TEXT TECHNOLOGY

In this issue . . .

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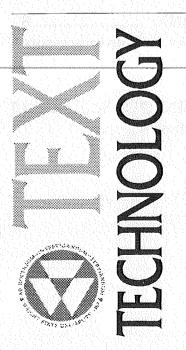**January 1991**

EDITOR'S CHOICE

Jim Schwartz

W elcome to the premier issue of *TEXT Technology*, a publication designed for professional writers and teachers of writing who believe the computer to be an invaluable tool for the creation, manipulation, and dissemination of text and graphics.

In the months to come, *TEXT Technology*'s pages will be filled with analyses, descriptions, and opinions about how computers affect our written communications, from in-depth discussions of program applications and hardware/software platforms to more light-hearted looks at writing with (and sometimes "against") computers.

No matter what *TEXT Technology* presents, one thing all of its editors strive for is a conversational tone. As with our predecessor, the *Research in Word Processing Newsletter*, we strive to be a clearinghouse for all information pertaining to the use of computers in academic, corporate, and governmental sectors.

As you read through *TEXT Technology*, know that the Editors welcome your comments about the publication. Send all suggestions, corrections, gripes, or praises either directly to the writer or to me at Wright State University's Lake Campus in Celina, Ohio. Thanks, and welcome to *TEXT Technology*.

Wright State University
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COLUMN ONE

Eric Johnson

Programming Provides Free Software

I t is frustrating to have at hand a relatively simple task that a computer can perform but not have the necessary software.

As I am writing this article, I would like to know exactly how many words it contains. Some wordprocessors will tell the user the word count, but the one I happen to be using does not. I could buy a different wordprocessor, but I am happy with the one I have, and I do not want to spend money for another. I could buy a relatively inexpensive grammar and style-checker or a text-analysis package, but it seems foolish to spend money for such software if I simply want to count words.

A user might consider writing a short computer program to perform the task at hand. There are two commonly-offered objections to programming: first, a compiler would have to be purchased, and, second, programming is considered difficult and time-consuming. Creating programs may not be the answer for everyone, but there are answers to these objections.

Considering the second objection first, one does not require the intellect of a Gene Amdahl to write programs. There are some people who have created many useful computer programs who do not understand how to set their VCRs to record broadcasts the following week. Moreover, the commands that must be mastered to use a modern database or a full-featured word-processor are more complex than some kinds of programming.

Well, even if it may not be so difficult to learn to program, it may be thought that a compiler is expensive. It is true that some compilers cost several hundred dollars, but BASIC is available for most brands of microcomputers for little or no

cost. A BASIC compiler comes with every copy of DOS for IBM-compatible microcomputers.

Since it is free, and perhaps not terribly difficult, programming in BASIC might at least be attempted. What follows is a complete BASIC program for MS-DOS microcomputers that will count the number of words in a file that contains this article.

```
10   NOTLET$ = " .,;:!?()=+*#/" + CHR$(34)
20   FOUND = 0
30   OPEN "I",#1,"COLUMN1.ART"
40   WHILE NOT EOF(1)
50   LINE INPUT #1, LIN$
60   LIN$ = LIN$ + " "
70        FOR LETTER = 1 TO LEN(LIN$)
80        C$ = MID$(LIN$,LETTER,1)
90        FOR TEST = 1 TO LEN(NOTLET$)
100            IF C$ = MID$(NOTLET$,TEST,1) GOTO 140
110       NEXT TEST
120   FOUND = 1
130  GOTO 160
140       IF FOUND = 1 THEN WCOUNT = WCOUNT + 1
150       FOUND = 0
160  NEXT LETTER
170  WEND
180  PRINT "There are" WCOUNT "words in the ms."
190  END
```

In order to create and run this program, the user first needs to load BASIC: enter BASICA (on an IBM brand computer) or enter GWBASIC (on any other IBM-compatible); BASICA or GWBASIC must be on the disk in the current drive, of course. The nineteen lines of the program can then be typed (replace "COLUMN1.ART" with the actual name of the file containing the words to be counted). The program is run from within BASIC by entering RUN or by pressing the F2 key.

The program runs rather slowly (on an XT, it took several minutes to count the 1217 words of this

article). Slow execution is characteristic of BASICA and GWBASIC because they are technically interpreters, rather than compilers: they convert a line of source code written by the programmer into machine code each time the line is executed. However, this program is faster than counting the words by hand, and it is much more accurate. Once the program is written, it is certainly easier to run it than to count the words by hand.

This BASIC program works in this way. The assumption is made that the file "COLUMN1.ART" is a pure ASCII text file and that it contains a series of words. Programs written in this kind of BASIC must have consecutively numbered lines: they are usually numbered by tens to allow additional lines to be inserted.

Line 10 of the program sets the variable NOTLET$ equal to a space and punctuation marks (a series of characters that might be in the file, but are not parts of words); the double quotation mark should also be included, but it cannot be entered directly (it would be mistaken for an enclosing quotation mark); it is added to NOTLET$ by using the CHR$ function; 34 is the ASCII code number for the double quotation mark.

The logic of this program is that any character in the file that is not a part of NOTLET$ will be a letter that is part of a word. The program counts the number of times one of these non-letter characters are found following a letter in a word (since that will signal the end of a word). Thus the count (held in the variable WCOUNT) will equal the number of words.

A loop is set up (lines 40 - 170) that reads a line from the file, stores it in the variable LIN$, processes it, and then reads another line. Another loop (lines 70 - 160) examines each character in the line. Lines 90 - 110 form a tiny loop that determines whether a particular character from the file is one of the characters in NOTLET$: if not, it goes on; if so, one may be added to WCOUNT (in line 140).

In the heart of the program, the MID$ function is used to select characters. In line 80, it picks off the next character in the line (that is, the next character in LIN$). In line 100 it compares that character with a character selected from NOTLET$.

Notice lines 120 and 150. In line 120, FOUND is set to 1 when the character examined is not in NOTLET$ (which means it must be a letter of a word). In order to avoid counting multiple spaces and punctuation as multiple words, WCOUNT is increased (line 140) only if FOUND equals 1 (that is, only if at least one letter has been found since the last space or punctuation). Immediately after line 140, FOUND is set to 0 again.

Before the line (stored in LIN$) is examined, a space is added to the end of it (line 60) so that the last word in the line is correctly counted when this space is found.

There are reasons other than cost to learn a little programming. All of us have been frustrated by the limitations of using a wordprocessor to attempt to find strings of text (for example, to find all words that end in -ing). Some databases have commands to find data that fit fairly complex patterns, but the commands seldom work for every purpose. Using a programming language, we can search a text for whatever we want.

It is also reassuring to be in control of the computer, to issue instructions to make it do anything we want, rather than feeling the positions are reversed. Although professional programmers sometimes sneer at it, BASIC is a powerful language that is fairly easy to use; there is nothing wrong with BASIC except that it runs slowly. If you own a copy of DOS, you own all that is necessary to write and run BASIC programs. It should be tried.

* * * * * * * * *

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THE RESEARCH INTERN

Paul A. Fritz and Jeffrey D. Peters

Teaching Undergraduates File-Management Techniques

O ff-campus internships link students' class-room insights with workplace experiences. Most academic units offer a full platter of practical experiences ranging from small special projects to full time jobs (Cottrell & Wagner, 1990; Moore, 1990; Stover, 1990). Few educators dispute the fact that internships help document a student's problem-solving skills on the job and enhance a graduate's chances of employment.

As attractive as off-campus internships may be, an on-campus project may offer even more valuable skills such as technical writing and qualitative analysis of field notes (Hager, 1190; Miller, 1990). The Research Intern proposed in this article is an on-campus work experience program that may give students information management skills.

The intern uses the computer to assist three or four faculty members from the same department in acquiring, managing, and retrieving scholarly information relevant to their research interests, grant proposals, and teaching duties. The research intern organizes a computer account on the university mainframe to meet his/her faculty subscribers' needs. The account can be accessed by the subscriber professors and can carry numerous files, all arranged under these general topics:

> PROFESSIONAL CONFERENCES
>
> PUBLICATION ACTIVITY
>
> GRANT PROPOSALS
>
> INTER-UNIVERSITY COMMUNICATIONS
>
> LIBRARY ACQUISITIONS
>
> TEACHING RESOURCES.

The intern's duties would be to manage information entering and leaving the files in following ways.

Professional Conferences

Conventions showcase new research projects and keep professors current on educational trends. However, tracking proposal deadlines, scheduling paper presentations, and scheduling travel plans complicate this scholastic activity.

Through the use of various "calendar" packages, the intern could gather information on the main conventions of the subscriber professors' disciplines, list the Calls for Papers, print the registration format, and learn how the proposal abstract is to be written. The intern also could list the hotel location, address, and telephone number. With each convention file, the intern could list the travel permission form needed for university insurance and reimbursement purposes. The intern could also place a grid for itemizing expenses in this file: travel, hotel, food, phone, registration, and printing of convention paper. This grid would be a ready source of information for professors' tax files.

Presenting research is only one part of attending an academic convention. Professors may also serve on committees and research commissions in their professional organizations. The intern could list the separate commissions, the election slates, the committee personnel, minutes for business meetings, and essential mailing lists.

A professor's research paper itself could be placed in this file. If colleagues attending the convention wanted a copy of the paper, the intern could BITNET the document to the colleague's readers. This procedure saves postage, printing

costs, and secretarial processing time. The convention file could be arranged on a "time line" display to illustrate travel dates or total costs for administrators.

Coordinating this type of professional agenda gives the intern experience in gathering details of a professional organization and helps him/her reduce the paperwork associated with academic travel. The intern, then, would perform an invaluable service for the professors.

Publication Activity

The task of reporting research findings is time consuming. The researcher soon learns, however, that the "nuts and bolts" of publishing are also time consuming: making photocopies, preparing manuscripts for mailing, keeping information systematically, and keeping current on changes in journal editorships.

The research intern can assist the subscriber professors in publishing research. The research intern can create a separate file for each professor's journals of focus. These files contain editors' addresses, submission formats, lists of current manuscript readers, editors' phone numbers, and editors' publication goals. These files could also contain submission letter forms and a sub-file to print a label for the mailing envelope.

The intern also could make a file reproducing the table of contents of each journal on the professors' interest lists. This file would facilitate reviews of literature on specific topics. The intern could also abstract articles of interest designated by the professors. These abstracts could be sent to the professors' personal accounts. The intern could then make a comment line on the table-of-contents file if an article has been abstracted and a note of the professor who had requested the abstract. The intern could also survey the loose periodical stacks in the library to keep the subscriber professors informed on new newsletters that complement their research interests.

Grant Proposals

Though universities encourage faculty members to submit grant proposals, writers are often overwhelmed by the repetitive forms and lists of personnel requested by each funding agency. The research intern could write the proposal form to a word processing program to simplify composition. Proposal writers need only add their text to the form. The intern could transcribe several frequently used proposal forms from NEH, NEA, or NIH. These could be on central files and available for downloading to professors' accounts.

Further, the intern could help collect abstracts and bibliographies for reviews of literature. He/she could couple the departmental computer with the grants office searching technique, search the university grant office computer to learn of new grant offerings, or subscribe to search services used in the grant office. The intern could also scour professional newsletters for infor-mation on grant offerings.

Inter-University Communications

Though inter-university communication by BITNET or INTERNET enhances collegiality, it is necessary to sort hundreds of pieces of e-mail, discard the majority of them, and route a few to relevant accounts. The intern could review BITNET and INTERNET subscribers' mail, cull irrelevant mail, and forward copies of salient topics to designated files in the subscribers' accounts.

The intern would have a complete list of LISTSERV terminals for subscribers' interests. He/she could suspend mail when professors would be out of town or on leave. Network subscribers are often shocked when returning from a five-day lecture trip to discover that their reader contains approximately 800 pieces of e-mail.

Library Acquisitions

Most libraries have computerized card files, but few have encouraged undergraduates to assist professors in gathering information on new acquisitions. After establishing a good rapport with the accessions personnel, the intern could obtain a daily list of new acquisitions and publish it for his/her subscribers. The intern could also search *The Chronicle of Higher Education* and other

professional newsletters for information on other new releases.

The intern could compile a list of search protocols for the on-line indexes used in the library. He/she could prepare a similar list of protocols for the CD indexes offered at the main reading room, noting if the search products could be downloaded to the subscribers' accounts. In the same vein he/she could prepare a list of protocols needed to access the collections of libraries at other universities.

Teaching Resources

Gifted teachers frequently keep a file cabinet bulging with teaching materials "that work." Computers could help reduce this clutter. The intern could scan classic texts and longer quotations from texts into a database. The texts (and their associated permissions) could form the core of custom textbooks for direct distribution to student accounts or to custom photocopy printers that surround many campuses. The titles could generate a quick "Additional Reading" list for syllabi.

Simulations are frequently used to illustrate lectures. Preparing the forms of these simulations can be arduous. The research intern could transcribe the simulations and code them with associated lecture topics.

Conclusion

We suggest that the intern be hired at the beginning of his/her third academic year. During the intern's fourth year, a second intern could be hired to "learn the ropes" from the first intern. From two years of part-time work, the research intern could gain experience in eliminating unnecessary "paper work" in large organizations. He/she would gain valuable skills on quickly accessing files, searching for relevant information, compiling files of similar data, and sending newly created files to interested subscribers. By working with professors, the intern could manage and maintain a local network.

Above all, the intern would gain some insight on how vitally necessary it is for scholars and computer users of all professions to establish

uniform standards for storage and retrieval of information (Schmitt, 1990).

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THE CLIPBOARD

Ian Richmond

Endangered Species . . . Wordprocessors Feel the Heat

I s your favorite wordprocessor on the endangered species list? If you are using Borland's *Sprint*, Lotus's *Manuscript*, XyQuest's *XyWrite*, or Dragonfly software's *Nota Bene*, it may well be.

Borland has already officially stopped development of *Sprint*. Queries to the Borland representatives on CompuServe receive the stock reply that Borland is concentrating its efforts on its "core" products and that, since *Sprint* is not in that category, no further development is envisaged. Lotus has quietly, but conclusively, dropped *Manuscript* from its product line, ceasing not only any further development but also any further support. XyQuest and Dragonfly have not announced any such plans.

Nevertheless, it appears that XyQuest has joined with IBM to develop a graphics-based version of *XyWrite* that will not only be incompatible with all existing versions but will even be renamed. It requires little imagination to see where XyQuest will put its development resources. Since *Nota Bene* is really just an offspring of *XyWrite*, its fate is almost inevitably tied to that of its parent product.

This is a disquieting trend, not only because many of us have become quite attached to one or the other of these doomed products but also because of what it reveals about the wordprocessing software market and the direction it is taking.

One thing these four wordprocessors have in common is that they are "niche" products, wordprocessors that meet the specialized needs of relatively small markets. *Sprint*, for example, is arguably the best wordprocessor available for formatting and maintaining long, complex documents, such as academic books with multiple chapters, sections, footnotes, endnotes, appendices, and indexes. Since its inception, *Manuscript* has appealed especially to those producing technical documentation.

XyWrite has had a more universal appeal but has been the primary choice of professional writers-- journalists, creative writers, and many academics. *Nota Bene* has been aimed unabashedly at the academic market. Because of their specialty appeal, none of these products is likely to come even close to winning the market share held by a general-purpose wordprocessor such as *Microsoft Word* or the current market steamroller, *WordPerfect*. Their demise, actual or imminent, does not speak well for the future commercial development of products aimed at niche markets.

Another common characteristic is that the wordprocessors in question are not, or at least not fully, WYSIWIG--that is, they do not show the text on screen as it will appear on the printed page. The market apparently has spoken: WYSIWIG is definitely in. This is an under- standable development. It is often helpful to see how text will fit on the page or how its columns will line up without first having to print it, wasting both paper and time. But this basic need for WYSIWIG can usually be met by a rudi- mentary print preview mode, such as those incorporated in QuickSoft's new *PC-Write Lite* and version 2 of Symantec's *GrandView*.

These days, though, the tendency is for developers to push wordprocessing further and further into the area previously reserved for specialized page layout or desktop publishing programs. The corollary to this trend is that PC wordprocessors are becoming more and more graphics oriented, more and more like wordprocessors for the Macintosh. Not only do users now want to see on screen how the text will

line up on the page, they also want to see how each character and graphic image will appear and how the various fonts and special effects will look when printed.

But they don't want to see this after the fact in some page-preview mode. They want to see it while they write so that they can make immediate changes if the result is not the desired one. The graphics image is becoming an integral part of the writing process. In short, writing and page layout, formerly two distinct processes in the production of a text, are rapidly converging and merging into one "superprocess" in which the choice of fonts is at least as important as the choice of words.

Whether or not this convergence of word-processing and desktop publishing, or of Macintoshes and PCs, is a good thing has been, indirectly, the subject of much debate during 1990. There can be very few computer-oriented academics who have not by now heard of Marcia Halio and her article comparing student compositions written on a Macintosh with others hammered out on a non-graphic IBM-compatible PC.

The comparison was unflattering to the Macintosh-produced efforts, which Halio found to be weaker than their PC-produced counterparts in both form and content, a weakness she tentatively attributed to the influence on novice writers of the Mac's inherently playful graphic interface. The Macintosh community sprang to its own defense, attacking Halio with that peculiar ferocity reserved in less enlightened times for crushing religious heresies but that modern-day academics have adopted for demolishing their errant colleagues.

Halio's article doubtless touched a nerve in the academic community because many academics, themselves Macintosh users, felt that not only their own writing but also their personal choice of computer (a strong emotional issue for many people) had been attacked.

The fact is, however, that the current trend towards graphics-oriented wordprocessors in the PC world means that the "Halio effect," if it exists, cannot be considered unique to the Macintosh. One of the immediate results of this trend is, indeed, to bring wordprocessing, the process of writing, on the Macintosh and on MS-DOS PC's ever closer together. As the hardware necessary to run such programs as *Word for Windows* becomes more accessible to schools and universities, we may well see this whole debate reopened but without the contentious Macintosh/ PC dichotomy (or brand loyalty) that underlie much of the counter-Halio defensiveness.

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Articles & Reviews Welcome

TEXT Technology welcomes article submissions that pertain to word-processing, text-analysis, and research applications in professional writing situations, either corporate or academic. Also, hardware and software reviews are encouraged, but please contact Jim Schwartz before submitting them (call Jim at 419-586-2365 or send him a note at JSCHWARTZ@WSU.BITNET). Manuscripts should be submitted on MS-DOS 5¼" or 3½" floppy disks, through BITNET, or in hardcopy format.

PERFECT TECHNIQUES

Guy Pace

Getting a Handle on Footnotes and Endnotes

Will high school English teachers ever learn that footnotes are footnotes and endnotes are endnotes? Will they ever stop confusing students by requiring them to label endnotes as footnotes? Is it any wonder why freshman English professors at two- and four-year institutions dread that first paper and the oft-repeated, predictable question: "Do you want the footnotes at the bottom of the page or at the end of the paper?"

I've gone around-and-around with my teenagers on this. It usually starts with me offering to type up an English paper. Will I ever learn? I get into the job and then have to ask the inevitable: "Do you want footnotes or endnotes?" I ask this question with absolutely no recall of the last time I did so. "Footnotes," the teenager responds, positively. Deja vu. "Okay," I say, turning to the keyboard. Something is wrong with this picture. "They have to go on a footnote page, called 'Footnotes,' at the end of the paper," the teenager adds, instructively. "Then, they aren't footnotes, they're endnotes," I say, peeved, realizing I already lost the battle for the child's mind. "No, they are footnotes. That's what the teacher calls them," the teenager responds with that air of righteousness teenagers get. "Your teacher is doing you no favors."

I resign myself to the idiocy and return to the task. So, it's back to using the endnotes, called footnotes. Ridiculous. I always thought English teachers were champions of the language, of rhetoric, of form, and of style. The attitude I perceive from today's English teachers equates to the "we've always done it this way" school of how to do it wrong. At the college level, though, footnotes go at the bottom of a page, and endnotes go at the end of a paper, section or chapter. It even makes sense semantically. And, with the capabilities of today's wordprocessors, footnotes are not a problem.

Well, they aren't a problem, but they could be easier. Anytime someone mentions footnotes or endnotes, I recall pounding them out on the old manual typewriter. I had a typewriter eraser in my teeth, a style manual propped up on the desktop, and beads of perspiration on my brow. After I bought my first computer, I still feared the professor would prefer footnotes. Formatting footnotes in *WordStar* was almost worse than doing them on the old manual. Then along came footnote formatters, those public domain add-in programs written by similarly-frustrated *WordStar* users. They worked, but it was still not convenient to use them.

Now, we have *WordPerfect*. Footnotes (or endnotes) begin with Ctrl-F7. You select a footnote or endnote. Then you decide if you want to create a new one or edit an old one. Only then are you placed in the editing screen. This sequence can get tedious when you know you will always be creating footnotes (for instance) and you may or may not want to write them out immediately. It's even worse when there are many notes in a paper. I once typed a thesis for a person who had over 100 endnotes in each chapter (the note pages were almost longer than the chapter).

The solution, of course, is a macro. If you don't use one of the keyboard definitions that already redefines all the Alt-keys, I recommend using the Alt-F and Alt-E keys for the respective footnote and endnote macros. Here's what my footnote macro looks like:

{DISPLAY OFF} {Footnote}11 {Exit}

That is all there is to it. I type Alt-F and *WordPerfect* sets the footnote up for later editing. To type the footnote right away, you can change the macro to the following setting:

{DISPLAY OFF} {Footnote}11 {PAUSE}{Exit}

This command creates the footnote and places you in the editing screen where you can type the footnote. When you hit <ENTER>, you are done. Create your endnotes with a similar macro:

{DISPLAY OFF} {Footnote}21 {PAUSE}{Exit}

This command creates the endnote, puts you in the editing screen, and then puts you back in the document when you type <ENTER>.

Creating and Editing Macros in *WordPerfect*

Many people who use *WordPerfect* rarely think of macros. When I show them how to create macros, they quickly learn to automate repetitive and tedious tasks. Isn't that the measure of good software? It's good if it makes us more efficient, more productive, and more effective in our jobs. Without macros, *WordPerfect* is just another wordprocessor. Begin creating a macro by typing Ctrl-F10. *WordPerfect* asks you for the name of the macro.

An Alt-key combination, like Alt-F, assigns the macro to that key sequence. If you give it a name, like foot, then you call the macro by typing Alt-F10, foot. When you give the macro a name, *WordPerfect* asks for a description. Type a brief description of what the macro does. After you type <ENTER>, you will be in the macro definition mode and "Macro Def" will flash in the lower left portion of your screen.

WordPerfect records everything you type, including <Backspace>'s. Think of it as a tape recorder. When you turn it on, it records everything until you turn it off by typing Ctrl-F10 again. To edit your macro or correct a typing mistake, type Ctrl-F10 and then type the name of the macro.

WordPerfect says the macro exists and asks if you want to replace or edit it. Type 2 to edit the

macro. You will now come to the macro editing screen. You should see something like the macros mentioned above, with macro commands in bold and keyboard entry in normal text.

There are two ways to get to a macro command or key. One is to use Ctrl-PageUp to call the command menu box in the upper right portion of the screen, select a command from the list, and then type <ENTER>. The other is to type Ctrl-V and then press the appropriate key sequence.

For instance, to get <ENTER> to appear in the macro, type Ctrl-V, followed by <ENTER>. {Enter} appears on the screen at the cursor. If you just type <ENTER>, the cursor moves down one line and nothing more. Similarly, to get the {Format} command, type Ctrl-V, followed by Shift-F8. Save the edited macro by pressing function key F7.

* * * * * * * * * *

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To academic and corporate writers and teachers of writing,*TEXT Technology* brings analyses of microcomputer hardware and software, discussions of programming techniques (both in languages and in applications), book reviews, updates of significant events in computing around the world, bibliographic citations, and much more.

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TEXTechography

Arthur A. Molitierno

Abbreviations:

Countries

WG .... West Germany
UK .... United Kingdom
CN .... Canada
CZ .... Czechoslovakia
FR .... France
SW .... Switzerland

Terms

DTP .... Desktop Publishing
np .... no page
n. .... number

Months

JA .... January
FE .... February
MR .... March
AP .... April
MY .... May
JE .... June
JL .... July
AU .... August
SE .... September
OC .... October
NO .... November
DE .... December

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