Van de Voorzitter

Oktober 1991

1 NTG

De beleidsintenties, zoals vermeld in de vorige aflevering, zijn in gang gezet. Aan de continuïteit is aandacht besteed: periodieke bestuursverkiezingen zijn een feit, aan het info- en welkomstpakket wordt gewerkt, een redactieteam voor de MAPS is gevormd, 'TEX voor de wetenschappers te beginnen met de wiskundigen,' is onderwerp van gesprek tussen CWI, Het Wiskundig Genootschap en NTG, met de planning van de voor- en najaarsbijeenkomsten wordt 1 à 2 bijeenkomsten vooruit gelopen. De NTG dagen hangen in de mottenkast. Daarnaast wordt de discussielijst, TEX–NL, effectief gebruikt. De fileserver TEX–NL is fraai geordend.[1] Een floppy service wordt onderhouden door de Gerard van Nes en anderen. EMTEX gaat rond via een 'ketting floppy,' bewaakt door de WG PC's De MAPS-en bevatten overdrukken van het goede werk van elders, met ruim 100p/nummer en een oplage van 175.

2 Activiteiten

Het blijkt steeds weer dat het TEX-werk voor het merendeel der leden een vrije-tijdsaangelegenheid is, met als gevolg dat aan voorgenomen zaken niet toegekomen wordt, helaas. Continuïteit in de NTG-dagen is er niet (Gelukkig niet zo erg nu er EuroTEX bijeenkomsten zijn.) Het Babel project is min of meer afgerond. Educatie geniet de nodige aandacht: aan een 'Insights in TEX' cursus voor het voorjaar 92 wordt gewerkt,[2] de internationale discussie over educatie wordt opgerakeld.

3 NTG–TUG

Met TUG is de mogelijkheid van het wederzijdse lidmaatschap overeengekomen. Dit geldt nog slechts voor persoonlijke leden. Diverse NTG leden dragen hun steentje aan TUG bij: Victor Eijkhout is editor van de macro column in TUGboat, Nico Poppelier is lid van de Knuth scholarship commissie, en ondergetekende is ambsthalve lid van de BoD en daaruit voortvloeiend van de 'Long Range Planning' committee en de Publications committee.

4 TUG

TUG zit nog in de financiële problemen. De contributie gaat omhoog, $60,–/jaar.

TUGboat wordt op 800p/jaar gehouden, 4 nummers, naast de extra uitgave van de proceedings van de jaarlijkse TUG bijeenkomsten. Extra verschenen is de Resource Guide. Barbara Beeton wordt nu bijgestaan door Julie Wilzcek van de AMS.

TTN zal periodiek verschijnen, met Christina Thiele en Chris Carruthers als het Canadese productieteam. Hoezo International TUG?

De artikelen van blijvende waarde verschijnen in TUGboat; het meer tijdelijke, het nieuws, verschijnt in TTN. TEXnisch gesproken wordt met TUGboat typografische kwaliteit nagestreefd. Met TTN wordt gemikt op snelheid (geen oud nieuws) en portabiliteit (ook distributie via electronische netten).

Algemene verkiezingen voor de BoD worden dit jaar opgestart. Voor 1992 zijn als interim 'executives' (dagelijks bestuur) aangesteld: Malcolm Clark, voorzitter, Christina Thiele, vice-voorzitster en secretaresse, en Allen Dyer, penningmeester. TUG International? Nog twijfels? Voor meer besluiten zie het verslag van de BoD bijeenkomst te Dedham.

5 TEX in Europe

Er is geen Europese coördinator meer. Er zijn een 10-tal Europese gebruikersgroepen. Een Europese TEX Organisatie (ETO) is niet opgestart. DANTE en GUTenberg zijn zeer actief aan het ene eind van het spectrum, met Polen aan de andere kant dat niet tot organisatie kan komen. De overigen zweven er zo'n beetje tussenin. Informatie uitwisseling vindt plaats; er is geen overlegstructuur: 'We kennen elkaar, en houden elkaar op de hoogte.' Zie ook verslag EuroTEX91.

En de NTG, hij ploegde voort . . .

[1] De fileserver cs.ruu.nl voldoet in een behoefte. Dank voor deze faciliteit is verschuldigd aan de RUU.

[2] Zie bijlage $\mathcal{L}$ voor aankondiging.

NTG's continuation: The Third Year

Kees van der Laan

September, 1991

An NTG year of activity parallels the Dutch academic year: September to September. The membership has been increased by roughly 40% to circa 140 members of which 25 or so are institutional members. Due to the intermediate TEX course some financial reserve has been built up.

NTG's third year can be characterized by 'continuation,' and the embarkation upon a multi-year project.

1 Continued activities

1.1 Meetings

Two meetings were organized: the fall 1990 meeting was hosted by Digital Equipment Cooperation and the spring 1991 meeting was hosted by Elsevier Science Publishers. At the first meeting Van der Laan presented his SGML(TEX,...) paper; at the latter meeting accounts were given from sites where TEX is in production:

- EGD (Energiebedrijf Groningen en Drente) and
- CAWS (Centrum voor Automatisering van Wapen en Commando Systemen der Koninklijke marine).

On both meetings much exchange of know-how took place and organizational details were discussed. Each meeting attracted about 40 members. Prior to each meeting 'MAPS' (Minutes & APpendiceS) were distributed to the members, and to the secretaries of TUG and the LUGs.

1.2 Publications

Noteworthy are the number of TEX articles, by NTG members, published in TUGboat, the presentations given at the EuroTEX90 conference by Johannes Braams, Victor Eijkhout, Kees van der Laan, and Nico Poppelier. Also noteworthy are Nico's contribution as invited speaker to the Dedham conference and Kees' Math into BLUes part I contribution. Johannes reported about his Babel project at the EuroTEX91 meeting at Paris, while Kees continued with his Math into BLUes, part II.

1.3 BoD work

For the NTG president it was hard to participate in the Board of Directors meetings and to contribute to the publications and long-range planning committees of TUG. The handling of the e-mail emerging from BoD (and committees) discussions and votings, and the various user group lists are time-consuming.

1.4 Working Groups

Very much appreciated are the activities of NTG's WGs —Education, PCs, Communication, SGML-TEX, TEX3.14..., and 'Neerlandica,' with reports of their activities published in the MAPS. Furthermore, Nico and Johannes are active in the international LATEX3 project. It was felt that the work on Journal Guidelines was mainly the concern of publishing houses, and therefore the WG on the matter was removed.

1.5 Contact T(L)UGs

Contacts with TUG and other LUGs were cherished: participation in the GUTenberg and Euro-Summit meetings, where cooperation and the internationalization of TUG were discussed.

1.6 Listserver and fileservers

Steady use was made of the listserver `tex-nl@hearn` —questions & answer, and info exchange— and the fileservers: `tex-nl@hearn`, and `mail-server@cs.ruu.nl`. (For the latter also anonymus FTP is possible.) No data on the frequency of access of the fileservers are available.

1.7 NTG days

It is a pity that no open meeting —so-called NTG-days— has been organized, because of lack of volunteers to do so. On the other hand, with the EuroTEX meetings each year one could ask wether there is still a need for it. No courses were offered by NTG.

1.8 Floppy service

Gerard maintained a floppy service for archive material aimed at those deprived from email access.

2 New activities

2.1 Board election

The renewal process of the NTG board has started. The aim is to have active members on the board, raised to their position by election. Kees van der Laan was (re)elected as president and Jos Winnink was elected as member.

2.2 Membership services

An emTeX distribution service has been set-up. An Info-package and a welcome-package, for candidate respectively new members, has been initiated. The reciprocal membership TUG-NTG is near to be agreed upon.[1]
EMTEX is distributed via a 'floppy-chain,' guarded by the PC Working Group.

2.3 Multi-year plans

Furthermore, we embarked the multi-year project:

> 'TEX for the scientists, why not begin with the mathematicians?'

In order to get this off the ground, the Dutch (Math) scientific community has been asked for its support in facilitating the use of TEX. With respect to the mathematicians 'Het Wiskundig Genootschap' (Dutch equivalent of AMS) and 'Het Centrum voor Wiskunde en Informatica (CWI),' have been approached.[2]

3 Projected meetings

- NTG's 91 fall meeting, 21 November at Eindhoven, is themed: Fun with TEX.
- NTG's 92 spring meeting is themed: Scientific publishing and TEX.
- NTG's 92 fall meeting: 'Typography,' to be worked out.

4 TUG issues

Last but not least, much attention has been given to create an International TUG, and to reorganize TUGboat into a more scholarly journal, along with a separate newsletter TEXand TUG news, TTN. Both will certainly influence and strengthen our MAPS.
BoD positions are open for elections.

[1] Actually agreed up in October 1991 for ordinary members.

[2] The October meeting yielded a cooperative attitude with 'Het Wiskundig Genootschap' offering some pages in their 'Mededelingen' for announcements, and what NTG is up to. It was also suggested to participate in the spring Dutch Math meeting and tell about TEXing math. We will certainly do so.

Working Group 1: Education

Contribution to TUG LRP report[1]

Reactions from: Malcolm Clark, and Don Hosek

Kees van der Laan

1 Educational issues

The starting point for the future is
- professionalism and
- selfcontainedness (selfsupporting).

The latter means that education should not have the function of a money-making nor money-costing activity. Because of the importance of education it is desirable to create a TUG education committee to guard, stimulate and organize events. With respect to education the following issues are relevant
1. courses (and courseware)
2. workshops
3. self-teaching materials.

Furthermore, it must be kept in mind that, like TEX, educational issues can profit from a worldwide approach.

1.1 Courses

With respect to courses we have to deal with
1. pricing policy
2. pool of teachers of sufficient quality
3. description of course modules and the interrelations
4. courseware to assist teachers
5. organizational aspects

1.1.1 Pricing policy

It is practical to have a uniform pricing policy: let us say a day of a course will cost $200,-, based upon 7 students, labwork, courseware, teacher's salary, hiring room and equipment, and refreshments. The price implies that with less than 7 sign-ups a course will be cancelled unless it serves a strategic goal. The education committee has to decide upon the course to be held, explicitly and in due time, such that potential coursetakers can be notified of cancellation. For non-T/LUG members the fee is to be augmented with 25%. The costs can go down if the course is arranged locally, where for example no rent of equipment is necesarry or teachers are available at low or no costs. Further strategic discounts can be given at the discretion of the educational committee in agreement with the treasurer.

1.1.2 Teacher's pool

Teachers themselves have to pass some examinations to proof their TEXnical knowledge and educational skills. This issue has to be dealt with the educational committee. Of course experienced teachers are freed from this process at discretion of the educational committee. One category is formed by those who as part of their education, are already qualified teachers; it remains however that TEXnical knowledge has to be ascertained. For the intermediate term a list of experienced TUG teachers have to be maintained.

1.1.3 Course descriptions

A sufficient subset from (past) TUG teachers (Malcolm Clark, Lincoln Durst, Victor Eijkhout, Doug Henderson, Amy Hendrickson, Don Hosek, Nico Poppelier, Chris Rowley, David Salomon, Joachim Schrod, Philip Taylor, . . .), has to be asked to complete the work of Bart Childs: Teaching TEX, TUGboat 10#2, 156-163, and some reactions to that. That is to say: provide description of course modules and their relation, especially for

P Publishing (???)

T1 beginning TEX (demand driven, 3 days),

T2 intermediate TEX (TEXnical driven, 3 days),

T3 advanced TEX (TEXnical driven, 5 days),

L1 using LATEX (demand driven, 3 days)

L2 modifying LATEX styles(TEXnical driven, 1 day),

M1 logo design (demand driven, 3 days),

M2 font design (TEXnical driven, 5 days),

W1 WEB programming (TEXnical driven, 3 days).

[1] The start of a discussion on the Education issues. No conclusions of yet. No reaction of Doug Henderson has been received nor a message that he has received the material.

Apart from the above standard courses, special courses like SGML, typography or TEX capita, for example TEXing math for typists, can be considered. Most important of all is to get the basics straight. Get it international. Good announcements with descriptions, prerequisites, teacher name and what has been —or will be— learned items. The problem of inhomogeneous classes is not solved but hopefully lessened because of better description of prerequisites and interrelations with other modules.

1.1.4 Courseware

Courseware should be made available in the TEXniques series. By the way this series should have a uniform appearance. The TEXniques editorial team should look for copy, have it refereed, processed etc. Apart from these hand-outs, transparencies are needed. Materials to create and maintain the transparencies are needed as well. A seal, a logo, should be on all materials. By the way the appearance of the material should be such that it is easy recognizable as well.

1.1.5 Organization

For TUG courses an educational committee has to be formed. The task of this committee is to plan the courses, do the advertising, organize the courses, and finish it all up. The TUG office should assist the committee by handling all logistics, do the registration, send out confirmations, prepare certifications, and take care of financial matters.

1.2 Workshops

This very useful educational form is cheap and suitable for exchanging knowledge and experience. It supports the decentralization and is suited for LUGs.[1] TUG tradionally organized workshops along the annual TUG meetings. ukTEXug has a workshop schedule for each year. It should be stimulated! It is a small-scale cost-effective educational form.

1.3 Self-teaching materials

The educational committee should watch out for suitable tutorials, and stimulate authors to develop some. The suitability of the TUG video tapes is unclear, and has to be addressed, again by the education committee.

2 Some comments on 'Educational issues' (Malcolm Clark)

2.1 Preamble

Unfortunately I was not able to be present at the meetings of the education committee.[2] Although it seems rather reactionary, I would like to go through some of Kees' points as presented in his version 0 report of August 1991.

2.2 Starting Point

I can have no issue with the need for professionalism. But we have to come to terms with the notion that we are a vocational group, not a professional one. We may comprise many professionals, but no-one requires membership of the group as a prerequisite for professional advancement.

I am however unclear how the selfcontainedness/ selfsupporting aspect can be handled. At present a significant portion of TUG's income is generated through courses. Agreed, courses may only be one part of a generalised educational programme. I do not believe that the education committee should make this decision, which has clear implications to the organisation as a whole. To effect a balance between money-making and money-costing is not likely to be easy, unless we are talking over a time period of years. I personally see no reason to expect courses to fail to generate some income for TUG. There is clearly no need for courses to appear to be exploitive but we should not strive officiously to break even, and we should expect some return. Individual courses may have to be run in order to create a progressive structure of education, regardless of whether they are initially 'profitable'. I think we can acknowledge that 'profit' is not simply financial, nor immediate. At the present however, we cannot afford to run courses which do not at the minimum break even.

2.3 Pricing

The pricing policy is very dependent on the overheads. Note that no allowance is made here for the office overhead, or of the costs of advertising in TUGboat (I'm talking of the real costs rather than costs to an advertiser). Similarly any mailing costs incurred by TUG must be included. I am relieved to note that there is a strategic consideration included. Within the general outline though, it is unlikely that courses are run by fiat of the education committee. Courses are run in part because there are local organisers who are willing to do the legwork. The location of such organisers is likely to be rather random.

[1] Any gathering of TEXies can accomplish this! At Dedham Oregon 'workshops' were rumoured.
[2] Note Kees. What committee? As far as I know NTG's education committee never met.

2.4 Fees

Course fees have to be at a level which is plausible. If courses are cheap they may not be taken seriously. A 'normal' cost for courses in the UK is around £175–250 per day (perhaps reducing for 5 days). Provided the 'professionalism' mentioned before is attained, this is a reasonable sum. Criticism comes when we do not provide good computing equipment, or an obviously prepared course. Even if we reduce course fees because we are unsure about these items, we will still get a bad press. The most important cost to the students is time. Wasting a week of someone's time will get a very bad press. Much worse than apparently costing £250 per day.

Whether non-T/LUG members have an augmented fee, or T/TUG members have a reduced fee is unimportant. The important item is that there is a differential. Thus some aspects of education are again a benefit of membership.

2.5 Pool

I am uneasy at the 'teacher's pool'. While accepting the need for profesionalism, I am very unclear how this would be set up. I think my unease stems principally from the fear that this kind of structure may become self perpetuating and may generate a set of rather unexciting teachers. Maybe I am pessimistic. In some respects I would be happier to have potential teachers work as teaching assistants and assessed in this way. Even then I am unsure.

2.6 Course descriptions

Are these the right categories? It seems to me that an important component of most of the early courses is the availability of hand's on experience. We can follow courses intellectually but may find it difficult to apply in a practical situation. Are there different courses for different groups? I find an 'inhomegeneous' group very demanding, but not intolerable. If there is a choice between an inhomogeneous group and two more homogeneous groups which are sufficiently small that the courses do not run... I confess that I do not favour the course descriptions outlined in 10#2. I find them constraining and limiting. Nor do they develop in what I regard as a logical and structured manner.

How should courses relate to one another? I do not believe they must dovetail into one another. We should not encourage students to take successive courses except in very exceptional circumstances. Time taken between courses, where the student has the opportunity to use the information, is essential. This blurs the subjects which are to be taught at each 'level'. In using TEX the student learns some new things, uses the book, hacks other people's code, and so on. The next level course may need to cover some earlier material, but equally must be sufficiently flexible to encompass some of the specialised demands of the students (but not entirely – there are some core things which may have to be taught). Maybe that's what I'm getting to eventually: rather than a detailed course outline, a core syllabus.

2.7 Courseware

Courseware may make us too inflexible. While it may be useful to have some prepared courseware I have always found that it is better to prepare my own course notes. At least it ensures I know what is there and how to use it. More important, it ensures I know the whole structure of my course. I have no argument with producing specialised material in the TEXniques series. But at best it can only be supplementary. It may be provided for a course, but should not be used for a course (except by whoever wrote it).

2.8 Organization

Yes, but this is fine for the US (possibly), but it needs to be backed up in other ways if it is to provide a model for non-US courses. The delays introduced may make the course unworkable.

2.9 Workshops

The ukTEXug runs workshops, and in general we have found them to be useful, since they enable the participants to bring up issues which are of importance to them. Whoever leads a workshop really does have to be on top of their material. But the reason we run workshops rather than courses is because they can be scheduled for a single day, and therefore place less burden on us in organisational terms; and they can be targetted for more people – therefore being of use to a larger proportion of our membership. We are conscious that longer, more traditional courses are probably required.

2.10 Self-teaching

Any material will be useful here. Let's be honest, most TEXies and LATEXies are self taught. And will continue to be.

2.11 Postamble

This is intended more to provide a basis for a contrary view, rather than a direct criticism of Kees' proposals. It is always far easier to pick on structured proposals than to create one's own.

3 Clarifications to Malcolm's reactions (Kees van der Laan)

Firts of all. Thanks Malcolm for contributing to the discussion. This might be the start for educational issues getting more attention.

3.1 Professionalism vs. vocationalism

Malcolm first makes the distinction between a professional and vocational group, with TUG being the latter. Whether this is true or not does not matter. Whatever group we are, we should conduct business professionally —with organizing and teaching courses as one of the activities.

3.2 Selfsupporting and selfcontainedness

The next point he addresses is selfcontainedness. He is completely right that in TUG's past and (some?) time to come, profitable courses formed a cornerstone for TUG's budget, at least profit was made on it. My point is: it should not be. It should be a cornerstone of TUG's investment policy in 'people.' The way to do this is strive after 'break-even'-ness, with coursetakers, who benefit most, to pay for all the costs involved. Eventually, courses can be strategically subsidized as part of a long-range plan.

3.3 Education committee, or who is responsible?

Because of the image and money involved it should be clear that the Executive Committee and indirectly the BoD, is responsible and make the decisions.[3] Or it should be delegated to the office with a liason in charge. There are a lot of decisions to be taken:

- What courses? When? Interrelation?
- Budget issues (What is the salary of the teacher? What are the costs? What are the fees?...)
- Who are the teachers? (Pedagogical and TeXnical qualifications? Who judges?)
- Courseware?
- Other educational activities? Workshops? TUG-sealed decentralized courses?
- Advertisement policy?
- Which courses should be cancelled under what conditions?
- What does TUG-sealed mean anyways?

My point is that education is a too important issue to be left alone. With realistic budgeting, incalculating all costs, fees can be kept 25% –50% below the plausible level, in my opinion. What I heard at meetings was always about the difficulty to raise money to attend a meeting not to speak about the difficulty in raising the money to attend a course.

> I heard of teachers being able to attend a meeting thanks to the salary earned at teaching.

Much TEX work is not yet respectible, not part of the standard tools in contrast with Wordperfect, THE STANDARD, at least in the Netherlands. Therefore not many employers are willing to pay the (TEX) costs for their employees. This makes attending a meeting a private enterprise, to be combined with holidays or worse sacrificing holidays. The people able to attend courses have the time issues left to talk about; those not able to attend are not asked why, simply because they are not present.

3.4 Teacher's pool

The point I'm trying to make is that there are already teachers around, —so there is a pool already, T/LUG-oriented though— but we need a solid qualification process. Some names.
DANTE: Wolfgang Appelt, Helmut Kopka, Joachim Lamarsch, Joachim Schrod, Norbert Schwarz, ...
GUTenberg: Yannis Haralambous, Raymond Seroul, ...
NTG: Victor Eijkhout, Theo Jurriens, Kees van der Laan, Nico Poppelier, Piet Tutelaers, ...
TUG: Doug Henderson, Amy Hendrickson, Alan Hoenig, Don Hosek, David Salomon, Richard Southall, ...
ukTEXug: Malcolm Clark, Chris Rowley, Philip Taylor, ...
etc.[4]
I'm only arguing that it should be a good policy to have official TUG-qualified teachers. We have a bootstrap problem here. Malcolm's process via teaching assistants is too close to 'old-boyism,' or incrowdness, too restrictive and not sufficient. Having served as teaching assistant should be part of the qualification process, however. By the way I did not work out in my note what should be part of the various modules to be taught nor what should comprise the requirements for qualification.

3.5 Course description

Not only an aid for teachers, but more importantly for the aspirant coursetakers: it should be clear what will be taught and to what detailed/advanced level. Of course, hands-on experience should be part of courses, especially the introductory ones. The homogenity of a group is indeed demanding, ... and tolerable. But, that should be the exception rather than the rule. In my opinion we should have fair descriptions of the standard courses: introduction, intermediate and advanced TEX. Getting

[3] At the moment responsability for TUG course issues is delegated to the TUG office.
[4] I'm not aware of the undoubtedly good teachers in Japan, Russia, Czechoslowakia, Hungary, ...

started LaTeX, modifying LaTeX style files. And their interrelations. Dovetailing might be too strong, but it must be made clear what is the difference between intermediate and advanced. In order to profit most from the modifying LaTeX styles course, it must be clear for example that intermediate TeX is a pre-requisite. If not the teacher is in trouble. For Metafont something like logo design and font design might be thought of. Next to the above there should be room for capita selecta. The latter can be treated differently from an organizational viewpoint, because of the reputation of the teacher. By the way making the teachers known along with the course announcements is good practice, and might increase the confidence of the subscribers.

3.6 Courseware

I really can't see why we should not strive after high-quality courseware, to be made available in the TeXniques series for example.[5] Note that courseware should contain exercise sets and answer sets as well. It might also help to have sets of transparencies available for the standard courses. (Of course teachers might elaborate on these and add to or improve.) All these to guarantee a minimum quality and continuity of courseware.[6] It makes it much easier to have the exercise sets (and answers) separately available, not spread in between the theoretical material. The guaranteed quality of the courseware might also constitute an issue in the advertisements:

> TUG-sealed, qualified teachers using so and so pedagogical principles, and TUG qualified courseware.

There is nothing against self-teaching, except for the time it takes and the lack of feedback, as well as the difficulty in getting insights in the issues spread all over the TeX, LaTeX, or Metafont book. The availability of high-quality courseware might strengthen the internationality of TeX and related tools.

4 TeX and LaTeX education by T/LUG(s) (Don Hosek)

Reading the correspondance between Kees and Malcolm which was forwarded to me on 17 September, I have the following notes.

4.1 Pricing policy

As Malcolm points out, the issue is less one of providing fiscally inexpensive courses so much as providing courses that don't take up a great deal of time. The LaTeX courses which I have taught have, with few exceptions, been largely to clerical staff. There are few offices willing to give up their secretary for a full week which presents a practical problem. On the other hand, short term classes where travel is involved can also be difficult to arrange: A one day or two day class is typically only practical in terms of additional costs to the consumer if it is fairly local. This limits the potential locations for a class since it calls for a relatively high local concentration of potential students. To show a profit, the instructor should generally be local as well. This brings us to the second section.

4.1.1 Teacher's pool

There are fewer qualified teachers than may be apparent at a first glance at the listings in Kees' note. Only 6 of 11 are in North America, with two in New England (both plain TeX), one in rural Illinois (I imagine Victor also teaches plain), two in So Cal (one plain, one LaTeX) and one in the Northwest (MF). The distribution of teachers is almost a mirror image of the distribution of classes. TUG has yet to offer an open LaTeX class west of Chicago (there were two in-house classes offered, one in St. Louis and one in Boulder, CO which are the only ones on this side of the Mississipi). If nothing else, this shows dramatically that there could be room for increasing the pool of teachers. Certification of some sort, however, is a must. I personally like the idea of having the potential instructor TA a class before teaching. I personally had never attended a TeX class before teaching my first (and the first and only experience I had seeing another teacher's style was in College Station when I sat in the back of Malcolm's class and listened to the interesting bits of his class on Graphics in TeX between chapters of Moby Dick. This however does not preclude the need for a genuine certification process. Knowing how to get indentation after a section heading of LaTeX does not make one a good LaTeX teacher. (Incidentally, it was rather painful to look at Kees' "LaTeX" code with its insidious `\\`-s which didn't belong to the structure, not to mention the incorrect use of
`\section*` for
`\section + \setcounter{secnumdepth}{0}`.

4.2 Description of course modules

Trust me. Four days is a minimum for teaching basic LaTeX and that's still a bit tough. The first day is devoted largely to familiarizing students to the equipment and ideology of LaTeX. It's a bit of a jump going from a typewriter to structured markup. As for modifying LaTeX styles in a day, it's difficult to imagine how much of use is going to get covered in that day (I filled five

[5] At the Paris91 Education BoF it was mentioned among others to have standardized exercise sets available.

[6] At Stanford89 I taught a one-day SGML class. No hands-on and no exercise sets! Notes did probably not obey the style for notes.

days with little effort and still didn't cover everything that was necessary).

Teaching font design in five days is a dream. Students can learn to use the tools of MF in 2 or 3 days and create pleasant dingbats or logos with that knowledge, but lettering takes considerably more training (once upon a time, I posted an outline of what was necessary to learn lettering: it involved beginning with learning calligraphy and developing a feel for how the pen shaped the letter, studying classical inscriptional lettering styles and understanding their forms, learning to draw characters with pen and paper and THEN they could start playing with MF or Ikarus or somesuch. TUG really is not equipped to teach font design with MF (the only situation that I would feel reasonably confident about teaching such a class would be Richard Southall or Neenie Billawalla teaching the class as an optional component of a curriculum in type design.

I have no idea what demand driven vs. TEXnical driven means.

In Bart's charts, he has students moving directly from Intermediate LATEX to style files. Not a chance. A more reasonable approach would be Advanced TEX + (ideologically correct) LATEX. Without an understanding of and sympathy for the design philosophy of LATEX, any style file is going to be a piece of ____. I have seen many of these.

Incidentally, on the topic of ideologically correct LATEX, the only published LATEX book that I have seen that meets this requirement is Leslie Lamport's although he has many poor choices of examples in the text. David Buerger's book keeps the other books on the shelf from leaning too much and the 'LATEX for Everyone' published by Personal TEX is marginally better but still unsuitable. My LATEX book is still unfinished (although I am willing to send paper copy to people on the condition that they are willing to critique the texts for me).

4.2.1 Courseware

I've taught courses with material I've developed myself and with other people's material. The latter is seldom an aid to teaching. However, a detailed outline is useful and I've prepared one such outline in conjunction with my LATEX classes. It's somewhat dated at the moment, but I intend to make a revision soon. To get some idea of what I feel a good instructor's outline would look like, I include the first unit in the figure.

Any transparency material should include a detailed explanation of the significance of the slide.

```
I.    Basics of LaTeX
I.1.  What is LaTeX?
How does LaTeX differ from visually-oriented systems? Why is it
better? Explain how in LaTeX one describes what things _are_
rather than how they _appear._ An overview of the LaTeX process
(LaTeX, DVI-to-XXX, print).

I.2.  LaTeX input conventions
The minimum set of commands for a LaTeX document:
\documentstyle, \begin{document} and \verb+\end{document} How
LaTeX treats spaces. Paragraphing. Quotes and dashes. Special
characters ($, %, _, etc.). Case matters!

I.3.  Special spacing considerations
Explain using ~ to get unbreakable spaces; \ and \@ to fix cases
where LaTeX puts end-of-sentence space where it shouldn't or
doesn't where it should.

I.4.  Printing a title
Simple \title and \author (single-author) commands. Noting the
fact that arguments to commands go in braces. Don't introduce
line breaks or \and yet; these are confusing at an early stage.
Point out that the title is only printed if \maketitle is
present and that it must come after \begin{document}.

I.5.  Printing section headers
\section through \subparagraph. Leave out \chapter for now since
we're only doing articles. Also don't teach *-forms. In fact,
*-forms are left out of the class since they are not of any
direct use to the user.

I.6.  Extracts
Introduce the concept of environments; demonstrate the use of
the verse, quotation, and quote environments. Examples of quote
should emphasize the fact that it should be used for short
quotations (single paragraph, often single line) as opposed to
quotation which is used for longer quotations where the initial
paragraph indentation is necessary. Be sure that users understand
```

```
|that a blank line after the \end command indicates that the
|paragraph has ended and will control whether indentation of the
|following paragraph takes place. A similar logical function is
|assigned to the blank line preceding the environment. All
|examples should reflect this (i.e., PUT THEM IN CONTEXT!).
|
|I.7.  Basic math
|Introduce math through the math, displaymath, and equation
|environments. \(...\), $...$ and \[...\] are introduced after
|the corresponding environments since Formulae should be
|restricted to those which can be typed with the characters on
|the keyboard. Note that ' and := do the things that we had hoped
|they would do. Point out to any plain TeX people that $$...$$
|should not be used in LaTeX.
```

Figure 1: Hosek's Example outline

5 Comments (David Salomon)

Kees,

I just received your latest memo on education.

I fully agree with the folowing:

1. Classes should be self supporting and hopefully, but not necessarily, a source of income for TUG. This means that after running a large (introductory) class and making a profit, TUG should be willing to use it to run a small (advanced) class and lose money.
2. Future instructors should demonstrate their TEXknowledge (by passing an exam) and document their teaching ability (by providing a resume or letters of reference). The TUG education committee should be in charge of selecting instructors.
3. Instructors' fees should be flat and not depend on the class or the number of students.
4. Instructors should be encouraged to publish their class notes in TEXniques, or to use somebody else's published notes.

I don't like the idea of 3-day introductory and intermediate classes. I know from long experience that 5 days are minimum.

A general comment: The more advanced a class, the less lab time it needs. Thus the introductory class should be at least 50% lab, but something like output routines can run without a lab at all.

6 Afterthoughts (Kees van der Laan)

The more I come to think of it the more I'm convinced that we definitely need a basic course about publishing independently from the typesetting tool. One could think of teaching the Chicago manual of style. I already adopted this approach when dealing with math; starting from Math Typesetting tradition as detailed in Swanson's book, followed by the mark up of realistic examples taken from math literature. One could also think of a workshop-like approach similar to the one about Mathematical Writing, as reported by D.E. Knuth, Tracy Larrabee, and Paul M. Roberts, MAA Notes 14. During the process of collecting material for

discussion I adapted the original version with respect to: misuse of English, typos, trivially overlooked details, with the consequence that some comments are not quite to the issue. For example while writing this afterthought I decided to include the basic module P about Publishing. The commentors have not been in th position to comment on that. Not correct, but the purpose of getting the discussion off the ground is served by it, and it might facilitate the creation of some sort of report.

Working Group 1: Education
Review: Michael Doob's A Gentle . . .

Kees van der Laan

Compliments

To start with I like it, it is easy reading. We redistribute it! It is at `TeX-nl@hearn` among others, and reprinted in RUG Report 25. As always with introductions the challenge is not to lie too much, when telling the incomplete story. So my review will have the structure of enumerating, with annotations, what is treated in the self-study manual and what I missed. Of course the latter is a matter of taste.
My comments and suggestions are about the September 89 draft. Michael Doob's reactions to that are supplied in footnotes starting with 'MD:'. An easy observation is that *this* manual does not treat TEX version π. Does this mean that the manual is outdated? In my opinion not, but it is certainly incomplete with language specific issues.[1] Furthermore, the manual is restricted to references to pages in the TEXbook; no references to other work has been made. This is understandable from the viewpoint of an introduction.[2]

1 Getting started

Essentially it is told how to get text processed via TEX by the system you are working with.
Strong points at the end of the section are the discussion of weak areas of TEX, although a lot of attention has been paid to those issues since then. (Encapsulated PostScript and Hoenig's work with respect to text with curved baselines.)

1.1 What I missed

I missed the whole concept of Document Preparation Workbench, with among others spelling (style) checker, TEX intelligent editor, and previewing tools.[3]

2 All characters great and small

This is all about inputting the characters and what you can obtain finally in print: the variety of characters and sizes. Also punctuation and how to handle accents is treated. For Latin languages this might be sufficient, for other classes of languages it is not.[4] I would suggest to complicate ex 2.9, the Dutch sentence, into

```
,,M\'{\i}\'{\j}n idee\"en worden niet
  be\"{\i}nvloed'', zei hij.
```

The difficulties here are (lower) opening quotes, which should not influence line distance and should be similar to the closing quotes. About the 'ij', see the contribution of David van Leeuwen, elsewhere in this MAPS91.2. What I typed verbatim is not nice, neither is kerning. A hidden difficulty is that with hyphenation after 'be-' the separator `"` on ïnvloed on the next line has to disappear and the normal `i` has to be used.[5]

2.1 Fonts names

I would like to see the essential groups named and the generally available other sizes mentioned.

2.2 What I missed

The whole concept of hyphenation and the need of hyphenation tables is missing here, although the explicitit use of the hyphenation command is given on p 28.[6]

[1] MD: Actually, there is not much that has been outdated by later versions of TEX. This is because most of the material covered is so elementary that it isn't complicated enough to require the use of TEX 3.xx.

[2] MD: But you do indicate later that a reference to Swanson and/or Cheswick. actually, since your brought it up, it probably would have been better to mention Swanson.

[3] MD: But these are UNIX-type tools. I went to some effort to make the intro machine independent. I could have created the table of contents by generating an aux file, but that code wouldn't have worked on all machines. I think my source code runs on *any* machine.

[4] The accents issue was one of the reasons why virtual fonts were introduced in TEX 3.0.

[5] MD: Of course you are right that TEX has problems with foreign languages, and maybe even at this level this should be pointed out. But do remember The audience at which this document is aimed.

[6] MD: This is also more important with the 3.xx versions of TEX. Multiple languages are possible for one document. Nonetheless, for this audience minimal introduction is probably enough.

3 The shapes of things to come

This is essentially about the page shape and the document structure. How to obtain various paragraph shapes with open space to include other elements is nicely treated. The left-, right- and centerline are also explained. The parameters to control the page apearance are given. They range from the offset to interline distance and the like.

3.1 What I missed

I missed in the *text* how to put elements in the margin.[7] In relation to headlines and footlines I would like to see an example of more than one line in the headline. By use of `\vbox to 0pt`, or `\vtop`, with `\vss`. Perhaps it should be mentioned here as a wish and referred to the section on boxes, where it could be treated as an example.

On the one hand we have the structure entities: chapter, section etc. and on the other hand we have the page elements: headline, text on the page and footline. These issues should have been separated. Page make-up and descriptive mark-up can better be treated separately.

4 {Groups, {Groups, {and More Groups}}}

Here the narrowing of a paragraph is treated as example. Also the problem of matching braces has been paid attention to. The usefulness of the empty group is also mentioned. A bit misplaced seems to me the handling of 'iff' sometimes used in math for if and only if.[8]

A mistake is

> '... when a control word like `\centerline` acts on text following it in, that *text is implicitly in a group.*'

Not true![9]

4.1 What I missed

If matching braces is felt difficult to adhere to, it would have served the purpose to mention special tools for verifying that, for example as part of a TEX-intelligent editor, for example Nelson Beebe's tailored EMACS for LATEX.

5 No math anxiety here!

This chapter consists of examples how to mark up various math constructs. Also the spacing in math mode is detailed with.

5.1 What I missed

The concept of formula classes is missing. Not in the least the empty formula of class 0. Also pitfalls such as a relational ':' takes a different command than the interpunctional ':,' are missing. The relational : is also lacking in the table with relations. A reference to the complete tables in the TEXbook should have been made, especially when the tables given are incomplete. How to mark up the various O's in math should have been treated.[10] I also missed the use of `\l(r)angle` for meta-linguistic variables. That displays will yield centered results is fine with me, but it should have been mentioned that it depends upon the format used. In general how to treat long formulas —hyphenation of math— is neglected, as is automatic numbering and symbolic referencing. Agreed symbolic referencing is not part of plain, but needed in practice nevertheless. Furthermore, attention should have been paid to math typesetting tradition, independently of TEX. For example the use of `\quads`. A reference to Swanson's work is the least that could have been done.

6 All in a row

The typewriter tabbing is dealt with. So are simple tables and lined tables. The centering of the tables is done in a curious way, see p 52; Not by the DEK method of putting a `\vbox` around the table and use this within a math display.

6.1 What I missed

The warning that this treatment is very elementary is needed. Furthermore, the SGML like structuring approach: header rows and contents rows, could have been incorporated.

I would also like to see an example with a cell element restriced to a certain 'hsize', via a `\vbox{\hsize=... etc.}`.

I would welcome an example of a table with a note. These notes can be attached easily to the table as last rows, eventually separated by a (blank) row. I would also like to see how similar tables in subsequent sections can be forced to have the same shape. I mean

[7] MD: This is actually in the macros at the beginning of the source. I wrote that section to help the newer user to see what can be done with relatively simple macros.

[8] The more so when it is not used as such on p 46, where no `\quad` is used either.

[9] With this command it is accidently the case because it contains a box.
MD: You're right, of course. I considered this a little fib, but Anne Brüggemann-Klein convinced me that I had overstepped the bounds of literary license. I changed that section.

[10] See my Math into BLUes paper, for more TEXfalls.

putting hboxes in the template lines. This is useful when reporting financial matters and having a section with income matter treated and another with expenses.

7 Rolling your own

This section deals with elementary macro writing.

8 To err is human

Treated are errors due to: omitting bye, various misspelled command and font names, mismatched math (omitting $'s), mismatched braces.

9 Digging a little deeper

Treated are how to split up large documents, and incorporation of large macro packages as format. Along with the latter LaTeX, and AMS-TeX are mentioned. Then a curious treatment of hrule, vrule and the building of boxes, with the creation of a magic square as an example. Also `\hrulefill` and `\dotfill` are touched upon, in relation to table of contents creation.

10 Control word list

A reference to Cheswick's permuted index for TeX and LaTeX would have been appropriate, prior to the enumeration of the control symbols and commands treated in the syllabus. The formatting in rows is unusual but avoids the balancing of columns problem.

11 I get by with a little help

The answers to most —not all— of the exercises are given. The answers are not numbered, nor are the groups (of section of occurrence) clearly separated.[11] It occurred to me that it was intended to serve as stand-alone examples as well.

11.1 What I missed

The magic square could have been handled more robust by the lined table approach given at p 53; the given solution does not easily extend to magic squares of higher order.

[11] I would consider it good practice to use `\answer` from the the manmac collection. All at hand at the right moment.

Werkgroep 7: PC-zaken

TEX voor MS/PC-DOS PC's en Atari's

Jos Winnink

Oktober 1991

Werkgroep 7 (PC zaken) heeft als werkgroep niet veel activiteiten gepleegd. Toch zijn er enkele vermeldenswaardige zaken te melden.

1 Specifieke implementaties:

- **Atari:**
  Erik Jan Vens heeft twee TEX implementaties aan de tand gevoeld en met de volgende resultaten[1].

product	relatieve snelheid
BR-TEX	1.44
CS-TEX	1.25

  Getest is op een Atari ST met 1 MByte geheugen.
- **MS-DOS:**
  met betrekking tot emTEX is op te merken dat de implementatie van TEX 3.14 zich in een β-test fase bevindt en dat metingen aan deze versies laten zien dat emTEX niet langzamer is geworden. Ook wordt er gewerkt aan een speciale versie voor de 386 processor, die minder geheugenbeperkingen kent. Experimenten met emTEX laten zien dat het mogelijk is om de geheugenindeling van emTEX's standaard `TeX`-programma zodanig te beïnvloeden dat tegelijkertijd zowel een uitgebreide verzameling afbreekpatronen voor het engels(amerikaans) als een uitgebreide verzameling afbreekpatronen voor het nederlands kunnen worden gebruikt. Of een dergelijke wijziging in de geheugenindeling ook nadelen heeft en welke is nog niet duidelijk.

2 Algemeen:

Na een geslaagde actie met het rondzenden van de diskettes met de emTEX distributie voor de MS-Dos pc's langs een kleine 20 adressen en het versturen aan verschillende personen van DVIPS(5.47) ook voor MS-Dos is het nu tijd om tot een bredere aanpak te komen van distributie van TEX voor pc's.

De reeds eerder aangekondigde $\mathcal{NTG}$-TEXdistributie zal spoedig afgerond kunnen worden. Ons staat iets voor ogen dat vergelijkbaar is met de UNIX-tape. Van deze distributie zal een deel afhankelijk zijn van het apparaat (: de executables) en een (groot) deel apparaatonafhankelijk. Tevens wordt het pakket modulair opgezet, zodat een gebruiker slechts dat deel behoeft te installeren dat hij/zij nodig heeft.

Er zullen nog wel enkele logistieke problemen moeten worden opgelost alvorens op (grote) schaal tot verspreiding onder de leden te kunnen overgaan.

[1] Vergelijk voor de getallen het verslag van de werkgroep in de MAPS van mei 1990, p. 33

Werkgroep 13: Nederlandstalige TEX
The Right of ij to be a Ligature

David van Leeuwen

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Ever since caligraphy (beautiful writing) is used as a way to express ones thoughts writers (and later printers) were concerned about how certain letters clashed. In fact, people thought of ways to camouflage these collisions, and they had at least two methods for doing so: One is known as *kerning*, the slightly shifting the letters with respect to one another, the other is the use of *ligatures*, the replacement of the characters by one single but bigger symbol. What combinations of letters were ugly enough to qualify for a ligature has probably always been influenced by fashion. Everyone who has an eye for typesetting must have noticed how in the earlier centuries manuscript had this weird 'ct' ligature. Although our current Roman style of printing looks in some ways much like the older handwritings, a ct-ligature seems completely superfluous. On the other hand with computer typesetting systems like TEX now readily available, people seem to have a tendency to go overboard in 'inventing' new ligatures.

The computer roman family of fonts, designed by Donald E. Knuth after the fonts used in the first editions of his books on Computer Algorithms, is strongly provided with f-ligatures. The fonts appear a little 'old', because most books and newspapers are printed nowadays in the popular Times-Roman set of characters. These seem to need the f-ligatures much less, although there might be a correspondence between the decline of the number of skilled lead-typesetters and the use of ligatures. Now the fonts of characters of the computer modern family are based on English/American use, where these f-combinations appear strikingly often. But in other languages different letter combinations will occur frequently enough to apply for a ligature.

My knowledge of languages is very poor, the only one I can say meaningful things about is Dutch. Dutch is language with lots of 'open' vowels. So many, that we come short of double combinations *ee*, *aa*, *uu*, and *oo* and need to use *ei*, *ij*, *eu*, *ui* for typically Dutch sounds. (Of course, we do have the 'normal' *a*, *e*, *i*, *o* and *u*, and we use *ie* for a long *i*, but the vowel *y* is not used in normal Dutch words.) An odd thing to a foreigner might be that we use the consonant *j* in a vowel combination. To make things even stranger, the pronunciation of the *ij* is identical to that of *ei*, and the letter *y* in the alphabet is pronounced the same way! Sometimes, the *ij* is treated as a single letter. When one capitalizes a word starting with an ij, *both* will be written in upper case, as in 'IJmuiden' (impossible to pronounce by non Dutchmen, by the way). In some cases the ij leads to inconsistencies: some alphabetization programs use the . . . xyz-alphabet, others the . . . xyijz-alphabet.

One of the worst things of running an English TEX version with Dutch text, is that words with an ij are very likely to break *between* the two characters, which is the worst choice. So having a pattern $\mathrm{i}_4\mathrm{j}$ in the `\pattern` sequence is the change that has the highest yield in improving the English version for Dutch. Well, nowadays there are commercial and non-commercial hyphenation patters for Dutch available, so that problem has been solved. Somewhat more delicate is the fact that we would prefer to position the i and the j just somewhat closer together than cm-fonts would naturally do. So a kerning of one k# between the i and j would considerably improve the readability of Dutch texts.

On this subject, whether the ij deserves a kerning or even a ligature and more importantly how this should be implemented on TEX systems, there has been quite some discussion at the Dutch TEX bulletin board. Generally people agree that the ij has a special status, but how we should deal with it is not a question that is solved. Roughly there are two camps. The first thinks that everything should be done using the standard set of cm-fonts and a huge amount of fairly difficult TEX-source spaghetti, so that everybody can use its standard TEX-setup. The second camp has the opinion that special fonts should be used that respect the ij as a ligature, so that typists need no special training for identifying ij's. The difference may be clear: the first group makes it easier for system operators, the second group for the users. Moreover, the first solution is much more 'international' than the second one, while that will run faster and have better readable source texts.

The best thing to do would probably be using virtual fonts. My own knowledge about it is almost nothing (I don't have any written paper on virtual fonts nor do I have any access to one), but I understand that they come in two parts: a .tfm file that instructs TEX, and an other file that tells a dvi driver how to compose characters from which .pk files. In any case, this means that every font that is specific to Dutch needs font space in TeX. For plain-TeX users this is not a large problem, nor will singly Dutch LaTeX documents be hard to process. But multilingual LaTeX users should have to enlarge TeX's font space, since LaTeX uses almost all of the standard capacity of TeX's font memory, and if we were to double the amount of fonts this would become a serious thing. But suppose the system wizards that find room to store two (or more) sets of hyphenation patters will also know do deal with the font storage. Then a language-change macro would have to do two things: change the value of `\language` and change the current font. The latter can actually be done if the font naming conventions of the foreign country has the same structure as the cm-family.

Jörg Knappen noticed that a family of fonts exists that has this property. These are called the dc-family, presumably meaning 'Deutsche Computer modern'. The fonts were actually accepted by the international TeX community at the conference in Cork. In order to see if these would be suitable for the ij (and correlated) problem(s) I ftp-ed one of them, dcr10 (cf. cmr10), in .tfm and .pk form. It consists of 255 characters, among them ones that I have never seen before, but are claimed to be used somewhere in Europe (which I have no doubt about). Most normal Latin letters appear on the same place as in cmr10, but ligatures, accents en special symbols are located elsewhere. There are no Greek capitals in it. A fairly large amount of the upper 128 characters are letters that could be formed by plain TeX with normal accents, in this sense the font can be used with 8 bit input where characters are mapped on identical places, so that the French could use this font directly. The ij and IJ appear as one-symbol letters in positions 188 and 156, but these are *not* declared in the .tfm file as being formed by a ligature ij. So in this sense the dcr10 font merely acts as a bitmap source for the drivers, unless Dutch keyboards are supplied with an ij-key. In fact, a dcr10 user could never do without the cmr10 font, because some characters are missing. Also the ligatures `` !` `` and `` ?` `` are not recognized, although the characters appear in the font.

It is not clear to me how the dcr10 font should be used. It does have the f-ligatures and ligatures for the french double quotes that can be entered as << and >>, but when one types a single < one doesn't get the single french quote (which the font contains) but a smaller-than sign <, which makes no sense outside mathmode. Also it supports the double quote ligatures “ and ”, but does not recognize the double-comma opening quote „ (which the font does contain), which the German and Dutch would like to use. What is the use of an ij-symbol if it is not recognized as an ij-ligature?

Re-reading the discussion on the ij-ligature I see that Gerben Wierda and Johannes Braams have reached a similar conclusion much earlier than me, and Johannes (and also Yannis) noticed than non-dutch people would probably not like an ij-ligature. I am not so sure about that. In Dutch, we do not need the ffl-ligature as much as the English do, but do we bother to have one? I don't think the ij combination occurs much in foreign languages, or that it would matter much that they are kerned a little closer. On Johannes' remark that virtual fonts would be a solution Nico Poppelier argues that not all dvi-drivers supports virtual fonts. In some aspect this is just the same as with 256-character fonts. Some older dvi-drivers didn't support 8 bit fonts although even TeX $2,x$ did, but since the cm-fonts had no more than 128 characters dvi-driver-makers did not bother to support 8 bit fonts. If dvi-drivers do not yet support virtual fonts we must keep asking the programmers to update their drivers.

I think that we must seek for a solution where TeX itself should take care of finding ligatures like ij, double-comma, french quote etcetera. This can be done by either using virtual fonts and the standard cm family, or by a complete new set of fonts like dcr but with language specific ligatures. (One could think of making the 'i' an active character, checking for the next to be a 'j', but let us call this an academic solution since it will not make life very much easier.) Typing `"y` for a ij ligature could be acceptable in English texts where the ligature hardly ever will be needed, but is completely unacceptable for Dutch texts. It would be comparable to asking the English to write `"ff` whenever the ff ligature should be used. Of the two alternatives (virtual fonts and a different family) the former seems more elegant, using less .pk fonts. On the other hand the latter alternative can be more widely be implemented since not all dvi-drivers accept virtual fonts yet.

For either solution people should get together and decide which languages deserve what ligatures. The dc-family may be a good scheme to start from. For a typical national problem like this international portability is less important than ease to read and write the source texts.

I hope that this can be a positive contribution to the question of language dependent ligatures.

Enige Suggesties aan de Redactie van de MAPS

Kees van der Laan

Gezien de discussie op de laatste NTG bijeenkomsten over de gewenste typografische kwaliteit heb ik de volgende kanttekeningen, als een contructieve bijdrage voor de redactie.

Uitgangspunten

- De MAPS-en zijn primair bedoeld als medium voor snelle informatieverspreiding onder de NTG leden. Het is geen tijdschrift, laat staan een typografisch tijdschrift. (Zie notulen.)
- De MAPS-en bevatten bijdragen in het Engels en het Nederlands, en zijn dus 2-talig.
- De redactie streeft niettemin een zo hoog mogelijke kwaliteit na binnen de gestelde en gegeven beperkingen.[1]
- De auteurs houden zich aan de voorwaarden die de redactie stelt.

1 Wat zijn de problemen?

Er zijn opmerkingen binnengekomen m.b.t. onjuiste afbrekingen en slechtogende (automatische) uitvullingen. Daarnaast zijn er de typos en laat het (Engelse) taalgebruik soms wat te wensen over. Ongetwijfeld zijn er andersdenkenden m.b.t. de gehanteerde format. Zijn er ook 'problemen' t.a.v. de inhoud?

2 Zijn er oplossingen?

Jazeker, alhoewel perfectie niet reëel is, gezien de omstandigheden.

2.1 Afbrekingen

De redactie, en Gerard al eerder, gaat over op TEX 3.x, m.i.v. . . . , inclusief benodigde afbreekfiles. Verleden tijd, dus.

2.2 Slechte automatische uitvullingen

Ik zou zeggen des TEXs[2] en editor proofing is nodig op dat punt. Gelukkig bestaat het redactieteam uit 3 mensen, en daar verwacht ik ook wel het een en ander van. Deeltaken uitbesteden kan verlichting brengen, mits de formats algemeen beschikbaar zijn.

2.3 Typos

Voor typos kunnen wij spelling checkers gebruiken. μ-Spell zou NTG eventueel kunnen verspreiden, en voor het Nederlands? Moeten wij daarvoor aankloppen bij het alom beschikbare Wordperfect?

2.4 Taalgebruik

Er zijn hier op zijn minst twee aspecten.

2.4.1 Consistentie

Inconsistentie is alom. Wij zouden iets aan bepaalde woorden kunnen doen door een lijst van namen (met de bijbehorende macros) te verspreiden. Bijvoorbeeld `\AMSTEX`, etc. Ook moeten wij bepaalde conventies afspreken, bijvoorbeeld `\LaTeX~3`. Dan hebben wij nog de klassieke al-dan-niet verbinding van woorden via streepjes, direct of los naast elkaar. Maar daar is het groene boekje voor, tenminste voor het Nederlands. Ook het gebruik van nummering en interpunctie m.n. in de kopjes moet goed afgesproken worden. Itemize vs. description? Een punt? Of de vrijheid van de auteur. etcetc.
Een auteurshandleiding is dus nodig.

2.4.2 Stijl

Ik vrees dat daar structureel weinig aan te doen is, naast de vraag of dat zou moeten. Kromme zinnen accoord, maar wie bepaalt wat recht of krom is?

3 De inhoud

De redactie kan natuurlijk bijdragen weigeren op grond van een slechte inhoud. Structureel bestaat hiervoor het mechanisme van referees. Deze lieden zouden enpassant ook aandacht aan alle voorgaande items kunnen besteden. Worden wij dan niet een beetje topzwaar?

[1] Als altijd: mensen, tijd en geld.
[2] Men neme Southall's 'buses-and-weirdness' bijdrage op de SGML-TEX conferentie vorig jaar in gedachten.

4 De formats

Een aantal zaken moeten daarbij niet uit het oog verloren worden: data-integriteit, gemak, en kwaliteit. Zonder er veel woorden aan te willen vuil maken wil ik openlijk de `tugboat.sty`-s aanbevelen aangepast aan A4 en eigenlijk niet verder, met als argumenten:

- hoge kwaliteit, terwijl het ons weing kost
- alom en vrij beschikbaar
- wordt elders onderhouden
- flexibel t.a.v. TEX en LATEX submissie van kopij
- guidelines for authors zijn beschikbaar

5 Het productieproces

Keer op keer zullen tijdsplanningen niet gehaald worden, in ieder geval dat is de ervaring van Barbara Beeton. Het is belangrijk dat auteurs weten waaraan zij toe zijn

> Wanneer? Wat? Waarmee? Welke vorm?

Een pakketje voor auteurs op de plank hebben liggen kan nooit kwaad: Guidelines en floppies met benodigde sty-files die ook op de server beschikbaar zijn.

6 Naschrift

Zijn MAPS-en op een dergelijke manier nog wel nodig, zeker nu er een NTG–TUG lidmaatschapsoptie bestaat? Kunnen wij alles niet via TUGboat of TTN kwijt? Mijn antwoord daarop is: Neen! De MAPS-en zijn nodig, de naar-eigen-inzichten speelruimte idem dito, vooral wat betreft de inhoud; bovendien is het leuk, of niet soms?