

Antic

The **ATARI**[®] Resource

SEPTEMBER 1983 VOLUME 2, NUMBER 6

FEATURES

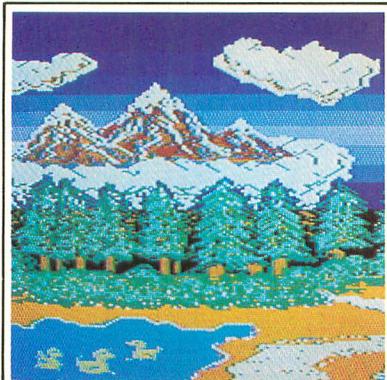
ATARI IN THE CLASSROOM	20
Academic applications	
VIDEO GAMES VISIT HARVARD YARD by Edna Mitchell	24
Experts assess the impact	
COMPUTERS IN EDUCATION by John and Mary Harrison	32
Benefit or bombshell?	
OBJECT CODE TO STRING by Jerry White	37
Using assembly language in BASIC	
PATTERN MAKER by Frank Roberts	40
Art class artifact	
ANTIC PIX BOOKS	88
Choices for your library	

DEPARTMENTS

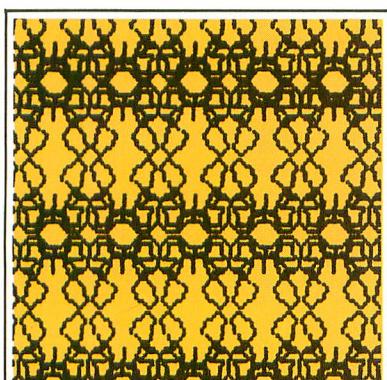
INSIDE ATARI	
ATARI INSTITUTE by Gary Yost	12
STARTING LINE	
PLAYER / MISSILE TUTORIAL by Chris Chabris	14
PILOT YOUR ATARI	
ATARI LOGO LOOKING GOOD by Ken Harms	28
DRAGONSMOKE	
FANTASY ROLLS by Bob Albrecht and George Firedrake	51
IN THE PUBLIC DOMAIN	
HOOKEY! by David Plotkin	57
GAMES DEPARTMENT	
ARTISTRY IN ELECTRONIC GAMING by David Duberman	63
TAPE TOPICS	
CARD FILE FOR CASSETTES by Vern Mastel	69
FORTH FACTORY	
FORTH ASSEMBLER by Thomas McNamee	76
ASSEMBLY LANGUAGE	
BINARY AUTOLOAD by Ed and Jeff Schneider	82
I/O BOARD	6
COVER ARTIST	9
HELP!	10
MICROSCREENS	72
NEW PRODUCTS	80
PRODUCT REVIEWS	92
GOTO DIRECTORY	99
LISTING CONVENTIONS	106
PUBLIC DOMAIN SOFTWARE	108
ADVERTISERS' LIST	103



page 24



page 72



page 40

HELP!

LIST ASSISTER

There is a slight problem with the program List Assister (page 93, July 1983 ANTIC). As written, the program cannot handle a program line containing only three characters (not including the line number) that is not a REM statement (e.g. X = 2). To remedy this, delete the space after REM in line 60, as
R\$ = "REM"

Also, change line 200 to read:
200 IF A\$(N+1, N+3)<>R\$

THEN RF=1

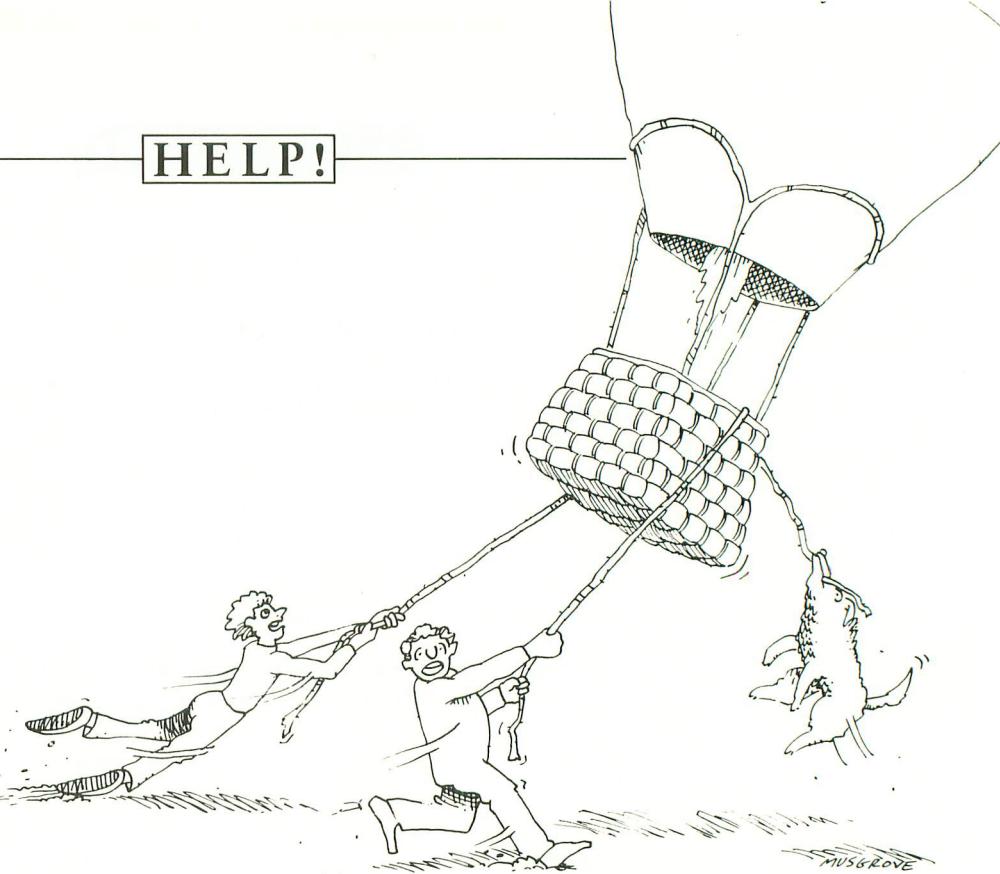
Also, change the word OR in line 665 to AND to allow the program to properly read the INPUT filename.

PANIC

In your article in the July ANTIC describing the new Atari XL line, you state that "the old ATARI 400 and 800 computers will be discontinued..." Help! I am the avid owner of an ATARI 800 and would appreciate it if you could inform those of us who are panicking of what this discontinuation will mean to the future of the ATARI 400 and 800.

Erik Macki
Midland, MI

Don't panic. the ATARI 400 and 800 should continue to be well-supported and useful machines for many years. Atari is committed in principle to upward compatibility, which means that programs now legally working on your machine will work on new machines—probably until fundamental design changes require a radically different machine. Downward compatibility is another matter—new programs for the XL line may not work on your 800 because of new features in the Operating System. Therefore, make sure to verify compatibility before purchase. Most vendors will want to maintain downward compatibility in order to sell their products to the million or so owners of 400s and 800s.—ANTIC ED



SMALL STUFF

There is a programming error in Stunt Clown (ANTIC, July 1983, p. 69) that causes the picture to bounce up and down when the program is run on a 16K cassette system. To remedy this, change the 29 in line 990 to a 28.

Several typographical errors found their way into the Computer Quiz in the July 1983 ANTIC, page 120. In question #5, choice (d) should be zero, not one. Also, the correct answer to #5 was e, not d. Our apologies to those readers who were confused.—ANTIC ED

ROLLING HUMBAR'S DISEASE

Jeff Danley's problem (HELP!, ANTIC, July 1983) could be caused by breakdown of the mylar capacitors C203 and C206 on the power supply board. The fix is described on page 5-19 of the Service Manual, and can be done by owner, or by Service Center.

Robert A. Carr
Grand Forks AFB, ND

Could be, or possibly it is failure of another capacitor, any of which threaten further damage to power supply. First try RF switchbox substitution. If this fails, Service Center diagnosis and repair is advised.—ANTIC ED

MYOTIS NUMBER

An incorrect telephone number was given in the review of the Myotis Robot Arm (p. 110, ANTIC, July 1983). The correct number for Myotis Systems is (602) 747-9509.

DRAGONSMOKE

There is an error in Dragonsmoke in July 1983 ANTIC. In the program in the upper right hand corner of page 45, line 520 should read:

520 U = X - 10*T

NO EASMD

Your review of our product BASIC A+ states erroneously that it "comes with EASMD at no extra cost." This is not true. BASIC A+ and OS/A+ are both included, however.

Bill Wilkinson
Optimized Systems
Software
Cupertino, CA

Bill further states that OSS has a new product, BASIC-XL, in cartridge form, that is compatible with, but more powerful than ATARI BASIC.—ANTIC ED



unique program promoting the achievement of a balance between technological growth and preservation of the natural environment.

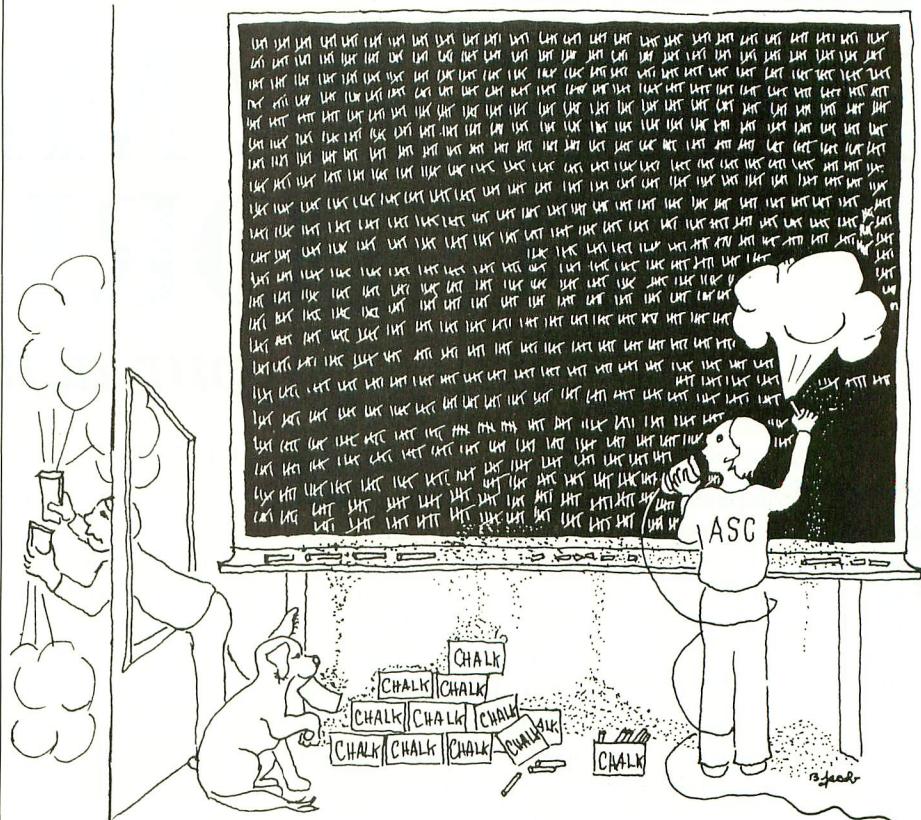
The lab at TEME is an accurate reproduction of the Space Shuttle-Orbitor, the end of each annual program being a full simulation of a space shuttle flight. TEME supervisors train student volunteers to serve as flight crew on board the shuttle and as ground personnel. The students experience the same things real astronauts do in space, enabling them to study the effects of a controlled environment on human behavior. The Atari Institute has provided the TEME staff with a travel grant this summer to finance participation in an international exhibition sponsored by the Pompidou Center in Paris, France. Part of their software was installed at the "Time and Space" exhibit there.

The Atari Institute not only supports non-traditional educational alternatives but is also pioneering computer applications in the schools. A good example of this is the Home-School Computer network project. This joint venture with the Picodyne Corporation and a high school in California allows parents to have access to school counseling, guidance, and grade score records at any time of the day, 365 days a year. In addition, the central computer is programmed to make an analysis at the end of each semester of the student's academic record for college entrance. Students, parents and teachers have an up-to-date report on the progress towards meeting college entrance requirements and can make their plans accordingly.

These projects are just a few of the dozens of valuable activities supported by the Atari Institute. Dr. Kahn has recently said, "The vision of the Atari Institute for Education Action Research is to demonstrate how the power of the smallest chips of silicon, when given to our most valuable resources — people — can unleash massive expansion of human potential, and give our generation and future generations the most valuable gift of all — the gift of lifelong learning."



15K MEMBERS AND GROWING



American Software Club has been selling software for the APPLE, ATARI, IBM, TRS-80 and CP/M Computers (DEC, Eagle, Vector 4, Northstar, Xerox 820, Superbrain, Heath/Zenith, NEC, Televideo, Altos, Columbia, Osborne, Sanyo) since 1981. Computerists don't just join ASC—they stay with us.

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(Mods 1, 2, 3, 4)
- CP/M (8" or 5 1/4")



ATARI IN THE CLASSROOM

Academic applications

SISTER SCHOOLS

A fourth grader in Iowa types a question into the computer. His eyes widen as he reads the reply — "NO I'VE NEVER SEEN A LOBSTER. BUT THERE ARE LOTS OF SHARKS!"

The Iowan is getting a firsthand account of the Pacific Ocean from a sixth grader in California. In the meantime, one of his classmates is receiving programming tips from a student in Massachusetts.

Another student is engrossed in a bilingual game of *States and Capitals*. She's playing in English and her partner in California is answering the questions in Spanish.

These students are in classrooms linked together by Atari Sister School Network, a telecommunications networking project founded by the Atari Institute for Educational Action Research.

Now in its second year, the Sister School Network consists of 10 elementary schools scattered across the United States. The mix includes Montessori, parochial, alternative and public schools. The Atari Institute selects the schools and equips each with two ATARI 800 systems and the necessary peripherals and software. Atari also pays for the long distance phone charges between schools.

"The first year was a learning experience for us," explained Sandra Williams, manager of program development at the Atari Institute. "We started on a small scale, matching up schools by designating them 'Big Sister' or 'Little Sister' based on the technological exper-

tise of the classroom instructor. With the Big Sister the primary resource for the Little Sister, we set up a buddy system that makes the learning process much easier for first-time computer users and gives students a chance to see teachers in the learning mode."

The network uses BASIC, PILOT and LOGO programs. Students usually work two on a computer as there is no computer-assisted instruction (the Big Sister school is the resource when questions arise). Individual programs include Factory by Sunburst, Master Type by Lightning, Story Machine by Spinnaker and Teasers by Tobbs by APX.

The actual networking software used by the project was designed by George Amy, a teacher at Our Lady of the Rosary School in Union City, California. Amy wanted his students to see each other's input and output on screen at the same time. He took an existing program from the public domain, added a data file and adapted it for use in his

classroom.

The network was using Amy's software when Atari learned of a new telecommunications capability under development at Picodyne Corporation in nearby Portola Valley.

A combination of hardware and software, the Picodyne Switch is based on a large microcomputer and allows for simultaneous use of five communication channels. Picodyne offered a prototype of the new product to Atari Institute.

"It was a wonderful opportunity for us," said Williams. "The switch really expanded our capabilities."

The Picodyne Switch features cross execution where two or more users can cooperatively execute the same program; one-to-one, real time for private conversations; conference real time; and bulletin board and mailbox options so users can leave messages for each other.

Making "electronic pen pals" is one way students use the networking system, according to Sara Armstrong, director of the Terra Nuova Montessori School in Hayward, California.

"We write the first chapter in my classroom," she explained. "And then students at the sister school add a chapter and send it to the next school, and so on."

"We communicated like this for several months and then at Christmas we visited a sister school and actually met the friends we'd made on the computer."

"It was really something," continued Armstrong. "Networking took away the isolated and impersonal machine aspect of the computer and made learning fun."

—Lee Miller



ONE ON ONE

When most people think about computers in education, they picture a third-grader learning multiplication tables or playing word games on the school microcomputer. Elementary and secondary schools across the country are exposing students to all aspects of computer use to prepare the children for the future. But who is training the older student — today's adult — who must use a database or word processing program in his everyday, workaday world right now?

John F. Kennedy University in Orinda, California is one school that is committed to teaching "computer literacy" to its students and staff. JFK offers mostly evening and weekend courses for adults who must work during the week but want to further their education.

Last September the Graduate School of Management received a grant of two ATARI 800's for the purpose of teaching computing to the non-traditional user.

"Most of our students never had any exposure to computers when they were growing up," said Shirley Daniels, instructor in the School of Management, "and certainly none of our faculty did."

In her business course this past spring, Daniels required her students to write their term reports (feasibility studies) on the ATARI using the Atari Word Processor.

Weekend workshops, open to the public, on the basics of computing had a large response. Business students involved in finance and accounting were also interested in learning programming on the ATARIs after class.

But the School's primary aim was to get the non-traditional user interested in computing. Late this spring Mike Apostolakakis, a graduate student in management with a strong programming background, began tutoring faculty and staff on the ATARI.

Mike spent four hours each with about 25 individual members of the faculty and administration all of whom had been reluctant to become involved with the group instruction. The first two hours were devoted to teaching the fundamentals of machine operation in the context of word processing. The second two hours were spent to exposing them to VisiCalc.

"Everybody liked this approach," said



Mike. "Most people felt very good about it . . . in fact, they were very eager."

According to John Stanford, dean of the School of Management, JFK was "a good testing ground for the older student population." He believes that one-on-one instruction is the most effective way for anyone to learn computing, especially the busy adult.

— Deborah Burns

COMPUTER BUS

Last spring semester more than 3,000 school children throughout California's Napa Valley were treated to hands-on experience with ATARI computers. A refurbished school bus with 17 ATARIs on board circulated among the 21 public schools in the district, giving each fourth-, fifth- and sixth-grader several opportunities to work with Atari's PILOT language.

"This was one of the most successful projects I have seen in this district," said James Gibbany, administrator of curriculum services development in the Napa District. "It had a large impact on the community and the schools. The kids couldn't wait for the bus to come and they were highly motivated to learn."

Three introductory lessons were taught. In the first two lessons, students learned how to manipulate the keyboard and joystick by using a program that generated geometric shapes and various size letters. They also learned some rudiments of PILOT. At the third session, scheduled about two weeks after the first two lessons, each child typed in his or her own program. The program was also printed out on the one available printer.

The bus was furnished with 16 ATARI 400's and one ATARI 800 (for the instructor) by Far West Laboratories, an

educational research institute in San Francisco that is keeping data on the project. An old school bus (circa 1953), provided by the district, was painted red, white and blue and named the Napa Valley Unified School District Computer Lab.

The lab accommodated 32 students at a time with each child sharing a 400. Each learning station also included an 11-inch Quasar television for video display and a cassette recorder for storage. The instructor's station (the 800) was equipped with a disk drive and dot-matrix printer as well as a TV and tape recorder.

The students' TV screens could be switched to display the instructor's "host" computer program for instruction and demonstration. Students could also reproduce the assigned lesson on their 400s and respond to the teacher's instructions.

To prepare the students for the introduction to PILOT, teachers in each of the schools provided classroom exercises without the use of the computer. The preview lesson consisted of learning about how the keyboard operates and a few programming terms. The lab sessions were 45-minutes each and occurred three times within two weeks.

— Deborah Burns

SOFTWARE START

Computers and kids seem to go together as naturally as peanut butter and jelly! Kids are enthusiastic about computers and all the games they can play on them. Learning is no longer a chore when they get to work on a computer.

In 1973 some foresighted administrators in Minnesota formed the Minnesota Educational Computing Consortium (MECC). The computers used then were large time-sharing systems, but nonetheless, over 400 school systems were using computers. Five years later MECC began producing microcomputing courseware for the Apple, which helped Apple gain popularity in school systems throughout the country.

Today the consortium developing quality educational software for the ATARI computers. In the current catalog, it has about 25-30 courseware packages available for the ATARI. These packages are usually multi-program packages that include several related pro-

continued on next page

VIDEO GAMES VISIT HARVARD YARD

by EDNA MITCHELL



If there is anything more surprising than "experts" formally discussing video games at Harvard, it must be their conclusion — they liked them! So enthusiastic were the reports that some in the press imputed an uncritical bias to the conference.

The participants also were probably surprised to find one after another of their colleagues reporting optimistically on the current and prospective effects of video games on both children and adults in our society.

Edna Mitchell is a professor and head of the Department of Education at Mills College, Oakland, CA. She was one of the researchers presenting reports to the conference.

I attended the "Harvard Conference on Video Games and Human Development" to report on my research with families in homes where video games are played (more about that below). First I should describe what this conference was all about.

Late last May, a group of social scientists, educators, medical specialists, and computer industry representatives gathered at the Harvard Graduate School of Education to discuss current and future research on the impact and use of video games.

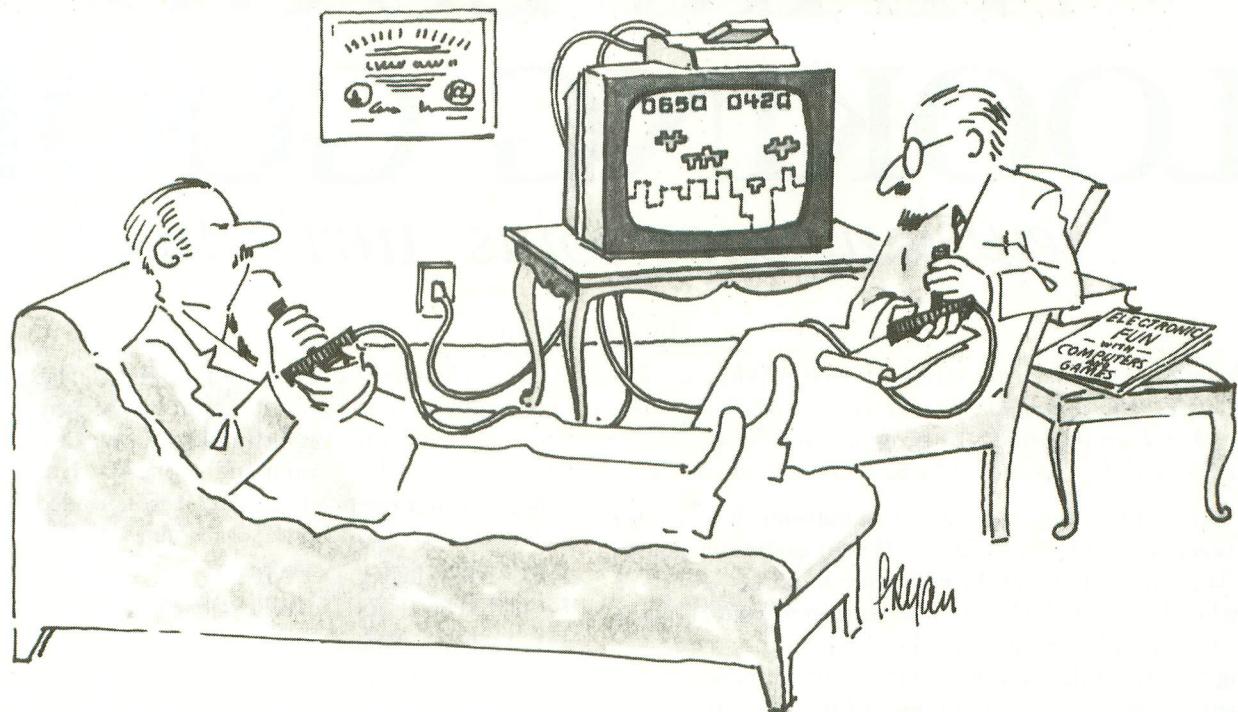
The experts reported on their research, presented new kinds of games and software, and discussed their concerns about the uses of this new technology. All the participants tended to

share a common enthusiasm and optimism for video games.

Although notes of caution and reservation were sounded at almost every presentation, the positive results from each study provided an underlying endorsement of video games and computer technology. Researchers and presenters found among themselves an unexpected support network, and many scientists who may have felt isolated in their enthusiasm for this technology (believing public opinion to be generally hostile to favorable reports about video games and computer learning) found a receptive and knowledgeable audience among their peers.

continued on page 26

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PILOT YOUR ATARI

brought home, and vice versa. (Of course they might ask why the school district bought such expensive machines in the first place!)

We'll cover books in a future article. So far we've heard that *Apple Logo* by Abelson (Byte Books) and *Apple Logo: In Invitation to Art and Patterns in Nature* by Thornburg (Addison-Wesley) and *Learning With Logo* by Watt (Byte Books) are some of the best.

Some of you will ask the burning question, "Will Logo run on the new ATARI machines?" We have assurance from the Atari Logo Product Group that Logo will indeed run on the entire XL line, as well as on the older models.

There is also a significant educational question, "Does Logo really enhance learning?" Let me finish by quoting Robert P. Weiss, PhD, a school principal in the Santa Clara School District. "I cannot think of an educational goal which is not enhanced by Logo. There is no limit to what children can do with Logo, and they know it! Kids like it, and develop a sense of power and self-esteem because with Logo they can control their environment."

This kind of endorsement strongly suggests that Logo is and will be the computer language most used in classrooms for many years to come. We recommend Atari Logo to parents and educators as a finely implemented version of the language, completely suitable for use at home and in school. **A**

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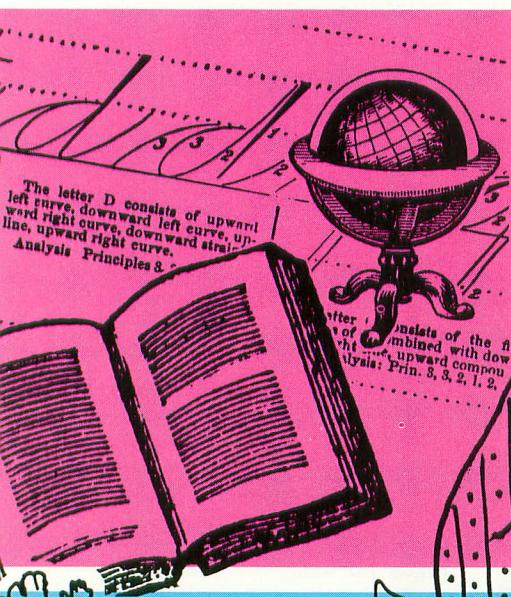
*Atari and Scrabble are trademarks of Atari, Inc. and Selchow & Righter Company, respectively.

"BAD" BLOCK SAYS: **Do it now!**

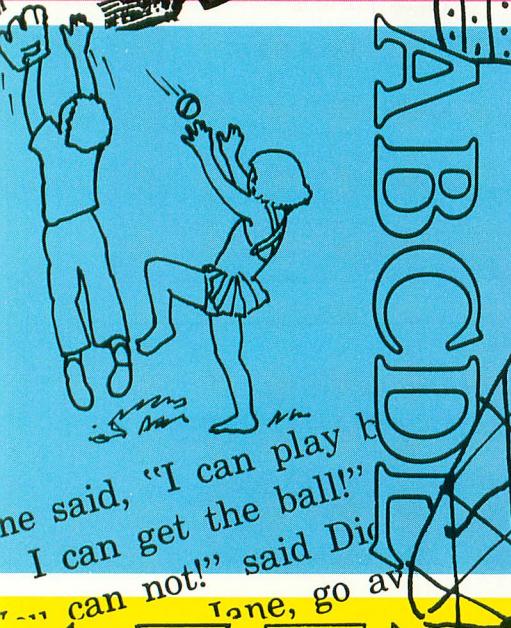
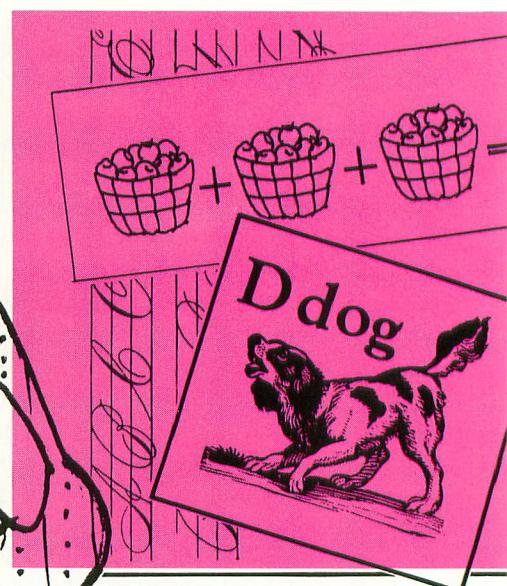
Yes, I'm ready for a challenge. Please send me ____ copies of HEXMASTER. I understand that if I am not delighted I may return all materials within 10 days for a full refund of the purchase price.

16K cassette
 32K diskette

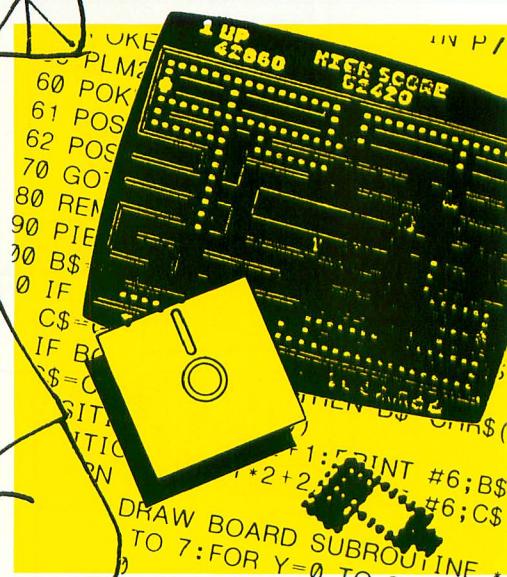
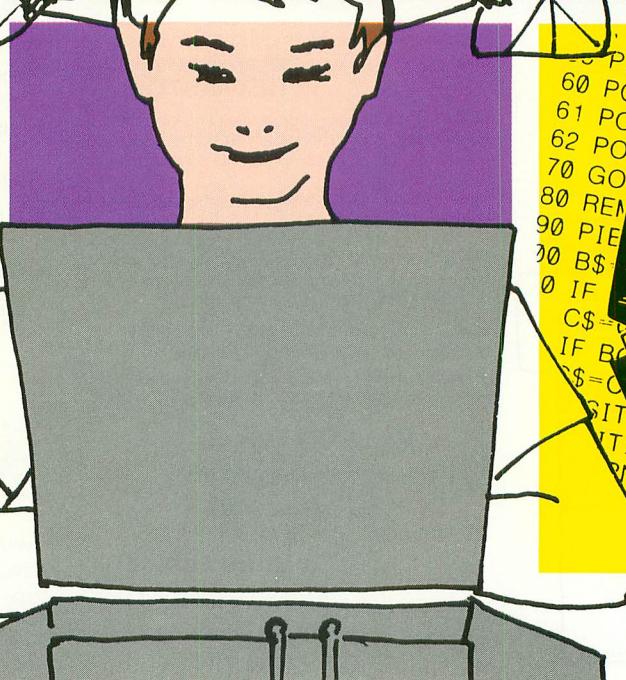
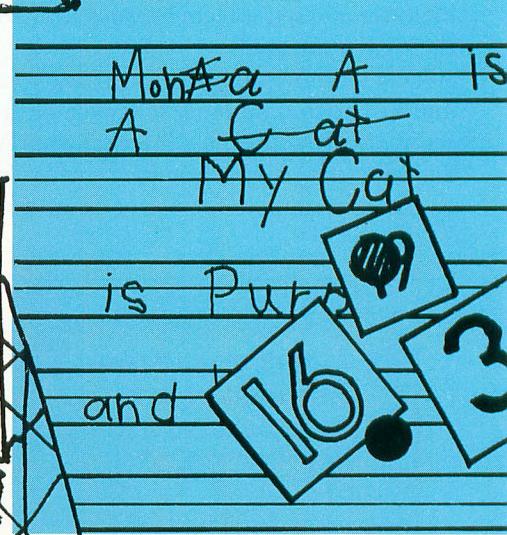
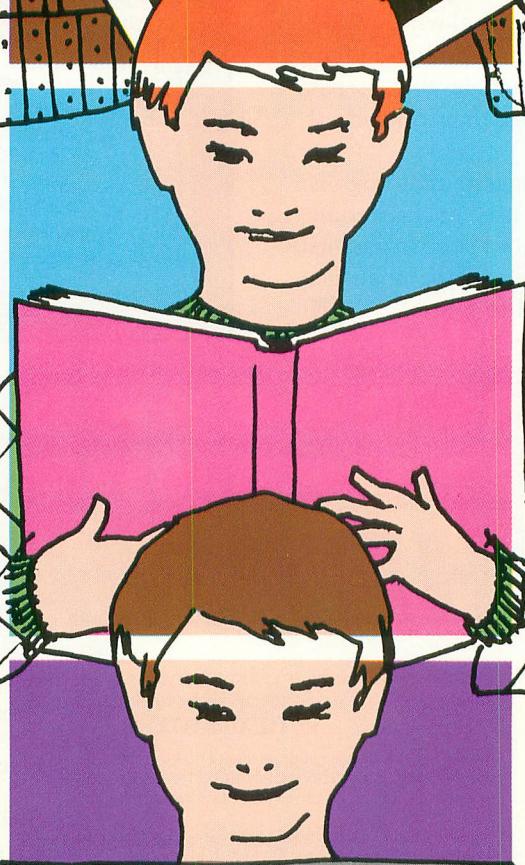
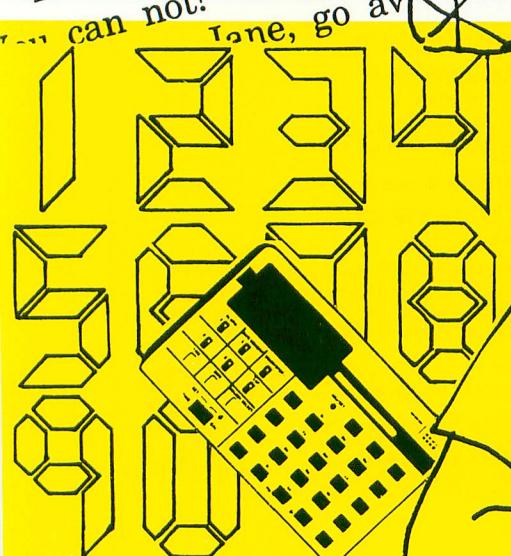
NAME _____
STREET _____
CITY _____ STATE _____ ZIP _____
 VISA MASTERCHARGE CHECK OR M.O.
Card # _____ Exp. date _____



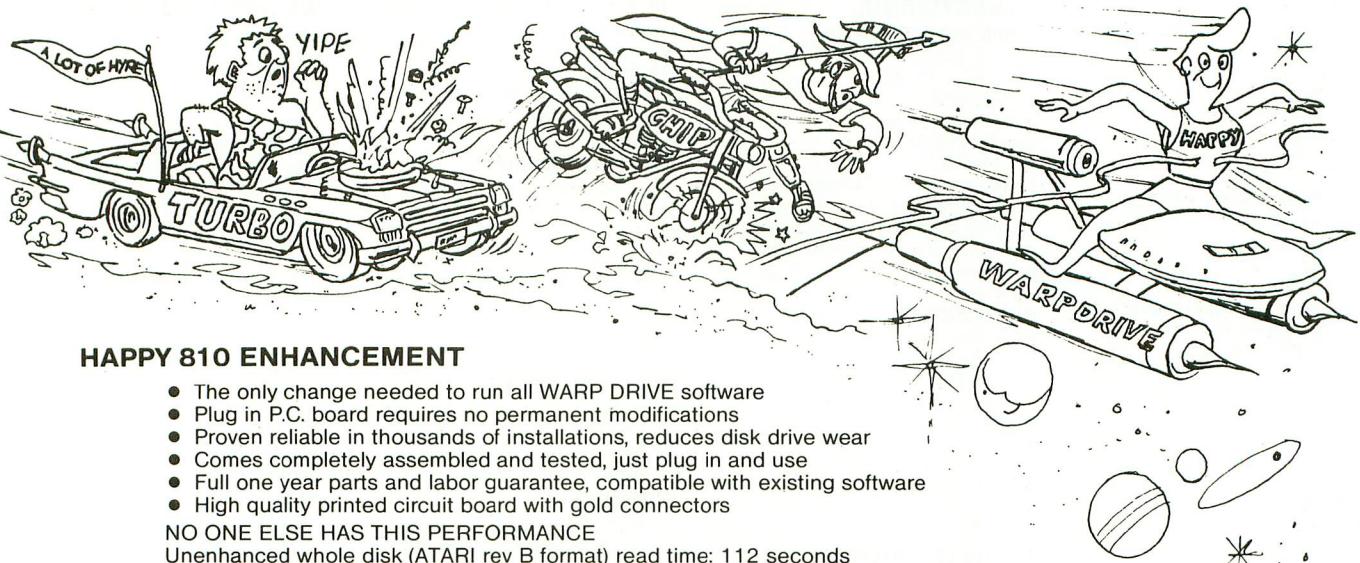
The letter D consists of upward left curve, downward left curve, upward right curve, downward straight line, upward right curve.
Analysis Principles 8.



he said, "I can play
I can get the ball!"
can not!" said Dig



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Unenhanced whole disk (ATARI rev C fast format) read time: 89 seconds

ENHANCED 810 whole disk (any format) read time with standard software: 68 seconds

ENHANCED 810 whole disk (any format) read time with WARP DRIVE software: 43 seconds

Standard software whole disk write and verify time: 238 seconds

WARP DRIVE software whole disk write and verify time: 62 seconds

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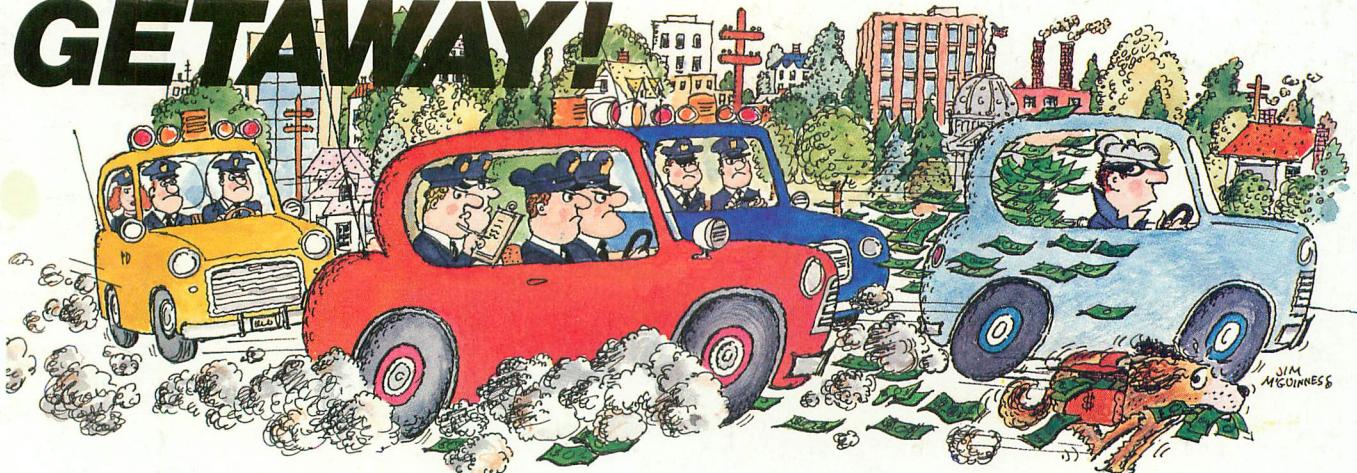
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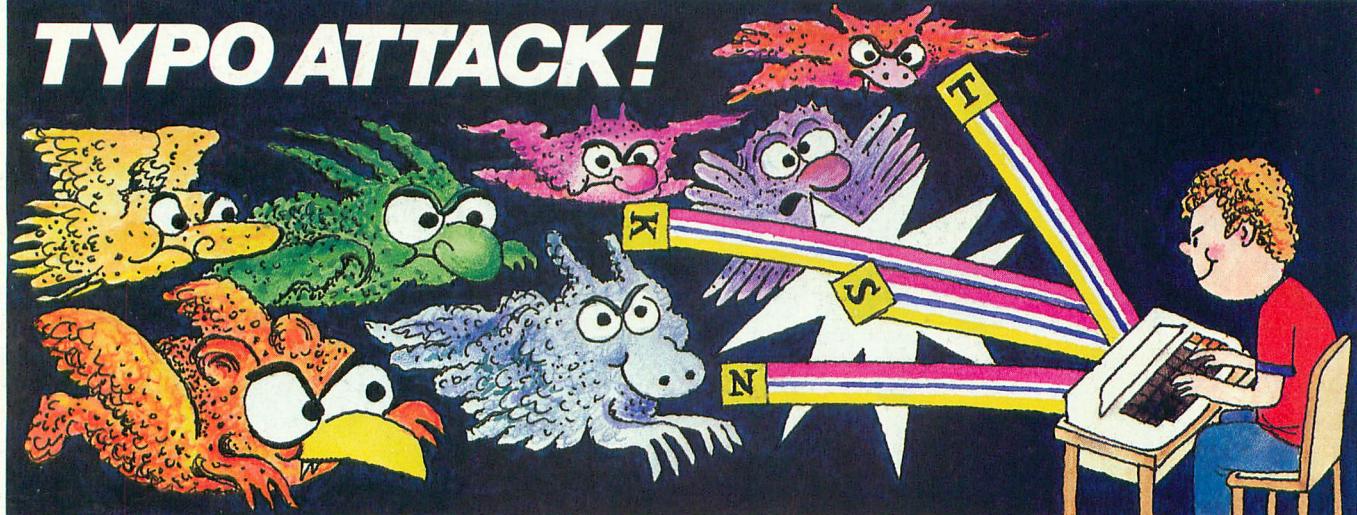


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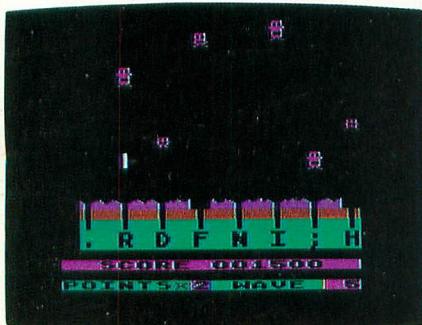
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