Message from the Editor

This year, the conference committee started a new practice of requesting members use an online survey available on the CTEBVI website for reflecting on their entire conference experience. The survey can be completed by anyone who would like to comment on any facet of conference that comes to mind. For instance, you may not have been motivated to attend because the selection of workshops did not satisfy your professional requirements. The conference committee would benefit by having that information, especially if your comment includes a suggestion on what would have motivated you to attend. Thank you for making your thoughts and wishes known.

This issue of the JOURNAL is published in APHont, a free font available from APH developed by APH specifically for low-vision readers. APHont embodies characteristics that have been shown to enhance reading speed, comprehension, and comfort for large print users. The font is embedded in the document making it available to readers of the Word format version.

At the recommendation of a reader of an archived JOURNAL in .doc format, this issue is being formatted according to “A Guide to Making Documents Accessible to People Who Are Blind or Visually Impaired” by Jennifer Sutton. The document is published by American Council of the Blind and available as a download on their website. The immediate improvement readers should detect is the increased number of styles available for navigating the document. Your comments in this regard are welcome at editor.ctebvi@gmail.com.

On a personal note, this will be my last issue as editor. Change is in the wind and I sincerely believe it will be for the good. Contact Tracy Gaines, president, with any suggestions for or self-nomination as a new editor.

THE CTEBVI JOURNAL
Editor, Christy Cutting
Print Proofreader, Cath Tendler-Valencia
Braille Transcription, Contra Costa Braille Transcribers
Embossing, Transcribing Mariners
The CTEBVI JOURNAL is published three times a year by the California Transcribers and Educators for the Blind and Visually Impaired, Inc., 741 North Vermont Avenue, Los Angeles, California 90029. ©2014 by California Transcribers and Educators for the Blind and Visually Impaired, Inc. except where noted. All rights reserved. No part of this periodical may be reproduced without the consent of the publisher.

Editorial Office for the CTEBVI JOURNAL
379 Claremont Street
Boulder City, NV 89005-2640
Email: editor.ctebvi@gmail.com
Phone: 702.293.7625

Deadlines for Articles

<table>
<thead>
<tr>
<th></th>
<th>Fall Issue:</th>
<th>Winter Issue:</th>
<th>Spring Issue:</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 9, 2014</td>
<td>January 9, 2015</td>
<td>May 12, 2015</td>
<td></td>
</tr>
</tbody>
</table>
**CTEVBI JOURNAL Contents**

SPRING 2014 Volume LVI, No. 1

<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
<th>Submitted by</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Business of CTEBVI</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>President’s Message</td>
<td>Tracy Gaines</td>
</tr>
<tr>
<td>6</td>
<td>Financial Statement as of December 31, 2013</td>
<td>Sharon Anderson</td>
</tr>
<tr>
<td>19</td>
<td>BANA Update</td>
<td>Peggy Schuetz</td>
</tr>
<tr>
<td>23</td>
<td>Membership</td>
<td>Judi Biller</td>
</tr>
<tr>
<td>24</td>
<td>Gifts and Tributes</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>WHO KNOWS? Business</td>
<td>Bob Walling</td>
</tr>
</tbody>
</table>

**Specialists Have Their Say**

| 10   | MUSIC IN EDUCATION                                                   | Richard Taesch        |
| 10   | The Sharing Place: Reflection from a Veteran Musician By Alan Daniels |                       |
| 12   | Textbooks and Teamwork, Continued                                   |                       |
| 14   | An Introduction to Music for the Blind Student, Part III: Teacher Training |                       |

*Music Format*

| 26   | COINS THAT ADD Mathematics Format                                   | John Romeo            |
| 29   | UPDATE ON BIRTH TO FIVE VISION NETWORK Infant/Preschool             | Beth Moore            |

**Announcements**

| 8    | Congratulations! Dr. Sharon Z. Sacks                                |                       |
| 8    | Register Now! NBA Professional Development Conference                |                       |
| 15   | GRASS ROOTS EFFORTS                                                 |                       |
| 16   | We regret to inform you                                              | Fred Sinclair and Evelyn Falk |
| 20   | Dr. Wittenstein Earns Baseball Card                                  |                       |
| 30   | OPPORTUNITY IN EDUCATION                                             |                       |

**Something Fun**

| 9    | PUFFY PAINT RECIPES                                                  | Angela Van Appelen    |
| 21   | HOW TO TIE A BOW                                                     | Suzanne Balmaceda     |
| 31   | EXERCISE YOUR KEYBOARD SKILLS                                       | Braille-n-Teach Listserv |

**Boilerplate**

| 17   | CTEBVI Past Presidents, JOURNAL Editors                             |                       |
| 33   | Executive Board, Board Of Directors                                 |                       |
| 34   | Committee Chairs                                                    |                       |
| 35   | CTEBVI Specialists                                                   |                       |
President’s Message

Tracy Gaines

Let me start by saying what an honor it is to be the president of CTEBVI. It is my goal, for the next two years, to build on the work of the presidents before me and expand the mission of the organization and reach more students, transcribers, educators, consumers and parents. One of the ways we hope to do this is by utilizing various forms of media that we have available to us.

In the coming issues of the JOURNAL, we are hoping to increase reader interest by giving the JOURNAL a bit of a facelift. We will include more articles about what’s going on in the field and technology, as well as articles from our dedicated specialists. If you have any suggestions on what you’re interested in reading in the JOURNAL, please let us know.

Last year, starting with the Twitter luncheon at our conference, we began using Twitter as a means of sharing information and experiences. Our members are more connected than ever. If there’s something on your mind or information you think would be beneficial to anyone with an interest in visual impairments, be it personal, professional or the curious, Tweet it in 140 characters or less at www.ctebvi.org/twittera.html and don’t just like us on Facebook, share with us at: https://www.facebook.com/CTEBVI.

Another way that we’re staying connected to our members and reaching out to others, if you don’t like tweeting or you’re uncomfortable with Facebook, is to blog it! There are links for Transcribers, Educators, Parents and yes, a UEB link as well. Just go to: www.ctebvi.org/blog.

There’s also a link for students to share and be encouraged. One of our annual scholarships is the Donna Coffee Youth Scholarship. The award is to be used to promote the academic and social development of a California student. The 2014 recipient of this award is Heaven Vallejos. If you go to the blog page, you will see a link: Heaven Vallejos

It will take you to her video “A Race for Heaven.” I strongly encourage all of you to check it out. It’s not the story of a blind girl doing something extraordinary; it’s about a ten-year-old girl doing something ordinary who happens to be blind. It’s only extraordinary to those who don’t know how successful people with visual impairments truly can be. On the other hand, educators, parents, advocates and persons who are visually impaired know that all things are possible, as demonstrated in this video.

OUR purpose in using social media is to: find solutions to difficult situations, exchange information and share in each other’s triumphs. It is our hope that you will utilize one, if not all, of these means of communication.
CTEBVI Financial Statement as of December 31, 2013

Cash on hand January 1, 2013

$170,343.98

Sharon Anderson
Treasurer

RECEIPTS

Membership Dues 23,175.00
- 2013 Membership 17,575.00
- 2014 Membership 4,750.00
- 2015 Membership 250.00
- 2016 Membership 100.00
- Life Membership 500.00

Conference 2013 91,406.00
Conference 2014 900.00
AV Rental Income 5,209.72
General Fund 19,135.00
Donna Coffee Youth Scholarship 585.00
Katie Sibert Memorial Fund 420.00
Interest Income 226.39

Total income to date: 141,057.11
Balance: $311,401.09

DISBURSEMENTS

2013 Conference 64,156.81
2014 Conference Expenses 262.85
Advocacy 1,101.00
Audit, & Tax Preparation 1,767.51
AV Rental Expense 5,209.72
Awards 625.00
Board of Directors 9,757.39
e-Commerce fees 2,172.99
Amex fees 171.87
Visa/MC fees 973.57
Redwood 907.55
EPN fee 120.00
Gifts and Tributes 96.99
Insurance 5,310.00
Office 576.00
Combined O&L 4,734.00
Membership 1,346.56
Miscellaneous 25.00
Office at BIA 1,200.00
Rent 1,200.00
Phone 0.00
Publications 10,272.43
   Journal Publishing 6,010.90
   Editor 1,800.00
   Publisher 800.00
   Postage 684.44
   Printing 2,717.58
   Proofing mail 8.88
Website 4,261.53
   Linksky 171.53
   Webmaster 4,090.00
Special Service Projects 11,520.50
   BANA Dues 1,000.00
   BANA Meetings 3,821.74
   Donna Coffee 1,000.00
   Donna Coffee Expenses 10.00
   Katie Sibert Scholarships 5,685.00
   Katie Sibert Expenses 3.76
Treasurer 45.75

Total expenses to date: 114,870.50
Cash on hand December 31, 2013 196,530.59
Surplus/Deficit for year 26,186.61

CASH RECONCILIATION:
General Fund Checking 50,324.05
Combination Funds CD 78,566.87
   Contingency Funds 67,405.82
   Donna Coffee Scholarship (Dedicated) 1,964.83
   Transcriber Support (Dedicated) 9,196.22

DEDICATED ACCOUNTS:
Katie Sibert Scholarship 67,639.67
TOTAL CASH ACCOUNTS 196,530.59

CTEBVI 2013 Conference Report

Income in 2012 100.00
Income in 2013 91,406.00
Total Conference Income 91,506.00

Disbursement in 2012 0.00
Disbursement in 2013 64,156.81
Total Conference Disbursements 64,156.81
Surplus/Deficits 27,349.19
CONGRATULATIONS!

Please join me in celebrating the news that Dr. Sharon Sacks will be receiving AER’s highest award for educators, the Mary K. Bauman Award, this summer at the International Conference in San Antonio. The award will be presented on August 1st at a special luncheon at the Grand Hyatt San Antonio.

Sharon certainly deserves this honor and recognition from her colleagues and our field. Her nomination was supported by eight past Bauman recipients and three past presidents of AER – and by several of you as well.

Dr. Stuart Wittenstein
Superintendent
CA School for the Blind

Register Now!

UEBE READY

NBA Professional Development Conference
Milwaukee, Wisconsin
October 23-25, 2014
Three-day training on the Unified English Braille Code
PUFFY PAINT RECIPES

There is so much to see and learn at conference. Of course, the workshops are planned far in advance. The exhibit hall is full of the latest in tools and toys. There is no lack of food or time for visiting. The announcements of programs and job openings and events fill the information board. But here’s something that has become an integral part of conference that has not been advertised enough: Sharing tips.

Every year there are dozens of new and old ideas shared among the people attending conference. Sometimes the ideas are actually written down by a member who is happy to make dozens of copies to pass along. This year, the new/old idea came from Angela Van Appelen from Sweetwater Union.

Angela shared the recipe for making colored puffy paints for tactiles. The handout she provided even showed a squiggle of the colored paint. Thanks so much, Angela, for your generosity and forethought.

Blue
1/2 cup shaving cream
1/4 cup white glue
1/8 cup corn starch

Yellow
1/2 cup shaving cream
1/4 cup white glue

Purple
1/4 cup shaving cream
1/4 cup white glue

Pink
3/4 cup shaving cream
1/4 cup white glue
1/4 cup flour

Enjoy! And remember that your tip is probably a winner, too, so write it down and bring it to conference.
I thought it might be fun to open our column this spring with an article that was contributed for our MENVI journal, Music Education Network for Visually Impaired. Sadly, the MENVI journal has been on hold for some time due to lack of funds; but I feel the article is most worthy of sharing, and have offered it here for CTE readers.

Alan Daniels has been a member of the network for many years and uses no Internet or computer facilities. He is a very seasoned musician and a fellow guitarist. As such, his insight comes from many years as a blind professional. Alan submitted the following article in hand-written braille. It was translated into a text file by Jared Rimer, our MENVI Webmaster. I do hope it will be enjoyable for my readers. Mr. Daniels can be reached by contacting me at the link above.

Reflection from a Veteran Musician

By Alan Daniels

They say that your capacity for learning music is related to the cognitive mind. It is common knowledge that those people who have a mind for science and math are likely to do well with music. This may be true but within the field of music there are different skills and capabilities that define a person's interest and level of competence.

I know people who have little spontaneity and can play an instrument very well. These people are juxtaposed to the gut musician. Yes, pure emotion can reign and make an excellent blues musician. Jazz can be deceptive. When you listen to a cool jazz piece you would be surprised to hear that the "flashy ride" by a musician sometimes is written out note for note.

Of course when the voice is used as an instrument, it can be a totally gut thing, with absolutely no musical training. Good musicianship requires a meld of skills. When a musician is blind, unfortunately, the uneducated music listener assumes that the performer is performing simply by gut and intuition. Pure talent is no more common in blind people than anyone else.

With the exception of vocalists and a few other performers very little music is possible while reading braille music. This means that blind musicians must develop a good memory as well as an ear for melody and harmony. Theory is not necessarily a
written-down thing. It is an intellectual understanding of what is considered tonal. And tonal has a very wide sense of interpretation.

Blind musicians all come from different backgrounds in experience and education, not to mention physical and visual abilities. Each blind musician is unique and should be considered such by pedagogy. The ability to learn an instrument using the rhythms, melody, and harmony is expressly individual. For example, we might look at the vocal groups who have the best congruity are those who are family related and have the same background from life experience. If a blind musician is able to work with his contemporary sighted musicians, by whatever means, it is an admirable accomplishment. Practice and study habits are probably the most important factors in creating a fine musician.

GOOD LUCK, TEACHERS and STUDENTS! Happy music making to you all.
TEXTBOOKS AND TEAMWORK (Continued)

What to do about those pesky music asterisk footnotes in music textbooks

Seemingly, a consensus regarding the addition of footnotes within music context is to treat them the same in textbooks as would be done in music format pagination; that is to place them below a line of dots 25, following the footnote sign (\textbf{\textdollar{}59}), at the BOTTOM of the current page thus:

[Line 24]

\textbf{\textdollar{}59} \textbf{\textdollar{}59} is a music footnote.

However, a possible unwanted side effect of later text insertions by a team transcriber unaware of music requirements could be that of pushing the above footnote onto another page, thereby negating its purpose.

Study the following excerpt, and see the transcriber’s reason for placing the asterisk footnote immediately following the parallel, even though the music would continue beyond the inserted footnote itself.

Discussion: The above example is one of a complex nature with no bar lines. It illustrates the harmonic and modulatory progression within a portion of Mozart’s Fantasia, K. 475, measures 6-16. In print, a bracket (\textbf{\textdollar{}59}) is drawn above the sequence beginning with: \textbf{\textdollar{}59}\textbf{\textdollar{}59}.

The example continues beyond this parallel, but the “sequence” that is under discussion in the soprano is more clearly labeled with the footnote \textit{immediately} following said parallel, than to clutter the vertical alignment with a long word sign or other device. Had the note been saved until the end of the current page, it would surely have been lost to the reader if pushed beyond the immediate and pertinent reference caused by text insertions.
A few other points off subject, but of random interest, are as follows:

1. is a closing print line shown from a prior parallel, demonstrating a musical connection from another voice to the soprano on the first line, and to the alto on the second line of the parallel. Here, it is easy to see how clefs can help to better establish the four-part texture and vertical alignment.

2. is the music code sign for a music asterisk that can be inserted within a music line. An opening music bracket sign immediately follows it here.

3. (dots 56, 2) is an opening bracket shown in print to be over music notation.

4. Three vertically aligned levels below the bass voice illustrate modulations occurring within the harmonic analysis. The dots 36 (between empty cells) help to align the lower levels with pertinent notes above so as to be easier to track as the reader’s finger moves downward. Its presence and purpose should be explained in a short TN at the beginning of the example.
AN INTRODUCTION TO MUSIC FOR THE BLIND STUDENT

Part III: Teacher Training

The long-awaited teacher training course in the “Introduction to …” series has at last been released. Editors are Christina Davidson and Stephanie Pieck. It is published by Dancing Dots www.dancingdots.com.

Look for articles from the course in future issues of our newsletter. Ideas for a conference 2015 workshop presentation on Part III are under consideration.

The print book is nearly 500 pages. A companion “Answer Key” to quizzes and self-tests is provided for the entire series. The “Objective” of the course is as follows:

“It is the purpose of this course to inspire a trend towards educational standards that may one day be required for teachers of music braille. Part III packages the training provided in the Part I and II courses into a special curriculum for the educator, and to verify completion thereof.

The course is also applicable for students simply wanting to venture further into music braille skills and knowledge beyond that of Part II. Preparation for the more advanced concepts is presented here, and provides some exploration of the piano and jazz series as well. As such, the student becomes his or her own teacher by absorbing the role of an informed educator. It cannot be overstressed that the primary objective here is solely the training of the music braille educator, and NOT that of the music transcriber.”

CTEBVI Music Committee

Richard Taesch      CTEBVI Music Specialist
                   richardtaesch@menvi.org          661-254-0321
Grant Horrocks     formerly SCCM Conservatory & Piano Divisions;
                   CTEBVI President 2008-2012
                   siloti@sbcglobal.net
William McCann     President, Dancing Dots Braille Music
                   Technology, L.P.
                   info@dancingdots.com
Robert Smith       Retired Professor of Music
                   rrrsmith@uci.net
Carol Tavis        Elementary School Music/Special Learners
                   taviscarol@yahoo.com

Page 14 of 36
GRASS ROOTS EFFORTS

If you live in California and are connected in any way to the CA Department of Education Clearinghouse for Specialized Media and Translations (CA DOE CSMT), you are probably aware that the 2014-2015 budget proposed in January by Governor Brown would have resulted in a nearly-complete shutdown of the CSMT as it has been known to exist. After many years of considerable effort and expenditure of huge sums of money, CSMT had become what its name implied: the Clearinghouse for the entire state. As such, districts statewide had come to depend upon it for the excellent services and reliable depository of specialized materials for VI and blind students. Suddenly, that was all to come to an end.

CTEBVI members rallied to contact legislators in their political districts to inform them of the unintended consequences such a change would mean at the school district and personal level. The members of the state legislature were contacted by email, by letter and in person. CTEBVI members attended discussions and debates held in the state capitol and elsewhere all in the hope of forestalling what appeared to be very dire actions on the part of the Governor and Department of Finance.

Eventually, a revised budget for CA DOE came out which proposed that CMST funding be left as is for the coming fiscal year, resulting in the Clearinghouse remaining the repository and delivery system for all braille, large print, and APH products.

As many members feel they can breathe a sigh of relief, please be mindful that grassroots efforts can be very effective. CTEBVI has a history of successfully advocating for the blind and VI community at many levels. Liaisons from our board have been meeting with national organizations for many years and will continue to do so. You can become a part of this effort by contacting Peggy Schuetz, BANA representative for CTEBVI, or Tracy Gaines, representative to APH annual meeting, with your concerns and suggestions.
We regret to inform you

Mr. CTEVH, Fred Sinclair, passed away in Sacramento on his 88th birthday April 22, 2014. Last spring a short portion of the CTEVH 50th anniversary booklet was quoted here under the name of Phil Hatlen. The article ended with a single picture showing Phil with Phil and Sally Mangold and Fred Sinclair examining a large APH globe. It was one of the first meetings of the organization that would become CA Transcribers and Educators of the Visually Handicapped, Inc.

Comments by Joyce Van Tuyl, CTEBVI life member, past president, past mathematics specialist:

Fred was my teacher in the classes offered by Palo Alto Adult Education in 1956. When he was "kicked" upstairs to Sacramento to establish a clearinghouse for braille materials, I became the teacher in those classes. When the first blind student enrolled in a Palo Alto High School, Fred came to me and asked if I'd like to learn the math code. I said YES and my future was established!

Fred had once been a teacher in Fred Astaire dance studios. It was my great pleasure to dance with him every year at conferences.

We had a special connection.

You may add your comments to the guest book provided on the CTEBVI website.

Remembering Evelyn S. Falk
November 9, 1918 - May 25, 2013
Resident of Santa Cruz

CTEBVI Life Member since 1961

Evelyn Falk passed away peacefully in her home in Santa Cruz, CA on May 25, 2013. Always active, she was appreciated both for her tireless work as well as her knowledge and insights on many topics. She taught and transcribed Braille for over 50 years and still working up until 2 months before her death. She was an avid reader, loved the symphony, theater and travel, and was a life-long learner, always taking classes on a broad range of subjects.
## CTEBVI Past Presidents

(* founding members)

<table>
<thead>
<tr>
<th>Year</th>
<th>President</th>
<th>Year</th>
<th>President</th>
</tr>
</thead>
<tbody>
<tr>
<td>1957-59</td>
<td>Betty Brudno</td>
<td>1986-88</td>
<td>Jane Corcoran</td>
</tr>
<tr>
<td>1959-61</td>
<td>Irene Hawkins</td>
<td>1988-90</td>
<td>Bob Calhoun</td>
</tr>
<tr>
<td>1961-63</td>
<td>Helen Patillo</td>
<td>1990-92</td>
<td>Ann Kelt</td>
</tr>
<tr>
<td>1963-65</td>
<td>Claire Kirkpatrick</td>
<td>1992-94</td>
<td>Frank Ryan</td>
</tr>
<tr>
<td>1965-67</td>
<td>Ethel Schuman</td>
<td>1994-96</td>
<td>Sue Reilly</td>
</tr>
<tr>
<td>1967-69</td>
<td>Rose Kelber</td>
<td>1996-98</td>
<td>Bob Gowan</td>
</tr>
<tr>
<td>1969-71</td>
<td>Elizabeth Schriefer</td>
<td>1998-00</td>
<td>Joan Valencia</td>
</tr>
<tr>
<td>1971-73</td>
<td>Carolyn Card</td>
<td>2000-02</td>
<td>Anna Lee Braunstein</td>
</tr>
<tr>
<td>1973-75</td>
<td>Jane O’Connor Verhage</td>
<td>2002-04</td>
<td>Carol Morrison</td>
</tr>
<tr>
<td>1975-77</td>
<td>Fred L. Sinclair</td>
<td>2004-06</td>
<td>Paula Lightfoot</td>
</tr>
<tr>
<td>1977-78</td>
<td>Joyce Van Tuyl</td>
<td>2006-08</td>
<td>Bonnie Grimm</td>
</tr>
<tr>
<td>1978-80</td>
<td>Bill Briggs</td>
<td>2008-12</td>
<td>Grant Horrocks</td>
</tr>
<tr>
<td>1980-82</td>
<td>Cathy Rothbunt</td>
<td>2012-14</td>
<td>Patty Bisa</td>
</tr>
<tr>
<td>1982-84</td>
<td>Leah Morris</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1984-86</td>
<td>Robert Dodge</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## CTEBVI JOURNAL Editors

(formerly The California Transcriber)

<table>
<thead>
<tr>
<th>Year</th>
<th>Editor</th>
<th>Year</th>
<th>Editor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1959-63</td>
<td>Betty Brudno</td>
<td>1989-00</td>
<td>Sue Reilly</td>
</tr>
<tr>
<td>1964</td>
<td>Kathryn Allen</td>
<td>2000-01</td>
<td>Joan Valencia</td>
</tr>
<tr>
<td>1965-69</td>
<td>Ruth S. Lowy</td>
<td>2001-02</td>
<td>Marilyn Westerman</td>
</tr>
<tr>
<td>1970-75</td>
<td>Norma L. Schecter</td>
<td>2002-08</td>
<td>Lisa McClure</td>
</tr>
<tr>
<td>1976-88</td>
<td>Dr. Aikin Connor</td>
<td>2008-13</td>
<td>Marcy Ponzio</td>
</tr>
</tbody>
</table>

## Honorary Life Membership

- 2000 Donna Coffee
- 2009 Dr. Phil Hatlen
- 2009 Dr. Abraham Nemeth

## Wall of Tribute at APH Hall of Fame

- 2004 Fred L. Sinclair
- 2008 Rod Brawley
- 2013 Ann Kelt

## Innovator Award

- 2010 Sendero Group
- Duxbury System

## Special Recognition

- 1985 Bob Dasteel
- 1987 Betty Brudno
- 1987 Eleanor and Jack Scharlin
- 1989 Dr. Aikin Connor
- 1992 Russell W. Kirbey
- 1995 John Flores
- 1997 Jim Bliss
- 1998 Dr. Frederic Schroeder
- 2012 Christy Cutting

Page 17 of 36
**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
- 2011 Dr. Stuart Wittenstein

**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
- 2011 Mike Cole

**Certificates of Appreciation**
- 1974 Volunteers of Vacaville: Braille Institute of America
- 1975 Esther Fox: Marie Erich
- 1976 Norma Schecter
- 1977 Bob Dasteel
- 1978 Mary Degarmo: Betty Brudno
- 1979 Ruth S. Lowy
- 1980 Ethel Schuman: Diane Meyer
- 1981 Carl Lappin
- 1982 Barbara Blatt Rubin: Bill Briggs
- 1983 Dr. Aikin Connor
- 1984 Bernard M. Krebs: Jane O'Connor
- 1985 Elizabeth C. Smith: Sylvia Cassell
- 1986 Sally Mangold: Elizabeth Schriefer
- 1987 John Flores: Elinor Savage
- 1988 Ken and Diann Smith: Lou Ella and Norm Blessum
- 1991 Marian Wickham: Bob Calhoun
- 1993 Nancy Chu: Lavon Johnson
- 1994 Billie Anna Zieke: Jane Vogel
- 1995 CA Council of the Blind: Donna Coffee
- 1996 Dorothy Joe: Doris Pontac
- 1998 Dr. Joy Efron
- 1999 SF State Program in Visual Impairments: Harry Friedman
- 2002 Winifred Downing
- 2003 Jack Hazekamp
- 2006 Kelli Cornejo
- 2014 Jerry Kuns: James Carreon
The Braille Authority of North America (BANA) held its 2014 spring meeting April 3 to 5 in Philadelphia, PA. Associated Services for the Blind and Visually Impaired, (ASB), a BANA member organization, hosted the meeting. All sessions were held at ASB.

During its three-day meeting, the BANA Board reviewed and acted on semiannual reports from its eighteen committees, considered committee recommendations, and deliberated issues and challenges facing braille users and producers. The UEB Task Force reported on the development of a plan for the transition to UEB in the United States as well as the collaborative steps that have been taken to initiate dialogue and planning among the various braille communities. The development of resources for training teachers, transcribers, consumers, and family members is a focus of BANA’s efforts at this time.

BANA welcomed three new organizational representatives to their first meeting as members of the Board.

Dawn Gross is the new representative from the Alternate Text Production Center of the California Community Colleges (ATPC).

Peggy Schuetz now represents the California Transcribers and Educators of the Blind and Visually Impaired (CTEBVI).

Kyle Key has recently been appointed as the representative from the Clovernook Center for the Blind.

In addition to extensive deliberations involved in the 44-item meeting agenda, actions of note included the following:

- Revisited and revised organizational priorities in order to balance BANA’s work during this time of focus on the transition to UEB.
- Approved a recommendation from the Tactile Graphics Technical Committee that any braille volume containing one or more tactile graphics should contain a note on the Transcriber’s Notes page stating: “The Guidelines and Standards for Tactile Graphics, 2010 was used in the preparation of the tactile graphics.”
- Approved a document detailing specific factors and specifications that should be employed when producing braille signage. This new fact sheet will be posted on the BANA website.
- Voted that, in light of the major revision underway to align the Braille Formats publication with UEB, BANA will not produce for sale hardcopy editions of Braille Formats 2011, which can be downloaded free of charge from the BANA website and printed or embossed.
• Voted to add the recently posted errata in the HTML, PDF, and BRF files of *Braille Formats 2011* that are posted on the BANA website. These decisions followed an extensive deliberation of the complex issues impacting BANA’s current obligations and resources. NOTE: *Braille Formats 2011* went into effect in January 1, 2013. Materials now being transcribed should follow these guidelines.

On Saturday morning, BANA hosted an Open Forum, which was well attended by individuals from the Philadelphia community. BANA board members and forum participants enjoyed reading example documents transcribed in Unified English Braille and discussing the characteristics of the code. They also discussed the progress of the transition to UEB as well as ongoing plans for informing braille readers and preparing educators and transcribers about specific code changes.

**Dr. Wittenstein Earns Baseball Card Status**

We are pleased to announce that Dr. Stuart Wittenstein, Superintendent of the CA School for the Blind and very-active life member of CTEBVI, has finally been featured on his own baseball card! Stuart was recently regaled at CSB to celebrate his retirement after 41 years on the job. The proceedings included presentation of the card during a luncheon held at the Town Square. Stuart is a life-long New York Yankees fan and center-field wannabe.

Congratulations, Stuart, on a well-deserved celebration. We wish you all the joy and happiness that a happy retirement can bring.
HOW TO TIE A BOW

Suzanne Balmaceda
Teacher of the Visually Impaired
WCCUSD

The following is a compilation of comments sent in response to my request on the listserv for ideas and experiences with teaching the art of tying a bow. Of course, one of the responses was “VELCRO” which works in lots of cases. However, having the technique well-practiced does allow for those few instances when nothing but a bow will do the trick. So, here are some ideas for you to evaluate, contemplate, USE!

I've taught it a few times and found it just takes a lot of repetition (talking through the movements). I use a shoe string around their thigh as they are sitting down. It's easier than a shoe.

There probably was an easier way, because it has taken us a long time to get shoe tying. AFTER at least nine months of at least daily practice for the first thirty days, and then moving to three times a week, my third grader (totally blind) has it. He can now drop to the ground and tie his own shoe! I'm talking hundreds of opportunities to complete the task. I might add, he is bright and no other issues than congenital blindness.

I provided two different texture shoe strings on an OLD wooden shoe. I watched videos that also suggested starting by having the student sit on the ground and tie two long strings around the legs. I chose to go with the pretend shoe. I am giving right-handed approach here.

   Step 1: right hand reaches over and picks up left string, and back to right, left hand over and picks up string on the right and then hand back to left.
   Step 2: crossing over or under depending on location of right string.
   Step 3: loop

Anyway, you get it. I broke down each step and we spoke each step. He was able to get the steps pretty quickly but it was the last step -- pushing the left hand string through to form the second loop -- that took the longest.

It all depends on the student's motivation, follow up at home, sticking to a pace that doesn't frustrate a young learner, and the expectation of all that this is a very cool thing for him to learn as it is a step toward being a "regular guy" and giving him the self-satisfaction we all felt when we mastered tuff-stuff.

At each step, he needs to feel a sense of his own success and want to go on to the next step. It’s a great way to build a "can do" self image.

Maybe start with the shoe toe facing student just so he can learn how to go through the motions of tying. Once student can tie the shoe, try turning it the other way. After he can do that, have the student try while shoe is on his foot.

Over, under, pull it tight, make a bow, pull it through to do it right, and then, do it again.
Here is another one:

Bunny ears, Bunny ears, playing by a tree.
Criss-crossed the tree, trying to catch me.
Bunny ears, Bunny ears, jumped into the hole,
Popped out the other side beautiful and bold.

Criss Cross Tying Shoes (tune: Splish Splash I Was Takin’ a Bath)

Criss Cross and go under the bridge
Then you got to pull it tight.
Make a loop but keep a long tail
That is how to do it right
Then you take the other string
And you wrap it 'round the loop
Pull it through the hole
Now you got the scoop
Criss Cross and go under the bridge (this is where you tie the loops together)
    Now you made a Double Knot!

Get a shoe. Get two very different laces or one lace and one string. For low-vision student, I used different color laces.

I labeled the laces -- thick and thin or rough and smooth. Begin with just one step and repeat it until that one is mastered. Add step two and repeat until the two are mastered together. Break down all the simple steps and give him a lot of practice on each step. Use consistent language. Share it with parents.

Our OT did it, took a year, but student only practiced at school. She used lace
different textures: one was regular, the other knotted. I don't know if she used backward chaining or not.

Suggestion would be to put a shoe in front of you with the toes pointing away from you. This is how you would teach it to the student. Go through the steps and then write them down. Look at which way your student will learn best. Hand over hand with learning it all or hand over hand with focus being on the last step (reverse chaining).
MEMBERSHIP

Judi Biller
Membership Chair
Gifts and Tributes Chair

Spring! A time of growth and renewal!

Speaking of renewal … Are your dues current to 2014? If you are not sure, contact me and I can let you know.

If you are a Life Member or current with your membership, please consider donating to one of the CTEBVI funds.

If you are not current, please consider renewing your membership now, rather than later. Your $50 annual membership is necessary for CTEBVI’s ongoing operation, whether or not you are planning to attend the next annual conference.

You can go to our website, www.ctebvi.org, to renew your membership, become a Life Member and/or donate online, by using your credit card. Or you can mail a check to me at the address below.

CTEBVI cannot survive, grow, and remain a productive organization unless we have your help.

Thank you for your past, present, and future interest in CTEBVI, and we look forward to serving your needs for many years to come.

CTEBVI Membership Chair
CTEBVI Gifts and Tributes Chair
1523 Krim Place
Oceanside, CA  92054-5528
GIFTS AND TRIBUTES

We are ever so appreciative of the continued support we feel with each donation. The smallest amounts mean the world to those of us working so hard behind the scenes to keep this organization running.

KATIE SIBERT YOUTH SCHOLARSHIP
Liz Barclay  John Romeo
Judi Biller  Sharon Sacks
Sheila Bonito  Wayne Siligo
Angela Martyn  Kathleen Talley
Valerie Perry

GENERAL FUND
Peggy Best  Michelle Gutierrez
Patty Biasca  Priscilla Harris
Phoebe Bishop
Nikki Blackburn  Lynne Laird
Sheila Bonito  Angela Martyn
Lynn Carroll  Maureen Reardon
Contra Costa Braille Transcribers  Bonnie Rothman
In Memory of Dr. Nemeth
Christy Cutting  Vanessa Stenz
Emelita De Jesus  Kathleen Talley
Pamela Driscoll  Sharon von See
Joy Efron  Ellen Voyles
Fran Whipple

DONNA COFFEE YOUTH SCHOLARSHIP
CAPVI  Marjorie Holt
Sheila Bonito  Nancy Lindsay
Bianca Culbertson  Angela Martyn
In Memory of Donna Wendt & Norma Schecter
Carol Morrison  Wayne Siligo
In Honor of Fred Sinclair  Kathleen Talley
Michelle Gutierrez  Freda Van Dellen
WHO KNOWS?

Bob Walling
Business

We just had a great conference! I don’t know how many of you knew that CTEVH was in some financial difficulties a few years ago. I can’t begin to tell you how great the board was and how they rallied to save CTEBVI. I have not received his permission, so I can’t tell you the massive contributions that Grant, our past president and conference chair, has made to our recovery by renegotiating rates and pouring in countless numbers of hours. Now that CTEBVI has stabilized, the question around the board table is now how we can better serve YOU.

Do YOU know about the Donna Coffee Youth Scholarship? The DCYS committee this year awarded a visually impaired student money for swimming lessons so she could compete in triathlons. If one of your students lacks funds to realize a dream, perhaps winning a DCYS would help. Go to the web site, www.ctebvi.org to read about the scholarships, then follow the link to DCYS Application.

On another note, do YOU know about the Katie Sibert Memorial Scholarship? Do YOU know that YOU can apply for a scholarship for next year’s conference? Go to the website, click on Scholarships, then Katie Sibert and follow the link to the Katie Sibert Scholarship Application.

Did YOU go to this year’s conference? What did YOU see? What did YOU learn? Did you get what YOU wanted? What do YOU want next year? What workshops would YOU like to see? How do YOU want things changed? Use the link on our website to submit your responses to some of these questions and, in particular, complete your workshop critiques.

Who knows what’s best for CTEBVI? YOU do! How am I going to get the answers to all these questions? How about from YOU?

I know at least half of the people reading this article have opinions, but sadly they never share their opinions with me. I could try some sort of survey, but since I don’t do surveys, I don’t expect YOU to either. How about YOU send me an anonymous email? Just between YOU and me. I will bring all the good suggestions to the board and take full credit, of course. I will protect your identity (unless otherwise directed).

How about YOU and I take CTEBVI to the next level? My address is hotlink above. If WE start now, WE can make next year’s conference even better!
COINS THAT ADD

John Romeo
Mathematics Specialist
Full Cell Braille, Inc.
"Freedom through Education"

Experienced Nemeth transcribers know books for lower grades are often more difficult to transcribe than texts for high school or even college. This is because of the many visual cues used to teach math to younger students. For example, the introduction to numbers often includes images of apples, blocks or coins. The transcriber is then challenged to convey the concept in such a manner that it allows the young blossoming VI mathematician to keep up in class with sighted counterparts.

In this article I will address how to transcribe coins for lower grade math books. A point of emphasis: Nemeth is a code full of rigid rules and formats. However, it often takes a Nemeth transcriber with creativity to conquer this material because, in the end, success is measured by how well the student understood and comprehended the material. Besides following the code, the transcriber must take into account the intent of the lesson, decide what is strictly visual and can, thus, be eliminated from the braille page, and determine the order of presentation of the material at hand.

Publishers currently prepare books using lots of pictures, graphs, and extras meant to draw the reader’s attention to the page. If the “eye candy” is actually required in the scheme of things, then it must be represented where it is most effective. Whether to include all photographs and source citations may not seem helpful though some would argue it is better to introduce the practice as soon as possible in a student’s education. The transcriber should investigate the agency decision on this question.

*Guidelines and Standards for Tactile Graphics, 2010* (honored with BANA's Braille Excellence Award in January 2014) is a superb resource. Unit 6 is dedicated to Mathematical and Scientific Diagrams. *Section 6.4 Money* offers wonderful information and techniques to represent coins in Nemeth transcription. I will be citing these guidelines throughout the article.

- Do not attempt to illustrate the images on the coin in tactile form. 6.4.1
- Do not substitute numbers or symbols for words. 6.4.2
- Use a transcriber's note for description of coins instead of a tactile graphic. 1.4, 5.4.1
- When a picture of money is shown for the purpose of calculating its value, letters can be used to represent coins.
  - Coinage should be transcribed using the letters pn for penny, nk for nickel, dm for dime, qr for quarter, and hl for half-dollar. 6.4.3
- Bills can be transcribed using the appropriate dollar sign and number. 6.4.4
If the dollar bill and dollar coin are both shown in the text, as happened recently in a text I was transcribing, the difference can be noted by using the symbol oc for a one dollar coin.

The following images are taken from Mathematics (various numbers); Sunrise Edition, Light Unit Grade 1, "God's light in Mathematics," Christian Light Education.

Coins are often used in linear and spatial arrangements. Consider writing a transcriber’s note to explain coins that would not be used in representing the equations with the coins. Be guided to represent the problems without giving away the answers or giving the blind student an advantage. (6.4.2) For instance, explain on the Transcriber’s Note page that coins will be keyed and place the keyed symbols on the Special Symbols Page in the volume in which they appear. Also explain the keyed symbols do not represent shapes, in accordance with Nemeth Rule XVI. When spacing with the sign of operation, consider the space the coins will require to keep each coin symbol individual.

Here are some samples of text and resulting braille. The text uses coins as an aide to learn how to count money. The four braille examples cover the basic principles used to represent coins in linear and spatial equations for computation:

\[ \text{DN DM NK GR HL} \]
UPDATE ON BIRTH TO FIVE VISION NETWORK

Beth Moore
Sue Parker
Infant/Preschool Specialists

The Birth to Five Vision Network of Southern California, established in 1987, is a coalition of over twenty agencies working to support services for families with young children with visual impairments. On March 15th, the annual Nancy Mansfield Parent/Professional Workshop Day was held on the grounds of Blind Children’s Learning Center in Santa Ana on a beautiful, sunny day.

The presentation was titled: “Your Child’s Diagnosis: Knowledge is Power and Support Makes It Work.” The keynote speakers included this very distinguished panel of experts:

- Dr. Mark Borchert, MD, Director of both the Eye Birth Defects and Eye Technology Institutes at the Vision Center at Children’s Hospital, Los Angeles.
- Dr. Bill Takeshita, OD, FAAO, FCVO, Chief of Optometry, Center for the Partially Sighted
- Diane Simon Smith, MPH, MA MFT, Licensed Marriage and Family Therapist

The focus of the presentation was how to learn about your child’s visual diagnosis, then to use the information to stay informed of your child’s needs now and in the future. Drs. Borchert and Takeshita offered their unique perspectives on preparing for and gathering information from your child’s eye exam. Diane Simon Smith offered her perspectives on guiding parents through the roller-coaster effects that accompany the process of understanding how their child’s diagnosis may impact their child’s and family’s life.

During lunch and afternoon “networking,” families had the opportunity to take time to share their stories and to connect with each other. Many families shared contact information with one another and promised to meet again. These connections are a primary reason for the success of these continuing workshops. There is much to learn from the valuable presentations and discussions, but the support garnered from these events makes the day even richer!

Please visit our website www.birthtofivevision.org or follow us on Facebook to keep updated on other events. Then plan to join us next year.
OPPORTUNITY IN EDUCATION

For the fourth year now, the Washington State School for the Blind will host a workshop on teaching computer science to students with visual impairments called the "Experience Programming in Quorum Workshop" (aka EPIQ Workshop). The workshop will be held on July 17-23, 2014.

As part of the workshop, you will learn programming basics in a Java-based programming language called Quorum. The inventor of the language, Dr. Andy Stefik, will lead the workshop and teach you how to use Quorum to create dynamic websites with your students. The platform, developed by Dr. Stefik, is 100% accessible to all students, including those with visual impairments and blindness.

The language is currently being taught to students with visual impairments at the Alabama School for the Blind, the Washington State School for the Blind, and the Maryland School for the Blind along with many smaller sites around the country. The language and the curriculum developed by Dr. Stefik and his colleagues is also being used by middle and high schools across the nation because of the simplicity of the language.

We would love to have any interested TVIs again join us this summer in Vancouver, Washington. Registration, housing and most meals are free to TVIs. Financial assistance for travel will be provided as funds are available.

If more information about the workshop and the application, please go to http://www.quorumlanguage.com/Epiq.php

Please feel free to share this with anyone you think may be interested.
EXERCISE YOUR KEYBOARD SKILLS

Braille-n-Teach Listserv

Here’s a little something I found on the braille-n-teach listserv that I thought would be fun to pass along. Check the listserv occasionally or submit a specific request. Then, enjoy the results.

Dinosaur (T-Rex)

Row 1: Space 4 times, make “with,” make 3 full cells, make “of”
Row 2: Space 3 times, make “with,” make 2 full cells, make “c,” make 2 full cells, make “of,” Space 16 times, make “by,” make question mark
Row 3: Space 2 times, make “with,” make 6 full cells, make “q,” Space 16 times, make 2 full cells
Row 4: Space 2 times, make “f” three times, make “with,” make 3 full cells, make “of,” make question mark, Space 15 times, make two full cells
Row 5: Space 3 times, make “by,” make “with,” make 1 full cells, make “q,” make “f,” make 3 full cells, make “of,” make “gg,” make question mark, Space 11 times, make “with,” make 1 full cell, make “q”
Row 6: Space 7 times, make 9 full cells, make “with,” make question mark, Space 6 times, make “with,” make two full cells, make “b”
Row 7: Space 5 times, make “with,” make 4 full cell, make “q,” make “d,” make 6 full cells, make “of,” make question mark, Space 2 times, make “by,” make “with,” make two full cells, make “q”
Row 8: Space 7 times, make “with,” make “f,” Space 1 time, make “with,” make 14 full cells, make “f”
Row 9: Space 9 times, make “with,” make 13 full cells, make “q”
Row 10: Space 8 times, make “with,” make 12 full cells, make “q,” make “f”
Row 11: Space 8 times, make “er,” make 4 full cells, make “q,” make “f,” Space 1 time, make “with,” make 3 full cells, make “q”
Row 12: Space 9 times, make “er,” make 3 full cells, make “of,” Space 3 times, make “er,” make 2 full cells, make “of”
Row 13: Space 10 times, make “er,” make 2 full cells, make “q,” Space 4 times, make “er,” make 2 full cells
Row 14: Space 11 times, make “er,” make 1 full cells, make “q,” Space 4 times, make “by,” make 1 full cells, make “q”
Row 15: Space 9 times, make “by,” make 2 full cells, make “q,” Space 4 times, make “f” two times
Row 16: Space 9 times, make “f” twice
California Transcribers and Educators for the Blind and Visually Impaired
Central Office: 741 North Vermont Avenue
Los Angeles, CA 90029-3594

### EXECUTIVE BOARD

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Tracy Gaines</td>
<td><a href="mailto:bttranscribing@hotmail.com">bttranscribing@hotmail.com</a></td>
</tr>
<tr>
<td>Vice President</td>
<td>Cristin Lockwood</td>
<td><a href="mailto:mc.lockwood@att.net">mc.lockwood@att.net</a></td>
</tr>
<tr>
<td>Secretary</td>
<td>Sue Reilly</td>
<td><a href="mailto:sreilly@cox.net">sreilly@cox.net</a></td>
</tr>
<tr>
<td>Treasurer</td>
<td>Sharon Anderson</td>
<td><a href="mailto:sande8181@yahoo.com">sande8181@yahoo.com</a></td>
</tr>
<tr>
<td>Members at Large</td>
<td>Wayne Siligo</td>
<td><a href="mailto:wayne@siligo.com">wayne@siligo.com</a></td>
</tr>
<tr>
<td></td>
<td>Vicki Garrett</td>
<td><a href="mailto:ctebvi@aol.com">ctebvi@aol.com</a></td>
</tr>
</tbody>
</table>

### BOARD OF DIRECTORS

<table>
<thead>
<tr>
<th>Name</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patty Biasca</td>
<td><a href="mailto:pblasca@msn.com">pblasca@msn.com</a></td>
</tr>
<tr>
<td>Judi Biller</td>
<td><a href="mailto:ctebvi.membership@gmail.com">ctebvi.membership@gmail.com</a></td>
</tr>
<tr>
<td>Trena James-Cook</td>
<td><a href="mailto:tc2009@roadrunner.com">tc2009@roadrunner.com</a></td>
</tr>
<tr>
<td>Christy Cutting, Ex Officio</td>
<td><a href="mailto:editor.ctebvi@gmail.com">editor.ctebvi@gmail.com</a></td>
</tr>
<tr>
<td>Dawn Gross</td>
<td><a href="mailto:braille@grossgang.com">braille@grossgang.com</a></td>
</tr>
<tr>
<td>Sunggye Hong</td>
<td></td>
</tr>
<tr>
<td>Lisa Okikawa</td>
<td><a href="mailto:lisaokikawa@gmail.com">lisaokikawa@gmail.com</a></td>
</tr>
<tr>
<td>Maureen Reardon</td>
<td><a href="mailto:mreardon@csb-cde.ca.gov">mreardon@csb-cde.ca.gov</a></td>
</tr>
<tr>
<td>Jonn Paris-Salb</td>
<td><a href="mailto:JParisSalb@csb-cde.ca.gov">JParisSalb@csb-cde.ca.gov</a></td>
</tr>
<tr>
<td>Yue-Ting Siu</td>
<td><a href="mailto:yueting.siu@gmail.com">yueting.siu@gmail.com</a></td>
</tr>
<tr>
<td>Robert Walling</td>
<td><a href="mailto:bigonbrl@yahoo.com">bigonbrl@yahoo.com</a></td>
</tr>
</tbody>
</table>
## COMMITTEE CHAIRS

<table>
<thead>
<tr>
<th>Committee</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>BANA Representative</td>
<td>Peggy Schuetz</td>
</tr>
<tr>
<td>ByLaws/Policies/Procedures</td>
<td>Grant Horrocks</td>
</tr>
<tr>
<td>Conference Chair</td>
<td>Grant Horrocks</td>
</tr>
<tr>
<td>CSMT Representative</td>
<td>Jonn Paris-Salb</td>
</tr>
<tr>
<td>Donna Coffee Youth Scholarship</td>
<td>Lisa Okikawa</td>
</tr>
<tr>
<td>Fundraising</td>
<td>Dawn Gross</td>
</tr>
<tr>
<td>Gifts and Tributes</td>
<td>Judi Biller</td>
</tr>
<tr>
<td>Historian</td>
<td>Maureen Reardon</td>
</tr>
<tr>
<td>JAC Representative</td>
<td>Open</td>
</tr>
<tr>
<td>JOURNAL</td>
<td>Christy Cutting</td>
</tr>
<tr>
<td>Katie Sibert Scholarship</td>
<td>Trena James-Cook</td>
</tr>
<tr>
<td>Membership</td>
<td>Judi Biller</td>
</tr>
<tr>
<td>Nominations</td>
<td>Patty Biasca</td>
</tr>
<tr>
<td>Sitefinding</td>
<td>Grant Horrocks</td>
</tr>
<tr>
<td>Special Awards</td>
<td>Debi Martin</td>
</tr>
<tr>
<td>Specialists</td>
<td>Cristin Lockwood</td>
</tr>
<tr>
<td>Strategy</td>
<td>Cristin Lockwood</td>
</tr>
<tr>
<td>Website</td>
<td>Vicki Garrett</td>
</tr>
</tbody>
</table>
CTEBVI SPECIALISTS

The following individuals have agreed to serve CTEBVI in varying fields of specialization within education and braille transcribing. They have been recognized for their expertise in their field and their ability to communicate effectively in workshops and in writing. Please feel free to contact these volunteers with your questions. They are available year-round, not just at Conference.

You will note that several positions are currently open. Please contact Cristin Lockwood with your suggestions or questions regarding the responsibilities of a specialist and remuneration for the work done in support of CTEBVI. You may also nominate a person or persons to fill the opening, including yourself!

TRANSCRIBERS AND PROOFERS
Computer-Generated Tactile Graphics Open
Foreign Language Saralyn Barboa smac61@att.net
Literary Jana Hertz janabrailles@aol.com
Mathematics John Romeo fullcellbraille@mediacombb.net
Music Richard Taesch richardtaesch@menvi.org
Textbook Open
Tactile Graphics Open

EDUCATORS
Assistive Technology Open
K-12 Yue-Ting Siu yueling.siu@gmail.com
Infant/Preschool Beth Moore moorebeth@svusd.k12.ca.us
Sue Parker-Strafaci sparker-strafaci@brailleinstitute.org

Handicapped/
Multi-handicapped/
Severely Handicapped Open

LARGE TYPE AND ENLARGED DRAWING
Joan Treptow JTreptow@washoeschools.net

BUSINESS COLUMN
Bob Walling bigonbrl@yahoo.com

BANA UPDATE
Peggy Schuetz peggys@juno.com
MOVING, PHYSICALLY OR VIRTUALLY? PLEASE LET US KNOW!