Fall 2004

Volume XLVII, No. 3

WHAT’S INSIDE:

Important Deadlines:
• Katie Sibert Memorial Scholarship
• Donna Coffee Youth Scholarship
• Braille Challenge

Guest Article:
The Art of Teaching by
Mortimer J. Adler

Conference News 2005

The official publication of the
California Transcribers and Educators of the Visually Handicapped
All kinds of changes are taking place beginning with this issue. First, the Editorial Office for our publication has changed. The new address is listed below and on the back cover as the return address. Second, the life membership list and awards pages will no longer be repeated in each issue. A complete list will be available on our web site at www.ctevh.org and printed annually in the Journal following Conference.

I would like to give my appreciation and thanks to Peggy Schuetz who has been serving as our Tactile Illustrations Specialist. It will take two to replace her!

In our next issue we will be hearing from Raphael Camarena, a graphic artist, who produces computer-generated tactiles. We will also be welcoming Arturo Benitez as our Hand-drawn Tactile Specialist.
## CTEVH Journal

**TABLE OF CONTENTS**

*Volume XLVII, No. 3*

### Inside Story
- President’s Message - *Paula Lightfoot* ................................................................. 4
- Gifts & Tributes ........................................................................................................... 5
- CTEVH Membership Application .............................................................................. 6

### Scholarships
- Donna Coffee Youth Scholarship Application .......................................................... 7
- Katie Sibert Scholarship Application .......................................................................... 11

### In The News
- Conference News 2005 ........................................................................................... 15
- News of Groups ........................................................................................................ 16
- Announcements ...................................................................................................... 18

### Guest Columnist
- “The Art of Teaching” – *Mortimer Adler* ................................................................. 22

### Don’t Be a Pain in the Perkins:
- “The New Beatitudes For The Blind” - *Norma Schecter* ............................... 24

### Our Specialists Say...
- Textbook Formats:
  - “Blank Lines and the Page Change Indicator” – *Joanna Venneri* .............. 26
- Handicapped/Multi-Handicapped/Severely Handicapped:
  - “A Total Communications System” – *Kathy Goodspeed* .......................... 28
- Literary: “Spatial Braille” – *Norma Schecter* .................................................. 30
- Foreign Language – *Ann Kelt* ........................................................................... 34
- Pokadot – *Len Dozier* .......................................................................................... 36
- Itinerant/Resource Room/Special Day Class – *Sheila Bonito* ......................... 38
- Mathematics: “Fractions” – *Mary Denault* ....................................................... 40

### CTEVH Life Members........................................................................................................ 48
### CTEVH Certificates of Appreciation.................................................................................... 50
### CTEVH Special Awards................................................................................................... 51
### CTEVH Service Recognition Pin Application............................................................... 52
### CTEVH Specialists........................................................................................................ 53
### CTEVH Executive Board................................................................................................. 54
### CTEVH Board of Directors............................................................................................ 55

*Fall 2004*
The October board meeting will have occurred by the time you receive this JOURNAL. I want to thank the board and committee members who volunteer their time to keep this organization running. The board meets on a weekend in October and again the day before conference starts. Short meetings, as needed, are held during conference. We have an executive board that makes decisions by phone if an immediate answer is needed between board meetings. Look at the committees listed in the JOURNAL and contact the chair if you are interested in helping out. We always need fresh ideas.

A volunteer who has contributed beyond call to our organization is Joyce Van Tuyl. Thank you, Joyce, for your years of sharing knowledge and talent with all of us. Be sure and read the tribute to Joyce that was printed in the *Summer 2004 Journal*. THANK YOU!

**It is time to apply for scholarships. The applications, information, deadlines, etc. are in this JOURNAL. Please encourage people to apply before the deadline.**

The 2005 conference is coming along nicely. The 2006 conference will be in Anaheim. Do we have a volunteer for 2007? Please seriously consider it as we need to book hotel contracts about two years in advance.

Happy Holidays!

*Paula Lightfoot*
Gifts and Tributes

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:______________________________________________________________
____________________________________________________________________________

Please direct contributions to:

___ THE KATIE SIBERT MEMORIAL SCHOLARSHIP FUND
___ THE DONNA COFFEE YOUTH SCHOLARSHIP FUND
___ CTEVH GENERAL FUND

All contributions to CTEVH are tax deductible.
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 Youth 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-line at [www.ctevh.org](http://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 *.rtf format*

Return application and payment to:  

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

*Fall 2004*
DONNA COFFEE YOUTH SCHOLARSHIP

The Donna Coffee Youth Scholarship was formerly titled the Donna Coffee Space Camp Scholarship. After broadening the scholarship’s scope to encompass more than just Space Camp the scholarship was renamed.

Space Camp is still available as an option. Matthew Finneran was our Donna Coffee Youth Scholarship recipient last year and he used the scholarship for Space Camp.

Matthew participated in a program of astronaut training activities including simulators, rocket building and launches, scientific experiments, and lectures on space exploration.

The Donna Coffee Youth Scholarship can be used for other camps, further education, assistive technology and other good purposes.

The applicant must be at least 9 years of age. A written explanation of how the monies will be used is required with each application.

Applications appear on the following two pages. Apply now.
DONNA COFFEE YOUTH SCHOLARSHIP APPLICATION

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

The scholarship is for the use of the winner as specified in the application. Generally, it may be used to promote the academic and social development of the student. An award up to $1000 will be given to the successful applicant.

The Donna Coffee Youth Scholarship Committee will select the recipient based on the criteria approved by the Board. The 2005 Scholarship will be awarded at the Annual Convention.

Applications for the 2005 scholarship must be received by January 15, 2005 and must be sent to:

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

Electronic submission of the application is preferred but is not given any advantage in determination of the winner.
APPLICATION
DONNA COFFEE YOUTH SCHOLARSHIP
STUDENT FORM

Name:
Address:

Phone Number:
Email:
School:
School Address:
Teacher of the visually impaired:
Transcriber:

Name of Parent(s):
Address:
Phone Number:
Email:

Name of Teacher/Transcriber/Orientation & Mobility Specialist:

Tell us why you want the Donna Coffee Youth Scholarship in an essay of no more than two double spaced pages.

The Committee must receive your application no later than January 15, 2005. Applications should be sent to:

Stephen A. Goodman, Chair
CTEVH Donna Coffee Youth Committee
500 Walnut Avenue
Fremont, CA 94536
Sgoodman@csb-cde.ca.gov
(510) 794 3800
FAX (510) 794 3993
APPLICATION
DONNA COFFEE YOUTH SCHOLARSHIP
TEACHER/TRANSCRIBER
ORIENTATION & MOBILITY SPECIALIST

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:
Email:
School/District:

The application and use of funds has been approved by the student’s parent/guardian (attach signed statement of approval by parent/guardian):

Please let us know why you believe the student will benefit from his/her proposed project/activity. Limit your comments to two double spaced typewritten pages.
Scholarship Highlight ...

The last Journal Announcement before the application deadlines

KATIE SIBERT SCHOLARSHIP

DEADLINE FOR SUBMISSION: FEBRUARY 1, 2005

The memorial scholarship fund was established in 1983 to honor Katie Sibert. Katie was a teacher and consultant. She was known internationally for her work fostering the acquisition and improvement of skills that are needed to provide high quality educational opportunities for California students who are visually impaired.

Rhoda Bruett and Lourdes Corpuz were the Katie Sibert Scholarship winners last year. Rhoda is a transcriber from Davis and Lourdes is a transcriber from Hayward. Rhoda used the transcriber funds toward conference expenses and Lourdes used her funds to purchase software.

These scholarship funds may be used for: transportation to in-service training sessions (e.g., CTEVH conference, other local/area workshops); lodging at in-service training sessions (e.g., CTEVH conference); tuition/registration fees; books, materials and equipment necessary for training.

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.

Applications appear on the following two pages. Apply now.
2005 APPLICATION
CTEVH KATIE SIBERT MEMORIAL SCHOLARSHIP

Name: _____________________________________________________________

Address: ____________________________________________________________________________

City: ___________________________________________________________________________________

State: ___________ Zip ______________

Telephone: Day _______________________

Evening _______________________________

PLEASE RESPOND TO THE FOLLOWING:

1. List your affiliations with transcribing groups, agencies, or school systems:

____________________________________________________________________________________

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):
   __________________________________
2005 APPLICATION
CTEVH KATIE SIBERT MEMORIAL SCHOLARSHIP

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:

TRANSCIBERS 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, 2005.

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 of the Katie Sibert Scholarship Committee
at (805) 522-4040.
THE VIEW FROM HERE:
Learning from the Past, Planning for the Future

Join us in San Francisco
CTEVH 2005
March 3-6, 2005
(Preconference March 3, 2005)
Featuring

Kim Charlson, BANA
Phil Hatlen, TSBVI
Steve Hanamura, Motivational Speaker

See more at
http://www.ctevh.org/conference.htm

San Francisco Airport Marriott
1800 Old Bayshore Highway
Burlingame, CA 94010
(650) 692 9100
Hotel registration available NOW

Conference Airline-American (800) 433 1790
Use Authorization # A8435AB
What is New at Conference?

Did you know there are portions of the Conference which are free of charge? Did you know members are encouraged to attend and participate in the general business sessions? Here are the facts.

• **Exhibitors' Hall:** Open all three days to members and to the general public. New this year: Job Fair.

• **President's Reception:** Friday night. Dress up and meet other members on an informal basis.

• **General Sessions:** On Friday and Sunday the business of CTEVH takes place after the luncheons. Extra seating will be available for those not purchasing the luncheons.

• **Attend Keynote Speaker and Award Sessions:** At the banquet and each luncheon, the membership hears from a person or persons of renown in areas of interest to our members. The winners of various scholarhips are also announced and presented.

People purchasing meals will be seated at tables during the luncheons and banquet. Extra seating will be available for members and others attending general and award sessions.

**School District Purchase Orders**

A sample registration form is now available on our web site www.ctevh.org for school district purchase orders.

**Registration**

New for 2004 conference was on-line registration. For 2005 conference, on-line registration begins **January 15, 2005**. Use your Visa, Mastercard or American Express charge card for either on-line or mail-in registration.
Braille Transcribers
Sacramento North Area

Our group is busy currently brailling a History Text Book *A People and a Nation* for a student in Anaheim. We are a small group (8 members) so it is quite a challenge for us.

New Officers are:

Chairperson - Joanne Call
Secretary - Phyllis Speed
Treasurer - Sandra Dial

Ventura County Braille Transcribers' Association

New Officers are:

President - Arlene McKim
Vice President - Roger Lucic
Secretary - Sheila Greer
Treasurer - Pat Coffman
Scholarships - Sandy Greenberg
Member at Large - Dee Konczal

Interesting Transcriptions:
*How Willy Got His Wheels*
by Deborah Turner and Diana Mohler
Copyright 2003
In One Volume

Available for purchase $5.00
Contact Arlene McKim
(805) 488-1347

Contra Costa Braille Transcribers

The Contra Costa Braille Transcribers are teaching a class this year. We have a new teacher – Fran Whipple. Fran has a dual certification in Literary and Nemeth. The class consists of 12 new braille students. Good luck to all!! and a special "Thank You" to Fran.

Volunteers of Vacaville

Interesting Facts taken from the *Lamplighter* publication produced by the Volunteers of Vacaville.

Braille Transcription
We are excited to announce that we are now developing a pilot Braille Transcription Department, which we plan to have fully operational by the end of the year. We currently use the latest computer software to optimize our transcription efforts.

Repair of Perkins Braille Machines
Our average cost of repair, including parts, is approximately $55.00 in an arena where the average commercial vendor charges upwards of $150.00 for the very same service.

Transcription of Aural Media
The Aural Transcription Department continues to provide transcription services of a wide variety of books onto tape, boasting a library that now contains over 2,000 titles. There are over 60 members in our Book Club that benefit from this service.
San Fernando Valley Braille Transcribers

The Wolves in the Walls
by Neil Gaiman
Copyright 2003
In One Volume

An American Plague
The True and Terrifying Story of the
Yellow Fever Epidemic of 1793
by Jim Murphy
Copyright 2003
In Two Volumes

Judy Moody Predicts the Future
by Megan McDonald
Copyright 2003
In One Volume

Captain Underpants and the Big Battle
of the Bionic Booger Boy, Part I: The
Night of the Nasty Nostril Nuggets
by Dav Pilkey
Copyright 2003
In One Volume

Interesting Transcriptions
by EVR Braille Services

When Mourning Comes: A Book of Comfort for the Grieving
By William B. Silverman and Kenneth Cinnamon
In Two Volumes

When I Whistle
by Shusaku Endo,
Translated by Van C. Gessel
In Four Volumes

Aleutian Sparrow
by Karen Hesse
Copyright 2003
In One Volume

John Steinbeck
Bloom's Major Novelist Comprehensive Research and Study Guide
by Harold Bloom
Copyright 2000
In One Volume

The Tale of Despereaux being the story of a mouse, a princess, some soup, and a spool of Thread
by Kate Di Camillo
Copyright 2003
In Two Volumes

Rosen Method Bodywork: Accessing the Unconscious through Touch
By Marion Rosen and Susan Brenner
In One Volume

A Doctor's Guide to Therapeutic Touch
by Susa Wager, M.D.
In Two Volumes

Moses: A Memoir
by Joel Cohen
In Two Volumes

When I Whistle
by Shusaku Endo,
Translated by Van C. Gessel
In Four Volumes

To Obtain copy call Universal Media Services at 323-663-1111 ext. 1342 or 1386.
CTEVH CALL FOR NOMINATIONS

The election of new members of the CTEVH Board will be held at a general session during the 2005 Conference in Burlingame.

There are openings for one educator from the north, one transcriber from the south, and one transcriber from the north.

Please mail or e-mail your suggestions to one of the members of the nominating committee.

Please include:
Name
Address
E-mail
and qualifications of nominee(s).

Nominating Committee:
Carol Morrison
11922 Kling Street #203
North Hollywood, CA  91607
dot5carol@aol.com

Jeanne Brown
2127 Moonstone Circle
El Dorado Hills, CA  95762
jea75bro@comcast.net

Susie Rothman
2752 Lakeridge Lane
Westlake Village, CA 91361
rothman3@adelphia.net

Marilyn Westerman
719 Boyer Road
Marysville, CA  95901
mwesterman8@aol.com

Liz Barclay
500 Walnut Avenue
Freemont, CA  94536
lbarclay@csb-cde.ca.gov

Bonnie Grimm
17336 Owen Street
Fontana, CA  92335
bgrimm@brailleinstitute.org
Barron’s SAT II Math Study Guide
Now Available in Braille

Braille Institute’s Universal Media Services has transcribed Barron’s “How to Prepare for the SAT II Math, Level IIC” study guide, 6th edition, by Howard P. Dodge, and is making it available for $209 per copy. This comprehensive workbook contains 211 tactile drawings comb-bound in 21 braille volumes. It’s an invaluable resource for any college-bound braille reader looking for extra testing practice.

This braille version includes the book’s five-chapter review section and eight model examinations with answer keys and explanations. Concepts covered include polynomial and trigonometric functions, absolute value, polar coordinates, logic, statistics, probability and permutations.

Each chapter includes concept definitions, examples and fully explained exercises. All geometric charts and graphs are presented in tactile graphic format with braille labels. Model tests include official College Board directions and reference information and formulas.

To order your copy call Braille Institute’s Universal Media Services at 323-906-3104, between 8:30 a.m. and 5:00 p.m. pacific time. Payment may be made by purchase order, check or credit card.

Braille Institute’s mission is to eliminate blindness as a barrier to a fulfilling life. Established in 1919, the Braille Institute of America, Inc. and its publishing services have grown from its humble beginning in a blind man’s garage into a sophisticated, state-of-the-art producer of braille, recordings and accessible text.

For information call 1-800-BRAILLE or visit www.universalmediaservices.org or www.brailleinstitute.org.
Panda Helps Teach Hands-on Literacy to Visually Impaired Children

*Perkins School for the Blind Introduces Perkins Panda Early Literacy Program™*

Reading to your child from the very beginning helps develop literacy skills that last a lifetime. But if your baby is born blind, building early literacy by reading together is much more challenging.

The Perkins Panda Early Literacy Program™ is a new, unique educational tool designed to start children with visual impairments and their families on the path to literacy. Developed by professionals at Perkins School for the Blind with storyteller/musician Odds Bodkin and educational leaders across North America, the Program includes interrelated storybooks featuring braille, large print, high-contrast illustrations, and tactile elements, activity guides, and audiocassettes, along with “Perkins Panda”—a large, stuffed panda made by Gund—who is the main character in the storybooks and the voice that children hear on the cassettes. Plush, huggable Perkins Panda wears a backpack that holds a tape player and other items. The kit also contains a “story box” containing objects mentioned in the books that children can touch, as well as a resource guide that provides invaluable information for families and caregivers of children with visual impairments.

“Literacy begins in infancy and is based on experiences and interactions with the world and people around us,” explains Tom Miller, M.Ed., a national leader in early intervention and Supervisor of the Preschool Program at Perkins School for the Blind. “For sighted babies, most learning is based on what they see. Children with visual impairments must rely on touch, hearing and other senses to understand their experiences and connect words and symbols to them—a process that is essential to the development of literacy.”

“Braille literacy for individuals who are blind is the single largest factor in job opportunities, independent living and other lifelong skills,” said Steven M. Rothstein, President of Perkins School for the Blind.
“Based on the enthusiastic response of parents, children and professionals in the U.S. and Canada who have tested it, we’re confident that Perkins Panda will encourage families of children with visual impairments to enjoy reading together and help develop the fundamental literacy skills that every child needs.”

Thanks to a generous grant from Verizon, the Perkins Panda Early Literacy Program will be sent free of charge to more than 750 agencies, referral centers, schools, low vision clinics and other organizations serving children with visual impairments or multiple disabilities and their families.

“Perkins School for the Blind thanks and recognizes Verizon for its leadership role in supporting the Program, Bank of America for funding development of the Perkins Panda materials, and the Conrad N. Hilton Foundation and Massachusetts Charitable Society for their support,” Rothstein said.

The primary audience is families of children with visual impairments with or without additional disabilities, from birth to age 8. The Perkins Panda materials are also useful in a variety of educational program settings, to families with older children with multiple disabilities, and to parents and grandparents with visual impairments for use with sighted children.

Plans are underway for a Perkins Panda launch event featuring nationally known storyteller Odds Bodkin, who is the voice of Perkins Panda, and staff, children and families from Perkins Preschool and Infant and Toddler Program, on the school’s Watertown, Mass. campus on October 5, 2004.

Perkins Panda materials are available for purchase as a kit or separately. For more information or to place an order, visit: www.Perkins.org, call 800-972-7671, or e-mail: Perkins.Panda@Perkins.org.

**Media Contact:** Barbara Castleman, 617-972-7478; or e-mail: Barbara.Castleman@Perkins.org
The Art of Teaching
by Mortimer J. Adler

Socrates gives us a basic insight into the nature of teaching when he compares the art of teaching to the ancient craft of the midwife. Just as the midwife assists the body to give birth to new life, so the teacher assists the mind to deliver itself of ideas, knowledge, and understanding. The essential notion here is that teaching is a humble, helping art. The teacher does not produce knowledge or stuff ideas into an empty, passive mind. It is the learner, not the teacher, who is the active producer of knowledge and ideas.

The ancients distinguish the skills of the physician and the farmer from those of the shoemaker and the house builder. Aristotle calls medicine and agriculture cooperative arts, because they work with nature to achieve results that nature is able to produce by itself. Shoes and houses would not exist unless men produced them; but the living body attains health without the intervention of doctors, and plants and animals grow without the aid of farmers. The skilled physician or farmer simply makes health or growth more certain and regular.

Teaching, like farming and healing, is a cooperative art which helps nature do what it can do itself – though not as well without it. We have all learned many things without the aid of a teacher. Some exceptional individuals have acquired wide learning and deep insight with very little formal schooling. But for most of us the process of learning is made more certain and less painful when we have a teacher’s help. His methodical guidance makes our learning – and it is still ours – easier and more effective.

One basic aspect of teaching is not found in the other two cooperative arts that work with organic nature. Teaching always involves a relation between the mind of one person and the mind of another. The teacher is not merely a talking book, an animated phonograph record, broadcast to an unknown audience. He enters into a dialogue with his student. This dialogue goes far beyond mere "talk," for a good deal of what is taught is transmitted almost unconsciously in the personal interchange between teacher and student. We might get by with encyclopaedias, phonograph records, and TV broadcasts if it were not for this intangible element, which is present in every good teacher-student relation.
This is a two-way relation. The teacher gives, and the student receives aid and guidance. The student is a "disciple"; that is, he accepts and follows the discipline prescribed by the teacher for the development of his mind. This is not a passive submission to arbitrary authority. It is an active appropriation by the student of the directions indicated by the teacher. The good student uses his teacher just as a child uses his parents, as a means of attaining maturity and independence. The recalcitrant student, who spurns a teacher's help, is wasteful and self-destructive.

Speaking simply and in the broadest sense, the teacher shows the student how to discern, evaluate, judge, and recognize the truth. He does not impose a fixed content of ideas and doctrines that the student must learn by rote. He teaches the student how to learn and think for himself. He encourages rather than suppresses a critical and intelligent response.

The student's response and growth is the only reward suitable for such a labor of love. Teaching, the highest of the ministerial or cooperative arts, is devoted to the good of others. It is an act of supreme generosity. St. Augustine calls it the greatest act of charity.

Reprinted with Permission
Center for the Study of The Great Ideas
Founded by Mortimer J. Adler and Max Weismann
E-mail: TGIideas@speedsite.com
Home Page: http://www.thegreatideas.org/
A not-for-profit 501(c)3 educational organization

BRAILLE CHALLENGE 2005

TVI'S must order their Preliminary Contest Packet by December 13, 2004 and return their students' completed contests to Braille Institute by March 7, 2005. Call 1-800-BRAILLE for more information, or visit Braille Institute's website at www.braillechallenge.org.

Parents are also welcome to contact Braille Institute for information on how to have their child participate in this exciting contest.
THE NEW BEATITUDES FOR THE BLIND
by Norma Schecter

Blessed are they who...

... refrain from shouting when talking to me. I am blind, but my ears work just fine.

... talk directly to me, and not through someone else.

... say who they are when calling on the phone, or when entering a room and saying “Hello” to me.

... say “Good-bye” to me when they leave, so I’m not left talking to the air.

... do not hesitate to use the word “see” when talking to me.

... tap me gently on the shoulder when approaching from the side or from behind, when speaking to me.

... wait for me to extend my hand, when shaking hands with me.

... place my hand on an object, such as the back of a chair, in trying to tell me where it is, so that I may be seated.

... do not leave me in a strange environment without first orienting me to it.

... offer me their arm, so they may serve as my sighted guide.

... come up to me in a large crowd of people and offer to help me when I appear disoriented.
... graciously accept my competence and independence, when they offer help which I courteously refuse because I don’t need it.

... do not embarrass me in a large crowd of people by making an issue of my blindness in word or action.

... laugh with me when I tell a joke related to blindness.

... do not distract my guide dog from being my active eyes.

... read me the menu and its prices, and allow me to order my own meal.

... tell me, quietly, where the food is on my plate.

... cut the meat on my plate, IF I ask them to.

... offer their arm to lead me to the cashier, and place me in front of the cashier, so I may pay for my own meal.

... broaden my world by transcribing print into braille or large print, by tape recording, or simply by being a sighted reader to help me cope with all the print in my daily life.

... treat me as a human being, for like it or not, I AM a human being, with the same hopes and dreams and aspirations, as well as the same strengths and weaknesses, as all other human beings.

* * * * * * * * * * * * * * * *

These have been revised, as well as added to, as they have been shared with friends. The originator is unknown.
The fundamental mission of textbook formatting is to inform the blind reader of what is present on the print page. The page change indicator is certainly a foundation to that mission; print page numbers tell the braille reader of the current page and the page change indicator lets the reader know the exact point when the print page is turned.

The rule for the page change indicator—no blank line before and after—seems to collide with other rules about blank lines, especially rules involving headings.

For instance, there must be a blank line preceding a cell-5 heading.

However, there is no blank line between the page change indicator and the cell-5 heading that starts the next print page. This is reconfirmed in Rule 4, Section 1b(3).

This same principle is true for centered headings that occur at the beginning of a print page that comes in the middle of a braille page. There is no blank line between the page change indicator and the centered heading. The blank line that follows a centered heading is unaffected and inserted as usual.
Consider the case of blocked paragraphs.

The blank line between the paragraphs is the only indication that the paragraph has changed, especially if the last line of the preceding paragraph extends to the end.

If a new print page separates blocked paragraphs, the page change indicator occupies the blank line that would have occurred between the two paragraphs.

In this case, there just has to be a blank line after the page change indicator to show that a new blocked paragraph starts that new print page.

This principal will operate in situations in which a blank is the indicator of an essential change of format.

See Braille Formats Rule 1 Sec. 13a (3)(c) for further discussion of cases in which a blank line following a page change indicator is necessary.

--Joanna E. Venneri
CTEVH Braille Formats Committee member
A TOTAL COMMUNICATION SYSTEM FOR CHILDREN WITH VISUAL IMPAIRMENTS

Communication with others is an essential part of the development for children with a visual impairment, deaf-blindness, or multiply handicapped. Receptive communication usually develops first and often expressive language develops slowly. Putting together a total communication system enables the child to state his wants and needs, alleviates frustration, and often lessens unwanted behaviors.

California Deaf-Blind Services made the statement that “All students have the right to a formal communication system in the home, school, and community”. This is the basis for parents and professionals to work together as a team to develop such an individual system for each child.

A total communication system should include using gestures, vocalizations, signing, tactile signing, switches, body movements, eye gaze, changes in muscle tone, and objects. Teaching the child that touch has meaning, when paired with speech, serves to reinforce communication such as touch cues and object cues.

Start by using name cues (a physical touch cue that an individual uses to identify the important people in his or her life). This should be consistent over time so it must be based on something that you always have and is not intrusive to either person. Next, set up an object communication system. If a child is t actually defensive the objects can be presented on the elbow, back of the hand, foot, etc. rather than being held by the child. Again, the objects must be meaningful. A plastic doll house swing would mean nothing to a child; however, a piece of swing chain would be familiar.
Objects can be used to make choices or used to facilitate transitions. When used to make choices, use two objects. Start by using something you know the child likes and something the child does not like. To facilitate transitions set up a vertical or horizontal calendar box. Each object represents what is happening during the school day. When a child has finished that part of the routine, it is placed in a finished box, and the next activity is presented.

Developing a total communication system is just the beginning of a team working together to enhance each child’s learning. The benefits will be seen at home and school and will continue to increase the use of verbal and non-verbal language.
Are you interested in Spatial Braille?

Please complete and mail this form. The address is printed on the back of the page for your convenience, just remove page from publication, fold and seal. Postage required. Thank You.

NAME: ________________________________

ADDRESS: ____________________________

_____________________________________________________________________

_____________________________________________________________________

E-MAIL: ________________________________

TELEPHONE: ____________________________

Please circle most applicable option:

TEACHER   PATIENT AIDE   TRANSCRIBER   OTHER

MORE ABOUT SPATIAL BRAILLE FOR TOUCH IMPAIRED READERS AND POSSIBLY CHILDREN WITH MULTIPLE DISABILITIES

Dr. Stuart Wittenstein, State Superintendent of the CA School for the Blind, would like to hear promptly from any teachers, parents or concerned others, who have had even the beginnings of success with teaching this new braille variation to children with multiple disabilities.

Contact him by:
e-mail: swittenstein@csb-cde.ca.gov

Standard US Mail:
Dr. Stuart Wittenstein, Superintendent
California School for the Blind
500 Walnut Avenue
Fremont, CA  94536

Telephone: 510-794-3800

Norma Schecter
Hi!

This is a sample of Spatial Braille. So far, it has 1 clear cell (space) between the letters or signs of a word, and 2 spaces between words.

If you are a Jumbo braille reader and are interested in Spatial braille for writing, see the form on the facing page.

Thanks for Listening!
Norma Schecter
Neat Things to Know in Braille2000

Note: This is the second in a series of articles based on the workshop “Ten Neat Things to Know How to Do in Braille2000” given at the Spring 2004 NBA Conference in Philadelphia.

See Line Numbers on the Screen

What does it do?
It lets you see the line numbers on the screen.

How is it used?
From Adjust, choose Display.

Check Show line numbers.

Check! Uncheck! Now you see them, now you don’t!
This feature comes in handy! Line numbers on the screen are helpful in seeing how the braille is falling on the page, especially in regard to the placement of headings, box lines, and key paragraphs changes. On the other hand, the line numbers may add clutter to the screen. It is easy to turn the line numbers on and off to suit the situation and the transcriber’s preference.

--Joanna E. Venneri
Transcribing Mariners
I am very pleased to be your new CTEVH Foreign Language Specialist. Many thanks to Ed Godfrey for his work before me.

I am especially interested in finding at least one person to be on this committee with me – to learn the job, so to speak – and to give workshops later on. I know you are out there – you just have to let me know who you are. You don’t have to be an expert, you’ll learn as you go along.

There will be two Foreign Language (FL) workshops at Conference in March. In the meantime, here are some suggestions to make braille decisions easier:

FL Rule 6.5f in the NBA Interim Rules is being officially changed and we have been given permission to:

• Follow print for spacing of slash marks.

**Suggestion:**
When you have more than two words connected with unspaced slashes, space the slash. This used to be a rule, but is no longer. However, spacing those words makes it so much easier for the reader to comprehend.

Ex:  (Perú/Puerto Rico/México)

Old method:

\[\text{Perú / Puerto Rico / México}\]

New method:

\[\text{Perú / Puerto Rico / México}\]

See how much easier it is to read the spaced method.

FL Rule 9.4 Blanks to be filled: Refers you to Formats, Rule 13.8a which does not state what to do when the blank and its answer choices are printed in various places.

In workbooks there are many blank spaces in sentences to be filled in by the student. Word choices are given in parentheses: before, on, under, or after the blank; before the complete sentence or after it.
**Suggestion:** When the answer choices are before, on, under, or after the blank line ALWAYS braille them immediately before and connected to the blank.

This way the student knows right away what he is to do.

Ex.: Mis amigas 1. _____ (planear/comprar) una fiesta de sorpresa para mi cumpleaños.

Ex.: (planear) (comprar) una fiesta de sorpresa para mi cumpleaños.

**Illustrations**

The rule in Formats and FL is to braille the description within TN symbols, margins 7/5, preceded by the word “Picture”.

It is permissible **when these TN’s are the only ones in the volume**, to omit the word “Picture” and use only the symbols. There must be a note on the TN page to explain what you are doing.

Ex.

(Picture) (picture) (picture)

Teresa Sergio Ana y Sandra

Old method:

Teresa (picture: fox) (picture: a cat)
Sergio (picture: monkey)
Ana y Sandra (picture: lies) (music)

New method:

Teresa (fox) (a cat)
Sergio (monkey)
Ana y Sandra (lies) (music)
POKADOT
Free Braille Transcribing Software

A tool for braille teachers: Pokadot is an excellent tool for teachers of beginning braille. The fact that it is free makes braille training accessible to more students. It uses direct keyboard entry and therefore is officially approved for use in certification as a transcriber. It can be used under all versions of Windows and DOS. Very complete instruction manuals are included with the program.

Pokadot can be downloaded from the web site listed at the end of this article in either of two formats. Students with internet access can download it themselves. But there are still students without web access. Some teachers are willing to make floppy disks or CD’s to pass out to those students since the cost is only about 25 cents for a blank disk or CD. This is a good idea.

The following instructions for making bootdisks and CD’s apply only to downloads from the web site made after September 2004.

Bootdisks: The bootdisk format is recommended for those who have a floppy drive on their computer because it can be used in the presence of several kinds of computer failure in addition to normal use under the regular Windows operating system. It is unique in that it contains a 32-bit DOS operating system on the same disk. This makes it usable on computers which do not have Windows or any other operating system previously installed. In fact it can be used on computers with no hard disk at all. Thus it permits use of old or recycled computers that are frequently available as charitable gifts. If a computer does have a floppy drive it is worthwhile to have a bootdisk on hand in a safe place for use in emergencies even though it is not used normally.

The teacher should follow the instructions on the web site to download and setup the self-extracting zipped file PREBOOT.EXE. After making the floppies be sure to label each floppy with POKADOT and the following words: “TURN OFF POWER – INSERT THIS DISK IN DRIVE A – TURN ON POWER”. 

Fall 2004
When power is then turned back on the computer will be controlled by the floppy instead of the hard drive. It will start up in 32-bit DOS and present a screen with a menu of options. Press the menu key to run Pokadot from the floppy disk without installing it on the hard disk. This is handy for initial sampling by the student before installing on the hard drive or flash drive. Then return to the menu and select another option for permanent installation.

**CD’s:** The popularity of laptop computers has resulted in an increasing number of computers with no floppy drive. Students with such computers and no internet access will need to install Pokadot from a CD. For these the teacher should download the format which is called “fileonly” on the web site. That means that only the Pokadot files are included but no DOS operating system. The teacher should follow the instructions on the web site to download and expand the self-extracting zipped file POKADOT.EXE on a hard drive under Windows. Then copy and paste the entire Pokadot folder (PD742 or later) onto as many blank CD-R’s as needed. When the copy is completed for each CD-R before ejecting it convert it to ISO-9660 format which is readable by all standard CD drives whereas the format used for writing to a CD is not. After making the CD’s be sure to label the CD with POKADOT and with the following words: FIRST DOUBLE-CLICK PD-SETUP.TXT. The student can sample Pokadot directly from the CD. However, he/she should copy and paste the PD742 or later folder from the CD onto his/her own hard drive or flash drive in order to be able to use the simple one-step procedure for saving braille files produced by Pokadot. Otherwise an extra step would be required because Pokadot will write to those drives but not directly to CD’s.

**SOURCE** - Pokadot and/or BrlProof-2000 can be downloaded for free from the internet at [www.braille-pokadot.com](http://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.

**Help:** I offer free personal help via the following:

E-mail: lend@braille-pokadot.com
Telephone: (360) 574-6167 after 9 AM Pacific time
It is Labor Day, the official last day of the summer in the US! Some of us have been back in school for months and feel that summer was a very long time ago. Others are just getting back into the swing of things: making sure all of the students have all the necessary materials, that all of the teachers understand the unique needs of each student, that the administrators and other school site staffs are aware of the abilities of our students, and setting our infamous, ever-changing itinerant schedules! (I am on schedule 1, update 4 after 3 weeks of teaching!) One of the things I will be trying this fall is using the NEEDS CHECKLIST from Jefferson High School which was submitted over the list serve, Braille n’ Teach.

Over the summer, like many of you, I hope, I was finally able to actually READ the articles in the professional magazines I scan when they come and put in a safe place until “later.” Some articles of special interest:

- **RE:view, Fall, 2003** - “The Story of the Earth Angels: A Functional Academics Project” by Mary Willows, CSB.


- The Driving Force (AER Division 16 Itinerant Personnel News Journal), Summer, 2004 – “Caseload Analysis,” “Hark the Sound,” and “Cool Sitings.”

- The newsletters of NAPVI (National Association for Parents of the Visually Impaired) [www.napvi.org](http://www.napvi.org) and CAPVI (California National Association for Parents of the Visually Impaired)

I was also involved in getting my students and my teenage step-daughter off to camps for visually impaired students. This may be a good time to have students who DID go to camp share what they did with other kids! Those potential campers can become interested – and they and their parents can get on the mailing lists for future family camps as well!
(Getting on mailing lists of organizations is a great set of lessons for our students in using the phone and/or websites!) Contacts include:

- Enchanted Hills Camp - offered through the Rose Resnick Lighthouse for the Blind, Tony Fletcher, camp director: (415) 431-1481 www.lighthouse-sf.org
- Camp Bloomfield - offered through the Foundation for the Junior Blind, 323-295-4555; http://www.fjb.org/
- Leoni Meadows Camp - offered through the Christian Record Services, Sherrick Hiscock, contact for much of California - (530) 432-8794 http://www.christianrecord.com/site/blndcmp/index.php

It’s also time to put in conference proposals to Steve Goodman, CSB (forms available on line at www.CTEVH.org.) You can check to see what will be offered this year in Burlingame so that you can plan your schedule for the first weekend in March, 2005!

Contact me with topics you want addressed in the Itinerant Roundtable this year at conference!

- What problems are you having that we could brainstorm about during the session?
- Let’s also focus on what IS working for us: are there fun things you are doing to include your students and ‘regular’ education students in the learning process?
- Anyone running Braille Clubs or doing co-teaching or creative instructional groupings?
- I love learning new things and being inspired by all of you!

Have a great Fall and enjoy your students! Remember to also take care of yourselves!

Sheila Bonito
tvi@ctevh.org
FRACTIONS

This is a quick review on writing fractions. More information can be found in *An Introduction to Braille Mathematics* and *The Nemeth Braille Code for Mathematics and Science Notation 1972 Revision*. Both books are available from American Printing House.

1. **Simple Fractions**: When writing simple fractions, an error commonly made is to omit the closing fraction indicator. The opening fraction indicator precedes the numerator (top of fraction), the closing fraction indicator follows the denominator (bottom of fraction).

   **Simple Fraction Indicators**:

   Opening Fraction Indicator: \( Σ \)

   Closing Fraction Indicator: \( Σ \)

   Horizontal Simple Fraction Line: \( Σ \)

**Examples**:

\[
\frac{75}{100} \quad \frac{3}{5} - \frac{1}{10} \quad \frac{3}{4} \cdot \frac{12}{13}
\]
2. **Nonuse of Simple Fraction Indicators**: When the numerator and denominator are separated by a diagonal line and are on the same level of writing and in the same typeface, the simple fraction indicators are not used. The diagonal fraction line is used.

Diagonal Simple Fraction Line: \[\frac{\cdot}{\cdot}\]

**Examples:**

\[\frac{2}{3}\]

\[\frac{(200+299)}{2}\]

3. **Mixed Numbers**: A mixed number is an expression where the fraction follows a whole number. The numerator and denominator are made up of numbers, or may have omission signs. When letters are in the numerator and/or denominator the expression is not a mixed number. The number sign is used before the whole number at the beginning of the expression, but is not repeated within the expression.

**Mixed Number Indicators:**

Opening Indicator: \[\cdot\cdot\]

Closing Indicator: \[\cdot\cdot\]

Fraction Line: \[\cdot\cdot\]

**Examples:**

\[5\frac{2}{3}\]

\[7\frac{4}{5}\]

\[12\frac{4}{7}\]
Mixed Number with a diagonal line: Notice that the mixed number indicators are used here.

\[
\frac{8}{6} = 1 \frac{1}{3}
\]

4. Complex Fractions: Fractions that contain one or more simple fractions are complex fractions. Look for a longer or bolder line between the numerator and denominator. This is the complex fraction line. Fractions within the complex fraction are transcribed using simple fraction indicators, complex fraction indicators enclose the expression. Be sure to check for the complex opening and closing indicators when proofreading.

Complex Fraction Indicators

- Opening Complex Indicator: \[\frac{\ldots}{\ldots}\]
- Closing Complex Indicator: \[\frac{\ldots}{\ldots}\]
- Complex Fraction Line: \[\frac{\ldots}{\ldots}\]
- Simple Opening Fraction Indicator: \[\frac{\ldots}{\ldots}\]
- Simple Closing Fraction Indicator: \[\frac{\ldots}{\ldots}\]
- Simple Horizontal Fraction Line: \[\frac{\ldots}{\ldots}\]

Examples:

\[
\frac{5}{9} \quad \frac{10}{3} \\
\frac{2}{3} \\
\frac{3}{12} \\
\frac{3}{4} + \frac{1}{2} \\
\frac{2}{3} - \frac{1}{6}
\]
WHO'S AFRAID OF BRAILLE MUSIC?

... or should we say: "Who's afraid to teach braille music?"

Dancing Dots has published a very popular little book called "Who's Afraid of Braille Music." It is essentially a short introduction intended to dispel the many myths regarding the mystique of braille music and its applications. There are some lessons and exercises designed to show a beginner how to be functional in reading and understanding music right from the beginning.

As the demand for braille music has grown, so also has the means to produce it, including a promising new group of future transcribers working their way through the Library of Congress certification courses. Technology is improving and school educators are becoming more aware of a need to maintain contact with braille music specialists. Some colleges are now even offering credit courses for career-bound textbook transcribers.

But have we overlooked a very important part of this picture? Who will train the teachers to educate our blind children and adults to be fluent music readers? Who will teach them to read and be proficient in the use of what we produce? Colleges seem to resist considering braille music teacher training programs, and yet music departments often expect that a blind student read before entering their music program.

Does anyone know what percentage of schools in America offer a class or even support a one-on-one tutorial in basic braille music for blind music students? (Don't bother, you won't find that statistic.) Teachers learn many important things when pursuing their special education credential. Music teachers should also learn how to prepare and counsel students in music literacy skills.
Shall we continue to pass the buck while we continue to avoid the real issues? "Well they learn it in books," or, "well, the resource teacher can study up on it in How to Read Braille Music, or, "we'll worry about it when she goes to college," or, "well, we'll just look for a piano teacher who isn't afraid of a blind student," or, "Gee, the college must have someone to do that!" The list of excuses goes on and on, and yet few have taken a serious look at the heartbreaking words, "who will train the teachers who can teach my little girl to read music?"

A BASIC LESSON IN PEDAGOGY

We can't offer a complete course here in how to teach braille music, but we can give a few basic ideas that must come BEFORE we sit a blind child at a piano to figure out how to play Beethoven's *Fur Elise* by ear – an undertaking that we would NEVER expect of a sighted child!

... scenario:

A sighted child will generally take his or her first lesson – seated at the instrument – becoming familiar with the basics of keyboard geography. That is to say, the spatial orientation of those little black and white things that are called keys. Then often the teacher will open a first lesson book and show how middle C appears on the music staff and where to play it on the piano, the flute, or on the violin.

Now this may work ok for many children, as the American approach to music lessons is to play first, and then to become literate later, such as when trying to apply for college (smile). However, the instrument – the wonderful new musical toy – can be a very counterproductive distraction in the process, completely overshadowing the concept of musical notation being a communication medium for sound. We must remember that the instrument is only a material thing – a mechanical device used only as a tool to reproduce sound which must first emanate from the senses, the brain, and in the heart as an expression.
It is no wonder why European and Asian children often shamefully surpass American-born music students! Why? Simply because they are taught music as a language BEFORE dealing with the distraction of the "thing" or instrument. They learn to see music notation and sing the notes using the solfege system, hearing, understanding, and feeling the communication of musical sounds as a language BEFORE beginning to play pieces.

... editorial:

Louie Braille, being a European, was very aware of this basic principal, and that his new braille music notation should be completely understood in the solfege system. Do, Re, Mi needed to be understood musically before making any sense on an instrument. No, Mr. Braille is not responsible for inventing an impossible and complex music code. We have managed to completely mess it up in his name. How often have you heard that braille music is too complex and otherwise impractical? Has anyone ever shown you why it is far more logical and practical than the bizarre graphics of print music? Has anyone ever proven that blind children can indeed "sight read" music, and sometimes surpass their sighted peers in doing so?

Well-trained music educators can bring out the best in a music student because they are experienced in the language of music and how it must be taught. There should be no difference in the teaching skills required to educate a blind student. Music reading, ear-training, and a graded program of learning is just as important for them as it is for the sighted student. Music teachers go to college to become qualified for teaching in district schools. But who teaches them to take a blind child from Do, Re, Mi up through college preparation and understanding of harmonic analysis textbooks? Keep in mind that one need not be a music major to be required to take even a basic music class that involves music reading! It's way too late to begin these skills once entering the college or high school.
A graded program of learning for the blind student in braille music disciplines is sadly lacking, and the casualties entering music schools and colleges is a disaster to prove it. As Valerie Gaer, MENVI Postsecondary Specialist, so well points out, the schools are quite willing to take a blind student’s money for tuition, but are not interested in being responsible for their literacy. One must also be very aware that it is not the job of any college to teach students to read – that should have been done long before entering the postsecondary level.

Who then will take the responsibility to train braille music educators who could prevent a blind child from graduating – many thousands of tuition dollars later – musically illiterate?

... to be continued ...
**See the Difference!** quality, formats, type sizes, bindings

**Total & Equal Access**

LARGE PRINT - a perfect fit for the mainstreamed VI student

- Each reproduction is customized to fit the visual & physical needs of the user!

- A database of 15,000 titles with over 1000 titles in your choice of B&W or Color
- Each LRS Large Print is an exact copy of original - page for page - perfect for inclusion
- LRS Large Print closed book size is similar to original
- Variety of sturdy bindings that lay open flat & fold completely back
- Minimum 18 to 20 point - but always your choice - type size adjusted for each order
- Any book can be enlarged - first copy same price as reorders

See our Complete Catalog now On Line @ www.Lrs-Largeprint.com! Or call for your FREE catalog today at 1-800-255-5002!

---

**NATIONAL BRAILLE ASSOCIATION**

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

**CALENDAR OF EVENTS:**

April 14 - 16, 2005 Dallas, Texas Marriott Quorum
October 20 - 21, 2005 Seattle, Washington DoubleTree Hotel
CTEVH Life Members

Alice Acker, San Diego, CA
Rede & John Acker, Boulder, CO
Joseph Alleppo, Bradenton, FL
Joan Anderson, Alameda, CA
Lois Anderson, Palo Alto, CA
Barbara Angevine, Longmont, CO
Aurora Ministries, Inc., Bradenton, FL
Joanne Baldwin, Tucker, GA
Estelle R. Barsis, Boulder, CO
Connie Batsford, Vacaville, CA
Jane and Dick Bente, Fairlawn, NJ
Janet Sue Benter, Seymour, IN
Barbara Berglund, Plymouth, MA
Susan Bernay, Fresno, CA
Lyndall E. Berry Scott, Sonoma, CA
Patty Biasca, Walnut Creek, CA
Jim Bickford, Portland, OR
Patricia Blum, Honolulu, HI
Darleen Bogart, Toronto, Ontario
Ann E. Bornstein, Oakland, CA
Jennifer M. Bost, Carlsbad, CA
Karen Bowman, La Mesa, CA
Burt Boyer, Louisville, KY
Nancy J. Bray, Clayton, CA
Jeanne S. Brown, El Dorado Hills, CA
Michael M. Brown, Castro Valley, CA
Rhoda F. Bruett, Davis, CA
Mickie Bybee, Anchorage, AK
Carolyn R. Card, Mountain View, CA
Eric Clegg, Sacramento, CA
Dr. Aikin Connor, San Francisco, CA
Jane M. Corcoran, Woodside, CA
Bianca Culbertson, Carmichael, CA
Christy E. Cutting, Seattle, WA
Mary Ann Damm, Madison, WI
Frances Mary D’Andrea, Decatur, GA
Patricia Davis, Lodi, CA
Emelita De Jesus, Burbank, CA
Maxine Dorf, Lexington, KY
Pamela Driscoll, Hacienda Heights, CA
Imke Durre, Ashville, NC
Allison Ehresman, Rio Linda, CA
Evelyn S. Falk, Phoenix, AZ
Robb Farrell, Baltimore, MD
Denise M. Ferrin, Los Molinos, CA
Warren Figueiredo, Baton Rouge, LA
Anne Freitas, Virginia Beach, VA
Jeffrey Friedlander, Cincinatti, OH
Tomiko Fumoto, Huntington Beach, CA
Paul Furnas, Davis, CA
Lillian & Simon Gardner,
North Hollywood, CA,
Dale Gasteiger, Torrance, CA
Maryanne Genova, Hilo, HI
William Gerrey, San Francisco, CA
Edward Godfrey, Seattle, WA
Stephen A. Goodman, Alamo, CA
Nettie Goodsmith, Encinitas, CA
Robert J. Gowan, Lincoln, CA
Brad Greenspan, Patchogue, NY
Georgia Griffith, Lancaster, OH
Colleen Heiden-Lines, Vancouver, WA
Sally M. Herling, Lake Bluff, IL
Jana Hertz, Aliso Viejo, CA
John R. Hollinger, Westminster, CA
Paula Holmberg, Rialto, CA
Renee B. Horowitz, Scottsdale, AZ
Joan Hudson-Miller, Los Angeles, CA
Ruth J. Hughes, Pasadena, CA
Sandra L. Hughes, Costa Mesa, CA
Julie Jaeger, Berkeley, CA
Madonna Janes, Kitimat, British Columbia
Stacy Johnson, Riverside, CA
Cheryl Kamei, Huntington Beach, CA
Judie K. Kelly, Escondido, CA
Ann Kelt, Pleasant Hill, CA
Blossom Kerman, Van Nuys, CA
Terry Keyson-Drown, Camarillo, CA
Russell W. Kirbey, Glendale, CA
Teal G Knapp, San Rafael, CA
<table>
<thead>
<tr>
<th>Year</th>
<th>Name(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1974</td>
<td>Volunteers of Vacaville, Braille Institute of America</td>
</tr>
<tr>
<td>1975</td>
<td>Esther Fox, Marie Erich</td>
</tr>
<tr>
<td>1976</td>
<td>Norma Schecter</td>
</tr>
<tr>
<td>1977</td>
<td>Bob Dasteel</td>
</tr>
<tr>
<td>1978</td>
<td>Mary Degarmo, Betty Brudno, Evelyn Olgiati</td>
</tr>
<tr>
<td>1979</td>
<td>Ruth S. Lowy</td>
</tr>
<tr>
<td>1980</td>
<td>Ethel Schuman, Diane Meyer</td>
</tr>
<tr>
<td>1981</td>
<td>Carl Lappin</td>
</tr>
<tr>
<td>1982</td>
<td>Barbara Blatt Rubin, Bill Briggs, Michael Landon</td>
</tr>
<tr>
<td>1983</td>
<td>Aikin Connor, Carolyn “Chris” Mackay</td>
</tr>
<tr>
<td>1984</td>
<td>Bernard M. Krebs, Jane O’Connor</td>
</tr>
<tr>
<td>1985</td>
<td>Sylvia Cassell, Elizabeth C. Smith</td>
</tr>
<tr>
<td>1986</td>
<td>Sally Mangold, Elizabeth Schriefer, Joyce Van Tuyl</td>
</tr>
<tr>
<td>1987</td>
<td>John Flores, Elinor Savage</td>
</tr>
<tr>
<td>1988</td>
<td>Ken &amp; Diann Smith, Lou Ella &amp; Norm Blessum, Bettye Krolick</td>
</tr>
<tr>
<td>1991</td>
<td>Marian Wickham, Bob Calhoun</td>
</tr>
<tr>
<td>1993</td>
<td>Nancy Chu, Lavon Johnson</td>
</tr>
<tr>
<td>1994</td>
<td>Jane Vogel, Billie Anna Zieke</td>
</tr>
<tr>
<td>1995</td>
<td>Sam Clemens, Donna Coffee, California Council of the Blind</td>
</tr>
<tr>
<td>1996</td>
<td>Doris Pontac, Dorothy Joe</td>
</tr>
<tr>
<td>1998</td>
<td>Dr. Joy Efron, Harry Friedman, San Francisco State Program in Visual Impairments</td>
</tr>
<tr>
<td>2002</td>
<td>Winifred Downing</td>
</tr>
<tr>
<td>2003</td>
<td>Jack Hazekamp</td>
</tr>
</tbody>
</table>
CTEVH SPECIAL AWARDS

Special Recognition

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

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
       Joan Valencia
2000-01  Marilyn Westerman

Distinguished Member

1984  Fred L. Sinclair
1990  Jane O’Connor Verhage
1991  Jane Corcoran
1992  Norma L. Schecter
2001  Ann Kelt
2002  Sue Reilly
       Joyce Van Tuyl
2003  Elinor Savage
2004  Dr. Joy Efron

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

CTEVH Past Presidents

1957-59  Betty Brudno
1959-61  Irene Hawkins
1961-63  Helen Patillo
1963-65  Claire Kirkpatrick
1965-67  Ethel Schuman
1967-69  Rose Kelber
1969-71  Elizabeth Schriever
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
2002-04  Carol Morrison

Honorary Life Membership

2000  Donna Coffee

Fall 2004
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.)

BRAILLE (Library of Congress Certification required)

   Literary braille pages __________________
   Nemeth braille pages___________________ times 5/4 equals _____________
   Music braille pages_____________________ times 5/4 equals _____________
   TOTAL braille pages (qualifying 5000 pages) _______________

TAPE RECORDING HOURS (qualifying 1000 hours) _______________
SPECIAL SERVICE HOURS (qualifying 1000 volunteer hours) _______________

(Educators, Guild Administrators, Professional Transcribers, Large Print Producers, Binders, Duplicators, Proofreaders, Illustrators, et.al. Teachers of Braille Transcription shall receive 50 hours credit for each student successfully completing a braille transcribing course, with proportionate hours credited for a student who does not complete a course.)

Verifying signature of Group Chairperson or Administrator:________________________

Date: ______________________

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

Send to:

Jeanne Brown
2127 Moonstone Circle
El Dorado Hills, CA 95762-4351
CTEVH SPECIALISTS

BRAILLE:

Computer Assisted:  JIM CARREON
500 Walnut, Fremont, CA 94536  510-794-3800x237
jcarreon@csb-cde.ca.gov

Music:  RICHARD TAESCH
23500 The Old Road, 79, Newhall, CA 91321  661-254-0321
taeschr@ix.netcom.com

Literary:  NORMA L. SCHECTER
8432 Northport Dr., Huntington Beach, CA 92646  714-536-9666

Mathematics:  MARY DENAULT
1319 University Ave., Grand Forks, ND 58203  701-775-0869
marybraille@gra.midco.net

Pokadot:  LEN DOZIER
4400 NW 151st Street, Vancouver, WA 98685  360-574-6167
lend@braille-pokadot.com

Tactile Illustration:  PEGGY SCHUETZ
200 Pacheco Ave., Novato, CA 94947  415-892-2607
peggys@juno.com

Textbook Format:  PATTY BIASCA
1139 Westmoreland Circle, Walnut Creek, CA 94596  925-937-9413
patbiasca@aol.com

Language Consultant:  ANN KELT
514 Freya Way, Pleasant Hill, CA 94523  925-682-4734
akelt@juno.com

EDUCATORS:

Itinerant/Resource Room/ Special Day Class:
SHEILA M. BONITO
217 Rex Ave., Jackson, CA 95642  209-257-5372
sheilabonito@hotmail.com

Infant/ Preschool:
RUTH ROSNER
4750 Poe Ave., Woodland Hills, CA 91364  714-573-8888
ruthdavid@sbcglobal.net

Handicapped/ Multi-Handicapped/ Severely Handicapped:
KATHY GOODSPEED
Blind Children’s Learning Center
18542-B Vanderlip Ave.  kathy.goodspeed@blindkids.org
Santa Ana, CA 92745

LARGE TYPE & ENLARGED DRAWING:

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

JOAN HUDSON-MILLER
14214 S. Figueroa St.
Los Angeles, CA 90061  800-255-5002
lrsjhm@aol.com
Executive Board 2004

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Term</th>
<th>Address</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Paula Lightfoot</td>
<td>2006(3rd)</td>
<td>743 Harper St., Simi Valley, CA 93065</td>
<td><a href="mailto:pmbrownl@yahoo.com">pmbrownl@yahoo.com</a></td>
</tr>
<tr>
<td>Vice-President</td>
<td>Bonnie Grimm</td>
<td>2006(1st)</td>
<td>17336 Owen St., Fontana, CA 92335</td>
<td><a href="mailto:bgrimm@brailleinstitute.org">bgrimm@brailleinstitute.org</a></td>
</tr>
<tr>
<td>Secretary</td>
<td>Stuart Wittenstein</td>
<td>2005(1st)</td>
<td>500 Walnut Ave., Fremont, CA 94536</td>
<td><a href="mailto:swittenstein@csb-cde.ca.gov">swittenstein@csb-cde.ca.gov</a></td>
</tr>
<tr>
<td>Treasurer</td>
<td>Susan Rothman</td>
<td>2005(2nd)</td>
<td>2752 Lakeridge Lane, Westlake Village, CA 91361</td>
<td><a href="mailto:rothman3@adelphia.net">rothman3@adelphia.net</a></td>
</tr>
<tr>
<td>Member-at-Large</td>
<td>Jeanne Brown</td>
<td>2007(2nd)</td>
<td>2127 Moonstone Circle, El Dorado Hills, CA 95762</td>
<td><a href="mailto:jea75bro@comcast.net">jea75bro@comcast.net</a></td>
</tr>
<tr>
<td>Member-at-Large</td>
<td>Carole Ann Davis</td>
<td>2005(1st)</td>
<td>1409 St. Francis Dr., Antioch, CA 94509</td>
<td><a href="mailto:cammini@aol.com">cammini@aol.com</a></td>
</tr>
</tbody>
</table>

Committee Chairs 2004

<table>
<thead>
<tr>
<th>Committee</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access</td>
<td>Donna Wittenstein</td>
</tr>
<tr>
<td>Awards</td>
<td>Jeanne Brown</td>
</tr>
<tr>
<td>BANA Rep</td>
<td>Sue Reilly</td>
</tr>
<tr>
<td>Conference Handbook</td>
<td>Carole Ann Davis</td>
</tr>
<tr>
<td>CSMT Rep</td>
<td>Rod Brawley</td>
</tr>
<tr>
<td>LIDAC Rep</td>
<td>Stuart Wittenstein</td>
</tr>
<tr>
<td>Gifts and Tributes</td>
<td>Iona Luke</td>
</tr>
<tr>
<td>Historian</td>
<td>Cath Tendler-Valencia</td>
</tr>
<tr>
<td>JAC Rep</td>
<td>Jane Vogel</td>
</tr>
<tr>
<td>Journal</td>
<td>Lisa Merriam</td>
</tr>
<tr>
<td>Katie Sibert Scholarship</td>
<td>Paula Lightfoot and Stuart Wittenstein</td>
</tr>
<tr>
<td>Membership</td>
<td>Christy Cutting</td>
</tr>
<tr>
<td>Nominating</td>
<td>Carol Morrison</td>
</tr>
<tr>
<td>Bylaws/Policies &amp; Procedures</td>
<td>Cath Tendler-Valencia</td>
</tr>
<tr>
<td>Sitefinding</td>
<td>Steve Goodman</td>
</tr>
<tr>
<td>Specialists</td>
<td>Bonnie Grimm</td>
</tr>
<tr>
<td>Website</td>
<td>Christy Cutting</td>
</tr>
<tr>
<td>Donna Coffee Youth Scholarship</td>
<td>Steve Goodman</td>
</tr>
<tr>
<td>2005 Conference Chair</td>
<td>Steve Goodman</td>
</tr>
<tr>
<td>2006 Conference Chair</td>
<td>Jane Vogel and John Zamora</td>
</tr>
</tbody>
</table>
Board of Directors and Committee Chairs

Liz Barclay 2006(1st) 500 Walnut Ave., Fremont, CA 94536 email: lbarclay@csb-cde.ca.gov
Rod Brawley Ex officio P.O. Box 944272, Sacramento, CA 94244-2720 email: rbrawley@cde.ca.gov
Lourdes Corpuz 2007(1st) 941 Collins Ct., Hayward, CA 94544 email: lourdescorpuz@aol.com
Christy Cutting 2007(1st) 379 Claremont St., Boulder City, NV 89005-2640 christy.braille@cox.net
Theresa Duncan 2007(2nd) 1980 Sutter St., #205, San Francisco, CA 94115 email: tduncan@guidedogs.com
Steve Goodman 2 La Serena Ct., Alamo, CA 94507 email: sgoodman@csb-cde.ca.gov sagoodman@aol.com (yes, 3 o's)
Grant Horrocks 2007(1st) 7407 Quakertown Ave., Canoga Park, CA 91306 email: siloti@sbcglobal.net
Donna Wittenstein 2006(2nd) 10 Liberty Lane, Petaluma, CA 94952 email: dkobrin@coe.org
Iona Luke 1301 Ashwood Ct., San Mateo, CA 94402
Carol Morrison 2005(2nd) 11922 Kling St. #203, North Hollywood, CA 91607
Julia Moyer 2006(1st) 5971 Chula Vista Way Apt. #8, Los Angeles, CA 90068 email: jkmoyer3@earthlink.net
Sue Reilly 4100 Normal Street Annex 7, San Diego, CA 92103 email: sreilly@sandi.net email: sreilly@cox.net
Lisa Merriam 2007(1st) 10061 Riverside Drive #88, Toluca Lake, CA 91602 email: lisamerriam@earthlink.net
Fred Sinclair Emeritus 4271 Euclid Ave., Sacramento, CA 95822
Cath Tendler-Valencia 1036 Olympic Lane, Seaside, CA 93955 email: eyebabe@aol.com
Jane Vogel 35 Granada, Irvine, CA 92602 email: jrvogel@earthlink.net
Marilyn Westerman 2007(2nd) 719 Boyer Rd., Marysville, CA 95901 email: mwesterman8@aol.com
John Zamora email: occareer@brailleinstitute.org