IN THIS ISSUE:

- Tuck Tinsley III Receives Award ... pg. 16
- Ann Kelt – Guest Article on Foreign Language ... pg. 26
- Featured Articles ... pg. 28 – 32
- Special Articles ... pg. 33 – 38
- Financial Statement ... pg. 4
- “The Hidden Playground at Home” ... pg. 45
- Conference Highlights ... pg. 14

And so much more!

THE OFFICIAL PUBLICATION OF THE
California Transcribers and Educators
for the Blind and Visually Impaired
Conference this year was great!! I’ve included some of the high points of conference from my perspective, which you’ll find on page 14.

If anyone has a good story or experience they’d like to share, please send it to me at editor@ctebvi.org.

Next year Oakland, March 10-13, 2012, at Oakland Marriott City Center. Hope to see you all there.

I am pleased to announce that our vacant Specialists positions have been filled. Some of you will be very familiar with the names as they are well known in the braille community.

Foreign Language Specialist: Ann Kelt
Textbook Specialist: Jayma Hawkins
Education Specialist: Keith Christian

So check out upcoming issues for some wonderful articles by these very knowledgeable and talented people.

Marcy Ponzio
In This Issue

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Statement</td>
<td>4</td>
</tr>
<tr>
<td>CTEBVI Donna Coffee Youth Scholarship Application</td>
<td>6</td>
</tr>
<tr>
<td>CTEBVI Katie Sibert Memorial Scholarship Application</td>
<td>8</td>
</tr>
<tr>
<td>Gifts and Tributes</td>
<td>10</td>
</tr>
<tr>
<td>Congratulations Newly Certified Transcribers</td>
<td>12</td>
</tr>
<tr>
<td>CTEBVI Membership Application</td>
<td>13</td>
</tr>
<tr>
<td>Highlights of the Conference</td>
<td>14</td>
</tr>
<tr>
<td>Announcements – Of Interest To:</td>
<td></td>
</tr>
<tr>
<td>General</td>
<td>16</td>
</tr>
<tr>
<td>Transcribers/Educators</td>
<td>20</td>
</tr>
<tr>
<td>Educators</td>
<td>21</td>
</tr>
<tr>
<td>Students/Parents</td>
<td>23</td>
</tr>
<tr>
<td>Guest Article</td>
<td></td>
</tr>
<tr>
<td>English-Foreign Language Glossaries by Ann Kelt</td>
<td>26</td>
</tr>
<tr>
<td>Featured Articles</td>
<td></td>
</tr>
<tr>
<td>Braille, Littorally by Anne Walton</td>
<td>28</td>
</tr>
<tr>
<td>Moving Blindly Through a Visually Oriented World by Rena Wyant</td>
<td>31</td>
</tr>
<tr>
<td>Special Articles</td>
<td></td>
</tr>
<tr>
<td>CTEBVI and Volunteering by Christy Cutting</td>
<td>33</td>
</tr>
<tr>
<td>Alternate Methods for Transcribing Words with Emphasis by Cheryl Kamei-Hannan, Ph.D. submitted by Jana Hertz</td>
<td>34</td>
</tr>
<tr>
<td>20/20 Hindsight: Part 2 submitted by Sue Douglass</td>
<td>36</td>
</tr>
<tr>
<td>Oklahoma Connection to Job Opportunities in California</td>
<td>38</td>
</tr>
<tr>
<td>Cartoon Corner</td>
<td>39</td>
</tr>
<tr>
<td>Our Specialists Say</td>
<td></td>
</tr>
<tr>
<td>Music In Education – Richard Taesch</td>
<td>40</td>
</tr>
<tr>
<td>Featuring: More on Teaching Piano Music; Piano Ensembles with Group Teaching; State of Music Education (cont’d)</td>
<td>40</td>
</tr>
<tr>
<td>Infant/Preschool – Beth Moore and Sue Parker-Strafaci</td>
<td>45</td>
</tr>
<tr>
<td>The Hidden Playground at Home</td>
<td></td>
</tr>
<tr>
<td>Computer-Generated Tactiles – Jim Barker</td>
<td>46</td>
</tr>
<tr>
<td>Alignment Palette</td>
<td></td>
</tr>
<tr>
<td>Business Column – Bob Walling</td>
<td>48</td>
</tr>
<tr>
<td>On Volunteerism</td>
<td></td>
</tr>
<tr>
<td>CTEBVI Life Members</td>
<td>49</td>
</tr>
<tr>
<td>CTEBVI Specialists</td>
<td>52</td>
</tr>
<tr>
<td>CTEBVI Awards, Presidents and Editors</td>
<td>53</td>
</tr>
<tr>
<td>CTEBVI Executive Board</td>
<td>54</td>
</tr>
<tr>
<td>CTEBVI Board of Directors and Committee Chairs</td>
<td>55</td>
</tr>
</tbody>
</table>
# CTEBVI Financial Statement

**CTEBVI Financial Statement as of December 31, 2009**

**Cash on hand – January 1, 2009**  
$210,532.63

## RECEPTS

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membership Dues</td>
<td>$30,385.00</td>
</tr>
<tr>
<td>2009 Membership</td>
<td>$21,935.00</td>
</tr>
<tr>
<td>2010 Membership</td>
<td>7,400.00</td>
</tr>
<tr>
<td>2011 Membership</td>
<td>1,000.00</td>
</tr>
<tr>
<td>2012 Membership</td>
<td>50.00</td>
</tr>
<tr>
<td>Conference 2009</td>
<td>$75,020.00</td>
</tr>
<tr>
<td>Conference 2010</td>
<td>1,125.00</td>
</tr>
<tr>
<td>General Fund</td>
<td>4,557.00</td>
</tr>
<tr>
<td>AV Rental Income</td>
<td>2,000.00</td>
</tr>
<tr>
<td>Donna Coffee Youth Scholarship</td>
<td>320.00</td>
</tr>
<tr>
<td>Katie Sibert Memorial Fund</td>
<td>390.00</td>
</tr>
<tr>
<td>Life Memberships</td>
<td>2,000.00</td>
</tr>
<tr>
<td>Interest Income</td>
<td>2,456.90</td>
</tr>
<tr>
<td>Transcriber Listing</td>
<td>45.00</td>
</tr>
<tr>
<td><strong>Total income to date:</strong></td>
<td>$118,298.90</td>
</tr>
<tr>
<td></td>
<td><strong>$328,831.53</strong></td>
</tr>
</tbody>
</table>

## DISBURSEMENTS

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference 2009</td>
<td>$83,953.17</td>
</tr>
<tr>
<td>Conference 2010</td>
<td>14,952.91</td>
</tr>
<tr>
<td>Conference 2011</td>
<td>11,830.16</td>
</tr>
<tr>
<td>Advocacy (pd for 2008 trip)</td>
<td>1,659.54</td>
</tr>
<tr>
<td>Audit, &amp; Tax Preparation</td>
<td>1,650.00</td>
</tr>
<tr>
<td>AV Rental Expenses</td>
<td>3,338.60</td>
</tr>
<tr>
<td>Awards</td>
<td>43.07</td>
</tr>
<tr>
<td>Bank Charges</td>
<td>189.70</td>
</tr>
<tr>
<td>Board of Directors</td>
<td>8,525.89</td>
</tr>
<tr>
<td>Grant Writer Services</td>
<td>1,099.15</td>
</tr>
<tr>
<td>Historian</td>
<td>78.37</td>
</tr>
<tr>
<td>Insurance</td>
<td>5,646.00</td>
</tr>
<tr>
<td>Officers and Liability</td>
<td>$4,978.00</td>
</tr>
<tr>
<td>Commercial Package</td>
<td>668.00</td>
</tr>
<tr>
<td>Membership</td>
<td>$1,542.46</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>301.67</td>
</tr>
<tr>
<td>Office – BIA</td>
<td>1,916.55</td>
</tr>
<tr>
<td>Rent</td>
<td>1,200.00</td>
</tr>
<tr>
<td>Phone</td>
<td>716.55</td>
</tr>
<tr>
<td>Publications</td>
<td>$32,536.08</td>
</tr>
<tr>
<td>Journal Publishing</td>
<td>$25,749.87</td>
</tr>
<tr>
<td>Embossing</td>
<td>$504.58</td>
</tr>
<tr>
<td>Editor</td>
<td>2,400.00</td>
</tr>
<tr>
<td>Misc.</td>
<td>149.83</td>
</tr>
</tbody>
</table>

**Total expenses: $328,831.53**
### DISBURSEMENTS (Continued)

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postage</td>
<td>$ 1,519.22</td>
</tr>
<tr>
<td>Printing</td>
<td>18,576.24</td>
</tr>
<tr>
<td>Publisher</td>
<td>1,600.00</td>
</tr>
<tr>
<td>Transcribing</td>
<td>1,000.00</td>
</tr>
<tr>
<td>Website</td>
<td>$ 6,786.21</td>
</tr>
<tr>
<td>Site Finding</td>
<td>$ 109.30</td>
</tr>
<tr>
<td>Special Service Projects</td>
<td>5,467.38</td>
</tr>
<tr>
<td>BANA Membership</td>
<td>1,000.00</td>
</tr>
<tr>
<td>BANA Meetings</td>
<td>1,892.38</td>
</tr>
<tr>
<td>Donna Coffee Award</td>
<td>1,000.00</td>
</tr>
<tr>
<td>Katie Sibert Scholarships</td>
<td>500.00</td>
</tr>
<tr>
<td>JAC Membership</td>
<td>75.00</td>
</tr>
<tr>
<td>Vacaville</td>
<td>1,000.00</td>
</tr>
<tr>
<td>Taxes</td>
<td>$ 60.00</td>
</tr>
<tr>
<td>Treasurer</td>
<td>230.78</td>
</tr>
</tbody>
</table>

Total expenses to date: **$ 175,130.78**

Cash on hand – December 31, 2009: **$ 153,700.75**

Surplus/Deficit for year: **– $ 56,831.88**

### CASH RECONCILIATION:

<table>
<thead>
<tr>
<th>Fund</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund Checking</td>
<td>$ 30,681.32</td>
</tr>
<tr>
<td>Combination Funds CD</td>
<td>57,759.57</td>
</tr>
<tr>
<td>Contingency Funds</td>
<td>$ 39,506.54</td>
</tr>
<tr>
<td>Donna Coffee Scholarship</td>
<td>4,209.30</td>
</tr>
<tr>
<td>Transcriber Support</td>
<td>14,043.73</td>
</tr>
</tbody>
</table>

### DEDICATED ACCOUNTS:

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Katie Sibert Scholarship</td>
<td>$ 65,259.86</td>
</tr>
<tr>
<td>Donna Coffee Scholarship (In above CD)</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL CASH ACCOUNTS: **$ 153,700.75**

### CONFERENCE REPORTS

#### CTEVH 2009 Conference

<table>
<thead>
<tr>
<th>Receipts/Disbursements</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receipts in 2008</td>
<td>$ 18,200.00</td>
</tr>
<tr>
<td>Disbursements in 2008</td>
<td>$ 6,653.60</td>
</tr>
<tr>
<td>Excess of Receipts Over Expenditures</td>
<td>$ 2,613.23</td>
</tr>
</tbody>
</table>

#### CTEBVI 2010 Conference

<table>
<thead>
<tr>
<th>Receipts/Disbursements</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receipts in 2009</td>
<td>$ 1,125.00</td>
</tr>
<tr>
<td>Disbursements in 2009</td>
<td>$ 14,952.91</td>
</tr>
</tbody>
</table>

#### CTEBVI 2011 Conference

<table>
<thead>
<tr>
<th>Disbursements in 2009</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$ 11,830.16</td>
</tr>
</tbody>
</table>
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 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](http://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:**

CTEBVI Donna Coffee Scholarship
741 North Vermont Avenue
Los Angeles, CA 90029-3594

[www.ctebvi.org](http://www.ctebvi.org)

*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.
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**

<table>
<thead>
<tr>
<th>General Fund</th>
<th>Donna Coffee Fund</th>
<th>Katie Sibert Fund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peggy Best</td>
<td>Saralyn Borboa</td>
<td>Judi Biller</td>
</tr>
<tr>
<td>Patty Biasca</td>
<td>Leslie C. Burkhardt</td>
<td>Saralyn Borboa</td>
</tr>
<tr>
<td>Saralyn Borboa</td>
<td>Sandra Edwards</td>
<td>Leslie C. Burkhardt</td>
</tr>
<tr>
<td>Kathleen Christensen</td>
<td>Barbara Maher</td>
<td>Sandra Edwards</td>
</tr>
<tr>
<td>Sandra Edwards</td>
<td>Don Riffe</td>
<td>Sharon Ferguson</td>
</tr>
<tr>
<td>Carol Morrison</td>
<td>Sherri C. Stillians-Lugo</td>
<td>Vicki Garrett</td>
</tr>
<tr>
<td>Don Riffe</td>
<td>Anne Taylor-Babcock</td>
<td>Barbara Maher</td>
</tr>
<tr>
<td>Sherri C. Stillians-Lugo</td>
<td></td>
<td>Don Riffe</td>
</tr>
<tr>
<td>Georgene Zaninovich</td>
<td></td>
<td>Sherri C. Stillians-Lugo</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anne Taylor-Babcock</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cynthia Zeighami</td>
</tr>
</tbody>
</table>
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
Norma Emerson
18271 Santa Lauretta Street
Fountain Valley, CA 92708-5528
CONGRATULATIONS to the Following Newly Certified Transcribers

**LITERARY**
Sabine L. Rollins  
Anchorage, AK

Jessica Leigh McClellan  
Athens, GA

Michael Tim Rinehart  
Newton, IA

David R. Chauncey  
Phoenix, AZ

Qyn Bosewell  
Bunker Hill, IN

Myra Jean Horton  
Hutchinson, KS

George Arthur Means  
Phoenix, AZ

William Carpenter  
Bunker Hill, IN

Ella Renee Inman-Davis  
Pewee Valley, KY

Charlie Perez  
Wrightsville, AR

Lester Collins  
Bunker Hill, IN

Cynthia Kay Long  
Pee Wee Valley, KY

Frances Balbin Carter  
Castro Valley, CA

Reggie Illya Dean  
Bunker Hill, IN

Mary Ellen Mulkern  
Bridgewater, MA

José C. Sandoval  
Vacaville, CA

Fern Marie Eckstein  
Indianapolis, IN

Martin Arthur Smith  
Grafton, MA

Vicki Spencer-Sims  
Vacaville, CA

Terry Lucas  
Bunker Hill, IN

Sandra W. Van Voorhies  
Westford, MA

Michael E. Garrison  
Cheshire, CT

Darryl L. Trafford  
Bunker Hill, IN

Melissa Ann Bistodeau  
Zimmerman, MN

Thomas C. Wood  
Cheshire, CT

Kenneth Veden  
Bunker Hill, IN

Rachael Kay Youngblom  
Lake Crystal, MN

Laura Irene Cook  
Decatur, GA

James Wright  
Bunker Hill, IN

George Michael Kniest  
Jefferson City, MO

Dianne Hickerson  
Brockport, NY

Tammy L. Nixon  
Gatesville, TX

Yolanda R. Leonard  
Spencerport, NY

Marie M. Parker  
Roy, UT

Lauren Michelle Miranda  
Franklin Square, NY

Treca Young  
Yacolt, WA

Maureen Cass  
Lansdale, PA

Roberto R. Coronado  
Oshkosh, WI

Rhoda Sue Kauffman  
Ulster, PA

Patricia J. Herrling  
Madison, WI

Tanya Melton  
Philadelphia, PA

Reaumel Lavern Marsh  
Oshkosh, WI

Myra Christenbury  
Greenwood, SC

Travis Bud Davis  
Sioux Falls, SD

Michael Gene Poncelet  
Sioux Falls, SD

Janice Gail Hallberg  
Anoka, MN

Kouchiann Ni  
Campbell, CA

Penny J. Nickles  
Lincoln, NE

**NEMETH**

Ruth Rozen  
Evanston, IL

Donald A. Young  
Boise, ID

**MUSIC**

Jerry Lee Cole Jr.  
Anamosa, IA

Lloyd R. Coughenour IV  
Dunbar, PA

Michael D. Keary  
Anamosa, IA

**PROOFREADING**

Reaumel Lavern Marsh  
Oshkosh, WI

Myra Christenbury  
Greenwood, SC

Parenthia McDonald  
Greenwood, SC
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.

<table>
<thead>
<tr>
<th>Membership Type</th>
<th>US $</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic or Foreign (individual or family with VI child/ren) Membership</td>
<td>$50</td>
<td></td>
</tr>
<tr>
<td>Life Membership</td>
<td>$500</td>
<td></td>
</tr>
</tbody>
</table>

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 JOURNAL 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
Conference Highlights

**51st CTEBVI Conference**  
April 22-25, 2010

**Highlights of the Conference**

For those of you who were not able to attend this year’s conference, here is a little synopsis of the weekend’s events.

As to workshops, I can only give information on those I attended, which are transcriber based.

Jana Hertz brought a unique teaching technique to her workshop – Literary Braille Jeopardy. This workshop was conducted just like the TV program you all know and love (or not love). The screen projected an actual Jeopardy “board” with various categories ranging from “Bits & Pieces,” “Margins,” “Composition Signs,” just to name a few. There was three contestants, a Double Jeopardy, and of course Final Jeopardy. It was a learning experience, as well as entertaining and fun! The top scorer, with $5,900, (while not actually receiving cash) was presented with a scrumptious rich chocolate bar.

Bob Stepp again WOWED us all with an upcoming update to Braille 2000 for tables. This feature will automatically – yes, I said automatically – transcribe a Word .rtf file of a table into a braille table complete with columns, guide dots, and everything else necessary to create a table. If the table is too large to put into columns and must instead be put into either a list or stair step format, this feature will allow you to choose which one you want and will automatically convert it into one of these options, complete with TN.

Patty Biasca presented a great workshop on formatting Contents pages, using some complicated examples and breaking them down to the fundamentals of braille contents pages. They’re not as scary as they look.

Nancy Niebrugge provided some very interesting statistics on what has been learned from surveys and scores from the Braille Challenge. This program has grown by leaps and bounds over its ten-year life: Regionals grew from 6 in 2005 to 34 in 2010; overall participation grew from 450 in 2007 to over 700 in 2010. In 2010 Braille Challenge had participants from 43 state and 4 Canadian provinces. The largest Regional was in Florida, with a total of 55 participants.

The meal events provided a chance to socialize, connect with old friends and make new friends and connections.

Friday’s luncheon gave us the privilege of getting to know an amazing young man, Jake Olson, who has been on ESPN, is an author and sports commentator. All through his young life, Jake has overcome many hurdles and has come out the other side an optimistic and beautiful person. An inspiration and wonderful role model for all young people.

Saturday’s banquet provided entertainment from two very talented young women, Rachel Flowers and Jessica Callahan; they gave us all an evening of beautiful music. The speaker for this banquet was Mr. Les Stocker, President of Braille Institute, Los Angeles. Mr. Stocker presented an outlook of the current economic climate, and then gave us a way of dealing with and surviving these tough times. We must unite our efforts to inform and educate the public and legislature of our importance not only to the work force and the number of people this industry employs, but also the great numbers of young people we support and educate who go on to enter the workforce as independent and productive citizens.

Sunday’s brunch offered us the opportunity of learning from a panel of students in college what their academic experience has been – what helped them, what would have helped more, how prepared they felt in dealing with the “real world” – and also fielded many questions from the audience. A very informative and eye-opening experience.
Several people won a nice chunk of cash from the 50/50 raffle – one of whom donated his winnings to CTEBVI – and the lucky winners of the Silent Auction walked away with some fabulous gifts.

Last, but not least, the Exhibit Hall was once again a big hit, with many vendors presenting the latest in assistive technology, some cool braille jewelry, and my personal favorite, Playworks – I just had to purchase the Blobby Robby, the cutest squishy toy.

All the people I had a chance to talk to said they enjoyed the conference, got a lot of good information at the workshops, made some valuable contacts, and were very glad they attended.

The Donna Coffee Youth Scholarship was awarded to Nicholas Avalos, who will use the money to purchase JAWS for his home computer. Having JAWS will help him tremendously with school work, giving him the ability to research the Internet, and support his efforts to obtain a good education.

Three people received Katie Sibert awards, which enabled them to attend this year’s conference.

Your annual membership and donations are important in order for CTEBVI to offer monetary assistance to those wanting to attend conferences, and to young people for supporting their academic efforts.

So, all this will hopefully entice and encourage you all to attend next year’s conference in Oakland, March 10-13, and to realize how continuing to be a member of this organization can benefit you. Your annual membership is important to CTEBVI – whether or not you are able to attend conference in any given year – and will help to ensure the organization’s ability to continue to present these conferences. Your membership also offers you the opportunity of applying for the Donna Coffee Youth Scholarship, the Katie Sibert award, and receiving the quarterly JOURNAL, among other things.

This year CTEBVI announced a feature of its website for transcribers to submit ads announcing their availability for transcription work, their experience, and certifications. If you are interested in placing an ad, please visit www.ctebvi.org, click on links, and then transcribers and embossing. You will find a form giving you information on how to place an ad.

This conference also brought some changes to our Executive Board and Board of Directors. The following people were voted to board positions by the membership at the Sunday Brunch:

Carol Morrison, Sandy Greenberg, Robert Walling, Marie Hadaway and Patricia Williams, Board of Directors.

Grant Horrocks, current President, will be serving another term as President.
Patty Biasca is our new Vice President.
Tracy Gaines has been appointed for another term as Secretary.

As you can see, CTEBVI is well represented by all these people, and we look forward to great things happening within the organization in the coming years through their leadership, as well as all the board members in their current terms.

It is with sadness that we say good-bye to some board members who have retired this year. We will miss them and their contributions to this organization.

Thank you to Christy Cutting, Liz Perea, Melissa Hirshson, and Lisa McClure for all your years of service to CTEBVI. Your dedication to CTEBVI has been very much appreciated.

Hope to see you all next year in Oakland.

Marcy Ponzio
JOURNAL Editor
The 2010 Professional Award Recipient Is Tuck Tinsley III

Dr. Tuck Tinsley’s positive leadership of the American Printing House for the Blind for over 20 years has guided the company to an era of collaboration with the entire field of blindness. By refocusing APH on its original mission of providing accessible textbooks, while opening the doors to the field and inviting adaptive product ideas, Dr. Tinsley has profoundly impacted the education of students who are blind and visually impaired. Among his accolades, he has received COSB’s William H. English Leadership Award, the VisionServe Alliance Excellence in Leadership Award, the Kentucky AER Exceptional Service Award, and the Distinguished Alumni Award in Business and Industry by the Florida State University College of Education. He serves on a number of boards and committees, including the Kentucky School for the Blind Charitable Foundation and the World Blind Union.

Tuck Tinsley will be honored during the 2010 APH Annual Meeting taking place October 14-16 in Louisville, KY. For the full story visit AFB: http://www.afb.org/Section.asp?SectionID=47.

We at APH congratulate Dr. Tinsley on this amazing and well-deserved honor.

---

Braille Authority of North America

PRESS RELEASE February 2010

CONTACT: Judith Dixon, Chairperson, Braille Authority of North America
PHONE: 1-202-707-0722  E-MAIL: jdix@loc.gov

BANA Position Papers, Fact Sheets and Guidelines Available

The Braille Authority of North America (BANA) website at http://www.brailleauthority.org has recently posted a new fact sheet, Size and Spacing of Braille. This fact sheet is available for viewing as a web page as well as in electronic files suitable for downloading into print and braille.

Size and Spacing of Braille includes standards for braille embossed on paper, as well as standards for braille signage. It has been provided to assist those seeking information about the technical aspects of the production of braille in either capacity.

Other position papers, fact sheets and guidelines are also available on a number of topics.

Position Papers
• A Braillist’s Pledge of Professional Ethics
• The Use of the Braille Slate and Stylus
• Capitalization Style for the Word “braille”
• Braille is NOT a Language
• Terminology: Contracted and Uncontracted Braille

Fact Sheets
• BANA’s Braille Unification Efforts
• Eight-dot Braille
• Size and Spacing of Braille
Guidelines

- Guidelines for Brailling Business Cards
- Promising Practices for the Transcription of Textbooks for Grades K-3
- Guidelines for the Production of Braille Materials Through the Use of Braille Production Software

* * * * *

BANA Adopts IPA: Braille (International Phonetic Alphabet: Braille)

The Braille Authority of North America (BANA) announces that it has adopted IPA Braille as the authorized BANA code for phonetics. This is a braille code for the transcription of the International Phonetic Alphabet as revised 2005 under the auspices of the International Council on English Braille (ICEB). Further information about the development and revision of this international code for phonetics may be found at the ICEB website at http://www.iceb.org/icebipa.htm.

Electronic files of this code may be found on the ICEB website as well as that of the Braille Authority of North America at http://www.brailleauthority.org in the Publications link. The following formats are available:

Print Document
IPA Braille (.pdf [Adobe] file format, 61 pages)

Braille Files (.brf format)
IPA Braille - Part 1 (.brf format, 25 lines per page by 40 cells per line, 116 pages)
IPA Braille - Part 2 Introduction (.brf format, 25 lines per page by 28 cells per line, 13 pages)

Braille Files (Duxbury.dbx format)
IPA Braille - Part 1
IPA Braille - Part 2 Introduction

Corel Draw File (.cdr tactile graphics format)
IPA Braille - Part 2 Tactile (.cdr [Corel] format, 28 pages)

PDF File (Adobe .pdf tactile graphics format)
IPA Braille - Part 2 Tactile (.pdf [Adobe] format, 28 pages)

The mission and purpose of the Braille Authority of North America are to assure literacy for tactile readers through the standardization of braille and/or tactile graphics. BANA promotes and facilitates the use, teaching, and production of braille. It publishes rules, interprets and renders opinions pertaining to braille in all existing codes. It deals with codes now in existence or to be developed in the future, in collaboration with other countries using English braille. In exercising its function and authority, BANA considers the effects of its decisions on other existing braille codes and formats; the ease of production by various methods; and acceptability to readers.

For additional resource information, visit www.brailleauthority.org

~ ~ ~ ~ ~

The Dr. Bill Telephone Education Series

Dr. Bill Takeshita, in conjunction with Braille Institute Child Development Services has launched the Dr. Bill Telephone Education series. On the third Wednesday of each month, from 7:30 – 8:30 pm, Dr. Bill provides a 30-40 minute lecture over a conference call on a variety of topics relative to the young children birth to age 6 who are visually impaired. He then opens up the line for individual questions from family members or service providers.
General Announcements

Recent topics include “The Importance of Vision Stimulation” and “Activities to Encourage the Use of Vision.” The March session entitled “Making the Most of Your Child’s Eye Exam” demonstrated the importance of communication between parents, doctors and providers to build a team to support the child’s success.

April’s topics will be an “Overview of ROP.”

This is a great opportunity for parents, family members, teachers and therapists to call into a conference call number and gather great information in the comfort of your own home.

To access the call dial 1-888-247-8947, when the operator prompts dial the pass code 460500.

That’s it, and you are automatically entered into the call.

For more information or to receive an electronic flyer describing the Telephone Education series, please contact Sue Parker-Strafaci at sparker-strafaci@brailleinstitute.org or call (323) 906-3138. Thanks so much and I hope to hear from you soon!

~ ~ ~ ~ ~

New Video Available to Provide Guide Runner Basics

(Coordinate Springs, Colorado) - U.S. Paralympics, in conjunction with U.S. Association of Blind Athletes, is pleased to announce the release of the video resource Basics of Guide Running for Track & Field and Trail.

Basics of Guide Running for Track & Field and Trail is a user-friendly video for runners interested in becoming guides for visually impaired athletes. The video’s focus includes how to guide a visually impaired athlete in the long and triple jumps, sprinting events and trail running. The instructors (Jerome Avery, Wesley Williams and Donald Cooper) are guide runners for U.S. Paralympic medalists, both current and retired, and provide concise and insightful tips for guide runners. Paralympic medalists featured in the video are Elexis Gillette and Josiah Jamison (silver and gold medalists, respectively, 2008 Beijing Paralympic Games) and Tim Willis (winner of five Paralympic medals).

Mark Lucas, executive director of U.S. Association of Blind Athletes and partner in the video project says, “This DVD is a great tool to introduce athletes, coaches, running clubs and potential guide runners to the simple modifications used to include blind and visually impaired athletes in the sport of track and field.”

To view the video online go to http://teamusa.org/video?fr_story=1aa668a838d43381d126b7b72c9bb7975a43db2&rf= bm.

To request a copy of the Basics of Guide Running for Track & Field and Trail or to find out more information about where and how to compete for U.S. Paralympics, please email paralympicinfo@usoc.org or visit: http://usparalympics.org/pages/570

For more information about sports programs for visually impaired athletes, visit the U.S. Association of Blind Athletes website: http://www.usaba.org/

Address postal inquiries to:
United States Association of Blind Athletes
33 North Institute Street, Colorado Springs, CO 80903
Camp Bloomfield
2010 Summer Camp Staff Needed
Junior Blind of America’s Camp Bloomfield provides children and youth who are blind, visually impaired or multi-disabled with a natural and safe environment to develop self-esteem, build independence and fully experience the joys of childhood. Nestled in the Santa Monica Mountains in Malibu, this 40-acre camp offers various week-long camp sessions for children of all ages and disabilities. The largest of its kind in the Western United States, Camp Bloomfield serves hundreds of campers free of charge each summer and is accredited by the American Camp Association (ACA).

Our camp staff undergo a week of intensive training to ensure they are fully equipped to meet our campers’ needs and provide them with the most enriching experiences possible. Additionally, a registered nurse is onsite at all times.

Our facilities include a campfire amphitheater (including stage), two horseback riding rings, hiking trails, swimming pool, large soccer field (beep baseball), basketball courts (goalball), volleyball court, tennis court, archery area, climbing tower and three high ropes course elements.

To begin your journey, request an application from the Camp Director, Frank Cardenas at:
fcardenas@juniorblind.org

Camp staff contract begins June 13, 2010 (3 pm) – Ends August 26, 2010 (11 am)
All candidates must be at least 18 years old by June 1st, eligible to work in the U.S., and clear a background check.

General Positions
- General Counselors
- Lead Male Counselor
- Lead Female Counselor
- Support Staff (kitchen steward)
- Support Staff (janitorial and grounds)

Certified Positions
- Wranglers
- Archery Instructor
- Registered Nurse
- Challenge Course Instructors
- Red Cross Certified Lifeguard
- Red Cross WSI Swim Instructor

Activity Leaders
- Arts and Crafts
- Special Events

GDB Puppy Raiser Program*
- Guide Dog Leader (special requirements)

*The puppy raiser candidates may apply for any positions listed above. The first seven hired may qualify for room & board scholarships available and sponsored by Guide Dogs for the Blind.

Junior Blind of America
Staff Application: fcardenas@juniorblind.org  www.juniorblind.org
5300 Angeles Vista Blvd., Los Angeles, CA, 90043 USA | Telephone: 323-295-6392  Fax: 323-296-0424
Transcriber/Educator Announcements

SUBJECT: Tactile Materials Research Study

Colleagues,

Do you prepare tactile materials for braille readers? Or, do you have a colleague who has this responsibility? If so, then we’d like to invite you or your colleague to participate in a research study to help us learn how people prepare tactile materials for students in math classes in grades 1-12.

Please help us recruit a large sample for our study. We ask that you share this email and the attached flyer with others who might qualify for the study. We’re happy to answer your questions. Contact either of us off list.

If you would like to participate, you may begin by either reading the attached flyer or just going to the following web address: http://www.surveymonkey.com/s/WPS5JCD.

Accuracy and Techniques in the Preparation of Math Worksheets for Tactual Learners

Conducted by: Dr. Tina Herzberg, University of South Carolina Upstate
Dr. L. Penny Rosenblum, University of Arizona

We are seeking individuals who prepare math materials for tactual learners in preschool-grade 12 to participate in a research study. The purpose of the study is to learn about the background of participants, the ways in which they prepare math materials for tactual learners, and the accuracy of the materials prepared.

Who Qualifies to be a Participant for this Study?
- Teachers of students with visual impairments
- Paraprofessionals
- Others who prepare math materials for tactual learners
- Braillists
- Transcribers

Participants must have prepared math materials for tactual learners during the 2007-2008, 2008-2009 and/or 2009-2010 school years.

Steps to Participate in the Study:
- Consent to participate in the study.
- Complete the online demographic survey
- Select a worksheet to braille and mail the completed worksheet to the researchers
- Complete the online transcription survey

Compensation: Regardless if you elect to participate in the study or not, you are welcome to enter in a drawing for two gift cards from Target each valued at $25.

For more information contact:

Dr. Tina Herzberg, University of South Carolina Upstate School of Education
800 University Way, Spartanburg, SC 29369  864-503-5572 herzberg@uscupstate.edu

Dr. L. Penny Rosenblum, University of Arizona, Department of Disability and Psychoeducational Studies
PO Box 210069, Tucson, AZ 85721  520-621-1223 rosenblu@u.arizona.edu
Educator Announcements

SUBJECT: Computer Games

I am looking to download a few free computer games for a very involved student on a PC. I am looking for games that produce various sounds when keys are pressed or the mouse is moved or clicked. I hope to use these for fun and entertainment.

Thanks, Tom

* * * * *

Tom, I got this information from a workshop at the Literacy conference. This free program is for blind and visually impaired children old enough to set up their own website. The program teaches technology and has an environmental component. Contact Phia Damsma, Creative Director of Sonokids in Australia.
Website: www.sonokids.org  E-mail: radar@sonokids.com

Try it. Carol

* * * * *

Hi Tom, I just discovered this website.
http://www.priorywoods.middlesbrough.sch.uk/resources/restop.htm

Check out the cause and effect targeting activities.
Ginger, TVI/O&M

* * * * *

Hi, I like Hark the Sound. It is free and very basic. I use it with kinder and more involved students. But it can also be used by older kids too.

* * * * *

Hi, This is a fun one! Just touch any key and things happen! Can you share others that you find?
http://kneebouncers.com/

Thanks, Suzanne

* * * * *

Try typing free game download children ... or variations on that theme in the browser... I have downloaded some really good ones ... also, Intellitools has free downloads on their website...I love their stuff.

Happy hunting!

~ ~ ~ ~ ~

SUBJECT: Portable Distance/Near Video Magnifiers

Thank you all who responded to my email asking for information about names of specific, portable distance/near video magnifiers that have worked well for your middle school students who move class to class. I have listed the responses below.

Ginger Josselyn-Riley, TVI/O&M, PVUSD
1. Love, love, love the Onyx

2. You could look into Enhanced Vision’s Flipper panel – fits into a backpack and is fairly light weight.

3. I have a student in the same situation...will you please share the responses? Thanks

4. The Far View works and you can take pictures of what is on the board and bring it closer. It also magnifies up close. My student loves his.

5. We have two high school students who use the Acrobat quite successfully. They don’t need it in every class, but find it especially helpful in math classes. They have made arrangements with one of their teachers to keep and store the Acrobat at the end of the day. The Flipper works pretty well, but our students felt that the viewing screen was too small. They preferred the clarity of the Acrobat.

6. There are a couple on the market. 1: ABISee Inc: Zoom Twix 2: Humanware The Graduate 3: Freedom Scientific The Onyx. Each unit has there pluses and minuses. All of these pieces of access technology are used in conjunction with a laptop computer through a USB cable. All are light weight and very portable. If you want more information regarding these pieces of equipment go to their respective web sites.

7. If your student has a notebook computer, then the Humanware Graduate is relatively portable and it will run off of the battery of the computer, thus eliminating the need to plug it in. The Enhanced Vision Flipper is also small and can connect to a notebook computer but does not work as well if the student needs the CCTV to write. If the student is auditory, the ABISee Twix is a great device that connects to a computer. With each of these devices, she will need a larger desk, one that will accommodate a notebook computer and about 12 inches wider to place the camera. The Optelec Far View is similar to a digital camera but a bit more difficult to use for both far and near viewing.

8. We are very happy with the ClearNote by Optelec.

9. I have an 8th grade student who is successfully using a 4X12 magnifier to see the board. It’s small and portable and indiscreet. We’ve also ordered from Enhanced Vision an Amigo for near vision tasks as it is portable too.

10. The students at CSB who go to middle school and high school in the Fremont district are enthusiastic about the Flipper by Enhanced Vision for carrying between classes. The new Flippers come with a black backpack, which makes them all the more stylish. They can be operated by battery, so the students don’t have to sit near a wall socket. The camera can be turned in any direction, increasing options for seating in class. The Flipper is not so great for writing under. Enhance Vision makes a stand for the camera to improve writing, but the stand is as awkward as a desktop CCTV.

We also have several Lynx here at CSB, which are made by Clarity. They are also run on rechargeable batteries and are slightly heavier to carry. They are a little awkward to use for students who need to be up close to the monitor screen to see. The camera can’t turn in as many directions, but it is high enough to make writing easy.

Other options available include the Onyx from Freedom Scientific. It can be bought with just a camera that will hook up with a lap top and provide portable electronic enlargement. A Flipper camera that connects to a lap top is also available.

The Cadillac may be the Twix which includes a scanner and screen reader as well as electronic magnification with both near and distance focus. This is designed to use with a laptop and is extremely compact to carry. I assume that most college students will want to use this piece of equipment, and that future generations of it will only get better. It would be great if secondary school students learned to use it so they will have mastered its use before college.
Imagine the impact your innovation could have on providing access to information for blind people around the world…

National Braille Press would like to invite you to apply for a $20,000 award to honor those innovating in the field of Tactile Literacy. The Touch of Genius Prize for Innovation was developed to inspire an innovator to continue the promotion of braille literacy for blind and deafblind people worldwide.

The $20,000 Prize will be granted to a group or individual for a new educational method, a new tactile literacy product, or a new technological advance in tactile literacy. The Touch of Genius Prize for Innovation may be awarded for a completed project or anticipated concept that shows viability and will improve opportunities for blind people.

Applications must be received by May 24, 2010. For more information and to download the application, please visit the www.touchofgeniusprize.org.

The Touch of Genius Prize for Innovation is provided through support from National Braille Press and The Gibney Family Foundation.

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 come to CSB on Monday evening or leave on Thursday to go home.

Some dates of classes may change once the school calendar is established for the 2010-2011 School Year. Additions or changes will be sent out as they are made.

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

- **September 19-24, 2010** – Tech Week. This is a week spent with the teachers in the Tech Lab at CSB. They will also work on completing course work and assignments from their home schools. **Deadline for application is September 3, 2010.**

- **September 27-October 1, 2010** – Environmental Education Week Activities include a day at the Monterey Bay Aquarium with a set time for admittance into the lab for hands-on exploration. The week also includes a kayak trip lead by ETC in the Elkhorn Slough, and a community service project in the Monterey Bay Regional Park District. This course is for middle school students. **Deadline for application is September 10, 2010.**

- **October 12-15, 2010** – Tactile Graphics Week. A week exploring tactile graphics and other math problem areas. **Please note this is a 4 day week for CSB. Students will arrive on Monday evening.**
October 25-29, 2010 – Boats, Trains and Buses! Transportation week. Introduction to a variety of modes of transportation available in the Bay Area including CalTrain, BART, Cable Car, bus travel, and a ferry ride. 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. 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 x 228 to schedule appointments.

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. Self-determination is an important part of the Expanded Core Curriculum and Empowerment gives students the tools they need to direct their own lives.

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. 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.

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. 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 7-10, 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, and will participate in a day trip to Ano Nuevo, the elephant seal preserve, visit Fitzgerald Marine Reserve, and walk through an ancient Redwood forest. A community service project at one of the regional parks will end the adventure. Please note this is a 4 day week and students will arrive on campus Monday evening.


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 Grades 4-5-6. See information under November 8-12, 2010.

April 11-15 OR April 18-22, 2011 – Science Week for Elementary Students. We don’t have a school calendar for 2010-11 at this time. This week will be scheduled when we find out when spring break will occur. 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.
Subject: Out of Sight Adventure Program 2010!

Greetings! This is Brook Yates from the Breckenridge Outdoor Education Center announcing our 2nd summer for our Out of Sight Adventure Camp! Our camp last year was such a success we got approved for another grant. Details and more information (including application) can be found at www.boec.org (http://www.boec.org/2010/08/08/boec-presents-insight-outside-august-8-15-2009/?page_from=openenroll). If you have any questions at all please let me know. Please help spread the word if you know of any teenager with a visual impairment between the ages of 15-19 that would love the opportunity to spend 8 days in the wilderness of Colorado!

What: Eight-day outdoor adventure program including: rock climbing, white water rafting, camping and hiking. The program will be supervised by long-time BOEC Course Director and Therapeutic Recreation Internship Coordinator, Brook Yates. Brook, now a post-graduate student in Orientation and Mobility for the Blind, will lead a team of BOEC staff to produce this program.

When: August 1st – 8th, 2010

Where: The program will begin and end in Denver, CO.

Who: This program is designed for teenagers between the ages of 15-19, who have a visual impairment, who are active physically and socially, and who possess skills with independence.

Cost: $900 (scholarships funds are available for qualified students on a first come-first served basis)

Requirements: Students must be between the age of 15-19; have a visual impairment; be able to travel to Denver, CO; prepare and present a 15 minute environmental education presentation for their peers.

Submit the following documents electronically to brookyates@gmail.com:
BOEC Student Application; Supplemental questionnaire; BOEC Scholarship Application (if applicable)

To learn more about the Out of Sight Adventure Program contact Brook Yates at brookyates@gmail.com or 970-333-4035.

To learn more about the BOEC go to www.boec.org or call 800-383-2632.
ENGLISH-FOREIGN LANGUAGE GLOSSARIES

Ann Kelt, Guest Writer
Chair, BANA Foreign Language Committee,
BANA FORMATS Committee Member and Formatter for CSMT

The last few years have given us some new format of old text – combined English/Foreign Language glossaries. In the process this has raised many format questions. The following examples are a general preview of what will be included in the upcoming FORMATS and Foreign Language rules revisions. We have received permission from BANA to provide this material since the text is so prevalent and important to our students.

You will see many different formats in print and in California they will most probably be English/Spanish. The rules apply for the use of any foreign language.

Remember to precede the glossary with the list of braille symbols used for the foreign accented letters. They are given in alphabetical order. These symbols are shown in EBAE, NBA Foreign Language Manual, and World Braille Usage.

The basic rules for Glossaries apply:

Regardless of print format our margins are:

- English entry is 1-5.
- Foreign entry is 3-7.

Punctuation:
Follow print for punctuation following guide word.
If there is no punctuation AND no capital for the first word of the definition, leave two blank cells between entry and definition.

Guide words are English only. It is preferable to NOT contract and join “to” to an infinitive: Ex.: to show

Examples:

#1 The most simple type:
Entry is English/Foreign and Foreign definition
The margins are 1-3.

Example:

**barter / trueque** intercambiar bienes sin
utilizar dinero

**barya / trueque** intercambiar bienes sin
utilizar dinero
#2 This is the most common type of print and variations are all treated the same. Print can have English and Foreign groups side by side in columns or they can be one under the other. Margins are English 1-5. Foreign 3-7.

Example:

artifact (AHRT uH fakT) object
made and used by humans

artefacto objeto elaborado y
usado por seres humanos

Example:

chromosome The physical structure in
cell that contains the cell’s genetic
material. (p. 75)

cromosoma Una estructura corporal en
célula que contiene el material
genético de la célula.

#3 Often when glossaries are quite extensive they will be presented on facing pages, usually English on the left and Foreign on the right.

The format is the same as above, but combined page numbers are used since you are going back and forth between pages with each new English entry word.

#4 Nemeth glossaries: Your Nemeth specialist will give you detailed instructions later. The upcoming Foreign Language revision gives two items:

Margins are English math 1-5; Foreign math 3-5.

Nemeth parentheses are used even though they are the same symbols as English contractions.

Usually there are examples for a particular entry that may be tactile or text or both. These are usually put between the two language entries.

❄❄❄❄❄
BRALLE, LITAROLY

Reprinted with permission from Anne Walton.

“Perception is … a kind of thoughtful activity.”


Photographs are notoriously unreliable evidence of what actually happens, but we continue in their thrall regardless. For those of us with the privilege of sight, the aerial photograph accompanying this writing attests to a monumental Braille message, about fifty metres long and seven metres deep, appearing in the time/space between two high tides on a beach somewhere. The beach was Manly Beach and the date was 20th September, 2009.

Given Braille’s history and purpose, there’s an incongruity in scaling it up, using the sun to cast light on it and a photographer in a helicopter to take pictures of it. The Braille code was invented in the early 19th Century by Louis Braille, an exceptionally bright French teenager who was blinded in an accident as an infant. He transformed a more cumbersome raised-dot system used as a form of ‘night writing’ for the transmission of secret commands to French soldiers in the battlefield. Further battles had to be fought by Braille and his peers to have the code accepted. Such beginnings may have inscribed the metaphorical DNA of the Braille code with traits of invisibility and contestation, contributing to its paradoxical qualities of fragility and resilience.

It’s tempting to say the medium is the message and leave it at that, but we all long for meaning. Staged during the Louis Braille bicentennial, the twenty-three dot, sand-sculpted message communicated the double entendre: ‘Braille rocks’. It was the product of a dialogue between Braille-users and the wider community and it raised the profile of Braille quite … littorally. It was conceived and organized by Braille advocate Bruce Maguire and artist Anne Walton – collaborators on Braille-based ephemeral public art events since late 20061 with funding support from the Community Partnerships office of the Australia Council. Manly Arts Festival hosted the event and the muscle was provided by teams of people from a number of organisations2 working under the supervision of vision-impaired sand sculptor, Dennis Massoud.

A small number of blind participants joined the sculpting teams; some talked to curious passers-by about Braille; all felt their way around parts of the message with human guides, canes, bodies and hands. Braille alphabets were given away to people but they weren’t much use until the message was completed in the late afternoon and even then, the difference in scale between a standard Braille character (called a ‘cell’ and small enough to fit under a fingertip) and these ones measuring five metres by seven metres, made it difficult to crack the code. As such, it was a re-conceptualising of Braille, particularly for Braille users, inviting an all-of-body engagement with its formal properties. It was a way of working and thinking into the form, spacing and materiality of Braille to produce a spatial, aesthetic, kinesthetic and relational experience.

But here’s the rub, or one of many: Braille has always had to fight against stigmatization and is now especially vulnerable as a literacy medium. Communication technologies are proving to be a double-edged sword. Braille translation software, screen-readers and refreshable Braille displays have liberated Braille from its base in papyrus and created an explosion in the amount of Braille published and read worldwide. But computers and their miniature variations are rapidly developing speech functionality. Synthetic speech, audio and audio-visual media more generally, require less time and mental effort. Young blind people have a tendency to use synthetic speech, audio-described DVD’s and audio books rather than Braille, to digest material of all kinds.

1 www.braille-space.com
2 The Royal Institute for Deaf and Blind Children, Guide Dogs, Accessible Arts, Itinerant Support Teachers Vision, Manly Art Gallery, Creative Mums and First Balgowlah Scouts
Digital media are often considered ‘cooler’ than Braille, especially by young people who don’t want to stand out as ‘different’ to their sighted peers. Print media may also be in decline. It’s arguable that electronic media is metamorphosing the solo and internal ‘act’ of reading, uprooting it from its grounding in a fibrous form of materiality. Seen in this light, a monumental Braille message appearing momentarily on the littoral, flickers between being a celebration and a memorial.

As a cultural artifact, Braille has an uncertain status within its own community. Most Braille-users agree that Braille is a code and not a language. Some claim it to be merely a font. That said, it is arguably an autonomous script and as such deserves consideration and respect. At the risk of turning this piece into polemic, the re-contextualising of Braille by non Braille-users raises ethical concerns that need to be addressed, particularly at a time when ‘accessibility’ is on the arts agenda. It’s time to walk the talk. When Braille appears in art galleries and public places in a form that renders it untouchable and/or illegible to Braille-readers, it invariably relies on an implicitly negative perception of Braille-users for its visual impact and meaning. At best, it assumes their absence from sites of cultural production and reception and at worst it can be downright insulting towards them. It is incumbent upon curators, artists, architects and others with an interest in Braille’s metaphorical readings for sighted people, to consult and collaborate with its ‘custodians’ before and after deploying it in their work. The resultant art forms would be enriched by their ability to speak to both blind and sighted audiences.

The condition of blindness has been mined by philosophy and the cognitive sciences for the past three centuries, without any immediate or direct benefit to its blind ‘subjects.’ Well before the invention of Braille, and coincident with 17th Century developments in the field of optics, blindness was central to philosophical discourse and debate about the nature of perception and the link between the senses and cognition. Seeing with sticks, seeing with hands, seeing with fingertips – the touch/vision inter-connection continues to fascinate. Cut to Manly Beach on 20th September 2009: the image of large hemispherical forms made of compacted sand, being explored by blind people with their canes and hands (and even their behinds!) could be a re-articulation of the famous Molyneux Question of 1688, posed by William Molyneux (whose wife was blind) and later published by John Locke, querying whether a man born blind who has learned to distinguish and name a sphere and a cube by touch, would be able to distinguish and name these objects simply by sight, if enabled to see. It’s a ‘thought experiment’ with traction to the present day.

When Braille enters the scene, this touch/vision dialogue becomes even more interesting, suggesting that language is a significant (and signifying) factor in perception and cognition. It’s a big story, but over the last decade, Braille readers have been the subjects of research into brain plasticity, yielding neuro-scientific data showing that the area of the brain labeled the ‘visual cortex’ is activated (lights up!) when Braille is touch-read. The jury is still out as to what precisely this means for our understanding of neural activity and neural pathways, but it could be that the phenomenology of Braille is not exclusively tactile, but spatial and visual as well. The buzz word here is ‘multi-modality.’

A divergent line in current philosophical thought, which also takes blindness as a centre-piece in the discussion, proposes a more sweeping view in which neural activity is one part of a larger system – the system of the living, embodied, environmentally situated animal. On this view, consciousness emerges from a dynamic interaction of brain, body and world. The perceptual world becomes available to us as perceivers only thanks to our implicit practical understanding of the sensory significance of movement – our sensorimotor abilities, in other words.

“All perceptual content is … available to us thanks to our ability to probe … Perceiving isn’t representing, or even presenting; it is enacting perceptual content – that is to say, making contact with the world through

---

1 E.G., The large Braille messages on the exterior surfaces of the National Museum of Australia, the large Braille text in Myein by Ann Hamilton at the 1999 Venice Biennale, and the large Braille in the F.D. Roosevelt Monument in Washington. A rare exception is the use of standard size Braille, inlaid in bronze on the underside of jarrah handrails at Liverpool Library, in Robyn Backen’s blindfold (1996).

2 An Essay Concerning Human Understanding, 1694 (2nd edition)
skillful exercise. … Instead of thinking of perceiving on the model of seeing, which is in turn understood on a kind of quasi-photographic or optical-projective model, we should think of perceiving on the model of touching.”

A blind person is an active agent in the world. Objects in the world are not internal representations. A two-way relationship operates between objects and the body, with or without a cane. Skilled knowledge of the Braille dot positions constituting the letters of the alphabet, together with a locomotor ability to gain knowledge of dimensionality, distance and space, should enable the ‘thingness’ of the monumental Braille message on Manly Beach to gain purchase in the spatial imaginary of people who use Braille. It’s arguable that they will grasp it more fully than most, and certainly more than viewers of the ‘stunning’ aerial photograph. Whichever way you probe it, it’s something to think about.

Below is a description for anyone who is blind or vision-impaired who might be interested to know what’s in the image.

**BOMB_aerial view.jpg – detailed description**

In this aerial photo, we are looking down on Manly Cove beach, from directly above the sand-sculpted message (1,000 feet above the message, in fact!). The sand-sculpted message - “brl rocks” - is the right way up and legible to a sight-reader. Note: the contraction of ‘braille’ was used to keep people on their toes, so to speak ... and to minimise the number of dots we’d have to sculpt before the tide took it all away! Scattered throughout the message, people appear as tiny figures standing up close to many of the dots. Across the top of the image, luminous green sea streaked with inky blue, laps the shore on its way up towards the braille message. Across the bottom of the image, the tips of the tall Norfolk Pine trees lining the corso, are almost close enough to touch.

**Photo Credit:** Trent Roddan, Image Traders / Heli Aust Helicopters. **Artist:** Anne Walton. **Braille Expert:** Bruce Maguire. **Sand Sculptor:** Dennis Massoud

---

1 Real Presence by Alva Noë, UC Berkeley, p. 27 and p 48 http://socrates.berkeley.edu/~noe/RealPresence.pdf
MOVING BLINDLY THROUGH A VISUALLY ORIENTED WORLD
BY RENA WYANT

Reprinted with permission from Rena Wyant.

What is it like to be blind and walk to work, cross streets, find stores, get to appointments on time, take buses and find new destinations? As an Orientation and Mobility Specialist who is not visually impaired I cannot answer exactly what it is like. I can talk about some of the challenges my students face, and the tools they use to accomplish independent mobility.

One of the biggest challenges is lack of automatic information. With vision we instantly receive continuous information about what is around us; what is ahead; what is happening on the other side of the street; which intersections have traffic lights and walk signals; which sidewalks are blocked by construction; which corners have ramps and which corners have curbs; where the stairs are located; which slopes are driveways and which slopes are ramps into the street; which drivers seem to be aware of us as they emerge from a driveway we approach and which drivers do not see us; which drivers look distracted at the intersection and which ones see us; which restaurants and businesses are nearby; exactly where the bus stop is; which buses stop there; and so forth. We instantly avoid bumping into obstacles and other pedestrians, stepping into holes, falling down stairs, bumping our heads on truck rear view mirrors or protruding signs, bumping our shoulders or hips on car rear view mirrors or other protruding waist high or shoulder high obstacles. We do not make left or right turns without realizing we have changed directions. We do not mistake an alley for a regular street crossing. We have constant visual feedback from the straight lines of curbs, buildings, fences, streets and so forth to let us know if we are walking forward in a straight line or not. We have crosswalks painted on the street that also help us to walk straight forward. We can assess visually if an opening is wide enough for us to squeeze through, or if we need to seek an alternate path. At a glance we can read the name and number of a bus, the name of a business, or the number of the address we seek.

If we stop to talk to someone on our way to another destination, it doesn’t matter if we turn our bodies slightly as we chat. If we are facing at a different angle or in a different direction at the end of our conversation, we look around first to determine how to recover the direction we were heading in. We do this quickly and easily in most cases, without a thought. If someone yells out to us as we are crossing a street, or a driver beeps his horn loudly, we may be startled but usually discover by looking around if that yell and that beep was directed at us or not. We can visually assess that a driver was honking at another driver, not us, and the person yelling was goofing around. Those noises from other people may have startled us, but had no relevance to us. We don’t have to worry that another person or driver was trying to warn us of an unseen danger in the street.

So one answer to “What is it like to be blind and walk down the street?” would be that “It is like trying to figure out a sensory puzzle while walking.” Or, it could be that a response would be “It is like trying to figure out whether I have done something that might be dangerous without having realized it.” Or another response might be “Walking down the street from point A to point B is hard work, not ‘a walk in the park’.”

When one is blind, walking anywhere, no matter how advanced one’s mobility skills are, is an event that takes planning, determination, concentration, and the ability to think on one’s feet as the unexpected happens. A thought process that might occur is: “It seems like the sidewalk is completely blocked. Do I go into the parking lane temporarily to get around it, or do I retrace my steps and cross to the other side of the street to continue in a parallel direction, or do I stop and ask other people for more information?” Or another public encounter might involve the following thoughts: “This stranger seems to want to help me. Do I trust him and follow his directions or will he be following me? Do I take this stranger’s offered arm, or am I toying with a risky situation?” or “I can’t understand this person’s directions. Do I thank him and find someone else to question, or do I ask a few more questions first? Am I going to be late to work?”

I have shared some of the numerous challenges that a blind pedestrian can face, but what are the tools I mentioned? Yes, having the cane skills to detect obstacles and steps are major tools, and having had training...
and practice in mentally keeping track of changes of direction in many settings, and having developed good auditory skills to recognize cues and landmarks are all important. Having had practice in interacting with the generally visually-oriented public is also important. Yet some blind pedestrians never develop all these skills to the highest level, and yet they are successful in walking independently and finding their destinations. A major mobility tool is the ability to ask questions of anybody, to gather useful information as well as to sometimes request specific assistance.

The world is not a static place. Things change, sometimes often. There is an ebb and flow in life that anyone who wants to be independent needs to be in touch with. Traffic lights go out, cars block intersections at rush hour, construction blocks pathways, drivers get distracted and careless, people give incorrect directions, dogs sometimes run loose, and sometimes accidents happen in front of us that may have nothing to do with us but do influence our plans. Sometimes sighted pedestrians will respond to a blind pedestrian’s first questions, sometimes a question is asked with no response. It may be that no one was close enough to hear, or it may be that people were uneasy and self-conscious, unsure of how to respond. Or it may be that the first people that were asked were impatient, hurried, self-involved and uninterested in helping. Or it may be that the first person who is willing to offer information cannot give any useful information because he simply keeps pointing and saying “It’s over there!” seemingly unaware that the blind pedestrian cannot relate to pointing or to the phrase “over there.” It is a meaningless phrase unless qualified with something like “near that fountain you can hear running.”

So, I encourage my students who are practicing mobility techniques out in the real world of their neighborhoods and downtown areas, to speak up and ask questions. I encourage them to ask specific questions that will give specific answers. I encourage them to ask more questions when the answers are not clear. I encourage them to verify answers by checking the same question with a different person. I encourage them to check and double check when it means saving time by not getting on the wrong bus, avoiding disorientation by not crossing the wrong street, avoiding delay by not entering the wrong store or coffee shop, and being appreciative of the people who are willing to stop and answer a few questions. I encourage them to think of asking questions as a necessary orientation tool, and as a skill that can become highly developed. A good question can yield useful information. I encourage my blind students to approach the public with politeness, because it is true that usually we will receive the same kind of response as the approach we use. Many of the public are very willing to assist but are now afraid to offend someone by assuming assistance is needed. I encourage the public to simply ask: “Are you looking for some information?” or “Is there anything I can assist you with today?” if in doubt whether or not a blind pedestrian wants or needs some information. We all have times in our lives when we are in a new environment and need some directions to get to where we want to go. Many of us have experienced moments of disorientation in an unfamiliar department store or city, not sure if we can re-trace our steps or if we have turned in the direction we want to go. If my students are paying attention, they also realize they are not the only people in this world who can get lost! One of the realities of being human, whether we are blind or not, is that once in a while we may get lost!

The tools I cannot give my students are those intangible qualities of determination, courage, persistence, a sense of humor about people, and the ability to let it roll off and move on when they do encounter hostile people. Most of my students that have gotten some experience walking independently and interacting with the public know that there are a few bad eggs out there, but they do not represent the bulk of people who are very willing to offer information and assistance if asked. Developing the art of asking can even lead to friendly acquaintances and friendships for some people. So, to all O&M students past, present and future—do not underestimate the value of the question!

Rena, who has been an Orientation and Mobility Specialist for over 30 years, currently works at the Blind and Visually Impaired Center of Monterey County in Pacific Grove, California.
CTEBVI AND VOLUNTEERING

In the event any of you were thinking that CTEBVI must pay pretty well because they do such a great job publishing a quarterly professional newsletter and producing an annual conference, I would like you to know that CTEBVI is, and always has been, organized, cared for, supported, promoted, and sustained by volunteers. There is no office that people report to on a regular basis. There is no ‘boss’ who decides what and when certain duties will be done and by whom. There is no payroll and no organization chart.

What CTEBVI does every year is inspire many, many people to come forward to brainstorm, fuss over, develop, produce, write articles, present workshops, and organize the only conference of its type in the world. None of the volunteers get compensated for their efforts, unless one would consider the effort worthy of resume-making material. Most volunteers have a full-time job. Many volunteers have very supportive employers who encourage their staff to find opportunities to network, perform outreach, and join organizations such as CTEBVI. Some volunteers have to sustain their interest without support from employers or colleagues.

How many people does CTEBVI need to sustain itself? It needs every single person who is in any way connected with braille transcribing, braille literacy, education for blind or visually impaired people, counseling and mentoring for families and parents, developing and marketing assistive technology, and advocacy for and of services for blind or visually impaired people.

So, in the event you are wondering how you could possibly make an impact on such a well-run and immensely important organization like CTEBVI, here is what you can do:

Register for conference then volunteer to do something. If you have ever been to conference before, then pick one of the jobs you saw being done – especially if you thought it could be done better. If you haven’t ever been to an annual conference, look through the registration packet and wonder how any of the events got organized. Then, volunteer to help with one. Someone will contact you to help with something and all you have to do is say “Yes, I can do that.”

Read some of articles in the JOURNAL. There are several years worth available on the CTEBVI website. Then, send a comment to the author, the editor, the webmaster, whomever. Your interest will support and inspire one volunteer to keep up the good work or to contact you for more information, thoughts or involvement.

Invite a colleague, a student’s parent or a friend to join you in attending conference, reading JOURNAL articles, visiting the free-of-charge exhibit hall, or just supporting the people who make any of this possible. You will become an important part of CTEBVI because you volunteered to support it.

Christy Cutting
CTEBVI Conference Registrar

★★★★★★
ALTERNATE METHODS FOR TRANSCRIBING WORDS WITH EMPHASIS
BY CHERYL KAMEI-HANNAN, PH.D., ASSISTANT PROFESSOR, CSULA
RESEARCH FUNDING PROVIDED BY BANA

**The following research was funded by the Braille Authority of North America (BANA) and is published on their website at: [http://www.brailleauthority.org/](http://www.brailleauthority.org/). Permission was granted for its re-publication here.**

Locating words written in bold, italics, underlined, or in colors is a more difficult task for a student who reads in braille, as compared with a student who is sighted. The process requires a braille reader to scan word by word to find the composition symbol, which transcribed in its simplest form is represented by dots 4,6 preceding a word, or dots 4,5,6 and a letter, such as “r” for red and “b” for blue. The addition of the composition symbol is often confused with letters or other braille contractions, especially for beginning readers and those who are learning the braille code.

In an effort to make finding words with emphasis an easy task for young, beginning readers, the Braille Authority of North America (BANA) initiated and funded a researcher to design alternative formats for transcribing words with emphasis and to investigate the efficiency at which students use the new format.

Hannan (2008) designed two alternate formats (Ua and Ub) for presenting words written in italics, bold, underline, and in color. Both of the alternate formats used a two line braille symbol. In Ua, as shown below, a word with emphasis was underlined in a blank line below the word. A letter, written at the end of the line, was used to indicate what type of typeset change was made, i.e., an “i” was used for italic, “r” for red and “b” for blue. Ub used a similar format, except that the letter indicator was written before the line, as shown in the example below.

Table 1 – Examples of Font Indicators

**NOTE:** All red and blue words in the chart are highlighted in gray for JOURNAL article.
<table>
<thead>
<tr>
<th>Style</th>
<th>Sample Text</th>
<th>Variations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bold</strong></td>
<td>John is <strong>happy</strong>.</td>
<td>He is a <strong>very nice cat</strong>.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Underline</strong></td>
<td>I like <strong>soda</strong> for lunch.</td>
<td>I can learn braille.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Red Font</strong></td>
<td>The mouse is <strong>quick!</strong></td>
<td>May I have more <strong>peas</strong>?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Blue Font</strong></td>
<td>I will not go <strong>home</strong>.</td>
<td>People do not <strong>want</strong> it.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Italics</strong></td>
<td>The fox <strong>jumped</strong>.</td>
<td>See the <strong>brown dog</strong>.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bold</strong></td>
<td>John is <strong>happy</strong>.</td>
<td>He is a <strong>very nice cat</strong>.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Underline</strong></td>
<td>I like <strong>soda</strong> for lunch.</td>
<td>I can learn braille.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Red Font</strong></td>
<td>The mouse is <strong>quick!</strong></td>
<td>May I have more <strong>peas</strong>?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Blue Font</strong></td>
<td>I will not go <strong>home</strong>.</td>
<td>People do not <strong>want</strong> it.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In Hannan’s (2008) research thirty participants, proficient braille readers ages 7-9, were asked to scan, locate, identify, and name words with emphasis when presented in one of the three formats: current braille code (CBC), Ua, and Ub. Pre/Post intervention interviews with students also were conducted to identify conceptual background knowledge, previous knowledge, and preferences. Students were taught to scan, locate, identify the format indicator and name the word/s that were written in italics, red, or blue. Measurements of speed and accuracy (typeset identification accuracy, word identification accuracy, and overall accuracy) were taken.

Results showed a statistically significant difference in the speed at which students were able to complete the task. However, no differences occurred in the accuracy at which students were able to identify and name the typeset and/or indicator. Interview results showed that many students had prior exposure to typeset indicators, but were unable to state the composition symbol used for bold, italic, or underline. Students were not able to describe these features in print, and they were unable to explain the purpose of words with
emphasis. More than half of the participants preferred one of the two alternate formats. The students who preferred CBC were faster overall at all three tasks, with the fastest score being one of the two alternate formats. Teachers reported that students were not familiar with “scanning” and that they had to explain that scanning and reading text were different tasks. One student dropped out of the study because the task of scanning was too difficult.

Recommendations based on the results of this study were to use Ub as an alternate format for transcribing words with emphasis in early elementary textbooks, and to teach children concepts of print, how to scan for words with emphasis, and purposes of scanning. Teachers may also choose to transcribe materials using Ub. When students use Ub, they can be taught to scan a page using two hands in a vertical top to bottom hand motion. If the student uses two hands, then the extra line break would be spotted immediately, eliminating the need to scan each line of text using a horizontal hand movement pattern. This is especially true if the words with emphasis are located within a passage.

For additional information and a detailed report, please refer to:
Braille Authority of North America (BANA) – Alternate Methods of Transcribing Words with Emphasis
http://www.brailleauthority.org/ or http://www.brailleauthority.org/alternateMethods/
Alternate%20methods%20for%20transcribing%20words%20with%20emphasis.pdf


Submitted by Jana Hertz
CTEBVI Literary Braille Specialist

★★★★★★

20/20 HINDSIGHT PART 2
A BLAST FROM THE PAST 60 YEARS OF CTEBVI

Hello, everyone,

As promised, here is the second part of the advice contained in “What Every Young Transcriber Should Know,” originally published in the spring of 1966. Look to see how producing braille and large print for our students differed in those days. Have fun!

Sue Douglass

II. CONCERNING ALL TRANSCRIBING

A. In The Beginning
1. The request for transcription may originate with the school, Library of Congress, Regional Library for the Blind, Public Library, individual who is visually impaired (NB – already the term “visually handicapped” was falling out of favor), parent in need of special reading material.
2. Confusion can be avoided if agreement is reached in advance concerning:
   a. Who will do the necessary paper work?
   b. Editing – by whom?
   c. Deadline – realistic both in terms of amount of work involved and actual date of need.
   d. Reimbursement or other provision for materials used in the transcription.
3. Censorship: A volunteer may rightfully refuse to transcribe a book that is personally offensive, but does not have the privilege of denying another the right to request or to read it. Teachers and group chairmen should consider possible sensitivities of individual transcribers when assigning titles.
B. Paperwork

1. Pre-Planning: Time can be saved and misunderstanding avoided if simple forms are pre-printed for use in requesting information from Files (2-c below), copyright permission (3-c), purchasing or borrowing master copies or books from other groups or agencies (2-a).

2. Has it been done?
   a. With so great a need – and with modern methods of duplication (NB – at that time largely Thermoform for braille and use of carbon paper, mimeograph, ditto machines – love that smell – and Bruning machines. The Xerox machine was invented in 1959 and cost a lot.)—it is important to avoid preparing material that has already been transcribed, is available commercially, can be purchased, may be borrowed for duplication (NB – ruling out everything but Thermoform and Bruning machines).
   b. Check the Catalogues (NB – see item c below). These are usually free. Lists will be found under the appropriate headings.
   c. Check the Files BEFORE beginning the transcription.
      i. Nationally: American Printing House for the Blind—Textbook Consultant. (If not planning immediate transcription, ask to be notified if another transcriber or group files an “Intention” on the title.)
      ii. California: Book Depository (NB - now CSMT)
      iii. Los Angeles County: Central File

3. Make it legal
   a. The statement “All rights reserved …” must be taken seriously, and no copyrighted material should be wholly or partially transcribed without permission of the publisher.
   b. “Blanket agreements” automatically give permission to transcribe certain books, BUT ONLY when the APH “Intention” form (see 4 below) is filed and properly marked. Lists of publisher’s groups extending such permission are available from the Textbook Consultant, APH.
   c. Specific permission to transcribe must be requested for all books not covered by the above agreements.
      i. Library of Congress form 73-73, filed in duplicate with the Division of the Blind, may be used for requesting permission. The transcriber will be notified by LC when this has been granted.
      ii. If permission is requested directly from the publisher, it is helpful to use a prepared form giving: name and address of volunteer transcribing group; a statement that the title page will carry author’s name, publisher’s name and address, permission to transcribe, and copyright date; space for listing title, author, copyright date, medium of transcription requested.
      iii. Publishers’ restrictions regarding number of copies permitted, etc., must be honored.

4. Tell the world
   a. Files and catalogues are worthless unless kept current. Therefore, reporting of one’s work is essential.
   b. Reporting
      i. APH supplies the necessary forms (with instructions) for reporting both the “Intention” to transcribe and the “Completed” work, both to be filed with APH at the appropriate times.
      ii. For reporting to the Book Depository
         1. A carbon of the “Intention” should be prepared, the medium of transcription noted in the upper right hand corner, and this copy forwarded to the Book Depository
         2. The APH forms include one for reporting “Completed” to state clearing houses, and this should be filed with the Book Depository at the proper time.
      iii. Intention and completion of Music Braille should be reported to the Library of Congress Union Catalog of Music Materials. (Write to LC Music Consultant for materials.)
      iv. Los Angeles County School Districts should report on braille (NB – note the lack of a capital on the word “braille”) and large print books received to the Central File. (Cards available on request.)
c. Problem areas
   i. Partial transcriptions, or those which will be destroyed or erased during or after use (tests, some
tape recordings) should be reported, those facts noted on the forms.
   ii. Notification should be sent to both APH and the Book Depository if decision is made not to
transcribe or complete a title for which an “Intention” was filed.

THE OKLAHOMA CONNECTION TO JOB OPPORTUNITIES IN CALIFORNIA

Michael and Cristin Lockwood of Transcribing Mariners, a husband and wife team, are tactile graphic artists,
and Cristin is a 3rd generation certified braille transcriber. You probably know Cristin’s grandmother, Peggy
Schuetz, the Director of Operations for Transcribing Mariner and CTEBVI board member. Last year the
Lockwoods relocated from Northern California to Edmond, Oklahoma, and are quickly becoming active in the
visually impaired community in their new state. They recently discovered a wonderful job opportunity for the
visually impaired in the San Francisco Bay Area.

At a meeting at the Oklahoma state capital, the couple participated in a discussion about the need for better
testing accommodations, the lack of higher education programs in the field of vision rehabilitation and the
need for an increase in funding for the AIM center (the Oklahoma equivalent of CSMT). It was no surprise to
learn that Oklahoma parents, visually impaired students, and educators face many of the same challenges that
we face here in California.

In the course of this meeting, Michael spoke with Lauren White, the CEO of Newview Oklahoma (formerly
Oklahoma League for the Blind), and mentioned he was from the Bay Area. It turned out that Newview had
just been awarded a government contract at Travis Air Force Base in Fairfield, California, to employ 30-50
people to operate the switchboard. Every position must be filled by a visually impaired person and these jobs
all offer competitive wages and full benefits. Lauren asked for help and Michael and Cristin pledged to use
their contacts through Transcribing Mariners and CTEBVI to spread the word about this great opportunity in
California.

Applicants must be computer literate, preferably familiar with adaptive technology like JAWS or Zoomtext,
but Newview is open to training in these applications. The pay rate is $19.36/hr + $3.35/hr equivalent in
benefits (medical/dental). They offer 11-13 paid holidays and 1 week vacation after 6 months, 2 weeks after
1 year, 4 weeks after 7 years. They need to hire 4-5 people immediately and will be filling the rest of the
positions in the next few months. The California contact for Newview is:

Steve Hopkins; 408-921-7524; stevehopkins220@comcast.net

You can check out Newview Oklahoma at their website, http://www.olb.org/
Cartoon Corner

A BUG’S LIFE

Reprinted with permission from Dan Piraro.
To continue our discussion of teaching through duet and group performance, let’s take a look at another musical tool for braille readers – that of the canon. A canon is defined as the most rigid form of musical imitation, requiring at least two parts following each other in succession. The traditional canon often sung by school children is, “Are you sleeping, brother John …”. These can be most enjoyable while learning to read braille piano music, and offer endless opportunities for an instructor to use for recreational playing experiences.

A Suggested Approach:
Have each student learn his or her part well enough to play at a slow steady tempo, using the ideas presented in our Fall 2009 issue (Volume LI, No. 3). Encourage memorization of short excerpts before attempting to perform them with second or third parts.

Try assembling two and four measure segments of the music with all parts, even though the entire piece may not be ready. This will significantly stimulate class interest while striving to “get it right,” and helps to combat repetition fatigue.

A most helpful approach is to use the word rehearsal, rather than practice. Comparing the class with pop music or orchestral rehearsals necessary for live performance can help children to identify with favorite artists, and to better tolerate repetitive practice.

Following is a little canon that you can try with two or more students, or even just one student and teacher. These and others are available in the series, “Introduction to the Piano for the Blind Student,” Graded Studies, Book 1 (www.dancingdots.com).

Prerequisite: Be sure that you have taught the “D” five-finger position for each hand first.

D Five Finger Position Each Hand:

Canon Part I
In last issue, I presented a trio work by Stephanie Pieck. In most music braille teaching situations, you will find students who may play different instruments, but are using the piano as a reading and learning tool. They may or may not ever study the piano as a solo instrument, but will always depend upon it as a “workbench” on which to learn or facilitate music for their chosen instrument or voice.

There is no better preparation for a blind student in eventual school orchestra and band participation, than group work using the keyboard for music reading rehearsals.

Following is a trio piece written for a little blind girl who had the wonderful opportunity of making a trip to the country of Wales with her family. When she returned, all of her classmates at SCCM asked her: “Janie, did you see any whales there?” The following week, the class was presented with this little composition.
Janie’s Whales

Very slowly

Music by Richard Taesch

For Part I, by simply moving the five-finger position one key up or down to place the thumb on the starting note of each measure (1-8), your student can easily read and play the part simultaneously.

For Part 1
In the last issue, I began a re-cap discussion based upon my last and final workshop given at our conference in 2008. One feature of that session was to trace some schools of thought, explore some possibilities, and to offer some historical evolutions that — in my view as a music teacher — may have shaped some of our successes, failures, and perhaps even policies in music education. As you read, try to remember that each tiny step taken by sighted children in school, can become no less than a major challenge for many blind students.

John Dewey’s Pedagogic Creed seems to stir much thought; and particularly among music teachers who tend to be keenly aware of the subordinate role that music education has sadly been given, even in the face of overwhelming evidence of its importance in social and academic growth. As Mr. Dewey — called “The Father of American Education” — states within his pedagogic creed, “... bringing the child to share in the inherited resources of the race ...,” we are inspired to include (if only in our personal convictions) those factors known to produce proven results with respect to all education; that of music in each child’s life, blind or sighted.

And we again ask … what does braille music have to do with it? What were the fathers of education concerned with? What were their agendas all about? In that workshop, I did not offer informed theories or conclusions. I only asked similar questions that have been asked many times before. As the session unfolded, I highlighted a controversial article featured in The New York Times in the year 1917.

In that article, Dr. Abraham Flexner (Rockefeller General Education Board), criticizes traditional education, and proposes an “experimental school.” His school would reduce the study of Latin and Greek to electives. New methods would replace classical literature, and English grammar would also be reduced or dropped. An article review is titled: “Educators Approve Rockefeller Plan; Elimination of Classics in Teachers College [Columbia University] Project Finds Favor with Many.” Teachers College at Columbia would be assigned to carry out the experiment.

In an editorial from the same 1917 issue, The New York Times describes this proposal as “Radical and Dangerous.” A few excerpts:
“The experiment will be carried through, said a member of the Board, ‘whatever it costs.’ Therein, we think, lies a visible peril to the educational interests of the country…

“Unblushing materialism finds its crowning triumph in the theory of the modern school. In the whole plan there is not a spiritual thought, not an idea that rises above the need of finding money for the pocket and food for the belly. There is nothing that would implant in the mind of ingenuous youth the thought that there was anything worthwhile outside the shop, the market, and the laboratory …

“If this experiment bears the expected fruit, we shall see imposed upon the country a system of education born of the theories of one or two men, and replacing a system which has been the natural outgrowth of the American character and the needs of the American people … The plans of the General Education Board call for careful examination.” ²

2. New York Times Archives (Editorial); published January 21, 1917

Copyright © The New York Times

At the risk of redundancy, I feel the same five questions that concluded my last article are equally appropriate in closing this episode. And as before, consider some thoughts, use what you can to draw your own conclusions, and mostly, begin to ask your own questions.

[The following is reprinted from CTEBVI Journal, Winter 2009 – Music in Education]

(1) How many parents and educators are aware that music degrees for blind and sighted graduates have been honored highly in many fields OTHER than music performing and/or teaching? (2) If they were in possession of this information, would they have been more willing to encourage a musical child to pursue his or her dreams? (3) How many are aware that more than one state rehab office has been known to discourage a blind student seeking funds for a music education, stating: “… your direction is unrealistic.” (4) Do you feel that it is acceptable for a counselor to act as an expert in viability – or employment opportunities that could result from a music education*? (5) And, how many are aware that published labor statistics clearly dispel these myths*?

*See: A Blind Music Student’s College Survival Guide
Free download – www.menvi.org (Downloads section)

Acknowledgements –
Special thanks to the following panelists who helped make the 2008 session a success:
Mr. Michael Bastine – Director, Alternate Text Production Center
Mr. Anthony Del Castillo – Graduate, USC School of Music; former SCCM staff
Mr. Ed Del Castillo – Parent; retired school district principal
Ms. Ayaka Isono – Educator; concert pianist

CTEBVI Music Committee:
Richard Taesch, CTEBVI Music Specialist (661-254-0321) richardtaesch@menvi.org
Sam Flores, Opus Technologies (619-538-9401) sam@opustech.com
Grant Horrocks, SCCM Conservatory & Piano Divisions; CTEBVI President, 2008-2010 siloti@sbcglobal.net
William McCann, President, Dancing Dots Braille Music Technology, L.P. (610-783-6692) info@dancingdots.com
Robert Smith, Retired Professor of Music (541-956-8900) rrrsmith@uci.net
Carol Tavis, Elementary School Music/Special Learners (626-339-6979) taviscarol@yahoo.com
THE HIDDEN PLAYGROUND AT HOME

The Birth to Five Vision Network has just completed our Family Resource Day. Our theme was resources, and there were many good resources presented by a parent panel and by information compiled by the Board members. The afternoon session was devoted to presenting five centers involving fun gross motor activity that can be replicated at home using inexpensive materials or things that are on hand. We thought we would share the fun activities with you this month in the JOURNAL.

The first center was a “Beach Play” center. The families were presented with hula hoops and beach balls. There was a continuous bubble machine blowing bubbles into the air. All these activities were presented outdoors with Beach Boys and other beach music playing. The parents were encouraged to use the hula hoops as pre-mobility devices to hold onto one side and push at an angle. The concept of how the child using a tool to encounter obstacles, much like a cane would, was presented. The hula hoop can also be a fun boundary to sit inside while exploring manipulatives. A Beach Ball was offered for kicking and for rolling on top. Some of the children explored the ball while seated within the hula hoop. The bubble machine was a huge hit with children trying to pop the bubbles, putting their faces up to the machine as the bubbles came out and chasing the bubbles around the yard.

The next center was a “Skating Rink.” The kids skated on carpet with their feet in shoe boxes or on paper plates. The shoe box skating was a big hit and an activity that most of the kids could be successful at. The theme was extended by wearing scarves, hearing music to skate to and sipping chocolate with whipped cream afterwards.

Then on to the “Container Soccer” station. There was a roomful of various empty containers, milk jugs, coffee cans, chip containers, etc. Some of these had sound makers, like bells or stones inside, and some just sounded great without anything inside. The kids had portable small soccer goals to kick the containers into and showed their excitement when the shout of “goal” was heard!

Another station was the “Basket and Blanket” rides. There were hanging streamers of crepe paper and fabric (these became the car wash). They were shaken as the children rode through in their baskets. There were several bumpy roads to travel over (swim noodles). There were ramps and different surfaces to explore as parents or siblings safely pushed the kids in the baskets through the environment.

The last station involved “Scarves, Wands with Ribbons and Slinky®” to move in response to the music that was being played. The Slinky® seemed to be the most popular. But the ribbon wands and scarves added to each child’s individual interpretation and movement ideas as the music played.

All the families took home a kit … at least one or more pieces of equipment from each station. The gratifying thing for us is that even though it was at the end of the day the families stayed and had a great time playing together and with other families. With these ideas, parents felt inspired to create their own play environments at home with similar objects that they have on hand. The home can be the beach or a skate rink or a trip to an imaginary place!
Alignment Palette

The Alignment Palette in Adobe Illustrator is an under-used tool that can be a real time-saver. I’m not going to go into the usual uses of the align function here. I want to show you a way to abut rectangles easily. This will come in handy when creating histograms or multiple-valued bar graphs.

Alignment Options

If the Distribute Spacing buttons are not already showing on your Align Palette, click the “Show Options” selection on your options menu.

Beginning

We want to align and abut these three rectangles to the x-axis. Notice the point selection window is grayed out if nothing is selected.
Highlight

When all three rectangles and the axes are highlighted using the selection tool (black arrow), click one more time (holding down no other key) on the axis to designate it as the “key object.” (Notice the point selection window is now active.) This will not work if you use the direct selection tool (or white arrow). This will “double highlight” the key object, which will stay stationary while the other objects align to it. Select the “Vertical Align Bottom” button.

Abut Selections

Now select just the rectangles and make the one on the left the key object. Make certain “0 pt” is in the point selection window. Then click on the “Horizontal Distribute Space” button, which will abut all selected items.

Adjust Bars

No more “eyeballing” or “doing it by the numbers.”
VOLUNTEERISM

This time I know my article will bring criticism from the grammarian proofreaders. I can’t see any way to keep my tenses straight. I am writing this article in February for the March deadline. You are reading this in May and I am trying to reflect on the Conference that will happen (has happened) in April. See the problem?

CTEBVI conference of 2010 will be over by the time you read this. Did you get a chance to make it? Did you bring a friend? Did you guys have a good time?

I have been listening to the movers and shakers in our group for the past year and they have put together a humdinger of a conference. In one of these strategy meetings the question surfaced, “Who will volunteer to do the jobs needed for next year’s conference?” This got me to thinking. How about you volunteer to do something with CTEBVI conference of 2011?

My father used to tell the story of the “great” depression. He used to say, “You couldn’t get a job without experience and you couldn’t get experience without a job. So while you have a chance, take any job; if nothing else at least you get experience.” As I am writing this article, the unemployment rate is rapidly increasing in our “not so great” depression. Several people reading this might have to look for a job in the future. Volunteer to help and we can give you some of that experience you might need later. Working with this group at any level will help build a viable skill set that will enhance any résumé. Any conference requires extensive planning, attention to detail, organization and leadership. These sure sound like the qualities all employers are looking for.

The group that planned the 2010 conference is awesome. One can learn a lot just by hanging out with this crowd. A secondary benefit to volunteering to help is that it increases your ability to network. Any good employment counselor can tell you about the power of networking, especially in our low incidence career field. It is in your best interest to contact your favorite board member and volunteer early for the group planning the 2011 conference. Besides it’s a lot of fun!
CTEBVI Life Members

Alice Acker, Alpine, CA  
John Acker, Broomfield, CO  
Rede Acker, Broomfield, CO  
Joseph A. Aleppo, Bradenton, FL  
Joan Anderson, Honolulu, HI  
Lois Anderson, Palo Alto, CA  
Pamela Anderson, Rio Vista, CA  
Sharon Anderson, Anaheim, CA  
Barbara Angevine, Longmont, CO  
Aurora Ministries, Inc., Bradenton, FL  
Joanne Baldwin, Tucker, GA  
Connie Batsford, Vacaville, CA  
Dick Bente, Fair Lawn, NJ  
Janet Sue Benter, Seymour, IN  
Barbara Berglund, Plymouth, MA  
Susan Bernay, Fresno, CA  
Scott Lyndall E. Berry, Sonoma, CA  
Patty Biasca, Walnut Creek, CA  
Jim Bickford, Portland, OR  
Judi Biller, Oceanside, CA  
Patricia Blum, Honolulu, HI  
Darleen Bogart, Toronto, ON Canada  
Sheila Bonito, Jackson, CA  
Ann E. Bornstein, Oakland, CA  
Jennifer M. Bost, Santa Cruz, CA  
Karen Bowman, La Mesa, CA  
Burt Boyer, Louisville, KY  
Nancy J. Bray, Concord, CA  
Bill Briggs, Altadena, CA  
Jeanne Brown, El Dorado Hills, CA  
Michael Brown, Oakland, CA  
Rhoda F. Bruett, Davis, CA  
Diana Burkhardt, Anaheim, CA  
Charles Bush, Colorado Springs, CO  
Joni Bush, Colorado Springs, CO  
Mickie Bybee, Anchorage, AK  
Winny Chan, San Francisco, CA  
Eric Clegg, Sacramento, CA  
Kelly Cokely, Orange, CA  
Dr. Aikin Connor, Los Osos, CA  
Jane M. Corcoran, Woodside, CA  
Bianca M. Culbertson, Carmichael, CA  
Christy Cutting, Boulder City, NV  
Carolyn J. Dail, Brea, CA  
Mary Ann Damm, Madison, WI  
Frances Mary D’Andrea, Pittsburgh, PA  
Patricia Davis, Lodi, CA  
Emelita De Jesus, Burbank, CA  
Sue Douglass, Albany, CA  
Pamela Driscoll, Hacienda Heights, CA  
Imke Durre, Asheville, NC  
Joy R. Efron, Los Angeles, CA  
Allison Ehresman, Rio Linda, CA  
Iris Escobar, Lancaster, CA  
Evelyn S. Falk, Santa Cruz, CA  
Robb Farrell, Baltimore, MD  
Denise Ferrin, Angels Camp, CA  
Warren Figueiredo, Baton Rouge, LA  
Leslie Foley, La Grande, OR  
Anne Freitas, Chesapeake, VA  
Jeffrey Friedlander, Cincinnati, OH  
Paul Furnas, Davis, CA  
Lillian Gardner, North Hollywood, CA  
Simon Gardner, North Hollywood, CA  
Sally Garlick, Santa Rosa, CA  
Dale Gasteiger, Torrance, CA  
Maryanne Genova, Hilo, HI  
William Gerrey, San Francisco, CA  
Debbie Gillespie, Toronto, ON Canada  
Edward R. Godfrey, Seattle, WA  
Steve Goodman, Alamo, CA  
Nettie Goodsmith, San Diego, CA
Sandra Ratto, Oakland, CA
Susan Reilly, Chula Vista, CA
Janine Robinson, La Grande, OR
L. Penny Rosenblum, Ph.D., Tucson, AZ
Vicky Rostron, Sacramento, CA
M. C. Rothhaupt, Antelope, CA
Bonnie Rothman, Thousand Oaks, CA
Dr. Sandra K. Ruconich, Salt Lake City, UT
Barbara Rudin, Sacramento, CA
Dana Sanders, San Diego, CA
Stephen W. Sanders, San Diego, CA
Beverly Scanlon, Bakersfield, CA
Margaret A. Schefflin, Ph.D., Carmichael, CA
Elisabeth Scheibach, Mill Valley, CA
Kathy Schlimgen, Venice, CA
Sheryl Schmidt, Riverside, CA
Peggy Schuetz, Santa Ana, CA
Alice Schultz, Santa Ana, CA
Kathleen C. Shawl, Sun City, AZ
Barbara Sheperdigian, 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
Jodi J. Sinclair, San Leandro, CA
Ken Smith, Mountain View, CA
Clo Ann Smith, Placentia, CA
Antone Sousa, San Anselmo, CA
Sandra Staples, Lodi, CA
Mary Lou Stark, Bluffton SC
Bob Stepp, Lincoln NE
Leslie Stocker, Los Angeles, CA
Janice Strassheim, San Francisco, CA
Stephen D. Suderman-Talco, Alameda, CA
Florence Sumitani, Sacramento, CA
Marsha Sutherland, Concord, CA
Linda Tanforan, Sacramento, CA
Anne Taylor-Babcock, Palm Desert, CA
Cath Tendler-Valencia, Seaside, CA
Mary Tiesen, Carlsbad, CA
Jinger Valenzuela, Glendale, CA
Susan Van Dehey, Waterford, ME
Joyce Van Tuyl, Seattle, WA
Eric Vasiliauskas, Manhattan Beach, CA
Rasa Vasiliauskas, Manhattan Beach, CA
Vejas Vasiliauskas, Manhattan Beach, CA
Volunteer Braille Services, Inc., Golden Valley, MN
Sharon Von See, Bellingham, WA
Ellen Voyles, Moraga, CA
Charles E. Wadman, Buena Park, CA
Beth Wahba, Rolling Hills Estates, CA
Joyce Walling, Merced, CA
Bob Walling, San Antonio TX
Joan Washington, Moreno Valley, CA
Dawn F. Werner, Snyder, NY
Craig Werner, Snyder, NY
Fran M. Whipple, Moraga, CA
Rosanne Whitaker, Prunedale, CA
Marian L. Wickham, Daly City, CA
John E. Wilkinson, Takoma Park, MD
Donna Wittenstein, Petaluma, CA
Dr. Stuart Wittenstein, Fremont, CA
Carol Yakura, Sechelt BC, Canada
Diane M. Yetter, Lomita, CA
Carol A. Young, Orange, CA
Billie A. Zieke, Stanton, CA
BRAILLE

Computer-Generated Tactile Graphics
JIM BARKER
805-648-2224
jim@barkerductions.com

Computer Assisted
JAMES CARREON
510-794-3800, ext. 312
jcarreon@csb-cde.ca.gov

Foreign Language
ANN KELT
akelt@juno.com

Literary
JANA HERTZ
949-212-7556
janabrailles@aol.com

Mathematics
MARY DENAULT
702-772-2016
marybraille@gra.midco.net

Music
RICHARD TAESCH
661-254-0321
richardtaesch@menvi.org

Tactile Illustration
KATRINA OSTBY
ozbee@sbcglobal.net

Textbook Formats
Jayma Hawkins
jhawkins@aph.org

EDUCATION

Itinerant/Resource Room/Special Day Class
KEITH CHRISTIAN
keithchristian@roadrunner.com

Infant/Preschool
BETH MOORE
949-598-3795
moorebeth@svusd.k12.ca.us

SUE PARKER-STRAFACI
323-906-3138
sparker-strafaci@brailleinstitute.org

Handicapped/Multi-Handicapped/
Severely Handicapped
KATHY GOODSPEED
kathy.goodspeed@blindkids.org

BANA UPDATES

SUE REILLY
619-725-5651
sreilly@sandi.net
sreilly@cox.net

LARGE TYPE & ENLARGED DRAWING

JOAN VALENCIA TREPTOW
775-353-5948
jvalencia@washoe.k12.nv.us

JOAN HUDSON-MILLER
310-354-2610, ext. 101
310-390-4641
lrsjhm@aol.com

BUSINESS COLUMN

BOB WALLING
210-823-8433
bigonbrl@yahoo.com

JAC REPRESENTATIVES

GINA KEGEL
DAN KEGEL
gkegel@juniorblind.org
## CTEBVI SPECIAL AWARDS
### Special Recognition
- 1985: Bob Dasteel
- 1987: Betty Bradno
- 1989: Dr. Aikin Connor
- 1992: Russell W. Kirbey
- 1995: John Flores
- 1997: Jim Bliss
- 1998: Dr. Frederic Schroeder

### Distinguished Member
- 1984: Fred L. Sinclair
- 1990: Jane O’Connor Verhage
- 1991: Jane Corcoran
- 1992: Norma L. Schecter
- 2001: Ann Kelt
- 2002: Sue Reilly
- 2003: Elinor Savage
- 2004: Dr. Joy Efron
- 2008: Rod Brawley
- 2009: Steve Goodman
- 2010: Burt Boyer

### 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
- 2009: Phil Hatlen
- 2009: Dr. Abraham Nemeth

### Wall of Tribute at APH Hall of Fame
- 2004: Fred L. Sinclair
- 2008: Rod Brawley

### Innovator Award
- 2010: Sendero Group
- 2010: Duxbury Systems

## PRESIDENTS AND EDITORS
### CTEBVI Past Presidents
- 1957-59: Betty Brudno
- 1959-61: Irene Hawkinson
- 1961-63: Helen Patillo
- 1963-65: Claire Kirkpatrick
- 1965-67: Ethel Schuman
- 1967-69: Rose Kelber
- 1969-71: Elizabeth Schriefer
- 1971-73: Carolyn Card
- 1973-75: Jane O’Connor Verhage
- 1975-77: Fred L. Sinclair
- 1977-78: Joyce Van Tuyl
- 1978-80: Bill Briggs
- 1980-82: Cathy Rothhaupt
- 1982-84: Leah Morris
- 1984-86: Robert Dodge
- 1986-88: Jane Corcoran
- 1988-90: Bob Calhoun
- 1990-92: Ann Kelt
- 1992-94: Frank Ryan
- 1994-96: Sue Reilly
- 1996-98: Bob Gowen
- 1998-00: Joan Valencia
- 2000-02: Anna Lee Braunstein
- 2002-04: Carol Morrison
- 2004-06: Paula Lightfoot
- 2006-08: Bonnie Grimm

### CTEBVI Journal
#### Past Editors
(Formerly *The California Transcriber*)
- 1959-63: Betty Brudno
- 1964: Ethel Schuman
- 1965-69: 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
- 2002-08: Lisa McClure
**EXECUTIVE BOARD**

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Year (Term)</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Grant Horrocks</td>
<td>2012 (3rd)</td>
<td><a href="mailto:siloti@sbcglobal.net">siloti@sbcglobal.net</a></td>
</tr>
<tr>
<td>Vice President</td>
<td>Patty Biasca</td>
<td>2012 (1st)</td>
<td><a href="mailto:patbiasca@aol.com">patbiasca@aol.com</a></td>
</tr>
<tr>
<td>Secretary</td>
<td>Tracy Gaines</td>
<td>2013 (2nd)</td>
<td><a href="mailto:tdgaines@brailleinstitute.org">tdgaines@brailleinstitute.org</a></td>
</tr>
<tr>
<td>Treasurer</td>
<td>Sharon Anderson</td>
<td>2011 (2nd)</td>
<td><a href="mailto:sande8181@yahoo.com">sande8181@yahoo.com</a></td>
</tr>
</tbody>
</table>

**COMMITTEE CHAIRS**

<table>
<thead>
<tr>
<th>Role</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>BANA Representative</td>
<td>Sue Reilly</td>
</tr>
<tr>
<td>Conference Program Chair</td>
<td>Sue Douglass</td>
</tr>
<tr>
<td>CSMT Representative</td>
<td>Jonn Paris-Salb</td>
</tr>
<tr>
<td>Donna Coffee Youth Scholarship</td>
<td>To Be Announced</td>
</tr>
<tr>
<td>Fundraising</td>
<td>Tracy Gaines</td>
</tr>
<tr>
<td>Gifts and Tributes</td>
<td>Norma Emerson</td>
</tr>
<tr>
<td>Historian</td>
<td>Cath Tendler-Valencia</td>
</tr>
<tr>
<td>JAC Representatives</td>
<td>Gina Kegel and Dan Kegel</td>
</tr>
<tr>
<td>JOURNAL</td>
<td>Marcy Ponzio</td>
</tr>
<tr>
<td>Katie Sibert Scholarship</td>
<td>Marie Hadaway</td>
</tr>
<tr>
<td>Membership</td>
<td>Judi Biller</td>
</tr>
<tr>
<td>Nominating</td>
<td>Bonnie Grimm</td>
</tr>
<tr>
<td>Bylaws/Policies &amp; Procedures</td>
<td>Grant Horrocks</td>
</tr>
<tr>
<td>Sitefinding (Southern California)</td>
<td>To Be Announced</td>
</tr>
<tr>
<td>Sitefinding (Northern California)</td>
<td>To Be Announced</td>
</tr>
<tr>
<td>Special Awards</td>
<td>Debi Martin</td>
</tr>
<tr>
<td>Specialists</td>
<td>Patty Biasca</td>
</tr>
<tr>
<td>Strategy</td>
<td>Patty Biasca</td>
</tr>
<tr>
<td>Website</td>
<td>Vicki Garrett</td>
</tr>
<tr>
<td>2012 Conference Chair</td>
<td>Executive Board &amp; Board of Directors</td>
</tr>
</tbody>
</table>
BOARD OF DIRECTORS AND COMMITTEE CHAIRS

Judi Biller
ctebvi.membership@gmail.com

Sue Douglass 2012 (2nd)
2sonias@msn.com

Norma Emerson 2011 (1st)
braillewriter@aol.com

Vicki Garrett
vegarrett@cox.net

Sandy Greenberg 2013 (1st)
sgreenberg@atpc.net

Bonnie Grimm
bgrimm@brailleinstitute.org

Marie Hadaway 2013 (2nd)
dandog1944@yahoo.com

Dan Kegel
dkegel@lbschools.net

Gina Kegel
ginakegel@yahoo.com

Debi Martin 2012 (2nd)
myoomgoing2thedogs@gmail.com

Carol Morrison 2012 (2nd)
dot5carol@sbcglobal.net

Jonn Paris-Salb, Ex Officio
jparissalb@cde.ca.gov

Marcy Ponzio
mponzio@brailleinstitute.org

Sue Reilly
sreilly@sandi.net or sreilly@cox.net

Peggy Schuetz 2011 (2nd)
peggys@juno.com

Wayne Siligo 2011 (1st)
wayne@siligo.com

Fred Sinclair, Emeritus

tastastic1@aol.com

tastastic1@aol.com

Cath Tendler-Valencia
eyebabe@aol.com

Robert Walling 2013 (1st)
bigonbrl@yahoo.com

Patricia Williams 2013 (1st)
pwilliams@hcblind.org
Address Correction Requested

Moving? Please let us know!