

RESEARCH IN WORD PROCESSING NEWSLETTER

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More on Low-Cost Word Processing

John Ogasapian

Vance L. Eckstrom's article in the *Research in Word Processing Newsletter* for September 1985, entitled "Word Processing on a Budget," suggests the possibility of serious writing utilizing an 8-bit system costing under \$2000. In fact, it is possible to set up a serious word-processing station for something over a quarter as much; and for under 50% of that figure, one can do quite a bit, and do it well and easily.

For some time now, I have had unrestricted access to an IBM-PC with *WordStar*; yet for serious writing, I find myself constantly returning to the system I have owned since 1981: a Tandy TRS-80 Color Computer with 8-bit 6809 Motorola mpu and 64K, a single disk drive, a printer, and *VIP WRITER*, a word-processing program that allows for full printer control—underscoring, italics, etc.—full editing capabilities, several high-resolution screens, and a spelling dictionary.

To me, therefore, putting a doctoral dissertation through an Apple- or Commodore-based system is neither as surprising nor impressive a feat as it might seem to those used to 256K MS-DOS micros. In fact, given the configuration of *WordStar*, putting a book or dissertation through it would seem a heroic feat worthy of comment, were not the package so ubiquitous. Personally, I find that even after having invested the time in learning it, the program keeps getting in the way of my concentration when I try to do serious writing. So to the "CoCo" I return, and on that humble machine I have written at least a dozen serious articles, a book draft, and reviews galore, to say nothing of correspondence by the ream.

When it first came out, back in those antediluvian days of the early 80s, the Color Computer looked like part game and part "hacker" machine. To make matters worse, for at least the first year or two, software support for it was uneven, to say the least. Yet a half-dozen upgrades (all compatible) and a half-decade later, it is still with us. Its service support is unrivaled—thanks to the omnipresent Radio Shack centers scattered hither and yon—save by IBM's. Not that service has loomed large as a concern. My own first "CoCo" (I have two) has had a total of three "down" days in four years, all three purposefully scheduled trips into the service center for upgrading of RAM and the changing of keyboard from the old style "chicklet" to the now-standard "sculptured" typewriter version.

More to the point, the current Color Computer software base includes at least three full-featured word-processors (offering substantially the same features, but the choice between menu- or command-mode control) and three of four "Visiclone" spreadsheet programs with standard key commands and capable of utilizing the widely available standard templates. All of the foregoing are able to output in ASCII for compatibility and all are fully documented and supported by their manufacturers via phone or mail.

There are, to be sure, inherent problems in maintaining a large database on an 8-bit machine; yet at least a half-dozen serious file managers are available that handle easily, and in some cases elegantly, both structured and free-form items: research notes, bibliographic entries, and—especially handy for me—class records that might not lend themselves very conveniently to a spreadsheet. For instance, my class records are kept by a program that accommodates over 100 students per class with twenty fields for each, does the averaging, figures curves, and graphs them—and lists at less than \$50. My bibliographic files—believe it or not—are on a program published in a back issue of the leading Color Computer magazine and subsequently released on tape for loading to disk—along with a dozen others, including a very usable terminal package—for \$8. Finally, there is at least one integrated package that combines a high-quality word processor, a spelling checker, a file manager, a spreadsheet, a terminal program, and a disk utility, listing at \$150 but available widely for from \$100 to \$120.

As a specific example, let me price the system on which I am writing this article (together with a few options), using the latest mail-order displays. The computer itself is advertised—with monitor—for \$230 (\$140 if you want to use your TV, and by the way, I do for relatively long periods without major inconvenience or discomfort). A single 0 drive

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—the systems' "software" is "on-board": integral with the "controller"—may be had for \$199.95. One can, of course, use a cassette drive for far less, say about \$40 (again, I have done some rather serious writing using a tape system, and in fact, keep a "back-up" 64K Color Computer system with cassette tape drive. Loading speed, incidentally, is 1500 BAUD; comparable to a Commodore 1541 disk drive). A serial printer may be had for \$250; add another \$50 for a parallel interface if your printer feels the need to scurry through its labors at 9600 BAUD.

And finally, the software. There are three (some might say as many as five) top-of-the-line word-processing packages. The one on which I am writing this lists at \$70 with speller, but is readily available for \$60. There are a large number of serious "CoCo" users, among them scientists and scholars as well as the "hackers" of fragrant myth, many of whom prefer one of my program's direct competitors (because it might allow the programming of "patches" within it, because they prefer a menu to a command line, or just because human tastes are what they are). One such competing program may be had for as little as \$50.

The total costs are worth thinking about. A single disk-drive system may be up and running for about \$740 (including program). Add another \$60 or so for the fully integrated software package that includes that same word processor, and the two cables (by my quick figuring) that are not furnished as "standard equipment." A tape-drive system (if your patience has been conditioned, say, by the enforced regular use of Commodore's disk drive), costs out at under \$600.

Professor Eckstrom's closing observation is that if money were no object, the choice would certainly be for a state-of-the-art PC compatible: I suppose I agree. There are some serious data and number processing limitations in an 8-bit computer, as he points out, and if one must manipulate large amounts of data or crunch numbers quickly on his or her micro, then a 16-bit mpu machine is *de rigueur*. But as he so eloquently shows, 99% of us could do 99% of our serious work on 8-bit machines (the computer science majors who wander into my classes from time to time call them "sausage grinders"). And among the 8-bit machines, for reliability, convenience, service support, software base, and above all cost, the Color Computer deserves more than a quick look.

Further Information

Scott L. Norman, *Guide to Super Software for the Color Computer*, (Glenview: Scott, Foresman & Co., 1985).

"The Rainbow" 9529 U.S. Highway 42, Box 385, Prospect, KY 40059.

Hot CoCo and 80-Micro, CW Communications, 80 Pine St., Petersborough, NH 03458.

VIP WRITER and VIP DESKTOP, VIP Technologies, 132 Aero Camino, Santa Barbara, CA 93117.

TELEWRITER-64. Cognitec, 704 Nob St., Del Mar, Ca 92014.

ELITE*WORD (and integrated 'calc' and file programs). Elite Software, 201 Penn Center Blvd., Suite 301, Pittsburgh, PA 15235.

DYNACALC. Computer Systems Center, 42 Seasons Center #122, Chesterfield, MO 63017.

PRO-COLOR-FILE. Derringer Software, Inc. P.O. Box 5300, Florence, SC 29502-5300.

TEACHERS' DATA BASE II, Tom Mix Software, 4285 Bradford, N.E., Grand Rapids, MI 49506.

John Ogasapian is professor of music history and literature at the University of Lowell. He has published three books, over thirty articles, and numerous reviews. He also edits a quarterly in his field of specialization and reviews Color Computer software for that machine's periodicals. He may be contacted at Box 194, Pepperell, MA 01463.

Classroom Computers and Job-Seeking Strategies

Thomas A. Maik

As an advocate of new curriculum when my department reviewed and developed new minors in expository and creative writing several years ago, I willingly offered to teach one of the new classes. Of the more than half-dozen composition courses added to our curriculum at that time, I volunteered to teach the course entitled "Writing for Management, Public Relations and the Professionals."

As might be inferred from the title, the class attracts students from a variety of majors: accounting, business, marketing, mass communications, computer science, political science, history, pre-law, and English—to name a few. Because of the diverse background of students enrolled, writing assignments are designed toward various kinds of internal and external writing that professional people do on the job; some of the assignments include writing "good and bad news" letters, short reports, progress reports, justification reports, proposals, press releases and memos. In addition, since the class is taken primarily by seniors who are near graduation, a unit on the actual job search is included.

At approximately the same time that the department's new curriculum was first being introduced, the Dean of the College of Business Administration offered to share his college's computer lab for experimental classes in composition. The timing couldn't have been more appropriate! Through research for and preparation of the new class that I had volunteered to teach, I discovered that word processing belonged as a component in such a class. According to their article "What We Learn from Writing on the Job," Lester Faigley and Thomas P. Miller discovered in their survey of more than 200 professionals that over 25% of the respondents used computers for communicating in writing (*College English*, 44, No. 6, October 1982). Furthermore, the survey revealed that these professionals spent more than 25% of time on the job writing or the equivalent of more than one complete working day each week. For the sake of efficiency for professionals with crammed schedules and for facilitating the composition process, word processing seemed a natural component for the class. Indeed, if my course was to be beneficial and current, I was obligated to introduce my students to word processing.

Besides introducing students to the technology and skill of word processing, I'm convinced that word processing facilitates the quality and content of student writing. Now in my fifth semester of teaching the course, I have seen the word-processing component grow from a minor facet to an integral part of the class. Now, instead of simply exposing my students to basic word-processing functions in a limited mini-unit, I introduce them (some of whom know much about it and many of whom know little and are intimidated by it) to word processing in the first week of class and develop that knowledge so that within four or five weeks into the semester they feel competent in using the skill. Since I require all class assignments to be done on the word processor, word-processing competence is essential; however, I also want my students to feel comfortable with the technology so that they'll use it for written assignments in many of their other classes.

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An Electronic Journal

One of the first barriers to get them to cross is that of fear and intimidation. To encourage my students to feel comfortable with the technology and to overcome their fears, I require that they write, the more often the better. I've discovered that having them keep an electronic journal is an innocuous and helpful way to learn basic word processing techniques. Since most of these students are seniors nearing graduation and holding jobs, I required them to keep an electronic "work" journal, a journal about their jobs—their experiences during the day, encounters with people, what they've learned, ideas that would improve the job, bad experiences, etc.

An electronic "work" journal provides an opportunity for these prospective graduates to write to themselves about themselves and their current jobs. If they've had a bad day at work, they can examine causes; conversely, if they've had a good day, they can critique those factors. They may be motivated to write about their boss, the way he or she handles people and problems, or they may evaluate their co-workers. They can examine their working environment and evaluate its effectiveness or suggest changes for improvement. In short, through the work journal they can gain insights into their futures.

By keeping the "work" journal, they're learning about themselves, about their job and about word processing. Since it's a private journal and since they don't have to be concerned about organization, mechanics, spelling, etc., students soon discover **on their own** how simple it is to edit—to delete words, to correct spelling and punctuation, to add punctuation, to add words and to insert paragraphs. In short, the electronic journal can be an ideal means for self instruction about word processing. Students can "play" with the technology without the fear of creating letter-perfect documents. Nor need they panic about losing a file, since the journal is for their own benefit. However, the techniques they learn on their own through their journals are applicable to the required assignments in the class.

An Electronic Application Package

Because the composition class is directed to the working world and the kinds of writing done on the job, I require practical assignments. Since these students will soon be graduating, one of the components in the class is a unit on writing for the job. Specifically, students develop an application package that includes a letter of application and resume. By the time we begin work on this assignment, students have acquired adequate knowledge of word processing and because the resume is of vital importance for their job search, they're eager to learn new skills and to apply these techniques in this assignment.

The resume, I've discovered, is a "natural" assignment for developing both writing and word-processing skills. Writing skills in organization and classification are sharpened. Furthermore, the resume gives students an opportunity to be creative; they can design their resume and decide what headings to use, where to place headings, how much white space to have. In addition, they can use underlining and boldfacing or combinations for their headings; with boldfacing, they can highlight key words and ideas of their education and work experience sections. They can experiment with setting margins and this is the time to introduce dot commands for pages and headings if they're appropriate. The reward for their creativity and use of new word-processing skills is apparent when they print their resume on a letter-quality printer. To their satisfaction and surprise, they have created professional-quality resumes.

Although resumes are regarded as rather permanent once they're completed and usually not revised until six months or a year later if needed, word processing simplifies the entire revision process. In fact, resumes may easily and quickly be updated and changed whenever necessary or desired. If new skills or special education had been acquired, that information can quickly be included. Even career objective statements can be revised and tailored for each employer to personalize the resume.

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The letter of application, that second part of the employment package, also lends itself to word processing. Once students have created their final draft of the application letter and have it on file, they can use that as a "master" copy for other application letters that they may wish to send simply by creating a new file (titles for each new file should be named after the prospective employer) and then inserting the copy of their "master" file into the new file and then quickly adding the appropriate new address, changing the date, revising the greeting, and doing any necessary editing to the contents of the master letter of application. Using the "master" application letter, students discover how easy it is to personalize each and every letter in their job search. Furthermore, by naming each file of the application letters after the appropriate prospective employer, they also have an up-to-date record of their employment search.

Students may transfer appropriate word-processing techniques of the application package to other writing assignments for this and other classes. For example, once students have established their margins and formats for letters and memos, they may use their "master" versions, then create new files and insert the "master" file in the new file. They will need to create new content for their letters and memos, but they can use the format of the "master" files and edit it appropriately for their new letters or memos.

Word Processing As a Collaborative Effort

Since collaborative writing is frequently a part of the professional world, students also do group writing and editing. One example of a collaborative project that gives them an opportunity to exchange ideas about word processing, to learn new skills and to refine old skills, is to require students to design an introductory word-processing unit appropriate for use by future students in the class. Such an assignment is appropriate usually after the middle of the semester once students have done several writing assignments, have had ample opportunity to work with word processing, and know and feel comfortable with their fellow classmates. It's important not to have students work on this collaborative project until they feel comfortable with word processing and until they have experimented with it and learned additional techniques on their own. By mid-term, they should have a good understanding of the requirements of the course and the nature of the writing assignments, and have honed their skills in organization and know what word-processing skills are most applicable for them in this and other classes. In addition, they should also be very conscious of audience so that they can design a unit for a specific audience: their peers in future sections of this course who will also be pursuing a variety of majors and who may or may not have prior knowledge of computers and word processing.

Although the introduction for the word-processing unit is a collaborative effort, groups decide at the outset the length for the unit, the areas to be covered—simple editing of text, moving text, copying text, inserting files, setting margins, printing, etc.—and then assign segments of the entire component to individuals within the group. Once the areas have been agreed upon by the group for their word-processing unit, each student composes one or more of the final sections. Following composition, each student then brings his or her hard copy to the group for peer critiquing, editing and final revising. Finally, all final text for the unit is agreed on, and at this point students learn how to copy files from one diskette to another by collecting the individual segments and organizing the complete unit. Essentially, this assignment allows students to design their own curriculum. Furthermore, it's student tested, since they are writing from experience and will include on their files only the word-processing instructional material that has been useful for them and for the class and what will be most beneficial for future classes.

Word Processing and the Writing Process

By no means is the classroom application of word processing listed above intended to be an exhaustive list. Rather, it's a sampling of techniques that have been tried, refined and discovered to work rather well. Students do learn word-processing techniques but also develop writing skills. For example, the last discussed project of collaborative writing provides opportunity for both. Besides solidifying word-processing skills, students discover the entire process of writing: planning, organizing, drafting, peer critiquing, editing and final revising. And final satisfaction for

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them comes from having their final project selected for inclusion as a unit for students in future semesters. What pleasure for them to know that they will be instructing future students about word processing. And the next class will add to and refine these instructions.

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Association for Computational Linguistics

Personal membership in the Association for Computational Linguistics is \$15.00, offering an annual conference and a subscription to the quarterly *Computational Linguistics* with its book reviews, articles, news, announcements, site reports, and abstracts of current literature. Included within the journal is "The Finite String Newsletter."

ACL's purpose is to serve those interested in natural language and computers: "Natural language is a central element in human communication. It is the matrix within which human knowledge is expressed and recorded. For centuries, linguists, philosophers, and psychologists have explored the intricacies of natural language. The advent of computers has introduced a new dimension into these explorations, one that is providing both fresh insights and new demands on our understanding. Computational linguistics is the discipline that has emerged to encompass these efforts. Specialists from the new fields of artificial intelligence and cognitive science are joining those from linguistics, philosophy, psychology, and from computer science and engineering. There is excitement in the research and power in the application of its results."

ACL's language research includes attention to acoustics, phonetics, phonology, lexicology, syntax, semantics, pragmatics, discourse, mathematical models of language, psychological models of language use, understanding, generation, dialectology, and language change. ACL's applications encompass translation, documentation, information retrieval, sign language, animal languages, office automation, computer interfaces, graphics, lexicography, writing aids, instruction, speech recognition, and understanding. In general, the organization's scholarly investigations focus on stylistics, content analysis, qualitative analysis, and text comparison.

The 24th Annual Meeting of the ACL will be held at Columbia University on June 10-13, 1986, chaired by Alan W. Biermann, Dept. of Computer Science, Duke University, Durham, NC 27706. Contact Donald E. Walker, ACL, Bell Communications Research, 445 South Street, Morristown, NJ 07960.

LSA Summer Linguistic Institute in June

The 53rd Linguistic Society of America's Summer Linguistic Institute will be the first to focus on computational linguistics. Scheduled right after the Association for Computational Linguistics annual meeting, the 1986 Institute will be at the Graduate School and University Center of the City University of New York from June 23 to July 31, 1986. The week between the ACL and LSA gatherings will also feature several special courses dealing with computational linguistics. Contact D. Terence Langedoen, CUNY Graduate Center, 33 W. 42nd Street, New York, NY 10036, or call (212) 921-9061.

Research Opportunities at OCLC

The OCLC (Online Computer Library Services) makes available one-year appointments for student and Ph.D-level researchers interested in computer applications to library services networks. The current research agenda includes

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■ Gateways and Intelligent Networking Systems ■ Very Intelligent Terminal-Based Information Systems ■ Electronic Document Delivery ■ One Subject Access (three projects) ■ Error/Duplicate Detection and Correction ■ Library Collection Analysis ■ Iconic Representation of Text ■ Monitoring and Modeling Online Users' Search Processes ■ Prototype Expert Cataloger ■ Translation of User Requests into Boolean Queries

Full-time college students can apply to be *Research Assistants*, and Ph.D.s can seek a *Postdoctoral Fellowship* or a sabbatical research position as a *Visiting Scholar*. Contact the Director, Office of Research, OCLC Online Computer Library Center, Inc., 6565 Frantz Road, Dublin, OH 43017-0702.

Two-Week Computers in Writing Workshop

Houghton, Michigan, will be the site of a workshop on computers in writing to be held June 15-29, 1986. Offering one-on-one help to those with no previous computer knowledge, the workshop will be held in a fully equipped computer lab designed especially for English teachers. Conducted by Dr. Cynthia Selfe, the workshop will consist of ten 6-hour work days, allowing for extra lab time during the evenings. Registration will cost \$575.00 and dormitory room and board will cost an additional \$200.00. Contact Susan Bucheger, Coordinator, Division of Education and Public Services, Michigan Technological University, Houghton, MI 49931, or call (906) 487-2262.

Text-Analysis Software Update

Since Ellen McDaniel's article, "Software for Text Analysis and Writing Instruction" [*RWPN*, Dec. '85], the program *Prewrite* by Dr. Mimi Schwartz has been enhanced. The Apple-based software now includes a back-up disk, user's guide, and a copy of *Writing for Many Roles* for \$84.95. Contact Dr. Mimi Schwartz through Boynton/Cook Publishers, P.O. Box 860, Upper Montclair, NJ 07043.

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The Scholar's Software Library

Bryan Pfaffenberger

Program:	<i>Fancy Font 2</i>
Available From:	SoftCraft, Inc. 222 State Street, #400 Madison, WI 53705 800-351-0500 (in Wisconsin call [608] 257-3300)
Requires:	IBM PC, Epson QX-10, Osborne (double-density), Kaypro, Apple IIe with CP/M card, Victor 9000 with dot matrix PRINTER: Epson MX, RX, FX; IBM Graphics Printer; Star Gemini 10X, Radix, Delta; Texas Instruments 850, 855; Inforunner. MS-DOS versions only: Toshiba 1350, 1351, 1340; Epson LQ-1500. Call for availability of versions for other printers. <i>Strongly recommended</i> (see text): high-density printer such as Epson LQ-1500 or Toshiba 1351.
Price:	\$180.00 (demo disk, \$10.00).

Like Cinderella, that dot-matrix printer you've hooked up to your system is capable of great beauty. But you'd never know it by looking at the typescript it produces when driven by most software. Imagine, if you will, your Epson FX-80 printing perfectly formed, 18-point Sans Serif notices or 10-point Roman articles that look as though they'd been typeset and proportionally spaced. A fairy tale? Not if you've equipped your system with *Fancy Font*.

Fancy Font, from SoftCraft, Inc., of Madison, Wisconsin, is a text formatter that's specifically designed to take advantage of dot matrix printers' graphics abilities. You may use the program with virtually any word-processing program, so long as it's able to produce a text file in standard ASCII format without any embedded formatting commands. As you write, you use your word processor to embed *Fancy Font* commands in the text. After you've finished writing, *Fancy Font* "reads" the text and constructs an output file, which drives the printer and produces the remarkable results. The program not only produces superb printouts; it also includes provisions for printing out any imaginable graphics or foreign language character, a feature that's sure to interest scholars.

Two drawbacks to *Fancy Font* should be mentioned straightaway. First, even if your word-processing program is of the "what you see is what you get" variety, it won't work that way any longer when you use *Fancy Font*. You won't see the effect of the *Fancy Font* formatting commands on the screen as you're writing. You can, however, preview the paragraph and page formats onscreen before printing, so you don't have to print out the whole document before finding formatting errors. Second, the high-quality printing takes time. With a 9-pin printer such as the Ep-

\x0c24 POINT ROMAN

\f1\ This paragraph is printed in 12 point Roman.
Automatic \f2word-wrapping \f1 and right margin
\f2justification \f1 even the margins; \f2proportional
spacing \f1 gives the text a handsome appearance.

Using embedded commands, to be sure, is challenging, especially for beginners in personal computing. Yet the commands are sufficiently straightforward that anyone can learn to use them. A backslash tells Fancy Font that a command is coming; here, for instance, \f3the font shifts from 12 point Roman to 12 point Roman italic. \f1 Other commands control text centering, right margin justification, automatic word-wrapping, \uunderlining\u, and more.

\x\f4c18 POINT ROMAN

\f5\ Sometimes it is not desirable to simulate set type. Letters, for instance, look better when a monospace font, such as this 12-point Roman font, is used. Monospace fonts

Fig. 1: Microsoft Word file with embedded commands.

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son FX-80, the print head will have to pass over a line many times to define the characters. It can take fifteen to twenty minutes to print a three-page resume. A high-density printer that uses more pins, such as the Epson LQ-1500, dramatically lowers printing times. Using a high-density printer is strongly recommended if you're planning on using *Fancy Font* for routine or lengthy printing jobs.

As a text formatter, *Fancy Font* produces superb results. Included are commands for centering text, changing fonts, creating headers and footers, justifying the right margin with automatic word wrapping and proportional spacing, controlling line spacing, tabs, margins, and page breaks, and underlining or indenting text. Available on disk are Roman regular, italic, and bold fonts from 6 to 24 points in size, as well as Script and Old English. The results are outstanding; the printout looks (as long as you don't look too closely) as if it had been typeset. Even so, *Fancy Font* has its limitations. No provisions are made, unfortunately, for footnotes or endnotes and, like all text formatters, entering and correcting the embedded commands can be a very tedious business.

Despite the program's limitations, scholars may find it of special interest for its fluency with foreign language and other special characters. Included with *Fancy Font* is the remarkable Hershey Character Database, created by Alan V. Hershey for the National Bureau of Standards. Included in the database are almost 1,600 characters spanning a wide variety of type styles and languages (including Russian and Greek), with a generous admixture of technical, scientific, and even musical symbols thrown in. Using a utility program supplied with *Fancy Font*, you can create your own font containing any of the characters in the database.

24 POINT ROMAN

This paragraph is printed in 12 point Roman. Automatic word-wrapping and right margin justification even the margins; proportional spacing gives the text a handsome appearance.

Using embedded commands, to be sure, is challenging, especially for beginners in personal computing. Yet the commands are sufficiently straightforward that anyone can learn to use them. A backslash tells *Fancy Font* that a command is coming; here, for instance, *the font shifts from 12 point Roman to 12 point Roman italic*. Other commands control text centering, right margin justification, automatic word-wrapping, underlining, and more.

18 POINT ROMAN

Sometimes it is not desirable to simulate set type. Letters, for instance, look better when a monospace font, such as this 12-point Roman font, is used. Monospace fonts resemble the script produced by typewriters.

Fig. 2: Results printed on an Epson FX-80

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Here's how a scholar might use *Fancy Font*. Suppose you're writing a paper on Greek architecture, and although the paper's in English you'd like to include occasional Greek terms. For the body of the paper, you'd write using a standard English font, such as Roman 12, defined as Font 0. To switch Roman 12 on, you'd embed the command `\f0` in the text, and everything after the embedded command would be printed in Roman 12. Now Font 1 contains the Greek characters. To switch to Font 1, you'd embed the command `\f1`, and everything after that command would be printed in Greek. Note, however, that you won't see the Greek characters on the screen. The Greek characters are "mapped" or attached to alphanumeric keys on the normal keyboard. If you're clever in the way you do the mapping, you can set things up so that what's on the screen bears at least some relationship to what's printed.

If the characters in the Hershey database somehow fail to provide what you need, you can create and save your own characters using another utility program called E-Font. E-Font provides all the tools you'll need to define high-density characters of whatever shape, form, or derivation you choose, including non-Romanized scripts such as Tamil or Japanese. You can even design logos or other graphics and save them for the same, high-density printing you'll get with the built-in fonts such as Roman 12. Remember, though, that you won't see the characters on the screen. If you've defined a Font 4 containing graphics symbols, for example, when you switch to Font 4 using the command `\f4`, typing A will produce a graphics symbol—perhaps an a with a macron—instead of the character you see on the screen and on the keyboard.

Fancy Font is a complex program that may challenge beginners to personal computing. That said, its complexity is of the fun sort: the program, logical to the extreme, was clearly devised by a Vulcan, and exploring it can be diverting. The manual is extraordinarily detailed but, sadly, lacks an index.

Is *Fancy Font* for you? If you occasionally need to produce typeset-quality output but don't have the \$4,000 necessary for a laser printer, *Fancy Font* gives you an economical solution for a bargain price. It's worth having for that reason alone. For printing occasional foreign-language words or graphics characters, *Fancy Font* again provides a economical solution, one that doesn't require firmware modifications or expensive, specialized printers. Even so, scholars who write extensive passages in foreign languages will probably prefer programs that can display the foreign language characters on the screen. [Ed. Note: version 2.2 will be reviewed in an upcoming issue.]

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Manuscript Submissions Welcome

The *Newsletter* welcomes article submissions that pertain to word-processing, text-analysis, and research applications in professional writing situations. Also, hardware and software reviews are accepted, but please contact Dr. Jim Schwartz, Hardware/Software Review Editor, **before** submitting them (call Jim at 605-394-1246). Manuscripts either may be submitted as hard copy or on 5¼" diskettes using *WordStar*, *WordStar 2000*, or standard ASCII code. If submitting disks, please make sure they are formatted either in MS-DOS, PC-DOS, or a popular CP/M format (Kaypro, Zenith, etc.) The Editors reserve the right to edit manuscripts, if necessary. If you want your manuscript or diskette returned, please send enough postage to cover the return along with a self-addressed envelope. Address all correspondence to the Editors, *Research in Word Processing Newsletter*, South Dakota School of Mines and Technology, 501 E. St. Joseph, Rapid City, SD 57701-3995. The Editors may also be reached on *CompuServe* (70177,1154).

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