

EARLY MATH

*Meet Loid. He makes
learning math fun!*



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EARLY MATH

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WELCOME!



Welcome to **Early Math**! Here your child will gain early math skills with the guidance of a cheerful, animated on-screen teacher. Your child receives one-on-one instruction by a friendly, infinitely patient tutor and coach named Loid who lives on an asteroid. Loid gives positive, constructive feedback to your child throughout the learning process. Loid is always ready for your child, sitting on his favorite stool, riding in his convertible or hopping along in a bucket, eager to play and teach.

Early Math develops basic math skills in children between the ages of three and six. It offers a strong introduction to early math concepts for preschoolers and also provides at-home, consistent instruction for older children.

Early Math teaches your child skills such as:

Counting	Addition
Number symbols	Subtraction
Words for numbers	Place value
Number groups	Logic
Shapes	Spatial concepts
One-to-one correspondence	

Early Math combines all of these skills into one interactive environment designed to help your child build a strong foundation in early math knowledge, as well as a positive attitude toward math.

Early Math emphasizes problem solving through analysis. With Loid's guidance, your child will encounter situations such as feeding fish, counting sheep, or manipulating geometric shapes to form a bridge. These activities have been child-tested to ensure strong educational value and playability. Furthermore, the areas covered in **Early Math** are those outlined in the Curriculum and Evaluation Standards for School Mathematics from the National Council of Teachers of Mathematics.

Loid will not only prepare your child for academic success, but will provide at-home practice with immediate, positive feedback from a teacher who never makes a mistake and is always agreeable. Congratulations on choosing an educationally sound product for your growing child!

HOW TO INSTALL EARLY MATH



FLOPPY DISK INSTALLATION

ON YOUR MACINTOSH SYSTEM

To install **Early Math** on your Macintosh hard drive:

1. Place Disk #1 into your disk drive.
2. Double-click on the **Early Math** INSTALL icon and follow the on-screen prompts to complete the installation.

The INSTALL program will transfer all the files you need to run the program on your Macintosh. Double-click on the **Early Math** icon to start the program.

NOTE: Double-clicking is easy for adults, but hard for some children. You may need to help your child get started.

ON YOUR WINDOWS SYSTEM

To install **Early Math** on your hard drive:

1. Begin at the Microsoft Windows™ Program Manager. (If you are not familiar with the Microsoft Windows Program Manager, please consult your Windows manual.)
2. Place Disk #1 in your floppy drive.
3. Select "RUN" from the "File" menu in the Windows Program Manager.
4. On the command line, type x:\SETUP (where "x" is the drive containing Disk #1) and then select "OK".

The setup program will now transfer all the files you need to run **Early Math** from Windows. Double-click on the **Early Math** icon to start the program.

NOTE: Double-clicking is easy for adults, but hard for some children. You may need to help your child get started.

SYSTEM REQUIREMENTS



MACINTOSH SYSTEMS

To run **Early Math**, your Macintosh system should include

- Color Macintosh system
- 4 MB system memory
- System 6.0.7 or higher
- 13 MB free disk space (9.0 MB after installation)
- Eight-bit color monitor

WINDOWS SYSTEMS

To run **Early Math**, your Windows system should include:

HARDWARE

- IBM AT bus-compatible system
- 386SX/20 MHz or greater CPU
- Hard drive
- 11 MB free disk space (9.0 MB after installation)
- 4 MB system memory
- VGA display and video board capable of displaying 256 colors @ 640x480
- Sound card that supports Windows 3.1
- Audio speaker or headphones
- Microsoft compatible mouse

SOFTWARE

- Windows 3.1 or better installed
- Sound card driver that supports Windows 3.1
- VGA driver that supports 256 colors @ 640x480 under Windows 3.1

EARLY MATH OVERVIEW



In **Early Math**, your child discovers significant concepts while playing in Loid's home and yard. There are four rooms in Loid's underground house, each with a different game. Above Loid's house, there are two more games to play that Loid reaches by either getting in his car and driving to the next game or by hopping in his bucket and bouncing to another game.

The activities in these six games involve shapes, patterns, number and quantity, ordering by attributes, following instructions, measurement, counting, and simple addition and subtraction. These may sound like advanced skills for your young child, but **Early Math** is very child-friendly, so encourage your child to play with the games before you think your child is ready for them. You'll be surprised by how much your child already knows!

PROGRESSION OF LEARNING

Your child can play any of the games in Loid's world at any time. Some will be more appealing than others depending on your child's interests and mental development. All of the games have been reviewed by an education specialist who has ordered them according to general rules of educational development. The games (from easiest to most difficult) are as follows:

INSIDE LOID'S HOUSE

Counting Sheep	lower left
Complete the Picture	lower right
Magic Box	upper left
Fish Tank	upper right

OUTSIDE LOID'S HOUSE

Tangram Bridge	The car
Pattern Bridge	The bucket

Your child will gradually and naturally progress through various levels in each game. Each individual game is divided into several levels and Loid always begins with the easiest exercises. After your child has grasped the basic concept, Loid will present problems that are more difficult. By increasing the difficulty of an activity, Loid cements your child's knowledge of the mathematical skill involved and allows your child to apply this knowledge to new situations.

For example, in the Pattern Bridge game, Loid asks your child to complete the pattern so Loid will have a smooth bridge to cross. At first, the patterns consist of geometric shapes. As soon as your child has successfully completed several patterns, Loid presents letters and numbers in the pattern sequence. This helps your child apply the rule of patterns to more than one type of object.

Loid is constantly providing audio feedback for your child in all areas and is very happy when your child successfully completes a game. Your child will always know whether or not the answer given was correct. Loid provides only positive feedback for your child. When necessary, Loid will offer advice in the form of a gentle hint.

Your child may enter or exit any of the six games at any time. This allows your child the freedom to learn at a comfortable pace. It will be interesting for you, as a parent, to see which games your child enjoys playing with most. Loid stores information about your child's progress in memory from one session to the next. Both you and your child can access this progression chart and compare which games have been played most and how many levels your child has completed. To see how far your child has progressed, access the Parent's Screen. This is described in more detail in the Parent's Screen section.

WALK-THROUGH EARLY MATH



ENTERING EARLY MATH & CHOOSING A PLAYER PIECE

After loading **Early Math**, the first screen of the game is Loid's asteroid home. There several important elements in this screen:

Names orbiting Loid's asteroid: These are the names of the team members who created **Early Math** and worked to bring Loid's world to your child.

Parent's Screen keypad: See the Parent's Screen section of this guide for details.

Quit button: Click on the Quit button to exit **Early Math**.

The title screen fades and Loid appears asking your child to choose a player piece. Have your child select a toy, then click on it. You may add you child's name to the player piece from the Parent's Screen. Your child will then use this player piece whenever he or she returns to the program. This allows children who haven't learned to type their names to access their own game. Your child simply needs to click on his or her toy to enter **Early Math**. The player piece that your child has chosen will be posted above the door to Loid's house. In this way, you can verify that your child is working with the correct player piece.

Once your child has chosen a player piece, the main screen will appear showing Loid's house. At this point, your child can select a game by clicking on either the car or the bucket, or can click on the door to Loid's house and be taken underground by the elevator. Once underground, your child can enter any of the four games by clicking on the drawing that represents that room. For example, to enter the Fish Tank game, click on the fish tank and Loid will dive in.

INSIDE LOID'S HOUSE

COUNTING SHEEP (LOWER LEFT):

Skills taught: This game teaches counting, one-to-one correspondence, number symbols, number groups, and words for numbers. Loid also introduces your child to basic addition and subtraction. This game is an excellent introduction to the computer and use of a mouse.

Walk through the game: Your child sees the sheep hop over the fence and hears Loid count them out loud. Your child is asked to identify the correct number of sheep on the number line at the bottom of the screen (counting or basic addition). Loid then asks your child to click on the sheep to make them disappear (subtraction). As your child subtracts sheep, the numerals below light up showing the subtraction of sheep as they disappear. Your child sees the sheep, the numerals and the word for each number under the numeral itself, along with hearing the numbers for extra reinforcement.

Levels: Your child will begin by counting up to three sheep. As soon as Loid is confident that your child has mastered this, he will show a larger number line from zero to ten.

Hints: When playing the more advanced level (counting up to ten sheep), it's easy to count a sheep more than once or miss counting a sheep at all. If this happens, you may want to help your child to recount the sheep. Tell your child to count each sheep only once and then encourage him or her to create a personalized system for counting again.

COMPLETE THE PICTURE (LOWER RIGHT):

Skills taught: Your child learns to recognize geometric shapes and to name each of these shapes (triangle, square, rectangle, circle, and oval). Your child also learns to estimate sizes and to match shapes to empty spaces.

Walk through the game: Loid shows your child a picture with part of the picture missing. There are several shapes at the bottom of the screen to choose from. Your child will need to click-and-drag one of these shapes to complete the picture. Loid provides feedback on how your child has done. If your child matches the correct shape to the puzzle, Loid congratulates your child, then advances to the next puzzle.

Levels: In the first level, there is only one shape missing from the picture and your child has three shapes to choose from. In the second level, there are still three shapes to choose from but your child needs to fill in two pieces to complete the picture. In the third level, there are five shapes to choose from and your child fills in three missing parts of the picture. In the first level, your child works with triangles, squares and rectangles. In the second two levels, your child uses circles and ovals.

Hints: If your child wants to know the name of a shape before moving it, your child can click on the shape and Loid will identify it. Also, these shapes are not rotatable as they are in the Tangram Game. All shapes are presented in their correct orientation.

MAGIC BOX (UPPER LEFT):

Skills taught: The Magic Box game's main focus is on place value. Your child will add and subtract numbers in the ones, tens and hundreds places in an effort to match the number Loid is showing on his number card. Loid also shows your child how to carry over a digit from ones to tens and from tens to hundreds. After your child has accumulated the correct number of counters and has pulled the lever, Loid will show your child how to subtract, by subtracting the counters as they drop into the magic box.

Walk through the game: Your child sees a magic box, a counter holder, and a number that needs to be put in the magic box. When your child clicks on a counter in the counter holder, one counter will drop into the counter stack. Your child needs to continue dropping counters until the number amount in the counter stack matches the number Loid is holding on his number card. While accumulating counters, Loid also shows the physical action of carrying over. As your child brings down the tenth ones counter, the ones will change into a ten and flip over to the tens pile. The same thing will happen when there are ten tens: the tens will change into a hundred and flip into the hundreds slot. Your child needs to pull the lever after he or she has accumulated the correct number of counters and the counters will drop into the magic box.

Levels: In the first level, your child works only with ones. In the second level, Loid introduces tens and in the third level, your child uses the hundreds along with tens and ones.

Hints: If your child accidentally clicks down an extra counter, he or she can click on it and it will float back up to the counter holder.

FISH TANK (UPPER RIGHT):

Skills taught: This game emphasizes addition, subtraction and one-to-one correspondence between fish and food. To determine the number of food pellets needed to feed all the fish on the screen, your child may either count the fish or add them together, depending on how your child wants to calculate the problem. Your child also will develop emergent concepts of division. When feeding the fish, your child will learn to share equally, or divide the food among the fish, thus basic division.

Walk through the game: When your child enters this game, several fish swim onto the screen. Loid asks your child to feed them by taking food out of Loid's fish food container. When your child has accumulated enough food for the fish shown, they open their mouths. After your child has fed the fish, the fish swim off screen and more fish appear.

Levels: In the first level, up to four fish swim out. In the second level, the fish come in as they please. In other words, one group of fish swims in and asks to be fed, then another group will enter. This challenges your child to count and recount to determine how much food is necessary to feed the fish.

Hints: The fish will open their mouths only if the correct amount of food pellets has been accumulated. Loid helps your child by saying "That's too much food" or "That's not enough food." If your child gets out too much food by mistake, Loid tells your child to click-and-drag it back to the container.

OUTSIDE LOID'S HOUSE

TANGRAM BRIDGE (OUTSIDE LEFT)

Skills taught: The Tangram game teaches basic geometry skills. Your child will learn to recognize shapes and then move, rotate and combine a shape with others to fill a hole in the road. Spatial concepts are stressed in this game.

Walk through the game: As Loid stands outside his house, your child sees an old-fashioned convertible car. When your child clicks on the car, Loid rides away to the next screen. Here, Loid is stopped at a huge pothole in the road. Your child can construct a bridge for Loid to drive across by using the geometric shapes shown on the screen. If your child uses all of these shapes to fill the hole completely, Loid will safely cross the pit and munch an apple on the other side.

Levels: In the beginning level of the Tangram game, your child manipulates squares, rectangles, and triangles. In the intermediate level, your child will be working with smaller triangles and squares as well as a donut shape. In the advanced level, there are numerous complex polygons.

Hints: Your child must use all the shapes shown on the screen to fill the hole in the road. Also, to rotate a shape, click on it until the shape is in the correct orientation. Your child will need to rotate a shape before moving it as it cannot be rotated once it is in the pothole.

PATTERN BRIDGE (OUTSIDE RIGHT):

Skills taught: Your child will learn to complete patterns using shapes, letters and numbers. This game emphasizes logic and analytical thinking skills.

Walk through the game: As Loid stands outside his house, your child sees a bucket. When your child clicks on the bucket, Loid gladly hops in and bounces away. In the next screen, Loid comes to another pit in the road, this time partially filled in with either shapes, letters or numbers.

Your child needs to choose the appropriate shape, letter or number from the options shown above to construct a bridge for Loid to cross. When your child chooses the correct object to complete the pattern, Loid hops across the bridge and guzzles a drink of water.

Levels: There are four different levels to this game. In all levels, the missing piece is located at the end of the sequence. The first level uses shapes, the second level uses letters and the third level uses numbers to make pattern puzzles. The fourth level uses shapes, letters or numbers to make puzzles. The sequences are comprised of three sets, each containing two items. For example, ABABA_.

Hints: Encourage your child to verbalize the pattern sequence. By hearing "square, triangle, square, triangle, square, _____," your child will be able to identify the missing shape much more easily.

EXITING EARLY MATH

Anytime your child wants to exit either a game or the program, he or she can click on a small picture showing the previous screen and Loid will return to the previous screen. For example, if your child is playing in a game room inside Loid's house, your child will need to click on the screen shot of Loid's house to exit back to the house, then click on the passageway leading to the top of Loid's home to get out, then click on the small stop sign to go to the title screen. On the title screen, click on the Quit button to exit **Early Math** completely.

PARENT'S SCREEN



To access the Parent's Screen, click on any number on the numeric keypad located at the top right corner of the title screen. There are several elements in the Parent's Screen:

- Player pieces:** Click on your child's player piece to access your child's specific statistics. You may customize this section by adding or changing the names of the players. Additionally, you can reset the statistics to clear a player piece if you want your child to start over.
- Game buttons:** There will be stars after each of these game buttons indicating how many levels your child has completed in each game. This will give you an accurate overview of how your child is progressing in each area of development and which areas your child prefers. Clicking on an individual game button will provide you with information about that activity.
- Quit button:** This option allows you to turn on or off the Quit button that is shown on the title screen. If you turn the Quit button on, your child will be able to exit **Early Math** and possibly access other important files. If you turn the Quit button off, your child will not be able to exit **Early Math**.
- Security code:** This option prevents your child from accessing the Parent's Screen. To set the code, choose a four-digit number that is easy to remember, such as your child's birth year, and WRITE IT DOWN. Next, type in this number and press enter. Without the code, you will be unable to access this screen.
- Title Screen button:** To exit the Parent's Screen and save any changes to the settings you have made, click on the Title Screen button. You will return to the title screen.

ADDITIONAL ACTIVITIES



Here are some activities that you can do without the computer that will expand and enhance your child's learning. We have included one activity to correlate with each of the games in **Early Math**.

COUNTING COLLECTION

(CORRELATES WITH COUNTING SHEEP GAME):

Encourage your child to start a personalized collection of like items such as key chains, rocks, leaves, straws, old coins, or other memorabilia that may hold meaning for your child. If you give your child a container, such as a small shoe box, to put the new collection in, it will separate the counting collection from your child's other toys. Periodically ask your child how many items he or she has in the collection and encourage additions.

DANCE & COUNT

(CORRELATES WITH COUNTING SHEEP GAME):

When you are walking somewhere together, have your child count his or her footsteps. How many times has your child stepped with his or her right foot? Left foot? How many steps does it take to get from here to there? To enhance this activity, teach your child basic dance steps such as the waltz, rap dance or any other form your child enjoys where your child needs to count the dance steps while learning the dance. This combines physical movement with rhythmic counting and is an excellent way to develop verbal and physical coordination.

PICTURE PUZZLES

(CORRELATES WITH PICTURE PUZZLE GAME):

Take a magazine full of pictures and cut out three or four pictures. From each of these pictures, cut out a small portion, preferably in a recognizable geometric shape. Your child will have fun finding the picture that matches the puzzle piece in his or her personalized

picture puzzle collection. This activity also works well with photographs. When you have extra 3x5 or 4x6 photographs that you do not wish to include in the family album, save them aside in a shoe box. Follow the same procedure as above. This activity will have personal meaning to your child since the photographs probably will be of family members or objects that are familiar to your child.

GROCERY GAMES

(CORRELATES WITH MAGIC BOX GAME):

You probably already spend some time each week going grocery shopping with your child. While you are there, involve your child by asking questions such as, "Can you read how much this costs?", "How many ears of corn can I buy for \$1?" or "You can buy one item for dinner, but it can't cost more than \$3." You may also want to give your child \$1 and have your child buy one item out of your grocery basket separately from you. Teach your child to check the receipt to see if the right price was charged and verify that he or she received the correct amount of change from the transaction. Your child's involvement in the grocery shopping includes more than just counting and addition. Basic concepts of multiplication and division can also be developed with this exercise.

DIVISION (CORRELATES WITH FISH TANK GAME):

When your child is playing with friends, give your child a small portion of grapes, crackers, cheese cubes, or other edibles to divide equally amongst his or her friends. Make sure that the number of items to share is divisible by the number of children. For example, if there are three children present, give your child fifteen cheese cubes so that each child can have five. This activity emphasizes that division is "fair sharing" or "sharing equally." Discuss with the group of children that they are dividing just like big kids do in school, perhaps as their older brothers and sisters do.

TANGRAM DRAWING **(CORRELATES WITH TANGRAM BRIDGE GAME)**

Give your child a ruler and a sturdy piece of paper or thin cardboard (cereal boxes work great). Help your child draw several lines across the paper and cut out the shapes made by these lines. Your child now has a library of shapes to play with! Have your child place these shapes on a new piece of paper and trace around them. Encourage your child to color this creation to better define the drawing. Also, you can buy more complex tangram exercise books in teaching supplies stores.

SHIP-SHAPE GAME **(CORRELATES WITH PATTERN BRIDGE GAME):**

Whenever you have a free moment with your child (as you are reading a book together, riding in the car, waiting in line) play the "Ship-Shape Game." Identify a geometric shape and ask your child to find another similar shape. For example, "I see a rectangle in that street sign. Do you see any other rectangles nearby?" Your child can then search for other objects with rectangular shapes, such as the side of a semi-truck, the dotted line in the middle of the road, and glove box door that might be in front of your child in the car. This a great activity for long trips because it is mentally challenging, involves brainstorming skills, develops creativity and has an endless number of possibilities.

TROUBLESHOOTING



You may receive some of the following messages while installing or playing **Early Math**. The following information includes possible error messages in bold with explanations and detailed solutions.

ON YOUR MACINTOSH SYSTEM

If your error message says:

"This program works best with 256 colors," go to the control panel and double-click on "Monitors" and select 256 colors.

ON YOUR WINDOWS SYSTEM

If your error message says:

"This program runs best in 256 colors," then you need to install a 256 color driver for your video card.

"This program requires a sound card," then you need to install a Windows 3.1 compatible sound card and driver.

"This program requires a synchronous sound card," means that this program does not support the internal speaker sound driver or any sound driver that does not support synchronized sound.

If you have further questions, please refer to the "Getting Help" section of this guide.

GETTING HELP



We take pride in offering the best customer service possible. If you have any questions about **Early Math**, please contact the appropriate department for assistance.

Customer Service Direct your inquiries to the Customer Service Department for issues pertaining to returned merchandise, back orders, defective merchandise, company policy, and general game information.

Technical Support Direct your inquiries to the Technical Support Department for hardware and software compatibility questions that are specific to Sierra products (such as sound card configuration and memory management). If you choose to write or fax us with your request, please provide detailed information on both your computer system and the nature of your problem. In addition, please include your address and telephone number should we need further information.

Automated Technical Support

Sierra offers a 24-hour automated technical support line with answers to our most frequently asked technical questions. The phone number is (206) 746-8100 and requires a touch-tone phone.

Orders You can order games directly from Sierra On-Line. If you would like to place a credit card order with Sierra Sales, please feel free to call or fax our office during business hours. Mail orders are also accepted.

CUSTOMER SERVICE

SIERRA ON-LINE
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remember it's also
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Technical support is also available on-line through the following services:

Sierra BBS (209) 683-4463. Get answers to our most frequently asked questions. At the main menu, select option 8 for Technical Help, then T for Top 10 Technical Issues.

CompuServe GAMAPUB, Section 11
(Technical Support ID - 76004,2143)

Prodigy (Technical Support ID - WBWW55A)
America OnLine
Genie

THE SIERRA GUARANTEE



We want you to be happy with every Sierra product you purchase. If for any reason you are not convinced of **Early Math's** learning value, or if your child doesn't have fun playing it, Sierra will gladly exchange it for another title of equal or lesser value or refund your money.

Simply return the complete package to us with your dated, original store receipt, and an explanation for the return, within 30 days of purchase. Please tell us whether you want a replacement title (specify which one), or a refund. You can direct your mail to this address:

Sierra On-Line
Customer Support
P.O. Box 85007
Bellevue, WA 98015-8507

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