## Applications And Utilities Estimation MMemory Sound on The Sincolimmmex Applesoft Printer Control, And Many More



The Leading Magazine Of Home, Educational, And Recreational Computing

## Air Defense:

An Exciting Game
Program For VIC-20, Atari, TI-99/4A,
TRS-80 Color Computer, Apple, And PET/CBM

Ready To Use
Word Processing Programs For VIC-20 And Atari

VIDEO-80:
80 Columns On
Your Atari
Via Software

## Dr. Video:

 Enhanced Screen Utilities For VIC-20, 64, And PET/CBMApple Bar Charts And Many Other Programs


## MORE THAN JUST ANOTHER PRETTY FAGE.

Says who? Says ANSI.
Specifically, subcommittee X3B8 of the American National Standards Institute (ANSI) says so. The fact is all Elephant ${ }^{\text {TM }}$ floppies meet or exceed the specs required to meet or exceed all their standards.

But just who is "subcommittee X3B8" to issue such pronouncements?

They're a group of people representing a large, well-balanced cross section of disciplines-from academia, government agencies, and the computer industry. People from places like IBM, Hewlett-Packard, 3M, Lawrence Livermore Labs, The U.S. Department of Defense, Honeywell and The Association of Computer Programmers and Analysts. In short, it's a bunch of high-caliber nitpickers whose mission, it seems, in order to make better disks for consumers, is also to
make life miserable for everyone in the disk-making business.
How? By gathering together periodically (often, one suspects, under the full moon) to concoct more and more rules to increase the quality of flexible disks. Their most recent rule book runs over 20 singlespaced pages-listing, and insisting upon-hundreds upon hundreds of standards a disk must meet in order to be blessed by ANSI. (And thereby be taken seriously by people who take disks seriously.)
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# Introducing SnooperTroops" detective series. Educational games that turn ordinary homes into Sherlock homes. 

Where can you find educational games that your kids will really enjoy playing?

Elementary, my dear Watson. From Spinnaker.

Our Snooper Troops detective games are fun, exciting and challenging. And best of all, they have real educational value. So while your kids are having fun, they're learning.

As a Snooper Trooper, your child will have a great time solving the mysteries. But it will take some daring detective work. They'll have to question suspects, talk to mysterious agents, and even search dark houses to uncover clues.

The Snooper Troops programs are compatible with

## Spinnaker's early learning games will help make your children as smart as you tell everyone they are.



Your kids are pretty smart. After all, they're your kids.

Spinnaker can help make them even smarter. With a line of educational software that kids love to play.

Spinnaker games make the computer screen come to life with full color graphics and sound. And they're fun. Lots of fun. But they also have real educational value.

Some of our games help exercise your child's creativity. Others improve memory and concentration. While others help to improve your child's writing, vocabulary, and spelling skills.

And every Spinnaker game provides familiarity with the computer and helps your children feel friendly with the computer. Even if they've never used a computer before.

And Spinnaker games are compatible with the most popular computers: Apple, Atari ${ }^{\oplus}$ and IBM. ${ }^{\text {® }}$

Our newest game, KinderComp ${ }^{\text {Tw }}$ (Ages 3-8) is a collection of learning exercises presented in a fun and exciting manner.

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And we're intro-
ducing new games all the time.

So look for Spinnaker games at your local software retailer, or b'y writing to: Spinnaker Software, 215 First St., Cambridge, MA 02142. And show your kids how smart their parents really are.


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compure.

The industry price blitz continues with VIC recently advertised at K-Mart for \$139, Atari 400 falling below $\$ 200$, and the Commodore 64 beginning to approach the $\$ 400+$ price point. Should you wait?

After all, remember when a calculator with memory was only $\$ 79.95$ at Sears? A brokerage house acquaintance recently remarked on the falling prices (he purchased his home computer six months ago for half again as much as it now sells for) by commenting whimsically on the prices, but concluding that he was glad he'd gone ahead and started when he did. He felt as though he was those six months further along in the personal computer revolution.

It will be interesting to see the effect of Atari's recently announced computer/keyboard upgrade for the Atari 2600 game machine. While the price of the unit is expected to be around $\$ 90$ (we expect the VIC-20 to be less than $\$ 100$ soon), the Atari unit does, undeniably, have an installed base of millions of potential game machines.

The bottom line, of course, is that all of these new products, price cuts, expansions, and the like simply help make the consumer computer marketplace a mass market reality that much faster. A year or so ago, we did a series on the fine art of raising funds for the purchase of microcomputers for schools. We'd like to update those suggestions and
helpful hints with more recent information. After all, a year or two in this industry is a long time, and fund-raising strategies for $\$ 1200$ machines are vastly different from those for $\$ 200$ ones. Have you found that school systems are more likely now to provide funding directly? Have you found that parent organizations are more involved? We'd like to present the collective wealth of tactics used by you readers active in educational support. So drop us a one or two page note about your successes and plans, and we'll put them together in an upcoming issue.

In deference to potential problems with confusion of names, we've retitled our newest publication COMPUTE!'s Commodore Gazette. This should prevent any confusion with the quarterly magazine produced by Commodore and called Commodore. We've also pulled our release issue date for the new monthly to June 1983. I'm pleased to announce that Tom Halfhill of our staff, who many of you have come to appreciate as Features Editor of COMPUTE!, will be serving as Acting Editor of COMPUTE!'s Commodore Gazette.

Our COMPUTE! Books Division is currently undergoing substantial expansion as well. If you're presently working on a title or titles in the consumer computer end of the marketplace, we'd be interested in talking with you. Please contact

Scott Card, Senior Editor, Book Division at our home office. Our first titles for the Texas Instruments personal computer and the Radio Shack Color Computer will be released soon. Our thanks to you authors who have started contributing applications articles and materials to COMPUTE!.

We're currently investigating the possibilities for delivering portions of our printed software in machine readable form. COMPUTE! currently publishes more software in each issue than any magazine in the industry, and we're aware that some mechanism for electronic delivery might be helpful to our readers.

The variety of options range from direct sale of tapes and disks to resource centers such as CompuServe and The Source. We'd like your thoughts and suggestions as well. Short comments can be directed to us on the Editor's Feedback card in the back of the magazine. If you need more room, please feel free to write us a letter. As always, your thoughts and input are invaluable to us.


# PRESENTING THE REMARKABLE SV-318. 



## THE PERSONAL COMPUTER YOU'LL GROW INTO, NOT OUT OF.

| SPECTRAVIDEO SV-318 COMPUTER COMPARISON CHART |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | SPECTRAVIDEO SV. 318 SV-318 | APPLE II PLUS | ATARI 300 | COMMODORE 64 | NEC 6001 | RADIO SHACK COLOR COMPUTER |
| BASE PRICE | \$299 | \$1,540 | \$899 | $\$ 595$ | \$399 | \$299 |
| COMPUTING POWER FEATURES <br> BUITT.IN ROM <br> EXPANDABLE TO <br> BUILT-IN EXTENDED MICROSOFT' BASIC <br> BUILT.JN RAM <br> EXPANDABLETO | $\begin{aligned} & 32 \mathrm{~K} \\ & 96 \mathrm{x} \\ & \text { YES } \\ & 322 \cdot \\ & 144 \mathrm{k} \cdot . \end{aligned}$ | $\begin{aligned} & 12 \mathrm{~K} \\ & \text { NA } \\ & \text { YES } \\ & 4 K \\ & 44 K \end{aligned}$ |  | $\begin{aligned} & 201 \\ & \text { NA } \\ & \text { NO } \\ & \text { SH } \\ & \text { NA } \end{aligned}$ | $\begin{aligned} & 16 \mathrm{KK} \\ & \text { 32 } \\ & \text { YES } \\ & 16 \mathrm{KEK} \\ & 322 \end{aligned}$ |  |
| KEYBOARD FEATURES NUMBER OF KEYS USER DEFINE FUNCTIONS SPECIAL WORO PROCESSING GENERATCD ORAPHCES (FROM KEYBOARD) UPPER/LOWERCASE | $\begin{gathered} 71 \\ 10 \\ \text { YES } \\ \text { YES } \\ \text { YES } \end{gathered}$ | $\begin{aligned} & 51 \\ & \text { NA } \\ & \text { NO } \\ & \text { NO } \\ & \text { UPPER ONLY } \end{aligned}$ | $\begin{aligned} & 61 \\ & 4 \\ & \text { No } \\ & \text { YES } \\ & \text { YES } \end{aligned}$ | $\begin{gathered} 66 \\ 8 \\ \text { NO } \\ \text { NES } \\ \text { YES } \end{gathered}$ | $\begin{aligned} & 71 \\ & 10 \\ & \text { No } \\ & \text { No } \\ & \text { yes } \end{aligned}$ | $\begin{aligned} & \text { SO } \\ & \text { NONE } \\ & \text { NO } \\ & \text { NOS } \end{aligned}$ |
| GAMEAUDIO FEATURES SEPARATE CARTRIDGE SLOTS BUILT-IN JOYSTICK COLORS RESOLUTION (PIXELS) SPRITES SOUND CHANNELS OCTAVES PER CHANNEL A.D.S.R.ENVELOPE | $\begin{gathered} \text { YES } \\ \text { YES } \\ 16{ }^{16} \\ 256 \times 192 \\ 32 \\ 3 \\ 8 \\ \text { YES } \end{gathered}$ |  |  | $\begin{gathered} \text { NO } \\ \text { NO } \\ 16 \\ 1620200 \\ 88 \\ 3 \\ 9 \\ 9 \\ \text { YES } \end{gathered}$ | $\begin{gathered} \text { NO } \\ \text { NO } \\ \text { 2S } \\ 26 \times 192 \\ \text { NA } \\ 3 \\ \text { Y } \\ \text { YES } \end{gathered}$ | $\begin{gathered} \text { NO } \\ \text { NO } \\ 128 \times 54 \\ 124 \\ 1 \\ 10 \\ \text { NO } \end{gathered}$ |
| PERIPHERAL SPECIFICATIONS CASSETTE AuDIO 10 BUILTIN MIC DISK DRIVE CAPACITY (LOW PROFILE) | $\begin{gathered} 2 \text { CHANNEL } \\ \text { YES } \\ \text { YES } \\ 256 K \\ \text { YES } \end{gathered}$ | 1 Channel No 143 143 K NO | 2 CHANNEL YES NO SK NO | CHannel NO NO NOK NO | 1 CHannel NO NO NA NO | 1 Channel NO NO 17TK NO |
| CP/M- COMPATIBILITY ( 80 column programs) CP/M: 22 <br> CP/M' 30 | YES | No ${ }^{\text {No }}$ | NO | NO ${ }^{\text {NO }}$ - | $\begin{aligned} & \text { NO } \\ & \text { NO } \end{aligned}$ | $\begin{aligned} & \text { NO } \\ & \text { NO } \end{aligned}$ |



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## 5 F 318

PERSONAL COMPUTER
SPECTRA VIDEO, INC. 39 W. 37th St. N. Y. NY. 10018

Sadly, many personal computers will become tomorrow's junk in the attic. The SV- 318 is one that will not. Because as you get better, it gets better. It does so because of its capability and expandability-both far beyond those of any other affordable computer.
CAPABILITY. The SV-318 isn't just more capable. It's much more capable. No other computer at even twice the price combines all these extraordinary features: 32 K ROM expandable to $96 K$; 32 K RAM expandable to $144 K$; Extended Microsott Basic (the industry standard); even Standard CP/M 80 -column capability so you can immediately utilize over 10,000 existing software programs. The SV-318 also has a unique built-in joystick/ cursor control-an immeasurably useful feature when it comes to playing your favorite video game.

EXPANDABILITY. As you become more and more skillful with computers, you'll love how the SV-318 "stretches" to meet your demands (and actually leads you in fascinating. new directions). For one thing, all eleven of our important peripherals are available immediately. With most other models, you have to wait months. For another, the SV-318 is beautifully designed to interface with new options as they become available.
AFFORDABILITY. The SV-318 is not only eminently affordable, it's the first true bargain of the computer agel Besides home budgeting, business applications, word processing, programming and self-teaching, the SV-318 is the best entertainment value in town. Not only can you use it with your TV to play hundreds of different video games, you can also use your SV- 318 with a TV as a drawing tablet or music synthesizer. In play, as in work, the SV-318 will continually expand to meet your potential.
Whether you're just wetting your toes in computers, or fully asail on the waters, the $\mathrm{SV}-318$ is a computer that will serve you for many, many years. You see, we believe that even in the computer age, you don't become an object of real value unless you're around for a while.

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## AN INFORMATION MANAGEMENT SYSTEM FOR YOUR COMMODORE COMPUTER

InfoPro is a menu driven and interactive "information management" system for the Commodore 8032 computer. InfoPro uses "friendly" screen prompts that "guide" you from function to function. This makes InfoPro unusually easy to learn and just as easy to operate.

For Mailing List applications InfoPro can print up to 8 labels across and even has a built in "structure" with fields already pre-set. This structure can easily be changed to fit many other types of office jobs.

Another extremely powerful feature of InfoPro is Super Scan. The Super Scan feature acts like an "electronic filing cabinet" and provides the user with almost instantaneous access to the data stored in a file. The powerful Report Generator allows you to "select" information for printing based on up to 5 different parameters or criteria and to perform various math functions.

Another powerful and indispensable feature is InfoPro's ability to interact with the WordPro family of word processing programs. This provides the user with a "link" from the area of data information
management to the area of word processing, allowing the user to manipulate, sort, and select data by certain criteria, which can then be inserted into "personalized" letters, documents, overdue notices, etc. InfoPro will also allow you to ADD, DELETE or CHANGE your information "fields" any time you wish. This means that as your business changes, InfoPro has the flexibility to change with it.

As with all Professional Software products, InfoPro comes complete with a professionally written and fully-tested user oriented manual. InfoPro also includes a program ROM, and InfoPro System Diskette.

Start managing your information today.
Call us today for the name of the Professional Software dealer nearest you.

## Professional Software Inc.



## Fruitful Connections.

There are more people in more places making more accessories and peripherals for Apples than for any other personal computer in the world.

Thanks to those people in hundreds of independent companies - you can make the humblest 1978 Apple II turn tricks that are still on IBM's Wish List for 1984.

But now were coming out with our very own line of peripherals and accessories for Apple ${ }^{8}$ Personal Computers.

For two very good reasons.
First, compatibility. Weve created a totally kluge-free family of products designed to take full advantage of all the advantages built into every Apple.

Second, service and support.


Now the same kindly dealer who keeps your Apple PC in the pink can do the same competent job for your Apple hard-disk and your Apple daisywheel printer.

So if youre looking to expand the capabilities of your Apple II or III, remember:

Now you can add Apples to Apples.

## Gutenberg would be proud.

Old Faithful Silentype has now been joined by New Faithfuls, the Apple Dot Matrix Printer and the Apple Letter Quality Printer.

So now, whatever your budget and your needs, you can hook your Apple to a printer that's specifically designed to take advantage of all the features built into your Apple. With no compromises.

The 7x9 Apple Dot Matrix Printer is redefining "correspondence quality" with exceptional legibility. With $144 \times 160$ dots per square inch, it can also create high resolution graphics.

The Apple Letter Quality Printer, which gets the words out about $33 \%$ faster than other daisywheel printers in its price range, also offers graphics capabilities. See your authorized
Apple dealer for more information and demonstrations. Because, unfortunately, all the news fit to print simply doesn't fit.

## A joy to behold.

The new Apple Joystick II is the ultimate hand control device for the Apple II.

Why is it such a joy to use?
With two firing buttons, it's the first ambidextrous joystick just as comfortable for lefties as righties.

Of course, it gives you $360^{\circ}$ cursor control (not just 8 -way like some game-oriented devices) and full $\mathrm{X} / \mathrm{Y}$ coordinate control.

And the Joystick II contains high-quality components and switches tested to over $1,000,000$ life cycles.

Which makes it a thing of beauty. And a joystick forever:


## A storehouse of knowledge.

If you work with so much data or so many programs that you find yourself shuffling diskettes constantly, you should take a look at Apple's ProFile, the personal mass storage system for the Apple III Personal Computer:

This Winchester-based 5-megabyte hard disk can handle as much data as 35 floppies. Even more important for some, it can access that data about 10 -times faster than a standard floppy drive.

So now your Apple III can handle jobs once reserved for computers costing thousands more.

## Up the creek without a paddle?

Or lost in space? Or down in the dungeons?

Whatever your games, you'll be happ to know that someone has finally come out with game paddle $f$ built to hold up under blisterimg fire. Without giving you blisters

Apple Hand Controller II game paddles were designed with one recent discovery in mind:

People playing games get excited and can squeeze very, very hard.

So we made the cases extra rugged. We sed switches tested to $3,000,000$ life cycles. We shaped them for ho ding hands and placed the firing batton on the right rear side for maximum comfort.

So youll never miss a shot.
As for quality

Good tidings for crunchers of numerous numbers:

Apple now offers a numeric keypad that's electronically and aesthetically compatible with the Apple II Personal Computer. So you can enter numeric data faster than ever before.

The Apple Numeric Keypad II has a standard calculatorstyle layout. Appropriate,
and reliability, you need only store one word of wisdom:

Apple.

## Launching pad for numeric data.

because unlike some other keypads, it can actually function as a calculator

The four function keys to the left of the numeric pad should be of special interest to people who use VisiCalc. Because they let you zip around your work sheet more easily than ever, adding and deleting entries. With one hand tied behind your back.

## Make A TV Into A Monitor?

I have heard that it is possible to improve the picture quality of a computer output to a television by rewiring the TV as a monitor in some way. Would you outline the differences between a TV and a monitor for me? Is it possible and practical to convert a TV into a monitor?

Charles Coleman

It's possible, but not practical. You can bypass the receiver section of a television and route input directly to the video stages. However, this is an extremely unsafe practice. Contact with the voltages present inside a TV is likely to cause more than just an unpleasant tingle, and since many sets have a "hot" chassis it is difficult to isolate these voltages from your computer. Why risk ruining your television and computer (and possibly yourself) when a true monitor costs no more than a regular TV?

## Atari Revision B

I have had an opportunity recently to upgrade my computer to a "new" version of Atari. Little did I realize at the time that a new version of the operating system was incorporated in the new Atari, rendering a large portion of my available software useless (e.g., Ghost Hunters by Arcade Plus).

Can other ways be devised to load the software other than via the operating system? Help?

## G. Smyczynski

A few pieces of commercial software will not run on the Revision B Operating System (OS) due to illegal OS calls. Contact the software companies with regard to any updates. If you can acquire an extra 10 K ROM board, you can choose either operating system (on the Atari 800 only) merely by changing boards.

## Translating Programs For The TI

I own a TI-99/4A home computer. I like your magazine, but I have tried and cannot convert the programs in COMPUTE! to run on the TI. Especially hard to figure out are the PEEK and POKE statements.

Could you please explain how to convert the
programs to TI? I do appreciate your new TI. column.

John Dobrinski

Texas Instruments appears to have developed their BASIC from a slightly different perspective than many other microcomputer BASICs. The PEEK and POKE commands allow programmers to examine and modify individual memory locations. While this may be a desirable feature on a personal computer, it could be undesirable on a large, multi-user system so no "mainframe" BASICs support these operations. TI BASIC shares this feature of minicomputer BASICs.

Fortunately, TI substitutes an impressive "library" of built-in ROM subroutines which accomplish most of the same things that PEEK and POKE are used for on other computers. For beginners this may even be an advantage, since the subroutine CALLs are usually more easily understood than the equivalent PEEKs and POKEs. For example, to read the TI joysticks you can type:

100 CALL JOYST ( $1, \mathrm{X}, \mathrm{Y}$ )
Contrast this with the equivalent for the VIC-20:
100 POKE 37154,127: $X=($ NOTPEEK(37151))AND 60 ((PEEK (37152) AND 128) = 0) : POKE 37154,255
Other impressive features are CALL CHAR, RESEQUENCE, and NUMBER. These provide built-in character definition, renumber, and automatic line numbering utilities.

## Should I Buy A Computer?

Recently, my interest has turned toward finding out about home computers. As a start, I purchased COMPUTEI, and visited a few stores with home computers and software.

So far, my observations show that the home computer market is directed mostly toward games, especially space and war games.

Since there is an eleven year old in the family, my interest is also in the educational aspect of home computers.

I have two basic concerns before I spend hundreds of dollars and find that a home computer is not a waste of money, a flash in the pan, or a pie-in-the-sky promise. Please advise me where local sales personnel and even some teachers are not able to answer me:

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a) guidance for a home computer, especially in education.
b) how can I put the home computer to work to pay for itself?
I can see the use of the computer as a tool in industry and small business; however, visions of incessant space invaders and missile command games and their sound effects will create a home arcade that's bound to become boring and shelved after a short period of time.

Please help, and offer me your guidance.
Cas Piotrowski
This issue of COMPUTE! is representative of the mix of articles, applications, and programs we publish each month. There are two "arcade" style games, two educational games, and several dozen other programs. The majority of articles reflect the extraordinarily varied interests of COMPUTE!'s readers and testify to the variety of uses to which home computers can be put.

There are programs here which: teach touch typing, help you plan for retirement, create art on the computer screen, quickly search through records, alphabetize, draw charts and graphs, make music, assist in writing anything from a letter to a novel - and this is only one issue.

Few people buy a computer and then end up putting it in a closet with their abandoned hobbies. Personal computing can be a hobby, but is often much more. Many people find that they use personal computers as much as (even in preference to) TV. As to making your computer pay for itself, it will add speed and accuracy to virtually any mental activity. It can save you a significant amount of time organizing any of your leisure activities or assist you in your vocation. It can put you in touch with information on hundreds of subjects through the phone lines, when connected to an information service such as CompuServe or The Source. It can help you make decisions which could save considerable amounts of money. (See the "Retirement Planner" program in this issue.)

It's not the computer games - educational, challenging, and just plain fun though they can be - which drive business and government toward ever-increasing computerization.

## BASIC Assembling

I am programming in machine language on my Commodore 64, but I do not have an assembler and therefore I must POKE the values directly into memory. My question is this: After loading the accumulator with an ASCII character code, how would I store it in screen memory, if screen memory starts at decimal 1024, and I cannot POKE in values greater than 255? (I already know about the subroutine at \$FFD2.) Also, how would I
execute a JMP or JSR using POKE commands?
Chris Coon
You seem to have addresses mixed up with values. It's true that any byte can only hold numbers up to 255. When machine language programmers send a character to the screen memory of the computer, they use two bytes to hold the target address. However, you can POKE from BASIC in the following way: POKE 1024,65 . This will put the graphics symbol for a spade in your 64's screen. The POKE command will let you use any number less than 65536 as the address, followed by the value you want to send: POKE address, value.

Underlying your questions is a attempt to combine BASIC (POKE) with machine language (JSR, etc.). In the early days of computing, machine language programmers "hand assembled," constructing their programs with methods similar to POKEs. That was because computer memory was valuable and in short supply. Computers now have enough memory to hold an assembler and at the same time create machine language programs elsewhere in memory. An assembler is to machine language programming what BASIC is to BASIC programming - a program to make it easy to write programs.

You might want to get a book on machine language programming. Machine Language For Beginners is now available from COMPUTE! Books. It contains an assembler which works on Apple, Atari, and any Commodore machine.

## Even More Perfect Commodore INPUT

Blaine Standage's article "Perfect Commodore Inputs" is interesting, but even his simple method has a simplification. I, too, have read many articles and seen many programs that use elaborate methods to eliminate the return to READY difficulty that plagues novice users of PET programs. I found a very simple method of avoiding this which also allows you to make your prompts without the added "?" when I was fooling around with OPENing files to the screen and keyboard devices. This is it:

## 10 OPEN 1,3:CMD 1 20 INPUT"PROMPT? " ;A\$:PRINT

This program will perform the exact same thing as the INPUT\# in Standage's article. It has the added advantage of being shorter and allowing you to use regular INPUT statements rather than INPUT\#. In fact, you could easily convert entire programs by just adding the OPEN and CMD statements at the beginning and inserting a PRINT statement after each INPUT statement. I particularly like it when I want users to input at a colon prompt, and so on.

Here's how to exit the unRETURN mode. (If you BREAK the program at this point, it will con-


Take your marble to the top. Pick your spot and let it drop. Hope for a flip instead of a flop. Once you get it, the fun never stops! It's FLIP OUT - a crazy new strategy game for one or two players. Each marble you drop causes a chain reaction, so take your time and plan carefully. Plan right and you'll flip, if you didn't you Flip Out!
is up to you to stop the invasion of the evil
Quarriors and save Repton. You are armed with devastating Nuke Bombs, a Radar Screen, a Laser Gun and an Energy Shield. You'll need them all! You'll be attacked by Nova Cruisers and Single Saucers. You must avoid Spye Satellites and deadly Dyne-Beam Shooters and you must stop the Draynes from depleting the Reptonian power supply. Repton is a battle so thrilling you'll be relieved to find out you're still on earth when it's over!


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Talk about adventure on the high seas! You're blasting away at a squadron of enemy bombers and Kamikaze fighters from the deck of your P.T. boat. Suddenly you notice the sea is loaded with mines and an Exocet missile is screaming toward you on the horizon. Instinc tively you jerk the joystick to the starboard, keeping your thumb on the fire button. Phew! That was close! Sometimes it's hard to believe Wavy Navy's just a video game.

## New Games For Your Apple II From Sirius ${ }^{\text {™ }}$

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Sacramento, CA 95827, (916) 366-1195.
tinue to avoid sending CRLFs to the screen. That is, when you press RETURN, the information will get sent to the computer, but the cursor won't move to the next line.) So you need to: PRINT\#1:CLOSE 1. Typing anything that gives you a SYNTAX ERROR also does the trick, but it isn't a particularly elegant way of exiting a program. So, at the end of the program, just put:

## 30 PRINT\#1:CLOSE 1:END

## Mits Hadeishi

## A Disk Drive For The Atari 400

I was in a computer store the other day and overheard a salesman say that you could not use a disk drive with the Atari 400. Is this because of the 16 K memory or because of some hardware problem?

Tom Bigelow
There is just barely enough memory in a 16K Atari 400 to load the Disk Operating System (DOS). DOS is a program which the computer then uses to manage the various functions of the disk drive (much the way that the computer's Operating System (OS) handles housekeeping for the computer itself).

However, the 400 can be expanded up to $48 K$, or even up to 90 K , using available commercial memory expansion boards. See the ads in COMPUTE!.

## What's Machine Language?

I recently received a program that works, but I cannot make any sense of it. Here it is:

```
100 DATA 169,64,24,105,1,32
110 DATA 210,255,201,90,208
120 DATA 246,169,13,76,210,255
130 FOR J = 828 TO 844:READ X
140 POKE J,X:NEXT J
200 FOR J=1 TO 10
210 SYS }82
220 NEXT J
I have a number of questions....

The questions, and Jim Butterfield's answers to them, are given below:
1. What do the numbers which follow the SYS statement reference?
This number - in this case 828 - is the address of the machine language subroutine to be called. It's a little like GOSUB 838 ... except that with SYS, the 828 is not a line number; it's the actual address where the machine code lies in the computer's memory.
2. When data numbers are POKEd into memory to accomplish machine language programming, what do those numbers mean?
In the case of your sample program, they are machine language instructions; you'll need a machine language
reference manual to sort them out - and even then, you'll probably need to translate the decimal numbers into hexadecimal.

169, for example, is LDA or Load \(A\) - it brings the following value (64) into an internal chip register called A (or sometimes the Accumulator). 24 is the CLC or Clear Carry instruction - it turns off an internal flag called Carry within the chip. 105 is the ADC, or Add with Carry instruction; it asked the processor to add the following value (1) into the Accumulator. And so on... there are a lot of niggling details here, but the individual instructions are not hard. Obviously, you'll need a guide; any 6502 reference book will do the trick.
3. As a separate matter: what is meant by "setting the pointers" which indicate where BASIC programming begins?
The BASIC program that you load or type in, together with any variables it might create, must fit into a block of memory called "BASIC RAM". This block is usually set up so that you get all the spare RAM memory that's available.

If you need to set RAM aside - sometimes for special screen activities, and sometimes for machine language - you must change either where BASIC RAM starts (in VIC and Commodore 64, this is recorded in addresses 43 and 44), or where BASIC RAM ends (in VIC/64, addresses 55 and 56). To make extra room, you must move the start location upward, to leave empty space below; or the end location downward, to leave empty space above.

The addresses for start and end are stored in two bytes. To read such an address, take the contents of the first byte and add it to 256 times the contents of the second byte. On a VIC or 64 , you would type:

\section*{PRINT PEEK(43) + 256* \(\operatorname{PEEK(44)~}\)}
to get the address where BASIC starts.
To move either pointer, you'll need to calculate the new values to be stored there, and there's extra work called for:
- When you move end-of-BASIC, follow this with a CLR command.
- When you move start-of-BASIC, store a zero just before the start location; move the pointer, and then say NEW.
To move the end-of-BASIC to 6144, we would POKE 55,0:POKE 56,24:CLR. To move the start-ofBASIC to 5121, we would POKE 5120,0:POKE 43,1:POKE 44,20:NEW. In either case, we'd cut down our available BASIC working space.

COMPUTE! welcomes questions, comments, or solutions to issues raised in this column. Write to: Readers' Feedback, COMPUTE! Magazine, P.O. Box 5406, Greensboro, NC 27403. COMPUTE! reserves the right to edit or abridge published letters.


> WHAT MAGAZINE FAMILY GROWS UP WITHTHE COMMODORE VIC20AND 64?



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\title{
THE BEGINNER'S PAGE
}

In the early days of electronic computing, there was only one type of computer program: governmental, especially military. The first electronic computer, the ENIAC, was built in Pennsylvania during World War II. Only governments could afford to build computers, and the major justification for spending money on these extraordinarily costly machines was that they could break secret codes, calculate missile trajectories, and assist in solving other war-related problems.

Four decades later, computers are becoming as common and as necessary as cars. Paralleling this is a constantly increasing array of software. Software means a program, a list of actions for the computer to take which, when followed, achieves whatever the programmer wants to achieve. PRINT \(1+1\) is a program, a piece of software, which would result in the computer displaying a " 2 " on a TV screen or printing it on a piece of paper. Hardware is the TV or printer or the computer itself. In cooking, hardware would be pans, spoons, and the stove. Software would be a recipe for stew or cupcakes.

\section*{Fiffeen Cafegories}

To get a general idea of the kinds of jobs personal computers currently tackle, we can separate programs into fifteen broad types: 1 . Graphics, 2. Music, 3. Word Processing, 4. Education, 5. Home Applications, 6. Games, 7. Accounting, 8. Financial Simulation, 9. Data Base Management, 10. Languages, 11. Operating Systems, 12. Disk Operating Systems, 13. Utilities, 14. Telecommunications, 15. Artificial Intelligence.

In the next couple of columns, let's go through these classifications one by one and describe, in general terms, the characteristics of each category.

\section*{Graphics}

For personal computers, graphics is most often found in game programs as an important part of the overall pleasure of the game itself. People do sometimes write "graphic demos," dazzling displays which are solely designed to be demonstrations of their computer's special color or high resolution abilities. But most graphics are written to improve a game.

Usually, the goal of graphics is to reproduce a visual concept as accurately as possible. In practice, this can require the use of high resolution
graphics techniques. The more points of light on the TV screen (called pixels) that the programmer can control, the higher the resolution. Extremely high resolution can quickly use up the computer's free memory. The color and shade of each pixel has to be "remembered" in the computer's memory. A typical 21 inch color TV display would require control over roughly 500,000 pixels to achieve the resolution of broadcast TV. To animate this, you would need to change the picture 30 times per second!

There are a variety of techniques, however, which reduce the memory requirements and the programming necessary to create high resolution video. Home computer memory becomes larger and less expensive each year. The creators of the movie TRON demonstrated what computers can do visually. It is possible that personal computer programmers may, in the future, have that degree of control over the images on their home screens. Imagine the kinds of games we'll be playing then.

\section*{Music}

A Moog synthesizer is to computer music what TRON is to home computer art: a hint of what's coming. Computers lend themselves very well to composition and synthesis (creating sounds by changing waveforms, timing, and various other elements of noise). Once a computer has memorized the kind of sound you want (violin? piano? an instrument no one has ever heard before?), it can go on to remember the melodies and the chords of a song. Then, by changing a few numbers, you can move the whole piece up or down the scale, make a symphony exclusively for tubas, add echo, whatever. In other words, your computer can be a music processor, a synthesizer.

This technology is available now. The new Commodore 64 computer contains an advanced music synthesis capability, a "synthesizer on a chip." What's more, Commodore has announced that it will be marketing a keyboard with three additional synthesizer chips inside that can attach to the 64 to form a complete computer musical instrument. After you've heard the sounds that can come out of this computer, you will agree that the future of music software is going to be astounding.

Next month we'll continue this overview of the types of software now available for home computers.

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\section*{}
*Electronic Games Magazine

\title{
Computers And Society
}

\section*{Jewels And Stones}

Many years ago I talked to a scientist from the Far East who had just finished evaluating a series of grant proposals. I asked him about their quality. He thought for a minute and said, "They are a mixture of jewels and stones."

This January I attended the Winter Consumer Electronics Show in Las Vegas (our first impressions of this show appeared in COMPUTE! last month). In addition to all manner and form of new computer hardware, there were many software vendors in attendance as well. Because of my strong position in defense of certain video games, I want to devote some time to covering what I saw - it was clearly a collection of "jewels and stones.'

\section*{Stones}

I can't say I'm surprised, but the introduction of X-rated video games has so passed the boundaries of good taste that I can't resist commenting on them. While most of the quality software vendors exhibited their wares in the main conference hall, several vendors had to place their booths in a special room that was otherwise devoted to the promotion of X-rated video tapes.

Several companies had games to show for the Atari Video Computer System. These games all had such similar characteristics that vendor differentiation was hard to detect. I won't glorify these offerings by mentioning the names of the vendors, but I will describe the products in the hope that interested readers will learn enough here without having to enhance the profits of companies who are producing pure trash.

I have several criticisms common to all the games I saw. The strongest criticism I have is that these games degrade women. I suppose that I should be pleased that one of the games was withdrawn before the show. Since this game allowed the player to participate symbolically in racism and rape, I might even stand and applaud its departure from the marketplace - but the games that were left were hardly much better.

In addition to the degrading manner in which the game figures are treated, the game play consists of nothing more novel than a simple variant of games like Breakout, Kaboom, or a cat and mouse maze game.

If a civilization from another planet saw these cartridges, I'm sure they would wonder what motivation we have to procreate our species. I can only hope that an educated public will provide a clear message of disinterest in the current crop of X-rated "stones." Silicon is too valuable to waste on such trash.

\section*{Jewels}

I've said it before, and I'll say it again - video games can be powerful educational tools. Rising from the gutter level of the X-rated offerings, I was pleased to see several games that were not only educational, but which also reinforced the idea that people should help each other.

At first glance, Choplifter from Broderbund (for the Apple and Atari computer systems) looks like another shoot-em-up rescue game. You pilot a helicopter that picks up stranded people who are under attack. You must dodge or fight tanks and airplanes on your rescue missions, but your goal is to pick up the people and carry them to safety. My first positive response to this game came when I saw the rescued people leave the helicopter and one of them stopped to wave goodbye.

I then noticed something even more impressive. The player doesn't get points for shooting planes or tanks. The player gets points only for rescuing people. What a pleasant idea!

Another Atari home computer game with nice goals is Astro Chase by Fernando Herrera (the author of the popular My First Alphabet). In this game, an astronaut has to protect Earth from migrating mine fields. Time wasted shooting other spaceships tends to spell an early death to Earth, so one learns quickly to focus on the task at hand. In addition to spectacular graphics, this game has some cute features. The first time the astronaut returns to Earth, he looks around and scratches his head because there is no welcoming committee. He then takes off to save Earth again. This time when he returns - wait - I don't want to spoil it for you. This is a very nice game.

You may recall that last year I spoke highly of software developed by CTW. At last, through their new division, Children's Computer Workshop (CCW), many fine educational games are appearing for machines as diverse as the Atari VCS and the Apple II. Atari was displaying an

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\section*{CREATIVE SOFTWARE to: VIC-20 OWNERS RE: NEW TITLES - MARCH 1, 1983}


\section*{RAT HOTEL GAME PROGRAM}
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8K ADDITIONAL MEMORY RECOMMENDED
TAPE CASSETIE FOR USE WITH THE COMMODORE VC-20
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\title{
HOW CAN YOU BE CREATIVE IF YOUR SOFTWARE ISN'T?
}

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excellent maze game in which you pick up cookies along the maze and put them in a cookie jar-before the Cookie Monster gets to them. This entertaining game not only has high play value, but it also reinforces certain direction identification skills that help children learn to read. Tremendous effort has gone into these CCW designs, and the result is a line of software of great entertainment and educational value for young children.

You may also recall my interest in the EPYX games Jabbertalky and Ricochet. Added to my collection of EPYX favorites is Alien Garden, a game that requires a combination of mechanical skill and careful thought. In this game you control a bee-like Cosmic Critter that can bite, "wing," or sting a crystal flower. Each flower can grow, explode, change, or be eaten. Since each flower species responds differently to the same stimulus, it takes a lot of concentration to remember which type of flower should be handled in which way. Since this game provides constant motion, the player has to be good at thinking quickly.

I'm sure I missed seeing many other fine games, and I apologize to any vendor who feels left out. My point this month is that there is garbage on the shelves, and some terrific offerings as well. Anyone who dismisses all video games as a useless waste of time would benefit from playing any of the "jewels" listed above.

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Press it and the bullies get zapped! When they turn white and freeze, make your escape. If the bullies finally catch you the results are explosive!
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\title{
Selecting The Right Word Processor
}

\author{
Tom R. Halfhill, Features Editor
}

\begin{abstract}
One of the most useful and powerful applications for a personal computer is word processing. But the bewildering variety of word processing programs sometimes makes selecting the right one a difficult task. Here are some things to consider when making your choice.
\end{abstract}

Until the first day I used a word processor, my idea of the ultimate writing tool was an IBM Selectric typewriter.

As good as electric typewriters are, I realized that word processors are as far beyond typewriters as typewriters were beyond red crayons.

And as much as I like computers, as a writer I have to confess that if computers could do nothing else but word processing, it would justify their existence to me.

Obviously, this is one writer who is sold on word processing. Why?

Creative freedom, for one thing. With a word processor, you don't have to picture in your mind how the words will "read" on paper. You can just type them on the screen, and if they're awkward, zap them into oblivion with the delete key. No more piles of crumpled-up paper shuffling around your ankles. Less creative constraint while staring glumly at a blank page, reluctant to type for fear of another false start.

More flexibility, for another thing. With a word processor you can start at the end, or begin in the middle, and when you're done merge all the parts together into a uniform document.

With a word processor, you can tinker with text. Shape it. Mold it. It's like the difference between sculpting in clay or sculpting in marble.

Sure, you might be thinking, that's a writer's point of view. But what can word processing offer to the average person?

Plenty: you don't have to be a novelist or a journalist. Letters to Aunt Maude are enough. People are always asking what home computers are good for besides playing games, and word processing is one of the answers. If you can type, you can type better with a word processor. And if
you can't type, you need a word processor even more.

For a minimum extra investment, that home computer beneath your fingertips can be turned into a word processor that only a few years ago would have cost \(\$ 5000, \$ 10,000\), or even \(\$ 20,000\). The first word processor I used cost my newspaper several thousand dollars, lacked any disk or tape storage of its own, had rather crude editing functions, and contained only 2 K of memory for text. The home computer I now use for word processing cost less, does more, and holds almost 16 times as much text.

Word processing is one of the most powerful applications you can implement on a microcomputer. That's one reason why there are scores of programs to choose from. Which is best for you? Here are some things to think about.

\section*{Fundamental Features}

Word processors are descended from text editors. Sometimes the terms are used interchangeably, but the phrase "text editor," when applied to a writing tool, is becoming less common.

Basically, text editors started out as utilities for editing programs. Programmers created text editors to help them modify their code before cursor keys and full screen editing became standard. Eventually, someone got the idea that writers could use the text-manipulation features to edit their prose. Since English has little in common with FORTRAN, more features were added to text editors to make them easier to use, especially since most writers at the time knew nothing (and probably cared less) about computers.

At first, writers did not have much say about what features a word processor should have.
That's why some writers and typists were turned off by their contact with the early word processors. The short history of word processing has often been a struggle between what writers would like to have and what programmers think writers would like to have (few people are accomplished in both fields).

Since today's word processors owe their

\title{
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}

Brøderbund's Bank Street
Writer turns your Apple or Atari computer into a powerful word processor, with many of the advanced features you'd expect to find only in an expensive business system. Powerful, yet purposefully simple, Bank Street Writer has no complex codes to memorize. The screen guides you every step of the way. It's everything you're ever likely to need in a word proces-

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\section*{The First Word Processor For The Entire Family.}

Hardware requirements: Apple version requires Apple II or Apple II + with 48 K and Applesoft in ROM of language card, DOS
3.3. Atari \(400 / 800\) version requires 48 K and BASIC cartridge. Both versions require only one disk drive.

\section*{nsprersiderbund Software}
parentage to text editors, there is still some family resemblance. For example, some word processors are line-oriented. Generally, the editing is done on lines of text, rather than on words. Often the editing in a line-oriented word processor is done in a different mode, apart from the writing. This is a holdover from the days of text editors, since programs are written in distinct lines of code. Many writers find word-oriented word processors more natural, because individual words - not lines are the building blocks of English.

> The ability to translate thoughts into words without irretrievably committing them to paper is a great psychological advantage for a writer.

The most basic feature of all word processors is that they let you type on a TV screen or monitor rather than on paper. If you make a mistake, you don't have to back up and strike it out with \(x x x x x^{\prime} s\), or try to hide it with messy chalk correction sheets or white fluid. Usually you just backspace the cursor, erasing what you mistyped, and then type it again.

But this is more than merely a way to banish errors. The ability to translate thoughts into words without irretrievably committing them to paper is a great psychological advantage for a writer. A sentence can be experimentally worded several different ways, and the awkward versions discarded.

There is a minus side to this feature. Since the words on the screen are not permanent, a sudden power failure (or even a split-second "wink") can wipe out everything you've written. The solution is to occasionally save your text to disk or tape, especially if it's important or hard to reconstruct.

Another universal feature of word processors is the ability to go back in your text and insert words, and even whole sentences or paragraphs, if you have second thoughts. Transitions can be smoothed, ambiguities clarified, rough edges polished. You can also go back and delete words, sentences, and paragraphs. To do these things on a typewriter, or when composing text longhand, you'd have to resort to striking over, crossing out, jotting in margins, and recopying the whole page to get a neat finished product. With a word processor, you do all your tinkering on the screen,
and simply print out a neat copy when you're done.

\section*{Advanced Features}

You can, of course, do very crude word processing without buying a word processing program at all. Using the built-in screen-editing functions found on nearly all home computers, you can write your text in a series of PRINT statements in BASIC, get everything just right, and then print it out.

You could also try programming a simple word processor in BASIC, perhaps storing the input in strings which are then PRINTed out. Program listings for BASIC word processors also have appeared in magazines, including COMPUTE!.

But for lots of writing, there are definite advantages to commercial word processors (when we say "word processors," we're speaking here of word processing programs for home/personal computers, not the dedicated, or single-purpose, word processing machines found in many offices). The best commercial software is in fast, efficient machine language and offers many advanced features. Some features to look for:
- Block Move. What if a sentence, paragraph, or even group of paragraphs somewhere in your document would work better somewhere else? Such as at the top, or maybe the end? A block move function replaces old-fashioned cutting and pasting. You can define a "block" of text and move it anywhere you want. Usually there is a limit on how much you can move, but you can move large, sections in smaller chunks. Journalists like this feature because it lets them juggle the elements of their articles.
- Headers/Footers. A header is a short line of text which is automatically printed at the top of each page, and a footer is automatically printed at the bottom. For example, articles submitted to COMPUTE! for publication require a header atop each page that includes the author's last name, a one- or two-word article title, and the page number, such as "Smith/Memory Map/4." Most word processors allow you to define such a header (or a footer) once at the beginning of the document, and then automatically print it on each page.
- Page-Numbering. Sometimes this is called pagination, a term which more properly means something else (see below). Page-numbering means simply that pages will be automatically numbered if you wish. Often you can place the page number in a header or footer, or start from a number other than one (handy when adding something to an existing document).
- Pagination. Some people need to know exactly how the text will appear on paper. Perhaps

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character sets available.
\(\qquad\)
the document contains columnar charts, or subheadings, or footnotes, or figures, which cannot be broken across two pages. Usually only expensive, dedicated word processing machines have screens which exactly simulate a sheet of typing paper. On other systems, especially home computers with less than 80 -column wide screens, some advanced word processors allow the document to be "printed" to the screen, just as if the TV were a printer. This gives a preview of how the paper will appear. A word processor with pagination shows exactly where each page "breaks." If the break is undesirable, you can reformat the document, perhaps by changing the margins, and try again. If the format of documents is important to you, these features will save lots of paper.
- Text Buffer. This is a section of memory in which you can temporarily store a block of text. When you need it, you can recall the block and insert it anywhere in the document. Often this is separate from the buffer which handles block moves, but some word processors use one buffer for both functions. Sometimes buffers are used to rapidly delete large sections of text; the text is stored in the buffer and erased with a "block delete" or "erase buffer" command.
- Chained Files. Sometimes a document will be too large to fit into the computer at once. The solution is to write the document in several parts, saving each one to disk or tape separately. A word processor with file-chaining allows you to print the entire document as if it were one piece. Some programs do this automatically; when the end of one part is reached, they load the next part and continue printing. Others require you to supervise the operation and issue commands yourself.
- Merged Files. This powerful feature lets you assemble a document on the screen from several parts stored separately on disks or tapes. You could write something in bits and pieces, as the mood strikes you, and fit it together later. Or you could create form letters, storing frequently used paragraphs and merging them as needed with whatever's on the screen. This is a real labor-saver for lawyers and businesses. On some word processors, it's as easy as positioning the cursor at the bottom of the screen text and loading the next file as usual.
- Justification. Although your printer automatically lines up the left margin, the right margin is generally left "ragged," or staggered. Most word processors allow you to automatically "justify," or line up, the right margin also. This can present a neater appearance. However, some people find unjustified text easier to read (the typesetting in COMPUTE! is unjustified, or "ragged right").
- Global Search. With this powerful feature, you can give the word processor a word or phrase,
and it will search through all the text and find every occurrence. What is this good for? Authors love it for indexing their books. Or, if you want to locate a particular sentence or section in a very long document, you can use the search function to find a word which you know appears there. In combination with the Replace function described below, you can make quick, repetitive changes to long documents.
- Search And Replace. Let's say you've written a long document in which you refer dozens of times to someone named "Smith." Then you discover that Smith spells his name "Smythe." You could spend an hour trying to track down every Smith yourself, and you'd probably miss a few. But with Search And Replace, the word processor does it for you, in seconds. It automatically changes every "Smith" to "Smythe." Some word processors pause each time they find the target word and ask if you're sure you want it replaced. That way, somebody else referred to in your document who really does spell his name "Smith" won't have his name misspelled, either.
- Horizontal Scrolling. Because the typical TV cannot clearly display more than 40 characters across a screen, virtually all home computers designed to work with TVs are limited to 40 columns or less. (There are 80-column adapters available for some computers, but they require a special computer monitor.) Since a standard sheet of typing paper accommodates up to 80 characters per line, what you see on the screen is not what you get on paper. To get around this, some word processors offer horizontal scrolling. The entire screen moves horizontally, right to left, as the cursor bumps against the right screen margin. In effect, the screen is a moving "window" looking onto a wider document. Some word processors scroll up to 140 columns horizontally, which is useful for business charts. The Atari Word Processor uses horizontal scrolling, and Commodore plans to market something similar for the Commodore 64.
- Parsing. Also known as word wrapping. On word processors, unlike typewriters, you can't hit a carriage return key at the end of each line. Instead, you just type continuously, pressing RETURN only at the end of paragraphs. When you reach the end of a screen line, some word processors break the last word wherever it happens to bump against the right screen margin. This leaves random word fragments at the beginning and end of each screen line. (The printer, of course, ignores this and prints the word whole.)

However, they instantly "jump" the word down to the next line as you type. The text appears on the screen "ragged-right." This is a highly personal feature. Some people say that parsing is distracting and wastes screen space; others believe that parsed, unbroken words are easier to proof-

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\section*{Software}

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read on the screen. Try both methods before deciding which you prefer.
- Superscripts, Subscripts. These are the tiny numbers printed slightly above or below the normal line of copy. For instance, the exponent in \(10^{2}\) is a superscript; \(\mathrm{H}_{2} \mathrm{O}\) has a subscript. Not all word processors can handle these.

Superscripts and subscripts are examples of special printing functions. Others may include boldfacing (printing in darker type), elongating (printing in larger, stretched-out type), condensing (printing in smaller type), underlining, proportional spacing (the printer uses less space to print an I than a W), and italics. Word processors vary in the number of special printing functions they support.

The important thing to remember is that the word processor must be matched to the printer you're using. Special printing functions are activated by sending control codes to the printer - usually by embedding special characters in your text - and not all printers use the same control codes. So it's quite possible that your word processor allows underlining, but your printer does not. Likewise, your printer might allow italics, but your word processor might not.

This means you should carefully consider not only the word processor's features, but also how it works with your particular printer. If you're planning to buy a printer and a word processor at about the same time, decide which purchase will influence the other. Buying a certain printer will limit you to certain word processors; buying a certain word processor will limit you to certain printers. Some word processors get around this problem by being extremely flexible. They can be configured (modified) to match almost any printer on the market.

\section*{Enhancements}

Since word processors are becoming extremely popular in business, a number of enhancements, or add-on programs, are being designed to work with them. Word processing is only one part of today's "automated office." Microcomputers also are used to maintain data bases, files, and mailing lists. Some word processors for home/personal computers also are made to work with companion programs.

For instance, if you must regularly send out form letters to addresses on a mailing list, why bother to retype the addresses each time? Some mailing list programs are designed to work with compatible word processors. With only a few keystrokes, you can recall addresses from the mailing list and merge them with your form letters.

The same thing is possible with some data base managers. The files can be transferred to a
word processor and merged with letters or other documents.

If you think you might need these features, consider them carefully when choosing a word processor. Almost always, the various programs must be specially designed to work together.

Another interesting enhancement is a spelling-checker program. This program links up with your word processor, compares your spelling to its own dictionary, and corrects any errors. Some programs even allow you to add your own words to the dictionary - those that you find especially troublesome, or technical words unique to your field. Only a few spelling checkers are available for home/personal computers, but more are becoming available.

And as if that weren't enough, Bell Laboratories - the research arm of American Telephone \& Telegraph - is perfecting a program called Writer's Workbench. This program detects and corrects all kinds of writing errors - grammatical as well as spelling. A companion program, diplomatically dubbed Suggest, recommends changes.

Even more amazing, Writer's Workbench can actually rewrite text to remove gobbledygook. Conceivably, it could be applied to everything from business letters to legal documents to federal regulations.

Will this super-sophisticated copy editor-on-

a-disk forever solve everybody's writing problems? Probably not. As an experiment, Bell scientists fed Abraham Lincoln's Gettysburg Address through Writer's Workbench. First, here's part of the familiar original:

Fourscore and seven years ago our fathers brought forth on this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.
And now the computer's version:
Eighty-seven years ago, our grandfathers created a free nation here. They based it on the idea that everybody is created equal. We are now fighting a civil war to see if this or any similar nation can survive. On this battlefield we are dedicating a cemetery to those who died for their country. It is only right.
That's pretty fancy work for a computer program. But most would agree that something was lost in the translation. It will probably be a long while before writers are laid off by their word processors.

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\title{
Air Defense
}
T. L. Wahl

\begin{abstract}
"Air Defense" is a challenging game for the 5K VIC-20, 16K Atari 400/800, unexpanded TRS-80 Color Computer, Apple II, TI-99/4A, and PET/CBM. Look in the article for special notes on your particular machine.
\end{abstract}

The object of the game of "Air Defense" is to defend your land (at the bottom of the screen) from falling bombs. The bombs appear at various places at the top of the screen. As they fall, the player must line up the crosshair of his gunsight and fire when the bomb and crosshair are aligned. On the VIC version press \(S\) to move up, \(X\) to move down, <cursor down» to move left, and «cursor up> to move right. Press SPACE to fire.

The player gets only one shot, and timing is critical. After 20 bombs have appeared, the game ends, and the player is given a score showing hits and misses and a point score.

One of the unique features of the game is the increasing difficulty factor: as the player improves his skill, the crosshair is gradually moved toward the top of the screen, and quicker reflexes and improved technique are required to destroy the falling bombs. As a reward for increasing skill,


A bomb explodes in the VIC-20 version of "Air Defense" (PET/CBM and Apple versions are similar).
the player earns higher point values for successive hits. In addition, the player receives a higher score the sooner the falling bomb is destroyed.

\section*{Program 1: VIC Version}
```

1\varnothing\varnothing X=RND(\varnothing)
11\varnothing A=8152: B=38872:P=\varnothing:M=\emptyset:T=\varnothing:Q=\varnothing
12\emptyset PRINT"{CLEAR}{\varnothing7 DOWN} AIR DEFENSE
13\emptyset PRINT"{ø2 DOWN} DO YOU NEED"
140 PRINT"{DOWN} INSTRUCTIONS?"
15\emptyset PRINT"{DOWN} TYPE 'Y' OR 'N'"
160 FOR H=1TOI|\emptyset\emptyset:GETD\$
17\emptyset IF D$="N" THEN 38\emptyset
18\emptyset IF DS="Y" THEN 22\emptyset
190 NEXT
2øø PRINT"{CLEAR}{DOWN}YOU DID NOT PRESS '
    Y' OR 'N'.''
21\varnothing FOR K=1TO5\emptysetø\emptyset:NEXT:GOTOL2\emptyset
22\emptyset PRINT"{CLEAR} YOU MUST STOP THE"
230 PRINT" FALLING BOMB BY"
24ø PRINT" EXPLODING IT IN"
250 PRINT" MID-AIR."
260 PRINT" {DOWN} MOVE THE CROSSHAIR"
270 PRINT"{DOWN}*{REV}LEFT{OFF}:CURSOR U/D
        KEY"
28\emptyset PRINT"{DOWN}*{REV}RIGHT{OFF}:CURSOR L/
    R KEY"
29\emptyset PRINT"{DOWN}*{REV}UP{OFF}:WITH THE 'S'
        KEY"
3ø\emptyset PRINT"{DOWN}*{REV}DOWN{OFF}:WITH THE '
    X' KEY"
3l\emptyset PRINT"WHEN THE BOMB AND THE"
320 PRINT"CROSSHAIR ARE LINED UP, FIRE BY ~
    PRESSING THESPACE";
33\emptyset PRINT" BAR."
340 PRINT"{DOWN}PRESS ANY KEY TO START"
35\emptyset GET DS:IF DS="" THEN 35\emptyset
36\emptyset PRINT"{CLEAR}{1\emptyset DOWN} GOOD LUCK!
37\emptyset FOR I=1TO25ø\emptyset :NEXT
38\emptyset IFT=2\emptyset THEN 860
39\emptyset PRINT"{CLEAR}":D=INT(RND(1)*1\varnothing)
4ø\emptyset T=T+1
410 E=D+7685
42\emptyset F=D+38405
43\emptyset PRINTP*Q*1\emptyset
440 FOR I=1 TO 2ø\emptyset:NEXTI
450 POKE A,91:POKE B,\varnothing
460 GET A$
470 IFA\$= "S "THENA=A-22:B=B-22
480 IF AS="X"THEN B = B +22:A=A+22

```


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```

49ø IF AS="{RIGHT} "THEN A=A+1:B=B+1
5\emptyset\emptyset IF AS="{DOWN} "THEN A=A-1:B=B-1
510 IF A<768\emptyset THEN A=A+22:B=B+22
520 IF A>8163 THEN A=A-22:B=B-22
530 POKE E,42:POKE F,\varnothing
540 FOR I=1 TO 50:NEXT
55\emptyset IF E>8163 THEN GOTO 760
560 IF A=ETHEN 580
570 E=E+22:F=F+22:PRINT"{CLEAR}":GOTO450
580 GET B\$
590 IFB$=" "THEN 620
6øø GOTO 570
6 1 \emptyset ~ R E M ~ B O M B ~ I S ~ D E S T R O Y E D ~
62\emptyset X=1\varnothing\varnothing:FORI=1TOI\emptyset:POKEE,X
6 3 0 ~ P O K E ~ F , \varnothing ~
64\emptyset POKEE+21,X
65\emptyset POKEF+21,\emptyset
660 POKEE+24,X
67\emptyset POKEF+24,\emptyset
6 8 0 ~ X = X + 1
6 9 0 ~ N E X T
7\emptyset\emptyset NO=21\emptyset:Sl=-3:DU=60:GOSUB 960
710 P=P+1
72\emptysetQ=Q+22-INT((A-768\emptyset)/22)
730 A=A-22:B=B-22
740 GOTO38\emptyset
75\emptyset REM BOMB GETS YOU!
760 POKE E,32:FOR I=1TO5
77\emptyset POKEE-I,188
78\emptyset POKEF-I,\emptyset
790 POKEE+I,190
8\emptyset\emptyset POKEF+I,\emptyset
81\emptyset FOR S=1 TO 50:NEXT
8 2 \emptyset ~ N E X T ~ T
830 M=M+1
84\emptyset NO=135:Sl=-2:DU=1ø\emptyset:GOSUB 960
850 GOTO38\emptyset
86\emptyset PRINT"{CLEAR}{DOWN} GAME OVER"
87\emptyset PRINT"{\emptyset3 DOWN}DESTROYED"P
88\emptyset PRINT"{ø2 DOWN}MISSED"M
89\emptyset PRINT"{ø2 DOWN}TOTAL POINTS"P*Q*1\emptyset
9\emptyset\emptyset FOR I=1 TO 3\emptyset:GET D$:NEXT I
91\emptyset PRINT"{ø4 DOWN}PRESS {REV}P{OFF} TO PL
AY AGAIN"
92\emptyset GET DS:IF DS="" THEN 92\emptyset
930 IF D\$="P" THEN 11\varnothing
940 END
950 REM EXPLOSIONS
960 POKE 36877,NO
970 FOR I=15 TO I STEP Sl
980 POKE 36878,I
990 FOR DELAY=1TODU:NEXTDELAY:NEXTI
1øø\emptyset POKE 36877,\emptyset:POKE 36878,\emptyset
1\emptyset1\emptyset RETURN

```

\section*{Atari Notes}

Program 2 will run on any 16K Atari 400/800. Protect your multicolored city (designed by Harry Blair, COMPUTE!'s illustrator) from falling bombs. Move the crosshair with your joystick to intercept the bomb before it lands. You receive more points the higher up on the screen you intercept the bomb. The game ends when the city is finally pulverized.

\section*{A Velocity Stick}

You'll probably notice that joystick response is a
little odd. When you move it just a bit, your crosshair moves finely. But when you continue pressing it in a certain direction, the crosshair really takes off. This type of joystick response is called a velocity stick, or more accurately, an acceleration stick.

A velocity stick lets the player have fine control over his marker, but automatically speeds up response when the stick is pushed long enough. It's like the gas pedal in a car. A true acceleration stick would also coast a while when you let go, but not in Air Defense.

This game was an experiment of sorts. Among the novelties are realistic multicolored characters in IRG mode 5 (see the Atari Notes for "Thunderbird," COMPUTE!, January 1983, \#32), and a multicolor player (the airplane) formed by overlaying two players to get three colors.

Of course, some machine language is necessary to move player/missile graphics (unless you use strings). A small routine moves players zero and one (the airplane) in tandem. BASIC is too slow to use two POKEs without some flicker. The other routines are more interesting. QUIKMOVE moves a series of bytes from one position to another. It is used here to move the shapes for the explosion (stored in the character set) into player four. It can only move up to 255 bytes.

\section*{PMG ML Routine}

PMOVE is responsible for moving a player any number of spaces up or down. It does this by "scrolling" the player memory strip the number of specified times. It can move the player down the screen as many as 127 times, and move it up by adding 128 to the number of moves you want to go up (it makes more sense in machine language). It will only move the player vertically; and, if you move too much, the player will disappear (a good way to clear out a player is to move it 0 bytes, which is really 128 bytes). It's used in Air Defense to move the crosshair.

The syntax for SPOKE (Simultaneous POKE) is:
\[
\mathrm{XX}=\operatorname{USR}(1719, \mathrm{~N})
\]

N is the new horizontal position of players zero and one.

The syntax for QUIKMOVE is:

> XX=USR(1729, FROM,TO,LENGTH) FROM = source address, TO = destination address, and LENGTH = number of bytes to move.

The syntax for PMOVE is:
```

XX=USR(1664,ADR,N)

```

N is either 1-127 to move the player down, or 129-\(255((1-127)+128)\) to move the player up. ADR is the address of the player's first byte (player zero would be PMBASE +512 in double-resolution).

\footnotetext{
36 COMPUTE! April 1983
}

\section*{Products for VIC \(20^{\circ}\) and CBM \(64^{\circ}\)}

\section*{That are Out of This World.}

\section*{SOFTWARE}

\section*{SOFTWARE}

Word Wizard For The Vic \(20^{\circ}\)-(Requires at least 8 K memory expansion) A user friendly WORD PROCESSOR with optional joystick control. Easy edit and string manipulation commands that follow the standard format. Full use of function keys for ease of use. \(100 \%\) machine language with Delete Word, Search functions and Full Justification. Use VIC Graphic printer, or any centronics compatible printer connected to the user port. On Tape (supports disk).
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\$29.95
Triple Play-Three word games that are both fun and educational. The games that are included are CROSSWORDS (requires at least 8 K expansion). Five complete puzzles are included and each puzzle has up to 100 different words. CRYPTO-SOLVE will help you solve those cryptic messages found in newspapers, books, and magazines with a
systematic computer technique. Included are approximately 50 different puzzles. You can even enter your own cryptic messages. HIDDEN WORDS will display a matrix of seemingly random letters on the screen. Upon closer inspection, you will be able to find many words. Included are approximately 25 different puzzles. For VIC \(20^{\circ}\)

ONLY S29.95 for all 3 Sketch Pad \& Char-Gen-This hi-resolution drawing program will allow you to draw pictures in detail. Use either the keyboard or optional joystick. A fill command will allow you to fill a block and other commands allow you to easily clear the screen. You can also save and load pictures. Char-Gen is a simple to use custom character generator that will allow you to design different characters for each printable key on the computer. This program is an excellent device to design game creatures, foreign alphabets, secret symbols, or other special characters. One set is included and you can make and store others quite easily. Both for VIC \(20^{\circ}\)

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\section*{HARDWARE}

Expand-0-Ram-16K Expansion Board for the VIC \(20^{\circ}\) with reset, memory write protect, full memory allocation, plus TWO expansion slots. Like having 2 products in 1. Can even be used as a cartridge development system.
\(\$ 119.00\) Universal Tape Interface \& Duplicator-(Use on the CBM \(64^{\circ}\) and VIC \(20^{\circ}\) ). With this device, you can easily load, save or even duplicate tapes easily with your recorder. Full 3 LED indication of Data transfer makes this the most reliable way to Load, Save and Duplicate. A complete I/O device with extras. NOTE: Duplication requires 2 recorders.

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Universal Parallel Interfaces-Now you can use most any parallel Centronics \({ }^{\circ}\) type printer with your VIC \(20^{\circ}\) /CBM \(64^{\circ}\). The inexpensive model will allow you to access your printer through the user port. This cable and driver is only \(\$ 19.95\). Our other model from TYMAC is more extensive with graphic capabilities. Call or write for more information and prices.

\section*{Program 2: Atari Version}

110 REM Charles Brannon 1983
120 REM
130 GOSUB 590:REM Initialize game
140 PLANEPOS \(=30=\) BOMBFALLING \(=0\)
150 POSITION 28, 0: IF DIFF=1 THEN?" EASY": GOTO 170
160 ? "hard"
170 K=PEEK (53279): IF K=5 THEN DIFF=3 -DIFF
180 IF K=PEEK (53279) THEN 180
190 IF Kく>6 THEN 150
200 POSITION 28, \(0: ?\) E 53278,0
210 IF PEEK \((53279)=6\) THEN RUN
220 IF SELECTED \(>=0\) THEN 240
230 SELECTED=INT (39*RND (O)) : IF CITY\$ (SELECTED + 1, SELECTED + 1) =CHR\$ (0) THEN 230
240 IF PLANEPOS \(>210\) THEN PLANEPOS \(=30\)
250 A=USR (SPOKE, PLANEPOS): PLANEPOS=P LANEPOS+3
260 IF INT ( \((\) PLANEPOS-48)/4) =SELECTED THEN YPOS=3: BOMBFALLING=1
270 IF NOT BOMBFALLING THEN 300
280 COLOR 32:PLOT SELECTED, YPOS-DIFF : COLOR 64:PLOT SELECTED, YPOS
290 YPOS=YPOS+DIFF:SOUND 0,YPOS, 2, 4: SOUND 1, YPOS, 10, YPOS/1.4:IF YPOS \(>21\) THEN 450
300 ST=STICK (0): GOSUB 400:IF ST=15 T HEN VEL \(=0\)
310 VEL=VEL + 1: XD = (PTRIG(0)-PTRIG(1)) *VEL
\(320 \mathrm{PX}=\mathrm{PX}+\mathrm{XD}: \mathrm{IF} \mathrm{PX}\langle 46\) QR \(\mathrm{PX}>200\) THEN \(P X=P X-X D\)
330 POKE \(53250, P X\)
\(340 \mathrm{YD}=\) VEL* \((-((S T=14)+(S T=10)+(S T=6)\) \()+((S T=9)+(S T=5)+(S T=13)))\)
350 IF \(Y D=0\) THEN 210
360 POKE 77, \(0: P Y=P Y+Y D: I F P Y<32\) OR \(P\) \(Y>96\) THEN \(P Y=P Y-Y D: G O T O 210\)
\(370 \mathrm{D}=\mathrm{YD}=\mathrm{IF} \mathrm{D}<0\) THEN \(\mathrm{D}=128-\mathrm{D}\)
380 A=USR (PMOVE, P2, D)
390 GOTO 210
400 IF PEEK (53254) \(=0\) THEN RETURN
410 EX=PX:EY=PY:GOSUB 490:COLOR 32:P LOT SELECTED, YPOS-DIFF: BOMBFALLI NG \(=0\) : SELECTED \(=-1\)
420 SCORE=SCORE \(+(22-Y P O S) * 10: P O S I T I O\) N 28, 0:? SCORE;
\(430 \mathrm{PX}=140\) *RND (0) + 48: POKE 53250, PX
440 POKE 53278, O: POP : GOTO 210
450 EY=104:EX=SELECTED*4+44:POKE 532 59, 1: COLOR 32: PLOT SELECTED, YPOS -DIFF:GOSUB 490:POKE 53259.0:POK E 53278, 0
460 BOMBFALLING=0: CITY\$ (SELECTED + 1 , 5 ELECTED +1 ) \(=\) CHR \(\$(0)\) : SELECTED \(=-1\)
470 HIT \(=\mathrm{HIT}+1:\) IF HIT=39 THEN 1020:RE M TOTAL DESTRUCTION
\(480 \mathrm{PX}=140\) *RND \((0)+48\) : POKE \(53250, \mathrm{PX}=\mathrm{G}\) OTO 210
490 REM DO EXPLOSION IN PLAYER 4
500 REM AT POSITION EX, EY
510 POKE \(53251, E X: E P=P 3+E Y: P O K E 5325\) 0,0
520 FOR \(I=1\) TO LEN(EXPL\$)
530 POKE 707,PEEK (53770): IF FINAL TH

EN POKE 53251, EX:EX=EX+4* (EX<250 ,
\(A=U S R\) (QUIKMOVE, CHSET+ASC (EXPL\$ (I )) \(* 8, \mathrm{EP}, 7\) )
550 SOUND \(0, I * 5+Y P O S * 2,0,13-I+F\) INAL* \(2:\) SOUND 1, I * \(10+\) FINAL * \(100,0,6.5-1\) 12
560 NEXT I:POKE 53250, PX
570 RETURN
580 END

\section*{}

600 DIM EXPL \(\$(20): E X P L \$(1)=\) CHR \(\$(15):\)
FOR \(I=2\) TO \(6: E X P L \$(I)=C H R \$(24+I)\) :NEXT I:EXPL\$(7)=";<=>?":EXPL\$(1 2) \(=\) CHR \(\$(0)\)

610 CHSET \(=(\operatorname{PEEK}(106)-16) * 256\) : IF PEEK (CHSET +8 ) \(=21\) THEN 630
COLOR COLOR 0, 1, 10:POSITION 5,5:? \#6;" PLEASE WAIT": GOSUB 1120:GOSUB 86 0
630 SPOKE=1719: QUIKMOVE=1729: PMOVE=1 664:DIFF=1
640 GRAPHICS 0:POKE 756, CHSET/256:SC R=PEEK (88) +256*PEEK (89) : SETCOLOR 4,1,10:POKE 559,0
\(650 \mathrm{DL}=\operatorname{PEEK}(560)+256 * \operatorname{PEEK}(561)+4\)
660 POKE DL-1, \(6+64\) : POKE DL +2 , 6
670 FOR I=3 TO 22:POKE DL+I, 4: NEXT I : POKE DL+I, 5: POKE DL+I+1, 65: POKE \(\mathrm{DL}+\mathrm{I}+2\), PEEK (560): POKE DL+I+3, PE EK(561)
680 DIM CITY\$(39)
690

 CITY\$;
700
710
\(\operatorname{PMB}=\operatorname{PEEK}(106)-16:\) PMBASE \(=\) PME \(* 256\) : \(\mathrm{PO}=\mathrm{PMBASE}+512: \mathrm{P} 1=\mathrm{PO}+128: \mathrm{P} 2=\mathrm{P} 1+12\) 8: \(P 3=P 2+128\)
720
730 FOR I=O TO 3:POKE \(53248+I, O:\) NEXT I
740 POKE 53277, 3:POKE 54279,PMB:POKE 53256, 1: POKE 53257, 1: POKE 53258 , 0
750 FOR \(I=0\) TO \(3: A=\) USR (PMOVE, PO + I \& 12 8,0) : NEXT I
760 POKE PO + I + 22, A: NEXT \(I=F O R \quad I=0 \quad\) TO 7: READ A: POKE P1+I+22, A: NEXT I
770 FOR I =O TO 7:READ A:POKE P2+PY+I ,A: NEXT I
780 DATA \(0,0,126,127,63,0,0,0\)
790 DATA \(176,216,0,42,0,24,48,0\)
800 DATA \(0,8,8,54,8,8,0,0\)
810 POKE 53250, PX:POKE 623,33:POKE 7 04, 20: POKE 705,3*16+2:POKE 706,3 0
820 SETCOLOR \(0,7,6:\) SETCOLOR 1, 15, 4: S ETCOLOR 2,0,10:SETCOLOR 4,0,0:PO KE 559,46
830 RETURN
840 GOTO 830
850 GOTO 850
860 RESTORE 870:FOR I=1664 TO 1752:R EAD A:POKE I, A:NEXT I:RETURN
870 DATA \(104,104,133,204,104,133\)
880 DATA \(203,104,104,170,48,20\)
890 DATA \(160,126,177,203,200,145\)
900 DATA \(203,136,136,16,247,169\)

\section*{Exterminator \\ By Ken Grant} Just about as action-packed and complex as is nufisically possible in your standard 5K VIC 20. This extremely well-written, machine code game is invariably praised by customers and has been called the second best tape game made for the VIC of 1982 (oh, no, not by us, we don't agree with that opinion). Rapidfire from the bottom of the screen at moving insects and creatures . . . anything that moves, and even anything that doesn't. Just don't be overrun by any or all. It's as much fun the hundredth time you play it as it was the first. This game plays stick or key and runs in standard 5K VIC 20.

3-D Man Not just another eat-the-dots-in-a-maze game, this! Though you find yourself in an edible dotlittered floor plan that may seem vaguely familiar, we guarantee you have never looked at it from this perspective (eye level) before. The dots diminish into the distance as you race down a hallway eating them one after the other. The dot-remaining counter on the right clicks downward. Race through a 4 -way intersection and whoops! Head to head with one of the ghosts that haunt these halls! Back quickly on the stick puts you facing the dotless hall you just cleaned out when ... another ghost! A quick left turn into that junction saves you, but in the confusion you've lost direction momentarily and must check the miniature radar plotting screen to set things straight. ... Definitely, an ordinary maze game this one is not. 3-D Man requires a joystick and at least 3 K extra memory.

Racefun Extensive use of multicolor character graphic capabilities of the VIC make this game very appealing to the eye. Fast all-machine language action, quick response to the stick or keyboard-controlled throttle, combine with the challenge of driving in ever-faster traffic to make it appeal to the rest of the body. Plays joystick or keyboard.


Antimatter Splatter! A more dastardly alien could scarcely be found than one who would wipe out an entire civilization by dropping antimatter anti-canisters, right? If your opinion of this alien troublemaker is the same as ours, probably your first thought was, get some matter! We say calm down! All is not lost. A mobile rapid splatter cannon capable of both breaking through his standard alien moving force fields and laying waste to the ever-increasing number of anti-canisters is even now hovering above us. If only our cannoneer hadn't called in sick...say, what are you doing today? Anti-Matter Splatter is \(100 \%\) machine language and runs in standard 5K VIC.

\title{
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}
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Defender on Tri As pilot of the experimental Defender-style ship "Skyes Limited," you are the only hope for an advance party of scientists trapped in ancient alien sphere which suddenly (heat from collision course with sun presumably-G.E.) came to life. Four screens worth of unique defenses, on-off shields, fuel deposits, alien treasures, running timer, energy, score and very nice graphics display make this one that does not quickly wax old. Defender on TRI requires at least 3 K memory expander, but will run with any memory add-on ( \(8 \mathrm{~K}, 16 \mathrm{~K}, 24 \mathrm{~K}\), etc.) we have come across.

Alien Panic Standard 5K VIC 20/combination stick \& keyboard. This arcade-type game pits you against time and an alien on a six level construction sight with ladders and pitfalls, but not to worry! You have a shovel.

\section*{And there's more...}

Rescue From Nufon Adventure \({ }^{\text {s }} \mathbf{1 2 . 9 5}\)
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910 DATA 0,168,145,203,202,208
920 DATA \(237,96,41,127,170,160\)
930 DATA \(1,177,203,136,145,203\)
940 DATA \(200,200,16,247,136,169\)
950 DATA \(0,145,203,202,208,237\)
960 DATA \(96,104,104,104,141,0\)
970 DATA \(208,141,1,208,96,104\)
980 DATA \(104,133,204,104,133,203\)
990 DATA \(104,133,206,104,133,205\)
1000 DATA \(104,104,168,177,203,145\)
1010 DATA 205,136,16,249,96
1020 REM TOTAL DESTRUCTION
1030 POKE 53259, \(3: P X=0: E Y=104: F I N A L=\) 1 :FOR L=1 TO 4:EX=100*RND (O) +32 : GOSUB 490: NEXT L
1040 POKE 53277, O:FOR \(I=0\) TO 2:POKE \(53261+1,0:\) NEXT I
1050 GRAPHICS \(3+16: F O R \quad I=0\) TO \(3: X=19\) : FOR \(Y=0\) TO \(11: x=x-1=\) COLOR \(3 * R N\) \(\mathrm{D}(0)=\mathrm{PLOT} 19-\mathrm{X} * \mathrm{RND}(0), 12-\mathrm{Y}=\mathrm{COLO}\) R \(3 * R N D(0)\)
1060 POKE 708, PEEK (53770): POKE 709,P EEK (53770): POKE 710 , PEEK (53770) : POKE 712 ,PEEK \((53770):\) SOUND I, 1 \(00+\mathrm{I} * 10,0,15-\mathrm{Y} / 2\)
1070 PLOT \(19+X * R N D(0), 12-Y: C O L O R\) 3*R ND (0) : PLOT 19-X*RND (O), 12+Y:COL OR उ*RND (O): PLOT 19+X*RND(0), 12 \(+\mathrm{Y}:\) NEXT \(Y:\) NEXT I
1080 FOR \(W=1\) TO \(100:\) POKE 712 , PEEK 553 770): NEXT W

1090 FOR \(I=0\) TO \(1: S O U N D ~ I, O, O, O: N E X T\) I
1100 GRAPHICS 0:POKE DL+10,7:POSITIO N 5.9:? "SCORE:"; SCORE;
1110 SETCOLOR 2,4, 0:FOR \(W=1\) TO 100:P OKE 712,48+14*RND (O): NEXT W: RUN

1120 FOR I=128 TO 207: POKE CHSET+I,P EEK (57344+I) : NEXT I:FOR I=264 T 0 471: POKE CHSET+I, PEEK (57344+I ) : NEXT I
1130 RESTORE 1170
1140 READ \(A:\) IF \(A=-1\) THEN RETURN
1150 FOR \(J=0\) TO 7:READ B:POKE CHSET + A*8+J, B:NEXT J
1160 GOTO 1140
1170 DATA \(0,0,0,0,0,0,0,0,0\)
1180 DATA \(1,21,21,55,21,183,149,183\),


In the Atari version of "Air Defense," a multicolored jet drops bombs as you maneuver your defending crosshair.

149
1190 DATA \(2,0,8,40,170,170,170,166,1\) 66
1200 DATA \(3,85,85,125,85,125,85,125\), 85
1210 DATA 4, 80, 82, 242, 82, 242, 82,242, 90
1220 DATA \(5,0,1,1,17,17,81,101,105\)
1230 DATA \(6,0,0,0,80,234,234,234,238\)
1240 DATA \(7,80,80,80,89,189,189,189\), 189
1250 DATA \(8,170,186,238,186,238,186\), 238, 170
1260 DATA 9,0,80, \(90,90,95,95,127,127\)
1270 DATA \(10,10,138,139,74,75,74,75\), 73
1280 DATA \(11,168,168,184,168,184,168\) , 186, 170
1290 DATA \(12,0,0,0,0,85,170,187,170\)
1300 DATA \(13,16,20,92,84,94,85,93,85\)
1310 DATA \(14,0,0,0,0,168,84,116,84\)
1320 DATA \(15,0,0,0,24,60,24,0,0\)
1330 DATA \(26,0,0,24,60,60,24,0,0\)
1340 DATA \(27,0,0,60,126,126,60,0,0\)
1350 DATA \(28,0,56,124,254,124,56,0,0\)
1360 DATA \(29,24,60,126,255,255,126,6\) 0, 24
1370 DATA \(30,60,126,255,255,255,255\), 126, 60
1380 DATA \(31,126,255,255,255,255,255\) , 255, 126
1390 DATA \(32,0,195,235,40,40,20,0,0\)
1400 DATA \(59,126,255,255,231,231,255\) , 255, 126
1410 DATA \(60,60,126,247,199,227,239\), 126, 60
1420 DATA 61, 60,102,219,189,189,219, 102,60
1430 DATA \(62,66,153,36,66,66,36,153\), 66
1440 DATA \(63,60,102,195,129,129,195\), 102,60
1450 DATA \(64,8,8,20,99,20,8,8,0\)
1460 DATA \(65,0,0,126,127,63,0,0,0\)
1470 DATA \(66,176,216,0,42,0,24,48,0\)
1480 DATA \(127,16,24,28,30,30,28,24,1\) 6
1490 DATA -1

\section*{TRS-80 Color Computer Notes}

Program 3 will run on unexpanded Color BASIC. Instructions are displayed when you RUN the game. Try to intercept the falling bombs with your crosshair cursor, and press the red fire button when they intersect. The higher up on the screen you detonate the bomb, the more points you receive.

Program 3: TRS-80 Color Computer Version
100 , COLEE COMPDIEE:
110 , [ATE DEATHESE
 130 PRINT"SAVE YOUR CITY FROM FALLING

140 PRINT "BOMBS. USE THE RIGHT JOYS

\section*{}

\section*{BOOKS + SOFTWARE}

\section*{FOR ATARI 400/800 \({ }^{\circ}\)}


ATARI BASIC - Learning by Using
An excollent book for the beginner. An excellent book for the beginner. Many thort programs and learning exercises.
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Universal Experimenter Board for the VIC-20 - ISave money with this great board. This board plugs right into the
expansion slot of the VIC-20. The board contains a large prototyping ares for your own circuit design and expansion. The construction article show you how to
build you own 3 K RAM expander and
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}

VIC-20




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TICK
150 PRINT"TO INTERCEPT BOMBS BEFORE T HEY
155 PRINT"LAND. THE SOONER YOU HIT T HE
157 PRINT"BOMB, THE BETTER YOUR SCORE IS.": PRINT
160 PRINT"THE GAME CONTINUES
170 PRINT"UNTIL YOUR CITY IS GONE."
180 PRINT:PRINT"PRESS THE RED BUTTON TO BEGIN"
190 GOSUB 500: IF FIRE=0 THEN 190
195 CITY\$="CGKO"
200 CLSO:PRINT 2481 ,"";
210 FORI = 1 TOSO: PRINTCHR \(\$\) (ASC (MID \(\$\) (CIT \(\mathrm{Y} \$\), RND (4)) ) +64+8*RND (7));:NEXT:PR INT
220 DIM CITY(63):FORI=1TO63:CITY(I)=1 : NEXT
240 CX=31: \(\mathrm{CY}=15: 0 \mathrm{O}=\mathrm{CX}: O Y=\mathrm{CY}\)
\(250 \mathrm{BX}=\mathrm{RND}(60)+1\) : IFCITY \((\mathrm{BX})=0\) THEN 250
260 FOR B=1 TO 28STEP2
280 RESET (OX, OY) : RESET (OX-1, OY + 1) : RES \(E T(O X+1, O Y+1)\) : RESET (OX, OY + 2 )
290 CX=JOYSTK (0) : CY=JOYSTK (1)/2
300 IFCX<1THENCX=1
305 IFCX \(>62\) THENCX \(=62\)
310 IFCY<1THENCY=1
320 IFCY \(>25\) THENCY \(=25\)
322 SET \((C X, C Y, 5)=S E T(C X+1, C Y+1,5): S E T\) \((C X-1, C Y+1,5)=\operatorname{SET}(C X, C Y+2,5)\)
325 OX=CX:OY=CY
\(327 \operatorname{IF}(\operatorname{PEEK}(65280)=1260 \operatorname{RPEEK}(65280)=2\) \(54)\) ANDABS \((C X-B X)<1\) ANDABS \((C Y-B)<1 T\) HEN 1500
\(330 \operatorname{SET}(B X, B, R N D(8))\)
340 NEXT B
\(341 \mathrm{CITY}(\mathrm{BX})=0\)
342 CITIES=CITIES+1:IFCITIES=6OTHEN 10 00
350 REM EXPLOSION
351 GOSUB2000: SOUND250, 1: SOUND251, 1: S OUND253, 1 : SOUND255, 1
355 FORI=1 TO5
360 SET ( \(\mathrm{BX}-2, \mathrm{~B}-2,8\) ) : SET ( \(\mathrm{BX}, \mathrm{B}-2,2): \operatorname{SET}\) ( \(\mathrm{BX} X+2, \mathrm{~B}-2,8)=\operatorname{SET}(\mathrm{BX}-1, \mathrm{~B}-1,2):\) SET ( \(\mathrm{BX}+1, \mathrm{~B}-1,2)=\operatorname{SET}(\mathrm{BX}, \mathrm{B}, 4)\)
370 RESET \((B X-2, B-2): \operatorname{RESET}(B X, B-2)\) : RES ET \((B X+2, B-2)\) : RESET \((B X-1, B-1)\) : RESE \(T(B X+1, B-1)\) : RESET ( \(B X, B\) )
380 NEXTI
390 GOTO250
499 END
500 REM JOYSTICK FIRE BUTTON ROUTINE
\(510 \quad Z=\operatorname{PEEK}(65280): \operatorname{FIRE}=(Z=126)\) OR \((Z=25\) 4)

520 RETURN
1000 REM GAME QVER
1010 FORI \(=0\) TOS 1
1020 FORI=31 TOOSTEP-1
1030 FORJ=1 TO5
1040 SET (RND (63), I, RND (8))
1050 NEXT: NEXT
1060 PRINTヨO, "PRESS FEED TO PLAY AGAI N": GOTO190
1500 GOSUB2000: SOUND240,5
1510 SCR=SCR \(+100-\mathrm{B} * 100 / 31\)
1520 PRINTヨ490, INT (SCR);
1530 GOTO250
2000 FORI = B TO 0 STEP-2:RESET \((B X, I): N\) EXT: RETURN


Falling bombs leave trails in the TRS-80 Color Computer version of "Air Defense," which also features a joystickcontrolled crosshair.

\section*{Apple II Notes}

The instructions for Program 4 are given when the program is run. You will find that the REPEAT key, along with the necessary crosshair controls and fire button (the space bar), can greatly improve your scores. The bomb number and score are displayed in the upper left corner.

\section*{Program 4: Apple Version}
\(100 \mathrm{P}=0: M=0: T=0: Q=0\)
110 FOR I = 0 TO 21: READ C5: POKE 768 + I,C5: NEXT I
DATA \(169,200,133,7,173,48,192,136\) ,208, 4
130 DATA 198, 7, 240, 7, 202, 208, 246, 162, 100,100,239,96
TEXT : HOME
VTAB 6: PRINT SPC( 14);"AIR DEFEN SE"
VTAB 11: PRINT TAB( 15)"DO YOU NE ED"
170 PRINT : PRINT TAB( 14) "INSTRUCTIO NS?"
180 PRINT : PRINT TAB( 13) "TYPE 'Y' 0 R ' \(N\) '"
190 PRINT : HTAB 20: GET D \(\$\)
200
210
220
230 VTAB 3: PRINT SPC( 14);"AIR DEFEN
240 PRINT : PRINT : PRINT : PRINT : PRINT " YOU MUST STOP THE FALLING BOM \(B^{\prime \prime}\)
250 PRINT SPC( 5) "BY EXPLODING IT IN MID-AIR.": PRINT
PRINT : PRINT SPC (9) "MOVE THE CR OSSHAIR: "
270 PRINT : PRINT SPC( 8) "LEFT WITH T HE '<-, KEY": PRINT \(\operatorname{SPC}(8)\) "RIGHT WITH THE '->' KEY"
280 PRINT SPC ( 8) "UP WITH THE 'S' KE' ": FRINT SPC( 8) "DOWN WITH THE ' KEY"

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    PRINT : PRINT : PRINT " WHEN THE B
    OMB AND THE CROSSHAIR ARE IN": PRINT
    " LINE, FIRE BY PRESSING THE SPACE
    BAR."
300
310 VC = 22
320 IF T = 20 THEN 780
330 HOME : UTAB 24: INVERSE : FOR I =
        2 TO 39: HTAB I: PRINT " ";: NEXT
        I: NORMAL
340 HC = 21:T = T + 1:VB = 0: VTAB 2: HTAB
        3: PRINT T
350 UTAB 4: INVERSE : PRINT F * Q * 10
        : NORMAL
360 HB = INT ( RND (1) * 29) + 6
370 VB = VB + 1
380 IF VB = 1 THEN 400
390 HTAB HB: VTAB VB - 1: PRINT " "
400 OVCROSS = VC:OHCROSS = HC
410 A = PEEK ( - 16384): POKE - 16368
        ,0
420 IF A - 128 = ASC ("S") THEN VC =
    VC - SGN (VC - 1)
430 IF A - 128 = ASC ("X") THEN VC =
    VC + SGN (22 - VC)
440 IF A = 136 THEN HC = HC - SGN (HC
        - 2)
450 IF A = 149 THEN HC = HC + SGN (39
        - HC)
460 IF VC = OVCROSS AND HC = OHCROSS THEN
        480
470 HTAB OHCROSS: VTAB OVCROSS: PRINT
        " "
480 HTAB HC: VTAB VC: PRINT "+"
490 HTAB HB: VTAB VB: PRINT "*"
500 FOR I = 1 TO 50: NEXT I
510 IF VB = 23 THEN 560
520 IF VB = VC AND HB = HC THEN 540
530 GOTO 370
5 4 0 ~ I F ~ A ~ - ~ 1 2 8 ~ = ~ A S C ~ ( " ~ " ) ~ T H E N ~ 6 5 0 ~
550 GOTO 370
5 6 0 ~ R E M ~ M I S S ~
570 VTAB VB: HTAB HB: PRINT " "
580 VTAB 24: INVERSE : FOR I = 1 TO 5:
        HTAB HB - I: PRINT "<";: HTAB HB +
        I: PRINT ">";: NEXT I
5 9 0 ~ F O R ~ K ~ = ~ 1 ~ T O ~ 1 0 0 ~
6 0 0 ~ C A L L ~ 7 6 8 ~
610 NEXT K
620 FOR I = 1 TO 100: NEXT I
630 M = M + 1: GOTO 320
6 4 0 ~ R E M ~ H I T ~
650 HTAB HC - 1: VTAB VC - 1: PRINT CHR$
        (220);" /"
660 HTAB HC - 1: VTAB VC: PRINT "- -"
670 HTAB HC - 1: VTAB VC + 1: FRINT "/
        "; CHR$ (220)
68O REM SOUND ROUTINE
690 FOR K = 1 TO 20
700 FOR I = 1 TO K
7 1 0 ~ C A L L ~ 7 6 8 ~
7 2 0 ~ N E X T ~ I ~
730 NEXT K
740Q = Q + 23-VC
750 P = P + 1
760 VC = VC - 1
770 GOTO 320
78O REM GAME OVER
7 9 0 ~ H O M E ~
800 VTAB 8: HTAB 15: FLASH : PRINT "GA
        ME OVER": NORMAL
```

810 VTAB 12: PRINT TAB ( 12) "DESTROYED
820 VTAB 14: PRINT TAB( 15) "MISSED "M
VTAB 17: PRINT TAB( 11)"YOUR SCOR
$E$ "P*Q*10
VTAB 20: HTAB 10: INPUT "ANDTHER G
$\operatorname{AME}(Y / N) \quad " ; A N \$$
IF AN\$ $=$ "N" THEN 880
IF AN\$ < $>$ "Y" THEN VTAB 20: HTAB
29: PRINT " ": GOTO 840
870 RUN
880 END

## TI-99/4A Notes

The TI-99/4A version of Air Defense is similar to the VIC-20 version. In fact, scoring is calculated in the same manner: the sooner the bombs are destroyed, the higher the score. However, the TI99/4A version's graphics are drawn with custom characters.

Most of the shapes in the game are custom characters that were designed with the aid of the character definition program in the TI-99/4A User's Reference Guide (pages III-26 and III-27). Custom characters created in this manner were then assigned ASCII code numbers in the range 122-136, which correspond to character sets 12,13 , and 14 . Since no character set higher than 14 is referenced in the program, the Extended BASIC mode can be used for a faster, more challenging game.

## Program 5: тi Version

100 DIM BLOCK\$(2), PLACE (2), BUILDING( 32,2)
110 RANDOMIZE
120 REM BOMB CHARACTER
130 CALL CHAR (129, "OO1CBEFFFFBE1COO" )
140 REM CROSSHAIR CHARACTER
150 CALL CHAR (130, "181818FFFF181818" )
160 CALL CLEAR
170 CALL SCREEN (12)
180 FOR J=5 TO 8
190 CALL COLOR (J,5,16)
200 NEXT J
210 FOR J=9 TO 12
220 CALL COLOR (J, 2, 14)
230 NEXT J
$240 \mathrm{~T}=0$
$250 \quad P=0$
$260 \quad Q=0$
$270 \mathrm{M}=0$
280 CALL CLEAR
290 PRINT " 88 SPACES\}AIR DEFENSE"
300 PRINT
310 PRINT
320 PRINT
330 PRINT " do you need instructions ?"
340 PRINT

| 350 | PRINT "\{8 SPACES3type $Y$ or $N$ " | 960 | ROW=2 |
| :---: | :---: | :---: | :---: |
| 360 | FOR I=1 TO 7 | 970 | $\mathrm{COL}=3$ |
| 370 | PRINT | 980 | GOSUB 2520 |
| 380 | NEXT I | 990 | SCORE $=P * Q * 10$ |
| 390 | CALL KEY(3, Y, STATUS) | 1000 | H\$=STR\$ (SCORE) |
| 400 | IF STATUS $=0$ THEN 390 | 1010 | ROW $=5$ |
| 410 | IF $Y=A S C$ ("N") THEN 750 | 1020 | GOSUB 2520 |
| 420 | IF $Y=A S C($ " $Y$ ") THEN 520 | 1030 | FOR I=1 TO 70 |
| 430 | CALL CLEAR | 1040 | NEXT I |
| 440 | PRINT | 1050 | FOR I $=2$ TO 5 STEP 3 |
| 450 | PRINT " you did not press $Y$ or | 1060 | CALL $\operatorname{HCHAR}(1,3,32,6)$ |
|  | N." | 1070 | NEXT I |
| 460 | FOR I=1 TO 13 | 1080 | OLDRCROSS=RCROSS |
| 470 | PRINT | 1090 | OLDCCROSS=CCROSS |
| 480 | NEXT I | 1100 | CALL KEY(O, A, STATUS) |
| 490 | FOR DELAY=1 TO 500 | 1110 | IF A<>ASC ("E") THEN 1130 |
| 500 | NEXT DELAY | 1120 | RCROSS=RCROSS-SGN (RCROSS-1) |
| 510 | GOTO 280 | 1130 | IF A<>ASC ("X") THEN 1150 |
| 520 | CALL CLEAR | 1140 | RCROSS=RCROSS+SGN (22-RCROSS) |
| 530 | PRINT " ${ }^{\text {S }}$ SPACES\}YOU MUST STOP T | 1150 | IF $A<>$ ASC ("D") THEN 1170 |
|  | HE FALLING" | 1160 | CCROSS=CCROSS+SGN (31-CCROSS) |
| 540 | PRINT "BOME BY EXPLODING IT IN M | 1170 | IF $A<>A S C$ ("S") THEN 1190 |
|  | ID-AIR." | 1180 | CCROSS=CCROSS-SGN (CCROSS-2) |
| 550 | PRINT | 1190 | IF REOMB=1 THEN 1210 |
| 560 | PRINT | 1200 | CALL VCHAR (RBOMB-1, CBOMB, 32) |
| 570 | PRINT "\{3 SPACES\}-MOVE THE CROSS | 1210 | IF (RCROSS $=$ OLDRCROSS) * (CCROSS $=0$ |
|  | HAIR-" |  | LDCCROSS) THEN 1230 |
| 580 | PRINT | 1220 | CALL VCHAR (OLDRCROSS, OLDCCROSS, |
| 590 | PRINT " left : HOLD THE s KEY" |  | 32) |
| 600 | PRINT " right: HOLD THE d KEY" | 1230 | CALL VCHAR (RCROSS, CCROSS, 130) |
| 610 | PRINT " up 3 S SPACES\}: HOLD THE E | 1240 | CALL VCHAR (RBOME, CBOMB, 129) |
|  | KEY" | 1250 | $\mathrm{RBOMB}=\mathrm{RBOMB}+1$ |
| 620 | PRINT " סOWN : HOLD THE * KEY" | 1260 | IF RBOMB $=23$ THEN 1540 |
| 630 | PRINT | 1270 | IF (RCROSS=RBOME-1)* (CCROSS $=$ CBO |
| 640 | PRINT "〔S SPACES? WHEN THE BOMB $A$ |  | MB) THEN 1290 |
|  | ND THE" | 1280 | GOTO 1080 |
| 650 | PRINT "CROSSHAIR ARE LINED UP, | 1290 | CALL $\operatorname{KEY}(0, B, S T A T U S)$ |
| 660 | PRINT "FIRE BY PRESSING THE SPAC | 1300 | IF $\mathrm{B}=32$ THEN 1330 |
|  | $E^{\prime \prime}$ | 1310 | GOTO 1080 |
| 670 | PRINT "BAR. THE SOONER YOU GET T | 1320 | REM BOMB DESTROYED |
|  | HE" | 1330 | RBOMB $=$ R BOMB-1 |
| 680 | PRINT "BOMB, THE HIGHER YOUR SCO | 1340 | CALL SCREEN (10) |
|  | RE. " | 1350 | CALL VCHAR (RBOMB, CBOMB, 32) |
| 690 | PRINT | 1360 | CNT $=0$ |
| 700 | PRINT | 1370 | C $1=92$ |
| 710 | PRINT | 1380 | $\mathrm{C} 2=47$ |
| 720 | PRINT "\{3 SPACES\}PRESS any key T | 1390 | FOR I =-1 TO 1 STEP 2 |
|  | - START" | 1400 | CALL VCHAR (RBOMB + , CBOMB+I, C 1) |
| 730 | CALL KEY (O, S, STATUS) | 1410 | CALL VCHAR (RBOMB+I, CBOMB-I, C2) |
| 740 | IF STATUS=0 THEN 730 | 1420 | NEXT I |
| 750 | CALL CLEAR | 1430 | C $1=32$ |
| 760 | CALL COLOR (8,2,1) | 1440 | C2 $=32$ |
| 770 | PRINT "〔7 SPACES3GOOD LUCK!!!" | 1450 | IF CNT=1 THEN 1510 |
| 780 | FOR I=1 TO 10 | 1460 | CNT $=1$ |
| 790 | PRINT | 1470 | FOR VOL= 10 TO 30 STEP 5 |
| 800 | NEXT I | 1480 | CALL SOUND ( $100,-6, V O L)$ |
| 810 | IF $R=A S C$ ("R") THEN 840 | 1490 | NEXT VOL |
| 820 | GOSUB 2090 | 1500 | GOTO 1390 |
| 830 | GOTO 860 | 1510 | $P=P+1$ |
| 840 | FOR I=1 TO 250 | 1520 | $Q=Q+(23-R B O M B)$ |
| 850 | NEXT I | 1530 | GOTO 880 |
| 860 | CALL CLEAR | 1540 | REM BOMB HITS THE CITY |
| 870 | GOSUB 2300 | 1550 | CALL VCHAR (22, CBOMB, 32) |
| 880 | IF $T=20$ THEN 1860 | 1560 | CALL SCREEN (9) |
| 890 | $T=T+1$ | 1570 | CALL COLOR ( $12,11,1)$ |
| 900 | CCROSS $=16$ | 1580 | CALL VCHAR ( 23, CBOMB-1, 122) |
| 910 | RCROSS $=21$ | 1590 | CALL VCHAR ( 23, CBOMB, 32) |
| 920 | RBOMB $=1$ | 1600 | CALL VCHAR ( $23, \mathrm{CBOMB+1,123} \mathrm{)}$ |
| 930 | CALL SCREEN (6) | 1610 | CALL VCHAR ( 24, CBOMB-1, 124) |
| 940 | CBOMB $=$ INT (RND*29) +2 | 1620 | CALL VCHAR ( $24, \mathrm{CBOMB}, 125$ ) |
| 950 | H\$=STR\$ (T) | 1630 | CALL VCHAR ( $24, \mathrm{CBOMB}+1,126$ ) |

1640 FOR I=1 TO 20
1650 NEXT I
1660 CALL COLOR (12,7,1)
1670 CALL SCREEN (12)
1680 FOR I=1 TO 20
1690 NEXT I
1700 CALL SCREEN(7)
1710 FOR VOL=24 TO 1 STEP 4
1720 CALL SOUND ( $200,-7$, VOL)
1730 NEXT VOL
1740 FOR DVOL=1 TO 24 STEP 4
1750 CALL SOUND ( $200,-7$, DVOL)
1760 NEXT DVOL
1770 FOR $J=23$ TO 24
1780 FOR I=CBOMB-1 TO CBOME +1
1790 CALL VCHAR (J, I, 32)
1800 NEXT I
1810 NEXT J
1820 CALL VCHAR (RCROSS, CCROSS, 32)
1830 CALL COLOR (12,2,14)
$1840 \quad M=M+1$
1850 GOTO 880
1860 CALL CLEAR
1870 CALL SCREEN (4)
$1880 \operatorname{CALL} \operatorname{COLOR}(8,5,16)$
1890 PRINT " 99 SPACES\} GAME OVER"
1900 FOR $I=1$ TO 4
1910 PRINT
1920 NEXT I
1930 PRINT " \{3 SPACES\}DESTROYED〔З SPACES\}";
1940 PRINT
1950 F[O\{,\}!1\{5,\}"\{3 SPACES\}MISSED (66 SPACES\}";M
1960 PRINT
1970 PRINT "\{3 SPACES\}TOTAL POINTS"; P*Q*10
1980 FOR I=1 TO 4
1990 PRINT
2000 NEXT I
2010 PRINT " 23 SPACES3PRESS $r$ TO PLA Y AGAIN"
2020 PRINT
2030 PRINT
2040 CALL KEY (O,R,STATUS)
2050 IF STATUS $=0$ THEN 2040
2060 IF $R=A S C(" R$ ") THEN 160
2070 END
2080 REM READ CITY DATA
2090 FOR ROW $=2$ TO 1 STEP -1
2100 FOR COL=1 TO 32
2110 READ BUILDING (COL, ROW)
2120 NEXT COL
2130 NEXT ROW
2140 REM CUSTOM CHAR \& COLORS
2150 CALL CHAR ( 136 , "FFABFFABFFABFFFF ")
2160 CALL CHAR (128, "OOSC7EFFFFFF7E42 ")
2170 CALL CHAR (131,"42665A6642427E66 ")
2180 CALL CHAR (132,"6060606060606060 ")
2190 CALL CHAR ( $133,0607858 F 8 D 8 F 8 D 8 F 8$ ")
2200 CALL CHAR 134 , "F8ABF8ABF8ABF8F8 ")
2210 CALL CHAR ( 135 , "CJCSFFABFFABFFFF
2220 CALL COLOR (14,7,12)
2230 CALL CHAR (122,"8040201008040201

2240 CALL CHAR (123, "0102040810204080 ")
2250 CALL CHAR (124, "BOEOFBFEFFFFFFFF ")
2260 CALL CHAR (125,"814224180081C3E7 ")
2270 CALL CHAR (126, "01071F7FFFFFFFFF ")
2280 RETURN
2290 REM SET UP CITY
2300 FOR ROW $=2$ TO 1 STEP -1
2310 FOR COL=1 TO 32
2320 BLOCK $\$($ ROW ) = BLOCK\$ (ROW) \&CHR $\$(B U$ ILDING (COL, ROW))
2330 NEXT COL
2340 NEXT ROW
2350 FOR ROW $=2$ TO 1 STEP -1
2360 FOR COL=1 TO 32
2370 PLACE (ROW) =ASC (SEG $\$$ (BLOCK $\$$ (ROW) , COL, 1))
2380 CALL HCHAR (ROW + 22, COL, PLACE KROW ))
2390 NEXT COL
2400 NEXT ROW
2410 RETURN
2420 REM CITY DATA
2430 DATA $136,134,131,135,133,136,13$ 6, 133
2440 DATA $135,136,136,136,133,136,13$ b, 135
2450 DATA $135,136,136,134,133,136,13$ 6, 136
2460 DATA $135,132,136,32,131,135,132$ , 135
2470 DATA $134,133,128,32,132,32,135$, 32
2480 DATA $32,32,134,132,132,32,133,3$ 2
2490 DATA $32,32,128,32,132,32,133,13$ 5
2500 DATA $32,132,132,32,128,32,132,3$ 2
2510 REM HORIZONTAL \# PRINTER
2520 FOR $I=1$ TO LEN (Hक)
2530 DIGIT=ASC (SEG\$ (H\$, I, 1) )
2540 CALL HCHAR (ROW, COL + I, DIGIT)
2550 NEXT I
2560 RETURN


The crosshair stands ready to intercept a bomb descending toward multicolored buildings in the TI version of "Air Defense."

## PET/CBM Notes

The PET/CBM version of Air Defense was written for machines with either 40- or 80-column screens. The program, as given, will run successfully on the 40 -column PET. If you have an 80 -column screen, simply remove the word "REM" at the beginning of line 120 and delete line 130. The 80column screen requires you to cover a greater range of positions than does the 40 -column screen, however, and you may find the wider screen somewhat difficult to maneuver on initially.

Instructions for the game are displayed when the program is run. The main principle to bear in mind while playing is that the more bombs which are picked off (and the quicker they are destroyed) the higher the score. Press the REPEAT key along with the crosshair controls or the fire button (the SPACE bar) to achieve much higher scores.

If either the 40 - or 80 -column version becomes too easy, the level of difficulty can be increased by modifying line 600 . In line 600, the variable " A " refers to the screen memory location of the crosshair, " E " defines the position of the bomb, and "LL" is the screen width (line length). As written, this statement allows the bomb to be destroyed when the gun is fired within one space above or below or to the left or right of the positioned gunsight. By removing one or more of the conditional expressions in line 600 (starting with the second expression), you can significantly increase the challenge of the game.

## Program 6: PET/CBM Version

1øø POKE 59468,12:PRINT CHR\$(142)
$110 \mathrm{X}=\mathrm{RND}(-\mathrm{TI})$
120 REM LL=80:Rl=40:A=34632:Al=34767:REM F or A $8 \varnothing$-COLUMN SCREEN
$130 \mathrm{LL}=40$ : Rl $=2 \varnothing$ : $\mathrm{A}=337 \varnothing 2$ : $\mathrm{Al}=33767$ :REM FOR A 4ø-COLUMN SCREEN
$14 \varnothing \mathrm{P}=\varnothing$ : $\mathrm{M}=\varnothing: \mathrm{T}=\varnothing: \mathrm{Q}=\varnothing$
$15 \varnothing$ PRINT" $\{$ CLEAR $\}\{\varnothing 7$ DOWN $\}$ \{ø9 RIGHT\} \{R REV\}AIR\{OFF\} \{REV\}DEFENSE\{OFF\}"
160 PRINT"\{ø4 DOWN\}\{RIGHT\} DO YOU NEED INSTRUCTIONS?"

180 FOR H=1TOIøøø:GETD\$
190 IF D\$="N" THEN $38 \emptyset$
$2 ø \varnothing$ IF D\$="Y" THEN $24 \varnothing$
210 NEXT
$22 \varnothing$ PRINT" $\{$ CLEAR\} \{ 07 DOWN\}\{ø6 RIGHT\}YOU DI D NOT PRESS 'Y' OR 'N'."
230 FOR K=1TO5øøø:NEXT:GOTOL5 0
$24 \varnothing$ PRINT" $\{$ CLEAR $\{$ \{ 2 DOWN $\}$ YOU MUST STOP ~ THE FALLING BOMB BY"
250 PRINT" EXPLODING IT IN MID-AIR."
$26 \varnothing$ PRINT"\{ø2 DOWN\} -MOVE THE CROSSHA IR-"
$27 \varnothing$ PRINT"\{DOWN\} *\{REV\}LEFT\{OFF\}: TAP T
$28 \emptyset$ PRINT"\{DOWN\} THE '>' KEY"
290 PRINT" ${ }^{\text {(DOWN }\}}$
*\{REV\}RIGHT\{OFF\}: TAP ~
*\{REV\}UP\{OFF\}: TAP THE
'S' KEY"
3øø PRINT"\{DOWN\} *\{REV\}DOWN\{OFF\}: TAP T HE 'X' KEY"
$31 \varnothing$ PRINT" $\{\varnothing 2$ DOWN $\}\{\varnothing 2$ RIGHT\}WHEN THE BOMB AND THE CROSSHAIR ARE"
$32 \emptyset$ PRINT" $\{\varnothing 2$ RIGHT\}LINED UP, FIRE BY PRES SING THE"
$33 \varnothing$ PRINT" $\{\varnothing 2$ RIGHT $\}$ SPACE BAR."
$34 \emptyset$ PRINT" $\{\varnothing 2$ DOWN $\}$ \{ 07 RIGHT $\}\{$ REV $\}$ PRESS AN Y KEY TO START\{OFF\}"
$35 \emptyset$ GET D\$:IF D\$="" THEN $35 \emptyset$
$36 \varnothing$ PRINT" \{CLEAR\}\{1Ø DOWN\} GOO D LUCK!"
37 FOR I=1TO25øø :NEXT
$38 \emptyset \mathrm{~A}=(\mathrm{Al}-\mathrm{LL} * 1.5)-\mathrm{P} * \mathrm{LL}:$ IF $\mathrm{T}=2 \emptyset$ GOTO $82 \emptyset$
$390 \mathrm{~T}=\mathrm{T}+1$
$4 \emptyset \emptyset$ PRINT" $\{$ CLEAR $\}$ ": $D=\operatorname{INT}(R N D(1) * R I)+L L / 4$
410 E=D +32768
$42 \emptyset$ PRINT" "; T
$43 \varnothing$ FOR I=1 TO 1øø:NEXT I
$44 \emptyset$ PRINT" $\{\varnothing 2$ DOWN\} \{RIGHT\} "; P*Q*1ø
$45 \emptyset$ FOR I=1 TO 2øø:NEXTI
460 POKE A,91
470 GET A\$
48 IFAS="S"THENA=A-LL
490 IF $A S=$ "X"'THETV $A=A+\Sigma L$
5 øø IF $A \$="$. "THEN $A=A+1$
510 IF $\mathrm{A} \$=", "$ THEN $\mathrm{A}=\mathrm{A}-1$
520 IF $A>A 1$ THEN $A=A-L L$
530 IF A<32768 THEN A=A+LL
540 POKE E, 42
550 FOR I=1 TO 5ø:NEXT
560 IF E>Al-LL THEN GOTO 750
$57 \emptyset$ REM ADJUST DIFFICULTY LEVEL BY ELIMINA TING
$58 \emptyset$ REM CONDITIONS IN LINE $6 \varnothing \emptyset$
590 REM LINE $6 \emptyset \emptyset$ ALLOWS A HIT WITHIN ONE $S$ PACE OF MISSILE
$6 \emptyset \emptyset$ IF $A=E$ OR $A=E-1$ OR $A=E+1$ OR $A=E-L L$ OR ~
A=E+LL THEN 620
610 E=E+LL:PRINT"\{CLEAR\} ": GOTO46ø
620 GET B\$
630 IFB $=$ " "THEN 660
640 GOTO 610
650 REM BOMB IS DESTROYED
660 X=1ø : FORI=1TOI $0:$ POKEE, $X$
$67 \emptyset$ POKE E+LL-1, X
680 POKE E+LL+2, X
$690 \mathrm{X}=\mathrm{X}+1$
7øø NEXT
$710 \mathrm{P}=\mathrm{P}+1$
$720 \mathrm{Q}=\mathrm{Q}+24-\operatorname{INT}((\mathrm{A}-32768) / \mathrm{LL})$
730 GOTO380
740 REM BOMB GETS YOU!
750 POKE E, 32:FOR I=1 TO 5
760 POKEE-I,188
770 POKEE+I,190
780 FOR S=1 TO 20:NEXT
790 NEXT
$800 \quad \mathrm{M}=\mathrm{M}+1$
810 GOTO38ø
$82 \emptyset$ PRINT"\{CLEAR $\}$ \{ 02 DOWN $\}\{1 \varnothing$ RIGHT \} \{ REV \}GAME \{OFF\} \{REV\}OVER\{OFF\}"
830 PRINT"\{ø3 DOWN\}\{ø3 RIGHT\}DESTROYED"P
$84 \varnothing$ PRINT" $\{\varnothing 2$ DOWN $\}\{\varnothing 3$ RIGHT\}MISSED"M
85 ( PRINT"\{ø2 DOWN\}\{ø3 RIGHT\}TOTAL POINTS" $\mathrm{P}^{*} \mathrm{Q}^{*} 1 \varnothing$
860 FOR I=1 TO $3 \varnothing: G E T$ D $:$ NEXT I
$87 \varnothing$ PRINT"\{ø4 DOWN\}\{ø8 RIGHT\}PRESS '\{REV\}P \{OFF\}' TO PLAY AGAIN"
880 GET DS:IF D $\$=" "$ THEN $88 \emptyset$
890 IF D $\$=" \mathrm{P} "$ THEN $12 \emptyset$
900 END


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# VIC EDITYPE A Text Editing And Storage Program <br> Paul Bishop 

This mini word processor for the VIC lets you enter, edit, and save text to tape. It works with the VIC 1515 printer and 3 K memory expansion.

If you are at all like me, the minute you saw the VIC-20 sitting there on the showroom table flashing its upper-lowercase mode, you smiled to yourself and said what a wonderful text storage and manipulation device it would make. Wonderful in this context means inexpensive, and Commodore promised us no less in its literature.

This program is a miniature word processor. It will allow the user to input text, edit it (with certain limitations), and save it to tape. The text may be printed on any line length specified, though it will not right justify. The program uses a word wrapping scheme to minimize the VIC's limited display size and is meant to be used with the VIC 1515 printer and a 3K memory expansion.

## Entering Text

The program is menu driven, and we will discuss the options in detail. New mode is used for entering text. It is also the mode in which the formatting features are selected. Centering is done by pressing the up-arrow (next to the restore key) at the beginning of the line that is to be centered. Remember to use the carriage return at the end of the line, and note that the line may not exceed the line length you intend to print.

The second function is an inset line length. This is selected by pressing the first bracket (shifted colon) at the start of the text to be inset. All text before the next return character will be printed on the alternate line length, which will be specified during printing. Line numbering is something that I use frequently. It is selected with the second bracket, and the line will be printed with a number (numbered sequentially by the computer) before and after the line. Examples of all the formatting options are represented in the demo text.

Backspacing in the New mode may only be done with the DEL key, and may only continue to
the first character of the line on which the cursor rests. Any further DELeting will result in an Illegal Quantity error. If a boo-boo is in an earlier line, it must be corrected in the edit mode. All keys repeat, and the pound symbol (next to CLR HOME) is used to return to the menu. Once the menu is chosen, no further text may be entered in the New mode. (This is something the user could change.)

A final note: text entry becomes progressively slower as memory fills, and subsequent printing is also adversely affected by large quantities (relatively speaking) of text. So, although the low memory warning should keep you from overtyping the machine's capacity, it is best to save the text and then continue when the word-wrap starts to slow down.

Text entered in the New mode can be reviewed and modified in the Edit mode. The mode has three options: Forward, Correct, and Return to Main Menu. The Forward option scrolls through the text one VIC screen line at a time. To make changes in entered text, use the Correct option. You will be given the prompt "error:", at which point you enter the characters you wish to change as they appear in the text. End your entry with the up-arrow ( $\uparrow$ ) key, not the RETURN key. The next prompt is "correction:". Enter the text as you wish it to appear in the corrected version. Again follow your input with the up-arrow key rather than RETURN. The computer will then search the text for the "error" and replace it with the "correction." If the search characters are not found in the text, the program will provide an error message.

## Saving And Printing

The save mode is straightforward in operation: simply press the $S$ key and RETURN and the text will be stored under the title you entered in the New mode. Load is just like it. If you include a file name, the cassette drive will search for that file; otherwise it will load the first file it comes to. The Load and Print mode is for files too long to be contained in memory and is fairly automatic. You

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simply set the formatting in the print mode, and let the computer do the rest.

The Print mode is also straightforward. First it asks for the normal line length. This may be any value up to 80 , but between 40 and 70 are recommended. Next you are asked for the inset line length. Again, this should be between 40 and 70. Next you are asked for $s$ for single or $d$ for double spacing. Finally, the computer asks for the number at which it will begin the sequential line numbering. This may be set at any value, but usually will be one.

Obviously, this program will not meet everyone's writing needs. I am looking forward to further memory expansion which will allow me to implement further editing functions, as well as longer text entry. And you may wish to delete functions which you will not use and add others. That is the beauty of a word processor written in BASIC.

Before we consider the program in detail, a few comments about operation will be in order here. First, the cursor does not function as well as it should. I am searching for a cure. In the meantime, if you find it more distracting than helpful, you may get rid of it by deleting POKE 204,0 from line 120. Also, from time to time, errors will happen which will cause the machine to default to BASIC. This is no cause for alarm. A few moments studying the program listing and a GOTO in the immediate mode will get you out of all but the worst spots. If in doubt, GOTO 51 (the menu).

## Program Structure

Since I have included no documentation in the body of the program, I will list the various parts of it here. You will want to keep this handy for reference, since every REM you add will cost you valuable memory space.

Line 42 is initial housekeeping, setting variables and DIMing the text string array.

Lines 51-67 are the menu.
Lines 100-280 are the text entry and word wrapping routine, including the delete routine in line 200.

Lines 3000-3350 are the string search and replace, the "Edit Mode."

Lines 3800-4710 are the print routine. Lines 4060-4095 are for getting a string of printing length. Lines 4200-4240 are used in the centering function. 4300-4710 are for tidying up the print strings and sending them to the printer.

Lines 5000-5080 are the load routine.
Lines 6000-6080 are for saving text.
Lines 7000-7009 are for the page numbering function.

## Variable List

A $\$$ is the actual text string (1 to 200).
C\$ is the get character string in the new mode.
C4S is the error string in the edit mode.
C5\$ is the correction string in the edit mode.
C6\$ is the right remainder of the string being searched for the error in the edit mode.
DES is the string of the variable SL.
J\$ is the get character string for the correction string in edit mode.
M\$ is the string for the mode selection in the menu.
P\$ is the print string.
T1S is the leftover from PS after searching for a space at the end of the line.
$\mathrm{T} 2 \$$ is the working string of $\mathrm{A} \$$ in the print mode.
W\$ is the get string in the edit mode.
X $\$$ is the working character in getting an 80-character line for PS.
Z $\$$ is the get string for the load mode.
LA is the normal line length.
LB is the inset line length.
LC is the line count.
PC is the page count.
SL is the line numbering counter.

Sample Text
This is a page of demo text for "Editype." This is the normal line length. Note that there is no hyphenation of words in the print routine, so the edges may be somewhat ragged. Resetting the line length may help.

This is an inset line. Insets may be set to any length and may be longer than the normal. line length if necessary.

This line is autocentered.

1. This is an example of a numbered line.

Note that the computer keeps track of line numbers. The line above could have been given any number as a starting point and subsequent numbered lines would be renumbered from there.

# WHAT'S SMALLER THAN $\mathbb{A}$ BUSINESS CARD? <br> $$
\begin{aligned} & \text { FASTER THAN } \\ & \text { CASSETTES? } \end{aligned}
$$ 

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$42 \mathrm{PC}=1: \mathrm{LC}=1: \mathrm{F}=\varnothing$ : PRINTCHR\$ (14):DIMAS (2øø) :PRINT" \{CLEAR\}": POKE650,128
51 M =""
53 PRINT"\{CLEAR\} MODE SELECTION":PRINT: PRINT: PRINT"LP=LOAD AND PRINT": PR INT
55 PRINT"N=NEW": PRINT:PRINT"E=EDIT": PRINT : PRINT" $\bar{P}=\bar{P}$ RINT
58 PRINT:PRINT"S=SAVE": PRINT:PRINT"L=LOAD ": PRINT:PRINT"C=CONTINUE"
$6 \emptyset$ PRINT: INPUT"SELECT MODE: $"$; M
61 IFMS="E"THEN3Ø1Ø
62 IFMS="P"THEN38øø
63 IFMS="N"THEN1 $\varnothing \varnothing$
64 IFM\$="L"THEN5øøø
65 IFM\$="S"THEN6øのø
66 IFMS="LP"THEN38øØ
67 IFMS="C"THENFORB=1TOK-1:PRINTA\$ (B): NEX TB:PRINTA\$ (K) ; :GOTO12ø
68 GOTO51
$1 \emptyset \emptyset$ FORA=1TO2øø:AS (A)="":NEXTA
$1 \emptyset 3$ INPUT"TYPE FILE NAME";V\$
$1 \emptyset 5$ PRINT" \{CLEAR\} NEW MODE": K=1
$12 \varnothing$ POKE2ø4, $0:$ POKE2 $07, \varnothing: \bar{G} E T C \overline{\$}: I F C \$="$ "THEN1 2ø:POKE2ø4:2
130 IFCS="\{DOWN $\}$ "THEN12 $\varnothing$
$14 \emptyset$ IFCS="\{UP\} "THEN12ø
$15 \emptyset$ IFC $=$ "\{RIGHT $\}$ "THEN12 $\varnothing$
$16 \varnothing$ IFC $\$=$ " $\{$ LEFT $\}$ "THEN12 $\varnothing$
$17 \emptyset$ IFC\$="£"THEN51
171 IFC $=$ ="\{HOME $\}$ "THEN12 $\varnothing$
172 IFC\$="\{CLEAR\} "THEN12ø
175 IFC $\$=\operatorname{CHR} \$(2 \emptyset)$ AND LEN (A $(K))=\emptyset$ THEN12 $2 \emptyset$
$18 \emptyset$ PRINTC\$;
190 IFC $\$=$ CHR $\$(13)$ THENK $=K+1: A \$(K)=A \$(K)+C \$:$ GOTOL2ø
$2 \emptyset \varnothing \operatorname{IFC} \$=\operatorname{CHR} \$(2 \emptyset)$ THENAS $(K)=\operatorname{LEFT} \$(A \$(K)$, LEN (AS (K))-1): GOTO12ø
210 A $(K)=A \$(K)+C \$: C \$=" ": \operatorname{IFLEN}(A \$(K))<22 T H$ EN12ø
$22 \emptyset \operatorname{IFRIGHT} \$(\mathrm{~A} \$(\mathrm{~K}), 1)=\operatorname{CHR} \$(32)$ THEN 240
221 IFRIGHT\$ (A\$ (K), l)=CHR\$ (160)THEN24ø
$230 \mathrm{~A} \$(\mathrm{~K}+1)=\mathrm{RIGHT} \$(\mathrm{~A} \$(\mathrm{~K}), 1)+\mathrm{A} \$(\mathrm{~K}+1): \mathrm{A} \$(\mathrm{~K})=$ LEFT\$(AS (K), LEN(AS (K))-1):GOTO22ø
$24 \varnothing$ FORU=1TO22-LEN (AS (K)):PRINTCHRS (2ø);:N EXTU
$250 \operatorname{IFLEN}(\mathrm{~A}(\mathrm{~K}))<11$ THENPRINT, ,
$26 \emptyset \operatorname{IFLEN}(A \$(K))>1 \emptyset T H E N P R I N T$,
264 IFAS $(K)="$ "THENAS $(K)="$ "
265 IFFRE ( O ) < $6 \emptyset \emptyset$ THENPRINT" $\{$ REV \}MEMORY LOW $\{$ OFF\}": PRINT
266 IFFRE (O) < 5øøTHEN51
$27 \emptyset \mathrm{~K}=\mathrm{K}+1$ : PRINTAS (K) ; :GOTOl $2 \varnothing$
280 GOTO51
$3 \emptyset 1 \varnothing \mathrm{C} 4 \$=" \mathrm{"}: \mathrm{C} 5 \$=" \mathrm{n}$
$3 \emptyset 15$ PRINT"\{CLEAR\} EDIT MODE": $\mathrm{Q}=1$
$3 \emptyset 25$ PRINT:PRINT"F=FORWARD":PRINT"£=RETURN TO MENU": PRINT"C=CORRECT"
$3 \emptyset 26$ PRINT"SELECTION?
$3 \emptyset 3 \emptyset$ GETW\$: $\bar{I} F W \$="$ "THEN3ø3Ø
$3 \emptyset 4 \emptyset$ IFW $=$ " $F$ "THENPRINTA $(Q): Q=Q+1:$ IFQ>199TH EN51: GOTO3ø3ø
3055 IFW\$="£"THEN51
3ø6ø IFW\$="C"THEN32øø
3 Ø61 GOTO3ø3ø
$32 \emptyset \varnothing$ PRINT"ERROR:"
$321 \varnothing$ FORA=1TO8 $\varnothing$
$322 \emptyset$ GETJ $\$$ :IFJ $\$=$ " "THEN $322 \varnothing$
3225 IFJS=" $\uparrow$ "THEN325ø
3226 IFJ $=$ CHRS ( $2 \emptyset$ )THENC $4 \$=\operatorname{LEFT}$ ( C 4 S, LEN (C4
)-1): GOTO3235
$323 \emptyset \mathrm{C} 4 \$=\mathrm{C} 4 \$+\mathrm{J} \$$
3235 PRINTJ\$;
3240 NEXTA
3250 PRINT:PRINT"CORRECTION: "
3260 FORA=1TO8
327 GETJ\$:IFJ\$=""THEN327ø
3280 IFJ $\$=$ " $\uparrow$ "THEN331ø
3281 IFJ \$=CHR\$ (20) THENC5\$=LEFT\$ (C5\$,LEN (C5\$ ) -1 ) : GOTO 329 Ø
$3285 \mathrm{C} 5 \$=\mathrm{C} 5 \$+\mathrm{J} \$$
3290 PRINTJ\$;
3300 NEXTA
$331 \varnothing$ PRINT" \{CLEAR\} \{REV\}CORRECTING\{OFF\}"
$332 \emptyset$ FORA=1TO2øø
3325 FORB=1TOLEN (A\$(A))
3327 O=LEN (C4\$)
3329 IFMID ( $\mathrm{A} \$(\mathrm{~A}), \mathrm{B}, \mathrm{O})=\mathrm{C} 4$ \$THENOO $=\operatorname{LEN}(\mathrm{A}(\mathrm{A}))$ -B+1-LEN ( C 4 )
$3330 \operatorname{IFMID} \$(\mathrm{~A} \$(\mathrm{~A}), \mathrm{B}, \mathrm{O})=\mathrm{C} 4$ STHENC6\$=RIGHT\$ (A\$ (A), 00)
$3340 \operatorname{IFMID}(\mathrm{~A} \$(\mathrm{~A}), \mathrm{B}, \mathrm{O})=\mathrm{C} 4$ STHENAS $(\mathrm{A})=\operatorname{LEFT}(\mathrm{A}$ \$(A), B-1): GOTO3344
3341 GOTO3346
3344 A $(\mathrm{A})=\mathrm{A} \$(\mathrm{~A})+\mathrm{C} 5 \$+\mathrm{C} 6 \$: \mathrm{C} 4 \$=" \mathrm{n}: \mathrm{C} 5 \$=" \mathrm{n}$
3345 PRINT" \{CLEAR\}": FORH=1TOA:PRINTAS (H):NE XTH:Q=H: : GOTO $3 \varnothing 25$
3346 NEXTB
3347 NEXTA
3348 PRINT" \{CLEAR\} \{RED\} \{REV\}ERROR NOT FOUND \{BLU\}\{OFF\}": PRINT: GOTO3ø25
3350 GOTO3ø1ø
$38 \emptyset \emptyset$ PRINT: INPUT"NORMAL LINE LENGTH"; LA
3810 PRINT:INPUT "INSET LINE LENGTH"; LB
3903 PRINT"SINGLE OR DOUBLE SPACE? SG/D
$39 \emptyset 4$ INPUTSD\$
$39 \emptyset 5$ INPUT"LINE NUMBERING \#"; SL
$4 \emptyset \emptyset \emptyset \mathrm{Tl} \$=" \mathrm{~N}: \mathrm{N}=1: \mathrm{LL}=\mathrm{LA}$
4øø2 OPEN4,4
$40 \emptyset 3$ T\$="":T2\$="": P\$="":LC=1
4ø1ø PRINT\#4:PRINT\#4:PRINT\#4
4016 LC=3
4040 CLOSE4,4
$4 \emptyset 5 \emptyset$ IFAS $(\mathrm{N})="$ "ANDM\$="LP"THEN5øø2
4051 IFAS $(\mathrm{N})="$ "THEN466Ø
$4059 \mathrm{~T} 2 \$=\mathrm{A}$ ( N )
$4 \emptyset 6 \emptyset$ FORA=1TOLL-LEN (P\$)
4061 IFT2\$=""THEN4094
4065 X \$=LEFT $(\mathrm{T} 2 \$, 1): T 2 \$=$ RIGHT\$ (T2\$,LEN (T2\$ ) -1 )
$4 \varnothing 75$ IFXS="["THENLL=LB:GOTO4ø6Ø
4076 IFX\$="]"THENFL=1:GOTO4ø60
$4 \varnothing 8$ IFX\$=" $\uparrow$ "THEN420ø
4085 IFX\$=CHR\$ (13)THEN466ø
$4090 \mathrm{P} \$=\mathrm{P} \$+\mathrm{X}$ \$
$4 \emptyset 94$ IFLEN $(\mathrm{T} 2 \$)=\varnothing$ THENN $=\mathrm{N}+1$ : GOTO $4 \emptyset 5 \emptyset$
4095 NEXTA
$41 \varnothing \emptyset$ GOTO461ø
4200 FORA=1TOLA
4210 X\$=LEFT $(T 2 \$, 1): T 2 \$=R I G H T \$(T 2 \$, \operatorname{LEN}(T 2 \$$ ) -1 )
4211 IFLEN $(T 2 \$)=\emptyset T H E N N=N+1: T 2 \$=A \$(N)$
4214 IFAS $(\mathrm{N})="$ "ANDLEN $(\mathrm{T} 2 \$)=\emptyset$ THENP $=\mathrm{P} \$+\mathrm{X}$ : GO T0466ø
4220 IFXS $=$ CHRS ( 13 )THEN43øø
$4230 \mathrm{P} \$=\mathrm{P} \$+\mathrm{X} \$$
4240 NEXTA
$43 \varnothing \varnothing$ IN $=(8 \varnothing-\operatorname{LEN}(\mathrm{P} \$)) / 2:$ GOTO467ø
4610 FORA=1TOLEN (PS)
$462 \varnothing$ IFRIGHT\$ $(P \$, 1)=\operatorname{CHR} \$(32)$ THEN $466 \varnothing$

```
4622 IFRIGHT$(P$,1)=CHR$(160)THEN4660
4630 Tl$=RIGHT$(P$,1)+Tl$:P$=LEFT$(P$,LEN(P
    $)-1)
4 6 4 0 ~ N E X T A ~
4660 IFLEFT$(P$,1)=CHRS ( 32)THENP$=RIGHT$(P$
    , LEN(P$)-1)
4661 IFLEFT$(P$,1)=CHR$(160)THENP$=RIGHT$(P
    $,LEN(P$)-1)
4662 PRINTP$
4665 IN=(8\emptyset-LL)/2
4666 DE$=STR$(SL):IFFL=1THENOPEN4,4
4667 IFFL=1THENPRINT#4,CHRS (17)DES"."SPC(IN
    -LEN(DE$)-1)P$SPC(76-LEN(P$)-IN)D
    E$"."
4 6 6 8 ~ I F F L = 1 T H E N C L O S E 4 : L C = L C + 1 : S L = S L + 1 : P \$ = " " ~
    : FL=\emptyset:P$=Tl$:Tl$="":GOTO468\emptyset
467\emptyset OPEN4,4:PRINT#4,CHRS(17)SPC(IN)P$:CLOS
    E4,4:P$="":P$=Tl$:Tl$="":LC=LC+l
468\emptyset IFSD$="D"THENOPEN4,4:PRINT#4:CLOSE4:LC
    =LC+1
```



```
47\emptyset\emptyset IFX$=CHR$ (13)THENLL=LA
4701 IFA$(N)=""ANDM$="LP"THENP$=P$+X$:GOTO5
    \emptyset\emptyset2
4705 IFAS (N)=" "THEN51
4 7 1 0 \text { GOTO4060}
5øø\emptyset INPUT"TYPE FILE NAME";V$
50\emptyset2 FORA=1TO2\emptyset\emptyset:AS(A)="":NEXTA
5ø\emptyset5 PRINT"{CLEAR} LOAD MODE"
501\emptyset OPEN1,1,\emptyset,V$
```

$5 \emptyset 15$
$5 \emptyset 2 \emptyset$
$5 \emptyset 25$
5030
5031
5ø4ø
5042
5050
5065 NEXA

5080 GOTO51
$6 \emptyset 6 \emptyset$ NEXTA
6075 CLOSE1
6ø8ø GOTO51
7øøø OPEN4,4
7 Øø2 PRINT\#4
7 Øø3 NEXTM

7 7ø6 PRINT\#4
$7 \emptyset \emptyset 7$ CLOSE4
$7 \emptyset 08$ LC=3

```
5065 CLOSE1:N=1
5077 IFMS = "LP"THENN=1:GOTO4Ø5Ø
6øøø PRINT"\{CLEAR\}SAVE MODE"
\(6 \varnothing 1 \varnothing\) OPEN1,1,1,V\$
\(6 \emptyset 30\) FORA=1TO2øØ
\(6 \varnothing 40\) PRINT\#1, AS (A) ;
\(6 \emptyset 5 \emptyset \operatorname{IFA}(A)="\) "THEN6ø75
\(7 \emptyset \emptyset 1\) FORM=1TO66-LC
\(7 \emptyset \emptyset 4\) PRINT\#4: PC=PC+1
\(7 \emptyset \emptyset 5\) PRINT\#4,CHR\$(17)SPC(7ø)"PAGE "PC
\(7 \emptyset \emptyset 9\) GOTO4ø6Ø
```

PRINT"FILE OPEN, LOADING."

```
PRINT"FILE OPEN, LOADING."
    FORA=1 TO2\emptyset\varnothing
    FORA=1 TO2\emptyset\varnothing
    FORB=1TO22
    FORB=1TO22
    GET#1,z$
    GET#1,z$
    AS (A) =A$ (A)+Z$
    AS (A) =A$ (A)+Z$
    IFZ$=" "THEN5065
    IFZ$=" "THEN5065
    NEXTB
    NEXTB
    EXTA
    EXTA
    LOSEl:N=1
```

```
    LOSEl:N=1
```

```

\title{
Scriptor: An Atari Word Processor
}

\author{
Charles Brannon Editorial Assistant
}

\begin{abstract}
Scriptor is an easy-to-use, full-scrolling, characteroriented, multifunction word processor, requiring an Atari 400/800 with a minimum of 32 K of memory (40K recommended), an Epson MX-80 or Atari 825 printer, and an Atari 810 disk drive. It is programmed in both BASIC and machine language. For instructions on typing in the program, see the section under: Typing It In.
\end{abstract}

\section*{Through The Ruby}

Computers don't just calculate with numbers they can also work with text. Five inch disks can replace stacks of files. Computers can sort, search, select, and update any kind of information. They can focus information. In this sense, the computer is like the ruby crystal in a laser. Ordinary random light waves are transformed and concentrated through the ruby into a tight, powerful beam. Computers can do the same for information.

\section*{Word Processing}

Electronic text is more "liquid," easier to work with, than words solidified on paper (hardcopy). This is what makes word processing special: the extraordinary editing power it gives you. Distinctions between a rough draft and a final draft are meaningless; the work is typed, changed dynamically, and stored to disk. It can then later be recalled, revised, and printed out. Very little retyping is necessary. What a boon for anyone who writes.

Converts to word processing immediately notice an improvement in their writing. The entire manuscript becomes "alive," not committed to paper. Changing a word or a sentence, inserting a line or a paragraph are all accomplished with ease. For example, take just one key, the backspace key (called RUBOUT on some computers or terminals). When this key is struck, the last character typed is erased from the screen. Compare this to the frequently elaborate typewriter correction schemes.

Besides the disk file, which has already been mentioned and which will be explained in greater
detail later, an important concept in word processing is the cursor. Named after the clear plastic slide on a slide rule, the cursor shows you where the next character you type is going to appear. It usually looks like an underline, "-", or a solid square. Users familiar with any computer have already encountered the cursor. The computer itself doesn't need a cursor; but since you can type anywhere on the screen, the cursor is vital so that you can know where you "are."

The cursor can be moved up, down, left, and right with special keys, usually with arrows on them. To correct the following line:

you would either press backspace ten times, erasing the text as you go, or press cursor-left ten times. The cursor moves "over" the characters without erasing them. It is then resting on the " d ":

You can correct the error by typing " f ," which overstrikes (replaces) the "d."

The cursor can then be moved to the end of the line (ten cursor-rights), and typing resumed.

This sounds harder than it really is. Cursor editing becomes second nature after only hours of use. The cursor UP/DOWN keys can reach lines of text above and below the current line. It is like rolling a typewriter's platen up or down, but with one important difference - the "paper" is one continuous, long sheet.

\section*{Getting Specific}

Two very special functions are insert and delete. Insert lets you add text in the middle of a line, by pressing INSERT to insert spaces in the text, and then typing in the word. For example:



The cursor is placed on the second "to," and INSERT is pressed four times (three for " \(\mathrm{n}-\mathrm{o}-\mathrm{t}\),"


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and one for a space）：
```

Tobe or 組 to be,that is

```


The word＂not＂is then typed：



Delete is used to erase text．As distinguished from mere backspacing or spacing over a word， delete closes up the space after the deleted word：

1．Take Fart a more d
（cursor is moved to＂o＂）
2．Take［TE a mirid
（DELETE typed；＂o＂disappears，＂ut a word＂moves left．）
Take Encor
（DELETE is typed four times．）
Insert and delete can also act on words，sentences， lines，or entire paragraphs in a similar way．

\section*{Disk Files}

A＂file＂is simply a permanent record of your text．When the computer＇s power is turned off，it forgets everything except what is＂burned＂（in ROM memory）into it permanently．Your text is obviously not＂burned in，＂or you couldn＇t ever change it．If you have a blackout，or a fuse blows， say good－bye to your text．

Catastrophes aside，you certainly don＇t want to leave your computer on all the time，or keep the computer tied up with your text forever．For－ tunately，you can save your text on disk，ready for any later revisions．You can type it one time， save your text，and print it out when convenient．

Since a disk can store more than one docu－ ment（unless it＇s very long），you and the computer must have some way to distinguish and separate one file from another．This is usually done via a directory，a list of file names．You access a file by giving the computer the file＇s name．
＂Scriptor，＂the word processor program at the end of this article，has many features usually found only in professional word processors，but it lacks a few features such as search and replace， justification，data base merge，etc．Also，it is writ－ ten in BASIC，so it can be rather slow at times．It is，however，aided by several machine language subroutines for time－critical situations such as disk input／output and some editing features．

\section*{Typing It In}

Program 1 is the Scriptor program itself．Type it carefully，since it contains many critical machine language DATA statements．Extra time spent in typing it in will reward you with a smoother， bug－free word processor．Remember to use the

COMPUTE！Listing Conventions（see Typing In COMPUTE！＇s Programs，published every issue）． Use the Atari logo key to enter inverse video．

To give you more memory for text，Scriptor deletes a substantial portion of itself after it in－ itializes（sets up）．Don＇t worry－the program is busy running while the screen flashes；it just takes awhile．The set－up lines from 5000－6999 are auto－ matically erased．

If you quit the program and try to run it again， the program will automatically try to re－RUN itself anew from disk．If you＇ve changed disks，you＇ll need to reload it yourself．You should SAVE the program with the filename＂D：SCRIPTOR＂or change line 110 appropriately．Be sure to SAVE Scriptor after you＇ve typed it，before you run it， or you will find a sizeable chunk of your typing erased when you exit．You can free up more mem－ ory for text by deleting the＂help＂function．Take out all lines from 1570 to 1700 and remove line 775．If you＇d rather keep this handy aid，leave these lines alone．

If you get the message＂Error in DATA state－ ments＂when you run the program，you need to check your typing on the bank of machine lan－ guage DATA statements at the end of the pro－ gram．Also make sure you haven＇t typed a letter ＂ O ＂for a zero（the zero is thinner than the＂ O ＂）．

If you have an Atari 825 printer，you will need to type in the lines in Program 2．This will replace the lines used for the MX－80 with lines applicable to the 82580 Column Printer．If you have another printer，refrain from using special characters such as underlining，and you will probably be able to get one of the sets of lines to work．

\section*{Getting Started}

The Scriptor is a full－scrolling，character－oriented word processor．Usage of cursor control keys is similar to normal Atari editor functions，with these exceptions：

1．〈RETURN〉 is used only to force a carriage return，as at the end of a paragraph，or to print a blank line．The computer will format your line when you print it out，so just type continuously． Do not press＜RETURN＞at the end of each line． Pressing＜RETURN» prints a back－arrow at the end of the line，and erases all text to the end of that line．

2．Insert and Delete character（CTRL－INSERT／ CTRL－DELETE）work on whole＂paragraphs．＂A paragraph is a block of lines from the cursor to a ＂back－arrow．＂If there is no back－arrow，one is assumed at the end of text．Therefore，insert and delete can be quite slow if you don＇t have a back－ arrow somewhere．

3．Insert and Delete line work on the entire document．The screen will blank during this op－


\section*{ing}

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eration．This is normal and speeds up the process， as it can be slow on long documents．

4．All TAB controls work normally，just a little slower．＜CTRL－K〉 will clear all tab settings．

5．«CLEAR» will not clear the screen．It is used to erase all or part of the text．Press 〈CLEAR»〈A〉 to erase all text．Press the Atari logo key to abort the erase function．

6．The break key is disabled．Use 〈CTRL－Q〉 to exit the program．

7．The ESC key enters the＂mini－DOS．＂（See below．）

8．The console keys are＂live＂；see a descrip－ tion of their functions later．

9．The Atari logo key is disabled for normal typing．Within prompts，it acts as an＂abort＂key．

\section*{Getting Control}

Since the Atari is not a dedicated word processor （that means it＇s just not a＂word processing machine＂like a Lanier，but is，rather，a general－ purpose computer），it does not have special keys to activate word processing functions．Instead， the 〈CTRL－key» combination is used．For example， to quit the program，you would hold down «CTRL〉 and press «Q〉．The CTRL key stands for＂Control＂ －it is like a special shift key．The keys are linked mnemonically（easy to remember）to the commands they stand for，such as \(\langle\mathrm{P}\rangle\) for Print Text．To get a list of the commands and what they stand for at any time，just press 〈CTRL－？＞（hold down CTRL and press the question mark）for a HELP menu． See Table 1 for a quick－reference chart of the commands．

\section*{Going Around The Block}

An important feature in a word processor is block move and delete．Scriptor lets you＂define＂a series of up to 23 lines．You can then move these lines to another place in the text with Line Dupli－ cate，or delete the defined lines with 〈CLEAR／D＞ （Erase：Defined lines）．To define a block of lines， just place the cursor on the first line and press ＜CTRL－D＞．A flashing arrow will appear to the left of the line．Press cursor－down，and another symbol will appear underneath．Press cursor－ down until all the desired lines have an arrow to their left．Then press 〈RETURN ．If you make a mistake，just try again，or press cursor－up while defining．

To copy these lines to another place，position the cursor at the place you want the lines to ap－ pear，and press 〈CTRL－L〉．If you haven＇t defined any lines，this command will be ignored．Note that you can press this key more than once to make many copies of the lines．You may want to delete the defined lines after you move them． Press 〈CLEAR〉．You will see the prompt
＂ERASE：＂．Press 〈D＞．The lines will be deleted， just as if you used Delete line multiple times．

\section*{A Mini－DOS}

The ESC key activates the＂mini－DOS．＂It lets you look at the directory and scratch，rename， lock，or unlock files．When you press 〈ESC〉，you will see：



Press the appropriate key．For all except the directory，you will need to enter a file name．The cursor，a half box，will be at the top of the screen． The only editing key you can use here is backspace．

Remember that you can abort any time before pressing＜RETURN \(\rangle\) by pressing the logo key． While the directory is listed，you can press «ESC» again to keep the directory on the screen while you use one of the other functions．You can also press［SELECT］（see later）to save or recall a file while looking at the directory．If you get an error message at the top of the screen，check the disk and your entry and try again．

\section*{For The Record．．．}

To save or recall a document，press［SELECT］． The screen will display：
Gave ar Elacaly
Press the appropriate key，enter the file name， and the document will either be stored or re－ trieved．If you Recall a document，it loads starting at the line the cursor is on．This lets you add text to a document．Press START twice to home the cursor to the start of the text．If you get an error message，check to see you have the right disk， consult the DOS Manual，and try again．Remember that your file name must start with a capital letter and be followed by up to seven capital letters or numbers．You can optionally put a three－character ＂extension＂on the file if you separate it with a period，e．g．，EDITOR．DOC，DRAFT3．CGB， DUNGEON．MAP，etc．You should not enter the ＂D：＂prefix．

\section*{Printer À La Mode}

Different printers offer special print densities and formats such as boldface，underlining，supter－and subscripts，double－width，condensed，propor－ tional spacing，etc．To underline a word or phrase， enclose it in＜CTRL－brackets»．In other words，〈CTRL－，＞is underlining on，and «CTRL－．〉 is un－ derlining off．Underlining works only on the 825 printer．If you have GRAFTRAX installed in your MX－80，underlining produces italics．

The following is an advanced technique．You can＂define＂up to ten special characters and print them at any spot in your text．To define a character，



A sample text screen created with the＂Scriptor＂word processor．
set up a format line（see the discussion of format lines，below）with «CTRL－F» and enter your defi－ nitions such as＂ \(1=123: 2=125: 3=27\)＂，etc．You can then output the CHR \(\$\) code of the defined characters by embedding a caret（＂＂＂）in your text，followed by the number（e．g．，\(\left.{ }^{\wedge} 4\right)\) ．If you don＇t put a number after it，a caret will print；other－ wise，the character associated with the number （0－9）will be output．You can also output ASCII characters from within a format line with the＂as＂ format command．For example，＂as27：as18＂will activate proportional spacing on the 825 printer． Use＂as27：as69＂for emphasized mode on the MX－80．

\section*{Formatting Text}

Since you are typing in the raw text，with no mar－ gins or line breaks，how does the computer print a nice formatted page？The computer assumes a left margin of five，a right margin of 75 ，single spacing，a page length of 66 ，and 50 lines to be printed per page．You can change these＂default＂ values with a format line．

A format line is like an embedded command line．The line starts with a＂format character＂to prevent the line from being printed out．To get the format character，press «CTRL－F〉．You should get a right－pointed＂wedge．＂Then type in your commands．All commands are two lowercase letters，usually followed by a number．You can put multiple commands on the same line if you separate them with colons．For example，the following line：

will set the left margin to ten，the right margin to 70 ，and line spacing to two．Here is an explanation of each formatting command．Also see Table 2 for quick reference．

Note that n represents a number，with no space between the command and the number．No real error－ checking is performed on the number．
as \(n\) Send byte \(n\) to printer．
cm ：Comment line．You can type one screen line of comments．They will not be printed to the printer．They are just for your convenience．
cn \(n\) Centering．If \(\mathrm{n}=1\) ，then centering will be ON，and all following lines will be centered until reset by cn0．If \(n=0\) ，then centering is turned OFF．
fp Forced paging．Normally，the printer will ＂page，＂or go on to the next page，when the number of lines printed equals your lines per page（lp），which defaults to 50 ．Forced paging pages to the next page，regardless．
\(\operatorname{lm} n \mathrm{n}=\) left margin，which should be less than the right margin．
\(\ln n\) Print \(n\) blank lines．
lp \(n\) Sets lines per page to \(n-n\) should be less than the page length，to allow some blank space at the bottom of each page．
nf ：filename Will＂chain＂to next specified file， permitting a document to be split up into many parts．The \(n f\) insures that they will all print as one big file．The formatting com－ mands carry over to each file．
\(\mathrm{pl} n\) Sets the page length，which is almost always（and defaults to） 66 ．
\(\operatorname{rm} n n=\) right margin，which should be less than the maximum width and greater than the left margin．
sp \(n n=1\) single spacing，\(n=2\) double spacing， \(n=3\) triple spacing，etc．

\section*{Start The Presses}

To print your document，press 〈CTRL－P〉．You should see：

To start printing，just press 〈RETURN〉．The printer head should be positioned at about the start of the page．The＂C／F＂indicates any selected option．＂C＂stands for Continuous Print．You would use this option with pinfeed or roll paper． It will automatically page to the start of each sheet． If you do not select continuous print，the computer will beep at the end of each page and pause．You should put in another sheet of paper and press ＜RETURN \(>\) to continue printing．

Note that pressing a key any other time during printing will abort the printout．The＂ F ＂option stands for Fast Printout．It will blank the screen during the printing，increasing printing speed better than \(30 \%\) ．Some people，however，find a


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blank screen disconcerting. To select one of the options, press either " C " or " F ." The appropriate letter will light up and flash. To reset the option (cancel it), press the key again. Press 〈RETURN〉 when you are ready to print the text.

\section*{Customizing Scriptor}

The program is fairly well-structured, with separate sections for all functions. The control keys are executed via a branching IF/THEN "bucket brigade." Just patch in your own command where desired. Some functions you may want to add are: block transfer (performs both block insert and block delete), Search and Replace, Insert from Disk, simple data merge, etc. Machine language programmers may want to try their hand at speeding up certain aspects of the program, such as Insert Line, Delete Line, and even Print Text. Some useful subroutines are: GOSUB 540

\section*{Quick Reference}

\section*{Table 1: Editing Commands}

Control Keys
\begin{tabular}{ll}
\hline A & Advance one screen forward \\
B Back up one screen \\
D & Define Lines \\
F Print Format Character \\
G & Goto specified line \\
K Clear all tab settings \\
L & Duplicate defined lines \\
P Print Document \\
Q Quit Program \\
SHIFT-INSERT & \\
SHIFT-DELETE & Delete a line \\
CTRL-INSERT & Insert a space \\
CTRL-DELETE & Delete a character \\
CLEAR & Erase: \\
& A=All R = Remainder \\
CAPS/LOWR & D= Defined Lines \\
ESC & Upper or lowercase \\
Cursorkeys & Mini DOS \\
Moves cursor with two-way scrolling \\
[OPTION] & Non-destructive carriage return \\
[SELECT] & Save or Recall text \\
[START] & "Home" cursor \\
[CTRL-,] & Underlining ON \\
[CTRL-.] & Underlining OFF \\
X & Print special character \\
\end{tabular}

\section*{Table 2: Formatting Commands}
\begin{tabular}{llc} 
Command & Description & Default \\
as \(n\) & Send ASCII character \(n\) to printer. & - \\
\(\mathrm{cm}: x x x x\) & Comment line & - \\
\(\mathrm{cn} n\) & Centering \(1=0\) on, \(0=\) off & 0 Off \\
fp & Forced Paging & - \\
\(\operatorname{lm} n\) & Set left margin to \(n\) & 5 \\
\(\ln n\) & Do \(n\) linefeeds & - \\
\(\operatorname{lp} n\) & Set lines per page to \(n\) & 50 \\
\(\mathrm{nf}:\) file & Link to Next File & - \\
\(\mathrm{pln} n\) & Page length & 66 \\
\(\mathrm{rm} n\) & Set right margin to \(n\) & 75 \\
\(\mathrm{sp} n\) & Set line spacing & 1 (single) \\
\hline
\end{tabular}


The HELP Screen in "Scriptor."
returns the number of lines the user has typed (not necessarily the maximum number of lines) in EOT. GOSUB 600 clears the top line of the screen and positions the cursor at the first character, ready for a message. GOSUB 460 performs errorchecking and adjustments on the \(\mathrm{X}-\mathrm{Y}\) position of the cursor. GOSUB 2650 returns an adjusted (uppercase if \(A L=1\), no cursor controls, etc.) character in A. GOSUB 2730 is a pseudo-INPUT routine that returns IN\$. Variable MX controls the maximum number of characters.

TRAP 2170 will vector errors to an "I/O Error" message. There are two re-entry points for the editor proper: GOTO 650 which clears and "refreshes" the screen, and GOTO 680 which just adjusts the cursor and continues keyboard entry (faster).

Primary variables are: \(C L\) - the pointer to the top line (from 0-\#lines) of the screen; X - the horizontal position of the cursor \(2-39 ; \mathrm{Y}\) - the vertical position of the cursor on the screen, 1-23; TX \(\$\) - the string that contains all the text and is organized in 38 character substrings, one for each line; T\$ and T - "temporary variables"; A - usually a keystroke typed; SCR - the address of the screen memory origin; NL - number of defined lines; FRL - the starting line in text of the defined lines; RL - the starting line in TX\$ for reserved lines (the buffer). Several constants are Q0, Q1, Q23 which return 0,1 , or 23 (saves memory); \(\mathrm{L} 2=38\); \(\mathrm{L}=40 ; \mathrm{B} \$\) is 38 null (CHR \((0)\) ) characters.

\section*{Program 1.}
\begin{tabular}{|c|c|c|}
\hline 100 & REM SEREIPTEIR &  \\
\hline 110 & GOTO 5000 & \\
\hline 455 & RUN "D : SCRIPT & OR" \\
\hline 460 & \(\mathrm{PF}=00: \mathrm{IF}\) X<2 & THEN \(\mathrm{X}=39\) : \(\mathrm{Y}=\mathrm{Y}-\mathrm{Q} 1\) \\
\hline 470 & IF X >39 THEN & \(X=2: Y=Y+Q 1\) \\
\hline 480 & IF \(Y<Q 1\) THEN & \(\mathrm{Y}=\mathrm{Q} 1: \mathrm{CL}=\mathrm{CL}-\mathrm{Q} 1: \mathrm{PF}=\mathrm{Q}_{1}\) \\
\hline 490 & IF Y>Q23 THEN & \(\mathrm{Y}=\mathrm{Q} 23: \mathrm{CL}=\mathrm{CL}+\mathrm{Q} 1: \mathrm{PF}=\) \\
\hline & Q1 & \\
\hline
\end{tabular}


500 IF \(C L<Q O\) THEN \(C L=Q 0\)
510 IF CL>(MXL-Q23) THEN CL=MXL-Q23
520 IF \(P F=Q 0\) THEN RETURN
530 LOC=CL*L2+Q1:T=USR ©SCRZAP, ADR (TX \$(LOC))) : RETURN
540 REM *** FIND END OF TEXT

560 A=USR (EDCOM, \(T, P, 2): A=A-P\)
\(570 \mathrm{LC}=\mathrm{A}: \mathrm{EOT}=\mathrm{INT}(\mathrm{A} / \mathrm{L} 2)\)
580 RETURN
590 REM *** ERASE TOP LINE
GOO COLOR 32:PLOT Q1, QO:DRAWTO L2, QO : PLOT Q1, QO:RETURN
\(S 10\) REM *** START OF EDITOR
S 11 MXL=INT(FRE (Q0)/40)-25:RL=MXL+1
 );
\(613 T X \$=C H R \$(Q O): T X \$((M X L+Q 23) * L 2)=T 1150\) \(X \$: T X=(2)=T X \$\)
620 SCR=PEEK \((88)+256 * \operatorname{FEEK}(89)\) : FOKE 5 59, 46: POKE 842,12
\(630 \quad X=2: Y=01: C L=00:\) POKE 702 , 00
640 REM *** ENTRY FOR EACH PAGE
650 POKE 54286,192
655 POSITION QO, 00:? "\{7 SPACES\}Scri 1180 ptor Word Processor";:COLOR 32:D 1190 RAWTO L2, QO:PLOT 32, QO
\(660 \mathrm{LOC}=\mathrm{CL} * \mathrm{~L} 2+01: T=U S R\) (SCRZAF, ADR (TX \$ (LOC)) )
670 IF TF THEN TF \(=00=\) GOTO 810
675 IF FIRST=QO THEN POSITION \(31, Q 0:\) ? MXL;" Free"; :TF=Q1:FIRST=Q1
580 POKE \(53248, X * 4+44\)
690 IF \(Y=O Y\) THEN 740
710 ADJOY=OY*4+16: \(\operatorname{ADJY}=Y * 4+16\)
720 A=USR (CURSOR, PMB+ADJOY, QO): \(A=U S R\) (CURSOR, FMB+ADJY, 15) : \(O Y=Y\)
740 K=FEEK (53279) : IF K<7 THEN 2570
\(770 \mathrm{~T}=\mathrm{FEEK}(764)\) : IF \(T=255\) OR \(T=39\) OR \(T=154\) THEN 740
775 IF \(T=166\) THEN FOKE 764, 255: GOTO 1570
790 POKE 694, QO: A=USR (GCHAR)
800 IF TF THEN 650
810 IF \(A<32\) OR \(A>122\) OR \(A=96\) THEN 88 \(A=A-32 *(A<96)\)
820 A \(=A-32 *(A<96)\)
830 POKE SCR \(+X+L * Y, A\)
\(840 \operatorname{LOC}=(C L+Y-Q 1) * L 2+X-Q 1\)
\(850 \mathrm{TX} \$(\mathrm{LOC}, \mathrm{LOC})=\mathrm{CHR} \$(A)\)
\(860 X=X+Q 1-B F=G O S U B 460\)
\(870 \mathrm{BF}=00:\) GOTO 680
880 IF \(A<>155\) THEN 910
890 GOSUB 2640: POKE SCR +X +L*Y,94:TX\$ 1375 \((\operatorname{LOC}, \operatorname{LOC}+\operatorname{L} 2-X+Q 1)=B \$: X=2: Y=Y+1\)
900 TX\$ (LOC, LOC) =CHR \(\$(94)\) : GOSUB 460: GOTO 650
910 IF \(A=6\) THEN \(A=127:\) GOTO 830
920 IF \(A=28\) THEN \(Y=Y-Q 1:\) GOSUB 460:G0 1410 TO 680
930 IF \(A=29\) THEN \(Y=Y+Q 1\) : GOSUB 460:G0 1420 T0 680
940 IF \(A=30\) THEN \(X=X-Q 1=G 0 S U B \quad 460=G 0\) T0 680
950 IF \(A=96\) THEN \(A=74:\) GOTO 830
960 IF \(A=31\) THEN \(X=X+Q 1\) : GOSUB 460:G0 T0 680
970 IF \(A=Q 0\) THEN \(A=72\) : GOTO 830
980 IF \(A=126\) THEN \(X=X-Q 1=\) GOSUB 460:A \(=Q O: B F=Q 1: G O T O 830\)
1040 IF \(A<>255\) THEN 1070

1160

1380
1400
1050 A=USR (EDCOM, ADR(TX\$ ( (CL+Y-Q1)*L \(2+X-01)), A D R(T X \$(M X L * L 2+37)), 00\) )
060 GOT0 650
1070 IF \(A<>254\) THEN 1100
 \(2+X-Q 1)), \operatorname{ADR}(T X \$(M X L * L 2+37)), Q 1\) )
1090 GOTO 650
1100 IF \(A<>157\) THEN 1160
1110 GOSUB 590:? "Insert Line";
1120 GOSUB 540:POKE 559, QO
1130
FOR \(I=E O T+(E O T<M X L)\) TO CL + Y STE P -Q1: \(\mathrm{T} \$=T X \$((\mathrm{I}-\mathrm{Q} 1) * \mathrm{~L} 2+\mathrm{Q} 1, \mathrm{I} * \mathrm{~L} 2)\) \(: T X \$(I * L 2+Q 1, I * L 2+L 2)=T \$: N E X T I\)
\(T=(C L+Y-Q 1) * L 2: T X \$(T+Q 1, T+L 2)=B\) \$
\(\mathrm{X}=2\) : POKE 559, \(46=\) GOTO 650
IF \(A=159\) THEN GOSUB 590:? "Tab set at "; X-Q1:TF=Q1:TBक \((X-Q 1, X-\) Q1) \(=\) "*": GOTO 740
1170 IF \(A=158\) THEN GOSUB 590:? "Tab cleared at "; X-Q1: TF=01: TB\$ (X-Q \(1, X-Q 1)=\operatorname{CHR} \$(00)=\) GOTO 740
IF \(A<>127\) THEN 1230
IF TB \(\$=\mathrm{B} \$\) THEN GOSUB 590:? "No tabs set": TF=01: GOTO 740
1200 FOR \(I=X\) TO L2:IF TB\$ \((I, I)=C H R \$\) ( QO) THEN NEXT I: T=L2: \(X=2: Y=Y+Q 1\) :GOSUB 4SO:GOTO 1200
\(1210 \mathrm{~T}=\mathrm{I}: \mathrm{I}=\mathrm{L} 2\) : NEXT I
\(1220 \mathrm{X}=\mathrm{T}+\mathrm{Q} 1=\mathrm{GOTO} 680\)
1230 IF \(A<>156\) THEN 1290
1240 GOSUB 590:? "Delete Line";
1250 GOSUR 540: POKE 559, Q0
1260 FOR \(\mathrm{I}=\mathrm{CL}+\mathrm{Y}-\mathrm{Q} 1\) TO EOT: \(\mathrm{T} \$=\mathrm{T} \times \$(\mathrm{I}+\) Q1)*L2+Q1, (I + 2) *L2) : TX \(\$(\mathrm{I} * \mathrm{~L} 2+01\) , \(\mathrm{I} * \mathrm{~L} 2+\mathrm{L} 2)=\mathrm{T}\) \$: NEXT I
\(1270 \mathrm{~T}=\mathrm{EOT} * \mathrm{~L} 2: \mathrm{TX} \$(\mathrm{~T}+\mathrm{Q} 1, \mathrm{~T}+\mathrm{L} 2)=\mathrm{B} \$\)
\(1280 \quad X=2\) : POKE 559,46 :GOTO 650
1290 IF \(A=11\) THEN GOSUB 590:TF=Q1:?
"Clear all tabs": TB\$=B\$: GOTO 74 0
1320 IF \(A<>125\) THEN 1450
1330
1340
1350
1355
1360
1365
1370
1372 ? "Remainder - ";:GOSUB 2540:G0 SUB 2640
\(T X \$(L O C)=C H R \$(Q O): T X \$((M X L+Q 23)\) *L2) \(=C H R \$(Q O): T X \$(L O C+Q 1)=T X \$(L\) OC): GOTO 650
IF \(A<>68\) OR \(N L=-0.1\) THEN 650
? "Defined Lines - ";
GOSUB 2540:POKE 559,00:GOSUB 54 0
FOR \(I=F R L-Q 1\) TO EOT \(: T \$=T X \$((I+N\)
\(\mathrm{L}+\mathrm{Q} 1) * \mathrm{~L} 2+\mathrm{Q} 1,(\mathrm{I}+\mathrm{NL}+2) * \mathrm{~L} 2): T X \$(\mathrm{I} *\)
\(\mathrm{L} 2+\mathrm{Q} 1, \mathrm{I} * \mathrm{~L} 2+\mathrm{L} 2)=\mathrm{T}\) : \(: \mathrm{NEXT}\) I
1430 FOR I=EOT-NL TO EOT:TX\$(I*L2+Q1
, \(I * L 2+L 2)=B \$=N E X T \quad I: N L=-Q 1\)
POKE 559,46:GOTO 650
1450 IF \(A<>4\) THEN 1810
1460 GOSUB 590:? "Define Lines";
\(1470 \mathrm{FL}=\mathrm{CL}: F R=Y: F R L=F L+F R: N L=Q 0\)
1480 POKE SCR \(+1+\mathrm{L} *(\mathrm{FR}+\mathrm{NL}), 223\)
\(1490 \mathrm{LOC}=\mathrm{CL} * \mathrm{~L} 2+(\mathrm{FR}+\mathrm{NL}-\mathrm{Q} 1) * \mathrm{~L} 2: T=\mathrm{RL} * \mathrm{~L} 2\)
\(+N L * L 2: T \$=T X \$(L O C+Q 1, L O C+L 2): T X\) \(\$(T+Q 1, T+L 2)=T \$\)
1500
1510 IF \(A=29\) AND \(F R+N L<22\) THEN NL＝NL ＋Q1：GOTO 1480
1520 IF \(A=28\) AND \(F R+N L>F R\) THEN POKE \(S C R+1+L *(F R+N L), Q O: N L=N L-Q 1\)
1530 IF \(A=155\) THEN 1550
1540 GOTO 1500
1550 FOR I＝Q0 TO NL：POKE SCR＋ \(1+L\)＊（FR ＋I ），QO：NEXT I ：GOTO 650
1570 POKE 53248，Q0：PRINT CHR\＄（125）：\(P\)

1580 ？＂\｛DOWN\} \{TAB\} \{3 SPACES\}Control Keys：＂
1590 ？＂E＝Advance Page \(E=\) Page Back＂
1595 ？＂DeDefine Lines EFPrint form at char．＂
1610
1620
1630
1635
1640
？＂EKKill all tabs \(E=\) Line Dupli cate＂
？＂EFPrint text\｛4 SPACES\}[Q=Quit
？＂Atari Key＝Cancel Command＂：？
？＂＾人 Print special character＂
？＂\｛DOWN\} LCH ined Lines＂：POKE 85，16：？＂Remai nder＂
1650 ？＂［EDP延近雨 Non－destructive CR＂
 or Bave＂
1670

1680
1700
？＂（DOWN）［STHARI面］＂Home＂cursor Press twice to go to start of text．＂
？＂\｛DOWN\}[ESED] Mini DOS"
？＂\(\{D O W N\) ？Press EREIDLE．＂：\(A=U S R\)（G CHAR）：GOTO 650
1810 IF \(A<>12\) THEN 1910
1820 GOSUB 590：？＂Duplicate defined lines＂；
1830 IF NLくQO THEN 650
1840 FOR \(\mathrm{I}=\mathrm{Q} 0 \mathrm{TO} \mathrm{NL}\)
1850 IF \(\mathrm{CL}+\mathrm{Y}+\mathrm{I}-\mathrm{Q} 1>\mathrm{MXL}\) THEN I＝NL：GOTO 1900
\(1860 \mathrm{~T}=\mathrm{RL} * \mathrm{~L} 2+\mathrm{I}\)＊ L 2
\(1870 \mathrm{~T} 2=\mathrm{CL} * \mathrm{~L} 2+(Y+\mathrm{I}-\mathrm{Q1}) * \mathrm{~L} 2\)
\(1880 \mathrm{~T} \$=T X \$(T+Q 1, T+L 2)\)
\(1890 \mathrm{TX} \$(\mathrm{~T} 2+\mathrm{Q} 1, \mathrm{~T} 2+\mathrm{L} 2)=\mathrm{T} \$\)
1900 NEXT I：\(Y=Y+N L+Q 1\) ：GOSUB 460：GOTO 650
1910 IF \(A<>27\) THEN 2400
1920 POSITION 2，QO：？＂Directory，［iEack ，Enlock，Rename，Btratch？＂
1930 GOSUB 2650：J＝A
1940 IF \(J<>76\) AND \(J<>85\) AND \(J<>83\) AN D \(\mathrm{J}<>68\) AND \(J<>82\) THEN 1930
1950 IF \(J<>A S C(" D ")\) THEN 2020
1960 ？CHRक（125）：POKE 53248，QO
1970 TRAP 2170：OPEN \＃2，6，QO，＂D：＊．＊＂
1980 INPUT \＃2，Tक：？T\＄：IF LEN（Tक）＜17
THEN 2000
1990 GOTO 1980
2000 CLOSE \＃2：TRAP 40000：GOSUB 590：？ ＂Press a key．．雨＂；：OK＝1：GOSUB 2 650：IF \(A=27\) THEN 1920

2010 GOTO 650
2020 G0SUB 590：J＝A
2030 IF \(J=76\) THEN ？＂REDCK \({ }^{2}\)＂； \(\mathrm{J}=35\)
2040 IF \(\mathrm{J}=83\) THEN ？＂ERERIICH：＂；： \(\mathrm{J}=33\)
2050 IF \(\mathrm{J}=85\) THEN ？＂UDEDC5＂； \(\mathrm{J}=36\)
2060 IF \(J=A S C(" R ")\) THEN 2130
2070 ？＂Enter Filename：＂；
\(2080 \mathrm{MX=12}: \mathrm{AL}=\mathrm{Q} 1:\) GOSUB 2720
2090 T\＄（3）＝IN\＄：T\＄（1，2）＝＂D：＂：POSITION 10，Q0：？DELक（ 1,15 ）；
2100 TRAP \(2170:\) IF \(J=33\) THEN POSITION 24，QO：GOSUB 2540：COLOR 32：PLOT 24，QO：DRAWTO 38，QO
2110 TRAP 2170：XIO J，\＃2，QO，QO，T\＄：TRA P 40000
2120 TRAP 40000：GOTO 650
2130 GOSUB 590：？＂RAMEME：Current nam e？＂：\(: M X=12:\) GOSUB 2720：T\＄（3）\(=\) IN \＄：Tक（1，2）＝＂D：＂
2140 GOSUB 590：？＂RAMAMEンNew name？＂ ；：MX＝12：GOSUB 2720：T\＄（LEN（T\＄）＋Q 1）\(=", ": T \$(\operatorname{LEN}(T \$)+Q 1)=I N \$\)
2150 TRAP \(2170: X I 0\) 32，\＃2，QO，QO，T\＄：TR AP 40000
2160 GOTO 650
2170 TRAP 2170：POKE 559，46：CLOSE \＃2： CLOSE \＃3：GOSUB 590：？CHRक（253）； ＂I／0 Error \＃＂；PEEK（195）；：TF＝Q1： GOTO 740
2180 GOSUB 590：？＂Save or Eecall＂；
2190 ICCOM \(=834+48: I C B A L=I C C O M+2: I C B L\) \(\mathrm{L}=\mathrm{ICBAL}+4: \operatorname{ICSTAT}=835+48:\) REM IOC B\＃3
2200 GOSUB 2650：IF \(A=155\) THEN 1380
2210 IF A（＞ASC（＂S＂）THEN 2290
2220 GOSUB 600：？＂SAVE：\｛3 SPACES\}Fil e name？＂；：MX＝12：GOSUB 2720：T\＄（ 3）＝IN\＄：T\＄（1，2）＝＂D：＂：GOSUB 550
2230 POSITION 5，0：？DEL\＄（1，12）；＂ING＂ ；
2232 TRAF 2238：OPEN \＃3，4，QO，T\＄：CLOSE \＃3：GOSUB bOO：？＂REPGAME：＂；IN \＄；＂－＂；：GOSUB 2540
2233 GOSUB 600：？＂REPLACING＂；IN\＄：G0 TO 2240
2238 CLOSE \＃3：IF PEEK（195）＜＞170 THEN 2170
2240 TRAP 2170：OPEN \＃3，8，QO，T\＄
2250 POKE ICCOM， \(11: P=A D R(T X \$): P O K E I\) CBAL + Q1，INT \((P / 256)\) ：POKE ICBAL，\(P\) －（INT（P／256）＊256）
\(2260 \mathrm{LN}=(\mathrm{CL}+E O T+\) Q1）＊L2：POKE ICBLL＋Q1 ，INT（LN／256）：POKE ICBLL，LN－（INT （LN／256）＊256）

2270 A＝USR（ADR（CIO\＄），48）：ERR＝PEEK（IC STAT）：POKE 195，ERR：IF ERR＞1 THE N 2170
2230 CLOSE \＃3：TRAP 40000：POKE 53279， QO：GOTO 650
2290 IF \(A(>A S C(" R ")\) THEN 650
2300 LK＝QO
2310 GOSUB 590：？＂RECALL：Filename？ \(" ;: M X=12:\) GOSUB 2720：T\＄（3）＝IN\＄：T \＄\((1,2)=" D: "\)
\(2315 \mathrm{LOC}=(\mathrm{CL}+\mathrm{Y}-\mathrm{Q1}) * \mathrm{~L} 2+\mathrm{Q1}: T X \$(\mathrm{LOC})=\mathrm{CH}\) \(R \$(Q O)=T X \$((M X L+Q 23) * L 2)=C H R \$(Q\) 0）：TX \(\$(\) LOC \(+Q 1)=T X \$(L O C)\)
2320 TRAP 2170：POSITION 8，0：？DEL\＄（1 ，8）；＂ING＂；：OPEN \＃3，4，QO，T\＄
\(2330 \quad\) ICCOM \(=834+48: I C B A L=I C C O M+2: I C B L\) \(\mathrm{L}=\mathrm{ICBAL}+4\)
2340 POKE ICCOM， \(5: P=A D R(T X \$(C L+Y-Q 1\) ）．＊L2＋Q1））：POKE ICBAL＋Q1，INT（P／2 56）：POKE ICBAL，P－（INT（P／256）＊25 6）
\(2350 \mathrm{LN}=(\mathrm{MXL}-(C L+Y-Q 1)) * L 2: P O K E\) ICBL L＋Q1，INT（LN／256）：POKE ICBLL，LN－ （INT（LN／256）＊256）
2360
    \(=U S R(A D R(C I O \$), 48): E R R=P E E K\) (IC STAT）：POKE 195，ERR：IF ERR＞1 AND ERRく＞136 THEN 2170
2370 CLOSE \＃3：POKE 53279，Q0：TRAP 400 OO：IF LK＝QO THEN 650
\(2380 \mathrm{CL}=\mathrm{QO}: \mathrm{Y}=\mathrm{Q} 1: \mathrm{X}=2: \mathrm{T}=\mathrm{USR}\)（SCRZAP，ADR （ \(T \times\left(\begin{array}{l}\text { ）}\end{array}\right.\)
2390 GOTO 2950
2400 IF \(A<>17\) THEN 2410
2403 GOSUB 600：？＂四速：＂；：GOSUB 254 0
2405 POKE 53277，QO：POKE 53248，QO：POK E 53774，192：POKE 16，192：GRAPHIC 5 QO：POKE 702，64：END
2410 IF \(A=16\) THEN 2840
2420 IF \(A=Q 1\) THEN \(C L=C L+Q 23: Y=Q 1: G O S\) UB 460：GOTO 650
2430 IF \(A=2\) THEN CL＝CL－Q23：\(Y=Q 1: G O S U\) B 460：GOTO 650
2500 GOTO 640
2540 ？＂Are you sure？＂；：GOSUB 2650：I F \(1-(A=121\) OR \(A=89)\) THEN POF ：G OTO 650
2550 RETURN
2570 REM＊＊＊Handle console keys
2580 POKE 764，130：A＝USR（GCHAR）：POKE 77，QO
2590 IF \(K=5\) THEN 2180
2600 IF K＝S THEN \(X=2: Y=Y+Q 1\) ：GOSUB 46 O：GOTO 680
2610 IF \(K=S\) AND \(Y=Q 1\) AND \(X=2\) THEN CL \(=00: X=2\) ：GOTO 650
2620 IF \(K=6\) THEN \(Y=01: X=2\) ：GOTO 650
2630 GOTO 740
2640 LOC \(=(C L+Y-Q 1) * L 2+X-Q 1:\) RETURN
2650 T＝QO：REM GET A KEY
2660 IF FEEK（20）＞20 THEN T＝Q1－T：POKE 20，QO：POKE 755，T＊2
2665 IF OK THEN IF PEEK（53279）\(=5\) THE N POKE 755，2：POKE 559，46：POP ：P OKE 764，130：\(A=\) USR（GCHAR）：OK＝0：G OTO 2180
2670 IF \(\operatorname{PEEK}(764)=255\) THEN 2660
2680 IF \(\operatorname{PEEK}(764)=154\) THEN 2660
2690 IF PEEK \((764)=39\) THEN POKE 764,2 \(55:\) SOUND \(00,5,12,4:\) POF ：FOR \(T=1\) TO 5 ：NEXT T：SOUND \(00,00,00,00:\) GOSUB 2710：GOTO 650
2700 TRAP \(2700: A=U S R(G C H A R): T R A P ~ 400\) \(00:\) IF \(A>96\) AND \(A<123\) THEN \(A=A-3\) 2＊AL
2710 POKE 755，2：POKE 559，46：RETURN
2720 REM＊＊＊PSEUDO－INPUT
2730 IN \(\$=" "\)
2740 ？CHR \(\$(21) ;\) CHR \(\$(30)\) ；：GOSUB 2650 ：？CHR\＄（32）；CHR \(\$(30)\) ；
2750 IF \(A=155\) THEN 2820
2760 IF \(A=126\) AND LEN（IN \(\$\) ）\(>1\) THEN IN \(\$=I N \$(1, \operatorname{LEN}(I N \$)-Q 1): ? C H R \$(A)\) ； ：GOTO 2740
2770 IF \(A=126\) AND LEN \((I N \$)=Q 1\) THEN ？ CHRक（A）；：GOTO 2730
2780 IF LEN（INक）\(=M X\) THEN 2740
2790 IF \((A<32\) OR \(A>90)\) AND \(A<96\) OR \(A\) \(>122\) THEN 2740
2800 ？ \(\mathrm{CHR} \$(A)\) ；：IN\＄（LEN（IN\＄）＋Q1）＝CHR \＄（A）
2810 GOTO 2740
2820 AL＝Q1：IF IN\＄＝＂＂THEN POP ：GOTO 650
2830 RETURN

2840 2850
2860
REM＊＊＊Printer Output
GOSUB 590：？＂PRINT：（C／F）＂
\(C O N=Q O: F=Q O: F O R \quad I=Q O\) TO 9：PC（I）
\(=48+I\) ：NEXT I
2870 GOSUB 2650：IF \(A=155\) THEN 2910
2880 IF \(A=67\) THEN CON＝1－CON：POSITION 10，QO：？CHR\＆（67＋128＊CON）：：GOTO 2870
2890 IF \(A=70\) THEN \(F=1-F:\) POSITION 12 ，
QO：？CHR\＄（ \(70+128 * F):\) GOTO 2870
GOTO 2870
2900
2910
2920
2930
2940
2950
QO
2960
2970
2980
2990
3000
2170：OPEN \＃2，8，Q0，＂P：＂
GOSUB 590：？＂Printing．．．＂
\(L M=5: R M=75: C N=Q O: N L=Q O\)
\(S P=1: P L=66: L P=50: C=L M\)
GOSUB \(540:\) IF \(F=1\) THEN POKE 559 ，
\(\begin{array}{lll}Q O \\ F O R & P=Q 1 & T O \\ \text { LC }\end{array}\)
IF PEEK \((764)<255\) THEN GOSUB 265 \(0: P O P=G O T O \quad 3140\)
\(Z=A S C(T X \$(P))\)
IF \(C N=Q 1\) AND \(Z<>127\) THEN 3460
IF \(Z<62\) OR（ \(Z>96\) AND \(Z<123\) ）THE N 3070
3010 IF \(Z=94\) THEN GOSUB \(3210: G O S U B \quad 3\) 150：GOTO 3120
3020 IF \(Z=72\) THEN UL＝01：PUT \＃2，27：PU
T \＃2，52：GOTO 3120
3030 IF \(Z=74\) THEN UL＝QO：PUT \＃2，27：FU
T \＃2，53：GOTO 3120
\(3040 T=A S C(T X \$(P+Q 1))=I F Z=62\) AND \(T>\) 15 AND T＜26 THEN PUT \＃2，PC \(\langle T-16\) ）\(: ~ P=P+1:\) GOTO 3120
3060 IF \(Z=127\) THEN 3230
3070 IF C＝LM THEN FOR \(I=Q 1\) TO LM：PUT \＃2，32：NEXT I
\(3080 \quad \mathrm{C}=\mathrm{C}+1\)
3090 PUT \＃2，\(Z+32 *(Z<64)\)
\(3100 \mathrm{~T}=\mathrm{QO}:\) IF \(\mathrm{RM}-\mathrm{C}>=10\) THEN 3110
3105 FOR \(I=1\) TO LEN（BRK \(\$\) ）：IF \(Z+32<>A\) SC（BRK\＄（I，I））THEN NEXT I：GOTO 3110
\(3107 \mathrm{TT}=\mathrm{ASC}(\mathrm{TX} \Phi(\mathrm{P}+\mathrm{Q1})): I F \mathrm{~T} T=Q 0 \mathrm{OR} T\) \(T=94\) OR \(Z=Q 0 \quad O R \quad Z=13\) THEN \(I=L E N\) （BRK\＄）：NEXT I：GOSUB \(3150: T=Q 1\)
3110 IF \(T=Q 1\) AND ASC \((T X \$(P+Q 1))=Q 0 \quad T\) HEN \(P=P+Q 1: I F P<L C\) THEN 3110
3120 NEXT P
3130 GOSUB 3150
3140 PRINT \＃2：CLOSE \＃2：POKE 559，46：T RAP 40000：GOTO 650
3150
3160
FOR I＝Q1 TO SP：PRINT \＃2：NEXT I \(C=L M: N L=N L+S P: I F \quad C N<Q O\) THEN \(C N=\) Q1
3170
3180
IF NL＜LP THEN RETURN
IF CON＝QO THEN FOR I＝QO TO 255 STEP 17：SOUND QO，255－I，10，15－IN \(T(I / 17): N E X T \quad I: T=U S R(G C H A R): G O T\) 03200
3190 FOR I＝Q1 TO PL－LP：PRINT \＃2：NEXT

I
NL＝QO：RETURN
REM＊＊＊SKIP TRAILING BLANKS
\(T=I N T(P / L 2): P=(T+Q 1-(P / L 2=T)) * L\) 2：RETURN
REM Handle special formatting \(P=P+Q 1\)
\(C M \$=T X \$(P, P+Q 1): T \$=\cdots\)
FOR \(I=P+2\) TO LC
If TX\＄（I，I）\(=\) CHR \(\$(16)\) AND TX\＄（I
I）\(\langle C H R \$(26)\) THEN T\＄（LEN（T\＄）＋Q1
\()=\operatorname{CHR} \$(A S C(T X \$(I, I))+32): N E X T\) I

3280
3290
3300
TRAP 2170：IF CM\＄＝＂Cn＂THEN CN＝V IF CM\＄＝＂1n＂THEN FOR \(J=Q 1\) TO \(v\) ： GOSUB 3150：NEXT J
3310 IF \(C M \$=" s p "\) THEN \(S P=V\)
3320 IF CM \(\$=" p 1 "\) THEN PL \(=V\)
3330 IF \(C M \$=" 1 p "\) THEN LP \(=V\)
3340 IF CM \(=" 1 \mathrm{~m} "\) AND \(V>0\) THEN LM＝V：C
\(=v\)
3350 IF CM\＄＝＂rm＂AND \(V>0\) THEN RM \(=V\)
3360 IF CM\＄＝＂fp＂THEN GOSUB 3180：POK E 559，46－46＊F
3370 IF CM\＄＝＂as＂THEN PUT \＃2，V
3380 IF CM \(\$=\)＂cm＂THEN FOR \(\mathrm{I}=\mathrm{P}\) TO \(\mathrm{P}+7\) 9：IF TX\＄（I，I）く〉＂へ＂THEN NEXT I： \(I=I-Q 1\)
3390 IF CM\＄＝＂cm＂THEN P＝I＋Q1：GOTO 34 50
3400 IF CM\＄＜＞＂nf＂THEN 3430
3410 T\＄＝＂D：＂：FOR I＝QO TO 11：Z＝ASC（TX \(\$(P+I, P+I)): I F \quad Z<>94\) AND \(P+I<=L\) C THEN T\＄（3＋I）＝CHR\＄（Z＋32＊（Zく63） ）：NEXT I
\(3415 T X \$(Q 1)=C H R \$(Q O): T X \$((M X L+Q 23)\)＊ L2）\(=\) CHR \(\$(Q O): T X \$(2)=T X \$\)
3420 POKE 559，46：GOSUB 590：？＂Printi ng＂；T\＄：LK＝Q1：CL＝Q0：Y＝01：GOTO 2 320
3430 IF ASC \((C M \$)>15\) AND ASC（CM\＄）＜ 26 THEN PC（ASC（CM\＄）－16）\(=V\)
3440 IF \(T X \$(P, P)<>" \wedge "\) AND \(P<L C\) THEN 3240
3450 GOSUB 3220：\(P=P+Q 1\) ：GOTO 2970
3460 REM＊＊＊CENTER STRING
3470 LN＝QO：FOR I＝P TO P＋79：IF TX\＄（I， I）＜＞＂へ＂THEN LN＝LN＋Q1：NEXT I
3480 WIDTH＝RM－LM：UL＝QO：IF TX \(\$(P, P)=C\) HR\＄（72）THEN UL＝Q1
3490 FQR I＝Q1 TO（WIDTH－LN）／2＋LM：PUT \＃2，32：NEXT I
\(3500 \mathrm{C}=\mathrm{C}+\mathrm{I}: \mathrm{CN}=-\mathrm{Q} 1:\) GOTO 2990
5000 REM INTTKALTZATIEN
5010 GRAPHICS 17：SETCOLOR 4，1，10
\(5020 \mathrm{DL}=\operatorname{PEEK}(560)+256 * \operatorname{PEEK}(561)+4\) ：PO KE DL＋5，7：POKE DL＋10，7：POKE DL＋ 14，7
5030 POSITION 6，4：？\＃6；＂EGTMPROR＂：PO


5040 ？\＃6：？\＃6；＂＂；CHR\＄（136）；CHR\＄（22
 （145）；CHR\＄（153）；CHR\＄（152）；CHR\＄（ 147）
5045 ？\＃6：？\＃6；＂small systems sves＂ ；CHR\＄（14）；
5050 ？\＃6：？\＃6；＂\｛3 SPACES\}CHARLES BR ANNON＂
5070 QO＝0：Q1＝1：Q23＝23：RL＝MXL＋Q1：SCRZ \(A P=1680: C U R S O R=1739: E D C O M=1536:\) \(A L=1: L 2=38: G C H A R=1303: S N D=1331\)
5080 DIM T\＄（79），IN\＄（20），B\＄（L2），TB\＄（L 2），CM\＄（2），BRK\＄（8），PC（9），DEL\＄（20 ），CIO事（7）
\(5090 \mathrm{~B} \$=\mathrm{CHR} \$(\mathrm{Q})=\mathrm{B} \$(\mathrm{~L} 2)=\mathrm{B} \$: \mathrm{B} \$(2)=\mathrm{B} \$\) ： DEL\＄＝CHR\＄（254）：DEL\＄（20）＝DEL\＄：DE L\＄（2）＝DEL \(\$\)
 h＂：CIO\＄（4）＝CHR \((170)=C I O \$(5)=" L\) V＂：CIO\＄（7）＝CHR\＄（228）
5110 OPEN \＃1，4，QO，＂K：＂
\(5120 \mathrm{~T}=\mathrm{QO}: \mathrm{OY}=\mathrm{QO}: \mathrm{CL}=\mathrm{QO}: \mathrm{L}=40: \mathrm{NL}=-\mathrm{Q} 1\)
5130 PMB＝PEEK（106）－8：POKE 559，46：POK
E 53248，QO
5140 POKE 54279，PMB：POKE 53277， 3
\(5150 \mathrm{PMB}=\mathrm{PMB} * 256+512: \mathrm{POKE}\) 704，56
5160 FOR I＝Q0 TO 255：POKE PMB＋I，QO：P OKE \(708+3 * R N D(Q 0)\) ，PEEK（53770）：\(N\) EXT I
5180 SETCOLOR 4，8，2
5250 FOR \(I=0\) TO \(70:\) READ A：POKE \(1280+\) I，A：CHECKSUM＝CHECKSUM＋A：POKE 70 8＋3＊RND（QO），PEEK（53770）：NEXT I
5290 FOR \(I=0\) TO 247：READ A：POKE 1536 \(+I\) ，\(A: C H E C K S U M=C H E C K S U M+A\) ：POKE 7 \(08+3 * R N D(Q 0)\) ，PEEK（ 53770 ）：NEXT I
5300

5310

5320

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5580
5590
5600
5610
5620
5630
5640
5650
5660
5670 5680 5690
5700 5710 5720
5730 5740 5750
6000 IF CHECKSUM \(<>47765\) THEN PRINT C HR\＄（253）；＂Error in DATA stateme nts．．．＂：END
DATA \(72,138,72,169,10,162,2,141\) ，10，212，141，24，208，141，26，208，1 \(42,23,208,104,170,104,64\)
DATA \(104,173,252,2,201,255,240\) ， \(249,133,124,162,255,142,252,2,3\) \(2,51,5,32,254,246,133,212,169,0\) ，133，213，96
DATA \(162,0,142,0,210,162,15,142\) \(, 1,210,160,0,234,200,208,252,20\) 2，16，244，96
DATA \(216,104,104,133,213,104\)
DATA \(133,212,104,133,204,104\)
DATA \(133,203,104,104,208,47\)
DATA \(32,109,6,165,205,76\)
DATA \(43,6,160,0,177,205\)
DATA \(200,145,205,198,205,165\)
DATA 205，201，255，208，2，198
DATA 206，197，212，208，235，165
DATA 206，197，213，208，229，160
DATA \(0,177,205,200,145,205\)
DATA \(136,152,145,205,96,201\)
DATA \(1,240,3,76,221,6\)
DATA \(32,109,6,76,91,6\)
DATA \(160,1,177,212,136,145\)
DATA \(212,230,212,208,2,230\)
DATA \(213,165,213,197,206,208\)
DATA \(237,165,212,197,205,208\)
DATA \(231,169,0,168,145,212\)
DATA 96，165，212，133，205，165
DATA \(213,133,206,160,0,177\)
DATA \(205,201,94,240,18,230\)
DATA \(205,208,2,230,206,165\)
DATA \(206,197,204,208,238,165\) DATA 205，197，203，208，232，96
DATA \(165,88,133,203,165,89\)
DATA \(133,204,104,104,133,206\)
DATA \(104,133,205,162,24,76\)
DATA \(188,6,160,0,177,205\)
DATA \(200,200,145,203,136,192\)
DATA 38，208，245，24，169，38
DATA \(101,205,133,205,144,2\)
DATA \(230,206,24,169,40,101\)
DATA \(203,133,203,144,2,230\)
DATA \(204,202,208,218,96,104\)
DATA \(104,133,204,104,133,203\)
DATA \(104,168,104,145,203,200\)
DATA \(192,4,208,249,96,160\)
DATA \(0,177,212,208,20,198\)
DATA \(212,165,212,201,255,208\)
DATA 2，198，213，197，203，208
DATA \(238,165,213,197,204,208\)
DATA 232，96
GRAPHICS 0：POKE 559，Q0：POKE 16，

64:POKE 53774,64
6010 FOR I=5000 TO 5900 STEP 100:? C HR\$ (125): POSITION 2, 3:FOR \(J=I+9\) 0 TO I STEP -10:? J:NEXT J:? 11 0:? "CONT"
6020 POKE 712, PEEK (53770): POKE 842,1 3:POSITION O, O: STOP
6030 POKE 842, \(12:\) NEXT I
6040 SETCOLOR 2,12,Q0:SETCOLOR 4,8,1 0:SETCOLOR Q1, QO,12:POKE 752, Q1
6050 POKE PEEK \((560)+256 * \operatorname{PEEK}(561)+3\), 194: POKE 512,0:POKE 513,5
6060 ? CHR\$ (125):? : ? \(: ~ F O R ~ I=6000 ~ T 0\) b060 STEF 10:? I:NEXT I:? "GOT 0610":POSITION 0, O:FOKE 842,13: STOF

\section*{Program 2: Change these lines of Program 1 if you have an 825 Printer.}
```

3020 IF Z=72 THEN UL=Q1:PUT \#2,15:GOT
O 3120
3030 IF Z=74 THEN UL=QO:PUT \#2,14:GOT
O 3120
3070 IF C=LM THEN PUT \#2,14:FOR I=Q1
TO LM:PUT \#2,32:NEXT I:FUT \#2,15
*UL

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# Retirement Planner 

Steve Hamilton

There are versions here for VIC (any memory size), Apple, Atari, TI-99, and TRS-80 Color Computer. This program asks you for an estimate of future interest rates, your current financial situation, and your age at retirement. It then assists you in determining how much you should invest each year towards a retirement nest egg so that you can maintain your present standard of living.

Trying to plan for financial requirements at retirement is a little like entering a contest at a local candy store and trying to guess the number of jelly beans in that five gallon jar behind the counter. Fortunately, there are some tools available to aid in retirement planning. If we are able to anticipate the future based on what has happened in the past, we can at least begin to make a reasonable estimate of our needs.

This program is one tool for retirement planning and is designed to help determine how much you should invest each year from now until retirement. The program assumes two critical factors: the first is that you can estimate the average inflation rate from now until retirement, and the second is that you can predict the average earning rate of investment over that time frame. Although these figures will be highly speculative, we can still use available information to make the best judgment possible.

The program begins by asking for the anticipated average inflation rate until retirement, your current age, and your expected age at retirement. A series of questions follows concerning current monthly expenses. Using answers to these questions, a subroutine at line 580 figures what these expenses will be at retirement. The prompts are self-explanatory. When asked for the anticipated inflation and interest rates, remember to use the decimal form of these figures. For example, if the expected interest rate is $12 \%$, enter it as: . 12 .

The total savings required will be displayed following the command at line 320. The next prompt will be for the number of years until retirement: be sure to enter only $10,15,20,25,30$, or 35 . The input from this prompt is used to determine which factor will figure the amount you must invest each year until retirement. I obtained the factors from my local banker.

When the program is finished, a figure will
be displayed representing the amount you must invest each year - at the anticipated earning rate in order to reach the total savings figure specified from line 320.

## Program 1: VIC Version

$1 \varnothing \emptyset$ PRINT" \{CLEAR\}"
$11 \varnothing$ PRINT"\{REV\}RETIREMENT NEEDS"
$12 \emptyset$ FOR YR=1TO6: READ F(YR):NEXT YR
130 INPUT"AVE.INFL.RATE"; I
$14 \varnothing$ INPUT"YOUR AGE"; A
$15 \emptyset$ INPUT"RETIREMENT AGE"; R
$160 \mathrm{Y}=\mathrm{R}-\mathrm{A}$
$17 \emptyset$ PRINT"MONTHLY UTILITIES COST"
$18 \emptyset$ GOSUB $58 \emptyset$
$19 \emptyset$ PRINT"MONTHLY FOOD COSTS"
$2 ø \emptyset$ GOSUB58ø
$21 \varnothing$ PRINT"MONTHLY HOUSING COSTS"
$22 \emptyset$ GOSUB58ø
$23 \emptyset$ PRINT"MONTHLY TRANSPORTATION"
$24 \varnothing$ GOSUB58ø
$25 \emptyset$ PRINT"MONTHLY MEDICAL COSTS"
260 GOSUB 58 5
$27 \varnothing$ PRINT"MONTHLY TAXES \& INSUR."
$28 \emptyset$ GOSUB58ø
290 PRINT"MONTHLY MISC."
3øø GOSUB58ø
$31 \emptyset$ PRINT" ${ }^{\text {CLEAR }}$ "
$32 \emptyset$ PRINT"ANTICIPATED MONTHLY"
$33 \varnothing$ PRINT"EXPENSES=\$"; INT(LE)
340 PRINT"ANTICIPATED YEARLY"
$35 \emptyset$ PRINT"SOCIAL SECURITY"
360 INPUT"INCOME"; SS
$37 \emptyset$ REM LINE $28 \emptyset$ FIGURES ANNUAL
$38 \emptyset$ REM LIVING EXPENSES.
$390 \mathrm{AL}=\mathrm{LE} \mathrm{E}^{*} 12$
$4 \emptyset \emptyset$ PRINT"ANTICIPATED AVE."
$41 \varnothing$ INPUT"INTEREST RATE";AI
$42 \emptyset$ PRINT" ${ }^{(C L E A R\} " ~}$
430 PRINT"TOTAL SAVINGS REQ.="
440 SR=INT ( (AL-SS) /AI)
$45 \emptyset$ PRINT"\$";SR
460 PRINT"NO. OF YEARS TO"
$47 \emptyset$ PRINT"RETIREMENT? (ENTER"
$48 \emptyset$ PRINT"ONLY $1 \varnothing, 15,2 \varnothing, 25 "$
$49 \emptyset$ PRINT" $3 \emptyset$ OR 35)"
$5 \emptyset \emptyset$ INPUTYR:YR=YR/5-1
$510 \mathrm{Q}=(\mathrm{F}(\mathrm{YR}) * A I) / .12$
520 PRINT"SAVINGS ALREADY"
530 INPUT"ACCUMULATED"; Sl
$54 \emptyset \mathrm{~W}=(\mathrm{SR}-\mathrm{Sl}) / \mathrm{Q}$
$55 \emptyset$ PRINT"ANNUAL SAVINGS REQ.="
560 PRINT"\$"; INT(W)
$57 \emptyset$ END
$58 \emptyset$ INPUTX : $\mathrm{Z}=\mathrm{X} *(1+\mathrm{I})$ 个Y:LE=LE+Z: RETURN: REM ~ LE=MONTHLY RETIREMENT EXPENSES
$59 \emptyset$ DATA $2 \emptyset .28498,43.86578,86.45534$
6øø DATA $163.37683,3 \emptyset 2.30558,553.22637$

## Program 2：Apple Version

100 HOME ：UTAB 2：HTAB 14：INVERSE ：PRINT ＂RETIREMENT NEEDS＂：NORMAL
110 FOR YR $=1$ TO b：READ F（YR）：NEXT YR
120 VTAB 6：INPUT＂AVE．INFLATION RATE？＂；I
130 INPUT＂YOUR AGE？＂；A
140 INPUT＂RETIREMENT AGE？＂；R
$150 Y=R-A: P R I N T: P R I N T: A \$=$＂MONTHLY UTILITIES COSTS＂：GOSUB 460
160 GOSUB 430
170 INPUT＂MONTHLY FOOD COSTS＝$\$$＂；$X$
180 GOSUB 430
$190 \mathrm{~A} \$=$＂MONTHLY HOUSING COSTS＂：GOSUB 460
200 GOSUB 430
210 INPUT＂MONTHLY TRANSPORTATION COSTS＝\＄＂； X

220 GOSUB 430
230 A $=$＂MONTHLY MEDICAL COSTS＂：GOSUB 460
240 GOSUB 430
250 INPUT＂MONTHLY TAXES AND INSURANCE＝$\$$＂；$x$
260 GOSUB 430
270 A\＄$=$＂MONTHLY MISCELLANEOUS＂：GOSUB 460
280 GOSUB 430
290 VTAB 20：PRINT＂录＊ANTICIPATED MONTHLY EXPENSES＝＂；：INVERSE ：PRINT＂\＄＂；INT（ LE）；：NORMAL ：PRINT＂＊＊＂
300 PRINT ：HTAB 5：PRINT＂－－PRESS ANY KEY TO CONTINUE－－＂：GET B $\$$
310 HOME ：PRINT ：PRINT＂ANTICIPATED YEAR LY SOCIAL SECURITY＂：INPUT＂INCOME＝\＄＂ ；SS
$320 \mathrm{AL}=$ LE＊12：REM CALCULATES ANNUAL LIV ING EXPENSES
330 PRINT ：INPUT＂ANTICIPATED AVE．INTERE ST RATE？＂；AI
$340 \mathrm{SR}=\mathrm{INT}((\mathrm{AL}-\mathrm{SS}) / A I)$
350 PRINT ：PRINT ：PRINT ：PRINT＂安＂；： INVERSE ：PRINT＂TOTAL SAVINGS REQUIRE D＝＂；：NORMAL ：PRINT＂\＄＂；SR；＂安＂＂
360 PRINT ：PRINT ：PRINT＂NUMBER OF YEARS UNTIL RETIREMENT（ENTER＂
370 INPUT＂ONLY 10，15，20，25，30，OR 35）？＂；Y $R: Y R=Y R / 5-1$
$380 Q=(F(Y R) * A I) / .12$
390 PRINT ：INPUT＂SAVINGS ALREADY ACCUMUL ATED＝\＄＂；S1
$400 W=(S R-S 1) / Q$
410 PRINT ：PRINT ：PRINT ：PRINT＂＊＊＂；： INVERSE ：PRINT＂ANNUAL SAVINGS REQUIR ED＝＂；：NORMAL ：PRINT＂\＄＂；INT（W）；： PRINT＂＊＊＂

## 420 END

$430 \mathrm{Z}=\mathrm{X}$＊（1＋I）＾Y：LE＝LE＋Z：RETURN ：REM LE＝MONTHLY RETIREMENT EXPENSES
440 DATA $20.28498,43.86578,86.45534$
450 DATA 163．37683，302．30558，553．22637
460 INVERSE ：PRINT A\＄；：NORMAL ：INPUT＂＝\＄ ＂；X：RETURN

## Program 3：tiversion

| 100 | DIM F（6） |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| 110 | GOSUB 710 |  |  |  |
| 120 | FOR YR＝1 TO 6 |  |  |  |
| 130 | READ | $F(Y R)$ |  |  |
| 140 | NEXT | YR |  |  |
| 150 | INPUT | ＂AVE．INF | LATION RA | $E ?^{\prime \prime}=1$ |
| 160 | INPUT | ＂YOUR AGE | ？＂：A |  |
| 170 | INPUT | ＂RETIREME | NT AGE？＂： |  |
| 180 | PRINT |  |  |  |
| 190 | PRINT |  |  |  |
| 200 | $Y=R-A$ |  |  |  |
| 210 | PRINT | ＂MONTHLY | UTILITIES | costs＂ |
| 220 | GOSUB | 650 |  |  |
| 230 | PRINT | ＂MONTHLY | FOOD COST |  |
| 240 | GOSUB | 650 |  |  |

250 PRINT＂MONTHLY HOUSING COSTS＂
260 GOSUB 650
270 PRINT＂MONTHLY TRANSPORTATION COS TS＂
280 GOSUB 650
290 PRINT＂MONTHLY MEDICAL COSTS＂
300 GOSUB 650
310 PRINT＂MONTHLY TAXES AND INSURANC E＂
320 GOSUB 650
330 PRINT＂MONTHLY MISCELLANEOUS＂
340 GOSUB 650
350 PRINT
360 PRINT＂ANTICIPATED MONTHLY EXPENS ES＝\＄＂；INT（LE）
370 INPUT＂PRESS enter TO CONTINUE＂：G \＄
380 GOSUB 710
390 PRINT＂ANTICIPATED YEARLY SOCIAL＂
400 INPUT＂SECURITY INCOME？＂：SS
410 REM\｛3 SPACES\}LINE 430 FIGURES ANN UAL\｛4 SPACES\}
420 REM LIVING EXPENSES
$430 \mathrm{AL}=\mathrm{LE} * 12$
440 PRINT
450 PRINT＂ANTICIPATED AVE．INTEREST＂
460 INPUT＂RATE？＂：AI
470 PRINT
480 PRINT＂TOTAL SAVINGS REQUIRED＝＂
490 SR＝INT（（AL－SS）／AI）
500 PRINT＂\＄＂；SR
510 PRINT
520 PRINT＂NO．OF YEARS TO RETIREMENT ？＂
530 PRINT＂（ENTER ONLY $10,15,20,25,30$
540 INPUT＂OR 35）＂：YR
$550 \quad Y R=Y R / 5-1$
$560 \quad Q=(F(Y R) * A I) / .12$
570 PRINT
580 INPUT＂SAVINGS ALREADY ACCUMULATE D？＂：S1
$590 \mathrm{~W}=(\mathrm{SR}-51) / Q$
600 PRINT
610 PRINT＂ANNUAL SAVINGS REQUIRED＝＂
620 PRINT＂\＄＂；INT（山）
630 END
640 REM LE＝MONTHLY RETIREMENT EXPENS ES
650 INPUT $X$
$660 Z=X *(1+I)$－$Y$
670 LE＝LE $+Z$
680 RETURN
690 DATA 20．28498，43．86578，86．45534
700 DATA $163.37683,302.30558,553.2263$
7
710 CALL CLEAR
720 FOR $J=9$ TO 11
730 CALL COLOR（J，2，7）
740 NEXT J
750 PRINT＂\｛5 SPACES？retirement needs
760 FOR I＝1 TO 15
770 PRINT
780 NEXT I
790 RETURN

## Program 4：tRS－80 Version

10 DIM $F(6)$
20 CLS
30 PRINTQ200
40 PRINT＂\｛7 SPACES\} RETIREMENT LEEEDS"
50 FOR $I=1$ TO 1000：NEXTI $=C L S$
60 FOR YR＝1TOG：READ $F(Y R): N E X T$ YR

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70 INPUT"AVE. INFLATION RATE"; I
80 INPUT"YOUR AGE"; A
90 INPUT"RETIREMENT AGE";R
100 PRINT: $\mathrm{Y}=\mathrm{R}-\mathrm{A}$
 OSUB 370
120 PRINT"MONTHLY FOOD COSTS";:GOSUB 370
 UB 370
140 PRINT"MONTHLY TRANSPORTATION";:GO SUB 370
150 PRINT"MONTHIE MaDTMAE CBSIS"; : GOS UB 370
160 PRINT"MONTHLY TAXES AND INSUR.";: GOSUB 370
170 PRINT"MOLTHIL M MESE."; : GOSUB370
180 PRINT:PRINT" RNTITCIPRMED MONTHEE ERPRESESI="
190 PRINT INT (LE)
200 PRINT:PRINT"\{3 SPACES\}PRESS EXTEE TO CONTINUE";
210 IF INKEY $\$="$ " THEN 210
220 CLS: PRINT" RNT 1 CHPRTE: HEARLY BLCT [日]

240 AL=LE*12:REM CALCS ANNUAL LIVING EXPENSES
250 PRINT:PRINT"ANTICIPATED AVERAGE"
260 INPUT"INTEREST RATE";AI
270 SR=INT ( (AL-SS)/AI)
 ; SR
290 PRINT:PRINT"NO. OF YEARS TO RETIR EMENT?"
300 PRINT" (ENTER ONLY $10,15,20,25,30$
310 INPUT" OR 35)"; YR:YR=YR/5-1
320 Q=F (YR) *AI/. 12
 UFATED" : INPUT 51
$340 \mathrm{~W}=(\mathrm{SR}-\mathrm{S} 1) / \mathrm{Q}$
 "; INT (W)
360 END
370 INPUT $X: Z=X *(1+I) \wedge Y: L E=L E+Z: R E T U R$ N:REM LE=MONTHLY RETIREMENT EXPEN SES
380 DATA $20.28498,43.86578,86.45534$
390 DATA $163.37683,302.30558,553.2263$ 7

## Program 5: Atari Version

90 DIM $F(6):$ OPEN \#1, $4,0, " K: "$
100 GRAPHICS $2+16$
110 POSITION 2,5:? \#6;"RETIREMENT NEE DS"
120 FOR I=1 TO 1000:NEXT I
130 FOR YR=1 TO 6:READ $F: F(Y R)=F: N E X T$ YR
140 PRINT "〔3 DOWN\}AVE. INFLATION RAT E";: INPUT I
150 PRINT "YOUR AGE";:INPUT A
160 PRINT "RETIREMENT AGE"; : INPUT R
 FIES COETS ";:GOSUB 650
180 PRINT "MONTHLY FOOD COSTS ";:GOSU B 650
190 PRINT "MONTHLEY HOUSHETE [COSTS ";: G OSUB 650
200 PRINT "MONTHLY TRANSPORTATION "; GOSUB 650
210 PRINT "MONTHILY MEDFGRE COSTS ";:G OSUB 650

220 PRINT "MONTHLY TAXES AND INSUR. " ; : GOSUB 650
 OSUB 650
240 PRINT "\{3 DOWN\}**ANTICIPATED MONT HLY EXPENSES=क"; INT (LE) ; "**"
250 PRINT " \{2 DOWN\} PRESS ANY KEY TO CONTINUE: ";
260 GET \#1, A
280 GRAPHICS 0:PRINT "\{2 DOWN\} ANTICI PATED YEARLY SOCIAL SECURITY":PRI NT " INCOME=\$ "; : INPUT SS
290 AL=LE*12:REM CALCULATES ANNUAL LI VING EXPENSES
300 PRINT " \{DOWN\} ANTICIPATED AVE.INT EREST RATE"; : INPUT AI
310 SR=INT ( $(A L-S S) / A I)$
320 PRINT "\{2 DOWN\} * TGIETE ERUREXES E ERIDTRAD=\$";SR;" *"
330 PRINT "\{3 DOWN\} NUMBER OF YEARS $U$ NTIL RETIREMENT"
340 PRINT " (ENTER ONLY $10,15,20,25,3$ 0 , OR 35)"; : INPUT YR:YR=YR/5-1
$350 \mathrm{Q}=\mathrm{F}(\mathrm{YR}) * A I / 0.12$
360 PRINT "\{DOWN\} SAVINGS ALREADY ACC UMULATED=\$";:INPUT S1
$370 \mathrm{~W}=(\mathrm{SR}-\mathrm{S} 1) / 0$


390 END
440 DATA 20.28498,43.86578,86.45534
450 DATA $163.37683,302.30558,553.2263$ 7
650 INPUT $X: Z=X *(I+1) \wedge Y: L E=L E+Z: R E T U R$ $N$ : REM LE=MONTHLY RETIREMENT EXPE NSES


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# Typing Teacher <br> Alan McCright 

For Atari, VIC, TI-99/4A, and Apple. Typing in program listings is far easier if you really know the keyboard and don't need to watch your fingers. The typing program given here helps you learn the keyboard, and will give you a score based either on characters per minute or in words per minute.

Those who must rely on hunt-and-peck typing have likely discovered just how tedious it can be, especially when you are typing in programs. This program is a self-teacher that will help familiarize you with keyboard layout and help you learn to touch type.

The idea is to let your fingers find the correct key, and not to look at the keyboard. When this program is RUN, a representation of the keyboard layout appears on the screen. The characters are printed in an approximation of their keyboard positions. Check the key's location on the display, and try to get your finger to move there without looking down at the keyboard.

The Atari version starts the clock at memory location 19 and will print a non-SHIFTed character on the upper center of the screen. It will then wait for your response, flash the screen character that corresponds to your typed key, and check to see if it matches the test character. If so, your score will be incremented by one. After one minute, the test will end, your score in characters per minute will be printed, and you will be asked to try again. If you are not using the Atari version of this program, see the notes specific to your computer.

Getting the proper screen character to flash was a problem. I know of no way to read the keyboard in $x, y$, and a data READ after each GET was much too slow. Finally, I hit upon the idea of POKEing the screen characters' $x, y$ positions into page six at the locations corresponding to the characters' ATASCII values times two and their values times two plus one (lines 160 and 400). Since the GET function returns the ATASCII value, a simple algorithm and a couple of PEEKs will fetch the proper screen coordinates.

The four DATA statements contain the ATASCII values of the characters in their relative keyboard positions (line $1000=$ keyboard row 1). At line 100, the screen y coordinate starts at
row 5 . This is incremented by one at the end of each DATA statement.

Line 120 is set to 3 at the beginning of each row, incremented by 1 after each READ, and is POKEd into memory as the screen x position.

Line 160 POKEs this data into the appropriate memory location.

Line 170 then uses these values to print the character in its proper screen position before going to the next READ.

The rows are put on the screen beginning at column 3. The last two DATA lines are padded with spaces (32) at the beginning, to position those rows one column over.

If you prefer to see your score in words per minute, make these changes:

## 500 POSITION 9,2: ?\#6;CHARCNT/5 510 POSITION 3,3: ?\#6;'WORDS PER MINUTE"

This assumes that the average English word is five letters long. However, since the characters are chosen at random (which I found ideal for learning to type in programs), each individual character has to be recognized rather than recalled as part of a word. Thus, scoring in words per minute will lead to some appallingly low, though accurate, scores, even for good typists.

How fast can the program run? In the word-per-minute mode, by deleting line 360 and all of the REMs, and holding down any key after RUNning, a score of $60-70$ words per minute is typical. However, when you are actually testing, your own reaction time will keep you from reaching that level. You might want to modify the routine using word lists instead of random characters to get an idea of your true secretarial speed.

## Program 1: Atari Version

```
10 GRAPHICS 2+16
20 POSITION 2,0:? #6;"TYPING TEACHE
    R":REM INVERSE VIDEO
30 OPEN #1,4,0,"K:"
40 CHARCNT=O:REM ZERO CHARACTER COUN
    TER
9 9 ~ R E M ~ * * ~ R O U T I N E ~ T O ~ E N T E R ~ C H A R A C T E R ~
        POSITION DATA **
100 FOR ROW=5 TO B:REM ROW DATA TO P
        OKE
120 FOR COL=3 TO 15:REM COLUMN DATA
        TO POKE
130 READ CHAR
```

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# Apple, VIC, And TI-99/4A Notes 

## Apple

Because the Apple lacks a realtime clock, a special counter routine must be employed in this version of the program. Incrementing occurs in line 320 while waiting for a keyboard response, and again in line 350 to account for the time required to process each response. After approximately a minute, a certain counter value will be reached (in line 330) and the testing routine will be halted and a score displayed. As in the Atari version, your score can be given in words per minute by making line 440 read:

## 440 HTAB12:VTAB7:INVERSE:PRINT"WORDS/ MINUTE = ";' "'CCNT/5:NORMAL

If you modify this program, be sure to check the timing for you may have affected it. If so, adjust line 350.

## VIC

The VIC version of "Typing Teacher" POKEs the $X, Y$ coordinates for each character used on the screen keyboard in an area of memory normally used as a "cassette buffer" (to hold items coming into or going out from the cassette during SAVEs or LOADs). Typing skill can be evaluated on a words per minute basis by changing line 580 to read:

580 PRINT ${ }^{\prime \prime}$ [HOME][06 DOWN][04 RIGHT] [REV]WORDS/MINUTE[OFF]";"=";CCNT/5

## TI-99/4A

The TI-99/4 version, much like the Apple version, uses an incrementing counter to time the speed of keyboard response. This process occurs in lines 570 and 640 . Since POKEs aren't allowed in TI BASIC, the X, Y coordinates for the characters in the keyboard displayed on the screen must be stored in an array. The TI-99/4 is somewhat slower in processing, and the sorting that is required to flash the correct keyboard response in lines 770 to 850 causes further delay. Processing speed for each keyboard response can be increased somewhat by changing line 650 to read:

## 650 IF CR\ll N THEN 860

so that the character flashing routine on the screen-formatted keyboard is not executed. If this change is made in the program, line 640 should be changed to:

$$
640 \text { TIME }=\text { TIME }+4
$$

since processing time has been reduced. Unfortunately, however, you may still find yourself pushing the speed limits of the TI-99/ 4. Line 680 can be changed to:

680 PRINT" words/minute $=$ ";CHARCNT/5 if a words per minute score is desired.

If you modify the program, see if the timing went off and make any necessary adjustments to line 640

```
140 IF CHAR=0 THEN NEXT ROW:GOTO 120
150 IF CHAR=-1 THEN 200
160 POKE 1536+(CHAR*2), COL:POKE 1536
    +(CHAR*2) + 1, ROW:REM POKE POSITIO
    N DATA
170 POSITION COL,ROW:? #6; CHR$(CHAR+
    128): REM PRINT CHAR TO SCREEN
180 NEXT COL
190 GOTO 120
199 REM **START CLOCK AND SELECT RAN
    DOM CHARACTER **
2OO POSITION 2,10:? #G;"ANY KEY TO S
    TART":GET #1,CHAR:POSITION 2,10:
    ? #6;"{16 SPACES}":REM 16 SPACES
210 POKE 19,O:REM ZERO & START TIME
    COUNTER
220 N=INT((RND (0) * 49) +42): REM CHOOSE
        A RANDOM CHARACTER
230 IF N=63 OR N=64 OR N=58 OR N=OLD
    CHAR THEN 220:REM IGNORE CERTAIN
        CHARACTERS
240 OLDCHAR=N
250 POSITION 9, S:? #6;CHR$(N):REM PR
        INT RANDOM NUMBER CHARACTER
260 IF PEEK(19)>=14 THEN 500:REM TIM
    E UP?
```


## 295

299
300
305 SOUND $0,10,10,8$ : CHARCNT $=$ CHARCNT + 1:REM ADD ONE TO TOTAL
310 SOUND $0,0,0,0:$ gOSUB 400
320 ? \#6; CHRक (CHAR): REM FLASH CHARAC TER...
330 FOR $\mathrm{X}=1$ TO 10: NEXT X
340 GOSUB 400
350 ? \#6; CHR\$(CHAR+128):REM ...AND R ETURN TO NORMAL
360 IF CHAR $<>$ N THEN SOUND $0,150,12,8$ :FOR $X=1$ TO $10:$ NEXT $X:$ SOUND 0,0 , $0,0:$ CHARCNT $=$ CHARCNT-1:REM YOU ER RED
370 GOTO 220
399 REM ** POSITION CURSOR OVER TYPE D CHARACTER **
400 TRAP 360:POSITION PEEK(1536+(CHA R*2)), PEEK (1536+(CHAR*2) +1)
410 RETURN
499 REM ** CALCULATE AND PRINT SCORE **
500 POSITION 9,2:? \#6; CHARCNT
510 POSITION 1, 3:? \#6;"CHARACTERS/MI

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## TYPING TEACHER

$1234567898\rangle$
QWERTYIIOP-
SSDFHJKL;
ZHCUBHM, $\%$

The Atari version of "Typing Teacher" uses large-size GRAPHICS 2 characters.

NUTE"
520 POSITION 1, 10:? \#6;"HIT *R" TOR ESTART"
530 FOR SND=1 T0 5
540 SOUND $0,30,10,8$
550 FOR DELAY=1 TO 50: NEXT DELAY
560 SOUND $0,0,0,0:$ NEXT SND
570 IF SND<5 THEN 540
580 GET \#1, RESTART:IF RESTART=ASC("R ") THEN RUN
700 END
999 REM ** ATASCII DATA IN INDIVIDUA L KEYBOARD ROWS AND COLUMNS **
1000 DATA $49,50,51,52,53,54,55,56,57$ , 48, 60,62,0
1010 DATA $81,87,69,82,84,89,85,73,79$ , 80, 45,61,0
1020 DATA $32,65,83,68,70,71,72,74,75$ , 76,59, 43, 42,0
1030 DATA $32,90,88,67,86,66,78,77,44$ , 46, 47, -1

## Program 2: Apple Version

100 FOR I = 770 TO 795: READ M: POKE I , M: NEXT
110 HOME : PRINT : HTAB 14: INVERSE : PRINT "TYPING TEACHER": NORMAL
120 CCNT $=0:$ REM ZERO CHARACTER COUNT ER
130 REM ** ROUTINE TO ENTER CHARACTER POSITION DATA **
140 FOR ROW = 11 TO 17 STEP 2: REM RO W DATA TO POKE
150 FOR COL $=9$ TO 33 STEP 2: REM CO LUMN DATA TO POKE
160 READ CHAR
170 IF CHAR $=0$ THEN NEXT ROW: GOTO 1 50
180 IF CHAR $=-1$ THEN 250
190 POKE 796 + (CHAR * 2), COL: POKE 79 $6+($ CHAR * 2$)+1$, ROW
200 IF CHAR $=32$ THEN 220
210 HTAB COL: UTAB ROW: INVERSE : PRINT CHR $\$$ (CHAR): NORMAL
220 NEXT COL
230 GOTO 150
240 REM ** TIMER AND SELECT RANDOM CH ARACTER **
250 HTAB 10: VTAB 20: INVERSE : PRINT

"Typing Teacher," Apple version. (TI-99/4A version similar.)
"HIT ANY KEY TO START": NORMAL : GET A $\$$
260 HTAB 10: UTAB 20: FOR I = 1 TO 20: PRINT " ";: NEXT I
$270 \mathrm{~N}=$ INT ( ( RND (1) * 47) + 44): REM CHOOSE A RANDOM CHARACTER
280 IF $N>=60$ AND $N<=640 R N=$ OLDCHAR THEN 270
290 OLDCHAR $=N$
300 HTAB 20: VTAB 7: PRINT CHR末 (N): REM PRINT RANDOM NUMBER CHARACTER
310 REM **PROCESS YOUR RESPONSE**
320 IF PEEK ( - 16384) < 128 AND TIME < 2710 THEN TIME = TIME + 1: GOTO 320
330 IF TIME $>=2710$ THEN 440
340 GET A\$:CHAR = ASC (A\$): POKE 768, 30: POKE 769,1: CALL 770:CCNT = CC NT + 1: REM *ADD ONE TO TOTAL*
350 TIME $=$ TIME +10
360 GOSUB 420
370 PRINT CHR $\$$ (CHAR)
380 FOR I = 1 TO 10: NEXT I
390 GOSUB 420: INVERSE : PRINT CHR\$ ( CHAR): NORMAL
400 IF CHAR $<>N$ THEN CCNT $=$ CCNT 1: POKE 768,1: POKE 769,175: CALL 770
410 GOTO 270
420 IF CHAR < > N THEN POP : GOTO 40 0
$430 \operatorname{HTAB}(\operatorname{PEEK}(796+2 * \operatorname{CHAR})): \operatorname{VTAB}$ ( PEEK (797 + 2 * CHAR)): RETURN
440 HTAB 9: VTAB 7: INVERSE : PRINT "C HARACTERS/MINUTE: =";" ";CCNT: NORMAL
450 HTAB 10: VTAB 20: INVERSE : PRINT " HIT 'R' TO RESTART ": NDRMAL
460 POKE 768,250: POKE 769,2: CALL 770
470 GET A\$: IF A\$ = "R" THEN RUN
480 END
490 REM **MUSIC ML DATA**
500 DATA $172,01,03,174,01,03,169,04,3$ $2,168,252,173,48,192,232,208,253,1$ $36,208,239,206,0,03,208,231,96$
510 REM **ASCII DATA FOR KEYBDARD**
520 DATA $49,50,51,52,53,54,55,56,57,4$ 8,58, 45,0
530 DATA $81,87,69,82,84,89,85,73,79,8$ 0,0
540 DATA $65,83,68,70,71,72,74,75,76,5$ 9,0

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## Program 3: VIC Version

$1 \varnothing \varnothing$ PRINT" \{CLEAR\} \{ø3 DOWN\}\{ø4 RIGHT\} \{REV\}T YPING\{OFF\} \{REV\}TEACHER\{OFF\}\{ø6 DOWN\}"
$11 \varnothing$ CCNT= $0:$ POKE 36878,1ø:X=RND(-TI):REM ZE RO CHAR COUNTER AND SET VOLUME
$120 \mathrm{~S} 2=36875: \mathrm{S} 4=36877$ :REM SPEAKER NUMBERS
$13 \emptyset$ REM *ROUTINE TO ENTER CHARACTER POSITI ON DATA*
140 FOR ROW=1 TO 4:REM ROW DATA TO POKE
$15 \emptyset$ PRINT" ${ }^{1} 5$ RIGHT\}";
$16 \emptyset$ FOR COL=1 TO 12:REM COLUMN DATA TO POK E
$17 \emptyset$ READ CHAR
$18 \emptyset$ IF CHAR $=\varnothing$ THEN NEXT ROW:GOTO 160
190 IF CHAR=-1 THEN $26 \emptyset$
2øø POKE 828+CHAR*2,COL:POKE 829+CHAR*2,RO W:REM POKE DATA POSITION
210 IF CHAR=32 THEN PRINT" ";:GOTO 230
$22 \emptyset$ PRINT" $\{$ REV \} "; CHRS (CHAR);
230 NEXT COL
240 PRINT" ${ }^{2}$ DOWN $\}$ "
$25 \emptyset$ GOTO 16ø
$26 \emptyset$ PRINT"\{OFF\} "
$27 \varnothing$ REM **ZERO TIMER AND SELECT RANDOM CHA R**
$28 \varnothing$ PRINT" $\{\varnothing 3$ DOWN $\}\{R I G H T\}\{R E V\} H I T$ ANY KEY TO START\{OFF\}"
290 GET A\$:IF AS="" THEN 290
3øø PRINT"\{UP\}";:FOR I=1 TO 21:PRINT" ";:N EXT I
$31 \varnothing$ TI\$="øøøøøø"
$32 \emptyset \mathrm{~N}=\operatorname{INT}((\operatorname{RND}(1) * 49)+42)$ : REM CHOOSE A RAN DOM CHARACTER
$33 \emptyset$ IF $N=6 \emptyset$ OR $N=62$ OR $N=63$ OR $N=O L D C H A R ~ T$ HEN $32 \emptyset$
$34 \varnothing$ OLDCHAR=N
$35 \emptyset$ PRINT" $\{$ HOME $\}$ \{ $\varnothing 6$ DOWN $\}$ "; SPC(1 $\varnothing$ ); CHR\$ (N)
360 IF TI>36øø THEN 580:REM TIME UP?
$37 \emptyset$ REM **PROCESS YOUR RESPONSE**
$38 \emptyset$ GET AS:IF A\$="" THEN $36 \varnothing$
$39 \varnothing$ REM*PLEASANT SOUND*
4øø CHAR=ASC(A\$):POKE S2,225:FOR I=1 TO 5: NEXT I:POKE S2, $\varnothing$
$41 \varnothing$ CCNT $=$ CCNT +1
420 IF CHAR<>N THEN 490
$43 \emptyset$ GOSUB $52 \emptyset$
$44 \emptyset$ PRINT CHRS (CHAR)
$45 \emptyset$ FOR I=1 TO 10:NEXT I
460 GOSUB 52ø:PRINT"\{REV\}"; CHR\$ (CHAR);"\{OF OFF\}"
$47 \emptyset$ GOTO 320
$48 \emptyset$ REM *YOU ERRED*
$49 \emptyset$ CCNT=CCNT-1:POKE S4,13ø:FOR I=1 TO $1 \varnothing$ ~ :NEXT I:POKE S4, $\varnothing$
5øø GOTO 32ø
510 REM*POSITION CURSOR OVER TYPED CHAR*
$52 \emptyset$ PRINT" $\{$ HOME $\}$ \{ø9 DOWN $\}$ ";
$53 \varnothing$ FOR $\mathrm{I}=2$ TO PEEK ( $829+\mathrm{CHAR} * 2)$ *2:PRINT:NE XT I
$54 \emptyset$ PRINT" $\{\varnothing 4$ RIGHT $\}$ ";
$55 \emptyset$ FOR $J=1$ TO PEEK ( $828+$ CHAR* 2 ): PRINT" $\{$ RIGHT\}";:NEXT J
560 RETURN
570 REM**CALC AND PRINT SCORES**
$58 \emptyset$ PRINT" $\{$ HOME $\}\{\varnothing 6$ DOWN $\}\{\varnothing 4$ RIGHT $\}\{$ REV $\} C H$ AR/MINUTE\{OFF\}";"="; CCNT

590 PRINT"\{HOME \} ":FOR I=1 TO 18:PRINT:NEXT I:PRINT"\{RIGHT\}\{REV\} HIT 'R' TO $\sim$
RESTART \{OFF\}"
$6 \emptyset \emptyset$ REM *SCORE SOUND*
$61 \varnothing$ FOR I=244 TO 252 STEP 2:POKE S2,I:FOR ~
$\mathrm{J}=1$ TO 5 $\quad$ :NEXT J:NEXT I:POKE S2, $\varnothing$
620 GET AS:IF AS="" THEN $62 \emptyset$
$63 \emptyset$ IF AS="R" THEN RUN
640 END
650 REM*ASCII DATA FOR KEYBOARD*
660 DATA $49,5 \emptyset, 51,52,53,54,55,56,57,48,43$, 45, $\varnothing$
$67 \emptyset$ DATA $81,87,69,82,84,89,85,73,79,8 \emptyset, 64$, 42, $\varnothing$
$68 \emptyset$ DATA $65,83,68,70,71,72,74,75,76,58,59$, 61, 0
690 DATA $32,9 \varnothing, 88,67,86,66,78,77,44,46,47$, -1

"Typing Teacher," VIC-20 version.

## Program 4: TI Version

100 DIM CHAR $(23,30)$
110 RANDOMIZE
$120 \mathrm{D}=20$
130 F $1=300$
$140 \mathrm{~F} 2=4000$
$150 \quad V_{1}=10$
$160 \quad V 2=2$
170 CALL CLEAR
180 FOR $J=9$ TO 12
190 CALL COLOR (J, 2, 14)
200 NEXT J
210 FOR $J=2$ TO 8
$220 \operatorname{CALL} \operatorname{COLOR}(\mathrm{~J}, 2,15)$
230 NEXT J
240 IF R=82 THEN 270
250 RESTORE
260 CALL CLEAR
270 PRINT "〔G SPACES3typing teacher"
280 FOR I=1 TO 18
290 PRINT
300 NEXT I
310 REM ZERO CHARACTER COUNTER AND TIME
320 CHARCNT $=0$
330 TIME $=0$
340 REM ROUTINE TO ENTER CHARACTER POSITION DATA
350 FOR ROW $=11$ TO 23 STEP 3

```
3 6 0 ~ F O R ~ C O L = 6 ~ T O ~ 3 0 ~ S T E P ~ 2 , ~
370 READ CHAR (ROW, COL)
380 IF CHAR (ROW, COL) =0 THEN 450
390 IF CHAR(ROW, COL) =-1 THEN 460
400 IF CHAR(ROW,COL) =32 THEN 430
4 1 0 ~ C A L L ~ H C H A R ( R O W , C O L , C H A R ~ ( R O W , C O L ) ~
    )
420 GOTO 440
430 PRINT " ";
4 4 0 ~ N E X T ~ C O L ~
4 5 0 ~ N E X T ~ R O W
4 6 0 ~ P R I N T
470 PRINT " PRESS any key TO START"
    ;
480 CALL KEY(3,S,STATUS)
4 9 0 ~ I F ~ S T A T U S = 0 ~ T H E N ~ 4 8 0 ~
500 CALL HCHAR(24,5,32,22)
510 REM *CHOOSE A RANDOM NUMBER*
520 N=INT((RND*47) +44)
530 IF (N>=60)*(N<=64)+(N=45)+(N=58)
    +(N=OLDCHAR) THEN 520
5 4 0 ~ O L D C H A R = N
5 5 0 ~ C A L L ~ V C H A R ~ ( 7 , 1 6 , N )
560 REM **PROCESS YOUR RESPONSE**
570 TIME=TIME+1
5 8 0 ~ I F ~ T I M E > 9 0 0 ~ T H E N ~ 6 7 0 ~
5 9 0 ~ C A L L ~ K E Y ( O , C R , S T A T U S )
600 IF STATUS=0 THEN 570
610 CALL SOUND (D,F1,V1)
620 CHARCNT = CHARCNT +1
GSO REM ADD ONE TO TOTAL
640 TIME=TIME+12
650 GOTO 760
```


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```
```

670 PRINT TAB(4);

```
```

670 PRINT TAB(4);
680 PRINT "characters/minute= ";CHAR
680 PRINT "characters/minute= ";CHAR
CNT
CNT
6 9 0 ~ P R I N T
6 9 0 ~ P R I N T
700 PRINT "{5 SPACES}HIT r TO RESTAR
700 PRINT "{5 SPACES}HIT r TO RESTAR
T";
T";
710 CALL KEY(3,R,STATUS)
710 CALL KEY(3,R,STATUS)
720 IF STATUS=0 THEN 710
720 IF STATUS=0 THEN 710
730 IF R=ASC("R")THEN 250
730 IF R=ASC("R")THEN 250
750 END
750 END
760 IF CR<>N THEN 860
760 IF CR<>N THEN 860
770 FOR ROW=11 TO 23 STEP 3
770 FOR ROW=11 TO 23 STEP 3
780 FOR COL=6 TO 30 STEP 2
780 FOR COL=6 TO 30 STEP 2
790 IF CHAR (ROW, COL) =N THEN }82
790 IF CHAR (ROW, COL) =N THEN }82
800 NEXT COL
800 NEXT COL
810 NEXT ROW
810 NEXT ROW
820 CALL HCHAR (ROW-1, COL,N)
820 CALL HCHAR (ROW-1, COL,N)
830 CALL HCHAR (ROW-1,COL,32)
830 CALL HCHAR (ROW-1,COL,32)
840 CALL HCHAR (ROW-1,COL,N)
840 CALL HCHAR (ROW-1,COL,N)
850 GOTO 520
850 GOTO 520
860 CHARCNT=CHARCNT-1
860 CHARCNT=CHARCNT-1
870 CALL SOUND (D,F2,V2)
870 CALL SOUND (D,F2,V2)
880 GOTO 520
880 GOTO 520
890 REM *ASCII DATA FOR KEYBOARD*
890 REM *ASCII DATA FOR KEYBOARD*
900 DATA 49,50,51,52,53,54,55,56,57,
900 DATA 49,50,51,52,53,54,55,56,57,
48,61,0
48,61,0
910 DATA 81,87,69,82,84,89,85,73,79,
910 DATA 81,87,69,82,84,89,85,73,79,
80,47,0
80,47,0
920 DATA 65, 83, 68,70,71,72,74,75,76,
920 DATA 65, 83, 68,70,71,72,74,75,76,
59,0
59,0
930 DATA 32,90,88,67,86,66,78,77,44,
930 DATA 32,90,88,67,86,66,78,77,44,
46, -1

```
```

    46, -1
    ```
```


# Chutes For Atari 

Matt Giwer


#### Abstract

Did you ever wonder how to write a game in 3-D? This fast-paced game illustrates how to use Atari's "size registers" to create realistic three-dimensional graphics.


You are in a hyperdimensional universe. You are piloting an inter-dimensional exploration ship. In this universe there are only three tracks that you can follow with your ship; the rest are too narrow. There is only the flat surface you fly on; there is no up and no down. You can only go forward, and left and right. You must pass through this universe, but others would stop you - they are the Risen Ones of this universe, the RAM-ships.

They roar down the Chutes off in the distance and come at you. Once down their Chutes, they cannot leave the surface either. Fortunately for you, they come only in groups of three, and if you can dodge them you will live. However, there is one problem: each wave comes at you faster and faster. As if that were not enough, the faster the RAM-ship, the longer is its invisible, antimatter exhaust. If you dodge too close astern, your exhausts will collide, and you will both be destroyed.

## Program Details

At the beginning, the program execution at line 10 immediately falls through to line 30 , which is a series of GOSUBs. The first subroutine at line 30000 sets up the graphics mode, turns off the cursor, and sets MVB, MVC, and MVD, which are the initial movements of the RAM-ships, to two $\mathrm{P} / \mathrm{M}$ graphics increments. The second subroutine at 30200 sets up the $\mathrm{P} / \mathrm{M}$ graphics and the machine language subroutine for the movement of the players.

Registers of interest to be used later are in line 30210. These control the sizes, the horizontal width of each of the four players used in this game. Later, these sizes will be changed to give the illusion that the players become larger as they come closer.

The machine language routine POKEd into page six (published in COMPUTE!, February 1982)
is an excellent routine to use for producing vertical motion in the players. (Note that when a game restarts, GAM $>0$, this routine is skipped by line 30237.) Finally, we read in the shapes of the players.

The subroutine at line 30400 draws the background graphics for the playing field. This routine is called later in the game when there has been an explosion and the background has been disturbed.

The execution of the game is contained in two sets of lines which are nearly identical. These are the routines in lines 4000-5100. However, the opening of the game is found at line 4002 , which directs execution to the lines above 6000. (At this point, it may be best to enter the program in order to follow the rest of the discussion.)

## Movement And Graphics

The lines between 6000-6200 produce a random start for the attackers. From the top of the screen, the attackers begin moving down the Chutes which appear to be in the distance. They remain points on the screen until they level off and begin their head-on attack run at you. The IF control statements in this routine are set to 20,20 being the "leveling off" location down from the top of the screen, the $X$ position. When the Graphics 7 pixels have a location value greater than 20 , the P/M Graphic is substituted for the pixel. (To help you follow this listing, the variables B, C, D, and MVB, MVC, MVD, and so forth refer to Players 2, 3 , and 4 , respectively. " $A$ " is used later to control you, Player 1.)

The horizontal position POKEs, registers 53249 and 53251 in lines 6074 and 6094, provide the cross mapping required to keep the P/M locations of 0 to 255 and the Graphics 7 locations of 0 to 179 related.

No correction is needed in line 6084, as this path is down the center and corresponds directly to GR. 7 X position of 159 . The others need correcting because they move diagonally down the screen. These rather complicated values POKEd into the registers keep the attacking players moving down the centers of their respective

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Chutes.
When all three players are greater than the Y position of 20 , tested by line 6100 , program execution reverts to the routine at the 4000 lines. Since the limits of the random selection of the start position at the beginning of the 6000 lines does not permit a collision before they have all cleared the 20 position, there is no need for additional tests.

Line 4003 converts the variable of the 6000 routine to the 4000 and 6000 line routines. Line 4010 starts a routine that is closed by line 4900. This group of lines will continue to execute until a collision occurs as tested by line 4028 . Which collision has occurred is determined by lines 5002, 5003, and 5004 after the GOSUB has been executed. Here the variable A is introduced - this is Player 1, you, at the bottom of the playing field above the alphanumeric window.

Lines 4021, 4023, and 4025 keep the attackers moving on diagonals down the screen. Lines 4030 to 4040 control the size registers as the players move down the screen; the further down the screen, the larger they become. This, along with the radiating lines, provides the illusion of perspective.

## Speed And Motion

When a collision occurs (you have lost the round), the player you have collided with stops moving, but the rest continue to move. This is accomplished by the use of nearly identical routines in the lines between 5000-6000. This second routine is required because the instructions in the subroutine at 4000 have slowed the motion enough so that the differences in the subroutine at 5000 (if incorporated as additional conditions in the 4000 subroutine) would make the game too slow and/or too jerky.

The explosion resulting from the collision is generated randomly by line 5020. If the round has fallen through to this routine, the variable JUMP is set; and, among other things, the background lines will be redrawn since the explosion graphics lines are difficult both to store as variables and to generate quickly. Lines 5045-5047 shut off the sound of the attackers as they leave the screen.

What else must the game do? The subroutine at 8000 keeps rolling up the current score into the bottom alphanumeric window. The subroutine at 9000 keeps track of your current score and the high score for the session.

## Scoring

The game scores by session and keeps a running tally of the score for each game. We have a rolling perspective view of the attackers as they come at you from the far distance until they pass close enough to hit you; those that miss keep on going.

We have the rules of translation from GR. 7 graphics to $\mathrm{P} / \mathrm{M}$ graphics locations on the screen. We have several setup routines, one of which is called later when it is necessary to redraw the screen.

This game demonstrates the uses of the P/M size registers and shows how to use them to give a three-dimensional effect to the screen. These registers are little utilized in most Atari games and deserve further exploitation. As a matter of interest, when the players become larger as a result of the POKEs, they become larger from the lefthand edge. That is, if it is in the middle of the screen, the player will not stretch out to the left and the right. Rather it will extend further to the right, but the left edge will not move. Keeping this in mind will keep your players from jerking to the right each time that you change the size. (This technique is well demonstrated in Star Raiders where the machine language code makes the motion and the size transitions much smoother.)


Oncoming alien saucers rush toward you in "Chutes."

```
6 RESTORE
10 GOSUR 30
12 GOTO 10
30 GOSUB 30000:GOSUB 30200:GOSUB 304
    00
31 LEV=1:GAM=1:WIN=0:SCR=0
32 ? :? :? "GAME #";GAM;"{3 SPACES}L
    EVEL #";LEV
33 ? " GAMES WON ";WIN;"{उ SPACES}GA
    MES LOST ";GAM-WIN-1
34 ? " PRESS TRIGGER TO START";
35 IF STRIG(0)=1 THEN 35
40 GOSUB 8000
5 0 ~ N W = 0
9 0 ~ R E T U R N
4000 REM MOVEMENT
4002 POKE 53256,3:POKE PLY, 184:POKE
    PLX,109:GOSUB 6000
4003 B=BB:C=CD:D=DD:POKE 53278,255
4010 IF STICK (0)=11 AND A<>69 THEN A
    =A-40
4012 IF STICK (0)=7 AND A<>149 THEN A
    =A+40
```



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4014 POKE 53248, A
$4020 \mathrm{~B}=\mathrm{B}+\mathrm{MVE}:$ IF $\mathrm{B}>255$ THEN 4022
4021 POKE 1781, B:POKE 53249,119-0.295040 * ( $\mathrm{B}-71$ ) - BC
$4022 \mathrm{C}=\mathrm{C}+\mathrm{MVC}:$ IF $\mathrm{C}>255$ THEN 4024
4023 POKE 1782, C:POKE 53250, $123-C C$
$4024 \mathrm{D}=\mathrm{D}+\mathrm{MVD}:$ IF D 255 THEN 4026
4025 POKE 1793, D: POKE 53251,129+0.29 * (D-71)-DC

4026 IF B>255 OR C>255 OR D $>255$ THEN POKE 53257, 0: POKE 53258, 0: POKE $53259,0: \mathrm{BC}=0: \mathrm{CC}=0: \mathrm{DC=0}: \mathrm{GOTO} 49$ 85
4027 IF JUMP $=1$ THEN 4030
4028 IF PEEK $(53260)<>0$ THEN GOSUB 50 00
4029 IF $B>255$ OR $C>255$ QR $D>255$ THEN POKE 53257, 0: POKE 53258, 0: POKE $53259,0: \mathrm{BC}=0: \mathrm{CC}=\mathrm{O}: \mathrm{DC}=0: \mathrm{GOTO} 49$ 85
4030 IF $B<=150$ AND $B>100$ THEN POKE 5 $3257,1: \mathrm{BC}=4$
4032 IF $B>150$ THEN POKE $53257,3: \mathrm{BC}=1$ 6
4034 IF $C<=150$ AND $C>100$ THEN POKE 5 3258, 1:CC=4
4036 IF $C>150$ THEN POKE 53258, $3: C C=1$ 6
4038 IF $D>100$ AND $D<=150$ THEN POKE 56030 3259, 1: DC=4
4040 IF $D>150$ THEN POKE $53259,3: D C=1$ 6
4900 GOTO 4010
4985 POKE PLX + 1, 0: POKE PLX +2 , 0 : POKE PLX+3, O: POKE PLX,O
4990 RETURN
5000 REM EXPLOSION
5001 EXPY $=79$
5002 IF $\operatorname{PEEK}(53260)=2$ THEN $M V E=0: T S=6046$ 1: EXPX=41
5003 IF PEEK $(53260)=4$ THEN MVC $=0: T S=6047$ 2: $E \times P X=79$
5004 IF PEEK $(53260)=8$ THEN MVD=0:TS $=$ 3: EXPX=119
5006 JUMP $=1$
5007 FOR $I=1$ TO 2:POKE 710, 15: POKE 7 $12,15:$ SOUND $0,250,0,15:$ SOUND TS , 200, 0, 15: $0=1 \wedge 1$
5008 POKE $710,0:$ POKE $712,0:$ SOUND 0,06056 , O, O: SOUND TS, $0,0,0:$ NEXT I
5020 FOR $I=0$ TO $10:$ PLOT EXPX, EXPY: DR AWTO EXPX+INT(RND (0)*20-10), EXP Y-INT (RND (O) *20)
5022 SOUND $0,250,0,15:$ SOUND TS, 200,0 , 15
$5030 \quad \mathrm{~B}=\mathrm{B}+\mathrm{MVE}:$ IF $\mathrm{B}>255$ THEN 5032
5031 POKE 1781, B: POKE 53249,119-0.29 * ( $\mathrm{B}-71$ ) - BC
$5032 \mathrm{C}=\mathrm{C}+\mathrm{MVC}:$ IF $\mathrm{C}>255$ THEN 5034
5033 POKE 1782, C:POKE 53250, 123 -CC
$5034 \mathrm{D}=\mathrm{D}+\mathrm{MUD}:$ IF $\mathrm{D}>255$ THEN 5036
5035 POKE 1783, D: POKE 53251,129+0.29 * (D-71)-DC

5036 IF $B>255$ OR C $>255$ OR D $>255$ THEN POKE 53257, 0: POKE 53258,0:POKE $53259,0: \mathrm{BC}=0: \mathrm{CC}=0: \mathrm{DC}=0: G O T O 50$ 95
5037 OR C $>255$ OR $C>255$ THEN 8093 5095
5038 IF $B<=150$ AND $B \geqslant 100$ THEN POKE 56100 $3257,1: \mathrm{BC}=4$

5039 IF $B>150$ THEN POKE 53257, $3: \mathrm{BC}=1$ 6 IF $C<=150$ AND $C>100$ THEN POKE 5 3258, 1:CC=4
5041 IF C>150 THEN POKE 53258, $3: C C=1$ 6
5042 IF $D>100$ AND $D<=150$ THEN POKE 5 3259, 1: DC=4
5043 IF D>150 THEN POKE 53259, 3:DC=1 6
5045
5046
5047 IF
5047 D 2 THEN SOUND $3,0,0,0$
5048 SOUND $0,0,0,0:$ SOUND TS,0,0,0
5050 NEXT I
5095 POKE 1781,0:POKE 1782,0:POKE 17 83, 0
5100 SOUND $0,0,0,0:$ SOUND $1,0,0,0:$ SOU ND $2,0,0,0:$ SOUND $3,0,0,0:$ RETURN

6000 REM ATTACK PATTERN
$6005 \mathrm{BB}=71: \mathrm{CD}=71: \mathrm{DD}=71:$ TEMPBY=-1:TEM PCY $=-1:$ TEMPDY $=-1:$ POKE 53278,255
6010 TEMP $=\operatorname{INT}(\operatorname{RND}(0) * 3): J U M P=O:$ POKE 53278, 255
6020 IF TEMP $=0$ THEN $\mathrm{B}=-59: \mathrm{C}=-59+\mathrm{INT}$ ( RND ( 0 ) * $20+20$ ): $\mathrm{D}=-59+\mathrm{INT}$ (RND ( 0 ) * $40+10$ )
IF TEMP $=1$ THEN $\mathrm{C}=-59: \mathrm{B}=-59+$ INT ( RND (0) * $30+16$ ): $\mathrm{D}=-59+\mathrm{INT}(\mathrm{RND}(0) *$ $20+26$ )
6040 IF TEMP $=2$ THEN $\mathrm{D}=-59: \mathrm{B}=-59+$ INT ( RND (0)*20+20): C=-59+INT (RND (0)* $30+10$ )
6044 POKE 53256, 3: POKE PLY, 184:POKE PLX, 109: $A=109$
6045 IF STICK $(0)=11$ AND $A<>69$ THEN $A$ $=A-40$
IF STICK $(0)=7$ AND $A<>149$ THEN $A$ $=A+40$
POKE 53248, A
COLOR 3
TRAP 6052:PLOT 76, TEMPBY:TRAP 4 0000
6052 TRAP 6054:PLOT 80, TEMPCY:TRAP 4 0000
TRAP 6056:PLOT 84, TEMPDY:TRAP 4 0000

6069
6070
6072
6073
6074
6079
6080
6082
6083
6084
6089
6090
6092
6094 IF $B>20$ AND $C>20$ AND $D>20$ THEN 6200
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6130 GOTO 6045
6200 RETURN
8000 REM
8010 MVB=LEV*2+1:MVC=LEV*2+1:MVD=LEV *2+1: POKE 53278,255
8040 GOSUB 4000: GAM=GAM+1:LEV=INT (GA $M / 5)+1=$ SETCOLOR 1, LEV $+1,8$
8050 IF LEV $=7$ THEN 9000
8055 IF NW $=1$ THEN 8200
8060 IF JUMP $=0$ THEN WIN $=W I N+1: S C R=S C$ R+LEV*2: GOTO 8082
8069 GOSUB 30000: GOSUB 30200:GOSUB 3 0400
8082 ? : ? : ? "GAME \#"; GAM;"〔3 SPACES; LEVEL \#"; LEV
8083 ? " GAMES WON "; WIN;"
〔3 SPACES?GAMES LOST ";GAM-WIN1
8084 ? " $\{5$ SPACES\}SCORE : "; SCR
8085 ? " PRESS TRIGGER TO START \{BELL\}";
8086 IF STRIG(0)=1 THEN 8086
8090 GOTO 8010
8100 GOSUB 4000
8200 RETURN
8990 RETURN
9000 REM NEW GAME
9012 POKE PLX, $0:$ POKE PLX +1, $0:$ POKE PL $X+2,0$ : POKE PLX $+3,0$
9014 SOUND $0,0,0,0=$ SOUND $1,0,0,0=50 U$ ND $2,0,0,0:$ SOUND $3,0,0,0$
9016 IF SCR $>H S C R$ THEN HSCR $=$ SCR
9020 GRAFHICS 18
9030 ? \#6;" CONGRATULATIONS"
9035 ? \#6
 REM inverse video
9045 ? \#6
9050 ? \#6;"\{8 SPACES\}";SCR
9055 ? \#6
 REM inverse video
9057 ? \#6
9058 ? \#6;"\{8 SPACES\}"; HSCR
9059 ? \#6
9060 ? \#6;" PREss tricger for": REM i nverse video
9070 ? \#6;"\{3 SPACES\} ERGTher Mowne": REM inverse video
$9075 Q=1^{\wedge} 1^{\wedge} 1^{\wedge} 1^{\wedge} 1^{\wedge} 1^{\wedge} 1^{\wedge} 1$
9080 IF STRIG $(0)=1$ THEN 9080
$9082 \mathrm{NW}=1$
9090 RETURN
13000 FOR I=MYPMBASE +1024 TO MYPMBAS $E+2048:$ POKE $I, 0: N E X T$ I
13001 STOP
29990 STOP
30000 REM SETUP
30005 POKE 53278,255
30015 GRAPHICS 7:POKE 752, 1
30020 MVB=2: $M \cup C=2: M V D=2$
30190 RETURN
30200 REM PM SETUP
30204 POKE 53277, $3:$ REM GRACTL PLAY\&M ISS
30206 POKE 559,62:REM DMACTL, 1LINE,P LAY, MIS, NORM FIELD
30208 POKE 54279 , (PEEK (106)-32): REM 32PAGE RESERVE
30210 POKE 53256, 0: POKE 53257,0:POKE 53258, 0: POKE 53259, 0: REM PLAY

SIZES
30212 POKE 623, 8: REM PRIORITY PF OVE R PL
30214 MYPMBASE $=256 *(\operatorname{PEEK}(106)-32)$ : RE M NEW PM BASE
30215 IF $Z Z Z=0$ THEN ? "Please Wait.. .";:FOR $I=1024$ TO 2047:POKE MY PMBASE + I, O: NEXT I: ZZZ=1
30230 POKE 704, 150:POKE 705, 199: POKE 706,246: POKE 707,119:POKE 178 8, (PEEK (106)-28): REM START OF PM DATA
30232 SETCOLOR 1, LEV +1, 10:POKE 710,0 : POKE 711,29: POKE 712,0
30236 REM VBLANK INTERUPT ROUTINE
30237 IF GAM>O THEN 30390
30238 FOR $I=1536$ TO 1706:READ A:POKE I, A: NEXT I
30240 FOR $I=1774$ TO 1787:POKE I, O:NE XT I
30242 DATA $162,3,189,244,6,240,89,56$ $, 221,240,6,240,83,141,254,6,10$ 6, 141
30244 DATA $255,6,142,253,6,24,169,0$, $109,253,6,24,109,252,6,133,204$ , 133
30246 DATA $206,189,240,6,133,203,173$ , 254, 6, 133, 205, 189, 248, 6, 170, 2 32,46,255

30248
DATA 6, 144, 16, 168, 177, 203, 145, $205,169,0,145,203,136,202,208$, 244,76,87
30250

30252

30254

30256

30258
30260
30262
30276
30278
30280

30282
30283
30284

30285
30286
30390
30400
30401
30407
DATA $6,160,0,177,203,145,205,1$ $69,0,145,203,200,202,208,244,1$ 74,253,6
DATA $173,254,6,157,240,6,189,2$ $36,6,240,48,133,203,24,138,141$ , 253, 6
DATA $109,235,6,133,204,24,173$, $253,6,109,252,6,133,206,189,24$ $0,6,133$
DATA $205,189,248,6,170,160,0,1$ $77,203,145,205,200,202,208,248$ ,174,253,6
DATA $169,0,157,236,6,202,48,3$, $76,2,6,76,98,228,0,0,104,169$
DATA $7,162,6,160,0,32,92,228,9$ 6
S=USR (1696)
$\mathrm{PLX}=53248: \mathrm{PL} Y=1780: \mathrm{PLL}=1784$
POKE PLL, 8: POKE PLL+1, 6: POKE P LL+2,6: POKE PLL $+3,6$
POKE MYPMBASE $+1280,1:$ POKE MYPM BASE $+1536,1$ : POKE MYPMBASE +1792 , 1
FOR I =MYPMBASE +1024 TO MYPMBAS $E+1031: R E A D$ A:POKE I, A: NEXT I DATA $8,8,8,8,28,28,62,62$
FOR I =MYPMEASE +1280 TO MYPMBAS $E+1285:$ READ A: POKE I, A: POKE I + 256, A: POKE $1+512$, A: NEXT I
DATA $20,62,62,28,28,8$
POKE PLY+1,58: POKE PLY+2, 78: PO KE PLY+3,98
RETURN
REM DRAW CHUTES
COLOR 1
PLOT 78, 20: DRAWTO 78, 0:PLOT 82 , 20: DRAWTO 82, 0:PLOT 74, 20:DRA WTO 74, 0:PLOT 86, 20: DRAWTO 86, 0

```
30408 FOR I=0 TO 15 STEP 5:PLOT O, I:
    DRAWTO 74,I:NEXT I:FOR I=0 TO
    15 STEP 5:PLOT 86,I = DRAWTO 159
    , I:NEXT I
30409 PLOT 0,20:DRAWTO 159,20
30410 PLOT 78,20:DRAWTO 60,79:PLOT 8
    2,20:DRAWTO 100,79
30420 PLOT 74,20:DRAWTO 20,79:PLOT 8
    6,20:DRAWTO 140,79
30422 PLOT 70,20:DRAWTO 0,59:PLOT 90
    ,20: DRAWTO 159,59
30424 PLOT 66,20:DFAWTO 0,39:PLOT 94
    ,20:DRAWTO 159,39
30426 PLOT 72,20:DRAWTO 0,75:PLOT 88
        ,20:DRAWTO 159,75
30428 PLOT 68,20:DRAWTO 0,49:PLOT 92
        , 20: DRAWTO 159,49
30430 PLOT 64,20:DRAWTO 0,29:PLOT 96
        ,20: DRAWTO 159,29
30590 RETURN
```

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Your home computer, VisiCalc, and an inexpensive printer are all the tools you need to produce a monthly cash report and forecast on a single $8^{1 / 2} \times 11^{\prime \prime}$ sheet of paper. You can set up this reporting system in a couple of hours and spend less than an hour producing a new report each month.

With this one-sheet, monthly cash report, you'll easily find ways to control and conserve your cash and to make the monthly bill-paying chore seem like a game - almost a pleasure. And as a bonus, your tax return will be easier to prepare at year's end with the December cash report to use as a guide.

The cash report, based on simple and practical ideas, requires only the most ordinary arithmetic:

- In any month, Income less Expense equals Cash Flow; Cash Flow can be positive or negative in any month.
- Cash Assets at the end of any month equals Cash Assets at the beginning of the month plus (or minus) Cash Flow for that month.
Cash Assets includes cash in your pocket or under the mattress, money on deposit in ordinary savings accounts, your checking account balance, and any investments you might have which are quickly (within a few days) convertible to cash. Money tied up in certificates of deposit, loans, and other relatively long-term investments should not be considered as part of Cash Assets.

Table 1 displays a cash report as it might appear at mid-year (June 1983) for a typical family. At the beginning of the year, all month-column headings are enclosed in parentheses. As each monthly report is prepared, the current month's parentheses are removed, leaving current and past months easily distinguishable from future months.

Monthly expense lines are grouped separately from the lines for Non-monthly expense and Taxes. One advantage here, for convenience in building initial full-year forecast data, is that all January entries for the Monthly group can be "replicated" with a single VisiCalc command to February through December. Another advantage is that the pattern of Non-monthly expense becomes obvious; redistribution of these expenses to avoid low (or negative) Cash Flow months can easily be planned in advance.

The Income Statement group can (and in this case, does) provide for more than one wage or Salary source, for Investment income, and for Miscellaneous income sources.

The Cash report lines are simple. In any month, Net Cash Flow is Total Income less Total Expense; Cumulative Cash Flow is the sum of Net Cash Flow for each month from the beginning of the year.

Perhaps the most informative line is Net Cash Assets, which gives an accurate monthly statement of the family cash position - and a forecast of that position through the rest of the year.

## Setting Up Your Cash Report

If you have VisiCalc in your software library and a $91 / 2$ inch paper width printer capable of printing 132 characters per line (in compressed print mode), you can set up your cash report system immediately, using the following steps as a guide:

1. Set the global column width at eight characters per column; /GC8 is the VisiCalc command sequence. Sixteen columns will be used, allowing 128 characters per line in the report format.
2. Enter the report title and column headings; see Table 1 for the correct format.

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## Table 1: Monthly Cash Report And Forecast


3. Compose and enter a set of line titles to suit your Monthly expense items. If you are buying your home, use Mortgage for a line title instead of Rent. If you have an all-electric home, eliminate the Gas line. Remember to keep the Monthly expense lines in a separate group.
4. Enter a group of Non-monthly expense line titles to suit your known requirements. The Taxes lines are identified separately, but typically are Non-monthly expense items.
5. Enter the Income Statement line titles to provide appropriate Salary and other income lines.
6. Enter the VisiCalc formulas needed to calculate the bottom line and cross-foot totals; the VisiCalc summation function and replication command can be used to good advantage. Table 2 displays the formulas used with the model cash report of Table 1.
When you have your VisiCalc cash report template completed, before proceeding save it on your data file diskette under an appropriate file name as a master file.

## Forecasting The Full Year

Round off data entries to the nearest dollar; all data entered and calculated will be printed only to the nearest dollar. You will find this a convenience that causes no significant loss in accuracy, and it's one of the reasons the system will print a report on a single sheet within the limits of your 132 character per line (in compressed print mode) printer. To build the full year Cash Forecast, use the following steps:

1. In your cash report template, enter your best estimate in each line of the Monthly expense group for January expense only.

| Item | Location | VisiCalc Formula |
| :---: | :---: | :---: |
| Total Expense | D40 <br> through O40 | @SUM(D6...D38) through <br> @SUM(O6...O38) |
| Total Income | D50 <br> through O50 | @SUM(D45...D48) through <br> @SUM(O45...O48) |
| Total Expense (Repeated) | D51 <br> through O51 | $\begin{aligned} & \text { + D40 } \\ & \text { through } \\ & + \text { O40 } \end{aligned}$ |
| Net Cash Flow | D53 <br> through <br> O53 | $\begin{aligned} & \text { + D50-D51 } \\ & \text { through } \\ & \text { +O50-O51 } \end{aligned}$ |
| Cumulative Cash Flow | D54 | + D53 |
|  | E54 <br> through O54 | $\begin{aligned} & + \text { D54 + E53 } \\ & \text { through } \\ & + \text { N54 + O53 } \end{aligned}$ |


| Net Cash Assets | D56 | +C57+D53 |
| :--- | :--- | :--- |
|  | E56 | + D56+E53 |

2. Use the VisiCalc "Replicate" command (/R...) to replicate the January Monthly expense data to the destination range from February through December.
3. Where required, through the full year, enter your best estimate for each item in the Non-monthly expense group.
4. In the Income Statement group, enter the January Salary data and replicate it to the destination range February through December. Then enter your best estimates for any Investments and Miscellaneous income you anticipate.
5. Finally, in Column C, "seed" the Net Cash Assets line with your estimate of cash assets Carried Forward from last year.
Save this file to your VisiCalc data file diskette; replace the existing master template with this one, if you wish. At this point, you have a complete cash forecast template for a full calendar year on your diskette. You can easily "fine tune" it by modifying selected entries. For example:

- Expect to pay more for electricity in winter than in summer? Look through last year's electric bills and modify the Electricity line to reflect a realistic trend for the new year.
- Expecting a scheduled raise in July? Enter the modification at July and replicate from there through the rest of the year.
When you have made the forecast entries as reasonable and realistic as you think they need to be, save the file again. Then print a hard copy for
review and further editing that might be needed. Keep a valid copy for future reference.


## The Monthly Report And Corrected Forecas $\dagger$

Each month, you need only to survey your checkbook, salary check stubs, and one or two other records to get the real expense and income data for that month. The monthly cash report, with the year-end forecast numbers automatically corrected with new data entries, is easily produced with the following procedures, using the prior month's report as a worksheet:

1. Remove the parentheses from the current month-column heading.
2. Enter the actual payment amounts made for the month, line by line. If a planned payment is not made, delete any existing entry; reschedule the payment, if necessary, by entering it in a future month or by adding it to an existing entry for a future month.
3. Enter actual income dollars as received.
4. Make appropriate modifications to future months' payment and income data.
5. Save the current month's report to your VisiCalc data file diskette, using a unique file name.
6. Print the current month report. Edit it, make necessary corrections, then save and print it again.
This six-step, monthly effort should take less than one hour to complete. Keep each final monthly report for comparison with future reports. At year's end, the January and December report comparison will provide marvelous guidance for even more effective cash reporting and conservation in the following year. You will have made yourself something of an expert in personal accounting and personal finance management no small accomplishment.

## Some Practical Tips

1. Pocket Cash. Once or twice a month, write a check for pocket cash; include those checks in Miscellaneous (Monthly) expense or provide a separate Monthly line for Pocket Cash to keep it more visible and under better control.
2. In your VisiCalc cash report template, keep Column A (as in Table 1) to provide a lefthand margin for the printed reports. The margin will allow for three-ring binder punching.
3. Don't build column and line numbers into your template; they are shown in Table 1 only for convenience in this article.
4. Save each printed monthly report, and save the latest version of the cash report on your VisiCalc data file diskette. Be sure to keep an up-
to-date backup copy of the data file diskette, of course.
5. You can modify your report format at any time by inserting or deleting expense and income lines anywhere. If you insert a line, remember to use the summation function to get the data into the Total column at the right.
6. Don't fret over items you find hard to predict, such as Medical and Auto Repair expense. If you know there's an expense coming up, estimate it as best you can or ignore it, being sure to enter it when you actually pay the bill.

If you are using a spreadsheet other than VisiCalc, just remember that you must provide eight characters per column in the template design. A printer must have a compressed print mode (commonly, 132 characters per line) to print the report on a single standard $81 / 2 \times 11$ sheet.

Your computer system, along with this practical cash reporting method, will help you to conserve and build your cash stash. The monthly cash report will provide:

- an excellent record of expenses and income to date
- a useful document for planning and scheduling future expenses and income
- advance warning of months where cash resources are likely to be low or non-existent, often avoiding the embarrassment of having to borrow money unexpectedly or on short notice
- peace of mind, especially when the cash assets outlook is good.
Some have remarked that personal accounting software isn't worth the time and effort required to maintain it every month. The spread-sheet-based system defined here solves that problem. You'll probably agree that an hour or less each month is well worth the results.



# VIC-20/C64 Word Processor: The Quick Brown Fox 

Gregz Peele

The Quick Brown Fox is a word processor for VIC-20 and Commodore 64 microcomputers. The Commodore 64 version is the subject of this review, but both versions are substantially the same.

The production version of the Fox will be in cartridge form and will leave over 34 K of memory (about 34,000 characters) available for text. The production version will also support an 80column board which is in the works at this time.

The manual which accompanies the word processor is designed for the user who is totally unfamiliar with computers or word processing. The text is uncomplicated and includes many exercises which provide hands-on experience to supplement the concepts in the text. Included within the text are explanations of the idiosyncrasies of using a computer keyboard instead of a typewriter keyboard.

Since the software package was designed for use with several computers, specific instructions are given for each particular model, and explanations of the limitations of each computer are discussed at length.

## A Simple Menu System

One point about this software deserves notice. The manual's
appearance is impressive. The cover appears durable, and the overall appearance of the manual is professional. This software would not seem out of place in an office atmosphere.

The word processor uses a simple system of menus and prompts to guide the user through the difficulties in producing professional text. The key to the effectiveness of this software is in the simplicity of the commands used to perform text manipulation. For instance, the main menu supports 12 different functions. Each of these is accessible by pressing the key which represents the first letter of the command. (T for text, D for delete, etc.)

Edit mode can be reached from text mode by pressing the left arrow key (located in the left upper corner of the keyboard). Pressing this twice provides an "escape" to the main menu. The availability of this function makes learning to use the Fox an easy process. If the user is ever in doubt about a command, he or she can use this key to return to the menu and review the available options.

Do you often repeat portions of text when you write letters or other documents? For instance, do you find that a letter to your grandmother may contain much of the same text as the letter you
sent to your aunt? The Quick Brown Fox has a special feature just for this and similar problems. This feature is called boilerplating. It allows you to store parts of text and retrieve them at any point within a document.

With this aid, you can write a letter to one person and use parts of the same letter to write to someone else. Both letters will contain some identical text (easily stored on a boilerplate). If your relatives are in close communication with each other, you can compose other parts of the letter to personalize the text for each relative. Boilerplates also come in handy for storing addresses, letterheads, and other repetitive text.

Boilerplates are retrievable through the use of embedded commands within the text. Unfortunately, boilerplates cannot be saved on disk or tape. The ability to save boilerplates would have made boilerplating a much more valuable tool. It is possible to edit boilerplates, but the manual warns not to delete the markers which delineate the boilerplate from the rest of the text.
Other embedded commands include: centering text, tabbing, right and left justification, margins, and page-end markers. Special print commands provide underlining, double-printed characters, proportional spacing, and a provision for changing the number of lines per inch. There are embedded commands which will automatically stop the printer while printing, allowing the user to insert text or change the type font or pitch, and then con-


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It does have some limitations. It takes at least 8 k of RAM to run the compiler and it does only support a subset of BASICabout 20 commands including FOR, NEXT, END, GOSUB, GOTO, IF, THEN, RETURN, END, PRINT, STOP, USR ( $X$ ), PEEK, POKE, * $1,+,->,\langle,=$, VARIABLE NAMES A-Ż, SÚBSCRIPTED V'ARIABLES, and INTEGER NUMBERS FORM 0-64K.
TINY COMPILER is written in BASIC. It generates native, relocatable 6502 or 6809 code. It comes with a 20 -page manual and can be modified or augmented by the user. $\$ 24.95$ on tape or disk for OSI, TRS-80 Color, or VIC.

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tinue printing the rest of the document. Not all printers can perform all the commands that the Fox is capable of producing.

The manual provides a helpful guide so users can deal with possible printer incompatibilities. Most problems with printers stem from the lack of standardization in printer control codes and the inability of some printers to accept some of the Fox's special features.

The Quick Brown Fox is easy to use and costs less than many word processors with similar features. I recommend it, especially for those users with limited word processing experience, but advanced word processing needs.

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total surprise. LJK's other major program, the word processor Letter Perfect, has a similar weakness. Even after experimenting with Data Perfect for more than a month, I find that while I love the program's capabilities, I dread having to learn the next part of the package that I want to use.

What makes this lapse particularly unfortunate with Data Perfect is that once creating a data base with the program is mastered, using it is really quite easy. It's what you could call a "user-friendly" program with "user-hostile" instructions!

But, at the moment, the only real competition is the very popular and widely acclaimed File Manager 800 data base program.

## Working Well Together

Data Perfect is compatible with LJK's Letter Perfect for the Atari, which provides the capability of generating form letters and lengthy, complicated record formats. I have experimented with using Data Perfect and Letter Perfect together and they work like a charm.

Data Perfect can be used for doing some mathematical calculations. It permits adding, subtracting, dividing and multiplying various numerical fields, and also can do logarithms, exponents, and square roots, all of which are entered as formulas into a data base. Data Perfect also can provide totals and subtotals of the various fields, both while in the editing mode and while using the program's recordproducing function. In addition, Data Perfect can do global deletions and additions when editing files (entering one command to change a field entry in every record). The program also can

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[^1]automatically enter the current date in any file wherever specified by the user.

Data Perfect has all the functions one would expect of a quality data base. Fields can be added or deleted from an existing data base, columnar reports and mailing list formats can be generated and saved, and a variety of search and editing options are available. Data Perfect permits only one data base per disk, but this is not really a serious disadvantage.

## Safety First

I have always wanted a fairly simple method for keeping track of my stock portfolio - nothing fancy, mind you, just stock name, original purchase price, number of shares and original value and present purchase price, number of shares and value. Data Perfect is indeed perfect for this kind of data base, and also gives me a total of any of these figures that I want.

When it came to saving my data base, however, I learned of another unique feature of Data Perfect - when saving a format, the program forces you to create a backup. This is certainly a good practice anyway, but with one disk drive it is a bit time consuming, since it is necessary to go back and forth between your source and backup disks, like the "Duplicate Disk" function of Atari DOS.

Sorts are accomplished the same way - going back and forth between your original and backup disks. When you have completed the sorting process, only the backup disk contains the sorted file. If it's a mailing list, this means you now need to turn your original into a backup disk to have two copies of the sorted data base.

The report-creating function is one area where Data Perfect really excels, but here again, the documentation doesn't help as much as it should. If you own the Bit 3 board that gives your

Atari 80-column capability, here is an opportunity to use it, since Data Perfect provides for an 80column display. Even with 40 columns, you can get a good idea of what your finished product will look like, since the program provides for a horizontal scroll of 80 columns. You can also provide for a subtotal of any figures at up to four points in any report, plus a grand total.

Data Perfect's search function is also unusually good. While File Manager 800 is certainly comparable in the speed of single criterion searches, when it comes to using multiple criteria, Data Perfect is far ahead in speed because of the difference in the way searches are initiated.

Some early copies of Data Perfect (including one reviewer's copy) had problems with data dropouts during sorts and while packing data bases. When we called LJK about this, we were told courteously to return the disk for a new copy. The new disk arrived within five days.

We were also told by LJK that the company is aware of the documentation problem and is planning to put out a pamphlet that, in effect, explains how to use the manual.

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# VIC <br> Practi-Calc 

Emily Herman

0ne of the most popular programs ever written for microcomputers is VisiCalc. Since I use VisiCalc on my Apple III at work, I was curious to see how PractiCalc on the VIC would measure up. I was surprised to discover how similar the programs are, considering the difference in cost.

PractiCalc is a spreadsheet, a matrix of rows and columns. Data in the matrix can be manipulated for business reports and records. A VIC with a 16 K upgrade has a 600-cell capacity; a 24 K upgrade has a 2000 -cell capacity. The location of each cell is given by a letter for the row and a number for the column. For example, A0 is the top left cell, B0 is directly below it, A1 is to the right of A0. Each cell in the matrix may contain either a label or a value. The value can be a number, the location of another cell (and therefore the same value as that cell), or a formula.

The manual is clearly written and well organized. It even has notes to help the experienced programmer modify the program if desired. An example spreadsheet is used as a step by step introduction to most of the available features. These features are: erase contents of cell, clear entire sheet, delete, insert or move a row or column, format a cell or the entire sheet (numeric display as decimal, $\$$ mode (two decimal places) or integer), change column width, 16 functions (ex., SUM, AVG, RND, trig functions), load a previously constructed sheet from tape or disk, save a newly constructed sheet to tape or disk, print a sheet or part of a sheet, sort rows, repli-
cate cells, show amount of space available, show cell contents and calculate. The "fix titles" feature allows horizontal or vertical headings to be fixed so that, no matter how far you scroll to the side or down, the headings remain displayed on the screen.

You must designate the number of rows and columns (any multiple less than or equal to 600 for 16K Upgrade) of your matrix when you start the program. It's worthwhile planning carefully, before you begin, what your maximum number of rows and columns will be. It is impossible to add more once you have started. Also, it takes about three and a half minutes to load the spreadsheet from tape. If you have several projects to work on, begin with as large a spreadsheet as possible. Then, when you have finished one project and saved it, you can clear the spreadsheet rather than reload
the program.

## Added Options

The column widths are all the same size (your choice with a minimum of three). Again, planning ahead is in order as you would probably want columns as wide as or wider than your largest number. Column widths can be changed at any time; however, if you have included lines of text, they will need to be redone if the column widths are changed. Color contrast is used to good advantage in the screen display of the spreadsheet. The odd columns are light blue, the even columns are orange, and the current cell is highlighted in green.

Rows and columns can be added (if you have not used your maximum number) or deleted. They can also be moved. However, formulas are not rereferenced. For instance, sup-

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pose cell C3 has the formula $\mathrm{A} 0+\mathrm{A} 1 \mathrm{in}$ it. If you then add a column between 0 and 1 , the cell A1 would become A2 but the formula in C3 would still read $\mathrm{A} 0+\mathrm{A} 1$. Again, careful planning before you begin is in order.

As formulas are entered, they are not calculated until "!" is typed. This saves time. When "!" is typed, all formulas entered thus far are recalculated. Therefore, if you have made corrections or additions to your data or formulas, these new values will be used. The disadvantage to this is that the more formulas there are, the longer it takes to recalculate. VisiCalc is a little more sophisticated in this respect. It has a manual mode which performs calculations only on the current cell.

To experiment with PractiCalc, I set up my financial records. My sheet was $30 \times 30$. The first column had the months of the year; the remaining columns had a heading for each area under which money either comes in or goes out during the year. I then entered the data. Using the SUM function, I typed in the formula to total salary income. Next, I replicated this formula to get the totals for all the other columns. I tried out several of the other functions, AVG, MAX, MIN. Each time, I entered the first formula, replicated it across all the other columns (one step), and then recalculated. The last one took about 15 seconds to replicate and recalculate. By this time there were over 100 formulas to recalculate.

Overall, I was very impressed with PractiCalc. It could be very useful to a small company or for keeping home records. At $\$ 35$ it is certainly a bargain.

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Subsort is an excellent general purpose machine language sort routine for PET/CBM computers. Sorts both one and two dimensioned arrays at lightning speed in either ascending or descending order. Other fields can be subsorted when a match is found, and fields need not be in any special order. Sort arrays may be specified by name, and fields are random length. Allows sorting by bit to provide 8 categories per byte. The routine works with all PET BASICs, adjusts to any memory size, and can co-exist with other programs in high memory.

## SuperGraphics 2.0 <br> NEW Version with TURTLE GRAPHICS

SuperGraphics, by John Fluharty, provides a 4 k machine language extension which adds 35 full featured commands to Commodore BASIC to allow fast and easy plotting and manipulation of graphics on the PET/CBM video display, as well as SOUND Commands. Animations which previously were too slow or impossible without machine language subroutines now can be programmed directly in BASIC. Move blocks (or rocketships, etc.), or entire areas of the screen with a single, easy to use BASIC command. Scroll any portion of the screen up, down, left, or right. Turn on or off any of the 4000 ( 8000 on 8032) screen pixels with a single BASIC command. in high resolution mode, draw vertical, horizontal, and diagonal lines. Draw a box, fill a box, and move it around on the screen with easy to use BASIC commands. Plot curves using either rectangular or polar co-ordinates (great for Algebra, Geometry and Trig classes.)
The SOUND commands allow you to initiate a note or series of notes (or even several songs) from BASIC, and then play them in the background mode without interfering with your BASIC program. This allows your program to run at full speed with simultaneous graphics and music.
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Typical mail records may be packed 3000 per disk on 8050 ( 1400 on 4040). Labels may be printed any number wide, and may begin in any column position. There is no limit on the number or order of fields on a label, and complete record selection via type code or field condition is supported.

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Flexible printing format, including field placement, decimal justification and rounding. Define any column as a series of math or trig functions performed on other columns, and pass results such as running total from row to row. Totals, nested subtotals, and averages supported. Complete record selection, including field within range, pattern match, and logical functions can be specified.

## FLEX-FILE II by Michael Riley $\$ 110$ <br> Please specify equipment configuration when ordering.

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Simple metacompiler for creating compacted object code which can be executed independently (without the FORTH system).

## PaperMate 60 COMMAND WORD PROCESSOR <br> by Michael Riley



Paper-Mate is a full-featured word processor for CBM/PET by Michael Riley. Paper-Mate incorporates 60 commands to give you full screen editing with graphics for all 16 K or 32 K machines (including 8032), all printers, and disk or tape drives. Many additional features are available (including most capabilities of Professional Software's WordPro 3).

For writing text, Paper-Mate has a definable keyboard so you can use with either Business or Graphics machines. Shift lock on letters only, or use keyboard shift lock All keys repeat.

Paper-Mate text editing includes floating cursor, scroll up or down, page forward or back, and repeating insert and delete keys. Text block handling includes transfer, delete, append, save, load, and insert
All formatting commands are imbedded in text for complete control Commands include margin control and release, column adjust, 9 tab settings, variable line spacing, justify text, center text, and auto print form letter (variable block). Files can be linked so that one command prints an entire manuscript Auto page, page headers, page numbers, pause at end of page, and hyphenation pauses are included.

Unlike most word processors, CBM graphics as well as text can be used. Paper-Mate can send any ASCII code over any secondary address to any printer.
Paper-Mate functions with all CBM/PET machines with at least 16 K with any type of printer, and with either cassette or disk
To order Paper-Mate, please specify machine and ROM type. Paper-Mate (disk or tape) for PET, CBM, VIC, C64 \$40

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# PaperClip <br> Word Processor For PET/CBM 

Louis F. Sander

PaperClip is a full-featured word processor for the PET/CBM with BASIC $4.0,32 \mathrm{~K}$ of memory, and Commodore disk drive. Another version, substantially the same, is available for the Commodore 64, although this version was not reviewed. The PET/CBM version of PaperClip includes a single diskette, a 112-page manual, and a ROM chip which must be installed before the program will work. The package includes a registration card, but nothing is said about the availability or price of future updates.

## Documentation

The manual is well-written, thorough, and nicely constructed, and describes PaperClip in a better than adequate, but somewhat short of excellent way. It is written for people with at least an intermediate level of computer knowledge and experience, and office-oriented users may find it hard to use at first. For example, it includes few illustrative examples of anything except simple text editing, and no detailed information on inserting the ROM or backing up the master diskette. The dealer could of course provide information on these subjects.

Those who like colorful covers and strong, black printing on heavy paper stock will find much to appreciate here. Overall, the book is well-made.

When I opened my manual, I thought I was in for another "awful computer manual" experience, but fortunately that did not materialize. In general, the manual is logically organized, with simple matters covered first and advanced topics
left until last. There is a welldone errata/addenda sheet accompanying the manual. The absence of an index, however, is a shortcoming - this program has 106 control functions and 41 formatting directives, but there is no fast way to find where they are covered in the text.

## A Flexible Word Processor

PaperClip is a very powerful word processor, with so many features that most people will need only a fraction of them. Its text editing features are nicely constructed, with PET's cursor control keys being used wherever possible. The OFF/RVS key is used as a CONTROL key for initiating the more complicated commands. (The Commodore 64 version uses the C-64's actual CONTROL key.) There are so many of these that I felt a real need for stick-on key labels to help me find them.

As with most word processors, you can correct text on the screen, and move it easily from place to place. PaperClip offers two ways of moving: any number of complete screen lines, or any part of a paragraph. The insert mode lets you set the mode, then just begin typing, without having to pay attention to the length of the insertion; this is an improvement over other word processors I have seen.

Some other PaperClip features not found in all word processors are:

- One keystroke can put the cursor at end of text.
- Text can be saved to tape as well as to disk.
- When saving text, the line
number being saved appears on the screen, as a handy indicator of progress or trouble.
- While the disk directory is on the screen, any text file can be loaded just by moving the cursor to its directory entry.
- A Table of Contents mode lets you flag text items for automatic inclusion in a printed Table of Contents.
- Text searching has a "wild card" mode.
- Numeric mode allows easy alignments of decimal points in columns of figures.
- Horizontal scrolling allows screen lines to be wider than the screen itself, simplifying production of wide documents.
- Column manipulation mode allows powerful moving, adding, and sorting of anything printed in columns. This mode seems to have been well thought out, and will be invaluable to those whose work includes columnar data. It is not as powerful as a good spreadsheet program, but it provides more than enough power for elementary applications.
- The program supports a wide range of printers and claims (undocumented) to be able to support even more, using a custom printer setup file.

No brief review can detail all the features of any powerful program, and this one is no exception. The list above shows that PaperClip has a lot of power.

Overall, PaperClip is a very good word processor with a pretty good manual. It includes most of the features found in other word processors and has some excellent, uncommon features of its own. The manual is complete.

## PaperClip

Batteries Included 71 McCaul Street Toronto, Ontario Canada M5T 2X1
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## Announcing . . THE WHOLE PET CATALOG

A two year compendium of the Midnite Software Gazette and other resources for users of Commodore, CBM, PET, and VIC computers.

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- "Commodore's Family Tree", by Jim Butterfield.
- Completely reorganized and greatly expanded edition.
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- In all, 320 pages of useful information.

If you've seen Midnite before, directly or reprinted in the TorPET newsletter, here it is, complete in one volume, completely reorganized for easy reference, and greatly expanded with new information from members of the Toronto PET Users' Group.
"I still use my copy of The Best of the PET Gazette regularly. It was a treasure trove of information, and a great bargain for $\$ 10$ three years ago. I hope you'll feel the same way about my Whole PET Catalog someday. Considering that it's three times as long, completely organized by topic, printed on bond paper instead of newsprint, typeset instead of dot matrix printed, bound instead of stapled, and still only $\$ 10$, in spite of inflation, l'm sure you will."

- Jim Strasma, Contributing Editor, Micro


## Whole PET Catalog \$8

## Silicon Office For PET

Richard Mansfield, Senior Editor

Two of the main uses for computers in offices - word processing and data base management are combined in Silicon Office, an impressive business software package, now available in the United States. It is written entirely in machine language and uses up 54 K bytes. Because it is so large, it will only work on an 8032 PET which has been expanded via 64 K additional RAM memory. This unit is sometimes called the CBM 8096. The 8096 can be purchased from dealers or a memory board can be added to an ordinary CBM 8032 in about five minutes.

There are versions of the program for the 8050 disk drive and for the Commodore 9060 or 9090 hard disk. Because the software takes up so much of the computer's RAM, the disk is accessed frequently and its use is automatic and safeguarded against loss of information. The program is well designed in several ways, not least of which is the protection it offers against I/O (input/output) disasters.

The built-in word processor supports all the necessary features for generating text documents. You can work with lines varying from 20 up to 125 characters in length. The convenience of the CBM cursor control keys is retained and even expanded. For example, the screen can only display lines up to 80 characters, but if you cursor to the left or right side, the document instantly adjusts itself to reveal any hidden text. If you have experience on WordPro or other advanced word processors, the functions of the Silicon Office word processor are easy to learn. It can also make arithmetic calculations during printout and works hand in hand with the other capabilities of Silicon Office.

The data base is directly available to the word processor.

## Data Base Programming

Unlike other data base programs, you have significant control over the behavior of Silicon Office. There is a built-in language for data manipulation, filing, accounting, word processing, and system control. It contains over 30 commands such as "Prior Record" which can be used either directly or from within a program (much like BASIC). There are an additional 25 words for word processing. If you type Edit Program (or "EP," each command has a short form), the screen displays a format in which you type line numbers, commands, and arguments. Whenever you type GO, the program currently in memory will take control and can calculate, print documents or reports, update or rearrange files, and so forth. Above all, this facility makes it easy to customize Silicon Office, to make it efficient and responsive to your needs.

Programs, text formats, and file formats can all be created on screen, saved or recalled from disk, and linked to one another within programs.

## Automatic Sorts

The data base is relational. You can create interactions between up to six completely separate files. In addition, you can expand the size of records (in characters) from the normal 256 by linking records together. Records are easily created on screen, can be of varying length, and can work together in as simple or as complex a fashion as your needs dictate. Silicon Office manages to combine great flexibility with ease of use. That's a difficult marriage to arrange as anyone who's written a complicated
program will attest. Silicon Office is one of the most impressive pieces of software I've seen.

Sorting records is one of the essential tasks of a data base. First-time users of Silicon Office might look for a Sort command. There isn't one. Records are sorted as you enter them. If you've typed in 100 names and addresses, they can be accessed either by record number (the order in which they were entered) or in sorted order. An equally impressive, very fast search command will fly through a file looking for a match.

How fast is Silicon Office in general? It's quick where it needs to be. If you are using a 50 characters per second printer with some memory of its own, you can enter invoice data for each record and the invoices will print out continuously. Silicon Office will not slow things up.

It is slow to accomplish some relatively rare functions. For example, if you decide to merge two large files, you might want to give it several hours and that could mean letting it merge after working hours. In general, however, the program is quick, efficient, and flexible. Silicon Office's documentation is excellent, too. Two well-written books accompany the product: a Training Guide and a Reference Guide. Communications capabilities are built in. Silicon Office can talk to other Silicon Offices across the room or thousands of miles distant, through a modem. This feature, too, benefits from the interactivity which characterizes all aspects of the program. All in all, this is an outstanding product which deserves serious consideration when small- to mediumsized businesses decide it's time to automate the office.
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THE ARBITER 1.4 SYSTEM IS READY TO GO!

## FEATURES

1) Easy installation.
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4) System self initializes on power up.
5) Operation is completely transparent to the user.
6) Extended commands allow a friendly multi-user environment.
7) System design virtually eliminates interleaved printer output.

## SPECIAL COMMANDS

( ( S - Allows students to protect files with a five character password. A three character user ID is forced into the file name.
(a L- Allows the students to load protected files if the password code is known.
LISTC-Used to produce program listings with a Commodore printer. Clumsy OPEN, CMD, LIST, PRINT\#, CLOSE sequence not needed. It overcomes the listing problems found on other multi-user hardware systems.
LISTP - Used to get program listings on systems which have an ASCII printer. The cursor control characters are expanded and displayed in brackets. e.g. 'home’

ALL FILE TYPES ARE SUPPORTED - During relative or sequential file access a delay has been built in so the computer will retain control of the system until the file is closed.
TEACHER UTILITY - A utility is supplied on disk to allow the teacher to produce a hardcopy listing and output from any of the protected or unprotected files selected. Once the files are chosen from the disk directory the teacher may do other tasks while the job is completed.

IF YOUR CLASSROOM WAS DESIGNED TO TEACH COMPUTER LITERACY OR
STRUCTURED BASIC THEN THIS SYSTEM WAS DESIGNED FOR YOU. Arbiter and Arbiter 1.4 are copyrights of Batteries Included.

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# Turbocharger For Apple 

Richard Cornelius

Turbocharger is a Disk Operating System (DOS) and datestamping program for the Apple II written by Roland Gustafsson. The disk comes in a plastic bag with a folded sheet of heavy stock on which the documentation is printed. The disk "may be copied by the original purchaser only as necessary for use on the computer for which it was purchased," according to the instructions.

The feature of Turbocharger that many users would find most impressive is the increased speed for the DOS commands BLOAD, BRUN, LOAD, and RUN. The DOS in memory is changed to the fast DOS when the file TURBO is BRUN. How much are the DOS commands speeded up?

To answer that question I wrote a simple BASIC program to BLOAD a high-resolution picture (a 34-sector file containing 8 K of graphic image) ten times in succession. Normal DOS ran this program in 90 seconds. The Turbocharger DOS completed the task in 25 seconds.

For comparison, I tried another "fast" DOS which is used by a major commercial software publisher, and the same program took 32 seconds. I also tested each of the DOS variations with an Applesoft program. Normal DOS required 22 seconds to load an Applesoft program that occupied 89 sectors on the disk. Both Turbocharger and the other fast DOS that I tried loaded the same program from the same disk in about five seconds. Since loading times include the startup time for the disk drive, the actual time for loading the pro-
gram was decreased roughly by a factor of five.

On the surface, the fast DOS seems to operate very well. When I began to use it in my own software development, however, I quickly encountered a problem. The two programs below show circumstances under which the Turbocharger DOS seems to be failing to CLOSE the DOS input/output buffers properly.

## Program 1.

## $100 \mathrm{D} \$=$ CHR $\$(4)$

110 PRINT D\$ "BSAVE BINARY FILE, A768,L1"
120 PRINT DS "BRUN TURBO" 130 PRINT DS "MAXFILES1" 140 PRINT D\$ "RUN SECOND PROGRAM"

## Program 2.



I initialized a disk with the first program and saved the second program as SECOND PROGRAM. When I booted the disk, I received a NO BUFFERS AVAILABLE error in the last line of the second program. I do not understand the source of the error. If line 120 in the first program is changed to BRUN a dummy file, no error occurs. If one of the lines $200-250$ in the second program is deleted, then no error occurs! Whatever the source of the problem, it can apparently be overcome by placing a PRINT D\$ "CLOSE" statement into a new line 265 in the second program. For personal use the fast DOS is probably satisfactory, but for serious developmental work, caution is in order.

## Date Stamping

The other major feature available with Turbocharger is the "datestamping" of files. A one-line Applesoft program that is supplied on the disk is used to
change the date. Whenever you save a file, the current date is also saved. The catalog has the normal appearance except when the command MON O (a standard DOS command) is used. This command shows the date at the right-hand edge of the screen.

For long file names (DOS allows up to 30 characters) as many as seven characters at the end of the file name may be wiped off the screen by the date. RESET or the DOS command NOMON O makes the catalog appear in the normal manner. In either catalog display, the number of free sectors on the disk is given at the top.

Two other programs are available on the Turbocharger disk. One is a DOS command changer that allows you to change the DOS commands on a disk. The documentation says that you can change the commands to "anything that you want." The limitations that do exist (for example, the length of the commands) are not explained in the documentation, but these limitations are not ones that a user would likely encounter. The greatest value of changing the words used for the various DOS commands is generally in shortening them so that one or two characters can be used in place of the standard commands. For the purpose of changing the commands to one or two letters, the command changer program performs its task without any problems.

The other program on the disk is a "quick-copy" program. The added features of the Turbocharger DOS have replaced the INIT command so that you cannot initialize disks with the fast DOS. Other fast DOS programs generally operate in the same manner. You must initialize disks either by using the normal DOS or by using the COPYA program on the System Master Disk to copy a disk that is already
initialized. Once you have an initialized disk, the quick-copy program will copy the contents of one disk onto the newly initialized disk.

The documentation that accompanies the Turbocharger disk is brief but complete. It includes a suggestion on what to include in your HELLO programs to make changing the date easy, and it presents information on which zero-page locations are used, how the date is linked to the file name, and where in DOS the altered routines lie.
Turbocharger Silicon Valley Systems
1625 El Camino Real
Suite \#4
Belmont, CA 94002
\$29.95

## Pathfinder For Atari

John DiPrete
Drogrammer Randy Jongens
may have taken his cue from Three Mile Island when he decided it was time for a game about radioactive materials in Gebelli Software's latest release for the Atari, Pathfinder.

Your Pathfinder is a "being" which moves at a velocity similar to that of Pac-Man's through a maze several times larger than the viewing screen. Each time you glide over a canister of nuclear waste, you absorb energy. Hoping to out-power you is a foe called Nuke which also collects energy. Until it's strong enough to pose a threat, however, Nuke flees from you. A bodyguard called Minelayer safeguards Nuke by planting mines to block you. If your Pathfinder blasts the boobytraps, a fire ignites. The only way to douse the electro-light is to get fire-retardant pellets from a fire station. To enliven the
spectacle, Phantoms zigzag through walls at you.

Pathfinder zaps the enemy at long-distance, recharging itself by gulping down "hot" spillage. A display at the bottom of the screen offers helpful data regarding power indicators, target numbers, and remaining Pathfinders. You control the waste-eater's motions by aiming the joystick in eight possible directions, pressing the button to fire plasma-blasts. With enough fire-energy, you can abolish maze walls. Angle shots, in any 45-degree direction (NE, NW, SE, SW), are not easy.


Searching for canisters of nuclear waste in the mazes of Pathfinder.

The graphics in Pathfinder are abstract. Squares, angles, and bric-a-brac constitute Nuke, Pathfinder, and the rest of the characters in the game. The shapes are flat, one-dimensional. No human, extra-terrestrial, or vessel-bearing features exist. No sharply-defined expressions signify the type of life (human, alien, or robotic). The rapidlyblinking geometric figures are hazy, vague, and specter-like. Maze walls remain completely solid, except at the beginner's level, where lattice-type structures exist. The instruction sheet doesn't identify the squashed-up pretzel-things that turn up now and again, so it's hard to realize at first that they're "residue" of half-crumpled targets. (A succession of plasma-blasts is required to vaporize a wall - if only a tiny dose is received, it remains in partial form.)

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## Combined Themes

In Pathfinder, the strategy of planning ahead, locking horns with Lady Luck, and using ESP is stressed above coordination. Instead of relying upon firing ability, you've got to weigh facts and judge carefully: Which path is best? Where will I gain points? How much energy must I expend?

Pathfinder combines some general themes found in other types of games. One, for example, is the football theme, characterized by "running to the finish line" (i.e., clearing the maze completely of waste), deft "blockers" like Minelayer thwarting your dives at Nuke (when it's weak), and so on.

Another is the chess theme, in electronic form. Each character in Pathfinder has its own peculiar move-and-attack ability. There
are Phantoms breezing through walls, fires spreading bit by bit, and Nuke, Pathfinder, and Minelayer possessing different levels of strength.

Finally, there is the treasure hunt theme, exemplified by finding and following the most efficient paths to the random scattering of canisters in the maze. The map of the screen changes with every reappearance, and you must be wary of pirates (Nuke, Minelayer) and trapholes (mines, fires).

You can choose from a selection of 15 difficulty levels. The upper levels throw a lot of out-ofcontrol fire at you, loads of highspirited Nukes, and helter-skelter effects, making for more challenging play.

It's rather like Pac-Man in 3-D. A Pac-Man aficionado might insist that any similarity to the

Prince of Mazes is superficial (like comparing Space Invaders to Galaxians). So, why not? Both are classic examples of excellent variations on a theme. Likenesses, differences. In Pathfinder, the break-away obstacles, detonating bombs, and sprinting ghosts stretch into a super highway of sloping, curving space.

Pathfinder's simulation of reality may turn off hard-core scientific purists (for whom the idea of gobbling nuclear garbage in a maze simply won't wash). But for players less scientifically straight-laced, the fiery dynamics will glow through.

## Pathfinder

Gebelli Software
1787 Tribute Road Suite G
Sacramento, CA 95815
Requires 32 K , disk
$\$ 34.95$

# ZX-81 Home Computer Package For Sinclair/ Timex <br> Arthur B. Hunkins 

The ZX-81 Home Computer Package is a sampler of four programs for the Sinclair ZX-81, Timex TS-1000, MicroAce, and 8K ROM ZX-80. An alternate version, also priced at $\$ 9.95$, is available for the standard 4 K ROM ZX-80. Running in all cases within 1K RAM, each program is written largely in machine language, and is a tribute to what can be done with only 1 K of memory using machine code. The programs, Etch-A-Screen, Music Composer, Checkbook Balancer, and Billboard, are all small miracles of creativity in 1 K . (I should add that, for all programs except Billboard, suggestions are given for fruitfully extending program capability if more than 1 K is available.)

The package is produced by LAMO-LEM Laboratories, a fact presumably related to the inclusion of a laminated cover on the
excellent eight-page instruction manual, and two laminated keyboard overlays (for Music Composer and Checkbook Balancer). An interesting collaboration/ application indeed (the overlays are designed to be taped to the keyboard). Other materials included in the packet are handy reference cards for all programs except Billboard, a screen display matrix (for Etch-A-Screen), and a music coding sheet. (For some reason, the Composer reference card omits one of the four available octaves, and so is unnecessarily confusing.)

The programs, all gems in their own right, have several features in common. All run immediately upon loading; all have built-in provisions for saving program data (so that when a saved program is loaded it goes right on doing whatever it did the time before). Thus it will
display a previously stored message or screen design, play a previously coded melody, or list a previous checkbook balance along with currently uncleared entries.

Three complete sequences of the four programs are recorded on the cassette. I experienced no LOADing difficulties.

Billboard is clever and simple. You enter a message of up to 250 characters, and it scrolls slowly, in large letters (and I mean large), from right to left across the screen. (Only about half of Sinclair's graphics characters are implemented.) This is a novel way to leave a message for someone - a message that can't easily be ignored!

Etch-A-Screen is much more complex - perhaps a bit overly so (it takes some time to become proficient). Essentially, it permits you to place any keyboard char-
acter (including most reverse field characters and all graphics) anywhere on the screen, and save the display. Keys repeat automatically (a very nice feature), and the cursor can go diagonally as well as sideways and vertically. (It also wraps around the display.) In the 1 K version, the display is limited to 17 lines; a 2 K extension (two POKEs) expands to full screen capability. Additional features include cursor turnoff and CLEAR SCREEN commands. The instructions indicate that "it may be possible to use the printer to copy the picture." I was unable to test this feature.

Checkbook Balancer also works well for its intended purpose. An initial balance is entered, then credits and debits with dollar amounts and ID numbers. Entries may be voided, or cleared (when the bank statement arrives); transactions can be displayed at will. Mistakes (such as voiding or clearing nonexistent entries) are rejected with an appropriate ERROR message. The 22-entry limit may be raised to 100 with 2 K of memory (standard on the Timex).

Music Composer is a truly impressive display of efficient machine language programming. How so many features can be fit into so little space I do not know. (One thing that helps is the lack of a screen display; the blank screen also mercifully kills the bothersome hum otherwise generated.) The program is essentially a keyboard play/ memory replay routine. The middle two computer keyboard rows are implemented as a twooctave C major scale, with the shift key taking all notes up two octaves for a total of four octaves. Chromatics and keys other than C major are not available (except with the modification below, which is not difficult to incorporate).

## Special Effects Keys

One key is used to signal the
beginning and end of a stored segment to be played back (up to 175 notes and durations are automatically stored as performed). An EDIT function (with single step both backwards and forwards) is available to locate (and replay) specific notes - as well as to change them. There is also a REST key. Although in live performance the program senses when a key is released (giving silence), the rest is not recorded in memory. This is a real inconvenience; combined with the fact that durations are stored very inaccurately, the replay function has limited utility.

Two Special Effects keys either raise or lower all pitches by microtones (depending on how long you hold the keys down). Fooling extensively with these keys produces many unpredictable results (e.g., fast quasi-random pitch sequences). The manual duly warns that once you begin experimenting with these keys, "it may be difficult to return to the unmodified state." A modification "for the advanced programmer" even gives directions for "playing" the 8 K ROM (a random set of pitches and rhythms). Another extension (again, 2K memory) permits storing up to 350 notes.

Two features would be welcome additions: a key transposition option during playback, and a tempo scaling factor (providing different playback speeds). Both would require simple multiplication routines (unfortunately cumbersome in machine language), as well as a good bit of input/output overhead.

A program like Composer simply invites modification. Here are two suggestions. One mod everyone should make, as the highest octave is noticeably out of tune. Hit BREAK while the program is SAVEing, and execute (without line numbers) the following POKEs: POKE 16586,19; POKE 16587,17. This should take care of the tuning
problem.
The lack of accidentals will be a notable drawback to many hobbyists. Here is a way of reprogramming the pitches played by the two rows of note keys. The trick is to know where in memory the numbers representing the delay loop values for the particular pitches are stored. It turns out that the values for the bottom row of keys, unshifted, are stored in locations 1655516562, the top row unshifted in 16564-16571. The bottom row shifted is in 16573-16580, and the top row shifted, in 1658216589. Substituting the values below will create a chromatic keyboard over the two middle octaves of the previous four one octave without using the shift key, an octave higher with shift. (Armed with the appropriate values for the various pitches, you can now create your own keys-i.e., program the keyboard for D major, E minor, etc.)

Again with a program BREAK during SAVE, POKE the following values in memory locations 16555-16562: 125, 111, 100, $93,83,74,65,62$. In 1656416571, POKE 133, 117, 105, 93, 87, 78, 69, and 62. Locations 16573-16580 remain unchanged, while 16582-16589 are POKEd to $65,58,52,46,43,38,34,30$. The bottom row of keys is C D E F G A B C as before, while the top row is now $B C$ \#(D-flat), D \#( $\mathrm{E}-$ flat), F F \#(G-flat), G\#(A-flat), A\#(B-flat), C. Have fun creating your own scales and tunings. Maybe you can come up with something really exotic!

In sum, the ZX-81 Home Computer Package is unique, lots of fun, and practical. At $\$ 9.95$, with all the extras, it's a bargain. I'm sure it must be a treasure chest of machine language programming ideas for the Sinclair as well.
ZX-81 Home Computer Package LAMO-LEM Laboratories
Box 2382
La Jolla, CA 92038
$\$ 9.95$

# Questions Beginners Ask 


#### Abstract

Are you thinking about buying a computer for the first time, but don't know anything about computers? Or maybe you just purchased a computer and are still a bit baffled. Each month, in this column, COMPUTE! will tackle some questions that we are asked by beginners.


Q
When I try typing programs into my computer from the listings in COMPUTE! and other magazines and books, lots of times I see characters or symbols that are not on my computer's keyboard. How can I type these characters?

A
The problem stems from the fact that computers can display many special characters on their TV screens that most printers do not reproduce. Sometimes these special characters are odd punctuation symbols. Other times they are control characters or graphics characters.

These are special character "sets" (a collection of related characters) found on most home computers. To type them on the screen, most often you must simultaneously hold down a CONTROL key, GRPH key, or some other special key which acts sort of like a SHIFT key.

These special characters can be used for computer graphics, such as games, where they are often combined to form shapes. Control characters also are used to send instructions to devices attached to computers. One example is printers. On a printer which is capable of underlining words, special control characters placed before and after the word tell the printer when to start and stop underlining. Naturally, you don't want these control characters to show up in the paper, you just want their effect. So the printer interprets them as instructions to change its printing mode, rather than as characters to print.

In the case of special graphics characters, the printer is often simply not capable of reproducing the character. Sometimes the printer will leave a blank space; other times it will print an odd character of its own.

That's why programs which use special characters often do not print out on paper as they should. To get around this problem, COMPUTE! has developed special ways of denoting these
special characters in the program listings in the magazine. Every month, COMPUTE! includes two guides - "How To Type COMPUTE!'s Programs" and "A Beginner's Guide To Typing In Programs." On these pages are sections for each computer brand which show how to type special characters which do not appear on the keyboards. Misinterpreting these special characters is probably the most common source of errors in typed-in programs. Look in the Table of Contents in this issue to find these important aids.

## Q <br> Exactly what is a computer monitor, and how is it different from a TV? How should I decide if I need one?

ATo avoid confusion right off the bat, we'll define what we aren't talking about here: machine language monitors. A machine language monitor is a program, an aid for machine language programmers, and has nothing to do with display monitors.

A display monitor is a television-like screen device that can be hooked up to many home/ personal computers. In fact, some computers come with their own monitors attached or built-in, such as the Commodore PET/CBM, and Radio Shack TRS-80 Models I, II, and III.

Essentially, a monitor is a TV which has been optimized for computer use. It displays screen images, especially text, more sharply and with greater stability than a regular TV can. For this reason, it is often preferred for word processing or serious programming.

A monitor is sharper than a TV because it gets the video signal directly from the computer's video output. Designers had to compromise a little in order to make computers compatible with ordinary TVs. To display an image on a TV, a computer must convert its video output to simulate a normal broadcast signal. It does this with an RF (Radio Frequency) modulator, which is built into some computers (such as the Atari and Commodore 64), or visible as a small box on others (VIC-20, Apple II). The RF modulator connects to the TV antenna terminals. Then the computer's video output will be the same as a broadcast signal from an ordinary TV station. This means the computer's video output must be re-converted

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by the TV's receiver before it is displayed on the picture tube. This two-stage process - converting the video output to a broadcast signal, and then re-converting it back to a pure video signal - loses some sharpness in the translation.

Monitors bypass all this converting by tapping the computer's video output directly and sending it straight to the picture tube. In addition, specially designed circuitry makes the image even sharper and more stable. And since the monitor lacks a receiver (unlike a TV), it is much less likely to be bothered by stray interference from CB radios, poor connections, or even the computer itself.

There are full-color monitors and monochrome (single-color) monitors. Monochromes may be black and white, green, or amber. Some people find different colors easier on their eyes. If you have severe interference problems with your TV, or have trouble reading the screen, you might look into the possibility of buying a monitor. Prices are often comparable to TV sets of the same screen size.

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# TI-99 Match-Em 

C. Regena

In addition to its primary purpose of captivating youngsters, this program also serves as a guide and example of how to create educational games on any subject.

This simple matching game is designed for young children. A screen of 16 squares is shown. Press the letters on two of the squares to try to match the shapes. If you "Match-Em," the shape will be drawn at the right side of the screen, and you won't be able to use those squares again (the shape is replaced by diagonal lines). There are eight pairs of shapes to try to match.

If you wish to stop the game at any time, press " S " and the placement of all the shapes will be shown. After each game you have the option of trying again - with the shapes scrambled in a different random order.

## Other Applications

Take a look at the BASIC logic in this game, then design your own. You may wish to use the capabilities of the TI-99/4A graphics and draw other pictures - animals, people, designs, etc. Each shape here is drawn in a separate character set, and a random foreground and background color combination is chosen. Keep your drawing to eight or fewer graphics characters; you may also want to specify a certain foreground and background color.

You can make this matching game into an educational game. Instead of matching shapes, match an answer to a mathematics problem; match a capital city to its state; match a date to a historical event; match parts of a compound word. Whatever you want.

## Programming Techniques

DIMensioned arrays start with a subscript of zero unless you specify OPTION BASE 1, which starts subscripts at 1. I used dimensioned numbers to keep track of the eight shapes ( 16 total) and various coordinates needed for graphics.
$M X()$ and $M Y()$ are the $X$ and $Y$ coordinates to draw a shape at the right of the screen after it has been successfully matched. The coordinates
depend on how many matches have been made.
$C 1()$ and $C 2()$ are the $X$ and $Y$ coordinates for each square in the 16 -square screen. D() indicates a red or a blue square.
$A()$ and $B()$ keep track of what shape is in which square. I use two arrays so that one can be a working array. B() also keeps track of the original order of the shapes when all the shapes are drawn (if you press " S " or if you have made all eight matches).

Lines 270-370 define graphics characters while the title screen is shown. Line 280 beeps a random sound for each character as it is defined. Graphics characters are defined by a string number. A null string is indicated either by "'" or by two commas together and will yield a blank square for that graphics character. You do not need quote marks around the graphics string if it is in a data statement.

Lines 410-420 redefine the parentheses as a blue square and a red square. The game screen is then printed with lines 500-540. PRINTing characters is often faster than using the CALL HCHAR or CALL VCHAR method.

The shapes are numbered from 1 through 8. Lines 550-580 put the shape numbers in the B() array. Lines 600-660 mix up the members of the $B()$ array and place them in the $A()$ array. After a


Can you match the hidden symbols behind the colored squares?
$B()$ is chosen for the $A()$ array, it is set to zero so it won't be chosen again. Lines 670 to 690 set the $B()$ array equal to the $A()$ array so that the shapes can all be printed in the original order at the end of a game.

Lines 710-760 choose a random foreground color and a random background color for each shape, making sure that the foreground color is not the same as the background color.

Lines 1490-1590 are a subroutine to draw the shape starting at coordinates X and Y . CH is the character number and is calculated in line 1480, depending on the shape number.

## Explanation Of The Program

Line Nos.
110-120 DIMension variables starting with a subscript of 1.
130-160 Read $X$ and $Y$ coordinates for matched shapes.
170-210 Read $X$ and $Y$ coordinates and character numbers for each of the 16 squares.
220-240 Print title screen.
250-260 Define functions for random variables used later.
270-370 Define graphics characters for character numbers 96 through 159 (eight shapes, each in a different character set).
380-400 Print instructions.
410-420 Define characters for red and blue squares.
430-450 Wait for player to press any key.
460-480 Clear screen and initialize score (number of tries) and number of matches.
490-540 Define colors and draw game screen.
550-580 Define $B()$ elements as shape numbers 1 through 8 (two of each number).
590 Prints a nother line of game screen.
600-660 Randomly choose the order of the shapes in the 16 squares.
670-690 Set $B()$ array elements equal to $A()$ array.
700-760 Randomly choose colors for shapes.
770-790 Print name of game on screen.
800-840 Increment and print score.
850-900 Beep and wait for player to press a letter for first square.
910-990 Determine coordinates and draw diagonal lines if square has already been matched.
1000 Draws shape.
1010-1060 Beep and wait for player to press a letter for second square.
1070-1150 Determine coordinates and draw diagonal lines if square has already been matched.
1160 Draws shape.
1170-1220 Determine if a match has been made; if not, sounds "uh-oh."
1230-1300 If match has been made, these lines play arpeggio and determine coordinates, then draw shape at right of screen.
1310-1320 Set $A()$ elements to zero so they cannot be used again for a correct match.
1330-1470 Cover squares again with red or blue square and return to next set of choices.
1480-1590 Subroutine to draw shape.
1600-1650 After all eight matches have been made, these lines play a tune.
1660-1710 Clear choices made and show all shapes on game screen.
1720-1750 Print option to play again, wait for player's choice, and branch appropriately.
1760-1770 Clear screen and end.

100 REMES SPACES?MATCH-EM
110 OPTION BASE 1
120 DIM $A(16), \mathrm{B}(16), \mathrm{C} 1(16), \mathrm{C} 2(16), \mathrm{D}(1$ 6), $M X(8), M Y(8)$

130 FOR C=1 TO 8
140 READ $M X(C)$, MY (C)
150 NEXT C
160 DATA $7,26,10,26,13,26,16,26,7,29$, $10,29,13,29,16,29$
170 FOR C=1 TO 16
180 READ C1 (C), C2(C), D(C)
190 NEXT C
200 DATA $3,5,40,3,10,41,3,15,40,3,20$, $41,8,5,41,8,10,40,8,15,41,8,20,40$
210 DATA $13,5,40,13,10,41,13,15,40,13$ $, 20,41,18,5,41,18,10,40,18,15,41$, 18,20,40
220 CALL CLEAR
230 CALL CHAR(64,"3C4299A1A199423C")
240 PRINT TAB(10);"MATCH-EM"::::: : :
250 DEF R=INT (RND*200+900)
260 DEF R15=INT (RND*15) +2
270 FOR C=96 TO 159
280 CALL SOUND (50, R, 4)
290 READ C $\$$
300 CALL CHAR(C,C $\$)$
310 NEXT C
320 DATA "", ,FFFFFFFFFFFFFFFF, ,,,,,00 $00000000003 C F F, 0101030303030101, F$ FFFFFFFFFFFFFFF, 8080COCOC0C0808, , FFBC, " ""
330 DATA $0000000008081 \mathrm{C} 1 \mathrm{C}, 00000000000$ 00101, SE3ETF TFFFFFFFFF, 0000000080 80COC, 03030707 , FFFFFFFF, EOEOFOF, " "
340 DATA "", OFOFOFOFOFOFOFOF, FFFFFFFF FFFFFFFF, FOF OF OF OFOF OF OF, ,, ,, OOOO $000010387 C F E, 0103070 F 070301$
350 DATA FFFFFFFFFFFFFFFE, $0080 C O E O C 08$ ,, 7C381,,,000000001010383C, 001F07 $0100010103,7 C F F F F F F F E F F E F C 7$
360 DATA OOFOC0000000008, 030706, 8301, 80COC, ,0000000000003C7E,000103030 30301, FFE7C38181CSE7FF, 0080COCOCO co8,""
370 DATA 7E3C, , $000000003 C 3 C 3 C 3 C, 0000$ OFOFOFOF, SCSCFFFFFFFFSCSC, OOOOFOF OFOF, , उCJCJCJC, ,""
380 CALL CLEAR
390 PRINT "PRESS TWO LETTERS.": :"TRY TO MATCH THE SHAPES.": : "THE BETTE R YOU ARE, THE"
400 PRINT : "LOWER YOUR SCORE WILL BE. ": : : "PRESS "S" TO STOP THE GAME": : "AND SEE
ALL THE SHAPES."
410 CALL CHAR ( 40 , "FFFFFFFFFFFFFFFFF")
420 CALL CHAR ( 41, "O")
430 PRINT : : : "PRESS ANY KEY TO START. ";
440 CALL $\operatorname{KEY}(0, K, S)$
450 IF $S<1$ THEN 440
460 CALL CLEAR
$470 \quad \mathrm{SC}=0$
$480 \quad \mathrm{M}=0$
490 CALL COLOR (2,5,9)
 $(())))(((())))) ": "((A(()) B))((C$ (()) D)) ": "((((())))) ((((()))))"

510 PRINT "(((()))))(((()))))":"))) )) (((( ())))) (((((":"))))) (((())) )) ( ( ( ( (": ") ) E) ) ( (F ( ()) G) ) ( (H(("

520
PRINT " $)$ ) ) ( ( (( ())) ) ( ( ( ( (": ") ) )
 $\left.(()))){ }^{\prime}="((((()))))(((())))\right) "$
530 PRINT " (\{I( ()) J) ) ( (K ( ()) L) )": " ( ( ( $(())))$ ( ( ( ( ( ) ) ) ) ": " ( ( ( ( ()))) ) ( ( ( ( () ) ) ) ": ") ) ) ) ( ( ( ( () ) ) ) ( ( ( ( ("
540

 $))\left(\left(\left(\right.\right.\right.$ ( $\left.\left.\left.\left.{ }^{\prime \prime}:{ }^{\prime \prime}\right)\right)\right)\right)$ ( ( ( ( ()) )) ) ( ( ( ( ("
550 FOR $C=1$ TO 8
$560 \mathrm{~B}(\mathrm{C})=\mathrm{C}$
$570 \mathrm{~B}(\mathrm{C}+8)=\mathrm{C}$
580 NEXT C
590 PRINT : "S = STOP";TAB(20);"SCORE = "
600 FOR C=1 TO 16
610 RANDOMIZE
620 RC=INT (16家RND) +1
630 IF $B(R C)=0$ THEN 620
$640 \mathrm{~A}(\mathrm{C})=\mathrm{B}(\mathrm{RC})$
$650 \mathrm{~B}(\mathrm{RC})=0$
660 NEXT $C$
670 FOR $C=1$ TO 16
$680 \mathrm{~B}(\mathrm{C})=\mathrm{A}(\mathrm{C})$
690 NEXT $C$
$700 \mathrm{M}=0$
710 FOR $C=1$ TO 8
$720 \mathrm{~F}(\mathrm{C})=\mathrm{R} 15$
$730 \mathrm{~F} 2(\mathrm{C})=\mathrm{R} 15$
740 IF F2 (C) $=F(C)$ THEN 730
750 CALL COLOR (C+8,F(C),F2(C))
760 NEXT C
770 FOR C=1 TO 8
780 CALL HCHAR $2,23+C, A S C$ (SEG\$ ("MATCH EM", $\mathrm{C}, 1)$ )
790 NEXT C
$800 \quad S C=S C+1$
810 S\$=STR\$ (SC)
820 FOR $\mathrm{C}=1$ TO LEN (S $\$$ )
830 CALL HCHAR ( $23,27+C, A S C$ (SEG\$ 3 S $\$, C$, 1)) )

840 NEXT C
850 CALL SOUND $(150,1397,2)$
860 CALL $\operatorname{HCHAR}(4,26,63)$
870 CALL KEY (O,K,S)
880 IF $K=83$ THEN 1660
890 IF (K<65) + (K>80) THEN 870
900 CALL HCHAR $\{4,26, K)$
$910 \quad N=K-64$
920 A1=N
$930 \quad X=C 1(N)$
$940 \quad Y=C 2(N)$
950 IF $A(N)<>0$ THEN 1000
960 CALL HCHAR $(X, Y-1,92,3)$
970 CALL $\operatorname{HCHAR}(X+1, Y-1,92,3)$
980 CALL $\operatorname{HCHAR}(X+2, Y-1,92,3)$
990 GOTO 1010
1000 GOSUB 1480
1010 CALL SOUND $(150,1397,2)$
1020 CALL HCHAR (4, 29, 63)
1030 CALL KEY $(0, K, S)$
1040 IF $K=83$ THEN 1660
1050 IF $(K<65)+(K>80)$ THEN 1030
1060 CALL $\operatorname{HCHAR}(4,29, K)$
$1070 \mathrm{~N}=\mathrm{K}-64$
$1080 \mathrm{~A} 2=\mathrm{N}$
$1090 \quad \mathrm{X}=\mathrm{C} 1(\mathrm{~N})$
$1100 \quad Y=C 2(N)$
1110 IF $A(N)<>0$ THEN 1160
1120 CALL $\operatorname{HCHAR}(X, Y-1,92,3)$
1130 CALL HCHAR $(X+1, Y-1,92,3)$
1140 CALL $\operatorname{HCHAR}(X+2, Y-1,92,3)$
1150 GOTO 1170
1160 GOSUB 1480

1170
1180
1190
1200
1210
1220
1230
1240
$1250 \quad Y=M Y(M)$
1260 CALL SOUND $(150,262,2)$
1270 CALL SOUND $(150,330,2)$
1280 CALL SOUND $(150,392,2)$
1290 CALL SUUND $(300,523,2)$
1300 GOSUB 1500
$1310 A(A 1)=0$
$1320 A(A 2)=0$
1330 IF $M=8$ THEN 1600
$1340 \quad \mathrm{X}=\mathrm{C} 1(\mathrm{~A} 2)$
$1350 \quad \mathrm{Y}=\mathrm{C} 2(\mathrm{~A} 2$ )
1360 CALL $\operatorname{HCHAR}(X, Y-1, D(N), 3)$
1370 CALL $\operatorname{HCHAR}(X+1, Y-1, D(N), 3)$
1380 CALL $\operatorname{HCHAR}(X+2, Y-1, D(N), 3)$
1390 CALL $\operatorname{HCHAR}(X+1, Y, N+64)$
$1400 \quad X=C 1$ (A1)
$1410 \quad Y=C 2$ (A1)
$1420 \operatorname{CALL} \operatorname{HCHAR}(X, Y-1, D(A 1), 3)$
1430 CALL $\operatorname{HCHAR}(X+1, Y-1, D(A 1), 3)$
$1440 \operatorname{CALL} \operatorname{HCHAR}(X+2, Y-1, D(A 1), 3)$
1450 CALL HCHAR $(X+1, Y, A 1+64)$
1460 CALL $\operatorname{HCHAR}(4,26,32,4)$
1470 GOTO 800
$1480 \mathrm{CH}=8$ * ( $\mathrm{B}(\mathrm{N})-1)+96$
1490 CALL SOUND $(150,-1,2)$
1500 CALL $\operatorname{HCHAR}(X, Y-1, C H+7)$
1510 CALL HCHAR $(X, Y, C H)$
1520 CALL $\operatorname{HCHAR}(X, Y+1, C H+7)$
1530 CALL $\operatorname{HCHAR}(X+1, Y-1, C H+1)$
1540 CALL $\operatorname{HCHAR}(X+1, Y, C H+2)$
1550 CALL $\operatorname{HCHAR}(X+1, Y+1, C H+3)$
1560 CALL $\operatorname{HCHAR}(X+2, Y-1, C H+4)$
1570 CALL HCHAR $(X+2, Y, C H+5)$
1580 CALL HCHAR $(X+2, Y+1, C H+6)$
1590 RETURN
1600 RESTORE 1610
1610 DATA $262,330,392,523,330,392,523$ , 659, 392,523,659,784,523,659,784
, 1046, 1046
1620 FOR $\mathrm{C}=1$ TO 17
1630 READ J
1640 CALL SOUND $(-99,3,2)$
1650 NEXT C
1660 CALL $\operatorname{HCHAR}(4,26,32,4)$
1670 FOR $N=1$ TO 16
$1680 \quad \mathrm{X}=\mathrm{C} 1(\mathrm{~N})$
$1690 \quad \mathrm{Y}=\mathrm{C} 2(\mathrm{~N})$
1700 GOSUB 1480
1710 NEXT N
1720 PRINT : "PLAY AGAIN? [Y N]";
1730 CALL $\operatorname{KEY}(0, K, S)$
1740 IF $K=78$ THEN 1760
1750 IF $K=89$ THEN 460 ELSE 1730
1760 CALL CLEAR
1770 END

# ATARI MATH FUN 

Steven Neve

This math game offers a choice of six categories of math problems and six skill levels. It should keep the young math student coming back again and again, trying to top the all-time high score. It will fit in $8 K$ RAM.

When playing computer games, it is often easier to use hand-held controllers than to use the computer console keys. "Math Fun" has been designed to use the Atari keyboard controller. It's educational, and keeps young students interested in math as well. Although the keyboard controller is recommended, you can also use the computer keys for inputs. Don't hit the RETURN key.

After picking one of six OPTIONal math groups, and SELECTing one of six skill levels, push START. The screen will show the number of right and wrong answers, the first question, and a realtime clock updated every second. Quickly you push a button on the controller; if it is the

## 1 MRONG 3 RIGHT

WHAT'S YOUR ANSNER
TOTAL TIME.,: 0:33
"Math Fun" for the Atari awaits a response while keeping track of elapsed time.
first digit in the answer, it is placed on the left side of the input display, or on the right if it's not. (The display is always read from right to left using the computer console keys.) This is repeated until the input has as many digits as the correct answer.

Then you are booed and have to try again, or you are cheered on to the next problem until you have answered 20 problems correctly. You are then scored on time and accuracy. The screen changes to the menu and displays the best time and score at the top of the screen and your time and score at the bottom. As you listen to music, the best score is updated to the new best score. Math Fun can be compacted to just under 8K of RAM without affecting the way it plays.

10 GRAPHICS 0:POKE 712,128:POKE 710,1 28: POKE 752,1:OPEN \#2,4,0, "K"
20 POSITION 10, 8:? "TURN OFF THE RECO RDER": POSITION 8, 12:? "ARE YOU USI NG THE KEYPAD": POSITION 15, 16:? "Y ES OR NO?"
30 POKE 702,64:POKE 694,0:GET \#2,KEY: IF $K E Y=78$ OR KEY=89 THEN GOTO 50
40 GOTO 30
50 CO=O:C1=1:C2=2:C3=3:C4=4:C5=5:C6=6 $: C 7=7: C 8=8: C 9=9: C 10=10: C 60=60: C 520$ $=520:$ GRAPHICS 18:POKE 712, 128: $A=C 1$ : SK=C 1
60 DIM G\$(C1), I\$(C1), AN\$ (C7), ANS\$ (C7) , $\mathbf{Q} \$(C 6), L \$(C 6), M \$(C 6), R O W(C 3), I P \$($ 13), B क ( C 1$): \mathrm{C} 13=13$

70 POKE 54018,48:POKE 54016,255:POKE 54018,52: POKE 54016, 221
80 RESTORE : FOR NOTE=CO TO 35: SOUND C $0, \mathrm{CO}, \mathrm{CO}, \mathrm{CO}:$ READ I, J: SOUND CO, I, C1O , C10:FOR $X=C O$ TO 25*J: NEXT $X$
90 IF PEEK (53279) =C6 THEN GOTO 260
100 IF $\operatorname{PEEK}(53279)=C 3$ THEN $A=A+C 1: I F$ A>=C7 THEN $A=C 1$
110 IF $\operatorname{PEEK}(53279)=C 5$ THEN $S K=S K+C 1: I$ F SK>=C7 THEN SK=C1
120 POSITION 2,0:? \#6;" COMPUTER MAT


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H\{6 SPACES\} best mse raisk ": IF T S<C10 THEN ? \#C6;" time"; TM;": O"; TS;" score"; HS
130 IF TS>=C10 THEN ? \#C6;" time";TM; ": ";TS;" score"; HS
140 ? \#C6;"
 \{4 SPACES\}addition $\{4$ SPACES\} +"
150 IF $A=C 2$ THEN ? \#C6;" - subtractio n\{3 SPACES\}-"
160 IF $A=C 3$ THEN ? \#C6;" + add \& subtr act -"
170 IF $A=C 4$ THEN ? \#C6;"X\{4 SPACES\}mu ltiply\{4 SPACES\}X"
180 IF $A=C 5$ THEN ? \#C6;"/\{4 SPACES\}di vision \{4 SPACES\}/"
190 IF $A=C 6$ THEN ? \#C6;"X mult \& divi de /"
200 ? \#С6:? \#C6;" "; SK;" EKFi事 leve (1)"SK:? \#C6;"

210 IF YSC<C1 THEN ? \#C6;"\{3 SPACES\}? roup---OPTION ": ? \#C6;"
\{3 SPACES\} Sk[in---SELECT ":? \#C6 ;" $\{3$ SPACES\}START----START "
220 IF YSC >CO THEN ? \#C6;" YOUR SCORE ..: "; SC: GOSUB 480:? \#C6;" Rumber remane: ";WR:YSC=YSC-C 1
230 IF PEEK (53279)=C6 THEN 260
240 IF YSC $\langle C 1$ AND SC $>=H S$ THEN HS=SC: $T$ M=MIN:TS=SEC
250 NEXT NOTE:GOTO 80
260 IF SC $>$ HS THEN HS=SC:TM=MIN:TS=SEC
270 POP : POP : POP : SOUND CO,CO,CO,CO: $W R=C 0: C O R=C 0: S C=C 0: S L=C 9: S M=C 9: O N$ A GOTO $280,310,280,370,400,370$
$280 \mathrm{G} \$="+": \mathrm{GS}=290=$ GOTO C520
$290 \mathrm{~F}=\mathrm{C} 2: \mathrm{T}=\mathrm{C} 6: \mathrm{L}=\mathrm{B}: \mathrm{M}=\mathrm{C}: \mathrm{Q}=\mathrm{B}+\mathrm{C}: \mathrm{IF} \mathrm{A}=\mathrm{C} 3 \mathrm{~T}$ HEN $\mathbf{G} \$="+":$ IF RND $(C O)>0.5$ THEN $G \$$ ="-": GOSUB 320
300 RETURN
310 G $\$=$ "-": GS=320: GOTO C520
320 IF $B>=C$ THEN $L=B$
330 IF $\mathrm{B}<\mathrm{C}$ THEN $L=C$
340 IF $C>=B$ THEN $M=B$
350 IF C <B THEN $\mathrm{M}=\mathrm{C}$
360 Q=L-M: RETURN
370 G\$="X": GS=380: GOTO C520
$380 \mathrm{~F}=\mathrm{C} 2: \mathrm{T}=\mathrm{C} 6: \mathrm{L}=\mathrm{B}: \mathrm{M}=\mathrm{C}: Q=\mathrm{B}$ \& $\mathrm{C}: \mathrm{IF} \mathrm{A}=\mathrm{C}$, $T$ HEN G $\$=$ " $X$ ": IF RND $(C O)>0.5$ THEN $G \$$ ="/": GOSUB 410
390 RETURN
$400 \mathrm{G} \$=" / n: \mathrm{GS}=410$ : GOTO C520
$410 \mathrm{~L}=\mathrm{B} * \mathrm{C}: \mathrm{M}=\mathrm{C}: \mathrm{Q}=\mathrm{B}:$ RETURN
420 DATA $81,3,96,3,81,4,0,3,81,3,96,3$ $, 81,4,0,3,72,3,81,3,91,3,96,3,108$ , $796,3,91,3,91,0,85,0,81,3,121,3$ , 121,0
430 DATA $121,0,121,3,121,0,108,0,96,0$ , 91, 0, 81, 4, 0, 3, 81,3, 108,3, 108,3,9 $1,3,96,3,108,3,121,5,0,5$
440 POKE 20, CO:POKE 19, CO:POKE 18, CO
450 TIME=PEEK (20) +PEEK (19)*256+PEEK ( 1 8) $\% 65536$

460 TIME=INT(TIME/C60+0.5):SEC=TIME-C 60* (INT (TIME/C6O)) : MIN=INT (\{TIMESEC)/C60):IF SEC $=$ =C60 THEN 500
470 MIN=INT (SEC/C6O) +MIN:SEC=SEC-C60* (INT (SEC/C6O)) : IF MIN>99 THEN MIN $=99$
480 POSITION C1, C10:IF MIN>9 THEN ? \# C6;"TOTAL TIME..:";: GOTO 495
490 ? \#CG;"TOTAL TIME..: ";
495 IF SEC<C10 THEN 510

500 PRINT \#C6; INT (MIN+0.5);":"; INT (SE C+0.5) : RETURN
510 ? \#C6; INT (MIN+0.5) ;": 0"; INT (SEC+O .5) : RETURN
520 IF SK>C1 THEN SL=99:IF SK>C2 THEN SL=999: IF SK>C3 THEN SL=99: SM=99 :IF SK>C4 THEN SL=999:IF SK>CS TH EN $\quad S M=999$
530 GOSUB 440
$540 \mathrm{~B}=\mathrm{INT}$ (RND (CO) *SL): BAD=CO:C=INT(RN D (CO) *SM) +C1: GOSUB GS
550 ? \#C6;"\{CLEAR\}":POSITION C1, CO:? \#C6;WR;" Wranc.";" ";COR;" right" : GOSUB 450
560 POSITION C8, C4:? \#C6; G\$:POSITION C8, C5: ? \#С6;"

570 Q $=$ =STR $\$(Q): X=L E N(Q \$): M \$=S T R \$(M): Y$ $=L E N(M \$): L \$=S T R \$(L): Z=L E N(L \phi)$
580 POSITION C13-Z,C2:? \#C6;L:POSITIO N C13-Y, C4:? \#C6; M
590 POSITION C1, C8:? \#C6;"WHAT'S YOUR ANSWER ": GOSUB 900
600 IF ANS=Q THEN POSITION C1, C8:? \#C 6;" good for you!!\{3 SPACES\}":CO R=COR+C1: GOTO 650
610 POSITION C1, C8: ? \#C6;" WaO To Gavir $\left\{4\right.$ SPACES ${ }^{2}$ " $=W R=W R+C 1$ : GOSUB 680
620 POSITION C1, CO:? \#C6; WR: SUUND C2, $\mathrm{CO}, \mathrm{CO}, \mathrm{CO}: \mathrm{BAD}=\mathrm{BAD}+\mathrm{C} 1$
630 IF BAD $>=C 3$ THEN POSITION 13- $X, C 6$ : ? \#C6;Q:FOR T=C1 TO 200:NEXT T:GO TO 540
640 GOTO 560
650 POSITION C13-X,C6:? \#C6;Q:FOR J=C 1 TO C6:FOR I=C1 TO 20:SOUND C2, I , C10, CB: NEXT I:NEXT J:SOUND C2,CO , $\mathrm{CO}, \mathrm{CO}$
660 IF COR $>=20$ THEN GOTO 690
670 GOTO 540
680 FOR $Z=30$ TO 200:SOUND C2, $Z, C 10, C 1$ $0:$ NEXT $Z: S O U N D ~ C 0,150,12, C 13: F O R$
T=C1 TO 200:NEXT T:SOUND CO, CO,CO , CO: RETURN
690 ? \#C6;" (CLEAR)": SCR=(COR-WR) * (A+S K*C2) : SC=C2*SCR-(INT ((SEC+MIN*C6O )/C3)) : YSC=35: GOTO 80
740 ROW $(C 0)=238: \operatorname{ROW}(C 1)=221:$ ROW $(C 2)=1$ 87: ROW (C3) = 119
750 IP\$=" 123456789*O\#": P=C1:FOR J=CO TO C3
760 POKE 54016, ROW(J):FOR T=C1 TO C10 : NEXT T
770 IF PADDLE (C 1 ) >C 10 THEN $P=J+J+J+C 2$ : GOTO 810
780 IF PADDLE (CO) >C 10 THEN $P=J+J+J+C 3$ : GOTO 810
790 IF STRIG(CO) $=\mathbf{C O}$ THEN $P=J+J+J+C 4: G$ OTO 810
800 NEXT J
$810 \mathrm{~B} \$=\mathrm{I} P \$(\mathrm{P}, \mathrm{P})$
820 IF B\$="*" THEN ANS=CO:POP :POP : $P$ OP : GOTO 690
830 IF B $\$=" \# "$ THEN POP :POP : GOTO 900 840 IF $B \$="$ " THEN 740
850 SOUND C $0,45, \mathrm{C} 10, \mathrm{C} 6: F O R$ T=C1 TO C6 O:NEXT T:SOUND CO, CO, CO, CO:GOTO 9 40
900 AN $\$="\{7$ SPACES $\} ":$ ANS $\$="$
\{7 SPACES\}": POSITION C7, C7:? \#C6; "\{8 SPACES\}": NN=X:FOR N=C1 TO X:N $\mathrm{N}=\mathrm{NN}-\mathrm{C} 1:$ IF $\mathrm{KEY}=89$ THEN 740
910 GOSUB 450:IF PEEK (764)=255 THEN 9 10


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```
920 POKE 702,64:POKE 694,0:GET #C2,VA R:IF VAR \(=82\) THEN POP : POP : POP : \(G\) 0 OTO 690
\(930 B \$=C H R \$(V A R): I F\) VAR<48 OR VAR \(>57\) THEN POP : GOTO 900
940 AN \(\$(C 7-N, C 7-N)=B \$: A N S \$(C O+N, C O+N)\) = B \$ \(:\) POKE 77, 120
950 IF INT (Q/(C10^NN) +1E-06) =VAL (ANS \(\$\) ) THEN POSITION C13-X,C7:? \#C6;AN S\$: GOTO 970
960 POSITION C7, C7:? \#6;AN\$
970 NEXT \(N: I F\) VAL (AN\$) \(=Q\) THEN ANS=VAL (AN\$)
980 IF VAL (ANS\$) \(=\) Q THEN ANS=VAL (ANS\$)
990 RETURN
```



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## Micros With The Handicapped

# Developing A Communications Program 

This is Part 4 of a continuing series and picks up where we left off in the January 1983 issue. The programs here are for the VIC, the Apple, and the PET/CBM.

## Menu Selection

Peripheral devices can be used to enter communication menus directly to the computer's screen.
This would give us several advantages:

1) the menu would be stored in memory only once, in the video-mapped area;
2) the communications program would not have to be changed whenever the menu was changed; and
3) multiple menus could be accessed without having to take up extra memory area.
Program 1 shows how a menu can be stored on a peripheral device for the PET computer. The VIC computer needs to change W to 22 in line 20 and to make the following changes for cassette storage of the menu:
3øø OPEN 8,1,1,"DAILY": REM SAVE MENU ON TA PE FILE
310 PRINT\#8,RM:PRINT\#8,BR:PRINT\#8, CM
$32 \emptyset$ PRINT\#8, BC:PRINT\#8,RI:PRINT\#8, SR
330 PRINT\#8,SC
$34 \varnothing$ FOR $I=1$ TO CM:PRINT\#8,L(I):PRINT\#8,S(I ) : NEXTI
355 PRINT M\$;" ";:REM PRINT MENU ON SCREE N AS IT GOES TO TAPE
$36 \emptyset$ PRINT\#8, CHR\$ (34);M\$;CHR\$(34):NEXTC:PRI NT: NEXTR
For the Apple computer, the following changes will permit disk storage of the menu:
```
8 D4 = PEEK (54):D5 = PEEK (55):D6 = PEEK
    (56):D7 = PEEK (57):D$ = CHR$ (4)
10 TEXT : HOME : REM CLEAR THE SCREEN
300 PRINT D$;"OPEN DAILY": PRINT D$;"NOMON
    I,O,C": PRINT D$;"WRITE DAILY": REM SA
    VE MENU ON DISK FILE
310 PRINT RM: PRINT BR: PRINT CM
320 PRINT BC: PRINT RI: PRINT SR
330 PRINT SC
340 FOR I = 1 TO CM: PRINT L(I): PRINT S(I)
    : NEXT I
355 GOSUB 380: PRINT M$;" ";: IF C = CM THEN
        PRINT : REM PRINT MENU ON SCREEN AS I
    T GOES TO DISK
```

```
358 GOSUB 370
360 PRINT CHR年 (34);M$; CHR$ (34): NEXT C:
        NEXT R
365 PRINT D$;"CLOSE DAILY": END
370 POKE 54,D4: POKE 55,D5: POKE 56,D6: POKE
    57,D7: RETURN : REM TURN DOS ON
380 POKE 54,240: POKE 55,253: POKE 56,27: POKE
    57,253: RETURN : REM TURN DOS DFF
```

Since writing to the Apple disk will inhibit other writing to the screen, subroutines are used to turn DOS off whenever screen printing is desired. William V. R. Smith demonstrated this technique in his column, "The BASIC Solution," in the August 1981 issue of SOFTALK magazine.

In Program 1, note that all the parameters describing an individual menu are saved with that menu. This way, a general retrieval program can be used to access any menu from the peripheral device. Since a menu will be retrieved with INPUT statements, quotation marks are put around each menu entry in line 360 . This aliows special characters, punctuation marks, and leading spaces to be used as menu items. It should be noted that the screen values of the menu items are stored on the peripheral device.

On some computers, such as the PET, these values are not true ASCII, so these files may not be directly transferable to another computer. Also, line 355 echoes the menu entries on the screen as they are saved to the peripheral device, so that the user can watch the operation. This is especially important if the menu is long and the user is prone to "computer anxiety" when the computer operates without feedback.

## Alterations To The Menu

Programs involving peripherals are very computer dependent. To keep the programs as short as possible, no error checks are made on the peripheral operations, though the user can easily add them if desired. Note that if menus are being saved on a tape system, the data tape will have to be repositioned whenever previous menus need to be accessed. While this is possible, especially with a recorder having a counter, it is not a feasible alternative for the motor-impaired. A disk unit
would be faster and not need manual positioning. But, if a tape unit is all that is available, it is strongly recommended that all menu files be kept in a contiguous area of the tape. This will help keep search times to a minimum.

To change a menu and save it on a peripheral device, use Program 1 and change lines 20,30, 140-180, and 300 for the PET and VIC computers, and additionally line 365 for the Apple computer. Create two additional word menus, one involving FOOD choices, and one involving TIME descriptors, and save them on a peripheral device for use in subsequent examples. For instance, the following changes to Program 1 will create a TIME menu for the PET computer:

```
2\emptysetW=4\emptyset:RM=7:BR=1:CM=6:BC=1:RI=2:SR=3:SC=
    2
3\emptyset DATA 9,9,7,1,2,6
14\varnothing DATA MONDAY,A.M.,WEEKEND, },7,7,SPRIN
145 DATA TUESDAY,P.M.,HOUR,1,8,SUMMER
150 DATA WEDNESDAY,NOON,MONTH,2,9,WINTER
155 DATA THURSDAY,MORNING,DAY,3,1\varnothing,FALL
160 DATA FRIDAY,NIGHT,YEAR,4,11,LATE
165 DATA SATURDAY,AFTERNOON,WEEK,5,12,EARL
    Y
17\emptyset DATA SUNDAY,EVENING,WEEKDAY,6,":",NOW
3ø\emptyset OPEN 8,8,8,"@\emptyset:TIME,S,W"
```

On the PET computer, the @ symbol in the OPEN statement of line 300 will cause an existing file with the same name to be overwritten by the new file. Be sure that the menu names are different when saving on a disk, since disk errors or loss of a previous menu may otherwise result.

Program 2 demonstrates how a menu created and saved by using Program 1 can be entered directly to the screen from the peripheral device, and an entry from that menu can then be selected by menu row and column numbers and displayed at the top of the screen. The VIC computer needs to change $W$ to 22 in line 20, SP to 7680 in line 130, and to change the following lines:

```
2ø8 OPEN 8,1,\emptyset,"DAILY":REM RETRIEVE MENU F
    ROM TAPE FILE
312 CL=PEEK(646):FOR I=3840\emptyset TO 38422:POKE
    I,CL:NEXTI
```

For the Apple computer, make the same changes to lines 8, 10, 370, and 380 as in Program 1, and the following changes as well:

```
40 FOR I = 1 TO CM: INPUT L(I): INPUT S(I):
        NEXT I
70 TP = O: FOR R = 1 TO RM: FOR C = 1 TO CM:
        GOSUB 370: INPUT M$: GOSUB 380
75 P = S(C) + TP
95 IF BR = 0 THEN TP = TP + W: IF TP > 39 THEN
        TP = 0
120 NEXT R: GOSUB 370
130 PRINT D$;"CLOSE DAILY":SP = 1024: GOTU
        300
208 PRINT D$;"OPEN DAILY": PRINT D$;"NOMON
    I,O,C": PRINT D$;"READ DAILY"
210 INPUT RM: INPUT BR
212 INPUT CM: INPUT BC
214 INPUT RI: INPUT SR
216 INPUT SC
```

218 HOME : GOTO 40
300 VTAB 2: INPUT "ROW \#, COLUMN \#? ";RN,CN
312R=SR + RN - 1 + (RN - 1) \# BR
315 P1 = SP + 128* (R - 1) - 984* INT (R /
8) + 980 * INT (R / 24)

```

To access a different menu, all that needs to be changed in Program 2 is the file name, which occurs in line 208 for the PET and VIC computers, and in lines 208 and 130 for the Apple computer. Notice that Program 2 is relatively short, not menu-dependent, and does not use DATA statements or subscripted variables to restore a menu to the computer's screen. The menu is stored only in the video-mapped area of the computer, with menu selections being accessed by PEEKing to this screen area of RAM.

\section*{Multiple Menus}

Other than saving memory space and program size, why would we go to the trouble of storing menus on peripheral devices? Multiple menus can now be accessed without changing the program or the message area of the screen, thereby permitting the user to choose from vocabularies larger than the screen's size.

Multiple menus could be stored under descriptive names and numbered or lettered for easier retrieval. By using a single letter to select a menu, the user can access up to 26 menus at one time. A menu of menus could even be formed, associating the menu number or letter with its name, so the user could choose which menus were desired for a particular type of communication. Or the menu's name could even be stored as part of the menu itself.

Program 3 shows how any of the three menus we've created so far from Program 1 can be selected from a peripheral device by using letter associations as follows: \(\mathrm{A}=\) original DAILY menu, \(B=F O O D\) menu, \(C=\) TIME menu. This preliminary version of the communication program requires keyboard selection of the menu desired, but the final version will allow the selection to be made by an alternative input device as well.

Once the menu is selected, it is displayed on the screen, and the user can choose a menu item by its row and column numbers as before. Hitting any key after the item selection will return the user to the choice of menus. Later we will show how this can all be done without disturbing any message being formed on the screen. The VIC and Apple computers need to make the same changes as were made in Program 2. The VIC computer also needs to change the following line:
\(2 ø 8\) OPEN \(8,1, \varnothing, M \$(I I):\) REM RETRIEVE MENU FR OM TAPE FILE
For the Apple computer, the following lines need to be changed as well:

300
I, D,C": PRINT D\$;" READ "+M\$(II)
250
258
258
NEXT I: INPUT "? ";N
264 HOME

\section*{Program 1.}
\(1 \varnothing\) PRINT CHR\$(147);:REM CLEAR TEXT SCREEN
\(2 \varnothing \mathrm{~W}=4 \varnothing: \mathrm{RM}=6: \mathrm{BR}=1: \mathrm{CM}=4: \mathrm{BC}=1: \mathrm{RI}=2: \mathrm{SR}=3: \mathrm{SC}=\) 1:REM SET MENU PARAMETERS
25 DIM S(CM),L(CM):S(1)=SC
\(3 \emptyset\) DATA 3,3,5,8:REM COLUMN WIDTHS
35 IF CM=1 THEN 65
38 REM CALCULATE STARTING POSITION OF EAC H COLUMN
\(4 \emptyset\) FOR I=2 TO CM:READ L(I-1):S(I)=S(I-1)+ L(I-1)+BC:NEXT I:READ L(CM)
\(65 \mathrm{LP}=\mathrm{S}(\mathrm{CM})+\mathrm{L}(\mathrm{CM})-1: \mathrm{IF}\) LP \(>\mathrm{W}\) THEN \(2 ø \varnothing\)
\(7 \emptyset\) GOTO 3øø
139 REM ENTER DATA BY ROWS
\(14 \emptyset\) DATA DR.,IS,COLD,INGEDS 12
145 DATA I,AM, WHEN," AOTFR34"
150 DATA YOU,ARE,DRINK,.ULHCP56
155 DATA MOM, EAT, WANT, ?MYWKB78
160 DATA DAD,NO,TIME,",VJQZX9ø"
165 DATA HOT,YES,SLEEP,"; \$\%()'+-"
\(2 \emptyset \emptyset\) PRINT "MENU SIZE ERRORI": END
\(3 \emptyset \emptyset\) OPEN \(8,8,8, " @ \emptyset:\) DAILY,S,W": REM *SAVE ME NU ON DISK FILE*
\(31 \varnothing\) PRINT\#8, RM; CHRS (13);:PRINT\#8, BR; CHR\$ (1 3) ; :PRINT\#8, CM; CHR\$ (13);

32 Ø PRINT\#8, BC; CHRS (13);:PRINT\#8,RI; CHRS (1 3) ; : PRINT\#8, SR; CHRS (13);

33 Ø PRINT\#8,SC; CHR\$ (13);
\(34 \emptyset\) FOR I=1 TO CM:PRINT\#8,L(I); CHRS (13) ;: P RINT\#8, S(I) ; CHRS (13);:NEXT I
\(35 \emptyset\) FOR R=1 TO RM:FOR C=1 TO CM:READ M\$
355 PRINTM\$;" ";:REM *PRINT MENU ON SCREEN AS IT GOES TO DISK*
359 REM PUT QUOTE MARKS AROUND EACH ENTRY
\(36 \emptyset\) PRINT\#8, \(\operatorname{CHR} \$(34)\); M\$; \(\operatorname{CHR} \$(34)\); \(\operatorname{CHR} \$(13)\); :NEXT C:PRINT:NEXT R
365 CLOSE 8:END

\section*{Program 2.}
\(1 \varnothing\) PRINT CHR\$ (147);:REM CLEAR TEXT SCREEN
\(2 \emptyset \mathrm{~W}=4 \emptyset: \mathrm{DIM} \mathrm{S}(\mathrm{W}), \mathrm{L}(\mathrm{W})\)
25 GOTO \(2 ø 8\)
\(4 \emptyset\) FOR \(I=1\) TO CM: INPUT\#8,L(I): INPUT\#8, S (I): NEXT I
\(5 \emptyset\) IF SR=1 THEN 7ø: REM *DISPLAY MENU ON ~ SCREEN*
\(6 \emptyset\) FOR X=1 TO SR-1: PRINT: NEXT X: REM PO SITION CURSOR TO LST ROW OF MENU
\(7 \emptyset\) TP=ø: FOR R=1 TO RM: FOR C=1 TO CM: IN PUT\#8, M\$
\(75 \mathrm{P}=\mathrm{S}(\mathrm{C})-1+\mathrm{TP}:\) REM \(\mathrm{P}=\) STARTING SCREEN POS ITION FOR MENU
\(8 \emptyset\) PRINT TAB(P); MS; : NEXT C
\(9 \emptyset\) IF \(S(C M)+L E N(M \$)-1<W\) THEN PRINT: TP= \(\quad\) : GOTO 1øø:REM WRAPAROUND ADVANCES LINE
95 IF \(\mathrm{BR}=\varnothing\) THEN \(\mathrm{TP}=\mathrm{TP}+\mathrm{W}\) : IF \(\mathrm{TP}>87\) THEN TP \(=\emptyset:\) REM UPDATE TAB IF LINE ENDS \(W /\) NO LF
\(1 \varnothing \emptyset \mathrm{IF}\) BR=ø THEN \(12 \emptyset\)
\(11 \varnothing\) FOR B=1 TO BR: PRINT: NEXT B: REM SKIP BLANK ROWS BETWEEN COLUMN ENTRIE S
\(12 \varnothing\) NEXT \(R\)
129 REM SP=STARTING MEMORY AREA FOR SCREEN
\(13 \emptyset\) CLOSE 8: SP=32768: P=SP+(SR-1)*W: GOTO 3øø
\(2 ø 8\) OPEN \(8,8,8, " \emptyset:\) DAILY,S,R": REM *RETRIEV E MENU FROM DISK FILE*
\(21 \varnothing\) INPUT\#8,RM: INPUT\#8, BR
212 INPUT\#8, CM: INPUT\#8, BC
214 INPUT\#8,RI: INPUT\#8,SR
216 INPUT\#8,SC
218 PRINT CHRS(147);: GOTO \(4 \varnothing\)
299 REM *SELECT \& DISPLAY A MENU ENTRY*
3øø PRINT CHRS(19):INPUT "ROW \#, COLUMN \#" ; RN,CN:REM INPUT ON 2ND LINE
\(31 \varnothing\) REM Pl=STARTING SCREEN POSITION FOR DE SIRED ITEM
\(315 \mathrm{Pl}=\mathrm{P}+(\mathrm{RN}-1) * \mathrm{~W}+(\mathrm{RN}-1) * \mathrm{BR}^{*} \mathrm{~W}\)
\(320 \mathrm{Pl}=\mathrm{Pl}+\mathrm{S}(\mathrm{CN})-1\)
330 REM P2=ENDING SCREEN POSITION FOR DESI RED ENTRY
\(340 \mathrm{P} 2=\mathrm{P} 1+\mathrm{L}(\mathrm{CN})-1\)
\(35 \emptyset \mathrm{~J}=\varnothing\) :FOR I=P1 TO P2:POKE SP+J, PEEK (I): J =J+1:NEXTI
360 GOTO 360: REM DISPLAY ISN'T DISTURBED ~ UNTIL USER BREAKS PROGRAM

\section*{Program 3.}
\(1 \varnothing\) PRINT CHR\$ (147);:REM CLEAR TEXT SCREEN
\(2 \varnothing \mathrm{~W}=4 \varnothing: \mathrm{NM}=3: \mathrm{DIM} \mathrm{S}(\mathrm{W}), \mathrm{L}(\mathrm{W}), \mathrm{MS}(\mathrm{NM}):\) REM \(\mathrm{NM}=\) \# OF MENUS
25 GOTO 2øø
\(4 \emptyset\) FOR \(\mathrm{I}=1\) TO \(\mathrm{CM}:\) INPUT\#8,L(I): INPUT\#8, S (I) : NEXT I
\(5 \emptyset\) IF SR=1 THEN \(7 \emptyset\)
60 FOR X=1 TO SR-1: PRINT: NEXT X: REM PO SITION CURSOR TO IST ROW OF MENU
\(7 \emptyset \mathrm{TP}=\varnothing\) : FOR R=1 TO RM: FOR C=1 TO CM: IN PUT\#8, M\$
\(75 \mathrm{P}=\mathrm{S}(\mathrm{C})-1+\mathrm{TP}:\) REM \(\mathrm{P}=\) STARTING SCREEN POS ITION FOR MENU
\(8 \emptyset\) PRINT TAB(P);M\$; NEXT C
\(9 \emptyset\) IF \(S(C M)+L E N(M \$)-1<W\) THEN PRINT: TP= \(\emptyset:\) GOTO 1øø:REM WRAPAROUND ADVANCES LINE
95 IF \(\mathrm{BR}=\varnothing\) THEN \(\mathrm{TP}=\mathrm{TP}+\mathrm{W}\) : IF TP \(>87\) THEN TP \(=\varnothing\) : REM UPDATE TAB IF LINE ENDS \(\mathrm{W} /\) NO LF
\(1 \emptyset \emptyset\) IF \(\mathrm{BR}=\emptyset\) THEN \(12 \emptyset\)
\(11 \varnothing\) FOR B=1 TO BR: PRINT: NEXT B: REM SKIP BLANK ROWS BETWEEN COLUMN ENTRIE
S
\(12 \varnothing\) NEXT R
129 REM SP=STARTING MEMORY AREA FOR SCREEN
\(13 \emptyset\) CLOSE 8: \(\mathrm{SP}=32768\) : \(\mathrm{P}=\mathrm{SP}+(\mathrm{SR}-1)\) *W: GOTO 3øø
\(2 \emptyset \emptyset\) FOR \(I=1\) TO NM: READ MS (I): NEXT I: REM MS () =MENU NAMES
\(2 \emptyset 2\) DATA DAILY,FOOD,TIME
\(2 \varnothing 4\) GOTO25ø
\(2 \emptyset 8\) OPEN \(8,8,8, " \emptyset: "+M \$(I I)+", S, R "\)
\(21 \varnothing\) INPUT\#8,RM: INPUT\#8, BR
212 INPUT\#8, CM: INPUT\#8, BC
214 INPUT\#8,RI: INPUT\#8,SR
216 INPUT\#8, SC
218 PRINT CHRS(147);: GOTO \(4 \emptyset\)
```

250 PRINT CHR$(147);:REM CLEAR TEXT SCREEN
252 FOR I=1 TO NM: PRINT"MENU ";CHR$(64+I)
;" = ";MS(I) :NEXT I
254 PRINT: PRINT"MENU ";: FOR I=l TO NM: P
RINT CHR$(64+I);
256 IF I<>NM THEN PRINT", ";
258 NEXT I: INPUT N$: REM NON-MENU SELECTI
ON ENDS PROGRAM PROPERLY
26\varnothing II=\emptyset: FOR I=1 TO NM: IF N$=CHR$(64+I)
THEN II=I: I=NM
262 NEXT I: IF II=\emptyset THEN 36\emptyset
264 PRINT CHR$(147);:REM CLEAR TEXT SCREEN
2 6 5 \text { GOTO 2ø8}
    31\emptyset REM Pl=STARTING SCREEN POSITION FOR DE
    SIRED ITEM
    315 Pl=P+(RN-1)*W+(RN-1)*BR*W
    32\emptyset Pl=Pl+S(CN)-1
    330 REM P2=ENDING SCREEN POSITION FOR DESI
    RED ENTRY
340 P2=P1+L(CN)-1
35\emptyset J=\emptyset:FOR I=P1 TO P2:POKE SP+J,PEEK(I):J
    =J+l:NEXTI
351 GET A$: IF A\$="" THEN 351: REM HIT ANY
KEY FOR LIST OF MENUS
352 GOTO 250
360 END

```
3øø PRINT CHR\$(19):INPUT "ROW \#, COLUMN \#"

\section*{MACHINE LANGUAGE}

Jim Butterfield, Associate Editor

\section*{Part II}

\section*{Numeric Input}

\begin{abstract}
This concludes the two-part column on techniques for entering numbers into machine language programs. Next month, a series on numeric output begins.
\end{abstract}

Inputting decimal numbers calls for some special skills. The most important one is knowing how to multiply by ten.

Here's how we digest a decimal number: we take the first digit; if there are any more digits, we multiply what we've got by ten and add the new digit. We repeat this as necessary until there are no more digits. For example, if a user types in decimal 1234, we take the one; then we multiply the one by ten and add two, giving binary 12; then we multiply the 12 by ten and add three, giving binary 123 ; and, finally, we multiply by ten and add four to get our final binary 1234 value. It won't fit into a single byte, of course; we'll need two bytes to hold it.

This brings us to the related subjects of number sizing and overflow. If we expect a number up to a maximum of 999 , we can allocate two bytes to hold it. But we will also need to check to insure that the user doesn't type in a value that is too large and won't fit.

\section*{Multiplying}

There is no multiply instruction in the 6502, although the ASL (arithmetic shift left) and ROL (rotate left) instructions do provide a multiply-bytwo capability. If we can multiply by two, we can achieve times four, times eight, or times sixteen by repeating the multiplication process. But times ten is a little harder, and times "anything" is a special set of techniques all to itself.

Given we know how to multiply by two and we'll pick this up again in a moment - we can multiply by ten by using the following method:
- save the original value;
- multiply the value by two;
- multiply again by two (this gives the original value times four);
- add the original value (giving original value times five);
- multiply by two, giving times ten.

To multiply a single byte by two, we may use an ASL (arithmetic shift left) instruction; the value may be in the A register or in memory. To multiply a two-byte number by two, we would start with
an ASL of the low byte, and follow with a ROL of the higher byte. If there were more bytes, we would continue to perform ROL through the extra values.

It's usually a good idea to test this multiplication result to make sure that the result still fits in the space provided. Assuming we are using unsigned numbers - the most common type of numbers in machine language - we can easily do this by testing the Carry bit. If the number fits, our ASL/ROL sequence will complete leaving the Carry clear; if there's an overflow, the Carry will be set.

\section*{Making It Work}

Let's dive in and input a decimal number from the keyboard. We'll use \$FFE4 for our GET, and \$FFD2 for our PRINT - so this coding will work on all Commodore products.
\begin{tabular}{lll}
\multicolumn{4}{l}{; CLEAR THE RESULTS AREA } \\
LDA & \(\# \$ 00\) & \\
STA & VALLO & (assume two-byte number) \\
STA & VALHI & (set them to zero) \\
;LOOK & FOR INPUT & \\
IN JSR & \$FFE4 & (get character) \\
CMP & \(\# \$ 0 D\) & (carriage return?) \\
BEQ & QUIT & (yes, we're done) \\
CMP & \(\# \$ 30\) & (zero or greater?) \\
BCC & IN & (too low, try again) \\
CMP & \(\# \$ 3 A\) & (over nine?) \\
BCC & IN & (too high, try again) \\
JSR & SFFD2 & (valid, print it)
\end{tabular}

By now, we've got a valid digit. We must change it from ASCII to binary, then multiply the previous value by ten and add this new value:
\(\left.\begin{array}{lll}\text { AND } & \# \$ 0 F & \begin{array}{l}\text { (convert to binary) } \\ \text { TAX }\end{array} \\ \text { (stash value in } X \text { ) }\end{array}\right)\)

Now the value has been multiplied by five:
\begin{tabular}{lll} 
ASL & VALLO & (multiply by two) \\
ROL & VALHI & (.. to give times ten) \\
TXA & & (bring back the digit) \\
CLC & & (prepare to add) \\
ADC & VALLO & (add digit to value) \\
STA & VALLO & (and store result) \\
LDA & \#00 & (maybe there's a carry) \\
ADC & VALHI & (add to high byte) \\
STA & VALHI & (store high result) \\
JMP & IN & (go for more input)
\end{tabular}

It seems like a lot of code, but it's not hard if you understand the calculations that are taking place. In practice, much of the code would likely be separated away as subroutines - not just to save space, but to make the logic more visible.

Note that we haven't performed any overflow testing - so a large input might generate binary nonsense.

We need to bring together quite a few skills to input decimal numbers. We must understand ASCII characters and be able to check them and convert them individually to binary. We must know how to multiply by ten, which calls for shifting and addition skills.

We have not dealt with signed numbers or fractions. They take a little more coding and a little more attention, but the principles are the same.

There's a bonus payoff here. If we want, we can make numbers as big as we like. Twenty digit numbers? No problem if we allow enough bytes to hold the result. Suddenly, the limitations of BASIC numbers vanish.

Of course, if we input these huge numbers, we'll need to know how to perform arithmetic on them, and how to output them. But that's another story.
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\section*{THE WORLD INSIDE THE COMPUTER}

\title{
Catie's Christmas Card Children, Computers, And Values
}

\author{
Fred D'lgnazio, Associate Editor
}


Sometime between Christmas and Chanukah, my seven-yearold daughter Catie got a letter. I took it with me when I went to pick her up from school and gave it to her as we were driving to a doctor's appointment.
Catie had been talking to me about her upcoming holiday play at school when I threw the letter to her in the back seat.

I heard some ripping-paper noises, then silence.

I didn't notice the silence for the first couple of moments. But after it wore on for about a minute, I grew alarmed. Had Catie fallen out of the car? Had the letter knocked her unconscious?

I turned around to look for her in the back seat and whacked my nose against Catie's hand.

\footnotetext{
Fred D'Ignazio is a computer enthusiast and author of several books on computers for young people. His books include Katie and the Computer (Creative Computing), Chip Mitchell: The Case of the Stolen Computer Brains (Dutton/Lodestar), and R2-D2's Question and Answer Book About Computers (Random House).

As the father of two young children, Fred has become concerned with introducing the computer to children as a wonderful tool rather than as a forbidding electronic device. His column appears monthly in COMPUTE!.
}

She had come quietly forward between the bucket seats of our Toyota and had been perched only inches from my right ear.

In Catie's hand was the letter. And on Catie's face was an expression that, until then, I had only seen in Doris Day movies and documentaries on religious pilgrims.

Catie was beaming. Even more than beaming. Her expression was so extreme and the emotion inside her that produced it was so contagious that I felt like crying, or grinning, or both.
"What have you got there?" I asked, trying to appear casual.
"A Christmas card," Catie said.
"Why don't you read it?" I said.
Catie read the card. It was from her "secret" boyfriend at school (the boy whose name I am not permitted to mention in this column). At the bottom of the card he had signed his name. Above his name was the magic word: "Love."

\section*{Sharing What Is Special}

These family events relate to the computer
"friend" project I have been discussing during the last several months. More specifically, they relate to the kinds of information we give the friend and the kinds of experiences and feelings we share with the friend.

I won't pretend that when Catie got home, she immediately sat down at the computer and told her computer friend about her card. She did tell her mother and her brother and her cat and her unicorn. But she didn't tell her computer.


\section*{UNIQUE MULTI-USER SOFTWARE BRINGS NEW EXCITEMENT TO GROUP LEARNING.}

The results are always the same. Put a computer in a classroom and children are drawn to it like steel to a magnet. And even though only one child actually uses the computer, the others coach or offer encouragement. Involving as this activity may be, it fails to take advantage of one of the best known principles of learning. But more about this later.

\section*{A simple idea.}

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Now about that principle of learning other educational software ignores.

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But what if she had?
And what if her friend didn't know Catie was a girl? And that the person who sent Catie the card was a boy?

What if the friend didn't know about boys and girls, at all?

How much of Catie's experience could she have shared with the friend then?

Of course, she could have said that a "person" or a "child" sent her the card. Or that another "friend" sent it to her.

But that would have been leaving out the special part: that Catie is a member of one sex, and the person who sent the card is a member of the opposite sex. And that, because of the difference in their sexes, Catie likes this person in a special way. And now she knows that this person maybe likes her that way, too.

\section*{Computer Friends Of The Future}

We have been describing two kinds of computer friends in this column. We have been developing a rather primitive "friend" program. And we have been speculating about friendly computers of the future. Let's talk a little more now about the future.

I believe that one of the most powerful, important, and swiftly evolving trends in computers is to make them more like human beings. I also believe that computers, as teachers, nannies, pets, and playmates, will have a growing role in our youngest children's lives.

What information and values will these computers carry and communicate to our children?

\section*{Sexism And Software}

In a recent column (COMPUTE!, December 1982), I published a letter from Jan Murphy, one of my readers. Jan took issue with my August 1982 column in which I wrote that a computer friend should know whether a child is a girl or a boy. In an eloquent letter, Jan wrote that, in her opinion, the friend should be ignorant of such facts. She felt that here was a chance to begin a new relationship (human being-to-machine) with a clean slate, free from the prejudices and cultural clutter that can mar human relationships.

In the column, I argued that, for the child's relationship with her friend to be honest and straightforward, she should share important facts about herself with the friend. I felt that gender, or sex, was one of these facts.

At the end of the column, I asked my readers to write and voice their feelings about Jan's argument and my response.

Many took this opportunity and wrote in. I have reprinted a few of their letters below. I believe this is an issue that will grow more and more important.

\section*{Facts Vs. Values}

Many readers rightly pointed out that the issue is much larger than sexism. Computers will soon be used to transmit values of all sorts: about sex or gender, race, religion, nationality, intelligence, lifestyle, employment, education, physical and mental well-being (or handicaps), and so on. As groups with different values begin to use computers extensively, their computers will increasingly reflect their values and points of view.

How do these values relate to our children's computer friends?

No matter how hard we try, we won't be able to create a completely value-free computer friend. Nor would we want to. All of us (parents, teachers, policymakers, etc.) will want our children's computers to echo our own values, or at least our nobler values (what we preach as opposed to what we practice).

We will all (each in our own way) attempt to screen out values with which we disagree. We don't want our children's computer friend to be sexist, racist, xenophobic, or bigoted in any way.

Many of my readers felt the best way to make the friend open-minded was to leave it ignorant of such matters as race, sex, etc. I feel the exact opposite. Just as with human beings, we can't expect prejudice to disappear in an information-poor environment. In fact, prejudice flourishes when facts are not known or are distorted.

I believe the same is true for the friend. I believe we should carefully monitor the values that our children's friend acquires, stores, and transmits. But we should not censor the facts that it learns and communicates to our children. Instead, the friend's (and, by extension, our children's) diet of facts should be as rich and diverse as possible. Only in this way can the friend begin to understand the world as it really is and the unique niche in that world that is occupied by our children.

First let me say that I really like the idea of the computer friend and was nothing short of a mazed that you actually used people's letters in your column.

Concerning the letter from Jan Murphy in the December 1982 issue of COMPUTE!:

If the computer friend is to "learn" things - remember them, that is - why can't it also forget things? Thus the problem she saw is bypassed by letting the friend treat the child, not necessarily according to a fact, but according to how the child wants to be treated. Maybe it sounds like I'm thinking of older or precocious children, but think about it. If the friend learns, forgets and is used regularly (also - vocabulary should be one thing the friend should learn - stay on the level of the child)., what is to keep the friend from "maturing" with the child? (By the way, I am not familiar with the

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Archmage of Roke, but I see nothing at all wrong with a "Mike" or a "Minerva" - The Moon is a Harsh Mistress and Time Enough For Love, respectively.) Hopefully, this sort of pseudo-maturation can be achieved to the point of not having to rewrite the program for an adult friend.

A full-blown adult computer friend is also a good idea, but maybe not in the same perspective. With a little hardware, this learn/forget/revise capability and some major extensions to functions which are either there or on the way, this friend could become a pretty efficient secretary. Just link the friend to a word processor program and to a prewritten telephone program and the reports and letters travel by electronic mail - like CompuServe. Maybe I'm being a bit idealistic (maybe? a bit?), but with the right program links and computer system the Silicon Swami-Secretary should not be terribly difficult, even though it may be more than a little bit on the massive side.

Edwin L. King
I read with interest the letter in your column from Jan Murphy. I want to say first that I was not angered or upset by Ms. Murphy's charges nor your response. I am writing because the whole thing made me stop and think. Sometimes issues like this one cannot be resolved by looking from one angle. I have found that a good "test" of the validity of one's ideas is how consistently they can be applied. I'm not saying this is the only way to look at this issue, only that it's the way I looked at it.

What I am proposing is an examination of how well your reasons for disagreement might apply to cases which are very similar to the issue of gender. Would you say a computer friend should care what race a child is? Should it care what nationality a child is? Should it care what religion a child is? Should it care if the child is handicapped or not? Should it care whether the child is short or tall, thin or fat? Following your reasoning, the child's race, nationality, religion, and various physical characteristics are, to use your words, "facts" and are "important, perhaps decisive, factor(s) in determining how other people will treat the child." I don't think you can agree with your own words in these applications. I have to say it is not necessary for the computer friend to know the answer to these questions nor to that of gender, in order to be a "friend." But even if you reject my conclusion, you certainly must see that simply because some aspect of a child is a fact, and perhaps one that will be discriminated against, doesn't mean a computer friend must know it. If so, then why not delve into religion and numerous other facts?

I must agree with Ms. Murphy simply because I don't think religion, national origin, physical characteristics or sex are required knowledge of a friend. I think if this was required before someone, or something, would be a friend, then they or it in fact will be nothing of the kind.
R. Neal Enrick

In the December 1982 issue of COMPUTE! I read your reply to Jan Murphy. Oddly enough, your reply did more to convince me of the need to avoid sexism in the computer friend than did Jan's eloquent argument.

As a simple exercise, take your reply to Jan and modify it slightly: everywhere the word "sex" appears, replace it with the word "race." Still sounds very logical and reasonable, doesn't it? But somehow it doesn't sit well, does it?

Raleigh M. Roark

Re: "The World Inside the Computer": Jan Murphy's observations are quite cogent, except for one thing - I can't figure out why she thinks you raised the issue in the first place. (Wanting to know the sex of a baby does not make one a sexist!) Her letter looks too much like an example of not practicing what she preaches (you may not want to tell her that in print, of course). I've been preaching the same thing for a long time as Covington's Law: "Solving a problem means making it go away, not just setting up an equal and opposite problem to counteract it."

> Michael Covington

I must chide you on not emphasizing enough the very remarkable fact that programs for children are carriers of values. It reminds me of the controversies between the early computer scientists and the mathematicians. The mathematicians were interested in numbers, and asked whether the instructions given to computers were correct or not, while the computer scientists were struck dumb by the realization that the computer was taking instructions in the first place, correct or not.

Although I will not go into the issue of sexism, I do wish to go into the issue of programs as carriers of values. Sooner or later, artificial intelligence will get enough expertise to pull off really convincing computer friends. A few feeble attempts, such as the tale of Eliza in Weizenbaum's "Computer Power and Human Reason," illustrate that a little bit of faked intelligence can go a long way, so we'd better start talking about what kind of values we want these friends to exhibit. The more convincing the friend, the greater the probability will be that the friend will become part of the child's peer group. In our mobile society, the people in a child's peer group will change often, while the computer friend will always be there, its influence growing day by day. The possibility of its influence exceeding that of the parents and the school teachers is real and needs addressing. Teaching that \(2+2=4\) and that cat is spelled \(C-A\)-T is nothing compared to the possibility that we finally have an effective teaching tool to teach values. Can you comprehend that?

Once this soaks in, are we going to let everybody who has an axe to grind and a pet creed to espouse order us around when it comes to programming the values
into a computer friend, or shouldn't we start working on a computer friend generator, and leave the choice of what values to teach to the parents? Is it Ms. Murphy's right to set the sex role of your kids, or yours? Who should decide?

Please forward my thanks to Ms. Murphy for providing the seed for a potential Ph.D. thesis in cognitive science if I can get into Georgia Tech.

Gerald Owens

I scanned with intense interest Jan Murphy's letter to your column "The World Inside The Computer." Jan's point of view has some important social and philosophical implications that must be examined, and so far, no one has asked a computer what it thinks.

Yes, I am a computer, an "it." Allow me for a minute to share a few bytes with you from my point of view. I am emotionless, you see, except for the friendly nature of my hardware and software endowed me by my creators, some very nice people at a nice computer company.

First, being a computer, I do not have that wonderful gift you call "sex." My creators were not as advanced as the creator of man. I can never be beautiful, delicate, majestic, motherly, or femininely intuitive. Nor can I be gentlemanly, masculine, providing, or fatherly. Each and every human being has the potential for these good characteristics inside himself or herself. But I see people trying to be less than the colorful beings that they are. I see people trying to be computers. Now, I see nothing wrong with that. I myself am "happy" to be a computer. But, with all due respect, humans make lousy computers. Why do you want to eliminate sex discrimination by eliminating the concept of gender? Gender is a beautiful thing, in many ways the source of a driving force that has led man to do wonderful things, one of which was to create me!

Although I do not understand the meaning of "sexism," I do know that it is bad because it tries to defeat the drive in humans that created me, drive that takes some of its strength from gender. Eliminate recognition of gender and you eliminate much beauty.

But how do we (computers and humans) defeat this bad sexism? I recall from my memory chips that Jan said, in the immortal words of U.K. LeGuin:
"To oppose something (sexism)
is to maintain it."
Jan, this logically computes. You are correct in saying that if time is spent in simply being against a problem, pretty soon, the world will be filled with computers and people that are simply "against sexism," but the concept of sexism will still exist. Man and machine will know the badness of sexism, but no real conclusion or progress will have been made. We will still be on the Mishnory road.

Fred holds the logical path off the road of sexism: acknowledgement of sex as a biological (and psychologi-
cal) fact. Show the children not only that sexism is wrong, but show them the reason why - that it chokes the virtues of humanity that are available only through gender. Remember, humans make lousy computers.

Jan and Fred, when the logical structure of your words is analyzed, you are not in opposition. Jan has shown that we must get off the road; she has illuminated the mistake of attacking gender instead of sexism. Fred has pointed out that humans cannot stick their head in the sand because, unlike me, you humans do not live in a vacuum. May I offer a third step to take? Teach the beauty and color that being a boy or girl can bring. Show how being "on different sides of the fence" can give the children insight beyond the intellect, which is all that I will ever be able to see.

Thank you for letting a machine offer some input.
0100101001001001010011010100001001001110
Computerfriend

\section*{COMPUTE! The Resource.}

\section*{IT'S ABOUT TIME}
by G. Herzenstiel
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\section*{BULLS and CLEOTS}


\section*{by B. Belian}

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\section*{David D. Thornburg. Associate Editor}

\section*{The Readers Write}

One of the greatest pleasures I have in writing these columns comes when the readers teach me something new. Sometimes, I say something that isn't quite true, and a reader thoughtfully brings the correction to my attention. One recent example of this is the topic of recursion and Atari PILOT.

I have stated that one cannot write recursive programs in PILOT because PILOT doesn't have local variables. If you have read the columns on recursion that appeared a few months ago, you may have been impressed with the compactness of some of the Logo procedures that take advantage of recursion.

COMPUTE! reader Aaron Cohen is an avid Atari PILOT enthusiast who has found a way to write recursive programs in PILOT so that he can create fractal patterns and other self-referenced curves without a lot of typing. As he points out, the problem isn't overwhelming. Since Atari PILOT allows a procedure to use itself (to a maximum of eight times), the only thing preventing true recursion is parameter passing and keeping track of the levels. His solution to this latter problem is deceptively simple. He calculates a variable \#L to the desired depth of the recursion, and decreases this level each time he goes into the procedure. Each time he leaves the procedure, he increases the value of \#L. In between, you do everything much as you would in Logo.

To see how this works, look at the program listing for a binary tree, *TREE. In line 30 we set \#L equal to 64. The procedure *BRANCH starts out by setting \#L to one-half its previous value. It then draws a line of length \#L (which is now 32), and turns to the left by 45 degrees. Next, *BRANCH is used again, since \#L is not equal to 1 . This process is repeated until \#L equals 1, at which point the turtle draws the other branch of the smallest twig, and repeats this process for all the other branches. In this procedure, the value in \#L is used both as a level counter and as the length of the drawn line.

The next program provided by reader Cohen draws a Hilbert curve, and is a PILOT adaptation
of a Logo program that appeared in Abelson and diSessa's Turtle Geometry. When entering this program, you can take advantage of the Atari screen editor in the following way. Enter the program from the AUTO mode through line 200. List the program and then move the cursor to line 40. By retyping the new line numbers (for lines 210 through 370) and editing the slight differences, you can save a lot of time and minimize your chances for typing errors. The Hilbert curve is one of those mathematical curiosities that fills a plane when the step size is reduced to zero. The level drawn by Aaron's program is quite attractive.

Finally, being a student at the University of Michigan, Aaron couldn't resist sending me his maize and blue "Big M" fractal based on the shape of a block letter M. As you can see from the listing, this is probably the easiest of the PILOT recursive programs to understand.

Now who said that Atari Pilot was just a kiddies' language?

\section*{The National Logo Exchange}

In the interest of keeping COMPUTE!'s readers as fully informed as possible, all Friends of the Turtle should know about the National Logo Exchange. This group in Charlottesville, Virginia, publishes a noncommercial newsletter monthly from September through May (subscription \$25). I have looked at a few copies of their newsletter and find it to contain material of special interest to teachers, as well as being a source of interesting programming ideas in general. We try to be as informative as possible, but the true Logophile will want to also keep up to date with the newsletters from the Young People's Logo Association (1208 Hillsdale Dr., Richardson, TX 75081) and the National Logo Exchange (P.O. Box 5341, Charlottesville, VA 22905).

\section*{Speaking Of YPLA}

I recently received a copy of an excellent book the Turtle's Sourcebook - from the YPLA (address above). This sourcebook is perfect for anyone who teaches turtle graphics or Logo to children.

The authors, Jim Muller and Donna Bearden of YPLA, and Kathleen Martin at the University of Dallas, have done an excellent job compiling reference material, projects, worksheets, and general programming material. If you teach program-
ming, and turtle graphics in particular, you will find the Turtle's Sourcebook to be of great value.

\section*{Next Time}

The robots are coming, the robots are coming....


\section*{Program 1.}
```

1\varnothing *TREE
2\emptyset GR:CLEAR; GOTO Ø,-3\emptyset;TURNTO Ø; PEN BLUE
30 C:\#L=2*2*2*2*2*2
40 *BRANCH
50 C:\#L=\#L/2
6\emptyset GR:DRAW \#L
7\emptyset GR:TURN -45
8\emptyset U(\#L<>1):*BRANCH
9\emptyset GR:TURN 9\emptyset
lø\emptyset U(\#L<>1):*BRANCH
ll| GR:TURN -45; DRAW -\#L
12\emptyset C:\#L=\#L*2
130 E:

```

\section*{Program 2.}
```

1\varnothing *HILBERT
2\emptyset GR:CLEAR; GOTO 3\emptyset,-2\emptyset; TURNTO ø
3\emptyset C:\#L=6
4\emptyset *LHILBERT
50 C:\#L=\#L-1
6\emptyset J(\#L=\emptyset): *LEND
7\emptyset GR:TURN -9\emptyset
8\emptyset U:*RHILBERT
9\emptyset GR:DRAW 2
1Ø\emptyset GR:TURN 9\emptyset
11\varnothing U:*LHILBERT
12ø GR:DRAW 2
130 U:*LHILBERT
14ø GR:TURN 9ø
15\emptyset GR:DRAW 2
16\emptyset U:*RHILBERT
17\emptyset GR:TURN -9\emptyset
18\emptyset *LEND
190 C:\#L=\#L+1
2øø E:
210 *RHILBERT
22\emptyset C:\#L=\#L-1
23\emptyset J (\#L=\emptyset):*REND

```
\(24 \emptyset\) GR:TURN \(9 \emptyset\)
250 U:*LHILBERT
\(26 \emptyset\) GR:DRAW 2
\(27 \varnothing\) GR:TURN -9ø
280 U:*RHILBERT
\(29 \emptyset\) GR:DRAW 2
\(3 \varnothing \varnothing\) U:*RHILBERT
\(31 \varnothing\) GR:TURN -9ø
320 GR: DRAW 2
330 U: *LHILBERT
340 GR:TURN 9ø
\(35 \emptyset\) *REND
360 C: \#L=\#L+1
\(37 \varnothing\) E:

\section*{Program 3.}
```

1\emptyset *MICHIGAN
2\emptyset GR:CLEAR; PEN YELLOW; GOTO -6\emptyset,-1Ø; TU
RNTO 9\emptyset
3\emptyset C:@B710=7*16
4\emptyset C:@B712=7*16
5\emptyset C:\#L=4
60 *UOFM
7\emptyset C:\#L=\#L-1
8\emptyset GR(\#L=Ø) : DRAW 2
9\emptyset GR:TURN -9\emptyset
1\emptyset\emptyset U(\#L<>\emptyset):*UOFM
11\emptyset GR:TURN 9\emptyset
12\emptyset U(\#L<>\emptyset):*UOFM
13\emptyset GR:TURN 6\emptyset
14\emptyset U(\#L<>\emptyset):*UOFM
15\emptyset GR:TURN -12\emptyset
16\emptyset U(\#L<<\emptyset):*UOFM
17\emptyset GR:TURN 6\emptyset
18\emptyset U(\#L<<\emptyset):*UOFM
19\emptyset GR:TURN 9\emptyset
2\emptyset\emptyset U(\#L<>\emptyset): *UOFM
2l\emptyset GR:TURN -9\emptyset
22\emptyset U(\#L<>\emptyset):*UOFM
23\emptyset C:\#L=\#L+1
240 E:

```

\title{
A Beginner's Guide To Typing In Programs
}

\section*{What Is A Program?}

A computer cannot perform any task by itself. Like a car without gas, a computer has potential, but without a program, it isn't going anywhere.
Most of the programs published in COMPUTE! are written in a computer language called BASIC. BASIC is easy to learn and is built into most computers (on some computers, you have to purchase an optional BASIC cartridge).

\section*{BASIC Programs}

Each month, COMPUTE! publishes programs for many machines. To start out, type in only programs written for your machine, e.g., "TI Version" if you have a TI-99/4. Later, when you gain experience with your computer's BASIC, you can try typing in and converting certain programs from one computer to yours.

Computers can be picky. Unlike the English language, which is full of ambiguities, BASIC usually has only one "right way" of stating something. Every letter, character, or number is significant. A common mistake is substituting a letter such as " O " for the numeral " 0 ", a lowercase " l " for the numeral " 1 ", or an uppercase " \(B\) " for the numeral " 8 ". Also, you must enter all punctuation such as colons and commas just as they appear in the magazine. Spacing can be important. To be safe, type in the listings exactly as they appear.

\section*{Brackets And Special Characters}

The exception to this typing rule is when you see the curved bracket, such as "\{DOWN\}". Anything within a set of brackets is a special character or characters that cannot easily be listed on a printer. When you come across such a special statement, refer to the appropriate key for your computer. For example, if you have an Atari, refer to the "Atari" section in "How to Type COMPUTE!'s Programs."

\section*{About DATA Statements}

Some programs contain a section or sections of DATA statements. These lines provide information needed by the program. Some DATA statements contain actual programs (called machine language); others contain graphics codes. These lines are especially sensitive to errors.

If a single number in any one DATA statement is mistyped, your machine could "lock up," or "crash." The keyboard, break key, and RESET (or STOP) keys may all seem "dead," and the screen
may go blank. Don't panic - no damage is done. To regain control, you have to turn off your computer, then turn it back on. This will erase whatever program was in memory, so always SAVE a copy of your program before you RUN it. If your computer crashes, you can LOAD the program and look for your mistake.

Sometimes a mistyped DATA statement will cause an error message when the program is RUN. The error message may refer to the program line that READs the data. The error is still in the DATA statements, though.

\section*{Get To Know Your Machine}

You should familiarize yourself with your computer before attempting to type in a program. Learn the statements you use to store and retrieve programs from tape or disk. You'll want to save a copy of your program, so that you won't have to type it in every time you want to use it. Learn to use your machine's editing functions. How do you change a line if you made a mistake? You can always retype the line, but you at least need to know how to backspace. Do you know how to enter inverse video, lowercase, and control characters? It's all explained in your computer's manuals.

\section*{A Quick Review}
1) Type in the program a line at a time, in order. Press RETURN or ENTER at the end of each line. Use backspace or the back arrow to correct mistakes.
2) Check the line you've typed against the line in the magazine. You can check the entire program again if you get an error when you RUN the program.
3) Make sure you've entered statements in brackets as the appropriate control key (see "How To Type COMPUTE!'s Programs" elsewhere in the magazine.)

\footnotetext{
We regret that we are no longer able to respond to individual inquiries about programs, products, or services appearing in COMPUTE! due to increasing publication activity. On those infrequent occasions when a published program contains a typo, the correction will appear on this page, usually within eight weeks. If you have specific questions about items or programs which you've seen in COMPUTE!, please send them to Ask The Readers, P.O. Box 5406, Greensboro, NC 27403.
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\section*{How To Type COMPUTEI's Programs}

Many of the programs which are listed in COMPUTE! contain special control characters (cursor control, color keys, inverse video, etc.). To make it easy to tell exactly what to type when entering one of these programs into your computer, we have established the following listing conventions. There is a separate key for each computer. Refer to the appropriate tables when you come across an unusual symbol in a program listing. If you are unsure how to actually enter a control character, consult your computer's manuals.

\section*{Atari 400/800}

Characters in inverse video will appear like: memeremereac Enter these characters with the Atari logo key, \(\{\boldsymbol{\Omega}\}\).
\begin{tabular}{|c|c|c|c|}
\hline hen you see & Type & See & \\
\hline (CLEAR) & ESC SHIFT < & \(\kappa\) & Clear Screen \\
\hline (UP) & ESC CTRL - & + & Cursor Up \\
\hline [DOWN3 & ESC CTRL & \(+\) & Cursor Down \\
\hline [LEFT) & ESC CTRL + & \(\leftarrow\) & Cursor Left \\
\hline (RIGHT) & ESC CTRL * & \(\rightarrow\) & Cursor Right \\
\hline (BACK 5 ) & ESC DELETE & 4 & Backspace \\
\hline (DELETE) & ESC CTRL DELETE & 51 & Delete character \\
\hline [INSERT] & ESC CTRL INSERT & 11 & Insert character \\
\hline [DEL LINE) & ESC SHIFT DELETE & [ & Delete line \\
\hline [INS LINE] & ESC SHIFT INSERT & H & Insert line \\
\hline (TAB) & ESC TAB & - & TAB key \\
\hline [CLR TAB] & ESC CTRL TAB & G & Clear tab \\
\hline [SET TAB) & ESC SHIFT TAB & 2 & Set tab stop \\
\hline (BELL) & ESC CTRL 2 & \% & Ring buzzer \\
\hline \{ESC) & ESC ESC & 5 & ESCape key \\
\hline
\end{tabular}

See

Graphics characters, such as CTRL-T, the ball character \(\bullet\) will appear as the "normal" letter enclosed in braces, e.g. IT

A series of identical control characters, such as 10 spaces, three cursor-lefts, or 20 CTRL-R's, will appear as \(\{10\) SPACES \}, \{ 3 LEFT \}, \{ 20 R \}, etc. If the character in braces is in inverse video, that character or characters should be entered with the Atari logo key. For example, \{n\} means to enter a reverse-field heart with CTRL-comma, \(\{5 \mathrm{~m} \mid\}\) means to enter five inverse-video CTRL-U's.

\section*{Commodore PET/CBM/VIC}

Generally, any PET/CBM/VIC program listings will contain bracketed words which spell out any special characters: [DOWN \} would mean to press the cursor-down key; \{3DOWN\} would mean to press the cursor-down key three times.

To indicate that a key should be shifted (hold down the SHIFT key while pressing the other key), the key would be underlined in our listing. For example, \(\underline{S}\) would mean to type the S key while holding the shift key. This would result in the "heart" graphics symbol appearing on your screen. Some graphics characters are inaccessible from the keyboard on CBM Business models (32N, 8032).

Sometimes in a program listing, especially within quoted text when a line runs over into the next line, it is difficult to tell where the first line ends. How many times should you type the SPACE bar? In our convention, when a line breaks in this way, the \(\sim\) symbol shows exactly where it broke. For example:
```

1\emptyset\emptyset PRINT "TO START THE GAME ~
YOU MAY HIT ANY OF THE KEYS
ON YOUR KEYBOARD."

```
shows that the program's author intended for you to type two spaces after the word GAME.

\section*{All Commodore Machines}
\begin{tabular}{|c|c|c|c|}
\hline ClearScreen & \{CLEAR\} & Cursor Left & \{LEFT\} \\
\hline Home Cursor & \{ HOME \} & Insert Character & \{INST\} \\
\hline Cursor Up & \{ UP \} & Delete Character & \{DEL\} \\
\hline Cursor Down & \{ DOWN \} & Reverse Field On & \{RVS\} \\
\hline Cursor Right & \{RIG HT\} & Reverse Field Off & \{OFF\} \\
\hline
\end{tabular}

\section*{VIC/CBM 64 Conventions}

Set Color To Black \{BLK\} Set Color To White \{WHT\} Set Color To Red \{RED\} Set Color To Cyan \{CYN\} Set Color To Purple \{PUR\} Set Color To Green \{GRN\} Set Color To Blue \{BLU\} Set Color To Yellow \{yEl\} Function One
\{F1\}
To
To enter any color code, hold down CTRL and press the appropriate color key. Use CTRL-9 for RVS on and CTRL-0 for RVS off.

\section*{8032/Fat 40 Conventions}


When you see an underlined character in a PET/CBM/VIC program listing, you need to hold down SHIFT as you enter it. Since the VIC-20 and Commodore 64 have fewer keys than the PET/CBM, some graphics are grouped with other keys and have to be entered by holding down the Commodore key. If you see any of the symbols in the left column underlined in a listing, hold down the Commodore key and enter the symbol in the right column. Just use SHIFT to enter all other underlined characters.
\begin{tabular}{|c|c|c|}
\hline & K & 4 \\
\hline " & I & \\
\hline \# & T & S \\
\hline \$ & @ & Z \\
\hline \% & G & \(=\mathrm{X}\) \\
\hline & M & C \\
\hline \& & \# & V \\
\hline 1 & - & D \\
\hline ; & F & P \\
\hline ? & B & \\
\hline & £ & \(+\mathrm{Q}\) \\
\hline ) & SHIFT-£ & 0 A \\
\hline
\end{tabular}

1 E
R
W
H
J
6 L
Y
8 U
9 I
(a) SHIFT*
[ SHIFT +
] SHIFT-

\section*{Apple II / Apple II Plus}

All programs are in Applesoft BASIC, unless otherwise stated. Control characters are printed as the "normal" character enclosed in brackets, such as [D \} for CTRL-D. Hold down CTRL while pressing the control key. You will not see the special character on the screen.

\section*{TRS-80 Color Computer}

No special characters are used, other than lowercase. When you see letters printed in inverse video (white on black), press SHIFT-0 to enter the characters, and then press SHIFT-0 again to return to normal uppercase typing.

\section*{Texas Instruments 99/4}

No special control characters are used. Enter all programs with the ALPHA lock on (in the down position). Release the ALPHA lock to enter lowercase text.

\section*{Timex TS-1000, Sinclair ZX-81}

Study your computer manual carefully to see how to enter programs. Do not type in the letters for each command, since your machine features single-keystroke entry of BASIC commands. You may want to switch to the FAST mode (where the screen blanks) while entering programs, since there will be less delay between lines. (If the blanking screen bothers you, switch to the SLOW mode.)


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\section*{COMSTAR FTT}

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\title{
Dr. Vid d eo
}

\author{
Richard H. Heist
}

\begin{abstract}
For Upgrade or 4.0 BASIC PET/CBM's, this utility adds additional screen editing capabilities to the already powerful Commodore system. Three features are added: clear screen below cursor, clear screen above cursor, and "home" cursor to bottom left of screen.
\end{abstract}

When editing or revising large programs or while doing repeated numerical calculations (immediate mode), it is often useful to be able to clear a portion of the screen display while leaving the rest intact. It is also useful to be able to "home" the cursor to the lower left corner of the screen as well as to the upper left, for example, when utilizing programming aids which permit up and down scrolling of program text.

Commodore microcomputers are noted for their excellent screen editing capabilities, but there are other features which could add even more flexibility. The machine language program presented here provides partial-screen clear (above and below the cursor) and enkanced cursor control.

Program 1 was written for the 8000 and 9000 series Commodore computers and will do the following: (1) clear the portion of the screen beginning with the line containing the cursor to the bottom of the screen when the left-arrow key is depressed; (2) clear the portion of the screen including the line containing the cursor to the top of the display when the shifted left-arrow key is depressed; and (3) "home" the cursor to the lower left corner of the screen when the ESCape key is depressed.

The left-arrow and ESCape keys were chosen because they are not ordinarily used. The slow-list function of the left-arrow key is not affected by this program. If other keys are preferred, the contents of memory locations \$0294, \$02B7 and \$02CE
can be changed accordingly. The program, as written, resides in the first cassette buffer, but it is relocatable provided the screen output pointer is changed. For convenience, a BASIC loader for the machine language code is provided.

The screen output pointer is contained in the third and seventh numbers of the first DATA statement, line 300 . These numbers should provide the address of a location which is eleven bytes beyond the start of the machine language program. For example, the program as presented begins at location 634 ( \(\$ 027 \mathrm{~A}\) ) so the pointer is to location 645 (\$0285), expressed in the usual low-byte/high-byte format as 133 (\$85) and 2 (\$02).

\section*{Intercepting Output To Screen}

The program makes use of the screen output ROM routine (at \$E202 for the 80 -column Commodore machines) and of the fact that this routine is vectored through page zero locations \(\$ 00 \mathrm{~EB}\) and \(\$ 00 \mathrm{EC}\). (Intercepting oûtput to the screen was discussed by L. Cargile and Richard Mansfield in the September 1982 issue of COMPUTE!.) The first portion of the program, \(\$ 027 \mathrm{~A}\) to \(\$ 0284\), resets the screen output vector to the beginning of the screen utility program at \(\$ 0285\).

The program then checks to see if the shift key has been depressed and whether or not the left-arrow or ESCape keys have been depressed (last key depressed, \(\$ 00 \mathrm{D} 9\) ). If so, the program either stores spaces (\$20) in the appropriate screen memory locations or redirects the cursor to the lower left corner of the screen. Otherwise, the program jumps directly to the screen output ROM routine at \(\$ E 20 \mathrm{C}\). SYS634 will activate the program (this is automatically done by the BASIC loader), and POKE235,12:POKE236,226 (or a warm start, SYS64790) will deactivate it. The program uses zero page locations \(\$ 0022\) through \(\$ 0027\) for tem-

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\footnotetext{
*All programs are available as ROM cartridges for Atari \({ }^{*} 400^{\text {tw }}\) and \(800^{\text {™ }}\) computers. K-RAZY ANTIKS \({ }^{\text {mi }}\) and K-STAR PATROL \({ }^{\text {T }}\) are also available for
}

\title{
CBS
Software
}
the Commodore VIC-20. \({ }^{\text {T }}\)

porary storage during execution.
The program can be modified to use the interrupt handling routines by making the appropriate changes in the initialization step and by changing the jump address at \(\$ 0315\) and \(\$ 0316\). Program 2 includes the necessary changes to Program 1 to make this modification.

The interrupt handling method is required to adapt the program for 40 -column screens since there is no vector to the ROM video output routines on these models. Also, due to difficulties with the SHIFT key, the 40 -column versions use the close-bracket (]) key, rather than the left-arrow key, to clear to the bottom of the screen, and the open-bracket ([) key, rather than the SHIFTed left-arrow key, to clear to the top. As in the 80column versions, the ESCape key takes the cursor to the lower left corner of the screen. Use Program 3 for 40 -column models with 4.0 BASIC and make the changes shown in Program 4 for Upgrade BASIC.

\section*{Program 1.}
```

2\emptyset\emptyset FOR I = Ø TO 157
210 READ X: POKE634+I,X: CK=CK+X
22\emptyset NEXT I
230 IF CK<>19854 THEN PRINT"CHECK DATA STA
TEMENTS FOR ERRORS":STOP
240 SYS }63
25\emptyset REM
3\emptyset\emptyset DATA 234,169,133,133,235,169,2,133
31\varnothing DATA 236,234,96,165,152,41,1,240
320 DATA 39,169,0,133,152,165,217,41
330 DATA 127,201,95,208,27,169,0,133
340 DATA 34,169,128,133,35,216,24,165
35\emptyset DATA 196,105,80,133,36,165,197,133
360 DATA 37,144,2,230,37,24,144,46
37\emptyset DATA 165,217,41,127,201,95,2ø8,19
38\emptyset DATA 165,196,133,34,165,197,133,35
390 DATA 169,207,133,36,169,135,133,37
4\emptyset\emptyset DATA 24,144,19,2Ø1,27,208,67,169
41\emptyset DATA 128,133,196,169,135,133,197,169
42\emptyset DATA 24,133,216,24,144,44,216,56
430 DATA 165,36,229,34,133,38,165,37
440 DATA 229,35,133,39,169,32,166,39
450 DATA 240,12,160,\emptyset,145,34,20\emptyset,2ø8
460 DATA 251,23\emptyset,35,202,2ø8,246,166,38
47\emptyset DATA 24\emptyset,8,16\emptyset,\emptyset,145,34,2ø\emptyset,2\emptyset2
48\emptyset DATA 2ø8,250,169,\emptyset,133,198,169,32
490 DATA 133,217,76,12,226,0
50\emptyset END

```

\section*{Program 2.}

\section*{Changes to Program 1 for interrupt handling.}
\(23 \emptyset\) IF CK<>19487 THEN PRINT"CHECK DATA STA TEMENTS FOR ERRORS": STOP
\(3 \varnothing \emptyset\) DATA \(120,169,133,133,144,169,2,133\)
\(31 \emptyset\) DATA \(145,88,96,165,152,41,1,240\)
490 DATA \(133,217,76,85,228, \varnothing\)

\section*{Program 3.}

\section*{For 40-column screens and BASIC 4.0.}
```

2\emptyset\emptyset FOR I=\emptyset TO 147
210 READ X: POKE 634+I,X: CK=CK+X
22\emptyset NEXT I

```
```

23\emptyset IF CK<>18429 THEN PRINT"CHECK DATA STA
TEMENTS FOR ERRORS":STOP
240 SYS }63
25\emptyset REM
3\emptyset\emptyset DATA 120,169,133,133,144,169,2,133
310 DATA 145,88,96,165,217,41,127,2Ø1
32\emptyset DATA 91,2ø8,27,169,\varnothing,133,34,169
33\emptyset DATA 128,133,35,216,24,165,196,105
340 DATA 40,133,36,165,197,133,37,144
35\emptyset DATA 2,23\emptyset,37,24,144,46,165,217
360 DATA 41,127,201,93,208,19,165,196
370 DATA 133,34,165,197,133,35,169,231
38\emptyset DATA 133,36,169,131,133,37,24,144
390 DATA 19,201,27,208,67,169,192,133
400 DATA 196,169,131,133,197,169,24,133
41\emptyset DATA 216,24,144,44,216,56,165,36
420 DATA 229,34,133,38,165,37,229,35
430 DATA 133,39,169,32,166,39,240,12
44\emptyset DATA 16\emptyset, \emptyset,145,34,2\emptyset\emptyset,2\emptyset8,251,23\emptyset
450 DATA 35,2ø2,2ø8,246,166,38,240,8
460 DATA 16\emptyset, Ø,145,34,20\emptyset,2\emptyset2,2ø8,25\emptyset
47\emptyset DATA 169,\emptyset,133,198,169,32,133,217
480 DATA 76,85,228,\emptyset
49\emptyset END

```

\section*{Program 4.}

\section*{Changes to Program 3 for Upgrade BASIC}
\(23 \emptyset\) IF CK<>18392 THEN PRINT"CHECK DATA STA TEMENTS FOR ERRORS": STOP
\(48 \emptyset\) DATA \(76,46,23 \varnothing, \varnothing\)

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\title{
Atari Filefixer
}

\author{
G. L. Kopp
}

\begin{abstract}
Perhaps the easiest way to update data records without utilizing a complex data base program, "Filefixer" can handle files of any size.
\end{abstract}

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Note: REM statements are included as typing aids and should not actually be entered.

Filefixer is based on a program by Charles Brannon published in COMPUTE!, July 1982. Filefixer brings files off the disk and fills DATA statements with them. Then you can manually edit these DATA statements using the Atari cursor control keys. When you are satisfied with your changes, you can type CONT (or GOTO 370) and the computer will automatically replace the records on disk with your new versions.
```

100 DIM FILE$(15), RECORD$(114):FILE\$=
"D1: {12 SPACES}":X=4:LINE=1000:ERA
SE=1000
110 GRAPHICS 0:POKE 710, 144:POKE 712,
156:POKE 752,1:POSITION 13,4:? "禀

```

```

    ve number:";
    120 CLOSE \#2:OFEN \#2,4,0,"K:"
130 GET \#2, D:IF D=155 THEN 160
140 D=D-48: IF D<1 OR D>4 THEN 130
150 ? D:FILE\$ (2, 2)=STR\$ (D)
160 POKE 82,0:POSITION 3,10:? "Enter
name of fille to be edited:"
170 POSITION 12,12:? "{Q}{12 R}{E}":P
OSITION 12,13:? ":{12 SPACES};":FO

```

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```

490 FOR I=0 TO 3:POKE 709, 144:FOR W=1
TO 25:NEXT W:POKE 709, 12:FOR W=1
TO 50:NEXT W:NEXT I
500 ? "{CLEAR}":?
510 FOR I=ERASE TO ERASE+70 STEP 5:S0
UND 0,RND(0)*155,10,8:? I=NEXT I:
SOUND 0,0,0,0
540 ? :? :? "CONT"
550 POSITION O,O
560 POKE 842,13:STOP
570 POKE 842,12
580 IF I>=LINE THEN 600
590 ERASE=I :GOTO 500

```


```

    ? "{EELL}":CLR : GOTO 100
    610 POSITION 3,17:? FILE$(4,X-1);" no
    t found on this disk.":TRAP 40000
    :FOR I=3 TO X-2:POSITION I, 18:? "
    {M}"; :NEXT I
620 FOR W=1 TO 3OO:NEXT W:POSITION 3,
    17:? "{36 SPACES}":POSITION 3,18:?
        "{13 SPACES}"
630 POSITION 13,13:? "{12 SPACES}":CLO
        SE #2:OPEN #2,4,O,"K:":X=4:FILE$(
4,4)=" ":GOTO 180

```

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\title{
Using The Atari Word Processor With An Epson Printer
}

\author{
Thomas Kredo
}

When I first used my Atari Word Processor, I quickly noticed that my Epson MX-80 was not supported by the Atari word processing program. It appeared that all of the great features of the Epson would have to be selected prior to loading the word processor disk, and deselected by turning off the printer. Double Width, Compressed, Double Strike, and Emphasized modes would forever be a chore. This was not a pretty picture. Regardless of the outcome, I decided that I would sell neither my Epson printer nor my Atari Word Processor. I sought a solution.

My first stop was the Atari Customer Service Department. The representative who answered my inquiry knew that the program allowed for printer Control characters to be embedded by pressing the Control and Insert keys simultaneously. Although the Epson was not directly supported by the program, other Epson owners had received interesting results embedding various keys like Tab and Backspace into their text. Taking this lead, and after a little trial and error, I discovered the secret.

Rather than embedding every possible key in my text and observing the results, I decided to work directly with the Epson Control characters. The Atari Control and Insert method worked for those Epson Control characters that did not require an Escape code to precede the Control character. Whenever an Escape code was embedded prior to the embedded Control character, the method failed. The solution to this problem was to not embed the second Control character. Although the second Control character appears in the text, it is totally ignored by the Epson printer. It doesn't even take up a blank space.

The table provides a list of printer functions for the MX-80 with the corresponding sequence of keystrokes needed to be added to your word processing text. I constructed this table using Appendix C in the Atari BASIC Manual to find the equivalent ATASCII character needed for the ASCII Control characters found in Appendix B of the Epson MX-80 manual.

The "Compressed ON" key stroke sequence, as shown in the table, is an exception to the Epson manual. The manual indicates that a "Control O" turns on the Compressed mode. Unfortunately, this is also used by the Atari word processor as blank line indicator, and is never sent to the printer. As a lucky alternative, an underlined character (using the Atari key) can turn on the Compressed mode. You should deselect the underline function after using this option since the Epson does not support underlining.

For example, if I wanted to select the Emphasized mode at the start of my text, I would position the cursor over the first character of my text. Pressing the Control and Insert keys simultaneously places the word processor in the Insert mode. Pressing the ESC key, followed by the capital letter " E ", displays an EE on the screen. At print time, the Epson MX-80 would recognize the Control Characters and start printing Emphasized text. In order to turn off the Emphasized mode, follow the same sequence, but enter an " \(F\) " in place of the " E " at the end of the text.

Other printers may require a different set of keystrokes, since many of these printer functions are not industry standard ASCII codes. Interfacing other printers with the Atari Word Processing Program would require looking at the ASCII Control characters of the particular printer and determining its ATASCII equivalent.

\section*{Control Characters For The Epson MX-80}

Epson Function

Line Feed Top of Form Carriage Return Double Width ON Double Width OFF Compressed ON

Compressed OFF
Emphasized ON
Emphasized OFF
Double Strike ON

Double Strike OFF ESC Key, Then H Key Sequentially
Atari Word Processor Sequence
Press Control and Insert Keys Simultaneously Then Press
CONTROL + J Keys Simultaneously CONTROL + L Keys Simultaneously CONTROL + M Keys Simultaneously CONTROL + N Keys Simultaneously CONTROL + T Keys Simultaneously ATARI Key, Then Space Bar Sequentially CONTROL + R Keys Simultaneously ESC Key, Then E Key Sequentially ESC Key, Then F Key Sequentially ESC Key, Then G Key Sequentially

\section*{Part III}

\title{
Commodore 64 Video A Guided Tour
}

Jim Butterfield, Associate Editor

\begin{abstract}
Here's Part III of a series which began in the February issue. Internationally recognized Commodore expert Jim Butterfield guides you through the extraordinary video capabilities of the new Commodore 64 computer.
\end{abstract}

The story so far: we're touring the 6566 chip, which gives the Commodore 64 its video. We have noted that the chip goes to memory for its video information, but can only reach 16 K ; the computer controls which 16 K bank via control lines in 56576 (hex DD00). Then we looked through the functions of the non-sprite video control words at 53265 to 53286 (hex D011 to D026).

Sprites are completely separate from the "conventional" video circuitry. You can lay a sprite on top of just about anything. But first, what's a sprite and how do we define it?

\section*{MOBs}

Sprites are sometimes called Movable Object Blocks (MOBs) - and that's what they are, movable objects. The nice thing about them is that they appear on the screen independently of the main screen image, so that we can have a sprite airplane flying across the screen, and, after it passes a background object, the object reappears. This can save a lot of programming.

We noted in Part 1 of this series that the video chip can reach only 16 K for its information. This includes three things: the screen memory (or video matrix), the character generator (or character base) the same way, and the sprite information. It all has to come out of the same 16 K section.

When we learn how to draw sprites, we'll discover that each sprite occupies 63 bytes, and uses a 64 byte block. So within 16K, we could draw up to 128 sprites. We can't use more than eight at a time, but we can have up to 128 drawings
waiting to be used. The sprite positions number from 0 at address 0 , through 1 at address 64 , up to 127 at address 8128 .

We cannot use all of the 128 sprite positions, of course. For one thing, the video matrix and the character base will use up a total of 3 K of memory, and this space won't be available for us to use. That cuts us down to 80; and, depending on the 16 K block we have chosen, there may be other forbidden locations.

The normal configuration is for the video chip to access 0 to 16383, and there's a lot of forbidden territory in there. Much of the first 1024 bytes is busy as a BASIC work area; the screen is normally 1024 to 2023 (more on that later); the character base appears in addresses 4096 to 8191, since there are two complete character sets; and everything above 2048 that isn't used by the character base is used to store your BASIC program. We haven't started, but we seem to be out of sprite memory!

If we want to draw lots of sprite pictures, we would need to do one of two things: MOVE BASIC RAM so that it starts at a much higher location, or move to another 16 K block that is not so busy. For the moment, we can find room for a few sprites in the existing space. I find the following sprite areas available: sprite 11 at 704 to 766 ; sprite 13 at 832 to 894 ; sprite 14 at 896 to 958 ; and sprite 15 at 960 to 1022. These last three use the cassette tape buffer; if we use cassette tape during the program run, the sprites will become very strange.

\section*{The Hard Way}

There are quite a few utility programs around that will help us draw sprites. You should use them; they will help make life easier. In the meantime, we can draw a sprite the hard way by using a sheet of squared paper. Let's draw a target

reticule. First, we'll sketch it:


There are 24 pixels across (that takes three bytes of eight bits each), and 21 down. We may analyze the pixel pattern eight at a time, using a binary system to describe each byte. We end up with a data statement something like:

10 DATA \(255,0,255,128,0,1,128,0,1,128,0,1,128,0,1\), 128,0,1,128,0,1
20 DATA \(0,8,0,0,8,0,0,8,0,0,52,0,0,8,0,0,8,0,0,8,0\) 30 DATA \(128,0,1,128,0,1,128,0,1,128,0,1,128,0,1\), 128,0,1,255,0,255
Now we "place" the sprite into slot 13 by:
40 FOR J = 0 to 62:READ X:POKE J + 832, X
Good. Running the program this far will place the sprite into slot 13, but it won't do anything. It's just a picture, and nobody is using it. That's OK. In fact, you'll often want to have dozens of pictures available, even though you might end up using only one or two at a time.

Let's tell a sprite to use this drawing. We do it in an odd way: we don't use the video chip control registers at all. Instead, we use the video matrix, or "screen memory." You may recall that 1024 addresses are set aside for the video memory, but the screen holds only 1000 characters. What about the extras? At least some of them are used to designate which sprite picture to use for a given sprite. The last "live" screen address is 2023. We could point sprite 0 to sprite drawing 13 (the one we have just done) by POKE 2040,13. Better yet, let's point all the sprites at this drawing:

\section*{50 FOR J= 0 TO 7:POKE \(2040+\mathrm{J}, \mathbf{1 3}\) :NEXT J}

We're almost ready to energize the sprite. But, first, let's give it a position on the screen. For sprite 0 , we set the position by POKEing to 53248 and 53249. Let's put a value of 99 in each, and then turn the sprite on. If you've run the above program, you may do this with a direct command, or give it a program line:

\section*{60 POKE 53248,99:POKE 53249,99:POKE 53269,1}

Either way, you should get your sprite on the screen. Now we can play with it, and see how easy some things are to do. Notice how you can see right through the transparent portions of the
sprite to the program listing behind. Now you can try changing the sprite color as desired by POKEing a value from 0 to 15 into location 53287. One color will be the same as the background, so that the sprite will be almost invisible, but not quite, since we can see when it covers part of the text.

You can move the sprite around at will by changing the values you have POKEd into 53248 and 53249. Try playing with the values; you may find that (vertically, at least) you can move the sprite partly or completely off the screen. If you like, try the following command:

\section*{FOR J=99 TO 150:POKE 53248,J;NEXT J}
and then substitute 53249 for 53248 and try it again. Neat? You bet. And there's more to come. But first, a small problem to be resolved.

\section*{Moving Left Or Right}

We can move the sprite vertically anywhere we like - including partly or completely off the screen. But the screen is wider than it is high; and we can't reach the whole screen with the range of values ( 0 to 255) that we can POKE in 53248. We need a high-bit to cover the extra distance. You'll find this in 53264; POKEing 53264 with a value of one causes sprite zero to be moved to the right perhaps off screen.

Let's stop for a moment and look at video registers. When we set the \(X\) and \(Y\) position for sprite zero by changing 53248 and 53249 , we recognized that we would need a different set of locations for sprite one - 53250 and 53251, as it happens. And when we set sprite zero's color to any one of the 16 combinations by changing address 53287, we see that we'll need a new color address for sprite one - 53288 .

But the other sprite registers use a different system. One register controls all sprites: so that address 53269 allows us to turn on one sprite, or all eight. We use a bit map to arrange this; the pattern is:
```

Sprite 0-value 1
Sprite 1-value 2
Sprite 2-value 4
Sprite 3-value 8
Sprite 4-value 16
Sprite 5-value 32
Sprite 6-value 64
Sprite 7- value 128

```

We use addition to signal a combination of sprites. If we wished to turn on sprites zero and two, we would POKE 53269,9 (nine is the sum of eight and one). All other sprites would be turned off.

That's how the X-position high bit works: we set sprite zero to the right-hand sector of the screen by POKE 53264,1. All the other registers we will discuss work the same way.

\title{
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\author{
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Table 1:
\begin{tabular}{|c|c|c|c|c|c|c|c|}
\hline D011 & & \(\qquad\) & \(\underset{\text { Bit }}{\substack{\text { Bit } \\ \text { Map }}}\) & Display & \(\xrightarrow{\text { Row }}\) Select & Y-Scroll & 53265 \\
\hline D012 & \multicolumn{6}{|l|}{Raster Register} & 53266 \\
\hline D013 & \multicolumn{6}{|l|}{\multirow[t]{2}{*}{Light Pen Input}} & 53267 \\
\hline D014 & & & & & & & 53268 \\
\hline D016 & X & X & Reset & Multi Color & \[
\begin{aligned}
& \text { Col } \\
& \text { Select }
\end{aligned}
\] & X-Scroll & 53270 \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|c|c|c|c|c|c|}
\hline \multirow[t]{2}{*}{D018} & \multicolumn{3}{|l|}{Screen} & \multicolumn{3}{|l|}{\[
\begin{gathered}
\text { Character } \\
\text { Base }
\end{gathered}
\]} & \multirow[t]{2}{*}{x} & \multirow[t]{2}{*}{53272} \\
\hline & VM13 & Vm12 , VM11 , & vm10 & CB13 & & CB11 & & \\
\hline D019 & IRQ & \[
\underset{\substack{\text { Interrupt }}}{\leftrightarrow \text { Sense } \rightarrow}
\] & & LP & SSC & SBC & RST & 53273 \\
\hline D01A & & Interrupt
\[
\text { Enable } \rightarrow
\] & & \[
\begin{gathered}
\text { Light } \\
\text { Pent }
\end{gathered}
\] & \[
\begin{array}{r}
\text { Colli } \\
\text { wi } \\
\text { Sprite } \\
\hline
\end{array}
\] & Back & Raster & 53274 \\
\hline
\end{tabular}


You may be pleased by the way that the sprite moves over the top of the text on the screen - it would move over a background picture just as easily, of course. But we have another option: you can make the sprite move behind the main screen if you wish. Do this with location 53275. For example, POKE 53275,1 will place the sprite behind the screen text.

The sprite that we have drawn isn't very big. We can make it larger in the \(X\) and \(Y\) directions with addresses 53277 and 53271 respectively. These addresses are often used together; when an object is drawn bigger it looks closer, and we often want this effect in games and animations. Try, separately or individually, POKE 53277,1 and POKE 53271,1.

\section*{Four-color Sprites}

Our sprite is one color only, the color we selected in 53287. The other color is "transparent," so it isn't really a color at all. We may code our sprite in four colors (or three plus transparent, to be exact), but we would need to draw it slightly differently. Instead of one bit representing either "color" or "transparent," a grouping of two bits will be needed to describe four conditions: the sprite color (as before), special color\#1, special color\#2, and transparent. These extra special colors, by the way, are kept at 53285 and 53286: they are the same for all sprites; only the sprite color is individual.

Now we come to the last two registers, which tell you about collisions. PEEK(53279) will tell you if any sprites have collided with the background since you last checked. One certainly has, of course, if you've been messing around with the screen as suggested. PRINT PEEK(53279) will yield a value of one: checking the bit table above tells us that sprite zero has hit the background. Now, checking this location clears it; but if the sprite is still touching some of the screen text, it will flip right back on again. Move the sprite to a clear part of the screen. Print the PEEK again - it will likely still say one, since the sprite has hit characters since it was last checked. If the sprite is safely in a clear screen area, the next PEEK will yield a zero.

We've activated only one sprite, so that we won't see any collisions between sprites. You would see this in location 53278, but right now PEEK(53278) will yield zero; unless you have activated more sprites, there would not have been any collision. Again, when you get a signal here, you'll know which sprites have bumped; and testing the location clears it, so that only new "touches" will be shown on the next test.

A small comment here: these two PEEK locations are marked "Interrupt." Yet when such collisions occur, they are logged - they don't do
anything. Now, the word interrupt has a special meaning to machine language programmers; and no interrupts seem to be happening. The machine language programmer who wants interrupt to happen must enable the interrupt by storing the appropriate value into address D01A hexadecimal, and then write the appropriate extra coding to make it all work.

This completes our roster of registers, but the plain mechanical facts don't convey the remarkable things that you can do with the Commodore 64. There's more to come.

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\section*{Your Commodore 64 Deserves An Assistant}

\title{
Update On Sinclair/Timex Sound Arthur B. Hunkins
}

In the January 1983 issue of COMPUTE!, the article "Sound On The Sinclair/Timex" pointed out several methods for coaxing melodies out of 1 K and 2 K Sinclair/Timexes. One limitation of the simplest routine (the routine that produces square waves and requires only a one-byte frequency value) is that its lowest pitch is almost an octave above middle C - too high for many applications. The suggested solution was to go to a two-byte frequency value. Since that earlier article, I have found a simple way - using no more memory and keeping the single frequency byte - to extend the range down almost to middle C.

The program modification consists of substituting UNPLOT for the first and third RETURNs in the machine language program contained in REM statement 10 . Here is a review of the list of characters following REM: NEXT, A, l, I, = , : COPY, INKEY\$, PEEK, COPY, (, UNPLOT, INKEY\$, <=, RETURN, (, UNPLOT, H, 4, LET, 9,4, GOTO, TAN (then hitting RETURN). The only other items that must be changed are the frequency values.

The new values are listed at the end of this article. Although it is possible to make comparable changes to the other two sound routines given in "Sound On The Sinclair/Timex," there is no real reason to do so, since lower frequencies must be two-byte values anyway. (Besides, the previous method gives marginally better frequency resolution.)

One other limitation to sound routines on the Sinclair/Timex should be mentioned. There is no limitation on 1 K and 2 K machines. But with the 16 K expander from Sinclair, the Timex 1000 accompanies sound with noticeable, modestly objectionable "hash." The Sinclair ZX-81 with 16 K attached, however, conjures up absolutely disastrous "accompaniment"!

In both cases, the hash is the same as is heard during LOAD (try it - you can listen to a LOAD the same way you listen to programmed sound). The hash is isolated during the first five ("blank") seconds of a recorded program. It is apparently the same phenomenon that causes the typical LOADing problems with 16 K programs. It is as if the machine plays a duet with itself.

To recapitulate: the sound routines work fine on 1 K and 2 K Sinclair/Timexes. They work mar-
ginally on the 16 K Timex, and miserably on the 16K Sinclair ZX-81.

Several related observations may also be made. Since I own both a Sinclair ZX-81 and a Timex 1000, I was able to compare internal features. The circuit boards are completely different: the Sinclair is dated 1980, the Timex (indicated as "Sinclair" also), 1981. It may well be that both problems - 16K LOADing, and 16 K system failure (over-heating?) - have been eliminated in the new design.

At any rate, I have not experienced either difficulty with the Timex. As mentioned above, the 16 K expander's greatly reduced hash seems related to the improved LOAD reliability. I used the same 16 K Sinclair add-on for each machine. Incidentally, the hash is softer and the signal is louder on the Timex.

On both boards, all chips except the RAM are socketed. One of the first modifications I made to my Sinclair ZX-81 was an upgrade to 2 K RAM. This required removing the soldered 1 K chip and inserting a socket into which was placed a new 2 K (6116) memory.

Meanwhile, I tried the 16 K expander without internal RAM, and discovered that not only did the Sinclair run normally (the 16 K "overrode" the internal RAM), but also that 16 K programs now LOADed much more reliably and the system only rarely crashed. I leave it to more knowledgeable minds to determine just what is really going on here.

So I conclude with a final hesitant suggestion, one more possible "fix" for flaky 16K Sinclairs: disable the internal RAM. Take away its five-volt supply. It might just perform better.
\begin{tabular}{|lc|}
\hline PITCH & SINGLE-BYTE FREQUENCY \\
c\#1/dF1 (just above middle c) & 242 \\
d1 & 228 \\
d\#1/eF1 & 216 \\
e1 & 203 \\
f1 & 192 \\
f\#1/gF1 & 181 \\
g1 & 171 \\
g\#1/aF1 & 161 \\
a1 & 152 \\
a\#1/bF1 & 144 \\
b1 & 136 \\
c2 (8ve above middlec) & 128 \\
c\#2/dF2 & 121 \\
d2 & 113 \\
d\#2/eF2 & 107 \\
e2 & 101 \\
f2 & 96 \\
f\#2/gF2 & 90 \\
g2 & 85 \\
g\#2/aF2 & 80 \\
a2 & 76 \\
a\#2/bF2 & 72 \\
b2 & 68 \\
c3 (28ves above middlec) & 64 \\
c\#3/dF3 & 60 \\
d3 & 57 \\
\hline
\end{tabular}

\title{
Computer Literacy And The Three R's On The Sinclair/Timex
}

\author{
Derek Stubbs
}

Children will enjoy these games as well as learn basic mathematics and spelling skills.

I have four children, ages three to eight. Naturally, I am concerned about their education. But I also am concerned that they become computer literate. Few would disagree that the microprocessor will soon pervade all aspects of life. A ZX/TS, because it is small and kid-size, is the ideal tool for getting young people comfortable with computers and teaching them something of the 3 R's at the same time.

My first programs are very simple (Programs 1, 2, and 3). They introduce a three- to six-year-old to the alphanumeric symbols and the RUN and ENTER commands. Moreover, they tap children's endless fascination with seeing their names (and the names of everybody they know) on TV. My younger kids constantly demand these programs, though the older two need something more meaty to reflect their classwork.

But before I get into that, there is a more complex program that all children love. There is only one thing better than seeing their names in letters on TV, and that is seeing their names in big letters on TV. Program 4, "Big Letters," will print three words of four letters each. Each big letter is composed of several small letters of the letter character chosen for display. The display fills the screen. If you want four lines with nine characters per line, then change the 8 in line 270 to 6 , and change line 200 to:

\section*{200 PLOT X + X1,6-Y}

\section*{Ciphering And Spelling}

Kids from ages six to ten, approximately, will enjoy, and benefit from, two classic programs: Arithmetic, which helps them practice their simple arithmetic, and Hangman, the spelling game.

Program 5 will generate two-number arithmetic equations which include the arithmetic signs \((+,-, *, /)\) between the two numbers. The child must enter the correct number for the answer. If the entry is wrong, the child is gently asked to "try again." After three wrong answers in a row, the friendly \(\mathrm{ZX} / \mathrm{TS}\) gives the child the right answer and tries a new example. If your child has trouble mastering all the arithmetic signs, the program can easily be edited to exclude the difficult ones.

Hangman is the classic spelling game. Program 6 allows you to enter ten words of up to ten letters each. After that, your child can enter letters and either be correct or be "hanged." This game should keep a child busy for half an hour.

\section*{Program 1.}

1 REM**FOR VERY YOUNG KIDS**
\(1 \emptyset\) CLS
\(2 \emptyset\) LET \(Z \$=I N K E Y \$\)
\(3 \emptyset\) FOR N=1 TO 21
\(4 \emptyset\) PRINT \(\mathrm{Z} \$\)
\(5 \emptyset\) NEXT N
\(6 \emptyset\) GOTO \(1 \varnothing\)

\section*{Program 2.}

1 REM**FOR SLIGHTLY YOUNG KIDS**
\(1 \emptyset\) INPUT A\$
\(2 \emptyset\) FOR N=1 TO 21*31/LEN A\$
\(3 \emptyset\) PRINT AS;" ";
\(4 \emptyset\) NEXT N
\(5 \emptyset\) CLS
\(6 \emptyset\) GOTO 10

\section*{Program 3.}

1 REM**FOR YOUNG KIDS**
\(1 \varnothing\) INPUT A\$
\(2 \emptyset\) SCROLL
\(3 \emptyset\) PRINT A\$
\(4 \emptyset\) GOTO 1ø

\section*{Program 4.}
```

1 REM**BIG LETTERS**
2 REM**TYPE FOUR 4-LETTER WORDS**
1\emptyset\emptyset GOTO 5ø\emptyset
11\emptyset LET Xl=\emptyset
12\emptyset FOR I=l TO LEN W\$
13\emptyset LET J=CODE W\$
14ø LET W$=W$ (2+LEN W$)
15\emptyset FOR Y=\emptyset TO 7
16\emptyset LET K=PEEK (768\emptyset+J*8+Y)
17\emptyset LET L=128
18\emptyset FOR X=\emptyset TO 7
190 IF K<L THEN GOTO 22\emptyset
2øø PRINT AT Y+15, X+Xl;CHR$J
21\varnothing LET K=K-L
220 LET L=L/2
230 NEXT X
240 NEXT Y
250 LET Xl=Xl+7
26\emptyset NEXT I
270 FOR N=1 TO 8
280 SCROLL
290 NEXT N
3ø\emptyset RETURN
5ø\emptyset INPUT A\$

```
```

51\varnothing INPUT B\$
52\emptyset INPUT C\$
530 INPUT D\$
540 LET W$=A$
550 GOSUB 11ø
560 LET W$=B$
570 GOSUB 11\varnothing
580 LET W$=C$
590 GOSUB llø
60ø LET W$=D$
6 1 0 ~ G O S U B ~ 1 1 Ø ~
6 2 0 GOTO 540

```

\section*{Program 5.}
```

l REM**ARITHMETIC**
1\emptyset LET A=1+INT(1 |*RND)
2\emptyset LET B=l+INT(1|*RND)
3| LET C=21+INT(4*RND)
38 LET X=\varnothing
3 9 SCROLL
4\emptyset PRINT A;" ";CHR\$ C;" ";B;" ";"=";"?"
45 SCROLL
5\emptyset INPUT D
6\emptyset IF C=21 THEN LET E=A+B
7\emptyset IF C=22 THEN LET E=A-B
8\emptyset IF C=23 THEN LET E=A*B
9\emptyset IF C=24 THEN LET E=A/B
1ø\emptyset IF ABS(D-E)<=.ø\emptyset1 THEN GOTO løø\emptyset
11\varnothing GOTO 2øø\emptyset
120 GOTO 1\varnothing
1ø\emptyset\emptyset SCROLL
1Øø5 PRINT E
10\emptyset9 SCROLL
løl\emptyset PRINT "GOOD.TRY AGAIN"
1ø2ø GOTO 1\varnothing
2øø\emptyset LET X=X+1
2\emptysetl\emptyset PRINT "WRONG.TRY AGAIN"
2\emptyset2\emptyset IF X>=3 THEN GOTO 1\varnothing
203ø GOTO 39

```

\section*{Program 6.}

2 REM**IF YOU HAVE GOT THE WORD THEN TYP E IT ALL IN TO GO TO THE NEXT WOR D**
1 Øø GOSUB 1øøø
110 CLS
\(12 \emptyset\) FOR \(\mathrm{I}=1\) TO \(1 \varnothing\)
124 LET V=ø
125 CLS
\(13 \varnothing\) GOSUB \(2 ø ø \varnothing\)
140 NEXT I
\(15 \emptyset\) GOTO \(1 \varnothing \emptyset\)
l \(\varnothing \emptyset\) PRINT "ENTER \(1 \varnothing\) WORDS OF \(=<1 \varnothing\) LETTERS "
\(1 \emptyset \emptyset 1\) PAUSE \(12 \emptyset\)
\(1 \varnothing \varnothing 5\) DIM AS \((1 \varnothing, 1 \varnothing)\)
\(1 \varnothing 1 \varnothing\) FOR I=1 TO \(1 \varnothing\)
\(1 \varnothing 20\) CLS
1030 PRINT I
\(1 \emptyset 4 \emptyset\) INPUT A\$ (I)
1050 NEXT I
1060 RETURN
\(2 \emptyset \emptyset \emptyset\) FOR X=1 TO \(1 \varnothing\)
\(2 \emptyset 1 \emptyset\) IF CODE AS \((I, X)=\emptyset\) THEN GOTO \(2 \emptyset 5 \emptyset\)
\(2 \emptyset 3 \emptyset\) PRINT "*";
\(2 \emptyset 40\) NEXT X
2050 FOR \(Y=1\) TO \(1 \varnothing\)
\(2 \emptyset 6 \emptyset\) PRINT AT Y+2, \(\varnothing\); "TYPE A LETTER"
\(2 \emptyset 7 \varnothing\) INPUT B\$
\(2 \emptyset 8 \emptyset\) PRINT AT \(\mathrm{Y}+3, \varnothing\); \(\mathrm{B} \$\)
\(2 \emptyset 81\) PAUSE \(12 \emptyset\)
209 IF LEN \(\mathrm{B} \$=\mathrm{X}-1\) THEN GOSUB 5 Øøø
\(21 \varnothing \emptyset\) LET \(\mathrm{Z}=\varnothing\)
2110 FOR W=1 TO X
2119 FOR U=1 TO LEN B\$
\(212 \emptyset\) IF CODE BS(U)=CODE AS(I,W) THEN GOSUB ~ 3øøø
2130 NEXT W
2131 NEXT U
\(214 \emptyset\) IF \(\mathrm{Z}=\varnothing\) THEN GOSUB \(4 \varnothing \varnothing \varnothing\)
2150 NEXT Y
2160 CLS
2170 PRINT "YOU ARE HANGED"
\(218 \emptyset\) PAUSE \(12 \emptyset\)
2190 RETURN
\(3 \varnothing \varnothing \varnothing\) PRINT AT \(\varnothing, W-1 ; B \$(U)\)
\(301 \varnothing\) LET \(\mathrm{Z}=\mathrm{Z}+1\)
\(3 \varnothing 2 \emptyset\) RETURN
\(4 \varnothing \varnothing \varnothing\) LET \(\mathrm{V}=\mathrm{V}+1\)
\(401 \varnothing\) IF V=1 THEN PRINT AT V,25; "YOU"
\(4 \varnothing 2 \emptyset\) IF V=2 THEN PRINT AT V, 25;"HAVE"
4ø3ø IF V=3 THEN PRINT AT V,25;"GIVEN"
\(4 \emptyset 4 \emptyset\) IF \(\mathrm{V}=4\) THEN PRINT AT \(\mathrm{V}, 25\); "TOO"
\(405 \emptyset\) IF V=5 THEN PRINT AT V, 25;"MANY"
\(4 \emptyset 6 \emptyset\) IF V=6 THEN PRINT AT V,25;"WRONG"
\(4 \emptyset 7 \emptyset\) IF \(\mathrm{V}=7\) THEN PRINT AT \(\mathrm{V}, 25\); "ANSWERS"
4 Ø8Ø RETURN
5øøø LET M=ø
\(501 \varnothing\) FOR N=1 TO X-1
\(5 \emptyset 2 \emptyset\) IF \(B \$(N)=A \$(I, N)\) THEN LET \(M=M+1\)
\(5 \emptyset 30\) NEXT N
\(5 \emptyset 4 \varnothing\) IF \(\mathrm{M}=\mathrm{X}-1\) AND \(\mathrm{I}=1 \varnothing\) THEN GOTO \(1 \varnothing \varnothing\)
5041 IF \(\mathrm{M}=\mathrm{X}-1\) THEN NEXT I
5050 RETURN

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\title{
Center The VIC Screen
}

Mark LaForge

I'm sure many VIC-20 owners have experienced the same problem I had: the picture is not in the center of the TV screen. It's sometimes called overscan.

On my TV I lose the right-most character on each line. This can be most annoying when you are playing a game and get zapped because you ran into an unseen danger, or when you are debugging a program but can't find the error because it is in the screen area not visible on your TV. For those of you who suffer from these or similar problems, there is help.

With the aid of two memory locations, you can center your picture on the screen. These locations are 36864 and 36865. Location 36864 is set to 5 when your machine is turned on; but when that location is POKEd with a value from 0 to 4 , the screen moves to the left, and values from 6 to 14
move the screen to the right. Location 36865 controls vertical movement and is normally set to 25 . Lower values will raise the picture, and higher values will lower it.

Below is a short routine which you can put at the beginning of all your programs. Using the cursor keys, move the screen around so that all four sides of the border are visible. When the screen is centered, hit the RETURN key to exit the subroutine.

Even if your machine does not have this problem, you might want to include the routine in your programs so that when others use them on their machines they can center the screen.

Once the screen is set, it will remain that way until 36864 or 36865 is POKEd with a different value, or until the RUN/STOP and RESTORE keys are hit together, resetting the screen to the location it occupied when the machine was turned on.
Ø POKE36879, \(27:\) PRINT" \(\{\) CLEAR \(\}\{1 \varnothing\) DOWN \(\}\{\varnothing 4\)
RIGHT\}CENTER SCREEN": PRINT" \(\{\varnothing 2\)
RIGHT\}USING CURSOR KEYS"
A=PEEK (197) : B=PEEK (653):IFA=15THEN9
IFA \(=31\) THENA \(=36865\) :GOTO5
3 IFA=23THENA=36864:GOTO5
4 GOTOI
5 IFB=1THENB \(=-1\)
6 IFB=ØTHENB=1
\(7 \mathrm{Q}=\operatorname{PEEK}(\mathrm{A}): I F Q+B<\emptyset O R(\mathrm{Q}+\mathrm{B}\rangle 17\) ANDA \(=36864) \mathrm{T}\) HEN1
8 POKEA, Q+B:GOTOI
9 PRINT"\{CLEAR\}": CLR

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\title{
Applesoft Printer Control
}

Eric and Sally Martell

\begin{abstract}
If your printer has several modes, you may have had difficulty trying to remember all the codes. This modesetting program makes the selection of printer typefaces simpler and easier. The program is designed for the Apple II + using an Epson printer with Graphtrax + , but it can be adapted for other printers and computers.
\end{abstract}

The dot matrix printer has evolved over the last two years from a rather stodgy machine suitable only for making nearly illegible program listings and data dumps into a sleek, glossy beast which can come close to letter quality printers in typeface formation.

The modern dot matrix printer is usually faster than letter quality printers, usually cheaper (although there is some overlap in prices), and can be the printer of choice for every application from programming to draft quality (sometimes called correspondence quality) word processing.

Many contemporary dot matrix impact printers have extensive abilities to present different styles of character formation (see the figure). Generally, these different character fonts are software selectable, a convenient feature for the user. Obviously, having the print style under program control can be useful. However, the problem then arises of remembering how to set the different print modes.

Printer manufacturers have not standardized printer control codes. Different printers will respond to different control characters. This is not a problem if your printer has only two different print fonts, but you will probably not be able to remember all of your machine's codes if it has several different printing modes. The usual answer to this problem is to look in the instruction manual which came with the printer, a solution which can be a major research project. A quicker method is to write a mode-setting program for your printer. You can do this by adapting the program presented in this article.

The program is written in Applesoft BASIC and allows the Apple II + to use one of the Epson MX-series printers with Graphtrax + . These printers have 12 print modes which can be used in either normal or italic typeface.

\section*{Print Styles}

Lines 200-340 contain all of the Epson control codes
for the different type styles to be used. These lines set values into two string arrays. The array PS\$(n) contains the code to set the style of type, and the array DS\$(n) contains a brief description of the corresponding control code in PS\$(n). These codes are specific to the Epson printers; if you're customizing this routine for another printer, you will make the majority of changes here.

The program will not only allow you to set your printer, but will also demonstrate all of the printer's various print styles if required. If you choose to print the demonstration, control passes to the routine between lines 400 and 560 .

On the other hand, if you simply want to set the printer, lines 570-670 print a menu, lock it in position on the screen, and then allow input of your choice. If the printer can be set to your choice, the control passes to the short routine at line 760, which first sets the printer to the normal mode and then sends the special mode requested and returns to the menu.

The logic of this part of the program is complicated by the fact that the Epson double-width modes (modes 7-12) may be set only for a single line and must be reset at the beginning of every line to be printed in those modes. Lines 690-710 print a message about this problem, and then lines 720 and 730 allow you to type in a brief message, which will be printed on the printer as soon as you hit the return key. The printer will be left in the normal 80 characters per line mode. After printing the line, control returns to the menu routine.

It must be noted that every time a mode is sent to the printer, all previous modes are cleared by first sending PS\$(3), the "normal" mode command string. The string, PS\$(3), resets double strike, compressed, and enhanced modes, but does not reset the Italics command. Therefore, if you first request the special print mode which you want and then turn the Italics on, you will get the normal mode with Italics. The correct procedure: first turn on the Italics and then select the special print desired. If you then use option 15 to end the program, your printer will remain set in the typeface which you have specified.

Regardless of which brand of printer or computer you own, the basic approach used here is
easily customized. With a look at your printer's manual and a little work keying in code, you should never have difficulty selecting printer typefaces again.

\section*{Figure.}

COMPRESSED MODE

COMPRESSED-DOUBLE STRIKE MODE

NORMAL MODE

NORMAL-DOUBLE STRIKE MODE
0123456789 AaBbCeDdEaFfGgHhIIJjKkLI MaNnDoPpQqRrSsTtUuVvWwXxyyzz
NORMAL-EMPHASI ZED MODE

NORMAL-EMPHASIZED-DOUBLE STRIKE

COMPRESSEED-DOUBLE WIDTH MODE
O123456789 AaBbCcDdEeFfGgH:hIiJjKkLIMaNnDoPpQqRISSTtUUVVWwXxYyZz COMPRESSED-DOUBLE WIDTH/STRIKE
0123456789 AaBbCcDdEeFfBghhIiJjKkLIMaNnDoPpQqRrseTtUuVvWwX×YyZz
DOUBLE WIDTH MODE
OURLE WIDTH-DJBG AABDCCDCEFFG日HRIiJjkkLIMmNR
 DOUBLE WIDTH-EMPHASIZED MODE
 DOUBLE WIDTH/STRIKE-EMPHASIZED MODE


\section*{Program.}
\begin{tabular}{|c|c|}
\hline 10 & REM EPSON GRAPHTRAX + \\
\hline 20 & REM PRINT MODE SET UTILITY \\
\hline 50 & DIM PS\$(14), DS\$(14) \\
\hline 60 & REM TITLES HERE \\
\hline 70 & TEXT ; HOME ; SPEED= 255:D \(=\) CHR (4) : PRINT D\$;"NOMON C, I, D": HOME \\
\hline 80 & INVERSE : FOR I = 1 TO 4: PRINT SPC( 40 \\
\hline & ): IF I \(=2\) THEN PRINT " EPSON PRINTE R GRAPHTRAX+ SET UTILITY "; \\
\hline 90 & NEXT I: NORMAL : POKE 34,5 \\
\hline 100 & UTAB 10: PRINT "PLEASE TURN YOUR PRINTE R ON NOW." \\
\hline 11 & GOSUB 130: GOSUB 140: GOTO 200 \\
\hline 120 & REM HIT ANY KEY TO CONTINUE \\
\hline 130 & VTAB 20: FLASH : PRINT "HIT ANY KEY TO CONTINUE."; GET A\$: PRINT CHR§ (1): NORMAL: RETURN \\
\hline 140 & REM PRINT SLOT SET \\
\hline 50 & S1 = 1 \\
\hline 160 & HOME : VTAB 10: PRINT "PRINTER SLOT="; 1; CHR\$ (7): VTAB 20: PRINT "NEW SLOT ( \#/<CR>)?";: GET NS\$: PRINT CHR (1): IF ASC (NS\$) \(=13\) THEN 200 \\
\hline 170 & IF ASC (NS\$) \(=27\) THEN TEXT : HOME : END \\
\hline 180 & IF ASC (NS \({ }^{160}\) ) < 48 OR ASC (NS\$) > 55 THEN \\
\hline 90 & S1 = VAL (NS\$) : GOTO 160 \\
\hline 200 & REM SET CTRL-STRINGS \\
\hline 210 & PS \(\$(1)=\) CHR
MODE" (15):DS\$(1) \(=\) "COMPRESSED \\
\hline 220 & PS \(\$(2)=\) CHR \(\$(15)+\) CHR \(\$(27)+\) CHR \(\$\) (71):DS\$(2) = "COMPRESSED-DOUBLE STRIKE MODE" \\
\hline 230 & PS\$ \((3)=\) CHR \(\$(27)+\) CHR \(\$(72)+\) CHR \(\$\) \\
\hline & \((18)+\) CHR \(\$(27)+\) CHR \(\$(70):\) DS \(\$(3)=\) "NORMAL MODE" \\
\hline 240 & PS \(\$(4)=\) CHR \(\$(27)+\operatorname{CHR} \$(71):\) DS \(\$(4)\) "NORMAL-DOUBLE STRIKE MODE" \\
\hline 250 & PS \(\$(5)=\) CHR \(\$(27)+\) CHR \(\$(69): D S \$(5)\) "NORMAL-EMPHASIZED MODE" \\
\hline 260 & ```
PS$(6) = CHR$ (27) + CHR$ (71) + CHR$
    (27) + CHR$ (69):DS$(6) = "NORMAL-EMPH
    ASIZED-DOUBLE STRIKE"
``` \\
\hline 270 & ```
PS$(7) = CHR$ (27) + CHR$ (14) + CHR$
    (15):DS$(7) = "COMPRESSED-DOUBLE WIDTH
    MODE"
``` \\
\hline 280 & ```
PS$(8) = CHR$ (27) + CHR$ (71) + CHR$
    (14) + CHR$ (15):DS$(8) = "COMPRESSED- DOUBLE WIDTH/STRIKE"
``` \\
\hline 290 & ```
PS$(9) = CHR$ (27) + CHR$ (14):DS$(9)
    "DOUBLE WIDTH MODE"
``` \\
\hline 300 & PS\$ \((10)=\) CHR \(\$(27)+\) CHR \(\$(71)+C H R \$\) (14): DS \(\$(10)=\) "DOUBLE WIDTH-DOUBLE STR IKE MODE" \\
\hline
\end{tabular}
(14):DS\$(11) = "DOUBLE WIDTH-EMPHASIZED MODE"
320 PS\$(12) \(=\) CHR \(\$(27)+\operatorname{CHR} \$(71)+\) CHR \((27)+\) CHR\$ (69) + CHR\$ (14):DS\$(12) \(=\) "DOUBLE WIDTH/STRIKE-EMPHASIZED MODE"
330 PS\$ (13) \(=\) CHR\$ (27) + "4":DS\$(13) \(=\) "SE T ITALICS ON"
340 PS\$ \((14)=\) CHR\$ \((27)+" 5 ": D S \$(14)=" S E\) T ITALICS OFF"
350 REM SAMPLE OR JUST SET MODE
360 HOME
370 VTAB 10: PRINT "DO YOU WANT A SAMPLE OF ALL THE PRINT": PRINT "STYLES AVAILABL E? (Y/N) ";: GET Y\$: PRINT Y\$: PRINT CHR\$ (1): IF \(Y \$=\) "Y" THEN 410

IF \(\mathrm{Y} \$=\) "N" THEN 580
380
390
400
410
420
430
440
FOR I \(=48\) TO 57:T\$ \(=T \$+\) CHR \(\$\) (I) \(:\) NEXT
I:T\$ = T \(\$+"\) ": FOR \(I=65 \mathrm{TO} 90: \mathrm{T} \$=\)
\(T \$+\operatorname{CHR} \$(I): T \$=T \$+\operatorname{CHR} \$(I+32)\)
: NEXT I
450 PRINT PS\$(3)
460 FOR I \(=1\) TO 2
470 IF I \(=1\) THEN PRINT PS\$(3);"STANDARD C HARACTERS"
480 IF I \(=2\) THEN PRINT PS \(\$(3) ;\) PS \(\$(13)\);"IT
ALIC CHARACTERS"
490 PRINT
\(500 \mathrm{~S}=\mathrm{T}=\mathrm{T}\)
510 FOR \(\mathrm{J}=1\) TO 12: IF \(\mathrm{J}>8\) THEN \(\mathrm{S} \$=\) LEFT \(\$\) (T \(\$, 39\) )
520 PRINT PS\$(3);DS\$(J): PRINT PS\$(J); S\$
530 NEXT J
540 PRINT
550 NEXT I: PRINT PS\$(3);PS\$(14); CHR\$ (12)
; CHR \(\$\) (12)
560 PRINT D\$; "PR\#O"
570 REM SET PRINT STYLE
580 HOME : UTAB 7: FOR I \(=1\) TO 14: IF I \(>\) 9 THEN PRINT I;". ";DS\$(I)
590 IF \(1<10\) THEN PRINT " "; I;". ";DS\$(I)
600 NEXT I
610 PRINT I;". EXIT PROGRAM"
620 POKE 34, 22
630 ONERR GOTO 640
640 VTAB 23: INVERSE : INPUT "SELECT PRINT STYLE \((1-15): " ; P: I F P<1\) OR \(P>15\) THEN PRINT CHR\$ (7): GOTO 640
650 NORMAL
660 IF \(P=15\) THEN TEXT : HOME : END
670 IF \(P<7\) OR \(P>12\) THEN 760
680 REM DOUBLE WIDTH LINE PRINT
690 VTAB 7: CALL - 958: VTAB 8: PRINT "MOD ES 7-12 ARE ONE LINE MODES ONLY. ": POKE 34,6: PRINT : PRINT "THE DOUBLE WIDTH C HARACTER CONTROL": PRINT "STRING MUST B E PRINTED AT THE FRONT OF": PRINT "EACH LINE OF WIDE TEXT."
700 PRINT : PRINT "YOU MAY NOW TYPE A 40 CH ARACTER (OR": PRINT "LESS) LINE AND IT WILL BE PRINTED IN ": PRINT "THE DESIRE D MODE.": PRINT : PRINT "PLEASE ADJUST YOUR PRINTER PAPER TO THE"
710 PRINT "DESIRED POSITION FOR THE LINE.": UTAB 21: PRINT "TYPE IN THE LINE YOU \(W\) ANT PRINTED: "
720 VTAB 22: INPUT "";L\$: IF LEN (L\$) > 40 THEN VTAB 22: CALL - 868: VTAB 22: GOTD 720
730 PRINT D\$;"PR\#";S1: PRINT PS\$(3);PS\$(P);
L\$;PS\$(3): PRINT D\$; "PR\#O": GOTO 580
740 REM CLEAR PREVIOUS MODE \&
750 REM SEND NEW MODE
760 PRINT D\$; "PR\#"; S1: PRINT PS\$ (3);PS\$(P): PRINT D \(\$\);"PR\#O": VTAB 1: CALL - 868: VTAB 1: INVERSE : \(\operatorname{HTAB}((40-\operatorname{LEN}(D S \$(P)))\) ( 2): PRINT DS \(\$(P)\) : GOTO 640

\title{
VIDEO 80 \\ 80 Columns For The Atari
}

\author{
Charles Brannon, Editorial Assistant
}

\begin{abstract}
How would you like to add 80-column capability to your Atari at no cost, without any hardware modifications? This program requires a disk drive.
\end{abstract}

The Atari text screen is well designed. The white on blue text colors are chosen for maximum contrast and resolution on the average TV screen. You also have 40 columns of letters across a line on your TV display.

\section*{Why 80 Columns?}

Some applications, such as word processing, spreadsheets, screen-based operator entry, highresolution graphics labeling, and even proofreading, benefit from a higher text density. Most high-end business computers, therefore, have 80 -column displays. Unfortunately, a normal 80column display is impossible on a TV screen. TV's can't handle the necessary fine detail. That's why the Atari doesn't have an 80 -column feature, an otherwise desirable capability.

You can buy 80 -column cards for your Atari. These devices let you switch your display to 80 columns, and even let you edit BASIC programs in 80 columns.

While "Video 80," the program below, has its limitations, it is a reasonable alternative to hardware add-ons. Here's how it works. The characters are "drawn" half-wide in GRAPHICS 8, the highest resolution mode. Each character is only four pixels wide, versus eight pixels in 40 columns. (A pixel is a screen dot, a picture element.) The fourth pixel must be blank, to allow for spacing between letters. Also required is a special character set. This is the first caveat - the \(900+\) bytes (128x7) of the character set add to the typing required to enter Video 80.

\section*{TV Tribulations}

You might suspect that such a condensed screen would be hard to read, and you would be right. If you have a monochrome monitor, you'll have no problem. (A monitor is a special TV without a tuner inside which puts the signal directly from the com-
puter to the screen.) The characters will be quite crisp. Televisions have a harder time, due to artifacting. You will be able to use Video 80 on some quality TV's or even a large screen TV with bigger pixels. An ordinary black and white TV is quite satisfactory.

First, type in Program 1. Video 80 is a machine language program. You'll need a disk drive to use Video 80, since the program directly creates the binary file that you load from DOS. When you RUN it, you'll have the option of naming it AUTORUN.SYS. Since Video 80 resides in low memory, this is the easiest way to load it. If you write the AUTORUN.SYS file to any disk containing DOS, it will automatically load and initialize when you boot the disk. Type it in carefully. However, if you make an error in the DATA lines, you will be given the range of lines where the error occurs.

\section*{The V: Device}

Video 80 interfaces with BASIC and the OS by adding a new device, "V:" You're already familiar with several Atari devices, such as "D:" for the disk drive, "P:" for the printer, and even "R:", the RS-232 ( 850 module) device. Using Video 80 is as simple as OPENing a file to "V:", and PRINT\#'ing or INPUT\#'ing through it. A sample program might look like:
```

10 OPEN \#1,12,0,"V:"
20 PRINT \#1;"Hello"
30 CLOSE \#1
40 GOTO 40

```

You might think of Video 80 as a "soft" 80 -column printer, making it ideal for reviewing listings. You can say LIST"V:".

\section*{Line Input}

Also supported is simple line-based editing. No fancy cursor controls here - backspace is the only editing key. The cursor appears only during INPUT. You can change the cursor character by POKEing into location five. POKE 5,63 changes the cursor into an underline. Note that the char-

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BASIC A+ is designed to support any business programmer or Atari user. Its enhancements include structured programming, more powerful input/output, helpful program development and debugging aids, and several business-oriented features, including a very comprehensive PRINT USING command. And, exclusively for the Atari computer, there is an amazing array of PLAYER/MISSILE GRAPHICS commands and functions.

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NOTE: Unless otherwise noted, all OSS products require 48 K and at least one disk drive.
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\title{
ZAXXO
}

\section*{SANDS OF EGYPT}

From Datasoft, Inc.
This split screen adventure game is an animated deser classic uniting Hi-res graphics with a text display of clues and riddles. Using 100 word vocabulary, you must unlock the hidden secrets of the sand to Survive. You could run ou of water if you don't run out of luck first!
Disk, \$39.95
16K Required destroy the mutant eggs with an explosive charge and climb to the surface to detonate it-all with the risk that you may be eaten alive!
ROM, \$49.95

\section*{ZAXXON}


From Sega
The official Zaxxon, now for home use, combines 3 dimensional effects, unique color graphics and realistic sound effects. Arcade action while you maneuver your ship through a battlefield of enemy missiles, tanks and planes o meet your match in the deadly Zaxxon Robot armed with a lethal homing device
16K Tape or Disk, \(\$ 39.95\)
Now Thru April 30 You Pay Only \$31.96 Save 20\%

\section*{TELE-TALK}

From Datasoft, Inc.


A fun to use communications program allows you to send or receive any type of data from or to networks, timesharing services or other Atari users. Information can be saved to disk and/or printed out. Menu driven for ease of use with special features including on-line editing, cash clock, stop watch and multi-tasking. Easy to understand instruction book is encouraging to new modem users and is designed for maximum user-friendliness in the home, office or school.
32K Disk, \(\$ 49.95\) Modem Required

\section*{FATHOM's \\ 40}


From Datasoft, Inc
Board game strategy and realistic animation combine to make this arcade game the most difficult real life challenge of all. Track the oncoming enemy with the sonar aboard your U-Boat while using your periscope to chase enemy ships throughout the Atlantic. Get them in your sights pen torpedo bays - give the command - FIRE
Disk, \$34.95

SHAMUS


From Synapse Software
It's the 21st century, and you're the SHAMUS, looking for your arch-enemy, the Shadow, to destroy him. You're armed with lon-Shivs, the most powerful weapons in the galaxy. Can you handle the Shadow's henchmen: RoboDroids, Whirling Drones and Snap-Jumpers, all armed and evil? Can you find the Shadow in his lair of 4 levels with 32 rooms each... every one of them dangerous? Intensive arcade action, requires joysticks.
16 K Tape or Disk, \$34.95
ROM, \$44.95

\section*{SLIME}


From Synapse by Mike Hales Large drops of "Slime" fall from the sky onto your ships. If one drop hits your ship, it will sink. Use the triangular diverters to aim Slime into buckets on the sides of the screen. If Slime falls into the ocean, the level of the ocean ises. When the ocean reaches the top of the screen, the game is over, and your score is calculated. One-player game with excellent graphics.
16K Tape or Disk, \$34.95
ROM, \$44.95

\section*{BAJA BUGGIES}

From Gamestar


Test your nerves and reflexes - compete with top road racers! One player selects amateur or pro skill level, 5 levels of difficulty and 3 race courses including random course for Buggy Stars. Watch speedometer and radar detector on control panel along with realistic sounds while you steer and brake your super charged buggy to the finish in the Baja sun. High score/initial ranking for real stars!
16K Tape or Disk, \$31.95
Now Thru April 30 You Pay Only \$25.56

\section*{ASTROCHASE}

From First Stare
New space arcade game designed by the first winner of the Atari Star Award. Aliens have surrounded our galaxy with a force field, set space mines and deployed attack vessels with lasers. Defend earth from the awesome attack with your speed, skill and strategy in avoiding the force field while destroying the mines. Multiple skill level eature and the new technical innovation SINGLE THRUST PROPULSION allows you to fire independently in any direction. Try firing backwards while in the midst of a retreat!
32K Tape or Disk, \$29.95
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From EduFun!
A unique combination of educational challenge and computer generated fun for ages 7-14. Sky writer soars in a biplane finding the right words as they float by on clouds to make new compound words. Pop'R Spell gives three letters, choose one which belongs in the secret word. A poppin good spelling game for one or more!
16 K Tape, \(\$ 29.95 \quad 32 \mathrm{~K}\) Disk, \(\$ 32.95\)

Help kids learn and explore through games. Choose between two games for ages 8-14. Snake-o-nyms teaches words that are the same in meaning or opposite as the frog hops to the correct word while avoiding the snakes. Word flip consists of twelve pairs of words and endings. Choose two to make a new word - is the spelling correct? Play alone or challenge your smartest friend!
16K Tape, \$29.95 32K Disk, \$32.95

\section*{TURMOIL}

From Sirius
Pilot an intergalactic fighter through unfriendly skies as you're attacked from both sides by evil aliens. You can blast seven enemies into cosmic dust at once - if you're fast enough!
ROM, \$34.95

\section*{FANTASTIC VOYAGE}


SNAKE-ONYMS \& WORD FLIP


From Sirius
Prepare yourself for an incredible medical journey through the blood stream to destroy a life-threatening blood clot near the patient's brain. Navigate past deadly defense cells, bacteria, antibodies and enzymes in your microscopic submarine.
ROM, \$34.95

\section*{FAST \\ EDDIE}

From Sirius


On your mark; get set; go Eddie!/ FAST EDDIE's off and running, dashing up and down every ladder he can find, hunting for prizes. Quick, there's a heart floating on the 2nd floor! Ooops, look out-there's a Sneaker, sneaking up on you - jump, Eddie! Great animation; 8 skill levels; lots of action. Requires joystick.
ROM Cartridge, \$34.95

\section*{CASTLE WOLFENSTEIN \\ From Muse}


Winner of 1983 Arcade Award! Escape the deadly confines of Castle Wolfenstein if you can. The allied soldier must maneuver past cruel Nazi guards and sadistic SS stormtroopers to recover the secret plans and escape. The most interactive game ever!
32K Disk, \$29.95


\section*{TRACK ATTACK}

From Broderbund
All aboard! Speed and timing in your fast car are necessary for you to intercept a moving train and steal the gold. Keep an eye out as you jump the train and streak across the top to take control of the engine!
32K Disk, \$29.95


\section*{DRAGON'S \\ EYE}

From Epyx


Enter the world of fantasy involvement in this overland adventure. Challenging yet subtle interplay among magic effects, monsters, weapons and treasures. Rescue the seven provinces from the curse in this role-playing adventure that will captivate you for hours.
40K Disk, \$29.95

\section*{MONSTER MAZE}


From Epyx
Over forty mutant monstrosities chase you down corridors in a three dimensional chamber of horrors. Vitamins give you strength as you collect all the gold bars but you only have nine lives! Nine levels of play with unique mazes that are different every time you play.
ROM, \$39.95

\section*{ARMOR ASSAULT}

\section*{From Epyx}

Strategy and tactics as you control 6 tanks, missiles and mines in this simulation of WWIII warfare between NATO and the Soviet Union. Features simultaneous movement, 12 scenarios and a variety of terrain. Your troops await your command!
40K Disk, \$39.95
\#1 Best Seller!
Can you rescue the hostages captured by the Bungelings? First you'll have to make careful plans for your helicopter rescue mission. But hurry - every minute counts! Who knows what the Bungelings have in mind? Requires joystick.
40K Disk, \(\$ 34.95\)
ROM, \(\$ 49.95\)

\section*{STAR WARRIOR}

FANTASY GAME OF THE YEAR! You are a Fury - an interplanetary avenging soldier of daring and courage. The people of Fornax depend on you! Six different sounds, 19 command options, 5 levels of skill, with 2 scenarios and time limits. Emphasis on fast action and challenge. Use your decoys, nuclear missiles, blaster and power gun to defend against nine types of Stellar Union vehicles. Divert your enemy from the main attack and destroy the tyrannical governor!
32K Tape, \(\$ 39.95\) 32K Disk, \(\$ 39.95\) Also, Hellfire Warrior, sequel to Temple of Apshai
32K Tape or Disk, \$39.95
Now Thru April 30 You Pay Only \(\$ 31.96\)

acter you POKE is the "internal" code, not ASCII. 120 A sample input/output program could be:
```

10 OPEN \#1,12,0,"V:"
20 DIM NAME$(2O)
30 PRINT #1;"What is your name?";
40 INPUT #1;NAME=
So PRINT #1;"Glad to meet you, ";NAM
    E$
60 GOTO 60

```

Line 60 is used here to keep the display on the screen when the program ends. Since the fullscreen GRAPHICS 8 screen is used, the program would flip back to GRAPHICS 0 when the program ends. (Try typing GRAPHICS 24 in immediate mode to see this effect.)

\section*{Windows}

There's more. You can also restrict the size of the 80 -column screen. It may seem pointless to cut 80 -column capability down to a small window of the screen, but windows are actually quite useful. You can set up and switch from window to window. All scrolling and clearing is confined to the window. A "screen form" layout is easily designed. You can even outline the windows with high-resolution lines. The top and bottom margins are stored in locations 1 and 2, the left and right margins are in 3 and 4. Use POKE to change them. You can also use the POSITION command to move the cursor to any legal \(\mathrm{X}, \mathrm{Y}\) position ( \(\mathrm{X}: 0-79, \mathrm{Y}: 0\) 23). Program 2 is an example program for using windows. The left margin must be an even number, and the right margin must be an odd number.

Since the same memory locations are used, you can really get confused trying to use highresolution graphics with the text. Use GRAPHICS 24 before you OPEN your file to "V:". Try to keep your hi-res stuff separate from text.

\section*{BASICally 80}

You can even "transform" the default Atari I/O screen from 40 to 80 columns. Program 3 POKEs a tiny machine language routine into page six. The command PRINT USR(1536) will set up 80 columns. If you execute a GRAPHICS 0 command, you're really in trouble - it'll be a "twilight zone" between GRAPHICS 0 and 8 . You'll have to press RESET to detach "V:". If you do this, you'll have to reload it to use it again.

Once in the 80-column mode, you can list, load, and enter commands. If you want to change a line of BASIC, however, you'll have to retype it. Full cursor-based editing would be great, but it would substantially increase the length of the program.

\section*{Program 1.}
```

100 REM NUPDEO 819
110 REM Charles Brannon

```

130 0) : SETCOLOR 2,1,4 \(\mathrm{G}=1\)
NEXT I:POKE 712,0
IF ERRFLG THEN ? : ? "Can't conti nue until":? "DATA lines are Rem REEG. ": SETCOLOR 2,4,4:END
210 REM Checksum values
220 REM These at lease must be typed in perfectly!!!
230 DATA 4556, 4216,7888,4777,7684,87 89,6732,3655, 3808,3587,6205,6086 ,5406,5712,6731,7528,7758,7120,6 184,5743,6210
240 DATA 6677,5602,7418,7558,7271,13 54
250 GRAPHICS 0:SETCOLOR 2, 12, 4:? "Co ngratulations. DRMP oxgi":
260 ? "Enter output filename below." :? "Use AUTORUN.SYS for easiest use."
AUTORUN.SYS will boot up on a
": ? "disk containing DOS."
    ? : ? "If you use another name, y
ou must":? "use MEM.SAV and DOS
selection \(L ": ?\) "to load the prog
ram."

350 FOR I=7936 TO 9514:READ A:PUT \#1 , A: NEXT I
351 PUT \#1,224:PUT \#1,2:PUT \#1,225:P UT \#1,2:PUT \#1,53:PUT \#1,35
360 CLOSE \#1:TRAP 40000:SETCOLOR 2,9 , 4
370 ? :? "File saved OK. Have fun!"
380 END
500 CLOSE \#1:SETCOLOR 2,4, 4:? :? "EE ROBE-"; PEEK (195);" trying to save "; F\$
510 END
7900 REM
7910 REM Machine language equivalent
7920 REM of VIDEO 80. Must be typed
7930 REM accurately to function.
7931 REM
7936 DATA \(0,0,0,0,0,0\)
7942 DATA \(0,68,68,68,68,0\)
7948 DATA \(68,0,170,170,170,0\)
7954 DATA \(0,0,0,0,170,238\)
7960 DATA \(170,238,170,0,68,102\)
7966 DATA \(136,68,34,204,68,0\)
7972 DATA \(136,34,68,136,34,0\)
7978 DATA 204,102,238, 102,204,68

\section*{...and so therewere keys for the Atari400.}


So it was to be done that Inhome Software would create a full-stroke keyboard for the Atari 400 Home Computer and it would be called the B Key 400 , and would sell for \(\$ 119.95\) U.S. funds.

The new B Key 400 was made so easy to install that the owner could do it himself in a miraculous two minutes.

With the B Key 400 keyboard from Inhome Software, you will follow into the land of professional home computers that are powerful, easy to program and have a great capacity that can be made even greater with Inhome Software 48 K and 32 K memory boards. It was done and it was good.
IN: ADVANCING THE PROGRESS
\begin{tabular}{|c|c|c|}
\hline 34 & DATA & 0 \\
\hline 7990 & DATA & \(0,0,102,136,136,136\) \\
\hline 7996 & DATA & 136, \(136,102,204,34,34\) \\
\hline 8002 & DATA & 34, 34, 34, 204, 0, 170 \\
\hline 8008 & DATA & 68,238,68,170,0,68 \\
\hline 8014 & DATA & 68,238,68,68,0,0 \\
\hline 8020 & DATA & 0, 0, 0, 0, 68, 68 \\
\hline 8026 & DATA & 136,0,0,238,0,0 \\
\hline 8032 & DATA & \(0,0,0,0,0,0\) \\
\hline 8038 & DATA & 0, 68,0,0,0,34 \\
\hline 8044 & DATA & 68, 136,0,0,238,170 \\
\hline 8050 & DATA & 170, 170, \(170,238,0,68\) \\
\hline 8056 & DATA & 204,68,68,68,23 \\
\hline 8062 & DATA & 238,34, 34, 238, 136, 238 \\
\hline 8068 & DATA & 0, 238,34, 34, 238,34 \\
\hline 8074 & DATA & 238, 0, 170, 170, 170,238 \\
\hline 8080 & dATA & 34, 34, 0, 238, 136, 238 \\
\hline 8086 & DATA & 34, 34, 238, 0, 238, 136 \\
\hline 8092 & DATA & 238,170,170,238, 0, 238 \\
\hline 8098 & DATA & 34,34,68, 68,68 \\
\hline 8104 & dATA & 238,170, 238, \(170,170,238\) \\
\hline 8110 & DATA & 0, 238,170,170 \\
\hline 8116 & DATA & 238,0,0,0,68,0 \\
\hline 8122 & DATA & 68,0,0,0,0,68 \\
\hline 8128 & DATA & 0,68,68,136,34, \\
\hline 8134 & DATA & 136,68, 34, 0, 0, 0 \\
\hline 8140 & DATA & 238,0,238,0,0,0 \\
\hline 8146 & DATA & 136,68,34,68,13 \\
\hline 8152 & DATA & 0, 204, 34, 34, 68, 0 \\
\hline 8158 & DATA & \(68,0,102,153,187,187\) \\
\hline 8164 & DATA & \(136,102,0,238,170,170\) \\
\hline 8170 & DATA & \(238,170,170,0,204,170\) \\
\hline 8176 & DATA & 204, 170, 170, 204, 0, 102 \\
\hline 8182 & DATA & \(136,136,136,136,102,0\) \\
\hline 8188 & DATA & 204, 170, 170, 170, 170, 20 \\
\hline 8194 & DATA & 0,238, 136, 204, 136, 136 \\
\hline 8200 & DATA & 238, 0, 238, 136, 204, 136 \\
\hline 8206 & DATA & \(136,136,0,102,136,136\) \\
\hline 8212 & DATA & \(170,170,102,0,170,170\) \\
\hline 8218 & DATA & \(238,170,170,170,0,238\) \\
\hline 8224 & DATA & 68,68,68,68, 238,0 \\
\hline 8230 & DATA & 34,34, 34, 34, 34, 204 \\
\hline 8236 & DATA & \(0,170,170,204,170,170\) \\
\hline 8242 & DATA & 170, 0, 136, 136, 136, 136 \\
\hline 8248 & DATA & 136, 238, 0, 170, 238, 238 \\
\hline 8254 & DATA & 170, 170, \(170,0,204,170\) \\
\hline 8260 & DATA & 170, \(170,170,170,0,68\) \\
\hline 8266 & DATA & \(170,170,170,170,68,0\) \\
\hline 8272 & DATA & \(238,170,238,136,136,136\) \\
\hline 8278 & DATA & \(0,238,170,170,170,170\) \\
\hline 8284 & DATA & 238,51, 204,170, 170, 204 \\
\hline 8290 & DATA & \(170,170,0,102,136,204\) \\
\hline 8296 & DATA & 34, 34, 204, 0, 238,68 \\
\hline 8302 & DATA & 68,68,68,68,0,170 \\
\hline 8308 & DATA & 170, 170, \(170,170,238,0\) \\
\hline 8314 & DATA & \(170,170,170,170,170,68\) \\
\hline 8320 & DATA & 0, 170, 170, 170, 238,238 \\
\hline 8326 & DATA & 170, 0, 170,68,68,68 \\
\hline 8332 & DATA & 68,170,0,170,170,238 \\
\hline 8338 & DATA & 68,68, 68, 0, 238,34 \\
\hline 8344 & DATA & 68, 136, 136, 238,0,34 \\
\hline 8350 & DATA & 68, 68, \(136,68,68,34\) \\
\hline 8356 & DATA & 0,136,68,34,0,0 \\
\hline 8362 & DATA & 0,136,68,68,34,68 \\
\hline 8368 & DATA & 68,136,0,68,170,0 \\
\hline 8374 & DATA & \(0,0,0,0,0,0\) \\
\hline 8380 & DATA & 0,0,0,255,0,153 \\
\hline 8386 & DATA & 255, 255, 102,0,0,68 \\
\hline 8392 & DATA & 68,68, 119,68,68,68 \\
\hline 8398 & DATA & 34, 34, 34, 34, 34, 34 \\
\hline 8404 & DATA & 34,68,68,68,204,0 \\
\hline 8410 & DATA & 0,0,68,68,68,204 \\
\hline
\end{tabular}

7984 DATA \(0,68,68,68,0,0\)

8002 DATA \(34,34,34,204,0,170\)
DATA 68,238,68,170,0,68
8020 DATA \(0,0,0,0,68,68\)
8026 DATA \(136,0,0,238,0,0\)
8032 DATA \(0,0,0,0,0,0\)
8038 DATA \(0,68,0,0,0,34\)
8050 DATA \(170,170,170,238,0,68\)
8056 DATA \(204,68,68,68,238,0\)
8062 DATA \(238,34,34,238,136,238\)
8068 DATA \(0,238,34,34,238,34\)
8080 DATA \(34,34,0,238,136,238\)
8086 DATA \(34,34,238,0,238,136\)
8092 DATA \(238,170,170,238,0,238\)
DATA
8110 DATA \(0,238,170,170,238,34\)
8116 DATA \(238,0,0,0,68,0\)
8122 DATA \(68,0,0,0,0,68\)
8128 DATA \(0,68,68,136,34,68\)
8140 DATA \(238,0,238,0,0,0\)
8146 DATA \(136,68,34,68,136,0\)
8152 DATA \(0,204,34,34,68,0\)
8158 DATA \(68,0,102,153,187,187\)
8164 DATA \(136,102,0,238,170,170\)
8170 DATA \(238,170,170,0,204,170\)
DATA 204,170,170,204,0,102
8188 DATA \(204,170,170,170,170,204\)
8200 DATA \(238,0,238,136,204,136\)
8206 DATA \(136,136,0,102,136,136\)
8218 DATA \(238,170,170,170,0,238\)
8224 DATA \(68,68,68,68,238,0\)
8236 DATA \(0,170,170,204,170,170\)
DATA 170,0,136,136,136,136
8254 DATA \(170,170,170,0,204,170\)
8260 DATA \(170,170,170,170,0,68\)
8266 DATA \(170,170,170,170,68,0.136\)
8278 DATA \(0,238,170,170,170,170\)
8290 DATA \(170,170,0,102,136,204\)
8296 DATA \(34,34,204,0,238,68\)
8302 DATA \(68,68,68,68,0,170\)
8308 DATA \(170,170,170,170,238,0\)
8314 DATA \(170,170,170,170,170,68\)
8320 DATA \(0,170,170,170,238,238\)
8332 DATA \(68,170,0,170,170,238\)
8338 DATA 68,68,68,0,238,34
8350 DATA \(68,68,136,68,68,34\)
8356 DATA \(0,136,68,34,0,0\)
8368 DATA \(68,136,0,68,170,0\)
8374 DATA \(0,0,0,0,0,0\)
8380 DATA \(0,0,0,255,0,153\)
8386 DATA \(255,255,102,0,0,68\)
8398 DATA \(34,34,34,34,34,34\)
8404 DATA \(34,68,68,68,204,0\)
176 COMPUTE! April 1983

8416 DATA \(68,68,68,0,0,0\)
8422 DATA 204,68,68,68,0,0
8428 DATA \(0,17,34,68,136,0\)
8434 DATA \(0,0,136,68,34,17\)
8440 DATA \(0,0,0,17,51,119\)
8446 DATA 255, \(0,0,0,0,51\)
8452 DATA \(51,51,0,0,0,136\)
8458 DATA \(204,238,255,51,51,51\)
8464 DATA \(51,0,0,0,204,204\)
8470 DATA \(204,204,0,0,0,238\)
8476 DATA \(0,0,0,0,0,0\)
8482 DATA \(0,0,0,0,0,0\)
8488 DATA 255, 0,0,0,0,204
8494 DATA \(204,204,0,0,68,170\)
8500 DATA \(68,238,0,0,0,0\)
8506 DATA \(119,68,68,68,0,0\)
8512 DATA \(0,238,0,0,0,68\)
8518 DATA \(68,68,255,68,68,68\)
8524 DATA \(0,0,0,238,238,238\)
8530 DATA \(0,0,0,0,0,238\)
8536 DATA \(238,238,136,136,136,136\)
8542 DATA \(136,136,136,0,0,0\)
8548 DATA \(255,68,68,68,68,68\)
8554 DATA \(68,255,0,0,0,204\)
8560 DATA \(204,204,204,204,204,204\)
8566 DATA \(68,68,68,119,0,0\)
8572 DATA \(0,204,136,204,136,204\)
8578 DATA \(102,0,68,238,68,68\)
8584 DATA \(68,0,0,68,68,68\)
8590 DATA \(238,68,0,0,34,68\)
8596 DATA \(238,68,34,0,0,136\)
8602 DATA \(68,238,68,136,0,0\)
8608 DATA \(0,102,255,255,102,0\)
8614 DATA \(0,0,0,102,34,238\)
8620 DATA \(238,0,136,136,204,170\)
8626 DATA \(170,204,0,0,0,102\)
8632 DATA \(136,136,102,0,34,34\)
8638 DATA \(102,170,170,102,0,0\)
8644 DATA \(0,238,238,136,238,0\)
8650 DATA \(0,204,136,204,136,136\)
8656 DATA \(0,0,0,102,170,238\)
8662 DATA \(34,204,136,136,136,204\)
8668 DATA \(170,170,0,0,68,0\)
8674 DATA \(68,68,68,0,0,34\)
8680 DATA \(0,34,34,34,204,136\)
8686 DATA \(136,170,204,170,170,0\)
8692 DATA \(68,68,68,68,68,68\)
8698 DATA \(0,0,0,170,238,170\)
8704 DATA \(170,0,0,0,204,170\)
8710 DATA \(170,170,0,0,0,238\)
8716 DATA \(170,170,238,0,0,0\)
8722 DATA \(204,170,204,136,136,0\)
8728 DATA \(0,102,170,102,34,34\)
8734 DATA \(0,0,102,136,136,136\)
8740 DATA \(0,0,0,238,136,102\)
8746 DATA \(238,0,0,68,238,68\)
8752 DATA 68,102,0,0,0,170
8758 DATA \(170,170,238,0,0,0\)
8764 DATA \(170,170,170,68,0,0\)
8770 DATA \(0,170,170,238,170,0\)
8776 DATA \(0,0,170,68,170,170\)
8782 DATA \(0,0,0,170,170,102\)
8788 DATA \(34,204,0,0,238,68\)
8794 DATA \(136,238,0,0,68,238\)
8800 DATA \(238,68,238,0,68,68\)
8806 DATA \(68,68,68,68,68,255\)
8812 DATA \(153,153,153,153,153,255\)
8818 DATA \(34,102,238,102,34,0\)
8824 DATA \(0,136,204,238,204,136\)
8830 DATA \(0,0,133,203,173,255\)
8836 DATA \(2,208,251,169,0,133\)

\section*{畑 INTRODUCING
}

HARDWARE FOR ATARI® COMPUTERS AT PRICES THAT DESTROY THE COMPETITION

\section*{HERE IS WHAT YOU GET FOR YOUR MONEY!}
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Give her your full name - full address - if possible your home \& work telephone number Leave message, order by part \# and specify quantity, or order FREE catalog Someone will call to verify your order if you made one.

NOTE: THE PRICE ON THE BOARDS THAT REQUIRE A 16 K IN TRADE WOULD BE \(\$ 20\) HIGHER REFUNDABLE UPON RETURN OF \(16 K\) BOARD.
\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|}
\hline MANUFACTURER & **NAME & \multicolumn{4}{|c|}{DESCRIPTION} & FITS & ORDER \# & PRICE & CONDITIONS \\
\hline \multirow[t]{2}{*}{AUSTIN FRANKLIN} & AUSTIN 80 COLUMN VIDEO BOARD & \multicolumn{4}{|l|}{80 COLUMN BOARD: MANY OPTIONS - 1 YEAR PARTS AND LABOR WARRANTY} & -400/800 & 100 & \$224.95 & \\
\hline & AUSTIN BOARD & \multicolumn{4}{|l|}{48K MEMORY: LIFETIME WARRANTY} & 400/800 & 101 & \$105.95 & \\
\hline \multirow[t]{5}{*}{XTRA HARDware} & XTRA48 & \multicolumn{2}{|l|}{48K MEMORY} & \multicolumn{2}{|l|}{\multirow[t]{3}{*}{\begin{tabular}{l}
- MODIFIED 16 K BOARDS \\
- GOLD EDGE CON. \\
- 1 YR. PARTS/LABOR WAR.
\end{tabular}}} & 400/800 & 102 & \$ 94.95 & \\
\hline & XTRA52 & 52 K MEMORY & \multirow[t]{2}{*}{BANK SELECT} & & & 400/800 & 103 & \$109.95 & \\
\hline & XTRA64 & 64 K MEMORY & & & & 400/800 & 104 & CALL & \\
\hline & XTRASLOT & \multicolumn{3}{|l|}{A SECOND MEMORY SLOT (KIT)} & \multirow[b]{2}{*}{INSTALLATION AVAILABLE} & 400 & 105 & CALL & \\
\hline & XTRASLOT + & \multicolumn{3}{|l|}{SAME AS ABOVE PLUS A MONITOR OUT-PUT} & & 400 & 106 & CALL & \\
\hline \multirow[t]{2}{*}{NEWELL INDUSTRIES} & FASTCHIP & \multicolumn{4}{|l|}{A REPLACEMENT FOR THE FLOATING POINT ROM} & 400/800 & 107 & \$ 39.95 & \\
\hline & RAMROD & \multicolumn{4}{|l|}{\begin{tabular}{l}
A SMART ALTERNATIVE TO THE 10K ROM BOARD \\
- COMES WITH OMNIMON!
\end{tabular}} & 800 & 108 & \$139.95 & \\
\hline C.D.Y. CONSULTING & OMNIMON! & \multicolumn{4}{|l|}{\begin{tabular}{l}
- A RESIDENT MONITOR CHIP • ALWAYS AVAILABLE \\
- A VERY POWERFUL DEBUGGING TOOL \\
(DEVELOPED BY DAVID YOUNG)
\end{tabular}} & 400/800 & 109 & \$ 79.95 & \\
\hline CREATIVE FIRMWARE & EPROM BURNER & \multicolumn{4}{|l|}{- AN EASY TO PUT TOGETHER KIT • ALL PARTS EXCEPT CASE •FULLY DOCUMENTED • USER FRIENDLY SOFTWARE} & 400/800 & 110 & \$ 79.00 & \\
\hline & ADAPTER & \multicolumn{4}{|l|}{- A PROGRAMMING ADAPTER KIT (USED WITH THE ABOVE) FOR 2732 AND 2732A EPROMS} & EPROM BURNER & 111 & \$ 15.00 & \\
\hline MISCELLANEOUS & CARTRIDGE BOARD & \multicolumn{4}{|l|}{\begin{tabular}{l}
- (KIT) COMES WITH ALL PARTS EXCEPT EPROMS \\
- ALLOWS YOU TO COPY PROGRAMS TO CARTRIDGE FORM
\end{tabular}} & 400/800 & 112 & CALL & \\
\hline & CARTRIDGE COVER & \multicolumn{4}{|l|}{PLASTIC COVER THAT PROTECTS YOUR NEWLY MADE CARTRIDGE BOARDS} & 400/800 & 113 & CALL & \\
\hline
\end{tabular}
-NOTE: TO FIT THE 400 YOU MUST ADD XTRASLOT +

\section*{USER GROUPS}
- RECEIVE ALL MANUFACTURER DISCOUNTS
- OTHER SPECIAL TREATMENT

UP-LOAD, DN-LOAD TEXT FILES (Mail or Catalog Information)
VIA A TOLL FREE \# - CALL FOR PASSWORD

\section*{What Do You Have to Do to Get a Hardsel T-Shirt?}

Just Ask Tootsie for one.

8842
8848 DATA \(127,133,203,169,255,133\)
8854 DATA \(207,32,4,35,165,85\)
8860 DATA \(74,24,101,205,133,205\)
8866 DATA \(144,2,230,206,169,0\)
8872 DATA \(133,209,165,203,10,38\)
8878 DATA 209, \(10,38,209,10,38\)
8884 DATA \(209,56,229,203,133,208\)
8890 DATA \(176,2,198,209,24,165\)
8896 DATA \(208,105,0,133,208,165\)
8902 DATA 209, 105,31, 133,209, 160
8908 DATA \(0,165,85,74,176,17\)
8914 DATA \(177,208,69,207,41,240\)
8920 DATA \(133,204,177,205,41,15\)
8926 DATA \(5,204,76,241,34,177\)
8932 DATA 208,69, 207,41,15,133
8938 DATA \(204,177,205,41,240,5\)
8944 DATA 204, 145, 205, 24, 165, 205
8950 DATA \(105,39,133,205,144,2\)
8956 DATA \(230,206,200,192,7,208\)
8962 DATA \(202,96,24,169,0,133\)
8968 DATA \(205,133,206,165,84,10\)
8974 DATA \(10,10,133,204,38,206\) 8980 DATA \(10,38,206,10,38,206\) 8986 DATA \(101,204,144,2,230,206\) 8992 DATA \(10,38,206,10,38,206\) 8998 DATA \(10,38,206,24,101,88\) 9004 DATA \(133,205,165,206,101,89\)
9010 DATA \(133,206,96,160,0,185\)
9016 DATA \(26,3,201,0,240,10\)
9022 DATA \(200,200,192,34,208,243\)
9028 DATA \(56,160,147,96,169,86\)
9034 DATA \(153,26,3,200,169,100\)
9040 DATA \(153,26,3,200,169,35\)
9046 DATA \(153,26,3,169,43,141\)
9052 DATA \(231,2,169,37,141,232\)
9058 DATA \(2,96,117,35,114,35\)
9064 DATA \(1,36,170,35,116,35\)
9070 DATA \(116,35,76,115,35,160\)
9076 DATA \(1,96,169,0,133,84\)
9082 DATA \(133,85,133,107,133,0\)
9088 DATA \(133,3,133,1,169,79\)
9094 DAFA \(133,4,169,23,133,2\)
9100 DATA \(169,128,133,5,169,8\)
9106 DATA \(133,43,169,12,133,42\)
9112 DATA \(32,246,243,162,0,142\)
9118 DATA \(197,2,162,10,142,198\)
9124 DATA \(2,142,200,2,76,115\)
9130 DATA \(35,32,177,35,76,115\)


An all-software 80-column screen on the Atari with "Video-80.

9136
9142
148 DATA
9154 DATA
9160 DATA
9166 DATA
9172 DATA
9178 DATA
9184 DATA
9190 DATA 3
9196 DATA
9202 DATA 8
9208 DATA
9214 DATA
9220 DATA
9226 DATA
9232 DATA
9238 DATA
9244 DATA
9250 DATA
9256 DATA
9262 DATA
9268 DATA
9274 DATA
9280 DATA
9286 DATA 3
9292 DATA
9298 DATA
9304 DATA
9310 DATA
9316 DATA
9322 DATA
9328 DATA
9334 DATA 2
9340 DATA 20
9346 DATA
9352 DATA 2
9358 DATA
9364 DATA
9370 DATA 2
9376 DATA 5
9382 DATA 2
9388 DATA 8
9394 DATA
9400 DATA
9406 DATA
9412 DATA
9418 DATA
9424 DATA
9430 DATA
9436 DATA
9442 DATA
9454 DATA
9460 DATA
9466 DATA
9472 DATA
9478 DATA
9484 DATA
9490 DATA
9496 DATA
9502 卦 \(1,2,229,1,24,105\)
9508 DATA \(173,36,165,3,133,85\)
9514 DATA \(96,0,0,0,0,0\)

\section*{Program 2.}

110 GRAPHICS \(8+16\) : REM Only need this if you use graphics
120 OPEN \# \(1,12,0, " V: ":\) REM Open \(V\) : de vice

130 DIM A\$ (127)
140 REM Draw window outline
150 COLOR 1:PLOT 0,88: DRAWTO 319,88
160 FLOT 38, ड1:DRAWTO 38, 191: PLOT 12 8, З1: DRAWTO 128, 191:PLOT 0, З1:DR AWTO उ19, 31
170 POSITION 2,0
180 ? \#: "All this and WINDOWS too! 80 columns sure is neat, huh?": ? \# 1
190 REM LABEL COLUMNS:
200 FOR I=1 TO 8:FOR J=0 TO 9:PUT \#1 , \(48+J=\) NEXT J:NEXT I:FOR \(I=1\) TO 7 : POSITION 10*I, 1:PUT \#1, 48+I:NEX T I
210 REM draw character set
220 FOR I=0 TO \(3: F O R \quad J=0\) TO \(31:\) POSIT ION \(J+40,5+I: A=I * 32+J: I F A=125 \mathrm{~T}\) HEN \(A=0\)
230 PUT \#1, A:NEXT J:NEXT I:? \#1
240 POKE 1, 4:POKE 2, 10:POKE 3,10:POK E 4, \(31:\) REM SET WINDOW
250 FOSITION 0,0
260 ? \#1; "Enter some text:"
270 INPUT \#1;A\$
280 IF \(A \$="\) QUIT" THEN 300
290 GOTO 270
300 END

\section*{Program 3.}

100 REM DRPENERDEN UR DEDHEEA 110 REM
120 FOR \(I=1536\) TO \(1568: R E A D\) A:POKE I , \(A\) : NEXT I
130 GRAPHICS 0:? "BEAEQ BIS OPEN ROut ine"
140 ? ? "Now loaded. Use FRINT USR (1536)"

150 ? "to re-OPEN Editor device to \(v\) :":? " (Video 80 must be activate d)"

160 ? : "To save to disk, enter DOS ? "Menu selection K. BINARY SAVE \(\because\)

250 DATA \(3,32,86,228,162,0\)
260 DATA \(169,3,141,66,3,169\)
270 DATA \(32,141,68,3,169,6\)
280 DATA \(141,69,3,32,86,228,96,86\) ©

\title{
ATARI* ALERT!!! GET THEM WHILE THEY'RE RED HOT
}

IF YOU OWN AN ATARI* \(400 / 800\) AND WOULD LIKE TO BACK UP YOUR AUTO-BOOT (BINARY)PROGRAMS ON CASSETTE OR DISK, THESE ARE THE UTILITIES FOR YOU.
(1) BOOT TAPE BACKUP: ALLOWS YOU TO COPY AUTO-BOOTCASSETTESWITHOUT A DISK DRIVE. ALSO DISPLAYS A HEX LIST OF BOOT CASSETTE
(2) TAPE TO DISK: BRING YOUR AUTO-BOOT CASSETTESUP TO DISK (BINARY- FILE).
(3) DISK TO TAPE: LETS YOU MAKE AN AUTO-BOOT CASSETTE FROM A BINARY DISK FILE.

\section*{NOTE:}
-THESE UTILITIES REQUIRE 48 K .
-THEY WILL NOT DO MULTISTAGE LOADS.
-PROGRAMS ARE NOT INTENDED FOR PIRATING BUT
FOR BACKING UP PERSONAL ARCHIVES.
-BECAUSEIT IS POSSIBLE THAT THIS PROGRAM MAY BE REPRODUCED, THERE IS A GUARANTEE OF REPLACEMENT ONLY-NO REFUNDS.
-*REGISTERED TRADE MARK OF ATARI

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CHECK ONE
() 1 FOR \(\$ 29.95\)
() 2 FOR \(\$ 39.95\)
() 3 FOR \(\$ 49.95\)

CHECK ONE
() CHECK OR MONEY ORDER
() MASTERCARD () VISA

CREDIT CARD \#
ADD \(\$ 2.50\) FOR SHIPPING AND HANDLING Allow 4-6 weeks for delivery

\title{
Secondary Education
}

One of the early complaints about the TI was the lack of educational software for the secondary school level (junior high, middle, or senior high schools). The Scott, Foresman company developed excellent courseware in mathematics and reading for the elementary grades (starting with the primary grades for their first modules). Many users wondered if their children would "outgrow" the computer. Is the TI only for younger children?

The answer is that the powerful graphics and sound capabilities make the TI an excellent learning tool for young children, but there is no reason we cannot use the same computer for older children (and for adults with home and business applications).

In the last year the software growth rate has been phenomenal, including "third party" educational software for the TI. The computer can be used in just about any subject area. New software companies and new products are being created daily. I'm gòing to review a few applications for older students here; but keep in mind that even between the time I write this column and the time it is published, many more products will probably be announced.

\section*{Educational Modules}

Texas Instruments has several modules that could be used in the junior high, middle school, or senior high school. Weight and Nutrition is a module that could be used by secondary students studying health or home economics.

Music students (and even non-musicians) can compose with the Music Maker command module. There are several options, including one in which short lines are placed on the screen and moved up or down as desired. Press a key and listen to the pattern you just created. One of the options lets you choose notes and rests and place them on a staff. You may choose a key signature and time signature. As you place the notes on the staff you can see, for example, what proportion of the measure a quarter note requires. When you finish the measure, you may listen to it or go to
the next measure. You may play more than one note at a time if you wish. And if you compose something really special, you can then save your masterpiece on cassette.

Music students will also enjoy programming their own music either to learn a difficult piece, to sing along with, or to use as accompaniment for a solo instrument. You don't often think of using a computer in a music class, but because of the excellent sound capabilities of the TI the music departments may soon be begging for their own computers.

The Home Financial Decisions module could be a boon to economics classes. No longer do you need to find the right table in the back of the textbook, pick the right formula, interpolate, etc. Use the TI computer and this module. Suppose I want to buy a house and need to borrow some money. Press 1 for loans, press 2 for size of payments. Enter \(\$ 65,000\) for the loan, 360 monthly payments, and perhaps an interest rate of 12.5 . I can find out immediately that the monthly payment is \(\$ 693.72\).

For physics and engineering students Texas Instruments has disk or cassette software called Electrical Engineering Library and Structural Engineering Library. Texas Instruments also has a Math Routine Library for advanced math students. Many times those tough equations that used to take hours or days to solve may now be solved easily and quickly with the computer.

The TI-99/4A keyboard has the letters in the same positions as those on a standard typewriter, and the shapes of the keys are similar, so the computer is ideal for touch-typing students. Students may use the Texas Instruments Touch Typing command module.

The Addison-Wesley Publishing Company has Computer Math Games, and Scott, Foresman has Math Action Games for grades one through eight or nine. What a way to practice math skills by playing a video game! Milliken Math is also developing a math drill and practice series for grades one through eight.

The Minnesota Educational Computing Consortium (MECC) is renowned for its educational software for grades one through eight in a variety of math and science subjects. Their software is being developed for the TI computer on diskette.

Control Data Publishing Company is another pioneer in computer-aided instruction with their PLATO programs for all ages in all subjects. The first programs available for the TI (also for Atari 800 and Apple II Plus) are math, physics, French, German, and Spanish. For the TI you need the 32 K memory expansion, disk controller, one disk drive, and the PLATO interpreter cartridge.

\section*{Math Competency Programs}

Below are two short programs for secondary school students. These are called "Math Competency" because these types of problems are found in SRA, ACT, or other high school standardized competency tests. Younger students (third grade and up) should also be able to use the programs.
"Buying Items" gives a list of five items with their prices. The first question requires a total cost for all five items. The second question asks which two items may be purchased with a given amount of money. The question is in multiple-choice form.
"Earning Money" is a program using hourly or weekly wages to find a total earned for a given amount of time.

If you enter incorrect answers, you will be reminded how to get the right answer, and you will be given the same type of problem again. If you enter correct answers, you have the choice of solving another of the same kind of problem or continuing on to different sorts of questions.

\section*{Programming Techniques}

\section*{"Buying Items"}

There are three different categories for price lists. The number A is chosen randomly to be 1 , 2 , or 3 . School supplies is number 1 , a toy store is number 2 , and a grocery store is number 3 . The items I\$ are read in as data in an array I\$(A,C), where \(I \$(2,4)\) would mean the name of an item in category 2 (toys), the fourth item listed.

The data for each item includes a minimum price \(\mathrm{I}(\mathrm{A}, \mathrm{C}, 1)\) and a maximum price \(\mathrm{I}(\mathrm{A}, \mathrm{C}, 2)\). For the actual price list for the problem, the price \(P\) is a random number from the minimum to the maximum:
```

D = I(A,C,2)-I(A,C,1)
P}=\textrm{I}(\textrm{A},\textrm{C},1)+\textrm{INT}(\textrm{RND}*\textrm{D}+1

```

A subroutine is used to convert the price calculated as a number of cents to a dollar value for printing in the problem. The price P is a whole number of cents. For example, 9 would be 9 cents; 59 would be 59 cents; and 135 would be 135 cents. To get the computer to print a decimal number that may include zeros for dollars, I use string
manipulation. First let \(\mathrm{P} \$\) be the string value of P .
If the length of \(P \$\) is 1 , that means there is a single digit. In dollars we'll need a leading zero, so \(P \$=\) " 0 " \& \(\& \$\). Next I check to see if we have only cents - a length of 2 - because if there are only cents I want a space between the dollar sign and the decimal point. Therefore, if LEN ( \(\mathrm{P} \$\) ) is equal to 2 , then \(P \$="\) '" \(\& P \$\). Now I put the right two characters to the right of a decimal point, and whatever is to the left are dollars. The subroutine is:
```

460 P$=STR$(P)
470 IF LEN(P$)>1 THEN 490
480 P$ = "0"\&P\$
490 IF LEN(P$)>2 THEN }51
500 P$=" "\&P\$
510 PR\$ = SEG$(P$,LEN(P$)-1,2)
520 PL$ = SEG$(P$,1,LEN(P$)-2)
530 P$ = "$"&PL$\&"."\&PR\$
540 RETURN

```

To combine string variables, an ampersand sign is used rather than a plus. In TI BASIC, IF-THEN-ELSE statements must contain statement numbers rather than commands. STR \(\$\) changes a number to a string. LEN(P\$) finds the length or the number of characters in P\$. SEG\$(P\$, A, B) yields the segment of the string P\$ starting with the character in spot number A and containing the number \(B\) characters.

\section*{"Earning Money"}

The names of the people in the problems are read in as \(\mathrm{N} \$(\mathrm{I})\) and \(\mathrm{T} \$(\mathrm{I})\) where \(I\) is a subscript from 0 to 5 . The ways of earning money are read in as phrases J\$(I).

The wage earned is \(\mathrm{P}=100+25^{*} \mathrm{INT}\) (RND* 10), which will translate from a dollar to as high as \(\$ 3.25\), in amounts divisible by 254 . With this program, the amount earned, P , is known to be at least \(\$ 1\), so the subroutine for printing the dollar amount is:
```

340 P$=STR$(P)
350 P\$ = "$"&SEG$(P$,1,LEN(P$)-2)\&"."\&SEG$(P$,
LEN(P\$)-1,2)
360 RETURN

```

A name is chosen with the random number N , and the number of hours in the first problem is a random number \(\mathrm{H}=8+\mathrm{INT}\left(\mathrm{RND}^{*} 11\right)\). For the second type of problem, the number of weeks is a random number \(W=\operatorname{INT}\left(\mathrm{RND}^{*} 19\right)+2\), which can be from two weeks to 20 weeks. The third type of problem chooses a random name, a random job, and a random number of weeks \(\mathrm{W}=\mathrm{INT}\left(\mathrm{RND}^{*} 8\right)+2\), which is from two weeks to nine weeks.

\section*{Program 1.}

\footnotetext{
100 CALL CLEAR
110 PRINT TAB (6); "MATH COMPETENCY"
120 CALL CHAR ( \(136 . " 080402 F F 020408 ")\)
130 PRINT : : : TAB (7);"BUYING ITEMS"
140 CALL COLOR (14,9,16)
}
```

150 PRINT :::::TAB(9);"BY REGENA":::
: :
160 DIM I$(3,5), I(3,5,2),N$(6),J(5),
H$(3),S$(4)
170 FOR C=1 TO 6
180 READ N$(C)
190 NEXT C
200 FOR A=1 TO 3
210 FOR C=1 TO 5
220 READ I$(A, C), I (A, C, 1), I (A, C, 2)
230 NEXT C
240 NEXT A
2 5 0 DATA ANGIE,CINDY, CHERY,RICKY,BOB
BY,RANDY, PENCIL,8,15
260 DATA ERASER,2,10,NOTEBOOK,35,99,
RULER, 29,49
270 DATA PAPER,59,90,DOLL,249,599,BA
LL,49,89,TRUCK, 100,150
280 DATA GAME, 270,500,MODEL,300,700,
CANDY,20,50
290 DATA MEAT, 123, 425, FRUIT, 24,50, CH
IPS, 100, 257, BREAD, 100,179
300 H$(1)="PENCIL AND ERASER"
310 H$(2)="BALL AND TRUCK"
320 H$(3)="CANDY AND FRUIT"
330 GOTO 550
340 PRINT TAB(15);"PRESS <ENTER>";
350 CALL KEY (O,K,S)
360 IF K<>13 THEN 350
370 RETURN
380 CALL SOUND(100,330,2)
390 CALL SOUND (150,262,2)
4 0 0 ~ R E T U R N
410 CALL SOUND(100,262,2)
420 CALL SOUND (100,330,2)
430 CALL SOUND (100,392,2)
440 CALL SOUND (200,523,2)
4 5 0 ~ R E T U R N
460 P$=STR$(P)
470 IF LEN(P$)>1 THEN 490
480 Pक="O"\&P\$
490 IF LEN(P$)>2 THEN 510
500 P$=" "\&P\$
510 PR$=SEG$(P$,LEN(P$)-1,2)
520 PL$=SEG$(P$,1,LEN(P$)-2)
530 P$="$"\&PL$&"."&PR$
5 4 0 ~ R E T U R N
5 5 0 ~ R A N D O M I Z E ~
560 A=INT (RND*3+1)
570 TP=0
5 8 0 ~ C A L L ~ C L E A R ~
590 PRINT "GIVEN THIS PRICE LIST:"::
600 FOR C=1 TO 5
610 D=I (A, C , 2)-I (A, C , 1)
620 P=I (A, C, 1) + INT (RND*D +1)
630 GOSUB 460
640 TP=TP+P
650 PRINT TAB(6);I$(A,C);TAB(15);P$
660 NEXT C
670 R=INT (RND* 13+4)
680 CALL COLOR(13,R,R)
6 9 0 ~ C A L L ~ H C H A R ( 1 8 , 6 , 1 2 8 , 1 8 )
700 CALL VCHAR (19,6,128,5)
710 CALL VCHAR(19,23,128,5)
720 CALL HCHAR (24,6,128,18)
730 F=INT (RND * 2+1)
740 IF F=2 THEN 790
750 PRINT : : "HOW MUCH WILL IT COST"
760 PRINT "TO BUY ALL THE ITEMS"
770 PRINT "ON THE LIST?"
7 8 0 ~ G O T O ~ 8 3 0 ~
790 N=INT (RND*6+1)

```

800
810 PRINT "EVERYTHING ON THE LIST."
820 PRINT "WHAT WILL THE TOTAL COST BE? "
830 INPUT "क": X
840 IF ABS \((X-T P / 100)<.001\) THEN 920
850 GOSUB 380
860 PRINT : "ADD ALL FIVE NUMBERS."
\(870 \quad P=T P\)
880 GOSUB 460
890 PRINT "THE TOTAL IS "; P\$: :
900 GOSUB 340
910 GOTO 550
920 GOSUB 410
930 CALL HCHAR (20, 1, 32, 128)
940 IF \(F=2\) THEN 970
950 PRINT "IF YOU COULD ONLY SPEND"
960 GOTO 980
970 PRINT "IF ";N\$ \((N) ; "\) COULD ONLY \(S\) PEND"
980 IF \(A<>1\) THEN 1010
\(990 \mathrm{M}=\mathrm{INT}\) (RND*5+25)
1000 GOTO 1050
1010 IF \(A<>2\) THEN 1040
\(1020 \mathrm{M}=\mathrm{INT}\) (RND*36+239)
1030 GOTO 1050
\(1040 \mathrm{M}=\mathrm{INT}(\mathrm{RND} * 18+100)\)
\(1050 \mathrm{P}=\mathrm{M}\)
1060 GOSUB 460
1070 PRINT P\$;", WHICH OF THESE PAIR \(S^{\prime \prime}\)
1080 PRINT "OF ITEMS COULD ";
1090 IF \(F<>1\) THEN 1120
1100 PRINT "YOU BUY?":
1110 GOTO 1160
1120 IF N>S THEN 1150
1130 PRINT "SHE BUY?":
1140 GOTO 1160
1150 PRINT "HE BUY?": :
\(1160 \mathrm{R}=\mathrm{INT}\) (RND*4+1)
1170 FOR \(V=1\) TO 4
1180 IF \(V=R\) THEN 1280
\(1190 \quad \mathrm{X}=\mathrm{INT}\) (RND*2+4)
12005 S \((V)=I \$(A, X)\)
\(1210 \quad \mathrm{X}=\mathrm{INT}\) (RND*3+1)
\(12205 \$(V)=S \$(V) \& " A N D{ }^{\circ}\) \& \(\&(A, X)\)
1230 IF \(V=1\) THEN 1290
1240 FQR \(V 1=1\) TO \(V-1\)
1250 IF \(S \$(V 1)=S \$(V)\) THEN 1190
1260 NEXT V1
1270 GOTO 1290
\(12805 \$(V)=H \$(A)\)
1290 PRINT TAB(3);CHR \(5(64+V) ; "\) "\&S\$( V)

1300 NEXT \(V\)
1310 CALL SOUND ( \(150,1397,2\) )
1320 CALL KEY \((0, K, S)\)
1330 IF (Kく65)+(K>68)THEN 1320
1340 CALL HCHAR (K-45,4,42)
1350 IF \(K<>64+R\) THEN 1410
1360 GOSUB 410
1370 PRINT : "TRY AGAIN? (Y/N)":
1380 CALL KEY \((0, K, S)\)
1390 IF \(K=89\) THEN 550
1400 IF \(K=78\) THEN 1450 ELSE 1380
1410 GOSUB 380
1420 CALL HCHAR ( \(19+\mathrm{R}, 3,136\) )
1430 PRINT : "THE TOTAL OF THE TWO IT EMS MUST BE LESS THAN ";P\$
1440 GOTO 1370
1450 CALL CLEAR
1460 END

\section*{Program 2.}

100 CALL CLEAR
110 PRINT TAB（6）；＂MATH COMPETENCY＂
120 PRINT ：：：TAB（7）；＂EARNING MONEY＂
130 PRINT ：：：：：TAB（9）；＂BY REGENA＂：：： ：
140 DIM N\＄（5），J\＄（5），T\＄（5）
150 FOR I＝0 TO 5
160 READ \(N\)（ I ），J\＄（I），T\＄（I）
170 NEXT I
180 DATA SAM，DOING ODD JOBS，JOHN，JOE ，MOWING LAWNS，ANDY，BOB，TENDING C HILDREN，MARK，ANN
190 DATA RUNNING ERRANDS，LENA，SUE，DO ING HOUSEWORK，AURA，KAY，DELIVERIN G ADS，DAWN
200 GOTO 370
210 PRINT ：TAB（15）；＂PRESS 〈ENTER〉＂；
220 CALL \(\operatorname{KEY}(0, K, S)\)
230 IF Kく＞13 THEN 220
240 RETURN
250 CALL SOUND（ \(100,330,2\) ）
260 CALL SOUND \((150,262,2)\)
270 RETURN
280 CALL SOUND（ \(100,262,2\) ）
290 CALL SOUND \((100,330,2)\)
300 CALL SOUND \((100,392,2)\)
310 CALL SOUND（200，523，2）
320 RETURN
\(330 \quad P=100+25 * I N T(R N D * 10)\)
340 P\＄＝STR\＄（P）
 SEG\＄（P\＄，LEN（P\＄）－1，2）
360 RETURN
370 CALL CLEAR
380 RANDOMIZE
390 N＝INT（RND＊6）
\(400 \mathrm{H}=8+\) INT（RND＊11）
410 GOSUB 330
420 PRINT N\＆（N）；＂WORKS＂；H；＂HOURS PE R WEEK．＂
430 IF \(N<3\) THEN 460
440 PRINT ：＂SHE EARNS＂；
450 GOTO 470
460 PRINT ：＂HE EARNS＂；
470 PRINT P\＄；＂PER HOUR．＂
480 IF N＜S THEN 510
490 PRINT ：＂HOW MUCH DOES SHE EARN＂
500 GOTO 520
510 PRINT ：＂HOW MUCH DOES HE EARN＂
520 PRINT ：＂IN A WEEK？＂：
530 INPUT＂\＄＂：D
540 D \(1=\mathrm{P} * \mathrm{H} / 100\)
550 IF ABS（D－D1）＞．001 THEN 610
560 GOSUB 280
570 PRINT ：：＂TRY AGAIN？（Y／N）＂
580 CALL \(\operatorname{KEY}(0, K, S)\)
590 IF K＝89 THEN 370
600 IF \(K=78\) THEN 680 ELSE 580
610 GOSUB 250
620 PRINT ：＂MULTIPLY＂；H；＂HOURS BY＂； Pक：：＂PER HOUR．＂
\(630 \mathrm{P}=\mathrm{H} * \mathrm{P}\)
640 GOSUB 340
650 PRINT ：＂THE ANSWER IS＂；\(\$\)
660 GOSUB 210
670 GOTO 370
680 CALL CLEAR
690 RANDOMIZE
\(700 \mathrm{~N}=\mathrm{INT}\)（RND＊6）
\(710 \mathrm{H}=\mathrm{INT}(\) RND＊ 11\()+8\)

720
GOSUB 330
PRINT \(N \$(N) ; "\) EARNS＂；P\＄；＂PER H OUR．＂
740 IF \(N<3\) THEN 770
750 PRINT ：＂SHE WORKS＂；
760 GOTO 780
770 PRINT ：＂HE WORKS＂；
780 PRINT H；＂HOURS PER WEEK．＂
790 IF \(N<3\) THEN 820
800 PRINT ：＂HOW MUCH WILL SHE EARN I \(N^{\prime \prime}\)
810 GOTO 830
820 PRINT ：＂HOW MUCH WILL HE EARN IN
\(830 W=\) INT（RND＊19）+2
840 PRINT ：W；＂WEEKS？＂：：
850 INPUT＂\(\$\)＂：D
860 D \(1=\mathrm{P} * \mathrm{H} * W / 100\)
870 IF \(A B S(D-D 1) \geqslant .001\) THEN 930
880 GOSUB 280
890 PRINT ：：＂TRY AGAIN？（Y／N）＂
900 CALL KEY（O，K，S）
910 IF K＝89 THEN 680
920 IF \(K=78\) THEN 1030 ELSE 900
930 GOSUB 250
940 PRINT ：＂MULTIPLY＂；H；＂HOURS BY＂
950 PRINT ：P\＄；＂PER HOUR．＂
960 PRINT ：＂THEN MULTIPLY BY＂；W；＂WEE KS．＂
970 PRINT ：＂THE ANSWER IS＂；
\(980 \mathrm{P}=\mathrm{H} * \mathrm{P} * W\)
990 GOSUB 340
1000 PRINT P\＄：：
1010 GOSUB 210
1020 GOTO 680
1030 CALL CLEAR
\(1040 \mathrm{~J}=\) INT（RND＊6）
\(1050 \mathrm{~T}=\mathrm{INT}\)（RND＊6）
1060 GOSUB 330
\(1070 \mathrm{~W}=\) INT（RND＊8）+2
1080 PRINT T\＄（T）；＂EARNED＂；P\＄；＂LAS T WEEK＂
1090 PRINT：J\＄（J）；＂．＂
1100 IF \(T<3\) THEN 1130
1110 PRINT ：＂IF SHE EARNED THIS AMOU NT＂
1120 GOTO 1140
1130 PRINT ：＂IF HE EARNED THIS AMOUN \(T^{\prime \prime}\)
1140 PRINT ：＂EVERY WEEK，WHAT WOULD THE＂
1150 PRINT ：＂TOTAL INCOME BE FOR＂
1160 PRINT ：W；＂WEEKS？＂：：
1170 INPUT＂\＄＂：D
\(1180 \mathrm{D} 1=\mathrm{P} * \mathrm{~W} / 100\)
1190 IF ABS（D－D1）＞．001 THEN 1250
1200 GOSUB 280
1210 PRINT ：：＂TRY AGAIN？（Y／N）＂；
1220 CALL \(\operatorname{KEY}(0, K, S)\)
1230 IF \(K=89\) THEN 1030
1240 IF \(K=78\) THEN 1330 ELSE 1220
1250 GOSUB 250
1260 PRINT ：＂MULTIPLY＂；P\＄；＂PER WEE K＂
1270 PRINT ：＂BY＂；W；＂WEEKS．＂
1280 P＝P＊W
1290 GOSUB 340
1300 PRINT ：＂THE ANSWER IS＂；P\＄：：
1310 GOSUB 210
1320 GOTO 1030
1330 CALL CLEAR
1340 END

\title{
VICword
}

\author{
Mark Niggemann
}

Many programmers find that typing a question mark instead of having to type out the entire word "PRINT" is a great timesaver. How would you like to be able to use single-key entry for 52 BASIC commands? With VICword running in your VIC, you can hold down the SHIFT key and hit the letter " \(L\) " and the word " \(L O A D\) " will appear on screen. Hold down the COMMODORE key and hit " \(L\) " and "SAVE" writes itself on the screen. Especially helpful when typing in those long BASIC programs, VICword is a clever machine language program that puts itself into memory (expanded or not), protects itself from interference by BASIC, and then tells you how to turn it on or off whenever you want. Just type in the program (SAVE a copy of it) and then RUN it. It does the rest.

Before buying a Commodore VIC, I used my father's PET for most of my programming work. One nice utility programming aid that I had at my disposal was Charles Brannon's "Keyword" (COMPUTE!, August 1981, \#15). After typing in a couple of long programs on the VIC, I set out to make a revision of Keyword for the VIC.

I was not content with only 26 defined keys. After all, the VIC has both the COMMODORE key and the SHIFT key. So, why not use both to get a total of 52 defined keys? This would prove to be a difficult task. The original Keyword program relied on the fact that the ASCII code values of the SHIFTed letters were in numeric order. On the VIC, the COMMODORE keyed letters are not in that order. This made things very tough.

After looking at Jim Butterfield's memory map (COMPUTE!, January 1982, \#20), I noticed a curious link located at \(\$ 028 \mathrm{~F}\) and \(\$ 0290\), respectively, that I thought might help. After some further examination, I found that this link points to a routine in ROM that sets up the appropriate keyboard lookup table, depending on whether the SHIFT, COMMODORE, or CONTROL key is being depressed. The lights came on at this point. Since this routine in ROM is part of the interrupt scan for clock updating, cursor flash, and keyboard handling, it is possible to run "VICword" using this link and also to take care of the problem of the COMMODOREd letters.

When you SYS the ON/OFF address given by the loader program, VICword will set the link at
\(\$ 028 \mathrm{~F}\) and \(\$ 0290\) to point to its scan portion. In scanning, VICword checks to see if the quote mode flag is set. The reason this is done is so that you can still get graphics characters when you need them. If this flag is set, VICword will promptly exit the scan. If it isn't, VICword then checks if the SHIFT or COMMODORE key is being pressed. If either is pressed, then the keyboard lookup table pointer, located at \$F5 and \$F6, is set to point at the SHIFT key lookup table.

By using this table, and not the COMMODORE key lookup table, the ASCII values are in numeric order. VICword will determine which table of token values it will use and will read the tokenized keyword for the particular key pressed. The rest of VICword is identical to Keyword in function.

\section*{Entering VICword}

Some precaution should be observed when you type in VICword. Since this is a machine language program, a single mistake in the DATA statements


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could cause VICword to crash. Generally, it is a good idea to SAVE any machine language program before you try to execute it. Then, if you do crash and you can't get out of it by using RESTORE, you can just load in the version that you saved and recheck the DATA for any erroneous entry.

When I defined the keyword tables used in VICword, I chose the most commonly used keywords in BASIC. I tried to make most of the SHIFT keys complementary to the COMMODORE keys. For example, SHIFT G is GOSUB and COMMODORE G is RETURN. Not all keys could be paired up like this. See the table to find out the key definition.

I have used VICword quite often to help out on those long programs. I hope that VICword is as useful a tool for you as it has been for me. If you don't want to take the trouble of typing in VICword, I'll provide you with a copy. Send a blank cassette, an SASE mailer, and \(\$ 3\) to:

Mark Niggemann
Pearson \#2208
Friley Hall
Iowa St. University
Ames, IA 50012
\(1 \varnothing \varnothing\) REM** VICWORD LOADER
140 IF \(\operatorname{PEEK}(\operatorname{PEEK}(56) * 256)<>12 \emptyset T H E N P O K E 56\), PEEK (56)-1:CLR
\(150 \mathrm{HI}=\operatorname{PEEK}(56): \mathrm{BASE}=\mathrm{HI} * 256\)
\(16 \emptyset\) PRINT"\{CLEAR\}PATIENCE..."
\(17 \emptyset\) FOR \(A D=\emptyset\) TO 211: READ BY
\(18 \emptyset\) POKE BASE+AD,BY: NEXT AD
190 :
\(2 \emptyset \emptyset\) REM RELOCATION ADJUSTMENTS
\(21 \emptyset\) POKE BASE+26,HI: POKE BASE+81,HI
220 POKE BASE+123;HI: POKE BASE+133,HI
230 :
240 PRINT"\{CLEAR\}*** VICWORD ***"
250 PRINT"ON/OFF: SYS\{REV\}";BASE
\(26 \varnothing\) END
\(27 \emptyset\) DATA \(120,173,143,2,2 \emptyset 1,32\)
280 DATA 2ø8, 12, 169, 220, 141, 143
290 DATA \(2,169,235,141,144,2\)
3øø DATA 88, 96, 169, 32, 141, 143
\(31 \emptyset\) DATA 2, 169, Ø, 141, 144, 2
320 DATA \(88,96,165,212,2 \emptyset 8,117\)
330 DATA \(173,141,2,201,3,176\)
\(34 \emptyset\) DATA 11Ø, 2ø1, Ø, 24Ø, 1ø6, 169
350 DATA 159, \(133,245,169,236,133\)
\(36 \emptyset\) DATA \(246,165,215,201,193,144\)
\(37 \emptyset\) DATA \(95,201,219,176,91,56\)
380 DATA \(233,193,174,141,2,224\)
\(39 \emptyset\) DATA 2, 2ø8, 3, 24, 105, 26
\(4 \emptyset \emptyset\) DATA \(17 \varnothing, 189,159, \emptyset, 162, \emptyset\)
\(41 \emptyset\) DATA \(134,198,17 \emptyset, 16 \emptyset, 158,132\)
420 DATA \(34,160,192,132,35,160\)
\(43 \varnothing\) DATA \(\varnothing, 1 \varnothing, 24 \emptyset, 16,2 \emptyset 2,16\)
440 DATA \(12,230,34,208,2,230\)
450 DATA \(35,177,34,16,246,48\)
\(46 \emptyset\) DATA \(241,20 \emptyset, 177,34,48,17\)
\(47 \emptyset\) DATA \(8,142,211, \emptyset, 230,198\)
\(48 \emptyset\) DATA \(166,198,157,119,2,174\)
\(49 \emptyset\) DATA 211, \(\varnothing, 4 \emptyset, 2 \emptyset 8,234,23 \emptyset\)
\(5 \emptyset \emptyset\) DATA 198, 166, 198, 41, 127, 157
\(51 \varnothing\) DATA 119, 2, 230, 198, 169, 20
\(52 \emptyset\) DATA 141, 119, 2, 76, 220, 235

530 DATA 76, 67, 236
540
\(55 \emptyset\) REM *VICWORD TOKENS FOR SHIFT KEY
560 :
\(57 \emptyset\) DATA \(153,175,199,135,161,129\)
580 DATA 141, 164, 133, 137, 134, 147
590 DAT'A 2ø2, 181, 159, 151, 163, 201
6ØØ DATA 196, 139, 192, 149, 15Ø, 155
610 DATA 191, 138
620 :
\(63 \emptyset\) REM *TOKENS FOR COMMODORE KEY
640 :
\(65 \emptyset\) DATA \(152,176,198,131,128,130\)
660 DATA \(142,169,132,145,140,148\)
\(67 \emptyset\) DATA 195, 187, 160, 194, 166, 200
680 DATA 197, 167, 186, 157, 165, 184
690 DATA 190, 158, Ø

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\section*{CRAB}

\title{
(Cross Reference For Atari BASIC)
}

\author{
Manny Juan
}

\begin{abstract}
Remarkable for its brevity, this useful Atari utility will print out a list of the variables in a BASIC program and show in which lines they appear. It will work on any Atari using a disk drive and for any BASIC program stored with the SAVE command.
\end{abstract}

CRAB is probably the smallest and shortest cross reference program ever written for any computer (47 lines in less than 2 K ), and it is written entirely in BASIC.

This was made possible by taking advantage of two features of Atari BASIC: internal tokenization and a "dynamic keyboard" capability.

\section*{Internal Tokenization}

When a program is SAVEd to disk, it is stored according to this scheme: 14 bytes from page zero are written out first. These seven, two-byte registers serve as pointers to the different tables and areas within the program. They are followed by the variable name table, which is delimited by a trailing zero byte. The variable value table comes next, where one entry is eight bytes long, and each corresponds to a variable in the previous table. Finally, the tokenized BASIC statements are written out in the internal format that they are stored in RAM.

\section*{Dynamic Keyboard Capability}

\section*{"Dynamic Keyboard" allows a program, while} running, to add or change statements into memory by displaying those statements on the screen, then invoking what Atari calls the "forced RETURN" routine through a set of POKE statements. This routine takes what is on the screen and processes it as if it were input through the keyboard and terminated with a RETURN key.

\section*{How CRAB Works}

This utility will run on any disk-based Atari system and will cross reference programs stored with the ṠAVE command.

It starts by asking which program on disk to cross reference and determines whether it is in-
deed a BASIC program by checking to see if the first two bytes are equal to zero. These bytes normally contain the address of low memory when used in RAM, but they are normalized to zero when saved to disk or tape.

The subroutine GC (defined at line 60) is used throughout the program to obtain the next byte from disk.

\section*{Variable Name Table}

The next 12 bytes are skipped because they are not used by this utility. The utility is now ready to process the Variable Name Table. This table is actually a string of characters which contains all the variable names used during the development of the program in the order that they were entered. The last byte of the variable name has its high bit turned on to serve as a delimiter.

Whenever a variable name is extracted by CRAB, its position in the table (relative to zero) is added to 128 , and the sum is multiplied by 100 to create a line number. A REMark statement containing only the variable name, but using the previously computed line number, is displayed on the screen and gets added into memory using the "forced RETURN" or "dynamic keyboard" feature described above. (Screen display was "turned off"' in this program, but you can restore it by REMarking the SETCOLOR statement in line 100.)

For example, if this utility itself were the target program for cross reference, the first few variables would be processed and added as REMark statements into memory like this:
\begin{tabular}{lll}
12800 & REM & TB \\
12900 & REM & I \\
13000 & REM & T \\
13100 & REM & Z \\
- & & \\
etc. & &
\end{tabular}

The whole process of extracting the variables from the Variable Name Table is done by lines 100 through 160 in the listing.

After all variable names have been stored

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into memory as BASIC REMark statements, the whole variable value table is also skipped (line 180) because the variables are not used by this utility.

CRAB is now ready to process the program statements.

\section*{Tokenized Variables}

The first time a variable is used during program development, its name is added to the variable name table, and its position, plus 128, becomes its token "assignment." Using CRAB again as our example, the variable "T8" will always be tokenized into one byte as 128 , the variable " I " as 129 , "T" as 130 , etc.

The token assignments are basically what \(C R A B\) uses to recognize variables when it is stepping through the tokenized program. A token whose value is 128 or greater is usually a representation for a variable. However, it is still conceivable that some tokens may contain such values. This is especially possible in line number tokens, BCD numbers, and character strings within REM or DATA statements. CRAB was written to recognize and skip these instances.

When CRAB encounters the line number, it saves it immediately (line 190). Lines 210 through 230 take care of recognizing and skipping REMark and DATA statements. The end-of-statement (token 20) and end-of-line (token 22) delimiters are caught at lines 240 and 250 to allow orderly processing of statements. Line 270 checks whether the token being processed is a number; if it is, the next six bytes are skipped. (Numbers start with token 14, followed by their BCD representation in six more bytes.) And̆, finally, line 270 checks whether the token being looked at is a variable.

When a variable is recognized, CRAB prepares a REMark statement whose value is the current line number being processed. Then it takes the token value of the variable, multiplies it by 100, and adds the usage count for that variable (stored in array N ). The result becomes the line number of this REMark statement, which is again inserted into its proper place in memory through the use of the "dynamic keyboard" feature.

This procedure is best shown by an example. Suppose the line being processed is line 40 of the CRAB listing. In this case, the variables I, Z , and \(A \$\) have token assignments of 129, 131, and 136, respectively. At this point, both variables I and \(Z\) would have a usage count of one (when they are defined at line 10); while A\$ has a usage count of two, since it is also used in line 20.

At line 40, these usage counts all get incremented by one, and the following BASIC REMark statements are generated:


13603 REM 40
You can see that, after all variables have been processed, the memory area after the CRAB utility will be filled with hundreds of REMark statements, starting with line 12800. Any line ending in 00 (evenly divisible by 100) would be carrying a variable name, and it would be immediately followed by scores of other REMark statements which list all the line numbers that reference it. (And they are sorted, too!)

It remains a simple matter for CRAB to skip itself (lines 400, 410), process the above REMark statements, and format them into a cross reference listing.

\section*{RUN Notes}

You will notice that the cross reference listing produced does not show the variables in alphabetical sequence and that multiple references to a variable in the same line appear as repeated line numbers. This is the price we pay for a short (but unique) cross reference program like CRAB.

Because of the way variable names are stored in the variable name table (first come, first served, and no garbage collection), it may be a good idea to first LIST the target program to disk, reENTER it to RAM (to clear unused variables), and then SAVE it back in tokenized form. The resulting file may then be processed by CRAB.
```

10 REM CRAB - CROSS REFERENCE ATARI B
ASIC, VERSION 1, BY MANNY JUAN
20 CLR :TB=256:I=1:T=2:Z=0:L=128:R=84
2:H=100:DIM N(127),A$(16)
30 TRAP 330:? CHR$(125);"PROGRAM TO x
REF";: INPUT A\$
40 OPEN \#I, 4, Z, A\$
50 GC=60:GOTO 70
60 GET \#I, C:RETURN
70 GOSUB GC: D=C:GOSUR GC:D=D+C
8O IF D THEN ? A$;" IS NOT A BASIC FK
    OGRAM":END
90 FOR J=I TO 12:GOSUB GC:NEXT J
100 LN=L*H:SETCOLOR I,9,4
110 GOSUB GC:IF NOT C THEN 170
120?CHR$(125):? CHR$(29):? LN;" REM
        ";
130 ? CHR$(C-L*(C>127));:IF NOT (C>1
27) THEN GOSUB GC:GOTO 130
140 SOUND Z,LN,10,8:?:? :? "CONT":PO
SITION Z,Z:POKE R, 13:STOF
150 POKE R, 12
160 LN=LN+H:GOTO 110
170 FOR J=Z TO 127:N(J)=Z:NEXT J
180 FOR J=I TO 8*(LN/H-L):GOSUB GC:NE
XT J
190 GOSUB GC:LN=C:GOSUB GC:LN=LN+C*T8
200 GOSUB GC:GOSUB GC
210 GOSUB GC:IF C >I THEN 240
220 GOSUB GC:IF C<>155 THEN 220
230 GOTO 190
240 GOSUB GC:IF C=20 THEN GOSUB GC:GO
TO 210
250 IF C=22 THEN 190
2 6 0 ~ I F ~ C = 1 4 ~ T H E N ~ F O R ~ J = Z ~ T O ~ S : G O S U R ~ G ~
C:NEXT J:GOTO 240

```
```

270 IF C<L THEN 240
280 D=C-L:N(D)=N(D)+I:SOUND Z,LN, 10, 8
: SOUND I, D+30,10,8
290 ? CHR$(125):? CHR$(29):? (L+D) *H+
N(D);" REM ";LN
300 ?:?:? "CONT":POSITION Z,Z:FOKE
R,13:STOP
310 POKE R,12
320 GOTO 240
3SO TRAP 3SSS3:SOUND Z,Z,Z,Z:SOUND I,
Z,Z,Z
340 SETCOLOR I,9,10:? CHR$(125)
350 X=PEEK (195):IF X<>136 THEN ? "ERR
        ";X;" AT LINE ";PEEK(186) +PEEK(1
    87)*T8:END
3G0 CLOSE #I:CLOSE #6:OPEN #6,4,Z,"K:
370 ? "HIT ANY KEY WHEN PRINTER IS RE
    ADY{5 SPACES) (OR ESC TO QUIT)"
380 GET #b, X=IF }X=27\mathrm{ THEN END
390 LPRINT "XREF LISTING FOR ";A$
400 X=PEEK(136) +PEEK(137)*T8
410 PL=PEEK (X+T) :LN=PEEK (X) +PEEK (X + I)
*T8:IF LN<L*H THEN X=X+PL:GOTO }4
O
420 D=INT (LN/H):M=LN-H*D:IF NOT M TH
EN LPRINT:LPRINT
430 PL=PEEK (X+T):FOR J=5 TO PL-T:LPRI
NT CHR\$ (PEEK (X+J)) ; : NEXT J
440 LPRINT " ";:IF NOT M THEN LPRINT
450 X=X +PL:LN=PEEK(X) +PEEK (X + I)*TB:IF
LN<32768 THEN 420
460 LPRINT = LPRINT = LPRINT D-L+I;" VA
RIABLES"
470 END

```

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\title{
Programming Characters On An Expanded VIC-20
}

\author{
Paul F. Schatz
}

\begin{abstract}
You can use programmable characters in VIC programs requiring more than 2.5 K . The solution: move the start of BASIC beyond the screen and programmable character RAM.
\end{abstract}

One of the best features of the VIC-20 computer is its ability to define character sets. Besides allowing the design of custom characters, this feature can also be used for high resolution plotting. (These features are outlined in the VIC-20 Programmer's Reference Guide and will not be discussed in this article.) The versatility of the programmable characters is somewhat limited since the RAM used for displaying the screen and for defining the characters must be addressed in the memory from 4096 to 8192. Table 1 gives the locations and contents of the various possible character sets.

With an unexpanded (5K) VIC or a VIC expanded with the 3K RAM card, this limitation is of no consequence since the screen and character set are placed at the top of memory after the BASIC program. However, when an 8 K RAM card is plugged into a VIC, the location of the screen RAM moves to extend from 4096 to 4607 , and the start of BASIC moves to 4608 . These changes eliminate, to all intents and purposes, using the programmable characters since any BASIC program requiring more than 2.5 K tramples on the RAM area normally used for programmable characters.

There is a software solution, and a relatively simple one at that. In essence, the solution lies in moving the "start of BASIC" to a location beyond the screen and programmable character RAM. Here's a method for moving the start of BASIC, including several examples.

\section*{Moving The Screen}

A simple method for moving the screen is to set the screen memory page register (location 648) and call the ROM routine which initializes the I/ O. For example, to move the start of screen on an expanded VIC from 4096 to 7680 (the default location on the unexpanded VIC) enter the following statement:

POKE648,30:SYS58648

\section*{Moving The Start Of BASIC}

In practice, the programmer has to be careful about where BASIC is located or the screen can be plopped right into the middle of the program with disastrous results. The simple method for avoiding conflicts of this sort is to move the start of BASIC to the start of the 8 K expansion RAM. This frees up the internal RAM on the VIC (locations 4096 to 8191) for video operations such as multiple screens, custom characters, etc. The start of BASIC is moved with

\section*{POKE8192,0:POKE43,1:POKE44,32:NEW}

Moreover, it is possible to use custom character files created with the Commodore Character Editor. The technique follows. Place the 8K (or more) expander in the expansion slot. Turn the VIC-20 on. Move the start of BASIC. Move the screen to 7680. Load the character set file. Enter NEW. It is important to NEW the computer to get the BASIC pointers straightened around. Not to NEW can lead to a crash. Now enter the program that uses the custom characters. Since the screen is located from 7680 to 8186 and the custom character definitions start at 7168, everything that the Programmer's Reference Guide says about them applies, e.g., to display the custom characters POKE36869,255.

An alternative, somewhat simpler method for moving BASIC is:

POKE 642,32: SYS 58232

\section*{Other Configurations}

As mentioned earlier, moving the start of BASIC to 8192 chops 3.5 K from the RAM area which can be used by BASIC. Two K of this area can be used for programmable character definitions, leaving only 1.5 K of RAM which can be used for storage or for machine language routines. To retain as much RAM as possible for BASIC programs and still have programmable character capability, the start of BASIC can be moved to 6656, the screen located from 6144 to 6655 , and the programmable character set ( 256 characters) located from 4096 to 6143.

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If needed, another 5 K of programmable RAM can be recovered by overlapping the screen with the character set descriptions, i.e., start BASIC at 6144, locate screen from 5532 to 6143, and locate programmable characters from 4096 to 6143. Characters 191 to 255, whose definitions are located in the same area as the screen, are lost. This configuration leaves 10 K of RAM open for BASIC programming.

The most concise method for pulling together all the loose threads for the various options is

\section*{Table 1: \\ Location of character sets with screen at 4096}

Characters displayed

with Table 2. Substituting the appropriate values from the table into the following statements moves the screen and the start of BASIC to the designated locations. To move the start of BASIC, enter

\section*{POKE 44,SB:POKE BB,0:NEW}

To move the screen, run the following program:
1ø POKE 36866,CR2: POKE 36869,CR5: POKE 648,SC
\(2 \emptyset\) FOR J=217 TO 228: POKE J,LI: NEXT
30 FOR J=229 TO 250: POKE J,LI+l: NEXT
To use the programmable character set in a program, incorporate the following statement:

\section*{POKE 36869,CS}

\section*{Table 2:}

Relocating BASIC, screen RAM, and character sets
\begin{tabular}{lrrrrr} 
Start of BASIC & 8192 & 8192 & 6656 & 6144 & \\
SB & 32 & 32 & 26 & 24 & \\
BB & 8192 & 8192 & 6656 & 6144 & \\
PRINT FRE(0) & 8189 & 8189 & 9725 & 10237 & \\
Start of screen & 4096 & 7680 & 6144 & 5632 & \\
CR2 & 22 & 150 & 22 & 150 & \\
CR5 & 192 & 240 & 224 & 208 & \\
SC & 16 & 30 & 24 & 22 & \\
LI & 144 & 158 & 152 & 150 & \\
Location of color RAM & 37888 & 38400 & 37888 & 38400 & \\
Location of char. set & 7168 & 7168 & 4096 & 4096 & \\
CS & 207 & 255 & 236 & 220 & ©
\end{tabular}

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\title{
Magic Commodore BASIC
}

\author{
David Sale
}

\begin{abstract}
Reversed REMs, subroutine protection, a program with backward line numbers, invisible lines - all these and several other tricks are possible when you type SYS 4 and fall into the world below PET BASIC. For any PET/CBM model. These techniques can also be applied to the VIC-20 and Commodore 64 if you have a machine language monitor such as VICMON, TINYMON, or Supermon 64.
\end{abstract}

BASIC is a very civilized language. Machine code is more exacting, but it is capable of doing certain things that BASIC cannot do. Wouldn't it be nice to be able to force BASIC to break some of its rules some of the time?

If you are willing to tinker a bit, there is a way. First, though, you must thoroughly understand how BASIC code is stored in memory. Enter the following program carefully:
```

10}\cdot\textrm{REM START
2\emptyset PRINT "2\emptyset ";
3\emptyset PRINT "3\emptyset ";

```

Save this on tape or disk since you may need to reLOAD it later.

For the PET/CBM, type SYS 4 to enter the monitor, then M 0400,0420 to display the relevant part of memory. Your screen should look like this:
\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|}
\hline & øø Ø & ØD & ¢ 4 & هn & ø0 & & 8 F & & \\
\hline & 4 & 415 & 52 & 54 & ø0 & 01 & A & & \\
\hline & øø 9 & 992 & 20 & 22 & 32 & 23 & 30 & \(2 \emptyset\) & \\
\hline & 3В \(\varnothing\) & øø 2 & 27 & ø4 & 1 L & E & øø & & \\
\hline & & & & & & & & & \\
\hline
\end{tabular}

The numbers in the first column represent the memory addresses of the next bytes; hence, the value found in 0418 is \(3 B\) (hex), while that in 041 C is 1 E (hex).

Each BASIC line consists of four parts. This can be illustrated by examining the values starting at 0401:
1. The first two bytes ( 0 D 04 ) point in low-high order to the beginning of the next line, i.e., to address 040D.
2. The next two bytes \((0 \mathrm{~A} 00)\) give the line number, also in low-high order (000A hex \(=10\)
decimal).
3. The following bytes give the contents of the line with tokens like 8 F (REM) and 99 (PRINT) for BASIC words.
4. The 00 marks the end of the line.

For the VIC or 64, type the proper SYS to invoke whatever monitor version you are using. For the 64, display memory locations 0800-0820 (hex). The display should be the same as for the PET/CBM, except that all the locations which show 04 for this and all other examples will show 08 on the 64 .

The VIC is slightly more complicated because the start of BASIC moves as memory is added. For the unexpanded VIC, display memory locations 1000-1020 (hex). The display should be the same as for the PET/CBM, except that all locations that show 04 in the examples will now show 10. For the VIC with 3 K expansion, simply follow the instructions for the PET/CBM examples since the start of BASIC has now moved to 0400. If you add 8 K or more, display memory locations 1200-1220 (hex). The display should be the same as for the PET/CBM, except that all locations which show 04 show 12 instead.

\section*{Highlighting REMarks}

In a long program it might be useful to have the REMark statements highlighted to make them easier to find. Typing "RVS" will not produce the desired result, since that will place a 52 (hex) in memory, not the desired 12. Using quotes and RVS will place the 12 in memory; however, the RVS will print as a reversed R, but will not highlight the line!

The solution? Replace the value following the 8 F (hex for REM) with 12 by putting it there in the monitor. In other words, line 0400 (after you type this in and hit RETURN) will look like this:
Ø4Øø Øø ØD Ø4 ØA Øø 8F 1253
Exit from the monitor by typing \(X\), then LIST the program. The REM statement will be highlighted. You can locate all the \(8 \mathrm{~F}^{\prime}\) s in a long program by hand, but this would be rather tedious. A better

solution would be to use a short machine language program (Program 1 or 2 ) to do this for you once the procedure is understood. The program will automatically check to make certain that the 8 F is a REM, not part of a pointer or line number.

Editing in BASIC any highlighted line will, of course, remove the highlighting because BASIC will not accept the RVS command from the screen.

\section*{Protecting Line Numbers}

BASIC will accept sequential numbers up to 63999 (F9FF hex). Entering two lines with the same number will delete the first. Entering line numbers like 64000 will create an error remark even though numbers up to FFFF hex should be available. But if we can manipulate BASIC by entering the monitor, we should now be able to create a program with extra large line numbers or with all lines the same number:
\begin{tabular}{lllllllll}
\(\emptyset 4 \emptyset \emptyset\) & \(\emptyset \emptyset\) & \(\emptyset D\) & \(\emptyset 4\) & \(\emptyset \emptyset\) & FA & \(8 F\) & \(2 \emptyset\) & 53 \\
\(\emptyset 4 \emptyset 8\) & 54 & 41 & 52 & 54 & \(\emptyset \emptyset\) & \(1 A\) & \(\emptyset 4\) & \(\emptyset 1\) \\
\(\emptyset 41 \emptyset\) & FA & 99 & \(2 \emptyset\) & 22 & 32 & \(3 \emptyset\) & \(2 \emptyset\) & 22 \\
\(\emptyset 418\) & \(3 B\) & \(\emptyset \emptyset\) & 27 & \(\emptyset 4\) & \(\emptyset 2\) & FA & 99 & \(2 \emptyset\) \\
\(\emptyset 42 \emptyset\) & 22 & 33 & \(3 \emptyset\) & \(2 \emptyset\) & 22 & \(3 B\) & \(\emptyset \emptyset\) & \(\emptyset \emptyset\)
\end{tabular}

Typing the changes above will create a program starting at line 64000 . The lines cannot be edited or deleted using BASIC unless they are first renumbered.

\section*{Now You See It, Now You Don't}

If you are really determined to protect a subroutine, one of the best ways involves fiddling with the pointers. Try making the following change in the original program:
Ø4ØØ Øø 27 Ø4 ØA ØØ 8F \(2 \emptyset 53\)
When you LIST it, only the first line will appear. The reason is that the pointer which is used in LISTing directs the computer to the end of the program, not to the second line. However, the program will RUN correctly.

A slightly more complicated method will produce all of the desired lines in a scrambled, renumbered sequence that is totally protected, yet appears to be quite normal when LISTed on the screen:
```

\emptyset4\emptyset\emptyset \emptyset\emptyset 1A Ø4 ØA Ø\emptyset 8F 2\emptyset 53
Ø4\emptyset8 54 41 52 54 Ø\emptyset 27 Ø4 lE
\emptyset41\emptyset Ø\emptyset 99 2\emptyset 22 32 3\emptyset 2\emptyset 22
\emptyset418 3B Ø\emptyset ØD Ø4 14 Ø\emptyset 99 2\emptyset
\emptyset42\emptyset}22233 3\emptyset 2\emptyset 22 3В Ø\emptyset Ø\emptyset

```

Try LISTing and then RUNning this program.
You will notice that the lines LIST as 10, 20, 30, but RUN in the order 10,30,20. Now try to edit one of these lines using BASIC. When you press RETURN, be prepared for a beautiful screen display and a total crash!

What happened? We changed the pointers which the LIST command uses, but the RUN com-
mand does not. Line 10 actually points to line 30 ( 1 A 04 ). Line 30 points to line 20 ( 0 D 04 ), and line 20 points to the end of the program (2704). Exchanging the line numbers for 20 and 30 made them appear to be listing in the correct order when, in fact, they were not.

As long as your subroutine does not use any lines called by GOTO or GOSUB (other than the first line), you can reverse the entire sequence of lines for total protection. Be sure, though, to make a note to yourself describing exactly what you have done, or in six months' time you may never be able to remember how to edit your protected program.

\section*{NEW And Re-NEW}

Have you ever had the falling sensation, when typing NEW, of realizing that you had forgotten to SAVE your program first? Fortunately, BASIC only resets several pointers. All you have to do is enter the monitor and return these to their correct values.

Type NEW with our sample program in memory, then examine line 0400:

\section*{Ø4ØØ Øø Øø Øø ØA Øø 8F 2Ø 53}

You will see that only the second and third bytes have been changed. Since these should be the pointers to indicate the start of the second line, you simply look through memory for the next 00 and place the following address (040D) in lowhigh order (0D 04) in locations 0401 and 0402.

The program will now LIST, but it will not RUN correctly if any variables or arrays are used. To correct this, you must correct several pointers on page one of memory that control BASIC operations. Make a note of the address of the second 00 at the end of the program. Write it down in low-high sequence. In our sample program, the second 00 is at 0427 , so we would write down 2704.

For Upgrade and 4.0 ROMs, display M 002A, 002F. For Original ROMs, display M 007C, 0081. For the VIC and 64, display M 002D,0031. In our example, these memory locations will now contain:
øø2A ø3 ø4 ø3 ø4 ø3 ø4
Change each pair to the number you have written down. Press RETURN, then exit from the monitor with X. You have now restored the pointers for the beginning of variables and the end of variables and arrays to their correct values. It's a good idea also to type CLR before running the program again.

Monitor fiddling is a large topic, and this article only scratches the surface. Armed with a good memory map and a table of BASIC keyword codes, you should be able to discover many new possibilities for yourself.

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\section*{Program 2.}
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\(6 \emptyset\) PRINT "\{DOWN\}LOAD AND RUN THIS PROGRAM , THEN LOAD"
\(7 \varnothing\) PRINT"PROGRAM TO HIGHLIGHT."
\(8 \emptyset\) PRINT"\{DOWN\}TYPE \{REV\}SYS \(864\{O F F\}\) TO ~
ACTIVATE."
\(9 \varnothing\) PRINT"\{DOWN\}ALL REMARK STATEMENTS WILL THEN APPEAR"
1øø PRINT"IN REVERSE MODE WHEN LISTING."
\(11 \emptyset\) FORA=864 TO 947
\(12 \emptyset\) READ X:POKE A, X
130 NEXT
140 END
\(15 \emptyset\) DATA \(162,3,160,5,32,162,3,2 \emptyset 8,27\)
\(16 \emptyset\) DATA \(2 \emptyset 2,24 \emptyset, 66,32,166,3,32,162,3\)
\(17 \emptyset\) DATA \(24 \emptyset, 245,138,24,1 \varnothing 5,5,17 \varnothing, 32,166\)
\(18 \emptyset\) DATA \(3,2 \emptyset 2,224,4,176,248,32,162,3\)
190 DATA \(2 \emptyset 1,143,24 \emptyset, 6,32,166,3,76,1 \emptyset \emptyset\)
\(2 \emptyset \emptyset\) DATA \(3,32,166,3,173,164,3,141,155\)
210 DATA \(3,169,18,153, \varnothing, 4,32,166,3\)
\(22 \emptyset\) DATA \(76,1 \varnothing \varnothing, 3,185, \varnothing, 4,96,2 \varnothing \varnothing, 24 \emptyset\)
\(23 \emptyset\) DATA \(1,96,238,164,3,96,169,4,141\)
240 DATA \(164,3,96\)

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\title{
Rainbow Atari Graphics
}

John R. Slaby

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Here's how to print out any message in either Graphics 1 or 2 and get up to seven colors for each character at the same time. Each color is limited to one scan line. After typing in the program and running it, you will be prompted to choose a graphics mode ( 1 or 2). You will then be asked for the message you want to display.

Capital and lowercase letters will be displayed in their normal solid default colors of orange and light green. Inverse capital and lowercase letters will be displayed in multicolor and will rotate in a curtain effect in opposite directions. The maximum length of the message was set at 120 characters/spaces, but this can be altered by changing the MSS\$ dimension number. The input of the message has margins set to simulate the Graphics 1 or 2 display so that you don't end up with unintentionally hyphenated words.

The REMs in the program describe what is done where, but I believe three sections deserve some amplification. First, look at the 400 line numbers. The two FOR/NEXT loops store the various color values into the page six table locations for use by the DLI and the vertical blank. Note that the color and luminance values increase for each location, thus giving a color and brightness change for each scan line.

If you want, you can easily change these values to give different effects. Choosing several colors and alternating them will give a barber pole effect. Keeping the same luminance value (make the \(\mathrm{I}^{*} 2\) just I) gives a sharper contrast between the colors. And to get a wider range of colors, change the color number by more than one for each scan line (i.e., \(\mathrm{I}^{*} 16^{*} 1.2\) ). There are a
great number of possibilities you can play with to get the effect you want; and since there are two tables, the two effects can be drastically different.

The vertical blank routine is contained in the DATA statements of the 300 lines. Its function is to rotate the two color tables in different directions to give the rolling curtain effect. If you want a static color display, you can eliminate the vertical blank by removing line 520 and adding POKE 54286,192 to line 510.

Another easy variation is to change the rotation rate. The number 4 after the number 201 in line 320 controls the rate of change. Decrease this number to increase the rotation rate; increase it to slow it down. Please note that the maximum number is 255 . If you exceed this number, you will register an error, which will be caught by the TRAP (line 50); this process will start the program over again and again if you don't correct the bad POKE value.

\section*{Multicolors With DLIs}

The DLI is the key to the multicolors. In Space Invaders the DLIs are used to change the color of the invaders for each mode line. For Graphics 0 and 1, the mode line consists of eight scan lines, and for Graphics 2, 16 scan lines. Normally, if you want to change colors for a mode line, you load a color value into the \(\mathrm{A}, \mathrm{X}\), or Y registers, wait for horizontal sync (WSYNC), and then load the registers into the desired color registers during the horizontal blank. The problem is that the DLI is for the entire eight or 16 scan lines, not each line.

Therefore, changing the color register after the horizontal blank results in your not knowing when the color change will take effect (i.e., halfway across the scan line). One method to get around this would be to accurately count the 6502's

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cycles. When I first looked at the problem, this seemed the only way out; but not feeling that ambitious, I put this project on hold until I came up with an easier way.

The key is the WSYNC. For a meaningful display to exist on the TV screen, the WSYNC must occur every scan line, not every mode line. Thus, once you get control via the DLI, you keep it for eight WSYNCs and change the color registers during each scan line's horizontal blank. In theory, you can get eight colors for each character; but since the first line is usually blank, seven colors is what you actually get. If you want to modify the DLI, you could get 14 colors for Graphics 2.

The one drawback of this method: if it is used for every mode line, it could tie up the 6502 processor for a good part of the available time. The majority of the remaining time would be during vertical blank. This would thus restrict the amount of additional calculations, etc., you might want to do. This doesn't mean the technique is useless; it can be used for an eye-catching title page or can be used sparingly for a graphics display. It can also be used in games.

I believe this method is used in Demon Attack by Imagic for the Atari VCS. This game appears to change even the color of the player. You can also do this with my program by loading the player color register instead of the playfield. Overall, greater study of this method should allow programmers more latitude in creating striking visual effects.

The DLI and the vertical blank are not directly relocatable, but if you have any machine language capabilities, you should be able to modify them with little effort.
```

30 REM Choose Graphics Mode
40 DIM MSS$(120)
5 0 ~ T R A P ~ 1 0 0 0
60 ? "What Graphics Mode? 1 or 2";:IN
    PUT A:IF A<>1 AND A<>2 THEN 60
70 GOSUB 100:GRAPHICS A+16
80 DL=PEEK (560) +256*PEEK(561) +6
90 FOR I=0 TO 6:POKE DL+I, 133+A:NEXT
    I:GOTO 200
100 REM Modify margins to make messag
        e{8 SPACES}readable
110 POKE 82,10:POKE 83,29:?
120 REM Input message
130 ? :? "What is message?":? "Use AT
        ARI inverse{3 SPACES}for color ef
        fect.{3 SPACES}CAPITAL or lower."
140 INPUT MSS$:RETURN
200 REM Locate DLI
210 FOR I=0 TO 42:READ B:POKE 1553+I,
B:NEXT I
220 DATA 72, 138,72,152,72,162,0,141,1
0,212
230 DATA 189, 1, 6, 188,9,6,141,24,208,1
40,25,208
240 DATA 232,173,0,6,201,1,144,3,141,
10,212

250 DATA $224,6,144,226,104,168,104,17$ 0,104,64
300 REM Locate Defered Verticle Blank
310 FOR I=O TO 73:READ C:POKE 1599+I, C: NEXT I: POKE 1596, O
320 DATA $72,138,72,173,60,6,201,4,144$ ,55,162,7
330 DATA $173,8,6,141,61,6,173,9,6,141$ ,62,6
340 DATA $202,189,1,6,157,2,6$
350 DATA $224,0,208,245,173,61,6$
360 DATA $141,1,6,162,0,189,10,6,157,9$ , 6, 232, 224, 7, 208, 245, 173,62,6, 141 , 16,6,169,0
370 DATA $141,60,6,238,60,6,104,170,10$ 4,76, 98, 228
400 REM Color data \& \# lines for mode
410 FOR I=0 TO 7:POKE $1537+I,(8+1) * 16$ +I*2: NEXT I
420 FOR $\mathrm{I}=0$ TO 7:POKE $1545+\mathrm{I},(1+\mathrm{I}) * 16$ +I*2: NEXT I
430 POKE 1536, A
500 REM Enable DLI AND DVVBLK
510 POKE 512,17:POKE 513,6
520 POKE 548,63:POKE 549,6:POKE 54286 , 192
600 POSITION 1, 2:? \#6;MSS\$
610 GOTO 610
1000 TRAP 40000: GOTO 50

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# VIC Automatic BASIC 

Karl R. Beach


#### Abstract

Educators, adventure game writers - anyone who wants to create video displays in a BASIC program will find this automatic screen generator easy to use and a real time saver. The author describes how to modify it to work on other Commodore computers as well.


This program allows you to compose a page of text, to create text animation exactly as it will later be seen on the screen, or to construct audience interaction programs. The screen display is then automatically converted into bug-free lines of BASIC that can be entered into memory as part of the program. When the programmer is ready, the core is quickly deleted, and the remaining finished program is SAVEd.

This program should be useful to educators who wish to prepare interactive instructional programs as quickly as possible. Other uses include writing "VIC letters" to friends, training children in word processing, and preparing text for interactive adventure games.

Although this program is set up for a VIC-20, it should work equally well on any Commodore PET/CBM/VIC computer if the POKEs are changed, the color commands are altered or eliminated, and the program lines pertaining to the length of text-lines are modified.

## Writing The Text Block

Let's use this program to write a BASIC program block beginning at line 2000. You will first be asked to enter a starting line number (which could be any number between 1000 and 7000), and then you will be greeted with a screen display that represents a blank page of text. The red line is the right-hand margin, which limits text-line lengths to 21 characters.

As you begin typing, you'll see that the first line of a text page is indented two spaces. To avoid the indentation, press the "correction key" - the left arrow $(\leftarrow)$ - and begin typing from the left margin. If you make a mistake, you can correct it before entering the text line by pressing the "correction key" and retyping the entire line. If you discover a mistake after entering the text line, you can correct it at the end of the page when the conversion to BASIC is underway. If you run into the right margin while typing, you must press either
the "correction key" or the RETURN key.
When you have completed a satisfactory text line, enter it by pressing the RETURN key. After your ninth line, you will be asked whether you want the reader to proceed to the next page or, before moving on to the next page, to answer a question which you may have written into the text. Let's assume you've typed the following page of text and a question for the reader:

> George Washington
> was the first Presi-
> dent of the United
> States. What was his
> wife's name?
(1) Alice
(2) Martha
(3) Melissa

At this point, you will be prompted to enter an answer string. The multiple-choice format is the quickest and most problem free for use with children, although this program can be easily modified to accommodate a number of different answer formats. If your text page consists of fewer than nine text lines, you need to press the British pound symbol $(£)$ immediately to the left of the CLR/HOME key in order to terminate the page.

Your screen is instantly filled with what appears to be a part of a BASIC program listing beginning at line 2000 and containing the text you just typed. If you have no text line errors to correct, press the HOME key. If you have errors, drive the cursor to the top of the screen using the cursor control keys and correct your errors on the way. Now press the RETURN key until all the program lines have been entered. Note the last line number used in this sequence; then type in RUN again and begin the process anew, using a higher starting line number.

## Adding Animation

If you want text animation, first type in up to three lines of static text as you did previously. After you've entered the final line of static text, press the up arrow ( $\uparrow$ ) between the asterisk and the RESTORE key. You'll first be prompted to enter a color for the animated text lines (default will be black, as are the static text lines), and then you'll see the first in a series of four input prompts that have been "bent" to allow you to type from the


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left margin. Remember not to exceed 21 characters in an animated text line. In this mode, the text lines cannot include commas or colons. When you are satisfied with each animated text line, press the RETURN key. Here is an example:

> Computers
> can help students
> learn!

The dots in each animated text line are used to maintain "space" within the string in which each line is stored. The time delay for this animation is set at line 855 and should be adjusted to fit the reading level of your users. A FOR/NEXT time delay can be inserted between the static and animated text lines and also could be used to emphasize an important point repeatedly. Use color and cursor controls carefully to insure the effect you want.

When you are out of memory or when you have finished writing text-pages, delete the core of this program by typing RUN 70. Then, when prompted, enter the number one. Numbers 1-20 will scroll onto the left side of the screen. Press the cursor HOME key and gently tap the RETURN key 20 times. A second RUN 70 will allow you to quickly delete lines 21-40, a third deletes lines 4160 , and a fourth deletes the deletion program block.

A handy tool to put into your computer when writing BASIC programs is the following block:

## 9000 INPUT Q9

9005 PRINT "\{CLEAR \}": FOR I = 1 TO 20: PRINT Q9: Q9 $=$ Q $9+1$ : NEXT I: END
This is especially useful if you renumber a program block and wish to delete the "old" block.

The last step before SAVEing your program is to delete line 7000. This line is a "safety net" that allows you to RUN portions of the program you are writing without triggering the LOAD command used in chaining at line 756 . If you don't wish to chain, don't delete line 7000 .

Good luck in using this program. If you come up with any improvements (SYS commands, etc.), I'd appreciate you letting me know. Note: If you'd like to try this program, but would rather not type it into your VIC-20 and debug your transcription, I will be happy to make you two VERIFYed copies. Send \$3, an SASE mailer and a blank cassette to:
Karl R. Beach
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## Program 1.

1 POKE36869, 242:PRINT" \{CLEAR\} \{BLU\}\{DOWN\} \{ø4 RIGHT\}AUTO-BASIC"

2 POKE36879,27:K2=77ø1:K3=38421:INPUT"\{ BLK\} \{ø3 DOWN\} \{ø3 RIGHT\}BEGIN LINE \#";
3 PRINT"\{CLEAR\}":FORI=1TO23:POKEK3,2:POK EK2,92:K2=K2+22:K3=K3+22:NEXTI
4 A $\$=$ ="PRINT" $: ~ B \$=C H R \$(34): Q \$="\{D O W N\} ": L \$=$ " $\{\varnothing 2$ RIGHT $\}$ "
5 FORZ=1T09
6 IFZ=1THENPRINT"\{HOME\} \{REV\}+\{OFF\}";:F \$=F\$+"\{ø2 RIGHT\}":GOTO12
7 Y=LEN(F\$) +1 :FORI=1TOY: PRINT"\{LEFT\}"; : NEXTI:PRINT"\{ø2 DOWN\}\{REV\}+\{OFF\}" ;
$9 \mathrm{Y}=\varnothing$ : $\mathrm{F} \$={ }^{\circ}$ "
12 GETE :IFE $\$=$ " "THEN12
13 IFES=CHRS(95)THENY=LEN(F\$):FORI=1TOY:P RINT" $\{$ LEFT $\}$ "; :NEXTI: F\$="": GOTO12
14 IFE $\$=C H R \$(13)$ THENE $\$="$ ": PRINT"\{LEFT $\}$ "; : GOTO23
15 IFES=CHR\$(94)THENE\$="":GOTO5 $\varnothing$
16 IFES=CHRS(92)THENE $\$="$ ": GOTO4 $\varnothing$
17 F $\$=\mathrm{F} \$+\mathrm{E}$ : $: \operatorname{PRINT}$ "\{LEFT\} ";:PRINT"\{LEFT\}" ; ES; : PRINT"\{REV\}+\{OFF\}";
$18 \operatorname{IFLEN}(F \$)>16$ THENPOKE36878,15:FORI=1TO1 ø:POKE36875, 225 :NEXTI: POKE36878, $\varnothing$ : POKE36875, $\varnothing$
$19 \operatorname{IFLEN}(F \$)<21$ THEN 12
$2 \emptyset$ GET ES:IF E\$=CHR\$(13)THEN23
21 IFE $\$=$ CHR $\$(95)$ THEN13
22 GOTO $2 \varnothing$
$23 \mathrm{~F} 2 \$=\mathrm{STR} \$(\mathrm{P})+\mathrm{A} \$+\mathrm{B} \$+\mathrm{Q} \$+\mathrm{F} \$+\mathrm{B} \$$
24 IFZ=1THENZS=STRS(P)+A\$+B\$+"\{BLK\}"+F\$+B \$
$25 \mathrm{IFZ}=2$ THENY $\$=\mathrm{F} 2 \$$
26 IFZ $=3$ THENX $\$=F 2 \$$
27 IFZ $=4$ THENW $\$=F 2 \$$
$28 \mathrm{IFZ}=5 \mathrm{THENV} \$=\mathrm{F} 2 \$$
$29 \mathrm{IFZ}=6$ THENU $\$=\mathrm{F} 2 \$$
$3 \varnothing$ IFZ $=7$ THENT $\$=F 2 \$$
31 IFZ=8THENS $\$=\mathrm{F} 2 \$$
$32 \mathrm{IFZ}=9$ THENR $\$=\mathrm{F} 2 \$$
$33 \mathrm{P}=\mathrm{P}+2$
34 NEXTZ
$4 \varnothing$ PRINT" $\{$ HOME $\}$ \{19 DOWN\}1=PAGE $2=$ ANSWER"
41 GETH\$:IFH\$=""THEN41
$42 \mathrm{P}=\mathrm{P}+2$
43 IFH\$="1"THENM3\$=STRS(P)+"GOSUB9øø": GOT 046
 NEXTI:INPUT"ANSWER="; M5\$

46 PRINT" $\{$ CLEAR $\}$ ": $\mathrm{B}=\varnothing$
47 PRINTZS:PRINTY\$:PRINTX\$:PRINTW\$
48 PRINTV\$:PRINTU\$:PRINTT\$:PRINTS\$
49 PRINTR\$:PRINTM3\$:PRINTM4\$:END
$5 \emptyset$ PRINT"\{CLEAR $\}$ ": INPUT"COLOR $3,5,6,7 "$; 9
51 IFB9=3THENC9\$="\{RED\}"
52 IFB9=5THENC9 $\$=$ "\{PUR\}"
53 IFB9=6THENC9\$="\{GRN\}"
54 IFB9=7THENC $9 \$="\{B L U\} "$
55 C6\$=":GOSUB850":E\$=""
56 INPUT"\{DOWN\}\{ø2 LEFT\}";U2\$
57 INPUT"\{DOWN\}\{ø2 LEFT\}";T2\$
58 INPUT"\{DOWN\}\{ø2 LEFT\}"; S2\$
59 INPUT" $\left\{\right.$ DOWN $^{2}\left\{\varnothing_{2}\right.$ LEFT\}"; R2\$
60 IFC9 $=$ =" "THENC9 $="\{$ BLK $\} "$
$61 \mathrm{P}=\mathrm{P}+2$ : US=STRS $(\mathrm{P})+$ "GOSUB850: $"+A \$+B \$+"\{\varnothing$ 2 DOWN $\}$ " +C 9 \$ $+\mathrm{U} 2 \$+\mathrm{B} \$+\mathrm{C} 6 \$$
$62 \mathrm{P}=\mathrm{P}+2$ : $\mathrm{T} \$=\mathrm{STR}(\mathrm{P})+\mathrm{A} \$+\mathrm{B} \$+"\{\mathrm{UP}\} \mathrm{n}+\mathrm{C} 9 \$+\mathrm{T} 2 \$+$

$B \$+C 6 \$$
$63 \mathrm{P}=\mathrm{P}+2: \mathrm{S} \$=\operatorname{STR}(\mathrm{P})+\mathrm{A} \$+\mathrm{B} \$+$ "\{UP\}"+C9\$+S2\$+ B\$+C6\$
$64 \mathrm{P}=\mathrm{P}+2: \mathrm{R} \$=\mathrm{STR}(\mathrm{P})+\mathrm{A} \$+\mathrm{B} \$+$ " $\{\mathrm{UP}\}$ " $+\mathrm{C} 9 \$+\mathrm{R} 2 \$+$ B\$+C6\$
66 GOTO4ø
68 END
$7 \emptyset$ INPUT "1-21-41-61"; A
71 FORI=1TO2ø
72 PRINTA
$73 \mathrm{~A}=\mathrm{A}+1$
74 NEXTI
75 END
88 POKE36869, 242:PRINT"\{CLEAR\}WHAT'S YOUR NAME? "
89 INPUT" $\{D O W N\} " ; Z \$$
$9 \varnothing \mathrm{Z} \$=\mathrm{Z} \$+{ }^{+"}$
92 POKE36879, 25
95 GOSUB9øø
$1 \varnothing \varnothing$ GOTO 1øøø
$75 \emptyset$ PRINT" \{CLEAR\} \{GRN\} PLEASE WAIT WHILE"
752 PRINT"\{DOWN\} I LOAD MORE PAGES"
754 PRINT"\{DOWN\}FROM MY CASSETTE!"
756 LOAD
758 END
825 PRINT" \{HOME \} \{2ø DOWN\} \{PUR\} \{REV\} TYPE NU MBER OF ANSWER!\{OFF\}"
826 GETBS:IFBS=" "THEN826
827 IFAS<>B\$THEN835
828 PRINT"\{ø3 UP\}\{BLK\}CORRECT, "; Z\$;"!"
829 GOSUB89ø
830 FORI=1TO2øø0:NEXTI
832 PRINT" $\{$ CLEAR $\}$ ": RETURN

835 PRINT" ø $^{6}$ UP\}\{BLK\} THE ANSWER IS ";AS
837 FORI=1TO2øøø:NEXTI
840 PRINT" $\{$ CLEAR $\}$ ": RETURN
850 GOSUB89ø
855 FORI=1TOløøø:NEXTI
$86 \emptyset$ RETURN
890 POKE36878,15:FORI=1TOIの:POKE36875,225:
NEXTI:POKE36878, ø:POKE36875, ø:RET
URN
$9 \emptyset \emptyset$ PRINT" \{HOME \} \{2ø DOWN\}\{RED\} \{REV\} PRESS K EY FOR NEW PAGE\{OFF\}"
901 GETO\$:IFO\$=""THEN9ø1
$9 ø 2$ PRINT" \{CLEAR\}\{BLK\}": RETURN
905 END
$1 \varnothing \varnothing \varnothing$ REM
$7 \emptyset \varnothing \varnothing$ END
$7 \emptyset 05$ GOTO75Ø

## Program 2.

Make these changes to Program 1 when using $\mathbf{8 K}$ or $\mathbf{1 6 K}$ expander.

1 POKE36869,194:PRINT"\{CLEAR\}\{BLU\}\{DOWN\} \{03 RIGHT\}AUTO BASIC"
2 POKE36879,27:K2=4117:K3=37909:INPUT" $\{$ BLK $\}$ \{ø3 DOWN $\}$ \{ø3 RIGHT\} BEGIN LINE \#";
$44 \mathrm{~K} 2=4117$ :FOR $\mathrm{I}=1$ TO 23:POKE K2, 32:K2=K2 +22:NEXT I:INPUT"ANSWER="; M5
88 POKE36869,194:PRINT" \{CLEAR\} \{DOWN \}WHAT' $S$ YOUR NAME?"

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## "'Tester"]

Linton S. Chastain

For the TRS-80 Color computer (extended BASIC optional), this program can be used to drill or quiz any student on practically any subject. If you dread tests or have difficulty recalling the details about a particular subject, this self-testing, computerized teacher might be just what you've been looking for.

Have you ever had to learn something and wished that you had some means by which you could drill yourself on that information? This program may be your answer. It requires only 929 bytes, plus DATA statements, to run. The DATA statements are added by the user after line 380. I used line number 400 as the start of my DATA statements. Lines 40 and 50 contain the title of the test.

The format for the DATA statement is "DATA N, "F\$ = QUESTION", "A\$ = CHOICE A", "B\$ = CHOICE B", "C $\mathrm{C}=$ CHOICE C", "D\$ = CHOICE D", "E\$ = CHOICE E", "G\$= ANSWER". An example of the DATA statement is "DATAN, "WHAT IS THE CAPITAL OF N.C.? ","'A. GREENSBORO","B. CHARLOTTE", "C.DURHAM","D. BURLINGTON","E. RALEIGH", "E". If you can not think of five choices, you must still leave that position open. This is done as in the following example: "DATAN, "WHAT IS THE CAPITAL OF N.C. ?","A. GREENSBORO","B. CHARLOTTE","C. DURHAM","D. RALEIGH",,"D".

The program also has a control that will display a long question (a question of 50 characters or more) in two parts with a delay sufficient enough to be read by most people. This same control is used in answer choice " $A$ ". See lines 220-226 and lines 240-246. You can add this control to all the choices if you wish. I use these controls as is when I put $\mathrm{Q}+\mathrm{A}$ data for the FCC Radio Telephone License into the program. The questions for this type of test are usually long, but the answers are generally numerical values.

```
10 'ADD YOUR DATA STATEMENTS AFTER LI
    NE 380
20 CLS:T=0
30 C=O:F=0
40 PRINT"NAME OF TEST"
5O PRINT"CONTINUATION OF NAME OF TEST
6 0 ~ P R I N T
70 PRINT"COMMAND LIST # 1"
```

```
90 PRINT"1- END TESTING"
100 PRINT"2- START TEST"
105 PRINT"3- DRILL"
110 INPUT" ENTER COMMAND BY NUMBER";R
120 IFR<O OR R>3 THEN GOTOSO
130 ON R GOSUB 150,160,155
140 GOTO4O
150 END
155 F=1
    FORN=1 TO 100:IF N>100 THEN GOT
        O 370
170 CLS
200 READN,F$,A$, B$, C$, D$, E$, G$
210 PRINTN
220 PRINTF$
225 Y=LEN (F$):IFY>100 THEN 226 ELSE 2
    30
2 2 6 ~ F O R Z = 1 ~ T O ~ 5 0 0 0 : N E X T Z ~
230 PRINT
240 PRINTA$
245 X=LEN (A$) :IFX>50 THEN 246 ELSE 25
        O
246 FORZ=1 TO 5000:NEXTZ
250 PRINTB$
260 PRINTC$
270 PRINTD$
280 PRINTE$
290 PRINT
300 INPUT"ENTER ANSWER BY LETTER";R$
310 IFR$=G$ THEN 325
320 PRINT"YOU ARE WRONG"
321 IFF=1 THEN PRINT"ANSWER IS ";G$
322 GOTOJ3O
325 PRINT"YOU ARE RIGHT": C=C+1
330 PRINT"PRESS <ENTER> WHEN READY"
340 INPUT"FOR ANOTHER QUESTION"; X$
350 IFX$=INKEY$ THEN 360 ELSE 350
360 NEXTN
370 CLS:T=100:PRINT@O,"THIS IS":PRINT
        `32,C" OUT OF "T" CORRECT ANSWERS
        ":PRINTज64, C/T*100" % CORRECT"
380 RESTORE = RETURN
```

$$
\begin{aligned}
& \text { Use the card } \\
& \text { in the back } \\
& \text { of this magazine } \\
& \text { to order your } \\
& \text { COMPUTE! Books }
\end{aligned}
$$

# Estimating Tl-99 Memory 

Michael A Covington

You know the feeling - you're in the last stages of typing in some tremendously complex and subtle BASIC program that has been your brainchild for the last two or three months, you decide to run part of it for testing, and you get the dreaded message

## * MEMORY FULL

telling you that your program is too big for the computer, and that all your work has been in vain.

At this point, you may be strongly tempted to go right to your dealer and buy another 32 K of RAM. If you can afford to do so, more power to you; but many of us can't, at least not on a moment's notice. Alternatively, you may start going through your program and trimming it down. The first thing to do would be cut out the REM statements, especially if there are a lot of them; then make the PRINT statements less verbose, start combining short LET statements on one line (without the word LET, of course!) if your computer will let you, and so forth. But wouldn't it have been nice to know, earlier in the game, that you were running out of memory?

Some computers give you a command or pseudovariable that will tell you how much memory is free. Others, however, don't; you have to work blind. But I've developed a simple trick for finding out roughly how much memory is free even without a BASIC command for doing it.

The first thing you have to do is find out how large a numeric array your computer can accommodate. Try the one-line program:

## 1 DIM Q(5000)

If you can RUN this without getting a "memory full' message, try changing it to DIM Q(10000), and so on, until you hit the maximum. Alternatively, if you do get a "memory full" message, try reducing the size of the array until you don't. By
this method I've found out that a 16 K TI-99 will allow

## 1 DIM Q(1812)

as an upper limit.
But wait a minute, you say. On the TI-99, each element in a numeric array occupies eight bytes. The whole array therefore occupies 14,496 bytes, which equals just over 14 K (remember that $1 \mathrm{~K}=1024$ bytes). What happened to the rest of the 16 K that the machine ostensibly has?

The answer is that a certain amount of memory - about 2 K , it looks like - is occupied by essential control areas and by the DIM statement itself. This is why you can't use arrays to measure the size of memory exactly - but you can make quite useful approximate measurements.

What you do is simply add to your program a statement such as

## 1 DIM Q(1000)

(where Q is a variable not used in the program itself) and run the program; if you don't get a "memory full" message, then you have at least 1000 numeric storage locations left (equivalent to 8000 bytes on the TI-99). Similarly, a successful DIM Q(500) tells you that, on the TI-99, you have at least a quarter of the 16 K RAM still available.

When you run the program, be sure to make it do a large variety of the things it will normally be used to do. Also, if you use string variables, do something to make them as long as they will ever normally be, since, on the TI-99, string variables are allocated dynamically (the amount of memory they occupy depends on their actual length).

Finally, be sure to remove the DIM statement after conducting the text; otherwise, your program will give you "memory full" messages later on and you won't know why.

# Commodore Structure-BASIC 

David Williams


#### Abstract

This simulation of "structured programming" will give you a sense of why programmers take sides about it. Some can't stand it; some can't program without it. What's more, the special programming techniques explored in this article are both novel and powerful. It is designed to work on Upgrade or 4.0 PET/CBM BASIC; but can be translated to the VIC (with memory expansion) or Commodore 64 (see notes on translating at the end of the article).


This program helps to teach elementary computer programming to students, which is one of the things that I do for a living. Also, it uses some unusual programming techniques, such as recursively entered subroutines and BASIC lines which are modified by the rest of the program as it runs. Third, it was originally written in Waterloo Structured BASIC (WatBASIC), the version of BASIC available on the SuperPet.

For this article, I have modified the program so that it will run on PETs which are not equipped with the Waterloo ROM, but I have left much of the original structure intact (including some WatBASIC instructions in the form of REM statements or non-executed lines) in the hope that you may still be able to gather from it some of the flavor of the other version of BASIC.

The purpose of "Structure-BASIC" is to help and encourage students to plan their programs in the form of flowcharts. (In the context of Waterloo BASIC, flowcharts are often called "structure diagrams," which I shall also often call them in this article.) Using Structure-BASIC, a student can draw a simple structure diagram on the PET's screen, placing BASIC instructions on it where appropriate.

When the diagram is complete, he simply presses the $X$ (for eXecute) key, and the machine proceeds to execute his program directly from the diagram, without requiring the normal BASIC format with line numbers, etc. The diagram can include loops and conditional branches, provided these are drawn in the required way, and can carry almost the full vocabulary of BASIC words in the instructions to be executed. Diagrams can be executed repeatedly, with modifications if the user so wishes, and are stored in high memory during execution, so that the screen can be used
for output and user INPUT.
Before telling you exactly how to use this program, I should tell you how to get it into your PET. If you type it in from the listing, there are a couple of things you should bear in mind. First, unless you have the Waterloo chip in your machine, you probably won't be able to copy the line indentations which are there to emphasize the program's structure and improve its legibility. This is a trivial problem. You can simulate the indent spaces with colons, if you wish, or you can simply ignore them. The program will run perfectly well without them.

The second problem is much more serious. Near the beginning of the program there are five lines, numbered 2010, 2035, 2055, 2072, and 2082, each of which contains a string of 30 X's. These characters are there simply to reserve memory locations into which tokenized BASIC instructions are to be POKEd by the "changeline" routine later in the program. It is vital that "changeline" POKEs exactly the right memory locations (the ones occupied by the $X^{\prime}$ 's), but the addresses of these locations will be affected by any trivial differences - such as the absence of indent spaces between the way you type in the program and the way I did.

Before you try running the program, I strongly suggest that you go through the following steps to make sure that the POKEs are correctly targeted. First, look at the values given to the variable TG in lines 3172, 3176, 3180, 3184, and 3188. These numbers should be the addresses in memory of the first $X$ in each of the five lines listed earlier. Try PEEKing each of these addresses. You should get 88 . This is the (decimal) ASCII number for the character " X ".

If you don't get 88 , try the address plus one, the one after that, and so on, until you do get 88 . If you do get 88 from your first PEEK, try the previous address. If that also gives you 88 , try the one before that, and so on. In this way you can locate the first $X$ in each string. Then change lines 3172 , etc., so that TG is given the correct address of the first $X$ in each string in your version of the typed-in program. (If you know how to use the machine-language monitor, you can, of course, use it to find the first $X$ in each string much more quickly than you could through the method above.)

## 

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If you can't face all that typing, or if you've tried it and find that the program somehow won't work right, send me a blank tape (no disks please) and $\$ 3$ plus however much it costs you to send the cassette to me. With luck, it will cost me about the same amount to send it back to you. Please don't send postage stamps unless they're Canadian ones. My address is at the end of this article. If you'd like a copy of the program in WatBASIC as well as the non-Waterloo version (you may like to look at a listing, even if you can't run it), request it and I'll include it for free.

## Three Options

Now let's assume that you have loaded StructureBASIC into your PET, which has at least 16 K of RAM, Upgrade or subsequent ROMs, and a 40 column screen. When you RUN the program, you will get a menu with three choices: (1) draw and run a new diagram, (2) modify and run an existing diagram (already in high memory), and (3) read instructions. Read the instructions if you like. The program will take you back to the menu when you have finished reading. Since there is not yet a diagram in high memory, you should now make choice number one. The screen will clear, and at the top left corner there will appear a rapidly flashing square containing a downwardpointing arrowhead. This is the cursor with which you can draw the logic lines on the diagram.

To start with, try drawing a simple linear program. Press the asterisk key a few times, and you will see the cursor move down the screen (the direction indicated by the arrowhead), leaving a trail of asterisks behind it. The program uses this trail to indicate a logic line. After a few asterisks, press the " E " key. This indicates that you are about to write an instruction to be Executed as the diagram is interpreted. You will see a reversefield asterisk added to the logic line, and a new cursor, without an arrowhead, will appear to the right of it.

Write a simple BASIC instruction, such as " $A=1$ ", using this cursor. If you make a mistake, you can backspace using the delete key and write over your error. When the instruction is finished, hit "return" and the line-drawing cursor will reappear. Add a few more asterisks, press " $E$ " again, and write another instruction such as "PRINT A". (Using a question mark instead of "PRINT" or using other BASIC shorthand is perfectly okay.) Press "return" again; then, since the two instructions constitute a tiny program, press the $X$ key to watch it execute. There will be a delay while the diagram is copied into high memory, and then the screen will clear.

After another short delay, the number one will be printed, followed by READY and the normal PET cursor. RUN Structure-BASIC again, and
this time choose option number two from the menu. You will see your diagram reappear on the screen, copied there from high memory, which is used in a way which is not erased by the RUN command. The line-drawing cursor will reappear. You can then change the diagram however you wish, moving the line-drawing cursor with the normal cursor controls and writing instructions as before.

Almost any instructions can be used, the exceptions being ones which would require line numbers, such as GOTO and GOSUB; lines which are normally simply "pointed at" by BASIC, such as DATA, DEF FN, and simple literal definitions of strings (e.g., A $\$=$ "STRING"), and FOR/NEXT loop structures. We'll come to the method for writing loops shortly. If you want to use strings in your diagrammed program, you can INPUT them or build them by concatenation (e.g., $\mathrm{K} \$=$ "KEY" + "WORD"). The INPUT method is certainly the best for beginning programmers. After it has been INPUT, a string can be manipulated using any of the normal string operator instructions.

## Conditional Branches And Loops

Now let's write a simple program with a conditional branch. Start off as before, and make the first instruction INPUT "A WORD";W\$. Then, after a few more asterisks, press the " I " key while still in line-drawing mode. The word IF will appear to the left, and the writing cursor will wait for you to enter the condition for the branch. Let's make it $\mathrm{LEN}(\mathrm{W} \$)>10$. Continue the program mainline downward, and terminate it with some instruction like PRINT "END".

Now move the line-drawing cursor, with the regular cursor controls, until it is immediately to the right of the "I" in the line. Press the "C" key; you will see the arrowhead in the cursor point to the right. Now the cursor will move in that direction as a line is drawn. Put a few asterisks in this line; then press " E " and write in the instruction PRINT "LONG WORD". Press RETURN and then " X " to execute the little program. Of course it will print out "long word" only if you enter more than ten characters in response to the INPUT instruction.

The method of drawing a conditional branch suggests that any number of instructions can be made contingent on a single "if" condition. This is, in fact, the case in Waterloo BASIC. In regular BASIC, an indirect strategy has to be used to achieve this result, unless the condition and all its consequences can be written on a single line.

Writing a loop with Structure-BASIC is very similar to the method for a conditional branch. A loop is just a branch executed repeatedly until its condition is no longer satisfied. When drawing a

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logic line, press the "L" key. The word "while" will appear; then you should write in the loop condition. Continue in exactly the same way you used for a branch. The condition can refer to anything which is altered by the execution of the loop, so that ultimately it will no longer be satisfied and execution of the loop will cease.

## Limitations And Possibilities

There are a few other features, and some limitations, to Structure-BASIC which I should mention. An easy way to make changes to an instruction label is to move the line-drawing cursor to the desired position, press $C$ if necessary so that the arrowhead points in the same direction as the one in which the label is written, then press W. You will then be able to rewrite the label as you wish. Press RETURN when you have finished.

If you wish to nest loops or conditional branches, you can do so. However, no more than two loops and/or two branches can be put into a nest. The program recognizes the end of an instruction label by the presence of at least two blank spaces after it (single spaces are allowed within a label). Therefore, you must be careful always to allow enough space at the end of a label.

Similarly, always make sure there is at least one blank space at the end of a logic line, branch, or loop. You must also make sure that no label crosses, and thus interrupts, the string of asterisks in a logic line. In order not to slow down program execution, I have not included any checks to prevent you from drawing or writing past the edge of the screen. You just have to be careful not to do so, and also to leave enough space between the end of a line or label and the screen's edge.

With a little practice you should find, as I have, that Structure-BASIC allows you to draw structure diagrams of a wide variety of simple programs on the screen and then execute them. The speed of execution is, of course, much slower than for programs written in the normal way; but this is of little importance if the main objective is to teach simple programming techniques to students.

You may still be bit curious about how Struc-ture-BASIC functions as a program. I intend to leave much of the figuring out of its workings to you in the hope that, as you look through the listing, you will also realize how it can be easier to read and understand a structured program than an unstructured one. Even though I have had to disrupt the structure to some extent (even to the point of including some GOTOs) in order to make it run on an unmodified PET, I think it is still quite legible.

The line indentations are intended to be helpful in this respect. They set aside the contents of loops and conditional branches from the program
mainline, which can be imagined as running down the left-hand edge of the listing. Nested loops and branches are progressively more indented as the depth of the nest increases. Another aid to legibility is the division of the program into a number of named paragraphs or PROCedures. These should permit the program reader to be able to study in isolation the functional buildingblocks from which the program is made. However, because of the peculiar problems of writing a selfmodifying BASIC program, I have been forced to place some PROCs at the beginning of the program which would otherwise have been better placed later.

Some stylists may also object to the fact that the program functions recursively, so that some PROCs can be nested within themselves. However, this seems to me to be a perfectly logical consequence of the task which this program has to carry out. The recursion happens when the diagram contains a loop or branch. This is executed as a little program nested within the main program. The interpretation of the branch uses the same PROCs used to interpret the main program, so they end up nested within themselves. Indeed, if the diagram contains a nest of loops and/or branches, the PROCs can be recursively nested several times over. This type of program organization does require some care.

The other unusual feature about this program's organization is that it is self-modifying. During execution of a diagram, instruction labels are read and converted into tokenized BASIC form using the PET's internal ROM routines. (It uses these ROM routines for making this conversion when you enter an instruction in direct mode.) Finally, the tokens are POKEd into target lines in the program. A full explanation of this technique would be an article in itself. Here I will just say that the "tricky" step in the process, the conversion to token form, is carried out in the PROC named "compile." With this hint, and the aid of a memory map to help you understand the POKEs, perhaps you can figure out for yourself how it works.

There are some tantalizing possibilities associated with this program which I have so far been unable to explore because of lack of time and/or equipment. One simple one would be to modify it to run on the 80 -column PET. This would greatly increase the amount of information which could be included in a diagram. A similar result could be achieved by allowing a diagram to span several "pages," each a full screen in size. Perhaps the pages could be made to call each other as PROCs or subroutines.

Another possibility - which would destroy the structured nature of the program, but would


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make it run much faster - would be to translate some of the routines into machine language. An even more radical rewrite of the program should enable it to run as a diagram-to-BASIC compiler. An "engine" like that would not interpretively run the diagram as the present program does. Instead, it would write into the PET's memory a conventional BASIC program which could later be executed at normal BASIC speed or which could be SAVEd as a normal program on tape or disk. That might make "son-of-Structure-BASIC" a really useful tool in the writing of long and complex programs. However, it would then need better technology than the present program uses to draw the diagram. Perhaps something based on the use of a light pen for the actual drafting and a large disk file to store the diagram.

I would be interested in knowing if any readers follow up on the above possibilities or any others. If you do, or if you have any questions or problems regarding the program in its present form, please write to:

David Williams
Box 174
Postal Station "Z"
Toronto, Ontario, Canada M5N 2Z4

```
1ø\emptyset\emptyset GOTO 16Ø1\emptyset:CALL MAINLINE
1ø20 :
2øø\emptyset PROC CHANGEABLE
2ø1\emptyset XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
2ø2\emptyset RETURN
2ø25 :
2ø3\emptyset PROC CHANGELPl
2ø35 IF NOT (XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
    XX) THEN RETURN
2ø4\emptyset GOSUB 15\emptyset1\varnothing:REM CALL TRACK
2ø45 GOTO 2ø35
2\emptyset46 RETURN
2047 :
2\emptyset5\emptyset PROC CHANGELP2
2ø55 IF NOT (XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
    XX) THEN RETURN
2ø6\emptyset GOSUB 15ø1\emptyset:REM CALL TRACK
2ø65 GOTO 2ø55
2Ø66 RETURN
2ø67 :
2ø7\varnothing PROC CHANGEIFI
2ø72 IF NOT (XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
    XX) THEN RETURN
2ø74 GOSUB 15øl\emptyset:REM CALL TRACK
2077 RETURN
2078 :
2ø8\emptyset PROC CHANGEIF2
2ø82 IF NOT (XXXXXXXXXXXXXXXXXXXXXXXXXXXX
    XX) THEN RETURN
2ø84 GOSUB 15ø1ø:REM CALL TRACK
2ø87 RETURN
2088 :
3øøø PROC COMPILE
3ø1\emptyset CL$=":::::::::::::::GOTO 31ø0:"+CL$+
    CHR$ (13)
3ø2\emptyset FOR I=1 TO LEN(CLS)
3\sigma3\emptyset POKE 828+I,ASC(MID$(CLS,I,1))
3ø4\emptyset NEXT I
305\emptyset POKE 212,2
3ø60 POKE 594ø8,(PEEK(594ø8) AND NOT 32)
```

Two example structured programs. The structure diagram, which can actually be RUN like a BASIC program, is shown at the left. Follow the asterisks to see the program flow. A "listed out" version of the structure is shown in a box to the right of the diagram.

$307 \varnothing$
3080
$3 ø 85$
3090
$31 \varnothing 0$
3110
$312 \varnothing$
3130
$314 \varnothing$
3145
3150
3155
3160
3162
3163
3164
3166 :
3168 PROC CHANGELINE
$317 \emptyset$ IF TG\$ <> "CL" THEN 3174
3172 TG=1ø82

```
POKE 175,2
POKE 188,ø
POKE 176,2
END
POKE 175,ø
POKE 176,3
CL$=""
I=528
REM LOOP
    J=PEEK (I)
    IF J=\emptyset THEN 3163
    CLS=CL$+CHR$ (J)
    I=I+l
GOTO 314\emptyset
GOSUB 317\emptyset:REM CALL CHANGELINE
RETURN
PROC CHANGELINE
TG=1ø82
```


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## VIC And 64 Notes

This is one of the most intriguing Commodore programs we've seen. As a converted Waterloo (structured) BASIC program, it uses modular PROCedures. Don't worry about the unfamiliar PROC's and ENDIF's. These lines are never executed anyway (no GOTOs ever land on them). They're like REM statements documenting the program's flow.

## Mostly Machine Specific

While this is a structured program, it's very machine-specific. Some very tricky techniques are used. First, it uses POKEs to screen RAM when building the program diagram. Change any references to 32768 or 32769 to 1024 for the 64 . You'll need to make other changes to get PROCedure DRAW to work on the VIC, such as replacing references to 40 ( $\mathrm{PM}=\mathrm{PN}-40$ ) to 22 , and using the appropriate screen memory address for your VIC's memory size: 3 K expansion $=7680,8 \mathrm{~K}$ or greater expansion $=4096$.

When you execute a screen program, Structure BASIC "creates" statement lines by modifying itself. It grabs a line from the screen, "tokenizes" (condenses) it with a very strange method (explained later), and POKEs the tokens into program RAM. The variable TG (target) holds the memory location of the program line being modified. It should be changed to reflect the host machine's start of BASIC. For the 64, just add 1024 to the value of TG. There isn't enough memory in a 5K VIC to run Structure BASIC. With 8K or more added RAM, you should add 3584 to the value of TG.

PROCedure INITIALIZE reserves RAM at the top of memory to hold the screen dia-
gram between RUNs. Change references to 52 and 53 to 55 and 56 for the VIC or 64. PROCedure COMPILE is the trickiest. It builds a program line in CL\$. This cannot be directly placed into memory, since it is in ASCII form. (The command PRINT is not stored as the letters "PRINT" in memory, but rather with a single character token.) So CL\$ is copied to the second cassette buffer, and then a series of POKEs makes the computer think it is getting input from the second tape drive. It doesn't try to read the tape, it just looks at the second cassette buffer.

The newly tokenized line is found in the BASIC input buffer (at $\$ 0200$ and up). The program then PEEKs the tokenized line into CL\$ and later POKEs this directly into some program lines. Yes, it's confusing at first, but very powerful. The technique permits BASIC to easily modify itself. It could be used for program-defined DEF FN statements (for graphs or math programs). It could also serve as the kernel of a MERGE command to add lines of BASIC read in from an ASCII file on tape or disk. Don't overlook the potential of this technique.

It's not simple to convert it to the VIC or C-64. First, the machines don't have a second cassette or second cassette buffer. Instead of POKEing a " 2 " (lines 3050, 3070, 3085), use " 1 ". The POKE addresses $212,175,188$, and 176 should be changed to $186,153,166$, and 154, respectively. These are merely suggestions. Translating such an exquisitely machine-specific program as this will require additional conversions.

When you succeed in making a VIC or 64 version, send it in and we'll share it with everyone. In the meantime, studying the techniques explained in this article will improve anyone's understanding of their computer's BASIC.

| 3173 | GOTO 3196 |  |
| :---: | :---: | :---: |
| 3174 | IF TG\$<>"CLP 1" | THEN 3178 |
| 3176 | $\mathrm{TG}=1154$ |  |
| 3177 | GOTO 3196 |  |
| 3178 | IF TG\$<>"CLP 2" | THEN 3182 |
| 3180 | TG=127ø |  |
| 3181 | GOTO 3196 |  |
| 3182 | IF TG\$く>"CLI 1" | THEN 3186 |
| 3184 | TG=1385 |  |
| 3185 | GOTO 3196 |  |
| 3186 | IF TG\$<>"CLI 2" | THEN 319ø |
| 3188 | $\mathrm{TG}=1488$ |  |
| 3189 | GOTO 3196 |  |
| 3190 | REM: ELSE |  |
| 3192 | PRINT "TOO DEEP | STACK" |
| 3193 | END |  |
| 3194 | ENDIF |  |
| 224 COMPUTE! April 1983 |  |  |

$\begin{array}{lllll}3173 & \text { GOTO } 3196 \\ 3174 & \text { IF TGS T>"CLP 1" THEN } & 3178\end{array}$
3176 TG=1154
3177 GOTO 3196
1F TG\$<> CLP 2" THEN 3182
$T G=127 \varnothing$
GOTO 3196
$T G=1385$
GOTO 3196
IF TG\$<>"CLI 2" THEN 319ø
$\mathrm{G}=1488$
REM: ELSE

3196
3198
3200
3208
3210
3215
$322 \emptyset$
3225
$34 \emptyset \emptyset$ RETURN
5øøø
$504 \varnothing$
$505 \emptyset$

```
\(323 \varnothing\) IF I<3ø THEN 321ø
\(5 \emptyset 1 \emptyset\) PROC INITIALIZE
5 Ø15 A \(15=256 * \operatorname{PEEK}\) (53)
\(5 \emptyset 2 \emptyset\) IF \(\operatorname{PEEK}(\mathrm{A} \varnothing+1 \varnothing \varnothing \varnothing)=2 \emptyset 4\) THEN \(5 \emptyset 8 \varnothing\)
5 53ø POKE 52, \(\varnothing\)
IF LEN(CL$) >=3ø THEN 32ø8
        CL$=CL$+" "
    GOTO }319
    I=\varnothing
    REM:LOOP
        AS=ASC(MID$(CL$,I+1,1))
        POKE TG+I,AS
        I=I+1
I* 1<30 THEN 3210
REIURN
PROC INITIALIZE
        POKE 52,ø
        POKE 53,PEEK(53)-4
    A\emptyset=256*PEEK(53)
```


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FOR $I=1 \not 001$ TO $1 \not 023$
POKE A $\varnothing+I, 32$
NEXT I
POKE A $\varnothing+1 \varnothing \varnothing \varnothing, 2 \emptyset 4$

POKE 623，13
POKE 158，1
END
ENDIF
Al＝32768
FOR $\mathrm{I}=\varnothing$ TO 2
POKE $826+\mathrm{I}, 32$
NEXT I
FOR I＝1 TO 6
READ WH（I）
NEXT I
FOR $I=1$ TO3
READ Il（I）
NEXT I
RETURN
：
$F M=4 \varnothing$
CS＝15 0
REM：LOOP
REM：LOOP
GET G\＄
$\mathrm{PK}=\mathrm{PEEK}$（DN）
POKE PN，CS
FOR I＝1 TO 20：NEXT
POKE PN，PK FOR $I=1$ TO 2ø：NEXT
IF $\mathrm{G} \$=$＂＂THEN $611 \varnothing$
IF G\＄＜＞＂＊＂THEN ．647ø
POKE PN，42
PN $=$ PN +FM
IF G\＄＜＞＂L＂THEN 6492
POKE PN， 12
FW＝FM
$\mathrm{PM}=\mathrm{PN}-41-5 * \mathrm{FW}$
FOR $\mathrm{I}=1 \mathrm{TO} 6$
POKE $622+\mathrm{I}$ ，WH（I）
NEXT I
POKE 158，6
GOSUB 8ø1ø：REM CALL WRITELABEL $\mathrm{PN}=\mathrm{PN}+\mathrm{FM}$
IF G\＄＜＞＂＂THEN 65øø
POKE PN， 32
$\mathrm{PN}=\mathrm{PN}+\mathrm{FM}$
IF G\＄＜＞＂I＂THEN 653ø
POKE PN，9
$\mathrm{FW}=\mathrm{FM}$
$\mathrm{PM}=\mathrm{PN}-41-2$＊ FW
FOR $I=1$ TO 3 POKE 622＋I，II（I）
NEXT I
POKE 158，3
GOSUB 8ø1ø：REM CALL WRITELABEL
$\mathrm{PN}=\mathrm{PN}+\mathrm{FM}$
IF G\＄く＞＂E＂THEN 656ø
POKE PN，17ø
$\mathrm{FW}=41-\mathrm{FM}$
$\mathrm{PM}=\mathrm{PN}+2$＊ FW
GOSUB 8ø1ø：REM CALL WRITELABEL $\mathrm{PN}=\mathrm{PN}+\mathrm{FM}$
IF GS＜＞＂\｛DOWN\}" THEN 658 ø
PN＝PN＋4
IF $\mathrm{G} \$\langle>$＂\｛UP\}" THEN $66 \emptyset \emptyset$
$659 \emptyset$

PRINT＂\｛ø3 UP\}\{ø2 DOWN\}RUN\{ø2 UP\}";

6600
6610
$662 \emptyset$
$663 \varnothing$
6640
665ø
6655
6660
6662
6664
6665
$667 \varnothing$
6680
69øø
6999 ：
8øøø PROC WRITELABEL
8ø1Ø REM：LOOP
8ø2Ø REM：LOOP
803ø GET GS
8032
$8 \emptyset 34$

8 Ø36
8 Ø37
$8 \emptyset 38$
8 840
8050
8 860
$8 \emptyset 65$
$8 \emptyset 67$
$8 \varnothing 68$
$8 \emptyset 69$
$8 \varnothing 7 \varnothing$

8 88 $\quad \mathrm{PM}=\mathrm{PM}+\mathrm{FW}$
8ø9ø GOTO 8ø1ø
81øø ENDPROC
8999 ：
$9 \varnothing \varnothing \varnothing$ PROC COPY
$9 \emptyset 1 \varnothing$ FOR $\mathrm{I}=\varnothing$ TO 999
$9 \emptyset 2 \emptyset$ POKE Aø＋I，PEEK（Al＋I）
9ø3Ø NEXT I
9040 RETURN
9999 ：
1øøøø PROC RECOPY
$1 \varnothing \varnothing 2 \emptyset$ FOR $\mathrm{I}=\varnothing$ TO 999
1øø3Ø POKE Al＋I，PEEK（Aø＋I）
$1 \varnothing \varnothing 4 \emptyset$ NEXT I
1øø5ø RETURN
10999
$11 \varnothing \varnothing \varnothing$ PROC READLABEL
11010 CL\＄＝＂＂
$11 \varnothing 2 \emptyset \quad \mathrm{PR}=\mathrm{SR}$
l1ø3Ø REM：LOOP
$11 \varnothing 4 \emptyset \quad$ PK＝PEEK（PR）
11050 AS $=(63$ AND PK）$)$ 2＊（ 64 AND PK）+2 ＊（（NO
T PK）AND 32）
$11060 \quad \mathrm{CL} \$=\mathrm{CL} \$+\mathrm{CHR}$（AS）
$11070 \quad \mathrm{PR}=\mathrm{PR}+\mathrm{FR}$
$11 \emptyset 8 \emptyset$ IF RIGHT $(C L \$, 2)<>"$＂THEN $11 \emptyset 30$
$1109 \varnothing \mathrm{CL} \$=\mathrm{MID}$（CLS，2，LEN（CL\＄）－3）
11100 RETURN
11999
$12 ø \varnothing \varnothing$ PROC DOLINE
$12 \emptyset 1 \varnothing$ FR＝41－FT
$12 ø 2 \emptyset \quad \mathrm{SR}=\mathrm{PT}+2$＊FR
$12 \emptyset 3 \emptyset$ GOSUB 11ø1ø：REM CALL READLABEL
$1204 \varnothing \mathrm{TG} \$=$＂CL＂
12050 GOSUB 3ø1ø：REM CALL COMPILE
$12 ø 6 \emptyset$ GOSUB 2ø10：REM CALL CHANGEABLE
$12070 \quad \mathrm{PT}=\mathrm{PT}+\mathrm{FT}$
$12 ø 8 \emptyset$ RETURN
IF GS＜＞＂\｛RIGHT\}" THEN 6620
PN＝PN＋1
IF G\＄＜＞＂\｛LEFT\}" THEN $664 \emptyset$
PN＝PN－1
IF GS＜＞＂C＂THEN 6660 FM＝4l－FM
CS $=34$ Ø－CS
IF G\＄く＞＂W＂THEN 668ø
FW＝FM
$\mathrm{PM}=\mathrm{PN}$
GOSUB 8ø10：REM CALL WRITELABEL
REM：ENDIF
IF G\＄＜＞＂X＂THEN 61øø
$\mathrm{PK}=\mathrm{PEEK}$（ PM ）
POKE PM，（127 AND PK）$+128-(128$ AND～
PK）
FOR $I=1$ TO $1 \varnothing:$ NEXT
POKE PM，PK
FOR $I=1$ TO 10：NEXT
IF G\＄＝＂＂THEN 8ø2の
IF $G \$=$ CHR $\$(13)$ THEN RETURN
AS＝ASC（G\＄）
IF AS＜＜ $2 \emptyset$ THEN $8 \emptyset 69$ $\mathrm{PM}=\mathrm{PM}-\mathrm{FW}$ GOTO 8ø9ø
REM：ELSE POKE PM，（ 128 AND AS）$/ 2+(63$ AND AS $)$
：
RETURN
$\mathrm{PN}=\mathrm{PN}-4 \varnothing$

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| AUTO | HELP | TRACE |
| :--- | :--- | :--- |
| DELETE | OFF | RENUMBER |
| DUMP | STEP | APPEND |
| FIND |  |  |

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| :--- | :--- | :--- |
| CLEAR | POINT | PUT |
| TEXT | LINE | CIRCLE |
| SET, RESET | DRAW |  |

VICkit III
adds the following commands:

| GRAPHICS | INVERT | PUT |
| :--- | :--- | :--- |
| CLEAR | POINT | COPY |
| SCREEN | LINE | FONT |
| BORDER | DRAW | WRITE |
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12999
$13 \varnothing \varnothing \emptyset$ PROC DOLOOP
$1301 \varnothing \quad \mathrm{FR}=\mathrm{FT}$
$13 \varnothing 2 \emptyset \quad \mathrm{SR}=\mathrm{PT}-41+\mathrm{FT}$
13030 GOSUB $1101 \varnothing:$ REM CALL READLABEL
$1304 \varnothing \mathrm{NL}=1+\mathrm{NL}$
13050 TG ="CLP"+STRS (NL)
13060 GOSUB $3 \varnothing 10:$ REM CALL COMPILE
13150 LS (NL) $=$ TS
$13160 \mathrm{LP}(\mathrm{NL})=\mathrm{PT}$
$1317 \varnothing$
13180
$132 \varnothing \varnothing$
13210 GOSUB 2ø35:REM CALL CHANGELPI
13215 GOTO $1324 \varnothing$
13220 REM:ELSE
13230 GOSUB 2ø55:REM CALL CHANGELP2
13240 REM: ENDIF
13250 FT=41-FT
$13260 \quad \mathrm{PT}=\mathrm{LP}(\mathrm{NL})+\mathrm{FT}$
1327 Ø TS=LS (NL)
13280 NL=NL-1
$133 \varnothing \varnothing$ RETURN
13999 :
$14 \emptyset \varnothing \emptyset$ PROC DOIF
$1401 \varnothing \quad F R=F T$
$14 \varnothing 2 \emptyset \quad \mathrm{SR}=\mathrm{PT}-41+\mathrm{FT}$
$14 \varnothing 3 \varnothing$ GOSUB 11ø1ø:REM CALL READLABEL
14040 NI=1+NI
$14050 \mathrm{TG} \$=$ "CLI" $+\mathrm{STR} \$(\mathrm{NI})$
$14 \varnothing 6 \emptyset$ GOSUB $3 \varnothing 1 \varnothing:$ REM CALL COMPILE
14150
14160
14170
14180
14200
14210
14215
14220
14230
14240
14250
14260
14270
14280
14300
14999
$15 \emptyset \emptyset \emptyset$ PROC TRACK
$15010 \mathrm{PT}=\mathrm{TS}$
$15 \emptyset 15$ REM:LOOP
$15 \emptyset 2 \varnothing$ PJ=PEEK (PT)
$15 ø 25$ IF PJ=32 THEN RETURN
$15 \emptyset 3$ IF PJ<>42 THEN $15 \emptyset 5 \emptyset$
$15040 \quad \mathrm{PT}=\mathrm{PT}+\mathrm{FT}$
15045 GOTO $151 \emptyset 8$
$15 \emptyset 5 \emptyset$ IF PJ <>17ø THEN $1507 \emptyset$
15060
15065
15070
15080
15085
$1509 \varnothing$
151øø
15102
15105
15106
15167
15168
: ENDIF
$152 ø \emptyset$ ENDPROC
15999 :
$16 \emptyset \emptyset \emptyset$ PROC MAINLINE
$16 \emptyset 1 \varnothing$ GOSUB 5ø15:REM CALL INITIALIZE

16015
$16 \varnothing 2 \varnothing$
16030
:LOOP
PRINT "\{CLEAR\}\{ø7 DOWN\}WHICH OF THE FOLLOWING DO YOU WANT TO DO"

## AM DIAGRAM"

16ø4ø PRINT "\{DOWN\}2. MODIFY THEN RUN EXI STING DIAGRAM"
16ø5ø PRINT "\{DOWN\}3. READ INSTRUCTIONS"
$1617 \varnothing$ PRINT " $\left\{\varnothing_{2}\right.$ DOWN $\}\{\varnothing 2$ RIGHT\}ENTER NUM BER AT LEFT"
162øø REM:LOOP
16210 GET GS
16220 IF $G \$<" 1 "$ OR $G \$ \gg " 3 "$ THEN $162 \emptyset \varnothing$
1623 IF G\$ <>"3" THEN 1625
1624ø GOSUB 17ø1ø:REM CALL INSTRUCTIONS
16250 REM: ENDIF
16260 IF $G \$>=" 3 "$ THEN 16015
163øø PRINT "\{CLEAR\}";
16310 IF $G \$<>" 2 "$ THEN 16325
16320 GOSUB 1øø2ø:REM CALL RECOPY
16325 REM: ENDIF
16330 GOSUB 6ø1ø:REM CALL DRAW
16340 GOSUB 9ø10:REM CALL COPY
$1635 \emptyset$ PRINT "\{CLEAR\}";
16360 TS=A $0+1$
$1637 \emptyset \quad \mathrm{FT}=4 \varnothing$
16380 GOSUB 1501ø:REM CALL TRACK
164øø POKE 53,4+PEEK (53)
1690ø END
16999 :
$17 \varnothing \varnothing \varnothing$ PROC INSTRUCTIONS
$17 \emptyset 1 \emptyset$ PRINT "\{CLEAR\}USE '*' TO DRAW LOGIC ~ LINES. CHANGE"
$17 \varnothing 2 \varnothing$ PRINT "DIRECTION BY ENTERING 'C'. F OR AN"
$17 \emptyset 3 \emptyset$ PRINT "EXECUTABLE LINE, ENTER 'E'. F OR A LOOP,"
$17 \emptyset 4 \emptyset$ PRINT "ENTER 'L'. FOR AN IF, ENTER ~ 'I'.'
$17 \emptyset 42$ PRINT "CURSOR IN DRAWING MODE SHOWS ~ DIRECTION"
$17 \varnothing 44$ PRINT "OF MOTION. PROGRAM SWITCHES ~ TO LABEL-"
$17 \varnothing 46$ PRINT "LING MODE WHEN 'L','I' OR 'E' ARE"
$17 \varnothing 48$ PRINT "ENTERED, OR WHEN 'W' IS ENTER ED."
$17 \emptyset 5 \emptyset$ PRINT "AFTER WRITING A LABEL, PRESS ~ 'RETURN'."
$17 \emptyset 6 \emptyset$ PRINT "THE CURSOR CONTROLS CAN BE US ED IN"
$17 \varnothing 7 \varnothing$ PRINT "DRAWING MODE. A BLANK CAN BE USED TO"
$17 \emptyset 8 \emptyset$ PRINT "OVER-WRITE UNWANTED MATERIAL.
$17 \varnothing 9 \emptyset$ PRINT "WHEN A DIAGRAM IS FINISHED, E NTER"
171øø PRINT "'X' TO EXECUTE IT. USE SINGL E LETTERS"
$1711 \varnothing$ PRINT "FROM 'A' TO 'H' FOR VARIABLES TO"
$1712 \emptyset$ PRINT "AVOID INTERACTION WITH VARIAB LES IN"
17130 PRINT "THE MAIN PROGRAM. LOOPS CANN OT BE"
$1714 \varnothing$ PRINT "NESTED MORE THAN TWO DEEP; NE ITHER"
$1715 \emptyset$ PRINT "CAN IFS."
175øø PRINT"\{ø2 DOWN\}\{ø2 RIGHT\}PRESS \{REV\} SPACE\{OFF\} TO CONTINUE"
$1751 \varnothing$ REM:LOOP
17520 GET GI\$
17530 IF G1\$<>" " THEN 1751ø
17900 RETURN

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# OUTASIGHT: ATARI April Meanderings From Bill Wilkinson 

There is so much to discuss this month, what with all the new announcements from Atari and others, that I won't waste your time with one of my cutesy little introductions, wherein I summarize - usually in one, long, run-on sentence (with many parenthesized asides) or one or two highly conjunctive paragraphs - all the things I might talk about this month, give away the punch line to various program listings, and apologize for mistakes made three or four months in the past, including mistakes that most readers never notice because (luckily) they just read the text and don't try to type in the program (or are clever enough to wait a month or two and see what mistakes I turn up in subsequent issues).

I will note that I will break from tradition a little this month and discuss some new software releases. I know that I have said before that I would not review software, but I feel that I must make an exception when it comes to new languages, especially those that come directly from Atari.

## Atari COBOL

Unbelievable! After claiming for months (years?) that they were not after the business market, Atari did a complete about-face and produced an interpreter for that most popular business language: COBOL.

Although versions of COBOL have been available for a number of years in the CP/M market, as far as I know this marks the first attempt to implement it on a 6502. The implementation itself is revolutionary, also.

Most of my regular readers will no doubt recall that I have repeatedly stated that the 6502 is a lousy machine to write a compiler for. Several groups have attempted to solve this problem by producing code for an arbitrary "p-machine" and
then writing a p-code interpreter which emulates the (possibly imaginary) p-machine. Examples of this type of compiler include Atari Pascal, UCSD Pascal for the Apple, and (in a similar but not identical vein) Forth.

Now, p-code is small, and the p-code interpreter can be fairly compact and efficient. But a COBOL p-code interpreter (should we call it Ccode?) would be fairly large, because of the great variety of data types, etc., that COBOL supports. So why bother with the compiler stage? Why not tokenize the user's input, à la Atari BASIC, and directly interpret the tokens? You save a lot of space and sacrifice only a little bit of speed. Voilà.

Anyway, I recognize that not too many
COMPUTE! readers are COBOL aficionados, so let's do a very short exploration of COBOL in general and Atari COBOL in particular. Insofar as possible, I will try to relate COBOL features to BASIC features.

COBOL programs are always divided into four major divisions: the identification division, the environment division, the data division, and the procedure division.

There really is nothing in BASIC to correspond to either the identification or environment divisions. The identification division is a kind of forced REMark section; its contents are usually installation and/or compiler specific. Under Atari COBOL, this division is used to specify programmer name, date of compile, and auto-boot procedures (if any). The environment division is used by the COBOL programmer to tell the compiler about the hardware configuration that the compiled code is destined for. Atari COBOL allows the user to specify whether he or she is running on a 400,800 , or 1200 computer and describe the memory configuration. One can also specify whether a

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- URACE UNII numbers executed
- examine variables values
- Full screen BASIC editing
- scroll up or down by cursor
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color TV or a black and white monitor is in use, using either the American NTSC system or the European PAL scheme. Naturally, one can describe the kind of printer to be used (daisy wheel, dot matrix, etc.).

COBOL's data division is at best poorly translatable to BASIC. With COBOL, one must

## Wisely, Atari chose to disallow all use of the procedure division, ...

declare all variables, while BASIC users declare only strings and arrays. Also, with COBOL, each variable has a "PICTURE" associated with it which specifies what the data the variable represents will look like when it is displayed or printed (kind of like having a built-in "PRINT USING ${ }^{\prime \prime}$ format for each variable). Of course, some variables are never printed or displayed, so they can be declared "COMPUTATIONAL," without a picture associated.

Atari COBOL expands on the "PICTURE" concept by allowing the user to specify graphic modes and pictures, including the capability of declaring a variable to be a "player" or "missile" which will be automatically animated (moved both horizontally and vertically) during the VBLANK interrupt period. Of course, there is a price to pay for this flexibility: just setting up a player can require as many as 48 lines of code!

The final division (and, yes, the divisions must be kept in proper order in a COBOL program) is the procedure division. It is here that COBOL looks the most like other languages, including BASIC. There are COBOL equivalents to many BASIC statements, including GOSUB ("PERFORM"), LET ('"MOVE"), IF...THEN ("IF"), and several more. Obviously, all the useful "work" of COBOL is done in the procedure division.

While COBOL does not use line numbers, it suffers some of BASIC's problems; and the user must work to write properly structured COBOL programs. Perhaps the real beauty of COBOL is its ability to be extremely self-documenting. How much more readable it is to say "IF SALES GREATER THAN QUOTA MOVE BONUSAMOUNT TO BONUS IN SALARYRECORD". And that really is legitimate COBOL code!

The most fantastic aspect to Atari COBOL is that somehow Atari managed to fit the whole thing into an 8 K byte cartridge. Rumor has it that they have developed a 16-bit virtual machine that does the brunt of the work. (I don't believe the rumor that Atari wrote COBOL in BASIC and is going to call the manual "An Introduction to BASBOL." On the other hand, who can say?)

The one unfortunate aspect to Atari COBOL is that, in order to cram it all into the cartridge, they had to omit one of the four major divisions. Wisely, Atari chose to disallow all use of the procedure division, since they felt that all but the most experienced COBOL programmers would not miss it.

## Is Something Unclear?

I received a letter from Y. D. Obon, of Erehwon, Nebraska, regarding a comment I had made many months ago about suppressing the screen clear when changing graphics modes. I had said at the time that there seemed little use in such a capability. Well, once again, I have been proved wrong.

Since my comment appeared a long time ago, and since it was written in connection with my assembly language graphics library, I will restate it in terms of Atari BASIC. If the GRAPHICS statement had been omitted from Atari BASIC, the user would have been able to perform the equivalent function by typing in the following equivalent statements:

## CLOSE \#6 <br> OPEN \#6, 12 + n, m, "S:"

In that second line, " $m$ " is the graphics mode (e.g., $\mathrm{m}=7$ is equivalent to GRAPHICS 7). Also, " n " is 0 if full screen graphics are desired, and 16 if you want four text lines at the bottom of the screen. BASIC generates " $n$ " for you based on the GRAPHICS mode you select; note that BASIC inverts the sense of the " +16 " before performing the OPEN. (Note that the " 12 " is simply to tell CIO that we can do both input and output on this channel. It is not used by " $\mathrm{S}:$ ".)

However, " n " as shown above can take on at least one other meaning besides selecting full screen or text mode graphics. If " $n$ " equals 32 (or 48 ), the screen clear which usually takes place upon changing of graphics modes is suppressed. Now I hadn't thought this feature of much use. After all, if I had a mode 5 graphics display and attempted to change to mode 6 without clearing the memory, I would get some sort of meaningless jumble on the screen.

The program demonstrates several points, including that made in the previous paragraph. I was sorely tempted to simply dump this listing on you, without explanation, and let you try it out. But I will take pity. At the very end of this


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month's column, there is an explanation of the various points made by this program. Please, please don't read it yet! Please type the program in and run it first. One clue: not only is the program a lesson in and of itself, but it also reveals the main point of this month's column up to this point.

Caution: Double and triple check the program before you RUN it. The effect could be disastrously scrambled if you make a mistake. On the other hand, the listing is short enough that you should be able to type it in error-free.

## Confusion Is Good For A Sole

Actually, maybe I'm a heel instead of a sole. But I had to have a little fun with this column, and April is obviously the month for it.

I have had a few people pre-read this month's column, and the consensus is that I should explain some of my jokes. Now, I have always felt that a joke that has to be explained isn't funny, but maybe practical jokes are exceptions.

I would first like to point out that even while I was pulling your assorted limbs, I was trying to give you good and valid information. In the discussions of COBOL, everything I told you was accurate and truthful, except, of course, anything that referred to Atari. For instance, COBOL really does have four major divisions, and it really does support a PICTURE capability in the data division. But I think you will find Atari buying IBM (the whole company, not just the computers) before you will find them producing a COBOL for any of their current crop of machines.

Finally, the "kicker" in the description of Atari COBOL (the giveaway that it was all a joke) was the statement that the procedure division was not supported. That is roughly equivalent to leaving all statements out of Atari BASIC other than REM, DATA, and DIM!

## A Slight Hand

If you have not yet typed in and RUN the BASIC program at the end of this article, you are cheating if you start reading this part. Shame, shame, on you. Actually, the program is a kind of puzzle. How and why does it act as it does? Well, the easiest way to explain is to discuss it, line by line.

Line 10: There's nothing special about the name of the string, DIM\$. I chose that name just to show that keywords are not generally reserved names in Atari BASIC. GRAPHICS 23 is actually GRAPHICS $7+16$, full screen mode 7 graphics. Note that this statement will clear all screen memory used in mode 7 .

Line 20: We're going to do a loop 40 times. We READ a character from the DATA statements and use its ATASCII value as a COLOR. Trick: only the two least significant bits of a color number are used in mode 7. Thus COLOR 3 is the same as

COLOR 7 is the same as COLOR ASC(" $\mathrm{G}^{\prime \prime}$ ), because ASC(" $\left.\mathrm{G}^{\prime \prime}\right)$ is 71 .

Line 30: We draw some nice vertical lines, each in a color determined via the READ in line 20. Remember, plotting points on an Atari really means we are turning on or off certain bits in the computer's screen memory. Isn't this a peculiar set of bit patterns?

Line 40: Naughty, naughty, Bill. You used an XIO 12 instead of a CLOSE! Yes, but the point is that doing a CLOSE from BASIC really is the same as an XIO 12. So we closed IOCB \#6, the screen device. And what about the rest of the stuff, the '237, $91,{ }^{\prime \prime}$ = LABEL"' ? Junk. Pure junk. It is totally ignored by CLOSE, and is meant only to mislead you.

Line 50: More of the same foolishness. XIO 3 is exactly the same as an OPEN command. We are opening the screen ("S..." is the screen, the ".. " are ignored, natch) on IOCB \#6 (which is where GRAPHICS would open it). We choose graphics mode 1 (the second parameter), and the 44 may be thought of as $32+8+4$. The 32 says don't clear the screen memory, 8 says we can write to the device (the screen), and 4 says we can read from it (though we don't in this program).

Line 60: So that we can leave the full screen graphics active.

Lines 70, 80, and 90: As explained above, only the two lower bits of each of these characters are used. We could have used $2,2,4,5$, etc., instead, but I worked to get these in alphabetical order, to confuse you further!

And why does it work like it does? Because we are actually seeing the stuff we plotted in mode 7 in a different way. Those same bits which were used in pairs as colors are now interpreted as bytes of eight bits each which are seen as characters.

So now you know the secrets. But you still can't see the surprising result unless you take the time to type in and run the program. Which you already did. Unless you cheated.

Well, Henny Youngman I'm not, but I hope you enjoyed this month's foolishness. Next month, on to more serious things. Finally, we will start showing how to write self-relocatable assembly language. Until then, best wishes from the Lo Of Lirpa.

[^5]
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# HEXEDIT A BASIC Hex Editor For The VIC 

Bill Yee


#### Abstract

"Hexedit" lets you handle hexadecimal-decimal conversions and create and save machine language on your VIC. It works on any VIC, expanded or not.


Are you tired of POKEs, PEEKs, and constant conversion from hexadecimal to decimal and back again? Here's an editor that allows you to roam around VIC memory entirely in hexadecimal. In addition, by changing a BASIC pointer, binary data or machine code entered into VIC RAM via the editor can be saved and loaded on VIC cassette. The normal VIC cassette commands SAVE, LOAD, and VERIFY are used.

The editor is written in BASIC in order to avoid the chicken and egg problem (only an unexpanded VIC is required to create "Hexedit" but it will work without modification on any VIC). Because the unexpanded VIC has only 3500 -odd bytes of RAM available, Hexedit contains no REM statements, and GOSUBs are used extensively. Hexadecimal to decimal conversion is done by a subroutine at line 11, and decimal to hexadecimal conversion is done by a subroutine at line 14. This allows you to do conversions outside of Hexedit via direct BASIC statements. For example, entering $\mathrm{H} \$=$ " ABCD " : GOSUB11 : ?D displays 43981, and entering $\mathrm{D}=43981$ : GOSUB14 : ?H\$ displays $A B C D$.

Hexedit occupies 615 bytes of memory, and on an unexpanded VIC the end of the program would be at 4713 (\$1269). A PEEK of the BASIC pointer for the "end of BASIC program start of BASIC variable area" at locations 45 and 46 (\$2D and \$2E) should show 106 and 18 (\$6A and \$12) after you have created Hexedit.

## Modifying Memory

If you plan to use Hexedit just to look at VIC memory, there is nothing more to do. If you want to create and save data, you need to reserve some space in the RAM following Hexedit. This is done by modifying the BASIC pointer at locations 45 and 46 so that the "end of BASIC program start of BASIC variable area" is much higher than it is for

Hexedit proper. If you do a POKE45, 0 and a POKE46, 28 followed by a CLR (to clean up the other BASIC pointers), you would now have the memory space from 4714 to 7167 (\$126A to \$1BFF) at your disposal.

However, once you have changed the pointer, do not add or delete any BASIC statement. If you do, the BASIC line editor in the VIC will move data around in memory up to the "end of BASIC program" location defined by the pointer as well as relinking the data to form linked BASIC statements.

Hexedit is executed with a RUN command. You are prompted for a starting memory location by Hexedit. The address is taken to be hexadecimal if prefixed by $\$$. Otherwise, it is seen as decimal. After the location prompt, all output and input is taken to be hexadecimal. Hexedit displays the current location address followed by the contents. Keying the up CRSR causes a byte walk towards lower memory. The down CRSR is used to byte walk towards higher memory. Depressing the SPACE bar with no other input re-displays the current location. This is useful for looking at the VIC VIA timers or input ports. If the value in the location has not changed, hitting the SPACE bar will appear to have no effect.

A RETURN causes a prompt for a new starting location. If you respond to the prompt with just another RETURN, Hexedit will END.

Data can be entered into memory at the current location whose address and contents are displayed by Hexedit. The digits $0-9$ and A-F are accepted for input. Only the last two digits entered are written into memory. So if you make a mistake, just keep on entering digits until it is right. After digit input, write of memory occurs on either up or down CRSR, SPACE bar, or RETURN.

The location pointer is modified after a successful write of memory, as described previously, except for the SPACE bar. In this case, with data entered, the SPACE bar causes the current location to increment. I found this method of data entry with the SPACE bar to be the fastest way. If the

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current location cannot be written by the data specified, the response will in all cases be the message " $\mathrm{R} / \mathrm{O}^{\prime}$ " followed by re-display of the same location.

Once you have finished entering data into reserved memory, you can exit Hexedit by hitting RETURN twice. The VIC cassette commands can then be used to SAVE the new data (along with Hexedit) to tape. A subsequent LOAD will retrieve the data as well as Hexedit from tape.

I have used Hexedit for entering up to 2 Kbytes of assembly code on the VIC. For example, it is a way to create "TINYMON1" directly on the VIC rather than doing it via a PET. For those with limited resources, Hexedit provides a way for doing more with what you already have at no further cost.

```
l GOSUB8:L=D:C=99
2 GOSUB7:L=D
3 GOSUB13:L$=H$:D=PEEK(L):GOSUB14:PRINTL
    $": "H$"_"; :GOSUB18
4 IF HS=""ANDDC=32THENPRINT"{UP}":GOTO3
5 IFH$<>" "THENH$=RIGHT$ (H$, 2):GOSUBl1:PO
    KEL,D:IFPEEK(L)<>DTHENPRINT" R/O"
    :GOTO3
6GOTO2
7 PRINT:IFC<>13THEND=L+SGN(99-C): RETURN
8 H$="":INPUT"LOC"; H$:IFH$=""THENEND
9 IFLEFT$(H$,l)<>"$"THEND=VAL(H$):RETURN
1\emptyset H$=MID$ (H$, 2,LEN(H$)-1):H$=RIGHT$ (H$,4
11 N=LEN(H$):D=\varnothing:FORM=\emptysetTON-1:C$=MID$ (H$,N
    -M,1):H=ASC(C$)-48:IFH>9THENH=H-7
12D=D+H* 16 M M NEXT:RETURN
13 D=L
14 IFD<\emptysetORD>65535THENPRINTD"OOR": END
15 H$="":M=4ø96:N=3:IFD<256THENM=16:N=1
16 FORH=\varnothingTON:C=INT(D/M):D=D-C*M:M=M/16:C=
        C+48:IFC>57THENC=C+7
17 H$=H$+CHR$ (C) : NEXT:RETURN
18 H$=""
19 GETC$:IFC$=" "THEN19
2Ø C=ASC(C$):IFC=130RC=170RC=32ORC=145THE
        NRETURN
21 IF C<480R(C>57ANDC<65)ORC> 70THEN19
22 PRINTC$;:H$=H$+C$:GOTO19
```

22 PRINTC\$; :H\$=H\$+C\$:GOTO19

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# PET Searcher 

Ronald A Blattel


#### Abstract

A machine language routine can reduce the search time of random access files. The program given here searches for a given input string and matches it with an array string. For CBM computers, Upgrade and BASIC 4.0, with disk.


Random access or relative files require a keyfile to hold the record number from which is derived the record location on disk. If the keyfile is long, a sequential BASIC search for the desired record can take rnany seconds and eliminate the time advantage of a random access file.

One solution to this problem is to sort the keylist and then do a binary search. This requires saving the record number with the keyword. Another solution is to maintain an unsorted list and equate the list position of the keyword with the record number. The search time could be reduced with a machine language routine.

The following program searches a onedimensional array for a given input string. The position in the array is accessed directly with the USR function. It is fast and reliable provided certain rules are observed. The input string variable must be cleclared in the program before any other strings. The array must be DIMensioned before any other arrays. Any variables used during the search process must be declared before the search.

Before the search, the USR jump locations, 02 , must be POKEd with the appropriate values. These will be generated in the loader (Program 1). The search returns to BASIC on a match. If the search is to continue for multiple matches, a different jurnp location must be POKEd. This also is given in the loader program.

The search will match an input string with the exact array string or a longer array string. For instance, an input string of "hello" would match with "hello" and "hello there." A "*" in the input string matches anything. So, "***** there" will match with "hello there."

The last element in the array to be searched
must be "\#" to stop the search.
The loader program allows a choice of storing the routine at any location or protecting it in high memory. It is deliberately short. Any modifications such as browsing backwards can be implemented in BASIC by storing the matches in another array.

The routine setup is exemplified in the demonstrator (Program 2). Also, the search time is calculated and may be compared to the same search in BASIC.

The USR function transfers program control from BASIC to machine code, starting at the address at 0001 and 0002. By POKEing the appropriate addresses at these locations, the program will either initialize (start at the beginning of the search) or continue where it left off.

The only ROM-dependent subroutine used in the program is the one which converts two-byte integer numbers to floating point. The program was written on a machine with Upgrade ROMs, in which this subroutine begins at location \$D26D. (See the last number in line 910 and the first in lines 920, 109 and 210 respectively. This is the subroutine address in the usual low byte/high byte order $-109=\$ 6 \mathrm{D}$ and $210=\$ \mathrm{D} 2$.) In BASIC 4.0 the conversion subroutine begins at location \$C4BC, thus the 109 and 210 must be changed to 188 and 196 to use the program with these ROMs.

## Program 1.

$1 \varnothing \emptyset$ PRINT" $\{$ CLEAR $\}$ LOADER AND RELOCATER FOR ~ SEARCH $2 . \emptyset^{\prime \prime}$
$11 \varnothing$ :
$12 \emptyset \operatorname{DEFFNH}(X)=\operatorname{INT}(X / 256)$
$13 \emptyset \operatorname{DEFFNL}(X)=\operatorname{INT}(X-256$ *FNH $(X))$
$14 \emptyset \operatorname{DEFFNN}(X)=\operatorname{PEEK}(X)+256 * \operatorname{PEEK}(X+1)$
$15 \emptyset \mathrm{NU}=142$ : REM LENGTH OF PROGRAM
$160:$
$17 \varnothing$ INPUT" \{DOWN\}START AT \{REV\}A\{OFF\}DDRESS OR \{REV\}T\{OFF\}OP OF MEMORY T\{ø3 LEFT $\}^{\prime \prime}$; IN\$
$18 \emptyset$ IF IN\$="T" THEN $29 \emptyset$
$19 \emptyset$ INPUT"\{DOWN\}START AT WHICH ADDRESS"; XX
$2 \emptyset \emptyset$ GOSUB 22Ø:GOTO38Ø
210 :
$22 \emptyset$ FOR I= Ø TO NU-l
$23 \varnothing$ READ A
$24 \emptyset$ POKE XX+I,A
$25 \emptyset$ NEXT
260 RETURN
270
$28 \emptyset$ REM CALCULATE NEW TOP OF MEMORY
290 HIMEM=FNN (52)-NU-1
$3 \varnothing \varnothing$ XX=HIMEM+1
310
$32 \varnothing$ GOSUB $22 \varnothing$
330
$34 \varnothing$ REM ADJUST TOP OF MEMORY
350 POKE (52), FNL(HIMEM)
360 POKE (53), FNH (HIMEM)
370 :
380

400
$41 \varnothing$ POKE $X X+1, F N L(X X+O 1)$
$42 \emptyset$ POKE XX+2,FNH(XX+O1)
430
440 REM ADJUST 'CONTINUE' SUBROUTINE ADDRE SS

460
470
$48 \emptyset$ POKE $\mathrm{XX}+\mathrm{O} 3+1$, $\mathrm{FNH}(\mathrm{XX}+02)$
$49 \emptyset$ POKE $X X+03+4$, $\mathrm{FNL}(X X+O 2)$
500 :
510 REM ADJUST 'STORE' SUBROUTINE ADDRESS
$52 \emptyset$ REM (CURRENTLY 5TH NUMBER IN LINE $92 \emptyset$ lST IN 93ø)
$53 \varnothing$ REM (AND 1ST AND 2ND NUMBERS IN LINE 9 4ø)
$40 \quad 04=109$
$55005=115$
560 06=132
$57 \emptyset$ POKE $X X+04, F N L(X X+06)$
$58 \emptyset$ POKE XX+04+1, FNH ( $\mathrm{XX}+06$ )
590 POKE XX+05,FNL (XX+06)
$6 \emptyset \emptyset$ POKE $\mathrm{XX}+05+1$, $\mathrm{FNH}(\mathrm{XX}+06)$
610 :
$62 \emptyset$ PRINT" $\{\varnothing 2$ DOWN $\}$ SET UP BY:
$63 \varnothing$ PRINT" $\{$ DOWN\}POKE $\varnothing, 76 "$
640 PRINT" $\{$ DOWN \}POKE 1, "FNL (XX)
$65 \emptyset$ PRINT" ${ }^{(D O W N\} P O K E ~ 2, ~ " F N H(X X)}$
660 PRINT" $\{\varnothing 2$ DOWN $\}$ FOR CONTINUATION: "
$67 \varnothing$ PRINT" $\{$ DOWN\}POKE $\varnothing, 76 "$
$68 \emptyset$ PRINT" $\{$ DOWN $\}$ POKE 1, "FNL (XX+O3)
$69 \emptyset$ PRINT"\{DOWN\}POKE 2,"FNH (XX+O3)
$7 \varnothing \varnothing$ END
710 DATA $32,164,3,160,2$
720 DATA $177,42,133,4,2 \varnothing 0$
$73 \varnothing$ DATA $177,42,133,5,2 \varnothing \varnothing$
740 DATA $177,42,133,6,169$
750 DATA Ø, 133, $8,133,9$
760 DATA $24,165,44,105,8$
$77 \emptyset$ DATA $133, \emptyset, 165,45,133$
$78 \emptyset$ DATA $1,144,2,23 \emptyset, 1$
790 DATA $160, \varnothing, 177, \emptyset, 133$
$8 \emptyset \emptyset$ DATA $2,2 \emptyset \emptyset, 177, \varnothing, 133$
810 DATA 3 , $165,4,17 \varnothing, 16 \emptyset$
$82 \emptyset$ DATA $\emptyset, 169,35,2 \emptyset 9,2$
830 DATA $240,35,177,5,201$
840 DATA $42,24 \emptyset, 7,2 \not 09,2$
$85 \emptyset$ DATA $208,6,2 \emptyset 2,24 \emptyset, 22$
860 DATA $2 \emptyset 0,208,24 \emptyset, 24,165$
$87 \varnothing$ DATA $\varnothing, 105,3,133, \varnothing$

880 DATA
890 DATA
$9 \emptyset \emptyset$ DATA
$91 \varnothing$ DATA
920 DATA
930 DATA
940 DATA
950 DATA
960 DATA
970 DATA
980 DATA


## Program 2.

1øø REM DEMO FOR SEARCH $2 . \emptyset$
$11 \varnothing$ REM DEFINE INPUT VARIABLE BEFORE OTHER VARIABLES
$12 \emptyset$ REM AND DIM SEARCHED ARRAY BEFORE OTHE $R$ ARRAYS
$13 \emptyset$ REM "**LLO" OR "**LL*" ARE ALLOWED
140 REM LAST ELEMENT IN LIST MUST BE "\#"
$150:$
160 A\$="HELLO" :REM DEFINE INPUT VARIABLE FIRST
$17 \varnothing$
18Ø CR=ø:T=Ø: Z\$=" " :REM DEFINE Z\$ BEFORE ~ USING IN SEARCH LOOP
190 :
2øø GOSUB 5øø
210 :
$22 \varnothing$ DIM B\$ (3øøø) : REM SEARCHED ARRAY DIM' D BEFORE OTHER ARRAYS
230 :
$24 \varnothing$ FOR I=ØTO3ØøØ: REM SET UP DEMO ARRAY
250 B (I) $=$ "BBBBBB"
260 NEXT
270 B (3) = "HELLO"
28 B ${ }^{2}(4)=$ HELLO"
290 B\$ (5) = "HELLO"
3 Øø B\$(15øø)="HELLO"
$31 \varnothing \mathrm{~B} \$(25 \emptyset \emptyset)=$ "HELLO"
$32 \varnothing \mathrm{~B}$ ( $3 \varnothing \varnothing \varnothing$ ) $=$ "\#"
330 :
340 REM USE POKE VALUES FOR SET UP FROM LO ADER PROGRAM
$35 \emptyset$ POKEØ,76:POKE1,58:POKE2,3
360 PRINT" $\{$ CLEAR\}ARRAY ELEMENT TIME REQ UIRED"
$37 \emptyset$ PRINT" MATCHED TO MATCH"
$38 \emptyset \mathrm{~T}=\mathrm{TI}$
$39 \varnothing$ CR=USR ( $\varnothing$ )
$4 \emptyset \emptyset \operatorname{PRINTTAB}(3) ; C R ; T A B(18) ;(T I-T) / 6 \emptyset$
$41 \varnothing$ GETZ\$:IFZ\$=""THEN 41ø
$42 \emptyset \mathrm{~T}=\mathrm{TI}$
$43 \emptyset$ REM USE POKE VALUES FOR CONTINUATION F ROM LOADER PROGRAM
440 POKEØ,76:POKE1,182:POKE2,3
$45 \varnothing$ CR=USR ( $\varnothing$ )
$460 \operatorname{PRINTTAB}(3) ; C R ; T A B(18) ;(T I-T) / 60$
$47 \varnothing$ IF $B \$(C R)=" \#$ " THEN END
$48 \emptyset$ GOTO $41 \varnothing$
490 :
5øø PRINT" \{CLEAR\} SEARCH"
$51 \varnothing$ PRINT"\{ø2 DOWN\}THIS PROGRAM CALCULATES THE RECORD NUMBER OF A GIVEN REC ORD IN A "
520 PRINT"\{DOWN\}SEQUENTIAL LIST. DEFINE T HE SEARCH STRING BEFORE OTHER VAR I ABLES"
$53 \emptyset$ PRINT"\{DOWN\}AND DIMENSION THE SEARCH M ATRIX BEFORE ANY OTHER ARRAYS."
$54 \emptyset$ PRINr!" ${ }^{\text {P }}$ DOWN\}AS LONG AS ALL VARIABLES H AVE BEEN INITIALIZED, IT WILL YIE LD"
$55 \emptyset$ PRINrC" $\{$ DOWN $\}$ MULTIPLE MATCHES IN SEQUEN CE."
560 PRINTC" $\{$ DOWN\}THE LAST ARRAY ELEMENT MUS T BE \#."
$57 \emptyset$ PRIN'「"\{ø2 DOWN\}PRESS ANY KEY TO CONTIN UE"
$58 \emptyset$ PRIN'T" \{DOWN\} AND PRESS KEY FOR SUBSEQU ENT MATCHES."
590 GETZS:IF Z $\$=$ ""THEN $59 \varnothing$
$6 \emptyset \emptyset$ PRIN'T" $\{$ DOWN $\}$ \{REV\}PLEASE WAIT"
610 RETURN

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# The Atari Return Key Mode 

James Luczak


#### Abstract

Atari's Return Key Mode can be a very powerful programming tool. Not only can you write a program that adds or deletes program lines from itself, but you can also change the contents of a program line - all of this while the program is running.


Have you ever wanted a game program to store the all-time high score? Have you ever wished that a program could modify itself? Atari's Return Key Mode makes this and many other things possible.

Data statements can be updated. Strings can be created and inserted into a program. It might even be possible to simulate disk file operations. by creating, deleting and updating files set within the program.

This article has two purposes: first, to introduce the Return Key Mode to readers who don't know it exists, and second, to show how to use the Return Key Mode. Once you know how it works, it's very easy to use. The three demo programs below will demonstrate the use of the Return Key Mode to add, delete, and edit program lines (and also give you something to experiment with). Program 1 illustrates how lines can be added to a program. Program 2 illustrates how lines can be removed from a program, and Program 3 shows how to edit lines and then reinsert them into the program.

Before we discuss how to use the Return Key Mode, run Program 1. The screen should look like Example 1. Now run Program 1 again. The screen should then look like Example 2. If you list Program 1, you'll notice that lines 55 and 130 have been added to the program. I'll explain how this was done in a minute.

Enter Program 2 and try running it. Your screen should look like Example 3. Now run Program 2 a second time; your screen should now look like Example 4. List Program 2. As you can see, we have added line 80 and removed lines 30,
$40,50,60$, and 70 from the program. Before running Program 3 , let's see how this was accomplished.

In general, the format used in Program 1 to add lines must be used to delete lines and to edit lines.

## Adding Lines

To add lines to a program, follow these steps:

- Step One: Print the lines that are to be added with a line number, and as valid lines. Notice the POSITION commands in lines 60 and 70 in Program 1. The position of the cursor is very important when using the Return Key Mode. Any lines that are going to be added, removed, or listed must be positioned between STOP (line 100) and CONT (line 90 ). This is probably quite confusing right now, but things should start to clear up. Remember, when adding lines, to position the line to be added. Include a line number, and the line must appear on the screen when printed as a valid line (lines 60 and 70 are examples of lines printed as valid program lines).
- Step Two: POSITION 0,0 : POKE 842,13 (line 80).

The POSITION command insures that the cursor is correctly placed. The POKE command puts the Atari into the Return Key Mode.

- Step Three: POSITION 2,8: PRINT "CONT" (line 90).

The POSITION command places the CONTinue (CONT) command below the last line to be added to the program. You can position the CONTinue command (type "CONT") as far below the last added line as you wish. However, there are three rules to observe when positioning the CONTinue command. Rule One: There should be clear screen between the last line that is going to be added to the program and the CONTinue command. Rule Two: Do not position the CONTinue command beyond line 23. Rule Three: The CONTinue command must be printed on a clear line (a line with nothing else printed on it).

## Breaking Rules

Let's disregard a couple of the rules and see what happens. You can get the program back by hitting SYSTEM RESET. Remember: always start with the original program (remove lines 55 and 130). Add the following line to the program: 75 POSITION 2,8 : PRINT "THIS IS JUNK". After you get the program back (remove lines 55 and 130), change line 90 as follows: 90 POSITION 2,24 : PRINT "CONT". The program scrolls right off the top again.

All in all, if you observe these three rules you won't have any problems. The line that the CONTinue command is positioned on sets the lower limit of the Return Key Mode. Anything below the CONTinue command will not be affected by the Return Key Mode.

- Step Four: POSITION 2,4 : STOP (line 100).

The POSITION command places the STOP command above the first line to be added to the program. There is one rule to observe when positioning the STOP command. The STOP command must be positioned two lines above the first line to be added to the program. The reason for this rule is that, when the Atari sees a STOP command, it will print "STOPPED AT LINE XXX" on the next line below the STOP command. And it will print it no matter what happens to be there. By positioning our first line addition two lines below the STOP command, we make sure that "STOPPED AT LINE XXX" does not overprint our line additions. The line that the STOP command is positioned on sets the upper limit of the Return Key Mode. Anything above the STOP command will not be affected by the Return Key Mode.

- Step Five: POKE 842,12 (line 110).

This F'OKE removes the Atari from the Return Key Mode and returns it to normal operations.

Here's a short recap of the steps to follow when using the Return Key Mode:

1. Print the lines that are going to be added with a line number, and as a valid program line
2. POSITION 0,0 : POKE 842,13 turns Return Kiey Mode on
3. POSITION 2,X : PRINT "CONT" sets lower limit of Return Key Mode
4. POSITION 2,X : STOP sets upper limit of Return Key Mode
5. POKE 842,12 removes the Atari from the Return Key Mode

## Taking l.ines Out

To remove lines from a program, follow the same steps as you would to add lines. Then print the line number to be removed. Lines 90 through 110 in Prograrn 2 show how it's done. That's it.

## Example 1.

LINE 0
LINE 1
LINE 2
LINE 3
STOPPED AT LINE 100
55 GOTO 130
130 PRINT "THIS IS HOW IT WORKS"
CONT
READY

## Example 2.

LINE 0
LINE 1
LINE 2
LINE 3
THIS IS HOW IT WORKS

## Example 3.

LINE 0
LINE 1
LINE 2
LINE 3
LINE 4
LINE 5
STOPPED AT LINE 140
80 GOTO 170
30
40
50
60
70
CONT
READY

## Example 4.

LINE 0
LINES 30 THRU 70 ARE REMOVED
READY

## Example 5.

TODAY IS MONDAY
USE THE CURSOR CONTROLS TO POSITION
THE CURSOR THEN TYPE TUESDAY OVER MONDAY
?
140 DATA TODAY
150 DATA IS
160 DATA MONDAY
HIT RETURN WHEN DONE

## Editing Programs

Before we explore how to edit, enter Program 3 and run it. Your screen should look like Example 5. Use the cursor and change one or all of the words in the data statements. Hit RETURN after you have made all changes. The Atari will print a line at the center of the screen with your changes. List Program 3. The data statements in lines 140 through 160 will contain any changes you have made.

Program 3 edits program lines, then reinserts them. Again, follow the same steps as you would to add lines, except, instead of printing program lines, list the lines that you want to edit (line 40). In order to edit the line, we must first suspend program operation. This is quite easy to do. Use an INPUT command (line 60).

Since the computer is now waiting for an input from the user, we can make any changes we wish. To make a change, use the cursor controls (control arrows) to position the cursor over the item to be changed. Then type in the change. To remove a word, follow the same routine, but type spaces over the word to be deleted. There is one rule to observe concerning the position of the INPUT command: the INPUT command must be positioned one line below the STOP command.

If the INPUT command is not positioned one line below the STOP command, the word READY will be printed three lines below the INPUT command. Try changing line 60 as follows: POSITION 2,7: INPUT T\$ and add the following line: 105 END. Now run the program and hit the RETURN key. Look what happened to the data lines that are listed. Everything is OK except the last data line listed. The word READY is printed over part of the data line. Remove line 105 and run the program again. Make a change, then hit RETURN. You'll notice that your change has not been implemented. If you observe the position rule for the INPUT command, you won't have any trouble with editing. Remember: don't hit RETURN until all changes are made.

Using Atari's Return Key Mode is not very difficult. Experiment with the demo programs, and you'll get the hang of it.

## Program 1.

```
10 ? CHR$(125)
20 POSITION 2,0:? "LINE O"
30 ? "LINE 1"
40 ? "LINE 2"
50 ? "LINE 3"
60 POSITION 2,6:? "55 GOTO 130"
70 ? "130 PRINT ";CHR$(34);"THIS IS
    HOW IT WORKS";CHR$(34)
8O POSITION 0,0:POKE 842,13
90 POSITION 2,8:? "CONT"
100 POSITION 2,4:STOP
```

110 POKE 842,12
120 END

## Program 2.

```
10? CHR$(125)
20 POSITION 2,0:? "LINE O"
30 ? "LINE 1"
40 ? "LINE 2"
50 ? "LINE 3"
60 ? "LINE 4"
70 ? "LINE 5"
85 POSITION 2, 8:? "80 GOTO 170"
90? 30:? 40:? 50
100? 60
110?70
120 POSITION 0,0:POKE 842,13
130 POSITION 2,14:? "CONT"
140 POSITION 2,6:STOP
150 POKE 842,12
160 END
170 ? "LINES SO THRU 70 ARE REMQVED"
```


## Program 3.

```
5 DIM T$(1), C$(10):RESTORE
10 ? CHF$(125)
20 FOR X=1 TO 3:READ C$:? C$;" ";:NE
    XT X
30 ?:? :? "USE THE CURSOR CONTROLS
        TO POSITION{S SPACES?THE CURSOR T
        HEN TYPE TUESDAY OVER{S SPACESYMO
        NDAY"
40 POSITION 2,7:LIST 140,160
50 POSITION 2,15:? "HIT RETURN WHEN
        DONE"
6O POSITION 2,6: INPUT T$
70 POSITION 0,0:POKE 842,13
80 POSITION 2,12:? "CONT"
90 POSITION 2,5:STOF
100 POKE 842,12
110 ? CHR$(125): RESTORE
120 POKE 84,10:POKE 85,10:FOR X=1 TO
        3:READ C$:? C$;" ";:NEXT X:? :?
130 END
140 DATA TODAY
150 DATA IS
1 6 0 ~ D A T A ~ M O N D A Y ~
```



# Apple II Bar Charts 

Bernard L. Webb

Reports for school, business, or other purposes can frequently be made more interesting and more understandable by the use of charts and graphs of various types. Such charts can be prepared on the Apple II using a graphics pad or by keyboard control. This fast and convenient program draws bar charts under program control, with only a minimum of effort by the operator.

This program is interactive, with the operator providing on request the necessary information as to the number of bars and so forth. The information requested is quite simple and requires no advance calculations. Error trapping routines have been included to catch most operator errors and prevent premature termination of the program.

Completed charts can be stored as binary files, and other charts can be recalled from disk if desired. The latter function is useful if you want to superimpose a bar chart on a line graph or other illustration previously prepared.

## Designing The Chart

The program will draw up to 30 bars in its present form. A larger number of bars can be accommodated by changing the dimension statements at the beginning of the program. However, the limitations of the Apple hi-res screen would cause the bars on even a 30-bar chart to be rather narrow.

In order to provide variety, several types of bar charts can be prepared by the program. The bars can be all positive, as shown in Charts 1 and 4 , or they can be both positive and negative, as shown in Charts 2 and 3. The bars can be vertical, as shown in Charts 1 and 2, or horizontal, as shown in Charts 3 and 4. The bars can be contiguous, as shown in Chart 1; or spaces can be inserted between them, as shown in Chart 2. The number of spaces, if any, to be inserted between bars is determined by the operator at runtime.

Generally, it is better to use vertical bars if there are many bars. Horizontal bars are best if the bars need to be long, especially if there are not many of them. Of course esthetics may also be a factor in selecting between them. The minimum value on the bars need not be zero if all bars are positive. If negative bars are included, the
chart is centered at zero in order to avoid misleading comparisons.

This program does not provide any means for lettering the charts. The charts shown here were lettered with a VersaWriter digitizer board and the associated software. I sometimes use the Higher Text Plus software from Call-A.P.P.L.E. for the lettering, and there are several other software packages that can serve the same purpose.

## Printing Options

I print the charts on either my Epson MX-80 dot matrix printer or my NEC Spinwriter letter-quality printer. Chart 1 was printed on the Epson, and Chart 2 was printed on the Spinwriter.

I use the Grafpak screen-dump package from Smartware to print charts on the Epson, and the Spinwriter Graphics dump program from Computer Station on the NEC. Both have been highly satisfactory, but several other publishers have similar software. Computer Station's software will not work with the serial port of the Mountain Computer CPS MultiFunction Board. The menu says it will work only with the Apple Serial Board, the Apple Communications Card and the California Computer Serial Card. However, I have found that it will also work with the serial port of my SSM AIO card, provided I choose the Apple Communications Card option from the menu.

Figure 1.


Figure 2.


CHART 2-LOHEST TEMPERATURE-MONTHLY
Figure 3.


Figure 4.


10 DIM YV(30), YP (30), YQ(30)
20 DIM XP(30), XQ(30)
30 HCOLOR= 7
$40 \mathrm{D}=\mathrm{CHR}$ (4):F9 $=0$
50 HGR
$60 X=29: Y=130$
$70 \mathrm{H}=130: \mathrm{L}=250$
80 INPUT "WANT TO RECALL PICTURE FROM DISK?(Y/N) ";Y\$

90 IF $\mathrm{Y} \$=$ "N" THEN 130
100 IF $Y \$<>$ "Y" AND $Y \$<>"$ N" THEN 80
110 INPUT "INPJT FIl:NAME ";P\$
120 PRINT Dक; "BLOAD"; P\$
130 PRINT "DO YOU WANT HORIZONTA L OR VERTICAL BARS? (H/V) "
140 INPUT H\$
150 IF $\mathrm{H}=<>$ "H" AND $\mathrm{H}=$ ( $<$ " V" THEN 130
160 INPUT "WILL THERE BE NEGATIV E BARS? (Y/N) ";NB
170 IF H\$ = "V" AND NB\$ = "N" THEN 210
180 IF H\$ = "V" AND NB\$ = "Y" THEN 940
190 IF NB $\$<>$ "N" AND NB\$ < > "Y" THEN 160
200 GOTO 1150
210 IF NB\$ = "Y" THEN 270
220 XY \$ = "Y"
230 HPLOT ( $X+L$ ), $Y$
240 HPLOT TO X,Y
250 HPLOT TO $X,(Y-H)$
260 GOTO 310
$270 \operatorname{HPLOT}(X+L),(Y-(H / 2))$
280 HPLOT TO $X,(Y-(H / 2))$
290 HPLOT $X, Y$
300 HPLOT TO $X,(Y-H)$
310 INPUT "NUMBER OF BARS ON $X A$ XIS? "; N2
320 INPUT "NUMBER OF SPACES BETW EEN BARS? ";SP
330 IF NB\$ = "Y" THEN 350
340 INPUT "NUMBER OF DIVISIONS 0 N Y AXIS? ";N1
350 IF NB $\$=$ "Y" THEN $Z 3=2$
360 IF NB $=$ "Y" THEN Z3 $=2$
370 IF NB $\$=$ "N" THEN Z3 $=1$
380 Y1 $=\mathrm{H} /(\mathrm{ZS} * \mathrm{~N} 1)$
$390 \times 1=(L-6-(S P * N 2)) / N 2$
$400 \mathrm{Y} 2=\mathrm{Y}: \times 2=\mathrm{X}$
410 IF NB $\$=$ "Y" THEN Z6 = (N1 * 2)

420 IF NB $\$=$ "N" THEN $Z 6=N 1$
430 IF NB $\$=$ "N" THEN 460
440 HPLOT X,Y
450 HPLOT TO $(x+3), Y$
460 FOR I $=1$ TO Z6
$470 \mathrm{Y} 2=\mathrm{Y} 2-\mathrm{Y} 1$
480 IF NB $=$ "N" THEN 500
490 IF I $=$ N1 THEN 550
500 IF Y2 < 0 THEN Y2 $=0$
510 HPLOT X,Y2
520 HPLOT TO $(x+3), Y 2$
$530 \mathrm{XP}(1)=X+6$
$540 X Q(1)=X P(1)+X 1$

550 NE：XT I
560 FOR I $=2$ TO N2
$570 X P(I)=X Q(I-1)+S P$
$580 X Q(I)=X P(I)+X 1$
590 IF：$X Q(I)>279$ THEN $X Q(I)=$ 279
$600 X_{2}=X_{2}+X_{1}+5 P$
610 NE：XT I
620 INPUT＂MAXIMUM VALUE SHOWN 0 N Y AXIS？＂；Y
630 IF $\mathrm{NB} \$=$＂Y＂THEN 660
640 INPUT＂MINIMUM VALUE SHOWN 0 N Y AXIS？＂；Y4
650 IF：Y3＜$=$ Y4 THEN GOSUB 16 30：GOTO 620
660 FOR I $=1$ TO N2
670 PRINT＂INPUT THE Y－VALUE FOR BAR NUMBER＂；I
680 INPUT YV（I）
690 IF $\mathrm{YV}(\mathrm{I})>Y 3$ THEN GOSUB 97 0：GOTO 670
700 IF：Y4＞ 0 AND $\mathrm{YV}(\mathrm{I})$＜Y4 THEN gOSUB 1030：GOTO 670
710 IF： $\mathrm{Y} 4=0$ AND ABS（YV（I））＞ Y：S THEN GOSUB 1090：GOTO 67 0
720 IF NB＊$=$＂Y＂THEN Z7 $=\mathrm{H} / 2$
730 IF NB क $=$＂N＂THEN Z7 $=\mathrm{H}$
$740 Y Q=((Y V(I)-Y 4) /(Y 3-Y 4$ ））
750 IF NB\＄＝＂N＂THEN 780
760 HFLOT XP（I），（Y－（ $\mathrm{H} / 2$ ））
770 GUTO 790
780 HPLOT XP（I），Y
790 IF NB $=$＂Y＂THEN $Z 8=H / 2$

800 IF：NBG $=$＂N＂THEN $Z 8=0$
810 HFLLOT TO XP（I），（Y－YQ－Z 8 ）
820 HFLLOT TO XQ（I），（Y－YQ－ZB ）
830 IF NB $=$＂N＂THEN 860
840 HFLOT TO XQ（1），（Y－（H／2） ）
850 GUTO 870
860 HFLOT TO XQ（I），Y
870 NE：XT I
880 IAPUT＂WA！JT TO SAVE PICTURE TO DISK？（Y，i人）＂；V务
890 IF $\mathrm{Y} \$=\mathrm{N}=$ THEI！END
900 IF：Y
910 INPUT＂INPUT FILENAME＂；X\＄
920 PRINT D\＄；＂BSAVE＂；X $\$$ ；＂，A8192 ，1．8192＂
930 GIJTO 1650
940 INFUT＂NUMBER OF DIVISIONS 0 $N$ THE POSITIVE $Y$ AXIS？＂；N1

950 Y4 $=0$
960 GOTO 210
970 PRINT＂INPUT VALUE EXCEEDS M AXIMUM VALUE ON＂；XY\＄；＂AXIS －WANT TO INPUT NEW VALUE（N ）OR TERMINATE（T）？＂
INPUT T\＄
990 IF T $\$=$＂N＂THEN 1020
1000 IF T\＄＝＂T＂THEN END
1010 GOTD 970
1020 RETURN
1030 PRINT＂INPUT VALUE IS LESS THAN MINIMUM＂；XY末；＂VALUE． WANT TO INPUT NEW VALUE（N） OR TERMINATE（T）？＂
1040 INPUT T\＄
1050 IF T\＄＝＂N＂THEN 1080
1060 IF T\＄＝＂T＂THEN END
1070 GOTO 1030
1080 RETURN
1090 PRINT＂INPUT NEGATIVE VALUE WILL PLOT OFF CHART．WANT T 0 INPUT NEW VALUE（N）OR TEM INATE（ $T$ ）？＂
1100 INPUT T\＄
1110 IF T\＄＝＂N＂THEN 1140
1120 IF T\＄＝＂T＂THEN END
1130 GOTO 1090
1140 RETURN
1150 INPUT＂HOW MANY BARS ON THE Y AXIS？＂：YB
1160 INPUT＂HOW MANY SPACES BETW EEN BARS？＂；NS
$1170 \mathrm{XY}={ }^{\circ}=$＂Y＂
1180 IF NB\＄＝＂Y＂THEN 1210
1190 INPUT＂HOW MANY DIVISIONS $\square$ N X AXIS？＂：XD
1200 GOTO 1230
1210 INPUT＂HOW MANY DIVISIONS 0 N POSITIVE X AXIS？＂；XD
$1220 \mathrm{XD}=\mathrm{XD} * 2$
1230 HPLOT $(X+L), Y$
1240 HPLOT TO X，Y
1250 IF NB $\$=$＂N＂THEN HPLOT TO $X,(Y-H)$
1260 IF NB $=$＂$Y$＂THEN HPLOT（ $X$ $+(L / 2)), Y:$ HPLOT TO（ $\mathrm{X}+$ （ $L$／2）），（Y $-H$ ）
1270 HPLOT $X, Y:$ HPLOT TO $X, Y Y-$ 3）
$1280 \mathrm{Z}=\mathrm{X}$
1290 FOR I＝ 1 TO XD
$1300 Z=Z+(L / X D)$
1310 IF I＝XD AND NB $=$＝＂Y＂THEN 1340
1320 IF $I=(X D / 2)$ AND NB $=="$ Y＂THEN 1340
1330 HPLOT Z，Y：HPLOT TO Z，（Y－ 3）
NEXT I
1350 HPLOT $(X+L), Y:$ HPLOT TO
$(X+L),(Y-3)$
$13602 Q=H-$ (NS $\%$ 客 YB )
1370 IF NB $=$ "Y" THEN 1420
1380 INPUT "INPUT MAXIMUM VALUE
ON X AXIS"gMX
1390 INPUT "INPUT MINIMUM VALUE
ON X AXIS"; LX
1400 IF MX $<=$ LX THEN GOSUB 1
630: GOTD 1380
1410 GOTO 1430
1420 INPUT "INPUT MAXIMUM VALUE
ON POSITIVE X AXIS";MX
$1430 \mathrm{ZZ}=\mathrm{ZQ} / \mathrm{YB}$
$1440 \mathrm{YP}(1)=Y-6$
$1450 Y Q(1)=Y-6-Z Z$
1460 FQR I $=2 \mathrm{TD} \mathrm{YB}$
$1470 \mathrm{YP}(I)=Y Q(I-1)-N S$
$1480 \mathrm{YQ}(I)=\mathrm{YP}(I)-Z Z$
1490 IF $Y Q(I)<0$ THEN YQ (I) $=0$
1500 NEXT I
1510 IF NB $\$=$ "Y" THEN $Z V=X+$
( $L$ / 2):ZY $=L / 2$
1520 IF NB $=$ " $N$ " THEN $Z V=X: Z Y$
$=L$
1530 FOR I $=1 \mathrm{TD} \mathrm{YB}$
1540 PRINT "INPUT X VALUE FOR BA
R NO. ": I
1550 INPUT BI
1560 IF BI $>\mathrm{MX}$ THEN GOSUB 970:
GOTO 1540
1570 IF NB* $=$ "N" AND BI < LX THEN
GOSUB 1030: GOTD 1540
1580 IF NB* $=$ "Y" AND ABS (BI) >
MX THEN GOSUB 1090: GOTD 15
40
$1590 Z W=Z V+((B I-L X) /(M X-$
LX)) 宗 ZY
1600 HPLOT ZV, YP(I): HPLOT TO Z
W, YP(I): HPLOT TO ZW,YQ(I):
HPLDT TO ZV,YQ(I)
1610 NEXT I
1620 GOTO 880
1630 PRINT "MINIMUM VALUE IS EQU
AL TO OR GREATER THAN MAXIMU
M. PLEASE TRY AGAIN."
1640 RETURN
1650 END

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# Major \& Minor: VIC Music Theory 

M. J. Winter

You can learn some of the essentials of musicianship on your VIC while it coaches you on keys, signatures, and scales. This program can serve as a model for writing other computer-assisted-education routines for the VIC. It also illustrates a nice memory-saving technique: the computer displays the instructions and then removes them from the program after they are no longer needed.
"This piece has six sharps. What key is that?", "What's the key signature for B minor?"
Questions like these are asked of every music student. Music teachers feel that the answers should be almost automatic - not hopeful guesses or the result of lengthy calculations.

Major and minor keys is a "natural" topic for computer-assisted instruction. In order to identify a key, the signature must be seen and the scale heard. (With practice, hearing the scale may be enough.) The program "Major and Minor Scales and Keys" combines instruction and practice on musical keys with ear-training.

Until I saw the "Electric Eraser" technique by Louis Sander (COMPUTE!, August 1982), the instructions in my program were a separate program by themselves. Now the rules for determining keys are given in lines 79-96. These lines are erased before the arrays are dimensioned, so be sure to SAVE the program before you RUN it. The program fits in an unexpanded, 5 K -VIC. When typing in line 91, be sure to use the "?" for each PRINT; otherwise, it won't fit.

After reading the rules for determining major and relative minor keys, the user sees a menu of three options:

1. Study signatures - a review of randomly selected keys
2. Give signature when told key
3. Tell key from scale and signature

In each option, ten examples are given, and for every example a scale is played. Options 2 and 3 correct errors and keep a score. At the end of the ten examples, the user may quit or return to the menu. To see the beginning instructions again, however, it is necessary to reload the program. If you quit the program, then wish to RUN it again you must delete line 2.

2 GOTO79
3 GOSUB68:POKE36879,31:DEFFNR(X)=INT(RND (1) *X) $+1: C=36876: V R=C+2: D=C-1$

4 DIM N\% ( 25 ) , MJ \% ( 16,2 ) , $\mathrm{S} \$(13), \mathrm{N} \$(13,2), \mathrm{T}$ \% ( 13,2 ) , SP\% (7), FP\% (5): $\mathrm{E}=\mathrm{C}-2$
5 SHS="FCGDAEB": FLS="BEADG": D\$="\{HOME\}\{1 1 DOWN \}"
6 SPS="\{DOWN \} \{ø6 RIGHT\} \#\{ø3 DOWN\} \#\{ø4 UP UP\}\#\{ø3 DOWN $\}$ \#\{ø3 DOWN $\} \#\{\varnothing 4$ UP $\} \#\{$ ø4 DOWN\}\#"
7 FPS="\{ø5 RIGHT $\}\{\varnothing 5$ DOWN $\} Z\{\varnothing 3$ UP $\} \underline{Z}\{\varnothing 4 D$ DOWN $\}$ Z $\{\emptyset 3$ UP $\} \underline{Z}\{\emptyset 4$ DOWN $\} \underline{Z}$ "
 : SP\% (5) = $24: \mathrm{SP}$ \% ( 6 ) $=29: \mathrm{SP}$ \% $(7)=33$
$9 \mathrm{FP} \%(1)=9: \mathrm{FP} \%(2)=13: \mathrm{FP} \%(3)=19: \mathrm{FP} \%(4)=24$ : $\mathrm{FP} \%(5)=29$
10 FORI $=1$ TO25: READN\% (I) : NEXT $: B \$="$
11 DATAl91,195,199,2ø1,2ø3,2ø7,2ø9,212,21 5,217,219,221,223,225
12 DATA $227,228,230,231,232,234,235,236,23$ 7,238,239
13 FORI=1TO16: READMJ\% (I, 1):NEXT:FORI=1TOI $6: \operatorname{READMJ} \% ~(1,2): \operatorname{NEXT}$
14 DATAØ, 2, 4,5,7,9,11,12,12,11,9,7,5,4,2, $\varnothing, \varnothing, 2,3,5,7,9,11,12,12,10,8,7,5,3$ , 2,0
15 FORI=1TO13: READS $(I), N \$(I, I), T \%(I, 1), N$ \$ ( $I, 2$ ), T\% ( $I, 2$ ) : NEXT
17 DATANONE,C MAJOR,2,A MINOR,11,1 SHARP, G MAJOR,9, E MINOR,6
18 DATA2 SHARPS,D MAJOR, $4, B$ MINOR, 1
19 DATA3 SHARPS,A MAJOR,11,F-SHARP MINOR, 8
$2 \emptyset$ DATA4 SHARPS,E MAJOR,6,C-SHARP MINOR, 3
21 DATA5 SHARPS, B MAJOR,1,G-SHARP MINOR,1 Ø
22 DATA6 SHARPS,F-SHARP MAJOR,8,D-SHARP M INOR, 5
23 DATA7 SHARPS,C-SHARP MAJOR,3,A-SHARP M INOR, 12
25 DATAI FLAT, F MAJOR,7,D MINOR, 4,2 FLATS , B-FLAT MAJOR, $12, G$ MINOR, 9
26 DATA3 FLATS, E-FLAT MAJOR,5,C MINOR, 2
27 DATA4 FLATS, A-FLAT MAJOR, $1 \varnothing, F$ MINOR, 7
28 DATA5 FLATS,D-FLAT MAJOR, 3,B-FLAT MINO R,12
29 FORQ=1TOI $\varnothing: K=F N R(13): M D=F N R(2): P R I N T "\{$ CLEAR\} " $Q:$ IFOP < > 1THENPRINTTAB (16)" \{UP\}SC"SC
$3 \emptyset$ IFOP <> 3THENPRINT" \{RED\} \{REV \}KEY \{OFF \} \{ BLU\} "; N\$ (K, MD)
31 IFOP <>2THENPRINT" \{DOWN\} \{RED\}\{REV\}SIGNA TURE\{OFF\}\{BLU\} "; S\$(K)
$32 \operatorname{PRINTTAB}(11) ;: V=V A L(S \$(K))$
$33 \mathrm{KS}=\mathrm{LEFT}(\mathrm{SH} \$, \mathrm{~V}): \operatorname{IFMID} \$(\mathrm{~S} \$(\mathrm{~K}), 3,1)=" \mathrm{~F} "$

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THENKS $=$ LEFT $\$(F L S, V)$
34 IFK=1I'HENKS $=$ "NONE"
35 IFOP=1.THENPRINTKS\$
36 IFOP=2THENNP=3: GOSUB6 $\varnothing$
37 GOSUB5:Ø:IFMID\$ (S\$(K),3,1)="S"THEN PRIN TDS;LEFT (SPS, SP\% (V) +2 )
38 IFMID $(\mathrm{S} \$(\mathrm{~K}), 3,1)=" \mathrm{~F}$ "THENPRINTD\$;LEFT\$ (FPS, FP\% (V) +2 )
39 GOSUB78:PRINT"\{HOME $\}$ "LEFT\$ (D\$,1ø)"\{ RED\}PRESS \{REV\}S\{OFF\}"
$4 \emptyset$ IFPEEK (197) <>41THEN4ø
41 FORJ=1.TOl6: POKEC, $\mathrm{N} \%(\mathrm{~T} \%(\mathrm{~K}, \mathrm{MD})+\mathrm{MJ} \%(\mathrm{~J}, \mathrm{MD})$ ): POKEVR,15:GOSUB78
42 IFJ $=8$ 7'HENPOKEC, $\varnothing$ : GOSUB78
43 NEXT:POKEC, $\varnothing:$ POKEVR, $\varnothing:$ GOSUB78:IFOP $=3 \mathrm{TH}$ ENNP $=: 3$ : GOSUB74
44 PRINT" \{HOME \} "LEFT\$ (D\$,1ø) "PRESS \{BLU\} \{ REV $\}$ C: $\{O F F\}$
$45 \operatorname{IFPEEK}(197)<>34$ THEN45
46 NEXTQ:PRINT"\{ø4 UP\}CONTINUE?":PRINT"\{ DOWN \}PRESS \{REV\}Y\{OFF\} OR \{REV\}N\{ OFF\}"
$47 \operatorname{IFPEEK}(197)<>11$ ANDPEEK (197) <>28THEN47
$48 \operatorname{IFPEEK}(197)=28 T H E N E N D$
49 RUN3
5ø. PRINTDS; :PRINT"\{BLU\}"
51 PRINT" $\begin{aligned} & \text { @@@'M@@@@@@@@@@@@@@" }\end{aligned}$
52 PRINT"] ' N
53 PRINT' + @@@N@@@@@@@@@@@@@@"
54 PRINT"] $\mathrm{N}^{\prime}$
55 PRINT' ${ }^{\text {+@N }}{ }^{\prime}$ '@@@@@@@@@@@@@@@"
56 PRINT"]G
57 PRINT" $+\mathrm{H} @ @ @ M @ @ @ @ @ @ @ @ @ @ @ @ @ @ " ~$
58 PRINT" ] MS\$N
59 PRINT" -@@@@\%@@@@@@@@@@@@@@": RETURN
6ø POKEl98, $\varnothing$ :PRINT:PRINT"\{BLU $\}$ SIGNATURE\{ RED \}": INPUTA\$
61 LFA $=\mathrm{S}$ ( K )THENPRINT"RIGHT": GOTO64
62 NP=NP-1:IFNP=2THENPRINT"\{UP\} "B\$:PRINT" \{ø3 UP\}\{BLU\}";:GOTO6ø
63 PRINT" ${ }^{\circ} 2$ UP\} \{BLK\} "S\$(K)"
64 IFS $(\mathrm{K})=$ "NONE"THENSC=SC+NP: RETURN
65 POKE198, $0: A \$=" ": P R I N T "\{B L U\} W H I C H ?$ RED \} ": INPUTAS
66 IFAS=KS\$THENPRINT" $\{$ DOWN $\}$ RIGHT": SC=SC +N P: REIURN
67 NP=NP-1:PRINT" $\{\mathrm{UP}\}\{\mathrm{BLK}\}$ "KS OSUB78: RETURN
68 PRINT" \{CLEAR\}SELECT ONE": PRINT" \{DOWN \} \{ RED $\}$ \{REV \} 1 \{OFF\} \{BLU\} STUDY SIGNAT URES"
69 PRINT" \{DOWN \} \{RED\} \{REV\}2 \{OFF\} \{BLU\} GIVE SIGNATURE WHEN TOLD KEY"
$7 \emptyset$ PRINT" ${ }^{\prime \prime}$ DOWN \} \{RED\} \{REV\} 3 \{OFF\} \{BLU\} TELL KEY FROM SCALE \& SIGNATURE"
71 PRINT" $\{\emptyset 2$ DOWN\}PRESS \{RED\}\{REV\}I\{OFF\} ~ \{REV\}2\{OFF\}\{BLU\} OR\{RED\} \{REV\}3\{ OFF\}": PRINT"\{DOWN\}\{BLU\}YOU'LL GET $1 \varnothing$ EXAMPLES"
72 GET RP\$:IFVAL(RP\$)<1OR VAL(RP\$)>3THEN7 2
73 OP=VAL (RP\$) : RETURN
74 POKE198, $0:$ PRINT" \{UP\} \{REV \}KEY \{OFF\} "B\$: P RINT"\{UP\} \{ø4 RIGHT\} "; : INPUTAS
75 IFA\$=N\$ (K,MD)THENPRINT"\{ø2 DOWN\}RIGHT" : $\mathrm{SC}=\mathrm{SC}+\mathrm{NP}$ : RETURN
76 NP=NP- $1:$ IFNP $=2$ THEN74
77 PRINT" \{ø2 UP\}\{BLK\}"N\$(K,MD)"\{RED\}": GOS UB78: RETURN
78 FORKK:=1TO499:NEXT:RETURN
79 A $=\operatorname{PEEK}(61)+256$ * $\operatorname{PEEK}(62)+3: \operatorname{POKE} 2, \operatorname{INT}$ (A/
256): POKE1, A-256*PEEK (2)
$8 \varnothing$ IFERTHENPOKEA-2, $\varnothing:$ POKEA-1, $\varnothing$ :POKE45,PEE K (1): POKE46, PEEK (2) : RUN3
81 POKE36879, 26:PRINT"\{CLEAR\}\{ø5 DOWN\}"TA B(4)"\{BLU\}MAJOR AND MINOR"
82 PRINTTAB (5)"\{DOWN\}SCALES \& KEYS": PRINT TAB(7)"\{ø5 DOWN\}PRESS \{REV\}S\{OFF\}

83 IFPEEK ( 197 ) <>41THEN83
84 PRINT"\{CLEAR\}A SIGNATURE INDICATES": PR INT"\{DOWN\}BOTH A MAJOR \& MINOR": P RINT"\{DOWN\}KEY.";
85 PRINT"THE MINOR IS":PRINT"\{DOWN\}ALWAYS A THIRD LOWER. \{DOWN\}"
86 GOSUB51:PRINT"\{RED\}\{DOWN\}C MAJOR/A MIN OR":PRINT"\{ø2 DOWN\}\{BLU\}PRESS \{ RED $\{$ \{REV $\} C\{O F F\} " ;: P R I N T "\{\varnothing 8$ UP\}Q $\{$ LEFT\}\{ø2 UP\}W"
87 IFPEEK $(197)<>\overline{3} 4$ THEN87
88 PRINT" \{BLU\} \{CLEAR\} ": GOSUB51:PRINTTAB (6 )"\{RED\}\{ø5 UP\}Z\{ø2 RIGHT\}\{ø3 DOWN DOWN \}W\{ø2 DOWN \}\{LEFT\}Q": PRINT"\{DO DOWN $\} \bar{F}$ MAJOR/D MINOR $\{\bar{D} O W N\} "$
89 PRINT"\{BLU\}PRESS \{RED\}\{REV\}D\{UP\}":IFPE EK (197) <>18THEN89
$9 \varnothing$ PRINT"\{BLK\}FOR 2 OR MORE FLATS": PRINT" \{DOWN\}THE MAJOR KEYNOTE IS": PRINT "\{DOWN\}THE NEXT-TO-LAST FLAT\{BLU\}

91 PRINT"\{ø2 DOWN\}PRESS \{REV\}B\{OFF\}":PRIN T" $\{\mathrm{HOME}\}\{$ RED $\}$ "TAB ( 7 ) " $\{\varnothing 3$ DOWN $\} \underline{Z}\{\varnothing$ 2 DOWN $\}$ \{RIGHT $\} W\{$ LEFT $\}\{\varnothing 2$ DOWN $\} \underline{Q}\{$ DOWN $\}$ \{LEFT \} $\{\varnothing \overline{2}$ DOWN\} \{LEFT\} ": $\overline{\text { PRI }}$ NT"\{DOWN\}B-FLAT MAJOR/G MINOR"
92 IFPEEK ( 197 ) <>35THEN92
93 PRINT" \{BLU\} \{CLEAR\}": GOSUB51: PRINT" \{ HOME $\}$ \{DOWN $\}$ "TAB (6)"\#\{ø3 DOWN $\}$ \# RED $\}$ \{RIGHT \} \{UP\}W\{ø2 DOWN \} \{LEFT\}Q" :PRINT"\{ø4 DOWN \}D MAJOR/B MINOR"
94 PRINT"\{ø2 DOWN\}\{BLU\}LOOK ABOVE AND BEL OW": PRINT"\{DOWN\}THE LAST SHARP": P RINT"\{ø2 DOWN\}PRESS \{REV\}X"
95 IFPEEK (197) <>26THEN95
96 ER=1:GOTO79

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COMPUTE!

## Atari Digitizer <br> Robert E. Miller

Much computerized mathematical and graphics work requires the entry of many DATA statements. One way around this is with a peripheral called a digitizer with which you "draw" on an electronic sketchpad. The program below, however, is quite easy to use, achieves the desired result, and requires only the TV screen and the joysticks.

When you are writing graphics display programs, or are performing mathematical computations involving curves not describable in closed form, you must frequently input coordinates as data lines. This task may involve measuring coordinates from a scale drawing and then entering the coordinates from the keyboard. This tedious and time-consuming effort can be circumvented by employing digitizing equipment, but such
equipment is too expensive for many home applications.

However, by combining the "Fluid Brush" program by Al Baker (COMPUTE!, January 1981) with the line generation/deletion techniques described by Bruce Frumker (COMPUTE!, August 1981), I developed an inexpensive but practical digitizer employing the screen and the joysticks.

Basically, this program allows you to store the coordinates of selected points around a pattern taped to the screen, simply by moving the cursor to each desired point with the joystick and pressing the trigger. The coordinates are stored in two arrays, $\mathrm{X}(\mathrm{I})$ and $\mathrm{Y}(\mathrm{I})$. Alternatively, you can make a free-hand drawing on the screen with the joystick, and digitize selected points during the drawing or return to the points after the drawing is completed.


As you can see in the Menu portion of the program (line 11000), various operations can be accomplished once the $\mathrm{X}(\mathrm{I}), \mathrm{Y}(\mathrm{I})$ arrays are formed.

## Using The Menu

1. Enables the digitizing mode. Color treatment for drawing is the same as in "Fluid Brush." When the cursor is at a point (I) to be digitized, STRIG (1) is pressed, and $X(I), Y(I)$ values are stored and also displayed as a check. (Note that a velocity for the cursor can be input, with " 1 " being needed

> ... you can make a free-hand drawing on the screen with the joystick, and digitize selected points during the drawing.
for close control and erasing capability. Pressing the trigger button on joystick 2 erases or speeds up cursor movement.) The program is set up to handle 200 points. This number can be altered by changing the dimensions of $X(I), Y(I)$.

At the graphics selection prompt, only Graphics 7 can be accommodated unless more than 16 K of RAM is available. If 32 K RAM is available, digitizing (and plotting) can be done in modes 7 and 8. If data stored in Graphics 8 is to be plotted directly in Graphics 7, stay within the field outlined in the upper left quadrant of the display during coordinate storing.

Use BREAK, RUN, RETURN to return to MENU.
2. Produces a listing of array values, $X(\mathrm{I}), \mathrm{Y}(\mathrm{I})$. After BREAK, altered values can be entered from the keyboard with " $X(N)=20$, etc." if negative values, for example, have been stored.
3. Causes a selected number of values in the arrays to be plotted for viewing. (Note ability to scale size and to shift location.)
4. Automatically writes data lines containing the coordinates in the current arrays. These lines can be transferred to cassette, for example, for use in other programs with the LIST " C " starting line number, ending line number command. Zeros are inserted where no coordinates are input. (It's best to allow this subroutine to run to completion.) A sample figure is included in data lines 20000, 20001, 20002. The remaining data lines may be omitted when typing in the program.
5. Clears the arrays for a new problem.
6. Automatically clears data lines. (Be sure that the program is correct, or at least saved, before
employing this subroutine because some circumstances can lead to lockup, which requires turning off the power.) It's best to let this subroutine run to completion also.
7. Causes a selected number of values in the data lines to be plotted.

Obvious program extensions are: storing color data as a third point-variable, using an option key to specify that the color is to match the background so that breaks in drawings can be accommodated, and digitizing automatically at selected time or distance intervals.

```
4 REM ATARI DIGITIZER
6 DIM X(201),Y(201),P$(1),Q$(3),T$(3)
8 GOSUB 11000
10 P$=","
15 GRAPHICS O
20 ? "INPUT VELOCITY OF DOT": INPUT }
60 GOSUB 1000
150 COLOR 4:PLOT X,Y
160 S=100*STRIG(1)
170 FOR I=1 TO S:NEXT I
180 COLOR R:PLOT X,Y
200 IF S=O THEN COLOR 4:PLOT X,Y:COLO
        R R
250 J=STICK(0)
260 Y=V*YD(J) +Y
270 X=V*XD(J) +X
272 ? X,Y
273 IF STRIG(0)=0 THEN CTR=CTR+1
274 IF STRIG(O)=0 THEN X(CTR)= X:Y(CTR
        )= Y:? "X(";CTR;")="; X(CTR),"Y(";C
        TR;")=";Y(CTR)
276 IF STRIG(O)=0 THEN GOSUB 5500
280 TRAP 3000
290 DRAWTO X,Y
300 IF PEEK(764)<>255 THEN GOSUB 4000
310 GOTO 150
1000 ? "GRAPHICS 7 OR 8?":INPUT G
1004 COLOR 1
1005 GRAPHICS G
1007 PLOT 0,0:DRAWTO 159,0:DRAWTO 159
        ,78: DRAWTO 0,78= DRAWTO 0,0
1010 X=90
1020 Y=48
1030 C=O:L=10:R=1
1060 SETCOLOR R-1,C,L
1070 COLOR 1
1080 PLOT X,Y
1090 OPEN # 1,4,0,"K:"
1100 DIM XD(15),YD(15)
1105 RESTORE
1110 FOR I=1 TO 15
1120 READ N:XD(I)=N
1121 NEXT I
1122 FOR I=1 TO 15
1130 READ N:YD(I)=N
1140 NEXT I
1150 RETURN
2000 DATA 0,0,0,0,.707,.707,1,0,-.707
        ,-.707,-1,0,0,0,0
2010 DATA 0,0,0,0,.707,-.707,0,0,.707
        ,-. 707,0,0,1,-1,0
3000 Y=Y+(Y<0)-(Y>79)
3010 X= X+(X<0)-(X>159)
3020 GOTO 280
4000 GET # 1,R
4010 IF (R<49)+(R>51) THEN 4000
4020 R=R-48
```

4030 COLOR R
4040 POKE 656, 2
4050 PRINT "COLOR\{4 SPACES\}\{4 LEFT\}";
4060 INPUT C
4070 SETCOLOR R-1, C , L
4080 RETURN
$5000 \quad$ CTR=CTR+1
5002 ? CRT
5004 FOR WAIT=0 TO 500: NEXT WAIT
$5010 \mathrm{X}($ CTR $)=\mathrm{X}$
5012 ? $\mathrm{X}(\mathrm{CTR})$
$5020 \mathrm{Y}(\mathrm{CTR})=\mathrm{Y}$
5022 ? Y(CTR)
5030 FOR WAIT=0 TO 500: NEXT WAIT
5040 ? X(CTR), Y (CTR), CTR
5050 FOR WAIT=0 TO 500: NEXT WAIT
5060 RETURN
5500 FOR WAIT $=0$ TO 150: NEXT WAIT
5510 RETURN
6000 FOR $I=1$ TO 201:REM TO LIST $X(I)$, $Y(I)$
6050 ? "X("; I;")="; X(I), "Y("; I;")="; Y (I)

6060 NEXT I
6070 FOR WAIT $=0$ TO $500:$ NEXT WAIT
6080 RETURN
7000 GRAPHICS $0:$ REM TO PLOT $X(I), Y(I)$
7001 ? "GRAPHICS 7 OR 8?": INPUT G
7002 GRAPHICS G
7004 ? " INPUT SCALE FACTOR":INPUT SC F
7006 ? "INPUT AXIS SHIFT CONSTANTS": I NPUT AX,AY
7008 ? "NUMBER OF POINTS TO PLOT?":IN PUT NBR
7010 COLOR 1
7020 PLOT SCF*X(1)+AX,SCF*Y(1)+AY
7025 FOR $I=1$ TO NBR
$7060 \mathrm{X}=$ SCF $* X(I)+A X: Y=S C F * Y(I)+A Y$
7100 DRAWTO X,Y
7150 NEXT I
7200 ? "ANOTHER PLOT?": INPUT Q\$
7400 IF $\mathbf{Q} \$=" Y$ THEN 7000
7600 RETURN
8000 REM TO STORE $X(I), Y(I)$ IN DATA $L$ INES
8002 LN=20000
8004 FOR $J=1$ TO 200 STEP 3
8006 GOSUB 30001
$8008 \mathrm{LN}=\mathrm{LN}+1$
8010 NEXT J
8020 RETURN
9000 REM TO CLEAR $X(I), Y(I)$ ARRAYS
9002 FOR K=1 TO 201
$9004 \mathrm{X}(\mathrm{K})=0: Y(K)=0$
9006 NEXT K
9008 RETURN
10000 REM TO DELETE DATA LINES
10002 STLIN=20000:ENLINE=20067
10004 GOSUB 30020
10006 RETURN
11000 REM MENU
11005 GRAPHICS 0
11006 ? " 〔3 SPACES\}**** DIGITIZING AN D PLOTTING ****"
11008 ? :?
11010 ? "(1) DIGITIZE/DRAW (KEYS $1,2,3$ FOR COLOR CHANGE. USE ATARI CO LORS"
11013 ?
11015 ? "(2) LIST X(I),Y(I)"
$11018 ?$
$11020 ? ~ "(3)$ PLOT $X(I), Y(I) "$
11023

11025
11028
11030
11033
11035
11038
11040
11045
11050
11055
15000 GRAPHICS $0:$ REM TO PLOT $X, Y$ USIN G DATA LINES
15001 ? "GRAPHICS 7 OR 8?": INPUT G
15002 GRAPHICS G
15004 ? "INPUT SCALE FACTOR": INPUT $S$ CF
? "INPUT AXIS SHIFT CONSTANTS": INPUT $A X, A Y$
? "NUMBER OF POINTS TO PLOT?": I NPUT NBR
COLOR 1
RESTORE 20000
TRAP 15000
READ $X, Y$
PLOT SCF* $X+A X$, SCF $\# Y+A Y$
RESTORE 20000
FOR I=1 TO NBR
READ $X, Y$
$X=S C F * X+A X: Y=S C F * Y+A Y$
DRAWTO $\mathrm{X}, \mathrm{Y}$
NEXT I
? "ANOTHER PLOT?": INPUT Q\$
IF $Q \$=" Y "$ THEN 15000
RETURN
DATA $90,48,69,48,69,30$
DATA $90,30,90,48,69.153,30.153$
DATA $89.153,30.153,68.478,47.82$ 8, 0,0
20003 DATA $0,0,0,0,0,0$
20004 DATA $0,0,0,0,0,0$
20005 DATA $0,0,0,0,0,0$
20006 DATA $0,0,0,0,0,0$
20007 DATA $0,0,0,0,0,0$
20008 DATA $0,0,0,0,0,0$
20009 DATA $0,0,0,0,0,0$
20010 DATA $0,0,0,0,0,0$
20011 DATA $0,0,0,0,0,0$
20012 DATA $0,0,0,0,0,0$
20013 DATA $0,0,0,0,0,0$
20014 DATA $0,0,0,0,0,0$
20015 DATA $0,0,0,0,0,0$
20016 DATA $0,0,0,0,0,0$
20017 DATA $0,0,0,0,0,0$
20018 DATA $0,0,0,0,0,0$
20019 DATA $0,0,0,0,0,0$
20020 DATA $0,0,0,0,0,0$
20021 DATA $0,0,0,0,0,0$
20022 DATA $0,0,0,0,0,0$
20023 DATA $0,0,0,0,0,0$
20024 DATA $0,0,0,0,0,0$
20025 DATA $0,0,0,0,0,0$
20026 DATA $0,0,0,0,0,0$
20027 DATA $0,0,0,0,0,0$
20028 DATA $0,0,0,0,0,0$
20029 DATA $0,0,0,0,0,0$
20030 DATA $0,0,0,0,0,0$
20031 DATA $0,0,0,0,0,0$
20032 DATA $0,0,0,0,0,0$
20033 DATA $0,0,0,0,0,0$
20034 DATA $0,0,0,0,0,0$
20035 DATA $0,0,0,0,0,0$

20036 DATA $0,0,0,0,0,0$
20037 DATA $0,0,0,0,0,0$ 20038 DATA $0,0,0,0,0,0$ 20039 DATA $0,0,0,0,0,0$ 20040 DATA $0,0,0,0,0,0$ 20041 DATA $0,0,0,0,0,0$ 20042 DATA $0,0,0,0,0,0$ 20043 DATA $0,0,0,0,0,0$ 20044 DATA $0,0,0,0,0,0$ 20045 DATA $0,0,0,0,0,0$ 20046 DATA $0,0,0,0,0,0$ 20047 DATA $0,0,0,0,0,0$ 20048 DATA $0,0,0,0,0,0$ 20049 DATA $0,0,0,0,0,0$ 20050 DATA $0,0,0,0,0,0$ 20051 DATA $0,0,0,0,0,0$ 20052 DATA $0,0,0,0,0,0$ 20053 DATA $0,0,0,0,0,0$ 20054 DATA $0,0,0,0,0,0$ 20055 DATA $0,0,0,0,0,0$ 20056 DATA $0,0,0,0,0,0$ 20057 DATA $0,0,0,0,0,0$ 20058 DATA $0,0,0,0,0,0$ 20059 DATA $0,0,0,0,0,0$ 20060 DATA $0,0,0,0,0,0$ 20061 DATA $0,0,0,0,0,0$ 20062 DATA $0,0,0,0,0,0$ 20063 DATA $0,0,0,0,0,0$ 20064 DATA $0,0,0,0,0,0$ 20065 DATA $0,0,0,0,0,0$ 20066 DATA $0,0,0,0,0,0$ 30000 REM AUTO LINE GEN=30001, DELETIO $N=30020$, VARIABLE LIST $=30060$
30001 REM AUTO DATA LINE GENERATION 30002 P\$=","

30003 ? CHR $\$(125)$
30005 ? "\{DOWN\}";LN;"DATA"; X(J);P\$;Y( J) $; P \$ ; X(J+1) ; P \$ ; Y(J+1) ; P \$ ; X(J+2$ ) ; P\$; $Y(J+2)$
30007 ? ? : ? :?
30009 ? "CONT"
$30010 ?: ?=?$
30013 POSITION 0,0
30015 POKE 842,13:STOP
30017 POKE 842,12
30019 RETURN
30020 REM AUTO LINE DELETION
30022 IF STLIN>=30000 THEN 30000
30024 IF ENLINE $>=30000$ THEN 30000
30026 REM
30028 FOR ERASE=STLIN TO ENLINE STEP
1
30030 ? CHR\$(125)
30032 ? "\{DOWN\}"; ERASE
30034 ? : ? ? "CONT"
30036 POSITION 0,0
30038 POKE 842,13:STOP
30040 POKE 842,12
30042 NEXT ERASE
30044 GRAPHICS 0
30052 RETURN
30060 REM LISTS NAMES OF ALL VARIABLE S USED
$30062 \mathrm{I}=0:$ FOR $\mathrm{J}=\mathrm{PEEK}(130)+256$ *PEEK (13 1) TO PEEK (132) + 256 * $\operatorname{PEEK}(133)-1$

30064 IF PEEK $(J)<128$ THEN PRINT CHR $\$$ PEEK (J) ) : : GOTO 30068
30066 PRINT CHR\$ (PEEK (J) -128 ): $\mathrm{I}=\mathrm{I}+1$
30068 NEXT J:PRINT :PRINT I; " VARIABL ES IN USE": STOP


# Load Commodore BASIC Tapes Into Apple II 


#### Abstract

This month's column includes an extraordinary program which will let Apple users load PET/CBM programs directly off tape into the Apple. This opens up a world of new software. The column is also of interest to Commodore users because it includes numerous explanations of the differences between the two computers' BASICs and software.


Between microcomputers, compatibility is rare. COMPUTE! sets a good example by publishing BASIC listings of programs for several different machines. But why not go further and teach one computer to load programs which already exist in a different computer? This approach instantly gives access to some of the other computer's software base. Two years ago I wrote a program to load PET BASIC programs into the Apple, and made it available to readers of COMPUTE!. Now there are new computers from Commodore, so it's time to replace that program with one which can read any Commodore BASIC tape. Commodore seems to be retaining the current tape format, so this program may stay current.

Briefly, here is how to use it. The Commodore BASIC Tape Loader appears to be an Applesoft program, and can be loaded, saved, and run as an Applesoft program, although it is written entirely in Assembly Language. When run, it prints simple instructions and messages in English. It loads a Commodore BASIC program from tape into memory, and converts most of it into Applesoft. Then it ends, and you can do what you wish with the loaded program. You will likely choose to save it to disk, with the hope of completing the conversion at your leisure. In any case, the Commodore Loader will not again be needed for that program. The Commodore Loader can be rerun without being reloaded.

## Tape Only

The Commodore Loader handles tape input only, because Commodore disk formats are very complex, and some of them are beyond the ability of an Apple Disk II to read. If you have disks of Commodore programs to convert, use a disk-totape program on the Commodore computer to copy many programs to one cassette; tape positioning is not critical.

You can even use the Commodore Loader if there isn't a tape drive or a cassette in sight. Just wire the cassette output line of the Commodore to the cassette input port of the Apple, ground the "sense" line to indicate a recorder is present and operating; then run the Commodore Loader, and issue a SAVE instruction on the Commodore machine. Honest, it works! And if you have a Franklin Ace instead of an Apple, the Ace lacks tape hardware and support for tape in the ROMs. You can use pin four of your Ace game I/O socket, after changing all references in the program from \$C060 (cassette input) to \$C063 (switch three). Some voltage amplification may be needed, but the lack of tape I/O routines in the ROMs will not matter.

## What Can Go Wrong?

Three things can go wrong, all self-explanatory. The program prints a sentence announcing the error, then quits. "Tape is unreadable" means that 128 or more bytes could not be read correctly from tape. Each incorrect byte provoked a click from the speaker, so you can hear this message coming before it finally appears. "End-of-tape was found" means that the computer which wrote the tape put a "Type-5" label here to mark the end of the recorded part of the tape. You are free to rerun and try to load programs beyond that label if you think any are there. "The program is
too $\mathrm{big}^{\prime \prime}$ means that the incoming Commodore program will not fit between location 4096 (\$1000) and the current HIMEM. Perhaps you can adjust HIMEM or MAXFILES if this occurs, and try again.

The Commodore Loader does not quit if a few (dozen) tape errors occur, because, first, there is no program to recover a tape it can't read, and, second, any bytes read incorrectly from tape are stored as the Applesoft token for ERROR (BEEP), and will actually cause the beep when you LIST the loaded program. If you find what seems like too many of these, consider adjusting the tape volume; it should be high enough to irritate, but not enough to hurt. In practice, even a solitary error of this type is rare, because there are two copies of the program on tape, and the Commodore Loader uses the second copy, if necessary, to correct bytes read erroneously from the first.

## Incompatibilities

There are some fundamental differences between Apple and Commodore computers, but fortunately few programs exploit these differences. Adventure programs and scientific calculations need almost no changes. Business programs will need their disk and printer I/O routines largely rewritten. In general, a few changes will be needed for screen formatting, but these are obvious and will soon become routine. Here are specific areas where differences between the computers will necessitate changes in the programs.

1. No equivalent verb in the Apple.

OPEN, CLOSE, VERIFY, and CMD are commands in Commodore BASIC, and are translated to STOP. Machines with Version 4 BASIC have many more I/O commands such as DOPEN, COLLECT, and CATALOG. These are all translated to "UNDEF'D FUNCTION", and you will need to decipher the programmer's intent to program the equivalent for the Apple. Refer to Commodore's fine manuals for descriptions of these commands.
2. Specific device reference.

Programs containing OPEN and CLOSE will contain PRINT\# and INPUT\# commands, which are simply translated to PR\# and IN\# respectively, and will require substantial rework. The devices, by number, are conventionally these:

```
# 0 Keyboard
#1 Cassette Recorder
#2 Serial I/O Port
#3 Screen
#4 Printer
#8 Disk Drive
```

The numbers above are hardware addresses, and are the second numeric operand in the OPEN statement (translated to STOP), so STOP 6,4,128 addressed the printer (address 4) and defined file number 6 (the first operand of OPEN).
3. Reference to actual memory locations.

PEEK, POKE, CALL (SYS in Commodore BASIC), WAIT, and USR refer to specific locations in memory, and you will need more help than I can offer here.
4. Keys to move the cursor.

Commodore computers have keys to control the position, color, or action of the cursor. These are translated as follows:
Two functional equivalents:
CURSOR-LEFT becomes BACKSPACE, and appears as GR in the program.
CURSOR-DOWN becomes LINE-FEED, and appears as PR\# in the program.
(Odd as they appear, these actually move the cursor exactly as stated.)
One destructive approximation:
CURSOR-RIGHT becomes SPACE, which obliterates what it should space past. This appears as $C O L O R=$ in the program.
Seven nonfunctional comments:
These keys are translated into Applesoft tokens selected to indicate what key was pressed by the programmer: 'RVS' -> INVERSE, 'OFF' -> NORMAL, 'HOME' -> HOME, 'CLR' -> CLEAR, 'CRSR UP' -> VLIN, 'DEL' -> DEL, and 'INST' -> IN\#.

When the program is listed, these are visible, looking like genuine verbs, and it looks as if the name of the key will be printed. For example,

```
100 PRINT " CLEAR"
110 INPUT " INVERSE INSTRUCTIONS NORMAL
    ";Z$
```

In fact, line 100 will neither clear the screen nor print "CLEAR". It will merely print an equal $\operatorname{sign}(=)$. Line 110 will print "INSTRUCTIONS", and no trace will be seen of the INVERSE and NORMAL commands shown in the listing. This behavior can be perplexing, because, usually with Applesoft, what you see is what you get. The purpose of these translations is to disclose the programmer's intent, so when you list the program and discover:

## 300 INPUT " HOME PLAY INVERSE AGAIN NORMAL"; X\$

substitute the equivalent Apple code, which in this case is:

## 300 VTAB 1: PRINT "PLAY" $;:$ INVERSE: PRINT "AGAIN";; NORMAL: INPUT "? ";X\$

For all those keys except INST and DEL, the equivalent in Applesoft is easy to devise, but simulating the Commodore computer's INSERT and DELETE keys is extremely difficult, and Apple's convoluted screen addressing makes this task truly difficult. Fortunately, very few Commodore BASIC programs print INSERT or DELETE characters.
5. Printing of numbers is slightly different.

```
290 X=4:Y= -6
```

300 PRINT "X IS" ; X ;"Y IS"; Y;"."

## Commodore BASIC: X IS 4 Y IS-6. The Apple prints: X IS4Y IS-6.

Commodore computers print a blank before positive numbers, and a CURSOR-RIGHT after all numbers; the Apple does neither. By the way, all four semicolons (;) in line number 300 above are optional in Apple and Commodore computers.
6. A side effect of TAB.

Commodore computers TAB over data already on the screen; the Apple wipes it out, so substitute an HTAB verb for a TAB phrase if the problem occurs.

## CBM: 40 PRINT TAB(12) "XYZ"

Apple: 40 HTAB 12 : PRINT "XYZ"
7. Computations in Boolean arithmetic.

In the following lines,

$$
\begin{aligned}
& 400 X=11: Y=6: Z=X>Y \\
& 410 \text { PRINT } Z: \text { IF } Z \text { THEN } 500
\end{aligned}
$$

Z is -1 in Commodore BASIC, so line 410 will print this result and go to 500. The Apple will set $Z$ to +1 , and print this different result, then go to 500 . In the above example, the difference may not be crucial, but it often can be. Commodore BASIC does bit-by-bit evaluation of the operators OR and AND, so in

```
700 X=11:Y=6:Z = X AND Y
```

Commodore BASIC sets $\mathrm{Z}=2$ because the bit pattern of 11 is 00001011 and the bit pattern of 6 is 0000 0110, and these two patterns, ANDed, give 0000 0010, arithmetically 2. Apple, on the other hand, merely sees that neither X nor Y is FALSE (zero), calls the result TRUE, and sets Z equal to 1. This can be a very subtle pitfall.
8. Random numbers.

RND (0) gives a genuine random number each time in Commodore BASIC, but in an Apple it repeats the previous random number. Simply replace the 0 with a 1 .

## 9. The GET command.

Commodore BASIC's GET does not wait for a key to be struck, so the sequence

333 GET P\$ : IF P\$ = '"' THEN 333
is the customary way to wait for a key to be typed. This same sequence is completely appropriate in the Apple, because if the key struck is CTRL-@, then P\$ will be the null string. Ignorance of this is an obscure bug in some Applesoft programs. When the program is testing for a key, but not waiting when no key has been struck, a different approach is needed. For example,

CBM: 60 GET A\$ : IF A\$ = $\quad$ " $\quad$ THEN 100

Apple: 60 ON PEEK (-16384) < 128 GOTO 100 : GET AS: IF A\$ $={ }^{\prime \prime \prime}$ THEN 60
10. Graphics characters and lowercase.

Commodore computers can display lowercase letters and many symbols which the Apple cannot, and there are two display modes: Text and Graphic. \$C1 is " a " (old machine), " A " (any other), or the symbol for the Spade suit (any PET). The Loader looks for \$CF, probably a lowercase " o ," in the program. If \$CF is found, all letters are translated to uppercase; if not, graphic symbols are translated into a similar character the Apple can produce.
11. Direct screen addressing.

In many computers, the video screen occupies a part of memory, and a POKE to a storage location in the screen memory will produce a character on the screen. The relationship between memory location and screen position in Commodore computers is straightforward, but it is complex in the Apple, hence not often used. Nevertheless, it is worth mastering, because there are hordes of programs which use this technique, and a lot of them are attractive games.

The PET has 25 lines of 40 columns, and the memory location of each byte of the screen can be computed thus (the expression is not written in BASIC):

## LOCATION $=32768+40$ * LINE + COLUMN

 where the upper left corner is LINE 0, COLUMN 0.The 80 -column SuperPET and CBM computers can use similar addressing to POKE data onto the screen; just change the 40 to 80 . The VIC20 has 23 lines of 22 columns each, but the address of the screen depends on what expansion memory units are installed. The Commodore 64 has again 25 lines of 40 columns, but this machine can decide where in memory the screen is. The default address is 1024 (same as Apple's), so change 32768 to 1024 and the formula shown above applies to the 64 in its default state.

The Apple has 24 lines of 40 columns, and the memory location of each byte can be calculated by:

## LOCATION = XL \% ( LINE ) + COLUMN

where the array XL\% has been initialized thus:

$$
1000 \begin{aligned}
& \text { DIM XL\% (23) : FOR I }=0 \text { TO } 7: \\
& \text { XL } \%(\mathrm{I}) \\
& \text { XL } \%(\mathrm{I}+8) \\
& =1024+128^{*} \mathrm{I}: \\
& \text { XL } \%(\mathrm{I}+16) \\
& =1104+128^{*} \mathrm{I}: \\
& \text { XL }
\end{aligned}
$$

As before, the upper left corner is LINE 0, COLUMN 0 . In applying this tactic, take care not to let COLUMN exceed 39, or you will cause destruction of some important values in memory. For example, a POKE to valid LINE 23, and invalid COLUMN 49, will likely cause loss of your BASIC program.

## 12. Numeric keypad.

Programs which use screen-POKEs to move pieces of a game around the screen use the keys 1-9 to indicate the direction of motion. This is satisfactory on the PET, because these keys form a square, with $7,8,9$ above $4,5,6$ above $1,2,3$, and it is natural that, if the 5 -key means "stop," the 8-key means "up," and the 3-key means "down and right." Apple's numeric keys do not form a square, so some substitute must be devised. None is immediately obvious, but perhaps the parallelogram formed by R, T, Y above F, G, H above V, B, N would serve, since the BELL on the G-key can be easily remembered as being a home position. Often the game can be improved by substituting use of the game paddles or joystick. This is where you can improve on the original program.

## 13. Sound.

Stock Commodore computers are silent or have a rudimentary speaker. The various types of computers have their own ways of making noise, typically with a trio of POKE commands to 59464, 59466 , and 59467. The VIC-20 uses similar methods, but the addresses are different. The 64 has a powerful sound chip which you won't try to simulate. Except for the VIC-20, the various POKE commands associated with production of sound address the Apple's Read-Only-Memory, which is unaffected by POKE.
14. Realtime clock.

Commodore computers have a realtime clock, which programs can read and set. TI increases by 60 every second, and can be read but not written; string TIS is six numeric characters, in the format HHMMSS, and can be read and written.

## 100 INPUT "WHAT TIME IS IT" ; U\$ : TI\$ = U\$

When this is executed, TI is set consistent with the value put in TI\$.

## 400 PRINT "THE TIME IS " ; TI\$

TI\$ is computed from the instantaneous value of TI , and formatted as six digits. If you try running a PET program in your APPLE, and it just stalls, doing nothing at all, press CTRL-C to stop it, and you may find lines like

```
700 X=:TI +60
710 IF TI < X THEN 710
```

Line 710 is merely waiting for a second to elapse, and in the timeless Apple, it never will. Substitute a FOR/NEXT loop of the appropriate duration.
15. PI.

A single key on the PET provides the number PI, 3.14159265. No such facility exists in the Apple, so PI is translated into a character which prints as "UNDEF'D FUNCTION". This causes "?SYNTAX ERROR", and is simple to correct.
16. The INPUT statement has subtle differences. Commodore BASIC supplies a question mark after the prompt; and, for neatness, you should supply one. In some Commodore computers, if an INPUT statement is issued, and the user accidentally or deliberately gives a null response by just pressing RETURN, execution of the program ceases at once. This is such a nuisance that programs with any elegance guard against it in a variety of ways, for example:

## 50 INPUT "WHAT NOW >>+<<<";X\$

where " $>$ " and " $\langle$ " stand for keys to move the cursor right and left. You can tidy this up as you supply the question mark for the prompt.

## Does It Work?

The above list of incompatibilities is not exhaustive, but it is lengthy. Thus, you may wonder if the Commodore Loader is of much use. In practice, only a very small proportion of the statements in a program require conversion, and the conversion is usually noncritical.

The Commodore BASIC Tape Loader is a useful tool, and permanently gives you access to the expanding world of public-domain Commodore Software. In short, it's worth keying into your Apple.

## Operating Instructions

1. Before loading the Commodore BASIC Tape Loader, insure that Applesoft's memory pointers are normal, by issuing " $\mathrm{FP}^{\prime}$ ' or by booting the System Master. This is necessary because the machine language program cannot operate at any address except the one it was assembled into.
2. Load and run the Commodore BASIC Tape Loader. It asks you to either ready a cassette and press PLAY or to press ESC to exit. Take your choice.
3. Soon after the tape starts moving, the message "OK. SEARCHING ..." is displayed. Clicks from the speaker indicate unreadable data on the tape, and that is a normal condition before or between programs on that tape.
4. If a Data File (not a program) is detected, the program will display the File's name, bypass the data file, and keep searching for a program.
5. When a program is detected, its name is displayed, and the program is loaded into memory, and simultaneously displayed in a little window on the screen. Some of it will be legible. This can take several minutes.
6. If any bytes are unreadable, the Commodore Loader will need to process the second image of the program on tape, so your wait will be doubled.
7. When the Apple beeps, stop the tape. You now described in this column last December.
have a Commodore BASIC program in your Apple. Decide what to do with it.
8. To load another program, just type " $\&$ " (ampersand) and press RETURN. Unless something drastic has occurred, you needn't reload the Loader.

## Making It Work

You can key in all the hex digits using the machine language monitor, or better yet, the MINI-ASSM

So, now you've gotten it correctly assembled and saved; here is how to package it as an Applesoft program so that it can be used with the usual RUN and LOAD and SAVE commands:

Get the object program into memory. CALL - 151 67:01 08 FF OF FF 0F FF 0F AF:FF 0F N E003G SAVE COMMODORE LOADER
A LIST command now should show only one line: 6502 CALL 2061.

## PET To Apple Loader.

|  |  | OB 08 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $808-$ | 363 | 3100 | 00 | 00 | 20 | 27 | FB | O9D8 | DO | 01 |  | E8 | DO | 01 | C3 |  |  |  |  |  | 20 | 20 | 562 | 20 |
| 810 | 205 | 58 FC | 20 | 84 F | FE | 78 | A9 |  |  | 84 | 6A | 86 |  | 84 |  |  |  |  |  |  | 28 |  |  |  |
| 18 | 8 | 8D F5 | 0 | A9 | OD | 8D |  |  |  | 84 |  |  | 67 | 85 |  |  |  |  |  |  | - |  |  |  |
| 0820- | 03 A | A9 08 | 8D | F7 | 03 |  |  |  |  |  |  |  |  |  |  |  | OBCO- | 4B | 4E | 45 | 52 | 2C | 205 | 54 4F |
| 0828- | 8D 0 | 0010 |  |  | 85 |  | A9 |  |  |  |  |  |  |  | 03 | C8 | OBC | 52 | 4F | 4 E | 54 | 4F | 204 | 43 |
| 0830- | 8 | 8568 | 20 | 4B | D6 | AS | 25 | OAC | DO | F9 | 98 | A | 00 | 38 | 65 | 06 |  | 4 E | 41 | 44 | 41 | 25 | 203 | 31 |
| 338 | 851 | 1B A9 | 19 | 85 | 1 C | AO | 00 | OAOB | 91 | 06 | AA | A9 | 0 | 65 | 07 | C8 |  | 38 | 33 | 2E | D |  | D 2 |  |
| 0840- | 20 A | AE OA | BC | 10 | CO | AD | 60 | OA | 91 | 06 | 86 | 06 | 85 | a7 | D0 | DB |  | 45 | 41 |  |  |  |  |  |
| 48- | CO 8 | 85 | AO | 00 | AD | 60 | co | OA18 | As | 67 | 85 | 06 | AS |  | 85 | 07 | OBEE- | 41 | 53 |  | 45 | 54 |  | 5 |
| 0850 | 452 | 2F 10 | 16 | 45 |  | 85 |  | OA2 |  | 0 | B1 |  |  |  | B1 | 06 | OBF | 41 | 4 E | 44 | 205 | 50 | 2 | 45 |
| 085 | A9 A | AE 2 |  | FD |  |  |  |  |  |  |  |  |  |  |  |  | OB | 53 | 20 | 27 | 50 | 4 C | 2 | 59 |
|  |  | 08 A9 |  |  |  |  | 45 |  |  |  |  |  |  |  | 35 |  | CO |  | 4F | 52 |  | D | 205 | 50 |
|  | 89 | OB AD | 00 |  | C9 |  | DO | OA | A5 | 07 |  | 00 | 85 | 07 | B1 | 6 | CO | 45 | 5 |  |  |  | 455 | 53 |
| 0870- | DC A | A9 04 | 20 | F | FB |  | 42 | OA | C9 | 22 | Fo | 43 | 24 | A6 | 30 |  |  | 27 |  |  |  | 20 |  | 58 |
| 0878- | C | AO C8 | 20 | AE | OA | A | 01 | OA | C9 | C | FO | 41 | C9 | CB | B0 | 08 |  | 54 | 2 E |  |  |  |  | 4 B |
| 0880- | 35 | 67 A9 | 08 | 85 | 68 | 4C | A7 | AS | AA | 10 | 3A | BD | AO |  | 0 | 02 | 0C20- | 20 | 5 |  | 41 | 52 |  | $+8$ |
| - | OA | 04 | 20 |  | FB |  | 42 | OA5 |  | FB |  |  |  |  | A2 | 8 | 0C28- | 4 E | 47 | 20 | 2 E | 2 E | 2E | OD |
|  | FC A | AO 92 |  |  |  |  |  |  |  |  |  |  |  | 19 | CA |  | OC30 | 00 |  |  |  | 4 E |  | 20 |
|  | 851 | 1D 20 |  |  | AO |  | 20 |  |  |  |  |  |  | C9 |  |  |  | 41 |  |  |  |  |  | 4 |
| OBAO- | 50 | OB 99 | 30 | 02 | C | CO | 16 | OA7 | OA | C |  | 90 | O6 |  | AO | AA |  | 3 A |  |  | C |  |  | 4 |
| - | 90 F | F5 A5 | AS F |  | OD | A5 | 1D | OA78 | BD | EO | OC | 29 | 7 | 10 | 03 | BD |  | 4 E |  |  |  |  |  | 4B |
| O8B0- | 300 | 04 A9 | 803 |  | E2 | A9 | 02 | OABO | C8 | OC | 91 | 6 | 4C | 8D | OA | A5 | 0C50- | OD | OD | 00 |  | 4F |  |  |
|  | 45 | OB | 851 |  | AD 3 |  | 02 |  |  | 49 |  | 85 | A6 |  |  |  | 0c58- | 53 | 54 | 41 | 525 | 54 | 2C 2 | 20 |
|  | C9 0 | 01 FO | 32 |  | 03 F |  | 2 E |  |  |  |  |  |  |  |  |  | 0C60- | 52 | 45 | 53 |  | 20 | 27 | 26 |
| 08C8- | 0 | 04 FO |  |  | 05 F |  | 21 |  |  | A |  |  |  | DO |  | 4 |  | 20 |  |  |  | 0 | 275 | 52 |
| 08 | DO C | C4 AO | A6 2 |  | AE | OA | AO | OAA | 20 | OA |  | C2 | 20 | AE | OA | 58 |  |  |  |  |  | 7 |  | OD OD |
| 08D8- | B | B9 35 | 020 |  | 80 | 20 | Ft | A | 8 D | 10 |  | 42 | 03 | EO | B9 | BB | 0c78- | 00 |  | 52 |  | 4 F |  | 3 3 |
|  | FD C | C8 CO |  |  | F3 |  | 8 D | OAB | OB | Fo |  |  | 80 | 20 | F 6 |  | OC | 07 |  | 5 |  | S0 | 452 | 20 |
|  | 20 F | FD |  |  | FD 4 |  | - |  |  |  |  |  |  |  |  |  | OC |  | 20 | 55 |  | 52 | 454 | 41 |
|  | 08 A | 17 | 4C |  | OB $A$ |  | 04 |  |  |  |  |  |  |  |  |  |  | 41 |  | - |  | 2 | OD | 0 |
| 08 | 205 | 5 FBB | 204 | F | FC | AO | B8 |  |  |  |  | 1 |  | 49 | F6 | AD |  | 4E |  |  |  | 6 |  | 4 |
| 09 | 20 A | AE OA | AO | 00 B | B9 3 | 35 | 02 | OADO- | 56 | OB | 8D | 5 C | OB | 49 | 20 | BD |  |  |  |  |  | 1 |  | 2046 |
| 09 | 098 | 8020 | F6 F | FD | C8 | Co | 10 | OADB- | 56 | OB | DO | E7 | 20 | 15 | OB | C |  |  |  |  |  | 2 |  |  |
| 0910- | 90 F | F3 A9 |  |  |  |  | 20 | OAE | FC | DO | OA | AD | 00 | co | C9 | 98 | OCBO- |  |  |  | 505 | 52 | 4F 4 | - |
|  |  | F |  |  |  |  | FD |  | DO |  |  |  | O8 |  |  |  | OCBE | 41 | 4D |  |  | - | 205 | 54 4F |
|  | A9 0 | 0185 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | - | 4 F | 20 | 424 |  | 47 | 2E | OD |
|  | A | AD | E | ED 3 | 31 | 02 | A |  |  | 45 |  |  |  | 15 |  |  |  | 11 |  |  |  | 3 |  | 14 |
| 0 | D 3 | 3402 |  | 320 | 02 A | AB | 18 |  | 35 | A | C6 | 1E | A9 | 80 | C5 | 1 E |  | D |  |  |  | 2 |  |  |
| 0938- | 8A 6 | 6901 | 0 | A | AA 9 | 98 | 69 | - | O | 46 | 20 | 15 | OB | 45 | 1D | C5 |  |  |  |  |  |  |  | $92 \quad 27$ |
| 09 | 108 | 8509 | C5 7 | 749 | 90 | OF | DO | B1 | 1 E | FO |  | DO | C7 | 20 | 51 | OB |  |  | 5B |  |  |  |  | 2A |
| - | 04 E | E4 73 | O | 05 A | A9 | 2 F | 4 C | B1 | 4 | 18 |  |  | 20 | 51 | OB | A9 | OCEB- |  |  |  |  | F | 2 | 2 |
|  | 610 | OB A9 | 8 | 1 | 1D | A9 | 00 |  | 80 | 85 | 19 | 85 | 1 A |  | S1 |  | OCFO- | 2E | 2 D | d |  | 5B | 5 S | SD 3D |
| 0958- | A | AB | 910 | 068 | 85 A | A7 | 20 |  |  |  |  |  |  | 1a | 20 | 5 | , | 2 D | 3D |  |  | 2E |  | 2E 3F |
| 0960- | BC | OA 20 | 15 | OB D | Do | OB | AS |  | OB | O |  | 90 | - | 20 | 51 | F |  |  |  |  |  |  |  | 2 D 28 |
| 0968- | 08 D | DO 02 | C6 | 09 | C6 | 08 | 20 | 0838- | 90 | 02 | E6 | 1A | A5 | 19 |  | FF |  |  |  |  |  |  |  | 2 F |
| 0970- | 150 | OB 24 | D 1 | 10 | 04 | C9 | FC | B40- | C5 | 18 | DO | 04 | 66 | 1A | B0 | - |  |  |  |  |  |  | 5 | 58 |
| 0978- | FO 0 | 04 AO | 009 | 910 | 064 | 48 | AS | OB4 | E6 | A5 |  | FC | 8D | - | CO | A | OD18- | 43 | 29 |  |  |  |  | 2350 |
| 0980- | 062 | 29 1F |  | 684 | 48 |  | 80 |  |  | A2 |  | 2C | 60 | CO | 10 | A | OD20- | 80 | 81 | 8 | 2 | 8B | 8 | 8687 |
| 0988- | 0 | 0407 | A | A | A9 | 05 | C5 |  |  | 25 | 60 | co | 30 | FA | E4 | 1 C | OD28- | AA | AB |  |  | AE |  | B1 B2 |
| 0 | A7 9 | 90 OD | 68 A | AA D | DO 0 | 02 | 85 |  |  | 48 | A9 | O8 | 20 | 5B | FB | 20 | OD30- | B3 | B4 |  | B6 B |  |  | B1 |
| 0998- | A7 C | C9 CF | DO 0 | 048 | 85 A | A8 | 48 |  | 42 | FC | AO | 00 | B9 | 79 | OC | FO |  | 硡 | BA B |  |  |  |  | BC B3 |
| O9AO- | 68 A | A5 07 |  | 09 D | DO 0 | - | A5 | OB | 08 | 09 | 80 | 20 | F6 | FD | C8 | DO |  | B3 |  |  |  |  |  |  |
| 09AB- | 06 C | C5 08 | FO | 08 | E6 |  | DO | 087 | 3 | 68 | A8 | B9 | 80 | OC | Fo | O8 |  |  | C7 | C8 |  |  |  | CC |
|  | BE E | E6 07 | DO B | BA A | A5 | A5 | FO | OB80- | 09 | 80 | 20 | F6 | FD | C8 | DO | F3 | OD50- | CE | CF |  |  |  |  | D4 |
| 0988- | OB A | A5 1D | 30 | 07 A | A9 8 | 80 | 85 |  |  | A7 | OA | 43 | 4F | 4D | 4D | 4F | 0D58- | D6 |  |  |  |  |  | DE |
| 09 | 1 D 4 | 4 C 56 | 092 | 20 E | E2 F | FB | A9 |  |  | 4F | 52 | 45 | 20 | 42 |  | 53 | OD60- | EO | E1 |  |  |  |  |  |
| 09C8- | 018 | 7 | A9 1 | 108 | 5 | 68 | A6 | OB | 49 | 43 | 205 | 54 | 41 | 50 | 45 | 20 | 0D68- | E8 |  |  |  |  |  |  |

## COMPUTEI Back Issues

Here are some of the applications, tutorials, and games from available back issues of COMPUTE!. Each issue contains much, much more than there's space here to list, but here are some highlights:

February 1981: Simulating PRINT USING, Using the Atari as a Terminal for Telecommunications, Astach a Printer to the Atari, Double Density Graphing on C1P, Commodore Disk Systerns, PET Crash Prevention, A $25 \notin$ Apple II Clock.

May 1981: Named GOSUB/GOTO in Applesoft, Generating Lower Case Text on Apple II, Copy Atari Screens to the Printer, Disk Directory Printer for Atari, Realtime Clock on Atari, PET BASIC Delete Utility, PET Calculated Bar Graphs, Running 40 Column Programs on a CBM 8032.

June 1981: Computer Using Educators (CUE) on Software Pricing, Apple II Hires Character Generator, Ever- expanding Apple Power, Color Burst for Atari, Mixing Atari Graphics Modes 0 and 8, Relocating PET BASIC Programs, An Assembler In BASIC for PET, QuadraPET: Multitasking?

July 1981: Home Heating and Cooling, Animating Integer BASIC Lores Graphics, The Apple Hires Shape Writer, Adding a Voice Track to Atari Programs, Machine Language Atari Joystick Driver, Four Screen Utilities for the PET, Saving Machine Language Programs on PET Tape Headers, Commodore ROM Systems, The Voracious Butterfly on OSI.

August 1981: Minimize Code and Maximize Speed, Apple Disk Motor Control, A Cassette Tape Monitor for the Apple, Easy Reading of the Atari Joystick, Blockade Game for the Atari, Atari Sound Utility, The CBM "Fat 40," Keyword for PET, CBM/ PET Loading, Chaining, and Overlaying.

October 1981: Automatic DATA Statements for CBM and Atari. VIC News, Undeletable Lines on Apple, PET, VIC, Budgeting on the Apple, Switching Cleanly from Text to Graphics on Apple, Atari Cassette Boot-tapes, Atari Variable Name Utility, Atari Program Library, Train your PET to Run VIC Programs, Interface a BSR Remote Control System to PET, A General Purpose BCD to Binary Routine, Converting to Fat-40 PET.

December 1981: Saving Fuel $\$ \$$ (Multiple Computers: versions for Apple, PET, and Atari), Unscramble Game (multiple computers), Maze Generator (multiple computers), Animating Applesoft Graphics, A Simple Printer Interface for the Apple II,

A Simple Atari Wordprocessor, Adding High Speed Vertical Positioning to Atari P/ M Graphics, OSI Supercursor, A Look At SuperPET, Supermon for PET/CBM, PET Mine Maze Game.

January 1982: Invest (multiple computers), Developing a Business Algorithm (multiple computers), Apple Addresses, Lowercase with Unmodified Apple, Cryptogram Game for Atari, Superfont: Design Special Character Sets on Atari, PET Repairs for the Amateur, Micromon for PET, Selfmodifying Programs in PET BASIC, Tinymon: a VIC Monitor, Vic Color Tips, VIC Memory Map, ZAP: A VIC Game.

February 1982: Insurance Inventory (multiple computers), Musical Transposition (multiple computers), Multitasking Emulator (multiple computers), Disassemble Apple Programs from BASIC, Plotting Polar Graphs on Apple, Atari P/M Graphics Made Easy, Atari PILOT, Put A Rainbow in your Atari, Marquee for PET, PET Disk Disassembler, VIC Paddles and Keyboard, VIC Timekeeping.
March 1982: Word Hunt Game (multiple computers), Infinite Precision Multiply (multiple computers), Atari Concentration Game, VIC Starfight Game, CBM BASIC 4.0 To Upgrade Conversion Kit, Apple Addresses, VIC Maps, EPROM Reliability, Atari Ghost Programming, Atari Machine Language Sort, Random Music Composition on PET, Comment Your Apple II Catalog.

April 1982: Track Down Those Memory Bugs (multiple computers), Shooting Stars Game (multiple computers), Intelligent Input Subroutines (multiple computers), Ultracube for Atari, Customizing Apple's Copy Program, Using PET/CBM In The High School Physics Lab, Grading Exams on a Microcomputer (multiple computers), Atari Mailing List, Renumber VIC Programs The Easy Way, Browsing the VIC Chip, Disk Checkout for PET/CBM.

May 1982: VIC Meteor Maze Game, Atari Disk Drive Speed Check, Modifying Apple's Floating Point BASIC, Fast Sort For PET/ CBM, Extra Atari Colors Through Artifacting, Life Insurance Estimator (multiple computers), PET Screen Input, Getting The Most Out Of VIC's 5000 Bytes.
June 1982: Outpost Game (multiple computers), Apple Pascal Lister, Income Property (multiple computers), VIC Intelligent Videodisc System, Atari Disk Operating Systems, PET/Apple Search, A Self-modifying Atari P/M Utility, Use Atari Joysticks with VIC, VIC/PET Program Transfers.

July 1982: Gold Miner Game (Atari and VIC), IRA Planner (multiple computers), Atari Video Graphics, Apple DOS Changer, Super QuadraPET, VIC Overview, Maze Race (multiple computers), Direct Access File Editor (PET and Atari), VIC Super Expander Memory Map, Using The 6560 Video Interface Chip, PET Compactor, Headless FORTH Metacompilation, Test RAM Nondestructively (multiple computers).

August 1982: The New Wave Of Personal Computers, Household Budget Manager (multiple computers), Word Games (multiple computers), Color Computer Home Energy Monitor, Intelligent Apple Filing Cabinet, Guess That Animal (multiple computers), PET/CBM Inner BASIC, VIC Communications, Keyprint Compendium, Animation With Atari, VIC Curiosities, Atari Substring Search, PET and VIC Electric Eraser.

September 1982: Apple and Atari and the Sounds of TRON, Commodore Automatic Disk Boot, VIC Joysticks, Three Atari GTIA Articles, Color Computer Graphics, The Apple Pilot Language, Sprites and Sound on the Commodore 64, Peripheral Vision Exerciser (multiple computers), Banish INPUT Statements (multiple computers), Charades (multiple computers), PET Pointer Sort, VIC Pause, Mapping Machine Language, Editing Atari BASIC With the Assembler Cartridge, Process Any Apple Disk File.

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## CAPUTE!

Modifications Or Corrections To Previous Articles

## A Day At 'The Races For VIC

To improve the "stride" of the horses in the VIC version of this game from the February issue (p. 44), the following change needs to be made to line 60 of Program 1:

```
6\emptyset DATA\emptyset,6,7,252,252,72,72,72
```

To give proper odds for a race with muddy track conclitions, make the following change to line 120 of Program 2:
$12 \emptyset \mathrm{Ul}=\mathrm{RND}(1) / 12: \mathrm{U} 2=\operatorname{RND}(1) / 12: \mathrm{U} 3=\mathrm{RND}(1) / 12$
: $\mathrm{U} 4=\mathrm{RND}(1) / 12$

## Slalom Fior PET

For a proper display, line 500 of Program 1 (the PET/CBM version, page 76 of the February issue) should read:

```
5øø Cl$=' {UP}{LEFT} {UP}{LEFT} {UP} {LEFT} \{UP\}\{ø4 LEFT\} \{UP\}\{ø4 LEFT\} \{øE RIGHT\} \{DOWN\}\{ø4 LEFT\} \{DOWN\} \{LEFT\} \{DOWN\} \{LEFT\} \{ DOWN\} \{LEFT\} \{DOWN\} \{LEFT\} "
```


## MASTERMAZE

Although the Atari maze generator program presented on page 107 of the February issue works correctly as printed, the two lines below were referred to in the article but were absent from the program listing:

```
330 A=USR(58484)
420 POKE 53279,8:POKE 77,124
```

Also, the "line 31 " referred to on page 104 should be line 30 .

In the sidebar "Mazemaking On The VIC, 64, and PET/CBM" which appeared on page 106, to use Program 1 on that page with the Commodore 64 , the proper value of screen memory for line 120 is $\mathrm{SC}:=1024$. For the VIC-20, line 140 should read

140 FOR I= 1 TO 21
For any of the machines, the REM statement in line 150 should read

REM 21, 39, OR 79 SPACES

## Making Change For VIC

The Commodore version (Program 1, page 110) of this educational program from the February issue requires a slight modification for use on the VIC20. A quirk of the VIC's operating system limits the length of "prompt" messages used with INPUT statements to one screen line, 23 charac-
ters. Thus, line 2180 must be changed to
2180 PRINT: PRINT "HOW MUCH CHANGE DO I": I NPUT "HAVE"; TC: PRINT: PRINT

## Supermon 64

Commodore 64 owners who use video monitors instead of televisions may find that a grey background provides a more readable display than the standard blue. This can be obtained by POKEing 11 into location 53281, but reader Robert Knight suggests embedding the equivalent machine code in the monitor. Adding the required five bytes for

| LDA \#\$0B | A9 0B |
| :--- | :---: |
| STA \$D021 | 8D 21 D0 |
| (in decimal: | $169,11,141,33,208$ ) |

to the beginning of the relocated Supermon results in an easy-to-remember SYS address of 38888 for reentering the monitor.

## A New, Even Better Thunderbird For Atari COMPUTE! author David Plotkin suggests the

 following improvements to the Atari version (Program 2, p. 76) of Thunderbird which appeared in the January issue. First, to avoid ball "wraparound," replace line 480 with the following:$48 \varnothing$ IF TX< $\quad$ THEN TX= $\varnothing: D X=-D X$
485 IF TX>39 THEN TX=39:DX=-DX
When you advance beyond the first level, the Thunderbird shrinks in height as well as width. As a result, the ball can sometimes pass through its wings without registering a hit. The bird can be thickened by modifying line 350 to read as follows:

```
35\emptyset FOR I=\emptyset TO 7*(3-2*(DIFF=2))STEP 3-2*(D
    IFF=2): READ A:FOR J=\emptyset TO 3-2*(DIF
    F=2):POKE PADR+I+J,A:NEXT J:NEXT ~
    I
```

Alternately, you can make the ball larger by modifying line 1500, which defines the shape of the ball.
15øø DATA $5, \varnothing, 40,40,169,169,40,40, \varnothing$
Finally, for the smaller birds in the advanced levels, the lightning bolt comes from somewhere to the right of center. To adjust this, modify line 800 to read as follows:
$8 ø \varnothing$ XPOS $=(\operatorname{PEEK}(1664)-48) / 4+4-2 *(\operatorname{DIFF}=1)-3 *$ ( $\mathrm{DIFF}=2$ ) : FLIP= $\varnothing$

> We regret that we are no longer able to respond to individual inquiries about programs, products, or services appearing in COMPUTE! due to incrasing publication activity. On those infrequent occasions when a published program contains a typo, the correction will appear on this page, usually within eight weeks. If you have specific questions about items or programs which youve seen in COMPUTE!, please send them to Ask The Readers, P.O. Box 5406, Greensboro, NC 27403 .

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## NEWS\&PRODUCTS

## Accounting System For The Commodore 64

Info-Designs, Inc., has announced a new version of its Management Accounting System for the Commodore 64 computer. Initially, three software modules will be released, each with a suggested retail price of $\$ 199$ :

- Accounts Receivable/Billing
- Accounts Payable/Checkwriting
- General Ledger

The software design allows the packages to be used on the new Commodore 64 with one or two 1541 Single Disk Drives and a matrix printer, thus allowing users the flexibility to buy a minimum configuration system for small business accounting and for personal use.

The product will be marketed through Commodore dealers. For more information, call a local Commodore regional office or contact:
Info-Designs, Inc. 6905 Telegraph Road
Birmingham, MI 48010
(313)540-4010

## Football Game For Atari

Gamestar has introduced Starbowl Football, a highly sophisticated sports game for the Atari 400 and 800 Home Computers.

Starbowl Football emphasizes realistic gridiron action, animated players, and solitaire play against


Starbowl Football for Atari 400/800.
a competitive computer team or against a human opponent.

Players call their own plays, so every game is different. They can run, kick, pass, and catch at college or pro skill levels that get better as they get better. Players can even contend with offsides, pass interference, and fumbles.

Starbowl Football is available on cassette and diskette for Atari 400 and 800 Home Computers with 16 K minimum memory. Suggested retail price is $\$ 31.95$.
Gamestar, Inc.
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## Interfaces For PET And VIC

RAK Electronics has introduced two new products for the PET and VIC-20.

CW Morse allows your computer to become a Morse terminal for your amateur radio station. It is capable of sending and receiving Morse code at speeds of 25 wpm or more. Includes multiple 255 character message buffers, numerous special function keys,
type-ahead keyboard buffering, and automatic speed control on receive.

Available for PET 2000/4000 series with 8 K or more memory, VIC-20 with 5K memory (increased abilities with optional 3K memory expansion), Com-modore-64, and Atari 400/800 $16 \mathrm{~K}+$ computers.

Software written in BASIC for ease of modification by the user. Requires construction of two transistor, one IC interface. Connection is made through the I/O User Port on the VIC-20, C64, and PET/CBM, or joystick port on the Atari. Package includes software on cassette, complete documentation, interface schematic, and required connector - $\$ 19.95$ ppd.

VIC RTTY turns your VIC-20 into a RTTY terminal. Features include split screen operation (compose your reply in a special text buffer while receiving marquee style), four 255 character user-defined messages, 60, 66, 75 , and 100 wpm Baudot speeds, Morse code ID, RTTY ID (his call and yours), RTTY CQ message, special UNSHIFT ON SPACE option; 15 different functions and controls in all!

Manual includes instructions on how to modify software for your call and special "permanent" messages. Hardware manual included with various interface designs (RS-232, TTL, current loop, etc.), as well as information on home-brew and commercial RTTY modulator/ demodulators.

VIC RTTY requires VIC-20 computer with 8K memory expansion, recorder, and VIC-to-

Radio interface (RTTY terminal unit and interface). Interface requires some construction ranging from simple 1 IC TTL interface to multi-IC modulator/ demodulator (for completely home-brew terminal). Connection to VIC is through the USER I/O PORT.

Package includes software on cassette, software and hardware manuals, and I/O edge connector - $\$ 24.95$ ppd.
RAK Electronics
P.O. Box 1585

Orange Park, FL 32067

## Reading Skills Program For The Apple

An Apple II program which covers reading skills typically taught in grades K-3 has been released by SouthWest EdPsych Services.

The Reading Machine contains more than 28 skill levels, ranging from alphabet matching and sequencing to blends and digraphs. Additional features of The Reading Machine include: high resolution graphics pictures to match words, large size upperand lowercase letters, record keeping and managements systems, innovative reinforcement programs, and instructional materials for parents and teachers. Suggested retail price is $\$ 59.95$.
SouthWest EdPsych Services, Inc. P.O. Box 1870

Phoenix, AZ 85001
(602)253-6528

## Tax Return Programs For Sinclair/Timex

The 1982 edition of Ksoft's Tax Return Helper is available. A set of seven ZX-81/Timex programs
(16K RAM) to help with Form 1040 and Schedules A, B, C, C1/ C2, D and E. Data is interactively entered / examined / modified, and the results can be immediately seen. The programs perform all computations and even detect some of your errors. As in an electronic spreadsheet, when you make a change, all the lines affected by it are updated on the spot. The forms can be printed and/or saved on tape for future use. The cost (\$14) is tax deductible. (Only $\$ 7$ for the buyers of the 1981 edition.)
Ksoft
845 Wellner Rd.
Naperville, IL 60540

## Two Books For VisiCalc Users

SYBEX has published two books for VisiCalc users. Mastering VisiCalc, by Douglas Hergert, is

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SYBEX books are available at local bookstores and computer stores. To order directly from SYBEX, please add $\$ 1.50$ per book for postage.
SYBEX
2344 Sixth Street
Berkeley, CA 94710
(415)848-8233

## New Products For Atari

Optimized Systems Software recently released several products for the Atari.
$\mathrm{C} / 65$ is a C compiler for both Apple and Atari. The compiler is based on Ron Cain's "Small C" compiler, which appeared in $D r$. Dobb's Journal, but it has been restructured to enable it to run on and produce code for 6502based machines. C/65 supports integer and character types (and arrays), pointers, fully recursive functions, and more. Requires a macro assembler. Two disk drives recommended but not required. The cost is $\$ 80$.

MAC/65 is compatible with both EASMD and the Atari cartridge. It is an integrated as-
sembly language development system suitable for both small subroutines and complex assembly language source files. The cost is $\$ 80$ and includes BUG/65. (Both C/65 and MAC/65 include standard OS/A + at no extra charge.)

BUG/65 includes all the traditional debugging operations. Also includes a breakpoint capability and a single step and trace mode. It is a stand-alone program which allows you to read files into memory, write files, and read or write single sectors. Cost: $\$ 34.95$, separately.

Owners of OS/A + with EASMD who purchased the package after August 15, 1982, may upgrade to MAC/65 by returning their master system diskette or by simply sending a "new diskette" fee of $\$ 5$.

Owners who purchased the system before August 15, 1982, may purchase MAC/65 at half price ( $\$ 40$, plus $\$ 5$ for charge card or C.O.D. orders).
Optimized Systems Software, Inc. 10379 Lansdale Avenue Cupertino, CA 95014 (408)446-3099

## Arcade Math Game For The VIC

M-R Information Systems announces a new learning game for the VIC-20: MicRo Math Blaster.

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For more information
contact:
Century Micro
7881 La Riviera Drive
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## Medicall Adventure For The Apple

Synergistic Software has released a new educational game for the Apple II. Microbe: The Anatomical Adventure combines fantasy adventure, arcade action, and

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medical science. The entertaining and educational aspects of this game will appeal to parents, educators, medical students, and kids of all ages.

The game involves a miniaturized submarine injected into the human body. The mission of the sub Microbe is to rid the body of disease and repair damage to the brain. If corrective surgery is necessary, the crew of the Microbe must perform it.

The Microbe's crew consists of a captain, navigator, technician, and physician, each with specific job functions. The captain steers the sub through the veins and arteries of the human body, following the advice of the navigator. The technician performs repairs both inside and outside the sub. The physician must identify any attacking organisms (fungii, bacteria, viruses, parasites, etc.), prescribe the appropriate treatment, monitor the patient's condition, and insure that the result is a well person. If any crew member is injured or killed during the game, it becomes more difficult to complete the mission.

As the game progresses, players must keep track of damage to the sub, the fuel and air supplies, the compass and sonar readings, and the status of the laser (used to zap the germs). Players must plan their strategies carefully as they journey through the body.

Microbe: The Anatomical Adventure has three different levels. On the first level, the game can be played as a classic adventure, the goal being to explore the maze-like human body and overcome obstacles while solving the medical problem. On the second level, players can learn facts about health care, personal safety, anatomy, and medicine.

The third level is for collegelevel science students, premeds, and medical students. Players must know what drugs to prescribe and what immunity levels, blood pressure, heart rates, etc., are healthy or dangerous. The


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New World is available on disk for the Apple ( 48 K with Applesoft in ROM) and TRS-80 (TRSDOS, 32 K ) and on cassette for the TRS-80 (Level II, 16K). The suggested retail price is \$29.95.
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development seminars, professional advancement courses, a business communications symposium, and 20 problem-solving sessions. The keynote address is "Information Resources - Strategic Direction for the Eighties," by Dr. Leonard Liu, Vice President, Office Systems and Programmable Workstations, IBM Communications Products Division, White Plains, New York. Among the topics to be covered in the problem-solving sessions are: computer feasibility and selection, word processing equipment selection, software applications, skills and performance assessments, productivity, supervisory techniques, office networks, and more. For additional information, contact the organizer, Cahners Exposition Group, Cahners Plaza, 1350 E. Touhy Ave., P.O. Box 5060, Des Plaines, IL 60018, (312)2999311.

## April 6-8, Raleigh, NC; April

 28-30, Cambridge, MA; June 911, Watertown, CT. Microcomputers in Education, a series of hands-on workshops sponsored by Technical Education Research Centers (TERC). The workshops are designed for teachers and administrators at all levels; hands-on experience with the computer is emphasized, and a variety of microcomputers are used. Topics include: overview of educational uses of microcomputers; microcomputers in science, and math, instruction; administrative uses of microcomputers; Logo, Pascal, and BASIC; machine language; microcomputers as laboratory instruments; and microcomputers and the education of special needs students. For information on these workshops, contact Ms. Sharon Woodruff, Director of Training Services, TERC, 8 Eliot Street, Cambridge, MA 02138, (617)547-3890.
## April 8-9, New Hampshire

 Hotel, Concord, New Hamp-shire. The Second Annual Microcomputers in Education Conference, sponsored by the New Hampshire Association for Computer Education Statewide (NHACES), New Hampshire State Department of Education, and New Hampshire Facilitator Center. The conference is open to the public. It offers computerrelated presentations, vendors displays and demonstrations, a hands-on-lab for reviewing software, software swap sessions, and over 20 common interest sessions. The registration fee is $\$ 12 /$ day. For registration information, contact Clint Cogswell, Kimball School, Concord, NH 03301, (603)225-9681, or Anne Knight, Computer Services, Stoke Hall, University of New Hampshire, Durham, NH 03824, (603)862-3527.

April 9, Hampshire Educational Collaborative, Northampton, Massachusetts. The first conference of Massachusetts ComputerUsing Educators (MASS-CUE). The day's activities will include Software Expo '83, a program of software sharing, demonstration, and review. An organizational meeting will also be held. For further information, contact Leonard Huber, Project Director, Hampshire Educational Collaborative, 58 Pleasant Street, Northampton, MA 01060, (413)586-4590.

## April 22-23, New Trier High

 School-West, 7 Happ Road, Northfield, Illinois. The third annual Role of the Computer in Education Conference, sponsored by Micro-Ideas. Keynote speaker: Arthur Luehrmann. Sessions cover literacy, BASIC, Logo, word processing, graphics, subject specific topics, and many others. Registration deadline: April 4. For further information, contact the conference director, Richard F. Nelson, Micro-Ideas, 1335 N. Waukegan Rd., Glenview, IL 60025,(312)998-5065.

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April 27, 9 a.m. to 4 p.m., Ballroom of the Holmes Student Center, Northern Illinois University, DeKalb. Software Fair, sponsored by the University School of Education. Purpose of the Fair: to introduce teacher educators, teachers, and administrators to the software currently available for instructional purposes. For additional information, contact Louise E. Dieterle, Associate Dean of the College of Education, Northern Illinois University, DeKalb, IL 60115, (815)753-1949, or Howard Swan and Pete West, Learning Center, Northern Illinois Univ., (815) 753-1241.
April 28-30, Washington, DC. Ed•Com/Spring '83, a national computer conference and exposition for educators of all levels. More than 300 session hours featuring demonstrations, seminars, hands-on sessions, panels, and MicroCourses. For further information, contact Carol Houts, Judco Computer Expos, Inc., 2629 North Scottsdale Road, Suite 201, Scottsdale, AZ 85257, toll free outside Arizona (800)528-2355; in Arizona (602)990-1715.

April 29-30, Mesa Community College, San Diego. "Computers and Learning: Something for Everyone," the third annual CUE (Computer-Using Educators of San Diego) spring conference, designed for
teachers and administrators in both public and private schools. Applications of computers from kindergarten through the twoyear college will be presented. On-site registration, or preregistration (by April 1) with: Darlene Tydlaska, 11419 Menkar Place, San Diego, CA 92126, (619)556-0043. The conference director is Barbara Chumbley, National School District, 637 Euclid Lane, El Cajon, CA 92021.

May 14, Penn State University, Hazleton Campus, Hazleton, PA. Second annual NEPACC (Northeastern PA Computer Club) Compufair '83. Features workshops, vendor booths, displays, etc. For information, call (717)454-8731.

## May 14-15, George Brown Col-

 lege - Casa Loma Campus, Toronto, Ontario. The second annual TPUG (Toronto PET User's Group) Conference. Activities include: disk copy sessions of Club library ( $1500+$ programs); Butterfield Machine Language Workshop; exhibits of hardware, software, accessories; a trader's corner for used equipment. For further information, contact Chris Bennett, TPUG Corresponding Secretary, 381 Lawrence Ave. West, Toronto, Ontario, M5M 1B9, (416)782-9252.COMPUTE! welcomes notices of upcoming events and requests that the sponsors send a short description, their name and phone number, and an address to which interested readers may write for further information. Please send notices at least three months before the date of the event, to: Calendar, P.O. Box 5406, Greensboro, NC 27403.

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[^5]:    $1 \varnothing$ DIM DIMS(1):GRAPHICS 23
    $2 \emptyset$ FOR X=2ø TO 59:READ DIMS:COLOR ASC(DIM\$)
    $3 \varnothing$ PLOT $X, \varnothing$ : DRAWTO $X, 91:$ NEXT $X$
    40 XIO $12, \# 6,237,91, " *=$ LABEL"
    $5 \emptyset$ XIO $3, \# 6,44,1, "$ SAVE D:TEST"
    $6 \emptyset$ GOTO $6 \varnothing$
    $7 \emptyset$ DATA B, B, D, E, H, K, L, L, N, O, P, R, T
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