



The GAB'er

The Newsletter of the Greater Albany Apple Byters

Volume 31, Number 8 - April 2015

Apple Watch In-Store Reservations Available Beginning April 10

by Joe Rossignol, MacRumors

Apple on Friday updated its online store with instructions on how to purchase the Apple Watch, reiterating that the wrist-worn device can be ordered online or reserved for in-store pickup. The new section appears to confirm that Apple Watch in-store reservations will be available beginning April 10, allowing customers to reserve a specific Apple Watch for pickup at an Apple Store beginning April 24.

The wording and timing of the new section suggests that Apple Watch in-store reservations will be available April 10, a move that would generate more foot traffic in Apple Stores on Apple Watch launch day. Nevertheless, there remains a slim possibility that reservations will begin on April 24. Apple did not immediately respond to request for comment, although we will update this post if we receive confirmation.

Last week, Apple Store training documents obtained by MacRumors indicated that Apple will not allow walk-in purchases for the Apple Watch upon launch, meaning that reserving the wrist-worn device for pickup at a specified date and time will be required initially. Walk-in customers can join the queue for a try-on appointment, after which they can order the Apple Watch online or make a reservation for in-store pickup.

April/May 2015 GAAB Meeting

There will be no April 2015 GAAB Meeting because of the Spring Break and the Holidays. The next GAAB meeting will be Tuesday, May 12, 2015.

**Meeting: May 12, 2015
7:00 PM
Panera Bread
161 Washington Ave Ext, Albany, NY**



A map can be found at the GAAB website at http://applebyters.com/index.php/meeting-information/meeting_map/

GAAB Meeting Agenda:
Discussion of June 2015 Dinner Meeting
Apple Changes and Updates
Member Topics

Next GAAB Meeting
May 12, 2015
7:00 p.m.
Panera Bread
Crossgates Common, Albany

Featured in this Issue

Apple Watch Reservations	1
Apple Ambassador	2
Internet SIG.....	3
Education SIG	4
Apple TV.....	8
GAAB Internet Addresses.....	10

The Greater Albany Apple Byters is an Apple Computer User Group.

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.

Contents of The GAB'er are copywriten, all rights reserved. Original articles may be reprinted by not-for-profit organizations, provided that proper credit is given to the author, The GAB'er, and a copy of the publication sent to The GAB'er editor.

The views expressed herein are the sole responsibility of each author, and do not necessarily represent the views of the Greater Albany Apple Byters.

Note: Trademarks used in this newsletter are recognized as trademarks of the representative companies.

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

by John Buckley

Apple Co-Founder “Intrigued and Amazed” by Apple Joining the Dow

by Liz Claman, FOXBusiness

The man who Steve Jobs invited to help him and pal Steve Wozniak found Apple Computer back in 1976 told the FOX Business Network Friday he “never imagined” the company he helped launch would be ousting the century-old AT&T from its longtime perch on the Dow Jones Industrial Average.

In an exclusive interview, Ronald Wayne, who along with Jobs and Wozniak incorporated Apple April 2nd, 1976 in Cupertino, California, told FBN he was just trying back then to keep Wozniak and Jobs from getting into fights over how the company should grow and prosper, let alone aim for one of the highest honors on Wall Street.



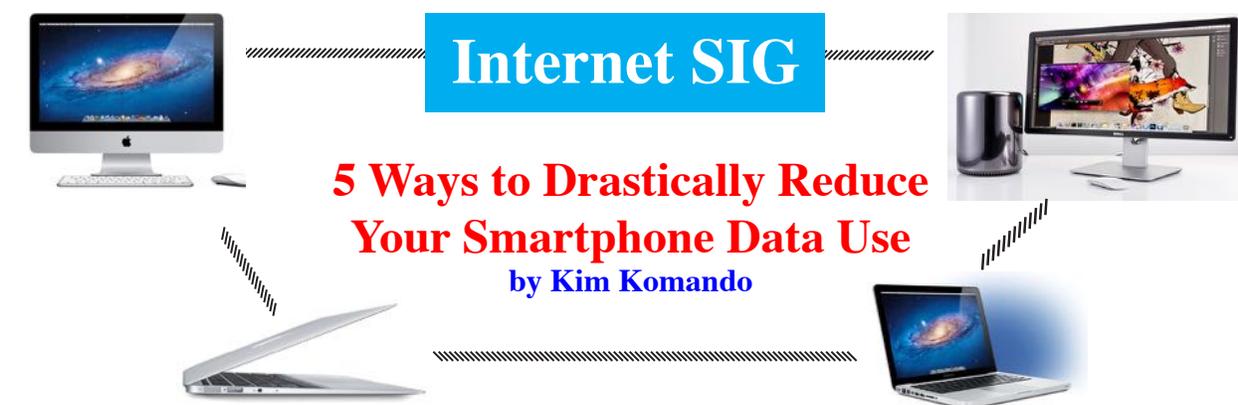
Apple got the news Friday from the organization that places (and removes) companies from the Dow 30 that the gilded doors were opening for the tech giant.

“Apple is the clear choice for the Dow Jones Industrial Average,” David Blitzer, chairman of the Index Committee at S&P Dow Jones Indices, told FBN.

“That’s so intriguing,” Wayne told FBN after being informed of the decision. Back in the ‘70’s, the “three Apple Musketeers” weren’t exactly walking around the

Continued on page 7.





When you think about the advanced technology and massive infrastructure that go into making sure hundreds of millions of people can communicate and access the Internet wirelessly on their phones no matter where they are, \$150 a month for a cellular plan seems like a steal.

However, if you're looking at your finances and watching your money run away like a cat running from a bath, any amount of money is a serious burden. You want to bring the cost of that cellular plan down as much as possible without sacrificing convenience.

Since voice calling and text messages are unlimited with most plans now, the main cost driver is the amount of cellular data you want each month. If you need less data, you can get a cheaper plan. It's that simple.

Except it isn't that simple. If you aren't careful you might do something on your phone without realizing it that blows through a big chunk of your data and leaves you paying extra for more to get through the rest of the month. Even if you don't do something, your phone might be using data on its own.

I'm going to give you the inside track on what gobbles up your data and how you can put a stop to so you can save money.

1. Stop the Social Media Madness

When you're uploading that hilarious photo or amazing video to Facebook, Twitter, Pinterest or somewhere else to share with your friends and family, remember that it's using data. An 8 megapixel photo on your smartphone can approach 5 megabytes, and some smartphones have more than 8 megapixels.

If you upload just 100 photos a month (not impossible if you travel a lot or have kids or pets), that's half a gigabyte of your data gone. It gets worse with video.

Even a short video can be dozens of megabytes, and might even top 100. You start uploading those and your data plan is going to disappear fast.

It isn't just uploading though. When you look at photos and videos on social media, your phone is actually downloading them. Now, they won't take up as much data as they would if you uploaded them because sites compress them.

Still, every photo album you cycle through or video of your friend's cute kid you watch is taking chunks out of your data allowance. That's one of the reasons people were annoyed when Facebook debuted auto-playing videos. Even if you stop it after a few seconds, that's still using up data you might need for something else.

Fortunately, turning off auto-playing video is simple. In Android, open the Facebook app and go to Settings. Change "Videos Auto-play" to "Off." You can also set it to "Wi-Fi only," so they only auto-play when you're connected to Wi-Fi, but I prefer to control when videos start.

For iOS, go to Settings>>Facebook and tap Settings. Under "Video" tap Auto-play. You can choose "Off" or set it to "Wi-Fi only."

The general rule is that looking through social media is fine over cellular. However, save the photo album and video viewing and uploads until you're home on a Wi-Fi connection.

Continued on page 9.





Education SIG

How Compatible Are Common Core and Technology?

by Jessica Huseman

Scan the QR code with your phone outside of the fourth-grade classroom of co-teachers Vanessa Desiano and Jamie Coccia and a video will pop up of a student giving a history presentation on early explorers. Step inside, and fourth-grade students are working together to discover the themes of chapter 13 in their latest book, *The Birchbark House*, and typing what they find on iPads.

Carissa, a fourth-grader sporting a jean jacket with a fur collar, types rapidly with two fingers into a shared Google Doc. She and her tablemates each have a role to play. “I’m the summarizer,” she said, her eyes not leaving the iPad. “I’m typing a summary into the Google Doc and then my group can write too and ask questions.”

Minutes later, Coccia turns on the Smart Board, a kind of computerized projector, at the front of the room. Answers from all of the groups are displayed. One group has chosen a picture from the movie “Frozen,” with “let it go” in all caps across the top — they explain to the class that it represents the theme of moving on after experiencing a problem.

Common Core standard of locating and understanding themes, but the students are simultaneously working on separate Common Core speaking and listening standards that require them to carry out assigned roles in discussions and ask questions specific to a text.

“People have this fear that if you put technology into a classroom, kids will just be staring at computers,” said Principal Gregg Korrol. “But this class is using technology to engage each other directly in learning.”

In many American classrooms, the effort to teach the new Common Core standards has become intertwined with a growing movement to add more technology into daily

lessons. New online standardized tests matched to the Common Core that will roll out in roughly 30 states this spring have only added to the urgency many school leaders feel to purchase more computers, tablets and software to prepare their students for the digital age. At the same time, the Common Core has spawned a growing marketplace of technology products that promise to get students ready for the new, tougher standards, including online libraries

of reading materials linked to the standards, software programs to help struggling students catch up and Common Core educational games.

But are Common Core and technology really compatible? Often, educators and experts say, technology can help

students become more engaged in the lesson, but sometimes it just gets in the way — especially when learning is best accomplished through kinesthetic experiences, which require being physically engaged in problem solving. The key to making the standards and tech work together, they say, is using technology to encourage critical thinking and classroom engagement — not replace them.

The Common Core, which has been at least partially launched in 43 states and seeks to establish consistent benchmarks across the country, is limited to English language arts and mathematics. But within those subjects, the standards have an intense focus on technology and digital literacy. While some standards explicitly mention technology — including requirements that students be able to handle computer troubleshooting, new media presentations and online research — many schools, like P.S. 101, find that technology can be useful to teach standards that do not require it.

“Every instance when technology could be used is not listed in the standards,” said Carrie Heath Phillips, program director for Common Core State Standards at the Council of Chief State School Officers, one of the groups that



sponsored the creation of the standards. “Teachers will make appropriate judgments based on the lessons they’re teaching of when technology will be useful to students.”

Andrew Miller, an educational consultant who trains teachers on technology use with Common Core standards, said teachers often view technology integration as just “doing another thing.” But he believes that digital tools can be used to replace common classroom practices instead of just adding on. If students are going to be able to meet these challenging standards, he said, classrooms should immediately begin using technology.

First, however, teachers have to understand when technology will push a lesson further, and when it’s not relevant.

“They have to say, ‘I want students to know and be able to do these specific things,’ and ask, ‘How will technology help me do that?’” he said. “Sometimes the answer is ‘I don’t really see a connection, so I’m not going to use it.’ But often the answer is, ‘I can really see an interesting purpose for this, so I’ll push forward.’”

Technology is probably most applicable to the speaking and listening standards within Common Core, he added.

“They really call into question what it means to speak and listen in a digital age,” he said. “Students need to respond to each other and make presentations, but with technology we can do it in more creative ways.”

Instead of giving a speech in front of the class, students can present videos, public service announcements or even podcasts. And, much like in Desiano’s and Coccia’s classroom, students can have discussions with each other using digital communication tools. This allows all students to participate at once without the classroom becoming chaotic; they can even continue the discussion as part of their homework after school ends.

Jaclyn Karabinas, the owner of educational consulting firm Expanded and an adjunct professor at Southern New Hampshire University’s School of Education, said technology will work across all sections of the Common Core so long as teachers use it to “redefine” classroom experiences — to create lessons you “absolutely could not have had” without technology.

If students are simply reading online or typing up an essay, technology is not redefining the lesson. But, she said, if students can use technology to respond to critical

comments on their digital work or do research to push their thinking forward — both requirements of Common Core — technology has added value.

“If you are studying global cultures, students can find the location on Google Earth and look at pictures. That’s the kind of thing you couldn’t really do at that level without technology,” she said. “But, when you are trying to understand the culture of a country with artwork, food and storytelling, that’s where you put the devices away. Sometimes you just want students to connect completely as humans.”

Korrol, the principal of P.S. 101, has a master’s degree in instructional technology. He also encourages teachers to put the screens away when it’s not appropriate. For example, he believes there is no substitute for writing with a pen and paper.

“When you are writing, your body is integrated into the learning in a way it’s not when you are typing,” he said, noting that math lessons that involve physical counting of objects to understand concepts in the real world also aren’t well suited to technology.

Korrol said technology can be useful in offering varying levels of rigor for students in the same classroom who are learning at different rates. In classrooms with laptops or iPads, students can be working on completely different assignments while appearing to work on the same thing — something he said is crucially important for student development and confidence. He said this “levels the playing field” for special education students.

Another new strategy for teachers, Korrol said, is, when testing, to use technologies that immediately display results to the teacher. If teachers instantly know what students understood from the lesson, they can then decide whether to re-teach the material or move on to something more advanced.

In any given classroom in P.S. 101, teachers may be using different technologies to teach the same material. Korrol said this is because he allows teachers to choose what digital products work best for them and encourages them to take ownership of their own lessons and be confident in their methods.

Karabinas said that allowing teachers to discover their preferred tools is crucial, and that she has seen many schools fail with technology because they didn’t allow teachers this freedom.



“It has to start with the teachers — the devices need to go in the teachers’ hands,” she said, noting that she had an iPad for two years before she could “wrap her brain around how to use it in the classroom.”

“It’s an art, so if you haven’t developed your own approach

Carissa, a fourth-grader at P.S. 101, uses Google Docs on her classroom iPad to discuss themes in the class’s latest book with her group.

Sixty-two miles north of P.S. 101, educators in Lakeland Central School District in Westchester County have learned the same lesson.

Linda Brandon, the director of instructional technology for the district, said technology use is a “mixed bag” in the district’s schools. Teachers who are comfortable with technology use it constantly, and other teachers only use it when it is necessary. At a minimum, students in the district are publishing more of their work online through digital media tools — something the Common Core [requires across grade levels](#) as part of its focus on new media literacy.

“Even as early as kindergarten, we are expecting students to publish information online. This has become our main focus,” she said, explaining that publishing online encourages students to take pride in their work because others will be reading it. This type of motivation even works in a math class.

“Technology is working in the classroom, but it’s also working to teach teachers.”

Lisa Nielsen, the director of digital engagement and professional development for the NYC Department of Education

“Last week I was working with a fourth-grade math teacher whose students were writing word problems,” she said. “They would write their problems, log in, post them, and then read and solve their classmates’ problems and comment on them.”

William McCallum, a mathematics professor at the University of Arizona who helped write the math standards, said they are largely “agnostic” about specific types of technology, and that teachers should decide for themselves what technology works best for their classrooms. Even standards that specifically ask students to “use tools strategically” do not dictate the specific tools teachers should select.

“They describe what students should understand and be able to do at the end of each grade, but they don’t describe how you get there,” he said. “How you get there is described by curriculum, and there are many curricula out there, some demanding a lot of classroom technology and some not demanding much at all.”

McCallum said teachers should be careful about selecting which technology to use, because some programs can appear to be helpful but may be “hiding the math.”

“As long as the technology is serving the mathematics and not the other way around, then it’s fine. But it’s actually hard to tell,” he said. “You can look at one computer game and tell that someone has thought through the math and added a situation that makes the math come out, but you can look at another game and it’s like the creator said, ‘Here’s a fun game. Let me see if I can add math to it.’”

He recommends that teachers use the technology themselves and then ask, “Is this something I could just as easily be doing another way, or is there something special about this tool that is helping me teach the mathematics?” He offered the example of geometry software that often allows students to manipulate shapes in ways they wouldn’t easily be able to do on paper.

Given that the Common Core’s end-of-year tests are quickly approaching, this level of technology assessment and integration can be overwhelming — especially for schools that were not implementing digital technology before.

“Now that the Common Core is here, everyone is kind of floundering for professional development for that,” said Miller, whose services as an educational consultant have been in high demand lately. The best strategy is for schools to find teachers who are already comfortable with technology and offer them additional training in how it can relate to Common Core standards. Then those teachers can train the rest of the school, saving money and time.

New online standardized tests matched to the Common Core will roll out in roughly 30 states this spring.

This is the approach that the New York City school system is taking, said Lisa Nielsen, the director of digital engagement and professional development for the NYC Department of Education.

“Teachers love learning from other teachers — the people who are currently in the classroom doing this work with real stories from real students,” she said. Teachers that Nielsen trains not only go on to train teachers in their



own schools, but also do citywide training. She said the city is also encouraging teachers to go digital themselves, and join online learning communities to further their own training on technology integration. “Technology is working in the classroom, but it’s also working to teach teachers,” Nielsen said.

This is what is making technology integration so effective at P.S. 101, said Korrol. He started with a single teacher who was passionate about technology, removed her from the classroom and sent her for intensive training in technology integration. Her full-time job now is to coordinate technology use across the school and help teachers figure out how best to use technology in their lessons. This level of support, he said, is what makes technology ubiquitous across grade levels.

Just down the hall from where Carissa was typing into a Google Doc, Annie Lin’s fifth-grade classroom has their laptops open. Each student has chosen one of the seven

natural wonders of the world and is doing research so they can write a descriptive introduction about it using sensory details they discover on the Internet.

At the back of the classroom, a student named Evan types “How long is the Great Barrier Reef?” into Google. He’s finished with his work, so he is helping his partner fact-check. He clicks into a bubble on his screen with his partner’s name on it. “She should add this because it will help me understand how big it is. I’ll be able to see it better,” he said, beginning to type out his note to her.

Korrol stands at the front of the room, observing the students’ work. “See,” he said. “There is more participation here than in a traditional classroom. Even when they are finished with their own work, they are still thinking.”

This story was produced by [The Hechinger Report](#), a nonprofit, independent news organization focused on inequality and innovation in education.

Apple Ambassador

Continued from page 2.

office (Jobs’ tiny home) with their chests puffed out thinking they would strike it big.

“I was brought in as for ‘adult supervision’,” Wayne joked. Wayne quickly whipped the company into basic shape, crafting the founding contract which today still bears his signature. He even designed the first Apple logo and wrote the manual for the first Apple computer.

But being a full 20 years older than “the two Steves,” he eventually decided to leave the company and return to where he had first met Jobs: gaming pioneer Atari. Wayne left his 10% stake in Apple with Jobs and Wozniak in exchange for a couple of hundred dollars in remuneration. Had he kept his stake, its value would tip the scales at more than \$70 billion today. However, the 80-year-old Wayne, who was fighting a cough during the FBN interview, has said he has no regrets. He doesn’t covet Apple shares *or* Apple products.

“I’ve never owned an Apple product. Someone gave me an iPad a few years back, but my son needed to teach me how to use it,” joked Wayne.

Why I Left Apple Computer After Only 12 Days, In My Own Words

[An Essay by Ronald G. Wayne on Facebook](#)

I didn’t separate myself from Apple because of any lack of enthusiasm for the concept of computer products. Aside from any immediate apprehension in regard to financial risks, I left because I didn’t feel that this new enterprise would be the working environment that I saw for myself, essentially for the rest of my days. I had every belief would be successful but I didn’t know when, what I’d have to give up or sacrifice to get there, or how long it would take to achieve that success.



In addition to my rather mundane daily activities during my time as an Apple Co-founder—a full time job at Atari working for Al Acorn and directly answerable to Nolan Bushnell as Atari’s International Field Service engineer—I was writing my treatise on the true nature of money, Insolence of Office.



At the time I was earning \$22,000 a year—\$88,000 a year in today’s money—we’ve had at least 400% inflation since that time. The Dow Jones had just broken a thousand points. Something Steve Jobs and I had discussed many times—Jobs had asked me if I had thought the Dow Jones would ever break a thousand points. I told him that it would break 1,000, then 5,000 thousand, and at some point in the future, 10,000 points. These types of conversations were typical of those Jobs and I would have over lunch at some of the local diners surrounding Los Gatos, during our time together at Atari.

To counter much that has been written in the press about me as of late, I didn’t lose out on billions of dollars. That’s a long stretch between 1976 and 2012. Apple went through a lot of hard times and many thought Apple would simply go out of business at various times in its maturity. I perhaps lost tens of millions of dollars. And quite honestly, between just you and me, it was character building.

If I had known it would make 300 people millionaires in only four years, I would have stayed those four years. And then I still would have walked away. Steve and Steve had their project. They wanted to change the world in their way. I wanted to change the world in my own.

My book *Insolence of Office* is the result of 40 years of research.

We’ve had a 2500% increase in inflation since the end of World War II. The \$2,300—\$800 and then later, another \$1500—I received from Apple Inc. in 1976 would be roughly the same as \$9,200 today. I’m sure you would agree with me that’s not bad pay for only 12 days worth of work. However, that increase of inflation is something I predicted decades ago and the driving factors behind that inflation is something I discuss in great detail in my book.

I’m sure I’ve mentioned this to you before, as a belief that I truly hold (and I know this sounds arrogant as hell), but the writing and publication of *Insolence* is, in itself, enough to justify my existence on this planet.

Upcoming Apple TV Set-Top Box by Eric Slivka, MacRumors.com

Following up on last month’s claim that Apple is planning to show off a [revamped Apple TV set-top box](#) with App Store and Siri support at the company’s Worldwide Developers Conference in June, [BuzzFeed now reports](#) that the new box will not include support for 4K video streaming even though several services like Netflix, Amazon, and YouTube offer content in the high-resolution format.

“4K is great, but it’s still in its infancy,” said one source familiar with Apple’s thinking.

Enabling 4K video support in Apple’s first major overhaul of Apple TV in three years might seem like a smart bit of future-proofing — particularly given reports that the A8 chip in the guts of the iPhone 6 and 6 Plus is 4K-capable. But it’s arguably an unnecessary one at this point.

The report points out that 4K streaming is expensive for content providers given the bandwidth required, and the vast majority of Americans do not even have Internet connectivity at fast enough speeds to support such streaming. Still, those who do currently stream 4K content or hope to in the relatively near future are likely to be disappointed by Apple’s decision to forgo support in the next Apple TV.



Beyond existing Apple TV services and new third-party apps, the revamped Apple TV is also expected to support a package of streaming television channels if Apple can manage to reach agreements with the necessary content providers. Apple is reportedly in talks with [ABC, Fox, and Disney](#), as well as [Discovery and Viacom](#), to try to put together a “skinny” TV package of select channels that would reportedly cost consumers somewhere in the range of \$25 to \$40 per month. Apple is said to be aiming to announce the service at WWDC in June and launch it in the September timeframe.



Internet SIG

Continued from page 3.

2. Stop the Non-Social Media Mayhem

Next, I'm going to talk about non-social media, specifically music and movies. A lot of people buy the cheapest version of their smartphone, which means it usually has 16GB of storage.

Once you factor in the operating system, apps and photos, that's not a whole lot of room left for a large music library or full-length movies. Instead of trying to cram everything in, many people just use a streaming music, [such as Pandora or Spotify](#), or streaming video service, [such as Netflix, YouTube or Hulu](#), for entertainment. In fact, I [recommend that as a way to save space](#), but you have to remember it does come with a price.

At high quality, streaming music uses up just over 2MB of data a minute. At that rate, you would burn through a 2GB data plan in 40 hours. So, if you listen while you're at work, your data plan will last you for one week.

When it comes to movies things are much worse. A Netflix movie uses 1GB an hour for standard quality and 3GB an hour for HD. So, your 2GB data plan will let you watch most of a single movie at standard quality. Even a 10GB data plan would only get you three movies a month, assuming you do nothing else with your phone.

In short, if you're going to be watching any more than a short YouTube clip here or there, hop on to a nearby Wi-Fi connection.

3. Stop the Chatting

I'm not talking about text messaging or chatting. Texts use practically no data. In fact, you could text the entire works of Shakespeare and only use up 5MB of data.

No, the real danger is picture messaging and video chatting. If you've been keeping up so far, you know that pictures are worth several times more than a thousand words of data use. So, trading pictures back and forth with friends is going to eat into your data plan, especially since most carriers are now using data for this rather than the older texting system.

Video chatting through Facetime or Skype is even worse. It isn't quite as bad as streaming a movie from Netflix, but

you can still put a dent in your data. An HD Skype call can burn around 11MB a minute, meaning you could use up a 2GB data plan in just 3 hours.

Again, if you're going to be messaging your life in pictures or chatting using video, save it for when you have a Wi-Fi connection.

4. Stop Apps from Misbehaving

Even if you're really careful about what apps you run and what media you stream and download, your data might still be going fast. That's because some apps will use your data to download information throughout the day without asking.

Fortunately, you can make these apps stop.

In Apple, go to Settings>>Cellular. You'll see a list of apps and how much data they've used. A quick swipe of the slider will tell an app not to use data. It will only be active when you're connected to a Wi-Fi network. This might be a good idea for something like the App Store to make sure it isn't updating apps in the background.

For Android, go to Settings>>Data Usage and choose the Mobile tab. You'll see how much data you've used for the selected time period and what apps are using most of it. If there's an app hogging data that shouldn't be, tap on it and swipe down to the bottom of the page. Then tap "Restrict background data" to stop that app from grabbing data when you aren't on Wi-Fi.

5. Start Using Wi-Fi

I'm sure you've noticed a pattern in each one of these suggestions, and that is to use Wi-Fi instead of your data plan whenever possible. For basic Internet browsing and sending text emails, using your data is fine, but anything involving pictures, music and videos is better through Wi-Fi.

Using Wi-Fi, I can usually keep my data use to below 1GB a month without much hassle. And you can find it free or at a low cost just about anywhere you go. Just load up your phone with an app like [JiWire's Wi-Fi Finder](#) and you're set.



GAAB Internet Addresses

Names

E-Mail Addresses

Aaron Ambrosino.....	aambrosi@mac.com
Gary Blizzard.....	gmblizzard@aol.com
Mark Bogossian.....	mark@castlecomp.com
Steve Bradley.....	ssbradley@adelphia.net
John Buckley.....	jbuckley@nycap.rr.com
Sheldon Carnes.....	sheldoncarnes@hotmail.com
Tina Cook.....	twonotrump@nycap.rr.com
Anthony Eldering.....	tonye11@verizon.net
Trudy Ellis.....	TE52@earthlink.net
Lilajane Frascarelli.....	afrascar@nycap.rr.com
Les Goldstein.....	lgoldst1@nycap.rr.com
Richard Hester.....	hesterfp@capital.net
Ottmar Klaas.....	ottmar.klaas@gmail.com
Michael LaFrank.....	mglafrank@gmail.com
Thomas Levanduski....	msglevnduski@aol.com
Cecilia MacDonald.....	cecilia@midtel.net
Mike Mannarino.....	rfd230@nycap.rr.com
Roger Mazula.....	aluzam@aol.com
Brendan O'Hara.....	bohara1@nycap.rr.com
Eric/Lee Rieker.....	Erieker@aol.com
AbdurRahman Rozell..	aryr100@gmail.com
Judith Schwartz.....	jfschwartz2@earthlink.net
Saul Seinberg.....	saul.seinberg@gmail.com
Bill Shuff.....	wjshuff@earthlink.net
Shelly Weiner.....	olliedawg@yahoo.com
Lou Wozniak.....	louw@nycap.rr.com

To start or renew your GAAB membership, see Cecilia MacDonald or send your fees payable to her at the following address:

*Cecilia MacDonald
260 Sever Road
Delanson, NY 12053*



Visit GAAB on the Internet at <http://www.applebyters.com>

