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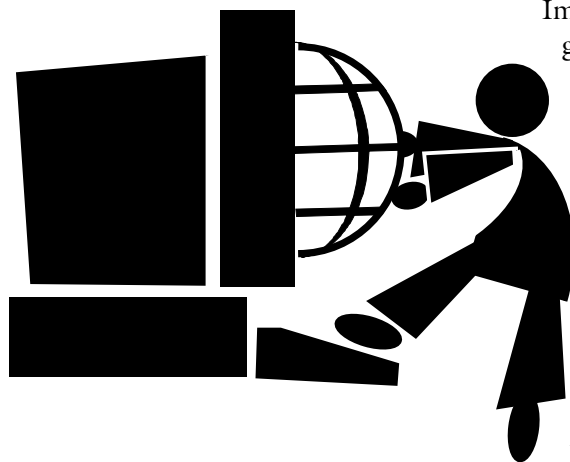
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# *Information Technology*

## **Newsletter**

### **Internet Learning Alternatives Project**

***Provides New Teaching and Learning Opportunities***



Imagine you are a student in a foreign language course. It's 10 p.m., and you just got home from your part-time job. You have a quiz the next day, but have just realized that you don't understand part of today's assignment. What can you do? Call your professor and risk waking up the household? Call a classmate, if you can just remember anyone's last name? Go to bed and risk a bad grade?

Now imagine you are teaching a large lecture course. You want students to study standard topics outside of class and participate in class discussions of higher-concept issues, but only a few students ask questions during lectures or participate in recitation discussions. What can you do? Shorten your lectures? Expect students to learn standard concepts from readings? Base grades on participation?

Instructors and students in three courses that were part of the Internet Learning Alternatives (ILA) project last quarter used course websites to solve these problems.

Students were able to log on to the sites and check the syllabus or assignments pages; e-mail their professors or classmates; log on to WebCrossing, the course website’s online discussion tool; take an automatically scored drill or quiz that explained their errors; review lecture highlights; and explore online resources on the topic — all from a computer at home or in a dorm or campus lab.

“WebCrossing and e-mail allowed me access to my professors at 10 p.m. or any-time they were logged on. It was great knowing the professors really cared,” said Greg Meland, a History 1012: Introduction to World History student, at a panel discussion of the ILA project on May 14 in Coffman Memorial Union.

Benjamin Schultze, a member of the University’s crew team and a student in Russian 1103: Beginning Russian, commented at the panel: “I often missed classes due to athletics. I thought the course website was excellent because it provided instant homework feedback.”

Instructors posted specific course management information on their websites; photographs of the students, TAs, and instructors and how to contact

them; video clips or summaries of lecture highlights; interactive drills and quizzes; online discussion topics; supplementary course materials in different media formats; library research resources; and group assignments.

Dr. Gary Jahn, instructor of Russian 1103: Beginning Russian, said at the panel that his course website was designed to “allow students to review material they may not have understood in class; view different presentations of the material that suited their learning styles; and master rote memorization tasks before classes, so that in class we could concentrate on higher concepts and not take time away from the best-prepared students.”

“The course website helped students communicate with each other, study together, and facilitated community in a large class,” Amy Jaspersen, a teaching assistant for Political Science 1001: American Government and Politics, reported.

Though each of these projects approached the challenges of enhancing teaching and learning differently, they shared one factor: they were developed with the support of the University of Minnesota’s Digital Media Center.

**Table 1**

**Internet Learning Alternatives Project Administration and Support**

Overall Project Support	Marvin Marshak, Steve Cawley, Charlene Mason, Harold Miller, Don Riley, Tom Shaughnessy, and Shih-Pau Yen
Departmental Support	History, Political Science, and Slavic and Central Asian Languages and Literatures
Project Leaders	Linda Jorn and Cheryl Towler (DMC)
Copyright Issues	Dan Donnelly (University Libraries/DMC) and Nancy Hoyt (Office of General Counsel)
Evaluation	Richard Brown (IDL) and Margie Tomsic (Office for Measurement Services)
Public Access Lab, Server, and Technical Support	Chris Bongaarts (ADCS), Tom Barron (NTS), Frank Grewe (ADCS), Simin Hickman (ADCS), Mark Kassem (ADCS), Pete Oberg (ADCS), and Stan Zobel (ADCS/DMC)
Quiz (WebCAI) Programming	Kathy Olson (ADCS/DMC) and Earl Schleske (ADCS)
Student Project Support	Shanda Hunt (DMC)
Video	Mark Kassem (ADCS), Richard Reardon (UMR), Tim Somero (DMC), and Billie Strand (UMR)



**Table 2**  
**Interdisciplinary ILA Project Teams**

	<b>History 1012: Introduction to World History</b>	<b>Political Science 1001: American Government and Politics</b>	<b>Russian 1103: Beginning Russian</b>
Professor(s)	Dr. Ann Waltner and Dr. M. J. Maynes	Dr. Steve Smith	Dr. Gary Jahn
Teaching Assistant(s)	Jeremy Fish (Department of History)	Amy Jasperson (Department of Political Science)	Heidi Engstrom (Department of Linguistics)
Project Leader	Kay Kane (DMC/University Libraries)	Cheryl Towler (DMC)	Ellen Thayer (ADCS/DMC)
Information Designer	Stan Zobel (ADCS/DMC)	Cheryl Towler (DMC)	Chris Scruton (DMC)
Interface Designer	Kate Gandrud (DMC)	Kate Gandrud (DMC)	Kate Gandrud (DMC)
Production Assistants	Alecia Ramsay (DMC) and Kevin Hulbert (DMC)	Alecia Ramsay (DMC) and Tim Somero (DMC)	Alecia Ramsay (DMC) and Tim Somero (DMC)
Librarian	Mary Koenig Loring, Assistant Librarian	Mary Koenig Loring, Assistant Librarian	Miranda Beaven Remnek, Associate Professor

### **Project Goals and Support**

The Digital Media Center (DMC) promotes the innovative use of learning technologies at the University of Minnesota and supports faculty who are developing multimedia (including Internet) teaching and learning projects. The DMC, a unit of the Office of Information Technology, is staffed and supported by the University Libraries and Academic and Distributed Computing Services (ADCS).

The Office for Academic Affairs and the Digital Media Center (DMC) launched the Internet Learning Alternatives project this winter to explore how course websites might support large-enrollment classes and less-commonly-taught language classes.

DMC project leaders; University Libraries bibliographers; and DMC and ADCS information and interface design, production, and technical support staff worked with three professors and their teaching assistants to plan, design, produce, implement, and evaluate these pilot websites:

Two large lecture classes

- History 1012: Introduction to World History
- Political Science 1001: American Government and Politics

One language class

- Russian 1103: Beginning Russian.

Linda Jorn, Acting Director of the Digital Media Center, commented: "I think one reason this project was such a success was because of the synergy between all the people involved. It was really a great example of people from multiple disciplines sharing their expertise, focusing on the students' learning needs, and using a course design process that allowed for revisions and changes as new ideas emerged. The faculty members' content expertise and innovative insights on how to solve teaching challenges along with the DMC team members' expertise in design, teaching, and technical issues resulted in some very creative learning activities."

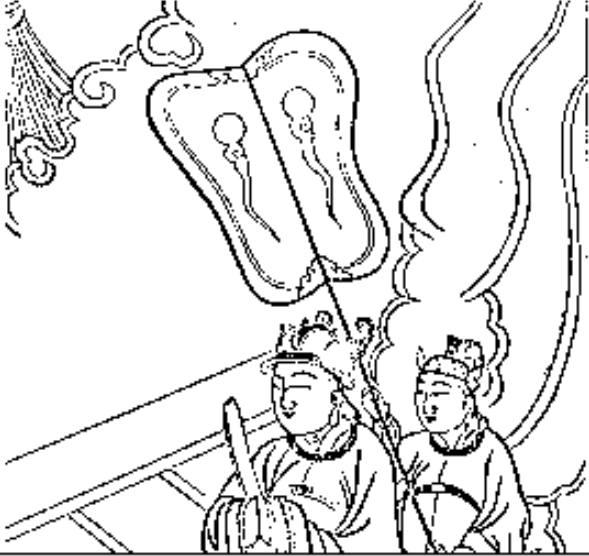


Figure 1: History 1012 (Page explains a reference in the primary source document.)

The screenshot shows a Netscape browser window with the title bar "Netscape: Tian Fei". The address bar contains the URL "http://www.umn.edu/lol-hist/primarysource/tianfei.htm". The page content includes a heading "The Celestial Spouse" and a paragraph of text. Below the text is a black and white illustration of two figures, likely deities, in traditional Chinese attire. To the right of the illustration is another paragraph of text. The browser interface includes navigation buttons like Back, Forward, Home, Reload, Images, Open, Print, Find, and Stop.

**The Celestial Spouse**

The Celestial Spouse, also known as Tian Fei and Mazu, was (in her human life) a woman from the Lin family who lived during the Song dynasty (960-1279). There are several versions of the story of her life and miraculous deeds, but the one in the text that this illustration comes from recounts the following:



She had four brothers who were merchants who frequently travelled on the seas. One day suddenly her arms and legs became numb and her eyes became blind. She was like this for some time. Her parents thought that she had become ill, and anxiously called out to her. She regained consciousness, and reprimanded them, saying, "Don't you want me to my brothers? There's nothing wrong with me." Her parents did not understand what she was saying, but they did not question her further.

Three days later, three of her brothers returned, with horrendous tales of a storm at sea which had nearly killed them. In the midst of the storm, a woman appeared and calmed the seas. Her parents then

### History 1012: Introduction to World History

In addition to the other course materials already mentioned, the history website <<http://www.umn.edu/lol-hist/>> featured three online assignments: a geography quiz; a report posted on the site about a field trip to a real or virtual place; and a primary source document exercise based on a translation from a Chinese stone inscription by Zheng He that served as a touchstone for exploring the cultures studied in the course.

"Part of the site we really loved was the online primary document because it provided links to other texts and images that could help students interpret it," Dr. Ann Waltner and Dr. M. J. Maynes, History 1012 course instructors, reported at the panel. "It enabled students to find their own paths through the links and draw their own conclusions. Most of them said the primary

document made them understand more clearly the importance of perspective and point-of-view in history."

### Political Science 1001: American Government and Politics

Online practice exams that allowed students to test their knowledge in ten different areas and receive immediate feedback were the most popular features of the political science site <<http://www.umn.edu/lol-pols/>>, according to instructor Dr. Steve Smith.

"My website transformed the way my students studied for exams," he reported, a transformation that led to an improvement in midterm scores—scores that were as many as six points better than before the practice exams were implemented.



**Figure 2: Political Science 1001 Practice Exam**

Location: <http://dmc-cai.tc.umn.edu/proc0.cgi?cooky=14&sequence=0&dataset=1&button=Continue>

**Political Science 1001 American Government and Politics**

**Practice Questions**

**Midterm Exam**

Set 1 : Question 1 : Try 1

**Under the Articles of Confederation, the national government**

- a. could regulate inter-state commerce.
- b. could not impose an income tax.
- c. could enforce its laws within the states.
- d. was very efficient.

to use the drills at home on IBM-compatible computers. They had to provide students with instructions for configuring their computers at home before most students could access the drills.

Ellen Thayer, the Beginning Russian project leader, told the ILA panel audience that these technical problems actually enhanced interaction in the class. "Students let the instructors know what they wanted and helped solve problems."

In Teaching Assistant Amy Jaspersen's recitation section, students completed several online assignments, including sending e-mail and surface mail to their senators and representatives to compare response times; an Internet scavenger hunt; a comparison of online press briefings and the print stories produced from them; and a group-produced web document that included text, links to other resources, and images.

According to Andrea Cadea, a student in the class, "I wouldn't have explored the Internet on my own, but now I use it all the time and check my e-mail twice a day. I got confidence from the class that I can go online and find information."

### **Russian 1103: Beginning Russian**

Like the American Government and Politics practice exams, the Beginning Russian website <<http://www.umn.edu/lol-russ/>> included grammar drills that gave students the opportunity to practice their translation skills and receive immediate feedback. The development team configured the Macintosh machines in a campus computer lab to display drill questions and accept answers in the Cyrillic alphabet, but then discovered that most students wanted

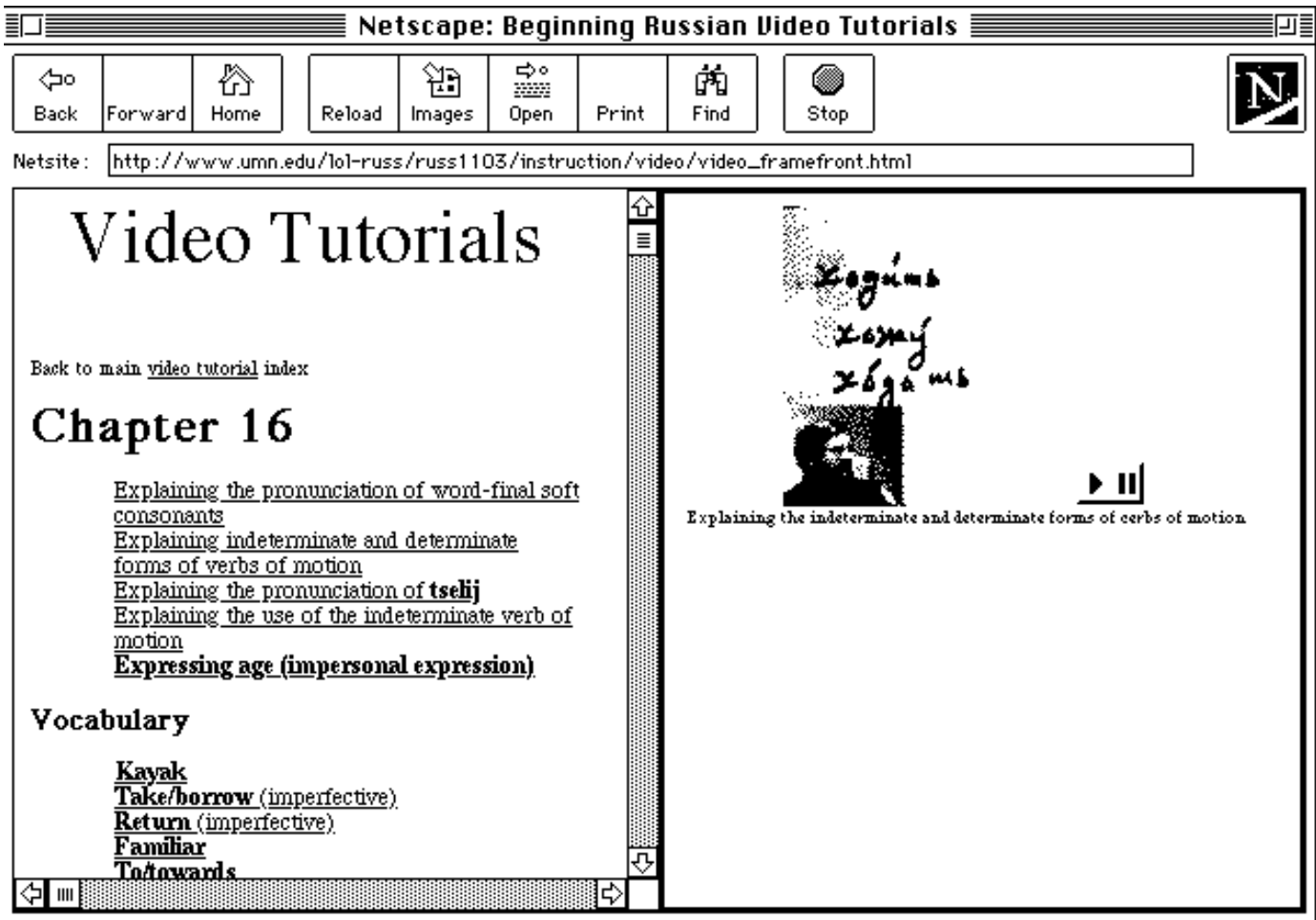
"I really appreciated the 'Cyrillicizing' instructions because I couldn't use the lab during open hours," student Benjamin Schultze said during the discussion.

One of the major successes of the Russian site is its library of video help segments. The Twin Cities course was already being broadcast to Morris campus students as an interactive television (ITV) course, so the development team simply took the daily broadcasts and selected, digitized, and edited the highlights.

"Students receive the language instruction only once in class, but now they can review as many times as they need to by viewing the online videos; they can then test whether they've learned the material by using the online grammar drills, visual vocabulary, and practice quizzes," reported instructor Dr. Gary Jahn.

Though the instructors, teaching assistants, and individual students faced significant challenges in using the Internet to deliver teaching and learning tools, the panelists' responses to the ILA project were overwhelmingly positive. But did these projects actually improve students' learning experi-

Figure 3: Russian 1103 video tutorial screen



ences? Yes, according to preliminary examinations of test grades and student-evaluations.

## Project Outcomes

The Internet Learning Alternatives development team conducted students surveys during the three courses and found that

- 95% of the political science students that responded strongly agreed or agreed that online practice exams helped them prepare for the midterms and finals
- most students in an Internet-intensive political science recitation section thought the class improved their research skills; helped them learn more about the Internet and how to find course-relevant information; helped them study for class more and enjoy it more than friends in non-Internet-intensive sections; and provided them

with the skills to use the Internet again for future academic and personal purposes

- some found the online discussion tool, WebCrossing, difficult to use due to user name and password issues
- some were frustrated by their slow computer connections at home or inability to access the server during prime study times

Despite these frustrations, the overall tone of student comments can be summed-up in the words of one History 1012 student who wrote: “Every course should be required to have a website. It is an excellent step toward allowing interaction between students and staff and providing resources otherwise not available.”

The instructors also evaluated the project positively and have plans to expand their sites. “This technology will allow our classes to get better,” Dr. Gary Jahn commented at the ILA panel.



Dr. Ann Waltner urged faculty member interested in creating course web tools to “get the DMC to work for you; keep pedagogical goals at the fore; keep the tools optional until the technology is totally accessible; use the web only when paper won’t do as well; and use the tools to enhance rather than replace personal teaching.”

## Future Opportunities

At the Internet Learning Alternatives panel, Donald Riley, Associate Vice President for Academic Affairs and Chief Information Officer of the Office of Information Technology, said that the ILA project was a small part of campus and state efforts to train students to become technically literate and to use technology for life-long learning. The Office of Information Technology is looking for ways to create generic solutions to common problems, to

innovate, and to share and find opportunities to share expertise.

The Digital Media Center offers many ways for faculty to learn about information technologies and share their expertise with colleagues by providing multimedia classroom rentals, consultation services, development facilities, equipment loans, library materials, presentations and publications, reference services, and training.

We encourage instructors who are interested in developing multimedia (including Internet) teaching and learning tools to stop by our Development Suite in 15 Walter Library, call 625-5055, send e-mail to <dmc@boombox.micro.umn.edu>, or visit our redesigned website at <<http://www.umn.edu/dmc>>.

■ Christina L. Goodland, Digital Media Center

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# Internet Course-authoring and Management System



University of Minnesota faculty need an Internet course-authoring and manage-

ment system that will enable them to create and manage virtual learning communities without having to learn a lot of computer skills.

The lack of such a system is a barrier for many faculty, according to Digital Media Center (DMC) and JAVA and Web Services (JAWS) team members’ interactions with faculty during individual consultations; the Internet Learning Alternatives, Large Enrollment, and TA Web projects; and Educom’s IMS (Instructional Management System) project and the CIC’s Learning Technologies Initiatives meetings.

To design and create these tools, DMC and JAWS staff propose to create two teams.

1. An advisory team, consisting of faculty members and librarians from different disciplines who are reputed to be excellent and innovative teachers, that will recommend tools and help evaluate the product.
2. A working team of DMC, JAWS, and University Libraries staff that will review currently-available systems, solicit input from faculty, employ a user-centered iterative design process,

conduct usability tests with faculty and students, and develop a product that will provide both new learning opportunities for our students and easy-to-use course-authoring and management tools for our faculty.

Faculty members interested in participating on the advisory team may call the Digital Media Center at 625-5055, send e-mail to <dmc@boombox.micro.umn.edu> or stop by our Development Suite in 15 Walter Library.

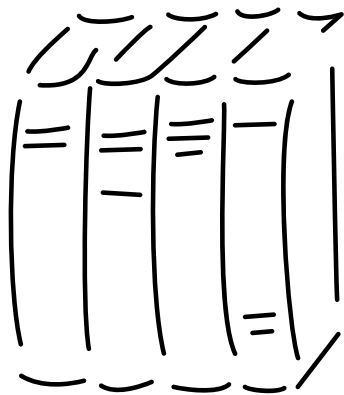
■ Linda Jorn, Acting Director, Digital Media Center



# Humanities Abstracts Database through LUMINA

University  
Libraries

Nancy K. Herther and Dennis Lien, University Libraries



One of the more popular types of databases available through the INDEXES option in LUMINA are those which give coverage to a wide range of information within a general subject area. For people studying art, classics, commu-

nications, journalism, literature, music, philosophy, archaeology, folklore, film, history, religion, the performing arts and other related areas, Humanities Abstracts database is an important index for basic research.

## Cites from Over 400 Periodicals

Humanities Abstracts cites articles from over 400 predominately English-language periodicals covering a wide range of disciplines in the humanities. Periodical coverage includes some of the best-known scholarly journals and numerous lesser-known but important specialized magazines.

The producers use a thorough cover-to-cover approach to indexing and abstracting, providing researchers with access to more content of the publications themselves. Types of materials indexed include feature articles, interviews, obituaries, bibliographies, reviews and original works of fiction, drama and poetry.

## Detailed Abstracts and Indexing

The database offers well-written, detailed abstracts (of 50 to 150 words each) describing the content and scope for approximately 80 percent of the records published since March 1994. Indexing goes back to January 1984, making this a critical reference tool in the Humanities.

## Updated Monthly

The file is updated monthly and currently includes over 380,000 records, with about 2600 new records added each month. The database is available using the INDEXES option in LUMINA. The file is produced by the H. W. Wilson Company. To contact them about the database, periodical selection or other issues, call 800/367-6770 or send e-mail to <techmail@info.hwwilson.com>.

## Basic Search Hints

Humanities Abstracts is menu-driven, and you are able to call up the HELP screens at any point in your search for information or search tips.

Information in a record is displayed in “fields.” A brief description of each field is given in Figure 1. Many records will not contain every field listed here. In parentheses, following the field description, are the labels you use to search for a word or phrase in that field or to look it up in a Wordlist.

## Limiting Your Search

By selecting the **L** option in FirstSearch, you are able to limit the results of your current search in various ways. In Humanities Abstracts, you can limit your results:

- by year of publication (or by a range of such years),
- by language (while the overwhelming majority of entries in the database are in English, over twenty other languages are represented in small quantities),
- and/or by type of publication; possible types include article, book review, “form review” (that is, reviews of plays, films, dance, videotapes, etc.) or “literature” (such as short stories, poetry, excerpts from novels).





**Figure 1: Understanding Parts of the Records in Humanities Abstracts**

<b>FIELD</b>	<b>DESCRIPTION</b>	<b>EXAMPLE</b>
AUTHOR	The author(s) or reviewer of the work.	au:jowitt deborah
TITLE	The title of the article/work.	ti:cambodian dance
SOURCE	Where the article was published.	so:dance magazine
ABSTRACTS	Summary of the article's contents.	ab:cambodian dance
PUBLISHER	The publisher or agent.	pb:
DATE	Publication date of the work.	use as a search limit
PLACE	Place of publication.	not searchable
LANGUAGE	Language of the work.	use as a search limit
NOTES	Notes associated with the work.	
RECORD TYPE	-	use as a search limit
CONTENTS	The nature of an article's contents.	ac:feature article
SUBJECT	Subject headings assigned to the article.	sh:cambodians su:artists project

Once a limit has been established, it remains in effect until you change or remove it by answering "no" to the "Limit by-yes?/no?" question that the system will ask you before each subsequent operation; or until you switch to another database.

### **Cruising the Database**

The database is so broad-based one could find many different types of articles—from comments in arts publications on federal budget cuts to analysis of scientific or medical breakthroughs. The humanities perspective is always the focus, but the content is broad.

To see what the database contains, let's look for information on some of the cultural traditions of Southeast Asian peoples. I was able to find many interesting titles using Laotian, Asian and other terms along with art, music, dance, etc. Using this strategy— **ti:cambodia+ and dance**—I found the citation in Figure 2.

After checking through the abstract to learn more about the content, I went into MNCAT and typed in **t=dance magazine** to be sure that a copy was on campus; and it is in the Wilson and Walter library collections.

### **Good Coverage**

Another good reason to use Humanities Abstracts, and its companion Social Science Abstracts database, is that the University Libraries own virtually all of the journals indexed in these databases. So if you need articles fast, you can be assured that you will be able to find at least most of the articles here on campus.

### **E-mail the Citation to Yourself**

You are able to send a copy of the citation and abstract (if it is available) from any FirstSearch database to your campus e-mail account. You cannot download the results directly to a diskette; however, you can send as many citations to your e-mail account as you wish and would be able to save these as ASCII files, depending on the features of your communications software.

### **Try it, Avoid the Queues**

Try it. It's a nice way to avoid queuing up at a LUMINA workstation with a printer or having to jot down information and hope you can read your writing later! The sample record given in Figure 1 is one that I had sent to my campus e-mail account as a test.

## Arts & Humanities Citation Index

Another database covering some of the same territory is the Arts & Humanities Citation Index (AHCI), which covers many more journals than Humanities Abstracts, but without abstracts, subject headings or other standardized indexing. AHCI does allow for citation searching and gives you access to more of the world's literature on these topics.

Humanities Abstracts is just one of fifty indexes available online through LUMINA. And don't forget to search our 300+ CD-ROM-based indexes and databases as well.

## Questions

If you have any questions, just ask one of the reference staff from our Libraries. We will be happy to

help you learn more about these databases and give you tips on how to use them more effectively.



■ Dennis Lien is a seasoned online searcher and reference librarian in the Humanities/Social Sciences Reference Unit in 180 Wilson Library.

Communications to the authors should be addressed to: Nancy K. Herther, Education/Psychology Reference Service, 108 Walter Library, East Bank; <n-hert@tc.umn.edu>; 624-2020.

**Figure 2: Sample Record from Humanities Abstracts Database**

```
AUTHOR: Jowitt, Deborah.
      TITLE: Cambodian dance: celestial dancers on American soil.
      SOURCE: Dance Magazine v. 70 (Jan. '96) p. 72-7 il.
      ABSTRACTS: Through the Cambodian Artists Project created in 1991,
Cambodian dancers and musicians living in America are
preserving, enriching, and passing on to their children a
tradition that was almost lost forever. This dance tradition
is a form born in the courts and temples of the Khmer princes
who built Angkor Wat. The task is an urgent one as between
1975 and 1979, during Pol Pot's regime, an estimated 90
percent of Cambodian artists and intellectuals were
slaughtered or died of disease or starvation, thus erasing
whole chunks of the court dance repertoire. Now, although
Cambodia's economy is shaky and its political future
uncertain, dance is once again honored. Cambodian artists on
both sides of the Pacific are pooling their knowledge and
resources in order to piece together their heritage. Profiles
of Cambodian dancers such as Chan Moly Sam are provided.
      STANDARD NO: 0011-6009
      DATE: 1996
      PLACE: United States
      LANGUAGE: English
      RECORD TYPE: art
      CONTENTS: feature article
      SUBJECT: Cambodian Artists Project.
Cambodians - United States.
```



# Networking and Telecommunications Services and Engineering Services Partnership



Networking and Telecommunications Services (NTS) is partnering with Engineering Services to offer the installation of the popular University of

Minnesota ADCS (Academic and Distributed Services) Internet Toolkit software. As a customer who is ordering an NTS supported data network connection, you are eligible for this new service.

## Internet Software Installation

When requesting an NTS network connection the customer can, at the same time, request internet software installation. Requests should be submitted via the Telecommunications Service Request Form or the NTS on-line order form available at <http://www.nts.umn.edu/services/forms/formhome.html>.

The Internet Toolkit software includes applications which will make using the internet “a snap.” For more information on this software check out the ADCS web site at <http://www.umn.edu/adcs/help/kits.html#versions>.

## Cost and Benefits

Once the order is submitted, NTS customer service representatives will coordinate the software installation with Engineering Services. The cost for this service is \$66.00 per installation, which includes all software CDs/discs which will be yours for the keeping.

The many benefits of this new partnership include:

1. **One-Stop Service:** The installation of an NTS network connection and internet software installation will be pre-arranged for you with a single request.
2. **Efficient Coordination:** The Internet Toolkit software will be installed within 24 hours of the installation of your network connection.
3. **Personalized Testing:** The Internet Toolkit software will be tested for you ensuring that both the software and the network connection is in proper working order.

4. **Hardware/Equipment Upgrade:** An ethernet card and/or additional memory can also be installed at the time of the software installation. Charges for this particular service will be based on Engineering Services' current labor and equipment rates. Contact Engineering Services at 7-4525 for more information about rates and installation services.

5. **One Bill:** All of these services will be reflected on your NTS billing statement.

*One-Stop Service:  
The installation of an  
NTS network connec-  
tion and internet  
software installation  
can be pre-arranged  
for you with a single  
request.*

## For More Information

For more information contact the NTS User Services Helpline at 6-7800, Monday-Friday, 9 a.m to 12 noon and 1 p.m. to 4 p.m.

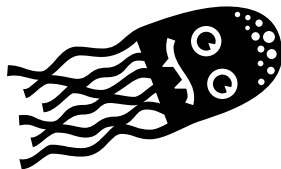
■ Vivian Skordahl, Networking and Telecommunications Services

## OIT/ADCS Donates Computers to Flood Relief

The Office of Information Technology donated Macintosh and 486-class microcomputers as well as monitors, printers, and software to flood relief efforts instead of selling the equipment. The equipment, which filled a 17-foot U-haul plus a large van, became available because several Student Computing Facilities were recently upgraded.

The computers will continue to serve the educational needs of Minnesota students. Don Sargent, Chancellor at Crookston recommended the Ada-Borup grade school and high school district.

■ Phil Kachelmeyer, Academic and Distributed Computing Services



## Summer and Student Internet Accounts

Registered students receive a basic service Internet account at no charge. The basic account includes client/server access for using software such as Netscape and POPmail and 30 hours of modem use per month. Students who are not registered for classes must pay to maintain their account over the summer or whenever they do not register for a quarter or semester. Unregistered students who want their e-mail forwarded to another account must also pay a fee.

Like other members of the University community, students must pay for extended modem use and for Expanded Service, which includes access to the Interactive Mail Shell and 20MB of mass storage for a personal web page.

For more details on these fees see <[http://www.umn.edu/oit/newsletter/0397-itn/account\\_charges.html](http://www.umn.edu/oit/newsletter/0397-itn/account_charges.html)>.

Student who register for credit classes

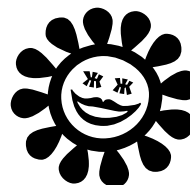
1. Summer Sessions I or II
2. Fall Quarter 1997 during the early registration period (May 19 through June 20)

will receive a basic service Internet account for the entire summer, including the summer break, at no charge.

## Expired Accounts

In July, students whose accounts will expire will receive an e-mail notice stating their options for maintaining a University Internet account. Some students will be able to keep their Internet account active by paying a \$20 fee and filling out a web form; this option lasts for one year since they last registered for class(es). The accounts for those who take no action will be closed and any stored mail or other files will be deleted. (We are working out the details for handling summer payments and cannot accept advance payment now.)

■ Academic and Distributed Computing Services



## WinZIP Licenses for Departments

WinZIP is a file archival tool for the Windows platform that makes it easy to create your own ZIP archives. We have purchased some licenses for WinZIP and the WinZIP Self Extractor module and can distribute the software to departments. The self extractor module is useful for those who want to distribute files to other people in the ZIP format; it creates a file that does not need a separate extractor.

To obtain the software send Academic and Distributed Computing Services a CUPS IV crediting ADCS budget 802-3050-07-4410-10 for the appropriate amount.

- \$7 for WinZIP: one license per machine
- \$45 for WinZIP Self Extractor: one license per machine
- mailing address: WinZIP license, Academic and Distributed Computing Services, 190 Shepherd Labs
- please include: e-mail address for the person who'll obtain the files

### FAQ

The WinZIP FAQ is available online from this web site <<http://www.winzip.com/faq.htm>>.

■ Phil Kachelmeyer, Academic and Distributed Computing Services



## Engineering Services: New Values in Memory

Engineering Services has revamped its prices for memory for the Macintosh and other computers by eliminating the installation fee formerly incorporated into the prices. Now we charge a separate \$25 fee to install memory in your unit.

For the latest prices, check out our web site at <<http://www.umn.edu/micro/es>>.

### Why Buy from Engineering Services?

- You'll receive technical support from our vendor and from our technical staff.
- Installation is available at a small charge.
- We offer a lifetime warranty.
- We can help you find the memory you need.

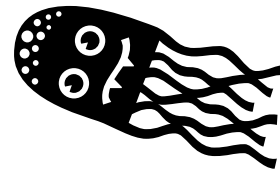
- Our memory prices are updated weekly, so if prices are down when we buy, the savings are passed on to you.
- We offer convenient payment options.
- We are a University of Minnesota ISO (Internal Service Organization).

We purchase memory from third party vendors who have proven to be the most dependable and cooperative. They have a staff of knowledgeable technical staff to help with any questions we might have on memory.

### If You Do Your Own Installation

If you decide to install the memory yourself and have problems with your unit, we can only cover the memory itself, not the repair of the unit. Please be certain the memory you purchase is the memory you need and want. We cannot repurchase memory once it has been sold.

■ Joyce Johnson, Engineering Services



## Computer Store

### Apple's Spring Promotion

Apple's Spring Promotion runs through June 22, 1997, or while supplies last. Promotion items are marked as "special" on our price list. The specials include the PowerMac 6500/225 for \$1745 (225MHz, 603e CPU, 32MB RAM, 2GB hard disk, 12x CD-ROM, Zip drive, 2MB VRAM, 256k L2 cache, a keyboard, and some software but no Ethernet connection or monitor).

Price lists are available in PDF (Acrobat) format from the Computer Store web site at <<http://www.computerstore.umn.edu/>>.

## Apple OS 7.6.1 Update

Apple recently released OS 7.6.1 Update for the 7.6 operating system. Initially there was an unresolved conflict between the update and PowerMac 5400 and 6400 models that have a Level 2 (L2) cache as well as UMAX SuperMac C600s and C500s (which use the same logic board). Another update conflict was that NuBus-based PowerMacs using a 1710-series AppleVision display connected to the AV display connector could not handle resolutions greater than 640x480 pixels. You can download resolutions for these problems from this “flash” web site <<http://support.info.apple.com/ftp/7.6.1/7.6.1flash.html>>.

### Excerpts from Apple Press Release

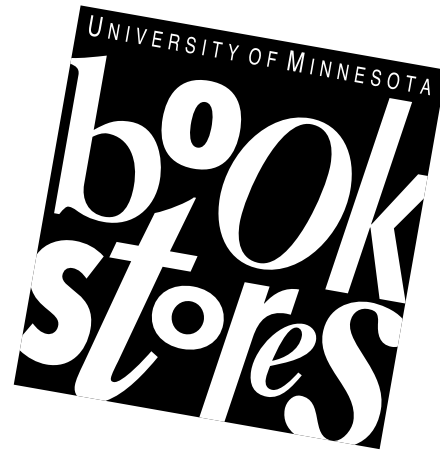
Below are excerpts from an Apple PR release about the OS 7.6.1 Update. You can read more about and obtain that update (and the earlier 7.5.5 update) from this Apple support site: <<http://www.info.apple.com/>>; this site is usable even when your web browser’s “load images” option is turned off.

April 7, 1997, Apple Computer, Inc.

Released in January...Mac OS 7.6.1 Update delivers on its two main goals: to improve stability through reliability improvements, and to bring Mac OS 7.6 support to recently introduced computers not currently supported by Mac OS 7.6. This release is not intended to deliver any new features.

Customers using PowerPC-based computers will be pleased to find that nearly all Type 11 errors are eliminated. Type 11 errors are general errors which force the computer to be restarted, resulting in a loss of all unsaved work. Nearly all of these errors are now properly classified as Type 1 or Type 2 errors. These errors cause the active application to quit, but allow the customer to save their work in other applications before restarting the computer.

Customers with 68030- and 68040-based computers will benefit from an updated CFM-68K Runtime Enabler which allows these computers to use applications that take advantage of the Code Fragment Manager (CFM).



In addition to other improvements also delivered with Mac OS 7.6.1 Update, PowerBook customers will benefit from improvements in serial device compatibility, PC storage cards, infrared and removable CD-ROM drives.

Mac OS 7.6.1 Update is available as a floppy disk set, and installs only on computers running Mac OS 7.6.

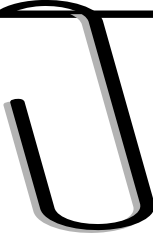
Mac OS 7.6.1 Update is available electronically, free of charge (excluding any connection fees), from Apple at “Apple SW Updates” on the Internet <<http://www.info.apple.com>>.

In the U.S., customers may order Mac OS 7.6.1 Update on four floppies for \$10 (plus tax and shipping/handling) by calling 1-800-293-6617.

Customers who have purchased one of the recently announced computers not supported by Mac OS 7.6 can obtain a full install of Mac OS 7.6.1 through the Mac OS Up-To-Date program. These computers include the Power Macintosh 4400, 5500, 6500, 7300, 8600, and 9600, and any Performa versions of these computers. For more information about qualified machines, see the Mac OS Up-To-Date website at: <<http://www.macos.apple.com/macos/releases/fulfillment.html>>, or in the U.S. and Canada call 1-800-335-9258.

■ Tips from the Computer Store





# Follow-up OIT Strategic Initiatives

Last month's "OIT Strategic Initiatives" article promised an update on our plans "based on our allocations."

Well, our timing for the legislative session was off so we can't talk about allocations yet. But, we will publish more strategic initiative articles in upcoming issues of the newsletter.

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 News Server: <news.tc.umn.edu>  
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 web: <http://www.umn.edu/validate/>  
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▼ **Dial-in Computer Access**

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 SecurID Access High Speed (V.32) 19200-N81 ..... 6-1061  
 2400-N81 (no parity/8 data bits/1 stop bit) ..... 6-7770

▼ **General**

Computer Store, Williamson Hall ..... 625-3854  
 CUFS ..... 4-1617  
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