TI NEWS By Gary Taylor

At last months meeting I demonstrated the Wall Street Advisor/Analyst program that I bought at the Chicago Faire in October of 1992. It is written and marketed by Program Innovators, 4122 Glenway. Wauwatosa. WI 53222. Everyone was impressed with the sophistication and the enormous data processing capabilities of the programs. I have purchased 5 additional copies of the program for those who requested it. I do not know if they will arrive in time for the meeting but hopefully they will. Micropendium presented a favorable review of the program in Volume 8 Number 9. October 1991.

I will be demonstrating various label making programs at the next meeting. Many of these programs are self contained and do not require any additional files, while others that print graphics along with the variable information require graphic files. My collection of label programs is in no way complete so if anyone has a special label making program they use perhaps they can share it with us on Sunday.

The Boston/Northeast Computer Fair will be held on April 17, 1993 at the Waltham High School in Waltham, Mass. This is the only east coast TI show. Admission is $3.00.

The Lima Multi User Group Conference will be held on May 14/15 1993 at the Ohio State University Lima Campus. This is a FREE gathering of TI folks from all over the country.

I received a letter from Byrl Delp. 807 Marshall St.. New Castle. PA 16101. He wants to sell his TI-99/4A system which includes the expansion box. tape recorder. tapes. cartridges. and disk software. If you are interested. he can be reached at 412-654-3349.

We have received a disk from Jack Sughrue with a complete series of educational articles on the TI. These nine articles were orginally published in the Lima. Ohio. BITS. BYTES. PIXELS Newsletter. The disk will be placed into our library this month. Additionally we will begin publishing his article over the next 9 issues of the Peripheral.

We have also received a copy of Funnelweb version 5 from Charles Good of the Lima User Group. This version has a totally new editor for 80 column displays only. I understand that the 40 column editor is under development. Also included is the European Formatter which has accents and command lines in French. German. Swedish. Italian. Spanish. and Netherlands. Hhumm. There are also help files and instruction files. The European Formatter requires the use of the TI Writer module. These disks will also be available at the meeting.

The club has purchased a TI system that we will be breaking up for prizes at our meeting. The system included the following hardware: one B/W console. one expansion box. one 32k card. one rs232 card. one TI disk controller. one SSSD disk drive. TI Joy sticks. speech. tape recorder. and miscellaneous modules and tapes.

## WHAT IS TRANSLITERATION?

### by Sue Harper
### Pittsburgh Users Group

Transliteration is a way of telling the computer to change the default values of ASCII characters into something else. We have two disks in our library that deal with this, both in the WORD section. They are WORDFM9008 and WORDPS9016.

9008 is a very full disk and has many other things on it besides the information on transliteration. The —README file explains what is on the disk. The files I am looking at here are the DV 80 files that begin with the letters TL. Here is a list of them:

TLBELL1,   TLBELL2,   TLBLFY,   TLBOW,   TLDOG,
TLHEART1.   TLHEART2.   TLHOLLY.   TLHOLLY2.
TLHOUSE,   TLNOTE,   TLORNAMENT3,   TLORNMNT.
TLORNMNT2,   TLPKG,   TLSBOOT,   TLSFLKE1.
TLSFLKE2,   TLSFLKE3,   TLSFLKE4,   TLTREE.
TLTREE2, TLWRTH

There is also a file titled TLDEMO. If you print this file from your TIWriter editor. you will see how the graphic if designed. If you print it from your formatter. you will see the graphics appear.

There is a sample letter on the disk. The file is XMASLETTER. The graphics printed out very nicely, but the letter was poorly spaced. It is important to watch your spacing when using these transliteration graphics, and also important to remember that if you have redefined the equals sign as a music note, then every time you put an equals sign in your document and use the formatter to print out, you will see a music note where the equal sign was typed.

In a letter or other document. the transliteration codes take the top lines, one after the other. Then type the body of the document. When printed out by the formatter, the .TL commands will not be printed, but the graphics will appear in the document. Any printout in the editor will not use the .TL codes.

WORDPS9016 is more of a tutorial on how to create your own transliteration codes. Most of us enjoy just using what someone else has figured out for us, but this disk talks in depth about transliteration, in using the CTRL key in adition to other keys to do some of the magic. For example. if you want a word emphasized, when typing the document press CTRL and U, then SHIFT and F. Then type the word. After you finish typing what you wish to have emphasized, use SHIFT and G. then CTRL and U to return your printer to normal. What you will see on the screen in the editor mode is this:

and .64(%.7 we went to bed.

In the example above, then would be emphasized. I tried this on my computer and it did not work. Obviously I have lots still to learn!

Another use of tranliteration is to use an "Include File". As the first line of your document, you would have:

### .IF DSK1.CHANGE

Make sure the file CHANGE is indeed in drive 1, and has the code changes you want. Then you don't need to put them in each document. This will be especially useful if there are certain changes you want very often.

One error on disk 9016 is in the TL/DOC file. It states that you should use the formatter to print out file TLS/DOC. Use the editor, or you will receive an explanation of blank space.

To really understand the uses of transliteration, I suggest you get these two disks and use them. Both disks, though not a set compliment each other, with 9016 being more of a tutorial, and 9008 giving you examples to play with.

## COMMANDLAND

by Sue Harper
Pittsburgh Users Group

We have been exploring the wonderful world of PRINT, and there are more tricks to learn even yet! Let's look at a few more:

One thing you may want to do in a program is to have two columns of numbers or words. Perhaps Player one score and Player two score. All you need for this is a comma:

10 PRINT "SCORE","SCORE"

This line will cause two columns to appear. As the statement stands, they will be at the bottom of the screen, one on the far left, one in the middle. If the rest of the program is constructed properly, the computer will keep score and put numbers next to the word SCORE for each player. Here is another use:

10 PRINT "SCORE":"SCORE"

This statement will cause the two words to appear one above the other, both on the left side of the screen. Another use of punctuation here –

10 PRINT "SCORE=";A

This statement in a program will cause SCORE to be printed on the left side, bottom of the screen, and with no further information the computer will assume that A=0 and place a zero next to the word SCORE. In the program you can then build in a way to change the value of A based on what the points are. Remember: a colon causes the computer to go to the next line, a comma causes the computer to move over 15 spaces and print, a semi-colon places two statements next to each other.

Any of these can be combined with the TAB function, or the idea of using a series of colons to move the word higher on the screen.

Another use of PRINT is to use with your printer, a disk drive or a cassette system. In each of these instances, you also need to use an OPEN command. Another use is with the Terminal Emulator cartridge and the speech synthesizer attached. Once again, PRINT must be used, but other commands are also needed, and they are a bit higher on the evolutionary scale of commands. So I will save them for the future. But don't give up hope, if you are dying to use them now, check your User's Reference Guide and other programming books. The information is out there!

Next, let's look at LET. This is often used with PRINT, and is very useful. Here is an example:

10 CALL CLEAR
20 LET A=7
30 LET B=3
40 PRINT TAB(2);A
50 PRINT "+";B
60 PRINT A+B
70 END

Here is a line by line description of what is going on:
10 clears all words, numbers and graphics off the screen, covering the screen with blank spaces.
20 tells the computer that if it finds the letter A not inside quotes, print a number 7 instead of an A.
30 tells the computer that if it finds the letter B not inside quotes, print a number 3 instead of a B.
40 tells the computer to move over two spaces and print the number that A is used to represent, a 7.
50 tells the computer to print what is in the quotes – a plus sign, and then the number that B is used to represent – a 3.
60 tells the computer to add the two numbers and print the total – 10
70 tells the computer that the program is finished, go back to the immediate mode.

Next time we will look at how LET can be used for more difficult things, but I think this shows the main purpose. Words can be used, too – but we'll get to that in time.

See you next month with more.

## TI-PEI
### A Review by Gary Kuehn
### Pittsburgh User's Group

Three thousand years ago in the remote country known today as China, the emperor was having his new palace built. No expense was spared and slaves brought the finest lumber and the highest quality of gold and silver that was available in the known world. The emperor himself oversaw the entire project and no nail was pounded nor any brick laid without his approval. His eye saw any imperfection and he would reject even the smallest hint of a problem.

Years of work had passed and the new grand residence was on schedule and nearing completion. A party had been ordered by the emperor with lords and kings coming from all over the land to attend the grand extravaganza in honor of the palace and the royal family.

As all the rooms were more beautiful than the next, it was hard to pick the most beautiful but in the emperor's eyes the bath was to be his favorite. He longed to sit in the waters of the natural warm spring pool that was to be the centerpiece of the bath. He had chosen the finest tile to be found and as it was to come from a far-away land it was the last of the building materials to arrive. The tile maker had made each piece by hand and fired each piece with loving care. As this was to be his finest work he had numbered each one with his own special markings so no tile setter would make a mistake as to where to put the tiles. The designs were beautiful when put together but the code had to be followed to the letter.

The fateful day came when the tiles arrived by ship and were then carried miles overland to the site of the palace where slaves and laborers awaited the shipment of the precious cargo. The boxes were carefully unloaded and unpacked and laid on the ground with the tile maker code markings turned up for viewing by the tile-setters. As the emperor watched on he noticed that some of the tiles had the same markings as others but there were many different markings and finding a match was a great puzzle. The emperor was fond of puzzles and for him to see this great new mystery of the tile pieces was gleeful fun. "Wait", he told the tile-setters, "I want to study this thing that has come from afar." "First, if I take away this one and that one, I can remove more...", the emperor thought. "Then if I remove the next one and that one over there?" Well, after a few hours while the workers waited patiently, (they were getting paid by the hour), the great emperor puzzled over his new found plaything without ever looking at the side of the tiles which held the beautiful painting that had been commissioned.

After many days of playing with the tiles and of course, scuffing up the finished side till the tiles were useless, the emperor had his carpenters make new ones out of wood with the same markings on them. The emperor decreed, "This new game

the tile maker has made for me shall be forever known as TI-PEI,the city where I live and where this wonderful puzzle was first discovered."

The tile maker was paid three times his asking price and the emperor's bath has never been finished. The game became the rage of the land and was played for many years in the court of the rulers of the strange and far land of the emperor.

TI-PEI is played by placing 5 layers of tiles on a playing surface, each layer smaller than the other until the top layer is only one tile. The object is to remove two tiles at a time until all are gone from the playing surface. The only rule is that only tiles that are free on the left or right side can be removed. This makes for some long searching for free tiles. The program will allow you to see all the tiles that are free at that moment in the game but you must exit that help mode before playing can continue.

It's fun to speculate about how the game of TI-PEI originated and although this is my version, each of us can make up their own story of the early days of games and puzzles. TI-PEI is a challenging game to be played today on the TI or Geneve. The graphics are good and the skill needed is very small. Anyone can learn the rules in a few minutes and play for hours.

Available from Asgard Software, P.O. Box 10306, Rockville, MD 20894.

Enjoy!

PROGRAMS REPRINTED FROM VAST NEWS

Do you yearn for the sounds of a GRANDFATHER'S CLOCK....but don't have one???? Try this program.

```
1 REM *By Chick DeMarti, LA9
9'ers, from an idea by W. Be
rendts in the CIN-DAY NEWS 1
989

100 FOR X=1 TO 6

110 FOR C=0 TO 30 STEP 2

120 CALL SOUND(-500,110,C/4,
500,C,1250,C)

130 NEXT C

140 NEXT X

150 FOR C=0 TO 30

160 CALL SOUND(-500,110,C/4,
500,C,1250,C)

170 NEXT C
```

Try this for sounds of "THE DEEP"!!

```
1 REM *Courtesy of Australia
n Newsletter TISHUG, from LA
99'ers. 1989

10 FOR R=1 TO 5

20 FOR X=1 TO 30

30 CALL SOUND(-1000,262,X)

40 CALL SOUND(-1000,197,X)

50 CALL SOUND(-1000,111,X)

60 NEXT X

70 NEXT R
```

Originally appeared in Bits, Bytes & Pixels, Lima, Ohio

~~~~~ TI-101 ~~~~~

## OUR 4/A UNIVERSITY

by Jack Sughrue
Box 459
E.Douglas MA 01516
#1 Corpus

Historical Perspective


First, Class, if you'd look at the screen. This overhead shows the brain. Yes, Ms. Bronte, the human brain.

This is the corpus calosum, that wonderful band of billions of nerve fibers connecting the hemispheres of the brain. Forty years ago that band was surgically severed to contain grand mal seizures in epileptic patients.

That was the beginning of a profound revolution in education that is quietly (though, at times, quite noisily) continuing through today.

Through the massive research done since that fateful slice, we, as a society, have learned more in the past quarter century about how people learn than we knew about the subject in all the tens of centuries humans have considered the process.

This educational revolution was not without its prophets. John Dewey was one. Today there are many great teachers out there operating under the umbrellas of "Process Learning," "Open Methodologies," "Whole-brain Teaching," "Open Classrooms," "Science/Logic Approach," and piles of other names, including "Whole Language." The last is probably having the most profound influence on the real education in the English-speaking World as any philosophical approach since Horace Mann "Manndated" public education in America so long ago. (So long ago that we take free, public education for all as a given, as an inalienable right.)

But there is a problem, Class.

(Isn't there always?)

When the Germans first devised an efficient way of organizing a mass education in the 19th Century, they decided to make a step-by-step system of completing a given body of work at a given chronological year of a child's life. Thus, 6-year-olds go through a first grade (and an artificially-created, adult-generated curriculum). After completing this predetermined set of tasks, the child turns seven and, if lucky, moves into the second grade where another set of artificial goals awaits HIM (no girls, of course).

Aren't you glad America has no sexist or racist bias these days? The fact that 7-year-olds are not developmentally on the exact step at any time (any more than all the 47-year-olds are) made no difference to the people operating this 19th Century system. In order to protect the system, an achievement hierarchy was developed, which has come down to us, unfortunately, even to today in too many schools. It is a system that never worked because it created an invisible - though profound - class system. The system created a society of elitists, of average Dicks and Janes, of losers. The basal reader system (unfortunately still in place in most American schools) requires that the classroom be divided into three groups: the good readers, the average readers, the poor readers (sometimes called Bluebirds, Robins, and Snowy Egrets or Red-crested Flambinglers or whatever). But you know and I know that those groups, begun in kindergarten and carried all through elementary

school, created what are perceived as the smart snobs, the struggling middle class, and the dumb (and bad) kids. By the time official tracking takes place in junior high (middle school) the system is firmly in place. You'll never guess which group has the greatest number of dropouts or which group has the greatest number of kids who go on to advanced degrees (followed by the best jobs). These determinations for the most part are made in the primary grades in elementary school.

The same 19th-Century system also created a hierarchy of adults. Prior to the institutionalization of education the teacher was the most important adult in the learning process. After the system overtook the world, administrators became the most important part of the system. This is usually followed by the operational staff. (Go into ANY school and see if that institution operates around the things that secretaries and custodians require before all else or whether the teachers get top priority. Surprise!)

Anyway, Class, in this topsy-turvy setup, highly-paid administrators make the decisions. These decisions (from administrators operating in an entirely separate building from a school, believe it or not) are then handed down to other adminstrators who have offices and secretaries. The decisions are then handed down to administrators who are in schools (principals, which means, by the way "first or highest in rank and importance"). In secondary schools these decisions are usually then handed down to department heads. Then - possibly - the teachers are told. These are the same teachers who adminstrators love to hold "accountable," even though they have been excluded from the decision making. Doesn't this "accountabllity without authority" have a bit of the ring of "taxation without representation" about it?

Generally speaking, administrators - who have the most opportunity and time to learn about all the masses of reseach on how children learn - know the least. They are divorced from the youngsters and from the realities of day-to-day education. They don't realize, for example, that the clientele has changed. That the students today are not made the same way, intellectually and emotionally and socially, that youngsters 25 years ago were. That the horrors of nuclear war, AIDS, street violence, fanatic consumerism, drugs, and so on were not part of our growing up, of our everyday consciousness and reality. That when I was growing up the attention span of youngsters in ELEMENTARY SCHOOL was estimated to be a little over an hour; that seven years ago for students in K-12 it was 22 minutes; that last year for that same group it was 10.8 minutes!

And education is a big -- a humongous! - business. Publishers determine the curriculum in America and sell their goods to administrators who foist these materials upon the trained classroom professionals. This is a multi billion dollar business and one that stomps out any attempt at teacher input for better ways of doing things in the classroom. Such changes may cause these influential profiteers to lose money; influential bureaucrats to lose power.

Millions of Americans sense (even if they don't have statistics at hand) that something is drastically wrong with schools that still use 19th-Century methods and materials to teach 21st-Century life skills and that still put profits and political power (inside and outside the schools) ahead of the education of our children. These parents and other friends of pulic education are afraid for America, for the Earth. For all our children.

Some parents (former Bluebirds) have the lucky financial fortune to put their children into expensive private schools. Others have sought to find some solace and protection from the outside world by placing their youngsters in religious schools where they hope their own values

will  be  inculcated.   Others, who have the trained academic and
intellectual background (like Barry Traver) teach their children at
home.   The vast majority of us parents are, however, just working class
stiffs who want and expect public education to do its job by our kids.

But, wait a minute, my young scholars!
Aren't we the same society that put a man on the Moon just because
Jack Kennedy set us that national goal? Didn't we (not England, not
Chile, not Russia, not China, not Iraq) send those Voyager spacecraft
out  into the wilderness of our Solar System? Aren't we the country with
the most Nobel winners?
But those achievements all stemmed from a society that prized
education.   Weren't these and most of the other masterful achievements
of our nation developed during a high level of caring for our youngsters
(our  future), and of developing a liberal climate of risk-taking and
experimentation?
What has happened since Nixon's Presidency to change all this? In
spite of the  lip service given to education by our recent Presidents,
the State of the Union, educationally, has regressed catastrophically
following  the Kennedy/Johnson Era.   And, because federal and state
programs to assist and enhance the education of our nation's greatest
resource - it's children - has virtually dried up and property taxes are
the primary source of funding education, teacher bashing has become a
national  pastime.   Blaming the teachers (the lower paid members of the
staff who are not allowed to make important educational decisions nor
even to give  input in most cases) is like blaming the production line
worker for the stupid concepts American car manufacturers have been
promulgating.   As a matter of fact, it is an interesting solution on the
part of these rich conservatives to save American business (and, thus,
America) by laying off the workers, as if they in some way were to blame
for the decision-makers' gross and blatant stupidities.
That, of course, is another story, Class.
There is a revolution happening in American education, and it will
prove to be the saving of our nation.  This revolution has many names
and takes many forms, but it has a commonality: holism.   It's an idea
whose time is long overdue, and your TI has its place in this scheme of
things.   We'll begin to look at those next time in TI-101.
Meanwhile, Class, for your homework I'd like you to type in any
program from any source on your TI.   No, it doesn't have to be an
educational program, but it must be a minimum of 20 lines and work when
you bring it to class next time.
Ciao!

FROM THE LIBRARIAN.    .

by Sue Harper

As you read in last month's newsletter.  I have asked for members to let me know what they want. and also if they have anything to share please give me a copy to put in the library.  So far I have not received any disks. but the requests still stand.  I know that many of you are more active with bulletin boards and other groups than I am so I will continue to rely on the members to help out the library. and in turn all the other members.

I do have a number of disks which Gary gave me (I mentioned them last month). and I am still going over them to see what they do. which parts work and if the programs are already in the library.  I hope to have a number of these for the February meeting. but I don't know how many.  So far most of the programs are duplicates of what is in the library. and the rest are from the same ''era''. thus not new.

In an effort to help people with what IS in the library. I am going to try to review a disk or two. but I will not be able to promise to do this every month.  This month look elsewhere in the newsletter for an article on WORDFM9008. and the transliteration codes on that disk.  Please keep in mind that to write these articles I will need to teach myself how they work! And if anyone else has a library disk that they have used a lot and would like to review for the newsletter. please feel free!  Both Audrey and I would be very grateful.  Conversely, if there is a disk that you have been puzzling over. please let me know and I will give it a shot. or find someone ( Gary, are you listening?????) who might be able to give us an in class demo or an article about how it works.

Thats it for now! See you at the meeting.

HUGGING

HUGGING IS HEALTHY:

IT HELPS THE IMMUNE SYSTEM.

KEEPS YOU HEALTHIER.

CURES DEPRESSION. REDUCES STRESS.

INDUCES SLEEP.

IS INVIGORATING. IS REJUVENATING.

AND HAS

NO UNPLEASANT SIDE EFFECTS.

HUGGING IS NOTHING LESS THAN A MIRACLE DRUG.

HUGGING IS ALL NATURAL:

IT IS ORGANIC. NATURALLY SWEET.

HAS NO PESTICIDES. NO PRESERVATIVES.

NO ARTIFICIAL INGREDIENTS.

AND IS

100 PERCENT WHOLESOME.

HUGGING IS PRACTICALLY PERFECT:

THERE ARE NO MOVABLE PARTS.

NO BATTERIES TO WEAR OUT.

NO PERIODIC CHECKUPS.

LOW ENERGY CONSUMPTION. HIGH ENERGY YIELD.

INFLATION PROOF.

NON FATTENING.

NO MONTHLY PAYMENTS.

NO INSURANCE REQUIREMENTS.

THEFT-PROOF.

NON TAXABLE. NON POLLUTING.

AND

OF COURSE.

FULLY RETURNABLE.

THE PUG MEETS
ON THE 2ND SUNDAY OF THE MONTH
AT WHITEHALL BOROUGH COMMUNITY ROOM
100 BOROUGH PARK DRIVE
WHITEHALL. PA.

CLASSES BEGIN AT 3PM
GENERAL MEETING BEGINS PROMPTLY AT 6PM

| FEB 1993 | | | | | | |
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| 14 | MEETING |  |  |  |  |  |
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| MAR 1993 | | | | | | |
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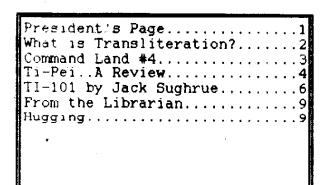| | | |
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| Cor. Sec.: | Gary Taylor | 412-341-6874 |
| NL Editor: | Audrey Bucher | 412-881-5244 |

SCHEDULE

3PM....SET UP

4:00PM.....CLASS..LABEL PROGRAMS

6-8PM MEETING

DUES $15/YR

PITTSBURGH TI USER'S GROUP
P.O. Box 8043
Pittsburgh, PA 15216

PITTSBURGH, PA
MAR 17
PM
1993

29 USA

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