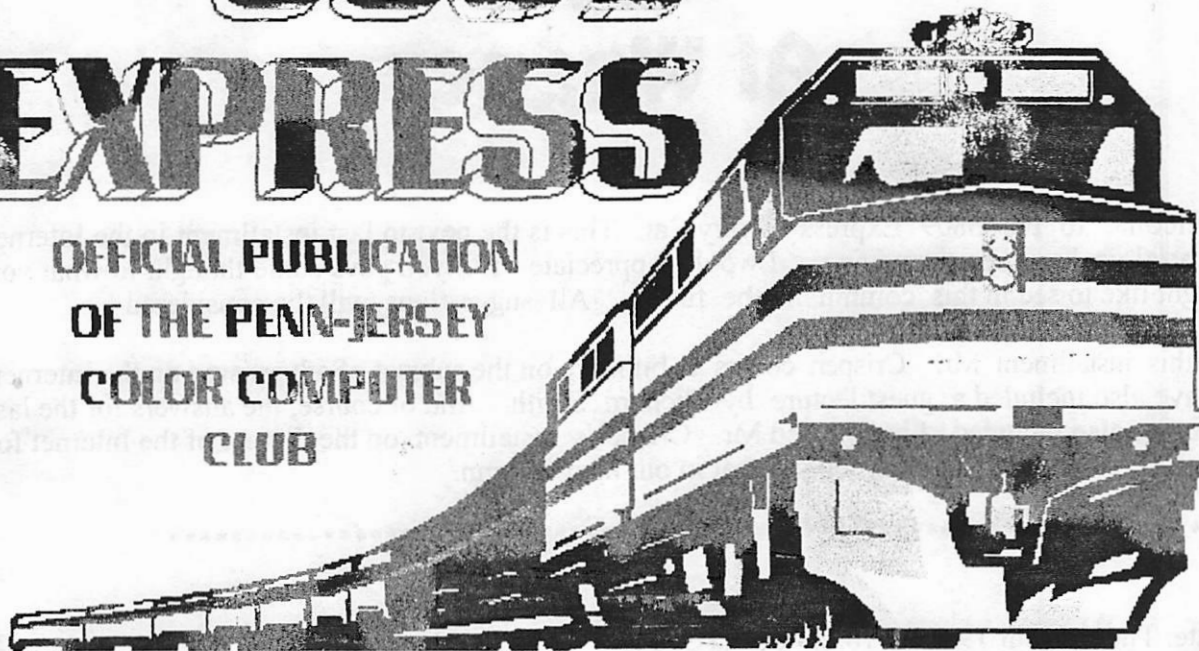


# The 6809 EXPRESS

OFFICIAL PUBLICATION  
OF THE PENN-JERSEY  
COLOR COMPUTER  
CLUB



**APRIL 1996**  
**In This Issue:**  
**Answers to the Internet**  
**Pop Quiz!**  
**A Guest Lecture!**  
**More on the Internet**  
**Tutorial!**

# **THE LIBRARY CAR**

## **by**

# **Al Wagner**

Welcome to the 6809 Express Library Car. This is the next to last installment in the Internet tutorial we have been studying. I would appreciate it if you gave some thought to what you might like to see in this column in the future. All suggestions will be considered.

In this installment Mr. Crispin covers a bit more on the subject of advertising on the Internet. I have also included a guest lecture by Richard Smith. And of course, the answers for the last quiz are also included. I have saved Mr. Crispin's installment on the Future of the Internet for our last installment. So, we will see that in our next column.

\*\*\*\*\*

Date: Tue, 14 Mar 1995 22:18:21 -0600 (CST)  
From: Roadmap Error Processor <CRISPEN@UA1VM.UA.EDU>  
Subject: MAP-EXTRA: ADVERTISING ON THE INTERNET  
Sender: ROADMAP WORKSHOP SUBSCRIPTION LIST <ROADMAP@UA1VM.UA.EDU>  
To: Multiple recipients of list ROADMAP <ROADMAP@UA1VM.UA.EDU>  
Reply-to: Roadmap Error Processor <CRISPEN@UA1VM.UA.EDU>  
Organization: Roadmap For the Information Superhighway

MAP-EXTRA: ADVERTISING ON THE INTERNET

"They all laughed when I sat down at the piano, but oh!, when I began to play..." -- John Caples, legendary advertisement for mail-order piano lessons, 1925

This lesson is not in the syllabus, but I thought it would be a neat follow-up to MAP09: *Spamming and Urban Legends*.

Things change rapidly on the net, perhaps no more rapidly than in the area of advertising, but there are a few general principles that are likely to stay put for a while.

First, generally speaking, don't. If you work for a company that makes a product, you'll draw more flames than orders if you try to use the net to advertise that product.

## ADVERTISING THAT'S OK.

There are a couple of exceptions. In some musical groups, very few people will object if you advertise a home-made or home-distributed recording your band has made (but see below for exceptions). And if you have *\*one\** computer or bicycle to sell, it's OK to advertise it in the appropriate Usenet newsgroup (e.g., misc.forsale.computers.pc-clone, rec.bicycles.marketplace). If you have a warehouse full of computers or bikes and you're in the business of selling them, that's probably over the line.

A second exception is on the Web. If your company has a homepage, webservers who call it up would be offended if you *\*didn't\** have information on your products, distributors, and so on.

A third exception is if somebody asks a technical question such as "Who makes an Ada compiler for the MIL-STD-1750A processor?" it's generally considered OK to answer "We do" and to give a point of contact. Just make sure your posting is information, not ad copy. Often the person answering will say something like "Blatant commercial plug:" so he's not accused of being deceptive.

## DECEPTION.

Deception is another matter entirely. There's a new form of advertising that's showing up on some of the musical newsgroups. Someone will post a message giving a rave review of the new CD by group X. A while later he'll rave about group Y and artist Z. It turns out that the only thing he ever has to say are rave reviews of new CDs. And all the artists he raves about record for the same major label. After not too much detective work it turns out that our hero works for (now let's not always see the same hands) the record label.

It's not restricted to musical groups, either. A well-known scenario has person A ask a question like "what's the best product to do W?" Shortly afterward, person B replies that the new offering P from R Software solves that problem, is cheap and easy to install, and everybody should have one. A while later on another group A reappears with another question, and sure enough, product Q from R Software is the answer to the world's ills.

I haven't the slightest idea why a company would risk earning a reputation for unethical dealings, but if you're sleazy enough to think these are good ideas, please be aware that there are folks on the net who delight in exposing scams of this sort, and you'll be found out in short order.

## APPROPRIATE FORUMS.

Sending out e-mail to every LISTSERV and Usenet newsgroup has already been covered in MAP09 Spamming and Urban Legends. Don't do it. There are companies who sell mailing lists of e-mail addresses. I find the prospect of junk-e-mail frightening: there are companies and organizations who would pull their workers off the net rather than subject them to such misuse of company resources.

And you hardly need to be told that advertising a bicycle for sale in rec.arts.marching.drumcorps or talk.politics.tibet is a waste of time.

But there's a subtler point. Many of the Usenet hierarchies have a special "marketplace" newsgroup. It's safe to assume that any related group does NOT want ads. For example, there's a newsgroup called rec.music.makers.marketplace and it's a good bet that your offer of a synthesizer for sale will not be welcome on rec.music.makers.synth.

There is a List of Active Newsgroups available on news.answers that lists the active Usenet newsgroups. Look there to find out where the "marketplace" and "forsale" groups are.

When you touch on the sensitive area of advertising it's all too easy to earn a reputation for being dishonest, when all you really are is ignorant. Save your reputation by knowing what the rules are before you advertise.

## RESOURCES.

Net policy and attitudes toward advertising are evolving so rapidly that his article is virtually guaranteed to be out of date. Two articles available on the Usenet newsgroup news.answers, "swap-guide" and "Advertising FAQ", discuss some of the cultural issues involved in buying and selling on the net.

A LISTSERV INET-MARKETING has started in the last few months to discuss "marketing goods and services in an appropriate way on the Internet". To join, send a mail message to listproc@inet.net containing

SUBSCRIBE INET-MARKETING Your Name of Your Organization

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Date: Wed, 15 Mar 1995 23:35:57 -0600 (CST)

MAP-EXTRA: GUEST LECTURE

As we bring the Roadmap workshop to a close, I want to give you an opportunity to think about what role the Internet will play in education in the years to come.

I can think of no better person to speak on this topic than Richard Smith.

"Richard Smith discovered the information resources of the Internet while doing work as a Ph.D. student at the University of Pittsburgh. He taught the use of the Internet in graduate courses and followed these by giving workshops called "Navigating the Internet" in 1991.

In the summer of 1992, Smith decided to offer a course on Internet training -- over the Internet -- hoping to get 30 or 40 people to participate. A total of 864 people from more than 20 countries registered for his "Navigating the Internet: An Interactive Workshop." A second workshop drew more than 15,000 participants from more than 50 countries.

The result of these ground-breaking international workshops is that Smith has trained literally thousands of people around the world in how to use Internet resources. This led to Smith being dubbed the "Internet Mentor" in the January 1993 issue of American Libraries. He plans to do bigger and better Internet workshops in the future because he enjoys offering a service that is much needed and appreciated." (1)

Ladies and Gentlemen, I am proud to introduce \*my\* mentor, Richard Smith:

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Patrick Crispen asked me to write a segment for his Roadmap distance education workshop. I'd like to give some general thoughts on this new form of distance education and the new technologies that are becoming a prominent force in the education community.

Vice President Al Gore speaks about building an information superhighway that will keep the United States competitive in the world of growing high technology. The National Information Infrastructure (NII) is already in the making which will include present computer, television and telephone, and telecommunication technology, and promises that it will be available to everyone as every classroom, library, hospital and clinic in the country should have access to the network. (Recently Post Offices!) It is now so common that the comic strip Outland makes fun of it with their cyberpunk characters and MTV, Nightline, FX and other commercial entities are now on-line.

This new means of communications is predicted to change the pattern of scholarly work. From the computer at home or office the educator can now access hundreds of library catalogs, journal indexes, reference books, full text books and journal articles, major art exhibits, employment notices, or federal government information. Communication with colleagues on topics as diverse as diabetes research, history of the Ancient Mediterranean, women in science and engineering, university administration or the Pittsburgh Pirates take place daily. There are thousands of discussion groups available on almost any imaginable topic.

While this network of networks has its beginnings in the 1970's, it is only recently that this communication phenomenon has expanded beyond the computer and information science fields. Today librarians, health professionals, historians, lawyers, and many other professionals are finding the Internet a valuable research and education tool; the largest growing segment of the Internet community is commercial firms.

Yet an important impact of this network has yet to be developed--the delivery of information in formal education. There is now being generated formal credited courses via the Internet that may change the way that current distant education or distant learning takes place. This aspect of distance education will continue to grow as the number of schools equipped with telecommunications equipment and computers increase and costs of such equipment decreases.

An initial attempt to use this network for education was an experimental course attempted two years ago. In the summer of 1992 I decided to offer a workshop on how to use this network, not in a classroom or at a conference, but on-line over the Internet itself. I expected 30 to 40 people to sign up and ended up with 864 participants. The class consisted of e-mail instructions for accessing Internet resources and what to do once access was achieved. In theory, a person would read the e-mail in the morning and follow the instructions for an hour to master the particular segment being taught. In reality, the three week course was a bit much for most participants so that instructions were saved for perusal at their convenience, a major advantage of this type of distance education.

"Navigating the Internet: An Interactive Workshop" was so popular that a second class was given within two months. The announcement for the second class allowed two weeks for registration. The registration had to be stopped when enrollment reached 15,000. The last workshop given from the Carnegie Library of Pittsburgh

"Navigating the Internet: Let's Go Gopherin" (a popular Internet interface) attracted 19,994 from 54 countries.

These informal basic e-mail courses demonstrate the potential of this communication medium for distant education. With the addition of graphics, hypertext, compress video, sound and multimedia, information distribution for educational courses in distance education will be revolutionary. Several universities are now initiating degree programs that can be taken over the Internet.

Telecommunications technologies have provided a vast array of teaching opportunities for educators and librarians charged with providing information to students, staff, researchers and faculty. The technology permits expanded communication among teachers/student, and also provides a means of increasing teacher/teacher and student/student communications.

Narrow casting for specific audiences and for specific subject areas, both for formal credit courses and informal workshops, is an option being considered by many educators and librarians.

Unlike traditional distance education systems which relied heavily on print base materials supported by audiotape, telephone contact, videotape, color slides, study pictures, or kits containing samples, The Internet gives increased access to graphics, sound, and video files via software like Mosaic, as well as real time communications. Innovative computer and telecommunication technologies' expand and enhance traditional distance education by adding additional means of communication.

To be productive, distance education must be able to communicate information between participants in an effective and efficient manner. Computer and telecommunication technologies are providing unique ways to communicate, and examples of the benefits and drawbacks of using these techniques are abundant in the literature.

Hiltz used computer-mediated communication as both an adjunct function of supplementing traditional classroom instruction and as a primary mode of course delivery for postsecondary education. Electronic conferencing, where students answered questions and reacted to other student responses produced communications in the "virtual classroom" and was found to be a positive yet different type of communications from the traditional classroom. This change in communication was noted by others where the experience showed that communication within a paperless network tends to spread power horizontally across the writing community, with instructor's information equal to the student's, and every message, because of identical font and identical screen size, commanding the same

respect when read by a student.

In a distance education class at Houston Community College System, years of experience in giving credited courses by modem found that distance education had several benefits over traditional classroom instruction and older distance education courses. Some of the results showed these benefits:

- (1) Immediacy -- especially compared to print-based correspondence courses.
- (2) Sense of group identity -- the computer system became a meeting place for students.
- (3) Improved dialogue -- students correspond more than traditional classroom setting.
- (4) Improved instructor control -- the computer system can log activities.
- (5) Active learning -- student participation improved.

Finally, the Internet, provides a convenient means of delivering information to thousand of people geographically dispersed and removes barriers such as distance and cultural diversity that are common in the traditional classroom educational setting.

For example, this segment was written in my house and transferred to my local account in Louisiana via a 2,400 baud modem; I then ftp'd the document, in seconds, to my account in Pittsburgh; finally, I e-mailed it to Patrick in Alabama who then distributed it to you. I co-authored a book, "Navigating the Internet" in three months without ever meeting Mark Gibbs, the co-author in California, or the Publisher, SAMS in Indianapolis. Distance education is a bonus for the Instructor also. "Let's Go Gopherin" was distributed from numerous locations, Ohio, Mississippi, Pennsylvania, and other locations while I was on the road.

Distance education via electronic delivery is not a new concept. Australia and the United Kingdom have made dramatic steps in providing electronic information to a multitude of people via telecommunications. In the United States, with the explosive growth of the Internet and the proposed National Research and Education Network (NREN), it is now possible for delivery of information in formal education in an economical and efficient manner.

Of course, promises of new technologies that would impact education have been made before and never reached their potential. Public television is the prime example. Predicted to impact education from k-12 to higher education, public television has only served as a minor supplement to the traditional classroom setting. Yet



today's technologies are entering not only the classroom, but are commonly found on professors' and teachers' desks in their office and even at home. This easy access to the technology is mainly responsible for its impact on education.

Higher education will play a vital role in Al Gore's vision of the information superhighway. Major commercial telecommunication giants such as MCI and Bell are changing the current Internet into an information distribution system that is easy to use, providing access for the general population. Because of this widespread access, the way we teach and pass on information to learners around the world, with collaboration from educators from interdisciplinary backgrounds and from diverse institutions and cultures, education will change from the traditional teacher/classroom environment to a virtual classroom with no walls.

## NOTES

(Sorry, pulled from several sources so not all in one style.)

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My notes:

(1) From "Navigating the Internet" by Mark Gibbs and Richard Smith

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Date: Wed, 15 Mar 1995 23:37:13 -0600 (CST)

MAP-EXTRA: POP QUIZ #2 ANSWERS

1. There are literally THOUSANDS of files available through FTP that have the .TXT file extension. Tell me the exact location

of just one of these files (hint: see MAP17).

ANSWER: There were three ways you could have found the answer:

1. Doing an Archie search with the keyword "txt"
2. Doing a Veronica search with the keyword "txt"
3. Accessing a random ftp site and looking around for a "txt" file

I hope you chose the first option :) BTW, I did not list the answer because there are THOUSANDS of correct answers.

2. Rick Gates has a monthly competition called "The Internet Hunt." The Hunt asks ten of the most contrived questions you have ever seen, and the Hunt's participants have to find the answers using nothing but the Internet (and they also have to show where they found the answers).

Come to think of it, the Internet Hunt is a lot like this pop quiz ... hmmm ...

I have heard that Rick places the Hunt results on the CICNET Gopher server (gopher.cic.net) in Michigan (U.S.)

I am interested in the Hunt results. In particular, I am interested in May, 1994 results.

Who won the May 1994 Internet Hunt in the individual category? :) (Note: you may want to bookmark the main Internet Hunt menu -- it is a WONDERFUL Internet training resource).

ANSWER: the winner was some squirrel at the University of Alabama named Patrick Crispen :)

Shameless self-promotion, but I thought it was a neat way to introduce you to the Hunt.

3. I just tried a Veronica search and I got an "Empty Menu" error for a file that I \*KNOW\* exists. I should call my local Internet service provider and complain, right? Explain your answer :)

ANSWER: NO! Your local Internet service provider is only responsible for the LOCAL part of your service. If you are having a problem accessing a distant file, there is a really good chance that the problem is at the distant site.

Your provider has no control over distant sites, so calling them will not help you at all. Your best bet is to try your search later.

4. I want to subscribe to a LISTSERV list. The list's address is NAVIGATE@UBVM

Tell me what I need to do.

ANSWER: Send an e-mail letter to LISTSERV@UBVM.BITNET which says SUBSCRIBE NAVIGATE <YOUR NAME>

If the Bitnet address does not work, you can take the address

LISTSERV@NODE

or

LISTSERV@NODE.BITNET

and change it to

LISTSERV%NODE@CUNYVM.CUNY.EDU

BONUS: What \*IS\* Clifford Stoll's next book going to be about? (One of the questions above gives you enough information to find the answer).

ANSWER: Astronomy.

The answer can be found in the May 1994 Internet Hunt results.

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To unsubscribe from any Roadmap workshop, please send an e-mail letter to LISTSERV@UA1VM.UA.EDU which says UNSUB \* in the body of your letter.

The address that sent this e-mail letter (CRISPEN@UA1VM.UA.EDU) is actually the address of an automated error processor. Please DO NOT reply to this e-mail letter as the error processor will consider your reply to be an error message and will delete your letter unread. To contact Patrick Crispen, please use my PCRISPE1@UA1VM.UA.EDU address.

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PATRICK DOUGLAS CRISPEN  
 PCRISPE1@UA1VM.UA.EDU  
 THE UNIVERSITY OF ALABAMA

Warning: squirrels.

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Well, that's it for this month. There are a lot of references to books and articles in this months installment. I'm sure some of them will make interesting reading. Unfortunately when discussing the Internet, something new you discovered on the Net YESTERDAY may already be obsolete TODAY. All of what is in those books is somewhat dated but, it provides a good starting point for further exploration.

The next installment will complete this tutorial. So please, do give some thought as to what YOU might like to see covered in this column and let me know what it is. Until next time, Happy Surfing!



## The Internet Via Enter.Net

A Review By H. P. U.

So I'm driving along US22 in Greenbrook, New Jersey. I'm listening to the radio somewhat amazed that I can receive **WAEB** from that distance. Then I hear **Joe Dadonna** telling about the numerous virtues of an Internet provider called **Enter.Net**. I'd heard rumors of a new provider around that had an access number in Easton, PA. I wondered, could this be it?

Beverly, my faithful female companion (wife) who has ridden with me, lo these many years responded instantly to my frantic cries for a scrap of paper! She jotted down the phone number which I called the very next day! The suspense was excruciating! (Just like this column) Then the answer came! Indeed there was an access number in Easton! Right there in my very own calling area. No toll! Phillipsburg had emerged from the smelly armpit of New Jersey able to stick its' nose into the clean fresh air of on-line computing! Wow! First, Interstate 78; now The Information Super Highway! Unlimited access for only \$15.95 a month! What more could life offer?

"Hold on, Peter", I said to myself suspecting some catch (years of Phillipsburg computing makes

one cynical), "Maybe there's a hefty startup fee. Maybe I'll need some expensive software." But no! No startup fee, and the software was free! In a matter of days I was signed up, the software was installed, and I was up and running.

I have seldom encountered a company as great to deal with as the folks at **Enter.Net**. They were (and continue to be) very helpful. I had seven days to approve the service or walk away owing nothing but a return of the software. Within those seven days I canceled my **America On Line** account instead.

**Enter.Net** not only provided **Trumpet Winsock**, **Netscape Navigator**, **Pegasus Mail**, **WinVN News**, **WS\_FTP**, and **mIRC Chat**, but also free seminars on how to use these utilities. With refreshments yet! So you can send and receive e-mail, download information and pictures, find files on any subject, and chat with people all over the planet. Even from **Phillipsburg!**

The **Enter.Net** home page is really fun. You get right to it when you activate **Netscape Navigator**. It, like many other websites, contains *hypertext links* to other websites. A *link* is a reference in a document on which you can click with your mouse. It will then whisk you off to a related document. So you can find the weather forecast for anywhere in the USA (**NJ OnLine Weather**), see what happened on any day in history (**The History Channel**), search for other websites devoted to almost anything you can imagine (and some you can't), and do more kinds of things than we have room to discuss here.

Since joining **Enter.Net** I have downloaded myriad recipes from **The TV Food Network**. I consult the **Arts & Entertainment** website for their program schedule. I check out the **Society of American Magicians** monthly newsletter. I subscribe to an e-mail service for collectors of radio dramas and comedies from the thirties and forties. I have even entered the Sanctum of *The Shadow!*

There must be a gazillion websites out there. And the Web isn't even the most popular Internet service. That would be *Usenet*. *Usenet* organizes people's comments, questions, answers, articles and pictures by topic. These topical groups are called *newsgroups*. They are really more like discussion groups since they have little or nothing to do with news. There are nearly 6000 groups, and the vast majority of these contain huge lists of articles.

I have not yet used **mIRC Chat** nor **WS\_FTP**.

I've called for technical support several times. I was helped promptly and courteously each time. So, if all this sounds like a ringing endorsement of **Enter.Net**, that's just what it is. One of their phone numbers is 610.437.2221. Give them a call and they'll send you a brochure with all the information you need to sign up. Even if you live in **Phillipsburg!**

Wow!

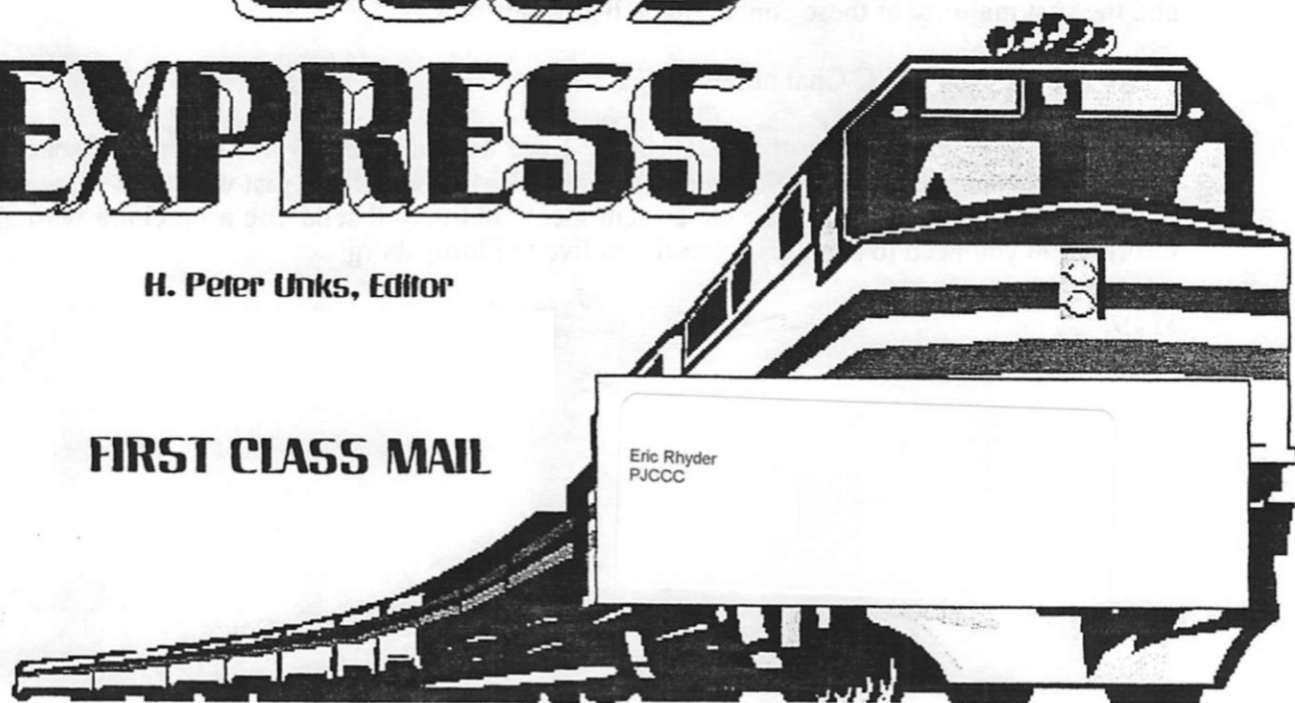
Call THE MAVERICK BBS at 1-610-760-0456

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# The 6809 EXPRESS

H. Peter Unks, Editor

FIRST CLASS MAIL



Eric Rhyder  
PJCCC