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$\square$ Building Construction

MF 645 DATA 4，230，215，230，217，202，208， 242，198，218，16，238，96

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 －$n$
CE 1 ØดS GRAPHICS $9: S=F E E K(136)$＋PEEK（ 13 7）＊256
AG 1ø1Ø N＝FEEK（S）＋PEEK（S＋1）＊256：IF N＞5 14 THEN ？$N$ ；＂$": A=\varnothing: F Q R \quad I=S$ +5 TO S＋PEEK $(S+2)-2: A=A+$ PEEK $(I$ ）：NEXT I：？A
I6 1015 IF $N=645$ THEN END
CM 1の2の $5=5+$ PEEK $(S+2)=$ GOTO 1 ＠ 19

## Program 2： 64 Trident

49152 ：Ø32，Ø41，197，169，øøø，141，Ø68 49158 ：ø $32,2 ø 8,169,011,141, \varnothing 33, \varnothing 88$ 49164 ：208，169，ø60，141，132，0ø3，213 49170 ： $169,147, \varnothing 32,21 \varnothing, 255,173,236$ 49176 ：$\varnothing 30,2 \varnothing 8,169, \varnothing \varnothing 0,141,120,18 \emptyset$ 49182 ：Øø3，169，144，Ø32，21ø，255，Ø75 49188 ：16ø，øøø，185，Ø71，2ø1，2ø1，ø86 49194 ：øø8，24ø，øø7，153，øøø，ø5ø，244 $492 \varnothing \varnothing$ ：2øø， $76, \varnothing 38,192,169,138, \varnothing 93$ 49206 ： $133,252,169,197,133,253,167$ 49212 ： $16 \varnothing, \varnothing \varnothing \varnothing, 177,252,2 \emptyset 1, \varnothing \emptyset \varnothing, \varnothing 82$ 49218 ：240，ø12，ø32，210，255，230，ø21 49224 ：252，2ø8，243，230，253，076，054 49230 ： $662,192,169,063,141,021,214$ 49236 ：2ø8，169，2ø0，141，248，007，Ø33 49242 ：141，25ø，Øø7，141，251，øø7，119 49248 ：141，252，Ø07，141，253，Øø7，129 49254 ：169，2ø1，141，249，Ø07，169，014 $4926 \emptyset$ ：$\varnothing \varnothing \emptyset, 162, \varnothing \varnothing \emptyset, 157, \varnothing \varnothing \emptyset, 2 \varnothing 8,123$ 49266 ： $232,224,015,2 \varnothing 8,248,169,186$ 49272 ： $015,141, \varnothing 39,2 \varnothing 8,169,146, \varnothing 7 \varnothing$ 49278 ：141，øøø，2ø8，169，141，141，158 49284 ：Øø1，2ø8，169，14ø，141，Øø2，Ø25 $4929 \varnothing$ ：2ø8，169，135，141，øø3，2ø8，234 49296 ： $169, \varnothing \varnothing 2,141, \varnothing 4 \varnothing, 2 \varnothing 8,169,1 \varnothing 5$ $493 \varnothing 2$ ：$\varnothing \varnothing 4,141, \varnothing 41,2 \varnothing 8,169, \varnothing 14,215$ $493 \varnothing 8$ ：141，Ø42，2ø8，169，0ø7，141，ø96 49314 ： $043,2 ø 8,169,013,141,044,012$ $4932 \emptyset: 2 \varnothing 8,169, \varnothing \varnothing \emptyset, 141, \varnothing 16,2 \varnothing 8,142$ 49326 ：169，255，141，Ø62，Øø3，ø32，Ø68 49332 ： $011,194,169,255,141,015,197$ 49338 ：212，169，128，141，018，212，042 $49344=173, \varnothing 3 \emptyset, 2 \varnothing 8,169, \varnothing 49, \varnothing 32, \varnothing 85$ 49350 ： $136,196,169,254,141,066,136$ 49356 ：øø3，169，255，141，Ø67，Ø03，Ø74 49362 ：$\varnothing 32,154,196,169,017,141,151$ 49368 ：Øø5，212，169，243，141，Øø6，224 49374 ： $212,169, \varnothing 33,141, \varnothing 04,212,225$ $4938 \emptyset$ ：Ø $32,249,192, \varnothing 32,139,193,041$ 49386 ：Ø32，249，192，Ø32，193，194，1ø2 49392 ：Ø $32, \varnothing 64,196, \varnothing 32, \varnothing 15,197, \varnothing \varnothing 8$ 49398 ：$\varnothing 76,228,192,141, \varnothing 6 \emptyset, \varnothing \varnothing 3,178$ 49404 ：142，Ø61，Øø3，173，Øø0，220，Ø83 $4941 \emptyset$ ：ø41，øø8，2ø8，Ø39，174，øøø，216 $49416: 2 \varnothing 8,232,224, \varnothing \varnothing \varnothing, 2 \emptyset 8, \varnothing 14,126$ 49422 ：173，ø16，2ø8，øø9，øø1，141，Ø50 49428 ：Ø16，2ø8，141，137，197，076，027 49434 ：$\varnothing 42,193,173, \emptyset 16,2 \emptyset 8, \varnothing 41,187$
 49446 ：øø9，2ø8，Øø1，2ø2，142，Øøø，Ø88 49452 ：2ø8，173，øøø，22の，041，Øø4，178 49458 ：2ø8，ø39，174，øøб，2ø8，2ø2，113

＂Trident，＂ 64 version．
49464 ：224，Øøø，2ø8，Ø14，173，Ø16，179 $4947 \emptyset$ ：2ø8，Ø41，254，141，Ø16，2ø8，162 49476 ： $141,137,197,076,088,193,132$ 49482 ： $173, \varnothing 16,2 \varnothing 8,041, \varnothing \varnothing 1,201,2 \varnothing 2$ 49488 ：$\varnothing \varnothing \varnothing, 2 \emptyset 8, \varnothing \emptyset 5,224, \varnothing 26,2 \emptyset 8,239$ 49494 ：$\varnothing \varnothing 1,232,142, \varnothing \varnothing \varnothing, 2 \varnothing 8,173, \varnothing 74$ 495øø ：Øøø，22ø，Ø41，øø1，2ø8，Ø12，ø62 $495 \emptyset 6$ ：174，øø1，2ø8，2ø2，224，Ø54，193 49512 ：2ø8，øø1，232，142，øø1，2ø8，128 49518 ：173，øøø，22の，ø41，øø2，2ø8，242 49524 ：Ø12，174，øø1，2ø8，232，224，199 49530 ：228，208，øø1，2ø2，142，øø1，136 49536 ：2ø8，173，Ø6ø，Øø3，174，Ø61，Ø39 49542 ：Øø $3, \varnothing 32, \varnothing 6 \emptyset, 195, \varnothing 96,173,181$ 49548 ：$\varnothing 62, \varnothing \emptyset 3, \varnothing 41, \varnothing \emptyset 3,168,173, \varnothing 78$ 49554 ：129，197，2ø1，øøø，2ø8，Ø33，146 49560 ：192， $0 \varnothing \varnothing, 240,111,173,130,23 \varnothing$ 49566 ：197，2ø1，øøø，2ø8，Ø22，192， $21 \varnothing$ 49572 ：$\varnothing \emptyset 1,24 \emptyset, 1 \varnothing 0,173,131,197,238$ 49578 ：2ø1，øøø，2ø8，Ø11，192，øø2，ø16 49584 ：24ø，Ø89，173，132，197，2ø1，184 $4959 \emptyset$ ：øøø，240，ø82，185，129，197，247 49596 ：2ø1，øøø，24ø，Ø69，17ø，192，Ø36 $496 \emptyset 2$ ：$\varnothing 01,208, \emptyset 32,173,137,197,174$ $496 \emptyset 8$ ： $041, \varnothing \varnothing 8,2 \emptyset 1, \varnothing \varnothing \varnothing, 24 \emptyset, \varnothing 23,2 \emptyset 1$ 49614 ：138，Ø56，233，øø1，2ø1，øøø，Ø67 49620 ：2ø8，Ø27，173，137，197，Ø41，227 49626 ：195，141，137，197，138，Ø56，Ø58 49632 ：233，øø2， $076,241,193,138,083$ 49638 ：201，146，144，øø5，233，øø1，192 49644 ： $076,241,193,1 \varnothing 5,0 \emptyset 1,153,237$ 4965 ： $129,197,185,133,197,2 \emptyset 1, \varnothing \varnothing 4$ 49656 ：141，144，øø5，233，Øø1，Ø76，Ø8ø 49662 ：$\varnothing \emptyset 2,194,1 \varnothing 5, \varnothing \emptyset 1,153,133, \varnothing 74$ 49668 ：197，136，192，255，208，175，143 49674 ：Ø96，238，Ø62，Ø03，173，Ø62，132 4968 ：Øø3，2Ø6，132，Øø3，Ø41，Øø3，148 49686 ：141，Ø63，Øø3，17Ø，160，ØøØ， 047 49692 ：169，øøø，141，Ø64，øø3，238，131 49698 ：Ø63，øø $3,2 \varnothing 6, \varnothing 64, \varnothing \emptyset 3,153, \varnothing 14$ $497 \varnothing 4$ ：129，197，2ø0，192，0ø4，2ø8，2ø2 $49710: 248,169, \emptyset 28,141,129,197,19 \varnothing$ 49716 ：169，192，141，137，197，173，037 49722 ： $027,212, \varnothing 41,127,105, \varnothing 44,1 \varnothing 2$ 49728 ：141，133，197，224，0ø0，240，231 49734 ：$\varnothing 69,169, \varnothing \emptyset 8,141,130,197,016$ 49740 ：169，Øø8，Ø13，137，197，141，229 49746 ：137，197，173，Ø27，212，Ø41，101 49752 ：127，105，044，141，134，197，068

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QUEST - A different kind of Graphic Adventure, it is played on a computer generated mape of Alesia. You'll have to build an army and feed them through combat, bargaining, exploration of ruins and temples, and outright banditry! Takes $2-5$ hours to play and is different each time.
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## AARDVARK Action Software

## Notes On The <br> Commodore 64 Version

Kevin Martin, Editorial Programmer

To stop the incoming missiles, you must direct your defensive missile to its target with a joystick plugged into port 2. Once you destroy one of the enemy missiles, preparations are made by the computer to launch another antimissile. If you destroy all the incoming missiles in one attack wave, you are moved on to a higher difficulty level where the speed of the incoming missiles is increased. If you lose, you can start over by pressing the fire button.

The 64 version of "Trident" is similar to the Atari version. It is written entirely in machine language and must be entered with MLX, the machine language editor program found elsewhere in this issue. Be sure you read the MLX article and understand how to use that program before you start typing the data for Program 2. MLX requires that you input the starting and ending addresses for your machine language. For Trident, the starting address is 49152 and the ending address is 51659 . After typing in Trident, be sure to use the MLX Save option to store a copy of your work on tape or disk. After saving, you can load it back into the computer by typing:

LOAD "TRIDENT", 8,1 for disk
or
LOAD "TRIDENT", 1,1 for tape.
To run Trident, type:

## SYS 49152

The Commodore 64 version has one major enhancement. It allows you to choose a level of difficulty, which determines the speed of the incoming missiles. Each successive level has an increased speed. You have four choices, which can be selected by pressing the appropriate function key:

```
f1: Beginner
f3: Intermediate
f5: Advanced
f7: Expert
```

49758 : $169,203,045,137,197,141,218$
49764 : 137,197,224, Øø1,240, Ø34,165
$4977 \emptyset$ : $169, \emptyset 55,141,135,197,173,2 \emptyset 8$
49776 : Ø27,212, Ø41,127,1ø5, Ø67,179
49782 : $141,131,197,224,001,240,028$
49788 : $015,169,227,141,136,197,241$
49794 : 173, Ø27,212, Ø41,127,105, Ø47

49800
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$5 \varnothing 016$
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$5 ø ø 28$
50034
$5 ø \varnothing 4 \varnothing$
$5 ø 046$
5 Øø52
$5 \varnothing 058$
50064
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50076
5 ஏø82
$5 ø ø 88$
$5 ø 094$
$501 \varnothing \varnothing$
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50124
50130
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50148
50154
50160
50166
50172
50178
$5 ø 184$
50190
$5 ø 196$
$5 ø 2 ø 2$
$5 ø 2 ø 8$
: Ø67,141,132,197,224, øø0,129 : 2ø8, $05,169, \varnothing 07,141, \varnothing 21,181$ : 2ø8,224, øø1,2ø8, $\varnothing \varnothing 5,169,195$ : Ø15,141, ø21,2ø8,224, øø2,253 : 2ø8, $\varnothing \square 5,169, ø 31,141, \varnothing 21,223$ : 2ø8,224, øø3,2ø8, øø5,169,215 : Ø63,141,021,2ø8,238, ø63,138 : øø3, ø32, ø13,196,173,132,215 : øø3,2ø1,014,24ø, øø3,238,115 : 132, øø3, Ø96,173,129,197,152 : 2ø1, øøø,24ø, $12,141, \varnothing \varnothing 4, \varnothing 26$ : 2ø8,173,133,197,141,ø05, 035 : 2ø8, $076,222,194,169, \varnothing 00, \varnothing 53$ : 141, øø4,2ø8,169,øøø,141,109 : $005,2 \varnothing 8,173,130,197,201,110$ : $\varnothing 00,240,012,141, \varnothing \varnothing 6,2 \varnothing 8, \varnothing 65$ : 173,134,197,141,ø07,2ø8,ø68 : 076,251,194,169,øøø,141,045 : øø6,2ø8,169, Ø3ø,141, ø07,ø37 : 2ø8,173,131,197,2ø1, øø0,136 $: 240,012,141,0 ø 8,2 ø 8,173,014$ : 135,197,141, øø9,2ø8, 076,004 : Ø24,195,169,øøø,141,øø8,ø37 : 2ø8,169, $7 \varnothing$,141, øø9,2ø8, $55 ~$ : 173,132,197,2ø1,øøø,24ø,199 : Ø12,141,ø1ø,2ø8,173,136,198 :197,141,011,2ø8,076,053,21ø : 195,169, øøø,141, ø1ø,2ø8,253 :169,111,141, ø11,208,173,ø93 : 137,197,141,ø16,2ø8, ø96, ø81 :173, Ø3ø,2ø8,141, $665,0 \varnothing 3,168$ $: 173, \varnothing 65, \varnothing \varnothing 3, \varnothing 41, \varnothing \varnothing 4,2 \varnothing 1, \varnothing 41$ : $\varnothing \varnothing 4,2 \varnothing 8, \varnothing 22,169, \varnothing \varnothing \varnothing, 141,1 \varnothing 4$ :129,197,032,013,196,032,165 $: 217,196,173, \varnothing 21,2 \varnothing 8, \varnothing 41,172$ : 251,141, 021,208, 076,154,173 $: 196,173,065, \varnothing \varnothing 3, \varnothing 41, \varnothing \varnothing 8, \varnothing 7 \varnothing$ :2ø1, øø8,2ø8, ø3ø,169, øøø,2ø6 :141,130,197,173,137,197,059 : $041,247,141,137,197,032,141$ : $013,196,032,238,196,173,200$ : ø21,2ø8, ø41,247,141,ø21, ø37 : 2ø8, ø76,154,196,173, ø65,236 : øø3, ø41, ø16,2ø1, ø16,2ø8,111 : $022,169, \varnothing \varnothing \varnothing, 141,131,197, \varnothing 36$ : ø32,ø13,196,ø32,249,196,1øø :173, ø21,2ø8,041,239,141,211 : ø21,2ø8, ø76,154,196,173,222 :ø65,øø3,ø41, ø32,2ø1,ø32,ø3ø : 2ø8, ø22,169, øøø,141,132, 778 : 197, ø32, ø13,196,ø32,øø4,142 : 197,173, ø21,2ø8, ø41,223,ø25 : 141, ø21,2ø8, $076,154,196,22 \varnothing$ : $096,169,015,141,024,212,087$ :169,010,141,132,0ø3,162,053 : 255,142, øø1,212,2ø2,142,14ø : 068, , $03,032,015,197,174,193$ : Ø68, Øø3,224, øøø,2ø8,239,196 :169,050,141,132,0ø3,032,243 : $015,197,238, \varnothing 32,2 \varnothing 8,173, \varnothing 73$ : ø32,2ø8, ø41, ø15,2ø1,øøø,225 :2ø8,241,169,øøø,141,ø24,øø5 :212,173, øøø,22ø, ø41,016,146 : 2ø8,249,1ø4,1ø4,104,104,107 : 104,1ø4, $076,0 ø 3,192,169,144$ :146,141, øøø,2ø8,169,141,ø51 : 141, øø1,2ø8,162,øø7,160,187 : Ø35,ø24, ø32,24ø,255,2ø6,050 : Ø63,øø3,238,ø64,øø3,173,064

# Lookslikea Ferrari. Drives like a Rolls. Parks like a Beetle. 



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The all new, 1984 Indus GT.TM
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A flick of its power switch can turn an Atari into a Ferrari.

Or an Apple into a Red Hot Apple.

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And each GT comes with the exclusive GT DrivingSystem ${ }^{\text {TM }}$ of software programs.* World-class word processing is a breeze with the GT Estate WordProcessor. ${ }^{\text {TM }}$ And your dealer will describe the two additional programs that allow GT owners to accelerate their computer driving skills. Included as standard equipment.

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The drive will be well worth it.

## indus

## The all-new 1984 Indus GT Disk Drive.

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$5 \emptyset 214$ : ø63, øø3, ø24,1ø5, ø48, ø32, ø57 $5 \emptyset 220: 210,255,162,012,160,035,110$ $5 \emptyset 226$ : Ø24, ø32,24ø,255,173, ø64, ø7ø $5 \emptyset 232$ : Øø $3, \varnothing 24,1 \emptyset 5,048, \emptyset 32,21 \varnothing, 222$ 50238 : 255, Ø96,165,197,201, Ø04, 212 $5 \emptyset 244$ : 208, Ø11,169, Ø60,141,132,021 50250 : Ø0 $3,169, \varnothing 49, \varnothing 32,136,196,147$ $5 \emptyset 256$ : $\varnothing 96,2 \varnothing 1, \varnothing \varnothing 5,2 \varnothing 8, \varnothing 11,169, \varnothing \varnothing 2$ $5 \emptyset 262$ : $042,141,132, \varnothing 03,169,050,111$ $5 \emptyset 268$ : $032,136,196,096,2 \varnothing 1,0 \emptyset 6,247$ $5 \emptyset 274$ : 208, Ø11,169, Ø35,141,132,ø26 $5 \emptyset 280$ : Øø $3,169, \boxed{61, \varnothing 32,136,196,179}$ 50286 : Ø96, 2ø1, øø3,2ø8, Ø11,169,ø3ø 50292 : $\varnothing 27,141,132, \varnothing \varnothing 3,169, \varnothing 52,128$ $5 \emptyset 298$ : $\varnothing 32,136,196, \boxed{6} 6,173,141,128$
 $5 \emptyset 31 \emptyset: 247, \varnothing 96,141, \varnothing 82, \varnothing \varnothing 3,162, \varnothing 97$ $5 \emptyset 316$ : $\varnothing 17,16 \varnothing, \varnothing 35, \varnothing 24, \varnothing 32,24 \varnothing, 136$ 50322 : 255,173, ø82, ø03, Ø32,210,133 $5 \emptyset 328: 255, \varnothing 96,173, \boxed{66}, \boxed{0} 3,174,151$ $5 \emptyset 334$ : $\varnothing 67, \varnothing \emptyset 3, \varnothing 24,105, \varnothing 02,144,247$ $5 \emptyset 340$ : $0 \emptyset 1,232,141, \boxed{66}, \varnothing \varnothing 3,142,237$ $5 \emptyset 346$ : $067, \varnothing \varnothing 3,173, \varnothing 62, \varnothing \varnothing 3, \varnothing 74, \varnothing 4 \varnothing$ $5 \emptyset 352$ : $\varnothing 74,141, \varnothing 72$, øø3,173,ø66,193 $5 \varnothing 358$ : Øø $3,174, \varnothing 67, \varnothing \varnothing 3, \varnothing 24,1 \varnothing 9, \varnothing 5 \varnothing$ $5 \emptyset 364$ : $072, \varnothing \varnothing 3,144, \varnothing 01,232,141, \varnothing 13$ $5 \emptyset 37 \emptyset: \varnothing 66, \varnothing \emptyset 3,142, \varnothing 67, \varnothing \emptyset 3,162,125$ 50376 : $\varnothing \varnothing 4,16 \varnothing, 034,024,032,240,182$ $5 ø 382$ : 255,173, Ø67, Øø3,174, Ø66,176 $5 ø 388$ : øø3, ø32,2ø5,189,096,173,142 $5 \emptyset 394$ : $\varnothing \emptyset 4,2 \emptyset 8,2 \varnothing 1,138,144, \varnothing \emptyset 3,148$ 5ø4øø : $076,199,195, \varnothing 96,173, \varnothing \varnothing 4,199$ $50406: 208,201,138,144,248,076,221$ 50412 : 199,195,173, Øø6,2ø8,2ø1,194 50418 : 156,176, øø3, Ø76,199,195, Ø23 $5 \emptyset 424$ : $096,173,0 \varnothing 9,2 \varnothing 8,201,133, \varnothing 44$ $5043 \varnothing: 144, \varnothing 03, \varnothing 76,199,195, \varnothing 96,199$ $5 \emptyset 436: 173, \varnothing 11,2 \varnothing 8,2 \varnothing 1,151,176,156$ 50442 : $\varnothing 03, \varnothing 76,199,195,096,142,209$ $5 \emptyset 448$ : $\varnothing 6 \emptyset, \varnothing \emptyset 3,140, \varnothing 61, \varnothing \emptyset 3,162,189$ $5 \emptyset 454$ : $\varnothing \emptyset \emptyset, 16 \emptyset, \varnothing \varnothing \emptyset, 232,208,253,107$ $5 \emptyset 460$ : $2 \emptyset \emptyset, 2 \emptyset 4,132,0 \emptyset 3,2 \varnothing 8,247,254$ $5 \emptyset 466$ : 174, Ø6ø, Ø03,172, ø61, øø3,251 $5 \varnothing 472$ : $096,169,147,032,210,255,181$ 50478 : 169, øøø,141, Ø32,2ø8,169,253 $5 \emptyset 484$ : $011,141, \varnothing 33,2 \varnothing 8,169,154, \varnothing \varnothing \varnothing$ $5 \emptyset 49 \emptyset$ : $\emptyset 32,21 \varnothing, 255,162,012,16 \emptyset, 121$ $5 \emptyset 496$ : Ø16, Ø24, ø32,24ø,255,162, Ø25 $5 \emptyset 5 \emptyset 2$ : øøø,189, Ø36,2ø1,2ø1,øøø,185 $5 \emptyset 5 \emptyset 8: 24 \varnothing, \varnothing \varnothing 7,232, \varnothing 32,21 \varnothing, 255, \varnothing 28$ $5 \emptyset 514$ : $\varnothing 76, \varnothing 71,197,162, \boxed{1} 1,16 \emptyset, \varnothing \varnothing 1$ $5 \emptyset 52 \emptyset: \varnothing \varnothing 7, \varnothing 24, \varnothing 32,24 \varnothing, 255,162, \varnothing 4 \emptyset$ $5 \emptyset 526$ : Øøø,189,ø44,2ø1,2ø1,øøø,217 $5 \emptyset 532: 24 \emptyset, \varnothing \varnothing 7,232, \varnothing 32,21 \varnothing, 255,052$ $5 \emptyset 538$ : $\varnothing 76, \varnothing 95,197,169, \varnothing \varnothing \emptyset, 162, \varnothing 37$ $5 \emptyset 544$ : øøø,157, øøø,2ø8,232,224,165 5055ø : Ø17,2ø8,248,173,øøø,22ø,216 50556 : Ø41, Ø16,2ø8,237, Ø96, øø0,21ø
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# Dancing Feats For Commodore 64, Atari, And Coleco Adam <br> Tony Roberts, Assistant Managing Editor 

Take a Commodore 64, Atari, or Coleco Adam, add a joystick and a program from Softsync, and you have created a musical instrument that can be played easily by nonmusicians.

The program, Dancing Feats, is subtitled The One Man Joystick Band. Dancing Feats provides the backup, and you use the joystick to make a melody. The music rings out instantly, because there's virtually nothing-in terms of music-to learn.

The kind of music Dancing Feats makes is dependent on the decisions you make from a series of menus. The main menu provides the following choices: Choose Bass, Choose Beat, Choose Style, Choose Tempo, and Choose Ending. For each of these choices, there is a submenu. For example, if you select Choose Beat, the submenu asks you to choose from Jazz, Rock, Blues, or Boogie Woogie.

Go through the process for each of the main menu headings, and then you're ready to play.

## Making Music

Dancing Feats follows your instructions and begins performing in its role as a backup band. It goes through a chord progression, playing in the style and tempo you selected.

Your joystick provides the melody. As you push it in various directions, different notes are added to the composition. The program sees to it that the
note you're playing is compatible with the chord being played by the computer. Pressing the fire button on the joystick will change the octave of the note you're playing.

Once a song is under way, you play as long as you like. When you're ready to end your composition, press the space bar, and the program will begin to play the ending you selected before you began. The possible endings are The Duke, The Elvis, The Chance, and The Mozart.

As you play, the screen displays a visual accompaniment to your music. Colored bars dance on the screen for each note you play. The positioning of the bars is relative to the pitch of the note being played. Low notes are displayed on the left, high notes are displayed on the right.

The screen also shows you what chord the computer is playing and what note you are playing.

The program includes an a cappella mode, in which you can play melody without accompaniment.

## An Educational Tool

Dancing Feats does provide the user with a simple musical instrument, but there are some differences between it and a conventional instrument. With Dancing Feats, the musician is not in full controi. You can't use your joystick to play Mary Hiai a Little Lamb or your favorite pop
tune. You can play only notes that are compatible with the chords the computer is playing.

If, for example, you keep the joystick in the same position while the computer plays a C chord, you'll get the same note. But when the computer switches to an F chord, that same position on the joystick will play a different note.

The music that results from Dancing Feats, while lively and enjoyable, cannot be composed note for note in the conventional sense. Nevertheless, Dancing Feats does provide nonmusicians or beginning musicians with the opportunity to learn something about music and music theory. For example, by experimenting with the options under Choose Tempo in the main menu, the user will learn the differences among adagio, allegretto, allegro, and vivace.

Dancing Feats cannot hope to duplicate what might result from solid training and years of practice on a conventional instrument, but it certainly allows those who haven't had such training to make a little music that sounds pretty good.

Children too young to tackle the intricacies of a violin or saxophone will enjoy the upbeat computer backup, and will be thrilled to make music many times more sophisticated than their dimestore xylophone can produce.
Dancing Feats
Softsync, Inc.
14 East 34th St.
New York, NY 10016
(212) 685-2080

Atari or Commodore 64 disk $\$ 29.95$
Atari or Commoaiore 64 tape $\$ 24.95$ Coleco Adam, $\$ 29.95$

## A Singing/ Talking Voice For VIC And 64 <br> Arthur B. Hunkins

The Alien Group of New York City has come up with a significant advance in microcomputer voice synthesis with Voice Box, a peripheral for the VIC and 64 that can sing as well as speak. And with Voice Box you can program vocal inflection to create voices which are expressive and lifelike with virtually unlimited nuance.

Voice Box consists of the hardware peripheral, speech synthesis software on tape or disk, and Music System software, which drives both the singing voice and three-voice music from the Commodore SID chip (available only for the 64, on disk).

## Plugs Into The User Port

The Voice Box itself is a sturdy, secure, $1.5 \times 3 \times 4$-inch black box that plugs into the User Port. It consists of a $3 \times 4$-inch circuit board with seven chips and assorted components, an internal $2 \times 3$-inch speaker (. 8 watt), and two external dials. One dial regulates the volume, the other the pitch range (the higher the faster for spoken material).

Voice Box produces only the vocal sound; sounds coming from the 64 SID chip require an external amplifier and speaker.

Volume is adequate for personal or small group use, but there is no provision for external amplification or headphones.

Voice Box software is different for VIC and 64, though the documentation-which is thorough and clear-differs only in detail. Software is offered on cassette for VIC and on disk for 64 .

## All Phonemes Are Used

Voice Box synthesizes phonemes, and is capable of

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[^0]producing all 64 phonemes used by the English language. The software permits programming either in English, in phonemes, or in BASIC, using number codes for phonemes.

You can incorporate the SPEAK subroutine into your BASIC programs ( 2 K free memory required) to permit English or phoneme speech coding. If your program leaves only about 700 bytes free, you can use the

PSPEAK subroutine, that allows phoneme coding only.

## The Talking Head

There are three other programs in the driving software. One is the SPEAK routine with an alien face added in character graphics with a moving mouth for vocal animation. A second program allows the user to type in words to be spoken by the face.

Most elaborate and perhaps


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most fascinating is a SPELL program, in which an alien professor asks you to spell words, and either congratulates or chastises you, depending on your answers.

There also is a provision for adding your own words. All you need to do is to furnish the phonetic spellings in DATA statements.

## Changing The Pronunciation

Many of the spoken words provided by Voice Box are difficult to understand, even though the professor will repeat them as often as you like. But you can experiment with inflection, vowel length, and timing to have Voice Box speak the way you want. The documentation provides a number of hints on improving pronunciation.

The software normally permits speech in four pitches, to give you vocal inflections through a simple system of notated slashes. But in combination with the Music System, Voice Box has the potential for continuous, infinite inflection.
The Music System
Unfortunately, the Music System software is available only for the 64, because it uses the SID chip. I recommend it even if you don't have Voice Box, since it provides an outstanding method for programming your own SID sound arrangements.

Music System is menudriven. From a main menu, select SYNTHESIZER SETTINGS, and a densely packed screen displays SID sound options. You use the cursor controls, and the + and keys, to select options. After you choose the new instrumentation, press the $f 7$ key to hear the results.

By pressing other function keys, you can record a melody. Pitch is entered in a piano-like arrangement of the upper two rows on the keyboard. After you record your melody, you can go back and edit the pitch and rhythm.

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You can get a single-speed phasing by internally cycling the pulse width, and you can set the rate of sweep of the filter cutoff point during a note.

This switchable effect requires specifying a beginning and ending cutoff point. (The sweep can be triggered by any selected oscillator, as it begins a new note.)

A third option, here exercised on playback (like the rhythmic editing mentioned earlier), provides for the addition of accents for selected notes per voice. The programming techniques behind these three effects bode well for the future of SID sound synthesis.

There are a few limitations, though. There is no pitch transposition, and no microtones. Only one type of filtering can be selected at a time, there is no ring modulation, only 15 pulsewidth settings are available, and the modulating capabilities of both ADSR and Oscillator 3 are not implemented.

## The Singing Voice

To work with the singing voice, select LYRIC EDITOR from the main menu. Text is entered in phonemes, with slashes between the sounds to be sung to different notes. A total of nine lines of text with 77 phonemes each is permitted. As a pronunciation aid, there is a "trial" line; a series
of phonemes entered here will be sung in monotone when you hit RETURN.

After text is entered, pitch is added in the same way as with the SID oscillators, using the top two keyboard rows-complete with vocal tone and text. As before, rhythm can be edited later. The voice has a fixed-rate amplitude vibrato that can be edited in later, and a programmable glissando on selected pitches. It is this variable-rate slide that can theoretically be applied to achieve subtlety of inflection in speech synthesis. You are not told how to do this, but it can be done. Perhaps Alien Group or an enterprising independent programmer will soon show us.

## Disk Save Option

Several other choices are available from the main menu. One allows SAVEing to disk; both a text and a music file are stored. There is a MEDLEY option, where you can string together
several selections to be played in succession. And there is a program to redraw the face. During playback of any song, you can select video of a male singer with moving mouth and eyebrows, by choosing among mouth and eyebrow shapes.

Actually, the entire screen can be changed in high-resolution, multicolor graphics mode, and you can SAVE these new faces.

Voice Box represents a substantial step forward in speech synthesis. The cost, considering software and hardware flexibility, is reasonable. With all its power and options, it is remarkably easy to use, either alone or incorporated into other programs. Voice Box
(for VIC-20 or Commodore 64; tape, disk for 64 only)
$\$ 95$
Music System (disk, for 64 only) \$25
The Alien Group 27 West 23rd St.
New York, NY 10010

## AMDC 3-Inch Disk Drives <br> For Atari <br> Richard DeVore

The AMDC-1 is a single-drive, single-sided, dual-density 3 -inch disk drive with a parallel printer port. The AMDC-2 is the dual drive version. AMDC-2 lists for $\$ 850$. However, AMDEK has announced special introductory pricing. Through June 30, 1984, the AMDC-1 will sell for \$550, and the price of the AMDC-2 will be $\$ 760$. The AMDC-1 may be upgraded to the AMDC-2 for $\$ 300$. The Atari 810 singledensity single drive lists for the same price as the AMDC-1 but has only half the storage capacity and cannot run a parallel printer.

The AMDISK AMDC-1 uses 3-inch disks which are designed to be used on both sides. A nice feature is that the drive has a LED which is keyed to whichever side of the disk is in use. When
the A side is in position, the LED is green. When the $B$ side is in position, the LED is red. This eliminates confusion over which side of the disk is in use, and prevents problems such as formatting the wrong side. A simple slide switch on the disk writeprotects it, eliminating the need for a supply of write-protect tabs.

## A Disk In Your Pocket

These disks are available from Amdek and Maxell for a suggested retail price of $\$ 6.99$. Extra protection is offered by the disk enclosure, which seals the disk surfaces completely until the disk is inserted into the drive.

The enclosure is made of a hard plastic and has a sliding metal cover over the read/write

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area of the disk surface. This cover is automatically moved aside when the disk is inserted into the drive. This cover, and their small size, allows them to be carried in a shirt pocket with relative impunity. Their small size also makes it possible to mail them in a standard envelope.

The drive formats the 3-inch disks so that they are fully compatible with the $5^{1 / 4}$-inch disks you're used to. This, in effect, makes them transparent to the computer, which accepts them as a $5^{1 / 4}$-inch disk.

During my tests of the AMDC-2 I used it in both singleand double-density modes with no problems at all. I was able to fill all the disk sectors in both single- and double-density modes, and consistently read all the information. In transferring full disks of programs from one drive to the other, including from 3 -inch to $51 / 4$-inch and back, the units performed perfectly.

## Four Drives And A Printer

The drives contain a controller which will take care of four drives and a Centronics-type parallel printer or plotter. It also allows the use of $51 / 4$-inch and the 3 -inch drives in any combination. DIP (dual in-line pin) switches mounted on the rear panel of the unit allow the 3-inch drives to be used as any drive, from drive 1 to drive 4 . The factory setting is drive 1 for the AMDC-1 and drives 1 and 2 for the AMDC-2.

Being able to add noncontroller disk drives to the AMDC is a bonus. Low-cost units are available and may be single- or double-sided. You may also use 40 - or 80 -track drives. These capabilities allow for a massive amount of storage at reasonable cost. The use of double-sided or 80-track drives requires the DOS/ XL operating system to access the additional storage potential.

Connecting the external drives requires setting the drive to respond to the proper signal, connecting them to the cable,
and plugging the power cord in. External drives must have their own power supplies and cabinets.

## Switches Select Options

There are eight DIP switches located on the upper right-rear panel of the AMDC. These allow the following configurations: Switches 1 through 4 are density selection switches that allow you to configure the drives for either single or double density on boot-up. The density of the boot drive is determined by the disk installed at boot-up. These switches have no effect if the controller is set for DOS 3.0.

Switches 5 and 6 determine which drive will be the boot drive. The factory setting is for drive 1 , but any drive up to and including 4 may be selected for this function.

Switch 7 is used when more than three drives are connected to the controller, and is particularly useful when there is a $5^{1 / 4}$-inch drive attached. When this switch is on, the external drive will be recognized as drive 1. When it is off, the 3 -inch drives are 1 and 2 , and the external drive is drive 3.

Switch 8 sets drives that have been selected as dual density to 256 bytes per sector when off. When switch 8 is on, it sets all drives to be Atari 1050 compatible for use with DOS 3.0. When switch 1 is on, disks with 256 bytes per sector will not be recognized.

The 3-inch drives are also available as a dual drive without a controller. This version is called the AMDISK IIIB and is fully compatible with the AMDC-1 or 2. The AMDISK IIIB in conjunction with an AMDC-2 lets you have a total of four doubledensity drives that take up about the same desk space as one Atari disk drive.

If you have $5^{1 / 4}$-inch dualdensity disk drives with controllers that use the industry standard 34 -pin ribbon cable for
drive connection, you can use the AMDISK IIIB as add-on drives.

## Parallel Printer Port

The printer port on the AMDC is software-compatible with the Atari 850 interface. This enables the use of data base programs, word processors, and LPRINT statements from BASIC. The printer port also uses the same 15 pin D connector as the 850 . This port is located on the upper rear panel of the AMDC. Since the pinout is the same as the 850 interface, any Atari-compatible printer cable will work with your printer or plotter.

Should you already own an Atari 850 interface, one printer/ plotter may be attached to it, and another to the AMDC. Since they both respond to the same signals from the computer, it is possible to have the equivalent of a printer switch by simply turning on the unit you wish to use and turning off the other.

## Drives Supplied With DOS/XL

The AMDC drives will be supplied with the DOS/XL operating system by Optimized Systems Software, Inc., of Cupertino, CA. This is a menu-driven version of OSA + Version 2.0 and OSA + Version 4.1. This allows compatibility with the Atari operating system as well as the use of double-sided or 80 -track drives. DOS/XL was not ready at the time of this review, but both OSA + versions performed as advertised.

Amdek also will provide a group of utility programs and a patch to Atari DOS which will permit it to function under double density. Most of these utilities are quite complex and are intended for programmers who wish to take full advantage of all the drives' capabilities.

Two of these utilities, however, will be of value to anyone: Config and Version. Config configures the drives as to type and density, and Version tells you

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| Computer m | \& mod |  |  | $k ?(y / n)$ |

the version number and date of the AMDC operating software which may help should you have a problem.

The more complex utilities are:

FREFORM - This allows you to specify the sector order on the disk. This would be a way to protect programs from being copied.

TIME EXTEND - This may be used to change the printer port time-out value from the normal 20 seconds to any value from 1 to 255 seconds. This may be useful when setting up a plotter or if you want to make it 5 seconds to match the normal 850 interface timing.

CONTD - Use this program to set the controller and drives to match the diskettes in the drives.

IDTABLE - Use this program to change the drive numbers as far as the computer is concerned. You may make drive 2 your boot drive, for instance.

IDENT - A program to check how many drives are presently attached and operating in the system.

The AMDC- 1 and 2 have a formatted capacity of 92 K per side in 40 -track single-density, and 184 K per side in 40 -track double-density. In DOS 3 mode they have 127 K in doubledensity. Each of the figures above is doubled since you can use both sides of the disk. If you connect an 80 -track, doubledensity, double-sided drive to the system using DOS/XL, you can get 736K.

## Sofłware Compatibility

At the time this review was written the following software vendors had agreed to make all of their software available on the 3-inch format: LJK, Synapse, Broderbund, Sirius, and Penguin, with more expected, including some educational vendors. This may make it unnecessary to have any other drive to get full use of your computer.

The AMDC-2 takes up less space than the $5^{1 / 4}$-inch dual drive I have been using, not to mention the fact that the Atari 850 interface was not needed. This space saving also eliminated the additional expense, cables, and power supplies that would have been required with another configuration.

This, and the fact that software will be available in the 3inch disk format, makes the AMDC disk drives an impressive alternative to the standard $51 / 4$-inch drives. The extra protection of the media and ease of use make them especially good in teaching environments. In short, if you are in the market for a disk drive, the AMDC suits your needs perfectly and deserves serious consideration.

## AMDC Disk Drive

AMDEK Corp.
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- Margins change
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- Decimal conversion
- Machine language monitor

The MONKEY WRENCH II also contains a machine language monitor with 16 commands that can be used to interact with the powerful features of the 6502 microprocessor.


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## *aSTBA 1620

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TWO DRIVES ... Yes, two superb disk drives in the same size enclosure normally used for one drive. The ASTRA 1620 measures $7 / / \mathrm{s}^{\prime \prime}$ wide x $117 / 8^{\prime \prime}$ deep $\times 57 / 8^{\prime \prime}$ high.
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NOTE: Other printer interfaces are available at computer stores!

[^1]

## The Timex/Sinclair 2068

John Krause, Assistant Technical Editor


The Timex/Sinclair 2068 offers 72 K of internal memory, eight colors, and sound.

The Timex/Sinclair 2068 is the latest addition to the Timex line of home computers. Retailing for $\$ 199.95$, the 2068 features 72 K of internal memory, eight colors, and sound, making it the most powerful Timex computer yet. The 72 K is achieved through the use of bank switching and consists of 24 K of ROM and 48 K of RAM, of which about 38 K is available for BASIC programs. The 2068 comes with three programs on cassette tape so you can put the computer to good use immediately if you have a suitable tape recorder.

The keyboard is full size and has 42 keys arranged in the familiar QWERTY layout. Timex describes the keys as being "fulltravel," but they feel more like those on a calculator. They click into position when pressed and snap back when released. Each time a key is pressed, a faint sound can be heard from the internal speaker. This enables you to type without having to look up at the screen to verify that each keystroke was entered. All keys repeat when held down. And small raised dots on the F
and J keys make it easier for touch-typists to find the home keys.

To the right of the keyboard is a cartridge port. Timex sells ready-to-run programs on cartridge which you use by simply opening the cartridge door and inserting the cartridge in the slot. Two joystick ports are avail-able-one on the right side of the computer and one on the left. Both are standard Atari-style ports, compatible with a wide variety of joysticks. Located in the back of the computer are ports for connecting a tape recorder and a television or monitor, as well as a port for peripherals such as a printer or modem.

## Using The Keyboard

As Timex admits in the manual, the keyboard may seem hopelessly complicated at first. Most of the keys have five or more different functions. The reason for so many functions is that the 2068, like all Timex computers, uses one-key BASIC commands. On most other computers, if you want the PRINT command, for example, you would type the
letters P-R-I-N-T. But on the 2068, all you do is hit the P key. (It's not always that simple, as we'll see in a moment.) Since there are more BASIC commands than keys, each key must serve more than one function. Which function the computer uses depends on which shift key is pressed, if any, and which mode the computer is in at the time.

Five modes are available: keyword, letter, extended, capital, and graphic. The current mode is indicated on the screen by the cursor, which displays the initial of the mode-either K, L, E, C, or G. The extended, capital, and graphic modes can be switched in and out using keyboard commands. The keyword and letter modes are chosen automatically by the computer depending on which would be correct for the particular situation.

Let's examine all the different functions available via the $P$ key. To get a lowercase $P$, you press the P key when in letter mode. To get a capital P, press P when in capital mode, or press CAPS SHIFT-P while in letter mode. To get the PRINT command, press P while in keyword mode. The quotation mark is chosen by pressing SYMBOL SHIFT-P while in either keyword, letter, or capital mode. To get TAB, you press $P$ when in extended mode. To choose RESET, press SYMBOL SHIFT-P while in extended mode. The same general procedure applies to the other letter keys. This keyboard might be difficult to learn, but it's not difficult to use once you get used to it.

## Two-Part Screen

The screen can display 24 lines with 32 characters each and is divided into two parts. The top part, normally 22 lines, is used for program output and listings. The bottom two lines are for entering commands and program lines, and also for displaying error messages by the computer. When you type in a
program, each step is entered in the bottom part and is added to the listing above when ENTER is pressed. You can change any program step by moving an arrow to the step, using the uparrow and down-arrow keys, and pressing EDIT. The step will appear in the bottom part, allowing you to insert or delete characters and then replace the step by pressing ENTER.

## Several Graphics Modes

Characters can appear on the screen in many forms. Each character position has six parameters: PAPER, INK, FLASH, BRIGHT, INVERSE, and OVER. INK sets the character color and PAPER sets the background color. The available colors are blue, red, magenta, green, cyan, yellow, white, and black. The border color can also be changed using the BORDER command. INVERSE reverses the colors of INK and PAPER to print inverse characters. FLASH causes characters to flash by rapidly switching INVERSE on and off.
BRIGHT makes characters appear brighter for emphasis. OVER allows you to create special characters by overstriking one character with another, as on a typewriter. For example, you could underline a letter by printing over it with the underline character.

Eight graphics characters are available from graphic mode. Eight more can be obtained by using the inverse of these characters. You can also create your own graphics characters and store them "under" the letter keys A-U. Most computers give you the ability to define your own characters, but the procedure is not easy and usually requires sacrificing other characters. On the 2068, however, it's a breeze. Each character consists of an 8 -by- 8 matrix of pixels. Each pixel can show either the INK color or the PAPER color. Think of the INK color as a 1 and the PAPER color as a 0 . Each row of eight pixels is defined


High-resolution graphics is available on the 2068.
separately. To define the top row of pixels for a character stored "under" the E key, for example, you would type

## POKE USR " $\mathrm{e}^{\prime}$, BIN 01001100

The other seven rows are similarly defined. Then if you press the E key while in graphic mode, you'll get your character. It's that easy. Moreover, you don't have to sacrifice any of the normal characters.

One of the best features of the 2068 is its high-resolution graphics capability. The screen is 256 pixels wide and 192 pixels high. Three commands are available for drawing in high resolution. The PLOT command puts a dot at a specified place on the screen. DRAW draws a line and CIRCLE draws a circle or arc.

## Simple Or Complex

The 2068 has both simple and complex ways of creating sounds. If all you need is a simple beep, you can use the BEEP command followed by two numbers representing the pitch, which has a range of ten octaves, and the duration of the note. For more complex sounds, you use the SOUND command. It allows you to play up to three notes at once and produce special effects. Consequently, it is also more difficult to use.

The SOUND command is followed by up to 15 pairs of numbers. Each pair specifies a number to be stored in one of 15 registers within the sound synthesizer chip. These registers control the pitch (eight octaves), duration, and volume of up to
three voices or channels. Each channel can play either a tone or a noise waveform. The envelope of the sound can be changed by specifying the rate of attack (increasing volume), and decay (decreasing volume). You can play the envelope once or make it repeat automatically.

With all these features, you can create a wide variety of sounds. But it's a shame that these sounds must be heard through the small internal speaker. It would have been better to have an audio output to give you the option of using your monitor's speaker or an audio system. This would give higher quality sound and better volume control.

## Included Software

Like all Timex computers, the 2068 has the ability to use a conventional tape recorder for loading and storing programs. Using an ordinary tape recorder has its drawbacks, however. The volume level must be set just right or the program will not load properly. Fortunately, the same volume level works for all programs, so you should have to adjust the volume only once. If you do not already own a cassette recorder, you can purchase the Timex/Sinclair 2020 Computer Program Recorder. It is designed especially for use with Timex/ Sinclair computers and can also be used as a conventional tape recorder for speech or music.

The first program is Keyboard Tutorial. It summarizes the material covered in the manual to familiarize you with the keyboard. It also demonstrates the sound and graphics capabilities of the 2068. As each key isintroduced, a picture of the keyboard is drawn, using highresolution graphics accompanied by sound effects. The appropriate key flashes, allowing the user to find its exact location on the keyboard. At the end of the tutorial is a practice session to test your ability to use the keyboard.

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6. Change the list of catagories.
7. Write the directory onto a disk.
8. Read a directory from disk.
9. Exit the program.

## Missing Key

## The Key you've looked for, but wasn't there.

After programming for hours you press RUN for a fimal check of your work - the computer locks up. Nothing appears on the sereen. You press RUN/STOP ...nothing - you press RESTORE...nothing - you look for the missing key but it isn't there. Now you don't have to turn off your computer and lose hours of worls.

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The second program is Turtle Graphics. It lets you draw high-resolution pictures by guiding a "turtle" around on the screen. By typing commands from the keyboard you can tell the turtle to move forward so many pixels and turn left or right so many degrees. As the turtle moves, it leaves behind a trail. The power of Turtle Graphics is its ability to repeat a sequence of commands many times to create interesting patterns on the screen.

The third program is Home Accounting, which helps you keep track of your household budget or business records. You enter your budget and actual amount spent for each month, and the computer calculates the difference. You can display a bar graph of each month's budget versus your actual expenses.

Timex seems to realize the importance of software. They promise to have a "plentiful" supply of programs ranging in price from $\$ 9.95$ to $\$ 19.95$ on cassette, $\$ 12.95$ to $\$ 29.95$ on cartridge. Cassette programs developed for the ZX Spectrum can also be used on the 2068.

## Documentation

The 290-page User Manual explains all the features of the 2068 well. Part I introduces the major features and assumes the user has no computer experience. It also explains how to load programs on tape cassettes so the included software can be used right away. For those who want to write their own programs, Part II provides an introduction to programming in T/S 2068 BASIC. It covers the use of variables, arrays, arithmetic functions, subroutines, and the concepts of looping and branching. Part III describes more advanced features to allow the experienced computer user to get the most from the computer. Such features include user-defined graphics, input and output, and music and sound effects.

The appendices go into de-
tail about the memory configuration and briefly mention several "enhanced display modes," including a 64 -character wide screen, a dual screen mode, and an extended color mode. Exactly how these modes are used is not clear, but they are discussed in more detail in the T/S 2068 Advanced Programming Concepts Manual.

Throughout the manual there are illustrations showing exactly which keys to press and roughly what should appear on the screen. Beginners will enjoy the cartoons, featuring an old woman and her cat, which have nothing to do with the computer, but help make the computer less intimidating.

Besides a tape recorder, you can add two more peripherals. The 2068 is compatible with the Timex/Sinclair 2040 Thermal Printer used by the TS1500 and TS1000 computers. It prints graphics and text and retails for $\$ 99.95$. A modem is also available
to provide access to data banks and telecommunications services. Special programs for use with the modem provide home shopping and banking capabilities. Other peripherals will be announced, including bulk storage devices. Peripherals are connected to the expansion port, which can accept only two at a time.

In terms of memory, graphics, and sound, the Timex/ Sinclair 2068 is an impressive entry into the under $\$ 200$ market. And, where some other computers require that you spend an additional $\$ 60$ to $\$ 70$ for a cassette recorder, you can use any player with the 2068. Furthermore, the included software enables you to use the computer immediately, without spending another cent.
Timex/Sinclair 2068 Personal Color
$\quad$ Computer
Timex Computer Corporation
Waterbury, CT 06720
(203) 573 -5000
$\$ 199.95$

# Snake Byte For VIC, 64, Apple, And Atari <br> Tony Roberts, Assistant Managing Editor 

Since the advent of microcomputers, snake games have been a mainstay of the menu of available entertainment software. Generally, snake games are simple, yet they have the power to charm and challenge.

One of my favorite games in this genre is Cleanup, which was programmed years ago for the TRS-80 Model I. Despite its lack of color, sound, or sophisticated graphics, Cleanup remains one of the most frequently played programs in my game collection.

A more modern program of the same ilk is Snake Byte from Sirius Software. This program takes the same captivating idea, mixes in color and sound, a number of screens, and a time factor, and the result is a game I'll play again and again.

## Gobbling Up Apples

The object of Snake Byte is to guide your snake to the apples that appear on the screen. Gobble up an apple, and another appears. Your snake also grows longer. Gobble up ten apples without hitting a wall or any part of your own ever-growing body, and a door to the next level opens. Thread your way through the door and you start over again, this time on a more complicated screen. As you move from level to level, the obstacles become more difficult.

As you play, bars on each side of the display inch toward the top of the screen. Should they complete their journey before you've eaten an apple, you are penalized: Three more apples are added to the total you must


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In Snake Byte, the snake gobbles up apples and grows longer as it threads its way to more complicated screens.
eat before completing the level. Your snake is controlled from the keyboard; there is no provision for joysticks. The keyboard, however, offers several options. You can control updown movement with your left hand and right-left movement with your right. Or you can play with one hand using the I, J, K, and $M$ keys. A third option allows you to use the > and < keys to achieve clockwise and counterclockwise movement. Despite its simplicity, I was unable to master this variation.

## Perilous Purple Plums

Another aspect of Snake Byte that adds to the challenge is the option for playing with one or two purple plums in the arena. The plums offer the potential for higher scores, but at the same time they add to your headaches.

The plums bounce around the screen, deflecting off walls, obstacles, and your snake. Unless a plum hits your snake on the head, no harm is done. Sometimes it is possible to use the snake's body to corral the plums, temporarily keeping them out of your way.

The Commodore 64 version is a little easier to control. Guiding the snake into the door that leads to the next level is more difficult on the VIC than it is on the Commodore 64. The more highly defined screen on the 64 provides additional room to maneuver through tight spots, and that's the part of the game
you'll probably enjoy most. Even people who aren't normally exhibitionistic seem to love to play this type of game with an audience and have them ooh and aah as the player escapes impossible predicaments.

This game is more akin to a ballet than to a battlefield. It generates neither the hyperactivity associated with hyperspace flight nor the heart-pounding excitement of protecting a planet.

Snake Byte can even be a relaxing game. The snake,
winding its way around the screen, has a hypnotic quality-a tonic that calms the nerves. It's enjoyable both when played for a few minutes as a counterpoint to more serious pursuits and when played seriously for the challenge.
Snake Byte
Sirius Software 10364 Rockingham Drive
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## WordPro 3 Plus/64

 Larry BihlmeyerAs word processing programs compete in the Commodore 64 market, better programs are available at lower costs. WordPro 3 Plus/64, by Professional Software Inc., is part of this trend.

WordPro, in its other versions, has long been the standard for comparison in office and small business word processing applications.

WordPro 3 Plus/64 comes on disk with a complete instruction manual of 160 pages. The manual is well organized into these categories: introduction, getting started, functions, editing text, advanced functions, file handling, disk drive commands, summaries, programmer's notes, example letter, care of diskettes, glossary, warranty and disclaimer, printer information, index and addenda.

There are far too many commands to adequately cover, so this review will only highlight some of the more interesting features.

## Set-up Options

To start WordPro, you load a short boot program and then load the main word processing program. This process takes about 90 seconds. Then the screen clears and a message appears with the title "Word Proc-
essor Three Plus" and you are asked what kind of printer you have. Six printers can be selected-Spinwriter, Diablo, Qume, Tec, 8027 , and Other.

Next, the number of lines available for main text is shown, and you can choose up to about 329 lines. A second storage area, called "Extra Text" (it's like a buffer), can also be allocated.

Finally, the main screen appears with a status line at the top. First, you see a sequence of characters like :X:I:S:C:N. Here, X indicates the extra text mode, I insert mode, S shift lock mode, C control mode, and N numeric mode. When you select one of these modes, the corresponding indicator letter will be highlighted (background color changes) so you can tell quickly what mode you are in.

## Advanced Features

Editing is done with the normal 64 cursor controls. Special functions, selected with the "control" key, then get you into more advanced features. For example, Control-D will delete words and sentences. And Control-F will search for a given string of characters. Other more unique control functions allow you to append lines from the extra text area, put a variable block on
screen, duplicate a range of lines, go to numeric mode, set up tabs, transfer a range of lines, underline, access bold type or disk utilities or subscript and superscript, add and subtract columns of numbers, sound a beeper, and perform global functions.

There are 23 format commands and 47 control functions. For instance, cn turns on centering and pt sets the pitch.

The Extra Text area is like a buffer where you can store text, for reference or for eventual addition to the main text. You can write and store standard or "boilerplate" paragraphs to use repeatedly in letters. Extra text can be used either manually or automatically, with the variable blocks feature.

Although there are a lot of commands to learn, the instruction manual includes many examples which you can copy, and in no time you'll be using the commands on your own. You
can also copy the feature summary sheets and have them nearby for quick reference.

Finally, there is a section called "Programmer's Notes" which will help if you run into complications, or want to do more with the input/output features. This will be useful for readers with various types of printers.

## Printer Connections

And speaking of printers, this is the only area where I find any shortcomings with WordPro 3 Plus/64. The program supports only printing to device \#4 on the serial port, so if you use the RS-232 port with a printer interface, you will not be able to print using WordPro 3 Plus/64.

If you are unsure of your printer/interface requirements, you should either contact your WordPro dealer for an actual tryout on your equipment or find out what interface you need.

Overall, WordPro 3 Plus/64 is
one of the most complete word processing programs on the market in its price range. It'll handle home needs and even most needs of small business. WordPro 3 Plus/64
Professional Software Inc.
51 Fremont Street
Needham, MA 02194 $\$ 89.95$

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# THE BEGINNER'S PAGE 

## Computer Amnesia

Here's a nasty little problem that can completely baffle you if you don't know what's causing it. We'll provide a short utility program that will cure this deadly error-but first, let's explore the symptoms. It appears in several disguises.

As you begin to write longer and more complicated programs, sooner or later your computer will halt execution and announce that you're OUT OF MEMORY. You know you're not. When you ask for a report of free memory (? FRE, or whatever command your BASIC uses), there's a lot of room left. But the computer is claiming that it has no more memory left. What's going on?

## Something's Gone Awry

Try Program 1. After you type RUN, the computer will obediently follow your instructions and then grind to a halt. Your machine won't smolder, but something's gone awry. Clearly, these three lines cannot be using up all the memory in even the smallest computer.

Notice that there is no RETURN instruction to match the GOSUB. We are continuously GOSUBing, but always jumping back without a proper RETURN. That's variation one of this problem. Whenever the computer comes upon a GOSUB, it makes a mental note of where it is currently located so it can RETURN there. In Program 1, the computer would make a note that "line 150 " was the correct place to RETURN. These mental notes are put on a stack, a zone in memory from addresses 256-511 (in 6502-based computers). As each note gets put on the stack, it takes up more room in the stack.

When the computer comes upon a RETURN instruction, it pulls off the most recent note and knows where to jump back to. Program 1, however, has no RETURN and so those notes keep piling up in the stack. Pretty soon, the computer is out of stack memory because each GOSUB puts a two-byte-sized note on the stack. To make things worse, some versions of BASIC use part of stack memory for their own purposes, making the stack smaller still.

## A Common Stack Stuffer

In a cleanly written program, you'll always RETURN from every GOSUB. When you're writing large programs, however, that's easier said than done. It's hard to keep track of everything. Added to that, there's an even more subtle way to run out of stack space: early exit loops.

Look at Program 3. It's a very common technique to set up a loop and then test something, exiting the loop if the test succeeds. In such cases, you keep bouncing between FOR and NEXT until the IF part is satisfied. (For the moment, don't pay any attention to lines $10-20$ and the SYS statement.) When, in line 110, $\mathrm{A}=1$, we jump out of that FOR/NEXT loop and into another one. And we start searching for B. The first loop was never completed. That is, we left an unsatisfied NEXT A because it didn't get to count up to 5 as it wanted to. It wouldn't make much difference if these NEXTs were unsatisfied except that this condition, too, leaves something on the stack. This isn't quite the stack stuffer that unRETURNed GOSUBs are, but it does eventually cause an overflow and an OUT OF MEMORY.

## Solving The Problem

So, if you run into this mysterious memory loss, check through your program first for early exits from GOSUBs (that's the most likely cause). Then, if that's not it, look at your FOR/NEXT loops. The cure for GOSUBs is to create a RETURN to satisfy each one. The cure for the loops is to use the same variable name again. In Program 3, if we write IF A, IF A, IF A, instead of IF A, IF B, IF C, there would be no problem. Reusing an IF variable will clean the stack for you.

Experienced programmers make it a habit to use I for almost every FOR/NEXT loop, J if they need a loop within the I loop, and T for timing loops. That way, they keep the stack clean without having to think about it.

Lines 10-20 in Programs 2 and 3 are a short utility that can be attached to any program and give a report of the memory left within the stack.


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As written, the DATA line contains the information for the Commodore 64 version of this utility, "Stackwatch." Replacements for this line to make it work on other computers are given below.

If you've been working on a long, complicated program and are getting an odd out-of-memory error, add lines $10-20$ to the long program. They'll stick a machine language program down in a safe place. Then, put SYS 864 into various places in your program. You can then quickly locate which loop or GOSUB is unclosed. When the number printed on screen by Stackwatch takes a big dip, hit the STOP key and see where you are.

To make Stackwatch work on other Commodore computers and the Apple, you must change
the last three items in the DATA line, line 10, as follows:

| for Original ROM PET: | $159,220,96$ |
| :--- | :--- |
| Upgrade ROM PET: | $217,220,96$ |
| 4.0 BASIC PET: | $131,207,96$ |
| VIC-20: | $205,221,96$ |
| 64: | (as printed) |
| For Apple: | 10 DATA 186,169,0,32,36,207,96 |

There is no comparable number printing routine within the Atari operating system, but Charles Brannon has provided the following replica for those who know machine language and want to implement Stackwatch on the Atari.

For TI, you can run these BASIC tests, but the TI's brain chip will not run Stackwatch.


## Program 1: Memory Collapse

$10 \emptyset$ GOSUB $15 \emptyset$
$15 \emptyset \mathrm{X}=\mathrm{X}+1$ : PRINT X
$16 \emptyset$ GOTO 1øø

## Program 2:

## Stackwatch Attached To Program 1

```
1\emptyset DATA 186, 169, \emptyset, 32, 205, 189, 96
2\emptyset FOR A=864TO87\emptyset:READ D:POKE A,D:NEXT A
1Ø\emptyset GOSUB 15\emptyset
150 X=X+1:PRINTX
160 SYS864:GOTOlø\emptyset
```


## Program 3: Too Many Loops

```
10 DATA 186,169,0,32,205,189,96
2\emptyset FORA=864TO87\emptyset:READD:POKEA,D:NEXTA
1\emptyset\emptyset FORA=1TO5
110 IFA=1THEN130
120 NEXTA
130 SYS864:FORB=1TO5
140 IFB=1THEN16\emptyset
150 NEXTB
160 SYS864:FORC=1TO5
170 IFC=1THEN190
180 NEXTC
19\emptyset SYS864:FORD=1TO5
2ØØ IFD=1THEN22Ø
210 NEXTD
220 SYS864:FORE=1TO5
23ø IFE=1THEN25\emptyset
240 NEXTE
25\emptyset SYS864:FORF=1TO5
260 IFF=1THEN28\emptyset
270 NEXTF
28\emptyset SYS864:FORG=1TO5
29ø IFG=1THEN31\varnothing
3ø\emptyset NEXTG
310 SYS864:FORH=1TO5
32\emptyset IFH=1THEN340
330 NEXTH
340 SYS864:FORI=1TO5
350 IFI=1THEN370
360 NEXTI
37\emptyset SYS864:FORJ=1TO5
38\emptyset IFJ=1THEN4Ø\emptyset
390 NEXTJ


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\title{
New Directions For Computer Camps
}

\author{
Fred D'Ignazio, Associate Editor
}


I thought that this camp would be about programming. I didn't know that it would be so much fun!

Ashley Bell, age 8
Ashley was one of the youngest campers at the Computer FUNdamentals camp at Hollins College, in Roanoke, Virginia, last summer. Her comments reflect the kind of computer activities she participated in at the camp. However, if she had gone to another camp, she might have learned about computers in a completely different way.

\section*{The Changing Face Of Computer Camps}

Most educators agree that the first computer camp was organized by Dr. Michael Zabinski in Connecticut, in 1978. Now, six years later, Zabinski's organization offers five camps annually, in locations from Simsbury, Connecticut, to Portland, Oregon. In addition to Zabinski's camps there are hundreds of other computer camps throughout the U.S.

The first camps were mostly attended by boys. The boys studied "hard-core" computer subjects like BASIC programming, computer hardware, and hooking up different devices to computers. Compared to today's models, the

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), The Star Wars Question and Answer Book About Computers (Random House), and How To Get Intimate With Your Computer (A 10-Step Plan To Conquer Computer Anxiety) (McGraw-Hill).

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!.
132 COMPUTE! March 1984
computers at the first camps were primitive. They consisted of early Apple computers, TRS-80 (Model I's), Commodore PETs, and other computers whose names we have all but forgotten.

Today's campers enter a new world filled with the latest personal computers and peripheral devices such as speech synthesizers, graphics pads, light pens, and robots. They study a variety of subjects, including the impact of computers on society, computers for handicapped people, and computers in the arts and humanities.

Today, girls represent a much larger proportion of the campers. In some camps, they number as many as a third.

At most camps you will also see a few campers who have some sort of mental or physical disability. Campers in wheelchairs are a common sight at many camps.

So are adults. The newest computer camps cater to both youngsters and oldsters. In fact, it's predicted that many of the most avid campers in 1984 will be men and women in their 60s and 70s.

\section*{How To Choose A Computer Camp}

There are hundreds of computer camps to choose from, each with its own philosophy and personality. And you can find the right one for you, if you look hard enough.

The first thing you should look at is the type of camp. Is it sponsored locally or nationally? Is it for children, adults, or both? Do the counselors concentrate on programming or on computer literacy and applications? Is the camp residential or a day camp?

There are benefits and drawbacks associated with each type of camp. For example, if a camp is locally sponsored, it may be more suited to the needs of the people in your community. But local sponsorship doesn't necessarily mean highquality sponsorship. Generally speaking, the best local computer camps are affiliated with a community college or university.

Residential computer camps are nice because they take the children away from home for a week

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or two of fun, physical exercise, and computer instruction. But some educators feel that residential camps are a fad. Their outdoor activities are often an afterthought, and the camps cannot compare, in terms of staff, program, or facilities, to the regular summer camps, which, on their own, are beginning to offer computer activities. Also, residential camps are expensive and relatively inefficient if your main goal is to introduce your child to computers.


Campers draw on each other's skills and interests to program a computer. Courtesy of Computer FUNdamentals Camp. (Photo by Walker Healy, Jr.)

In the past, most computer camps were for kids. Now adult camps are springing up all over the country.

Many families send their kids to computer camp so they can come back and tell the family which computer to buy. But why let your kids have all the fun? Why not attend computer camp at the same time as your son or daughter? Then you and your kids can decide together which computer is right for the family.

New "mixed-age" camp classes are springing up that include people of all ages. Being in a class with several bright youngsters can be unnerving, but it can also add a new dimension to your computing. Kids approach computers as explorers. By imitating them you can begin computing fearlessly and playfully.

\section*{The Need For Continuing Support}

The best computer camps offer a balanced ap-proach-some computer programming and some computer activities. But beware. If you get your child started in either side of computing, his or her appetite for more computing is liable to increase. When you look for a computer camp you should try to find one that will be around to satisfy your and your child's computing interests no matter how sophisticated they become.

Dr. Zabinski, for example, believes that com-
puter camps "breed kids who are sophisticated with computers, so they can't just drop them." His camps emphasize programming as opposed to computer activities. "We train the youngsters in computers, so it is our responsibility to be around when they become more sophisticated and need more advanced training."

Zabinski's philosophy is "to motivate kids and excite them with examples they can relate to and identify with." His camps have been so popular and successful that he and his staff have to revamp their curriculum each year just to keep up with the kids they trained the previous year.

According to Zabinski, "We used to be content teaching kids to program in BASIC and Pascal. Now I feel that teaching new programming languages is just moving sideways. We can't afford to move sideways. Kids can master new languages in just a couple of weeks. Our objective in 1984 is to teach kids how to interface computers with each other and how to interface computers with other machines. We'll teach kids how to create their own computer languages, and how to use modems and bulletin boards and get computers communicating over the telephone."

Zabinski emphasizes that his highly technical curriculum is not aimed at just teenagers and older children. "Take nine-year-olds," he says. "Nine and ten-year-olds are not what they used to be. We have one nine-year-old who learned Assembler and won a national Assembler Language contest on the TRS-80 computer.
"There are plenty of sophisticated kids at all ages," contends Zabinski. "Computer camps are often these kids' only outlet. We've helped to create these kids, so we have to be ready when they come back to us each year. We can't abandon them."

\section*{Computer FUNdamentals}

Nancy Healy and Dr. Barbara Kurshan run the Computer FUNdamentals Camp at Hollins College, in Roanoke, Virginia. Kurshan and Healy agree with Zabinski that computer camps need to keep upgrading their curriculum to keep up with the newest computers and the increasing sophistication of the average camper. But Kurshan and Healy stress computer applications as opposed to computer programming. And, above all, they want their campers to have fun.

According to Healy, "What makes our camp different is that it is oriented toward fun, and, at the same time, the kids become good computer users. Also, we don't mix physical activities and computer instruction. This lets our handicapped campers do everything that all the other kids do.
"Another reason our camp is different," Healy continues, "is that our camp isn't just for math and science freaks. Kids who love music
and the arts are equally interested and involved.
"After the first few days at camp, it is easy to see who knows what. The 'knowers' are those who attract people around them. But the great thing is that each child brings a different skill with him, like typing, music, art, programming, or math. The kids work together and draw on each other's skills and interests. That way everybody gets a chance to shine."

\section*{The Computer That Ate Manhattan}

Like their counterparts at other camps, computer campers at Hollins spent most of their time last summer using real computers as electronic notebooks, typewriters, telephones, libraries, and mailboxes. But camp counselors also encouraged the children to spend time inventing totally new fantasy computers. Children described these computers and what things they could do. One boy, for example, made up a story about a computer that ate Manhattan.

One of the big projects during the camp was for the children to build their own junk computers. The children designed and built the junk computers out of all kinds of things, including buttons, wires, beads, tupperware, TV sets, and aluminum foil. One boy built a computer out of a nonworking TV set and a working walkie-talkie. The boy hid the walkie-talkie inside the TV set. Another boy built a junk computer that played beach music. The cardboard computer had a tape recorder hidden inside.

A local elementary school PTA in Roanoke sent two children to the camp on scholarships. The children were to learn as much as possible about computers during camp so they could help their teachers use the school's two new computers the following fall. The children, one 10 and the other 11, were chosen on the basis of an essay on why they wanted to go to computer camp. They wrote down everything they learned at camp in a spiral notebook, and were among the camp's most conscientious students.

\section*{Training A Fułure Sally Ride}

While the camp was in progress at Hollins, America was glued to the TV set watching its first female astronaut, Sally Ride, blast off the earth in the Space Shuttle. This inspired the kids to create a computer-controlled rocket launching at camp.

The rocket was finally launched on the same day that Sally and her teammates brought the real Shuttle back to the earth. It even featured a computer-screen simulation of the rocket taking off and a speech synthesizer, in robot nasal monotone, doing the countdown: \(5 \ldots 4 \ldots 3 \ldots 2 \ldots 1\) ... IGNITION!

In honor of Sally Ride, the girl campers got to operate the computer to control the rocket launch.


Computer mania at the National Computer Camps. Courtesy of National Computer Camps. (Photo by Walker Healy, Jr.)

And the local TV station in Roanoke was so excited by this project that they filmed the rocket launch and, on the evening news, mixed the tape with a film of the real Space Shuttle take-off.

\section*{Comput?r Camp Resources}

If you're interested in learning more about computer camps, you might want to send for The Computer Camp Book. It's a complete guide to computer camps and features a national directory of computer camps. The book is available for \(\$ 12.95\) from

The Computer Camp Book
P.O. Box 292

Yellow Springs, OH 45387
For an additional \$4, you can get a copy of an updated directory of computer camps.

Two of the leading computer camps in the U.S. are the Atari Computer Camps and the National Computer Camps. You can learn more about them by writing:

Dr. Linda Gordon
Atari Computer Camps Dept. AL
40 E. 34th Street
New York, NY 10012

Dr. Michael Zabinski, Director National Computer Camps P.O. Box 585 Orange, CT 06477

You can learn more about the Hollins College Computer FUNdamentals Camp by writing:
Dr. Barbara Kurshan
Nancy Healy
Computer FUNdamentals Camp
Hollins College
Hollins, VA 24020
To find out more about the Hollins camp's robot mascot, you can write:
Bill Glass
TASMAN TURTLE \& TURTLE TOT
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Somerville, MA 02143

\title{
Tl Aquarium
}

Michael A Covington

Turn your TI into an aquarium．And the best part is， you never have to change the water．For TI－99／4A with Extended BASIC．The program also demonstrates some basic sprite techniques．

Recent studies have shown that the relaxing ex－ perience of watching fish glide around in an aquarium can lower your blood pressure and have other beneficial effects．This program（which we present somewhat with tongue in cheek）enables you to avoid the expense and bother of a real aquarium by using your TI－99／4A to simulate one．

Lines 310 to 330 establish the characteristics of a double－sized，fish－shaped sprite．Lines 400 to 430 read a number from the DATA statement （340）and，treating it both as a sprite number and as a color number，create a fish accordingly．When the sprite is created，it has the same color as the background（color 1，＂transparent＂）．

It is made visible by a separate COLOR state－ ment because newly created sprites tend to appear momentarily in the wrong place before jumping to the specified location．If this phenomenon were visible，it would detract from the atmosphere of tranquility．

The subroutine at line 610，which is called several times while the fish are being created and repeatedly after they are on the screen，makes random changes in sprite motion so that the fish move in realistic bobbing movements rather than in straight lines at constant speed．

\section*{TI Aquarium}
```

14\varnothing ! REQUIRES EXTENDED BASIC.
15@ CALL SCREEN(2)
160 CALL CLEAR
170 FOR I=1 TO 14:: CALL COLOR\I,1
5,1): : NEXT I
18\emptyset PRINT "TI AQUARIUM": : : :

```


Relax and watch the fish glide by in＂TI Aquarium．＂
```

190 PRINT "This program allows you
to"
20ø PRINT "use your TI-99 to enjoy
the"
21の PRINT "relaxing sight of fish"
22@ PRINT "swimming by, without the
"
23@ PRINT "expense and bother of a"
24@ PRINT "real aquarium."
25@ PRINT : :"To end the program, p
ress"
260 PRINT "any key while the fish a
re"
27@ PRINT "being displayed."
28@ FOR D=1 TO 15@\varnothing := NEXT D
29@ CALL CLEAR
उø\varnothing RANDOMIZE
31め A$="\emptyset\emptyset\emptyset\emptysetめめ\emptysetめ81C3E7FFFFE7C381@め\varnothing めめめめめめめめめめめめめFめFBFCFEFEFCFBFめめめ めめめぁめめ＂
उ2め CALL CHAR(120,A$)
330 CALL MAGNIFY(उ)
340 DATA 9,6,4,7,8,10,11,12,14,0
उ5め CALL SCREEN(2)
360!

```
```

```
370 ! Put fish on the screen, with
```

```
370 ! Put fish on the screen, with
    sprite numbers and
    sprite numbers and
38\emptyset ! colors based on the DATA stat
38\emptyset ! colors based on the DATA stat
    ement
    ement
390
390
4め\varnothing READ ©
4め\varnothing READ ©
41ø IF Q=\emptyset THEN 54@
41ø IF Q=\emptyset THEN 54@
42\emptyset CALL SPRITE(#Q,12\emptyset,1,9\emptyset+3\emptyset* (RND
42\emptyset CALL SPRITE(#Q,12\emptyset,1,9\emptyset+3\emptyset* (RND
    -\varnothing.5),1,4*RND-3,5*RND+1)
    -\varnothing.5),1,4*RND-3,5*RND+1)
43, CALL COLOR(#Q,0)
43, CALL COLOR(#Q,0)
440 GOSUB 61@
440 GOSUB 61@
459 GOSUB 61ø
459 GOSUB 61ø
46ø GOSUB 61Ø
46ø GOSUB 61Ø
47@ FOR D=1 TO उめ\emptyset : : NEXT D
47@ FOR D=1 TO उめ\emptyset : : NEXT D
48め GO TO 4øめ
48め GO TO 4øめ
490!
490!
50毋 ! Now that all the fish are on
50毋 ! Now that all the fish are on
    the screen, make
```

```
    the screen, make
```

```
\(61 め\) CALL MOTION(\#INT (11 *RND) + \(3,4 * R N\)
    D-2,5*RND+2)
620 RETURN

\section*{RELATIONAL OPERATORS}

\author{
Eric Brandon
}

Relational operators can make your BASIC programs more efficient．Here are some techniques which use rela－ tional operators on the Commodore，Atari，TI，Apple， IBM PC and PCjr，Color Computer，and Timex／Sinclair machines．

BASIC has a very useful，but little－known feature． A relational expression such as \(2+3>4\) is interpreted by BASIC as a value of -1 （or 1 ，depending on the computer）if the expression is true，and a value of 0 if the expression is false．On all Commodore machines，the TI－99／4A，the Color Computer，the IBM PC and the PCjr，a relational expression which is true gives a value of -1 ．A relational expression which is true on the Atari，Apple，and Timex／Sinclair computers produces a value of 1 ．A value of 0 results for a relational expression which is false on each computer．

As an example，enter PRINT 2 \(=2\) ．You should get a result of -1 （or 1 ）since the expression is true． Now type in：PRINT 2 \(=3\) ．This time，the result is 0 because the expression is false．

Related to this is the fact that the statement
IF Q THEN 100
will be interpreted identically to the statement

\section*{IF Qく＞0 THEN 100}

Can you see why？Both expressions evaluate as true，if Q is nonzero．

\section*{Cycling A Variable}

Suppose you wanted to continually cycle a variable， say J，from 1 to 10 ．One way to do this would be：
\(10 \mathrm{~J}=\varnothing\)
\(2 \varnothing \mathrm{~J}=\mathrm{J}+1\)
25 PRINT J
\(3 \varnothing\) IF \(\mathrm{J}<1 \varnothing\) THEN \(2 \varnothing\)
\(4 \varnothing\) GOTO \(1 \varnothing\)
However，by using a relational expression，we can do this：
5 N＝－1：REM N＝－1 FOR TRUE（MAY BE 1 DEPEND ING ON YOUR MACHINE）
\(1 \varnothing \mathrm{~J}=\varnothing\)
\(2 \varnothing J=J *(J<1 \varnothing) * N+1\)
25 PRINT J
\(4 \varnothing\) GOTO \(2 \varnothing\)
In this routine， N must be defined as +1 or -1 ， depending on your machine．Of course，there＇s really no need for a separate statement to define N ．You could easily incorporate the value of N into the expression in line 20．If a true statement pro－ duces a－ 1 on your computer，line 20 becomes \(\mathrm{J}=-\mathrm{J}^{*}(\mathrm{~J}<10)+1\) ．In this case，as long as J is less than 10 ，BASIC returns a value of -1 for（ \(\mathrm{J}<10\) ）．So，-J
times -1 plus 1 increases the value of J by one. When J reaches a value of \(10,(\mathrm{~J}<10)\) gives a value of zero. Adding one to zero starts the cycle over again.

Note that the relational operators are the last items to be resolved. Recall that numeric arguments are resolved in this order: \({ }^{*}, l,+,-\). This can be easily demonstrated by these two examples: PRINT \(2^{*} 3=3\). This gives a result of 0 since it is equivalent to PRINT 6=3.

Now try PRINT \(2^{*}(3=3)\). This gives -2 (or 2\()\) since it is equivalent to \(2^{*}(-1)\) [or \(\left.2^{*}(1)\right]\).

\section*{More Efficient Tabulation}

For another example, suppose you wish to tabulate a score in a math drill program within a subroutine beginning at line 100. A scoring scheme is devised so that the player is awarded a greater number of points the more problems he has solved. You would like the player to get 100 points for each of the first five correct answers, and 1000 points for any correct answers thereafter. If we let \(X\) be the total number of correct answers, a common way of doing this would be:
```

9 9 ~ R E M ~ S C O R I N G ~ S U B
1\emptyset\emptyset IF X>5 THEN 13\emptyset
11\varnothing TALLY=TALLY+1\varnothing\varnothing
12\emptyset GOTO 14Ø
13\emptyset TALLY=TALLY+1\varnothing\varnothing\varnothing
140 RETURN

```

Using relational operators, however, we can
shorten this to (defining N as +1 or -1 as before):
```

9 9 ~ R E M ~ S C O R I N G ~ S U B
lø\emptyset N=-1
11\varnothing TALLY=TALLY+(X<6)*1\varnothing\varnothing*N+(X>5)*1\varnothingøб*N
12ø RETURN

```

\section*{Fewer IF-THEN Statements}

Still another example: If you want to transfer program execution to line 1000 if the value of variable I is 100, and to line 2000, if I is 500 , several IF-THEN statements would usually be required:
```

1Ø\emptyset IF I=l\emptyset\emptyset THEN løø\emptyset
11\varnothing IF I=5\emptyset\emptyset THEN 2\emptyset\emptyset\emptyset

```

On most machines, this can be easily done with relational operators as:
```

90 N=-1
1\varnothing\varnothing ON N*(I=1\varnothing\varnothing)+N*2*(I=5\emptyset\emptyset) GOTO 1\varnothingø\emptyset,2\emptyset
\emptyset\emptyset

```

On the Timex/Sinclair, since the ON-GOTO statement is not supported in BASIC, you would use GOTO with a conditional expression in the following manner ( \(\mathrm{N}=1\), so it's not included here):
```

1\varnothing\varnothing GOTO (I=1\varnothing\varnothing)*1\varnothingø\emptyset+(I=5\emptyset\emptyset)*2\emptyset\emptyset\emptyset+(I<>1\varnothing
\emptyset AND I<>5\emptyset\emptyset)*2ø\emptyset
2øø REM RETURN TO MAIN LOOP OF PROGRAM

```

If you use this powerful technique with imagination, you will find that your programs can be shorter, faster, and easier to write.

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\begin{aligned}
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& \text { PRICE }
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\] \\
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\hline 21. Peachtree Text 5000 & Peachtree & IBM & 395 & 239 \\
\hline 22. Word & MicroSoft & IBM & 375 & 275 \\
\hline 23. Word/Mouse & MicroSoft & IBM & 475 & 345 \\
\hline 24. PFS Write & Software Pub. & IBM, APe & 140 & 95 \\
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\section*{Learning With Computers}

\section*{GETTING} STARTED

Let's consider some of the steps involved in the introduction of computers in schools, and some of the difficult issues teachers, parents, and school administrations must face.

Computers are tools. They are different from most other tools in that they operate on information and can be programmed to serve a wide variety of purposes. But they are the same as other tools in that they can be used well or poorly. A hammer can be used to build furniture or to destroy it. A computer can be used to create original stories, music, and art; to explore complex scientific relationships; or to play the most mindless of games.

How computers affect students depends upon how the students use them, the quality and appropriateness of computer activities and software, and the manner in which computers are integrated with other educational activities.

In many schools, individual teachers, parents, or students have brought computers into classrooms. Since those who do so are typically knowledgeable and excited about computers, they are usually successful in integrating computers with classroom activities, and in teaching students about them. However, implementing computers on a school-wide or district-wide basis is a more complex task, one that requires a great deal of thought, careful planning, and an ongoing effort.

\section*{Computer Comfort}

The first step towards using computers as educational tools is for teachers, administrators, parents, and students to become aware of the possibilities, to develop an interest in trying some of them. Understanding the possible uses of computers and having a general understanding of their nature is often called computer awareness.

The next step is computer comfort. This means that everyone involved should actually use a computer and become comfortable with the mechanics of loading and running programs, entering information, using printers and so on. There is no substitute for hands-on experience in coming to appreciate the potential of computers. At this stage, it is best to try a variety of programs to experience the different possibilities. The aim is to develop more concrete knowledge about what computers can do, and to gain critical skills in evaluating software.

Once past the awareness and comfort levels, the real work begins. Decisions have to be made about how computers will be used and whether some students or classes will have priority over others. How will computers be integrated into the curriculum at each grade level? Will they be used primarily for lessons and drills or to teach computer programming?

If programming is to be taught, which language (Logo, BASIC, Pascal) will be selected? Should the computers be used primarily in math and science classes or mainly for word processing? Will educational computer games be used? What about computer art and music? Will all students get equal access to the computers? Should gifted children or those in need of remedial assistance be given priority?

There are no "right" answers to these difficult questions. Each group of decision makers must decide how to best allocate the available computer resources to meet the needs of their school or district.

\section*{Selecting Products}

Other important questions focus on the setting in which the computers will be used. Will they be

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Creative Spills \& Fills (C)
Creative Hangman \& Hangmath (C)

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placed in classrooms, in the library, or in a special computer laboratory room? How will their use be supervised, and by whom? Who will take care of maintenance and demonstrations of how to properly use the computers?

After decisions are made about how the computers will be used, by whom, and in what settings, it's time to start selecting hardware and software. Again, there are many questions. Should one brand of computers be purchased, or are different ones best for different purposes? For which brands of computers is the best software available? For which computers are good versions of the BASIC, Logo, and Pascal languages available? How much memory is needed, and are disk drives and printers needed for each computer? Are color video monitors essential, or will black-and-white do? Are modems needed? Which word processing program is best for students? What about lesson and drill programs? Where can good science simulations be obtained? These are just some of the questions that need to be addressed.

The relative importance of such questions, and the appropriate answers to each, depends on the prior decisions about how computers will be

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}
used, as well as the constraints imposed by the available budget, space, and personnel.

\section*{Hardware Is Not The Only Budget Item}

At this stage, careful budget planning is critical so that sufficient money will be available for software, peripherals such as printers, staff training, maintenance, and supplies (such as disks and paper). This point cannot be overemphasized. Many schools have invested all their available funds in hardware, only to discover that it is useless without appropriate software and staff training.

Once the computers are installed, there is another set of concerns. How will requests to use computers be handled? What about keeping up with new developments and the ongoing acquisition of new hardware and software? What should be done to encourage students and teachers who are uncomfortable using computers? What should be done about students who are so interested in computers they neglect other areas of study? How are computers changing the social structure of classes? Has a group of interested students evolved into a computer elite which tries to monopolize the computers? If so, how can this clique be led to serve as peer tutors to help and encourage the other students? Will teachers be uncomfortable because some students will know more than they do about the computers? What about students interested in more advanced programming or in forming a computer club?

\section*{The Challenge Of Computers In Education}

As with any educational innovation, many new questions arise. This presents an exciting new challenge to educators: to adapt new technology to improve children's education.

Current claims about computers can be compared to prior claims about the educational potential of television, and this comparison raises serious concerns. Computers in education are now at a stage similar to that of television a few decades ago.

The enormous educational potential of television is well established; most children have learned a great deal from television. Unfortunately, much of what they have learned consists of advertising jingles and other trivia. With a few notable exceptions, television has not fulfilled its potential as an educational tool. The same could happen with computers; they could end up being used primarily as mindless electronic toys. Since computers are just beginning to be widely used, the directions we set in the next few years will be critical in determining whether their potential as educational tools will be fulfilled.

\title{
FRIEMDS OF THE TURTLE
}


\section*{Atari Logo The Plot Thickens}

Perhaps it is because I am in the somewhat enviable position of working with four versions of Logo on a daily basis, but I sometimes get concerned about issues that might not bother most people. In the case of Atari Logo, I find myself wishing that I could draw lines with a higher resolution than that available from graphics mode 7. Unfortunately, even though the computer supports many other graphic modes, Atari Logo does not.

For example, if I draw a closely spaced squiral pattern on the screen, I get a dense and somewhat fuzzy picture like this:


Instead, I would like to get a nice crisp picture like this:


Obviously, since I did get a nice crisp picture, I was able to solve the problem. The trick is to have your turtle graphics pictures drawn with the Atari 1020 color graphics printer. This device is a four-color pen plotter that draws pictures on plain white paper with black, blue, green, or red ballpoint pens. As you can see from the picture above, the resolution of this plotter is quite high and the lines are crisp and thin.

\section*{Plotter Commands}

The key to plotting Logo procedures is to generate the plotter commands as the picture is being drawn. This task was first tackled by Peter Cann at the Atari Cambridge Research Laboratory and then modified by Jason Gervich in Atari Customer Relations before being given to me. Naturally, I tinkered with the procedures some, so the results should not be blamed on anyone at Atari.

My goal was to build a set of plotting procedures that would work in the following way: If a procedure to draw a picture was typed by itself, it would appear only on the display screen. If, instead, the user typed

DRAW [procedurename]
the procedure would be drawn both on the screen and on the plotter. Having two ways to examine a procedure lets you save the plotter for the final debugged version. This saves on pen wear and on time, since the plotter is not nearly as fast as the screen turtle.

The key procedure is shown below:
```

TO DRAW :LIST
SETWRITE "P:
(TYPE CHAR 27 CHAR 27 CHAR 7)
(PR "M240,0\*I\*M INT 2 * YCOR", INT (-2)*
XCOR)
RUN :LIST
SETWRITE []
END

```

Basically, all this does is set the plotter up in the graphics mode and zero the pen position prior to running the procedure. Once the procedure is finished, the plotter is turned off (with the SETWRITE [ ] command). Note that the line that looks cryptic includes some backslashes ( \(\backslash\) ). These are used to let Logo know that the following asterisks are to be taken literally, and do not indicate multiplication.

\section*{Movement And Color}

Well, if we just run our procedure, we might ask by what magic the plotter is supposed to know how to draw the lines. The answer is that anytime we move the location of the turtle, we must send this information to the plotter as well. Since the turtle graphics commands for turtle movement are FD and BK, we must create new ones that also send messages to the plotter. Because I am intrinsically lazy, it was appealing to define new motion commands called F and B as follows:

\section*{TOF:X}

FD:X
PLOT
END
TO B :X
BK: X
PLOT
END

Clearly, from these procedures, you can see that our PLOT is very thin. To thicken the PLOT, we add:
```

TO PLOT
(PR IF PEN = "PD ["D] ["M] INT 2 * YCOR", INT
(-2) * XCOR )
END

```

This procedure examines the pen position of the turtle along with the turtle location, and sends the plotter pen scurrying to its corresponding position. In order to take maximum advantage of the plotter paper width, I rotated the plot by 90 degrees so that as the screen image moves from left to right, the plotted image moves from top to bottom. This gives a very nice-sized image, even though the plotter paper is only 4.5 inches wide.

Of course, there is always the possibility that you might want to clear the screen. Since this should also move the plotter pen to the origin, we add the command:
```

TO C
CS
PR "M0,0
END

```

Changing the pen color is also easy-especially with these procedures:

TO PENBLACK
(TYPE CHAR 67 CHAR 48 )

\section*{END}

TO PENBLUE
( TYPE CHAR 67 CHAR 49 )
END
TO PENGREEN
( TYPE CHAR 67 CHAR 50 )
END
TO PENRED
( TYPE CHAR 67 CHAR 51 ) END
The crafty among you will no doubt find that you can modify these four procedures to change the screen pen and pen colors as well.

\section*{Printing Procedures}

The remaining plotter procedure that I find useful lets you get a "plotted" printout of your procedure listings:
```

TO P.PROCS
SETWRITE "P:
(TYPE CHAR 27 CHAR 27 CHAR 14)
POPS
SETWRITE []
END

```

I suggest that you enter these procedures into an otherwise empty workspace and save them in a file called PLOTTER. Then, whenever you want to plot the results of your handiwork later on, you can read these into your workspace by typing:

LOAD "D:PLOTTER

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The squiral pattern at the beginning of this article was obtained by entering:

DRAW [SQUIRAL 91]
in which SQUIRAL had the following definition:
TO SQUIRAL :ANGLE
MAKE "SIDE 0
REPEAT 180 [F :SIDE RT :ANGLE MAKE "SIDE :SIDE +1]
END
To see an even more spectacular picture (one that I call a snowflake sunset), enter:

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DRAW [SETUP SN 300 9]
in which SETUP and SN have the following definitions:
```

TO SETUP
PU SETPOS [-150 0] PLOT SETH 90 PD
HT
END
TO SN :S :L
IF :S <:L [F:S STOP]
SN :S / 3 :L
LT }6
SN :S / 3 :L
RT 120
SN :S / 3 :L
RT 120
SN :S / 3 :L
LT 120
SN :S / 3 :L
LT }12
SN :S / 3 :L
RT }6
SN :S / 3 :L
END

```

On the screen you get this:


And, on the plotter, you get this:


The snowflake sunset is one level of a fractal curve. You can experiment with different generations of this curve by changing the second number when you use SN (for example, SN 300 30). For the purposes of this month's column, this curve nicely demonstrates the value of connecting a pen plotter to your Atari Logo system!

\title{
SOUND SHAPER \\ Steven Kaye
}

\begin{abstract}
"Sound Shaper" manipulates volume and frequency to give the VIC a smoother, more musical sound. We've also included versions for the 64, Atari, and TI. See the "Automatic Proofreader" article on page 60 before typing in the 64 and Atari versions.
\end{abstract}

One of the main differences between the sound the Commodore 64 can produce and sound produced by the VIC is the shape of the sound's waveform. The VIC produces only square waves. One microsecond the sound is off, the next it's on. This abrupt onset of sound produces somewhat nonmusical music. The tones sound electronic and unlike any acoustic instrument.

The Commodore 64, on the other hand, can simulate musical instruments by controlling the waveshape of the sound produced. Instead of turning the sound on and off abruptly, it can increase and decrease the amplitude (volume) more gradually under control of the programmer. It is important to bear in mind that the onset-offset or rise-fall time is still on the order of fractions of milliseconds, but it is not instantaneous as is the case with the VIC. It is this programmable rise-fall time that allows the Commodore 64 to sound more like a traditional acoustic instrument. We cannot control the actual waveshape of sounds on the VIC, but we can simulate wave-shaping by modulating the volume.

The first part of Program 1 demonstrates a simple application of this technique. It plays the entire frequency range for one of the VIC's four voices. First, the program asks for two inputs, the rise time and the fall time. Values between .5 and 10 seem to work best. Then the frequency value is POKEd into the appropriate register (line 140). Two separate FOR-NEXT loops (lines 150 and 180) control the rise and fall times. As the volume varies between 0 and 15, the input variables con-
trol the rate of volume change. Experiment with different rise-fall time values.

Frequency manipulation can also be used to produce unique effects. The second part of Program 1 shows how to produce an echo effect by rapidly alternating a frequency with its complementary frequency. Again we move through the frequency scale. In line 270 we use the amplitude modulation technique described above. Lines 280 and 300 POKE the frequency and then the frequency subtracted from 383 into the appropriate voice register.

On the first time through the loop, voice 2 (36875) is POKEd with 128 and then rapidly alternated with \(255(255=383-128)\) while the sound fades as variable DB decreases. The timing loops in 290 and 310 as well as the step value in line 270 can be manipulated to increase or decrease the reverberation effect. Voice 2 was chosen for the example, but any of the four voices will produce interesting sounds.

\section*{Program 1: VIC Sound Shaper}
\(4 \varnothing\) PRINT"\{CLR\}\{9 DOWN\}"TAB(2)"\{RVS\}SHAPIN G\{OFF\} \{RVS\}VIC\{OFF\} \{RVS\}SOUNDS\{OFF\}"
:rem 179
45 FOR T=l TO 15ø0:NEXT :rem 244
\(5 \emptyset\) PRINT"\{CLR\}\{7 DOWN\}\{6 RIGHT\}SHAPED (1) " :rem 37
55 PRINTTAB (9);"\{DOWN\}OR":PRINTTAB(7)"
\{DOWN\}ECHO (2)" :rem 166
\(6 \emptyset\) PRINT"\{4 DOWN\}\{9 RIGHT\}";:INPUT I\$:IFV AL (I\$) <1OR VAL (I\$) > 2THEN5 \(\varnothing\) :rem 15
\(7 \varnothing\) ONVAL (I\$):GOTOIøø,24Ø :rem 49
1øØ REM*** THIS PART PRODUCES "SHAPED" MU SICAL NOTES*** :rem 213
11ø PRINT "\{3 DOWN\}\{2 RIGHT\}RISE AND FALL TIME" :rem 36
115 PRINT"VALUES MUST EXCEED ø" :rem 95
116 INPUT R,D:IF ( \(\mathrm{R}=\varnothing\) ) OR \((\mathrm{D}=\varnothing)\) THEN 116
:rem 45
\(120 \mathrm{~V}=36878: \mathrm{S}=36875\) :rem 13
130 FOR F=128 TO 255 STEP3 :rem 71

\section*{Notes For 64，Atari， And TI Versions}

Since the Commodore 64 has a programmable sound envelope，we added Program 2 to make the SID chip more accessible．By chang－ ing values entered for attack，decay，sustain and release，you can control the shape of the sounds produced by the program．The sec－ ond part of the program produces an echo effect very similar to the effect produced in the VIC version．The parameters set in the first part are also used for the sounds pro－ duced in the second part．

The Atari and TI versions of＂Sound Shaper＂are designed to alter the shape of sounds in the same fashion as the VIC ver－ sion．Since sound generation in these com－ puters is similar to the VIC＇s，the logic in these versions is essentially the same as in the VIC version．In the Atari version（Pro－ gram 3），you may also change the distortion quality of the sound．Since the execution speed differs considerably between TI con－ sole and Extended BASIC，users with console BASIC will not hear a smooth shaping of the sounds in the first part of the TI version（Pro－ gram 4）．Extended BASIC provides much better results．
```

14Ø POKE S,F
15\emptyset FOR DB=\emptyset TO 15 STEP 5/R
160 POKE V,DB
170 NEXT (
18\emptyset FOR DB=15 TO Ø STEP -5/D :rem 141
19ø POKE V,DB :rem 209
2øб NEXT :rem 2ø9
21\varnothing FORT=1 TO 50:NEXT :rem 189
220 NEXT :rem 211
230 POKE V,\emptyset:END :rem 135
24\emptyset REM*** THIS PART CREATES AN ECHO EFFE
CT***
:rem 71
250 V=36878:S=36875
260 FOR P=128 TO 255 STEP 3
27\emptyset FOR DB=15 TO l STEP -.5
28\emptyset POKE V,DB:POKE S,P
290 FOR T=1 TO 1\varnothing:NEXT
3ø\emptyset POKE S,383-P
31\emptyset FOR J=1 TO 1\varnothing:NEXT
32\emptyset NEXT:NEXT
33ø POKE V,\varnothing
：rem 137
$15 \emptyset$ FOR DB＝Ø TO 15 STEP 5／R ：rem 107
160 POKE V，DB ：rem 206
170 NEXT ：rem 215
180 FOR DB＝15 TO Ø STEP－5／D ：rem 141
$19 \varnothing$ POKE V，DB ：rem 209
$2 \emptyset 0$ NEXT ：rem $2 \emptyset 9$
$21 \varnothing$ FORT＝1 TO 50：NEXT ：rem 189
220 NEXT ：rem 211
$24 \varnothing$ REM＊＊＊THIS PART CREATES AN ECHO EFFE
CT＊＊＊
：rem 71
：rem 17
：rem 85
：rem 73
：rem 9
：rem 193
：rem 92
：rem 176
：rem 77
：rem 119

```

\section*{Program 2： 64 Sound Shaper}

15 PRINT＂\｛CLR\}SET PARAMETERS FOR SOUND AN D ECHO＂：rem 12
\(2 \emptyset\) CHIP \(=54272\)
：rem 199
22 FOR T＝CHIP TO CHIP +24 ：POKET，\(\varnothing:\) NEXT
：rem 234
\(3 \varnothing\) INPUT＂ATTACK RATE（ \(\varnothing-15)\)＂；AT\＄：AT＝VAL（ AT\＄）：IF AT＜Ø OR AT＞15 THEN \(3 \varnothing\) ：rem 82
\(4 \emptyset\) INPUT＂DECAY RATE（ \(\varnothing-15) " ; D E \$: D E=V A L(D\) ES）：IF DE＜\(\quad\) OR DE＞15THEN 4 4 ：rem 198
\(5 \emptyset\) INPUT＂SUSTAIN VOLUME（ \(\varnothing-15\) ）＂；SUS：SU＝V AL（SU\＄）：IF SUS＜øOR SU＞15THEN5 0 ：rem 35
\(6 \emptyset\) INPUT＂RELEASE RATE \((\varnothing-15)\)＂；RE\＄：RE＝VAL（ RES）：IF RE＜øORRE＞15THEN6
8 （ POKECHIP \(+24,15\) ：POKECHIP \(+5,16 * A T+D E\)
：rem 209
\(9 \varnothing\) POKECHIP＋6，16＊SU＋RE ：rem 68
1øø FOR T＝ \(2 \emptyset\{2\) SPACES\}TO \(8 \emptyset\) STEP 5：POKEC HIP \(+4,17\)
：rem 1ø3
110 POKECHIP，50：POKECHIP＋1，T ：rem 223
115 FORJ＝ 1 TO 5øø＋1．7个AT＋1．7个DE：NEXTJ
：rem 141
\(12 \emptyset\) POKECHIP \(+4,16:\) FORH＝1TO \(2 \uparrow\) RE：NEXT：NEXT
：rem 107
\(2 \emptyset \emptyset\) FOR \(T=2 \emptyset\) TO \(8 \emptyset\) STEP 5 ：rem 232
210 FOR DB \(=15\) TO 1STEP -.5 ：rem 67
215 PRINT＂\｛HOME \}\{5 DOWN \} *ECHO* \{6 LEFT \} \｛ 7 SPACES \(\}\)＂：rem 242
220 POKECHIP \(+4,17\) ：POKECHIP +24 ，DB：POKECHIP ＋1，T：FORP＝1TOl 0 ：NEXT
：rem lll
230 POKECHIP＋1，1øø－T：FORJ＝1TOI \(0:\) NEXT：NEXT ：NEXT
：rem \(2 \not 22\)
240 POKECHIP \(+4,16\)
：rem 219

\section*{Program 3：Atari Sound Shaper}

NH3 ？＂\｛CLEAR\}":POSITION 12, 12:? "SOU NDSHAPER＂
FO 4 POKE 752， 1
OK 5 DIM I\＄（5），VO\＄（5），DS\＄（5）
OC 6 FOR T＝1 TO \(3 \varnothing \varnothing: N E X T T\)
MD \(1 \varnothing\) PRINT＂Shape（1）or Echo（2）＂；
FP \(2 \emptyset\) INPUT I \(\$\)
EC 21 IF VAL（I\＄）＜1 OR VAL（I\＄）＞2 THEN 1 \(\varnothing\)
EF 4ø REM＊＊＊THIS PROGRAM PRODUCES SH APED MUSICAL NOTES＊＊＊
NL \(5 \emptyset\) PRINT＂Voice（ \(\varnothing-3) "\) ；：INPUT VO\＄
AF 55 IF VAL（VO\＄）＞ 3 OR VAL（VO\＄）＜\(\varnothing\) THEN \(5 \emptyset\)
EL 57 VO＝VAL（VOW）
DJ 6め PRINT＂Distortion（Ø－14）＂；：INPUT DS \(\$\)
BN 65 IF VAL（DS \(\$\) ）＜\(\quad\) OR VAL（DS\＄）＞ 14 THE N \(6 \varnothing\)
DA 67 DS＝VAL（DS \(\$\) ）
BH 68 ON VAL（I\＄）GOTO 70,195
FC \(7 \emptyset\) ？＂Rise Fall Time＂；：INPUT R，D
KC 75 IF R＜1 OR D＜1 THEN 7 ＠
LJ 95 ？＂\｛CLEAR3＂；：POSITION 12，12：？＂＊ Shaped Notes＊＂
JE 1 Øの FOR F＝121 TO Gの STEP－4．1
EF 120 FOR DB＝\(\varnothing\) TO 15 STEF（ \(1 / R\) ）＊ 15
KJ \(13 \varnothing\) SOUND VO，F，DS，DB
FK． 140 NEXT DB
6H \(15 \varnothing\) FOR DB＝ 15 TO \(\emptyset\) STEP－（1／D）＊15
KK 16 D SOUND VO，F，DS，DB
68165 NEXT DB
B6 \(17 \varnothing\) FOR \(T=1\) TO \(5 \varnothing:\) NEXT \(T\)
BO 180 NEXT \(F\)
NE 190 POKE 752， \(0: E N D\)
AA 195 ？＂（CLLEAR）＂；：POSITION 12，12：？＂ ＊＊＊ECHO EFFECT＊＊＊＂
JP 2øø FOR \(P=121\) TO GØ STEP－4． 1
HD 210 FOR DE＝15 TO 1 STEP－ 0.5
LD 220 SOUND VO，P，DS，DB
AP 23ø FOR T＝1 TO \(1 \varnothing:\) NEXT T
HM 240 SOUND VO，181－P，DS，DB
PN 250 FOR \(J=1\) TO \(10: N E X T\) J
CG 260 NEXT DB：NEXT \(P\)
ND \(27 \emptyset\) POKE 752， \(9: E N D\)

```

Program 4: זו Sound Shaper
1ø\varnothing CALL CLEAR
110 CALL SCREEN(15)
120 PRINT TAB(7);"SHAPING TI SOUNDS
"
13g FOR T=1 TO 6
14@ PRINT
15Ø NEXT T
16@ PRINT "CHOOSE:"
17g PRINT
189 PRINT
19\emptyset PRINT TAB(4);"1) SHAPED MUSICAL
NOTES"
2\emptysetø PRINT
21@ PRINT TAB(4);"2) ECHO"
220. PRINT
23@ PRINT TAB(4);"उ) QUIT"
24@ PRINT
25@ INPUT A\$
26@ IF (VAL (A$)< 1) +(VAL (A$) >3)THEN
25g
270 ON VAL (A\$)GOTO 290,520,690
28@ REM THIS PART PRODUCES "SHAPED
" MUSICAL NOTES
290 CALL CLEAR
3Ø\varnothing CALL SCREEN(13)
31ø PRINT TAB(З);"* SHAPED MUSICAL
NOTES *"
32\emptyset FOR T=1 TO 1ø
330 PRINT
340 NEXT T
35@ PRINT "ENTER RISE AND FALL TIME
S -"
36@ PRINT "USE VALUES GREATER THAN

```

\section*{Program 4：זו Sound Shaper}
```

1 øの CALL CLEAR
120 PRINT TAB（7）；＂SHAPING TI SOUNDS ＂
13 FOR T＝1 TO 6
140 PRINT
$15 \varnothing$ NEXT T
16ด PRINT＂CHOOSE：＂
170 PRINT
189 PRINT
$19 \emptyset$ PRINT TAB（4）；＂1）SHAPED MUSICAL NOTES＂
$2 \emptyset \varnothing$ PRINT
210 PRINT TAB（4）；＂2）ECHO＂
220．PRINT
$23 \varnothing$ PRINT TAB（4）；＂3）QUIT＂
PRINT
26＠IF（VAL（A\＄）＜1）＋（VAL（A\＄）＞3）THEN 259
270 ON VAL（A\＄）GOTO $290,520,69 \emptyset$
280 REM THIS PART PRODUCES＂SHAPED ＂MUSICAL NOTES
290 CALL CLEAR
उØø CALL SCREEN（13）
उ1ø PRINT TAB（З）；＂＊SHAPED MUSICAL NOTES＊＂
32ø FOR T＝1 TO 1ø
33＠PRINT
$35 \varnothing$ PRINT＂ENTER RISE AND FALL TIME S－＂
36Ø PRINT＂USE VALUES GREATER THAN

```
```

ZERO";
37@ PRINT
38@ INPUT R,D
39@ IF (R=\emptyset)+(D=\emptyset)THEN 38@
40\emptyset FOR F=11\emptyset TO 88@ STEP 3ू
410 FOR DB=3Ø TO @ STEP -5/R
42\emptyset CALL SOUND(-1\varnothing,F,DB)
43@ NEXT DB
440 FOR DB=\emptyset TO उ\emptyset STEP 5/D
45@ CALL SOUND(-1@,F,DB)
460 NEXT DB
47め FOR T=1 TO 5\emptyset
48Ø NEXT T
49\emptyset NEXT F
5\emptyset\varnothing GOTO 1め\varnothing
510 REM THIS PART CREATES AN ECHO
EFFECT
52@ CALL CLEAR
53毋 CALL SCREEN(14)
54@ PRINT TAB(8);"* ECHO EFFECT *"
55@ FOR T=1 TO 12
56. PRINT
570 NEXT T
58\emptyset FOR F=11\emptyset TO 88\emptyset STEP 3\emptyset
59め FOR DB=1 TO उめ
6\varnothing\emptyset CALL SOUND( }-1\varnothing,F,DB
61\emptyset FOR T=1 TO 1\varnothing
62\emptyset NEXT T
630 CALL SOUND (-10,990-F,DB)
640 FOR J=1 TO 1\emptyset
6 5 0 ~ N E X T ~ J ~
6G@ NEXT DB
670 NEXT F
68\varnothing GOTO 1\varnothing\varnothing
690 END

```

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In this column，we continue the discussion of formatted screen techniques．

\section*{PUT And GET And The Text Screen}

This is another one of those＂Did you know？＂ tidbits．Did you know that when you use GRAPHICS 0 from Atari BASIC you have auto－ matically opened the screen for GETting and PUTting via file number 6？It＇s true，and it is be－ cause Atari BASIC does not check the mode number for the GRAPHICS statement．

GRAPHICS 0 is thus exactly equivalent to：
OPEN \＃6，12＋16，0，＂S：＂
So if you need to GET or PUT from or to the screen， you can do it directly to file \＃6 without any further ado．

Unfortunately，there are a few gotchas in－ volved in using GET and PUT to the Atari Screen graphics driver（＂S：＂），some of which you may have seen before，so let＇s discuss them，as well as ways around them．

The first problem is that if you use PUT \＃6 combined with POSITION statements or PRINT statements，you will probably end up leaving some inverse video spaces（white boxes）around on the screen，as Program 1 illustrates．This is because the screen graphics driver works almost （but not quite）like the screen editor driver（＂E：＂， the normal channel \＃0 device which PRINT and INPUT use）．Unfortunately，＂S：＂can＇t seem to handle its cursor properly，so it may be best to avoid using PUT \＃6．

\section*{Program 1：Problems With PUT \＃6}
```

1\varnothing GRAPHICS Ø
2Ø POSITION 3ø*RND(\emptyset), 2Ø*RND(\emptyset)
3ø PUT \#6,65+2\emptyset*RND(Ø)
40 GOTO 2\emptyset

```

How can we avoid PUT \＃6 if we have some－ thing we need on the screen？Simple．Use PUT\＃0 （if you have BASIC XL or any other product which allows PUT to file \＃0）or PRINT．If you use PRINT， of course，you will have to use

\section*{PRINT CHR\＄（X）；}
in place of PUT \＃0，X．And why does outputting to file \＃0 work where using \＃6 does not？Because \＃0 is opened to＂ E ：＂，and there are several subtle differences between＂ E ：＂and＂S：＂where cursor
positioning and character I／O are concerned．
Unfortunately，while the problems with PUT \＃6 are fairly easy to get around，the problems with GET \＃6 must be dealt with directly．And why can＇t we simply use GET \＃0 in place of \＃6 here，as we did with PUT？Because，when you ask＂E：＂（channel \＃0）for a character，it waits until the user actually types in an entire line－termi－ nated by a RETURN character－before returning anything at all to its caller（you are the caller via BASIC in this case）．

The whole reason for using GET \＃6 is to allow ourselves to read individual characters from the screen．We simply can＇t use GET \＃0 or anything else which accesses＂E：＂．

But this is putting the cart before the horse a little．Before＂fixing＂the problem，let＇s illustrate it with Program 2.

\section*{Program 2：Problems With GET \＃6 \\ \(1 め\) GRAPHICS ø}

2め PRINT＂ABCDEFGHIJKLMNOP＂
उめ FOR I＝2 TO 12 ：POSITION I，Ø
\(4 \emptyset\) GET \＃6，CHAR
5め POSITION 2め，2め：PRINT CHAR
6め FOR \(J=1\) TO \(2 \emptyset \emptyset: N E X T ~ J ~ R E M ~ j u s ~\)
\(t\) a delay loop
7＠NEXT I
I hope you actually stopped while reading to try out that listing．Bizarre，isn＇t it？It seems that you can＇t GET data from the screen without de－ stroying it．Now，most of the articles which I have seen which note this problem suggest that the only safe fix is the following：

1．POSITION yourself on the character you want．
2．GET the character to a variable．
3．POSITION yourself again to the same location．
4．PRINT the character back onto the screen．
That fix will indeed work，but I would propose that an alternate solution is to simply print a ＂left arrow＂（backspace）and then the character， thus avoiding the extra POSITION statement．In Program 2，we could simply add this line to fix things up：

\section*{45 PRINT CHR \＄（30）；CHR\＄（CHAR）；}

Now that you know how to properly PUT and GET to the screen，you probably have a fair idea of how I built my onscreen editor．It isn＇t too hard to do anything you want to the GRAPHICS

0 screen, once you get past the quirks in the Atari OS.

\section*{Fettering Your NEXT}

Probably every BASIC book you have ever seen tells you to properly nest FOR/NEXT loops. Aside from the neatness of it, there are some good and practical reasons. Consider Program 3.

\section*{Program 3: Obviously Invalid Nesting}
```

1@ FOR I=1 TO b
FOR J=1 TO J
NEXT I
NEXT J

```

Very few of you would deliberately write a BASIC program which looked like that. Even with the indentation I have given it, it should be obvious that something is wrong.

And, yet, it is fairly easy to write a program which will look proper and yet have the effect of that listing! Don't believe it? Try Program 4.

\section*{Program 4: a Subtle Problem}
```

10g REM Frogram task: frint all numb
ers from 1 to 7, in a nested loo
p fashion. When the first sum o
f 15 or
1g1 REM greater is found, cease the
operation. When the sumis 10/ O
r more, don't print the result.
102 REM Repeat for the products of }
he same numbers in the same fash
ion.
11g print "I","J","Sum"
120 FOR I=1 TO 9
13g FOR J=1 TO 9
140 SUM = I +J
15@ IF SUM > 14 THEN 2Ø@
160 IF SUM > 10 THEN 190
170 PRINT I,J,SUM
189 NEXT J
190 NEXT I
20g FRINT "I","J","PRODUCT"
210 FOR J=1 TO 9
220 FOR I=1 TO 9
230 PROD = I*J
24g IF PROD > 14 THEN 29@
259 IF PROD > 10 THEN 230
26g FRINT J,I,PROD
27@ NEXT I
23@ NEXT J
29@ END

```

Now this looks perfectly harmless, if somewhat pointless, right? It looks like it should work fine. Yet, if you will type it in and RUN it, you will find that line 280 will give you a NEXT WITHOUT MATCHING FOR error the first time it is reached. How? Surely line 210 is the FOR which matches the NEXT of line 280.

\section*{The Interpreter's Dilemma}

If Atari BASIC were a compiler language, it would probably execute that program correctly. However, since it is an interpreter, it must work within the strictures of that mode. Interpreters, by their
very nature, cannot easily keep a history of all NEXT usages. It is enough that they remember where the FOR statements are, so that when a NEXT is encountered they can go back to the FOR to execute the loop another time.

Consider, then, the dilemma of the poor interpreter in the above program. In line 160, we are asking it to bypass the end of the inner FOR loop (since we know we are done with the previous usage of it) and start the next iteration of the outer loop (NEXT I). But wait. There is still a FOR J on the runtime stack, yet we are executing a NEXT I. What can we do?

Atari BASIC does what most modern "smart" BASICs do. If it finds a loop variable NEXT which does not match the last FOR on the stack, it presumes that the user has jumped out of the inner loop (as indeed we have here) since that is a common occurrence. So BASIC looks backward in the stack for a matching FOR. Eureka! It finds the FOR I only one level down in the stack, without any intervening GOSUBs, so its supposition seems confirmed. All works well.

However, look at line 150, wherein we jump out of all the loops. What have we left on the runtime stack now? Obviously, both a FOR I and a FOR J. Well, no real problem. After all, we know we jumped all the way out of the loop, don't we? We don't. Why not? Because a BASIC interpreter must presume that the BASIC programmer knows what he or she is doing. It is, unfortunately, perfectly legal to jump in and out of a loop in Atari BASIC. It is, in fact, even legal to have more than one NEXT for any given FOR.

So what can BASIC think when it gets to line 210 but that it is starting the inner FOR loop over again? It leaves the FOR I in place (for all it knows, the next statement it encounters might be a NEXT I) and adds a new FOR J.

Disaster really strikes in line 220. Poor BASIC is trying its best. Knowing that it is not uncommon for BASIC programmers to jump out of loops or to jump to the beginning of a loop to start it again, BASIC almost has to presume that the FOR I of line 220 is the beginning of a new outer loop. Besides, it already has a FOR I on its runtime stack. How can it allow another?

Well, if this is the beginning of a new outer loop, better throw away the old outer loop and any of its inner loops. Say good-by to the old FOR I and FOR J; we're ready for another outer loop with a new FOR I. Right?

Wrong. But BASIC doesn't know about it while it stays in the FOR I loop, since it encounters no other FORs or NEXTs. In fact, the entire loop executes nicely with no problems, and the FOR is properly removed from the stack when the last value of \(I\) is reached. Did you notice that the stack is now empty?

Where did this NEXT J come from？FOR J was an inner loop and was thrown away when the outer loop was restarted．

\section*{The Fix In Atari BASIC}

Actually，Atari BASIC is not a culprit here．Virtu－ ally every BASIC will have this same problem unless it makes a pre－pass through the user＇s pro－ gram to detect possible inconsistencies（such as jumping out of nested loops）．In point of fact， Atari BASIC is almost a good guy here．Recog－ nizing that even with the best interpretation we could do，we could not prevent users from writing （or needing to write）structures such as I have shown you，we designed a＂fix＂into Atari BASIC．

The fix takes the form of the POP statement． POP simply removes the last level of the runtime stack．In Program 4，the easiest fix is

150 IF SUM＞ 9 THEN POP ：POP ：GOTO 200
（and a similar fix is needed in line 240，of course）．
Notice I said that was the easiest fix．POP is usually not the best fix．Generally，you can write good and properly structured programs，with properly terminating FOR loops，without ever resorting to such extreme measures as the POP statement．Still，it is comforting to know that POP is around．Personally，I tend to use it whenever an error condition occurs and I want to get all the way back out to（for example）the menu level without leaving nasty GOSUBs or FORs on the runtime stack．

A curiosity：Did you notice that if the nesting in lines 200 through 290 is reversed（that is，if the FOR I occurs before the FOR J），the program will work correctly？Do you see why？Fundamentally， because you are now doing what BASIC expected you to do．Go try this example both ways on a Commodore or Radio Shack or whatever com－ puter．Does either method work？I＇d be interested in knowing．

If you ever get a NEXT WITHOUT MATCH－ ING FOR error，look for this kind of structure in your program．If you find it，you can fix it with POP，but wouldn＇t it be nicer to write the program correctly？

A footnote to all of that：Can you begin to get an appreciation of what language designers must contend with？It is not enough that a language do what it is expected to do．A good language will come halfway toward helping its users over the rough spots．

\section*{Reading Object Code Files}

Here＇s a loader for binary object files which will place them in memory at the location they were assembled for．The routine is written entirely in Atari BASIC，so it is slow．Next month，we＇ll present the same routine written in machine lan－ guage，perhaps even in a version callable from a

BASIC program（just to speed things up）．
Atari object files have a fixed and reasonable format．The first two bytes of the file are always \＄FF and \＄FF（255 and 255，in decimal）．They serve as a check that the file is indeed an object file．The next two bytes are the starting address in memory of the first（and perhaps only）＂segment，＂while the following two bytes are the ending address of the segment．These header bytes are followed by enough object bytes to fill up the memory from the starting address through and including the ending address．

If a file has multiple segments，each segment may or may not（programmer＇s option）be pre－ ceded by the same \(\$\) FF and \(\$ F F\) bytes．Each seg－ ment must always be headed by both a start and an end address．Without further ado，then，the loader program，Program 5.

\section*{Program 5：Load A Binary Object File}
\begin{tabular}{|c|c|}
\hline 199 & REM binary object file loader \\
\hline 110 & DIM NAME\＄（ \(\mathrm{S}_{\text {（ }}\) ） \\
\hline 126 & FRINT＂WHAT FILE TO LDAD＂； \\
\hline 139 & INPUT NAME\＄ \\
\hline 149 & OFEN \＃1，4， \\
\hline 209 & REM get and check header \\
\hline 210 & TRAP 4め日 \\
\hline 220 & GET \＃1，LDW ：GET \＃1，HIGH \\
\hline 236 & TRAP 4玉めめめ \\
\hline 240 & IF LOW＝255 AND HIGH＝255 THEN GET \＃1，LOW ：GET \＃1，HIGH \\
\hline 250 & START \(=\) LOW \(+256 * H I G H\) \\
\hline 260 & GET \＃1．LDW ：GET \＃1，HIGH \\
\hline 270 & QUIT \(=\) LOW＋256＊HIGH \\
\hline Зめめ & REM read in a segment \\
\hline こ10 & FOR ADDR \(=\) START TO QUIT \\
\hline 520 & GET \＃1，EYTE \\
\hline ЗЗめ & POKE ADDR，BYTE \\
\hline 346 & NEXT ADDR \\
\hline 350 & GOTO 2øø ：REM try for another 5 \\
\hline & egment \\
\hline 400 & REM trapped to here，assume end－ of－file \\
\hline 410 & CLDSE \＃1 \\
\hline
\end{tabular}

Since I＇m running out of time and space this month，I will let the explanation of object file for－ mat，above，serve for now as an explanation of this program．I will warn you，however，that I cheated a bit in line 240 to make the multiple seg－ ment loading easier．The routine will try to load anything into memory，whether or not it is truly a binary object file．If your memory dies a violent death（fixable only by turning power off and back on），you tried to load something other than an object file with this．Naughty．

Next month some notes on destination strings in Atari BASIC．And maybe－just maybe－we＇ll play around with Atari screen I／O a little more．


\section*{PROGRAMMING THE TI}
C. Regena

\title{
File Processing
}

I've received quite a few letters wondering about files on the TI-99/4A. Files on a computer can be compared to those ordinary big, gray file drawers. Each file is a drawer, and you can label your drawers. Each record is one of the file folders inside a drawer. On the computer your file cabinet can be either a cassette or a diskette.

You can read about file processing in the User's Reference Guide that comes with the computer (pages II-118 to II-136 for the TI-99/4A and pages 144 to 162 for the TI-99/4), so I won't repeat that information here. For some example programs, you can refer to "Color Computer GeneralPurpose Data Base" in COMPUTE! (May 1983).

If you prefer not to do your own programming, there are several business programs available for the TI, as well as some command modules which utilize file processing. Home Budget Management keeps personal finance records. Personal Record Keeping is a versatile module that helps you set up your own files and records for a small business.

\section*{A Spelling Drill}

Let's get to an example. This "Spelling Quiz" program presents a drill for spelling words. In many schools, students are sent home with a list of words each Monday with instructions to practice, then a test is given on Friday. TI to the rescue! Enter the spelling words and save them on cassette. Let the computer conduct the drill.

Line 100 DIMensions or reserves space for 30 spelling words on the list. If you have more words, you can change this statement and lines 460-470 to handle more words. Lines 110-150 define graphics characters, and line 1630 draws a smiling face for a correct answer. Please feel free to add your own graphics. Lines 160-310 print the main menu screen of options. When you RUN the program, you have your choice of entering a new word list, editing the existing list, loading a list of previously saved words, saving the present list, reviewing the complete word list, actually performing the quiz, or ending the program.

The first time you RUN the program, you would press 1 to enter a word list, edit the list if necessary, then save the list on cassette for future use. Lines 320-370 contain the procedure that tells you when you try to access an empty list.

\section*{Enter The Number Of Words}

When you enter a new word list, you are first asked how many words it will contain. This number, N , is unchanged throughout the program and is necessary for saving N items and for performing the quiz for N words. Lines \(490-530\) ask for the new words, and you type the words in one at a time, pressing ENTER after each word. When you have entered the right number of words, the program returns to the main menu screen.

The edit option is contained in lines 550-960. The complete word list is printed, then you can enter the word you want changed. Lines 640-660 compare the word you entered to the word list so the word can be replaced. If you prefer to delete the word, you can just press the ENTER key. Lines \(730-770\) adjust N and the positions of the other words if you delete a word.

Lines 1070-1150 save the list of words. The first time you use the program you would enter the words, then save the list for future use.

The OPEN statement is the crux of a file processing program. Line 1090 is OPEN \#1:"CS1", INTERNAL,OUTPUT,FIXED which readies device number 1 (you can choose any number or even a variable name that corresponds to a number) labeled Cassette 1. The data file we create is for OUTPUT-we will be filing information on the tape. The format for this output is INTERNAL (versus DISPLAY) and FIXED (versus VARIABLE). This means that the computer will save the output in internal machine format rather than printable ASCII format, and that each record is FIXED at a certain length. Since I didn't specify a length, the computer will assume FIXED 64, or a record length of 64 characters.

\title{
COMPUTEI's \\ Programmer's Reference Guide to the II-99/4A
}

\section*{Author: C. Regena \\ Price: \(\$ 14.95\) \\ On Sale: Now}

Just about the best way to learn how to program a computer is to sit down with a patient friend who already knows how, and ask questions while you experiment with the computer. Owners of the popular Texas instruments home computer will find that C. Regena is that kind of friend, and Programmer's Reference Guide to the TI-99/4A is that kind of book.

Regena carefully explains every BASIC command and function, and all the techniques needed to program TI graphics, sound, and speech. It's hard to think of a question that she doesn't answer simply and clearly, with hints about ways to write programs that do exactly what you want.

The book also provides dozens and dozens of programs, ranging from very short examples to full-length commercial-quality software. In effect, readers can look over Regena's shoulder as she goes through the programming process step by step, explaining what she's doing as she goes along. Not to mention the fact that the finished programs are valuable in their own right.

Even readers who are familiar with the computer will find this book valuable as a reference, where they can look up information they need and find the answers to particular questions.

Above all, Programmer's Reference Guide to the TI-99/4A is a book that lets readers use it however they like. You don't have to start at page one and read through, following someone else's plan for what you should learn first and what can wait until later. Instead, you can explore this book from any point of view, to solve almost any programming problem, and find the answer quickly and easily.
C. Regena is COMPUTE! Magazine's regular columnist on the TI-99/4A. She's an experienced and resourceful programmer. Like most of her readers, she taught herself how to program, and
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Programmer's Reference Guide to the TI-99/4A is available from COMPUTE! Publications, the leading publisher of books and magazines for home, educational, and recreational computing.

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Add \(\$ 2\) shipping and handling. Outside the U.S. add \(\$ 5\) for air mail, \(\$ 2\) for surface mail. All orders prepaid, U.S. funds only.

Store The Program And Data Separately
To try this program，use one tape to store the actual program，then place a blank tape in the recorder to save this word list．This tape will be called the data tape．If you have diskettes you could call it a data diskette．

On the screen you will see cassette operating instructions．The PRINT \＃1 statement is used to put information on the tape，so line 1100 PRINT \＃1：N writes the number of words N on the tape． Lines 1110－1130 use PRINT \＃1 to record the words on the tape．When the data is being recorded you will hear a longer header tone，then a sort of dot－ dot－dot sound，a little different sound than a regular program recording．CLOSE \＃1 closes the file and gives you instructions to turn off the recorder．

There are more efficient ways to save data （by combining strings，for example），but I used this method so it would be easier to understand． As you program，you will probably want to econo－ mize to save both memory and time．

The next time you run this program and want to use a previously saved list of words，press op－ tion 3，Load Previous List．Lines 970－1050 retrieve the data．The OPEN statement tells the computer what kind of information to expect．Line 990 OPEN \＃2：＂CS1＂，INTERNAL，INPUT，FIXED opens de－ vice number 2－again，you can use any number here．For clarity I used \＃1 to save the data and \＃2 for retrieving the data，but you could use the same number for both processes．This statement matches line 1090 in the format of the data saved． Lines 1000－1030 are similar to the output lines． First N is read as input（INPUT \＃2，or input from device \＃2），then the words are read in．Line 1040 CLOSE \＃2 closes the file．

\section*{The Quiz Routine}

Option 6 is to perform the spelling quiz．Lines 1250－1810 contain this procedure．The word list is in the W\＄array，but an identical array \(\mathrm{T} \$\) is defined for the quiz．A word is chosen in random order， and is printed on the screen．The student reads the word，then presses the ENTER key to erase it． The student then must type the word and press ENTER．If you prefer to have the word flash on the screen for a certain length of time，you can replace lines 1470－1480 with a delay loop or sound delay such as

\section*{1470 FOR D \(=1\) TO 800 1480 NEXT D}
or

\section*{1470 CALL SOUND \((1000,9999,30)\) \\ 1480 CALL SOUND \((1,9999,30)\)}

If the student spells the word correctly，a smiling face is printed on the screen and TI plays an arpeggio．Correctly spelled words will not be
chosen again，but a word that is missed will reappear later in the quiz．

F and FL are variables to keep track of words that are spelled incorrectly．SC is the score and is incremented only if the word is spelled correctly the first try．

Next month I＇ll have programs that show an easy way to set up a data file and print reports from the file．

\section*{Spelling Quiz}
\begin{tabular}{|c|c|}
\hline \(10 め\) &  \\
\hline 116 & CALL CHAF（97，＂\＄71820404C8C8＠8＂） \\
\hline 120 &  \\
\hline 130 & ）CALL CHAF：99，＂8998804740201867＂ \\
\hline 140 & CALL CHAFi（10日，＂以11931E2め20418E＂ \\
\hline 159 & CALL COLOR \(9,12,1)\) \\
\hline 15め & CALL CLEAR \\
\hline 179 & FRINT TAF： 5 ）；＂＊＊SFELLING QUIZ ＊＊＂：：：： \\
\hline 189 & PRINT＂CHOOSE：＂ \\
\hline 179 & PFINT ：＂1 ENTEF NEW WDFD LIST＂ \\
\hline 209 & FRINT ：＂2 EDIT LIST＂ \\
\hline 218 & FRINT ：＂S LGAD FREVIDUS LIST＂ \\
\hline 226 & FRINT ：＂ 4 SAVE FRESENT LIST＂ \\
\hline 236 & FRINT ：＂ड SEE WOFD LIST＂ \\
\hline 240 & FRINT ：＂S PEFFORM QUIZ＂ \\
\hline 259 & FRINT ：＂7 END FROGRAM＂： \\
\hline 269 & CALL SOUND（15め， 4497 4） \\
\hline 276 & CALL KEY（G，K，S） \\
\hline 280 & IF（Kく49）＋（K，55）THEN 27 ¢ \\
\hline 296 & CALL CLEAF \\
\hline Зめぁ & ON K－48 GOSUB 380，55 ， 97 ， 105 ， 1160，1250，1820 \\
\hline З10 & GOT0 16め \\
\hline 320 & PRIINT ：＂SORRY，NO WORDS IN LIST \\
\hline 3この & CALL SOLIND（19日，उ3，4） \\
\hline 346 & CALL SOUND（160，262，4） \\
\hline 356 & CALL SOUND（ \(166 \%\) ， 9999 ，उW） \\
\hline 359 & CALL SOUND（ \(1,9999,58)\) \\
\hline 370 & GOTO 16\％ \\
\hline 389 & PRINT＂＊＊ENTER NEW NORD LIST＊ ＊＂ \\
\hline 399 & FRINT ：＂HOW MANY WORDS？＂ \\
\hline 409 & CALL SOUND（150，1497，4） \\
\hline 410 & INFUT N \\
\hline 429 & IF \(\mathrm{N}=\emptyset\) THEN 160 \\
\hline 430 & IF N入め THEN 46\％ \\
\hline 449 & FRINT ：＂PLEASE ENTER A NUMEEF＂： ＂GREATER THAN ZERO．＂ \\
\hline 459 & GOTO उ9Q \\
\hline 459 & IF Nés 1 THEN 4901 \\
\hline 478 & PRINT ：＂SORFY，THIS FROGRAM CAN BNLYHANDLE LIF TO उQ WORDS．＂ \\
\hline 480 & GOTO 39め \\
\hline 4908 & FRINT ：：＂ENTER WORDS ONE AT A TIME．＂：：： \\
\hline 509 & FOR I＝1 TO N \\
\hline 510 & CALL SOUND（15， 1497,4 ） \\
\hline 520 & INFUT W叓（I） \\
\hline 536 & NEXT I \\
\hline 540 & RETURN \\
\hline 550 & CALL CLEAR \\
\hline 569 & FRINT＂＊＊EDIT LIST＊＊＂： \\
\hline 579 & IF \(\mathrm{N}=\) W THEN 326 \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|c|}
\hline 589 & FOR I＝1 TO N & 1230 & IF K＜＞13 THEN 122\％ \\
\hline 596 & PREINT W\＄（I）， & 1240 & RETURN \\
\hline 609 & NEXT I & 1259 & CALL CLEAF \\
\hline 510 & PRINT ：：＂CHANGE WHICH WORD？＂ & 1250 & IF \(N=6\) THEN 326 \\
\hline 629 & CALL SOUND（150，1497，4） & 1278 & FOR \(I=1\) TO \(N\) \\
\hline  & INFUT E & 1280 & Tक（I）\(=W\) W（ 1 ） \\
\hline 549 & FOR I＝1 TO N & 1298 & \(F L(I)=0\) \\
\hline 659 & IF E古＝Wक（I）THEN 719 & 1369 & NEXT I \\
\hline S69 & NEYT I & 1310 & PRINT＂YOU WILL SEE A WORD．＂ \\
\hline 679 & FRINT ：＂THAT WORD IS NOT IN LIS & 1326 & PFINT ：＂FRESS＜ENTER＊．＂ \\
\hline & T． & 1330 & FRINT ：WHEN THE WORD CLEARS，＂ \\
\hline 639 & CALL SOUND（ \(1060,336,4\) ） & 1346 & PRINT ：＂SFELL THE WORD THEN＂ \\
\hline 690 & CALL SOUND（ \(108,262,4\) ） & 1359 & PRINT ：＂PRESS \＆ENTER ．\("\) \\
\hline 780 & GOTO 789 & 1369 & FRINT ：：：＂FRESS ANY KEY TO S \\
\hline 718 & FRINT ：＂ENTEF NEW WORD OR＂：＂FRE & & TART． \\
\hline & SS＜ENTER＊TO DELETE＂： & 1376 & CALL KEY（G），K，S） \\
\hline 729 & INFUT U\＄（I） & 1336 & IF S＜1 THEN 1370 \\
\hline 736 & IF Wक（I）＜＞＂n THEN 780 & 1396 & SC＝ \(\mathrm{S}^{\text {d }}\) \\
\hline 749 & FOR \(J=1\) TO \(\mathrm{N}-1\) & 14965 & FOR I＝1 TO N \\
\hline 759 & \(W\) W（J）＝W \({ }^{\text {a }}(J+1)\) & 1418 & CALL CLEAR \\
\hline 759 & NEXT J & 14206 & \(F=0\) \\
\hline 779 & \(\mathrm{N}=\mathrm{N}-1\) & 1430 & FANDOMIZE \\
\hline 780 & FRINT ：：＂FRESS：＂ & 1440 & \(\mathrm{R}=\mathrm{INT}\)（N＊RND＋1） \\
\hline 799 & PRINT＂1 EDIT MORE WORDE＂ & 1458 & IF T韦（R）＝＂＂THEN 144 日 \\
\hline 809 & PRINT＂2 SEE CURRENT WORD LIST＂ & 1460 & FRINT T事（R）：： \\
\hline 819 & FRINT＂S RETURN TO MENU SCREEN＂ & 1479 & CALL KEY（ \(0, \mathrm{~K}, \mathrm{~S}\) ） \\
\hline 826 & CALL KEY（6，K．，S） & 1436 & IF K＜＞13 THEN 1479 \\
\hline 836 & IF \(\mathrm{K}=4 \%\) THEN 559 & 1490 & CALL CLEAF \\
\hline 348 & IF \(K=51\) THEN 16g & 1598 & INFUT \(X\) ¢ \\
\hline 859 & If Kく＞5日 THEN 82\％ & 1510 & IF X 事＝T車（F）THEN 1630 \\
\hline 869 & CALL CLEAR & 1529 & CALL SOUND（ \(106,336,2)\) \\
\hline 879 & IF \(\mathrm{N}=0\) THEN 320 & 1536 & CALL SOUND（ \(100,262,2\) ） \\
\hline 899 & FOR \(\mathrm{I}=1\) TO N & 1540 & \(F L(F)=1\) \\
\hline 898 & FRINT W\＄（I）． & 1550 & \(F=F+1\) \\
\hline 786 & NEXT I & 1568 & IF \(F=2\) THEN 1599 \\
\hline 719 & FFINT ：：＂PRESS： & 1576 & FRINT ：：＂TRY AGAIN．＂ \\
\hline 929 & PRINT＂1 EDIT A WERD＂ & 1550 & GOTG 1490 \\
\hline 936 & FRINT＂2 RETURN TO MENU SCREEN＂ & 1590 & PRINT ：：＂THE CORRECT SPELLING \\
\hline 749 & CALL KEY（ \(0, K, S)\) & & IS：＂：T\＄（R） \\
\hline 959 & IF \(K=49\) THEN E19 & 1600 & FRINT ：：＂PRESS＜ENTER＞TO CON \\
\hline 768 & IF K＝50 THEN 160 ELSE 940 & & TINUE．＂ \\
\hline 976 & PRINT＂＊＊LUADING PFEVIOUS LIST ＊＊＂ & \[
\begin{aligned}
& 1610 \\
& 1620
\end{aligned}
\] & \begin{tabular}{l}
CALL KEY（ \(0, K, 5)\) \\
IF \(K=13\) THEN 1419 ELSE 1610
\end{tabular} \\
\hline 789 & FRINT ：：＂INSERT DATA CASSETTE． & 1630 & PRINT TAB（1め）：＂ab＂：TAE（1め）：＂cd \\
\hline 996 & OFEN \＃2：＂CS1＂，INTERNAL，INFUT ，F & 15408 & CALL SOUND（ \(100.262,2\) ） \\
\hline & I XED & 1659 & CALL SOUND（ \(106,336,2\) ） \\
\hline 10066 & INPUT \＃2：N & 1665 & CALL SUUND（ \(109,372,2\) ） \\
\hline 1018 & FOR \(\mathrm{I}=1\) TO N & 1670 & CALL SOUND（ \(156,524,2\) ） \\
\hline 1026 & INFUT \＃2：W\＄（I） & 1589 & IF F \(>9\) THEN 1410 \\
\hline 1036 & NEXT I & 1690 & T車（ F\()=\cdots\) \\
\hline 1040 & CLOSE \＃2 & 1790 & IF FL（R）＞¢ THEN 1729 \\
\hline 1056 & RETUFN & 1719 & \(5 \mathrm{C}=5 \mathrm{C}+1\) \\
\hline 1065 & CALL clear & 1720 & NEXT I \\
\hline 1076 & FRINT＂＊＊SAVING LIST＊＊＂ & 1738 & CALL ClEAF \\
\hline 198め & IF \(N=0\) THEN 320 & 1749 & FRINT＂OUT OF＂： N ：＂WORDS，＂ \\
\hline 109\％ & OPEN \＃1：＂CS1＂．INTEFNAL．QUTFUT． FIXED & 1750 & PRINT ：＂YOU SFELLED＂；SC：＂CORRE CTLY＂ \\
\hline 11 ゆ引 & PRINT \＃1：N & 1760 & FRIINT ：＂ON THE FIRET TRY．＂ \\
\hline 1116 & FGR I＝1 TO N & 1779 & PRINT ：：：＂TRY AGAIN？（Y／N）＂ \\
\hline 1120 & FRINT \＃1：以串（I） & 1789 & CALL KEY（g，K，S） \\
\hline 1136 & NEXT 1 & 1770 & IF \(K=39\) THEN 1250 \\
\hline 1145 & CLOSE \＃1 & 18\％ 6 & IF Kく＞7日 THEN 1789 \\
\hline 1150 & RETURN & 1810 & RETURN \\
\hline 1150 & FRRINT＂＊＊WORD LIST＊＊＂： & 1820 & FRINT＂FRESS：＂ \\
\hline 1176 & IF \(N=6\) THEN 326 & 1839 & PRINT ：＂1 SAVE MOFD LIST＂ \\
\hline \(118 \%\) & FOF I＝1 TO N & 1840 & FRINT ：＂2 END PROGFAM＂ \\
\hline 1190 & FRINT W哑（I）， & 1850 & CALL KEY（G，K，S） \\
\hline 1200 & NEXT I & 1869 & IF \(K=49\) THEN 1060 \\
\hline 1219 & FRINT ：：＂FRESS＜ENTER〉 TO CON & 1870 & IF Kく＞5夕 THEN 1956 \\
\hline & TINUE．＂ & 1880 & CALL CLEAR \\
\hline 1226 & CALL KEY（ \(0, k, 5\) ） & 1890 & END © \\
\hline
\end{tabular}

1230 IF K＜＞13 THEN 1220
124 RETURN

126月 IF N＝め THEN 326
127 G FOR \(I=1\) TO N

\(1290 \mathrm{FL}(\mathrm{I})=0\)
\(13 G\) NEXT I
1310 PRINT＂YOU WILL SEE A WORD．＂
320 PRINT：HPRESS＜ENTER？．
13Sg FRINT ：＂WHEN THE WORD CLEARS，＂
1346 FRINT ：＂SFELL THE WORD THEN＂
1359 PRINT：＂PRESS \＆ENTER）．＂
13S日 FRINT ：：＂FRESS ANY KEY TO S TART．
1370 CALL KEY（g，K，S）
1330 IF \(5<1\) THEN 137 多
उ9め SC＝0
190．FOR I＝1 TO N
\(1420 \mathrm{~F}=0\)
1430 RANDOMIZE
1440 R＝INT（N＊RND＋1）

147 PRINT T（R）：
143 IF Kく＞13 THEN 1470
1490 CALL CLEAF
15g INFUT X

153 CAL SOUND（100，262，2）
\(1540 \mathrm{FL}(\mathrm{R})=1\)
\(1556 \quad F=F+1\)
1569 IF \(F=2\) THEN 1596
1570 PRINT ：：TRY AGAIN．
1559 GOTG 1490

16め日 FRINT：：＂FRESS 《ENTER ：TO CON TINUE．＂
1610 CALL KEY \((0, K, 5)\)
1620 IF \(K=13\) THEN 1419 ELSE 1610
PRINT TAB（1g）：＂ab＂：TAE（1め）：＂cd
CALL SOUND（100，262，2）
1650 CALL SOUND（ \(160,336.2\) ）
1660 CALL SOUND（ \(160,372,2\) ）
570 CALL SOUND（150．524．2）
1410

170 g IF \(F L(R)\) ）THEN 1726
\(17165 C=5 C+1\)
1726 NEXT I
CALL CLEAR
FRINT＂OUT OF＂：N；＂WORDS，＂
PRINT ：＂YOU SFELLED＂；SC：＂CORRE
TLY＂

PRINT ：：：＂TRY AGAIN？（Y／N）＂
CALL KEY（g．K．S
F K 7 THEN 1780
RETURN
FRINT＂FRESS：＂

ALL KEY（G，K，S）
F K＝ムの THEN 106
CALL CLEAF
890 END

\title{
COMMODORE Floating Subroutines
}

\author{
Louis F. Sander
}

Here is a subroutine that lets you automatically combine BASIC and machine language. It's easy, flexible, and inventive. For all VIC, 64 , and all PETs except Original ROM models.

It's often desirable to include one or more machine language (ML) subroutines in your Commodore BASIC program, especially when the program must be optimized for speed. There are several ways of combining the BASIC and ML, each having its own advantages and disadvantages. The method described here puts your ML in a protected area at the end of the BASIC program, where it will automatically SAVE and LOAD along with the BASIC. Other ways of doing the same thing have one huge disadvantage-after the ML is in place, the BASIC program cannot be changed in any way, ever. This method overcomes that drawback, letting you make any number of subsequent changes to the BASIC program.

Our new technique requires your ML to be completely relocatable. That is, it requires that your ML will work properly at any place in memory, so long as the proper entry point is used. In some cases this restriction will keep you from using the new technique, but this may not happen often. Many, if not most, useful ML subroutines are completely relocatable, or can be made so.

\section*{Reserving Space}

As a BASIC program runs, the operating system keeps track of certain important addresses by storing them in zero page locations called pointers. One of these is the Start Of Variables (SOV) pointer, which normally holds an address one byte higher than the end of whatever BASIC program is in memory. If that program changes size, the SOV pointer keeps track of its end +1 , so the computer knows where to store its variables without writing over the program. By altering the SOV pointer to make it point artificially high in memory, we can reserve space for ML between the end of BASIC and the newly redefined Start Of Variables.

When we put our ML program into the reserved space, it is effectively made a part of our BASIC program, and there are several accompanying benefits. Since it's part of the BASIC program, the computer will never overwrite it unless told to. Since it lies above the end of program marker (three zeros at the very end of a BASIC program), the computer won't try to relink it when BASIC lines are changed. And when the BASIC program is SAVEd, the ML will go right along with it, because the computer automatically saves everything from the Start Of BASIC to the Start Of Variables.

The trouble comes when we change the BASIC program-as the real BASIC program's end moves up or down in memory, our ML moves with it. If our ML program is completely relocatable, it runs the same in any part of memory, so moving it doesn't matter, as far as proper execution goes. What does matter is that our ML's entry point is then no longer known, so we can't tell what number to put in our SYS statement.

If we could find the first byte of the relocated ML, we could adjust our SYS statement accordingly, and everything would be fine. Fortunately, BASIC has a pointer which makes the ML easy to find; the pointer in question always holds the address of the first byte in whatever BASIC line is currently being executed. If our BASIC program's final line adds its own length to the address in that pointer, and stores the result in a variable, the variable holds the address of the first byte of our ML. Once we execute this line, say as a subroutine, the BASIC program knows where the ML is, and can easily make the proper SYS calls.

\section*{Setting It Up}

To use the new technique, you add the ML finder line as the last line in your main BASIC program, then change the SOV pointer so it points above the highest byte you want to reserve for ML. Finally, you execute a CLR (not CLEAR SCREEN, the other one), which corrects some other pointers.

A short BASIC subroutine can make these things automatic and foolproof. You append it to

\section*{mancse ngrivinis
}
\begin{tabular}{|c|c|}
\hline \multicolumn{2}{|l|}{SOFIWAREFOR C-64} \\
\hline \multicolumn{2}{|l|}{Multiplan Business} \\
\hline Multiplan . . . . . . . . . . . . . . . . . . . . . . \$ & 89.00 \\
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\hline A/P, P/R, I/M each . . . . . . . . . . . . . S & 70.00 \\
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\hline Super Copy 64 . . . . . . . . . . . . . . . . . . \$ & 35.00 \\
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\hline
\end{tabular}

\begin{tabular}{|c|c|}
\hline \multicolumn{2}{|l|}{INTEREACES} \\
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\$ 95.00
\] \\
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\hline Panasonic TR-120 (Amber) & Call \\
\hline
\end{tabular}

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\hline
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Current Line Pointer & \(61-62\) & \(61-62\) & \(58-59\) \\
USR Vector & \(785-786\) & \(1-2\) & \(1-2\)
\end{tabular}
your main BASIC program, RUN it, then delete most of its lines. If your library includes an APPEND program, the automation is easy; if you lack APPENDing capability, doing things manually may be easier. The accompanying programs are the subroutine I use, in versions for all Commodore machines except Original ROM PETs. The comments below apply to all versions:

Line 63991 checks the accuracy of the allimportant line 63999, which is the line that finds our machine language.

Lines 63992, 63995, and 63996 move the SOV pointer, which requires the temporary use of two memory locations. The ones used here are the USR vector locations, but you can use others if you'd like.

Line 63997 is a decimal-to-hex converter.
Line 63999 sets variable ML equal to the address of the first byte of the reserved ML area. The line must be entered exactly as listed, with no embedded spaces, and must be the last line in


your BASIC program. (That's why it has the highest line number allowed in BASIC.)

Here are step-by-step instructions for entering your automation subroutine and checking its accuracy:
1. Type the appropriate subroutine into your computer.
2. SAVE the subroutine onto tape or disk.
3. RUN it and observe the screen. If you get an error message, you've made a mistake in typing line 63999. Reload what you SAVEd, correct your error, then go to step 2.
4. If there is no error message, enter a 6 in response to the \# BYTES prompt. You'll get some screen messages and a READY prompt.
5. At this point, there should be six bytes reserved for ML, just above the end of your BASIC program. Your screen should show the addresses of the lowest and highest bytes in the reserved area. Immediately below the ML area should be the three zeros which mark the end of BASIC; immediately above it should be four bytes of 218 decimal, which were put there as a marker by the ZZ\% business in line 63996.

If you know how to examine memory, you should check that the zeros and 218's are where they whould be, for proof that your subroutine is working correctly. (If you use a monitor to examine memory, the hex version of the 218 's will announce
the good news in dramatic fashion. Try it.) If the zeros and 218 's aren't in the right places, something is wrong; check your work, find the errors, and start again from step 2.
6. Now put something into those six bytes and SAVE the subroutine. Turn your computer off to destroy what is in memory, then LOAD what you just saved. Check to make sure your six bytes of ML traveled along with the BASIC. If they did, you're finished.

\section*{Using It}

The subroutine you SAVEd in step 2 has now been proven to work perfectly. The one you saved in step 6 is OK too, but it has some ML appended to it. When you want to add some machine language to the end of a BASIC program, just put the step 2 subroutine at the end of the BASIC program, in one of these ways:
1. LOAD the BASIC program, then use an APPEND routine to add the subroutine, or
2. LOAD the subroutine, then type in the BASIC program, or
3. LOAD and LIST the subroutine, then LOAD the BASIC; add the subroutine to it by putting your cursor on each of the previously LISTed subroutine lines and hitting RETURN. The VIC's screen is too small for this; all others are fine, but you must be careful with your cursor, or important subroutine lines will scroll off the


screen as the BASIC loads. When LOADing the main program from the Datassette, put your cursor on the first letter of the READY prompt, type LOAD [space] [space], press PLAY, then hit RETURN. Doing otherwise may cause too much scrolling. When using a disk, put your cursor on the first letter of the READY prompt, then enter your LOAD command in the normal way.

Once the subroutine is in place, do a RUN 63991 and follow the instructions on the screen. You can reserve any number of bytes for ML, up to the limit of your memory. The subroutine shows the current boundaries of the ML area, and you should put your ML there immediately, since the boundaries will move if you change the BASIC program. Caution: When you delete lines, you must do it line by line from the keyboard; Toolkit or other programming aids' deletes will detach your ML from the end of BASIC.

You can now make all sorts of changes to the BASIC program, and your ML subroutine will follow its end up and down like a shadow. You can even delete every line of BASIC; in that case, a SAVE will save your ML as though it were a BASIC program itself. And if you ever want to expand an ML area already in use, you can just reappend the subroutine and run it again; it will tack more reserved area onto that you already have!

To use the ML from the BASIC program, have an early line do a GOSUB 63999, which will put the address of the first ML byte into variable ML. Use this information to find the machine language entry point, then call the ML program at will. If the entry point is the first byte of the ML, SYS ML will do the job; otherwise, use SYS ML +X , where X is the offset of the entry point from the first byte.

So there's the ideal technique for combining BASIC and relocatable ML-it's easy to set up, easy to use, and has no undesirable restrictions. Once you SAVE a fully tested subroutine to automate the setup process, it becomes a fine-tuned tool that you can use with ease for many years.

\section*{Program 1: \\ Combining BASIC And ML On The 64}
\(6399 \emptyset\) REM COMMODORE 64 VERSION
63991 GOSUB63999:IFPEEK (ML-1) + PEEK (ML-2) + PEEK(ML-3)THENPRINT" 63999 IS BAD": E ND
63992 INPUT"\{CLR\}\# BYTES TO RESERVE FOR M L"; A: J=256: B=PEEK (45) +J*PEEK (46):C= \(A+B\)
63993 PRINT"\{DOWN\}NOW PUT THE ML INTO: ": P RINT" \{DOWN\} DECIMAL"B"-"C-1:PRINT" \{DOWN\}\{4 SPACES\}HEX ";
\(63994 \mathrm{~K}=4096: \mathrm{H}=\mathrm{B}:\) GOSUB63997:PRINT" - ";:H =C: GOSUB63997:PRINT
63995 PRINT"\{DOWN\}THEN DELETE LINES 63991 -63997. \{DOWN\}": D=INT (C/J):POKE786, D
63996 POKE785,C-J*D: POKE45, PEEK (785): POKE 46, \(\operatorname{PEEK}(786)\) : CLR: \(\mathrm{ZZ} \%=-9510:\) END
\(63997 \mathrm{H}=\mathrm{H} / \mathrm{K}: \mathrm{FORI}=1 \mathrm{TO} 4: \mathrm{H} \%=\mathrm{H}: \mathrm{H} \$=\mathrm{CHR} \$(48+\mathrm{H} \%-\) ( \(\mathrm{H} \%>9\) ) * 7 ) : PRINTH\$; : \(\mathrm{H}=16\) * ( \(\mathrm{H}-\mathrm{H} \%\) ) : NEXT
63998 REM * 63999 FINDS ML START ADDR
63999 ML=PEEK (61) +256*PEEK (62) +31: RETURN

\section*{Program 2:}

Combining BASIC And ML On The VIC
\(6399 \emptyset\) REM VIC-2Ø VERSION

63991 GOSUB63999: \(\operatorname{IFPEEK}(\) ML-1 \()+\operatorname{PEEK}(M L-2)+\) PEEK (ML-3) THENPRINT" 63999 IS BAD": E ND
63992 INPUT"\{CLR\}\# BYTES FOR ML";A:J=256: \(B=\operatorname{PEEK}(45)+J * \operatorname{PEEK}(46): C=A+B\)
63993 PRINT"\{DOWN\}NOW PUT THE ML INTO: ": P RINT" \{DOWN\}DECIMAL"B"-"C-1:PRINT" \{DOWN\}\{4 SPACES\}HEX ";
63994 K=4096:H=B:GOSUB63997:PRINT" - ";:H =C: GOSUB63997: PRINT
63995 PRINT"\{DOWN\}THEN DELETE LINES 63991 -63997. \{DOWN\}": D=INT (C/J)
63996 POKE2,D:POKE1,C-J*D:POKE45, PEEK (1): POKE46, \(\operatorname{PEEK}(2): C L R: Z Z \%=-951 \varnothing: E N D\)
\(63997 \mathrm{H}=\mathrm{H} / \mathrm{K}: \mathrm{FORI}=1 \mathrm{TO} 4: \mathrm{H} \%=\mathrm{H}: \mathrm{H} \$=\mathrm{CHR} \$(48+\mathrm{H} \%-\) ( \(\mathrm{H} \%>9\) ) * 7 ) : PRINTH\$; : \(\mathrm{H}=16\) * ( \(\mathrm{H}-\mathrm{H} \%\) ) : NEXT
63998 REM * 63999 FINDS ML START ADDR
63999 ML=PEEK (61) +256*PEEK (62) +31 : RETURN

\section*{Program 3: \\ Combining BASIC And ML On PET/CBM}
\(6399 \emptyset\) REM UPGR/4.Ø ROM PET/CBM VERSION 63991 GOSUB63999: \(\operatorname{IFPEEK}(\mathrm{ML}-1)+\mathrm{PEEK}(\mathrm{ML}-2)+\) PEEK (ML-3) THENPRINT"63999 IS BAD": E ND
63992 INPUT"\{CLR\}\# BYTES TO RESERVE FOR M L"; A: J=256: B=PEEK (42) \(+\mathrm{J} * \operatorname{PEEK}(43): \mathrm{C}=\) A + B
63993 PRINT"\{DOWN\}NOW PUT THE ML INTO: ": P RINT" \{DOWN\} DECIMAL"B"-"C-1:PRINT" \{DOWN\}\{4 SPACES\}HEX ";
63994 K=4ø96:H=B:GOSUB63997:PRINT" - ";:H =C: GOSUB63997: PRINT
63995 PRINT"\{DOWN\}THEN DELETE LINES 63991 -63997. \{DOWN\}": D=INT (C/J)
63996 POKE2, D: POKE1,C-J*D:POKE42, PEEK (1): POKE43, \(\operatorname{PEEK}(2):\) CLR:ZZ\% \(=-951 \varnothing\) : END
\(63997 \mathrm{H}=\mathrm{H} / \mathrm{K}: \mathrm{FORI}=1 \mathrm{TO} 4: \mathrm{H} \%=\mathrm{H}: \mathrm{HS}=\mathrm{CHR}(48+\mathrm{H} \%-\) ( \(\mathrm{H} \%>9\) ) *7) : PRINTH\$; : \(\mathrm{H}=16 *(\mathrm{H}-\mathrm{H} \mathrm{\%}):\) NEXT
63998 REM * 63999 FINDS ML START ADDR
\(63999 \mathrm{ML}=\operatorname{PEEK}(58)+256 * \operatorname{PEEK}(59)+31: \operatorname{RETURN}\) ©

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\section*{Big Buffer For Atari \\ Jeff Brenner}

Add a keyboard buffer to your Atari so you can type in characters while a program is running or listing，and even during a SAVE．See the＂Automatic Proofreader＂ article on page 60 before typing these programs．

This article will show you how to add an extremely powerful feature to your Atari computer－a keyboard buffer．A keyboard buffer is a reserved area of computer memory used to temporarily store keypresses while the keyboard is inactive． When the keyboard is ready for input，any stored keypresses will be printed out onto the screen．

Look at this simple program：

\section*{10 GOTO 10}

When you run this program，the computer will be put into an infinite loop．If you type in characters while this program is running，the computer will ignore your input．

With a keyboard buffer，you still see nothing when you run the program and type characters． But as soon as you stop the program by pressing the BREAK key，all of the characters that you typed in previously will be printed out．

Most higher－priced computers，such as the IBM Personal Computer，have intricate keyboard buffers controlled by a separate microprocessor． Some lower－priced computers，such as the Com－ modore 64 and VIC－20，have simple ten－character buffers built into the operating system．

\section*{A 100－Character Buffer}

Atari computers do not have a buffer，but ＂Keyboard Buffer＂will give your Atari a 100－ character buffer．

Here＇s how Keyboard Buffer works．Each time a key is pressed，the program will check whether the computer is busy or not．If the com－ puter is not prepared for an input，the number representing that keypress will be stored in the buffer（on Page 6，so it won＇t interfere with

BASIC）．As soon as the computer is ready to accept input，the characters stored in the buffer will be displayed．

Program 1 is a BASIC program which loads a machine language program into memory．The program is designed to be a subroutine for any BASIC program requiring keyboard input．After you enter this program，LIST it to tape or disk so you can ENTER it later and merge it with your program．

If you press SYSTEM RESET while using the buffer program，it will be necessary to restart the program by typing：
\[
A=\operatorname{USR}(1536)
\]

\section*{Program 1：Keyboard Buffer}
\begin{tabular}{|c|c|}
\hline \multirow[t]{3}{*}{\begin{tabular}{l}
0 3 øのøの \\
BD \(3 \varnothing \emptyset 1 \varnothing\)
\end{tabular}} & REM KEYBQARD BUFFER \\
\hline & DATA \(194,173,8,2,141,96,6,173\) \\
\hline & \[
\begin{aligned}
& , 9,2,141,97,6,169,0,141,14,21 \\
& 2,120,169,52,141,8,2
\end{aligned}
\] \\
\hline \multirow[t]{3}{*}{ON 3 Øø2の} & DATA \(169,6,141,9,2,169,98,141\) \\
\hline & ，36，2，169，6，141，37，2，169，192， \\
\hline & \(141,14,212,169,0,133,204\) \\
\hline \multirow[t]{4}{*}{JN 3 Øøこめ} & DATA 133， \(205,88,96,173,9,210\), \\
\hline & 201，159， \(240,36,152,72,173,252\) \\
\hline & ，2，201，255，240，19，164，204，192 \\
\hline & ，10ø \\
\hline \multirow[t]{4}{*}{MN 3 Øø4め} & DATA 240，9，230，204，200，173，9， \\
\hline & \(219,153,143,6,104,168,104,64\) \\
\hline & 165，204，197，295，208， \(231,104,1\) \\
\hline & 68，76 \\
\hline \multirow[t]{4}{*}{NB \(30 \emptyset 5 \emptyset\)} & DATA 95，6，173， \(252,2,201,255,2\) \\
\hline & ＠8，35，165，204，197，205，240，23 \\
\hline & 230， \(265,164,294,192,129,176,1\) \\
\hline & 5，164 \\
\hline \multirow[t]{3}{*}{6E 3 Øøbの} & DATA \(205,192,120,176,9,185,14\) \\
\hline & 3，6，141，252，2，76，98，228，169， 1 \\
\hline & ，133，204，133， \(295,76,98,228\) \\
\hline 430070 & \(T=\varnothing\) \\
\hline \multirow[t]{2}{*}{6 K Зøø89} & IF PEEK \((521)=6\) THEN GOTO 3015 \\
\hline & g \\
\hline NF Зヵめ9め & FOR I＝1 TO 143 \\
\hline PG \(3 \varnothing 1 \varnothing 0\) & READ \(N: T=T+N\) \\
\hline OA \(3 \varnothing 11 . \emptyset\) & POKE 1535＋I， N \\
\hline H0 \(3 \varnothing 120\) & NEXT I \\
\hline FJ 30130 & IF T＜＞183Ø9 THEN PRINT＂CHECK \\
\hline & DATA STATEMENTS＂：STOP \\
\hline
\end{tabular}
BD उøø1ø DATA \(1 \not 04,173,8,2,141,96,6,173\)
        , 9, 2, 141,97,6,169, 0, 141,14,21
        \(2,120,169,52,141,8,2\)
ON Зøø2の DATA \(169,6,141,9,2,169,98,141\)
        , 36, 2, 169,6,141,37,2,169,192,
        \(141,14,212,169,0,133,204\)
JN ЗøøЗめ DATA \(133,205,88,96,173,9,210\),
        \(201,159,240,36,152,72,173,252\)
        , 2, 201, 255,240,19,164,204,192
        , 1 øø
    MN 3 Пの4の DATA \(240,9,230,2 \emptyset 4,20 \varnothing, 173,9\),
        \(216,153,143,6,104,168,104,64\),
        \(165,204,197,205,208,231,1\) Ø4, 1
        58,76
NB \(3 \varnothing 05 \emptyset\) DATA \(95,6,173,252,2,201,255,2\)
    @8, 35, 165, 264, 197,205,240, 23,
    \(230,295,164,294,192,129,176,1\)
    5,164
GE 30Ø6の DATA 295, 192, 129, 176, 9, 185, 14
    उ, 6, 141, 252, 2, 76, 98, 228, 169, ø
    , 133, 2ø4, 133, 2ø5,76,98,228

\(6 \times 3 \emptyset \emptyset 8\) IF PEEK \((521)=6\) THEN GOTO \(3 \emptyset 15\)
    Ø
NF Зかø9の FOR I=1 TO 143
PG \(3 \varnothing 1 \varnothing \varnothing\) READ \(N: T=T+N\)
OA \(3 \varnothing 11 . \emptyset\) POKE \(1535+1\), N
H0 \(3 \varnothing 120\) NEXT I
FJ \(3 \varnothing 13 \varnothing\) IF \(T<>183 \varnothing 9\) THEN PRINT "CHECK
        DATA STATEMENTS": STOP
```

JA 3\emptyset14@ A=USR(1536)

```

After you type in Program 1, LIST it to cassette or disk. If you wish to test your work, do not type NEW. Add the lines from Program 2 and RUN.

\section*{Program 2: Buffer Test}
```

JA 1\varnothing REM KEYBOARD BUFFER TEST
NF 2\emptyset GOSUB उめ\emptyset\emptyset\emptyset
DE ЗП DIM NAME$(3G)
OP 4\emptyset PRINT "WHAT IS YOUR NAME?";
DL 50 FOR I=1 TO 5.\emptyset
AP 6\emptyset A=RND (\varnothing)*255
HP 7\varnothing SOUND 1,A,1@, B
PA 8\emptyset NEXT I
DO 9@ INPUT NAME$
00 1\varnothing\varnothing PRINT "YOUR NAME IS ";NAME\$
GJ 11Ø END

```

\section*{A Test With Background Music}

If you get an error or a CHECK DATA STATEMENTS message, you have made an error in typing Program 1. Check all the DATA statements carefully.

When everything is correct, the computer will print WHAT IS YOUR NAME? and start playing tones. Even though the music is busy playing, type in your name and press RETURN. After the music is over, your name will be printed out and entered automatically.

This is only one example of an application for Keyboard Buffer. If you would like to use Keyboard Buffer while doing your own programming in BASIC, change line 30150 to:

\section*{30150 END}

Then RUN the program. When the READY prompt appears, type NEW. Keyboard Buffer will be operational and you can begin programming.

A keyboard buffer can surely improve the quality of any program requiring user input. Since you can enter characters even while the computer is in a lengthy loop, you save time. After using Keyboard Buffer, you will begin to see the advantage of having a constantly monitored keyboard.©

\title{
Commodore Filetracker
}

Richard C. Wilson
"Filetracker" for VIC or Commodore 64 solves those irritating problems that arise so often, when you can't remember if the file you want is on the disk you're working with, or you can't remember how you spelled the filename. By using Filetracker as a subroutine, you can look up any filename and read or write it while your main program is running.

Other possible uses for Filetracker include crosschecking filenames, generating filenames, compiling a disk library cross-reference index, computing disk space remaining, reformatting directory output to screen or printer, and autorun of programs. See the "Automatic Proofreader" article on page 60 before typing in this program.

Sequential files are very useful tools for storage and retrieval of long data lists on disk. One problem arises occasionally, however: How do you read a sequential file when you don't know its name? The simple answer, of course, is to stop the program, read the disk directory, memorize or write down the filename, then run the program again and enter the correct filename.

This method is less painful if you are using a DOS wedge that allows you to read the disk directory without erasing the program in memory. But it's not very helpful if you are trying to merge data from several related files into a new file, and you must stop repeatedly to look up filenames.

\section*{Let The Computer Do It}

You can save yourself time and aggravation if you have your computer look up the names on the disk and read the appropriate files. This can be especially useful with a business program which stores each order and account in a separate sequential file. If the account filename is the last four digits of the client's phone number, when an order is written, the account file is read, the account number is added to the order number, and the combined (hyphenated) number becomes the name of the new file. For example, order number 1666 from client 1212 becomes file 1666-1212.

Once the disk starts to fill up (it will hold over 100 such files), sorting out just those order files assigned to account number 1212 can be quite tiresome. "Filetracker" solves such problems.

\section*{Selecting The Files You Want}

Lines 20-120 read the disk directory. Line 120 prints the number of blocks, name, and file type for each file. (You can delete this line if you don't want to display the entire disk directory.)

The name (only) of each file is stored in the I\$ array. Line 150 selects out names of all sequential files and discards the rest. By changing SEQ in this line to PRG, REL, or USR, you can have the line look exclusively for any type of file.

For example, instead of having line 150 return to get another filename when the condition is not met, it could go to one or more secondary routines to create separate arrays for other file types.

Lines 60 and 130 check the Status word to make certain the disk channel is closed. The program ends when there is no more data to be read.

\section*{Making It A Subroutine}

To use Filetracker in other programs, change the END statement in line 140 to a RETURN, and the program becomes a subroutine.

If you use Filetracker as a subroutine, then the main program should ask for a key word (1212) which would be assigned to a variable (KY\$).

Since all the filenames are structured the same way, we can change line 150 to compare KY\$ with the account number portion of each sequential filename.
\(15 \emptyset\) IF RIGHT\$(IS(P),4)<>KY\$ THEN I\$(P)="" : GOTO3Ø
If line 120 is left in the routine, all the files listed in the disk directory will be printed on the screen, and the I\$ array will contain the names of all (and only) the order files assigned to account number 1212.

You also can write a subroutine to read each of the files into a two- or three-dimensional array, for further processing.

\section*{An Array For Each File Type}

By adding these lines to Filetracker, you can enter the names of each type of file into a separate array.
```

15Ø IFLEFT$(N$,3) <> "SEQ"THEN152
151 P=P+1:GOTO30
152 IFLEFT$(N$,3)<>"PRG"THEN154
153 PS(K)=I$(P):I$(P)="":K=K+1:GOTO3\emptyset
154 IFLEFT$(N$,3)<>"REL"THEN156
155 R$(L)=I$(P):I$(P)="":L=L+1:GOTO3\emptyset
156 IFLEFT$(N$,3)<>"USR"THENI$(P)+"":GOTO
30
157 U$(M)=I$(P):I\$(P)="":M=M+1:GOTO3ø

```

Notice that line 150 is modified to branch to line 152, and you will have to DIMension any arrays you introduce into the program.

\section*{Filetracker}
```

5 DIMI$(151)
    :rem løø
    1\emptyset PRINT"READING SEQUENTIAL FILES..."
            :rem 36
2ø P=\varnothing:OPEN3,8,\varnothing,"$\varnothing":GET\#3,D1$,D2$
:rem 6l
3\emptyset GET\#3,D1$,D2$:GET\#3,D1$,D2$:N=\varnothing:rem 2\emptyset
4\emptyset IFDl$<>""THENN=ASC(Dl$) :rem 197
5\emptyset IFD2$<>""THENN=N+ASC(D2$)*256 :rem 8
60 GET\#3,D2$:IFST<>\emptysetTHEN140 :rem 64
70 IFD2$<>CHR$(34)THEN6\emptyset :rem 88
8\emptyset GET#3,D2$:IFD2\$ < >CHR\$ ( 34)THENI\$ (P)=I\$ (
P)+D2$:GOTO8Ø :rem 34
    9\emptyset GET#3,D2$:IFD2$=CHR$(32)THEN9\emptyset :rem 84
1\emptyset\emptyset N$="" :rem 132
11\varnothing N$=N$+D2$:GET\#3,D2$:IFD2$ <> ""THEN110
:rem l44
12Ø PRINTN;" ";I$(P),N$ :rem 2l2
13Ø IFST=ØTHEN15\emptyset :rem 252
140 CLOSE3:END :rem 79
150 IFLEFT$(N$, 3) <> "SEQ"THENI\$(P)="":GOTO
3\varnothing :rem 2\emptyset9
160 P=P+1:GOTO3\varnothing :rem 166

```

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\title{
FACTORS: A Machine Language Factoring Program Part 3
}

This month we conclude the commented listing of our machine language program to find prime factors.

Last month in Part 2, we examined the routines that handle keyboard input and prepare our number for factoring.

Now, here's the division routine. It rolls the dividend left through the joint remainder/quotient area. When we're finished, what's left of the dividend is in the remainder area; the quotient has miraculously appeared on the right.
\begin{tabular}{|c|c|c|c|c|c|c|c|}
\hline 0615 & A9 & 00 & & DIVIDE & LDA & \#0 & ;CLEAN HOUSE \\
\hline 0617 & A2 & 0B & & & LDX & \#11 & ;12 BYTES \\
\hline 0619 & 9D & 6C & 03 & DLP1 & STA & REMDR,X & \\
\hline 061C & CA & & & & DEX & & \\
\hline 061D & 10 & FA & & & BPL & DLP1 & \\
\hline 061F & A2 & 00 & & & LDX & \#0 & ;'FROM \({ }^{\prime \prime}\) POINTER \\
\hline 0621 & A0 & 00 & & & LDY & \#0 & ;"TO" POINTER \\
\hline 0623 & 8E & 48 & 03 & & STX & BCOUNT & \\
\hline 0626 & BD & 50 & 03 & DLP2 & LDA & NUMBER,X & \\
\hline 0629 & D0 & 06 & & & BNE & DLP4 & \\
\hline 062B & E8 & & & & INX & & \begin{tabular}{l}
;DROP HIGH \\
BYTES
\end{tabular} \\
\hline 062C & D0 & F8 & & & BNE & DLP2 & \\
\hline 062E & BD & 50 & 03 & DLP3 & LDA & NUMBER, \(X\) & \\
\hline 0631 & 99 & 70 & 03 & DLP4 & STA & QUOT,Y & \\
\hline 0634 & E8 & & & & INX & & \\
\hline 0635 & C8 & & & & INY & & \\
\hline 0636 & EE & 48 & 03 & & INC & BCOUNT & \\
\hline 0639 & E0 & 08 & & & CPX & \#8 & \\
\hline 063B & 90 & F1 & & & BCC & DLP3 & \\
\hline 063D & OE & 48 & 03 & & ASL & BCOUNT & ;TIMES 8 \\
\hline 0640 & OE & 48 & 03 & & ASL & BCOUNT & ;CHANGES BYTES \\
\hline 0643 & OE & 48 & 03 & & ASL & BCOUNT & ;TO BITS \\
\hline 0646 & 18 & & & & CLC & & \\
\hline 0647 & A2 & 0B & & DLP5 & LDX & \#11 & ;ROLL ENTIRE \\
\hline 0649 & 3E & 6C & 03 & DLP6 & ROL & REMDR,X & ;.WORK AREA \\
\hline 064C & CA & & & & DEX & & ;..LEFT \\
\hline 064D & 10 & FA & & & BPL & DLP6 & \\
\hline 064F & A2 & 03 & & & LDX & \#3 & \\
\hline 0651 & 38 & & & & SEC & & ;COMPARE \\
\hline 0652 & BD & 6C & 03 & DLP7 & LDA & REMDR,X & ;..DIVIDEND TO \\
\hline 0655 & FD & 68 & 03 & & SBC & DVSR,X & ;..DIVISOR \\
\hline
\end{tabular}


\section*{Factor Found}

We've found a factor. The quotient now becomes our new number; then we can increment the exponent counter and try again.
\left.\begin{tabular}{lllllll}
\multicolumn{6}{c}{;MOVE QUOTIENT } & \\
0692 & EE & 49 & 03 & & INC & EXP
\end{tabular}\(\right]\);ADD ONE

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If the exponent is nonzero, we've found a divisor and it's time to report it.


Here come the routines for printing numbers SRAP prints the remaining value when we wrap up the line. It's different from printing the other factors, in that the final value might be a very large number.
\begin{tabular}{llllll} 
06B9 & AD 4A & 03 & SRAP & LDA CHAR & ;EQUALS OR PLUS \\
06BC & 20 & D2 & FF & & JSR
\end{tabular}

Our main number printing routine coming up. First, the leading character (equals sign or plus sign). Then we place the binary number into a work area, and call the binary-to-decimal output routine, CPR. We may also need to do this for the exponent if it's greater than one.
\begin{tabular}{|c|c|c|c|c|c|c|c|}
\hline 06D0 & AD & & 03 & SHOW & LDA & CHAR & ;EQUALS OR PLUS \\
\hline 06D3 & 20 & D2 & FF & & JSR & \$FFD2 & ;..PRINTIT \\
\hline 06D6 & A9 & 2A & & & LDA & \#\$2A & ;NEXT IS PLUS \\
\hline 06D8 & 8D & 4A & 03 & & STA & CHAR & \\
\hline 06DB & 20 & 04 & 07 & & JSR & SWIPE & ;CLEAR WORK AREA \\
\hline 06DE & A2 & 03 & & & LDX & \#3 & ;FOUR BYTES \\
\hline 06E0 & BD & 68 & 03 & SLP1 & LDA & DVSR, \({ }^{\text {d }}\) & ;..TO WORK AREA \\
\hline 06E3 & 9D & 74 & 03 & & STA & REMDF & \\
\hline 06 E 6 & CA & & & & DEX & & \\
\hline 06 E 7 & 10 & F7 & & & BPL & SLP1 & \\
\hline 06E9 & 20 & OF & 07 & & JSR & CPR & \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|c|c|c|c|c|}
\hline 06EC & AE & 49 & 03 & & LDX & EXP & \\
\hline 06EF & CA & & & & DEX & & \\
\hline 06F0 & F0 & 11 & & & BEQ & SOUT & ;ONE, DON'T PRINT \\
\hline 06F2 & 20 & 04 & 07 & & JSR & SWIPE & \\
\hline 06F5 & AE & 49 & 03 & & LDX & EXP & \\
\hline 06F8 & 8 E & 77 & 03 & & STX & REMDR+11 & \\
\hline 06 FB & A9 & 5E & & & LDA & \#\$5E & ;UP ARROW \\
\hline 06FD & 20 & D2 & FF & & JSR & \$FFD2 & ;..PRINTIT \\
\hline 0700 & 20 & 0F & 07 & & JSR & CPR & \\
\hline 0703 & 60 & & & SOUT & RTS & & \\
\hline 0704 & A2 & 07 & & SWIPE & LDX & \#7 & ;EIGHT BYTE \\
\hline
\end{tabular}
\begin{tabular}{llllll} 
0706 & A9 & 00 & & LDA \#0 \\
0708 & 9D & 70 & 03 & SW1 & STA \\
070B & CA & & & \\
070C & 10 & FA & & DEX & \\
070E & 60 & & & BPL & SW1 \\
070 & & RTS
\end{tabular}
;CLEAR TO ZERO

\section*{Simple, But Curious}

CPR, or Character Print, first changes binary into binary coded decimal. To do this, it uses the Decimal mode of the 6502. The method is simple but curious: It shifts the binary bits out of the work area, and shifts them (decimally!) into area DECIML.
\begin{tabular}{|c|c|c|c|c|c|c|c|}
\hline 070F & A2 & 09 & & CPR & LDX & \#9 & ;TEN BYTES.. \\
\hline 0711 & A9 & 00 & & & LDA & \#0 & ;.. 20 DIGITS \\
\hline 0713 & 9D & 78 & 03 & CLP1 & STA & DECIML, X & ;..CLEAR \\
\hline 0716 & CA & & & & DEX & & \\
\hline 0717 & 10 & FA & & & BPL & CLP1 & \\
\hline 0719 & A0 & 3F & & & LDY & \#63 & ;64 BITS \\
\hline 071B & A2 & 07 & & CLP2 & LDX & \#7 & ;8 BYTES \\
\hline 071D & 18 & & & & CLC & & \\
\hline 071E & 3E & 70 & 03 & CLP3 & ROL & REMDR \(+4, \mathrm{X}\) & ;POP OUT A BIT \\
\hline 0721 & CA & & & & DEX & & ;..INTO CARRY \\
\hline 0722 & & FA & & & BPL & CLP3 & \\
\hline 0724 & A2 & 09 & & & LDX & \#9 & ;TEN BYTES \\
\hline 0726 & 78 & & & & SEI & & ;LOCKOUTIRQ \\
\hline 0727 & F8 & & & & SED & & ;DECIMAL MODE \\
\hline 0728 & BD & 78 & 03 & CLP4 & LDA & DECIML, \(X\) & ;SHIFT BIT IN \\
\hline 072B & 7D & 78 & 03 & & ADC & DECIML, \(X\) & \\
\hline 072E & 9D & 78 & 03 & & STA & DECIML, \(X\) & \\
\hline 0731 & CA & & & & DEX & & \\
\hline 0732 & & F4 & & & BPL & CLP4 & \\
\hline 0734 & D8 & & & & CLD & & ;BACK TO BINARY \\
\hline 0735 & 58 & & & & CLI & & ;RELEASEIRQ \\
\hline 0736 & 88 & & & & DEY & & \\
\hline 0737 & 10 & E2 & & & BPL & CLP2 & \\
\hline
\end{tabular}

Now we print out the decimal digits. They are packed two to a byte, so we must unpack them first. Of course, we remove leading zeros.
\begin{tabular}{|c|c|c|c|c|c|c|c|}
\hline 0739 & A2 & & & & LDX & \#0 & ;ZSUPPRESS ON \\
\hline 073B & 8E & 4B & 03 & & STX & ZSUP & \\
\hline 073E & BD & 78 & 03 & CLP5 & LDA & DECIML, \(X\) & ;HIGHEND \\
\hline 0741 & 48 & & & & PHA & & ;SAVEIT \\
\hline 0742 & 4A & & & & LSR & A & ;GET HIGH \\
\hline 0743 & 4A & & & & LSR & A & ;.. 4 BITS \\
\hline 0744 & 4A & & & & LSR & A & \\
\hline 0745 & 4A & & & & LSR & A & \\
\hline 0746 & 20 & 55 & 07 & & JSR & COUT & ;SEND \({ }^{\prime}\) EM \\
\hline 0749 & 68 & & & & PLA & & ;RECALLIT \\
\hline 074A & 29 & 0F & & & AND & \#\$0F & ;LOW 4 BITS \\
\hline 074C & 20 & 55 & 07 & & JSR & COUT & ;SEND \({ }^{\text {EM }}\) \\
\hline 074F & E8 & & & & INX & & ;NEXT BYTE \\
\hline 0750 & E0 & 0A & & & CPX & \#10 & ;STOPAT10 \\
\hline 0752 & 90 & EA & & & BCC & CLP5 & \\
\hline 0754 & 60 & & & & RTS & & \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|c|c|c|c|}
\hline 0755 & D0 06 & & cout & BNE & CFL & ;NOT ZERO, PRINT \\
\hline 0757 & CD 4B & 03 & & CMP & ZSUP & ;ZSUP FLAG ON? \\
\hline 075A & D0 01 & & & BNE & CFL & ;NO, PRINT \\
\hline 075C & 60 & & & RTS & & ;ELSE DON'T \\
\hline 075D & EE 4B & 03 & CFL & INC & ZSUP & ;KILL ZSUP FLAG \\
\hline 0760 & 0930 & & & ORA & \#\$30 & ;CHANGE TO \\
\hline 0762 & 4C D2 & FF & & JMP & \$FFD2 & ;PRINT \& RETURN. \\
\hline
\end{tabular}

Finally, here's our table of offset values. They are a great timesaver.
```

0765 01 07 OB OD TABLE .BYTE 1,7,11,13
0769}11

```

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This month we'll cover two topics. First, we'll add a RESET switch so you can easily recover from a program "crash," and then we'll discuss file access for the 1541 disk drive.

When you're using some of the special hardware features of the 64, and especially when you're experimenting with machine language, a simple mistake can cause the 64 to crash. The display just sits there, if there is a display; nothing happens when keys are pressed; and even pressing RUN/STOP-RESTORE doesn't help.

In such cases, it takes a reset to bring the 64 back. Naturally, turning the machine off and back on is one way to recover from a crash. Unfortunately, this means that the contents of RAM will be lost, including the program you were working on.

There is another way to reset the computer, without turning it off. You can connect a switch to the User Port to trigger the reset sequence.

\section*{A Clean Start Out Of The Gate}

As you would expect, the 6510 microprocessor contains some complex circuitry. If the microprocessor is to operate properly, all the various parts of this circuitry must work together in an exactly defined set of steps. A RESET signal gets everything synchronized. When this signal is grounded, the 6510 is forced through a sequence, like horses going into the starting gate to get ready for a race. When the RESET signal is released from ground, all the processor's components start off together.

At this point, the 6510 is ready to start executing machine language instructions. But where will these instructions first come from? The reset process also deals with this question. The first thing the 6510 will do after the RESET signal is released is fetch two bytes from the top two memory locations in the 64 . These bytes are the starting address for executing machine instructions. Two such bytes, used to form an address, are called a vector; the two bytes mentioned above are called the RESET vector.

\section*{RESET Without Losing The Program}

You have access to the RESET signal through two
pins in the User Port (the rightmost connector as you face the back of your 64). Triggering a RESET through the User Port will cause a RESET without turning the power off (and memory contents will not be lost). There is a good chance that the program you were working on will still be intact. You can save a fair amount of time while experimenting and debugging by not having to reload the program every time.

To construct a RESET switch, you will need the following items:

> Hardware:
> 1 Momentary contact switch (SPST)
> 124 -pin card edge connector (contacts on 156 inch centers)

You will also need a small amount of wire (preferably stiff wire) as well as a soldering iron and a little solder. If you aren't good at soldering, perhaps you can find a friend who can do the construction for you.

The construction involves connecting one terminal of the switch to pin 1 on the card edge connector, and the other terminal on the switch to pin 3 on the connector:


When construction is finished, plug the connector onto the 64 User Port (with the computer's power off), making sure that the terminals with connected wires are on top. With your switch in place, if your program crashes you just press the switch, and your 64 is RESET.

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If you are working strictly with machine language, you may be able to continue working with your program immediately after using the RESET switch. If you are working with BASIC or are using the DOS Wedge, you must do a little more work to get things back to normal. To restart the DOS Wedge, execute the following command:

\section*{POKE 186,8:SYS 52224}

The first POKE is necessary to put the 1541's device number where the Wedge expects to find it. Normally it would be put there automatically when the Wedge is loaded from disk. The SYS command links the Wedge into BASIC again.

\section*{Recovering A BASIC Program}

When you are working with BASIC programs, using the RESET switch will effectively perform a NEW on your program. To recover the BASIC program, a small machine language routine will be necessary. The following program will POKE the required routine into memory.
\[
\begin{aligned}
& 10 \text { AD = 49152:FOR I = } 0 \text { TO } 21 \\
& 20 \text { READ D:POKE AD + I, D:NEXT } \\
& 30 \text { DATA } 169,8,141,2,8,32,51,165,24 \\
& 40 \text { DATA } 165,34,105,2,133,45,165,35 \\
& 50 \text { DATA } 105,0,133,46,96
\end{aligned}
\]
\[
60 \text { PRINT" }{ }^{\prime \prime} \text { O EXECUTE, USE SYS" ;AD;":CLR" }
\]

As written, the routine should be located at 49152 (\$C000). The routine will run correctly no matter where it is placed, provided it is some place out of the way. You could put the routine in the cassette buffer by simply setting AD to 828 in line 10. You should execute this program before beginning your experiments with the program under development. Should you be forced to use the RESET switch, you can recover the BASIC program by executing the command:

\section*{SYS 49152:CLR}

As you might guess, this will also recover a program which has been inadvertently NEWed. The CLR command is necessary to clean up some pointers that BASIC uses to locate where variables and arrays are to be stored.

\section*{Finding The Variables Again}

Unfortunately, there isn't an automatic way to recover the old values of the variables or arrays. Recovering arrays is too complicated to be practical. However, some of the variables can be recovered, provided you have an idea of how many there were. To recover a given number of variables, substitute that number for \(n\) in the following command:
```

?PEEK(45) + PEEK(46)*256 + 7*n

```

Substitute the value printed into the N in this additional command:

POKE48,INT(N/256) :POKE47,N-PEEK(48)*256

At this point you should be able to print the values of the first N variables created by the BASIC program, assuming there were that many.

When you're working with machine language programs, the RESET switch can be especially handy. In addition to not having to reload your programs all the time, the variable storage used by the machine language program should still be intact. This can be very helpful in determining where in the program the crash occurred.

\section*{A Corrupted Program Must Be Reloaded}

As mentioned before, the great majority of memory will be left unchanged after the reset. However, there is a possibility that the program was accidentally corrupted by the crash. Therefore, if you must be sure that there is a good copy in memory, you should reload the program. This obviously implies that you saved a copy before you tried it out.

But for simple experimentation, you can assume that the program in memory is still good and simply execute it again. If it crashes right away, or in a different manner, it may be time to reload the program.

If you've managed to live without a reset switch this long, you may wonder whether you should bother building one. When you are debugging a program which crashes the machine, anything which can help minimize the frustration is desirable.

\section*{File Access And The 1541}

Now to look some more at the 1541 disk drive. Fortunately, we have a nice thick reference manual for the 64 to provide lots of detailed information. Unfortunately, the Commodore 64 Programmer's Reference Guide doesn't cover the 1541 disk drive. Instead, we are left with the 1541 User's Manual, which isn't totally accurate or clean. To help fill this gap, I will pass on any interesting bits of information I can discover concerning operation of the disk drive.

How many disk files can be open at one time? The only hard facts I could find in the 1541 User's Manual were under DOS Error Message 70: NO CHANNEL. Here it states that six "direct" access (which I assume to mean random access) or five sequential files may be open at one time. From previous experience, I knew these numbers were not correct.

Since my experiments gave inconsistent results, I am unable to give you a simple answer to the question. Instead, I'll just tell you what I observed, and not try to explain it.

\section*{Maximum Of Three Sequential Files}

First of all, I was able to open only four random
access channels before getting the NO CHANNEL error message. This implies that only three sequential channels may be opened at one time. This I found to be true, provided only one of the three files was opened for writing. Opening three sequential files for writing resulted in an error. It's interesting that opening three sequential files did not result in a NO CHANNEL error, rather there was a DRIVE NOT READY error (74).

Opening two sequential files for writing and one for reading was accepted by the disk drive, provided that the one for reading was opened last. If the file for reading was opened first or second, a DRIVE NOT READY message was returned by the disk drive. Because of this inconsistent operation, I would open no more than two sequential files for writing.

As for relative files, it appears that only one relative file may be opened on the 1541 at one time. Opening a relative file in conjunction with a random access file or sequence file resulted in the same inconsistency as opening two sequential write files. If the relative file was opened first, another file, random or sequential, could be opened afterward without complaints from the disk drive. However, when a random or sequential file was opened first, opening a relative afterward caused the NO CHANNEL error.

\section*{Mixing File Types}

From these observations, I would say it's safe to use up to four random access files at one time, three squential files (with only one opened for writing), or one relative file. It should also be possible to mix some random access files with sequential channels, if desired. My experiments did not involve reading or writing data to any great extent. To be thorough, this should be done as well. I may be able to report on further experiments in my next column.

I will also try to verify if the 1541 drives currently being sold show the same symptoms as my drive. It is possible that the software inside has been upgraded since I obtained my drive, though I haven't heard any reports of this.


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\title{
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}

\author{
Roger Hagerty
}

Looking for some great sound effects for your game programs? "Random Music" plays random combinations of pitch, duration, and volume to produce a wide variety of sounds. And for even more variety, you can use the game paddles to control one of these parameters while the computer selects the others at random.

Displayed on the screen are the digital values of the game paddles ( \(0-255\) ) and paddle buttons ( 0 or 1 ). The program plays a random combination of pitch, duration, and volume.

Pressing the right paddle button enables you to control the duration by rotating the right paddle. When the left paddle button is pressed, the pitch is controlled by the value of the left paddle. When both buttons are pressed, the last note is pulsed. By using the noise voice in this mode, you can generate some exciting machinegun effects. Releasing both buttons returns to the random music mode.

The Atari version uses one voice. The VIC version uses four voices which can be selected by the function keys. In the 64 version, the function keys are used to select the triangle, sawtooth, pulse, and noise waveforms. See the "Automatic Proofreader" article on page 60 before typing in these programs.

\section*{Program 1: Random Music-VIC Version}


5 GOTO9ø4ø
:rem 59
6 POKE36879,76:PRINT"\{CLR\}"
10 POKE37139, \(0: D D=37154: P A=37137: \mathrm{PB}=37152\) :rem 14
```

20 PX=36872:PY=36873:Kl=4

```
\(10 \emptyset\) FORI=1TO4
(I) \(=36873+1:\) NEXTI
rem 253
\(130 \mathrm{~V}=36878\)
    \{BLU\}\{RVS\}LEFT \{OFF\}\{2 SPACES\}\{RVS\}FB"
    "\{GRN\}RIGHT\{OFF \}\{2 SPACES \}\{RVS \}FB
    \{OFF\}" :rem 61
132 PRINT"\{DOWN\}\{19 SPACES\}": :rem 120
133 GOSUB9øøø: PRINT"\{UP\}" PEEK(PX)TAB(6)X
    ; TAB (1ø) PEEK (PY) TAB (17)Y :rem 28
\(134 \mathrm{Dl}=\operatorname{PEEK}(\mathrm{PX}): \mathrm{D}=\operatorname{PEEK}(\mathrm{PY}) \quad\) :rem 66
\(140 \mathrm{Q}=\mathrm{INT}(\operatorname{RND}(1) * 4)+1: \mathrm{L}=\operatorname{INT}(\operatorname{RND}(1) * 16)\)
\(142 \mathrm{R}=\operatorname{INT}(\operatorname{RND}(1) * 128)+128 \quad\) rem 83
143 Ql=INT (RND (1)*4) +1
    :rem 78

150 POKEZ,R:FORC=1TOD :NEXTC :rem 18
155 POKEV,L :rem 152
160 IFXTHEN2øø :rem 63
165 POKEZ1,0 :rem 178
\(17 \emptyset\) ONQGOTO134,140,131,134 :rem 157
\(2 \varnothing \varnothing\) FORI=1TO4:POKES (I), \(\varnothing:\) NEXT :rem \(5 \varnothing\)
201 D2=PEEK (PX) +128 : IFD2 \(>255\) THEND \(2=255\)
:rem 193
202 PRINT"\{UP\}"D2TAB(17)Y :rem 85
203 KY=PEEK (197):IFKY=39THENKl=1 :rem 188
204 IFKY=47THENKl=2 :rem 139
\(2 \emptyset 5\) IFKY=55THENKl=3 :rem 140
\(2 \emptyset 6\) IFKY=63THENKl=4 :rem 141
\(2 \emptyset 8\) IFKY <>390R47OR550R63THENKY=YY: rem 15ø
209 YY=KY :rem 46
210 POKES (K1), D2:POKEV,10 :rem 208
215 GOSUB9øøø :rem 225
\(218 \mathrm{Z}=\mathrm{X}+\mathrm{Y}\) :rem 14
\(22 \varnothing\) ONZGOTO2ø1,2øø :rem 21
\(23 \varnothing\) GOTOL7ø :rem \(1 \varnothing 2\)
\(9 \emptyset \emptyset \emptyset\) POKEDD, 127: \(\mathrm{Y}=-((\operatorname{PEEK}(\mathrm{PB})\) AND 128\()=\varnothing):\) P OKEDD, 255
:rem 129
\(9 \varnothing 1 \varnothing \mathrm{X}=-((\operatorname{PEEK}(\mathrm{PA})\) AND 16\()=\varnothing):\) RETURN
:rem 246
\(9 \emptyset 40\) PRINT"\{CLR\}\{RVS \}\{PUR\}\{7 SPACES \(\}\) CONTR OLS \(\{7\) SPACES \(\}\{O F F\} " \quad:\) rem 229
9050 PRINT"\{RED\}QRIGHT PADDLE-CONTROLS DE LAY OF RANDŌM MUSIC" :rem 155
9060 PRINT"QLEFT PADDLE-CONTROLS
\{2 SPA \(\bar{C} E S\} P I T C H\) WHEN LEFT FIRE- BUTT ON IS \(\{2\) SPACES\}DEPRESSED" :rem 38 \(9 \emptyset 7 \emptyset\) PRINT"\{DOWN\}QFUNCTION KEYS DETER\(\{2\) SPACES \(\} M I \bar{N} E\) VOICE WHEN LEFT
\{2 SPACES\}FIREBUTTON IS" :rem 96
\(9 \emptyset 8 \emptyset\) PRINT"\{RIGHT\}DEPRESSED :rem 6Ø
\(9 \emptyset 9 \emptyset\) PRINT"\{DOWN\}QWHEN BOTH FIREBUTTONS A RE DEPRESSED THE \{5 SPACES\}LAST VOICE USED IS\{4 SPACES\}PULSED"; :rem 16
1øøøø PRINT" AND REPEATED :rem 189
1øø1ø PRINT"\{2 DOWN\}\{RVS\}\{YEL\}PRESS ANY K EY TO START
:rem 2
\(1 \varnothing \varnothing 2 \emptyset\) GETAS:IFAS=""THEN1øø2の :rem 9
1øø3Ø GOTO6 :rem 99

\section*{Program 2: Random Music-64 Version}
\begin{tabular}{|c|c|c|}
\hline 100 & GOSUB \(44 \varnothing\) & :rem 169 \\
\hline \multirow[t]{2}{*}{110} & PRINT" \({ }^{\text {CCLR }}\) \{9 DOWN\} 113 & RIGHT \} RANDOM M \\
\hline & USIC" & : rem 74 \\
\hline 120 & REM CLEAR CHIP & :rem 2 \\
\hline \multirow[t]{3}{*}{130} & SID \(=54272\) : PA=SID+25:FB & \(=56321: A D=17\) \\
\hline & :SR=243:FU=17:Dl= 30:WA & \$="TRIANGLE" \\
\hline & & :rem 222 \\
\hline \multirow[t]{2}{*}{140} & FOR \(\mathrm{T}=\) SID TO SID +24: P & POKET, \(\quad\) : NEXT \\
\hline & & :rem 147 \\
\hline
\end{tabular}

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150 POKESID＋24，15
：rem \(2 ø \emptyset\)
160 POKE SID＋5，AD：POKESID＋6，SR ：rem 5 0
\(17 \emptyset \operatorname{IF} \operatorname{PEEK}(197)>60 \operatorname{RPEEK}(197)<3\) THEN19Ø
：rem 162
\(18 \emptyset\) ON PEEK（197）－2GOSUB32ø，33ø，34ø，35ø
：rem \(1 \varnothing\)
\(190 \mathrm{Fl}=\operatorname{PEEK}(\mathrm{FB})\) AND8： \(\mathrm{F} 2=\mathrm{PEEK}\)（ FB ）AND4
：rem 75
\(2 \emptyset \emptyset\) IFF1＜＞ØANDF2＜＞ØTHENFB \(\$="\{12\) SPACES \}" ：GOSUB41 \(\varnothing\) ：GOSUB37 0 ：GOTO24 0 ：rem 63
\(21 \varnothing\) IF Fl＝øAND \(\mathrm{F} 2=\varnothing\{2\) SPACES \(\}\) THEN \(\mathrm{FB} \$=\)＂BO TH BUTTONS＂：GOSUB4øø：GOSUB36ø：GOTO25ø
：rem 33
220 IF Fl＝ØTHEN FB\＄＝＂LEFT\｛2 SPACES\}BUTTON ＂：GOSUB4øø：GOTO25ø ：rem 194
\(23 \emptyset\) IF F2＝ØTHEN FB\＄＝＂RIGHT BUTTON＂：GOSUB 360：GOTO25ø
：rem 28
\(24 \varnothing \mathrm{D}=\operatorname{INT}(\operatorname{RND}(\varnothing) * 255): \operatorname{D} 2=\operatorname{INT}(\operatorname{RND}(\varnothing) * 255)\) ：GOSUB41ø：GOSUB37ø
：rem 166
\(25 \emptyset\) POKE SID＋1，Dl：POKESID，50：POKE214，12：P RINT：POKE211，8：PRINT＂PITCH＂；D1\＄；
：rem 198
260 POKESID＋4，FU
：rem \(2 \emptyset 5\)
\(27 \varnothing\) FORT＝1 TO D2：NEXT：POKESID＋4，FUAND254
：rem 177
\(28 \emptyset\) PRINT＂\｛4 RIGHT\}DELAY";D2\$; :rem 94
\(29 \varnothing\) PRINT＂\(\{D O W N\}\{2 \varnothing\) LEFT \}WAVEFORM \{RVS \}"; WAS；
：rem 1ø8
3øø POKE214，14：PRINT：POKE211，13：PRINTFB\＄ ：rem 177
\(31 \varnothing\) GOTOL7ø
：rem løl
\(32 \emptyset\) FU＝129：WA\＄＝＂NOISE\｛2 SPACES \}":RETURN
：rem 24
\(33 \varnothing \mathrm{FU}=17:\) WA \(=\)＝TRIANGLE＂：RETURN ：rem 189
\(340 \mathrm{FU}=33\) ：WAS＝＂SAWTOOTH＂：RETURN：rem 223
\(350 \mathrm{FU}=65: \mathrm{WA}="\) PULSE \(\{2\) SPACES \(\}\)＂：POKESI D＋2，245：POKESID＋3，7：RETURN ：rem \(1 \varnothing 8\)
360 D2＝PEEK（PA）：rem 83
\(37 \varnothing\) D \(2 \$=\operatorname{STR}(\mathrm{D} 2): \operatorname{IF}\) LEN \((\mathrm{D} 2 \$)=3\) THEND \(2 \$="\)＂ ＋D2\＄
：rem 103
\(38 \emptyset\) IF LEN（D2\＄）\(=2\) THEND \(2 \$="\{2\) SPACES \(\} "+D 2\) \(\$ \quad:\) rem 114
390 RETURN ：rem 124
\(4 \emptyset \varnothing \mathrm{Dl}=\operatorname{PEEK}(\mathrm{PA}+1) \quad\) ：rem 169
\(41 \varnothing\) Dl \(\$=\) STRS（Dl）： \(\operatorname{IF}\) LEN（Dl \(\$)=3\) THEND \(\$="\)＂ ＋D1\＄
：rem 93
420 IF LEN（D1 \()=2\) THEND \(\$="\{2\) SPACES \(\} "+D 1\) \＄
：rem lø6
\(43 \varnothing\) RETURN
：rem 119
\(44 \varnothing\) PRINT＂\｛CLR\}\{16 RIGHT\}\{BLK\}CONTROLS": POKE53281，1
：rem 153
450 PRINT＂\｛BLK\} \{DOWN \} \{RIGHT \}WHEN THE RIGH T FIRE BUTTON IS PRESSED，\({ }^{n}\) ：rem 153
460 PRINT＂\(\{\) DOWN \} \{ 8 RIGHT \}THE RIGHT PADDLE CONTROLS＂
：rem 225
\(47 \emptyset\) PRINT＂\｛DOWN \} \{4 RIGHT\}THE DELAY OF THE SOUNDS PRODUCED．＂：rem 23
\(48 \emptyset\) PRINT＂\｛DOWN\} \{RIGHT\}WHEN THE LEFT FIRE BUTTON IS PRESSED，＂：rem 185
\(49 \emptyset\) PRINT＂\(\{\) DOWN \(\}\) \｛ 8 RIGHT \}THE LEFT PADDLE \｛SPACE\}CONTROLS" :rem 145
\(5 \emptyset \emptyset\) PRINT＂\｛DOWN\}\{4 RIGHT\}THE PITCH OF THE SOUNDS PRODUCED．＂：rem 26
\(51 \emptyset\) PRINT＂\｛DOWN\} \{2 RIGHT\} IF BOTH BUTTONS \｛SPACE\}ARE PRESSED, THEN THE": rem 199
\(52 \emptyset\) PRINT＂\｛DOWN\}\{2 RIGHT\}LAST SOUND PRODU CED IS PULSED AND CAN＂：rem 212
\(53 \emptyset\) PRINT＂\｛4 RIGHT\}BE CONTROLLED BY EITHE R PADDLE．＂ ：rem 142
\(54 \varnothing\) PRINT＂\(\{\) DOWN \} THE FUNCTION KEYS ARE USE D TO SELECT THE＂：rem 75
\(55 \emptyset\) PRINT＂\(\{8\) RIGHT \}WAVEFORM FOR THE SOUND ．＂：rem 57
\(56 \emptyset\) PRINT＂\｛9 RIGHT\}HIT ANY KEY TO BEGIN"
：rem 47
\(57 \varnothing\) FOR T＝1 TOIøø：NEXT
：rem 242
\(58 \emptyset \operatorname{IF} \operatorname{PEEK}(197)=64\) THEN \(58 \emptyset\) ：rem 182
590 RETURN
：rem 126

\section*{Program 3：Random Music－Afari Version}

FO 4 POKE 752,1
OM 5 DIM FB\＄（12），D2\＄（3），D1\＄（3），DT\＄（3）， DFक（3），Aक（2）
MA 6 ？＂CCLEAR3＂：GOSUB G月ロ：？＂\｛CLEAR\}"
308 FOSITION 14，1曰：？＂RANDOM MUSIC＂
日的 1 の F1＝PTRIG（の）：F2＝PTRIG（1）
 \｛12 SPACES\}": GOTO \(6 \varnothing\)
NA 3 Q IF F1＋F2＝の THEN FB \(\$=\)＂Both Button 5＂：GOSUB 35ด：GOSUB 45ด：GOTO 7の
6H 40 IF F \(1=\varnothing\) THEN FB \(=\)＝＂Left Button＂： GOSUE 45日：GOTO 7ด
N \(5 \emptyset\) IF \(F 2=\varnothing\) THEN \(F B=\)＂Right Button＂ ：GOSUB 359：GOTO 70
HK \(6 \varnothing\) D \(1=\) INT（RNO（ 0\() * 255\) ）：D2＝INT（RND（め） ＊255）：GOSUB \(360:\) GOSUB \(46 \emptyset\)
NP \(7 \emptyset\) SOUND \(\emptyset, D 1,14,1 \emptyset\)
FG Bø POSITION 1月，12：？＂Pitch＂；D1\＄
FA 90 FOSITION 20，12：？＂Delay＂；D2\＄
BP 1øの POSITION 13，13：？FBक
K6 1 ＠S FOR \(T=1\) TO D2：NEXT T：SOUND Ø，D 1 ，14，Ø
CM110 GOTO 10
HH 35 Q D \(2=\) FADDLE（1）
\(01369 \mathrm{D} 2 \$=" 1: \mathrm{DT} \$=S T R \$(\mathrm{D} 2): A=L E N(D T \$):\) ON A GOTO \(37 \varnothing, 38 \emptyset, 39 \emptyset\)
AA 37 の \(D 2\)（ \((1,2)=" \quad ": D 2 \Phi(3)=D T क:\) RETURN
FO \(380 \mathrm{D} 2 \Phi(1,1)=" ": \mathrm{D} 2 \Phi(2,3)=\mathrm{DT} \$: \operatorname{RETUR}\) N
CP 39め D2 \(2=\) DT \(\$\)
HE 4 Øø RETURN
H6 45 g D \(1=\) PADDLE（ 0\()\)
OH 46めD 1 क＝＂＂：DR \(\$=S T R \$(D 1): A=L E N(D R \$):\) ON A GOTO 47 ， 48 ，49め
PN 47 Q D \(1 \Phi(1,2)=" \quad ": D 1 \$(3)=D R \Phi:\) RETURN
FL 48＠D \(1 \Phi(1,1)=">=\mathrm{D} 1 \Phi(2,3)=\mathrm{DR} \Phi:\) RETUR N
CN 49の D1 1 ＝DR
HF 5めø RETURN
IN \(\leftarrow \emptyset \emptyset\) SETCOLOR 4，13，1の：SETCOLOR 1,8 ，Ø ：SETCOLOR 2， \(3,10:\) ？＂\｛CLEAR3＂：PO SITION 15，1：？＂CONTROLS＂
HM 61め POSITION 7， \(3:\) ？＂The right paddl e controls＂
L6 62 POSITION \(3,5:\) ？＂the delay of th e sounds produced＂
AP bSめ POSITION 7，7：？＂The left paddle controls＂
MF 64の POSITION \(3,9: ?\)＂the pitch of th e sounds produced＂
DH 650 FOSITION 4，11：？＂When both butt ons are pressed，＂
CE GGQ POSITION \(3,13:\) ？＂the last note played is pulsed＂
6F 665 POSITION 9，15：？＂Hit any key to start＂
FC 679 FOR \(T=1\) TO 255：NEXT T
LF 689 A＝PEEK \((764)\) ：POKE 764 ， 255 ：IF \(A=2\) 55 THEN \(68 g\)
HP GOD RETURN

\section*{Questions Beginners Ask}

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

QOne of the big reasons I bought my computer was for word processing. I have word processing software and a dot-matrix printer. The printer has many print modes for printing expanded characters, condensed characters, doublestrike, etc. But my word processor software was not made for this printer and doesn't have commands to switch the printer into these different modes. Is there any way I can use these modes?

AYes, there is. Review the word processor manual carefully to see if there is a command for sending escape codes or control codes to the printer. Almost all word processors have some sort of feature like this. Usually they let you embed a nonprinting character in your text-that is, a character that appears on the screen but not in the printout. The escape code (CHR\$(27)) followed by a number, or a control code by itself, switches the printer to whatever mode you choose. You'll have to consult your printer manual to learn the code numbers for your particular printer. Look for an appendix.

If you still have no luck, there's yet another solution. Remember that printers can be computers, too. They often contain a microprocessor, RAM, and ROM, though their computing capability is not nearly as powerful as your main computer. Still, printers can often be programmed. Sending codes from your word processor is only one way of doing this. If your word processor does not have this capability, then you'll have to program the printer before you run the word processor.

First, switch on the printer and computer. Second, before loading the word processor, use BASIC to send the proper codes to the printer. Refer to your BASIC manual to find the right command. (Atari and TRS-80 computers use LPRINT; Commodores require you to open a file to the printer and use PRINT\#. For example, from a

VIC or 64, you could type:
OPEN 4,4 : PRINT\#4, CHR\$(27) + CHR\$(7)
and this would ring the printer's bell, if it has one.) Next, without turning off the printer, load the word processor. As long as the printer stays on, it should remain in the mode to which you set it. The only drawback of this method is that you cannot switch print modes within a document.

QI use a cassette tape recorder to store programs on my computer. How safe is it to reuse tapes which have old programs on them? Can I just record over the old programs, or should I erase the tape first?

AWe've re-recorded cassette tapes many times with no problems at all. Once with an Atari we even carried this practice to the extreme. It was a charting program that called for weekly updates to keep track of money market interest rates. Each Friday, at the end of the business week, the program was loaded from tape, the figures updated, and the new chart recorded over the old. By year's end, the program had been recorded over itself 52 times before the tape was retired and a new one started for the next year. Not once were there any saving or loading problems. What's more, the tape was the least expensive C-30 cassette sold by Radio Shack. However, this might be stretching things. Maybe we were just lucky.

Nevertheless, this shows that it's quite possible to re-record tapes several times without much risk. Of course, you should always keep a backup in case one recording proves faulty.

If you want to be extra careful, you can erase the tape first. The best way is to use a magnetic bulk tape eraser, available at Radio Shack and other electronic stores. Bulk erasers are electromagnetic devices which wipe a whole tape (or diskette) clean in a matter of seconds. Good erasers clean the tape more thoroughly than the recorder itself can because they generate a much stronger magnetic field, reducing background noise to a minimum. But if you use a bulk eraser, keep it far, far away from your good tapes or disks-you could carelessly destroy an entire software or music library in less time than it would take to hurl the eraser out the window.

\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：macmenmerere Enter these characters with the Atari logo key，\(\{\boldsymbol{A}\}\) ．
\begin{tabular}{|c|c|}
\hline When you see & Type \\
\hline （Clear） & ESC SHIFT＜ \\
\hline （UP） & ESC CTRL－ \\
\hline （DOWN） & ESC CTRL＝ \\
\hline ［LEFT］ & ESC CTRL＋ \\
\hline （RIEHT） & ESC CTRL＊ \\
\hline （BACK S） & ESC DELETE \\
\hline （DELETE） & ESC CTRL DELETE \\
\hline （INSERT） & ESC CTRL INSERT \\
\hline ［DEL LINE & ESC SHIFT DELETE \\
\hline ［INS LINE & ESC SHIFT INSERT \\
\hline ［TAB） & ESC TAB \\
\hline （CLR TAB） & ESC CTRL TAB \\
\hline （SET TAB） & ESC SHIFT TAB \\
\hline （BELL） & ESC CTRL 2 \\
\hline （ESC） & EsC ESC \\
\hline
\end{tabular}

See
\begin{tabular}{|c|c|}
\hline \(\ldots\) & Clear Screen \\
\hline 4 & Cursor Up \\
\hline 4 & Cursor Down \\
\hline \(\leftarrow\) & Cursor Left \\
\hline \(\rightarrow\) & Cursor Right \\
\hline 4 & Backspace \\
\hline 51 & Delete character \\
\hline L & Insert character \\
\hline 5 & Delete line \\
\hline E & Insert line \\
\hline － & TAB key \\
\hline \(E\) & Clear tab \\
\hline E & Set tab stop \\
\hline ® & Ring buzzer \\
\hline \({ }_{5}\) & ESCape key \\
\hline
\end{tabular}

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

A series of identical control characters，such as 10 spaces， three cursor－lefts，or 20 CTRL－R＇s，will appear as 110 SPACES \(\},\{3\) LEFT \(\},\{20 \mathrm{R})\) ，etc．If the character in braces is in inverse video，that character or characters should be en－ tered with the Atari logo key．For example \｛ต\} means to enter a reverse－field heart with CTRL－comma，\(\{5 ⿴ 囗 ⿰ 丿 ㇄ 心\) \} means to enter five inverse－video CTRL－U＇s．

\section*{Commodore PET／CBM／VIC／64}

Generally，any PET／CBM／VIC／64 program listings will contain words within braces which spell out any special characters： （DOWN）would mean to press the cursor down key． 15 SPACES s would mean to press the space bar five 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 listings．For example，\(\underline{S}\) would mean to type the S key while holding the shift key．If you find an underlined key enclosed in braces（e．g．，\(\{10 \underline{N}\})\) ，you should type the key as many times as indicated（in our example， you would enter ten shifted N＇s）．Some graphics characters are inaccessible from the keyboard on CBM Business models （32N，8032）．

For the VIC and 64，if a key is enclosed in special brackets， \(K \geqslant\) ，you should hold down the Commodore key while pressing the key inside the special brackets．（The Commodore key is the key in the lower left corner of the keyboard．）Again，if the key is preceded by a number，you should press the key as many times as indicated．

Rarely，you＇ll see in a Commodore 64 program a solitary letter of the alphabet enclosed in braces．These characters can be entered by holding down the CTRL key while typing the letter in the braces．For example，\(\{A\}\) would indicate that you should press CTRL－A．

About the quote mode：you know that you can move the cursor around the screen with the CRSR keys．Sometimes a programmer will want to move the cursor under program control．That＇s why you see all the \｛LEFT\}'s, \{HOME \}'s, and \｛BLU\}'s in our programs. The only way the computer
can tell the difference between direct and programmed cursor control is the quote mode．

Once you press the quote（the double quote，SHIFT－2）， you are in the quote mode．If you type something and then try to change it by moving the cursor left，you＇ll only get a bunch of reverse－video lines．These are the symbols for cursor left．The only editing key that isn＇t programmable is the DEL key；you can still use DEL to back up and edit the line．Once you type another quote，you are out of quote mode．

You also go into quote mode when you INSerT spaces into a line．In any case，the easiest way to get out of quote mode is to just press RETURN．You＇ll then be out of quote mode and you can cursor up to the mistyped line and fix it．

Use the following tables when entering special characters：
VIC And 64


\section*{All Commodore Machines}
\begin{tabular}{|c|c|c|}
\hline Clear Screen \｛CLR\} & 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*{Apple II／Apple II Plus}

All programs are in Applesoft BASIC，unless otherwise stated．Control characters are printed as the＂normal＂char－ acter enclosed in braces，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*{Texas Instruments 99／4}

The only special characters used are in PRINT statements to indicate where two or more spaces should be left between words．For example，ENERGY \｛10 SPACES \} MANAGEMENT means that ten spaces should be left between the words ENERGY and MANAGEMENT．Do not type in the braces or the words 10 SPACES．Enter all programs with the ALPHA LOCK on（in the down position）．Release the ALPHA LOCK to enter lowercase text．

\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 1 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*{Braces And Special Characters}

The exception to this typing rule is when you see the braces, such as DOWN\}. Anything within a set of braces is a special character or characters that cannot easily be listed in 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 braces as the appropriate control key (see "How To Type COMPUTE!'s Programs" elsewhere in the magazine).

> 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 the CAPUTE! page, usually within eight weeks. If you have specific questions about items or programs which you've seen in COMPUTE!, please send them to Readers' Feedback, P.O. Box 5406, Greensboro, NC 27403.
> ©

\title{
1. Machine Language Entry Program For Commodore 64
}

\author{
Charles Brannon, Program Editor
}

\begin{abstract}
MLX is a labor-saving utility that allows almost fail-safe entry of machine language programs published in COMPUTE!. You need to know nothing about machine language to use MLX - it was designed for everyone. MLX was conceived and written by Program Editor Charles Brannon. Important: MLX is required to type in the 64 version of "Trident" in this issue.
\end{abstract}

MLX is a new way to enter long machine language (ML) programs with a minimum of fuss. MLX lets you enter the numbers from a special list that looks similar to BASIC DATA statements. It checks your typing on a line-by-line basis. It won't let you enter illegal characters when you should be typing numbers. It won't let you enter numbers greater than 255 (forbidden in ML). It won't let you enter the wrong numbers on the wrong line. In addition, MLX creates a ready-to-use tape or disk file. You can then use the LOAD command to read the program into the computer, as with any program:
\[
\begin{array}{ll}
\text { LOAD "filename" }, 1,1 & \text { (for tape) } \\
\text { LOAD "filename" }, 8,1 & \text { (for disk) }
\end{array}
\]

To start the program, you enter a SYS command that transfers control from BASIC to machine language. The starting SYS number appears in the article.

\section*{Using MLX}

Type in and save MLX for your 64 (you'll want to use it in the future). When you're ready to type in an ML program, run MLX. MLX asks you for two numbers: the starting address and the ending address. These numbers are given in the article accompanying the ML program.

You'll see a prompt corresponding to the starting address. The prompt is the current line you are entering from the listing. It increases by six each time you enter a line. That's because each line has seven numbers-six actual data numbers plus a checksum number. The checksum verifies that you typed the previous six numbers correctly. If you enter any of the six numbers wrong, or enter the checksum wrong, the computer rings a buzzer and prompts you to reenter the line. If you enter it correctly, a bell tone sounds and you continue to the next line.

MLX accepts only numbers as input. If you make a typing error, press the INST/DEL key; the entire number is deleted. You can press it as many times as necessary back to the start of the line. If you enter three-digit numbers as listed, the computer automatically prints the comma and goes on to accept the next number. If you enter less than three digits, you can press either the comma, SPACE bar, or RETURN key
to advance to the next number. The checksum automatically appears in inverse video for emphasis.

\section*{MLX Commands}

When you finish typing an ML listing (assuming you type it all in one session), you can then save the completed program on tape or disk. Follow the screen instructions. If you get any errors while saving, you probably have a bad disk, or the disk is full, or you've made a typo when entering the MLX program itself.

You don't have to enter the whole ML program in one sitting. MLX lets you enter as much as you want, save it, and then reload the file from tape or disk later. MLX recognizes these commands:

\section*{SHIFT-S: Save \\ SHIFT-L: Load \\ SHIFT-N: New Address \\ SHIFT-D: Display}

When you enter a command, MLX jumps out of the line you've been typing, so we recommend you do it at a new prompt. Use the Save command to save what you've been working on. It will save on tape or disk as if you've finished, but the tape or disk won't work, of course, until you finish the typing. Remember what address you stop at. The next time you run MLX, answer all the prompts as you did before, then insert the disk or tape. When you get to the entry prompt, press SHIFT-L to reload the partly completed file into memory. Then use the New Address command to resume typing.

To use the New Address command, press SHIFT-N and enter the address where you previously stopped. The prompt will change, and you can then continue typing. Always enter a New Address that matches up with one of the line numbers in the special listing, or else the checksum won't work. The Display command lets you display a section of your typing. After you press SHIFT-D, enter two addresses within the line number range of the listing. You can abort the listing by pressing any key.

The special MLX commands may seem a bit confusing, but as you work with MLX, they will become valuable. For example, what if you forgot where you stopped typing? Use the Display command to scan memory from the beginning to the end of the program. When you reach the end of your typing, the lines will contain a random pattern of numbers. When you see the end of your typing, press any key to stop the listing. Use the New Address command to continue typing from the proper location.

You can use the Save and Load commands to make copies of the completed program. Use Load to reload the tape or disk, then insert a new tape or disk and use Save to make a new copy.

Be sure to save MLX; it will be used for future ML programs in COMPUTE!.

\section*{MLX：Machine Language Entry}
 POKE53281，1：POKE53280，1 ：rem 67
\(1 \emptyset 1\) POKE 788，52：REM DISABLE RUN／STOP
：rem 119
110 PRINT＂\(\{\) RVS \(\}\{39\) SPACES \(\} " ; \quad: r e m 176\)
120 PRINT＂\(\{\) RVS \}\{14 SPACES \}\{RIGHT\}\{OFF\} K＊\({ }^{2}\) \｛RVS\} \{RIGHT\} \{RIGHT\}\{2 SPACES\}

\｛14 SPACES\}"; :rem 250
130 PRINT＂\(\{\) RVS \(\}\{14\) SPACES \(\}\{R I G H T\}\) EGB \｛RIGHT\} \{2 RIGHT\} \{OFF\}£\{RVS\}£E* \｛OFF\}浔\{RVS\}\{14 SPACES\}"; :rem 35
140 PRINT＂\("\) RVS \}\{41 SPACES \({ }^{\prime \prime}\)＂：rem \(12 \varnothing\)
\(2 \emptyset \varnothing\) PRINT＂\(\{2\) DOWN\}\{PUR\}\{BLK\} MACHINE LANG UAGE EDITOR VERSION \(2 . \emptyset \emptyset\{5\) DOWN \(\}\)
：rem 236
\(21 \varnothing\) PRINT：＂E5习\｛2 UP\}STARTING ADDRESS?
\｛8 SPACES \(\}\) \｛9 LEFT\}"; :rem 143
215 INPUTS： \(\mathrm{F}=1-\mathrm{F}: \mathrm{C} \$=\operatorname{CHR} \$(31+119 * \mathrm{~F})\) ：rem 166
220 IFS \(<2560\)（ \(S>4096 \emptyset A N D S<49152\) ）ORS \(>53247\) THENGOSUB3øøø：GOTO21Ø ：rem 235
225 PRINT：PRINT：PRINT ：rem l8ø
230 PRINT＂\(夭 5 习\{2\) UP\}ENDING ADDRESS? \｛8 SPACES \(\}\) \｛ 9 LEFT \(\}\)＂；：INPUTE：\(F=1-F: C \$=\) CHRS（31＋119＊F）：rem \(2 \varnothing\)
240 IFE＜ 2560 R （ \(\mathrm{E}>40960 \mathrm{ANDE} 449152\) ）ORE＞ 53247 THENGOSUB3øøø：GOTO23Ø
：rem 183
250 IFE＜STHENPRINTCS；＂\｛RVS\}ENDING < START \｛2 SPACES \({ }^{\prime \prime}\) ：GOSUBIøøø：GOTO \(23 \varnothing\)
：rem 176
260 PRINT：PRINT：PRINT ：rem 179
3øø PRINT＂\｛CLR\}"; CHR\$(14):AD=S:POKEV+21, 1 ：rem 225
\(31 \varnothing\) A＝1：PRINTRIGHT\＄（＂øøøø＂＋MID\＄（STR\＄（AD）， 2），5）；＂：＂；：rem 33
315 FORJ＝ATO6 ：rem 33
\(32 \varnothing\) GOSUB57 7 ：IFN＝－1THENJ＝J＋N：GOTO \(32 \varnothing\)
：rem 228
390 IFN \(=-211\) THEN \(710 \quad\) ：rem 62
\(4 \emptyset \varnothing\) IFN＝－2ø4THEN \(790 \quad\) ：rem 64
410 IFN＝－2ø6THENPRINT ：INPUT＂\｛DOWN\}ENTER \(N\) EW ADDRESS＂；ZZ
：rem \(4 \overline{4}\)
415 IFN \(=-2\)－ 6 THENIFZZ＜SORZZ＞ETHENPRINT＂ \｛RVS\}OUT OF RANGE": GOSUBIØøø: GOTO41ø
：rem 225
417 IFN＝－206THENAD＝ZZ：PRINT：GOTO31 \(\varnothing\)
：rem 238
420 IF Nく＞－196 THEN 480 ：rem 133
430 PRINT：INPUT＂DISPLAY：FROM＂；F：PRINT，＂TO ＂；：INPUTT－：rem \(2 \overline{3} 4\)
\(44 \emptyset\) IFF＜SORF＞EORT＜SORT＞ETHENPRINT＂AT LEAS T＂；S；＂\｛LEFT\}, NOT MORE THAN";E:GOTO43 \(\emptyset\) ：rem 159
450 FORI＝FTOTSTEP6：PRINT：PRINTRIGHT\＄（＂øøø Ø＂＋MIDS（STR\＄（I），2），5）；＂：＂；：rem \(3 \varnothing\)
451 FORK＝øTO5：N＝PEEK（I＋K）：PRINTRIGHT（＂\(\varnothing \varnothing\) ＂＋MIDS（STRS（N），2），3）；＂，＂；：rem 66
\(46 \emptyset\) GETA\＄：IFAS＞＂＂THENPRINT：PRINT：GOTO \(31 \varnothing\)
：rem 25
\(47 \varnothing\) NEXTK：PRINTCHR（2ø）；：NEXTI：PRINT：PRIN T：GOTO31Ø
\(48 \varnothing\) IFN＜\(\varnothing\) THEN PRINT：GOTO31ø ：rem 168
490 A \((J)=N: N E X T J \quad\) ：rem 199
5øø CKSUM＝AD－INT（AD／256）＊256：FORI＝1TO6：CK SUM＝（CKSUM + A（I））AND255：NEXT ：rem 2 のø
510 PRINTCHR（18）；：GOSUB570：PRINTCHR\＄（146 ）；：rem 94
511 IFN＝－1THENA＝6：GOTO315 ：rem 254
515 PRINTCHR \((2 \varnothing):\) IFN＝CKSUMTHEN \(53 \varnothing\)
：rem 122

520 PRINT：PRINT＂LINE ENTERED WRONG ：RE－E NTER＂：PRINT ： \(\bar{G} O S U B \overline{1} \varnothing \varnothing \varnothing: G O T \bar{O} 31 \varnothing:\) rem \(^{-1} 176\)
\(53 \varnothing\) GOSUB2øøø
：rem 218
540 FORI＝1TO6：POKEAD＋I－1，A（I）：NEXT：POKE54 272， \(0:\) POKE54273，\(\quad\) ：rem 227
\(550 \mathrm{AD}=\mathrm{AD}+6:\) IF \(\mathrm{AD}<\mathrm{E}\) THEN 310 ：rem 212
560 GOTO \(71 \varnothing\)
：rem 108
\(57 \varnothing \mathrm{~N}=\varnothing: \mathrm{Z}=\varnothing\) ：rem 88
580 PRINT＂区£き＂；
：rem 81
581 GETAS：IFAS＝＂＂THEN581 ：rem 95
\(582 \mathrm{AV}=-(\mathrm{A} S=" \mathrm{M} ")-2 *(\mathrm{~A} S=", ")-3 *(\mathrm{~A} S=" . ")-4 *\) （ \(\mathrm{A} \$=\)＂J＂）-5 ＊\((A \$=" K ")-6 *(A \$=" L ")\) ：rem 41
\(583 \mathrm{AV}=\mathrm{AV}-7 *(\mathrm{~A} S=" \mathrm{U} ")-8 *(\mathrm{~A} S=" \mathrm{I} ")-9 *(\mathrm{~A} S=" \mathrm{O} "\) ）：IFAS＝＂H＂THENAS＝＂Ø＂：rem 134
584 IFAV \(>\) ØTHENA \(S=\) CHR \(\$(48+A V)\) ：rem 134
585 PRINTCHRS（2ø）；：A＝ASC（AS）：IFA＝130RA＝44 ORA \(=32\) THEN \(67 \varnothing\)
：rem 229
590 IFA \(>128\) THENN \(=-\) A \(:\) RETURN ：rem 137
\(60 \varnothing\) IFA＜＞2 2 THEN \(63 \varnothing\) ：rem 10
610 GOSUB690：IFI＝1ANDT＝44THENN＝－1：PRINT＂
\｛OFF\}\{LEFT\} \{LEFT\}";:GOTO69ø :rem 62
\(62 \varnothing\) GOTO57Ø
：rem 109
630 IFA＜480RA＞57THEN58 5 ：rem 105
\(64 \emptyset\) PRINTA\＄；：N \(=N^{*} 1 \varnothing+\mathrm{A}-48\) ：rem \(1 \varnothing 6\)
\(65 \emptyset\) IFN \(>255\) THEN A＝2ø：GOSUBIøøø：GOTO6øø
：rem 229
\(660 \mathrm{Z}=\mathrm{Z}+1\) ：IFZ＜3THEN58 \(\quad\) ：rem 71
\(67 \varnothing\) IFZ＝ØTHENGOSUB1Øøø：GOTO57Ø ：rem 114
680 PRINT＂，＂；：RETURN ：rem \(24 \varnothing\)
\(69 \varnothing \mathrm{~S} \%=\operatorname{PEEK}(2 \emptyset 9)+256 * \operatorname{PEEK}(21 \varnothing)+\operatorname{PEEK}(211)\)
：rem 149
691 FORI＝1TO3：T＝PEEK（S\％－I）：rem 67
695 IFT＜＞44ANDT＜＞58THENPOKES\％－I， 32 ：NEXT
：rem \(2 \not 05\)
\(7 \emptyset \emptyset\) PRINTLEFTS（＂\｛3 LEFT\}",I-1);:RETURN
\(71 \varnothing\) PRINT＂\(\{\) CLR \(\}\) \｛RVS \(\} * * *\) SAVE＊＊＊\(\{3 \text { ：DOWN }\}^{7}\)
：rem 236
715 PRINT＂\｛2 DOWN\} (PRESS \{RVS\}RETURN\{OFF \} ALONE TO CANCEL SAVE）\｛DOWN\}": rem 106
\(720 \mathrm{~F} \$=" \mathrm{":} \mathrm{INPUT"} \mathrm{\{DOWN} \mathrm{\}}\) FILENAME＂；FS：IFF\＄＝ ＂＂THENPRINT：PRINT：GŌTO31ø ：rem 71
730 PRINT：PRINT＂ 22 DOWN\}\{RVS\}T\{OFF\}APE OR \｛RVS\}D\{OFF\}ISK: (T/D)" :rem 228
\(74 \varnothing\) GETAS：IFAS＜＜＂T＂ANDĀSく＜＂D＂THEN74
：rem 36
\(750 \mathrm{DV}=1-7 *(\mathrm{~A}=\)＝ \(\mathrm{D} "):\) IFDV＝8THENF \(\$=" @ \emptyset: "+\mathrm{F} \$\)
：rem 222
\(760 \mathrm{~T} \$=\mathrm{F} \$: \mathrm{ZK}=\mathrm{PEEK}(53)+256 * \operatorname{PEEK}(54)\)－LEN（T \(\$\) ）：POKE782，ZK／256
：rem 3
762 POKE 781，ZK－PEEK（782）＊256：POKE780，LEN（ T\＄）：SYS65469
：rem 109
763 POKE780，1：POKE781，DV：POKE782，1：SYS654 66 ：rem 69
\(765 \mathrm{~K}=\mathrm{S}+1\) ：POKE \(254, \mathrm{~K} / 256\) ：POKE 253 ，K－PEEK（ 25 \(4) * 256\) ：POKE780， 253 ：rem 109
\(766 \mathrm{~K}=\mathrm{E}+1\) ：POKE \(782, \mathrm{~K} / 256\) ：POKE781，K－PEEK（ 78 2）＊256：SYS65496
：rem 235
\(77 \emptyset\) IF（PEEK（783）ANDI）OR（ST AND191）THEN780
：rem 111
775 PRINT＂\｛DOWN \}DONE. \{DOWN\}": GOTO31ø
：rem 113
\(78 \varnothing\) PRINT＂\(\{\) DOWN \}ERROR ON SAVE. \(\{2\) SPACES \}T RY AGAIN．＂：IF \(\bar{F} D V=1\) THEN \(\overline{7} 2 \emptyset\) ：rem \(17 \overline{1}\)
781 OPEN15，8，15：INPUT\＃15，E1\＄，E2\＄：PRINTE1\＄ ；E2S：CLOSE15：GOTO72ø ：rem 1ø3
790 PRINT＂\｛CLR\}\{RVS\}*** LOAD *** \{2 DOWN \}" ：rem 212
795 PRINT＂\｛2 DOWN\} (PRESS \{RVS\}RETURN\{OFF\} ALONE TO CANCEL LOAD）＂：rem 82
\(8 \emptyset 0 \mathrm{~F} \$=" \mathrm{n}:\) INPUT＂\｛2 DOWN \(\}\) FILENAME＂；F\＄：IFF \＄＝＂＂THENPRINT：GOTO31 \(\sigma^{-}\)：rem 144
```

81\varnothing PRINT: PRINT"{2 DOWN}{RVS}T{OFF}APE OR
{RVS}D{OFF}ISK: (T/D)" - :rem 227

```

```

                                    :rem 34
    83Ø DV=1-7*(AS="D"):IFDV=8THENF$="Ø: "+F$
:rem 157
840 T$=F$:ZK=PEEK(53)+256*PEEK(54)-LEN(T\$
): POKE782,ZK/256 :rem 2
841 POKE781,ZK-PEEK(782)*256:POKE780,LEN(
T\$):SYS65469 :rem 107
845 POKE780,1:POKE781,DV:POKE782,1:SYS654
66
:rem 70
850 POKE78\emptyset,\emptyset:SYS65493 :rem 11
86Ø IF(PEEK(783)AND1)OR(ST AND191)THEN87Ø
:rem 111
865 PRINT"{DOWN}DONE.":GOTO31\varnothing :rem 96
87\emptyset PRINT"{DOWN}ERROR ON LOAD. {2 SPACES}T
RY AGAIN.{DOWNN}":IFDV=1THEN8ø\emptyset

```
:rem 172
\begin{tabular}{|c|c|}
\hline & \begin{tabular}{l}
OPEN15,8,15:INPUT\#15,E1\$,E2\$:PRINTE1\$ \\
;E2\$:CLOSE15:GOTO8øø :rem 1ø2
\end{tabular} \\
\hline \(1 \varnothing \square \varnothing\) & REM BUZZER :rem 135 \\
\hline 1001 & POKE54296, 15 : POKE54277, 45 : POKE54278, 165 :rem \(2 \not 07\) \\
\hline 1062 & POKE54276,33:POKE 54273,6:POKE54272, 5 :rem 42 \\
\hline 1003 & FORT=1TO2øø:NEXT : POKE54276, 32 : POKE54 \\
\hline & 273, \(:\) POKE54272; \(0:\) RETURN :rem \(2 \varnothing 2\) \\
\hline 2000 & REM BELL SOUND :rem 78 \\
\hline \(2 ø \varnothing 1\) & POKE54296,15:POKE54277, Ø:POKE54278,2 47 :rem 152 \\
\hline \(2 ø 02\) & POKE 54276,17:POKE54273,4Ø:POKE54272
\[
\text { : } 0 \quad \text { rem } 86
\] \\
\hline 2003 & FORT=1TO1øø:NEXT: POKE54276,16:RETURN \\
\hline \(3 \varnothing \varnothing \square\) & PRINTC§;"\{RVS\}NOT ZERO PAGE OR ROM": GOTOIøø :rem 89 \\
\hline
\end{tabular}
1øøø REM BUZZER :rem 135 165 :rem 207
1002: rem 42273, \(:\) POKE54272; \(:\) RETURN :rem \(2 \varnothing 2\)
2000 REM BELL SOUNDE54278, 2\(2 ø \varnothing 2\) POKE 54276,17:POKE54273,4ø:POKE54272, \(\varnothing\) :rem 86\(2 ø \varnothing 3\) FORT=1TOløø:NEXT:POKE54276,16:RETURN: rem 57GOTO1øøø:rem 89

\title{
CAPUTE!
}

Modifications Or Corrections To Previous Articles

\section*{Machine Language: Factors}

The commands to prepare the computer to enter Program 2, the VIC and 64 version of the machine language factoring routine from the January "Machine Language" column (p. 178), should read:

\section*{POKE 4608,0:POKE 44,18:NEW}

\section*{Commodore Files For Beginners, Part 3}

On page 193 of the January issue, lines 340, 350, and 360 should have a semicolon (;) following the CHR\$(13).

\section*{Disk Explorer For Commodore}

This program from the December 1983 issue (p. 298) requires the following corrections, supplied by reader Duane Martin:
\(16 \emptyset\) INPUT AS: IF LEFT\$(AS,1)="\$" THEN \(19 \emptyset\)
\(11 \emptyset \emptyset\) GETC \(:\) IFC \(=\) "THEN1ø4ø

\section*{Atari MLX}

Line 190 of this machine language editor from the December issue (p. 216) creates a count of data blocks for use in the boot process. However, the line as written may cause problems due to rounding of the block count value when partial blocks are involved. Don Klich suggests the following change to avoid this problem:
\(19 \varnothing\) BEG=BEG-24:BUFFERS=CHRS ( \(\varnothing\) ): \(\operatorname{BUFFER} \$(2)\) \(=\operatorname{CHR}\) ( INT \(((\) FIN - BEG +127\() / 128))\)

This should not be a factor in getting the "Chopperoids" program to operate correctly.

See the February issue for the corrections to Chopperoids.

\section*{Comparing Commodore Machine Language Programs}

Readers attempting to run this utility from the December 1983 issue (p. 340) on the Commodore 64 should note that lines 240 and 350 contain PET 4.0 BASIC disk status variables which are not supported by the 64's BASIC. In addition to the changes noted in the article, the following are also required:
225 OPEN \(15,8,15\)
\(24 \varnothing\) INPUT\#15,DS,DS\$,D1,D2:IF DS <> Ø. THEN PRINT DS\$:STOP
35ø INPUT\#15,DS,DS\$,D1,D2:IF DS <> \(\emptyset\) THEN PRINT DSS:STOP

\section*{64 Clock}

Overseas readers may be interested to learn that the built-in time-of-day clock in the 64's CIA chip can be adjusted for their 50 Hz household current with a simple POKE. C. J. Ayers of Guildford, Surrey, England, notes that adding the line:

\section*{75 POKE 56334,129}
to the program from the December issue (p. 344) will cause it to keep proper time on European 64s.

\section*{Termulator For The 64}

Line 170 of Program 2 of this article from the November 1983 issue (p. 222) should read:
\(17 \emptyset\) DATA 133, 1ø6, 32, 189, 255, 169, 192
The value 3515 in line 120 will need to be changed to 3485 to reflect the change to the DATA. With this correction, Program 2 will create a tape copy of the data loaded by Program 1 without a filename. To reload "Termulator" from the tape created by Program 2, type:

\section*{LOAD "'",1,1}

Thanks to Stan Lefkowitz for pointing out this correction.

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