Summer 2005
Volume XLVIII, No. 2

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Spelling Words
Large Print Standards
Braille2000 Users Alert

The official publication of the
California Transcribers and Educators of the Visually Handicapped
Message from the Editor

As always I want to thank all those who contribute their articles and expertise to our Journal. I also want to congratulate Joanna Venneri, a member of our Textbook Formatting Committee and all around computer/scanning/publisher file guru, as she is also now the editor of the National Braille Association's Bulletin.
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CTEVH recently received a list of newly certified Braille transcribers from the National Library Service. It is encouraging to receive this kind of mail. Christy Cutting, our membership chair, sent letters of congratulations to each new transcriber (thank you Christy). Christy wrote the following to me: “There were several projects which had been very successful in the number of new Braille transcribers they trained. Most of the projects were for inmates of prisons throughout the country. So, California isn’t the only state to find Braille instructors and some hard-working students.” Ann Kelt wrote that Avenal Prison in central CA is starting a Braille instruction program similar to those already working at Folsom and Vacaville. They are looking for a person to teach literary Braille to the inmates, by mail. They also need instruction manuals. Contact Esther McIlwain, 823 Cascals Dr., Paso Robles, CA 93446 if you could help on this project.

A Braille transcribing class will be beginning on September 14, 2005. It is being offered at the North Orange County Community College District. It is a nine month course in the Literary Braille code. Classes will be held on Wednesday evenings from 6:30 to 9:30 p.m. at the Braille Institute in Anaheim. There is no tuition for this class. To obtain information leave a voice mail for Diana Burkhardt at 714-821-5000, extension 1602.

Jane Vogel & John Zamora are busy preparing for the ’06 conference in Anaheim. The date will be March 10th-12th, 2006 so mark your calendars. The theme will be: FOCUS ON THE FUTURE PREPARING FOR LIFE. Please submit proposals for workshops. The forms will be in this JOURNAL.

Remember to visit our web site at www.ctevh.org. We are posting new items on a regular basis so this is the way to keep up on current happenings.

Paula Lightfoot
This conference will have the best of both worlds. Experience meaningful workshops focused on the skills blind students will need to succeed in life, plus a wonderful opportunity to have fun with friends and colleagues in one of the world’s best-known resort locations.

The conference is just minutes away from Knott’s Berry Farm, Medieval Times, the beach, Movieland Wax Museum and Ripley’s Believe It or Not. A low-cost trolley service from the hotel to the Disneyland Resort area runs throughout the day. The California Adventure Amusement Park, Downtown Disney and Disneyland are waiting for your pleasure. Discount tickets and complimentary considerations will be arranged for many of the attractions. So you can combine both work and pleasure in this unique opportunity.

Thursday, March 9, 2006, will be a day of pre-conference field trips and seminars, including programs with Braille Institute, Blind Children’s Learning Center, Marriott Worldwide Reservations and many more.

Saturday, March 11, 2006, will be “Family Day,” and childcare will be provided throughout the day.

Don’t miss this chance to present, learn and have fun.
Contributions to the
CTEVH Gifts and Tributes Fund
will be used to improve services to persons who are visually impaired.

Donor’s Name, Address, ZIP
____________________________________________________
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____________________________________________________

In honor of:
________________________________________________________________

In memory of:
________________________________________________________________

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___ Please direct contributions to THE CTEVH-KATIE SIBERT MEMORIAL SCHOLARSHIP FUND

___ Please direct contributions to THE DONNA COFFEE MEMORIAL SCHOLARSHIP FUND

All contributions to CTEVH are tax deductible. FEID number available upon request.
Make checks payable to CTEVH and mail them to:

CTEVH Gifts and Tributes
Iona Luke
1301 Ashwood Court
San Mateo, CA 94402
Contributions made during the Summer Quarter:

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Ethel Schuman
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Rose Kelher

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**ESSAY CONTEST**

San Francisco Chapter of the California Council of the Blind Good Neighbor Assistance Fund — $1000 Prize

Who: A legally-blind resident of San Francisco, Marin, Alameda, or Contra Costa County

What: $1000 awarded for the essay that best demonstrates a significant and unmet need for a better job, education, or to improve general welfare.

Where: Submit essays to 465 Dolores St. #8 SF CA 94110

When: Must be postmarked by September 30, 2005. Award recipient to be announced October 30, 2005

For further details contact:
Ellie Wong:
415-255-2058 or elliesf@hotmail.com

Charlie Dorris:
415-775-0487 or tyreedorris@aol.com

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**Braille 2000, the book**

In the Spring Issue Blossom Kerman's braille teaching manual, entitled Braille 2000, was listed as a resource for those looking for a practical guide to teaching braille to visually impaired students.

For your copy, FREE OF CHARGE with a small fee for postage, contact Blossom Kerman at (818) 781-2679.
BRAILLE CLASS OFFERED IN ORANGE COUNTY

Six tiny dots, ingeniously arranged by a 15-year-old boy nearly 200 years ago, have brought literacy to thousands of people with visual disabilities worldwide.

Many sighted adults and children recognize Louis Braille's alphabet of raised dots, although few of them have any idea how to read it. Learning to decipher the Braille alphabet is the first step in understanding its versatility and importance to the people who use it everyday.

The North Orange County Community College District is offering a Braille Transcribing class beginning September 14, 2005. This nine-month course in the Literary Braille code will prepare you for transcribing printed materials into Braille for blind persons and is free of charge. Successful completion of this course will prepare you for the Library of Congress certification process and will allow you to join local volunteer groups that provide transcribing services to Braille readers in the community.

Classes will be held on Wednesday evenings from 6:30 to 9:30 pm at the Braille Institute in Anaheim. Braille Institute is located at 527 North Dale Avenue at the southwest corner of Dale and Crescent in Anaheim. Parking is free at the Dale Avenue parking lot. There is no tuition for this class. Textbooks will be provided free of charge and supplies are minimal. If you are looking for an interesting and challenging opportunity, we are looking for you! Typing skills are not needed, only your time and dedication to learning this fascinating skill.

To obtain additional information about the class, to reserve a space, or to register, you may leave a voice mail for Diana Burkhardt at 714-821-5000, extension 1602, or contact Jana Hertz at 949-212-7556 or via email at JanaBrailles@aol.com.

NAASLN 2005 CONFERENCE: Minding Your Ps & Qs,

Positioning Your Program to Expand Resources Through Quality Services to Person with Special Learning Needs

Location: Hyatt Regency Denver Downtown, Denver, Colorado

Dates: November 12 – 15

In Partnership with the National Adult Education Professional Development Consortium (NAEPDC) & the Colorado Department of Education

Don’t miss this opportunity to benefit from this inter-disciplinary approach to improve
the quality of your services, maintain and expand your resources and ultimately help you enhance your outcomes.

NAASLN, the National Association for Adults with Special Learning Needs, is a unique organization devoted to supporting service providers working with persons with disabilities (learning disabilities, visual and hearing impairments, developmental disabilities, long-term mental health and addiction disabilities, and physical disabilities) in all types of educational and vocational settings.

NAASLN provides opportunities for networking, advocacy, links to resources, professional development, and opportunities for leadership.

NAASLN offers the only national conference specifically for educators, literacy leaders, employers, advocates, vendors, and technology experts who serve adults with special learning needs. Specific strands will explore Learning Disabilities; MR/DD; Visual, Hearing, and Physical Impairments; ESOL; Mental Health and Addiction; Corrections; Postsecondary; Transition; and Technology.

The conference will offer over 50 sessions on research, cutting-edge models, practical ways to better serve adults with specific learning needs, and up-to-date information on state and national initiatives. The conference will also host an array of quality exhibits targeting products and services for this population.

On Saturday, November 12th, NAASLN will co-host with NAEPDC (The National Adult Education Professional Development Consortium) a comprehensive pre-conference session on creating state policies and procedures to meet national and legal guidelines for services to adults with special learning needs. This highly interactive session will look at successful models and offer ways to promote quality collaborations between key stakeholders.

In addition, the following Pre-Conference half-day sessions will be held:

(1) Special Needs in the Workforce - What are the issues and innovative programs?
(2) Transitioning Teens with Disabilities to the World of Work
(3) Identifying and Addressing Special Needs with ESOL Learners
(4) Getting on board with our customers — ways to engage and empower!

For registration and proposal forms and updates on conference sessions go to www.NAASLN.org or contact NAASLN, C/O CEA, 4380 Forbes Boulevard, Lanham, MD 20706, 800.496.9222. You can also contact: Joan Hudson-Miller, NAASLN President, lrsjhm@aol.com, 800-255-5002 x 101.
FOCUS ON THE FUTURE PREPARING FOR LIFE

Join us in Anaheim, Orange County for the CTEVH 47th Conference
March 10-12, 2006 with preconference on March 9, 2006

Join "The Team" for a "Beach Themed" celebration of all skills, talents, and knowledge
needed to prepare young people who are blind or visually impaired for a successful life.

This is a conference for educators, transcribers, orientation and mobility specialists,
vocational and transitional counselors, employers, employees, consumers, parents, stu-
dents, friends, agencies, and lawmakers. Have we missed anyone?

This conference will have something for everybody. Top presenters in their field, new
ideas and best practices, creative solutions, and even more creative parties and fun events.

For more information: http://www.ctevh.org/conference.htm

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CALL FOR PAPERS

47TH CTEVH CONFERENCE
MARCH 10-12, 2006 -- THE ANAHEIM MARRIOTT

Responses must be returned by October 1, 2005.

Name ________________________________________________

Title/Affiliation _______________________________________

Address ___________________ Phone ____________________

Email: _______________________________________________

Title of Workshop _____________________________________

Description (less than 100 words) _______________________

___________________________________________________

___________________________________________________

___________________________________________________

Panelists: ___________________________________________

Seating preferred Classroom ☐  Theater ☐

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

___________________________________________________
Not Just A List—It’s SPELLING WORDS!

*Formats* refers to *Braille Formats: Principles of Print to Braille Transcription* 1997.

Headings and paragraphs occur in all textbooks and so the rules about these become easy to remember and apply just from repetition. However, rules that apply to highly specific print situations may be hard to remember. In fact, the most difficult thing about such rules is to remember that there is a rule at all. Here’s a reminder about spelling words. A list of spelling words is treated in a unique way in textbook braille.

At least it is easy to identify the spelling words in this example. These words happen to be printed in simulated handwriting. *Formats* states that when word lists and other materials are shown only in simulated handwriting, this special typeface is ignored. [Rule 15 Sec. 1a and 1c (1), pg. 149].

Sec. 1c(1) goes on to state that all the words must be brailled in contracted braille and that words that do contain a contraction **MUST** be immediately repeated after one blank space in uncontracted braille.
Don’t forget to repeat the word when there are contractions. Don’t forget NOT to repeat the word when it doesn’t have contractions in the first place.

The most difficult thing about this rule is remembering that it exists! When you see spelling words next time, remember Rule 15! Rule 15! and go look it up.

Joanna E. Venneri
Transcribing Mariners
Member, CTEVH Textbook Format Committee
Braille2000
User Alert!

Grab those flyswatters! We have a couple of pesky, but easy to control bugs to deal with.

Bug 1: SpeedBraille and Paragraph Control

Symptoms
All of a sudden SpeedBraille keys don’t work. There is no apparent reason.

Investigate
Notice which keys seem not be working. These will typically be SpeedBraille keys that change the paragraph settings (1-3, 3-1, 5-5, etc.)

Try changing paragraphs using the mouse and the Paragraph Control Box. You will probably see that you are unable to change the paragraphs successfully.

Note: If you do not use SpeedBraille keys for changing paragraphs, you will simply be unable to change paragraph settings through the menu as usual.

The Fix
1. Press Ctrl A to highlight your entire file.
2. Do a left mouse click anywhere in the file (right in the middle of the screen that is facing you is a good place!).

Paragraphs can now be changed as usual. Save your file and get back to work. Have a cookie first if that helps.

The Cause
Unknown at this time. We do know that this is NOT a SpeedBraille key failure, but rather a paragraph issue. The reason it is usually reported as a SpeedBraille key problem is because most people use SpeedBraille keys to change paragraph settings.

Apparently the program thinks that there is text already highlighted, so it refuses to change the current paragraph as it should. The fix works apparently because highlighting everything in the file and then removing all highlighting by clicking, also removes the phantom highlight that causes the problem in the first place.

A Program Fix
This is being worked on as we speak. In the meantime, it is helpful if you would report occurrences that you may experience to Bob Stepp and try to also recall what file activity you were engaged in when it happened. In the meantime, this temporary fix has been working. Take it easy with the cookies.
Bug 2: Angle Bracket in Information Card

The fix for this bug is to prevent it. If you use the Information Card feature in Braille2000, make sure that you do not ever use either angle bracket < > character in the text of the Information Card.

Symptom
The file won’t open!

The Fix
Send it to Bob and he will restore the file. Your work will not be lost. And don’t use the angle bracket in an Information Card again!

The Cause
A simple programming error. The work saved in the file is not in danger and remains as it was saved. The angle bracket causes an error when the program tries to read the file and it just can’t complete the process of opening. The recovery process opens the file by alternative means and removes the offending angle bracket(s).

A Program Fix
As this is written, it is expected that the bug will be fixed by the time you are reading this article. It will no longer be an issue and it will be perfectly all right to use angle bracket characters and anything else you like in Information Cards. However, make sure you have upgraded to the latest version of Braille2000 before you try it!

In the meantime, make sure that you do not use that angle bracket! You can contact Bob Stepp at robert@braille2000.com and you are encouraged to do so if you have any further questions or concerns about this.

You may have one more cookie.

Joanna E. Venneri
Transcribing Mariners
jvenneri@aol.com

AFB Press has announced the publication of:


It has been completely updated. If you’re a teacher of visually impaired students who is always on the move – handling a substantial caseload, and providing services all over the map to students of different ages with different needs–this is the book for you. Consider it your personal mentor to help you make the most of your day and manage the entire school year.

To read more about this publication, visit our bookstore at: www.afb.org/store.
BLIND MUSICIANS AND ORCHESTRAS

The subject of whether or not a blind player can participate in an orchestra and follow a conductor is always fun to debate. (Be sure to see News Journal Issue 2, Fall 1997, as Maureen Young, a blind professional concert and opera singer, writes the article, SO YOU WANT TO SING IN A CHOIR. (www.menvi.org)

Following are edited responses to a MENVI Listserve discussion. It was inspired by one parent’s question regarding her blind daughter’s desire to play flute in an orchestra.

"Kyra is playing flute now (as well as piano). She has been accepted into the school district’s honor orchestra. They have a pretty short rehearsal schedule before a big concert on March 10 and 11. The flute teacher has asked how Kyra will know when the conductor indicates a "cut-off". Apparently, one or more of the pieces of music has several of them. I thought you might be able to provide some advice on how a blind musician follows a conductor."

– Barbara

RESPONSE 1:
As a band director for a visually impaired band program, I hope I can lend some thoughts.

1. My first idea would be to inform the conductor prior to any meetings of the existence of a blind musician in the performing ensemble so that person can make appropriate preparations and alterations to their conducting and rehearsal techniques, should any be necessary. Include the student’s prior history with conductors and what adaptations had been made in the past.

2. A basic understanding between the performer and the conductor should be made regarding use of verbal cuing (such as saying stop on cutoffs, or doing a count down for starts). The conductor should use verbal cuing during the initial rehearsals, and gradually move away from them as the performer gains a greater awareness of the conductor’s technique and timing. If required during a performance, verbal cuing should be used, hopefully in mini-doses.
3. The student musician should be positioned in the ensemble where verbal cuing is audible during the performance, but does not distract from the performance. The ideal position would be in middle of the first row, this would allow for the conductor to give required preparations and cut-offs visible to all performers and audible verbal to the blind performer.

4. The student’s knowledge of the material and level of musicianship will determine the level of assistance required by the conductor. My work with conducting blind students of different schools has allowed only a minimum amount of rehearsal time. During this limited time period, we would concentrate on those primary areas of the music where starts and stops occur, as well as sections of the pieces where unison rhythm patterns are required. The motivation of the students to perform well has always produced excellent results.

– Rick

RESPONSE 2:
Barbara, I’m a totally blind flutist who is playing with a community orchestra. Following a conductor is not all that difficult. If Kyra is sitting next to another flutist she will be able to hear the other person’s breath for entrances. If she’s using Braille music she will have learned the note values for cut-offs. Our orchestra does 3 major concerts and several summer concerts each year. For most of the pieces I don’t have the Braille music available. I tape record a rehearsal and play through the pieces with the tape, paying particular attention to cut-offs, dynamics etc.

– Paula

RESPONSE 3:
Hi I’m Nicole’s mom. Be sure to see TEN WAYS TO HELP A BLIND MUSICIAN IN BAND/ORCHESTRA by Andrew Meyer from newsletter #7 [www.menvi.org] Nicole needed to be extremely careful not to start too soon, so she had to depend on her Stand Partner and listen carefully. She would start just an instant after the others in her section. The same could be applied to cut-offs – just stop an instant before the other players if the note can be counted. If the note is to be held, the conductor could give Kyra a predetermined length and then hold the note at least that long. If the conductor is consistent, there will be fewer chances for mistakes.

– Cathy

(Ed. Note: Nicole played 2nd Violin in the orchestra. See Journal 16 article, "Band & Choir Participation.")
SPECIAL NEWS FOR MUSIC PEOPLE

The National Braille Challenge

Richard Taesch and Grant Horrocks presented a special program at the National Braille Challenge held at Braille Institute in Los Angeles on June 25. The workshop was very well attended, and many families of blind music students found out that they need not be "Afraid of Braille Music" after all.

Two former SCCM students, Jessica Callahan and Tony Del Castillo, were on hand to answer questions and to give personal impressions to anxious families about their own struggles and experiences. It is our hope that we may soon see music braille enter the competition nationally, and that motivated blind musicians everywhere will bring their music literacy skills to this fine event sponsored by Braille Institute of America. Complimentary copies of Who's Afraid of Braille Music were passed out to those present. The book is a wonderful way to see how braille music works and to remove some of the fear and myth so long surrounding the music code. There are some lessons and assignments, and several resources presented in the book. The very popular text sells for $10.00, and is published by Dancing Dots. Go to the site www.dancingdots.com, for information.

A Blind Music Student's College Survival Guide – and, ... The Music Professor's Help Manual

Soon to be published by Dancing Dots, is The Blind Music Student's College Survival Guide. Those who have followed this column in the CTEVH Journal have been exposed to the series of articles concerning college music students and educators. Completion of this project was inspired by a recent situation with a major university and a blind music major. The need for a formal guidebook became very clear, and is now pending release. Six little chapters are titled as follows:

1. Where to Start – Myths and Facts
2. Braille as a Language – Philosophy or Fact?
3. Advocacy, Self-advocacy, and Preparing for College
4. You’re Accepted to School. Now What?
5. Testing Out

The Appendix contains sample syllabi that has worked well for transcribers.
working closely with music professors and blind students on critical class deadlines.

Other resources and suggested course programs in braille music preparation are also included. Watch the Dancing Dots Website for the release date of this book. www.dancingdots.com

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Visit the MENVI Website at: www.menvi.org

HAPPY BIRTHDAY, LOUIS!
JANUARY 4, 2009, WILL BE
LOUIS BRAILLE’S 200TH BIRTHDAY!

We’ve been informed by the Stamp Development Manager’s office that Louis Braille’s name is still under consideration for a United States commemorative postage stamp.

This year we have a shorter address to write to in favor of such a stamp (see below).

If this should become a reality, some of us had an idea to have the stamp embedded in Plexiglas, to be made into costume jewelry to be sold as a fundraiser. What do you think? And do you know of any firms who could manufacture such an item?

Please notify either me or our editor, Lisa Merriam, if you have found such a treasure of service.

DON’T FORGET TO WRITE! Send your letter to:

Terrence W. McCaffrey
Manager
Stamp Development
475 L’Enfant Plaza SW
Washington, D.C. 20260-0001

Norma Schecter
P.S. If you have any foreign friends or braille pen-pals, ask if there is going to be similar celebrations of the occasion. Please ask them if there might be an exchange of such stamps between countries.
Carried Numbers With Addition

Problems with carried numbers in addition should be transcribed spatially. The indicator for carried numbers (2356) is used to separate the problem from the carried numbers. This indicator makes it easier for the student to tell where the carried numbers begin. If the indicator were not used, the student may mistake the carried numbers for part of the addition problem. The carried number indicator must be the same length as the separation line in the problem.

Carried Number Indicator:

```
**: **
```

Spatial problems have a blank line before and after. A spatial problem at the top of a braille page doesn’t need a blank line before it unless there is a running head. There must be a blank line before the new ink-print page indicator following a spatial problem or when a new ink-print page indicator precedes the spatial problem.

```
111
  3521
+596753
-------
600274
```
Another example:

Remember to show carried numbers in your solution to the problem. The solution is below.

1
49
23
+52
------
124

Did you have the same answer to the problem?
Vocabulary and Word Lists in Foreign Language Texts

PLACEMENT ON THE PAGE
- Follow print placement for lists of vocabulary and word lists in foreign language textbooks.

PUNCTUATION
- Insert a colon between the foreign language word and its definition.
  
  **une casquette**  cap, hat

- If a comma is used in print to separate the foreign language word from its translation, omit the comma and substitute a colon.
  
  **nos lavamos**  we wash (ourselves)

PLACEMENT OF LIST ENTRIES
When articles, reflexive pronouns, special print signs, or other elements are shown before foreign words in a vocabulary list:

- Align the initial letters of the listed foreign words regardless of the format shown in the print text.
- The braille cell in which initial letters appear must be considered as the left margin when indenting runovers. The "new" left margin is shown highlighted in the examples on the facing page.
An example of a word list with articles:

- un(e) bénévole
- une casquette
- les courses (f)
- une durée
- l’enfance (f)

volunteer
cap, hat
shopping
length of time
children, childhood

An example of a word list with reflexive pronouns:

- me lavo, I wash (myself)
- te lavas, you wash (yourself)
- se lava, you wash (yourself)
- se lava, he/she washes (himself/herself)
- nos lavamos, we wash (ourselves)
Large Print Standards

A background
Throughout the last 40-plus years the issue of large print standards and guidelines has been addressed at various times. For example in 1972 the National Accreditation Council for Agencies Serving the Blind and Visually Handicapped published their Standards for Production of Reading Materials for the Blind and Visually Handicapped based upon the current technology of that era, offset printing.

The next thirty years was a time of tremendous technological changes, which necessitated the periodic review of large print usage and production standards by such entities as The Lighthouse International, NAVH (National Association for the Visually Handicapped), APH (American Printing House for the Blind) and LRS (Library Reproduction Service). A variety of evaluative approaches were used with various target populations. Despite the variations all of the guidelines and standards were very similar and only differed slightly depending upon their target population.

More details of the above agencies’ studies and standards can be obtained directly from them. Because of my position with LRS, I can provide a brief overview of our process, as an example of how one service’s large print standards were developed.

LRS Large Print Standards for Mainstreamed VI Students. These are standards for the large print copies or reproductions of the complete text of educational materials to be used in the regular classroom. For this setting each large print book must be an exact, unabridged copy of the original with exactly the same pagination, content and page format and design.

Since the mid 60’s we had been using a combination of the 1972 Standards, other earlier studies and informal recommendations from teachers in the field. With the technological changes starting in the early 1990’s, the LRS development and production staff
decided it was time for a reevaluation. This time, however, we chose a formal process to update the large print standards and help guide our production processes. In 1996 we invited members of the professional community to form the LRS Large Print Advisory Committee. The invitation was accepted by a devoted and experienced group of teachers of the visually impaired, VI program managers and low vision specialists. In 1998, after two years of review, research, and analysis based upon their own experiences in the classroom and clinics, the Committee unanimously adopted the LRS Large Print Standards. These standards, which the Committee annually reviews and refines, continue to serve as LRS guidelines for large print production. In the last couple of years, the California State CSMT (Clearinghouse for Specialized Media and Technology) incorporated these standards into their California Large Print Guidelines. These standards are listed below, along with all the members of the LRS Large Print Advisory Committee, who contributed to the current large print standards and guidelines over the last eight years.

1. **TYPE SIZE:**

Grades 1 through 6: minimum 20 point
Grades 7 through 12: minimum 18 point

2. **PRINT QUALITY:**

Print qualities in order of importance:
1. Sharpness
2. Contrast
3. Boldness

In black and white reproductions, colored or textured backgrounds in the original should only be to the extent that the three print qualities are maintained.

Majority of text should be black on white. If it meets the print quality standards, reverse (white on black) print within graphs, charts, reference boxes are acceptable.

3. **PHOTOGRAPHS and COLOR**

Good quality copies of all photos should be provided, but not at the sacrifice of print quality. When possible, relevant images should not be split when reformatting the book.
Superfluous photos, drawings and designs can be split.

Color Reproductions: Full-color recommended for all Math, Science, and books containing atlases, map sections and where there is use of color-coding. Full-color reproductions recommended for textbooks in Grades 1 - 4, where the use of color attracts the student to the material.

4. PAPER

Paper must support good contrast and sharpness of print. It should be off-white, with a matte finish, 50 – 60 pound weight and high opacity of at least 85%.

5. FORMAT

Large print books must retain the integrity, pagination, and format of every page in the original text.

While always maintaining the minimum type sizes, as noted above, the preferred closed-book size should average 9 by 12 inches, with a maximum thickness of one inch. Each volume should average 150 pages. Margins should be three-quarter inch. Print must not fall into the “gutter”.

7. MULTIPLE VOLUMES

Original books with over 180 pages should be broken up into multiple volumes with an average of 150 pages per volume. Volume breaks should be set in the following order: 1st: Units, 2nd: chapters. If appendices, glossaries, chapter tests and exercise answers are at the back of the text, then these should be placed in a smaller or separate volume. For lower grades, if glossary is only a few pages, it should be added to each volume. Each volume must include the title, copyright, and table of contents pages.

6. BINDING

All binding, including hardcover, should allow book to lay open flat and be bent back. Spiral binding should be used on all workbooks and manuals, as well as grade 1 and 2 textbooks.

Because middle school and high schools are not providing lockers students have to carry around all of their books, hence all books should be provided with lightweight covers.
Business

Commercially Viable?

The only thing constant in today’s world is change. When is the last time you saw a buggy whip?

At my first CTEVH conference, a woman told me “If you weren’t Brailling in the forties then you’re no transcriber.” In the forties I distinctly remember trying to learn how to dress myself and tie my own shoes. So I could never be a transcriber. The field of Braille Transcription was new to me, and her too. She just didn’t know it yet. The thing that had raised her dander was my suggestion that she use a computer instead of a Perkins Brailler. At that time only a few transcribers used computers and even fewer were paid for Braille.

It seemed like over night that most of the transcribers were using computers. Now the argument was over which transcription program to use. One could choose between Duxbury, Megadots or the perfect solution, Microbraille. With Microbraille one could six key everything and pretend they never left the Perkins. About this time a study revealed the average transcriber produced approximately ten Braille pages per hour or thirty braille pages per day. I challenged this statistic because every transcriber I knew...
brailled a whole lot more than three hours a day.

In the background was Bob Stepp. He didn’t transcribe in the forties either, but he did change rapidly to keep abreast of technological opportunities. Stepp-edit lead to Edit-PC and that lead to Braille2000.

The availability of Publishers files not only brought Braille2000 but changes in Duxbury and Megadots as well. When technology changes the environment a transcriber needs to embrace the change and use it to their advantage. I posed the following question to one of the top “computerized” transcribers, “With a good publishers’ file can you do thirty Braille pages in a day?” She said, “If it isn’t a good file I will make it a good file and do fifty pages in an hour.”

The business model for transcribers is: 
\[ \text{Wage} = (\text{Br/h}) \cdot \text{h} \cdot (\$/p) \].

The number of pages transcribed per hour multiplied by the number of hours spent transcribing, multiplied by the price per page equals the wage for transcription. The transcriber has had little effect on the declining price per page offered by agencies, but we can regulate the other factors. One can Braille more hours, however we only have 24 hours in a day. The other factor under our control is Braille pages per hour. This is where the use of technology can exponentially increase your number of pages per hour.

There is a second factor affecting our Braille world. After one moves from the Perkins to the computer, starts using a translation program and becomes versatile in the use of publishers’ files, then we face the latest environmental change. It is the world of certification. Everyone from a tax preparer to a pharmacy technician must be certified. We don’t know exactly what these people do, their certification indicates to us that somebody in that career field does know exactly what these people do. As transcribers we are caught right in the middle. Certification can become the only selection criteria when administrators that don’t know Braille are making the majority of Braille decisions. You all know you must be NLS Literary certified. How long have you been transcribing math? Are you Nemeth certified? Music? How about music certification? Don’t forget the National Braille Association’s Certification in Braille Textbook Transcribing. Several organizations are requiring the NBA certification starting in the fall of 2006.

If you are integrating the new technologies to become a more prolific transcriber and demonstrating your continued education by obtaining additional certifications, then you have remained commercially viable in a changing Braille world. If you don’t want to put up with all this “new fangled” stuff, then I would like to sell you a few shares in a buggy whip factory.
Free Braille Transcribing Software

A More Efficient Tool for Agencies: Many government agencies and school systems distribute free transcribing software to their volunteer braillists. The latest editions of Pokadot and BrlProof available for download on the web make the preparation and use of a CD that contains all the software much easier. In the past many agencies distributed these programs on separate floppy disks. This is not practical for those braillists who have only laptops or the new desktop computers with no floppy disk drive. The CD can be used in almost all computers. The integrated CD avoids a difficulty some people had in setting up so that both programs could easily find the braille data files produced by Pokadot. The CD also includes an image of a DOS boot disk which makes it possible to install and run Pokadot on computers that do not have Windows or even a hard disk.

The new simplified procedure to make the integrated CD is as follows:

On the web site www.braille-pokadot.com choose the distribution POK76_PLUS. Download the zipped file PDZIP_PLUS.EXE. Follow the instructions on the web site to copy it to your hard disk and expand it to make the folder POK76_PLUS. Record the entire folder POK76_PLUS to a CD following the procedure described in the last section of the file OVERVIEW.DOC, which is a file that can be read under the POK76_PLUS folder. Make as many copies of the CD as needed.

Help: I offer free personal help via e-mail at lend@braille-pokadot.com or phone: (360) 574-6167 after 9 AM Pacific time.

Source: Pokadot and BrlProof can be downloaded for free from the internet at www.braille-pokadot.com. Both are also available from the National Braille Association, 3 Townline Circle, Rochester, NY 14623-2513 for $5 each.
Another school year is beginning. It seems as if the breaks between quarters are shorter and shorter, even in traditional year long schedules with extended school year programs ending just before the fall quarter commences! Our regular and special education colleagues have taken the time to relax as well as participate in continuing education programs for renewal of credentials as well as professional development. The Braille ‘n’ teach listserve continues with no break at all as we attempt to procure the materials our students need now and in the near future. Not on the listserve yet? Contact Rod Brawley at rbrawley@cde.ca.gov to be included on this very helpful venue dedicated to providing accessible educational materials for all of our students with visual impairments. It is also a wonderful community of educators and transcribers who are supportive of each other during the challenges we encounter daily in providing services to people with visual impairments.

Change continues around us as our long time mentors pass away while others ‘retire’ from the field although we may continue to call upon them for their advice for many years to come. People move from one place to another or develop specialties in new areas. Our caseloads require us to research syndromes new to us, learn new teaching styles, investigate different materials, and adapt to higher and higher technological advances through which we and our students can attempt to keep up in the present day. CTEVH is a vital resource.

♦ Hopefully, all of you were able to read the entire issue of the CTEVH JOURNAL. You can also access the Spring 2005 Volume, online at www.ctevh.org. What inspiration was contained within that edition!

♦ Phil Hatlen’s moving keynote address at the 2005 Conference was reprinted in full with his excellent history of our field through its generations of leaders and his call for each of us “to be the strongest proponents for equality and opportunity for persons with visual impairment.”
♦ Richard Taesch’s challenged each VI advocate to examine how he or she can better promote Braille music and learning!

♦ Braille articles gave us on-going training regarding the technical aspects of producing materials for our clients.

♦ Part I: LARGE PRINT STANDARDS for mainstreamed Visually Impaired Students.

♦ As always, I am moved to read the names of people who make CTEVH what it is today!

The Call for Papers for the 47th CTEVH conference, Focus on the Future Preparing for Life - March 10 – 12, 2006, at the Anaheim Marriott has been made. The conference is intended for everyone interested in preparing young people who are blind or visually impaired for a successful life! What programs have you developed or are you participating in which could be described and replicated in other places? Share your ideas and creative solutions! Talk with your colleagues and take the challenge! Proposals are due by October 1, 2005. The form is available on line at www.ctevh.org. Let parents, regular education teachers, administrators, eye specialists, friends, students, lawmakers, agency workers, etc., know about the conference now and set aside the dates to join us!

We all learn more when we work together!

I look forward to hearing from you!

Sheila Bonito
tvi@ctevh.org

Sheila M. Bonito

National Braille Association
Professional Development
Conferences and Workshops

phone (585) 427-8260
fax (585) 427-0263
e-mail: nbaoffice@nationalbraille.org
website: www.nationalbraille.org

October 20-22, 2005
Seattle, Washington

April 28-30, 2006
St. Louis, Missouri

November 2-4, 2006
Charlotte, North Carolina
CTEVH Sponsors the Donna Coffee Youth Scholarship in honor of Donna's exceptional service to the organization and to visually impaired individuals in California. The scholarship is for the use of the winner as specified in their application. Generally, it may be used to promote the academic and social development of the student. An award up to $1000 will be given to the successful applicant. The Donna Coffee Youth Scholarship Committee will select the recipient based on the criteria approved by the Board. Applications for the 2006 scholarship must be received by January 15, 2006 and must be sent to:

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

Electronic submission of the application is preferred but is not given any advantage in determination of the winner. Use the following segments to guide you in preparing an application.

DONNA COFFEE SCHOLARSHIP 2006 APPLICATION
TEACHER/TRANSCRIPTIONIST/ ORIENTATION & MOBILITY SPECIALIST

Name of Student:
Student's Address:
Student's Telephone Number:
Student's Date of Birth:
School/District
Grade Level of Student:
Student is visually impaired or blind.
Name of Teacher/Transcriber/O&M Specialist:
Address:
Phone Number:
Email:
School/District:

The application and use of funds has been approved by the student's parent/guardian (attach signed statement of approval by parent/guardian): Please let us know why you believe the student will benefit from his/her proposed project/activity. Limit your comments to two double-spaced typewritten pages.
DONNA COFFEE YOUTH SCHOLARSHIP
2006 APPLICATION STUDENT FORM

Name:
Address:
Phone Number:
Email:
School:
School Address:
Teacher of the visually impaired:
Transcriber:
Parent(s) Name(s):
Address:
Phone Number:
Email:
Name of Teacher/Transcriber/Orientation & Mobility Specialist:

Tell us why you want the Donna Coffee Scholarship in an essay of no more then two double-spaced typewritten pages. The Committee must receive your application no later than January 15, 2006. Applications should be sent to: Stephen A. Goodman, Chair (see facing page for contact information)

Donna Coffee Youth Scholarship Criteria

Award: The Donna Coffee Youth Scholarship will be awarded in the amount of $1000 per year. One or more applicants may participate in the award. Award recipients shall have their names and the year of their award inscribed on the permanent plaque.

Process: Applications materials will be distributed through the JOURNAL and the website, www.ctevh.org. Applications are due to the committee no later than six weeks prior to the Annual Conference. The winner will be selected by consensus of the Committee.

The inscribed plaque and cash award will be presented at the Conference.
   a. The award recipient and parents shall be invited as guests.
   b. Those who nominated the winner will take part in the presentation.
   c. The award will be presented at a general meeting selected by the Conference Chair.

Selection: Criteria for selection will be based solely upon:

   a. The submitted application of the nominations, letters of support, and the student's application. (applications may be submitted in the media or medium the student chooses.)
   b. The consensus of the committee that the student created a plan that is complete and executable and will further her/his individual growth. Duties of The recipient(s): recipient(s) shall report the outcome of their proposal at the succeeding Conference.
Name:___________________________________________________________

Address:_________________________________________________________________

City:_________________________________________________________________

State:_________________Zip__________________

Telephone: Day _____________________________Evening _____________________________

PLEASE RESPOND TO THE FOLLOWING:

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

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

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

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

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

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

LETTERS OF RECOMMENDATION:

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

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

ALL ITEMS MUST BE POSTMARKED NO LATER THAN JANUARY 15, 2006. Send application to:

Stuart Wittenstein
Katie Sibert Committee
500 Walnut Avenue
Fremont, CA 94536

FURTHER INFORMATION:
If applicants have questions, please direct them to Stuart Wittenstein, Chair of the Katie Sibert Scholarship Committee at (510) 794-3800 ext. 201.
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 annual conference materials.

**CTEVH MEMBERSHIP DUES**

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Donation:
- General Fund: $________
- Katie Sibert Memorial Fund: $________
- Donna Coffee Scholarship Fund: $________

**TOTAL AMOUNT ENCLOSED** $________

Please make checks and money orders payable in US dollars to CTEVH and return payments with this form. Transactions can also be processed on-line at [www.ctevh.org](http://www.ctevh.org).

Check for address change on renewals.

**NAME** __________________________________________________________

**ADDRESS** _________________________________________________________

**CITY** _______________ **STATE** _____ **COUNTRY** __________ **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
- RTF FLOPPY DISK
- VIRTUAL

(required)

Return application and payment to:

CTEVH Membership Chair
741 North Vermont Ave
Los Angeles, CA 90029-3594
323-666-2211 *(messages only)*
## THE CTEVH SPECIALISTS

### BRAILLE

**Computer Assisted:**  
**Name:** JIM CARREON  
**Address:** 500 Walnut, Fremont, CA 94536  
**Phone:** 510-794-3800 ext. 237  
**Email:** jcarreon@csb-cde.ca.gov

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

**Literary:**  
**Name:** NORMA L. SCHECTER  
**Address:** 8432 Northport Dr., Huntington Beach, CA 92646  
**Phone:** 714-536-9666

**Mathematics:**  
**Name:** MARY DENUAULT  
**Address:** 1319 University Ave., Grand Forks, ND 58203  
**Phone:** 701-775-0869  
**Email:** marybraille@gra.midco.net

**Pokadot:**  
**Name:** LEN DOZIER  
**Address:** 4400 NW 151st Street, Vancouver, WA 98685  
**Phone:** 360-574-6167  
**Email:** lend@braille-pokadot.com

**Computer Generated Tactile Illustration:**  
**Name:** RAFAEL CAMARENA  
**Address:** 741 N. Vermont Ave., Los Angeles, CA 90029  
**Phone:** 323-663-1111 ext 1384  
**Email:** camarena00@charter.net

**Hand-Drawn Tactile Illustration:**  
**Name:** ARTURO BENITEZ  
**Address:** 5612 Rocky Ravine Ave., Las Vegas, NV 89131  
**Phone:** 702-656-6162

**Textbook Format:**  
**Name:** PATSY BIASCA  
**Address:** 1139 Westmoreland Circle, Walnut Creek, CA  
**Phone:** 925-937-9413  
**Email:** patbiasca@aol.com

**Foreign Language:**  
**Name:** LISA MERRIAM  
**Address:** 10061 Riverside Drive #88, Toluca Lake, CA  
**Phone:** 818-760-8535  
**Email:** lisa@readmydots.com

### EDUCATORS

**Itinerant/Resource Room/Special Day Class:**  
**Name:** SHEILA M. BONITO  
**Address:** 217 Rex Ave., Jackson, CA 95642  
**Phone:** 209-257-5372  
**Email:** sheilabonito@hotmail.com

**Infant/Preschool:**  
**Name:** RUTH ROSNER  
**Address:** 4750 Poe Ave., Woodland Hills, CA 91364  
**Phone:** ruthdavid@sbcglobal.net

**Handicapped/Multi-Handicapped/Severely Handicapped:**  
**Name:** KATHY GOODSPEED  
**Address:** 18542-B Vanderlip Ave.  
**Phone:** 714-573-8888  
**Email:** kathy.goodspeed@blindkids.org

### LARGE TYPE & ENLARGED DRAWING:

**Name:** JOAN TREPTOW  
**Address:** 15440 Toll Road, Reno, NV 89521  
**Phone:** 775-353-5948  
**Email:** jvalencia@washoe.k12.nv.us

**Name:** JOAN HUDSON-MILLER  
**Address:** 14214 South Figueroa St.  
**Phone:** 800-255-5002  
**Email:** lrsjhm@aol.com
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Secretary: Stuart Wittenstein 2008(2nd) 500 Walnut Ave.,
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Member-at-Large Ann Hinshelwood 2007(1st) 400 Hoover Lane,
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Committee Chairs 2005

Access Donna Wittenstein
Awards Jeanne Brown
BANA Representative Sue Reilly
Conference Handbook Carole Ann Davis
CSMT Representative Rod Brawley
LIDAC Representative Stewart Wittenstein
Gifts and Tributes Iona Luke
Historian Cath Tendler-Valencia
JAC Representative Jane Vogel
Journal Lisa Merriam
Katie Sibert Scholarship Stuart Wittenstein
Membership Christy Cutting
Nominating Carol Morrison
Bylaws/Policies & Procedures Grant Horrocks
Sitefinding Steve Goodman (Northern)
Specialists Bonnie Grimm
Website Christy Cutting
Donna Coffee Youth Scholarship Steve Goodman
2006 Conference Chairs Jane Vogel and John Zamora
Board of Directors and Committee Chairs

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Rod Brawley  Ex officio  P.O. Box 944272, Sacramento, CA 94244-2720
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jzamora@brailleinstitute.org
Moving? Please let us know!