nano-chromatic

Curved ahead of the curve.

For those about to rock, we give you nine amazing colors. But that's only part of the story. Feel the curved, all-aluminum and glass design and you won't want to put iPod nano down.

Great looks. And brains, too.

The new Genius feature turns iPod nano into your own highly intelligent, personal DJ. It creates playlists by finding songs in your library that go great together. Learn more

Made to move with your moves.

The accelerometer comes to iPod nano. Give it a shake to shuffle your music. Turn it sideways to view Cover Flow. And play games designed with your moves in mind.

Coordinator's Corner
by John Buckley

Our first meeting of the year was small but productive. We discussed using different E-mail programs and MobileMe. We also decided on a list of topics for future meetings which are posted on our website (http://www.applebyters. com/GAAB/Meetings.html).

This month we will examine web browsing using Safari and Firefox. While some prefer Safari and others prefer Firefox, I think you will find that both have there strong points and can be useful for different tasks. Also, I want to finish up some of the topics on E-mail that we did not get to at the last meeting.

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

The October meeting will be held at Troy High School in room 212 on Wednesday, October 8, 2008. The meeting

Next GAAB Meeting
October 8, 2008

Web Browsers
7:00 p.m.

Room 212
Troy High School

Serving the Apple Computer User Community Since May 1984

Officers & Special Interest Group Leaders

Program Coordinator
John Buckley
272-7128

Membership Director
Cecilia MacDonald
872-0823

Treasurer
Cecilia MacDonald
872-0823

Public Domain Librarian
Bill Shuff
393-9753

Newsletter Editor
Roger Mazula
466-7492

Education SIG
John Buckley
272-7128

Internet SIG
Lou Wozniak
465-2873

Apple Ambassador

Apple says report of Steve Jobs heart attack is false

A citizen journalist's report this morning that Apple CEO Steve Jobs had suffered a severe heart attack and been hospitalized is not true, Apple spokespeople told ZDNet this morning. The initial report cited an unnamed "reliable" source saying that Jobs was suffering chest pains and shortness of breath.

"It is not true," Apple spokeswoman Katie Cotton said.

The news was first posted just after 9 am ET. Within an hour, Apple was calling it a false report.

The initial report, which sparked a flurry of Twitter conversation, was posted on CNN's unfiltered citizen journalism site, called iReport. Critics were quick to note this morning that the news site failed its first big test by allowing false rumors to fly under a legitimate news source's umbrella.

Reports like this could cause CNN to take a hit with its credibility. Even though it says it doesn't filter citizen journalism, irresponsible postings can have an impact. In this case, Wall Street's initial response caused shares of Apple to immediately drop almost 10 percent. Within 15 minutes, the stock had largely recovered, back above $100. In explaining its mission with iReport, CNN has said:

Internet SIG

Miss a TV Show?
Catch it Online
by Kim Komando

A television revolution is underway. Prime time is dying as many networks are putting full-length programs online. You can catch popular shows and old favorites for free all on your schedule.

Like regular television, online television generates revenue from ads. Don't expect to fast-forward through commercials as you would with a DVR. But at least for now, there are fewer commercial interruptions. You see a couple of minutes of advertising for each half-hour show. Some sites also use annoying pop-up ads, though.

What you need

You don't need any special hardware to watch shows online. However, you must watch from your computer. You can't view shows on your television unless it's connected to your computer.

Your computer needn't be terribly powerful. Your broadband speed is more important; video eats up bandwidth. Video sites usually adjust the video quality to suit your connection speed.

You'll need a more capable computer to watch high-definition shows. A dual-core processor, 128MB of graphics memory and 1GB of RAM are recommended. Your broadband speed should be 2mbps or faster.

Relatively few shows are available in high-definition.

Most sites play shows directly in your browser. You may need to install a browser plug-in. Others require that you download a special player.

Watch out for broadband caps

Your service provider may impose a broadband usage cap. You could quickly hit this cap. An hour of standard-definition video can be more than 200MB of data.

Also, some players use peer-to-peer technology. Your computer is used to help distribute shows to other viewers. This will add to your bandwidth usage.

Start at a network's site

If a show is available online, it should be on the network's site. Fox, CBS, ABC and NBC each host their programs on their sites.

Many cable channels like Comedy Central also feature shows on their sites. You won't find much from premium channels like HBO, though.

The networks also have distribution deals with other sites. A number of sites offer shows from several networks.

However, content will vary from site to site. Shows available on a network's site may be absent from third-party sites. And, you may notice a difference in video quality.

Aggregator sites

Hulu features both full-length episodes and short clips. Additionally, there is a selection of movies. Fox, NBC and related networks provide the programming. You can catch shows like Bones, ER and Nip/Tuck.

Hulu will also help you find other networks' shows. Hulu's search box can direct you to programs on other sites.

Joost is much like Hulu. However, it requires a special player that uses peer-to-peer technology. The software runs on both Intel-based Macs and Windows machines.

Joost features videos from CBS like Jericho and NCIS. There is also programming from CNN, MTV and other

Education SIG

PBS Launches Online Education Community Where Pre-Teens Can Connect, Contribute and Grow

Over the years public television has grown tremendously, but has never forgotten its roots in education. I felt it time to go back and examine what is happening at the PBS website to see how the resources provided for educators has grown.

Recently PBS unveiled a new online community for preK-12 educators that supports the advancement of digital media content and technology integration in education. PBS Teachers Connect (pbsteachers.org/connect) provides educators with opportunities to share ideas, collaborate and support the effective use of instructional technology and multimedia to enhance student learning.

The new online community is built around PBS Teachers (pbsteachers.org); the Web portal to the wide-ranging multimedia instructional resources and professional development services PBS offers preK-12 educators. At no cost, educators can search more than 3,000 standards-based classroom activities, lesson plans, interactive resources and other materials on the PBS Teachers Web site, then easily bookmark, annotate, share and manage their tagged content within the PBS Teachers Connect community. Many of the resources feature PBS' award-winning programming and content, including on-demand streaming video from select PBS programs.

PBS Teachers Connect fosters discussion and use of digital media content, and enables educators to form shared-interest groups online. The community features a personalized homepage for each user, enhanced user profiles, a searchable database of resources and community members, bookmarking tools and discussion threads. Additional online components, such as private messaging, community feeds, friend feeds, online events, and a digital media gallery, will be available this fall.

A key component of the PBS Teachers Connect offering is the PBS Teacher Leader program, which recognizes and rewards innovation in the use of digital media and technology in education. PBS Teacher Leaders will be an integral part of the online community's continued development by fostering discussion, collaboration and contribution of teacher-created content.

With the vast majority of students using social networking sites on a weekly basis, according to a recent report from the National School Board Association, more educators are incorporating social media tools in their professional lives to collaborate with and support each other. Community-building that once was confined to face-to-face encounters in school departments and association conferences, or informal contacts with like-minded staff members, is now increasingly happening online.

The power of Web 2.0 technologies, such as blogs, wikis and forums, enables educators to grow their network exponentially, connecting with teachers across the United States and around the world. Social networking in education opens doors to an unprecedented array of learning opportunities in an environment where educators often feel freer to express themselves, share their ideas and be catalysts for change.

One tab I found interesting is the Media Infusion area. Each month a guest expert discusses and invites you to share your ideas about using multimedia resources to address common instructional challenges. These practitioners live and work in your standards-based, resource-challenged world. The following is the discussion article for this month:

Meeting the Needs of Adolescent Learners with Media and Technology
by Rebecca Lawson

Middle school students October is Month of the Young Adolescent (MOYA), a time to celebrate the skills and accomplishments of 10 to 15-year-olds while focusing on the unique needs of this age group. During these years when young bodies and minds are changing rapidly, educators must be mindful of providing academically rigorous learning while supporting the developmental and social needs of the middle level student.

This We Believe: Successful Schools for Young Adolescents, the foundational position paper of National Middle School Association (NMSA), describes the characteristics that such schools must exhibit. Among the recommendations are that learning must be relevant, challenging, integrative, exploratory, collaborative, and active. Students must be able to see how subjects are connected and how learning is connected to their lives. They must be led to use critical and higher order thinking skills and experience a variety of teaching methods. I can think of no better way to address these needs than through the use of technology and media!

Media Makes a Difference in Learning!

When I think about the impact of technology and media on today's learning, I remember 1986, early in my teaching career. Students in our junior high's gifted and talented program were assigned the task of researching and exploring conflict and how it shaped our world. Eagerly we went to our school's library to access the only available resource for finding "current" information — Readers' Guide to Periodical Literature, a paperback published bi-weekly listing all the articles printed in magazines and journals during that time. Unfortunately, almost all the relevant articles were in publications not found in — and not appropriate for — our library.

Fast-forward a dozen years to a computer lab in the same school. Students were researching a topic using DISCUS, South Carolina's Virtual Library. In one day's time, hundreds of new articles were posted about this particular topic. Many of the articles were in magazines and journals that had not even reached newsstands and libraries; yet, we could use them from the comfort of our school and homes. Using information that is made available as soon as an event happens impresses upon students that learning is connected to their lives, both now and in the future.

Today's student must be equipped with skills to quickly find and use information, then create new learning from it. Our task is finding the best resources and incorporating them seamlessly into lessons that promote critical thinking, entice students to dig deeper due to a desire to know more, and encourage them to reach higher levels of learning than they thought possible. The result will be citizens who have the skills for life-long learning that are essential for success. The following resources may be useful as we strive to reach this goal.

Embracing Online Collaboration

The first time I realized the Internet's potential for education was about 1992, when my students and I became part of the KIDLINK community. Begun in 1990 in Norway, KIDLINK's purposes include promoting understanding between the youth in many countries while helping them develop life skills, set goals, and understand their potential to promote positive change in the world. This is done through volunteer-managed collaborative projects and online communication. There is no fee for KIDLINK activities. To learn more, visit KIDPROJ.

KIDLINK opened the world to my students and me. Since they were writing for their faraway friends, the quality of work drastically improved. The computer lab was abuzz after school as students stayed to participate in IRC chats and to e-mail fellow KIDLINKers. Realizing that their peers in other countries might use different words than we, students were challenged to find common words with which to communicate their ideas. As our circle of friends grew, concepts from geography class, which had previously been "only words in an old book," became relevant and made sense.

In addition to KIDLINK, Global SchoolNet provides free access to projects and a wealth of online information. Also, many entities, including iEarn (International Education and Resource Network), provide online collaborations for a fee.

Connecting with Skype

Recently educators have begun using a newer tool for collaboration: Skype. Visit the National Middle School Association Web site to hear how Bill Ivey's students in Massachusetts used Skype to collaborate with students in New York City.

During the past school year, Steve Climie, current principal of Chief Zzeh Gittlit School in Old Crow, Yukon Territory, and his students used Skype to connect with students in Birmingham, Alabama. The students learned about the differences in their cultures, jobs parents do, and types of food eaten. In addition, the students gained confidence in speaking before groups.

Empowering Students to Produce Media

Web 2.0 provides a platform that entices young adolescents to perform at their highest potential. The podcasts and vodcasts created at Mabry Middle School in Georgia demonstrate the scholarly work possible when students are engaged in creative self-directed learning (click on Podcast Central or the 2007 Film Festival). As one participate said, "Making a movie is like learning on steroids."

Additional examples of student-created media about adolescence and the middle school experience can be seen and heard on the NMSA Web site.

Using Media to Promote Problem Solving and Thinking Skills

Middle schoolers respond well to hands-on, active learning. Working in collaborative groups to solve problems and create projects entices students to develop critical thinking skills while mastering standards in the four academic areas. PBS's Design Squad provides games and numerous projects that challenge the brain. In addition, videos of full episodes from the television series may be watched online.

Promoting Health, Wellness, and Safety

While providing academically challenging learning in schools for adolescents is paramount, it is not enough. Students must also develop interpersonal skills and learn to live healthy lives.

World health officials are quite concerned about the well-being of today's youth. Poor lifestyle choices fueled by peer pressure, unrealistic body images portrayed by the media, and media filled with violence and sexual activity have created an environment that leads researchers to believe the youth of today may have a lifespan shorter than that of their parents.

As educators, we must use the media to educate our students about the risks. Numerous Web sites are available. An example is the PBS site It's My Life, which contains information and activities to help students deal positively with key issues for young adolescents — friends, family, school, body (food, puberty, eating disorders, tobacco and alcohol), emotions, and money. Each concept is reinforced with games. The design of the site is also very appealing to 10 to 15-year-olds.

Dove's Campaign for Real Beauty provides online videos to help young girls realize their natural beauty.

NMSA produces several resources to assist educators in combating the downward spiral of teen health. Included is a presentation that can be downloaded from the Web site.

Following the article there is an area for educators to join in the discussion of the topic.

I found this website very rich with materials educators could use in enriching the classroom experiences of their students.

Program Coordinator

will begin at 7 p.m. Troy High School is located at 1950 Burdett Avenue two blocks south of Samaritan Hospital. From the Northway, take exit 7 to Alternate Route 7. Follow Alternate Route 7 to Troy. Route 7 becomes Hoosick Street in Troy. Travel east on Hoosick Street to the first light past a liquor store. This is Burdett Avenue. Turn right and travel past Samaritan Hospital for about two blocks. Troy High School will be the second school on your left. The name is on the front of the building. You can park in the front lot. Come in the main entrance, go up the main stairway to the second floor, turn left and go to room 212. There is an elevator in the main lobby if needed. Usually, a custodian will provide accress.

Internet SIG

cable channels. In all, more than 28,000 shows are available.

Fancast features full-length shows and clips from all the big four networks. There are also movies and programming from cable channels. You'll find shows like House, Big Brother and Star Trek.

Some shows may not be available online. But Fancast tells you how you can watch shows on-demand via Comcast.

TV Guide offers shows from the four major networks and cable channels. For example, there's Brothers & Sisters, NCIS and Burn Notice.

You can watch videos directly on the site. Or, you may be directed to a different site. TV Guide also links to sites where you can buy shows.

Even your favorite Web portal is getting in on the action. AOL, MSN and Yahoo! all have video sites. You'll find videos from the major networks and cable channels.

Apple Ambassador
Continued from page 2.

With this site, we want to share our passion about the news in a way that invites you — and everyone else — to share your passion about the news. At CNN we live for news. We love talking about it. And we know that there's a whole lot more to it than what you see on TV or read on your favorite Web site. So we've launched an independent world where you, the iReport.com community, tell the stories we're not used to seeing. And the most compelling, important, and urgent ones may get seen on CNN. So head on over the homepage and jump in. Tell your story and see how it connects to someone on the other side of the world — and build a new kind of news site, one made from communities of shared interests, impassioned discussions and great storytelling.

CNN has issued a statement in response to the false report posted this morning about Steve Jobs suffering a heart attack. The statement reads: "iReport.com is an entirely user-generated site where the content is determined by the community. Content that does not comply with Community Guidelines will be removed. After the content in question was uploaded to iReport.com, the community brought it to our attention. Based on our Terms of Use that govern user behavior on iReport.com, the fraudulent content was removed from the site and the user's account was disabled.")

The bogus report, however, could have given someone a great opportunity to cash in on an Apple short sale. Check out the blip when the report hit.
The news was bound to cause Wall Street to react. Steve Jobs' health has been a topic of conversation for several months, following an appearance at a conference in Spring where Jobs looked gaunt. In a call with analysts in July, the company was asked about a New York Post report that questioned whether Jobs was suffering complications from, or a reappearance of, the pancreatic cancer cured by surgery nearly four years ago. (The company responded that Jobs' health was a private matter.)

Then, in late August, Bloomberg accidentally published a pre-written obituary for Jobs.

Last month, when Jobs took the public stage again to announce the newest line of iPod, he paused for a moment to poke fun at news events. As he stood on the stage, the screen behind him flashed the infamous Mark Twain quote: "The reports of my death are greatly exaggerated."

As for the iReport user who posted the "story," it should also be noted that he or she has no track record of posting previous items. Perhaps it's time for an SEC investigation.

SEC investigating fake Steve Jobs heart attack story
by Adrian Kingsley-Hughes

A fake story that appeared on CNN's iReport site which claimed that Apple CEO Steve Jobs had suffered a heart attack is being investigated by the U.S. Securities and Exchange Commission.

The agency's enforcement unit is trying to determine whether the iReport.com posting was intended to push down the company's stock price. CNN is cooperating with the SEC's probe, network spokeswoman Jennifer Martin said. The report is "not true," Apple spokesman Steve Dowling said in an interview.

I can't say that this investigation is unexpected. I came across the story very early on in the day on Friday (via Digg) and after about 10 minutes worth of digging around was certain that it was false (although at least one site took it on face value), but the effect on Apple's stock price was almost immediate.

Apple stock recovered but later fell again and ended the day at under $100 a share:

But these sudden falls in stock price based on speculation and rumor show that Apple is at present very vulnerable, especially when it comes to Steve Jobs and his health. Jeffrey Sonnenfeld, senior associate dean at Yale University's School of Management had this to say to Bloomberg:

"Leaving it to rumor and speculation is reckless," said Sonnenfeld, who has personally owned Apple shares since 1997, the year Jobs returned as CEO. "If he is healthy, they should say so. If he's not, we should know that too."

While it's true that no stock is a safe bet under the current economic conditions, Apple stock seems to be particularly vulnerable to any bad news, and especially so if that relates to Jobs.

Mac Tips

Searchin' Safari

Safari's search features are more powerful than ever in Mac OS X Leopard.

To search a web page for text, type Command-f, which opens the Find banner near the top of the browser window. Type your search term. (No need to press Return.)

Safari instantly tells you how many times the term appears on the page. The first occurrence is indicated in your highlight color, and all subsequent ones are framed in white. The remainder of the page dims to gray.

You can advance from one occurrence to the next by pressing the Return key (or typing Command-g). Holding Shift while pressing return (or typing Command-Shift-g) steps you backwards between occurrences. When you're finished, press the Done button next to the search field, closing the Find Banner.

For Google searches, just type Command-Option-f. This jumps your cursor to the main Search field, ready for you to type a search phrase.

It's easy to revisit your Google search results. Each time you enter a new search, Safari remembers the search results page. Click through to as many pages as you like — if you want to snap back to the Search results, simply click the orange arrow to the right of the Search field.

Managing Your Login Items

Your Mac lets you decide which, if any, applications open automatically each time you log into your account in Mac OS X Leopard. For example, you might want iChat and Mail to open every time you sign on. These automatically opening programs are called Login items, and here's how to manage them.

From the Apple menu, choose System Preferences and click on the Accounts button. Click on your account name (if it's not already highlighted), then click the Login Items tab. A list of all Login items appears.

You can remove programs by selecting them and clicking the minus sign, or add new ones by clicking the Add (+) button and navigating to the desired application. If you check the Hide box next to the program name, the application will open automatically, but won't be displayed onscreen until you select it in the Dock or via the Command-Tab key command (which cycles you between all open applications).

Login Items don't have to be applications. You can also choose to automatically open individual documents, folders, or disks.

As you might expect, adding Login Items increases your startup time. Also, note that only a user designated as the computer's Admin can modify Login Items.
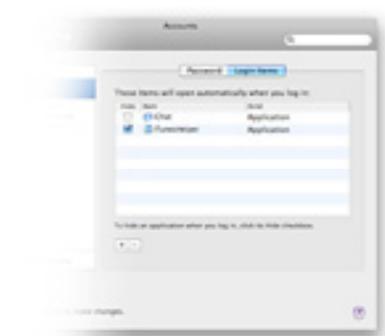
GAAB Internet Addresses

Names	E-Mail Addresses
Gary Blizzard	gmblizzard@aol.com
Steve Bradley	ssbradley@adelphia.net
John Buckley	jbuckley@nycap.rr.com
Anthony Eldering	tonye11@verizon.net
Harold Flax	hflax1@nycap.rr.com
Lilajane Frascarelli	afrascar@nycap.rr.com
Les Goldstein	lgoldst1@nycap.rr.com
Richard Hester	hesterFP@capital.net
Bruce Hodsoll	bhodsoll@nycap.rr.com
George Johnsen	gjohnsen@sprynet.com
Judy and David Kaskel	jak@nycap.rr.com
Cecilia MacDonald	cecilia@midtel.net
Stella Zuris Mallon	SunnyStela@adelphia.net
Mike Mannarino	rfd230@nycap.rr.com
Roger Mazula	aluzam@aol.com
Roger Mazula	rmazula1@nycap.rr.com
Brendan O'Hara	bohara1@nycap.rr.com
Linda Rackliffe	revmutt@mac.com
Jen Rice	jrice001@nycap.rr.com
Eric/Lee Rieker	Erieker@aol.com
Judith Schwartz	jfschwartz2@earthlink.net
Bill Shuff	wjs206@earthlink.net
Ernie Tetrault	ernie@global2000.net
Edward Walsh	ewalsh@nycap.rr.com
Shelly Weiner	olliedawg@yahoo.com
Lou Wozniak	louw@nycap.rr.com

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Cecilia MacDonald
260 Sever Road
Delanson, NY 12053

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