WHAT’S INSIDE:

Tactiles are a Touchy Subject: An Introduction to the California Tactile Graphics Initiative

Nemeth Code: Use of Icons Before Itemized Material

Braille Formats Part 2: Acknowledgements, Attributions, Credit Lines, Source Citations, and Permission Notices
Conference 2009 is already in the works and promises to not only be special ... it will be our 50th anniversary. Sue Douglas will be the chair for 2009 and is looking for help. Sue posted an impressive list of volunteer opportunities to the announcement page of our website at www.ctevh.org. Sue’s list includes a variety of ways to serve. Contact Sue for more information on becoming involved in 2009 at the San Francisco Airport Marriott Hotel in Burlingame, March 12-15, 2009 for the “CTEVH Jubilee: Fifty Golden Years in the Golden State”.

Contact Sue directly at: vipreteach@msn.com
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Dear Members and Friends

First and foremost, I hope everyone had a safe and happy holiday. I was so fortunate to have spent the holidays with my family. I was also blessed with the birth of my fourth granddaughter, Karissa Todd, who was born on November 26.

Nancy Niebrugge, Peter Mansinne and Adama Dyoniziak have been working very hard to make our 49th annual conference “Ready to Go!” a success. We are looking forward to being back at the new, renovated Los Angeles Airport Marriott Hotel on February 28th-March 2nd. Due to input from our members, this years conference features many new and improved changes (New – Welcome Reception on Thursday night.) Do not hesitate to visit with me at the President’s reception on Friday night. I hope to see you all there.

We will miss outgoing board members and welcome incoming board members this year. I wish Rod Brawley, one of our longest ex-officio members, the best with his retirement and the starting of a new chapter in his life. I hope everyone takes the opportunity to welcome and meet the new CSMT manager, John Paris-Salb. Also, please welcome your new CTEVH President, Grant Horrocks. I have complete faith and confidence that your new President will benefit this organization with his enthusiasm and new ideas.

Unfortunately, this will be my last President’s letter and I want to thank everyone for the wonderful experience of being your CTEVH President these past two years. When I first became President, I had a mission to meet as many members as possible and to receive input from members on ways to improve conferences; thank you to all who made this possible. Also, thank you to the CTEVH board members for all your hard work and dedication; I could not have done it without you. Words cannot express how fun and inspirational it was working with you all.

Sincerely,

Bonnie Grimm
CTEVH President
CTEVH Membership Application

CTEVH membership dues are for the calendar year. Any dues received after October will be applied to the following year. Members receive the quarterly CTEVH JOURNAL as well as annual pre-conference packets. For your convenience, you may log onto www.ctevh.org to complete this form and make payment by credit card.

CTEVH MEMBERSHIP DUES

☐ Annual membership $50 $_____________
☐ Life Membership $500 $______________ (Not currently available for payment online)

There is no distinction in price between individuals or institutions, foreign or domestic members. Families with VI children are eligible for a discount: All adults and children of the family are considered members with payment of a single membership. Please provide the names of all adults in your family.

Please indicate whether ☐ Renewal or ☐ New Member

Thank you in advance for your donation. CTEVH is a 501(c)3 corporation, organized under the CA code for non-profit organizations. Receipt upon request.

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Please help us know our membership by checking all descriptions that apply to you and would be helpful to CTEVH in planning for conference workshops.

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The CTEVH JOURNAL is available in the following formats: Please indicate your choice.

☐ Braille ☐ Audio tape ☐ Audio tape with Braille examples
☐ Print ☐ Floppy disk (.doc file)
☐ Virtual (you are notified at your email when JOURNAL is uploaded to the CTEVH website)

Send this form with payment to Christy Cutting:
CTEVH Membership Chair, 379 Claremont Street, Boulder City, Nevada, 89005-2640
Gifts & Tributes

We would like to thank the following donors for their generous gifts & tributes:

General Fund
- Linda McGovern
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Katie Sibert Fund
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- Roseanne Whitaker

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- Dorothy Johnson
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- Hope Smith

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All contributions to CTEVH are tax deductible. FEID number available upon request. Please make check payable to CTEVH and mail to: CTEVH Gifts and Tributes

Peggy Schuetz
10675 Harris Road
Auburn, CA 95603
Announcements

Clearinghouse for Specialized Media and Translations (CSMT)
Monthly Updates

December 2007

APH CENSUS
The American Printing House for the Blind (APH) will be conducting the annual census of legally blind students, with thanks to Nancy Gaffney who coordinates the program for California. It is important to register students enrolled in your program as of the first Monday in January. The registration is due back to CSMT by January 31, 2008. If you know of a student who qualifies in a public or private school, please be sure to register them during this window of time. If you do not receive enrollment information, or you have questions please call Nancy Gaffney at (916) 323-1320 or via e-mail at ngaffney@cde.ca.gov.

AUDIO BOOKS
The CSMT Production Center records state-adopted textbooks and library books in digital formats. Kelli Cornejo is responsible for the Production Center. Students are auditioned and have numerous training sessions to become readers. There are two large procedure binders that contain the protocols for recording books. Kelli and her staff believe that having these high standards are important to providing the best recordings available for our students with disabilities. Currently, CSMT exceeds industry standards of recording.

TRANSCRIBER CORNER
This month we honor the work of Ann Kelt, a transcriber of Braille since 1968, who was California’s first Formatter. In that time she has literally worked on hundreds of books and documents to assist the blind. Ann has served on many boards; California Transcribers and Educators for Visually Handicapped, Braille Authority of North America, and Contra Costa Braille Transcribers among others to implement high standards of transcription and procedures that have become standards not only in California, but across the country and the world. Ann works with Folsom State Prisoners teaching braille and formatting. AND makes a great pumpkin pie!!

MATH ADOPTIONS
The California State School Board recently approved 33 adoptions for mathematics for the next seven years. Currently, Olga Cid, an Education Programs Consultant for CDE with CSMT, is loading this information into IMODS so that materials can be ordered. A large numbers of texts, workbooks, and associated literacy books need to be added. If you are aware of materials that you expect to order we can prioritize those materials to be the first out of the door when an order comes in. As a reminder, you do have an additional two years beyond an adoption to continue to order materials while new materials are being produced in large print, audio files and braille. Remember, it takes about a year and a half for math books to be brailled.

EARLY INTERVENTION
Highlighted in recent conference workshops, and in research literature, the benefits of early intervention have shown great advances in providing services to the very young among the disabled. Support for the individual as well as the family begins with an initial contact. Generally speaking,
a doctor may refer the family to an organization, but where there is doubt the family can initiate contact themselves to get information and support. The following organization web sites may be helpful: American Printing House for the Blind www.aph.org

WAREHOUSE EXPANSION
The California Department of Education is about to double the size of the warehouse. Work has been in the planning stage for some time, but saws are buzzing with a January completion date in mind. The math adoption is around the corner and the next big push will be for Reading/Language Arts adoptions next year. We need the capacity to store copies while they wait distribution to students throughout the state. Peter Jarvis, our warehouse manager is overseeing the project and he looks forward to the completion so that materials can be easily accessed, and turned around to use by students in a timely manner.

Note: We at CSMT welcome suggestions regarding our monthly update. We want information on relevant issues regarding services from the California Department of Education; Clearinghouse for Specialized Media and Translations to the teachers, transcribers, embossers, and others working to provide access materials to the blind, low vision and other students with disabilities to be useful.

January 2008

FEDERAL BLIND CENSUS
Legally blind students enrolled in a California public or private schools should be registered in the annual census conducted by American Printing House for the Blind (APH). The federal allocation of funds for each registered student can be used to purchase APH products and textbooks through the California Department of Education. View guidelines for the federal quota program at and look under APH Field Services & Federal Quota Info. The student must be with your program on the first Monday in January (which is the 7th in 2008) to be counted in the school's enrollment. If you have a newly enrolled student, count him/her by submitting the required forms. Update the information (grade, acuity, and reading medium) on the currently enrolled student list enclosed in the mailed registration packet. All questions about the federal census should be directed to Nancy Gaffney, the California contact, by calling 916-323-1329 or by e-mail.

IMODS REVIEW
Our goal at CSMT is to support teachers and administrators in schools by providing texts and other materials support for the students they serve. If you are not currently able to order materials on Instructional Materials Ordering and Delivery System (IMODS) please contact your district to check on the local policy for ordering materials for your students. When you are submitting an order please remember to keep your order to 30 or fewer items. To see if an item is available, go to the website, http://csmt.cde.ca.gov. If the item you need is not listed, please call Steve Parker 916-322-4051, before placing an APH Special Order as we might be able to save you a lot of time. Refer all questions to Steve by e-mail at sparker@cde.ca.gov.
THE RIPPLE EFFECT
When you toss a pebble into a pond, concentric circles form around the point of impact. We here at CSMT feel that Braille ‘n Teach is like that pond. Each of us creates that ripple effect through e-mail. Sharing information, materials and professional resources across the state of California is a huge support to students who are blind or visually impaired. Let us all be reminded that Braille ‘n Teach provides a forum to share materials and resources and to discuss options that best serve our students. Please do not sell items or exchange information, personal or otherwise, that is unrelated to our purpose. If you know of someone not currently using Braille ‘n Teach please have them contact Steve Yee by phone at 916-445-1843 or e-mail at syee@cde.ca.gov to become a subscriber.

WAREHOUSE ADDITION
The CSMT warehouse has doubled its size in the past month. In anticipation of 33 publisher’s math materials across the K-12 curriculum, and the upcoming adoption for Reading / Language Arts the space was created. This will allow for a simplified means of getting materials out to the students and teachers needing them in an efficient manner. Peter Jarvis, the warehouse manager sees this addition as one to meet the needs for years to come.

TRANSCRIBER LUNCHEON
On Tuesday, December 11th Georgia Marty and Jonn Paris-Salb of CSMT went to the Contra Costa Transcriber luncheon. The food was as excellent as it was varied. There were about a dozen transcribers in attendance. Members of the Contra Costa Junior College Student Support Office updated the group on activities they were involved in. In addition, the Living Skills Center was invited along with a current resident, Cody. After the director and manager explained their program, Cody spoke eloquently about the heart-felt appreciation, and great effect having braille materials throughout his education has made in his life (he is now in college).

CONTRACTOR OF THE MONTH
Many of you around the state, and across the nation know the person being highlighted this month. Please acknowledge Peggy Schuetz who has long been a transcriber; creator of tactile graphics and our expert for any embossing questions. Peggy has taught several courses, and to her credit many of her former students are employed in our industry. Her work with Folsom and Vacaville corrections facilities is legendary in terms of providing quality programs and excellent braille materials. Peggy has served on local and statewide boards. For those who have seen her braille alphabet dance routine know how special and unique Peggy is. Hats off to this month’s behind-the-scenes contractor!

We welcome comments, contributions and suggestions to our monthly update.
Call us at 916-445-5103 or via e-mail csmt@cde.ca.gov
The Braille Authority of North America (BANA) held its Spring 2007 meeting in Louisville, Kentucky, from April 12-15, 2007. It was hosted by the American Printing House for the Blind.

An open forum was held at APH to discuss relevant braille topics, including: Are centered and cell five headings the most useful format for ease of locating information for the braille reader? What symbols should be included on Special Symbols pages? Should Special Symbols pages be used on high-stakes tests? Does the Literary Braille Code need directional parentheses so the reader can tell if a single parenthesis is opening or closing? Should a contraction be used whenever the combination of letters appears, regardless of pronunciation? What is the most appropriate role for uncontracted braille? Should braille transcribers correct errors in print materials? And more. Lively discussions ensued, but no conclusions were drawn. BANA will continue Open Forums at future meetings and conferences.

The BANA Board is pleased to welcome Gary Mudd as the new representative from the American Printing House for the Blind. Gary currently serves as Vice President of Public Affairs for APH. His responsibilities include communicating with members of the U.S. Congress regarding issues that relate to The Act to Promote the Education of the Blind and the unique educational needs of students who are blind or visually impaired. In addition, Gary oversees APH public relations efforts, as well as the APH Marie and Eugene Callahan Museum. Gary has been with APH since 1986. He is a graduate of the Kentucky School for the Blind (KSB) and the University of Louisville. A braille reader for over 40 years, Gary is an advocate for the blind and visually impaired, providing educational programs to community groups and professionals in a wide variety of fields. He is a graduate of Leadership Louisville (1997), and was awarded the University of Louisville’s Disabled Alumni of the Year award in 1998. Gary currently serves on the Board of Directors of the Kentucky School for the Blind Charitable Foundation (KSBCF) and on the AT&T Consumer Advisory Panel.

BANA accepted the application for membership and welcomes a new member organization to its board. The Canadian Association of Educational Resource Centers for Alternate Format Materials (CAER) is a consortium of provincial educational service centers that provide alternate formats and technology to Canadian students with print disabilities through a mandate from the respective provincial ministries of education/advanced education. The Mandate for CAER is to: promote the sharing of resources; encourage the use of new technology, particularly in relation to alternate format production; extend and share this knowledge with all CAER members; provide the opportunity to discuss and study points of common interest, in particular provincial, regional, Canadian and international issues; significant developments in members’ centers; information on policy, procedures, statistical data etc.; discuss and adopt common procedures and practices in such areas as production quality standards and interlibrary lending; advise and provide input to educational ministries on evolving issues and trends; establish and maintain linkages and to speak as a unified voice to such association organizations as the Canadian Braille Authority, the Canadian Braille Literacy Foundation, Recording for the Blind and Dyslexic, Canadian National Institute for the Blind, the National Library of Canada and the Library of Congress; communicate with publishers, vendors, suppliers and individuals to develop positive relationships and to publicize members’ services; and to provide the opportunity for participation in learning activities or professional development.
BANA Codes Update 2007

In a continuing effort to be as responsive as possible to braille readers and braille transcribers, the Braille Authority of North America (BANA) has created a new publication entitled BANA Braille Codes Update 2007. It is a compilation of braille code changes approved by BANA over the past few years.

This publication contains updates to the following three codes:
- Braille Formats: Principles of Print to Braille Transcription, 1997
- Nemeth Code for Mathematics and Science Notation, 1972 Revision

BANA is currently undertaking a comprehensive revision of English Braille American Edition and of Braille Formats: Principles of Print to Braille Transcription. This update is a preliminary release of specific changes prior to the complete revision and publication of new editions of each of the codes. The Nemeth portion of this update is a compilation of all changes and errata to the 1972 edition of the Nemeth Code. It is intended that subsequent BANA Braille Codes Updates will be published as necessary and will contain code changes adopted following the release of this Update.

The Update is being distributed in several electronic formats through the BANA web site (www.brailleauthority.org). Users can easily create print and/or braille versions from the provided files. Hard copy print or braille versions will be available free of charge upon request to the BANA Chair using the contact information above.

These code changes take effect on January 1, 2008.

Inspirational Blind Role Model Rescued From Obscurity

Santa Barbara, CA: In 1912, at the age of 24, Jacob Bolotin became the first totally blind physician fully licensed to practice medicine. By the time he was thirty, he was one of the top heart and lung specialists in Chicago. A new biography, The Blind Doctor: The Jacob Bolotin Story by Rosalind Perlman, reveals the amazing life of a remarkable man who was born blind to poor Jewish parents in Chicago in 1888. During the last years of his short life, Dr. Bolotin used his celebrity to give speeches around the Midwest to raise the awareness of the world to the plight of the blind. His words are as timely today as they were in 1922 when he said:

“I am blind, and I am a doctor. The fact that I am standing here before you is living proof of what we, the [blind], can achieve… the major problem for us is not our affliction, but the wall of ignorance, injustices, indifference and misconceptions that separate us from you who can see. We must break down that wall, but we can’t do it alone. We need your help…”

In this inspiring and entertaining book, Rosalind Perlman drew on the memories of her husband, Alfred, who was Dr. Bolotin’s nephew, to bring “Doctor Jake” back into the spotlight. Alfred and his widowed mother had lived with the Bolotins for the four years preceding Dr. Bolotin’s tragic death in 1924. After her own death in 2004, Rosalind left a bequest in the name of the Alfred and Rosalind Perlman Trust to the Santa Barbara Foundation to publish The Blind Doctor and to establish...
an annual award: the Dr. Jacob Bolotin Award for the Blind. This national award will be given out annually by the National Federation of the Blind and presented to blind people or organizations that have made a significant impact within the blind community. The first award will be presented in 2008.

“The Blind Doctor” is the moving and powerful story of a blind man who fought ignorance and prejudice to become one of the most respected physicians in Chicago. Everyone who reads Dr. Jacob Bolotin’s story will learn that blindness is no barrier to a full life and great accomplishments,” said Dr. Marc Maurer, President of the National Federation of the Blind.

Michael Lazarovits, Regional Director of Braille Institute Santa Barbara agrees. “The message of this book is one that resonates with all of us: that blind people should be treated equally and visual impairment is not a de facto barrier to success,” says Lazarovits. “Dr. Bolotin is an amazing role model, and it is even more remarkable when you realize that his achievements took place in the early 1900s.”

“The Blind Doctor” is easy reading — a straight, chronological telling of Jacob Bolotin’s life, from his humble beginnings as the youngest of seven children born to poor Jewish parents in Chicago in 1888, to his premature death at age 36. The story of his hardscrabble life in between will keep you turning the pages.”

—Teresa Budasi, Book Editor, Chicago SunTimes

For more information, email bpbooks@west.net or call Cathy Feldman at 805-682-8775. Published by Blue Point Books.

The Blind Doctor
The Jacob Bolotin Story
By Rosalind Perlman

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Published by Blue Point Books
Large type edition also available
For more information visit www.bluepointbooks.com
Recruitment Letter for Participants

January 26, 2008

Dear Mr. / Ms.

RE: Early Childhood Teachers’ Experiences Using the DRDP Access

Hello, my name is Rachel Wales, and I am a graduate student at San Francisco State University. I am asking early childhood education professionals to participate in research for my master's thesis. Specifically, I am requesting the participation of teachers who have experience within the past 12 months using the Desired Results Developmental Profile Access (DRDP access) to assess at least five young children who have disabilities, which is defined as children who have an active Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) and who are eligible to receive special education or related services. Participation in this research study is voluntary.

Participants will agree to complete an online questionnaire at https://www.surveymonkey.com/s.aspx?sm=qgLwctuc_2bwH_2fhuc2AMVZw_3d_3d

It will take approximately 20 minutes to complete the questionnaire. The first page of the survey will be an implied consent form, which you will review and choose whether or not to accept before proceeding. The questionnaire includes yes/no, agree/disagree, ranking, and multiple choice questions. You will complete only one questionnaire and may not return later to change your answers. If you do not have Internet access, you can request from me a hard copy of the consent form and questionnaire, along with a self-addressed stamped envelope. The opportunity to participate in the questionnaire will be available from January to April 2008.

Participants will be asked at the end of the questionnaire if they are interested in participating in a follow-up interview to further discuss their experiences using the DRDP access. If you consent to take part in a follow-up interview I may contact you to schedule an in-person or telephone interview at your convenience. You will read and sign an informed consent form before proceeding, and will be given a copy to keep. The interview will be scheduled between February and April 2008. The interview will take 30 to 60 minutes, and will be audio recorded using a sound recorder for purposes of accuracy. Audiotapes will be destroyed at the completion of the research study. I may contact you later to clarify your interview responses, which may take approximately 20 minutes. The information you provide will be kept confidential and your name will never be used in reporting findings.

Your total time commitment is approximately 20 minutes to complete the questionnaire, or approximately an hour-and-a-half if you choose and are selected to participate in an interview following the questionnaire.

The purpose of my research study is to gain understanding of how early childhood education teachers use the DRDP access, specifically how teachers complete the instrument and use results in teaching practices. These findings may provide policy recommendations and/or training ideas for how other teachers can make practical and authentic use of the DRDP access. Please contact me at rwales@sfsu.edu if you have questions. Feel free to pass this research invitation along to your colleagues. Thank you for your time.

Sincerely,
Rachel E. Wales
Welcome back to our discussion on acknowledgments, attributions, credit lines, source citations, and permission notices. Last issue we discussed acknowledgments and permission notices. In this issue we will wrap things up by discussing attributions, credit lines, and source citations, hereafter called ATTRIBUTION for brevity. These terms are interchangeable and treated identically. What changes is how the ATTRIBUTION appears on the page. In other words, does it follow a title, is it after a table, or is it at the bottom of the page? [See Braille Formats Rule 1, 18b for the backup references.]

Two things are true of all ATTRIBUTIONS. No blank line precedes or follows them unless required by other formats. I can think of no occasion when a blank line would precede an ATTRIBUTION, but many when a blank line would follow. (Centered or cell-5 heading, exercises, displayed material, etc.)

An ATTRIBUTION must begin on the same page as the material to which it refers. This means you can begin your ATTRIBUTION on line 25 and carry over to the next braille page.

Let’s look at some ATTRIBUTION situations. The first one will be when the ATTRIBUTION is run into the material and is part of the paragraph.

... If such an individual succeeded in imparting this knowledge to others, these apes would have gained a slight superiority in finding their means of subsistence over their fellow apes, so that in this way they became true men [The Science of Social Development, p. 11, by F. A. Brooke].

This is a no-brainer. Don’t even think, just follow what’s in print.
The next situation we covered briefly last issue – the ATTRIBUTION at the bottom of the page that refers to material preceded by titles. In this case, move the ATTRIBUTION to the line following the title and place it in cell 7 with runovers in cell 7 (7/7). Since an example was given in the last article, I will not show an example here. Be sure this ATTRIBUTION does not contain the word “permission”. If it does, it does NOT fall in this category.

ATTRIBUTIONS with tables or charts are placed on the next line below the table in cell 5 with runovers in cell 5 (5/5). This is not an article on how to do tables, but one is shown below.

![Table: Muslim Population, 2005](source: CIA World Factbook 2005)
Our last category is the catch-all group for everything else. Anything that does not fall into the three categories mentioned above is left-justified four cells to the right of the preceding braille line. Only the last couple lines of text and the ATTRIBUTION are shown.

“Our happiest hours have been spent at night lying back in the cockpit of a sailboat, alone on watch, steering with one foot and watching the mast sweeping across vast fields of stars, while the songs of the humpback whales poured up out of the sea, to fill my head, my heart and finally my soul as well.”

—Roger Payne, whale researcher

European and America

At last, 170 years later, England and the American colonies made the move to a revised calendar. By then, they had 11 days to drop. Other Europeans also made the change. Russia didn’t adopt the revised calendar until 1918! They had to skip 13 days. Another case of missing time!

Today, we’ve still got that same calendar. And we’re pretty sure what day it is. Aren’t we?

Adapted from “Egypt: The Sky and the Nile” by Robert S. Bianchi, “China: Sun, Moon, and Animals” by Karen Kane, “Calendar Confusion” by Kelly Musselman, and “Maya Writing and the Calendar” by David Stuart
What looks like a heading (Europe and America) is actually a cell-5 heading, one of several in the above article which stretches over many pages. I would not move up an ATTRIBUTION from several pages back to follow the article’s heading. Instead, I would do it as shown in 5/5 following the article.

Finally, we get an example of something that falls in 7/7. This is because the material it is crediting is bulleted, formatted in 1/3. Four cells to the right of cell 3 is cell 7. Hence its indentation.

• Never disobey.
• A person of true wisdom knows what he knows and knows what he does not know.
• A man who commits a mistake without correcting it is committing another mistake.
• Don’t criticize other people’s faults, criticize your own.

  – from the Analects, in “The Analects” by Carolyn Gard from Calliope (October 1999)
USE OF ICONS BEFORE ITEMIZED MATERIAL

When icons are shown before numbered exercises in a math problem, there are not spaces between the icon and the problem number. For this type of icon, refer to Rule VII, Section 48 of the Nemeth Code. This rule states:

The symbols for the section mark, paragraph mark, general reference indicator, star, asterisk, and dagger, when the asterisk or dagger does not call attention to or to introduce a footnote, must be unspaced from the letter or numeral which applies to them. All reference symbols, whether or not they call attention to or introduce a footnote, must be spaced away from the words to which they apply.

The example below is a writing exercise. The symbol (ed)wr is used to represent the icon. The icon is shown on the special symbols page. Avoid using icons that could be confused with a sign of shape.

69. Under what condition(s) is the quadratic formula not the easiest way to solve a quadratic equation?

70. Roy claims to be able to solve any quadratic equation by completing the square. He also claims to be incapable of understanding why the quadratic formula works. Does this strike you as odd? Why or why not?
Hello CTEVH Graphic Artists! I’d like to share a few resources with you.

The TactileGraphics.org website <www.tactilegraphics.org> provides an introduction to designing tactile graphics and provides production hints for collage and for capsule paper graphics. If you spur paper or foil, visit the “Showcase” for information on a Graphics Tooling Mat. This two-sided mat is much firmer than the pad which comes in the APH Tactile Graphics Kit, resulting in crisper lines in foil diagrams.

The National Braille Association <http://www.nationalbraille.org/> has added an “Ask An Expert” feature. There is a forum on Tactile Graphics, where you can post a question, and tactile graphics experts including Jan Carroll and Lucia Hasty will help you out.

Of course, answering your questions is my job, too, so feel free to e-mail questions to me at tactiles@sbcglobal.net.
TACTILES ARE A TOUCHY SUBJECT...

I poked my head into the Braille world a short fifteen years ago. At that time I was informed that there was more to Braille production than just dots. There was a thing called Tactile Graphics. At that time there were very few tactiles because it was a very time consuming process. The transcriber created a tactile by gluing a bunch of stuff on a page, called Collage, and then using an archaic process of thermoforming the “master” and inserting the finished piece of plastic into the book. Immediately I took on the task of modernizing graphics. I became a member of the tactile graphics committee of the Braille Commission.

However, the question was bigger then just the process. Can the readers understand the graphics? Are the tactiles a waste of time and money? I started asking the Braille readers from different organizations. They must know because they had been reading Braille for 40 or 50 years. The majority considered the tactile ineffective at best. At that point, the tactile graphics took a back seat to the production of Braille. At a CTEVH conference workshop (Ask the Braille Readers) a bunch of “kids” that had been reading Braille for only five to ten years were asked about tactiles. The overwhelming response was positive. The “kids” had grown up with tactile graphics. They could understand and utilize tactiles. In 1991, Texas made an effort to start including tactiles in books. By 2000, most tactiles were being incorporated. Student advocates demanded more tactiles. Now, how can we make more tactiles and make them in a cost effective manner?

From 1990 to 2000 a lot of people looked at the production of graphics. In addition to the Collage, there was Foil (a hand tooling process using a thin sheet of aluminum). These were individual masterpieces and took longer than painting a picture. Several people experimented with Puff paper. This is a process where special heat sensitive paper is used. The dark lines rise when heated. The paper is too expensive for mass production and the readers don’t like the feel. APH bought the rights to a thing called the “Green Machine”. It could produce raised line drawings from pictures. The machine is expensive and I think APH holds the exclusive rights to the process. Next came the “Tiger” printer. Originally the “Tiger” had some mixed reviews. When all is said and done, the majority of tactiles are still produced by Collage and thermoforming.

In the middle of the Tactile problem the Braille world is changing. In the Volunteer days, a group made a Braille book. One person transcribed the text, one did the graphics, another thermoformed, another ran the embosser and made title pages and then there was usually someone who was coerced into binding the book. Now it has become a business where transcribers can make a living. Today most transcribers work as independent contractors. With the proliferation of publishers’ files and better transcription software the transcriber can create more pages in one hour. Since most transcribers are paid by the page, this makes transcribing a viable career option. Usually a Braille page will yield $2.00 to $3.00 and take a few minutes. Now we have a dilemma, a tactile will yield the same money and takes an entire day. Being paid by the page, it isn’t good business (not as profitable) to stop Brailling to create the tactiles. The Braille world has created another problem with tactiles: financial.

This brings us to October, 2006. At the APH business meeting, Rod Brawley was discussing the difficulty with the latest California adoption. “Too many tactiles and too little tactile capacity.” A prison in South Dakota set up a tactile graphics group and instantly became overwhelmed. Rod
turned to me and said, “Bob why don’t you start a graphics initiative to establish groups to do tactiles?” While in the process of explaining that I was out of Braille and had a “real job”, Peggy Schuetz jumped in and said it would be a great idea. I have been arguing with Peggy for fifteen years and I haven’t won yet. This was the foundation of the new California Tactile Graphics Initiative.

I started an exploratory conversation at the 2007 CTEVH conference. After I responded to an inquiry on the Brlreaders list serve, I received responses from several groups and individuals wanting to participate and/or receive more information. Peggy Schuetz and I will be providing training and we may even provide some equipment. The actual initiative is not fully developed. At the writing of this article, the funding hasn’t been approved. We anticipate it will be approved soon. If anyone reading this article wishes to participate, please e-mail me at bigonbrl@yahoo.com. I need a contact point, a name and at least the name of the city. From this list we will try to establish as many tactile Pods in as many states as possible.

At this time there are no wrong answers, no conclusions, no solutions. There are only problems and opportunities.

CTEVH Nominations

The committee hereby wishes to nominate the following people, each of whom has agreed to serve if elected:

- Nomination for first term Norma Emerson (transcriber)
- Nomination for first term Sheila Bonito (educator)
- Nomination for a second term Sharon Anderson (transcriber)
- Nomination for a second term Peggy Schuetz (transcriber)
- Nomination for a third term Grant Horrocks (educator)

Respectfully submitted,
Paula Lightfoot, Past President/Nominating Committee Chair CTEVH
MUSIC WORKSHOP FOR EDUCATORS

Most often workshops on music and music braille are focused on transcribers, code issues, and of course, always include technology. In recent years, we have tried to bring help and guidance to those who teach music to our blind students, and to encourage and support those new to music education.

This year’s workshop at the Marriott in Los Angeles will be focused on: Music Education, Networking, and Visually Impaired Students. Transcribers and music braille are always a critical part of the blind student’s portfolio of tools, and will also be a part of our presentation.

Session scheduled for Friday, February 29, at 3:45 - 5:00 pm.

WORKSHOP DESCRIPTION:

Come and share your experiences with teaching music braille. How do you go about it? Let’s talk about the future and how we expect to keep up with the growing demand for this important academic skill.

If you are planning to teach English, English and literature must be a part of your music education degree; if you plan to teach music, you must major in music. What then is the credential to teach music braille? Surprise: There is none! Why is that? What do we do about it, and what are your thoughts?

Attendees have the option to earn college credit for sessions at CTEVH, and the following descriptions were submitted for this session:

1. Attendees and educators will be provided membership information for the MENVI Network and its benefits. MENVI Specialist services and online support forums are available - free-of-charge - to registered members. Membership in the Network is sponsored by Southern California Conservatory of Music, and is also a free service to its members.

2. The “areas” we will cover are: Instructional Methods and Teacher Training.

3. There will be “interactive” discussion and sharing of pedagogical aspects of teaching music braille skills.
   A. Teacher training
   B. Available methods and differing approaches

4. Attendees will be invited to an open discussion regarding their own methods of teaching music to blind students; qualifications / expectations for teachers; what can be done to bring attention to the need for teacher training and credentialing into the college arena? (How do we prove there is, indeed, a need?)

5. A blind graduate (jazz music studies) from the University of Southern California – on paid staff at SCCM - will share his methods, experiences, and his own learning process with us.
   A. Methods - expectations of students; preparation requirements
   B. Objectives in his classroom
   C. Exams / Theory / student evaluation and performance
6. Lastly, attendees will participate in a short training session, and will learn to sight sing simple melodies in the braille music code (no pre-requisites!). Materials provided: “The Seven Little Steps to Reading Music in Braille”

**COLLEGE GUIDE NOW AVAILABLE**

We have had a few failed attempts to make the new college guide available, but now it is a reality. It is available through the Alternate Text Production Center (ATPC) located at Ventura Community College. Go the Website at: www.atpc.netfor information. To obtain a braille copy, send an email to MENVI Headquarters, and we will point you to ATPC, or you can contact them directly. MENVI is at: www.menvi.org.

**SPECIAL NEWS ABOUT SPECIAL PEOPLE – AND MUSIC... and about, October 27, 2007**

Saturday evening [October 27, 07], Grant and I were honored to be invited guests of the Thelonious Monk Institute of Jazz, International Jazz Trumpet Competition. This was an intimate dinner gathering, and part of an all-weekend event and special Tribute to Herbie Hancock.

Our reason for being there was their featured artist, our own Rachel Flowers. Her proud mother and father watched as Rachel shared her incredible gift, and very deep understanding of the meaning of jazz, with such icons as Quincy Jones (Host), Herbie Hancock, Thelonious Monk Junior, Herb Alpert, Terence Blanchard, Roy Hargrove, Hugh Masekela, Wayne Shorter, Clark Terry, and so many others.

Many great personalities were present, not to mention our generous financial supporters, Lou and Kelly Gonda. Refreshingly, Rachel was clearly accepted as a fine young artist. Rachel is blind from birth - it is part of who she is. And who she is musically touched every person in the Paley Center for Media during those precious moments.

Share with us the moment watching this young child stand next to Clark Terry in his wheelchair. He held her hand to his face - looking straight ahead - for what seemed to be a lifetime. Quincy Jones stood behind Rachel with his hands on her shoulders, watching Clark Terry, his musical idol and mentor, absorb her incredible energy. A moment never to be forgotten.

Herbie Hancock has been one of Rachel’s musical idols since she first discovered jazz only four years ago. There he stood hugging her, and saying over and over, that no one has ever played the right chords at the ending of “Dolphin Dance” before. ‘... She played my song, she played my song!’ All of this happened only because of the music. Just the music, a little girl’s love for it, the man who inspired her, and who will continue giving to all of us through her.

**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/RACM Exams (818-998-8405) <siloti@sbcglobal.net>
- Robert Smith, Retired Professor of Music (541-956-8900)<rrrsmitc@earthlink.net>
- Carol Tavis, Elementary School Music/Special Learners (626-339-6979)<Carolmus@aol.com>
KEEPING THE READER IN MIND HELPS TO REMEMBER THE RULES

Foreign Language Code is not that different from Formats, after all Foreign Language is really just a few alterations to Formats in order to clarify items unique to foreign language textbooks.

A most interest thing happened to me as I was waiting for files for proofing to arrive. I received the files before the copy of the book. Curious at how the transcription turned out I perused the files without the additional help of the textbook. What an eye opener. Never before have I been so convinced of the need for good clear format.

Foreign language textbooks, and the bulk of textbooks these days are so very visual. I challenge you to take a look at any transcription and not peak at the print. What confuses you? What remains clear? What makes sense and what doesn’t?

As we transcribe books into braille we need to remember that the readers of that braille volume are NEVER going to see the print. There will be no glancing at the print to clarify the braille edition. We are responsible for reproducing the book in a consistent, clear manner in order to convey all the information, relationships, and resources that book contains. It’s a big responsibility.

When I keep the reader in mind it makes understanding the differences in foreign language easier. Thinking in terms of the braille reader will help you remember the differences in foreign language.

EXAMPLES:
In Formats when you run across word parts in a textbook you are not to reproduce the special typeface. (See Formats Rule 3 Section 1a. page 43)

If you were to see the following in a textbook:

-er or –er you would NOT reproduce the italics or bold typeface

is what you would braille.

One of the differences in Foreign Language Textbook Code is that when there are FOREIGN word parts we DO retain the special typeface. The special typeface is retained and special typeface indicator inserted following the hyphen (if there is a hyphen).

is what you would braille.

WHY? Because that is what differentiates the foreign language word parts from the English word parts. Since every English word part will not have a special typeface indicator we then know that if a word part is in a foreign language it will have a special typeface indicator.

Aligning vocabulary words to the first letter of the word (not by article) is frequently missed in foreign language. Now … think like the reader and it makes sense why we do this. Imagine looking for a specific word and see which format gives you a chance of using the alphabetically ordered list.
No alignment

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<td>Natación</td>
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Aligned by first letter using the first letter as the “margin in effect” for runnovers.

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For more details on aligning vocabulary and word lists see “NBA Interim Manual for Foreign Language Braille Transcribing” (See Section 7b.(3) on page 26.)

These are two examples where thinking in terms of the reader will help you remember how to braille foreign word parts and vocabulary lists.

More changes are taking place as we rewrite the Foreign Language Textbook Code. BANA’s technical committees (which always consist of one transcriber, one educator, one braille reader and one Canadian) are always discussing the best way to reproduce print with the braille code in order to give the most accurate, clear and elegant solution. Once a technical committee has a proposed changes those changes must then be reviewed by the other technical committees to insure there are no conflicts with other codes.

We only have 6 dots and we have a lot to say with them—use them wisely.
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 Verhage
1991  Jane Corcoran
1992  Norma L. Schecter
2001  Ann Kelt
2002  Sue Reilly
       Joyce Van Tuyl
2003  Elinor Savage
2004  Dr. Joy Efron
2005  Dr. Phil Hatlen
2007  Bettye Krolick

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

Honorary Life Membership
2000  Donna Coffee

Wall of Tribute at APH Hall of Fame
2004  Fred L. Sinclair

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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
2002-04  Carol Morrison
2004-06  Paula Lightfoot

CTEVH JOURNAL

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(formerly The California Transcriber)
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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
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| 1974 | Volunteers of Vacaville  
Braille Institute of America         |
| 1975 | Esther Fox  
Marie Erich                               |
| 1976 | Norma Schecter                              |
| 1977 | Bob Dasteel                                 |
| 1978 | Mary Degarmo  
Betty Brudno  
Evelyn Olgiati                           |
| 1979 | Ruth S. Lowy                               |
| 1980 | Ethel Schuman  
Diane Meyer                               |
| 1981 | Carl Lappin                                |
| 1982 | Barbara Blatt Rubin  
Bill Briggs  
Michael Landon                           |
| 1983 | Aikin Connor  
Carolyn Chris “Mackay”                    |
| 1984 | Bernard M. Krebs  
Jane O’Connor                             |
| 1985 | Sylvia Cassell  
Elizabeth C. Smith                        |
| 1986 | Sally Mangold  
Elizabeth Schriefer  
Joyce Van Tuyl                             |
| 1987 | John Flores  
Elinor Savage                             |
| 1988 | Ken & Diann Smith  
Lou Ella & Norm Blessum  
Bettye Krolick                           |
| 1991 | Marian Wickman  
Bob Calhoun                                |
| 1993 | Nancy Chu  
Lavon Johnson                             |
| 1994 | Jane Vogel  
Billie Anna Zieke                         |
| 1995 | Sam Clemens  
Donna Coffee                              |
| 1996 | Doris Pontac  
Dorothy Joe                               |
| 1998 | Dr. Joy Efron                              |
| 1999 | Harry Friedman  
San Francisco State Program in Visual Impairment |
| 2002 | Winifred Downing                          |
| 2003 | Jack Hazekamp                              |
| 2005 | Robert Schmitz  
Folsom Project for the Visually Impaired |
| 2006 | Kelli Kornejo                              |
| 2007 | Dennis Kelleher                            |
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Rede Acker Boulder CO
Alice Acker San Diego CA
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Pamela Anderson Rio Vista CA
Sharon M. Anderson Anaheim CA
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Simon Gardner North Hollywood CA
Dale Gasteiger Torrance CA
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Georgia Griffith Lancaster OH
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Beth Ann Harris Scottsdale AZ
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Jana Hertz Aliso Viejo CA
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Paula Holmberg Rialto CA
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Stacy Johnson Riverside CA
Judie K. Kelly Escondido CA
Ann Kelt Pleasant Hill CA
Blossom Kerman Van Nuys CA
Terry Keyson-Drown Camarillo CA
Teal G. Knapp San Rafael CA
Peter O. Koskinen Phoenix AZ
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Ellennie Lee San Francisco CA
Tami Sue Levinson Bismarck ND
Emily Leyenberger Derby NY
Nancy Lindsay Escondido CA
Colleen Heiden Lines Vancouver WA
Amanda Hall Lueck Ph.D. Montara CA
Thanh-Nhan Lac Ly Santa Ana CA
Mary Lou Martin Chico CA
Jan Maxwell Sacramento CA
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The California Transcribers and Educators of the Visually Handicapped (CTEVH) 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.

In a typical year, the Katie Sibert Scholarship disburses $3000 divided among qualified applicants. 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 a credential in the education of students with visual impairments or be enrolled in a program to earn such a credential.
• Paraeducators must be actively supporting the educational and literacy needs of children with visual impairments.

Name: ____________________________________________________________
Address: __________________________________________________________________
City____________________ State or Province _________ Zip__________
Telephone: Day _________________ Evening ____________________
E-mail address __________________________________

PLEASE RESPOND TO THE FOLLOWING:

1. Total amount of scholarship support requested: $___________ and a breakdown of expenditures: e.g., training registration fee, transportation, lodging, books, materials, equipment

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

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

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

________________________________________________________________________________________
A completed application packet includes:

• This typed or printed application
• Cover letter describing the applicant’s qualifications and/or experience in transcribing or educating the visually impaired. Also describe how the scholarship will be used.
• Two current (within the past 12 months) letters of recommendation as follows:
  • TRANSCRIBERS must have two letters of recommendation from their group or agency
  • EDUCATORS must have two letters of recommendation (e.g., principal, college professor)
  • PARAEDUCATORS must have two letters of recommendation (e.g., teacher of students with visual impairments, regular ed teacher)

The letters should address the following points, if applicable:
  • Professional and/or volunteer experiences of the applicant including those with visually impaired 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.

Applicant is responsible for sending the complete application packet to the chair of the Katie Sibert Memorial Scholarship Committee.

DEADLINE: December 15, 2008

Send to: Stuart Wittenstein, Superintendent
California School for the Blind
500 Walnut Avenue
Fremont, CA 94536
fax 510.794.3813

FOR FURTHER INFORMATION OR QUESTIONS: Stuart Wittenstein, Superintendent, 510.794.3800
or swittenstein@csb-cde.ca.gov

Stuart Wittenstein, Ed.D.
Superintendent
California School for the Blind
500 Walnut Avenue
Fremont, CA 94536
510-794-3800, ext. 201
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 their 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. Applications for the 2008 scholarship must be received by January 15, 2008 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. Use the following segments to guide you in preparing an application.

**DONNA COFFEE SCHOLARSHIP 2008 APPLICATION 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 visually impaired or blind. ____________________________

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.
DONNA COFFEE YOUTH SCHOLARSHIP
2008 APPLICATION STUDENT FORM

Name: ____________________________________________________________
Address: __________________________________________________________
Phone Number: _____________________________________________________
Email: _____________________________________________________________
School: ____________________________________________________________
School Address: _____________________________________________________
Teacher of the Visually Impaired: ______________________________________
Transcriber: _________________________________________________________
Parent(s) Name(s): _________________________________________________
Address: ___________________________________________________________
Phone Number: _____________________________________________________
Email: _____________________________________________________________
Name of Teacher/Transcriber/Orientation & Mobility Specialist: ________________

Tell us why you want the Donna Coffee Scholarship in an essay of no more then two double-spaced typewritten pages. The Committee must receive your application no later than January 15, 2008. Applications should be sent to: Stephen A. Goodman, Chair (see facing page for contact information)

Donna Coffee Youth Scholarship Criteria

Award: The Donna Coffee Youth Scholarship will be awarded in the amount of $1000 per year. One or more applicants may participate in the award. Award recipients shall have their names and the year of their award inscribed on the permanent plaque.

Process: Applications materials will be distributed through the JOURNAL and the website, www.ctevh.org. Applications are due to the committee no later than six weeks prior to the Annual Conference. The winner will be selected by consensus of the Committee.

The inscribed plaque and cash award will be presented at the Conference.
   a. The award recipient and parents shall be invited as guests.
   b. Those who nominated the winner will take part in the presentation.
   c. The award will be presented at a general meeting selected by the Conference Chair.

Selection: Criteria for selection will be based solely upon:
   a. The submitted application of the nominations, letters of support, and the student’s application. (applications may be submitted in the media or medium the student chooses.)
   b. The consensus of the committee that the student created a plan that is complete and executable and will further her/his individual growth. Duties of The recipient(s): recipient(s) shall report the outcome of their proposal at the succeeding Conference.
## Executive Board

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Term</th>
<th>Address</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Bonnie Grimm</td>
<td>2008(2nd)</td>
<td>17336 Owen St., Fontana, CA 92335</td>
<td><a href="mailto:bgrimm@brailleinstitute.org">bgrimm@brailleinstitute.org</a></td>
</tr>
<tr>
<td>Vice President</td>
<td>Grant Horrocks</td>
<td>2008(2nd)</td>
<td>7407 Quakertown Ave., Canoga Park, CA 91306</td>
<td><a href="mailto:siloti@sbcglobal.net">siloti@sbcglobal.net</a></td>
</tr>
<tr>
<td>Secretary</td>
<td>Stuart Wittenstein</td>
<td>2008(2nd)</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>Sharon Anderson</td>
<td>2008(1st)</td>
<td>9401 Westminster Ave., Garden Grove, CA 92844</td>
<td><a href="mailto:sande8181@yahoo.com">sande8181@yahoo.com</a></td>
</tr>
<tr>
<td>Member-at-Large</td>
<td>Ann Hinshelwood</td>
<td>2007(1st)</td>
<td>400 Hoover Lane, Nevada City, CA 95959</td>
<td><a href="mailto:anniehinshelwood@yahoo.com">anniehinshelwood@yahoo.com</a></td>
</tr>
</tbody>
</table>

## Committee Chairs

- **BANA Representative**: Sue Reilly
- **CSMT Representative**: Rod Brawley
- **LIDAC Representative**: Stewart Wittenstein
- **Gifts and Tributes**: Peggy Schuetz
- **Historian**: Cath Tendler-Valencia
- **JAC Representative**: Jane Vogel
- **Journal**: Lisa McClure
- **Katie Sibert Scholarship**: Stuart Wittenstein
- **Membership**: Christy Cutting
- **Nominating**: Paula Lightfoot
- **Bylaws/Policies & Procedures**: Grant Horrocks
- **Sitefinding**: Christy Cutting (Southern California)
- **Sitefinding**: Steve Goodman (Northern California)
- **Specialists**: Grant Horrocks
- **Website**: Christy Cutting
- **Donna Coffee Youth Scholarship**: Steve Goodman
- **2008 Conference Chairs**: Adama Dyoniziak, Peter Gray Mansinne, Nancy Niebrugge
- **2009 Conference Chair**: Sue Douglass
Board of Directors and Committee Chairs

Patty Biasca 2010(1st) 1139 Westmoreland Cir, Walnut Creek, CA 94536-6334
email: patbiasca@aol.com

Rod Brawley Ex officio P.O. Box 944272, Sacramento, CA 94244-2720
email: rbrawley@cde.ca.gov

Christy Cutting 2010(2nd) 379 Claremont St., Boulder City, NV 89005-2640
christy.braille@cox.net

Sue Douglass 2009(1st) 925 Talbot Avenue, Albany, CA 94706
email: 2sonias@msn.com

Tracy Gaines 2010 (1st) 1553 West 7th Street #117, Upland, CA 91786
email: edgaines@brailleinstitute.org

Steve Goodman 2 La Serena Ct., Alamo, CA 94507
email: sgoodman@csb-cde.ca.gov | sagooodman@aol.com (yes, 3 o's)

Marie Hadaway 2010(1st) 8759 Ardendale Ave., San Gariel, CA 91775
email: mhadaway@lausd.net

Ann Hinshelwood 2010(2nd) 400 Hover Lane, Nevada City, CA 95959
email: anniehinshelwood@yahoo.com

Melissa Hirschson 2010(1st) 88 Saint Stephen Street, Boston, MA 02115
email: lissa@nbp.org

Paula Lightfoot 2008 (4th) 743 Harper Street, Simi Valley, CA 93065
pmbrownl@yahoo.com

Peter Gray Mansinne 741 N. Vermont Avenue, Los Angeles, CA 90029
email: pmansinne@brailleinstitute.org | email: Mansinne@gmail.com

Debi Martin 2009 (1st) 4300 Mulford Avenue, Sacramento, CA 95821
email: ortenza@comcast.net

Nancy Niebrugge 741 N. Vermont Avenue, Los Angeles, CA 90029
email: nniebrugge@brailleinstitute.org

Lisa McClure 2007(1st) 555 N. El Camino Real Suite A #341, San Clemente, CA 92672
email: lisa@readmydots.com

Sue Reilly 4100 Normal Street Annex 7, San Diego, CA 92103
email: sreilly@sandi.net | email: sreilly@cox.net

Elizabeth Perea 2010(1st) 8629 Amsdell Ave, Whittier, CA 90605
email: liz.perea@wuhsd.k12.ca.us

Peggy Schuetz 2008(1st) 10675 Harris Road, Auburn, CA 95603
email: peggys@juno.com

Fred Sinclair Emeritus 4271 Euclid Ave., Sacramento, CA 95822
PV 22312-70, 435 Calle Mina, Puerto Vallarto, Jalisco, Mexico

Cath Tendler-Valencia 1036 Olympic Lane, Seaside, CA 93955
email: eyebabe@aol.com

Jane Vogel 35 Granada, Irvine, CA 92602
email: jrvogel@earthlink.net
Moving? Please let us know!