



The GAB'er

The Newsletter of the Greater Albany Apple Byters

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Safari 5 to Debut

Newly revealed documents suggest that Apple could launch Safari 5 with a new “Reader” feature, the addition of Bing search support and expanded HTML5 support. In addition, evidence of the final release of Mac OS X 10.6.4 has also surfaced.

French website MacGeneration reported images of new English-language support documents alleged to be from Apple, containing a list of features in Safari 5. It suggests the software update will include 25 percent faster JavaScript performance than Safari 4 and DNS prefetching to speed up browsing.

The document also mentions a new feature, Safari Reader, which adds a Reader icon to the browser and allows users to view articles “in a single, clutter-free page.”

Expanded HTML5 support will reportedly add over a dozen new features, including Geolocation, full screen and closed captions for HTML5 video, and more. The update will also allegedly feature new tools that aim to help developers, including a Timeline Panel in the Web Inspector, identifying areas for optimization.

Other features mentioned in the documents include smarter address fields, hardware acceleration for Safari on Windows, search history with date, a “Private Browsing” icon, and improved page caching.

Coordinator’s Corner

by John Buckley



We are celebrating our 26th Anniversary as a Mac User Group. Members should set aside June 9th for our 26th Anniversary Dinner. Feedback

from the membership chose the Plum Blossom for this years dinner. Sorry, the two guys pictured won’t be there, and will not be in future Mac commercials.

As usual, there will be plenty of discussion about the direction Apple is taking and what is new for the Mac.

The Greater Albany AppleByters is where you can find out all things Mac, so be at the June meeting and bring your questions and an appetite.

The meeting is at 6:00 p.m. on Wednesday, June 9, 2010 at the Plum Blossom (See map on page 9). See you then. We have 9-10 members signed up for dinner but can always add more. So if you want to attend, go to the website and complete the survey. I will not make reservations until early on June 9th.

Next GAAB Meeting
June 9, 2010
26th Anniversary Dinner

6:00 p.m.
The Plum Blossom,
Troy, NY

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Serving the Apple Computer User Community Since May 1984

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

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

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Apple Ambassador

by John Buckley

Google Chrome and Other Happenings

I like to try different programs, and when it comes to browsers, I seem to have never met one I didn't like.

I have used different browsers for their different advantages that each one provides. However, I was very disappointed when Google came out with Chrome for Windows but lag way behind in providing a version for the Mac and Linux.

The following from Skatter Tech provides an overall picture of a browser you may want to try.

Although Google dropped the 'beta' tag on the Windows version of Chrome a long time ago, a stable version of the browser wasn't available for Macintosh and Linux users until now. The latest Chrome 5 update brings increased stability, more compatibility, and major performance improvements for all three platforms. According to Google, the new Chrome is faster than ever before, sporting a 213% gain in speed when compared to the initial beta version.

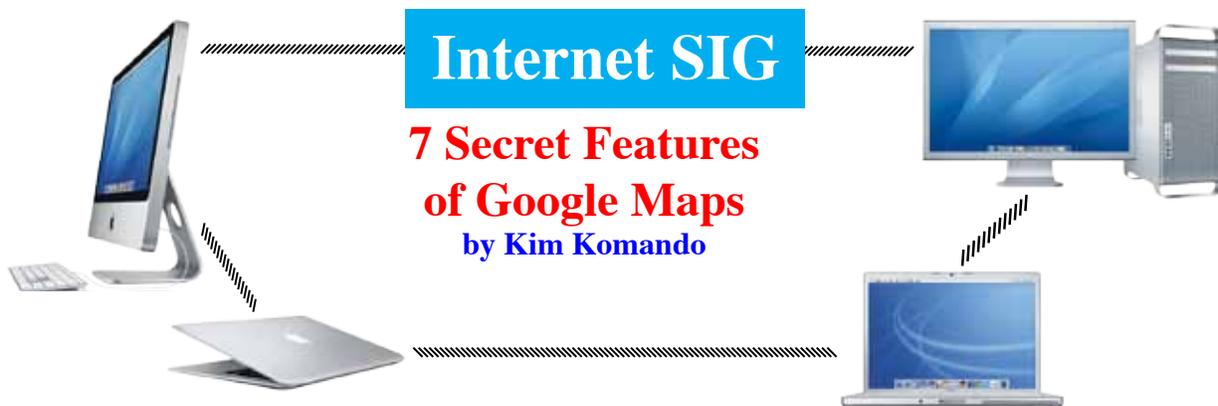


The new Chrome comes with a host of new and convenient features. While Chrome users could synchronize their bookmarks between multiple machines in the past, this update adds support for general browser settings, themes, and start-up actions. In other words, Chrome users will now set their preferences on a single computer and have instantly reflect on all their other machines. A simple one-time login with a Google Account will even help avoid the customizing processes for new installs. The beta release also better integrates support for innovative HTML5 additions such as drag-and-drop capabilities, Geo-Location APIs, App Cache, and web sockets.

For some unexpected news, Google now says that they are trying to integrate native support for Adobe Flash into

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Google Maps has become the go-to site for maps and driving directions. And, thanks to satellite and street-level photos, you can explore the world. But, these aren't the only tricks Google Maps has up its sleeve.

A variety of tools will help you plan vacations, find businesses and more. Let's take a look at some of the site's cooler "secret" features.

Find your location

Google Maps can show your approximate location. This is helpful when you're in an unfamiliar location. You can also use it if you don't want to type in your address when getting directions. This feature relies on your IP address and nearby Wi-Fi hotspots.

In Firefox or Chrome, open Google Maps. In the upper left corner, you'll see navigational tools. Click the small box with the circle inside. You're prompted to share your location. Google drops a marker on the map showing your location.

Measure a distance

Maybe you want to know the exact distance of your morning jog. The Distance Measurement Tool will help. Enable it by clicking the green beaker in the top right of the page. In the box that opens, locate the tool. Select Enable and then "Save changes."

To use the tool, click the blue ruler in the bottom left. Click your starting point. Then, click the next point. You can add multiple points if needed. The distance is displayed in the left side of the window.

Get biking and walking directions

Everyone knows that Google Maps provides driving directions. But, it also provides directions optimized for

biking, walking and public transport. Click Get Directions. Enter your starting and ending addresses. Select your transportation mode from the dropdown box. Click Get Directions.

You can also get itineraries for walking tours at Google City Tours (www.citytours.googlelabs.com). Enter a starting address and click Search. Click "Change dates" to specify the number of days for your trip. You'll get a printable itinerary and map for each day. Click "Add/Remove sights" to change waypoints.

Find nearby places

Maybe you want to see restaurants close to a friend's house. Fortunately, finding nearby businesses is easy. Search for an address. Then, click its marker on the map. In the box that appears, click "Search nearby." Enter a search term and click Search.

You can also see popular places close to an address. Click the green beaker in the upper right. Scroll to What's Around Here? and click Enable. Click Save Changes. Click What's Around Here? by the Search box after searching for an address.

See photos taken nearby

Street View shows you street-level photos of a location. But, you can also see photos of the area uploaded to certain other sites. Google searches the sites for photos embedded with GPS data.

To see these photos, search for an address. Click the marker and select Street View. Click the Photos link in the upper right. (If no photos exist, you won't see this link.) You'll see photo thumbnails; click one to enlarge it.

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Education SIG

Digital Natives, Digital Immigrants by Marc Prensky, from *On the Horizon*



It is amazing to me how in all the hoopla and debate these days about the decline of education in the US we ignore the most fundamental of its causes. Our students have changed radically. Today's students are no longer the people our educational system was designed to teach.

Today's students have not just changed incrementally from those of the past, nor simply changed their slang, clothes, body adornments, or styles, as has happened between generations previously. A really big discontinuity has taken place. One might even call it a "singularity" – an event which changes things so fundamentally that there is absolutely no going back. This so-called "singularity" is the arrival and rapid dissemination of digital technology in the last decades of the 20th century.

Today's students – K through college – represent the first generations to grow up with this new technology. They have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age. Today's average college grads have spent less than 5,000 hours of their lives reading, but over 10,000 hours playing video games (not to mention 20,000 hours watching TV). Computer games, email, the Internet, cell phones and instant messaging are integral parts of their lives.

It is now clear that as a result of this ubiquitous environment and the sheer volume of their interaction with it, today's students think and process information fundamentally differently from their predecessors. These differences go far further and deeper than most educators suspect or realize. "Different kinds of experiences lead to different brain structures," says Dr. Bruce D. Perry of Baylor College of Medicine. As we shall see in the next installment, it is very likely that our students' brains have physically changed – and are different from ours – as a result of how they grew up. But whether or not this is literally true, we can say with certainty that their thinking patterns have changed. I will get to how they have changed in a minute.

What should we call these "new" students of today? Some refer to them as the N-[for Net]-gen or D-[for digital]-gen. But the most useful designation I have found for them is Digital Natives. Our students today are all "native speakers" of the digital language of computers, video games and the Internet.

So what does that make the rest of us? Those of us who were not born into the digital world but have, at some later point in our lives, become fascinated by and adopted many or most aspects of the new technology are, and always will be compared to them, Digital Immigrants.



The importance of the distinction is this: As Digital Immigrants learn – like all immigrants, some better than others – to adapt to their environment, they always retain, to some degree, their "accent," that is, their foot in the past. The "digital immigrant accent" can be seen in such things as turning to the Internet for information second rather than first, or in

reading the manual for a program rather than assuming that the program itself will teach us to use it. Today's older folk were "socialized" differently from their kids, and are now in the process of learning a new language. And a language learned later in life, scientists tell us, goes into a different part of the brain.

There are hundreds of examples of the digital immigrant accent. They include printing out your email (or having your secretary print it out for you – an even "thicker" accent); needing to print out a document written on the computer in order to edit it (rather than just editing on the screen); and bringing people physically into your office to see an interesting web site (rather than just sending them the URL). I'm sure you can think of one or two examples of your own without much effort. My own favorite example is the "Did you get my email?" phone call. Those of us who are Digital Immigrants can, and should, laugh at ourselves and our "accent."

But this is not just a joke. It's very serious, because the single biggest problem facing education today is that our Digital Immigrant instructors, who speak an outdated



language (that of the pre-digital age), are struggling to teach a population that speaks an entirely new language.

This is obvious to the Digital Natives – school often feels pretty much as if we’ve brought in a population of heavily accented, unintelligible foreigners to lecture them. They often can’t understand what the Immigrants are saying. What does “dial” a number mean, anyway?

Lest this perspective appear radical, rather than just descriptive, let me highlight some of the issues. Digital Natives are used to receiving information really fast. They like to parallel process and multi-task. They prefer their graphics before their text rather than the opposite. They prefer random access (like hypertext). They function best when networked. They thrive on instant gratification and frequent rewards. They prefer games to “serious” work. (Does any of this sound familiar?)

But Digital Immigrants typically have very little appreciation for these new skills that the Natives have acquired and perfected through years of interaction and practice. These skills are almost totally foreign to the Immigrants, who themselves learned – and so choose to teach – slowly, step-by-step, one thing at a time, individually, and above all, seriously. “My students just don’t _____ like they used to,” Digital Immigrant educators grouse. I can’t get them to _____ or to _____. They have no appreciation for _____ or _____. (Fill in the blanks, there are a wide variety of choices.)

Digital Immigrants don’t believe their students can learn successfully while watching TV or listening to music, because they (the Immigrants) can’t. Of course not – they didn’t practice this skill constantly for all of their formative years. Digital Immigrants think learning can’t (or shouldn’t) be fun. Why should they – they didn’t spend their formative years learning with Sesame Street.

Unfortunately for our Digital Immigrant teachers, the people sitting in their classes grew up on the “twitch speed” of video games and MTV. They are used to the instantaneity of hypertext, downloaded music, phones in their pockets, a library on their laptops, beamed messages and instant messaging. They’ve been networked most or all of their lives. They have little patience for lectures, step-by-step logic, and “tell-test” instruction.

Digital Immigrant teachers assume that learners are the same as they have always been, and that the same methods that worked for the teachers when they were students will work for their students now. But that assumption is no longer valid. Today’s learners are different. “Www.hungry.com” said a kindergarten student recently at

lunchtime. “Every time I go to school I have to power down,” complains a high-school student. Is it that Digital Natives can’t pay attention, or that they choose not to? Often from the Natives’ point of view their Digital Immigrant instructors make their education not worth paying attention to compared to everything else they experience – and then they blame them for not paying attention!

And, more and more, they won’t take it. “I went to a highly ranked college where all the professors came from MIT,” says a former student. “But all they did was read from their textbooks. I quit.” In the giddy internet bubble of a only a short while ago – when jobs were plentiful, especially in the areas where school offered little help – this was a real possibility. But the dot-com dropouts are now returning to school. They will have to confront once again the Immigrant/Native divide, and have even more trouble given their recent experiences. And that will make it even harder to teach them – and all the Digital Natives already in the system – in the traditional fashion.

So what should happen? Should the Digital Native students learn the old ways, or should their Digital Immigrant educators learn the new? Unfortunately, no matter how much the Immigrants may wish it, it is highly unlikely the Digital Natives will go backwards. In the first place, it may be impossible – their brains may already be different. It also flies in the face of everything we know about cultural migration. Kids born into any new culture learn the new language easily, and forcefully resist using the old. Smart adult immigrants accept that they don’t know about their new world and take advantage of their kids to help them learn and integrate. Not-so-smart (or not-so-flexible) immigrants spend most of their time grousing about how good things were in the “old country.”

So unless we want to just forget about educating Digital Natives until they grow up and do it themselves, we had better confront this issue. And in so doing we need to reconsider both our methodology and our content.

First, our methodology. Today’s teachers have to learn to communicate in the language and style of their students. This doesn’t mean changing the meaning of what is important, or of good thinking skills. But it does mean going faster, less step-by-step, more in parallel, with more random access, among other things. Educators might ask “But how do we teach logic in this fashion?” While it’s not immediately clear, we do need to figure it out.

Second, our content. It seems to me that after the digital “singularity” there are now two kinds of content: “Legacy” content (to borrow the computer term for old systems) and “Future” content.



“Legacy” content includes reading, writing, arithmetic, logical thinking, understanding the writings and ideas of the past, etc – all of our “traditional” curriculum. It is of course still important, but it is from a different era. Some of it (such as logical thinking) will continue to be important, but some (perhaps like Euclidean geometry) will become less so, as did Latin and Greek.

“Future” content is to a large extent, not surprisingly, digital and technological. But while it includes software, hardware, robotics, nanotechnology, genomics, etc. it also includes the ethics, politics, sociology, languages and other things that go with them. This “Future” content is extremely interesting to today’s students. But how many Digital Immigrants are prepared to teach it? Someone once suggested to me that kids should only be allowed to use computers in school that they have built themselves. It’s a brilliant idea that is very doable from the point of view of the students’ capabilities. But who could teach it?

As educators, we need to be thinking about how to teach both Legacy and Future content in the language of the Digital Natives. The first involves a major translation and change of methodology; the second involves all that PLUS new content and thinking. It’s not actually clear to me which is harder – “learning new stuff” or “learning new ways to do old stuff.” I suspect it’s the latter.

So we have to invent, but not necessarily from scratch. Adapting materials to the language of Digital Natives has already been done successfully. My own preference for teaching Digital Natives is to invent computer games to do the job, even for the most serious content. After all, it’s an idiom with which most of them are totally familiar.

Not long ago a group of professors showed up at my company with new computer-aided design (CAD) software they had developed for mechanical engineers. Their creation was so much better than what people were currently using that they had assumed the entire engineering world would quickly adopt it. But instead they encountered a lot of resistance, due in large part to the product’s extremely steep learning curve – the software contained hundreds of new buttons, options and approaches to master.

Their marketers, however, had a brilliant idea. Observing that the users of CAD software were almost exclusively male engineers between 20 and 30, they said “Why not make the learning into a video game!” So we invented and created for them a computer game in the “first person shooter” style of the consumer games Doom and Quake, called The Monkey Wrench Conspiracy. Its player becomes an intergalactic secret agent who has to save a space station from an attack by the evil Dr. Monkey Wrench.

The only way to defeat him is to use the CAD software, which the learner must employ to build tools, fix weapons, and defeat booby traps. There is one hour of game time, plus 30 “tasks,” which can take from 15 minutes to several hours depending on one’s experience level.

Monkey Wrench has been phenomenally successful in getting young people interested in learning the software. It is widely used by engineering students around the world, with over 1 million copies of the game in print in several languages. But while the game was easy for my Digital Native staff to invent, creating the content turned out to be more difficult for the professors, who were used to teaching courses that started with “Lesson 1 – the Interface.” We asked them instead to create a series of graded tasks into which the skills to be learned were embedded. The professors had made 5-10 minute movies to illustrate key concepts; we asked them to cut them to under 30 seconds. The professors insisted that the learners to do all the tasks in order; we asked them to allow random access. They wanted a slow academic pace, we wanted speed and urgency (we hired a Hollywood script writer to provide this.)

They wanted written instructions; we wanted computer movies. They wanted the traditional pedagogical language of “learning objectives,” “mastery”, etc. (e.g. “in this exercise you will learn...”); our goal was to completely eliminate any language that even smacked of education.

In the end the professors and their staff came through brilliantly, but because of the large mind-shift required it took them twice as long as we had expected. As they saw the approach working, though, the new “Digital Native” methodology became their model for more and more teaching – both in and out of games – and their development speed increased dramatically.

Similar rethinking needs to be applied to all subjects at all levels. Although most attempts at “edutainment” to date have essentially failed from both the education and entertainment perspective, we can – and will, I predict – do much better.

In math, for example, the debate must no longer be about whether to use calculators and computers – they are a part of the Digital Natives’ world – but rather how to use them to instill the things that are useful to have internalized, from key skills and concepts to the multiplication tables. We should be focusing on “future math” – approximation, statistics, binary thinking.

In geography – which is all but ignored these days – there is no reason that a generation that can memorize over 100 Pokémon characters with all their characteristics, history



and evolution can't learn the names, populations, capitals and relationships of all the 101 nations in the world. It just depends on how it is presented.

We need to invent Digital Native methodologies for all subjects, at all levels, using our students to guide us. The process has already begun – I know college professors inventing games for teaching subjects ranging from math to engineering to the Spanish Inquisition. We need to find ways of publicizing and spreading their successes.

A frequent objection I hear from Digital Immigrant educators is “this approach is great for facts, but it wouldn't work for “my subject.” Nonsense. This is just rationalization and lack of imagination. In my talks I now include “thought experiments” where I invite professors and teachers to suggest a subject or topic, and I attempt– on the spot – to invent a game or other Digital Native method for learning it. Classical philosophy? Create a game in which the philosophers debate and the learners have to pick out what each would say. The Holocaust? Create a simulation where students role-play the meeting at Wannsee, or one where they can experience the true horror of the camps, as opposed to the films like Schindler's List. It's just dumb (and lazy) of educators – not to mention ineffective – to presume that (despite their traditions) the Digital Immigrant way is the only way to teach, and that the Digital Natives' “language” is not as capable as their own of encompassing any and every idea.

So if Digital Immigrant educators really want to reach Digital Natives – i.e. all their students – they will have to change. It's high time for them to stop their grousing, and as the Nike motto of the Digital Native generation says, “Just do it!” They will succeed in the long run – and their successes will come that much sooner if their administrators support them.

See also: Digital Natives, Digital Immigrants Part 2: The scientific evidence behind the Digital Native's thinking changes, and the evidence that Digital Native-style learning works!

Marc Prensky is an internationally acclaimed thought leader, speaker, writer, consultant, and game designer in the critical areas of education and learning. He is the author of Digital Game-Based Learning (McGraw-Hill, 2001), founder and CEO of Games2train, a game-based learning company, and founder of The Digital Multiplier, an organization dedicated to eliminating the digital divide in learning worldwide.

Apple Ambassador

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the next version of Chrome. Flash is already available to users as a 3rd party plugin, however the update will make it work right out of the box without any necessary action on the user's part. It's an important decision since Flash Player is one of the most widely used plugins across the web, more than Java Runtime, Silverlight and others.

Unfortunately, not everyone agrees with this. Steve Jobs, CEO of Apple, has said in the past that Flash is a dead technology and that HTML5 is the way of the future. Apple will likely be slowing cutting all ties with the technology moving forwards. On the other hand, Google is doing just the opposite with their partnership with Adobe for Chrome, Android, and more.

While most tech-savvy users are aware of the security vulnerabilities and the resource intensive processes that Flash brings, it's interesting to see what Chrome will do with it. Google's browser is the fastest on the market and adding Flash in its current form is only going to degrade performance. Not to mention frequent crashes. By integrating Flash into Chrome, Google hopes to integrate increased security and performance while using automation to keep users updated with the latest version.

When it comes to picking a new browser, the new Chrome 5 looks promising and is definitely worth checking out. I have been using Chrome and like every other Chrome user out there, I will receive the update automatically. For those of you who don't currently use Chrome, now is a good time to give what seems to be the fastest browser ever a shot. While the increase in speed and performance is great, those are not the only important points. Google now has great support for both HTML5 and Flash technologies, competing technologies, which means it has the best of both parts of the web.

For those interested in using their Mac content on their HD TV, the following rumor from theAppleBlog should be interesting.

Big Changes Ahead for Apple TV by Darrell Etherington

Apple TV looked about ready for the dustbin in recent years, especially with great free media center PC alternatives available like Boxee and XBMC. And with the recent announcement of Google TV, it sure looked like Apple's foray into the dedicated home entertainment



industry was pretty much done for. Not so, according to a report by Engadget.

A tipster, whose story has also been confirmed by another source very close to Apple, tells the gadget blog all about the next iteration of the Apple TV. And it's not what you might expect. Instead of an incremental update (more storage, better output, etc.) the Apple TV will undergo a complete overhaul, and in the end won't look much like the device people have come to know (and possibly, though not likely, love).



The next iteration of Apple TV will actually build on Apple's strength as a mobile device company, by being, essentially, a mobile device. If the tipster and the collaborating source are correct, the new device will be based on the iPhone 4, including the A4 CPU and only 16GB of internal storage. It'll support full HD 1080p output using those guts, though, so don't get too worried. And it'll also depend more on the cloud than on local storage for delivering content.

It's being described as an "iPhone without the screen" and should only have two or three ports (video out and power). And what will you pay for this mighty mini machine? \$99. That's it. If the price point is true, then it'll definitely give Google a run for its money. Especially if it runs iPhone OS and is as portable as it appears to be. Imagine being able to take all your TV content with you wherever you travel. Quite the proposition.

Despite the move towards streaming and away from local content, you'll be able to use a Time Capsule as an external storage device, so all those movies and shows you've downloaded won't be for naught. iPhone and iPad app integration is a definite possibility, and one that has my heart racing. Finally I can play Warpgate on a screen where I can actually make out the details of the starships! That's provided Apple adds support to the iPhone SDK for

upsampling, which I hope it will. And Scrabble with iPhones and iPads combined with the Apple TV, anyone?

This is shaping up to be the perfect storm of tech convergence within a company. Throw in some official support for a Boxee app on this device, Apple, and you've got a guaranteed customer right here. No word on when it will arrive, but let's cross our fingers for a WWDC mention or two.

Finally on the financial side, Apple has overtaken Microsoft. Read on in this second article from theAppleBlog.

Apple Overtakes Microsoft in Market Value: End of an Era?

by Darrell Etherington

Apple, for a long time, was the David to Microsoft's Goliath. It was a dynamic that suited Apple, as the company used its underdog status to attract customers who saw themselves as different and apart from the mainstream. It was the iPod that first signaled a change in this arrangement.

The iPod dominated. It became synonymous with "MP3 player" in the mind of the buying public. And that would start in motion the rise of Apple into the tech giant it is today. A tech giant, might I add, that as of yesterday is worth more in terms of market value than Microsoft.

At the close of Wednesday's trading, Apple was valued at \$222 billion, while Microsoft was worth \$219 billion. Apple's shares ended the day at \$244.11, while Microsoft's finished at a seven-month low of \$25.01. And it isn't only Cupertino's successes, but also Redmond's failures that are responsible for the new power dynamic between the two companies. Overall, Microsoft stock is down 20 percent compared to 10 years ago, while the value of Apple's has grown tenfold over the same period.

Microsoft CEO Steve Ballmer appears to have his head in the sand regarding the significance of this moment in terms of the two companies. When asked for comment, he told Reuters news service: "It's a long game, we have good competitors...we too are a very good competitor. We are executing very well and that is going to lead to great products and great success. I'm optimistic."

It sounds like Ballmer, once an outspoken and not very cautious CEO, has checked out, or is downright unwilling to look at the consequences of Apple's success with the iPhone and now the iPad. Microsoft will continue to drift toward irrelevance as long as the attitude of business-as-usual prevails there. To quote Ballmer once again, "I



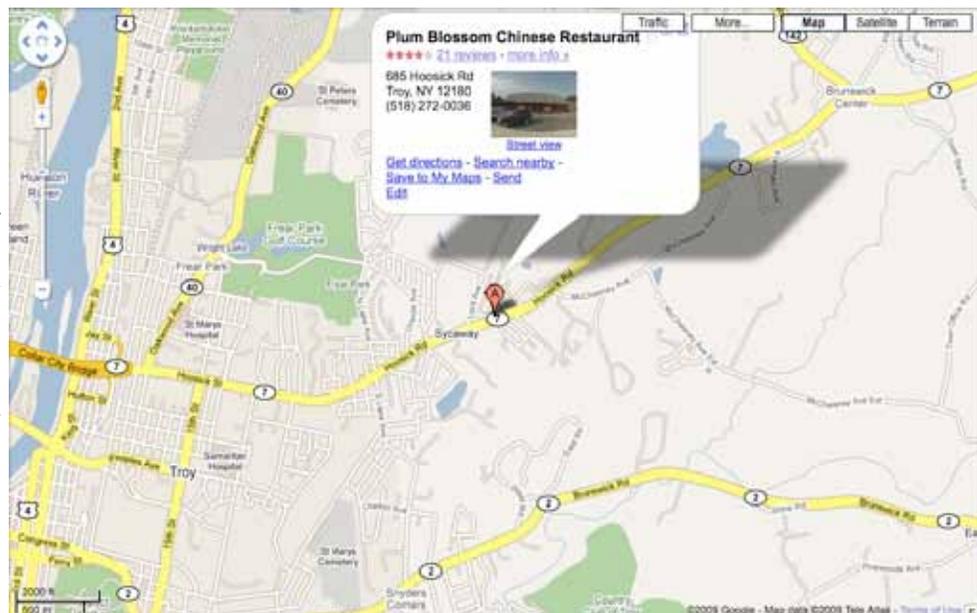
won't predict some massive change," he said. "I don't sort of foreshadow any change in direction. We just have to accelerate plans."

I'm less concerned with what happens to Microsoft now, though, then I am with what happens to Apple. Unlike Microsoft, I think Apple has at its core a commitment to ongoing innovation, woven into the very fabric of the company by the strong oversight of Steve Jobs. And that will persist after he's gone. But ongoing battles with Google and Adobe tell a tale of a company whose industry agenda may still be geared towards being a niche player.

Apple is about control, even though Steve Jobs says quite the opposite in his open letter to Flash. Don't get me wrong, I'm no big fan of Flash myself, but I do think that Apple's intentions have more to do with controlling the nature and delivery vehicle of content than with encouraging openness. Otherwise it'd have backed Google's VP8 open web video standard from the start. The kind of control Apple exerts works well for it as a niche player, but now that it's arguably the most important tech company in the world, the same rules don't apply.

Big stays big by being inclusive and cooperative, to a degree. Take Google, which works with so many partners it's hard to keep track of, with the end goal of satisfied customers in mind. Microsoft, too, works with others more than it shuts them down, as long as the terms are favorable. Apple seems content to remain largely sheltered, even when it would be easier and more expedient to work with a partner. In fact, since the company started making its own chips with the iPad, it looks to be shutting down even further still.

Such an approach may provide some short-term gains, but rising competitors like Google will take advantage of the general bad feeling it will generate among other tech firms to form the kind of partnerships that helped elevate Microsoft to its loftiest heights 10 years ago. And Apple will still be at base camp, stubbornly refusing the aid of other climbers.



Internet SIG

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Get directions via text

You don't always have Internet access. That doesn't mean you can't get driving directions. Google will send directions via text message.

Simply send a message to GOOGLE (466453). It should say "Directions A to B." Substitute your starting point for "A" and ending point for "B." Use a street address, a town name or simply a ZIP code.

Get off Street View

Finally, many people see Street View as an invasion of privacy. It may show street-level photos of your house. Fortunately, you can have photos removed. First, search for your address. Then, click "Report a problem" in the bottom right.

In the box that opens, enter a description of the problem. Then, click "Report problem." You can use the same method to report other problems with Google Maps. For example, use it to report an incorrect business address.

Map to Plum Blossom, Troy, NY



The Seven Ages of Steve Jobs

www.guardian.co.uk

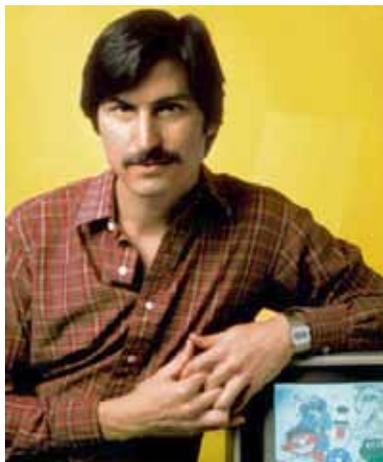


Day one: Steve Jobs (right) with Apple co-founder Steve Wozniak on the day they founded the company, working the “Errol Flynn and a hobbit” look that was all the rage in ‘76. Note the intense glare and moustache: pre-requisites for any serious geeks looking to take over the Valley.



The Alan Sugar years: After the biggest stock flotation in history made the two Steves super-rich, they were now bona fide businessmen. And, as any MBA will tell you, that’s shorthand for “a snappy 1980s suit and eradication of any unsightly facial hair, please”.

Eagle-eyed fans continue to wonder whether Jobs is wearing any trousers with his suit: the enigmatic smile on the face of the Japanese woman featured on the Mac screen is giving nothing away.



Jobs, PI: As time marched on, the moustache made a comeback - rumours that he was going to ditch Silicon Valley for the San Fernando Valley proved unfounded.

Jobs not only sports the pioneering flannel look that dominated geekdom for years; he also shows lip-jewellery purloined from Tom Selleck’s Hawaii-based detective Thomas Magnum.



Out in the cold: After being ousted from the company he founded in 1985, Jobs went on to start another computer firm, NeXT. His frosty mental state is perhaps reflected by the austere attire: a moody, sleek black suit that showed he meant business - and is weirdly reminiscent of a French politician or a character from a Fellini film.





Back from the wilderness: Reinstated as the boss of Apple, Jobs 2.0 (shown here in 1998) emerged from hibernation with woodsman beard and hamster cheeks.

Perhaps, like George Best or Wayne Rooney going through a goalless spell, he refused to shave until he was able to drop the title of interim CEO. Perhaps he'd just been watching too many Grizzly Adams episodes.

Note the arrival of the signature black shirt and blue jeans combo; the classic Jobsian fashion statement.



Star Trek style: With the funky-looking iMac bringing lots of attention his way, Jobs clearly decided to opt for a futuristic sartorial style. (cue jokes: "Boom me up!").

However, the high-necked white shirt and dark suit combo disappeared quickly - perhaps returned to the wardrobe department of a low-budget science fiction movie?



The veteran: With Apple's success secured, Jobs has now adopted what can only be described as a war veteran look. Lean and mean with close-cropped hair and shadowy stubble, he is pimping himself as a technology ninja. Here, for example, he is demonstrating one of the 327 ways he can kill a man with an iPhone.



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