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Spring 2005

Volume XLVIII, No. 1

WHAT'S INSIDE:

Call for Papers, Conference 2006

You Are The Future

Large Print for the Mainstreamed
Visually Impaired Student

For Those We Miss

Transcriber's Notes

JOURNAL

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

Message from the Editor

I want to give special thanks to all of the contributors to this issue of the *CTEVH Journal*. A very special thanks to Dr. Phil Hatlen, our 2005 Distinguished Member recipient, for his inspiring words, as well as, Dr. Kathleen Huebner, *The San Francisco Chronicle*, *The San Diego Union-Tribune* and The American Foundation for the Blind for the reproduction of articles found in their publications honoring those we have recently lost.

THE CTEVH JOURNAL

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CTEVH JOURNAL

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PRESIDENT'S MESSAGE

It's time to start thinking about the end of the school year. Time does fly by!! The 2005 conference is history. What is your favorite thing about conference? I always enjoy seeing the exhibits and the people I have gotten to know over the years.

Thank you to Steve Goodman and his committee for all their hard work.

Jane Vogel & John Zamora are busy preparing for the 2006 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.

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

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 annual conference materials.

CTEVH MEMBERSHIP DUES

Annual Dues \$25 Renewal New Member
Life Membership \$300 Foreign Membership \$35 Institutional Membership \$100

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**.

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Return application and payment to:

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Los Angeles, CA 90029-3594
323-666-2211 (*messages only*)

GIFTS AND TRIBUTES

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Contributions to the CTEVH Gifts and Tributes Fund

will be used to improve services to persons who are visually
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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**

NEWS OF GROUPS AND ANNOUNCEMENTS

Oakmont Visual Aids Workshop

Oakmont Visual Aids Workshop provides handmade tactile aids free of charge to all educators of the visually impaired. They have now created a website to reach out to educators of the visually and mentally impaired throughout the world.

Visit their new website at:
www.teachersaidsforblindchildren.org

Sacramento Braille Transcribers, Inc.

Have a NEW email address.
sbt@speakeasy.net

The Transcribing Mariners

Transcribing Mariners have a new certified transcriber by the name of Mae Chinn. Mae is starting her first textbook now and is loving every minute of brailleing!

The physical location of Transcribing Mariners has changed they are now at:

10675 Harris Road
Auburn, CA 95603
office phone is (530) 823-2209
fax number is (530) 823-6063

The group's home base is still San Rafael, CA and the officers remain the same. They will be looking for volunteers soon to help with binding the books, new transcribing hopefuls, computer people, etc.

Contra Costa Braille Transcribers

A Grand Project Completed

Contra Cost Braille Transcribers have finished transcribing the 2003, Fourth Edition of the Oxford French Dictionary. This was accomplished in only 6 months because of the cooperation of the publishers who provided publisher files, Susan Christensen who manipulated those files into nearly perfect braille, and members and non-members of CCBT who proofread all 6118+ braille pages. Our many thanks to those who took on that work.

Although this project was at the request of one French teacher, anyone can now benefit from it. The book is available from Transcribing Mariners, PO Box 4232, San Rafael, CA 94913. Please note: The book was edited to include only the actual French-English—English-French definitions, omitting the sections on verbs, sentence structure, etc.

Fifty Volumes, over 6000 braille pages.

Ventura County Braille Transcribers Association

AuraLee Stogsdill and Katrina Otsby both received their literary certification. VCBTA is currently sponsoring two on-going literary braille classes.

Their website is:
www.venturacountybraille.com

San Fernando County Braille Transcribers

Interesting Transcriptions:

Chasing Vermeer
by Blue Balliett
copyright 2004, in 2 volumes.

The Lizard Woman
by Frank Waters
copyright 1995, in 2 volumes

*The Raymond Chandler Papers: selected letters
and non fiction, 1909-1059*
by Raymond Chandler
copyright 2000, in 3 volumes

Squire (Protector of the Small)
by Tamora Pierce
copyright 2001, in 5 volumes

The City of Ember
by Jeanne DuPrau
copyright 2002, in 2 volumes

The Plains Indians
by Paul H. Carlson
copyright 1999, in 6 volumes

Alia's Mission: Saving the Books of Iraq
By Mark Alan Stamaty
copyright 2004, in 1 volume

Tsunami's
by Samantha Boner
copyright 2002, in 1 volume

*Made You Look: How Advertising Works and
Why You Should Know*
by Sheri Graydon
copyright 2003, in 2 volumes

Dragonology:
The Complete Book of Dragons
by Dr. Ernest Drake
copyright 2003, in 1 volume

For more information please contact Uni-
versal Media Services at (323) 663-1111
extension 1342 (formerly Braille Institute
Press Department)

CONGRATULATIONS KATIE SIBERT SCHOLARSHIP WINNERS!

The following educators and transcribers
were scholarship winners this year. They
were presented with a check and certificate
at the Friday general meeting and lun-
cheon. The money was used for transcrib-
ing programs and conference expenses.

Keith Christian, Teacher, Anaheim
Rosalind Rue, Teacher, Placentia-Yorba
Linda Cheryl Hewlett, Transcriber, Grass
Valley Elizabeth Perea, Teacher, Whittier
Judi Biller, Transcriber, Oceanside
Kathryn Swanson, Transcriber, Lemoore
Melisa Liao, Transcriber, Los Angeles,
Kelly Cokely, Transcriber, Orange

CONFERENCE 2006

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, students, 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) _____

FOR THOSE WE MISS

Dr. Barbara MacNeil

Reprinted with permission from the *San Diego Union-Tribune*

Barbara MacNeil, her zeal as teacher inspired many others

By Jack Williams
UNION-TRIBUNE STAFF WRITER

January 17, 2005

To meet the needs of special-education students, Barbara MacNeil refused to put limits on her time, her talents or her tenacity.

Long workdays were the norm owing to her growing responsibilities as a special-education administrator for the San Diego Unified School District and her roles on local, state and national advisory boards.

“Wherever she went, she recruited teachers or aides, anybody bright and unsure of what they wanted to do with their lives,” said MarySue Glynn, director of special education for city schools. “She tried to talk them into being special educators.”

Yet, for all her time-consuming projects, Dr. MacNeil rarely failed to engage her lighter side. On holidays, birthdays and special occasions, she would compose lyrics to the melodies of popular tunes and sing them with characteristic panache as a gift to her colleagues.

For her retirement party planned for the end of this school year in June, Dr. MacNeil had composed a tune patterned after the Cyndi Lauper hit “Time After Time.”

Instead, it will be sung or read by others during a celebration of life for Dr. MacNeil scheduled for 1 p.m. Jan. 29 at Francis Parker School.

Dr. MacNeil, who had undergone surgery Dec. 3 for congestive heart failure, died Jan. 9 at Scripps Green Hospital. She was 59.

“Although she had a heart problem, nothing slowed her down – at work or at play,” Glynn said. “Everything she did, she did hard.”

Before being diagnosed in recent years with congestive heart failure, Dr. MacNeil twice overcame cancer – non-Hodgkins lymphoma in her 20s and throat cancer in her late 40s, Glynn said.

“When you first met Barbara, you could be intimidated by her passion, her verbal skills and her commitment,” Glynn said, “but if you needed anything on a personal level, she would be right there. She nurtured her friends and was the first one to come to your side.”

Dr. MacNeil’s three decades with city schools began in the special-education classroom as a student teacher in 1974. It was apparent from her job interview that city schools had a gem in the making.

“Intelligent, poised, realistic, energetic – overall rating superior,” wrote the administrator who interviewed her.

In 1981, Dr. MacNeil joined the administrative ranks, gradually expanding her role in a field in which she would receive national recognition.

She reviewed program grants for the federal government, edited and wrote for *American Annals of the Deaf* and developed strategies for the national Conference of Education Administrators of Schools and Programs for the Deaf.

On the state level, she was co-chairwoman of the California Deaf and Hard-of-Hearing Education Advisory Task Force. In 1999, the 16-member group published a report recommending that county offices of education should take the lead in coordinating statewide standards for such students.

As one who had overcome her own hearing impairment, partially through her lip-reading skills, Dr. MacNeil's compassion for special-education students ran deep.

Her experience as a student, however, was in mainstream classrooms.

Born Barbara Lamb in San Diego, she excelled academically and took music lessons as a youth.

After graduating 19th in her 800-student Crawford High School class, she earned a bachelor's degree in English and a master's in speech pathology and audiology at San Diego State University.

In 1986, she added a doctorate in education at the University of Southern California, with an emphasis on curriculum and instruction.

At city schools, her work ethic became legend, and she expected staff members to keep up.

"I never worked harder in my life, but I've never been prouder to work for somebody," said Stephen Sanders, a program diagnostic-resource teacher. "She was able to instill in all of us what was best for the kids, no matter what it took."

Within the last year, Dr. MacNeil had been involved in creating a pilot course in Braille for high schools, a preschool program for the visually impaired and a low-vision clinic, Sanders said.

Through it all, she promoted a family atmosphere in her ranks, which included nearly 300 teachers and teachers' aides.

"We all felt we were part of a family," Sanders said. "Anyone can be replaced, but I don't think there'll be another one like Barbara."

Dr. Sally S. Mangold

Reprinted with permission from The American Foundation for the Blind press release archives honoring the 2003 Migel Medal Honorees

For more than 40 years, Dr. Mangold has dedicated her professional life to the field of blindness and is recognized nationally and internationally for her work. Through her extensive publications on braille instruction and teaching techniques, she has been a passionate proponent of braille literacy. Mangold has founded and continues to work with Exceptional Teaching Aids, Inc.—a company that publishes instructional materials for blind and visually impaired individuals of all ages, as well as for the population that serves them. Her highly regarded Mangold Developmental Program of Tactile Perception and Braille Letter Recognition—an instructional manual to assist teachers with beginning braille readers—has been published in eight languages. Her work in developing the SAL (Speech Assisted Learning) System—a portable, interactive computer-based braille learning station—has the potential to revolutionize the way blind and visually impaired children and adults learn braille. With SAL, many blind teens and adults are able to teach themselves braille. Mangold graduated from San Francisco State University (SFSU), and earned her Ph.D. in special education from the University of California Berkeley. She has been professor emerita at SFSU since 1995.

The following is reprinted with permission from The American Foundation for the Blind "HALL of FAME: Leaders and Legends of the Blindness Field".

Dr. Phil Hatlen recalls Sally Mangold

I received word on Saturday that Sally Mangold died. The full weight of this news is beginning to sink in, and I wanted to write a few words now. I met Sally (and her husband, Phil) in the Spring of 1955. The three of us were students at San Francisco State, all wanting to be teachers of blind children. Sally and Phil were both blind themselves. For 50 years we have maintained a close friendship that only the three of us fully understood. I would do anything for them, and they for me. We loved one another in a very special way. We had not only grown old together, we had shared a passion for our profession that was deep and nurturing.

A year ago I had the privilege of introducing Sally at the Migel Award ceremonies in San Francisco. Several times during this past year, Sally would call to give me news about the SAL, her very special project. Then, I was privileged (along with a lot of other people) to hear Sally keynote the APH conference last October. She and I had several conversations in Louisville, times that I now treasure more than anyone can imagine. When I heard that Sally was gravely ill, I called and talked to her. In her usual manner, she was upbeat and certain that her inclusion in a trial at the UCLA Medical Center would be the answer to her illness. And later I talked with Phil who was also upbeat about Sally's future.

And now she's gone. And I've lost another peer colleague. It's an entirely different feeling when a mentor dies—they represent an earlier generation, and one assumes he will outlive his mentors. Now it's time that I recognize that my generation of colleagues are dying, and that is a very sobering and sad thought. My friend Karen called to give me the

news of Sally's death. When we finished our conversation, Karen said "I love you, and if I never have a chance to say it again, I'm glad I could do it now". I'm glad I told Sally that I love her the last time I talked with her.

For many years, there was an office at San Francisco State University that housed Sally, Pete Wurzbarger, and me. Tonight I called Pete, who already knew about Sally's death. Pete, who is 80 years old, has his aches and pains, but he sounds strong and vital. I said "Pete, I love you" before I hung up, because maybe I won't get another chance to tell him.

Below are my words about Sally when she received the Migel Award from the American Foundation for the Blind.

FOR MY FRIEND, SALLY MANGOLD

From Phil Hatlen

(To the tune of Daisy, Daisy)

Sally, Sally, give me your answer, do
I'm half crazy, is it Grade 1 or 2?
It won't be a simple answer
But I know what you say will be true
Braille will prevail
It will not fail
And it's all because of you...

There are so many dimensions of Sally Mangold that I hardly know where to begin, what to stress, and what to leave out. I think, Sally, my friend, that I'll talk for a few minutes about three aspects of you.

I wonder if all of you know that Sally, her husband Phil, and I began in this profession at the same time. The three of us were among the first teachers of visually impaired children in local schools, we were a part of a tremendous evolution of services during the second half of the 20th century, and we

have remained close, loyal, and loving friends for many years.

Why does Sally deserve the Migel Medal? Well, first of all, she was one of the most successful, inspired teachers I have ever known. Throughout her years as a teacher in the Castro Valley Schools, Sally developed a reputation that resulted in visitors from all over the world coming to the programs that she and Phil had developed in Castro Valley. I remember talking to Sally at some point about summer school. She told me that she was going to teach living skills that summer. I asked her what she intended to teach. She said that she would be asking the parents of each child what skill in independent living they would like their child to learn, and that was what she would teach. Imagine that? Asking parents what they wanted their child to learn—educators never did that!! But Sally did, for she was always far ahead of others in her approaches to education.

Sally, the true master teacher of children, I salute you!!

Then there is Sally the Innovator. As a professor at SFSU, she was imaginative and creative in her approaches to providing future teachers with not only skills and knowledge, but with pride and passion. It was hard for any student in her university classes to resist the excitement Sally had for her profession, and to know that they owed it to Sally to share their skills with blind and visually impaired students. I'd venture to say that there is no one in the world who is better known for her knowledge and skill in teaching Braille than Sally. In the summer of 2002, I attended her session at a world-wide conference in Holland, and watched a roomful of mesmerized teachers from dozens of countries who knew they were in the presence of a giant.

That brings up something else about Sally the Innovator. I suggest to you that Sally is the most dynamic, inspirational, and knowledgeable speaker in our profession today. I have heard her give presentations several times in recent years, and I still find myself challenged, invigorated, and uplifted every time I hear her. Have any of you ever heard Sally give a dull and uninteresting speech? She is truly amazing!!

A teacher, a professor, a motivator, and what else? There is not a teacher in the U.S., and maybe not one in the world, that doesn't know about Educational Teaching Aids, the company that Sally and Phil co-founded many years ago, that continues to grow and flourish. Look at the catalog of this company, and count the number of products that Sally and Phil themselves invented or developed. I especially enjoyed Phil's publication entitled "The Pleasure of Eating"...

So, Sally, you are or have been a teacher, a professor, a motivator, and a business owner. But wait, there's one more Sally I want you to know, the Sally that I treasure the most—Sally the Friend.

As we grew up together in our profession, Sally, Phil, and I were never very far apart, either geographically or in our fondness for one another. Sally and Phil settled into a large, comfortable house in Castro Valley, the perfect house for quiet gatherings and noisy parties with friends. I spent many evenings with a few close friends at this home, eating, drinking, and enjoying good company. I also spent many wonderful times at noisy, crowded parties at the home of Sally and Phil. Both of them are musicians, and nothing pleased them more than to arrange a small pick-up band and spend an evening making music. The only thing they let me play was the gut-bucket, and Sally kept telling me not to play too loud!!

SFSU students looked forward to end-of-year parties with the Mangolds, and they were never disappointed! I looked forward to just being with them, where love and friendship enriched my life.

Sally, you are being honored tonight for your many significant accomplishments in your profession. You have brought the beautiful world of literacy to countless children, and your example as a teacher has brought joy and fulfillment to many, many blind and visually impaired persons. But I also honor you, my friend, for the joy and fulfillment you have added to my life. I treasure our friendship, and my life is so much richer for knowing you and Phil.

Nancy Akeson

Reprinted with permission from the *San Francisco Chronicle*

Nancy Akeson – helped blind children
By Michael Taylor, Chronicle Staff Writer

Wednesday, April 6, 2005

A memorial service will be held later this month for Nancy Nell Akeson, a pioneer counselor in the area of low vision and blindness in children.

Mrs. Akeson, who had lived in the Bay Area since the late 1940s, died of pancreatic cancer Feb. 25 at the Coming Home Hospice in San Francisco. She was 79.

Born and raised in Portland, Ore., Mrs. Akeson graduated from Willamette University in Salem, Ore. When she was a student there, her sociology class required that she work for a spell at a state institution. It turned out that positions at all the agencies except one — the Oregon State School for the Blind in Salem — had been taken.

“She went there quite reluctantly,” her husband, Merle Akeson, said the other day. In fact, it was at the school for the blind that she met Merle, who was running the boys dormitory in exchange for room and board.

Mrs. Akeson worked with Walter Dry, the superintendent of the school, who trained her in educating the blind by having her take the children out of the school and into the community. “The kids taught me everything about blind children,” she said later.

By 1949, the couple had married and moved to the Bay Area while Merle Akeson pursued an advanced degree in international development at Stanford University’s school of education. Mrs. Akeson became a founding counselor for the Blind Babies Foundation in San Francisco, her son-in-law, Jonathan Steiner, wrote in an e-mail. The foundation was founded in 1949 “in response to an epidemic of blindness among premature infants,” according to the foundation’s Web site, www.blindbabies.org.

At the foundation, Mrs. Akeson helped pioneer the practice of “providing home services to families of infants and preschoolers and setting a standard of home visiting best practices,” Steiner said.

Mrs. Akeson received numerous awards from blind-oriented and other service organizations for her work.

Her tenure at the foundation was occasionally interrupted when she went overseas with her husband for his job building schools and training teachers. The family lived in Pakistan, Liberia, Cambodia and Afghanistan, and Mrs. Akeson learned how to speak French, Cambodian, Farsi and Urdu.

The family suggests contributions to the Nancy Akeson Fund, Blind Babies Foundation, 5016 Mission St., San Francisco, CA 94112.

Alan Koenig

Reprinted with permission.

Some Thoughts from Dr. Kathleen Mary Huebner, as read at Alan Koenig's Memorial Service at St. Mary's Church in Mount Carmel, Illinois.

For Alan's parents, family, colleagues and friends.

It was in the late 1970's when I met Alan for the first time. He was a resource room teacher in Kankakee, Illinois and I was a doctoral student at the University of Pittsburgh. My research took me to see some of the "more progressive" teachers of children who are blind and visually impaired in Florida, California, Wisconsin, and Illinois. I remember very clearly three of those teachers, and two of the three were Cay Holbrook and Alan Koenig. I have always thought it was a bit of magic that these two outstanding teachers came together and worked so closely in partnership for so many years. I only learned this morning, when Dr. Sam Ashcroft asked Cay, when she and Alan first met, that they met at a conference in Disney World, Florida. How fitting I thought, "They met in the Magic Kingdom!" They had a magical friendship and professional relationship. Magical in the sense that they found each other and produced materials and work that finds the way into so many lives of teachers and families of children with visual impairments.

But, back to my first meeting with Alan. It was winter, there was a lot of snow, and I got lost coming from DeKalb, Illinois to Kankakee, so of course I was late, but Alan was there. He had waited for me, long after his students were on their way home from school. He was in his resource room classroom. His classroom looked like what every classroom should look like. It was immaculate, colorful, tasteful, and looked like a wonderful place for children to be.

Alan was reserved, committed and dedicated to his students and the ideals of teaching children who are blind and visually impaired. He was a new teacher, and there was something very special about him. You could see his love of the field of blindness and the commitment to his students and profession were self-evident. There are some people in this world who have a permanent impression on you when you first meet them and Alan was among these for me. I can still remember what he wore, and for me he never aged.

Alan brought to our field more than we can imagine. His work directly affects children who are blind and visually impaired on a daily basis and throughout the world, and will continue to do so for decades. Parents of blind children have called since learning of his passing and have said, "You have no idea the impact he has had on my child's life". Several follow-up with the question, "I wonder if he had any idea?" Knowing Alan, he never gave it a thought. He was far too humble to even consider his international impact.

His and Cay's Learning Media Assessment has been used countless times, to not only assure appropriate media are used in children's learning, but it has been used in courts cases to be sure children are in the most appropriate learning situations and receiving needed services. Their publications will live long after all of us are gone as the strategies, skills, and ideals they represent are applied to children's lives throughout the world, from remote villages in Thailand to the most urban centers in Europe.

Alan was the model professional. His integrity and quiet demeanor were among his most powerful tools. When he spoke, we listened and we learned. We, his colleagues, are among the ones who admire him and emulate him. He has and will continue to teach us. He will be missed but most assuredly, not forgotten.

Kathleen Mary Huebner, Ph. D.
Professor and Associate Dean
Pennsylvania College of Optometry

WANTED

PERSONAL ANECDOTES ABOUT BERNARD M. KREBS (known as “Mr. Braille Himself”)

Who was:

- Chairman of the former National Braille Authority
- Librarian and braille teacher of the Jewish Guild for the Blind of New York City
- Founder of the National Braille Association
- Inventor of many practical items both connected and not connected with braille.
- Author of many important books about braille for both readers and transcribers. **

Your anecdotes are to be used as interesting footnotes to his Autobiography.

For instance, he modestly mentions his life membership in CTEVH. His membership was actually started by one transcriber who thought it would be fun for all of us to get a chance to thank him for the *Transcribers' Guide*, and especially its Problem Word list, which was available all over the state for about \$1.00 a piece.

Another time, when he came to spend a week in California doing a problem word list workshop, his host group proudly showed off their new shopping mall that had special traffic signals for

the blind, that said “CHEEP CHEEP’ for East-West street crossers, and “CUCKOO CUCKOO” for those crossing North-South. When proudly asked his opinion of this invention, he replied: “This machine hasn’t even had a chance to meet me formally, and already it’s trying to decide whether I’m cheap or cuckoo!”

Any anecdote will be warmly welcomed and will be acknowledged with your name, unless you specifically ask not to.

Please send to either

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Or Norma Schecter, 8432 Northport Dr.
Huntington Beach, CA 92646

The *Transcribes' Guide to English Braille* is still being requested by some teachers, who say its clear explanation of how braille works is still very valuable to their beginners who use the book and its Problem Word List in conjunction with whatever manual they are using.

There are plans to reissue the last edition of this book that Mr. Krebs himself edited. It will be called the *Transcribers' Guide to Classic English Braille*. An introduction will be added to explain that this was before the creations of BANA and the widespread use of computer-produced braille. Therefore the rules have been changed because of today’s method of production.

Those who need to know the most recent rules will be given an address to write directly to BANA for them.

Editorial Note: The book BRAILLE 2000 is not to be confused with the computer software program Braille2000 distributed by Computer Application Specialties Company.

BRAILLE 2000 ENHANCES LEARNING FOR THE VISUALLY IMPAIRED

Blossom Kerman, a Certified Brailist for nearly fifty years, has learned the hard way what it's like to be visually impaired. Kerman, an avid reader and expert puzzle solver, had surgery for a detached retina. Her recovery has been slow and her sight has been temporarily impaired. She now knows what it's like not to be able to read, watch television or do crossword puzzles.

Prior to surgery, Kerman taught Braille to visually impaired middle school and high school students. Kerman, frustrated with the teaching manuals, developed her own Braille book, Braille 2000, to enable visually impaired students to read Braille. This book presents a simple and concise approach to Braille. The students can easily grasp the language of Braille, incorporate it into their lives and gain a new sense of independence through reading. The earlier blind students learn to read Braille the more on track they will be with sighted students. With Braille 2000 blind students can have similar literacy rates to sighted students.

Kerman says, "Talking books serve a need for blind students, but they do not foster independence. I wanted to add another

dimension to reading for the visually impaired. I have done it with Braille 2000."

Kerman has written a simple book that has been missing from the educational arena for the visually impaired. Educators agree that visually impaired students need their own book that is a practical guide to learning Braille, not just some abstract teacher manual. Kerman says, "Each student now has their own book, that if studied and applied consistently, will foster independence and lead blind students into mainstream education."

Braille 2000 is special and unique. The visually impaired no longer have to be apart from their sighted counterparts. Braille 2000, based on the instruction manual for Braille transcribing, teaches reading, writing and spelling. The book comes with drill exercises to reinforce the learning.

Kerman, a dedicated and enthusiastic Brailist, has experienced great success using Braille 2000 with her students and now wants to disperse the book beyond the confines of her own classrooms. She wants to share this book with other visually impaired students and their teachers. If you are a teacher of the visually impaired who wants a simple and proven method to teach students Braille that will foster self-esteem, confidence and independence then Kerman wants you to have Braille 2000 FREE OF CHARGE, with only a small fee for postage.

Conference 2005

YOU ARE THE FUTURE

**Phil Hatlen, Superintendent
Texas School for the Blind and
Visually Impaired**

Introduction

You have no idea what it means to me to look out at this audience and realize that you are still my community, my neighbors, my colleagues, my friends. It's now been 15 years since I left the Bay Area, and I must tell you that when I come here, I do feel like a tourist, and that Austin, Texas, is my home. But friendships and relationships have nothing to do with geography, time or distance. So, here I am, standing before a room full of friends and loved ones, and I am so blessed by having every one of you in my life. Thank you for your unconditional friendship.

I was in the Bay Area two weeks ago, and I had a chance to visit at length with my oldest grandchild, 21-year-old Melissa, a beautiful young lady who is a senior at St. Mary's College. Melissa is very interested in social concerns, and wants to get her MA in some area of gender differences. I encouraged her to learn about many aspects of human service, that the most

rewarding dimension of life can be assisting others to explore their status in society and in their culture. Melissa then asked me why I do what I do. Now, I've never had a child or a grandchild ask me that question, and I was silent for a few seconds.

Then I said, "Melissa, I have a vision. I've been carrying this vision around with me for almost 50 years. It's what drives me—what makes me get up in the morning, what inspires me, what makes me passionate, why I am a life-long learner. And this is my vision: **I envision a day when equality and dignity for all blind and visually impaired persons is an accepted fact, not a conscious effort.**" Melissa sighed and sadly said, "Opa, this is never going to happen. There's too much hate in the world. People have too many reasons to perpetuate a caste society, because if they can't believe they're better than someone else, they believe they have nothing". And she wasn't done. Melissa went on to say something like this: "Opa, Jesus explained the ideal world in such a simple way. So many 'religious' people believe that being a Christian is really, really hard, requiring a life of sacrifice and temptation and condemnation of others in this world so their place in heaven can be assured. But that isn't what Jesus said. He said 'Love yourself,

love God, and love your neighbor'. What a simple recipe for life. And if we all lived it, then your vision would very quickly become a reality". How did a 21-year-old girl become so wise??

Here we are in San Francisco, a meeting of perhaps the most respected organization serving blind and visually impaired students in the country. And we are "Learning from the Past & Planning for the Future". I will never, ever give up my vision. I now realize that my job is to move the vision forward just a bit, but to know and accept the fact that I'm not going to live to see the day when it's realized. Susan B. Anthony didn't live to see the attainment of equal rights for women, but she certainly moved us forward. Martin Luther King, Jr., didn't live to see the day of equal rights for African-Americans. But consider what he did to move the vision forward!!

Learning from the Past

It warms my heart more than I can express to look out at this audience and see so many new, young faces. You are the future of a profession that I so passionately love. You are the future of the next generation of blind and visually impaired children who need you so desperately! Yet, I wonder how much you know about this profession you

have joined. Its history over the past 50 years is a magnificent testimony to leaders who had vision. To know and respect where we have come over the past half-century is to better realize what **you** can accomplish.

When I think of where we've been, and of where we're going, I tend to think of three generations. The first became apparent in the middle of the 20th century, and included such giants as Berthold Lowenfeld, Georgie Lee Abel, Josephine Taylor, and Natalie Barraga. Other giants that I'll talk about more later are people like Betty Brudno, Bob Dasteel, and thousands of moms and dads of RLF children. And what did this first generation confront?

This was our profession in 1955:

- ◆ There was no orientation and mobility profession
- ◆ Visually impaired children with additional disabilities were denied educational services
- ◆ Legal definitions of blindness and partial sight were used to determine educational services
- ◆ Legally blind children were all taught Braille; "partially sighted" children were taught print
- ◆ Educational programs for these two populations were entirely

separate—in the East Bay, partially sighted were served in Oakland, blind children in Berkeley

- ◆ Inclusive education for blind and visually impaired students was just beginning, but the fact that it was beginning meant that we were the pioneers in inclusive education

- ◆ Volunteer transcribers were what made inclusive education work—we had no technology other than the revolutionary Perkins Braille

- ◆ Schools for the blind were fighting to maintain their leadership in the education of blind and visually impaired students—a fight they were destined to lose

- ◆ No collaboration between schools for the blind and local school programs—in fact, there was competition, suspicion, and open hostility

- ◆ Preparation of teachers for blind and visually impaired children was available in only four universities

- ◆ the prevailing philosophy was that visually impaired children had the same needs as their sighted peers—no more, no less. The teacher for the visually impaired was a materials provider and an academic tutor for children integrated into regular classrooms. Blind children were described as being the same as seeing children, except that they couldn't see.

- ◆ the successfully integrated blind

child was considered well-served by her classroom teacher—the teacher for the visually impaired was a support service.

- ◆ optometrists were considered potentially dangerous because they were not trained to diagnose medical problems. All parents of children with visual impairments were referred to ophthalmologists.

- ◆ children were not provided with optical aids until they were in adolescence.

- ◆ it was believed that stimulation of low vision would lead to further vision loss.

- ◆ we were exclusively curriculum adapters, not curriculum developers.

- ◆ we did not teach social skills because we thought they would be learned by placing the child with a visual impairment in the presence of sighted children.

- ◆ we did not serve visually impaired children with additional disabilities.

If this description of our profession in the 1950s doesn't shock you, you must be on another planet!

Enter a generation of leaders:

Berthold Lowenfeld, the most prolific, prophetic writer about education of

blind children in the 20th century. A vocal champion for local school programs while functioning as a superintendent of a residential school

Georgie Lee Abel, who as a consultant in education for the American Foundation for the Blind, almost single-handedly developed local school programs at the outset of inclusion—then developed the most effective teacher preparation program in the country at San Francisco State

Josephine Taylor, who developed the model itinerant education program in New Jersey, then went to Washington and revolutionized teacher preparation in the country

Natalie Barraga, the only pioneer of this generation still alive, who provided the evidence that you don't harm low vision by using it, the result of which caused the demise of the use of the definition of legal blindness in delivering educational services.

I could go on, for there were surely other heroes within this generation. Their accomplishments are legendary, and whether you came into this profession last week or 20 years ago, you need to know the legacy that has been

left the Lowenfeld, Abel, Taylor, and Barraga.

This is the generation that brought us:

- ◆ the reality that vision cannot be harmed by using it. In fact, vision utilization can be increased by a carefully designed program of vision stimulation.
- ◆ the legal definition of blindness is of limited use when determining educational services.
- ◆ optometrists are among our most respected colleagues.
- ◆ optical aids can and should be introduced as soon as it is determined by a low vision specialist and the teacher that they will be of assistance.
- ◆ we have become a profession of curriculum developers.
- ◆ we know how to provide essential services to visually impaired children with additional disabilities.
- ◆ a new profession called “Orientation and Mobility” was born
- ◆ carefully planned educational programs in local public schools for blind and visually impaired children could be very successful if appropriate support services were available
- ◆ a chronic shortage of teachers could be partially solved by assisting a number of universities in developing teacher preparation programs

There were other accomplishments in our profession in the second half of the 20th century, and some day I may try to enumerate all of them. I think the most dramatic, child-centered accomplishments were services for low vision children, orientation and mobility instruction, and providing quality educational services for children with multiple disabilities.

I consider myself a part of the next generation. Those in the previous generation were my mentors, and I have come to deeply respect and admire the manner in which they advanced my “Vision”. I have a picture on my desk, showing Berthold Lowenfeld and me walking the Oregon coastline. I am in the foreground, Berthold in the distant background. That picture has a lot of symbolism for me, as I became one of many leaders of my generation, with the blessings of all those mentors of mine.

Who are or were my colleagues of this second generation of leaders? Some of you may disagree with me about where to place such wonderful leaders such as **Amanda Lueck, Sharon Sacks, Anne Corn, Sandy Lewis, Jane Erin, Carl Augusto**, and others. I place them in the third generation, primarily because almost all of these names were once

students of mine. Also, they’re all very young and have many years left in their careers.

I must admit that I get fuzzy regarding the contributions of the second and third generations. And so I’ll combine them, for I was more a colleague to Sharon, Anne, Sandy, and the others than a mentor. The causes we supported, the passions we shared were very similar. So, for the purposes of this presentation, I will combine the achievements of the second and third generations.

My generation includes **Roseanne Silberman, Dean Tuttle, Sally Mangold, Joy Efron, Dick Champion, Nancy Akeson, Fred Sinclair, and Pete Wurzbarger**. And lots of others. Now seems the time to say a few words about the ache in my heart. My generation is beginning to die. In far too short a time, I lost **Sally Mangold, Nancy Akeson, and Alan Koenig** from a diminishing list of dear friends. Who can ever forget the beauty of Sally’s smile, the support she always gave others and never seemed to need herself? But, more than anything, who can ever forget Sally sitting next to a visually impaired child and encouraging him in the most gentle, kind way, to do his best? And who,

among us, hasn't learned a lot more about living a full, beautiful life through the example that Sally and Phil gave us?

So, what did these two generations bring you and all blind and visually impaired children?

- ◆ perfected local school programs, and went beyond the definitions of resource room and itinerant services
- ◆ re-defined schools for the blind, and assisted them in becoming partners in a true continuum of service delivery
- ◆ defined and promoted the expanded core curriculum
- ◆ brought to teachers, parents, and students the National Agenda
- ◆ promoted the use of effective technology, both for children and for adults
- ◆ entered a brave new world of multiple ways to prepare teachers
- ◆ fought the "cookie-cutter" approach of inclusion zealots, and have been successful in promoting the best services for blind and visually impaired students
- ◆ recognized that some "sacred cows" needed to go away, such as a total commitment to contracted Braille
- ◆ acknowledged that sometimes curriculum adapted from that which

sighted students use was not appropriate, and we became developers of curriculum

Once more my Vision is moved forward. Mother Teresa once said "We can do no great things; only small things with great love". So, generations one, two, and three did small things with great love, and moved us closer to my Vision.

Most of you in this audience represent the fourth generation, and your mentors are Sharon, Amanda, Anne, etc. They, in each their own way, are providing you with the knowledge, the passion, and the determination that will bring my Vision to the next level. Because I know the character and integrity of persons attracted to this profession, I know you will do this with enormous personal and professional responsibility. Do I dare to share with you my dreams for your generation? Yes, I do, and here they are:

- ◆ further refine the use of educational placements so that all children receive services appropriate to their needs. We must not continue to sacrifice literacy for inclusion. Integrity, professional honesty, and ethics must always prevail over what may

seem politically correct

- ◆ consider ways in which teachers and parents can impact the unacceptably high rate of unemployment among blind persons, and acknowledge that education owns a part of the problem

- ◆ aggressively address the issues of services to blind children, ages 0-5, and of parent education and advocacy

- ◆ apply national best practices in education to every individual state. It is not acceptable that one state has high standards for instructional services, while a neighboring state has no standards.

- ◆ assure that every student be assessed, and receive instruction in all areas of the expanded core curriculum

- ◆ solve the chronic problem of teacher shortage. It is not acceptable to tell a parent that there is no teacher of the visually impaired, or no certified orientation and mobility specialist, available to meet the child's needs.

- ◆ bring the size of caseloads down to a reasonable level

- ◆ continue to illustrate to the rest of the educational world that we are the most creative, child-centered, passionate professionals in all the world.

You in the audience, in your first year of teaching, are you ready to pick up

the challenge of meeting my Vision? I happen to believe that you are, for this profession draws a unique, special group of people, and my observations over the years is that all of you are ready to receive the baton and move forward.

Before I conclude, I want to add two thoughts. The first has to do with a revelation I had right before the winter holidays this last December.

As I write these words, it's still two weeks before our Winter Holiday at TSBVI. And, although you'll be reading this after the holidays, I wanted to share some thoughts with you. Santa Claus is everywhere right now. And I think about this image and what he means, especially to children. That leads me to remember his original name—Santa Nicholas. I wonder why Nicholas is a saint. Then, my constantly wandering mind began to think about the "Saints" in my life. With apologies to those of you who believe that sainthood is reserved strictly to people whom organized religions give this honor, I'd like to share with you my saints (I'll make the distinction by not capitalizing the word).

My friend Tom is a saint. He began teaching visually impaired students in

Berkeley, California, in 1959. He retired around 1992. Tom is one of the most creative and dedicated professionals I have ever known. His skills in working with blind and visually impaired children are legendary, and he was often urged to return to school, get a doctoral degree and become a university professor. Even I, one of his close friends, pleaded with him to move into other endeavors in his professional life. But Tom would just smile and say, “No, I’m where I want to be, helping young blind children learn and grow.”

And so this very talented man stayed in the classroom, enriching the lives of many, many students, and, in turn, being enriched by them. I have so many memories of Tom with his students, and my life, too, has been deeply enriched by him. Tom is a saint.

Betty Brudno was a Braille transcriber when I first met her in 1957. I never knew what brought her to Braille, but she was a saint. She was among the leaders who founded the California Transcribers and Educators of the Visually Handicapped (CTEVH). She served as its first president from 1957 until 1959. Transcribers of Braille, large print, and audio recordings became an essential part of the success of early inclusion in California. They

agreed to almost impossible tasks with very unreasonable deadlines and always came through. In my memory, Betty was “CTEVH.” She was the heart and soul of Braille and large print transcribing. Betty was a saint.

Bob Dasteel was a saint. He owned a company called The American Thermoform Corporation. They built huge, industrial-sized vacuum-form machines, and they were highly successful. At one time in history, my teacher colleagues and I were trying desperately to develop a product that would produce short-run Braille. We needed two or three copies of a book, not 100 or 1,000. The American Printing House for the Blind couldn’t do short-run books. I remember putting three pages of lightweight paper in a Perkins Braille in order to produce three copies of the same material. If you’ve ever transcribed, you can imagine the results. Then saint Dasteel came along with the idea of making a small vacuum-form machine that would reproduce plastic copies of paper Braille. Most of you know the rest of the story—The Thermoform Machine revolutionized the production of Braille and tactile graphics. Well, Bob Dasteel didn’t stop with the invention. He exhibited at every conference I attended for many years. Bob was

always there in person, and gave freely of his time to anyone working with blind students. Bob was a saint.

Margaret was a saint. She was the parent of a child blinded by “retrolental fibroplasia” (now known as ROP). As soon as her son was diagnosed, she began reading anything she could find on blindness. She sought out experts in child development and education and asked the right questions. She refused to even entertain the thought that her son would be very different from any other child. She convinced her local district to begin an inclusive education program, and soon there were 16 blind students attending an elementary school, among them her son. Saint Margaret knew what she wanted, knew what her son needed, and in a quiet, persuasive, and informed manner, managed to convince others of her son’s educational strengths and needs. Margaret was a saint.

I have many, many more saints. I am surrounded by them at work. I am in the presence of one whenever I meet a parent. I am surrounded by them in this room. So, you see, Santa Nicholas, you have a lot of company in my life.

In recent years, both IDEA and ADA

have come under fire by those who may not support the concept of equality for people with disabilities.

Recently the attorney general of Texas sued the federal government, wanting to change some of the requirements of ADA. When asked why, he said that Texas cannot afford equal access for people with disabilities. Does this scare you? It terrifies me.

Recently, my Board President, two of my Board members, and I were having a casual conversation in my office. The President is a congenitally blind woman, in her early 50s, a graduate of the Texas School for the Blind and Visually Impaired. Without any warning, she burst into tears. We tried to calm and comfort her, and her sobbing slowly waned. Finally, she said, “I have lived my entire life thankful for the equality in society I have had, encouraged by continual increase in the dignity and equal opportunities provided to me, a blind woman, and very, very hopeful for the future. But in recent years I’ve become very frightened. I see those opportunities for equality being slowly, and almost stealthily, taken away. I see a society not as interested in equality among all people, and I’m so scared. We are living in very mean times”. I didn’t know how to answer, so I was silent, as were the others

present. To hear these words from a bright, cheerful, articulate person stopped us in our tracks. I'm sure we were all thinking of examples of the seeming meanness of our society today. Are we becoming a society that doesn't care for all of its people anymore?

I've been haunted by that encounter for months. I think of it every day. And I see examples of erosion of equality, cracks in our caring for others too often to ignore it. My friends, this transcends politics, this transcends liberalism and conservatism. What has made our country so great and so unique is that it has always wanted to move toward a society that offers equality for all its citizens. We, you and I, ought to be the strongest proponents for equality and opportunity for persons with visual impairment.

Do you sense this meanness? I do, and I see it coming at us in such innocent packages at "No Child Left Behind". I will not ask you the following question, but someone will, perhaps yourself, "Where was I when the rights and freedoms of blind and visually impaired persons were diminished or taken away?"

Many years ago, a dear friend of mine taught me that perhaps the most pro-

found messages we have in our society are in the words of songs. So I began to listen differently to songs I liked, and I discovered that he was right. I leave you today with the words of a song written by Bob Dylan:

May God bless and keep you always
May your wishes all come true
May you always do for others
and let others do for you.
May you build a ladder to the stars
and climb on every rung.

And may you stay forever young.

May you grow up to be righteous
May you grow up to be true
May you always know the truth
And see the light surrounding you
May you always be courageous
Stand upright and be strong.

And may you stay forever young.

May your hands always be busy
May your feet always be swift
May you have a strong foundation
When the winds of changes shift
May your heart always be joyful
May your song always be sung.

May you stay forever young.

End

Textbook Formats

Linda McGovern Textbook Format Committee

Braille Formats defines a transcriber's note (TN) as any wording not shown in the print text that is inserted by the transcriber in the braille edition. I am often confused as to what to say in a transcriber's note. Am I giving the reader enough information or too much? *Braille Formats*, in Rule 1 Section 7b, says to use vocabulary appropriate to the grade level, and to be as brief and concise as possible. But how brief and how concise? There is no hard and fast rule, but a good rule of thumb is to use word and sentence structure similar to that in the text, and to give just enough information so the reader knows what is in print.

Transcriber's notes are NOT used in kindergarten and first grade texts. A separate print page of explanation for the teacher should be inserted into the volume following the print title page. From here on we will be presuming texts for second grade and up.

There are many occasions when you will need to include a transcriber's note. Some of these may be on the Transcriber's Note Page and some within the braille text. See the

explanations below for further comments on each item listed. Some examples:

- ◆ Identifying special symbols to be explained in the text rather than on a Special Symbols page
- ◆ Omission of material from the braille edition
- ◆ Use of braille notation from another code
- ◆ Change of format from print, other than minor changes, explained below
- ◆ A description of a picture or illustration that is necessary to the understanding of the text.
- ◆ Continuation or resumption of text that is interrupted by at least one full page of non-text materials (charts, diagrams, tables, essays, etc.)

You do NOT need to include a transcriber's note when there are only minor changes in wording of instructions, or to note the omission of blank lines, boxes etc. that are to be filled in in print. Also, you do not need to use a TN to tell the reader of the use of italics for emphasis - underlined words,

boldface etc - when all they need to know is that a word is emphasized. HOWEVER, if the instruction or other text refers to underlined words for instance, and there are additional words in a sentence that are emphasized with italics, you would have to let the reader know what you are doing to show the underlined word. See below for some wording.

The transcriber's note symbol ⠠⠠⠠ (6, 3) appears unspaced at the beginning and end of transcriber's notes in the text, which are brailled in paragraph form beginning in cell 7 with runovers in cell 5. No blank lines are left before or after a TN unless required by another format, such as a centered heading. TNs may begin or end on any line of a braille page, and they may be placed on any page of the braille edition except on the title page. Transcriber note symbols are considered to be symbols of enclosure; therefore they must not be in contact with any whole-word lower-sign contraction.

Omission of material: When a special braille format or usage that requires explanation is used THROUGHOUT a braille volume, explain the usage on a Transcriber's Notes page in the preliminary pages of the volume. So, if you omit all the maps in a book, for example, you would note this on the Transcriber's Notes page and thus you would not need to put it on each page a map occurs.

REMEMBER - NOTES ON A TRANSCRIBER'S NOTES PAGE DO NOT USE THE TRANSCRIBER'S NOTE SYMBOL!

And also remember that notes on the Transcriber's Note page are brailled as standard 3-1 paragraphs, each note starting a new paragraph.

⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

BUT, if you omit a map here or there, then TN at the spot – *Map of Spain omitted* – in a 7-5 paragraph as described above with TN indicators.

⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠



Composing Transcriber's Notes takes care and thoughtfulness on the part of the transcriber. A good idea is to let the note sit a while after you compose it, then reread it to be sure it clearly explains what you intended to explain and gives all the necessary information and nothing more. If you get confused when reading your TN, I can guarantee you the student will too. TNs are for clarity, not confusion. Ask your proofreaders to tell you if they understand what you are saying and to offer suggestions you may not have thought of.

Hopefully this will help a little. As with everything else in braille, we do our best to give the blind reader as much information as the sighted student – to the best of our abilities.

National Braille Association, Inc.

NBA BRAILLE FORMATS COURSE

The National Braille Association is pleased to announce the introduction of the **NBA Braille Formats Course**. The course is designed to meet the needs of certified transcribers, teachers of the visually impaired, paraprofessional school employees who prepare braille materials, and producers of print to braille transcription. It is a self-study course which succinctly presents the standardized formats required for the transcription of educational materials as proposed in *Braille Formats: Principles of Print to Braille Transcription, 1997*. The cost of the course is \$75.00.

Two texts are required in addition to the **NBA Braille Formats Course**:

Braille Formats: Principles of Print to Braille Transcription, 1997

American Printing House for the Blind; Catalog #7-09652-00, \$30.00

Website: www.aph.org

Quick Reference Manual

National Braille Association, Inc., \$20.00 to NBA members; \$40.00 to all others

Upon successful completion of the **NBA Braille Formats Course** (including passage of the final test, available for \$125) the National Braille Association will award:

Certification in Braille Textbook Transcribing

Pokadot

Len Dozier CTEVH Pokadot Specialist

Free Braille Transcribing Software

New Download Combines Pokadot, BrlProof, and Others

Some BrlProof users have had difficulty in getting the BrlProof program to find the folder in which braille files produced by Pokadot are located. This problem has been alleviated by providing a new single file folder on the Pokadot web site listed below which includes subfolders which previously had to be downloaded separately. Since the structure of the subfolders is predetermined it permits more specific and more easily understood instructions for set up of the two programs. In addition the files used to prepare an emergency boot disk for Pokadot are also included in the combination download.

The top folder that combines all of these is now too large to record on a floppy disk but can easily be recorded on a CD or flash drive for transfer to another computer or user if desired. This CD is a good way for braille agencies to distribute both Pokadot and BrlProof to their volunteers.

A disadvantage of the single large folder is the longer time required for downloading. Two other downloads containing only Pokadot files will continue to be available on the web site, since the time to download either of these is a great deal shorter than the above combination download.

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.

Music in Education

Richard Taesch CTEVH Music Specialist

*Braille literacy and music
braille reading skills appear to
be increasing rapidly ...,
but where are the teachers?
Where are the advocates?*

With the exciting momentum in braille literacy, it is remarkable to think that just over a decade ago the Braille Literacy Bill, SB. 701, had actually been dropped due to "... a lack of support and interest." It was the combination of hearing those words at a meeting of braille transcribers, then later being told that a respected music program of notable stature did not approve of braille literacy for blind musicians, that my life's work in music teaching became dramatically altered.

Since that time much has changed, and due to the needs and vigilance of many blind and sighted supporters, history has taken a very different course. Or has it? Those who have been fortunate enough to acquire the help of good transcribers and advocates have succeeded in their pursuit of education, often achieving college diplomas as

competitive and literate musicians and teachers. Music degrees can also be considered very favorable in non-music positions such as computer programming. But we must keep in mind that a blind person who cannot "see" the language of their musical craft as a print reader does, has little hope of competing in the corporate world with a music background.

So what has really changed? Should any family of a blind musical child who is attending a school where competent resource and VI guidance should be advocating for them still be searching and begging for support from music specialists often located thousands of miles from their home? This specialist has lost count of the heart-breaking letters from confused and desperate parents of musical children looking for help – families who are entitled to informed guidance within their schools – not outside of them. As I said to myself in 1994 when beginning my "new" career, "something is very, very wrong with this picture."

Why then are VI and resource teachers

whose responsibilities may include advising blind children with musical propensities not better informed? It is so easy to blame them, and sadly, they are sometimes blamed for unexplainable defects that may show up in a child's IEP. But we must remember that – although it may come as a surprise to many – there exists no special procedure for pedagogical exposure to music braille and music education guidelines anywhere in the credentialing of VI teachers. How to properly expose a musical child to music braille literacy choices should be an education REQUIREMENT! If knowledge of other braille codes and formats is required, it would then seem that ignoring the music code for a child who is studying music within the school system could even be unlawful.

Who then is responsible? Here is a very deep-rooted deficit in our educational system and, as one study has pointed out, may have answers hidden behind such notable writings as "Why Johnny Can't Read."

So where do we turn? After all, it's much more fun when we have someone or something to point a finger at. It's just not that simple. Moreover, with very few exceptions, educators in the special education field are seriously

dedicated people, and always in search of solutions and better ways to support their students. If we as teachers are then simply unaware of critically important areas concerning the role of arts in education, then we must simply plead ignorance and look to make changes where we can.

So the proverbial "finger" then comes pointing right back to all of us! It's up to us – the transcribers and educators – to make the changes. Which now brings this music teacher to a more recent experience quite similar to one that began with "what's wrong with this picture?" just over eleven years ago.

In this experience, I have found some resolve, and perhaps a few answers to a very disturbing reaction on my part to a social gathering at a recent VI conference. This experience holds absolutely no criticism towards anyone – it is purely my own introspective reaction leading to a new way of understanding an old problem.

As each transcriber at the gathering took a turn at introducing him or herself, and explaining "what led them into this work," I became more and more introverted and less willing to share my own experience. I could not have been among a more

distinguished group of professionals. These were people who have dedicated their lives to literacy and making a difference in the lives of blind people. These were friends and colleagues that I respect more than I could express to them, and yet I felt uncomfortable and completely isolated from them. Why is that?

As I waited for my turn, I rehearsed a very removed and non-committed "why I am in braille" introduction. Sadly, they never heard my real reason. Among all of their own unselfish stories, mine just didn't seem to fit – or so I thought. That was a great mistake, as I now feel much different.

I stumbled around on an old story that seemed safe enough, but behind it all was my own soapbox realization of "Why Johnny Can't Read." Their stories ranged from how good it felt doing something for those who can't help themselves, to how cool it is to be able to work at home. These were the transcribers whose only mission – as it seemed to me – was to create the best product possible for their blind readers. My reason for being there was different, and I felt painfully out-of-place – my shortcoming, not theirs.

Essentially I am saying to all educators

and transcribers, stand up for your passion – your right to be wrong, and above all, do not ever be ashamed at being an advocate even at the risk of being seen as a trouble maker. My reason for beginning to study and pursue braille as an adjunct to a music career was not at all clear when I began. Was I to tell them that? All I knew was that I wanted to do something to spite my nagging mother-in-law, who saw everything that I did as frivolous and not producing enough income!

My reason was not clear until 15 years after the study had begun – a study that had no reason – that is, none that I was able to explain in an earthly fashion. My reason seemed to be a selfish one. I wanted to learn a special skill, and that in doing so, I might bring something unique, different, and revolutionary to my own field of music teaching.

I later realized that I was far more motivated by something that I'm sure many others have experienced. My first significant encounter with a blind person was that of a colleague who was then branch president of our Music Teachers' Association of California (MTAC). He had earned his doctorate in piano performance while attending

college along with our own late Braille Music Advisor for NLS, Sandy Kelly. When I learned what they as blind students had to endure to complete a music education, I was no less than outraged.

A crusade then began whether I knew it or not. It was strictly selfish -- I wanted to prove that music was important in all education, and that blind people should be able to go to school as music majors, and not only be given the choice of special schools for the blind. It should be a place where music was taught the same to everyone, but it would also be a place where music braille was spoken as a language just as bi-lingual opportunities are available for students of other cultures. The *Braille Music Division* was born as a concept at that time.

I have come to prefer working with blind students on a daily basis. Some of them have now become colleagues and paid staff. I have learned that they absolutely loath the image of "poor blind person," or "how good it is to do something good for someone who can't help themselves." I have come to respect them in ways I respect no one.

They are unique, musical, and view our world in ways that I often envy.

What they see is real, and not tainted by surface appearances. They give me reasons to know why I do this work. It is not because they "need" my services, but because they "**... know who they are, and that they are unique and special – not in spite of the fact that they are blind, but often because of it!**" (*MENVI News Journal, Issue 13, 2001*)

Attitudes must change, and support for music in education must become a part of every VI and resource teacher's priorities. It is not enough to say "music is a nice elective," or to accept eliminating it when budgets are cut. Budget or no budget, make it a part of your own advocacy on behalf of your students or your readers. Seek information on how to make yourself musically aware and ask yourself, "what will I do should I have a musical child in my resource room?" Do you know where to go for information and help, and are you willing to take just a little extra time for them? Or as in one well-known scenario, will you say something like, "*Well, braille music is much too complex, and not very practical for blind musicians?*"

It's up to you, whether educator or transcriber. Advocates like Bettye Krolick – who devoted her life to showing VI teachers that they did not have to

learn a new code to help blind children participate in music – deserve no less in return for their contributions than your full dedication to the real issue of literacy. Literacy is independence, and in a country whose legacy is so deeply rooted in its arts culture, no educator should remain unaware of its intrinsic value. Colleges appear to support so-called "low-incidence" training for educators, and yet resist placing music braille orientation and training for them in required curriculum. Why? Look no further for what's *wrong with that picture*.

Being blind is ok! It requires no more or no less advocacy and passion on the part of educators and transcribers as that for sighted people. Look again for your passion, and become advocates for yourselves and why you are here. You are NOT in a charitable field. You are here to provide for, and to educate both yourselves and your students. Be a rebel and support music for all children. Be selfish, enjoy your skills. And lastly, don't just provide the braille without ever meeting your readers.

Encourage communication with them, and be willing to tutor them when needed. You as transcribers are their primary lifeline.

So then, what is the message here?

- ◆ Don't just braille – get involved.
- ◆ Be willing to contribute short articles to your Journal or other periodicals like for the MENVI Network. You don't have to be a music person to contribute. Education is education. We are all a part of it, and have valuable experiences to share.
- ◆ Ask the question why most transcribers seldom have verbal contact with their readers.
- ◆ If offered, would you be willing to take a short orientation in the role of music, arts, and music braille in education?

Transcribers, you are a crucial interface and lifeline to your readers quest for academic independence. Don't give them kindness. Give them life itself!



The stir that was caused by one piano teacher's reluctance to support her blind student's desire to teach, continues to draw attention on the MENVI Network. Following is a fine article by a music educator directly in response to that issue.

Alan Daniels is a blind guitarist, and teaches other instruments as well. He is a member of the MENVI Network, and has prefaced his article with the endearing words:

"It is what I have to offer to people like me."

REFLECTIONS OF A BLIND EDUCATOR

by Alan Daniels

I am a person now more oriented toward music education for the blind as well as performance. As most educators will agree, teaching precludes the teacher to be eternally "the student." I am always learning new material, creating, performing, and teaching others. As an undergrad I was a music major, however, I was sighted and used sighted materials up until I was fourteen years old. This meant that I did not learn braille as a youth, and had to pick it up as teenager and also make

the transition from using print music to using braille music.

Yes, braille music can be learned later on in life, but compared to a student who learns braille when he or she starts reading as a child, there is a world of difference. If anything, the one thing that I have learned from the experience is perseverance. I started on the guitar as an instrument while I had some sight, so therefore, I had a knowledge of what print music looks like and how it is structured. This also can be an added advantage when teaching blind students.

For a time, I had little or no ability to use either print or braille music, therefore, I used the time to develop creativity and write songs, words, and music. I proceeded little by little to use braille for writing down words, chords, and for eventually some melodies. Music on the undergrad level taught me theory, and I evolved into reading braille music and analyzing works that I could make into arrangements for the guitar.

On the graduate level, I studied other instruments, developing those especially in the winds such as flute and clarinet. At all levels I was encouraged to use the keyboard, and found it to be an adequate workbench for any musical venture. By no means am I a virtuoso performer on an instrument,

but I do have a number of well-rounded skills to perform and to teach.

Quite similar to our friend in Indonesia, I too was advised from a teacher, "don't give up your day job!" Yes, this may be a disheartening thing to hear, but perhaps it can encourage the most valuable characteristic of

P-E-R-S-E-V-E-R-A-N-C-E

(Reprinted with permission - *MENVI News Journal, Issue 20*).

Note: Alan Daniels resides and teaches in Branford, Connecticut. He can be contacted at 203-488-7348.

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Carol Tavis, Elementary School Music/Special Learners (626-339-6979) <Carolmus@aol.com>

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 Schechter

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.

Nemeth Code

Mary Denault CTEVH Mathematics Specialist

DIRECTIONS AND EXPLANATORY MATERIAL IN EXERCISES

Examples for exercise directions and explanatory material are below. For more information refer to *The Nemeth Braille Code for Mathematics and Science Notation 1972 Revision*, Section 191.

Directions:

- ◆ Directions begin in cell 5, runovers in cell 3.
- ◆ A blank line is required above directions unless they follow a page separation line or begin a new page.
- ◆ If there is a running head, a blank line is left between the running head and the beginning of directions.
- ◆ The last line of instructions and the first line of the related problems must be on the same page.

Explanatory Text:

- ◆ Explanatory material begins in cell 3, with runovers in cell 1. When directions follow, a blank line must be left before directions.

Itemized Material:

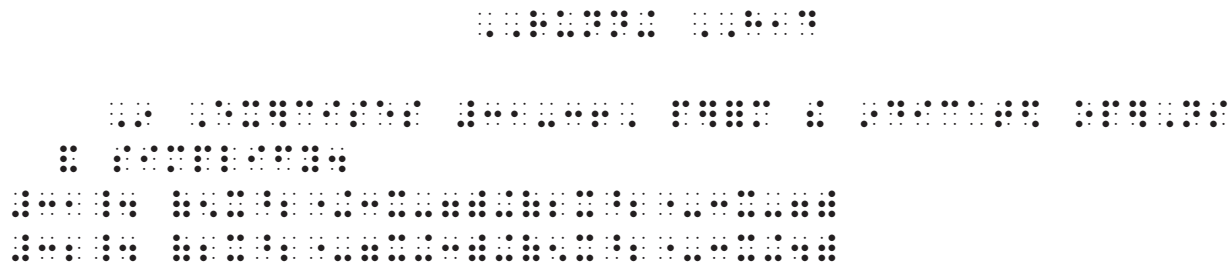
- ◆ Itemized material without subdivisions begins in cell 1 with runovers in cell 3.

In Exercises 31-36, perform the indicated operations and simplify.

31. $(5x^2+3x-7)+(2x^2-3x-7)$

32. $(2x^2-7x+3)+(5x^2-3x+4)$

The example below shows directions following a running head. A blank line is required before directions that follow a running head.

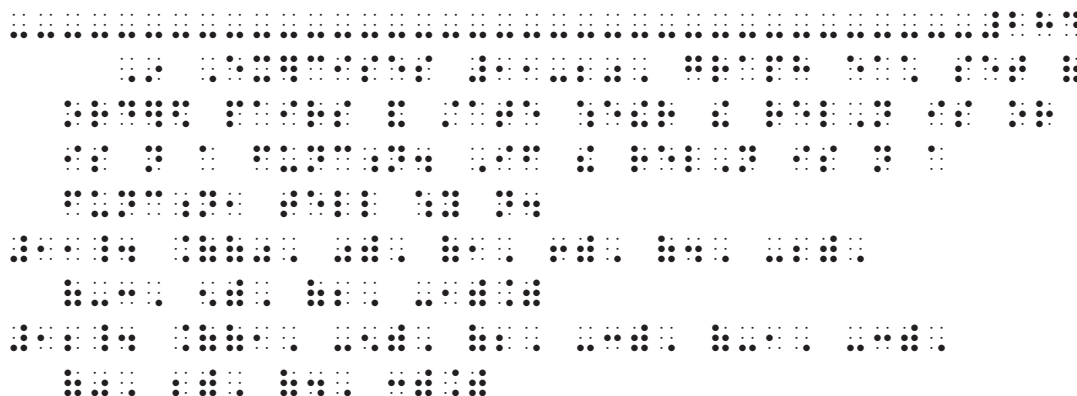


In Exercises 11-20, graph each set of ordered pairs and state whether the relation is or is not a function. If the relation is not a function, tell why not.

11. $\{(0, 0), (1, 6), (4, -2), (-3, 5) (2, -1)\}$

12. $\{(1, -5), (2, -3), (-1, -3), (0, 2), (4, 3)\}$

The example below shows a new print page indicator within a page. Directions following a new print page do not require a blank line before directions.



Large Print

Joan Hudson-Miller CTEVH Large Print Specialist

LARGE PRINT for Mainstreamed Visually Impaired Students Part I

Large Print books are just one alternative media that should be available to visually impaired students. In an educational setting a large print book is a learning tool, which can help visually impaired students access literacy. It is not meant to be used by all students, at all times, for all occasions, or for the same duration throughout the life of any visually impaired individual. When this alternative media is appropriate, either alone or in conjunction with another one, it is essential that the highest quality large print is provided to the visually impaired and learning disabled individual no matter what their age and educational level.

Determining factors for Large Print books for use by mainstreamed VI students

The following should always be considered when choosing a large print book for a mainstreamed VI student. Taking these factors into consideration determines the type size, book size, format and binding that will work best for your student and provides a large print book that the VI student can and will use.

1) Maintenance of integrity, content, pagination and format of every page in the original text: For VI students in regular classrooms, it is a necessity that they have a book as much like the regular text as possible, especially with regard to the pagination and individual page format. This means that when the teacher asks all the students to turn to page 6 and read the caption under the graph in the upper right hand corner of the page, the VI student will be able to look at the exact same configuration of text and illustrations on the same page as the other students.

2) Grade level and individual visual requirements for type size: Just because a book is called large print does not mean that it is appropriate for every VI student in every situation. Ideally each book should have type size that matches each individual student's needs; but if that is not possible the following guidelines can be used:

Grades 1-6: Minimum 20 point type size. (For beginner readers and elementary level students bigger is definitely better, whether they are using the large print book alone or in combination with other aids, i.e. optical, audio, or braille.

Grades 7-8: A minimum 18 point type size is the accepted standard; however 20 point is even better if the overall book size can be kept to not more than 10" by 12". 20 point type size is especially important for math texts to allow for adequate enlargement of fractions and exponents.

Grades 9-12 & post-secondary: A minimum 18 point type size is preferred; however some upper grade textbooks can only be enlarged to 16 point because of the extremely small point size and extra large page size of the original text.

3) Format, binding, and book size. How is the book going to be used and by whom? Always take these factors into consideration when choosing a large print book:

- ◆ The age and physical condition of the student.
- ◆ The environmental setting (classroom or home) and type and wattage of lighting.
- ◆ How the book will be used, either on a reading board or stand, desk, or table.
- ◆ Will the student require the assistance of an aide to hold and/or turn the pages.
- ◆ Will the student have to carry the large print book(s) in a backpack.

A Final Note: Large Print offers more than just larger print

When we discuss large print for the visually impaired, we must remember that beyond the obvious enlargement of text, this alternative format offers many other benefits for the VI student, as well as the learning disabled, ESL and all struggling readers. Large print helps reduce anxiety and is soothing to impatient, easily distracted youth because:

- ◆ BIG TYPE looks easier.
- ◆ Fewer words on a page lead to a greater feeling of accomplishment.
- ◆ Extra spacing and wide margins provide a non-threatening environment on each page.

As can be seen there are many factors to consider once the decision is made that large print is the appropriate media for a particular student. And the “one size fits all” concept must always be challenged, if we are to provide our visually impaired students with large print books they can and will use.

Submitted by: Joan Hudson-Miller
 CTEVH Large Print Specialist
 LRS (Library Reproduction Service)
 800-255-5002 x 101
 lrsjhm@aol.com

Watch for Part II: LARGE PRINT for mainstreamed Visually Impaired Students – LARGE PRINT STANDARDS in the next issue of the *CTEVH Journal*.

**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

Education

Sheila Bonito CTEVH Education Specialist

Another CTEVH conference has left me with many more ideas on ways to teach my students as well as connecting me with many more wonderful people! Not only did I have the opportunity to facilitate the yearly Itinerant Roundtable with a wonderful panel of colleagues and all of the energetic participants (itinerants HAVE to be energetic – we are always getting in and out of our cars, our school sites, our students' homes) but I also was able to listen to my mentors as well as young, bright new professionals in our field. We all had the time to reflect on all that we have been given and taught by those in our profession who have passed away in recent months.

Some of the many ideas I brought home with me:

- ◆ A quote I found compelling: “Be an advocate of children, rather than an employee of a school district.”
- ◆ We are encouraged to embrace the ‘expert role’ many of us are placed in due to the fact we are the only ones who know about students with visual impairments in the schools. We can best serve the child by finding the child as early as possible, supporting

the child and the parents as fully as possible, making sure that every child is assessed as thoroughly as possible with the specialists necessary, and then providing the most complete continuum of service models for all students – itinerant, special day (VH resource?), CSB – making sure that each child has instruction in all areas of the expanded core curriculum.

- ◆ Books I want to read: An Anthropologist on Mars, Island of the Color Blind, and The Man Who Mistook His Wife for a Hat by Dr. Oliver Sacks; and Fun Comes First for the Blind Slow Learner by Mildred Huffman
- ◆ Itinerant teachers need to use as many public relations skills as possible to make our lives as palatable as possible and as smooth as possible for our students.
- ◆ WE are the mentors who are being looked up to by the newer teachers of visually impaired, by the new transcribers, by the parents of our new students, even by the newer administrators who know little about students with special needs including visual impairments. If we can attempt to live up to the examples set for us by

Business

OUR mentors – Sally Mangold, Alan Koenig, Nancy Akesson and others who are no longer with us, as well as those who are still with us such as Phil Hatlen, Fred Sinclair, Jack Hazekamp, Natalie Baraga, Cay Holbrook, Stuart Wittenstein, Steve Goodman, Joy Efron, Karen Wolfe, Ann Kelt, Kate Byrnes, Liz Barclay, Sandy Rosen, Sharon Sacks and many, many others — see the CTEVH conference presenter and officer lists for many more names! – then we can offer the next generations of people with visual impairments the possibilities and hope we have gleaned from our teachers and guides.

As you read this, you may list many other ideas you have been considering since the conference, or people you are grateful to within our profession. Please write to me to share these thoughts and I will include them in the next article.

Business Column
by Bob Walling

Show me the Money!!!!

After a few phone calls and some soul searching, we came to the opinion CTEVH was about due for a business column.

There is no business like braille business like no business I know. Catchy lyrics, but it is true. The thought of actually paying transcribers is relatively new, around 1993. In the last eleven years our career field has undergone a major evolution. From volunteers of the forties to paid transcribers of the present.

The question has changed from “what is a transcriber” to “what do you pay a transcriber?” I am writing this at the Spring NBA Conference in Dallas, Texas. For the last two days the cost of braille and transcriber’s pay have been the center of several conversations.

Let’s look at business. You start a company. You need employees. What do you pay them? The most common way to answer this question is by the use of “heuristics”. Heuristics is the predictions of the future based on what has happened in the past. Heuristics is the basis for most “benchmarking”.

Business

Benchmarking is establishing market value in a particular geographic region. The over simplification is find ten people that perform similar activities, within a 35-mile radius of the facility that have been on the job an average of 20 years. Add all their salaries together and divide by ten. Now you have the average wage paid for that employee in that region.

In 1994 a highly paid marketing group benchmarked braille transcribers in a central region of Texas. To start with they couldn't find ten transcribers in any 35-mile area so they expanded the search to all of Texas. They found five transcribers working in schools but they only had a year or two of experience. To make up the time difference they selected five volunteers that had been brailleing over 20 years. After adding the salaries (of the five paid transcribers) and making all the computations (dividing by ten), the marketing firm reported back that transcription was a minimum wage job. That did not attract a lot of transcribers to the career field. For the most part, transcribers in educational facilities are still considered "support" staff and are classified as teachers' aids.

The way to solve the compensation issue is to become an independent contractor. Sit at home and transcribe a book for one of the Brailleing houses. The national average was ten braille pages per hour and 30 braille pages a day. Even at

\$1.00 a page you will make more than minimum wage per hour. But who can live on \$30 a Day? With a publisher file and a translation program you can even do more pages. This is closer to the truth than benchmarking, but not much. What about tactiles? What about a formatting nightmares? What about bad or missing publisher files?

I told you all this to tell you there is no simple solution. None of the manufacturing models of the past will help. So as an independent contractor, what do you charge? You will need to learn to negotiate or nurture a partnership with a braille facility.

Here are a few things to think about. This is by no means a comprehensive list. First, look at yourself, how much work do you have in your hands right now? Are you ahead of schedule or behind on gross receipts for the year? Do you have more free time or money? Have you done a similar book in the recent past? Would you like to do this book? Next, look at who is offering the book. Have you worked for them before? The first book is usually at an "introductory" price. The brailleing house doesn't want to be burned too badly if you don't work out. How many books have

you done for them? Have you established a positive rapport or reputation with the decision maker at the braille house? Do they pay you on time? Try to judge their need. By applying the law of supply and demand, if they can't find someone else to do the book, the price you charge goes up. At this point I need to caution you against getting greedy. It is highly probable that the agency has a spending range they can't exceed. All you are trying to find out is, "What is the top of the range and how do I get it?" Remember it is better to get ten books at \$2.00 per braille page than one book at \$3.00 per braille page.

The average price per braille page has gone down over the last five years. This was caused by an increased awareness of the cost of braille and a decrease in governmental spending. The result is the range of payment drops from the high of \$3.50 - \$5.00 per braille page to the present \$2.00 - \$3.50 a page. That is the bad news. The good news is, now there is better, faster software and the publishers are contracting with compositors that make better braille files. Because of technology the average number of braille pages has increased to 30 braille pages per hour. The net gain is that most transcribers are making more

braille pages and more money than in past years.

We are in a period of flux. The braille concept is relatively new in the mind of the decision maker. In the past they relied on volunteers for some materials and used the non-availability of transcribing capacity to explain the absence of all the rest of the requested braille materials. With the increase in the number and skill of transcribers, now they have to struggle with budgetary considerations. They still don't have a clue what braille is, but they know they need it, it can be available and it is expensive.

What is the bottom line for the transcriber? When asked to do a book, ask for an outrage price and then say you are willing to negotiate. The reality is, in the market place, the requesting agency will have to pay more than they are offering and the transcribers will have to take less than they want.

Just remember this is a business so, "Show me the money!!!"

DONNA COFFEE YOUTH SCHOLARSHIP APPLICATION

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/TRANSCRIBER/ ORIENTATION & MOBILITY SPECIALIST

Name of Student:
Student's Address:
Telephone Number:
Student's Telephone Number:
Student's Date of Birth:
School/District
Grade Level of Student:
Student is a visually impaired or blind individual.
Name of Teacher/Transcriber/O&M Specialist:
Address:
Phone Number:
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
2005 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 than two double-spaced typewritten pages. The Committee must receive your application no later than January 15, 2005. 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 Recipient: The recipient(s) shall report the outcome of their proposal at the succeeding Conference.

2006 APPLICATION CTEVH KATIE SIBERT MEMORIAL SCHOLARSHIP

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:

Stewart Wittenstein
Katie Sibert Committee
500 Walmust Avenue
Fremont, CA 94536

FURTHER INFORMATION:

If applicants have questions, please direct them to Stewart Wittenstein, Chair of the Katie Sibert Scholarship Committee at (510) 794-3800 ext. 201.

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Volunteers of Vacaville
Braille Institute of America

1975

Esther Fox
Marie Erich

1976

Norma Schechter

1977

Bob Dasteel

1978

Mary Degarmo
Betty Brudno
Evelyn Olgiati

1979

Ruth S. Lowy

1980

Ethel Schuman
Diane Meyer

1981

Carl Lappin

1982

Barbara Blatt Rubin
Bill Briggs
Michael Landon

1983

Aikin Connor
Carolyn "Chris" Mackay

1984

Bernard M. Krebs
Jane O'Connor

1985

Sylvia Cassell
Elizabeth C. Smith

1986

Sally Mangold
Elizabeth Schriefer
Joyce Van Tuyl

1987

John Flores
Elinor Savage

1988

Ken & Diann Smith
Lou Ella & Norm Blessum
Bettye Krolick

1991

Marian Wickham
Bob Calhoun

1993

Nancy Chu
Lavon Johnson

1994

Jane Vogel
Billie Anna Zieke

1995

Sam Clemens
Donna Coffee

1996

Doris Pontac
Dorothy Joe

1998

Dr. Joy Efron

1999

Harry Friedman
San Francisco State
Program in Visual
Impairments

2002

Winifred Downing

2003

Jack Hazekamp

2005

Robert Schmitz
Folsom Project for the
Visually Impaired

CTEVH SPECIAL AWARDS

Special Recognition

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

Distinguished Member

- 1984 Fred L. Sinclair
1990 Jane O'Connor Verhage
1991 Jane Corcoran
1992 Norma L. Schecter
2001 Ann Kelt
2002 Sue Reilly
 Joyce Van Tuyl
2003 Elinor Savage
2004 Dr. Joy Efron
2005 Dr. Phil Hatlen

Fred L. Sinclair Award

- 1988 Fred L. Sinclair
1990 Winifred Downing
1991 Georgia Griffith
1993 Dr. Abraham Nemeth
1994 John Wilkinson
1995 Bernard Krebs
1997 Rose Resnick
2001 Sally Mangold

Honorary Life Membership

- 2000 Donna Coffee

Wall of Tribute at APH Hall of Fame

- 2004 Fred L. Sinclair

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1963-65 Claire Kirkpatrick
1965-67 Ethel Schuman
1967-69 Rose Kelber
1969-71 Elizabeth Schriefer
1971-73 Carolyn Card
1973-75 Jane O'Connor Verhage
1975-77 Fred L. Sinclair
1977-78 Joyce Van Tuyl
1978-80 Bill Briggs
1980-82 Cathy Rothhaupt
1982-84 Leah Morris
1984-86 Robert Dodge
1986-88 Jane Corcoran
1988-90 Bob Calhoun
1990-92 Ann Kelt
1992-94 Frank Ryan
1994-96 Sue Reilly
1996-98 Bob Gowan
1998-00 Joan Valencia
2000-02 Anna Lee Braunstein
2002-04 Carol Morrison

CTEVH JOURNAL

Past Editors

(formerly *The California Transcriber*)

- 1959-63 Betty Brudno
1964 Ethel Schuman and Kathryn Allen
1965-69 Ruth S. Lowy
1970-75 Norma L. Schecter
1976-88 Dr. Aikin Connor
1989-00 Sue Reilly
2000-01 Joan Valencia
2001-02 Marilyn Westerman

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A BADGE OF VOLUNTEER MERIT AND HONOR FOR YOURSELF,
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**Send to: Jeanne Brown
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