



The GAB'er

The Newsletter of the Greater Albany Apple Byters

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Apple Releases Aluminum Unibody 17" MacBook Pro

Apple announced a new 17" MacBook Pro which will be available in late January. Utilizing the same unibody construction as the 15" MacBook Pro and 13" MacBook, the 17" MacBook Pro will be available in a single alterable configuration for \$2799 including the following:

- Three USB ports
- Mini DisplayPort
- Firewire 800 (no 400)
- Digital audio in/out
- Expresscard
- Gigabit Ethernet
- Magsafe
- \$50 anti-glare option available



Like the 15" MacBook Pro, the notebook includes both 9400M and 9600M graphic and a glass button-less trackpad. 320GB HDD standard with a 256GB SSD upgrade available. RAM can be upgraded to 8GB of 1066 MHz DDR3 memory.

True to rumors, the new MacBook Pro has a longer-lasting battery which will run for up to 8 hours, but is now non-removable. Apple claims the battery can take up to 1000 charges and will run up to 5 years. Apple is also offering a take-back and recycling program if you need to replace the battery.

Coordinator's Corner

by John Buckley



Happy New Year!

Last month we checked out a lot of free utilities that come with your Mac. Many were surprised at what you have and what they can do for you. There was nothing like something free for the holidays.



January is a month of resolutions. Therefore we will look at protecting ourselves and our Macs from the perils of the web. What is new in the way of web dangers and what we can do to protect ourselves from worms, viruses, Trojan horses, and the like.

To find out what's happening, GAAB is the place to be. So be sure to be at our January meeting to ring in the new year and every meeting to find out the best information about the Mac.

The January meeting will be held at Troy High School in room 212 on Wednesday, January 14, 2009. The meeting

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Next GAAB Meeting
January 14, 2009
Safe Surfing

7:00 p.m.
Room 212
Troy High School

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Serving the Apple Computer User Community Since May 1984

The Greater Albany Apple Byters is an Apple Computer User Group. Meetings are held the second Wednesday of each month (except July and August) in Room 212 of Troy High School, located on Burdett Avenue, Troy, NY.

Annual membership fee is \$10.00. Membership privileges include this newsletter, access to a large public domain software and video/audio tape library, local vendor discounts, special interest groups, and other special offers.

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Apple Ambassador

by John Buckley

Personal Note

Over the past couple of years I have used Parallels Desktop for Mac 3.0. It has been a very useful add-on that enables me to use one or two programs I need to use that are only available as Windows applications.

I recently decided to upgrade to Parallels 4.0 because of claims of increase in operating speed and the ability to use certain enhancements from Windows. Luckily I followed the advice of the program and backed up my hosted operating system so that I would be able to go back to it if need be. And needed it was.

You can only run one version of Parallels on your computer at a time. Also Parallels 4.0 changes your hosted operating system hard drive and once changed, it cannot be used with Parallels 3.0.

I went through the process only to find that my USB mouse and keyboard were non-functional. I went through the process a number of times with no success. I went on the web to try to find answers only to discover a number of people had the same problem, but very few solutions.

I still have not gotten Parallels 4.0 to work right, and I am waiting for the next revision. Hopefully then it will work. My grandson is looking forward to using some Windows games as mentioned in the info from Parallels.

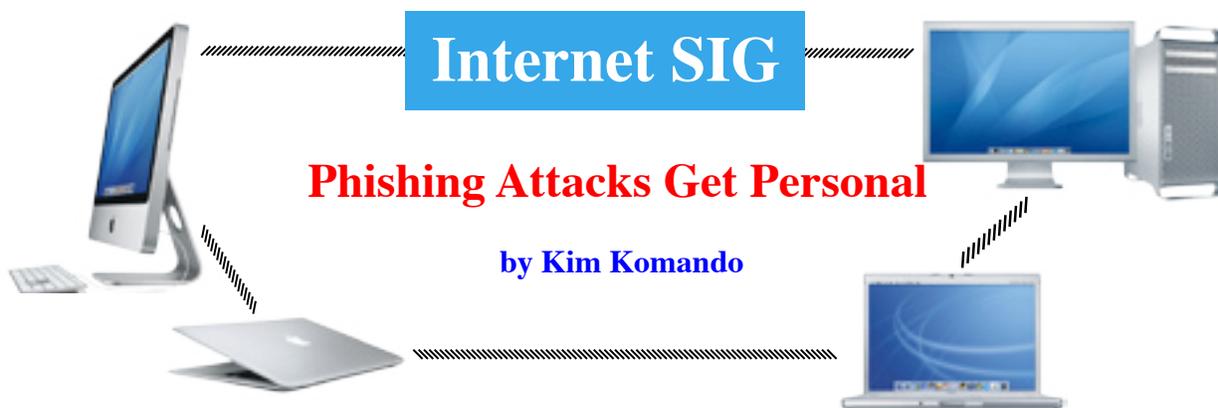
Now to more interesting information from AppleInsider (<http://www.appleinsider.com/>).

Analyst says Steve Jobs' spirit has been institutionalized
by Sam Oliver

Investment bank Kaufman Bros. on Tuesday downplayed renewed concerns over the health of Apple chief executive Steve Jobs, arguing that although the co-founder has been critical to the company's resurgence, his spirit and drive have since been instilled in thousands of other Apple employees.

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You know to watch for phishing attacks. You're cautious and use a good spam filter. But phishing messages still get through. And these messages are more dangerous than ever.

According to Cisco, almost 200 billion spam messages are sent daily. They have one thing in common. They want your money. Few are legitimate.

Most computer users can spot phishing messages. Unfortunately, cybercriminals have become more sophisticated, too. Targeted phishing attacks account for 0.4 percent of spam messages. That may seem minor. But it's 800 million messages a day.

For example, you receive a message purportedly from your ISP. It greets you by name. Your billing information is outdated. You must click a link to update your information.

This is the type of targeted attack you will see in 2009.

Spear phishing on the rise

Small phishing attacks don't receive much publicity. And personal information increases recipients' trust. So, small, targeted attacks are often more lucrative than large ones.

Criminals can pull information about you from public sources. Or, someone may be tricked into disclosing it. Either way, it is used to tailor the messages.

You won't see a long list of recipients in targeted attacks. You may also notice a difference in the sender's address.

Criminals used to spoof e-mail addresses. Spoofing is a quick, easy way to cover tracks. But spam filters can spot questionable e-mail addresses.

Criminals now create new accounts with reputable providers. Or, they hack users' e-mail accounts. This helps criminals get past spam filters.

People who do business with financial institutions are still prime targets. But small or regional institutions are also targeted, along with ISPs and alumni organizations.

Phishing messages generally request your personal information. They may also instruct you to install a security update or browser plug-in. Do that, and kiss your personal information goodbye.

But you may not need to take action. Perhaps you haven't installed updates. Criminals reverse engineer updates to understand the flaws they fix. Then they start probing machines for it. Keylogging software could be installed on your machine. Or, your computer could be added to a botnet.

Criminals get social

Criminals aren't just targeting e-mail accounts. They're also turning to social-networking sites.

For example, a recent worm infected Facebook users' machines with malware. Compromised accounts were then used to send spam.

There's also the case of College Prowler. It created more than 300 Facebook user groups. The company was probably gathering information for marketing purposes.

College Prowler may be legitimate. But this case underscores one thing. Marketers and criminals alike will do anything to get your data.

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Education SIG

The George Lucas Educational Foundation

<http://www.edutopia.org/about-george-lucas-education-foundation>

The George Lucas Educational Foundation is a vital resource that can provide educators with many resources on the use of technology in the classroom to make education exciting and to develop lifelong learners. The following is from the foundations' website at (<http://www.edutopia.org/>).

Kids today

No previous generation has experienced anything like the current pace of transformational societal change. Yet, in light of extraordinary advancements in how we interact with each other and the world, our system of education has been frustratingly slow to adapt.

The George Lucas Educational Foundation was created to address this issue. Our vision is of a new world of learning. A place where kids and parents, teachers and administrators, policy makers and the people they serve, all are empowered to change education for the better. A place where schools have access to the same invaluable technology as businesses and universities -- where innovation is the rule, not the exception. A place where children become lifelong learners and develop the technical, cultural, and interpersonal skills to succeed in the twenty-first century. A place of inspiration, aspiration, and an urgent belief that improving education improves the world we live in.

We call this place Edutopia. And we provide not just the vision for this new world of learning but also the leading-edge interactive tools and resources to help make it a reality.

Your Resources

Edutopia is the tangible embodiment of our vision. Through the Edutopia.org Web site, Edutopia magazine, and Edutopia video, we spread the word about ideal, interactive learning environments and enable others to adapt these successes locally. Edutopia.org contains a deep archive of continually updated best practices, from classroom tips to recommendations for districtwide change. Allied with a dedicated audience that actively contributes success stories from the field, our mission relies on input and participation from schools and communities.

The diverse and innovative media resources available from The George Lucas Educational Foundation are designed to connect and inspire positive change in all areas of education.

Why Integrate Technology into the Curriculum? The Reasons Are Many

by Edutopia Staff

March 16, 2008



Technology is ubiquitous, touching almost every part of our lives, our communities, our homes. Yet most schools lag far behind when it comes to integrating technology into classroom learning. Many are just beginning to explore the true potential tech offers for teaching and learning. Properly used, technology will help students acquire the skills they need to survive in a complex, highly technological knowledge-based economy.

Integrating technology into classroom instruction means more than teaching basic computer skills and software programs in a separate computer class. Effective tech integration must happen across the curriculum in ways that research shows deepen and enhance the learning process. In particular, it must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. Effective technology integration is achieved when the use of technology is routine and transparent and when technology supports curricular goals.

Many people believe that technology-enabled project learning is the ne plus ultra of classroom instruction. Learning through projects while equipped with technology tools allows students to be intellectually challenged while providing them with a realistic snapshot of what the modern office looks like. Through projects, students acquire and refine their analysis and problem-solving skills as they work



individually and in teams to find, process, and synthesize information they've found online.

The myriad resources of the online world also provide each classroom with more interesting, diverse, and current learning materials. The Web connects students to experts in the real world and provides numerous opportunities for expressing understanding through images, sound, and text. New tech tools for visualizing and modeling, especially in the sciences, offer students ways to experiment and observe phenomenon and to view results in graphic ways that aid in understanding. And, as an added benefit, with technology tools and a project-learning approach, students are more likely to stay engaged and on task, reducing behavioral problems in the classroom.

Technology also changes the way teachers teach, offering educators effective ways to reach different types of learners and assess student understanding through multiple means. It also enhances the relationship between teacher and student. When technology is effectively integrated into subject areas, teachers grow into roles of adviser, content expert, and coach. Technology helps make teaching and learning more meaningful and fun. Return to our Technology Integration page to learn more.

Classroom Gives Curriculum a Boost
The creative use of remote controls gives this class a renewed spirit for learning.
 by Diane Curtis
 April 1, 2003

It shouldn't be surprising that the whoops and hollers coming from Karen Levins's U.S. history class sound much like those from the studio audience on television's *Who Wants To Be a Millionaire?*

These students at Harrison Central High School, in Gulfport, Mississippi, have all the fun of learning history in a game format with interactive remote control devices like those used on TV. "Which state was the first to give women the vote? Colorado? Wyoming? Massachusetts? Montana?" asks junior Randall Johnson, that day's Regis Philbin. His classmates choose from A, B, C, or D on their bright blue remotes. "Is that your final answer?" Johnson asks.

The answers are recorded on a TV screen and in a computer that Levins later checks to pinpoint student strengths and weaknesses and create a plan to improve the weaknesses. The cheers start when it looks like most of the class chose the correct answer: Wyoming.

Levins then follows up with questions of her own and directs the discussion to a deeper level of the how's and why's of the Wyoming suffragette support.

Fun and Learning

Levins has posted a sign in her classroom that says, "Try not to have a good time. This is supposed to be educational -- Charles Schulz." But she laughs that students learn more and she enjoys her job more when they are eager to participate. With the interactive-quiz format, they all are clearly engaged.

"It's better than doing pencil work or on the board," says student Alfred Lewis. "It helps you learn because you get everybody involved. It's fun."

"I think we should do this in every class," adds Johnson. "If it's fun, then people want to learn more."

Levins says she has compared test scores when the class has used the remotes, which are known as eclicks, and when they haven't, and the scores are better when they have used them. "I just think when they have something they can put their hands on, and it's a little fun, they tend to remember a little better," she says.

Even when lecturing, Levins involves the students, partly because she remembers how bored she was in school having to sit through lecture after lecture. She uses an overhead transparency that summarizes key concepts of the lecture. Students are assigned to take what are called "guided notes" (which are graded), in which they fill in key words and phrases that are omitted from the transparency.

A Commitment to High Tech

Levins' is just one of many classes at Harrison, which was one of four southeastern schools to receive a two-year, \$250,000 "Power to Learn" technology grant from the BellSouth Foundation, to take advantage of what technology can do to promote learning.

Throughout the rural, 1,600-student school, with students in grades 10-12, technology is used to accelerate, enhance, or enliven instruction. Charlotte Daves, the Harrison County School District's technology director, has been the leading force in working with teachers to get them excited and knowledgeable about technology and bringing computers and other high tech devices into the classroom.

She especially sees academic progress for many students when they are doing projects using technology that attempt to solve real-world problems.

"When students are asking to participate in classes, when they want to stay after school and work on projects, when they're bringing things from home, when they're meeting you on the weekend to do things on campus, then definitely you made a difference," Daves says.



Wide Range of Technology

Examples at Harrison of that engagement abound:

On a clear but brisk winter day, Barbara Robicheaux's sophomore algebra students were being tutored by a local middle school class on how to use a global-positioning-system (GPS) device to plot the longitude and latitude of the edges of different school buildings, find the distances between them, and create a diagram of the school for the purpose of improving the security plan. The students then went back into class and heard two city planners talk about how they use the GPS system.

Students in Olivia "Doc" Graves's physics class were tracing their movements from a television monitor onto a piece of clear plastic in an assignment on determining velocity. The students had videotaped themselves doing something -- cheerleading, throwing a football, hitting a tennis ball, pitching a baseball, playing the xylophone -- and were studying their movements frame by frame on a television monitor. Each frame represented one-thirtieth of a second, and, by knowing time and distance, the students could determine the velocity of their movements. Part of the assignment included videotaped interviews of experts.

Charlotte Arledge's algebra students were analyzing raw data of heart rates and respiration provided by Harrison's perennial state-champion cheerleaders. Using graphing calculators and computers, the algebra students were graphing the data into equations to determine optimum heart rate and whether the cheerleaders were physically fit. The analyses then went back to the cheerleaders, who, with their sponsor, Dianne Denley, determined whether they needed to rev up a fitness regimen. Before routines and during cooldown, the cheerleaders hooked themselves up to heart rate and respiration monitors attached to computers. The computer printout was then given to the algebra students.

Students from chemistry, biology, and math classes joined Doc Graves and science teacher Donnie Lott on a half-mile hike on the student-built Sundial Nature Trail to the Little Biloxi River to, among other assignments, use probes and laptop computers to measure salinity, oxygen levels, and temperature for the purpose of determining water quality in that part of the stream. The probes can be set to collect samples every second and then chart the findings on the computer. Both Lott and Graves also use simulations of dissections or hard-to-picture concepts like projectile motion in which students can set an angle and speed and predict where a projectile will land.

In the Red Rebel Diner, student chefs, waiters, busing persons, and bookkeepers -- all training for careers in the restaurant

business in a full-time school program -- were using an Excel program to determine profits and set up the grocery list for the next buying trip.

In an English class, senior Stephanie O'Neal presented a Microsoft PowerPoint presentation with an anti-Vietnam War point of view to a class that included a number of Reserve Officers' Training Corps students. "There's something happenin' here," the familiar first line of Buffalo Springfield's 1960s protest song "For What It's Worth," caught the audience's attention. The music accompanied pictures of war victims and protests. "I wanted this to touch people," says O'Neal. "A picture on a poster board just wouldn't have done it." And all around the school, students from the broadcast-journalism class were videotaping student projects and events, then going back to the school's TV studio to edit, do voiceovers.

Not Always Easy

What it doesn't make easier, she notes, is grading. "It's a lot harder to grade those projects than it is to grade a multiple-choice test. And you sit down at 9 o'clock and you'd rather go to bed and you say, 'Why do I do this?' But it's worth it."

Technology Director Charlotte Daves says professional development for teachers -- voluntary professional development -- is essential because tying technology to substantive subject matter is no piece of cake. Neither is learning what computers can do and how to use them, and Harrison takes full advantage of what seems like students' innate mastery of the high tech machines. O'Neal, who is president of Harrison's Computer Club, is among the students who take part in Gen Y, a program in which students teach teachers how to use technology, from email to Web sites.

Students Teaching Teachers

In both GenY and professional development, the goal is to get the teachers to want the help. "I don't think people should be strong armed into things," says Daves. So she talks to teachers, listens to what they're trying to do, and tries to make a match to an expert (student or professional) or a resource to fit the particular teacher.

In the classroom, the use of all those high tech gadgets may sometimes look like playing, but Daves says they serve a very serious purpose. "We're not playing with toys for the sake of playing with toys," she says. "What we're doing is actually meaningful -- and it's going to make an impact on the people and the population and the community that we're around." "We can't leave these kids a century behind," adds Graves.



Apple Ambassador

Continued from page 2.

After recovering to \$100 per share earlier this month, Apple's stock again came under downward pressure last week when the company announced that next month's Macworld Expo would be its last and that Jobs would not be delivering his traditional keynote presentation.

Apple attributed the decision to end its near 25-year commitment to the annual Mac conference to a move away from trade shows in general, saying the increasing popularity of its retail stores and website enable the company to "directly reach more than a hundred million customers around the world in innovative new ways."

Some industry watchers poked fun at the decision, mocking the company in a parody press release titled "Apple Announces Last Year of Christmas," joking that while the Cupertino-based firm has been honored to work with the North Pole for the last several years, it has decided "that this is the last year for Christmas."

"Apple has been steadily scaling back on holidays in recent years, including Valentine's Day, Columbus Day, President's Day and Grandparents Day in Japan," the mock release said.

Others didn't take the announcement so lightly, like those within the Apple community who feel an exit from Macworld serves as a slap in the face to an industry that has supported the Mac maker for more than two decades, arguing that the decision could ultimately prove detrimental to the Apple ecosystem going forward.

The biggest concerns came from Apple investors, however, some of which couldn't help but wonder if the move had anything to do with the health of Jobs, which has been a topic of public scrutiny ever since the cancer survivor appeared overly gaunt at this year's Apple Worldwide Developers Conference. They also question why the company waited until just three weeks before the conference to make its plans known.

In a note to clients, Kaufman Bros. analyst Shaw Wu offered his own thoughts and perspective on the situation, arguing against the notion that Apple is one man show but rather a vast family of enthusiastic professionals who share Jobs' leadership skills and penchant for innovation.

"While CEO Steve Jobs deserves a lot of credit for the revival and success of Apple and, as one of the founding

fathers of technology, helping revolutionize the world with the Apple I, Apple II, Lisa, Macintosh, NeXT, Pixar, Mac OS X, the Apple Store, iTunes, iPod, and iPhone, we believe Apple today has a deep bench and its culture of innovation and execution or 'spirit' has more or less been institutionalized," he wrote.

Wu said that, in his view, Apple has an uncanny ability to attract and hire "fanatics" who are "entrepreneurial, work hard, and are looking to change the world." He believes that unlike years past, the Apple of today is not only innovative but a company with world-class operations and execution, driven by many people other than Jobs, from its senior management team down to its 32,000 individual employees.

"We believe Apple has always been an innovative company and we would like to note that most overlook that the company actually had some hit products while Mr. Jobs was not there that defined the computer industry, including the Macintosh Quadra, QuickTime, PowerMac and PowerBook, and Apple IIgs," the analyst added.

Wu maintained his Buy rating and \$120 price target on shares of Apple, saying the most recent pull back in shares makes the risk-to-reward more favorable for long term investors.

Next-gen iMac to include new cooling module? by Slash Lane

A new family of iMacs due early next year may include a more sophisticated cooling system, hints the latest reports from sources close to the company's Taiwanese manufacturing facilities.

Backtracking on its report from last week, the Chinese-language Economic Daily News now claims that it's Foxconn, not Quanta, who has secured a contract with the Mac maker to manufacture its new all-in-one desktops.

In a report published Monday, the paper also identified Foxconn Group's Foxconn Precision Components and Catcher Technology as the duo that will be responsible for stamping out the iMac's new "magnesium-aluminum alloy chassis."

Interestingly, the paper also reported that Foxconn Precision Components and Auras Technology would team to supply "the PC's cooling module." Further details were not provided, and therefore it's unclear if the report indicates a change to the iMac's traditional fan-based cooling system.



DigiTimes, another publication situated near Apple's manufacturing facilities, recently cited sources who said Apple and rival PC makers HP, Acer and Dell had each agreed to use a new family of quad-core desktop chips from Intel in systems due early in 2009, though the report did not identify which Apple systems were bound to receive the parts.

The chips -- the Core 2 Quad Q8200 (2.33GHz/4MB L2), Core 2 Quad Q9400 (2.66GHz/6MB L2), and Core 2 Quad Q9550 (2.83GHz/12MB L2) -- are low-power desktop chips operating at 65W compared to the 55W of the current iMacs' mobile processors. Therefore, a decision by Apple to employ the chips inside the iMac line could signal a need for modifications to the computer's cooling methods.

In any case, it's believed that quad-core chips are bound to turn up in the iMac line around the same time that Apple begins priming Mac OS X 10.6 Snow Leopard for release. The next-generation operating system will ship with Grand Central technology designed to leverage Macs with an increasing number of processor cores.

Last week, DigiTimes' report on the trio of new quad-core chips was partially verified when Engadget revealed that the Voodoo-designed HP Firebird PC 803 iMac-shaped gaming machine would marry a NVIDIA nForce 760i SLI chipset, dual NVIDIA GeForce 9800S cards, and the aforementioned Core 2 Quad Q9550 chip.

Assuming DigiTimes' report plays out in regards to Apple, it would signal either a new desktop class system on its way from the Cupertino-based company or significant architectural change for the iMac line. The family of 20- and 24-inch desktops have long shared an internal makeup similar to the Mac maker's notebook lines, running on the same family of mobile chips.

According to the Economic Daily News, Apple has placed orders for approximately 800,000 new iMacs per quarter starting in mid-January. And while many of the system's specifications remain a bit of a mystery, one certainty appears to be a move towards NVIDIA chipsets.

Internet SIG

Continued from page 3.

Be vigilant

Your best defense is vigilance. Only a company run by dummies would request personal information via e-mail. So it is unlikely, but possible.

Let's say you get such a message. Hold your mouse over any links. You'll get the real e-mail address. So, does your bank have a server in Bulgaria? Probably not. Better delete that nice e-mail.

You could receive a message purportedly from your boss. Why would he need your Social Security number at 3 a.m.? And why does he want you to reply to Outer Mongolia? At the least, talk to him before answering.

Standard security measures are still important. Keep your antivirus and anti-spyware software updated and running. Install Windows updates when they're released. Criminals are exploiting disclosed bugs faster than ever.

Use a spam filter. You'll find links to free spam filters and security software at Komando.com/news.

But remember, you're never 100 percent safe. Approach requests for personal information carefully. Don't let criminals take advantage of you.

And do your friends and family a favor. Forward this column to them now. Wish them a less spammy 2009!



Mac Tips

All About Audio Chats

iChat is a great way to communicate and share files in real time with friends and colleagues, whether they're across the hall or around the globe. With iChat, you can conduct text chats with anyone who has a MobileMe, AIM, Jabber, or Google Talk account. And if your Mac is equipped with a built-in iSight camera (or an external iSight or other FireWire camera) you can conduct video chats with up to three buddies at once.

But there's another way to chat: via audio. You can invite as many as nine buddies to an audio chat, which makes it great for group communication. As with video chats, you can record audio chats with permission from the participants. Audio chats are especially useful for interviews, long-distance business meetings, family conferences, and other situations when you'd like to communicate verbally with more than a few people at once, or save an audio record of your conversation.

Audio chats require a built-in microphone or an external mic connected to the audio input port of your computer. If a telephone or camera icon appears beside a name in your buddy list, it means they too have the software and hardware needed for an audio chat. (A "stacked" telephone or camera icon indicates that your buddy's computer has enough power to participate in a multiple-person chat.)

To start an audio chat, open iChat and select the buddy or buddies you want to chat with. To choose multiple buddies, hold down the Command key as you click on their names. Then click on the telephone icon at the bottom of your buddy list, or select Invite to Audio Chat under the Buddies menu.

When they receive your invitation, your buddies simply click the Accept button to join the audio chat. All audio chat participants are listed in the chat window along with their buddy pictures. Each participant also has an individual sound level meter, which makes it easier to tell who is talking.

To enable recording in an audio iChat, select Record Chat under the Video menu. A message is sent to all participants asking for their permission to record the chat. To grant audio recording rights for this chat, your buddies click on the Allow button. When participants want to leave the chat, they just close the chat window. Recording stops when the person who initiated the recording exits the chat.

Recorded audio chats are saved by default in the iChats folder in your user's Documents folder. You can change this default location under the General tab of iChat Preferences, and search for saved chats by date or title using Spotlight. You can also play your saved audio (and video) iChats in iTunes.



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