

Message from the Editor

I sincerely hope that all of you had a wonderful Holiday Season. I have made the spelling corrections to the member's names that were called to my attention. If there are any other spelling corrections, please let me know. There are almost 1000 CTEVH members and it is difficult for me to memorize all of the names.

The audio tape copies of the Fall 2002 Journal were mailed some time ago, if you did not receive a tape, please check to see if you returned the empty cassette case from the Summer 2002 Issue.

I have decided to start a "Letters to the Editor" section. Please send any items to share or comments to be included this section.

If you have any comments or suggestions, please contact me by e-mail, phone, fax or snail mail. If at all possible, please send articles on a floppy disk or in the text of an e-mail, if not possible, mail a print copy.

Marilyn Westerman

The CTEVH Journal

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Tape Recording & Duplication	Volunteers of Vacaville

The *CTEVH Journal* is published four times a year by the California Transcribers and Educators of the Visually Handicapped, Inc., 741 North Vermont Avenue, Los Angeles, California 90029. ©2002 by California Transcribers and Educators of the Visually Handicapped, Inc. except where noted. All rights reserved. No part of this periodical may be reproduced without the consent of the publishers.

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Deadlines for submissions of articles:

Spring Issue	Summer Issue	Fall Issue	Winter Issue
April 15, 2003	June 30, 2003	Sept. 15, 2003	Dec. 5, 2003

CTEVH JOURNAL

Winter 2003
Vol.XLV, No. 9

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President’s Message

This article is being written on Thanksgiving Eve. My mind, possibly like yours, is cluttered with thoughts of how very much I have for which to be extremely thankful.

Of course, I am appreciative of the easy things -- a safe home, a loving family, good friends and colleagues, and a level of health that remains functional. But in my personal "bigger picture", I am most of all thankful that I can make a difference.

How and where that happens, no one knows for sure. It's the Chaos Theory: each little motion can swell to limitless proportions, and affect the lives of people beyond our own particular world.

My bit of chaos is teaching braille transcribing and serving on committees. Some committees are grown-up enough to be called Boards, but it's all the same kind of activity -- a cluster of volunteers who share a goal and know that working as a team will enable them to accomplish, or at least approach, that dream.

The key word here is *volunteer*. We each have something to offer our members; we each know one fact worth sharing, and we each master more facts and accomplishments daily.

The CTEVH Board is what I call a "musical chairs" group, and so are the various committees. That is to say, we all take turns, and do what we can, when we can, to be of value to our organization. When the Nominating Committee approaches, and tells you that your expertise is needed, please say "yes". It could be your turn to make a difference.

Carol Morrison

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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 ** 2002

Annual dues \$25 () **Renewal** () **New**
Member ()
Life Membership \$300 () **Foreign Membership \$35** () **Sustaining Member**
\$100 ()

(Institutional)

Donation:

CTEVH-Katie Sibert Memorial 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** **TAPEW/BRL Example**

Return application and payment to:

CTEVH Membership Chair
741 No. Vermont
Los Angeles, CA 90029
323-666-2211 (messages)

Gifts and Tributes

*In Memory of Claudell Stocker
Billie Anna Zieke*

*In Memory of Gene Dorf
Billie Anna Zieke
Bernard and Norma Schecter*

*InMemory of Daniel Melanephy
Barbara Liston*

Contributions to the CTEVH Gifts and Tributes Fund
will be used to improve services to persons who are visually impaired.
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 CTEVH-KATIE SIBERT MEMORIAL
SCHOLARSHIP FUND

All contributions to CTEVH are tax deductible

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NEWS OF GROUPS

BRaille TRANSCRIPTION PROJECT

**101 North Bascom Avenue
San Jose, CA 95128**

The group is chaired by twelve rotating volunteers. A course in Literary Braille Transcription is offered in the Braille Room at 101 North Bascom Ave. in San Jose. Call 408-298-4468 for more information.

The volunteers transcribe textbooks for blind students and maintain a braille reading library.

SEQUOIA BRAILLE TRANSCRIBERS

**2730 W. Seeger Avenue
Visalia, CA 93277**

The group has new officers. Ruth A. Wallace is President and Marylyn Spomer is Vice President. All of their transcriptions are listed on Louis, Louisville, KY.

The group has a surplus Thermoform to give FREE to anyone who will pay for shipping, including insurance. The machine needs some repairs. For details call Edith Panell at 559-732-1812.

SAN FERNANDO VALLEY BRAILLE TRANSCRIBERS
13117 Huston
Sherman Oaks, CA 91423

Mrs. Jerome Arthur is the new Chairperson. The group has transcribed the following Braille books:

1. "Holy Wars" (Inside the Secret World of Osama Bin Laden), by Peter Bergen, copyright 2001, 5 volumes.
1. "Frindle", by Andrew Clements, copyright 1996, 1 volume.
3. "Great Puzzles of History", "Intriguing Cases of the Past", by Fred Ness, copyright 1997, 1 volume.

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News of Groups (con't)

Interesting Transcriptions from Braille Institute:

Chato's Kitchen, by Gary Soto, copyright 1995, 1 volume, \$5.00
Fannie in the Kitchen, by Deborah Hopkinson, copyright 2001, 1 volume, \$5.00
The School Story, by Andrew Clements, copyright 2001, 2 volumes, \$13.00
Snail Mail No More, by P Danziger and A.M. Martin, copyright 2000, 2 volumes, \$18.00
Yolanda's Genius, by Carol Fenner, copyright 1995, 2volumes, \$17.00

For more information please contact the Braille Institute Press at (323) 906-3104

BRAILLE INSTITUTE PRESS

**Students from Across the Country Invited to Participate in 2003
National
Braille Challenge Invitational in L.A.**

The Braille Challenge has been a big hit at blind service agencies on both coasts as a way to motivate school age braille readers to hone their

literacy skills. For the 2003 academic competition, Braille Institute has partnered with other leading organizations and will host an invitational open to kids throughout the United States and Canada. Contestants will first compete in a regional or local preliminary round this March. Those with the top 50 scores will be invited to to Los Angeles for the National Braille Challenge Invitational in June.

As the new year settles in, teachers of the visually impaired (TVIs) will be asked to select students they think are ready to take on this rigorous academic challenge. Contestants are divided into 5 groups designed for students who are performing at or near grade level. The Braille Challenge is a series of four exercises demonstrating proficiency in braille reading and writing, comprehension, spelling, and use of tactile graphics.

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News of Groups (con't)

For the preliminary round, teachers will be asked to administer the contest to students either individually or as a group. In addition, the Carroll Center for the Blind in Boston, MA and the Peninsula Center in Northern California will have their students take the preliminary contest at their own regional events. All students who enter will be acknowledged.

The contest will culminate at the National Braille Challenge Invitational on June 28, 2003. Through the support of national service clubs and Braille Institute donors, finalists will be invited to a three-day trip to compete at Braille Institute's Los Angeles center and enjoy sightseeing at Universal Studios and Citywalk.

As a national event, this contest also raises public awareness about the importance of braille skills to a blind student's academic success and future employability. The use of standard materials for this contest will help researchers examine the development of literacy skills for students who are highly effective braille users.

Members of the national advisory committee include leaders in braille literacy who are providing consultation for the contests and strategies for tracking national braille literacy trends. Joining Vicki Liske and Nancy Niebrugge from Braille Institute are: Frances Mary D'Andrea, American Foundation for the Blind; Cay Holbrook, Ph.D., University of British

Colombia; Janie Humphries, American Printing House for the Blind; and Karen S. Ross, Ph.D., Carroll Center for the Blind.

TVIs must order their Preliminary Contest Packets by February 26 and return their students' completed contests to Braille Institute by March 25. Call 1-800-BRAILLE for more information, or visit our website at www.brailleinstitute.org.

News of Groups (con't)

Contra Costa Braille Transcribers

Address Change: 2823 Wiswall Drive
Richmond, California 94806
(510)223-2517

New Chairperson:
Adrienne Giles, Chair
2823 Wiswall Drive
Richmond, California 94806

Library of Congress Certifications: MATHEMATICS

Marsha Sutherland, Fran Whipple, Christy Cutting, and Joni Bush. (All 2002)

Group Activities:

CCBT is very proud of all our members for the work they do so willingly, and especially of the four recent Nemeth Certifications. Also a member, Ann

Kelt, and a former Chair for CCBT, is Chairperson for CTEVH 2003 Conference in Burlingame, CA! What a terrific group of ladies ... and, of course, our gentleman Brailist, Jim Meyer.

Event Title: **National Braille Association Conference**

Event Date: May 1-3

Event Location: Middleburg Heights, OH

For more information, contact:

National Braille Association

3 Townline Circle

Rochester, NY 14623-2513

Phone: 585-427-8260

Fax: 585-427-0263

Email: nbaoffice@compuserve.com

Web site: www.NationalBraille.org

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News of Groups (con't)

SacBraille Transcribers Sacramento North Area

Braille Center/Ralph Richardson Center

4848 Cottage Way

Carmichael, CA 95608

(916) 971-7912

Officers: Julia Knapp, Chairperson

Julie Cormier, Secretary

Joanne Call, Coordinator

Maureen Byington, Treasurer

Braille Transcribing Class: Tuesday, 9-11:30 a.m., at the Braille Center,
Ralph Richardson Center, 4848 Cottage Way,
Carmichael, CA 95608

Instructor: Betty Schriefer, 916-486-9242

BTSNA was initiated well over 42 years ago to support the Vision

Department of the San Juan Unified School District. Altho the group numbers anywhere from 10 to 50 members at any one given point of time, we are still organized and still doing our bit to furnish what the Vision teachers and the low vision/blind students need. At the present time our group is small but we remain steadfast friends joined together with a common goal.

. We take delight in braille books that we individually would not read otherwise and we find a varied array of subjects. For instance, the book DEATHWATCH - a tale of survival in the desert, both from the desert itself and the evildoer perpetrator who wants to murder our hero. The hero was stripped of all clothing and necessities except for his shorts. He found a meager supply of food provided by nature, and temporary fragile shoes from birds' nests - encountered the raging sun and suffered numerous abrasions. But, enough of the story - you'll have to read the book for yourself!

BTSNA has this book on disk in braille: DEATHWATCH by Robb White, copyright 1972, in 5 volumes; published by Bantam Doubleday Dell Books for Young Readers. We'll be glad to send you a disk for embossing.

News of Groups (con't)

Recently, we were instrumental in helping Monterey County Schools Special Education Department: the Braille Center was asked to downsize books and equipment. This resulted in donating three music-stand type bookstands to Monterey County and these were delivered in person by Rhoda Bruett when she traveled to Monterey to have Thanksgiving with her son and family. We are waiting to hear about the student who will be the recipient of this equipment. We understand that his handicap is severe. We urge you to examine your old used equipment that you no longer need and find a new home for it - just like Joanne Call did with the help of the Internet. Joanne also sent numerous old braille textbooks to grateful recipients in New York for their resource library. They can use all and everything - ideally they would like the print copy with the braille copy. Again, all this was accomplished by Internet connections.

OAKMONT VISUAL AIDS WORKSHOP
6637 Oakmont Drive, Suite B
Santa Rosa, CA 95409-5942
e-mail: Oakmont @Oakmont village.com
Phone: 707-539-1611

We are requesting assistance from CTEVH members. Our senior volunteers are so efficient and hardworking that their production surpasses current requests for our Tactile Aids. Our handmade teaching aids are available at no cost.

No doubt our workshop is well known to you. For many years we have been regular exhibitors at the annual CTEVH conference when it is held in Northern California. It is not possible for us to participate in Southern California.

This is the Workshop's 31st year. We have shipped 90,000 of our tactile Aids to professionals throughout the world who work with Visually and Mentally Impaired children. Our goal is to help such children everywhere. Copies of our brochure and order blank are included.

Mrs. Fern J. Harger, Co-Chairman
e-mail: fharger@juno.com

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OUR SPECIALISTS SAY

Education

^ by Sheila Bonito

sheilabonito@hotmail.com

Why are we in this field? What has prompted you to say to yourself, a colleague, a student, a family member: **This** is why I teach! Share your

reasons for staying in this wonderful field ^ maybe we can share these stories with people who might become interested in being the next generation of teachers of visually impaired, and with others who might find their joy in transcribing the materials our students need! Even in these trying times of financial challenges and budget cuts, I know that we all can think of at least one time we have thought „I made a difference in that child’s life!%o Please share with us so we can all continue to look on the positive side of working with our students with visual impairments.

Access to Technology ^ How are we doing? Are you the expert, in so many diverse technologies in our field that you find it difficult to keep up with the „best%o materials now available? Do you sit in IEP meetings and suggest purchases through Low Incidence Funding and know that tomorrow a new piece of hardware or software will be advertised that would have fit the student’s needs even better? Do you read the articles and the ads in the periodicals you subscribe to, the materials from the mailing lists you are on, the equipment you see on web sites you surf, during your non-teaching time (usually at home)? Do you connect with district IT specialists, but have trouble when you ask for help with your embosser or Duxbury? Do you end up inservicing that person on beginning computer Braille transcription theory, but still cannot emboss the paper your student needs right now? Please contact me with your thoughts and let me know what is working for you. I will share your input in the next article.

Resources:

***Vision Loss in the 2000* The American Foundation for the Blind (AFB) will partner with the Los**

Angeles-based Foundation for the Junior Blind to host an international symposium entitled "Vision Loss in the 21st Century--Everybody's Business" on February 19-22, 2003, at The Beverly Hilton Hotel in Beverly Hills, CA.

This symposium will be the second event of its kind presented by the two nonprofit organizations; the first took place in 1988 and welcomed over 1,000 attendees to Los Angeles.

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The three-day program in 2003 will generate a greater awareness and an improved understanding of vision loss, serve as a catalyst for new

collaborations, and provide a stimulating forum for learning and discussion through the exchange of information, experiences, and ideas. For more information and to register for the conference, go to www.visionloss2003.org

Therapeutic Living Centers for the Blind: www.tlc4blind.org

Did you know that there is a specially designed residential center for people over the age of 18 who are blind and have multiple impairments? This center is located in the San Fernando Valley area of Los Angeles and it accepts residents from all over California, and beyond. Residents, including those who are elderly or have medical conditions are welcomed into one of several beautiful group homes that are part of this center. Residents can live here for their whole life. Families are encouraged to visit the center and remain a part of the residents' lives as much as possible. The center offers a full range of recreational and vocational opportunities, as well as ongoing education and self help training. It is a private, non-profit center, that relies on resident SSI funds, donations, and grants.

Although this center (which is growing and improving each year) began decades ago, not everyone knows about it. I volunteered to find out how many people would like to know more about this center (or who didn't know about it at all) and who knew of potential future residents.

My goal is to show this center that there is a real need for it to continue to serve people who are blind and multiply impaired. I don't know of any other facilities who exclusively serve this population, and who do it so well. I hope that your response will let them know that the need is still great. Maybe if more people know about this center there will be more applicants who are blind and multiply impaired. Otherwise the center may start taking other populations.

This center is one of the many member organizations of Joint Action Committee (JAC). As JAC chair I am always interested in helping member organizations in any way that I can. I am not affiliated with this organization in any way.

Jane Vogel jrvogel@earthlink.net

Center for Applied Special Technology Just Announced - CAST is pleased to announce that the U.S. Department of Education has selected the *National Center on Accessing the General Curriculum* (NCAC) at CAST to develop a voluntary national file format for the electronic transmission of instructional materials for students who are blind and students with other disabilities.

According to a press release from the U.S. Department of Education on 11/15/02,

Our Specialists Say (con't)

"The creation of a standard file format is of significant importance to students, educators, publishers, technology specialists and advocacy groups." To learn more, click on the following link:

<http://www.ed.gov/PressReleases/11-2002/11152002a.html>

NOTICE FOR COMMENTS REGARDING NATIONAL FILE FORMAT (NFF)

As part of its efforts to ensure that No Child is Left Behind, the U.S. Department of Education seeks to ensure that no child face an inaccessible curriculum that raises barriers to progress rather than provides opportunities for learning. Unfortunately, too many students with disabilities do find inaccessible curricula in their classrooms.

As a step towards overcoming that impediment, the Department has asked the National Center on Accessing the General Curriculum (NCAC), housed at the Center for Applied Special Technology (CAST) to convene a Technical Panel to make recommendations on a voluntary National File Format for the electronic transmission of instructional materials for students with disabilities.

On behalf of consumers, specifically, children with print disabilities in grades K-12, CAST is requesting that parents, students, advocates, professionals and anyone else with relevant knowledge or experience in these issues submit comments on the following issues:

1. The impediments facing students with print disabilities, including the context in which these impediments arise.
2. A list of particular features and functions that would benefit students with print disabilities, and a description of how those features and function would be beneficial.
3. A statement outlining any objections or concerns with regard to the creation of a National File Format.

National File Format Technical Panel

c/o CAST
40 Harvard Mills Square, Suite 3
Wakefield, MA 01880-3233

We request that you submit any comments in writing no later than January 2, 2003.

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Retinopathy of Prematurity and other retinal diseases in children:

(www.Ropard.org <<http://www.Ropard.org>>)

Since it was founded in 1991, ROPARD has supported promising research that is expanding our understanding of the causes of retinal detachment in retinopathy of Prematurity and other retinal diseases in children. ROPARD has been instrumental in establishing an international Internet screening study to provide the most up-to-date information on diagnosis and treatment to physicians and their patients worldwide. Photographic images are now transmitted on the Internet from eleven sites in five countries to our ROPARD reading center. We also produced a second seminar video that includes current information on research and treatment of pediatric retinal disease. The ROPARD Children's Low Vision Resource Center continues the valuable work of providing support and educational information to visually impaired children and their families.

Sheila M. Bonito
Teacher of Visually Impaired

Our Specialists Say (con't)**Producing Large Print Music for Low Vision Musicians
By Jim Carreon**

As the population of the United States continues to age, the need to present information to people with macular degeneration or other eye diseases in a new way becomes more important. Musicians who can no longer read regular size sheet music often enlarge each page using a photocopier. As the disease continues to progress, the photocopies become larger and larger until it is no longer practical to read the music. This is the problem presented by the UC Berkeley low vision support group to the technology staff at CSB. Is there some way to present music to low vision musicians that will be easier and more efficient than a simple photocopy?

We worked with two individuals in their late 70s with macular degeneration. Both had been professional musicians at one time in their lives but at this time were unable to read music and play the piano at the same time, even with enlarged music.

Each page of music was scanned into the computer using Adobe Photoshop 5.5 set for grayscale image scanning. Color or black and white scanning proved to be unacceptable to the musicians. The color-scan created a rainbow effect caused by the lines of music and created a large file size. The black and white scans proved to be too stark and not acceptable to the two musicians. The image of the music was then cut into sections and pasted

into individual slides in PowerPoint. The size of each section was customized based on the available sight of each individual. The optimal size for one individual required that we place only two measures of music on each slide. Repeat symbols required that we duplicate individual slides so the music could be presented in a continuous manner. Each music image was enlarged to fill the PowerPoint screen and a slide number was placed at the bottom of each slide for easier navigation. The slides were then compiled into a complete slide show of the music score. After all of the music pieces were completed, the individual PowerPoint files were burned onto a CD for distribution to each individual.

The hardware consisted of a laptop computer with a separate 18-inch flat panel monitor with its base removed. The display was placed on the music holder at the front of the piano just as if it were a simple sheet of music. A mouse with a switch adapter was attached to the computer's PS2 port. A foot pedal switch was then attached to the mouse and placed on the floor next to the piano foot pedals. When the slide show began, the musician moved to the next slide by pressing and releasing the foot pedal.

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The results were generally positive. Each musician stated that they could now see music and play the piano at the same time; something neither had been able to do for years. Moving to the next slide proved to be the most difficult part for each of them to understand. The next slide displays when the foot pedal is released. With practice, they felt they could coordinate the movement of the slide to their needs.

There were two major difficulties with presenting music in this manner. The first is that the whole process is labor intensive, taking up to one hour per piece of music. The second problem is that each piece of music had to be customized to the individual's visual acuity. Once in PowerPoint, the size of the image could not be easily changed. One feature that both musicians wanted to explore was seeing music stream across the screen instead of seeing only one or two measures of music at a time.

POKADOT - FREE BRAILLE TRANSCRIBING SOFTWARE

By Len Dozier

Tel: (360) 574-6167, E-mail: lend@braille-pokadot.com

AVOIDANCE OF FILE PROBLEMS

Here is a list of some of the problems for which I receive calls for help and some simple steps to avoid them.

Q - I waste too much time resetting the same parameters (such as timing) each time I load Pokadot.

A - You should make a custom version of Pokadot that will remember all these parameters the way that you have set them as recommended in the instruction manuals. The procedure is described in section B5 of PD-INTRO.DOC and section 3 of PD-GUIDE.DOC.

Q - I must have unintentionally erased a whole file that took two whole days to make. Is there any way to find it?

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A - If you remembered to press F3 after brailleing every page or so there are two automatic backup copies of your file on your hard disk named Backup1.acn and Backup2.acn as described in section C1 of PD-EDIT.DOC. You can rename the latest one of these files with your chosen unique name.

Q - I brailled a 60 page file but when I copied it onto a floppy to send for embossing it was only 5 pages long. What happened and how can I recover it?

A - You must have unintentionally typed a Control-Z on the fifth page instead of the 60th page. The computer stops copying the file to disk when it encounters the first Control-Z. If uncorrected the results are so serious that Pokadot displays a big warning when you save the file, both while backing up with F3 during your work and also when saving to a

unique

name at the end. You must have ignored those warnings. The reason it is so serious is that the whole 60 page file is overwritten on the disk with the 5 page version every time you press F3. If you did this the only complete copy that you would have is the one on your screen, so it is imperative that you find the mid-file Control-Z and erase it before you quit Pokadot. Then you must resave the corrected file. The warning message tells you how to go directly to the Control-Z. If you do not respond to the warning the original file cannot be recovered. Another recommended precaution is to use the D command to check the number of bytes listed for the file in the directory before quitting Pokadot to make sure that the number is reasonable.

Q - I cannot print ink dots with the new inkjet printer I just bought.

A - Many of the newest printers have only USB connectors. These work only when fed in a Windows format. Pokadot 7.4 and later includes a companion program named WINPRINT which must be used to feed your file to the printer when you want to print ink dots with a USB-only printer.

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Q - We updated the computer that runs our embosser with WindowsXP. Our Pokadot embossing program EM.EXE doesn't work with WindowsXP. What should we do?

A - Get Pokadot 7.3, 7.4 or later. The EM.EXE program with those versions will work with WindowsXP.

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.

MUSIC IN EDUCATION

By Richard Taesch

More about Braille Music and the College Educator

Our conference workshop last year, *Braille Music and the College Educator*, has turned out to be an ongoing project. There have been a number of teachers and transcribers requesting handout materials from that session. As a transcriber and a music educator, I have struggled - as do many of us - to meet unreasonable deadlines due to neglect on the part of institutions. Needless to say, this kind of awareness and concern, particularly from teachers, is truly encouraging.

As a result, our CTEVH Music Committee has decided that our column in the Journal should have some ongoing discussion in this area. Hopefully we will stir up some arguments, brainstorming, and information that is helpful for teachers and transcribers who serve blind college students. In each issue, I will take some time to discuss and expand on some essential highlights that emanated from the 2002 workshop, session #602.

Problem: *A music class is required and no braille materials are available.*

Possible solution: *If the professor is willing to organize the specifics of his or her*

testing criteria and send exam requirements with the student to the private music teacher, outside preparation can be made in advance of the exam date. In one such

case, a student in college could have easily avoided failing a theory

class had the professor communicated with us and required that the student spend private lesson time on class materials. The tragedy of an unnecessary failure due to a lack of communication cannot be tolerated.

- CTEVH Journal,
Summer 1999

What then can we do to intervene BEFORE the student is doomed to fail? Unfortunately, many transcribers do not feel that pro-active intervention is their responsibility. Understandably so, as most music transcribers are not educators, and are overwhelmed with assignment requests. Moreover, their sentiments are quite right in theory - this should not be their job. But then who else can better understand the applied needs of a blind student requesting their services? The #602 session addressed the notion that music transcribers might consider themselves as acting braille music *educators*, as least in some capacity. Why? **“Because no one is better qualified!”**

A few guidelines were given for discussion, and I would like to review and expand on some of them in this issue.

A. Demand specific “class-day” handout materials from the professor at least two weeks BEFORE they are needed in class.

1. Handouts due on a specific day can be faxed - in advance - to a transcriber.

- specific items to be transcribed should be circled.
- Ask the professor to indicate text that can be omitted. Does the student have a sighted reader who has been assigned to help? (In most such cases, music transcribers need not include verbiage - most of which the professor will ignore anyway.) See that the *Reader* will in fact **read** for the student, or if a family member can help.

2. Specific pages from theory books can be copied, and faxed to be brailled.

- Regarding copyright permission, often the textbook is one authored by the professor him or herself. If not, the need to seek permission should be considered in the same as with any assignment.

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Our Specialists say (con't)

3. Braille files can be sent by email directly to the student or to the school.

- Computer brailled files can then be embossed with Duxbury (or other). Does the school have a resident computer specialist? If so, contact that person.
- What about Free Mail? Contrary to some opinion, I have found Free Mail to be quite useful, and often just as efficient (if not more) than conventional mail. Keep in mind that delays in getting materials to a blind student are caused by bad planning, and not by the post office!

4. Specific pages can also be scanned, and sent by attachment or fax to a transcriber.

B. Request a syllabus from the teacher in order to plan and meet due dates for general class materials.

- Request that planned changes be marked on the syllabus, and that projects and assignments be clearly indicated for the transcriber- **WITH DUE DATES INCLUDED!**
- Many music transcribers are professionals, others are volunteers. All are highly trained specialists, and should command the same respect and consideration that is due the educators whose students they serve.

C. Professors generally have a materials list (syllabus) long BEFORE summer break begins. (They just like to keep it a secret.)

- Should transcribers object to receiving such lists just as the semester begins, and only at the professor's convenience?

D. Does the college Disabled Student Services have access to computer translation

and embossing equipment? If not, strongly suggest it - all schools are required to assist in the needs of their disabled students.

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Our Specialists Say (con't)

CTEVH CONFERENCE, 2003!

Music people are especially urged to attend our 44th Conference in Burlingame this year. Our first workshop is titled, *An Introduction to Music for the Blind Student*. The workshop description will read:

“You need not be a music teacher, or know braille, to teach a blind child or adult braille music and beginning musicianship.

“Learn step-by-step how to conduct lessons, assignments, and to give exams.

Learn as you teach, while encouraging a strong musical and academic foundation.”

The panel is planned to include a vision teacher conducting a typical lesson to a music student. The general theme will be- *demands are increasing-resources are dwindling. Education is the solution!*

Our second session will be a general annual MENVI meeting and open forum. All are welcome, and surprise speakers and possible demonstrations will be announced. Join us as MENVI enters its fifth year of worldwide service to blind students, their families, educators, musicians, and

administrators.

This session will be an open forum for questions, discussions, arguments, demonstrations, and new technology. Non-members are always welcome!

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)
<Carolmus@aol.com>

26

Our Specialists Say (con't)

**Here's More about
Foreign Words and Phrases
by Joyce Rabinowitz
Formats Committee**

It was suggested to me that there are rarely quick and easy answers when it comes to transcribing. So within the next few articles there will be more about foreign words and phrases within English text, in educational and instructional material. Anglicized words are for another time,

Braille Formats, Principles of Print to Braille Transcription, 1997 puts it this way in Rule 1, Section 6c.(3)

In English context when transcribing foreign words and phrases from languages that use the Latin alphabet, [like our alphabet] as well as non-Latin alphabet languages shown in a transliterated or romanized form [like you might find in a Japanese menu] ... Transcribe foreign words and phrases in uncontracted braille, retaining special print typeface.

Examples: Latin words in regular type.

How many of these Latin phrases do you know?

Ars longa, vita brevis,
Fortuna caeca est

,h{ _m (~! ,Lat9 phrases d y "k8
,ars longa1 vita brevis4
,fortuna caeca est1

Here, the transcriber can tell from the text which words are Latin and uses no contractions in those words. The students, both sighted and blind, will identify the language from the text, but contracting foreign words can lead to mispronunciations in braille. Write these foreign words out.

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Our Specialists Say (con't)

Following are some French words within quotation marks. But notice the quotes are used because the author was quoting his father-not necessarily because the father uses foreign words.

My father used to say to me-“Cherchez la femme”-look for the woman behind it.

,my "f us\$ 6say 6me 8,cherchez la femme0--look =! Woman 2h
x4

The next French words are in italics. Notice, no caps on months in print, the text explained earlier, so no caps in braille either.

Dates are expressed by cardinal numbers in French: *le cinq mai, le*

vingt-deux juin, le trente janvier, even though English uses ordinal numbers.

,dates >e express\$ 0c>d9al numb]s 9 ,fr5*3 ..le cinq mai1 le vingt-deux juin1 le trente .janvier4

The author of the above learning to speak French book is emphasizing the French language by using italics. That can help you as a transcriber, as well as the reader, but it is still your responsibility to recognize foreign words from the English around it, and spell them out, no matter what the typeface.

This is enough to absorb now. More next time.

Ideas for Interventions Working with Children with Visual Impairments and Additional Handicaps **By Kathy Goodspeed**

Children with Visual Impairments with other handicaps are challenging and very rewarding to work with. The temptation to say, "Oh, they don't need specialized services." needs to be a phrase of the past. There are many techniques and adaptations for these children to be used in the classroom setting. It is especially important to consider many of these handicapped

children may have cortical visual impairment (a diagnosis which means the vision can improve when intervention begins early enough). In addition, many of this special population function without expressive communication where many techniques used for a child with deaf-blindness might be incorporated.

As mentioned in Sheila Bonito's article in the CTEVH Journal, Fall 2002, Cortical Visual Impairment (CVI) continues to have more research presented and better information for teachers on how to present items to the student. Items suggested by Dr. Christine Roman include the following lightbox activities:

- Fill a Zip-lock freezer bag with clear hair gel then add several drops of food coloring (red is a good one to start with). The color, light and movement properties will attract the child's visual attention.
- Fill the bag with warm water and release transparent, colored beads into the water (start with red beads). The slightest touch will create movement without auditory competition.
- Select transparent objects that have rounded edges from a dollar store and use them in zip lock bags.
- A black grid and color pegs
- Add color to an APH Plexiglass Spinner
- Transparent containers used with transparent, colored objects on a black background

Facilitation of more kinds of communication is also a priority for this population. A child placed on the Resonance Board with tapping by the hand or using a drum stick will promote turn taking with a child. Giving choices to the child by using switches lets the child feel he/she is in control. A calendar box for transitions lets the child know what to expect. Gestures and cues on the body, for a child with total vision loss, also communicates what will be happening next.

These early intervention techniques have been used successfully with the children at Blind Children's Learning Center and can certainly be expanded to use with older children as well. Adaptations to adjust to the age can

easily be done individually for each child.

VOLUNTERS OF VACAVILLE
Program Director Rob Whal
PO Box 670
Vacaville, CA 95696

The Volunteers of Vacaville was founded in 1960. The program began as a joint effort between the California Department of Corrections California Medical Facility and the Lions International. Together these organizations make up the heart and soul of a program that has dedicated over 40 years of service to the visually and physically impaired communities throughout the nation. They currently repair Perkins Braille Writers for numerous state schools, school districts, and individuals. In addition, over the years they have transcribed over 2,000 books onto cassette. They also transcribe the CTEVH Journal onto cassette.

Recently, they expanded their services to provide cleaning for the tape machines loaned out by the California State Library,

Their vision is to be acknowledged as a major contributor of valued products and services for the visually and physically impaired community, while being recognized as a model organization that provides a rewarding work environment and high skilled jobs for the inmate staff.

Cash on hand - January 1, 2002 \$250,229.46

RECEIPTS

Membership Dues 2001	25.00	
Membership Dues 2002	12,144.00	
Membership Dues 2003	12,785.00	
Membership Dues 2004	50.00	
Life Membership	2,400.00	
Conference 2002	78,391.83	
Conference 2003	10,990.00	
Interest	5,569.91	
Journal Advertising	1,100.00	
General Fund	350.00	
Donna Coffee Youth Scholarship	600.00	
Katie Sibert Memorial Fund	710.00	
		125,115.74
		375,345.20

DISBURSEMENTS

Audit, Taxes & Tax Preparation	1,535.00
Awards	26.92
Board of Directors	6,036.62
Historian	13.85
Membership	2,332.29
Miscellaneous	17.00
Office - BIA	2,146.84
Secretary	48.52
Treasurer	424.36
Site Finding	491.89
Specialists	219.81
Conference 2002	47,537.97
Conference 2003	7,284.71
Publications	17,076.45
CTEVH Journal	15,936.16
Krebs	1,140.29
Special Service Projects	10,215.45
BANA Dues	500.00
BANA Meetings	1,107.28
Donna Coffee Youth Scholar.	1,085.12
JAC	460.50

LIDAC	500.00	
Transcriber Support	3,379.05	
Vacaville	1000.00	
		95,407.68
Cash on hand - December 31, 2002		\$279,937.52

CASH RECONCILIATION:

Checking	15,514.88
Savings	123,349.46
	138,864.34

RESERVE ACCOUNTS:

Donna Coffee Youth Scholarship	4,962.89
Katie Sibert Scholarship	67,224.80
Life Membership	40,693.12
Transcriber Support	28,192.37
	141,073.18

TOTAL CASH ACCOUNTS \$279,937.52

CTEVH 2002 Conference

Receipts 2001	2,800.00
Receipts 2002	78,391.83
Total	81,191.83

Disbursements	47,537.97
Total	47,537.97

Net Profit \$33,653.86

Susan Rothman, Treasurer

[

DON'T BE A PAIN IN THE PERKINS

By Norma Schecter

MAILING FREE MATTER FOR THE BLIND

Have you ever had an unsuccessful argument with a clerk at a Post Office window who insisted you could not insure a FREE MATTER package, "You could send it as FREE MATTER or you can insure it, but you can't do both!" the young lady averred firmly.

Well, by calling the National Postal Information Line - 1-800-275-8777 - I asked for and promptly received, *Document No. E040: Free Matter for the Blind and Other Handicapped Persons*, and its last sub-section 4.2 read as follows:

Special Services 4.2 Insurance is the only special service that can be added to mail sent under this standard. The fee for insurance must be paid by the sender.

Keep a copy of this page to take with you the next time you need to insure FREE MATTER.

* * * * *

Not so happy to read about is sub-section 2.3 Letters from Sighted, which states:

Letters from Sighted 2.3 Letters prepared in any form by sighted individuals, to be sent to a blind or other handicapped person, or empty shipping materials for mailing matter described in this section, may not be sent free and must bear the full applicable

postage.

A few years ago I sent a test-letter in both print and braille. At that time the 2-page print letter cost about 20¢ in print but over \$3.00 in braille! No sighted person goes to the trouble to write letters in braille for his own pleasure; he does so to make life easier for his blind friends! And what about communicating with friends who are both deaf and blind. My only deaf-blind friend referred to braille as her "only window to the world."

Maybe they could re-think that policy in time for Louis Braille's 200th birthday, in January 2009!

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BRAILLE FORMATS

By the BANA Formats Technical Committee

Following are some clarifications and suggestions for Braille Formats from the BANA Technical Formats Committee.

Rule 1, sec. 4: Use uncontracted braille not only in spelling instruction, but also in plurals and tenses subject matter.

Rule 1, sec. 8: An agency may specify page size for K-3 materials. CSMT and other agencies are now using standard size paper for grade 1 (11 by 11-1/2)

Rule 2, sec. 1c: A preliminary volume may contain text which is not listed in the print contents. These pages start with braille page 1.

Rule 2, sec. 7c(7) Contents in index format are to be divided into volumes as well. See example 7.

Rule 3, sec. 2: Color symbols - use the color symbol, spaced, preceding

word(s), phrases, paragraphs and the TN symbol, spaced, to close the color.

Rule 5, sec. 2b: When the \$ sign or the British pound sign stand alone, with a word, abbreviation, or double dash, precede that symbol with dot 4.

Rule 5, sec. 2e: Ampersand and crosshatch - follow EBAE rules since it has rules for their use and formats doesn't.

Rule 6, sec. 1b: For punctuation standing alone, it is recommended using words instead.

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Braille Formats (con't)

Rule 6, sec. 1e: When the slash comes at the end of a braille line, use a hyphen after it.

Rule 6, sec. 2 and Rule 13: There is no blank line between a closing box line and numbered/lettered exercises.

Rule 8, sec. 4b: This section does not apply to math. The table in question must be a full print page and sequentially numbered.

Rule 10, sec. 1c(6)(b): The end of poetry line symbol is 345 - ar - as shown in EBAE.

Rule 11, sec. d(3): Notes identified by line number: Omit the line number and use the braille reference indicator (2356, 2356) both in the text and for the note regardless of the print reference indicator.

Rule 12: the same reference indicator must not be used for two or more different print indicators in the same volume, book, etc.

Rule 13, sec. 8f: For grades K-3, retain repetitive words such as Yes, No; True, False,

Recommendation: Include charts and tables brailled as in print even if only headings are used.

Rule 17, sec 2: In illustration captions, include source and all other information in print.

Do not include pictures that have no caption, but might include "copyright by John Doe".

Rule 18, sec. 3d: Add (4) The compound hyphen (25, 25) is used to indicate the hyphen in a hyphenated compound word, both in the second writing, as in Rule 19, sec.4c(2)(b), and also in the pronunciation. Put this on the Special Symbols page. Example word: mother-in-law.

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Braille Formats (con't)

Rule 18, sec. 3f: Ligatured letters are shown in different print forms.

Use the ligature symbol (236) for all forms.

Also note the following:

sec. 3e(2)(a) and (b): Diacritic marking of a single letter and

sec. 3e(3): Diacritic marking of two letters and

sec. 3e(4): Diacritic marking of ligatured letters.

Clarifications: and recommendations:

It is permissible to include only print headings for tables, charts that are otherwise blank in grade 4 and up. A TN is required either at the point of reference or on the TN page. If instructions precede such a table/chart, they are not 5/5 instructions, but simple directions.

Contents:

When a book has ONLY unit contents at the beginning of a book and then expanded contents for each unit at the beginning of that unit, use the print page numbers for the expanded contents.

Centered and cell 5 headings WITHIN contents do not observe the 6cell end of line space, but the page number space must be observed.

On the second and succeeding pages of a contents, there is a blank line

between the running head and centered/cell 5 headings.

Headings:

When there is a centered heading followed by a TN which applies to the following text, leave a blank line between the heading and the TN

If the TN applies to the heading, leave the blank line between the TN and the text.

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LETTERS TO THE EDITOR:

Where O Where have all the Transcribing Groups gone???? Do you know a new transcriber who needs to be guided after finishing the literary course?

With all the whiz-bang technology in the Land of Computers, Etc., where is a new transcriber going to get the help/education to further the skills needed to keep up with the requests for braille transcribing? One of the avenues open to the new transcriber is the CTEVH Journal. Let's all cooperate and produce articles about transcribing problems and where to find technical information. Our specialists do a great job of furnishing quarterly articles but they need to know what your questions and problems are - no matter how simple or trivial they may seem to be! Probably it is assumed that there is "nothing new" to report - but what about the NEW transcriber who has not yet been faced with what the "old-timers" have already learned? Textbook - math - music - etc.

Recall your beginning transcriptions - send question/answer problems to that particular specialist so that he/she can elaborate and provide useful information to both the new transcriber as well as the seasoned transcriber. One suggestion might be a series of mini-course instructions in textbook - how to format a book, learn the rules for transcribing by using the new reference manuals, and so on. The demand is great for volunteers to fulfill requests for textbooks and the specialties like math and music and computer code. It's always fun to do literary books, but the need is elsewhere. So

support your local transcriber!

Although the industry introduces new technology for publishers to magically transcribe the printed word into braille, it takes an experienced brailist to “clean up the mess!” and reformat the book so that the braille reader can find the right information in the right place!

So put yourself in the shoes of a new transcriber and tell us about “learning the ropes” - nothing is too basic or too trivial at this point.
Julie Cormier

Helen Keller Quarter

Submitted by Keith Christian

The Associated Press State & Local Wire

Monday, October 07, 2002

Alabama state quarter to depict Helen Keller

BIRMINGHAM, Ala.

Alabama's new state quarter will feature an image of Helen Keller, the Tusculumbia native who overcame being blind and deaf to become known worldwide as an educator and writer.

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Letters (con't)

The Birmingham News reported Monday that the back of the coin will depict Keller seated, with a book on her lap. The quarter, which was being unveiled during a news conference in Birmingham, will include the slogan "Spirit of Courage."

Minting will begin in December, and the quarter will go into circulation in mid-March, said Mike White, a spokesman for the U.S. Mint. More than 600 million Alabama coins will be minted.

Governors select the featured images, and only deceased state heroes or heroines are eligible for consideration if a state wants to feature a person.

More than 450 drawings and suggestions were submitted for consideration by

Alabama schoolchildren, who were asked to follow the theme, "Education:
Link
to the Past, Gateway to the Future."

Born in 1880, Keller lost her sight and hearing to meningitis when she was 18 months old. Aided by her teacher Anne Sullivan, she learned to talk with her fingers and eventually graduated from Radcliffe College.

A human-rights activist, Keller traveled, lectured and wrote books before her death in 1968.

The Keller coin will be the 22nd quarter issued in the Mint's state quarters program, a 10-year initiative commemorating each of the 50 states.

“The Lady with the Smiley Voice”

Submitted by Elinor Savage
from *Chicken Soup for the Volunteer’s Soul*
Reprinted with permission from Diane Kelber

My mom, Rosie, began her first real volunteering in the late 1950s. With five rambunctious children being, well, children, she had to find a regular, temporary escape out of the house.

I was the youngest of those brats who helped chase her into becoming a volunteer. But it wasn’t with regrets as it shaped both of our lives for the next four decades.

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Letters (con't)

Since one of my mom’s favorite nieces was blind, she chose to sign up as one of the first volunteers at the national nonprofit organization known as Recording for the Blind & Dyslexic (RFB&D) at their Upland, California studio.

Immersing herself completely in her “work,” Rosie became Board Chair (five times), a leading fundraiser and their star volunteer recruiter.

Her passion was so contagious no one could turn her down.

When Rosie realized blind students needed to identify the textbooks on audiotape, she learned Braille and made tags to identify the tapes. She then founded the Pomona Valley Transcriber's Guild and taught Braille to sighted adults, vision-impaired children and local college students.

My mother had two passions: one for our family and the other for the visually-impaired. She was fiercely committed to all students having equal opportunity and flew to Sacramento, our state capitol, more than once to picket for the cause. In addition, she graduated from college a year before I did because as she said in words I can still hear, "Recording for the Blind prefers volunteers with college degrees, honey."

On one occasion, Rosie had the opportunity to meet a blind "borrower" of RFB&D's audio textbooks. As soon as she introduced herself to the young man, he exclaimed, "Oh I know you. You're the lady with the smiley voice!"

The last year of my mom's life was extremely painful and frustrating. Cancer had taken over inside and pain was something she couldn't understand or bend to. After 40 years of steady volunteering-including weekly trips to the recording studio-the RFB&D staff came to my mother's house to set up a home recording station since trips to nearby Upland were too much for her to endure.

On her "good" days, she would spend an average of fifteen minutes recording textbooks in her living room for the kids she wanted to make sure stayed in school. She actually became embarrassed that was all she could give. Finally too weak to record and riddled with pain, she spent her last days proofreading Braille lessons for the blind college students who had come to depend on her.

But before my mother died, she made us swear not to hold a funeral. If we did, she promised to haunt us.

Waiting until I got home from a trip to Sacramento and then eking out one more day of life so my brother, Richard could celebrate his birthday on June 3rd in peace every year, Rose Betty Kelber-a volunteer for most of her life-died on June 4, 1998. She was willful, vibrant, caring and always put others before herself.

Our family pulled together and got around the haunting threat by

holding a “Celebration of Life.” As my siblings, father and I numbly filed into the front row at Temple Beth Israel, as if orphaned children had taken over our middle-aged bodies, we were stunned to see more than 200 people filling the seats behind us. In a moment’s notice, the community had come to bid good-bye to my mom. We had no idea what her years of volunteering had meant to those who depended on her.

I’ll never forget the faces. They were bereft at the loss of one who had given so selflessly. The lady “with the smiley voice” who had inspired them and whipped them into shape would be heard no more.

As one of her dear friends said, “I’ve never known a more unselfish person than Rosie. Her remarkable energy and talent were given with the deepest kind of compassion for the welfare of others. Her life was a gift to all who knew her.” That was my mom.

I’ve now been on the staff at the Los Angeles Unit of RFB&D for over six years. Not a day goes by without hearing echoes of her voice: “Oh honey, it’s such a wonderful organization. You have to take the job!”

Now I see myself in a staff position with the heart and soul of a volunteer. It is my mom’s everlasting memory driving me to tell the world that each one of us has some special gift that can change a myriad of lives.

Diane Kelber

CTEVH BOARD NOMINEES FOR 2003

The Nominating Committee presents the following slate of members to the Board of Directors:

First Term:

Liz Barclay, Educator, Fremont

Bonnie Grimm, Transcriber, Los Angeles

Julia Moyer, Transcriber, Los Angeles

Second Term:

Donna Kobrin, Educator, Sonoma

Respectively submitted,

Anna Lee Braunstein
Chair, Nominating Committee

POSITION OPEN

Northwest Vista College
Full time Adjunct Faculty Position
Braille Textbook Transcriber Program

Northwest Vista College invites you to become a part of the fulltime faculty in a growing student-centered environment. We are looking for demonstrated expertise, an ability to relate to a diverse community, evidence of a student-centered philosophy, and the enthusiasm for motivating students through active learning.

The person hired for this position will teach braille transcribing classes and coordinate program development. If the program is successful, this temporary position will be converted to a fulltime, tenure track position.

Qualifications:

- * National Library Service Certification in Literary Braille
- * Bachelor's Degree
- * Experience with tactile graphics
- * Three years of experience transcribing braille
- * Willingness to teach on Saturdays

Please check the following website for a formal listing of this position, and submit an application to the Alamo Community College District as directed:

www.accd.edu <<http://www.accd.edu>>

Please also send cover letter and resume to:

Colleen Smith Arrey, M.Ed.
Director of Alternative Programs
Northwest Vista College
3535 North Ellison Drive
San Antonio, Texas 78251

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**

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CTEVH SPECIALISTS

BRAILLE:

Computer Assisted:
510-794-3800x237

JIM CARREON

500 Walnut, Fremont, CA 94536

Jcarreon@csb-cde.ca.gov

Music:

818-767-6554

RICHARD TAESCH

23500 The Old Road, 79, Newhall, CA 91321

taeschr@netcom.com

Literary:

714-536-9666

NORMA L. SCHECTER

8432 Northport Dr., Huntington Beach, CA 92646

Mathematics:

206-783-2692

JOYCE VAN TUYL

6535 Seaview Ave. NW309, Seattle, WA 98117-6051

wtbbl@pl.lib.wa.us

Pokadot:

360-574-6167

LEN DOZIER

4400 NW 151st Street, Vancouver, WA 98685

lend@braille-pokadot.com

Tactile Illustration:

415-892-2607

PEGGY SCHUETZ

200 Pacheco Ave., Novato, CA 94947

Textbook Format: JOYCE RABINOWITZ
818-789-3833 4720 Park Encino Lane # 219, Encino, CA 91436
jar braille@aol.com >

Language Consultant ED GODFREY
206-615-0420 Washington Talking Book & Braille Library
Ed@wtbbl.org

EDUCATORS:

Itinerant/Resource Room/ SHEILA M. BONITO
209-257-5372
Special Day Class: 217 REX Ave., Jackson, CA 95642
bonito@hotmail.com

Infant/ Preschool: RUTH ROSNER
4750 Poe Ave., Woodland Hills, CA 91364
ruthdavid@aol.com <

Handicapped/Multihandicapped/ KATHY GOODSPEED
714-573-8888
Severely Handicapped Blind Children's Learning Center
18542-B Vanderlip Ave., Santa Ana, CA 92705
kathy.goodspeed@blindkids.org

LARGE TYPE & ENLARGED DRAWING:

Joan Valencia
775-353-5948 4125 Snowshoe Lane, Reno, NV 89502
jvalencia@washoe.k12.nv.us

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California Transcribers and Educators of the Visually Impaired

Central office . 741 North Vermont Avenue . Los Angeles, CA 900029-3594

Executive Board 2002

		Term	
<i>President:</i>	Carol Morrison	2001(2 nd)	11922 Kling St. #203,
	North Hollywood, CA 91607		
	e-mail: Dot5carol@aol.com		
<i>Vice-President:</i>	Paula Lightfoot	2004(2 nd)	743 Harper St.,
	Simi Valley, CA 93065		

PMBrownL@yahoo.com <i>Secretary:</i> Dr., Davis, CA 95616	Rhoda Bruett	2001(2 nd)	E-mail: 27411 Oakside
hrbruett@jps.net <i>Treasurer:</i> Westlake Village, CA 91361	Susan Rothman	2005(2 nd)	e-mail: 2752 Lakeridge Lane,
rothfam@ix.netcom.com <i>Members-at-Large</i> Ave., Fremont CA 94536	Stuart Wittenstein	2005(1 st)	e-mail: 500 Walnut
cde.ca.gov El Dorado Hills, CA 95762	Jeanne Brown	2004(1 st)	E-mail: swittenstein@csb- 2127 Moonstone Circle,
brown.harry@attbi.com			e-mail:

Board of Directors

Petaluma, CA 94952	Donna Kobrin	2003(1 st)	10 Liberty Lane, e-mail:
dkobrin@scoe.org 95501	Al Lopez	2003(2 nd)	3402 Park St., Eureka, CA e-mail:
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