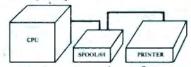


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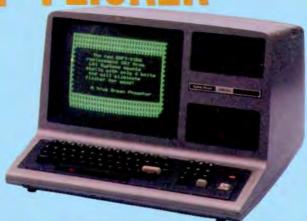
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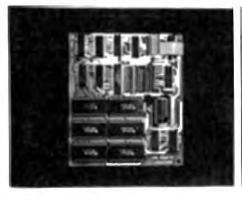
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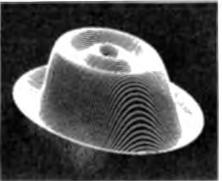
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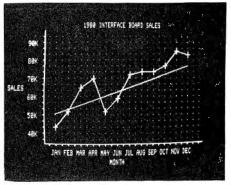
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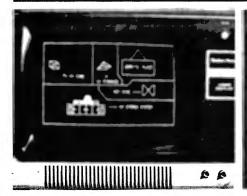


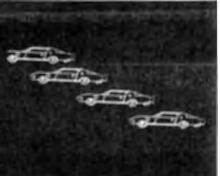
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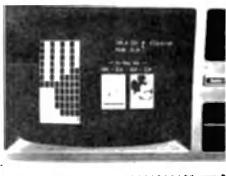
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GOUR COVER shows a Model III in a third grade classroom at Sheridan Elementary School, Tacoma, WA. Fred A. Johnson has photographed another fine cover for us!

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## **Editorial**

The introduction of the microcomputer to our schools has been touted as a revolution in education. I believe that it has been a flop.

Only after the micro has affected a complete cultural change will it become a true companion to education. Schools are very slow to be at the forefront of any major change, let alone technological advance.

Classroom instructors are being inundated with Computer Assisted Instruction, Computer Managed Instruction, Computer Aided Instruction, Computer Science, Computer Literacy, and a plethora of other C's. But the instructors do not have the time nor the inclination to do an adequate implementation. When the microcomputer was first on the market, I was ecstatic. It brought a world of wonder and excitement to my students. It allowed for creativity, problem solving, individualized instruction. structure and demand for detail. I loved it. But the problems are vast and must be addressed.

#### The People Problem

I have found most educators to be wary of the computer. They have been given little experience on any computer system and are not anxious to use machines that are not clear to them. Even today, most instructors do not use an overhead projector, video or other visual aids. Why should we expect something as complicated as a computer to be welcomed with open arms? Thirty years ago, television was going to be the panacea for education, yet most schools leave the telecourses to community centers and adult education, with a Sesame Street or Mr. Rogers thrown in for preschoolers. The classroom instructor tends to be very possessive of his time and the manner in which material is presented. The micros have yet to

convince the instructor that they can do an adequate job for him.

Most instructors have a set syllabus, and will only adopt materials that will match their time schedule, or text, or emphasis on an idea. Only when a piece of software can be slipped directly into a given day's lesson plan will any teacher even consider using it.

Computer fear is an emotion that has been observed by almost everyone in the business. Educators are no different, their adoption of the micro demands that they first be exposed and educated, yet how many schools have spent even onetenth as much on staff training as they have on hardware or software?

#### The Software Problem

Almost all software is sold on an as-is basis, with little or no user modification allowed. Most CAI that is currently offered is on the drill and practice level. An instructor is usually following a given text, but the software is not designed to match. There is little agreement on terminology or vocabulary and many times the instructor has to spend more time helping the student run the program than would be required to do the oneto-one tutoring. If software houses would also supply drill sheets, workbooks that coordinated with a given text, handouts for students and numerous other aids besides just a program, the teachers might be more apt to adopt their materials.

Computer-assisted management offers no real bonus to the classroom teacher. How many instructors are really gaining time by having grades and scores maintained on the machine? Most intructors have to keep a written log of scores, attendance and other data; what advantage is there in having to reenter the scores at a keyboard? The end of the semester grading can be simplified by the computer, but most instructors either keep just a

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simple percentage scale, or base grades on a unique system that would defy even the most sophisticated of routines. Overall statistics are extremely valid for a teacher, but those that would make use of such data are not the ones that have to be convinced that a micro could be useful.

We have had software on everything from algebra to calculus for over a year, and our Math/Sci department has everyone trained in the use of the micro, yet the packages have not been touched. Why? It is still easier to write out a ditto and drill than to have students go to the computers. The problems involved with getting 30 students to work on six machines are just too much. By the way, I still find the programs to be excellent examples of software and a source of discussion, but do I use them regularly? No.

The Hardware Problem Computers are not accessible to



other classes. Even the simplest of micros is difficult to move (let alone the TRS-80 Model I with its multitude of wires and cables). The movement of ten machines from room to room is unrealistic. This means that instruction involving computers would require the scheduling into a computer room. moving classes around, insuring that a knowledgeable computer user is available for running the machines, all of which is an added burden to the instructor and takes away from the class time. What is the value of it all if you lose time just due to logistics?

The industry is still not standardized. Model I, II, III, 16, Color and Pocket are just from one vendor. Combine that with Apple II, III, Pet, Atari 400, 800, IBM, etc., and you have a hodge-podge of machines that do not communicate, or allow for compatibility. After mixing in a few different operating systems and specialized drivers, who knows anymore what will work with what? Only the teacher that devotes days to learning, reading, transferring programs, can keep up. Many schools have opted for just one system, not because it is the best, but because it is the only feasible way to manage it. But, are the students getting the best introduction if they only see one style of machine and language? Hardware and software compatibility would allow for choices to be made based upon merit, not just because it is the only method that will work on a given configuration.

#### The Game Problem

An earlier article by Leo Christopherson in this magazine pointed out how creativity and games go hand-in-hand. I agree completely, but how many educators have students who write games, not play them? Almost every teacher I talked to mentioned the amount of game playing that was being done. The students do find the computer a fascinating servant, but it is the rare student that will take the next step and attempt to program his own entertainment.

Our computer room is packed every day after school, and maybe only two terminals are being used for writing of programs, the rest are full of asteroids, clipper ships and star trekkers. CAI material goes begging. Games are fun, and they do point the way for educators. The best response from students has been given to simulations, those programs that turn a learning situation into a game. The programs from *Creative Computing* have been excellent, and our students used them. Getting the teachers to fit it into their lesson plan was harder.

If the games are a way to entice students to come to the machines, then by all means use them. But we have to offer more to the students once we have them hooked.

#### The Sex Problem

Also, it appears that the current situation is very male oriented, few schools can point to a balanced program. Where are the women? Most introductory classes have an equal number of men and women, but what happens after that? What are educators doing, or what image is being presented, that results in so few women getting really involved with the terminals?

There is no physiological or psychological reason for what is happening, but why are the women not showing up? If anything, their early development of hand-eye and fine motor skills says that the typing and attention to detail would be easier for them than the male students. Age also appears to be a key factor. The occupants of computer rooms tend to be underclassmen. Working on computers and holding a driver's license appear to be mutually exclusive events.

I do not mean to be a prophet of doom and despair. The potential is phenomenal. I have seen 15- to 18year-olds make the computer jump through hoops. I have seen the dedication and involvement of a number of instructors. (If only running a computer room from 2:30 to 5:30 every day was funded as well as coaching!) What I am calling for is a concerted effort on the part of hardware and software manufacturers to look at education from the average classroom teacher's point of view. Once the teachers can call themselves computer users, the revolution will be a breeze.

Cam Brown

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## Letters to the editor

Dear Don.

I received my June 1982 issue of 80-U.S. Journal today and read the article on my chess program at least five times. I loved it! I still laugh when I think of you falling backwards over your chair from the sound of the "audio alert".

Sfinks may be a good program but without an enthusiastic article like yours, it would go on, unnoticed. Thank you. Maybe the moisture you saw on your monitor was a tear of my appreciation. Sincerely,

Bill Fink Pompano Beach, FL

It was our pleasure. -Ed.

Dear Mr. Hall

Congratulations on your appointment as @NEWS column editor! I'm. also a Stringy Floppy enthusiast and have followed your S-F articles with great interest!

I really believe one of the greatest needs of those equipped with S-F is the ability to convert disk programs to use on the S-F wherever possible. In the past, I've mentioned this to Jim Perry and also Exatron.

A series of tutorial articles incorporating the proper approach (and accompanied by S-F programs, etc.) would probably be the way to go. Exatron, so far, hasn't filled this need.

I believe this is all the more necessary now with the proliferation of disk articles at the expense of S-F and cassette-equipped owners. Sincerely,

Daniel A. Armstrong Las Cruces, NM

Dear Sir,

In @NEWS (June 1982) it is stated that one can save and load Exatron "stringy floppy" wafers with a 4 Mhz clock rate. Not true. I have the Holmes' Sprinter installed and find that my TRS-80 runs well with speeds up to 5.32 Mhz, but that the most the "stringy" will tolerate is 2.66 Mhz.

By the way, I don't understand all the praise for the Exatron system.

While faster than cassette recordings, it is quite frustrating because one has to search the whole tape to find a file. And one has to go through twelve keystrokes to activate the unit. Furthermore, the I/O program must be loaded separately — another series of strokes — and when loaded, it often interferes with the program that is supposed to use it. What a difference from disks!

H. Hjortsvang Walnut Creek, CA

Gentlemen,

...may I mention that I have three young teenagers who read your magazine and I find the ad from The Softcore Software Co. offensive.

It seems that people involved with personal computers should be above this "tacky" behavior. Adult book stores and X-rated movie houses are available to those with sexual hangups. Why degrade your magazine for the relatively small amount of revenue from this advertising?

Joe Ames New Ringgold, PA

Gentlemen,

The reason for this letter is to express my reaction to the obvious goals you have for yourselves in connection with 80-U.S. Journal. Your choice of editorial material is intuitive and meets the needs of a hobbyist. Stick with your intuition. Your paper is easier to read, and your type size is legible. I guess you're after more advertising, but for goodness sake, leave room for editorial matter. . .

Stephen L. Javna Englewood, NJ

Our editorial aims and goals were set with our first issue in September 1978. They haven't changed much since then, probably because they were broad enough to cover what came afterwards. We have always been less than 50% advertising, we don't like "continued from the front

to back" articles and we still hope to provide the reader with enough value in each issue to justify the whole subscription price. — Ed.

Good morning:

We are neophytes in the world of computers . . . the new breed, to whom the computer is but a tool — albeit an effective one — to be put to work to process office chores. The school of hard knocks has been our instructor, and we try not to make the same mistake twice. Perhaps your readers would be interested in our experiences and decisions.

Salesmen are a poor source of advice on computers and comparable quality. Secondary school students are little better. Each is biased toward the single line of equipment they are familiar with. Fortunately, we sought advice from throughout a wide area of users and programmers. We discovered first hand the importance of the word "support". . . again, fortunately, before we made the decision on equipment purchases.

Ours is a small, but busy concern. We cannot afford to be "shut down" because of equipment/software failures. Our decision — the TRS-80 Model III. The support provided by the Tandy Corp. and the service network they have established have proven this to have been a most wise decision!

Our accounting requirements demanded computerization. Excellent AP/AR/GL programs are available for the Model III, but only one possessed the features we were looking for — Mini-Biz by Nepenthe Programs, of California, Problems? Certainly. Most of them due to our inexperience. However, we are impressed, again, with the tremendous support we have received from Nepenthe. In an instance or two, features we were looking for have been added by Nepenthe because they made an already excellent series of programs even better.

Most importantly, both Radio Shack and Nepenthe realize the

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importance of providing their support and assistance when we need it; not when it is convenient for them.

We have learned, and are learning. Investigate. Evaluate. Weigh carefully, feature against feature. Discount, in most instances, at least 50 percent of the "advice" given by purveyors of equipment and software. Contact users! They are the real sources of information!

Perhaps some of your readers can benefit from our experiences. Hopefully, they too will become as pleased and satisfied should they try products with the backing and support of the quality of Tandy Corp. and Nepenthe. Have a good day.

> Richard A. Rechlicz Executive Secretary Wisconsin School Bus Assn. Brookfield, WI

Dear Mike.

A postscript to Mr. Walt Crede's letter in your June 1982 issue: We

received a copy of that letter, and after calling Mr. Crede to discuss requirements, it was apparent that a better way of handling control key functions was needed. This was even more important with NEWSCRIPT Release 7, since there are 19 sub-functions for control, many of which are on the left-hand side of the keyboard.

Our solution was to lock the control key for one keystroke, during which time the cursor indicates control mode. Control does not have to be held down thereafter, and pressing any sub-function key both executes the sub-function and also releases the one-stroke lock. This means that NEWSCRIPT now can be operated with one hand, or even just one finger.

The capability is standard in NEWSCRIPT, and may be of interest to others who can use only one hand when typing.

Chuck Tesler Prosoft North Hollywood, CA This letter is ex post facto as I have been using one of your articles for so long and enjoying your publication as well that I think it is high time I wrote and told you so.

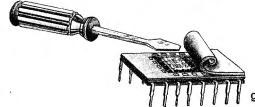
The write-up was "Survival" by Spencer Hall in the March/April 1981 issue and I have been using it ever since. I have a Model I Level II with 48K and a Lineprinter VIII. It is a cassette function which I hope to rectify by including a disk set-up.

Because of the cassette operation it is really hard to run a decent budget program. Now, Survival doesn't do the budgeting for me, but it really helps keep track of the money and which bills were paid on whatever date.

I believe that Spencer (if he hasn't already) should get a real round of applause for this one, it's the best I've seen in any magazine. I hope that he will come up with another program equally as well done as this one was.

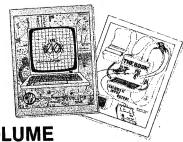
Lorne L. Gordon Edmonton, Alberta, Canada

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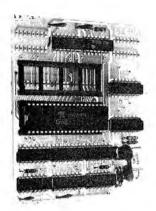
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### Items at random

The circulation of 80-U.S. Journal seems to jump in fits and starts. Seems we hold for awhile, then make a leap. For example, the July issue went to over 5,000 new readers! If this happened every month, we'd be bumping heads with the big boys but fortunately (or is it unfortunately?) it doesn't.

One thing about printing more copies is that our mistakes are copied just that many more times. Here are some corrections for past issues.

#### Corrections

Jerry Latham has written to tell us the following:

"This to inform you of errors in the program listings that accompanied the first installation of my three-part article published in your June 1982 issue. The article was titled "Checkbook". The errors are all (darn it) in the listings. Luckily, they are minor and most readers will probably fix them on their own. But, I owe it to them to provide the proper code.

The first error is in Listing 1; line 600. The last statement should have a comma between the quote mark following the filename BUILDALL and the V. Examples of the correct format are lines 100 through 500.

The second error is in Listing 3, line 10190. The variable called AC in the string build command (it is in parentheses immediately preceding the second plus sign in the line) should be variable ZD.

The third error is in line 10 of Listing 4. The FOR...NEXT loop is set up wrong. The FOR statement in that line should read "FOR Y = ZO TO Z1:" The Y= was left out.

Please pass on my apologies for any inconvenience this caused. They deserve better. I will be typing in the code in each of the three articles right along with them to help catch this type of error.

An additional note should be passed along. Listing 5 (PRINTCK) was designed using an Epson MX-80 without the Graftrax-80 option. I

have since added the Graftrax option and find that not all of the codes are constant. The value in location 14312 actually "floats" during some operations. This causes this routine to give false error indications. The 191=Busy and 63=Ready status codes are valid. A possible quick cure for errors encountered is to delete lines 11030 through 11050 of that listing."

Then there is another letter from David S. Tilton, who wrote the NOTES on the Model II in the June 1982 issue:

"Why is it that mistakes are easiest to detect after they have been published? I found mistakes in the Model II information published in your June issue. A serious mistake concerns the address where the switch to video occurs. It should be F800H to FFFFH and not FF80H to FFFFH. If it started at FF80H that would provide only 128 bytes, nowhere near enough.

The next error deals with the refresh circuitry using wait states to hold off the CPU during the refresh period. At the time I wrote you I was under the impression that the refresh circuitry held off the CPU until retrace time. Not so. It only holds off the CPU until it has finished with the byte that it was processing at the moment. Since the refresh circuitry must be fast to keep up with the scan rate, this is not long, maybe a clock cycle or two. Even though my fears of excessive wait states were groundless, I still think that most programmers would be better off using the SVC via a USR call rather than with patched in PEEKs, POKEs, INs and OUTs."

In the @NEWS Column in June 1982 reference is made to a new 64K board for the Model I. The price indicated it was \$19.95. This is incorrect. The correct price is \$199.50.

In our April 1982 issue, page 32, the article titled "Un-number" makes reference to two program listings. Unfortunately, Listing 1 is incorrect. It should read:

65300 P=17129 65310 P1=PEEK(P)+PEEK(P+1)\* 256 65320 IF PEEK(P+2)+PEEK(P+3) \*256=65300 THEN END

\*256=65300 THEN END 65330 POKE P+2,0:POKE P+3,0: P=P1:GOTO65310

#### Name the Company Contest

We received many really nice suggestions for the name of our book division. There were so many, in fact, that we are having a hard time picking out the one that fits best. We had settled on one, but found that it was already in use. We are busy looking for another. It is a large list from which to select. Please hang on another month while we make up our minds.

#### In This Issue

This is our educational issue. Our new editor, Cam Brown, takes a hard look at computers in education in his editorial. He should know, having spent some 15 years in the field and teaching computing for the last eight years.

Elsewhere, we have articles for the Color Computer, some with programs and one that keeps a student gradebook.

We take a look at the new Daisywheel printer from Smith-Corona, the DT-1 Terminal from Radio Shack and yes, I've got a Model 16 and give an overview of it.

There is an article on Supermonitors, one on the DUMP command and one on controlling your input commands on screen.

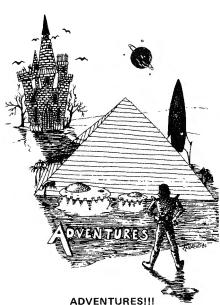
Captain 80 is off on his usual secret agent adventures and Terry Dettmann covers recursive programming in his Files and Foibles column.

We are also covering the results of our reader survey, taken last April. Of course, there is more, but no more space to tell about it.

Our next issue will feature graphics for all models. Enjoy this one, and we will see you in a month. Make yourself a wonderful summer!

Mike

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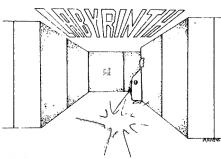
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OSI

# Computer revolution in public schools

#### The economic reality of purchasing computers

Hal Broenkow, Edmonds, WA

For over two years, I fretted that ours was the only high school in the country that was being denied the opportunity to use computers for instruction. This spring, however, an appeal to schools in our state who might be using the TRS-80 computer brought exactly one response. That came from a small private school. Most teachers seem to have had the same kind of luck in acquiring computers for their schools.

As a teacher, I am very aware that a school that does not teach its students about computers is not preparing those students for the world of tomorrow, or even for the world of later on today. In addition, many of us know that computers can do a very good job of teaching us about other subjects.

People who use computers and people who sell computers, nearly all agree that the informationhandling ability of the computer, and the computer's nearly infinite patience, make it uniquely suited to teach.

Suddenly, a great deal of educational software is being offered for sale. A quick look at Radio Shack's latest computer catalog shows three pages devoted to displaying Tandy's "Commitment to Education." A number of the traditional publishers of textbooks are beginning to publish "courseware," as it has come to be called. Some of it works, although much of it is worthless.

It is tempting to say that computers are needed and are inevitable in the schools, both as a subject to study (computer literacy and programming classes) and as a way to learn (Computer Assisted Instruction). Unfortunately, the computer revolution is nearly

invisible in the schools. Most of the students in our district's high schools will never use a computer unless it is at home or at a local computer store. Why? The answer in part, is money. It's enough to make a teacher wish for another Sputnik crisis, like the one in the fifties, that brought millions of dollars worth of teaching equipment into the schools.

Suppose that a four-year high school with an enrollment of 1000 made the decision to allow each student just one classroom period (out of five) on a computer for just one semester (out of eight). This would require the purchase of twenty-five computers - not enough for a full-size class in my school, where the average class size will be thirty-three this year. Picking the Color Computer, for no other reason than its price (\$857 with a television and a cassette recorder), this would cost \$21,425. Now (as they say), if you want a motor in your new car, that will cost extra. Ten percent might be a reasonable figure for software. Add in a little for such things as outlets for all those computers and you find that the minimum investment for such a commitment on the part of a school is about \$25,000 for equipment. Labor costs (a teacher's time) would cost an additional \$10,000 or more per year.

In my own school district, falling enrollment (the "baby boom" just passed) and reduced state funding has forced the district to lay off teachers and increase class size at all levels. The same thing is true in the majority of school districts around the state. The administration says that to purchase computers, they would have to lay

off additional teachers. (I would regret this, because it would further raise class size. Thirty-three trigonometry students are enough, thank you.)

If there is a computer revolution going on, it is being well contained by both the economic restraints I have mentioned and by the conservative treatment of revolutionaries that (had the Tsar known about them) might have kept Russia a monarchy. Let me tell you what happened on the way to the revolution:

Three years ago, convinced that if I had a computer in my classroom, I would be able to do something good with it, I began requesting funds for one. After nine months of asking, I was told that the district was willing to buy a \$1,000 computer.

With a single computer and five classes of thirty students, about all I was able to do was get a hint of the sort of things fifteen or twenty computers would make possible. Another nine months of asking got me another answer: "No." No money, so no computer.

Another several months of asking got me a louder no, in the form of a district-wide moratorium on the purchase of computers. This meant no, not just in my high school, but in the other twenty-five schools in the district too. Further questions yielded the answer that we had a committee working on the issue. Until the district Computer Committee could pick the best computer for school use and the best uses of the computer in the schools, no money would be available.

I soon found myself on the committee, asking the logical (I thought) question, "suppose that the committee finds that computer-

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assisted instruction (C.A.I.) shows great promise, and that Brand X computer is clearly the best one. Will the district buy some computers then?

The answers were always vague and usually rather negative. The one that really made me twitch was that after the committee made its report, the district would have to hire a computer consultant to recommend the selection of a machine and the software to go with it.

As a twenty-year veteran of public education, I have some insight into the pressures felt by administration—pressures that require a documented rationale for any decision which affects policy or spends money. The paper trail laid in our own district was easily as expensive as a single computer of reasonable configuration, and perhaps as expensive as five of them, and our computer consultant has not even been hired.

The simple facts (our computer committee even agrees with me) are:

There is no one best computer on the market today. Schools need number crunchers, sophisticated BASIC and other languages, word processors, graphics displays, color, durability and simplicity. No one computer has all of these in good quantity.

If there were a valid answer to the hardware question today, the answer would be different tomorrow because of the rate at which the industry is developing new machines and changing existing ones.

Most of the software for education is junk. Any good teacher with a little training could write better material than most of the so-called educational programs. Simply putting a traditional workbook into a computer program usually results in a rather fragile and very expensive version of a paper workbook.

Publishers know better than to let teachers "review" a copy of an expensive program that is easily copyable by anyone with a computer to make it run. Any courseware purchased is therefore a pig in a poke. There is no good way to test it before buying.

Thus, deciding to purchase computers is a step that educational

administrators and school boards are reluctant to take, both from the standpoint of dollars and of educational soundness.

The private schools, on the other hand, seem to be better able to make the commitment. They have several advantages (as seen while standing on the grass on my side of the fence). Being smaller, they are better able to make decisions in a short time. In some cases, they spend several times as much per year to educate each student. That leaves some room for discretion. In many other cases, the private schools pay much lower salaries to their teachers, which also helps to leave some money for computers.

The computer revolution, it seems, may be a little late in arriving in many of the public schools.

Back in my own district? Well, this year we have another committee. I'm on it. We're dealing with the question, "Where do we get \$25,000?" One idea is that we ask businesses to contribute cash. What do you think will be the answer?

All I know is that it's hard to feel like a revolutionary when you're on the committee.

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# 10

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# Computerize your individual educational programs

# Hours become minutes when computers write IEPs

#### Model I/III, 16K and up

Computers first earned their popularity as "number crunchers." They had the ability to boil down vast amounts of data into manageable numbers. Their computational speed amazed all. Today, computers still crunch numbers, but their popularity has spread to those who wish to crunch words: word processing.

Being an educator, I have need to communicate and record large amounts of information. This depends greatly on words, a field in which computers can now assist. More specifically, I am a special educator. I work with those students who have "special needs" (a term which founders of special education left appropriately vague).

My job is to deal with students who cannot benefit appropriately from the regular classroom. My colleagues and I deal with many different educational problems — mental retardation, blindness, deafness, learning disabilities, social adjustment . . .

Only a few years ago, the federal government passed a law governing special education. As with most areas in which the government becomes involved, the burden of paperwork multiplied many fold. Public Law 94-142 is the law that, among other things, requires an Individual Educational Program (IEP) for every special education student. Each IEP is divided into goals; each goal is divided into a series of short-term instructional objectives.

Wow, what a pile of paperwork! Multiply the number of subject (and social) areas by the number of goals, and that figure by the number of short-term objectives, and you have a nearly full time job without ever meeting with the student. To follow the law to the letter requires a very unusual person . . . or a computer.

#### One Teacher's Solution

I have had an interest in computers since my college years back in the 1960s. However, it was not until I acquired a TRS-80 in 1978, that I was able to put that interest to work helping to solve my paperwork burden.

Much of the paperwork required for an IEP is repetitious. The goal for Johnny is often the same as for his classmate, George. The law requires that I delineate a set of objectives for each as if the other did not exist.

#### Larry Krengel, Elmhurst, IL

Developing goals is time consuming, but it is done two, three, or perhaps four times a year. Short-term objectives, however, need to be developed much more often if they are to be effective. Weekly would not be unusual.

I have chosen not to hand write short-term objectives, but to have the computer write the objectives from a sequential library of objectives written for a specific subject.

#### The IEP Program

The accompanying program is written in Radio Shack Level II BASIC. It allows a teacher to deal with a group of five students at a time. Based on a bank of standard goals and objectives (listed in the DATA statements), he can plan for each student. When the objectives have been set, the computer's printer prints an "IEP Insructional Objectives" sheet for each student.

These sheets may be kept in a file by date of intended completion. On that date, the student's progress can be evaluated. A record of the evaluation is made in the space provided on the computer printout, using a rating scale which appears on each sheet. The completed sheet becomes part of the student's permanent file.

At this point, a new set of objectives can be set. My TRS-80 changes hours of work into minutes. To most teachers, that means less time for paperwork, more time for teaching kids!

#### How to Adapt This Program

My first recommendation is that a teacher develop a program for each individual subject area (i.e., one for math, one for reading, one for social skills, etc.). Once that is done, the teacher needs to develop a logical sequence of goals, and for each goal, a sequence of short-term objectives. The law then requires the teacher to state the methods to be used and the criteria for judging success. These are then entered as DATA statements, beginning at line 8000. I chose to use a different line for each objective. For example:

Goal - To develop better addition skills.

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**Objective** — Student will learn to carry when adding two three-digit numbers.

Method — Teacher produced worksheets.

Criteria — 90% success.

This becomes:

8010 DATA To develop better addition skills. Student will learn to carry when adding two three-digit numbers. Teacher produced worksheets. 90% success.

When these DATA statements have been developed, the teacher needs to change the dimension statement in line 90 to reflect the number of DATA lines. In lines 100 and 300, the "FORX=1TO.." statements need to be changed to read all of the DATA lines. If an OS error should occur, either the clear statement (line 80) needs to have a larger value, or the number of objectives must be cut.

#### **Printer Commands**

The LPRINT statements are written for an Epson MX-80. These should work appropriately for most similar printers. The IEP Objective sheet is printed using expanded, condensed and standard print sizes. Where it is possible, the emphasized print is used (causing the dot matrix letters to look more like letter quality).

Most teachers entered education because of the desire to teach children . . . that makes sense. The burden of paperwork which weighs heavily on many (particularly special educators) can and should be, eased by the use of computers. With the sharp upswing in the number of computers in schools of all levels, the teacher's burden should be eased by the use of this tool. The development of Short-term Instructional Objectives is one place where the computer can make a significant difference.

#### Program Listing for I.E.P.

80 CLEAR5000 90 DIM G\$(20),O\$(20),M\$(20),C\$(20) 100 FORX=1TO20:READG(X),O(X),M(X),C(X)(X):NEXT 110 CLS 120 INPUT"enter beginning date(M/Y) - " ; BD\$ 130 INPUT" enter ending date - " ; ED\$ 140 INPUT"enter name of implementer - " ; IM\$ 150 INPUT" implementer's title - " ;IT\$ 170 PRINT"would you like a copy of the library of goals? y/n"; 180 A\$=INKEY\$

```
190 IF(A$="n")OR(A$="N")A$="":GOTO500
200 IF(A$="y")OR(A$="Y")A$="":GOTO300
210 GOTO180
300 FORX=1TO20
305 IFG$(X)=""GOTO500
310 LPRINTX;" ";G$(X)
320 LPRINTTAB(5)"short term objective:"
330 LPRINTTAB(10)0$(X)
340 LPRINTCHR$(10)TAB(5)"method:"
350 LPRINTTAB(10)M$(X)
360 LPRINTCHR$(10)TAB(5)"success criter
'ia:"
370 LPRINTTAB(10)C$(X)
380 LPRINTCHR$(10) CHR$(10)
390 IFX/5=INT(X/5)LPRINTCHR$(12)
400 NEXT
500 CLS
510 PRINT"you may enter as many as 5 st
  udents at one time.":PRINT"
                                    (iust
   enter to print IEP's already entered
  )":PRINT
515 FORX=1T05
520 PRINT: PRINT" enter name of student n
  umber ";X;:INPUTS$(X)
525 IFS$(X)=""GOTO2000
530 PRINT"you may enter as many as 5 go
  als per student.":PRINT
540 INPUT"enter goal #1 - ";H(X):IFH(X)
  =\emptyset:J(X)=\emptyset:K(X)=\emptyset:L(X)=\emptyset:I(X)=\emptyset:GOTO59
550 INPUT"enter goal #2 - ";I(X):IFI(X)
  =0:J(X)=0:K(X)=0:L(X)=0:GOTO590
560 INPUT enter goal #3 - ";J(X):IFJ(X)
  =\emptyset:K(X)=\emptyset:L(X)=\emptyset:GOTO59\emptyset
570 INPUT"enter goal #4 - ";K(X):IFK(X)
  =0:L(X)=0:GOTO590
580 INPUT"enter goal #5 - ";L(X)
590 PRINT:PRINT"all correct (y/n)?"
600 A$=INKEY$
610 IFA$="v":A$="":GOTO1000
620 IFA$="n":CLS:A$="":GOTO520
63Ø GOTO6ØØ
1000 CLS:NEXT
2000 LPRINTCHR$ (27)CHR$ (69)CHR$ (10)CHR$
2010 PRINT"enter when the printer is re
  ady": INPUTW
2020 CLS
2030 FORX=1TO5
2040 IFS$(X)=""GOTO3000
2050 CLS:PRINT"now printing student num
  ber ";X
2060 LPRINTCHR$(14)TAB(4)"I.E.P. INSTRU
  CTIONAL OBJECTIVES"
```

2070 LPRINTCHR\$(10)"STUDENT - ";S\$(X);T

AB(5Ø)BD\$;" TO ";ED\$

2080 LPRINTCHR\$(10)"IEP IMPLEMENTER - " 2220 IFY=3N=J(X) ; IM\$;" TITLE - ":ITS 2230 IFY=4N=K(X)2100 LPRINT"\*\*\*\*\*\*\*\*\*\*\*\*\*\*\* 224Ø IFY=5N=L(X) \*\*\*\*\*\*\*\* 2245 IFN=ØGOTO23ØØ 2250 LPRINTCHR\$(14)Y;" ";CHR\$(20);G\$(N) 2110 LPRINTCHR\$(27)CHR\$(70);CHR\$(15)"ST 2260 LPRINT"Short-term: ";O\$(N) UDENT RATING SCALE- " Method: ";M\$(N) 2120 LPRINTCHR\$(10)"A = Accomplished 227Ø LPRINT" 2280 LPRINT" Criteria: ":C\$(N) U = Unsatisfactory progre ss" 2285 LPRINT"Evaluation dateevaluation results-" 2130 LPRINT"S = Satisfactory progress Ul = Lack of motivation" 2290 LPRINTCHR\$(10) 2140 LPRINT"M = Minimal progress 23ØØ NEXTY U2 = Frequent absence 3000 LPRINTCHR\$(12):NEXT 4000 CLS:PRINT"Do you wish to enter mor 2150 LPRINT" e students?" U3 = Inappropriate behavior" 2160 LPRINT" 4010 PRINT:PRINT"1- more students" 4020 PRINT"2- more students/change impl U4 = Goal found to be inappropr ementer and date 4030 PRINT"3- done" 2170 LPRINTCHR\$(18)CHR\$(27)CHR\$(69)CHR\$ (10)"\*\*\*\*\*\*\*\*\*\*\*\* 4040 A\$="": A\$=INKEY\$ \*\*\*\*\*\*\* 4050 IFA\$="1"GOTO500 2180 LPRINTCHR\$(10) 4060 IFA\$="2"GOTO110 2190 FORY=1TO5 4070 IFA\$="3"END 4080 GOTO4040 2200 IFY=1N=H(X) 8000 REM ##### DATA ##### 2210 IFY= 2N=I(X)

#### Figure 1

#### I.E.P. INSTRUCTIONAL OBJECTIVES

STUDENT - Jean E. Smyth

3/30/81 TO 4/16/81

A = Accomplished

U = Unsatisfactory progress

S = Satisfactory progress

U1 = Lack of motivation

M = Minimal progress

U2 = Frequent absence

. ...... p. ag. aas

U3 = Inappropriate behavior

U4 = Goal found to be inappropriate

\*

1 To develop better addition skills.

Short-term: Student will learn to carry when adding long columns of numbers.

Method: Teacher produced worksheets.

Criteria: 90% success

Evaluation date-

evaluation results-

To develop an understanding of the bianary system.
Short-term: Student will learn to count to 16 in the bianary system.
Method: TRS-80 computer exercise.
Criteria: Two consecutive "smile faces" at the conclusion of the program.
Evaluation date-

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August, 1982 19

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# Birth of a legend.



# Epson.

A whole new generation of Epson MX printers has just arrived. And while they share the family traits that made Epson famous — like unequalled reliability and ultra-fine printing — they've got a lot more of what it takes to be a legend.

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What's more, on the new-generation MX-80, MX-80 F/T and MX-100, you get GRAFTRAX-Plus dot addressable graphics. Standard. So now you can have precision to rival plotters in a reliable Epson printer. Not to mention true backspace, software printer reset, and programmable form length, horizontal tab and right margin.

All in all, they've got the features that make them destined for stardom. But the best part is that beneath this software bonanza beats the

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# Uh...three legends.

heart of an Epson. So you still get a bidirectional, logical seeking, disposable print head, crisp, clean, correspondence quality printing, and the kind of reliability that has made Epson the best-selling printers in the world.

All of which should come as no surprise, especially when you look at the family tree. After all, Epson *invented* digital printers almost seventeen years ago for the 1964 Tokyo Olympics. We were

the first to make printers as reliable as the family stereo. And we introduced the computer world to correspondence quality printing and disposable print heads. And now we've given birth to the finest printers for small computers on the market.

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|--|-------------------|--------------|--------------------|---------------|------------------|------------------|
| Bidirectional printing   | х                 | X            | Х                  | Х             | Х                | х                |
| Logical seeking function   | Х                 | X            | X<br>X<br>X<br>X   | х             | X                | X<br>X<br>X<br>X |
| Disposable print head  | χ                 | X            |                    | X<br>X<br>X   | X                |                  |
| Speed: 80 CPS  | ·X                | X            |                    |               | X                |                  |
| Matrix: 9 x 9  | X                 | X            |                    |               | X                |                  |
| Selectable paper feed  |                   |              | Х                  |               | X                | X                |
| PAPER HANDLING FUNCTIONS   |                   |              |                    |               |                  |                  |
| Line spacing to n/216  |                   | Χ .          |                    | Х             | Х                | Х                |
| Programmable form length   | X                 | X            | Х                  | Х             | X                | X                |
| Programmable horizontal tabs   | Х                 | X            | Х                  | х             | X                | X                |
| Skip over perforation  |                   |              | Х                  | х             | X                | X                |
| PRINT MODES AND CHARACTER FONTS  |                   |              |                    |               |                  |                  |
| 96 ASCII characters  | х                 | Х            | Х                  | Х             | Х                | х                |
| Italics character font   |                   | X            |                    | Х             | X                | Х                |
| Special international symbols  |                   |              |                    | Х             | X                | X                |
| Normal, Emphasized, Double-Strike<br>and Double/Emphasized print modes | х                 | x            | х                  | x<br>x        | X<br>X           | X                |
| Subscript/Superscript print mode                                       |                   |              |                    |               |                  |                  |
| Underline mode   |                   |              |                    | X             | X                | X                |
| 10 CPI   | X                 | X            | X<br>X             | X             | χ                | X                |
| 5 CPI  | X                 | Х            |                    |               | Х                | X                |
| 17.16 CPI  | X                 | X            | X                  | X             | X                | Х                |
| 8.58 CPI   | X                 | . X          | Х                  | X             | χ .              | X                |
| DOT GRAPHICS MODE  |                   |              |                    |               |                  |                  |
| Line drawing graphics  |                   |              |                    | х             | Х                | Х                |
| Bit image 60 D.P.I.  |                   | х            | Х                  | X             | Х                | X                |
| Bit image 120 D.P.I.   |                   | X            | Х                  | Х             | X                | х                |
| CONTROL FUNCTIONS  |                   |              |                    |               |                  |                  |
| Software printer reset   |                   | х            |                    | Х             | X                | х                |
| Adjustable right margin  |                   |              | X                  | х             | X                | χ                |
| True back space  |                   | X            |                    | х             | X                | X                |
| INTERFACES   |                   |              |                    |               |                  |                  |
| Standard — Centronics-style 8-bit parallel                             | X                 | х            | Х                  | Х             | Х                | Х                |
| Optional — RS-232C current loop w/2K buffer                            | X                 | . X          | X                  | X             | X                | X                |
| RS-232C x-on/x-off w/2K buffer   | х                 | Х            | Х                  | . X           | Х                | Х                |
| IEEE-488   | X                 | X            | X                  | X             | X                | Х                |

<sup>\*</sup>Tandy TRS-80 block graphics only available with GRAFTRAX 80.

ABCDEFGHIJKLMN abcdefghijklmn ABCDEFGHIJKLMN abcdefghijklmn Ø1234
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ABCDEFGHIJKLMNAbcdafghijklann*abcDefGHIJKLMNabcdafghijklannø*1234 ABCDEFGHIJKLMNDPGRBTUVMxabcdefghijklangggratuvm*kBCDEFGHIJKLHNOPGRSTUVMXebcdefghijklangggratuvmxe*1234567

# Color Computer gradebook

# Maintain a record of grades and compute report card averages

Color Computer with Extended BASIC, 16K and cassette

Lynn H. Davis, Clay, NY

lt's not that I dislike doing report card averages — heaven knows how important they are. The problem is that they take me so... much... time. Add to that the boredom involved in doing the same mathematical calculations over and over again (once for each of my students), and you get an idea of why my stomach used to do a flip-flop everytime I found blank report card forms in my school mailbox.

**Electronic Technology** 

Fortunately, electronic technology has reduced the time and drudgery involved in coming up with a student's grade. When I started teaching ten years ago, we had two methods available to calculate report card averages. One way was to use pencil and paper. I remember it taking me (on and off), about a week to do all of the necessary addition and division.

The second method available to teachers was the school's adding machine. It was a big, green, electrical monster that printed out a student's grade average on adding machine tape, and gave a "remainder" when it divided, rather than the decimal equivalent. I fondly remember that the machine added numbers relatively quickly, but when you hit the divide key, the monster made all kinds of funny noises and took from 5 to 10 seconds before it could come up with the answer.

The adding machine was faster and more accurate than pencil and paper. Since it couldn't leave the school, teachers would race each other to the faculty room to be the first in line to use it. With the adding machine, I needed about four days to do my report card averages.

A few years later, hand-held calculators hit the market. For \$75.00, I got one that performed six functions (!) as fast as you could press the keys. At the time, the calculator was the marvel of technology. With it, I could do my report card grades at home in about six hours.

Two years ago, I bought one of those programmable **22** 80-U.S. Journal

calculators. The little beauty has 40 keys, and performs 70 functions. It also has ten memories and will accept a 32-keystroke "formula" — all for \$25.99. With this calculator, report card time was reduced to a five-hour stretch

Then I brought home my TRS-80 Color Computer. With 16K, Extended BASIC, a cassette, and the Line Printer VII, I was once again ready to cut down the time involved for one of my "favorite" activities. Almost before the computer was out of the box, I was searching the software for a report card grade calculation program.

#### **Problems**

It didn't take me long to realize that the available programs (for Model I and III) were not what I was looking for. First of all, some of the programs required setting up files on cassette tape. If you're looking for speed, this is definitely not the place to find it. Besides, I knew that eventually I would end up recording new grades on top of old files, and really end up with a mess.

The second problem I found was that some software programs required the user to assign a "weight" (usually in terms of a percent) to every single grade given to a student. While most teachers know how much they want homework assignments, laboratory experiments, quizzes and tests to count, they don't want to sit down with a calculator and figure the weight of each grade to the nearest hundredth of a percent. This is, after all, what we have the computer for.

The third problem, and by far the most important, was that some of the programs assumed that every student did the same number of assignments. With the individualization that goes on in today's classroom, some kids end the marking period with fewer required assignments. Add to that, the fact that some kids are absent, and don't get in all their back work until after

report cards are handed in, and it becomes evident that a program must be able to take into account a variable number of grades.

I should also point out how the second and third problems react with each other. If you have a program that allows a variable number of grades, and also one in which every grade must be assigned a weight, the weight of each grade must be input for each individual student. For example, if student A has 10 assignments (and assuming the teacher wants to weigh each grade equally), each grade would be assigned a weight of 10 percent. But if student B only had to do nine assignments, the teacher has to input a weight of 11.11 percent for each grade.

The example above assumes that a teacher wants each grade to count equally. If different grades were to be assigned different weights, and different kids did different assignments, a teacher would then be locked into calculating different percentage weights for each student. It would be just as easy to forget about the weights and run all the grades right through the calculator.

#### The Decision

With no software available that performed exactly as I wanted, I decided I would have to make my own. After some careful thought, I decided that the program should incorporate the following parameters:

- (1) The program must be fast and easy to operate, using the hardware that I now have.
- (2) The student names and grades should be part of the program, incorporated into DATA statements. DATA statements were chosen because I don't have a disk drive, and cassette files are just too slow.
- (3) The program must allow for a number of different categories of grades (i.e., homework, labs, reports, quizzes, tests, etc.)
- (4) The program must be flexible enough to allow for a weighting of grades, but not so inflexible that the weighting has to be calculated for every single grade.
- (5) The program must allow for a variable number of grades per category for each student.
- (6) The averages should show on the CRT and dump to the printer.
- (7) Not only should the program be used to calculate individual marking period averages, but it should also serve as a vehicle to store those marking period grades until the end of the year. In that way, they can be used, with input of the final exam grade, to calculate the students final average.
  - (8) The student grades must be easy to update.

#### The Program

With the above parameters in mind, the program I've designed is shown in the listing. The program is relatively straightforward with a number of REMarks to help you follow the flow. There are several important sections of the program that need to be discussed, as they directly control the end product.

The first thing you should notice are the DATA statements (the names and grades are fictitious in order to protect the innocent). There are two DATA lines for each student and they may look like the following Pho. Wither A powerful information processing system that interfaces text processing and

data management.

Users have praised Midwest Data System's Auto-Writer for its unique, versatile approach to data base management.

#### Now DATA-WRITER does even more:

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DATA-WRITER is both powerful and easy to use. It has speed and versatility not available in any so-called data base management system. As one Auto-Writer user said, "Why hasn't someone done this before!'

For the TRS-80 Model I/III (48K, 2 disk drives, lower case required). Available at your favorite software store, or order from **Software Options**, 19 Rector Street, New York, N.Y. 10006. 212-785-8285. Toll-free order line: 800-221-1624. Price: \$125 (plus \$3 per order shipping and handling). New York State residents add sales tax. Visa/ OFTWARE Mastercard accepted.

#13

**OPTIONS INC** 

example.

3000 DATA ANDERSON, 80, 90, 83, 1, 1, 74, 85, 1, 92, 1

3005 DATA 70,80,85

The DATA statement line numbers that end in zero contain the student's name and current grades for the marking period. The number 1 is a flag to the computer that separates one category of grades (with a certain weight) from another category of grades.

In this particular example, student Anderson has completed three homework assignments (grades of 80, 90 and 83), not yet completed his project (and thus no grade between the 1s), two lab experiment grades, and one test grade.

The second DATA statement (or the ones ending in five) contains student Anderson's averages for the previous three marking periods. The marking period grades in line 3000 will be used to calculate the fourth marking period average.

You can actually have from one to ten different categories of grades in line 3000 (a category being such things as homework assignments, quizzes, laboratory experiments, projects, tests, independent study, extra credit, etc.). The only drawback is that every student must have the same number of categories of grades in his DATA line (in other words, each line must have the same number of 1s). The saving grace is that you do not have to record marks into each category.

In the example using student Anderson, he hasn't done the project yet, so there is no grade recorded in that category. Lines 1020 - 1040 take care of the percentage weights assigned to categories where there is no grade yet.

If the empty category is anywhere on the DATA line, except in the last position, line 1020 recognizes that fact and automatically assigns that empty category weight to the next used category. In that way, student Anderson is not penalized because he didn't need to hand in his project yet. The percentage weight assigned originally to the project is just added to the next category (in this case the lab grades).

If the last category is empty of grades, then lines 1030 and 1040 automatically add that percentage weight into the students total grade up to that point. This, again, does not penalize the student.

On the other hand, if student Anderson fails to complete his project by the prescribed date, then I would put a grade of zero between those 1s. The computer would read the zero, and multiply it by the percentage weight. This would penalize student Anderson as he may end up with, say, 20 percent of his grade based on a zero.

Lines 390 - 480 control the input of weights for each category, and line 2230 reminds me what each category is, and the order that they are in. If you know that certain categories may have no grades in them, care should be taken in their alignment so that the weight of an unused category is added to the category you desire.

#### Why Two DATA Lines?

There are two DATA lines for each student, to save me

some additional time. At the beginning of each new marking period, all I will have to do is some quick EDITing to get started. I'll HACK away all of the old grades, and put in any new marks for the next marking period. I will then EDIT line 3005 by EXTENDING it to include the fourth marking period average.

If both sets of grades were on the same line, the EDITing would be more time consuming, because I would have to take care to DELETE only classwork grades, and not marking period averages.

#### **Modifications**

As the program is written, you can have from zero to 25 marks in each category of grades. This is controlled by line 990, and this upper limit can be changed to any number you wish. I used 25, because I doubt that I will ever have more than 25 grades in any one category.

If you have less (or more) than six marking periods in your school year, you will have to make the necessary modifications in lines 1370 - 1460 (which read the appropriate number of marking period averages). You would also have to modify the GOSUB in line 1180 which reads the six marking period averages at the end of the year.

If you have other than six marking periods, line 1200 would need to be changed to add together the appropriate number of marking periods and divide them by that number. You would also need to modify the PRINT#-2 statements in lines 790, 800, 1560-1620, 1670 and 1780.

Line 1270 calculates the student's final average and is based on two-thirds of his marking period average (I) and one-third of his final exam score (L). This line would need to be changed if your school uses a different formula to calculate a final average.

#### The End Result

In addition to the display on the CRT, there are two types of printouts that result from this program. Figure 1, is a typical printout showing the current marking period averages for each student. Next to that grade, is a space for any comments you may wish to make regarding that student or his grade (absent, incomplete work, etc.). The student's previous marking period averages are also shown so that you can note any progress (or lack of progress) the student is making.

The second printout, Figure 2, will be used only at the end of the year. You see the student's name, his six marking period averages, his final exam score (which must be input), and his final average.

The display on the CRT shows the student's name and average, and if the student's grade is below 65 percent (a failing grade in my district), his grade is underlined in red and a sound is generated by the computer to call your attention to it. Lines 1500, 1520, 1640 and 1670 control these features and can be modified to fit your own particular situation.

#### The Highlights

This program offers several nice features that make using it very convenient.

(1) It uses a weighted grade feature, but the weights

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are by categories of grades rather than individual grades.

- (2) You can have any number of grades per category (you can even have no grades in a category).
- (3) There is no waiting for the cassette to load in files, as all of the students and their grades are part of the program.
- (4) I use one cassette tape per class. All I have to do is load the program, EDIT the DATA statements, run the program for a current update and print out, and then CSAVE the program for the next update.
- (5) It is very easy to modify the grades in the DATA statements. Extended BASIC gives us an EDIT command, and with it we can DELETE, INSERT, CHANGE, SEARCH and HACK very rapidly.
- (6) There is plenty of memory space available for the usual number of kids in a class. The program, as shown in the listing (even with all the REMarks and the 15 students), will load into the computer without needing a PCLEAR 1 or POKE 25,6:NEW direct command. The PCLEAR 1 command is built into the program (lines 150 and 2170 2200) in case you need it. If you have a lot of DATA, you may have to give the computer a direct command before loading the tape.
- (7) The program will calculate student marking period averages on a minimum of one grade. This is a desirable feature because I can get a printout of averages everytime I update the grades. This, in turn, will allow me to easily monitor all student grades, and will tell me almost immediately if a student is headed into academic trouble.

#### How Fast Is It?

I know you're all wondering how much time it takes me to do my grades, now that they are "computerized." I usually update student grades four to five times per marking period, and it takes me around 50 minutes to EDIT in the new grades each time.

My total time is now down to about four hours. That time, however, is divided up over the six-week marking period, which to me means no "plop plop — fizz fizz" when I find those blank report cards hiding in my mailbox.

#### Program Listing for Gradebook

| 10 REM ***************         | r   |
|--------------------------------|-----|
| 20 REM                         |     |
| 30 REM REPORT CARD AVERAGES    |     |
| 40 REM                         |     |
| 50 REM BY: MR. LYNN H. DAVIS   |     |
| 60 REM 4316 AMBLEWOOD LANE     |     |
| 70 REM CLAY, N.Y. 13041        |     |
| 8Ø REM                         |     |
| 90 REM TRS-80 COLOR COMPUTER   |     |
| 100 REM 16K EXTENDED BASIC     |     |
| 110 REM LINE PRINTER VII       |     |
| 120 REM CASSETTE TAPE RECORDER |     |
| 130 REM                        |     |
| 140 REM *****************      | k X |

```
15Ø GOTO 217Ø
160 GOSUB 1850
170 CLS
180 PRINT: PRINT" THIS PROGRAM CALCULATE
S THE"
190 PRINT"INDIVIDUAL MARKING PERIOD"
200 PRINT"AVERAGES FOR STUDENTS, AND IS
210 PRINT"BASED ON A WEIGHTED VARIABLE
   SYSTEM."
220 PRINT: PRINT" YOU WILL BE ABLE TO SE
E THE"
230 PRINT"STUDENT NAMES AND AVERAGES"
240 PRINT"SHOW ON THE SCREEN AND/OR PRI
NT"
25Ø PRINT"OUT ON A PRINTER."
260 PRINT: INPUT"PRESS <ENTER> TO CONTIN
UE"; Z$
270 CLS
280 PRINT: PRINT" WHICH WOULD YOU PREFER
:"
290 PRINT"
             1. SHOW AVERAGE ON SCREEN.
300 PRINT"
             PRINT OUT OF AVERAGES."
310 PRINT"
             INPUT OF FINAL EXAM TO"
320 PRINT"
                CALCULATE FINAL AVERAGE
330 PRINT"
                WITH PRINT OUT."
340 PRINT:PRINT
350 PRINT"TYPE IN THE NUMBER OF YOUR"
360 INPUT"CHOICE AND PRESS <ENTER>";W
370 IF W<1 OR W>3 THEN 270
380 CLS:TB=0
390 PRINT: PRINT"HOW MANY DIFFERENT cate
gories"
400 PRINT"OF GRADES ARE ON THE FIRST DA
TA"
410 INPUT"LINE <1 TO 10>";DG:IF DG<1 OR
 DG>10 THEN 380:IF W=3 THEN 490
420 PRINT: PRINT"WHAT IS THE WEIGHT OF E
ACH TYPE OF GRADE?"
430 FOR T=1 TO DG
440 INPUT D(T)
450 NEXT T
460 REM CHECK WEIGHTS TO MAKE SURE THEY
 EQUAL 100
470 FOR T=1 TO DG:TB=D(T)+TB:NEXT T
480 IF TB<>100 THEN TB=0:CLS:PRINT"WEIG
HTS DO NOT EQUAL 100":GOTO 420
490 CLS
500 PRINT@192,"HOW MANY MARKING PERIOD
GRADES"
510 INPUT"ARE THERE ON FILE <0 TO 6>";B
520 IF B1<0 OR B1>6 THEN 490
```

530 IF W=3 AND B1<>6 THEN 540 ELSE 580 540 PRINT032,"YOU MUST HAVE 6 MARKING P

ERIOD"

|             | Gradebook  |
|-------------|--|
|             | PRINT"GRADES ON FILE TO CALCULATE T                                    |
| HE"<br>56Ø  | PRINT"FINAL GRADE."  |
| 57Ø         | GOTO 500   |
| 58Ø         | IF W=1 THEN 820  |
| 590         | CLS  |
| 600         | PRINT@229,"WHAT IS TODAYS DATE?"                                       |
| 610         | LINEINPUT ";K\$  |
| 62Ø         | CLS  |
| 630         | REM CHECK STATUS OF PRINTER  |
| 640         | Z=PEEK(65314)  |
|             | IF Z=4 OR Z=6 THEN PRINT@160,"I SEE<br>AT YOUR PRINTER IS ON" ELSE 670 |
|             | PRINT"LINE. PLEASE ALIGN THE PAPER.                                    |
| н           |  |
|             | IF Z=5 OR Z=7 THEN PRINT@160,"PLEAS                                    |
|             | JRN ON YOUR PRINTER" ELSE 690  |
|             | PRINT"AND ALIGN THE PAPER."  |
|             | PRINT: PRINT   |
|             | INPUT"PRESS <enter> WHEN READY"; Z\$</enter>                           |
|             | CLS: PRINT@228, "printing heading on                                   |
|             | per"   |
|             | REM PRINT HEADING ON PAPER   |
|             | PRINT#-2,CHR\$(31); "C.J.H.S."   |
|             | PRINT#-2, CHR\$ (3Ø); "MR. L. DAVIS"                                   |
| 750         | PRINT#-2,"6th PERIOD"  |
| 760         | PRINT#-2, "STUDENT AVERAGES"   |
|             | PRINT#-2, "UPDATE: "K\$  |
| 78Ø         | FOR S=1 TO 2:PRINT#-2,CHR\$(10):NEXT                                   |
| S<br>79Ø    | IF W=2 THEN PRINT#-2, "STUDENT   |
| מפו         |  |
| P2          | AVERAGE COMMENTS MP1 M MP3 MP4 MP5 MP6"                                |
|             |  |
| 800         | MP1 MP2 MP3 MP4 MP5 MP   |
| 6           | EXAM FINAL AVE."   |
|             | PRINT#-2, CHR\$ (10);  |
|             | J1=1:L=0:L1=0:P=0:P1=0:HA=0  |
|             | CLS  |
|             | REM PLACES BORDER ON THE SCREEN  |
|             | FOR Y=1 TO 10:PRINT@95+Y,C\$;:PRINT@                                   |
|             | +Y,C\$;:PRINT@383+Y,C\$;:PRINT@4Ø5+Y,C                                 |
| \$ <b>;</b> |  |
|             | NEXT Y   |
|             | FOR Y=1 TO 14:PRINT@72+Y,C\$;:PRINT@                                   |
|             | FY, C\$; :NEXT Y   |
|             | PRINT@128,C\$;:PRINT@159,C\$;  |
| 890         | PRINT@352,C\$;:PRINT@383,C\$;  |
|             | REM GRADE CALCULATIONS   |
|             | C=1:C1=0:H=0:HT=0:X=0:HA=0:T1=0:G=0<br>=0:T4=0                         |
|             | REM READ THE STUDENT NAME  |
|             | READ N\$   |
|             | IF N\$="END" THEN 1700   |
| 95Ø         | REM COUNT THEN NUMBER OF STUDENTS                                      |
|             | J=J1+J   |
| 97Ø         | REM READ THE GRADES FOR THE CURRENT                                    |
|             | RKING PERIOD AND CALCILATE THE AVE.                                    |

MARKING PERIOD AND CALCULATE THE AVE.

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Gradebook 980 FOR A=1 TO DG 990 FOR X=1 TO 25 1000 READ H 1010 REM REARRANGE THE WEIGHTS IF A STU DENT HAS NO GRADES IN A CERTAIN CATEGOR 1020 IF H=1 AND Cl=0 AND A<>DG THEN Q=D (A)+O:ZA=1:GOTO 1060 1030 IF H=1 AND Cl=0 AND A=DG AND ZA=1 THEN HA=(T3\*(D(DG)+Q))/100:GOTO 1140 1040 IF H=1 AND Cl=0 AND A=DG THEN HA=( T3\*D(DG))/100:GOTO 1140 1050 IF ZA<>1 THEN Q=D(A) 1060 IF H=1 AND Cl=0 THEN NEXT A 1070 IF H=1 THEN 1110 1080 HT=H+HT: REM ADD THE GRADES TOGETHE R IN ONE CATEGORY 1090 Cl=C+Cl:REM TOTAL OF THE NUMBER OF GRADES IN A CATEGORY 1100 NEXT X 1110 IF ZA=1 THEN Q=D(A)+Q 1120 T1=0:T1=HT/C1:T2=T1+T2:T4=T4+1:T3= T2/T4:REM AVE. GRADE/CATEGORY, TOTAL & A 1130 HA=(T1\*Q)/100:REM MULTIPLY THE AVE RAGE BY THE PERCENTAGE WEIGHT 1140 G=HA+G: REM ADD TOGETHER THE AVERAG ES IN EACH CATEGORY FOR MARKING PD. AVE 1150 HT=0:Cl=0:ZA=0:Q=0 1160 NEXT A 1170 REM READ THE 6 MARKING PERIOD GRAD ES IF NEEDED 1180 IF W=3 THEN GOSUB 1460 ELSE GOTO 1 1190 REM ADD THE 6 MARKING PERIOD GRADE S TOGETHER 1200 I = (M1 + M2 + M3 + M4 + M5 + M6)/6121Ø PRINT@192," STUDENT: ";N\$
122Ø PRINT@224," FINAL EXAM GRADE..... 1230 INPUT L 1240 REM TOTAL ALL FINAL EXAM GRADES 1250 Ll=L+Ll 1260 REM CALCULATE THE STUDENTS FINAL A VERAGE FOR THE YEAR 1270 P = (I + I + L)/31280 REM ADD TOGETHER ALL THE FINAL AVE RAGES 129Ø P1=P+P1 1300 GOTO 1620 1310 REM SOUND FOR A FAILING GRADE 1320 IF G<65 THEN FOR Y=150 TO 100 STEP -5:SOUND Y,1:NEXT Y 1330 REM ADD ALL THE MARKING PERIOD GRA DES TOGETHER

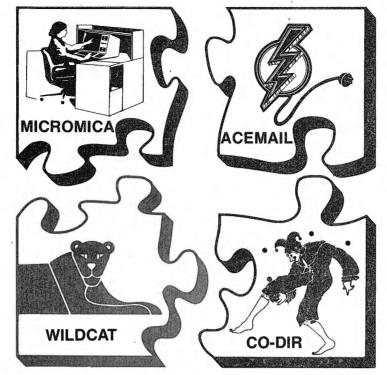
134Ø G1=G+G1 28 80-U.S. Journal 1350 REM CALCULATE THE CLASS MARKING PE RIOD AVERAGE 136Ø B=G1/J 1370 IF B1=0 THEN 1480 1380 REM IF MENU CHOICE WAS 1 OR 2 THEN READ THE RIGHT MARKING PERIOD AVERAGES 1390 IF W<>3 THEN ON B1 GOSUB 1410,1420 .1430.1440.1450.1460 1400 GOTO 1480 1410 READ MI:RETURN 1420 READ M1, M2: RETURN 1430 READ ML.M2.M3:RETURN 1440 READ M1, M2, M3, M4: RETURN 1450 READ M1, M2, M3, M4, M5: RETURN 1460 READ M1, M2, M3, M4, M5, M6: RETURN 1470 REM PRINT ROUTINES 1480 IF W<>3 THEN PRINT@197, "student grade" 1490 REM UNDERLINE A FAILING GRADE IN R 1500 IF G<65 AND W=2 THEN FOR Y=1 TO 5: PRINT@278+Y, CHR\$ (143+48); :NEXT Y 1510 PRINT@229, USING V3\$; J,Q\$,N\$,G 1520 IF G<65 AND W=1 THEN FOR Y=1 TO 5: PRINT@278+Y, CHR\$ (143+48); :NEXT Y 1530 IF W=2 AND B1=0 THEN PRINT#-2, USI NG V4\$; J,Q\$,N\$,G,F\$:GOTO 1620 1540 IF W=2 THEN ON B1 GOSUB 1560,1570. 1580,1590,1600,1610 1550 GOTO 1620 1560 PRINT#-2, USINGV1\$; J, Q\$, N\$, G, F\$, M1: RETURN 157Ø PRINT#-2, USINGV1\$+V2\$; J, Q\$, N\$, G, F\$ M1,M2:RETURN 1580 PRINT#-2, USINGV1\$+V2\$+V2\$; J, Q\$, N\$, G, F\$, M1, M2, M3: RETURN 159Ø PRINT#-2, USINGV1\$+V2\$+V2\$+V2\$; J,Q\$ N\$,G,F\$,M1,M2,M3,M4:RETURN 1600 PRINT#-2,USINGV1\$+V2\$+V2\$+V2\$+V2\$; J,Q\$,N\$,G,F\$,M1,M2,M3,M4,M5:RETURN 161Ø PRINT#-2, USINGV1\$+V2\$+V2\$+V2\$+V2\$+ V2\$;J,Q\$,N\$,G,F\$,M1,M2,M3,M4,M5,M6:RETU 1620 IF W=3 THEN 1630 ELSE 1680 1630 PRINT@192, "STUDENT EXAM F INAL AVE." 1640 IF P<65 THEN FOR Y=1 TO 9:PRINT@27 7+Y,CHR\$(143+48):NEXT Y 165Ø PRINT@224, USING"##%% ###";J,Q\$,N\$,L,P 1660 IF P<65 THEN FOR Y=150 TO 100 STEP -5:SOUND Y,1:NEXT Y 167Ø PRINT#-2, USING V7\$; J, Q\$, N\$, M1, M2, M 3, M4, M5, M6, L, P 168Ø PRINT: IF W=1 THEN INPUT " PRESS < ENTER> TO CONTINUE"; Z\$ 1690 GOTO 910 1700 CLS

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#### SPECIFICATIONS

WILDCAT software for Model i using TRSDOS 2.3 or any version NEWDOS and Model III using NEWDOS 2.0 Requires 48K and two 5" drives. Specify Model and DOS

CO-DIR software for Model I & III using DOSPLUS 3.3 & 3.4 or NEWDOS 80 1.0 & 2.0 Requires 32K and one 5" drive. Specify Model and DOS when ordering. ACE MAIL software for Model I & III using DOSPLUS 3.3. & 3.4 or NEWDOS 80 1.0 & 2.0 Requires 48K and one 5" drive. Specify Model and DOS when ordering. MICROMICA desk measures apprx. 48"Wx24"Dx27"H. Desk top shelf organizer measures 48"Wx12"Dx21"H. Mica colors available in Almond, Light Oak, Walnut, or White. Specify color when ordering.

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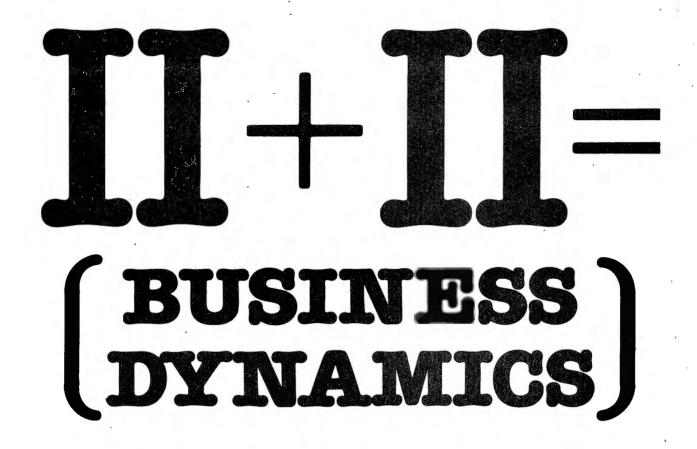
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30 80-U.S. Journal

| Gradebook  |  |
|--|--|
| 1710 IF W<>3 THEN PRINT@231,USING"% %##.#%";R\$,B  | 215Ø V8\$="  |
| 1720 IF W=2 THEN PRINT#-2,"  | 11   |
| 18 miles (18 mil | 2160 RETURN  |
| 1730 IF W=2 THEN PRINT#-2, USING"%   | 2170 GOTO 2190   |
| % ##.#%"; R\$, B   | 2180 GOTO 160  |
| 1740 IF W=3 THEN 1750 ELSE 1790  | 2190 PCLEAR 1  |
| 1750 PRINT@196,USINGV5\$; "FINAL EXAM AVE  | 2200 GOTO 2180   |
| RAGE =",L1/J   | 2210 REM DATA STATEMENTS HAVE A 1 TO LO  |
| 1760 PRINT@228,USINGV5\$;" FINAL AVE   | CATE THE END OF EACH category OF GRADE.  |
| RAGE = ", P1/J   | 2220 REM SECOND SET OF DATA STATEMENTS   |
| 1770 PRINT#-2,V8\$   | NEEDED AFTER 1ST MARKING PERIOD.   |
| 1780 PRINT#-2, USING V6\$; "class averages   | 2230 REM HOMEWORKS, FLAG, PROJECT, FLAG  |
| ",L1/J,P1/J  | , LABS, FLAG, TESTS, FLAG  |
| 1790 PRINT@289, "RUN PROGRAM AGAIN <y or<="" td=""><td>3000 DATA ARMSTRONG,80,82,86,75,1,81,1,</td></y>  | 3000 DATA ARMSTRONG,80,82,86,75,1,81,1,  |
| N>";   | 78,84,1,80,80,1  |
| 1800 INPUT U\$   | 3005 DATA 70,80,85   |
| 181Ø Gl=Ø:J=Ø  | 3010 DATA BRADFORD,1,60,1,55,69,45,1,52  |
| 1820 IF U\$="Y" OR U\$="YES" THEN RESTORE  | ,58,1  |
| :GOTO 27Ø  |  |
| 1830 END   | 3015 DATA 74,68,60   |
| 1840 REM INTRODUCTION  | 3020 DATA CARDWELL,89,87,80,1,1,87,93,9  |
| 1050 CLC(Q) FOD X=1 IIO EQQ MEXIII X   | 1,1,86,1   |
| 1850 CLS(0):FOR Y=1 TO 500:NEXT Y  | 3025 DATA 95,82,87   |
| 1000 101 10-1024 10 1030   | 3030 DATA FERGEROON, 10, 10, 02, 1, 13, 31, 13   |
| 187Ø N=RND(128)+127  | ,1,1,8Ø,76,1   |
| 1880 POKE K,N  | 3035 DATA 83,65,73   |
| 1890 IF N>200 AND N<245 THEN SOUND N,1   |  |
| ELSE 1900  | ,1,1   |
| 1900 NEXT K  | 3045 DATA 86,90,83   |
| 1910 FOR Y=1 TO 1000:NEXT Y  | 3050 DATA GOODWIN,1,1,52,65,59,1,70,61,  |
| 1920 PRINT@170," ";  | 54,1   |
| 1930 PRINT@202," COLOR ";  | 3Ø55 DATA 65,5Ø,53   |
| 1940 PRINT@234," COMPUTER ";   | 3060 DATA HIGGINS, 1, 80, 70, 1, 1, 72, 74, 78,  |
| 1950 PRINT@266," GRADEBOOK ";  | 1  |
| 1960 PRINT@298," ";  | 3Ø65 DATA 74,65,71   |
| 1970 FOR Y=1 TO 2000:NEXT Y  | 3070 DATA KING,1,81,74,1,83,84,75,79,1,  |
| 1980 PRINT@202," BY: ";  | 1  |
| 199Ø PRINT@234," ";  | 3075 DATA 82,72,77   |
| 2000 PRINT@266," LYNN DAVIS ";   | 3080 DATA LAWRENCE,84,85,90,81,83,1,1,1  |
| 2010 FOR Y=1 TO 2000:NEXT Y  | ,83,90,82,1  |
| 2020 Y=0   | 3Ø85 DATA 87,88,91   |
| 2030 REM PRINT ROUTINES  | 3090 DATA LITTLEFIELD,85,88,83,86,1,1,8  |
| 2040 C\$=CHR\$(143+32)   | 0,92,87,83,92,1,1  |
| 2050 R\$="class average ="   | 3Ø95 DATA 81,85,92   |
| 2Ø6Ø Q\$="."   | 3100 DATA MAURER, 54, 60, 67, 58, 72, 51, 1, 56  |
| 2070 F\$=""  | ,62,1,1,1  |
| 2Ø8Ø V1\$="##%% % %###%  | 3105 DATA 75,66,60   |
| 8 ### <b>"</b>   | 3110 DATA RODGERS, 1, 1, 1, 95, 93, 96, 100, 1   |
| 2Ø9Ø V2\$=" ###"   | 3115 DATA 90,92,95   |
| 21ØØ V3\$="##888 %###"   | 3120 DATA SHARPE,1,1,90,100,100,84,81,1  |
| 211Ø V4\$="##888 %###8   | ,1   |
| 8"   | 3125 DATA 92,85,91   |
| 212Ø V5\$="% % ###%"   | 3130 DATA STEDMANN,1,84,89,92,84,1,1,1   |
| 213Ø V6\$="% %   | 3135 DATA 94,82,88   |
| ###\$ ###\$  | 3140 DATA VINCENT, 90, 93, 87, 60, 85, 90, 93,   |
| 11   | 1,1,1,1  |
| 214Ø V7\$="##\$%% %### ###   | 3145 DATA 93,88,9Ø   |
| ### ### ### ### ###  | 3150 DATA END  |
|  | ware with the state of the stat |



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MR. L. DAVIS 6th PERIOD STUDENT AVERAGES UPDATE: 2/20/82 Figure 1 — This is an example of the printout received when calculating marking period averages for the students shown in the program. The current average results from inputing a 10 percent weight for homework grades, 20 percent for projects, 30 percent for lab experiments and 40 percent for tests.

| STU | DENT        | AVERAGE | COMMENTS                    | MP1        | MP2 | MP3  | MP4 | MP5 | MP6 |
|-----|-------------|---------|-----------------------------|------------|-----|------|-----|-----|-----|
| 1.  | ARMSTRONG   | 81      | *********                   | 70         | 88  | 85   |     |     |     |
| 2.  | BRADFORD    | 57      |                             | 74         | 68  | - 60 |     |     |     |
| з.  | CARDWELL    | 88      |                             | 95         | 82  | 87   |     |     |     |
| 4.  | FERGERSON - | 78      |                             | 83         | 65  | 73   |     | 4   |     |
| 5.  | FLEMING     | 89      |                             | 86         | 90  | 83   |     |     |     |
| 6.  | GOODWIN     | 60      |                             | 65         | 50  | 53   |     |     |     |
| 7.  | HIGGINS     | 75      |                             | 74         | 65  | 71   |     |     |     |
| 8.  | KING        | 79      | * * * * * * * * * * * * *   | 82         | 72  | 77   |     |     |     |
| 9.  | LAWRENCE    | 85      |                             | 87         | 88  | 91   |     |     |     |
| 10. | LITTLEFIELD | 86      | ********                    | 81         | 85  | 92   |     |     |     |
| 11. | MAURER      | ଥେ      |                             | 75         | 66  | 60   |     |     |     |
| 12. | RODGERS     | 96      | * * * * * * * * * * * *     | 90         | 92  | 95   |     |     |     |
| 13. | SHARPE      | 91      | * * * * * * * * * * * * * * | 92         | 85  | 91   |     |     |     |
| 14. | STEDMANN    | 87      |                             | 94         | 82  | 88   |     |     |     |
| 15. | VINCENT     | 85      |                             | <b>9</b> 3 | 83  | 90   |     |     |     |
|     |             |         |                             |            |     |      |     |     |     |

class average = 79.7%

MR. L. DAVIS 6th PERIOD STUDENT AVERAGES UPDATE: 6/22/82

Figure 2 — This is the printout received at the end of the year. For the program to calculate a final grade, the DATA statements must contain the six marking period averages, and the final exam grade must be INPUT from the keyboard.

| STU  | DENT  | MP1 | MP2 | MP3 | MP4 | MP5 | MP6 | EXAM | FINAL AVE.            |
|------|---|-----|-----|-----|-----|-----|-----|------|-----------------------|
| 1.   | ARMSTRONG   | 70  | 80  | 85  | 81  | 88  | 83  | 84   | 82                    |
| 2.   | BRADFORD  | 74  | 68  | ଡେ  | 57  | 65  | 71  | 58   | 63                    |
| 3.   | CARDWELL  | 95  | 82  | 87  | 88  | 90  | 85  | 90   | 89                    |
| 4.   | FERGERSON   | 83  | 65  | 73  | 78  | ଚଡ  | 82  | 73   | 76                    |
| 5.   | FLEMING   | 86  | 90  | 83  | 89  | 85  | 90  | 88   | 87                    |
| 6.   | GOODWIN   | 65  | 50  | 53  | 69  | 55  | 70  | 57   | 58                    |
| 7.   | HIGGINS   | 74  | 65  | 71  | 75  | 78  | 72  | 80   | 75                    |
| 8.   | KING  | 82  | 72  | 77  | 79  | 80  | 75  | 82   | 79                    |
| 9.   | LAWRENCE  | 87  | 88  | 91  | 85  | 83  | 88  | 84   | 86                    |
| 10.  | LITTLEFIELD   | 81  | 85  | 92  | 86  | 88  | 90  | 81   | 85                    |
| 11.  | MAURER  | 75  | 66  | ଡେ  | 60  | 65  | 70  | 74   | - 69                  |
| 12.  | RODGERS   | 90  | 92  | 95  | 96  | 92  | 96  | 94   | 94                    |
| 13.  | SHARPE  | 92  | 85  | 91  | 91  | 90  | 93  | 90   | 90                    |
| 14.  | STEDMANN  | 94  | 82  | 88  | 87  | 85  | 90  | 93   | 89                    |
| 15.  | VINCENT   | 93  | 88  | 90  | 85  | 83  | 81  | 82   | 85                    |
|      | للعبي بهيزاه محاد هيزيز أبيسة لدانة ديبين يبشد والله لحسن عينق الخاذ بيسم بيسه الله |     |     |     |     |     |     |      | glige part with these |
| ⊂la: | ss averages   |     |     |     |     |     |     | 81%  | 80%                   |

32 80-U.S. Journal



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# Daisywheel printer for under \$900

## Evaluation of the Smith-Corona daisywheel printer

Mike Schmidt, Publisher

The daisywheel printer market has been able, up to now, to hold prices at least in the neighborhood of sixteen hundred plus dollars. Recently, the Smith-Corona Company made an announcement of an under \$900

daisywheel printer. This sounded too good to be true, so we ordered one and checked it out. Here is what we found.

The Smith-Corona printer is designated the TP-1. It is a microprocessor controlled, fullyformed character (daisywheel) printer. It It is compatible with all of the major microcomputer systems in today's market. Although primarily designed as a highquality word processing printer, it can also be utilized as a general purpose printer.

The TP-1 printer is available in two basic versions, a 10-pitch, which gives a 105-character line; or a 12-pitch version, which expands the printable line length to 126 characters.

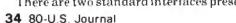
There are two standard interfaces presently available

for the TP-1. One is a Centronics compatible parallel interface and the other is an RS232 serial interface.

Some of the features of the TP-1 daisywheel printer are programmable margins, tab settings, auto-underline and top of form. Programmable margins allow the user to set and release margins under program control. Tabs may be set by moving the printer carriage to the desired point and sending an ASCII DC2 character. An ASCII DC4 character will remove a tab set. Auto-underline is enabled by sending an ASCII EM character

> (Hex 19). The EM character puts the printer into an underline mode, all characters printed following receipt of the EM character will be underlined. Receipt of another ASCII EM character will halt the underline mode and return the printer

to normal. Top of form is under control of the top of form switch, located on the front panel of the printer. The operator can set top of form at any location



# Smith-Corona introduces the only daisy wheel printer under \$900\* for your TRS-80.



You're putting together a desktop computer system for your office or home. And you want to add a letter quality printer so you can do word processing, too. But you don't want to spend a fortune.

Until now, you really had little choice but to settle for dot matrix printers. True, a dot matrix doesn't produce letter-perfect printing, but daisy wheel printers just cost too much. That is, they did.

Now, Smith-Corona® offers a daisy wheel printer at such an incredibly low price, you can't afford *not* to get it. (The fact is, you won't find a daisy wheel printer *anywhere* at a price so low.)

The Smith-Corona TP-I<sup>™</sup>printer operates with microprocessor controlled daisy wheel technology, and is available with either standard serial or parallel data interface. It is compatible with your TRS-80. And, unlike many printers currently on the market, it's made in America.

Best of all, the TP-I produces results identical to those of our very finest office typewriters—printing with real character. So it can be used to send out letters that have to look perfect. As well as financial statements, inventory reports, direct mail campaigns, manuscripts. Even a letter to your son in college!

Anything at all you need printed.

The basic TP-I will handle letter or legal sized paper. An option that will be available soon will enable it to handle either fanfold or single sheet paper.

The TP-I is easy-to-use—just turn the power on, load the paper, and away it goes. There are drop-in ribbon cassettes and a choice of easy-to-change, snap-on daisy print wheels for a variety of fonts.

So stop thinking you can't afford a daisy wheel printer. Because, thanks to Smith-Corona, a printer with real character is no longer expensive. **Smith-Corona** 

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on a page. When this has been done, the printer will be sensitive to the ASCII FF (form feed) character and any time it is received by the printer, will advance the page to top of form position.

The TP-1 uses standard SCM supplies and ribbon cassettes. Only detented daisywheel elements can be used in this printer. The print quality is excellent. The print speed averages 12 characters per second.

The standard 128 ASCII character set is supported by the TP-1. The unit prints 88 of these characters, those remaining are either control characters or are ignored by the printer. From the point of view of the computerist, the most notable of the missing characters were the "greater than," "less than," "up-arrow" and a slashed zero. We discussed these essential characters with Mr. Daniel McCarthy, Vice President of Special Market Sales at SCM. He has subsequently informed us that a new print wheel with additional ASCII characters is in the works. Availability to be announced.

The printer handles single sheet or fan fold paper. An optional tractor feed will be available but was not included for this evaluation. The printer will handle multiple copy documents or forms up to a maximum thickness of .022 inches. It has a manual "fine adjustment" line spacing which allows precise alignment for forms.

The TP-1 is very small and lightweight (20 lbs.) It was designed for desktop or tabletop use. Its small "footprint" allows it to fit in places where some competitive printers will not. It is 6.5 inches high, 19.5 inches wide and 13.5 inches deep.

The TP-1 has the following controls:

Top of form
Impression control
Manual paper release
Manual paper advance
Paper position indicator
Line spacing
Hammer release
On/Off switch

The TP-1 platten allows paper up to 13 inches wide (33 cm). Our only question here was why not go another inch and a half and use standard computer output paper? Mr. McCarthy told us the platten

was a standard typewriter platten. (Perhaps they are saving this feature for a model TP-2?).

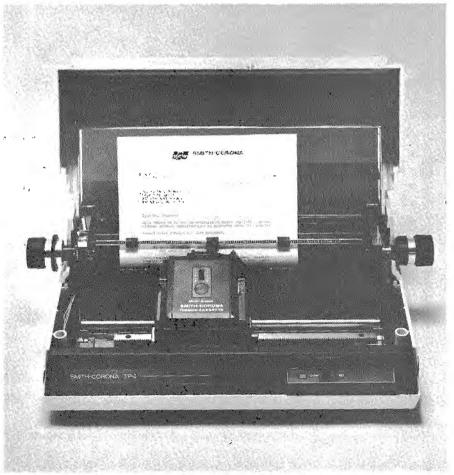
The life of the printer is estimated to be between 30 and 40 million characters with periodic preventitive maintenance. The daisywheel is expected to last 2.5 million characters. Single-strike film ribbons are good for about 57,000 characters. Multi-strike and long life fabric ribbons should go for about 250,000 characters. The mean time between failure on the printer is 10 million characters and the average repair time is one hour. These figures are taken from the manufacturer's specification sheet.

The printer utilizes the same ribbon cassettes as the Typetronic typewriter. The only difference in the printer is that the ribbon lift mechanism has been removed in the printer so the printer cannot support two-color printing or correction tape. Used as a word processor, there should be little need for correction tape.

Presently eight typestyles are available: five for the 10-pitch and three for the 12-pitch. Additional print wheels will be announced shortly.

Our overall impression of this printer is excellent. True, its speed is such that continuous, heavy-duty printing would be out of the question. For occasional word processing and listing of programs for the home or small office computerist however, it is an exceptional bargain.

Manufacturer's suggested retail price of the TP-1 daisy wheel printer is \$895. Additional information available from Smith-Corona at 65 Locust Avenue, New Canaan, CT 06840.



Marking Smith-Corona's entrance into the data and word processing fields, the new Smith-Corona TP-1 text printer utilizes advanced electronic technology. It offers the user the benefits of a dependable, high-quality printer at about half the price of other daisywheel printers.

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# "I've got it!"

### An overview of Model 16

Mike Schmidt, Publisher

It finally arrived. The new Model 16 sports an off-white case, green phosphor screen and a smart-looking keyboard. It also has two thinline disk drives and comes with 128K of memory.

There are three monster-sized manuals and one pamphlet included. The pamphlet says "Read me first." I did. Then I read the other manuals, and went back to "Read me first." Two hours later, I had yet to insert my first diskette into the machine. I am not that slow, but I wanted to make sure (with only one system diskette at that point) that I would not be trying to backup all over it.

Reading the documentation reminded me of the problems we sometimes encountered when trying to put together an issue of 80·U.S. Journal. Imagine this: the manuals must cover a Model II which is upgraded (but not quite all of the way); Model II diskettes being read by the Model 16; Model 16 running in Model II (TRSDOS-II) mode; and finally, Model 16 actually running as a Model 16! I'm amazed it only took two hours of reading.

The first thing I wanted to know more about was that 128K. Was it really 128K, and of what size words? The answer is 128K of eight-bit bytes. That equates to 64K of sixteen-bit words.

My burning curiousity about dualsided diskettes led me next to the disk drives. Could you really get drive zero, one, two and three with just two physical diskettes? No, you can't. But, you can get 154 tracks on just one diskette, since it writes both sides. I formatted a data diskette in drive one and checked for free space. It said 1.26 megabytes! Our Model II (with four drives) only has two megabytes total.

On the Model 16, the drives don't run all of the time like they do on the Model II. That's nice. There is something in my puritan upbringing that rebels at diskettes turning for hours when they are not being accessed.

Another thing they have done to the diskettes is to change them to 32-sector tracks. Also, there are no more granuals. (Yaaay!) Each sector can contain 256 bytes. They have done away with the free space map. (Boo.) Instead, it just tells you how many extensions there are and where they start. I miss the security of seeing the layout of the diskette.

You may ask what happens to compatibility now that there are 32 sectors per track. That is taken care of very nicely with a utility called FCOPY. With it, you can insert a Model II diskette in drive one and FCOPY it (or any part of it, including system files) to a dual-sided, TRSDOS-II diskette in drive zero. You can also reverse the process, It works.

The Model 16 also runs as a Model II — just insert your TRSDOS system diskette in drive zero and boot up. There really is not much difference between normal Model II TRSDOS and TRSDOS-II. There are a few new library commands in TRSDOS-II — FCOPY is one of them. DRIVE lets you set the access time of the drives and other things like wait on error and door detect on/off. FILES will show you an alphabetical list of the files on your diskette. It's like DIR, except that you don't have to look at all of

the other information that normally accompanies DIR. ANALYZE is no longer there (who used it anyway?).

You're probably wondering why I haven't mentioned the M68000. So far, it hasn't gotten into the act. The only thing available for it (at this point) is an editor, an assembler, and a linker — no BASIC or operating system. I say "at this point," because you know somebody just has to do it.

Terry Dettmann (associate editor) came down one night to see the new machine and we fired up the editor. There is a sample program in the manual which we typed in. After making the usual number of mistakes with a new editor, we finally got it right and assembled it without errors. It wouldn't run, because even though there is one program, it must be linked. So we linked it and were finally able to execute the program. It printed the letter "A" on the screen and went back to TRSDOS-16 Ready! We're going to have to get hot with 68000 asembly codes until a BASIC comes out for it.

Oh, did I mention that you can hang up to eight drives on this dude? It really floored me when it came up and said "Drive (0-7)..." You could run 10 megabytes with the Model 16 without even having a hard disk.

Playing at being an oracle, I see us going to a hard drive, more memory (you can get up to 512K), a couple of terminals and timesharing! We will be running a full-scale evaulation on the Model 16 by Harry Avant in a future issue. I just thought it would be nice to let you know of my first impressions.

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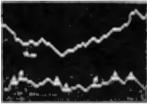
#### LUNAR LANDER



By Wall & Moncrief from Adventure Int. You get a vast iunar landscape, graphically depicted in both long range and close up, with many choices for landing sites. Choose a more difficult site and get more points can land successfully. Great graphics and sound add to the realtime challenge and fun. Joystick compatible

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By Philip Mitchell from Beam

Armed with missiles and bombs, you must fly your fighter to the enemy's cache of neutron bombs and destroy them. Your mission is in four stages, involving rugged terrain, caverns and manmade obstacles—not to mention enemy radar, missiles and paratroopers. This new departure in arcade garning allows you to set up your own terrain and enemy emplacements, then save them for future use. Make your mission as hard or easy as you like. Joystick compatible. Save 20%! \$24.95 16KTape or 32K disk..... NOW THRU AUG. 10 YOU PAY JUST ......\$19.96

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By Hogue & Konyu from Big-Five

Terrific sound, graphics and unique challenges mark this space game a winner! While fighting off the alien convoys-each more skillful than the last-you must keep track of your rocket fuel or risk explosion. Finally your space station appears. Can you dock immediately, or is the station overrun by aliens? Find out by ordering Cosmic Fighter today. Joystick Compatible.

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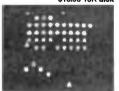
# **SPACE**



Ahead of you lies the menacing castle, floating in space amidst its layers of orbiting shields. At intervals, smart mines spin off the shields and head for your ship. Dodging the mines and destroying the shields isn't your only problem, though: once you penetrate the innermost shield, The evil Yugdab will unleash all his fury in an attack! A fast-paced and challenging arcade game Indeed, Joystick compatible. Save 20%/
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GALAXY INVASION



By Hogue & Konyu from Big-Five
"The rage of the arcades" is now available for TRS-80!
Exciting sound effects add to the action as the invaders swoop down to destroy your base. Even while you have your hands full battling the aliens, you have to watch out for the Flagship! Super, graphics, super action, super fun! Joystick compatible.

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By Hogue & Konyu from Big-Five

One of the top names in TRS-80 arcade games adds a new dimension: voice sound effects! It's you against the robots In this fast-moving shoot-em-up. Electrified Mazes and the "Flagship" complicate things as you stalk the evil androids.

The innovations built into ROBOT ATTACK take your TRS-80 near the limits of its capabilities. You MUST see and hear it! Joystick Compatible. Save 20%!

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By Hogue & Konyu from Big Five

Asterolds surround your ship. You must shoot the asteriods, as well as any of the five types of allen spaceships. Use your thrusters for full movement and rotation of your ship-if you are overwhelmed, you can even jump to hyperspace! Written in fast machine code with superb graphics, this game is GREAT! Joystick

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80 **SPACE** 

From Bosen Electronics

You are in command of the Starship "Defiant." The center of the screen is your window to the vastness of three dimensional space. Your orders are simple enough: Patrol the area and destroy all enemy spacecraft; return to base as needed for repairs and supplies. Carrying out these orders is more difficult! An exciting and fast-paced game, it presents an animated pilot's-eye view. Save 20%! \$24.95

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#### **ATTACK** FORCE!



By Hoque & Konyu from Big Five

Unlike the usual "shoot-em-ups," Attack Force lets you control both speed and direction as you maneuver all over the screen in search of the alien Ramships and Flagships. Enemy ships chase you everywhere, and the Flagships' lasers can fire in any direction! The Ramships can even impersonate your spacecraft, so don't look away even for an instant. Machine language action with sound. Joystick Compatible.

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By Sparky Starks from Adventure Int.

As mercenary and galactic police officer, you must maintain the condition and control of all parts of your spacecraft. You sit at the controls while peering out of the digital spaceview port. Suddenly something appears on your screen: Is it a Starpirate or a friendly merchant ship? You can't tell yet, and at this speed you may have only a fraction of a second to make an attack/no attack decision.

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By Jeff Zinn from Big Five

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#### ARMORED PATROL



By Westmoreland & Gilman from Adventure As commander of a lumbering T-36 tank you have the firepower to destroy the enemy—if you can find them. They may be hiding behind the houses scattered about, the bleak terrain and your only view is thru the drivers port (your screen). Impressive animation in this arcade game.

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#### **VOYAGE OF THE** VALKYRIE



By Leo Christopherson from AOS Combine the animation and music techniques pioneered by Christopherson with the challenge of his first fast-moving arcade game and you have VOYAGE OF THE VALKYRIE! You speed through a magical maze guarded by ferocious birds that swoop down to attack if you don't get them first. To list all the play and options of this exciting game would take the 16 pages of instruction included. Save 20%!

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By Hogue & Konyu from Big-Five Six astronauts are stranded on a desolate planet. You must undock from your command module and maneuver your rescue shuttle through the asteroid field to save them. You can only save one at a time, and each landing burns away parts of your landing sites. Order this realtime action game now or live with the astronauts' pitlful screams forever. Joystick Compatible.

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You are the lone defender of 10 Krotnium fuel cells essential for the survival of the planet. Allens swoop down from above to steal the fuel; it's your job to destroy them. You can still save the cells after a raid, but you must shoot the alien and simultaneously move under the cell to catch it. If things look bad you can set off one of your 4 antimatter bombs and destroy all enemies on the screen! Arcade fun with action and sound. Joystick Compatible. Save 20%!

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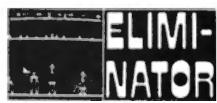
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By Westmoreland & Gilman from A.I.

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By Larry Ashmun from Soft Sector

You are in charge of a massive fortress. Your number one priority is its defense against alien attackers. With your protection and firepower, fending off the first attackers is like swatting flies—but just wait!! Joystick

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#### INVADERS FROM **SPACE**



By Carl Miller from Acorn

A fast machine language approach to this classic (and addictive) space game. The aliens drop bombs and move from side to side trying to overrun your bases. You choose the speed, enemy bomb frequency and accuracy, your number of shots on screen and bases. Unlike most such games, you can move your base and simultaneously fire at the invaders. Full sound effects add even more excitement to the incredible action of INVADERS FROM SPACE. Fun for all ages and skill Save 20%!

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#### ALIEN ARMADA

By Waldron Hodsdon from Liberty Hmmm. Looks like another "Space Invaders" type game. Nice neat racks of aliens poised over your defensive base...but WATCH OUT! Here they come, swooping down with their bombs and Kamakazi-like dives. There are individual attackers plus group 

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# Testmaker

### Multiple choice test and answer sheet

Model I/III with or without ESF

Larry Krengel, Elmhurst, IL

Here is a program that I, as a teacher, use regularly to help me produce multiple choice tests. It is not a fancy program, but a useful one. I have set it up to drive my MX-80 printer.

The program analysis should provide you with insight into the structure of the program. I have tried to highlight those portions of the program which a fellow part time do-it-yourself programmer might be able to capitalize on.

You may note that provisions are made for using the @FREEZE program and a Stringy Floppy.

#### **Program Analysis**

100 clear 12000 — makes for 12000 bytes of string data.

110 dimensions arrays: 50 questions (Q\$(50)) - 250 answers (A\$(250)) -and 50 correct choices (C\$(50)).

120-210 prints introductory information then waits (INPUT W\$) — the reason for the \$ making W a string is to allow for any erroneous input without receiving a "redo."

500-550 prints the menu.

560-610 an inkey\$ loop. This looks for a single character input to move the program to the next step... no enter is necessary. 560 begins with A\$="" so the loop always starts with A\$ being a null.

1000-1140 enter questions and answers.

1050 causes the program to return to the menu if no question is entered for a given number.

1090 prints the prompt (letters A thru E) for the five answers. CHR\$(64+Y) prints the letters in response to the Y=1to50 loop. The CHR\$ code for the letters A-E are 65-69. The fancy A\$((X-1)\*5+Y) positions the answer in the A\$ array which is 250 large. (e.g., the answers to question #2 are at 6 through 10 in the A\$ array.)

1100 interrupts the loop before the fifth answer is given when no answer is entered. Sends the program to 1120 where the correct answer is entered.

1130 checks to see that the correct answer that is entered is really in the A to E range. If it is not, it re-asks the question.

2000-2800 allows the author to delete, correct or examine the questions.

2020-2090 an inkey\$ loop that gives the program direction.

2100-2170 is used for deleting an unwanted question.

The question is printed out before the question is deleted to confirm the identity of the question. Once again an inkey\$ loop is used in 2140-2170.

2300-2440 is used to correct questions.

2500-2800 list the questions one at a time for examination.

3000-3400 prints the test.

3020 the author must now name his test.

3030 informs the author that he may stop the printing by entering a "S". The inkey\$ command is placed throughout the printing instructions to accomplish this. This allows the author to stop a bad printing. There is nothing as frustrating as watching a bad printout all the way to the end!

3050 P= page number LN= line number (to know when to page) Q= question number (allows for deleted questions in the Q\$ array). TAB((40-(LEN(TN\$)))/2) prints the test name (TN\$) centered on the page (using 40 char./line).

3080 skips any questions in the Q\$ array that are blank. 3090 prints any question less than 50 characters in length. It will fit on one line. LN=LN+2 acknowledges the fact that it required one line to print and skipped a line in preparation for the next line.

3100 prints the first 40 characters of lines that have more than 50 characters.

3110 begins printing with the 41st character and prints until it finds a space (""). When the space is found, 3120 prints the remainder of the question on the following line.

3130 begins printing the answers.

3140 stops printing answers when an answer is blank ("").

4000 begins the routine that allows those authors with an Exatron Stringy Floppy to @FREEZE (store in total) the program and questions.

#### Figure 1 Sample Test and Answers

NAME: DATE:

Astronomy Quiz

CHOOSE THE BEST ANSWER.

 If you were to look in an astronmy book from the y ear 1900 how many planets would be mentioned?

42 80-U.S. Journal

- Which planet is larger than the earth?

  - Neotune
- What is the earth's period of rotation?

  - 365.25 days
  - neither of the above
- The moon has an atmosphere similar to that of the earth's.
  - True
  - False
- STS is an abbreviation for
  - Standard Terrestertal Systems
  - Space Temperature Systems
  - Space Transport System
  - Solar Travel System
- The temperature on Mercury is
  - very hot

- very cold
- both hot and cold
- not known
- The canals on Mars were first noted by
  - Jules Verne
  - Percival Lowell
  - Albert Einstein
- live in the Milky Way Galaxy.

ANSWERS Quiz

# Holmes Engineering

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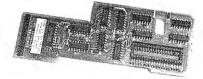
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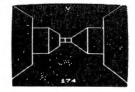
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#### **Program Listing for Test Maker**

- ' TESTMAKER BY LARRY KRENGAL
- 2 REM ### produces a multiple choice te st with up to 50 questions ###
- 3 REM ### each question may have as man y as 5 answers ###
- 4 REM ### a list of correct answers is printed at the end ###
- 5 REM
- 6 REM ### 11/81 ###
- 7 REM
- 8 REM
- 100 CLEAR11000
- 110 DIM Q\$(51),A\$(250),C\$(50)
- 12Ø CLS
- 130 PRINTTAB(15)"T E S T M A K E R":PR INT: PRINT
- 140 PRINT"THIS PROGRAM WILL PRODUCE A M ULTIPLE CHOICE TEST WITH UP"
- 150 PRINT"TO 50 QUESTIONS. EACH OUESTI ON MAY HAVE AS MANY AS 5 ANSWERS.":PR INT
- 160 PRINT"TO END TEST ENTER NO QUESTION IF LESS THAN" FOR A NUMBER.
- 170 PRINT"FIVE ANSWERS ARE DESIRED FOR A GIVEN QUESTION, JUST ENTER"
- 180 PRINT"FOR QUESTION LETTER (ANSWERS ARE LETTERED)."



#### ESELLFL



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be demolished!

190 PRINT: PRINT"A LIST OF CORRECT ANSWE RS WILL BE PRINTED AT THE END.":PRINT

200 PRINT"

ENTER TO CONTINUE"

- 210 INPUTWS
- 500 REM ### MENU ###
- 510 CLS:PRINTTAB(15)"T E S T M A K E R ":PRINT:PRINT
- 520 PRINT"1- ENTER QUESTION
- 53Ø PRINT"2- EXAMINE/CORRECT QUESTION"
- 540 PRINT"3- PRINT TEST
- 55Ø PRINT"4- @FREEZE"
- 560 A\$="": A\$=INKEY\$
- 57Ø IFA\$="1"GOTO1ØØØ
- 58Ø IFA\$="2"GOTO2ØØØ
- 590 IFA\$="3"GOTO3000
- 600 IFA\$="4"GOTO4000
- 610 GOTO560
- 1000 REM ### ENTER QUESTIONS ###
- 1010 FORX=1TO50: IFQ\$(X)<>"":NEXT
- 1020 CLS: IFX=51GOTO500
- 1030 PRINT"ENTER QUESTION NUMBER ";X:PR INT:PRINTX;". ";
- 1040 INPUTQ\$(X)
- 1050 IFQ\$(X)=""GOTO510
- 1060 PRINT:PRINT"INPUT ANSWERS -":PRINT
- 1080 FORY=1TO5
- 1090 PRINTTAB(8)CHR\$(64+Y);". ";:INPUTA \$((X-1)\*5+Y)
- 1100 IFA\$((X-1)\*5+Y)=""GOTO1120
- 1110 NEXTY
- 1120 PRINT: INPUT"ENTER CORRECT ANSWER -";C\$(X):IFC\$(X)=""GOTO1120
- 1130 IF(ASC(C\$(X))<65)OR(ASC(C\$(X))>69) GOTO1120
- 1140 GOTO1010 .
- 2000 REM ### CORRECT QUESTION ###
- 2010 CLS
- 2020 PRINT"1- DELETE QUESTION
- 2030 PRINT"2- CORRECT A QUESTION
- 2040 PRINT"3- LIST ALL QUESTIONS AND AN
- 2045 PRINT"4- BACK TO MENU"
- 2050 A\$="":A\$=INKEY\$
- 2060 IFA\$="1"GOTO2100
- 2070 IFA\$="2"GOTO2300
- 2080 IFAS="3"GOTO2500
- 2085 IFA\$="4"GOTO510
- 2090 GOTO2050
- 2100 CLS
- 2110 INPUT"ENTER NUMBER OF QUESTION YOU WISH TO DELETE"; N
- 2120 PRINT: PRINTQ\$(N)
- 213Ø PRINT: PRINT"DO YOU WISH TO DELETE THIS QUESTION? Y/N"
- 214Ø A\$="": A\$=INKEY\$
- 215Ø IFA\$="Y"O\$(N)="":FORX=(N-1)\*5+1TO( N-1)\*5+5:A\$(X)="":NEXT:GOTO51Ø
- 216Ø IFA\$="N"GOTO51Ø

# There's a wealth of good information in these

# BACK ISSUES

# 80-U.S. Journal!

#### May/Jun 1979

String packing techniques exposed.

Program to determine analyt ical or intuitive functions of the brain.

How to win NIM-type games. Produce sound with your TRS-80.

#### Jul/Aug 1979

How to create fast graphics. Lifeboat — a game program. How to renew lost programs. A no-hardware lowercase mod.

#### Nov/Dec 1979

Function grapher/root finder program.

Home heat loss program.

Hydraulic piston calculation program.

Restoring killed disk files.

How to do fast sorts.

#### May/Jun 1980

Telecommunications with the TRS-80. Programming technique with BASIC game programs. Produce sound with BASIC programs.

#### Nov/Dec 1980

Simple payroll program.

Digital plotter interface.

A different maze program.

How to produce keyboard typeahead.

#### May/Jun 1981

Line packing techniques. How to use "PRINT USING." Animation and the TRS-80. Space Marauder — a game program.

#### Jul/Aug 1981

Descending lower case for Model I. Sundance — game for Model I, III and CC. A student timetable program. Easy tape loading for Model I.

#### Sep/Oct 1981

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#### Feb 1982

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Double precision function
routines.

Voice actuated control for

TRS-80.

| □ Jul/Aug 1979 | □ May/Jun 1980<br>□ Nov/Dec 1980<br>□ May/Jun 1981                       | ☐ Sep             | Aug 1981<br>/Oct 1981<br>/Dec 1981<br>1982 |
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217Ø GOTO214Ø

2300 CLS

2310 INPUT"ENTER NUMBER OF OUESTION YOU WISH TO CORRECT - "; N

2320 PRINT: PRINTQ\$(N): PRINT

2330 PRINT"ENTER CORRECT QUESTION - (NO ENTRY = NO CORRECTION)"

234Ø INPUTCR\$

2360 IFCR\$ <> ""Q\$(N)=CR\$:CR\$=""

2370 N1=(N-1)\*5+1

2380 CLS:PRINT"ENTER CORRECTED ANSWERS - (NO ENTRY = NO CORRECTION)"

2390 L=65: FORX=N1TON1+4

2400 PRINTTAB(8)CHR\$(L);". ";A\$(X):PRIN TTAB(8)CHR\$(L);". ";:INPUTCR\$

2420 IFCR\$<>""A\$(X)=CR\$:CR\$=""

2430 L=L+1:NEXT

2440 PRINT: INPUT"Enter correct answer -"; C\$ (N)

245Ø GOTO51Ø

2500 REM ### LIST QUESTIONS ###

2510 Q=1

2520 FORX=1TO50:CLS

253Ø IFQ\$(X)=""GOTO27ØØ

254Ø PRINT"QUESTION #";Q;TAB(3Ø)"ARAY #":X:PRINT

2550 PRINTOS(X):PRINT

2560 FORY=1TO5:IFA\$((X-1)\*5+Y)=""GOTO26

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Mon-Fri 10 AM-9 PM (212) 445-7124 Sat 10 AM-5 PM 2570 PRINTCHR\$(64+Y);". ";A\$((X-1)\*5+Y) :PRINT

2690 NEXTY:0=0+1:INPUTW\$

2700 NEXTX

2800 GOTO510

3000 REM ### PRINTING TEST ###

3010 CIS

3020 INPUT"ENTER NAME OF TEST"; NT\$

3030 PRINT: PRINT"ENTER WHEN PRINTER IS

3040 INPUT"'S' WILL STOP PRINTING AND R ETURN TO MENU."; W\$: LPRINICHR\$ (27) CHR\$

3050 P=1:LN=8:Q=1:LPRINTTAB(50)"NAME:": LPRINTTAB(50) "DATE: ": LPRINTCHR\$(10)CH R\$(14)TAB((40-(LEN(NT\$)))/2)NT\$:LPRIN TCHR\$(10) "CHOOSE THE BEST ANSWER."CHR \$(10)

3055 N=1

3Ø6Ø A\$="":A\$=INKEY\$:IFN>5ØGOTO334Ø

3080 IFO\$(N)=""GOTO3300

3090 IFLEN(Q\$(N))<60LPRINTQ;". :LN=LN+2:GOTO313Ø

3100 LPRINTQ;". ";LEFT\$(Q\$(N),50);

3110 FORX=51TOLEN(Q\$(N)):A\$=INKEY\$:IFMI D\$(Q\$(N),X,1)=""GOTO3120"

3115 LPRINTMID\$(Q\$(N),X,1);:NEXT

3120 LPRINTCHR\$(10)TAB(6)RIGHT\$(Q\$(N),L EN(Q\$(N))-X):A\$=INKEY\$:LN=LN+3

3130 FORX=1TO5:A\$=INKEY\$

3140 IFA\$((N-1)\*5+X)="":LPRINTCHR\$(10): GOTO319Ø

3150 LPRINTCHR\$(10)TAB(6)CHR\$(64+X)"."; TAB(10)A\$((N-1)\*5+X)

3160 IFLN>50LN=2:P=P+1:LPRINTCHR\$(12)"P AGE ";P

317Ø IFA\$="S"GOTO51Ø

318Ø LN=LN+2:NEXTX:LPRINTCHR\$(10)

3190 Q=Q+1

3300 IFLN>50LN=2:P=P+1:LPRINTCHR\$(12)"P AGE ";P

3310 IFA\$="S"GOTO510

332Ø N=N+1:GOTO3Ø6Ø

3340 LPRINTCHR\$(12)CHR\$(14)NT\$;" -WERS"CHR\$ (10)

3350 N=1:FORX=1TO50:IFQ\$(X)<>""LPRINTN; "; CS(X): N=N+1

3360 NEXTX

3400 GOTO510

4000 REM ### @FREEZE ###

4010 CLS:INPUT"IS @FREEZE LOADED? Y/N"; A\$:IFA\$<>"Y"GOTO51Ø

4020 INPUT"WHAT FILE NUMBER DO YOU WISH

4030 INPUT"ENTER WHEN WAFER IS READY... ":W\$

4040 OFREEZEF

4050 GOTO510

# Meet the Supermonitors

### Make A. L. programming easy

Model I/III

Paul F. Secord, Houston, TX

If you started doing assembly language programming on the TRS-80 a couple of years ago, and if you are like many users, you may still be using T-BUG and RSM-2 to debug your programs. Radio Shack's T-BUG was the first monitor available, and it provided a valuable register display, but it would not disassemble a machine language program. Small System Software soon filled that gap by supplying its RSM series of monitors, which offered many other useful features, in addition to disassembly. You may well have been quite satisfied with what you have been using. If so, you are in for a surprise.

The new monitors on the market are highly sophisticated and extremely powerful. You can greatly shorten the time it takes to get your program debugged and running. Moreover, some of them make learning assembly language easier than ever before. This article will outline their features and indicate their advantages and limitations, as well as the various purposes for which they might be used.

First, let's get clear on some terms. A disassembler is a program that will take a machine language program consisting of hex bytes, and translate it into the mnemonics of assembly language, which are much easier to understand. Instead of CD0050, you get CALL 5000H, which is like a GOSUB command in

BASIC

A debugger examines a program that you have written, with the aim of helping you to find out why it doesn't work. Typically, it contains many routines to serve this end, such as search, convert hex to ASCII, examine registers, change memory or registers, trace, etc. the TRON function (trace on) of BASIC is an example of a debugging routine.

Finally, monitor is a more general term that often combines disassembly and debugging routines, and which sometimes includes additional utilities (e.g., tape loading and tape reading routines). These various distinctions are important. Which monitor is best for you depends partly upon what you want to use it for.

Disassemblers play a part in debugging, but they also have a somewhat different use. Undocumented machine language programs are notoriously difficult to understand. If you failed to document a program that you wrote yourself, after a month or two of not using it, you are apt to have considerable difficulty understanding how it works! Given this, imagine how difficult it is to make sense out of an undocumented program written by someone else! Yet, we often are motivated to do this because we want to make some changes. Perhaps you want to modify SCRIPSIT so that you can send commands to the printer that will change type fonts. Whatever the reason, disassembly of machine language into Z-80 mnemonic instructions is the first step.

The general purpose monitors reviewed here are: MICROMIND. STEP-80, TASMON, ULTRA-MON, SUPERSTEP and BUGOUT-PRO. Two earlier versions of BUGOUT are also available at lower prices. They have many of the features of BUGOUT/PRO, but are not relocatable, they lack search and a few other features. All references. from this point on, to BUGOUT should be taken to mean BUGOUT/PRO. These six are the best general purpose monitors that I have been able to find for tape/disk users who have either TRS-80 Model I or III. Table 1 provides some general information concerning their cost and vendor sources.

The specialized TLDIS disassembler (Instant Software) and MISOSYS Disassembler 1.2 (Acorn Software) are not covered here because they are designed only for disassembling, not for debugging. Several general purpose monitors are not reviewed because of serious deficiencies.

deficiencies.

Radio Shack's new DEBUG for Model I/III tape users is far more powerful than T-BUG. But alas, it is located at 4200H to 49FFH, and will interfere with many programs because it is not relocatable. Worse yet, to use DEBUG, Model I users

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have to keep the Expansion Interface turned off!

Howe Software's Monitor 3 does not have "single step," and the otherwise excellent X-BUG does not have a disassembler. Microsoft's excellent Z-BUG can be purchased only with their Editor-Assembler Plus. Although at \$29.95, the whole package is a steal, Z-BUG is not relocatable.

The six monitors reviewed have none of these limitations. MICROMIND is designed only for the Model I, but the other five monitors are suitable for either the Model I or III. All can be used with disk or tape.

#### Common Features of General Purpose Monitors

Let's look at the features that are common to most general purpose monitors. Following that, I will discuss the special features of each of the monitors, including some unique innovations.

#### Register Displays

All of the monitors display the contents of the registers (AF, BC, DE, HL, IX and IY), as well as the alternate, or prime set (AF', etc.). They also include the program counter with the address of the instruction currently pointed to, the stack showing the address at the top, and the state of each of the flags. Additional information is provided. For example, registers often contain an address which in memory holds a byte of information or another address. MICROMIND shows this byte for each register. STEP80 displays such contents for HL and for each address given in Z-80 instructions. TASMON shows such contents only for the address in HL, but ULTRA-MON. SUPER-STEP, and BUGOUT provide full screen displays with a great deal of extra information, along with additional display windows, or blocks, that can be called up as needed. Displays for SUPERSTEP and BUGOUT are discussed in the last section,

#### Breakpointing

Breakpointing is similar to inserting a STOP command in a BASIC program, in order to determine whether (at that point) what is supposed to happen actually has taken place. For example, if an instruction should have been printed on the screen, but it's not there, you know that something is wrong with that part of the program. All of the monitors reviewed here include breakpointing. It's also especially valuable for executing part of a program at normal speed in order to quickly reach a suspected bug.

#### Single Stepping

The most powerful routine for finding bugs is single stepping, and the absence of this feature in T-BUG and the RSM monitors is their most serious limitation. Single stepping is typically used when you have an especially ornery bug that refuses to be trapped. It also is a great tutoring aid for learning assembly language. This routine executes one program statement at a time, and pauses until commanded to execute the next statement in order. During that pause, you can examine what has happened by looking at register and block displays, and you can change any element in RAM, or in the registers. In that way you can find out exactly what is going on at each point in the program.

An especially valuable feature of all of these monitors is that, while single stepping, they "remember" their place. You can stop single stepping to examine or change registers or memory, and then automatically return to where you left single stepping.

You might think that single stepping through an entire program would be very instructive, and that it would easily identify all bugs. You would be right, except that it would take an enormous amount of time. Most programs involve many repetitions of instructions, so that tens of thousands of instructions are apt to be executed. A simple delay loop for holding a display on the screen for 60 seconds might, itself, execute thousands of instructions. Looking at an entire program, one instruction at a time, is much too tedious.

One way around this problem is to insert breakpoints just before suspected bugs. This allows execution at full speed to the breakpoint; then single stepping can be used to explore only problem areas. Other powerful routines have been devised to make single stepping more efficient, such as variable speed stepping and executing calls to subroutines at full speed. Stepping automatically from instruction to instruction at a convenient speed set by you is another helpful feature. All of the monitors reviewed permit automatic stepping at various speeds.

#### Execution of Calls, Jumps and RSTs

A feature associated with single stepping pertains to calls, and other branch points like conditional jumps. When stepping automatically at slow motion speeds, it is sometimes desirable to pause at branch points or calls. MICRO-MIND and STEP80 do this. By holding down a key, MICROMIND and STEP80 have the option of rapidly stepping through (at about 100 instructions per second) all nonbranching instructions, always stopping for calls, jumps and RSTs. The other monitors do not have this manual option (except by setting breakpoints), but all have variable speed automatic execution while single stepping.

In a sense, stopping at branch points is like having automatic breakpoints which do not have to be set or removed. For example, you may wish to see whether the registers have the proper contents before entering a particular subroutine. If you know that the subroutine is right, you would want to execute it at full speed, then return to single stepping. The subroutine call might be to ROM, and it might contain a delay loop. To single step through such a subroutine would be extremely tedious and non-informative. The ability to execute the subroutine immediately is a powerful aid.

All of the other monitors have the option of either stepping through one instruction at a time, or executing calls in full (including calls within the calling routine). Full execution is invaluable for going rapidly through a long, unfamiliar program, in order to determine its general structure. With it, you can very quickly

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identify the major routines, momentarily ignoring the lesser ones. Without it, stopping at every call in a complicated program can quickly lead you to lose your bearings.

#### Control and Interpretive Traces

Anyone who has used a monitor has discovered what Allen Gelder calls dangerous bends; taking these, causes the monitor and program to crash. Of course, program errors can cause control to jump to some part of ROM or RAM which takes it out of the monitor and the program. But there are many other ways of losing control. For example, a monitor necessarily must control its video display, and thus must place a jump to itself in the video driver. But if the program being examined also places in the video driver a jump to itself, then ZAP!!! The monitor display disappears! At least it does in most cases.

The monitors reviewed here have developed a technique for avoiding this kind of crash. Instead of actually executing the program, instruction by instruction, these monitors simulate execution, and display what the registers would be as if each instruction were executed. In this way, the monitor retains control under almost all circumstances. Moreover, this technique makes it possible to single step and to set breakpoints in ROM as well as RAM. This feature is lacking in MICROMIND.

With an ordinary monitor, the attempt to trace a program through single stepping is blocked with a hangup whenever that program calls for keyboard input. This occurs because accessing the keyboard requires a fast scanning loop which continues until a key is pressed. Single stepping executes only one instruction at a time, too slowly for sensing a key press. Our monitors have eliminated this problem, too, by automatically reverting to a normal scanning loop whenever a program calls for keyboard input.

#### **Graphics Displays**

One of the most valuable features possessed by some of these monitors is the ability to display the program graphics in slow motion, along with the Z-80 instructions that produce the features of the display. MICRO-MIND, STEP80, and SUPERSTEP do this by reducing the disassembled instruction to one or two lines of minimal information at the bottom of the screen, leaving the rest of the screen available for program displays, including graphics. As you step along, each new portion of the graphic display corresponds to the instructions at the bottom. In this way, you can see how some of the exciting graphics (in such games as Supernova) are created. Or, you can watch Sargon II constructing, bit-by-bit, the board and pieces on the screen. Of course, this feature also helps to find the bug in your own program where the display goes awry.

Another method of dealing with graphics, used by TASMON and BUGOUT, allows you to view the entire screen by switching back and forth between the whole-screen register display and the whole-screen graphics display. BUGOUT does this automatically if commanded, while TASMON requires keyboard commands for each alternation. ULTRA-MON has no provision for single stepping graphics displays.

#### Line Printing

MICROMIND lacks an option for line printing and so does the present version of SUPERSTEP. The new STRETCH SUPERSTEP (for disk users only) will remedy this shortcoming. STEP80 provides several lineprint options while disassembling or single stepping. BUGOUT is the most flexible here. An "enable printer" command allows line printing of virtually any of the operations: single stepping, interpretive tracing, contents of memory, etc. TASMON and ULTRA-MON allow a screen print at any time, as well as several other printing options.

#### Utilities

The monitors differ considerably in providing utilities. There is always a compromise between using up additional memory and providing conveniences. MICRO-MIND has a search command,

ASCII displays and dumps, hexdecimal conversions, and provisions for recording a program on tape in systems format. STEP80 and ULTRA-MON are similarly equipped except that they lack conversions and a search command. ULTRA-MON also has a utility for relocating object code programs. TASMON has these utilities as well as a unique one for converting opcode programs to source program format. SUPERSTEP has fewer utilities, but is unique in having a utility for punching fast-loading tapes. BUGOUT has almost every utility that a programmer might want (e.g., see search commands in the next section).

#### The Ultimate Monitors

SUPERSTEP and BUGOUT deserve separate discussion, for they represent the current state of the art and have powerful features not generally found. In fact, the latter two monitors are just entering their latest phase at the time of writing. Allen Gelder tells me that a new version called STRETCH SUPERSTEP (for disk users only) is about to become available, and I am reviewing BUGOUT from a preliminary manual to be replaced by a final version soon.

These two supermonitors are superbly designed to let the computer do some of the intelligent work of debugging a program. This is reflected in their full-screen displays and in additional windows or blocks that can be called up. Their displays include intelligent RAM windows that (as each instruction is stepped), automatically display the content of an address in HL, in the index registers IX and IY, or in the instruction itself. You need to see the screen displays to fully appreciate them.

These block displays provide many options. They can be set not only to any address in ROM or RAM, but also to the stack pointer or any of the registers. As new instructions are stepped, their contents will change automatically (if the instruction is relevant to the block contents). If nearby information is not covered by the block, it can be scrolled to lower or higher addresses! Many other

display options are available. The blocks can be removed, and so can the registers, to display a simple disassembly.

SUPERSTEP has a very different (but equally impressive) format and capability. Its initial display consists of two full sets of registers. One set displays states preceding the current instruction, and the other, states following execution. Also included is a floating block like that of BUGOUT, automatically displaying the contents of a register or address in the current instruction, including adjacent addresses. Moreover, the "before" execution display block can be replaced by five blocks ranging in size from one to eight bytes. Each can be set to reveal various address contents automatically, as the instructions are stepped through. As mentioned earlier, SUPER-STEP's display can be reduced to a single line in the bottom left corner of the screen, allowing the user's program to control the screen as instructions are stepped through. An option, unique to SUPERSTEP, displays the execution time of the current instructions with a cumulative record of time elapsed from the starting point in an earlier instruction. Like BUGOUT, the various displays can be scrolled backward or forward.

Intelligent displays, such as these, lessen the need for search commands. SUPERSTEP has only one. BUGOUT has 10 search commands including byte, word, ASCII and various opcode searches. For example, you can search for CD0050 if you want to find all instances of the instruction, CALL 5000H, and you can search for any ASCII string up to 22 characters long. You can also insert XX in any search command wherever you don't want to specify one or more bytes: Searching for CDXXXX would provide a list of all unconditional CALL instructions.

These supermonitors allow the use of breakpoints at specific ROM or RAM addresses, as described earlier. BUGOUT has some unique breakpointing features. Breakpoints can be set to stop at a given byte, word, register content, or register pair content. Suppose that

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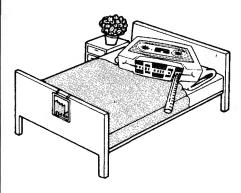
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#### The Fine Print:

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P.O. Box 1087 Santa Barbara, CA 93102 (805) 963-1066 you wanted to stop interpretive tracing when a particular graphics byte (say BFH) appeared at address 3D00H on the screen. You could do this by using a breakpoint command that recognizes when 3D00H contains BFH! Or, if you wanted to stop at all unconditional calls and jumps, you could do this by putting the hex byte CD in one breakpoint, and C3, in the other.

SUPERSTEP has a very convenient feature for changing registers or other content displayed on the screen. A command activates a cursor controlled by the directional arrows on the keyboard. To make a change, you move the cursor to the display contents that you want to change, and type in the new byte. In BUGOUT, you simply call up the register (or register pairs) that you wish to change. Another special feature of BUGOUT (also TASMON) allows users to add their own custom commands to it, and a variety of key addresses in BUGOUT are documented to aid in this extension.

Finally, BUGOUT (like TAS-MON and ULTRA-MON) provides a relocator that will do most of the work of relocating any machine language program. Using this routine, it took me only five minutes to move Sargon II to high memory and have it running. The main pitfall is that data or jump tables can be misinterpreted by the relocator, and have to be handled instead as block moves. Sargon II was easy only because I was very familiar with its structure. Both BUGOUT and TASMON provide helpful comments for finding and moving those parts of your program that are not Z-80 instructions.

#### Which is the Monitor for You?

If you are just getting into assembly language programming, if you program mostly in BASIC, if your budget is very limited, or if you have only 16K, then STEP80, ULTRA-MON or TASMON are your best choices. The otherwise excellent MICROMIND lacks a command that sends material to the printer. A printer command could be patched in. 16K users might value the printer command's brevity; it

occupies only 3.8K bytes. All three monitors are inexpensive. STEP80 occupies only 4.1K bytes, and has most features one would need. ULTRA-MON, with only 4.5K bytes, has full screen capabilities almost as good as BUGOUT and SUPERSTEP. It is somewhat lacking in utilities, though, as might be expected from its compact size. TASMON occupies 8K bytes, and while it has a more limited display than ULTRA-MON, it has excellent utilities, like writing and reading system tapes, and writing and loading disk files. TASMON is also the only general purpose monitor that generates a disassembly which substitutes labels for addresses, and which provides a symbol table. You need to use your ingenuity to distinguish data sections from program (and clean these up), but ultimately, you can put the resulting source program into an Editor/ Assembler for changing and reassembling.

If you do very much assembly language programming, if you want to achieve mastery of assembly language, or if you want the very best, then you should definitely purchase either SUPERSTEP or BUGOUT. You would be delighted with either, but your best choice depends upon your own needs.

BUGOUT comes with an exceptionally well-organized, clearly written 135-page manual (currently being revised and further improved) that is designed to teach novices how to use the Z-80 instruction set, as well as to thoroughly acquaint the user with BUGOUT routines. In addition, it has a separate manual for experts. BUGOUT has virtually every conceivable operation that might be desired by the novice or pro; it contains well over 100 commands.

SUPERSTEP is pitched more exclusively toward the expert. Novices (and even some experienced amateurs) would probably have difficulty with its limited documentation. It is the only monitor that provides a command for calculating execution times for Z-80 instructions, that has convenient commands for opening up space in your program for inserting new machine language bytes, and which provides a utility for punching fast-loading tapes. (Like other fast loaders, this works only if you haven't added the XRX cassette load modification.)

Whatever your choice among these six monitors, you will save countless hours in debugging and revising your programs, or in patching unfamiliar programs!

#### Table 1 VENDOR SOURCES AND SYSTEM REQUIREMENTS

MICROMIND - Mumford Micro Systems, P.O. Box 400D, Summerland, CA 93067.

Model I

3.8K bytes

\$16.95

STEP80 — Mumford Micro Systems, P.O. Box 400D, Summerland, CA 93067.

Models I, III

4.1K bytes

**TASMON** — The Alternate Source, 1806 Ada St., Lansing, MI 49810.

Models I, III

8K bytes

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# **DT-1**

# An evaluation of Radio Shack's new multi-user terminal

Harry Avant, La Crescenta, CA

What do you do if you are in the market for a video terminal and you need an 80 x 24 display with capabilities for half intensity, reverse video, variable cursor, baud rates up to 19,200 bps, ability to attach either a serial or parallel printer? What happens if you can't make up your mind between four of the top-selling terminals currently available? The answer is easy. Buy a Radio Shack DT-1 video terminal.

Tandy's new terminal incorporates several features, some of which are lacking in competitive terminals on the market. In addition to the 80 x 24 display, baud rates may be set via the keyboard from 75 to 19,200, and video attributes include normal, reverse, invisible, blink, underline and half intensity. A unique character generator displays special symbols for control codes in addition to easy-to-read standard alphanumeric characters.

This is Radio Shack's first entry, along with the new Model 16, to the world of multi-user data processing. As an integral part of the new Model 16 multi-user system, it is totally compatible with the 16's hardware and software, but that is only a beginning. In the past, Tandy has been content to limit its hardware compatibility to only those products

produced in-house. The DT-1, however, is not limited in this sense Data Terminal 1 is a complete stand-alone terminal that is capable of providing communication with many other systems, from the S-100 types used in homes and small business to the largest mainframe computers used by industry and business, as well as Models I, II, III and 16.

The keyboard has the Model III's feel, but the differences are very noticeable. Keys are grouped into two sections. The main section has 58 keys and a 12-key multifunction keypad. Those who have used a Model I or III for communication with a large computer, and have lamented over missing escape and control keys, will find the DT-1 keyboard a real joy. Not only does it have escape and control keys, but several other special keys that are required for convenient communication with another system, such as a true backspace, delete, line feed, caps lock, reverse slash, square and curly brackets. In fact, all ASCII control codes and escape sequences can be generated on the keyboard. The alphanumeric keys are arranged in standard "typewriter format" which will be a minor nuisance to someone used to a Model I or III, but a real help to those who are used to a conventional typewriter keyboard layout.

The most interesting feature of the DT-1 is its emulation ability. It is possible to configure the terminal to emulate four popular terminals now on the market: a Televideo 910, Lear Seigler ADM-5, ADDS 25 or Hazeline 1410. The emulation mode, as well as I/O parameters, are entered via keystroke entry and stored in an EEPROM (electrically erasable programmable read-only memory). The following parameters may be programmed into the EEPROM:

#### Function Abbreviation During Setup

| Terminating character TC1, TC0 |
|--------------------------------|
| Emulation mode EM1, EM2        |
| Reverse video REV              |
| Data terminal ready DTR        |
| Data set readyDSR              |
| Data carrier detectDCD         |
| Stop bit select STB            |
| Odd or even parity O/E         |
| Parity select PAR              |
| Word length WDL                |
| Baud rate BR0, BR1, BR2, BR3   |
| Automatic line feed ALF        |
| Auto wrap around AWP           |
| Full or half duplex F/H        |
| Cursor select CT1, CT0         |
|                                |

To set I/O parameters, or to

examine present configuration, the following keys are depressed simultaneously:

#### Control Shift Enter

The DT-1 will display the current settings in a matrix on the screen as:

STB O/E PAR WDL BR3 BR2 BR1 BR0 0 1 0 0 0 1 0 0

ALF AWP F/H CT1 CT0
0 1 0 0 0

Actual values (zero or one) will vary, depending on what has been stored in the EEPROM. The above values are settings used by personnel at the Radio Shack Computer Center in Glendale, California, to access Compuserve.

All of the available characters in the character generator may be displayed in local mode by pressing shift, escape and V at the same time.

In set-up mode, the cursor may be positioned below the parameters by using the arrow keys and, if required, changes may be made. During set-up, the terminal will only accept a zero or a one. When set-up parameters are configured, the enter key is pressed. The system will display a message asking if values are to be stored permanently. If this is desired, respond with a Y. The screen will respond with a message stating that the set-up has been stored. These settings will remain in memory even if power is turned off. If desired, any character other than a Y can be used to respond to the query, in which case the parameters will be implemented, but not stored permanently, and will be lost during a power off.

Emulation modes are determined by the EM0 and EM1 settings. The following are available:

EM1 EM0

0 0 Televideo 910

- 0 1 Lear Siegler ADM-5
- 1 0 ADDS 25
- 1 1 Hazeltine 1410

Cursor selection is determined by the values assigned to CT1 and CT0.

#### CT1 CT0

- 0 0 Blinking block
- 0 1 Blinking underline
  - 0 Non-blinking block
- 1 Non-blinking underline

In addition to I/O parameters, the DT-1 has a local mode. This allows transmission of control characters and escape sequences to a printer for configuration control, or (as is required by some of the terminals that are emulated as sequence) to turn on the printer or do a keyboard enable. Local mode is accomplished by shift, escape, followed by the sequence or shift control, followed by the control code.

The 65-page manual supplied with the DT-1 is very complete, especially in descriptions of the

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codes used in terminal emulation modes. All information necessary to effect special video characteristics (reverse, half intensity), as well as cursor positioning control codes, is given. This completeness will make programmers happy. Detailed instructions on how to interface the DT-1 to Models I. II. III and 16 are included in with this manual. A few typos have slipped into the manual, but these are very obvious, and should not present any problems. By the time this goes to press, Tandy should have errata sheets out for the typos.

Peeking into the vents of the DT-1 indicates the same video board as is used in the Model III. I wish Tandy had used a green phosphor with this terminal. It certainly would have made it a better match for the Model 16. The power supply is located on the bottom behind the panel that hides the disk cutouts. The video board is attached to the top cover on

the left.

The balance of the electronics are on a single board, approximately 4 x 10 inches, that lies horizontally at the back. This board also carries two RS-232 connectors and the Centronics compatible printer port. This board is fitted with quick disconnect type of cable connectors that should allow for very rapid servicing in the field. I would estimate that the main board could be replaced in less than thirty minutes. This is an important feature, as it can really minimize down time, which is quite costly if the terminal is used in a business application.

While it's reliability is unknown, one can expect very good performance from the video, as it is the same as the Model III. Modular design of the major subsystems indicates a very short down time if problems do develop. There are some things that I wish Tandy had

done differently. One is the lack of a green screen, which would have been a good match for the Model 16. Next, is the placement of the escape key. The escape key is located next to the right shift key. I would have preferred to see this where the tab key is located (next to q). Perhaps I'm just used to having left-hand access to escape and control keys. My final observation is of the parallel printer port. It does have the required eight addresses, strobe and busy, but lacks the ability to check for other printer parameters such as out of paper or end of ribbon.

I would like to acknowledge the help and cooperation of the Radio Shack Computer Center in Glendale, California. They are always willing to provide me with a quiet corner for a couple of hours to pour over new documentation, and are a real help (as in the case of the DT-1) for allowing me an extended session with it.

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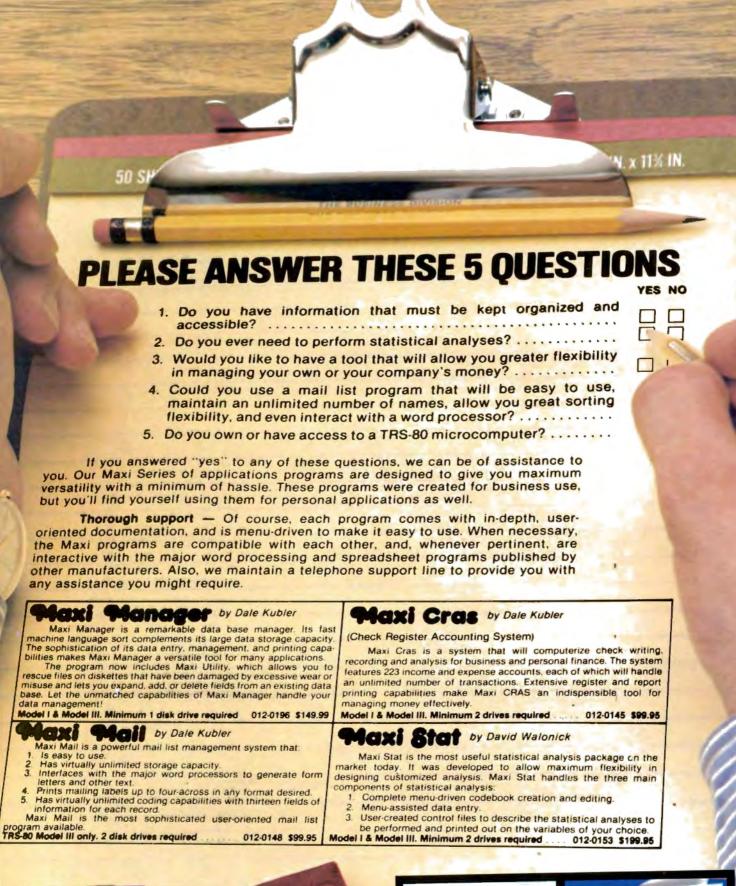
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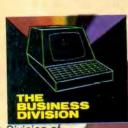
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# The DUMP command

# Find machine language addresses with STAR (system tape address reader)

Model I, 32K with disk

Joe W. Rocke, Ridgecrest, CA

Advantages of the DUMP function included on most disk operating systems (DOS) are probably the least understood of all DOS functions. Properly used, it is one of the simplest, yet most powerful functions available to the user. DUMP can be used to:

Save a system load program from tape to disk.

Link a series of machine code modules into a single program.

Salvage a file lost due to a system 'crash.'

#### The DUMP Function

The DUMP function is usually included as a DOS library feature. Its purpose is to enable the user to "dump" specified portions of memory contents to disk. The typical useage format is as follows:

DUMP Filespec:d, (START=X 'aaaa', END=X 'eeee', TRA=X 'tttt')

Where "Filespec" is the name assigned to the file to be dumped; "d" is drive number; "aaaa" is memory address for start of the dump; "eeee" is address at which dump is to end; and "tttt" is transfer address (sometimes called entry point) for execution of the filespec if it is a standalone program.

While the actual format will vary with different DOSs, the important factor is use of the memory

addresses. These addresses are essential. They specify the portion of memory to be dumped to disk. Should an error be made in specifying the address, the result could be inclusion of extraneous bytes, or absence of bytes vital to the filespec use. In specifying an end address it is better to use a high memory address than too low an address. The extra bytes are usually no problem, whereas a conservative guess at the end may result in a loss of data. If in doubt about a transfer. address, use 402D hex which will return control to DOS while leaving the salvaged file intact in memory.

Conventional use of the DUMP function is to save a system load tape program to disk. However, attempts to do so may be a riddle for the user unfamiliar with machine code program structure. The program start, end and transfer address are an absolute must in this application. Unfortunatly, this information is seldom included in program documentation . . . especially if it is a purchased program. Thus, the programmer must use a utility that will provide the needed memory addresses.

The "Reader" program in Sept./Oct. 80-U.S. Journal is an example of this type of program, except that it does not provide program addresses. For the benefit of readers who do not have a utility

which provides system load tape addresses, a system tape address reader (STAR) program listing is included at the end of this article. Only the most expensive DOS provides a utility of this type. Without a suitable tool such as this, the user is left with little alternative other than to use a debug utility and search out the addresses. This can be a frustrating experience unless one is familiar with the debug- or zap-type utilities.

#### Modular Program Creation

The DUMP function is a dynamic tool for the assembly language programmer. It provides a means for linking individual program modules into one master program. This is especially important when working with a limited random access memory (RAM) capability. In some cases, there is insufficient RAM buffer space available to hold the entire assembly language source code. This leaves the programmer with no choice but to divide the program into modules that can later be linked into a complete program. This operation can be compared to using the Disk BASIC Merge function to link two BASIC programs.

To elaborate on the need for modular construction, let's review the typical editor/assembler. Most

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use a minimum system to conserve as much memory space as possible. It must be able to load a file disk, create new files, and maintain a library of user utilities including the assembler. While this may be considered a minimum system, it still requires about 6K of RAM. This leaves a buffer of only 16K for user entry of the source code (assuming a 48K system). While you may never write a 16K assembly language program, the buffer area soon fills if many remarks are used. Fortunately, the DUMP and LOAD functions included in the DOS library provide a way around this limitation.

Using an editor/assembler, one can develop a program as a series of modules, each tailored in length to the buffer space available. Likewise, each can be saved to disk as an individual module. Upon completion of all modules, they can be linked together into a single program. The process of creating the modules can be summarized as follows.

- 1. Type in source code to the buffer limit.
- 2. In the first module, EQUate any labels that will be used in subsequent modular segments of the program, or assign a dummy address that can be changed later using a debug.
- 3. Keep a "crib sheet" of these labels and addresses as they are typed in, for reference or use in subsequent modules.
- 4. Originate the first module above DOS (i.e., above 5200 hex).
- 5. Assemble the module, noting the starting and ending addresses on the crib sheet.
- 6. Save the assembled module to disk as a core memory (/CIM) file.
- 7. Clear the buffer and continue typing in source code. Use ending address of Module 1 plus one as the ORG (origin) of Module 2.
- 8. Repeat the foregoing process as many times as necessary to complete the program source code entry.

The end result of this effort is a series of individual (but related) modules. None will function as a standalone program. Linked together, they form a complete program. This is where the DUMP function enters the picture; it is used

in the module linking operation.

#### Linking Modules

To explain the linking of our hypothetical program, we will give the modules a psuedo memory address. For the purpose of illustration, we will use the following addresses. Note that the second module is originated to follow the end address of the first module.

MODULE1/CIM 5300H (origin) 5800H (last of listing) 53FFH (entry point on Module1)

MODULE2/CIM 5801H (1st line) 6ABCH (ending address)

There are several ways these modules could be linked, but we will take the easy way! Using the LOAD and DUMP functions, the procedure is as follows:

1. LOAD MODULE1/CIM <ENTER>

2. LOAD MODULE2/CIM <ENTER>

Note the use of the LOAD command in the foregoing instruction. This, too, is a common library command found in most DOSs. When used from the command mode, it will load a file to memory without causing it to execute. In this case, the LOAD function serves an important purpose. Without it, any attempt to load the modules would result in a system crash. At this point, both modules are in memory, occupying memory locations 5300 hex through 6ABC hex.

The DUMP function is now used to combine the modules. A typical calling format would be as follows:

DUMP MODULE3/CMD:1 (START=X '5300', END=X '6ABC', TRA=X '53FF')

This will result in dumping the contents of memory from 5300 hex to 6ABC hex onto the disk under the filspec MODULE3/CMD, with the DOS address used as a transfer address.

Modules 1 and 2 remain intact on the disk in their original form and location. MODULE3/CMD is stored at a different location selected by the disk controller. Note use of the /CMD extension when formatting the DUMP statement. As we are assuming this is a standalone program, the CMD extension is required to enable calling the program from DOS. Since Modules 1 and 2 are no longer needed, they may be deleted from the disk directory if desired.

#### **Crash Insurance**

The DUMP function can also be used as a basis for salvaging a program in the event of a system crash. To illustrate, let's assume that a system crash occurs as a data file is being created, and system control is restored with a system RESET. Chances are that most of the data in memory when it crashed is still intact. If the file start and end addresses are known, this portion can be saved using the DUMP command. In doing so, the important thing to keep in mind is to assign a new filespec name. This is to prevent over-writing an existing file if the dump is made to the same disk. A new name also serves to identify the salvaged file. The salvaged file can subsequently be examined using a debug or disk modifier utility to restore missing codes, if such action is necessary.

A case in point is salvaging a file when using a word processor program such as PENCIL™ or SCRIPSIT™. In my case, Pencil files have been lost by forgetting to turn the printer on before beginning a printout. (Turning on the printer causes a transient that freezes my keyboard.) In most cases, it is possible to salvage the file using the DUMP function. The general procedure in such cases is as follows:

- 1. Press the system RESET button (do not power down).
- 2. DUMP the contents of memory, beginning with the origin of the word processor as the start address, and top of memory as the end address, with transfer to DOS (402D hex).
- 3. Clear memory and LOAD the CIM file created by the DUMP.

4. Call up your DOS debug, and use it to jump to the origin of the word processor. Both the program and file should be intact.

This manner of salvaging memory contents is especially pertinent to business applications. The best programs and systems are not entirely crash proof. A static discharge, momentary glitch in the powerline, or invalid entry by an inexperienced operator can cause havoc with the best of systems.

While the loss of a Pencil file may not be catastrophic, loss of a business data file can be. Therefore, it behooves anyone who is depending upon computer data files to prepare for possible system crashes. No system is immune to the "if it can happen, it will" part of Murphy's law. Therefore it is wise to observe the scout motto and "be prepared."

This point is illustrated by use of a simplified example:

An inexperienced operator is inputing data to a financial data base file. In the process, the system crashes for reasons left to your imagination. Two hours' work lost, plus possible loss of the original data base! The obvious question is "what to do now?"

The important thing is to save as much of the contents of memory as possible. If steps have been taken

#### Program Listing for DUMP Command

|      |    | 00010 | 7       |         | VERSION 3.1   | 2/27/82                       |     |
|------|----|-------|---------|---------|---------------|-------------------------------|-----|
|      |    | ØØØ15 | ; BY JO | DE W. F | OCKE RI       | DGECREST, CA 93555            |     |
|      |    | 00020 | *****   | *****   | ******        | :*********************        | r   |
|      |    | ØØØ3Ø | *** 'S  | TAR -   | · SYSTEM TAPE | E READER PROGRAM LISTING - ** | r   |
|      |    | 00040 | *****   | ******  | *******       | **************                | *   |
|      |    | 00050 | ;** UT  | LITY E  | PROGRAM TO II | DENTIFY A CASSETTE TAPE AS ** | r   |
|      |    | 00060 | ;**     |         | SYSTEM LOAD   | O OR BAYIC FORMAT. **         | k   |
|      |    | 00070 | ** DIS  | SPLAYS  | START, END 8  | TRANSFER ADDRESS IF TAPE **   |     |
|      |    | 00080 | ;**     |         | IS IN         | SYSTEM FORMAT. **             |     |
|      |    | ØØØ9Ø | ;*****  | *****   | *******       | **********                    | ŧ   |
|      |    | 00100 | ;       |         | ROM           | CALLS                         |     |
|      |    | 00110 | ;       |         |               |                               | =   |
| Ø6CC |    | ØØ12Ø | BASIC   | EQU     | Ø6CCH         | ;USE FOR TAPE SYSTEM          |     |
| 4Ø2D |    | ØØ13Ø | DOS     | EQU     | 4Ø2DH         | ; RETURN FOR DISK SYSTEM      |     |
| Ø1F8 |    | 00140 | CASOFF  | EQU     | Ø1F8H         | TURN CIR OFF                  |     |
| Ø21E |    |       |         | EQU     | Ø21EH         | TURN CTR ON                   |     |
| Ø1C9 |    |       | CLS     |         |               | CLEAR SCREEN FROM ROM         |     |
| ØØ33 |    | 00170 | DSP     | EQU     | ØØ33H         | ; DISPLAY BYTE IN REGISTE     | £R  |
| 28A7 |    | ØØ18Ø | DSMSG   | EQU     | Ø28A7H        | ; DISPLAY MESSAGE ROUTING     | E   |
| ØØ2B |    | 00190 | KBD     | EQU     | ØØ2BH         | ;KEYBOARD SCAN                |     |
| Ø235 |    | ØØ2ØØ | READ8   | EQU     | Ø235H         | ; READ 8 BITS ROUTINE         |     |
| Ø296 |    | 00210 | SYNC    | EQU     | 0296н         | ;LOOK FOR SYNC BYTE           |     |
| ØØØD |    | 00220 | CRLF    | EQU     | ØDH           | ;CARRIAGE RETURN/LINE F       | EED |
|      |    | ØØ23Ø | ;       |         |               |                               |     |
| 6000 |    | 00240 |         | ORG     | 6000н         | ; CHANGE FOR 32 OR 48K ST     | YS  |
| 6000 | F3 | ØØ25Ø | START   | DI      |               | ;CLOCK OFF FOR 'DOS'          |     |

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beforehand to prepare for such a contingency, the following can be done.

- 1. Recover system control by means of a reset.
- 2. Insert a previously formatted file disk in the second disk drive. (Any business system worth its salt will have two drives, right?)
- 3. Perform a memory DUMP of the entire memory contents above the DOS, to top of memory. For example:

DUMP CRASH/CIM:1, (START=X '5200', END=X 'FFFF', TRA=X '402D') <ENTER>

4. Shut down and wait for the "expert" to return from lunch!

The DUMP will save every byte in memory from 5200 hex (assumed end of DOS) to top of memory (FFFF hex). The DOS entry point, 402DH, was added so the file can be loaded back to memory, followed by a jump to the DOS mode. The "expert" can load the CIM (core image in memory) file to memory using the LOAD command. This will be followed by automatic transfer of system control to the DOS command mode. With the salvaged

| 6001 | 21003C   | ØØ26Ø | START2 | LD    | HL,3000H       | HOME CURSOR              |
|------|----------|-------|--------|-------|----------------|--------------------------|
| 6004 | 222Ø4Ø   | ØØ27Ø |        | LD    | (4020H).HL     |                          |
| 6007 | CDC9Ø1   | ØØ28Ø |        | CALL  | CLS            | CLEAR SCREEN             |
| 600A | 215661   | ØØ29Ø |        | LD    | HL, MSG1       | GET MSG 1                |
| 6ØØD | CDA728   | ØØ3ØØ |        | CALL  | DSMSG          | DISPLAY IT               |
| 6010 | CD2BØØ   | ØØ31Ø | SCAN   | CALL  | KBD            | BEGIN KEYBOARD SCAN      |
| 6013 | в7       | ØØ32Ø |        | ÓR    | A              |                          |
|      | 28FA     | ØØ33Ø |        | JR    | Z,SCAN         |                          |
|      | FEØD     | 00340 |        | CP CP | ØDH            | CHECK FOR =ENTER=        |
|      | 20F6     | 00350 |        | JR    | NZ, SCAN       | CONTINUE SCAN IF NEITHER |
| 6Ø1A |          | ØØ36Ø |        | XOR   | A <sub>.</sub> | ;MAKE A=Ø                |
|      | CD12Ø2   | ØØ37Ø |        | CALL  | 212H           | DEFINE DRIVE             |
|      | CD96Ø2   | ØØ38Ø |        | CALL  | 296Н           | ;FIND SYNC BYTE          |
|      | 214861   | ØØ39Ø |        | LD    | HL,MBUFF       | ;LOAD BUFFER             |
|      | Ø6Ø8     | 00400 |        | ΤD    | B,8            | ;8 BYTES TO BUFFER B     |
|      | CD35Ø2   | 00410 | LPI    | CALL  | READ8          | ; READ 1ST 8 BYTES       |
| 6Ø29 |          | 00420 |        | LD    | (HL),A         | ; INTO                   |
| 602A |          | 00430 |        | INC   | HL             | ; MEMORY BUFFER          |
| 6Ø2B |          | 00440 |        | DJNZ  | LP1            | ;LOOP                    |
|      | 214861   | ØØ45Ø |        | ΓD    | HL, MBUFF      | ; BEGIN TEST             |
| 6030 |          | 00460 |        | LD    | <b>△,</b> 55H  | ; CHECK FOR              |
| 6Ø32 |          | ØØ47Ø |        | CP    | (HL)           | ;SYSTEM HEADER           |
| 6033 |          | ØØ48Ø |        | JR    | Z, STEST       |                          |
| 6035 |          | 00490 |        | LD    |                | ; CHECK FOR              |
| 6Ø37 |          | ØØ5ØØ |        | CP    | (HL)           | ;BASIC HEADER '          |
| 6Ø38 |          | ØØ51Ø |        | JR    | Z, BTEST       |                          |
|      | CDØDØØ   | ØØ52Ø |        | CALL  | CRLF           |                          |
|      | 21FØ61   |       | DEFALT | LD    | HL,MSG2        | ; DEFAULT MSG2           |
|      | CDA728   | ØØ54Ø |        | CALL  | DSMSG          | ;DISPLAY MSG 2           |
|      | ED5B2Ø4Ø |       |        | LD    | DE, (4020H)    | ; DESTINATION            |
|      | 214861   | 00560 |        | LD    | HL, MBUFF      | ; SOURCE                 |
|      | 010800   | ØØ57Ø |        | LD    | BC,8           | BYTE COUNT               |
| 6Ø4D |          | ØØ58Ø |        | LDIR  |                | ;XFER DATA               |
| 604F |          | ØØ59Ø |        | JR    | TOFF           | ı                        |
| 6Ø51 |          | ØØ6ØØ | BTEST  | INC   | HL             | TEST FOR 3               |
| 6Ø52 |          | ØØ61Ø |        | CP    | (HL)           | ;D3'S IN A ROW           |
| 6053 | -        | ØØ62Ø |        | JR    | NZ, DEFALT     |                          |
| 6055 |          | ØØ63Ø |        | INC   | HL             | ; DEFAULT IF             |
| 6Ø56 | BE       | ØØ64Ø |        | CP    | (HT)           | ; NOT FOUND              |
|      |          |       |        |       |                |                          |

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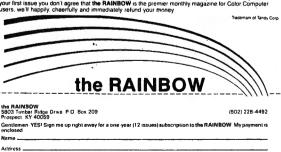
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file back in memory, the memory contents can be examined using a debug utility. In most cases, the majority of information in memory can be salvaged by using debug. To do so, one must have a good knowledge of machine code and debug techniques.

The DUMP function is a useful command when one understands its range of applications. Simply put, it dumps the bytes in memory to disk, creating a core image memory copy of the area specified by the start and end addresses. What one does with this file is dependent upon the imagination, skill and knowledge of the individual.

#### System Tape Address Reader (STAR)

The STAR program is a utility that will scan a tape-based machine code (system load) program and provide the start, end and transfer addresses in hexidecimal form. This information is necessary in order to dump a tape system load program to disk. The original program name is

|   |      | 20E4   | ØØ65Ø        | JR   | NZ, DEFALT  | ;                       |
|---|------|--------|--------------|------|-------------|-------------------------|
|   | 6059 | 213E62 | 00660        | LD   | HL, MSG3    | ;BASIC FORMAT MSG       |
|   | 605C | CDA728 | ØØ67Ø        | CALL | DSMSG       | DISPLAY MSG 3           |
|   | 6Ø5F | 214B61 | ØØ68Ø        | LD   | HL, MBUFF+3 | , Dibini 120 3          |
|   | 6Ø62 | 7E     | 00690        | TD   | A, (HL)     | PRINT THE               |
|   | 6063 | CD33ØØ | 00700        | CALL | DSP         | ;FILE NAME              |
|   | 6066 | 3E22   | 00710        | LD   | A,22H       | CLOSE                   |
|   | 6068 | CD33ØØ | ØØ72Ø        | CALL | DSP         | •                       |
|   | 606B | 1831   | ØØ73Ø        | JR   | TOFF        | ;<br>;TURN OFF CASSETTE |
|   | 6Ø6D | CD35Ø2 | 00740 STEST  | CALL | READ8       | ; READ 8 BYTES          |
|   | 6070 |        | 00750        | LD   | B, A        | COUNT & LOAD            |
|   | 6Ø71 | CDCØ6Ø | ØØ76Ø        | CALL | HLADDR      | START ADDRESS           |
|   | 6074 | 225Ø61 | 00770        | LD   | (STARTA),HL | , START ADDRESS         |
|   | 6077 | 85     | ØØ78Ø        | ADD  | A,L         |                         |
|   | 6Ø78 | 4F     | 00790        | LD   | C,A         |                         |
|   | 6079 | CDC96Ø | 00800        | CALL | BLOCK       | *                       |
|   |      | CD35Ø2 | 00810 LOOPD  | CALL | READ8       | READ 8 BYTES            |
|   | 6Ø7F | FE78   | 00820        | CP   | 78H         | CHECK FOR ENTRY         |
|   | 6081 | 285F   | 00830        | JR   | Z, ENDSYS   | POINT HEADER            |
|   | 6Ø83 | FE3C   | 00840        | CP   | 3CH         | CHECK FOR START         |
|   | 6085 | 2ØF5   | 00850        | JR   | NZ,LOOPD    | OF DATA HEADER          |
|   | 6Ø87 | CD35Ø2 | ØØ86Ø        | CALL | 235Н        | ; OF DATA THEADER       |
|   | 608A | 47     | 00870        | LD   | B,A         | BYTE COUNT              |
|   | 6Ø8B | CDCØ6Ø | ØØ88Ø        | CALL | HLADDR      | ;                       |
|   | 608E | 85     | ØØ89Ø        | ADD  | A,L         | •                       |
| ۲ | 6Ø8F | 4F     | 00900        | LD   | C,A         |                         |
|   | 6Ø9Ø | CDC96Ø | 00910        | CALL | BLOCK       |                         |
|   | 6093 | 18E7   | 00920        | JR   | LOOPD       |                         |
|   | 6Ø95 | 46     | 00930 OUTPUT | LD   | B, (HL)     | PRINT A STRING          |
|   | 6096 | 23     | 00940        | INC  | HL          | OF ASCII CHARACTERS     |
|   | 6097 | 7E     | 00950        | LD   | A, (HL)     | , or incir directing    |
|   | 6Ø98 | CD33ØØ | ØØ96Ø        | CALL | DSP         | DISPLAY BYTES           |
|   | 6Ø9B | 1ØF9   | 00970        | DJNZ | OUTPUT+1    | ;                       |
|   | 6Ø9D |        | ØØ98Ø        | RET  |             | •                       |
|   |      | 212020 | ØØ99Ø TOFF   | LD   | HL,2020H    | TURN OFF                |
|   |      | 223E3C | 01000        | LD   | (3C3EH), HL | BOTH *'S                |
|   | 60A4 | CDF8Ø1 | 01010        | CALL | CASOFF      | CASSETTE OFF            |
|   |      |        |              |      |             |                         |

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The assembly language source code for STAR is presented in Listing 1. As written, it is structured for CTR tape system operation. The minor changes required for disk system operation are noted in the listing remarks. This program is for a Model I Level II. Minor changes in ROM address calls are required for Model III compatibility.

STAR program application is guided by display prompts. The following steps summarize its use in a tape-based system.

- 1. Load STAR from the BASIC tape operating mode.
- 2. Replace the STAR cassette upon completion of the load with the subject tape to be read.
- 3. Follow the STAR prompts. The program addresses will be displayed upon completion of the "read" operation.
- 4. Jot down the addresses for future reference.

Do be aware of the fact that STAR may not be able to read some tapes. Programs that include a preloader, or a special copy prevention feature, cannot be read. In such cases, you may as well resign yourself to using these tapes in the normal Level II BASIC mode.

The subject program is not loaded to memory in the reading process. The STAR program only scans the tape, picking out pertinent addresses for display. To save the program to disk using the DUMP command, proceed as follows:

- 1. Return to DOS mode, and call Disk BASIC mode.
- 2. Load subject tape to memory using your conventional Disk BASIC tape loading procedure.
- 3. Do not execute the program by typing a slash (/) upon completion of the load.
- 4. Insert a formated disk in the drive that is to receive the memory dump.
- 5. Assuming that your DOS permits a DUMP command call from the BASIC mode, type the DUMP call per your DOS instructions. Be sure to add the "/CMD" extension to the filespec name so the program may be called from the DOS command mode.

| 6ØA7 E5                | Ø1Ø2Ø          | PUSH         | HL                |                                       |
|------------------------|----------------|--------------|-------------------|---------------------------------------|
| 60AB 219162            | Ø1Ø3Ø          | LD           | HL, MSG5          | ; "REPEAT" MSG                        |
| 60AB CDA728            | 01040          | CALL         | DSMSG             |                                       |
| 60AE El                | Ø1Ø5Ø          | POP          | HL                | ,                                     |
| 60AF CD2B00            | Ø1Ø6Ø WAIT     | CALL         | KBD               | ; CALL KBD SCAN                       |
| 60B2 FE01              | Ø1Ø7Ø          | CP           | 01                | ;BREAK?                               |
| 60B4 2807              | 01080          | JR           | Z,EXIT            | ;EXIT IF YES                          |
| 60B6 FEØD              | Ø1Ø9Ø          | CP           | ØDH               | ; ENTER?                              |
| 60B8 CA0160            | 01100          | JP           | Z,START2          | ; REPEAT IF <e></e>                   |
| 60BB 20F2              | 01110          | JR           | NZ, WAIT          | ;LOOP IF NEITHER                      |
| 60BD C3CO06            | 01120 EXIT     | JP           | Ø6CCH             | RETURN TO BASIC                       |
|                        |                |              | (EI) & US 'JP     | DOS' FOR DISK                         |
| 6000 CD3502            | Ø114Ø HLADDR   |              | READ8             | ; READ NEXT 2                         |
| 6ØC3 6F                | 01150          | LD           |                   | BYTES FROM                            |
| 60C4 CD3502            | 01160          | CALL         | READ8             | ;TAPE & LOAD                          |
| 6ØC7 67                | 01170          | LD           | H,A               | ; INTO THE HL                         |
| 6ØC8 C9                | Ø118Ø          | RET          |                   | REGISTER                              |
| 60C9 85                | 01190 BLOCK    | ADD          | A,L               | ; READS A BLOCK                       |
| 60CA 4F                | 01200          | ΓD           | C,A               | OF DATA UP TO                         |
| 60CB CD3502            | 01210          | CALL         | READ8             | ;256 BYTES LONG                       |
| 6ØCE 23                | Ø122Ø          | INC          | HL                | ; BUMP POINTER                        |
| 60CF 81                | Ø123Ø          | ADD          | A,C               | ; KEEP CHECKSUM                       |
| 60D0 4F                | Ø124Ø          | ΓD           | C,A               | ; IN REGISTER C                       |
| 60D1 CD2B00            | Ø125Ø          | CALL         | 2BH               | ;KEYBOARD SWEEP                       |
| 60D4 FE01              | Ø126Ø          | CP           | 1                 | STOP ON                               |
| 60D6 28C6              | Ø127Ø          | JR           | Z, TOFF           | ; BREAK                               |
| 60D8 10F1              | Ø128Ø          | DJNZ         | BLOCK+2           | ;LOOP TILL DONE                       |
| 60DA CD3502            | Ø129Ø          | CALL         | READ8             | ;                                     |
| 60DD B9                | Ø13ØØ          | CP CP        | C                 | ; IS CHECKSUM VALID?                  |
| 60DE CC2C02<br>60El C9 | Ø131Ø<br>Ø132Ø | CALL<br>RET  | Z,22CH            | ;THEN BLINK '*'                       |
| 60E2 2B                | 01330 ENDSYS   | DEC          | HL                | CONCRETE ADDRESS                      |
| 6ØE3 225261            | Ø134Ø          | LD           | (ENDA), HL        | STORE END ADDRESS                     |
| 60E6 CDC060            | Ø135Ø          | CALL         | HLADDR            | ,                                     |
| 6ØE9 225461            | Ø136Ø          | LD           | (ENTRYA), HL      |                                       |
| 6ØEC 216362            | Ø137Ø          | LD           | HL, MSG4          | - CHOMEN MECCACE                      |
| 60EF CDA728            | Ø138Ø          | CALL         | 28A7H             | ; SYSTEM MESSAGE<br>; DISPLAY MSG4    |
| 6ØF2 Ø6Ø6              | Ø139Ø          |              |                   |                                       |
| 60F4 214961            | Ø14ØØ          | LD<br>LD     | B,6<br>HL,MBUFF+1 | PRINT                                 |
| 60F7 7E                | Ø141Ø LOOPF    | TD<br>TD     |                   | ;THE                                  |
| 60F8 CD3300            | Ø142Ø          | CALL         | A, (HL)<br>33H    | ;FILE<br>;NAME                        |
| 6ØFB 23                | Ø143Ø          | INC          | HL                | ; NAVEL                               |
| 60FC 10F9              | Ø144Ø          | DJNZ         | LOOPF             | ;DECREMENT B & JR IF B=0              |
| 6ØFE 21BE62            | Ø145Ø          | LD           | HL,MSG6           | ) DECIGERATION OF THE STORY           |
| 6101 CDA728            | 01460          | CALL         | 28A7H             | DISPLAY MSG6                          |
| 6104 2A5061            | 01470          | 4TD          | HL, (STARTA)      | ,                                     |
| 6107 CD1F61            | 01480          | CALL         | COMPU             | :PRINT START ADDRESS                  |
| 61ØA CD2661            | 01490          | CALL         | COMMA             | ;                                     |
| 610D 2A5261            | 01500          | LD           | HL, (ENDA)        | LOAD END ADDRESS                      |
| 6110 CD1F61            | Ø151Ø          | CALL         | COMPU             | ;                                     |
| 6113 CD2661            | 01520          | CALL         | COMMA             | •                                     |
| 6116 2A5461            | 01530          | LD           | HL, (ENTRYA)      | ;LOAD ENTRY ADDRESS                   |
| 6119 CD1F61            |                | CALL         | COMPU             | ,                                     |
| 611C C39E6Ø            | Ø155Ø          | JP           | TOFF              | PREPARE TO TURN OFF CTR               |
| 611F 7C                | Ø156Ø COMPU    | LD           | A, H              | ;WRITES HL REGISTER                   |
| 6120 CD3161            | 01570          | CALL         | OUTHL             | CONTENTS AS A                         |
| 6123 7D                | Ø158Ø          | LD           | A,L               | HEX ADDRESS                           |
| 6124 18ØB              | Ø159Ø          | JR           | OUTHL             | ;                                     |
| 6126 3E2C              | Ø16ØØ COMMA    | LD           | A,2CH             | ;LOAD A ','                           |
| 6128 CD3300            | 01610          | CALL         | 33H               | DISPLAY IT                            |
| 612B 3E2Ø              | Ø162Ø          | LD           | A,20H             | ;LOAD A 'SPACE'                       |
| 612D CD3300            | Ø163Ø          | CALL         | 33H               | ; AND DISPLAY IT                      |
| 613Ø C9                | 01640          | RET          |                   |                                       |
| 6131 F5                | Ø165Ø OUTHL    | PUSH         | AF                | ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ |
| 6132 ØF                | Ø166Ø          | RRCA         |                   | ; SWAP PLACES                         |
| 6133 ØF                | Ø167Ø          | RRCA         |                   | WITH BITS Ø-3                         |
| 6134 ØF                | Ø168Ø          | RRCA         |                   | ;AND BITS 4-7                         |
| 6135 ØF<br>6136 CD3A61 | Ø169Ø<br>Ø17ØØ | RRCA<br>CALL | BIASCI            | !                                     |
| 6139 F1                | Ø171Ø          | POP          | AF                | ;                                     |
| 613A E6ØF              | Ø172Ø BIASCI   |              | Ar<br>15          | CLEAR BITS 4-7                        |
| 613C FEØA              | Ø173Ø          | CP           | 1Ø                | JUMP IF A=10                          |
| 613E 38Ø2              | Ø174Ø          | JR           | C, NUMBER         | ; IF A>9 THEN                         |
| 614Ø C6Ø7              | Ø175Ø          | ADD          | A,7               | CHANGE TO LETTER                      |
| 6142 0630              | Ø176Ø NUMBER   |              | A,'0'             | ASCII OFFSET                          |
| 6144 CD33ØØ            |                | CALL         | 33H               | ,                                     |
| 6147 C9                | Ø178Ø          | RET          |                   |                                       |
| 6148 0000              | Ø179Ø MBUFF    | DEFW         | Ø                 | FIRST 8 BYTES                         |
| 614A 0000              | Ø18ØØ          | DEFW         | Ø                 | READ FROM TAPE                        |
|                        |                |              |                   |                                       |

#### **Address Conflict**

While many system load tape programs are compatible with DOS operation, some are not. Programs that load to low memory may displace some DOS functions. At best, these programs will execute with no apparent problems, but may require a reset upon exiting the program. The worst case situation is one whereby the program wipes out the ability to call the DOS DUMP function during the foregoing load and dump sequence. If this should occur, you will not be able to dump the program in memory to disk.

A conflict between DOS and programs that load to low memory may be resolved by changing the program addresses. This requires use of a debug utility, and the expertise needed to accomplish the task. However, if the ability to use a tape-based program on your disk system is the only concern, having to do a reset upon program completion is a small price to pay for fast program accessibility.

| 614C  | 0000    | Ø181Ø |        | DEFW | Ø :ARE STORED HERE                            |
|-------|---------|-------|--------|------|---|
| 614E  | 0000    | Ø182Ø |        | DEFW | Ø   |
| 6150  | 0000    | Ø183Ø | STARTA | DEFW | Ø ;STORE START ADDRESS                        |
| 6152  | 0000    | Ø184Ø | ENDA   | DEFW | Ø ; END ADDRESS HERE                          |
| 6154  | 0000    | Ø185Ø | ENTRYA | DEFW | Ø ;AND ENTRY ADDRESS HERE                     |
|       |         |       | ;      |      | MESSAGE GROUP                                 |
| 6156  | 2A      | Ø187Ø | MSG1   |      | *** STAR - SYSTEM TAPE ADDRESS READER ***     |
| 617F  | ØD      | Ø188Ø |        | DEFB | ØDH   |
| 618Ø  | 2A      | Ø189Ø |        | DEFM | '*STAR* READS A 500 BAUD TAPE HEADER '        |
| 61A4  | ØD      | Ø19ØØ |        | DEFB | ØDH   |
| 61A5  | 41      | Ø191Ø |        | DEFM | 'AND PRINTS SYSTEM LOAD TAPE ADDRESSES.'      |
| 61CB  | ØD      | 01920 |        | DEFB | ØDH   |
| 61CC  | ØD      | Ø193Ø |        | DEFB | ØDH   |
| 61CD  | 2E      | Ø194Ø |        | DEFM | LOAD TAPE AND HIT =ENTER=                     |
| 61EE  | ØD      | 01950 |        | DEFB | ØDH .   |
| 61EF  | 00      | Ø196Ø |        | DEFB | ØØH :END OF MSG1                              |
| 61FØ  | 54      | Ø197Ø | MSG2   | DEFM | 'THE HEADER JUST READ WILL NOT LOAD. THE '    |
| 6218  | ØD      | Ø198Ø |        | DEFB | ØDH   |
| 6219  | 46      | Ø199Ø |        | DEFM | 'FIRST 8 BYTES AFTER SYNC CODE ARE: '         |
| 623C  | ØD      | 02000 |        | DEFB | ØDH   |
| 623D  | ØØ      | 02010 |        | DEFB | ØØH : END OF MSG2                             |
| 623E  | 54      | Ø2Ø2Ø | MSG3   | DEFM | 'TAPE IS IN BASIC FORMAT. USE CLOAD '         |
| 6261  | ØD      | Ø2Ø3Ø |        | DEFB | ØDH   |
| 6262  | 00      | Ø2Ø4Ø |        | DEFB | 00H ; END OF MSG3                             |
| 6263  | 54 .    | Ø2Ø5Ø | MSG4   | DEFM | TAPE IS MACHINE CODE FORMAT. FILE NAME IS:    |
| 629Ø  | 00      | Ø2Ø6Ø |        | DEFB | ØØH   |
| 6291  | ØD      | Ø2Ø7Ø | MSG5   | DEFB | ØDH   |
| 6292  |         | 02080 |        | DEFM | '=ENTER= TO READ ANOTHER TAPE, ELSE =BREAK= ' |
| 62BD  | ØØ      | Ø2Ø9Ø |        | DEFB | ØØH ; END OF MSG5                             |
|       | ØD      | 02100 | MSG6   | DEFB | ØDH   |
| 62BF  |         | Ø211Ø |        | DEFM | HEX START, END & ENTRY ADDRESSES ARE:         |
|       | ØD      | Ø212Ø |        | DEFB | ØDH   |
| 62E6  | ØØ      | Ø213Ø |        | DEFB | ØØH ; END OF MSG6                             |
| 6000  |         | 02140 |        | END  | START ; AUTO START                            |
| 00000 | TOTAL E | RRORS |        |      |   |

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# Captain 80

### The adventures of a software secret agent

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"You're two hours late," complained Max as I flipped on the lights to the huge attic computer room that occupies the third floor of Professor Megabyte's palatial Peterborough, New Hampshire mansion. I moved here two months ago to assume the disguise of a mildmannered software reviewer in hopes of discovering the whereabouts of the missing professor. Max is a sentient computer program residing in an oversized aluminum prototype expansion interface with more bells and whistles than a train station at

"Don't be pushy," I growled, "it's Sunday, and I don't even work on Sunday."

"Nonetheless," chided Max, "there are several new programs to review over on the computer desk. So get with it! You're on deadline."

Spectral Associates has been, for several months, advertising a program called Magic Box, which they say will allow you to load and execute BASIC language programs from Model I/III format to the Color Computer. I thought it would be nice to be able to load Spider Mountain into the Color Computer without a lot of typing, so I tried it.

One of the unique (to me) properties of Magic Box is the fact that it loads through the joystick port rather than the cassette port. All of the Model I/III software does likewise. Make sure that you have a 32K Color Computer unless you are loading tiny programs. Nothing commercial will fit symbiotically with Magic Box in 16K.

Included with the program (which isn't a box, but which is quite magical), is the tape (containing the program), a short input cable interfacing the joystick port to the

cassette recorder, and, of course, the instructions. It does work, by the way, assuming there is enough memory to hold both the host and guest programs. I loaded Spider Mountain into the 32K computer and proceeded to begin translating it.

Don't expect miracles. Magic Box does not translate. It merely loads so that you can translate. There are some inconsistencies between Extended Color BASIC and Level II BASIC. Still, I enjoyed using it, to the extent a utility can create joy. It is worth its price in time-saving alone. Magic Box is a must for a Color Computer owner who likes to tinker with Model I/III software and who knows his language.

"That review was a little dry," commented Max.

"What do you mean dry?" I shot back. "There's only so much you can say about utilities. They work or they don't, they cost too much or they don't. Magic Box is priced right and works perfectly. End of case.

What's to say?"

Max let out the electronic equivalent of a sigh.

As I sat there in front of the computer, musing about arguing with a computer over magazine article syntax, I was suddenly aware of the strangest feeling. The room melted into a glop of colors, then blended into a gray blur.

"Max!!" I shouted, but it was too late. The program/human interfacing device that had done in Professor Megabyte had now taken hold of me. I'd just been downloaded into the next piece of software in the drive for review.

I closed my eyes, braced myself for impact. The time that Max downloaded me into Zork, I nearly broke my neck in the landing.

When I opened my eyes, I found myself sitting in the sheriff's office, badge on my chest, gun on my hip, staring out into the dusty streets of an old western town. Max had put me in Comp-U-Things' new Challengem program called Time



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for the Sheriff, written by Anthony Targonski.

I read the posters on the wall, then gingerly stepped into the street. A tall, menacing figure loomed in front of me, silhouetted in the sun. He moved his arm and my lightning draw cut him down before he could breathe. Blast. It was the undertaker, welcoming me to town.

Shaken, I retired to the saloon for a glass of redeye. Casing the place, I noticed a card game going on. They invited me to join them, so I did. One of the players looked like he was cheating, so I told him so. He turned out to be the mayor and I got thrown out on my ear.

I had taken no more than two steps when three bandits came running out of the bank, guns-ablazin'. After a running firefight, I arrested them and took them to jail. With the miscreants locked up, I took stock of my situation in the comfort of the sheriff's chair.

Time for the Sheriff is a little simulation. It'll never be a blockbuster by any stretch of the imagination. It's a good program in that it works well and entertains the under 12 crowd it is designed for. The closed circuit situations are pat. You may go to the saloon, bank, general store or Indian reservation, shoot it out with any number or combination of bad and good guys.

The door opened and in came the marshall. Would he reward me for a job well done? I felt Max tugging on me from the CPU. The scene melted away and I was once more back home. Aha, Toto! There's no place like home!

Max was contrite.

"I don't know what happened, boss," he sniffled electronically. "One minute you were there, the next, poof!" (He still hasn't licked the problem of downloading people into software.) I can see that I have to be much more careful of what I review.

Let's see. The letter begins "Too hot for Radio Shack to handle." Hmmm, must be Bob Krott's new misadventure, Wet Tee-Shirt Contest. Well, I'm ready, Max. Download me. Max? Max!

Boy, you just can't depend on some programs when you really need them. Maxxxxxx!

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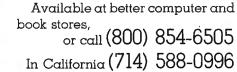
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# **Basically BASIC**

# Input screen control

# Model I/II/III and Color Computer

Most of us have been impressed with some of the advanced programs which always have such nice forms on their screens. Using one of them, you almost (remember I said almost!) can't make an input mistake because the program very carefully controls where and when you can do input.

If you're like a number of people I've talked to. you probably thought that the technique was difficult to use and very hard to understand. Certainly, to judge from some of the programs that I've seen on the market, there are a large number of "professional" programmers who think so or they would be using the techniques themselves.

Well, it turns out that the techniques themselves are neither mysterious nor hard to master. Just a little work on basic keyboard input techniques along with our knowledge of screen control using the PRINT@, is enough to make very powerful screen input available.

Let's look at three input techniques and see what they can do.

#### **INPUT Statements**

The basic form of the input statement is just the keyword INPUT followed by a list of variables that you want to input to. By adding in a string prompt, you can display a line to explain what you want during the

For example, we might say:

# INPUT"AMOUNT";AMT

to input the amount of something into the program. This will display the word AMOUNT followed by a question mark (?) on the screen and then wait for you to type a number. Typing a string in response is an error.

One problem with some systems is that when you press enter to complete an input line, the rest of the line is cleared. This isn't so bad for most input situations. but if you already have a form displayed on the screen with more than one input field per line it gets pretty

To see if your system does this, try this simple program:

10 CLS:PRINT@0,STRING\$(30,"=");

20 PRINT@0,;:INPUT"SOMETHING";A

30 GOTO30

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# © 1982, T.R. Dettman, Associate editor

This will print a string of 30 "=" signs on the first line of the screen and then ask you to input a number in that space. If the rest of the line disappears, you have this problem. Rather than tell you which models do it and which don't, try it for yourself.

Another fault of the INPUT statement is that no matter what, you always get a question mark prompt. What if you want something else? This can also be a strength. You don't have to worry about the prompt and if you ever ask for input, the system will always show a question mark. That makes it easy.

Even more, since INPUT is a normal function in BASIC systems for all computers, programs from other systems are generally easy to use if they use this form of input.

There is one final problem which is critical. Whenever an INPUT sees a "delimiter" (a comma), it stops the variable it is currently inputting and moves to the next. For numbers that's no problem, but if you're trying to input a line of text (say in a text editor) then this becomes more than just troublesome, it becomes impossible.

Still, INPUT is a fundamental statement and still very valuable for general use. For simple programs, you can't go wrong with it.

## Line Input

On Model I/III disks systems and all Model IIs and Color Computers, there is a special INPUT statement called LINE INPUT. This was created especially for text line input. It gets rid of the last problem we mentioned above with the comma.

With LINE INPUT, the only thing which stops the input into a variable is the end of line (ENTER key). Because of this, it can only enter one (1) variable. Further, that variable must be a string.

The limitation to one string variable is both the strength and the major weakness of LINE INPUT. For its particular purpose, it's hard to beat (but we will). You can prompt with it by including a prompt string like INPUT. Better yet, there's no question mark!

LINE INPUT allows you to use whatever you want for a prompt character or nothing at all. Try the same experiment above with LINE INPUT instead of INPUT (remember to replace the variable with a string

LINE INPUT allows you flexibility in dealing with input lines. For example, you could use LINE INPUT to enter a command line including commands and numbers and so forth and then build a routine into your program which breaks the line up, interprets the commands, and converts the numbers to appropriate variables.

As flexible as it is, LINE INPUT still has some major limitations. You can't control how many characters someone is bringing in, nor can you do special processing if a key is pressed that you want to immediately identify.

# **Character Input**

Still another way to bring things into the computer is to do it one character at a time. Does this sound too slow, or too hard? Well, it isn't if you do it carefully.

The disadvantage of this approach is that you lose all the special abilities of normal INPUT or LINE INPUT routines. But this is also its major advantage. If you want special controls, you put them in. If you don't want them you leave them out.

If you want the ability to limit the length of a line, you can program that in. If you want to put a field size on the screen, you can. If you want to keep certain characters out of your line, you can do that also. In short, it's up to you what to include and what to leave out.

The key to individual character input is to be able to get individual characters and control them. Sounds obvious right? But there's a catch, how do we do it?

TRS-80 BASIC provides us with a simple-to-use solution, INKEY\$. INKEY\$ is a BASIC function which takes a look at the keyboard any time it's called and returns a character if it finds one pressed and nothing otherwise.

To use INKEY\$, we need a character entry subroutine that we can call anytime we want a character from the keyboard. A general one looks like this:

500 REM ---- CHARACTER ENTRY -----

510 C\$=INKEY\$:IF C\$="" THEN 510

520 RETURN

In line 510, we look for a character at the keyboard (C\$=INKEY\$). If we don't find one (C\$=""") then we keep looking, otherwise, we return (line 520).

To use this, we have a Line Input routine that gets characters and makes them available to our program. Let's say that we will return the characters we type into string IN\$, then the line input routine would look like this:

600 REM - - - - LINE INPUT - - - - - - -

610 IN\$=""

620 GOSUB500: IF ASC(C\$)=13 THEN RETURN

630 IF ASC(C\$)=8 THEN IF LEN(IN\$)>0 THEN PRINTCHR\$(8);: IN\$=MID\$(IN\$,1,LEN(IN\$)-1): GOTO620 ELSE 620

640 IF LEN(IN\$)>=ZF THEN 620

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# Basically BASIC

650 IF ASC(C\$)<32 THEN 620

660 IN\$=IN\$+C\$:PRINTC\$::GOTO620

The routine works like this:

- 1. In line 610, we erase the string we're going to fill with characters.
- 2. Now we get a character (GOSUB500) and look to see if it's the ENTER key (ASC(C\$)=13). If it is, we're done and so we go back to wherever the routine was called.
- 3. Next we check to see if what was pressed was the backspace key (ASC(C\$)=8). If there are characters in IN\$ (LEN(IN\$)>0) then we backspace on the screen (PRINTCHR\$(8);) and get rid of the last character in IN\$ (IN\$=MID\$(IN\$,1,LEN(IN\$)-1)). Then we look for another character. If there were no characters in IN\$, then we just go back to get another character and ignore this one.
- 4. If we have ZF characters already in IN\$ (this will be set when we call the routine) then we ignore the character just typed.
- 5. If the character is a special code (ASC(C\$)<32), we ignore it as well.
- 6. If we made it through all the tests, then we add it to the string (IN\$=IN\$+C\$) and print it on the screen (PRINT C\$;). Notice the semicolon (";") after the print, this prevents each print from putting the next character on a new line.

Now that we have a routine to input characters and make lines out of them, we can input anything we want. Admittedly, this isn't going to be as fast as using a regular INPUT or LINE INPUT which works in machine language. But how many of you can type fast enough to outstrip it?

The program included with this installment demonstrates the three types of input. Try it, you may find some ideas for your next program.

# Program Listing for Basically BASIC

| 10 REM *****************              |
|---------------------------------------|
| 20 REM                                |
| 30 REM SCREEN CONTROL INPUT           |
| 40 REM TERRY R. DETTMANN              |
| 50 REM                                |
| 60 REM VERSION 1.0 05/01/82           |
| 70 REM                                |
| 8Ø REM                                |
| 90 REM ***************                |
| 95 REM CLEAR STRING SPACE FOR         |
| INPUT AND SET LINE LENGTH FOR SCREEN  |
| 100 CLEAR1000:LL=80:REM LL=80 MOD II, |
| 64 MOD I/III, 32 COLOR COMPUTER       |
| 105 REM DA\$ WILL BE THE DATA AR      |
| RAY                                   |
| 106 REM PM\$ IS THE ARRAY OF PRO      |
| MPTS FOR DATA                         |
| 107 REM LC IS THE SCREEN LOCATI       |

ON TO PUT THE PROMPT

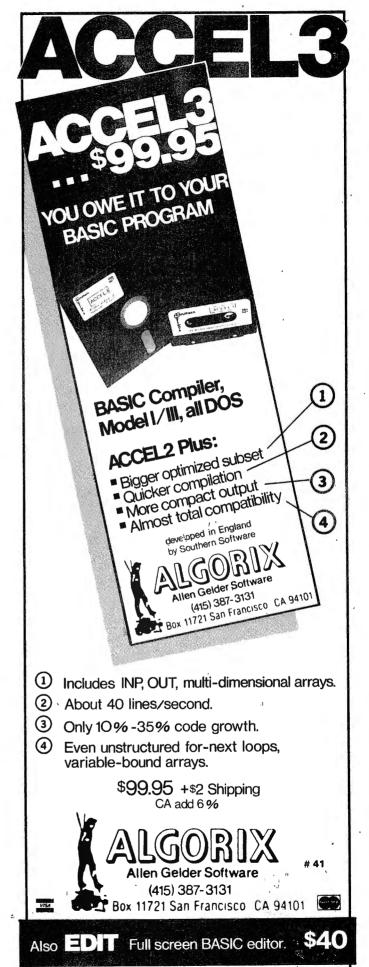
Information

108 REM LF IS THE SCREEN LOCATI ON TO PUT THE INPUT FIELD FL IS THE FIELD LENGTH 109 REM (NUMBER OF CHARACTERS) IN THE INPUT 110 DIM DA\$(10),PM\$(10),LC(10),LF(10),F L(10) 115 REM READ IN THE PROMPTS AND FIELD LOCATIONS 120 FORI=1TO10: READ PM\$(I).FL(I).CA.CB. FA, FB CA & CB ARE THE ROW AND 125 REM COLUMN POSITION. THIS IS CONVERTED TO LC FOR THE PROMPT LO 126 REM CATION. FA & FB ARE THE ROW & COLUMN 127 REM POSITIONS FOR THE INPUT FIELD 130 LC(I)=CA\*LL+CB:LF(I)=FA\*LL+FB 140 NEXTI 200 REM - - - - - - COMMAND LOO P - - - - - - - - - - - - - -205 REM EVERY PROGRAM NEEDS A M ENU DOESN'T IT???? 210 CLS:PRINT"DATA ENTRY SCREEN DEMONST RATION" 220 PRINT: PRINT 230 PRINTTAB(10)"1. USING INPUT STATE MENT" 240 PRINTTAB(10)"2. USING LINE INPUT" 25Ø PRINTTAB(1Ø)"3. USING CHARACTER I NPUT" 260 PRINT: PRINT 27Ø INPUT"SELECTION":S 275 REM CHECK FOR LEGAL SELECT/I ON 28Ø IF S<1 OR S>3 THEN 2ØØ 285 REM EXECUTE SELECTION 290 ON S GOSUB 2000,2100,2200 300 GOTO200 500 REM - - - - - - PRINT SCREE 5Ø5 REM BY DEFINING THE PROMPTS IN ARRAYS, WE CAN SIMPLY LOOP OVER 506 REM THEM EASILY WITHOUT ALO T OF TYPING, AFTER ALL, I'M BASICALLY LAZY 507 REM 510 FORI=1TO10:PRINT@LC(I),PM\$(I);:PRIN T@LF(I),STRING\$(FLD(I),"."); 520 NEXTI:RETURN 900 REM - - - ---- SCREEN DATA 9Ø5 REM STORED IN THE ORDER NEE DED BY THE READ STATEMENT 906 REM ONE DATA STATEMENT PER DATA LINE TO ENTER

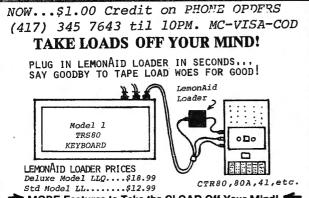
THIS STRUCTURE IS FOR T

907 REM

HE PROGRAMMER'S CONVIENIENCE



| 908 REM IT MAKES IT EASIER TO C          |
|--|
| HANGE FIELDS AROUND LATER                |
| 910 DATA NAME1,20,3,0,3,10               |
| 920 DATA NAME2,20,4,0,4,10               |
| 930 DATA ADDRESS, 20, 6, 0, 6, 10        |
| 940 DATA CITY, 20, 7, 0, 7, 10           |
| 950 DATA STATE, 2, 8, 0, 8, 10           |
| 96Ø DATA ZIP,9,9,0,9,10                  |
| 970 DATA PHONE, 12, 10, 0, 10, 10        |
| 980 DATA BIRTHDAY, 8, 12, 0, 12, 10      |
| 990 DATA ANNIV,8,13,0,13,10              |
| 1000 DATA MISC, 20, 14, 0, 14, 10        |
| 2000 REM INPUT STAT                      |
| EMENT ENTRY                              |
| 2010 CLS:PRINT"INPUT FORM DATA ENTRY":G  |
| OSUB5ØØ                                  |
| 2015 REM NOTICE THAT THE POSITIO         |
| N TO START THE INPUT IS                  |
| 2016 REM 2 SPACES LEFT OF THE IN         |
| PUT FIELD, ROOM FOR A                    |
| 2017 REM QUESTION MARK (?) AND A         |
| SPACE                                    |
| 2020 FORI=1TO10:X=LF(I)-2                |
| 2030 PRINT@X,;:INPUTDA\$(I):PRINT@X," "; |
| 2040 NEXTI                               |
| 2050 RETURN                              |



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2100 REM -- LINE INPUT ENTRY - - -2110 CLS:PRINT"LINE INPUT DATA ENTRY":G OSUB5ØØ 2120 FORI=1T010:X=LF(I)-1 2125 REM WITH LINE INPUT, THERE IS NO PROMPT UNLESS YOU PUT IT THERE 213Ø PRINT@X,">";:LINE INPUTDA\$(I):PRIN T@X," "; 2140 NEXTI 215Ø RETURN 2200 REM - - - -ENTRY - - - -2210 CLS:PRINT"CHARACTER INPUT DATA ENT RY":GOSUB500 2215 REM HERE I'VE ALLOWED A 2 S PACE PROMPT THAT LOOKS LIKE AN ARROW 222Ø FORI=1T01Ø:X=LF(I)-2 2225 REM IT'S IMPORTANT TO CLEAR THE STRING BEFORE CALLING 2226 REM THIS ENTRY ROUTINE (OR CLEAR IT THERE) 223Ø PRINT@X,"=>";:DA\$(I)="":GOSUB23ØØ: PRINT@X," 224Ø NEXTI 225Ø RETURN - - - READ A LINE CHARACTER BY CHARACTER - - -23Ø5 REM GET A SINGLE CHARACTER 231Ø GOSUB24ØØ 2315 REM IS IT IS <ENTER> THEN W E'RE DONE SO RETURN 2320 IF ASC(C\$)=13 THEN RETURN 2325 REM IF IT IS BACK-SPACE TH EN CHECK THE STRING TO SEE IF 2326 REM IT HAS ANYTHING IN IT Y ET, IF IT DOES, THEN REMOVE ONE 2327 REM CHARACTER FROM THE STRI NG AND FROM THE SCREEN 2330 IF ASC(C\$)=8 THEN IF LEN(DA\$(I))>0THEN DA\$(I)=MID\$(DA\$(I),1,LEN(DA\$(I))-1):PRINTCS;:GOTO2300 2335 REM LIMIT THE STRING TO A M AXIMUM OF THE FIELD LENGTH 2340 IF LEN(DA\$(I))>=FLD(I) THEN 2300 2345 REM IGNORE ALL SPECIAL CHAR ACTERS 235Ø IF ASC(C\$)<32 THEN 23ØØ 2355 REM IF IT FINALLY PASSES AL L THE TESTS, ADD IT TO THE STRING 2356 REM AND PRINT IT (NOTICE TH E SEMI-COLON ';') 236Ø DA\$(I)=DA\$(I)+C\$:PRINTC\$;:GOTO23ØØ - - GET A SINGLE C HARACTER - - - -2410 C\$=INKEY\$:IFC\$=""THEN2410 ELSE RET

# Microcomputers for a California high school

Dan Robinson, Pacifica, CA

California's Proposition Thirteen hit the state's computer projects like an earthquake, but some schools are learning to cope with the fiscal disaster through self help.

Proposition Thirteen severely curtailed the property taxes that support local schools, barely leaving enough funds to provide for existing programs. There were none at all for such new and expensive projects as computer instruction courses.

Terra Nova High School in Pacifica, California (on the fringes of San Francisco), is one school where the students have raised the funds which the tax collectors could not. When the public purse snapped shut, the school had four TRS-80s. At the end of the last school year, they were up to nine and growing.

The users of the Terra Nova computers were members of the school's Math Club. They reddened their knuckles knocking on doors throughout the community selling candy bars and collecting aluminum cans to raise funds. They raised money on campus by selling their personalized, computer-printed Terra Nova calendar, complete with the TN Tiger.

This year, the students plan to box up their computers and join the community's elementary school carnivals. They'll bring along an array of arcade games to cash in on that two-bits-a-game craze, and expect to net between \$50-\$100 for each of the dozen carnivals in the district.

Last year, the Math Club invested in a coffee urn and supplies to establish a navy-style coffee mess in the faculty room. Even at a reasonable fifteen cents per cup, the coffee sales netted enough last year to provide one more computer for the school.

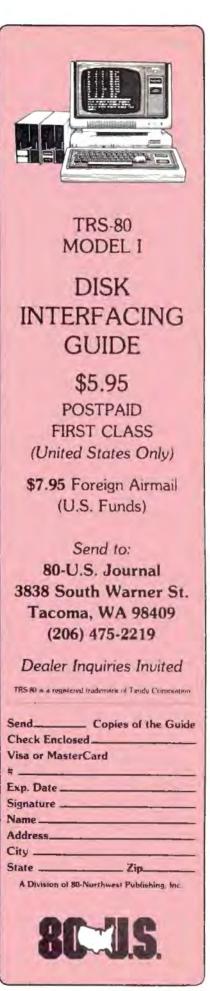
A program written to overcome a common problem was made into an article for a computer magazine, together with an offer to provide the utility on disk at a reasonable price. Sales, so far, have been sufficient to add a disk drive to the school's system.

Club members are now writing scoring programs for the school's athletic events. They hope to tap the Booster Club's treasury by providing computer services at the games.

At the same time that the students were raising funds, they were exploring means to expand their systems. It was discovered that a company was replacing their old Selectric-type terminals, and the company was pursuaded to sell eight of the machines to the school at a token price. Their maintenance technicians volunteered the time to show the students how to interface the units to the computers as printers. The business community was canvassed. One business donated a computer, the others some needed software.

With nine computers up and operating, Terra Nova was able to schedule computer classes this year — the first high school in the district to do so. With this, district officials have begun to take the computer project seriously and have promised that, somehow, they will find the funds to keep the project not only going, but growing.

Proposition Thirteen shook California's computer projects severely. But from it, the students have learned that they can pull themselves up pretty high by their own bootstraps.



# Checkbook

# Part III: Space saving with NEWDOS/80

Model I/III

Jerry L. Latham, Midwest City, OK

We are at the end of this three-part series and are ready for the final two program modules which will make our checkbook management package work smoothly for us. You will see some interesting things you can do when you combine the NEWDOS/80 command RUN"filename", V with the runtime DELETE command. We will also take another look at the CMD"O" method of sorting arrays.

With just a little pre-planning, you should be able to

come up with some other uses for the technique you are about to see. Because the use of the NEWDOS/80 command RUN"filename", V passes all variables to the file named, you may pass parameters to the new program that is to be run. This really isn't much different than what we have been doing for the last two months. But, up until now, we really haven't cared what

months. But, up until now, we really haven't cared what choice was made in the MENU program to get us to the program currently in memory. This time we will be. MENU gave us six program options, and you may remember that there were only four different program names mentioned in the list. BUILDALL and FIXSERCH were both called twice. The listings and the explanations that follow should show how NEWDOS/80's runtime options for passing variables and deleting program lines can actually turn one program into two or more different programs. If you can store two (or more) similar programs, where you

Listing 1 shows the program called BUILDALL. This program's only purpose is to take all of the monthly statement files and turn them into one big file so that we can use it to obtain long-term data. The two choices for building these composite files are to build them with, or without, your outstanding bank transactions. By checking at the start of the program and asking which choice was made in the MENU selection, you may

formerly stored those two, three or four programs on

disk, then you have saved yourself that much disk

choose to delete, or not to delete, the one-item data statement in the files program which contains the name of the file storing those outstanding items. In this case, we only delete one line, but just as easily could have deleted many more. That one line is the only difference in the two programs. By not having to keep both programs separately on disk, you have immediately saved about  $3 \, \text{grans}$ ,  $1\frac{1}{2} \, \text{tracks}$ , or the equivalent of  $3840 \, \text{bytes}$  of disk storage.

The operation of "both" of these programs is relatively easy. You supply the name that you want the composite file to have (this can either be an existing file or a new one). If the file already exists, its contents will be written over, as we are using the OPEN"O" command and not the OPEN"E" command here. You also are given the option to include all files listed in the data base, or to select from them, as the program runs. If you decide to be selective, you will have to babysit the program to pick and choose. Normally, you should let the program run on "auto-pilot" and build a file from all files listed in the data base. This requires no more attention from the operator. If you decided not to include all files in the composite file, you can bet that the balance shown for that composite file will not be correct.

When we set up the transaction description array, I told you that the first item (element zero) of the array should be "BAL FWD". Now you will see why. After all chosen files are read, the composite file is sorted by type transaction code, which places all "BAL FWD" items together at the beginning of the file. Next, a pointer moves through the array to find the first non-zero item. It is the data from that first non-zero item, to the last item, that is written into the composite data file. This is also the reason that the deposit you used to open your account should be shown as a deposit and not as a "BAL FWD" type transaction.

If you elected to only use two files for your records (one for outstanding items and one for all cancelled items),

space.

TRS-80 MODELS I OR III, 32K, 1 DISK DRIVE

there is really no need for you to keep BUILDALL on your disk. Options 5 and 6 could be deleted from the MENU.

Drum roll please — and trumpets. Here is the program module you have been waiting for (even if you didn't know it). Listing 2 shows FIXSERCH. By far the longest program, it is also the hardest working of the four major modules. FIXSERCH allows you to quickly correct or change any piece of data in any file. But that is not its major strength.

FIXSERCH makes extensive use of the CMD"O" command to allow searching files for a particular transaction, or for a group of related transactions. You can search for one particular check or deposit, or search for all checks in the file that were used to make you car payments, or to pay your doctor. You could search for all deposits that were, for example, in excess of \$100.00. The versatility of this routine is not bad. It could be better, but for now it is not bad. Notice that if you chose the search option from MENU, all lines referring to correction of data are deleted before the run really begins. By allowing this module to double as two that would need much the same coding, we have saved seven grans, or three and one-half tracks of disk space. Combined with what we saved with BUILDALL, that is five tracks saved. If you figure what you probably saved by having DATEIN, DATEOUT, PRINTCK and FILES on the disk only once, you have saved about seven tracks of space. That is room for another program the size of FIXSERCH!

In order to achieve the flexibility needed for this module, I found that the CMD"O" command of NEWDOS/80 was invaluable. Unless you have some other enhanced operating system, such as ENHBAS or INFINITE BASIC, machine code sorts are probably not readily available to you, especially sorts that handle several arrays at once. BASIC itself would be impossibly slow for this job. With this function, we can change method of search in a jiffy, and get all the versatility we need.

Notice when a sort is done with the CMD"O" command, all associated arrays are sorted at the same time. This is necessary to keep all of the data together. The variable X is always used as the maximum number of items to sort. That keeps us from including null elements of the array in the sort. Zero is always used as the starting element in all arrays to assure that all elements of the arrays are considered in the sort. Immediately following each sort routine, is the search routine that finds the item or items you want to see. These are binary searches. Even when searching through a full 1501-element array, you will never have to "look" at over eleven elements to find the item, or to decide that the item doesn't exist in the array being

Just a few random comments before finishing. There are some disadvantages to using DELETE in your programs. If you choose to delete introductory lines from your program, you may not RUN the program again in BASIC. To run from scratch, you must use the RUN"filename" command. You may, of course, stop

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program execution and use a GOTO to pick up the program wherever you want. Although I didn't go into it in the main part of the article, you may have noticed that some program lines were deleted, based on either the detected absence of a printer, or the response "N" to the "... HARDCOPY..." query.

The lines actually deleted contained the actual LPRINT statements. If they are no longer in the program, you certainly don't have to worry about hanging up the computer trying to do the impossible. This way, you don't have to set a flag to jump around LPRINT statements. Just check once, and press on with the program. All of the listings were typed with extra spaces for ease of reading. To save more space in memory, and on disk, load each program module or routine into the computer and give the CMD"C" command. This will remove all extra spaces and REMarks. All parts of this program will run after this operation has been done. Of course, you should save the compressed program back to disk with its same filename.

That about winds it up. I hope that you feel you have learned something from this series, and that the example program package was a good one. I have intentionally been brief in my description of the inner workings of the program so that we could focus on using the operating system rather than the program.

For those who would like more detailed information on the operation of the program, send me \$2.00. If you

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# 44

got lost typing in the program and would like a full operating version (with some enhancements that didn't fit into the article), send \$15.00 and you get a non-system diskette with all of the program on it, a complete listing, and the operating instructions. J. L. Latham, 1409 Evergreen Cir., Midwest City, OK 73110.

# Listing 1 Checkbook

4000 REM PROPERTY OF:
JERRY L. LATHAM
1409 EVERGREEN CIRCLE
MIDWEST CITY, OK 73110

4010 CLS:PRINTTAB(18)"CHECKBOOK 1.0":PR INTTAB(21)"BUILDALL":PRINT:PRINT"INIT IATING":IFPEEK(&H6818)<>205THENRUN"ME NU"

4020 PRINT"MERGING DATEOUT": MERGE"DATEO UT"

4030 PRINT"MERGING FILE DATA":MERGE"FIL ES"

4040 IFA%=5THENCMD"F", DELETE12010

4050 IFPEEK(14312)=255THENA="N"GOTO4100

4060 PRINT"DO YOU REQUIRE HARDCOPY OF THE RESULTS (Y/N)? ";:GOSUB4430:IFA="N" "THEN4100"

4070 PRINT"CHECKING PRINTER STATUS":MER GE"PRINTCK"

4080 GOSUB11000

4090 CMD"F", DELETE11000-11080

4100 IFA="N"THENCMD"F", DELETE4320-4380

4110 CMD"F", DELETE4010-4110

4120 IFAF<>""THENPRINT"FILENAME IN USE IS ";AF;"

DO YOU WISH TO CONTINUE USING THIS FILE AS THE

OUTPUT FILE FOR THE COMPOSITE FILE (Y/N )? "::GOSUB4430:IFA="N"THENGOTO4160

4130 AF="":PRINT:INPUT"ENTER FILENAME T O WORK WITH (/DAT:1 EXTENSION WILL BE ADDED)

FILENAME "; AF: P=USRØ(VARPTR(AF))

4140 IFLEN(AF) < 1 ORLEN(AF) > 8 ORLEFT\$ (AF, 1 ) < "A" ORLEFT\$ (AF, 1) > "Z" THENPRINT" INVAL ID FILENAME, RE-ENTER.": GOTO4130

4150 AF=AF+"/DAT:1"

4160 PRINT"DO YOU WANT ALL FILES IN THE DATA LIST INCLUDED? IF NOT, THEN YOU MUST BE PRESENT TO CONTROL WHICH FILES ARE INCLUDED.

REPLY Y OR N ";:GOSUB4430:PC=0:IFA="Y"
THENPC=1

4170 RESTORE:CLS:PRINT"BEGINNING BUILDI NG OF FILE ";AF

- 418Ø READB:IFB="LAST"THENCLOSE1:GOTO427
- 419Ø IFPC=1THEN421Ø
- 4200 PRINT"DO YOU WANT FILE "B" INCLUDE D IN THE OUTPUT FILE (Y/N/E)?";:GOSUB 4430:IFA="N"THEN4180ELSEIFA="E"THEN42
- 421Ø PRINT"READING DATA IN FROM FILE ";
- 4220 CLOSE: OPEN"I", 1, B
- 4230 IFLOC(1)\$=-1THEN4250
- 424Ø INPUT#1,WT(X),DA(X),ZD(X),TY(X):X= X+1:GOTO423Ø
- 4250 X=X-1:CLOSE1:PRINT"DATA READ SUCCE SSFULLY FROM FILE ":B
- 426Ø GOTO418Ø
- 4270 PRINT"ALL DATA FILES READ. PREPAR ING FOR DATA SORT.":FORY=0TOX:SZ(Y)=SGN(WT(Y)):WT(Y)=ABS(WT(Y)):DA(Y)=ABS(DA(Y)):ZD(Y)=ABS(ZD(Y)):NEXTY:PRINT"SORT PREPARATION COMPLETED."
- 4280 PRINT"NOW SORTING ALL INPUT DATA": CMD"O", X+1, TY(0), DA(0), ZD(0), WT(0), SZ

- (Ø):PRINT"DATA SORTED. NOW CHECKING F. OR BALANCE FOREWARD VALUES.":Y2=Ø:FOR Y=ØTOX:IFTY(Y)=ØTHENY2=Y2+1:NEXTYELSE NEXTY
- 4290 PRINT"DATA SORTED, BALANCE FOREWAR D VALUES REMOVED. PREPARING FOR SAVE. ":FORY=ØTOX:WT(Y)=WT(Y)\*SZ(Y):DA(Y)=D A(Y)\*SZ(Y):ZD(Y)=ZD(Y)\*SZ(Y):NEXTY:PR INT"SAVING DATA IN FILE ";AF:CLOSE:OP EN"O",1,AF
- 4300 FORY=Y2TOX:PRINT#1,WT(Y);DA(Y);ZD(Y);TY(Y);:NEXTY:CLOSE
- 4310 PRINT"DATA NOW ON FILE IN FILENAME
  "; AF
- 4320 LPRINT"ITEM/NUMBER"; TAB(15); "DATE"; TAB(30); "DESCRIPTION"; TAB(50) "AMOUNT"; TAB(62); "BALANCE"; TAB(75); "AR #"
- 433Ø DB=Ø:A1="\$##,###.##":FORY=Y2TOX:ZD =ABS(ZD(Y)):GOSUBlØ15Ø
- 4340 IFABS(WT(Y))=1THENAC="DEPOSIT":GOT O4370
- 435Ø IFABS(WT(Y))=32767THENAC="SVC CHAR GE":GOTO437Ø
- 4360 AC=STR\$ (ABS(WT(Y))



- 437Ø DB=DB+DA(Y):LPRINTAC; TAB(15); AD; TA
  B(30); BT(TY(Y)); TAB(50); ""; :LPRINTUSI
  NGA1; DA(Y); :LPRINTTAB(62); ""; :LPRINTU
  SINGA1; DB; :LPRINTTAB(75)Y
- 438Ø NEXTY
- 439Ø IFDB=ØTHENPRINT"COMPUTING BALANCE" :FORY=Y2TOX:DB=DB+DA(Y):NEXTY
- 4400 PRINTUSING"BALANCE IS \$##,###.##"
- 4410 CLOSE: PRINT"PRESS ENTER TO RETURN TO MENU";
- 442Ø A=INKEY\$:IFA<>CHR\$(13)THEN442ØELSE RUN"MENU",V
- 4430 A=INKEY\$:IFA=""THEN4430ELSEP=VARPT R(A)):IFA<>"N"ANDA<>"Y"ANDA<>"E"THEN4 430ELSEPRINTA:RETURN

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- 5010 CLS:PRINTTAB(18)"CHECKBOOK 1.0":P RINTTAB(21)"FIXSERCH":PRINT:PRINT"INI TIALIZING":SC=0:IFPEEK(&H6818)<>205TH ENRUN"MENU"
- 5020 PRINT"MERGING DATEIN":MERGE"DATEIN
- 5030 PRINT"MERGING DATEOUT": MERGE"DATEO
- 5040 IFPEEK(14312)=255THENGOIO5080ELSEP RINT"DO YOU REQUIRE HARDCOPY OF THE R ESULTS (Y/N)? ";:GOSUB6280:IFA="N"THE NGOTO5070
- 5050 PRINT"CHECKING PRINTER STATUS": MER GE"PRINTCK"
- 5060 GOSUB11000:CMD"F", DELETE11000-1108
- 5070 IFA="N"THENCMD"F", DELETE6220-6260
- 5080 IFA%=3THENCMD"F", DELETE6080-6230
- 5090 A="":IFAF<>""THENPRINT"FILE IN USE IS ";AF;"
- DO YOU WISH TO EXAMINE/CORRECT DATA IN THIS FILE (Y/N)? ";:GOSUB6280
- 5100 CMD"F", DELETE5010-5100
- 511Ø IFA="Y"THEN519Ø
- 5120 ONERRORGOTO6300:Y=0:X=1500:SC=0:AF ="":INPUT"ENTER FILENAME FOR INPUT FI LE (/DAT:1 EXTENSION WILL BE ADDED)
- INPUT FILENAME "; AF: P=USRØ (VARPTR(AF))
- 513Ø IFLEN(AF) < 1 ORLEN(AF) > 8 ORLEFT\$ (AF, 1) < "A" ORLEFT\$ (AF, 1) > "Z" THENPRINT" INVAL ID FILENAME, RE-ENTER.": GOTO 512Ø
- 514Ø AF=AF+"/DAT:1"
- 5150 Y=0:CLOSE:OPEN"I",1,AF:ONERRORGOTO 0:CLS:PRINT"LOADING DATA ITEM FR OM FILE ";AF;
- 5160 IFLOC(1)\$=-1THEN5180ELSEPRINT@18,Y
- 517Ø INPUT#1,WT(Y),DA(Y),ZD(Y),TY(Y):Y= Y+1:GOTO516Ø
- 5180 CLOSE:PRINT:PRINTY;"ITEMS LOADED S UCCESSFULLY. FILE CLOSED.":X=Y-1:Y=0: PRINT"PREPARING DATA FOR SEARCHES. ST AND BY."
- 5190 FORY=0TOX:PRINT@62,"\*\*";:SZ(Y)=SGN
  (WT(Y)):WT(Y)=ABS(WT(Y)):DA(Y)=ABS(DA
  (Y)):ZD(Y)=ABS(ZD(Y)):PRINT@62,"\* ";:
  NEXTY:CLS:PRINT:PRINT"PRE-SEARCH ORGA
  NIZATION COMPLETED.":FORY=0TO1000:NEX
  TY:CLS
- 5200 PRINT"HOW DO YOU WISH TO SEARCH FO R ITEMS:
- 1) NO SEARCH-RETURN TO MAIN MENU
- 2) EXAMINE ANOTHER FILE
- 3) SEARCH BY NUMBER/TYPE OF ITEM
- 4) BY DATES
- 5) BY DESCRIPTION
- 6) BY AMOUNT"

- 5210 PRINT"7) NO SEARCH-GET BALANCE OF THIS FILE
- ENTER YOUR CHOICE (1-7) ";
- 522Ø A=INKEY\$:IFA<"1"ORA>"7"THEN522ØELS EPRINTA: YQ=VAL(A): ONYQGOTO5230,5300,5 320,5520,5680,5840,6340
- 5230 IFCH%=0ANDYO=2THEN5120ELSEIFCH%=0A NDYQ=1THENCLOSE: RUN"MENU", V
- 5240 PRINICH%; "CHANGES HAVE BEEN MADE T O THIS FILE. SAVE IT (Y/N)?";:GOSUB62 80:IFA="N"THENCH%=0:GOTO5230
- 5250 PRINT"SAVING REVISED FILE ": AF:CLO SE: CMD''O'', X,  $ZD(\emptyset)$ ,  $WT(\emptyset)$ ,  $DA(\emptyset)$ ,  $TY(\emptyset)$ , S Z(Ø)
- 5260 FORY= $\emptyset$ TOX:ZD(Y)=ZD(Y)\*SZ(Y):WT(Y)= WT(Y)\*SZ(Y):DA(Y)=DA(Y)\*SZ(Y):NEXTY:OPEN"O", 1, AF
- 527Ø FORY=ØTOX:PRINT#1,WT(Y);DA(Y);ZD(Y ); TY(Y); :NEXTY: PRINT "FILE SAVED.":CLO SE:PRINT"FILE CLOSED.":CH%=0
- 5280 IFYQ=1THEN5230
- 529Ø GOTO512Ø
- 5300 IFCH%=0THEN5120
- 531Ø GOTO524Ø
- 5320 GOSUB6290: PRINT"ENTER CHECK NUMBER , OR
- "A9"DEP"A9" OR
- "A9"SC"A9"
- ENTER CHOICE "::INPUTAL:P=USRØ(VARPTR(A L)):IFAL="END"THENCLS:GOTO5200
- 5330 IFAL="DEP"THENTS=1:GOTO5420
- 5340 IFAL="SC"THENTS=32767:GOTO5420
- 5350 TS=VAL(AL)+1:IFTS<2THENPRINT"CHECK NUMBER "; AL; " CANNOT EXIST. ": GOTO532
- 5360 IFSC<>1THENPRINT"SORTING FOR SEARC  $H.":CMD"O",X+1,WT(\emptyset),DA(\emptyset),ZD(\emptyset),TY(\emptyset)$ ), SZ(Ø):SC=1:PRINT"SORT COMPLETED."
- 537Ø PRINT"SEEKING ITEM # "; AL: GOSUB641
- 5380 PM=(PH-PL)/2+PL:IFTS=WT(PM)THENGOS UB6Ø2Ø:GOTO532Ø
- 5390 IF((PL+PH)=PC)OR(PM<=PB)OR(PM>=PT) THENCLS: PRINT"ITEM "; AL; " NOT FOUND I N FILE ":AF:GOTO5320
- 5400 PC=PL+PH: IFWT(PM)>TSTHENPH=PM:GOTO
- 5410 PL=PM:GOTO5380
- 5420 INPUT"ENTER DATE OF ITEM TO SEEK ( MM/DD/YY) "; AD: GOSUB10000
- 5430 IFTS=1THENINPUT"ENTER AMOUNT OF DE POSIT ";Fl
- 544Ø IFSC<>1THENPRINT"SORTING FOR SEARC  $H.":CMD"O",X+1,WT(\emptyset),DA(\emptyset),ZD(\emptyset),TY(\emptyset)$ ), SZ(Ø):SC=1:PRINT"SORT COMPLETED."
- 5450 Y=0:IFTS=32767THENY=X:GOTO5490

- 5460 IFWT(Y) <> 1THENPRINT" DEPOSIT OF "; A D;" FOR \$";F1;"NOT FOUND.":GOTO5320
- 5470 IFZD=ZD(Y)ANDF1=CSNG(DA(Y))THENPM= Y:GOSUB6Ø2Ø:GOTO532Ø
- 548Ø Y=Y+1:IFY<=XTHENGOTO546ØELSEPRINT" DEPOSIT OF "; AD; " FOR \$"; F1; "NOT FOUN D.":GOTO5320
- 549Ø IFWT(Y) <> 32767THENPRINT"SERVICE CH ARGE FOR "; AD; " NOT FOUND.":GOTO5320
- 5500 IFZD=ZD(Y)THENPM=Y:GOSUB6020:GOTO5
- 5510 Y=Y-1:IFY>-1THENGOTO5490ELSEPRINT" SERVICE CHARGE FOR "; AD; " NOT FOUND." :GOTO532Ø
- 552Ø CLS
- 5530 GOSUB6290: INPUT"ENTER EARLIEST DAT E TO SEEK (MM/DD/YY)"; AD: P=USRØ (VARPT R(AD)):IFAD="END"THENCLS:GOTO5200ELSE GOSUB1ØØØØ:V1=ZD
- 5540 INPUT"ENTER LATEST DATE TO SEEK (M AY BE SAME AS EARLIEST)"; AD: GOSUB1000 0:V2=ZD:IFV2<V1PRINT"LAST DATE CANNOT BE EARLIER THAN EARLIEST DATE!!":PRI NT:GOTO5530
- 555Ø IFSC<>2THENPRINT"SORTING FOR DATE



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# 47

- SEARCH.":CMD"O",X+1,ZD(Ø),WT(Ø),DA(Ø),TY(Ø),SZ(Ø):SC=2:PRINT"SORT COMPLETE D."
- 556Ø PRINT"SEARCHING.":GOSUB641Ø
- 557Ø PM=(PH-PL)/2+PL:IF(ZD(PM)=>V1)AND( ZD(PM)<=V2)THENGOTO561Ø
- 558Ø IF((PL+PH)=PC)OR(PM<=PB)OR(PM>=PT)
  THENCLS:PRINT"NO ITEMS FOUND WITHIN D
  ATES SPECIFIED.":GOTO553Ø
- 559Ø PC=PL+PH:IFZD(PM)>V1THENPH=PM:GOTO 557Ø
- 5600 PL=PM:GOTO5570
- 561Ø IFPM=ØTHEN564Ø
- 562Ø PM=PM-1:IFZD(PM)>=V1ANDZD(PM)<=V2T HEN561Ø
- 563Ø PM=PM+1:IFPM>PTTHENGOTO567Ø
- 564Ø GOSUB6Ø2Ø
- 565Ø PM=PM+1:IFPM>PTTHEN567Ø
- 566Ø IFZD(PM)>=VlandZD(PM)<=V2THEN564Ø
- 5670 PRINT:PRINT"ALL ITEMS WITHIN DATES SPECIFIED HAVE BEEN LISTED.":GOTO5530 5680 CLS
- 5690 PRINT@PA-64, "ENTER NEGATIVE VALUE TO RETURN TO MENU":FORP=0TO3:PRINTA(P );:NEXTP:INPUTTY:IFTY<0THENCLS:GOTO52
- 5700 IFTY<OORIY>YBTHENCLS:PRINT"INVALID
  TYPE CODE.":GOTO5690
- 571Ø IFSC<>3THENPRINT"SORTING FOR SEARC H.":CMD"O",X+1,TY(Ø),WT(Ø),DA(Ø),ZD(Ø),SZ(Ø):SC=3:PRINT"SORT COMPLETE."
- 5720 PRINT"SEARCHING.":GOSUB6410
- 573Ø PM=(PH-PL)/2+PL:IFTY(PM)=TYTHENGOT 0577Ø
- 574Ø IF((PL+PH)=PC)OR(PM<=PB)OR(PM>=PT)
  THENCLS:PRINT"NO ITEMS OF TYPE #";TY;
  "FOUND.":GOTO569Ø
- 575Ø PC=PH+PL:IFTY(PM)>TYTHENPH=PM:GOTO 573Ø
- 576Ø PL=PM:GOTO573Ø
- 577Ø IFPM=ØTHEN58ØØ
- 578Ø PM=PM-1:IFTY(PM)=TYTHENGOTO577Ø
- 579Ø PM=PM+1:IFPM>PTTHENGOTO583Ø
- 5800 GOSUB6020
- 5810 PM=PM+1:IFPM>PTTHEN5830
- 582Ø IFTY(PM)=TYTHEN58ØØ
- 5830 PRINT"LAST MATCH IN FILE HAS BEEN LISTED.":PRINT:GOTO5690
- 5840 CLS
- 585Ø INPUT"ENTER THE LEAST AMOUNT TO SE ARCH FOR, OR
- ENTER A NEGATIVE AMOUNT TO RETURN TO ME NU": F1:IFF1<0THENCLS:GOTO5200
- 5860 INPUT"ENTER THE GREATEST AMOUNT TO SEARCH FOR.
- THIS MAY BE EQUAL TO THE LEAST AMOUNT A LREADY ENTERED."; F2
- 78 80-U.S. Journal

- 587Ø IFF2<F1THENPRINT"GREATEST AMOUNT M AY NOT BE LESS THAN LEAST AMOUNT.":PR INT:GOTO585Ø
- 588Ø IFSC<>4THENPRINT"SORTING FOR SEARC H.":CMD"O",X+1,DA(Ø),WT(Ø),ZD(Ø),TY(Ø),SZ(Ø):SC=4:PRINT"SORT COMPLETED."
- 5890 PRINT"SEARCHING.":GOSUB6410
- 5900 PM=(PH-PL)/2+PL:IFCSNG(DA(PM))>=F1
  ANDCSNG(DA(PM))<=F2THENGOTO5940
- 5910 IF((PL+PH)=PC)OR(PM<=PB)OR(PM>=PT)
  )THENCLS:PRINT"NO ITEMS FOR VALUES EN
  'TERED FOUND.":GOTO5850
- 5920 PC=PH+PL:IFCSNG(DA(PM))>F1THENPH=P M:GOTO5900
- 593Ø PL=PM:GOTO59ØØ
- 594Ø IFPM=ØTHEN597Ø
- 595Ø PM=PM-1:IFCSNG(DA(PM))>=F1CSNG(DA(PM))<=F2THEN594Ø
- 5960 PM=PM+1:IFPM>PTTHEN6000
- 597Ø GOSUB6Ø2Ø
- 5980 PM=PM+1:IFPM>PTTHEN6000
- 5990 IFCSNG(DA(PM))>=FlanDCSNG(DA(PM)) < =F2THEN5970
- 6000 PRINT"ALL ITEMS WITHIN VALUE LIMIT S IN FILE HAVE BEEN LISTED.":PRINT:GO 'TO5850
- 6010 END
- 6020 CLS:IFWT(PM)=1THENAL="DEP":GOTO605
- 6030 IFWT(PM)=32767THENAL=" SC":GOTO605
- 6040 AL=STR\$(WT(PM)-1)
- 6050 PRINT"ITEM ";AL;" DESCRIPTION: ";BT(TY(PM))
- 6060 PRINT"DATE: ";:ZD=ZD(PM):GOSUB1015 0:PRINTAD
- 6070 PRINTUSING"AMOUNT: \$##,###.##";DA( PM):PRINT
- 6080 PRINT"DO YOU WISH TO MAKE ANY CORR ECTIONS TO THE ITEM (Y/N)? ";:GOSUB6 280:IFA="N"THENRETURN
- 6090 PRINT"CORRECT THE DATE (Y/N/E)? "; :GOSUB6280:IFA="N"THEN6110ELSEIFA="E" THEN6210
- 6100 CH%=CH%+1:INPUT"ENTER NEW DATE (MM/DD/YY)";AD:GOSUB10000:ZD(PM)=ZD
- 6110 PRINT"CORRECT THE AMOUNT (Y/N/E)?
  ";:GOSUB6280:IFA="N"THEN6130ELSEIFA="
  E"THEN6210
- 6120 CH%=CH%+1:INPUT"ENTER THE CORRECT AMOUNT"; DA(PM)
- 6130 PRINT"CORRECT THE ITEM NUMBER (OR CHANGE TYPE ITEM)(Y/N/E) ?";:GOSUB628 Ø:IFA="N"THEN6190ELSEIFA="E"THEN6210
- 6140 CH%=CH%+1:PRINT"ENTER THE CORRECT ITEM NUMBER OR "A9"DEP"A9" OR "A9"SC" A9" ";:INPUTAL

- 6150 IFAL="DEP"THENSZ(PM)=1:WT(PM)=1:GO TO6190
- 6160 IFAL="SC"THENSZ(PM)=-1:WT(PM)=3276 7:GOTO6190
- 6170 WI=VAL(AL)+1:IFWT<2THENPRINT"CHECK NUMBER "AL" CANNOT EXIST.":GOTO6140
- 618Ø SZ(PM)=-1:WT(PM)=WT
- 6190 CH%=CH%+1:PRINT"CORRECT THE ITEM D ESCRIPTION OF ITS TYPE (Y/N)";:GOSUB6 280:IFA<>"Y"THEN6210"
- 6200 GOSUB12000:TY(PM)=TY
- 621Ø PRINT"
- FIND FUNCTION TERMINATED
- 622Ø LPRINT"CORRECTED DATA:"
- 623Ø LPRINT"ITEM ";AL;" DESCRIPTION : ";BT(TY(PM))
- 6240 LPRINT"DATE: ";:ZD=ZD(PM):GOSUB101 50:LPRINTAD
- 6250 LPRINTUSING"AMOUNT: \$##,###.##";DA (PM):LPRINT
- 626Ø RETURN
- 6270 PRINT:PRINT"PRESS Y, N, OR E TO C ONTINUE ";
- 6280 A=INKEY\$:IFA=""THEN6280ELSEP=USR0(VARPTR(A)):IFA<>"Y"ANDA<>"N"ANDA<>"E"

- THEN628ØELSEPRINTA: RETURN
- 6290 PRINT:PRINT"ENTER "A9"END"A9" TO R ETURN TO MENU": RETURN
- 6300 IFERR/2+1=54THENPRINT"FILE "; AF; "
  NOT FOUND ON DISK.
- RETRY WITH DIFFERENT FILE NAME.
- FILES AVAILABLE ON DRIVE 1 ARE:":FORYQ=
  0TO600:NEXTYO
- 631Ø RESUME632Ø
- 632Ø ONERRORGOTOØ:CMD"DIR 1"
- 633Ø GOTO512Ø
- 6340 CLS:PRINT"COMPUTING TOTAL FOR FILE ":AF
- 6350 DB=0:DT=0:FORY=0TOX:DT=DT+(DA(Y)\*S Z(Y)):IFTY(Y)=0THEN6370
- 6360 DB=DB+(DA(Y)\*SZ(Y))
- 637Ø NEXTY
- 638Ø PRINT"BALANCE FOR FILE "; AF"; IS "
  ;:PRINTUSING"\$##,###.## WITH BAL FWD.
  ";DT:PRINTUSING"\$##,###.## W/O BAL FW
  D.";DB
- 6390 PRINT:PRINT"PRESS <ENTER> TO CONTI
- 6400 A=INKEY\$:IFA<>CHR\$(13)THEN6400ELSE CLS:GOTO5200
- 6410 PL=0:PB=0:PT=X:PH=X+1:PC=0:RETURN

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# 45

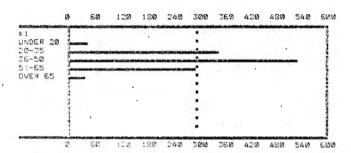
# Reader survey

# Results of the April questionnaire

Mike Schmidt, Publisher

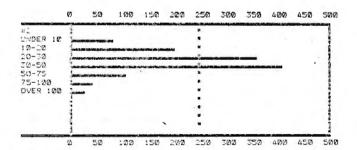
The results of our April 1982 reader survey have been tabulated. The findings of this survey are based on 1264 respondents. The numbers above the graphs which follow indicate the number of responses to a given class or category. In many cases, the total number of responses exceeds the total number of surveys returned because multiple answers were possible.

#### Age?



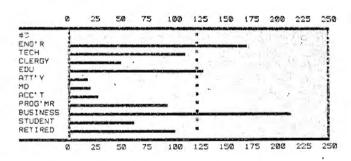
As you can see from Figure 1, the bulk of our readers are in the 36- to 50-year range. Comparison to our survey taken two years ago indicates that our average reader is slightly older. The number of people in the 20- to 30-year-old group has dropped by six percent since the last survey. Almost 60 percent of our readers have a personal income in the \$20,000 to \$50,000 range.

# Personal income?



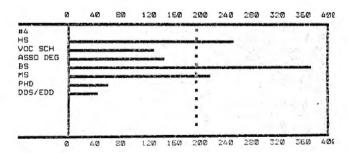
The distribution of professions has stayed largely the 80 80-U.S. Journal same over the past two years. Two years ago, there were so many who wrote in "clergy" or "retired" that we added them to the current survey. Clergy now account for about four percent, and retired about eight percent of the respondents. Business people are still the largest group of readers.

# Occupation?



Over 50 percent of our readers still hold college or graduate degrees. The average educational level of our readers is approximately a B.S. degree. The Ph.D. is getting rarer, but we show gains on the M.S. degree.

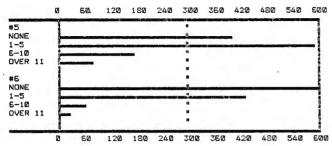
# Education?



The number of games purchased has grown. This is expected, since the number available has increased, and the quality of games has improved. Over 20 percent of our readers bought over five games within the last year as compared to only 12 percent who did so in 1980.

# How many computer games have you purchased in the past year?

# How many educational programs have you purchased in the past year?

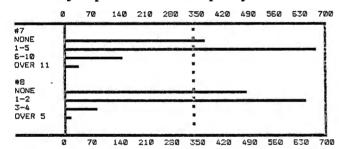


Educational software is still not getting the play expected of it. Over half of those answering this question have bought none in the past year.

Business software is the big seller. Over 68 percent have purchased business software in the past year.

> How many business programs have you purchased in the past year?

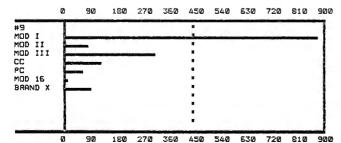
# How many operating systems have you purchased in the past year?



Operating systems are popular. Over half of our readers have purchased one or two in the past year. This is interesting, since the TRS-80 comes with an operating system.

The distribution of TRS-80 models has changed drastically - many new models have been introduced since our last survey. The Model I is still owned by the largest group: 55.5 percent. There are even 11 proud owners of the Model 16. (Remember that this survey was taken in April and the Model 16 was not available. Actually, the wording of the question was "Model 16 on order.") The most surprising response to this question was that over one-third of the people owned more than one TRS-80 computer.

# Which computers do you own?



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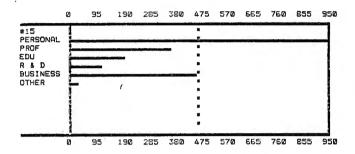
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FOR VISA/MASTERCHARGE/C.O.D.ORDERS TOLL FREE LINES WILL ACCEPT ORDERS ONLY! Over 71 percent of our readers now have disk drives, compared to 50 percent in 1980. Most software is purchased via mail order (43 percent), followed closely by purchase through local stores (32 percent).

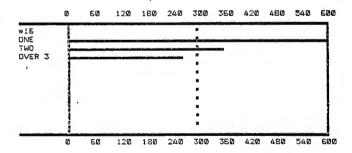
The computer itself is purchased from local stores (62 per cent) and from mail order businesses (34 percent). Local stores lead in the sale of line printers (48 percent), and mail order comes in at 34 percent.

# How is your computer used?



This question prompted some very interesting answers. Personal/hobby use of the computer was double that of any other category. Business usage was second, with professional being third. Educational use was next, followed by research and development. These results clearly show that the microcomputer is, indeed, a "personal" computer.

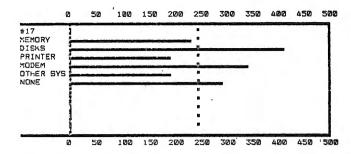
# How many people in your household use personal computers?



About half of the households surveyed contained individual operators. Approximately 30 percent have two people using personal computers, and a surprising 21 percent are used by three or more people.

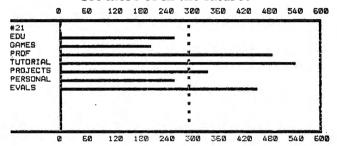
Plans for expansion in the next year included adding disk drives (24 percent), adding a modem (20 percent), adding memory (14 percent) and adding a printer (12 percent). Two years ago, adding disks was first, followed by adding memory and buying a printer. Modems were low on the list then. Now, a modem is the second most-wanted expansion.

# What are your plans for expansion in the next year?



Most readers want to know of more ways to use their computers. Over 20 percent suggested more tutorial articles. Building projects are wanted by 12 percent. Sixteen percent would like to see more evaluations and reviews.

# Which articles would you like to see more of in the future?



Eighty-six percent evaluated readability of the magazine as good/excellent as opposed to only 68 percent in 1980. We have been working hard on readability and content value. It's rewarding to know that the effort has not gone unnoticed.

Now that all of the clinical stuff is out of the way, just what does all of this prove? You bought a good computer (probably at a fair price), and are having a good time learning how to use it. It probably keeps you out of the bars and pool halls. You spend money on new additions to your system whenever the price meets what you see as a fair value.

What will this do for 80-U.S. Journal? It gives that added "tweek" to our editorial direction. We live with the industry daily and try to keep on top of new directions. Your input serves not only as a measuring stick of what is needed, but tells us how well we are actually reading our audience.

The last question on the survey, having to do with providing the programs in 80-U.S. Journal on tape or diskette, has caused quite a stir around here. Sixty-two percent of you said you would go for it. There are several ways we could do this and the methods available are under serious consideration. The problems, now that there are several models to consider, are with compatibility. For example, tape will not work with Model II. There are different diskette formats for Model I, III and the Color computer. Also with diskettes, there are different densities and tracks to consider. It may turn out that the only common link between all the models will be RS-232 and telecommunication. We are looking at the available alternatives.

Your input has been useful. We will make adjustments to our editorial direction because of it and we thank you for your participation. ■

# Open ended geography A spelling/geography word game Model I/III Robert K. Finky Dayton, OH

Remember the endless time you could spend playing the old game of naming a word, with a friend naming one starting with the last letter of yours?

Well, such an excercise can encourage a student to "visualize" words and mentally spell them. That's the first step toward mastering the art of good spelling. If we couple some recognition of the names of the states, we come up with a handy, "fun" way of teaching two concepts.

In "Open-Ended Geography," we allow more flexibility in the responses. You may put a word in front of the last, or behind it. This means you need to match the last letter of the new word to the first of the former, or vice versa. It offers a challenge, and it will surprise you how many combinations continue to come up as the 50 states are used. No state can be played twice.

To avoid frustration, the computer will take your turn if you call for "help." Score is given to the player for a successful entry, or to the computer on "his" turn. Scoring can easily be deleted if you don't want competition involved.

The program was written on a TRS-80 Level II machine. It uses fairly "standard" BASIC statements, however. Without the remarks, it occupies very little memory. The general "flow" can be adapted to many "turns" type games, and will offer you a chance to exchange a second player's response for the computer's turn, if you want a two-player game.

After you play the game, I think you'll pick up some forgotten knowledge of the letter arrangement of the states. Plus, if you follow the coding, you'll see other programming possibilities.

A double payoff for "teacher" and "learner" has to be

worth the keyboard time!

# Program Listing for Geography

\*\*\*\*\*\*\*\*\*\*\*\*

2 'OPEN ENDED G E O G R A P H Y 3 ' R.K. FINK 10/20/80 MOD I/III

4 \*

20

90 ' INITIALIZE AND DECIDE WHO'S FIRST

100 CLEAR2000:DIMS\$ (50)

110 CLS:PRINT" WHO'S FIRST... FOR SO ME":GOSUB5000:CLS:PRINT@256,CHR\$(23);

"GEOGRAPHY...":PRINT

120 INPUT"... 'YOU' OR 'ME' .."; ANS

130 IF AN\$="YOU"THEN TR=1:GOTO160

140 IF AN\$="ME" THEN TR=0:GOTO160

150 CLS:GOTO110

155 ' ::: INITIALIZE THE STATES ARRA
Y :::

156 ' :: EACH NEW GAME WILL START H

160 T=TR:FORI=1TO50:READS\$(I):NEXTI

170 F=0:CLS

180 IF T=1 THEN200 ELSE GOTO 500

190

195 ' ::: COMPUTER MOVES FIRST ('MAINE ' IS NOT ALLOWED) :::

200 R=RND(50):IFR=1THEN200

```
210 A$=$$(R):N=R:NR$=RIGHT$(A$.1):NL$=L
  EFT$(A$.1):GOSUB1ØØØ
22Ø F=Ø:GOSUB2ØØØ
230 C=C+1:GOSUB900:T=0:GOTO250
240
245
        ::: ALL SUBSEQUENT MOVES START
   HERE
250 IF T=0 THEN300 ELSE 400
29Ø
295
        ::: HUMAN'S SUBSEQUENT MOVE
300 GOSUB3000: IF IPS="HELP" THEN 600
310 FF=0:GOSUB3500
320 IF FF=3THENPRINT@832,CHR$(31);"OOPS
  ...THAT ONE'S BEEN USED BEFORE!!"::GO
  SUB5000:GOTO300
33Ø F=Ø:GOSUB4ØØØ
340 IF F=3THEN PRINT@832, CHR$(31); "THAT
   ONE WON'T FIT EITHER END!!..TRY AGAI
  N";:GOSUB5ØØØ:GOTO3ØØ
35Ø GOSUB1ØØØ:GOSUB2ØØØ
36Ø H=H+1:GOSUB9ØØ:T=1:GOTO25Ø
38Ø
390 '
        ::: COMPUTER'S SUBSEQUENT MOVE
  S
400 GOSUB5000:R=RND(50):FORN=1TO50
410 A$=$$(R):IF A$<>"" THEN450
415 R=R+1:IF R>50THEN R=1
420 NEXTN: GOTO 700
450 GOSUB4000:IF F=3 THEN415
460 N=R:GOSUB1000:GOSUB2000
470 C=C+1:GOSUB900:T=0:GOTO250
480
490
       ::: HUMAN MOVES FIRST :::
500 GOSUB3000: IF IP$="MAINE" THENPRINT@
```

832, CHR\$(31); "OH COME ON... THAT'S TO O EASY A WIN. TRY ANOTHER.";:GOSUB50 ØØ:GOTO5ØØ 510 GOSUB3500:NR\$=RIGHT\$(A\$,1):NL\$=LEFT \$(A\$,1):GOSUB1000:F=0:GOSUB2000 520 H=H+1:GOSUB900:T=1:GOTO250 58Ø ' 59Ø ' ::: HUMAN NEEDS HELP!! 600 PRINT@832,CHR\$(31);"OK... I'LL TAKE YOUR TURN TO HELP YOU!!";:GOSUB5ØØØ 610 T=1:GOTO250 680 69Ø ' ::: NO MORE MOVES... END THE GA MF. 700 CLS:PRINTCHR\$(23):GOSUB900:PRINT:PR INT"WELL... NO PLAYS ARE LEFT >>>" 710 PRINT: PRINT: INPUT"THANKS.. GOOD GAM PLAY AGAIN???..(Y/N)"; AA\$ 730 IF AA\$="N" THEN END 740 IF TR=1 THEN TR=0 ELSE TR=1 750 H=0:C=0:RESTORE:GOTO160 760 ' 77Ø 800 DATAMAINE, HAWAII, GEORGIA, FLORIDA, MO NTANA, MISSOURI, SOUTH CAROLINA, RHODE I SLAND, WYOMING, WISCONSIN, MISSISSIPPI, M

INNESOTA, PENNSYLVANIA, OREGON, WEST VIR GINIA, WASHINGTON

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#### Why do I need it?

You need OMNITERM if you need to communicate efficiently with many different computers, or if you want to customize your TRS-80 for use with one particular computer. You need OMNITERM to SOLVE your communications problems once

#### What do I get?

The OMNITERM package includes the OMNITERM terminal program, four conversion utilities, a text editor, and setting files for use with popular computers such as CompuServe, the Source, and Dow Jones - just as samples of what you can

# indberah Svstems

# The ULTIMATE TRS-80 Terminal Package

do for the computer you want to work with. The package includes six programs, seven data files, and real documentation: a 76-page manual that has been called "the best in the Industry." And OMNITERM comes with real user support. We can be reached via CompuServe, Source, phone, or mail to promptly answer your questions about using OMNITERM.

# What do I need to use OMNITERM?

A Model 1 or Model III TRS-80, at least 32K of memory, one disk, and the RS-232 interface, or Microconnection modern. OMNITERM works with all ROMs and DOSes, and will work with your special keyboard drivers.

#### What will it do?

OMNITERM allows you to translate any character going to any device: printer, screen, disk, keyboard, or communications line, giving you complete control and allowing you to redefine the character sets of all devices. It will let you transfer data, and run your printer while connected for a record of everything that happens. OMNITERM can reformat your screen so that 80, 32, or 40 column lines are easy to read and look neat on your TRS-80 screen. It even lets you get on remote computers with just one keystroke! The program lets you send special characters, echo characters, count UART errors, configure your UART, send True Breaks and use lower case. It accepts VIDEOTEX codes, giving you full cursor control. It will even let you review text that has scrolled off the screen! Best of all, OMNITERM will save a special file with all your changes so you can quickly use OMNITERM for any one of many different computers by loading the proper file. It's easy to use since it's menu driven, and gives you a full status display so you can examine and change everything.

"OMNITERM has my vote as the top TRS-80 terminal program available today Kilobaud Microcomputing, June 1981, pages 16-19.

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  ENNESSEE, SOUTH DAKOTA, NEW MEXICO, IOWA
  , INDIANA, ARKANSAS, ARIZONA, ALASKA, ILLI
  NOIS, IDAHO, ALABAMA, NEW JERSEY, NEBRASK
  A, NEW HAMPSHIRE, NEVADA
83Ø
840 ' ::: DISPLAY THE SCORE :::
900 PRINT@0, "ME... "; C, "YOU.... "; H; : R
  ETURN
990 '
995 ' ::: THESE ARE THE UTILITY SUBROU
  TINES
            ** NULL ARRAY AFTER ACCEPTA
999 '
  BLE ENTRY **
1000 S$(N)="":L=LE:LE=LEN(A$):R$=NR$:L$
  =NL$:RETURN
199Ø
1995 ' ** DISPLAY AN INPUT F IS RT, L
  EFT OR MIDDLE FLAG
2000 IF F=0 THEN S=478:GOSUB2030:GOTO20
2010 IF F=1 THEN S=477-LE:GOSUB2030:GOT
  02Ø5Ø
2020 IF F=2 THEN S=SR:GOSUB2030:GOTO205
2030 FORN=1 TO LE:POKE15360+S+N-1, ASC(M
  ID$(A$,N,1)):NEXTN:RETURN
2040 SR=479+LE: RETURN
2042 '
2045 '
         ** MOVE LAST WORD IN TO CENTER
2050 GOSUB5000:B$=STRING$(LE+L+2,32):IF
   F=2 THEN 2130
```

```
2070 PRINT@S,B$;
2080 PRINT@S+N,A$;
2090 FORT=1TO15:NEXT
2100 NEXTN
2110 S=478:SR=479+LE
212Ø RETURN
2130 FOR N=S TO 478 STEP-1
2140 PRINT@478,B$;
215Ø PRINT@N,A$;
216Ø FORT=1TO15:NEXT
217Ø NEXTN
218Ø GOTO211Ø
2980 '
299Ø '
         ** INPUT A HUMAN MOVE **
3000 PRINT@832, CHR$ (31); "O K ... YOUR T
  URN, WHAT STATE???"
3010 INPUT"(IF YOU'RE STUMPED TYPE...'H
  ELP')"; IP$
3020 PRINT@832,CHR$(31);
3030 RETURN
348Ø '
349Ø '
         ** GET STATE ARRAY NUMBER **
3500 FOR № 1TO 50
351Ø IFS$(N)=IP$ THENA$=S$(N):RETURN
352Ø NEXTN
353Ø FF=3:RETURN
398Ø '
399Ø ¹
         ** SEE WHICH END FITS **
4000 NL$=LEFT$(A$,1):NR$=RIGHT$(A$,1)
4010 IFNL$=R$ THEN F=2:GOTO4040
4020 IFNR$=L$ THEN F=1:GOTO4040
4030 F=3:RETURN
4040 RETURN
4990 '
         ** DELAY TIMER
5000 FORTT=1TO1000:NEXT:RETURN
```

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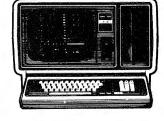
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# Files and foibles

# Recursive programming

Model I/II/III and Color Computer

On our travels through techniques for dealing with files, we've covered quite a few foibles. This time we'll cover still another that's needed to get back to binary trees: 'recursive' programming.

Technically speaking, I really haven't found a definition of 'recursion' adequate for the job. I think the Devil's D.P. Dictionary (Stan Kelly-Bootle, McGraw-Hill, New York, \$7.50) defined it best:

recursive, adj., See RECURSIVE

Simply put, something which is recursive uses itself in its own definition.

In programming, it is occasionally useful in solving a problem to be able to have a subroutine call itself. In every case I know of, there is always a way of solving the problem in a non-recursive manner. However, in some cases, expressing the problem solution in non-recursive terms makes it more difficult to follow. This clouds the solution, and can make the program harder to write and debug.

Recursive techniques were first studied in a systematic fashion in the 1920s by mathematicians. Many functions are most simply defined in terms of 'recurrence' relations.

For example, the 'Fibonacci' numbers are defined by the sequence:

f(0)=1 f(1)=1: : : f(n+1)=f(n)+f(n-1)

Fibonacci numbers are named after Leonardo Pisano, **86** 80-U.S. Journal

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sometimes called Leonardo Fibonacci, who originated them in 1202, to solve the problem of how many pairs of rabbits can be produced from a single pair in a year's time. These numbers occur frequently in biological problems and computer science.

We'll find that the technique for printing a binary tree in alphabetical order will involve some recursive programming (or its equivalent). Let's deal with recursion first, without having to worry about file handling.

**Programming Recursion** 

Some computer programming languages (such as Pascal) can handle recursion directly. If you want a subroutine (procedure in Pascal) to call itself, you simply call it. This makes the use of recursive techniques natural in this kind of language. BASIC isn't that capable.

There is no problem with BASIC calling itself. You can GOSUB to anywhere, from anywhere, without restriction. (Try Program 1 to see what I mean.) The problem is that you really can't get much from it.

In BASIC, all variables are shared by every subroutine. This makes them "global." In most cases, however, we want to deal with different numbers at each call to a subroutine. We have to save the status of the subroutine before we have it call itself again. When it returns, we have to get back what we were using when we called it. Confusing, isn't it?

That's the problem with recursion for most people. Just talking about it makes your head swim. In some cases, it's kind of like pulling yourself up by your bootstraps. If we do sort out the problem, and make sense of it, it becomes a powerful technique that expands what you can do with your programming.

I'd like to explain recursion by example - a rather

famous one, which has a very nice recursive solution: The Towers of Hanoi.

# The Towers of Hanoi Problem

The Towers of Hanoi problem first occurred (to my knowledge) around the end of the 19th century in European novelty shops. It was said to be a very serious game which was being played in an Eastern temple (the Temple of Bramah). The priests played it in the belief that when they were done, it would signify the end of the world.

It was said that the priests were playing the game with 64 golden disks on three towers. (The novelty version only had eight disks on three towers.) The game starts with all of the disks on the first tower stacked so that they proceed from the largest, on the bottom, to the smallest, on the top.

The objective of the game is to move all of the disks to another tower, one disk at a time, without ever putting a larger disk over a smaller one. It seems easy, but it has been proven that if there are N disks, it will take 2<sup>n</sup>-1 moves to complete the task.

For the priest of Bramah, this means that they will need  $18.4467 \times 10^{18}$  moves. If they make one move per second, it will take them approximately 585 billion years to complete the task!

Solving the problem by computer is a fairly difficult task until you look at the problem as a recursive one. If

we start out with five disks, the normal approach is to deal with the problem one disk at a time - move it, then the next, and the next, and so forth. We could check the rules, decide on a disk, move it, check the rules again,

The problem with this approach is that it leads to some blind alleys. We can easily get into positions where we have to undo what we've done and try a new approach. Let's break down the problem another way.

Instead of worrying about the top disk, let's look at the bottom disk first. In order to move the bottom disk (number 5) from tower 1 to tower 2, we'll need to have moved the rest of the disks from tower 1 to tower 3 first. After we've moved the rest of the disks, then we move disk 5 to tower 2, then move the rest of the disks from tower 3 to tower 2. After that, we're done! Easy wasn't it.

How do we move the rest of the disks? We haven't figured out how to do that, have we... or have we? If the technique works for disk 5, it will work equally well for each other disk.

To move disk 4 from tower 1 to tower 3, we'll first have to move disks 1-3 to tower 2, them move disk 4 to tower 3. Next, we move disks 1-3 to tower 3.

At each stage of the game, we are trying to move a bottom disk to another tower by first moving the disks above it to the third tower. We could write this out like this: move N disks from tower A to B, using C for temporary storage.

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- 1. If the number of disks to move is greater than 1, then move n-1 disks to tower C.
  - 2. Move nth disk to tower B.
- 3. If the number of disks is greater than 1, then move n-1 disks from tower C to tower B.

Each time we say move some number of disks, we start over at step 1 with the new number of disks to move. Look at Figure 1 to see how to move three disks from tower 1 to tower 2.

To program this, we have to remember where 'from,' 'to,' and 'temporary' are, as well as the number of disks to move each time we make a recursive call to the subroutine. The simplest way to do this is with a stack.

The program that solves the Towers of Hanoi problem remembers what the current parameters are every time the subroutine itself is called (except for the very first) by pushing all four numbers into a stack array which is two-dimensional. Just before returning from the routine, we get back the last set of parameters, since we'll be returning into the middle of the routine (except for the very last time).

Let's look through the program. Lines 100 through 150 initialize the program, while lines 200 through 260 form a simple command loop.

The important parameters are FRM (the tower we're moving disks from), TT (the tower we're moving disks to), TMP (the tower we're going to use for temporary storage), and N (the number of disks to move). After

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Gosub Int'l. Inc. 501 E. Pawnee, Suite 430 Wichita, KS 67211 (316) 265-9992 Gosub of Framingham P.O. Box 2566 Framingham, MA 01701 (add 5% sales tax) setting these parameters to move all of the disks from tower 1 to tower 2, we initialize the towers in subroutine 900 by setting the value of the first N places of the array for tower 1, and zeroing the others.

The subroutines at 1200, 1300 and 1400 display the towers, stack, and number of moves, respectively. After the display is complete, we start the recursive process by the GOSUB1000.

The subroutine from line 1000-1050 is a simple translation of our design above. If there's more than one disk, we GOSUB2000, which pushes N, FRM, TT and TMP onto the stack. Then we set up to move the N-1 disks above the bottom to TMP by setting TT to TMP and TMP to TT and then GOSUB1000. This is the first recursive call.

When we finally get down to N=1, we pass to line 1020, where we move a single disk (GOSUB1100) and then display the result (GOSUB1200). This also happens if we return after the subroutine call above.

When N>1, we save N, FRM, TT and TMP again, and set up to move the disks back from TMP to TT. This makes the second recursive call in the subroutine.

Whenever we're ready to leave the subroutine, we have to do a GOSUB2100 to get the last set of parameters off of the stack to be ready for the completion of the previous step.

After you get the program typed in (remember that only line numbers which are multiples of 10 are needed), try running it for 1-10 disks. The display will be slow enough to follow the steps as they proceed. If you watch it long enough, you'll begin to anticipate the moves.

Watch the display of the stack also, as the problem proceeds, and see just what is kept there.

Enjoy playing with this one. Your mind may feel like a pretzel before you figure it out, but once you do, you will have a new technique and have had some interesting (although frustrating) times. You might try replacing the subroutine which displays the towers with one that draws the towers and disks with graphics instead of numbers.

No matter how you do it, have fun.

# Sequence of Moves for Three Disks

We'll symbolize a call to the move disks subroutine (GOSUB1000) like this:

# MOVE(N,FRM,TT,TMP)

where N, FRM, TT and TMP are the program variables. The table below summarizes the operations and shows the line number trace for all lines in the 1000 subroutine.

Figure 1

| Operation               | Line Numbers        |  |  |  |  |  |  |
|-------------------------|---------------------|--|--|--|--|--|--|
| 1. MOVE(3,1,2,3)        | 1000                |  |  |  |  |  |  |
| 2. MOVE(2,1,3,2)        | 1010 1000           |  |  |  |  |  |  |
| 3. MOVE(1,1,2,3)        | 1010 1000 1010      |  |  |  |  |  |  |
| 4. move disk 1 to twr 2 | 1020 1030 1040 1050 |  |  |  |  |  |  |

# **Files**

| 5. move disk 2 to twr 3  | 1020                |
|--------------------------|---------------------|
| 6. MOVE(1,2,3,1)         | 1030 1000 1010      |
| 7. move disk 1 to twr 3  | 1020 1030 1040 1050 |
|                          | 1040 1050           |
| 8. move disk 3 to twr 2  | 1020                |
| 9. MOVE(2,3,2,1)         | 1030 1000           |
| 10. MOVE(1,3,1,2)        | 1010 1000 1010      |
| 11. move disk 1 to twr 1 | 1020 1030 1040 1050 |
| 12. move disk 2 to twr 2 | 1020                |
| 13. MOVE(1,1,2,3)        | 1030 1000 1010      |
| 14. move disk 1 to twr 2 | 1020 1030 1040 1050 |
|                          | 1040 1050 1040 1050 |

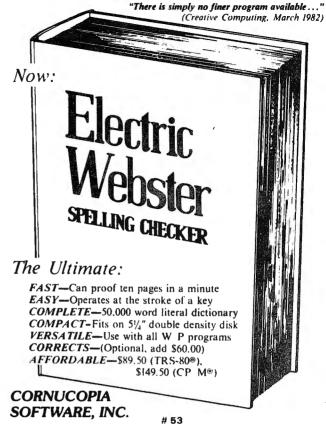
# **Program Listing for** Recursion

| 10 REM ****************                |
|--|
| 20 REM                                 |
| 30 REM RECURSION DEMO 1                |
| 40 REM TERRY R. DETTMANN               |
| 5Ø REM                                 |
| 60 REM ***************                 |
| 7Ø CLEAR1ØØØ                           |
| 8Ø M=Ø                                 |
| 90 GOSUB1000                           |
| 100 END                                |
| 1000 REM RECURSIVE SU                  |
| BROUTINE                               |
| 1010 PRINT"ENTERING SUBROUTINE M =     |
| ";M                                    |
| 1020 IF M<5 THEN M=M+1:GOSUB1000:M=M-1 |
| 1030 PRINT"LEAVING SUBROUTINE M =      |
| ";M                                    |
| 1040 RETURN                            |
|  |

# **Program Listing for Towers of Hanoi**

| 10 REM *****************            |
|-------------------------------------|
| 20 REM                              |
| 30 REM TOWERS OF HANOI              |
| 40 REM DEMO OF RECURSION IN BASIC V |
| 50 REM TERRY R. DETIMANN            |
| 60 REM                              |
| 70 REM VERSION 1.0 05/01/82         |
| 80 REM                              |
| 90 REM ****************             |
| 95 REM CLEAR SOME STRING SPACE      |
| 100 CLEAR1000                       |
| 105 REM SET A 25 ELEMENT STACK      |
| FOR 4 ITEMS STK                     |
| 106 REM TWR IS THE STATUS OF TH     |
| E DISKS ON THE TOWER                |
| 107 REM TP IS THE TOP OF EACH O     |
| F THE THREE TOWERS                  |

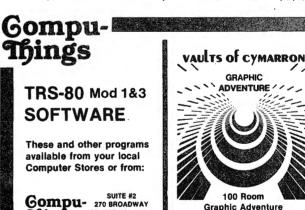
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# 55

216 REM EX IS THE THEORETICAL N UMBER OF MOVES NEEDED 217 REM FRM, TT, & TMP ARE THE TOWER TO MOVE FROM, THE TOWER TO MOVE TO, AND THE TOWER 218 REM TO USE FOR A TEMPORARY DURING THE MOVE 219 REM PRINTCHR\$(2) TURNS OFF THE CURSOR ON THE MODEL II 220 NUM=0:EX=2^N-1:FRM=1:TT=2:TMP=3:PRI NTCHR\$(2) 225 REM INITIALIZE THE TOWERS, PRINT THE TOWERS, STACK, AND 226 REM NUMBER OF MOVES ON THE SCREEN 230 GOSUB900:GOSUB1200:GOSUB1300:GOSUB1 400 235 REM MOVE N DISKS FROM TOWER (FRM) TO TOWER (TT) USING 236 REM TOWER (TMP) AS A TEMPOR ARY 240 GOSUB1000 245 REM SETUP FOR ANOTHER PROBL EM 250 LX=15\*LL:PRINT@LX,::INPUT"AGAIN (Y/ N)";YN\$:IF YN\$="Y" THEN 200 ELSE IF YN\$ <>"N" THEN 250 260 END 900 REM - - - - - - INITIALIZE N TOWERS - - - - - - - - - - - -905 REM PUT ALL THE DISKS ON TO WER 1 & NONE ON TOWER 2 & 3 906 REM DISKS ARE PUT ON LARGES T (HIGHEST NUMBER) AT BOTTOM 907 REM (ARRAY LOCATION 1) 910 FORI=1TON: TWR(I,1)=N-I+1:TWR(I,2)=0:TWR(I,3)=Ø:NEXTI 915 REM SET THE TOPS OF EACH ST ACK 920 TP(1)=N:TP(2)=0:TP(3)=0 93Ø RETURN 1000 REM - - -- - - MOVE N TOWER 1005 REM THIS SUBROUTINE MOVES N DISKS RECURSIVELY 1006 REM IF THERE IS MORE THAN 1 DISK TO MOVE, STACK THE CURRENT 1007 REM PARAMETERS (N, FRM, TT, TM P), RESET N TO N-1 AND FIRST MOVE 1008 REM N-1 DISKS FROM TOWER FR M TO TOWER TMP 1010 IF N>1 THEN GOSUB2000:N=N-1:FRM=FR M:T=TT:TT=TMP:TMP=T:GOSUB1000 1015 REM AFTER N-1 DISKS ARE MOV ED, MOVE THE ONE DISK FROM TOWER 1016 REM FRM TO TOWER TT THEN PR INT THE TOWERS

1020 GOSUB1100:GOSUB1200

| 1025 REM NOW MOVE THE N-1 DISKS   |
|---|
| BACK TO TOWER TT RECURSIVELY  |
| 1030 IF N>1 THEN GOSUB2000:N=N-1:T=FRM:                                       |
| FRM=TMP:TT=TT:TMP=T:GOSUB1000   |
| 1035 REM AFTER ALL MOVES ARE DON  |
|   |
| E AT THIS LEVEL, UNSTACK THE  |
| 1036 REM LAST SET OF PARAMETERS   |
| AND RETURN TO THE PREVIOUS LEVEL  |
| 1040 GOSUB2100  |
| 1050 RETURN   |
| 1100 REM MOVE ONE DIS   |
| K   |
|   |
| HE TOP OF TOWER FRM TO THE TOP  |
| 1106 REM OF TOWER TT, GET THE NU  |
| MBER ON TOP OF FRM (TWR(TP(FRM),FRM))   |
| 1107 REM DECREASE THE TOP OF TOW  |
| ER FRM  |
| 1110 T=TWR(TP(FRM), FRM):TP(FRM)=TP(FRM)                                      |
| -1  |
| 1115 REM INCREASE THE TOP OF TOW  |
| ER TT BY ONE AND PUT THE DISK THERE   |
| 1120 TP(TT)=TP(TT)+1:TWR(TP(TT),TT)=T   |
| 1125 REM INCREMENT THE COUNT OF   |
| MOVES AND PRINT THE NUMBER OF MOVES   |
| 1130 NUM=NUM+1:GOSUB1400:RETURN   |
| 1200 REM PRINT TOWERS -   |
| will will see and any last two was two last two last two and two last was two |
| 1205 REM LOOP OVER ALL THE TOWER  |
| S   |
| 1210 FOR J=1 TO 3   |
| 1215 REM PRINT THE TOWER LOCATIO  |
| N   |
| 122Ø LX=2*LL+J*LL:PRINT@LX,USING"TOW  |
| ER ##>>";J;   |
| 1225 REM IF THERE'S NOTHING ON T  |
| HE TOWER, THEN JUST BLANK THE LINE  |
| 1230 IF TP(J)=0 THEN 1260   |
| 1235 REM PRINT THE NUMBERS OF AL  |
| L DISKS ON THE TOWER  |
| 124Ø FOR I=1 TO TP(J)   |
| 125Ø PRINTUSING"###";TWR(I,J  |
| );:NEXTI  |
| 1255 REM BLANK THE REST OF THE L  |
| INE<br>1260 PRINTBL\$:NEXTU   |
|   |
| 1270 PRINT: PRINT: RETURN   |
| 1300 REM PRINT STACK VA   |
| 1205 DEM DIM MILE CHACK DOTAMED O   |
| 1305 REM PUT THE STACK POINTER ON THE SCREEN                                  |
| 1310 LX=7*LL:PRINT@LX,USING"SP>>##";SP  |
| 1315 REM LOOP OVER ALL FOUR ELEM  |
| ENTS OF THE STACK   |
| 132Ø FORJ=1TO4  |
| 1325 REM DOTATE OF CARCATO TINDAM   |
| 1325 REM PRINT THE ELEMENT IDENT  |

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# 57

| 133Ø LX=7*LL+J*LL:PRINT@LX,USING"\ \>>";LB\$(J); 1335 REM IF THERE'S NOTHING ON T HE STACK, THEN NOTHING ELSE TO PRINT 134Ø IF SP<=Ø THEN 138Ø 1345 REM PRINT THE ITEMS ON THE STACK |
|--|
| 135Ø FORI=ITOSP 136Ø PRINTUSING"###";STK(I,J); 137Ø NEXTI 1375 REM BLANK THE REST OF THE L INE   |
| 1380 PRINT BL\$;:NEXTU 1390 RETURN 1400 REM PRINT NUMBER O F MOVES   |
| 1406 REM NUMBER EXPECTED 1410 LX=7*LL+LL/2:PRINT@LX,USING"MOVES> > #### EXP>> ####";NUM;EX; 1420 RETURN 2000 REM PUSH PARAMETER S ON THE STACK 2005 REM IF WE EVER OVERFLOW THE      |

| STAC | K, WE CAN'T  | GO FURTHER              |
|------|--------------|-------------------------|
| 2006 | REM          | SIMPLY END THE PROGRAM, |
|      |              | FEWER DISKS             |
| 2007 | REM          | IF YOU STAY WITHIN THE  |
|      |              | THIS SHOULDN'T          |
|      |              | HAPPEN TO YOU           |
| 2010 | IF SP>≓MX T  | HEN PRINT"ERROR - STACK |
| FULI | J":END       |                         |
| 2Ø15 | REM          | STACK ALL FOUR PARAMETE |
| 140  |              |                         |
|      |              | (SP,1)=N:STK(SP,2)=FRM: |
|      | SP,3)=TT:STK |                         |
| 2Ø25 | REM          | PRINT THE STACK         |
|      | GOSUB1300:F  |                         |
| 2100 | REM          | POP PARAMETERS          |
|      |              |                         |
| 21Ø5 | REM          | IF THE STACK POINTER RE |
|      |              | IS LEFT TO              |
| 2106 | REM          | UNSTACK                 |
|      | IF SP<=0 TH  |                         |
| 2115 | REM          | UNSTACK ALL 4 PARAMETER |
| S    |              |                         |
|      |              | :FRM=STK(SP,2):TT=STK(S |
|      | TMP=STK(SP,  |                         |
| 2125 | REM          | PRINT THE STACK         |
| 213Ø | SP=SP-1:GOS  | SUB1300:RETURN ■        |

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# @ News

# Spencer Hall, Contributing editor

If you don't own a Stringy Floppy . . . don't go away just yet. ESF and Level II go together like ham and eggs, salt and pepper, etc. It's hard to say something about ESF without including a few tidbits of general interest to all Level II owners. Our lead story is a case in point.

# An Open Letter to Dr. J. C.

Yes, the mailbag finally arrived from Sunnyvale. Along with some other items we'll mention later, there was your letter. Wow! I've heard of a group in England which is loyal to Level I and which meets regularly to share the exotic things that can be done with it (in machine language, mostly). Your own loyalty to Level I and your dogged determination to decipher its ROM and adapt your ESF to it have my profound respect. If you have succeeded by the time this appears in print, let's hear about it.

There is one line in your letter, however, that needs a polite response. I hope you won't mind my quoting it verbatim because it does, indeed, express the way many people feel about good old Level II. You say, in part "I have no intention of giving up the robustness of Level I for the flaky keyboard and cassette I/O of Level II."

Level II is an incredibly powerful language. We'll be another fifty years discovering all of the computer magic which it can do. I sincerely encourage you to apply your considerable talents to exploring its possibilities instead of knocking your brains out trying to harness a race horse to a donkey cart.

Here's a surprise for you and thousands of others. The best cure for the famous keybbbounce on older Model I Level IIs (before the new style keyboard was introduced) is not a machine language patch cluttering up RAM. It isn't an electronic fix either. Go to a supply house which carries industrial lubricants and get a tube of Dow Corning Molykote 4X Lubricant. Carefully lift each key off by prying gently from the lower right corner. Squirt a bit of lubricant into the make-break mechanism. Replace the key by pressing firmly. Look ma! No more keybounce. It's tedious work, I'll admit, and you'll have to pry the space bar from the middle to get at its switch. But once done, it lasts for years. Just don't try to pry up those new style keys on later Model Is that don't bounce



anyway. It's not necessary — and very fatal! As for the "flakey cassette I/O," who needs it if they have an ESF?

# **Slowing Your Computer Down**

If you're into BASIC programming in Level II, this also is of interest even if you don't have an ESF system. It works especially well with ESF, but it operates also August. 1982 93

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# 60

with cassette or disk. For Model III, substitute these lines:

70 POKE 16561, 118:POKE 16562,X 80 A=120+256\*X: IF A>32767 THEN A=A-65536 90 V=124+256\*X: IF V>32767 THEN V=V-65536 120 PRINT "MEMORY SIZE IS SET AT" 118+256\*X 140 PRINT "TO DEACTIVATE: POKE 16389,29

Ever want to LIST slowly in order to search for a place to modify or find some vacant lines to use without the need for world-class eve and finger coordination? Ever want to RUN with TRON and see the numbers come up slowly so that you can find out just how your program is getting from here to there? Listing 1 (let's call it SLOWPOKE) is a BASIC program which installs and protects a slower-downer at the top of memory. You can erase it when it has done its job. Run it and make notes of the instructions which appear on the screen. That will be your only chance. Then you can wipe out the code. The slowdown will not occur until you poke the proper number into address 16389 (for 16K,127; for 32K,191; for 48K,255).

Slowdown is widely variable. The display will tell you where to poke a speed control number (from 0 to 255). You can normalize your computer action by POKE 16389,48. When you want slow action again, just poke the proper number back into 16389. SLOWPOKE works on the execution of LIST, RUN (with or without TRON), the EDIT call, any direct mode instruction, etc. When it's active, your cassette recorder won't work, but your ESF will if you call it again! Unfortunately, using ESF deactivates the slowdown so that you will have to repoke 16389.

It's written to be near the top of 16K, 32K and 48K systems. The screen display will tell you where memory size is set, Radio Shack's classic Blackjack is a fun game to play in slowdown mode, especially if you're slow at counting card values the way I am. High speed control numbers, producing low speeds, are great for LISTing. Numbers under 50 are better for watching programs operate with TRON. You can see what language takes the most time to execute and which the least. If your BASIC program DIM's a large matrix or uses a long FOR . . . NEXT loop, plan to bring your lunch!

# The Lore of the ESF

Exatron has been the most successful of any hardware manufacturer to date in encouraging production of public domain software for its product. They also have wafer versions of various copyrighted programs, enhanced patches for the classics like Pencil, Scripsit, EDTASM, the MISOSYS Disassembler, etc. ESFOA, the national ESF owners association, makes it possible to obtain copies of many programs which have appeared in national computer magazines as well as excellent software written and donated by members. These cost just the price of the medium they're on (wafer) plus handling. To date, I've seen nothing done on disk that can't be done on ESF using some of Exatron's proprietary software for which you generally pay less than the disk equivalent. Under the above section title, I'll be reviewing some of these products in

future issues. Next month it will be (if it arrives in time) FMS Volume 2. This is an improvement on Exatron's already popular File Management System.

# Setting the Record Straight

This column has a reputation, in some quarters, as an advertising blurb for one manufacturer. As of my editorship, it isn't any more. 80-U.S. picks up the tab and I can say whatever I like, as long as I don't swear.

Here are some observations:

Plus: Disk owners who smoke, eat your hearts out! I puff on my pipe like a chimney as I write this with SCRIPSIT and the ESFs love the smell.

Plus: My two ESFs take less space than one tape deck.

Plus: They cost about the same as a disk drive and I don't need an expansion interface (which, of course, I

Plus: The operating system uses just four (4 — count 'em) bytes of RAM unless I need data I/O, which ties up 914 bytes.

Minus: The new ESF for Model III is going to use 4K of high memory (you get I/O automatically) and you can't put any other stuff in protected high memory.

Looks like the best bet in the future for a minimum cost computer system will be a Model I Level II workalike and some conventional ESFs.

# **Program Listing for** SLOWPOKE

- 10 ' -- POKE-LOAD FOR DELAY ROUTINE --
- 20 CLS: INPUT "ENTER YOUR SYSTEM SIZE (1 6/32/48)";S
- 30 IF S<>16 THEN IF S<>32 THEN IF S<>48 THEN 20
- 40 IF S=16 THEN X=127
- 50 IF S=32 THEN X=191
- 60 IF S=48 THEN X=255
- 70 POKE 16561,128:POKE 16562,X
- 80 A=130+256\*X:IFA>32767 THEN A=A-65536
- 90 V=134+256\*X:IFV>32767 THEN V=V-65536
- 100 FOR J=A TO A+12:READ B:POKE J,B:NEX
- 110 PRINT "DELAY NOW IN PLACE"
- 120 PRINT"MEMORY SIZE IS SET AT" 128+25
- 130 PRINT "TO ACTIVATE: POKE 16389,"X
- 140 PRINT "TO DEACTIVATE: POKE 16389,79
- 150 PRINT "VARY SPEED BY : POKE"V", NN
- 160 PRINT " MAXIMUM SPEED - NN=0"
- 170 PRINT " MINIMUM SPEED - NN=255"
- 180 PRINT: PRINTTAB(9) "NOTE THESE VALUE
- S THIS PROGRAM MAY THEN BE ERASED"
- 190 DATA 245,197,1,0,64,205,96,0,193,24 1,195,120,29

# FREE

# business software directory

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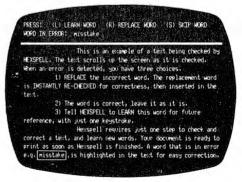
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# Decimal to fraction conversions

# Let your computer do the thinking while you learn about fractions

Model I/III, 16K and up

Jim Klaproth, Associate editor

Let's see. When you multiply two fractions, do you invert and multiply, or is that in division? How do you find the least common denominator of those fractions? How do you add two fractions? Can't remember all those rules you learned back in grade school? Well, here is a wonderful program that allows you to let your computer do all of your thinking, and possibly teach you a thing or two about fractions.

This program was written in response to a college chemistry course exercise involving operations on multiple fractions. It was originally written for a TI-58 programmable calculator and was recently converted for the TRS-80. The 80 version has been expanded to include a basic 4-function fractional calculator.

What the program does is allow the user to enter a decimal number in double precision format, and calculate the corresponding fraction. The algorithm that accomplishes this is quite simple, but may not have occured to you. It also demonstrates a powerful use for one of the built-in math functions buried in your Level II ROM.

If we take a decimal such as .25 and invert it, we get 4. In this case, it yields a whole number. It is easy to see the relationship between the decimal .25, the fraction ½, and the inverted decimal 4. The inverted decimal number turns out to be the denominator of the fraction. Let's look at another example. The decimal .5 inverted is 2, which is the denominator of ½. So far, so good.

Let's look at the decimal .75. Inverting it yields 1.33333333, which is not the denominator of  $\frac{3}{4}$ . What went wrong? If we look back at the previous examples, we see that the numerator in both cases was 1. The numerator of  $\frac{3}{4}$  is 3. What if we multiplied the inverted decimal 1.333333333 by 3? We would get 4, the correct denominator. Are you still with me?

OK, let's design a program that will take a decimal number input and we will initialize a loop counter to 1. First invert the input decimal number and then test to see if it is an integer. If it is, the integer will be the denominator and the loop counter value will be the numerator. If it is not an integer, increment the counter and multiply its value by the inverse of the original number. Retest this result for an integer and branch to either the answer or loop back for another try.

Let's see how the decimal .75 would be processed. The first time through, the counter equals 1 and the inverse is 1.33333333, which is not an integer. Increment counter to 2 and multiply by 1.33333333, still not an integer. Third time through, the counter equals 3 and yields the value 4, which was an integer the last time I checked. The denominator is 4 and the numerator is 3. How about that!

Well, just how do we test for an integer? We do that by using the FIX function in Level II. FIX truncates, or removes, all digits to the right of the decimal point. If we subtract the truncated number from the original, the result will tell us if we have an integer or not. For example, FIX(45)=45. If we subtract 45 from 45, we will get 0 (zero). A number such as 45.099 minus FIX(45.099) will leave .099 as a result. By testing for a zero result, we can determine if the number is an integer. Neat, huh?

There is only one small problem with this. Some numbers are not always going to come out as integers, even though they should. This is a result of having only 16 digits of precision in BASIC. To get around this, we have to allow a fudge factor in order to detect every integer. Therefore, this program may not find the correct solution when dealing with very large denominators. I have tested it with up to five digits in the denominator with no problem.

The other part of the program allows the operator to enter two fractions and one of the basic four math functions, and arrive at the correct answer (expressed as a fraction). Each fraction is converted to its double precision decimal equivalent and then merge with the proper sign. The result is run through the converter. No guarantees are made on accuracy when dealing with denominators over two or three digits, due to the fact that the double precision errors are increased by a factor of two or more.

One caution about inputting decimals into the

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converter: always enter them as double precision. To get the double precision decimal for 1/3, simply enter the number as 1/3D. The D tells the interpreter that you are asking for a double precision solution.

This program may not be the most efficient way to convert a decimal number to a fraction, but it is the only way this would-be mathematician could figure out how to do it.

# **Program Listing for Decimal to Fractions**

- 10 REM \* DECIMAL TO FRACTION \*
- 15 REM \* CONVERSION PROGRAM
- 20 REM \* BY JIM KLAPROTH
- 30 CLEAR 100:DEFDBL A-Z
- 40 DIMI\$,LC\$,I#,C#,Fl#,A#,DL\$,S\$,I\$,S#, N#, D#, F#
- 5Ø CLS:PRINT CHR\$(23)
- 60 PRINTTAB(2) "DECIMAL TO FRACTION PROG RAM"
- 70 GOSUB 1020
- 8Ø REM \*\*\* MENU
- 90 CLS:PRINTTAB(6)"D E C I M A L FRACTION PROGRAM"
- 100 PRINT STRING\$(64,"=");
- 110 PRINT" THIS PROGRAM WILL CONVERT A

- DECIMAL NUMBER TO A FRACTION AND ILL ALLOW YOU TO ADD, SUBTRACT, MULTI PLY, OR DIVIDE FRACTIONS.";
- 120 PRINT STRING\$(64,"=");
- 13Ø PRINT:PRINT:PRINT
- 140 PRINT" CONVERT DECIMAL TO FR ..... 1" ACTION ...
- 150 PRINT
- MANIPULATE FRACTIONS 16Ø PRINT"
- 170 PRINT
- 180 PRINT" EXIT THE PROGRAM ....
- 190 PRINT@980, "ENTER YOUR CHOICE";
- 200 I\$=INKEY\$:IF I\$="" THEN FOR DL%=1 T O 200:NEXT:PRINT@980,"
  - "::FOR DL%=1 TO 200:NEXT:GOTO190
- 210 I%=VAL(I\$)
- 220 IF 1%=1 THEN 260
- 23Ø IF 1%=2 THEN 46Ø
- 240 IF 1%=3 THEN CLS:PRINT@538, "GOODBYE ":FOR DL%=1TO1000:NEXT:CLS:END
- 250 GOTO 200
- 260 REM \*\*\* MAIN PROGRAM STARTS HERE
- 270 CLS:PRINT"TASK: CONVERT DECIMAL TO FRACTION"

# indering selin

Color Compute

Are you tired of searching the latest magazine for articles about your new Color Computer? When was the last time you saw a great sounding program listing only to discover that it's for the Model I and it's too complex to translate? Do you feel that you are all alone in a sea of Z-80's? On finding on ad for a Color Computer program did you mail your hard earned cash only to receive a turkey because the magazine the ad appeared in doesn't review Color Computer Software? If you have any of these symptoms you're suffering from Color Computer Blues!

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```
28Ø PRINTSTRING$(64,"=");
                                               CTION #2"::INPUT D2
29Ø PRINT
                                             68Ø IF D2=Ø THEN 67Ø
300 INPUT"ENTER THE DECIMAL NUMBER (DOU
                                             690 REM *** EVALUATE EXPRESSION
  BLE PRECISION)":A
                                             700 CLS
                                             710 PRINT@0, "THE EQUATION IS:"
310 IF A=0 THEN GOTO 300
320 PRINT@330, "THE DECIMAL "; A; " IS EQU
                                             72Ø PRINT
  AL TO"
                                             730 PRINT:PRINT
330 IF A<0 THEN S=1 ELSE S=0
                                             74Ø PRINT@128,"(";N1;"/";D1;")";" ";S$"
                                                 ";"(";N2;"/";D2;")";" =";
340 A=ABS(A)
                                             750 Fl=N1/D1
350 LC%=1
360 I=1/A*LC%
                                             760 F2=N2/D2
                 'INVERT NO.
                                             770 IF S$="+" THEN F1=F1+F2: GOTO 810
370 IF LC%/2 - FIX(LC%/2)<>0 THEN PRINT
                                             78Ø IF S$="-" THEN F1=F1-F2: GOTO 81Ø
  @590," * * WORKING * *"; ELSE PRINT@5
                                             790 IF S$="*" THEN F1=F1*F2: GOTO 810
  90,"
                                             800 IF S$="/" THEN F1=F1/F2: GOTO 810
380 C=FIX(I)
                                             810 REM * FRACTION FINDER
390 IF (I-C)> 1E-04 THEN LC%=LC%+1:GOTO
                                             82Ø LC%=1
                                             830 IF F1<0 THEN S=1 ELSE S=0
400 IF S=1 THEN PRINT@397, "THE FRACTIO
 N -"; LC%;"/"; INT(I)
                                             840 F1=ABS(F1)
410 IF S=0 THEN PRINT@397, "THE FRACTIO
                                             850 IF F1=0 THEN PRINT F1: GOTO 970
  N "; LC%;"/"; INT(I)
                                                                'INVERT NO.
                                             860 I=1/F1*LC%
420 PRINT: PRINT: PRINTTAB(10); "ANOTHER C
                                             870 IF LC_8/2 - FIX(LC_8/2) <> 0 THEN PRINT
                                               @596," * * WORKING * *"; ELSE PRINT@5
  ONVERSION? (Y/N)"
                                               96,"
430 I$=INKEY$:IF I$="" THEN 430
440 IF I$="Y" THEN 260 ELSE IF I$="N" T
                                             880 C=FIX(I)
  HEN 8Ø
                                             890 IF FIX(I-C)=1 THEN I=I-1 : GOTO 910
45Ø GOTO 43Ø
460 REM *** MANIPULATE FRACTIONS
                                             900 IF (I-C)> 1E-06 THEN LC%=LC%+1:GOTO
                                                86Ø
                                             91Ø PRINT@596,"
480 PRINT"TASK: MANIPULATE FRACTIONS"
                                             920 PRINT@0, "THE SOLUTION IS:"
49Ø PRINTSTRING$(64,"=")
                                             93Ø PRINT@128,"(";N1;"/";D1;")";" ";S$"
500 PRINT
                                                 ";"(";N2;"/";D2;")";" =";
510 PRINT"ENTER FRACTIONS AND FUNCTIONS
                                             940 IF S=0 THEN PRINT" ":LC%:
   AS FOLLOWS:"
                                             950 IF S=1 THEN PRINT" -";LC%;
52Ø PRINT"
               NUMERATOR <ENTER> DENOMI
  NATOR <ENTER> FUNCTION <ENTER>"
                                             960 IF INT(I)=1 THEN 970 ELSE PRINT"/";
530 PRINT"
                                               INT(I)
               FUNCTIONS ARE AS FOLLOWS
  :"
                                             970 PRINT:PRINT:PRINTTAB(10); "ANOTHER P
540 PRINT"
                                               ROBLEM? (Y/N)"
                      ADDITION"
                                             980 IS=INKEYS:IF IS="" THEN 980
550 PRINT"
                      SUBTRACTION"
56Ø PRINT"
                      MULTIPLICATION"
                                             990 IF I$="Y" THEN 460 ELSE IF I$="N" T
                                               HEN 80
57Ø PRINT"
                      DIVISION"
580 PRINT: PRINT
                                             1000 GOTO 980
590 PRINT"ENTER THE NUMERATOR FOR FRACT
                                             1010 END
  ION #1";:INPUT N1
                                             1020 PRINT STRING$(32,"+")
                                             1030 PRINT"
600 IF N1=0 THEN 590
610 PRINT"ENTER THE DENOMINATOR FOR FRA
                                                      .25
  CTION #1";:INPUT D1
620 IF D1=0 THEN 610
                                             1040 PRINT
630 PRINT"ENTER THE FUNCTION SIGN "::IN
                                             1050 PRINT"
                                                                       1
  PUT S$
                                                      .166667 =
64Ø IF S$<>"+" AND S$<>"-" AND S$<>"/"
  AND S$<>"*" THEN 630 ELSE 650
                                             1060 PRINT
                                             1070 PRINT"
65Ø PRINT"ENTER THE NUMERATOR FOR FRACT
                                                                           1
  ION #2";:INPUT N2
                                                      .333333333334 = -
                                                                 3"
660 IF N2=0 THEN 650
67Ø PRINT"ENTER THE DENOMINATOR FOR FRA
                                             1080 FOR DL%=1 TO 1000:NEXT:RETURN ■
```

# Color disk directory

# A utility to enhance your DOS

**Color Computer** 

Bob Waterhouse, Gardena, CA

This program will display the files (three across in a row) in a manner similar to that of the Model I/III. The program will also allow you to view only those files with a given extension which you define (i.e., /BAS). You also have the option of using a <\*> wildcard to view all files with any extension, including dead files which haven't been overwritten!

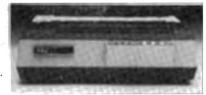
This program can be invoked by merely typing RUN "DIRS". I gave this program the filename "DIRS" to differentiate from "DIR", used by the operating system. After the program starts, you will be asked for the DRIVE number, it will default to the drive number currently defined by the operating system. Next, you will be asked for the file extension. At this time, enter the file extension that you desire viewing. If you want to look at all files on the disk, you should enter an <\*> which acts like a wildcard. After pressing <ENTER>, you will see the files on your disk, as well as the free space remaining on the disk. Although this program is written for a two-disk drive system, the user should find little difficulty in adapting it to a three- or four-drive system.

Dead files can be recognized by the absence of the first character in the filename. For example, if the file "DIRS" were killed on a diskette, it would appear as "IRS" when viewed with the wildcard option. Filenames that seem alien, and aren't present under the system "DIR" command, are dead files.

By leaving the program on your "0"(zero) drive diskette, and giving it the filename "DIRS/BAS", it will always be available to you as a utility to enhance your Disk Operating System.

> Program Listing for Color Disk Directory

```
40 CLS:FORX=1TO10:PRINT:NEXT
50 PRINTSTRING$(31,"-")
60 PRINT"** LIST PROGRAMS BY EXTENSION
**".
70 INPUT"DRIVE#":D
80 IF D=1 THEN 90 ELSE 100
90 DRIVE 1
100 INPUT"FILE EXT"; Z$
110 PRINT"FILE TYPE = /";Z$
.120 FOR X=3 TO 11
130 DSKI$ D,17,X,A$,B$
140 C$=A$+LEFT$(B$,127)
150 NAM$(0)=LEFT$(C$.8)
160 EXT$(Ø)≔MID$(C$,9,3)
170 FOR N=1 TO 7
180 NAM$(N)=MID$(C$,N*32+1,8)
19Ø EXT$(N)=MID$(C$,9+N*32,3)
200 NEXT N
210 FOR N≒0 TO 7
220 IF Z$="*" GOTO 230 ELSE 240
230 IF LEFT$(NAM$(N),1)<>CHR$(255) THEN
 PRINT NAMS(N);"
                     ";:GOTO25Ø
240 IF EXT$(N)=Z$ AND LEFT$(NAM$(N),1) <
>CHR$(Ø) THEN PRINT NAM$(N):"
250 Q=PEEK(1517)
260 IF Q<>96 GOSUB330
270 NEXT N
280 NEXT X
290 POKE &HFF40,0
300 PRINT FREE(D) "FREE GRN:";D.
310 DRIVE Ø
320 END
330 N=N+1:PRINT NAMS(N):RETURN
```



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# THE BOTTOM

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# Gobbler Model I/III Superior Software P.O. Box 11676 Kansas City, MO 64138 \$16.95 cassette \$19.95 disk

Ever since "Pacman" hit the arcades, there have been quite a few simulations of the game made for the TRS-80 computer: Scarfman, TRS-man and Ghost are some of them. There is a new one out, by Superior Software, named "Gobbler." In playing the game and trying to judge it, I decided it would be best to compare it with the original "Pacman" arcade game, rather than putting it side-by-side with Scarfman.

#### What's the Story?

Gobbler is loaded using the SYSTEM command since it is in machine language, as are most good arcade games. After getting the program to run, an impressive title page appears announcing "Superior

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Software presents . . . Gobbler." After hitting ENTER, the title page clears.

One thing found in this game (that is not found in Pacman) is the ability to chose a skill level. Any skill level, from one to four, may be selected, depending upon the difficulty you would like. One or two players may play the game, a feature not found in the game "Scarfman" by Phil Oliver.

After those two options, the game begins. The maze is very "dense"; that is, there are many parts. Instead of being just a few lines with a very loose maze configuration, the programmer has packed as much maze as he could onto the screen.

The player is represented by a figure which may be moved around the screen by arrow keys. One thing that I do not like about the controls, though, is that you must hold them down to move. In Scarfman, pressing an arrow key will take you as far as you can go. Gobbler does not do this.

This trouble with directions can make for some pretty difficult manuveurs. Trying to squeeze through parts of the maze is especially difficult by having to hold down the arrow keys contantly and having to be in precise positions to move. One soon gets used to it, however.

#### Skillfully Crafted

Depending upon the skill level chosen, one or more men will begin the chase. Gradually, all of them are after you, and they do a pretty good job of chasing you. Eating a "big dot" will give you the ability (for a short time) to consume your enemies for points (as in Pacman).

If you are fortunate enough to complete the game with a high score, there is a part where you may enter your name for the glory of it. It is very similar to the arcade-type way of inputing high scorer's names, thus bringing this emulation even closer to the real thing.

## Point /Counterpoint

This game has advantages and disadvantages, just like any other game. The sound is good, and so are

the graphics. Gobbler is an excellent reproduction of the original "Pacman," and for all arcade fans, I recommend that you buy Gobbler.

Tim Knight



DOSPLUS User's Manual TRS-80 Model I/III Advanced Operating Systems 450 St. John Rd. Michigan City, Indiana 46360 (800) 348-8558 \$29.95

Reviewers of the DOSPLUS operating system have noted that only marginal documentation has been provided for this otherwise excellent piece of software. The documentation of DOSPLUS version 3.3 consisted of 46 pages of material, which was at best, a sketchy augmentation or amendment of the Radio Shack TRSDOS/DISK BASIC Reference Manual.

The offering from Advanced Operating Systems consists of an attractive looseleaf display binder with 120 pages of printed documentation of DOSPLUS 3.3. The format is  $5\frac{1}{2}$  by  $8\frac{1}{2}$  inches with a standard three-ring punch. Selection of good paper and a variety of bold face and italic gothic fonts make for readability and quick reference. Green "highlighting" of displays helps to round out the presentation.

The technical section introduces RAM addresses of DOS calls which can be accessed from machine language programs. These include I/O (disk, printer, video, and keyboard calls), and a full table of error messages. In addition to the technical section, all of the extensions, library commands and utilities unique to DOSPLUS are well covered in the new manual. The writers still assume a familiarity with the operating protocols and information contained in the TRSDOS manual and the DOSPLUS user is well advised to have one available.

The format makes the manual convenient, as it fits easily beside the TRS-80 or LNW-80 keyboard. A

fold-back cover turns the notebook into a display binder, increasing its convenience. The serious user can readily augment the manual as there is room for another 150 looseleaf pages. I find this to be an expensive, but handsome and worthwhile, addition to my DOSPLUS system.

Captain Paul M. Hine, USN



The UPI-3
Serial Interface
for TRS-80
Model I
Binary Devices
11560 Timberlake Lane
Noblesville, IN 46060
(317) 842-5020
\$139.95

A problem which many TRS-80 owners have experienced is the inconvenience of using a serial printer with the Model I. Use of the former is not possible without an interface such as the RS232C, and generally, a printer driver (a machine language program stored in protected high memory). The expansion interface provides a "Centronix-type" port for a parallel printer, but Radio Shack made no provision for serial printers other than the RS232C board.

For serial printer owners, the simultaneous use of the RS232C for telephone communications and hardcopy was not easily achieved since the RS232C was generally used by both the printer and the modem. Because of these difficulties, various articles have been published which detail alternative solutions; "Build Your Own Parallel-to-Serial Interface," etc. For those of us who are not adept with soldering irons, schematic diagrams, and the building of power supplies, there is an excellent product available which will solve your problems with ease: the UPI-3 from Binary Devices.

Of the various interfaces which are commercially produced (I have personally installed and used four



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Reviews

different brands), the UPI-3 is both the most versatile and the easiest to use. The UPI-3 Interface is simple to install; it plugs directly on the parallel printer edge-card of the expansion interface. A plug-in transformer provides the power to the UPI-3 and must be connected to 110-120-volt AC outlet.

Many parallel-to-serial interfaces require that the user supply the voltages to power the interface, either from the TRS-80, the printer, or a separate power supply. Although many users have successfully obtained the required voltages for other parallel-to-serial interfaces from the expansion interface, the separate power supply which is included with the UPI-3 is far less taxing to the system and is much easier to install (no soldering, wiring or even opening of the expansion interface).

When using the UPI-3, the computer "thinks" it is communicating with a parallel printer. If a program won't work with the UPI-3 and an ASCII serial printer, it won't work with a Radio Shack parallel printer either. It, therefore, takes the place of both the RS232C interface and the nuisance of a machine language driver.

A variety of options are available to the user which make the UPI-3 an adaptable piece of computer hardware. Included in the interface are eight dip switches which allow the user to set the configuration of the interface to match that of the printer. Handshaking, line feed after carriage return, nulls after carriage return, odd or even parity, number of bits per word, number of stop bits, parity/no parity, and adjustable baud rate (110 to 4800) are options. Binary Devices will adjust the baud rate to your specifications.

The UPI-3 is shipped with a 90day warranty from the date of delivery. The interface is everything that I expected, and I am happier with this piece of hardware than any I have purchased for my TRS-80 Model I. Although the price may seem high, the product is excellent. Support from the manufacturer equals the excellence of the product. My dealings with Binary Devices have convinced me that they are a reliable company who stands by their products. If you have the driver blues, the UPI-3 may be the best solution to your problem.

William Ramsey



#### **Computer Based Math Lab** Model I/II/III/16 **Entelek Incorporated** 42 Pleasant Street Newburyport, MA 01950 \$24.95 Paperback

This text is a good example of the best and the worst in software. The book contains 35 CAI (computer assisted instruction) programs, all written in BASIC. The introduction to the user tells him to copy a relevant program into his terminal, and then let the students go to it. Sorry. It's not that easy.

A number of the programs make use of data files for their execution (e.g., values of coefficients, etc.), yet you are given no information about their contents or purpose. To be able to implement the program, you have to study it carefully and deduce what the file must contain to make any sense out of it. The programs are not well remarked, which gives an added challenge to the problem. Development of the programs in the book began in 1968, and BASIC has undergone much evolution since then. I did expect to do some conversions due to dialect differences, but reconstruction of data files is too much to expect.

Now, some of the good news. Once a program is up and running, it does a fine job of emphasizing the concepts covered. The programs are well-suited to a high school mathematics curricula. There are 11 programs that work to increase a student's skill at estimation of roots, trigonometric values, powers, logarithms, solutions to quadratic, linear or cubic equations. Nine programs develop the introductory concepts of probability and statistics, including a Monte Carlo trial to estimate areas and volumes of figures. Six programs work on polynomials and solutions, two on rational versus irrational numbers,

and another two programs that look at graphs and numerical analysis of functions.

The programs are written with a view toward time-share BASIC, so no use is made of TRS-80 graphics. Any graphing to be done is printer-oriented, so either turn your video sideways, or change appropriate PRINTS to LPRINTS.

The text is a Xerox copy of program listings, and some are difficult to read. One program in the Table of Contents was not included. With each program is an introduction that identifies the objectives, methodology used and theory behind the concepts presented. You also get a sample run of a student's use of the program. This was invaluable in deciphering how to get the routines to work. At the end is an Appendix that coordinates each program to chapters and sections of most currently-used high school texts.

The authors state that the text is experimental and they desire the readers comments. I hope that the second draft is out soon, the programs are worth having, but no instructor has the time to make the large number of modifications needed.

Cam Brown



Armored Patrol
Model I/III
Adventure International
Box 3435
Longwood, FL 32750
(800) 327-7172
\$19.95 cassette
\$24.95 disk

Reveille sounds! Boy, 4:30 a.m. seems earlier every day. After breakfast and a workout, you hop into your massive T-36 tank. Knowing this may be your last day, you lay your hands on the computer keyboard of this planet's most sophisticated land weapon. Feeling the energy through your fingertips, you press the correct sequence and begin to search for the invading tanks and robots.

Armored Patrol from Adventure International is a fast, exciting

arcade-type game. The object is simple: destroy the enemy tanks and energy-stealing robots. You're sitting inside of your tank looking out onto the horizon. Being an elite weapon, your tank is equipped with the ultimate plasma weapon and radar. Radar indicates direction to the enemy. It will indicate left, right, forward or rear. If a robot should appear anywhere, an asterisk will appear in the center of the radar screen. No indication of direction to the robot is given, though. Robots fire at your tank, drawing energy from your initial 20 units. If your tank's energy should reach zero, the tank will be destroyed. Your fleet consists of four tanks with an extra awarded at 20,000 points. Enemy tanks score 1000 and robots 5000.

Movement of your tank is somewhat tricky. It is not done with arrow keys. Some tankers might find this annoying. I, however, have played similar games in arcades, and can tell you that a great deal of the challenge to this game is in learning the controls. I'm glad the authors didn't choose the easy way out.

Obstacles, actually small buildings with windows, are placed throughout the landscape. You can even see the enemy through the windows. Buildings may not be destroyed or run through. You must go around them. The bad guys just love to hide behind buildings. After you have the enemy in your sights, you fire a plasma blast (space bar) to destroy him. Don't forget—he will be firing at you, too!

Robots appear from time to time to gather energy from your tank. They're easily destroyed with a plasma blast when found. Figuring out where they're at is the hard part. Visually, they're very clever. They appear to be double six-gun totin' cowboys. I'm almost sure they have a Scott Adams smile when they kill you, but I could be wrong.

The game is a real-time machine language program. It must be CONVERTed for a Model III. Available on tape or disk, it will save high scores on the disk version. It plays smoothly with great graphics and sound effects. Sometimes the sound effects are even too clever. Armored Patrol is

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- Primarily written in BASIC for easy modification...embedded machine code for those speed sensitive areas.
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#### Reviews

another great arcade-type game from Adventure International.

Mark Renne



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The game starts out with a black hole on the left side of the screen and

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# 68

the Death Star on the right. Both objects are stationary, so when the game starts up you think, "It looks pretty easy." Then your ship is placed on the screen and you try to advance closer to the Death Star to pump a few shots into its shields. Suddenly, you find your ship moving in a totally different direction, being slowly sucked up by the powerful black hole. You start to get the feel of the controls, so you thrust in the direction that the black hole is pulling you and (with the added speed it gives you), break away from its gravitational clutches.

Then comes the hardest part of the game: sitting still so that you can score points by hitting the Death Star's shields while tricky space currents push your ship in different directions. Eventually, the shields will weaken and you can break through its defenses and destroy it completely.

The Death Star has some built-in defenses, like four invisible "space mines," and an occasional quick shot at your ship. The mines become visible when you venture too close to them and blow up about a second after they become visible. As if this isn't enough to stop you, a killer space ship (drone) pops in from hyperspace to have a shoot-out.

A meteor occasionally speeds across the screen. It can't be destroyed. You can get points for shooting and hitting it, but the shots don't alter its speed or course.

There are sixteen levels of difficulty with the gravity of the black hole getting stronger and the Death Star shooting more frequently. Also, as the difficulty levels go up, the speed of shots per second that you can fire goes down. Your ship does have a helpful cloaking device which makes it completely immune to meteors, drones and mines. You have a limited amount of cloaking time available and it should be used only in extreme emergencies.

The right joystick is used for rotating the gun turrent on your ship, and the right button is the cloaking button.

The left joystick controls the thrust, and that joystick button controls either single, or (if you hold it down) rapid fire.

I encountered no errors while loading the game and could find nothing wrong with the program while executing it.

I would recommend it for two players, although one player could probably do all right with a little practice.

Richard Rehaume



Three CAI Programs
Model I/III with 16K
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Edu-Soft
4639 Spruce Street
Philadelphia, PA 19139

Our school recently purchased a number of programs from Edu-Soft for CAI purposes. Each one is a gem. Each tape comes with two programs on it for only \$12.95.

The first tape (catalog #T-03) included the program's plot and "Guess the Rule." The plot routine is as good a program for graphing equations as I have ever seen on the TRS-80. You can enter up to two equations at one time and have them graphed simultaneously, (I do wish both graphs were not using SET commands since the overlap is hard to follow). The results can be saved, new equations entered, and comparisons made. Any function that can be written in BASIC is allowed, undefined values create no problem. You have complete control over X and Y axis limits. The routine is clean and simple, although it does take some time while plotting the values.

Our department sent for this tape for the plot program, but the second program will probably be more popular with our instructors. The routine called "Guess the Rule" is just that. A student is presented with X and Y values and is asked to figure out the Y = ??. The computer randomly selects the coefficients for linear (Y=AX+B) and quadratic (Y=AX\*X +BX +C) functions. Points are awarded for guessing correct X,Y values and then guessing the complete function. The graphics and display for this program are excellent.

Our second tape (catalog #T-04) contains the programs "Simulated

Computer" and "Computa-Doodle." Simulated Computer will give your students (and yourself) an excellent introduction to machine language programming. You have a set of OP codes and registers. By writing simple programs in this "language," you can actually see what is going on inside of a computer. The program even allows for display options: RUN SLOW (I used that one often), and RUN AT NORMAL SPEED. You can even edit your routines without having to reenter. I can't think of a better way to be introduced to the inner workings of a computer. With the program is an excellent manual that includes simple lessons and questions for study.

The other program on this tape is Computa-Doodle. Here, you can move a dot around the screen, draw lines, and shift your picture up, down, right or left. There are some options that make this "Etch-A-Sketch" routine more useful than most. Sketches can be saved to tape for input later, and you can command that a given sketch be listed out in graphics codes (CHR\$ values) for use in other programs.

The last tape we ordered (catalog #T-05), includes two programs aimed at practice with integers. The "Integer" programs drills student on the four operations: +, -,  $\times$ , and /. Good graphics present each problem in larger-than-life symbols, and students easily master running the program. The "Estimate" program is a drill guessing an approximation for the multiplication of whole numbers. Students are scored as to their accuracy and speed. Again, the graphics are large, clean and easy-to-read. Student input is a breeze. The estimation routine can be excellent when trying to get your students to check answers for reasonableness

At only \$12.95 per tape, these are an excellent buy. All programs are in BASIC, loaded from tape with no problem, and can easily be put to disk. Each tape came with a simple booklet of instructions. I am looking forward to our next catalog from Edu-Soft. They seem to know how to write just what a school needs (and can afford).

Cam Brown

# The Programmer's Guild

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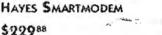
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# **New Products**

#### **New Computer Demonstrator**

Radio Shack now offers both parents and educators an inexpensive way to introduce young children to the way a computer operates with a cardboard training aid and accompanying manual workbook. The Radio Shack Computer Demonstrator (62-1080) is available for \$3.95 at Radio Shack stores, Computer Centers and participating dealers.

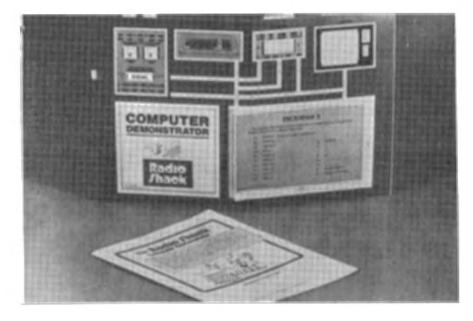
The cardboard Computer Demonstrator measures an easily-manageable 8.5 x 16 inches. It uses sliding cardboard strips to illustrate various computer functions. These include program line number indicator; and equal/unequal number comparing unit; "keyboard" input; "TV" output; a storage unit; a register; and a print function completed by the user. Arrows on the demonstrator card indicate the sequence of functions by charting the direction of work flow.

#200

#### ColorForth

ColorForth is a fig Forth version of Forth, tailored for the TRS-80 Color Computer. It requires at least 16K of RAM but does not require Extended BASIC. In addition to the standard fig Forth words, ColorForth has several additional words to customize it for the Color Computer. Among these are CSAVEM(for non-Extended BASIC users), and special DUMP and printer functions. ColorForth includes the standard fig editor. Cassette and disk versions with manual are \$49.95, available from Armadillo Int'l. Software, P.O. Box 7661, Austin, TX 78712.

#201



#### New Video Monitor

Replacement picture tubes with green and orange phosphor and an anti-glare face are now available for TRS-80 Model II and III microcomputers from Langley-St.Clair Instrumentation Systems of New York City.

The new "soft-view" CRT brings the green or orange letters out of a nearly black field, increasing contrast and readability. With flicker eliminated, it is like looking at a printed page, and the optional "Data-view" frosted faceplate substantially cuts glare. The picture tubes are shipped with the metal mounting band and ears already attached, and installation only involves removing a few screws and plugging in the new tube. Extensive installation instructions are included. Available for \$79.95 (green) and \$89.95 (orange) from LSI Systems, 132 West 24th St., New York, NY 10011. The optional antiglare "Data view" etched faceplate is an additional \$10.00

#202

Softside Sampler

The Softside Sampler of TRS-80 Entertainment Programs is a compilation of the 29 most interesting and entertaining programs published in Softside Magazine. Edited by Joan Witham and published by the Hayden Book Co. Inc., of Rochelle Park, NJ, the 199-page book offers a variety of short, simple programs and longer, more complex adventures. Size is 6 x 9, price is \$8.95, available from Hayden Book Co., Inc., 50 Essex St., Rochelle Park, NJ 07662.

#203

#### **CC Home Money Minder**

Computerware has introduced The Home Money Minder, a checkbook manager program for the Color computer. It can tell you in a nutshell how much money you have spent on what and where your income came from. It provides reports and makes tax time a snap. The program requires 32K, Extended BASIC and a cassette recorder. The Home Money Minder is available from Computerware, Box 668, 4403 Manchester Ave., Encinitas, CA 92024 for \$19.95 plus \$2 shipping and handling.

#204

Dr. Lien Announces New Book CompuSoft Publishing of San Diego, CA just released the latest book in the CompuSoft learning series — Learning TRS-80 BASIC for Models I, II/16 and III. This new text was written by David A. Lien, who also wrote the original Level I User's Manual and Learning Level II.

Learning TRS-80 BASIC, according to Dr. Lien, is the ultimate tutorial work for anyone wishing to learn TRS-80 BASIC or expand programming knowledge. Written in the relaxed and amusing Lien style, this book leads the beginner step-by-step through the many aspects of BASIC programming. The book is available for \$19.95 plus \$2 shipping & handling from computer and book stores or directly from the publisher at 1050 Pioneer Way, Suite E, El Cajon, CA 92020.

#205

#### Syzygy Switchbox

Syzygy announces the availability of their RS-232 Serial Switchbox (P/N 232SB). The box measures 7 x 10 x 3 and permits manual switching of a common port to any of three distribution ports. All components are solidly mounted on a 9 x 6 inch printed circuit board. There are four internally mounted 10-pole socket-mounted DIP switches which allow each port to be seperately configured for normal or null-modem use and can enable. disable and jumper lines 4.5.6.8 and 20. The versatile switching permits rapid configuration of the box for CRT terminals, printers and CPU ports. A CPU port may select any of three different printers or terminals, or three different CPU ports may select one printer or terminal, etc. No batteries or external power is required and no wires are used. For more information contact Syzygy. 256 West San Bernardino Road, Covina, CA 91723.

#206

#### Small System Network

Radio Shack now offers an improved small system network capability with up to 16 TRS-80 Model III computers accessing a host TRS-80 Model III computer's disk drives and optional printer. The new Network 3 Controller (26-1212) is available for \$599.00 at Radio Shack stores, Computer

Centers and participating dealers. The Network 3 Controller allows each of the 16 workstations (which require no disk drive, but do require the RS-232C interface) to function as if they were independent, diskequipped computers able to execute disk load and store commands. They are, in fact, communicating these commands to the diskequipped host computer. Each station has the capability of printing either on a printer attached to that individual station, or on a printer connected to the host computer.

#207

#### New Book from Radio Shack

The Beginners Guide to Personal Computers (62-2003) from Radio Shack, is a comprehensive guide to personal and business computer applications for the novice. The book, written by Forrest M. Mims, III, is available for \$1.95 at Radio Shack stores, Computer Centers and participating dealers.

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#208



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I HAVE JUST BOUGHT THE MX—80 with 2K buffer. I am unable to LLIST or PRINT#-2 or (P)rint from the Color Computer. Anyone with a solution please contact me: John Gordon Reid, 40-15 — 61 St. Apt. 3H, Woodside, NY 11377.

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I NEED LEADS towards interfacing the H-P Optical Wand or other optical wands with the Model I TRS-80, and/or software to read/write information in bar code format. J. Trinque, 7 Terrance Ave, Clinton, MA 01510.

I HAVE A TRS-80 Color Computer 16K, Ext. BASIC Rom 1.1 and an Epson MX-80 with graftrax and interface board #8150 with 2K buffer. I want to be able to draw a picture on the screen using a short program such as "polygon" or "joystick draw" and then print the result. Also, I have the art gallery ROMPAK and would like to draw or create a picture then save to tape and load it back in and print it. Is this possible? Mike Davis, 6166 Char Mar Drive, Westerville, OH 43081, (614) 882-1954.

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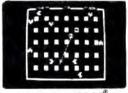
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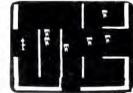
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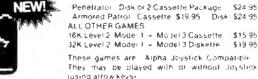


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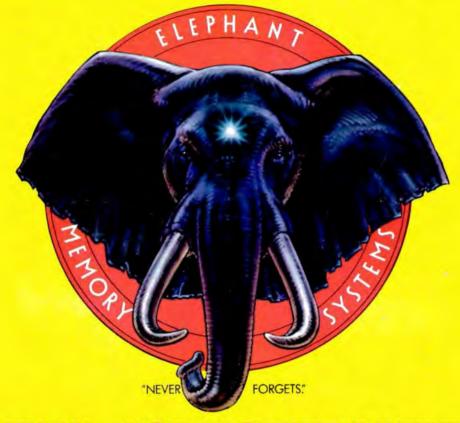
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