



CTEBVI JOURNAL

FALL 2010

Volume LII, No. 3

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THE OFFICIAL PUBLICATION OF THE

*California Transcribers and Educators
for the Blind and Visually Impaired*

Message from the Editor

Hi everyone. Hope you all had a FUN summer.

Thank you to those who took the time to let me know that you really enjoyed the last issue. Our Specialists went all out on that one, and they appreciate getting the feedback. Please feel free to contact them (see Specialist Page at the back) if you have any comments or would like to see an article on a particular subject. They are always willing to take requests.

This issue we are welcoming our new Foreign Language committee:

Ann Kelt, Saralyn Borboa, and Christy Cutting.

Please check out their bios and article starting on pages 28-29. These women are well-known in the braille community and possess a lot of knowledge and experience. We look forward to many informative articles from them.

Yes, it's almost here already – the Braille Challenge®! If you have any students or children that are interested in participating, you can get all the details on the website at www.braillechallenge.org. You will also be able to check for regionals in your area where your student or child might enjoy participating in a group Braille Challenge. Transcribers and volunteers are always needed, so consider volunteering your time for this amazing and fun event.

You may think it's too early to start thinking about Conference, but it will be here before you know it. The 2011 Conference will be held in Oakland on March 10-13. Your Executive Board and Board of Directors are again going to chair this conference. **Volunteers are needed** to monitor workshops, assist people in getting from workshop to workshop, and relieving vendors for lunch, etc. Please consider volunteering your time. Contact any of the board members to sign up.

Happy Reading,
Marcy Ponzio

Clarification on *Those Pesky Title Pages*

Jana Hertz received some questions/comments about her article in the last issue – *Those Pesky Title Pages*. On page 48 you'll find a "clarification" article addressing those subjects.

THE CTEBVI JOURNAL

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(For **MESSAGES ONLY** and recorded information
about **2011 CTEBVI Conference**)

Deadlines for submission of articles:

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June 6, 2011

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September 5, 2011



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FALL 2010

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President's Message

The start of a new academic year brings with it a sense of promise. Students return to see old classmates, or perhaps move to a different school and anxiously anticipate the forging of new friendships. Each grade brings a new teacher and presents a more challenging curriculum with an increasing number of elective choices. As high school approaches, thoughts and dreams of college and career motivate and help to provide the stamina necessary to excel academically in an increasingly competitive road to higher education.

It has once again come to my attention through conversations with parents and VI teachers over the summer that there are many students who, for whatever reasons, are still not receiving their comprehensive school materials in a timely manner. Imagine the diminished sense of promise felt by students without their books on the first day of school. Though the primary charge of our organization is not one of advocacy *per se*, this situation clearly calls for some concerted effort on our part, if only through calling attention to each and every such incident. In order to remedy a problem, it must first be identified before a solution can follow.

As promised at the closing of last conference, we have stepped up our membership drive this year (thanks to the tireless efforts of Judi Biller our Membership Chair) to include additional mailings and reminders. Presumably, those of you reading this JOURNAL are members in good standing – so at the risk of some choir preaching I ask that you continue to keep your membership current. Our website manager Vicki Garrett, who has taken over the registrar reins this year from Christy Cutting (a very tough act to follow), has agreed to fill a vacancy on the CTEBVI Board. Having our registrar serve on the Board has been invaluable in the past, and we all look forward to the skills and energy Vicki brings to the table.

Understandably, as school districts and service agencies are confronted with furloughs and cutbacks, many are no longer able to support or in some cases allow conference attendance for professional development. The existing contracts with hotels in Los Angeles and Oakland were drawn years in advance of actual conference dates, and were based on a past and projected stability in our field. Meeting these contractual obligations has taken a toll on our limited resources as both membership and conference attendance have declined sharply over the past two years. The CTEBVI Board has addressed this situation by carefully drafting a conservative budget for the upcoming conference, offering advertising space in the JOURNAL to help offset printing costs, and seeking corporate sponsorships. I am also continuing to work closely with hotel management to renegotiate certain terms in our contracts in order to help mitigate potential losses. There is Board consensus that these circumstances can be overcome, as well as commitment to ensure that the scope and caliber of our conferences will in no manner be diminished or compromised.

Our 2011 conference theme is: "Defining Our Future: A Winning Hand"

The promise of a quality education is that it will be both demanding and nurturing, provoking and inspiring. Our conference is a rare forum which encompasses all of the components essential to making good on delivering this promise to every blind and visually impaired student. You can help to define their future by planning to attend.

Grant Horrocks

In Memoriam



KENNETH SMITH
JANUARY 23, 1928-APRIL 1, 2009

Kenneth "E" Smith was born on his grandparents' ranch near Ima, New Mexico on January 23, 1928. His family moved to Silver City, NM in 1942. As a boy, Kenneth delivered newspapers before school. On July 16, 1945, while getting ready to deliver papers, Kenneth witnessed a blinding, brilliant flash and rumbling that shook the mountains. It was not until August 6, 1945, that he learned he had witnessed the Trinity test of the first A-bomb.

Ken Smith, together with his wife Diann, were in the forefront of those promoting the use of computer technology and served as Computer-Assisted Braille Specialists for CTEBVI for 12 years.

Sacramento Braille Transcribers set up a project called "CompuBraille." Led by Claudia Nichols and Lavon Johnson, with considerable assistance from Ken Smith, they arranged for the facilities and tended to all the other tasks entailed in getting this operation underway. They were then able to accept computer disks from Apple, Commodore, and Tandy, which include braille produced via all the programs identified by Ken and Diann Smith.

* * * * *

Ken was a tireless worker at North Branch, sometimes coming in to emboss and bind braille books five days a week – for instance, when we were doing so many copies of that 45-volume Geometry book for the State. He scanned books and textbooks, and then transcribed them into braille with Pok-a-Dot even though he did not read braille. Ken kept our equipment in good repair as well. We miss him.

Evelyn



Donna Coffee 2011 Youth Scholarship

CTEBVI sponsors the Donna Coffee Youth Scholarship in honor of Donna's exceptional service to our organization and to the visually impaired in California. The award is to be used to promote the academic and social development of a California student. The prize worth up to \$1,000 will be given to the successful candidate. The Donna Coffee Youth Scholarship Committee will select the recipient based on the criteria approved by the Board. The criteria are as follows:

Award: The Donna Coffee Youth Scholarship will be awarded in the amount up to \$1,000 per year. One or more applicants may participate in the award. Award recipients will have their names and the year of their award inscribed on the permanent plaque.

- **Process:** Application materials will be distributed through the *JOURNAL* and the web site: www.ctebvi.org. **Applications are due to the committee by January 28, 2011.** The winner(s) will be selected by consensus of the Committee, and notified by February 10, 2011.
- **The inscribed plaque and cash award will be presented at the Conference.**
 - a. The award recipient and parents shall be invited as guests.
 - b. The nominating person 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 medium or media the student chooses).
 - b. The consensus of the committee that the student created a plan that is complete and executable and will further his/her individual growth.
 - c. Duties of the recipient(s): recipient(s) shall report the outcome of their proposal at the succeeding Conference.

Applications for the 2011 scholarship must be received by January 28, 2011, and sent to:

**Cath Tandler-Valencia
Monterey County Office of Education
1036 Olympic Lane
Seaside, CA 93955
eyebabe@aol.com**

Electronic submission of the application is preferred, but not required.

I. APPLICATION REQUIREMENTS for the Nominating Teacher, Transcriber, and/or Orientation and Mobility Specialist

- 1) In less than two double-spaced typewritten pages, explain why you believe the student will benefit from his/her proposed project/activity.
- 2) The application and use of funds must be approved by the student's parent or legal guardian.
- 3) Fill out the application form completely, sign and date.

Student's Name: _____

Student's Address: _____

Student's Telephone Number: _____

Student's Date of Birth: _____

Student's Grade Level: _____

Student is Visually Impaired or Blind: _____

Parent's(s) Name(s): _____

School/District: _____

School Address: _____

Name of Teacher of the Visually Impaired: _____

Nominator's Name: _____

Nominator's Email: _____

Nominator's Signature: _____ **Date:** _____

II. APPLICATION REQUIREMENTS for the Student

- 1) In an essay of no more than two double-spaced typewritten pages, explain why you want the Donna Coffee Scholarship.
- 2) Parents must approve the application and the use of funds by signing the application.

I approve of the Donna Coffee Youth Scholarship 2011 application and use of funds for the project/activity that my child has proposed.

Parent's Signature: _____ **Date:** _____

Completed application must be received by January 28, 2011.

Katie Sibert 2011 Memorial Scholarship

The purpose of the scholarship is to foster the acquisition and improvement of skills necessary to provide high quality educational opportunities to visually impaired students in California. In a typical year, the Katie Sibert Committee awards \$3,000 divided among qualified applicants.

These scholarships may be used to attend CTEBVI conferences, provide training, purchase books, materials and/or equipment. Scholarships awarded must be used as stated in the application. Winners will be notified by February 1, 2011.

Katie Sibert was a charter member of CTEVH (now CTEBVI). She began teaching elementary grades in the 1930s before becoming a resource room teacher and coordinator of programs for students with visual impairments for Stanislaus County. During the summers, Katie prepared teachers at San Francisco State, the University of Minnesota, Columbia University, and Portland State. She published and presented in many venues. In 1960, she was awarded the Winifred Hathaway Teacher of the Year Award for the National Society for the Prevention of Blindness. Katie retired from teaching in 1971. After her retirement, she consulted with many schools in the U.S. and internationally (including Denmark and Portugal), and developed materials for APH.

QUALIFICATIONS

- All applicants must be current members of CTEBVI.
- **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.
- **Para-educators** must be actively supporting the educational and literacy needs of children with visual impairments.

APPLICATION REQUIREMENTS

- Completed application packet.
- Cover letter describing the applicant's qualifications and/or experience in transcribing or educating the visually impaired. 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)

Para-educators must have two letters of recommendation (e.g., TVI, regular education teacher)

Letters should address the following areas:

- 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

**KATIE SIBERT MEMORIAL SCHOLARSHIP
2011 APPLICATION**

Name: _____

Address: _____

City: _____

State & Zip Code: _____

Telephone No.: _____

Email Address: _____

Name of agency, school system, or transcribing group with which you are affiliated:

Please answer the following:

1. The total amount of scholarship support requested is: _____

2. Describe how the scholarship will be used. Include a breakdown of expenditures; e.g., training, registration costs, transportation, lodging, texts, materials, equipment, etc.:

DEADLINE: January 15, 2011

The applicant is responsible for sending the complete application packet to:

**CTEBVI KATIE SIBERT MEMORIAL SCHOLARSHIP
741 North Vermont Avenue
Los Angeles, CA 90029-3594**

**Marie Hadaway, Chair
Email: dandog1944@yahoo.com**

Gifts and Tributes

OUR GRATITUDE AND THANKS TO ALL THOSE WHO SUPPORT CTEBVI THROUGH GIFTS AND TRIBUTES

General Fund

Sharon Anderson

Judi Biller

Doris Cada

Christy Cutting

Sue Douglass

Margaret Glaeser

Dawn Gross

Linda McGovern

Diane Moshenrose

Charlene Okamoto

Bonnie Rothman

Peggy Schuetz

Kathy Shawl

Fran Whipple

Donna Coffee Fund

Judi Biller

Dawn Gross

Peggy Schuetz

Katie Sibert Fund

Judi Biller

Dawn Gross

Theresa Postello

Peggy Schuetz



Contributions to the CTEBVI Gifts and Tributes Fund
 will be used to improve services to persons who are visually impaired.

Your Name, Address, Zip for acknowledgment:

Name: _____

Address: _____

City: _____ State: _____ Zip/Route Code: _____

In honor of: _____

In memory of: _____

May we please know date of death: _____

Let us know your wishes:

- Please direct contributions to the KATIE SIBERT MEMORIAL SCHOLARSHIP FUND
- Please direct contributions to the DONNA COFFEE YOUTH SCHOLARSHIP FUND

All contributions to CTEBVI are tax deductible. Receipt available upon request.

Make checks payable to CTEBVI and mail them to:

CTEBVI Gifts and Tributes
 Peggy Schuetz
 10675 Harris Road
 Auburn, CA 95603
peggys@juno.com

CONGRATULATIONS

to the Following Newly Certified Transcribers

Literary

Susan Elizabeth Abrahamson
Wayzata, MN

Eric C. Abrams
Oshkosh, WI

Anthony Adams
Bunker Hill, IN

Mary Lee Beuerle
Town and Country, MO

Mary R. Blakemore *
San Diego, CA

Terri Anne Bouressa
Minneapolis, MN

Kathleen Anne Brown
San Jacinto, CA

Kathleen Ann Cantre
New York, NY

Patrick Keyshune Causey
Macon, GA

Brian M. Coolidge
Oshkosh, WI

Kyle Anne DeJute
Louisville, KY

Sunny Dickey
Guntown, MS

Darlene Renee Diersen
Louisville, KY

Robert Edward Enrikin
Las Vegas, NV

Patricia Ann Favaro
Golden Valley, MN

Elizabeth (Betsy) Florence
Crestview, FL

Bethann M. Gaffey
Plymouth, MA

Jane Lee Gerold
Jordan, MN

Kenneth Kortral Grijalva
Vacaville, CA

Barbara Ann Helen Hagen
Sherburn, MN

James Thomas Hall
Ventura, CA

Janice A. Harper
Hopkinsville, KY

Nicholas Raymond Harrier
Midland, MI

Jeffrey Robert Harris
Anamosa, IA

Louis Allen Harris
Anamosa, IA

Martin Brian Hauser
Ventura, CA

Linda M. Heinz
Lakewood, CO

Miguel Herrera
Ventura, CA

Edward N. Holtz
Jackson, MI

Delanie Sachiko Honda
Victoria, MN

Joanne Huse
Fitchburg, MA

David Brian Ingraham
Spokane, WA

Lamont James
Ventura, CA

Joseph Dale Johnson
Huttonsville, WV

Marian Helene Kass *
Walnut Creek, CA

Tyrel Logan Kessinger
Louisville, KY

Roza Kiaee
Los Angeles, CA

Gail Martin Lancaster
Boise, ID

Dorothy Louise Lewis
Gatesville, TX

George Luis Lopez
Sayre, OK

Laurie Lower
West Roxbury, MA

Shara Anjela Legaspi Lucio
Louisville, KY

Charles Richard Lueck
St. Augustine, FL

John Curtis Lyons
Anamosa, IA

Timothy Malone
Ventura, CA

John M. Marg
Oshkosh, WI

Jorge Martinez
Sayre, OK

Ulysses Nathan McCluster
Jefferson City, MO

Karla Marie McKechnie
Colorado Springs, CO

Amy Elizabeth Pace
Louisville, KY

Mario Peterson
Jackson, MI

Christopher James Pollio
Macon, GA

Jeremy Scott Reuter
Sioux Falls, SD

Paul Taylor Rhodes
Macon, GA

Mitchell J. Ronek
Anamosa, IA

Laura Ann Rundell
Temecula, CA

Lyudmila Shulga
Sacramento, CA

Patricia Ann Sibley
Gatesville, TX

Willy James Sitton
Jefferson City, MO

Rodrick David Skene
Talladega, AL

Stuart J. Skinner
Wilmington, DE

Dustin E. St. John
Santa Rosa, CA

Carol Stengl
Menasha, WI

Vanessa Stenz
Grass Valley, CA

Michael W. Summers
Jefferson City, MO

Donald T. Sumser, Jr.
Grafton, OH

Casey Bud Tuley
Ventura, CA

Joy Renee Watkins
Pewee Valley, KY

James Williams
Anamosa, IA

Demetrius Thomas Wynn
Macon, GA

Music
Gregory T. Hilliard
Bunker Hill, IN

Proofreading

Richard Eugene Bugh
Grafton, OH

Debbie Carolyn Jackson
Raleigh, NC

Jason Henry Wilson
Macon, GA

Nemeth

Carey Clint Jackson
Perry, GA

Guy Harold Toles
Macon, GA

William C. Hesse
Boise, ID

Rebecca R. Viggiano
Greenwood, SC

Jeremy M Becker
Oshkosh, WI

*** Current CTEBVI Members**

IMPORTANT ANNOUNCEMENT

The document "Introducing the NLS Manual" has been posted to the Resources page on the National Braille Association website. The document cannot be altered, but can be viewed and printed.

A new edition of the familiar old red instruction book has been published. The following download discusses the many changes that have been made, and how the BANA 2007 code changes have been integrated into the lessons.

Here is the link:

<http://www.nationalbraille.org/NBAResources/IntroducingtheNLSManual/>



CTEBVI Membership Application

CTEBVI membership dues are for the calendar year. Any dues received after October 1 will be applied to the following year. Members receive the quarterly CTEBVI *JOURNAL*.

For your convenience, you may log onto www.ctebvi.org to submit the following information and make payment by credit card. Membership chair gets notified immediately and, upon request, will send an email acknowledging your charge.

Domestic or Foreign (individual or family with VI child/ren) Membership	US \$50	\$
Life Membership	US \$500	\$
I would like to make the following donation(s):		
• General Fund		\$
• Katie Sibert Memorial Fund		\$
• Donna Coffee Youth Scholarship Fund		\$
Thank you for your donation. Receipt available upon request.		
TOTAL		\$
CHARGE CARD NUMBER:		
EXP DATE:	CVV2:	
Signature (if using your charge)		

NAME _____

ADDRESS _____

AFFILIATION (if applicable) _____ COMPANY (if applicable) _____

TELEPHONE _____ (necessary if using your credit card)

EMAIL _____ (necessary if requesting virtual *JOURNAL* delivery)

Please circle your choice of how you want to receive the quarterly CTEBVI *JOURNAL*. It is available to members online and in the following formats:

Print	Braille	Audio CD	Email**
Compact Disk (.doc file) If NO internet access			**You will be notified when the latest <i>JOURNAL</i> is available on our website. Issues are available in both .pdf and .doc formats

Please help us know our membership by *circling* all descriptions that apply to you.

VI Educator O&M Instructor Dual certification Transcriber
 Parent(s) of VI student Proofreader Student
 Other (e.g. Librarian, Administrator, Counselor, Vendor, Consumer) _____

Please send this form with payment to:

Judi Biller, CTEBVI Membership Chair
1523 Krim Place, Oceanside, CA 92054
ctebvi.membership@gmail.com

Announcements

NEWS FROM BRAILLE-N-TEACH

DISCLAIMER: The following material has been reprinted from the Braille-n-Teach listserv and is provided strictly for informational purposes only. Information has not been reviewed for accuracy and reprint does not imply endorsement by CTEBVI.

26TH ANNUAL INTERNATIONAL TECHNOLOGY & PERSONS WITH DISABILITIES CONFERENCE

We hope you are enjoying the lazy, hazy, and sometimes crazy days of summer! If you're looking for some light reading material, may we suggest the **Summer Issue of the Conference Newsletter**.

The Conference Newsletter is a great place to catch up on what's happening at the Center on Disabilities and information on the 2011 event, including:

Conference Dates: March 14-19, 2011

Conference Location: Manchester Grand Hyatt Hotel, San Diego, CA

Call for Papers: Begins Wednesday, September 1 and closes Wednesday, October 13

Call for Papers announcements will be going out soon, so be sure to check your email, mailbox and our conference web site at <http://www.csunconference.org> for complete information.

We hope you enjoy the rest of the summer and look forward to seeing all of you at the 2011 Conference next March.

Regards,
Sandy Plotin, Managing Director, Center on Disabilities
conference@csun.edu 818-677-2578

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SAN FRANCISCO CHAPTER CALIFORNIA COUNCIL OF THE BLIND THE \$2,500 ALICE CHAVEZ PARDINI EDUCATION ADVANCEMENT GRANT 2010

Who A legally-blind student in grades 6-12, college, graduate school, or a certificate program who lives in San Francisco, Alameda, Contra Costa, Marin, or San Mateo counties.

Where Submit completed application and essay to:
The Alice Fund Committee
c/o Charlie Dorris, 966 Union Street,
San Francisco CA 94133

What The San Francisco Chapter of the CCB will give a grant of up to \$2,500 to a Bay Area blind or visually-impaired person who can best demonstrate the need to improve his or her educational or employment opportunities.

When Submit a completed application form and essay **postmarked by October 31, 2010.**

To request an application and instruction form or for further details contact:

Charlie Dorris: 415-775-0487 tyreedorris@aol.com
Ellie Lee: 415-378-6079 ellieleesf@yahoo.com

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Editor's note: The following is an abbreviated description of courses. For detailed information please contact the people listed at the end of this article.

CALIFORNIA SCHOOL FOR THE BLIND SHORT COURSE PROGRAM

Schedule of Upcoming Short Course Sessions for School Year 2010-2011

Students arrive at CSB on Sunday evening, the night before the Short Course session begins. Dates listed are actual dates of classes. Please note that some weeks are not five days and students may arrive at CSB on Monday evening or go home Thursday.

Transportation is provided by CSB to and from campus at no cost to district or family.

- **October 25-29, 2010** – Boats, Trains and Buses! Transportation week. Introduction to a variety of modes of transportation available in the Bay Area. We might even be able to squeeze in a visit to the beach. Geared towards students ages 7-10.
- **November 8-12, 2010** – Exploring Low Vision for Students in Grades 4,5,6. Open to three students who have already been seen at the CSB Low Vision Clinic and three who will be seen at the clinic during this week. We'll explore the tools eye care doctors use and get a good understanding of eye exams. We'll learn to use the devices and take them into the community, including a trip to the Exploratorium Museum in San Francisco to observe a cow eye dissection. Teachers in the greater Bay Area can schedule low vision appointments for Wednesday, Nov. 3, 2010, for up to three students, and the other students will have exams during the course week. Teachers need to contact Francey Liefert at fliefert@csb-cde.ca.gov or **510-794-3800**, Ext. **228** to schedule appointments. Low vision exams and optical devices come at no charge to districts or families.
- **November 15-19, 2010** – Empowerment and Self Expression. Middle School and High School Age Students. Empowerment classes will lay the foundation for the self-expression of the students.
- **December 6-10, 2010** – Math Week – Limited to students who are currently enrolled in Algebra. A teacher questionnaire will be sent out to ascertain areas of need for each student. Limited to 4-6 students. Students will spend time during the school day working on other assignments they bring with them. The week will include daily sessions in the fitness room and a cooking project.
- **December 13-17, 2010** – Rehab Week. This week will be an introduction to services provided by the Department of Rehabilitation in the Bay Area. Visits to agencies will be done using public transportation whenever possible. This is restricted to high school students who are about to be or are currently Rehab clients.
- **January 18-21, 2011** – Creative Writing for High School Students. This is a repeat of the highly successful week of creative writing activities. When not involved in writing activities, students will participate in on-campus activities as they are scheduled. If we can get it scheduled, students will participate in a day of writing at 826 Valencia in San Francisco. **Please note that this is a 4 day week. Students will arrive on Monday evening, January 17.**
- **January 24-28, 2011** – Tech Week. This is a week spent with the teachers in the Tech Lab at CSB. Individually created instruction based on the needs of the students will be provided. Deadline for application is December 10, 2010.
- **February 7-11, 2011** – Coastal Science Week. Geared toward middle and high school students. Limited to 5 students. Students will stay at the Pigeon Point Lighthouse Hostel for 2 nights. They will participate in day

trips. A community service project at one of the regional parks will end the adventure.

- **March 7-10, 2011** – Tween Girls Self Awareness Week – A week of personal hygiene, self advocacy, fashion tips, and social skills. Restricted to girls 11-13. Please note that this is a 4 day week. Students will go home on Thursday, March 10, 2011
- **March 21-25, 2011** – Braille and Abacus Booster Week. Geared toward students who need a week of intensive instruction in Braille and Abacus.
- **April 4-8, 2011** – Exploring Low Vision for Students in Middle School. Teachers need to contact Francey Liefert at fliefert@csb-cde.ca.gov or **510-794-3800**, Ext. **228** to schedule appointments. Low vision exams and optical devices come at no charge to districts or families. (Also see description for Nov. 8-12, 2010.)
- **April 11-15, 2011** – Science Week for Elementary Students. Students will participate in science activities at the Exploratorium, The Tech Museum, Lawrence Hall of Science, and the Children’s Discovery Museum.
- **May 16-20, 2011** – Mobility – On the Move! GPS week. Restricted to 5 students. Travel with the pros. Bring your BrailleNote equipped with GPS capability and receive instruction from CSB instructors, Maya Greenberg and Jerry Kuns. The week will culminate with a GPS tour of San Francisco led by Jose Can You See.

For information or an application, please contact:

Barbara Maher, Coordinator, Short Course Program
510-794-3800, Ext. **272** bmaher@csb-cde.ca.gov

OR

Sharon Sacks, Director of Curriculum
510-794-3800, Ext. **313** ssacks@csb-cde.ca.gov

~ ~ ~ ~ ~

Here are some lists of sports activities for people who are blind and visually impaired.

Francey Liefert
fliefert@csb-cde.ca.gov

COMPETITIVE SPORTS

American Blind Bowlers Association

www.abba1951.org

California Clubs:

Los Angeles Blind Bowlers

1232 No. El Centro #A, Los Angeles CA 90038

213-220-5158

Sec. Linda Keeney

Journey for the Blind

11350 Olive Cir., Fontana, CA 92337

909-355-1400

Sec. Roy Ramsey

Longmont Blind Bowlers

1021 2nd St. Unit B, Novato, CA 94945

415-893-9457

Sec. Harry Cordellos

Modesto Blind Bowlers

1535 Bronson Ave., Modesto, CA 95350

209-522-1450

Sec. Michael Johnson

American Youth Soccer Organization: VIP Program
www.ayso.org/special_programs/vip.aspx

Margie Close
National Special Programs Administrator
800-872-2976 Ext. 5472 Fax: **310-643-5310**
vip@ayso.org

AYSO provides leagues for disabled children and adults, including those who are visually impaired and blind. The VIP Program has been structured to integrate our players into the rest of AYSO by providing a soccer season, and in some cases, using "buddies" – able bodied helpers – to assist players who need assistance, both on and off the field.

Contact Margie Close for VIP packet information.

Blind Judo Foundation

2205 Bridgepointe Parkway Suite 213
San Mateo, CA 94404
415-336-2355
www.supportblindjudo.com

Coach Willie Cahill **650-589-0724**
Ron C. Peck, MBA **roncpeck@earthlink.net**

Bay Area Outreach and Recreation Program–BORP

2332 5th St., Berkeley, CA 94710
510-849-4663 Fax: **510-849-4616**
info@borp.org

Goal ball as well as other recreational activities.
Moving to the Ed Roberts Campus in Berkeley.

California Association of Blind Athletes

www.cablindathletes.net/
1714 Franklin Street, Suite 100 Box 209
Oakland, CA 94612
Contact person: Jesse Lorenz **510-444-3652**

California chapter of the United States Association of Blind Athletes.

Challenger Baseball
<http://www.LittleLeague.org>

Samuel D. Ranck, Director of Challenger Baseball
539 US Route 15 Hwy.
P.O. Box 3485, Williamsport, PA 17701-0485
570-326-1921 Ext. 254 Fax: **570-326-1074**
sranck@LittleLeague.org

Little League baseball and softball has over 150 Challenger Divisions in the state of California, which provide teams for children who have all kinds of disabilities. Contact Sam Ranck to find or start a division near you.

Challenged Athletes Foundation

<http://www.challengedathletes.org/>
P.O. Box 910769, San Diego, CA 92191
858-866-0959 Fax: **858-866-0958**
caf@challengedathletes.org

Walking and biking races and events

Goalball at BORP

www.borp.org/programs/Goalball.php
600 Bancroft Way, Berkeley, CA 94710
510-849-4663

Moving to Ed Roberts Campus in Berkeley, CA.

Golf from Disabled Sports U.S.A. Far West

www.dsusafw.org
P.O. Box 9780, Truckee, CA 96162
530-581-4161 Fax: **530-581-3127**
info@dsusafw.org

Instruction is open to anyone with any disability and whether you are an absolute beginner or a seasoned veteran, you'll find a place at our golf clinics taught by PGA and LPGA golf professionals at several locations in northern California.

Chris Clark can answer all your specific questions. His phone number is **(916) 764-2423** or you can contact him by email at **cb1@vzw.blackberry.net**

National Beep Ball Association**www.nbba.org**

3444 Limerick Lane NE, Rochester, MN 55906

507-208-8383**secretary@nbba.org**

Stockton and Sacramento area teams.

Special Olympics Northern California**925-944-8801****www.sonc.org****donnar@sonc.org**

Athletic training and competition giving people who have developmental disabilities the chance to demonstrate to the world all they are capable of achieving.

U.S. Association of Blind Athletes

33 N. Institute St., Colorado Springs, CO 80903

719-630-0422Fax: **719-630-0616****http://usba.org**

West Coast Blind Sports Association
(chapter of USABA)

P.O. Box 872575, Vancouver, WA 98687

360-226-7442**Kandi@wcbsa.org**

Community Based Organization of the United States Olympic Committee enhances the lives of blind and visually impaired people by providing the opportunity for participation in sports and physical activity.

PHYSICAL ACTIVITIES**BICYCLING****Bay Area Outreach and Recreation Program – BORP****www.borp.org**

(See previous listing)

Provides a variety of outdoor activities and events; tandem riding.

Blind Stokers Club**http://blindstokersclub.org**

San Diego, CA

director@blindstokersclub.org

Help blind and visually impaired people anywhere to find a nearby experienced tandem captain who has expressed interest in partnering. Just register on their website (works with JAWS).

Bicycling Blind**http://bicyclingblind.org/about****818-719-0238****info@bicyclingblind.org**

Provides a place in cyberspace for sighted and blind cyclists to connect with one another. When you sign up and create your profile, you'll answer questions to let prospective partners know what type of riding interests you: pleasure or social riding, fitness training, racing, and/or cycling events. Links to tandem bicycling clubs in Orange County, Palo Alto, Modesto and San Diego, as well as in other states.

Challenged Athletes Foundation**http://www.challengedathletes.org/**

P.O. Box 910769, San Diego, CA 92191

858-866-0959Fax: **858-866-0958****caf@challengedathletes.org**

Walking and biking races and events

Disabled Sports U.S.A. Far West**www.dsusafw.org**

P.O. Box 9780, Truckee, CA 96162

530-581-4161Fax: **530-581-3127****info@dsusafw.org**

Offers cycling as well as many other sports for people who are disabled. To make a reservation for any Disabled Sports Cycling Event please call our Reservations desk **530-581-4161** or email **reservations@disabledsports.net**.

Tandem Time

Coordinated through Orange County Wheelmen

http://www.tandemtime.org/default.**asp?page=1tandemtime@ocw.org****Yosemite Tandem Bike Riding**

Yosemite National Park, California

209-372-8319**yose_accessibility@nps.gov****http://www.nps.gov/yose/planyourvisit/upload/access.pdf**

Bicycles can be rented seasonally at Yosemite Lodge and Curry Village rental stands. A tandem bicycle (for visitors with sight and other impairments) and a hand-cranked bicycle are available. Reservations suggested; call **209-372-8319**. Check Yosemite Guide for hours of operation.

CLIMBING

Bay Area Climbers

www.bayareaclimbers.com/gyms.html

Listings of climbing gyms throughout California for indoor rock climbing. Not specifically made for people who are blind or visually impaired, but easily accessible.

DANCE

AXIS Dance Company

www.axisdance.org

Judith Smith

1428 Alice St. #201, Oakland, California 94612

510-625-0110 judy@axisdance.org

On Stage Dance Center

www.onstagedance.com

12912 Paramount Blvd., Downey, CA 90242

562-869-5001

10900 Los Alamitos Blvd. Suite 145

Los Alamitos, CA 90720

562-869-5001

Creative Movement class welcomes blind and visually impaired students.

FISHING

Fishing

<http://www.dfg.ca.gov/licensing/fishing/sportfishingfreereduced.html>

California Department of Fish and Game

3211 S Street, Sacramento, CA 95816

916-227-2271

Free fishing licenses for people who are legally blind.

HORSEBACK RIDING

Back Bay Therapeutic Riding Club, Inc.

20262 Cypress St., Newport Beach, CA 92660

949-474-7329 backbayridingclub@yahoo.com

Providing an avenue to improve the bodies, minds and spirits of children, youth and adults with physical and or developmental disabilities, through therapeutic horseback riding lessons and other unique activities.

Bay Area Equestrian Network

www.bayquest.com/business/showBusi_65.htm

Provides a list of equestrian therapy providers for the state of California. None of them specifically address visual impairment, but all of them work with children and youth who are disabled in some way.

Horses in California, Inc.

22-22nd Avenue, San Francisco, CA 94121

415-221-9438

Fax: 415-221-2581

www.horsesinca.com

horsesinca@aol.com

The "Brady Program" helps disabled and disadvantaged youths in the San Francisco Bay Area by offering horseman ship and horseback riding lessons as a physical or social therapy alternative.

National Center for Equine Facilitated Therapy

880 Runnymede Road, Woodside, CA 94062

650-851-2271

Fax: 650-851-3480

www.nceft.org

info@nceft.org

Providing equine-assisted therapy and equine-assisted activities and promoting research and education in the field of hippotherapy.

Therapeutic Horseback Riding

in the Los Angeles & Surrounding Areas

www.socalequine.com/health_care/therapeutic_riders_la.htm

List of 34 therapeutic riding centers in So. California

KAYAKING

Environmental Traveling Companions

Fort Mason Center

Landmark Bldg. C, San Francisco CA 94123

415-474-7662

Fax: 415-474-3919

info@etctrips.org

Provides white water rafting, sea kayaking and skiing for people who have a variety of disabilities. Group trips can be arranged.

Ride-A-Wave**www.rideawave.org**

P.O. Box 7606

Santa Cruz, CA 95061

831-239-3672**info@rideawave.org**

Provides children and youth the chance to feel the thrill of riding a wave and experiencing a safe, fun-filled day at the beach, whether they are physically, developmentally or economically challenged.

Kayaking, boogie-boarding, tandem surfing as well as safety lessons.

Wilderness Inquiry**www.wildernessinquiry.org/**

808 14th Ave. SE

Minneapolis, MN 55414-1516

612-676-9400**800-728-0719**Fax: **612-676-9401** **info@wildernessinquiry.org**

Wilderness trips all over the world that include participants with a variety of disabilities, including visual impairment and blindness. Sea kayaking trips available in North America and internationally.

MARTIAL ARTS and SELF-DEFENSE**Academy of Taekwondo****www.academyoftkd.com/**

988 Oak St. (at Scott St.)

San Francisco, CA 94117

415-864-4827**jjdokwantkd@sbcglobal.net**

Head instructor Bill Dewart provides self-defense classes for people who are blind and visually impaired as well as martial arts training.

Blind Judo Foundation

2205 Bridgepointe Parkway Suite 213

San Mateo, CA 94404

415-336-2355**www.supportblindjudo.com**

Coach Willie Cahill

Ron C. Peck, MBA

650-589-0724**roncpeck@earthlink.net****KidPower****www.kidpower.org/**

Central Office

Kidpower Teenpower Fullpower

P.O. Box 1212, Santa Cruz, CA 95061

FAX: **(0) 1 (831) 426-4480**

East Bay Office

P.O. Box 2163, Castro Valley, CA 94546

eastbay@kidpower.org

Los Angeles Office

P.O. Box 3586, Granada Hills, CA 91344

Contact: Janice Flynn, Instructor/Board Member

losangeles@kidpower.org

North Bay Office

Sebastopol, CA 95473

Contact: Steve Sassone, Program Coordinator

sonoma@kidpower.org

Peninsula Office

1618 Sullivan Ave. #311

Daly City, CA 94015

Contact: Antonie Del Bonta, Workshop Coordinator

1-800-467-6997 Ext. 5# peninsula@kidpower.org

San Francisco Office

1706 Church Street, #1115

San Francisco, CA 94131

Contact: Beth McGreevy, Program Coordinator

sanfrancisco@kidpower.org

South Bay/Silicon Valley Office

2741 Middlefield Rd., Suite 101

Palo Alto, CA 94303

Contact: Natalia Gabrea, Program Coordinator

southbay@kidpower.org

Provides self-protection training for children, youth and adults who have various disabilities. Experienced with students who are blind or visually impaired. They make adaptations for how different people's bodies and minds work, focusing on what they can do, rather than what they cannot not. We teach the full spectrum of People Safety skills.

Lighthouse for the Blind and Visually Impaired

214 Van Ness Ave.
San Francisco, CA 94102
415-431-1481
info@lighthouse-sf.org

Fax: **415-863-7568**

Offers self-defense classes occasionally.

OUTINGS

Project Insight – Programs for Individuals Who Are Deaf or Visually Impaired

www.projectinsight.org
501 Stanyan St.
San Francisco, CA 94117-1898
415-242-5200
contactpi@sfgov.org

Fax: **415-242-5600**

Programs run in collaboration with the Lighthouse for the Blind in San Francisco. The youth program has weekly Saturday outings, special events, and summer adventure programs. The seniors' activities include monthly outings and a weekly gardening program.

SAILING

Adaptive Sailing Program – Treasure Island Sailing Center

www.tisailing.org
698 1st Street, Bldg #112
San Francisco, CA 94130
415-421-2225
adaptivesailing@tisailing.org

Fax: **415-421-2208**

Bay Area Association of Disabled Sailors

www.baads.org
Pier 40, The Embarcadero
San Francisco, CA 94107
Sail Mail at **415-281-0212**
boardmembers@baads.org

Teaches sailing, cruising, racing, and develops engineering designs for adaptive equipment to benefit people with diverse abilities.

SCUBA DIVING

Handicapped Scuba Association

www.hsascuba.com
Jim & Pat Gatacre
1104 El Prado
San Clemente, CA 92672-4637
949-498-4540
hsa@hsascuba.com

Fax: **949-498-6128**

Training for divers and diving buddies who have a variety of disabilities, trips for scuba diving, online help for divers who are disabled to find buddies to dive with.

SNOW SKIING

Disabled Sports U.S.A. Far West

(See previous listing)

Skiing and snowboarding lessons for people who have a variety of disabilities at Alpine Meadows Resort and Northstar-at-Tahoe Resort. Scholarships are available through the Katherine Hayes Rodriguez Scholarship Fund.

Discovery Blind Sports Contacts

P.O. Box 248
Kirkwood, CA 95646
209-258-2233
www.discoveryblindsports.org

Jeff Dean: Program Coordinator/Skier Logistics
discoveryblindsports@yahoo.com 775-742-5811

Traci Rofidal, Casey Landrum: Group Coordinators
209-295-8415 or 925-698-6367
dbsguide4u@hotmail.com vikpurp@yahoo.com

Environmental Traveling Companions

(See previous listing)

Provides white water rafting, sea kayaking and skiing for people who have a variety of disabilities. Group trips can be arranged.

Heavenly Mountain Ski Resort

Lake Tahoe, CA

<http://www.skiheavenly.com/ski-and-ride-school/adaptive-ski-programs.aspx>

Ski Schools of Heavenly-Adaptive Alpine Skiing

800-432-8365 make reservations 48 hours in advance**775-586-7000** for information during the off-season**Sierra Regional Ski For Light****www.srsfl.org**

10435 Royal Crest

Truckee, CA 96161

Bruce Johnson, President

916-858-8020**ahoyskpr@aol.com**

Cross-country skiing for people who are blind or visually impaired.

Wilderness Inquiry

(See previous listing)

Wilderness trips all over the world that include participants with a variety of disabilities, including visual impairment and blindness. Ski and dogsled trips available in North America.

SURFING**Ride-A-Wave**

(See previous listing)

WATER SKIING**American Blind Skiers, Inc.**

2325 Wilshire Blvd.

Santa Monica, CA 90403

213-828-5514

Water skiing in Santa Monica

Disabled Sports U.S.A. Far West

(See previous listing)

Beginner and advanced skiers enjoy one-on-one instruction from experienced adaptive water ski instructors and trained volunteers at Pleasant Oak Lake and Locust Lakes.

WHITE WATER RAFTING**Disabled Sports U.S.A. Far West**

(See previous listing)

Provides people with disabilities the opportunity to safely whitewater raft down the South Fork of the American River, California's most popular commercially rafted river. Questions about adaptive whitewater rafting for people with disabilities? Please call Michael Hunter, Program Coordinator at **530-581-4161x208** or **michael@disabledsports.net**.

Environmental Traveling Companions

(See previous listing)

Provides white water rafting, sea kayaking and skiing for people who have a variety of disabilities. Group trips can be arranged.

Wilderness Inquiry

(See previous listing)

Wilderness trips all over the world that include participants with a variety of disabilities, including visual impairment and blindness. White water rafting trips available in North America.

YOGA**Bay Area Outreach and Recreation Program – BORP**

(See previous listing)

Yoga and pilates as well as other activities. Moving to Ed Roberts Campus in Berkeley.

Lighthouse for the Blind and Visually Impaired

(See previous listing)

Offers yoga classes at various levels.

Yoga Center of Marin**www.yogacenterofmarin.com**

518 A Tamalpais Dr.

Corte Madera, CA

415-927-1850**info@yogacenterofmarin.com**

Suzanne Kanner, one of the founders, does yoga classes at Guide Dogs.

Parent to Parent Connection

PARENT TO PARENT CONNECTION FOR PARENTS OF CHILDREN AGE BIRTH TO 6

TELEPHONE EDUCATION SERIES SEPTEMBER 2010 – JUNE 2011

Dr. Bill Takeshita, Director of Optometric Services and Pediatric Coordinator for the Center for the Partially Sighted and Consulting Director of Low Vision Training for Braille Institute, is partnering with Braille Institute Child Development Services for an informative monthly Telephone Education Series.

Join us on the second Tuesday of each month from 7:30 to 8:30 p.m.

SAVE THE DATE FOR THESE UPCOMING SESSIONS:

September 14: Eye Patching: Why? When? and How?

October 12: The Importance of Wearing Glasses and Strategies to Help Your Child Wear Them

November 9: Why Do Children Eye Press?...and What to Do

December 14: An Overview of Strabismus and Amblyopia

January 11: An Introduction to Neurological Vision Impairment

February 8: Retinal Conditions

March 8: Planning for Your Child's Eye Exam

April 12: An Overview of Retinopathy of Prematurity

May 10: An Overview of Optic Nerve Hypoplasia

June 14: Adapting Your Child's Environment to Maximize Vision Development

Here's how to join the call: Dial 1-888-247-8947

When the operator asks for a participant passcode, use **460500**.

The operator will then connect you to our call.

Special Article

ELEANOR PLEVIN
90 YEARS OLD AND STILL BRAILLING STRONG
Submitted by Linda McGovern

Elly's braille life started in Northern California in 1965 and continues to this day as a volunteer transcriber for Beach Cities Braille Guild in Huntington Beach.

Elly was a music major at Hunter College in New York, with a minor in both French and Literature. Graduating in 1940, she faced a hard time finding a job, so wound up going to Secretarial School. She worked as a secretary, met her husband Bob in 1941, and then became a stay-at-home mother when her children were born.

After a few moves with Bob and family, Elly was living outside of San Jose and saw an article in the newspaper about learning braille. Her father had had glaucoma, so the article sparked her interest. She took classes from Sylvia Cassel, graduating in 1965, using the slate and stylus, which was also what she used for her certification manuscript. She did some braille work after graduation, but it wasn't until the family's move to Irvine in 1975 that she became more involved. She joined a group in Santa Ana that was doing children's books that were sent to Mexico.

Once more an article in a newspaper led her to her next 35 years of braille experience. The article featured Norma Schecter, who had founded a braille transcribing group in Huntington Beach in 1976, and was looking for volunteers. Elly called Norma and the rest is history.

Beach Cities moved from the Perkins brailier to using the MB2 program for quite a few years, but it was Elly who was the impetus for us going to the Edit PC program, after learning about it from Bob Stepp at a CTEVH conference in 1998. We were all reluctant to change, but our "elder statesman" was so enthusiastic about what the program could do that we went along. Now we are all using Braille 2000. Elly is NOT afraid of new things!

Elly has always worked as a volunteer transcriber, and is a long-time member of CTEBVI. She has transcribed all levels of literary books, as well as textbooks in literature, history, science, foreign language, and just about anything she has been asked to do. She wants all to know that braille has been the saving grace during many dark periods in her life.

We at Beach Cities are so proud of all Elly has contributed and continues to contribute to the braille world. She never says no to an assignment, and while she has slowed down somewhat physically (is right now awaiting a new hip that will come in September), when she gets a project to do she works non-stop and finishes in record time. Elly is a joy to know, and we wish her many more happy, healthy and productive years.

Featured Articles

PUTTING IPAD APPS TO THE TEST

by Maurie Hill

June 25, 2010



It's been two months since I received an iPad as a gift, and I'm starting to feel comfortable using it on a day-to-day basis. I've already discussed the accessibility features of the iPad (<http://www.aisquared.com/blog/2010/06/ipad-accessibility/>), but it I thought it would be helpful to give you an idea of what it's like using an iPad as a visually impaired person.

Calendar Even with a jumbo calendar nailed to my kitchen door, it's been tough to keep up to date, what with appointments always changing and the lack of space per day when you use a thick black marker. The iPad Calendar has absolutely helped me gain control of my chaotic life so I can be at the right place at the right time with all the right stuff.

Photos and Videos Photos and videos are a pleasure to look at on my iPad. I took a Flip video of my daughter singing "Party in the USA" and transferred it to the iPad. While out to lunch I shared it with my visually impaired sister, and used **Zoom** to see my daughter's face more clearly.

Email Using the iPad to listen to emails when I'm not at home works for me. I can write an email using the iPad's onscreen keyboard. **VoiceOver** echoes the characters to me so I can be sure to type the correct letters.

Safari I was reluctant to browse the web on the iPad because I'm not used to using such a small screen with only speech and no magnification. It would be cumbersome to browse the Internet at 5-times magnification on the iPad, so I knew I would need to rely on **VoiceOver**. But I forced myself to try, and I was pleasantly surprised. I now read the local newspaper while on my patio.

Contacts Reading my old, hand-written address book is impossible for me. All my contacts were transferred to the iPad and are accessible from several apps.

Maps I pride myself in being a good navigator, and a bit of a map-a-holic. Before a trip, I download a map and directions. During the trip, I use **VoiceOver** to read the directions, and use **Zoom** when I want to look at a particular intersection.

GoToMeeting With this free app, I can attend a company meeting no matter where I am. I can see and hear everything right on my iPad. I use **Zoom** to magnify the slide presentation, which works better than sitting in a hot stuffy room where I can't see the slide presentation anyways.

iBooks This app is also free from the iTunes store and allows you to read and buy books. The largest font size is about ¼-inch high. If I turn on **White on Black**, I can decipher the text, but not easily. **VoiceOver** can continuously read the book, but unlike the Kindle and Nook, the text cannot be comfortably read outdoors on the iPad's screen.

Dragon Dictation With Nuance's Dragon Dictation app, you can speak aloud and the spoken text appears on screen. It's quite accurate, but the app itself is not very accessible. For instance, **VoiceOver** will not read the spoken text unless it is placed in an email, and the buttons within the app are not labeled correctly for **VoiceOver**.

But remember, I am lucky enough to see the screen somewhat – when one of the iPad Accessibility features has shortcomings, I can switch to the other. For two months I have been using the iPad and learning as I go. Each app has its own benefits, and some are more visually impaired friendly than others. But with the accessibility push in society today, I'm hoping we'll see more accessible apps showing up in the iTunes store soon.



TRAVIS AIR FORCE BASE EMPLOYS PEOPLE WHO ARE BLIND

Earlier this year, Travis was chosen by the Air Force to be the site of a consolidated Call Center that will serve 12 air bases by the end of the year. When Travis began to plan for that mission it worked with the National Industries for the Blind (NIB) and local agencies to consider staffing with the blind. A partnership was already underway at a Travis supply store with NIB through the AbilityOne program, so it was suggested that more blind staff could work at the Call Center, which is a 24/7, 365-day operation.

NIB has been providing manpower and products for the U.S. government since before World War II. Together with other agencies, NIB now provides rehabilitative services to more than 148,000 people who are blind, and over \$60 million in salaries to more than 5,000 blind employees in 44 states.

Ever since spring, NIB and other agencies have been recruiting blind employees. They are able to take the calls and route them to the proper destination with the help of specialized computer software called JAWS (Job Access With Speech). Because unemployment among people who are blind hovers in the 70 percent area, it's a win-win situation when they can get jobs.

"This is my way to be able to serve my country," said Rick Agman, who was among the first blind staffers to relocate to Travis, which will field about 360,000 calls per year. "I enjoy helping people."



Foreign Language Specialist Committee

MEMBERS OF THE FOREIGN LANGUAGE SPECIALIST COMMITTEE

This issue of the JOURNAL starts with the emergence of the new Foreign Language Specialist Committee. I am the chair – some would call me a retread, having had this position before. The two new members introduce themselves below. It will be our pleasure to start giving you information from the newly revised Foreign Language Manual which is now under review by BANA prior to adoption.

Saralyn's article opens this season later in this JOURNAL. Christy will be with us in the following JOURNAL.

Ann Kelt
akelt@juno.com

* * * * *

Saralyn Borboa was first introduced to braille while working as an Instructional Aide for physically handicapped teenagers. She sat in on the braille lessons given to one of her students and says that braille bug bit her hard and changed her life.

She's been Literary certified since 2004, transcribing and proofreading both literary and foreign language texts for elementary through post secondary students, mainly through Alternate Text Production Center (ATPC). She has been the braille instructor for ATPC at the Ironwood State Prison for just over 2 ½ years, where she works with a group of 21 very dedicated individuals. She has presented at ATPC's annual workshops, and taught a transcribers class for the Ventura Transcribers Association via internet. She has recently joined the NBA Literary and Foreign Language committees as well as the CTEBVI Foreign Language Committee, and says she is looking forward to all the new challenges that these positions hold. smac61@att.net

Christy Cutting came to braille transcribing in 1994 after a brief period of volunteering to teach adults to read. She found the connection to literacy compelling. She participated in the instruction program offered by Contra Costa Braille Transcribers and became certified in Literary Braille in 1995. In 2002 Christy received her certification as Transcriber of Mathematics Braille. Christy is a life member of CTEBVI and NBA. She has taken many opportunities over the years to refresh and upgrade her skills through workshops and conferences offered by both these and other organizations. christy.braille@cox.net

Helpful Hint:

Are your foreign language readers using time and patience looking for the special symbols page frequently?

I have been transcribing several Portuguese instruction books for a client. That language has 19 accented letters which she has to learn. One day she was remarking on the fact that she was continually having to turn to the braille special symbols page. On a whim I asked if it would be easier for her if I put the symbols list on the outside of the front cover.

I used the clear plastic sticky-back tractor-feed sheets. We tried it once, and she was so pleased that I now include this list on every volume.

Ann Kelt

Foreign Language

Saralyn Borboa, CTEBVI Foreign Language Specialist

FOREIGN LANGUAGE AND BRAILLE 2000

Transcribing a foreign language textbook can be a challenging task. When English and a Foreign Language is interspersed throughout the text, it can become an even bigger challenge. Knowing how to use some simple techniques in Braille 2000 (B2K) can make working with a text like this, a bit less daunting.

There are a couple of options for bringing your text into B2K.

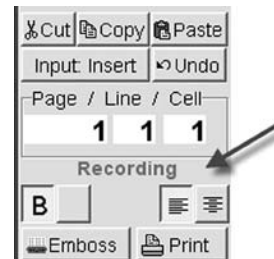
- Option 1: Bring your text into B2K, a section at a time, changing your Language settings each time the language changes -- NOT an effective or time efficient choice.
- Option 2: Bring all the text in as Contracted English and retranslate sections into Foreign Language – Also NOT recommended. (Attempting to change a dot 4/letter combination into the correct accented foreign language symbol doesn't work well).
- Option 3 -- the absolute easiest: Bring all your text into B2K as Foreign text. Then retranslate necessary portions of text back to Contracted English, using speedbraille keys.

SpeedBraille Keys

Before you start processing your document, it would be helpful to set up at least three speedbraille keys: Use one to retranslate paragraphs/highlighted text into Contracted English; and two others to change the language that the translation line uses to interpret the braille.

Note:

- The letters used in the keystrokes below are shown as capitals, the actual key strokes should be done as lowercase letters.
- Some of the newer laptops do not have a pause/break key, but you can end a speedbraille recording session by right mouse clicking on the red blinking word "Recording".



Before You Begin Setting Up Your SpeedBraille Keys

1. Open up a new work area.
2. Place your cursor in cell 1 of line 1.
3. Set the Language Translation for the entire file:
 - Right mouse click the Language button on the side menu bar. (See Fig. 1)
 - Select Spanish: North American. (See Fig. 2.)
 - Make sure that the Language button now reads Lang: SpNorth-American. (See Fig. 3)

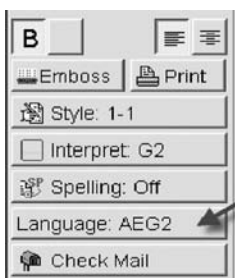


Fig. 1



Fig. 2

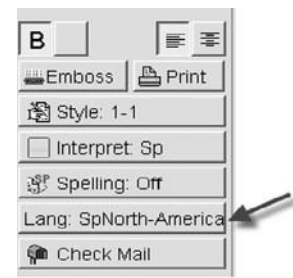


Fig. 3

SpeedBraille Key #1 – Retranslate as Contracted English

This speedbraille key will automatically adjust accordingly:

- If text is highlighted, only highlighted text will be retranslated.
- If nothing is highlighted, the entire paragraph where the cursor appears will be retranslated.

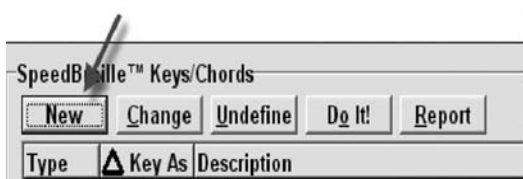
To assign a new speedbraille key:

Step 1: Mouse Click:

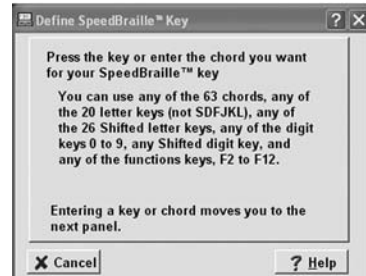
- Menu
- Adjust
- Speedbraille Keys



Step 2: Mouse click the New button.



Step 3: Define a key to be used as your speedbraille key, following the instructions shown.



Step 4: Type in the description: Retranslate to Cont. English (or any description of your choice).

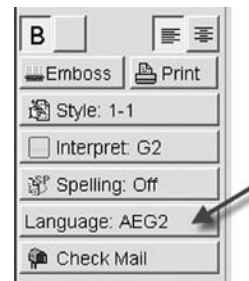


Step 5: Mouse click Next to begin recording your keystrokes.



Step 6: Keystokes:

- Alt** (brings up menu)
- A** (Adjust)
- L** (Language)
- E** (English: American, Contracted)
- Alt, T** (Translate) (Press and hold Alt, while pressing T)
- R** (Retranslate)
- Enter**
- Pause/Break**



Notice that the Language setting on the side bar has now changed back to: Language AEG2.

For the next 2 speedbraille keys it is important to know a couple of things.

- Even though some words on a line are brailled correctly in Spanish and some in English, the translation line will only show one language at a time.
- So ... if you have both Spanish and English on one line you will need to toggle back and forth between languages.
- Using the interpreter settings to toggle between English and your Foreign Language is OK, however, even though the braille may be correct, the alternate language still shows up in red as being misspelled.
- When proofreading your file, switching back and forth between the actual Language settings (showing correct spelling and accented symbols according to each of the different language dictionaries) is really the best way to go.
- When deciding which keys to assign as your Speed Keys, I suggest selecting two keys that are next to each other on the keyboard, making it easy to quickly switch between languages.

SpeedBraille Key #2 – Spanish Translation

Repeat steps 1-5: Changing the key and description as needed

Step 6: Keystrokes:

Alt (brings up menu)

A (Adjust)

L (Language)

S (Spanish: North American) (See Other Foreign Language Options below)

Enter

Pause/Break

Keystrokes for Other Foreign Language Options are:

F French

I Italian

G German

P Portuguese

SpeedBraille Key #3 – English Translation

Repeat steps 1-5: Changing the key and description as needed

Step 6: Keystrokes:

Alt (brings up menu)

A (Adjust)

L (Language)

E (English: American, Contracted)

Enter

Pause/Break

Processing Your Document

1. Open up a new file in B2K. (*Do not import text yet*)
2. Place your cursor in cell 1 of line 1.
3. Set the Language Translation for the entire file. Using SpeedBraille Key #2 above is designed to change only highlighted text or a single paragraph. It's much safer to change the Language Translation for the entire file as listed above under: Before You Begin.
4. Bring your text into B2K as you normally would and you should see uncontracted braille with the proper foreign accented letter symbols.
5. Highlight a portion of text that you wish to retranslate into English and use your new speedbraille key (#1 above).
6. To proofread your work, use speedbraille keys #2 and #3 above, toggling back and forth as necessary.

Good Luck and Happy Brailing!!!

She has a great job at 3M!

⠠⠑⠏⠗⠑ ⠠⠓⠑ ⠠⠗⠁⠑ ⠠⠗⠁⠑ ⠠⠗⠗⠑ ⠠⠗⠗⠑ ⠠⠗⠗⠑ ⠠⠗⠗⠑ ⠠⠗⠗⠑ ⠠⠗⠗⠑ ⠠⠗⠗⠑ ⠠⠗⠗⠑ ⠠⠗⠗⠑ ⠠⠗⠗⠑

The following clarifications regarding rules on transcribing degrees were recommended by the BANA Mathematics Technical Committee and approved by the BANA Board at its April 2010 meeting. This ruling is effective immediately.

Celsius, Fahrenheit, Kelvin

New rule:

Rule VIII §51 English-Letter Indicator with Abbreviations

d. (new section) The English-letter indicator must not be used before a single-letter abbreviation shown with a left superscript or subscript.

Temperature is measured in °C and °F.

⠠⠏⠗⠑ ⠠⠗⠗⠑

The following website also has .brf files available for downloading:

<http://www.brailleauthority.org/nemethupdates2010/index.html>

Braille Mathematics

Mary Denault, CTEBVI Mathematics Specialist

NEMETH REVIEW

Simple Fraction Indicators

- **Simple Fractions:** When writing simple fractions, be sure to use the opening and closing fraction indicators.
- Be sure that the number sign isn't used instead of the opening fraction indicator.
- The opening fraction indicator precedes the numerator (top of fraction), the closing fraction indicator follows the denominator (bottom of fraction).

⠠⠠ Opening Fraction Indicator (dots 1456)

⠠⠠ Closing Fraction Indicator (dots 3456)

⠠⠠ Horizontal Simple Fraction Line (dots 34)

$$\frac{0}{7}$$

$$\frac{2}{12}$$

⠠⠠⠠⠠⠠⠠

⠠⠠⠠⠠⠠⠠⠠⠠

Mixed Number Indicators

- A mixed number is an expression which begins with a numeral and is followed by a simple fraction whose numerator and denominator are both numerals.
- An expression is not a mixed number if it contains any letter, even if the expression is in the same form as a mixed number.

⠠⠠⠠ Opening Indicator (dots 456, 1456)

⠠⠠⠠ Closing Indicator (dots 456, 3456)

⠠⠠ Fraction Line (dots 34)

$$10\frac{3}{4}$$

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Decimal Point

The decimal point is made up of dots (46) ⠠⠠

4.75

68.462

⠠⠠⠠⠠⠠⠠

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Signs of Operation

- There are not any spaces between numbers and signs of operation.

$$2 \times 4 = 4 \times 2$$

$$6 \cdot x = 42$$

26. $10 \div 5 = \underline{\quad}$

37. $7 \overline{)49}$

Signs of Comparison

A space is required before and after signs of comparison. The numeric indicator is repeated after the comparison sign.

37. $6 = x + 9$

Superscripts and Subscripts

- The normal level of writing is called the baseline.
- When a number or letter is elevated it is called a superscript.
- When a number or letter is lowered it is called a subscript.
- The baseline indicator is used to put the level of writing back to the normal level. The indicator is not used when there is a space or punctuation indicator following the superscript or subscript.

Indicators

⠠ Baseline (dot 5)

⠠ Superscript (dots 45)

⠠ Subscript (dots 56)

$$x^2 = 64$$

$$\frac{36xy}{16x^2}$$

$$10_8$$

NEMETH REFERENCE SHEET

Nemeth Numbers

⠠⠠⠠	⠠⠠⠠	⠠⠠⠠	⠠⠠⠠	⠠⠠⠠	⠠⠠⠠	⠠⠠⠠	⠠⠠⠠	⠠⠠⠠	⠠⠠⠠
0	1	2	3	4	5	6	7	8	9

Level Indicators

- ⠠ Baseline (dot 5)
- ⠡ Superscript (dots 45)
- ⠢ Subscript (dots 56)

Simple Fraction Indicators

- ⠠ Opening Fraction Indicator (dots 1456)
- ⠡ Closing Fraction Indicator (dots 3456)
- ⠢ Horizontal Simple Fraction Line (dots 34)

Mixed Number Indicators

- ⠠ Opening Indicator (dots 456, 1456)
- ⠡ Closing Indicator (dots 456, 3456)
- ⠢ Fraction Line (dots 34)

Signs of Operation

- ⠠ Plus (dots 346)
- ⠡ Minus (dots 36)
- ⠢ Multiplication cross (dots 4, 16)
- ⠣ Multiplication dot (dots 16)
- ⠤ Divided by (dots 46, 34)
- ⠥ Curved division symbol (dots 135)

Signs of Comparison

- ⠠ Equals (dots 46, 13)
- ⠡ Greater than (dots 46, 2)
- ⠢ Less than (dots 5, 13)
- ⠣ Proportion (as) (dots 56, 23)
- ⠤ Ratio (is to) (dots 5, 2)

Infant/Preschool

Beth Moore and Sue Parker-Strafaci, CTEBVI Infant/Preschool Specialists

STORY BOXES: A TREASURE HUNT FOR LITERACY

We have all experienced the moment during circle time or simply when reading to a child that we ask ourselves "Does this story make sense?" The importance of recognizing the main concept in a book is an important aspect of recall, but perhaps the most critical importance is the joy of recognizing how familiar concepts and ideas come together to create a story that holds our interest. This is how we all learned to love to read!

Concept development for a young child who is blind or visually impaired requires tactile, auditory, and a reference to the child's own experience. A story about a trip to grocery store is meaningless, if the child has never experienced a visit to a grocery store and shopped for oranges. A story about the beach may not be at all interesting to a child who has never touched sand.

One way to offer an "almost" real experience is to incorporate the actual items into the story telling experience. We can all imagine the value of feeling the actual dimensions of a train when reading the "Thomas the Train" series, but finding an actual train at the exact moment can be tricky! Choosing stories that reveal the concepts of the story more handily can be one way to approach this dilemma. A classic, "The Hungry Caterpillar," by Eric Carle lends itself beautifully. One can only hope that strawberries, and pears will be in season, but with a bit of a search, one can always find a piece of chocolate cake, Swiss cheese, a pickle, salami, a lollipop, cherry pie, a sausage, one cupcake, an ice cream cone, a slice of watermelon, and finally "one nice, green leaf." The cocoon may pose a bit of a challenge, but with some adaptation a lifelike cocoon can be made from garlic skin or another flaky yet smooth substance. This is really where the actual fun begins! How do we connect with young children, and take a moment to experience a moment in their shoes?

Creating "Story Boxes" that house the treasures that explain the concepts in a favorite story may contribute to launching a child on the road to literacy long before they can recognize their first letter. These treasure hunts for "concept tools" may actually be the first connection that child may have to dictating or describing their first story to a parent or teacher. As that child's literacy skills grow, these first experiences may lay the foundation for further growth and exploration. Who knows, maybe even our next Pulitzer Prize winning author!

For additional information on creating "Story Boxes" try visiting these websites, and happy treasure hunting!

<http://tsbvi.edu/Education/vmi/box.htm>

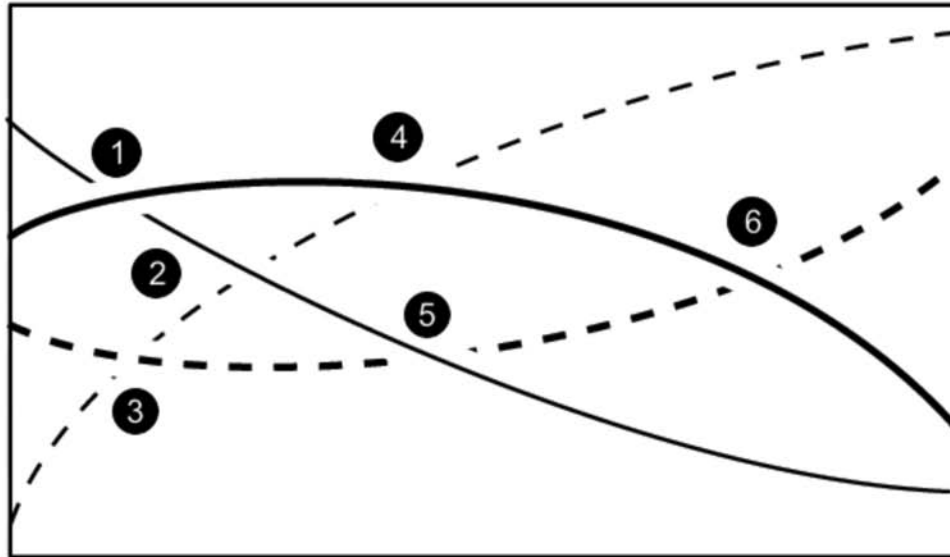
<http://www.unr.edu/educ/ndsip/tipsheets/storyboxes.pdf>

Computer-Generated Tactile Graphics

Jim Barker, CTEBVI Computer-Generated Tactile Specialist

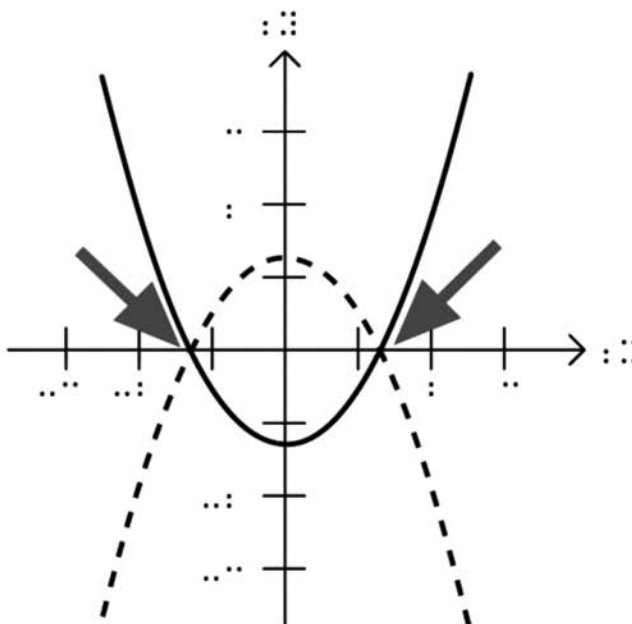
Line Priorities

Priority for Intersecting Lines



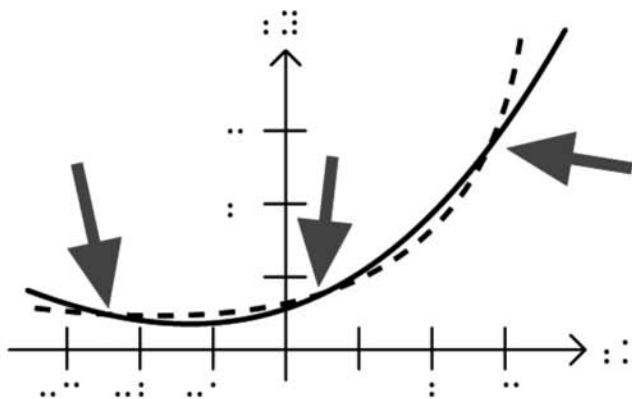
1. Thicker width line has priority over thinner width line
2. Solid line has priority over dashed line
3. Thicker width line has priority over thinner width line
4. Solid line has priority over dashed line
5. Solid line has priority over dashed line
6. Solid line has priority over dashed line

Intersecting Lines of Equal Importance



Lines of equal importance. No white space at intersection.

Lines Intersecting at Small Angle



Intersecting angle too tight for white space. Too much dashed line would be lost.

Textbook Formats

Jayma Hawkins, CTEBVI Textbook Formats Specialist

PROOFREADING

Proofreading, or the lack thereof, seems to be an ongoing issue throughout the braille community. As an accessible media editor for the American Printing House for the Blind, I see the finished braille product of many textbook subjects that have been transcribed by numerous professionals nationwide. Transcribers are always pressured to meet deadlines and these deadlines determine whether a student will be sitting in a classroom with or without a book. Somewhere throughout the transcription process due to the fast pace of life the transcriber gets behind schedule and may decide to skip the proofreading step of the project. Will it be noticed? ABSOLUTELY!

According to Webster's *New World College Dictionary Fourth Edition* the definition of proofreading is as follows: "To read and mark corrections on." This seems to be a short and sweet definition for a word that takes on quite a responsibility when working with a braille project that will be passed along to a student who depends on this product to progress through the subject at hand.

Let me suggest some proofreading tips to keep in mind. Develop a checklist of things to do in order to protect the integrity of your work.

1. Read the specifications of the agency for whom you are doing the transcription before the proofreading process to ensure you have honored their requirements and agency decisions.
2. Do not proofread your own work. Use someone whose skills you trust to do your proofreading while you hold copy (follow along with the print copy of the document).
3. While proofreading, remember to check the headings and page numbers. Incorporate the graphics as part of your proofreading process.
4. Make sure that volumes are ended at a logical place within the text. In the perfect world volumes will end after chapters or units. But this is not always the case, so end at a logical point where the student can pick up where they left off with the last volume.
5. Check the ending page number of the previous volume to ensure that the next volume starts on the following page. Periodically a page is missed in between volumes.
6. If more than one transcriber is working on a project communicate with one another so that the text will be transcribed uniformly from volume to volume. This creates a smooth flow for the student and he/she will be able to navigate through the text with no problem.
7. Proofread the preliminary pages! Believe it or not most mistakes are made in the preliminary sections of text.
8. Check the file extensions and document settings for each volume.
9. Get up and walk away from the text regularly with your proofreader. Stretch! Take a walk! Let your eyes rest. When you return you will be surprised at how refreshed you feel!
10. Proofread! Proofread! Proofread!

Proofreading is a critical part of transcription process. It makes no difference if you have transcribed for 40 years or six months. The same amount of proofreading needs to be done with each new project.

Music in Education

Richard Taesch, CTEBVI Music Specialist

Special Features in this Issue:

- Teaching bar-over-bar reading – more duets and some new ideas
- Workshop 2008 series conclusion –
The state of music education for the blind child

As student and teacher progress beyond the short pieces that we looked at in prior issues, we begin to feel confident that longer projects can now be studied. Review the teaching steps that were suggested earlier in this series then apply them to this new duet. Here we continue to work with the familiar “A” five-finger position used for our invention and canon in last issue. This little venture takes us to a new place, that of a subtle dabbling in the world of transposition.

The first duet, *Miniature Duet*, is in a basic “A” five-finger position, and in the key of A natural minor; in the second presentation, we simply raise the note C to a C-sharp, thereby transposing the music to the key of A Major. Be reminded that, even though these musical concepts are familiar to you the music instructor, a blind student may be approaching them for the first time in reading piano music. Having learned the part in the first duet, the simple addition of a braille sharp sign will create another teaching opportunity for you, but with a familiar piece. The challenge of bar-over-bar format, and combining of hands in measure 7, will already be confronted.

Note that measures 2 & 8 (left hand) offer a review of the second octave mark, dots 45.

MINIATURE DUET

Duet Part I (student or teacher)



Hands together

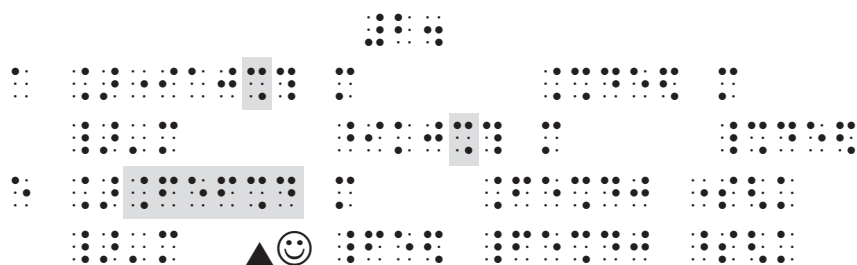
The second part of the duet that follows presents no signs or problems that the student has not yet studied. As such, the parts can easily be interchanged between student and teacher, creating a very good concentration project with respect to rhythmical imitation; in other words, use this opportunity to teach a student how to make an accurate entrance at other than only the beginning of a piece.

Duet Part II

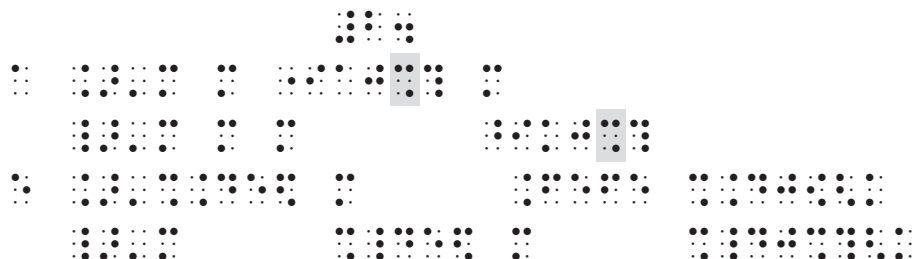
In Project 22, the addition of a sharp C transposes our first piece from the key of “A” minor to the key of “A” Major. Very little is different except for the sharp sign that precedes the C in both print and braille. To accompany this piece with the second part as before, simply add a C-sharp to the C notes. There is one small deviation in 22 from 21a. See if your student can find it.

Hint: Study the right hand part of 21a, and compare it to the transposed 22.

Duet Part I (A Major)



Duet Part II (A Major)



In our next issue, we'll resume with the study of more ensemble work, and other bar-over-bar challenges and antidotes.

* * * * *

THE STATE OF MUSIC IN EDUCATION
A continuing series and report based upon Workshop 2008

At the end of my last episode in this series, I asked readers to consider very carefully the words of Harold Rugg, one of John Dewey's [The father of American Education] disciples:

*"... through the schools of the world we shall disseminate a new conception of government – one that will embrace all of the collective activities of men; one that will postulate the need for scientific control and operation of economic activities in the interests of all people."*¹

Quoted from the book by John Stormer:
"None Dare Call It Treason," Liberty Bell Press 1964, 105

1. Source: *The Leipzig Connection – Paolo Lionni,* Heron Books 1993 –

There is no conclusion or hypothesis offered by this author, only a sober consideration of: Where have we been, where are we going, and who should be trusted to make certain decisions within our educational programs?

"Scientific control and operation of economic activities ...," including commercial interests common to the music and arts industries, seems easy to comprehend. But the value of arts and music for the very quality of a civilization can only be trusted into the hands of the educators who are committed to its potential, and not to its economics. If blind children who once could not read braille are now **READING BRAILLE**, and only because of their teachers' observations of musical perfect pitch facilitating tactile abstraction, who then should be trusted to prioritize scientific control?

Such a concept took a music teacher to discover, not a scientist or an economist, a music teacher whose job will be the first to go when financial budget cuts become imminent. How many remember the book, *"Why Johnny Can't Read"* [Rudolph Fleisch – Harper & Row, 1955]? Could another reason have been that Johnny never had a music lesson?

In conclusion:

I truly believe that shortcomings found within music braille pedagogic education, and those of musical literacy among the blind in general, must lie directly at our own feet. What I am about to share is simply an observation; it is not a judgment, a criticism, nor at all meant to express disapproval. Yet with significant conferences on disabilities, I often wonder why we rarely see music workshops listed under the "Educators" category. Within our own call for conference papers for 2011, there is a fine list of recommended topics for presenters to choose from. As it should be, music transcription is listed under "Transcribers," but nowhere is music *education* suggested under "Educators." I have frequently concluded presentations in which unanswered questions have been examined, with one final hypothetical question: "*Why is that?*" Could it be – just as in 1917, 2008, and once again in 2010 – that we simply still have more questions than we have answers for them?

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THE COST OF BRAILLE ILLITERACY

On August 6, 2010, I was at a card party with some of my friends from work. There was a television playing in the background and the CBS Evening News was on. The news story was about a visually impaired boy in New Jersey. The New Jersey Commission for the Blind tested the boy and determined he didn't need braille literacy because he only required large print. The family was petitioning for braille to expand their son's horizons. The reporter interviewed NFB president, Mark Maurer, who said there was a decline in braille literacy. Of the 90,000 mainstreamed students, only 10% are taught braille. Why not teach the kids braille? One explanation was a lack of BVI teachers. Another possible cause was "bigotry of low expectation." A blind person is expected to go home and stay there.

When I was in grade school, all the boys were required to take a semester of home economics (cooking) and the girls had to take wood shop. In 1994, I taught a group of high school students braille as a problem solving exercise. Why not teach everyone braille? I pondered this out loud in the presence of my card party. The members were some of the brightest scientists and educators I have ever met. One member attempted an explanation:

"Braille is expensive. If the children aren't taught braille then the state is under no obligation to provide expensive braille books."

Could there be any truth to this? Could this in part account for the decline in braille production in California? One would certainly hope not. How about this: "Provide the books to educate me now – or plan to support me the rest of my life." The cost of braille books pales in comparison to the cost of services required throughout the unemployed blind person's life. Sorry, I know a considerable number of visually impaired individuals and I just can't buy into the "low expectation" theory.

By the time you read this the fall semester will have begun and if every student didn't get every braille book at the start of school, let's examine where the fault really lies. Is it the fault of braille transcribers and producers – or might someone simply be trying to save a buck?

Itinerant/Resource Room/Special Day Class

Keith Christian, CTEBVI Itinerant/Resource Room/Special Day Class Specialist

A FEW PIECES OF THE TECHNOLOGY PUZZLE

With the explosion of information and technologies to assist in meeting the needs of the blind and visually impaired, it can be overwhelming to try and keep up. The Internet has been instrumental in disseminating information and making it readily available. The challenge is how to stay informed on what is happening, how to get your hands on the tools, and how to benefit from it. I would like to share some resources to target these issues.

I am frequently asked how to use screen readers, OCR (Optical Character Recognition) applications, web browsers, note takers, cell phones, etc. It is often possible to provide enough information to get one started, but it requires time and practice with these devices to become comfortable with their features. Downloading instructional information, subscribing to on-line forums, and listening to podcasts by product manufacturers or by end users are great ways to learn the ins and outs of these products. Product manufacturers have web pages with downloadable guides that are excellent and can be reproduced in large print or braille as needed. Podcasts can be downloaded and listened to repeatedly to get started, to learn new features, or just to refresh one's memory.

There are so many sources of valuable information out there. However, it takes time to sift through the myriad of emails and online forums to keep up to date. One excellent way to keep up with current news is by subscribing to the Top Tech Tid Bits newsletter. Top Tech Tid Bits is an individual email sent out weekly summarizing the week's technology news. A synopsis is provided about the news item and links are provided to investigate the item further. I look forward to reading it each Thursday morning. One can subscribe to many sources of news to get the information, but this is a real time saver/reminder of the week's news. To see some past issues of the TTT, or to sign up, point your browser to <http://www.flying-blind.com/tidbits2010.html>.

When needing information on technology, one of my first resources to check out is Blind Cool Tech (BCT). On the BCT web page, there are more than a thousand podcasts available to download. If a teacher or student is interested in a blindness product, there is a good chance that someone has recorded a podcast on it or a similar product. Some recent podcasts are on the use of the iPhone, iTunes, entertainment, accessible games and much more. Moreover, there are many podcasts recorded on using note takers, computers as well as their applications. What is unique is that end users spend time going over the features of the devices and provide feedback from a blindness perspective. This saves valuable time and energy by getting tips directly from end users. The podcasts can be downloaded from the BCT web page at <http://www.blindcooltech.com/>. They are recorded in MP3, and the files can be played back on the computer, note taker, or an MP3 player.

When looking for news, entertainment, and student-friendly articles, I have found Audio Internet Reading Service of Los Angeles (AIRSLA) to be a tremendous resource. They can be found at <http://www.airsla.org/>. The recordings are of high quality and they provide access to a wide range of public information. It is quick and easy to get information related to the arts, commentaries, entertainment, health, inspirational, life skills and periodicals. Some periodicals include Consumer Reports, Readers Digest, Teen Vogue, Seventeen Magazine and many others.

For example, when looking for information to share with students and parents dealing with vision loss, I look here first. Many podcast series focus on daily issues one has to face while going through the process of losing sight. Some of the podcasts series are presented by Dr. Bill Takeshita, a low vision optometrist who has lost his sight himself. He describes conditions and situations in clear and understandable language. He also does an excellent job of articulating possible accommodations and modifications to make the home, school, and work environments more functional.

In addition, AIRSLA is also an excellent resource for gaining access to medical seminars on vision loss. Many of the seminars are presented by renowned doctors in the field of blindness. These recordings are of great value to professionals, parents, and students alike. You can listen to doctors discuss research findings, as well as providing recommendations based on current research provides insights as well as hope.

The above resources are just a few pieces of the puzzle that may assist in keeping up with what is going on in the world of blindness. I do appreciate your feedback and look forward to sharing and exploring other topics in future articles.

**CLARIFICATION ON
THOSE PESKY TITLE PAGES
Summer 2010, Vol. LII, No. 2**

Page 34 – **For the purposes of the certification manuscript**, the Library of Congress requires the title page to contain the following information listed in the following order:

- number of the particular volume (in Arabic numbers) should have been expanded to read **In 1 Volume** (for the certification manuscript only).

Page 38 – It has been pointed out to me on my sample title page that the word ‘by’ following ‘Transcribed 2006’ was brailled in lowercase and the statement made to me the word “should have started with a capital ‘B’ since it appeared on a line by itself.” There has been much discussion and many questions regarding the word ‘by’ and whether it is capitalized. While examples in the Instruction Manual SHOW the word capitalized, the directions say to follow print for capitalization except for the required double caps for the title and author. Furthermore, there is no rule in EBAE that requires “By” to be capitalized. Since the “by” Transcriber does not appear in print and is supplied by the transcriber, whatever is grammatically correct works and either way is correct in print. When this title page was originally brailled, the ‘by’ followed the year of transcription and was on the same line. For spacing purposes, I moved the ‘by’ down to the next line in order to even out the spaces and thus did not go back and capitalize the word just because it appeared on a line by itself.

CTEBVI Specialists 2010

BRaille

Computer-Generated Tactile Graphics

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JAC REPRESENTATIVE

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***Your Conference Chair for 2011**

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