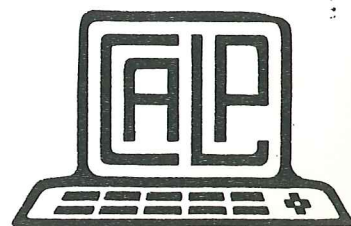


Personal

Record



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Developed by : Lala Frazer
Programmed by : Grant Dickson
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Co-ordinator : Michael Gray

Personal Record

March 1985

Developed during a 2 year pilot program

Sponsored by:

Labour Department

The Salvation Army (Otago) Employment Programmes

Internal Affairs Department

C o m p u t e r

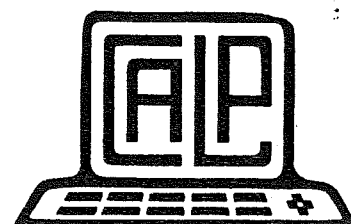
A s s i s t e d

L e a r n i n g

P r o g r a m m e

90 Crawford Street
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PROGRAM - PERSONAL RECORD FORM.

AIMS

1. To encourage trainees to look at themselves positively.
2. To collect relevant details needed when applying for a job.
3. To give trainees experience of thorough preparation.
4. To give trainees practical keyboard experience.
5. To produce a neat, typed copy of their personal record to help improve their chances of getting a job.

ACTIVITIES INVOLVED.

- | | | |
|-------|-----|---|
| Stage | I | The trainee fills in a form (with the supervisor) asking their personal details, achievements and work experience (a curriculum vitae). |
| Stage | II | The trainee types these details in to the computer in answer to the same prompts as appeared on the form. |
| Stage | III | The supervisor checks it. |
| Stage | IV | A copy (or copies) is printed out in an attractive professional format ready to be given to prospective employers. The personal record can be saved on the disk to be updated later. |

REQUIREMENTS

1. Preparation/Follow Up.

- a) 1 - 2 hour Preparation session (Stage 1) to fill in form before the computer program.

2. Supervision.

- a) Supervisor to conduct 1 - 2 hour group or individual session at Stage I, overseeing the filling in of the form.
- b) Supervisor proofreads after it has been typed in.
(Stage III, before final copies are made.)

3. Equipment.

- Stage I. 1) Photocopy for each trainee of the standard Personal Record Form given in Appendix 3 of this manual.
- 2) Dictionary

Stage IV 3) Printer.

4. Time

- Stage I 1 - 2 hours.
- (Stage II 50 minutes approx depending on previous typing experience.
- One (
- Hour (Stage III 5 minutes.
- Approx. (Stage IV 1 - 5 minutes. (depending on number of copies)

5. Technical Requirements

Essential Files :

Core name " RECORD ".

COPY RECORD and COPY PFILE will copy all programmes needed.

Disk Menu should CHAIN " RECORD1.BAC "

Files on disk are :

RECORD1.BAC

RECORD.BAC

PFILE100.DAT PFILE 101.DAT etc

JOHNSTH9.DAT is a sample Trainee File. It can be accessed from within the RECORD program by using name : JOHN SMITH, and answering YES to having used it before.

INTRODUCTION

Advantage of Personal Record Form.

Nowadays employers generally have a wider range of job seekers from whom to choose, and applicants need to be better prepared.

A written record means that an employer

- can see at a glance the interviewee's past experience
- can zone in to ask further relevant questions about their experience and aptitudes.
- is less likely to miss relevant details because of an inadequate interview.
- can avoid the interrogation type interview as they ask for the basic facts.

Development of Positive Attitudes.

The computer program itself is only the end point of discussion with the trainee about their past experience and their strengths. The supervisor, training officer, or whoever helps the trainee assemble the information should do it in such a way that the trainee

- feels good about their past achievements
- discovers skills s/he had taken for granted are valued
- generally goes into the search for a job feeling more confident and better able to talk about themselves positively.

(For further help to achieve this see Appendix 1)

Because the trainee types in and corrects all the information themselves (although it is later doublechecked by the supervisor) we have found they show a real delight and pride in the finished product as it comes off the printer.

Assisting the poor reader/writer.

The poor reader or speller is doubly disadvantaged in the job search. Preparing a document such as this Personal Record holds fears for them.

The CALP personnel are particularly aware of this, and for their part have tried as far as possible to simplify all language appearing on the screen. Because the form will have been filled in previously with help from the supervisor (See Appendix 1.) most words will have already been met. The only new words are the standard commands e.g. NEXT, BACK, EXIT, and instructions and questions e.g. Do you want to change anything?

For the supervisor's part s/he needs to be sensitive to the possibility of limited reading and/or writing skills.

Appendix I gives some practical suggestions for dealing with this, especially during Stage I.

Accurate copying of written material during Stage II can only be of advantage to the poor speller.

INSTRUCTIONS

STAGE 1: Filling in the Form.

- Equipment needed:
- 1) 1 photocopy for each Trainee of the "Personal Record Form" included in this manual as Appendix 3.
 - 2) Dictionary - for the use of Supervisor and Trainee.

May be done individually or in a group.

- 1) Give each Trainee a copy of the "Personal Record Form"
- 2) Encourage them to help each other with spelling and assure them of your help (See Appendix 1 for creating a climate in which people feel free to ask for help with writing down exactly what they want in the form).
- 3) Read out each heading and discuss, helping the Trainees to think through their answers before they fill in their section of the form. Make sure that they include unpaid work e.g. in the home, helping relatives.

N.B. The computer program is restricted to the categories given on the form.

Sometimes however there are more lines available than shown on the form, e.g. Exams Passed - 9 lines rather than 4.

- 4) Check all the forms to ensure that they are free of errors. Ask someone else to do it if necessary. Remember, this is a document that will be seen by prospective employers and should be carefully proofread at all stages, beginning with this one.

For more detailed help on the conduct of this session, see Appendix 1.

STAGE 11 (TYPING UP THE FORM)

Equipment Needed

1. Poly Computer and Disk containing Personal Record Form Program.
2. Completed copy of Personal Record Form.
3. Dictionary.

One Trainee to a computer.

1. The Trainee sits down at the computer with their completed Personal Record Form and, following the prompts (which use the same wording as their form), they type their personal details into the computer.

N.B. No matter how inefficient the Trainee is as a typist he/she will get more satisfaction if he/she does this him/herself. It will also give them practice at accuracy in copying.

2. There are regular chances to correct what they have typed. They should be encouraged to proofread and compare with their (previously corrected) original.

If they are not already familiar with the keyboard it should be pointed out that before they press ENTER they can use the arrow keys to move along the line of print without erasing the original and they can type over the incorrect letter or word.

3. A trainee can exit the program at any stage and save their information on disk.

STAGE III (SUPERVISOR'S CHECK)

Equipment needed:

As for STAGE II

1. At the end of the form the Trainee is asked to call their Supervisor.
2. Once again the copy should be carefully read and corrected by the Supervisor or someone else with good proofreading skills.

STAGE IV : (COPY PRINTED)

Additional Equipment Needed : Printer (Optional)

This stage follows directly on from STAGE III.

To set up the printer, see instructions in Appendix 2.

1. The computer will ask if there is a printer connected. If not, the trainee's information is saved on a disk and can be loaded back into the computer and printed at a later date.
2. If there is a printer connected you will be asked what type of printer. If your printer type is not listed (or if you find the printout unsatisfactory) you may need to create your own printer file.
3. If the printer is connected, one or several copies of the Personal Record Form will be printed out in a professional looking format (see appendix 4) for the trainee to use when applying for a job.
4. Check the print out to see if there are any more errors, and that the layout is correct (e.g. See 3 in stage II Instructions). You will be asked if you want to change anything before printing any further copies.

APPENDIX 1

PRACTICAL SUGGESTIONS ON HOW TO CONDUCT STAGE I .

(FILLING IN THE FORM)

- The aims are to
- 1) Increase the Trainee's self esteem.
 - 2) Prompt a broader range of replies than might otherwise be forthcoming.
 - 3) Allow for reading and writing difficulties.
 - 4) Through plenty of discussion, allow Trainees practice at speaking about their skills and achievements.
- Reading and Spelling help
- 1) To ensure that poor readers or writers do not suffer, be matter of fact about the possibility. Suggest, "If you're not the greatest of readers or spellers, sit next to someone who is, so that they can help you."
 - 2) Also stress that while you may not be the greatest speller yourself, you are happy to help, and there is a dictionary there if you get stuck. Also stress, "It is more important to put things down in the best words, than to be restricted to words you can spell."
 - 3) Go through the form, category by category, actually reading out the wording. This helps the poor reader to recognise the words they weren't sure of.
- Discussion
- 4) It also means that you can fully discuss all possible responses, prompting recall of experiences or skills that the Trainee may not have considered e.g. those gained while on this Employment Programme. All too many unemployed young people lack self-esteem, which in turn leads them to downgrade their experiences, believe that they have no skills and makes them reluctant to expose themselves to rejection by possible employers. They go into interviews believing that they have nothing to offer and are therefore unable to present themselves positively.

Discussion at this point gives them a chance to practice speaking about themselves in a supportive atmosphere.

Name/Address/
D.O.B. etc.

- 5) Address should include the street number, although not specifically asked for.
- 6) Not all Trainees are able to give date of birth and may need help subtracting their age from this year.

School
Education

- 7) Subjects taken in the 1st year. Some may need you to run through school subjects to prompt their memories.

Exams Passed

- 8) List Local Certificate exam passes e.g. Otago Maths Certificate, Wellington English Certificate, as well as any School Cert. and U.E. subjects passed.
- 9) Those with no exam passes should be reassured that the computer program will check whether they passed any exams, and if not, this section will be left out of their final copy.

Other Courses

- 10) Encourage them to include courses done:
 - a) at school,
e.g. First Aid, tennis, swimming, coaching, lifesaving certificate, computer courses, typing.
 - b) while on pre-employment Training Programmes.
 - c) while on this Employment Programme.
e.g. chainsaw safety, accident prevention, typing, soft toy making, rug making, cooking, sewing, budgeting, assertiveness, First Aid.
 - d) self initiated,
e.g. scouts or guides awards, Polytech or Community College courses, night school classes, voluntary organisations such as hockey referee's certificate, driving licence.

The response may well be an embarrassed or tense "Ooh, I don't want to put that down"

You can point out that the particular course shows they: - were talented enough to be accepted

for the course.

- had the stickability to complete it and in some cases sit the exam.
- were bright enough to pass the exam.
- have a broad experience of things other than school or work.
- would be a better employee (especially

if they've completed job related courses).

- are good with their hands.
- are probably fit and healthy for the sports related courses or certificates.

All of these indicate that it was a worthwhile achievement, and makes them a more worthwhile job applicant.

Employment

- 11) There are nine possible lines allotted to this in the final printed copy. Encourage the Trainee to put in all the jobs they have held and prepare them to answer the questions an employer might ask.
e.g. "Why did you leave that job?"
- 12) Encourage them to put down all voluntary and paid part-time work, especially to cover the periods of unemployment. This helps to remove the stereotype of being unemployed as "sitting around doing nothing". Often they will have been doing the house work or child minding for instance.
They may have been exercising someone's horse, babysitting, playing in a band, doing farm-work, gardening, either paid or unpaid.
- 13) Prompts that can be used here are the completion of sentences such as:

I have done
I can
I am good at
I can use
I am skilled at

Some aspects of their activities that may have come up during discussion of employment, hobbies and interests, or other courses, can be utilised in this section, e.g. The person who did the course on chainsaw safety may say "I can use a chainsaw and I learnt how while on the Work Skills Programme". The person who exercised somebody else's horse may be able to say "I am good with horses and competent at looking after them because of that experience."

Hobbies and Interests

- 14) These need not be limited to those hobbies and interests catered for by clubs. e.g. many crafts are done by individuals at home, self taught or taught by neighbours and friends.

References and Referees.

- 15) They may need to be encouraged to think of people who will speak positively about them and then to contact these people to ask them if they are willing to act as referees -

sometimes there is one teacher at school with whom they felt they had rapport - there may be a Supervisor on their Scheme who is willing to speak about them. It may be policy that one person, (e.g. the manager of the Scheme), acts as referee for all Trainees, having consulted other staff. Often they leave jobs, (particularly temporary jobs), without asking for a reference.

You will need to check that they do have at least 2 referees before typing it on to the computer, and they may need further encouragement to approach possible referees.

Additional Information. The Personal Record Form is only one piece of paper they should gather for use when attending interviews. This is a good opportunity to ensure they gather together any of the following to use with their Personal Record Form:

- Birth Certificate
- Examination Certificate
- First Aid Certificate
- YPTP Certificate
- Merit awards
- Driving Licence
- Copies of references
- Any recent school reports.

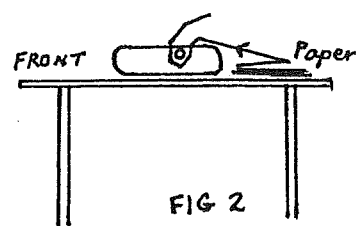
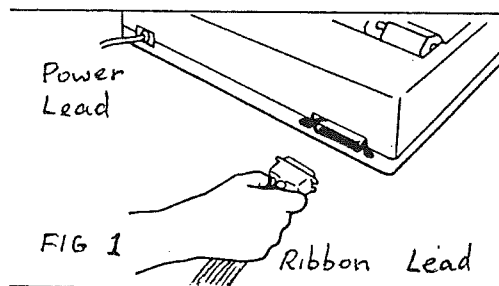
APPENDIX 2 : SETTING UP THE PRINTER

P R I N T E R

(Pacesetter 80)

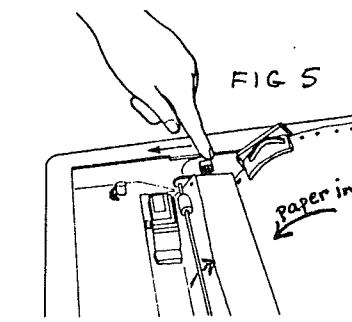
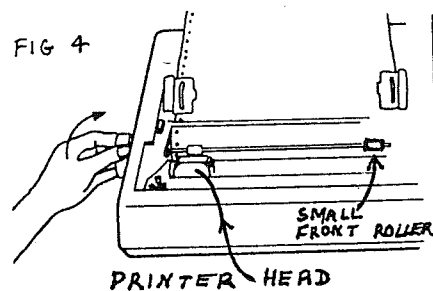
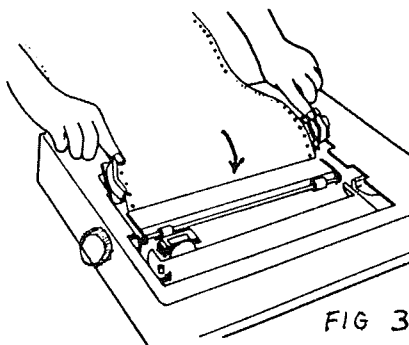
CONNECTING THE PRINTER

1. Plug into the power supply.
2. Take the ribbon lead and plug it into:
 - a) the socket at the back of the printer
 - b) the PARALLEL socket at the back of the disc drive.
3. Turn on the POWER at the wall switch.
4. Turn on the PRINTER POWER switch at the side of the printer.



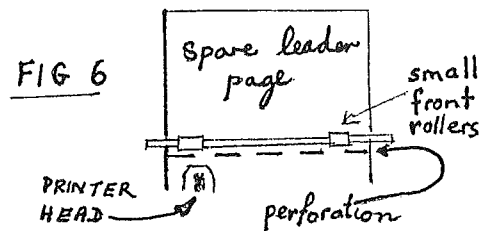
LOADING THE PAPER

1. Place the paper at the rear of the printer. (see fig. 2)
2. Feed the paper over the end of the printer. (see fig. 2)
3. Open the tractor wheel covers. (see fig 3) Line up the holes over the tractor sprockets.
4. Feed the paper over the tractor wheels. (see Fig 3)
5. Close the wheel covers.
6. Wind the paper under the main roller, past the PRINTER HEAD, and under the small front rollers. (see fig. 4)
7. Set the LEFT LEVER forward to the TRACTOR POSITION. (see fig. 5)



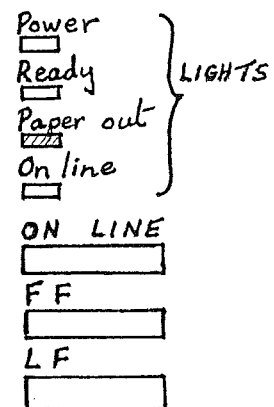
 SETTING THE PAGE PERFORATIONS

1. Turn OFF the side switch.
2. Turn the side handle until the page perforation is just above the PRINTER HEAD and under the small front rollers. (see fig 6)
 There should ALWAYS be a leading page as in Fig 6.
3. Turn ON the side switch.
 (The ON LINE light should be green).



TEARING OFF PRINTED PAGES

1. Push the ON LINE switch. (the light will go OFF)
2. Push FF (form feed) . . DO NOT TOUCH LF.
3. When the paper stops moving - push the ON LINE switch (the light will go on).
4. Now hold the paper and tear along the page perforation that is above the leading page. NEVER tear along the perforation near the PRINTER HEAD.



SEE THE PRINTER MANUAL for more details if required.

 IN AN EMERGENCY . . TURN OFF THE PRINTER'S SIDE SWITCH.

| | | | | | | | | | | | | | | | | | | | |
|----------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|
| Name (First name and surname) | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . |
| <u>Address</u> (No., and Street) | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | (Town/City) |
| <u>Telephone Number</u> | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . |
| <u>Date of Birth</u> | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | Place of Birth |
| Marital Status | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | (Married/Single/Divorced/Separated or widowed) |

[illegible][illegible]

OTHER TRAINING

Night Classes, work skills or hobby classes attended e.g. Steps, Correspondence School, First Aid

| <u>Name of Course</u> | <u>Length of Course</u> | <u>Which Year</u> |
|-----------------------|-------------------------|-------------------|
| (e.g. First Aid | 12 hours | 1981) |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

EMPLOYMENT

(Start with your most recent job. Remember to give all part-time and voluntary work).

| <u>When</u> | <u>Full time/part time/voluntary</u> | <u>Job</u> | <u>Where</u> | <u>Duties</u> |
|-----------------------|--------------------------------------|----------------|--------------|------------------------------------|
| (e.g. May 83 - Dec 84 | Part time | Shop Assistant | Woodwards | Packed groceries, Stacked shelves. |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

PERSONAL INTERESTS

(Sporting and other club memberships, voluntary services and other interests)

| <u>Interest</u> | <u>When</u> | <u>Club Membership</u> | <u>Activities</u> |
|--------------------------|-------------------|---------------------------------|--|
| (eg. Canoeing) | 1982-83 | Dunedon Canoeing Club | Canoeist, Competed in regional meeting. Built own fibreglass canoe |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

PERSONAL SKILLS

(Look back over education, employment and interests, and list the skills you have learnt, e.g. skills using your hands, using numbers, communication, artistic, or leadership skills, drivers licence)

Skills

How did you learn this?

| | |
|---------------------------------------|---|
| (eg. Good at Making things) | Canoe building, model making, and building a children's play ground |
| | |
| | |
| | |
| | |

REFEREES (Give name of at least two people who you have worked for, or who know your good points. You should ask these people first if you can use their name).

| <u>Name</u> | <u>Position</u> | <u>Address</u> | <u>Phone No.</u> |
|--------------------------------|-----------------------------|--|-------------------|
| (eg. Mr. T. Wardrop) | Senior Supervisor | Dockwatts Supermarket, Andersons Bay Road, Dn. | 45 9 68 |
| | | | |
| | | | |

APPENDIX 4 :
SAMPLE OF PRINTED COPY

PERSONAL INFORMATION FILE

PERSONAL DETAILS

Name: John Smith
Address: 18 Dalmore Cres
DALMORE, DUNEDIN
Phone No: 58 461
Date of Birth: 3.5.66
Place of Birth: NAPIER, N.Z.
Marital Status: Single

EDUCATION

1980-1982 Logan Park High School

Subjects in Final Year:
English, Maths, Biology, Woodwork, Tech Drawing

QUALIFICATIONS

1982 Otago Certificate
Maths (C+)

OTHER TRAINING

OCT 1984- First Aid Certificate
-DEC 1984 10 hours

1985- Chain Saw Safety
-1985 2 hours

FEBRUARY- Life Saving Certificate
-NOV 1982 40 hours

1984- Driving Licence
-1984 40 hours

EMPLOYMENT

1980- Milk Delivery
-1981 Part time Dalmore Milk Vendor
Delivering milk, counting money and running up and down hills.

DEC 1983- Factory worker
-JAN 1984 Full time Sam's Fish Processing Factory
Stacking and labelling boxes

FEB 1984- Labourer
-FEB 1984 Temporary Otago Harbour Board
Unloading sacks of cocoa beans

JUN 1984- Gardener
-APR 1985 Full time Salvation Army WSDP
Planting seedlings, cutting trees, weeding, making paths.

PERSONAL INTERESTS

1973- Rugby, Pirates Rugby Club
-1981 Player

1984- Motorbikes
-1985 Riding and repairing motorbikes

PERSONAL SKILLS (and how they were gained)

Driving cars and motorbikes
Motorbike and car driving

Chain saw use
Work Skills Scheme

Swimming and Lifesaving
At school

Looking after children
Childminding sister's children when unemployed.

Repairing engines
Working on own motorbike

REFEREES

| | |
|-------------|--|
| Jim Mighty | Supervisor Salvation Army Employment Programme, BOX 272 DN. 55 461 |
| David Brown | Teacher Logan Park High School, Butts Road, DUNEDIN NORTH 773 580 |

Dated

Signed:

John Smith

Appendix 5. CREATING A NEW PRINTER FILE.

Printer File programs are available for the MX100 and the Pacesetter 80. However if your printer is neither of these and you find that the print - out is not as expected you will need to create your own printer file.

To do this you will need your Printer Manual and the program PFILER (Printer File Manager).

This program

- a) allows you to enter the control codes for your printer
- b) runs a test to check that these are correct and demonstrate which of the controls your printer has available
- c) allows you to further modify the control codes.

Information Necessary

From your Printer Manual you will need to find out:

- 1) What are the control codes assigned to the printer functions asked for in this program?


The program allows for up to 3 numbers in each code.

Your Printer manual may give the keys or symbols, the ASCII decimal code, the hexadecimal code, all three, or a combination of these! You need to sort out what are the decimal codes.

e.g. the control code for EMPHASIZED ON might be $\langle \text{ESC} \rangle$ "E". The keys then need to be translated into ASCII code (i.e. given the numbers assigned to them in the international ASCII decimal code).

In ASCII code $\langle \text{ESC} \rangle = 27$ and "E" = 69 so the code would be entered as 27 for the first number and 69 for the second.

- 2) Do the printer fonts (characters) include these symbols:
What are their codes?

If your printer does not have these you will be asked: 

3. Does the printer have Bit Image Mode (Normal Density)?

It is suggested that you study closely the 18 controls printed at the end of the sample printer tests for the Pacesetter 80 and MX100. These show how the controls are stored (in their ASCII or decimal codes) for these two models. Then study your printer manual and search out the equivalent controls and translate them to their decimal codes.

RUNNING THE PROGRAM

Run "PFILER"

It will ask


- 1) Printer name e.g. MX 80
- 2) Enter the Following Control Codes:
 e.g. if ESC = CHR\$ (27) then x = 27.
 For NO CHARACTERS , JUST PRESS ENTER.

Line Feed CHR\$ (x): x = ?

Enter the decimal code for Line Feed that is appropriate for your printer.

As noted, for each printer control there is a maximum of 3 codes. If there is only 1 code then just press ENTER when asked for the second time. Similarly if only 2 codes just press ENTER when asked for the 3rd time. If the control is not available on your model (e.g. no underline) then just press ENTER the first time.

[Notes

- i. Usually ESC = CHR\$(27)
- ii. For control 17 "Set Line Spacing to N/72" do not include N or a value for N. (The N will be added in the programs.)
- iii. Similarly Bit Image Normal Mode is usually given as ESC + "K" + N1 + N2 i.e. CHR\$(27) + CHR\$(75). Do not include the N1 and N2. They will be added in the programs.]
- 3) Is there a special character set? 
Enter their codes.

If not you will be asked,
- 4) Is there BIT IMAGE MODE ?

If so select a field size.

PFILER.BAS is available should it be necessary to create new data for BIT IMAGE size, other than the 4 sizes available.
- 5) Do you want to change anything?
- 6) Is the printer (for which this is being written) ready ?

A Test/Report is printed and can be checked to see if all the controls are functioning as expected. (See the sample tests on the next page e.g. Note that the Pacesetter 80 offers underlining and italics while the MX 100 does not.)
- 7) Do you wish to change anything?

This is a further chance to change any of the codes that are not functioning correctly.

The program then creates the next PFILE (e.g. PFILE103. DAT)
and your printer's name will appear as an option next time you
run the Computer Competency Certificate or Personal Record Form.

Printer Test for Pacesetter 80

Line feed...Is there a MISSING line under this line?...

Form feed. There should be a big white space following

Carriage return is working if the 'a' is in Carriage.

Double width on and OFF

Compressed print on

and Compressed Print OFF

Compressed print on and OFF If this line does not work then

it means Comp. print must be either ON or OFF for a whole line.

Underline is now on and Underline is now OFF

Italics on and Italics OFF

Emphasized on

and Emphasized OFF

Emphasized on and Emphasized OFF. If this does not work then

it means Emph. print must be either ON or OFF for a whole line.

RESET PRINTER

PRINT

The word above is PRINT. If it is distorted, you have EITHER
Typed the wrong CODES for BIT IMAGE MODE or
Selected the wrong character size! Have another try!

The following printer control codes have been entered:

1. Line feed.....CHR\$(10)
2. Form feed.....CHR\$(12)
3. Carriage return.....CHR\$(13)
4. Double width on.....CHR\$(14)
5. Double width off.....CHR\$(20)
6. Compressed print on.....CHR\$(15)
7. Compressed print off.....CHR\$(18)
8. Underline onCHR\$(27) CHR\$(45) CHR\$(1)
9. Underline off.....CHR\$(27) CHR\$(45) CHR\$(0)
- 10 Italics onCHR\$(27) CHR\$(52)
- 11 Italics off.....CHR\$(27) CHR\$(53)
- 12 Emphasized on.....CHR\$(27) CHR\$(69)
- 13 Emphasized off.....CHR\$(27) CHR\$(70)
- 14 Reset PrinterCHR\$(27) CHR\$(64)
- 15 Set perforation skip.....CHR\$(27) CHR\$(78)
- 16 Release perforation skip..CHR\$(27) CHR\$(79)
- 17 Set line spacing to N/72..CHR\$(27) CHR\$(65)
- 18 Bit Image NORMAL DENSITY..CHR\$(27) CHR\$(75)
- 19 SQUARE.....■
- 20 BOTTOM RIGHT.....▲
- 21 BOTTOM LEFT.....▼
- 22 TOP RIGHT.....▴
- 23 TOP LEFT.....▾

Printer Test for MX-100

Line feed...Is there a MISSING line under this line?...

Form feed. There should be a big white space following

Carriage return is working if the 'a' is in Carriage.

Double width on and OFF

Compressed print on

and Compressed Print OFF

Compressed print on and OFF If this line does not work then
it means Comp. print must be either ON or OFF for a whole line.

Underline is now on and Underline is now OFF

Italics on and Italics OFF

Emphasized on

and Emphasized OFF

Emphasized on and Emphasized OFF. If this does not work then
it means Emph. print must be either ON or OFF for a whole line.

RESET PRINTER

RESET PRINTER

PRINT

The word above is PRINT. If it is distorted you have selected the
wrong character size! Have another try!

The following printer control codes have been entered:

1. Line feed.....CHR\$(10)
2. Form feed.....CHR\$(12)
3. Carriage return.....CHR\$(13)
4. Double width on.....CHR\$(14)
5. Double width off.....CHR\$(20)
6. Compressed print on.....CHR\$(15)
7. Compressed print off.....CHR\$(18)
8. Underline on
9. Underline off.....
- 10 Italics on
- 11 Italics off.....
- 12 Emphasized on.....CHR\$(27) CHR\$(69)
- 13 Emphasized off.....CHR\$(27) CHR\$(70)
- 14 Reset Printer
- 15 Set perforation skip.....CHR\$(27) CHR\$(78)
- 16 Release perfotation skip..CHR\$(27) CHR\$(79)
- 17 Set line spacing to N/72..CHR\$(27) CHR\$(65)
- 18 Bit Image NORMAL DENSITY..CHR\$(27) CHR\$(75)
- 19 SQUARE.....
- 20 BOTTOM RIGHT.....
- 21 BOTTOM LEFT.....
- 22 TOP RIGHT.....
- 23 TOP LEFT.....

