

Special Text Applications



Special Text Applications

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Purpose and Audience

This book is intended for operators who use the IBM Displaywriter System and have completed *Starting Your Training*.

Contents

In this book you will learn several advanced functions for specific applications.

Related Publications

A description of related publications is provided in the *Operator Guide to Training*.

Data Security

All magnetic media are subject to physical damage, erasure, and loss for a variety of reasons, including operator error, accidental occurrences, and machine malfunction. In addition, magnetic media are subject to theft. Therefore, an integral part of any informational system should be to establish and implement backup (duplication) procedures. The customer, not IBM, is solely responsible for establishing and implementing all such procedures.



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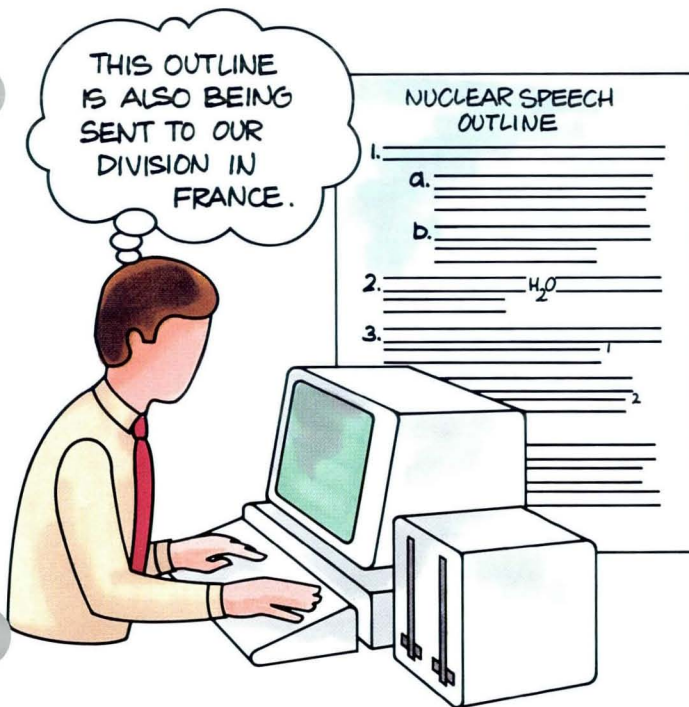
This unit deals with several specialized Displaywriter capabilities which, if you do a lot of work in certain areas, you will find indispensable.

Lesson 1 shows you how to put several columns of text on one page.

Lessons 2 through 4, for users of Textpack 6 only, deal with creating and revising footnotes (Lesson 2); creating, using, and revising a footnote library (Lesson 3); and creating and revising outlines (Lesson 4).

The two remaining lessons, Lessons 5 and 6, teach you to create your own special characters for special situations (Lesson 5), and to use alternate keyboards for languages other than English and for special symbols (Lesson 6).

The training documents for this unit are on MASTR2. If you have not already done so, duplicate MASTR2 onto TRAIN2. If you have forgotten how to duplicate, refer to *Job Aids*, Tab 7, Diskette Tasks.

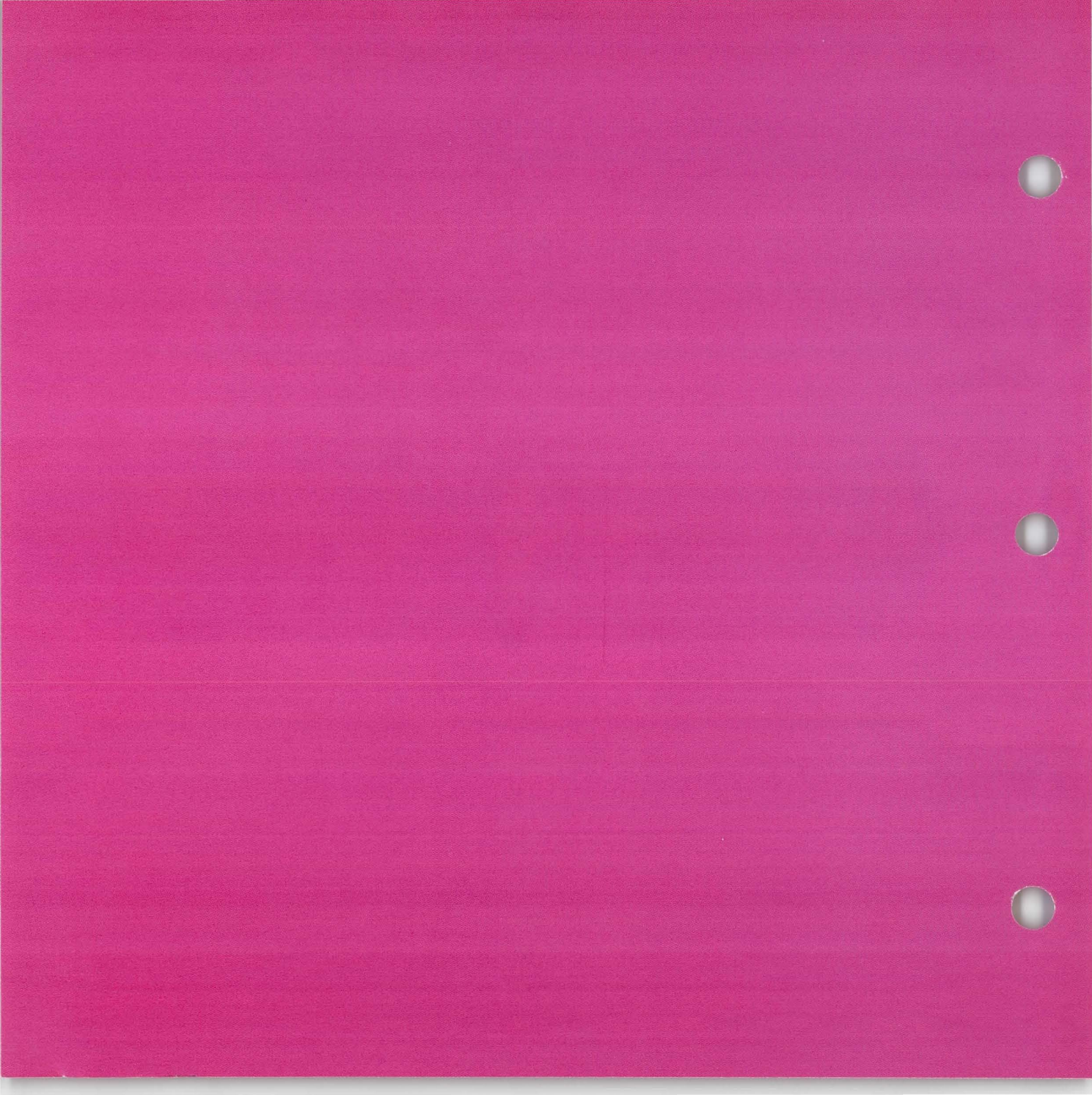


Unit: Special Text Applications

Lesson 1: Column Layout for Text Applications

1

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1 On the Displaywriter, typing sentences in columns is done differently than typing sentences in the body of a document. Each column is typed separately. This is so each column can be revised independently. This arrangement is called text columns.

To create text columns, you use the Column Layout function. This function provides a special typing area in which you set up the format for the columns. Once you have set up the column format, you use it when you type the text columns in the regular typing area.

In this lesson you will learn to use the Column Layout function to create and revise text tables.

In Segment 1 you will learn how to create text tables.

In Segment 2 you will learn how to create aligned paragraphs. These are sets of text column paragraphs that begin on the same line.

In Segment 3 you will learn how to revise text columns.

Column Layout for Text Applications

The training documents for this lesson are on MASTR2. If you have not already done so, duplicate MASTR2 onto TRAIN2. If you have forgotten how to duplicate, refer to *Job Aids*, Tab 7, Diskette Tasks.

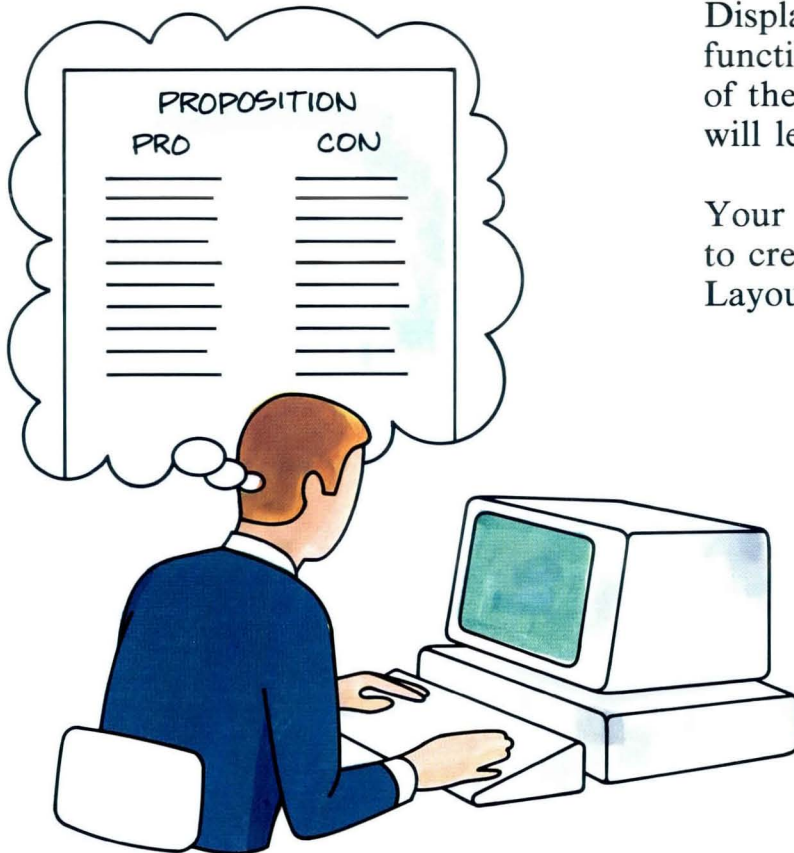
Column Layout for Columns of Text

*Prerequisite:
You must have completed
Common Text
Applications, Lesson 1*

1 Column format can be an effective way to arrange paragraphs of text. For example, if the text shows a comparison, similarities may be listed in one column, differences in another.

When you type text columns on the Displaywriter, you use the Column Layout function to specify the width and placement of the text columns. In this segment you will learn how to do this.

Your goal for this segment is to be able to create text columns using Column Layout.



MAIN IDEA**Planning a Table of Text Columns**

1. Determine the document format.
2. Determine column widths.

Setting Up a Table of Text Columns

1. Establish the document format.
2. Type the table heading, if any, and the carrier returns.
3. Press LAYOUT.
4. Follow the instructions for column layout to establish column width.
 - a. Press LINE ADJ.
 - b. Type a character for each character to be included in the longest line of the column.
 - c. Press COLUMN.
 - d. Repeat Steps 1 and 2 in the Column Layout instructions for each column.
 - e. Press LAYOUT.
 - f. Press ENTER twice to go to the typing area.

Typing Text in Columns

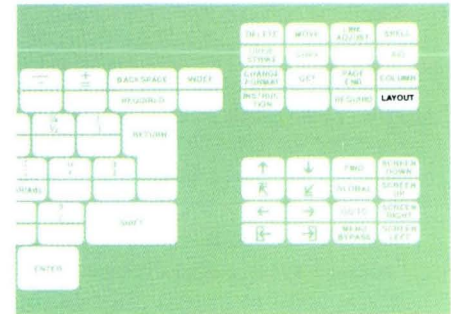
After setting up the table:

1. Go to the typing area if you are not there.
2. Place the cursor under the Begin Table code.

3. For each column:
 - a. Press COLUMN, then ENTER.
 - b. Type the text column.
 - c. Press ENTER.
 - d. Place the cursor under the Tab code for the next column and repeat Steps a through c.
4. Press END.
5. Paginate if necessary.

If you have enough information about using Column Layout for columns of text, go on to the Demonstration. If you would like more detail, read the Help that follows.

3. Press **LAYOUT** to display the Column Layout instructions.
4. Follow the instructions for column layout to establish column width.
 - a. Press **LINE ADJ.**
A flush left tab appears on the scale line to mark the character space where the column will begin.



===== READ ALL INSTRUCTIONS FOR COLUMN LAYOUT =====

1. Type longest entry of each column (a's will appear).
 For Flush Left Column: Press **TAB**, then type entry.
 For Decimal-Aligned Column: Type number with decimal point.
 For Centered Column: Type entry, then press **CTR**.
 For Flush Right Column: Type entry, then press **RET**.
 For Text Column: Press **LINE ADJ.**, then type entry.
2. Press **COLUMN** to separate each column.
3. Press **LAYOUT** again to automatically adjust spacing.
4. Press **SCREEN FORMAT** to setup column reference areas.
5. Press **ENTER** when finished to type new table, or press **↓** to move cursor to last line of existing table, then press **ENTER**.

- b. Type a character for each character to be included in the longest line of the column.
An *a* appears on the screen for each character you type. Since your concern is typing the correct *number* of characters, you may find it easiest to use the space bar.
If you want to set a tab for a centered heading over the column, press **CTR** after you have finished typing the characters.
If you want to indent the first line of a paragraph, move the cursor to where you want a tab set in the example entry and press **TAB**.
- c. Press **COLUMN**.
This inserts a space between the columns. Do *not* press **COLUMN** after the last example entry unless you want space between it and the right margin.
- d. Repeat Steps 1 and 2 in the Column Layout instructions for each column in the table.

Flush left tab

aaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaa

Center tab code

aaaaaaaaaaaaaaaa|•|aaaaaaaaaaaaaaaa

Flush left tab for first line of a paragraph

aaa_aaaaaaaaaaaaaaaaaaaaaaaaaaaaaaa

- e. Press **LAYOUT**.

This adjusts the spacing between columns.

The example entries are spread out between the left and right margins.

- f. Press **ENTER** twice.

The first time you press **ENTER**, you go to the column layout typing area, which is used for typing columns of numbers. You must press **ENTER** again to go past this area to the text typing area, which is used for typing columns of text.



Adjusted entries

aaaaaaaaaaaaa aaaaaaaaaaaaa

The diagram shows two columns of ten 'a' characters each. A bracket above the two columns is labeled 'Adjusted entries', indicating that the spacing between the two columns has been adjusted to fit within the margins.

Typing Text in Columns

After setting up the table:

1. Go to the typing area.

The scale line shows any tabs you set for columns, indentation, and centered headings.

The typing area shows a Format Change code, a Begin Table code, an End Table code, a carrier return, and a second Format Change code.

The cursor is under the Page End code.

2. Place the cursor under the Begin Table code.

In order to use the columns you have just set up, you must begin typing with your cursor under the Begin Table code.

Set Display Codes to Yes to see the Begin Table code.

Reset Display Codes to No before you type the text column.

3. For each column:

- a. Press COLUMN, then ENTER.

This tells the Displaywriter that you want to type the text for the column.

The first column appears on the screen as a separate typing area.

Codes in the "empty" table

```

┌┐  ↗  ←
└┘  ┌┐
▲

```

Begin Table code

```

↗

```

- b. Type the text column.
You will type one page at a time when typing text. You should type the entire left column before typing the right column.
Auto Carrier Return returns the cursor according to the column width.
Remember to type carrier returns *only* to separate paragraphs.
You *cannot* use BEGIN UND and END UND to underline text.
- c. Press ENTER.
Your cursor returns to the beginning of the page when you press ENTER.
- d. Place the cursor under the Tab code for the next column and repeat Steps a through c.
Do *not* space to move the cursor.

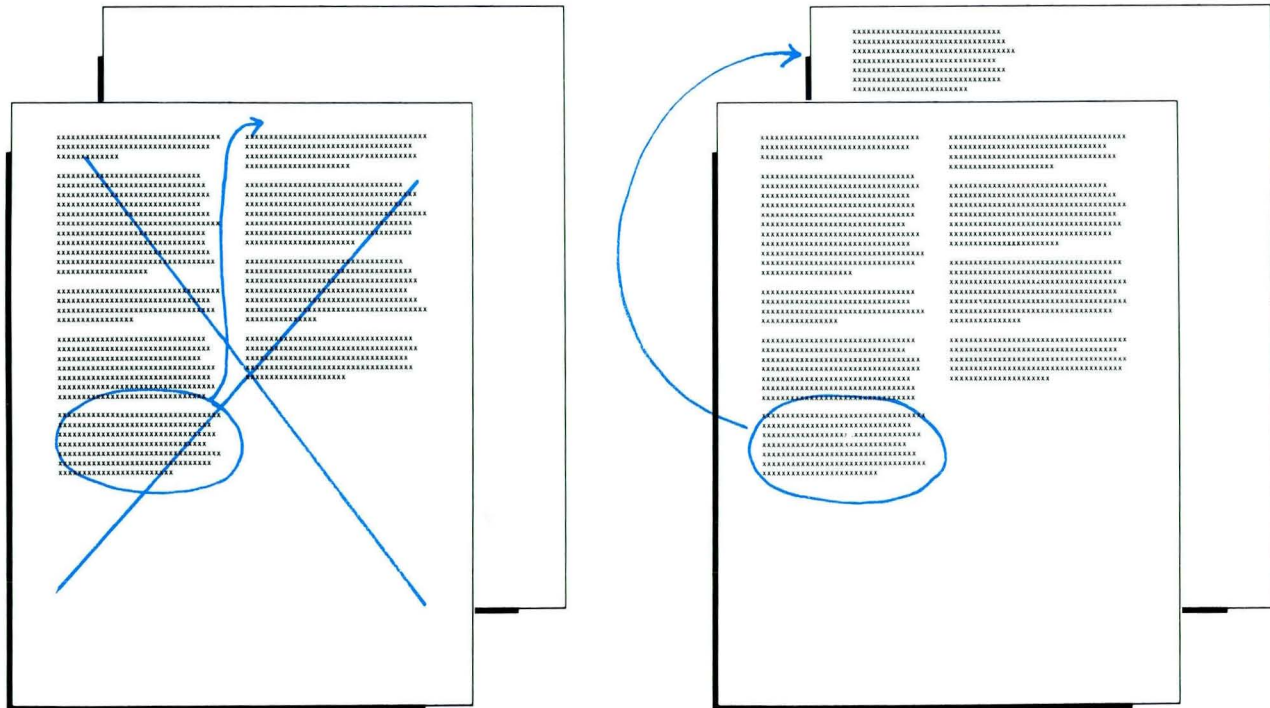
4. Press END.

Cursor on the first line of the left-column paragraph, under the Tab code symbol for the column on the right.

How do I apply for benefits?

5. Paginate if necessary.

Text columns paginated



In text columns, lines are adjusted *within* a column, not between columns. For example, if the last lines of the left column exceed the last typing line, the system does *not* move those lines from the left column to the right column when you paginate. The extra lines in the left column become the first lines on the next page. If you want the last lines of the left column to appear in the right column, you must type these lines in the right column yourself.

QUICK REFERENCE ON COLUMN AND LAYOUT KEYS:

COLUMN

- inserts a space between columns
- tells the system you plan to use the column you created

LAYOUT

- displays Column Layout instructions
- adjusts spaces between columns

To practice creating text columns using Column Layout, go on to the Demonstration.

DEMONSTRATION

In this Demonstration you will use the Column Layout function to create a document with two columns of text. The column width for this document will be 30 characters. You will type the text that now appears as regular paragraphs in column form.

So, You Want a Projector?

Pros

PUT THESE PARAGRAPHS IN THE LEFT COLUMN

The equipment handles easily and is inexpensive in general. Even an inexperienced person can use overlays for a step by step presentation while talking.

The large projectors give a brilliant image, even on an oversized screen in a well-lit area. These projectors are good for special occasions.

The contrast, when you use black and white film, is better than when you use color. Additional available equipment includes rear projection units.

Cons

PUT THESE PARAGRAPHS IN THE RIGHT COLUMN

The color intensity on medium size equipment can be weak and ineffective with large overlays.

The large projectors are seemingly contradictory in that while heavy to carry, they are quite fragile. These projectors also can be difficult to locate.

Some of the mountings are expensive when combined with overlays and hand art.

Centering is difficult, and absolute darkness may be required.

Create the following document:

Document name: Projector

Diskette name: TRAIN2

Go to the typing area and follow these steps to create the document:

Tab or space to the center and press CTR.

Type the centered heading and three carrier returns.

The system centers the heading for you automatically.

Now you are ready to set up the columns for your text.

Press LAYOUT.

The Column Layout instructions appear.

Press LINE ADJ.

A flush left tab symbol appears.

Press the space bar 30 times.

You press the space bar 30 times because the column width will be 30 characters.

Thirty *a*'s appear after the flush left tab. These mark off the maximum width of your first column.

Press COLUMN.

A space appears after the line of *a*'s.

Press LINE ADJ again.

Another flush left tab symbol appears.

Press the space bar 30 times again.

Thirty *a*'s appear after the flush left tab. These mark off the maximum width of your second column.

Press LAYOUT.

The system increases the space between the lines of *a*'s to space out the two columns evenly.

Press ENTER.

You are now in the column layout typing area. You do not want to type text here.

Press ENTER again.

You are in the text typing area of your document.
The heading you typed earlier appears.

You are ready to begin typing text in the columns.

Place the cursor under the Begin Table code.

You can use the Display Codes function to help you find the Begin Table code, but be sure to set Display Codes to No before you press COLUMN.

Press COLUMN.

This tells the system you want to use the column you created.

The prompt “Press ENTER to revise column. Press COLUMN to create column” appears.

If you have Textpack 6 you will also see the message “Press SCREEN FORMAT to create or revise reference areas.” You will learn more about this later if you take *Numeric Tables*, Lesson 2.

Press ENTER.

This tells the system you are going to type text in the column, not add a new column.

Type the text for the first column.

The system puts in carrier returns automatically. Press RETURN only for the end of each paragraph.

Press ENTER.

This tells the system you have finished typing text in the first column.

Your cursor returns to the beginning of the page.

Place your cursor under the next tab setting in the scale line.

This marks the beginning of your next column.

Press COLUMN again.

This tells the system you plan to work with the second column you created.

Press ENTER.

This tells the system you plan to type text in the second column. The first column disappears from the screen.

Type the text for the second column.**Press ENTER.**

This tells the system you have finished typing text in the second column. Both columns appear on the screen.

End, paginate, and print your document.

When the text is printed, it should look like this:

So, You Want a Projector?

<u>Pros</u>	<u>Cons</u>
The equipment handles easily and is inexpensive in general. Even an inexperienced person can use overlays for a step by step presentation while talking.	The color intensity on medium size equipment can be weak and ineffective with large overlays.
The large projectors give a brilliant image, even on an oversized screen in a well-lit area. These projectors are good for special occasions.	The large projectors are seemingly contradictory in that while heavy to carry, they are quite fragile. These projectors also can be difficult to locate.
The contrast, when you use black and white film, is better than when you use color. Additional available equipment includes rear projection units.	Some of the mountings are expensive when combined with overlays and hand art.
	Centering is difficult, and absolute darkness may be required.

To practice creating text columns on your own, go on to the Self-Test.

SELF-TEST

Create the following document:

Document name: Vested Rights

Diskette name: TRAIN2

Type the text on the next page using a three-column format as indicated. Use system defaults for the document format and make each column 20 characters in width.

Print a copy and compare it with the one in the Feedback.

VESTED RIGHTS - IN BRIEF

LEFT COLUMN	<p><u>Status</u> Vested rights payable between age 62 and 65 (leave with at least 10 years continuous service)</p>
CENTER COLUMN	<p><u>Income</u> Income from Service Formula or Service and Earnings Formula actuarially reduced for each month before age 65. Life Basis. Lifetime payment for former employee only. Joint & Survivor. Adjusted payment for as long as former employee or joint annuitant(s) live. Joint & Survivor Restore. Former employee's payment restored if joint annuitant dies first.</p>
RIGHT COLUMN	<p><u>Benefits</u> No coverage. However all employees who leave have 31 days to exercise conversion privilege for Hospitalization, Surgical, Group Life, and Travel Accident Insurance as explained in those Plans. Vested rights income is not subject to any further increases or plan improvements which may be granted to retired employees.</p>

Go on to the next page.

FEEDBACK

Your document should look like this:

VESTED RIGHTS - IN BRIEF		
<u>Status</u>	<u>Income</u>	<u>Benefits</u>
Vested rights payable between age 62 and 65 (leave with at least 10 years continuous service)	Income from Service Formula or Service and Earning Formula actuarially reduced for each month before age 65.	No coverage. However all employees who leave have 31 days to exercise conversion privilege for Hospitalization, Surgical, Group Life, and Travel Accident Insurance as explained in those Plans.
	Life Basis. Lifetime payment for former employee only.	
	Joint & Survivor. Adjusted payment for as long as former employee or joint annuitant(s) live.	Vested rights income is not subject to any further increases or plan improvements which may be granted to retired employees.
	Joint & Survivor Restore. Former employee's payment restored if joint annuitant dies first.	

If you had trouble, review the segment and try the Self-Test again.

Prerequisites:

You must have completed Common Text Applications, Lesson 4, Segment 2, and the previous segment in this lesson



2

You may want to type text columns so that the paragraphs in the left column always begin on the same line as the paragraphs in the right column. Paragraphs typed this way are called aligned paragraphs.

Each row of aligned paragraphs is set up as a table by using Column Layout. You should have a good understanding of Column Layout before you work with this format.

Since the aligned paragraph format is a special work application, you may choose to learn it only if you will use it often.

Your goal for this segment is to be able to create aligned paragraphs using Column Layout.

MAIN IDEA**Creating Aligned Paragraphs**

To create a setup document:

1. Establish the document format.
2. Press LAYOUT.
3. Follow the Column Layout instructions to establish column width.
 - a. Press LINE ADJ.
 - b. Type a character for each character to be included in the column.
 - c. Press COLUMN.
 - d. Repeat Steps 1 and 2 in the Column Layout instructions for each column.
 - e. Press LAYOUT.
4. Press ENTER twice to return to the typing area, then press END.

To type aligned paragraphs:

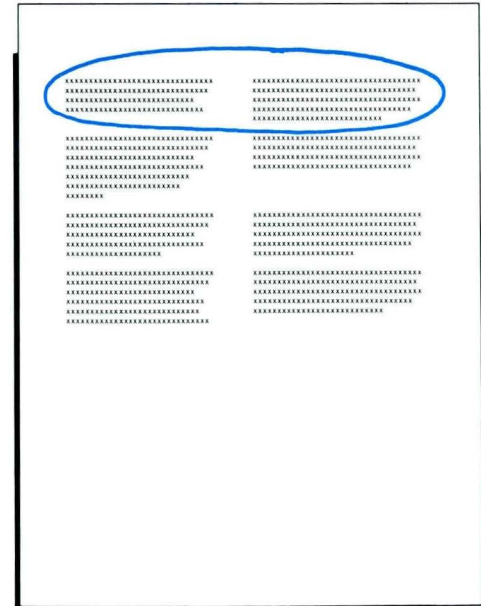
1. Establish the document format.
2. Type a heading, if any, and carrier returns.
3. For each set of aligned paragraphs:
 - a. Press GET and type the name of the setup document and diskette.
 - b. Place the cursor under the Begin Table code.
 - c. For each column:
 - Press COLUMN, then press ENTER.
 - Type the paragraph, then press ENTER.
 - Place the cursor under the Tab code that begins the next column.
 - d. Press ↵.
4. Repeat Step 3 as necessary for each set of aligned paragraphs.
5. Press END.
6. Paginate if necessary.

If you have enough information about aligned paragraphs, go on to the Demonstration. If you would like more detail, read the Help that follows.

HELP**Creating Aligned Paragraphs**

Each set of aligned paragraphs is created as a table. To create a series of aligned paragraphs, you create a series of tables.

Each row of paragraphs is created as a table



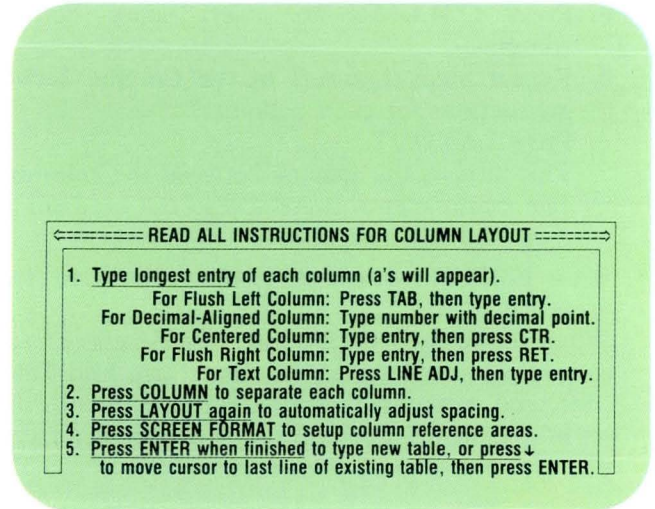
First you must create a setup document that contains only the codes shown in the illustration. These codes tell the system how the tables are to be set up when you type them.

Codes in the setup document

- A Format Change **⌘**
- A Begin Table **⇨**
- A Carrier Return **⏪**
- An End Table **⇨**
- A space and
a Format Change **⌘**

To create a setup document:

1. **Establish the document format.**
Choose Change Document Format to change the appropriate items in the Format Selection menus. Do *not* set tabs for the aligned paragraphs. Go to the typing area.
2. **Press LAYOUT to display the Column Layout instructions.**
3. **Follow the Column Layout instructions to establish column width.**
 - a. Press LINE ADJ.
A Flush Left Tab symbol appears at the place where the column will begin.
 - b. Type a character for each character to be included in the column.
An example entry of *a*'s appears.
If you want to indent the first line of a paragraph, place the cursor where you want a tab set in the example entry and press TAB.



Example entry

_aaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaa

- c. Press COLUMN to insert space between columns.
- d. Repeat Steps 1 and 2 in the Column Layout instructions for each column.
- e. Press LAYOUT.
This adjusts the spacing between the columns.
The example entries are spread out between the right and left margins.

4. Press ENTER twice to go to the typing area, then press END.

When you press ENTER, you put a Format Change code, Begin Table code, carrier return, End Table code, and a second Format Change code into the setup document. You will use this document when you type the aligned paragraphs.

To type aligned paragraphs:

- 1. Establish the document format.**
Choose Change Document Format to make the appropriate changes in the Format Selection menus.
Do *not* set tabs for the text columns.
- 2. Type the heading, if any, and the carrier returns that will come before the aligned paragraphs.**

Table formatting codes
in the setup document

```

┌ ──→ ─┐
└ ──← ─┘
└ ──┘
└ ──┘
└ ──┘

```


3. For each set of aligned paragraphs:

- a. Press GET and type the names of the setup document and diskette.

This brings the table formatting codes established in the setup document into the current document.



GET

ID	ITEM	YOUR CHOICE	POSSIBLE CHOICES
a	Document Name	Setup	
b	Diskette Name		
c	System Page Number (s)	,	
d	Insert Included Text	2	1 = Yes 2 = No

If no pages are specified, the entire document will be included. To specify multiple pages, separate page numbers with spaces. When finished with this menu, press ENTER.

Type ID letter to choose ITEM; press ENTER:

- b. Place the cursor under the Begin Table code. The Begin Table code is in the setup document you have just "gotten." To see the Begin Table code, set Display Codes to Yes.

Begin Table code ⇨

- c. For each column:
- Press COLUMN, then press ENTER.
This tells the Displaywriter that you want to revise the empty column.
The column appears on the screen as a separate typing area.
 - Type the paragraph, then press ENTER.
Type carrier returns *only* to insert blank lines in the text.
You *cannot* use BEGIN UND and END UND to underline text.
 - Place the cursor under the Tab code that begins the next column.
Do *not* press the space bar to move the cursor.
- d. Press **↵** .
This inserts a blank line following the table. The cursor moves to the Page End code.

Cursor on the first line of the left-column paragraph, under the Tab code for the column on the right.

How do I apply for benefits?

- 4. Repeat Step 3 as necessary for each set of aligned paragraphs.**

For example, if you have four sets of paragraphs, you would repeat Step 3 four times.

- 5. Press END to end the document.**

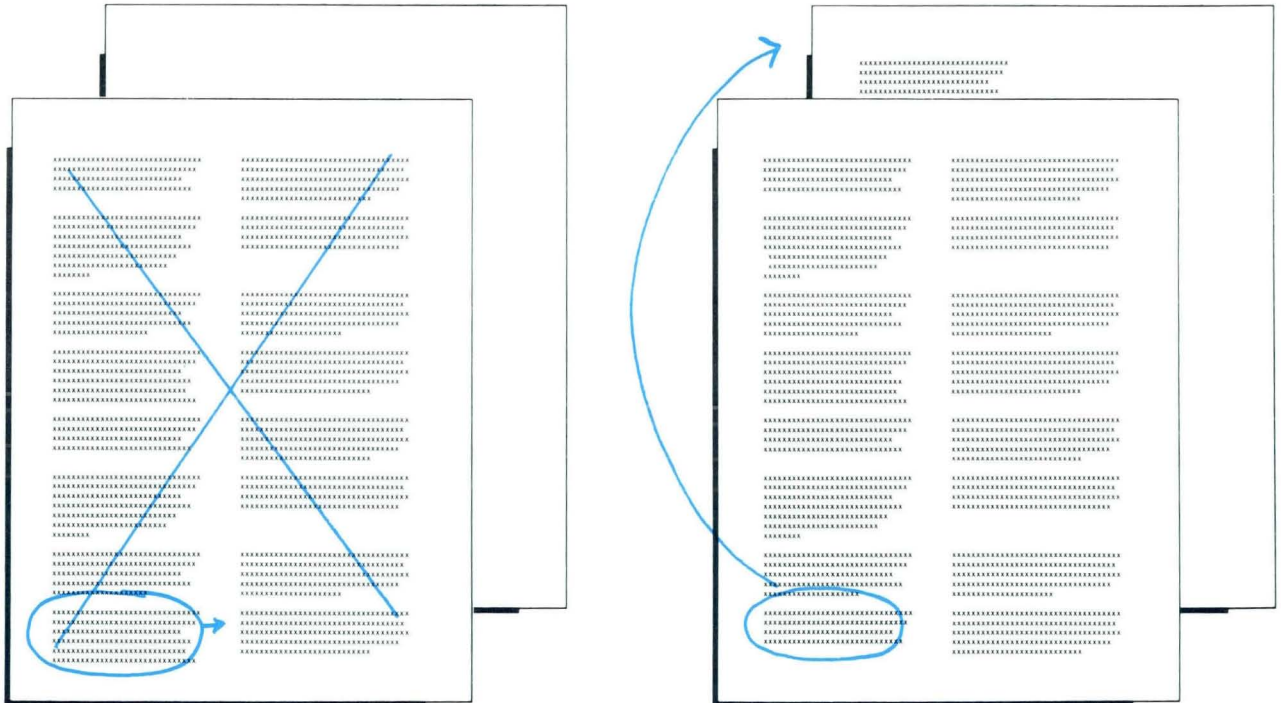
6. Paginate if necessary.

Each table and column is paginated separately within that table. Lines are *not* moved from the end of one column to the beginning of the next column within that table. Lines are moved from the end of the column on one page to the beginning of that column on the next page.

Begin and End Table codes keep each row of aligned paragraphs together on a page, starting a new page if necessary to avoid a page-break split.

If the aligned paragraphs are part of a larger document, use Begin and End Keep codes to keep the entire series of paragraphs together.

Aligned Paragraphs Paginated



To create aligned paragraphs using Column Layout, go on to the Demonstration.

DEMONSTRATION

In this Demonstration you will use Column Layout to create aligned paragraphs. Steps to type this document follow.

TYPE EACH ROW
AS A SEPARATE
TABLE

Dental Plan Benefits

<u>Questions</u>	<u>Answers</u>
Will the plan cover my total dental expenses?	The plan will assist you with dental expenses and is not intended to cover the full cost.
How do I apply for benefits?	Complete and sign the Dental Benefit Plan form. Ask your dentist to complete the "Dentist Section" on the reverse side of the application form and return it to This is Your Life Insurance Company.
What else do I need to know about eligibility?	Charges for dental services are considered to be incurred on the date the services are completed. "Dentist" means a person licensed as such by the state in which such person practices. Eligible family members are your spouse and your unmarried children under age 19.
What about conversion privileges?	There is no conversion privilege for the Dental Benefit Plan.

You will type this document in two columns of aligned paragraphs. The columns will be 30 characters wide and you will use system defaults for the document format.

First, you must create a setup document that contains table formatting codes.

To create a setup document:

Create the following document and go to the typing area:

Document name: Plan
Diskette name: TRAIN2

Press LAYOUT.

The Column Layout instructions display.

Press LINE ADJ.

A flush left tab appears at the place where the left column will begin.

Press the space bar 30 times.

This example entry establishes the left column width.

Press COLUMN.

This inserts a blank space after the left column.

Press LINE ADJ.

A flush left tab appears.

Press the space bar 30 times again.

This example entry establishes the right column width.

Press LAYOUT.

The columns adjust between the margins.

Press ENTER.

This puts the table formatting codes into the document.

Press ENTER.

The cursor moves to the Page End code.

Press END.

The setup document is created.

Now you will use the setup document to type the aligned paragraphs.

Create the following document and go to the typing area:

Document name: Dental
Diskette name: TRAIN2

Type the centered heading, *Dental Benefit Plan*, and two carrier returns.

Use the following procedure to type *each* set of aligned paragraphs:

Press GET, complete the Get menu, then press ENTER.

Document name: Plan
Diskette name: TRAIN2

This brings the table formatting codes established in Plan into the current document.

Place the cursor under the Begin Table code.

Set Display Codes to Yes to find the Begin Table code. Reset Display Codes to No.

Press COLUMN, then press ENTER.

This tells the system that you want to revise the empty left column. The column appears on the screen as a separate typing area.

Type the heading and first paragraph in the left column, then press ENTER.

Dental Plan Benefits	
<u>Questions</u>	<u>Answers</u>
Will the plan cover my total dental expenses?	The plan will assist you with dental expenses and is not intended to cover the full cost.

The screen displays the entire typing area.

Place the cursor under the Tab code that begins the right column.

The cursor should be on the same line as the Begin Table code.

Press COLUMN, then press ENTER.

This tells the system that you want to revise the empty right column. The column appears as a separate typing area.

Type the heading and first paragraph of the right column, then press ENTER.

The screen displays the entire typing area.

Press ↵ .

This inserts a blank line following the table. The cursor moves to the Page End code.

Repeat the procedure for typing each set of aligned paragraphs.

After you type *all* the aligned paragraphs:

Press END.

This ends the document.

Dental Plan Benefits	
<u>Questions</u>	<u>Answers</u>
Will the plan cover my total dental expenses?	The plan will assist you with dental expenses and is not intended to cover the full cost.

You have completed the Demonstration. If you print a copy of the document, it should look like the illustration.

Dental Plan Benefits	
<u>Questions</u>	<u>Answers</u>
Will the plan cover my total dental expenses?	The plan will assist you with dental expenses and is not intended to cover the full cost.
How do I apply for benefits?	Complete and sign the Dental Benefit Plan form. Ask your dentist to complete the "Dentist Section" on the reverse side of the application form and return it to This is Your Life Insurance Company.
What else do I need to know about eligibility?	Charges for dental services are considered to be incurred on the date the services are completed. "Dentist" means a person licensed as such by the state in which such person practices. Eligible family members are your spouse and your unmarried children under age 19.
What about conversion privileges?	There is no conversion privilege for the Dental Benefit Plan.

To practice creating aligned paragraphs using Column Layout on your own, go on to the Self-Test.

SELF-TEST

For this Self-Test you will create aligned paragraphs using Column Layout.

Use the following information to create your setup document:

Document name: Costs Setup

Diskette name: TRAIN2

Use system defaults for the document format and make the columns 30 characters in width.

Use the following information to create the document in which you will type the aligned paragraphs:

Document name: Costs

Diskette name: TRAIN2

Type the text shown in the illustration in two columns of aligned paragraphs.

Print a copy and compare it with the one on the next page.

TYPE EACH ROW
AS A SEPARATE
TABLE

Determining the Cost of a Letter

<u>Factor</u>	<u>Cost</u>
Secretarial time. This figure includes all time but filing. It is estimated that the total figure is 18 minutes.	This cost is determined by dividing the secretary's salary (40-hour week) by 18 minutes to find the total cost of taking dictation, doing "extra" work, and transcribing the letter as well as addressing the envelope, etc.
Nonproductive labor. This is the time consumed by both dictator and secretary in waiting, illness, vacations, etc. This has been set at 15% of labor costs for both.	This cost includes absenteeism factors but does not include all fringes. It does include interruptions due to phone calls.
Fixed charges. A catchall charge that wraps up overhead, depreciation, cost per square foot, taxes, interest, and such things as maintenance, lights and heating. Fringe benefits are included. This is now 50% of total labor costs.	This cost is difficult to determine. Studies indicate that the 50% of labor factor is about as close as you can come. It is a combination of time charges and fixed charges.

For some feedback on how you did, go on to the next page.

FEEDBACK

Your document should look like this:

Determining the Cost of a Letter	
<u>Factor</u>	<u>Cost</u>
<p>Secretarial time. This figure includes all time but filing. It is estimated that the total figure is 18 minutes.</p>	<p>This cost is determined by dividing the secretary's salary (40-hour week) by 18 minutes to find the total cost of taking dictation, doing "extra" work, and transcribing the letter as well as addressing the envelope, etc.</p>
<p>Nonproductive labor. This is the time consumed by both dictator and secretary in waiting, illness, vacations, etc. This has been set at 15% of labor costs for both.</p>	<p>This cost includes absenteeism factors but does not include all fringes. It does include interruptions due to phone calls.</p>
<p>Fixed charges. A catchall charge that wraps up overhead, depreciation, cost per square foot, taxes, interest, and such things as maintenance, lights and heating. Fringe benefits are included. This is now 50% of total labor costs.</p>	<p>This cost is difficult to determine. Studies indicate that the 50% of labor factor is about as close as you can come. It is a combination of time charges and fixed charges.</p>

If your document looks different, ask yourself the following questions:

- Did you create a setup document containing the table formatting codes?
- Did you use Column Layout to establish column width?
- Did you get the setup document before you typed each set of aligned paragraphs?
- Did you press COLUMN and then ENTER before you typed each paragraph?
- Was the cursor under a Begin Table code every time you pressed COLUMN for a left column entry? Was it under a Tab code whenever you pressed COLUMN for a right column entry?
- Did you press ENTER after you typed each paragraph?
- Did you press **↵** after you typed each set of paragraphs?

If you had trouble, review this segment and try the Self-Test again.

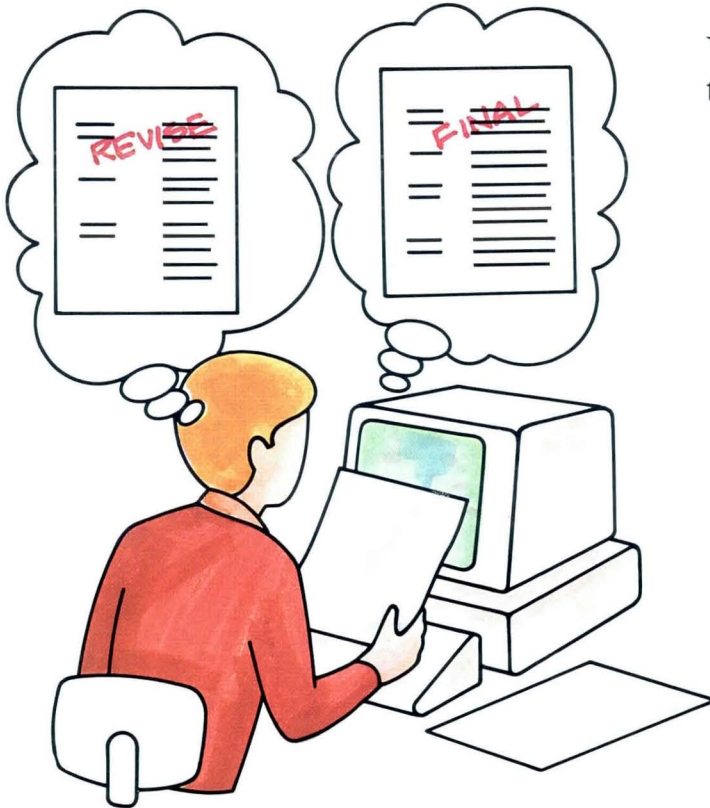
Prerequisites:

You must have completed Common Text Applications, Lesson 3, Segment 3, and all previous segments in this lesson

3

After you have created text columns with Column Layout, you may want to make revisions or corrections. For example, you may want to change column width or reset margins to improve the appearance of the document. Or you may find typing errors to be corrected.

Your goal for this segment is to be able to revise text columns.



MAIN IDEA

Revising Text Columns

There are several ways to revise text columns. If the text columns are the entire document, you can make format changes by changing the document format and the text column format. If the text columns are only part of the document, you may choose only to revise the text column format. And you can change, delete, or make additions to the text column entries.

Adjusting column width is a format revision you will make often. Whenever you adjust column width, you must adjust existing line endings to fit the new width.

Changing the Document Format

You can make changes to the document format through the Create or Revise Document menu. Just changing the document format will not affect the text column format.

Changing the Text Column Format

To change the text column format:

1. Place the cursor under the Format Change code and press ENTER.
2. Change format selections to match the document format.
3. Press ENTER.

Adjusting Column Widths for the New Format

To adjust column widths:

1. Place the cursor under the Format Change code and press LAYOUT.
2. Delete or add characters to the example entries, as necessary.
3. Press LAYOUT, then press ENTER.

Revising Text Column Entries

To revise text column entries:

1. Place the cursor at the beginning of the column to be revised.
2. Press COLUMN, then press ENTER.
3. Revise the text as necessary.
4. Press ENTER.

Adjusting Line Endings for the New Column Widths

To adjust line endings:

1. Place the cursor under the first character of the column to be adjusted. Be sure it is on the line with the Begin Table code.
2. Press COLUMN, then press ENTER.
3. Press LINE ADJ. Respond to the hyphenation prompt by selecting the point of hyphenation you want.
4. Repeat Step 3 for each column line to be adjusted.

If you have enough information about revising with Column Layout, go on to the Demonstration. If you would like more detail, read the Help that follows.

HELP

Revising Text Columns

Text columns that have been created with Column Layout are set up as tables. To make format changes, you must change the table format by using the Column Layout instructions. To revise column entries, you must isolate one column at a time and make changes to that column.

Remember that you are working with *text*. Auto Carrier Return is on, so do *not* type carrier returns except to insert a blank line in the text.

Changing the Document Format

Make necessary changes to these items in the Create or Revise Document menu:

- Line Format
- Page Format
- Margins

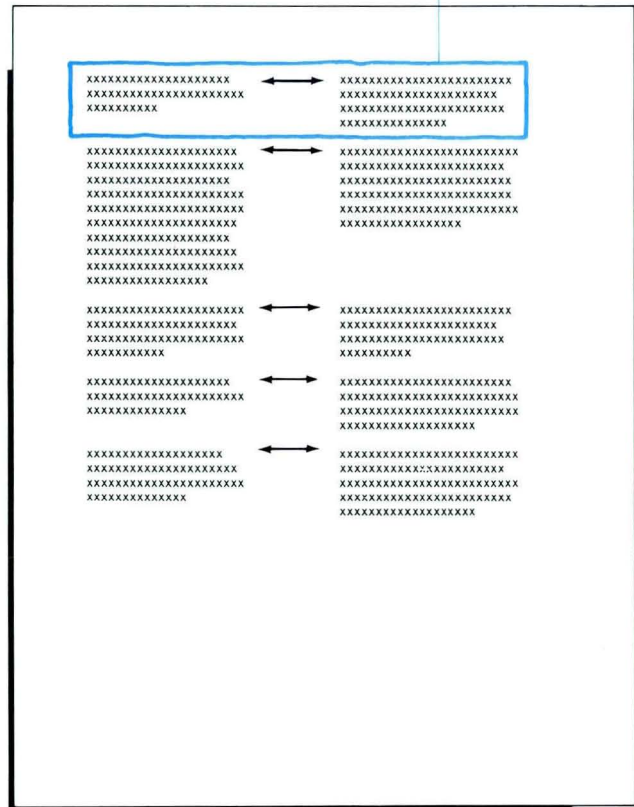
Just changing the document format will not affect the text column format. You must also make corresponding changes to the text column format.

Changing the Text Column Format

If you are changing the format of aligned paragraphs, remember that each row of paragraphs is a table. You must change the format of *every* table so that the paragraphs align correctly.

ALIGNED PARAGRAPHS

Each row of paragraphs is created as a table




1. Place the cursor under the Format Change code and press ENTER.
The Format Selection menu appears.
2. Change format selections to match the document format.
3. Press ENTER to go to the typing area.

FORMAT SELECTION

ID	ITEM
a	Change Line Format
b	Change Margins and Tabs
c	Change Page Format
d	Change Header and Footer
e	Change Alternating Headers and Footers
f	Return All Formats to Starting Choice
g	Return Line Format, Margins and Tabs to Starting Choice
h	Return Typestyle to Starting Choice
i	Begin Using Document Format
j	Begin Using Alternate Format

When finished with this menu, press ENTER.

Type ID letter to choose ITEM; press ENTER: 

Format changes often involve changing column width. If you change the margin settings in the document format, you may need to adjust the width of the columns so they will fit within the new margins. Or you may decide to increase or decrease column width without changing the document margin setting.

1. Place the cursor under the Format Change code and press LAYOUT.

This tells the system that you want to adjust the example entries for the text table.

The Column Layout instructions appear.

2. Delete or add characters to the example entries, as necessary, to adjust column width.

3. Press LAYOUT, then press ENTER.

The example entries adjust to fit the new margins.

----- READ ALL INSTRUCTIONS FOR COLUMN LAYOUT ----->

1. Type longest entry of each column (a's will appear).
 For Flush Left Column: Press TAB, then type entry
 For Decimal-Aligned Column: Type number with decimal point.
 For Centered Column: Type entry, then press CTR.
 For Flush Right Column: Type entry, then press RET.
 For Text Column: Press LINE ADJ, then type entry.
2. Press COLUMN to separate each column.
3. Press LAYOUT again to automatically adjust spacing.
4. Press SCREEN FORMAT to setup column reference areas.
5. Press ENTER when finished to type new table, or press ↓ to move cursor to last line of existing table, then press ENTER.

EXAMPLE ENTRIES ADJUSTED TO FIT NEW MARGINS

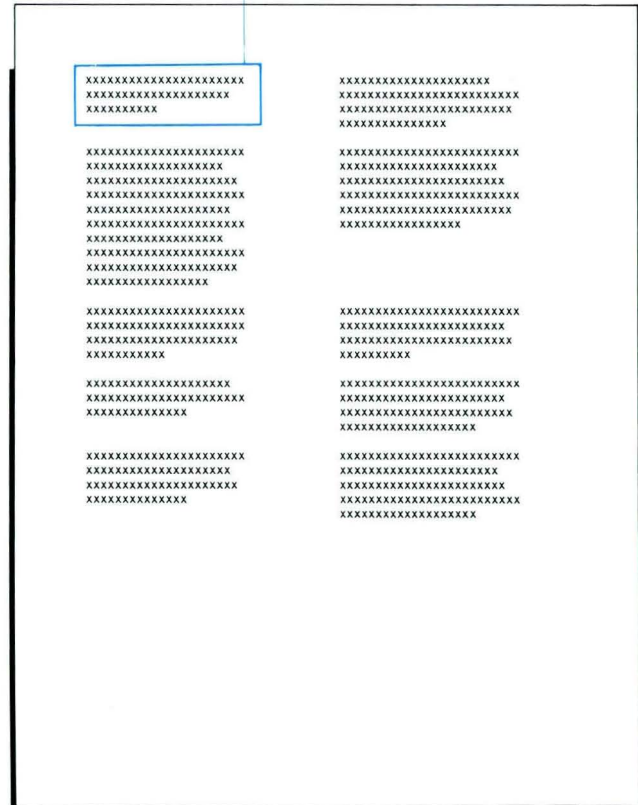
Original
<< <u>aaaaaaa</u> <u>aaaaaaa</u> <u>aaaaaaa</u> >>
Adjusted
<< <u>aaaaaaa</u> <u>aaaaaaa</u> <u>aaaaaaa</u> >>

Revising Text Column Entries

You must isolate the column you want to revise and work only with that column. If you are revising aligned paragraphs, you must revise each paragraph of each column separately.

1. Place the cursor at the beginning of the column to be revised.
2. Press **COLUMN**, then press **ENTER**.
The column you are revising appears as a separate typing area.

Each paragraph must be revised separately.



3. Revise the text as necessary.

To add paragraphs at the *end* of the column, place the cursor at the Page End code and type the text. Do *not* type carrier returns except to insert blank lines in the text.

Be careful not to delete any formatting codes or Begin and End Table codes that are part of the table.

4. Press ENTER when you have revised the column.

Will the plan cover my total dental expenses?

How do I apply for benefits?

What else do I need to know about eligibility?

What about conversion privileges?

Page End code

Adjusting Line Endings for the New Column Widths

If document revisions or text revisions change margin settings and column width, the text columns must be adjusted to fit the new format.

1. Place the cursor at the beginning of the line with the **Begin Table** code.
2. Press **COLUMN**, then press **ENTER**.
Only the column being adjusted appears on the screen.
3. Press **LINE ADJ** at the beginning of each column line to be adjusted. Respond to the hyphenation prompt by selecting the point of hyphenation you want.
4. Repeat Step 3 for each column line to be adjusted.

Begin Table code



Go on to the Demonstration on the next page.

DEMONSTRATION

In this Demonstration you will revise text columns that were created with Column Layout. Choose Revise to access the following document and stop at the Create or Revise Document menu:

Document name: Projector 2

Diskette name: TRAIN2

The steps to revise this sample document follow.

CHANGE LEFT MARGIN
← SETTING TO "9"

CHANGE COLUMN
WIDTH TO "20"

So, You Want a Projector?

Pros

The equipment handles easily and is inexpensive in ~~general~~. Even an inexperienced person can use overlays for a step by step presentation while talking.

The large projectors give a brilliant image, even on an oversized screen in a well-lit area. These projectors are good for special occasions.

The contrast, when you use black and white film, is better than when you use color. Additional available equipment includes rear projection units.

Cons

The color intensity on medium size equipment can be weak and ineffective with large overlays.

The large projectors are seemingly contradictory in that while heavy to carry, they are quite fragile. These projectors also can be difficult to locate.

Some of the mountings are expensive when combined with overlays and handart.

Centering is difficult, and absolute darkness may be required, too.

Costwise, this equipment is ideal for your first system.

← ADD THIS PARAGRAPH

You will make format revisions and text revisions. To avoid confusion during this Demonstration, make the format revisions first, then revise the text.

First, you will reset the left margin and adjust column width. To do this:

Change the left margin setting to 9 in the Change Document Format menu, then go to the typing area.

This changes the left margin setting for the document format.

Place the cursor under the Format Change code that begins the line *Pros*, then press ENTER.

The Format Selection menu appears.

Change the left margin setting to 9 in the Change Margins and Tabs menu.

You will see the prompt “A table follows. Tabs should not be changed.” Disregard this prompt.

This changes the left margin setting for the table format.

Press ENTER twice.

The typing area returns to the screen.

Press LAYOUT.

This tells the system you will revise the column format. Now, you will change the column width from 30 to 20 characters.

Place the cursor under the last *a* in each column and backspace to delete 10 *a*'s in *both* example entries.

This reduces column width by ten characters in both entries.

Press LAYOUT.

The example entries are adjusted for the new margins and column widths.

Press ENTER.

CHANGE LEFT MARGIN
← SETTING TO "9"

CHANGE COLUMN
WIDTH TO "20"

So, You Want a Projector?

Pros

The equipment handles easily and is inexpensive in general. Even an inexperienced person can use overlays for a step by step presentation while talking.

The large projectors give a brilliant image, even on an oversized screen in a well-lit area. These projectors are good for special occasions.

The contrast, when you use black and white film, is better than when you use color. Additional available equipment includes rear projection units.

Cons

The color intensity on medium size equipment can be weak and ineffective with large overlays.

The large projectors are seemingly contradictory in that while heavy to carry, they are quite fragile. These projectors also can be difficult to locate.

Some of the mountings are expensive when combined with overlays and handart.

Centering is difficult, and absolute darkness may be required, too.

Costwise, this equipment is ideal for your first system.

← ADD THIS PARAGRAPH

The typing area returns to the screen.

The placement of the columns is now correct for the new margins and column widths. Notice that the text *within* each column is not adjusted for the new column width. You will adjust the text later. Now you are ready to make the text revisions. To do this:

Place the cursor under the *P* in *Pros*, which begins the left column, press COLUMN, then press ENTER.

This tells the system that you want to revise the left column.

Delete *in general*

Be careful not to delete the period.

Press ↵ .

The cursor moves to the end of the left column.

Press RETURN, then type the new paragraph.

This adds the paragraph to the column.

Press ENTER.

This tells the system that you have revised the left column. Both columns appear in the typing area.

Place the cursor under the Begin Table code at the left margin, press COLUMN, then press ENTER.

This tells the system that you will revise the left column. The left column appears alone in the typing area.

**Press LINE ADJ at the beginning of each line.
Hyphenate words as needed.**

The left column text adjusts to fit the new column width.

Press ENTER.

This tells the system that you have revised the left column. Both columns appear on the screen.

Place the cursor under the C in *Cons*, which begins the right column, press COLUMN, then press ENTER.

This tells the system that you want to revise the right column. The right column appears alone in the typing area.

**Press LINE ADJ at the beginning of each line.
Hyphenate words as needed.**

The right column text adjusts to fit the new column width.

Press ENTER.

This tells the system that you have revised the right column.

Press END.

This tells the system that you have revised the document.

Print the document. It should look similar to the illustration. Your line endings may differ because you may have made different hyphenation decisions.

So, You Want a Projector?

<p><u>Pros</u></p> <p>The equipment handles easily and is inexpensive. Even an inexperienced person can use overlays for a step by step presentation while talking.</p> <p>The large projectors give a brilliant image, even on an oversized screen in a well-lit area. These projectors are good for special occasions.</p> <p>The contrast when you use black and white film is better than when you use color. Additional available equipment includes rear projection units.</p> <p>Costwise, this equipment is ideal for your first system.</p>	<p><u>Cons</u></p> <p>The color intensity on medium size equipment can be weak and ineffective with large overlays.</p> <p>The large projectors are seemingly contradictory in that while heavy to carry, they are quite fragile. These projectors also can be difficult to locate.</p> <p>Some of the mountings are expensive when combined with overlays and handart.</p> <p>Centering is difficult, and absolute darkness may be required, too.</p>
--	--

Go on to the Self-Test on the next page.

SELF-TEST

Choose Revise to access the following document and stop at the Create or Revise Document menu:

Document name: Retirement

Diskette name: TRAIN2

Make the revisions to the document as indicated in the illustration. Hyphenate words as needed.

Print a copy and compare it with the one on the next page.

Retirement - In Brief

SET COLUMN WIDTHS TO "20"

<u>Status</u>	<u>Income</u>	<u>Benefits</u>
<p>Normal Retirement. Age 65 with 1 or more years continuous service.</p> <p style="color: blue; font-size: 1.2em;">SHOULD BE "at least 5"</p>	<p>Income from Service Formula or Service and Earnings Formula, whichever is greater.</p> <p>Options:</p> <p>Single Life Basis. Lifetime payment to employee only.</p> <p>Joint & Survivor. Adjusted payment for as long as employee or joint annuitant(s) live.</p> <p>Joint & Survivor Restore. Retiree's income restored if joint annuitant dies first.</p>	<p>Medical Plans with Medicare.</p> <p>Reimbursement of \$9.00 Medicare Premiums.</p> <p>Dental Plan.</p> <p>Special Care for Children assistance Plan.</p> <p>\$5,000 Group Life Insurance.</p> <p><u>Adoption Assistant Plan.</u></p> <p>31 days to convert reduced portion of life insurance coverage.</p> <p>Survivor Medical/Dental coverage for one year or lifetime depending on service.</p>

Level Income. Income adjusted to provide as far as practical a retirement income at same level both before and after Social Security begins. → ADD PARAGRAPH HERE

To find out how you did, go on to the Feedback.

FEEDBACK

Your document should look like this:

Retirement in Brief		
<u>Status</u>	<u>Income</u>	<u>Benefits</u>
Normal Retirement. Age 65 with at least 5 years continuous service.	Income from Service Formula or Service and Earnings Formula, whichever is greater. Options: Single Life Basis. Lifetime payment to employee only. Joint & Survivor. Adjusted payment for as long as employee or joint annuitant(s) live. Joint & Survivor Restore. Retiree's income restored if joint annuitant dies first. Level income. Income adjusted to provide as far as practical a retirement income at same level both before and after Social Security begins.	Medical Plans with Medicare. Reimbursement of \$9.00 Medicare Premiums. Dental Plan. Special Care for Children assistance Plan. \$5,000 Group Life Insurance. 31 days to convert reduced portion of life insurance coverage. Survivor Medical/Dental coverage for one year or lifetime depending on service.

If your document looks different, ask yourself the following questions:

- Did you press LAYOUT before you adjusted column width?
- Did you delete five *a*'s in each of the example entries?
- Did you use LINE ADJ after you made the text revisions for both columns?
- Did you isolate each column before you made text revisions in that column?

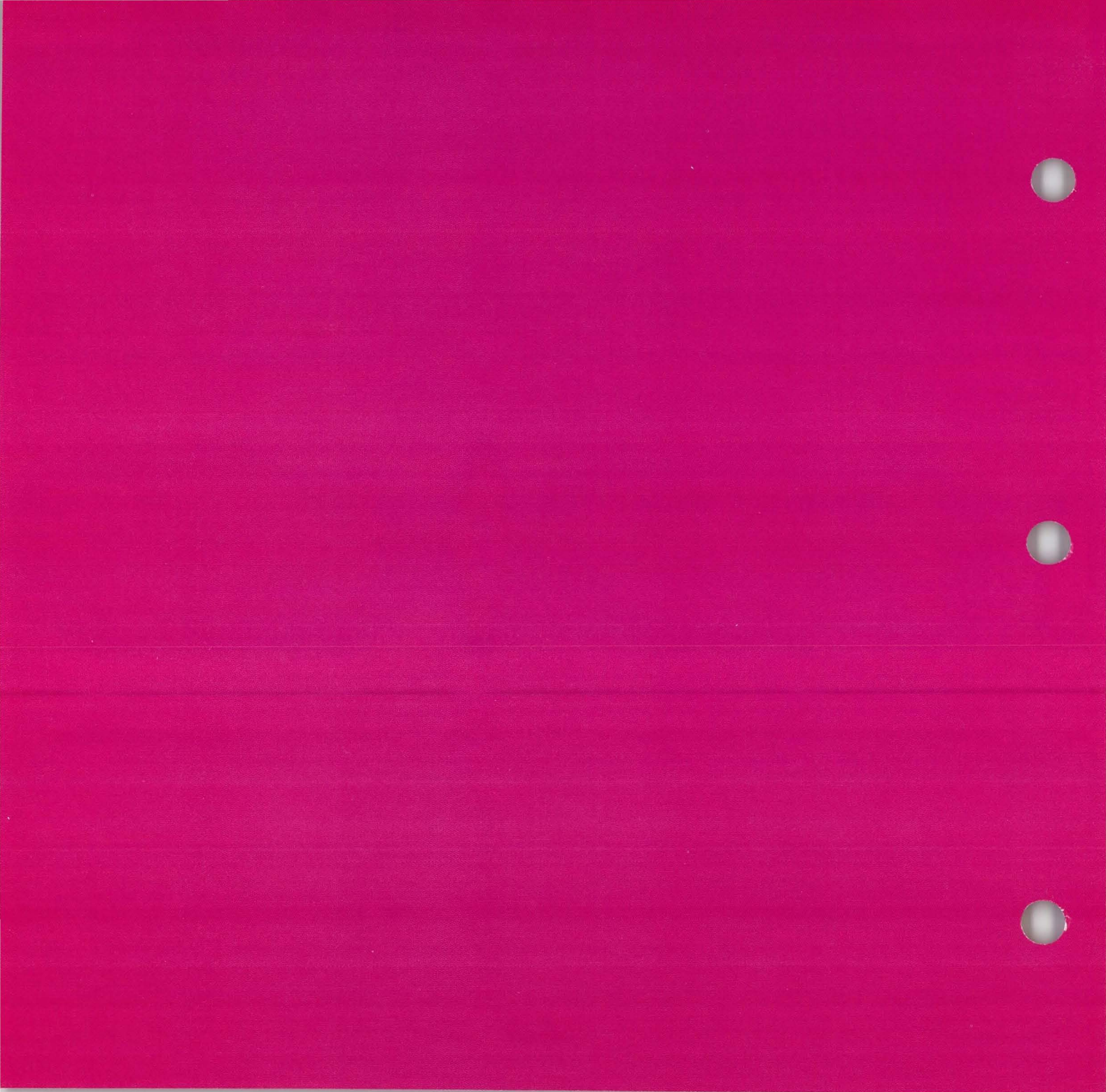


Unit: Special Text Applications

Lesson 2: Creating Footnoted Documents (Textpack 6)

2

Introduction	77
Segment 1: Footnotes: Displaywriter Terms and Concepts	79
Segment 2: Creating a Document Containing Footnotes	87
Segment 3: Revising a Footnoted Document	103
Segment 4: Resetting a Footnote Number	121
Segment 5: Changing the Footnote Format	133



2 This lesson is for users of Textpack 6 only. Before beginning this lesson, you should have completed Segment 1 in Lesson 5 of this unit.

Many typists find footnoted documents the most tedious and frustrating type of work. Not only do you have to calculate and allow for the correct amount of space at the bottom of each footnoted page, but revisions may mean retyping the entire document!

The Displaywriter eliminates the tedious calculations and makes the addition or deletion of a footnote simple. With the Displaywriter's Textpack 6, the system places the footnote number, calculates the amount of space needed at the bottom of each footnoted page, and prints a separator line between the body text and the footnote text. What's more, when you revise a footnoted document, the system automatically renumbers and repositions the footnotes!



This lesson teaches you to create footnoted documents. In Segment 1 you will learn the terms used in the remaining segments and be given an overview of the process by which the Displaywriter inserts footnotes into a document.

Segment 2 teaches you to create footnotes. Segment 3 teaches revising a footnoted document, including adding or deleting a footnote and moving text that contains footnotes. You'll see that revising a footnoted document no longer means retyping numerous pages.

In Segment 4 you will learn to reset the footnote

number, that is, choose a footnote number other than the system default. Segment 5 teaches how to change all the system defaults and create footnotes using your own format.

Creating and revising footnoted documents will be a lot simpler once you've learned to use the Displaywriter's footnoting capability.

The training documents for this lesson are on MASTR2. If you have not already done so, duplicate MASTR2 onto TRAIN2. If you have forgotten how to duplicate, refer to *Job Aids*, Tab 7, Diskette Tasks.

Prerequisites:

*You must have completed
Segment 1 in Lesson 5 of
this unit*



1 This segment is for users of Textpack 6 only.

A footnoted document contains several different parts. Later on you'll learn procedures involving these parts. This first segment teaches you terms you'll encounter in the following segments on footnotes.

This segment also gives you an overview of the way the Displaywriter processes the footnotes you create and puts them into the document. This overview will help you understand the actual creation and revision procedures.

Your goal for this segment is to be able to name the parts of a footnoted document, and to describe the Displaywriter process for creating a document that contains footnotes.

MAIN IDEA/TEXTPACK 6

Parts of a Footnoted Document

A document containing footnotes has the following parts:

- Body text
- Footnote reference
- Separator line
- Footnote text

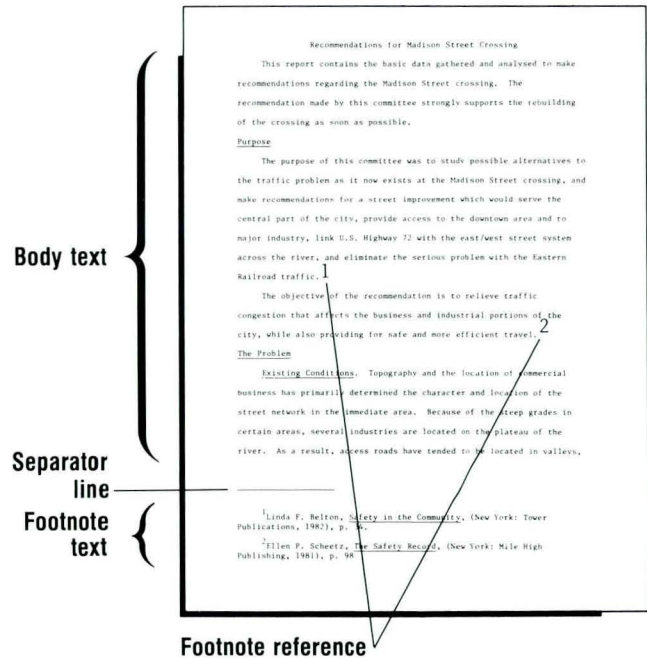
In addition, the footnote reference contains a *leading character* in front of the footnote number and a *trailing character* following the footnote number.

Within the footnote text itself, there are also *leading characters* in front of the footnote reference and *trailing characters* following the footnote reference.

The Footnote Process

1. As you create each footnote, it is stored on a separate page at the end of the document, starting with System Page Number 9,000.
2. At the same time, formatting codes are inserted into the body text and footnote text.
3. When you paginate, the Displaywriter gets the footnote text, computes how much space is needed at the bottom of each page, and puts the footnotes at the bottom of the page. This step is known as resolving the footnotes.

If you have enough information about footnote terms and concepts, go on to the Demonstration. If you would like more detail, read the Help that follows.

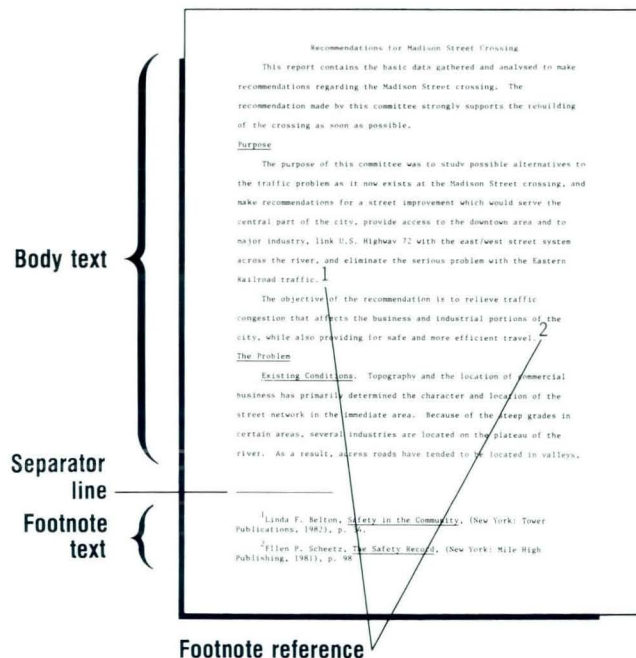


HELP/TEXTPACK 6

Parts of a Footnoted Document

Body Text. You are probably familiar with body text, although the term itself may be new to you. Body text is the text portion of the document that is to be footnoted.

Footnote Reference. The footnote reference is the number that appears in the body text, indicating a footnote. This number then appears at the beginning of the footnote text as a cross-reference. The system automatically places this number for you both in the body text and the footnote text as you create the footnote. In a footnoted document the footnote reference contains *leading characters* and *trailing characters*.

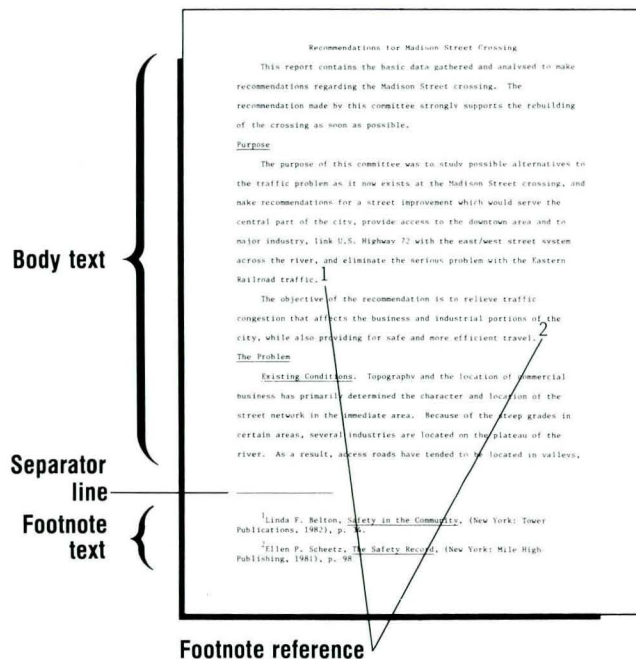


A *leading character* is any character that you want to appear before the footnote reference. For example, if you want the footnote reference to appear slightly above the text, like a superscript, use $\frac{1}{2}\uparrow$ as a leading character.

A *trailing character* appears after the footnote reference. A trailing character may reposition the text. For example, if you used $\frac{1}{2}\uparrow$ as the leading character, making the footnote reference a superscript, use $\frac{1}{2}\downarrow$ as the trailing character to return the text to the typing line.

Separator Line. The separator line separates the body text from the footnote text.

Footnote Text. This is the text that appears in the footnote. This text begins on the bottom of the footnoted page. If the footnote text does not fit on one page, the remaining text appears on the following page. The printed message, *Footnote Continued*, appears on both pages. The footnote text also contains *leading characters* in front of the footnote reference and *trailing characters* following the footnote reference.



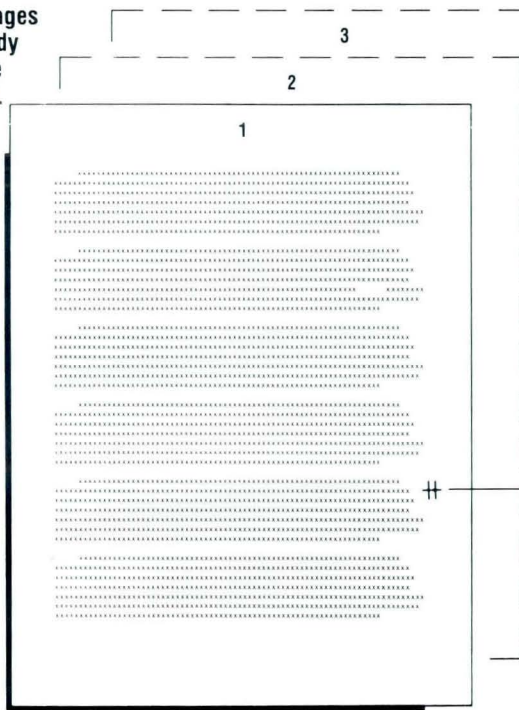
major industry, link U.S. High
across the river, and eliminate
Railroad traffic. $\frac{1}{2}\uparrow\downarrow$

$\frac{1}{2}\uparrow$ Leading character $\frac{1}{2}\downarrow$ Trailing character

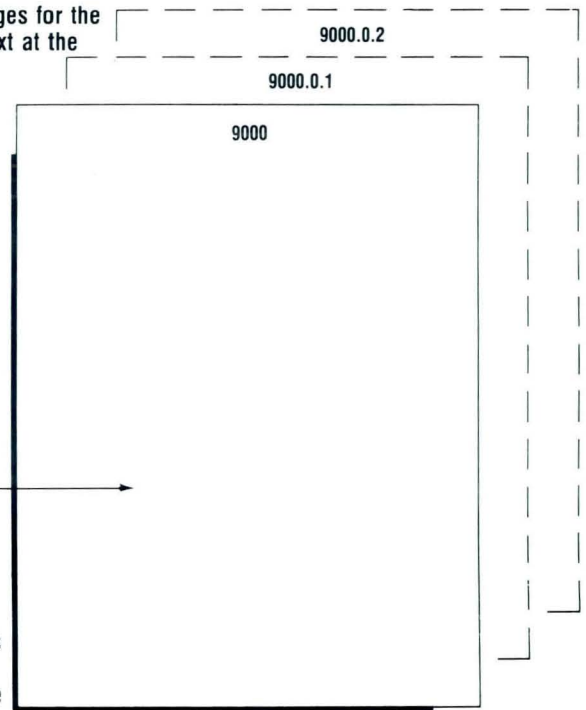
The Footnote Process

1. As you create each footnote, it is numbered and stored on a separate page at the end of the document, starting with System Page Number 9,000.

System pages for the body text of the document.

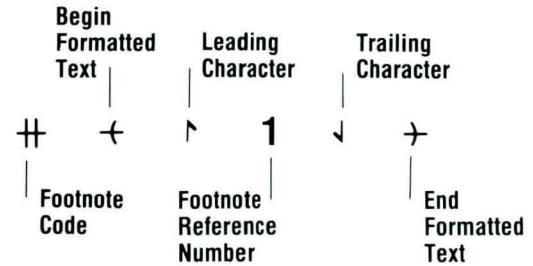


System pages for the footnote text at the end of the document.



The system skips to page 9,000 to store the footnote text for the first footnote instruction.

- At the same time, formatting codes are inserted into the body text and footnote text. The codes inserted into the body text are shown below. You don't have to memorize these codes. However, you do have to know they are there when you revise.
- When you paginate, the Displaywriter gets the footnotes, computes how much space is needed at the bottom of each page, and puts the footnotes at the bottom of the page. When the Displaywriter recognizes a Footnote code (††), it gets the footnote. The system then computes how much space is needed at the bottom of the page and prints a separator line between the body text and the footnote text. Whenever you revise a footnoted document, you must paginate it again. The system repeats the above process, ensuring that footnotes are renumbered to accommodate any additions, deletions, or other changes.



If you want to check your understanding of this segment, go on to the Self-Test on the next page.

SELF-TEST/TEXTPACK 6

Parts of a Footnoted Document

1. Refer to the illustration on the right. Match the name below with its corresponding part in the illustration.
 - a. Body text _____
 - b. Footnote reference _____
 - c. Separator line _____
 - d. Footnote text _____
2. Fill in the blanks.
 - a. The _____ is a character typed in front of the footnote reference.
 - b. The _____ is a character typed after the footnote reference.

The Footnote Process

Answer the following questions by circling either true or false.

1. As each footnote is created, it is stored at the bottom of the page.
True False
2. When a footnote is created, formatting codes are inserted into the body text and footnote text.
True False
3. When you paginate, the Displaywriter gets the footnotes, computes how much space is needed at the bottom of each page, and puts the footnotes at the bottom of the page.
True False

Recommendations for Madison Street Crossing

This report contains the basic data gathered and analysed to make recommendations regarding the Madison Street crossing. The recommendation made by this committee strongly supports the rebuilding of the crossing as soon as possible.

Purpose

The purpose of this committee was to study possible alternatives to the traffic problem as it now exists at the Madison Street crossing, and make recommendations for a street improvement which would serve the central part of the city, provide access to the downtown area and to major industry, link U.S. Highway 72 with the east-west street system across the river, and eliminate the serious problem with the Eastern Railroad traffic.¹

The objective of the recommendation is to relieve traffic congestion that affects the business and industrial portions of the city, while also providing for safe and more efficient travel.²

The Problem

Existing Conditions. Topography and the location of commercial business has primarily determined the character and location of the street network in the immediate area. Because of the steep grades in certain areas, several industries are located on the plateau of the river. As a result, access roads have tended to be located in valleys,

¹Linda F. Bellon, Safety in the Community. (New York: Tower Publications, 1987), p. 12.

²Ellen P. Schertz, The Safety Record. (New York: Mile High Publishing, 1981), p. 98.

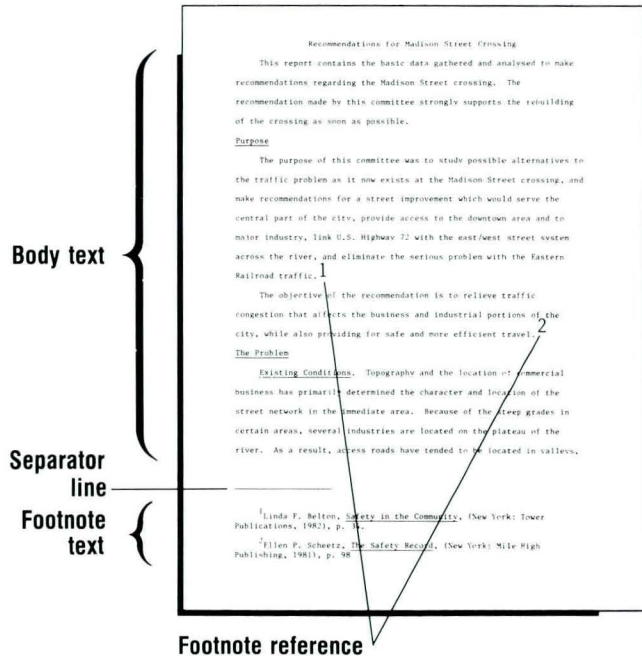
FEEDBACK/TEXTPACK 6

Parts of a Footnoted Document

1. a. Body text _____ 2
- b. Footnote reference _____ 3
- c. Separator line _____ 1
- d. Footnote text _____ 4
2. a. The *leading character* ($\frac{1}{2}\uparrow$) is a character typed in front of the footnote reference.
- b. The *trailing character* ($\frac{1}{2}\downarrow$) is a character typed after the footnote reference.

The Footnote Process

1. False — Each footnote is stored on a separate page at the end of the document, starting on System Page Number 9,000.
2. True — When a footnote is created, formatting codes are stored at the bottom of the page.
3. True — When you paginate, the Displaywriter gets the footnotes, computes how much space is needed at the bottom of each page, and puts the footnotes at the bottom of the page.



Creating a Document Containing Footnotes

*Prerequisites:
You must have completed
Segment 1 in this lesson*

2 This segment is for users of Textpack 6 only.

In this segment you will learn to use the Displaywriter to create footnoted documents.

When you create a document with footnotes using a typewriter, you calculate how much room each footnote will take. Then you determine page breaks so that each page is as full as possible but still has enough room at the bottom for footnotes. With Textpack 6, the Displaywriter makes those calculations for you and places the footnotes at the bottom of the appropriate page.

Your goal for this segment is to be able to create a document containing footnotes.



MAIN IDEA/TEXTPACK 6

To create a document containing footnotes, type the body text. When you reach the place for a footnote reference, follow these steps:

1. Press INSTR.
2. Choose Footnote in the Instructions menu.
3. Press ENTER to go to the footnote typing area.
4. Type the footnote text.
5. Press ENTER to return to the typing area.

When you finish typing the body text, paginate the document.

Note: After pagination, footnotes appear on the bottom of the page on the screen.

If you have enough information about creating footnotes, go on to the Demonstration. If you would like more detail, read the Help that follows.

HELP/TEXTPACK 6

To create a document containing footnotes, type the body text. When you reach the place for a footnote reference, follow these steps:

- 1. Press INSTR.**
The Instructions menu appears.
- 2. Select the item for Footnote in the Instructions menu.**
- 3. Press ENTER to go to the footnote typing area.**
- 4. Type the footnote text.**
Do not type the footnote number. The system automatically numbers the footnotes for you in both the body text and the footnote text during pagination. Do not type a carrier return. The system supplies a carrier return for you. If you type a carrier return there will be an extra carrier return between the footnotes.
- 5. Press ENTER to return to the typing area.**

When you finish typing the body text, paginate the document.

When you paginate, the Displaywriter gets the footnote text, calculates the amount of space needed at the bottom of each page, prints a separator line between the body text and the footnote text, and prints the footnote text.

If something goes wrong when you paginate, you will get a message. This message will appear on the message line or within the footnote text. For more information about these messages, refer to the *Reference Book*, Prompts and Messages section.

Checking Spelling of Footnotes

To learn how to use the spelling function refer to *Spelling*, Lesson 1. To learn how the spelling function works within a footnoted document, continue reading below.

Body Text Only. If you set Hyphenate and Paginate to Yes during the Spell Check function, the Spell Check is performed on the body text only. In many cases that is sufficient, since the proper names and book titles commonly found in footnotes are unlikely to be found in the standard dictionary.

Footnotes and Body Text. You may decide that you want to check the spelling of the footnotes. The names and titles in the footnotes may be in a supplemental dictionary that you will use to check spelling. To check the spelling of both the footnotes and the body text, set Hyphenate and Paginate to No during the Spell Check function. The spelling of the footnote text is checked along with the body text. You can then repeat the Check Document procedure, setting Hyphenate and Paginate to Yes. Once you check spelling, you can paginate and print the document through the Typing Tasks menu.

Go on to the Demonstration on the next page.

DEMONSTRATION/TEXTPACK 6

The following Demonstration gives you the opportunity to practice creating a document containing footnotes. After completing the Demonstration, take the Self-Test to determine if you can create a document containing footnotes on your own.

Caution: Do not try to delete any footnotes now, even if you make a mistake. You will learn to revise footnotes later.

Create the following document:

Document name: Footnotes

Diskette name: TRAIN2

Set the document format for double spacing.

Type the text shown below.

The first footnote reference follows this text. Do not space after the period.

DID YOU SAY WHAT I THOUGHT YOU SAID?

In our every day world of business, and personal relationships, there is a need for a constant flow of ideas, information, and interaction with others. However, the results may be frustrating, cause anger, and hurt feelings and misunderstandings may abound. This is because there has been a definite lack of effective communication. Business and industry are beginning to realize, also, that most of their own personal problems are caused by the fact that the other person just didn't understand what was being said.

Lindgren has said that the function of communications is to give meaning to life; to establish relationships with others; enable others to establish relationships with us; and give us a means to solve our problems.

Press INSTR.

The Instructions menu appears.

Choose Footnote in the Instructions menu.

The Footnote menu appears.

The default for Create/Revise Footnote Text is Yes.

There is no need to make other menu selections.

Press ENTER to go on.

Remember: If the system default is used, you don't have to change anything on the menu.

You are now in the footnote typing area. Type the following footnote text.

Do not type a footnote number. The system numbers the footnotes for you. Do not type a carrier return.

Hamilton J. Winston, You, Yourself and You (Greenwich, CT: Personality Publications, Inc., 1980), pp. 104-111.

Press ENTER.

This takes you back to the typing area. You will see the first footnote reference.

Press RETURN and type the paragraph below.

The next footnote reference follows this text. Do not space after the period.

Press INSTR.

Another expert has suggested that effective communication takes place when we accept and understand how others feel and what they believe without judging them. He further states that if one is to master the techniques of free, positive communication, he must learn to encourage the other person to express his or her feelings, perceptions, meanings, and choices.

2.2 Creating a Document Containing Footnotes / Demonstration

Choose Footnote in the Instructions menu.

The Footnote menu appears.

Press ENTER.

Type the footnote text below.

Do not type a footnote number. Do not type a carrier return.

Suzanne Carter, "The Often Overlooked Factor in Communication," Speech Today, June 1977, VL, 14, p. 492.

Press **ENTER** to return to the typing area.
You will see the second footnote reference.

Type the remaining body text and footnote text as shown below.

Do not type the footnote number. The Displaywriter automatically numbers the footnotes for you.

The three ingredients for effective communication are the speaker, the listener, and the message or subject itself.

The Speaker. To be an effective speaker, many have formulated methods of communicating effectively. The methods usually include five basic principles of communication.

Allan S. George, Effective Speaking (Chicago, IL: Dempse/Rath Limited, 1977), p. 375.

End the document.

Paginate and print the document.

Compare the format of your printed document with the one shown on the next two pages.

DID YOU SAY WHAT I THOUGHT YOU SAID?

In our every day world of business, and personal relationships, there is a need for a constant flow of ideas, information, and interaction with others. However, the results may be frustrating, cause anger, and hurt feelings, and misunderstandings may abound. This is because there has been a definite lack of effective communication. Business and industry are beginning to realize, also, that most of their own personal problems are caused by the fact that the other person just didn't understand what was being said.

Lindgren has said that the function of communications is to give meaning to life; to establish relationships with others; enable others to establish relationships with us and give us a means to solve our problems.¹

Another expert has suggested that effective communication takes place when we accept and understand how others feel and what they believe without judging them. He further states that if one is to master the techniques of free, positive communication, he must learn to encourage the other person to express his or her feelings, perceptions, meanings, and choices.²

The three ingredients for effective communication are the speaker, the listener, and the message or subject itself.

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²Suzanne Carter, "The Often Overlooked Factor in Communication," Speech Today, June 1977, VL, 14, p. 492.

2.2 Creating a Document Containing Footnotes / Demonstration

The Speaker. To be an effective speaker, many have formulated methods of communicating effectively. The methods usually include five basic principles of communication.³

³Allan S. George, Effective Speaking (Chicago, IL: Dempse/Rath Limited, 1977), p. 375.

Go to the Self-Test on the next page.

SELF-TEST/TEXTPACK 6

This Self-Test gives you a chance to create a document containing footnotes. The document appears on the next two pages.

After creating the document, paginate and print it.

Document name: Paper Highway

Diskette name: TRAIN2

Note: Double-space this document.

Our Paper Highway

The storing of valuable documents and records has had a place in history almost from the beginning of time. Even then early man sought to find a way to preserve and keep important records of his existence. As buying and selling evolved, the need to keep important records of business transactions also grew. Records storage has become an exciting and rather new career field.

Because of added productivity and correspondence of businesses of today, the sheer volume of paperwork has increased beyond one's imagination. Business records take up more space than any other single item and more money is paid out in salaries and equipment than any other single item.¹ Not only has the need for additional space become critical, but the cost of maintaining the records system has risen.

One expert indicated that if trends continue, the cost of filing just one document could rise to ten cents. The problems increase, as one file drawer can hold only a certain amount of items. Not only do the records take up precious space, but the need for higher salaries and equipment soars.² Quite obviously, any time or effort spent by office workers or any money spent by a business firm is totally wasted unless the records are really needed and unless those records can be found quickly when needed. The important function of a record storage system is not only that of "putting documents away," but also that of finding

¹Judy L. Holbreck and Vincent T. Marcus, Problems in Records Storage (Dayton, OH: Westover Publishing Company, 1980), pp. 27-29.

²Vincent Float, In Your File Drawers (Austin, TX: Business Publication, 1981), p. 31.

and retrieving a document when needed. The method used in record storage is commonly referred to as filing. Filing has been defined as a "system in which records are rearranged and stored according to a prescribed system so that they may be located easily and quickly and protected from any type of damage."³

Most experts would agree that there are five commonly used methods of storing records efficiently. Although there are many variations to the basic five, most offices use a system in which the filing method is one that is simple and efficient.

³Deborah Dale, "The Rising Cost of Record Storage," Management and Money, April 1979, p. 52.

Go on to the Feedback on the next page.

FEEDBACK/TEXTPACK 6

Your document should look like the document on the preceding two pages. If it doesn't, go back and review the Help section of this segment.

If you had problems creating a document containing footnotes, review the segment and try the Self-Test again.

Revising a Footnoted Document

Prerequisites:

You must have completed all previous segments in this lesson



3 This segment is for users of Textpack 6 only.

Adding or deleting a footnote no longer means retyping the entire document. Moving text around in a footnoted document does not mean having to manually change all the footnote references. No matter how you revise the footnoted document, pagination ensures that footnotes are correctly sequenced and on the bottom of the correct page in the final document.

This segment teaches you to make revisions that affect the footnote or the footnote sequence in a document. You will learn to add a footnote, delete a footnote, or move text containing a footnote reference. You will also learn to make revisions to the footnote text.

You must be aware of the codes that are inserted when you create a footnote. To refresh your memory, refer to Segment 1 of this lesson.

Your goal for this segment is to be able to revise a footnoted document.

MAIN IDEA/TEXTPACK 6**Adding a Footnote**

To add a footnote while revising a document:

1. Place the cursor at the desired location of the new footnote and follow the procedure for creating a footnote.
2. Paginate to renumber the footnotes.

Note: Footnotes are renumbered when you paginate.

Revising Footnote Text

To revise footnote text:

1. Place the cursor beneath the Footnote code in the body text.
2. Press ENTER twice.
3. Revise the footnote text using normal revision procedures. Press ENTER to return to the typing area.
4. Press END.
5. Paginate the document.

Note: Revised footnote text does not appear in the document until you paginate.

Deleting a Footnote

To delete a footnote:

1. Place the cursor beneath the Footnote code.
2. Press ENTER twice.
3. Delete the footnote text using normal deletion procedures. Press ENTER to return to the typing area.
4. Press DEL.
5. Place the cursor beneath the End Formatted Text code. Press ENTER.
6. Paginate to renumber footnotes.

Moving Text with Footnotes

1. Move text using the normal Move procedure.
2. Paginate the document to renumber footnotes.

If you have enough information about revising a footnoted document, go on to the Demonstration. If you would like more detail, read the Help that follows.

HELP/TEXTPACK 6**Adding a Footnote**

To add a footnote, place the cursor at the desired location of the new footnote. Use the procedure you learned in the previous segment to create a footnote.

You'll notice that the footnote you add is not numbered correctly. However, when you paginate the document, the footnotes are renumbered to accommodate any changes you made during revisions.

Revising Footnote Text

As you create a footnote, the Displaywriter stores that footnote on a separate page at the end of the document, starting with System Page Number 9,000. The Footnote code in the body text tells the system to get the footnote from the system page. Each time you paginate, the system deletes the footnote text from the document and goes back to System Page Number 9,000 again.

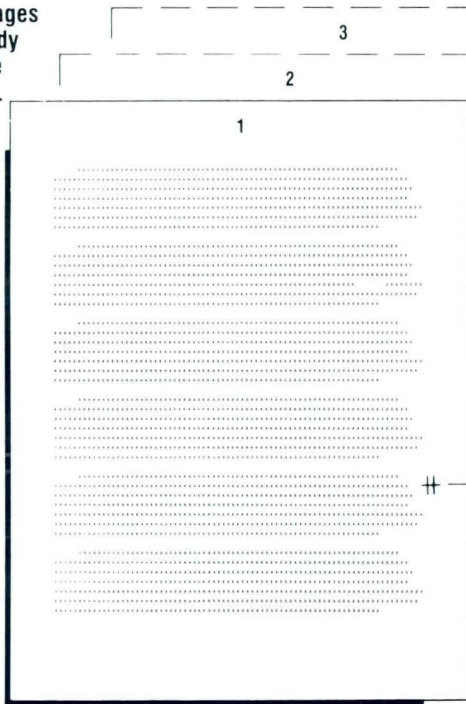
Therefore, to revise the footnote text, you must revise the text stored at the end of the document, not the footnote text at the bottom of a page.

To access this text, first place the cursor beneath the Footnote code. Then press ENTER twice to get to the footnote typing frame.

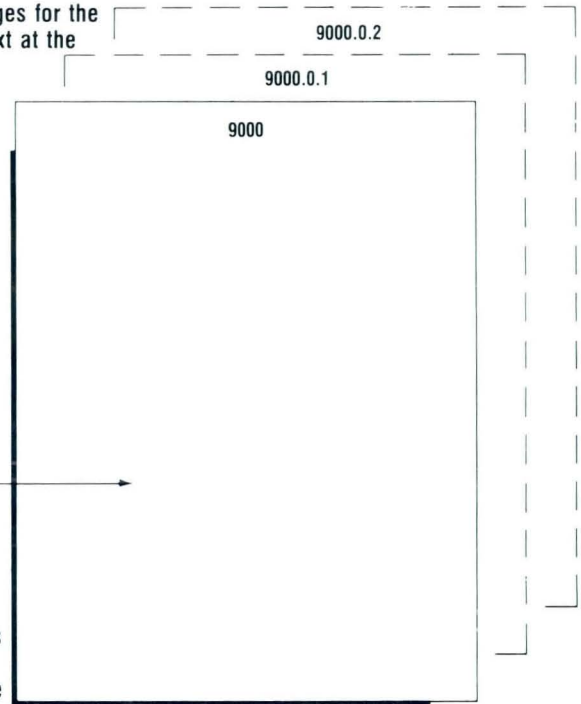
If you make revisions to the footnote text at the bottom of a page without going through the Footnote code, those revisions will be deleted the next time you paginate.

Pagination puts the revised footnote text into the document.

System pages for the body text of the document.



System pages for the footnote text at the end of the document.



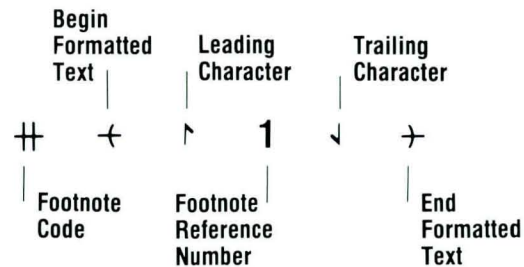
The system skips to page 9,000 to store the footnote text for the first footnote instruction.

Deleting a Footnote

Just as you must go to the Footnote code to revise the footnote text, you must also go to the Footnote code to delete a footnote.

After you delete the footnote text in the footnote typing area, press ENTER to return to the typing area. Now delete the characters and the codes that were inserted when you created the footnote. To do this, the cursor is already beneath the Footnote code, so press DEL. Then place the cursor beneath the End Formatted Text code. Press ENTER.

When you paginate the document, the remaining footnotes are renumbered.



Go on to the Demonstration that follows.

DEMONSTRATION/TEXTPACK 6

In this Demonstration you'll revise the document you saw in a previous segment Demonstration.

The steps to revise this sample document follow.

Lindgren has said that the function of communications is to give meaning to life; to establish relationships with others; enable others to establish relationships with us and give us a means to solve our problems.¹

Another expert has suggested that effective communication takes place when we accept and understand how others feel and what they believe without judging them. He further states that if one is to master the techniques of free, positive communication, he must learn to encourage the other person to express his or her feelings, perceptions, meanings, and choices.²

¹ Lynn Kerm, I Like What I Hear (Minneapolis, MN: Frosty Publishing Co., 1980), p. 36.

¹ Hamilton J. Winston, You, Yourself and ^eOthers (Greenwich, CT: Personality Publications, Inc., 1980), pp. 104-111.

² Suzanne Carter, "The Often Overlooked Factor in Communication," ^eSpeech Today, June 1977, VL, 14, p. 492. ^e

Choose Revise to access the following document:

Document name: Rev Did You Say

Diskette name: TRAIN2

The first revision is to add a footnote at the end of the first paragraph.

meaning to life; to establish relationships with others; enable others to establish relationships with us and give us a means to solve our problems.¹

Another expert has suggested that effective communication takes place when we accept and understand how others feel and what they believe without judging them. He further states that if one is to master the techniques of free, positive communication, he must learn to encourage the other person to express his or her feelings, perceptions, meanings, and choices.²

¹ Lynn Kerm, I Like What I Hear (Minneapolis, MN: Frosty Publishing Co., 1980), p. 36.

¹ Hamilton J. Winston, You, Yourself and You (Greenwich, CT: Personality Publications, Inc., 1980), pp. 104-111.

² Suzanne Carter, "The Often Overlooked Factor in Communication," Speech Today, June 1977, VI, 14, p. 492.

Place the cursor beneath the Carrier Return code at the end of the first paragraph. Add a footnote by following these steps for creating a footnote:

- Press INSTR. The Instructions menu appears.
- Select Footnote. The Footnote menu appears.
- Press ENTER.
- Type the text for the new footnote as shown below.

Lynn Kerm, I Like What I Hear (Minneapolis, MN: Frosty Publishing Co., 1980), p. 36.

- Press ENTER to return to the typing area.

Note that the added footnote is numbered

1. The footnotes will be renumbered when the document is paginated.

The next revision is to revise the text of “old” footnote 1.

Place the cursor beneath †† following the word *problems* at the end of the second paragraph.

Press ENTER twice.

This takes you to the footnote typing area.

Revise the footnote as shown below.

²Hamilton J. Winston, You, Yourself and You ^{g Others} (Greenwich, CT: Personality Publications, Inc., 1980), pp. 104-111.

Press ENTER to return to the typing area.

The final revision is to delete footnote 2.

Place the cursor beneath the Footnote code at the end of the third paragraph.

Press ENTER twice to go to the footnote typing area.

Delete the footnote text from the footnote typing area using normal deletion procedures.

Press ENTER to return to the typing area.

Press DEL.

Move the cursor forward to the ↗ . Press ENTER.

End, paginate and print the document.

Pagination renumbers the footnotes and places the revised footnote text on the bottom of the appropriate pages.

The footnote portion of the revised document is shown on the next page.

problems are caused by a lack of effective communications. People are beginning to realize, also, that most of their own personal problems are caused by the fact that the other person just didn't understand what was being said.¹

Lindgren has said that the function of communications is to give meaning to life; to establish relationships with others; enable others to establish relationships with us and give us a means to solve our problems.²

Another expert has suggested that effective communication takes place when we accept and understand how others feel and what they believe without judging them. He further states that if one is to master the techniques of free, positive communication, he must learn to encourage the other person to express his or her feelings, perceptions, meanings, and choices.

¹Lynn Kerm, I Like What I Hear (Minneapolis, MN: Frosty Publishing Co., 1980), p. 36.

²Hamilton J. Winston, You, Yourself and Others (Greenwich, CT: Personality Publications, Inc., 1980), pp. 104-111.

Go on to the Self-Test that follows.

SELF-TEST/TEXTPACK 6

In this Self-Test you will revise the first page of a footnoted document.

The revisions are indicated on the following page.

Choose **Revise** to access the following document:

Document name: Highway

Diskette name: TRAIN2

After you have revised the document, paginate and print it.

and rather new career field.

Because of added productivity and correspondence of businesses of today, the sheer volume of paperwork has increased beyond one's imagination. Business records take up more space than any other single item and more money is paid out of salaries and equipment than any other single item.¹ Not only has the need for additional space become critical, but the cost of maintaining the records system has risen.

One expert indicated that if trends continue, the cost of filing just one document could rise to ten cents.² The problems increase, as one file drawer can hold only a certain amount of items. Not only do the records take up precious space, but the need for higher salaries and equipment soars.² Quite obviously, any time or effort spent by office workers or any money spent by a business firm is totally wasted unless the records are really needed and unless those records can be found quickly when needed. The important function of a record storage system is not only that of "putting documents away," but also that of finding

¹ Judy L. Holbreck and Vincent T. Marcus, Problems in Records Storage (Dayton, OH: Westover Publishing Company, 1980), pp. 27-29.

² Vincent Float, In Your File Drawers (Austin, TX: Business Publication, 1981), p. 31.

² Daniel J. Davis, Business Costs Today (Denver, CO: Blake Book Publishing, 1981), p. 73.

Go on to the Feedback on the next page.

FEEDBACK/TEXTPACK 6

The revised document should look like the one below.
If it does not, review the Help section of this segment.

item and more money is paid out of salaries and equipment than any other single item.¹ Not only has the need for additional space become critical, but the cost of maintaining the records system has risen.

One expert indicated that if trends continue, the cost of filing just one document could rise to ten cents.² The problems increase, as one file drawer can hold only a certain amount of items. Not only do the records take up precious space, but the need for higher salaries and equipment soars. Quite obviously, any time or effort spent by office workers or any money spent by a business firm is totally wasted unless the records are really needed and unless those records can be found quickly when needed. The important function of a record storage system is not only that of "putting documents away," but also that of finding

¹Judy M. Holbreck and Vincent T. Marcus, Problems in Records Storage (Dayton, OH: Westover Publishing Company, 1980), pp. 27-29.

²Daniel J. Davis, Business Costs Today (Denver, CO: Blake Book Publishing, 1981), p. 73.

and retrieving a document when needed. The method used in record storage is commonly referred to as filing. Filing has been defined as "system in which records are rearranged and stored according to a prescribed system so that they may be located easily and quickly and protected from any type of damage."³

Most experts would agree that there are five commonly used methods of storing records efficiently. Although there are many variations to the basic five, most offices use a system in which the filing method is one that is simple and efficient.

³Deborah Dale, "The Rising Cost of Record Storage," Management and Money, April 1979, p. 52.



Resetting a Footnote Number

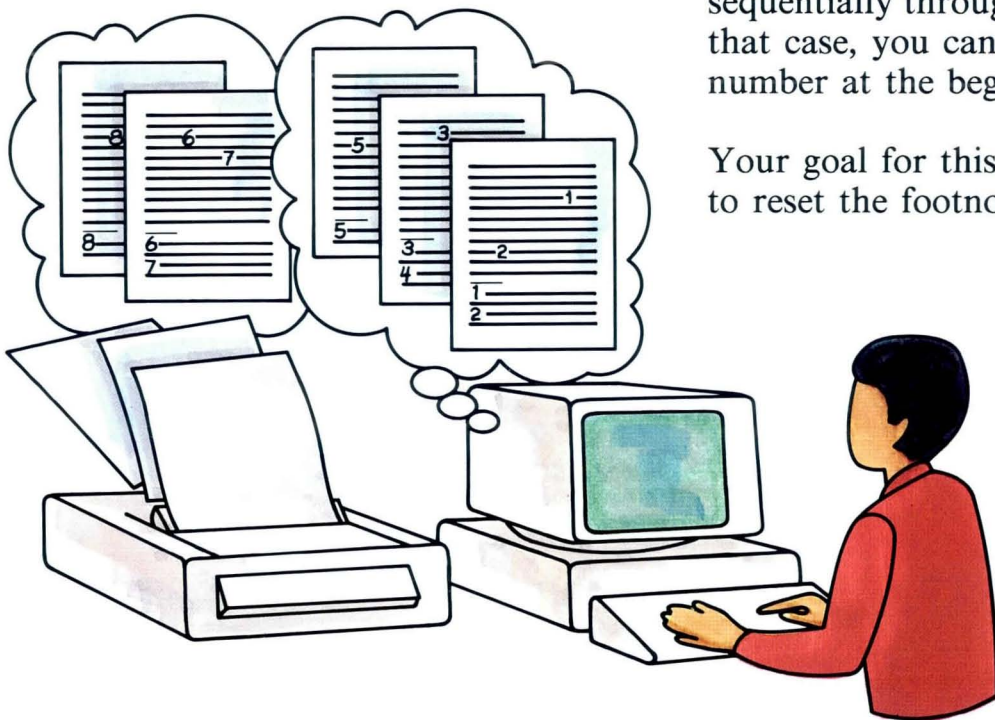
Prerequisites:

You must have completed all previous segments in this lesson

4 This segment is for users of Textpack 6 only.

Even though the Displaywriter automatically numbers footnotes for you, at times you may want to reset the footnote numbering sequence. For example, each chapter of a book may be a separate document on the Displaywriter. However, you may want the footnotes to be numbered sequentially throughout the entire book. In that case, you can reset the footnote number at the beginning of each chapter.

Your goal for this segment is to be able to reset the footnote number.



MAIN IDEA/TEXTPACK 6

To reset the footnote number:

1. Select Reset Footnote Number or Character in the Footnote menu.
2. Type your choice of number or character.
3. Type the footnote text using the regular procedure.

Note: Once you reset a footnote number, it will not be changed by further revisions and pagination. It will always remain as you reset it.

If you have enough information about resetting a footnote number, go on to the Demonstration. If you would like more detail, read the Help that follows.

To reset the footnote number, select footnote instruction in the usual way. Then:

1. Select Reset Footnote Number or Character in the Footnote menu.

When you make this selection the prompt “Type YOUR CHOICE; press ENTER” appears.

2. Type your choice of number or character.

When you reset the footnote number, the footnotes that follow are numbered sequentially from that point.

For example, if the footnotes in Document A, Chapter 1, are numbered from 1 through 22, you may choose to reset the footnote number starting with 23 in Document B, Chapter 2. The footnotes in Chapter 2 are then numbered in sequence from 23 on.

3. Type the footnote text using the normal procedure.

You may not see the footnotes sequenced correctly on the screen, but pagination will sequence the footnotes correctly.

FOOTNOTE			
ID	ITEM	YOUR CHOICE	POSSIBLE CHOICES
a	Create/Revise Footnote Text	1	1 = Yes 2 = No
b	Reset Footnote Number or Character		
c	Document Name		
d	Diskette Name		
e	System Page Number		

When finished with this menu, press ENTER.

Type YOUR CHOICE; press ENTER:

Go on to the Demonstration that follows.

DEMONSTRATION/TEXTPACK 6

In this Demonstration you will create a footnoted document. You will reset the footnote number so that the footnote reference numbers begin with 4.

Create the following document:

Document name: Reset Footnotes 1

Diskette name: TRAIN2

In the Create or Revise Document Format menu, select Change Document Format and set Line Spacing to double spacing. Then go to the typing area.

Type the illustrated text.

The Displaywriter allows you to reset the footnote reference number so that you can begin numbering with any number you choose.

Press INSTR.

The Instructions menu appears.

Select Footnote.

The Footnote menu appears.

Select Reset Footnote Number or Character and type 4 as your choice.

Press ENTER.

The footnote typing area appears.

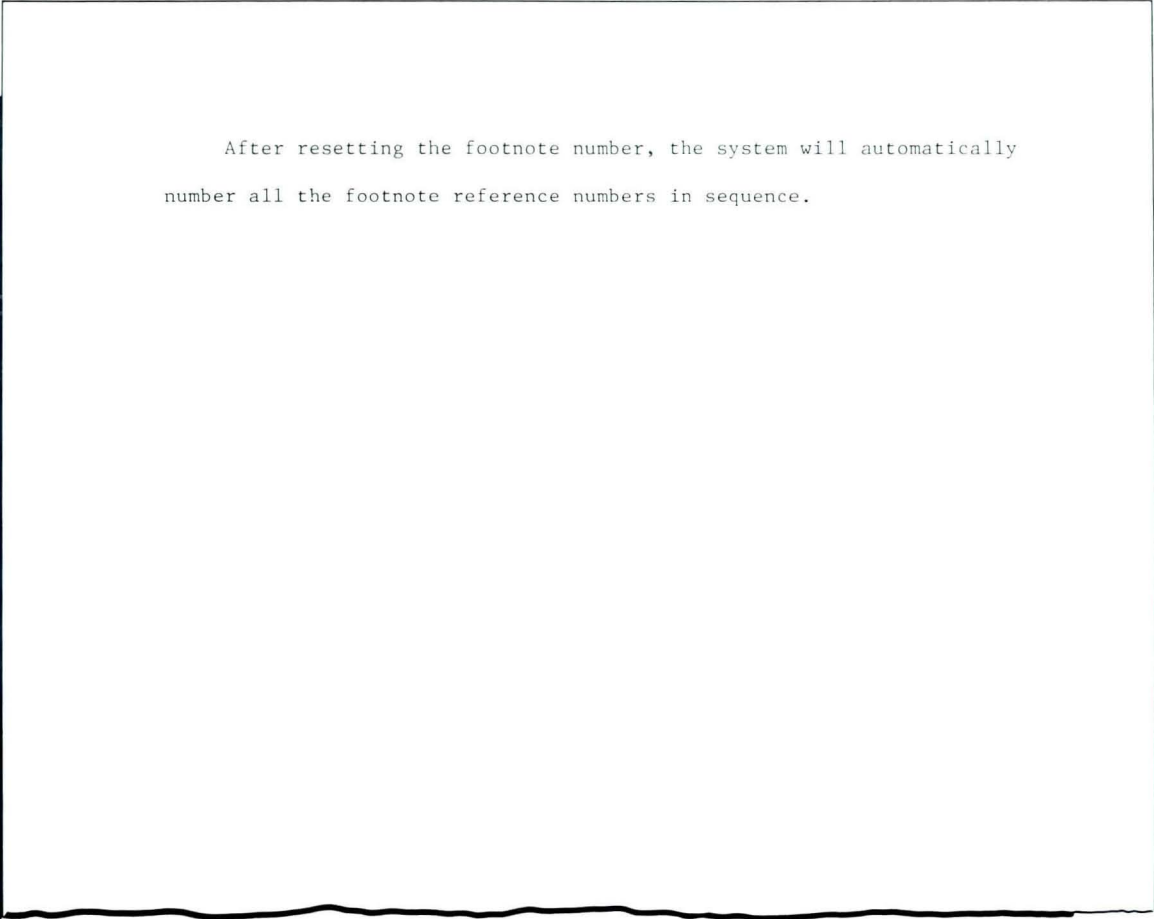
Type the illustrated footnote text.



Betty Drew, Footnotes and Their Uses (San Diego, CA: Best Books, 1982),
p. 123.

Press ENTER to return to the typing area.

Type the illustrated text.



After resetting the footnote number, the system will automatically
number all the footnote reference numbers in sequence.

Press **INSTR**.

Select **Footnote**.

The Footnote menu appears. You do not have to reset the footnote number again.

Press **ENTER** to go to the footnote typing area.

Type the illustrated footnote text.



George Gregory, Understanding the Use of Footnotes (New York: Friendly Press, 1982), p. 22.

Press ENTER to go to the typing area.

End, paginate, and print the document.

Your document should match the document that appears on the right.

The Displaywriter allows you to reset the footnote reference number so that you can begin numbering with any number you choose.⁴

After resetting the footnote number, the system will automatically number all the footnote reference numbers in sequence.⁵

⁴ Betty Drew, Footnotes and Their Uses (San Diego, CA: Best Books, 1982), p. 123.

⁵ George Gregory, Understanding the Use of Footnotes (New York: Friendly Press, 1982), p. 22.

Go on to the Self-Test on the next page.

SELF-TEST/TEXTPACK 6

In this Self-Test you will create a document — the second chapter of an article. There were four footnotes in the first chapter. You must number the footnotes sequentially within the entire article.

Create the following document:

Document name: Chapter 2

Diskette name: TRAIN2

Set the document format to double spacing.

- Type the text on the right. Reset the footnote number so that the footnotes in this text are numbered sequentially starting with the number 5.
- End the document, paginate, and print.

Chapter Two

Studies in the levels of communication have resulted in interesting findings. Most of us feel that communication involves only spoken words or verbal aspects of the language. However, research indicates that approximately 60 to 70 percent of communication takes place or is carried out on a non-verbal level.⁵

There are nearly a half million words defined in one of our largest dictionaries. Most people know how to use a lot of these words, but are unsure of the exact meanings.⁶ Words are mightier than the sword. They permit us to pass ideas along.

⁵May Johnson, Living with Yourself and Others (Denver, CO: Howett Publications, Inc., 1976), p. 401.

⁶Kenneth G. Bradley, Using Words (San Francisco, CA: Coit Books, 1976), p. 105.

Go on to the Feedback on the next page.

FEEDBACK/TEXTPACK 6

If the footnotes in Chapter 2 are not numbered sequentially starting with the number 5, review the Main Idea and Help.

Changing the Footnote Format

*Prerequisites:
You must have completed
all previous segments in
this lesson*



5 This segment is for users of Textpack 6 only.

In many cases you will want to use the Displaywriter defaults for footnote formats, but you can change the defaults if you wish. You may want a longer or shorter separator line, more lines between footnotes, or fewer footnote lines per page. This segment teaches you how to change the Displaywriter defaults for the footnote format.

Your goal for this segment is to be able to change the footnote format.

MAIN IDEA/TEXTPACK 6

The Footnote Format menu can be changed when you create or revise a document. To change the footnote format:

1. Choose Change Document Format in the Create or Revise Document menu.
2. Choose Change Footnote Format in the Format Selection menu.
3. Change the format in the Footnote Format menu or the Footnote Text Options menu.

Note: If you set the alternate format, change the footnote format in both the document format and the alternate format.

If you have enough information about changing the footnote format, go on to the Demonstration. If you would like more detail, read the Help that follows.

HELP/TEXTPACK 6

To change the footnote format:

1. Choose Change Document Format in the Create or Revise Document menu.

If you are using an alternate format, be sure to change the footnote format in the alternate format. If you use both the document format and alternate format in a single document and do not change the footnote format for both, your footnotes will not match.

2. Choose Change Footnote Format in the Format Selection menu.

You will get the Format Selection menu for either the document format or alternate format, depending upon your selection in Step 1.

FORMAT SELECTION

ID	ITEM
a	Change Line Format
b	Change Margins and Tabs
c	Change Page Format
d	Change Header and Footer
e	Change Alternating Headers and Footers
f	Change Footnote Format
g	Change Outline Level Formats

When finished with this menu, press ENTER.

Type ID letter to choose ITEM; press ENTER:

3. Change the format in the Footnote Format menu or the Footnote Text Options menu.

The items you can select to change in the Footnote Format menu are:

Typestyle number. This allows you to choose the typestyle to be used in the footnote text. If this choice is left blank, the system uses the typestyle identified in the document format or alternate format, depending upon which format is active when the footnote instruction is created.

Separator character. This identifies the type character to be used in the separator line.

Number of separator characters. This allows you to choose the number of characters to be used in the separator line.

Maximum number of footnote text lines per page.

Number of lines between footnotes.

FOOTNOTE FORMAT

ID	ITEM	YOUR CHOICE	POSSIBLE CHOICES
a	Typestyle Number		1 -31 (10 pitch) 80 -111 (12 pitch) 154-175 (Proportional) 215-230 (15 pitch)
b	Separator Character	—	Any available character
c	Number of Separator Characters	20	1-450
d	Maximum Number of Footnote Text Lines per Page	48	1-999
e	Number of Lines Between Footnotes	1	0-999
f	Change Footnote Text Options		

When finished with this menu, press ENTER.

Type ID letter to choose ITEM; press ENTER: **x**

Change Footnote Text Options. Choosing this item takes you to the next menu, the Footnote Text Options menu. In this menu, you can change the following:

- Leading Characters for Body Text Number
- Trailing Characters for Body Text Number
- Leading Characters for Footnote Text Number
- Trailing Characters for Footnote Text Number
- Continued Footnote Message Text

To make changes of this kind permanent, you can personalize the defaults on your program diskette. See *Diskettes*, Lesson 3, Segment 1.

FOOTNOTE TEXT OPTIONS		
ID	ITEM	YOUR CHOICE POSSIBLE CHOICES
a	Leading Characters for Body Text Number	↑ Up to 8 characters, or none
b	Trailing Characters for Body Text Number	↓ Up to 8 characters, or none
c	Leading Characters for Footnote Text Number	→↑ Up to 8 characters, or none
d	Trailing Characters for Footnote Text Number	↓ Up to 8 characters, or none
e	Continued Footnote Message Text	Up to 45 characters, or none (Footnote Continued)

When finished with this menu, press ENTER.

Type ID letter to choose ITEM; press ENTER:

Go on to the Demonstration that follows.

DEMONSTRATION/TEXTPACK 6

In this Demonstration you will revise the footnote format. You will make the following changes to the footnote format:

- The separator line will go from the left margin to the right margin. Therefore, the line must have 72 characters.
- The footnote number will have a slash (/) following it. There will also be a $\frac{1}{2}\downarrow$ following this slash to realign the footnote text.

^{1/}Lynn Kerm, I Like What I Hear (Minneapolis, MN: Frosty Publishing Co., 1982), p. 36.

^{2/}Hamilton J. Winston, You, Yourself and Others (Greenwich, CT: Personality Publications, Inc., 1980), pp. 104-111.

Choose Revise to access the following document:

Document name: Did You Say

Diskette name: TRAIN2

Choose Change Document Format in the Create or Revise Document menu.

Choose Change Footnote Format in the Change Document Format menu.

Change the format in the Footnote Format menu as follows:

- Choose the item for Number of Separator Characters and type 72 as your choice.
- Choose the item for Change Footnote Text Options.
- In the Footnote Text Options menu, choose the item for Leading Characters for Footnote Text Number and type $\frac{1}{2}\uparrow$ as your choice.
- In the Footnote Text Options menu, choose the item for Trailing Characters for Footnote Text Number and type / and $\frac{1}{2}\downarrow$ as your choice.
- Press ENTER to return to the Format Selection menu.
- Go to the typing area.
- End the document, paginate, and print it to see what the new footnote format looks like.

Go on to the Self-Test.



SELF-TEST/TEXTPACK 6

In this Self-Test you will revise the footnote format of the document named *Our Paper Highway*.

Choose **Revise** to access the following document:

Document name: *Our Paper Highway*

Diskette name: TRAIN2

- Revise the footnote format so that the footnotes appear as shown.
Hint: Notice that the footnote number prints at the left margin.
- Paginate and print the document.

the records take up precious space, but the need for higher salaries and equipment soars. Quite obviously, any time or effort spent by office workers or any money spent by a business firm is totally wasted unless the records are really needed and unless those records can be found quickly when needed.

¹ Judy M. Holbreck and Vincent T. Marcus, Problems in Records Storage (Dayton, OH: Westover Publishing Company, 1980), pp. 27-29.

² Daniel J. Davis, Business Costs Today (Denver CO: Blake Book Publishing, 1981), p. 73.

Go on to the Feedback on the next page.

FEEDBACK/TEXTPACK 6

- To revise the footnote format you should have:
 - Chosen Change Document Format in the Create or Revise Document menu.
 - Chosen Change Footnote Format in the Format Selection menu.
 - Changed the Separator Character and Number of Characters.

- Changed the format in the Footnote Text Options. The Footnote Text Options menu should be changed so that it appears as illustrated.

FOOTNOTE FORMAT

ID	ITEM	YOUR CHOICE	POSSIBLE CHOICES
a	Typestyle Number		1 -31 (10 pitch) 80 -111 (12 pitch) 154-175 (Proportional) 215-230 (15 pitch)
b	Separator Character	*	Any available character
c	Number of Separator Characters	4	1-450
d	Maximum Number of Footnote Text Lines per Page	48	1-999
e	Number of Lines Between Footnotes	1	0-999
f	Change Footnote Text Options		

When finished with this menu, press ENTER.

Type ID letter to choose ITEM; press ENTER:

FOOTNOTE TEXT OPTIONS

ID	ITEM	YOUR CHOICE	POSSIBLE CHOICES
a	Leading Characters for Body Text Number	↑	Up to 8 characters, or none
b	Trailing Characters for Body Text Number	↓	Up to 8 characters, or none
c	Leading Characters for Footnote Text Number	↑	Up to 8 characters, or none
d	Trailing Characters for Footnote Text Number	↓→	Up to 8 characters, or none
e	Continued Footnote Message Text		Up to 45 characters, or none (Footnote Continued)

When finished with this menu, press ENTER.

Type ID letter to choose ITEM; press ENTER:

Unit: Special Text Applications

**Lesson 3: Storing Footnotes for
Future Use (Textpack 6)**

3

Introduction	145
Segment 1: Creating a Footnote Library	147
Segment 2: Using a Footnote Library	161
Segment 3: Printing a Reference Copy	173
Segment 4: Revising Footnotes from a Footnote Library	183



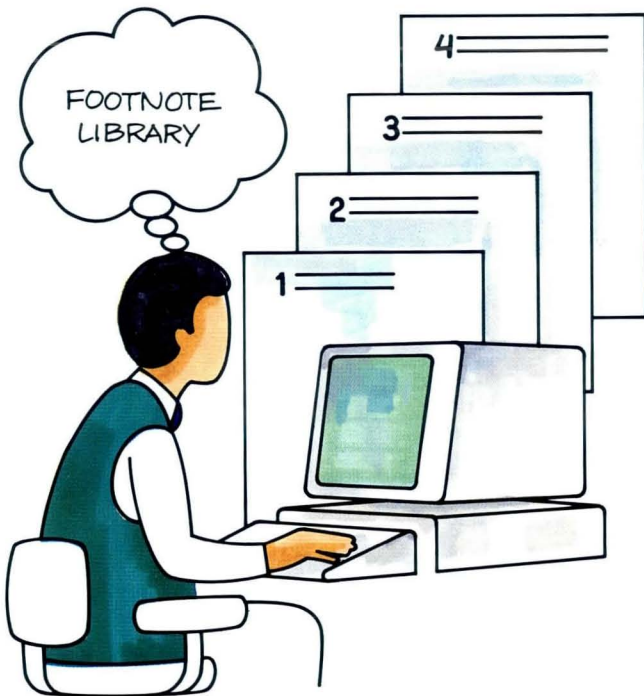
3

This lesson is for users of Textpack 6 only.

You may find that you use the same footnotes in many different documents. With the Displaywriter, you can store these footnotes in a separate document, such as a footnote library. By storing these footnotes for future use, you only have to type, edit, and proof the footnote text one time.

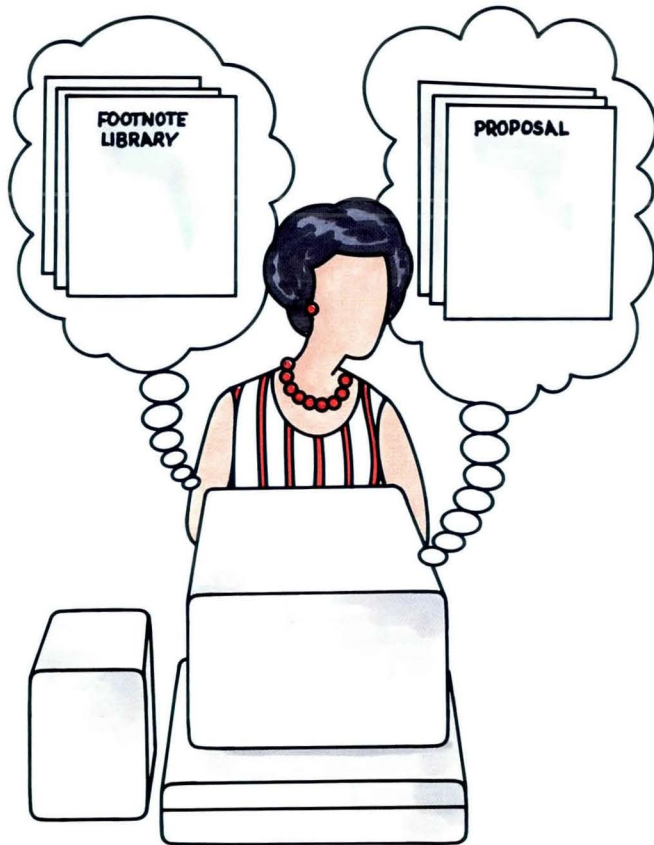
Segment 1 of this lesson teaches you to create footnotes that will be stored in a separate document, such as a footnote library. Segment 2 teaches you to use those stored footnotes. Segment 3 teaches you to print a reference copy of the footnote library so that you know which footnotes are stored, and on which system page they are stored. Segment 4 teaches you to revise the footnotes.

The training documents for this lesson are on MASTR2. If you have not already done so, duplicate MASTR2 onto TRAIN2. If you have forgotten how to duplicate, refer to *Job Aids*, Tab 7, Diskette Tasks.





*Prerequisites:
You must have completed
Lesson 2 of this unit*



1 This segment is for users of Textpack 6 only. The procedure for creating and storing footnotes for future use is similar to the procedure you learned in the previous lesson for creating footnotes. One step has been added — naming the document and diskette on which the footnotes are stored.

Your goal for this segment is to be able to create and store footnotes in a separate document.

MAIN IDEA/TEXTPACK 6

To create and store footnotes in a separate document, follow these steps:

1. Type the body text.
2. Press INSTR.
3. Choose Footnote in the Instructions menu.
4. In the Footnote menu, name the document and diskette on which the footnotes will be stored.
5. Type the footnote text.
6. Press ENTER.

Note: To prevent paginating the footnote library accidentally, change Preserve Page Numbers to Yes in the Create or Revise Document menu of the footnote library document.

If you have enough information about storing footnotes in a separate document, go on to the Demonstration. If you would like more detail, read the Help that follows.

HELP/TEXTPACK 6

The procedure for creating footnotes to be stored in another document is similar to the procedure for creating footnotes to be used within the same document. The difference is the addition of Step 4. Follow these steps:

1. Type the body text.
2. Press INSTR.
3. Choose Footnote in the Instructions menu.
4. In the Footnote menu, name the document and diskette on which the footnotes will be stored.
If you are storing footnotes in another document, you may want to store them in a library of footnotes. If the footnote library is not stored on the diskette that contains the document in which the footnotes will be used, you must have a dual diskette unit. Do *not* select a system page number. The Displaywriter stores the footnotes on the first empty page of the document, beginning with System Page Number 1. Use the system page number to reference the footnotes when you use them in another document.
5. Type the footnote text.
6. Press ENTER.

Note: To prevent paginating the footnote library accidentally, change Preserve Page Numbers to Yes in the Create or Revise Document menu of the footnote library document.

FOOTNOTE

ID	ITEM	YOUR CHOICE	POSSIBLE CHOICES
a	Create/Revise Footnote Text	1	1 = Yes 2 = No
b	Reset Footnote Number or Character		
c	Document Name		
d	Diskette Name		
e	System Page Number		

When finished with this menu, press ENTER.

Type ID letter to choose ITEM; press ENTER: ✕

Go on to the Demonstration on the next page.

DEMONSTRATION/TEXTPACK 6

In this Demonstration you will add footnotes to an already created document. At the same time, you will store these footnotes in an already created footnote library.

Steps to revise this sample document follow.

LISTEN CAREFULLY

In our everyday world of business, and personal relationships, there is a need for a constant flow of ideas, information, and interaction with others. However, the results may be frustrating, cause anger, and hurt feelings, and misunderstandings may abound.⁴ This is because there has been a definite lack of effective communication. People are beginning to realize, also, that most of their own personal problems are caused by the fact that the other person just didn't understand what was being said.

Lindgren has said that the function of communications is to give meaning to life; to establish relationships with others; enable others to establish relationships with us and give us a means to solve our problems.¹

Another expert has suggested that effective communication takes place when we accept and understand how others feel and what they believe without judging them. He further states that if one is to master the techniques of free, positive communication, he must learn to encourage the other person to express his or her feelings, perceptions, meanings, and choices.²

The three ingredients for effective communication are the speaker, the listener, and the message or subject itself.⁴

⁴ Grace F. Fairchild, Anxiety in the Business World (New York: Tower Press, 1981), p. 45.

¹ Hamilton J. Winston, You, Yourself and You (Greenwich, CT: Personality Publications, Inc., 1980), pp. 104-111.

² Suzanne Carter, "The Often Overlooked Factor in Communication," Speech Today, June 1977, Vol. 14, p. 492.

⁴ Barry S. Wolenski, Communicating (Chicago: Parallel Publications, 1980), p. 82.

The Speaker. To be an effective speaker, many have formulated methods of communicating effectively. These methods usually include using the principles: 1) communication works two ways; 2) think before you communicate; 3) use words that are mutually known; 4) practice empathy; 5) always seek feedback to your ideas.³

The Listener. Some have said that most of us have lost the art of listening. Perhaps this is due largely to the fact that all of us love to hear the sound of our own voice. Most of us will admit that our best friend is a good listener. We all like people who listen well. Good listening is rare. Listening is an active skill and requires hard work. We need to learn to listen longer, listen more often, and listen with respect. In addition, it is vitally important that we respond to the speaker. If everyone would practice more listening and less talking, perhaps the communication problems of today would be solved instantly.⁴

Message or Subject. Sadly enough, much of our daily talk is really unnecessary drivel. Much of what seems to pass for communication is merely ritual or habit. All of us tend to choose the one subject that is nearest and dearest to our hearts--ourselves!

³ Allen S. George, Effective Speaking (Chicago: Dempse/Rath Limited, 1977), p. 375.

⁴ May Johnson, Living with Yourself and Others (Denver, CO: Howett Publications, Inc., 1976), p. 401.

Choose Revise to access the following document:

Document name: Listen Carefully

Diskette name: TRAIN2

Place the cursor at the end of the word, *abound*.

Press INSTR.

Choose Footnote in the Instructions menu.

The Footnote menu appears.

Place
cursor
here

LISTEN CAREFULLY

In our everyday world of business, and personal relationships,
there is a need for a constant flow of ideas, information, and
interaction with others. However, the results may be frustrating, cause
anger, and hurt-feelings, and misunderstandings may abound. This is
because there has been a definite lack of effective communication.

To store the footnote, complete the Footnote menu, as required.

- Document Name: *Library of Footnotes*
- Diskette Name: *TRAIN2*

Press ENTER.

Notice that you are now typing on page 10 of Library of Footnotes. Footnotes stored in another document are stored beginning on page 1. There are nine footnotes already stored in this library.

Type the following footnote text:

Grace F. Fairchild, Anxiety in the Business World (New York: Tower Press, 1981), p. 45.

Press ENTER to return to the typing area.

Place the cursor at the end of the last sentence on this page, after the word *itself*.

Press INSTR.

The Instructions menu appears.

Place
cursor
here

master the techniques of free, positive communication, he must learn to encourage the other person to express his or her feelings, perceptions, meanings, and choices.²

The three ingredients for effective communication are the speaker, the listener, and the message or subject itself.

¹Hamilton J. Winston, You, Yourself and You (Greenwich, CT: Personality Publications, Inc., 1980), pp. 104-111.

²Suzanne Carter, "The Often Overlooked Factor in Communication," Speech Today, June 1977, VL, 14, p. 492.

Choose Footnote.

The Footnote menu appears.

Document Name and Diskette Name are already completed in the Footnote menu.

Press ENTER.

Type the following footnote text:

Barry S. Wolenski, Communicating (Chicago: Parallel Publications, 1980),
p. 82.

Press ENTER to return to the typing area.

End the document, then paginate and print it. Compare your copy with the one on the next page.

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⁴Barry S. Wolenski, Communicating (Chicago: Parallel Publications, 1980), p. 82.

⁵Allen S. George, Effective Speaking (Chicago: Dempse/Rath Limited, 1977), p. 375.

⁶May Johnson, Living with Yourself and Others (Denver, CO: Howett Publications, Inc., 1976), p. 401.

Go on to the Self-Test on the next page.

SELF-TEST/TEXTPACK 6

In this Self-Test you will revise a document by adding footnotes to it. Then you will store those footnotes in a document named Footlib which you are about to create.

Choose Revise to access the following document:

Document name: Paperwork

Diskette name: TRAIN2

- At the end of the first paragraph, following the word *field*, add and store the footnote as illustrated. Store this footnote in the following document:
Document name: Footlib
Diskette name: TRAIN2

Franklin G. Just, A History of Business (Detroit: Skyline Press, 1977),
p. 566.

- At the end of the last paragraph on page 2, following the word *efficient*, add and store the footnote as illustrated.
The footnote should be stored in Footlib.

Patrick O'Donnell, Modern Office Procedures (New York: Lawrence Books, 1981), p. 78.

- End the document and paginate it. It is not necessary to print the document. This is what your document would look like, had you printed it.

PAPERWORK

The storing of valuable documents and records has had a place in history almost from the beginning of time. Even then early man sought to find a way to preserve and keep important records of his existence. As buying and selling evolved, the need to keep important records of business transactions also grew. Records storage has become an exciting and rather new career field.¹

Because of added productivity and correspondence of businesses of today, the sheer volume of paperwork has increased beyond one's imagination. Business records take up more space than any other single item and more money is paid out of salaries and equipment than any other single item.² Not only has the need for additional space become critical, but the cost of maintaining the records system has risen.

One expert indicated that if trends continue, the cost of filing just one document could rise to ten cents.³ The problems increase, as one file drawer can hold only a certain amount of items. Not only do the records take up precious space, but the need for higher salaries and equipment soars. Quite obviously, any time or effort spent by office workers or any money spent by a business firm is totally wasted unless the records are really needed and unless those records can be found

¹Franklin C. Just, *A History of Business* (Detroit: Skyline Press, 1977), p. 566.

²Judy M. Holbreck and Vincent T. Marcus, *Problems in Records Storage* (Dayton, OH: Westover Publishing Company, 1980), pp. 27-29.

³Daniel J. Davis, *Business Costs Today* (Denver, CO: Blake Book Publishing, 1981), p. 73.

quickly when needed. The important function of a record storage system is not only that of "putting documents away," but also that of finding and retrieving a document when needed. The method used in record storage is commonly referred to as filing. Filing has been defined as "system in which records are rearranged and stored according to a prescribed system so that they may be located easily and quickly and protected from any type of damage."⁴

Most experts would agree that there are five commonly used methods of storing records efficiently. Although there are many variations to the basic five, most offices use a system in which the filing method is one that is simple and efficient.⁵

⁴Deborah Dale, "The Rising Cost of Records Storage," *Management and Money*, April 1979, p. 52.

⁵Patrick O'Donnell, *Modern Office Procedures* (New York: Lawrence Books, 1981), p. 78.

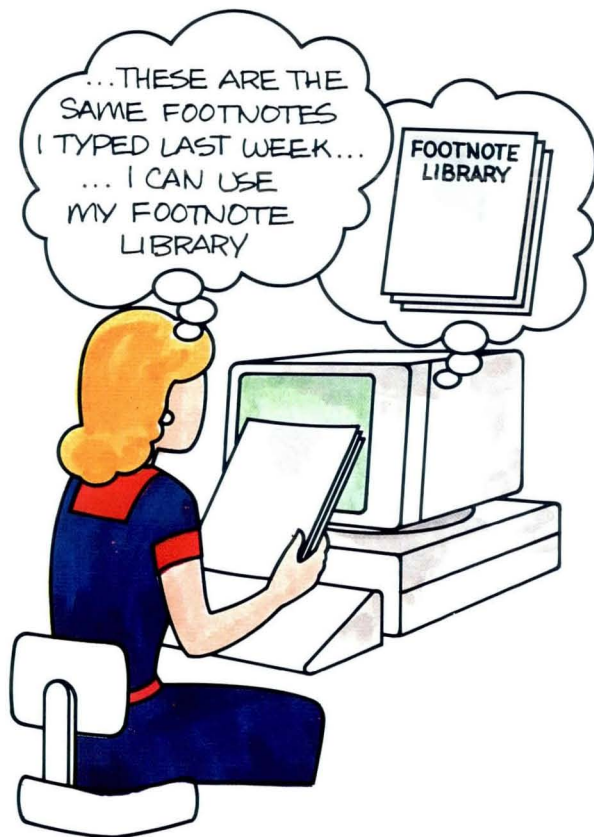
Go on to the Feedback on the next page.

FEEDBACK/TEXTPACK 6

To verify that your footnotes were stored in a separate document, choose **Revise** to access the document named **Footlib** and go to the typing area. There you can see the footnotes you stored. Do *not* make any changes or corrections to the footnotes at this time. You will learn the correct procedure for revising stored footnotes in Segment 4 of this lesson.

Using a Footnote Library

Prerequisites:
You must have completed
the previous segment in
this lesson



2 This segment is for users of Textpack 6 only.

Once footnotes are stored in a document, they can be reused while creating a new document. Since typing footnotes can be very tedious — typing names that may have difficult spellings, underlining book's titles, typing numbers — recalling a stored footnote can save you time. If you've already spell checked or proofed the stored footnotes, you can be assured that the footnotes are error free.

In this segment you will learn to recall footnotes and use them in a new document *as they were stored*. If you must make changes to the stored footnotes, you must follow a separate procedure. You will learn this procedure in Segment 4 of this lesson.

Your goal for this segment is to be able to use footnotes stored in one document while creating a new document.

MAIN IDEA/TEXTPACK 6

To use a footnote stored in one document while creating a new document, follow these steps:

1. Type the body text.
2. Press INSTR.
3. Choose Footnote in the Instructions menu.
4. In the Footnote menu:
 - a. Set Create/Revise Footnote Text to No.
 - b. Specify document name, diskette name, and system page number.
5. Repeat Steps 1 through 4 as necessary.
6. Paginate and print the document.

If you have enough information about using a footnote library, go on to the Demonstration. If you would like more detail, read the Help that follows.

HELP/TEXTPACK 6

The procedure for using a footnote stored in one document while creating a new document is similar to the procedure for creating a footnote. The first three steps are exactly the same.

1. Type the body text.
2. Press INSTR.
3. Choose Footnote in the Instructions menu.

The difference in the procedure is in how you complete the Footnote menu.

4. In the Footnote menu:
 - a. Set Create/Revise Footnote Text to No.
You are using a previously created footnote and do not have to create a footnote at this time. You do not want to revise the footnote at this time either, since footnotes are *not* brought into a document until you paginate the document. Refer to Segment 4 of this lesson for further information on revising stored footnotes.
 - b. Specify document name, diskette name, and system page number.

FOOTNOTE			POSSIBLE CHOICES
ID	ITEM	YOUR CHOICE	
a	Create/Revise Footnote Text	2	1 = Yes 2 = No
b	Reset Footnote Number or Character		
c	Document Name		
d	Diskette Name		
e	System Page Number		

When finished with this menu, press ENTER.

Type ID letter to choose ITEM; press ENTER:

When you paginate, the Footnote code in the document directs the system to go to the document in which the footnotes are stored and retrieve that footnote. Therefore, the document containing the footnotes must be loaded in the diskette unit at the same time as the document you are creating. This means the two documents must be on the same diskette, or you must have a dual diskette unit.

The next steps are the same as the steps you follow when creating any document with footnotes.

5. Repeat Steps 1 through 4 as necessary.
6. Paginate and print the document.

Go on to the Demonstration that follows.

DEMONSTRATION/TEXTPACK 6

In this Demonstration you will use footnotes that have already been stored in a footnote library. The illustration below shows a printed version of this footnote library. The handwritten notations indicate the system page number on which each footnote is stored. For this Demonstration you will use the footnotes stored on System Page Numbers 9 and 11 of the footnote library.

- ① Alicia P. Parker, Modern Anxiety (New York: Macmillan, 1979), p. 45.
- ② John H. Rauch, The Search for Human Life (New York: Macmillan, 1965), pp. 334-338.
- ③ J.H. Dexter, "The Development of the Allegory," American Literary Review 69 (1963), pp. 223-238.
- ④ John P. Dern and Alec Russell, A Manual for Intergroup Relationships (Chicago: University of Chicago Press, 1967), p. 66.
- ⑤ John W. Frazier, The German System of Government, 5th ed. rev. (Chicago: University of Chicago Press, 1967), p. 66.
- ⑥ Winifred H. MacDonald, English Prose Fiction: A Bibliography (Cambridge: Harvard University Press, 1975), p. 79.
- ⑦ Caroline Davis, The Phoenix as a Symbol in Modern Fiction (Notre Dame, IN: Notre Dame University Press, 1968), p. 57.
- ⑧ Helen M. Gardiner, The World We Live In (San Francisco: Coit Press, 1980), p. 78.
- ⑨ Elizabeth Henry, Effective Communications (New York: Harper & Row, 1977), p. 667.
- ⑩ Grace F. Fairchild, Anxiety in the Business World (New York: Tower Press, 1981), p. 45.
- ⑪ Barry S. Wolenski, Communicating (Chicago: Parallel Publications, 1980), p. 82.

To use stored footnotes while creating a new document, create the following document:

Document name: Stored Footnotes

Diskette name: TRAIN2

Change the document format to double spacing.

Type the text below.

Problems in Communication

Millions of dollars are lost yearly because someone got the wrong message or the message just didn't get through; therefore, the first step to effective communication is understanding.

Press INSTR.

Choose Footnote in the Instructions menu.

Make the following selections in the Footnote menu:

- Create/Revise Footnote Text: No
- Document name: Footnote Library
- Diskette name: TRAIN2
- System Page Number: 9

Press ENTER.

Type the text below.

Misunderstanding. Although word sounds are only vibrations in the air, they make us think and act in certain ways. Words mean something because people give them meaning.

Press **INSTR**.

Choose **Footnote** in the **Instructions** menu.

Make the following selection in the **Footnote** menu:

- Create/Revise Footnote Text: No
- System Page Number: 11

Press **ENTER**.

End the document, then **paginate and print it**.

Your printed document should look like the following:

Problem in Communication

Millions of dollars are lost yearly because someone got the wrong message or the message just didn't get through; therefore, the first step to effective communication is understanding.¹

Misunderstanding. Although word sounds are only vibrations in the air, they make us think and act in certain ways. Words mean something because people give them meaning.²

¹Elizabeth Henry, Effective Communications (New York: Harper & Row, 1977), p. 667.

²Barry S. Wolenski, Communicating (Chicago: Parallel Publications, 1980), p. 82.

Go on to the *Self-Test* on the next page.

SELF-TEST/TEXTPACK 6

In this Self-Test you will use footnotes stored in a document named Ft Library. A reference copy of that library is shown.

Using the footnotes stored previously, create the document shown on the next page. Note that it is double-spaced.

Document name: Modern Office

Diskette name: TRAIN2

The footnotes have been stored as follows:

Document name: Ft Library

Diskette name: TRAIN2

After creating the document, paginate and print it.

- ① Franklin G. Just, A History of Business (Detroit: Skyline Press, 1977), p. 566.
- ② Patrick O'Donnell, Modern Office Procedures (New York: Lawrence Books, 1981), p. 78.

Go on to the Feedback on the next page.

FEEDBACK/TEXTPACK 6

THE MODERN OFFICE

In the modern office, speed and efficiency in handling paperwork are key elements in controlling office costs. Not only must paperwork be stored quickly; the manager must be able to find what he/she needs with minimal delay.¹

The modern manager, therefore, demands that all office personnel become familiar with the newest technology. All means of storing and retrieving documentation efficiently should be researched. This research involves considering all aspects of workflow, including amount of documentation, staffing, and desired turnaround time.²

¹Franklin G. Just, A History of Business (Detroit: Skyline Press, 1977), p. 566.

²Patrick O'Donnell, Modern Office Procedures, (New York: Lawrence Books, 1981), p. 78.

After pagination and printing, the document you created should match the document shown on the previous page. If the documents did not match, review the Main Idea and Help sections.

If you had problems using a footnote library, review the segment and try the Self-Test again.

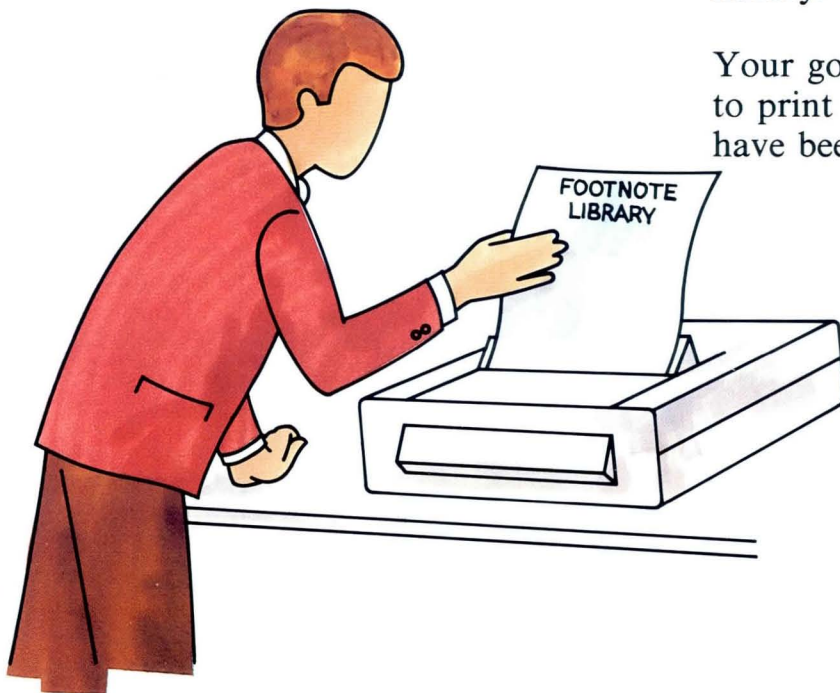
Printing a Reference Copy

*Prerequisites:
You must have completed
Diskettes, Lesson 2,
Segment 1, and the
previous segments in this
lesson*

3 This segment is for users of Textpack 6 only.

In the previous segments you learned to store footnotes in a separate document, or footnote library, and to use these stored footnotes when creating a new document. To use footnotes stored in a footnote library you must have a printed copy of that library to use as a reference. This segment teaches you to print a reference copy of the footnote library.

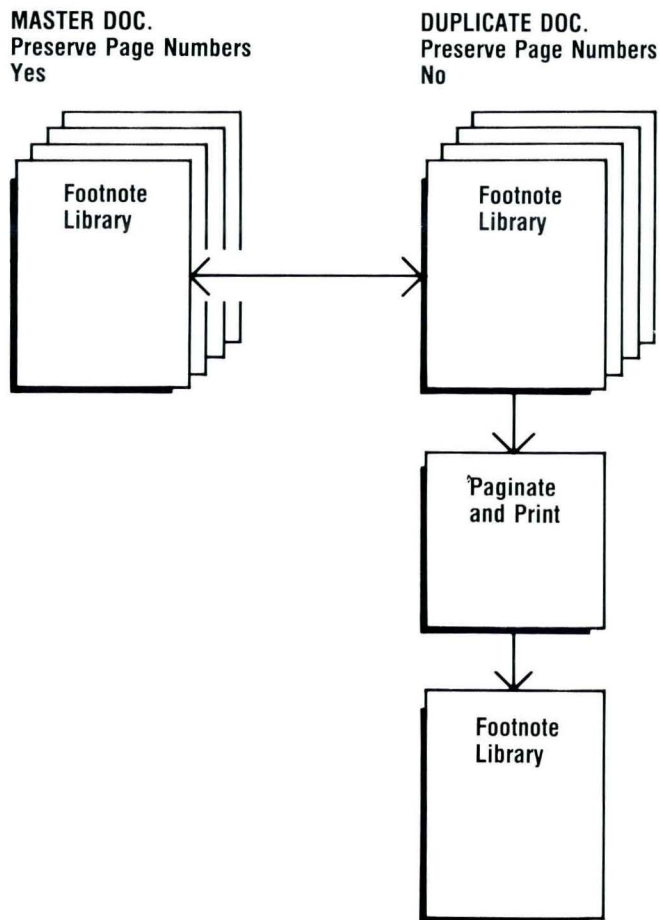
Your goal for this segment is to be able to print a reference copy of footnotes that have been stored in a footnote library.



MAIN IDEA/TEXTPACK 6

To print a reference copy of the footnote library, follow these steps:

1. Set Preserve Page Numbers to Yes for the master footnote library.
2. Duplicate the master footnote library.
3. Set Preserve Page Numbers to No in the duplicate footnote library.
4. Paginate and print the duplicate footnote library.
5. Hand-number the printed copy for future reference.
6. Delete the duplicate footnote library.



If you need more information about printing a reference copy, go on to the Demonstration. If you would like more detail, read the Help that follows.

HELP/TEXTPACK 6

To print a reference copy of the document in which you have stored footnotes, that is, a footnote library, follow these steps:

1. Set Preserve Page Numbers to Yes for the master footnote library.

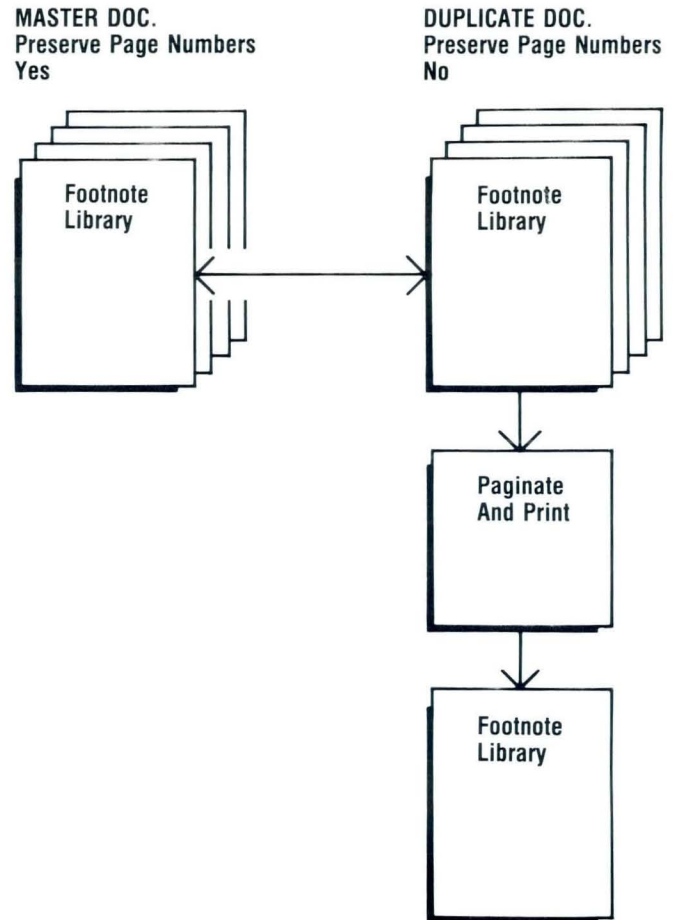
Setting Preserve Page Numbers to Yes prevents you from paginating the footnote library. When you stored the footnotes in a separate document, the system placed each footnote on a separate page, beginning with System Page Number 1. You did not have the opportunity at that time to go to the Create or Revise Document menu and set Preserve Page Numbers to Yes. Do that now. You want to preserve the page numbers because you use these numbers to reference the stored footnote in the Footnote menu.

2. Duplicate the master footnote library.

You use the duplicate library to print a reference copy. You will, however, continue to reference the master footnote library when you use the stored footnotes in a new document. For further information on duplicating a document, see *Job Aids*, Tab 7, Diskette Tasks.

3. Set Preserve Page Numbers to No in the duplicate footnote library.

You do *not* want to preserve the page numbers in the duplicate footnote document. If the page numbers are preserved, each footnote prints on a separate page. A reference copy with many footnotes would be very bulky and awkward to use.



- 4. Paginate and print the duplicate footnote library.**
When you paginate the duplicate library, the system removes the Page End codes placed between each footnote and inserts new Page End codes based on line count. Therefore, your duplicate library does not have nearly as many pages as the master footnote library.
- 5. Hand-number the printed copy for future reference.**
The hard copy should be hand-numbered. That is, you should write a page number beside each footnote. These numbers correspond to the system page numbers within the master footnote library.
- 6. Delete the duplicate footnote library.**
This is to ensure that you reference the master footnote library whenever you access or revise the stored footnotes. For further information on deleting a document, see *Job Aids*.

- ① Alicia P. Parker, Modern Anxiety (New York: Macmillan, 1979), p. 45.
- ② John H. Rauch, The Search for Human Life (New York: Macmillan, 1965), pp. 334-338.
- ③ J.H. Dexter, "The Development of the Allegory," American Literary Review 69 (1963), pp. 223-238.
- ④ John P. Dern and Alec Russell, A Manual for Intergroup Relationships (Chicago: University of Chicago Press, 1967), p. 66.
- ⑤ John W. Frazier, The German System of Government, 5th ed. rev. (Chicago: University of Chicago Press, 1967), p. 66.
- ⑥ Winifred H. MacDonald, English Prose Fiction: A Bibliography (Cambridge: Harvard University Press, 1975), p. 79.
- ⑦ Caroline Davis, The Phoenix as a Symbol in Modern Fiction (Notre Dame, IN: Notre Dame University Press, 1968), p. 57.
- ⑧ Helen M. Gardiner, The World We Live In (San Francisco: Coit Press, 1980), p. 78.
- ⑨ Elizabeth Henry, Effective Communications (New York: Harper & Row, 1977), p. 667.
- ⑩ Grace F. Fairchild, Anxiety in the Business World (New York: Tower Press, 1981), p. 45.
- ⑪ Barry S. Wolenski, Communicating (Chicago: Parallel Publications, 1980), p. 82.

Go on to the Demonstration that follows.

DEMONSTRATION/TEXTPACK 6

Let's print a reference copy of a previously stored footnote library. But first, let's look at the original Library Copy. The steps to print a reference copy follow.

Choose Revise to access the following document:

Document name: Library Copy

Diskette name: TRAIN2

Go to the Create or Revise Document menu.

Note: The original footnote library must have Preserve Page Numbers set to Yes so that you will not mistakenly paginate it.

To print your reference copy on as few pages as possible, however, you must change Preserve Page Numbers to No in the duplicate copy, then paginate the duplicate.

To duplicate the master footnote library:

Go to the Task Selection menu and choose Work Diskette Tasks.

Choose Duplicate Document in the Work Diskette Tasks menu.

Complete the Duplicate Document menu as follows:

Document name: Library Copy

Diskette name: TRAIN2

New document name: Dup Lib

Diskette name: TRAIN2

Press **ENTER** to duplicate the documents and return to the **Work Diskette Tasks** menu.

Go to the **Typing Tasks** menu.

Set **Preserve Page Numbers** to **No** in the duplicate footnote library named **Dup Lib**.

Choose **Revise** to access the following document:

Document name: **Dup Lib**

Diskette name: **TRAIN2**

Set **Preserve Page Numbers** to **No** in the **Create or Revise Document** menu.

Go to the typing area and press **END**.

Paginate and print the duplicate footnote document.

Number the printed document for future reference.

Delete the duplicate footnote library named Dup Lib.

The document is shown below.

- 1 Alicia P. Parker, Modern Anxiety, (New York: Macmillan, 1979), p. 45.
- 2 John H. Rauch, The Search for Human Life (New York: Macmillan, 1965), pp. 334-338.
- 3 J.H. Dexter, "The Development of the Allegory," American Literary Review 69 (1963), pp. 223-238.
- 4 John P. Dern and Alec Russell, A Manual for Intergroup Relationships (Chicago: University of Chicago Press, 1967), p. 66.
- 5 John W. Frazier, The German System of Government, 5th ed. rev. (Chicago: University of Chicago Press, 1967), p. 66.
- 6 Winifred H. MacDonald, English Prose Fiction: A Bibliography (Cambridge: Harvard University Press, 1975), p. 79.
- 7 Caroline Davis, The Phoenix as a Symbol in Modern Fiction (Notre Dame, IN: Notre Dame University Press, 1968), p. 57.
- 8 Helen M. Gardiner, The World We Live In (San Francisco: Coit Press, 1980), p. 78.
- 9 Elizabeth Henry, Effective Communications (New York: Harper & Row, 1977), p. 667.
- 10 Grace F. Fairchild, Anxiety in the Business World (New York: Tower Press, 1981), p. 45.
- 11 Barry S. Wolenski, Communicating (Chicago: Parallel Publications, 1980), p. 82.

Go on to the Self-Test on the next page.

SELF-TEST/TEXTPACK 6

In this Self-Test you will print a reference copy of a footnote library. Remember, to do this you will duplicate the master footnote document. The duplicate document becomes the reference copy.

The master footnote document is stored on TRAIN2. The document name is Reference Footnote.

Name the new document Footnote Dup.

Go on to the Feedback on the next page.

FEEDBACK/TEXTPACK 6

A printed and hand-numbered reference copy is shown below.

- ① Franklin G. Just, A History of Business (Detroit: Skyline Press, 1977), p. 566.
- ② Patrick O'Donnell, Modern Office Procedures (New York: Lawrence Books, 1981), p. 78.

Did you remember to delete the reference copy?

Revising Footnotes from a Footnote Library

*Prerequisites:
You must have completed
all previous segments in
this lesson*



4 This segment is for users of Textpack 6 only.

It is possible to correct minor typographical errors in a footnote library by choosing **Revise** to access the document. However, for more extensive revisions you should access the footnote through the Footnote code.

Your goal for this segment is to be able to revise a footnote stored in a footnote library through the Footnote code.

MAIN IDEA/TEXTPACK 6

To revise a footnote stored in a footnote library, follow these steps:

1. Create a document and go to the typing area.
2. Press INSTR and choose Footnote.
3. Complete the Footnote menu, including the document name, the diskette name, and the system page number of the footnote to be revised.
4. Make revisions in the footnote typing area.
5. Repeat Steps 2 through 4 as necessary.

If you have enough information about revising footnotes from a library, go on to the Demonstration. If you would like more detail, read the Help that follows.

HELP/TEXTPACK 6

You learned in Lesson 2, Segment 3 of this unit that footnotes should be revised by going through the Footnote code to the footnote typing area. All revisions take place within the footnote typing area.

Footnotes that have been stored in a footnote library should also be revised this way. But you don't have a Footnote code within the footnote library. So how do you revise the footnotes?

You could go back to the document in which these footnotes were originally created. However, you might not remember where this was. Instead, you can create a new document that "holds" a Footnote code. You can then go through this Footnote code to revise the stored footnotes.

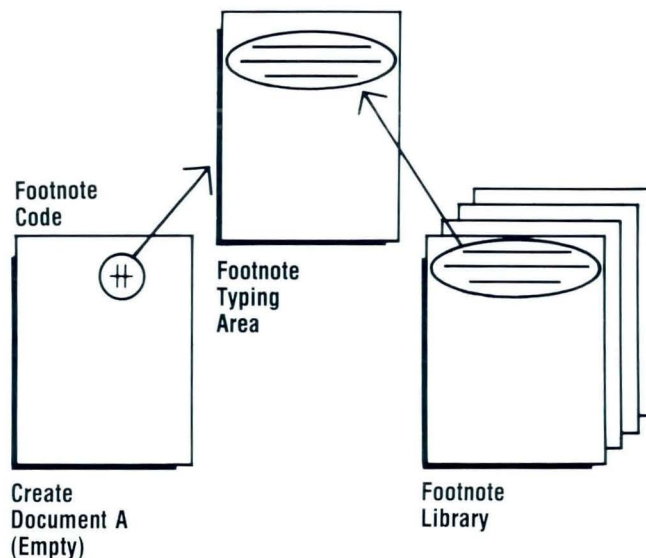
To revise a footnote stored in a separate reference document, follow these steps:

1. Create a document and go to the typing area.

This is an "empty" document. That is, it contains no text. You are creating this document as a means of holding a Footnote code.

2. Press INSTR and choose Footnote.

This places a Footnote code in the empty document, giving you a means of accessing the footnote to be revised.



3. Complete the Footnote menu, including the document name, the diskette name, and the system page number of the footnote to be revised.

The item for Create/Revise Footnote Text is set to Yes, so there's no need to choose that item. You should choose and complete the items for document name and diskette name, indicating where the footnotes are stored and giving the system page number of the footnote to be revised.

FOOTNOTE			
ID	ITEM	YOUR CHOICE	POSSIBLE CHOICES
a	Create/Revise Footnote Text	1	1 = Yes 2 = No
b	Reset Footnote Number or Character		
c	Document Name		
d	Diskette Name		
e	System Page Number		

When finished with this menu, press ENTER.

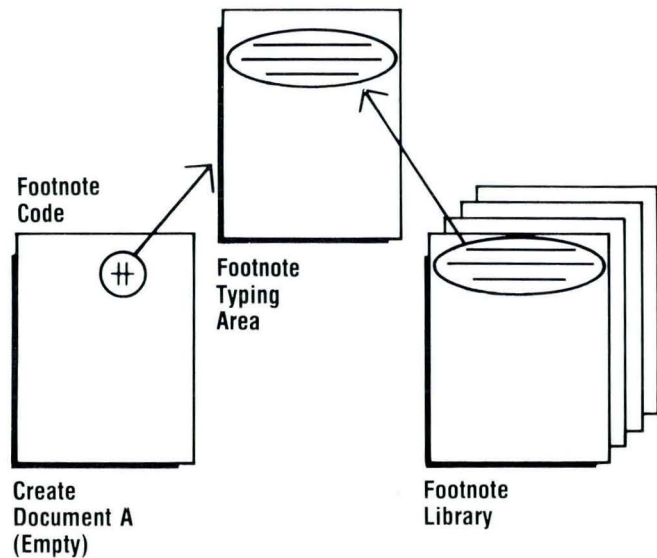
Type ID letter to choose ITEM; press ENTER:

4. Make revisions in the footnote typing area.

You can now make revisions to the footnote library.

5. Repeat Steps 2 through 4 as necessary.

You should repeat Steps 2 through 4 for each footnote you want to revise.



Go on to the *Demonstration* that follows.

DEMONSTRATION/TEXTPACK 6

In this Demonstration you will make revisions to two footnotes stored in the document named Footnote Library. A one-page reference copy of Footnote Library is shown below.

REFERENCE COPY OF FOOTNOTE LIBRARY

- ① Alicia P. Parker, Modern Anxiety (New York: Macmillan, 1979), p. 45.
- ② John H. Rauch, The Search for Human Life (New York: Macmillan, 1965), pp. 334-338.
- ③ J.H. Dexter, "The Development of the Allegory," American Literary Review 69 (1963), pp. 223-238.
- ④ John P. Dern and Alec Russell, A Manual for Intergroup Relationships (Chicago: University of Chicago Press, 1967), p. 66.
- ⑤ John W. Frazier, The German System of Government, 5th ed. rev. (Chicago: University of Chicago Press, 1967), p. 66.
- ⑥ Winifred H. MacDonald, English Prose Fiction: A Bibliography (Cambridge: Harvard University Press, 1975), p. 79.
- ⑦ Caroline Davis, The Phoenix as a Symbol in Modern Fiction (Notre Dame, IN: Notre Dame University Press, 1968), p. 57.
- ⑧ Helen M. Gardiner, The World We Live In (San Francisco: Coit Press, 1980), p. 78.
- ⑨ Elizabeth Henry, Effective Communications (New York: Harper & Row, 1977), p. 667.
- ⑩ Grace F. Fairchild, Anxiety in the Business World (New York: Tower Press, 1981), p. 45.
- ⑪ Barry S. Wolenski, Communicating (Chicago: Parallel Publications, 1980), p. 82.

3.4 Revising Footnotes from a Footnote Library / Demonstration

Create the following document and go to the typing area:

Document name: Revise Footnote Library
Diskette name: TRAIN2

Press **INSTR** and choose Footnote.

Make the following selections in the Footnote menu:

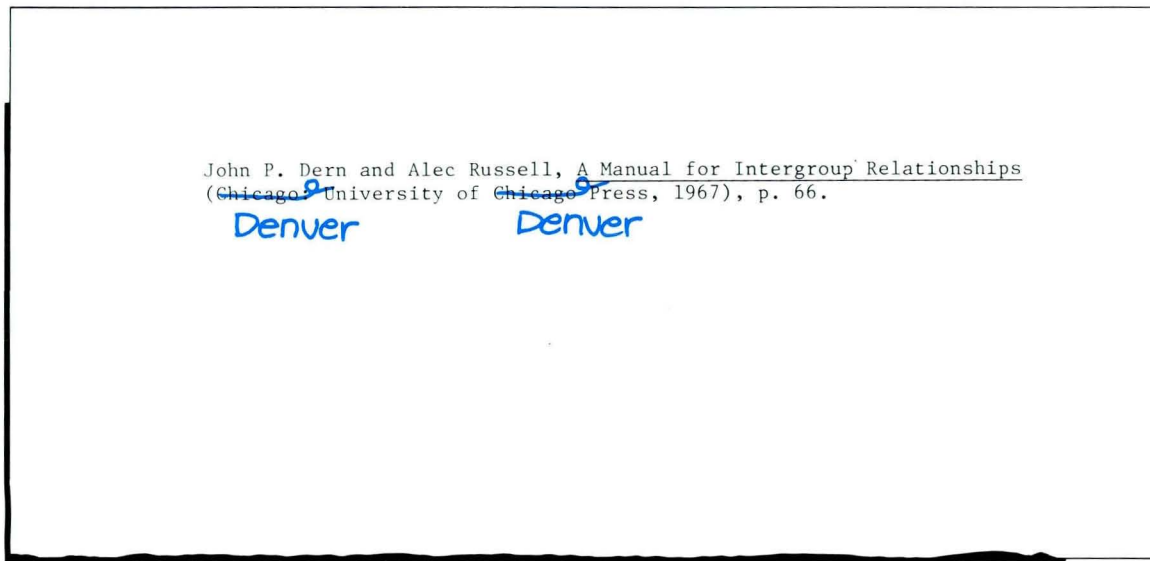
- Document name: Footnote Library
- Diskette name: TRAIN2
- System Page Number: 4

Make revisions in the footnote typing frame.

The footnote shown below should appear in the footnote typing frame. The word *Chicago* should be *Denver*.

Revise the footnote to correct this.

Press **ENTER** to return to the typing area.



The footnote reference number 1 appears in the typing area.

Press INSTR and choose Footnote.

Complete the Footnote menu by setting System Page Number to 9.

Notice that the document name and diskette name are still filled in.

Press ENTER to go to the footnote typing area.

The footnote shown below appears in the footnote typing area.

Correct the page number in this footnote by changing it from 667 to 67.

Press ENTER to return to the typing area.

The footnote reference number 2 is now added to the typing area.

Press END.

Elizabeth Henry, Effective Communications (New York: Harper & Row, 1977), p. ~~667~~²
67

Go on to the Self-Test on the next page.

SELF-TEST/TEXTPACK 6

In this Self-Test you will revise the footnotes stored in the document named Ft Library.

- Create a document and name it Library Revisions.
- The footnotes you will revise are stored in a document named Ft Library. The diskette name is TRAIN2.
- Make the revisions as shown in the illustrated reference copy.

- ① Franklin G. Just, A History of Business (Detroit: Skyline Press, 1977), p. 566.
- ② Patrick O'Donnell, Modern Office Procedures (New York: Lawrence Books, 1981), p. 78.
- 1982 83

Go on to the Feedback on the next page.

FEEDBACK/TEXTPACK 6

To revise the footnotes stored in the document named Ft Library you should have:

- Created a document.
- Pressed INSTR and chosen Footnote.
- Completed the Footnote menu as shown on the right.
- Pressed ENTER and made the revisions in the footnote typing frame.
- Pressed ENTER to return to the typing area.

FOOTNOTE			
ID	ITEM	YOUR CHOICE	POSSIBLE CHOICES
a	Create/Revise Footnote Text	1	1 = Yes 2 = No
b	Reset Footnote Number or Character		
c	Document Name	Ft Library	
d	Diskette Name	TRAIN 2	
e	System Page Number	2	

When finished with this menu, press ENTER.

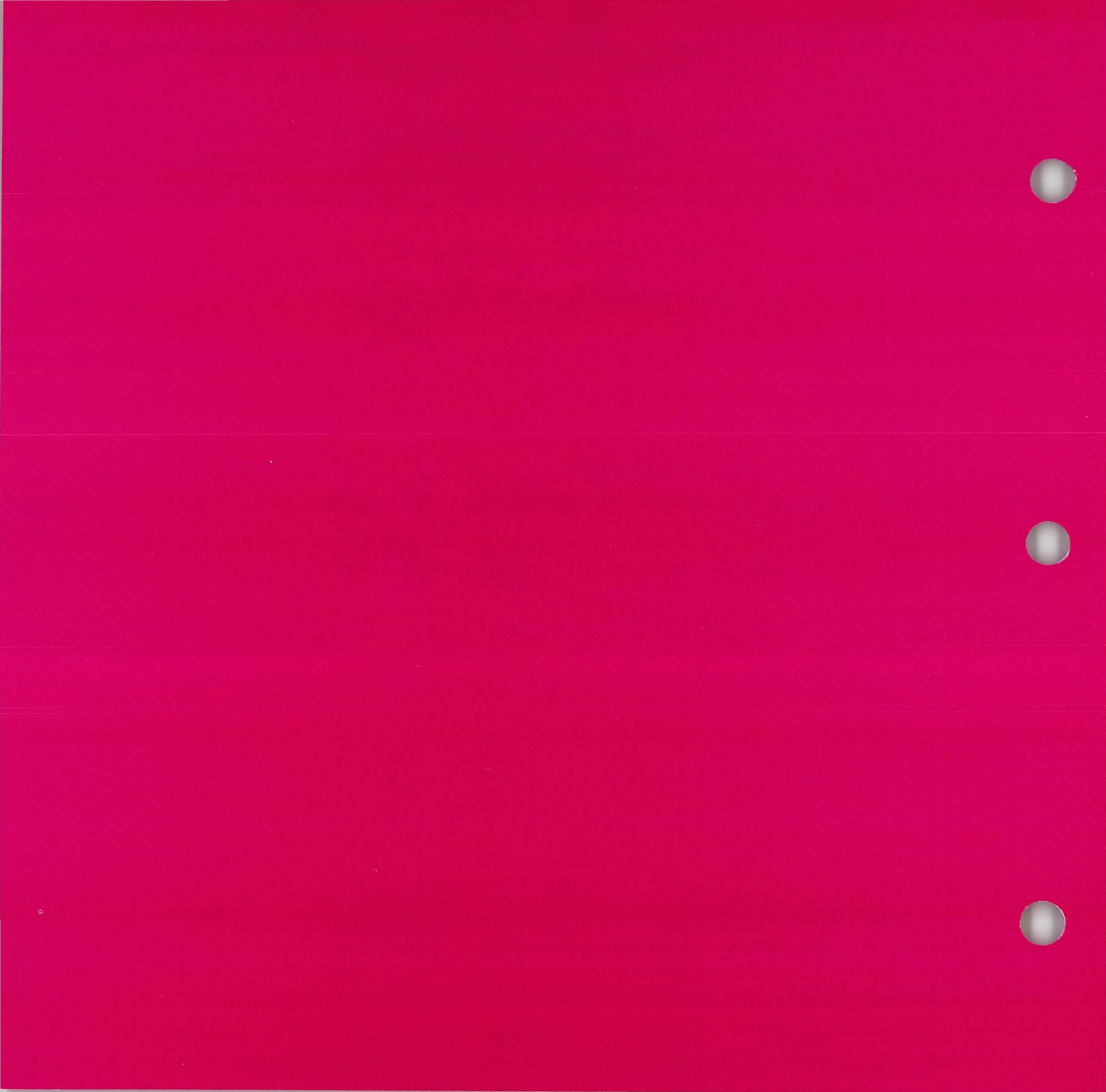
Type ID letter to choose ITEM; press ENTER:

Unit: Special Text Applications

**Lesson 4: Automatic Outline
(Textpack 6)**

4

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4

This lesson is for users of Textpack 6 only.

Creating an outline using a typewriter means calculating and setting the tabs so that the text aligns correctly, typing the correct letter or number for each outline entry, and then typing the text. If the outline must be revised by adding or deleting an entry, you often have to retype every entry that follows the revision.

The Automatic Outline function with Textpack 6 inserts the correct letter or number for each outline entry, positions the cursor so that the text aligns correctly, and resequences the outline after revision. You may choose to create the outline using the Displaywriter defaults for each outline level, or you can set up your own outline format.

No matter which format you use, you'll find the Automatic Outline function a real time saver, particularly in the revision cycle.



The training documents for this lesson are on Master diskette MASTR2. If you have not already done so, duplicate MASTR2 onto TRAIN2. If you have forgotten how to duplicate, refer to *Job Aids*, Tab 7, Diskette Tasks.

Creating an Outline

Prerequisites:
You must have completed
Common Text
Applications, Lesson 3,
Segment 4



1 This segment is for users of Textpack 6 only.
Suppose you have been asked to create an outline from a set of handwritten notes. Previously, you learned to enter the appropriate characters, punctuation, and tabs yourself.

The Automatic Outline function with Textpack 6 performs these tasks for you, inserting the correct codes and characters automatically.

Your goal for this segment is to be able to create an outline using the system defaults.

MAIN IDEA/TEXTPACK 6

To create an outline using system defaults:

1. Press **OUTLINE** (**CODE** + **OUTLINE**) repeatedly until you reach the desired outline level.
2. Press **ENTER**.
3. Type the text you wish to enter at that outline level.
4. Press **RETURN** to begin a new line.
5. Repeat Steps 1 through 4 as necessary.
6. Paginate the document.

If you have enough information about using Automatic Outline, go on to the Demonstration. If you would like more detail, read the Help that follows.

HELP/TEXTPACK 6

Creating an Outline

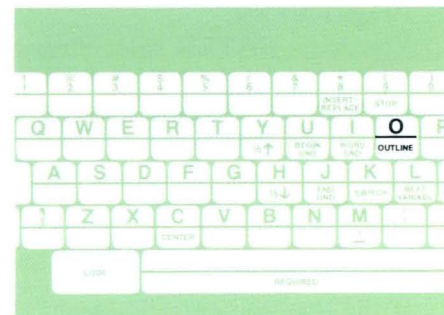
1. Press OUTLINE (Code + OUTLINE) repeatedly until you reach the desired outline level.

When you press OUTLINE, the cursor moves to the first level of indent and the characters I. ➔ appear. These characters appear automatically according to the system default. An Outline Control code (⚡) is also placed in the outline at the beginning of the line. If the cursor is at the correct level, continue with Step 2.

The prompt shown on the right instructs you to press OUTLINE to change level. The prompt also gives you the option to “type your choice.” You will learn to do this later. If you press OUTLINE again, the cursor moves to the second level of indent and the characters A. ➔ appear. If the cursor is at the correct level, continue with Step 2.

You can continue to press OUTLINE a total of seven times before the system returns to outline level 1. Or, if you press OUTLINE more times than necessary, press CANCL. The cursor returns to the left margin and you can begin pressing OUTLINE again.

When you press OUTLINE again, the outline characters may be out of sequence. Don't worry. Just be sure that the cursor is at the desired level. When you paginate, the system corrects the sequence.



Press OUTLINE to change level, or type your choice.

```

I. Level One
  A. Level Two
    1. Level Three
      a) Level Four
        (1) Level Five
          (a) Level Six
            i) Level Seven
  
```

2. Press ENTER.

You press ENTER to confirm that the cursor is at the desired level. The ↗ disappears and you are ready to begin typing.

If you forget to press ENTER before typing your text, your text is inserted on the prompt line, rather than in the typing area. To correct this, backspace or press CANCL, then press ENTER.

3. Type the text for that outline level.

If the text you enter is longer than one line, the system automatically returns for you and the text on subsequent lines is indented correctly.

4. Press RETURN to begin a new level.

When you have finished typing the text for that outline level, press RETURN. The cursor returns to the left margin.

5. Repeat Steps 1 through 4 as necessary.**6. Paginate the document.**

When you paginate, the system checks the sequence of the outline and corrects any errors.

Note: Adjust Page Endings must be set to Yes when you paginate.

Go on to the Demonstration on the next page.

DEMONSTRATION/TEXTPACK 6

In this Demonstration you will create an outline using system defaults. The steps to create this sample outline follow.

- I. Create a handout
 - A. Title handout
 - B. Describe when it is to be used
 - C. Present information
 - 1. Examples
 - 2. Common errors
 - 3. Visuals
 - a) Labeled
 - b) Focus on critical features
- II. Distribute handout

Create the following document and go to the typing area:

Document name: Outline

Diskette name: TRAIN2

Press OUTLINE.

When you first press OUTLINE, I. ↗ appears.

These characters appear automatically according to the system default. Notice also that the first character is indented five spaces from the left margin. This allows room for longer Roman numerals, such as VIII.

The prompt “Press OUTLINE to change level, or type your choice” appears.

Press ENTER.

When you press ENTER, ↗ and the prompt disappear. You are ready to type the text entry for that line of the outline.

Type *Create a handout*

This is your text entry for the first level of your outline.

Press RETURN to begin a new line.

Press OUTLINE twice.

This brings you to the second level of the outline. The characters A. + appear.

Press ENTER.

If you type your text entry *before* you press ENTER, your entry appears on the prompt line, rather than in the typing area. If that happens, backspace or press CANCL, then press ENTER.

- ```
I. Create a handout
 A. Title handout
 B. Describe when it is to be used
 C. Present information
 1. Examples
 2. Common errors
 3. Visuals
 a) Labeled
 b) Focus on critical features
II. Distribute handout
```

**Type Title handout**

Again, this is your text entry for the level 2 position.

Press **RETURN**.

Continue typing the rest of the outline.

Press **OUTLINE** one additional time to reach each new level.

Remember to press **ENTER** before you type the outline text.

End the document, paginate, and print.

Compare your printed outline with the illustrated outline. If you had any problems, try the Demonstration again.

- I. Create a handout
  - A. Title handout
  - B. Describe when it is to be used
  - C. Present information
    - 1. Examples
    - 2. Common errors
    - 3. Visuals
      - a) Labeled
      - b) Focus on critical features
- II. Distribute handout

Go on to the Self-Test on the next page.

**SELF-TEST/TEXTPACK 6**

In this Self-Test you will create an outline using system defaults. Create the following document using Automatic Outline and go to the typing area:

Document name: Outline Test

Diskette name: TRAIN2

- Type the title *CLASSIFICATION OF PRIMATES* on the first typing line.
- Press RETURN twice.
- Create the illustrated outline. After each entry, press RETURN.
- Remember, as you proceed the system automatically inserts the correct letters, numbers, characters, and codes for you.
- Paginate and print the document.

CLASSIFICATION OF PRIMATES

I. Prosimians

- A. Lemurs
- B. Tarsiers
- C. Bush Baby

II. Monkeys

- A. New World Monkeys
  - 1. Squirrel Monkey
  - 2. Spider Monkey
  - 3. Organ Grinder Monkey
  - 4. Howler Monkey
- B. Old World Monkeys
  - 1. Rhesus Monkeys
    - a) Japanese Macaque
    - b) Indian Temple Monkey
  - 2. Vervet
  - 3. Langur
  - 4. Patas Monkey
  - 5. Baboons
    - a) Olive Baboon
    - b) Hamadryas Baboon
    - c) Mandrill

Go on to the Feedback on the next page.

**FEEDBACK/TEXTPACK 6**

If you have correctly performed all the steps in creating an outline, your document should look like the illustrated document.

If you had problems:

- Did you remember to press OUTLINE for each level of text entry?
- Did you remember to press RETURN at the end of each level of entry?
- Did you paginate the document before printing?

*If you had trouble creating an outline, review the segment and try the Self-Test again.*

*Prerequisites:*  
You must have completed  
Segment 1 in this lesson



**2** This segment is for users of Textpack 6 only.

When you revise an outline created with the Automatic Outline function, the Displaywriter automatically rennumbers the entire outline for you. This allows you to easily add entries, delete entries, or move entries without retyping.

Your goal for this segment is to be able to make revisions that affect the outline sequence.

**MAIN IDEA/TEXTPACK 6**

To revise an outline, follow these steps:

1. Place the cursor at the left margin of the line where the revision will occur.
2. Make the desired revision:
  - To add an entry, press **OUTLINE** the appropriate number of times, press **ENTER**, type the entry, and press **RETURN**.
  - To delete an entry, use the usual Delete procedure.
  - To move an entry, use the Move procedure.
3. Paginate to resequence the outline.

*If you have enough information about revising an outline, go on to the Demonstration. If you would like more detail, read the Help that follows.*

**HELP/TEXTPACK 6**

To revise an outline, follow these steps:

**1. Place the cursor at the left margin of the line where the revision will occur.**

An Outline Control code ( **†** ) appears in front of the existing outline entry.

**2. Make the desired revision:**

- To add an entry, press **OUTLINE** the appropriate number of times, press **ENTER**, type the entry, and press **RETURN**.
- To delete an entry, use the **Delete** procedure.
- To move an entry, use the **Move** procedure.

Use the standard revision procedures to make a revision once the cursor is positioned.

When you make a revision, the outline sequence may be incorrect.

**3. Paginate to resequence the outline.**

Pagination resequences all levels of the outline. This allows you to add, delete, and move entries without retyping the entire outline.

*To revise an outline, go on to the Demonstration.*

## DEMONSTRATION/TEXTPACK 6

In this Demonstration you will make revisions to an outline. The steps to revise this sample outline follow.

CLASSIFICATION OF PRIMATES

- I. Prosimians
  - A. Lemurs
  - B. Tarsiers
  - C. Bush Baby
- II. Monkeys
  - A. New World Monkeys
    - 1. Squirrel Monkey
    - 2. Spider Monkey
    - 3. ~~Organ Grinder Monkey~~
    - 4. Howler Monkey
  - B. Old World Monkeys
    - 1. Rhesus Monkeys
      - a) Japanese Macaque
      - b) Indian Temple Monkey
    - 2. Vervet
    - 3. Langur
    - 4. Patas Monkey
    - 5. Baboons
      - a) Olive Baboon
      - b) Hamadryas Baboon
      - c) Mandrill

*Handwritten annotations:*

- A blue arrow points from the Prosimians section to the Monkeys section.
- A blue arrow points from the handwritten text "A. Marmosets" to the "A. New World Monkeys" section.
- The text "A. Marmosets" is written in blue ink next to the arrow.
- The text "Organ Grinder Monkey" is crossed out with a blue line, and a blue squiggle is at the end of the line.



**Choose Revise to access the following document:**

Document name: Monkeys

Diskette name: TRAIN2

The first revision to be made is to move *C. Bush Baby* so that this is the first entry under *I. Prosimians*.

**Move the cursor to the Outline Control code ( † ) at the left margin of the outline entry *C. Bush Baby*.**

**Press MOVE.**

**When the prompt “Move what?” appears, move the cursor to the Required Carrier Return at the end of the line. Press ENTER.**

**When the prompt “To where?” appears, move the cursor to the Outline Control code ( † ) at the beginning of the line *A. Lemurs*. Press ENTER.**

The entry *C. Bush Baby* now appears first under *I. Prosimians*. Although the entries are now out of sequence, the sequence will be corrected when you paginate.

The next revision is to add the entry *A. Marmosets* under *II. Monkeys*. To do this:

Move the cursor to the Outline Control code at the left margin of the line *A. New World Monkeys*.

Press **OUTLINE** twice.

*A.* should appear on the screen.

When the prompt "Type your choice..." appears, press **ENTER**.

Remember, although you see two letter *A*'s, the sequence will be corrected when you paginate.

Type *Marmosets* and press **RETURN**.

The next revision you will make is to delete the entry *3. Organ Grinder Monkey*. To do this:

Move the cursor to the Outline Control code at the left margin of the line *3. Organ Grinder Monkey*.

Press **DEL**. Move the cursor to the end of the line. Be sure to delete the Carrier Return at the end of the line. Press **ENTER**.

```
II. Monkeys
 A. New World Monkeys
 1. Squirrel Monkey
 2. Spider Monkey
 3. Organ Grinder Monkey
 4. Howler Monkey
```

Once all revisions are made to the outline, end the document. Paginate and print. Pagination resequences the outline entries. The revised document is shown below.

CLASSIFICATION OF PRIMATES

I. Prosimians

- A. Bush Baby
- B. Lemurs
- C. Tarsiers

II. Monkeys

- A. Marmosets
- B. New World Monkeys
  - 1. Squirrel Monkey
  - 2. Spider Monkey
  - 3. Howler Monkey
- C. Old World Monkeys
  - 1. Rhesus Monkeys
    - a) Japanese Macaque
    - b) Indian Temple Monkey
  - 2. Vervet
  - 3. Langur
  - 4. Patas Monkey
  - 5. Baboons
    - a) Olive Baboon
    - b) Hamadryas Baboon
    - c) Mandrill

*Go on to the Self-Test on the next page.*

**SELF-TEST/TEXTPACK 6**

In this Self-Test you will make further revisions to the outline you saw in the Demonstration. The outline with revisions is shown on the next page.

Choose Revise to access the following document:

Document name: Monkeys 2

Diskette name: TRAIN2

- Move *D. Gibbon* so that it is the first outline entry under *III. Apes*.
- Add the following under the entry *B. Gorillas*:
  1. *Mountain Gorillas*
  2. *Lowland Gorillas*
- Delete the entry *B. Homo habilis*.
- Paginate and print the document.

- A. Bush Baby
- B. Lemurs
- C. Tarsiers

## II. Monkeys

- A. Marmosets
- B. New World Monkeys
  - 1. Squirrel Monkey
  - 2. Spider Monkey
  - 3. Howler Monkey
- C. Old World Monkeys
  - 1. Rhesus Monkeys
    - a) Japanese Macaque
    - b) Indian Temple Monkey
  - 2. Vervet
  - 3. Langur
  - 4. Patas Monkey
  - 5. Baboons
    - a) Olive Baboon
    - b) Hamadryas Baboon
    - c) Mandrill

## III. Apes

- A. Chimpanzees
- B. Gorillas
- C. Orangutan
- D. Gibbon

1. Mountain Gorillas  
2. Lowland Gorillas

## IV. Hominids

- A. Australopithecus
  - 1. A. africanus
  - 2. A. robustus
  - 3. A. boiseii
- ~~B. Homo habilis~~
- C. Homo erectus
- D. Homo sapiens
  - 1. Neanderthal Man
  - 2. Cro-Magnon Man

Go on to the Feedback on the next page.

**FEEDBACK/TEXTPACK 6**

If you have correctly performed all the steps in making revisions that affect the outline sequence, your finished document will look like the illustration on the opposite page.

*If you had any problems revising an outline, review the segment and try the Self-Test again.*

- A. Bush Baby
- B.- Lemurs
- C. Tarsiers

## II. Monkeys

- A. Marmosets
- B. New World Monkeys
  - 1. Squirrel Monkey
  - 2. Spider Monkey
  - 3. Howler Monkey
- C. Old World Monkeys
  - 1. Rhesus Monkeys
    - a) Japanese Macaque
    - b) Indian Temple Monkey
  - 2. Vervet
  - 3. Langur
  - 4. Patas Monkey
  - 5. Baboons
    - a) Olive Baboon
    - b) Hamadryas Baboon
    - c) Mandrill

## III. Apes

- A. Gibbon
- B. Chimpanzees
- C. Gorillas
  - 1. Mountain Gorillas
  - 2. Lowland Gorillas
- D. Orangutan

## IV. Hominids

- A. Australopithecus
  - 1. A. africanus
  - 2. A. robustus
  - 3. A. boiseii
- B. Homo erectus
- C. Homo sapiens
  - 1. Neanderthal Man
  - 2. Cro-Magnon Man





## Resetting the Outline Character

*Prerequisites:  
You must have completed  
all previous segments in  
this lesson*



**3** This segment is for Textpack 6 users only. Let's assume you've been given a handwritten outline with four main parts, identified by the Roman numerals I through IV. You must create a separate document for each part, but the outline characters continue in sequence throughout each part. How will you use Automatic Outline to create separate outlines in which the first entry begins with the Roman numeral II, III, or IV? You will do this by resetting the outline character.

Your goal for this segment is to be able to reset the outline character for a document.

**MAIN IDEA/TEXTPACK 6**

To reset the outline character:

1. Press **OUTLINE** the appropriate number of times to reach the desired outline level.
2. Respond to the prompt “Press **OUTLINE** to change level, or type your choice” by typing a character that is appropriate for the outline level.
3. Press **ENTER**.

**Note:** Later revisions and pagination will not affect the outline character you reset. It remains as you reset it.

*If you have enough information about resetting the outline character, go on to the Demonstration. If you would like more detail, read the Help that follows.*

## HELP/TEXTPACK 6

To reset the outline character:

1. **Press OUTLINE the appropriate number of times to reach the desired outline level.**

This first step is exactly the same as that used in creating an outline entry. In this case, however, you must type a character *before* you press ENTER to continue.

2. **Respond to the prompt “Press OUTLINE to change level, or type your choice” by typing a character that is appropriate for the outline level.**

The prompt “Press OUTLINE to change level, or type your choice” appears. The cursor is at the correct outline level, however the outline character supplied by the system is not the one you want.

You type the desired character and then press ENTER. The character you choose must be appropriate for that outline level. In other words, if the characters at that level are uppercase Roman numerals, you must choose an uppercase Roman numeral. If the characters at that level are Arabic numerals, you must choose an Arabic numeral, and so on.

**3. Press ENTER.**

When you press **ENTER**, the system removes the character it had originally entered and inserts the character you typed. From this point on, the characters continue in sequence following the one you chose.

**Note:** Later revisions and pagination will not affect the outline character you reset. It remains as you reset it.

*Go on to the Demonstration on the next page.*

**DEMONSTRATION/TEXTPACK 6**

You will now reset the outline character in two different situations as follows:

- When you want to begin an outline with a character *other than the first character* of that outline level.
- When you have more than one outline within a single document, and the system *does not begin with the first character* for that outline level.

**Demonstration 1**

The outline shown on the facing page has been divided into four separate documents. In this Demonstration, you will create only the fourth section (IV) of the outline as a separate document. Since the system selects *I* the first time you press OUTLINE, you must reset the outline character.

**Create the following document and go to the typing area:**

Document name: Outline IV

Diskette name: TRAIN

**Press OUTLINE.**

The Roman numeral *I* appears. The cursor is at the desired outline level, but the character supplied by the system is not correct for this outline.

Do *not* press ENTER.

## I. Letter/Memo

- A. Usually one page or less in length
- B. Established formats
- C. Simple to type
- D. Light editing; simple revisions
- E. Normally requires only one author
- F. Finished document is seldom printed
- G. Typically distributed to one (or a few) individual(s)

} Section I

## II. Narrative Text

- A. Usually more than one page in length
- B. Varies in difficulty and complexity
- C. May require extensive editing and revisions
- D. May be a compilation of information
- E. May require research to complete
- F. May involve several authors and editors
- G. Finished document is often printed
- H. Typically distributed to several individuals

} Section II

## III. Statistical/Columnar

- A. More than 25% of document consists of statistics or other quantitative information
- B. Critical information is arranged in columnar format
- C. Preparation may be difficult and time consuming
- D. Finished document must be prepared with maximum clarity and absolute accuracy

} Section III

## IV. Forms

- A. Information must be entered in specific locations on a previously prepared document
- B. Amount of information to be typed is normally very small
- C. Typing work is difficult and time consuming
- D. Corrections may be laborious due to multiple carbon copies

} Section IV

**Respond to the prompt by typing the Roman numeral IV**

This numeral appears on the prompt line.

**Press ENTER.**

Pressing ENTER replaces the character supplied by the system (I) with your choice (IV).

**Type the text for section IV of the outline.**

If you have performed these steps correctly, your screen should contain the portion of your outline that is illustrated.

**Press END.**

- ```
I.  Forms
    A.  Information must be entered in specific locations on a
        previously prepared document
    B.  Amount of information to be typed is normally very small
    C.  Typing work is difficult and time consuming
    D.  Corrections may be laborious due to multiple carbon
        copies
```


Demonstration 2

In this situation you have more than one outline within a single document. You will therefore need to reset the outline characters for the second outline within the document.

The document you will create is shown below.

Most ornamental plants can be divided into two categories, foliage plants and flowering plants. Foliage plants include the following varieties:

- I. Bright light-level plants
 - A. Azalea
 - B. Geranium
- II. Low light-level plants
 - A. Schefflera
 - B. Nephthytis

The other category, flowering plants, includes the following varieties:

- I. Tender perennial flowers
 - A. Gloxinia
 - B. Temple Bells
- II. Hardy perennial flowers
 - A. Yarrow
 - B. Phlox

Create the following document and go to the typing area:

Document name: Flowers

Diskette name: TRAIN2

Type the first paragraph through the word *varieties*. Press RETURN twice.

Press OUTLINE, then press ENTER.

Type the text *Bright light-level plants* and press RETURN.

Press OUTLINE twice, then press ENTER.

Most ornamental plants can be divided into two categories, foliage plants and flowering plants. Foliage plants include the following varieties:

- I. Bright light-level plants
 - A. Azalea
 - B. Geranium
- II. Low light-level plants
 - A. Schefflera
 - B. Nephthytis

The other category, flowering plants, includes the following varieties:

- I. Tender perennial flowers
 - A. Gloxinia
 - B. Temple Bells
- II. Hardy perennial flowers
 - A. Yarrow
 - B. Phlox

Continue building your outline until you have typed all of the first outline within the document. Press RETURN twice.

Type the second paragraph through the word *varieties*. Press RETURN twice.

Press OUTLINE.

The Roman numeral *III* appears. The cursor is at the correct outline level, but the character supplied by the system is not correct for this outline.

Do *not* press ENTER.

In this case you do not want the sequence to continue. Instead, you want to begin again with the Roman numeral *I*.

Respond to the prompt by typing the Roman numeral *I*

It appears on the prompt line.

Press ENTER.

The outline now begins with the correct character.

Complete the document. Paginate and print the document.

If you have performed these steps correctly, the completed document should match the illustration.

Go on to the Self-Test on the next page.

SELF-TEST/TEXTPACK 6

In this Self-Test you will reset the outline character twice.

- Create the following document and go to the typing area:
Document name: Natives
Diskette name: TRAIN2
- Create the document shown on the facing page using Automatic Outline. Reset the outline character as needed.

XIV. Indians of the Great Plains

- A. Cheyenne
- B. Comanche
- C. Blackfoot
- D. Sioux

Next, we will turn to the Pacific Islands, where numerous races and cultures have inhabited a wide range of environments, some having pursued a relatively simple way of life, while others built impressive preindustrial civilizations.

I. Peoples of Polynesia

- A. Hawaii
- B. Easter Island
- C. Samoa
- D. Tahiti
- E. Palau

II. Peoples of Melanesia

- A. New Guinea

Go on to the Feedback.

FEEDBACK/TEXTPACK 6

If you had problems resetting the outline character:

- Did you remember to type your choice when prompted by the system?
- Did you type your choice before pressing ENTER?

If you had any problems, review the segment and take the Self-Test again.

Prerequisites:

You must have completed all previous segments in this lesson



4

This segment is for users of Textpack 6 only.

Up to this point, you have used Automatic Outline with default character and punctuation settings. But what if you must create an outline with completely different outline characters and punctuation?

Automatic Outline lets you change *all* the outline defaults to the characters and punctuation you choose.

Your goal for this segment is to be able to change the outline format defaults.

MAIN IDEA/TEXTPACK 6

To change the system outline defaults, follow these steps:

1. Choose Change Document Format in the Create or Revise Document menu.
2. Choose Change Outline Levels in the Format Selection menu.
3. Choose the outline level you want to change in the Outline Level Format Selection menu.
4. Make the desired changes in the Outline Level Format menu for that level.
5. Press ENTER to return to the Outline Level Format Selection menu.
6. Choose any additional outline levels you want to change.
7. Make the desired changes in the Outline Level Format menus for those levels.
8. Press ENTER until you reach the typing area.

If you have enough information about changing the outline format defaults, go on to the Demonstration. If you would like more detail, read the Help that follows.

HELP/TEXTPACK 6

Each outline level has its Outline Format menu. You may make changes in four different areas within this menu:

- Type of Numbering or Lettering
- Combine with Previous Levels
- Leading Characters
- Trailing Characters

These areas are defined as follows:

Type of Numbering or Lettering. You choose the kinds of outline characters. You can choose Roman numerals, alphabetic characters, Arabic numbers, and so on.

Combine with Previous Level. You will learn to do this in the next segment.

Leading Characters. These characters or codes appear to the *left* of the outline character. The leading characters default are Required Tabs (⇨).

Trailing Characters. These characters or codes appear to the *right* of the outline character. The trailing characters defaults are punctuation (.) and Required Tabs (⇨).

To change the outline format defaults, follow these steps:

1. Choose **Change Document Format** in the **Create or Revise Document** menu.

The Format Selection menu appears.

OUTLINE LEVEL FORMAT

ID	ITEM	YOUR CHOICE	POSSIBLE CHOICES
a	Type of Numbering or Lettering	1	1 = Roman Numeral, Upper Case (I, II, . . .) 2 = Alphabetic, Upper Case (A, B, . . .) 3 = Roman Numeral, Lower Case (i, ii, . . .) 4 = Alphabetic, Lower Case (a, b, . . .) 5 = Arabic Numbers (1, 2, . . .) 6 = No Numbering or Lettering
b	Combine with Previous Level	2	1 = Yes 2 = No
c	Leading Characters	⇨	
d	Trailing Characters	.⇨	

When finished with this menu, press ENTER.

Type ID letter to choose ITEM; press ENTER: ⌘

2. **Choose Change Outline Levels in the Format Selection menu.**

The Outline Level Format Selection menu appears. Eight choices are presented, each for a different outline level.

OUTLINE LEVEL FORMAT SELECTION

ID	ITEM
a	Change Outline Level 1
b	Change Outline Level 2
c	Change Outline Level 3
d	Change Outline Level 4
e	Change Outline Level 5
f	Change Outline Level 6
g	Change Outline Level 7
h	Change Outline Level 8

When finished with this menu, press ENTER.

Type ID letter to choose ITEM; press ENTER:

3. **Choose the outline level you want to change in the Outline Level Format Selection menu.**

The Outline Level Format menu for that level appears.

4. **Make the desired changes in the Outline Level Format menu for that level.**

5. **After changing the settings in the Outline Level Format menu, press ENTER to return to the Outline Level Format Selection menu.**

Pressing ENTER sets the outline format settings for that particular outline level. (The settings for all the other outline levels remain unchanged.)

OUTLINE LEVEL FORMAT

ID	ITEM	YOUR CHOICE	POSSIBLE CHOICES
a	Type of Numbering or Lettering	1	1 = Roman Numeral, Upper Case (I, II, ...) 2 = Alphabetic, Upper Case (A, B, ...) 3 = Roman Numeral, Lower Case (i, ii, ...) 4 = Alphabetic, Lower Case (a, b, ...) 5 = Arabic Numbers (1, 2, ...) 6 = No Numbering or Lettering
b	Combine with Previous Level	2	1 = Yes 2 = No
c	Leading Characters	⇒	
d	Trailing Characters	⇒	

When finished with this menu, press ENTER.

Type ID letter to choose ITEM; press ENTER:

6. Choose any additional outline levels you wish to change.

If you want to change the settings in any additional levels, select the letter corresponding to the desired levels in the Outline Level Format Selection menu.

7. Make the desired changes in the Outline Level Format menus for those levels.

8. Press ENTER until you reach the typing area.

When you have finished changing the outline format settings for the appropriate outline levels, you may return to the typing area. The new settings in Automatic Outline are now ready for your use.

To make changes of this kind permanent, you can personalize the defaults on your program diskette. See *Diskettes*, Lesson 3, Segment 1.

To change the outline format settings, go on to the Demonstration that follows.

DEMONSTRATION/TEXTPACK 6

A common outline format is a bulleted format. In this Demonstration you will create the document shown. You will change the outline format and then type the text. Steps to create this sample outline follow.

- o Letter/Memo
 - Usually one page or less in length
 - Established formats
 - Simple to type
 - Light editing; simple revisions
 - Normally requires only one author
 - Finished document is seldom printed

- o Narrative Text
 - Usually more than one page in length
 - Varies in difficulty and complexity
 - May require extensive editing
 - May be a compilation of information
 - May require research to complete
 - May involve several authors and editors
 - Finished document is often printed

Create the following document:

Document name: Bullet

Diskette name: TRAIN2

Go to the Create or Revise Document menu.


Choose Change Document Format.

Choose Change Outline Level Formats.

Choose Change Outline Level 1.

Set Type of Numbering or Lettering to No Numbering or Lettering.

Because you will be using an outline character other than one of the menu choices, you select no numbering or lettering.

Set Leading Characters to a Required Tab and a lowercase “o” ( o).

Your outline character (o) becomes a part of the leading characters.

Set Trailing Characters to one Required Tab (⇧|).

One Required Tab should follow the o.

Press ENTER to return to the Outline Level Format Selection menu.

Select Change Outline Level 2.

Set Type of Numbering or Lettering to No Numbering or Lettering.

Again, you do not want to use one of the menu choices for your outline character.

Set Leading Characters to two Required Tabs and a hyphen (⇧| ⇧| -).

The outline character (-) becomes a part of the leading characters.

Set Trailing Characters to one Required Tab (⇧|).

Press ENTER until you reach the typing area.

Now type the outline shown below. When you press OUTLINE, you will see a bulleted format.

End the document.

Paginate and print the document.

Compare it with the illustrated outline.

- o Letter/Memo
 - Usually one page or less in length
 - Established formats
 - Simple to type
 - Light editing; simple revisions
 - Normally requires only one author
 - Finished document is seldom printed

- o Narrative Text
 - Usually more than one page in length
 - Varies in difficulty and complexity
 - May require extensive editing
 - May be a compilation of information
 - May require research to complete
 - May involve several authors and editors
 - Finished document is often printed

To practice changing the outline format settings on your own, go on to the Self-Test.



SELF-TEST/TEXTPACK 6

In this Self-Test you will change the outline format settings.

Create the following document:

Document name: Plants

Diskette name: TRAIN2

- Use Automatic Outline to create the document shown below.
- Change Type of Numbering or Lettering and change the trailing character to) and a Required Tab.

ORNAMENTAL PLANTS

- 1) Bright light-level plants
 - a) Azalea
 - b) Geranium
- 2) Low light-level plants
 - a) Schefflera
 - b) Nephthytis

Go on to the Feedback on the next page.

FEEDBACK/TEXTPACK 6

If your outline did not match the illustration, check the following:

- Did you change Type of Numbering or Lettering for Level 1 to 5?
- Did you change Type of Numbering or Lettering for Level 2 to 4?
- Did you leave Leading Characters for Level 1 one Required Tab and for Level 2 two Required Tabs?
- Did you set Trailing Characters to) and one Required Tab for both levels?

If you had trouble, review the segment and try the Self-Test again.

Combining Outline Levels

Prerequisites:

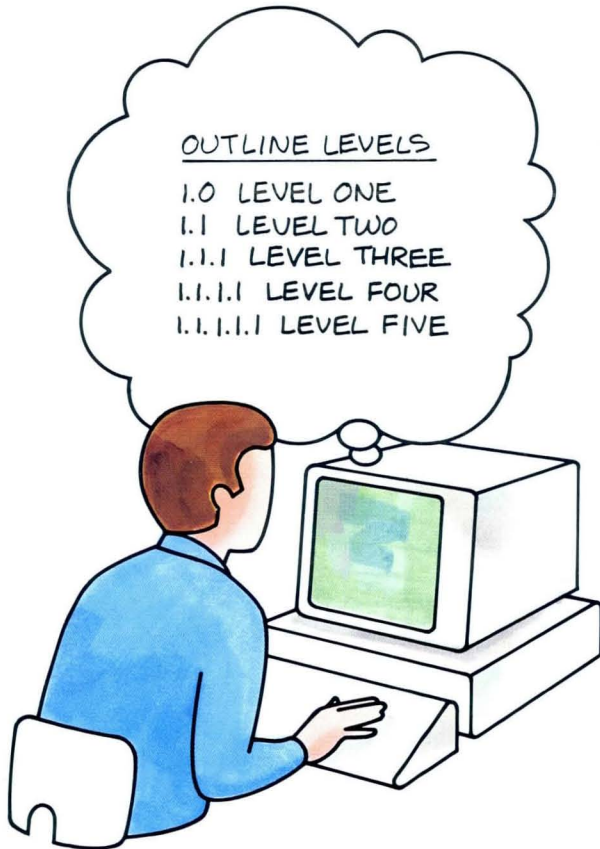
You must have completed all previous segments in this lesson

5

This segment is for users of Textpack 6 only.

Another commonly used outline format combines the outline characters from one level to the next. That is, the characters from the previous level are combined with the character at the current level. To combine outline levels you change the outline level formats.

Your goal for this segment is to be able to create an outline with combined outline levels.



MAIN IDEA/TEXTPACK 6

In an outline with combined levels, the character for the outline level is a combination of characters from the previous level. The leading and trailing characters do not combine. Only the letters or numbers combine. Combined outline levels are frequently used with Arabic numbers, although you can choose to combine any of the characters selected for an outline level. An example of combined levels is shown.

COMBINED OUTLINE LEVELS

```
1.0  xxxxxxxxxxxx
2.0  xxxxxxxxxxxx
2.1  xxxxxxxxxxxx
2.2  xxxxxxxxxxxx
3.0  xxxxxxxxxxxx
3.1  xxxxxxxxxxxx
3.2  xxxxxxxxxxxx
3.2.1 xxxxxxxxxxxx
3.2.2 xxxxxxxxxxxx
```

To combine outline levels, follow these steps:

1. Choose Change Document Format in the Create or Revise Document menu.
2. Choose Change Outline Level Formats in the Format Selection menu.
3. Choose the appropriate level in the Outline Level Format Selection menu.
4. Make desired choices in the Outline Level Format menu, including:
 - Type of Numbering or Lettering
 - Leading Characters
 - Trailing Characters
 - Set Combine with Previous Level to Yes.

Note: Because of the number of characters being combined, it may be necessary to increase the number of spaces between tab settings in the document format.

If you have enough information about combining outline levels, go on to the Demonstration. If you would like more detail, read the Help that follows.

HELP/TEXTPACK 6

The procedure for combining outline levels is similar to the procedure you learned for changing the outline level format settings.

To combine outline levels, follow these steps:

1. **Choose Change Document Format in the Create or Revise Document menu.**
2. **Choose Change Outline Level Formats in the Format Selection Menu.**
3. **Choose the appropriate outline level in the Outline Level Format Selection menu.**

Since Outline Level 1 has no level above it, you do not select Outline Level 1 unless you want to change other format settings. For example, if you wanted Level 1 to be a number followed by a period and a zero (1.0), you set the trailing character as period, zero. If you are setting the format to combined section numbers, go to Outline Level 1 to set the Type of Numbering.

OUTLINE LEVEL FORMAT

ID	ITEM	YOUR CHOICE	POSSIBLE CHOICES
a	Type of Numbering or Lettering	1	1 = Roman Numeral, Upper Case (I, II, . . .) 2 = Alphabetic, Upper Case (A, B, . . .) 3 = Roman Numeral, Lower Case (i, ii, . . .) 4 = Alphabetic, Lower Case (a, b, . . .) 5 = Arabic Numbers (1, 2, . . .) 6 = No Numbering or Lettering
b	Combine with Previous Level	2	1 = Yes 2 = No
c	Leading Characters		
d	Trailing Characters	.0	

When finished with this menu, press ENTER.

Type ID letter to choose ITEM; press ENTER:

4. Make desired choices in the Outline Level Format menu, including:

- **Type of Numbering or Lettering**
Choose Arabic Numbers if you are typing the example outline. You will normally make the same choice on each outline level you intend to use, so that *all* levels will be identified by Arabic number sequences.
- **Leading Characters**
You can select the leading character of your choice. The system supplies required tabs as leading characters. Leading characters are *not* combined, however, so if you choose to accept the system default of a required tab as a leading character in one level, you must continue to use the appropriate number of required tabs for each outline level thereafter.
- **Trailing Characters**
The system automatically inserts a period between the combined levels. The system default for trailing characters is period, tab.
- **Set Combine with Previous Level to Yes.**
This is a very important step. It instructs the system to print the outline characters for all levels together.

OUTLINE LEVEL FORMAT

ID	ITEM	YOUR CHOICE	POSSIBLE CHOICES
a	Type of Numbering or Lettering	5	1 = Roman Numeral, Upper Case (I, II, ...) 2 = Alphabetic, Upper Case (A, B, ...) 3 = Roman Numeral, Lower Case (i, ii, ...) 4 = Alphabetic, Lower Case (a, b, ...) 5 = Arabic Numbers (1, 2, ...) 6 = No Numbering or Lettering
b	Combine with Previous Level	1	1 = Yes 2 = No
c	Leading Characters	⇒	
d	Trailing Characters	.⇒	

When finished with this menu, press ENTER.

Type ID letter to choose ITEM; press ENTER: ✕

Example

If you wanted to create the illustrated outline, you would make the following choices in the Outline Level Format menu:

For Outline Level 1:

- Choose Arabic Numbers for Type of Numbering or Lettering.
- Choose a period, a zero (.0), and a tab as the trailing characters.

For subsequent levels:

- Choose Arabic Numbers for Type of Numbering or Lettering.
- Change the system default for the trailing character from period, tab to tab.

```
1.0 XXXXXXXX
    1.1 XXXXXXXX
        1.1.1 XXXXXXXX
2.0 XXXXXXXX
    2.1 XXXXXXXX
    2.2 XXXXXXXX
```

To combine outline levels, go on to the Demonstration on the next page.

DEMONSTRATION/TEXTPACK 6

In this Demonstration you will create a short outline. This outline is illustrated below. You will change the system settings to combine outline level formats with Arabic numbers. Because the combined outline has five characters in a Level 3 entry (1.1.1), you will have to change the tab settings in the document format. To determine the position of tab setting, count the number of characters in the longest level entry and add two spaces. For this outline, the tab should be set seven spaces from the left margin to correctly align the text entries for each level.

```
PROJECT MANAGEMENT
1.0 Methodology
1.1 Project Tracking
1.1.1 Tasking and Phasing
1.1.2 Work Breakdown
1.2 Project Controls
1.2.1 Quality Assurance
1.2.2 Data Management
```

Create the following document:

Document name: Combine 1

Diskette name: TRAIN2

In the Create or Revise Document menu, choose Change Document Format.

The Format Selection menu appears.

Choose Change Margins and Tabs.

The Margins and Tabs menu appears.

Clear the existing tabs.**Set a tab seven spaces from the left margin. Press ENTER.****Choose Change Outline Level Formats.**

The Outline Level Format Selection menu appears.

Choose Change Outline Level 1.

The Outline Level Format menu appears.

Choose Type of Numbering or Lettering and set to Arabic Numbers.

You do not have to select Combine with Previous Levels since Level 1 has no previous levels.

Select Leading Characters.

Since you don't want a leading character at all, you will respond to the prompt "Type YOUR CHOICE; press ENTER" by pressing ENTER only.

Press ENTER in response to the prompt “Type YOUR CHOICE; press ENTER.”

Choose Trailing Characters and set to .0 tab (period, zero, tab).

You must add the period and zero as trailing characters for outline level 1 only.

Press ENTER.

The Outline Level Format Selection menu appears.

Choose Change Outline Level 2.

The Outline Level Format menu appears.

Choose Type of Numbering or Lettering and set to Arabic Numbers.

Choose Combine with Previous Level and set to Yes.

Choose Leading Characters and press ENTER in response to the prompt.

Remember, you don't want leading characters since the text will be flush left.

Choose Trailing Characters and set a tab.

The system default for Trailing Characters is a period, followed by a tab. Since you don't want a period following the combined numbers, you change the setting to tab only.

Press ENTER.

The Outline Level Format Selection menu appears.

Choose Change Outline Level 3.

The Outline Level Format menu appears.

The Type of Numbering or Lettering is already set to Arabic Numbers.

Choose Combine with Previous Level and set to Yes.

Choose Leading Characters and press ENTER in response to the prompt.

Choose Trailing Characters and set a tab.

Press ENTER.

The Outline Level Format Selection menu appears.

Press ENTER to reach the typing area.

Type the outline entries as shown below.

```
PROJECT MANAGEMENT
1.0  Methodology
1.1  Project Tracking
1.1.1 Tasking and Phasing
1.1.2 Work Breakdown
1.2  Project Controls
1.2.1 Quality Assurance
1.2.2 Data Management
```

End the document.

To practice combining outline levels on your own, go on to the Self-Test that follows.

SELF-TEST/TEXTPACK 6

In this Self-Test you will create an outline that combines outline levels.

This outline is illustrated below. This outline is similar to the outline you created in the Demonstration.

- You must clear the existing tabs, then set a tab nine spaces from the margin to accommodate the width of the longest outline level.
- You must change the leading and trailing characters for all levels.

Create the following document:

Document name: Combine 2

Diskette name: TRAIN2

- Using Automatic Outline, create the document as shown.
- End the document, paginate, and print it.

PROGRAM MANAGEMENT SYSTEM

- 1.0 Introduction
- 2.0 Organizational Structure
 - 2.1 Corporate Structure
 - 2.2 Program Organization
 - 2.2.1 Program Organizational Structure
 - 2.2.1.1 Operations Division Vice President
 - 2.2.1.2 Program Manager
 - 2.2.1.3 Consulting Instructional Psychologist
 - 2.2.1.4 Project Director
 - 2.2.2 Management Relationships
 - 2.2.2.1 Program Management
 - 2.2.2.2 Contractor Interface

Go on to the Feedback on the next page.

FEEDBACK/TEXTPACK 6

Compare your document with the illustrated document.

- Did you remember to delete the tab grid and set a tab nine spaces from the left margin?
- Did you set Type of Numbering or Lettering to Arabic Numbers?
- Did you set Combine with Previous Level to Yes?
- Did you remember to delete the tab from the leading character?
- Did you remember to set a period, zero, and tab for the outline level 1 trailing character?
- Did you remember to use a tab for the trailing character for all subsequent levels?

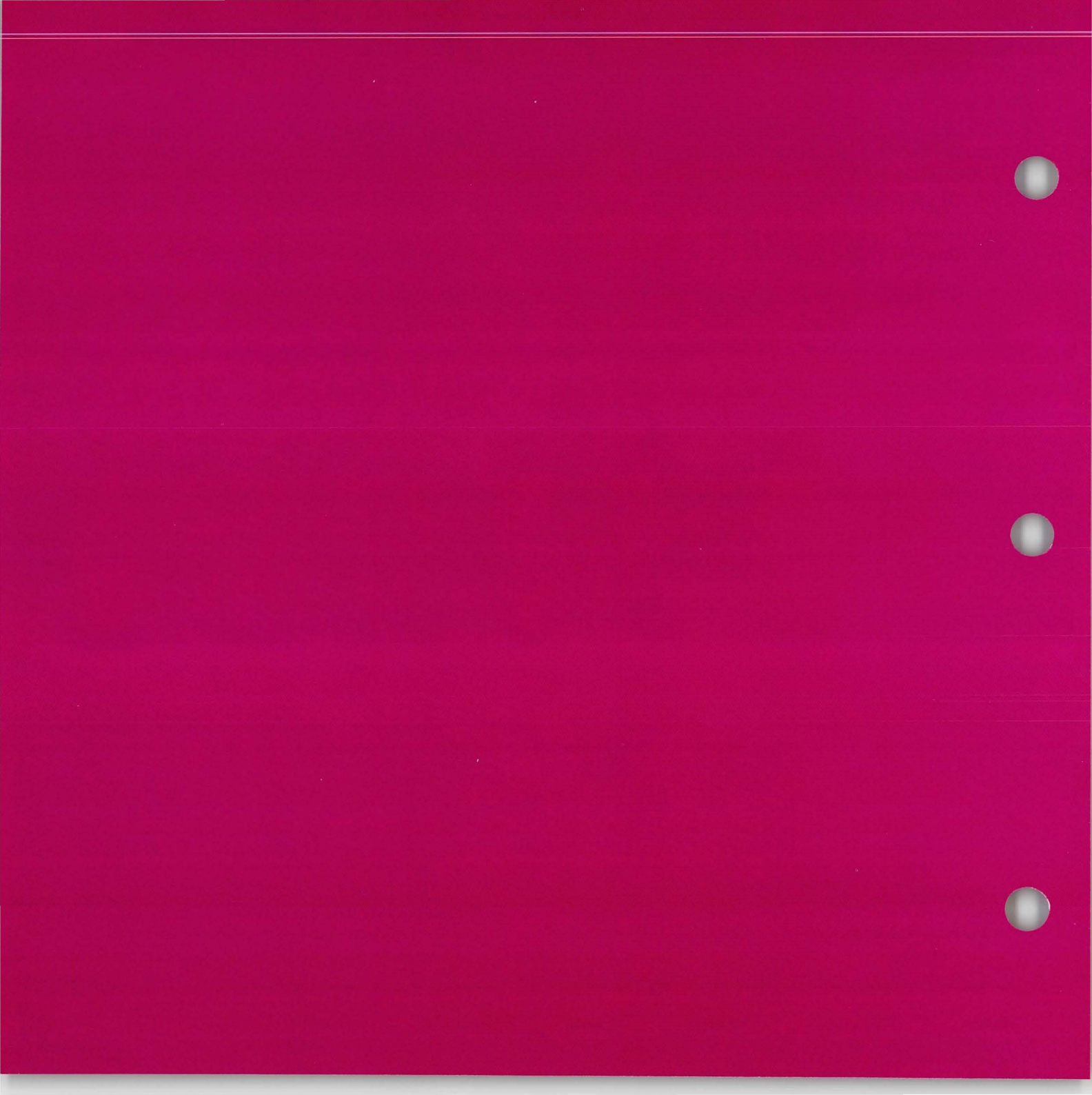
If you had trouble combining outline levels, review the segment and try the Self-Test again.

Unit: Special Text Applications

5

Lesson 5: Special Characters

Introduction	261
Segment 1: Subscripts and Superscripts	263
Segment 2: Constructed Characters	275
Segment 3: Block Overstrike	287



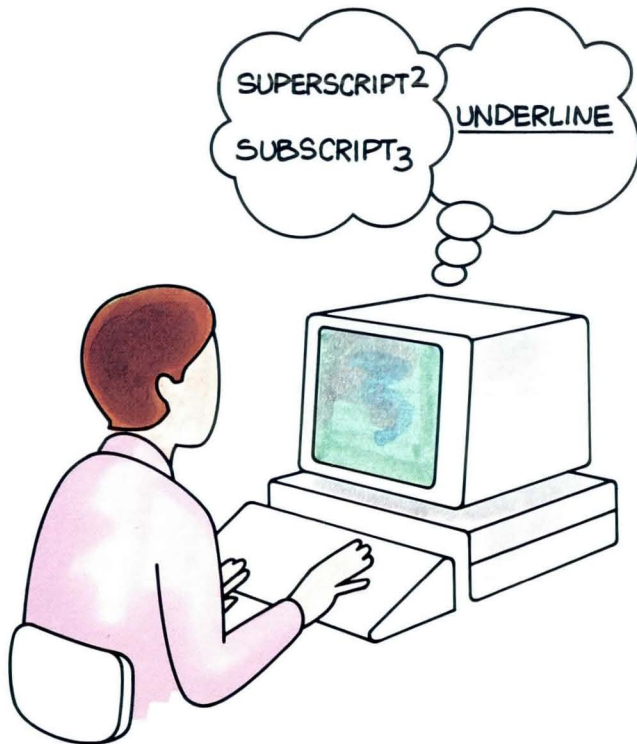
5 The three segments in this lesson deal with characters not normally used in common Displaywriter applications.

Segment 1 concerns the use of superscripts and subscripts, which are used primarily in scientific and mathematical formulas.

Segment 2 explains how you can combine two characters to create a third character, different characters, or underline one character once it has been typed.

Segment 3 deals with overstriking large blocks of text, a situation common to legal applications as well as contract work.

The training documents for this lesson are on Master diskette MASTR2. If you have not already done so, duplicate MASTR2 onto TRAIN2. If you have forgotten how to duplicate, refer to *Job Aids*, Tab 7, Diskette Tasks.





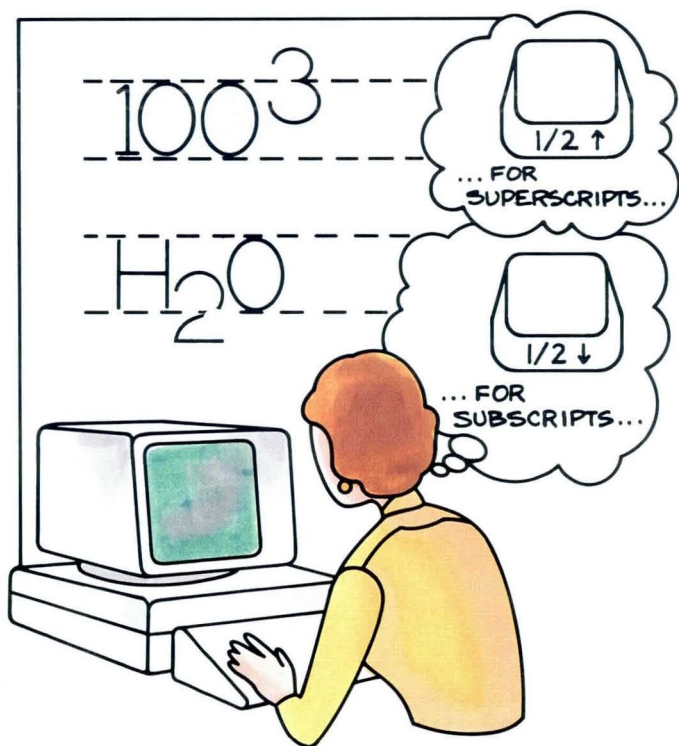
Subscripts and Superscripts

Prerequisites:
You must have completed
Common Text
Applications, Lesson 2,
Segment 2

1 In mathematical and scientific material you may type subscripts and superscripts. A *subscript* is one or more characters that appear a half space *below* the normal typing line. A *superscript* is one or more characters that appear a half space *above* the normal typing line.

To create subscripts and superscripts on a typewriter, you must physically move the carriage up or down one-half line. On the Displaywriter, you use the $\frac{1}{2}\downarrow$ and $\frac{1}{2}\uparrow$ keys to position the subscripts and superscripts.

Your goal for this segment is to be able to type and delete subscripts and superscripts.



MAIN IDEA

To type a subscript, follow these steps:

1. In the typing area, press $\frac{1}{2}\downarrow$.
2. Type the characters for the subscript.
3. Press $\frac{1}{2}\uparrow$ to return to the typing line.

To type a superscript, follow these steps:

1. In the typing area, press $\frac{1}{2}\uparrow$.
2. Type the characters for the superscript.
3. Press $\frac{1}{2}\downarrow$ to return to the typing line.

To delete a subscript or superscript, follow these steps:

1. Place the cursor under the \downarrow or \uparrow that precedes the subscript or superscript.
2. Press DEL and move the cursor to the \uparrow or \downarrow that follows the subscript or superscript.
3. Press ENTER.

If you have enough information about subscripts and superscripts, go on to the Demonstration. If you would like more detail, read the Help that follows.

HELP

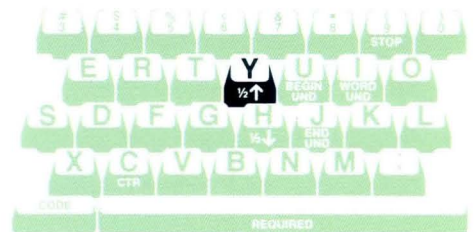
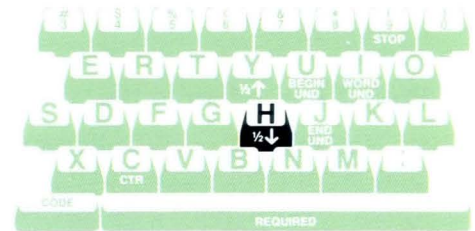
Here is more information to help you type and delete subscripts and superscripts.

A *subscript* is one or more characters that appear a half space *below* the normal typing line.

To type a subscript:

1. In the typing area, press $\frac{1}{2}\downarrow$.
2. Type the characters for the subscript.
As you type, the text of the subscript displays one-half space *below* the line.

H₂O



3. Press $\frac{1}{2}\uparrow$ to return to the typing line.

A *superscript* is one or more characters that appear a half space *above* the normal typing line. To type a superscript:

1. In the typing area, press $\frac{1}{2}\uparrow$.
2. Type the characters for the superscript.
As you type, the text of the superscript displays one-half space *above* the line.
3. Press $\frac{1}{2}\downarrow$ to return to the typing line.

Note: You must change the line spacing in the Line Format menu from single spacing to space and a half or double spacing when you type text with subscripts or superscripts. This prevents your subscripts or superscripts from running into the lines of text above or below.

$$10^{(n-3)} + y = 120$$

The Displaywriter recognizes only one level of superscript or subscript on each line.

You delete subscripts and superscripts just as you delete other characters and codes.

To delete a subscript or superscript:

1. Place the cursor under the \downarrow or \uparrow that precedes the subscript or superscript.

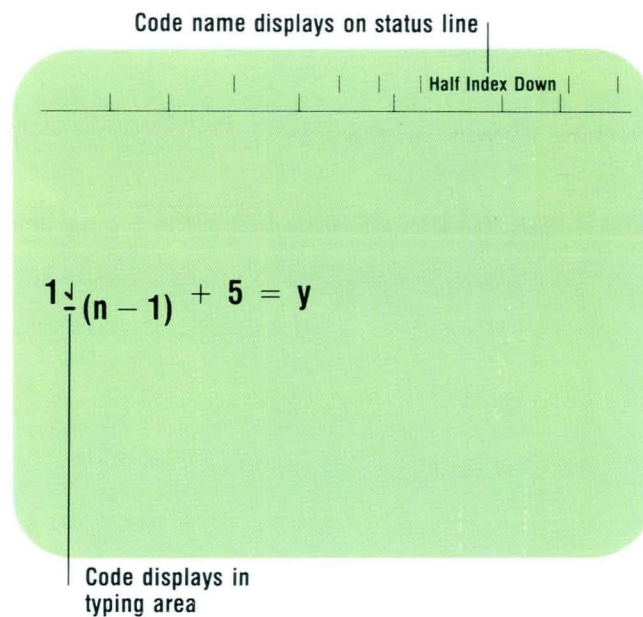
The words *Half Index Down* or *Half Index Up* appear on the first status line and the code \downarrow or \uparrow shows above the cursor.

2. Press DEL and move the cursor to the \uparrow or \downarrow that follows the subscript or superscript.

Use the status line to help you position the cursor.

3. Press ENTER.

Note: If you only want to delete the Half Index Up and Half Index Down codes, place the cursor under the code and press DEL, then ENTER. This deletes the code but leaves the text. Repeat for the code following.



To practice typing and deleting subscripts and superscripts, go on to the *Demonstration*.

DEMONSTRATION

You will type the illustrated sentence on your Displaywriter.

Create the following document:

Document name: Subsup

Diskette name: TRAIN2

Change Line Spacing to 2 in the Line Format menu.

Type *The symbol H*

Press $\frac{1}{2}\downarrow$.

Nothing happens on the screen.

Type 2

The 2 appears one-half space below the typing line.

The symbol H₂O = water.

Press $\frac{1}{2}\uparrow$.

Nothing happens on the screen.

Type $O = water$.

Press RETURN.

Look at the formula on the right. Within this formula is the superscript $(n-3)$. Type this formula, following the steps below.

Type 10

Press $\frac{1}{2}\uparrow$.

Type $(n-3)$

Press $\frac{1}{2}\downarrow$.

Type $+ y = 120$

Now delete the superscript code in the exercise above by following these steps:

$$10^{(n-3)} + y = 120$$

Place your cursor under the Half Index Up code.

The code is between 10 and $(n-3)$. When your cursor is in the correct place, you'll see ↑ above the cursor.

Press DEL.

Press ENTER.

Place your cursor under the Half Index Down code.

This code is between $(n-3)$ and $+ y = 120$. When your cursor is in the correct place, you'll see ↓ above the cursor.

Press DEL.

Press ENTER.

$$10^{(n-3)} + y = 120$$

To practice typing subscripts and superscripts on your own, go on to Self-Test 1.

SELF-TEST 1

In this Self-Test you'll type the paragraph below. Be sure you return to the normal typing line after you type the subscript or superscript. Add this to the document you have already created for this segment.

Document name: Subsup

Diskette name: TRAIN2

Using two different step sizes h^1 and h^2 to evaluate Y_{n+1} , we can employ the technique described below:

$$Y_{n+1} - Y_{n+1} = Kh^{m+1}(X_{n+1} - X_n)$$

To see how you did on this Self-Test, go on to the next page.

FEEDBACK 1

Print your document and compare it with the document in the Self-Test. If your document is different, check the following:

- Did you press the correct key to begin your subscript or superscript?
Remember, a subscript appears a half space *below* the normal typing line. A superscript appears a half space *above*.
- Did you return to the typing line using the correct key?

To practice revising subscripts and superscripts, go on to the next Self-Test.

SELF-TEST 2

Using the same paragraph you just created for the previous Self-Test, make the revisions indicated below in red.

Using two different step sizes h^1 and h^2 to evaluate Y_{n+1} , we can employ the technique described below:

$$Y_{n+1} - Y_{n+1} = Kh^{m+1} (X_{n+1} - X_n)$$

To see how you did on this Self-Test, go on to the next page.

FEEDBACK 2

Print your document and compare it with the revised paragraph below. If your document is different, check the following:

- Did you delete *all* the necessary codes?
Before changing h^1 to h_1 , for example, you must delete the \uparrow code *and* the \downarrow code.
- Did you delete codes unnecessarily?
When you changed h^2 to h^3 , you didn't have to delete any codes.

Using two different step sizes h_1 and h^3 to evaluate Y_{n+1} , we can employ the technique described below:

$$Y_{n+1} - Y_{n+1} = Kh^{m+1} (H_{n+1} - X_n)$$

If you had trouble, review the segment and try the Self-Test again.

2 Suppose that, as you type a report, you find you want to underline a single letter in a word. If you were using a typewriter, you would type the character, backspace, and then type the underline. If you were to try this on the Displaywriter, you would find that backspacing deletes the previous character. The underline alone would print.

To underline a single letter on the Displaywriter without deleting it, you can use the REQD BKSP key before typing the underline.

With REQD BKSP you can also construct a new character by placing one character on top of a second character.

Your goal for this segment is to be able to construct and underline individual characters.



MAIN IDEA

You can construct a character from two characters or underline a single character in a word by using REQD BKSP. To do so, follow these steps:

1. Place the cursor where the desired constructed or underlined character is to be typed.
2. Type the first character.
3. Press REQD BKSP.
4. Type the second character.

When the document is printed, both characters will print.

Note: To delete constructed characters, use the DEL key.

If you have enough information about constructed characters, go on to the Demonstration. If you would like more detail, read the Help that follows.

HELP

Use the REQD BKSP key to construct characters that are not found on your printer element or printwheel, or to underline an individual letter in a word for emphasis.

1. Place the cursor where the desired constructed or underlined character is to be typed.

2. Type the first character.

You can begin with either character.

3. Press REQD BKSP.

Be sure to press the key only once. The cursor moves back to the first character.

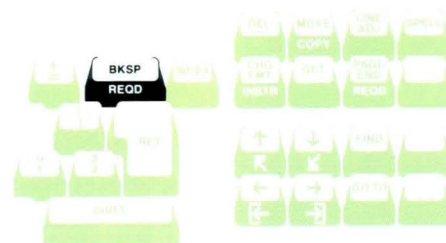
4. Type the second character.

If Display Codes is set to No in the Screen Format menu, the character that appears on the screen depends on which characters are being used. The first character may disappear when the second character is typed, or both may appear.

If Display Codes is set to Yes, the first character is followed by the Required Backspace code, then by the second character.

To view both characters and the Required Backspace code with Display Codes set to No:

- Place the cursor under the first character on the screen.
- Move the cursor one position to the left.
- Move the cursor one more position to the left.



Note: To delete constructed characters, you must perform these three operations:

1. **Delete the first character.**
2. **Delete the Required Backspace code.**
3. **Delete the second character.**

To construct and underline characters, go on to the Demonstration.

DEMONSTRATION*Constructing a Character*

You will construct Ø in this Demonstration.

Create the following document:

Document name: Constructed Characters

Diskette name: TRAIN2

Make sure Display Codes is set to No in the Screen Format menu. Follow the steps to type the sentence illustrated below.

Type *The symbol* and a space.

Now construct the symbol Ø.

Type 0 (zero).

Press **REQD BKSP** once.

The 0 no longer appears on the screen.

Type /

Only the slash shows.

Type the rest of the sentence.

To view both characters and the Required Backspace code, follow this procedure:

Place the cursor under the /.

Press ← once.

The symbol Ø is used to differentiate between a zero and the letter O.

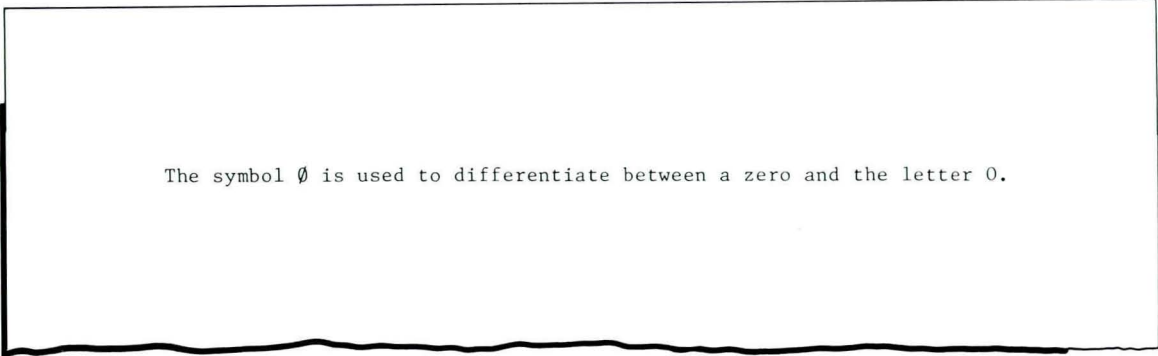
You see the Required Backspace code.

Press ← once.

Now you see the 0.

Print the document and compare it with the illustrated sentence.

Both the 0 and / print in the same position.



The symbol Ø is used to differentiate between a zero and the letter O.

Underlining a Character

You underline a single letter the same way you construct a character. In this part of the Demonstration, underline the *i* in *sit* and the *e* in *set*. Steps to type this sample document follow.

Create the following document.

Document name: Characters

Diskette name: TRAIN2

You sit down on a chair, but you set the book down on the table.

Type *You s*

To underline *i*:

Type *i*

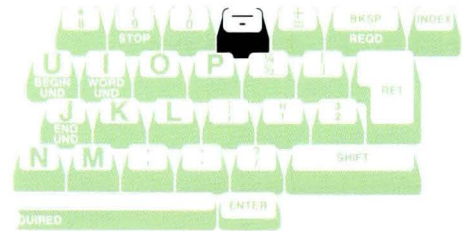
Press REQD BKSP.

The *i* no longer appears on the screen.

Type

This is the Underline key, located above the hyphen.

Now, both the *i* and the appear in the same position on the screen.



Type *t* down on a chair, but you s

Underline *e*.

Type the remainder of the sentence.

Print the document and compare your sentence with
the illustrated sentence.

You sit down on a chair, but you set the book down on the table.

*To construct and underline characters on your own,
go on to the Self-Test.*



SELF-TEST

In the following Self-Test, *construct* the \pm symbol. Although your keyboard may have this key, your printer element or printwheel may not. Use + (Add) and _ (Underline) for this exercise.

Create the following document:

Document name: Confidence Intervals

Diskette name: TRAIN2

Now type the illustrated sentence below.

The confidence interval for our projection is + 2 points.

Now type the next sentence.

It is difficult for a person with dyslexia to differentiate between bad
and dad.

When you have typed both sentences, print the document and compare your sentences with the illustrations.

To see how you did, go on to the Feedback.

FEEDBACK

If your first sentence is different, check the following:

- Did you space between *is* and the \pm ?
- Did you press REQD BKSP only once?
- Did you use the Underline key to underline?

If your second sentence is different, check the following:

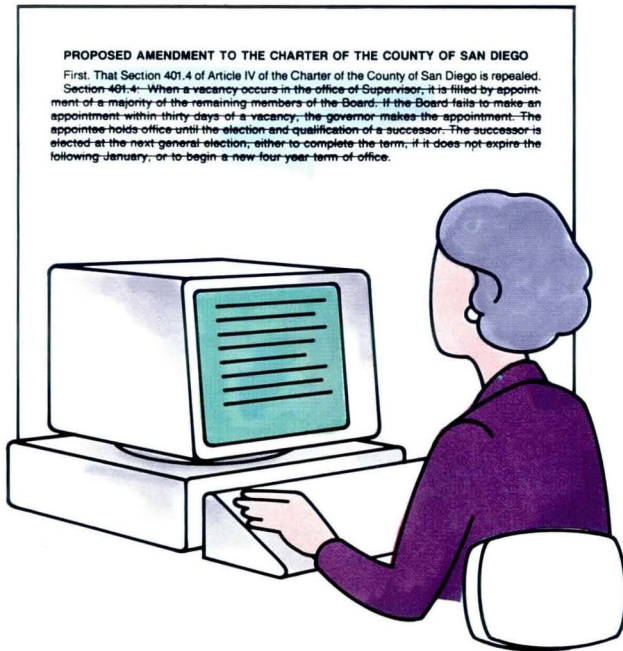
- Did you press REQD BKSP only once?
- Did you use the Underline key to underline?

If you had trouble, review the segment and try the Self-Test again.

3 Let's suppose you have been asked to prepare a draft of a contract that's in the process of being negotiated. In order to show the changes that were made during the evolution of the contract, you are to mark the original text that is to be changed. You can show these revisions by overstriking, that is, marking over the block of text with another character.

Using a typewriter to overstrike, you type the text, then return and type over the text with another character. Using the Displaywriter to overstrike, you type the text and then use **OVERSTRIKE** to mark over the text with a character of your choice.

Your goal for this segment is to be able to overstrike a block of text.



MAIN IDEA

Overstriking means marking over a block of text with another character. To overstrike text, follow these steps:

1. Place the cursor at the beginning of the text you want to overstrike.
2. Press OVERSTRIKE.
3. Place the cursor at the end of the text you want to overstrike. Press ENTER.
4. Type the character you want to use to overstrike. Press ENTER.

To remove the overstrike, delete the Begin and End Overstrike codes.

To change the overstrike character, you must remove the first overstrike (delete the Begin and End Overstrike codes), and then follow the steps to overstrike again, using the new character.

To make text revisions, first make sure the cursor is between the Begin and End Overstrike codes. Then revise as usual.

If you have enough information about Block Overstrike, go on to the Demonstration. If you would like more detail, read the Help that follows.

HELP

Using Overstrike

The Overstrike function allows you to type one character over another character throughout a block of text. To overstrike text, follow these steps:

1. **Place the cursor at the beginning of the text you want to overstrike.**

You can begin overstriking at any point in the typing area. If you place the cursor at a tab in front of a paragraph, you may overstrike some blank spaces.

2. **Press OVERSTRIKE.**

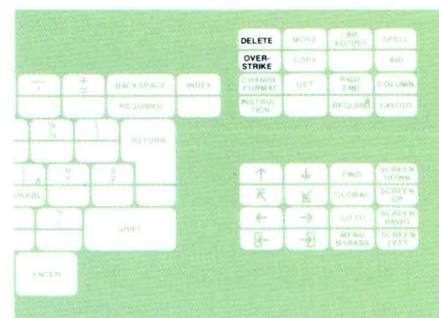
OVERSTRIKE is located on the front of the DEL key.

The prompt “Overstrike what?” appears.

3. **Place the cursor at the end of the text you want to overstrike. Press ENTER.**

You can overstrike any number of characters within a document. The text to be overstruck is highlighted as the cursor moves to the end of the text.

The prompt “Overstrike with what character?” appears.



**4. Type the character you want to use to overstrike.
Press ENTER.**

Any character on the keyboard can be used as an overstrike character. The overstrike character replaces the text on the screen. You can see the original text by moving the cursor through the text or by setting Display Codes to Yes in the Screen Format menu. Both text and overstrike characters are printed.

A Begin Overstrike code (**↗**) is now at the beginning of the block of text, and an End Overstrike code (**↖**) is at the end of the block of text. To see these codes, move your cursor to the beginning and end of the block of text or set Display Codes to Yes in the Screen Format menu.

Deleting Overstrikes

Removing overstriking is similar to removing Begin and End underline codes. First, delete the Begin Overstrike code. The overstrike character no longer appears on the screen. Next, delete the End Overstrike code at the end of the text.




Revising the Overstrike Character

If you decide to change the overstrike character, you must first delete the Begin and End Overstrike codes. Then follow the steps in this segment to overstrike with the new character.

Revising Text That Has Been Overstruck

You can revise text that has been overstruck. Before you begin revising, check that you are between the Overstrike codes. You can then revise text, as necessary. The new text that you insert is automatically overstruck as it is typed.



To use Block Overstrike, go on to the next page.

DEMONSTRATION

In this Demonstration, the fifth paragraph in the illustrated document is to be deleted. In order for both parties to approve the change, it will be shown by overstriking the paragraph with a slash (/).

Choose Revise to access the following document:

Document name: Purchase Agreement

Diskette name: TRAIN2

The steps to overstrike the fifth paragraph follow.

PURCHASE AGREEMENT

This Agreement, entered into this 3rd day of April, 1982, by and between the Philadelphia Corporation, a Pennsylvania corporation with principal offices at 1601 Liberty Avenue, hereinafter called the "Corporation," and Richard Michaelson, of 1865 Conway, hereinafter called the "Stockholder," WITNESSETH:

WHEREAS, the Stockholder owns 200,000 of the 1,350,000 outstanding shares of capital stock of the Corporation;

WHEREAS, the Stockholder wishes to make all of said stock subject to the terms of this Agreement;

WHEREAS, it is the intent of the Corporation and the Stockholder to secure this Agreement by the use of insurance to provide all or a substantial part of the purchase price when needed to carry out this Agreement.

NOW THEREFORE, in consideration of the mutual covenants to buy and sell and the performance thereof expressed herein by the parties, the Stockholder does hereby bind himself, his heirs, executors, administrators and assigns, and the Corporation does hereby bind itself and its successors, and each hereto agrees.

Place the cursor under the *N* in *NOW THEREFORE*.

Press **OVERSTRIKE**.

Note the prompt “Overstrike what?”

NOW, THEREFORE, in con

Place the cursor at the end of the paragraph, under the . in *hereto agrees*. Then press ENTER.

This indicates that you want to overstrike the paragraph, including the period. The paragraph is highlighted.

Note the prompt “Overstrike with what character?”

Type a slash (/). Then press ENTER.

The text of the paragraph is replaced on the screen with slashes.

Now do the following to view the original text:

Move your cursor through the slashes.

The original text appears, one character at a time, between the slash marks.

Set Display Codes to Yes in the Screen Format menu.

Now you can see the original text and the Begin Overstrike (➞) and End Overstrike (⇐) codes.



each hereto agrees_

Print your document and compare it with the illustrated document.

If you prefer to overstrike with a hyphen instead of a slash, you can change the overstrike character by following the steps on the next page.

PURCHASE AGREEMENT

This Agreement, entered into this 3rd day of April, 1982, by and between the Philadelphia Corporation, a Pennsylvania corporation with principal offices at 1601 Liberty Avenue, hereinafter called the "Corporation," and Richard Michaelson, of 1865 Conway, hereinafter called the "Stockholder," WITNESSETH:

WHEREAS, the Stockholder owns 200,000 of the 1,350,000 outstanding shares of capital stock of the Corporation;

WHEREAS, the Stockholder wishes to make all of said stock subject to the terms of this Agreement;

WHEREAS, it is the intent of the Corporation and the Stockholder to secure this Agreement by the use of insurance to provide all or a substantial part of the purchase price when needed to carry out this Agreement.

~~NOW/THEREFORE, in consideration of the several covenants to buy and sell and the performance thereof expressed herein by the parties, the Stockholder does hereby bind himself, his heirs, executors, administrators and assigns, and the Corporation does hereby bind itself and its successors, and each of them, to agree,~~

To delete the Overstrike codes:

Choose **Revise** to access the document again, and leave **Display Codes** set to **Yes** to make it easier to find the **Overstrike** codes.

Place the cursor under the **→**.

Press **DEL**, then press **ENTER**.

Place the cursor under the **←**.

Press **DEL**, then press **ENTER**.

Now set **Display Codes** to **No**.

To overstrike with a hyphen:

Place the cursor under the *N* in *NOW THEREFORE*.

Press **OVERSTRIKE**.



NOW, THEREFORE, in con

Place the cursor at the end of the paragraph, then press ENTER.

Type a hyphen, then press ENTER.

Notice that the text of the paragraph is replaced on the screen with hyphens.

You can revise text that has been overstruck. To do this, you must place the cursor between the Overstrike codes before making the revision.



each hereto agrees.

The word *covenants* is to be changed to *agreements*.
To make this change, follow these steps:

Set Display Codes to Yes in the Screen Format menu.

PURCHASE AGREEMENT

This Agreement, entered into this 3rd day of April, 1982, by and between the Philadelphia Corporation, a Pennsylvania corporation with principal offices at 1601 Liberty Avenue, hereinafter called the "Corporation," and Richard Michaelson, of 1865 Conway, hereinafter called the "Stockholder," WITNESSETH:

WHEREAS, the Stockholder owns 200,000 of the 1,350,000 outstanding shares of capital stock of the Corporation;

WHEREAS, the Stockholder wishes to make all of said stock subject to the terms of this Agreement;

WHEREAS, it is the intent of the Corporation and the Stockholder to secure this Agreement by the use of insurance to provide all or a substantial part of the purchase price when needed to carry out this Agreement.

~~NOW-THEREFORE,-in-consideration-of-the-mutual-covenants-to-buy-and-sell-and-the-performance-thereof-expressed-herein-by-the-parties,-the-Stockholder-does-hereby-bind-himself,-his-heirs,-executors,-administrators-and-assigns,-and-the-Corporation-does-hereby-bind-itself-and-its-suecessors,-and-each-here-to-agrees-~~ ^{agreements}

Delete covenants.

Type agreements

Now print your document and compare it with the document shown.

PURCHASE AGREEMENT

This Agreement, entered into this 3rd day of April, 1982, by and between the Philadelphia Corporation, a Pennsylvania corporation with principal offices at 1601 Liberty Avenue, hereinafter called the "Corporation," and Richard Michaelson, of 1865 Conway, hereinafter called the "Stockholder," WITNESSETH:

WHEREAS, the Stockholder owns 200,000 of the 1,350,000 outstanding shares of capital stock of the Corporation;

WHEREAS, the Stockholder wishes to make all of said stock subject to the terms of this Agreement;

WHEREAS, it is the intent of the Corporation and the Stockholder to secure this Agreement by the use of insurance to provide all or a substantial part of the purchase price when needed to carry out this Agreement.

~~NOW-THEREFORE,-in-consideration-of-the-mutual-agreements-to-buy-and-sell-and-the-performance-thereof-expressed-herein-by-the-parties,-the-Stockholder-does-hereby-bind-himself,-his-heirs,-executors,-administrators-and-assigns,-and-the-Corporation-does-hereby-bind-itself-and-its-successors,-and-each-hereto-agrees-~~

To practice Block Overstrike on your own, go on to the first Self-Test.

SELF-TEST 1

The corporate bylaws below are being revised. Section 2 is to be deleted, but this must first be voted on by the shareholders. One way to indicate the revision to the shareholders is to overstrike the paragraph.

In the following exercise, you are to overstrike the second paragraph, Section 2. Use the slash (/) as the overstrike character.

Choose **Revise** to access the following document:

Document name: **Bylaws**

Diskette name: **TRAIN2**

When you have completed the exercise, print your document and compare it with the one shown.

ARTICLE II

Section 1. Annual Meeting. The annual meeting of the shareholders shall be held for the purpose of electing directors and for the transaction of such other business as may come before the meeting.

Section 2. Special Meetings. Special meetings of the shareholders, for any purpose or purposes, unless otherwise prescribed by statute, may be called by the President or by the Board of Directors, and shall be called by the President at the request of the holders of not less than one-tenth of all the outstanding shares of the corporation entitled to vote at the meeting.

Section 3. Closing of Transfer Books or Fixing of Record Date. For the purpose of determining shareholders entitled to notice of or to vote at any meeting of shareholders or any adjournment thereof, or shareholders entitled to receive payment of any dividend, or in order to make a determination of shareholders for any other proper purpose, the Board of Directors of the corporation may provide that the stock transfer books shall be closed for a stated period but not to exceed, in

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If you had trouble, review the segment and try this Self-Test again. Otherwise, go on to the next page.

FEEDBACK 1

If your document is different from the one on the previous page, check the following:

- Did you position your cursor under the *S* in *Section 2.* to begin overstriking?
- Did you end overstriking after the . following *meeting.*?
- Did you type / when the prompt “Overstrike with what character?” appeared?

To practice Block Overstrike on your own one more time, go on to the next page.

SELF-TEST 2

Now make the following revisions to the document:

- Change the overstrike character to a hyphen.
- Change *holders* to *shareholders*.

Print your document and compare it with the document shown.

ARTICLE II

Section 1. Annual Meeting. The annual meeting of the shareholders shall be held for the purpose of electing directors and for the transaction of such other business as may come before the meeting.

~~Section 2. Special Meetings. Special meetings of the shareholders for any purpose or purposes, unless otherwise prescribed by statute, may be called by the President or by the Board of Directors and shall be called by the President at the request of the holders of ten percent of all the outstanding shares of the corporation entitled to vote at the meeting.~~

Section 3. Closing of Transfer Books or Fixing of Record Date. For the purpose of determining shareholders entitled to notice of or to vote at any meeting of shareholders or any adjournment thereof, or shareholders entitled to receive payment of any dividend, or in order to make a determination of shareholders for any other proper purpose, the Board of Directors of the corporation may provide that the stock transfer books shall be closed for a stated period but not to exceed, in any case, sixty-five (65) days. If the stock transfer books shall be closed for the purpose of determining shareholders entitled to notice of or to vote at a meeting of shareholders, such books shall be closed for at least ten (10) days immediately preceding such meeting.

ARTICLE II

Section 1. Annual Meeting. The annual meeting of the shareholders shall be held for the purpose of electing directors and for the transaction of such other business as may come before the meeting.

~~Section 2. Special Meetings. Special meetings of the shareholders, for any purpose or purposes, unless otherwise prescribed by statute, may be called by the President or by the Board of Directors, and shall be called by the President at the request of the shareholders of not less than one-tenth of all the outstanding shares of the corporation entitled to vote at the meeting.~~

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FEEDBACK 2

If your document is different from the one on the previous page, check the following:

- Did you delete both the Begin Overstrike and End Overstrike codes?
- Did you overstrike using a hyphen?
- Did you find *holders* and then add *share*?
- Did you check that your revision was made between the Overstrike codes?

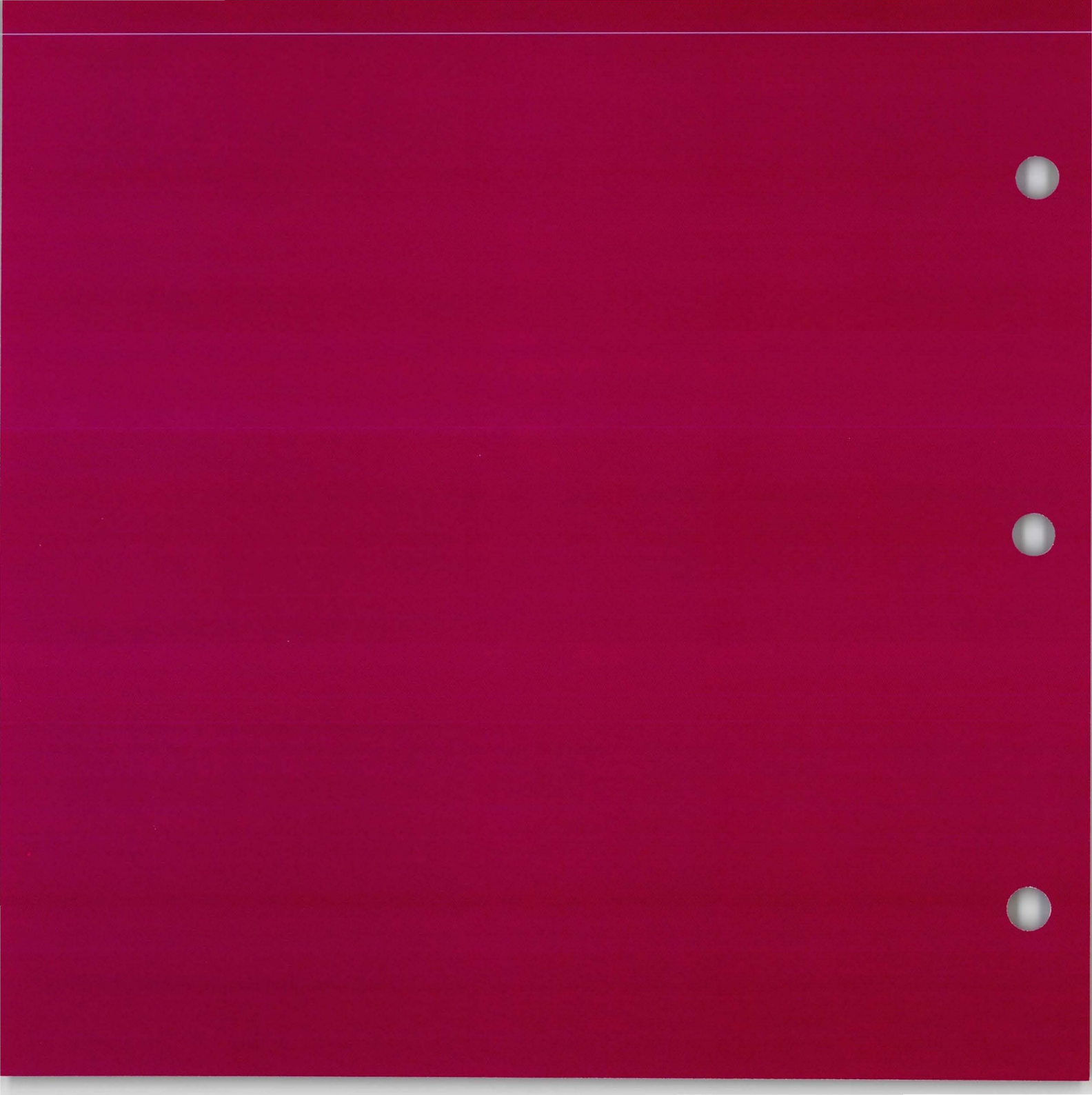
If you had trouble, review the segment and try this Self-Test again.

Unit: Special Text Applications

Lesson 6: Alternate Keyboards

6

Introduction	307
Segment 1: Introduction to Alternate Keyboards	309
Segment 2: Matching Printwheels and Keyboards	315
Segment 3: Matching Printer Elements and Keyboards	331
Segment 4: Typing with an Alternate Keyboard	341



6 You may find that the printwheel or printer element that matches your engraved keyboard arrangement does not contain all the characters you need. For example, you may have ordered a printwheel with symbols for typing equations or a Spanish printwheel for foreign correspondence.

You might think that you would have to change the engraved keyboard module so that the printwheel or printer element and keyboard match. However, you can make them match without changing the keyboard module.

One of the Displaywriter's benefits is that it supports multiple keyboard arrangements, not just the arrangement you see engraved on your keyboard.

Using a keyboard arrangement different from what is engraved on your keyboard is known as typing in an alternate keyboard.

Segment 1 of this lesson explains what is meant by alternate keyboards and when they are used. If you have a printwheel printer take Segment 2. This segment teaches you to match the keyboard to the



Alternate Keyboards

printwheel. If you have a printer element printer, go on to Segment 3. This segment teaches you to match the keyboard to the printer element.

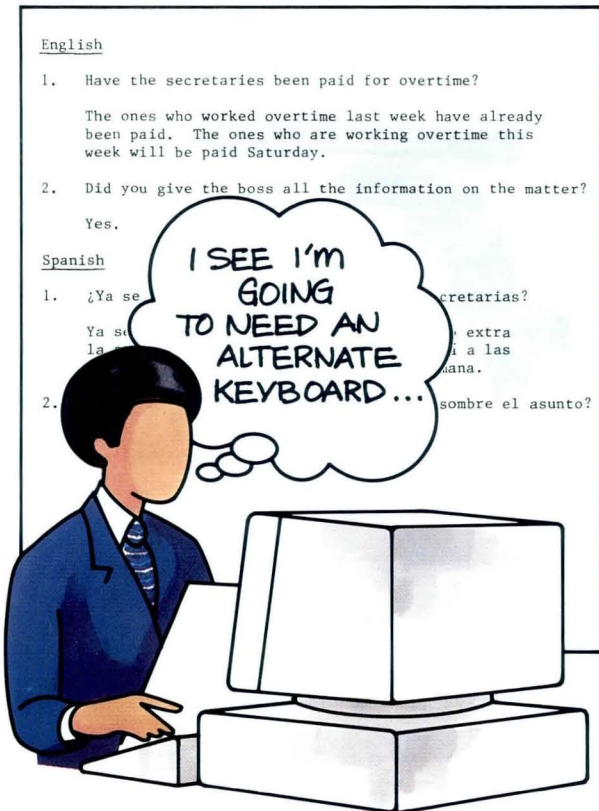
Segment 4 teaches you to use an alternate keyboard. It pulls together what you have learned about alternate keyboards and matching the printwheel or printer element so that you practice creating a document with an alternate keyboard.

The training documents for this lesson are on MASTR2. If you have not already done so, duplicate MASTR2 onto TRAIN2. If you have forgotten how to duplicate, refer to *Job Aids*, Tab 7, Diskette Tasks.

Introduction to Alternate Keyboards

Prerequisites:

You must have completed
Common Text
Applications, Lesson 2,
Segment 3 and Diskettes,
Lesson 3, Segment 1



1 Suppose you have been given an accounting report to be typed with double underlines throughout. However, you do not have a double underline key on your keyboard or on your printer element or printwheel. In a case such as this, you can get a double underline character by selecting another keyboard arrangement and using a corresponding printwheel or element.

In the following segments you will learn to determine which keyboard arrangements and printer elements or printwheels are required for your work. You will also learn how to create documents using alternate keyboards.

Your goal for this segment is to become familiar with the function and purpose of alternate keyboards.

MAIN IDEA

To use another keyboard arrangement, you do *not* have to purchase more equipment. On the Displaywriter, more than 70 keyboards are supported. These keyboards are programmed into the Displaywriter. You must do two things to type a document using an alternate keyboard. First, you personalize your program diskette to tell the system which alternate keyboard you want to use. Then you create your document. When you reach the point where you need the alternate keyboard, you press KYB CHG. You continue to type with the keyboard module that comes with the Displaywriter.

The *only* hardware change you make is to change the printwheel or printer element, when you print copies of the document.

A keyboard number is used to coordinate the keys you type on the keyboard module, the characters that display on the screen, and the characters that print at the printer.

Keyboard Numbers

A keyboard number has been assigned to each arrangement of characters available on the Displaywriter.

The keyboard numbers provide you with a greater variety of characters and arrangements than is possible with just the engraved keys on the keyboard module.

The available keyboard arrangements and the corresponding keyboard numbers can be found in the *Reference Book*, Charts section, Keyboard Arrangements. Available arrangements contain either 88 characters or 96 characters.

Standard Keyboard

The keyboard with the most typically used characters and arrangement is the default on your program diskette. The default keyboard is Keyboard 1. The keyboard number in use displays on the second status line of the screen.

Alternate Keyboards

If you require a special character that is not on your engraved keyboard, you can:

- Obtain a printer element or printwheel that contains this character.
- Specify an alternate keyboard. The segments that follow provide more information about specifying an alternate keyboard.

```

Create Document | Practice | Ins | Page End
1AXXA | TRAIN | Pg. 1 | Ln. 7 | Kyb 1 | Pitch 12

```

```

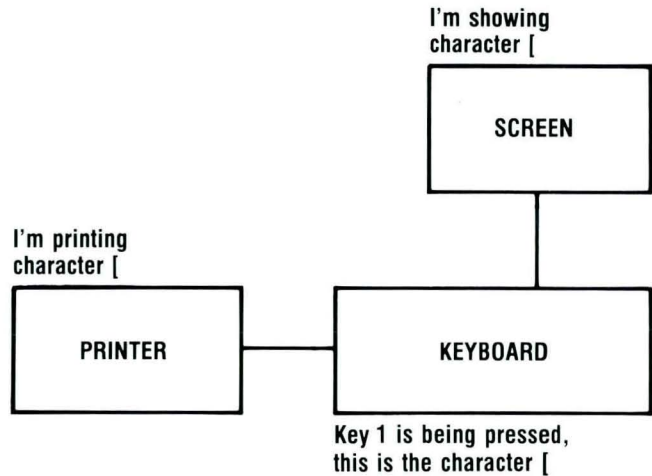
«2.....3.....4.....5.....6.....7.....8.....».....■

```

Coordination

To create and print a document using an alternate keyboard, you must coordinate your keyboard module, screen, and printer element or printwheel. Keyboard numbers provide this coordination. For example, if you are in Keyboard 2 and using a printer element that has the number 1 on it when you press the 1 key, a 1 displays and prints.

If you are in Keyboard 4, and are using a printer element that has brackets on it and you press the 1 key, a bracket displays and prints instead.



For an example of alternate keyboards, go on to the next page.

EXAMPLE 1

If you are responsible for preparing accounting reports, you may use a double underline frequently. Printer elements and printwheels that contain the double underline character are specified through Keyboards 17, 18, and 19. The example on the right was typed using keyboard 17, 18, or 19 and a printer element or printwheel with the double underline character.

Assets		Equities	
Cash	\$ 5,000.00	Black, capital	\$ 6,000.00
Merchandise	9,000.00	Brown, capital	6,000.00
Store Equipment	<u>4,000.00</u>	Green, capital	<u>6,000.00</u>
Total Assets	<u>\$18,000.00</u>	Total Assets	<u>\$18,000.00</u>

If you would like another Example, go on to the next page. If you have enough information about alternate keyboards, go on to the next segment.

EXAMPLE 2

If your company conducts business in non-English-speaking countries, you can prepare correspondence using the Displaywriter. On the right, both Spanish and English versions of the same text have been prepared. Keyboard 1 was used to type the English version and an alternate keyboard and Spanish printwheel were used to type the Spanish version.

In the next segment you will determine if you have printer elements or printwheels that contain characters accessed by an alternate keyboard.

If you have an IBM 5218 Printwheel Printer or an IBM 5228 Wide Carriage Printwheel Printer, go on to the next segment.

If you have an IBM 5215 Selectric Element Printer, go on to Segment 3 of this lesson.

English

1. Have the secretaries been paid for overtime?

The ones who worked overtime last week have already been paid. The ones who are working overtime this week will be paid Saturday.

2. Did you give the boss all the information on the matter?

Yes.

Spanish

1. ¿Ya se les pagó el tiempo extra a las secretarias?

Ya se les pagó a las que trabajaron tiempo extra la semana pasada. El sábado se les pagará a las que hayan trabajado tiempo extra esta semana.

2. ¿Le dieron Uds. al jefe todos los datos sobre el asunto?

Sí.

If you had trouble understanding alternate keyboards, review the segment before going on.

Matching Printwheels and Keyboards

Prerequisite:

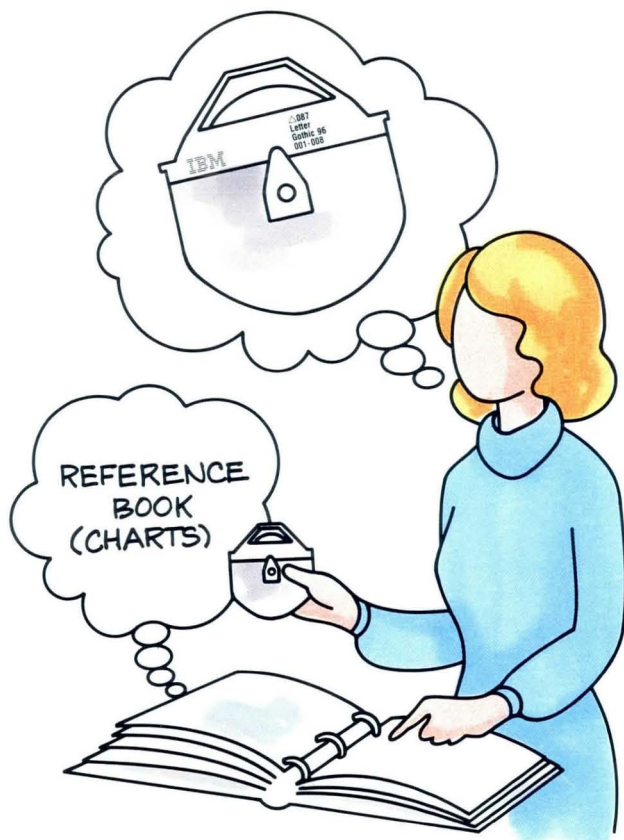
You must have completed the previous segment in this lesson

2 You should take this segment if you use an IBM 5218 or 5228 Printwheel Printer.

When you are using an alternate keyboard, you must match the printwheel to the keyboard number to print correctly. When you create the document, you may also need to make a format change to change the typestyle number used with the keyboard number and Printwheel you select.

You determine the typestyle number, name, pitch, and the keyboards supported by a printwheel from the printwheel itself. You then use the *Reference Book* to help you select which keyboard arrangement to use.

Your goal for this segment is to be able to determine the typestyle number and keyboard numbers of printwheels in your work area. You will also be able to identify criteria for selecting a keyboard arrangement from those available.



MAIN IDEA

Before beginning this segment, turn to the keyboard arrangement charts found in the *Reference Book*, Charts section, Keyboard Arrangements. The keyboard arrangement charts are referred to throughout this segment. Also locate a printwheel so that you can refer to it throughout this segment.

The typestyle number indicates the number of the typestyle on the printwheel. The document prints in this typestyle.

The keyboard number indicates the number of the keyboard arrangement as referenced in the *Reference Book*.

To determine typestyle and keyboard numbers for the printwheels in your work area, follow these steps:

1. Collect the printwheels you plan to use to print documents.
2. Use the worksheet provided at the end of this segment to write down the typestyle name, typestyle number, pitch, keyboard number, and reorder number. Circle the printwheel that you use most often.
3. Make a note of the typestyle number to be used most often and of the keyboard ID numbers required to support all the printwheels to be used.

If more than one keyboard number is listed for a printwheel, determine which of the possible keyboard numbers provides the characters or arrangements you want to use.

In selecting a keyboard, you should consider the following factors:

- Number of characters on your keyboard module (92 or 96).
- Number of characters on the keyboard number arrangement.
- Characters included on the keyboard number arrangement.
- Layout of characters on the keyboard number arrangement.

If you have enough information about determining printwheels and keyboards, go on to the Examples. If you would like more detail, read the Help that follows.

HELP

Although you can access all of the alternate keyboard numbers, you will probably only want to designate those keyboard numbers for which you have a printwheel. Use the printwheel to determine which keyboard numbers you can select.

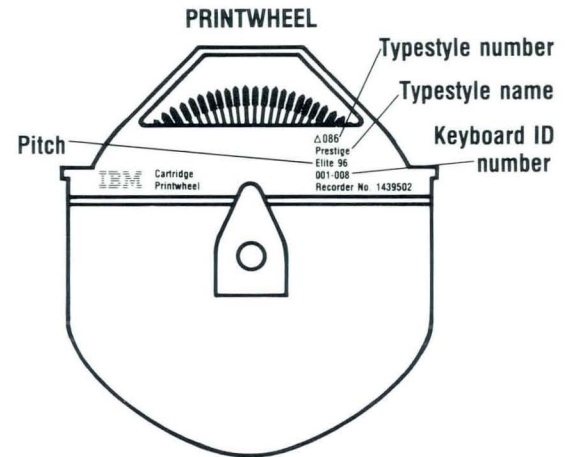
To determine the typestyle and keyboard numbers:

- 1. Collect the printwheels you plan to use to print documents.**

You may want to check with your supervisor to determine if you use alternate printwheels.

2. Use the worksheet provided at the end of this segment to write down the typestyle name, typestyle number, pitch, keyboard number, and reorder number. Circle the printwheel that you use most often.

The typestyle name, typestyle number, pitch keyboard number, and reorder number are located on the front of the printwheel. For example, look at the printwheel illustrated. This printwheel is for the Prestige Elite typestyle, typestyle number 086. It prints in 12-pitch and can be used with keyboards 001-008. The worksheet with the correct entries for this printwheel is shown below.



Typestyle Name	Typestyle Number	Pitch	Keyboard ID Number	Reorder Number
Prestige Elite	086	12	001-008	1439502

3. Make a note of the typestyle number to be used most often and of the keyboard numbers required to support all the printwheels to be used.

The IBM-supplied default typestyle is 086. This number identifies Prestige Elite. If the typestyle number for the printwheel you use most often is not number 086, you must select Program Diskette Tasks and change your document or alternate format defaults, or both. Specify the most frequently used typestyle number in the Line Format menu.

LINE FORMAT

ID	ITEM	YOUR CHOICE	POSSIBLE CHOICES
a	Line Spacing	1	1 = Single 2 = Double 3 = Triple 4 = Half 5 = 1 and 1/2
b	Line Alignment	1	1 = Left 2 = Justify 3 = 1/2 Justify
c	Typestyle Number	86	1 - 31 (10 Pitch) 80 - 111 (12 Pitch) 154 - 175 (Proportional) 215 - 230 (15 Pitch)
d	Lines/cm or in.	2	1 = 2.09/cm or 5.3/in. 2 = 2.36/cm or 6/in. 3 = 3.15/cm or 8/in. 4 = 9.45/cm or 24/in. 5 = 2.0/cm or 5.08/in.
e	Adjust Line Endings	1	1 = Yes 2 = No
f	Zone Width	6	1-30

When finished with this menu, press ENTER.

Type ID letter to choose ITEM; press ENTER:

The IBM-supplied standard keyboard is Keyboard 1. If you have printwheels that indicate a keyboard number other than 001-008, you must add these keyboard numbers to the Work Station Description menu.

WORK STATION DESCRIPTION

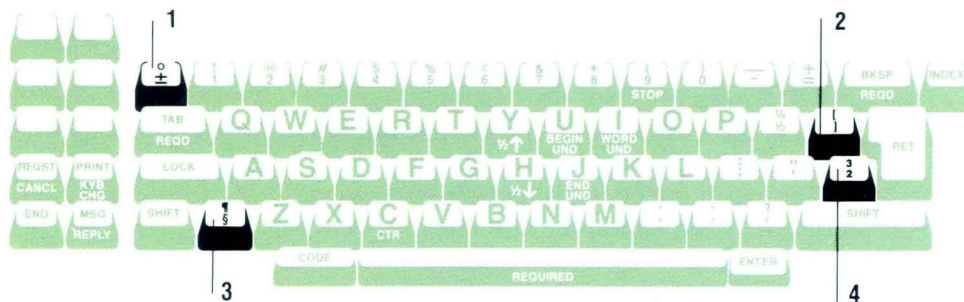
ID	ITEM	YOUR CHOICE	POSSIBLE CHOICES
a	Auto Carrier Return/Auto Adjust	1	1 = On 2 = Off
b	Required Carrier Return	2	1 = Coded 2 = Non-Coded
c	Required Hyphen	2	1 = Coded 2 = Non-Coded
d	Engraved Keyboard	1	1 = Before First Alternate 2 = After Fifth Alternate
Alternate Keyboards			
e	First		1-313
f	Second		1-313
g	Third		1-313
h	Fourth		1-313
i	Fifth		1-313
j	Alternate Task	2	1 = Yes 2 = No
k	Tone in Alternate Task	1	1 = Yes 2 = No
l	Final-form Document Support	1	1 = Yes 2 = No

When finished with this menu, press ENTER.

Type ID letter to choose ITEM; press ENTER:

To determine which keyboard arrangement to use, consider the following factors:

- Number of characters on your keyboard module.**
 There are two models of keyboard module available — a 92-character and a 96-character keyboard module.
 Look at the keyboard below and compare it to your own keyboard module. If you have all the keys shown here, you have a 96-character keyboard. If you have the blocked keys numbered 1 and 2, but not those numbered 3 and 4, you have a 96-character keyboard.



- **Keyboard number arrangement.**

A keyboard number arrangement contains either 88 characters or 96 characters. Look at the keyboard arrangement on the previous page.

A keyboard arrangement that does not have all of the four blocked keys is an 88-character keyboard arrangement. Look at the keyboard arrangements in the *Reference Book*, Charts section, Keyboard Arrangements, to find the 88- and 96-character keyboard arrangements that the Displaywriter supports.

- **Characters included on the keyboard number arrangement.**

More than one keyboard arrangement is sometimes supported by the *same* printwheel. Look at the two arrangements on the right. Both of these arrangements use the same printwheel. However, Keyboard 017 does not have an exclamation point (!) and Keyboard 018 does not have a one-quarter (¼) character. You must determine which arrangement and number is compatible with your own particular needs and applications.

ID #17
U.S. ACCOUNTING



ID #18
U.S. ACCOUNTING



- **Layout of characters on the keyboard number arrangement.**

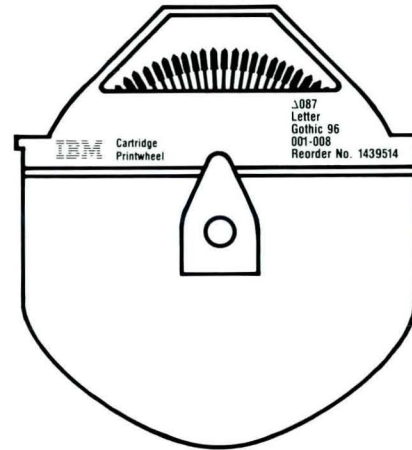
Depending on the keyboard number(s) you specify, the location of certain characters on the keyboard can also vary. Look at the two keyboard number arrangements on the right. Both Keyboards 17 and 18 provide access to the £ (pound sterling) character, but to type this character using Keyboard 17, you press the SHIFT key and the number 1 key. To type this same character when Keyboard 18 is specified, you press the SHIFT key and the number 8 key.

When you are typing in an alternate keyboard, you must refer to the keyboard arrangement charts in order to know what key to press on your own keyboard in order to get the proper key to appear on the screen.

For Examples on determining printwheels and keyboards, go on to the next page.

EXAMPLE 1

The word processing operator for the Gro-Rite Toy Company uses the printwheel shown in the illustration. By looking at the printwheel, she determines that the typestyle number is 087, the typestyle name is Letter Gothic, and the printwheel matches keyboard arrangements 001-008.



If you would like another Example of how to match printwheels and keyboards, go on to Example 2 on the next page. If you are ready to match printwheels and keyboards on your own, go on to the Self-Test.

EXAMPLE 2

Note: To help you understand this example, refer to the keyboard arrangement illustrations found in the *Reference Book*, Charts section, Keyboard Arrangements.

The Marshall Company prepares accounting reports and correspondence for clients both in the United States and Mexico. The company has two IBM Displaywriter Systems in its office. One Displaywriter has a 92-character keyboard module. The other has a 96-character keyboard module. The printwheels were gathered and information about these printwheels recorded on a worksheet, as shown in the illustration.

Typestyle Name	Typestyle Number	Pitch	Keyboard ID Number	Reorder Number
* Prestige Elite	086	12	001-008	
Letter Gothic	087	12	001-008	
Courier 10	011	10	001-008	
Symbol	—	—	200,201	
* Prestige Elite	086	12	017,018,019	
* Prestige Elite	086	12	044,045	

Notice that for Prestige Elite 086 the typestyle number and name are the same for more than one printwheel listed, but the keyboard numbers are different. The Prestige Elite printwheel with Keyboards 044 and 045 provides access to Spanish characters and accent symbols. Keyboard 044 is an 88-character arrangement and Keyboard 045 is a 96-character arrangement. The Prestige Elite printwheel with Keyboards 017, 018, and 019 provides access to special characters often used in accounting. All three of these are 88-character arrangements. The Symbol printwheel, with Keyboards 200 and 201, provides access to a variety of mathematical (Greek) symbols.

In this Example, the typestyle number default remains at 086 for both Displaywriters. To determine which of the possible keyboards is to be added to the Work Station Description menu as an alternate keyboard, let's look at the 92- and 96-character keyboard module Displaywriters separately.

For the 96-character keyboard module Displaywriter, Keyboard 045 was selected to provide access to the Spanish characters and symbols. This is a 96-character arrangement. All characters on the printwheel can be accessed through this arrangement.

The two characters that are typically used by the Marshall Company operators for accounting reports are the £ (pound sterling) sign and double underline symbols. Both Keyboards 017 and 018 include these two symbols. Operators at Marshall, however, prefer the location of the pound sterling sign on Keyboard 017 over that of Keyboard 018. When using this arrangement, four keys on the keyboard module are not used. Also, eight characters on the printwheel are not accessed.

Keyboard 201 was selected to provide access to the Greek symbol characters. This is a 96-character arrangement. All characters on the Symbol printwheel can be accessed with this arrangement.

WORK STATION DESCRIPTION

ID	ITEM	YOUR CHOICE	POSSIBLE CHOICES
a	Auto Carrier Return/Auto Adjust	1	1 = On 2 = Off
b	Required Carrier Return	2	1 = Coded 2 = Non-Coded
c	Required Hyphen	2	1 = Coded 2 = Non-Coded
d	Engraved Keyboard	1	1 = Before First Alternate 2 = After Fifth Alternate
Alternate Keyboards			
e	First	45	1-313
f	Second	17	1-313
g	Third	201	1-313
h	Fourth		1-313
i	Fifth		1-313
j	Alternate Task	2	1 = Yes 2 = No
k	Tone in Alternate Task	1	1 = Yes 2 = No
l	Final-form Document Support	1	1 = Yes 2 = No

When finished with this menu, press ENTER.

Type ID letter to choose ITEM; press ENTER:

For the 92-character keyboard module Displaywriter, Keyboard 044 was selected to provide access to the Spanish characters and symbols. This is an 88-character arrangement. When using this arrangement, four keys on the keyboard module are not used. Also, eight characters on the printwheel are not accessed. By also adding Keyboard 045 as an alternate keyboard, the inverted exclamation point and a/o characters can be accessed. Notice that there is no way to access the inverted question mark and the ç on the 92-character keyboard module.

Keyboard 017 was selected as an alternate keyboard for the 92-character keyboard module. Its selection was based on availability of desired characters and preferred arrangements, as was the selection of the 96-character keyboard module. Keyboard 200 was selected to provide access to the symbol characters. This is an 88-character arrangement. The operators at The Marshall Company decided that this arrangement provided all necessary characters.

WORK STATION DESCRIPTION

ID	ITEM	YOUR CHOICE	POSSIBLE CHOICES
a	Auto Carrier Return/Auto Adjust	1	1 = On 2 = Off
b	Required Carrier Return	2	1 = Coded 2 = Non-Coded
c	Required Hyphen	2	1 = Coded 2 = Non-Coded
d	Engraved Keyboard	1	1 = Before First Alternate 2 = After Fifth Alternate
Alternate Keyboards			
e	First	44	1-313
f	Second	45	1-313
g	Third	17	1-313
h	Fourth	200	1-313
i	Fifth		1-313
j	Alternate Task	2	1 = Yes 2 = No
k	Tone in Alternate Task	1	1 = Yes 2 = No
l	Final-form Document Support	1	1 = Yes 2 = No

When finished with this menu, press ENTER.

Type ID letter to choose ITEM; press ENTER:

Try to determine printwheels and keyboards on your own, complete the Self-Test that follows.

Matching Printer Elements and Keyboards

Prerequisites:
You must have completed
Segment 1 in this lesson

3 You should take this segment if you use an IBM 5215 Selectric Element Printer.

To print a document created using an alternate keyboard, you must make sure that the printer element matches the keyboard you are using.

You can determine the typestyle name, pitch, and part number from the printer element. You can then determine the typestyle number and keyboard number from the *IBM Displaywriter System Printer Guide*, Appendix A, 5215 Printer Element Descriptions.

Your goal for this segment is to be able to determine the typestyle and keyboard numbers of the printer elements in your work area.



MAIN IDEA

To determine typestyle and keyboard numbers for the printer elements in your work area, follow these steps:

1. Collect printer elements you plan to use to print documents.
2. Use the worksheet provided at the end of this segment to write down the typestyle name, pitch, and part number for each printer element used.
3. A list of typestyle names, pitches, part numbers, typestyle ID numbers, and corresponding keyboard numbers can be found in the *IBM Displaywriter System Printer Guide*, Appendix A, IBM 5215 Printer Element Descriptions. Use this list to identify and write down the associated typestyle ID number and keyboard ID number for each printer element you plan to use. Circle the printer element that you use most often.
4. Make a note of the typestyle numbers you will use most often and of the keyboard ID numbers required to support all the printer elements you will use.

Note: You can access only 88 characters at a time when using a 5215 Selectric Element Printer.

If you have enough information about determining printer elements and keyboards, go on to the Example. If you would like more detail, read the Help that follows.

HELP

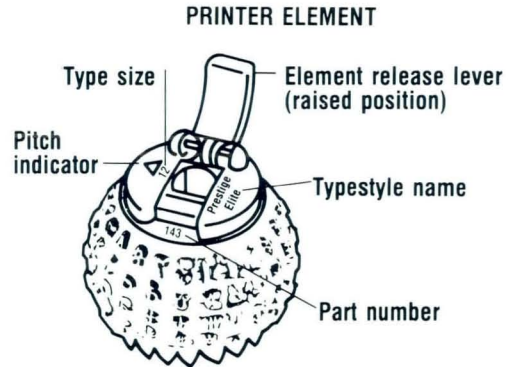
To determine if your work requires access to an alternate keyboard, follow these steps:

1. **Collect printer elements you plan to use to print documents.**

You may want to check with your supervisor to determine if other printer elements are used.

2. **Use the worksheet provided at the end of this segment to write down the typestyle name, pitch, and part number for each printer element used.**

The typestyle name and pitch can be found on the front of the printer element. The part number can be found by lifting up the element release lever on the printer element. The worksheet, with correct entry, is shown below.



Typestyle Name	Pitch	Part Number	Typestyle Number	Keyboard ID Number
Prestige Elite	12	143		

3. A list of typestyle names, pitches, part numbers, typestyle ID numbers and corresponding keyboard numbers can be found in the *IBM Displaywriter System Printer Guide, Appendix A, IBM 5215 Printer Element Descriptions*. Use this list to identify and write down the associated typestyle ID number and keyboard ID number for each printer element you plan to use. Circle the printer element that you use most often.

Match the typestyle name, pitch, and part number for each printer element to the listings on the chart. Then identify the associated typestyle ID number and keyboard ID number. The worksheet illustrated shows the addition of the typestyle number and keyboard ID number.

Type Style Name	Pitch	Part No.	Type Style ID No.	Keyboard ID No.
Courier 72 (Legal)	10	178	011	008
Delegate	10	135	002	002
Delegate	10	035	002	003
Delegate	10	070	002	004
Delegate	10	093	002	005
Dual Gothic	12	136	090	002
Dual Gothic	12	021	090	003
Dual Gothic	12	020	090	004
Elite 72	12	137	083	002
Elite 72	12	026	083	003
Elite 72	12	007	083	004
Large Elite	12	161	089	054
Letter Gothic	12	138	087	002
Letter Gothic	12	039	087	003
Letter Gothic	12	005	087	004
Light Italic	12	139	091	002
Light Italic	12	032	091	003
Light Italic	12	017	091	006
Pica 72	10	142	020	002
Pica 72	10	027	020	003
Pica 72	10	017	020	006
Prestige Elite 72	12	143	086	002
Prestige Elite 72	12	033	086	003
Prestige Elite 72	12	012	086	004
Prestige Elite 72	12	049	086	006
Prestige Elite 72	12	179	086	007
Prestige Elite 72	12	180	086	008
Prestige Pica 72	10	123	012	002
Prestige Pica 72	10	181	012	007
Prestige Pica 72	10	182	012	008
Scribe	12	144	080	002
Scribe	12	025	080	003
Scribe	12	001	080	004

Typestyle Name	Pitch	Part Number	Typestyle Number	Keyboard ID Number
Prestige Elite	12	143	086	002

4. Make a note of the tpestyle numbers you will use most often and of the keyboard ID numbers required to support all the printer elements you will use. The IBM-supplied default tpestyle is 086. This number identifies Prestige Elite. If the tpestyle number for the printer element you use most often is not number 086, you must select Program Diskette Tasks and change your document format or alternate format defaults, or both. Specify the most frequently used tpestyle number in the Line Format menu.

LINE FORMAT

ID	ITEM	YOUR CHOICE	POSSIBLE CHOICES
a	Line Spacing	1	1 = Single 2 = Double 3 = Triple 4 = Half 5 = 1 and 1/2
b	Line Alignment	1	1 = Left 2 = Justify 3 = 1/2 Justify
c	Typestyle Number	86	1 - 31 (10 Pitch) 80 - 111 (12 Pitch) 154 - 175 (Proportional) 215 - 230 (15 Pitch)
d	Lines/cm or in.	2	1 = 2.09/cm or 5.3/in. 2 = 2.36/cm or 6/in. 3 = 3.15/cm or 8/in. 4 = 9.45/cm or 24/in. 5 = 2.0/cm or 5.08/in.
e	Adjust Line Endings	1	1 = Yes 2 = No
f	Zone Width	6	1 - 30

When finished with this menu, press ENTER.

Type ID letter to choose ITEM; press ENTER:

The IBM-supplied standard keyboard number is Keyboard 001. When using a 5215 Select Element printer, however, the system prompts for a Keyboard 002 printer element. Keyboard 2 is a subset of Keyboard 1. If you have printer elements that must be supported by keyboard numbers other than 1 or 2, you must add these keyboard numbers to the Work Station Description menu.

Note: You can access only 88 characters at a time when using a 5215 Selectric Element Printer. A printer element and corresponding keyboard number arrangement contains 88 characters. Your keyboard module, however, has either 92 or 96 characters. Look at the keyboard example on the right. If you have two additional keys (refer to 1 and 2), you have a 92-character keyboard. If you have the four additional keys called out, you have a 96-character keyboard.

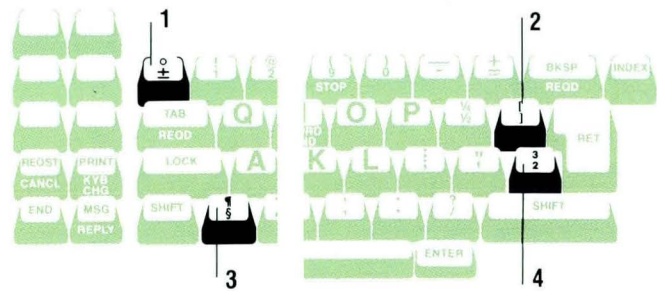
Whether you have a 92- or 96-character keyboard, you always have more keys on your keyboard module than you have characters on any single printer element. Therefore, to print all characters, you need more than one printer element. Or you may decide instead not to type those characters you know you do not have on your printer element.

For an Example on matching printer elements and keyboards, go on to the next page.

WORK STATION DESCRIPTION			
ID	ITEM	YOUR CHOICE	POSSIBLE CHOICES
a	Auto Carrier Return/Auto Adjust	1	1 = On 2 = Off
b	Required Carrier Return	2	1 = Coded 2 = Non-Coded
c	Required Hyphen	2	1 = Coded 2 = Non-Coded
d	Engraved Keyboard	1	1 = Before First Alternate 2 = After Fifth Alternate
Alternate Keyboards			
e	First		1-313
f	Second		1-313
g	Third		1-313
h	Fourth		1-313
i	Fifth		1-313
j	Alternate Task	2	1 = Yes 2 = No
k	Tone in Alternate Task	1	1 = Yes 2 = No
l	Final-form Document Support	1	1 = Yes 2 = No

When finished with this menu, press ENTER.

Type ID letter to choose ITEM; press ENTER:



EXAMPLE

The Marshall Company prepares accounting reports and correspondence both in the United States and Mexico. The lead operator completed the worksheet shown below, indicating which printer elements were available.

The Symbol printer element with Keyboard 200 provides a variety of mathematical (Greek) symbols. The Courier 72 printer element with Keyboard 044 provides access to Spanish characters and accent symbols. The Prestige Pica printer element with Keyboard 017 provides access to special characters frequently used in accounting. The Pica 72 and Prestige Elite elements use the standard keyboard number. All of these are 88-character arrangements. Marshall Company operators prefer to use the Pica 72 for most of their work. Therefore, this printer element was circled as the most frequently used printer element.

Typestyle Name	Pitch	Part Number	Typestyle Number	Keyboard ID Number
Pica 72	10	142	20	002
Prestige Elite	12	143	086	002
Prestige Pica	10	172	012	017
Courier 72	10	887	011	044
Symbol	10	061	—	200

In this example, the typestyle number default would be changed to 20 because Pica 72 is the most frequently used printer element. Keyboards 200, 044, and 017 would be added to the Work Station Description menu as alternate keyboards.

LINE FORMAT

ID	ITEM	YOUR CHOICE	POSSIBLE CHOICES
a	Line Spacing	1	1 = Single 2 = Double 3 = Triple 4 = Half 5 = 1 and 1/2
b	Line Alignment	1	1 = Left 2 = Justify 3 = 1/2 Justify
c	Typestyle Number	20	1 - 31 (10 Pitch) 80 - 111 (12 Pitch) 154 - 175 (Proportional) 215 - 230 (15 Pitch)
d	Lines/cm or in.	2	1 = 2.09/cm or 5.3/in. 2 = 2.36/cm or 6/in. 3 = 3.15/cm or 8/in. 4 = 9.45/cm or 24/in. 5 = 2.0/cm or 5.08/in.
e	Adjust Line Endings	1	1 = Yes 2 = No
f	Zone Width	6	1-30

When finished with this menu, press ENTER.

Type ID letter to choose ITEM; press ENTER:

WORK STATION DESCRIPTION

ID	ITEM	YOUR CHOICE	POSSIBLE CHOICES
a	Auto Carrier Return/Auto Adjust	1	1 = On 2 = Off
b	Required Carrier Return	2	1 = Coded 2 = Non-Coded
c	Required Hyphen	2	1 = Coded 2 = Non-Coded
d	Engraved Keyboard	1	1 = Before First Alternate 2 = After Fifth Alternate
Alternate Keyboards			
e	First	200	1-313
f	Second	044	1-313
g	Third	017	1-313
h	Fourth		1-313
i	Fifth		1-313
j	Alternate Task	2	1 = Yes 2 = No
k	Tone in Alternate Task	1	1 = Yes 2 = No
l	Final-form Document Support	1	1 = Yes 2 = No

When finished with this menu, press ENTER.

Type ID letter to choose ITEM; press ENTER:

To match printer elements and keyboards on your own, complete the Self-Test that follows.



Typing with an Alternate Keyboard

Prerequisites:

You must have completed Segment 1 and Segment 2 or 3 in this lesson



4 Suppose the multinational company you work for prepares stockholder's reports in the languages of its two major groups of stockholders. You have been asked to type the current report.

Once you have identified the printer elements or printwheels you need to do your work, and have added the necessary alternate keyboards to the Work Station Description menu, you can change keyboards from your standard keyboard to an alternate keyboard. You press **KYB CHG** and type the number of the keyboard you want. Your screen then displays the characters of the alternate keyboard and you receive the correct message to change printer elements or printwheels in the corresponding keyboard, as necessary.

If you complete the Self-Test in this segment you must use a copy of your program diskettes. Do not make any changes on the program diskettes you use for training.

Your goal for this segment is to be able to create a document using an alternate keyboard.

MAIN IDEA

Preparing to Use an Alternate Keyboard

Before you create a document using an alternate keyboard, follow these steps:

1. Personalize the program diskette by adding alternate keyboard numbers to the Work Station Description menu.
2. Set Engraved Keyboard to 2 if you want the first alternate keyboard to be your default for keyboard numbers.
3. Personalize the program diskette by changing the typestyle number setting to match the number of the most frequently used printer element or printwheel.

Changing Keyboards Within a Document

First, change the format to set the typestyle number in the Line Format menu to match the typestyle number of the printer element or printwheel currently being used. Then follow these steps:

1. Press KYB CHG at the point in the document where an alternate keyboard is required.

2. Type the keyboard ID number to be used.
3. Refer to the keyboard arrangement charts in the *Reference Book* for the location of characters when using alternate keyboards.
4. To return to the standard keyboard or the alternate keyboard you have designated as the default, repeat Steps 1 and 2.

Printing with an Alternate Keyboard

To print a document that was created using an alternate keyboard, change the printer element or printwheel to the desired printer element or printwheel when you see the message.

If you have enough information about using alternate keyboards, go on to the Demonstration. If you would like more detail, read the Help that follows.

HELP

More About Preparing to Use Alternate Keyboards

Before using an alternate keyboard, the keyboard number for that keyboard must already be defined as an alternate keyboard in the Work Station Description menu. For more information see, *Diskettes*, Lesson 3, Segment 1.

1. Personalize the program diskette by adding alternate keyboard numbers to the Work Station Description menu.

Insert the program diskette you plan to use when creating documents with alternate keyboards. Do *not* use the same program diskette you are using for training.

- a. Choose Change Work Station Description in the Textpack Program Diskette Tasks menu.
- b. Make desired changes from the choices in the Work Station Description menu.

WORK STATION DESCRIPTION

ID	ITEM	YOUR CHOICE	POSSIBLE CHOICES
a	Auto Carrier Return/Auto Adjust	1	1 = On 2 = Off
b	Required Carrier Return	2	1 = Coded 2 = Non-Coded
c	Required Hyphen	2	1 = Coded 2 = Non-Coded
d	Engraved Keyboard	1	1 = Before First Alternate 2 = After Fifth Alternate
Alternate Keyboards			
e	First		1-313
f	Second		1-313
g	Third		1-313
h	Fourth		1-313
i	Fifth		1-313
j	Alternate Task	2	1 = Yes 2 = No
k	Tone in Alternate Task	1	1 = Yes 2 = No
l	Final-form Document Support	1	1 = Yes 2 = No

When finished with this menu, press ENTER.

Type ID letter to choose ITEM; press ENTER:

2. **Set Engraved Keyboard to 2** if you want the first alternate keyboard number specified to be the default for keyboard number. If you frequently use a keyboard number other than Keyboard 1 or 2, you can make that keyboard number your default by **personalizing your program diskette.**

To do this, follow these steps:

- a. Choose **Change Work Status Description** in the **Textpack Program Diskette Tasks** menu.
 - b. Choose the item for **Engraved Keyboard** and choose 2.
3. **Personalize the program diskette by changing the typestyle number setting to match the typestyle number of the most frequently used printer element or printwheel.**

More About Changing Keyboards

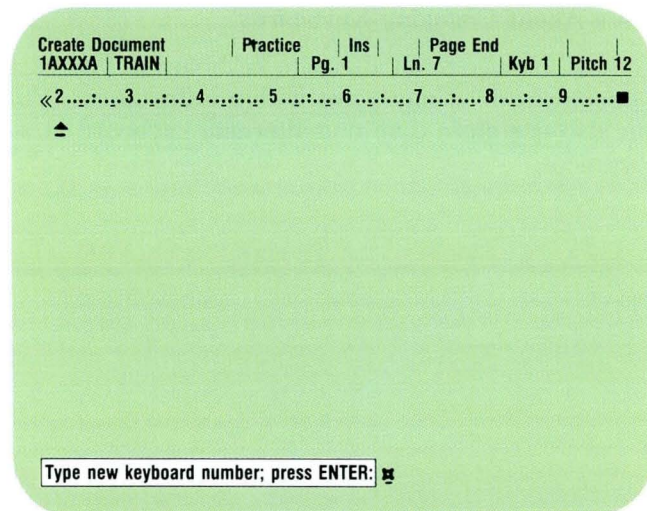
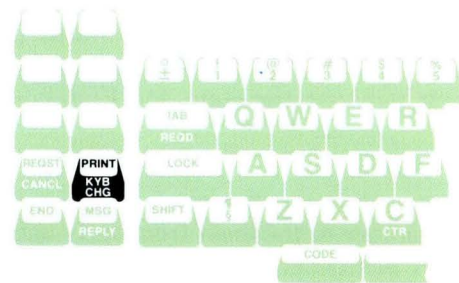
You can change to an alternate keyboard as you begin a document or at any point within a document. You can also use more than one alternate keyboard in a document.

Change the format to set the typestyle number in the Line Format menu to match the typestyle number of the printer element or printwheel currently being used.

To make a format change to change typestyle within a document, see *Job Aids*, Tab 3, Formatting.

1. Press **KYB CHG** at the point in the document where an alternate keyboard is required.

The prompt “Type new keyboard number; press ENTER” appears.



When you revise a document that was created using an alternate keyboard, the keyboard number displayed on the status line is the number of the keyboard currently in use, *not* the one in which the document was originally created. If the keyboards are different, you must respecify the desired keyboard number before typing the revisions. To help you remember which keyboard number was used to create a document, put the keyboard number in the document comment.

More About Printing

When you print a document created using an alternate keyboard, a message appears that directs you to put on the required printer element or printwheel. This occurs when a typestyle number change is found, or when a character cannot be found on the current printer element or printwheel.

Always change the printer element or printwheel to the desired printer element or printwheel when you see the message. Then follow the message to start the printer.

For Examples of how to create documents using an alternate keyboard, go on to the next page.

EXAMPLE 1

If you are responsible for preparing accounting reports, you may frequently use some characters that are not included on the standard keyboard.

The document below was prepared using Keyboard 17. Before creating the document, these steps were performed.

1. The program diskette, Volume 1, was personalized to add Keyboard 17 to the Work Station Description menu.

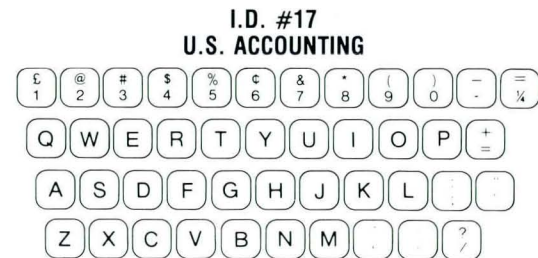
2. Because the most frequently used typestyle number is 086, and the default for typestyle is 086, the program diskette did not have to be personalized for typestyle.

The document named Accounting was created. Once in the typing area the following steps were performed. Because the typestyle number for this printwheel is 086, no change was made to the Line Format menu.

Assets		Equities	
Cash	\$ 5,000.00	Black, capital	\$ 6,000.00
Merchandise	9,000.00	Brown, capital	6,000.00
Store Equipment	<u>4,000.00</u>	Green, capital	<u>6,000.00</u>
Total Assets	<u>\$18,000.00</u>	Total Assets	<u>\$18,000.00</u>

1. The operator pressed **KYB CHG**. The keyboard change was made at the beginning of the document because the entire document was being created using Keyboard 17. The prompt “Type new keyboard number; press ENTER” appeared.
2. The operator typed the keyboard ID number *17*. This is the keyboard ID number for one of the accounting keyboard arrangements.
3. The operator typed the document referring to the Keyboard 17 arrangement for the location of characters.
4. At the end of the document, the operator returned to the standard keyboard by doing the following:
 - a. Pressing **KYB CHG**.
 - b. Typing the keyboard ID for the standard keyboard. This is either Keyboard 1 or 2.

When printing, the operator changed the printwheel to 086-017 when the message appeared.



If you would like another Example of how to create documents using an alternate keyboard, go on to Example 2 on the next page. If you are ready to create a document using an alternate keyboard on your own, go on to the Self-Test.

EXAMPLE 2

The Marshall Company conducts business with clients in the U.S. and Mexico. When correspondence or reports are prepared, the documents are created in both Spanish and English. For the example below, Keyboard 1 was used to type the English version, and Keyboard 45 was used to type the Spanish version.

English

1. Have the secretaries been paid for overtime?

The ones who worked overtime last week have already been paid. The ones who are working overtime this week will be paid Saturday.

2. Did you give the boss all the information on the matter?

Yes.

Spanish

1. ¿Ya se les pagó el tiempo extra a las secretarias?

Ya se les pagó a las que trabajaron tiempo extra la semana pasada. El sábado se les pagará a las que hayan trabajado tiempo extra esta semana.

2. ¿Le dieron Uds. al jefe todos los datos sobre el asunto?

Sí.

Before creating the document, these steps were performed:

1. The program diskette, Volume 1, was personalized to add Keyboard 45 to the Work Station Description menu.
2. Because the most frequently used typestyle number is 086 and the default for typestyle is 086, the program diskette did not have to be personalized for typestyle.

To create the document named Status Report For Branch Overtime, the first paragraph was typed using the Keyboard 1 keyboard. To prepare the second paragraph, the following steps were performed. Because the typestyle number for this printwheel is 086, no change had to be made to the Line Format menu.

1. The operator pressed KYB CHG. The keyboard change here was made in the middle of the document. The prompt "Type new keyboard number; press ENTER" appeared.

2. The operator typed the keyboard number 45. This is the keyboard number for one of the Spanish-language arrangements.
3. Then the operator typed the Spanish paragraph, referring to the Keyboard 45 arrangement for the location of characters.
4. At the end of the document, the operator returned to the standard keyboard by doing the following:
 - a. Pressing KYB CHG.
 - b. Typing the keyboard number for the standard keyboard. This is either Keyboard 01 or 02.

When printing, the operator changed the printwheel to 086-045 when the message appeared.



To create a document using an alternate keyboard on your own, complete the Self-Test that follows.



**SELF-TEST**


For this Self-Test you will create a document using an alternate keyboard.

First, select a printer element or printwheel.

Second, using the guidelines you learned in a previous segment, specify the alternate keyboard number found on the printwheel or printer element.

Third, personalize your program diskette for the alternate keyboard number you have selected. Do *not* personalize MASTR2.

After selecting an alternate keyboard and personalizing the program diskette for that keyboard, select a letter, memo, or any other short document typical of your work and create this document using an alternate keyboard.



For Feedback, go on to the next page.

FEEDBACK

If your document did not print as desired, check the following:

- Did the message to change printer element or printwheel not appear on the screen? This message appears when the current printer element or printwheel does not contain the required character. If this message did not appear, “special” characters were not needed to print this document.
- Did you receive a message to press REQST to cancel or continue printing? If you continued printing, the document may then have printed substituting incorrect characters for special characters. If you print using a program diskette that has *not* been personalized to include the appropriate keyboard number, this message may appear.

If you had trouble, review the segment and try the Self-Test again.

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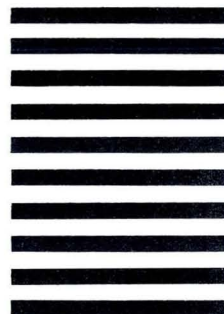


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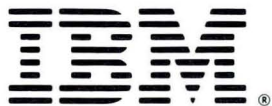
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