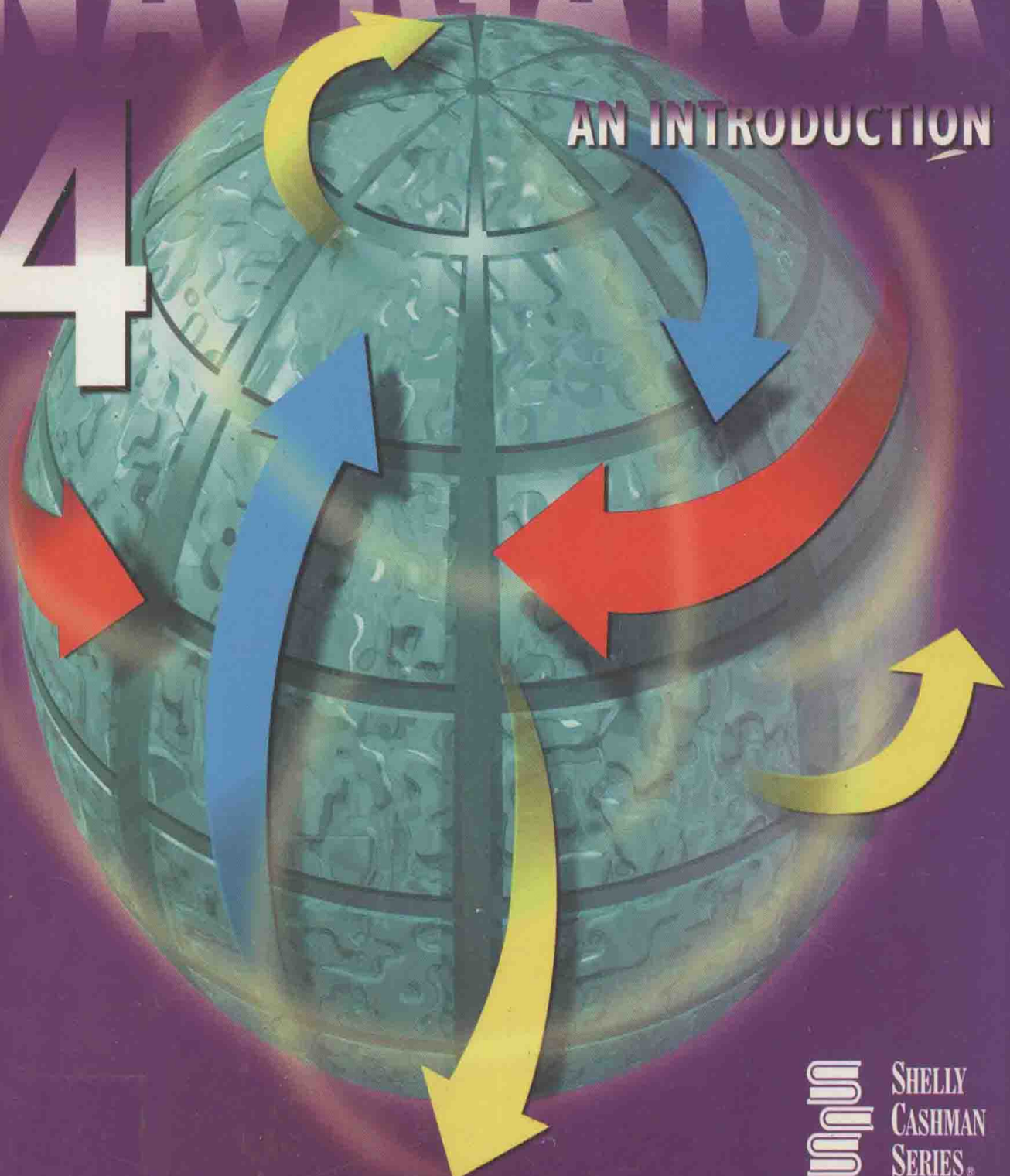
NETSCAPE NAVIGATOR 4

AN INTRODUCTION



SHELLY CASHMAN SERIES®

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NETSCAPE NAVIGATOR 4

AN INTRODUCTION

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SHELLY CASHMAN SERIES®

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Preface

The Shelly Cashman Series® Web-browser books reinforce the fact that you made the right choice when you use a Shelly Cashman Sereies book. Earlier Shelly Cashman Series Web-browser books were used by more schools and more students than any other series in textbook publishing. Yet the Shelly Cashman Series team wanted to produce an even better book for Netscape Navigator 4, so the step-by-step pedagogy was refined to present material in an even easier to understand format and with more project-ending activities. Features such as Other Ways and More Abouts were added and enhanced to give students in-depth knowledge. The opening of each project provides a fascinating perspective of the subject covered in the project. Completely redesigned student assignments include the unique Cases and Places. This book provides the finest educational experience for a student learning how to access information and do research using the World Wide Web.

The World Wide Web

In just eight years since its birth, the World Wide Web, or Web for short, has grown beyond all expectations. During this short period of time, the Web has increased from a limited number of networked computers to more than twenty million computers offering millions of Web pages on any topic you can imagine. Schools, businesses, and the computing industry all are taking advantage of this new way of accessing the Internet to provide products, services, and education electronically. Netscape Navigator 4 provides the novice as well as the experienced user a window with which to look into the Web and tap an abundance of resources. All are available at the click of a mouse button. The World Wide Web is within reach of anyone with a computer, modem, and the proper software. Thus, an up-to-date educational institution that teaches students how to use computers must teach Web basics.

Educational and charitable nonprofit institutions can obtain Netscape Navigator 4 for classroom use without cost by downloading it from the Netscape site at www.netscape.com. For more information, call 1-415-528-2555.

Objectives of This Textbook

Netscape Navigator 4: An Introduction is intended for use in combination with other books in an introductory computer concepts or applications course. This book also is suitable for use in a one-credit hour course or a continuing education course. Specific objectives of this book are as follows:

- To expose students to various World Wide Web resources
- To teach students how to use Netscape Navigator 4 to access the World Wide Web
- To acquaint students with the more popular search engines
- To show students how to do research using the World Wide Web
- To teach students how to communicate with other Internet users
- To encourage curiosity and independent exploration of World Wide Web resources
- To develop an exercise-oriented approach that allows students to learn by example

OtherWays

1. On File menu click Open Page, enter URL in text box, click Open button
2. Press CTRL+O

More About Typing a URL

Because most of the requests for Web resources start with http://, Netscape has made http:// the default protocol. This means Netscape will automatically insert http:// at the beginning of a URL if you do not supply it in the location text box.

Organization of This Textbook

Netscape Navigator 4: An Introduction consists of three projects that introduce students to the World Wide Web. Neither World Wide Web nor Internet experience is necessary. Each project begins with a statement of objectives. The topics in the project are presented in a step-by-step, screen-by-screen manner.

Each project ends with a Project Summary and a section titled What You Should Know. Questions and exercises are presented at the end of each project. Exercises include Test Your Knowledge, Use Help, In the Lab, and Cases and Places. The projects are organized as follows:

Project 1 – Introduction to Netscape In Project 1, students are introduced to the World Wide Web and its components. Topics include how the Web is organized; URLs; browsing Web pages; Web page management techniques; saving and printing material obtained from a Web site; and using Netscape Help.

Project 2 – Information Mining and Research Using Web Search Engines In Project 2, students begin to explore the potential of the World Wide Web using Netscape Navigator. Topics include techniques for searching the vast amount of materials available on the Web using search engines such as Infoseek, AltaVista, WebCrawler, and Yahoo! and traditional Internet services such as FTP and gopher, and organizing and citing information obtained from the Web for use in research projects.

Project 3 – Conversing over the Internet In Project 3, students are introduced to the various techniques for communicating with other Web users around the world. Topics include sending and receiving electronic mail; mail management techniques; reading and posting newsgroup articles; and conversing live using the Netscape Conference Chat tool.

End-of-Project Student Activities

A notable strength of the Shelly Cashman Series Web-browser books is the extensive student activities at the end of each project. Well-structured student activities can make the difference between students merely participating in a class and students retaining the information they learn. The following activities are included in this book.

- **What You Should Know** A listing of the tasks completed within a project together with the pages where the step-by-step, screen-by-screen explanations appear. This section provides a perfect study review for students.
- **Test Your Knowledge** Four pencil-and-paper activities designed to determine the students' understanding of the material in the project. Included are true/false questions, multiple-choice questions, and two short-answer activities.
- **Use Help** Any user of Netscape Navigator must know how to use Help. Therefore, this book contains two Use Help exercises per project.
- **In the Lab** Several assignments per project require students to apply the knowledge gained in the project to solve problems on a computer.
- **Cases and Places** Seven unique case studies require students to apply their knowledge to real-world situations.

Instructor's Resource Kit

A comprehensive Instructor's Resource Kit (IRK) accompanies this textbook in the form of a CD-ROM. The CD-ROM includes an electronic Instructor's Manual (called ElecMan) and teaching and testing aids. The CD-ROM (ISBN 0-7895-4284-6) is available through your Course Technology representative or by calling one of the following telephone numbers: Colleges and Universities, 1-800-648-7450; High Schools, 1-800-824-5179; and Career Colleges, 1-800-477-3692. The contents of the CD-ROM are listed below.

- ElecMan (*Elec*tronic Instructor's *Man*ual) ElecMan is made up of Microsoft Word files. The files include lecture notes, solutions to laboratory assignments, and a large test bank. The files allow you to modify the lecture notes or generate quizzes and exams from the test bank using your own word processor. Where appropriate, solutions to laboratory assignments are embedded as icons in the files. When an icon appears, double-click it and the application will start and the solution will display on the screen. ElecMan includes the following for each project: project objectives; project overview; detailed lesson plans with page number references; teacher notes and activities; answers to the end-of-project exercises; test bank of 110 questions for every project (50 true/false, 25 multiple choice, and 35 fill-in-the-blank) with page number references; and transparency references. The transparencies are available through the Figures on CD-ROM described below.
- Figures on CD-ROM Illustrations for every screen in the textbook are available. Use this ancillary to create a slide show from the illustrations for lecture or to print transparencies for use in lecture with an overhead projector.
- Course Test Manager Course Test Manager is a powerful testing and assessment package that enables instructors to create and print tests from test banks designed specifically for Course Technology titles. In addition, instructors with access to a networked computer lab (LAN) can administer, grade, and track tests online. Students also can take online practice tests, which generate customized study guides that indicate where in the text students can find more information on each question.
- Lecture Success System Lecture Success System files are for use with the application software, a personal computer, and projection device to explain and illustrate the step-by-step, screen-by-screen development of a project in the textbook without entering large amounts of data.
- Interactive Labs Eighteen hands-on interactive labs that take students from ten to fifteen minutes each to step through help solidify and reinforce mouse and keyboard usage and computer concepts.

Shelly Cashman Online

Shelly Cashman Online is a World Wide Web service available to instructors and students of computer education. Visit Shelly Cashman Online at www.scseries.com.

- **Series Information** Information on the Shelly Cashman Series products.
- **The Community** Opportunities to discuss your course and your ideas with instructors in your field and with the Shelly Cashman Series team.
- **Teaching Resources** Designed for instructors teaching from and using Shelly Cashman Series textbooks and software. This area includes password-protected instructor materials that can be downloaded, course outlines, teaching tips, and much more.
- **Student Center** Dedicated to students learning about computers with Shelly Cashman Series textbooks and software. This area includes cool links, data from Data Disks that can be downloaded, and much more.

In addition, the Web site www.scsite.com/nn4/app.htm contains the URLs for interesting Web sites categorized by the topics Art, Business, Entertainment, Government, Internet Relay Chat, Jobs, Miscellaneous, Museums, Music, News/Periodicals, Shopping, Sports, and FTP sites.

Acknowledgments

The Shelly Cashman Series would not be the leading computer education series without the contributions of outstanding publishing professionals. First, and foremost, among them is Becky Herrington, director of production and designer. She is the heart and soul of the Shelly Cashman Series, and it is only through her leadership, dedication, and tireless efforts that superior products are made possible. Becky created and produced the award-winning Windows 95 series of books.

Under Becky's direction, the following individuals made significant contributions to these books: Peter Schiller, production manager; Ginny Harvey, series specialist and developmental editor; Ken Russo, Mike Bodnar, Stephanie Nance, Greg Herrington, and Dave Bonnewitz, graphic artists; Jeanne Black, Quark expert; Patti Koosed, editorial assistant; Nancy Lamm, Marilyn Martin, Lyn Markowicz, Cherilyn King, and Steve Marconi, proofreaders; Cristina Haley, indexer; Sarah Evertson of Image Quest, photo researcher; and Peggy Wyman and Jerry Orton, Susan Sebok, and Nancy Lamm, contributing writers.

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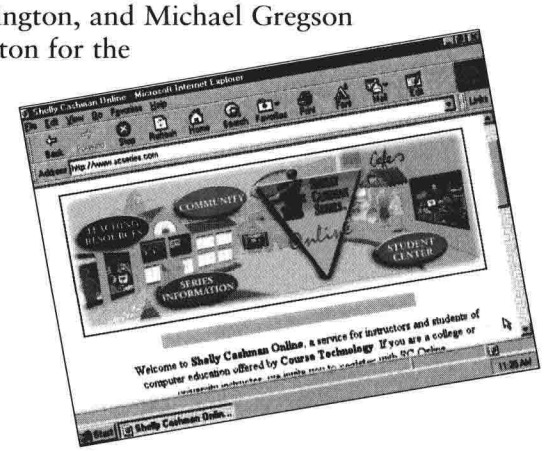
Gary B. Shelly
Thomas J. Cashman
Kurt A. Jordan



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AN INTRODUCTION

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Netscape Navigator 4

PROJECT ONE

INTRODUCTION TO NETSCAPE

PROJECT TWO

INFORMATION MINING AND RESEARCH USING WEB SEARCH ENGINES

PROJECT THREE

CONVERSING OVER THE INTERNET

Netscape Navigator 4

Introduction to Netscape

Objectives:

You will have mastered the material in this project when you can:

- Define Internet
- Describe hypermedia and browsers
- Explain a hyperlink
- Start Netscape
- Describe Netscape features
- Maneuver through the history list
- Create and remove bookmarks
- Save Web pages on a floppy disk
- Print Web pages
- Save graphic images on a floppy disk
- Copy and paste from Web pages using the Clipboard
- Use Netscape online Help features

Project 1

So Much Information *In So Little Time!*

The Internet is everywhere in our lives. From the White House to the Vatican, computer users worldwide can access a vast collection of information, both trite and monumental, that belongs to everyone, yet has no single owner.

The foundation was laid for this Information Superhighway in 1957 when Russia launched *Sputnik*, the first artificial Earth satellite. After the launch, the U.S. Department of Defense rushed to develop the first parts of a network to connect military sites, defense contractors, and research universities. The goal was simple: form an inviolable method of communication that would withstand nuclear bombing. The system was designed to be decentralized, meaning any part of it could be disabled and yet allow information to be transmitted via the routes that were still operable.

Based on these requirements, the Pentagon's Advanced Research Projects

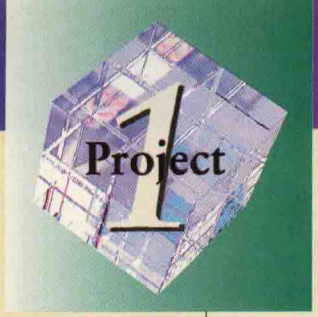
Agency unveiled ARPANET. In 1969, four computers were networked and able to communicate and share information and resources. By 1971, fifteen computers were in place, and in 1972, the number increased to 37. Thus, the network is a result of America's determination to be able to communicate in a post-nuclear world.

In the 1970s, more nonmilitary users were permitted to connect to ARPANET. By the 1980s, some networks began offering public access. Realizing that ARPANET was serving more than military needs, in 1983, the Department of Defense developed a separate network, Milnet, for its information. The remaining information stayed on ARPANET. As additional networks joined ARPANET, the term, Internet, originated to refer to this growing resource.

In 1989, the World Wide Web, or WWW, was introduced. Engineered and designed at the European Particle Physics Laboratory, the World Wide Web contains areas, called sites, with links that enable users to jump from site to site easily. Basically a universal database and a subset of the Internet, the World Wide Web currently is the most popular method of information retrieval on the Internet. Its popularity is due in large part to its capability of displaying information in a variety of formats including video and sound, as well as its ease of use. By clicking hypertext links, a user, affectionately called a surfer, quickly can jump to related resources.

As its name implies, the World Wide Web is, truly, worldwide. It is growing at an estimated one percent *each day*. While the World Wide Web is popular, the Internet is its backbone, however. With its exponential growth, it is difficult to determine how many people are connected to the Internet, but estimates range to more than three million. The number of users grows steadily at about ten percent per month.

With so much information available on the Internet, something exists for everyone. The projects you will complete in this book will show you how to use Netscape to access these resources. In addition, you will maneuver through the Navigator history list and create and remove bookmarks of your preferred sites. In no time, you will be able to follow hyperlinks to your favorite Web pages.



Netscape Navigator 4

Introduction to Netscape

Case Perspective

The Internet is the world's largest information network. Using the World Wide Web and special programs called Web browsers, individual users can access a wealth and variety of information. Topics such as zoology, geography, business and political science come alive with animation, sound and other multimedia.

Because the Internet is a worldwide network, distances become irrelevant. Users can communicate with someone down the hall, or on the other side of the world. This capability provides instantaneous access to the people and places where important events are happening around the world. Events in Berlin during the fall of the Berlin Wall, or in Kuwait during the Gulf War could be experienced as they happened.

You have been hired as a political scientist by a national think tank. Your task is to learn how to use Netscape Communicator to retrieve and save information available on the World Wide Web to assist you in tracking important political events around the world.

Introduction

Little-known a few years ago, the Internet is now one of the more popular and faster growing areas in computing today. Using the Internet, you can do research, get a loan, shop for services and merchandise, look for a job, display weather maps, obtain pictures, movies, audio clips, and information stored on computers around the world, and converse with people worldwide.

Once considered mysterious, the Internet is now accessible to the general public because personal computers with user-friendly tools have reduced its complexity. The Internet, with hundreds of thousands of connected computers, continues to grow with thousands of new users coming online every month. Schools, businesses, newspapers, television stations, and government services all can be found on the Internet. Service providers are popping up all over the country providing inexpensive access to the Internet from home; but just exactly what is the Internet?

Definition of the Internet

The **Internet** is a collection of networks (Figure 1-1), each of which is composed of a collection of smaller networks. For example, on a college campus, the network in the student lab can be connected to the faculty computer network, which is connected to the administration network, and they all can connect to the Internet.

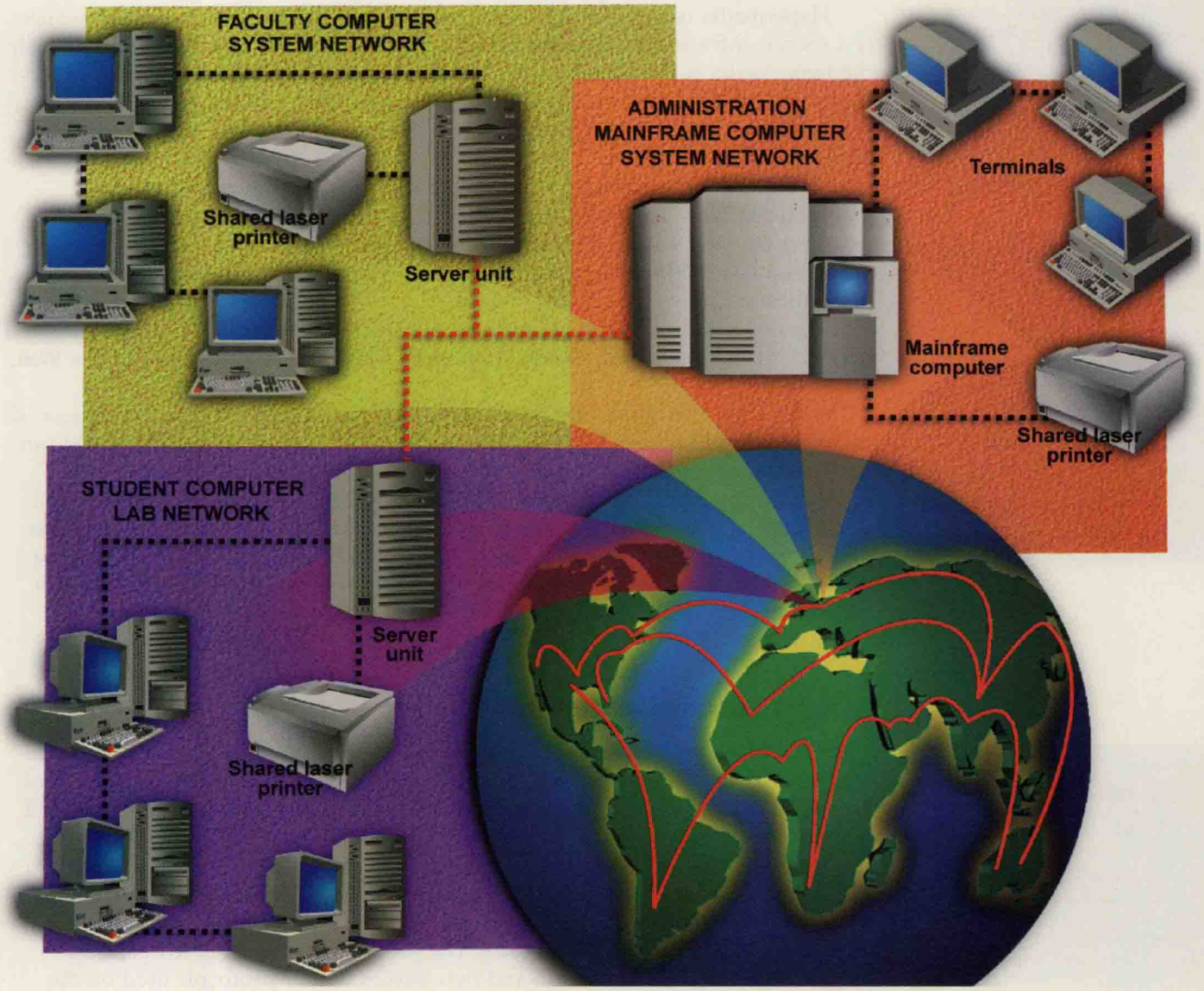


FIGURE 1-1

Networks are connected with high-, medium- and low-speed data lines that allow data to move from one computer to another. The separate networks connect to the Internet through computers. An Internet connection from your home would connect to an Internet service provider's computer over a low-speed phone line. The provider's computer accesses the Internet over a high-speed line to accommodate the many low-speed connections of its customers.

More *About* the Internet

The Internet started as a government experiment for the military. They wanted a communication technique that would connect different computers running different operating systems. This technique had to survive one or more of the computers becoming unavailable. The communication technique that came out of the experiment is called Transmission Control Protocol/Internet Protocol, or TCP/IP.

More *About* Web Sites

An organization can have more than one Web site. Separate departments may have their own Web computers. This allows faster response to requests for Web pages, and allows local control over the Web pages stored at that Web site.

More *About* URLs

URLs do more than just identify the locations of pages on the Web. They can be used to send information typed into a Web page to a remote computer.

The World Wide Web

Modern computer systems have the capability to deliver information in a variety of ways, such as graphics, sound, video, animation, and, of course, regular text. On the Internet, this multimedia capability is available in a form called **hypermedia**, which is any variety of computer media, including text, graphics, video, and sound.

Hypermedia is accessed through the use of a **hyperlink**, or simply **link**, which is a special software pointer that points to the location of the computer on which the hypermedia is stored and to the hypermedia itself. A link can point to hypermedia on any computer connected to the Internet that is running the proper software. Thus, a hyperlink on a computer in New York can point to a picture on a computer in Los Angeles.

To cause a picture stored on a computer in Los Angeles to display on a computer in New York, the user in New York simply clicks an object such as text or a drawing which, through the use of special instructions, has been designated as a link to the picture in Los Angeles. The picture will display in New York automatically.

The collection of hyperlinks throughout the Internet creates an interconnected network of links called the **World Wide Web**, which is also referred to as the **Web**, or **WWW**.

Each computer within the Web containing hypermedia that can be referenced by hyperlinks is called a **Web site**. Thousands of Web sites around the world can be accessed through the Internet.

Pictures or other hypermedia available at Web sites are stored in files called **documents**, or **Web pages**. Therefore, when you click a hyperlinked object to display a picture, read text, view a video, or listen to a song, you are actually viewing a Web page or part of a Web page that contains the hypermedia. Each Web page has a unique address that distinguishes it from all other pages on the Internet. This address is called a uniform resource locator, or URL.

Uniform Resource Locator (URL)

Each Web page is identified by a special address called the uniform resource locator. A **Uniform Resource Locator** or **URL** (pronounced *you are ell*) is important because it is the unique address of each Web page at the Web sites on the World Wide Web.

A typical URL is composed of three parts (Figure 1-2). The first is the protocol. A **protocol** is a set of rules computers follow. Most Web pages use HTTP. **HTTP** stands for **HyperText Transport Protocol**. HTTP describes the rules for transmitting hypermedia documents electronically. The protocol is entered in lowercase as http, and is followed by a colon and two slashes. Other protocols used on the Web are telnet, ftp and gopher.

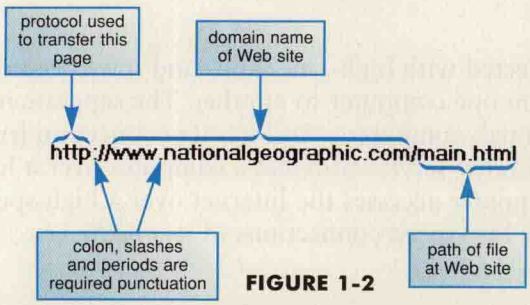


FIGURE 1-2