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Summer 2003

What's Inside:

Abbreviations Revisited

Braille Formats in

School Braille

Educators: What Works,

What Doesn't

Call for Workshops 2004

JOURNAL

The official publication of the
California Transcribers and Educators of the Visually Handicapped

Message from the Interim Editor

It has been a pleasure to work on this publication for a couple of issues. I want you all to know how impressed I am with your organization's commitment to educating and serving the visually handicapped. The articles that have been submitted are fascinating and reflect the amazing knowledge and expertise that CTEVH's board members, specialists and other members possess and, happily, are willing to share. Be proud of what you do, and keep up the good work!

~ *Marilyn Morrison*

The CTEVH Journal

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Summer 2003



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PRESIDENT'S MESSAGE

Highs and lows. They are the variations of experience in our daily lives, and no one can avoid them. Sometimes they're barely noticeable, and other times they seem overwhelming. Especially ironic are the days when we live through both a high AND a low. Like yesterday.

At the National Braille Challenge Invitational in Los Angeles, some of us were fortunate enough to have the opportunity to share the excitement of 55 children, K-12, competing happily as they proved their abilities in braille reading and writing. These kids were already local champs, who travelled here with parents or teachers, many of them funded by their home-town community organizations.

After a full day of displaying their braille skills and demonstrating perfectly how literacy leads to independence, they went on to an awards banquet that was a marvelous celebratory grand finale. That was the high.

In contrast, after dinner, while the children danced and the adults visited to exchange good wishes, I chatted with friends and learned that a school transcriber had been "let go." The justification offered was the combination of budget cuts and braille translation capabilities! Some school administrators STILL don't get it that a human being with braille proficiency MUST be available to use the technology in order to produce accurate materials as well as help the students. That disclosure was the low.

The role of CTEVH becomes more and more obvious every day. We must continue our efforts to support literacy—all literacy—and independence. Braille transcribing is a profession that needs to be recognized as such. Teachers need the resources of their school transcribers, and children need their books.

We have our annual conference, the *Journal*, and now a website. Use them. Stay informed. Speak out in your community. Individual independence will be achieved only with literacy, mobility and resources. Let us each make the reaching of those goals our highs.

~ Carol Morrison

CTEVH Membership Application

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

CTEVH MEMBERSHIP DUES ** 2003

Annual dues \$25

Renewal

New Member

Life Membership \$300

Foreign Membership \$35

Institutional Membership \$100

Donation:

Katie Sibert Memorial Fund \$ _____

Donna Coffee Camp Scholarship Fund \$ _____

TOTAL AMOUNT ENCLOSED \$ _____

Please make all checks and money orders payable in United States funds to **CTEVH** and return payments with this form.

Check for address change on renewals.

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

TELEPHONE (optional) _____

E-MAIL _____

Do you consider yourself primarily (*circle one*)

TRANSCRIBER

EDUCATOR

PARENT

OTHER (*specify*) _____

If you require specialized media, do you want CTEVH publications in: (*circle one*)

BRAILLE

TAPE

TAPE w/BRL Examples

Return application and payment to:

CTEVH Membership Chair

741 No. Vermont

Los Angeles, CA 90029

323-666-2211 (*messages*)

FROM THE MEMBERSHIP CHAIR

By the time the registration packets are delivered later this year, the CTEVH website should have an online payment system established. Members will be able to download the registration form and workshop information before going back online to make payment for the conference. Your questions can be quickly sent to registrar@ctevh.org by going to the conference webpage. Printing your choices and mailing them to Danielle Hawthorne, registrar, may still be necessary to make sure you get the workshops you request. Please keep in mind, this is our first time offering this service and there may be last-minute changes in response to currently unforeseen situations.

*~ Christy Cutting
Membership Chair*

45th CTEVH Conference March 12-14, 2004 LAX Marriott

***HAPPY BIRTHDAY 45!
KEEPING LITERACY ALIVE***

It's time to be thinking and planning for our next CTEVH conference. Please give our Call for Workshops serious consideration and apply! CTEVH has the best group of experts anywhere!

If there is a workshop that you feel needs to happen or from which you would personally benefit, please let me know and we'll seek out presenters. This conference will have three strands: Transcribers, Parents, and Educators. Keep in mind that it is not only our 45th Birthday but that we/CTEVH have kept literacy alive....and will continue to do so!

**The deadline for replying to the Call for Workshops is OCTOBER 1, 2003...
don't be late!**

*~ Dee Konczal
Conference Chair*

CALL FOR WORKSHOPS
DEADLINE FOR REPLY: OCTOBER 1, 2003

45th CTEVH Conference
March 12-14, 2004
LAX Marriott

HAPPY BIRTHDAY 45!
KEEPING LITERACY ALIVE

Name of workshop leader:_____

Title/Affiliation:_____

Address:_____

City/State/Zip:_____

Email:_____

Day phone:_____ Evening phone:_____

Title of workshop:_____

Name/title of all presenters in the order they should appear in the printed program:

1:_____

2:_____

3:_____

Please attach a separate sheet:

Submit a Workshop Description as you wish it to appear in the conference program.

Also submit a program description (250 words or less).

This workshop will mainly interest:

Educators___Transcribers___Parents/students___O&M___

Equipment Needs: (We cannot provide computers)

Overhead projector/screen Flip chart/markers

½" VCR (VHS)/monitor LCD Projector/screen

Screen only (bringing your own equipment)

No A/V equipment needed

Other_____

(over)

CALL FOR WORKSHOPS (cont'd)

Special Accommodations for Workshop:

If you have a disability that requires special accommodations for your workshop or if your availability to present is limited, please explain.

Seating arrangement desired: Theater_____Classroom_____

Publications Release: *If accepted for CTEVH 2004, I give permission to participate in Computer, Audio, Video, Digital and photographic activities which may be used in presentations to community agencies or organizations, including newspaper photographs and articles.*

Presenter's signature:_____ **Date:**_____

All handouts will need to be available in alternate formats including electronic text (CD or floppy).

Send completed forms to:

Dee Konczal
Alternate Text Production Center (ATPC)
71-A Day Road
Ventura, CA 93003

Fax: 805-648-8982
Email: dkonczal@atpcnet.net

PLEASE RETAIN A COPY OF THIS FORM FOR YOUR RECORDS.

Gifts and Tributes

Corrections from Spring 2003 Issue:

Katie Sibert Memorial Scholarship Fund

Charlene Okamoto
Kathie Olsen
Deborah-Kim Scott

*In Memory of Diann Smith
Kenneth Smith*

*In Memory of Rose Kelber
Elinor Savage*

General Fund
Dorothy Johnson
(in memory of Evelyn Cook)

*In Memory of Enid (Nikki) Cimino
Charlene Okamoto*

Contributions to the CTEVH Gifts and Tributes Fund
will be used to improve services to persons who are visually impaired.
Please make checks payable to CTEVH and mail them to:

**CTEVH Gifts and Tributes
Iona Luke
1301 Ashwood Court
San Mateo, CA 94402**

Donor's Name, Address, Zip _____

In honor of: _____

In memory of: _____

Acknowledge to (Name, Address, ZIP):

Please direct contributions to:

- THE KATIE SIBERT MEMORIAL SCHOLARSHIP FUND
- THE DONNA COFFEE CAMP SCHOLARSHIP FUND
- CTEVH GENERAL FUND

All contributions to CTEVH are tax deductible.

News of Groups

Sacramento Braille Transcribers, Inc.

CompuBraille and Sacramento Braille Transcribers have merged and are now one organization: Sacramento Braille Transcribers, Inc. All mail should be addressed as follows:

Sacramento Braille Transcribers, Inc.
c/o Carolyn Brian
2791 24th St., Sacramento, CA 95818

New Officers:

Chairperson: Carolyn Brian
Vice-President: Joyce Richter
Secretary: Elaine Betscharts
Treasurer: Linda Tanforan

Braille Transcription Project

The group is chaired by rotating volunteers. Their activities include transcribing books for blind students, maintaining a braille reading library, and teaching braille to future transcribers.

There is an on-going Literary Braille Transcription Class at 101 N. Bascom Ave., San Jose, CA. For further information, contact any volunteer at 408-298-4468.

Braille Institute Press

Interesting transcriptions:

Angel On The Square by Gloria Whelan, copyright 2001, 2 volumes, \$18.00

Good Morning Gorillas by Mary Pope Osborne, copyright 2002, 1 volume, \$5.00

Hoot by Carol Hiaasen, copyright 2002, 3 volumes, \$25.00

The Thief Lord by Cornelia Funke, copyright 2002, 4 volumes, \$34.00

Crispin: The Cross of Lead by Avi, copyright 2001, 2 volumes, \$18.00

San Fernando Valley Braille Transcribers

Carol Morrison has been elected as the group's new President to replace Minerva Arthur, who resigned.

Carol Morrison
11922 Kling St., #203
North Hollywood, CA 91607
(818) 752-4343
Dot5carol@aol.com

Transcribers of Orange County

Braille Transcription Class
Instructor: Diana Burkhardt
Class Location: Braille Institute,
Anaheim, CA
714-821-5000

Interesting transcription available on disk:
Reader's Digest Fight Back and Win (11
volumes). Call Alice Schultz at 714-731-
5899

Contra Costa Braille Transcribers

At the annual June luncheon for Contra
Costa Braille Transcribers, awards were
presented for "years of service"!

To: Ann Kelt, 35 years with CCBT
To: Lois Shaffer, 25 years with CCBT
To: Carole Ann Davis, 15 years with
CCBT
To: Edie Dimmler, 5 years with CCBT
plus 30 years previously with the
American Red Cross!

Congratulations to all!

Braille Transcribers of Humboldt

Congratulations to member Julie Crym
who has just completed her trial
manuscript and has been certified as a
Literary Braille Transcriber.

Donation Funds Memberships

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

Susan Rothman
2752 Lakeridge Lane
Westlake Village, CA 91361

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

OBITUARY

Evelyn Cook recently passed away. She was a member of Sacramento Braille Transcribers, CTEVH and NBA. She transcribed braille as a volunteer, as a school transcriber, and as a CSMT transcriber. Evelyn and her husband relocated to Palm Springs a few years ago to be near their daughters.

WEBSITE REPORT

CTEVH has a new home online: www.ctevh.org. Have you clicked your way to the home page and discovered all the information right there at your fingertips? You'll find available for printing most of the forms printed in each issue of the *Journal*. You'll be able to send quick comments and questions to all the board members and specialists, even if you don't happen to know any of their contact information. By conference registration time, we will have an online payment system in place and the registration forms available for your printout.

Right now, several recent issues of the *Journal* are available to all of our website visitors. When the Fall *Journal* is published, all issues will be tucked into a members-only section of the website. The password will be published in the Fall issue.

If you get online just to look up something in a *Journal* and forget the password, send the administrator a request for the password. She will check the membership database to make sure of your current status, then send the password back in an email.

Your board has been sensitive to the many requests for an interactive website and hopes these initial steps into the virtual world will be smooth and responsive.

~ Christy Cutting,
Website Administrator

The Classic Instruction Book
For Contracted English Braille

BRaille IN BRIEF

(An Accelerated Course)

by

BERNARD M. KREBS

(former Chairman of the
National Braille Authority)

This book has been completely updated, to bring it into conformity with *English Braille American Edition*, most recent edition, by the Krebs Publication Committee of CTEVH.

It is being produced by:
BRAILLE INSTITUTE PRESS
741 North Vermont Ave.,
Los Angeles, CA 90029
Contact: Carol Jimenez
e-mail: press@brailleinstitute.org
phone: 323-663-1111

“The book's SIMPLIFIED READING RULES will be available electronically in print or braille without charge,” announced Rod Brawley, Director of CSMT (Clearinghouse for Specialized Media and Technology), at e-mail: rbrawley@cde.ca.gov or phone: 916-445-5103.

Conference 2003 Workshop Reports

Braille Goes to High School - Update (#505)

Presented by Sheila Amato,

Teacher of Visually Impaired, Eastport-South Manor School District, Islip Terrace, NY

The timely provision of textbooks and instructional materials in appropriate, accessible media continues to be a major problem confronting students who are blind or visually impaired in America's classrooms (APH, 2000). This workshop shared the design and implementation of a credit-bearing, elective course in literary braille transcription that is presently being offered in a public high school in New York. Career options, as well as continuing education programs for high school students who achieve proficiency in braille are addressed within this course as well.

The course follows the syllabus for the transcriber certification program outlined by the National Library Service for the Blind and Physically Handicapped. Upon achieving high school graduation, successful completion of course requirements and the submission of a trial manuscript to the NLS/LOC, students are eligible to earn NLS certification as a literary braille transcriber.

According to Mary Lou Stark, head of the braille development section of the NLS/LOC, this is the only high school level course in literary braille transcription being offered in the United States at the present time.

Save the Dates!

45th

CTEVH

Conference

**Thursday, Friday
& Saturday
March 12-14, 2004**

LAX Marriott

**Don't Be a Pain in
the Perkins**

HAPPY BIRTHDAY, LOUIS!

January 4, 2009, will be

LOUIS BRAILLE'S 200th BIRTHDAY

and it seemed to me it would be great to mark the occasion with a commemorative U.S. Postage Stamp.

Reading about it in an earlier *CTEVH JOURNAL*, Joanne Jaindl (Chairman, Lehigh Valley Braille Guild in Allentown, PA) not only urged her entire membership to write letters, she also contacted the local Association for the Blind & Visually Impaired of the Lehigh Valley, which publicized it in its newsletter, reaching about 200 readers. Some of Ms. Jaindl's transcribers wrote me letters about it, and so did a young veteran, newly-blind and just learning braille, a client of the Association.

Locally here in our town, warm responses came from my dentist's office staff, the local beauty salon, the owner of a large trucking company who was a donor to his local braille Guild.

If you post or mail flyers, be sure you add that the letters should be addressed to:

Dr. Virginia M. Noelke, Chairperson
Citizens' Stamp Advisory Committee
c/o Stamp Development
U.S. Postal Service
475 L'Enfant Plaza SW, Room 5670
Washington, DC 20260 - 2437

(Do you have friends overseas? How about suggesting to them that it should really be an International Celebration? The UN-NLS Reference Book, *WORLD BRAILLE USAGE*, contains more than 90 languages!)

The final decisions on stamp subjects are made 5 to 7 years ahead of the issuance date—so NOW IS THE TIME to write letters to help honor the gifted source of blind literacy throughout the world.

~ Norma Schecter



MUSIC IN EDUCATION

Braille Music and the College Educator, continued...

As promised in our last article (Winter, 2003), I would like to continue the discussion on music braille, transcribers, and college applications (Workshop #602 - Conference 2002). With a new interest in career paths for braille transcription, there is the hope that new music transcribers might emerge, and that some may even consider becoming braille music teachers, tutors, or consultants.

Even with the assistance of automated transcription, the concept of teaching braille music readers from the perspective of a trained transcriber is quite logical. On the college level, a knowledge of how things are transcribed, why they are formatted in certain ways, and similar items that might be brailled differently clearly helps the reader adjust to changing class situations. It can also aid the reader to gain flexibility in handling varied transcriber approaches. In addition, the transcriber's view of music can provide a blind student the ability to braille his or her own music excerpts in the music code when dictated by a sighted person.

Problem: Analysis of numerous print excerpts is required with in-class listening and lectures. The book is the size of a telephone book, and excerpts are difficult to read with complex early notation and score form.

Possible solution: In these kinds of classes, often a basic understanding of the visual appearance and format of the music is required, rather than a note-for-note reading. Most sighted students are not even capable of following such notation while listening up to tempo. A suggestion is to ask the transcriber to only braille a few of the initial measures of each score in order to give the student a point of musical reference. In this way, it may become possible for the transcriber to keep up to the professor's lecture and syllabus plan. Again, text and descriptive headings can be recorded or read in class.

- CTEVH Journal, Summer 1999

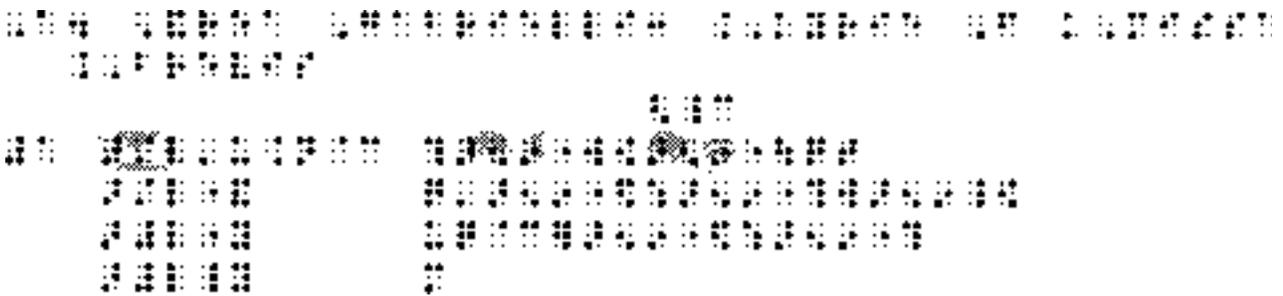
(MUSIC continued on page 16)

(MUSIC continued from page 15)

A. Bar-over-bar four-part excerpts:

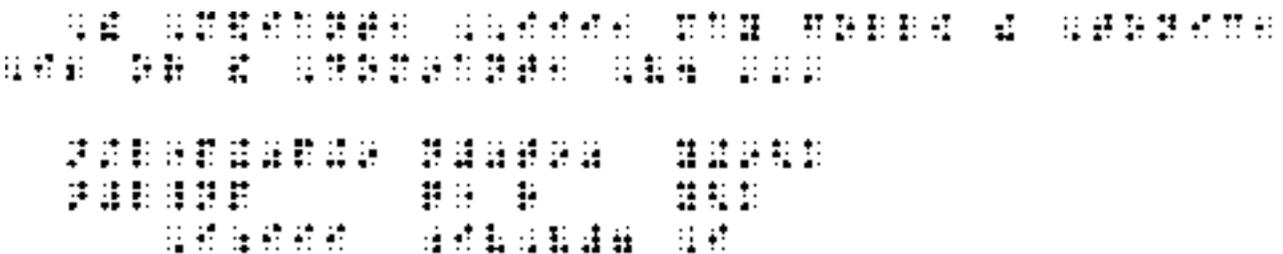
In the 2002 workshop, the above *Problem* was discussed under the subject of “saving time for the transcriber.” With open score formats, much time can be saved for a transcriber if he or she is able to use a bar-over-bar layout instead of aligning the beats as in print. Such format is often easier for a student, as each line can be considered separately without awkward spacing found in vertical score-type alignment. (An error occurred in the 2002 handout, as this format was referred to as *line-over-line*.)

College students should have little or no trouble visualizing the beat alignment in bar-over-bar providing they have had some background in piano music.



In the sample above, music asterisks are used to show circled notes in a typical class handout. In this case, an aligned score-type of format (as in print) could be cumbersome to read, and would serve little purpose to the reader for analysis. Clef signs are shown only on the first parallel to clarify measure placement, but also serve to include the reader in class discussion as viewed by sighted students. The clefs also make it less possible to misread a bar-over-bar layout, especially where hand signs are not used. (The excerpt above is a good example of the earlier kinds of notation where some measures show more counts than indicated by the time signature.)

B. Omit text to save time - but show a sample to help with orientation on the braille page:



Again, clefs are helpful as in the first parallel above where bar-over-bar excerpts are not written as piano music with hand signs. Take note of the upper- and lower-case Roman numerals used to indicate major or minor chords in the harmonic analysis below the bass.

CTEVH Conference 2003 - Career Paths, and Much More!

Our state CTEVH conference this year was buzzing with many new workshops. In some of them, the severe shortage of textbook transcribers was discussed, and that a trend moving toward more paid careers in textbook transcription has become clearly evident. Obviously technology and translation software cannot replace transcribers—only aid them. Moreover, the better technology becomes, more volume is created, and consequently even more professionals are needed.

Keeping up with the demands in all codes will become a true challenge for those in the braille world. At a wonderful session on career paths for transcribers, recent APH figures pointed out that we are now short about 385 transcribers, and within ten years—even with improved technology—the figure could soar to well over 1,020. If trained transcribers are to invest the time it takes to do the job and still pay their bills, careers in the field are necessary.

According to the APH session, only 30% of recruiting efforts are successful currently. It is essential that we support college and secondary programs leading to careers in transcribing and technology braille sciences. Apparently, several efforts are under way in Texas, New York, and moving forward in some California community college districts. Literacy is definitely on the march!

MORE ON THE MENVI SESSION

The sixth annual MENVI meeting and forum was lightly attended, but lacked no enthusiasm. Among subjects that were discussed was the long-delayed project to create a guidebook for colleges that have proven to be supportive of blind music majors.

One interesting discussion that needs to be continued and explored further was that of whether a college-bound blind individual should consider the reputation of the music program over the specialized services that will be needed. Certainly, seeking the best training possible in music is essential, especially when investing four or five years of one's life and the substantial cost involved. However, too many sad experiences have shown that even the best schools can fall dramatically short regarding disabilities. No matter how energetic and determined a student may be, the finest music department in the world could prove ineffective, and its reputation totally irrelevant to a blind student's needs. A logical balance is perhaps possible, and there are many fine colleges with outstanding music programs that do indeed support their blind students. Without adequate

(MUSIC continued on page 18)

(MUSIC continued from page 17)

technological support and a willingness to communicate with outside specialists, a blind college student is given an otherwise avoidable handicap and unnecessary challenges. Students themselves must become better informed as to their own needs, and how they can communicate with administration—long BEFORE considering any college music program!

CTEVH Music Committee:

Richard Taesch, CTEVH Music Specialist (661-254-0321) <taeschr@ix.netcom.com>

Sam Flores, Opus Technologies (619-538-9401) <samf@opustech.com>

*Grant Horrocks, SCCM Conservatory & Piano Divisions/RCM Exams (818-998-8405)
<siloti@ix.netcom.com>*

Robert Smith, Retired Professor of Music (541-956-8900)

Carol Tavis, Elementary School Music/Special Learners (626-339-6979)

ABBREVIATIONS REVISITED

Rule VIII of the Nemeth Code tells us that abbreviations (for our purposes) consist of:

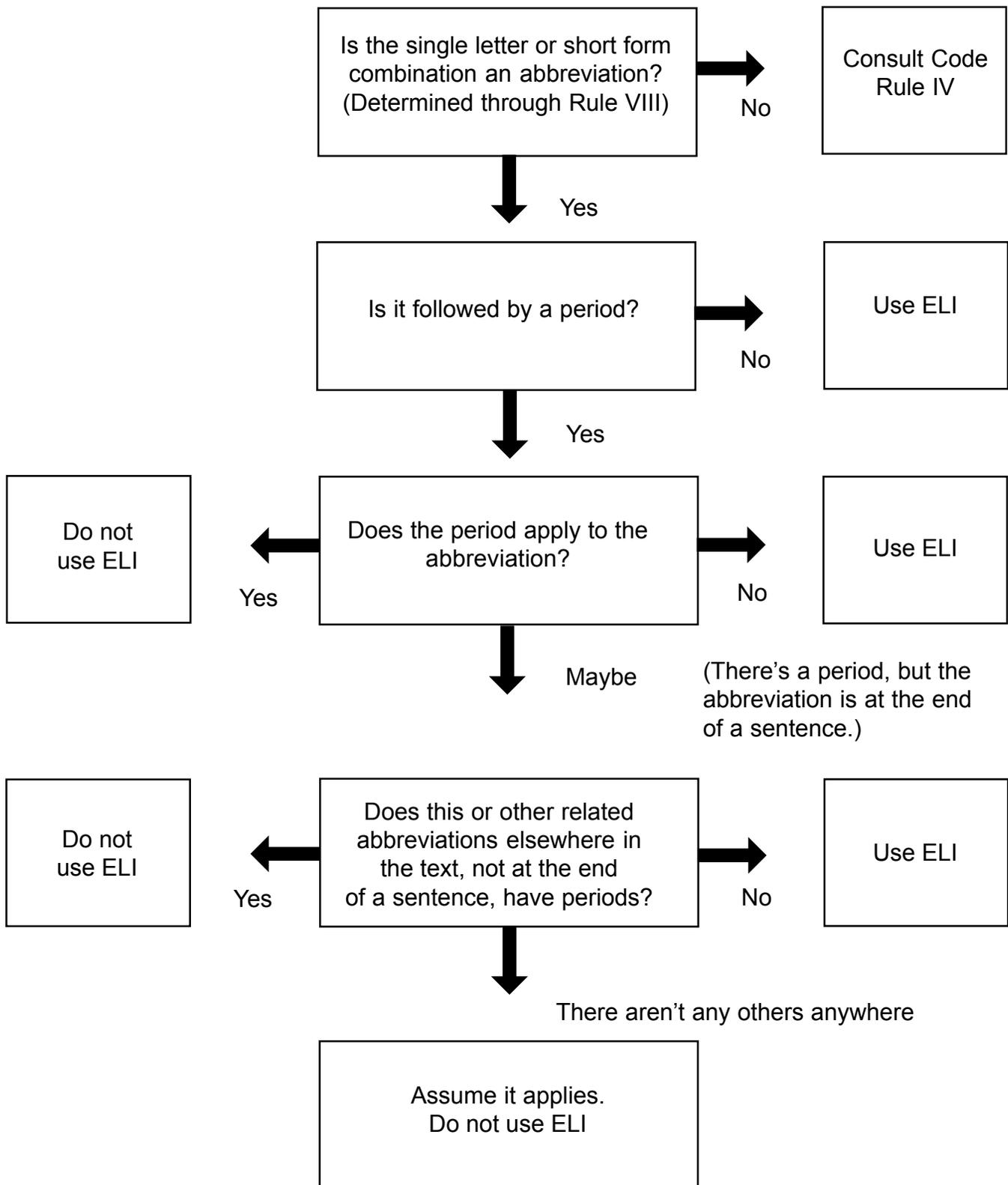
- Universal literary abbreviations commonly found in a dictionary, such as A.M. and Mon.
- Abbreviations of measurements, such as yd. and sq. ft.
- Acronyms, such as ASCAP
- Personal and geographic initials, such as D.C. and G.B. Shaw
- Initials of agencies and organizations, such as RCA and CTEVH
- Special abbreviations pertaining to a particular field or book, such as ac and SAS
- Abbreviations formed by the initial or principal letters of a word, phrase, or name, such as Va.

A short-form combination is an expression consisting of all lower case letters that correspond to a short-form word of English braille. Such a combination may in some cases be an abbreviation, such as ac (for alternating current).

So, when do we need the English letter indicator with an abbreviation that consists of a single letter or short-form combination? We refer to the flowchart, which follows on the next page. (This flowchart is being reprinted at the request of a faithful reader.)

~ Joyce Van Tuyl

CTEVH Braille Mathematics Specialist



WHY DON'T THEY...?

... pay more attention to the real needs and ardent wishes of the readers? Like placing the CONTENTS at the very front?

When the 1977 first edition of the BRAILLE TEXTBOOK CODE came out, the earlier guidelines on the placement of the CONTENTS page generally said: "Simply follow the print sequence as to the placement of the CONTENTS page." Since, at that time, print practice was not at all consistent in this regard, it was considered helpful to the student to be able to find the CONTENTS by looking for the place where the p-pages give way to normal Arabic numbers.

However, if the very real needs (and wishes) of readers had been taken into account, they'd have found that, with few exceptions, most readers would dearly love to have the CONTENTS *ALWAYS* appear immediately after the title page. "But what about all the Transcriber-created prefatory stuff, that isn't truly part of the book as it is printed?" Well, now, how about a first heading that would read:

Transcriber-Created Prefatory Material . . . ?

It would also make it quicker and easier for the reader to locate a specific note section such as the SPECIAL SYMBOLS page, or other specific information that might be needed as the reader gratefully uses that kind of specific information.

But most of all it gives the reader immediate access to whatever specific part of the book he urgently needs, or even merely wants.

When I discussed this with John Wilkinson, he agreed that, if the convenience and the wishes of the vast majority of readers were taken into account, all books would have their Contents Page be the first thing to greet you after the Title Page.

~ Norma Schecter
CTEVH Literary Specialist

POKADOT - Free Braille Transcribing Software

Because Pokadot is free and can work on older computers it continues to play an important role in recruiting braille transcribers. Here is an example of an organization that has been using these features to recruit hundreds of new braillists over the last 10 years.

Bob Walling has led the industry in trying to get more transcribers. He has been the Coordinator of the Braille Department at Education Service Center, Region 20 in San Antonio, Texas for many years. Bob helps people throughout the entire United States to learn braille, become certified, and get paid transcribing assignments after they are certified. For those who cannot afford to buy a computer for this kind of work, he will even supply a refurbished computer for free. The Pokadot program doesn't require a hard disk but if the computer has one it usually has a very small capacity. Bob reformats it to eliminate Windows and any other data that may have been left by the former owner. He then installs DOS with Pokadot. After setting up the computer as a braille device, he will ship the computer anywhere in the USA.

He helps the user get the free braille instruction course from the Library of Congress and tells them how to become certified. Once a person is certified, Bob will act as a free agent to get him or her transcribing assignments. These assignments may come from any state. The pay offered is determined by the requesting agency.

Bob also helps organizations set up to do braille transcribing. For example, many prisons have organized a transcription service by inmates using refurbished equipment supplied by Bob. They produce hundreds of braille volumes per year.

Bob can be contacted in any of the following ways:

Phone: 800-514-9310

Email: bob@braille.edu

Regular Mail:

Education Service Center - Region 20

Attn: Bob Walling

1314 Hines Ave.

San Antonio, TX 78208

The latest version of Pokadot is 7.41. It is now possible to download it from the web or obtain it by mail from NBA in a format which includes DOS and can be used on virtually any computer whether it has Windows, DOS, or no previously installed operating system. It was described in the previous issue of the *CTEVH Journal* and can be obtained as follows.

SOURCE - Pokadot and/or BrlProof-2000 can be downloaded for free from the Internet at www.braille-pokadot.com. Both are also available on 3.5-inch high-density disk from the National Braille Association, 3 Townline Circle, Rochester, NY 14623-2513 for \$5 each.

~ Len Dozier

CTEVH Pokadot Specialist

E-mail: lend@braille-pokadot.com

Telephone: (360) 574-6167

WHY WE MUST FOLLOW *BRAILLE FORMATS* IN SCHOOL BRAILLE

As blind students came to their rightful places alongside sighted students in classrooms from kindergarten through college, it became evident that braille readers needed more than just the words in the textbooks used by the sighted students. The blind students needed two things: (1) a way to literally be “on the same page” as the sighted students and (2) a way to access the visual features of textbook pages, to have tactile information that informs the braille reader of those features that the sighted reader can see.

The first textbook code was issued in 1977 by the predecessor organization to BANA. It called for showing print pages and page turn indicator lines. For the first time, blind students now had a way to easily pinpoint the precise location where the rest of the class was reading or to inform the class where he or she was reading. Various print arrangements characterized by typical visual elements, such as tables of contents, footnotes, plays, questions with answer choices, blanks to be filled in, specialized print symbols, such as symbols of pronunciation, were also addressed, and continue to be, in the successor code *Braille Formats*, issued by BANA in 1997. A correctly transcribed braille textbook tells the reader WHERE he or she is reading in the print book and WHAT is on each print page.

Braille Formats is not perfect, and transcribers, braille readers, and others who work with the blind continue to work hard with it, seeking to address its weak points and to improve it. However, despite some shortcomings, its strengths should not be overlooked. It is the glue that holds textbook transcribing together and the one great tool that transcribers can use with universality across the country. This set of rules ensures that blind students, regardless of where they live, can get textbooks that they can count on to be reliable in conveying not only the words, but the visual elements necessary to access the meanings of those words efficiently.

Since the time of the first textbook code, the presence of blind students in the general classroom has become commonplace. Various laws and public policies have been enacted that require blind students to be provided with the same material in braille that sighted students received in print. Textbooks have become more visually complex and graphic-laden. It takes intensive work to determine the optimum interpretation of *Braille Formats* for a complex textbook. But the expectation remains, as it should, that textbooks will be transcribed into good braille, with correct contractions and physically arranged on the braille page in accordance with *Braille Formats*. In fact, agencies that produce braille textbooks require it. A book with incorrect contraction use, misformed cells, missing text, etc. would be considered poor braille and not acceptable. Such a book does not serve the student.

Blind students require access to the additional reading materials used in schools. These materials usually consist of teacher-prepared worksheets, handouts, courses of instruction,

Cell 5 exercise directions,
Formats, p. 135 Section 3c.

Fill in the circle before the correct answer.

1/5

3/7

1. In ancient China oracle bones were used by the Shang people to _____

- a record history
- b cure illnesses
- c win wars
- d predict the future

2. During which time period did rulers first apply Confucian ideas about fairness and learning?

- a Qin dynasty
- b Shang dynasty
- c Han dynasty
- d Huang civilization

3. What was the main for Valley?

- a herding sheep and
- b growing rice and of

Main items in numbered exercises are brailled in 1/5.
Numbered or lettered answer choices are brailled in 3/7
VERTICALLY.
Formats, p. 137 Rule 13 Section 7c, c.

4. Loess created problem

- a poisoned the water
- b clogged irrigation ditches
- c left fine silt on the fields
- d soaked up all the rainwater

5. The ancient huts uncovered by archaeologists at Anyang were once used for _____

- a workshops
- b prisons
- c storerooms
- d temples



(FORMATS continued on page 26)

(FORMATS continued from page 25)

This well-established format tells the experienced student instantly that this is an exercise with answer choices. The blind student can “see” what kind of material this is just as quickly as the sighted student can, by skimming over it and observing the layout. This skill is learned by experience, just as sighted children learn to visually identify common print formats, such as tables of contents, plays, poetry and, yes, exercises with answer choices.

Every piece of braille that is given to students in school increases that experience. Consistency is essential precisely because they cannot compare it to the print that it comes from. Students learn print to braille formats from the braille, and they depend on us for accuracy.

Braille that is poorly formatted, especially when it originates from the misguided notion that adherence to *Formats* is not necessary for school braille, is worse than a disservice. It is a cruelty, because it hides and distorts the information on the page that good formatting easily conveys to the reader.

It is not always easy to discern how to apply *Formats* to an isolated school handout. A helpful strategy is to examine that single handout and identify its features as accurately as possible. Is it a list? An exercise? An article? An outline? An excerpt from a play or poem?

Make that determination and follow *Formats* as closely as possible. When you have arrived at the best decision that can be made, braille it that way, in accordance with *Formats*, and you will then convey to the student what you really see on that paper. The student will receive more than just the words; the student will receive the form, purpose, and meaning of those words. And that is the best that anyone can do.

~ Joanna E. Veneri
CTEVH Textbook Format Committee Member

EDUCATORS: WHAT WORKS, WHAT DOESN'T

As you read this, you are probably gearing up to return to school for the fall. I hope that some of the thoughts in this article will spur you on to make this a great year for yourself as a professional as well as for your students, for whom this year would be extremely challenging without your excellent support as teachers and transcribers!

Comments shared by our colleagues through the questionnaires returned from the CTEVH spring conference are shared below. Some people responded through the braille-n-teach listserve. I am thankful that so many people took the time to consider what is working for them and what improvements are needed. Please consider their ideas and contact me with your own!

What is working?

- I have great instructional assistants who help me with braille, consulting and one-to-one help in the classroom as needed.
- The braille-n-teach list serve
- We have a great VI team.
- Great students.
- An itinerant model works the best for this rural area.
- Once a year we get the VI kids together and go horseback riding, some of the kids even write/braille pen pal each other.
- I have a wonderful, skilled transcriber that makes my job easier, but she is retiring at the end of this year.
- Services from CSB for assessment and outreach
- Braille and Large Print materials are coming from the Clearinghouse in good time for use by my students.

What improvements are needed?

- Workload and intensity of need cannot be managed within the workday—there is simply insufficient time for direct instruction in specialized skills, for the dynamic consultation (and building/supporting partnerships!) needed within programs.
- I also have concerns about two related service providers within the field of vision impairment being directly involved for some students—most particularly, young learners (kindergarten, preschool, toddlers and their families) and for students whose multiple disabilities include vision impairment. It would be less fragmented for children, families and site-based staff to have a professional credentialed in both VI and O&M provide the specialized instruction/support/team building. It

(EDUCATORS continued on page 28)

(EDUCATORS continued from page 27)

would allow the teachable moment (so-to-speak), offer the ability to address skills and concepts as the *opportunity* naturally arises. Even the most well-intentioned trans-disciplinary team cannot support learning in this fashion. And both services are needed—TVIs really do not understand campus travel issues (the proprioceptive and perceptual information available other than visual or tactual) or safety and liability issues embedded within O&M.

Also, our field lacks a framework, a set of best practice standards, regarding teaching Braille literacy and other compensatory skills. What a TVI in one area decides to teach regarding Braille differs from the perspective of another TVI—to the detriment of students and confusion for families. Are we approaching any policy guidance regarding offering early literacy experiences in contracted or uncontracted Braille? Canada and other countries have such policies—and documentation of the outcomes for those students whose literacy materials were in uncontracted Braille until they reached a level of fluency and accuracy in their reading and writing (about 3rd grade if I remember correctly).

- We need some consistency regarding compensatory skills.
- Inadequate amount of time to provide in-service and supervision to regular education staff, including yard duty personnel. Uninformed administration.
- Teachers getting materials to be brailled to us in time to put into Braille.
- I have never been to a VI conference. I'd love to go to CTEVH even once!—As I am the only VI teacher in our area (sometimes I am “loaned” to other counties). I feel disconnected.
- Sometimes I don't know what to do with some of the severely multi-handicapped VI kids.
- _____—Your ideas here: email me with your thoughts, your solutions, and what is working for you!

This and that:

A colleague shares a reason she moved to a new area, took a pay cut, but still loves being a TVI:

“The best part can be summed up in an event that happened a couple weeks ago. When I first got to Glenn, there was a twelve-year-old who was reading at a pre-school level. In just one and a half years, this same, feisty little Braille sponge finished her first chapter book! It was about Amelia Earhart...and the little sweetie cried at the end when she learned that Amelia was lost at sea. This makes up for any loss of seniority or salary...I couldn't be happier. (I cried, too...as she read to me). She only has the use of one hand so her best bet for Braille writing

(aside from the slate) is using a small keyboard...even the BrailleNote takes too much time. So, yes, we are on our way and happy to have support from folks like you... We just may get a donation of a brand new Juliet embosser thanks to Braille n Teach. I am overjoyed to announce that our plea for an embosser has been generously answered by the Alternate Textbook Production Center in Ventura, California and Dr. Carl Johnson.”

Carolyn Singleton, Glenn County Office of Education

Rachel wrote to Braille n Teach members in June:

“I was informed via a telephone conference that one of the proposals that is being sent out in the school board packet today (Board meeting is this coming Monday, June 16th) is that the position of the **braille transcriber/media specialist be eliminated**. I’m EXTREMELY concerned about the district changing the current “transcribing” term which was used during the phone conference. The district stated the following: transcribing part would be contracted out use Duxbury—what that means is that there is no need for the braille transcriber. My impression is that the district feels that materials can be translated into braille without the person having any knowledge of braille.”

Rod Brawley replied for use by Rachel and any of us who need it:

Guidelines for the Production of Braille Materials Through the Use of Braille Translation Software

The ability to produce braille materials has become easier through the use of computers, braille translation software, and braille embossers. This has resulted in a proliferation of providers who are putting braille materials into the hands of readers.

BANA encourages the development of a network of knowledgeable persons as resources, the attendance of braille producers at conferences where braille format and transcription/translation workshops are held, and the acquisition of braille skills for all non-certified transcribers who use software programs to produce braille materials.

While the use of braille translation software has greatly assisted in the transcription of print and electronic materials into braille, there are considerations and limitations that producers of braille must recognize.

(EDUCATORS continued on page 30)

(EDUCATORS continued from page 29)

All braille materials should be proofread to ensure braille format and accuracy. Braille materials produced by persons who are not certified by either the Library of Congress or the Canadian Braille Authority should be proofread by a knowledgeable person to ensure braille format and accuracy. Materials of a technical nature, such as mathematics, science, computer notation, music, diacritics, phonetics/phonemics, foreign languages, etc., require transcription by a person knowledgeable in these specialized codes and formats. Materials with complex formats, such as tables, financial statements, puzzles, matching columns, etc., require assistance from a person knowledgeable of these specialized formats.

Current translation software does not produce material that requires presentation using tactile graphics, such as sentence diagramming, maps and drawings. These should be produced using acceptable tools and techniques for tactile graphics. (For more information, go to: <http://www.brailleauthority.org/Guidelines.html>.)

Rachel feels frustrated that she had no input into such a big decision. She has had support from many professionals in our field, including Joe Sullivan, Duxbury, who wrote a letter that she shared at the board meeting stating that the software was NOT designed to be used by people unfamiliar with braille.

She is shocked, frightened, but determined to do what is necessary for her three primary grade Braille students, and will support the parents of these children. The parents of the twins are trying to meet with the superintendent as soon as possible. They are prepared to pursue whatever avenues are necessary which will ensure that their children are able to learn with their sighted peers.

PLEASE let us know if such situations have occurred or are happening in your districts. This is a crucial matter for our field, and we need to make sure that certified braille transcribers are in place to prepare accurate, well-formatted, and timely materials for the students we serve.

~ Sheila Bonito
CTEVH Education Specialist
sheilabonito@hotmail.com, tvi@ctevh.org
(209) 257-5372

A FEW FACTS ABOUT THE BRAIN

The Special Education Early Childhood Administrators Project recently held a training entitled “Brain Wonders: Early Learning and the Brain.” The training was given by Sharon Greenip, M.Ed. and Cindy Oser, R.N., M.S., who work for the publication *Zero to Three*. Although much of the information was for professionals working with that particular age population, additional facts are applicable to older children and could affect services as well as classroom interventions. These facts also might help in reading through the students’ medical reports.

- The nervous system begins to develop just before the third week of gestation.
- The brain develops from the base up; when a baby is born the brainstem is working.
- A baby’s brain weighs 12 oz. and an adult’s brain weighs 3 lbs.
- The first year the brain doubles in size.
- By the third year the brain is $\frac{3}{4}$ the size of an adult’s.
- A decrease in folic acid could cause neural tube defects.
- The occipital lobe is responsible for vision.
- The temporal lobes are responsible for hearing and language and are responsible for memory and emotion.
- The parietal lobes are responsible for visual-spatial function and visual-motor functions.

- Frontal lobes are responsible for judgment, emotional regulation, problem-solving, decision-making, planning and creativity.
- The frontal lobes are not entirely myelinated until the 30s.
- Children with drug and alcohol exposure have had the frontal lobe damaged.
- Neurons are the building block or communicator cells.
- “Pruning” refers to the process of taking out the areas not needed (an Early Childhood term is “use it or lose it”).
- Plasticity is the ability to change as a result of experience; a critical period for vision to develop and binocularity.

Zero to Three’s website states “—babies enter the world with a still-primitive cerebral cortex, and it is the gradual maturation of this complex part of the brain that explains much of their emotional and cognitive maturation in the first few years of life.”

The website for much of this information is <http://www.zerotothree.org/brainwonders>.

I would like to thank Cindy Oser for allowing me to reference the training she and Sharon Greenip presented.

~ Kathy Goodspeed
CTEVH Education Specialist



The Braille Authority of North America (BANA) announces that *English Braille American Edition 1994; Revised 2002* is available in braille (# 5-35932-00) and print (# 7-35932-00) for \$20.00 US from the American Printing House for the Blind, 1839 Frankfort Avenue, Louisville, KY 40206-0085, USA.

2004 CTEVH KATIE SIBERT MEMORIAL SCHOLARSHIP

The California Transcribers and Educators of the Visually Handicapped (CTEVH) Scholarship Committee announces the annual CTEVH Katie Sibert Memorial Scholarship. The purpose of the scholarship is to foster the acquisition and improvement of skills necessary to provide high-quality educational opportunities for visually impaired students in California. NOTE: *These scholarships may be used to attend CTEVH conferences.*

QUALIFICATIONS:

- *All applicants must be current members of CTEVH.
- *Transcribers must be actively transcribing.
- *Educators must have received a Baccalaureate degree from an accredited institution with a minimum 2.5 GPA. If not currently enrolled in a graduate program leading to a credential for teaching visually handicapped children in California, educators must plan to enroll.
- *A completed application packet that includes:
 - Typed or printed application
 - Cover letter
 - Two letters of recommendation

The applicant is responsible for sending the complete application packet to the Katie Committee. **All items are due January 15, 2004.**

Send to:
Paula Lightfoot
Katie Sibert Scholarship Committee
743 Harper Street
Simi Valley, Ca. 93065

2004 APPLICATION

CTEVH KATIE SIBERT MEMORIAL SCHOLARSHIP

Name: _____

Address: _____

City: _____ State: _____ Zip _____

Telephone: Day _____ Evening _____

PLEASE RESPOND TO THE FOLLOWING:

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

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

3. Check the items below to show how you intend to use the scholarship.
If appropriate, describe other expenditures not listed.
 - Transportation to inservice training sessions (e.g., CTEVH Conference, other local/area workshops)
 - Lodging at inservice training sessions (e.g., CTEVH Conference)
 - Tuition/registration fees
 - Books, materials and equipment necessary for training.
 - Other (specify): _____
4. The amount of the scholarship may vary and might not completely cover the total costs. However, please indicate the **TOTAL** cost of the training you have described.

(over)

2004 APPLICATION CTEVH KATIE SIBERT MEMORIAL SCHOLARSHIP (cont'd)

COVER LETTER:

Each applicant must include a cover letter. This letter should:

- *Briefly cover the applicant's qualifications and/or experience in transcribing or educating the visually impaired.
- *Describe how the scholarship will be used.

LETTERS OF RECOMMENDATION:

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

EDUCATORS must have two letters of recommendation from the education field (i.e., principal, college professor, etc.). The letters should address the following points, if applicable:

- *Professional and/or volunteer experiences of the applicant including those with visually handicapped or other disabled persons.
- *Community involvement of the applicant.
- *Certificates or Credentials held by the applicant.
- *Personal interests, talents, or special skills of the applicant.
- *Honors or awards received by the applicant.

ALL ITEMS MUST BE POSTMARKED NO LATER THAN JANUARY 15, 2004.

Send application to:

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

FURTHER INFORMATION:

If applicants have questions, please direct them to Paula Lightfoot, Chair at (805) 522-4040.

CTEVH LIFE MEMBERS

Alice Acker
Rede & John Acker
Joseph Aleppo
Joan Anderson
Lois Anderson
Barbara Angevine
Aurora Ministries, Inc.
Joanne Baldwin
Estelle R. Barsis
Connie Batsford
Jane & Dick Bente
Janet Sue Benter
Barbara Berglund
Susan Bernay
Lyndall E. Berry Scott
Patty Biasca
Jim Bickford
Patricia Blum
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Jennifer M. Bost
Debora Boucher
Burt Boyer
Nancy J. Bray
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Michael M. Brown
Rhoda F. Bruett
Mickie Bybee
Carolyn Card
Eric Clegg
Aikin Connor
Jane Corcoran
Bianca Culbertson
Christy E. Cutting
Mary Ann Damm
Frances Mary D'Andrea
Patricia Davis
Emelita de Jesus
Maxine Dorf
Pamela Driscoll
Imke Durre

Evelyn Falk
Robb Farrell
Denise M. Ferrin
Warren Figuieredo
Anne Freitas
Jeffrey Friedlander
Tomiko Fumoto
Paul Furnas
Lillian S. & Simon Gardner
Dale Gasteiger
Maryanne Genova
William Gerrey
Ed Godfrey
Stephen A. Goodman
Nettie Goodsmith
Bob Gowan
Brad Greenspan
Georgia Griffith
Colleen Heiden-Lines
Sally Hering
Jana Hertz
John R. Hollinger
Paula Holmberg
Renee Horowitz
Joan Hudson-Miller
Ruth J. Hughes
Sandra L. Hughes
Julie Jaeger
Madonna Janes
Cheryl Kamai
Judie K. Kelly
Ann Kelt
Blossom Kerman
Terry Keyson-Drown
Russell M. Kirbey
Teal G. Knapp
Donna Kobrin
Peter Koskinen
Bernard M. Krebs
Bettye Krolick
Lynne M. Laird

Tami S. Levinson
Emily Leyenberger
Nancy J. Lindsay
Amanda Hall Lueck, Ph.D.
Marilyn (Mickey) Lundgren
Than-Nhan Lac Ly
Mary Lou Martin
Jan Maxwell
Alice McGary
Linda McGovern
Loyce Danbacher McWee
Ada L. Mention
Joan & Jim Meyer
Helen J. Miller
Loupatti Miller
Leah Morris
Carol Morrison
Jo Ann Noble
Jane O'Connor
Charlene Okamoto
Dr. Stanley Oliver
Jean E. Olmstead
Kathy Olsen
Linda O'Neal
Betty Jo Osborne
Milton Ota
Martha Pamperin (H)
Ellen Paxson
Elizabeth E. Perea
Mary Beth Phillips
Fred Poon
Theresa Postello
Ms. Charles Redfield
Susan Reilly (H)
Janine Robinson
Victoria Rostron
Cathy Rothhaupt
Bonnie Rothman
Dr. Sandra K. Rucinoch
Barbara Rudin

(LIFE MEMBERS continued on page 36)

(LIFE MEMBERS continued)

Susan E. Salazar	Fred L. Sinclair	Susan Van Dehey
Dana Sanders	Clo Ann Smith	Joyce Van Tuyl
Stephen W. Sanders	Ken Smith	Rasa & Eric Vasiliauskas
Elinor Savage	Doris Soultis	Dawn F. & Craig Werner
Beverly Scanlon	Sandra Staples	Fran M. Whipple
Norma L. Schecter (H)	Mary Lou Stark	Marian Wickham
Margaret Scheffelin, Ph.D.	Leslie Stocker	Anna E. Wiesman
Elizabeth Schriefer	Joyce Stroh	John Wilkinson
Barbara Sheperdigian	Stephen D. Suderman-Talco	Dr. Stuart Wittenstein
Virginia Shibue	June Tate	Ellennie Wong
Thomas Shiraki	Cath Tandler-Valencia	Carol Yakura
Sophie Silfen	Mary Tiesen	Diane M. Yetter
Richard L. Simonton	Jinger Valencia	Billie Anna Zieke

CTEVH Certificates of Appreciation

1974	Volunteers of Vacaville Braille Institute of America	1987	John Flores Elinor Savage
1975	Esther Fox Marie Erich	1988	Ken & Diann Smith Lou Ella & Norm Blessum
1976	Norma Schecter		Betty Krolick
1977	Bob Dasteel	1991	Marian Wickham Bob Calhoun
1978	Mary Degarmo Betty Brudno Evelyn Olgiati	1993	Nancy Chu Lavon Johnson
1979	Ruth S. Lowy	1994	Jane Vogel Billie Anna Zieke
1980	Ethel Shuman Diane Meyer	1995	Sam Clemens Donna Coffee
1981	Carl Lappin		California Council of the Blind
1982	Barbara Blatt Rubin Bill Briggs Michael Landon	1996	Doris Pontac Dorothy Joe
1983	Aikin Connor Carolyn "Chris" Mackay	1998	Joy Efron
1984	Bernard M. Krebs Jane O'Connor	1999	Harry Friedman San Francisco State Program in Visual Impairments
1985	Sylvia Cassell Elizabeth C. Smith	2002	Winifred Downing
1986	Sally Mangold Elizabeth Schriefer Joyce Van Tuyl	2003	Jack Hazekamp

2004 DONNA COFFEE CAMP SCHOLARSHIP APPLICATION

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

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

The scholarship for the selected individual is contingent on his/her meeting eligibility requirements of Space Camp and being accepted as a participant by Space Camp. The student will be awarded Space Camp fees and air transportation. Additional expenses are the responsibility of the student and/or the student's family.

The Donna Coffee Camp Scholarship Committee will make selection of the recipient. The 2004 Scholarship will be awarded at the Annual Conference.

Applications for the 2004 scholarship must be received by February 1, 2004 and must be sent to:

Stephen A. Goodman, Chair
CTEVH Donna Coffee Camp Scholarship
500 Walnut Avenue
Fremont, CA 94536
Sgoodman@csb-cde.ca.gov
(510) 794-3800
FAX (510) 794-3993

APPLICATION
2004 DONNA COFFEE CAMP SCHOLARSHIP

***TEACHER/TRANSCRIBER/
ORIENTATION & MOBILITY SPECIALIST FORM***

Name of Student: _____

Student's Address: _____

Student's Telephone Number: _____

Student's Date of Birth: _____

School/District: _____

Grade Level of Student: _____

Student is a visually impaired or blind individual. _____

Name of Teacher/Transcriber/O&M Specialist: _____

Address: _____

Phone Number: _____

E-mail: _____

School/District: _____

Attendance at Space Camp has been approved by the student's parent/guardian (attach signed permission by parent/guardian): _____

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

APPLICATION
2004 DONNA COFFEE CAMP SCHOLARSHIP
STUDENT FORM

Name: _____

Address: _____

Phone Number: _____

E-mail: _____

School: _____

School Address: _____

Teacher of the visually impaired: _____

Transcriber: _____

Parent(s)' Name(s): _____

Address: _____

Phone Number: _____

E-mail: _____

Name of Teacher/Transcriber/Orientation & Mobility Specialist:

Tell us why you want to go to Space Camp in an essay of no more than two double-spaced pages.

The Committee must receive your application no later than February 1, 2004. Applications should be sent to:

Stephen A. Goodman, Chair
CTEVH Donna Coffee Camp Scholarship Committee
500 Walnut Avenue
Fremont, CA 94536
Sgoodman@csb-cde.ca.gov
(510) 794 3800
FAX (510) 794 3993

CTEVH SPECIAL AWARDS

Special Recognition

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

Distinguished Member

1984 Fred L. Sinclair
 1990 Jane O'Connor
 1991 Jane Corcoran
 1992 Norma L. Schecter
 2001 Ann Kelt
 2002 Susan Reilly
 Joyce Van Tuyl
 2003 Elinor Savage

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

Past Editors

The California Transcriber (now CTEVH Journal)

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

CTEVH Past Presidents

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

THE CTEVH SERVICE RECOGNITION PIN

A BADGE OF VOLUNTEER MERIT AND HONOR
FOR YOURSELF, A DESERVING FRIEND OR CO-WORKER

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

Name _____

Address _____

City/State/Zip _____

Guild or Affiliation _____

Current member of CTEVH: _____ yes _____ no

(Members whose dues have lapsed are not eligible for awards until dues for the current year have been paid. Only hours and/or pages completed during times of CTEVH membership shall be counted.)

BRAILLE (Library of Congress Certification required)

Literary braille pages _____

Nemeth braille pages _____ times 5/4 equals _____

Music braille pages _____ times 5/4 equals _____

TOTAL braille pages (qualifying 5000 pages) _____

TAPE RECORDING HOURS (qualifying 1000 hours) _____

SPECIAL SERVICE HOURS (qualifying 1000 volunteer hours) _____

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

Verifying signature of Group Chairperson or Administrator: _____

Date: _____

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

Send to: Jeanne Brown
2127 Moonstone Circle
El Dorado Hills, CA 95762-4351

CTEVH SPECIALISTS

BRaille:

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