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News about information services and technology  
 throughout MIT

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## All the World's a Stage: Shakespeare Performance in Asia

• Suzana Lisanti

Those who equate Shakespeare with the English tongue may be surprised to learn how popular his plays are in Asia. In Tokyo, for instance, the 2007 theater season offered more than 35 productions. Yet Shakespeare as a global bard makes perfect sense: his work endures precisely because it invites interpretation across time, cultures, and media.

In Asia, innovative performances often combine Shakespearean themes and plot elements with the traditions of the Beijing opera, Noh theater, and Kabuki. These productions have profoundly altered both the classic Western texts and Asian performance traditions, creating new forms of intercultural theater. For example, a Kabuki production – with its stylized gestures, speech and music, all executed with precision timing – brings a new energy to Shakespeare's comedic moments.

For those of us living in the West, there has been little opportunity to see these cross-cultural performances, and even finding video recordings of major Shakespeare performances in Asia has been difficult.

But now MIT Literature Professor Peter Donaldson has unveiled the Shakespeare Performance in Asia (SPIA) project. This project and its pilot web site provide a taste of what is to come in Fall 2009 when the full archive – the Asian Shakespeare Intercultural Archive (A S I A) – is launched. A S I A is a joint effort of MIT, the National University of Singapore, and Gunma and Doho Universities of Japan.

The full archive will include complete video footage in streaming form for over 50 productions, with scripts in multilingual translation. It will also house an unprecedented collection of metadata – information on the staging of a performance, its reception and reviews, and its historical and cultural references – for up to 100 productions.

### A Many-Faceted Collection

MIT's SPIA web site is public and can be viewed at [web.mit.edu/shakespeare/asia](http://web.mit.edu/shakespeare/asia). This site includes video clips and performance catalogs of the most celebrated productions to emerge from the burst of creativity and experimentation that has marked Asian work on Shakespeare over the last 20 years.

Visitors to the SPIA site can watch videos, usually one to three minutes long, that focus on themes or famous moments in the plays. For example, a clip from a Japanese Noh-theater production features Ophelia's mad scene from *Hamlet* – in which her movements evoke those of puppets used elsewhere in the performance.

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## Shakespeare Performance in Asia

continued from page 1

Other clips in the collection showcase

- Wu Hsing-kuo's *Lear*-inspired one-man drama performed in the style of Beijing opera
- The haunting ghost dance in Ong Keng Sen's avant-garde *Search: Hamlet*
- Miyagi Satoshi's *Othello*, in which one performer plays both Othello and Desdemona

The collection's 22 clips are readily accessible and make for fascinating viewing. Diving in deeper, you can search the clips by language(s) used in the performance – from Mandarin to English to Sanskrit – as well as by play, director, and year. The clips are also searchable by tags, ranging from “discourse on the self” to “Throne of Blood.”

Of special interest to Shakespearean and theater scholars is the project's catalog of more than 240 productions, online at [web.mit.edu/shakespeare/asia/catalog](http://web.mit.edu/shakespeare/asia/catalog). This catalog, researched and prepared by visiting scholar Alex C.Y. Huang, is being continually updated. It offers list and tabular views of productions and also supports faceted browsing – you can

select search criteria from scrolling menus divided by category (e.g., genre, venue of premiere). You can also view a list of productions on a timeline or a map.

The SPIA site includes information on major Asian artists and companies, interviews with directors and actors, and essays by leading Shakespearean scholars.

### New Tools for Cross-Media, Intercultural Study

“Shakespeare performances are not static works with a single authoritative meaning, but exist in multiple versions, recreated in a wide array of media and across time and cultures,” says Donaldson. “In order to engage with these multiple matrices of cultural expression and meaning, we need tools to compare versions of the same scene side by side, to create clips, and to annotate and cross-reference both text and video.”

Since 1992, Donaldson has led the way in creating cross-media archives for Shakespeare study and annotation through his MIT Shakespeare Project ([web.mit.edu/shakespeare](http://web.mit.edu/shakespeare)). For SPIA, he is partnering with MIT's HyperStudio and the Office of Educational Innovation and Technology (OEIT) to create a suite of tools that will support new forms of online discussion

and multimedia essay writing and that can be integrated with any web-based project that uses streaming video.

The project is now building a video clipping tool so that students – or visitors to the site – can create their own clips on an *ad hoc* basis. By clicking on “start” and “stop” in an editing window, students will be able to define video segments for use in online presentations or for insertion as playable links within essays. These clips will actually be “virtual” clips, based on time-code pointers to the online video rather than saved copies of the video. All the videos included in the system are used with permissions for hosting and public display by MIT.

By slicing and dicing relevant clips, students will be able to pinpoint the unfolding of meaning in a scene or the shifts in an interaction between characters during a pivotal moment in the play. They will be able to make these connections between productions and across traditions.

With this archive and suite of tools, the SPIA project will advance global understanding of The Bard – who little guessed how his plays would stir creativity and scholarship across centuries and cultures. §

## ACCORD Supports the Use of Images in Teaching

There are many resources at MIT to help faculty leverage digital image technology, but finding and selecting among them can be daunting. To make these services easier to discover, ACCORD (MIT's Academic Computing Coordination Team) formed an Image Management Team two years ago. This team helps to connect faculty seeking to enhance their teaching and research with image service providers.

The team maintains an Image Services web page at [web.mit.edu/teachtech/image.html](http://web.mit.edu/teachtech/image.html). Here you can find information on everything from ARTStor – a digital library with nearly one million images in the areas of art, architecture, and the humanities and social sciences – to VUE, an application that provides a concept-mapping interface to digital materials.

While the focus is on image resources at MIT, the team also evaluates freely available services, such as Flickr and Picasa.

Inquiries about listings on the Image Services page can be sent to [rvc-all@mit.edu](mailto:rvc-all@mit.edu).

### ACCORDingly

ACCORD coordinates the delivery of academic technology services to faculty. Its Image Management Team, led by Ann Whiteside of the Rotch Library and Peter Wilkins of the Office of Educational Innovation and Technology (OEIT), also includes representatives from the MIT Libraries, Information Services and Technology, OpenCourseWare, and the Office of the Dean for Undergraduate Education.

In addition to image services, ACCORD helps faculty with class management tools; learning spaces; web services; and multimedia, software, and digital documents. To learn more, visit the Teaching with Technology page at [web.mit.edu/teachtech](http://web.mit.edu/teachtech). §



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# Spotlight on Images

## Online Image Resources for the MIT Community

• Cheryl Slowik and Robyn Fizz

MIT has many online resources for those in search of the right image. Whether you are a publisher looking for photos of MIT, a faculty member who wants to show images of cultural artifacts in class, or a scholar in search of architectural plans, MIT offers its community an impressive set of resources. Follow along for a brief tour.

### Photo Library of MIT Images

MIT's Publishing Services Bureau (PSB) recently unveiled an enhanced photo library at [web.mit.edu/psb/photographs](http://web.mit.edu/psb/photographs). Powered by Thalia, image management software from IS&T, this library offers improved functionality and a larger collection of photos for use in MIT print and online publications.

You can search by keyword or by browsing through an album. Albums are organized around commonly requested subjects, such as "IAP activities" or "MIT Dome." You can view a photo's description and copyright information and save searches.

The most exciting enhancement is the addition of nearly 300 photographs that reflect the spirit and energy of MIT – images of classrooms and labs, campus buildings, and student life – many taken by local photographer Christopher Harting.

You can purchase the rights for MIT-only use of a photo and download a high-resolution version for a fee of \$20 per photo. All fees go toward funding future photo shoots, which helps to keep the library fresh.

PSB has negotiated rights to reproduce the images in any MIT print or online publication for a period of at least five years. When an image is reproduced, the photographer should be credited; when you purchase an image, you will receive an email confirmation with a reminder of the photographer's name and usage rights.

In the future, PSB plans to add a collection of photos submitted by community members that will be available for MIT use.



Photographer: Christopher Harting  
MIT students in the Architecture Studio during IAP 2009. The original image, from PSB's photo library, is in color.

Another online source of Institute photos are those by MIT student photographers. You can view these photos, which are available for licensing by MIT publications, at [tinyurl.com/mit-campus-photos](http://tinyurl.com/mit-campus-photos). For more information, contact Eric Schmiedl ([unlocked@mit.edu](mailto:unlocked@mit.edu)).

### Images for Research and Teaching

The MIT Libraries have published a guide on finding images ([libguides.mit.edu/findimages](http://libguides.mit.edu/findimages)). It highlights image resources for use in research and classroom presentations, including ARTstor and the MIT Libraries' digitized collections.

### ARTstor

The MIT Libraries subscribe to this digital library, which offers nearly a million images in the areas of art, architecture, and the

humanities and social sciences. It also provides a set of tools to view, present, and manage images for research and teaching.

Through ARTstor's Images for Academic Publishing (IAP), select images may be downloaded free of charge at high resolutions for noncommercial use in scholarly publications. IAP currently offers 5,400 images from The Metropolitan Museum of Art and 3,900 images from the Mellink Archive at Bryn Mawr College.

### MIT Libraries' Digitized Collections

The MIT Libraries are digitizing a growing number of their special collections, including selected materials from the Rotch Visual Collections (RVC) and the Institute Archives. Current image collections include:

- *The Aga Khan Visual Archive*

This collection of images from the Islamic world documents historic and contemporary architecture, urbanism, and conservation. The 5,000 images in the archive are also available to institutions and individuals seeking rights and reproduction permission.

- *Balloon Prints from the Vail Collection*

Consisting of over 1,200 images, this collection chronicles early visions of human flight. Its contents range from the fanciful to depictions of historic events, such as the first successful balloon flight by the Montgolfier brothers in 1783.

- *Kepes-Lynch Photograph Collection*

These black and white photographs, shot by Nishan Bichajian, document 1950s Boston before urban renewal. They are part of a research project – *Perceptual Form of the City* – that was conducted by MIT Professors Gyorgy Kepes and Kevin Lynch. The 2,000 photos in this collection can be accessed by anyone.

Other image-rich digitization projects planned by the MIT Libraries include *The Eliot Bible*, published in Cambridge in 1663, and a collection of Boston maps.

To learn more about the images in the MIT Libraries' special collections and how to access them, send mail to [rvc-all@mit.edu](mailto:rvc-all@mit.edu).

**Note:** The appropriate use of images varies depending on the source. See "Guidelines for the Use of Images" on page 6 for details.

## Negotiating with a Photographer

When working with a photographer, PSB recommends that MIT publishers negotiate the following usage rights:

*Photographer grants to MIT the rights to reproduce images in print or online publications for five years.*

Note that the rights are negotiated on behalf of MIT and are not limited to one department or office. This gives the publisher the flexibility to share images with other MIT offices and leverage the investment.

A PSB advisor ([psb@mit.edu](mailto:psb@mit.edu)) can assist you in negotiating the rights.



# Network Notes

## A Signal Challenge, Part 2: Improving Cellular Coverage at MIT

• Robyn Fizz and Joan Cyr

In the previous issue, Network Notes reviewed the many factors that impact cell phone reception at MIT – from dealing with multiple carriers to signal blocking by buildings. This follow-up column looks at initiatives and potential technologies for improving cellular coverage on campus.

### Completed or Under Way

Since IS&T provides the traditional and MITvoip phone services on campus, it has become the “go-to” group for cellular issues as well. While IS&T does not control cellular service at the Institute, it is actively working with cell phone vendors to boost signal strength across campus.

• *New transmitters.* Since outside cell signals often permeate building interiors, installing transmitters will have the biggest impact on improving cellular coverage on campus.



A Sprint Nextel transmitter for West Campus is high on the priority list, since Campus Police, the Athletics Department, and other MIT service groups are all customers. MIT is negotiating with Sprint Nextel to install a transmitter on the roof of the Johnson Athletic Center – a location that will also boost signals for MIT’s “dormitory row.” To improve its coverage for the center of campus, Sprint Nextel plans to install a pair of transmitters on E17 and E19.

Plans for a new AT&T transmitter on or near Building 16 are moving forward. This will improve coverage for all AT&T customers on campus, including iPhone users.

• *Distributed Antenna Systems.* To bring interior signals up to satisfactory levels, IS&T led the installation of a multi-carrier, in-building Distributed Antenna System (DAS) in the Stata Center, plus its extension to the Broad Institute and Ashdown House. This type of system uses a group of antennas to capture and relay cellular signals,

though at a very high cost. For example, MIT paid almost \$250,000 for Stata’s DAS.

IS&T has also been involved in installing small, single-carrier, in-building Distributed Antenna Systems in E40, 46, and the Bates Linear Accelerator Center. However, setting up these systems in multiple locations on campus is not a viable solution: in larger numbers, they interfere with the optimal operation of the carrier’s network.

### Up and Coming

IS&T has assembled a team to evaluate promising cellular technologies. Of particular interest are two types of dual-mode handsets.

• *Unlicensed Mobile Access (UMA).* Devices such as T-Mobile’s UMA phones let users roam by providing a seamless transition between MIT’s wireless network and the carrier’s cellular network. Among its advantages, UMA technology addresses coverage issues in underground spaces.

• *Fixed mobile convergence (FMC).* This solution fuses WiFi, cellular, VoIP telephony, and location-awareness technology, and supports all cellular carriers. FMC provides MIT with the opportunity to leverage its campuswide WiFi network and recent investment in VoIP technology. This fall, in collaboration with select vendors, IS&T plans to conduct an evaluation of a mobility router and wireless services engine, using the recently upgraded MIT wireless network.

The UMA and FMC handsets, along with new transmitters, hold the most promise for taming MIT’s cellular challenges.

### Stay Tuned

To make the best use of new solutions, it will be important for individuals to choose carriers and mobile devices that are in line with MIT’s recommendations. For up-to-date information, bookmark these pages:

#### Mobile Devices at MIT

[web.mit.edu/ist/topics/pda](http://web.mit.edu/ist/topics/pda)

#### Mobile Devices Wiki

[wikis.mit.edu/confluence/display/MobileDevices](http://wikis.mit.edu/confluence/display/MobileDevices) (certificates required)

If you or your department has concerns about cellular coverage, send email to [cell-feedback@mit.edu](mailto:cell-feedback@mit.edu). §



# Bits and Bytes

This column presents announcements about MIT-supported software. For more information about recent releases, see [web.mit.edu/swrt](http://web.mit.edu/swrt).

## IS&T Releases Beta of insideMIT Portal

IS&T has released a beta version of its insideMIT administrative portal at [insidemit.mit.edu](http://insidemit.mit.edu). This release includes applications for both SAPweb and SAPweb Self Service, plus tools, services, and information from around campus.

The insideMIT portal lets you customize your online experience. You can

- Drag and drop various subsections on the My InsideMIT page to create the layout that works best for you
- Import RSS feeds through the RSS portlet
- Add and manage web bookmarks with the BookMark portlet

If you would like to be part of the evolution of insideMIT, make the portal your home page and send your feedback and suggestions for new features to [portal-feedback@mit.edu](mailto:portal-feedback@mit.edu). IS&T plans a broader rollout to the MIT community in the coming months.

## ARTstor Offers Offline Image Viewer

The MIT Libraries subscribe to the ARTstor Digital Library (see page 3). An added benefit for the MIT community is the option to use ARTstor’s Offline Image Viewer (OIV), a tool for giving classroom presentations. These presentations can include images from ARTstor, along with other images or content on the presenter’s computer.

OIV has several features that are useful for offline image presentations. These include side-by-side comparisons, zooming and panning, and the ability to customize text on the slides. The software lets presenters download very large images – up to 3200 pixels on the long side – from ARTstor.

To learn more about OIV and to download the software, go to [www.artstor.org/using-artstor/u-html/presentation-tool.shtml](http://www.artstor.org/using-artstor/u-html/presentation-tool.shtml). §



# Safe Computing

## Cyber Threats Get Increasingly Serious

• Monique Yeaton

Cyber threats have been escalating in alarming ways. What used to be troublesome but largely irritating hacks by computer geeks with nothing better to do have morphed into costly and dangerous attacks. The newest trends in cybercrime include browser exploits, sophisticated spamming (such as phishing emails), and data-stealing malware combined with bot-herding.

This increase in attacks is unprecedented. In 2007, the number of malware attacks equaled the combined total of the previous 20 years. According to the latest *Trend Micro Annual Threat Report*, which gathers data worldwide: “From January until November 2008, a staggering 34.3 million PCs were infected with bots, software programs that allow remote control of a PC by a third party. The biggest three-month increase occurred from June to

August, when there was a 476-percent spike in infections.”



Most attacks today are not carried out by small-time hackers who are challenging the security of an ap-

plication or computer network. They come from organized cybercrime cartels, some posing as legitimate businesses.

Massive profits are fueling this shift. The FBI reports that cybercrime has superseded drug trafficking as the most lucrative illegal global business, with an estimated \$1 trillion in profits annually. A recent article in the *Washington Post* stated that hackers are “generating six-figure paychecks each month by tricking unaware computer users into installing rogue anti-virus and security products.”

Prosecuting these individuals is difficult because the attacks often originate in other countries, each with its own cybercrime laws. Often, the punishment for stealing data or committing fraud is not severe enough to curtail the activity.

## Users Beware!

Because technical defenses are not keeping up with the latest attacks, it's critical to stay on the alert about computer security threats and to take appropriate measures.

IS&T's IT Security Support Team recommends that members of the community

- Keep both their applications and operating system up to date
- Read before clicking on anything, and consciously decide whether or not to open a program after it downloads
- Use only as needed the administrator privileges in the operating system that enable software installation
- Restrict use of computers that handle sensitive data (e.g., no personal tasks, random web browsing, or giving access to others)
- Delete data when there's no bona fide reason to keep it

If you have questions about how to protect your computer against cyber threats, ask your local IT support provider or contact the Computing Help Desk at 617.253.1101 or [computing-help@mit.edu](mailto:computing-help@mit.edu). §

## The Public Flocks to The Commons on Flickr

• Robyn Fizz

It all started in 2001 with the Creative Commons ([creativecommons.org](http://creativecommons.org)). The motivating principle behind this nonprofit organization was to create copyright licenses with provisions that would enable online sharing, education, and creativity – “an alternative to full copyright.” As the tag line on the Creative Commons web site says, “Share, Remix, Reuse – Legally.”

Many members of the highly popular photo-sharing web site, Flickr, offer their work under Creative Commons licenses ([www.flickr.com/creativecommons](http://www.flickr.com/creativecommons)). Recently, Flickr celebrated hosting over 100 million images with Creative Commons licenses.

Flickr also fosters a sense of community by permitting comments on publicly viewable images. And members can make it easier for their images to be found by tagging them with keywords.

### The Commons Comes Into View

In 2007, a project team at the Library of Congress began investigating how to increase public awareness of its collections through photo sharing. The team ultimately chose Flickr as its venue because of Flickr's Creative Commons license options and community-friendly features.

In January 2008, the Library of Congress launched *The Commons* ([www.flickr.com/commons](http://www.flickr.com/commons)), “a designated area on Flickr where cultural heritage institutions can share photographs that have no known copyright restrictions...”

The launch proved phenomenally successful. The public flocked to *The Commons*, and viewers have added countless comments that provide further insights. For

example, one viewer had this to say about a 1942 photo of a woman being trained in detail work at a Douglas Aircraft Company plant (Library of Congress): “A nostalgic image from the era of piston aero engines.”

Over 20 institutions are participating in *The Commons* and many more have applied, including MIT. In anticipation of MIT's acceptance, the Libraries have created a Flickr photostream at [www.flickr.com/photos/mit-libraries](http://www.flickr.com/photos/mit-libraries). It includes photos of 1950s Boston from the Kepes-Lynch Collection and prints of balloons from the Vail Collection.

Some of these images can already be found in the MIT Libraries' digital collections at [dome.mit.edu](http://dome.mit.edu). Adding them to Flickr increases their exposure to a global audience.

To learn more about *The Commons*, read the FAQ on its home page or the Library of Congress report at [www.loc.gov/rr/print/flickr\\_report\\_final.pdf](http://www.loc.gov/rr/print/flickr_report_final.pdf). §

# Guidelines for the Use of Images

• Jolene de Verges and Ellen Duranceau

Vast troves of digital images, far exceeding earlier standards for quality and size, are now available online for use by faculty, scholars, and students. This wealth of accessible content generates strong interest, but also many questions about what use is legally appropriate. The guidelines for what one can or cannot do with an image in an educational setting are less straightforward than for text materials.

In some cases, images are freely available; in others, they are limited to defined uses. Appropriate use is based on understanding three fundamental concepts:

- What images are available in the public domain – that is, available without copyright restrictions
- The U.S. copyright law's Fair Use provision
- Restrictions on use in license agreements

## Public Domain: A Copyright-free Zone

For copyrighted works, date of publication is the measure of when a copyrighted work passes into the public domain. Under current U.S. law, no copyright symbol or notice is required to be affixed to a work in order for it to be protected by copyright.

Users cannot assume, therefore, that an image that appears on the Web without attribution of copyright is in the public domain. In addition, it is not always clear when an image was created or published, nor is the information about the creator of the image always readily available.

If you are able to determine that an image is in the public domain (all U.S. government works are, for example), you can make any use of it you wish. However, once you determine that an image is copyrighted, your use must fall under Fair Use provisions of U.S. copyright law, and also comply with any applicable license agreement.

For more information on copyright terms and the public domain in the U.S., see [www.copyright.cornell.edu/training/Hirtle\\_Public\\_Domain.htm](http://www.copyright.cornell.edu/training/Hirtle_Public_Domain.htm)



This historic print of Copley Square (1901) is from the *Perpetual Form of the City*, one of the online collections hosted by the MIT Libraries.

## Fair Use

Fair use is the legal principle that defends the use of copyrighted materials (including digital images) without requiring permission of the copyright holder. It is the standard by which decisions are made about whether use is appropriate in contexts such as classroom presentations, student written work, theses and dissertations, password-protected course management systems, and image repositories.

For guidance, including a four-factor test for fair use, see

**MIT Libraries: Scholarly Publication**  
[libraries.mit.edu/reuse](http://libraries.mit.edu/reuse)

**University of Texas, Office of General Counsel: Crash Course in Copyright**  
[www.utsystem.edu/ogc/IntellectualProperty/cprtindx.htm](http://www.utsystem.edu/ogc/IntellectualProperty/cprtindx.htm)

**Visual Resources Association: Copyright, Intellectual Property Rights, Fair Use**  
[vraweb.org/resources/ipr/copyright.html](http://vraweb.org/resources/ipr/copyright.html)

## License Agreements

The use of many copyrighted images available on campus is also subject to terms specified in license agreements. Subscription-based digital image libraries like ARTstor define appropriate and legal use of the images in their collections through a site-licensing agreement with MIT. The license defines who (the MIT community) can do what (e.g., download for educational purposes).

The license is a legal and binding contract between the provider of the images and

MIT. Users of the images are not parties to that contract, but must comply with the restrictions set forth in the license. If MIT users do not comply with these restrictions, MIT risks loss of access to the resource for the campus.

The MIT Libraries' digital collections contain images that have been licensed to MIT with restrictions on use. Most of these licensed images are available only to the MIT community, defined as currently enrolled students, faculty, and staff.

It may be unclear whether a license exists for an image you wish to use. As with the MIT Libraries' digital collections, most of the resources offered through Vera ([libraries.mit.edu/vera](http://libraries.mit.edu/vera)) are licensed, and you can normally identify licensed resources by links to "terms and conditions of use" on their sites. These terms may apply to individual users even if MIT doesn't have a site license for the content.

The nonprofit Creative Commons offers a licensing construct that lets creators specify the level of restrictions on content they make available to the public. It also lets users search for images that are open for reuse without having to ask permission. To learn more, see [creativecommons.org](http://creativecommons.org) and [wiki.creativecommons.org/Legal\\_Concepts](http://wiki.creativecommons.org/Legal_Concepts).

## Questions?

The digital age offers access to a feast of images, but the legal environment for their use is often complex. If you have questions about your proposed use of an image, send email to [copyright-lib@mit.edu](mailto:copyright-lib@mit.edu). §

## MIT Libraries' Guide to Finding Images

The MIT Libraries' guide at [libguides.mit.edu/findimages](http://libguides.mit.edu/findimages) can help you locate and use high-quality images for research and presentations. It includes links to ARTstor and the Libraries' digital collections, as well as to other image resources.



# Tech Tips: Greener Printers



This column presents tips about computing. For more information technology Q&As, check the IS&T Hermes knowledge database at [kb.mit.edu](http://kb.mit.edu).

**Q.** I am about to buy a new printer and want it to be as green as possible. What features should I look for?

**A.** One of the primary considerations is the ability to print automatically on both sides of a sheet of paper. The printer feature that allows this is called a duplex or duplex unit. The terms “double-sided” and “two-sided” are also used to describe this mode of printing.

Most modern printers will go into a low-power, energy-saving mode when not in use for a certain period of time. Be sure to buy a printer that also has this feature.

Before you make a printer purchase, consider these questions:

- Will you be using this printer for any SAP-related printing?
- Will you be printing to this printer from Athena?
- Will this be a shared printer, used by multiple people in your work group?
- Do you have any specialized printing needs, such as non-standard-size documents or photographic quality?

If you are using MIT administrative systems, such as SAP, or are planning to purchase a shared printer for your office or lab, take a look at IS&T’s Recommended Printers for Administrative Users at [web.mit.edu/ist/topics/hardware/printers.html](http://web.mit.edu/ist/topics/hardware/printers.html).

These printers have been thoroughly tested in the MIT environment. Other printers may not perform as well or may be unusable at MIT.

**Q.** How can I tell if my printer can handle duplex printing?

**A.** Check to see if the printer you are using has a duplex unit installed. Here are some guidelines for doing this:

- On many HP printers, if the model name contains the letter “D” (e.g., HP LaserJet 4200DN), the printer has a duplex unit installed and is capable of double-sided printing.
- Most printers will let you print a settings or configuration report, by navigating a menu tree using the front-panel controls. This report should indicate whether or not the printer has a duplex unit installed.
- If all else fails, contact the printer vendor (e.g., Dell, HP). Based on the model number or serial number, the vendor should be able to tell you if the

printer supports duplexing, or if not, whether you can purchase a duplexing unit for your printer.

Once you have determined that your printer is capable of duplex printing, you need to configure your computer’s printer settings to tell the printer you want to print double-sided. For instructions, look for the Duplex Printing section on IS&T’s Printing at MIT page at [web.mit.edu/ist/topics/printing](http://web.mit.edu/ist/topics/printing).

Note that two-sided printing is the default setting on Athena workstations for anyone who registered for their account since May 2008. If you’re trying to print in an Athena cluster and need help, go to the Print Smarter page at [web.mit.edu/printing](http://web.mit.edu/printing).

If you have questions about configuring your printer for duplex printing, contact your local IT support provider. If your printer support is provided by IS&T’s DITR group, send email to [ditr@mit.edu](mailto:ditr@mit.edu). Otherwise, contact the IS&T Computing Help Desk at 617.253.1101 or [computing-help@mit.edu](mailto:computing-help@mit.edu). Help Desk consultants will be able to offer more help with IS&T-recommended printers. For non-recommended printers, the consultants may not be able to provide much assistance, but will offer what help they can. §

## is&t Quick Survey

IS&T is exploring the most effective ways, with limited resources, to deliver news about information services and technology to the MIT community.

Please complete this survey and return it to Robyn Fizz, Room N42-290B. Or take the survey online at [tinyurl.com/istquicksurvey](http://tinyurl.com/istquicksurvey)

IS&T will strongly weigh community feedback as it decides what avenues to use to communicate MIT’s IT news in the future.

*Thank you for your participation and for reading is&t. The May/June 2009 issue will be the last one in print.*

Please indicate the usefulness of each of the following IS&T information delivery options, where 1 = Not useful, 2 = Somewhat useful, and 3 = Very useful.

- \_\_\_ Headlines and spotlights on the IS&T home page
- \_\_\_ A news page with headlines, RSS feeds, and links to IT blogs and wikis
- \_\_\_ An online newsletter with an option for email notification
- \_\_\_ Email list(s) that send security alerts, tech tips, and news about software and IT services
- \_\_\_ An IS&T presence on various social networking sites

IS&T welcomes your suggestions of other ways to inform the community about computing services at MIT.

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If you are willing be contacted about your responses to this survey, please include your name and MIT email address below.

Name \_\_\_\_\_

Email \_\_\_\_\_

# Getting Help

If you don't know where to get help for your computer, network, or telephone problems, dial one of the help lines listed to the right.

If you prefer to use email, you can send your questions to the corresponding email addresses. (When logged into Athena, you can also use the **olc** command to send questions to Athena's online consultants.)

You can also submit a question online via the Request Tracker link on the Getting Help page at [web.mit.edu/ist/help](http://web.mit.edu/ist/help).

For help with...	Dial...	Or send a message to...
<b>General computing questions</b> Macintosh, Windows, network/connectivity, business applications, computer buying advice, repairs	617.253.1101	computing-help@mit.edu
<b>Athena computing environment</b>	617.253.4435	olc@mit.edu
<b>Disabilities and computing</b>	617.253.7808	atic@mit.edu
<b>Telephone support and repairs</b> Traditional and MITvoip phones	617.253.4357	telephone-help@mit.edu
<b>Traditional phone moves/changes</b> For use by AOs/DLC administrators	617.253.3670	telecom-csr@mit.edu
<b>Unix/Linux</b>	617.253.1103	unix-linux-help@mit.edu

# Surf Sites: Images Everywhere

There's an ocean of images on the Web, from commercial offerings to istockphoto, "the Internet's original member-generated image and design community," and from museum collections to photos posted on Flickr (over 3 billion!).

The Spotlight on page 3 highlights some of MIT's online image resources. The sites on the right offer collections where images can be viewed by the public and used for educational purposes. Each collection has information about what constitutes legitimate educational use and how to cite it.

## American Memory from the Library of Congress

[memory.loc.gov/ammem](http://memory.loc.gov/ammem)

## ArchNet – Islamic Architecture Community

[archnet.org/library/images](http://archnet.org/library/images)

## Earth Science World Image Bank

[earthscienceworld.org/images](http://earthscienceworld.org/images)

## NASA Images

[nasaimages.org](http://nasaimages.org)

## The New York Public Library Digital Gallery

[digitalgallery.nypl.org/nypldigital](http://digitalgallery.nypl.org/nypldigital)

## Visual Collections – Images of Art, History and Culture

[davidrumsey.com/collections](http://davidrumsey.com/collections)