

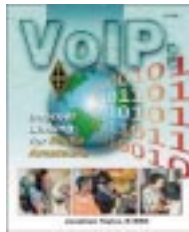


# The *GAB'er*

The Newsletter of the Greater Albany Apple Byters

Volume 22, Number 8 - April 2006

## IP-Enabled Services



Voice over Internet Protocol (VoIP), is a technology that allows you to make telephone calls using a broadband Internet connection instead of a regular (or analog) phone line. Some services using VoIP may only allow you to call other people using the same service, but others may allow you to call anyone who has a telephone number - including local, long distance, mobile, and international numbers. Also, while some services only work over your computer or a special VoIP phone, other services allow you to use a traditional phone through an adaptor.

VoIP allows you to make telephone calls using a computer network, over a data network like the Internet. VoIP converts the voice signal from your telephone into a digital signal that travels over the internet then converts it back at the other end so you can speak to anyone with a regular phone number. When placing a VoIP call using a phone with an adaptor, you'll hear a dial tone and dial just as you always have. VoIP may also allow you to make a call directly from a computer using a conventional telephone or a microphone.

Depending on the service, one way to place a VoIP call is to pick up your phone and dial the number, using an adaptor that connects to your existing high-speed Internet connection. The call goes through your local telephone company to a VoIP provider. The phone call goes over the Internet to the called party's local telephone company for the completion of the call. Another way is to utilize a microphone headset plugged into your computer. The number is placed using the keyboard and is routed through your cable modem.



## Coordinator's Corner

by John Buckley

If you think VoIP is a sound made by your sink after putting pipe cleaner down a clogged pipe, Then you are in for a surprise. VoIP is changing the way we communicate on the phone and most likely you and your phone company has been using the ideas behind VoIP without you even knowing about out This month we will look at this change in telecommunications and how it can save you money.

Also, with two months left in our calendar, it is time to plan our end of year meeting for June as well as next month's meeting.

To find out what's happening in the world of Macintosh Computing, GAAB is the place to be. So be sure to be at our April meeting to help chart our future.

The April meeting will be held at Troy High School in room 212 on Wednesday, April 12, 2006. The meeting 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 the old closed Dunkin Donuts, which is now 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.

**Next GAAB Meeting**  
**April 12, 2006**  
**7:00 p.m.**

**Voice over Internet Protocol**

**Troy High School**  
**Room 212**

**Featured in this Issue**

IP Enabled Services .....	1
Coordinator's Corner .....	1
Apple Ambassador .....	2
Internet SIG .....	3
Education SIG .....	4
Secrets of Phishers .....	7
New Apple Logo? .....	9
Tiger Tips .....	7
Privacy Breaches .....	11
Spammers Shut Down .....	11
GAAB Internet Addresses .....	12

*Serving the Apple Computer User Community Since May 1984*

## The Secret of Phishers' Success

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

The following is the best article I have seen on the new Boot Camp program from Apple that enables users of the new Intel Macs to run Windows on their computers. The article is by Walter Mossberg of the *Wall Street Journal* and can be found at: <http://ptech.wsj.com/archive/ptech-20060406.html>

### Boot Camp Turns Your Mac Into a Reliable Windows PC by Walter S. Mossberg

For mainstream computer users doing typical tasks, Apple Computer's Macintosh models have huge advantages over the prevalent Windows computers from companies such as Dell and Hewlett-Packard. The Macs have sleeker hardware designs, a superior operating system, much better built-in software, and virtually no exposure to viruses and spyware. Apple's flagship model, the iMac, is the best consumer desktop on the market.

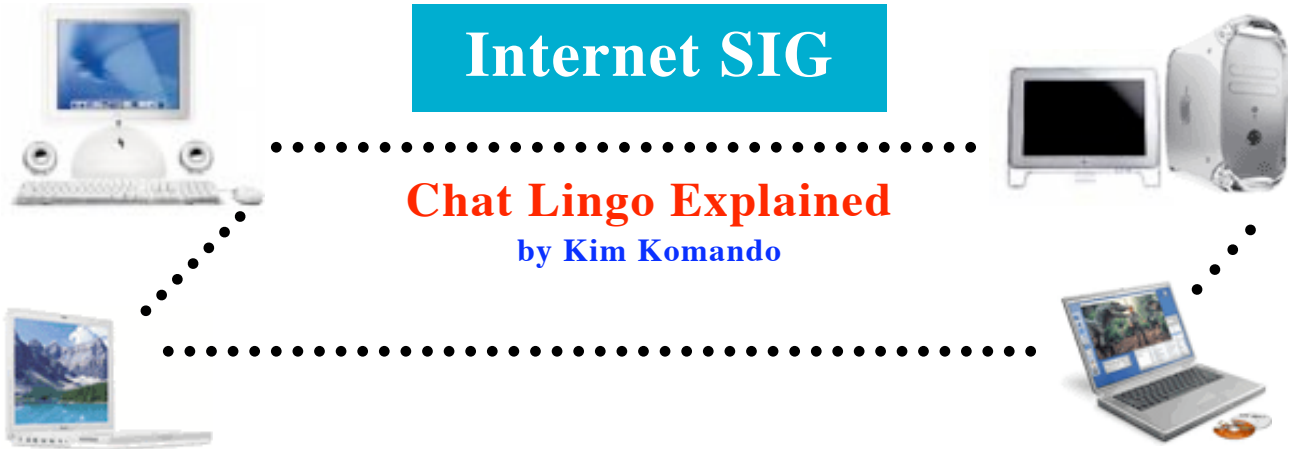
But, there's a big barrier for Windows users tempted to switch to the Mac: software. While there are thousands of programs for the Mac's operating system, called OS X, potential Mac buyers often find they have one or two Windows programs they must use that have no Mac equivalent. These range from custom software required by their employers, to niche programs for specific industries or hobbies, to games.



Yesterday, Apple took a historic, and potentially huge, step to remove that obstacle to switching. It introduced free software that makes it easy to install and run Windows on the latest Mac models as a complement to the Mac operating system. With this new software, called Boot Camp, you can turn your Mac into a fast, full-fledged Windows computer for those occasions when you must run a Windows program. That makes the iMac, the Mac Mini and the MacBook Pro laptop the only computers in the world that allow mainstream users to run both operating systems at full speed. I've been testing Windows on a new iMac for several days and except for a couple of trifling annoyances, it runs perfectly, just like a stand-alone Windows PC. I was able to install Boot Camp and Windows XP Pro on the Mac in under an hour. After that, I installed 15 Windows programs, most

*Continued on page 8*





If you think ASL is an acronym for American Sign Language, you're only partly correct. It also means age, sex, location in Internet speak. Your child probably already knows this; you should, too.

Kids use shorthand when chatting online. Some abbreviations are innocent enough, such as those in the following list:

BRB - be right back  
 BTW - by the way  
 GTG - got to go  
 IMHO - in my humble opinion  
 LOL - laughing out loud  
 OMG - oh my god  
 OTOH - on the other hand  
 WB - welcome back

Other acronyms and abbreviations are cause for concern. Dr. O is short for marijuana. If you walk into the room while your child is chatting and see POS or P911, it means parent over the shoulder.

Watch for any reference to going cyber or having a direct connect, especially when used as a verb. It is often shorthand for cybersex. Fortunately, there is assistance online to help decipher kids' lingo.

Urban Dictionary (<http://www.urbandictionary.com>) is an online compilation of slang. The words and definitions are contributed by the public, mostly kids. And some of the terminology is offensive. But get used to it. Your kids probably use it, or at least understand it.

For more abbreviations, check Jupiter Parents: (<http://www.jupiterparents.com/children/safety/safety12.shtml>) and Sharpened Glossary (<http://www.sharpened.net/glossary/acronyms.php>). Or, use the translators at No Slang (<http://www.noslang.com/index.php>) and Teen Angels (<http://www.teenangels.org>).

To add to the confusion, kids also use what's called leet, or leetspeak when chatting. Leet is short for "elite" and originated with hackers. It is now found in mainstream online correspondence.

Leet substitutes numbers and symbols for letters. For example, leet could be written as !337 or 1337. Sometimes symbols are combined to create letters. For example, harm could be written as l-l4r/\.

Some common leet words are:

d00d - dude  
 joo, j00 and u - you  
 kewl - cool  
 n00b, noob, newbie or newb - new user, new person  
 pr0n - pornography

There is no official way of writing in leet, so translation can be tricky.

When viewing your kid's chat sessions, it may be difficult to know if the other party is another kid or an adult trolling for kids. A great way to avoid strangers is by restricting messaging to friends. The most commonly used messaging programs provide features that can block messages from everyone but those in the buddy list.

Here are quick instructions for some popular programs:

**AOL Instant Messenger (AIM):**

Click My AIM>>Edit Options>>Edit Preferences. Select the Privacy tab. Under "Who can contact me," select "Allow only users on my Buddy List."

**Yahoo Messenger:**

Click Messenger>>Preferences. Under Category, select Ignore List. Then select "Ignore anyone who is not on my Messenger List." Then click OK. Make sure that only friends are in your child's list of contacts.

**MSN Messenger:**

Click Tools>>Options. Select Privacy from the menu. Under "Allow and block lists," mark the checkbox labeled "Only people on my Allow List can see my status and send me messages." Then click OK. Of course, make sure that your child's friends are included on the contact list.





## Education SIG

### Education Special Interest Group Ed Tech Stalled by Fear

The following is a very exciting and challenging interview about the direction of Educational Technology. This interview was posted in the *eSchool News*. Information about the *eSchool News* is at the end of the article for those interested in receiving a free copy.

#### Thornburg: Ed tech stalled by ‘fear’

by Robert Brumfield, Assistant Editor, *eSchool News*



David Thornburg is an award-winning futurist, author, and consultant whose clients range across the public and private sectors worldwide. He is the author of **The New Basics: Education and the Future of Work in the Telematic Age**, a handbook on teaching the skills necessary for success in the 21st-century workplace, and, most recently, **Campfires in Cyberspace: A Guide to Teaching with the Web**.

Thornburg recently sat down with *eSchool News* for an in-depth discussion about his latest book, open technologies, and institutional roadblocks to the successful implementation of one-to-one computing initiatives in schools, which he believes holds the potential to completely transform education. Along the way, he touched on topics such as how to convince parents and educators that ubiquitous computing is a good thing, why Duke University’s iPod experiment ultimately failed, and what a collection of letters from Alexander Graham Bell can teach us about technology’s power to democratize learning.

**eSN:** Dr. Thornburg, please tell us a little bit about your latest book, *Campfires in Cyberspace*.

**THORNBURG:** *Campfires in Cyberspace* is basically a book that applies media theory to education. ... We took a look at how human beings learn historically, and came up with four metaphors for how people learn. The first is “the campfire,” which is the home of the storyteller and the narrative. That is where the teacher does directed instruction in the classroom setting. Another is “the watering hole.” The watering hole is the learning environment where you congregate with your peers. While you’re gathering water in the well, you’re talking about what you’ve just learned, what I’ve just learned, what’s going on in your village, what’s going on in my village. In the corporate setting, it’s called “the water cooler” or “the copying machine.” It’s wherever people congregate, and it’s a very important place. The third place is what we called “the cave.” It’s the solitary environment where you reflect. The fourth component is what we call “life.” That is where you go out and actually apply what you’ve done to do other things.

These are what we call the four primordial learning spaces, because there seems to be evidence that humans have always populated those four learning spaces. How those four learning spaces translate

into a world with modern technology is interesting. The title of the book derives from my belief that if the stories being told around the new fire are not as interesting as the stories told around the old fire, then we shouldn’t be telling them. Technology is useful only to the extent that you don’t even know that it’s there. You shouldn’t even have to think about it. Unfortunately, we’re not there yet. There are too many bugs in the software—you turn on the computer and things don’t work exactly as it should. But we’re getting better at this. The main thing that’s holding technology back is ... a fear—a well-placed fear, I might add—that if technology becomes ubiquitous, it will totally transform the practice of education. There are a lot of people who don’t want the practice of education transformed, because they’re very comfortable with it.

The student-to-computer ratio in American schools has been frozen at 4 to 1 for the past three years. During that time, the price of technology has dropped by a factor of two, performance has increased by a factor of maybe four to eight—[we now have] amazingly powerful machines. Any economic theory involving price elasticity says that there should be more computers, but there are not. There’s a force that’s keeping them from being more fully utilized. We think that force is related to a reluctance on the part of certain educational establishments in transforming themselves.

That, by the way, happened when the printed book came into existence. The printed book completely changed education. In that case, it took about 100 years.

**eSN:** How do you see technology completely transforming education in a way that is intimidating to many educators?

**THORNBURG:** Too often, we destroy courses, we destroy subjects, by telling students everything they need to know about them, instead of providing [students] with enough information to allow them to come up with interesting questions that they can then go out and explore on their own.

Let me give you an example. Many years ago, I was interested in the process that led to [Alexander Graham] Bell’s discovery of the telephone, and what he anticipated it would be used for. I had read that his view was that the telephone would not be a device used for you and me to communicate with each other, but that it would be a device that would be set up in a concert hall. People like you and me would pay for a subscription at home and listen to concerts.

Bell thought he’d invented the radio. I decided to do some research on this. I knew that the Library of Congress had the letters that Bell had sent to his wife during the New York World’s Fair, which is



where Bell first showed his telephone. I arranged with a curator of special collections to see these documents. I flew to Washington, I went into a very dimly lit room, I wore a pair of silk gloves and a smock, I was allowed a pad of paper and a pencil—no pens—and then the curator opened these letters and set them in front of me. I wasn't to touch them.

Now, all of those letters have been digitized, they're part of the American Memory Project. Students could do the same things that I did, at zero cost, like that. Even children living in Washington, D.C., are not allowed to get into that. You've got to be 18 to get in there. So, we have now democratized, in some sense, access to very rich primary-source materials. Teachers can now teach courses they never dreamed of teaching in the past, not because they didn't want to, but because the resources were not accessible.

That, to me, is so powerful, so important, and we just don't talk about it enough. All too often, we see teachers who are using technologies today trying to do the same kinds of things they did in the past, only more efficiently. I'm not going to go back to using a typewriter now that I use a word processor. But those are examples of what I'd call doing things differently- and the real power comes when you do different things.

**eSN:** Speaking of democratizing access, another democratizing force is open technology, which dashes the proprietary software model that is expensive and locks students out of any direct manipulation of the code upon which applications are built. Open technologies are providing opportunities to get these resources into the hands of students. They're also giving students and teachers the chance to have more direct control over the design of the "campfire" space that you discussed earlier, giving them access to the pedagogical tools they're using. Could you talk more about why you believe open technologies are important to the future of education?

**THORNBURG:** Well, I had my computer plugged in last night, with my computer set up well in advance. I forgot to see if the extension cord was plugged in. My computer went to sleep, and when it came back on, it was on the same slide where I'd left off. That doesn't happen in Windows. That happens in Linux just fine. To me, the argument for Linux [solutions] on the desktop is not just that they're inexpensive, that you can share them without fear that the copyright goons will come after you, or whatever. It's simply that they work better.

If you were making a tradeoff to an operating system that worked poorly, that's a lousy tradeoff, because maybe the operating system is free, but it costs you a fortune in upkeep. But open technologies do work better.

**eSN:** That's a statement that proponents of proprietary software solutions would argue with. Any money you're saving, you're going to lose in service and upkeep, they'd say; open technologies do not work better, and the support is lousy.

**THORNBURG:** That's not the case. For example, I'm using a programming language called NetLingo, which was originally created by some people at MIT. I found, not a bug, but something that was inconvenient in the Linux version of the software. I sent an eMail suggesting they consider patching the software in a particular way. I got an eMail back within 24 hours from the developer, saying that he hadn't thought of that solution, [but he

believed it was] a good idea. He asked if I'd like to write the code for the patch. I didn't want to, but I said I'd test it. Within 24 hours, he had then sent a message to all those involved in this piece of software, alerting them to the problem and [telling them] I was the contact person. I know that when I come to my inbox, there's going to be a solution. Within 48 hours, it's solved. I can't get Microsoft to pick up the damned phone in 48 hours.

**eSN:** But what about a large school district? This might be a good solution for you, but proponents of proprietary software solutions would say districts can't go on faith that a community of unpaid developers will support them in a timely manner. As a large district, don't I need some form of contractual security? Do you think [the developers' community] would be able to handle support for me better than Microsoft, for example? "To me, one-to-one computing is not a technology initiative—it's a pedagogical initiative. It facilitates the transformation of teaching practices in a way that really matters.

**THORNBURG:** Yes. Absolutely. If you don't believe me, contact Mike Huffman [special assistant for technology for the Indiana Department of Education]. He's running 300,000 machines on an open-source operating system. It's working great.

The downside right now ... there are a couple. There are some applications that are really cool right now for which there are no non-proprietary solutions, or no proprietary versions that can run on a Linux-based operating system. I'm not against paying for software; if there's software out there that works well, I'll pay for it. That's not the issue. This is not to say that free isn't a big incentive for schools, I understand. Most companies have site-licensing procedures for schools to keep things as affordable as possible. So let's not ignore the fact that the cost of developing stuff is humongous. I have no problem with people making back their investments. But the fact is there are a lot of cool education titles that do not yet exist on a Linux platform. That's a chicken-egg thing. What Mike has done, since he has so many Linux desktops, the size of the installation is so big, he's provided the incentive to make certain these applications do run on Linux. He's made it so all of these proprietary applications have been translated to run on Linux, because if they don't, they're missing out on licensing 300,000 applications.

Definitely, in education, it's a wake-up call. I've had some vendors, I won't say who they are, but some have gone from saying they might be doing a Linux version next year, to asking if I'd like to see a Linux version next week, just as a result of what Mike has done.

Then, if you believe in the \$100 laptop ever reaching fruition—which I think is a great idea, but I've got some problems with the implementation—that's a Linux-based machine. We're talking about a million units for sale. That will definitely [provide some incentive to make applications operable on a Linux platform.]

**eSN:** In addition to open technologies, a major issue for you is why one-to-one computing matters. Could you discuss more fully what you believe to be the obstacles to one-to-one computing in public schools?

**THORNBURG:** There's a realization that when you go below 4 to 1, as an educator, your world changes. I think that the teachers and administrators who are resistant to one-to-one computing definitely do understand the implications. These are very bright people. They know that the world of education as they know it will end. ...



There seems to be some evidence that dropout rates and things like that are positively influenced by having access to computers. Take, for example, the Buddy System Project in Indiana, way back in the '80s. Students were given Apple 2 computers—one in the home, one in the classroom. The reason for two computers was there were no laptops, so they couldn't have the students bringing computers back and forth.

That program was implemented across the spectrum of socioeconomic status in the state of Indiana. What they found was that when students had access to computers at both school and home, it had the effect of adding 30 days to the school year by providing [students] with 24-7 access [to learning opportunities]. The cost of the whole program was less than keeping the schools open one extra day.

Or consider cost more fully. An average textbook costs \$75. Take any reasonable lease on the laptop, it's going to be cheaper than all those books. So the challenge gets back to the idea of how the students are going to access information without textbooks and how reliable that information may be. The answer is that some of the information may be wrong. But don't you think school is a good place for people to learn the difference between good information and bad information? They're going to have to spend the rest of their lives doing it. Why not teach it to them?

Also, it doesn't occur to [many who object to one-to-one environments] that, if you're going to saturate an environment with technology, you need to give teachers a chance to think about what to do in that environment and experiment.

I think that this is the reason the iPod experiment [to give all incoming freshmen] at Duke [University] failed. There were some teachers who did brilliant things with it. There were others who didn't. Part of the reason is they didn't have time to think it through. They should have given them a year ahead of time to think it through.

**eSN:** So you're suggesting that, as much as it's about getting tools into the hands of students, it's about getting into the heads of educators?

**THORNBURG:** And getting into the heads of students, too. If you've been through institutional primary school, and suddenly you're in high school and you're going to do inquiry-driven, project-based learning, you may have been an "A" student up until that point, but it's possible you were an "A" student because you'd learned how to psych out the teacher, and you knew just what to memorize to do well on a test. That doesn't mean you've learned to be an independent thinker or problem solver. Now, [on the other hand], some kids who don't do well in traditional classrooms suddenly thrive in the new environment. ... The kids who often have the worst time with it, when you change the pedagogical model, are the kids who were doing beautifully in that [old] environment. The anxiety comes not only from the students and the teachers, but also the parents. We've seen some wonderful one-to-one initiatives that have been derailed by the parent community. That's kind of curious to me to see that going on, because a mom or dad who wouldn't dream of going to work and not having access to these tools is saying that they don't want their kids to have access to these same tools. But the rationale for it is that they are also fearful that school is changing in ways that are uncertain for them or frightening for them. They're saying, "Not on my watch. Maybe this next generation, but it's too soon."

"When kids who are that fluent with these tools encounter an educational system that is predominantly driven by the awesome power of a sheet of slate and a stick of chalk, then they're in trouble. Or the teacher is in trouble, more appropriately, because the student will just tune [the

**eSN:** You're talking about deconstructing institutions, up and down—from traditional models of teaching and administration, to traditional models of study and parenting. How do I convince parents that's a good thing? It's about getting teacher buy-in, administrator buy-in, but also parent buy-in. Could you talk about how to get parent buy-in?

**THORNBURG:** We like to start by having parents do a quick count on how many computer-based devices they use on a daily basis. One-to-one is almost a misnomer. I don't have a one-to-one computing environment, I have a half-dozen computers. They're different for different purposes. Right now, I've got a Palm, a cell phone—that's really a computer; I also have a laptop, and that's just on the road. At my office, I have a number of different devices.

Working in corporate America, the likelihood is you're going to be using so many of these devices and you're not conscious of it. That is a good thing, because it means they're working very well.

I think that's one of the first things you need to talk about, because, to me, one-to-one computing is not a technology initiative—it's a pedagogical initiative. It facilitates the transformation of teaching practices in a way that really supports the needs of young people. That is essential. I have another presentation that I'm working on called, "If the world is flat, why is my head spinning?"

We live in a world that is spinning out of control. We've got a public that is in shock over a lot of changes that are going on. We need to develop resiliency in people for a very dynamic, global marketplace of ideas. That means the practice of teachers has to change. It certainly meshes beautifully when every child has access to those tools.

By the way, it's interesting: When you talk to kids themselves, they're will just tune [the teacher] out and do his project at home." cool with all these things. Most kids I speak to would classify "Google" as a verb if you asked them what part of speech it was. Some of them weren't even aware that the word didn't exist prior to the company. They think cyberspace is a place. They talk about it as though there's almost a physicality to it, because that's a metaphor they can relate to. If you press them on it, they'll say, "Yeah, there's no 'there' there." But it's shorthand for communication. These are all very immediate to them. When kids who are that fluent with these tools encounter an educational system that is predominantly driven by the awesome power of a sheet of slate and a stick of chalk, then they're in trouble. Or the teacher is in trouble, more appropriately, because the student will just tune [the teacher] out and do this project at home. [He'll say,] "It's not worth my time to try it here, I don't have access to the resources. I'll just get through the day."

I'd push the envelope even further. [Apple executive] Martha Rolley coined the phrase "ownership is more powerful than loanership." I really resonated with that when I heard her say it. I went to a vocational high school, [where] all the voltmeters and stuff like that were in an equipment storage closet. When you had to do a project, you'd go to the closet, and you'd take a meter. Many of



[the devices] were broken. As a student, you didn't want to be accused of being the student who broke the meter, so you would just put them back in the closet. The number of working meters was getting smaller and smaller and smaller. I realized, back then, that electronics was going to be important to me for the rest of my life. I made a personal investment in buying my own voltmeter, which I have a slide of in my presentation, because I use it to this day. It's the voltmeter I use to check circuit breakers, outlets, et cetera.

There's nothing from that era that's with me anymore, but I still use that voltmeter, because it's my tool. You take care of your tools. People say they can't put the tools in the hands of students, because, well, they'll sell them for drugs, or go through the litany of reasons, you know, whatever. But, if they own them, they'll take care of them.

**eSN:** In closing, what do you think is the most important message to leave educators with?

**THORNBURG:** I would like to see these people ... with a renewed sense of enthusiasm, a rekindled sense of joy. Educators today are being treated like they would be treated in a kennel. You've got this situation of the No Child Left Behind Act, which is perceived to be a hammer that is bashing teachers down. Whether that's true or not, the perception is the reality for people who are under the gun.

As a result, a lot of the joy has been removed from people's lives—administrators especially. They're just the walking wounded. They need the opportunity to explore new ideas, and go back with a positive vision of the future and with enough resources.

## The Secret of Phishers' Success

by Will Sturgeon, CNET News.com

**Three U.S. academics have published research into why phishing scams are still finding success, years after widespread public warnings first appeared.**

Most people have received an e-mail purporting to be from a bank or other online service that asks for personal and financial details. Occasionally, it has been for a bank or service for which the recipient is a customer. Even in that situation, many people still know to be wary.

For their paper, titled "Why Phishing Works," Rachna Dhamija of Harvard University and Marti Hearst and J.D. Tygar of the University of California at Berkeley, conducted tests on a small sample of users. They found that 90 percent of subjects were unable to pick out a highly effective phishing e-mail when simply judging whether or not it was genuine.

Equally relevant, in terms of ensuring that e-commerce and online banking can survive the damage to consumer confidence created by "Neighborhood watch for phishing launches — Monday, Mar 27, 2006" phishing, a large number of subjects were unable to pick out genuine e-mails. This could lead to wary consumers avoiding such online services altogether.

The researchers put together a carefully \o "Alert sounds alarm on phishing imposters — Tuesday, Mar 28, 2006" spoofed Bank Of the West e-mail that directed recipients to the phishing Web site [www.bankofthevest.com](http://www.bankofthevest.com) (with a double "v" instead of "w"), complete with a padlock in the content, spoofed VeriSign logo and

certificate validation seal, and a pop-up consumer security alert. Presented with this, 91 percent of participants guessed it was legitimate.

Presented with a genuine E\*Trade e-mail that directed recipients to a legitimate secure site with a simple, graphic-free design optimized for mobile browsers, 77 percent of participants guessed it to be a fake.

One of the reasons consumers fall for phishing scams could be because too many simply blunder into the trap. Nearly a quarter of participants in the research study didn't look at the address bar, status bar or security indicators on the phishing sites.

This makes them easy targets for those criminals exploiting tactics such as URLs that differ from a legitimate one by just one character, replacing the letter "l" with a number "1" or even an uppercase "I" in the e-mail message, where the HTML in the URL can hide its true identity, for example.

Similarly, the paper adds, people don't understand the syntax of domain names. "They may think [www.ebay-members-security.com](http://www.ebay-members-security.com) belongs to [www.ebay.com](http://www.ebay.com)," it states.

Other visual items can be deceptive. Users may see a familiar padlock icon in the HTML of the page and assume that is a

guarantee of security. However, such icons can easily be added to the page.

Speaking at the E-Crime Congress in London last week, Bernhard Otupal, a crime intelligence officer for high-tech crime at Interpol, said consumers are not only still falling for this kind of scam in large numbers, but they're even making matters easier for the criminals with shocking levels of ignorance.

"There needs to be some responsibility from users," Otupal said. "Recently a number of users fell victim to phishing attacks from a group claiming to be a well-known bank. People entered bank details who weren't even the bank's customers."

The "Why Phishing Works" paper claims it found no difference in susceptibility based on age. However, separate research out from market research agency \t "\_blank" YouGov suggested there are some differences.

Asked whether the threat of cybercrime has made them act more cautiously, only 58 percent of respondents ages 18 to 29 said yes, compared with 79 percent of respondents over 50.

Likewise, 80 percent of those younger respondents said they make decisions about who they deal with online based on security, while for the older demographic the figure was 93 percent.



## Apple Ambassador

*Continued from page 2.*

unavailable in Mac versions, and all ran properly. In Windows mode, the iMac was blazingly fast — far faster than my two-year-old H-P Windows computer. And every function of Windows I tested, including Web browsing, email and music playback, ran flawlessly.

In fact, I wrote this column in Windows on the iMac, using the Windows version of Microsoft Word. And I emailed it to my editors using Outlook Express, the built-in email program in Windows. When I was done using Windows, I just restarted the Mac and the machine turned back into a regular Macintosh, running the Mac operating system and Mac software.

Boot Camp (downloadable at [www.apple.com/macosx/bootcamp](http://www.apple.com/macosx/bootcamp)) allows you to “boot up,” or start up, the Mac in either operating system. You can designate which one gets loaded when the machine boots up. Or, by simply holding down the Option (or Alt) key while starting or restarting the computer, you get a screen showing icons for the two operating systems. Click on the Mac icon and the machine runs the Mac OS. Click on the Windows icon and it runs Windows.

Each operating system gets its own dedicated portion, or “partition,” of the Mac’s hard disk, so they don’t interfere with one another. Programs you install in each operating system, and files you create with them, are stored in the part of the hard disk devoted to that operating system. All of this is possible because the latest Macs use the same Intel chips as Windows machines. Boot Camp runs only on these new Intel-based Macs, which have been available since January. Older Macs can also run Windows, in a fashion, but only via a clumsy Microsoft program that creates a painfully slow “virtual” Windows computer that can’t handle some demanding programs, like games.

By contrast, with Boot Camp, the new Intel-based Macs can become true, fast, full-fledged Windows computers that are essentially identical to standard Windows computers, yet still retain the ability to operate as normal Macs.

It’s important to note that Apple isn’t abandoning its OS X operating system, or adopting Windows. The company says it won’t sell, preinstall, or support Windows. In fact, while Boot Camp is free Apple software, anyone using it must supply his own copy of Windows to install. Boot Camp is technically beta, or test, software. But in my tests, it operated exactly as advertised. It will be built into the next version of the Mac operating system, called Leopard, due early next year.

You can’t run both operating systems at the same time. Switching between the two requires you to restart the Mac; the operating system you’re not using is shut down. That makes switching a little slow, but it also means that each operating system runs like a separate computer, with full control of the hardware. This allows Windows to run at full speed and protects your Mac files from the effects of Windows viruses.

With Boot Camp, you could choose to run a Mac solely as a Windows machine, with good results. But Apple doesn’t expect many people to do this. Instead, it assumes Boot Camp users will still use the Mac operating system and Mac software 90% of the time, switching into Windows mode only to run a few Windows programs. Some customers may never use Windows on their Macs, and just see Boot Camp as a sort of insurance policy that allows them to switch to the Mac without fear that they’d lose future access to Windows programs.

Apple’s move is only the first in what will likely be a series of new programs that allow the Intel Macs to run Windows. Today, a small Virginia company called Parallels plans to release a beta version of its own software to run Windows on an Intel Mac. It’s called Parallels Workstation for OS X and will cost \$49, plus the cost of Windows itself. Unlike Boot Camp, Parallels creates a “virtual machine” that simulates a Windows computer inside the Mac OS. I haven’t had a chance to test this product, but may do so in coming months.

Last month, two hackers caused a stir by posting online their own method for running Windows on the Intel Macs. But, unlike Boot Camp, it requires technical skills far beyond those of the average user, and it doesn’t enable all of the Mac’s key hardware in Windows.

Until now, subtle hardware differences between Mac and Windows made it impossible to simply buy a copy of Windows and install it in a Mac, even the new models using Intel chips. Apple’s Boot Camp allows Windows to overcome these hardware differences, and also includes “drivers” — hardware-enabling programs — so that Windows can work smoothly with Apple keyboards, video systems and networking hardware.

Because the Mac becomes a true Windows computer when in Windows mode, it is susceptible to all of the viruses and spyware that plague regular Windows machines, but not Macs running the Mac operating system. While these viruses can’t infect the Mac side of the machine, you do have to install antivirus and antispymware programs on the Windows side.

To install Windows on a Mac with Boot Camp, you first must upgrade to the latest version of Mac OS X and perform what’s called a “firmware update.” Both are easy. Next, you





download the Boot Camp program, and install it. Boot Camp first guides you through the process of burning a CD with driver software you will later install in Windows. Then, it lets you divide the hard disk into separate Mac and Windows partitions. Finally, it starts up your Windows installation disk.

You control the hardware features of the Mac. For instance, on Macs, you eject CDs and DVDs using a keyboard key that Windows computers lack. Boot Camp tweaks Windows so this key works.

In my tests, this whole process took 57 minutes, of which 40 minutes was claimed by the Windows installation.

After I had Windows running, I browsed the Web and received and sent email, using both a wired and wireless connection. I installed and used an H-P DeskJet printer. I played a DVD. I used a USB thumb drive to transfer files to Windows. All worked well.

Next, I installed 11 Windows programs that aren't available for the Mac. These included Microsoft Access, Outlook and Publisher; ACT!; Adobe Photoshop Album; Microsoft Money; Family Tree Maker; Microsoft Flight Simulator; Microsoft Age of Empires; AVG anti-virus; and Spyware Doctor.

I also installed the Windows versions of Microsoft Word, Excel and PowerPoint. And I installed the Windows version of Quicken. These four programs are available in Mac versions, but in the case of Quicken, the Windows version is

much better. I used these 15 programs for anywhere from five minutes to a few hours, and all worked perfectly.

So what are the annoyances and caveats about running Windows on a Mac with Boot Camp?

You have to reset the clock every time you start Windows. Windows also kept asking me to install my printer every time it started, even though it was already installed. Apple says it is working on these issues. Also, you must buy your own copy of Windows to install — a full version, not an upgrade, of Windows XP, Home or Pro, with "SP2" included. The Home version costs around \$199, the Pro version \$299.

In addition, you must use a wired keyboard and mouse during installation. And the Windows side doesn't work with Apple's iSight cameras and some other peripherals. You also have to adjust to some differences in keyboard layout.

Finally, there's one dangerous step in installing Windows. In one of the screens of the installation disk, where you are asked which hard-drive partition will be used for Windows, you must select "C." If you choose wrong, you could obliterate your Mac operating system. I recommend downloading and printing out Apple's Boot Camp Installation Guide, which has a picture of this screen.

But these are minor issues. All in all, Boot Camp works really well. Whether you want to run Mac or Windows programs, an Apple computer may be the only computer you'll need.

Email me at [mossberg@wsj.com](mailto:mossberg@wsj.com).

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## Apple Announces New Logo

Posted Apr 1st 2006 10:30AM by Dan Pourhadi

Filed under: Humor



Well mark this a win in the "Stick it to Apple Corps" column: According to TheMacObserver, Apple today unveiled a brand new corporate logo, replacing the legendary bitten apple that Mac fans have grown to recognize and love. From TMO: "We look forward to moving forward under our new corporate identity," said Apple vice president Phil

Schiller in a statement. "This gives us the opportunity to start our marketing off with a clean slate."

Here, here. I'm digging it, though I'm a bit skeptical that a birthday cupcake-like design may eventually get, I don't know, old. And what happens when Apple reaches 50 or 60

and starts to want to avoid birthday celebrations like some guy going through a mid-life crisis? Then what? It'll be constantly reminded every day that it's getting old and is no longer the energetic, motorcycle-drivin' ladies man it used to be.

Whatever. I'm sure Apple knows what it's doing...it just feels like the company is getting a tattoo that ten years down the road, when its arm is all wrinkly and the tattoo looks like a garbled drawing on a wet scrunched up rag, it's gonna regret it — and no acid in the world could burn it off.

Well, good luck Apple. Here's to the future!

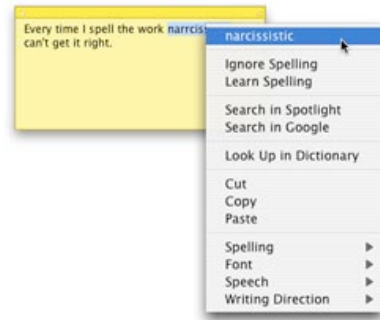
\*(Happy April Fools!)\*



# Tiger Tips

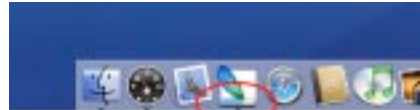
## Stickies Will Spell It for You

If you're working in Stickies and you're not sure you've spelled a word correctly, just Control-click on the word and a contextual menu will appear. At the top of this menu will be choices for what it believes to be the proper spelling of that word (if it's actually misspelled and it recognizes the word in the first place). If you agree, just move your cursor over that word, release your mouse button, and your misspelled word will be replaced. Mighty handy.



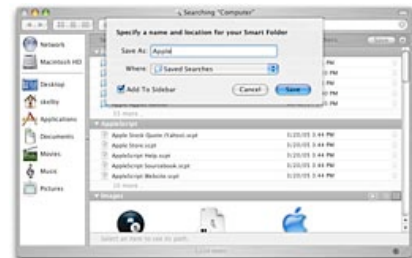
## Is That Task Done Yet? The Dock Knows

Let's say you're working in a power-crunching app like Photoshop, and you go to apply a filter to a high-res image, and it's going to take a minute or two to process your command. You're going to get a progress bar so you can see how long the process is going to take, right? Well, thanks to Mac OS X's way-cool Dock, you can switch out of Photoshop to work on something else and the Dock will let you know when the filter is applied. How? Well, when a progress bar appears in Photoshop, the Dock automatically adds a tiny little progress bar to the bottom of the Photoshop icon in the Dock so you can keep an eye on the progress, even when you're doing something else (like checking your mail, shopping online, or writing a letter).



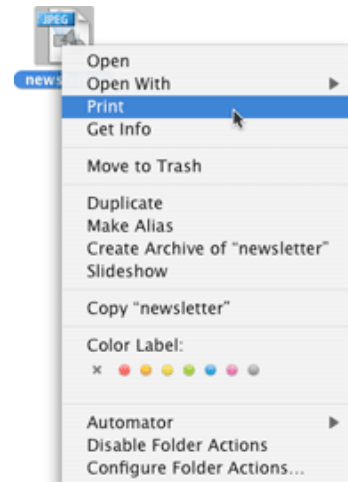
## Saving Spotlight Searches

Spotlight also lives in your Finder windows (right where the old Search field was in previous versions of Mac OS X), but when you search here, you get a little bonus — savable searches. So, for example, you search for all the email, images, and other junk sent to you by your friend Alan. When you do this in a Finder window, the Finder window updates to show the results right there in your window. Oh, but there's more. Now you'll find a Save button near the top-right side of your window. If you click it, it saves your results in a folder in your sidebar, where you can re-access those files at any time. How cool is that! But this is no ordinary folder, my friend. This is a Smart Folder, which means the next time Alan sends you something (or you mention Alan in a document, email, etc.), it will automatically be added to that Smart Folder. It's live, baby!



## Printing From the Desktop (Without a Desktop Printer)

Don't want a printer icon cluttering up your desktop, but you still want to print files from the desktop or a Finder window (kind of greedy, aren't you)? Then try this little trick: Control-click on the file you want to print to bring up a contextual menu. Now just choose Print from the menu. Once you choose it, it will either start printing or take you directly to the default application's Print dialog.



## New York Investigation Reveals Massive Privacy Breach

### Government Technology

New York Attorney General Eliot Spitzer recently announced a settlement to address what may have been the largest breach of privacy in internet history.

The settlement with Datran Media, a leading e-mail marketer, follows an investigation that identified the improper disclosure of the personal information of more than six million American consumers.

“With this case, we hope to set a new standard for internet marketers and consumer research companies,” Spitzer said. “Personal information secured through a promise of confidentiality must always remain confidential.”

Datran was alleged to have improperly used information it had obtained from several companies that compile and sell information on consumers.

The largest such company, Gratis Internet, had assured consumers on several web sites it owned and operated that it would “never lend, sell or give out for any reason” the information provided by users. Among the sites on which Gratis collected user information were “freeipods.com” and “freedvds.com.”

The Attorney General’s investigation revealed that Datran knew of Gratis’ promise to consumers when it purchased the consumer lists. But after obtaining these lists, Datran sent millions of unsolicited e-mails to the listed consumers.

The seven million files that Gratis sold to Datran is believed to be the largest deliberate breach of a privacy policy discovered by U.S. law enforcement to date.

Under an Assurance of Discontinuance with the Attorney General, Datran has agreed to pay \$1.1 million as penalties, disgorgement and costs. Datran must also:

- Destroy the information obtained from Gratis and the other list sellers at issue;
- Avoid acquisition of any personal consumer information without first independently confirming that such acquisition is permissible under relevant seller privacy policies; and
- Appoint a Chief Privacy Officer or other employee to oversee privacy compliance efforts.

Spitzer noted that Datran cooperated fully with his office’s investigation, and that the company began improving its list purchasing and due diligence practices in April 2005, just prior to the commencement of the investigation.

Spitzer’s office is continuing an investigation into Gratis and other companies that compile and sell consumer information.

This matter was handled by Assistant Attorney General Karen Geduldig of the Attorney General’s Internet Bureau, under the direction of Ken Dreifach, Chief of the Internet Bureau, and with the assistance of fraud analyst Siby Thomas.

## Feds Shut Down Spam Ring for Good

By Joris Evers, Staff Writer, CNET News.com

**In a deal with the Federal Trade Commission and the state of California, the people behind a prolific spam operation have agreed to pay \$475,000 and refrain from illegal activity.**

The deal, which does not include an admission of any wrongdoing, was reached with Optin Global, Vision Media, Qing Kuang “Rick” Yang and Peonie Pui Ting Chen, the FTC said in a statement.

The defendants “Spammer faces up to two years in jail — Thursday, Jan 12, 2006” violated federal and state laws by sending millions of junk e-mail messages hawking mortgage loans and other products and services, the FTC charged. Consumers forwarded nearly 2 million of the messages to the agency.

The spam operation netted the defendants \$2.4 million, the FTC said. As part of the settlement, they’re required to hand over all those gains, but most of the money is gone.

So they must pay \$385,000 in cash and approximately \$90,000 from the sale of property.

However, if it’s discovered that the defendants misrepresented their financial situation, the entire \$2.4 million will be due, the agency said.

In April 2005, the FTC and the “California spam law may face court challenge — Wednesday, Sep 24, 2003” state of California first sued the defendants, alleging that they had used third-party affiliates to send the unwanted commercial e-mail. The messages included links to Web sites operated by the defendants and violated the “FTC says federal spam law has worked.

Last year, at the FTC’s request, a court ordered a temporary halt to the spamming and froze the defendants’ assets. The settlement announced Thursday ends the litigation.

According to the FTC, the spam e-mail contained false or forged header information; included deceptive subject headings; failed to identify e-mail as advertisements or solicitations; failed to notify consumers they had a right to opt out of receiving more e-mail; failed to provide an opt-out mechanism and failed to include a valid physical postal address—all required by law.



## GAAB Internet Addresses

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## Directions

*Troy High School is on Burdett Avenue in Troy. Take Alternate Route 7 into Troy (it becomes Hoosick Street), turn right on Burdett Avenue. The school is past Samaritan Hospital, on the left. Call an officer if you need additional directions.*



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