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Spring 1995

TACT Volume 4 Issue 1

Touro College Department of Academic Computing

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TACT

Touro Academic Computing Technologies

Spring 1995

Volume 4 Issue 1

LIBRARY ACQUIRES POWER PAGES

THE DIRECTOR'S CORNER

By Issac Herskowitz

ABOUT THIS ISSUE

"Educational technology" assumes many forms. It may take the form of technical facilities, like the computer labs located throughout Touro. It may take the form of information resources—the Internet is a popular example. Educational technology may even take the form of instruction itself, as ongoing departmental projects like Multimedia ESL attest.

As this issue of TACT illustrates, Academic Computing is charged with making sense of educational technology for the support and improvement of the college. This newsletter highlights some of our most notable recent successes. The implementation of the PowerPages library system significantly augments the research resources available to students and faculty throughout the college. The new SONY language lab uses technology to

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Research at the Click of a Button

PowerPages, an article delivery system by UMI (University Microfilms Incorporated), is a new Touro College library acquisition. PowerPages provides access to a comprehensive selection of periodicals from the last three years. These periodicals range from *The New York Times* to *National Geographic*. The Academic Computing department is supervising the installation of the system throughout the college.



Main Campus, Jackie Maxin, Head Librarian, doing a search as Issac and Naftaly look on.

PowerPages, a computer-based tool, vastly simplifies the process of searching for and retrieving documents for research.

Users access PowerPages through personal computer stations located in the library. By searching for "key words," the abstracts of various magazines are listed within seconds. Most abstracts are linked to images of complete articles. These images are actual photographs of the magazine pages and can be printed by any researcher on the network. With a single keystroke a researcher at one site can instantly send a document to a researcher at another site.

PowerPages is another component of Touro College's ongoing "One Campus Project," an initiative using technology to connect all Touro campuses throughout the New York metropolitan area. Now students at Kings Highway, Neptune, Sunset, Bensonhurst Main Facility, Dov Revel, and Touro Central can share the same powerful researching tools which is possible because PowerPages is connected to Touro's Wide Area Network (WAN).

Through the WAN, users access periodicals housed in CD-ROM jukeboxes located at the Main Center on 23rd street. Like their musical counterparts, CD-ROM jukeboxes store large numbers of compact discs

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POWER PAGES LIBRARY SOLUTION

(Continued from page 1)

and make them available for access. The compact discs contain databases covering a wide area of business and general-reference subject areas. The discs include the full text of The New York Times from the past three years as well as the full images of articles from hundreds of major publications. For research materials not available on CD-ROM, PowerPages provides users with comprehensive bibliographic records for traditional research methods.

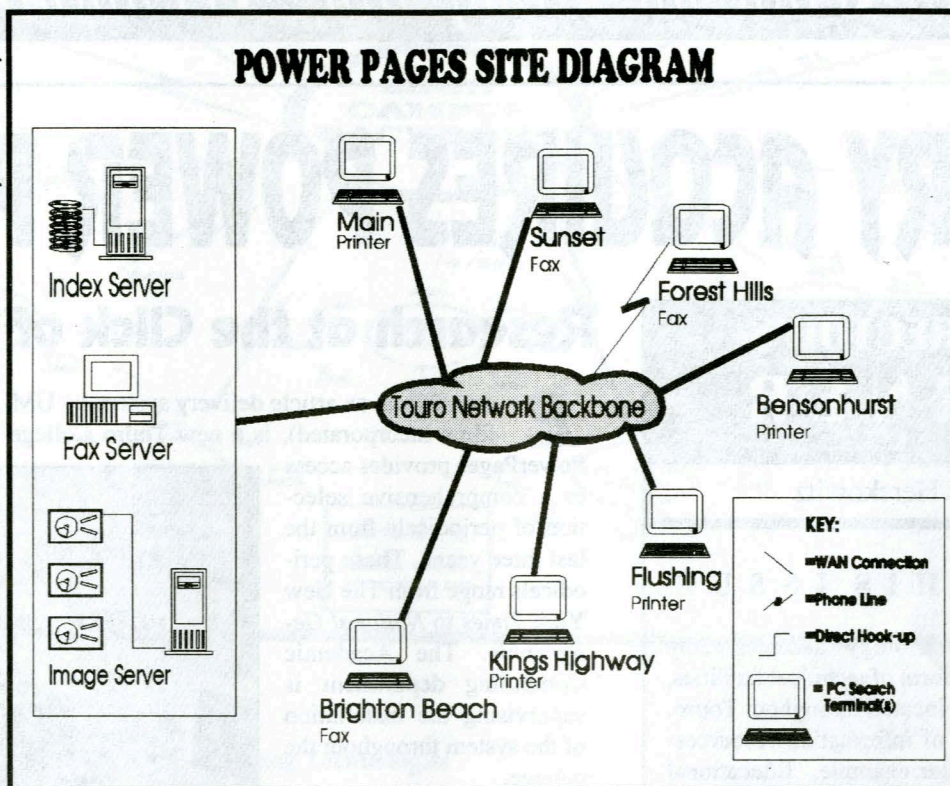
The installation of PowerPages upgrades the technology available at the various library sites. CD-ROMs, an important component of the document retrieval system, will now be available at most Touro libraries. Academic Computing will provide the libraries with CD-ROM software titles in addition to PowerPages.

The implementation of PowerPages requires a significant investment in the college's technology infrastructure. In justifying the expense, Dean Stanley Boylan explains, "Technology is moving us toward an age when many scholarly resources will

be maintained electronically rather than in printed texts. In the next ten years, more research materials will be available in this format. If students are to master this technology, they need experience using information systems like PowerPages."

Academic Computing will eventually install search stations at all Touro College library sites. Presently, the department is exploring methods to provide PowerPages throughout the WAN, without compromising the network's performance. Once a solution is reached, all WAN connected sites, including computer labs throughout the college, will house search stations.

Until then, sites not presently connected to the WAN will also access PowerPages from remote computers equipped with fax/modems. These search stations will dial into the index of abstracts located in Manhattan and after designating the needed abstracts, the CD-ROM jukebox will locate the article image and return it to the remote site via fax. It is expected that this "dial-in" capability may eventually be available to students and faculty from their own homes, further facilitating general access to college resources.



TEST-DRIVING POWERPAGES

To demonstrate how easy research can be using PowerPages, the TACT staff enlisted some Touro students to put the system to the test. Shevy Adler, a marketing major, needed information on obtaining an Internet account. After sitting with PowerPages for 5 minutes she had 41 articles from the previous year's New York Times. Tziporah Eyal, a major in Psychology, needed research on abnormal psychology. PowerPages was able to provide her with an average of 220 abstracts from academic journals per year.

The system also aids administrative research. Academic Computing has been investigating tax software for personal computers. A quick search of the past year's New York Times using the key words "tax," "computer," "personal," and "software" gave us 38 "hits" - the system's term for a successful match.

On November 16, 1994, TACT visited Jesse Maryles, Director of the Computer Center, part of the Division of New Americans. Jesse describes the successes, as well as the difficulties, that come with the introduction of new technological resources into the curriculum. TACT features Jesse for his notable achievements in setting up a school that successfully integrates computers in its curriculum.

Q. What sites offer your Associate Degree Program?

A. I am responsible for the sites at 1103 King's Highway, 1726 King's Highway, and Dov Revel in Queens. In the future, I would like to start a similar program in Israel.

Q. How is the Academic Computing Department involved with your program?

A. Issac Herskowitz and his department originally designed the curriculum to provide computer students with the opportunity to examine the newest technologies in the context of employment requirements for industry. After the curriculum was established, we expanded the idea to integrate computers into business courses, which has become the general goal of the center. We constantly expand course offerings, such as FoxPro and Visual Basic, so they are up to date and on the cutting edge. If there is a need for a particular course, a student can put in a request, and, as long as it is reasonable, the request will be fulfilled.

Issac Herskowitz is also involved in training the teachers to run a structured class in order to teach more effectively. Computer aided tools, such as C-Book, help in setting up the structure. Issac's curriculum also manages to effectively mesh the academic requirements of the students with the realities of the business world.

Q. What role do the lab technicians play in the computer center?

A. The lab technicians are responsible for helping students

with software questions. They also ensure that the computers are running, the LAN is functioning, and the printers are operating. Academic Computing supplies the center with trained, knowledgeable lab technicians.

My program wouldn't be here if not for Academic Computing, but the center is also the impetus, the motivation, for Academic Computing. It is a symbiotic relationship, with each department contributing to — as well as benefiting from — the other.

Q. What role does the Center play in the Touro College microcosm?

A. The Computer Center's position in Touro is unique. It is the testing ground for many ideas implemented in the college. One such concept was the integrated use of computers in the accounting curriculum. The Health Science department (in Dix Hills) has implemented some of our concepts as well.

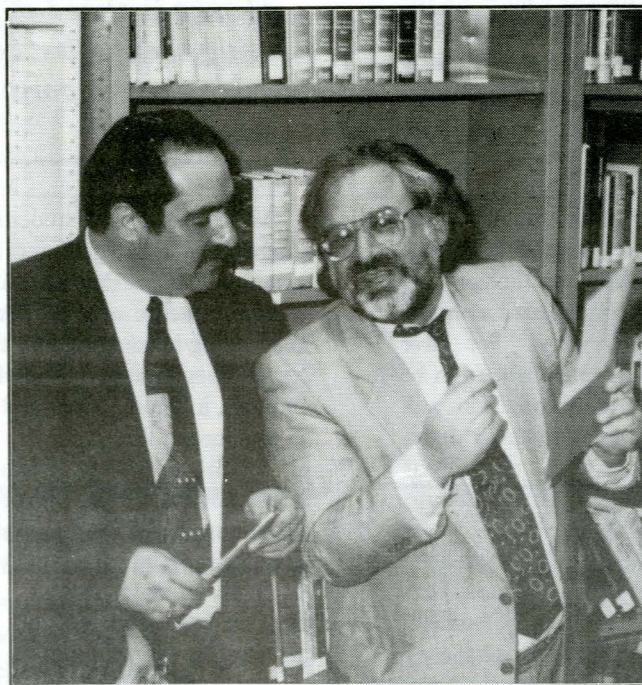
Q. What computer related projects are currently being implemented or planned for the center?

A. Everything that comes out of the computer center is computer oriented. We offer many courses that are not required in a given track's sequence, but are designed to provide the student with more than just the fundamentals of his field. Such courses include Health Management, Desktop Publishing, and Medical Coding.

This concept is fundamental in producing a "no-limits" education. Even the students going for a degree in computers are offered a choice of tracks — programming or business — and the course load is then designed with that choice in mind.

Now that all the Touro sites are becoming equipped with CD-ROMs and other multimedia technology, they have to be utilized to their fullest potential. The computer center is doing its utmost to fulfill this ambition. Computer-based lessons and homework are now being promoted, with software packages running the gamut from Lotus 1-2-3 spreadsheet templates to

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Library, 1103 King's Highway Standing from right to left: Jesse Maryles, Michael Cherner

Photo by Sergei

Continued from page 3

Payroll Tax and Income Tax applications. Academic Computing is training the teachers to prepare them for this new instructional concept.

Q. *How have you designed your program specifically for the needs of Russian students?*

A. I foresaw the need to employ a Russian individual who would be able to relate intimately and instinctively to the students' situations. Michael Cherner, Director of Student Services, fit this need. I feel that Michael is the best thing that ever happened to Touro and the Computer Center.

We also anticipated the need to set up the curriculum for the specific adjustments Russian students would have to make in the American workplace. Although some of the students may have had a background in working with computers in Russia, they have never experienced the business and software packages used in the United States. Therefore, several computer literacy courses are available and highly recommended, especially for those in non-computer-based fields — such as accounting or business. These students also need to improve their ability to write, and the use of computers facilitates that. Tools such as spell-check, grammar-check, and thesaurus readily accommodate that necessity. We have implemented a requirement that all assignments handed in be done on the computer — no more hand-written work. This will ensure that the computer skills are really going to be learned.

“My program would not be here if not for Academic Computing, but the center is also the impetus...for Academic Computing. It is a symbiotic relationship.”

On a non-academic level we try to encourage the students to discover and explore their previously stifled Jewish heritage and identities. I am personally involved in organizing the Chanukah chagigot, model sederim before Pesach, and other Jewish culture oriented activities. These students need to be given a sense of their history and heritage. This Chanukah, in addition to the usual festivities, the students [performed] the "Power of Light." Its story takes place in the Warsaw ghetto, and is a veritable source of inspiration.

Q. *What are your dreams and aspirations for the future of the program?*

A. I would like to see courses that expand the students' ability

to keep up with the times. For example, in the students' last semester, courses should be given that allow the student to emerge from Touro ready to tackle the the workplace immediately. To implement this concept, the center now offers a class in Visual Basic. It is not (yet) a required course, but it is highly recommended because it represents the demands of the current marketplace. I also would like to see up-to-date computer literacy for all students — even those majoring in non-computer related fields. It is extremely beneficial that Touro is ahead of many other colleges in terms of using twenty-first century technology today. The important thing is not to lose momentum, but to keep trying to build on this advantage.

“Touro is ahead of many other colleges in using twenty-first century technology today. It is important not to lose the momentum.”

My goal for the students is that they come out of the program with a degree and a career, as well as the ability to communicate in English. Additionally, I would like to instill in them a sense of their Jewish Heritage. I hope that I am succeeding in bringing that desire to fruition. I also dream of being given the opportunity to implement and direct a similar program in Israel. The need for it is there, and I am confident in its success. ☐

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Academic Computing Gives Professors A Lecture

As part of its ongoing staff development, the Touro College Academic Computing department has produced a prototype video called The Effective Lecture. This instructional prototype, designed for presentation at departmental meetings, demonstrates proven teaching techniques to computer instructors. The video is intended as an entertaining examination of subject matter usually taken for granted by faculty members.

Teacher improvement is a subject usually under-emphasized by the college administration. However, in order to prevent instructors from taking the design of their lectures for granted, department chair Issac Herskowitz began the implementation of ongoing teacher education. Prof. Herskowitz recognized that because the lecture is established as one of the fundamental instructional techniques in higher education, its design and delivery are frequently ignored. He researched and analyzed existing lecture styles which have proven effective. From this research emerged guidelines for delivering effective lectures such as lesson planning, interaction, visualization, enthusiasm, and speaking ability. Based on these guidelines, Prof. Herskowitz wrote a test script. Members of the Academic Computing staff turned the test script into the present prototype.

Academic Computing produced the entire project "in house," using departmental equipment. The Effective Lecture was the first project completed using Academic Computing's new digital video editing system, CineWorks by TouchVision. All video editing was done on computer rather than on conventional video tape. Since the department did not rent equipment and recruited all "talent" from within the college, the video's expenses were minimal.

The Effective Lecture begins with a lighthearted look at bumbling instructors who are hopelessly disorganized, irritable

and monotonous. It then shows techniques, which if employed, can help college instructors improve their effectiveness without spending an extraordinary amount of time.

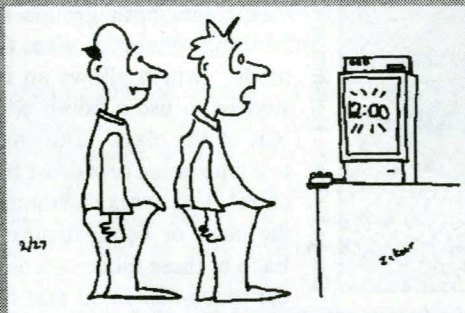
The video is brief--less than 6 minutes in duration. Length was an important factor for Prof. Herskowitz when considering a video's usefulness for departmental meetings: "We knew (faculty) wouldn't want to watch it, if they had the choice. But we wanted to make sure that they got the necessary information without 'tuning out.' We used an economical approach, comparable to advertising. A humorous opening grabs their attention. The lecturing techniques are directly presented, and a memorable conclusion emphasizes the importance of the lecture."

That memorable conclusion is a brief message from President Bernard Lander who discusses the lasting importance of good teaching for the student and for the college.

Dr. Lander, in recognition of Dean of Faculties Stanley Boylan's efforts to maintain Touro's high standards, agreed to be filmed in his office for the project.

Prof. Herskowitz's ambitions for the project extend beyond his faculty's enrichment. The video is also the prototype for a multipart video series intended to address ineffective lecturing in American higher education. The proposed series would consist of 5 videos, none exceeding 10 minutes in length. The videos would expand on the concepts illustrated by the prototype. Early this year Prof. Herskowitz will present the project at the International Conference on Technology and Education (ICTE) in Orlando, Florida. Presently, the Academic Computing is researching funding possibilities and conferring with educational experts. The department is also negotiating with a video production company to expand the prototype into a series of videotapes for the improvement of lecture styles. □

Prof. Herskowitz...researched and analyzed existing lecture styles....From this research emerged guidelines for delivering effective lectures.



This is all I get ever since I hooked my VCR into my computer...

Copyright 1995 by John M. Zakour.



You have to give him credit! He really knows how to cruise the net!

NEW AMERICANS DIVISION

An exciting new program is underway in the Division of New Americans (1726 Kings Highway); it is the SONY Lab, which transforms the way ESL is taught.

The project is the brain child of Mira Felder, Associate Dean of the Division, and Issac Herskowitz. Although the core of the system is not a traditional computer, Academic Computing was heavily involved in its implementation. Mr. Herskowitz and staff researched the topic, and concluded that DNA would benefit from the technology. They met with representatives from SONY and visited other schools using this system.

President Bernard Lander, totally committed to improving the language skills of these students, agreed that the new ESL lab would be extremely beneficial. He approved the proposal and dedicated funds for its implementation.

Jesse Maryles, director of the Computer Center, describes the lab as "a superb demonstration of the miracles of modern technology." The lab itself is top-of-the-line in its quality and performance.

The Touro School of Continuing Education also makes use of the lab. David Phillips, director of the division, gave the TACT staff an in-depth explanation and tour of the lab. He defines the lab as "a hi-tech, state-of-the-art language lab, amazingly flexible in its capabilities." The lab consists of twenty carrels - individual workstations or partitioned booths - and a main console. The system is primarily audio, working on a headphone/microphone setup.

The lab setup does not look like the typical computer lab, because there are no PC workstations or computers in the traditional sense. However, there is a console that contains the uniquely designed core computer, two tape decks for broadcasting/recording, and a sophisticated touch-screen and button set-up that coordinates the individual booths. Each carrel houses its own special tape

recorder and headset as well.

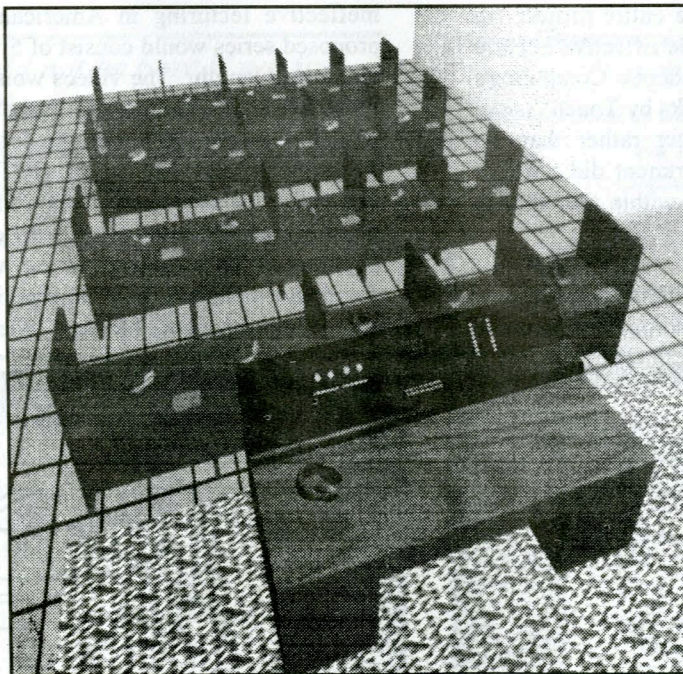
The lab is primarily used during class time (although it is available during off-hours as well.) The instructor turns on the machine and students "log-in" by pressing the attendance button on their recorders. At this point the teacher can talk into her microphone (part of the headset) and tell the students about the day's lesson. She can immediately begin broadcasting a pre-recorded lesson tape to the students. While the tape is playing she can add her own voice to the broadcast as well. At any time she can pause the tape to ask some questions and start a discussion.

"It is a hi-tech, state-of-the-art language lab, amazingly flexible in its capabilities"

-David Phillips

Another feature allows the students to hear one another talk and respond to the comments, which is done with students operating either as individuals or working in "pairs." To pair, students are grouped in clusters. The clusters may be selected either manually by the teacher, or randomly by the computer. The benefit of pairing is that all members of the group can speak to each other and participate in discussion, even though they are not physically next to each other. The teacher can also talk and listen to individual students. In every combination the teacher has the ability to scan what the students are saying. The responses can even be recorded at the second tape deck for further analysis.

This system also allows for groups. There can be two different tapes broadcasting simultaneously to two distinct groups. These ad-hoc, non-contiguous groups are defined at the console and are treated by the computer as two separate entities. However, if both groups are simultaneously selected, the computer then treats both groups as one. In addition, there is also the "library mode," which allows an independent student to use a booth without being part of the class. The student listens to a tape being broadcast from his own carrel, and works without disturbing the class or being disturbed himself. Each of these modes is color-coded on the touch-screen so that there can be no confusion as to which carrel



Sony Lab, 1726 Kings Highway. A 3-d rendition of the layout of the lab.

Image by Isaac Herskovich

BUILDS SONY LANGUAGE LAB

belongs to which group. A student also has the capability to record the broadcast together with his answers by inserting a blank tape in his deck.

With the addition of the Analyzer, an accessory to the basic console, testing will become an integrated feature. The Analyzer allows an instructor to administer multiple choice tests. The students use buttons 1-5 located on their recorders to submit their answers. The teacher then gets a printout of the results. If the test is specialized for the Analyzer, it will be graded as well. This testing feature is presently on order.

The feedback from the students has been overwhelmingly positive. Raisa Glatman, a student at the center, says she likes the lab because she can actively take part in the discussions, which helps her learn English faster. She believes the setup of the lab is more conducive to learning than is the regular classroom because she can hear her classmates' opinions and talk directly to the teacher.

Elise Negri, an instructor at the site, explained the benefit of integrating the lab into the curriculum. In-class lab time for the communications class is one-and-a-half hours a day. Additionally, students can prepare for upcoming lectures. Others may want to review for reinforcement. Sometimes, if an instructor notices a particularly weak student, she will tell him what to prepare so he'll be able to participate and feel more confident. The lab is open additional hours to fill these needs.

“The Lab was not intended to substitute for the traditional classroom setting. Rather,...it hones skills impossible to address in an ordinary classroom.”

Ms. Negri also mentioned that a student is more willing to risk talking in English because he does not have the entire class as his audience. Furthermore, the material is on an adult level, so the students are not made to feel patronized. The instructor can also adjust the class structure to suit varying student levels by setting up discrete groups with different broadcasts, or by distributing individual cassettes.

The innumerable capabilities of the SONY lab delineate the sophistication of the machinery, which works on a physical level (the actual layout of the carrels), on a logical level (the groups and pairs), with digital data (keyboard responses) and analog waves (tape and voice). Mr. Maryles cautions, "The lab was not intended to fully substitute for the traditional classroom setting. Rather, it was meant to reinforce classroom instruction. It would be too impersonal to spend an entire class in the lab, and the full flavor of the language can never



Photo by Sergei

Sony Lab, 1726 Kings Highway. An ESL class in session in the lab.

be imparted. By the same token, the lab does help sharpen listening comprehension and auditory skills because the student cannot rely on any other senses (lip reading, body language) to help with their comprehension. This hones language skills that are impossible to address in an ordinary classroom environment." □

THE DIRECTOR'S CORNER

By Issac Herskowitz

Continued from page 1

increase the effectiveness of one of Touro's largest programs, the New Americans Division. The Effective Lecture project uses video and computer technology to explore innovative instructional methods in higher education.

Academic Computing is committed to investigating ways of improving scholarly activity through educational technology. However, the success of our investigations depends on our collaborators--the many departments throughout the college who share our interest in using computers to improve education.

I encourage all in the Touro Community to join our efforts and perhaps, someday, we will be featuring your ideas in these pages as well. □

Conferencing...

Academic Computing continues to participate in national conferences on educational technology. Recently, Prof. Herskowitz and Lab Supervisor Naftaly Kleinman attended the League of Innovations conference in Houston, Texas. They presented the department's collaboration with the Exceller corporation in developing ESL software.

In February 1995, members of the department attended the International Conference on Technology and Education (ICTE) in Orlando, Florida. They made three presentations: one on the statistical analysis of the Exceller ESL software, another on the development and implementation of C-BOOK, a visual, computer-based instructional tool for teaching C programming, and the third, "Integrating Digital Video into the Communications Curriculum" featured the department's digital video editing system CineWorks.☐



Houston, Texas. Standing from left to right: Issac Herskowitz, Naftaly Kleinman.

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TACT

Touro Academic Computing Technologies

is published each semester by the Department of Academic Computing of Touro College for faculty members.

Dr. Stanley Boylan

Dean of Faculties

Issac Herskowitz

Director of Academic Computing

Naftaly Kleinman

Supervisor of Technicians

Chaya Baila Adler

Editor

Lab Technician Profile: Anna Raynes

Born in Latvia, Anna Raynes grew up under the harsh regime of Communism. She exhibited an interest in mathematics at an early age; however, her Jewish roots in an anti-Semitic world prevented Anna from pursuing further training in the field. Instead she studied mechanical engineering, and her academic success qualified her for a job in preparing mechanical blueprints for a German shoe company. Later she was transferred to a different department where she became a senior engineer. Anna was now the supervisor of at least twenty employees. She oversaw the ordering and repairing of the equipment.

Although her own career was off to an excellent start, Anna did not want her daughter to grow up in a country where she would have little say about her future. "I wanted my daughter to be able to do whatever she wanted with her life," she says. "I also wanted her to get a Jewish education, something unheard of in Russia. My grandfather was deeply religious, but we were always afraid that he would get caught." Consequently, Anna left her motherland on Dec. 21, 1990 for the United States. After studying English at NYANA for a few months, she transferred to Touro College, where she is pursuing a bachelors degree in accounting. Her daughter now attends a Yeshiva in Manhattan Beach.

"Anna's abilities are invaluable to Academic Computing... Her self motivation extends into the whole group"

The Academic Computing Department took note of Anna's diligence and excellence in her studies and consequently hired her as a computer lab technician for its Kings Highway site. Although her primary responsibilities are assisting the students and ensuring that the lab runs smoothly, she is involved in many other interesting and challenging projects as well. C-Book is one such undertaking, which Anna took over and continued to develop. This application, using Toolbook, reviews and elucidates the concepts of the "C" programming language in an easily comprehensible manner, taking full advantage of the multitude of capabilities Toolbook offers.

Anna's abilities are invaluable to the Academic Computing department. Naftaly Kleinman, the lab technicians' supervisor, is impressed with her work. "Anna is thorough in her work," he says. "Her self motivation extends into the whole group." Anna's immediate goal is to finish her schooling and obtain her degree. Clearly, her proficiency in

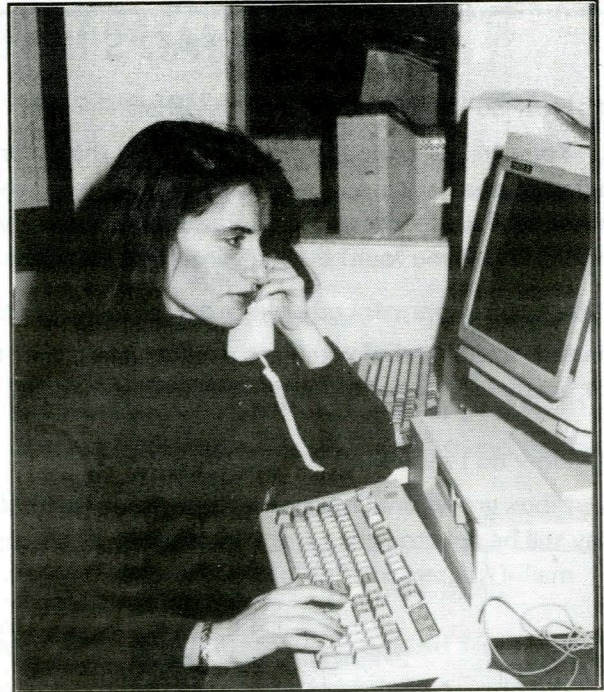


Photo by Sergei

Computer Lab, 1103 King's Highway. Anna hard at work on the Lab Tech computer.

diverse skills coupled with her practical and formal education at Touro College will ultimately benefit her in the future. ☐

CALL FOR PRESENTATIONS

The Academic Computing department invites all Touro College faculty and administrators to submit proposals for college-related video productions. The department will provide cameras, editing equipment and production assistants. Applicants are expected to provide their own scripts, talent, etc. For additional information, contact Issac Herskowitz at:

463-0400 ext. 231. ☐

SURFING THE INFORMATION HIGHWAY

INTERNET FAQ'S (FREQUENTLY ASKED QUESTIONS)

Q. How do I get out of the mail program?

A. You can leave the mail program using the commands "quit" or "exit." When you use the "quit" command, mail messages that were read are automatically removed from your mail spool and placed in a file called "mbox." The message "Saved x messages in /u/username/mbox" will be displayed. ("x" is the number of messages that are added to the file.) If you "quit" the mail program without reading your mail, your messages remain in the mail spool.

If you want to permanently remove a message, use the "delete" command and then "quit".

On the other hand, if you use the "exit" command, the mail program ends without changing the status of your mail. For example, any deleted messages will be restored

Q. How do I retrieve messages from 'mbox'?

A. Mbox grows until the system administrator deletes it during periodic maintenance. If it has not been deleted, you may still be able to retrieve an old message. This can be done by typing:

```
mail -f /u/username/mbox
```

Q. Will there be an e-mail system that is easier to use?

A. We plan on implementing a more user-friendly mailing interface - such as PINE - in the near future. Stay tuned for further information.

Consult your lab technician for assistance. ☐

ACADEMIC COMPUTING PRESENTS:

INTERNET CLASSES

* Internet classes are offered every third Sunday at 1602 Avenue J (unless specified otherwise) from 10:30am-2:00pm. Classes scheduled in Manhattan (27-33 West 23rd) start at 9:30am.

* The Advanced Internet classes are scheduled for subsequent third Sundays, also from 10:30am-2:00pm.

4/02 - Internet
4/23 - Internet
5/14 - Internet - Manhattan
6/11 - Internet
6/25 - Internet
7/17 - Internet - Manhattan

4/09 - Advanced Internet
4/30 - Advanced Internet
5/21 - Advanced Internet - Manhattan
6/18 - Advanced Internet
7/09 - Advanced Internet
7/24 - Advanced Internet - Manhattan

Please Call (212)463-0400 x240 For Scheduled Classes in August and September.

Courses taught by Avrohom Horowitz. He can be reached via e-mail at avrohomh@tact.touro.edu

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- * The Internet: An Overview
- * Internet Addresses
- * Internet Commands
- * Gophers
- * History of the Internet
- * Logging in at Touro
- * Electronic Mail
- * LISTSERVs
- *Touro BBS - Logging in at Home

Advanced Internet Course Outline

- * The Internet: A Brief Review
- * File Transfer Protocol (FTP)
- *Telnet and FTP for Windows
- *The World Wide Web: WWW
- * Gopher & Veronica
- * Finding Files: Archie
- * Telnet
- * MOSAIC interface

DIRECTORY OF LABS

TOURO COLLEGE ACADEMIC COMPUTER LABS

The following Touro College sites are available for all students under the following conditions:

1. A valid Touro College ID must be presented on request at any lab.
2. The local students of each computer lab have priority over visiting students.
3. Visiting students should understand that they are visitors and cannot make unreasonable demands on local resources.
4. Not all applications may be available at the sites. A student may request that an application to be placed at a particular site by writing a memo to Mr. Naftaly Kleinman at 27-33 West 23rd St.
5. Hours are subject to change. Please call the lab to confirm schedules.

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Brooklyn, NY 11229
718-336-6471
M-TH 1:00PM-10:00PM
F 9:00AM-1:00PM
SUN 9:00AM-5:00PM

SLE Rockland County Facility

410 A Rt. #59
Monsey, NY 10952
914-356-0149

Sunset Park Facility

475-53rd Street
Brooklyn, NY 11220
718-748-2776

Main Campus Women's Building

160 Lexington Avenue
New York, NY 10118
212-213-2230
M-TH 12:30 PM-5:00 PM

Flushing

133-35 Roosevelt Avenue
Flushing, NY 11354
718-353-6400
M-TH 8:30AM-9:00PM

Main Campus Midtown

27 West 23rd Street
New York, NY 10010
212-463-0400
M-TH 9:00AM-9:00PM
F 9:00AM-1:00PM

Bensonhurst Main Facility

7914 Bay Parkway
Brooklyn, NY 11214
718-236-0875
M-TH 9:00AM-5:00PM

Barry Levine School of Health Science

Bldg. 10, 135 Carmen Rd.
Dix Hills, NY 11746
516-673-3200
M-TH 9:00 AM-5:00 PM
F 9:00 AM-1:00 PM

Borough Park

4206 15th Avenue
Brooklyn, NY 11215
718-851-4000
S-T 6:00PM-10:00PM

Flatbush

1602 Avenue J
Brooklyn, NY 11230
718-252-7800
M-TH 5:00 PM-10:00 PM
SUN 9:00 AM-10:00 PM

Neptune

532 Neptune Avenue
Brooklyn, NY 11224
718-449-6160
M-TH 9:00AM-9:00PM

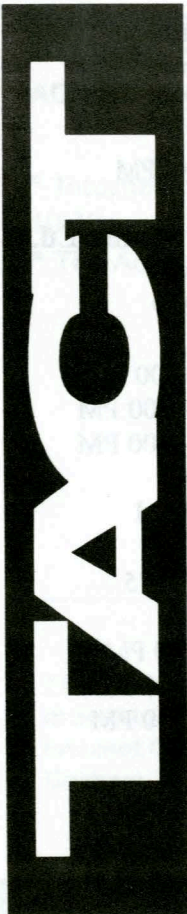
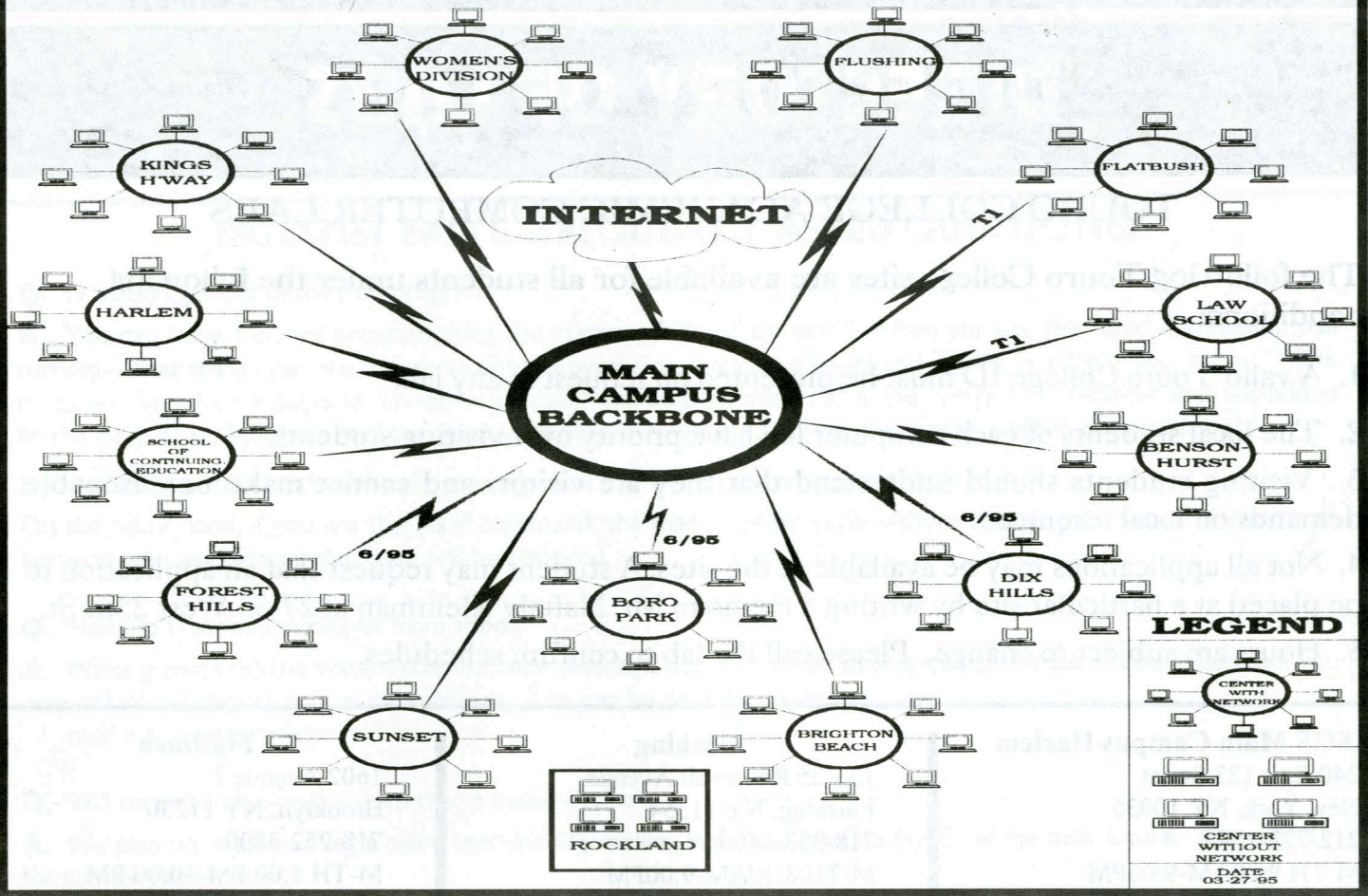
School of Continuing Ed.

1726 Kings Highway
Brooklyn, NY 11229
718-998-9409
M-TH 9:00 AM-10:00 PM
F 9:00 AM-1:00 PM
SUN 9:00 AM-5:00 PM

Dov Revel

71-02 113 Street
Forest Hills, NY 11375
718-520-6471
M-TH 1:00 PM-5:00 PM
F 9:00 AM-1:00 PM
SUN 9:00 AM-5:00 PM

TOURO COLLEGE ACADEMIC WIDE AREA NETWORK



T.A.C.C.T.
Touro Academic Computing Technologies
Touro College
27-33 West 23rd Street
New York, NY 10010

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An in depth look at Power Pages, Sony Lab, and more!