Spring 2004

WHAT’S INSIDE:
Honoring Fred Sinclair
CONFERENCE Photos
Call for Workshops!
Textbook Headings
CTEVH Committees

The official publication of the California Transcribers and Educators of the Visually Handicapped
Inspired to renewed endeavor. This was definitely the consensus while leaving this year’s conference in Los Angeles.

Starting with this issue I would like to welcome Julia Moyer as our new Journal Proofreader. A big thanks to Fortune Zuckerman for sharing her photographs of Conference. The entire collection will be posted to our website for all to see. www.ctevh.org

Our Journal is now printed on Recycled and Recyclable paper.
# CTEVH JOURNAL

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_Spring 2004_
Thank you Dee Konczal and committee for a well organized, informative conference. We must remember that this is a volunteer organization and a lot of hours go into putting on a conference of this magnitude.

Speaking of volunteers, published in this issue are the list of committees and a list of specialists. Both the committees and the specialists can use help. Please contact the listed specialist or a member of the board if you are interested in serving.

Our organization sponsors two scholarships, the Katie Sibert Memorial Scholarship and the Donna Coffee Youth Scholarship. The board voted to change the name of the Donna Coffee Space Scholarship to the Donna Coffee Youth Scholarship so that more applicants would be eligible.

Please take time to read the descriptions (that appear in this Journal) of the two scholarships. Applications are due by January 15th each year. Do apply if you or your student are eligible.

Our Board of Directors will hold their next meeting in October. Please contact me (Paula Lightfoot at PMBROWNL@yahoo.com) if you have an idea or item that you would like discussed, presented, etc. We want to be open to member input and new ideas.

Remember to visit our website at www.ctevh.org. Christy Cutting is our website committee chair. Christy will have the 2005 conference dates and committee listed by early May.

Paula Lightfoot
ANNOUNCEMENTS

CTEVH DUES! ARE YOU CURRENT? HOW CAN YOU TELL?

IS THIS YOUR LAST JOURNAL?
A message from our Membership Chair, Christy Cutting

Go to the label on this edition to check whether we have received your dues for 2004. You can relax if you find P-04 or D-Life on your label. If you find instead T-Last or B-Last, then this is your last JOURNAL until you are back to current status in the database. Please don’t assume you are current; do check the label. If what you see conflicts with what you think is right, please let me know. I’m very easy to reach: email, phone or fax all work and I’ve listed the information below.

We just had a very successful Conference in Los Angeles. There will be some great information coming out of some of those workshops which I’m sure no one will want to miss. Also, the 2005 Conference committee has already had several formal meetings to get into the swing of our next annual conference in San Francisco.

Please check the label. Then, start the habit of checking the label with every edition of the JOURNAL. The code for membership status will remain a current reminder of your status.

Christy Cutting
christy.braille@cox.net
administrator@ctevh.org
702-293-7625

JAPANESE BRAILLE? Do you know Japanese Braille? There has been a request for taking Japanese Braille and transcribing it back into written Japanese. For more information contact Lisa Merriam Ryan at editor@ctevh.org or phone (714) 532-4699. Thank You.
Attention: California Braille Transcribing Teachers

Thanks to a generous donation from the Petaluma Braille Transcribers, Inc. when they dissolved their group, California Transcribers and Educators of the Visually Handicapped is offering one-year CTEVH memberships to newly certified literary braillists who are California residents. Teachers of braille transcribing classes should submit the names and addresses of their students who have received Library of Congress Literary Certification to the following address.

Susan Rothman, Treasurer
2752 Lakeridge Lane
Westlake Village, CA 91361

These memberships will be offered only as long as funds are available.

---

Talking Graphics Made Possible by the Talking Tactile Tablet
Enter a Contest to Win One of Your Own!!

Touch Graphics Company, a New York based company founded by Mr. Steven Landau, has begun work on a sophisticated Authoring Tool that will allow teachers of blind and visually impaired students to create their own talking tactile pictures for the talking tactile tablet, a new computer peripheral device. The Talking Tactile Tablet, better known as the TTT, is an innovative device that plugs into the USB port of a computer. With the Authoring Tool software package simple to complex graphics with audio capabilities can be created in just a matter of minutes.

Under a 2 year grant from the National Institute for Disability and Rehabilitation Research, Office of Special Education and Rehabilitative Services of the United States Department of Education Touch Graphics Company will be giving away 75 TTTs and the Authoring Tool software package.

A contest is being held April 1 to July 31, 2004. To learn more about the TTT and to enter the contest visit the web site: http://www.ttt-at.com/
Vacancy Announcement for Nemeth Braille Instructors

The National Library Service for the Blind and Physically Handicapped (NLS), the Library of Congress, is soliciting applications to fill two Nemeth Braille instructor positions for its correspondence program.

Applicants must hold Library of Congress certification and have five years of experience transcribing math and science materials. The ideal candidate will also have experience as a teacher or mentor (in person or through correspondence) of students preparing for the Nemeth Braille code examination. Successful candidates will be engaged on a contractual basis.

For more information contact:

Mary Lou Stark
Head, Braille Development Section, NLS
800-424-8567 (voice)
(202) 707-0712 (fax)
msta@loc.gov (e-mail)

(Communication through regular mail is not recommended at this time.)

STEP PROGRAM

The Foundation for the Junior Blind in conjunction with the California State Department of Rehabilitation offers an enrichment program developing transition skills for 16-22 year olds who are blind or visually impaired. A total of 20 students will be accepted into each of the two three-week residential programs on a first-come first-serve basis for new students. All students must be clients of the Department of Rehabilitation to enroll in the program. Students must be able to complete assignments on the computer, therefore, basic keyboard skills are required.

The program will offer the following components: Career and Vocational Development, Assistive Technology, Orientation and Mobility Training, Braille-Low Vision Literacy, Independent Living Skills, Support Counseling, Leisure and Recreational Activities.

For more information, please contact:
Tim Richard, M.A.
STEP Coordinator
(323) 295-4555, ext. 467
trichard@fjb.org
Now, even a tight budget can include more books in braille.

Braille Institute Press is offering a braille book subscription program designed to meet the needs of professionals working with blind and visually impaired children. Now VI teachers, school district administrators, and librarians may order up to 25 braille books year for an annual fee of $150.

We call it our “Partners in Literacy Program,” and it’s designed to be a cost-effective way to build a contemporary, diverse library of materials for braille-reading students of all ages.

Partners are sent an online catalog of 30 to 35 books to choose from three times a year. Titles include newly published favorites, classic children’s stories, Newbery Award winners, how-to books, biographies appropriate for school reports and required reading texts for pre-k up to high-school. The program also includes the option of ordering up to eight of the new DOTS FOR TOTS multisensory storybook kits. Designed for preschoolers, DOTS kits include a picture book with braille overlays, a cassette of the story professionally read with voice characterizations and objects or toys representing the main characters of the story.

To become a Partner, go to www.braillepress.org and click on Partners in Literacy. Print-out and complete the online application form and send it with your check for $150 made out to:

Braille Institute Press
741 N. Vermont Ave.
Los Angeles, CA  90029

You may subscribe at any time throughout the year, but all subscriptions must be renewed once a year in February.
Photos courtesy of Fortune Zuckerman. More photos will be posted on the CTEVH website.

CTEVH Executive Board 2004

Outgoing President Carol Morrison with our APH Hall of Famer Mr. CTEVH, Fred Sinclair—Extraordinary!

Peggy Schuetz's Body Braille

Michael Finneran our Donna Coffee Youth Scholarship Recipient
News of Groups

BRAILLE INSTITUTE PRESS

Books donated by Braille Institute Press have led to the launch of a volunteer Braille Reading Project half a world away in Nigeria.

Schools and organizations all over the world write to U.S. agencies asking for any kind of reading materials they can spare. Through the years, Braille Institute has shipped thousands and thousands of aging or excess inventory of novels, children’s books, cookbooks, history books and science texts to India, Pakistan, the Philippines, Malaysia, China, Japan, Barbados, Nigeria, Egypt and Korea.

One such grateful recipient is Jean Obi of The Nigerwives Braille Book Production Center in Nigeria. She attended BANA’s March board meeting in Toronto, Canada, and reported on how books donated from both Braille Institute and Nuffer Elementary in California have enabled her organization to start a regional reading project for blind students. Nigerwives branch offices now distribute donated books to set up reading corners in local primary schools. Then the Nigerwives recruit additional volunteers to listen and encourage children as they read. For those schools taking part, the Nigerwives group is organizing a braille reading competition later in the year.

In the last six months of 2003, Braille Institute donated an average of 45 boxes of braille books and magazines a week to clear out much-needed space. This was accomplished largely through the single-handed efforts of Jerry Rabinowitz, husband of transcriber Joyce Rabinowitz, who dedicated one to two days a week exclusively to this project. Behind every great woman is a great man!
San Fernando Valley Braille Transcribers

Interesting Transcriptions

Gene Kelly
By Sheldon Morley and Ruth Leon
No Copyright, In 2 volumes.

Gathering Blue
By Lois Lowry
Copyright 2000, In 2 volumes.

L.A. Unconventional: The Men and Women Who Did L.A. Their Way, From the Pages of the Los Angeles Times’ Then and Now Column
By Cecilia Rasmussen
Copyright 1998, In 4 volumes.

Jim Murray — Last of the Best
Los Angeles Times
Copyright 1998, 4 volumes.

The Second Summer of the Sisterhood
By Ann Brashares
Copyright 2003, In 3 volumes.

Still Thoughts
By Dharma Master Chang Yen
Copyright 1996, In 1 volume.

George Washington’s Teeth
By Deborah Chandra and Madeleine Comora
Copyright 2003, In 1 volume.

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

Transcribers of Orange County

Interesting Transcriptions

Gene Kelly
By Sheldon Morley and Ruth Leon
No Copyright, In 2 volumes.

Gathering Blue
By Lois Lowry
Copyright 2000, In 2 volumes.

L.A. Unconventional: The Men and Women Who Did L.A. Their Way, From the Pages of the Los Angeles Times’ Then and Now Column
By Cecilia Rasmussen
Copyright 1998, In 4 volumes.

Jim Murray — Last of the Best
Los Angeles Times
Copyright 1998, 4 volumes.

The Second Summer of the Sisterhood
By Ann Brashares
Copyright 2003, In 3 volumes.

Still Thoughts
By Dharma Master Chang Yen
Copyright 1996, In 1 volume.

George Washington’s Teeth
By Deborah Chandra and Madeleine Comora
Copyright 2003, In 1 volume.

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

Transcribers of Orange County

Various books from “Reading Counts” book list

(Orange Unified School District required reading)

Contact Alice Schultz
714-731-5899

Contra Costa Braille Transcribers

We have one new member, and she just joined us a couple of months ago.
A big welcome from CCBT to VICKI GARRETT!
Certified by NLS September 2003
Vicki is now making her home in California.

Braille Transcription Project of Santa Clara

The new website is now online!
The web address is:
http://www.brailleproject.org

It includes a history of the project, description of products and services, greeting cards in braille, information on school visits and other activities. The project has a circulating library of books in braille and we hope to have a list of books available on the website sometime in the future. Please give us your feedback.

News of Groups submissions are welcome at any time. E-mail: editor@ctevh.org or by mail: CTEVH Publications, 8502 E Chapman Blvd. #357, Orange, CA 92869
The board of the Braille Authority of North America (BANA) met in Toronto, Canada, from March 25, 2004 to March 28, 2004. The meeting was hosted by the Canadian National Institute for the Blind (CNIB), a member organization of BANA. It was held immediately prior to the General Assembly of the International Council on English Braille (ICEB).

The BANA board received committee reports from its various technical committees. These include Braille Formats, Literary, Music, Math, Computer, Refreshable Braille, Tactile Graphics, and two ad hoc technical committees: Early Learning Materials and Foreign Language. New charges were developed for technical committees and appointments were made and confirmed. All technical committees are comprised of individuals who bring the expertise of teachers, transcribers, and consumers. Many CTEVH members are serving or have served on various technical committees, sharing expertise and participating in the development or revision of the various codes and BANA publications.

The BANA board received a report from the board’s Unified English Braille Code (UEBC) Research Committee. This committee reported on two research projects that were initiated by BANA to study the potential impact of a unified English Braille code. The results of these projects will soon be posted on the BANA website at http://brailleauthority.org.

Please read the press release from BANA regarding the General Assembly and ICEB resolutions elsewhere in this publication or at http://www.brailleauthority.org/whatsnew.html.

The potential of the adoption of a unified English braille code in the United States is a topic that has generated quite a bit of emotion and thought-provoking discussion. There are differing interpretations, opinions, apprehensions and enthusiasms for a unified code. As always, the focus must remain on the consumers: the children and adults for whom braille is literacy.
These are exciting and daunting times. There are many, many ramifications and considerations for each country. Become informed and contribute your thoughts. Here are two venues for information and discussion:

• UEBC (particularly the monographs discussing the basics, ambiguity and numbers) at http://www.iceb.org/ubc.html

Sue Reilly
CTEVH Representative to BANA

A Braillist's Pledge of Professional Ethics

This Code of Professional Ethics was adopted unanimously by the NBA Board of Directors at its fall 2003 Professional Development Conference in Phoenix. It is reprinted in our Journal as it appears in the National Braille Association Bulletin, Winter 2003-2004, Volume 39, No. 4.

Lynnette Taylor and Warren Figueiredo headed a special committee who contacted other professional organizations, studied their similar codes of behavior, and devised this statement of ethics for NBA. We are indebted to them for their conscientious work.

I pledge to:
• prepare braille materials in an accurate, timely manner, without personal interjection,
• to refrain from using any information obtained the performance of my duties in a manner that would be detrimental to the agency or person for whom the material was transcribed,
• treat all material transcribed as confidential unless the material is publicly available or an agreement has been obtained in writing that the information may be disclosed,
• conduct business in a professional manner with dignity, respect and courtesy,
• accept assignments as dictated by my knowledge of the subject matter, braille skill competency level, and ability to complete the assignment on a mutually agreed upon date, and
• continuously develop the highest levels of knowledge and skills through professional development in my chosen specialty.
A to Z of Blindness and Vision Loss Now Online
American Foundation for the Blind expands web site

April 5, 2004 (NEW YORK)-Whether you’re hoping to find the latest information on accessible cell phones for people who are blind or have low vision, looking for resources to help teach a visually impaired student in your classroom, working for a corporation researching ADA compliance, or are experiencing vision loss and want to learn how to maintain your independence, www.afb.org has the answer.

The American Foundation for the Blind (AFB) relaunched its web site today adding new information and resources for the 10 million Americans who are blind or have low vision. All the site’s content is either new or updated to reflect the growing demand for current and reliable information for a population that is expected to grow dramatically as the baby boomers age.

“AFB has been delivering information through our web site for over a decade,” said AFB president and CEO Carl R. Augusto. “By expanding our web presence, we’ve made AFB’s vast expertise and resources available at the touch of a button, anytime of day.”

National Braille Press
Primary Analogies
3 booklets in large print / uncontracted braille / contracted braille, $19.00
Includes print answer key.
A free braille answer book is available (with order) upon request.

Analogies are commonly used on standardized tests these days, but young blind children seldom get a chance to study them. That’s because analogy books geared to very young children use pictures. They show a picture of a bat and a picture of a baseball player along with other images to match up. It finally dawned on us: for blind students, we can just put the pictures into words!
As they solve and create analogies, students actively process information, make important connections, use information and skills to identify relationships, construct relationships and generate new knowledge, and improve understanding and long-term memory.

Our “Primary Analogies” set of three booklets are produced in large print, uncontracted and contracted braille – all on the same page – so students can read along with their teachers or parents (much like our “Primary Phonics” booklets). If you’re a teacher or industrious parent, you’ll want a set of these. This set covers Grades K-3.

To read more about this book, or to place an online order, go to http://www.nbp.org/ic/nbp/ANALOGY.html

Watch for CDE’s New Web Site. The California Department of Education will be launching a new and improved web site in April, 2004.

The new site will have a new look with user friendly navigation and will be organized by high interest education topics. Curriculum and Instruction Testing and Accountability, Professional Development, Finance and Grants Data and Statistics, Learning and Support, Specialized Programs, Resources (i.e., Department information, laws and regulations, publications, funding opportunities, and more). Since our new site will be implementing new dynamic features and a content management system, all of the web addresses (URLs) will change. If you are a regular visitor to our site, all of your “favorite” bookmarks need to be changed to match the new site. Additionally, if your web site has links to our existing web site pages (other than the home page), the URLs will change. To help you locate your favorite sites, we are including a new and improved search engine, an A-Z index covering all topics of information and a dynamic Site Map. We will send you another reminder, as we move closer to the official unveiling date. Please contact TSDWEB@cde.ca.gov if you have any questions. Thank you!
<table>
<thead>
<tr>
<th>Committee</th>
<th>Chair/Co-Chairs</th>
<th>Contact Information</th>
</tr>
</thead>
</table>
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|                                               |                                                       | Committee member: Jean Olmstead  
|                                               |                                                       | email: jeano@aol.com  
| 11. MEMBERSHIP Chair                         | Christy Cutting                                      | email: christy.braille@cox.net  
|                                               |                                                       | home: 702-293-4625  
|                                               |                                                       | cell: 206-484-6990  

**Get Involved**

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Spring 2004
CTEVH Executive Board:

President: Paula Lightfoot, Vice President: Bonnie Grimm,
Secretary: Stuart Wittenstein, Treasurer: Susie Rothman,
Members-at-Large: Jeanne Brown and Carole Ann Davis

12. NOMINATING Chair:
Carol Morrison (Past President)
email: Dot5carol@aol.com
home: 818-752-4343
Committee member:
Marilyn Westerman
email: A626mcw@aol.com
home: 530-742-8537
Committee member: Bonnie Grimm (Vice President)
Committee member: Liz Barclay (see ACCESS for address info)
Committee member: Jeanne Brown (see Awards for address info)

13. BYLAWS/POLICIES & PROCEDURES
Committee Member:
Cath Tendler-Valencia
(see Historian for address info)
Committee member:
Carole Ann Davis
(see Conference Handbook for info)
Committee member: Grant Horrocks
email: siloti@ix.netcom.com
phone: 818-998-8405

14. SITE FINDING
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(2005 Conference Chair & Donna Coffee Youth Scholarship)
email: sgoodman@csb-cde.ca.gov
home: 925-837-0403
work: 510-794-3800 X210
Committee member:
KCornejo@cde.ca.gov

15. SPECIALISTS Chair: Bonnie Grimm
email: grimmy1@intergate.com
The 12 specialists and their contact information listed on page 53.

16. WEBSITE Chair: Christy Cutting
(see Membership)

17. DONNA COFFEE YOUTH SCHOLARSHIP
Chair: Steve Goodman
(see Site Finding for address info)

18. LIDAC Rep: Stuart Wittenstein
(see K.S. Scholarship for address info)

19. 2005 CONFERENCE Chair:
Steve Goodman
(see Site Finding for address info.)
Committee members:
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20. 2006 CONFERENCE
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email: jrvogel@earthlink.net
Co-Chair: John Zamora
email: occcareer@brailleinstitute.org

Spring 2004
THE VIEW FROM HERE:
Learning from the Past, Planning for the Future

Join us in San Francisco

March 3-6, 2005
(Preconference March 3, 2005)

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

Hotel registration available as of
April 2, 2004
46th CTEVH CONFERENCE
CALL FOR WORKSHOPS
MARCH 4-6, 2005
Marriott Hotel, Burlingame

Response must be returned by October 1, 2004

Name ________________________________________________________________

Title/Affiliation __________________________________________________________

Address ___________________________________________ Phone ______________

_______________________________________

Email ______________________

Title of workshop _________________________________________________________

Description (less than 100 words) ___________________________________________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Panelists _______________________________________________________________

Seating preferred Classroom _____ Theater _____

AV equipment required (provide as much as you can) __________________________

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Honoring Fred Sinclair
presented at Presidents' Reception by Joyce Van Tuyl

My name is Joyce Van Tuyl. I once had a fantasy, which I shared with many women of my generation. I dreamed I danced with Fred Astaire. Well, it never came to pass, but I don't care! I got to dance with Fred Sinclair!

The reason that I'm standing here today is the responsibility of an unknown headline writer. The year was 1956. My daughter was about to enter kindergarten, when I read in our local paper that children were not going to learn to read because there weren't enough books! Horrified, I read on, and learned that, for the first time in Santa Clara County, blind children were to be integrated into the public schools. The program was to begin at the Monroe School in Campbell. It was explained that volunteers were needed to learn to transcribe textbooks into braille, and that a class was to be offered in adult education at Cubberley High School, right across the street from my home. I attended, enrolled, and met my teacher – Fred Sinclair. The rest, as they say, is history. Fred was that teacher at Monroe School and he wanted to spend more time with his students and less at the braillewriter.

In the early fifties, a number of teachers of the visually handicapped got together with some transcribers at San Francisco State, to share problems and possible solutions – like training transcribers, getting the books done without duplication of effort, and so forth. That first meeting, with about 25 people present, was the forerunner of CTEVH and our annual conferences.

Here we are again in LA. How is it that people are not only willing to work so hard to put on a conference, but seem willing to do it over and over again? The answer lies with the world's greatest con man – Fred Sinclair. When no one wanted to put on a conference, he would wheedle, cajole, reassure, and promise all his assistance – which he gave in great measure. Fred was truly Mr. Site Finder, extraordinaire!

If you looked at the conference programs all through the years, you'd find listed therein the CTEVH board members and officers. We don't even know where some of these folks are! But there is one name that appeared year after year – either as ex officio or an elected member – and that is Fred Sinclair.
He provided CTEVH with a continuity that is unparalleled in any organization without a paid executive officer. His contributions to those boards were immeasurable. He was truly Mr. Board Member extraordinaire!

Fred always knew “where the bodies were buried”. When we came up with an idea, and weren’t sure where to find the resources, or how much it would cost, Fred knew where to find shipping boxes, where there were surplus funds, how grant proposals were to be written, where excess needed supplies could be had, et-cet-er-a, et-cet-er-a, et-cet-er-a. He was always Mr. Facilitator, extraordinaire!

When we were discouraged, or thought we were reaching too high, Fred’s boundless enthusiasm sent us in a positive direction. He was always an eternal Peter Pan, making us believe we could fly to Never Land, and with his encouragement, we did fly! He gave us the courage to try something new, wiping out “Well, we’ve never done it that way before!” He has always been Mr. Innovator, extraordinaire!

CTEVH could not hire an advertising agent who could match Fred’s accomplishments in spreading the word of our “good works.” He has gained many friends and members for us, both at home and in his many travels abroad. He is truly Mr. Press Agent, extraordinaire!

Should any situation or proposal arise which might weaken the position of CTEVH or its viability, Fred has always been on the firing line for us. He truly has been Mr. Watchdog, extraordinaire!

In recognition of the many extraordinary contributions Fred Sinclair has made in giving life and sustenance to this organization, CTEVH is pleased to have installed a plaque in his honor at the APH wall of honor. It says it all in a few words:

Mr. CTEVH
Fred Sinclair
Extraordinary!
WHEN IS A LETTER NOT A LETTER?

When we visited the blind center in Budapest years ago, we purchased a souvenir volume of braille fresh from their press and we were astonished to see that they were mailing their braille in simple drawstring canvas bags. No, they don't need extra strong boxes for mailing braille—the mere idea was amusing—"all our people realize that braille is precious and must be handled as such." That was not the only European country that took it for granted that all postal employees would handle braille with kid gloves.

Opening up our new find, both our eyes and our fingers were delighted by the decorative border surrounding the title page, made up of various braille signs in shapely combinations.

The next page was obviously the beginning of the table of contents, but look at their page numbers! They too used Roman page numbers, but I got a sudden mental picture of an excited Hungarian Technical Committee—arms waving, eyes flashing—as a stoutly shouted "But of course it's a letter!" And their colleagues replying, with waving arms and flashing eyes, "But it's truly a NUMBER!"

In my vision, finally wiser heads prevailed, a happy medium was agreed upon, and my fingers flipped through the prefatory pages that read:

```
⠰⠼⠎⠎ ⠰⠼⠎⠎⠎ ⠰⠼⠎⠧ ⠰⠼⠧
```

Please do not forget Norma's invitation to explore the world of Jumbo Braille.

Send your name, contact information (address, home and work telephone number, e-mail address), year Library of Congress Literary Braille course was completed or if you are currently a student, computer and braille program information to:

Mrs. Lynn Laird, 2909 Forest Ave., Berkeley, CA 94705

e-mail: andlyn@aol.com
Rule 4 of *Braille Formats, Headings*, is relatively short yet a rule transcribers use constantly. This article is going to discuss Headings with two questions in mind:

1. When do we need a blank line either before and/or after our heading? and
2. What material can come after our heading?

**Centered headings** need a blank line both before and after the heading EXCEPT:
- when no running head is used a centered heading may go on line 1
- between a page change line and a centered heading
- immediately preceding a top box or table line
- immediately following a top box or table line
- when followed by a source citation or credit line (although the blank line after the heading is just moved to follow the source citation or credit line)
- when followed by a reference note (the blank line must again follow the note)
- when the heading is a “repeated centered heading” from the previous page
- when the heading is an alphabetic letter division in a glossary, dictionary, etc.
- immediately following a volume number and/or centered unit heading in a table of contents

The centered heading can have any kind of material after it.

**Cell-5 headings** NEVER have a blank line after them but DO need a blank line before them EXCEPT:
- when no running head is used a cell-5 heading may go on line 1
- between a page change line and a cell-5 heading
- immediately following a top box or table line.

What kinds of material may follow a cell-5 heading?
- Boxed material
- Dialogue
- Listed items printed in a single column
- Narrative text
- Numbered or lettered items
- Cell-5 instructions

What kinds of material may NOT follow a cell-5 heading?
- A centered heading
- A second cell-5 heading
- Side-by-side columns (multiple column lists)
- Any other format requiring a blank line before it
**Paragraph headings** do not in and of themselves need any blank lines. They are part of the paragraph they head and are either indented or blocked, following print. If blocked, they are preceded by a blank line, just as the blocked paragraph without a paragraph heading would be. They are followed by regular text on the same line, space permitting.

**Braille column headings** are always followed by a separation line between them and their column material whether or not one is in print. A separation line begins with a dot 5 and is followed by an unspaced series of dots 25 extending the width of the column.

A braille column heading is NEVER followed by a blank line but is preceded by one EXCEPT:
- when no running head is used a braille column heading may go on line 1
- between a page change line and a braille column heading
- immediately following a top box line.

A paragraph heading is the only type of heading that may be placed on line 25. A cell-5 heading may go on line 24. A centered heading needs at least one line of text after it on the braille page, so it may not go on lines 24 or 25. And a column heading needs at least two print rows of material below it on the braille page, so it must not end below line 22 (with line 23 being the separation line and lines 24 and 25 being the rows of material).

Let’s look at a simple example showing all four types of headings.

---

**This is our centered heading**

There may be text that follows a centered heading or a centered heading may be followed by another heading.

A cell-5 heading

*Paragraph Heading* A paragraph heading is usually in boldface or italic type to separate it from the sentence that follows. Now let’s look at some column headings and their separation lines and entries.

<table>
<thead>
<tr>
<th>Braille headings</th>
<th>Special Symbols</th>
<th>Formats</th>
</tr>
</thead>
<tbody>
<tr>
<td>centered</td>
<td>reference indicators</td>
<td>boxes</td>
</tr>
<tr>
<td>cell-5</td>
<td>termination symbol</td>
<td>footnotes</td>
</tr>
<tr>
<td>paragraph</td>
<td>slash mark</td>
<td>tables</td>
</tr>
<tr>
<td>column</td>
<td>diacritic symbols</td>
<td>poetry</td>
</tr>
<tr>
<td></td>
<td>mathematic symbols</td>
<td>outlines</td>
</tr>
<tr>
<td></td>
<td>enclosure symbols</td>
<td>cross references</td>
</tr>
</tbody>
</table>

---

*Spring 2004*
You can see that we have a blank line after our centered heading but not between our opening box line and our centered heading. Our cell-5 heading has a blank line before it but not after it. Our paragraph heading is in italics and is followed immediately by text. Our column headings are preceded by a blank line and followed by a separation line the width of the longest heading or entry even though there is no corresponding line in print.

Mastering headings is an essential task of the transcriber. As you can see from the written material, not all headings are alike and there are many exceptions. Become familiar with them and you will make your life as a transcriber easier.

— Patty Biasca
Textbook Format Specialist
POKADOT
Free Braille Transcribing Software

Coordinating BrlProof-2000 with Pokadot: Back translation with BrlProof-2000 lets you detect errors that you may have produced when you brailled a document with Pokadot or certain other transcribing programs. You can usually correct minor errors and save them to disk while in BrlProof. However, the corrections that you can make within BrlProof are limited to the following:

- Change cells that may have been misformed.
- Delete or add cells within a line.
- Push cells down to the next line (not to the next page).
- Move cells from one line up to the previous line.
- Delete a line. Following lines will be pulled up. Line 25 will be blank.
- Insert a line. Following lines on that page will be pushed down.

Line 25 will be pushed off and lost.

To make more extensive changes, including any single change that affects more than one page, it is more practical to use Pokadot. That involves switching back and forth between the two programs, which can be tedious if not done efficiently. The following procedures can improve the efficiency.

This assumes that you are working in Windows on your hard disk and that you keep your braille data files in a Pokadot folder C:\PD742 on your hard disk which includes PD.EXE (Pokadot) and SAMP2.ACN (a sample data file included with the Pokadot software). The procedure assumes that you have completed the initial setup of the BrlProof program which is described on www.braille-pokadot.com and not repeated here.

SOURCE - Pokadot and/or BrlProof-2000 can be downloaded for free from the internet at www.braille-pokadot.com. Both are also available on 3.5 inch high-density disk from the National Braille Association, 3 Townline Circle, Rochester, NY 14623-2513 for $5 each.
1- Create shortcuts on your desktop for the files BP-2K.EXE (BrlProof) and PD.EXE (Pokadot) if not done previously.

2- Right click on the PD.EXE shortcut icon and then click on properties. Then click on the upper tab labeled Program and click on the button labeled “Close on Exit” so that it shows a check mark. Then do the same for the PD.EXE file itself.

3- Double-left-click the PD.EXE shortcut icon. The Pokadot screen will appear. Get to the Main Braille Menu, load SAMP2.ACN, and press F2 to see the first page. (F2 for PD 7.42 – F1 for earlier versions).

4- While pressing Alt tap Tab. The Pokadot screen will be minimized and the desktop will reappear. The use of Alt-Tab is important to enable a switch to another program from Pokadot because the blue braille screen fills the display, preventing use of the mouse.

5- On the desktop double-left-click the BP-2K.EXE shortcut icon. Then single click on C and double-left-click (note “double”) on PD742. Single-click on remaining choices. Some of these operations are automatically bypassed after your first use of BrlProof.

6- Single-click on SAMP2.ACN and then on “Continue”. The back-translation for page 1 will appear.


8- To switch from Pokadot back to BrlProof use the Alt-Tab keys again. None of the steps 1-6 need to be repeated. The only thing that you need to remember is to press Alt-Tab for all subsequent switches in either direction.

9- You can make changes in the file SAMP2.ACN from either program and see it with the other program provided that you save the change to disk before switching and then reload the data file into the alternate program after switching. The procedure will work for any of your own braille files if you substitute their name for SAMP2.ACN.

I offer free personal help via the following:

E-mail: lend@braille-pokadot.com
Telephone: (360) 574-6167 after 9 AM Pacific time

Spring 2004
"CLEAR AS MUD" CAN BE EASILY HELPED

Sometimes print is a bit unclear when it refers to World War Two as WWII, rather than as WW-II or as WW II.

After Consulting with readers and professional proofreaders, they all agreed that they much preferred –

1. Spaced unhyphenated sections as WW II

   [ ⠉⠉⠺⠺ ⠉⠉⠎⠎ or

2. Hyphenated as WW-II [ ⠉⠉⠺⠺⠤⠉⠉⠎⠎ or

3. Unhyphenated unspaced but separately capitalized as ..WW ..II

   [ ⠉⠉⠺⠺ ⠉⠉⠎⠎

Capitalizing the Roman numbers separately from the abbreviation and initials may not be Code but it surely is a vote for clarity of meaning.

P.S. And with the subject changed from the World Wars to the two capable Queens Elizabeth, nobody would be deceived into thinking that ERI or ERII were simply a misspelling of Lake ERIE but Elizabeth Regina.

(1) ⠉⠉⠺ ⠎⠈ ⠵ ⠉⠉⠺ ⠎⠈ ⠵ ⠉⠉⠺ ⠎⠈ ⠵

(2) ⠉⠉⠺ ⠎⠈ ⠵ ⠉⠉⠺ ⠎⠈ ⠵ ⠉⠉⠺ ⠎⠈ ⠵ ⠉⠉⠺ ⠎⠈ ⠵

(3) ⠉⠉⠺ ⠎⠈ ⠵ ⠉⠉⠺ ⠎⠈ ⠵ ⠉⠉⠺ ⠎⠈ ⠵ ⠉⠉⠺ ⠎⠈ ⠵ ⠉⠉⠺ ⠎⠈ ⠵ ⠉⠉⠺ ⠎⠈ ⠵ ⠉⠉⠺ ⠎⠈ ⠵ ⠉⠉⠺ ⠎⠈ ⠵
Panel Discussion - Workshop #602, 2002

Other transcribing issues for college music students were discussed in Session 602, and future articles will examine them later. However, at this point our workshop panel provided a focus on educators, as the relationship between the classroom teacher and the outside private instructor was discussed. For the purpose of this series, our Problems / Solutions portion of the presentation will conclude with the following edited journal reprint:

**Problem:** Subjects such as sight-singing or functional piano skills, though often required in a college music program, can be difficult for a sight-oriented college to carry out for a blind student.

**Possible Solution:** Encourage the college to offer consideration for outside study in these areas with a qualified private teacher. The school can offer to test the student on the requirements at an appropriate time, thereby eliminating unnecessary student unit-load, and allowing more time for other studies.

– CTEVH Journal, Summer 1999 (edited)

Not all blind music majors will have the opportunity to enter school with a prior background in braille music reading and sight singing skills. Those who do, will have obtained their training from sources other than the college that they are attending. With most college music departments, musical skills learned elsewhere cannot be transferred in, as is possible with non-music core courses. Furthermore, all music majors are generally required to pass sight singing and piano proficiency courses in order to graduate.
Since each institution has a different approach to teaching musical skills, "testing out" can be an option, as the student may be able to prove his or her ability to meet the school’s applied requirements. In some situations, the school will ask that the sight singing or piano proficiency courses be taken at their institution regardless of past experience or ability to test out.

Self-advocacy for Blind Music Majors
If blind students have been adequately prepared for self-advocacy, it may be possible for them to effectively communicate their special braille needs to the administration. It may be far more practical for a student to study sight singing with a braille music specialist privately, then to try adjusting to a sighted class. In this way, the college need not deal with the costs of transcription and special considerations, but only test the student in his or her sight reading skills.

It is quite common for motivated braille readers to equal or surpass their sighted peers in sight singing skills. This will become self-evident once the testing process has been completed. But without a knowledgeable transcriber / educator to help the student adjust, and to cope with classroom stress, he or she must become very self-assertive. If handled well, the institution may be quite willing to make exceptions as long as requirements can be met.

The student must then become the initial liaison between the institution and his or her private instructors. Once this relationship has been established, a healthy working partnership between student, professor, braille specialist, and private teacher is very possible. Many colleges will be quite willing to work on behalf of a blind student once real communication can shine light on the special needs. Once the college realizes – through professor / student / and private teacher communication – that they not need become braille or VI specialists, and that their strictest requirements can indeed be met, there should be little resistance.

Testing Out of Piano Proficiency Requirements
Many of the same concepts can be applied to the problems of piano proficiency requirements. Fundamental knowledge of the piano keyboard is essential for most music courses, even for some required of non-music majors. A trend seems to be moving toward exposing all students to some music course work as an integral part of general academics.
For the blind student, even a surface knowledge of the piano and required musical notation could become a virtual nightmare if not handled carefully. Once again, to require a student to invest substantial time in one or two semesters of a sighted piano class is costly, distracting, and otherwise redundant. The student will still be required to seek and obtain outside help in braille materials and expertise not offered by the college.

Piano skills classes often require not only basic keyboard techniques, but a minimum proficiency in performance of basic repertoire. Moreover, if the student is preparing to teach, the ability to read individual orchestral or score excerpts on the keyboard is also needed – all of which require special braille materials and functional braille music reading skills.

If the student is allowed to prepare piano skills with private teachers - using the syllabus requirements of the college piano department – he or she can prepare to test out once course work is complete. It is then up to the student to co-ordinate his or her braille music needs between private teachers, and to encourage college professors and braille specialists to communicate with private music teachers on a regular basis.

In conclusion, there is really no magic involved for a blind student to succeed in college. The "Communication Tree" described in the original article some years ago, still applies:
CTEVH CONFERENCE 2004 and MENVI SESSIONS

MENVI workshops were presented in two separate days at the LAX Marriott Conference. **Day One** included an audience participation lesson in reading braille music. Richard Taesch managed to turn his group of attendees into singing ensembles and a real choir using the braille music code. Bill McCann, President and Founder of Dancing Dots Braille Music Technology along with Tony Del Castillo, a blind USC music graduate, prompted the group with their braille music reading abilities. Much fun was had by all, and workshop reviews indicate that the session will probably be repeated next year in Burlingame.

Richard and Bill introduced their new collaboration titled, "Who's Afraid of Braille Music." The book is a short introduction of lessons aimed at dispelling the myths of non-existent and so-called complexities of the music code.

Valerie Gaer, MENVI’s new *Postsecondary Braille Music Literacy and Advocacy* Specialist, presented an exciting and intriguing session on "COLLEGE MUSIC PROGRAMS – Are they meeting the needs of our blind and VI students?" She gave fascinating statistics from her Masters Thesis called, "Blind Sight; Literacy, Language, and Learning for Blind Students Enrolled in Postsecondary Music Schools in the U.S." (2000). Tony Del Castillo, a recent music graduate of USC, talked about his experiences with self-advocacy, and how his private music teachers figured into his education. Valerie was also Keynote Speaker for our formal conference banquet on Saturday evening. Music graced many of the functions at CTEVH this year.

(See Valerie’s article on college music programs on the Articles Page at: [www.superior-software.com/menvi](http://www.superior-software.com/menvi))
Day Two accelerated the excitement with Bettye Krolick leading the first discussion on "Band Directors, Vision Teachers, and Blind Students." Bettye has been devoting a substantial portion of her time these days to taking a message worldwide that "Teachers do not have time to learn another code." She pointed out that vision teachers often prevent blind students from participating in music programs simply because they are overwhelmed with other duties, and that a little information at the right time can solve the problem. Her presentation highlighted "what it takes to help blind children get into school music programs."

On the second session of Day One, Grant Horrocks presented his popular topic, "Finding a Music Teacher for a Blind Student." Grant is a new CTEVH Board member, and has served on the CTEVH Music Committee for several years. He is also a MENVI Specialist, and if that is not enough, serves as Los Angeles Representative for the Toronto-based Royal American Conservatory of Music Examination Center. He is Co-director of the SCCM Braille Music Division, and chairs the Piano Department.

CTEVH Music Committee:

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

HIDE AND SEEK?

We all know that we can't use any contractions in a word, part of a word, or abbreviation that immediately precedes or follows a sign of comparison. Another prohibition relates to the use of some contractions next to grouping signs, whether such words are punctuated, capitalized or italicized – the "alphabets," for instance. Examples:

The ratio of men to women = 5/3

Here, we know that we can't use the (en) in the word women because it precedes the =.

\[ \text{Ratio of men to women} = \frac{5}{3} \]

(You know the right thing to do.)

Here, we know that we can't contract you or do next to the grouping sign.

\[ \text{you \& \ do \ to \ do}. \]

But sometimes we forget that we cannot contract the word to in either of the above examples. Why not?

The rule can be found in Rule IX, section c.viii (page 66 of the code): The contractions for to, into, and by must not be used before any word, part word, or abbreviation in situations in which contractions are not permitted according to any other rules of this section.

This rule applies whether or not there ARE contractions in the "no-no" word, part word, or abbreviation. Example:

Ratio of boys to girls = 5/3

\[ \text{Ratio of boys to girls} = \frac{5}{3} \]

Because of the equal sign, you cannot use any contractions in the word girls. Therefore, you cannot contract to, either. It doesn't matter that there aren't any contractions in the word girls – the rule still applies.

Other examples may be found in this section. Seek it out!
After traveling to Seattle to visit my daughter during the Christmas holiday with a stopover in New York to see my Mom, I found myself (and my first guide dog) on the last leg of our journey enroute from New York to Boston via a Greyhound bus. With Kenton curled up on my lap and on his own seat (all 77 pounds of yellow lab), I looked forward to the peace and quiet of my knitting and my thoughts, but alas, it was not to be. Also embarking on her own journey was a young woman and three friends, who I perceived to be adolescents, and who decided to sit in the four seats that spanned the row behind me.

For four hours and thirty minutes, the young woman barely breathed between sentences and the conversation had all the ingredients of one that took place from one teenager to another. The phrase, “It’s like, you know” commanded the entrance of each sentence and I was sure that I was about to either lose my sanity before she disembarked or shove Kenton’s dog toy in her mouth to end the chatter. Aghast and dumbfounded two hours into our trip, I discovered that the young woman was, in fact, twenty-seven years of age, and had received her Bachelor’s degree from Florida State University the year before, where she majored in Business Management.

During a rest stop break, she and her group of friends disembarked from the bus and I found myself taking very deep breaths with another woman, who was also on the brink of madness. Together, we commiserated on our misfortune to have drawn the short straw, (there were two buses leaving for Boston at the same time) but our conversation illuminated the fact that it was the responsibility of the postsecondary institution that chose to educate her in her professional goals, to also educate her in the language associated with that profession. It was that grand “A-HA” moment I sought in my graduate school thesis research where the neurons of my own brain began to reshuffle all that I had been told, all that I had witnessed, all that I had experienced, and formulate its own understanding of why blind music students needed to be educated with the same parameters in tact.
As an Administrative Assistant at Berklee College of Music, where, quite by accident, I discovered that the reading and writing requirements were waived for blind students, I decided to enter grad school to study how blind students learn music; an issue that was creeping into my own vision loss and demanding attention. My research revealed through a year and a half of extensive exploration, that braille music, thought to be cumbersome, was the language that blind music students needed to speak in order to become true professionals in their field ... a gift to themselves that would give them every opportunity to “get the gigs” or be fully employable and competitive with their sighted peers in the labor force. The question as to whether postsecondary institutions accepted the responsibility to educate blind students was, interestingly, not an obvious answer as most colleges had never enrolled a blind student, nor, did private institutions accept that responsibility as easily as those that were state and federally funded and where that responsibility was mandated by law. Blind students enrolled in college, in addition, came from various backgrounds and it soon became obvious to me that the battle to educate the student AND the institution was one that needed to be waged LONG before the student even set foot in the front door.

Literacy for the blind and the sighted are one and the same. For the musician, for the teacher, for the accountant or the doctor, it is about the development of language. The acquisition of literacy, wrote sociologist, F. Smith, is a “natural process—an extension of oral language learning and is learned by reading and writing in the same way as we learn to speak and listen.” Smith concluded that “demonstrations of our language—written and oral; of skills, processes, techniques, genre, concepts, vocabulary ... and a high expectation of a student’s capabilities and the responsibility they will take for their own learning, is key to structuring an effective learning environment.”

The language of literacy that provides blind music students with the vehicle to professionalism is truly the responsibility of the postsecondary institution that accepts their tuition dollars whether they are state funded or private nonprofits. In addition, however, I believe that it is the responsibility of parents, the primary and secondary educational institutions that prepare students for the world and society on the whole to unlock the doors to awareness of visual impairment so that they can provide VI students with the knowledge of self-advocacy and the articulation skills needed to develop their capacity to make choices which prepare and ultimately assists them in “righting” the wrongs that postsecondary institutions continue to perpetuate.

As a guide dog user myself, I am consistently frustrated by the lack of awareness of the general population concerning vision impairment and have, many times, been asked to leave restaurants, drug stores and supermarkets. My answer is always the same: “I am legally blind and entitled to be anywhere in the US with my guide dog. If you do not know the law, I suggest that you call the police and let them inform you of my rights.”
Educating myself with knowledge, I am proactive in protecting my rights and those associated with the use of a guide dog, yet there is not a day that goes by where I am answering the question, “Are you training that dog?”

Undoubtedly, there will be many choices, many problems along the way for the blind music student or the blind college student, that will eventually confront them minutes after their parents leave the college dorm, but it is there, in that space, where life as an adult begins, where choices need to be made, where goals need to be set and where the personal voice, in all its glory, must speak out in self-advocacy if VI students expect to complete their undergraduate education and take their place in the world.

An obvious example of how an educational institution refused to set standards for literacy even for the sighted, Florida State University graduated the young woman on the bus with a Bachelor’s degree who, “like, you know,” could not begin a sentence without endlessly repeating a meaningless cliche. In my work at Berklee, I was deluged with examples of linguistic faux pas everyday. Young men who waited in my office, continually used the phrases “You know what Ah’m sayin’” and “Hey, man,” and young women incessantly uttered “Oh my God” until I need to remove myself from the room. Although it may be true that young students, recently graduated from high schools, could behave regressively like a teenager in an effort to appear cool and to try to connect themselves with their peers by using fashionable banalities, I questioned how, when seeking a job following graduation, these students, set loose into the world, could step into a business suit and head for an interview without a major linguistic shift of language that would have had to have been learned in college. Whether they are entering a music school or any college for the first time, blind students have many more languages to learn before they can even begin to explore their goals and dreams:

- The language of “personhood” associated with self-advocacy, knowledge of accommodations and the ability to speak out for services and simple everyday necessities that sighted students very often take for granted.
- The language of orientation to a totally new area, not just from one class to another or back to their dorm room. Orientation to the neighborhood where students can begin to “be” in the world and begin to function in it safely is crucial to experiencing independence.
- The language of surviving on their own and supporting their own individual needs (knowing where the drug store is if they get sick, where there’s a place to eat if the commissary is closed, where to get a sandwich or to treat themselves to a restaurant nearby, or to pick up a soft drink, coffee, or a candy bar JUST because they want one).
• The language of each course in which they enroll and the responsibilities to meet the requirements of it (usually not an easy task due to the untimely turnaround of print to braille, lack of readers, professors who neglect or “forget” about the student’s individual needs, lack of adaptive technology needed and, if it is not in place, the consequences of being behind and knowing how to deal with the pressure without parental support), and last, but certainly not least ...

• The language of their chosen profession and the time to process and be counseled on career goals.

During my work at Berklee, a school that teaches contemporary improvisation, I witnessed the unsuccessful attempt of a blind voice student who was accepted without any musical background, struggle to adapt to the requirements of her classes without knowing how to read or write music and without the ability to study it. While attempting to teach her braille music during her first semester, intervening with her professors who tried to teach her by ear, and not having her literary books brailled until the end of the semester, she was so far behind in her work that her instructors gave her incompletes in each of her subjects. She returned for her second semester following a trip to the Braille Music Division of the Southern California Conservatory of Music where Richard Taesch took on the task of trying to bring her up to par with intense braille music instruction, with full scholarship of his time during her Christmas break. Beginning her second semester in new classes while trying to complete those that were incomplete from the prior semester, she was so overwhelmed that, at the end of the semester, she left school already saddled with student loan debt that she could not repay. Fruitless in her attempt to learn the languages required for her to succeed, and lacking the support of the college that accepted her as a student, but took no responsibility to educate her in her own language of braille music, she had no alternatives left but to drop out of school.


End of Part I

This article will be continued in the Fall Issue of the CTEVH Journal.
CTEVH Membership Application

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

CTEVH MEMBERSHIP DUES ** 2004

Annual dues $25 ☐ Renewal ☐ New Member ☐

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

Donation:
- Katie Sibert Memorial Fund $__________
- Donna Coffee Camp Scholarship Fund $__________

TOTAL AMOUNT ENCLOSED $__________

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

☐ Check for address change on renewals.

NAME_____________________________________________________________________________

ADDRESS__________________________________________________________________________

CITY______________________________STATE_______________ZIP________________________

TELEPHONE (optional) ______________________

E-MAIL ___________________________________

Do you consider yourself primarily (circle one)
- TRANSCRIBER
- EDUCATOR
- PARENT
- OTHER (specify)______________

If you require specialized media, do you want CTEVH publications in: (circle one)
- BRAILLE
- TAPE
- TAPE w/BRL Examples
- FLOPPY DISK (.rft format)

Return application and payment to:

CTEVH Membership Chair
741 North Vermont
Los Angeles, CA 90029
323-666-2211 (messages)
Alice Acker, San Diego, CA
Rede & John Acker, Boulder, CO
Joseph Alleppo, Bradenton, FL
Joan Anderson, Alameda, CA
Lois Anderson, Palo Alto, CA
Barbara Angevine, Longmont, CO
Aurora Ministries, Inc., Bradentont, FL
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North Hollywood, CA,
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Jana Hertz, Aliso Viejo, CA
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Joan Hudson-Miller, Los Angeles, CA
Ruth J. Hughes, Pasadena, CA
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Julie Jaeger, Berkeley, CA
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Stacy Johnson, Riverside, CA
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Blossom Kerman, Van Nuys, CA
Terry Keyson-Drown, Camarillo, CA
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Teal G Knapp, San Rafael, CA
Donna Kobrin, Petaluma, CA
Peter O. Koskinen, Phoenix, AZ
Bernard Krebs, Plantation, FL
Bette R. Krolick, Fort Collins, CO
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Tami Sue Levinson, Phoenix, AZ
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Loyce Danbacher McWee, Mission Viejo, CA
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Carol Morrison, North Hollywood, CA
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Jo Ann Noble, Sacramento, CA
Jane V. O'Connor, San Jose, CA
Charlene Okamoto, Oakland, CA
Dr. Stanley Olivier, Sun Lakes, AZ
Jean Olmstead, Little River, CA
Kathy Olsen, Chula Vista, CA
Linda O'Neal, Sacramento, CA
Betty Jo Osborne, Walnut Creek, CA
Milton M. Ota, Honolulu, HI
Martha Pamperin, Davis, CA
Ellen Paxson, Stockton, CA
Carol Peet, Escondido, CA
Elizabeth E. Perea, Whittier, CA
Debora Pierce, Escondido, CA
Mary Beth Phillips, Moraga, CA
Fred Poon, Vancouver, British Columbia
Theresa Postello, San Francisco, CA
Ms. Charles Redfield, Phoenix, AZ
Susan Reilly, Chula Vista, CA
Janine Robinson, Le Grande, OR
Victoria Rostron, Cloverdale, CA
Catherine Rothhaupt, Sacramento, CA
Bonnie Rothman, Thousand Oaks, CA
Dr. Sandra K Ruconich, Salt Lake City, UT
Barbara Rudin, Sacramento, CA
Susan E. Salazar, Anaheim, CA
Dana Sanders, San Diego, CA
Stephen W. Sanders, San Diego, CA
Elinor Savage, Santa Rosa, CA
Beverly Scanlon, Bakersfield, CA
Norma Schelon, Huntington Beach, CA
Margaret Schefflin PhD, Carmichael, CA
Betty Schriefer, Sacramento, CA
Kathleen Shawl, Sun City, AZ
Barbara Sheperdigan, Mt Pleasant, MI
Virginia H. Shibue, Port Hueneme, CA
Thomas Shiraki, Honolulu, HI
Sophie Silfen, Washington, DC
Richard L. Simonton, Riverbank, CA
Fred Sinclair, Sacramento, CA
Clo Ann Smith, Placentia, CA
Ken Smith, Mountain View, CA
Doris Soults, Tulare, CA
Antone Sousa, San Anselmo, CA
Sandra Staples, Lodi, CA
Mary Lou Stark, Silver Spring, MD
Leslie Stocker, Los Angeles, CA
Joyce Stroh, Sacramento, CA
Stephen D. Suderman-Talco, Alameda, CA
Marsha Sutherland, Concord, CA
June Tate, Vienna, VA
Cath Tendler-Valencia, Seaside, CA
Mary Tiesen, Carlsbad, CA
Jinger Valenzuela, Glendale, CA
Susan Van Dehey, Waterford, ME
Joyce Van Tuyl, Seattle, WA
Rasa & Eric Vasilisaukas, Manhattan Beach, CA
Dawn F. & Craig Werner, Clarence, NY
Fran M. Whipple, Moraga, CA
Marian L. Wickham, Colma, CA
Anna E. Wiesman, Omaha, NE
John E. Wilkinson, Takoma Park, MD
Dr. Stuart Wittenstein, Fremont, CA
Elenne Wong, San Francisco, CA
Carol Yakura, Roberts Creek, British Columbia
Diane M. Yetter, Lomita, CA
Billie Anna Zieke, Anaheim, CA
CALENDAR OF EVENTS:

April 29 - May 1, 2004  Philadelphia PA  Spring Conference
October 21 - 23, 2004  Memphis TN  Fall Conference
April 14 - 16, 2005  Dallas TX  28th National Conference

The following are paid advertisements. The accuracy of the information is the sole responsibility of the advertiser and does not imply endorsement by CTEVH.
Do You Know Someone Who Is College Bound?

The Hadley School has a variety of free distance education courses that will ease the transition from high school to college.

Contact the Hadley School for the Blind to enroll today.
(800) 323-4238
www.hadley-school.org
CTEVH Scholarships

Spring 2004 Scholarship News

Congratulations to Matthew Finneran our Donna Coffee Scholarship Recipient.
Formerly the Donna Coffee Camp Scholarship

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

The Donna Coffee Camp Scholarship has broadened its availability to include scholarship money for more than just Space Camp. Other camps, further education, assistive technology and other good purposes are just some of the possibilities. The applicants must still be at least 9 years of age. A written explanation of how the monies will be used is required with each application.

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

If Space Camp is the purpose of the scholarship, it is contingent on the child meeting eligibility requirements of Space Camp and being accepted as a participant by Space Camp. The student will then be awarded Space Camp fees and air transportation. Additional expenses are the responsibility of the student and/or the student’s family.

The Donna Coffee Scholarship Committee makes the selection of the recipient. The scholarship is awarded at the Annual Conference.

Applications for the 2005 Donna Coffee Scholarship will follow this article.

“I would love to experience weightlessness.”

Matthew Finneran is going to Space Camp!

“My name is Matthew Finneran. I am very excited that I am able to apply for the scholarship for Space Camp. I am in the eighth grade. I attend Arrowview Middle School in San Bernardino, California.

"I am very interested in space exploration. I am also fascinated by rocket engineering. In my science classes, I have learned many things about space. I have always greatly enjoyed learning about science. I know that in space there is zero gravity. I would love to experience weightlessness. Another thing I am curious about is the planet Mars. The reason why is that I am interested in all the exploration that is going on with it. I am anxiously waiting to hear if they find any signs of that there may have been life on Mars.

"One of the reasons I enjoy science is because it gives me the opportunity to do science experiments and labs."

Matthew will be attending Space Camp this Fall.
Katie Sibert Memorial Scholarships

CONGRATULATIONS to Rhoda Bruett & Lourdes Corpuz

Rhoda & Lourdes are the Katie Sibert Scholarship winners this year. Rhoda is a transcriber from Davis and Lourdes is a transcriber from Hayward. Rhoda will use the transcriber funds toward conference expenses and Lourdes will use her fund toward software.

The deadline for the Katie Sibert Memorial Scholarship is January 15. Apply now.

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

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

The deadline each year is January 15th. Please apply before the deadline.

Katie Sibert Memorial Scholarship Committee: Paula Lightfoot, Stuart Wittenstein, Jean Olmstead, Joanne Call and Ruth Friedman.

QUALIFICATIONS
• All applicants must be current members.
• Transcribers must be actively transcribing.
• Educators must have received a Baccalaureate degree from an accredited institution with a minimum 2.5 GPA. If not currently enrolled in a graduate program leading to a credential for teaching visually handicapped children in California, educators must plan to enroll.

• A complete application packet that includes:
  Typed or printed application
  Cover letter
  Two letters of recommendation

The applicant is responsible for sending the complete application.

"The purpose of this scholarship is to foster the acquisition and improvement of skills necessary to provide high-quality educational opportunities for visually impaired students in California."

A Thank You from Rhoda Bruett.
"I wish to thank our Katie Sibert Memorial Scholarship Committee members, Paula Lightfoot, Stuart Wittenstein, Joanne Call, Ruth Friedman, and Jean Olmstead for awarding me the Katie Sibert Scholarship, which allowed me to attend the 2004 Conference. I would also like to thank Julie Cormier and Anna Lee Braunstein for writing my letters of recommendation. And, of course, I cannot forget the many "Katie" donators who made it possible. My heartfelt thanks go to every one of you.

"Conference is the annual occasion where I can attend a wide variety of workshops and exhibits; thus, improving my transcribing skills and learning about new technology.

"I also enjoy the important networking experience I have with fellow brailists who always share so much of their knowledge. It’s an invaluable event.

"With our school district budget cuts and conference attendance constraints, you made it possible for me to attend this year and I want you to know how much I appreciate it and hope others will apply in the future."

Sincerely,
Rhoda Bruett
2005 APPLICATION
CTEVH KATIE SIBERT MEMORIAL SCHOLARSHIP

Name: ___________________________________________________________

Address: _______________________________________________________________________

City: _______________________________________________________________________

State: ____________________ Zip _____________

Telephone: Day _______________________

Evening _______________________________

PLEASE RESPOND TO THE FOLLOWING:

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

__________________________________________________________________________

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

__________________________________________________________________________

3. Check the items below to show how you intend to use the scholarship. If appropriate, describe other expenditures not listed.

   • Transportation to inservice training sessions (e.g., CTEVH Conference, other local/area workshops)
   • Lodging at inservice training sessions (e.g., CTEVH Conference)
   • Tuition/registration fees
   • Books, materials and equipment necessary for training.
   • Other (specify): ________________________________________________________________

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

__________________________________________________________________________
COVER LETTER:
Each applicant must include a cover letter. This letter should:
• Briefly cover the applicant’s qualifications and/or experience in transcribing or educating the visually impaired.
• Describe how the scholarship will be used.

LETTERS OF RECOMMENDATION:

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

EDUCATORS must have two letters of recommendation from the education field (i.e., principal, college professor, etc.). The letters should address the following points, if applicable:
• Professional and/or volunteer experiences of the applicant including those with visually handicapped or other disabled persons.
• Community involvement of the applicant.
• Certificates or Credentials held by the applicant.
• Personal interests, talents, or special skills of the applicant.
• Honors or awards received by the applicant.

ALL ITEMS MUST BE POSTMARKED NO LATER THAN JANUARY 15, 2005.

Send application to:

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

FURTHER INFORMATION:
If applicants have questions, please direct them to Paula Lightfoot, Chair of the Katie Sibert Scholarship Committee at (805) 522-4040.
APPLICATION
2005 DONNA COFFEE YOUTH SCHOLARSHIP

TEACHER/TRANSCRIBER/
ORIENTATION & MOBILITY SPECIALIST FORM

Name of Student:

Student’s Address:

________________________________________________________________________

________________________________________________________________________

Student’s Telephone Number:_____________________________________

Student’s Date of Birth:__________________________________________

School/District:______________________________________________________

Grade Level of Student:____________________________________________

Student is a visually impaired or blind individual.____________

Name of Teacher/Transcriber/O&M Specialist:

_____________________________________________________________

Address:________________________________________________________________

________________________________________________________________________

Phone Number:____________________________________________________

E-mail:___________________________________________________________

School/District:______________________________________________________

The following is applicable only if using the scholarship to attend Space Camp. Attendance at Space Camp has been approved by the student’s parent/guardian (attach signed permission by parent/guardian):

____________________________________________________________________

Please let us know why you believe the student will benefit from this experience. Limit your comments to two double-spaced typewritten pages.
APPLICATION
2005 DONNA COFFEE YOUTH SCHOLARSHIP

STUDENT FORM

Name: ________________________________________________
Address: ___________________________________________________________________

Phone Number: ______________________________________
E-mail: ___________________________________________
School: ___________________________________________________________________
School Address: _______________________________________
Teacher of The Visually Impaired: _______________________________
Transcriber: __________________________________________
Parent(s)’ Name(s): ______________________________________
Address _______________________________________________
Phone Number: _______________________________________
E-mail: ___________________________________________

Name of Teacher/Transcriber/Orientation & Mobility Specialist:
_____________________________________________________________________

Tell us how you plan to use this scholarship in an essay of no more than two double-spaced pages.

The Committee must receive your application no later than February 1, 2005.
Applications should be sent to:
Stephen A. Goodman, Chair
CTEVH Donna Coffee Camp Scholarship Committee
500 Walnut Avenue
Fremont, CA 94536
Sgoodman@csb-cde.ca.gov
(510) 794 3800
FAX (510) 794 3993
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<td>1975</td>
<td>Esther Fox</td>
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<td>2003</td>
<td>Jack Hazekamp</td>
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CTEVH SPECIAL AWARDS

Special Recognition

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

Past Editors
The California Transcriber
(now CTEVH Journal)

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

Distinguished Member

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

Fred L. Sinclair Award

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

Honorary Life Membership

2000  Donna Coffee

CTEVH Past Presidents

1957-59  Betty Brudno
1959-61  Irene Hawkins
       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
THE CTEVH SERVICE RECOGNITION PIN
A BADGE OF VOLUNTEER MERIT AND HONOR
FOR YOURSELF, A DESERVING FRIEND OR CO-WORKER

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

Name_____________________________________________________________________________________
Address_________________________________________________________________________________
City/State/Zip_____________________________________________________________________________
Guild or Affiliation_________________________________________________________________________
Current member of CTEVH: _______ yes          ________ no
(Members whose dues have lapsed are not eligible for awards until dues for the current year have been paid. Only hours and/or pages completed during times of CTEVH membership shall be counted.)

BRAILLE (Library of Congress Certification required)
- Literary braille pages __________________
- Nemeth braille pages_______________ times 5/4 equals _____________
- Music braille pages ________________ times 5/4 equals _____________
- TOTAL braille pages (qualifying 5000 pages) _______________

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

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

Verifying signature of Group Chairperson or Administrator:________________________
Date: ______________________

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

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

BRAILLE:

Computer Assisted:  JIM CARREON  
500 Walnut, Fremont, CA 94536  
510-794-3800 x 237  
Jcarreon@csb-cde.ca.gov

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

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