Academic Computing Newsletter: January 1991

Mary Jo Orzech
The College at Brockport, morzech@brockport.edu

Follow this and additional works at: https://digitalcommons.brockport.edu/lits_news

Part of the Education Commons, and the Library and Information Science Commons

Repository Citation
https://digitalcommons.brockport.edu/lits_news/39

This Book is brought to you for free and open access by the Library, Information and Technology Services at Digital Commons @Brockport. It has been accepted for inclusion in Library, Information and Technology Services Newsletter by an authorized administrator of Digital Commons @Brockport. For more information, please contact digitalcommons@brockport.edu.
Director's Column

It may not seem to be the case weather-wise, but we will soon be immersed in the activities of our "Spring Term". Unlike the first semester when everything appears to be new, the second semester offers the opportunity to realize the benefit of experiences and knowledge gained earlier. In this period leading to commencement these earlier efforts will be seen to be manifestly worthwhile. The educational usage of the word 'commencement' carries the connotation of ending a process. It is an appropriate duality of meaning. Learning is beginning and the formal process of education provides the tools to continue the exploration of this and other worlds.

Academic Computing Services began many projects this past year, including an upgrade to the Prime system and network connections to the Internet for the Prime. These efforts must be an on-going process whether or not they can be realized in the near-term. Change is an integral part of our profession. To learn to adapt to change in a changing world is an important lesson. It has been our mission to provide computing tools for the campus academic computing community which will ease the transition brought about by change and facilitate the adoption of new modes of teaching and learning.

Our success in fulfilling this mission is measured by you, our users, through your ability to reach your learning objectives. As we begin this term, I anticipate a 'commencement' which will fulfill all of our expectations.
SUNY Presidents' Task Force on Educational Technology Report

The Brockport campus community's attention is called to the document, "SUNY and Educational Technology For the Year 2000 - Report of the Presidents' Task Force on Educational Technology". This document was recently submitted to Chancellor Johnstone by the Task Force, consisting of the campus Presidents of seven SUNY campuses, including SUNY Brockport. The Report's transmittal letter and Executive Summary are excerpted below. Copies of the full report are available from the President's Office.

TO: Chancellor D. Bruce Johnstone

"The State University of New York has made substantial investments in modern technology. Systemwide expenditures for hardware, software, and telecommunications sum to the millions of dollars annually. In the past, most of SUNY's considerable accomplishments in using technology have been driven, appropriately, by campus and system administrative needs.

But as the technological revolution has accelerated, SUNY's need to set new long term university-wide goals for the uses of technology in support of its fundamental educational missions becomes critical. Given the speed of change and the complexity and ramifications of our choices, it is time for SUNY to establish goals for technology that will strengthen our service to students and faculty.

As a first step in re-positioning the State University of New York, you appointed a Presidents' Task Force on Educational Technology. Your charge was to define broad educational goals for SUNY's future uses of technology with a focus upon how our university-wide aims of access, program quality, and cost effectiveness could be enhanced through investments in technology and in the human resources that technology requires. This report responds to that charge.

SUNY has accomplished much in the past few years. We have upgraded our hardware platforms, increased our research and teaching capability through networking initiatives—internally and externally as increased affiliations with industry and business have taken form—, brought computing to students directly through SCAP, and are progressing toward full library automation. Some campuses have solved difficult problems, often in collaboration with another campus. Still, much remains to be done, and we attempt herein to set clear goals and objectives.

These recommendations are intended to initiate, not to close, wide discussion and planning throughout the State University of New York, and lead to adoption of a policy directive by the Board of Trustees, as well as a commitment to these goals by the State of New York. Accordingly, we have outlined broad educational goals for the modern university that could be better achieved through systematic use of technology....

Recognizing that new technology will require significant expense, increased university-wide or regional coordination, and possible collaboration with other partners in State government, SUNY must now plan systematically for the future uses of educational technology. The future educational excellence and reputation of State University will depend on it. Toward that end, we submit this report for your consideration".

The Task Force On Educational Technology
Joseph J. Bulmer, Hudson Valley
Alice Chandler, New Paltz
John H. Marburger, Stony Brook
John E. Van de Wetering, Brockport

October 1, 1990

Executive Summary of Recommended Goals

"The State University of New York in the year 2000, along with all of the major institutions of higher learning in America, will be transformed by rapidly changing technological capabilities. The ways that universities teach and what they teach, do research, serve external clienteles, communicate information, and conduct operations have already been altered by technology. Those institutions which maintain their stature, excellence and record of service into the next century will be those that harness effectively the new technologies in support of the unchanging mission of the University—to learn, to search, to serve."
The Task Force on Educational Technology recommends that the Board of Trustees adopt the following policy framework for the future planning and development of technology to serve the mission and programs of the State University of New York:

RESOLVED, that the SUNY Board of Trustees accepts in principle the Report of the Task Force on Educational Technology, and directs that the State University of New York, working closely with the State of New York in the development of an appropriate infrastructure, become a leading university in using educational technologies to advance university-wide aims of student access, educational quality, and cost-effectiveness. These technologies—embracing video, computing, and telecommunications—will be increasingly critical in supporting SUNY’s missions, including conducting leading edge research, improving teaching and learning both in the classroom and at a distance, improving instructional capabilities for underrepresented students, facilitating and encouraging service to external organizations, and promoting economic development.

The following recommendations of the Presidents’ Task Force on Educational Technology will provide a framework for preparing SUNY to enter the twenty-first century.

Goal 1: **Students**  
Provide all SUNY students access to the essential technology tools and knowledge bases that will improve their educational experience and involvement in learning.

Goal 2: **Faculty**  
Strengthen the SUNY faculty as knowledge professionals by providing them with: 1) basic technology tools, 2) ongoing training in the use of technology, 3) access to information bases on and off campus, and 4) adequate support services.

Goal 3: **Curriculum and Instruction**  
Infuse the use of technology into the curriculum of all academic disciplines to enhance teaching and learning.

Goal 4: **The Extended University**  
Use technology to offer the State University’s full educational program throughout New York State, beyond the traditional campus, to students who for reasons of geography or location, employment requirements, or other prevailing conditions, cannot come regularly to a university campus.

Goal 5: **Research**  
Create and support a climate in which advanced technological tools are available to nurture the research, scholarly and creative activity of the faculty.

Goal 6: **Libraries and Information Resources**  
Provide an integrated technology infrastructure on each campus, across SUNY and New York State linking all students and faculty to the information bases and technology tools needed in teaching, learning and research.

Goal 7: **Public Service**  
Utilize SUNY’s technological capabilities and knowledge base to serve the arrangements with business, government and labor.

Goal 8: **Infrastructure**  
Develop telecommunications systems that provide both intercampus and systemwide interaction among faculty, students and staff and links to external video, voice and data networks.

Goal 9: **Planning and Management**  
Develop new systemwide and campus structures, policies and procedures to ensure effective and efficient planning, development, deployment and utilization of the entire technology infrastructure.

Goal 10: **Intellectual Property Rights**  
Develop policies and contractual agreements that ensure the flexible and cost effective use of educational software and course materials while protecting the intellectual property rights of creators and of the State University.
In order to begin implementation of these goals, the Task Force also recommends the following actions:

1. Appoint a State University of New York Council on Educational Technology with broad responsibility for: developing university-wide plans and strategies; coordinating implementation; and evaluating the impact of technology on SUNY.

2. Begin immediately, in consultation with the Council on Educational Technology, the faculties and campus administrations, to identify, adapt and develop instructional software and courseware for the academic disciplines and promote their widespread adoption and use.

3. Ask SUNY Central administration staff, working with the Council on Educational Technology, to define the long-term budgetary requirements for a comprehensive educational technology system and to develop alternative models for revenue generation which could support such a system; and,

4. Invite the Task Force to present a panel discussion of the report at a Presidents' meetings to stimulate action and discussion throughout the University.

Academic Computing Services applauds these objectives and hopes to see the results of Brockport's commitment to the use of educational technology soon.

Primos Rev. 23 Installed

Semester break was a busy time at ACS. A new version of the Primos Operating System (Rev. 23) was installed. The new revision features an updated Help system and permits Login Over Login (see related articles on p. 5). This long-awaited revision cleans up several bugs and provides a host of new features for system administration while not requiring significant changes in commands from users. The mid-year update has been installed in anticipation of acquiring the hardware upgrade to the Prime, which we hope will be installed during spring break. Stay tuned for further developments.

Another Record Semester

Academic Computing Services is alive and well as Prime usage statistics indicate. In December, ACS broke all previous records for the number of simultaneous users on the Prime (126). Coupled with large numbers of microcomputer users in Cooper, Drake and Edwards this trend clearly indicates the growing use of computing on campus. A record-high 59 users were reported using the Cooper PC Lab during one head-count in December; note that the lab only houses 24 PC's in the drop-in site (B-10) and you can see that demand for these resources is quite real. The B8 classrooms were opened to accommodate the overflow during this period.

While we are happy with the increasing use of our facilities, ACS recognizes that we are in more demand than ever, and ask for patience and cooperation from our user community.

Lab Assistants at Work

To document and monitor the effectiveness of student user consultants, lab supervisors and operations assistants in the ACS campus labs (Drake, Cooper and Edwards), Academic Computing Services participated in “Clipboard Week” November 11-17th. During this week, student employees were asked to document consultations with students and faculty as to duration, statement of question, request or problem and problem resolution. In all 1200 consultations were recorded for the one-week period. It is known that the number of contacts is even higher at the end of the semester.

The Cooper lab handled 541 requests, Drake 519, and Edwards, 130. 68% of requests were resolved within two minutes or less, 21% took up to five minutes and approximately 11% took more than 5 minutes. The majority of problems related to software had to do with word processing, followed by computer language questions, and SPSS statistics package queries (due to typo in instructor's handout). A small percentage dealt with Point 5.

The results will be used as feedback for student staff training, to point out recurring problems with instructions to users, and to generally improve services. We would especially like to thank all of our student employees who enthusiastically took on this task in addition to their regular duties. ACS could not function in maintaining the open public access labs without them.
Signing off Listservers

"But why? Do I have to? Don't have a cow, man." These pesky Bart Simpson-like responses keep being raised whenever users are reminded about signing off BITNET subscription lists. The simple answer is that the network bandwidth can only accommodate a finite amount of traffic. We are more than happy to have users explore the many listservers (interest groups) available through Bitnet. When you are no longer interested in receiving mail, BE SURE to sign off these listservers to stop the torrent of mail some of these interest groups can generate.

To signoff a listserver, type

RNET MSG LISTSERV@node SIGNOFF name-of-list

Interbit Utility

Bitnet users sending mail to E-Mail addresses on other networks (e.g., those with ID's or Node's greater than eight characters), take heart. Now you can use the command INTERBIT at the PRIMOS OK prompt. This utility will prompt you through a series of questions and send your mail via the Interbit gateway at Cornell.

You must have a file saved that you wish to mail. For more information, type HELP INTERBIT. Thanks to J.Snell (CSC Faculty) for providing the original code for this utility.

Login over Login

"What exactly is Login Over Login?" you may be well asking. The newly installed revision to the operating system allows users who are dialing into the Prime from home to finish a Prime session on one account, hold the line, and login to another account (or to the Library's Dynix system) without having to re-dial. This is extremely useful for students taking several classes that use the Prime, especially for those outside the immediate dialing area. To try it, type LOGIN (instead of the usual LO) when ending one session. You will be disconnected and immediately prompted for the USER ID and password for your next session.

A New Look for Help

We can all use a little help now and then. A new on-line HELP system is now available on the Prime. Users will immediately notice an enhanced, menu-driven interface, that permits one to peruse a variety of topics and move backward and forward within text displays. Topics are now cross-referenced and can include customized help databases. Type HELP HELP for more information.

Prime Spelling Checker

Is there an easy way to check spelling on the Prime? You bet. By using PMED.8 (the newest version of the Prime editor from U. of Sheffield), users can type SPELL at the edit prompt and their files will be checked against an 80,000 word dictionary. Users then have the option of adding, skipping or replacing any words in question. Type HELP SPELL at the Edit prompt in PMED.8 for further details.

Thoughts on ACS

Kevin Justice

The ACS Newsletter welcomes articles relating to campus computing from our user community. Kevin Justice (Political Science student and User Consultant in the Edwards Apple Ile Lab) has sent us a well-written and certainly well-intentioned plea for supporting diversity in computer platforms. Space considerations do not allow us to reprint his entire article here, but an excerpt of his submission is reprinted below.

"We should still stay diversified, so we can offer more to the students. It literally is the students choice of which system or computer they choose, without it students will be tossed into a mold. One person may have overall say in what happens to these labs on campus. I think when the time comes, we should have students or the User Consultants get involved with what goes where. This will be far into the future because of the budget crunch, but when the time comes members of ACS should have their alternative opinions listened to."

ACS applauds Kevin in making his opinion known, and welcomes input from others.
Multiculturalism at ACS

Academic Computing Services occasionally receives unsolicited resumes from a variety of computing job seekers. We were especially struck by one received recently from the Soviet Union. The morning mail brought a resume from a young Russian programmer, indicating that Brockport’s name (or at least mailing address) is known by someone in the USSR.

It was interesting to note his knowledge and familiarity with Western programming languages and programs (he mentioned Clipper, C, etc.), affirming that we are now all competing in a world market. This line especially caught our eye, “able to work long hours and 15-18 hour days.” Two ideas come to mind: we wonder how many U.S. computer science graduates would ever consider such a resume statement, and at the same time, it is clear that this fellow must REALLY want to come to the U.S. Although we don’t have a job for him, we certainly wish him well.

Cooper PC Classroom Update

The use of two new dedicated PC classrooms last semester was by all accounts quite successful. According to A. Brand (Director of Composition), 80% of the scheduled Comm Skills classes were able to make use of these facilities during their first semester of operation. The twin classrooms in Cooper B8 house 24 PC’s each, can be scheduled by any Brockport instructor (with advance notice), and represent a significant ‘first’ for the campus. With feedback from faculty, the fine-tuning of these labs during the semester break has further refined and improved these facilities through the replacement of EZ PC’s and the addition of new tables and improved lighting controls.

ACS would like to publicly thank the pioneering faculty who used these classrooms during the fall, and whose input and advice have been invaluable in assisting us to identify needed changes. For those who haven’t been in Cooper lately, each classroom is described below:

1. One classroom of 24 Zenith 158 PC’s is used primarily by Comm and Quant Skills classes. These 8088 PC’s are equipped with 640K, both 3.5” and 5.25” disk drives and color monitors. PC-Lite and Point 5 are the software packages used most frequently in this lab.
2. The second classroom is used by other classes including Computer Science and Business courses. These 24 Zenith 159’s include 640K, 20 MB hard drives, amber Hercules compatible high res monitors, and 3.5” disk drives. Installed software consists of Lotus 123 v. 1.02 (student edition), dBase III+ demo (limited to 31 records), PC-Write, PC-Lite, Point 5 and PC-Solve.

The instructor’s stations in both classrooms are connected to large screen projectors (DataShow) systems and a dot matrix printer.

SHIP and PARK

*This article has been adapted from the Mid-Winter 1988 issue 16, (4) of Acronyms, Michigan State University’s computing newsletter.*

“Each time you access information on your hard disk, the read/write heads are left positioned over the area on the disk where the information is stored. They usually remain in this position when the computer is turned off. If you physically move the hard disk, even picking it up and setting it down on the same desk, the movement can cause the read/write heads to come in contact with the surface of the disk. This can damage the disk and cause loss of information.

Therefore, it is recommended before you move your hard disk, especially if the move is to be by vehicle, that you use the DOS command SHIP to “park” the read/write heads in a position where they cannot destroy information during the move.

No special operations are necessary to “unpark” the heads. The head position caused by SHIP will remain in effect only until you turn the computer on again and access the hard disk drive....

To use the SHIP (or PARK) command for most versions of MS-DOS 3.x, type:

```
SHIP and press <RETURN>
```

The system will display information about the SHIP command and ask you if you want to continue. If you respond by typing a Y, the read/write heads will be moved to the shipping position and the system will display another message indicating when it has completed this procedure. You can then turn the machine off without doing any further operations.”
SPSS/PC+ v 4.0

SUNY Brockport has received an update to SPSS/PC+. With this release, SPSS has dropped the X from its name and moved toward providing uniform statistical and data management capabilities on all systems. Among the enhancements and upgraded features the following may be of most interest to Brockport users:

1. The MATRIX procedure includes a syntax similar to standard matrix notation and includes an arithmetic and matrix computational language familiar to most statistics users.
2. FLIP transposes a data matrix. SPSS, SAS, MINITAB and most statistics programs require a file structure in which the variables are columns and observations are rows. If the data originated in a spreadsheet or other application where this arrangement is reversed, FLIP provides a simple way to reorganize the data into an acceptable format.

Brockport has a 25 station site license for SPSS/PC+. It is available on PC's in the Data Analysis Lab in FOB and on some PC's in the Potpourri Lab at ACS (Drake). Faculty may request a copy from ACS. The Version 4.0 Manual is available in the Campus Bookstore.

Note that Advanced Modules purchased separately for v. 3 will NOT work with v. 4 and must be upgraded to be compatible.

Laser Printing at ACS

Due to budget constraints, ACS will begin charging ten cents per page for laser printing in both the Drake and Cooper labs. Users no longer need to bring their own paper. It is hoped that this change will offset paper costs and allow us to recoup costs for laser toner cartridges. This policy change standardizes our operation of the public access laser printers. It will also decrease wear and tear on paper handling mechanisms and hopefully result in better service for our all users. As always, we still request that users print only one final copy on the laser printers and take final printouts to the Copy Center (basement of Lathrop) to have multiple copies made.

Viruses Hit Brockport

The following article originally appeared in Connect, the North Carolina State University Computer Center Newsletter, 2(1), November 1990. It has been adapted and reprinted with permission from the author Susan A. West. [Please note that the McAffee virus detection program distribution is being coordinated through AV/Technical Services, A23 Edwards.]

"Computer viruses infecting MS_DOS microcomputers have been around for years. Luckily, our campus remained relatively virus-free for a long time. Our luck ran out last semester, however, when two DOS viruses, the Stoned virus and the Ping Pong virus, hit the PC labs. Although the infection seemed under control for a while, reinfection with both viruses remains likely. Also on the loose is Stoned II, similar in symptoms to the Stoned virus. Some older versions of scanning software may not detect Stoned II. Although viruses can be a serious problem, computer users can help counter them and protect themselves by understanding how they work.

Different DOS viruses affect different parts of the computer. The virus that first caused major trouble to the campus was the Stoned virus. This virus infects the boot sector of floppy disks (even if they are not bootable) and the partition table of hard disks. It infects a machine when you boot or attempt to boot from an infected floppy disk. A user does not have to boot intentionally with the infected disk; even a nonsystem disk can become infected and can spread the infection. For example, the user may reboot the machine unintentionally while an infected disk is in the drive.

Once the virus enters the computer's memory when the user boots from an infected disk, the virus will infect every non-write-protected disk entered into it. This means, if there is a hard disk, the hard disk becomes infected too. Once the hard disk is infected, the virus will spread to every non-write-protected diskette inserted in the machine because the machine will usually be booted from the infected hard disk (thus making the virus memory-resident). Clearly, people with hard disks are most at risk. If you use an MS-DOS microcomputer without a hard disk, keep your boot disks write-protected to prevent infection. If you have software on your start up disk requiring that the disk can be written to, you should consider putting that software on another disk.

The Stoned virus remains latent on the disk for some time, during which it infects other disks. After a number of boots, the virus activates itself to display a message like "Your Computer Has Been Stoned, Legalize Marijuana" and may scramble the file allocation table effectively erasing your files. If you delete this virus before it activates itself, however, you can remove it from the disk without losing data.
The Ping Pong virus has appeared more frequently this fall. It is transferred in the same manner as the Stoned virus but infects only the boot sector. Its symptom is your cursor bouncing all over the screen. Some floppy disks infected with the Ping Pong virus have lost data. If you detect the infection soon enough however, you can remove the virus successfully.

WHO IS AT RISK?

The way these viruses spread (i.e., as boot sector and/or partition table infectors) puts certain computer users more at risk than others. Public computer labs, for example, have had the most problems with computer virus infections. Except in a few isolated cases, machines in private labs and offices have caught the infection only when their users also use public-access computers. The Stoned and Ping-Pong viruses do not INFECT.COM or .EXE files, so modems and networks can't transfer them. The high risk situations are:

* Public computer labs, particularly those whose machines have hard disks.
* Disks from labs or unidentified sources. If you don't know if a disk is virus free, don't boot with it.

By knowing the transfer method and taking a little care, you can keep your system virus free.

DETECTING INFECTION

Besides an activated virus that can damage your files, there are other ways to detect infection. The key is recognizing the symptoms before the virus becomes active or has a chance to spread. Several virus detection programs exist. The computing center uses Viruscan, a program from McAfee Associates. Viruscan detects known DOS viruses, and McAfee updates it frequently to detect new ones. Distributed as shareware, it is not a public domain program. That means you can download Viruscan from a bulletin board, but you should license it if you intend to use it.

You can get an individual license for $25.00. Businesses and educational institutions can get site licenses; prices vary according to quantity and type. (Ed. Note: Brockport has purchased a McAfee site license for school computers.) You may also contact McAfee Associates at (408) 988-3832.

Other commercial and public domain virus detection programs exist. Be careful, though, when downloading virus detection or eradication software from unfamiliar sources. Some viruses masquerade as virus detection or eradication utilities.

Whether you use Viruscan or another detection program, check all disks for viruses. How frequently you should check depends on your situation. Persons with MS_DOS microcomputers in their offices should check any disks from unknown sources. Lab managers at microcomputer labs, which are most at risk, should check all disks in order to protect the lab machines completely.

Labs with floppy disk machines should have all bootable disks write-protected. Because the virus is memory resident, it can be cleared from memory by turning off the computer when each user finishes with it. Never begin work immediately at a floppy disk based MS-DOS microcomputer that has been left turned on in a campus lab. First, turn the power off to clear possible viruses from RAM.

ERADICATING THE VIRUS

Both the Stoned and the Ping Pong viruses infect only a section of the disk. This means you can safely copy files from the disk onto a clean one to avoid loss of data. Be sure to back up important files in this way before trying to remove the virus. If the hard disk is infected, boot from a clean disk to prevent the virus from staying in memory and infecting backup disks.

Ping Pong infects the disk's boot sector. We are still collecting information on it, but you should be able to eliminate it by using the DOS command SYS, which writes a new copy of the operating system onto either a floppy or hard disk.

You can eliminate the Stoned virus from floppies. Disk utility programs like the Norton Disk Doctor, detect the virus and repair the files. You can also copy your files to another disk (with COPY", not DISKCOPY) and then reformat the infected diskette.

The Stoned virus is more difficult to remove from hard disks. It infects the partition table, so merely formatting the disk will not remove it. You can rebuild the partition table by using the DOS FDISK command; however, you should back up all the data on the drive before attempting to repartition.
There are safer and easier alternatives to repartitioning the drive. When the Stoned virus infects the partition table, it first makes a copy of the original partition table in sector 7, track 0, side 0. To remove the virus, boot with a clean DOS disk, and then, with a utility program like the Norton Utilities or PC Tools, copy this section of the partition table back to sector 1, track 0, side 0. (Norton uses an absolute copy procedure to copy this sector back to the partition table."

WARNING! If you make a mistake in this procedure, your disk will become non-bootable and lose its data. Protect your data by making a backup copy! Occasionally, the File Allocation Table (FAT) of the hard disk will also become damaged, and you need to use a utility program like the Norton Disk Doctor or PC Tools to repair the FAT. If you have any questions about the procedure, please contact a microcomputing consultant. DON’T PANIC!

The virus situation is potentially serious. Many DOS users became complacent because we had so little trouble with DOS viruses. We can prevent infection, however, if we are careful to practice safe computing. We can protect our computing environment by knowing the danger of infection and checking disks for viruses. A little time preventing infection is better spent than a lot of time recovering from it. If you have any questions about viruses and the steps to prevent of repair them, please contact ACS. We also want to hear from you about new viruses on campus.

If you would like any more information on computer viruses, subscribe to the BITNET discussion group VIRUS-L (send e-mail to LISTSERV@LEHIIBM1.BITNET). If you have any questions about subscribing to a LISTSERV group, contact ACS."

The following book review appeared in Risks Digest, an electronic journal. It is reprinted with permission from the author, Dr. Gene Spafford, (Brockport alumnus, ’79), who is now at Purdue University.


As can be gathered from the unusual title, this is not exactly a computer textbook. What it is, is a collection of anecdotes and stories about computer technology and the people who spend their time working with computers. The stories range from historical to modern-day, and most are amusing to read. Not all are firmly grounded in documented facts, but that doesn’t detract from the amusement factor; even the apocryphal tales convey a sense of the attitudes and foibles of the “computer geeks” who have shaped our community.

The tales related in the book read like a cross between items in the Risks digest and postings to the alt.folklore.computers (an e-mail newsgroup). Many of the stories will be familiar, but that is what makes them folklore—we’ve all heard variants of these stories, and probably repeated a few in turn. This is the first time I have seen anyone collect so many of them together, and in such an amusing and readable way.

For $11, this is a must buy if you’re into computers. My copy is going in a place of honor next to my Hacker’s Dictionary, and just down the shelf from my Sidney Harris cartoon book. Check it out yourself.”

Education Classroom LAN News

M. Beers (Education and Human Development faculty), who coordinates use of the IBM classroom LAN housed in Cooper, will be pleased to know the value and importance his math education students place on use of that facility. Twelve students from the fall Math Methods class were interviewed by ACS staff for their reaction and overall assessment of the first semester’s use of the classroom.

The students were totally enthusiastic, and recognize that computers are sure to be a part of the schools they will be teaching in. They acknowledge the importance of integrating computing in their classrooms to model and reinforce concepts highlighted in class. The students also stated that computers will not replace good teachers and teaching practices, but rather complement their objectives. Many wish using the computer classroom had been introduced earlier in their coursework at Brockport for other courses. Other education professors are also beginning to make use of the lab, awarded as part of an IBM grant to enhance Brockport’s extensive education program.

The classroom currently consists of 15 IBM PS/2’s, connected to a PS/2 Model 70 server in a Novell baseband network. Much of the software includes packages that are geared toward elementary and secondary levels. An IBM InfoWindows station and desktop publishing station were also awarded as part of the grant. Personal Science Laboratory software that includes probes for measuring temperature, pressure, etc. was also included and can be used to demonstrate a number of science experiments.
ACS Spring Seminars

Register in advance for the following sessions by calling ACS at 2368. All classes will be held in ISL (AC 13) at Academic Computing Services (Ground floor Drake). A valid computer account is required for PRIME sessions, and can be obtained by completing an application at ACS, M-F, 8 am-5 pm. For new users, 'Intro to the Prime' is a prerequisite before attending any of the other Prime sessions.

<table>
<thead>
<tr>
<th>Session</th>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction/Overview of ACS facilities</td>
<td>Mon, Jan 28, 10-11 am or 1-2 pm.</td>
</tr>
<tr>
<td>IBM PC Classes:</td>
<td></td>
</tr>
<tr>
<td>2. Introduction to MS DOS 3.2 (for new PC users)</td>
<td>Tues, Jan 29, 12:30-3:30 pm or 6-7 pm.</td>
</tr>
<tr>
<td></td>
<td>Fri, Feb 1, 10-11 am.</td>
</tr>
<tr>
<td>3. Advanced MS DOS 3.2 (directories, batch files)</td>
<td>Tues, Jan 29, 3:30-4:30 pm or 7-8 pm.</td>
</tr>
<tr>
<td></td>
<td>Fri, Feb 1, 11-12 noon.</td>
</tr>
<tr>
<td>4. PC Write (intro to word processing)</td>
<td>Weds, Jan 30, 2:30-3:30 pm.</td>
</tr>
<tr>
<td></td>
<td>Tues, Feb 5, 10-11 am or 6-7 pm.</td>
</tr>
<tr>
<td>5. PC File+ (intro to data bases)</td>
<td>Thurs, Jan 31, 10-11 am or 1-2 pm.</td>
</tr>
<tr>
<td></td>
<td>Weds, Feb 6, 2-3 pm.</td>
</tr>
<tr>
<td>6. Lotus 123 (intro to spreadsheets)</td>
<td>Thurs, Jan 31, 11-noon or 2-3 pm.</td>
</tr>
<tr>
<td></td>
<td>Weds, Feb 6, 2-3 pm.</td>
</tr>
<tr>
<td>7. Point Five (math/problem solving tool)</td>
<td>Thurs, Feb 7, 10-11 am or 1-2 pm.</td>
</tr>
<tr>
<td>Prime Classes:</td>
<td></td>
</tr>
<tr>
<td>8. Intro to the Prime for new users</td>
<td>Mon, Feb 4, 11-12 or 2:30-3:30 pm</td>
</tr>
<tr>
<td></td>
<td>Tues, Feb 5, 11-12 noon or 2-3 pm.</td>
</tr>
<tr>
<td></td>
<td>Weds, Feb 6, 10-11 am or 4-5 pm.</td>
</tr>
<tr>
<td></td>
<td>Thurs, Feb 7, 11-12 noon or 2-3 pm.</td>
</tr>
<tr>
<td>9. Minitab (statistics package)</td>
<td>Fri, Feb 8, 12-1 pm or 3:45-4:45 pm.</td>
</tr>
<tr>
<td>10. SPSS X (statistics package)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tues, Feb 12, 11-12 noon or 2-3 pm.</td>
</tr>
<tr>
<td></td>
<td>Weds, Feb 13, 1-2 pm.</td>
</tr>
<tr>
<td>11. SAS (statistics package)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thurs, Feb 14, 10-11 am or 2-3 pm.</td>
</tr>
<tr>
<td>12. Bitnet (global communication network)</td>
<td>Fri, Feb 8, 10-11 am or 1-2 pm.</td>
</tr>
<tr>
<td></td>
<td>Fri, Feb 15, 12-1 pm or 3-4 pm.</td>
</tr>
<tr>
<td>13. Kermit (communications)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fri, Feb 8, 11-12 noon or 2-3 pm.</td>
</tr>
<tr>
<td></td>
<td>Fri, Feb 15, 12-1 pm or 2-3 pm.</td>
</tr>
<tr>
<td>14. PRIME INFORMATION (PICK database)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tues, Feb 19, 10-11 am.</td>
</tr>
<tr>
<td>15. TeX (typesetting)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tues, Feb 19, 1-2 pm.</td>
</tr>
</tbody>
</table>

Frequently Asked Questions

Q. How can I send a message to my entire class, or to any group (faculty or staff) on the Prime?
A. Prime's mail feature makes this type of intercampus communication easy. First, create an address file that contains the user ID's of the people to whom you wish to send mail, one ID per line. Second, create a file containing the text of your message. Then type MAIL -GROUP <address_file> <text_file>.

Q. Is there a way to tell if the message I sent to Professor S. Smith has been read?
A. Yes. Type Mail U(tilities) P(ending) S.Smith to discover if your message has been read.

Q. How can my class share access to one common dataset for their work?
A. Let's say that you want your Bio102.01 class to have access to the file ALGAE. Copy the dataset to the class account root. Then use EDAC (Edit_Access) to allow all students in BIO102.01 to List, Use and Read that file by typing:

```
EDAC Bio>Bio102>Algae .BIO10201:LUR
```

Note that there is no period between the Course number (BIO102) and Section Number (01). Students can then reference the ALGAE file using its conventional pathname, Bio>Bio100>Algae.

Q. Can I create a message my entire class will see upon logging into their Prime accounts?
A. Yes. Use any Prime editor to create a file containing your message to the class. Then type CLASS_MESSAGE at the OK prompt. You will be prompted for class name, and the name of the file to display. Students will then always see that message until you change it or delete it.
PC Software Holdings at ACS as of 1/20/91

Operating Systems:
Zenith DOS v3.2, v3.3+, v4.01
Zenith OS/2 v1.0
PC DOS v3.2

Telecommunications:
*Kermit 3.01, Procomm 2.42
IBM Access 1.02

Databases:
Dbase III v1.1, Dbase IV v1.1
*Dbase III+ v1.0 Sampler
*PC-File+ v2.0
PC-File:db v1.0, v5.0
Desk Top Publishers:
Ventura Publisher v1.1

Spreadsheets:
Lotus 1-2-3 v1a, 2.01, 2.02
Borland Quattro v1.0, Pro
*PC-Calc+ v1, v2
*As-Easy-As v.3.0

Languages:
IBM PC GKS v1.0
DRI C v1.0
Turbo C v1.5
Turbo Pascal v4.0
Microsoft C v5.0
*Xlisp v2.0, PD Prolog v1.91
IBM Fortran v2, MSFortran 4.1
IBM Pascal v2, MSPascal v4
IBM Macro Assembler v2.0
Microsoft Assembler v5.1
Meridian Ada 2.1
*FModula2 v1.0
GWBasic, MSBasic 6.0
Professional Write 2.01

Graphics:
Generic CADD
Harvard Presentation Graphics
Inset 2.1
MSPaintbrush v4, Windows
PaintShow Plus
Presentation Plus
PrintShop & Companion
Point Five, PC:SOLVE
Q & A v3.0
PC Browse
Grammatik 3.0
The Author, Quest
Notebook II

Word Processors:
*PC-Write v3.02, PC-Lite v1.01
MS Word v4.0
Word Perfect v5.0
WordStar Professional 3.31

Misc:
*RURCI (Calculus)
*MicroEMACS v 3.8f
Desqview v1.0
Microsoft Windows

Macintosh Software:
Languages:
Lightspeed C v1.0
Lightspeed Pascal v1.0

Spreadsheets/Stats:
Microsoft Excel v1.04
SAS JMP IN v1.0.2

Word Processors:
MacWrite
MS Word v4.0

Graphics:
Mac Paint
SuperPaint 2.0

* indicates the software is shareware or public domain.

Most holdings are single copies of programs for individual use in evaluation and demonstration. They are available from the User Services Coordinator, M-F, 8-am-5 pm for use at ACS.

Videotapes Available

Microsoft Excel, IBM strategies for Higher Education, Apple Multimedia are a few of the short demo tapes available for loan from ACS. In addition, Drake Library also houses two hour-long videotapes on using PC-Write.

In the Bookstore

The User's Guide to Computing at Brockport is available in the bookstore for $2.75. Get yours now.

Working at ACS

ACS maintains a list of students to staff computing facilities on campus, including Drake, Cooper and Edwards. You do not need to be a computer science major to be considered for these positions, but must be reliable and show a willingness to learn. Complete an application at ACS to be added to this list.
**DIAL Access Phones**

<table>
<thead>
<tr>
<th>From any phone:</th>
<th>300/1200 baud</th>
<th>300/1200 baud</th>
<th>2400 baud</th>
<th>Port Contender</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>637-2181</td>
<td>637-2191</td>
<td>637-2188</td>
<td>395-2191</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>From on-campus phones only:</th>
<th>300/1200 baud</th>
<th>2400 baud</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ext. 2181</td>
<td>ext. 2180</td>
</tr>
</tbody>
</table>

Set communications parameters to:
- Full duplex, Parity=MARK or NONE,
- Stop bit=1.

Do not use the 2400 baud phone number if you do not have a 2400 baud modem.

Prime Status Line 395-2390
(A recorded message giving the current status/availability of the Prime)

---

**ACS Hours**

<table>
<thead>
<tr>
<th></th>
<th>ACS-Drake Lab</th>
<th>Monday-Thursday</th>
<th>8 am - 11 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Friday</td>
<td>8 am - 8 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Saturday</td>
<td>1 pm - 8 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sunday</td>
<td>1 pm - 11 pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACS-Cooper Lab</th>
<th>x2247</th>
<th>Monday-Thursday</th>
<th>8 am - 11 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Friday</td>
<td>8 am - 8 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Saturday</td>
<td>1 pm - 8 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sunday</td>
<td>1 pm - 11 pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACS-Edwards Lab</th>
<th>x2660</th>
<th>Monday-Friday</th>
<th>8 am - 11 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Saturday</td>
<td>Closed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sunday</td>
<td>12 pm - 5 pm</td>
</tr>
</tbody>
</table>

These hours subject to change, based on availability of student employees.

---

**ACS Staff**

- **E. Arthur Fiser**, Director of ACS
  - Office: 6th Floor Admin, ext 5227

- **Mary Jo Orzech**, User Services Coordinator
  - Office: ACS AC-11, ext. 2368

- **Anne Parsons**, Computing Labs Coordinator
  - Office: Cooper B8, ext. 5470

- **Barbara Thaine**, Secretary
  - Office: 6th Floor Admin, ext. 2523

---

*Academic Computing Newsletter* (Vol. 6 Number 2, January 1991) is published on an irregular schedule by Academic Computing Services, State University of New York, College at Brockport. Contributions and suggestions from readers are welcome and should be addressed to: User Services Coordinator, Academic Computing Services, CAMPUS. They may also be sent to STAFF via Prime electronic MAIL.