



The GAB'er

The Newsletter of the Greater Albany Apple Byters

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Apple Reinvents the Phone



iPhone combines three products: a revolutionary mobile phone, a widescreen iPod with touch controls, and a breakthrough Internet communications device with desktop-class email, web browsing, maps, and searching — into one small and lightweight handheld device. iPhone

also introduces an entirely new user interface based on a large multi-touch display and pioneering new software, letting you control everything with just your fingers. So it ushers in an era of software power and sophistication never before seen in a mobile device, completely redefining what you can do on a mobile phone.

Widescreen iPod - iPhone is a widescreen iPod with touch controls that lets you enjoy all your content — including music, audiobooks, videos, TV shows, and movies — on a beautiful 3.5-inch widescreen display. It also lets you sync your content from the iTunes library on your PC or Mac. And then you can access it all with just the touch of a finger.

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Coordinator's Corner



by John Buckley

What is a Wiki?

Many may be familiar with Wikipedia, the online free encyclopedia. But exactly what is a Wiki and how can we use them?

A Wiki can be thought of as a combination of a Web site and a Word document. At its simplest, it can be read just like any other web site, with no access privileges necessary, but its real power lies in the fact that groups can collaboratively work on the content of the site using nothing but a standard web browser. Beyond this ease of editing, the second powerful element of a wiki is its ability to keep track of the history of a document as it is revised. Since users come to one place to edit, the need to keep track of Word files and compile edits is eliminated. Each time a person makes changes to a wiki page, that revision of the content becomes the current version, and an older version is stored. Versions of the document can be compared side-by-side, and edits can be “rolled back” if necessary.



We will look a Wiki's and how to use them and some of the pitfalls in using this type of software online.

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Next GAAB Meeting
February 14, 2007

Wikipedia

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

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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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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

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Daylight Saving Time May Bite the Out-of-Date

by **Andrew Laurence** <atlauren@uci.edu>

Beginning this year, Daylight Saving Time in the United States begins earlier and runs later than in prior years. Under the new rules, Daylight Saving Time begins on the second Sunday in March and ends on the first Sunday in November. Previously, it began on the first Sunday in April and ended on the last Sunday in October. This change was signed into law as part of the Energy Policy Act of 2005.

This change means that any device which automatically changes its clock to match Daylight Saving Time, such as a VCR, either needs to be updated with new rules, or must have its clock changed manually on the affected dates. Apple included the new rules for Mac OS X 10.4 Tiger in the 10.4.6 update. (The 10.4.5 update also updated the Daylight Saving Time rules for changes in Australia and other locations.) Currently Apple has only released updates for Mac OS X 10.4 Tiger.

Turning the Hands — Unless updates are issued for prior releases of Mac OS X, the clocks on computers running 10.3 or earlier will not show the correct time for three weeks in March and one week in November, in perpetuity. During those weeks, a number of things might go wrong. Messages created in Apple's Mail client (and probably others) will have the wrong timestamp, possibly resulting in users' messages being missed by their recipients. Events in iCal will display incorrectly, possibly causing people to miss appointments. Similarly, anyone collaborating on documents, and resolving changes based on timestamp, will be thrown askew. Authentication to network-based services (email, file servers, etc) might fail, as servers may refuse connection attempts if they appear to be too far outside the norm. (Kerberos servers, such as those available in Mac OS X Server, behave in this manner.)

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Five Things You Don't Know About YouTube

by Kim Komando



YouTube.com is one of the hottest sites on the Net. Millions of people flock to the site to watch videos created by amateurs.

You may be considering uploading your own videos. But before you do, there are some things you should know.

Keep videos private

Want to share a video only with family and friends? No problem. There are two steps to uploading a video to YouTube. On the first page, you enter information about the video, like the title and category.

On the next page, choose the video to upload. Then, specify if you want it to be public or private. For private videos, you can opt to send it to a group of contacts immediately.

Send video from your phone

Why wait to share your videos? All you need to upload videos to YouTube is a video-enabled cell phone.

But first, you must set up a mobile phone profile from your account page. Just click Mobile Upload Profiles under Account Settings. Click Create Mobile Profile.

You can add information such as tags, categories and descriptions. You can also specify whether the video should

be private or public. These settings apply to all videos you send via your phone. You can also enter e-mail addresses to send notifications of new posts.

You'll receive an e-mail address where you can send your videos. You can also create a second mobile account with different settings.

Share your videos

When you upload a video, you get code to embed it in your site. Visitors won't need to leave your site to view the video.

And private videos remain private, even on your blog. To see a private video, visitors must be logged in to YouTube. Only authorized viewers will see the video.

Or, you can also share your videos by sending a link to them. You'll find the links for your videos on your account page. Click My Uploaded Videos. Beside the video thumbnails, you'll see their links.

Get a special account

YouTube places a 10-minute limit on the length of videos. But you can post longer videos with a Director account. Additionally, you can place a logo, Web address and company description on your video pages. There are other perks to Director accounts, too.

You must apply for a Director account. But it is free for videobloggers, amateur filmmakers, musicians and professional content producers. You'll find more information in YouTube's help section.

YouTube also offers special accounts for musicians and comedians. It only takes a mouse click to convert your account to one of these accounts. Then you can place a logo and tour date information beside your videos. You can also include links to purchase CDs.

Create your own channel

When you sign up with YouTube, you get your own profile page, or channel. It shows the videos you've posted. Your subscriptions and favorites also appear on this page.

You can customize the colors of your channel page. Plus, you can add a title, description and information about yourself. You can also add a link to your own Web site.

Your channel will also list your subscribers. And you can broadcast messages to your friends and read comments others have left for you.

Finally, you can request a customized address for your channel. Your account must be at least a week old. You must also have a confirmed e-mail address and one video uploaded.





Education SIG

ISTE Releases Draft of New Tech Standards

by John Buckley

The ISTE National Educational Technology Standards are probably part of most Technology Plans in schools and state education departments throughout the country. The following proposal reflects how the use of technology by all members of society has changed over the past nine years when the standards first were published. The changes will place many challenges for educational systems throughout the country. The following is from the eSchool News and from the ISTE website.

Organization seeks feedback on major refresh of its National Educational Technology Standards for students by Laura Devaney, Associate Editor, eSchool News

The International Society for Technology in Education (ISTE) has just completed a draft of its National Educational Technology Standards (NETS) for students—a groundbreaking paradigm for what young people should know about technology and what they should be able to do with it before graduating. Now, ISTE is asking educators for feedback on the new draft.

ISTE first issued its NETS for students in 1998, and this framework has since found its way into the standards of at least 45 U.S. states. Now, nearly 10 years later—and having also issued NETS for teachers and administrators—ISTE is in the process of revising its NETS to keep pace with the changing demands of advancing technology and a new global economy.

A number of forces have prompted ISTE to update its technology standards, said Don Knezek, the group's chief executive. "The standards' age, the globalization of education, new developments in technology, and changing demographics of learners ... were all good indicators that the standards should be updated," he said.

Rising challenges to the nation's leadership in innovation and its standing atop the world's economy also were factors, he added. "While the original NETS identified skills and knowledge every student needed to succeed in the technology and information environment that was emerging in 1998, there was still a tone of concentrating on the tools—the technology [itself]," Knezek said.

In contrast, "these new student standards focus on skills and knowledge that students need to learn effectively and live productively in an increasingly digital society ... Cognitive and learning skills, as well as creativity and innovation, are the focus now—and information and media literacy are also

elevated [in importance]."

Knezek described the changes as a shift away from a focus on "competency with [technology] tools" and toward a focus on the "skills required in a digital world to produce and innovate" using technology.

The differences can be gleaned by looking at the categories that define each set of standards. In the original standards, the skills necessary to define technology proficiency were outlined across six categories: basic operations and concepts; social, ethical, and human issues of technology use; productivity tools; communication tools; research tools; and problem-solving and decision-making tools. Under "communication tools," for example, you would find, "Students (A) use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences; and (B) use a variety of media and formats to communicate information and ideas effectively to multiple audiences."

The revised draft standards also are organized into six categories: creativity and innovation; communication and collaboration; research and information retrieval; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts.

Under "communication and collaboration," you would find, "Students (A) collaborate, publish, and interact with peers, experts, and others employing a variety of digital media and formats; (B) communicate information and ideas effectively to multiple audiences utilizing a variety of media and formats; (C) develop cultural understanding and global awareness by engaging with learners of other cultures; and (D) contribute to project teams to produce original works."

To tackle its NETS refresh, ISTE established a project leadership team made up of current staff members, as well as members from the original NETS Leadership Team. The refresh process began at last year's National Computing Conference (NECC) in San Diego, and ISTE hopes to release



the final version of its updated standards at this year's NECC in Atlanta June 24-27.

Using the original NETS development process as a model, ISTE has been collecting input from as many stakeholders as possible through town hall meetings and various online channels. For information about how you can contribute, see the group's NETS Refresh web page: <http://www.iste.org/nets>-<http://www.iste.org/nets-refresh>. Through its NETS Refresh Project, ISTE also will be reviewing and revising its NETS for teachers and administrators. ISTE plans to release its new teacher standards at NECC 2008 and its new administrator standards at NECC 2009, the conference's 30th anniversary.

The NETS Refresh Project is sponsored by Adobe Systems, Apple Inc., Intel Corp., Microsoft Corp., Pearson Education, Promethean, SMART Technologies, and Questia Media.

The following is a Draft Document of the National Educational Technology Standards for students from the ITSE website.

**Draft of Refreshed ISTE NETS for Students (1/4/07)
Working Document – Copyright ISTE® 2006 - 2007**

“What students should know and be able to do to learn effectively and live productively in an increasingly digital world...”

I. Creativity and Innovation (new)

Students think creatively, construct knowledge, and develop innovative products using technology. Students:

- A. apply existing knowledge to generate new ideas and products.
- B. use technology for creative self-expression.
- C. use systems thinking to explore complex issues.
- D. identify trends and forecast possibilities.

II. Communication and Collaboration (4)

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- A. collaborate, publish, and interact with peers, experts, and others employing a variety of digital media and formats.
- B. communicate information and ideas effectively to multiple audiences utilizing a variety of media and formats.
- C. develop cultural understanding and global awareness by engaging with learners of other cultures.
- D. contribute to project teams to produce original works.

III. Research and Information Retrieval (5)

Students access, retrieve, manage, and evaluate information using digital tools. Students:

- A. locate, organize, analyze, evaluate, synthesize, and use information from a variety of sources and media.
- B. evaluate and select information sources and technological tools based on the appropriateness to specific tasks.
- C. process data and report results.

IV. Critical Thinking, Problem-Solving and Decision-Making (6, 3)

Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate technology tools. Students:

- A. identify and define authentic problems and significant questions for investigation and plan strategies to guide
- A. inquiry.
- B. plan and manage activities to develop solutions and complete projects.
- C. collect and analyze data to identify solutions and make informed decisions.
- D. use multiple processes and diverse perspectives to explore alternative solutions.

V. Digital Citizenship (2)

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- A. advocate and practice safe, responsible use of information and technology.
- B. exhibit positive attitudes toward technology uses that support collaboration, learning, and productivity.
- C. demonstrate personal responsibility for lifelong learning.
- D. exercise proactive leadership for digital citizenship.

VI. Technology Operations and Concepts (1, 3)

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- A. understand and use technology systems.
- B. identify and use applications effectively and productively.
- C. troubleshoot systems and applications.
- D. transfer current knowledge to learning of new technologies.

If you wish to respond to these new standards you can provide feedback to ISTE by completing the survey at www.iste.org/nets-survey.



Program Coordinator

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As with all meetings, we will have a good Open Question period during the first hour.

This part of the meeting is especially for all those new Mac owners out there who are not exactly sure how things are supposed to work. Those of us who have had a Mac for a while will also most likely learn something new.

So bring your questions and get ready to get your hands clicking a mouse and hitting the keys.

Also be aware that our website is available at <http://www.applebyters.com> as well as at <http://homepage.mac.com/applebyters>.

The February meeting will be held at Troy High School in room 212 on Wednesday, February 14, 2007. The meeting will begin at 7:00 p.m.

Apple Ambassador

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In order to avoid these problems, folks using older releases will have to change their computers' clocks manually to the new "correct" time when Daylight Saving Time takes effect on 11-Mar-07, and then again on 01-Apr-07 (when those earlier versions of Mac OS X try to change it based on the old rules). Users will similarly have to adjust their computers' clocks on 28-Oct-07 and 04-Nov-07.

There are two options for updating clocks. If your computer uses a time server to set the date and time automatically, you can simply adjust the time zone (in the Time Zone pane of the Date & Time system preferences) to a zone that is an hour earlier or later, as appropriate. If your computer does not use a time server, you can simply adjust the time in the Date & Time pane of the Date & Time system preference. Either way, there may be problems with software that calculates time internally using Coordinated Universal Time (UT, also known as Greenwich Mean Time or GMT).

Apple's Responsibility — We hope Apple will issue updates for Mac OS X 10.3 Panther and 10.2 Jaguar, else

users will have to adjust their computers' clocks every year, twice on every Daylight Saving Time start and end date, for a total of four manual adjustments per year. An Apple representative declined to comment on "future plans or possible future software updates."

Unlike other operating system vendors, including Microsoft, Red Hat, and Sun, Apple has not posted sufficient information regarding how the change in Daylight Saving Time affects their products, nor which products are patched or unpatched. This situation is sadly familiar, for they likewise do not post life cycle support schedules for Mac OS X (again in contrast with Microsoft, Red Hat, and Sun), leaving customers to guess whether they can expect patches for security vulnerabilities. In this case, it's a simple matter of making sure the clock is right, and Apple's silent, de facto message of "upgrade to Tiger" is woefully inappropriate.

Other Software — Some calendaring software may also require an update, as did Microsoft Entourage. The recent Microsoft Office for Mac 11.3.3 update fixed Entourage 2004's Daylight Saving Time rules. Microsoft told TidBITS that Entourage X would not be updated for the new Daylight Saving Time rules. In other words, if you use Entourage X for calendaring, you're really going to want to upgrade to Entourage 2004. (If you use Entourage with a Microsoft Exchange server, you should coordinate updates with your Exchange administrator, as Exchange must also be updated with the new rules.)

Happily, a fix for Mac OS X 10.3 Panther (both the desktop and server versions) has appeared in the form of an unofficial installer from Ian Ward Comfort of Stanford University that updates the necessary zoneinfo files and the ICU data archive to enable Cocoa applications like iCal to function correctly. You can also see Ian's shell script if you're concerned about running the installer. Finally, a Web site - DSTPatch.com - has sprung up to track available vendor patches; any system administrator or network administrator would do well to check it out.

If you're wondering why we bother with Daylight Saving Time at all (and different parts of the United States, along with various other countries, do not), you're not alone. The main rationale in the United States is energy conservation, but other stated benefits include increased opportunities for outdoor activities and fewer traffic injuries.



Security Holes: Two Closed, One Opened

by Adam C. Engst <ace@tidbits.com>

Apple last week released AirPort Extreme Update 2007-001, fixing a problem on Core Duo-based Mac minis, MacBooks, and MacBook Pros that could cause crashes or worse. The fix is related to a number of other repairs to low-level wireless hardware drivers that Apple made last year in response to a proof-of-concept exploit that could - theoretically - have enabled a nearby attacker to hijack a Mac via its wireless connection (see the series “To the Maynor Born: Cache and Crash”).

If Software Update offers you the AirPort Extreme Update 2007-001, you should install it for safety’s sake, and because it may fix some other bugs, but the likelihood of the security hole being exploited is nil. If you see any new problems after updating (we’ve heard a few anecdotal reports), check out MacFixIt’s wireless troubleshooting tutorial. The update is a 7.4 MB download available via Software Update or as a standalone download.

Apple also released Security Update 2007-001, which resolves a possible exploit related to how QuickTime 7.1.3 handles RTSP URLs. The bug was identified by Kevin Finisterre and the pseudonymous “LMH” of the Month of Apple Bugs project. It’s a 5.9 MB download available via Software Update or as separate downloads for Mac OS X 10.4 Tiger and Mac OS X 10.3.9 Panther.

Meanwhile, the Month of Apple Bugs project has found another bug that has captured the interest of people in the security community whose opinions I value. It turns out that Mac OS X’s Software Update, when fed a file with a sufficiently malformed name, can be caused to crash or - in theory - to execute that bugaboo of the security crowd, “arbitrary code.” (In other words, Software Update could be caused to run code that could replicate itself, delete data, or have other harmful effects. I say “in theory” because there’s no known way yet to make that happen, but it’s possible.)

Although the demonstration of the bug on the Month of Apple Bugs page doesn’t work in my testing, a source showed me a variant that did demonstrate that Software Update improperly handles malformed file names. If a bad guy could figure out how to embed dangerous code in a malformed file name, that file could be fed to Software Update via a link you clicked in a Web browser or through an email attachment you opened. Turning off Software

Update won’t make any difference, and in fact, there’s nothing users can do to eliminate the risk of being exploited. Luckily, that risk is very low.

Apple should fix the bug, as it did with the QuickTime bug, and Mac users should continue to be careful about clicking links on dodgy Web sites, avoid opening email attachments from unknown senders, and install security updates when released by Apple. As is usually the case, the revelation of this bug changes nothing for the Macintosh community; basic safe computing provides all the security necessary to render this potential exploit moot.

iPhone

Continued from page 1.

Revolutionary Phone - iPhone is a revolutionary new mobile phone that allows you to make a call by simply pointing your finger at a name or number in your address book, a favorites list, or a call log. It also automatically syncs all your contacts from a PC, Mac, or Internet service. And it lets you select and listen to voicemail messages in whatever order you want — just like email.

Breakthrough Internet Device - iPhone features a rich HTML email client and Safari — the most advanced web browser ever on a portable device — which automatically syncs bookmarks from your PC or Mac. Safari also includes built-in Google and Yahoo! search. iPhone is fully multi-tasking, so you can read a web page while downloading your email in the background over Wi-Fi or EDGE.

High Technology - Multi-touch

iPhone features the most revolutionary user interface since the mouse. It’s an entirely new interface based on a large multi-touch display and innovative new software that lets you control everything using only your fingers. So you can glide through albums with Cover Flow, flip through photos and email them with a touch, or zoom in and out on a section of a web page — all by simply using iPhone’s multi-touch display.
Intelligent Keyboard

iPhone’s full QWERTY soft keyboard lets you easily send and receive SMS messages in multiple sessions. And the keyboard is predictive, so it prevents and corrects mistakes, making it easier and more efficient to use than the small plastic keyboards on many smartphones.



