

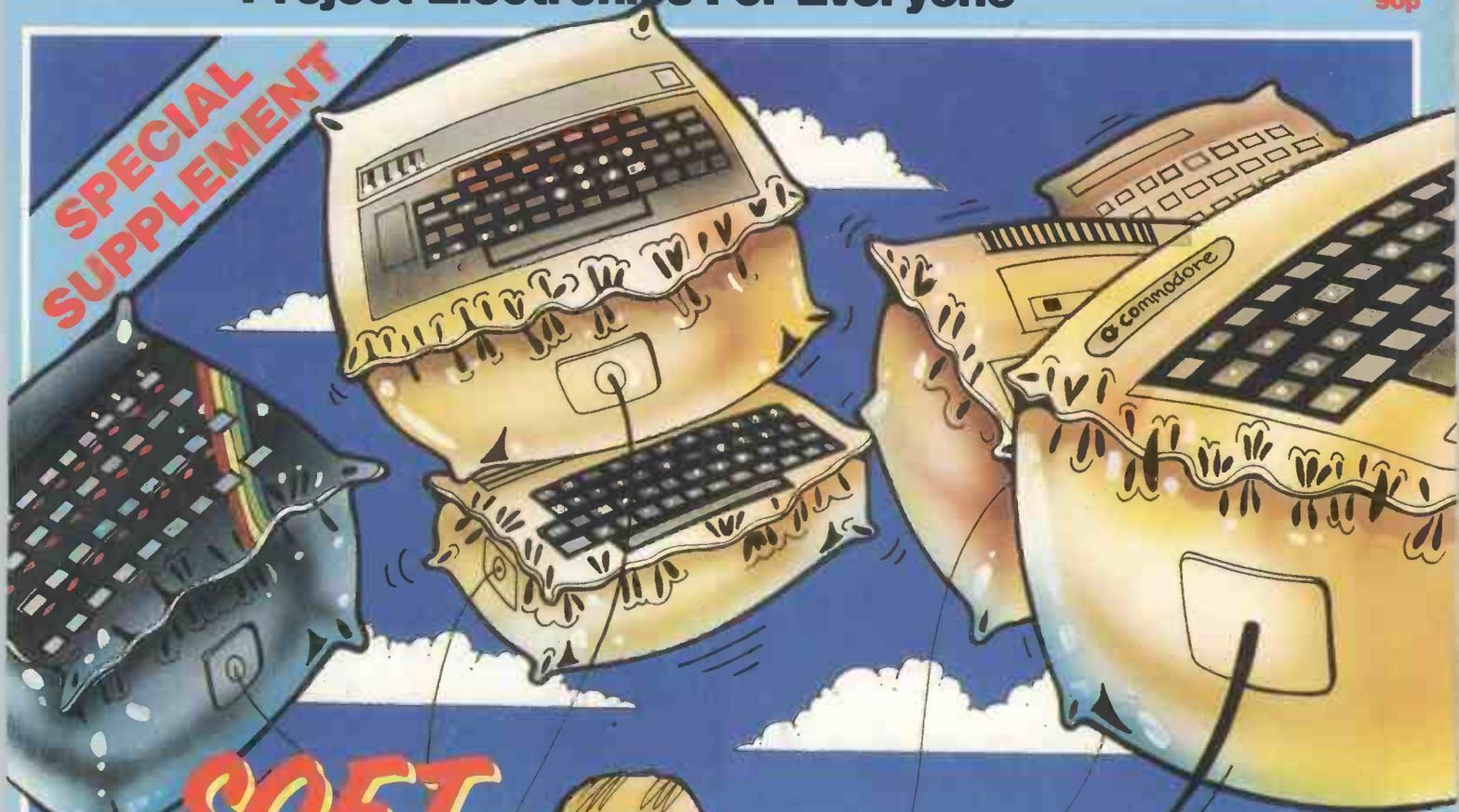
Hobby

Electronics

Project Electronics For Everyone

90p

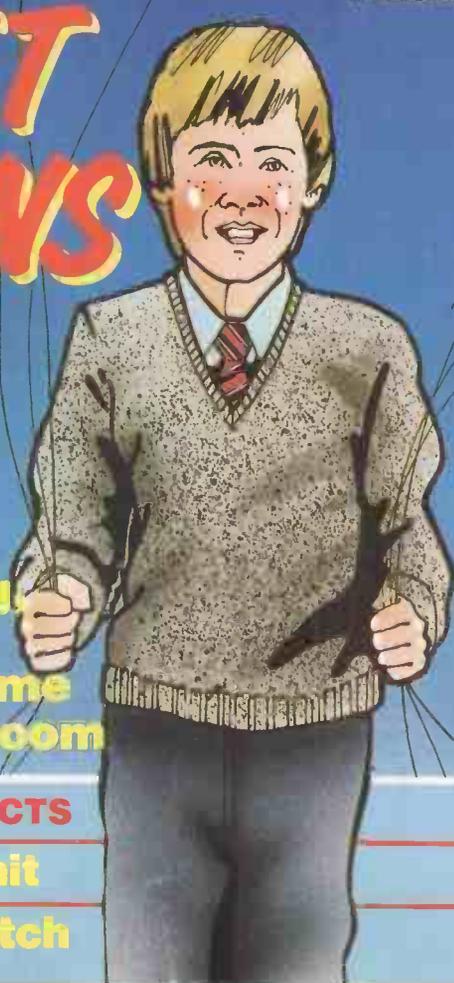
**SPECIAL
SUPPLEMENT**



SOFT OPTIONS

**Commencing
in this issue...**

**A new monthly
supplement
exploring soft-
ware for learning,
and the uses of
computers at home
and in the classroom**



**METAL
DETECTION**
In-depth survey of
methods, applications
and equipment

EASY TO BUILD PROJECTS

- Spring Reverb Unit
- Mains Touch Switch

BI-PAK BARGAINS

MINIATURE TOOLS FOR HOBBYISTS

 Miniature round nose side cutters - insulated handles 4 1/2 inch length. Order No: Y043.

 Miniature long nose pliers - insulated handles 5 1/2 inch length. Order No: Y044.

 Miniature bend nose pliers - insulated handles 5 1/2 inch length. Order No: Y045.

 Miniature end nippers - insulated handles 4 1/2 inch length. Order No: Y046.

 Miniature snipe nose pliers with side cutter and serrated jaws - insulated handles 5 1/2 inch length. Order No: Y042.

FLEXY DRIVER

A flexible shaft screwdriver for those awkward to get at screws. Overall length 8 1/2 inch. Order No: FS-1 Flat blade 4mm FS-2 Cross point no. 1 £1.75 each.

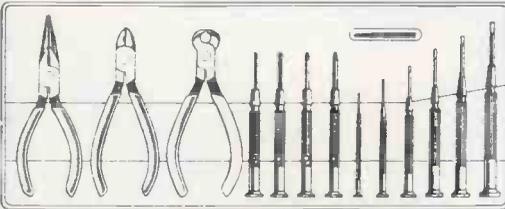


GRIP-DRIVER

8 1/2 inch long screwdriver with spring loaded grip on end to hold screws in position while reaching into those difficult places. Order No: SD-1 Flat blade 4mm SD-2 Cross point no.0. £95p each.

ALL AT £1.25 each

13 PIECE TOOL KIT AND CASE



13-piece tool set housed in attractive moulded plastic case with clear sliding cover

- 1 off 5" snipe nose "radio" pliers with side cutters
- 1 off 4 1/2" side cutters
- 1 off 4 1/2" end cutters
- 2 off hex. "Allen" key drivers 2mm and 2.5mm;
- 2 off cross-point "Phillips" drivers No. 0 and No. 1 (with tommy bar)
- 6 off precision screwdrivers. Sizes from 1mm to 3.5mm

ONLY £7.50 ORDER No. VP102

PRECISION JEWELLERS' TOOLS

Rustproof, Tempered Handles and Blades. Chrome Plated Handles. Swivel Heads for use on Precision Work.

5T21 SCREWDRIVER SET

6 precision screwdrivers in hinged plastic case. Sizes - 0.8, 1.4, 2, 2.4, 2.9 and 3.8mm £1.75

5T31 NUT DRIVER SET

5 precision nut drivers in hinged plastic case. With turning rod. Sizes - 3, 3.5, 4, 4.5 and 5mm £1.75

5T41 TOOL SET

5 precision instruments in hinged plastic case. Crosspoint (Phillips) screwdrivers - H0 and H1 Hex key wrenches. Sizes - 1.5, 2 and 2.5mm £1.75

5T51 WRENCH SET

5 precision wrenches in hinged plastic case. Sizes - 4, 4.5, 5, 5.5 and 6mm £1.75

BRAND NEW LCD DISPLAY MULTITESTER

RE 188m

LCD 10 MEGOHM INPUT IMPEDANCE

*3 1/2 digit *16 ranges plus HFE test facility for PNP and NPN transistors *Auto zero, auto polarity *Single-handed, pushbutton operation *Over range indication *12.5mm (1/2-inch) large LCD readout *Diode check *Fast circuit protection *Test leads, battery and instructions included.

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Polarity indication Negative only
Positive readings appear without + sign
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Zero adjust Automatic
Sampling time 250 milliseconds
Temperature range -5°C to 50°C
Power Supply 1 x PP3 or equivalent 9V battery

Consumption 20mW
Size 155x88x31mm

RANGES

DC Voltage 0-200mV
0-2-20-200-1000V. Acc. 0.8%
AC Voltage 0-200-1000V
Acc. 1.2% DC Current 0-200uA
0-2-20-200mA, 0-10A. Acc. 1.2%
Resistance 0-2-20-200k ohms
0-2 Megohms. Acc. 1%
BI-PAK VERY LOWEST PRICE

£45.00 each

Leather Case for 188m £2.50 EACH



MULTITESTER

1,000 opv including test leads & Battery

AC volts - 0-15-150-500-1,000

DC volts - 0-15-150-500-1,000

DC currents - 0 -1ma-150ma

Resistance - 0 -25 K ohms 100 K ohms

Dims - 90 x 61 x 30mm.

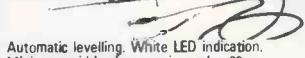
O/No. 1322 OUR PRICE £6.50 ONLY



SIGNAL INJECTOR

 Simple push button operation. Oscillates at 700 - 1k Hz with harmonics to 30MHz. 1.4V p/p output. Impedance 10kΩ. Ideal for trouble shooting with audio equipment. One "AA" penlight battery supplied. O/No VPS6 £2.50

LOGIC PROBE

 Automatic levelling. White LED indication. Minimum width of measuring pulse 30 milliseconds. Maximum input frequency 10M Hz. Input impedance: 100kΩ
Power consumption: 40mA maximum
Power supply: 4.5 - 18 V d.c.
ORDER No. VPS7 £10.50

CURRENT/POL CHECKER

 Heavy duty test prods with built-in indicators for testing polarity: indicates whether a.c. or d.c. 3.5V to 400V. O/No. VP98 £2.50

TESTER

 Universal tester with ceramic buzzer. Tests diodes, transistors, resistors, capacitors and continuity. One "AA" penlight battery included. Test current: Max 2µA
Test voltage: 12V
Response range: 100MΩ
Max voltage: 500V
Internal resistance: 390kΩ £5.00
Length: 135mm O/No. VPS9

CIRCUIT TESTER

 D.C. continuity tester for circuit checking on all low voltage equipment and components. Diode checking also possible. Takes two AA batteries. 90cm lead has crocodile clip. Body length 145mm. O/No. VP100 75p

ELECTRONIC SIREN 12v DC

Red plastic case with adjustable fixing bracket. Emits high-pitched wailing note of varying pitch - 100 cycles per minute. Dims - 50mm (dia) 60mm (depth). Power - 12v DC. O/P 90dBA 1m type.

Our Price: £5.50 O/No. VP79

MINIATURE FM TRANSMITTER

Freq: 95-106MHz. Range: 1/2 mile
Size: 45 x 20mm. Add: 9v batt. O/No. VP128
Not licenced in U.K. ONLY
Ideal for: 007-MI5-FBI-CIA-KGB etc. £5.50

POWER SUPPLY OUR PRICE £4.25

Power supply fits directly into 13 amp socket Fused for safety. Polarity reversing socket. Voltage switch. Lead with multi plug
Input - 240V AC 50Hz, Output - 3, 4, 5, 6, 7.5, 9 & 12V DC Rating - 300 ma VP103.

RATCHET SCREWDRIVER KIT

Comprises 2 standard screwdriver blades 5 & 7mm size. 2 cross point size 4 & 6. 1 Ratchet handle. 5-in-1 Kit. £1.45 each. O/No 3298

VALUE PACKS

Pak No.	Qty	Description	Price
VP1	300	Assorted Resistors Mixed Types	£1
VP2	300	Carbon Resistors 1/4 Watt Pre-Formed	£1
VP3	200		£1
VP4	150	1/4 Watt Resistors 100 ohm-1M Mixed	£1
VP5	200	Assorted Capacitors All Types	£1
VP6	200	Ceramic Caps Miniature - Mixed	£1
VP7	100	Mixed Ceramics Disc. 1pf - 56pf	£1
VP8	100	Mixed Ceramic Disc. 68pf - 015pf	£1
VP9	100	Assorted Polyester/Polystyrene Caps	£1
VP10	60	C280 Type Caps Metal Foil Mixed	£1
VP11	100	Electrolytics - All Sorts	£1
VP12	60	Bead Type Polystyrene Min Caps	£1
VP13	50	Silver Mica Caps Ass. 5.6pf - 150pf	£1
VP14	50	Silver Mica Caps Ass. 180pf - 4700pf	£1
VP15	50	High Voltage Disc. Ceramic 750v - 8Kv Mixed	£1
VP16	50	Wirewound Res. 9W (avg) Ass. 1 ohm - 12K	£1
VP17	50	Metres PVC Covered Single Strand Wire Mixed Colours	£1
VP18	30	Metres PVC Covered Multi Strand Wire Mixed Colours	£1
VP19	40	Metres PVC Single/Multi Strand Hook-Up Wire Mixed	£1
VP20	6	Rocker Switches 5 Amp 240v	£1
VP21	20	Pcs. 1 - 2 & 4 mm Plugs & Sockets Matching Sizes	£1
VP22	200	Sq. Inches Total, Copper Clad Board Mixed Sizes	£1
VP23	20	Assorted Slider Pots. Mixed Values	£1
VP24	10	Slider Pots. 40 mm 22K 5 x Log. 5 x Lin	£1
VP25	10	Slider Pots. 40 mm 47K 5 x Log. 5 x Lin	£1
VP26	20	Small .125" Red LED'S	£1
VP27	20	Large .2" Red LED'S	£1
VP28	10	Rectangular .2" Green LED'S	£1
VP29	30	Ass. Zener Diodes 250mW - 2W Mixed Vts. Coded	£1
VP30	10	Ass. 10W Zener Diodes Mixed Vts. Coded	£1
VP31	10	5 Amp SCR's T0-66 50-400v Coded	£1
VP32	20	3 Amp SCR's T0-66 Up To 400v Uncoded	£1
VP33	200	Sil. Diodes Switching Like IN4148 DO-35	£1
VP34	200	Sil. Diodes Gen. Purpose Like DA200/BA131/15	£1
VP35	50	1 Amp IN4000 Series Sil. Diodes Uncoded All Good	£1
VP36	8	Bridge Rects. 4 x 1 Amp 4 x 2 Amp Mixed Vts. Coded	£1
VP37	8	Black Instrument Type Knobs With Pointer 1/2 Std	£1
VP42	10	Black Heatsinks To Fit T0-3, T0-220 Ready Drilled	£1
VP45	50	BC107/8 Type NPN Transistors Good Gen. Purpose Uncoded	£1
VP46	50	BC177/8 Type PNP Transistors Good Gen. Purpose Uncoded	£1
VP47	10	Silicon Power Trans. Similar 2N3055 Uncoded	£1.50
TRANSISTOR CLEARANCE			
All Sorts Transistors. A mixed Bag NPN-PNP Silicon & Germ. Mainly Uncoded You To Sort Pack includes Instructions for Making Simple Transistor Tester. Super Value. Order for £1 VP60			
REGULATED VARIABLE MODULE			
Stabilised POWER SUPPLY + KIT			
Variable from 2-30 volts and 0-2 Amps. Kits includes - 1 - VPS30 Module. 1 - 25 volt 2 amp transformer. 1 - 0-50v 2" Panel Meter. 1 - 0-2 amp 2" Panel Meter. 1 - 470 ohm potentiometer. 1 - 4K7 ohm potentiometer. Wiring Diagram. included Order No. VPS30 KIT £20			

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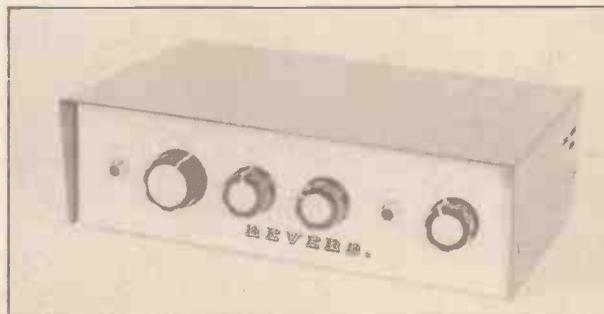
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Hobby Electronics

MAY 1984
Vol 6 No 5

PROJECTS

- ★ MAINS TOUCH SWITCH 11
Good-looking, interference-free and practical.
- ★ SPRING REVERB UNIT 58
Spring into action with a classic reverb effect.



Spring Reverb Unit — page 58

FEATURES

- ★ ALL ABOUT ELECTRONICS PART 10 20
Microcomputers dissected.
- ★ THE ART AND SCIENCE OF METAL DETECTION . 45
The when, how and why of a profitable pastime.



The Art And Science Of Metal Detection — page 45

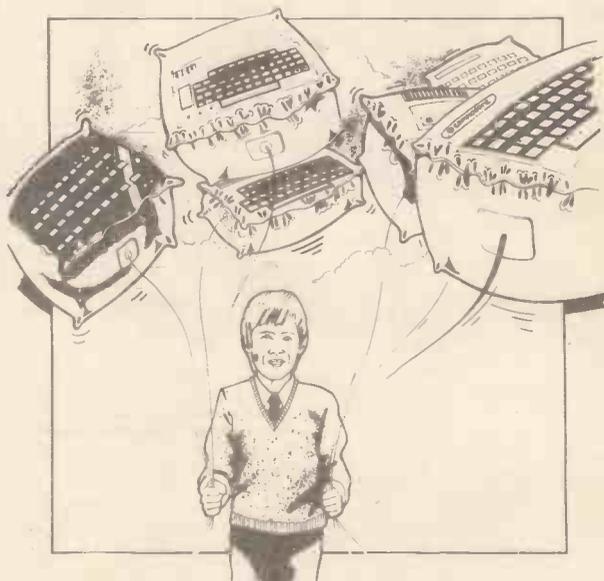
SPECIAL

- ★★ SOFT OPTIONS 27
Starting this month: a regular supplement looking at software which teaches. Full contents list on page 27.

REGULARS

- Monitor 6
- What's On Next 18
- HE Bookshelf 19
- Buylines 26
- Points Of View 56
- HE PCB Service 63
- HE PCB Page 64

No Forward Bias this month, — but don't worry. There are no errata for HE April, and if any appear, FB will report them next month.



Soft Options — A New Supplement — page 27

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74LS04	20p	74LS158	35p	BC117A	16p	2805A10	250p	4007	14p
74LS05	20p	74LS159	50p	BC179	20p	2809P10	810p	4008	36p
74LS08	20p	74LS160	45p	BC182L	10p	8621	100p	4009	34p
74LS09	20p	74LS161	45p	BC182L	10p	8622	110p	4010	24p
74LS10	20p	74LS162	45p	BC182L	10p	8623	250p	4011	11p
74LS11	20p	74LS163	45p	BC182L	10p	8624	500p	4012	16p
74LS12	20p	74LS164	48p	BC182L	10p	8625	500p	4013	20p
74LS13	20p	74LS165	60p	BC212L	10p	8085	450p	4014	48p
74LS14	20p	74LS166	60p	BC213L	10p	8154	850p	4015	70p
74LS15	20p	74LS167	140p	BC214L	10p	8156	350p	4016	70p
74LS16	20p	74LS168	110p	BC547	12p	8212	100p	4017	45p
74LS17	20p	74LS169	100p	BC548	12p	8218	100p	4018	25p
74LS18	20p	74LS170	90p	BC548C	14p	8221	270p	4019	48p
74LS19	20p	74LS171	45p	BC558	18p	8240	850p	4020	40p
74LS20	20p	74LS172	45p	BC558P	18p	8253	390p	4021	40p
74LS21	20p	74LS173	45p	BC558	18p	8255	255p	4022	45p
74LS22	20p	74LS174	45p	BC559	18p	8259	400p	4023	13p
74LS23	20p	74LS175	45p	BF750	23p			4024	33p
74LS24	20p	74LS176	45p	BF751	23p			4025	13p
74LS25	20p	74LS177	45p	BF752	23p			4026	80p
74LS26	20p	74LS178	45p	TP29A	32p			4027	20p
74LS27	20p	74LS179	45p	TP29A	32p			4028	48p
74LS28	20p	74LS180	60p	TP30A	38p			4029	48p
74LS29	20p	74LS181	60p	TP31A	38p			4030	15p
74LS30	20p	74LS182	60p	TP32A	38p			4031	19p
74LS31	20p	74LS183	60p	TP33A	38p			4032	110p
74LS32	20p	74LS184	60p	TP34A	38p			4033	40p
74LS33	20p	74LS185	60p	TP35A	38p			4034	40p
74LS34	20p	74LS186	60p	TP36A	38p			4035	40p
74LS35	20p	74LS187	60p	TP37A	38p			4036	40p
74LS36	20p	74LS188	60p	TP38A	38p			4037	40p
74LS37	20p	74LS189	60p	TP39A	38p			4038	40p
74LS38	20p	74LS190	60p	TP40A	38p			4039	40p
74LS39	20p	74LS191	60p	TP41A	38p			4040	40p
74LS40	20p	74LS192	60p	TP42A	38p			4041	40p
74LS41	20p	74LS193	60p	TP43A	38p			4042	40p
74LS42	20p	74LS194	60p	TP44A	38p			4043	40p
74LS43	20p	74LS195	60p	TP45A	38p			4044	40p
74LS44	20p	74LS196	60p	TP46A	38p			4045	40p
74LS45	20p	74LS197	60p	TP47A	38p			4046	40p
74LS46	20p	74LS198	60p	TP48A	38p			4047	40p
74LS47	20p	74LS199	60p	TP49A	38p			4048	40p
74LS48	20p	74LS200	60p	TP50A	38p			4049	40p
74LS49	20p	74LS201	60p	TP51A	38p			4050	40p
74LS50	20p	74LS202	60p	TP52A	38p				

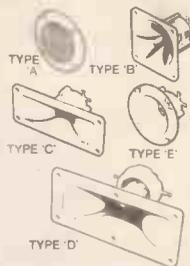
VOLTAGE REGULATORS (PLASTIC TO220)		DIODES		7 SEGMENT DISPLAYS		DIL SOCKETS	
7812	40p	1N4001	38p	D170	70p	8	8p
7815	40p	1N4002	38p	D171	70p	14	14p
7818	40p	1N4003	38p	D172	70p	18	18p
7824	40p	1N4004	38p	D173	70p	24	24p
		1N4005	38p	D174	70p	30	30p
		1N4006	38p	D175	70p	36	36p
		1N4007	38p	D176	70p	42	42p
		1N4008	38p	D177	70p	48	48p
		1N4009	38p	D178	70p	54	54p
		1N4010	38p	D179	70p	60	60p
		1N4011	38p	D180	70p	66	66p
		1N4012	38p	D181	70p	72	72p
		1N4013	38p	D182	70p	78	78p
		1N4014	38p	D183	70p	84	84p
		1N4015	38p	D184	70p	90	90p
		1N4016	38p	D185	70p	96	96p
		1N4017	38p	D186	70p	102	102p
		1N4018	38p	D187	70p	108	108p
		1N4019	38p	D188	70p	114	114p
		1N4020	38p	D189	70p	120	120p
		1N4021	38p	D190	70p	126	126p
		1N4022	38p	D191	70p	132	132p
		1N4023	38p	D192	70p	138	138p
		1N4024	38p	D193	70p	144	144p
		1N4025	38p	D194	70p	150	150p
		1N4026	38p	D195	70p	156	156p
		1N4027	38p	D196	70p	162	162p
		1N4028	38p	D197	70p	168	168p
		1N4029	38p	D198	70p	174	174p
		1N4030	38p	D199	70p	180	180p
		1N4031	38p	D200	70p	186	186p
		1N4032	38p	D201	70p	192	192p
		1N4033	38p	D202	70p	198	198p
		1N4034	38p	D203	70p	204	204p
		1N4035	38p	D204	70p	210	210p
		1N4036	38p	D205	70p	216	216p
		1N4037	38p	D206	70p	222	222p
		1N4038	38p	D207	70p	228	228p
		1N4039	38p	D208	70p	234	234p
		1N4040	38p	D209	70p	240	240p
		1N4041	38p	D210	70p	246	246p
		1N4042	38p	D211	70p	252	252p
		1N4043	38p	D212	70p	258	258p
		1N4044	38p	D213	70p	264	264p
		1N4045	38p	D214	70p	270	270p
		1N4046	38p	D215	70p	276	276p
		1N4047	38p	D216	70p	282	282p
		1N4048	38p	D217	70p	288	288p
		1N4049	38p	D218	70p	294	294p
		1N4050	38p	D219	70p	300	300p
		1N4051	38p	D220	70p	306	306p
		1N4052	38p	D221	70p	312	312p
		1N4053	38p	D222	70p	318	318p
		1N4054	38p	D223	70p	324	324p
		1N4055	38p	D224	70p	330	330p
		1N4056	38p	D225	70p	336	336p
		1N4057	38p	D226	70p	342	342p
		1N4058	38p	D227	70p	348	348p
		1N4059	38p	D228	70p	354	354p
		1N4060	38p	D229	70p	360	360p
		1N4061	38p	D230	70p	366	366p
		1N4062	38p	D231	70p	372	372p
		1N4063	38p	D232	70p	378	378p
		1N4064	38p	D233	70p	384	384p
		1N4065	38p	D234	70p	390	390p
		1N4066	38p	D235	70p	396	396p
		1N4067	38p	D236	70p	402	402p
		1N4068	38p	D237	70p	408	408p
		1N4069	38p	D238	70p	414	414p
		1N4070	38p	D239	70p	420	420p
		1N4071	38p	D240	70p	426	426p
		1N4072	38p	D241	70p	432	432p
		1N4073	38p	D242	70p	438	438p
		1N4074	38p	D243	70p	444	444p
		1N4075	38p	D244	70p	450	450p
		1N4076	38p	D245	70p	456	456p
		1N4077	38p	D246	70p	462	462p
		1N4078	38p	D247	70p	468	468p
		1N4079	38p	D248	70p	474	474p
		1N4080	38p	D249	70p	480	480p
		1N4081	38p	D250	70p	486	486p
		1N4082	38p	D251	70p	492	492p
		1N4083	38p	D252	70p	498	498p
		1N4084	38p	D253	70p	504	504p
		1N4085	38p	D254	70p	510	510p
		1N4086	38p	D255	70p	516	516p
		1N4087	38p	D256	70p	522	522p
		1N4088	38p	D257	70p	528	528p
		1N4089	38p	D258	70p	534	534p
		1N4090	38p	D259	70p	540	540p
		1N4091	38p	D260	70p	546	546p
		1N4092	38p	D261	70p	552	552p
		1N4093	38p	D262	70p	558	558p
		1N4094	38p	D263	70p	564	564p
		1N4095	38p	D264	70p	570	570p
		1N4096	38p	D265	70p	576	576p
		1N4097	38p	D266	70p	582	582p
		1N4098	38p	D267	70p	588	588p
		1N4099	38p	D268	70p	594	594p
		1N4100	38p	D269	70p	600	600p

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				1-9	10-24	25-99
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1/3AA*	0.10	18.0	14.3	1.58	1.50	1.44
1/2AA*	0.24	28.1	14.3	1.45	1.37	1.32
AA	0.50	50.2	14.3	0.90	0.85	0.82
AA*	0.50	50.2	14.3	0.96	0.91	0.88
1/2A*	0.45	28.1	17.3	1.53	1.45	1.38
RR*	1.20	42.1	22.6	1.70	1.61	1.52
C	2.20	49.7	25.9	2.40	2.30	2.20
D (sub)	1.20	60.5	32.9	2.40	2.30	2.20
D	4.00	60.5	32.9	3.50	3.32	3.15
D*	4.00	60.5	32.9	3.59	3.41	3.24
F*	7.00	91.3	32.9	6.85	6.50	6.20
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PP3	0.11	49 X 26.5 X 17.5		4.35	4.10	3.85

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All prices include VAT. Postage is free on all UK orders sent with cash over £5. for UK orders under £5. please add 60p to order total.

Trade enquiries welcomed

MONITOR

Sound Advice

Stotron are now able to supply an improved range of alarms, including miniature and subminiature solid state electronic buzzers for direct PCB use or panel mounting and types that can be mounted in a fourteen pin dip socket.

These electronic buzzers are ideal for many applications, such as personal alarms, office and factory equipment or industrial vehicles etc. Even projects, would you believe.

Standard and miniature piezo ceramic alarms are available for PCB, panel or chassis mounting and are capable of producing continuous or intermittent sound, and some types give a cricket or warble effect. A small plastic PCB mount retainer can be used to convert certain PCB mounts alarms to panel mounts; this also improves tone and output.

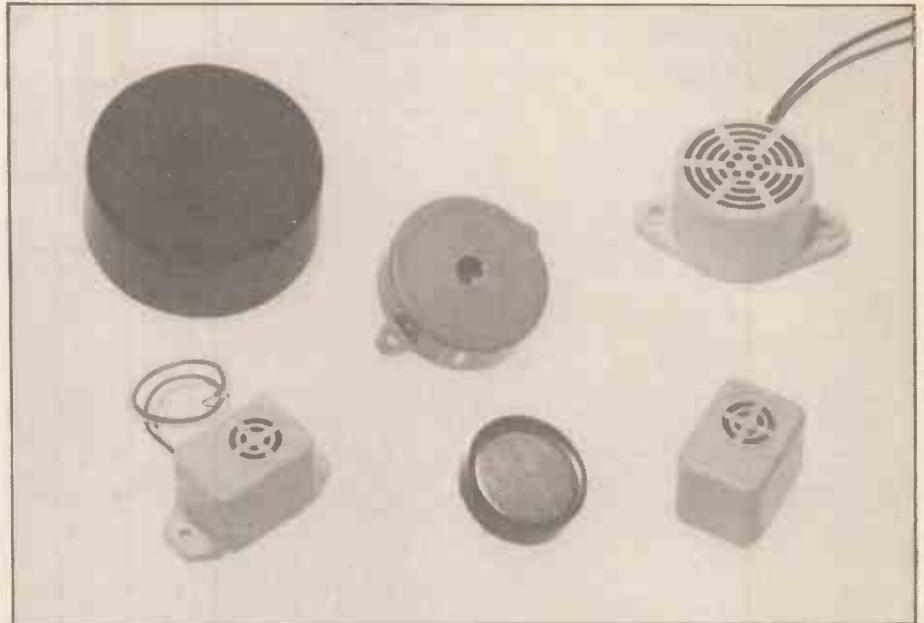
Two ranges of sound transducer are also stocked, offering many different sounds ideal for the reproduction of complex audio signals such as voice or multiple frequencies. The small size and low weight of these facilitate portable and miniature applications.

For further information contact **Stotron Ltd., 72 Blackheath Rd., Greenwich, London SE10 8DA. Tel: 01 691 2031.**

Wide Ranging Tester

Fieldtech Heathrow has recently introduced a capacitor and inductance tester designated the LC53. The unit provides the engineer with a range of test functions never previously available in one unit, Fieldtech claim that the unit is unique because it is the only tester on the market which will dynamically test capacitors, coils, SCRs and Triacs and will find an amazing 75% of defective capacitors which value-only meters will miss.

The LC53 is fast with 100% automatic ranging. It tests capacitors for leakage current under full load, with up to 600V applied. It checks capacitor dielectric absorption, and has the capability to reform electrolytics. It will check for all coil defects in or out of



circuit, and automatically tests coils for effective Q using a US-patented ringing test. It tests transmission lines for distance to open or short circuits within feet, and it will also test dielectric strength to 600V. It may also be used for hi potential leakage tests up to 600V. The unit is already being successfully used in major electronics companies giving broadcast, TV and video engineers quick reliable results with a unique range of test functions.

For further details please contact **Fieldtech Heathrow Ltd., Huntavia House, 420 Bath Road, Longford, Middx UB7 0LL. Tel: 01 897 6446.**

Upmarket Monitor

Zeal Marketing are now agents for Microvitec monitors. The model 1431-MZ is compatible with the ZX Spectrum QL, along with a sound output which allows the bangs and thumps of games programs to be deployed to full advantage, as well as providing a key bleep if required.

The unit costs £299.00 all inclusive. Enquiries to **Zeal Marketing Ltd., Vanguard Trading Estate, Storforth Lane, Chesterfield, Derbyshire S40 2TZ. Tel: (0246) 208555.**

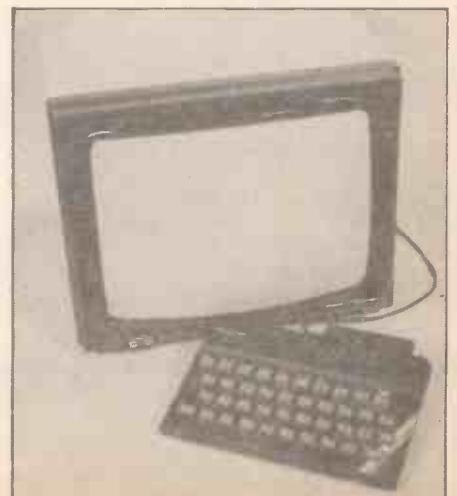
Graphic Colours

Encountered at an electronics games fair: a computer which analyses your personality by analysing your colour preferences. You pay your money, you fill in a card which contains eight printed colour samples, in the order in which you like the colours you see at the time that you see them. (This is very important: according to the theory, your colour preferences alter according to the mood you are in and in general how you feel.) The figures are fed into the

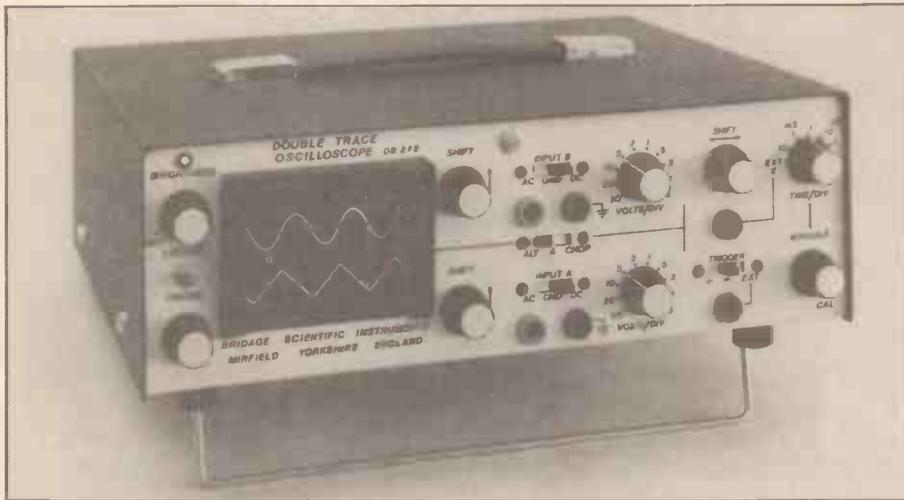
computer, which then produces a neat little printout to tell you what sort of person you are.

Sounds daft? It's not as daft as it sounds: colours, especially primary colours, have been shown to have quite a dramatic effect on the way you feel, and vice versa: your mood can influence the way you respond to certain colours. There is actually something about the structure of the eyeball which causes the colours (red and blue) at the opposite ends of the visible spectrum to have a very different 'feel' to them (most people see red as warm and exciting, blue as cool and quiet), and a host of associations (red with fire, yellow with the sun, dark blue with night time, etc.), which are fairly universal, which cause us to respond to different colours in different ways.

The colour test used by this computer is based on the Luscher colour test, which is now used in the USA for doing quick 'personality tests' on people applying for jobs, etc. (and, incidentally,



MONITOR



on people undergoing psychiatry . . .). The theory is that your preference for one colour as opposed to another tells certain things about your outlook, and also that well-balanced personalities show a consistent preference for the four 'psychological primaries' (so-called by psychologists because most people distinguish them as the 'basic' colours) red, yellow, dark blue, and deep green, with a lower preference for subdued n, the 'mixed' colour violet, dull grey, or black.

The assessment is made not only by the order of preference but by the combinations in which they appear.

Dr. Luscher himself developed a 'long test' for detailed analysis containing 27 colours and many combinations. The eight-colour test is the abridged version for easy use. It used to be a popular party

What you get from the colour computer (unsurprisingly, since it's designed entirely for entertainment) is the abridged version of the abridged version. It is, however, suitably dramatic. Try this: *You are a rare person . . . you can be looked up to and recognized as a leader. And for my husband: You enjoy the challenges of life for you know you can conquer any situation and make it a rewarding experience. That's what I call money's-worth.*

There are supposed to be over 43,000 different combinations; we found we had one comment in common out of five apiece, although our preferences weren't very similar.

But what the heck. It's just a game, and it gives you something you can frame. You want to get *into* it, man, read the book*. The system was being distributed by **Computamania**, 34 Leicester Lane, Great Bowden, Market Harborough, Leics LE16 7HA. Tel: (0858) 65851. Meanwhile, I'm going to nip off and appreciate some beauty, work in co-operation with someone and get recognized as a leader. Perhaps by next month I'll be editor . . .

*The book, incidentally, is *The Luscher Colour Test* by Dr. Max Luscher, Pan Books, 1971, Ed. I. Scott.

Speak To Me

Crimson Elektrik have appointed **Wimslow Audio Ltd.** as distributors of their well known range of hifi kit amplifiers and amplifier modules.

The range includes two and three way active crossover modules in a choice of fourteen standard frequencies. Modules for non-standard frequencies can be supplied to order within seven days.

Leaflets, price lists and reviews are available free of charge (send a large SAE) from **Wimslow Audio Ltd.**, 35-39 Church St., Wimslow, Cheshire SK9 1AS. Tel: (0625) 529599.

Portable Oscilloscope

A new general purpose dual trace oscilloscope announced by **Bridge Scientific Instruments Ltd.** costs less than £200 (ex VAT). Small and highly portable, the DB242 is suitable for laboratories radio and TV maintenance, hi-fi enthusiasts and radio hams.

Speed and simplicity of use are important features. This is apparent in the display in which a medium persistence phosphor gives good trace readability on the 60 x 50mm display

screen on which a calibrated graticule is superimposed. Considerable time savings are achieved using the trace location button which returns over-scanned traces to the screen regardless of the setting of other operating controls and the auto brightline triggering system.

A cheaper single trace version, the Bridge SB121, is also available. The general specification is similar but without the twin channel facilities.

Enquiries to **Bridge Scientific Instruments Ltd.**, 63-65 High St., Skipton, N. Yorks BD23 1EF. Tel: (0756) 69511.

Multi Modem

All major World communications standards are supported by the **WS2000 Modem** now available from **Minor Miracles Ltd.** of Ipswich. Switchable to 300 Baud full duplex, 600 half duplex, 1200 half duplex and 1200/75 back-channel (Prestel standard) PLUS both Bell (USA) and CCITT (UK-Euro) standards, WS2000 costs £99.95 plus VAT and carriage.

Special features include reverse 1200/75 Baud operation, so that WS2000 may communicate with dedicated Prestel/Micronet/View-data terminals — a capability of considerable interest to dial-in-database operators. With the optional plug-in Auto-Dial/Auto-Answer Board (£39.00 plus VAT) and a special control lead set (£9.50 plus VAT) this modem can be set up to answer the 'phone line, scan the incoming carrier and set-itself to that standard before putting the computer on line.

WS2000 is delivered complete with British Telecom modular line cord and plug, and parallel telephone socket on the back panel of the Modem. RS232 interface is standard, plus full in-built self-testing and mains power supply. Case size is 16 x 15 x 7 cms. The Enquiries to: **Minor Miracles Ltd.**, PO Box 48, Ipswich IP4 2AB. Tel: (0473) 50304.



MONITOR

EPROM Services

EPROM Services are a company based in Leeds who offer a series of add-ons and EPROM boards for the ZX Spectrum and ZX81, including PROM programmers, EPROM cartridges, preprogrammed EPROMS, a programming and copying service, ISO cards and various other things.

For lists and a price list contact EPROM Services, 3 Wedgewood Drive, Roundhay, Leeds LS8 1EF. Tel: (0532) 667183.

New Shop

A new electronics and computer shop has opened in Daventry, selling components and accessories. The company, EMOS, formerly operated from a warehouse on a local industrial estate, but have found that there is enough demand to support a shop. They intend to stock electronics products from plugs to microcomputers, as well as giving advice.

The EMOS shop will be open from 9am to 5pm every day except Thursdays and Sundays, and they will also run a mail order service.

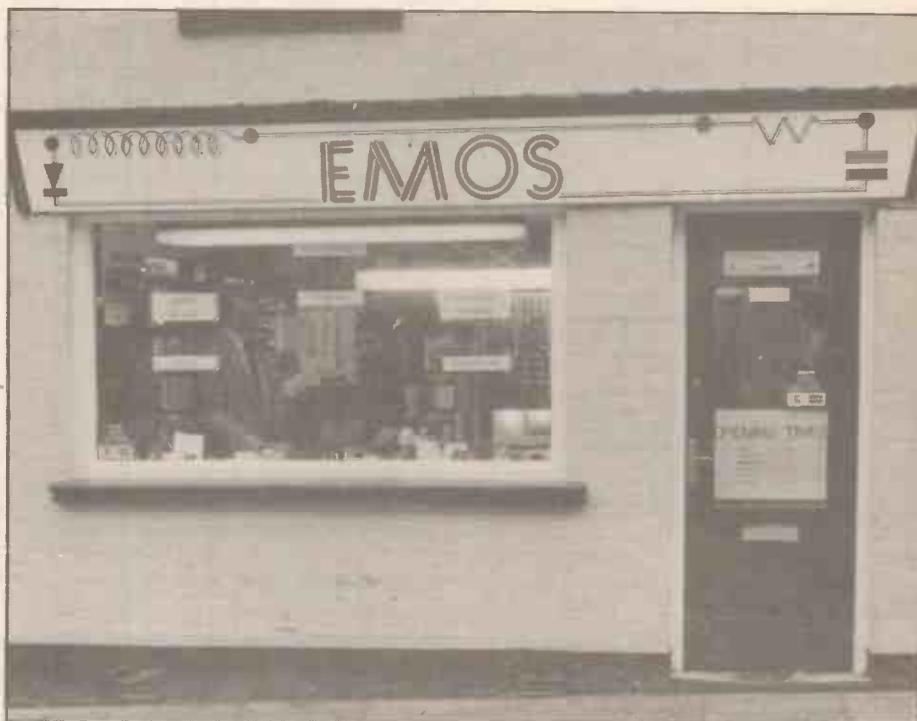
More information from David Ashwell, EMOS Ltd., 17 Sheaf St., Daventry, Northants. Tel: (03272) 5524.

3in Software

Four major software companies have announced plans to release software for the BBC Micro on the new Hitachi 3in disc drive system marketed by Advance Memory Systems.

Gemini Marketing Ltd., 18a Littleham Rd., Exmouth, Devon EX8 2QG will be doing a series of accounting packages, much of which will be available through W. H. Smiths.

Clares Micro Supplies, 98 Middle-



wich Rd., Exmouth, Devon EX8 2QG will be doing a series of accounting packages, much of which will be available through Boots.

Bourne's Educational Software, Bourne House, The Hundred, Romsey, Hants SO5 8BY will be doing mostly educational software, as will Beebug Soft, PO Box 109, High Wycombe, Bucks HP11 2TD.

Amateur Television Club

For anyone in the London area interested in Amateur Television, the Home Counties Amateur Television Group meet at Richings Park Sports and Social Club, Iver, Bucks at 8.30pm every

fourth Wednesday of the month.

Talk-in is provided on 145.200Mhz. The group operates slow and fast scan monochrome and colour TV on HF, plus 70cm, 23cm and 10GHz. Future meetings include a talk on Video Recorders (25th April), a talk on Slow Scan TV (23rd May), an outside activity night on 70cm and 23cm (27th June) and a Slow Scan Operating Evening (25th July).

For further information contact P. W. Andrews G6MNJ, Secretary, The Home Counties Amateur Television Club, 4 Greensward, Kings Court, Ashfield Ave., Bushey, Herts WD2 3HQ. Like most clubs, the HCATG would probably appreciate an SAE with enquiries.

Maplin Magazine

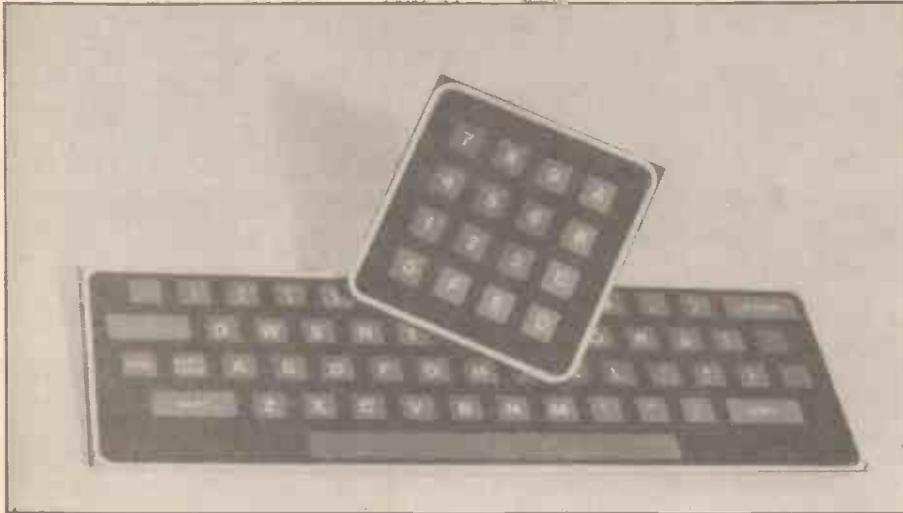
Maplin have a number of new products in their latest magazine (Electronics — The Maplin Magazine, March-May, 70p), including a battery operated kit called the Easyload, for the ZX Spectrum, which is designed to eliminate difficulties in cassette data loading: an "Extendiport" kit for the Dragon 32, to allow the Dragon's central socket to be moved to a more accessible position, and an interface to connect the Oric 1 to a Maplin modem.

There are also kits and information concerning amateur radio and in-car electronics, Heathkit educational courses price bonanza on Atari software, and a prize reader survey draw.

Enquiries to The Editor, Doug Simmons, The Maplin Magazine, PO Box 3, Rayleigh, Essex SS6 8LR. Tel: (0702) 554155.



MONITOR



Membrane Keyboards

Semiconductor Supplies is supplying two membrane keyboards: a 350x100x2mm QWERTY, and a 16-way 0-9/A-F measuring 100x100x2mm.

The keyboards consist of glass fibre PCBs faced with a tough, colour-printed polycarbonate film, which makes a silver-plated contact when lightly touched. The QWERTY keyboard has a matrix output via a 16-pin DIL socket; the 16-way board connections are via seventeen pins, one common.

The prices for the boards are £17.75 and £7.90 respectively, all-inclusive. Enquiries to Semiconductor Supplies International Ltd., Dawson House, 128/130 Carshalton Rd., Sutton SM1 4RS. Tel: 01 643 1126.

Phree-Phlowing Phloops

Users of the BBC Micro attempting to make the choice between cassette and disc storage are now confronted with a third alternative: a PHLOOPY cartridge.

The PHLOOPY drive's motor drives Phi Mag Systems, claim has most of the features of a floppy disc, plus other advantages, for half the price, is a flat cartridge of about the same depth as an audio cassette, and twice the volume. Instead of containing reeled tape, the cartridge has a continuous tape loop, twelve feet long, which 'snakes' around the inside of the cartridge. This avoids the need for tape lubricant, which can impair the action of the tape heads.

An innovation in this design, as opposed to other tape-loop drives developed in the past is that a special record head, developed by Phi Magnetronics, records nine tracks side-by-side on 1/4in instrumentation tape, instead of serially along the length of the tape (a similar breakthrough to that which allowed the practical production of video cassettes). This allows the cartridge to use twelve feet of tape, instead of over one hundred feet.

The PHLOOPY drive's motor drives the tape at 15in per second; PHLOOPY typically takes 3 to 4 seconds to fill a file and load/save it. The transfer rate is 10Kb per second, up to two hundred times faster than for a cassette.

The PHLOOPY drive also has its own microprocessor-controlled error correction system. Extra codes are recorded which allow errors to be picked up and corrected automatically. The machine's on-board microprocessor also copes with file handling, instead of using up space on the BBC, and so uses about half as much of the BBC RAM as many disc systems. The Loop Filing System uses standard BBC Filing System and BASIC program commands, as well as its own utilities.

Phi Mag also claim that there is no risk of data corruption if a cartridge is removed from the drive while it is working, and also say that it is completely compatible with most existing cassette or disc-based programs.

Where's the catch? The catch is that to connect the PHLOOPY, a minor modification — very minor, the disconnection of two resistors — has to be made to the BBC main board. What you feel about that will depend on whether or not you like opening computers and how old your machine is (ie whether or not it is still under the manufacturer's guarantee).

PHLOOPY is expected to be available from around mid-May, priced around £113.85 inc. VAT, with an interface for the BBC which runs up to eight drives, priced around £29.90 inc. VAT. A single PHLOOPY gives 100K of storage.

Enquiries to Phi Mag Systems Ltd., Tregonigge Industrial Estate, Falmouth, Cornwall TR11 4RY. Tel: (0326) 76060.

Jupiter Sighted Again

For those of you who are wondering what will be the fate of their Jupiter ACE micros now that Jupiter Cantab has gone into liquidation.

The beginnings of an answer have arrived from Boldfield Ltd. Computing, of Sussex House, Hobson St., Cambridge. Tel: (0487) 840740. Boldwood have bought up the remaining stocks of the ACE and are marketing them at a big discount on the original prices. Better, Boldfield say that they are going to attempt to arrange for better software support, and a range of peripherals for the ailing micro.

The ACE will be available, by mail order only, from Boldfield at the following prices:

ACE plus power supply, manual, demo cassette, leads and twelve month guarantee: £33.35 inc VAT and p&p; 16K RAM pack: £26.45 in VAT and p&p; both together: £54.05 inc VAT and p&p. The software cassettes are £3.00 each — no inclusive price has been quoted for these.



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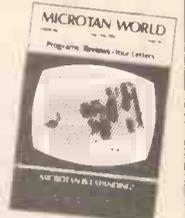
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The HE Mains Touch Switch is designed to avoid both picking up interference from the mains, and generating interference, a common problem with touch switches. This makes it practical for regular use.

Rory Holmes

THIS PROJECT describes a design for a reliable and highly practical mains touch switch suitable for any type of load up to 250 watts (or 500 watts by altering one component). The design overcomes many of the problems that are inherent in previously available circuits rendering them impractical, except as novelty switches.

Before describing the design features provided and their relevance to touch switching, it would be useful to take a look at the shortcomings of standard circuits.

A Finger On The Problem

Several types have employed some type of high input impedance amplifier which picks up signals radiated from a finger to generate a pulse. This pulse then switches a bistable circuit to drive a triac on or off. The problem here is that any spurious interference is very easily picked up and triggers the switch. This interference usually comes down the mains supply in the form of spikes from turning on or off other domestic equipment.

Alternatively, electrical interference from lighting will affect the high impedance electronics. Whatever the case, this sort of spurious triggering is out of the question for a serious application. Nobody wants all his lights and hifi to come on accidentally at four in the morning!

A second major drawback with these types, is the use of phase control in one form or another — either as used in touch controlled dimmers, or simply chopping portions of the mains cycle to provide a local power supply. Phase control generates vast amounts of RFI, (radio interference) due to the instantaneous switching of high voltages, and the simple L/C filters recommended for such circuits are always insufficient.

Phase control also decreases the

Mains Touch Switch



life of most bulbs due to the step changes in current. Being generally messy and an extremely anti-social electronic pollutant it's worth avoiding if possible!

Pause For Power

By far the biggest drawback, as far as using touch switches to replace wall switches is concerned, is the switch power supply. If the switch requires both the mains, live and neutral for its power, then it can not be wired in as a wall switch, where there are only two wires for a switch in series with the bulb, unless of course you are prepared to rewire all your lighting circuits under the plasterwork to provide a live terminal.

The problem is to derive power for the switch without using phase control, both when the lamp is on and off. Touch plates can also cause problems, especially when they require direct electrical contact (very dangerous!), or even bridging of two contacts by skin resistance. Charge

build up or oxidation on the touch plates can often render them inoperative.

The circuit presented here has been designed to avoid all these pitfalls and has the following features:

1. No spurious pulse triggering, the unit switches off after an absence of pulses over a fixed time.
2. Complete elimination of RFI. Triac is switched fully on or off. Bulky inductors and suppressors are eliminated since phase control is not used.
3. Switch-on transients, current surges, and RFI are eliminated by zero crossing turn on, giving longer bulb life and less electricity consumption.
4. Completely solid state — no relays.
5. The touch switch is a true series switch with only two connections. The logic power supply is derived from the mains circuit being switched during both on and off conditions.
6. Touch switch does not utilize the pick-up of external signals such as hum or electric field charges, but acts by capacitive dividing of an internal oscillator. The single touch plate is thus completely isolated from the rest of the circuit.
7. A time constant provides a small switching delay for reliability and elimination of double switching.

In effect the device is a one amp solid-state latching mains relay, with an electrostatically isolated input requiring virtually zero power for switching.

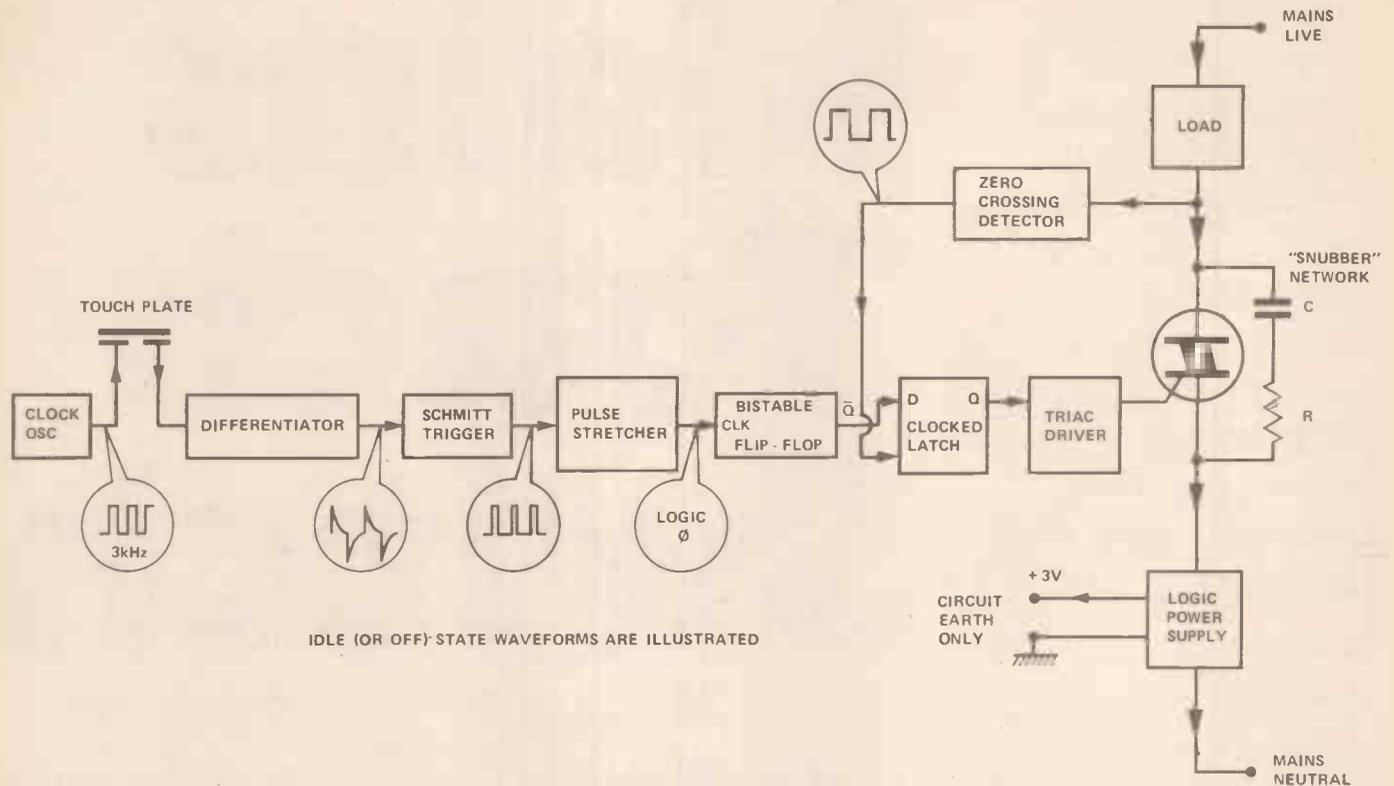


Figure 1. The complex block diagram of the mains touch switch.

Block Diagram

The basic elements making up the touch switch are illustrated in the block diagram of Figure 1.

The touch of a finger on the touch plate is detected by means of a capacitive dividing action. As the diagram shows, the touch plate is electrically equivalent to two low value capacitors in series, with their common junction being the touch plate. A 3kHz square wave is fed from a clock oscillator to one side of these capacitors and passes through the touch plate to the differentiator. The differentiator produces small spikes on the positive going edges of the received square wave, and since these pass above the threshold of the following Schmitt trigger, a corresponding square wave is generated at its output.

Now, when the plate is touched, the capacitance of the human body relative to the circuit earth will considerably attenuate the received squarewave signal, due to capacitive dividing. The differentiated output spikes are now well below the Schmitt threshold and so the squarewave output ceases. On removing the capacitance from the plate, the square wave restarts, and this action is always the same regardless of the state of the mains bulb.

Clocking A Pulse

The Schmitt trigger output pulses are then fed into a pulse stretcher which provides a logic zero output as long as

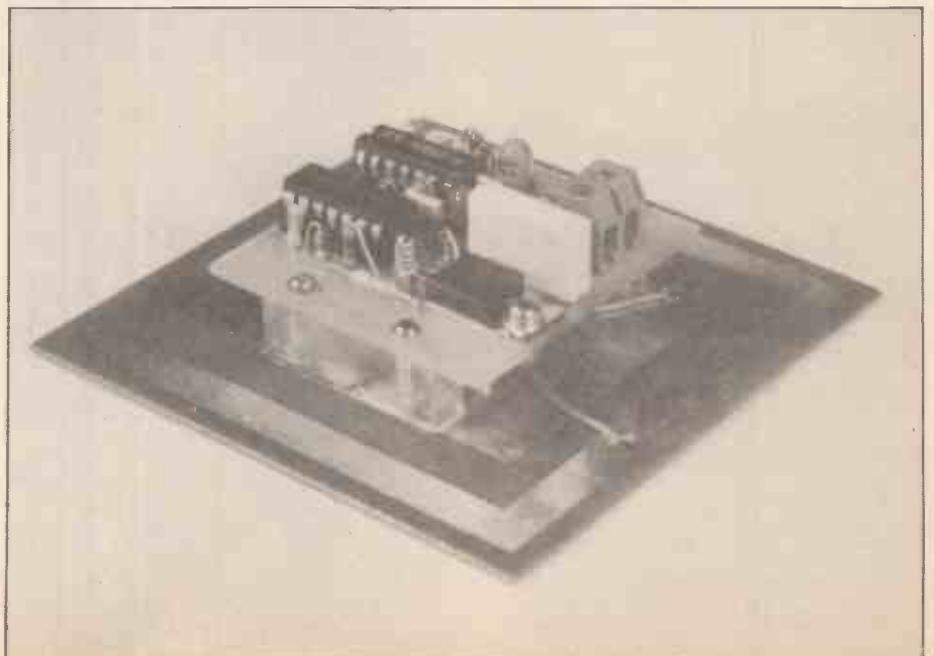
the pulses have gone missing for a certain length of time. A time constant is introduced to provide reliable and interference free switching from a single touch.

The positive going logic pulse is used to clock a toggle type flip flop such that its Q output will change state each time the plate is touched. This output essentially determines the state of the bulb. However, before we can actually turn the triac on or off, we need to wait until the mains waveform passes through the zero volt point on its cycle.

Zero Crossing

A zero-crossing detector is used to provide a squarewave whose edges exactly correspond to these zero volt points, and the positive going edges are then used to clock a D type latch. The lamp state signal, Q is fed to the data input on this latch and will thus be transferred to the Q output at the next zero crossing of the mains.

When the Q output goes to logic one, the triac will be turned on using a transistor driver to provide sufficient gate current. With the triac on the



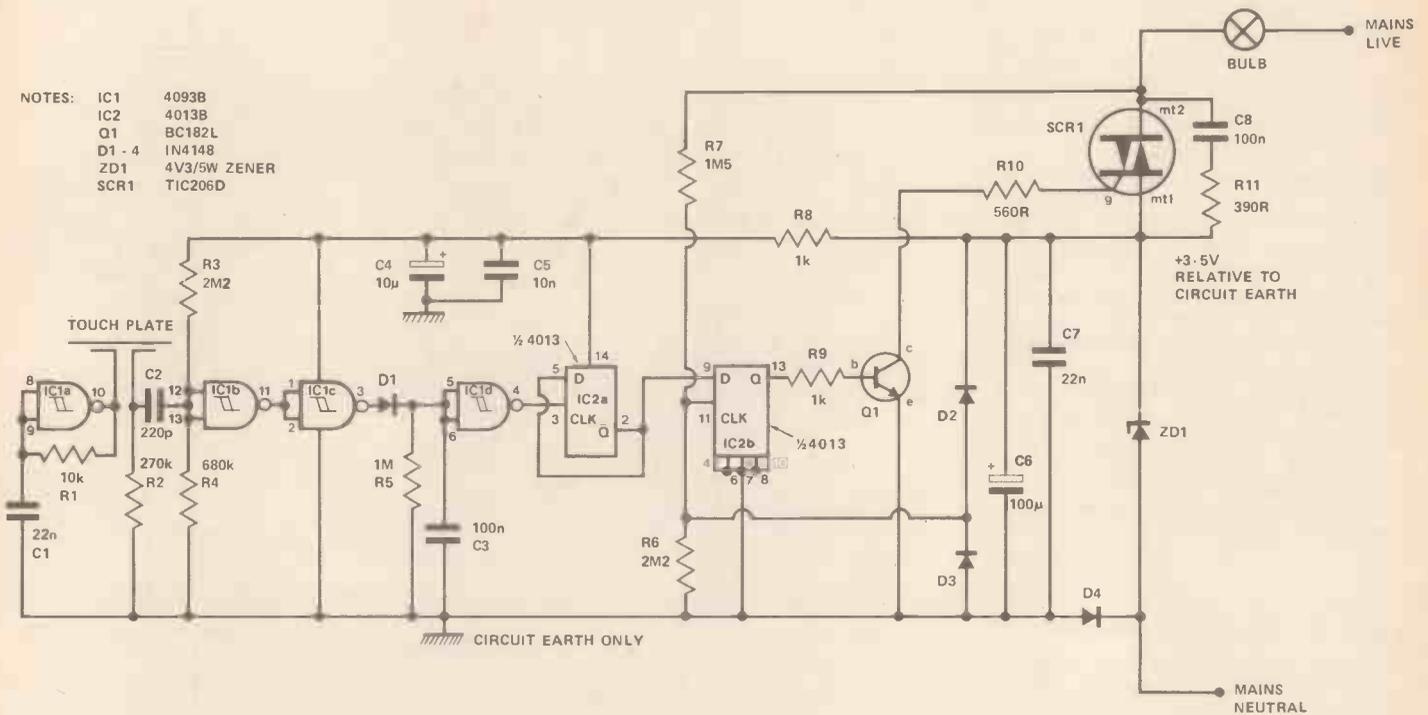


Figure 2. The Circuit. Power in the circuit is kept low to prevent heating.

lamp will also turn on, and everything remains static until the lamp is ready to be switched off.

The most unusual part of the touch switch functioning is the logic power supply. Since the circuit is CMOS it can be powered with as little as three volts and so the power supply has been arranged to be in series with the bulb and triac mains circuit. About four of the total available mains volts are dropped by this circuit which then derives a smooth three volt supply for the logic. The current through the power supply is limited to about one amp and this in turn limits the maximum mains load to 250 watts.

Circuit Description

The complete circuit diagram of the touch switch is shown in Figure 2. All the logic for the touch detection and on/off sequencing is achieved using two CMOS chips, the 4093 quad NAND Schmitt trigger, and the 4013 dual "D" type latch.

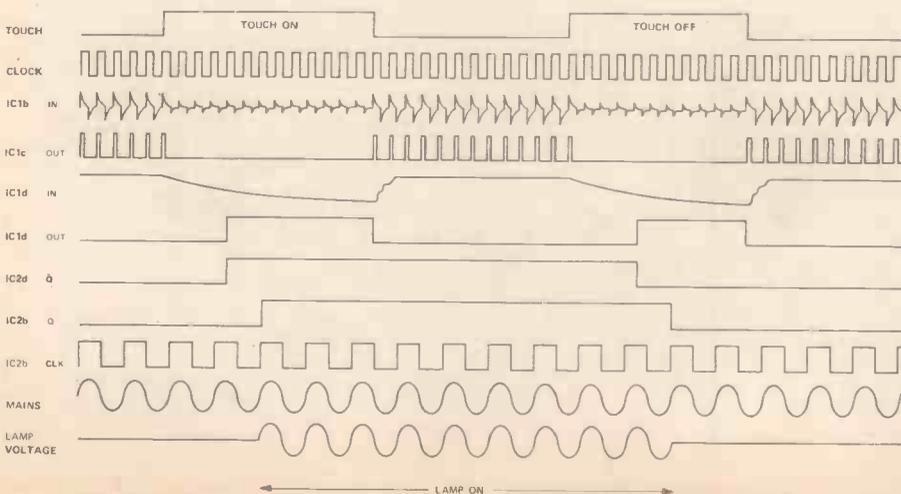
The ICs are powered at their lowest possible supply voltage of about three volts. There are two reasons for this; firstly a low supply voltage is needed to give a proportionally low hysteresis on the switching thresholds of the touch input detector gate IC1b, and secondly it's all that can be squeezed

from the circuit power supply without incurring too much heat dissipation!

The touch plate oscillator consists of a standard single Schmitt gate squarewave generator, IC1a and its associated timing components R1 and C1. The resulting squarewave of about 3kHz, available at pin 10 is fed to one side of the touch plate capacitors. The touch plate capacitively couples this signal to the junction of R2 and C2.

At the right-hand end of C2 a differentiated "spike" waveform is produced as illustrated in the timing diagram Figure 3. When the plate is not being touched this spike waveform has an amplitude just greater than the Schmitt threshold voltage of IC1, which subsequently produces inverted pulses at pin 11.

Figure 3. The waveforms shown here are idealised — the mains cycles are not in the same timescale as the clock.



Schmitt Threshold

The switching threshold of the Schmitt gate has been adjusted slightly offcentre from the usual half-way point by resistors R3 and R4. This is done so that when no pulses are available to cross its threshold, which occurs when the plate is touched, the gate output will normally be high. Gate IC1c is then used to invert this signal for driving the pulse stretcher circuit of D1, R5, C3 and IC1d. If the plate is not being touched, positive going pulses passed via D1 will keep capacitor C3 charged up to a logical high level, so that the output of inverter IC1d stays at logic low. When the pulses disappear, the capacitor will discharge through R5, producing

Mains Touch Switch

a time delay before the inverter output switches sharply to logic high.

This positive going pulse which occurs whenever the plate is touched is used to clock the latch IC2a, which has been configured as a toggle action flip-flop. The Q output on pin 2 will change logic state for each clock pulse received and essentially determines whether the bulb is on or off. The touch switch part of the circuit ends here and the rest of the circuitry is involved in driving the triac and providing the logic power supply.

Although the command to turn the light on or off has been latched in the circuit, the triac must not be switched until the mains waveform crosses its zero volt point. This technique completely eliminates any RF1 or clicks. If mains were applied to the bulb at the moment of reaching its 325 volt peak there would be a very heavy surge current, since the lamp resistance is very low when cold.

Zero Crossing Revisited

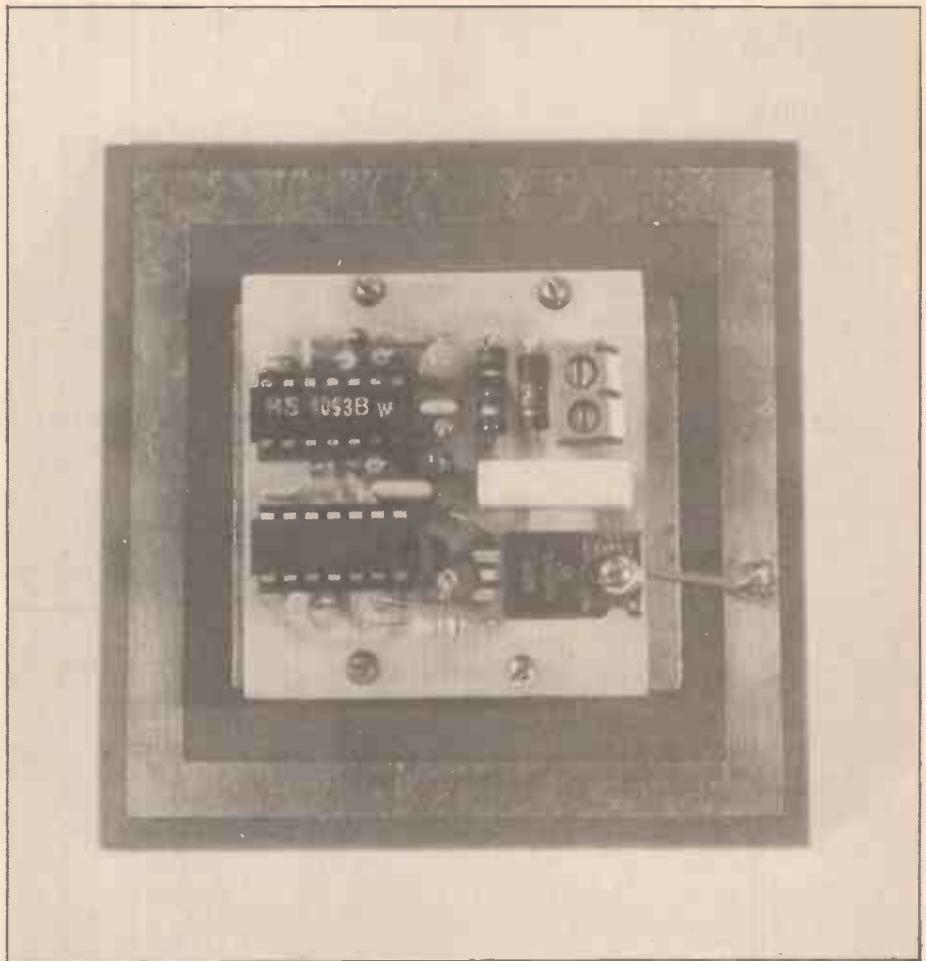
By using zero crossing this surge current is removed, since the bulb filament can warm up slowly as the mains voltage rises, and consequently the bulb life is greatly increased along with a reduced electricity consumption.

It can be deduced from the timing diagram that the latch IC2b plays this all important role in the triac switching. The mains waveform is fed through the potential divider of R6 and R7 to the clock input, pin 11. The mains waveform is clipped and clamped close to the logic circuit supply rail voltage by diodes D2 and D3 so that the clock input is actually a squarewave whose edges correspond to the zero crossing points. The Q output will thus take up the previously latched touch switch state when the mains is at zero.

Triacs can be turned on using either positive or negative gate current. The negative gate current required is about 3mA, and the positive about 5mA. Since it suits the circuit configuration, negative gate control is chosen. Transistor Q1 turns on via R9 when the Q output is at logic one. The required negative gate current now flows through R10, as the collector of Q1 is now at -3V5 relative to the triac terminal mt1.

Power Supply

The logic power supply is derived from the 4V3 5 watt Zener diode ZD1, which is wired in series with the mains bulb circuit. When the triac and hence the bulb are turned on, current for the Zener will be the same as the bulb current, about 400mA. When the triac switches off, a "snubber network" comes into play under the different rules of a "lossless" voltage dropper. Capacitor C8 allows a mains current of 10mA to flow through the bulb and Zener circuit, but 90 degrees



out of phase with the mains voltage cycle. The mains voltage is thus almost completely dropped across C8 with no power loss. Resistor R11 is provided to limit the charge/discharge currents in C8.

A reasonably stable voltage, just over 4 volts will be continuously available across the Zener diode. Since it is AC the voltage is rectified and smoothed by D4 and capacitor C6. The power supply is further smoothed by the filter R8 and C4 before supplying the remainder of the circuit. Capacitors C7 and C5 are used to cut out any high frequency noise on the supply lines.

Construction

Construction should start with the assembly of the main printed circuit board. It is strongly recommended that the layout shown is used, since it is fairly critical and includes mains voltages. Veroboard is definitely out for this project — it is not suitable for mains circuits.

The component overlay is illustrated in Figure 4. As can be seen the components are packed quite closely with most resistors vertically mounted to keep the size of the unit small enough to fit into an ordinary light switch box. Although care is needed the assembly should be quite straightforward if the following points are observed. There are many polarity

components, namely the diodes, tantalum capacitors, ICs, and the Zener diode. The orientation of these components must be thoroughly checked against the overlay before soldering, also observe the pin connections for the L version of the BC182 transistor.

The vertically mounted resistors should have their leads bent firmly over their tops before insertion. Sockets should be used for IC1 and IC2 to allow for easy replacement in case things go wrong. The terminal block required for the mains input is a two way PCB mounting type, since these are not readily available a standard for way type may be used after carefully cutting it in half with a hacksaw.

When soldering in the triac make sure that it is bolted down first through the hole marked on the overlay, use 6BA hardware for this. The triac leads are bent over close to its body, so ensure that there are no shorts before proceeding.

After soldering and closely cropping all components leads the ICs may be plugged in. This completes the main assembly, but remember to check the track side of the board for any solder bridges or shorts.

Finally, its a good idea to thoroughly tin all the large copper tracks carrying mains current insuring that all joints are smooth. Finish by spraying a coat of solder-through lacquer or artist's varnish to the track side of the board.

Parts List

RESISTORS

(All 0.25W 5% carbon, except where stated)

- R1 10k
- R2 270k
- R3, 6 2M2
- R4 680k
- R5 1M0
- R7 1M5
- R8, 9 1k0
- R10 560R
- R11 390R 1/2W

CAPACITORS

- C1, 7 22n
monolithic ceramic
- C2 220p
monolithic ceramic
- C3 100n
monolithic ceramic
- C4 22u 6V3
tantalum
- C5 10n
monolithic ceramic
- C6 100u 6V3
tantalum
- C8 100n 250V AC
polyester

SEMICONDUCTORS

- IC1 4093B
quad nand Schmitt trigger
- IC2 4013B
dual D flip flop
- Q1 BC182L
NPN transistor
- D1-4 1N4148
silicon diode
- ZD1 4V3 5W
Zener diode
- SCR1 TIC206D
triac

MISCELLANEOUS

Two printed circuit boards; two way PCB mounting terminal block; perspex mounting blocks, approx 1" x 3/8" x 3/16"; two 14 pin IC sockets; 8BA/6BA hardware; connecting wire, solder etc.

BUYLINES page 26

Touch Plate

The touch plate consists of an 85mm square of double sided PCB. The simple foil pattern is shown in Figure 5. It consists of the touch plate on one side, being completely isolated from the rest of the circuit, with two smaller plates directly underneath on the reverse side of the board.

A further ring of copper on the underneath, connected to circuit earth is used to increase the capacitance to earth when touching the plate. It may not always be necessary depending on the amount of mains wiring in the vicinity of your switch point. The size and alignment of the plates is important so the dimensions given should be used. The touch plate could easily equally well be constructed from two pieces of single sided PCB as shown in Figure 6.

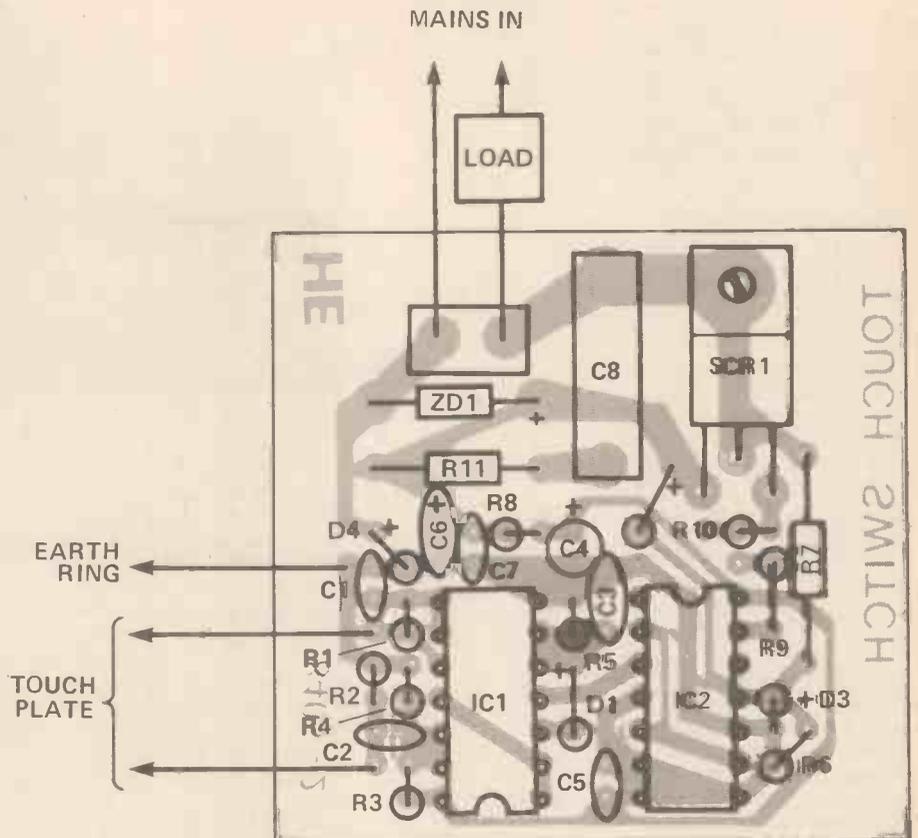


Figure 4. The component layout. There are many polarity components, so component orientation should be double-checked before connection.

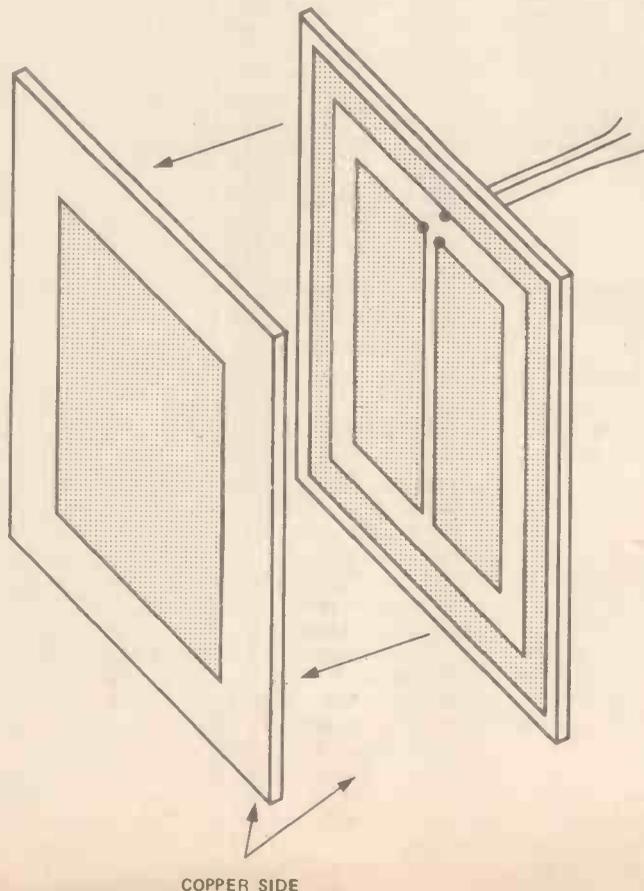


Figure 5. This diagram shows the construction of the Touch Switch from single, as opposed to double-sided PCB. Superglue or Araldite the two boards together as shown; drill small holes to let out the thin connecting wires to the other side of the board where it can be connected up to the circuit.

■ Mains Touch Switch

Alternatively pieces of aluminium foil may be stuck down to a thin piece of laminated plastic or paxolin, with connections being crimped onto small flaps of the foil. Since the touch plate works by capacitive action, it is not necessary to have a direct electrical contact, and the touch plate may therefore be painted over or even covered by an adhesive plastic film as you wish.

The circuit assembly must be mounted on the reverse side of the touch plate; it can be mounted using PCB spacers or small plastic blocks to ensure that there is a gap of about 1cm between the two boards.

Bolts must not be used through the touch plate board, though they can be used to bolt spacer blocks to the circuit PCB, which can then be superglued to the touch plates. As long as there are no shorts between the plates and the main circuit board any mounting arrangement will be suitable. Before gluing or screwing down the circuit assembly, it must be wired to the touch plates.

Three insulated wires are required and they should be soldered to the track side of the PCB at the points shown in Figure 6. When the assembly is secured in place, the wires can be cut as short as possible and soldered to the corresponding plates. PCB lacquer can be used to protect the plates from corrosion and oxidising.

Installation And Testing

The PCB and touch plate have been designed small enough to replace the standard wall mounting light switch, and the unit should easily fit into the existing hole after removal of the old switch.

Installation is simplicity itself, just wire the two existing mains leads into the touch switch terminal block as shown on the PCB overlay diagram. Note that the touch switch cannot be used on the two way type of light



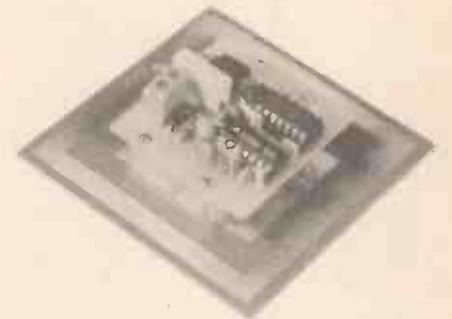
switches as used at the top and bottom of staircases. Don't forget to switch off your house lighting circuit at the mains first, and ensure that you get the neutral and live connectors the right way round! A glowing electrician's neon screwdriver can be used to locate the live side. The bulb must be of course be in circuit with the mains power on for this test.

After wiring up, the touch plate can be secured to the wall surround using double sided tape or sticky pads. Do not drill holes in the PCB and use the existing screws.

Now comes the moment of truth. Switch on your mains power and touch the plate, the light should come on and another touch should turn it off again. Remember though that there is a time constant in the circuit that requires a certain duration of touch before switching.

If the sensitivity of the touch plate is insufficient it can be increased by slightly reducing the value of R4 to say 560k.

The touch switch could of course be applied in many different ways. Owing to its small size it could easily be built into existing equipment such as side lamps, or hifis. Alternatively it can be mounted in a stand alone box. Different styles and construction of touch plates are left to your own



imagination and construction abilities. Since the switch does not employ phase control to switch the mains waveform it can equally well be used on other types of mains loads up to 250 watts, such as transformers, soldering irons, record decks, televisions etc.

The switch could even be mounted on a bathroom ceiling with a flexible wire soldered to the touch plate in place of the usual pull cord. Since bathrooms are fairly humid places, even up at ceiling level, its a good idea to put the entire PCB assembly in epoxy resin or araldite. A suitable metal weight soldered to the bottom of the wire would then act as the touch plate.

HE

BEASTIES

BY AH

KEW GARDENS TURNED DOWN MY LATEST PROJECT!



I PROPOSED THAT THEY TAGGED ALL THEIR PLANTS WITH LIGHT-EMITTING DIODE DISPLAYS...



THEY DIDN'T THINK THAT IT WAS TOO GOOD AN IDEA...



THEY SAID THEY DIDN'T WANT TO GET L.E.D. UP THE GARDEN PATH!!



RA.80

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ALL ABOUT ELECTRONICS

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Keith Brindley

Two months ago (HE March '84) we looked closely at the digital devices of combinational and sequential logic. We saw the simple logic gates (AND, OR, NAND, NOR, NOT) of combinational circuits and concluded that such circuits were unintelligent. They merely act as a group of electronic, high-speed switches so that the combination of inputs applied to these switches at any one time defines the output (or outputs) at that time. A change of inputs leads instantly to a change in output(s).

However, using these very same combinational gates it is possible to construct bistables, which form the basis of semiconductor memories. In building a bistable, the combinational gates undergo a transformation into a sequential circuit: where the output(s) of the circuit depend not only on the input at any one time but also on what has happened before.

Bistables and logic gates can combine in many ways, to form, among other things counters, registers and adders. Such circuits can be used to perform operations on applied binary numbers, such as addition, subtraction, multiplication, division, counting, storage, etc. Often, circuits like these are combined into an arithmetic logic unit (ALU) and used within a computer to perform the necessary mathematical operations on binary numbers.

Of course, an ALU is not the only circuit used within a computer, there are many more. But the principles, using simple combinational logic gates to build complex sequential circuits, and using these sequential circuits to build even more complex circuits, are the same. All the other circuits of a computer which we will later meet can be built from the elementary AND, OR, NAND, NOR, NOT logic.

The Computer

The term "computer" is really a misnomer: it understates the concept of computing. A more accurate term to describe the collection of bits and pieces which fit together to make the machine is a "computer system". No two computer systems are exactly alike — their final forms depend on the uses to which they are put. Even the popular home computer systems (the hardware of which is mass-produced in thousands) are used for thousands of different purposes, with thousands of different software programs.

Most "home microcomputers" must be wired up individually to a separate monitor, power supply unit and, as here, a memory device such as a tape cassette recorder.

Nevertheless, it is possible to define a computer system, because all such systems have a minimum quantity of parts which can be illustrated in block diagram form as in Figure 1. There are, as you can see, four main blocks forming a computer system:

- central processor
- a memory (or store)
- an input device
- an output device

The heart, brain and soul of a computer system is the central processing unit.



This functions purely and simply to perform operations of various descriptions (such as add, subtract etc.) on applied binary numbers. A central processing unit (CPU) works in binary, that is, everything it does is controlled by the application of binary numbers for the specific purpose of processing other binary numbers. It is able to communicate directly with all the other three parts.

Input/Output

Input/output (I/O) devices are used for communication between computer system and computer user. A simple input device is a set of switches and a simple output device could be a set of lamps. Figure 2 shows a possible computer system using four switches as input and four lamps as output devices. Such a computer system could be the basis for a simple calculator if, say, each combination of the four input switches corresponds to either a number from 0 to 9 or a mathematical function, eg add, subtract, multiply etc. Because the switches can only be on or off, ie in one of the two states, we can use a binary coding system for the four switch positions. Four switches allow sixteen possible combinations ($2^4 = 16$) and, defining logic 1 as being an *on* switch, and logic 0 as being *off*, we can use the switch combinations in Table 1 as the possible input data for our example of Figure 2. Similarly, binary information can be displayed on the output lamps of Figure 2, giving the results of the input calculations.

More complex I/O devices are used in practical computer systems and a few types will now be considered.

Card Readers And Punches

Data such as programs is stored in the form of punched holes in these cards and the CPU reads the data by passing cards, one at a time, through the card reader. The card reader is thus an input device. Each hole in a card is detected by a photo-electric detector and a card can

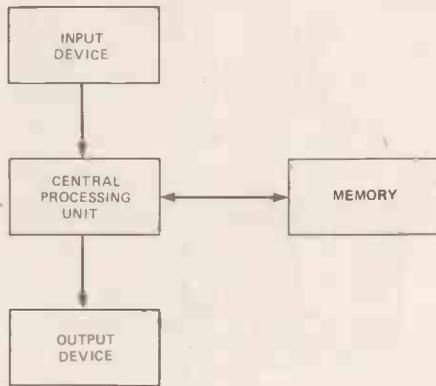


Figure 1. A very simple block diagram which nevertheless represents the basics of all computer systems.

hold as many as eighty combinations of holes. Each combination of holes defines a character, which can be a letter of the alphabet, a single-digit denary number, or a special character (eg, +, -, /, ").

Obviously few, if any, computer programs have eighty characters or less, so more than one card will be required by the CPU. Card readers have a hopper which can hold many cards in order and the fastest readers can read about thirty cards every second under control of the CPU.

The corresponding output device is a card punch into which blank cards are placed, which are then punched to correspond to data from the CPU.

Paper Tape Readers And Punches

This is a similar form of I/O medium to punched cards in that data is coded in the form of punched holes in the tape, and the data is also read by a similar type of photo-electric detector. About forty characters can be coded on 10cm of paper tape.

Unlike punched cards which only hold about eighty characters each, a reel of tape can be three hundred metres long, containing approximately one hundred and twenty characters — the equivalent of fifteen hundred punched cards. Obviously, a great deal of data (perhaps a complete computer program) can be input to, or output from, a computer with tape reader and writer.

Magnetic Tape

The general principle of magnetic tape I/O is that data is coded (written) onto the metallised surface of a thin plastic tape, as an input operation. The whole I/O procedure is akin to recording and playback of music with a cassette tape recorder — in fact, many of the available home computers use cassette tape as an I/O medium.

Many characters (say twenty million) can be coded on magnetic tape in this fashion and high transfer rates (over one million characters per second) can

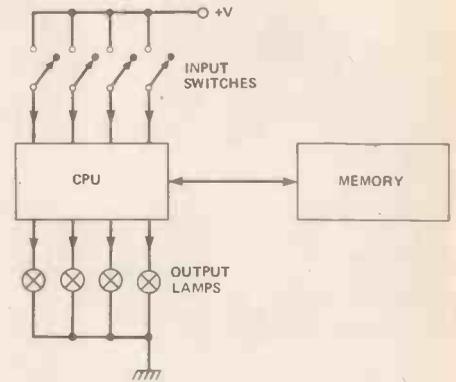


Figure 2. A simple computer system using four switches as input devices and four lamps as output devices.

be achieved with the best of the reel-to-reel type magnetic tape I/O units.

The capacity and rate of the cassette varieties used with home computers are not as good (no more than one hundred thousand characters and about one hundred characters per second) mainly because of the lower quality and lower tape speed of the machines.

Terminals

One of the most popular I/O media is the computer terminal, which provides two-way communication to and from the CPU. Its main advantage is the use of a typewriter-style keyboard (often called a QWERTY keyboard, because the first six keys are lettered, Q, W, E, R, T, and Y) for input and some sort of alphabetical and numerical character representation (eg, printed on paper or on a TV-type screen) for output. Information flow, to and from the computer and user, can therefore be in a more or less easily understood form.

Most home computers and personal computers have an in-built terminal facility, with QWERTY keyboard and a TV-type screen (called a monitor), or at least a connection socket to the user's own TV. Another name for a terminal with a monitor screen is a visual display unit (VDU).

Other I/O Devices

Some I/O devices are not always obviously connected to a computer. If you have a bank account or a building society account, for example, you may also have a cash-card. On one side of the card may be a magnetic strip or something similar on which will be invisibly coded details of your account. When you insert your card into the cash machine at the bank or building society, the machine reads the account details and passes it to a central computer in an output operation. Output, of course, is release of your required cash.

Another input method is used in some large department stores and libraries, where each article for sale, or book for lending has a striped label which contains information relating to

Table 1

Input data	Meaning
0000	0
0001	1
0010	2
0011	3
0100	4
0101	5
0110	6
0111	7
1000	8
1001	9
1010	
	(decimal point)
1011	+
1100	-
1101	x
1110	÷
1111	clear



Some of the larger home micros follow the business computer style of a built-in VDU (visual display unit, or monitor) and memory unit (in this case cassette, but more often now, disc).

it. By passing a light pen across the label, the pen picks-up the information which is input to a computer. In the case of the department store, price is automatically registered on the cash-till and the level of stock (held in the computer) reduced by one. In a library system, the book is registered as being borrowed by the borrower who has a library ticket with a similar striped label.

One of the best examples of an output device is a printer, of which there are several varieties, including matrix printers, daisy wheel printers, golf ball printers, line printers, laser printers and thermal printers. Ranging in price (from approximately £200 through to £200,000), the choice of printer for a computer system depends almost totally on the required quality and speed of print.

Memory

A computer system's memory can be simply imagined as a letter rack consisting of many pigeon holes, one for each employee who works in a block. In the morning, after the mail arrives, the secretary sorts out the letters, putting each one into a particular pigeon hole matching the name on the letters. Sometimes during the day each employee (or pigeon) goes to the pigeon hole with her/his name and picks up any mail.

In a computer system's memory each pigeon-hole is called a memory location, and has a unique address (corresponding to the employee's name). The content of the location is a binary number (data). Data is said to be written to a location when it is transferred from the CPU, and is read from the location when it is transferred to the CPU. The computer memory itself is hardware ie,

physical components making up part of the system — what is stored in the memory is software ie, numerical information.

In a typical computer system, a certain amount of memory lies within the central hardware of the machine. There are, generally two types of such main storage or main memory classified as read only memory (ROM), in which the system's controlling software is permanently stored and random access memory (RAM) in which user controlled software programs, data etc. can be temporarily stored.

Internal main memory can be manufactured using the circuit devices called bistables, mentioned earlier. So, if you can picture a matrix of literally thousands of semiconductor bistables, each made from gates, each gate made from transistors, then you have pictured a typical computer system's main memory. Other types of main memory exist, the most common in the past being core storage in which tiny rings of a magnetic material are magnetised into one of two states by the direction of currents in wires passing through the rings. The two magnetic states are used to present logic 1 and logic 0, making up a single bit of binary number.

Auxiliary Memory

The other variety of memory is auxiliary memory and is generally used by computer systems for mass storage of data and programs. We have already seen one of the available types of auxiliary memory, but we discussed it then as a variety of I/O device: magnetic tape. Magnetic tape memory falls equally well into both categories, because it performs both functions, I/O and memory.

As a memory device it has a large

capacity (a single reel of tape can hold approximately twenty million characters, remember) but is slow. Memory devices have an access time, which is the time taken for the CPU to store or retrieve a particular item of data, and the access time for magnetic tape memory is the average time to find the data — taken to be the time from the middle to the end of the reel. This is difficult to specify because it depends on the machine used and the length of tape, but approximate times are in values of minutes. The slowness of this type of memory can be appreciated if it is compared with the access time of main memory — typically in thousandths of a second.

Tape used is similar to the tape in a domestic-type tape recorder but of better quality. Dimensions are about 1.5cm to 3cm wide and up to one thousand metres long. A diagram of a typical magnetic tape machine is shown in Figure 3 and a closeup of the recording/playback head in record mode is shown in Figure 4. Current in the coil of the head corresponds to the data to be recorded and this produces strong magnetic field in the head. As the tape passes the head, its magnetic surface thus becomes magnetic according to the data to be recorded. On playback, the magnetised surface of the tape creates a small current in the coil as it is drawn past the head. This current is amplified and corresponds to the data which was originally recorded.

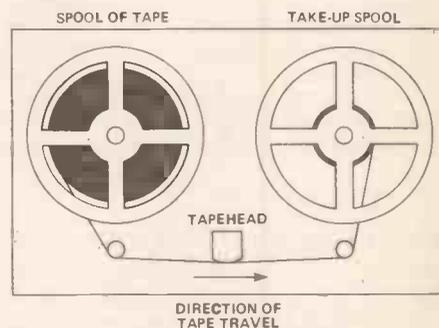


Figure 3. A magnetic memory system. Such an auxiliary memory has a large capacity but a slow access time.

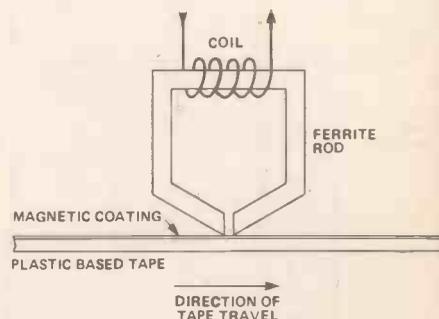


Figure 4. Principle of operation of a magnetic tape memory system. An electric current through the coil produces a magnetic field which is stored on the magnetic surface of the tape. On playback the stored information creates a current through the coil which can be amplified.

Magnetic Disc

A magnetic disc memory system uses the same principle of record and playback of data, onto and from a magnetic surface. However, instead of magnetic tape, the magnetic surface is on a flat disc (Figure 5). The record/playback head can move across the disc and data is recorded in tracks of information. Access times of disc systems vary with quality, but are around 100ms.

Different types of disc are available, eg floppy, rigid, and Winchester, and different amounts of data can be stored. The smallest and cheapest systems will store up to around a hundred thousand characters per disc but the largest

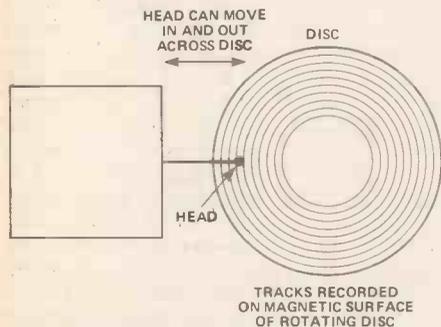


Figure 5. Principle of a magnetic disc memory system. Large capacity systems are possible with a fast access time compared to magnetic tape.

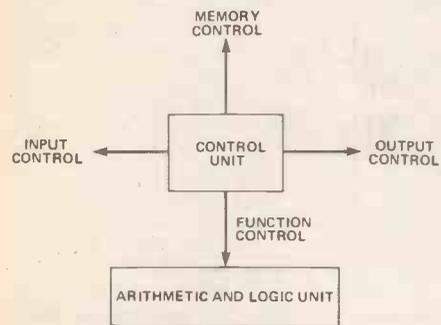


Figure 6. The main sections of a central processing unit (CPU).

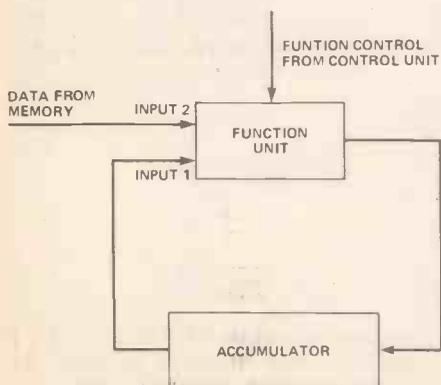


Figure 7. Inside an arithmetic and logic unit (ALU). The accumulator is a single-number store, or register.

and most expensive can store over fifty million characters.

The type of auxiliary memory chosen for use in a computer system depends to a large extent on what use is to be made of the system. If huge amounts of data are to be stored for a very long time, and a fast access time is not important, then a magnetic tape auxiliary memory is ideal. However, if fast access times are important but large quantities of data are still to be stored then a disc system auxiliary memory is a better choice. Needless to say, memories with fast access are generally more expensive than those with slow access.

Central processors perform their functions at a very high speed, but because memories with fast access (say, disc or internal main memory) are expensive compared with slow access tape memory, most home computer systems are built around a compromise of a large capacity slow access memory, in conjunction with a small capacity fast access internal memory. Disc options are usually provided if required.

Central Processors

The central processor of a computer system — any computer — system — performs two basic functions:

- control of the internal operations of the computer system
- all arithmetic and logic functions eg, add, multiply, AND, OR

These two functions are shown in block diagram form in Figure 6. The control unit has a number of jobs to do. First it controls the transfer of data to or from all I/O devices. It also controls the input of data to the main and auxiliary memories (ie, it writes data into memory), and the output of data (ie, reading) from memory. It determines the functions required of the ALU in order to comply with the instructions of the program then, finally, it takes the ALU through each calculation step-by-step. In short, the CPU controls everything that a computer system can do — data bases, word processors, automatic cash registers, 'talking' dashboards in cars etc., are all possible only because of this exceptional controlling power of the CPU.

Now, from this description of a CPU you could be forgiven if you were to think of a CPU as being super-intelligent. Actually, there is nothing further from the truth — a CPU is not intelligent at all. By itself it cannot do a single thing! The seemingly clever things it does are only made possible because of the instructions (in the form of programs) which we supply.



This picture shows a new-style Hitachi disc drive using 3½in discs rather than 5in discs. Disc drives are getting smaller and cheaper as demand increases.

These instructions are step-by-step commands to the control unit, which are stored in the memory of the computer. As each command is carried out the next instruction is taken from the memory ready for carrying out, in a fetch-execute cycle common to all computers. We'll look at this fetch-execute cycle in more detail, soon.

Arithmetic And Logic Unit

An ALU can perform a small number of binary operations on binary numbers. Generally it can

- add
- subtract
- compare
- AND
- OR

binary numbers, so that its output is an addition of a subtraction of a comparison of, etc., two binary numbers. Other mathematical and logical functions can be included in the list of duties an ALU can perform, depending on its internal complexity. Every duty, however, is controlled and requested by signals from the control unit and the ALU can do nothing it is not told to do.

We can look deeper into the ALU and Figure 7 is a block diagram showing the accumulator, which is an ordinary shift register, which acts as a number-one memory. The first of the two binary numbers to the ALU is stored in the accumulator, ready for application to input 1 of the function unit. The second of the two binary numbers to the ALU is taken from memory, straight to input 2. Acting on commands from the control unit, the function unit performs the arithmetic or logic functions on the two applied numbers and puts the result into the accumulator.

An example of how the accumulator is used in the ALU is shown in Table 2,

Step	0	1	2	3
Accumulator	—	5	28	36
Data	+5	+23	+8	



OPERATION ADDRESS IN MEMORY WHERE DATA IS STORED

Figure 9. Each instruction in a computer program can be stored ready for use in a computer memory.

where three numbers (5, 23 and 8) are to be added. Initially, the accumulator holds an irrelevant number (possibly the address to the previous calculation) and its contents are shown by a dash. On the first step, however, this irrelevant number is replaced by the first number to be added, so that input 1 to the function unit is the first number (5). Input 2 is the second number (23). On a command from the control unit the two numbers are added and the result (28) put into the accumulator. The process is repeated, adding the third number (8) and putting the final result (36) into the accumulator.

A Complete Central Processing Unit

We are now in a position to look again at the whole central processing unit. But this time we know enough about the internal parts to be able to see how the complete device functions. **Figure 8** shows a block diagram of a CPU, and the control unit, accumulator, function unit and computer memory are shown. Also included in the diagram are two new parts: a program counter and an instruction register. The program counter is a simple counter which holds the memory address of the next program instruction to be carried out. On completion of every program instruction the program counter is incremented by one. The instruction register is used to temporarily hold the program instructions to be carried out.

In our example of a CPU, we shall assume that each instruction in the program consists of two parts (see **Figure 9**). First part of the instruction, the operation, is simply the command which the CPU must follow ("add" in **Figure 9**). Second part is the address of the memory location which contains the number to be operated on (the operand).

If we now define a possible set of simple instructions operations which a CPU could typically follow, we can apply them (with numbers) and show how calculations can take place within a computer. These instructions could be, with the code numbers for simplicity:

- 1 — add to accumulator
- 2 — complement accumulator
- 3 — increment accumulator
- 4 — read contents of memory into accumulator
- 5 — write contents of accumulator memory
- 6 — clear accumulator ie, set accumulator contents to zero.

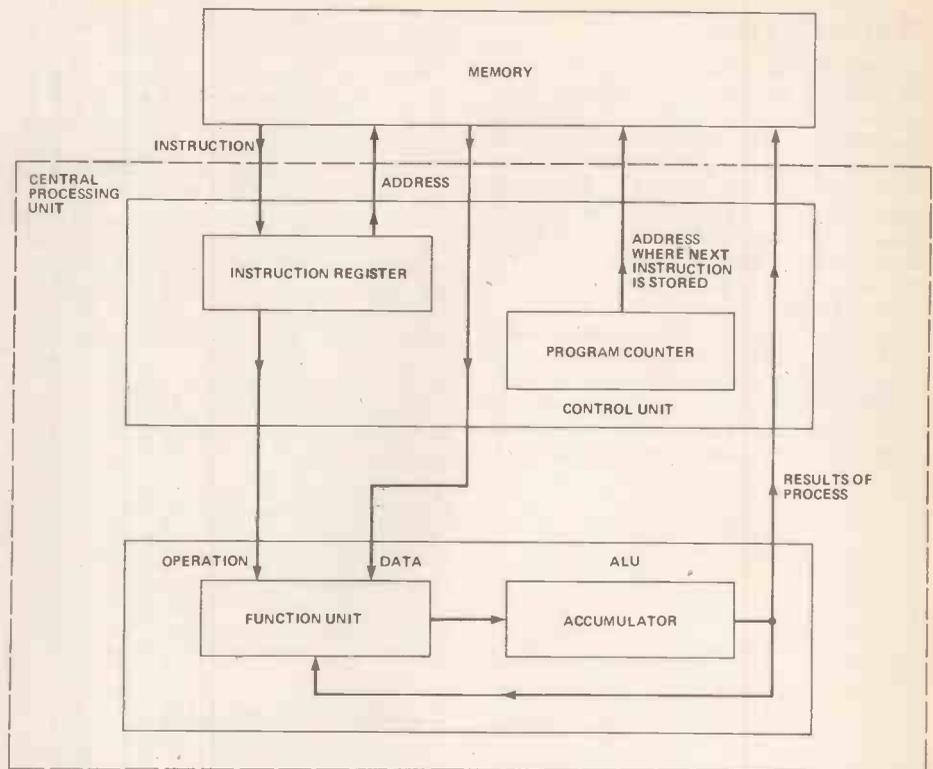


Figure 8. A block diagram of a whole central processing unit, complete with ALU, instruction register and memory.

Initially, we shall assume the contents of the accumulator are zero. Also, the program counter contains the number 1 ie, the address of the first instruction. Now, let's say the program stored in memory is written with the aim of adding together two numbers, say, 45 and 28. The program, stored in consecutive memory locations could be as shown in **Table 3**.

At step 1, the number held in the address indicated by the program counter is fetched from the memory and loaded into the instruction register, where the operation (ie, 4 = read contents of memory into accumulator) is separated from the address part of the instruction. The CPU now starts the execute part of the cycle, in which the operation is carried out — so the

contents of memory address 100 (ie, 45) are read from the memory and loaded into the accumulator. The program counter is incremented automatically to point to the next instruction address (ie, 2).

The fetch cycle of step 2 loads the next instruction, 1101 into the instruction register and separates the operation (1 = add to accumulator) from the address (101). Now the execute cycle is commenced; the content of address 101 (28) added to the accumulator and the program counter is incremented.

Finally, in step 3, the operation 5 (write contents of accumulator into memory) is carried out and the contents of the accumulator (73) are moved to memory location 102. The program counter is incremented.

Table 3

Memory Location	Operation	Address
1	4	100
2	1	101
3	5	102
1		
1		
100	45	
101	28	
102	unspecified	

Subtraction

Table 4 lists a program which has been written to subtract two numbers ie, 15 from 26. You should remember that subtraction is carried out in digital circuits by forming the two's complement of the number to be subtracted and adding it to the other number. The two's complement of a binary number is obtained by inverting each bit of the number ie, complementing the number and then adding one ie, incrementing.

So the program must function along these lines. First step is given by the instruction contained in memory location 4 (the program counter was left there after the last program, remember). The instruction 6XXX (X means 'don't

care', in other words the data is irrelevant) is fetched from memory and loaded into the instruction register. The operation 6 (clear accumulator) is carried out. This is necessary, otherwise the contents already in the accumulator could cause the next program results to be wrong. The program counter is incremented.

In the next step, the instruction 4110 is fetched from memory location 5 and executed. The contents of memory location 110 are read into the accumulator and the program counter is incremented.

The next two steps, complementing and incrementing the contents of the accumulator, are needed to allow subtraction of the number. Again, in

each of these two steps, the data is irrelevant.

The instruction in address location 8 is to add the contents of location 111 (26) to the contents of the accumulator (-15), giving the answer, 11.

Finally, the last instruction (5112) is to write the contents of the accumulator into memory address 112. The program counter is incremented and the program is completed.

Summary

So, with program instructions and operations like these, the central processing unit of a computer can perform calculations. Of course, the calculations performed by the CPU are all in binary and the instructions it receives from the program must also be in binary, as must the numbers to be added, or subtracted etc.

The list of operations which the CPU can perform is very limited in our example. In fact, this instruction set is not sufficient to allow us to do more than just simple arithmetic functions such as add, subtract, multiply, divide etc. But, the basic idea is sound. If we enlarge the instruction set, we obtain a more versatile CPU, which can perform a wider range of processing tasks. This, together with memory, input devices and output devices, forms a computer system.

Table 4

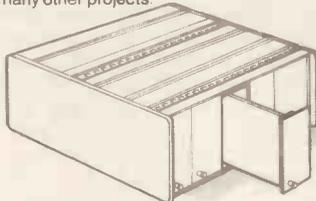
Memory Location	Operation	Address
4	6	XXX
5	4	110
6	2	XXX
7	3	XXX
8	1	111
9	5	112
1		
1		
1		
1		
110	15	
111	26	
112	unspecified	

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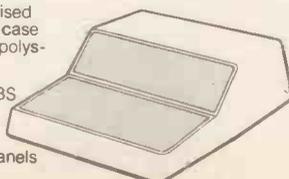
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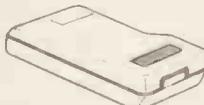
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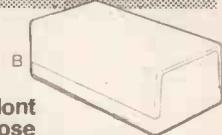
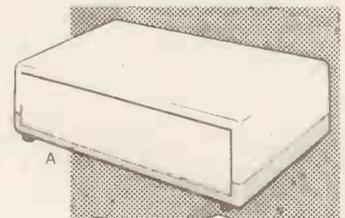
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Conductance Meter

No buying problems with this project but do shop around for the panel meter. You can try **Watford Electronics** for starters. The one we used is normally referred to in catalogues as a 'T' type. Others such

as the much cheaper 'M' types can also be used. Note the maximum size of meter one could use with the recommended case is 60 x 48 x 32mm.

Approximate cost excluding case and materials for probes is £11. There is no PCB for this project.

Spring Reverb

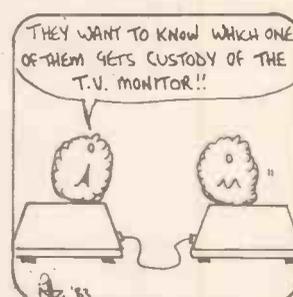
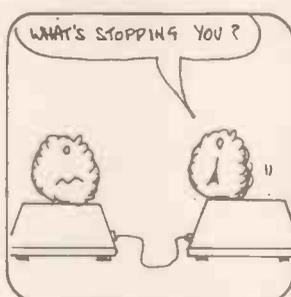
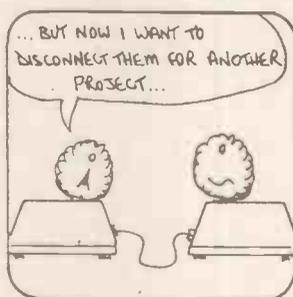
And yet another project with no component problems and not a lot to be said about it! Do make sure that you purchase the spring line before buying the case — for fairly obvious reasons.

The actual spring line used in the prototype was obtained from **Maplin**. The approximate cost excluding case and PCB is £14.

The PCB can be obtained from our PCB service.

BEASTIES

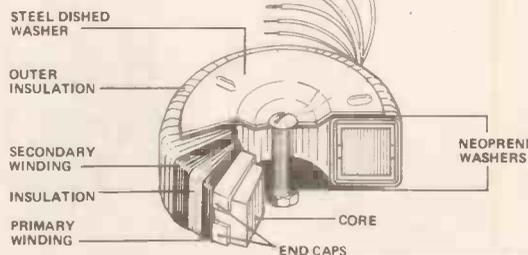
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SERIES	SECONDARY No	RMS Volts Current	2x010	6+6	4.16	4x010	6+6	10.00	6x012	12+12	9.38	8x016	25+25	10.00
			2x011	9+9	2.77	4x011	9+9	6.66	6x013	15+15	7.50	8x017	30+30	8.33
			2x012	12+12	2.08	4x012	12+12	5.00	6x014	18+18	6.25	8x018	35+35	7.14
			2x013	15+15	1.66	4x013	15+15	4.00	6x015	22+22	5.11	8x026	40+40	6.25
			0x011	9+9	0.83	4x014	18+18	3.33	6x016	25+25	4.50	8x025	45+45	5.55
			0x012	12+12	0.63	4x015	22+22	2.72	6x017	30+30	3.75	8x033	50+50	5.00
			0x013	15+15	0.50	4x016	25+25	2.40	6x018	35+35	3.21	8x042	55+55	4.54
			0x014	18+18	0.42	4x017	30+30	2.00	6x026	40+40	2.81	8x028	110	4.54
			0x015	22+22	0.34	4x018	35+35	1.71	6x025	45+45	2.50	8x029	220	2.27
			0x016	25+25	0.30	4x028	110	1.09	6x033	50+50	2.25	8x030	240	2.08
			0x017	30+30	0.25	4x029	220	0.54	6x028	110	2.04			
			(encased in ABS plastic)			4x030	240	0.50	6x029	220	1.02			
									6x030	240	0.93			
30 VA 70 x 30mm 0.45Kg Regulation 18%			80 VA 90 x 30mm 1Kg Regulation 12%			160 VA 110 x 40mm 1.8Kg Regulation 8%			300 VA 110 x 50mm 2.6Kg Regulation 6%			625 VA 140 x 75mm 5Kg Regulation 4%		
			3x010	6+6	6.64	5x011	9+9	8.89	7x013	15+15	10.00	9x017	30+30	10.41
			3x011	9+9	4.44	5x012	12+12	6.66	7x014	18+18	8.33	9x018	35+35	8.92
			3x012	12+12	3.33	5x013	15+15	5.33	7x015	22+22	6.82	9x026	40+40	7.81
			1x013	15+15	1.00	5x014	18+18	4.44	7x016	25+25	6.00	9x025	45+45	6.94
			1x014	18+18	0.83	5x015	22+22	3.63	7x017	30+30	5.00	9x033	50+50	6.25
			1x015	22+22	0.68	5x016	25+25	3.20	7x018	35+35	4.28	9x042	55+55	5.68
			1x016	25+25	0.60	5x017	30+30	2.66	7x026	40+40	3.75	9x028	110	5.68
			1x017	30+30	0.50	5x026	40+40	2.28	7x025	45+45	3.33	9x029	220	2.84
						5x028	110	1.45	7x033	50+50	3.00	9x030	240	2.60
						5x029	220	0.72	7x028	110	2.72			
						5x030	240	0.66	7x029	220	1.36			
									7x030	240	1.25			

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IMPORTANT: Regulation - All voltages quoted are FULL LOAD.
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SOFT OPTIONS

Contents

Talking Back 3
An opportunity for readers to speak their minds.

Hard News 4
The latest information about educational computing and software.

Soft Talk 6
Plain language spoken here: educational programs reviewed by teachers, and by parents with children in the age group involved.

Micros In Miniature . . . 10
One teacher's experience of home computers in the Primary school classroom.

Outside Looking In . . . 12
A report from the outsiders in the educational computing debate: parents and pupils express their opinions on computing in schools.

The Other Side Of The Fence 14
Software publishers Dorling Kindersley explain some of the factors that influence their approach to educational software publishing.

Editor: Ron Keeley
Associate Editor: Mary Sargent BA
News Editor: Helen Armstrong BA

Editorial

Soft Option is about computers and computing from a learning point of view. It's presented in a straightforward way, using ordinary language and not computer code. It's about something which is important so it has no use for mystique.

It's for everyone who is interested in what has happened, what is happening and what is likely to happen in this field, and it's not elitist.

What it is, is interesting, informative and innovative. It's also for you, whether as teacher, parent or pupil.

Each month, Soft Options will include regular and special features, opinions, news and letters. Current software and computing books will be reviewed by people who are interested in finding good back-up information and programming for their own use as teachers or parents, as pupils or home users, so their opinions are worth listening to.

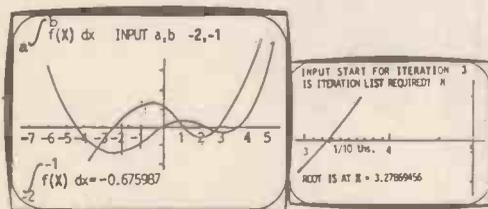
We are concerned with keeping you informed about developments in schools and on the home market, and about the attitudes and views of the hardware and software industries, where there is a growing realisation that it's a market that demands both thought and care in the handling of it.

The educational aspects of computing is only just emerging from its infancy. Hitherto nurtured in academic nurseries, it's new beginnings to find its feet in the outside world.

Soft Options is here to help introduce it to you in all its changing phases.



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Wordmaker Listmaker

For Spectrum 48 and Commodore 64

- an interactive program to help children develop spelling, reading and vocabulary skills in the context of a simple letters and word game. Spelling is an essential skill in enabling a child to progress in the educational system.

A major feature of spelling ability is the recognition of possible letter sequences - when people aren't sure of word, they often try writing it down on scrap paper to see if it looks right, i.e. they are using their reading to check on their spelling. This interrelationship has been tapped in the program Wordmaker by giving the child a number of letters to rearrange in order to make words from. By trying out words in this way, they can develop a knowledge of correct sequences of letters and develop appropriate strategies for working out words.

Using columns of letters which can be moved up and down to make words, the child is relieved of the burden of having to learn how to type from a keyboard and the overall process becomes one of discovering words rather than that of rote memorisation which is an unnecessarily laborious and often unpleasant task for most children.

This program can easily use any type of word list and is therefore suitable for many different ages (from 5 years).

Wordmaker may be used for many other purposes such as:

- By foreign students learning English
- English students of French or German (French and German versions)
- For teaching words in specific subjects such as Biology, Botany, Medicine etc; where there is a list of "connected" words.

Wordmaker - this is the main driver program and when loaded will auto run showing a simple 2 column word list. If required at this stage a new word list may be loaded.

Listmaker - Parents or teachers may use this program to produce their own word list.

Word Files - The program is supplied with 12 progressively difficult word files.

All three programs supplied with complete documentation in a large durable library case. Price £7.50 incl. of P & P. and V.A.T. available from IMS Software 143-145 Uxbridge Road, London W13 9AV Telephone orders welcome with ACCESS. Telephone: 01-567 6288

Talking Back

These pages are made available to readers of Soft Options, to express their opinions on computers, educational computing and software, or any other related topic.

The Other Half

Hazel Terry is 15 years old and in her fifth year at school. She owns her own micro, a ZX81, and has been interested in computing since she was introduced to it by her younger sister two years ago. She does Computer Studies at school and will be taking her O-levels in that and other subjects this year.

Computer studies is a relatively new subject in the school curriculum, and there will be still a few problems with the contents of the course and attitudes towards it. I certainly felt that the

with a basic understanding of computing. I also believe a conscious effort should be made by the school staff to encourage a mixed range of children to adopt the subject.

At the moment, the class consists mainly of intelligent boys, and girls who are considering a career in secretarial work. I do not think the importance of computing in such areas as medicine is apparent enough to a large number of girls.

As a subject, the syllabus still has its faults. I feel that there is too little graphic work offered on the course and

A problem faced by both departments is the attitudes demonstrated between girls and boys. Unfortunately the boys appear to believe that they have a natural domination over the girls. Many of them have been encouraged by their fathers. This is not so often the case for the girls. This masculine attitude often crushes any confidence that the girls may have had.

Earlier I mentioned the lack of awareness of the computer's role in many careers and research. Computing is, after all, a job women can do as well



introductory talk we were given on the subject did not sufficiently stress the importance of computing in a wider number of jobs, nor did it spell out exactly what was involved in the course.

I was also concerned that the school suggested that instead of starting the course in the third year I should take it in the sixth form.

I believe that Computer Studies should be taught for two years as a compulsory subject and then offered as an option course. This would provide everyone

in some areas it seems far to general. A good example of this concerns applications. Areas such as design are only briefly mentioned, using computers as an aid. To be able to work through a specific example in this area, using the computer through the full range, would be very beneficial to me as a pupil.

Computer Studies could be described as a science. However, this does not mean that it has to be hindered by the teaching problems that science departments experience.

as men. It is a long standing joke that women are by nature illogical. This is of course not true. Women are just as logical as men, but they are encouraged neither at school nor, often, at home to participate in logical activities and subjects. This means they do not have a chance to develop any ability they have in this area. Women must remember that it is a field where they are equal to men. However, I wonder, as the importance of computing grows, will men attempt to be dominant? Could a woman in computing be as unusual as a women in certain scientific fields?

MTX 500/512 Launched

An impressive display of working computers, peripherals and software was provided by Memotech at the launch of their **MTX Series computers** at the Cumberland Hotel in London on February 16th.

The theme of "New Technology In The UK", the

the assembler and Front Panel).

Memotech have their sights firmly fixed on an educational market for their machines and with their new factory in Witney opening in April, they will be in a position to offer the same sort of volume production as Research Machines Ltd. and Acorn. Their Local Area Network is ready, and a network of eight machines was

SOFTOPTION

the quality of software for their machines as in the mechanical reliability of them. It was clear from a number of points raised that the intention is to offer programs similar to "the best" of the current

Quick Maths

Quicksilver, the "Game Lords" themselves, are turning their attention to more serious matters. They have plans for some **maths tapes**, which are currently being written for them, and there is talk of some Early Learning software from the same stable. The company is also thought to be more than interested in the potential offered by Memotech's **MTX series**. Watch this space . . .

New Ways With Educational Software

In a startling move, three directors from the **Heinemann** group of publishers have left to form their own home software publishing company — with the full blessing of **Heinemann**.

Alan Hill, former Managing Director of **Heinemann**; **Hamish MacGibbon**, Chairman of **Heinemann Computers in Education Ltd.**, and **Roy Davey**, marketing director of **Heinemann Educational Books**, have formed **Hill, MacGibbon, Ltd.** to publish home software with a strong bias towards educational tapes aimed at school-age users right through from five up to sixteen.

Heinemann, on the other hand, are apparently pulling out of this market, and have sold their successful software packages for primary schools, launched last September, to the new company. The four software packages, developed by **Five Ways Software** with the **Dudley Education** authority, were originally commissioned by **Roy Davey** for **Heinemann**. It remains to be seen what a small company with such a wealth of experience in the educational market can do with software — the omens must look auspicious.



subject of Sir Campbell Fraser's opening speech, was well illustrated by Memotech's "high-tech" equipment, but most home buyers and, I suspect, a great many schools are likely to be very interested in the **MTX 500 & MTX 512 computers**, which cost £275 and £315 (inclusive of VAT) respectively.

The **MTX** has an excellent hardware specification and it is of such a rugged construction that it is difficult to see how, even in constant-use conditions, it could be harmed by ham-fisted users.

Colour graphics and sound are arguably better than those of the **Acorn BBC model B** and **Commodore 64 computers**, and the expandability of the **MTX** is both straightforward and inexpensive. The built-in software caters both for the beginner (with the new language **Noddy**) and the advanced programmer (with

demonstrated at the London launch. The **MTX network** is fast and, unlike most other networks, can be driven by a standard cassette-based computer. In Memotech's case this is the **MTX 512**. Up to 255 stations can be accommodated in the **Net**, and work has already started on fitting these systems into colleges and offices.

Anyone who has ever seen or used a **Memotech ZX81** add-on will know that the quality of the hardware is high, and since their venture into computers a common question has been "will they manage the software to go with it?"

Since the second function of the London Launch was to hold a seminar on standards of hardware and software in education; and to create a research fellowship to investigate the matter, there can be little doubt now that **Memotech** are just as concerned over

Acorn/BBC educational software, but that to emulate the **BBC BASIC** would not be a worthwhile exercise, the actual language always being secondary to the aims and objectives of the program itself. Users of the **BBC computer** may like to know though that the tremendously useful 40-column coloured text with high resolution graphics mode can be emulated on the **MTX**, and software to do this will be available shortly. There are also signs that some of the leading software houses are more than interested in providing programs for the **Memotech**, and the future looks decidedly promising.

Soft Options hopes to monitor the progress of this new **British computer**, assessing the usefulness of the new beginners' language "**Noddy**" and reviewing its educational software as it becomes available.

HARD NEWS

Penguin On Tape

March 29 saw the arrival on the software market of a significant package from a significant source. The Directors of **Penguin Books** have declared their interest in the computer revolution with the introduction of six **Shakespeare revision tapes**, designed to run on the 48K Spectrum and aimed specifically at the O-level/CSE candidate revising at home. The programs cost £5.95 each, which is good news for those who are tired of having to fork out £10 for the privilege of buying "educational" tapes, and will be available from bookshops and from high street outlets such as W. H. Smith and Sons.

The programs have been written by two Secondary School teachers, who between them have thirty-six years experience of actually teaching, and whose knowledge of their subject cannot be doubted. A refreshing aspect of the launch is that Penguin, who are calling their range Study Software, do not claim to have solved all the problems

inherent in producing software for learning. Whilst they are confident that the product is superior to anything currently available, and that the programs have great potential, both they and the authors, John Mahoney and Stewart Martin, are prepared to listen to constructive comment and accommodate it where possible.

At the moment the titles available include: *Macbeth*, *Romeo and Juliet*, *Julius Caesar*, *The Merchant of Venice*, *Twelfth Night* and *Henry IV Part I* and versions for the BBC and Electron machines will be launched in May.

Penguin, however, see this as only the beginning and are committed to at least twenty titles, all examination set texts, but including novels such as *Catcher In The Rye* and *Lord Of The Flies* as well as Shakespeare's plays. At the same time as expanding the range of titles they also intend to cater for other micros, including the Commodore 64, and both the authors will shortly leave teaching to fulfill their contracts with Penguin as full-time programmers.

Software With Advice

News of another publishing house interested in the educational possibilities of the micro comes with the announcement of *Dorling Kindersley's* intention to market two programs by **Goldstar** for primary school users.

Previously known for their glossy presentation of coffee table books on a wide range of

subjects such as gardening and photography, the company has now set up **Dorling Kindersley Software**, which intends to use the same kind of expertise in selling software. *Learn About Words* and *Learn About Shapes* have emerged from the Media Resources Group of Surrey, the first program having been written by the Group and the second



Learn The Lingo

French Is Fun and *German Is Fun* are the first two programs of a new educational series planned by **CDS Micro Systems**. The programs use the graphics capabilities of the Spectrum 48K to present French and German in an interesting and stimulating way. They are intended for students or for just brushing up a modest knowledge of the language before going on holiday, and cost £5.95 each.

The programs are similarly structured. A nine point menu is displayed when the program has loaded and the required section is selected by pressing the appropriate number key. A second menu then allows selection of one of four modes.

Mode 1 builds up one of six pictorial scenes featuring house, countryside, seaside, cafe, street or school, and as it does so the corresponding English and French words are displayed.

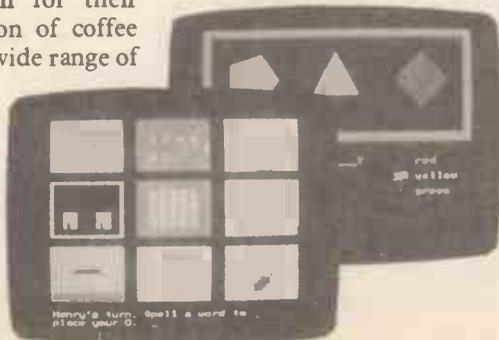
Mode 2 tests spelling and French vocabulary. Wrong letters are reflected in the mistakes counter which can be re-set when the scene is finished. Typing in a ? automatically displays the next letter. Mode 3 runs through fifteen general phrases, and Mode 4 causes Mode 1 and 3 to be run simultaneously.

The main menu includes separate "counting" and "telling the time" selections in addition to an "All Picture" scenes selection.

being commissioned from one member of the Group.

Both will run on the BBC machine, will cost £9.95 (inc. VAT) each and will be available by mail-order from the end of April.

Included in the package will be a registration form which, when completed and returned, will give the consumer access to **Dorling Kindersley's** advice and help with the programs.



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- End of test score, time-report, answer-check
- Cut-off option, on time-up you're marked on the number of questions completed.

£10.95 per cassette (inc. p&p): Both for £20
S.A.E. for further details.

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157 St. Peters Rd.,
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Soft Talk

This month's reviews have been written by primary and secondary teachers, and by parents with children of the ages catered for by the particular programs on test.

Superspy

A modern history simulation

(Ampalsoft)

Cheshire Cat Educational Series for Dragon 32 computers.

BBC Model B version available from April 1984.

Price: £14.95

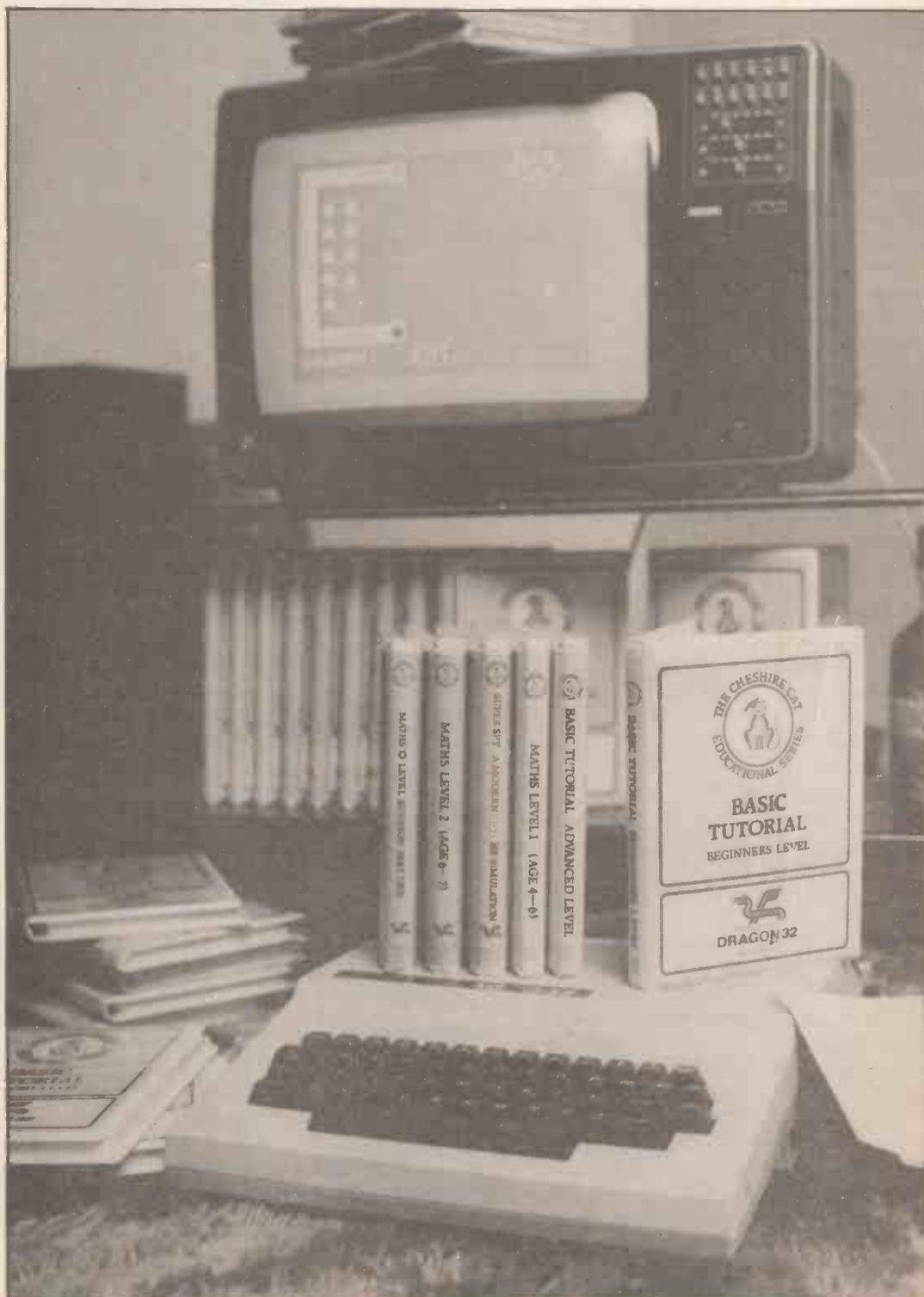
Reviewed by N. E. Martin.

Warning

Don't start this program without a couple of hours to spare . . . it's compelling stuff!

Superspy consists of a series of skill tests — an assault course, a parachute drop, code-breaking and shooting — interspersed with briefings on life in Britain during the Second World War. The training leads eventually to a full-scale mission in which you, a German spy, are parachuted into Scotland and have to find your way to London to deliver a vital message.

Your route south is on A-roads selected from a very creditable map of Britain, and it leads you from one town to the next. On reaching a town, you are given a potted geography and are then accosted by a policeman or member of the Home Guard. If you cannot answer his question correctly (remember those briefings!) you get involved in a fight from which only your skill can rescue you.



Ampalsoft's compulsive "Superspy" modern history game is reviewed here.

32 You then have to contact

another agent whose phone number and password appear briefly on the screen, and have to be memorised. If you make satisfactory contact, you get a night's rest and proceed to the next town on the following day — provided, of course, that the road you want to take is not closed, in which case you may choose to retrace your steps or stay where you are.

Should your limited time run out, you are given the chance to gamble for more. If you eventually reach London, make your contact and pass the correct message, then your success is charmingly acknowledged and you get the opportunity to start another mission.

This program was generally so good that it seems churlish to find fault with the details.

I would have liked the STAY option to have been specified on the route selection screen. It was also tedious to re-read the geographical notes every time you STAYed, especially if you were caught for several days.

Could this option perhaps have thrown up a question on the notes instead?

Finally, it would have been preferable to have had a way out after a successful mission without BREAKING the program.

These, however, are all minor points. Superspy is a well thought out and attractively presented introduction to life in wartime Britain and contains a surprisingly large amount of information which was painlessly absorbed, and later reproduced, by two ten year olds, whose previous knowledge of the subject was practically nil ("Churchill? Who's he?").

Although designed for individual use, it would be great fun for a small group and will appeal to a wide range of ages and abilities.

The Cheshire Cat series is available from Boots computer departments, Dragon Data and selected High Street stores.

Wordmaker/ Listmaker

(IMS Software)
16/48K Spectrum,
Commodore 64
Price: £7.50

Reviewed by A. J. Verdin

The author claims that these programs "help children develop spelling, reading and vocabulary skills".

The idea is to assemble real words from the letters and letter combinations displayed in columns on the screen. The letter column may be moved up and down by use of the P and L keys.

For example, List 1 shows ten three letter words ending in "at". The "at" remains static on the screen while the column containing the 21 consonants can be moved so that each, in turn, can be combined with "at". ENTER is pressed when a real word is recognised.

The principle is similar to that of Word Wheels, made by generations of teachers, and it is difficult to see what, if anything, the computer adds to this activity.

The word lists are idiosyncratic and contain many words which are either obscure in spelling or meaning, eg "gat" and "clew", and many others which I, together with the Concise Oxford Dictionary, do not recognise as real words, eg "belter".

Alternatively, words which I do consider real, eg "oh" and "ye", words that appear in early reading books and hymns, are marked wrong, with a cross, and a disconcerting raspberry is sounded.

Exposing children to the combinations of letters which are not real words can only be detrimental and a waste of time, yet the author claims that rote memorisation of correct spelling is unnecessarily laborious!

Moreover, spelling is not just a matter of visual memory, but of learning hand and wrist

Wordmaker Listmaker

by M. Reilly

P
Q
* * R *
E A S Y
* D T *
* U *

"Wordmaker/Listmaker", from IMS Software.

movements, where the actual writing of words reinforces the learning process.

The program claims "to develop early reading skills by encouraging a strategy of sounding out words and leads children to develop a more extensive vocabulary as they encounter words that are new to them".

However, a computer can not listen and correct a child's reading. Recognising a combination of letters as a genuine word is not really learning how to read or spell. In fact, the pupil can only recognise a word to be genuine if he has already read it!

List maker is a program to enable appropriate lists of related words to be compiled and then used in the Word Maker program. At first sight this may have some use since the pupil is helped to look for spelling patterns in words, and if the lists are made from books then at least all of the words are 'real'.

However, once the list is

compiled on paper its usefulness ends, since setting up the word list on the computer has more to do with manipulating the letters on the screen than learning how to spell. Again, this involves wrong combinations being displayed by the learner.

It is hard to see any merit in these programs, or indeed to see them as anything but a gimmicky and extremely limited use of the computer. Books, together with pencil and paper will do the job better, as these are still the principle tools of a literate society, and should be used to teach literacy.

Wordmaker/Listmaker is available direct from IMS Software.

Since this program was reviewed IMS have improved the software, with the word files now on separate cassettes. In addition the Commodore 64 version offers a choice of either keyboard or joystick control,

IMS Software,
143-145 Uxbridge Road,
Ealing,
London W13 9AV
01-567 6288

Crossword Puzzler

(Microtrust Software)

For BBC Model B computers.
Spectrum 16K or 48K
version available from July
1984.

Both versions priced at £6.90

Reviewed by Roger Battley

Crossword puzzles come into the category of things that you are either addicted to or else have little interest in. With this in mind, I loaded the program with some apathy. Guess which school of thought I belonged to?

The program came in a neat plastic folder with the cassette and instruction booklet inside. The cassette consists of "Word Play" and four ready-made crosswords on side A and "X Word Gen" on the other side. This is for creating your own puzzles. The tape loaded faultlessly every time I tried it.

The first part of the booklet gives a very short introduction to the history of crossword puzzles and outlines what is on the cassette. It then explains how to set up your own crossword using the X Word Gen. On running the program you are asked to name the puzzle being created and whether you have already saved a part-entry for this puzzle. If you are starting afresh it sets the size of the crossword being written.

Once this is done the program asks for the clues you wish to give and the correct answers required. Clearer instructions at this point would help. However once I realised that I should repeat the serial number the computer prints at the start of each clue before entering all the details, all went smoothly.

It is vital to prepare the required crossword as suggested, before you start, otherwise you become hopelessly lost when trying to correctly locate each entry. You are asked to check each clue before committing it to



memory, because it cannot be recovered for alteration unless the entire puzzle is re-entered. Finally, you are given a small on-screen display of the letters in their relative positions within the puzzle. You then set the baud rate to either 300 or 1200 and SAVE your masterpiece.

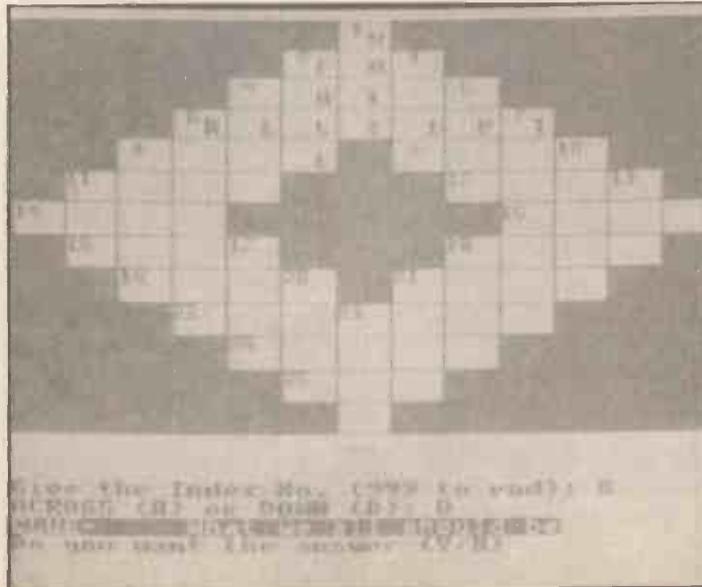
To use this newly created puzzle you must first load WORDPLAY and then follow instructions. The program asks for the puzzle's name and baud rate and proceeds to load it. Nothing much seems to happen for a very long time. Then the crossword appears on the top two-thirds of the screen. The lower third is reserved for communication during the game.

After every input the computer

beeps its feelings at you, which I found infuriating after a very short while because there is no way that it can be turned off without major excavation into the program listing. This seems to me to be entirely unreasonable.

After registering the number of the clue you wish to attempt, the program always enquires if you want the answer. It would be better if you were just asked once at the start of the program — if nothing else, it would cut down on those beeps!

You cannot move on to another clue until an answer of some kind has been supplied, even if it is incorrect. The program insists on your giving the exact number of letters needed for the word,



A screen display from "Crossword Puzzler". How about rich and famous?

including any correct ones already on the screen.

Correct answers are in upper case, incorrect ones in lower case. Every wrong answer produces the inevitable beep, unnecessarily prolonged. When you have completed the puzzle or given up by entering 999, you are presented with the facts of your game. These include time taken, number of wrong answers, number of answers supplied by the computer on request and the number of clues attempted out of the total required to complete the puzzle.

This last part tended to slip off the screen and pop up on the other side for all but the shortest puzzles. After this the program "hopes you enjoyed the puzzle", and displays a modest little menu in the bottom left hand corner enquiring what you want to do next. Options include re-running the same game, loading a new game, or quitting.

There was no print-out-facility available, which I would have thought fairly necessary for such a game. The screen layout could have been improved and the ability to turn the sound off seems, to me, essential. The documentation is adequate without being over-clear, and on the last page a method of auto-indexing computer tapes is outlined.

This was devised by a Mr. C Hood, who generously donated the method, possibly because it was too fiddly to hang on to. I certainly felt it was worthwhile sticking to a tape counter. I don't know about you, but I can think of better things to do with £5, and I still don't like crossword puzzles.

Crossword Puzzler is available direct from Microtrust Software, or from the Computer departments in W.H. Smith stores.

Microtrust Software,
National Extension College,
18, Brooklands Avenue,
Cambridge,
CB2 2HN
0223 - 316644

Geometry

'O' Level Maths Revision

(Rose Software)

Price £5.95

Reviewed by **Francis Glassborrow**.

The first criticism that must be levelled at this maths program from Rose Software is that the documentation is poor. I do not see why the user should not be addressed in clear English: I do not find a cassette insert which starts, "The cassette contains six programs of multiple choice questions using generated numbers" a useful introduction for the target user, that is, an O-Level maths candidate.

Unfortunately, the general tenor of the insert is a pretty good indication of what is to come. But if the introduction stretches the student's resources, the same cannot be said of the program. As far as I can see, the selection of topics for each program was made entirely on the basis of what a CSE computing candidate might be able to cope with, and is therefore inadequate for the needs of O-Level students.

After each section of the tape had been loaded my time was ingeniously wasted by the loading of a Front Page, which displayed the firm's logo. They're clearly proud of this, since a large proportion of the tape was devoted to this screen.

Undismayed, I pressed "any key" to start the program proper, and was treated to yet another screen display, this time accompanied by a burbling sound effect.

Swearing gently, I persevered and finally got to the program. I was given, by way of a diagram, a pair of parallel lines and a transversal — crude, unimaginative and showing nothing that could not be better done on paper.

I was asked a simple question about the proper term to use to describe the relationship

between the two angles, and yes, it was multiple choice although only three choices were offered. After I had made my selection I was simply informed whether I was right or wrong. On responding to "press any key" I was given my current total of correct answers and incorrect ones. I had to press again to obtain the next question.

If you think that this was just an easy exercise to get me started, read on. All the questions in the first five

program contained fewer than a dozen questions each, and these were of a very simple nature. The "generated numbers" do nothing except change the particular numbers in a question.

By the way, the programs don't like to let go too easily — you can't escape merely by saying you don't want any more questions. The program simply starts all over again. Your only salvation is the BREAK key.

There is also a new dimension

same diagram and all but the first concern angle properties. The standard of all questions is about CSE/O-Level short-question level, which is not exactly the demanding end of the subject.

The content of these programs is not in itself trivial, but the handling is. Nowhere has the programmer shown any inkling of the kind of difficulties faced by young people trying to polish up their knowledge for examinations. The tape is boring to use and none of the very great potential of the Spectrum has been tapped.

A good education program demands several hundred hours work by the programmer together with some detailed research. I could find little evidence of these qualities in this tape. It should be noted that an entire Maths revision textbook costs less than this package and any single chapter of such a book will do more good than all six programs.

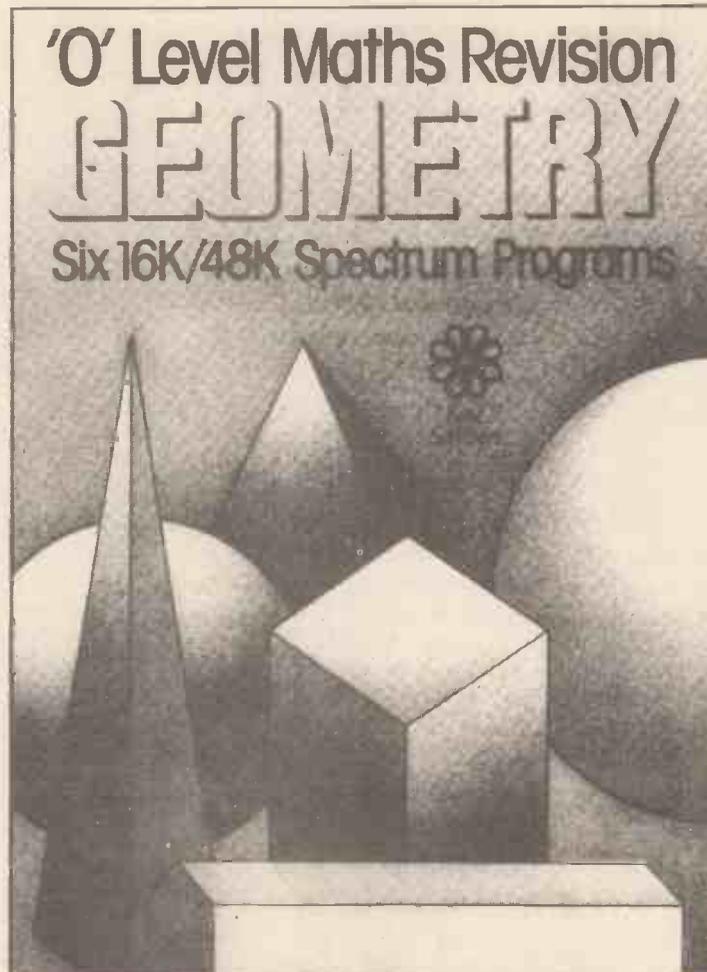
This offering cannot be said to be thought-provoking or capable of triggering interaction between people. These qualities have, arguably, always been criteria in any meaningful educational system, and there seems to be no good reason why they should not be adopted by the people who wish to market educational software.

Contributions like this to little to enhance commercial standards and are of use to no-one interested in serious applications of the micro computer.

Rose Software tapes are available direct from selected High Street stores.

Rose will be re-presenting their software with full colour boxes and descriptive leaflet, and a price increases to £6.95 is expected when the new packaging becomes available.

Rose Software,
148 Widney Lane,
Solihull,
West Midlands,
B91 3LH
021-705 2895



The cover of the booklet accompanying Rose Software's "Geometry" program. The cover is identical, but will be in full colour.

programs followed the same general pattern. Occasionally, but rarely, some advice was given. I never did manage to provoke any constructive reaction to wrong answers.

Even when I deliberately set about getting all the answers wrong the programs did nothing to help. I wasn't even advised to consult teacher. Perhaps the thing knew I was cheating . . .

As far as I could ascertain the

added to the perennial upper/lower case problem: if you have the CAPS LOCK on and manage to respond to the question "Do you want any more?" the machine will lock up on you. Well, it makes a change from the BREAK key, I suppose.

On to the sixth program, which involves "Typical O-Level questions with help facilities". This little gem contains five questions; the last three questions use the

Micros In Miniature

By Audrey J. Verdin

Unexpectedly positive response to a Sinclair ZX81 in her Primary school classroom led one teacher to think seriously about the need for better software for learning.

Just over two years ago I was introduced to my first micro-computer. It was love at first sight. I found it incredibly fascinating that I could hold a conversation with a keyboard and a television set, and actually make the thing respond, albeit that I had already programmed the responses into it.

I decided that I wanted to play with one at home, and of course I wanted it immediately! Assistants in likely shops looked blankly at me when I mentioned the word microcomputer, and I soon discovered that the only one I could actually have immediately was a ZX81, from W. H. Smiths.

I took it home to share with my family but met blank incomprehension at my enthusiasm, and nobody willing to play with me. I duly played myself, and produced an extremely crude program which I thought my six-year-olds might like.

Of course, I knew that the keyboard was too tiny, not positive enough for small fingers, and that the upper case letters were a drawback. It also seemed a very vulnerable and fragile toy to have in an infants' classroom, but I thought maybe I would find someone who was as interested as I was. I did . . . several.

I discovered that small fingers actually found it easier to use the keyboard than big ones. I found that the children



Co-operation in the classroom. The girls are just as interested as the boys . . . if not more so! (Photograph of children at Sutton Primary School, Cambridgeshire: courtesy Sinclair Research Limited).

soon became conversant with the upper case printing (a bonus?), especially the good readers, and they willingly helped the others. After a week I happily left the children using it while I had my coffee, and it has never been mistreated in any way.

The only drawback was that if the table or wires were moved suddenly there was a momentary interruption in the power supply, and we lost the program. Occasionally I had to put it away because I felt reloading was taking up too much of my time, and I was fed up with the chorus of "Gone again!"

In that first group of children there were a number of boys

who were the most enthusiastic, but I was determined not to let them take it over. After all, I am female and I enjoy computing, so I decided it was not to become a male preserve.

I discovered, later, that groups of children vary: gender does not predetermine interest. Recently, I noticed two five year old girls, in my class only three weeks, sitting waiting first thing in the morning at the empty table facing a blank wall where I always put the computer

They were waiting to make sure that they were the first of the day to use it! They started a waiting list similar to that we often keep next to the computer.

This one was a little different. Their own names were written beside numbers one and two, five and six, and nine and ten! At this age, girls are interested, and do not see this as a male activity.

That first group of boys loved to play 'Othello' against the computer. They were determined to beat "him" (!). I was surprised to find that they were willing to discuss the next move and come to a joint decision. It seemed to foster a genuine spirit of cooperation, which is often absent in a class of mostly egocentric six and seven year olds. They ganged up against "him", and showed unselfish pleasure at other people's brilliant ideas. I found this to be one of the most rewarding

aspects of using the computer in the classroom.

After a month, we had a parents' evening. I set up the computer in the corner and invited the parents of those six year old experts to have a go. Not one did! They were glad to see what it was that their children had talked about, but were not willing to experiment themselves, or not while I was there, anyway!

Since those early days (only two years ago) things have changed considerably. We now have a school computer (an RML480Z), I have a Spectrum as well as the ZX81, and about one third of the children have computers at home, bought over the counter at many different shops, of several makes.

For the 480Z, we are well served with software. We have the M.E.P. primary package, supplemented by several excellent Local Authority programs, and for one week each term that we have it in the classroom we are spoilt for choice. Actually, in a primary school of eight classes, one computer is simply not enough. We need more. However, in my classroom things are a little better.

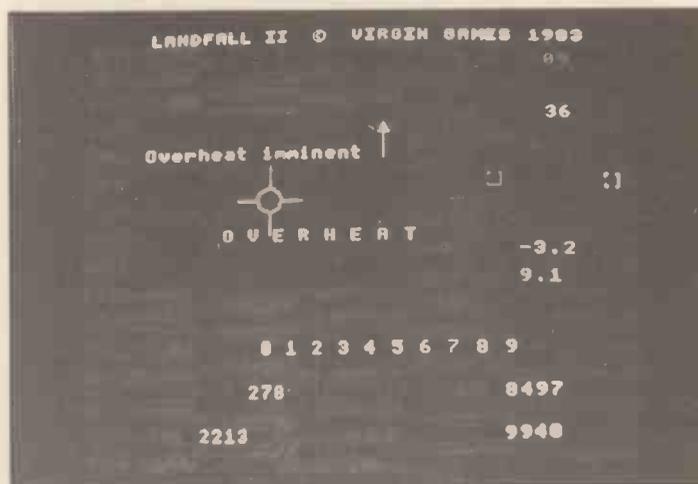
My own computers are there most days (not all) and they take their place as normal activities.

My greatest problem is finding suitable software for them, because of course, as a school we have had the M.E.P. package, and are not entitled to the same for the Sinclair machines. All of those readily available in the High Street shops, labelled as suitable for young children, are also labelled "educational" These programs are, almost without exception, of the drill and practice type.

The majority of them are arithmetic, with some alphabet programs thrown in. The assumption seems to be that the computer must be used to do the same job as sum books and the more elderly reading schemes. They are enlivened, perhaps, with moving graph-

ics and sometimes (heaven forbid) they involve bombing practice, with the child expected to bomb the correct answer.

There is a vast amount of programming talent going to waste in making sums gimmicky, but whatever the extra incentive in the short run, children are going to realise that they are being conned into doing the same on the computer as they used to do in books. I am not saying that there is no place for "drill and practice" in the Primary school, because of course there is! Children still have to learn the alphabet, learn to count and to add and subtract.



Games, particularly simulation games such as the 'lunar lander' type, have a useful role in educational computing.

I am not even saying that we should not do it with the computer. I think that it is fine for extra practice at a particular stage and, given the innovation, extra enthusiasm is generated, provided that the use of the computer is not limited to this.

What I believe is that we need programs for younger children which will develop talents that traditional schooling can not. We need activities that the computer does better than anything else. At the moment these seem to be data handling, simulation, and programs which provide a simplified computer language for children to use, such as LOGO. This should soon be more widely available, and we have high hopes of this developing genuine mathe-

matical thinking and problem solving skills in quite young children.

Simulation programs seem to be lacking for this age group. Why not adventure type games at carefully graded reading levels, and with graphics? These would be very useful, since children could learn how to make choices or develop strategies based on evidence they collect, either from observation of the graphics or from written descriptions.

As with most things for the younger children, the best and most sophisticated programming would be needed, because boredom soon sets in

without first dipping in. Book shops are full of browsing customers, and they still sell books. Programs will not be less good because the teacher or parent is able to sample before buying. I assume that manufacturers do not object too strongly, because recently at the ZX Micro Fair I saw hundreds of games being played, and they were still being sold. In fact I bought two programs that I would not have done, had I not seen them first. The titles would not have encouraged me to buy them.

Publishers who are moving into educational software cannot be trusted unfortunately, because they are among the chief offenders in the drill and practice market. In one counting game, for example, each number was related to a particular animal moving in a particular pattern. The one child I have so far who still counts intuitively soon memorised that if it was a group of elephants, it was five — and so on — just as he had already memorised the domino patterns on the playing cards that his parents had tried to use for counting games.

The best set of programs I have (I think) are maze games of varying difficulty. The child can plan where to move without being harried by monsters, and these mazes cannot be memorised because different patterns are generated each time, unless the child wishes to repeat the same problem.

This has a useful spin-off in encouraging sub-skills of reading, such as left-to-right eye movements and scanning ahead, as each creature is moved from the left side of the screen to the right. Other sub-skills that could be developed using a computer are visual discrimination and visual memory.

I hope that, soon, the proven inventiveness of programmers will be applied to the real educational needs of young children today, and that we shall soon see a new generation of programs.

when the computer simply responds "I do not understand", as it did in one so-called adventure game I used (or tried to) recently. Anything to do with prehistoric animals, knights and castles, or space are sure winners with the under eights.

They do not all have to fight, be blown up or bombed. We do not need to encourage war, in the classroom, in the aggressive sense, but why not in the sense of games of strategy — outwitting the enemy rather than shooting him?

Another problem is that programs, often costing about £10, have to be bought unseen. No one expects buyers of books to make a purchase over the counter

Outside, Looking In

Research and report by Mary Sargent.

While academic argument curdles on the pages of the educational press, we conducted a small poll of the opinions of the outsiders in the Great Debate: parents and their children.

In an article published in the Times Educational Supplement recently, Lucy Warner examined parental attitudes to high technology in American schools.

American parents are largely hooked on the new American Dream, which involves total computer literacy for their children, preferably before Elmer P. Jones on the next block manages it, and this despite considerable reservations among "Educators" as to the amount of time and money computing should consume.

So how do parents in England see the situation here? We approached a few people for their views, concentrating initially on the parents of primary school children, on the grounds that, 1. You have to start somewhere and 2. this is the first generation who might reasonably be expected to be computer literate at the end of their school careers.

Father of two sons, aged 8 plus and 6. State Church school.

My own children are both under 9 but I am keen that they should begin to become familiar with computers as soon as possible, and I am therefore pleased to see equipment being provided to this end at their school.

I think there should be a dual approach to the use of the computer in school for young children. Firstly, it has great potential as a teaching aid and I suspect there is a great deal of



software development needed in this area. It is a pity that the writing of educational programs is not as lucrative as writing games for the home micros.

Secondly, children should be given a simplistic understanding of what the computer does and how you make it do it. Obviously, young children cannot understand the complexities of maths in a program, but they are capable of understanding how a computer language can be used in a series of simple program lines and how such things are loaded into memory and stored.

Both aspects can be developed gradually until children reach the stage where they are able to confidently use the computer

as a tool for their own purposes.

"I've had to think about it because I'm on the PTA of my son's school and funds have just been spent on a 480Z and some ZX81s. So far, only the older children have had access to them. But my basic feeling is that my children must be capable of using them, because we live in a computer age and they're unlikely to go away, however little I know about them personally."

Dealer in Computer systems for the home market:

"The parents who come in here are concerned that their children should be given every chance with the new technology, and it's not by any means restricted to professional people. One chap came

in the other day and bought a BBC system and as much educational software as I could recommend, for his eleven year old daughter. He was a builder and semi-literate and he was determined that his child was going to be better educated than he was.

Mother of 5 daughters aged 7 to infant. Two children at rural village school:

"I think it helps development of logical thinking. Anything which helps make you more at home with the world as it develops must be a good thing. I believe computers are a large part of the future: how far this is due to my own thinking and how far influenced by what I read, I'm not sure. I don't think they'll ever take over but

I want my children to be competent with them. Computers should never replace the basic teaching of the three Rs and my children are using the school computer for more abstract exercises, which pleases me."

Interestingly, although several of the people who contributed to this article owned micros, only one parent related the question of children's education in computing to the home situation. He was also the only person to

three possible educational roles for it, two of which we have already started to appreciate.

Firstly, it shows what a computer is, the kind of things it is good at and, just as important, the kind of things it is not good at. Early on, we wrote a simple dialogue to ask your name, request permission to call you by a shortened version, ask your age and so on.

My ten year old son was

loud clicking sound like say you were typing in a line of program you would know whether what you wanted to type had come out if you were looking at the keyboard, because of the clicking sound.

What I do not really like about it is probably the size of the keyboard, it is rather small, but that does not matter so much, because I put it on a pretty big stand so it looks better. But that is about the only thing I dislike about the Spectrum.

To overcome my prejudice, educational software will not only have to be technically excellent, it will have to convince me that it offers



give any detailed thought to the software aspect, although that is perhaps the most obvious way to judge a computer if you are unfamiliar with them — through the medium of the programs displayed on their screens. This is what he had to say:

Father, One son, aged ten, and a daughter aged seven. State primary school:

"What do you children do when the neutron bomb store has been blown up for the 100th time, the last arcadian zapped? Does the congratulatory message every say, "Well done, wow, gosh, etc. now you must be bored with this, how about trying something different?"

No, but we were all thinking on those lines after a few days. Its educational roles were never uppermost in our minds when we bought our Spectrum before Christmas.

Having said that, and having got the machine, I see broadly

fascinated by the first run of the dialogue and cried, "Now ask it its name!", even after participating in the writing of the program. So he quickly learned the limitations of the computer's personality.

Secondly, I see the value in teaching logic by writing programs, the idea that reasoning can be formalised which underlies all computer languages. In this respect the limitations of BASIC haven't worried me. It was useful to discover that sound and text handling are more fun and more appropriate to the children's level than numerical manipulations, which call for mathematical sophistication.

Thirdly, of course, there is the use of the computer as a means to an end with educational software. As yet, I have little experience of this application but I must say I am suspicious.

This is partly because the non-arcade games I have seen advertised often appear fat-

something useful which is not readily available from teachers, books and experiments.

I would hate to see the depth and connections with other materials in a good text-book passed over in favour of a cheap, convenient and seductive electronic surrogate, however high resolution its colour graphics may be."

In the course of gathering these comments, we met up with one or two of the consumers themselves who were quite pleased to record their reactions to the revolution in their midst. They ranged from the deeply reflective to the dismissive:

Neville, aged 10: "My Spectrum, according to my experience with computers, is a very good machine. I don't think much could be done in the way of making it a better one. I like messing about with commands such as FLASH, BEEP, BORDER etc. I really think it is handy that when you press a key it makes a fairly

What I like doing with it is the typical things like playing games and writing simple (and difficult) programs. I am in the middle of writing a word adventure game with sound and flashing in it. I also like doing maths with it."

Stephanie, aged 6: "Computers? Great. Can we play games on them?"

Katiana, aged 7: "I like the computer because you can type in games and you can play games like Horace And The Spiders. My brother has got Penetrator but I like Horace And The Spiders best. I like putting Horace in the tap. And I like playing it."

Richard aged 6: "I like one of the games we play at school on the computer because there's a maze and it's full of carrots and the rabbit has to eat all the carrots and you have to get him out of the maze. That's it. I like it very much."

Tracy aged 9: "As well as, or instead of, lessons?"

The Other Side Of The Fence

Every month, Soft Options will present an opportunity for educational software houses to speak for themselves. In this issue Henry Budgett, Software Manager, and Amy Carroll, Director of Dorling Kindersley software, explain their approach to this new and rapidly expanding market.

The current range of educational software that's available through High Street outlets can best be described as a curate's egg; good in parts.

The major problem with this rapidly growing sector of the market is that the majority of publishers either have no previous experience in software publishing or have no commercial experience. These deficiencies have tended to polarise the market into one of two main camps.

The biggest of these contains the publishers of books and magazines who have launched themselves into the market without any real consideration for the quality or educational validity of their products. In the main the programs are bought-in or commissioned without any in-house control of content or quality.

The other group consists of very able educational software producers who have no commercial experience and are, therefore, unable to get the distribution and impact that their products will need to sell in sufficient quantities to make the original effort worthwhile.

The educational software business is rapidly expanding

to become a viable market, although sales of several thousand units are needed to cover even the development cost of a decent program. As the market grows and the majority of programs are purchased for use at home rather than in the classroom, it is important to take a different approach to the way in which programs are acquired, developed and marketed.

For the younger 'pre- and early-school' age groups, the software will generally be bought by the parent, either at the child's request or under the guidance of a teacher.

It is well established that the majority of home computers purchased for family use are justified on the basis of their educational capabilities, so sales of educational software can reasonably be expected to follow.

Presentation and design of the packaging as well as the on-screen appearance of the product are essential here. The purchaser, as well as the user, must feel that something of worth has been bought.

It is also vital with this sector of the market that some measure of the child's achievement be provided. Too many "educational" programs are

based around familiar arcade-style games and, while there is nothing wrong in using these as the reward for correctly answering questions, they do not stand as learning aids in their own right.

Among the immediate requirements for any piece of software that is expected to be used for education is that the program must involve its user; interaction at a very high level is essential.

as far as is practical, but non-repetitive and maintain a high level of interest from the user. Attractive screen presentation, the effective — but not overpowering use of colour and sound and the ease-of-use of the program all form part of its overall appeal. On innumerable occasions good software concepts have been ruined by loud sound effects, which can't be turned off, and over-bright or complex screen displays.

The material presented must, The intelligent use of the



Goldstar Education programs are attractively packaged in rigid plastic cases, with a good deal of essential information shown on the covers. The programs are tested by teachers and students, educationally sound, and consistent with school syllabi.

keyboard is also important, forcing the user to remember a five-key sequence to select a function tends to detract significantly from the usability of any program; it will ruin an educational one!

Preparing and programming the product for the age-group it is aimed at is one thing; providing the support for a parent who will, inevitably, be asked questions about the program by the child is another. As well as providing this material as part of the package, the same documentation can be extended to include work exercises that allow the child to demonstrate that he or she has actually learnt the information presented.

With older age groups the information can be much more tightly presented: learning and rapid assessment of the acquired knowledge are what counts here. Once again, though, the provision of backup material is essential as the computer screen is not always the ideal medium for the presentation of information.

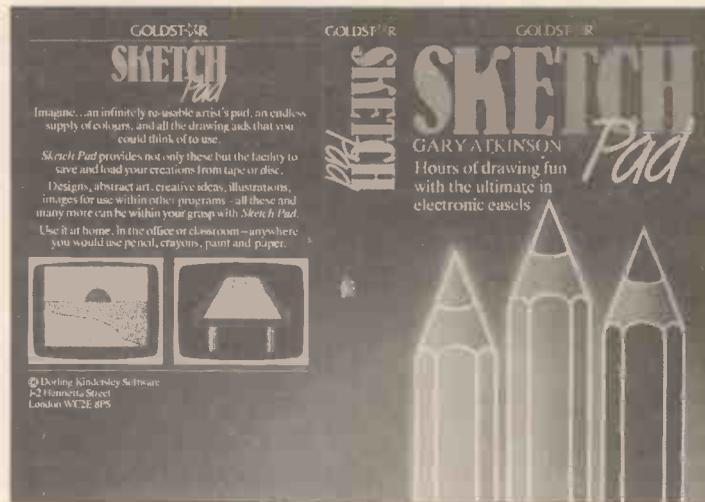
Complex graphics are attractive but often absorb so much of the computer's capacity that they detract from the real information. By placing the diagrams, where appropriate, in an accompanying booklet the program can concentrate on presenting and assessing the textual information.

The **publication** process of an educational program

begins long before the product hits the streets. Whether the software starts life as an idea or a partly programmed example, the editorial control of the content and presentation must rest with the publisher.

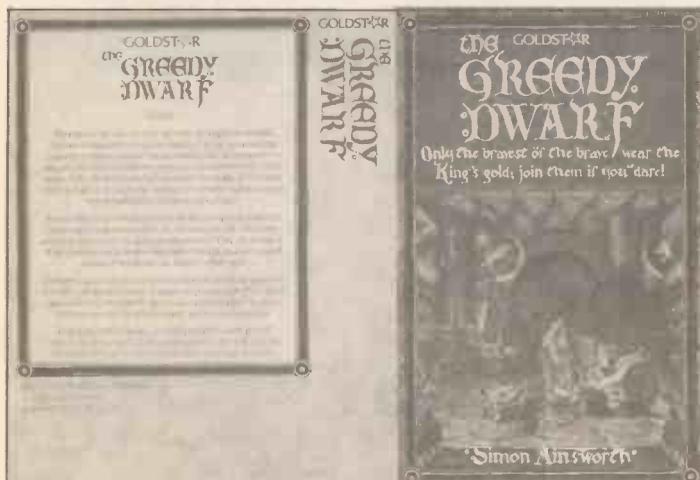
Much of the material that comes from the various educational authorities is designed for classroom use with the full-time presence of a teacher. As the main market for this software is in the home environment the first essential is to tailor the program to fit these requirements.

The program should, where necessary, be able to provide any assistance that the student is likely to need during its use;

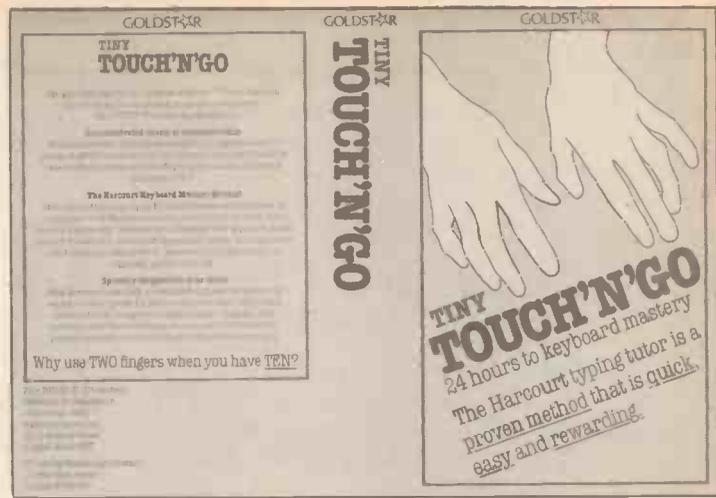


the software is, after all, designed for use at home without the constant supervision of a teacher.

Uncertainties in operation must be eliminated and the



Goldstar Home Reference series (top right and middle) are designed as practical programs which teach useful skills, after helpful advice on a number of topics, or enhance programming skills. Goldstar's demanding adventure games include programs like "The Greedy Dwarf".



programs must be very robust and totally crash-proof. Preliminary screening of the product by potential users, both as individuals and groups, must be undertaken to ensure that the software meets

necessary, it must be re-written to cover points raised by users and not considered by the programmers.

Even when the completed program and its supporting material are available in the shops, the publisher must still monitor the comments and opinions generated by magazine reviewers, educationalists and, most important of all, the general public.

There is no disgrace in producing a better version of a piece of software that incorporates features demanded by the user; sneaking out a patched version which overcomes a bug is another matter.

these requirements as well as those of the various educational markets.

It is no use producing a program based on a certain sector of mathematical theory if that information is not required by any of the examination boards!

As the program develops into its final form, the accompanying material must also be prepared. Once again careful editorial control is required and is the publisher's responsibility.

It is almost an education in itself to try to define what is, and what isn't, a piece of educational software. While anything that is directly linked with the processes of formal education can immediately be classified as such, it is a somewhat harder task to define the educational value of a typing tutor or a drawing program.

It could be argued that any program which actively encouraged the use of the computer was educational in the sense that it increased the user's computer literacy!

Too many programs have been produced whose documentation bears little or no resemblance to the product and fails, in any case, to provide support. The documentation must be as carefully user-tested as the programs; if

However, it is our view, and one shared by many software producers, that any program which teaches a skill, such as typing, or provides a means of developing a talent, such as art or photography, can be regarded as educational.

The problem is that the more specialised the market, the greater the development costs of the software, yet the smaller the potential number of buyers. Against this, however, is the fact that the more dedicated the user, the more money he or she is prepared to pay for the program and so the status quo is maintained.

A major factor in the way in which a given program is tailored is that of the national market it is intended

tend to find themselves out on a limb. This however, is only true of the UK and doesn't represent the state of the market for Europe as a whole or the USA.

In France, for example, we find that the Oric is doing very well indeed, while Spain is rapidly becoming a major market as central government implements a massive computer literacy project. The computers in use in Scandinavia are different again, and

use of computers in schools and the majority of the effort has been left in the hands of local authorities and educational boards.

Computer manufacturers have exploited this, and it is often the case that one area will be totally dominated by Apple, another by Tandy while a third is supplied by Commodore.

Obviously, irrespective of any national language differences, the range of machines is going

handle any necessary conversion details.

Overall, then, it must be said that the educational software market in the UK is rapidly coming of age. Programs are at last being marketed as a commercial operation, and because of the potential size of the market, greater efforts are being taken at the outset to ensure that the material is educationally valid, attractively presented and packaged and, possibly above all, supported properly.

MANAGING THE QUEST

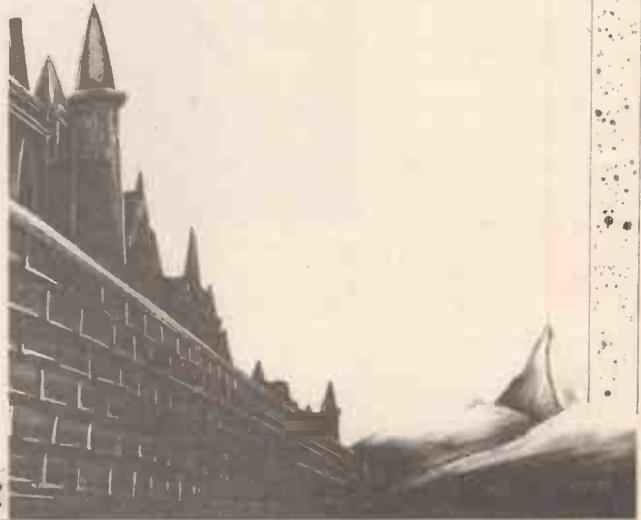
THE ADVENTURER'S VOCABULARY

The game possesses a large vocabulary, over 100 words in all. Much of the fun of an adventure is discovering those words which mean something and those that don't. If the command system cannot understand your instruction it will tell you; just try phrasing the command in another way or use an alternative wording. Many words are included as synonyms; TAKE and GET, for example, have the same meaning as far as the game is concerned. Several examples from the vocabulary have been given below, whether they work or not is for you to discover!

The command language is structured in the usual way. That is, it understands verbs and nouns. To issue a command you need to phrase it in these terms: GET SWORD, DROP LAMP, GO DOOR. While this may seem restricting, it is surprising just how complex your

THE CITY OF 'EHDOLLAH

Once this was the fabled seat of noble kings and great priests. Its loveliness boasted no rivals and its inhabitants, the Toggalids, were envied throughout the universe for the serenity of their lives. They existed only to do good works and to add to the store of beauty in the world. 'EhDollah was famed for the magnificence of its architecture, the vastness of its gardens, and not the least, for the many unparalleled riches it contained.



All programs are well documented and illustrated. This page, from the "City of 'EhDollah" adventure game, is typical. The storyline is interesting and well thought out, while the instructions show the high 'anti-crash' programming standard.

to serve. While sales of educational software are growing in the UK, these are mainly based around the BBC Microcomputer and the Sinclair ZX Spectrum. With these two machines dominating the classroom computer market the home user will tend to follow suit.

Other systems, like the Dragon 32 and the Commodore 64, while being just as suitable for the home user,

very strict controls are maintained on the software that is allowed into the educational sector.

In general, the European market is some two years behind the UK as far as the penetration of computers into homes is concerned, while on the educational side they are often ahead of us.

America, on the other hand, has no defined policy on the

to be vastly different for each of the potential overseas markets and the investment in preparing new versions may not be worthwhile. Here, however, an established book publishing house can come into its own, as it is highly likely that links will have already been established with overseas publishers.

In cases such as these, it will be possible to sell the rights and let the foreign publisher

As more and more well-established publishing houses start to attack the market the smaller companies that provide the imagination and drive will slowly be absorbed.

This will be of benefit to all, as the big publishers will gain expertise while the smaller organisations will be better promoted and distributed and under the editorial control of a co-ordinated educational policy.

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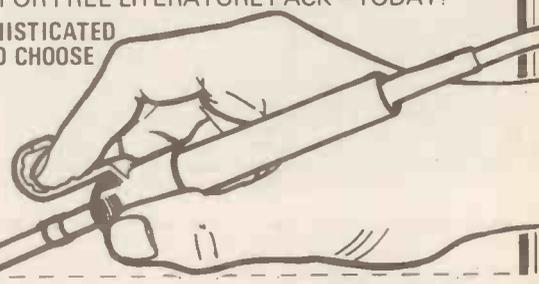
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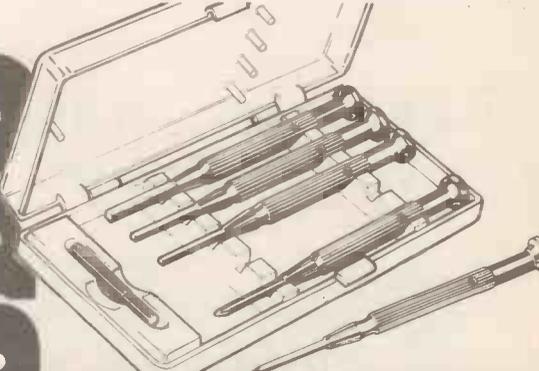
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The Art and Science of

Metal Detection

HE looks at the history, techniques and uses of all kinds of metal detecting, from treasure-hunting to bomb disposal.

Richard Turner

METAL DETECTION is a subject seldom mentioned in electronics journals, but recently it has attracted much attention in the daily press. Detectorists have been featured on many a front page with their finds of explosives or buried treasure, and perhaps even more while assisting the police in searches for weapons in some very controversial murder cases. However, metal detection has been around for about ten decades now and has been used for a very wide range of applications, and thus should be of interest to electronics enthusiasts.

Those of you who may have constructed your own 'Coin Collector', IBs Mark 1 and 2, 'Mains Seeker', 'Shadow' or 'Diana' metal detectors may want to exploit them to the best advantage, and this article will assist you with ideas for applications.

Histories

While for hundreds of years treasure seekers and prospectors have used devices such as divining rods, magnetic needles and a variety of "doodlebugs" to aid their searches, it was not until 1879 that the first practical, scientifically proven instrument was built. The credit for this discovery goes to Professor D. E. Hughes, who demonstrated his 'Induction Balance' to the Royal Society in that year.

The Induction Balance attracted a great deal of interest among the scientists of the day, including the Chief Chemist of the Royal Mint who acquired one of the first units for the assaying of coins. Alexander Graham Bell applied the Induction Balance to the location of an assassin's bullet in the body of American President James Garfield.

This 'electric' metal detection had a good scientific start and it is worth examining in closer detail some of the



Detectorist Turner makes a find. The camping knife is an excellent tool for recovering small objects like coins and rings.



A Roper-Hall bench detector used for medical applications.

many uses of the technology.

In Hughes's Induction Balance a Leyden Jar supplied current to a microphone which was placed in contact with a ticking clock. Alternating current was achieved by a manually activated resonating spring contact assembly feeding two induction coils wound in opposition to each other. The pick up consisted of another pair of identical coils wired as a circuit with a further three coils and a telephone. This arrangement was adjusted for complete silence in the telephone. To 'detect' or 'analyze' metal, the sample was placed on the primary coils, thus disturbing the mutual induction so that sound was heard in the telephone. Then the indicating coil in the secondary circuit was moved along a scale marked in degrees until silence was obtained again. Different samples could be identified against a previously prepared chart. This instrument was sensitive to such a degree that coins of the same denomination, but with varying amounts of wear, could be distinguished from each other.

Another detection principle developed in Victorian days worked on 'Secondary Induction'. This involved a complex set-up but gave a considerable detection range. And indeed, when demonstrated at a Welsh metal mine at the turn of the century it was found that metal ores could be detected up to three hundred yards away.

Briefly, the set-up was as follows: a battery supplied the primary current to a motorized contact breaker which 'chopped' it into a high frequency and fed the primary winding of a transformer, where the voltage was stepped up. The secondary output was fed to a pair of probes placed in the earth. A similar pair of probes placed some distance away fed another transformer to which there was connected a galvanometer. If there was no metal in between probes the input signal would 'scatter' in all directions and the galvanometer would remain at zero. The presence of ores or large metal objects would attract the voltage fed into the ground, producing an indication on the meter.

Electronic Principles

With the advent of electronics, the transmit-receive technique was quite accidentally developed. During World War One the military developed sound ranging and direction finding equipment. It was soon found that large masses of metal such as bridges, railways and ships at sea interfered with the equipment and much re-design was necessary for proper operation. However the 'interference' turned out to be a benefit as this led to the development of metal detectors for sensing enemy submarines and tanks at

a considerable distance.

In the post World War One years the transmit-receive technique was used for electrical prospecting, and forms the basis of most metal detectors today. The heterodyne principle found much favour in the late nineteen thirties and was used extensively until about five years ago. A more recent innovation in metal detection technology operates on the DECCO principle which was developed at Oxford Archaeological Research Laboratory in 1966. *Decay of Eddy Currents in Conducting Objects* is now better known as pulse induction, and HE's 'Diana' operates on that principle. Few people are aware of what an important function metal detectors perform for their wellbeing and comfort. Most and possibly all food and pharmaceutical products are passed through metal detectors to ensure there are no nuts, bolts, swarf, pins or other alien items in them. Medicines like pills and powders receive the same treatment. Shoes are tested for unwanted insole tacks and even such products as textiles, carpets and lino are passed through a metal detector before despatch to the customer.

In quarrying and mining industries the burden is checked for tramp metal such as drill rods, dipper teeth, and pick and shovel ends to prevent damage to cutters and diamond tipped grinders. Most of the world's airports are equipped with 'walk through' metal

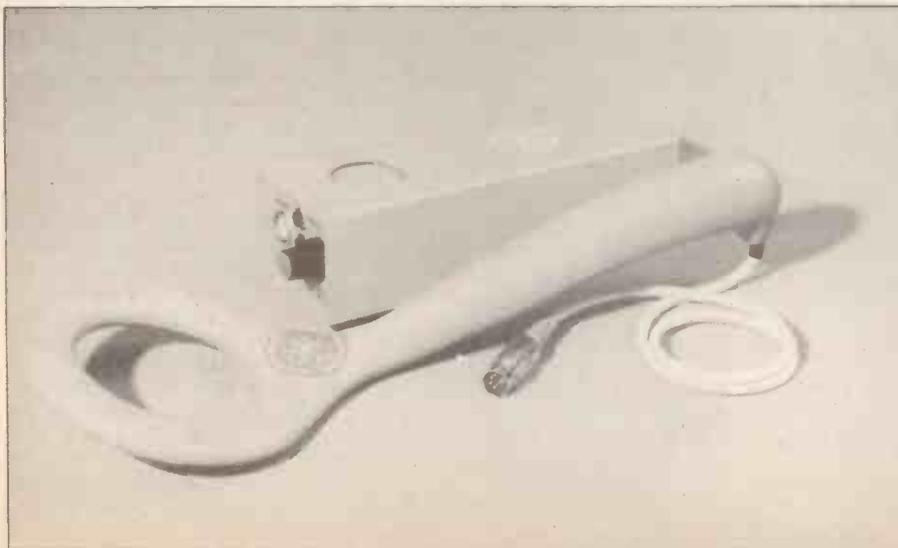
detectors to combat the carrying of illegal weapons. Accurate location of pipes has to be known when mechanized road or trench digging takes place. Lumber jacks and tree surgeons screen trees to detect bracing tie bars, bolts or nails which may be covered by callus growth and thus prevent a danger to power operated saws. Reclaiming timber is very much a practice with DIY enthusiasts, but why risk damage to your electric plane or sander by nails etc, when a quick scan will save the expense of new plane blades or sanding strips?

Medical Applications

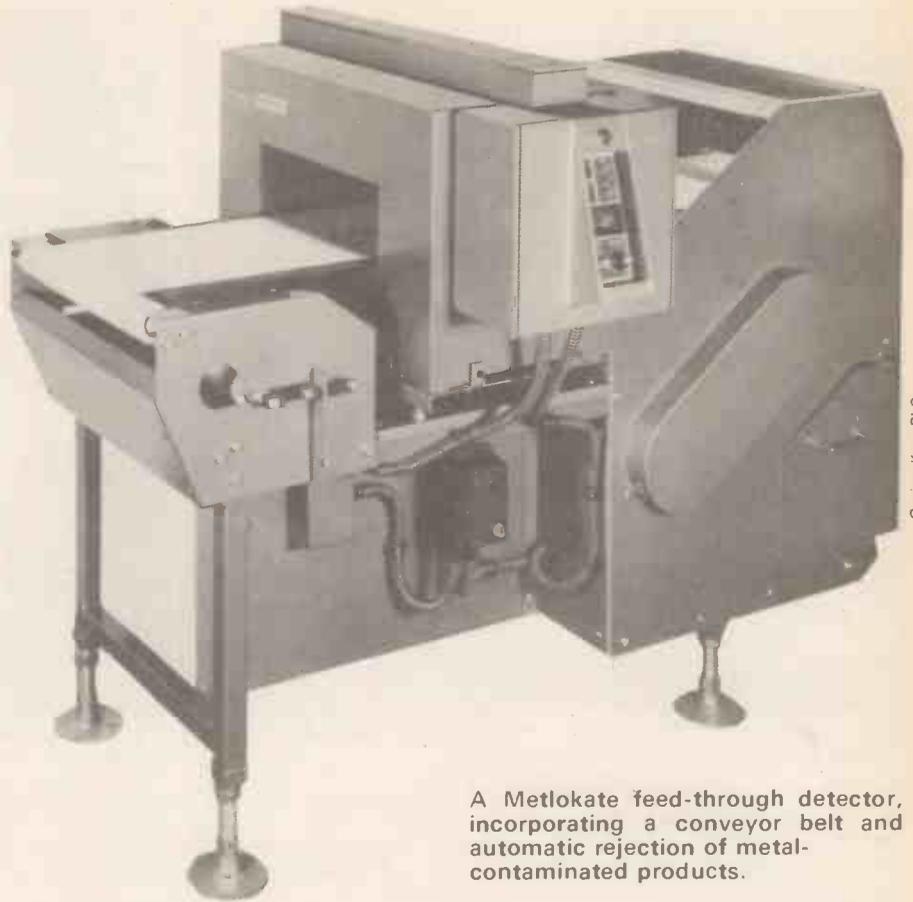
As already mentioned, Bell used the Induction Balance to detect a bullet in a human body, and ever since that time medical metal detection has flourished. In 1885 the Royal Army Medical Corps developed quite a different metal detector for locating bullets and shrapnel in wounded soldiers. During World War Two electronic metal detectors were developed in Britain (Barnato Joel Laboratories), Germany (Siemens Electric) and the USA (Waugh Laboratories). The European detectors used the heterodyne principle at VHF, while the American unit was an electronic version of Induction Balance.

Currently the world's most advanced medical and veterinary detectors are of British manufacture, the Roper-Hall locator for Ophthalmic and Medical applications (Keeler Instruments) and Tektamet PI for veterinary use (Goring Kerr PLC). These high technology and patent protected detectors not only distinguish ferrous from non ferrous metals but also indicate which metal is predominant. Thus the surgeon or vet has an instant indication as to what technique to use for extraction. If the metal is non ferrous, a conventional cut and sew method would be employed, but a metal which has ferrous content can be removed by an electromagnetic extraction technique, eliminating surgery.

This portable, belt-carried MD 199 can be used with a variety of probes. The one shown is a hand probe.



Adams Electronics



Goring Kerr PLC

A Metlokate feed-through detector, incorporating a conveyor belt and automatic rejection of metal-contaminated products.

Treasure Seeking

With the Royal Mint using the Induction Balance for the assaying of coins it became apparent that this instrument could be adapted for the location of precious metals. Soon 'Buried Treasure Finders' were very much the fad of Victorian society, and were seen wandering about the countryside with very strange looking devices. However treasure hunting did not reach its peak until the early Twenties, when an Englishman by the name of Williams emigrated to Panama where he got a concession from the government to

seek out the treasure concealed before the sacking of Panama City by the notorious pirate Captain Morgan.

Devising a transmit-receive metal detector capable of locating metals up to forty feet beneath the ground, he soon located cellars and secret tunnels packed with precious metals. Williams became very rich and his fame spread far and wide. Being a generous man he gave the plans for his metal detector to anybody who asked for it, and some of those ungrateful individuals even filed patents for it as their own invention. Thus with metal detectors being produced on a large scale, the rich with time on their hands once again took up the seeking of buried treasures. Most of them headed for the Cocos Islands where legend said that much treasure had been concealed by pirates. Franklin D. Roosevelt, a prominent lawyer, was one of the first to land, and even after he had become President of the USA he returned for another try. Malcolm Campbell, Admiral Nicholson and Commander Worlsey also led expeditions to the Cocos Islands.

Detectorists Today

However, pirate and legendary treasures are very much of a myth and today's detectorists take a much more practical view, seeking lost coins, jewellery and the like which has accumulated in the ground over the last two thousand years. Many previously unknown coins and artifacts have enriched our museums after being found in that way. Occasionally large hordes of coins are

The Art Of Metal Detection



The Autopulse hand-probe is used to locate the exact position of a bracing bar before carrying out tree surgery.

found. However, detectorists have also made headlines in the national press by finding wartime bombs and ammunition, which are dealt with by the EOD (Explosive Ordnance Disposal) units of the British Army.

Even wrecked ships can spread danger on the coasts, and an example of this was the wreck of *Aeolian Sky* which discharged its cargo of deadly cyanide canisters. In a situation like this a prompt search and recovery operation is required with metal detectors, as shifting sands and seaweed were quickly concealing the canisters. In this particular instance the Detector Information Group (DIG) organized a search to assist Coastguards and Police,

whose resources were stretched to the limit. This operation proved such a success that an annual beach clearance now takes place in May along the South Coast.

This year the National Council for Metal Detecting is organizing this event which will be sponsored by Whites Electronics of Inverness. Support by clubs affiliated to NCMD has been assured and about a thousand detectorists are expected to take part in the search, which will be centered at Brighton. Similar events will simultaneously take place on the North East and North West coasts of England, with EOD units on standby, as much ammunition etc., including mines

Another kind of tree surgery? A C-Scope hand locator checks out a recycled plank for buried nails before planing.



(frequently netted by trawlers) is likely to be found. Today's detectorists must be commended on their responsible attitude and personal dedication in taking part in searches for weapons or stolen and lost jewellery, and other such activities.

It can be seen that metal detection in its various forms be it industrial, hobby, criminology or security contributes a great deal to the safety and wellbeing of society in general.

In the second half of this article, we shall take a closer look at the technical aspects of various detection techniques and brief specifications of commercial equipment. The block diagrams are in simplified form and show only the basic requirements for such detectors.

But first, some of the legal aspect of metal detection. Although an amendment of 1st January 1981 "Exemption of Low Powered Devices from Licensing", in the Wireless Telegraphy Act of 1948, has revoked the need for a licence, metal detectors are still subject to legal requirements, and some brief excerpts follow:

"A metal detector shall be used only with emissions at a fundamental frequency within the frequency band 0Hz to 148.5kHz."

"The strength of the electric field of emissions shall not exceed 3000 microvolts per meter measured at a distance of six meters."

"The use of a metal detector shall not cause undue interference with any Wireless Telegraphy."

Furthermore, when using a metal detector for coin or relic search and recovery one is subject to a code of conduct which has been drawn up by interested parties including the Department of Environment. Briefly, this states:

"Do not trespass — you have no right to search anywhere except on your own land".

"Always ask permission from the LANDOWNER, not the tenant, and respect the Country Code".

"If you discover any ammunition, bomb or mine DO NOT touch it, but mark the spot and inform the Police and landowner".

"Do not use a metal detector on or near an Ancient Monument or a Scheduled Archaeological Site".

It should be noted that the last mentioned locations are subject to special laws, which carry heavy penalties. It is also worth noting that National Trust land and even car parks and commons are subject to laws which prohibit "Digging or Disturbing Turf". In addition, a detectorist should be familiar with Treasure Trove laws, and all finds

of precious metal should be handed to the Police who in turn inform the Coroner.

The best way for a novice to enjoy metal detection is to join one of the two hundred clubs which exist in the UK, or to take out a subscription to *Detector User* or *Treasure Hunting* magazines, which regularly update club lists, as well as the legal and moral aspects of this interesting and exciting hobby.

Heterodyne (BFO) Principle

Of all the possible ways of detecting metal the heterodyne principle is perhaps the best known. After all most radios use BFO (Beat Frequency Oscillator), so the system is easily understood even by a layman. The technique is simple, economical and produces very satisfactory results. The detector can be constructed from readily available radio parts; if a search coil of small but intense field is required (for instance, for medical applications) a ready made ferrite rod aerial can be used!

For larger areas and deeper penetration the search coil is usually wound in multilayers on a circular former although printed circuit coils are also known. On a detector with wide range tuning it is possible to detect metal against a metallic background, for instance, copper pipe embedded in reinforced concrete.

Off Resonance Discrimination (ORD)

In this technique the search coil is driven by a frequency which typically differs by about 3dB from the natural resonant frequency of the tuned circuit. This arrangement automatically gives a very selective detection. If for instance a discriminating detector is required for non ferrous metals, the signal generator is driven at a higher frequency, but for ferrous metals at a frequency which is below the natural resonant frequency of the search coil. Thus in "treasure hunting" applications excellent rejection of unwanted objects (nails, bottlecaps etc.) is achieved while retaining good sensitivity to desirable finds of coins, jewellery and the like. The main drawback of the system is thermal instability, for instance, if the detector is kept in boot of a car during hot weather the search coil alters its natural resonance, and the separation between the drive and natural frequency of the tuned circuit drifts so far apart that detection becomes difficult, if not impossible.

Pulse Induction System (P.I.)

This system differs from all the other methods as no oscillators or tuned circuits are required. Detection is achieved by the phenomenon of

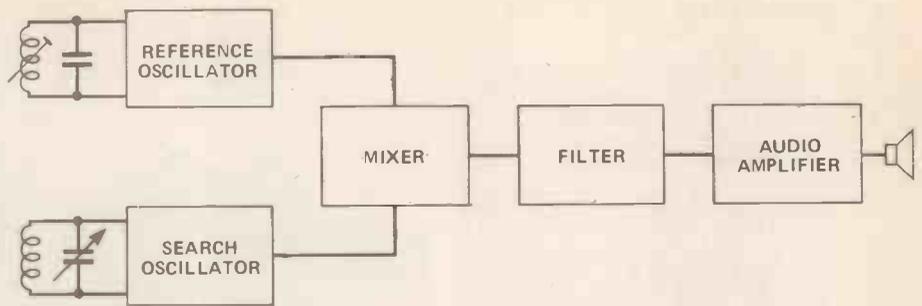


Figure 1. A block diagram for a Heterodyne Principle (BFO) detector, the simplest type for a home constructor to design.

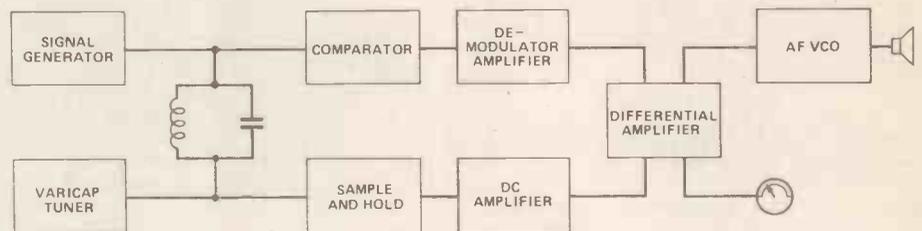


Figure 2. The Off Resonance Discrimination system. Very selective, this method is favoured by "treasure hunters".

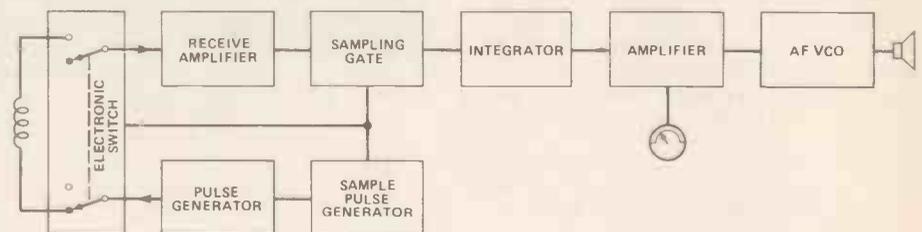


Figure 3. The block diagram of a pulse induction system. This method uses the ability of metal objects to absorb and reflect electromagnetic radiation as eddy currents which can be detected.

decaying currents in metal objects (DECCO). Thus a high amplitude short duration pulse is injected into the search coil, which emits electromagnetic radiation within its range. Soft objects such as soil or even aluminium foil allow the energy to penetrate and disperse while solid metals, especially magnetic metals, absorb and reflect this energy in the form of eddy currents which readily produce EMF in the search coil, generating a signal in the receive amplifier.

The main drawback of this principle that Earth's magnetic field renders the detector oversensitive to ferromagnetic metals. Although discriminating-type pulse detectors are now available, these do not provide such a good selection of desirable objects as continuous wave discriminators.

Induction Balance Method (IB)

This old and complicated but most sensitive detection principle requires several (or multitapped) search coils, and so is not exploited very much these days. However its sensitivity to precious metals is unsurpassed. As explained earlier in this feature, with a suitable arrangement even worn coins can be distinguished from new ones. This is achieved by phase-anti-phase magnetic fields which can be generated by complex coil arrangements, but energized by simple electronic circuitry with a very modest current consumption.

The Art Of Metal Detection

Balanced Coil Application (BC)

This is a simplified adaptation of the Induction Balance very much favoured by manufacturers of industrial detectors. And indeed the block diagram shows in simplified form an arrangement for a "feedthrough" conveyor type instrument. The search coils are usually of rectangular form wound in single layers, offering very high sensitivity. Typically a one millimetre metal sphere can be detected at a velocity of 40ft per minute through a 12 x 4in aperture.

The oscillator also initiates the pulse generator which is connected in a feedback circuit, thus offering a self checking function and automatically stopping the detector should a fault occur. If unwanted metal is detected, the reject timer allows the product to leave the search head and reach the rejection point where it is removed automatically from the conveyor belt.

Transmit-Receive Radio Technique (T-R)

This technique operates on true radio principles, and it can be seen why metal detectors come under the scope of Wireless Telegraphy Act. In early equipment (as already explained) the transmitter was quite a separate item from the receiver which could be placed a considerable distance away, offering very deep penetration. However in recent times the trend has been to combine both units into one case for compactness and portability. A simple sine wave oscillator drives a tuned circuit of a suitable frequency. A tuned search coil (or coils) feeds an RF



A classic shot: recovering interesting artefacts from the countryside with a ground-searching detector.

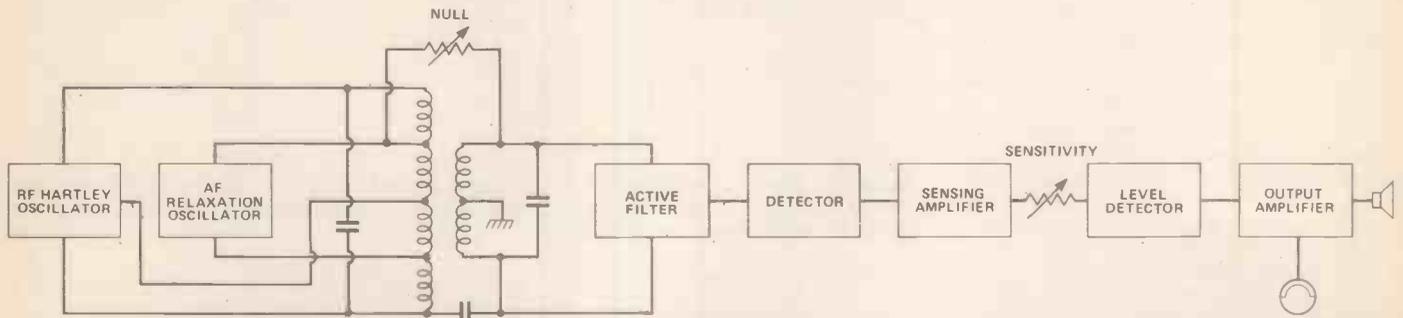


Figure 4. Induction Balance, the oldest and most sensitive method of detection, is now not much used because of its complexity.

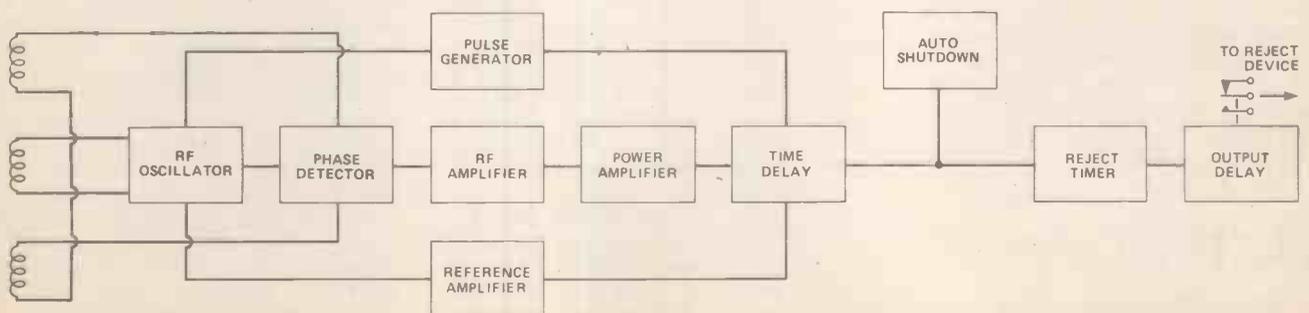


Figure 5. The Balanced Coil method, a simplified version of Induction Balance, favoured for "production line" detectors because it is very sensitive at speed.

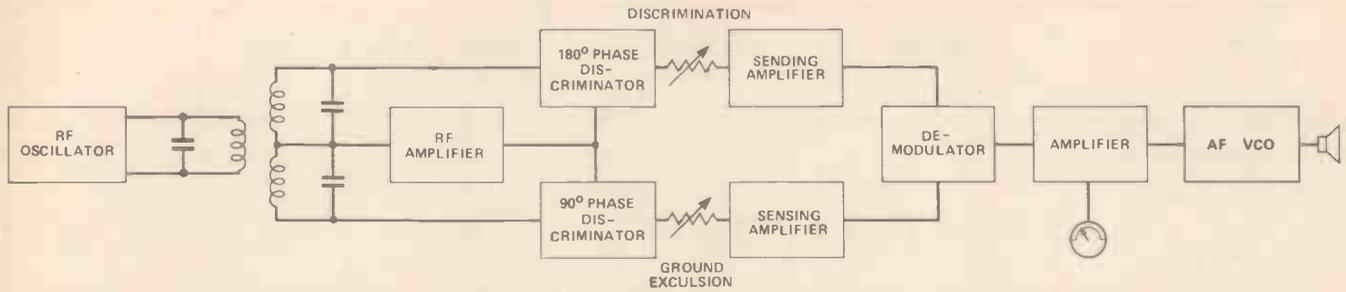
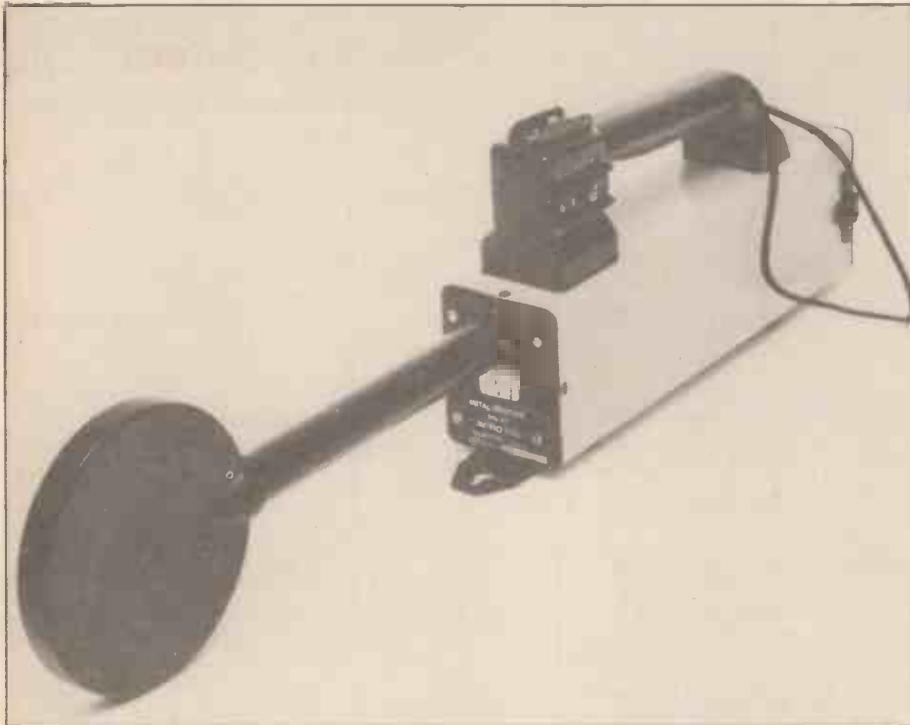


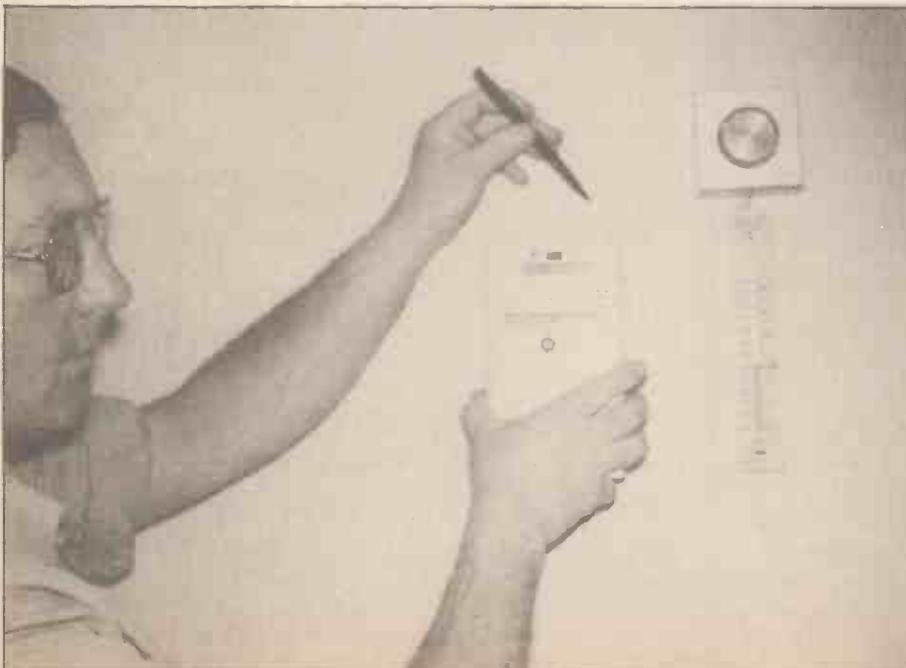
Figure 6. A block diagram for the Transmit-Receive Radio Technique, popular for its simplicity and ability to discriminate between worthless and valuable metals.



United Sci Instruments

The aptly-named "Frisker" detector with a side-mounted search coil specifically for searching live humans.

A project detector built in a Verobox does unglamorous but useful work as a pipe tracer.



amplifier to boost the incoming signal for the purpose of phase discrimination, eliminating unwanted signals from the ground (minerals etc.) and offering discrimination between unwanted objects and precious metals. Straight-forward output circuitry is employed. The simplicity of this technique makes it a very attractive proposition to manufacturers of 'hobby' type detectors which usually operate in the VLF spectrum.

Equipment Survey

To conclude this article a survey is included of some commercially manufactured equipment manufactured in the UK. Each company has been limited to a maximum of five entries.

Some explanatory notes are worthy of inclusion as some readers may wonder, for instance, what is the difference between a hand and portable detector? A hand detector is a completely self contained one piece unit whose total length does not usually exceed eighteen inches. However, headphones or earpieces may be supplied as optional extras. Portable units will have a separate search coil (or coils) or probes and electronics case, and can be in a shoulder-slung case or a hip mount design. Usually a range of optional extras are available, as in the case of medical detectors where even a reset foot switch is provided. A bench unit would be usually powered by mains and have a range of search probes for various applications.

Walk Through, as its name suggests, is a weapons type detector and at least one company manufactures such a unit in a 'portable' version which can be folded up and transported in a boot of a car! Hobby detectors are usually of one-piece construction with the search coil for ground searching mounted on an adjustable shaft which may be mounted on an electronics case. Some models are available in hipmount versions. This description also applies to underwater detectors. Conveyor type detectors are limited to industrial applications, and such detectors are available with search coils from about 1in diameter (for pharmaceutical applications) to 50ft for textile industries.

Now turn over for our four-page guide to Metal Detectors in the UK. We haven't quoted prices, as these can change suddenly, but we have included the manufacturers' addresses, so that readers can write for details.

■ The Art Of Metal Detection

Manufacturer	Model	Type	System	Sensor Size	Meter	Power Supply
Adams Electronics, Felming Way Industrial Centre Crawley, Sussex RH10 2NX.	IPD 2	Hand	—	6in	No	PP3
	IPD 4	Hand	—	4½in	No	PP3
	MD 199	Portable	PI	Various	No	7 x 1V5 AA Cells
	MD 202	Bench	PI	Various	No	110/240V
	ADM 500	Walk through	PI	200cm High	Light Indicator	110/240V
Arado Electronics, 59 Pound Street, Carshalton Surrey SM5 3PG.	IBA 65	Hobby	IB	20cm	No	2 x PP3
	120B	Hobby	IB	20cm	Yes	2 x PP3
C-Scope International Ltd., Wotton Road, Ashford, Kent TN23 2LN.	Industrial	Hand	TR	—	LED	PP3
	Treasureseeker	Hobby	TR	20cm	No	2 x PP3
	Promet	Hobby	TR	20cm	Yes	12 x HP7
	Metadec	Hobby	TR	20cm	Yes	12 x HP7
Diver Detection Devices, Mile Lane, Coventry, West Midlands CV1 2NL.	HD 2001	Hand	—	25cm long	No	Ni-Cads built in
	ML8 000	Walk through	—	350cm high	Yes	110/240V
Electrolocation Ltd., 129 South Liberty Lane, Bristol BS3 2SZ	CAT	Portable	TR	—	No	8 x 1V5 AA Cells
	Genny	Portable	only	—	No	8 x 1V5 AA Cells
	GRP 1/2/3-04	Portable	TR	Ferrite/Aerials	Yes	PP4/P99
Essex Treasure Hunters, 33a South Road, South Ockendon, Essex RM15 6NT.	Coinstalker	Hobby	TR	20cm	No	2 x PP3
	Saxon 3	Hobby	TR	20cm	Yes	3 x PP3

Size	Weight	Accessories	Comments
14in	1lb	Earpiece, headset	Supplied with holster and shoulder strap as standard.
15in	12oz	Earpiece, headset	Moulded high impact resistant ABS plastic case.
9 x 3¼ x 2½in	26oz	Headset, wriststrap	Field Service Capability by non technical personnel.
270 x 165 x 55mm	1050gm	—	All search probes are interchangeable with MD 199.
—	3.2kg each panel	—	Unit can be folded for transportation and carried or installed by one person.
Adjustable shaft	—	—	Thumb operated multiturn tuner incorporated into handle.
Adjustable shaft	4lb 12oz	—	Centre zero discriminator meter mounted in handle, patented circuitry.
16.5 x 9 x 3.2cm	400gm	Headphones	Injection moulded case contains metal and mains detection dual circuitry.
97cm Max 69cm Min	0.8kg	Headphones	No frills, low cost detector.
Section shaft	2kg	Headphones	Built in discriminator meter and four modes of operation.
114cm Max 83cm Min	2.2kg	Headphones	Top of the range model, can be converted to hipmount.
59.5 x 4.2cm	600gm	—	Truncheon type detector with audio and vibratory output; supplied with charger.
—	—	Ni-Cads and charger	Sensor consists of two separate pillars spaced 762mm apart.
750 x 220 x 70cm	3kg	See below	Low cost and very robust pipe and cable detector with trigger type switch.
400 x 330 x 175mm	3kg	—	19kHz transmitter accessory to increase detection range of cable avoiding tool.
Various	Various	Too numerous to mention	Very comprehensive range of pipe and cable locators for professional applications.
105cm Max 57cm Min	1.75kg	Headphones	All metal construction with exception of search head.
105cm Max 74cm Min	2kg	Headphones	All metal construction with exception of search head.

■ The Art Of Metal Detection

Manufacturer	Model	Type	System	Sensor Size	Meter	Power Supply
Goring Kerr PLC, Vale Road, Windsor, Berkshire SL4 5JX	Tektamet PI	Portable	BC	120 x 110 x 50mm	Yes	Ni-Cads built in
	Metlokate	Conveyor	BC	Various	Yes	240V
Keeler Optical Products Ltd., Clewer Hill Rd., Windsor, Berks SL4 4AA.	Roper-Hall	Portable	BC	Three probes	Yes	Ni-Cads built in
Protovale Instruments Ltd., Unit IISE Industrial Estate Kingston Bagpuize Oxfordshire OX13 5AS.	Aquapulse	Under- water	PI	25cm	Yes	Ni-Cads built in
	Pim Dec 4	Portable	PI	25cm	No	D Size
	Pulsar	Hobby	PI	22cm	No	4 x 1V5 AA cells
	Imp	Portable	PI	22cm	No	4 x 1V5 AA cells
	Totalscan	Portable	PI	22cm	Yes	Ni-Cads built in
Rimatron, 79 Moorgate Street, Blackburn, Lancashire BB2 4NY.	Viking 5DM	Hobby	TR	178mm	Yes	2 x PP3
United Scientific Instruments Ltd., 10 Fitzroy Sq., London W1P 6AB.	Frisker	Hand	PI	100mm	No	PP9
	4C	Portable	IB	28.5 x 10.8cm	No	PP6
Young Electronics, 19 The Broadway, London N14 6PH.	Fieldmaster FX77	Hobby	TR	20cm	Yes	2 x PP3
White Electronics Ltd., 13 Hrbour Road, Inverness IV1 1RY	Coinmaster 6DB	Hobby	TR	20cm	Yes	Ni-Cads built-in
	Treasuremaster	Under- water	PI	11in	LED	6 x 1V5 AA cells
	Beachcomber	Hobby	TR	8 or 6in	Yes/No	9V

Size	Weight	Accessories	Comments
380 x 280 x 120mm	3.5kg	—	Patent protected automatic tuning, multitune audio, discriminates metal to 0.5mm.
Up to 50ft for permanent installation	—	—	Comprehensive range of feedthrough detectors for industrial applications.
402 x 259 x 134mm	6.63kg	All supplied as standard	Patent protected specialist detector for medical applications.
Convertible unit	—	38cm or 19cm coils	Professional unit supplied with a range of accessories.
Hipmount	—	50/38/19/12cm coils	Fully automatic with fast zero reset; deepseeking output variable from 14 to 52W.
Adjustable shaft	1.25kg	Headphones	Low cost self contained detector.
Hipmount	400cm	Ni-Cads & Charger	Hand probe or long shaft available for agricultural applications.
Hipmount	—	Headphones	Long shaft of fixed length supplied for pipe tracing etc.
Adjustable shaft	—	Headphones, carrybag	Low cost discriminator with motor, non discriminators also available.
490 x 130 x 55mm	1.25kg	—	Vertical coil specifically designed for security applications.
21.6 x 10.8 x 10.8mm	1.8 + 2.95kg	Wooden transport case etc.	Normal & Pave modes of operation; standard mine detector of many NATO forces.
Adjustable shaft	1.9kg	Headphones	End of range being sold off at reduced prices, check availability first.
Standard or hipmount	4lb 12oz	Headphones	Top of the range model with three modes of operation; other models available.
Adjustable shaft	—	Headphones	Vibrator and visual output for land use if required.
Adjustable shaft	—	Headphones	Several models available in this range.

HE

POINTS OF VIEW

Feel like sounding off?
Then write to the Editor stating your Point of View!

Breaker Broke

Dear Sir,
Could you please help me to contact "Breaker One-Four". It seems that the address that I have is possibly either the wrong one, or they have simply changed their premises. Could you please give me their correct current address.
Yours faithfully,
D. A. Carter,
Johannesburg,
South Africa.

"Breaker One-Four" was a regular feature in Hobby Electronics, written by the then editorial team. As HE moved into a wider area of electronics, it became less of a flagship for CB, and, after being intermittent for some time, "Breaker One-Four" ceased trading in December '81. Rick Maybury moved on to pastures new.

HOWEVER the good news is that CB radio has (for a good while now) its own mag on the premises. Write to Sue Sharp, Editor, CB Radio Today, at the same address as Hobby Electronics.

Odd Numbers

Dear Sir,
On returning to practical electronics after an interval of several decades (I refrain from signing myself R. Van Winkle) I am puzzled by the way capacitors are now marked. Recently I ordered three values and received parts marked as follows (all were for a nominal working voltage of 63V):

Value ordered	Markings on part supplied
.001 ufd	2601
.01 ufd	2A102K
.25 ufd	274 100K

I see no consistency here. What's the Boolean bar doing in the first one? If in the third one the actual value is 270,000pf, why don't the others use the same code? Is K a tolerance rating, and if so what is A? And how about the numerals 26, 100 and 102?

Perhaps there is a back number of HE, which I am finding very interesting and instructive, that explains this, in which case please let me know the date, etc.

If you know of an external publication that covers the whole subject of component ratings, markup

and classification, I should be very grateful for the details.

Yours faithfully,
C. Powell,
Leatherhead,
Surrey.

If it's any consolation, you are not alone. While charts are occasionally published showing how to read capacitor values, tolerances, etc., it seems to us that there is no real consistency with different manufacturers, adopting different systems, which often include codes for parameters of little practical importance to the home constructor, eg, case style.

But there is nothing new about this problem. The only sure solution is to have on hand a capacitance meter (try the one we published in HE April '82 — it's inexpensive, and works extremely well.).

As it happens an article explaining some of the finer points concerning capacitors appeared in last month's HE. It won't be resolve all the mysterious codes you've cited, but should help to make the general position clearer.

Overseas Correspondent

Dear Clever Dick,
Being one of your regular correspondents (well, I've written to you once before) I'm sure that, in your omnipotence, you'll be able to help me.

I'm quite interested in the HE Bassman project (HE November '83) but, being a bit daft, I'm not too sure how to go about connecting instrument input and output sockets, ie will I need screened cable, which tags should I use on the jack sockets, etc?

Also, while I'm on the subject, how about a full scale "octaver" project with one or two octave steps up as well as down?

Regards from one of your less clever brethren,
Kevin McKeown,
Circencester,
Gloucestershire.

Oh boy. You're not kidding.

The guitar plugs into a standard mono jack socket, which is connected to the Bassman terminals marked "Input". And yes, you should use cable. Similarly, the output terminals should be connected (by screened cable) to an output socket, which goes to your amp.

If you want to know how to wire up the jack plugs and sockets, take my advice . . . go and find someone who knows how to do it, plead with them, and then WATCH THEM VERY CAREFULLY. A picture is worth a thousand words (which is about how long it takes to explain how to wire up a jack socket), and I have to get on with my er technical report on the progress of electronics in the South Sea Islands. Now where did I put the medicinal rum?

Ultra Alarm

Dear Sir,
I have bought the October edition of your magazine, and I am intending to make the Ultrasonic Alarm. I have seen one of the professionally made ones and there are a number of extra features on it. Firstly, the alarm, when it has been triggered, resets itself after about two minutes. It produces a much louder noise than the buzzer would and, as you mentioned, it has a delay of about six to seven seconds before the alarm goes off. I presume that an amplifier could be added, being triggered off by a relay, as the IC could not take the current. I wonder if you could tell me if there is any way to do these other things.

I have just started reading your excellent magazine, and am a beginner at electronics.

I have bought the parts for it and am doing it on a stripboard so the PCB will not have to be altered.

Yours sincerely,
Andrew Clothier,
Barnard Castle School,
Co. Durham.

Yes, these three modifications can be done, but only with considerable changes to the original design. Unfortunately, we are not able to undertake modifications for individual readers, but if you keep reading HE, building and practising you should soon learn enough to be able to carry out the modifications yourself.

By the way of a helpful hint, I feel obliged to point out that a PCB is not the same as a stripboard, and since the original design was for a PCB, you may find that you have problems converting the design for stripboard. Why not build it up as instructed, in the first place, get it working, and redesign it when you know enough about it to do so? You can always recycle the parts.

Reverb Still Going

Dear Sir,

I have recently acquired a copy of *Hobby Electronics* February '84, and became an instant convert.

After reading various electronics mags I think your magazine has all that I require for my various interests.

I got quite involved with the article concerning the Echo/Reverb and I would like a back issue with the complete circuit diagram and components, as I would enjoy building such a unit. If a back issue cannot be obtained, I would not mind purchasing the circuit diagram.

Yours faithfully,

R. D. Hurley,
Forest Gate,
London E7.

Another reason for re-running errata from time to time — people start building them again!

After a certain amount of tooting and froing, we have now a definite address for the Backnumber Service, and definite guidelines.

In future, only backnumbers for the current year and the previous year (1984 and 1983 in this case) will be available in issue form, and these will cost the current cover price of HE, plus 50p postage and packing. At the present, this is £1.40.

Orders should go to **Hobby Electronics, Infonet Ltd., Times House, 179 The Marlowes, Hemel Hempstead, Herts HP1 1BB**. The HE Book Service will also operate from the same address.

For issues earlier than 1983, photocopies of individual articles only will be available, from our home address **No. 1, Golden Sq., London W1R 3AB, price £1.50 per article**.

The complete guide to HE back issues appears in the form of the Complete Cumulative Index, HE March '84.

Not A Joke

Dear Sir,

I hope you may be able to help me with a problem. It is not a technical query, but a question of frustration. I have in my possession a crystal radio, made up from parts purchased from the Antique Radio store in Bristol.

My trouble is the crystal itself, which has become unfixed from the crystal holder. I have several new crystals available, but cannot trace any vendor of the soft metal which holds it in place. I have written to about twenty advertisers in your magazine, but none seem to stock this material. I have found out from several replies I have had that it is called Woods-Metal. I believe it is a semi-hard material sold in a tube.

I have just received a letter from the antique radio place, and they have told me to try a joke shop for an item called the melting spoon, but I know of no such outlet, let alone a joke shop, and sincerely hope you may be

able to help me with a likely source of supply.

Thank you,

A. J. Simmonds,
Welling,
Kent.

For fastening the crystal, you need a soft, malleable, conductive material. Woods Metal is the most often used, so we checked with the radio experts in the office and they said — guess what? — try a joke shop.

The "Melting Spoon", or any similar jape which requires an apparently solid metal object which suddenly wilts when warmed up, depends on the fact that Woods Metal becomes soft at a very low temperature. How to find a source of supply? Most large towns have a joke shop. Try your local yellow pages telephone directory, and if that fails, try a directory for the nearest large town. If you locate an outlet, phone them for advice. If they can't supply a melting spoon or similar artefact, they may be able to tell you who can. If you can't find anyone nearer, Brighton should be a dead cert.

There are alternatives to Woods Metal, but none of them very easy to locate. There used to be a "liquid solder" available from some hardware shops, for repairing damaged pots and pans. There are also various metallic epoxies and paints which you may be able to resort to. The important thing is to establish whether or not they are conductive. A good hardware store should be able to give you some pointers.

The difficulty in getting Woods Metal is a complaint that we hear from time to time from antique radio enthusiasts, and I'm surprised that the Vintage Wireless Company (if it is they that you are corresponding with) don't have a source of supply — but the joke shop does seem to be the normal answer to the problem.

Across The Sea

Dear Sir,

With reference to the Trans-Atlantic Power Reducer Project printed in the January 1984 issue, I have a couple of questions about availability of components.

In your Buylines column on page 26 you state that all components are readily available from Maplin Electronics, however, in their 1984 catalogue, Maplin do not list a 7W, 22k resistor, nor a C146D 10A triac. They do list a C246D (15A) Triac. Is this a suitable equivalent?

I would be grateful if you could advise me.

Yours sincerely,
M. D. Simpson,
Jeddah,
Saudi Arabia.

Yes, the CD246D 15A triac is a suitable substitute.

The 7W 22k resistor should be available from a number of sources —

RS, Farnell, Greenweld Electronics, even surplus shops. If you are stuck, use two 10k 4W resistors in series.

At a pinch, you could use a resistor with a lower dissipation. The one specified is rated with a wide safety margin. However, it would be better to obtain the rating specified if possible, and this should not prove very difficult.

No Scope

Dear Sir,

I am a regular reader of your magazine. I have been looking through the adverts hoping for some information on a kit to build an oscilloscope, but with no luck.

Could you please help by telling me which companies if any do oscilloscope kits, failing that, where I could obtain a Cathode Ray Tube type VCR139A or CV1588.

Yours faithfully,
Alistair Whyte,
East Kilbride,
Glasgow.

We have had a quick look round and we cannot locate a source of oscilloscope kits, indeed, one place that used to do them now no longer does.

However, Henry's, at 404-406 Edgware Rd., London W2 1ED, tel: 01 724 0323, supply a number of oscilloscope parts and oscilloscopes and should be able to assist you.

Does anyone else know of a source of kits for oscilloscopes and other pieces of major test equipment?

Binders Back

Dear Sirs,

Could you please tell me how much the binders are for *Hobby Electronics*, also how many issues each one holds, and what colours are they. Do you post them, or do we come to Golden Square?

Yours sincerely,
D. M. Blair,
Canvey Island,
Essex.

If this is beginning to sound a bit like a merchandising column, it's because we have been sitting on our backnumbers/binders enquiries until we had the new address and prices.

A *Hobby Electronics* binder is £5.00, holds twelve issues, and comes in any colour you want, so long as it's blue with gold lettering. We post them, otherwise doubtless readers would be queueing found the block, troubling the local constabulary and costing us a fortune in hot soup and blankets.

The address to contact (it's been said elsewhere, but bears repeating) is **Hobby Electronics (binders), Infonet Ltd., Times House, 179 The Marlowes, Hemel Hempstead, Herts HP1 1BB**.

Springline Reverb

The original is the best, so the saying goes. The original reverb effect uses a springline unit, and this is a cheap and simple version of this popular effect.

R. A. Penfold

THERE are a number of methods which can be used to produce a reverberation effect. Natural reverberation is produced by sounds echoing from around the walls, ceiling, etc of a hall, or room, so that short sounds are effectively stretched. In a large hall a reverberation time of several seconds may be produced, with the ceiling, walls, floors, and most of the hall's contents all acting as fairly efficient sound reflectors. The large size of hall also aids a long reverberation time.

On the other hand, a typical room in a house or flat is very much smaller so that sounds must be reflected around the room a great many times in order to give a long reverberation time. This does not usually happen in practice as modern soft furnishings tend to be good sound absorbers, and consequently a reverberation time of just 200 milliseconds or so would be quite normal.

Springline

There are purely electronic ways of processing an audio signal to give it a longer reverberation time and the so called "big hall" sound. However, this tends to be a rather difficult and expensive way of doing things since it involves the use of a long delay line with tapings at irregular intervals. The outputs of the delay line are mixed together, and feedback to the input is used to recycle the signals. The delays are analogous to the different delays produced as signals are reflected from various parts of a room — and therefore travel different distances, while the feedback is the electronic equivalent of sounds being reflected to and fro around a room.

The complexities of using a long delay line can be avoided by using a semi-mechanical means of synthesising the reverberation. By far the most popular method of this type, and probably the simplest and least



expensive way of generating a good quality reverberation effect, is to use a springline unit. This is an uncomplicated piece of equipment which consists basically of two transducers and one or two springs which mechanically couple the transducers.

The input signal is applied to one transducer, where it is converted into vibrations which travel down the springs to the second transducer. The vibrations are then converted back into an electrical signal which constitutes the output of the unit.

Of course, the vibrations travel along the spring less than instantly, giving a sort of simple delay line effect. Also, the vibrations are to an extent, reflected backwards and forwards along the springs, giving a

good simulation of sounds being bounced around a room. A springline can therefore be used as the basis of a reverberation unit, and practical units can provide reverberation times of around two to seven seconds, depending largely on the length of spring used.

Early springline reverberation units for the home-constructor used springlines built from such things as ceramic pickups and car suspension springs, but these days good quality ready-made springlines are available quite cheaply, and there are no mechanical difficulties in constructing a springline reverberation unit. The specified springline for this project has a delay time of 25 to 35 milliseconds, and a reverberation time of 2.5 to 3 seconds.

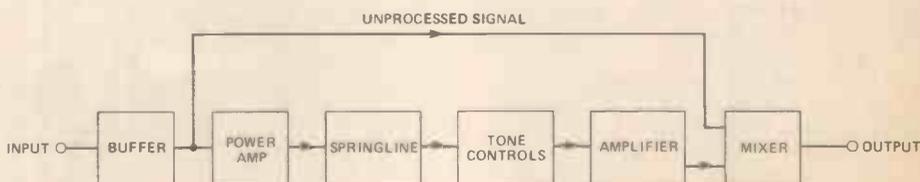


Figure 1. The block diagram showing the Springline in the complete system.

Block Diagram

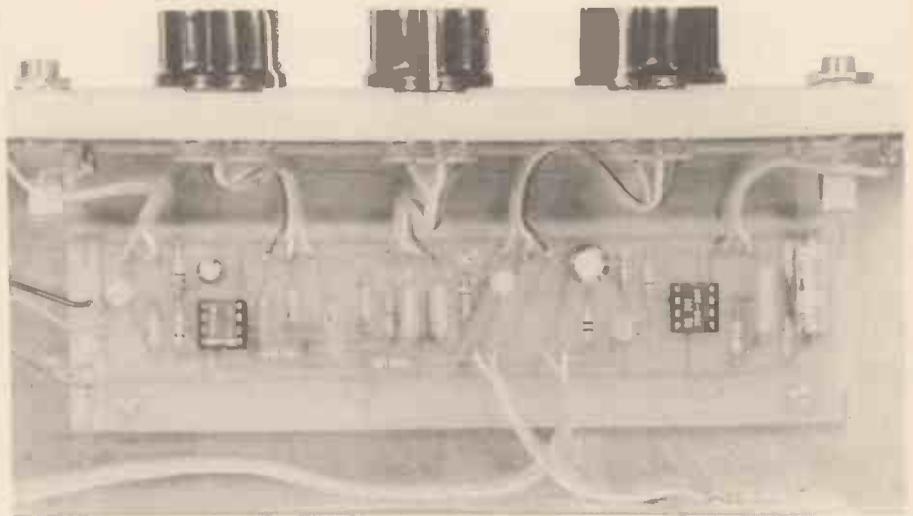
One problem that can occur with springline units is a "boominess", or other problems with the tone of the reverberation signal. A novel feature of this design which overcomes this is a standard bass and treble tone control circuit to process the reverberation signal. This enables interesting variations in the effect to be obtained.

Figure 1 shows the unit in block diagram form, and this shows the way in which the springline and tone controls fit into the completed system.

Buffer

A buffer stage is used at the input to give the circuit a fairly high input impedance, approximately 100k so that it only lightly loads the piece of equipment used to provide the input signal. The power amplifier is a simple class A type which does not provide a very high output power, but is sufficient to drive the input transducer of the springline. It is advisable to use a reasonably strong drive signal as the output of the springline is otherwise very low. This necessitates the use of a large amount of amplification to bring the output signal up to an acceptable level.

This is not a very good scheme of things in practice as it encourages acoustic feedback and related problems. A high drive power is not acceptable since it would result in a lot of distortion from the springline, and in extreme cases could even result in damage to the input transducer. The drive power therefore has to be a compromise.



The latter enables the reverberation signal to be varied from zero to a level roughly comparable to the straight-through signal.

Note that the tone controls only affect the reverberation signal, and not the straight-through signal. Thus they alter the qualities of the reverberation signal without altering the overall tone of the output signal. An amplifier follows the tone control circuit, and this is needed to compensate for the not inconsiderable losses through the springline. After amplification the reverberation signal is combined with the unprocessed signal using a simple mixer circuit.

the standard operational amplifier inverting mode, with R1 setting the input impedance at 100k, and with R4 giving a voltage gain of unity. Transistor Q1 is used as an emitter follower output stage which drives the input transducer of the springline.

On the output side of the springline unit, RV1 is a volume control style variable attenuator, and it feeds into an active volume/tone control circuit. This has the usual bass, RV3 and treble, RV2 controls. Integrated circuit IC2a is used as the basis of the tone control circuit, and it is used in the inverting mode.

Tone Controls

The tone control circuit is placed at the output of the springline unit, and a level control is also included here.

The Circuit

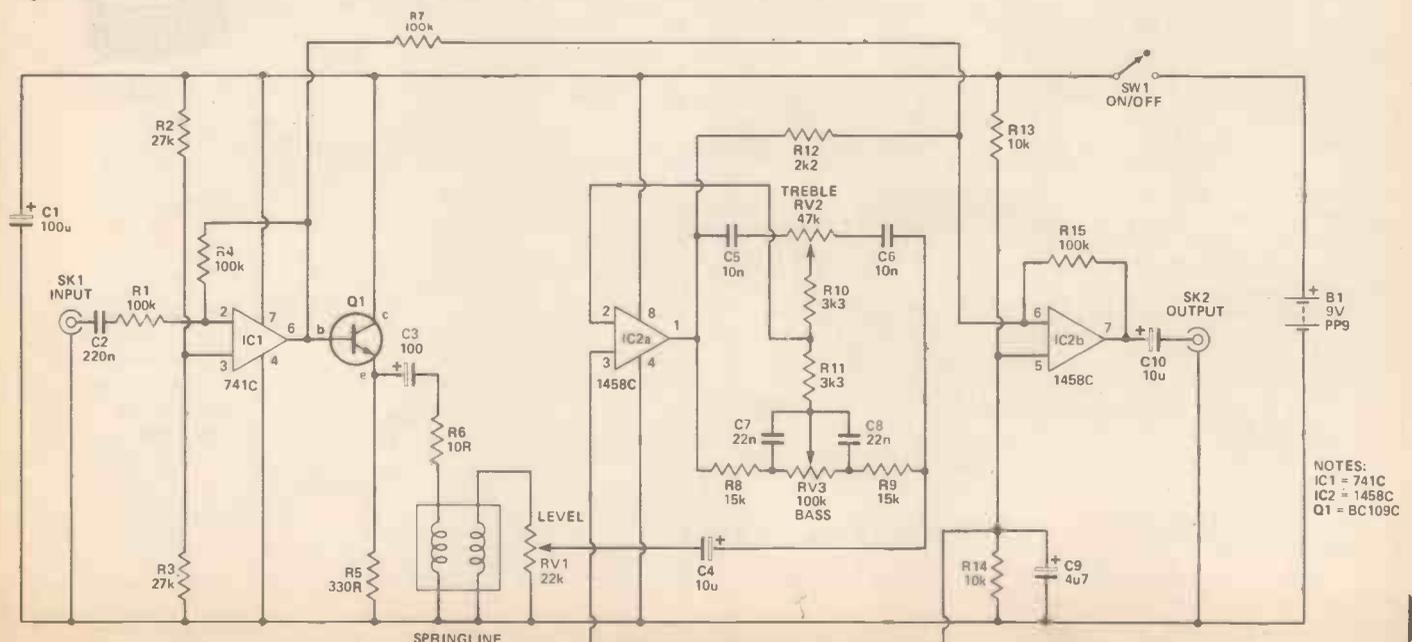
Figure 2 shows the full circuit diagram of the unit.

The input buffer stage uses IC1 in

Treble Control

If we consider the operation of the treble control circuit first, C5, RV2, and C6 form a negative feedback

Figure 2. The Circuit. IC2b operates as both amplifier and mixer stage.



NOTES:
IC1 = 741C
IC2 = 1458C
Q1 = BC109C

Spring Reverb Unit

network. The voltage gain of the circuit is equal to the impedance of C5 plus the left hand section of RV2's track divided by the impedance of C6 plus the right hand section of RV2's track. Very much the same as for an ordinary operational amplifier inverting mode circuit in fact.

With the slider of RV2 at the centre of its track the two impedances are equal, and unity voltage gain is produced. At high audio frequencies where C5 and C6 have a low impedance relative to RV2, taking the slider of RV2 towards the right hand end of its tracks unbalances the feedback impedance in a way that results in a boost in voltage gain.

Conversely, taking the slider in the opposite direction causes a reduction in gain. At low frequencies C5 and C6 have a value that is high when compared to the full track resistance of RV2, and adjustment of the latter can only marginally alter the gain of the circuit. This gives the required treble boost and cut, with little effect on bass and middle audio frequencies.

Bass Control

The bass control circuit operates in a similar manner, but here it is at low frequencies where the two capacitors C7 and C8 have a high impedance, with potentiometer, RV3 being allowed to exercise a large amount of control over the voltage gain of the circuit. Resistors R8 and R9 are used to "tame" the maximum and minimum responses of the circuit. At high frequencies C7 and C8 have an impedance which is low in relation to the track resistance of RV3, so RV3 is effectively short circuit and adjustment of it has little effect on the voltage gain of the circuit.

Amplifier

Integrated circuit IC2b is used as both the amplifier and mixer stages. It is almost a conventional operational amplifier summing mode mixer circuit, but the value of R12 has been made lower than that of R15 and the other input resistor R7. As a result of this the unprocessed signal from IC1 is fed through to the output of IC2b with approximately unity voltage gain. The signal from the tone control circuit is boosted by a factor of about 45 times, (R15 divided by R12 = 45.45), which adequately compensates for the losses through the springline unit.

The current consumption of the circuit is a little under 20 milliamps, and the circuit should therefore be powered from a fairly high capacity battery such as a PP9 or six HP7 cells connected in series.

Construction

A case of fairly substantial dimensions is needed for this project as the springline unit is over 200

Parts List

RESISTORS

(All 1/4W 5% carbon)

R1, 4, 7, 5	100k
R2, 3	27k
R5	330R
R6	10R
R8, 9	15k
R10, 11	3k3
R12	2k2
R13, 14	10k

POTENTIOMETERS

RV1	22k linear
RV2	47k linear
RV3	100k linear

CAPACITORS

C1	100u 10V axial electro
C2	220n polyester
C3	100u 10V radial electro
C4, 10	10u 25V radial electro
C5, 6	10n polyester

C7, 8	22n polyester
C9	4u7 63V radial electro

SEMICONDUCTORS

IC1	741C op-amp
IC2	1458C dual op-amp
Q1	BC109C NPN silicon

MISCELLANEOUS

SK1, 2	1/4 inch jack socket
SW1	DPDT rotary mains switch
B1	9 volt (see text)

Short springline unit; battery connectors; case, 250 x 150 x 75mm; printed circuit board; four control knobs; two 8 pin DIL IC sockets; M3 hardware; Veropins; connecting wire; solder etc.

BUYLINES page 26

millimetres in length. The case for the prototype measures 250 by 150 by 75 millimetres, and apart from the last dimension, this is about the smallest size that will accommodate all the components.

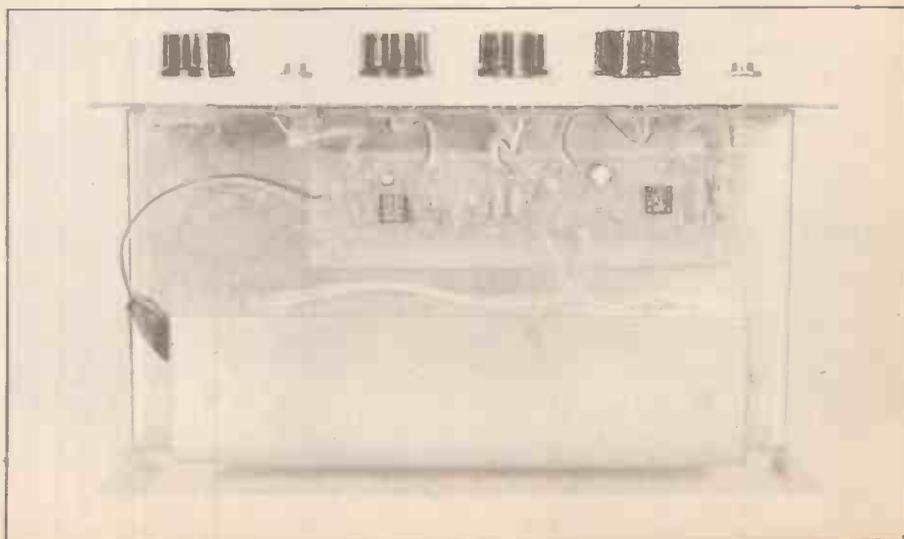
The front panel layout can be seen by referring to the photographs, and it is advisable to use the same general layout as the wiring up will then be more straightforward. Standard jack sockets are used at the input and output of the unit, but these could obviously be changed for any other desired type of audio connector that would be more convenient in your set-up.

The specified case is supplied with an aluminium chassis, and the

springline unit is mounted at the rear of this. It can simply be bolted in place using M3 nuts and screws, or small grommets can be used over the fixing screws to minimise the transmission of sound and vibration to the springs and transducers. Another alternative is to use special rubber couplings to fix the springline unit in place.

Printed Circuit Board

Next the printed circuit board is built, and this is detailed in Figure 3. There is nothing particularly unusual about the board, and it is just a matter of taking the usual care to connect the



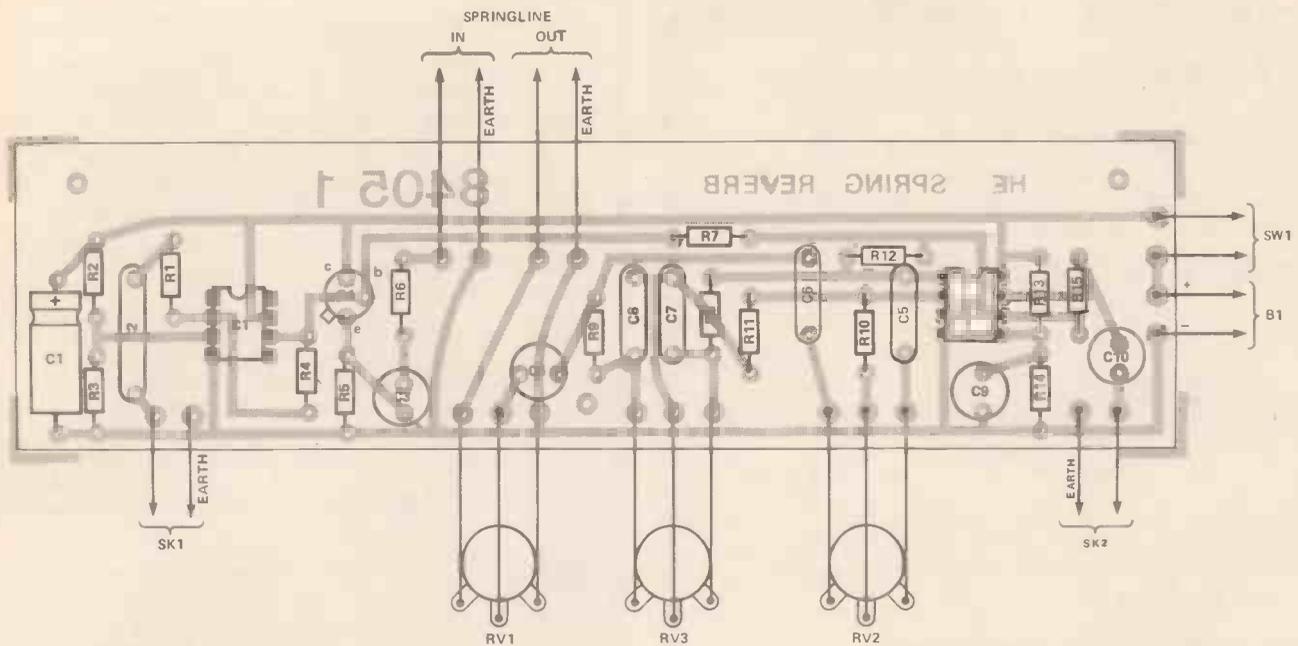


Figure 3. The PCB foil and overlay. The connections at bottom go to the controls, those at the top go to the small springline unit, which occupies more than half the case (see the picture on the previous page).

integrated circuits and electrolytic capacitors the right way around.

Fit Veropins to the board at places where connections will be made to off-board components such as the controls and springline. The completed board is mounted on the chassis just in front of the springline, and towards the left hand side of the unit, using M3 fixings together with 6mm spacers to keep the connections on the underside of the board clear of the metal chassis.

The unit is then completed by adding the point to point wiring. The input and output terminals of the springline are clearly marked as such and there should be no problems here. The connections to the input terminals can be either way round, but one of the output terminals connects to the chassis of the springline. This one, which can clearly be seen to connect to the chassis of the component, must connect to the earth input of the printed circuit board.

There is plenty of space for the battery to the right of the printed circuit board. If a PP9 type is used this will require the use of the large press-stud battery connectors. If six HP7 cells are used, these should be fitted in a plastic battery holder, and this has small, PP3 type press-stud connectors.

In Use

Ideally the input signal should be a few hundred millivolts RMS, but signals up to about one volt RMS or so can be tolerated. The unit will operate with lower level signals, but problems with noise and/or acoustic feedback are likely to result if a very

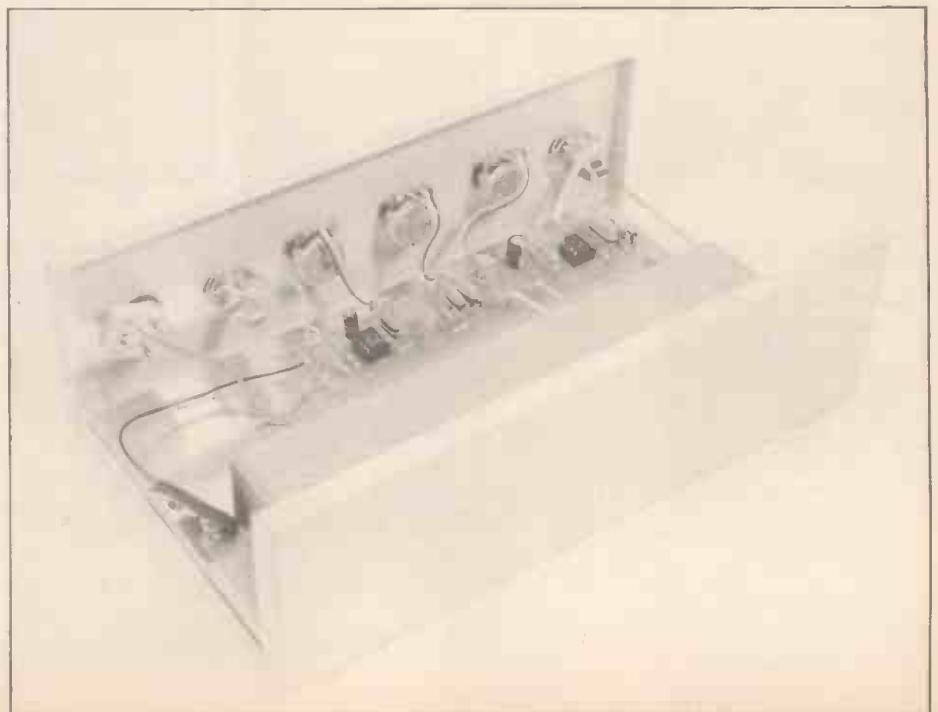
low level signal, such as that from a microphone, is used. With signals of this type a preamplifier should be used to boost the input to the unit to a more suitable level.

With RV1 fully advanced the reverberation effect should be so strong as to be very evident on practically any type of input signal. The tone controls are simply adjusted to give whatever effect you consider to be the most suitable. The effect can be varied from a very deep "boomy" reverberation with the controls set for full bass and minimum treble, to a

shorter "small hall" type reverberation with the tone controls adjusted for full treble and minimum bass.

On the prototype there is no switch to enable the reverberation to be switched out, but if this facility is required it is merely necessary to connect a SPST switch in the lead which carries the output of the springline to RV1. Similarly, a SPST switch in series with R7 could be used to permit the straight-forward signal to be switched out to give only the reverberation signal at the output.

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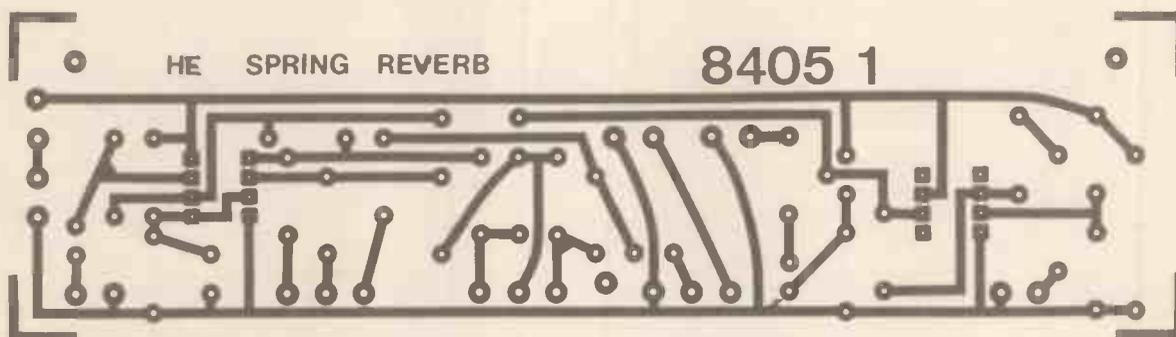
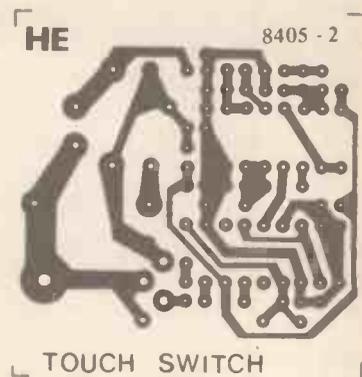


PCB FOIL PATTERNS

Two PCB foil patterns in very different styles: in each case, the layout is determined by the shape and size of another component in the respective projects.

Right: The Mains Touch Switch, packed into a small area behind the touch plate.

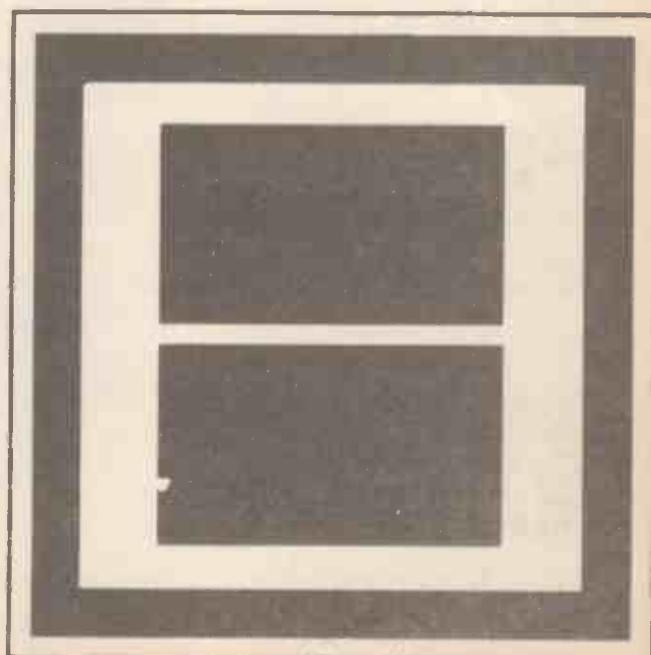
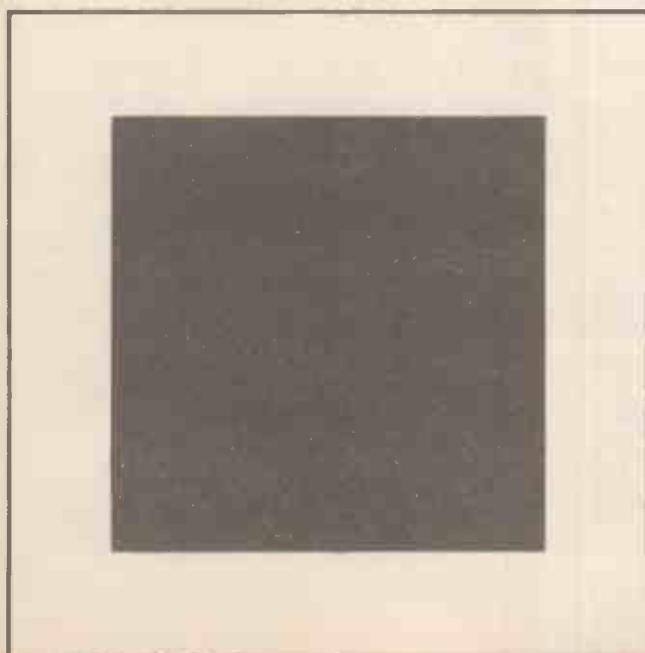
Below: The Spring Reverb, long and thin to lie alongside the springline unit.



Below: The Foil patterns for the double-sided touch plate as used in the Touch Switch. The same pattern may be used if two single-sided boards are to be glued together.

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Eurobreadboard PCB	500 0.75
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Hobby Electronics May 1984 Advertisers Index

Armon Electronics	62
Bicc Vero	25
Bimsales	66
Bi-pak	IFC
B.K. Electronics	5
B.N.O.S.	5
B.N.R.&E.S.	44
Brian J. Reed	66
J. Bull	IBC
Cambridge Learning	17
Complex	17
C-Scope	44
Dataplus Developments	44
Enfield Electronics	OBC
Europa Electronics	4
Horizon Electronics	62
ICS	62
ILP	26
John Wise Ltd	62
Kelan Engineering	62
Litesold	43
Magenta Electronics	10
Microtanic	10
Parndon Electronics	66
Sandwell Plant	66
Sparkrite	66
Stewarts of Reading	43
Tomorrows World	43
Van Gelder	4
Flite Software	Soft Options
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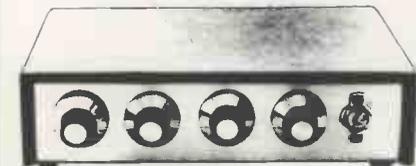
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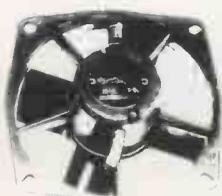
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TIP42F 60p	BC559 16p	2N3866 100p	7438 28p	7468 71p	7507 75p	74170 51p	74202 19p	74232 52p
TIP42G 60p	BC559 16p	2N3866 100p	7439 28p	7469 71p	7508 75p	74171 51p	74203 19p	74233 52p
TIP42H 60p	BC559 16p	2N3866 100p	7440 28p	7470 71p	7509 75p	74172 51p	74204 19p	74234 52p
TIP42I 60p	BC559 16p	2N3866 100p	7441 28p	7471 71p	7510 75p	74173 51p	74205 19p	74235 52p
TIP42J 60p	BC559 16p	2N3866 100p	7442 28p	7472 71p	7511 75p	74174 51p	74206 19p	74236 52p
TIP42K 60p	BC559 16p	2N3866 100p	7443 28p	7473 71p	7512 75p	74175 51p	74207 19p	74237 52p
TIP42L 60p	BC559 16p	2N3866 100p	7444 28p	7474 71p	7513 75p	74176 51p	74208 19p	74238 52p
TIP42M 60p	BC559 16p	2N3866 100p	7445 28p	7475 71p	7514 75p	74177 51p	74209 19p	74239 52p
TIP42N 60p	BC559 16p	2N3866 100p	7446 28p	7476 71p	7515 75p	74178 51p	74210 19p	74240 52p
TIP42O 60p	BC559 16p	2N3866 100p	7447 28p	7477 71p	7516 75p	74179 51p	74211 19p	74241 52p
TIP42P 60p	BC559 16p	2N3866 100p	7448 28p	7478 71p	7517 75p	74180 51p	74212 19p	74242 52p
TIP42Q 60p	BC559 16p	2N3866 100p	7449 28p	7479 71p	7518 75p	74181 51p	74213 19p	74243 52p
TIP42R 60p	BC559 16p	2N3866 100p	7450 28p	7480 71p	7519 75p	74182 51p	74214 19p	74244 52p
TIP42S 60p	BC559 16p	2N3866 100p	7451 28p	7481 71p	7520 75p	74183 51p	74215 19p	74245 52p
TIP42T 60p	BC559 16p	2N3866 100p	7452 28p	7482 71p	7521 75p	74184 51p	74216 19p	74246 52p
TIP42U 60p	BC559 16p	2N3866 100p	7453 28p	7483 71p	7522 75p	74185 51p	74217 19p	74247 52p
TIP42V 60p	BC559 16p	2N3866 100p	7454 28p	7484 71p	7523 75p	74186 51p	74218 19p	74248 52p
TIP42W 60p	BC559 16p	2N3866 100p	7455 28p	7485 71p	7524 75p	74187 51p	74219 19p	74249 52p
TIP42X 60p	BC559 16p	2N3866 100p	7456 28p	7486 71p	7525 75p	74188 51p	74220 19p	74250 52p
TIP42Y 60p	BC559 16p	2N3866 100p	7457 28p	7487 71p	7526 75p	74189 51p	74221 19p	74251 52p
TIP42Z 60p	BC559 16p	2N3866 100p	7458 28p	7488 71p	7527 75p	74190 51p	74222 19p	74252 52p
TIP43 60p	BC559 16p	2N3866 100p	7459 28p	7489 71p	7528 75p	74191 51p	74223 19p	74253 52p
TIP44 60p	BC559 16p	2N3866 100p	7460 28p	7490 71p	7529 75p	74192 51p	74224 19p	74254 52p
TIP45 60p	BC559 16p	2N3866 100p	7461 28p	7491 71p	7530 75p	74193 51p	74225 19p	74255 52p
TIP46 60p	BC559 16p	2N3866 100p	7462 28p	7492 71p	7531 75p	74194 51p	74226 19p	74256 52p
TIP47 60p	BC559 16p	2N3866 100p	7463 28p	7493 71p	7532 75p	74195 51p	74227 19p	74257 52p
TIP48 60p	BC559 16p	2N3866 100p	7464 28p	7494 71p	7533 75p	74196 51p	74228 19p	74258 52p
TIP49 60p	BC559 16p	2N3866 100p	7465 28p	7495 71p	7534 75p	74197 51p	74229 19p	74259 52p
TIP50 60p	BC559 16p	2N3866 100p	7466 28p	7496 71p	7535 75p	74198 51p	74230 19p	74260 52p
TIP51 60p	BC559 16p	2N3866 100p	7467 28p	7497 71p	7536 75p	74199 51p	74231 19p	74261 52p
TIP52 60p	BC559 16p	2N3866 100p	7468 28p	7498 71p	7537 75p	74200 51p	74232 19p	74262 52p
TIP53 60p	BC559 16p	2N3866 100p	7469 28p	7499 71p	7538 75p	74201 51p	74233 19p	74263 52p
TIP54 60p	BC559 16p	2N3866 100p	7470 28p	7500 71p	7539 75p	74202 51p	74234 19p	74264 52p
TIP55 60p	BC559 16p	2N3866 100p	7471 28p	7501 71p	7540 75p	74203 51p	74235 19p	74265 52p
TIP56 60p	BC559 16p	2N3866 100p	7472 28p	7502 71p	7541 75p	74204 51p	74236 19p	74266 52p
TIP57 60p	BC559 16p	2N3866 100p	7473 28p	7503 71p	7542 75p	74205 51p	74237 19p	74267 52p
TIP58 60p	BC559 16p	2N3866 100p	7474 28p	7504 71p	7543 75p	74206 51p	74238 19p	74268 52p
TIP59 60p	BC559 16p	2N3866 100p	7475 28p	7505 71p	7544 75p	74207 51p	74239 19p	74269 52p
TIP60 60p	BC559 16p	2N3866 100p	7476 28p	7506 71p	7545 75p	74208 51p	74240 19p	74270 52p
TIP61 60p	BC559 16p	2N3866 100p	7477 28p	7507 71p	7546 75p	74209 51p	74241 19p	74271 52p
TIP62 60p	BC559 16p	2N3866 100p	7478 28p	7508 71p	7547 75p	74210 51p	74242 19p	74272 52p
TIP63 60p	BC559 16p	2N3866 100p	7479 28p	7509 71p	7548 75p	74211 51p	74243 19p	74273 52p
TIP64 60p	BC559 16p	2N3866 100p	7480 28p	7510 71p	7549 75p	74212 51p	74244 19p	74274 52p
TIP65 60p	BC559 16p	2N3866 100p	7481 28p	7511 71p	7550 75p	74213 51p	74245 19p	74275 52p
TIP66 60p	BC559 16p	2N3866 100p	7482 28p	7512 71p	7551 75p	74214 51p	74246 19p	74276 52p
TIP67 60p	BC559 16p	2N386						