

# BYTE-LINE



May 1993

Note from the President...

# \*\* THIS MONTH \*\*

This month's meeting will be on May 20, 1993, at First Congregational Church. Please use the south door, go down the stairs and turn to the right (2nd grade class room). This month's meeting, we must get to work on how to best work the Computerama at the Decatur Civic Center on June 26th. Also, Scottie Williford will demo the dictionary that Charles Stringer purchased at the book sale last month. I know that Scottie worked at least a week to find, what program that was needed to unarchive the program.

June is the month to elect officers of the club for the next year. Nominations are due this month.

# \*\* LAST MONTH \*\*

The program last month was demo or trade of your favorite program. We exchanged many ideas and tricks of the programs on the IBM side.

For the TI side, Charles Stringer showed a program that can undelete a program or data file that has been deleted accidentally or intentionally. This program is a good program to have for the TI computer.

## \*\* NEXT MONTH \*\*

The June meeting, will be given by Aubrey Johnson on the Sound Blaster Card. Also finish or fine tune the Computerama.

## \*\* 5555 \*\*

Last month Harry Young won the 50-50 drawing. Harry said this is the first time he has won.

See you at the meeting,

George

## Decatur 99er User Group

Meeting was called to order at 7:00 pm on April 15,1993

Old Business: Treasurer's report: we have a balance of \$332.05.Payment to the church is due in June.

New Business: The booth's at the computer fest will be 8' by 10'. We still need more ideas for the news letter and more "Gif" files.

Those Present were: George Kornfeld Chris Kornfeld King Forkner Harry Young Scottle Williford Carol McGonigle Charles Stringer

DAL ANCE

Harry Young won the 50/50 drawing.

Nothing planned for next month, we need to make more plans for the computer fest and we need all the help we can get to make this a good show.

Don't forget elections are in June for the Officers. meeting adjourned at 9:00 pm Respectfully submitted Carol McGonigle

# DECATUR 99ER HOME COMPUTER GROUP

TI99 4A AND PC COMPATIBLE

TREASURER'S REPORT

DHEMICE	4/6//73\$332.05					
RECEIPTS	4/15/93		1			
Raffle Dues (Payable	1/21/93)	3.50				
EXPENDITURES 4/15/93		<b>1</b>	_\$ 0.0			
BALANCE	4/15/93					
		\$335.55	<b>\$335.5</b>			
BALANCE	4/15/93	\$335.55				

A. Harry Young

## NEWS OF THE TILLIBRARY

THE LIBRARY has received a disk of articles about the TI99/4A and its history from Bill Gaskill, whose name is surely familiar to anyone who reads MICROPENDIUM and the club newsletters. It seems appropriate to publish one of his articles here, as it relates to a further extension of the uses of TI-WRITER.

The article which follows describes how to use TI-WRITER as part of a data-base system; the program QUIKACCESS is available from the library, as indeed are all the contents of Bill's disk. If you want a copy, please call me before the May meeting, so that I can have it ready.

The TI contingent will meet jointly with the PC group this month.

I hope to return from the annual jaunt to the LIMA FAIR with more new and interesting software,

26 April 1993

CS Stringer

## QUIKACCESS

## Bill Gaskill

#### December 1992

Have you ever wished for an easy way to keep track of all the hardware and software you've purchased for your computer over the years? Well don't despair, because you can create such a system in TI-Writer or any of its clones without much work. Then, using the Extended Basic program that follows this article, you'll be able to access the data in your inventory without ever loading it. Here's how.

Set up a table in the TI-Writer editor like the one shown below, paying VERY, VERY close attention to the column positioning of the ITEM, NUMBER, DATE, RETAIL. PAID and VENDOR fields. The numbers in the very first row of the first table shown below are included only for this illustration, as a column guide during setup. You should not include them in the file that you eventually save to disk.

The underline characters after ADVENTURE HINT BOOK must be part of the file because the Extended Basic program uses them as an end-of-file marker. All entries you make in the file MUST also be in between the dashes at the top of the file and the underline characters at the end of the file just as the five records are in the illustration. In other words, the underlines must always occupy the last record in the file.

When you are done setting the file up in your TI-Writer editor, set the tabs so you'll be able to move quickly from field-to-field during data entry. Each tab would of course be set to the left-most character in the field. For

example, the tab for NUMBER would be set at column 36, the tab for DATE would be set at column 45 and so on.

0123456789|123456789|123456789|123456789|123456789|123456789|123456789|123456789

ITEM	NUM	BER		RETAIL		
A-MAZE-ING	PHM	3030	06/92	39.95	4.95	TEXCOMP
ABC'S OF ASSEMBLY LANGUAGE			07/84	10.95	0.00	TEXCOMP
AC CIRCUIT ANALYSIS	PHT	6044	03/92	3.95	3.95	TM DIRECT
AC CIRCUIT ANALYSIS	PHT	6044	03/92	3.95	3. <b>95</b>	TM DIRECT
ADVENTURE HINT BOOK			02/92	. 95	. 95	TEXCOMP .

When you are done with the file setup it should look like the one shown below.

ITEM	NUMBER	DATE	RETAIL	PAID	VENDOR

If it does, then save the file to a disk in DSK1 using INVENTORY as the file name. Make sure to use the SF function so the tab stops are saved with the file. That way you'll still have them for the next time you enter data.

When you do begin data entry, make sure to put zeros in the RETAIL and PAID fields where you don't have a RETAIL price or an amount that you PAID for the item. If you leave any entry blank in RETAIL or PAID the Extended Basic program will error out and fail to produce the desired results.

Sorting data in your INVENTORY file will have to be done with TI-Sort or J. Peter Hoddie's Sort Experiment, or your favorite sort utility. Modifying and deleting records is of course done quickly and easily right in the TI-Writer editor.

The Extended Basic program, which I have named QuikAccess, will let you total and display the RETAIL costs and purchase (PAID) costs in the entire file. You can also selectively search for and print records from the file using Product Name (ITEM data in other words), purchase DATE or VENDOR name fields. Likewise, you may print the entire contents of the file by selecting Product Name search, and then pressing (ENTER) at the "Enter data to find" prompt without typing in any data to look for.

All three search options (menu choices 3,4 and 5) include a "Purchase total" at the end of the printout. If you don't have a printer you can erase the printer name in the Set up Printer option and GuikAccess will print everything to the screen.

Lastly, the default Esc and Page Eject codes under Set up Printer are the codes for Epson and Epson compatible printers. If they don't work for you, then simply substitute the ones that do for your brand of printer.

[Note: The original article concludes with a listing of the program QUIKACCESS; it is omitted here, as the program is in the Decatur TI Library.]

teres II-101 trees

by Jack Sughrue originally appeared BITS, BITES & PIXELS Lima, Ohio

TI-101, a series of nines longish articles on the educational use of the 99/4a for learners of all ages, is written by Jack Sughrue, author of the NEW-AGE 99 series.

The first of this series is a historical background to the stuff leading up to the ways computers and the TI, in particular, could be used successfully and ingeniously in the classroom or at home.

The other articles begin by exploring holism up to the ways computers can be used in the class. Then I show the variety of ways the TI can be an important part of any child's education (any adults, too) by giving many specific applications through modules, disks, books, newsletters, and tapes and even combinations of all (and not discounting direct applications in the form of programming).

Basically, the series is to make the TI new to new users: our children, grandchildren, nieces &k nephews, friends, whoever. But mostly to LEARMERS of all ages (many of whom are new or have forgotten the glories of the "Educational II" or might not have been aware of all that was and IS available for the learner on our wonderful computer.) Our "Educational President" failed the nation's children badly in that "category; but our "Educational Computer" — the TI-99/4A — far exceeded (and still does) any competition. That's what these articles are about: a remarkable, viable, educational tool.

The format of the articles I simply couldn't resist as a teacher. They all take place in a college classroom. The course is "TI-101" and the professor imparts information in preparation for some test in the future. He also assigns lots of homework and notetaking along the way. Each "class" builds upon the previous one, and the "lectures" are titled and numbered: HOLISM is \$2, BOCENT \$3, ROOTS \$4, MCGUFFEY'S \$5, etc. (through all eights).

Jack Suphrue

\*\*\*\*\* 71-101 \*\*\*\*\*

DUR 4/A UNIVERSITY

Box 457 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 abre in the past quarter century abouthowpeople 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 sany great teachers out there operating under the umbrellas of "Process Learning," "Open Methodologies." "Whole-brain Teaching," "Oden Classrooms," "Science/Logic Approach," and piles of other mases, 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 "Hanndated" 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 dand 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 HIK (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-plds 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 ws, 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 James, 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 Earets 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 duck (and bad) kids. By the time official tracking takes place in junior high (siddle school) the system is firsty in place. You'll never quess 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 MEXT PAGE

eost important part of the system. This is usually followed by the operational staff. (So 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 administrators 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 twachers are told. These are the same teachers who administrators love to hold "accountable," even though they have been excluded from the decision making. Doesn't this "accountability withgut authority" have a bit of the ring of "taxation without representation" about it?

Denerally speaking, administrators — who have the most opportunity and time to learn about all the masses of research 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-I2 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 speething is drastically arong 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 parants (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 milderness of our Solar System? Aren't we the country with the most Nobel minners?

But those achievements all steamed from a society that prized education. Heren'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 Mixon'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 mation's greatest resource - it's children - bas virtually dried up and property taxes are the primary source of education, teacher bashing has become a national funding pastime. Blaming the teachers (the lower paid members of the staff who are not allowed to make disportant 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 pur 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 II has its place in this scheme of things. Wo'll begin to look at those mext time in II-101.

Meanwhile, Class, for your homework î'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!

END

SUBMITTED BY King Forkner

"Time is money, spend it wisely."

SPIRIT OF 99

MAY. 1993

PAGE 15



George Kornfeld...President
Charles Stringer.....Vice president
Aubrey Johnson......Vice president
Carol McGonigle.... Secretary

Secutio Williford....Editor
Charles Stringer....Librarian(TI)
Ray Fisher....Librarian(PC)
Harry Young....Treasure

# MAY 20, 1993 NEXT MEETING

June 17, 1993 July 15, 1993 August 19, 1993 September 16, 1993



First Congregational Church...3465 N. MacArthur Rd..Decatur, IL...7:00pm to ????

Decatur 99er H.C.U.G. P.O. Box 1361 Decatur, IL 62525-1361

PLEASE <u>NOTE NEW</u>
BOX NUMBED 1361