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Fall 2003

What's Inside:

Crossword Puzzles

Keeping Literacy Alive

What's New on the Web

Call for Nominations

JOURNAL

The official publication of the
California Transcribers and Educators of the Visually Handicapped

Message from the Editor

As your new editor it is my hope to carry on with the quality and assist in the growth and development of the *Journal*. Creating a quarterly to sustain us between conferences, document the specialized knowledge of our members and coordinate our efforts.

A special thanks to Marilyn Morrison who assisted me in taking over her responsibilities. I could not have done it without her help. And a note of appreciation to Carol Morrison for giving me this opportunity to serve as your Editor.

As we expand to the internet with our very own website let's collect and compile more internet resources. Please send web addresses that you have found interesting or helpful and always feel free to include your comments, suggestions, and materials for submission. I look forward to seeing you all at the conference in March.

~ Lisa Merriam Ryan

The CTEVH Journal

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Fall 2003



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PRESIDENT'S MESSAGE

When we were little children, most of us did NOT say that we wanted to be either a rehab counselor, a special-ed teacher or a braille transcriber when we grew up. Somewhere along the way, though, something happened. A “something” that provoked our interest in a career resulting in lifelong dedication to an activity that we wouldn’t trade for anything else.

Almost everyone has a story to tell — mostly about the series of amazing coincidences that befell each of us and brought about our present situations.

For example, Richard Taesch was teaching guitar to Ilene Goltz’s son, Larry. Every week during the lesson, Ilene sat quietly nearby, proofreading and grading the homework papers of her braille transcribing students. Eventually, Richard asked her to explain what she was doing — and soon he was hooked! Today, he is certified in Literary, Music AND Proofreading, and is our CTEVH Music Specialist.

Blossom Kerman moved from the San Fernando Valley to New York for a temporary two years, where she had nothing to do beyond cooking and cleaning. Someone suggested a braille class, and she was certified in 1959. Since then, she hasn’t stopped transcribing, and she is now a volunteer teacher in resource rooms at Birmingham High and Nobel Middle School.

After being a reader for Prof. Jim Burns, Norma Schecter got interested in braille transcribing. When she and I were doing some volunteer work together, I remarked that I was tired of depending on committee member no-shows. Norma said, “You’d LOVE braille transcribing!” I forgot all about it, until she sent a postcard announcing the new class, with babysitting provided! That did it for me, and now I can’t imagine not having braille in my life.

One of the strengths of CTEVH is the loyalty and energy of its members. We support our organization because it provides each of us an extension of our own interests, and offers us a forum and connection for sharing resources and information with our professional peers, both paid and volunteer.

Often, we feel so strongly about what we do because of the serendipitous way in which we got started. Think back to how you began your own road to success, and how many people you’ve helped since then, even if you’re still a beginner. Continue by participating in conferences and sharing your knowledge, ideas and expertise. Remember the best part — no matter why you started, you turned out to be the winner!

~ *Carol Morrison*

CTEVH Membership Application

CTEVH membership dues are for the calendar year. **Any dues received after October will be applied to the following year.** Membership includes the *CTEVH Journal* as well as pre-conference materials for the Annual Conference.

CTEVH MEMBERSHIP DUES ** 2004

Annual dues \$25 **Renewal** **New Member**

Life Membership \$300 Foreign Membership \$35 Institutional Membership \$100

Donation:

Katie Sibert Memorial Fund \$ _____

Donna Coffee Camp Scholarship Fund \$ _____

TOTAL AMOUNT ENCLOSED \$ _____

Please make all checks and money orders payable in United States funds to **CTEVH** and return payments with this form. Transactions can also be processed on the on-line at **www.CTEVH.org**.

Check for address change on renewals.

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

TELEPHONE (*optional*) _____

E-MAIL _____

Do you consider yourself primarily (*circle one*)

TRANSCRIBER **EDUCATOR** **PARENT** **OTHER (*specify*)** _____

If you require specialized media, do you want **CTEVH** publications in: (*circle one*)

BRAILLE **TAPE** **TAPE w/BRL Examples** **FLOPPY DISK (.rft format)**

Return application and payment to:

CTEVH Membership Chair
741 North Vermont
Los Angeles, CA 90029
323-666-2211 (*messages*)

45th CTEVH CONFERENCE

March 12-14, 2004

LAX Marriott

**HAPPY BIRTHDAY 45!
KEEPING LITERACY ALIVE**

WELL, it's that time again! It's time to be thinking and planning for a trip to Los Angeles and our CTEVH 45th conference, March 12-14th! This is your opportunity to meet with old friends, attend a variety of workshops to upgrade and refine skills, explore new areas of interest, and discover what's new in technology and equipment for visually impaired individuals.

We are planning a professional conference at a cost that is so reasonable other organizations wonder how we do it!

- ✦ Registration will be under \$100
- ✦ Student rates
- ✦ College credit will be offered
- ✦ Childcare at the LAX Marriott
- ✦ Film Festival
- ✦ Pre-conference day March 11th
 - o The Getty
 - o A 3 trip combination of LA Braille Institute, Blind Children's Center and The Junior Foundation for the Blind.
- ✦ LAX Marriott is assuring us \$95 a night
- ✦ 3 Strands: Transcribers, Parents, and Educators
- ✦ A birthday surprise if YOU turn 45 in 2004!

IF there is a workshop that you feel needs to happen or you would personally benefit from please let me know and we'll seek out the experts. Keep in mind that it is not only our 45th Birthday but that we/CTEVH have kept literacy alive....and will continue to do so!

Coming together is the beginning; keeping together is progress; and working together is success! Let's celebrate together!

Dee Konczal, Conference Chair

Gifts and Tributes

Katie Sibert Memorial Scholarship Fund

Donna Coffee Camp Scholarship Fund

Doris Cada

Doris Cada

Mr. and Mrs. Bernard Schecter
*In honor of the marriage of
Joan Valencia and Bill Trepton
*In memory of Margaret Valencia

Mr. and Mrs. Simon W. A. Gardner

Carol Morrison
*In honor of Bernard Krebs

Mr. and Mrs. Simon W. A. Gardner

Contributions to the CTEVH Gifts and Tributes Fund
will be used to improve services to persons who are visually impaired.
Please make checks payable to CTEVH and mail them to:

**CTEVH Gifts and Tributes
Iona Luke
1301 Ashwood Court
San Mateo, CA 94402**

Donor's Name, Address, Zip _____

In honor of: _____

In memory of: _____

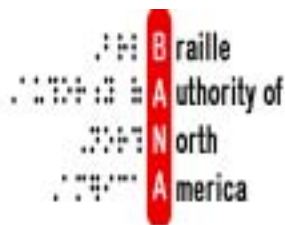
Acknowledge to (Name, Address, ZIP):

Please direct contributions to:

- THE KATIE SIBERT MEMORIAL SCHOLARSHIP FUND
- THE DONNA COFFEE CAMP SCHOLARSHIP FUND
- CTEVH GENERAL FUND

All contributions to CTEVH are tax deductible. Katie Sibert Memorial Scholarship Fund

English Braille American Edition 1994; Revised 2002 now available



The Braille Authority of North America (BANA) announces that *English Braille American Edition 1994; Revised 2002* is available in braille (# 5-35932-00) and print (# 7-35932-00) for \$20.00 US from the American Printing House for the Blind, 1839 Frankfort Avenue, Louisville, KY 40206-0085, USA. *English Braille American Edition* is the code book which gives the rules for contracted braille.

A compendium of the changes to *English Braille American Edition 1994* from 1995-2002 is available for downloading in braille and print formats on the BANA website at <www.brailleauthority.org>. For those unable to access the website, braille and print hardcopy may be obtained, without charge, by writing to:

Eileen Curran
BANA Chairperson
National Braille Press
88 St. Stephen Street
Boston, MA 02115
Phone: 617-266-6160 x17
Toll-Free: 888-965-8965 x17
E-mail: ecurran@nbp.org

A B C

Alphabetic-Braille and Contracted-Braille Study

We are looking for kindergarten children to enroll in the first study of young children who read braille. This study seeks to learn if there are differences in the reading, writing, and spelling abilities of young readers who initially learn the alphabetic-braille code or the contracted-braille code.

If you know of a young child who will be in pre-kindergarten or kindergarten in 2003 or 2004 and you would like more information about this study, please contact:

Dr. Anne Corn
Box 328 Peabody College
Vanderbilt University
Nashville, TN 37203
Phone: 615-322-2249 (8 – 4:30 Central Standard Time)
e-mail: Anne.Corn@Vanderbilt.edu

Collaborating Organizations and Universities

American Foundation for the Blind
American Printing House for the Blind
California State University, Los Angeles
California School for the Blind
Contra Costa Public Schools, California
Southwest Missouri State University

Pennsylvania College of Optometry
Texas Tech University
University of Arizona, Tucson
University of British Columbia
Vanderbilt University

CALL FOR NOMINATIONS

The election of new members to the CTEVH Board will be held at a general session during the 2004 Conference in Los Angeles in March. We will be seeking nominations for transcriber positions from both northern and southern California. Please mail your letter of nomination to one of the following members of the nominating committee.

Anna Lee Braunstein, Chair
4542 Scenic Drive
Rocklin, CA 95765

Jeanne Brown
2127 Moonstone Circle
El Dorado Hills, CA 95762

Paula Lightfoot
743 Harper Street
Simi Valley, CA 93065

Susan Rothman
2752 Lakeridge Lane
Westlake Village, CA 91361

Stuart Wittenstein
500 Walnut Avenue
Fremont, CA 94536

JOB OPPORTUNITIES

ITINERANT TEACHER OF THE VISUALLY IMPAIRED

Agency: West Contra Costa Unified
School District
Qualifications: BA or MA in teaching students with visual impairments; California teaching credential or equivalent. Dually credentialed (TVI/O&M) applicants are welcome to apply.
Duties: Provide itinerant VI services to a diverse group of visually impaired students (pre-school to 22 years) in San Francisco Bay Area (north of Berkeley). Includes braille readers and low vision students, and students with multiple disabilities.
Salary: Competitive; excellent health and retirement benefits.
Contact: Visually Impaired Program office
(510) 741-2896 or
E-mail : tyeomans@wccusd.k12.ca.us

BRAILLIST

Agency: Sacramento County Office of Education
Qualifications: Any combination of education, training and experience which demonstrates the ability to perform the duties and responsibilities as described including experience in Braille transcription and use of instructional technology pertaining to the visually impaired.
Duties: Perform a variety of Braille translation and transcribing of printed material and oral instructions according to the standards set forth by BANA. Attend meetings and workshops and conferences related to ongoing certifications as requested.
Contact: For complete details on this job listing call the 24 hour job hotline at
(916) 228-2336 or website at www.scoe.net

News of Groups

San Fernando Valley Braille Transcribers

City Wall The Heart of Los Angeles by Debbie Bertram and Susan Bloom, Published by Tallfellow Press Inc., Los Angeles, CA.
Copyright 2003 by Tallfellow Press.
In one volume.

Shock Waves Through Los Angeles The Northridge Earthquake by Carole G. Vogel, Published by Little, Brown and Co., Boston, MA.
Copyright 1996 by author.
In one volume.

19 Varieties of Gazelle Poems of the Middle West by Naomi Shihob Nye, Published by Harper Collins Children Books.
Copyright 2002 by author.
In one volume.

For more information please contact the Braille Institute Press at:
(323) 663-1111 extension 1342.

Valley Braille Service, Inc.

News Officers:
Edward Bakken, Exec. Vice-President
Jana Sadloski, Exec. Assistance to President

Literary Library of Congress Certification awarded to Sherrod Robinson.

The Valley Braille Service now has the capability to do tactile maps. The new equipment does a marvelous job on maps, though still time consuming it's quicker and neater than by hand.

Oakmont Visual Aids Workshop

Sally Ludlow, Co-Chairperson.
(Betty Mann passed away.)

Braille Transcribers Sacramento North Area

After many productive years of teaching literary braille transcribing classes in the Carmichael area, instructor Elizabeth Schriefer has announced her retirement from her weekly teaching activities. However, she has offered to continue her services as a mentor, or teaching a correspondence course in transcribing depending on time restrictions. Congratulations, Betty, for your many years of volunteer teaching service.

While we congratulate Betty for her many years of volunteer teaching service, it is disappointing to see another door closing on braille transcribing classes when there is such a public need. Perhaps CSMT, or another state agency, could sponsor elective transcribing classes in the California public schools--food for thought?

INTERESTING TRANSCRIPTIONS

"MOJO, The Blind Friesian" by Laura Beeman (copyright 2003 by Laura Beeman) is a children's book and is a true story about a blind horse overcoming challenges. Mojo was born March 1, 1999, and in April 2000 suffered an aneurysm which cost him his sight. Since then he has been in and out of rescue and adopted homes, finally finding a home through the efforts of Auburn resident Dawn Simas who is teaching him how to become a show horse despite his blindness. Friesians are bred to become show horses, their black colors make them look unique, and their movements make their individuality even more special. Through the use of peppermint oil, Mojo has learned to avoid running into walls and has learned other orientation and mobility skills.

With the volunteer training by Cathy Abandonato, he now performs with a quadrille team. The author remarks that it took a "village of people" to help Mojo meet his challenges and the "Thanks" section of this book is almost a chapter in itself naming his benefactors and telling of their part in affecting his life.

A print copy of this book is available by sending a check for \$17.50 (14.95 plus s/h) to
Laura Beeman, 2755 Moore Road, Lincoln,
CA 95648; it may also be ordered on
www.amazon.com or
www.buybooksontheweb.com.

Book proceeds go to paying Mojo's medical bills, day-to-day maintenance and hopefully a future mouth surgery to correct broken bones and teeth acquired by running into things. Mojo lives at the Wild About Cats Rescue but is not supported by the funds donated for the cats. He has his own separate expense account and is supported by donation. If you would like to contribute to help support Mojo, donations can be sent to:

Wild About Cats, P O Box 9182, Auburn, CA
95604, Attn: Dawn Simas.

Or, visit the website at www.wildaboutcats.org
Please include Mojo's name with your donation so the funds will go directly to his account. Wild About Cats is a 501-C3 organization.

Braille copy available on disk; donations will be forwarded to Wild About Cats "Mojo's account."

Braille Institute Press

On-line Literary Braille class being taught by
Bonnie Grimm and Tracy Gaines.
sillydots7@yahoo.com
For further information contact:

Braille Institute
741 North Vermont Avenue
Los Angeles, CA 90029
(323) 663-1111 ext. 1362

Dear CTEVH,

It is with great sadness that I inform you that my wife, Carol M. Peterson, a long-time member of CTEVH, passed away on July 22, 2003. Carol learned braille transcribing some 20 years ago when she began volunteering at the Headquarters for Lutheran Braille Workers. She attended most of your annual meetings during these years except the past two. She was diagnosed to have unresectable cancer of the pancreas one year ago. She continued to volunteer with the LBW and the Assistance League of Redlands. She was loved by and will be missed by a multitude of people.

Sincerely,
Carlton Peterson

Braille Institute Press

INTERESTING TRANSCRIPTIONS

Coraline, by Neil Gaiman Copyright 2002
In one Volume. \$10.00

Judy Moody, by Megan McDonald
Copyright 2001 In one volume. \$6.00

Among the Hidden, by Margaret P. Haddix
Copyright 1998 In 2 Volumes. \$15.00

Deaf Child Crossing, by Marlee Matline
Copyright 2002 In 2 Volumes. \$14.00

Arthur's Promise, by Marc Brown
Copyright 2001 In 1 Volume. \$5.00

For more information please contact the
Braille Institute Press at:
(323) 663-1111 extension 1342

WHAT'S NEW ON THE WEB

A WEBSITE REPORT:

We value the time and effort that our conference speakers and specialists expend to give the *JOURNAL* its professional content. A members-only webpage is being established, coinciding with publication of this edition. From this time forward, visitors to the CTEVH website will be required to enter a password prior to gaining access to view the *JOURNAL* online.

At this time, the password is "memberctevh." It is not case sensitive but does require all letters to be entered individually (that is, the er contraction won't work). If you forget or lose the password, contact either the editor at editor@ctevh.org or administrator@ctevh.org to get a reminder. CTEVH Membership will be consulted to verify that dues are current.

The members-only webpage will contain *JOURNALS* only. The conference registration materials will remain available for all visitors. Likewise, the various forms, announcements and contact lists will remain open to the public.

~ Christy Cutting
Website Administrator

WWW.CTEVH.ORG

The website is now established for credit-card payments for dues and donations.

NOW you can register as a new member, renew your membership, or make a donation to the general fund, Katie Sibert Fund or the Donna Coffee Fund using your choice of credit cards: **MasterCard, Visa, American Express or Discover.**

Simply fill out the forms provided on-line with the information exactly as it appears on your monthly credit card bill. This transaction will appear on your statement as being from **CA Transcribers and Educators.**

All information is kept in strict confidence and is not sold or distributed to third parties.

NATIONAL BRAILLE PRESS

website: www.nbp.org
orders@nbp.org

Nemeth Reference Chart

Would you like a quick way to look up that Nemeth symbol you can't quite remember?

Formatted like a calendar, this chart can be hung on a wall or laid flat on a desk for easy reference.

Each page shows Nemeth symbols in print, Braille and ASCII formats, followed by examples of how these symbols are used.

Available through the:

National Braille Press
88 St. Stephen Street
Boston, MA 02115-4302
catalog orders 800-548-4302
Price: \$14.95

BRAILLE BOOKMARKS

NATIONAL BRAILLE ASSOCIATION
(NBA)
www.nationalbraille.org

BRAILLE AUTHORITY OF
NORTH AMERICA (BANA)
www.brailleauthority.org

NATIONAL LIBRARY SERVICE FOR
THE BLIND AND VISUALLY
HANDICAPPED (NLS)
www.loc.gov/nls

MUSIC EDUCATION NETWORK
FOR THE VISUALLY IMPAIRED
(MENVI)
www.superior-software.com/menvi

AMERICAN PRINTING HOUSE FOR
THE BLIND (APH)
www.aph.org

BLIND WORLD - <http://www.blindworld.net>

From the home page: "Blind World—the Online Magazine for the Blind and Visually Impaired—where the world keeps up-to-date with the latest news and goings-on in the blindness and visually impaired communities...Our Editors constantly scan hundreds of sources from around the world, selecting only those items that are relevant to, and of particular interest to members of the blindness and visually impaired communities. We have assembled an impressive variety of blindness related articles for your reading enjoyment, from an equally impressive collection of electronic and print sources, including newspapers and magazines, scientific and medical journals, specialty newsletters and more. Online categories include: National News; International News; People, Places and Things; Guide Dog and Puppy Raiser Stories; Blind Sports, Athletics and Recreation; Medical News and Blindness Research; Products and Gadgets for the Blind; and Eye Health and Care."

The Braille Authority of North America invites those persons interested in the activities of BANA to subscribe to BANA-Announce.

BANA-Announce is a one-way list to facilitate the dissemination of official BANA information — summaries of meetings and other BANA activities, new publications, clarification on inquiries to the BANA technical committees, announcements about code changes, and general information to promote braille, its use and production.

To join this listserv, send a blank email message to bana-announce-subscribe@brailleauthority.org and follow the directions in the confirmation email which will be sent automatically in response to a subscription request.

If you have any problems, contact Kim Charlson at Kim.Charlson@Perkins.org for assistance.

EARLY LITERACY - <http://aph.org/atic/practices.html>

Promising Practices for Transcribing Early Literacy Textbooks - Kindergarten, First, Second, and Third Grades (DRAFT: May 28, 2003)

This is a draft document developed with members of the BANA Early Literacy Materials Production Committee and an APH focus group, assigned the task of writing guidelines to transcribe early literacy textbooks. Focus group participants were transcribers, teachers of the visually impaired, reading specialists, and literacy experts. These practices will serve as a testing ground for the proposed BANA Guidelines for Transcription of Early Literacy Materials.

Any transcriber connected with an agency should check with their agency to ascertain permission to apply these practices. We would encourage agencies to approve the use of these practices to enable a broader testing field.

For up-to-date revisions of these promising practices revisit this page. Questions or suggestions should be submitted to Jane Thompson at atic@aph.org and/or Susan Christensen at chrn3292@aol.com. Please type Early Literacy in the subject line.

** Neither CTEVH nor CDE is responsible for the accuracy of website listings, nor for the content therein. Mention in this publication does not imply endorsement.*

Don't Be a Pain in the Perkins !

HOW TO BE A “SIGHTED GUIDE”

~ Norma Schechter

When walking with a blind person, don't ever grab an arm and push the unsuspecting victim ahead of you. Instead, first ask, “May I help you cross the street?” (or whatever). If he says “Yes, thank you,” ask “Do you prefer my right or left arm?” and offer him/her your arm, bent at the elbow. He will grasp your arm just above the elbow, and it will send him directional signals.

You'll walk just a pace ahead of him. If coming to a curb, make a noticeable sudden stop, then take a step down and wait for him to follow your lead down, before starting out across the street. When you reach the opposite curb, make a firm stop, then step up and wait for him to do likewise before continuing your walk.

If you're with a blind friend in a very crowded situation, take his hand in yours and hold it behind your back, so he can follow you single file through the mob. When there's room to walk side-by-side again, move his hand back to the crook of your arm. If you're going to dinner, when you reach your table, say “Well, here we are!” and place his hand on the back of his chair and allow him to seat himself.

If you're going to a theater or concert where you have to move sideways, say “Here's our row,” and gently pull him to be right next to you, so that he's holding the right or left arm, according to whether you need to sidle to the left or right. Make a tiny pause after each step to the side, until you reach your places.

If you have bundles in one arm, and are approaching a door, ask your friend “Please open the door, I've got my other arm full. The doorknob is on your (right, or left).” Yes, it's perfectly OK to use words to clarify what's coming next. You'll be amazed at how well your elbow will be able to communicate the necessary travel signals! (Of course, as you would with any friend, modify your walking pace to fit your friend's physical limitations.)

Going back to the first paragraph, if you've approached a blind person, friend or stranger, and the answer to your offer is “No, thanks, I'm doing just fine”—just quietly back off. You've earned “brownie points” for good intentions, anyway.

My student transcribers always spent one morning walking around the area in pairs — one of each pair with eyes tight shut. One of them remarked, “That was a real eye-opener!”



MUSIC IN EDUCATION

~Richard Taesch

Braille Music and the College Educator Continued ...

Prof. Lastminute Ph.D. Strikes Again!

It seems that we are never without interesting problems to discuss in Journal articles. As this article was being written, an anonymous transcriber had just completed a portion of an assignment consisting of forty pieces of class piano repertoire. The project is part of a music text containing 133 pages yet to be completed. The assignment was requested by a college as a class requirement, a class that had begun two weeks prior to the request.

The required repertoire material was not indicated on the syllabus. So with book in hand as per agency request, the transcriber proceeded to go to work. During the process, the transcriber having “been there” before decided to email the professor to see if the completed portion of the book should be sent ahead to help the student catch up. The response went something like: “... *uh, sorry about that, the student will only be required to learn four pieces total.*” Whoops, dot.commit!

Music transcribers are in far too much demand for this kind of nonsense. Should the transcriber invoice the agency and the college at four dollars per braille page? This person most likely will not, but who pays for this kind of carelessness? The professor still gets paid, the student still does not have the required music, and a fine agency is embarrassed. Alas, I will share the following definition of a pessimist with you:

Pessimist: *An optimist with experience!*

“Saving Time for the Transcriber” continued (Workshop #602, 2002):

In last Journal’s column, our discussion addressed the problem of large texts where excerpts are long, complex, and not always needed in their entirety. The solution suggested:

“... ask the transcriber to only braille a few of the initial measures of each score in order to give the student a point of musical reference” (CTEVH Journal, Summer 1999).

The word sign with “pt” $\cdot\cdot\cdot\cdot$ was used in the first measure to indicate the use of a passing tone device.

Next Issue: Ideas on theory books, figured bass, and harmonic analysis.

MENVI NEWS

Music Education Network for The Visually Impaired now has a Website! Our special thanks to Jared Rimer who is the Webmaster of the site. Jared has generously contributed his time and his expertise to the network. He is a fine example of a young musically trained blind person who has risen above his disability, and clearly leads a most productive and busy life. The MENVI Website has been constructed through Jared’s business, Superior Software, Inc.

All of the MENVI News Journals are now available on the site to members and non-members alike. There is an *Articles* portion now being developed. It contains published articles available for research, and there is a section for transcriptions of notable MENVI listserv discussions. Membership information and applications are available on the subscriptions page. MENVI Specialists are listed, and can be contacted by links on the Website. You can visit the site at: www.superior-software.com/menvi.

INTERNATIONAL NEWS ON BRAILLE MUSIC

INTERNATIONAL MEETING ON MUSIC BRAILLE

by Bettye Krolick

As the compiler of the New International Manual of Braille Music Notation, I was given the opportunity to attend “Music and Braille,” an International Exhibition on the New Technologies for Braille Music, held in Madrid, Spain, June 20-21, this summer. Although there were many announcements about the event in advance, there were also many questions. What organization is involved, who will be there, what will be going on? Several countries chose not to attend because a well-known organization was not involved.

I am please to report that a small group from Italy took it into their own hands to obtain the sponsorship of ONCE, the Spanish organization for the visually impaired. The meeting was welcomed by Mr. Jose Luis F. Coya, Director of CIDAT. The Italian who organized the meeting was Mr. Giuseppe Nicotra.

Presenters at the meeting were from England, Finland, France, Hungary, Italy, Spain, Russia, and the U.S. Other countries were represented in the 80 people who registered as attendees. After my opening with “An Overview of the Preparation of Braille Music” each of the specialists in the various fields of programming, archivation, usage, and even the problems of copyright or music were given half an hour to speak and to have the use of a huge computer display screen. Periods of time were also provided for discussion and questions. These periods were extremely rich with suggestions to improve the international manual, exchanges of information about details such as XML, and all angles involved in producing music for the blind.

The original plan for the meeting stated that there would be demonstrations of the new programs going on at all hours, and that room would be provided for these demonstrations. Unfortunately, that part of the meeting did not happen. Apparently someone decided the wide screens with a half-hour explanation by each presenter would be more useful given the size of the group. The number of presentations and the eager use of the “discussion and question” periods filled both days completely. That was a weakness that could only have been corrected by giving us two more days of time. Every moment was full.

A quick summary of the programs from my view: lots of variety including sound as well as braille; lots of possibilities in the works but few new programs actually finished and on the market; Dancing Dots stands up very strong in comparison to others; the conversion from Finale to braille is breathtaking, but it must be used as an add-in, and is not yet finished. In my opinion the need for buying the Finale program plus the braille program will affect its sale to individuals.

Hats off to Italy! Without any of the usual connections, they gathered an impressive group of experts. Listening to the use being made of the international manual in so many countries, the enthusiasm of both programmers and users, plus the constant interactions between countries was music to the ears.

CONFERENCE 2004

Look for exciting workshop discussions on the 45th annual CTEVH conference next year. Bettye Krolick will present a much needed topic 'Teachers do not have time to learn another code.' She will provide us with the fine workshop that she has taken worldwide on *what it takes to help blind children get into school music programs*.

MENVI sessions will include subjects such as:

- Who's afraid of Braille Music? (basic reading lessons and sight singing fun)
- Band Directors, Vision Teachers, and Blind Students
- Finding a Music Teacher for a Blind Student

Come support your specialists and the students and families that they serve.

CTEVH Music Committee:

Richard Taesch, CTEVH Music Specialist (661-254-0321) <taeschr@ix.netcom.com>

Sam Flores, Opus Technologies (619-538-9401) <samf@opustech.com>

Grant Horrocks, SCCM Conservatory & Piano Divisions/RCM Exams
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Robert Smith, Retired Professor of Music (541-956-8900)

Carol Tavis, Elementary School Music/Special Learners (626-339-6979)
<Carolmus@aol.com>



NATIONAL BRAILLE ASSOCIATION

3 Townline Circle, Rochester, New York 14623-2513
585-427-8260 / FAX 585-427-0263

WWW.NATIONALBRAILLE.ORG

CALENDAR OF EVENTS:

November 6 - 8, 2003	Phoenix AZ	Fall Conference & Workshops
April 29 - May 1, 2004	Philadelphia PA	Spring Conference & Workshops
October 21 - 23, 2004	Memphis TN	Fall Conference & Workshops
April 14 - 16, 2005	Dallas TX	28th National Conference & Workshops

POKADOT

Free Braille Transcribing Software

~Len Dozier
CTEVH Pokadot Specialist

RECOVER FILES PRODUCED BY ANY BRAILLE PROGRAM AFTER A VIRUS STRIKES

The data files produced by almost all braille programs are text files. These files can be recovered and edited by the bootable version of Pokadot 7.41 when Windows is rendered inoperative by a virus or other problems, even if a transcribing program other than Pokadot produced the files. This is because the Pokadot 7.41 disk now includes a bootable 32-bit DOS in addition to the basic Pokadot files. With 32-bit DOS it is possible to read and edit files on modern high capacity hard disks even though Windows may have failed.

All braillists are advised to make a floppy disk copy of Pokadot 7.41 to use as a means of rescue when a virus attacks their computer even though they may not plan to use Pokadot for regular transcribing. You can download it on your computer as described below while Windows is still working. When Windows won't work but the hard disk can still rotate insert the Pokadot disk into your floppy drive and turn on computer power. The computer will boot into DOS - not Windows. The floppy will be virus-free if it was downloaded and set to "read-only" before the virus struck. You will be able to read and edit your braille data files and copy them to floppies.

CONTINUE BRAILLING WITH POKADOT AFTER A VIRUS STRIKES

After a virus inactivates Windows you will be able to continue brailing with Pokadot and read and save your files just as you could under Windows. You will also be able to prepare and print regular letters with a DOS word processor. If the hard disk can still rotate you will be able to store files on it under DOS. If it cannot rotate you will be able to use a RAM disk for fast temporary storage and then copy to floppies.

I offer free personal help by telephone or email if you need more help than described above.

SOURCE - Pokadot and/or BrlProof-2000 can be downloaded for free from the internet at www.braille-pokadot.com. Both are also available on 3.5 inch high-density disk from the National Braille Association, 3 Townline Circle, Rochester, NY 14623-2513 for \$5 each.

E-mail: lend@braille-pokadot.com
Telephone: (360) 574-6167

THOSE PESKY LETTERS, AGAIN!

When a letter is in “deviant” typeface with no mathematical significance, as in the case of most single “unknowns,” the code tells us to ignore that typeface.

$x = 5$ when $y = 9$.

The fact that the letters x and y are italicized is the customary typeface for these letters -- there is no mathematical significance to the typeface, so we ignore the italics.

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

However, when there’s a “deviant” typeface which does have mathematical significance and therefore must be retained, as with vectors, then we must retain that typeface.

It is important to remember that when you are representing a letter in a special typeface, you **MUST** include an alphabetic indicator. Why? Suppose you are representing vectors, which are in boldface type in your text, and that you have **F** - a boldface capital f, and you transcribe

⠠⠠⠠

What we have here is NOT what we wanted -- we have a capitalized German eff. What we need for our boldface capital f is

⠠⠠⠠⠠

Now, we have what we wanted -- a boldface English capital f!

This rule applies even when the letter in question is not a “single” letter, that is, when it is touching any other signs. Since the type-form indicator only applies to the letter immediately following, if we have several letters in succession which must be in boldface, each letter must have its own alphabetic indicator and its own type-form indicator. Say we have **xy** and it is necessary to retain this typeface.

⠠⠠⠠⠠⠠⠠

EDUCATION

~Sheila Bonito

CTEVH Education Specialist

“Keeping Literacy Alive”

“Keeping Literacy Alive” is the theme for this year's CTEVH conference, to be held March 12 - 14, 2004 in Los Angeles. Literacy is a major part of our lives.

What does this word mean to you? Does Braille literacy mean something different than print literacy? Are there stages of ability and how do we communicate them to others? Are there various types of literacy?

As I began preparing my conference proposal for this year's Itinerant Roundtable presentation, I began thinking about what literacy means to me personally, as a teacher of visually impaired, and as a parent of a developmentally delayed teenager with cortical visual impairment.

I begin my morning with mathematical reading - measuring the coffee into the filter and keeping track of the time for myself and my family; literary endeavors such as reading as much of the daily paper as possible, and doing some of the crossword puzzle with my husband; I read the road signs as I drive to work, paying attention to the time and temperature at the local bank as I pass (Can it really be 78 degrees at 7:45 a.m.); at work, I use the computer to check e-mail and Braille and teach postings, prepare materials in large print and Braille for various students, teach Internet usage and word processing to a high school student, use the teacher's guide for City and Farm and Mangold Math instruction with Dakota, a 4th grader, and teach tactile discrimination skills for diagram reading using short books produced in Braille by the Sacramento Braille Transcribers, Inc.; teach readiness skills to a primary low vision student using various materials; listen to a book on CD while driving between schools; review map and chart reading with a middle school student using a CCTV; write present levels of performance and functional vision assessment reports for an upcoming 3 year evaluation; and use OmniPageFiller to write an IEP. After work, I do the grocery shopping, reading the store ads as I peruse the aisles, reading labels for nutritional content and checking prices. I come home to a 15 year old ready to show me her work from school (she is reading and writing in 36 point type at the second-third grade levels - a recent growth spurt supported by the efforts of her wonderful teacher of visually impaired (Anne Roeth) who has designed a language arts program for her which is implemented by staff in her special day class); read directions for dinner preparation; play some games on the computer, read part of a magazine or journal while watching TV with my husband, and go to sleep reading a novel.

Literacy is so interwoven into my day that it is frightening to consider in how many ways my life would be different if I did not have easy access to written materials as well as tools for writing. Seeing print all around me (signs, ads, posters, book jackets, memos, Internet banners, etc.) provides me with ever present stimuli to increase my vocabulary and expand my horizons.

Other questions come to mind: How can the assessed needs checklist from OUSD help us to keep parents, students, regular and special education teachers, and others up to date with how an individual can best be literate? Having this easy to read sheet in every child's IEP file can make life easier - and the world more accessible - for the student, parents, and staff.

How can we teach - with all that entails to provide instruction in the expanded core curriculum, maintain the many contacts necessary for collaboration with others, and complete the paperwork inherent in our jobs? - if our transcribers are replaced and service is provided by others outside of the school district?'

Resources to remember: Our wonderful supporters at the CSMT who make the majority of materials available to our students in this state as well as our generous transcribers who work diligently to make sure that each child has the appropriate worksheets, maps, diagrams, and books in a timely manner.

The American Foundation for the Blind national Campaign for literacy, textbooks, Transcribers and Technology: Request a packet of materials at www.AFB.org.

The American Printing House for the Blind (aph.org) and its many materials available on quota.

The many wonderful companies which offer solutions to literacy challenges through accessible technology (make sure you visit the exhibits during the upcoming conference!)

Talking Book Library, Recordings for the Blind and Dyslexic, the Folsom Project, our local libraries, and a myriad of other resources which make literacy possible for our students!

What have I left out? Please write to me with your thoughts about literacy in our lives. sbonito@amadorco.k12.ca.us

What Internet resources do you have bookmarked for your work with our students? I have mentioned a few relating to materials, but I have many more which I use frequently to locate resources as well as to share with my students so that they may learn how to access information they need throughout their lives! Please share your 'favorites' lists and we can learn with each other."

Crossword Puzzles

Who among us hasn't, at some time in their life, tried their hand at crossword puzzles? Whether you became someone who could be called a "crossword puzzle addict" or merely notice that impossible-looking puzzle in your daily newspaper, crossword puzzles turn up frequently from the early grades of elementary school on.

In school, crossword puzzles are a fun tool used to help learn spelling words and are found both in workbooks and in teacher handouts. While the transcriber may, at first glance, be completely baffled as to how to show a visual puzzle in braille, Braille Formats addresses this issue (Rule 16, pages 157-160) and gives three examples to follow (76, 77, and 81).

The transcriber can represent two sizes of crossword puzzles – those 13 or less squares wide and those 14-20 squares wide (assuming a 40-cell line). The print grid for puzzles over 20 squares wide should not be brailled. This article will take you through an eight-square-wide crossword puzzle. The larger one is a little different, but follows a similar pattern.

Be sure, if your puzzle includes a list of words to be used to fill in the blanks, that those words are brailled without contractions. Usually this is not the place where the spelling words are first listed or introduced; consequently they are brailled only once – uncontracted.

Before starting your grid, insert a transcriber's note explaining the grid format. There is no reason to make up this note – it is given in Braille Formats and should be copied by you. Heaven knows we have enough work to do without getting creative here. If you are doing a volume with several crossword puzzles, put your transcriber's note on the Transcriber's Note page and merely state here to see page p— for the crossword puzzle format. Again this TN is given (page 157) and should be copied.

The following are essentials to know about brailleing this crossword puzzle. Remember, if your puzzle is 14 to 20 squares wide, see your Formats book for instructions. The transcriber's note is a bit longer, but it is there to copy, just as the one we're using is.

1. Whether the puzzle is an irregularly shaped diagram, as our example puzzle is, or in the shape of a square or rectangle, in braille we always square off the grid.
2. All squares of the grid must be two cells wide, with one blank cell as separation.
3. Solid or shaded squares (where nothing is happening) are shown by two full cells (dots 123456).
4. Unnumbered or open squares are shown by two hyphens.
5. The number shown in a square of the grid is brailled without the number indicator. For the numbers 1-9, one hyphen follows. For two-digit numbers there is no room for a hyphen, so only the number is given.

So now we're ready to braille our grid. Let's take a look!

Crossword Puzzle

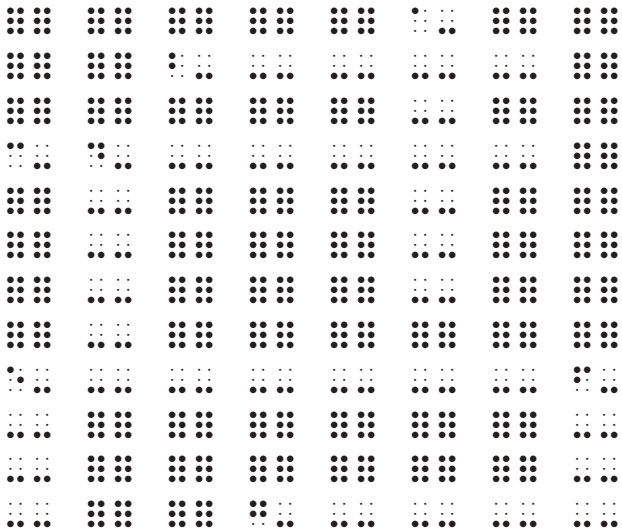
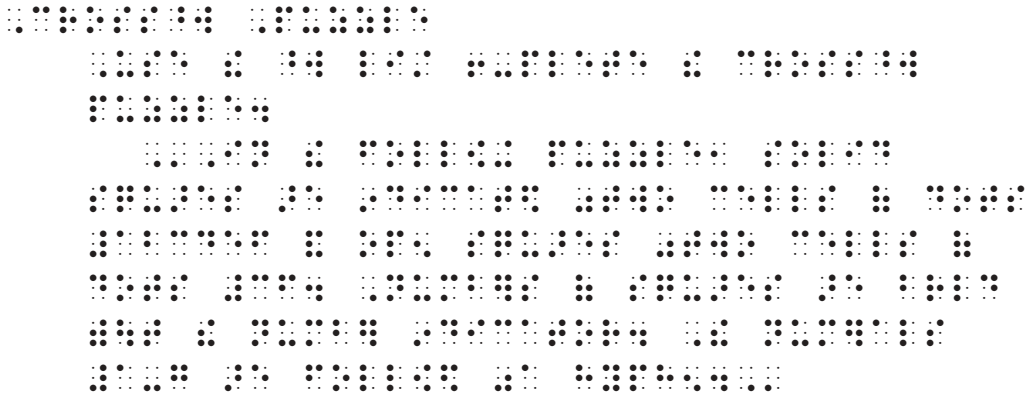
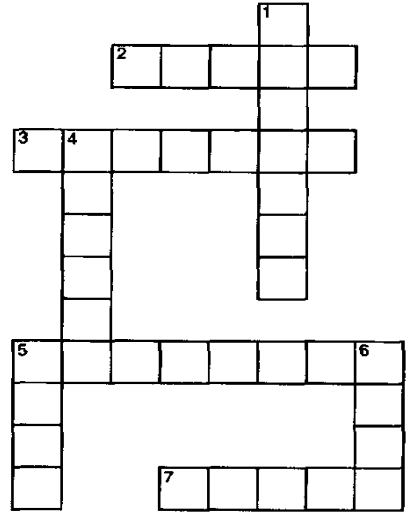
Use the word list to complete the crossword puzzle.

ACROSS

2. a pounding noise
3. to sparkle
5. a bag that straps onto a person's back
7. to pull oneself up using hands and feet

DOWN

1. study of the natural world
4. to make an effort to hear
5. a part of the leg
6. a round handle or dial



Translated Foreign Sentences and Columned Material

The current format for translated foreign sentences in textbooks is as follows: Each foreign sentence begins in cell 1, with runovers in cell 5. The English translation begins in cell 3 on the line below the foreign sentence, with runovers also in cell 5. Blank lines are not left between consecutive pairs of translated sentences.

The example below illustrates another type of pairing of English and foreign sentences. At the bottom of print page 358, lettered instructional material is followed by pairs of facing columns of English and Italian sentences, each column preceded by a column heading. Notice that the print placement of the two languages is the reverse of what is typical, and that there are no Italian equivalents for some of the English sentences. This is columned material, not translated sentences. Stairstep format is usually necessary when the column entries are sentences. A transcriber's note explains the change in format. [Braille Formats, Rule 7, Sec. 1f(3)]

- B.** Only transitive verbs (those that take a direct object) can be made passive. In Italian, only the direct object of an active sentence can be made the subject of a passive sentence. The indirect object remains indirect in both the active and passive voices; it can *never* be the subject of a passive sentence. Compare:

ENGLISH

The director gave Carlo a raise.
A raise was given to Carlo by the director.
Carlo was given a raise by the director.

The waitress will serve us coffee and tea.
Coffee and tea will be served to us by the waitress.
We will be served coffee and tea by the waitress.

ITALIAN

Il direttore ha dato un aumento a Carlo.
Un aumento è stato dato a Carlo dal direttore.
(impossible in the passive)

La cameriera ci servirà caffè e tè.
Caffè e tè ci saranno serviti dalla cameriera.
(impossible in the passive)

At the top of print page 359, the instructional text continues, followed by translated sentences. Note that the pairs of sentences in the facing print columns are not related horizontally.

To express sentences similar to the two labeled "impossible," an active construction must be used. If the agent is not known, an impersonal **loro** is the subject of the active verb.

Hanno dato un aumento a Carlo.
Carlo was given a raise, or They gave Carlo a raise.

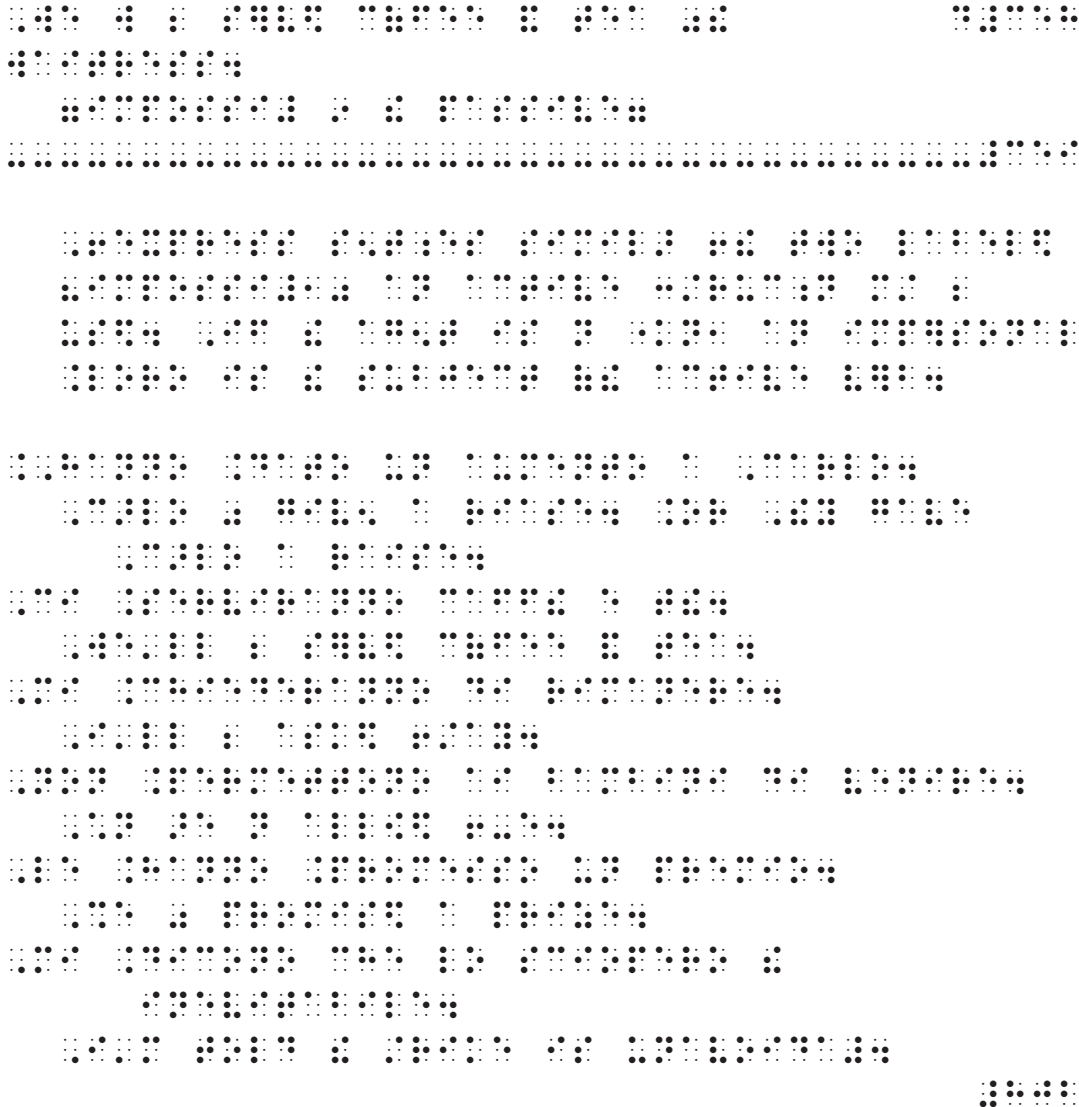
Ci serviranno caffè e tè.
We'll be served coffee and tea.

Mi chiederanno di rimanere.
I'll be asked to stay.

Non permettono ai bambini di venire.
Children are not allowed to come.

Le hanno promesso un premio.
She was promised a prize.

Mi dicono che lo sciopero è inevitabile.
I'm told the strike is unavoidable.



Lines 1-3: The last row of the stairstep material.

Lines 4-5: Page change indicator and blank line. The blank line clarifies the change in format.

Lines 6-9: The lettered instructional text continues in cell 3.

Lines 10-24: A blank line must precede a translated sentence pair, or a series of such pairs. No blank lines are left between consecutive sentences pairs.

2004 National Braille Challenge Invitational™ Packets

Plans are underway for the 2004 National Braille Challenge Invitational™ on June 26th. Last summer's inaugural event included more than 400 students from 28 states and four Canadian provinces, and 55 finalists traveling to Los Angeles.

This year, preliminary tests will be sent in early January and due back by February. Finalists will be notified in March, giving them more time for planning and to rally community support and funding for their summer trip. Contestants are divided into 5 groups. The Challenge itself is a series of four exercises demonstrating proficiency in braille reading and writing, comprehension, spelling, and use of tactile graphics. For the preliminary round, teachers of the visually impaired are asked to identify potential students and request a testing packet. TVIs are instructed on how to administer the contest to students either individually or as a group. Transcribers and proofreaders from guilds and agencies across the country then volunteer their time to score the tests in three weeks time. All students are encouraged to try it; everyone who enters is acknowledged.

TVIs must order their Preliminary Contest Packets by December 12, 2003 and return their students' completed contests to Braille Institute by January 31, 2004.

Call 1-800-BRAILLE for more information, or visit our website at www.brailleinstitute.org.

2004 CTEVH KATIE SIBERT MEMORIAL SCHOLARSHIP

The California Transcribers and Educators of the Visually Handicapped (CTEVH) Scholarship Committee announces the annual CTEVH Katie Sibert Memorial Scholarship. The purpose of the scholarship is to foster the acquisition and improvement of skills necessary to provide high-quality educational opportunities for visually impaired students in California. NOTE: *These scholarships may be used to attend CTEVH conferences.*

QUALIFICATIONS:

- *All applicants must be current members of CTEVH.
- *Transcribers must be actively transcribing.
- *Educators must have received a Baccalaureate degree from an accredited institution with a minimum 2.5 GPA. If not currently enrolled in a graduate program leading to a credential for teaching visually handicapped children in California, educators must plan to enroll.
- *A completed application packet that includes:
 - Typed or printed application
 - Cover letter
 - Two letters of recommendation

The applicant is responsible for sending the complete application packet to the Katie Sibert Scholarship Committee. **All items are due January 15, 2004.**

Send to: Paula Lightfoot, Katie Sibert Scholarship Committee, 743 Harper Street, Simi Valley, CA 93065

(over)

2004 APPLICATION

CTEVH KATIE SIBERT MEMORIAL SCHOLARSHIP

Name: _____

Address: _____

City: _____ State: _____ Zip _____

Telephone: Day _____ Evening _____

PLEASE RESPOND TO THE FOLLOWING:

1. The name of transcribing group, agency, or school system with which you are affiliated:

2. (Educators only) Please give the number of units to be completed for VH credential.
If work has not begun, state "All."

3. Check the items below to show how you intend to use the scholarship.
If appropriate, describe other expenditures not listed.
 - * Transportation to inservice training sessions (e.g., CTEVH Conference, other local/area workshops)
 - * Lodging at inservice training sessions (e.g., CTEVH Conference)
 - * Tuition/registration fees
 - * Books, materials and equipment necessary for training.
 - * Other (specify):

4. The amount of the scholarship may vary and might not completely cover the total costs. However, please indicate the **TOTAL** cost of the training you have described.

2004 APPLICATION CTEVH KATIE SIBERT MEMORIAL SCHOLARSHIP (cont'd)

COVER LETTER:

Each applicant must include a cover letter. This letter should:

- *Briefly cover the applicant's qualifications and/or experience in transcribing or educating the visually impaired.
- *Describe how the scholarship will be used.

LETTERS OF RECOMMENDATION:

TRANSCRIBERS must have two letters of recommendation from their group or agency.

EDUCATORS must have two letters of recommendation from the education field (i.e., principal, college professor, etc.). The letters should address the following points, if applicable:

- *Professional and/or volunteer experiences of the applicant including those with visually handicapped or other disabled persons.
- *Community involvement of the applicant.
- *Certificates or Credentials held by the applicant.
- *Personal interests, talents, or special skills of the applicant.
- *Honors or awards received by the applicant.

ALL ITEMS MUST BE POSTMARKED NO LATER THAN JANUARY 15, 2004.

Send application to:

Paula Lightfoot
Katie Sibert Committee
743 Harper Street
Simi Valley, CA 93065

FURTHER INFORMATION:

If applicants have questions, please direct them to Paula Lightfoot, Chair at (805) 522-4040.

CTEVH LIFE MEMBERS

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Rede & John Acker, Boulder, CO, 85
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Patricia Davis, Lodi, CA, 92
Emelita De Jesus, Burbank, CA, 98
Maxine Dorf, Lexington, KY, 70
Pamela Driscoll, Hacienda Height, CA, 90
Imke Durre, Ashville, NC, 97
Evelyn S. Falk, Phoenix, AZ, 61
Robb Farrell, Baltimore, MD, 98
Denise M. Ferrin, Los Molinos, CA, 90
Warren Figueiredo, Baton Rouge, LA, 92
Anne Freitas, Virginia Beach, VA, 99
Jeffrey Friedlander, Cincinnati, OH, 90
Tomiko Fumoto, Huntington Beach, CA, 90
Paul Furnas, Davis, CA, 81
Lillian & Simon Gardner, North Hollywood, CA, 66
Dale Gasteiger, Torrance, CA, 90
Maryanne Genova, Hilo, HI, 85
William Gerrey, San Francisco, CA, 67
Edward Godfrey, Seattle, WA, 90
Stephen A. Goodman, Alamo, CA, 90
Nettie Goodsmith, Encinitas, CA, 90
Robert J. Gowan, Lincoln, CA, 85
Brad Greenspan, Patchogue, NY, 96
Georgia Griffith, Lancaster, OH, 80
Colleen Heiden-Lines, Vancouver, WA, 98
Sally M. Hering, Lake Bluff, IL, 90
Jana Hertz, Aliso Viejo, CA, 99
John R. Hollinger, Westminster, CA, 89
Paula Holmberg, Rialto, CA, 02
Renee B. Horowitz, Scottsdale, AZ, 92
Joan Hudson-Miller, Los Angeles, CA, 91
Ruth J. Hughes, Pasadena, CA, 63
Sandra L. Hughes, Costa Mesa, CA, 86
Julie Jaeger, Berkeley, CA, 87
Madonna Janes, Kitimat, British Columbia, 95
Cheryl Kamei, Huntington, 00
Judie K. Kelly, Escondido, CA, 77
Ann Kelt, Pleasant Hill, CA, 90
Blossom Kerman, Van Nuys, CA, 68
Terry Keyson-Drown, Camarillo, CA, 93
Russell W. Kirbey, Glendale, CA, 82
Teal G Knapp, San Rafael, CA, 01
Donna Kobrin, Petaluma, CA, 95
Peter O. Koskinen, Phoenix, AZ, 90

Bernard Krebs, Plantation, FL, 83
 Bettye M. Krolick, Fort Collins, CO, 72
 Lynne M. Laird, Berkeley, CA, 77
 Tami Sue Levinson, Phoenix, AZ, 97
 Emily Leyenberger, Derby, NY, 98
 Nancy Lindsay, Escondido, CA, 94
 Amanda Hall Lueck, Ph.D., Montara, CA, 96
 Marilyn Lundgren, Milwaukee, WI, 97
 Thanh-Nhan Lac Ly, Santa Ana, CA, 00
 Mary Lou Martin, Chico, CA, 88
 Jan Maxwell, Sacramento, CA, 94
 Alice McGary, Poway, CA, 90
 Linda McGovern, Huntington Beach, CA, 94
 Loyce Danbacher McWee, Mission Viejo, CA, 93
 Ada L. Mention, Newark, DE, 74
 Jim & Joan Meyer, Walnut Creek, CA, 96
 Helen J. Miller, Buckley, WA, 99
 Loupatti Miller, Port Huron, MI, 97
 Leah Morris, Encino, CA, 72
 Carol Morrison, North Hollywood, CA, 90
 Jo Ann Noble, Sacramento, CA, 90
 Jane V. O'Connor, San Jose, CA, 90
 Charlene Okamoto, Oakland, CA, 90
 Dr. Stanley Olivier, Sun Lakes, AZ, 69
 Jean Olmstead, Littleriver, CA, 90
 Kathy Olsen, Chula Vista, CA, 96
 Linda O'Neal, Sacramento, CA, 90
 Betty Jo Osborne, Walnut Creek, CA, 90
 Milton M. Ota, Honolulu, HI, 90
 Martha Pamperin, Davis, CA, 90
 Ellen Paxson, Stockton, CA, 99
 Elizabeth E. Perea, Whittier, CA, 90
 Debora Pierce, Escondido, CA, 94
 Mary Beth Phillips, Moraga, CA, 91
 Fred Poon, Vancouver, British Columbia, 93
 Theresa Postello, San Francisco, CA, 90
 Ms. Charles Redfield, Phoenix, AZ, 85
 Susan Reilly, Chula Vista, CA, 90
 Janine Robinson, Le Grande, OR, 90
 Victoria Rostron, Cloverdale, CA, 98
 Catherine Rothhaupt, Sacramento, CA, 90
 Bonnie Rothman, Thousand Oaks, CA, 79
 Dr. Sandra K Ruconich, Salt Lake City, UT, 90
 Barbara Rudin, Sacramento, CA, 88
 Susan E. Salazar, Anaheim, CA, 90
 Dana Sanders, San Diego, CA, 02
 Stephen W. Sanders, San Diego, CA, 01
 Elinor Savage, Santa Rosa, CA, 68
 Beverly Scanlon, Bakersfield, CA, 86
 Norma Schecter, Huntington Beach, CA, 60
 Margaret Schefflin PhD, Carmichael, CA, 81
 Betty Schriefer, Sacramento, CA, 90
 Barbara Sheperdigian, Mt Pleasant, MI, 88
 Virginia H. Shibue, Port Hueneme, CA, 68
 Thomas Shiraki, Honolulu, HI, 90
 Sophie Silfen, Washington, DC, 83
 Richard L. Simonton, Riverbank, CA, 75
 Fred Sinclair, Sacramento, CA, 64
 Clo Ann Smith, Placentia, CA, 93
 Ken Smith, Mountain View, CA, 71
 Doris Soult, Tulare, CA, 81
 Sandra Staples, Lodi, CA, 95
 Mary Lou Stark, Silver Spring, MD, 98
 Leslie Stocker, Los Angeles, CA, 92
 Joyce Stroh, Sacramento, CA, 90
 Stephen D. Suderman-Talco, Alameda, CA, 90
 June Tate, Vienna, VA, 68
 Cath Tandler-Valencia, Seaside, CA, 90
 Mary Tiesen, Carlsbad, CA, 90
 Jinger Valenzuela, Glendale, CA, 98
 Susan Van Dehey, Waterford, ME, 80
 Joyce Van Tuyl, Seattle, WA, 65
 Rasa & Eric Vasiliauskas, Manhattan Beach, CA, 98
 Dawn F. & Craig Werner, Clarence, NY, 90
 Fran M. Whipple, Moraga, CA, 00
 Marian L. Wickham, Colma, CA, 63
 Anna E. Wiesman, Omaha, NE, 86
 John E. Wilkinson, Takoma Park, MD, 90
 Dr. Stuart Wittenstein, Fremont, CA, 97
 Ellennie Wong, San Francisco, CA, 90
 Carol Yakura, Roberts Creek, British Columbia, 95
 Diane M. Yetter, Lomita, CA, 90
 Billie Anna Zieke, Anaheim, CA, 74

CTEVH Certificates of Appreciation

1974	Volunteers of Vacaville Braille Institute of America	1987	John Flores Elinor Savage
1975	Esther Fox Marie Erich	1988	Ken & Diann Smith Lou Ella & Norm Blessum Betty Krolick
1976	Norma Schecter	1991	Marian Wickham Bob Calhoun
1977	Bob Dasteel	1993	Nancy Chu Lavon Johnson
1978	Mary Degarmo Betty Brudno Evelyn Olgiati	1994	Jane Vogel Billie Anna Zieke
1979	Ruth S. Lowy	1995	Sam Clemens Donna Coffee California Council of the Blind
1980	Ethel Shuman Diane Meyer	1996	Doris Pontac Dorothy Joe
1981	Carl Lappin	1998	Joy Efron
1982	Barbara Blatt Rubin Bill Briggs Michael Landon	1999	Harry Friedman San Francisco State Program in Visual Impairments
1983	Aikin Connor Carolyn "Chris" Mackay	2002	Winifred Downing
1984	Bernard M. Krebs Jane O'Connor	2003	Jack Hazekamp
1985	Sylvia Cassell Elizabeth C. Smith		
1986	Sally Mangold Elizabeth Schriefer Joyce Van Tuyl		

2004 DONNA COFFEE CAMP SCHOLARSHIP APPLICATION

CTEVH Sponsors the Donna Coffee Camp Scholarship in honor of Donna's exceptional service to the organization and to visually impaired individuals in California.

Space Camp for the Blind and Visually Impaired occurs annually in Huntsville, Alabama. Students must be in the 4th grade or higher and be at least 9 years old. They will participate in a program of astronaut training activities including simulators, rocket building and launches, scientific experiments, and lectures on space exploration. Space Camp lasts for five very exciting days.

The scholarship for the selected individual is contingent on his/her meeting eligibility requirements of Space Camp and being accepted as a participant by Space Camp. The student will be awarded Space Camp fees and air transportation. Additional expenses are the responsibility of the student and/or the student's family.

The Donna Coffee Camp Scholarship Committee will make selection of the recipient. The 2004 Scholarship will be awarded at the Annual Conference.

Applications for the 2004 scholarship must be received by February 1, 2004 and must be sent to:

Stephen A. Goodman, Chair
CTEVH Donna Coffee Camp Scholarship
500 Walnut Avenue
Fremont, CA 94536
Sgoodman@csb-cde.ca.gov
(510) 794-3800
FAX (510) 794-3993

APPLICATION
2004 DONNA COFFEE CAMP SCHOLARSHIP
TEACHER/TRANSCRIBER/
ORIENTATION & MOBILITY SPECIALIST FORM

Name of Student:

Student's Address:

Student's Telephone Number:

Student's Date of Birth:

School/District:

Grade Level of Student:

Student is a visually impaired or blind individual.

Name of Teacher/Transcriber/O&M Specialist:

Address:

Phone Number:

E-mail:

School/District:

Attendance at Space Camp has been approved by the student's parent/guardian (attach signed permission by parent/guardian):

Please let us know why you believe the student will benefit from this experience. Limit your comments to two double-spaced typewritten pages.

APPLICATION
2004 DONNA COFFEE CAMP SCHOLARSHIP
STUDENT FORM

Name: _____

Address: _____

Phone Number: _____

E-mail: _____

School: _____

School Address: _____

Teacher of the visually impaired: _____

Transcriber: _____

Parent(s)' Name(s): _____

Address _____

Phone Number: _____

E-mail: _____

Name of Teacher/Transcriber/Orientation & Mobility Specialist:

Tell us why you want to go to Space Camp in an essay of no more than two double-spaced pages.

The Committee must receive your application no later than February 1, 2004.
Applications should be sent to:

Stephen A. Goodman, Chair
CTEVH Donna Coffee Camp Scholarship Committee
500 Walnut Avenue
Fremont, CA 94536
Sgoodman@csb-cde.ca.gov
(510) 794 3800
FAX (510) 794 3993

CTEVH SPECIAL AWARDS

Special Recognition

1985 Bob Dasteel
 1987 Betty Brudno
 Eleanor & Jack Scharlin
 1989 Dr. Aikin Connor
 1992 Russell W. Kirbey
 1995 John Flores
 1997 Jim Bliss
 John Linville
 1998 Frederick Schroeder

Distinguished Member

1984 Fred L. Sinclair
 1990 Jane O'Connor
 1991 Jane Corcoran
 1992 Norma L. Schecter
 2001 Ann Kelt
 2002 Susan Reilly
 Joyce Van Tuyl
 2003 Elinor Savage

Fred L. Sinclair Award

1988 Fred L. Sinclair
 1990 Winifred Downing
 1991 Georgia Griffith
 1993 Dr. Abraham Nemeth
 1994 John Wilkinson
 1995 Bernard Krebs
 1997 Rose Resnick
 2001 Sally Mangold

Past Editors

The California Transcriber (now CTEVH Journal)

1959-63	Betty Brudno
1964	Ethel Schuman Kathryn Allen
1965-69	Ruth S. Lowy
1970-75	Norma L. Schecter
1976-88	Dr. Aikin Connor
1989-00	Sue Reilly
2000-01	Joan Valencia
2001-02	Marilyn Westerman

CTEVH Past Presidents

1957-59	Betty Brudno
1959-61	Irene Hawkinson
1961-63	Helen Patillo
1963-65	Claire Kirkpatrick
1965-67	Ethel Schuman
1967-69	Rose Kelber
1969-71	Elizabeth Schriefer
1971-73	Carolyn Card
1973-75	Jane O'Connor Verhage
1975-77	Fred L. Sinclair
1977-78	Joyce Van Tuyl
1978-80	Bill Briggs
1980-82	Cathy Rothhaupt
1982-84	Leah Morris
1984-86	Robert Dodge
1986-88	Jane Corcoran
1988-90	Bob Calhoun
1990-92	Ann Kelt
1992-94	Frank Ryan
1994-96	Sue Reilly
1996-98	Bob Gowan
1998-00	Joan Valencia
2000-02	Anna Lee Braunstein

THE CTEVH SERVICE RECOGNITION PIN

A BADGE OF VOLUNTEER MERIT AND HONOR
FOR YOURSELF, A DESERVING FRIEND OR CO-WORKER

In recognition of volunteer service rendered, members of CTEVH may earn awards upon achievement of Qualifications outlined below.

Name _____

Address _____

City/State/Zip _____

Guild or Affiliation _____

Current member of CTEVH: _____ yes _____ no

(Members whose dues have lapsed are not eligible for awards until dues for the current year have been paid. Only hours and/or pages completed during times of CTEVH membership shall be counted.)

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SPECIAL SERVICE HOURS (qualifying 1000 volunteer hours) _____

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Date: _____

My check in the amount of \$35, made payable to CTEVH, is enclosed for 1 gold-filled pin.

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2127 Moonstone Circle
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500 Walnut, Fremont, CA 94536 Jcarreon@csb-cde.ca.gov

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23500 The Old Road, 79, Newhall, CA 91321 taeschr@ix.netcom.com

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Mathematics: JOYCE VAN TUYL 206-783-2692
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4400 NW 151st Street, Vancouver, WA 98685 lend@braille-pokadot.com

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Language Consultant ED GODFREY 206-615-0420
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Special Day Class:* SHEILA M. BONITO 209-257-5372
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*Handicapped/
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Blind Children's Learning Center
18542-B Vanderlip Ave., Santa Ana, CA 92705 kathy.goodspeed@blindkids.org

LARGE TYPE & ENLARGED DRAWING:

JOAN VALENCIA 775-353-5948
4125 Snowshoe Lane, Reno, NV 89502 jvalencia@washoe.k12.nv.us

California Transcribers and Educators of the Visually Handicapped

Central Office . 741 North Vermont Avenue . Los Angeles, CA 90029-3594

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