



# THE PUG PERIPHERAL



THE MONTHLY NEWSLETTER OF THE  
PITTSBURGH USERS GROUP

MARCH 1993

TI NEWS By Gary Taylor

The Wall Street Analyst/Advisor programs have arrived and will be available at the next meeting. This three disk set, from Program Innovators, 4122 Glenway, Wauwatosa, WI 53222 is one of the finest professional programs written for the TI and certainly the best of the financial packages. Those of you who have ordered it will not be disappointed. The package is a full featured financial aid that helps with portfolio management, trend, balance sheet and statistical analysis, and home financial management. It was reviewed in the October 1991 issue of Micropendium.

Crystal Software has been dissolved per Mike Maksimik. Mike is the author of Midi Master 99. Additionally, he has discontinued further development on version 3.0 of Midi Master 99 for the TI-99 4a. Look for Mike's announcement in this newsletter.

We have received a disk from Jim Peterson of Tiger Cub Software. It contains the latest catalog of Jim's public domain and shareware software. I have unarchived the catalog and will have copies to pass out at the March meeting. Jim charges \$1.50 per disk and throw in the postage when you buy at least 8 disks. Also included were many of Jim's recent newsletter articles as well as three new Tips from the Tigercub articles. Audrey will be publishing them in the near future.

At the end of last months meeting it was decided to attempt to create a new category in our disk library expressly for TI Command Modules. Each disk will have a catalog name corresponding to the PHM

number assigned by Texas Instruments. For example: the first disk in this section will be PHM-3000 and would contain the TI Diagnostic module. PHM-3001 would be the Demonstration module etc. Each of these modules-on-disk would have an Extended basic loader if possible so that they would load automatically. There are 133 modules listed on Mike Wright's reference lists version 890627 and it will be used to identify the module numbers and help keep track of which module we still need. I realize that many of these programs are already in our library but they are on disks with additional programs.

Mike's list appears in this newsletter and I have checked off 60 Module-on-disks that I will be donating so that there will not be any duplication of effort. Please bring any modules-on-disk that you have that are not checked off the list to the next meeting.

My class at 4:00 this month will be on the new Module-on-disk library. We will be testing any new additions to the library at this time too.

I have been contacted by one of the schools in the area that has discontinued using the TI-99/4A in their classrooms. They will be donating their equipment to an adult literacy program. The administrator of the program has asked for help in determining the suitability of the TI for their purposes as well as technical support in setting up their program. I have volunteered my services to set up their classrooms and will act as a consultant to advise them about software and hardware they may require. I will be discussing this more at our next meeting.



## COMMANDLAND # 5

by Sue Harper  
Pittsburgh Users Group

And now, for another article about . . .  
No, I promise, no more PRINT for awhile, we  
are moving on to LET.

LET is a statement that tells the computer  
that one thing is to be considered a  
different thing. For example,

```
LET B=4
```

will tell the computer that whenever it  
sees the letter B not in quotes, it will  
assume you mean the number 4. Confused  
yet? Let's look at a program:

```
10 CALL CLEAR
20 LET A=7
30 LET B=3
40 LET C=A+B
50 PRINT C
60 STOP
```

If you run this program, the result on the  
screen will be the number 10. The program  
does the following:

Line 10 tells the computer to cover the  
screen with blank spaces.  
Line 20 tells the computer that if it sees  
the letter A, I mean the number 7.  
Line 30 tells the computer that if it sees  
the letter B, I mean the number 3.  
Line 40 tells the computer that if it sees  
the letter C, it is the sum of A and B, or  
7 plus 3, or 10.  
Line 50 tells the computer to print the  
numerical value of C, which is ten.  
Line 60 tells the computer the program is  
over.

This introduces you to two concepts,  
variables and strings.

When a variable is a number, and especially  
if you want to use it in a mathematical  
sense, you need to use the format above.  
If, however, you want to use symbols or  
letters, you must use a string variable  
format, and you cannot use mathematic  
functions. In other words, if CAT = 5 and  
DOG = 4, then DOG+CAT = 9. But if you want  
CAT to equal ANIMAL, here is how it must be  
stated:

```
10 LET CATS="ANIMAL"
```

Notice the dollar sign after the word CAT.  
The dollar sign must be present on any  
variable assigned to a string. Here is a  
program showing you what can come about  
with these two in action:

```
10 CALL CLEAR
20 LET A=900
30 LET AS="RAPSCALLIONS!"
40 PRINT A;AS
50 END
```

What will happen?

Line 10 - clears the screen (tired of  
hearing that, aren't you????)

Line 20 tells the computer that if it sees  
the letter A not in quotes, I mean the  
number 900

Line 30 tells the computer that if it sees  
the variable AS not in quotes, I mean the  
word RAPSCALLIONS!

Line 40 will print 900 RAPSCALLIONS!

Line 50 will tell the computer the program  
is over.

So, now you have a way of telling the  
computer to see one thing and think  
another. Why in the world would someone go  
to all that trouble? After all, this  
program would do the same thing:

```
10 CALL CLEAR
20 PRINT "900 RAPSCALLIONS!"
30 END
```

Why variables, then? The answer is that  
variables are very useful when you use the  
same variable many times in a program, or  
for special purposes. Let's add a bit to a  
program from last month. The piece from  
last month is line 30:

```
10 CALL CLEAR
20 LET A=0
30 PRINT "SCORE":A
40 LET A=A+1
50 GOTO 30
```

Line 10 - well, you guess what it does.

Line 20 tells the computer that if it sees  
the letter A not in quotes, I mean zero.

Line 30 tells the computer to print the  
word SCORE (notice it is in quotes!!!!) at  
the lower left side of the screen, and  
print the value of A next to it, which at  
this point is zero.

Line 40 tells the computer that NOW the  
variable A is equal to the value of A  
(zero) plus one, or 1.

Line 50 tells the computer to go back to line 30 and print the word SCORE with the value of A (which is now one) next to it.

This loop (line 30, 40, 50, 30, 40, 50, and on and on. . .) will continue until you hold down the FCTN key and the number 4 at the same time. This small subroutine could be used in a game where if the user answered a question right, the computer would keep and print the score.

So, as you can see, the use of LET and variables is very important for the programmer who wants to do some fancy stuff!

See you next month with more. . .

### WHO PUT THE GR IN GRAPHICS?

by Sue Harper  
Pittsburgh Users Group

I thought it was a clever title, anyway!!

This article is about the graphics that are available in the GR format. As you know, there are many graphics formats, and GR is but one of them. It also happens to be the one used with the Graphics Editor program, and the most popular label making program that we have in the library. I have often received requests for graphics of certain objects - fish, music notes, different flowers, and others. Well, this program, the Graphics Editor is the answer to all those questions! Using this program, you can start from scratch and create your own picture one pixel at a time, or you can use one of the pictures that are already available, and alter it for your own use. Perhaps personalize it, make up a monogram, whatever! The possibilities are endless. And, as I said before, all graphics that use the GR format are compatible with any program that uses GR format - the labelmaker, Jiffy flyer, and others.

How to identify these graphics? Simple. They are saved on the disk as GR format and identified as in these examples: SUNSET/GR or ROSE1/GR. By looking for the GR after the name, you will find if the picture is a GR or not.

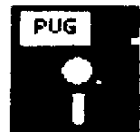
What follows here is a list of all the disks in the library which have GR format

graphics on them. Some are duplicates, so check the disks before you copy them for your own use. Enjoy!!!!

GRAFFX3009  
GRAFFA3080  
GRAFFX3092  
GRAFFX3149  
GRAFFS3181  
UTILFX6028  
UTILFX6029  
UTILFX6030  
UTILPX6076  
WORDFM9008

FROM THE LIBRARIAN

by Sue Harper



Well, March came in like a lamb - does that old saying work backwards??? If so, we better look out later this month, so you better come to the March meeting and stock up on programs to keep you busy and warm on those cold, cold nights!

All joking aside, I did receive a nice group of programs in February, and I think there will be something for your tastes, no matter what those tastes may be.

First of all, and available at the February meeting were the Funnelweb version 5 80 column editor. PLEASE NOTE that I said the 80 column editor, NOT an entire new version of Funnelweb. As you all know, if such a new version becomes available, we will get it for you and make it available as quickly as possible. Also new was a European Formatter. Gary did not have a great deal of information about this disk, but, a file titled -ARTICLE talks about both the 80 column editor, the upcoming 40 column editor (which will both work with Funnelweb 4.4), and the article also talks about this disk. It is a TI Writer released in Europe called in the article TI Writer version 2. It allows use of British, French, German, Italian, Spanish and Swedish languages and prints out with the proper accents, upside down symbols and other markings particular to each language. According to the article, this disk will only work with the TI Writer module, but work is progressing on making it compatible with Funnelweb if possible. My advice, grab what we got, and hope for

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~~~~~ TI-101 ~~~~~

## OUR 4/A UNIVERSITY

by Jack Sughrue  
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#2 Holism

Happy New Century

Last time, Class, in our TI-101 classroom we introduced the historical perspective of public education in a few strong words. We stated that some of the wrongs with our schools today is the profiteering by the big book industry who would like all our children to be into some kind of large-scale, lock-stepping curriculum as devised by them. [Close to 100% of all the schools in America have curriculums established by publishers and screwed into place by administrative bureaucrats. They are not created by the teachers, the trained professionals who work directly with the children. Once in a while - such as the school in which a friend of mine teaches 3rd graders - a school is blessed with an intelligent, child-oriented principal who is not afraid to empower her teachers. But this scenario is truly rare in our country.]

Which brings me back to THE REVOLUTION in education I discussed during our last class. This is the revolution of holism in education. It is an international grass roots approach to learning. Though the spelling is H O L I S M, the meaning does not come from "holy" but from "whole." Why don't THEY spell it "wholism?" you may ask. Unfortunately, you may ask in vain.

But Whole Language is what is under discussion here. Whole Language is the most prominent movement in the revolution. It is a philosophy that asks how children learn and then seeks ways to provide those opportunities for the child. It is, in short, a research-based philosophy and an intellectual attitude and a creative style that considers the developmental learning stages of the children as a group and each child individually. But what is it, specifically?

Well, let's look at product results first. Class, although Whole Language Educators will be the first to say that process rather than product is the goal of W.L.:

In the standard achievement tests scores given world-wide the U.S. ranks 47th. On those same tests New Zealand is 1st. New Zealand has close to 100% of its teachers, K-12, using W.L. New Zealand has the highest rate of literacy of any country in the English-speaking world.

Now back to how W.L. works and what it is. In the U.S. we have had a long history of process methodology. Unfortunately, it has never been a part of mainstream education. Like jazz, as musically intricate as any form of music on the planet, has never become the mainstream of American culture. But there were many educators who understood how children think and how children learn. These people have taught and have written books and have done research. But, except for the unusual teacher or an extremely rare school staff, few people had access to these ideas and materials and methodologies. Such things as the Teacher-Writer Collaborative in New York, the Bay Area Project in California, and the Framingham Writing Project in Massachusetts spread the word through research, printed materials, workshops, teacher

training programs, sweat, blood, and tears. But these were a few of the isolated programs and projects and groups that sought to integrate the curriculum by starting at Square One and helping the students learn from their own strengths in a positive "unending" environment which tied various aspects of learning into complex, relevant activities: thinking on a large scale, understanding analogies, making connections, discovering solutions.

To explain another way, Class:

Most of us grew up learning little isolated skills. We learned to Capitalize on the 9th week of school, let's say, in the 8th Grade.

Following that week, during which we'd be forced to learn the 60-odd capitalization rules for Friday's test, we'd leap into a couple days of hyphens and dashes, before going on to colons and semi-colons, and so on.

Isolated. Irrelevant. Boring. And not a good learning environment. We learned for the immediate tests and could not apply these "learned" skills to our daily (and real world) writings.

But such isolated, "testable" skills are a publisher's dream and an administrator's idea of Heaven. Because the kids can be tested on each of these isolated pieces, numbers can be attached to their names. These numbers can then be sorted into descending order and grades issued based on this garbage.

This has nothing to do with learning, with life-long skills, with internalizing and ownership. This has to do with outside forces trying to jam 19th Century methods down the throats of the people who will be running the 21st Century.

Bad stuff.

Take almost any English book you can get your hands on, and you will not find any writing activities (or few except in the most recent books and then as a way to thwart the movement away from texts). The books tell, tell, tell, tell how YOU are supposed to know this rule and that. The books test, test, test. They introduce the English materials in the most inane ways. For the most part, traditional English text books are sappy, to say the least, and anti-education to be really honest. And, except in a splashy, surface way haven't really changed since McGuffey's Readers of a century ago.

At the time of the Industrial Revolution the sum of human knowledge doubled about every 150 years; at the turn of this century it doubled about every 75 years; after World War II every 25 years; in 1990 every 9 months!

We still need to teach our kids skills, but we need to teach them DIFFERENT skills, better skills, more relevant skills, as "coverage" is impossible. [By the time a science book is researched and written and edited and printed and sold and distributed and finally used in a classroom it is already quite a few years out of date. And this is not just for info about our Solar System, for example, since the Voyager trips; it is about dinosaurs, which we know more about today than we did last year. Information progresses at a quantum rate, and this is true in every area of our real as well as academic lives.] Coverage is impossible, Class. Remember that. It's going to be on your next test.

We need to teach our kids HOW to think. Informational regurgitation is no longer relevant as we swing into the 21st Century. We need to teach our kids HOW to think, so they can be prepared for the future. And no matter how much we may long for the good ol' simple days of yore, they just ain't a'comin' back. We are - for better or worse - in the Electronic Age. And our kids, if they are going to compete with the rest of the world or if they are just simply going to keep America great, have got to become thinkers. They've got to become thinkers wh

can use the tools of the future NOW.

Einstein (Albert) was asked for his phone number by a reporter. He looked it up in the phone book, astounding the reporter. Einstein explained that it would be foolish to clutter up his brain with anything that could be looked up.

If Einstein felt he should not be cluttering up his brain with useless information, maybe we could all take heed.

Let's give our kids and everyone else's kids a headstart for the next century by supporting our overworked teachers (instead of bashing them) and joining forces with them to provide a new environment in schools and in our homes. Let's advocate FOR our kids and their teachers. On 60-MINUTES, recently, Andy Rooney said the real problem with education today is not the teachers and not the schools but that "there are too many dumb kids," and, worse, too many dumb parents who don't prize education, who don't value learning (thus, too many dumb kids). I believe, truly, that we can get rid of this dumbness (which Steve Allen calls "DUMBETH" in a wonderful book by that name about the state of American thinking) by turning off the electronic babysitters (TVs and Nintendos) and get the kids into electronic tutors (computers) and maybe even (gasp!) books!

And here we are at the point of these classes: our TIs and what they can do to reverse this terrible dumbing trend in our country.

We'll take this up in our next class by introducing you to some of our brave TI-World educational experts and what they have offered and how we can use their gifts.

Your homework is to dust off all your your educational cartridges (which includes TI-WRITER, of course, as well as TERMINAL EMULATOR and MINI-MEMORY (think about it), as well as DRAGON MIX, READING RALLY, SCHOLASTIC SPELLING, and BEGINNING GRAMMAR). You don't have to pass in any papers next session, but you must be prepared to present a 10-minute talk on at least two of your selected cartridges, being prepared to defend its educational relevance to the child of the future.

Be early for TI-101 next time and get a good seat up front. Adios.

Library News...Continued from page 3

improvements!!!

Gary also demonstrated and talked about a number of graphics programs: Tiny grams, Disk Labler version 2, Designer Labels, Label Machine, Labels including Packlabel, and Graphic Editor. Please look elsewhere in this newsletter for more on the Graphic Editor.

For gamers, we will have available Plundered Hearts, an interactive fiction game, Junkman Junior and Tetris - both joystick games. Two more disks are the complete set of articles by Jack Sughrue, TI-101, and Ray Kazmers Fairware Favorites, a double sided disk which I will try to

make available in single sided format for those who have single sided drives.

At the end of the meeting, Marty Kroll Senior came to me and gave me a disk of programs that he created to assist with the 1992 tax forms. This disk is NOT the same programs we had last year, and will be in the library for anyone wanting to make a copy. It is in extended basic with and Autoload program. A special thanks to Marty for this treat!

Well, thats all that is NEW, but as I announced at the meeting I have a box of old programs, and what you want may just be one of those that shows up unannounced! Be sure to come on down to the meeting!

See you at the meeting. . .

#### 4 - Command Modules

- PHM 3000 Diagnostic
- \* PHM 3001 Demonstration
  - \* PHM 3002 Early Learning Fun (TI)
  - \* PHM 3003 Beginning Grammar (TI)
  - \* PHM 3004 Number Magic (TI)
  - \* PHM 3005 Video Graphs (TI)
  - \* PHM 3006 Home Financial Decisions
  - \* PHM 3007 Household Budget Management
  - \* PHM 3008 Video Chess (TI)
  - \* PHM 3009 Football (TI)
  - \* PHM 3010 Physical Fitness (TI)
  - PHM 3011 Speech Editor
  - PHM 3012 Securities Analysis
  - PHM 3013 Personal Record Keeping
  - PHM 3014 Statistics
  - PHM 3015 Early Reading (SF)
  - PHM 3016 Tax/Investment Record Keeping
  - PHM 3017 Terminal Emulator 1
  - \* PHM 3018 Video Games I (TI)
  - \* PHM 3019 Disk Manager
  - \* PHM 3020 Music Maker (TI)
  - PHM 3021 Weight Control and Nutrition (TI)
  - \* PHM 3022 Personal Real Estate
  - \* PHM 3023 Hunt the Wumpus (TI)
  - \* PHM 3024 Indoor Soccer (TI)
  - \* PHM 3025 Mind Challengers (TI)
  - PHM 3026 Extended Basic
  - \* PHM 3027 Addition and Subtraction 1 (SF)
  - PHM 3028 Addition and Subtraction 2 (SF)
  - \* PHM 3029 Multiplication I (SF)
  - \* PHM 3030 A-Maze-ing (TI)
  - \* PHM 3031 The Attack (MB)
  - \* PHM 3032 Blasto (MB)
  - \* PHM 3033 Blackjack and Poker (MB)
  - \* PHM 3034 Hustle (MB)
  - PHM 3035 Terminal Emulator II
  - \* PHM 3036 Zero Zap (MB)
  - \* PHM 3037 Hangman (MB)
  - \* PHM 3038 Connect Four (MB)
  - \* PHM 3039 Yahtzee (MB)
  - PHM 3040 TI Logo
  - \* PHM 3041D Adventure (disk) (SA)
  - PHM 3041T Adventure (cassette) (SA)
  - \* PHM 3042D Tunnels of Doom (disk)
  - PHM 3042T Tunnels of Doom (cassette)
  - PHM 3043 Reading Fun (SF)
  - \* PHM 3044 Personal Report Generator
  - PHM 3045D SMU Electrical Engineering Library (disk)
  - PHM 3045T SMU Electrical Engineering Library (cassette)
  - PHM 3046 Reading On (SF)
  - PHM 3047 Reading Roundup (SF 30118)
  - PHM 3048 Reading Rally (SF 30120)
  - PHM 3049 Division I (SF)
  - PHM 3050 Numeration I (SF 30213)
  - \* PHM 3051 Numeration II (SF)
  - PHM 3052 Tombstone City: 21st Century (TI)
  - PHM 3053 TI Invaders (TI)
  - \* PHM 3054 Car Wars (TI)
  - \* PHM 3055 Editor/Assembler (TI)
  - PHM 3056 Alpiner (TI)
  - PHM 3057 Munch Man (TI)
  - PHM 3058 Mini Memory
  - PHM 3059 Scholastic Spelling - Level 3 (Sch)
  - PHM 3060 Scholastic Spelling - Level 4 (Sch)
  - PHM 3061 Scholastic Spelling - Level 5 (Sch)
  - PHM 3062 Scholastic Spelling - Level 6 (Sch)
  - \* PHM 3064 Touch Typing Tutor (TI)
  - PHM 3067 Othello (Gab/CBS Toys)
  - PHM 3082 Reading Flight (SF)
  - PHM 3083 Computer Math Games II (AW)
  - PHM 3084 Computer Math Games I (AW)
  - PHM 3085 Computer Math Games III (AW)
  - PHM 3086 Computer Math Games IV (AW)
  - PHM 3088 Computer Math Games VI (AW)
  - PHM 3089 Disk Manager 2 (TI)
  - PHM 3090 Addition (Mil)
  - PHM 3091 Subtraction (Mil)
  - PHM 3092 Multiplication (Mil)
  - PHM 3093 Division (Mil)
  - PHM 3094 Integers (Mil)
  - PHM 3095 Fractional Numbers (Mil)
  - \* PHM 3096 Decimals (Mil)
  - \* PHM 3097 Percents (Mil)
  - PHM 3098 Number Readiness (Mil)
  - \* PHM 3099 Laws of Arithmetic (Mil)
  - \* PHM 3100 Equations (Mil)
  - \* PHM 3101 Measurement Formulas (Mil)
  - PHM 3109 TI Logo II (TI)
  - PHM 3110 Chisholm Trail (TI)
  - PHM 3111 TI-Writer Word Processor (TI)
  - \* PHM 3112 Parsec (TI)
  - PHM 3113 Microsoft Multiplan
  - \* PHM 3114 Alligator Mix (DLM)
  - \* PHM 3115 Alien Addition (DLM)
  - \* PHM 3116 Demolition Division (DLM)
  - \* PHM 3117 Dragon Mix (DLM)
  - \* PHM 3118 Minus Mission (DLM)
  - \* PHM 3119 Meteor Multiplication (DLM)
  - PHM 3122 Plato Interpreter
  - PHM 3125 E.T. The Extra-Terrestrial
  - \* PHM 3131 Moonmine (TI)
  - PHM 3144 Early Logo Learning Fun (TI)
  - PHM 3145 Sneggit (TI)
  - PHM 3146 Munch Mobile (TI)
  - PHM 3148 Championship Baseball (MB)
  - \* PHM 3149 Space Bandits (MB)
  - \* PHM 3150 Sewermania (MB)
  - \* PHM 3151 Bigfoot (MB)
  - \* PHM 3152 Meteor Belt (MB)
  - \* PHM 3153 Super Fly (MB)
  - PHM 3154 Terry Turtle's Adventure (MB)
  - PHM 3155 I'm Hiding (MB)
  - PHM 3156 Honey Hunt (MB)
  - PHM 3157 Soundtrack Trolley (MB)
  - PHM 3158 M\*A\*S\*H (TI)
  - \* PHM 3168 Treasure Island
  - \* PHM 3169 Word Invasion (DLM)
  - \* PHM 3177 Facemaker
  - \* PHM 3178 Story Machine
  - PHM 3185 Word Radar (DLM)
  - \* PHM 3189 Return to Pirate's Isle

PHM 3194 Jawbreaker II  
 PHM 3197 Slymoids  
 PHM 3207 Crossfire  
 PHM 3219 Super Demon Attack  
 PHM 3220 Microsurgeon  
 PHM 3222 Fathom  
 PHM 3224 Moonsweeper  
 ★ PHM 3225 Star Trek Strategic Operations Simulator  
 ★ PHM 3226 Buck Rogers  
 PHM 3227 Congo Bongo  
 PHM 3229 Hopper  
 PHM 3233 BurgerTime

Those modules marked with an asterick have been doanated by Gary Taylor.

#### CRYSTAL SOFTWARE ANNOUNCEMENTS

BY Michael Maksimik  
 January 24, 1993

CALUMET CITY, ILL - Crystal Software is hereby dissolved. My brother and I decided to discontinue operation as a limited partnership for tax purposes. We anticipate massive restructuring of the tax laws, of no benefit to our small outfit. As an alternative, I will be continuing all my work on MIDI Master 99 v 3.0 and other projects such as Tape Backup and Unimanager. I will sell these project personally, and my brother will still make MIDI cables, but we will sell them at faires only. No more mail orders will be taken. It is illegal to operate a mail order service without at least a proprietorship, so only correspondence will be accepted.

Naturally, if you are in town, you can see me at the Chicago or Milwaukee faire meetings, make an appointment to visit me personally, or arrange a demo to purchase them garage sale style.

Events have been developing to this end for some time, and it is final. This, by no means, indicates a personal disruption between my brother and I. Chris is just too busy to continue any active part in Crystal Software, and I cannot afford the

tax accountant fees! Again, all software written by myself will be supported as before, just under my name and not the "Crystal Software" label. Most likely, I will find a dealer to handle the cable distribution.

Any and all correspondence with regard to Crystal Software should be sent to the same address: 635 Mackinaw Ave., Calumet City, IL 60409-4014. my checks made out to Crystal Software over the last few months will be returned.

Work will continue on MIDI Master 99 v 3.0; however, standard 32k architecture will NOT be supported. After consulting with my brother on this, I have decided that version 3.0 will only be available as 3.0G and the prior versions 3.0E and 3.0EX. There will be NO 3.0S! The minimum system memory requirements is 128K.

The best way to cope with this is to have a RAMBO installed on your readist and allocate 128K for use with program. Or purchase a Horizon 4000 readist. I apologize to version 2.3 owners who anticipated a miracle for their 32K, 90K disk systems, but the project is unrealistically being held because of consistent memory problems.

To avoid conflicts on this issue, I will extend a full refund to all owners of v 2.3 who are not willing to upgrade, and who are completely dissatisfied with MM99 v 2.3. Only registered owners of the software will be given a refund, and it must be sent by written request no later than May 1, 1993 to the above address. Allow 30 days for the refund.

If you do not wish a refund but would rather upgrade, please note: to run version 3.0E, you will need TI with 32K memory card, 128K RAMBO compatible memory expansion, a double-sided disk system (not two single sided drives!), and an RB232 port. THERE ARE NO EXCEPTIONS TO THESE SPECIFICATIONS! THE ASGARD AMS WILL NOT BE SUPPORTED!! To run version 3.0EX, you will need all the above, an 80 column adapter with 192K video RAM, a serial mouse, and a DSDD controller (hard disk preferred, but not required). Version 3.0G will require a



Geneve with a hard disk system. There is no exception to this rule, either; there is more than 1.44 meg of files in the 3.0G package. Running from floppy is too slow. I don't wish to lower the boom so severely on anyone's head, but after serious soul-searching and contemplation, these are the only ways to make the 3.0 package available anytime soon. I believe the hardware exists and is available to interested users of MIDI to operate 3.0.

You can still operate under v 2.3, as 3.0 will export SNE files to disk, allowing you to still play music generated by version 3.0. I believe that the average TI user will neither appreciate nor care for this upgrade. That is fine; I don't wish to push them into a corner. It is your choice. You may choose to operate a TI under a 32K system, or you can choose to upgrade.

Imagine, if you have at least a 256K Horizon Ramdisk with RAMEO add-on, a Horizon 4000, or a 4A Memex, you will be compatible! Why not make that choice? Most users I confer with already have a Ramdisk. The upgrade is not difficult and will make your system more versatile. Again, I don't aim this issue at the average TI user. I don't plan on making a million with this product. But, on the other hand, I don't want to get stuck with a software version that I will never use, and in all actuality, NO correspondence of registered owners of version 2.3 has expressed and interest in version 3.0S. Please understand that the program is just too large to allow only two minutes of music to play and only one minute to record. To me, it is a waste of programming effort to pursue the issue any further.

#### REMINDER

Next month's meeting will be on the first Sunday, April 4th, as the regular Sunday would conflict with Easter. Since the Community Room is taken for that day, we will be meeting in a lecture room, one level down from our present meeting place.

#### RIBBONS AND INK

by Jim Peterson

In a recent article regarding the NX1020 printer, I mentioned that Midwest Micro was selling ribbons for that printer at \$3.98 each in lots of six. I ordered six of them.

When I put in the first one and tried to print something, the chatter clutch on the printer made a terrible racket. The spindle of the cartridge was stuck tight, would not budge.

I put in another one, and tried again. It printed beautifully for several pages, then I noticed that it had stopped putting anything on the paper. The spindle was turning but the ribbon was not moving.

I called Midwest Micro and they, a bit reluctantly, gave me a return authorization for all six ribbons.

In the meantime, I had called V-Tech Inc. and talked to a very knowledgeable man about reinking ribbons. He sent me a 2 oz. bottle of V17R roller ink, which he recommended, for \$2.90 plus \$1.60 shipping. That should be enough to last longer than my printer.

He also sent an instruction sheet which states that original ribbons and good quality replacement ribbons have a woven seamless ribbon loop, but that replacement cartridges from MEI, Full-mark and Midwest Micro have a poor spliced loop (Midwest Micro calls it "electronically welded") and are not worth reinking.

V-Tech also sells a very wide variety of ribbon cartridges at very reasonable prices, as well as reinking machines, etc. They also have replacement ribbons; a woven loop ribbon for the Star NX-1020 is only \$1.50, a 42 ft. welded loop 4-color ribbon for the NX-1020R is only \$3.50.

I found it very easy to re-ink an NX-1020 cartridge; just use a knife blade to pry it open, and apply ink to the foam roller. However, there is a strip of tin in there which can fall out, so keep the cartridge flat on the table as you are opening it.

You must saturate the foam roller with ink - it soaks in very slowly - and you must run several pages of printing through before the ribbon will be inked and printing evenly.

The address of V-Tech Inc. is 2223 Rebecca, Hatfield PA 19440. The phone

THE PUG MEETS  
ON THE 2ND SUNDAY OF THE MONTH  
AT WHITEHALL BOROUGH COMMUNITY ROOM  
100 BOROUGH PARK DRIVE  
WHITEHALL, PA.

|               |         |
|---------------|---------|
| MAR 1993      |         |
| S M T W T F S |         |
|               |         |
| 7             |         |
| 14            | MEETING |
| 21            |         |
| 28            |         |
|               |         |

|               |           |
|---------------|-----------|
| APR 1993      |           |
| S M T W T F S |           |
|               |           |
| 4             | MEETING!! |
| 11            |           |
| 18            |           |
| 25            |           |
|               |           |

CLASSES BEGIN AT 3PM  
GENERAL MEETING BEGINS PROMPTLY AT 6PM

|              |               |              |
|--------------|---------------|--------------|
| PUG OFFICERS |               |              |
| Pres:        | Gary Taylor   | 412-341-6874 |
| V Pres:      | Rick Keppler  | 412-941-3559 |
| Treas:       | Art Gardner   | 412-835-4304 |
| Rec Sec:     | George Dick   | 412-793-5834 |
| Librarian:   | Susan Harper  | 412-464-0525 |
| Paper Lib:   | Tom Puhatch   | 412-885-3183 |
| Cor. Sec.:   | Gary Taylor   | 412-341-6874 |
| NL Editor:   | Audrey Bucher | 412-881-5244 |

|                                   |  |
|-----------------------------------|--|
| SCHEDULE                          |  |
| 3PM....SET UP                     |  |
| 4:00PM.....MODULE ON DISK LIBRARY |  |
| 6-8PM MEETING                     |  |

DUES \$15/YR



PITTSBURGH TI USER'S GROUP  
P.O. Box 8043  
Pittsburgh, PA 15216



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DALLAS TI HC U6

BOX 29863  
DALLAS, TX. 75229



PUG BBS  
412-885-3483  
300/1200/2400 BAUD  
24 HOURS