I understand and agree that hardcopy has many advantages. At the moment my vision for the Newsletter is what you see in the draft. A page of contents with links to the authors' sites. All the text material should be printable from the authors' site. This requires authors to put up their own material at their own site or to work with one of our editors to put the material up at the editors site (http://www.eclipse.net/~pankuch/Pages/Submissions.html). Suggestions have been made that the Newsletter be available as one file that would be readable and printable from one site. This is a fine idea and is just waiting for someone to volunteer to put the material available at the Newsletter site together at their own site. We are completely open to new ideas and volunteers to make them work. This is your Newsletter and should reflect your interests.

Over the last decade as we shifted from receiving articles on diskettes to email, articles have had more text and fewer pictures, diagrams, etc. If all we are going to provide is text as usual why go on the Internet at all? I'm hoping people will not just write articles, but will experiment with innovative techniques and show us as well as tell us what they are doing. For example see Jack Kotz's articles (http://www.eclipse.net/~pankuch/Pages/NewsletterCCE.html) on using and developing PowerPoint lectures in general Chemistry. Not only does Jack explain what he is doing he provides links (http://www.oneonta.edu/~kotzjc/LecShell.html) to actual PowerPoint material (http://www.oneonta.edu/~kotzjc/PowerPoint.html) he is using. It can be quite exciting. As an experimenter in some new techniques I find it far easier to get them working on my own site and have students use them on my site.

If we are receptive to experimenting with new modes and methods we may develop some new exciting lines of communication and learning. I'd like to encourage new ideas and suggest that working examples of what you are doing are much easier to understand than just a written description.

Perhaps we can also provide links to How To sites on topics of interest such as using computers in lab, video clips, animations, simulations, computer programs, QuickTime movies, panoramas, PowerPoint, etc. For example Yale Style Manual-Table of Contents: (http://info.med.yale.edu/caim/manual/) is quite helpful in designing web pages.

Your input is welcome.

Dreamweaver 3
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Dreamweaver 3 is a professional quality web design program from Macromedia. It is part of a growing suite of products (Director, Fireworks, Shockwave, etc.) from Macromedia, that are usually state of the art, for developing material and putting it up on the Internet. The advantage of using a suite is similar to using Microsoft's Office the tools usually work together a bit better than unconnected programs and you have some similarity in program design so similar operations can be close in each program. If you learn one you may have some carryover to the other. This is a hope not yet fully attained with Macromedia products.

This is a very powerful program. It is a What You See Is What You Get (WYSIWYG) HTML code generator. You can design a page by typing it in and add art and special effects to the page and watch in another window as Dreamweaver 3 creates the HTML. I've on occasion wanted to do something that I couldn't find in the numerous menus and windows so I just typed the HTML in. If you don't like the code generated you can change it. Changes written in the HTML window are shown when you return and click on the document window and vice versa.

Press function key (F12) and your favorite browser comes up showing the page you are working on. Or you can have both Netscape and Explorer running at the same time and switch back and forth to see how your page looks in each (surprisingly different sometimes!) When you are going back and forth checking how something looks from Dreamweaver 3 to the browser be sure to save the changes in Dreamweaver 3 (otherwise you'll just see the page as previously saved). In the browser hit reload (Netscape) or refresh (Explorer) so you see the new page not the cached old page.

One can get some surprises. I put a Shockwave movie from Director in a page, uploaded and clicked on it in a browser and it played fine. The page was uploaded to my site and rechecked in the browser- no movie just an awful looking text file. I had used a copy of the movie in the page which instead of movie.dcr was movie.dcr copy, this played fine in the browser from the Dreamweaver 3 file on my drive, but not when uploaded to the server site and read from there. Once I took the
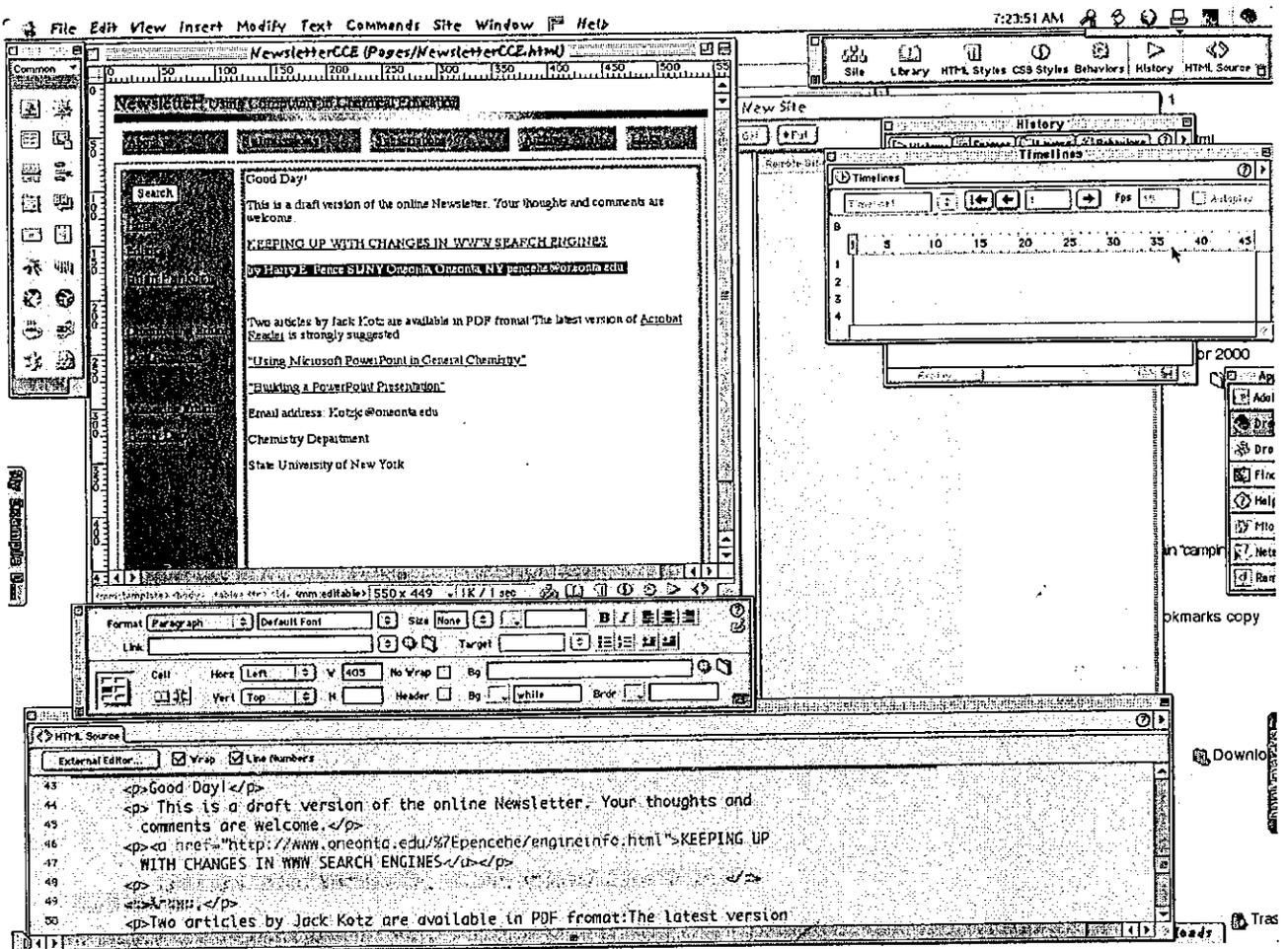
Dreamweaver with a working copy of our Draft On-line Newsletter

word copy off it worked fine in both locations. Not my idea of WYSIWYG, but it works better than this most of the time.

It also can test the entire site for broken links, external links, and orphaned files. Click on the broken links or external links and you'll be whisked right to that code. For the external links it will show you the link but it does not test to see if it goes anywhere. Does anyone know of a program that does test external links to see if they go anywhere? It doesn't do anything with the orphaned files.

In the figure the document window to the left has areas blocked in red, that is the part of the page from the template for the entire site. The HTML source window shows that code in red and you can't change this code without a direct override in a working page. You can easily change the template itself. When you do you can have every page affected updated by Dreamweaver 3.

It has a filter for Word HTML, which cleans up the code. Supposedly to make it look better on the versions of browsers you've chosen. First it reported Dreamweaver could not find the correct filter, but chose Word 2000 (I have Word 1998), I tried it and it worked ok then I chose the filter for Word 1998 and it removed almost all formatting and the text looked much worse.

You can choose from a number of Common Objects including, Shockwave, Flash, Fireworks and Insert Tabular Data. The latter will take a spreadsheet from Excel and produce an HTML table. Save the spread-sheet as tab or space delimited, click on the Insert Tabular Data button and you have a table where you want. You can use the properties window to change a large number of parameters and customize your table fully. The system keeps a full record of all changes made during a session. From the history window you can go back to the way your page looked at any point. This is better than infinite undo's which tend to be

permanent. You can backtrack, try another series of changes then return if needed. If you are going to use a number of spreadsheets, with the series of modifications you just did, you can select the steps from the history window and save them as a command (appears in the command menu). Select the command and have the series of modifications performed on other spreadsheets-like a macro.

You can use Dynamic HTML such as JavaScript, Document Object Model (DOM), Cascading Style Sheets (CSS). DHTML and XML Extensible Markup Language) are newer and more likely to give quite different results or no results with older browsers.

Dreamweaver 2 came bundled with BBEdit for working with text, Dreamweaver 3 comes with FireWorks 3, which is for text, pictures, etc., editing. I was surprised when I'd click on an object such as a GIF picture to be edited and FireWorks 3 couldn't be found-with no option of going to find it. Going to Preferences, External Editors, several FireWorks versions were listed none located where the actual copy was. Browsing to the actual location for Fireworks allowed a multitude of objects to be double clicked and edited. Choose other programs such as Photoshop, BBEdit, etc., for specialized file editing.

If you want to edit tags from the document window you can select the tag and with command T, a Quick Tag Editor window opens and you can edit the tag, wrap a new tag around the existing tag, or insert HTML. Shortcuts sometimes appear, but seem erratic and more distracting than helpful.

I have been testing a number of tools for keeping my web sites updated with the ability to keep track and change relatively easy.

KEEPING UP WITH CHANGES IN WWW SEARCH ENGINES

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INTRODUCTION

It is becoming increasingly common for students to use the World Wide Web as a source of information, even in science courses. This creates several challenges for science faculty members. In addition to teaching students how to effectively use information to create papers and talks, it has become much more important to help students learn how to evaluate data. The WWW is a confusing combination of truth and falsehood, and it can require a discerning eye to distinguish between the two.

In addition, faculty are finding that it is difficult to direct students to the best search engine. Since the search engine is the main tool for finding information on the web, search engine selection can be a key decision in student research. The most widely advertized engines are often relatively poor for scientific searches. Indeed, it sometimes seems that there is an inverse relationship between the amount of advertizing and the effectiveness of the engine.

As discussed in an earlier article (http://snyoneab.oneonta.edu/~pencehe/engineevae search engines, there are at least three important criteria that should be used to evaluate search engines, comprehensiveness, currency, and efficiency. Comprehensiveness is a measure of what fraction of the total web sites the search engine actually reviews. Currency measures how often the search engine revisits sites to determine whether or not there have been any changes. Efficiency is determined by whether the most useful sites are not just included but listed early in the search results. Comparing engines based on these criteria is problematic, because the characteristics of engines seem to be constantly changing.

During the past few months, several of the main search engines have been competing to attract more traffic to their sites by making claims about the effectiveness of their product. The mode of competition has varied from increasing the size of the engine index (a generally beneficial effort) to publicizing rationalizations of why an engine that has poorer metrics is still preferable (including blatant deception). The purpose of this article is to suggest where an individual can go to obtain non-biased and up-to- date information about search engines.

PRIMARY SOURCES FOR SEARCH ENGINE EVALUATION

A major source of data about the accessibility of science information on the Web is provided by Steve Lawrence and C. Lee Giles from the NEC Research Institute in