot Matrix and Daisy Wheel
2. When you enter the Print Text Options section of SUPERSCRIPSI[®]T and finish making changes to the fields, how are the changes locked into the program?
By pressing the ENTER key
3. What is the length and width of standard letter size paper?
8 1/2 by 11
4. What is meant by the term widow line?
A line belonging to a paragraph that stands alone when printed
5. Write the signs used to indicate each of the following:
Left Margin = (
Right Margin =)
Indent Tab = I
Regular Tab = +
6. How does the operator enter the Tab Edit Mode?
Hold down the CONTROL key and press T.
7. After setting new margins, how does the operator lock in changes?
Press RETURN (ENTER key).
8. Explain how the computer uses the Indent Tab.
Cursor returns to the Indent Tab when RETURN (ENTER) key is used.
9. If the operator is using the Tab Edit Mode, what command is used to save a tab setting?
S
10. What is the effect of saving a tab as a "System" tab?
System tab becomes the default tab.

11. Describe how a tab line is recalled.

Enter the Tab Edit Mode and press R.

12. How do you get the list of the Tab Line Edit Options on the screen for reference?

Edit the Tab Edit Mode and press H.

13. What would the position indicators read for each of the following:

40 space line: 22 - 62

50 space line: 17 - 67

60 space line: 12 - 72

14. Explain what a "printer driver" is and how it is used by the SUPERSCRIPST[®] program.

A program that matches the printer being used--use by SUPERSCRIPST[®] to send proper print commands to the printer.

15. Explain what the numbers on the tab line represent.

Number of inches from the edge of the page--PICA-10 characters to the inch

Sample Test Questions
Sections 7, 8, 9

1. Explain the procedure for clearing tabs.
2. What two keys can be used to set new tabs after the computer is in the Tab Edit Mode?
3. How is a tabulation executed?
4. What type of screen marking does the computer leave when a tabulation is executed?
5. Explain the procedure for centering a line?
6. When embedding a special print code, such as underscore, which key must precede the print code symbol?
7. What is the difference between a toggle and a non-toggle print code?
8. Explain what is meant by "top of form."
9. Give an example of a use for superscript and subscript print codes.

10. How can a word processing operator move the text cursor to the next page without scrolling?

Key to Sample Test Questions - Sections 7, 8, 9

1. Explain the procedure for clearing tabs.

Enter the Tab Edit Mode and overtype a space on the tab marker.

2. What two keys can be used to set new tabs after the computer is in the Tab Edit Mode?

The letter T or the + sign

3. How is a tabulation executed?

Hold down the SHIFT key and press the RIGHT ARROW KEY.

4. What type of screen marking does the computer leave when a tabulation is executed?

A reverse slash

5. Explain the procedure for centering a line?

Place the cursor on the line to be centered; hold down the CONTROL key and press C.

6. When embedding a special print code in the text, such as underscore, which key must precede the print code symbol?

The CLEAR key

7. What is the difference between a toggle and a non-toggle print code?

A toggle code is so named because the same code that turns on the special print function is also used to turn off the special print function; a non-toggle code requires a different code to turn off the function of the first code.

8. Explain what is meant by "top of form."

The top of form print code causes the printer to reverse the roller feed and begin printing again at the top of the page or top of the form.

9. Give an example of a use of superscript and subscript print codes.

Superscript - footnote indicators

Subscript - scientific or mathematical formulas

10. How can a word processing operator move the text cursor to the next page without scrolling?

Hold down the DOWN ARROW key and type the letter P.

Sample Test Questions
Sections 10, 11, 12

1. Describe a header.
2. Describe a footer.
3. What keys are used by the operator to make the computer ready to create the header information?
4. Explain the difference between an odd header and an even header.
5. When the header video page appears, what margin and linespacing are defaulted by the computer?
6. When the operator finishes typing the header, what keys are used to record the header?
7. Give an example of a commonly used header and footer.
8. Define a global command.
9. What keys are used to place the computer into the global command mode?

10. When an operator places the computer in the global command mode, at what point in the document will the search begin?

11. Define an align tab.

12. Define an align character.

Key to Sample Test Questions - Sections 10, 11, 12

1. Describe a header.

A line of text that appears at the top of each document page.

2. Describe a footer.

A line of text that appears at the bottom of each document page.

3. What keys are used by the operator to make the computer ready to create the header information?

Down Arrow and H

4. Explain the difference between an odd header and an even header.

Odd headers appear on all odd numbered pages; even headers appear on all even numbered pages.

5. When the header video page appears, what margin and linespacing are defaulted by the computer?

It will model after the paragraph the cursor is on when the operator asks for the header page.

6. When the operator finishes typing the header, what keys are used to record the header?

Down Arrow and N

7. Give an example of a commonly used header and footer.

Common header - Chapter

Common footer - Page #

8. Define a global command.

One that affects the entire document

9. What keys are used to place the computer into the global command mode?

CONTROL G

10. When an operator places the computer in the global command mode, at what point in the document will the search begin?

At the cursor position

11. Define an align tab.

A tabulation setting which allows an operator to align columns on a preset character

12. Define an align character.

A preset character upon which a column is aligned

Sample Test Questions
Sections 13, 14, 15

1. SUPERSCRIPSIT[®] offers the option of storing many types of keystrokes into the number keys and allows the operator to recall them at any time and at any point in the document. Give three examples of frequently used keystrokes sequences that would be useful if stored in this manner.
2. What key combinations are used to tell the computer a user page will be written?
3. How does the computer show an operator that the page being typed is a user page?
4. What method is used when a computer operator finds that the keystrokes that must be stored will not fit under a single key?
5. Name the two types of documents that must be produced when an operator wishes to merge a form letter with a mailing list.
6. Explain the difference between 10 Pitch and 12 Pitch.
7. What is meant by right justification?
8. How does the computer print a document when the Open Document Options are set to proportional spacing?

9. Give an example of a type of error that a computerized dictionary cannot detect in proofreading.

10. How does a computer operator type the @ symbol into the text?

Key to Sample Text Questions - Sections 13, 14, 15

1. SUPERSCRIP[®] offers the option of storing many types of keystrokes into the number keys and allows the operator to recall them at any time and at any point in the document. Give three examples of frequently used keystrokes sequences that would be useful if stored in this manner.

A memorandum heading, salutation, inside address, complementary closing, signature line (answers may vary)

2. What key combinations are used to tell the computer a user page will be written?

Hold down the CONTROL key and press U.

3. How does the computer show an operator that the page being typed is a user page?

The letters USR will appear at the lower right of the status line.

4. What method is used when a computer operator finds that the keystrokes that must be stored will not fit under a single key?

Chaining user keys

5. Name the two types of documents that must be produced when an operator wishes to merge a form letter with a mailing list.

A master document and a variable document

6. Explain the difference between 10 Pitch and 12 Pitch.

10 Pitch is PICA type and prints 10 characters to the inch;
12 Pitch is ELITE type and prints 12 characters to the inch

7. What is meant by right justification?

The document will print with the right-hand margin even.

8. How does the computer print a document when the Open Document Options are set to proportional spacing?

The characters are spaced evenly.

9. Give an example of a type of error that a computerized dictionary cannot detect in proofreading.

When the error made results in a word that is included in the computer's dictionary (such as their instead of there--Since both words are likely to be in the computer dictionary, the computer will not highlight these words if they are used incorrectly in a sentence.)

10. How does the computer operator type the @ symbol into the text?
Hold down the SHIFT key and type a zero.

ANSWER KEYS FOR STUDENT EXERCISES

The following pages contain the answer keys for the student exercises in each section of the text. Following the answer keys for the student exercises are the answer keys for the supplemental projects (from previous New York State Regents Examinations) that follow Section 18 of the text.

EXERD3/KEY

May 2, 19xx

Mr. Victor Burton
243 Pinecrest Drive
Albany, NY 12203

Dear Mr. Burton

The latest issue of CAPITAL DISTRICT COMPUTER REVIEW is enclosed. The business computer featured on the cover may be of special interest to you. After thoroughly examining the programming available, I believe it is a sound investment. The price is very reasonable, especially for this type of machine.

As you can readily see, the arrangement of the Review has been changed. The cover will feature a business program chosen by the Board of Programmers as the best buy of the month. The remainder of the magazine will contain the following revised sections: used machines for sale, new developments in business programming, machine rentals, and support service.

Our efforts to improve the publication have been undertaken with the belief that old and loyal friends would benefit from these changes. As a subscriber, we hope you will continue the support you have extended in the past.

If you are interested in the featured program, let me know as soon as possible.

Sincerely,

ELF COMPUTER SERVICES

Arlene Ramirez, President

YI
Enclosure

MARGINS (L=22, I=27, R=62)

THE ART OF RASTIFICATION is an ancient art. One often wonders what powers can be displayed if only we were able to rastify as well as those endowed with the power of rastification. For to be able to rondolicate and projolify a situation would endear us to many and yet cause others to be envious. One need not feel that the lack of the ability to rastify is a weakness in one's nature because when one lacks that ability one can only demonstrate that he or she will always openly be one's self.

MARGINS (L=22, I=27, R=62) WITH CORRECTIONS AND CHANGES

THE ART OF GROLLIFICATION is an ancient art. One often wonders what powers can be displayed if only we were able to grollify as well as those endowed with the power of grollification. For to be able to stubtilicate and kakilify a situation would endear us to many and yet cause others to be envious. One need not feel that the lack of the ability to grollify is a weakness in one's nature because when one lacks that ability one can only demonstrate that he or she will always openly be one's self.

MARGINS (L=12, I=17*, R=72)

THE ART OF GROLLIFICATION is an ancient art. One often wonders what powers can be displayed if only we were able to grollify as well as those endowed with the power of grollification. For to be able to stubtilicate and kakilify a situation would endear us to many and yet cause others to be envious. One need not feel that the lack of the ability to grollify is a weakness in one's nature because when one lacks that ability one can only demonstrate that he or she will always openly be one's self.

*Indent tab must be consistent with the change made in the left margin.

"Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we cannot dedicate--we cannot consecrate--we cannot hallow--this ground. The brave men living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us,--that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion--that we here highly resolve that these dead

shall not have died in vain--that this nation, under God, shall have a new birth of freedom--and that government of the people, by the people, for the people, shall not perish from the earth."

"Fourscore and seven years ago our fathers brought forth on this continent a new country, conceived in liberty, and dedicated to the proposition that all people are created equal. Now we are engaged in a great civil war, testing whether that country or any country so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that country might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we cannot dedicate--we cannot consecrate--we cannot hallow--this ground. The brave people living and deceased, who struggled here, have consecrated it, far above our poor power to add or detract. The

world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us,--that from these honored deceased we take increased devotion to that cause for which they gave the last full measure of devotion--that we here highly resolve that these deceased shall not have died in vain--that this country, under God, shall have a new birth of freedom--and that government of the people, by the people, for the people, shall not perish from the earth."

Abraham Lincoln

EXER/B5.

Suggested procedure for making changes:

1. Move cursor to first line of text. Edit tab line, (CONTROL T) Set Left 17, Indent 22, Right 68. Press ENTER.
2. Block text quantity, (Type CONTROL X, E, B, H, perform hyphenation).

NOTE on hyphenation: When the computer stops at the double hyphen after the phrase "last full measure of devotion---," press the hyphen key and continue with hyphenation. Then return to the end of the line displaying "devotion-". Add a hyphen, move to the next line and delete the hyphen before the word "that."

3. Type CONTROL B, L, 3, ENTER to change to triple spacing.
4. Move cursor to end of text, press ENTER for a blank line, and type Abraham Lincoln.

KEY TO EXER/A6 FIRST PRINTOUT

MEETING OF CORPORATE OFFICERS!

There will be an important meeting for all officers currently involved in planning the word processing advertising campaign.

The agenda for the meeting includes assignment of officers to subcommittees; a suggested roster has been prepared and will be open to discussion.

We have invited Mary Ann Thomas of Mount St. Mary's College to make a presentation. Ms. Thomas will demonstrate the latest word processing programs available for our line of computers. She is very knowledgeable in this field and will discuss some ideas for possible advertising campaigns.

KEY TO EXER/A6 SECOND PRINTOUT WITH CHANGES

MEETING OF CORPORATE OFFICERS!

There will be an important meeting for all officers currently involved in planning the word processing advertising campaign on December 8, 19xx, at 7:30 p.m. in Room 17.

The agenda for the meeting includes assignment of officers to subcommittees; a suggested roster has been prepared and will be open to discussion.

We have invited Mary Ann Thomas of Mount St. Mary's College to make a presentation. Ms. Thomas will demonstrate the latest word processing programs available for our line of computers. She is very knowledgeable in this field and will discuss some ideas for possible advertising campaigns. The meeting should adjourn at about 10 p.m.

EXER/B6 - KEY FIRST PRINTOUT WITH TAB LINE NO. 2
(17-67)

Current Date

(return carriage 5 times)

Mr. Brian J. Kelly
34 Tacoma Avenue
Buffalo, NY 14217

Dear Mr. Kelly:

In response to your inquiry of July 12, we are pleased to inform you that there will be two openings with our firm in data and word processing.

Your resume is quite impressive; and you appear to be well qualified for the position of Word Processor, Grade IV. We corresponded with your advisor, Mr. Kevin Matthews, at the Werdlee Institute, and he informs us that your work with the Hollen-Querts and Edenberg word processors has been extensive. We are pleased to hear this because both systems are utilized by our firm due to their compatibility.

Please contact Miss Anne Comley, our Personnel Director, at (518) 555-7285 by Friday of this week to arrange an interview at your convenience.

Very truly yours,

ELF COMPUTER SERVICES

Arlene Ramirez, President

xx

EXER/B6 - KEY SECOND PRINTOUT WITH CHANGES AND HYPHENATION

Current Date

(return carriage 5 times)

Mr. Brian J. Kelly
34 Tacoma Avenue
Buffalo, NY 14217

Dear Mr. Kelly:

In response to your inquiry of July 12, we are pleased to inform you that there will be two openings with our firm in data and word processing beginning next month.

Your resume is quite impressive and you appear to be well qualified for the position of Word Processor, Grade IV. The beginning salary for this position is \$17,000 and, of course, is negotiable.

We contacted your advisor, Mr. Kevin Matthews, at the Werdlee Institute, and he informs us that your work with the Hollen-Querts and Edenberg word processors has been extensive. Both systems are utilized by our firm due to their compatibility and relative ease of use.

Please contact Miss Anne Comley, our Personnel Director, at (518) 555-7285 by Friday of this week to arrange an interview.

Very truly yours,

ELF COMPUTER SERVICES

Arlene Ramirez, President

xx

Suggested step-by-step directions for correcting EXER/B6.

NOTE: This is the last time you will be guided through the corrections to be made to exercises unless a particularly difficult exercise is encountered at which time you will be given brief notes.

1. Move the cursor to "four," overstrike "two," delete "r."
2. Delete "the field of" and "processing."
3. Move cursor to the period after "processing," insert "beginning next month," close the line.
4. Move to the "W" of "We" in the second sentence of paragraph two. Insert the sentence indicated at the bottom of the rough draft AND RETURN THE CARRIAGE TWICE. Then close the line. You will note that the sentence which follows the inserted text automatically becomes a new paragraph.
5. Overstrike "contacted" over "correspon" and delete "ded" and "with."
6. Block and delete "We are pleased to hear this because" as follows: CONTROL X, tap W seven times, type B, D (for delete), answer message line by typing Y. You have now deleted a block.
7. Overstrike "B" to capitalize "both."
8. Move to the period at the end of the second paragraph and insert "and relative ease of use"; close the line.
9. Move to the end of paragraph three and delete "at your convenience"; close the line.
10. Block and hyphenate the body of the letter. Place the cursor on the first letter of the first paragraph, hold CONTROL and type X, type E for "end-of-text," type B for "block-action," type H for hyphenation. Hyphenate "openings" in paragraph 1 and "processors" and "utilized" in paragraph 3.

PRINT OUT AND QUIT.

All too frequently, students enrolled in word processing courses never realize the value of the course as a key to vocational opportunities which would never have been available to them otherwise. One former student stated in a follow-up study:

"If it had not been for the one-semester course in word processing which I took in my junior year, I would never have the position I now hold with the firm. One year ago, I was hired because I mentioned in the job interview that I took an introductory course in WP (word processing). Now, after that short year and another one-semester evening course in WP, I have been promoted to Word Processing Supervisor -- with a nice increase in pay."

This testimonial to word processing being used as a stepping-stone to advancement is only one of several received from former students. A person should always keep in mind the courses taken at all levels of education as well as work experience gained when selling the most important product one has to offer at a job interview -- one's self!

EXER/C6 KEY - USING TAB LINES 2, 1, 2, WITH PARAGRAPHS ONE AND THREE DOUBLE SPACED AND HYPHENATION

All too frequently, students enrolled in word processing courses never realize the value of the course as a key to vocational opportunities which would never have been available to them otherwise. One former student stated in a follow-up study:

"If it had not been for the one-semester course in word processing which I took in my junior year, I would never have the position I now hold with the firm. One year ago, I was hired because I mentioned in the job interview that I took an introductory course in WP (word processing). Now after that short year and another one-semester evening course in WP, I have been promoted to Word Processing Supervisor -- with a nice increase in pay."

This testimonial to word processing being used as a stepping-stone to advancement is only one of several received from former students. A person should always keep in mind the courses taken at all levels of education as well as work experience gained when selling the most important product one has to offer at a job interview -- one's self!

EXER A7 KEY - TABLE WITH TABS SET AT 22 AND 46 DOUBLE SPACED

19xx BOARD OF DIRECTORS -- ELF COMPUTER SERVICES

Ralph Renzi	Chairperson
Mark Pinchback	Vice-President
Rhonye Fulton	Secretary
Bill Zautner	Treasurer
Candi Myers	Parliamentarian

OUTSTANDING EMPLOYEES

Each month ELF Computer Services recognizes the achievements of employees who have reached the \$1,000,000 sales mark.

The following employees joined the select "Million Dollar Club" during the month of December.

James Henderson

Nina Radcliffe

James Zadoorian

Mary Ellen Girol

Our congratulations to these outstanding salespeople for a job well done.

Calvin Wheeler, Vice President
Computer Sales Division

EXER/C7 KEY - DOUBLE SPACED BULLETIN WITH TABLE, WITH TABS
SET AT 22 AND 37

ELF COMPUTER SERVICES

Customer Support Service - Technical Advisors
(by alphabetic groupings)

ELF customers have been assigned technical advisors by alphabetic groupings as opposed to dividing the classes into four groupings each as in the past. By doing so, an advisor will be able to follow a customer's progress throughout the guarantee period.

A to Ch	Mr. Ray Zywoj
Ci to Fo	Ms. MaryAnn Bednarkiewicz
Fr to J	Miss E. Francis
K to Mc	Mr. Bill Connolly
Me to O	Miss Pat Klein
P to Sta	Mr. Jack Obbie
W to Z	Mr. D. Arthur Vader

The above groupings will hold intact with the exception of extenuating circumstances. Exceptional cases in each category will be advised by me.

A. Nicholas Buttino, Director
Customer Support Service

EXER/A8 KEY - TOGGLE PRINT CODES (SECOND
PRINTOUT)

When, in the Course of human events, it
becomes necessary for one people to dissolve
the political bands which have connected them
with another...

...and to assume, among the Powers of the
earth, the separate and equal stations to
which the Laws of Nature and of the Nature's
God entitle them,...

...a decent respect to the opinions of
mankind requires that they should declare the
causes which impel them to the separation.

We the people of ~~these~~ the United Colonies
States, in Order to form a more perfect
~~Country~~ Union, establish Justice...

EXER/B8 KEY - NON-TOGGLE PRINT CODES

The Declaration of Independence¹ was written by Thomas Jefferson in 1776.²

³The above is an example of footnoting.

Water freezes at 0° C or at 32° F.

The chemical symbol for water is H₂O.

For Sulfuric Acid it is H₂SO₄.

To have the printer pause, whether to change the print wheel or to change to a different color ribbon, type CLEAR and ?. Answer the message at the bottom of the screen by typing Y and the printer will continue printing.

Type CLEAR and >. The printer will return to the top of the form (TOF). Note: The printer stops printing, rolls the paper back to the top of the form, and continues to print. This feature will be useful in typing multicolumn newsletters, which will be covered in a later exercise.

EXER/A8 AND EXER/B8 - BRIEF DIRECTIONS FOR INSERTING PRINT CODES

Working with PRINTER CONTROL CODES for special effects as BOLD print, UNDERSCORING and DOUBLE UNDERSCORING, SUPERSCRIPTS and SUBSCRIPTS, STRIKE-THROUGH, Pause Print, and Top of Form (TOF).

OPEN a document called EXER/A8. Turn on the VIEW mode. Type the exercise. Print two copies: first a normal printout, then a printout DISPLAYING CODES. Turn in both copies.

Type and mark the text in parentheses for BOLD PRINT.
DO NOT TYPE THE PARENTHESES.

(Clear & +) (When, in the Course of human events), it becomes
(BOTH before & after) necessary (for one people) to (dissolve) the
 political bands which have connected them (with
 another)....

Type and mark the text in parentheses for UNDERSCORING.

(Clear & -) (the Powers of the earth)
(BOTH before & after) the separate and equal station to which the (Laws
 of Nature and of Nature's God) entitle them,...

Type and mark the text in parentheses for DOUBLE UNDERSCORING.

(Clear & =) ...a decent respect to the (opinions of mankind)
(BOTH before & after) requires that they should (declare the causes)
 which impel them to the separation.

Type and mark the text in parentheses for STRIKE-THROUGH.

(Clear & /) We the people of (these) the United (Colonies)
(BOTH before & after) States, in Order to form a more perfect (Country)
 Union, establish Justice...

Open the document named EXER/C8. Again, be sure the VIEW mode is on.
Type and mark the text in parentheses as SUPERSCRIPTS.

(Clear & * before) The Declaration of Independence(1) was written by
(Clear and . after) Thomas Jefferson in 1776.(2).

 (3)The above is an example of footnoting.

 Water freezes at 0(o). C or at 32(o). F.

Type and mark the text in parentheses for SUBSCRIPTS.

(Clear & . before) The chemical symbol for water is H(2)O.
(Clear & * after) For Sulfuric Acid it is H(2)SO(4).

To get the printer to pause, whether to change the print wheel or to change to a different color ribbon, type CLEAR and ?. Answer the message at the bottom of the screen by typing Y and the printer will continue printing.

To have the printer return to the top of the form (TOF), type CLEAR and>. Note: The printer stops, rolls the paper back to the top of the form, and continues to print. This is used in newsletters which can be covered later.

EXER/C8 KEY - TWO PRINTOUTS (WITH AND WITHOUT PRINT CODES DISPLAYED).

R E S U M E

JOSEPH P. SALSA
244 Pinecrest Drive
Holland, MA 01550
Telephone (413) 555-9921

PERSONAL DATA

DOB: 8/29/64 Height: 5'10" Wt.: 210
Excellent Health

EDUCATION

City College of Computer Technology
Washington Avenue, Schenectady, NY 12305
Bachelor of Science - Computer Science
June 19xx

Linton High School
The Plaza, Schenectady, NY 12308
Graduated June 19xx

EXPERIENCE

June 19xx
to Present

80 MICRO SERVICES, INC.
Overlook Road, Holland, MA 01550
Marketing Representative

January 19xx
to May 19xx

RADIO ELECTRONICS
Eastern Parkway, Schenectady, NY 12308
Apprentice Technician/Sales Clerk

November 19xx
to January 19xx

Burger King
State Street, Schenectady, NY 12304
Cook, Cashier

May 19xx to
September 19xx
and

Dickens Tavern
Route 20, Sturbridge, MA 01566

June 19xx to
August 19xx

Short Order Cook, Dinner Cook
(Summer employment)

REFERENCES

Joseph P. Caporale
James Dart
John Wetland

5671 Lexington Ave., Schenectady, NY 12309
4611 Union St., Schenectady, NY 12308
Dickens Tavern, Route 20, Sturbridge, MA 01566

ACTIVITIES

Extra-curricular. Football, 4 years; Senior
Class Committee; Key Club, 2 years; Computer
Club, 4 years; Electronics Club, 3 years
Hobbies and Sports. Cooking, Music, Watersports

AWARDS

Football, 2 Varsity Letters
Radiothon Gold Computer Award

\$
\$
\$
\$
\$

R E S U M E ~ - \$

JOSEPH P. SALSA ~ + \$
244 Pinecrest Drive \$
Holland, MA 01550 \$
Telephone (413) 555-9921 \$

\$
\$

~ + PERSONAL DATA ~ + \

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\$

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Bachelor of Science - Computer Science
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- - - - - \$

~ + Linton High School ~ + \$

The Plaza, Schenectady, NY 12308 \$
Graduated June 19xx \$

- - - - - \$

~ + EXPERIENCE ~ + \$

\$

June 19xx \
to Present \

~ + 80 MICRO SERVICES, INC. ~ + \$
Overlook Road, Holland, MA 01550 \$
Marketing Representative \$

- - - - - \$

January 19xx \
to May 19xx \

~ + RADIO ELECTRONICS ~ + \$
Eastern Parkway, Schenectady, NY 12308 \$
Apprentice Technician/Sales Clerk \$

- - - - - \$

November 19xx \
to January 19xx \

~ + Burger King ~ + \$
State Street, Schenectady, NY 12304 \$
Cook, Cashier \$

- - - - - \$

May 19xx to \
September 19xx \
and \$

~ + Dickens Tavern ~ + \$
Route 20, Sturbridge, MA 01566 \$

June 19xx to \
August 19xx \

Short Order Cook, Dinner Cook \$
(Summer employment) \$

- - - - - \$

\$

~ + REFERENCES \$

\$

Joseph P. Caporale ~ + \

5671 Lexington Ave., Schenectady, NY 12309 \$

~ + James Dart ~ + \

4611 Union St., Schenectady, NY 12308 \$

~ + John Wetland ~ + \

Dickens Tavern, Route 20, Sturbridge, MA 01566 \$

- - - - - \$

~ + ACTIVITIES ~ + \

~ - Extra-curricular ~ -. Football, 4 years; Senior
Class Committee; Key Club, 2 years; Computer
Club, 4 years; Electronics Club, 3 years \$
~ - Hobbies and Sports ~ -. Cooking, Music, Watersports \$

\$

~ + AWARDS ~ + \

Football, 2 Varsity Letters \$
Radiothon Gold Computer Award \$

EXER/B9 - KEY (SECOND PRINTOUT)

ELF COMPUTER SERVICES, INC.

YEAR-END SALE

This is the greatest sale you have ever seen in the field of electronics. You can take advantage of this end-of-year sale until 5 p.m. on December 31.

Items being offered at ridiculously low prices are some of the best personal computers on the market today along with hundreds of specials on software available. For example, ELECTRONIC PENPOINT word processing is being offered for \$49.95 -- that's better than 75 percent off the usual retail price.

ELF is proud to offer its complete line to all its charge customers for three days prior to the opening of the sale to the general public. This will give our regular customers an opportunity to take advantage of many fantastic offers.

In addition to this three-day special, ELF will be open on all three days from 9 a.m. to 10 p.m. instead of our regular hours of 9 a.m. to 5 p.m.

All guarantees on merchandise will be included with the goods as well as ELF's own warranty of full refund if not fully satisfied.

DON'T MISS THE SALE OF THE YEAR!

EXER/A10 - KEY

"Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated, can long endure.

LINCOLN'S GETTYSBURGH ADDRESS

"We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we cannot dedicate--we cannot consecrate--we cannot hallow--this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here.

LINCOLN'S GETTYSBURGH ADDRESS

"It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us,--that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion--that we here highly resolve that these dead shall not have died in vain--that this nation, under God, shall have a new birth of freedom--and that government of the people, by the people, for the people, shall not perish from the earth."

COURSE OF STUDY - SCHOOL OF BUSINESS - ACCOUNTING

(EXER/B10 KEY - 3-PAGE DOCUMENT WITH HEADER AND FOOTER).

AC 255 - Business Finance Analysis (3 cr.) - Mr. DeLuca

A study of methods of decision making as applied to business finance. Case study approach as applied to sole proprietorships, partnerships and corporations. Prerequisite: BU 234 or AC 205. T & F 6 - 9 p.m.

COURSE OF STUDY - SCHOOL OF BUSINESS - ACCOUNTING

AC 263 - Corporate Taxation (3 cr.) - Ms. Malizia

A study of IRS regulations as applied to corporations.
Research and case study approach. Arrangement with
instructor for independent study. Prerequisite: AC 225
or equivalent 3 credits of tax accounting.

M & W 5 - 8 p.m.

COURSE OF STUDY - SCHOOL OF BUSINESS - ACCOUNTING
AC 275 - Advanced Auditing (2 cr.) - Mr. LaPorte

In-depth analysis of partnership and corporate financial records with some research into detecting frauds. Readings in case studies and examination of corporate financial records. Prerequisite: AC 175 or instructor's consent.

T & Th 4:15 - 6:15 p.m.

EXER/ALL KEY - FIRST PRINTOUT

(REPLACE "nation" with "country")

"Fourscore and seven years ago our fathers brought forth on this continent a new country, conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that country or any country so conceived and so dedicated, can long endure.

"We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that country might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we cannot dedicate--we cannot consecrate--we cannot hallow--this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here.

"It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us,--that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion--that we here highly resolve that these dead shall not have died in vain--that this country, under God, shall have a new birth of freedom--and that government of the people, by the people, for the people, shall not perish from the earth."

(REPLACE "country" with "nation")

"Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated, can long endure.

"We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we cannot dedicate--we cannot consecrate--we cannot hallow--this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here.

"It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us,--that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion--that we here highly resolve that these dead shall not have died in vain--that this nation, under God, shall have a new birth of freedom--and that government of the people, by the people, for the people, shall not perish from the earth."

EXER/ALL KEY - THIRD PRINTOUT

GLOBAL DELETE PRINT CODES

"Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated, can long endure.

"We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we cannot dedicate--we cannot consecrate--we cannot hallow--this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here.

"It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us,--that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion--that we here highly resolve that these dead shall not have died in vain--that this nation, under God, shall have a new birth of freedom--and that government of the people, by the people, for the people, shall not perish from the earth."

EXER/B11 KEY - GLOBAL AND BLOCK SEARCH, FIND, REPLACE, AND DELETE

(FIRST PRINTOUT)

Current Date

Mr. Louis Volpini, President
GMC
34 Tacoma Avenue
Buffalo, NY 14117

Dear Mr. Volpini:

We are sure that as president and general manager of the GMC, you will be interested in improving your communication system. We can help you!

Since the beginning of man's ability to reason, wp has been in existence. We have processed words each time an attempt was made to find a better phrase, word, or sentence to say. The GMC processes words and each time a new phrase, word, or sentence makes for better correspondence, more time is consumed in the reconstruction of that correspondence. This is where the NEWDAY wp system can change things for you.

We at ELF will demonstrate the features of the ND 3000 wp system for your GMC staff. We will install the ND 3000 in your office, train the GMC staff in its operation, follow up with updated training, and provide the best service available in wp.

GMC, as a leader in its field, cannot be without the ND wp system. It will increase productivity and decrease costs. The initial outlay will be easily offset by these advantages. Call John Davis, the ND representative in the GMC area, for a demonstration at your convenience. It will be a move you as president and general manager of the GMC will never regret.

Sincerely,

Calvin Wheeler, Vice President
Computer Sales Division

(your initials)

Current Date

Mr. Louis Volpini, President
General Merchandising Company
34 Tacoma Avenue
Buffalo, NY 14117

Dear Mr. Volpini:

We are sure that as president of the General Merchandising Company, you will be interested in improving your communication system. We can help you!

Since the beginning of man's ability to reason, word processing has been in existence. We have processed words each time an attempt was made to find a better phrase, word, or sentence to say. The General Merchandising Company processes words and each time a new phrase, word, or sentence makes for better correspondence, more time is consumed in the reconstruction of that correspondence. This is where the NEWDAY word processing system can change things for you.

We at ELF will demonstrate the features of the NEWDAY 3000 word processing system for your General Merchandising Company staff. We will install the NEWDAY 3000 in your office, train the General Merchandising Company staff in its operation, follow up with updated training, and provide the best service available in word processing.

General Merchandising Company, as a leader in its field, cannot be without the NEWDAY word processing system. Call John Davis, the NEWDAY representative in the General Merchandising Company area, for a demonstration at your convenience. It will be a move you as president of the General Merchandising Company will never regret.

Sincerely,

Calvin Wheeler, Vice President
Computer Sales Division

(your initials)

EXER/A12 KEY - ALIGN TAB PRACTICE

SALESMEN	SALES
John Smith	\$10,192.00
Bill Barnes	8,467.00
Joe Gillis	984.00

EXER/B12 KEY - USING REGULAR AND ALIGN TABS

ALIGN TAB SET FOR DECIMAL AND DEFAULTS FOR CARRIAGE RETURN
OR NEXT TAB.

DRILL A. Margins: 12 and 72, tab stops at 29 and 55.

MILES FROM SEATTLE

Bellingham	89
Honolulu	2,774
Portland	415
Shanghai	6,316

DRILL B. Margins at 12 and 72, tab stops at 25 and 59.

Partial Cast of OKLAHOMA!

Aunt Eller	Betty Garde
Curly	Alfred Drake
Laurey	Joan Roberts
Jud Fry	Howard daSilva
Ado Annie	Celest Holm

DRILL C. Center the main heading. COLUMN HEADING Tabs at 23,
44, and 56. COLUMN Tabs at 19, 49, and 58.

FIELD ENGINEERS SALES REPORT

ENGINEER	SALES	UNITS SOLD
Bill Scully	\$100,534.78	40,000
Art Somers	200,590.98	80,000
Bob Ludwig	150,214.20	60,000
Julia Smith	100,970.23	40,100
Agatha Masterpolo	250,450.00	90,000

[EXER/B12 KEY - USING REGULAR AND ALIGN TABS (with display codes)\$

\$

ALIGN TAB SET FOR DECIMAL AND DEFAULTS FOR CARRIAGE RETURN OR NEXT TAB.\$

\$

DRILL A. Margins: 12 and 72, tab stops at 29 and 55.\$

\$

MILES FROM SEATTLE\$

\$

/	Bellingham`	89\$
/	Honolulu`	2,774\$
/	Portland`	415\$
/	Shanghai`	6,316\$

\$

DRILL B. Margins at 12 and 72, tab stops at 25 and 59.\$

\$

Partial Cast of OKLAHOMA!\$

\$

/	Aunt Eller`	Betty Garde\$
/	Curly`	Alfred Drake\$
/	Laurey`	Joan Roberts\$
/	Jud Fry`	Howard daSilva\$
/	Ado Annie`	Celest Holm\$

\$

\$

DRILL C. Center the main heading. COLUMN HEADING Tabs at 23, 44, and 56. COLUMN Tabs at 19, 49, and 58.\$

\$

FIELD ENGINEERS SALES REPORT\$

\$

\$

/	ENGINEER\	SALES\	UNITS SOLD\$
/	Bill Scully`	\$100,534.78\	40,000\$
/	Art Somers`	200,590.98\	80,000\$
/	Bob Ludwig`	150,214.20\	60,000\$
/	Julia Smith`	100,970.23\	40,100\$
/	Aqatha Masterpolo`	250,450.00\	90,000\$

EXER/C12 KEY - CHANGING THE SYSTEM ALIGN TAB TO A COLON (:).\$
 (with print codes shown)\$

Center the Main Heading. Left margin at 22, tabs at 38 and 52. The first column heading at the left margin, regular tabs for the other column headings. COLUMN tab stops 40 and 54. First column at the left margin and align tab movements for the second and third columns:\$

\$
\$

~?WHISTLE-STOP ITINERARY\$

\$

DESTINATION\ \$	ARRIVE AT\ \$	DEPART AT\$
Albany`	7:45 a.m.`	8:10 a.m.\$
Schenectady`	8:20 a.m.`	8:35 a.m.\$
Utica`	9:20 a.m.`	9:40 a.m.\$
Syracuse`	10:55 a.m.`	11:55 a.m.\$
Rochester`	12:55 p.m.`	1:15 p.m.\$
Buffalo`	2:20 p.m.`	2:45 p.m.\$

\$
\$

~? \$

\$

WHISTLE-STOP ITINERARY\$

DESTINATION\ \$	ARRIVE AT\ \$	DEPART AT\$
Albany`	7:45 a.m.`	8:10 a.m.\$
Schenectady`	8:20 a.m.`	8:35 a.m.\$
Utica`	9:20 a.m.`	9:40 a.m.\$
Syracuse`	10:55 a.m.`	11:55 a.m.\$
Rochester`	12:55 p.m.`	1:15 p.m.\$
Buffalo`	2:20 p.m.`	2:45 p.m.\$

EXER/C12 KEY - CHANGING THE SYSTEM ALIGN TAB TO COLON (:)\$
\$

Center the Main Heading. Left margin at 22, tabs at 38 and 52. The first column heading at the left margin, regular tabs for the other column headings. COLUMN tab stops 40 and 54. First column at the left margin and align tab movements for the second and third columns:\$

\$

WHISTLE-STOP ITINERARY\$

\$

DESTINATION\ \$	ARRIVE AT\ \$	DEPART AT\$ \$
Albany`	7:45 a.m.`	8:10 a.m.\$
Schenectady`	8:20 a.m.`	8:35 a.m.\$
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Syracuse`	10:55 a.m.`	11:55 a.m.\$
Rochester`	12:55 p.m.`	1:15 p.m.\$
Buffalo`	2:20 p.m.`	2:45 p.m.\$

\$

\$

\

WHISTLE-STOP ITINERARY\$

\$

DESTINATION\ \$	ARRIVE AT\ \$	DEPART AT\$ \$
Albany`	7:45 a.m.`	8:10 a.m.\$
Schenectady`	8:20 a.m.`	8:35 a.m.\$
Utica`	9:20 a.m.`	9:40 a.m.\$
Syracuse`	10:55 a.m.`	11:55 a.m.\$
Rochester`	12:55 p.m.`	1:15 p.m.\$
Buffalo`	2:20 p.m.`	2:45 p.m.\$

EXER/A13 KEY - MEMO WITH MARGINS OF 12 AND 72 AND TAB AT 22.

Date: Today's Date
To: All Employees
From: Arlene Ramirez
Subject: Meeting Concerning Word Processing Equipment

A meeting will be held in the Community Conference Room on Tuesday of next week concerning word processing equipment to be installed in our offices the first of next month. All employees are requested to attend promptly at 3 p.m. Phone coverage will be provided by supervisory personnel.

Some of you are aware of the fact that personnel files are being scanned to determine which employees are qualified to meet the requirements for Word Processing Supervisor. A decision will be made shortly, and an announcement will be made at the meeting.

The position of WP Supervisor carries with it the responsibilities of administrative executive assistant and offers a beginning salary of \$18,500 and four weeks' vacation. All other company benefits are carried in full force.

(student's initials)

EXER/B13 KEY - EXTRA MEMO WITH USER KEY NO. 1.
MARGINS AT 12 AND 72, TAB AT 22.

Date: Today's Date
To: J. B. Scott
From: Arlene Ramirez
Subject: PROMOTION TO WORD PROCESSING SUPERVISOR

This memorandum is confirmation of our conversation of last Wednesday concerning your promotion to Word Processing Supervisor. As I mentioned to you during the interview, we made careful inquiry into the personnel files of all employees whom we felt might qualify for this position. We were well pleased when we discovered that you had not only taken six-credit hours of word processing courses at Soanso Community College, but that training was on the ND 2000 word processor.

Your reputation as an industrious and precise worker has preceded you as you have had excellent recommendations from both Hazel Greene, personnel director, and Julia Irving, chief correspondence supervisor.

Your salary will be raised to \$18,500 as is customary for administrative executive assistants, and you will be qualified for four weeks of vacation. You will recall that during our conversation I mentioned that those four weeks may not be taken consecutively, but may be taken individually or in two periods of two weeks each. This, of course, is to provide supervisory staff during traditional summer vacation periods.

Welcome to the executive staff, Jerry. Your responsibilities begin one week from today.

(student's initials)

ARTICLES OF COPARTNERSHIP

ARTICLES OF COPARTNERSHIP, made the 15th day of August, 19-- , between JOSEPH ANTHONY, residing at 1500 Lexington Avenue, city of Utica, State of New York, and LEWIS MICHAELS, residing at 2345 Williams Road, city of Springfield, Commonwealth of Massachusetts, as follows:

THE ABOVE-NAMED PARTIES AGREE to become partners in the business of producing and selling ceramic products, and by these presents do agree to become partners under the firm name of Made-to-Order Ceramics, at 5462 Barkley Boulevard, city of Albany, State of New York, and that said partnership is to begin on the 1st day of September, 19-- and to continue for five (5) years thereafter.

AND IT IS AGREED by and between the parties that at all times during the continuance of this partnership, they and each of them will give their entire time and attention to the business.

AND IT IS AGREED by and between the parties that each shall contribute to the capital of the partnership the sum of Five Thousand Dollars (\$5,000).

AND IT IS AGREED by and between the parties that all profits that shall arise by means of their said business shall be equally divided between them and all losses that shall happen to their said business shall be equally borne between them.

AND IT IS AGREED by and between the parties that each partner shall draw a salary of Four Hundred Dollars (\$400) semi-monthly on the first and fifteenth of each month, and shall be entitled to draw from the profits as may from time to time be agreed upon.

AND IT IS AGREED by and between the parties that at the end of the partnership they shall render complete accounts of all their dealings with the business, and all profits of whatever kind or character shall be divided equally between them.

IN WITNESS WHEREOF, we have hereunto set our hands and seals this fifteenth day of August 19--.

Joseph Anthony

Lewis Michaels

In the presence of:

EXER/D13 KEY - LOOPING USER KEYS

Explain in a brief paragraph below why you are seeking employment with this firm:

EXECUTIVE MANAGEMENT SEMINAR QUESTIONNAIRE

NAME:

Please answer the following questions based on the text materials covered this week at the Executive Management Seminar.

1. State three needs for decision making.

2. List the 6 steps in the Decision-Making process.

3. Outline the steps for Organizing A Public Speech.

ELF COMPUTER SERVICES
17 White Street
Schenectady, NY 12308

(518) 347-7121

July 20, 19xx

Ms. Bertha McQueen
1815 Ford Avenue
Annville, KY 12309

Dear Ms. McQueen

This letter is to inform you that there will be a computer fair of special interest to the owners of the OAK Model PDQ microprocessor to be held on August 25 from 9 a.m. to 9 p.m. in the Civic Center at 896 Doman Drive in Chicago, Illinois.

Mr. Stan Wojtowicz and Ms. Melanie Foeller, our trained field representatives, will be demonstrating new word processing programs available for your computer. The demonstrations will be followed by meetings and discussion periods.

There will be displays of new hardware and accessories, as well as demonstrations of new software recently made available to fit your needs, Ms. McQueen. Orders will be taken or appointments for visits by our representatives may be made at that time.

Reservations for tickets to the fair and hotel accommodations may be made by completing and returning the enclosed form to our office. See you in Chicago!

Sincerely

Susan Welch
Educational Director

yi
Enclosure

ELF COMPUTER SERVICES
17 White Street
Schenectady, NY 12308

(518) 347-7121

July 20, 19xx

Mrs. Donna O'Donnell
184 Rugby Road
Buffalo, NY 14034

Dear Mrs. O'Donnell

This letter is to inform you that there will be a computer fair of special interest to the owners of the OAK Model XYZ microprocessor to be held on August 26 from 9 a.m. to 9 p.m. in the Memorial Auditorium on Skyway Drive in Cleveland, Ohio.

Mr. Stan Wojtowicz and Ms. Melanie Foeller, our trained field representatives, will be demonstrating new word processing programs available for your computer. The demonstrations will be followed by meetings and discussion periods.

There will be displays of new hardware and accessories, as well as demonstrations of new software recently made available to fit your needs, Mrs. O'Donnell. Orders will be taken or appointments for visits by our representatives may be made at that time.

Reservations for tickets to the fair and hotel accommodations may be made by completing and returning the enclosed form to our office. See you in Cleveland!

Sincerely

Susan Welch
Educational Director

yi
Enclosure

ELF COMPUTER SERVICES
17 White Street
Schenectady, NY 12308

(518) 347-7121

July 20, 19xx

Ms. Jane Womer
2150 State Street
Westminster, CA 92683

Dear Ms. Womer

This letter is to inform you that there will be a computer fair of special interest to the owners of the OAK Model QUK microprocessor to be held on August 27 from 9 a.m. to 9 p.m. in the Carver College Student Center on Ellington Boulevard, Modesto, California.

Mr. Stan Wojtowicz and Ms. Melanie Foeller, our trained field representatives, will be demonstrating new word processing programs available for your computer. The demonstrations will be followed by meetings and discussion periods.

There will be displays of new hardware and accessories, as well as demonstrations of new software recently made available to fit your needs, Ms. Womer. Orders will be taken or appointments for visits by our representatives may be made at that time.

Reservations for tickets to the fair and hotel accommodations may be made by completing and returning the enclosed form to our office. See you in Modesto!

Sincerely

Susan Welch
Educational Director

yi
Enclosure

EXER/C14 - EXER/D14 Merge of Form Letter (1st letter) KEY

ELF COMPUTER SERVICES
17 WHITE STREET
SCHENECTADY, NY 12308

Current date

Ms. Marsha Romano
423 Lakeshore Drive
Biloxi, MS 39530

Dear Ms. Romano:

Time certainly does fly! It seems like only yesterday that we had our first talk about computers, Ms. Romano, and you purchased your LITTLE GIANT computer.

Your WORD PROCESSING PROGRAM has arrived. The order has been inspected and has been shipped via our regular carrier. Should you need further assistance or advice, contact your personal representative, Eunice Kelly, who will be glad to arrange a meeting at your convenience.

If you find you are in need of additional hardware or software, don't hesitate to call us collect, Ms. Romano.

It is a pleasure to serve you!

Cordially yours,

Ira Goldstein
District Manager

yi

ELF COMPUTER SERVICES
17 WHITE STREET
SCHENECTADY, NY 12308

Current date

Mr. A. Paul Desmarias
89 Monmouth Road
Albuquerque, NM 87114

Dear Mr. Desmarias:

Time certainly does fly! It seems like only yesterday that we had our first talk about computers, Mr. Desmarias, and you purchased your LITTLE GIANT computer.

Your XP-747 PRINTER has arrived. The order has been inspected and has been shipped via our regular carrier. Should you need further assistance or advice, contact your personal representative, Rita Chang, who will be glad to arrange a meeting at your convenience.

If you find you are in need of additional hardware or software, don't hesitate to call us collect, Mr. Desmarias.

It is a pleasure to serve you!

Cordially yours,

Ira Goldstein
District Manager

yi

ELF COMPUTER SERVICES
17 WHITE STREET
SCHENECTADY, NY 12308

Current date

Mr. Joshua Blackfoot
5190 North Exeter Boulevard
Browning, MT 59417

Dear Mr. Blackfoot:

Time certainly does fly! It seems like only yesterday that we had our first talk about computers, Mr. Blackfoot, and you purchased your LITTLE GIANT computer.

Your 84-3ZLQ stationery has arrived. The order has been inspected and has been shipped via our regular carrier. Should you need further assistance or advice, contact your personal representative, Zig Zielinski, who will be glad to arrange a meeting at your convenience.

If you find you are in need of additional hardware or software, don't hesitate to call us collect, Mr. Blackfoot.

It is a pleasure to serve you!

Cordially yours,

Ira Goldstein
District Manager

yi

EXER/C14 - EXER/D14 Merge of Form Letter (4th letter) KEY

ELF COMPUTER SERVICES
17 WHITE STREET
SCHENECTADY, NY 12308

Current date

Miss Carla D. Miklowitz
7392 Kosciuszko Square
Schaghticoke, NY 12154

Dear Miss Miklowitz:

Time certainly does fly! It seems like only yesterday that we had our first talk about computers, Miss Miklowitz, and you purchased your LITTLE GIANT computer.

Your General Ledger Accounting Program has arrived. The order has been inspected and has been shipped via our regular carrier. Should you need further assistance or advice, contact your personal representative, Juan Valdez, who will be glad to arrange a meeting at your convenience.

If you find you are in need of additional hardware or software, don't hesitate to call us collect, Miss Miklowitz.

It is a pleasure to serve you!

Cordially yours,

Ira Goldstein
District Manager

yi

EXER/A15-KEY (No hyphenation, N)
ELF COMPUTER SERVICES NEWSLETTER
SEPTEMBER 19XX

Over the summer several changes have taken place which will be of interest to all employees, both hourly and salaried staff.

First, new staff members have been added over the summer months to fill vacancies created by retirements in the spring. They are:

- Ms. Julia Smith - Reprographics
- Mr. Tom O'Meara - Business Manager
- Ms. Kathleen Scully - Nurse
- Mrs. Jackie Smith - Secretary

I know you will all make them feel welcome to the staff and extend to them any assistance they may need to adjust to their new positions.

NEW IN-SERVICE COURSES ADDED

A number of new courses have been added to the in-service program offered at Berger County Community College and employees will have an opportunity to enroll in them until they are filled. The courses are listed below together with the instructors' names and the day on which each is offered is shown in parentheses:

- WORD PROCESSING - Ms. Jaffe(T)
- ACCOUNTING 2B - Mr. Anthony(T)
- OFFICE MACHINES - Ms. Bucci(W)
- CLASSICAL CUISINE - Mr. Bayly(W)
- SPEED READING - Mr. Ludwig(Th)
- HISTORY OF ART - Ms. Harlow(Th)
- COMPOSITION - Mr. DellaSala(F)
- MODERN DANCE - Miss Stellrecht(M)
- BASIC PROGRAMMING - Miss Klein(M)

Employees should bring registration forms and enrollment fees when reporting for classes at 6 p.m. Checks should be made payable to Berger County Community College.

MICROCOMPUTER SEMINAR OFFERED

Mr. Mead will be offering a microcomputer seminar for staff members. It will be held on six consecutive Monday nights at 7 p.m. in Room 87. The course will cover basics and the latest state of the art information. The course is open to all staff -- administrative, sales, and secretarial. Another course will follow.

* * EXER/A15 - KEY * *

SOCIAL CLUB MEMBERSHIP DRIVE
As in the past, the Social Club Department representatives will be calling on all employees for annual dues of \$7 and will contact new staff members with information concerning benefits of club membership. The first GATHERING will be held in the cafeteria on Tuesday, September 9, at 3 p.m. Come and meet the new staff members who have joined us.

LEGAL SERVICES

The Legal Department will be available to counsel employees in personal needs. Applications must be submitted to Mr. Godfrey for a variety of legal services; for example, legal assistance with will preparation or with real estate and investment planning. Office hours are from 9 to 3 Mondays, Tuesdays, and Fridays. Required forms may be obtained by placing a note in Mrs. Masterpolo's mailbox.

ADVANCEMENT TESTS--OPENINGS POSTED

Notification of several openings has been received from the Personnel Department. These positions include advancements to word processing supervisor, correspondence specialist, and reprographics operator. Testing dates and qualifications are posted at the Personnel Office. Applications forms should be submitted by October 10.

PARKING LOT AND ENTRANCE CHANGES

Please note that the Maintenance and Security Department have reconstructed entrances with ramps to accommodate handicapped employees. Also, four parking spaces were marked and enlarged to allow for special vehicle usage. Special permits have been issued. The cooperation of all will be appreciated.

from the desk of
Calvin Wheeler, Vice-President

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from the desk of
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DRUNK DRIVING
AND
THE LEGAL DRINKING AGE

There are many alternatives to rid ourselves of drunk driving. Two such ways are by joining organizations against drunk drivers and by supporting legislation to raise the legal drinking age. This paper will examine both alternatives.

STAGGERING STATISTICS

In the United States alone someone is killed every 23 seconds by a drunk driver. This makes for an annual toll of some 26 thousand people killed.¹ A statistic such as this would most certainly open one's eyes to this problem. An even more alarming statistic is that four thousand of all alcohol-related traffic accidents resulting in deaths are with the involvement of young people--17 percent of all traffic accidents due to alcohol kill people between 15 and 19 years of age while another 21 percent are injured in this same age group.² Adding to these statistics is the fact that 40 thousand teenagers were injured³ and of these, 20 thousand were either crippled or disfigured for life due to accidents involving alcohol.⁴

NEW LEGISLATION

The National Highway Safety Administration says that alcohol and drunk driving are the Number One killers of

teenagers.⁵ It seems apparent that with statistics such as those stated, the Number One way to remedy the situation would be to raise the legal drinking age.

In 1982, we saw this move taking place in New York State, where the law-enforcement personnel fought to raise the legal drinking age to 19. Before this proposal was made to the public, many individuals who were about to turn 18 or had just turned 18 spoke out saying, "If I'm old enough to vote or go to war, I am old enough to drink." The fact of the matter is that, first, to vote and to fight for one's country are duties and responsibilities bestowed upon people as citizens of the United States; and, secondly, if people are old enough to drink, they should also be old enough to know when they have had too much to drink and when they are perfectly able to operate a motor vehicle without endangering their own or someone else's life. However, judging from the number of injuries and deaths among teens and people in their early 20's due to drunk driving, it appears that perhaps those individuals are not mature enough to deal with a privilege given to him or her.

Raising the drinking age to 19 is becoming popular in many states.⁶ John Moulden of the National Highway and Traffic Safety Administration says, "We see from preliminary research in Michigan, that if you raise the drinking age, you lower the incidence of crashes."⁷ After 1972, when

Michigan lowered its legal drinking age, there were 17 percent more alcohol-related traffic accidents among 18- to 20-year olds.⁸ The statement made by John Moulden summarizes a study by the University of Michigan which supplied these statistics. This study was done in 1977 and influenced the state legislature to propose raising the drinking age to nineteen. However, when the public heard the alarming information, they voted for a proposition which made the drinking age 21.⁹ Since the drinking age was changed to 21, the number of accidents and drunk driving violations in the 18- to 20-age group has decreased significantly.¹⁰

With Michigan as an example, it would seem logical that other states would raise their drinking age. However, there are many states that still have drinking ages at 18. New Hampshire and Vermont are currently 18, while New York has a drinking age of 19 effective December, 1982. Connecticut, which had its drinking age set at 19 as of July, 1982, again raised it to 20 effective October, 1983. In the center of these is the Commonwealth of Massachusetts, which has a drinking age of 20. Even though Massachusetts has 20 as its legal drinking age, what is there to prevent underaged people from going into one of the neighboring states to buy their alcoholic beverages. The point is: What good is a higher drinking age in one state when all surrounding states are going to be one or two years lower?

Since 1976, 14 states have raised their legal drinking age to 19 and 20 and for a few, 20 and 21.¹¹ Those included in the 20 and 21 category are Florida, Massachusetts, New Jersey, Michigan, and Illinois.¹² Thirty-one states have drinking ages at either 18 or 19.¹³ Recently, New York raised its legal drinking age to 19, it may not do much good simply because it would still be easy for 17- and 18-year olds to get alcoholic beverages with the aid of older friends who are "legal" or by using false identification cards. It seems that a drinking age of 21 would put a good sized dent in the traffic accidents and fatalities due to drunk driving. This along with stricter penalties will then cut down on these staggering statistics.

FULL SUPPORT

In order to cut down on drunk drivers, three things must be done. First, everyone should get involved either in an organization or in support of tougher laws and penalties. Second, we should support a higher legal drinking age of at least 20--nationwide--this alone would cut down on teenage, alcohol-related deaths. Third, and probably the most important for all of us of any age is IF YOU DRINK TOO MUCH, DON'T DRIVE.

It is up to all of us to get drunk drivers off the road before they get us off the road--FOREVER!

FOOTNOTES*

1. "They're MADD as Hell," Time, (August 3, 1981), p. 64.
2. Current Health, (March 1979), pp. 24, 5.
3. "Teenage Drinking and Driving - What Can a Parent Do?" Better Homes and Gardens, (July 1979), pp. 13-14.
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5. Ibid.
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7. Ibid.
8. Ibid.
9. Ibid.
10. Ibid.
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EXER/C15 - KEY

This is a list of those employees who will be reimbursed for tuition and fees paid to Schenectady School of Business for approved courses of study in which they maintained an average of 3.0 or better:

Jack Alberti
Mary Bennett
Joseph Caporale
Sue Ling Chow
Hank Wilson

Your expense checks will be mailed to you on January 25.

EXER/D15 - KEY

This is a list of those employees who will be reimbursed for tuition and fees paid to State University of New York for approved courses of study in which they maintained an average of 3.0 or better:

Tom Blake
Bill Burton
Ling Michelson
Jill Orzolek
Dirk Yarborough

Your expense checks will be mailed to you on January 25.

EXER/CD15 (Merged) - KEY

This is a list of those employees who will be reimbursed for tuition and fees paid to Schenectady School of Business for approved courses of study in which they maintained an average of 3.0 or better:

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Mary Bennett
Joseph Caporale
Sue Ling Chow
Hank Wilson

Your expense checks will be mailed to you on January 25.

This is a list of those employees who will be reimbursed for tuition and fees paid to State University of New York for approved courses of study in which they maintained an average of 3.0 or better:

Tom Blake
Bill Burton
Ling Michelson
Jill Orzolek
Dirk Yarborough

Your expense checks will be mailed to you on January 25.

INTRODUCING THE AMAZING

KASTLETON 80-Z

The new KASTLETON 80-Z printer has just arrived! It features both friction and tractor feeds and can be used in conjunction with 90 percent of the computer terminals on the market today. It is capable of printing special and international characters which are ideal for educational and business institutions because it can be programmed for foreign languages, mathematics, science, business and even home economics. Here is a sample of its capabilities:

French

Comment trouvez-vous votre professeur de français?
Avez-vous le téléphone dans votre chambre?

German

Danke schön, danke, Herr März.

Science

Bring the mixture to a temperature of -45°C.

Home Economics

Sauté the onions until glassy, add the remaining ingredients and bake at 350°F for 15 minutes.

Call us today for a no obligation demonstration of the KASTLETON 80-Z at your convenience. We can bring one to attach directly to your terminal. It weighs only 12 pounds and measures 14 by 18 inches. Compact, light-weight, affordable! Just what you need for Word Processing!

ELF COMPUTER SERVICES
17 WHITE STREET
SCHENECTADY, NY 12308
(518) 347-7121

Key - Supplemental Project 1

August 14, 19--

Mr. David Roberts
670 Campus Drive
Pittsfield, NY 14651

Dear Mr. Roberts:

Our client, Mr. Roger Stratton, has asked me to send you information about the purchase of common stocks. We are very happy to do so and hope that we may have the pleasure of meeting you soon to discuss your investment plans.

The general purpose of all investments is to make money, but deciding on a specific objective may assist in the selection of a particular stock. If you wish to supplement your present income, you will select a stock that pays a good return in dividends. If, however, you wish to realize a greater return on your investment in the future, we would suggest a growth stock. On the other hand, if you can afford to assume a relatively higher risk, there are very attractive stocks. Your age, income, and plans for the future all help to decide your goals for investment stocks.

We are enclosing our new brochure, "Your Investment in American Business," which we hope you will find interesting and profitable.

We look forward to your visit to our office for consultation. Please let us know how and when we may serve you.

Yours very truly,

James A. Glenn
Investment Counselor

Student's initials

Enclosure: Brochure

Key - Supplemental Project 2

Current Date

Mr. Darwin Burns
1402 Seaton Place
Wilton, NY 12866

Dear Mr. Burns:

In our telephone conversation yesterday, you asked us to recommend a "low-priced stock" with a sound value. After careful investigation, we have selected Butler Communications. A copy of their latest financial report is enclosed. When evaluating past performance, note that Butler's sales have risen every year since the company began operations ten years ago, and that they have more than doubled in the past four years. During the last five years, assets and book value have tripled; and profits are up over 250 percent.

If you are interested in this stock, we recommend that you buy it now before it's promising future becomes too well-known.

Cordially yours,

James A. Glenn
Investment Counselor

Student's initials

Enclosure: Financial Report

GUIDELINES FOR INVESTORS

- I. Main principles to be followed
 - A. Stay in sight of your investment goal
 1. Fit your purpose to each investment decision
 2. Safeguard the purchasing power of your capital against inflation
 3. Invest within your limits
 - B. Minimize your risk as much as possible
 1. Be wary of speculative issues
 2. Keep your investments diversified
 3. Consider present economic conditions
- II. Suggestions for avoiding common errors
 - A. Don't expect to get rich quick
 1. Be patient; no one always buys at the low and sells at the high
 2. Invest for the future; daily fluctuations are reflected less on long term investments
 - B. Don't buy stock on tips or hunches
 1. Investigate thoroughly stocks being considered
 2. Consult reputable brokers
 3. Don't consider price alone

Key - Supplemental Project 4

INVESTMENT STOCKS FOR INCOME

Recommended by Taylor and Roan

<u>Company</u>	<u>Price</u>	<u>Yield*</u>	<u>Earnings</u>	<u>Yield</u>
Calvin Electric	42-38		2.50	4.5%
Colonial Oil	75-68		5.08	3.7%
General Rail	37-29		1.97	5.2%
Lane Tire	19-44		1.64	5.6%
Moran Trust	34-26		2.67	4.5%
Neilson Pulp	25-21		1.57	5.0%

*Rounded to the nearest whole number

Key - Supplemental Project 5

PERSONAL DATA SHEET

Name: Sally Haussman
Address: 515 Academy Highway, Cadyville, NY
12918
Telephone: 518-324-3958
Objective: Word processing operator with
opportunity to advance to word
processing supervisor

EDUCATIONAL PREPARATION

Graduated from Cadyville Central
School, June 1976

Evening classes in word pro-
cessing and machine transcrip-
tion at Dwight High School, Harper
New York, 1979-80

WORK EXPERIENCE

1976 Mutual Savings and Loan Association,
Cadyville, New York (during summer months)

1978 Brown and George Law Firm, 147 Market
Street, Harper, New York

REFERENCES

Mr. H. K. Brown, Attorney, 147 Market Street,
Harper, New York 14658

Mrs. Rena Zigler, 54 South Main Street,
Cadyville, New York 12918

Mr. Bonner Kohl, Principal, Cadyville Central
School, Cadyville, New York 12918

Key - Supplemental Project 6

Current Date

Mrs. Elliott Green
246 Alta Vista Road
Waterloo, IA 50703

Dear Mrs. Green:

We shall be happy to welcome your daughter, Nancy, as one of our students when your family moves to Patterson. Since your daughter does not plan to attend college, we recommend that she enroll in our business education program. Business training is an investment which can pay lifelong dividends to the young person who does not want to be limited to a mediocre job. The demand for secretaries is so great that preparation in this area provides entry into every field of business and affords limitless opportunities for promotion. It is our sincere desire to perform a specific service for career-minded students.

If you would like a copy of a booklet describing all the course offerings of our business education department; mail the enclosed card.

Very truly yours,

William Brownholtz
Guidance Director

Student's initial

Enclosure: Card

Key - Supplemental Project 7

DATE: June 16, 19--
TO: All Staff Members
FROM: William Brownholtz, Guidance Director
SUBJECT: Vocational Education Loans

The National Vocational Student Loan Insurance is similar to the guaranteed loan program for college students. The following provisions apply:

1. Any student who has been accepted for enrollment in an eligible vocational school may apply for a guaranteed vocational student loan.
2. The student does not have to be a high school graduate. He/she needs only to show that he/she will benefit from the program.
3. Students attending eligible vocational institutions may borrow directly from banks, savings and loan associations, credit unions, insurance companies, or other agencies which have established their eligibility to become lenders.
4. The repayment period begins after the student ceases his/her studies. He/she may repay in installments over a period of from three to six years with deferment while serving in the Armed Forces or as a volunteer in the Peace Corps.

ACCOUNTING

A Rewarding Career

Accounting is one of the largest fields of professional employment with almost a half-million people working in this occupation. It is also one of the highest paying fields of work for which a young person can prepare.

A survey of more than one hundred large business organizations shows that starting salaries average over \$9,000 a year. Salaries of accountants with ten years' experience are likely to be twice as high as the beginning rate. Many accountants in supervisory positions or self-employed accountants earn between \$25,000 and \$45,000 a year.

Accounting employment is expected to expand rapidly because of several factors: the general use of accounting information in business management; complex and changing tax systems; and the increasing use of accounting services by small business organizations.

Beginners in private accounting may start as ledger or cost clerks, junior internal auditors, or as trainees for technical and executive positions. On the whole, accounting graduates are in greatest demand and are finding employment most often in small firms.

Key - Supplemental Project 9

DATE: August 13, 19--
TO: All Tri-County Country Club Members
FROM: Rules and Procedures Committee
SUBJECT: Rules of Exemption from Qualifying for the Tri-County Invitational Amateur Golf Tournament

Players who have attained any of the following achievements are exempt from qualifying procedures of the Tri-County Invitational Amateur Golf Tournament to be held at Misty Mountain Country Club.

1. Tri-County Champion of the last six years.
2. The low five scores and any who have tied for these first five places in last year's invitational tournament at Ripple Wood Country Club.
3. Champion of the "Mr. Golfer" Tournament, sponsored by association clubs.
4. Winners who have placed second or third in two or more tournaments supervised by the association in the last two years.

Student's initials

THIS IS MISTY MOUNTAIN COUNTRY CLUB

A short scenic drive through the wooded green mountains of northern New York brings you to Misty Mountain Country Club in the heart of the Adirondack vacationland. It is located in the town of Blair on Laurel Canyon Road just west of State Highway 3.

In addition to Misty Mountain's carefully tended 18-hole golf course, this area offers diversion for all members of the family. Pila's Petting Zoo, the steamboat ride on Misty River of Mountain Valley, and Mrs. Santa's Doll House are among the many attractions for young and old. There is an authentic Indian Trading Post for the souvenir hunter and a nearby village offers opportunities for further shopping.

The club itself consists of two large buildings and several small individual houses or motel style units. One of the large buildings houses a bowling alley, grillroom, pro shop and locker room plus adjoining tennis courts and swimming pool. The other large building is the main lodge, consisting of 25 rooms, each with bath, a dining room, private party and game rooms, lounge and ballroom.

Key - Supplemental Project 11

STUDENTS, NOW HEAR THIS!

Many of you have a pretty full day--would you believe one study hall a week? Often you find you've used your last study hall and that library assignment is due tomorrow. The library doesn't close at the end of the eighth period; you can stay until 4:30 and take the academic bus home.

Some materials you will need for research may not be taken from the school for overnight. Both general and special encyclopedias as well as the reserve book collection are in this category.

In addition to fiction, nonfiction, and the familiar biographies, you will find reference books such as atlases, dictionaries, thesauri, and secretarial handbooks. There are also books of quotations and books on music, art, and etiquette.

There are more than just books in your library. Don't forget periodicals, which may be signed out for a period of two weeks. You may wish to consult the vertical file when doing research work on facts not in book form such as maps, paintings, art reproductions, etc. Use the record collection, the transparencies, and the filmstrips.

Never hesitate to ask us for help!

The Librarians

GREENSBORO CENTRAL SCHOOL
Circulation of Library Materials*

<u>Schools</u>	<u>Enrollment</u>	<u>Volumes</u>	<u>Circulation</u>
Greenfield	811	3,237	28,436
Junior High	857	6,206	10,601
Senior High	1,162	11,871	20,456
Main Street	556	4,523	17,832
Parkway	542	4,206	10,702

*Materials for home and classroom use

THE NEW DOLPHIN MODELS

In answer to the growing interest in fishing and water sports, the Dolphin Company has created a new luxury craft to satisfy the dream of any sportsman. The craft comes in two models: Playmate, 16', 120 hp; and Salty Sport, 16', 155 hp. Both are big water open-deckers with 57 square feet of space.

The standard equipment includes bow rail, mechanical steering, swivel seats, cleats and chocks, bow and stern lights, syphon drain, and towing eye. In addition to all of this, many deluxe items have been added. Each model is also equipped with washable carpet, foam rubber lounge seats, odorless cooler, tinted safety glass windshield, and convertible top.

No matter where you go, you will be proud of the sleek, clean lines and powerful performance of these new craft which are engineered to give the smoothest ride ever.

Our description is by no means adequate. You will never be satisfied until you come in to see for yourself. Both models, along with our standard lines, are on display in our Lakeview Boulevard showroom.

Key - Supplemental Project 14

MARINE CENTER
Minot Point, New York
Boat and Accessory Sale

<u>Part No.</u>	<u>Description</u>	<u>List</u>	<u>Special</u>
765B	Dolphin Playmate	\$4,550.00	\$4,350.00
774B	Dolphin Salty Sport	4,780.00	4,400.00
987C	Rear View Mirror	16.00	14.50
988C	Aft Curtain	45.00	40.98
DP8A	Haulmor Trailer*	548.75	398.75

*Equipped with hydraulic brakes

TIPS ON BUYING A USED CAR

With some routine checks and a little mechanical know-how, you should be able to get your money's worth when you buy a used car. Shop around and compare prices, cars, and dealers. A dealer who sells new cars as well as used cars is usually well equipped to stand behind his/her guarantee.

- A. To help you evaluate the condition of the engine:
 - 1. Test the engine when it is cold. If blue smoke comes from the exhaust, it could mean the engine is burning oil and needs repairs.
 - 2. Start from a slow speed and accelerate rapidly to 50 miles an hour. If the engine jerks or balks, something may be wrong.
- B. To help you know if the car has been in an accident:
 - 1. Look for signs of dents and wrinkles.
 - 2. Check both sides of the radiator for repair work.
- C. To help you estimate the true mileage:
 - 1. Notice the condition and brand of the tires.
 - 2. Check the rubber of the brake pedal. It wears thin after 25,000 miles.

Key - Supplemental Project 16

August 17, 19--

Dr. Walter J. Cramdon
Assistant Supervising Principal
New City Central Schools
1068 Oriskany Boulevard
New City, NY 10956

Dear Dr. Cramdon:

We have started a humanities program at Green Lake. Our thinking was influenced greatly by the meetings at the Madison Convocation for the Performing Arts where emphasis was on putting "soul" in our program.

We have arranged an assembly with Arthur Bales demonstrating with his teen-age dance group and lecturing on the ballet. He insists on perfection in the classical ballet and demonstrates his skill as a choreographer by putting an Afro flavor into the rhythms and movements of the dance.

Another group that was well received was the Gospel Singers from our local college. The choir is made up of students and singers from the community. Similar groups were organized as a result, and our whole experiment was more successful than we had dared anticipate.

If I can be of assistance to you in putting together a program, I hope you will contact me. I have personally become very involved in this exciting and rewarding program and would be delighted to give you any possible help.

Sincerely,

GREEN LAKE CENTRAL SCHOOLS

George W. Knox, Superintendent

Student's initials

Key - Supplemental Project 17

GREEN LAKE CENTRAL SCHOOLS
Auditorium Facilities*

<u>School</u>	<u>Capacity</u>	<u>Stage</u>	<u>Proscenium</u>
Jefferson	925	46x21	33x18
Kennedy	1,150	59x32	43x19
Lincoln	1,225	65x43	54x25
Monroe	600	35x20	21x10
Roosevelt	875	40x20	21x10

*Dimensions in feet

COMMITTEE REPORT TO BOARD OF EDUCATION

During the past summer a committee from this school system attended the Madison Center Convocation for the Performing Arts. The purpose of the Convocation was to make us aware of the importance of performing arts as part of our curriculum.

The program emphasized audience experience in an attempt to reach the nonperformer. By providing background in music, drama, and the dance, such programs nurture a cultural climate for the whole community.

A madrigal group from the Willard School visited the Junior High recently and presented a program which the student body thoroughly enjoyed. They listened to 16th century music and were able to relate to the material very well. The applause was spontaneous and enthusiastic.

It is difficult to convey in a few words the importance of such a program to the education of our students. Because we feel so strongly about the importance of this activity, we ask you to give serious consideration to ways and means of retaining this vital part of our curriculum.

Key - Supplemental Project 19

DATE: June 19, 19--
TO: Edward B. Green, Commissioner
FROM: George W. Knox, Director
SUBJECT: Ways to Help Fight Pollution

The time is NOW for all of us to help fight pollution. Governments and industry are sharing a large part of the burden. What can individuals do?

1. Learn what materials can be recycled. Glass, aluminum, paper, and iron can bring substantial returns to your organization's treasury.
2. Don't litter. Keep a litter bag in your car.
3. Buy only white paper goods. The dyes in colored tissues can pollute water supplies.
4. Shovel snow and ice. Salts kill trees in the streets.
5. Take your own tote bag to stores. It reduces paper waste.
6. Return wire coat hangers to your cleaners.
7. Use car pools or public transportation for commuting.
8. Promote the study of water problems in your schools; stimulate community action toward environmental improvement.

ENVIRONMENTAL EDUCATION PROGRAM

Teaching Suggestions

Some pollution causes that you should be concerned about in teaching ecology are industrial wastes, detergents, dumps, pesticides, and motor vehicles.

The program allows a variety of approaches. Activities such as keeping a scrapbook may be required. Papers may be written indicating what happens to garbage, old automobiles, and discarded appliances. Other suggestions include conducting a litter cleanup campaign, inspecting a water and sewage treatment plant to see how each functions, and learning about anti-pollution devices for cars.

Encourage your teachers to attend special workshops. School and community libraries should stock books and periodicals which cover a wide range of topics for the development of ecological awareness.

Key - Supplemental Project 21

SPECIAL AUTUMN TOURS

All-Weather Bus Line
7 Plaza Square
Tompkins, NY 14618

<u>Tour</u>	<u>Region*</u>	<u>Days</u>	<u>Price**</u>
Berkshire	New England	5	\$250
Finger Lakes	New York	3	150
Williamsburg	Virginia	8	400
Kutztown	Pennsylvania	3	145
Niagara Falls	New York	2	100

*See tour sheet for itinerary
**Per person sharing twin bedroom

TOUR ITINERARIES OF AUTUMN SPECIALS

Berkshire--5 days

Departures will be every Monday from the Eastern Ramp at 10:15 a.m.

The trip includes three days of travel over scenic highways through New York, Massachusetts, and Vermont. Two days will be spent at Twin Peaks Hotel in the beautiful Berkshire Mountains. Here tour members will have time to explore wooded trails, swim in the clear mountain lake, fish in swift streams, or play golf on the spacious grounds.

Finger Lakes--3 days

Departure will be every Monday and Wednesday from the Plaza Square at 9:30 a.m.

This tour follows the shoreline of New York State's six Finger Lakes. Tour members will travel through a vacation-land that is unsurpassed in natural beauty, with sapphire blue lakes surrounded by green hills, golden grain fields, and ripening vineyards.

Key - Supplemental Project 23

June 18, 19--

Mr. Robert Walsh
863 Lodelle Street
Minchdale, NY 14725

Dear Mr. Walsh

Congratulations on the purchase of your new camera from Zenith Photographic Supply Company. Zenith is always ready to serve you in making your picture taking hobby a very exciting venture.

Adjustments and minor repairs will be made free of charge by Zenith for one year after the purchase date. Inspection and repairs beyond that period will be made at reasonable rates.

Many of our camera customers enjoy the added technical challenge of processing and mounting their own work. We are, therefore, enclosing our catalog of darkroom equipment.

Thank you for the confidence you have expressed in Zenith by the purchase of your camera. It is our hope that you will find it completely satisfactory and that you will let us serve you again.

Cordially yours

Enclosure: Catalog

NOTE: Since the directions specify only an "acceptable form," students may select any letter style and punctuation style when keyboarding this project.

CARING FOR PRINTS

What do you do with your prints? Since they are a source of pleasure for you and your friend in reliving memorable moments, here are some helpful suggestions for their care:

1. Preserving. An album provides an ideal and inexpensive way to protect your prints. Many sizes, shapes, and styles are available. Some have clear sleeves to hold the prints in place; others require photo corners or specially designed cement for mounting the pictures.

2. Arranging. Albums are popular because they usually hold many prints which can be grouped in sequence, in special combinations, or to tell a story. If you wish, they can be easily reorganized.

3. Storing. Because high humidity can cause the prints to stick together, they should not face each other on adjoining pages. Albums should be stored in an upright position and not too close together to prevent the pictures from being damaged.

Key - Supplemental Project 25

ZENITH PHOTOGRAPHIC SUPPLY COMPANY

Accessory Sale for 35 MM Cameras

<u>Catalog No.</u>	<u>Description</u>	<u>Price*</u>
475-31	Cube Flashing	\$ 8.25
478-37	Underwater Housing Unit	98.75
469-52	Ready Case	22.98
782-84	Neck Strap	17.75
813-65	MX-8 Battery	1.50
930-10	55MM V6 Filter	29.95

*All prices subject to 10% discount

BUYING A HOME

How to Assess Your Housing Needs

More than 64 percent of all American families own their own homes and the percentage is growing. Perhaps your family is planning to become involved in what will probably be its largest purchase ever.

Owning a home gives many people a sense of security. They take pride in ownership and find satisfaction in maintaining their property. Buying a home is often regarded as one of the soundest investments a family can make.

Disadvantages should also be considered carefully before taking the big step. It is more difficult to move when you own than when you rent. Home ownership entails financial risk as well as extra work and expense. In addition to the substantial drain on savings resulting from the purchase, maintenance costs must be taken into account.

Which is best for your family--to buy or to rent? Weigh the pros and cons so that your decision does not verge on impulse.

June 17, 19--

Mrs. Ramona Driscoll
267 Oak Drive - Apartment 5A
Quogue, NY 11959

Dear Mrs. Driscoll:

The punch bowl you left with us recently for appraisal is not an example of cut glass as you thought; actually, it is a very fine piece of Heisey pressed glass.

Pressed glass has been made for decades in hundreds of patterns; and because of its durability and long period of manufacture, it is still very plentiful.

Numerous types of fine glass were made by the A. H. Heisey Glass Company from 1895. The company's trademark--an H with- in a diamond--can be found on the base of your punch bowl and is well-known to glass collectors.

Your punch bowl is in "mint" condition. Current price guides list it at \$250.

Because of its beauty, glass is one of the most popular categories of American antiques. Why not visit our showroom and select companion cups to complement your punch bowl.

Sincerely yours,

Marian Potter, Manager

Student's initials

NOTE: Since the directions specify only an "acceptable form," students may select any letter style and any punctuation style when keyboarding this project.

FLEA MARKETS

Treasures and Trash

Remarkable prices are being paid by today's treasure hunters--the shrewd collectors of so-called trivia, or "junk."

The current surge of nostalgia has sent many collectors scurrying for unusual mementos of the 1920's and 1930's, ranging from Coca Cola trays to Depression Glass.

Browsers, adventurers, and the more serious collectors are turning to flea markets where antiquated household objects, assorted curios, and antiques are displayed. All have one common goal: to find something of value at a bargain price.

For only \$10, you can rent booth space at a flea market and spend an exciting afternoon haggling over price with a collector who thinks he/she has found a treasure in your unwanted "junk."

Flea market ground rules are simple:

1. Unloading must be completed by 11 a.m.
2. You must provide your own display tables.
3. In case of rain, the market will be cancelled and the rental fee refunded.

For further information, call (518) 235-7737.

Key - Supplemental Project 29

RARE ANTIQUES, INC.
Classics in Furniture

<u>Reference No.</u>	<u>Item and Description</u>	<u>Price*</u>
B4642	Italian Bureau, Walnut Parquetry	750.75
T2718	Chippendale Tripod, Mahogany	925.00
H5396	Queen Anne Highboy, Curly Maple	3,500.00
C1750	Victorian Candlestand, Rosewood	37.50
BE730	Double Bed, Burnished Brass	1,200.00

*Terms: 2/10 N/30

Key - Supplemental Project 30

June 19, 19--

Mr. Edward B. Green, Commissioner
Board of Water Supply
124 Genesee Street
Syracuse, NY 13202

Dear Mr. Green:

In answer to your request of June 15, I am enclosing some suggestions which may be helpful in your environmental education campaign. Also enclosed is a chart showing Federal spending for conservation of natural resources.

The Foundation for Environmental Biology has many publications on all aspects of ecological concern. Periodicals, slides, and films dealing with this problem are available from many agencies who share our anxiety.

The key to an effective program is to direct material toward the indifferent American with such an impact that even the most complacent reader would be propelled into action. If we can impress on the public that the preservation of our environment demands a deep commitment from us all, we will have accomplished our purpose.

Please feel free to call if we can be of further help to you in your effort to "Save the Earth."

Sincerely,

George W. Knox, Director

Student's initials

Enclosures



