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Fall 2008

Volume L, No. 3

WHAT'S INSIDE:

- Remembering Jane Bente
- Golden Memories – Carol Morrison
- Answer to Braille vs. braille
- Formats – Two Guest Articles
- Music Quiz
- CTEVH Centerfold

And "Have you heard the one about...?"

JOURNAL

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

Message from the Editor

Hello Readers,

The 2009 CTEVH Conference is getting closer. Be sure to check the website occasionally for updated Conference information. As it's the 50th Anniversary, it should be an exciting one. I hope many of you will be able to attend and celebrate this milestone in CTEVH history.

Just a quick note regarding lost or damaged JOURNAL issues. If you do not receive an issue, or your issue is received in a severely damaged condition, please notify me at the e-mail or regular mail address shown below. I will be happy to send you a replacement copy.

Please see the "Announcements" section for a couple more things I'd like to share.

CORRECTIONS to Summer 2008 Issue:

- "Announcements" section – in the CSMT June Update the Monthly Salute was for Sally McDonald. The correct spelling of her name is Sellie McDonald.
- Article "Music in Education" – in the Music Committee listing, Robert Smith's email address should read ***rrrsmith@uci.net***.
- CTEVH Specialist page, Mathematics Specialist – Mary Denault's phone number should read: **701-772-2016**.

Marcy Ponzio

THE CTEVH JOURNAL

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In Memoriam



Reprinted with permission from Richard Bente

Remembering Jane W. Bente

Jane Bente taught herself braille over 40 years ago and went on to become certified by the Library of Congress. In 1976, after many years of volunteer work, she became the director of the Braille Department at the Metro Chapter of the American Red Cross in New Jersey. Jane was instrumental in transitioning the department from using braillewriters to computer-generated braille, and modernizing every aspect of producing braille materials from transcribing to production and binding. Her department produced textbooks not only for New Jersey students, but also students throughout the United States and abroad, in places such as Africa and Guam. The Braille Department now produces approximately 1.5 million pages of braille each year. In December 2001, the American Red Cross dedicated the Braille Department in Jane's honor renaming it the Jane Bente Braille Center. She was most definitely a pioneer in her field, and will be greatly missed.



With Fond Remembrance From Rose Cipriano

I had the privilege of working with Jane since 1976, and have the greatest respect and admiration for her total dedication to braille and the blind students we have served.



President's Message

As we transcribers and educators head into a new academic year, it is reassuring to acknowledge that some of the fundamental changes regarding the timely dispersal of curriculum requiring alternative format (particularly at the college level) are moving in a forward and improved direction. However, it is equally important to recognize that many shortcomings remain, which demand our vigilant attention. This topic will be fully examined and discussed at the upcoming CTEVH Board meeting in October.

For the many years I attended conference as a presenter alongside my colleague Richard Taesch, (who first introduced me to CTEVH) and the years following as a member of the Board, a particular question would always linger after the "conference dust" wore off – "Why were there not more parents attending?" As a result, I have invited two new members to join the CTEVH Board in an ongoing advisory capacity to represent parents' perspective to CTEVH. **I welcome and thank Leslie Thom and Ed Del Castillo** for their enthusiastic willingness to become an essential part of our organization from the Board level on up.

ACCESS is a living document that we offer as an essential and functional tool for those transitioning from high school to their next academic pursuit. The editorial "torch" has recently been passed from Donna Wittenstein to Ann Hinshelwood and Melissa Hirshson, our new **ACCESS** chair and editor. I ask that all of our membership take the time to review this important body of work (available through our website), and accordingly offer any suggestions – directly to my attention at siloti@sbcglobal.net – which you think might help improve and evolve the content and purpose of **ACCESS**.

As a gentle deadline nudge: Katie Sibert Scholarship is **December 12**, and Donna Coffee Youth Scholarship is **January 15**. I'm hoping for more applicant involvement this year, which comes directly from those of us who may have candidates in mind. Please offer encouragement for any students or professionals in your circle to apply, and freely circulate scholarship applications wherever appropriate.

We are fast approaching 50 – an event not to be missed! Early registration is a good thing.

Grant Horrocks

IMPORTANT ANNOUNCEMENT FROM THE PRESIDENT

The CTEVH Board proposes the following name change for your consideration to be voted on during general session March 13, 2009.

That CTEVH Inc. becomes CTEBVI, California Transcribers and Educators of the Blind and Visually Impaired.

Alternative suggestions are welcomed.

Golden Memories

FIRST CTEVH CONFERENCE

by Carol Morrison

My very first experience at a CTEVH conference was in Riverside, at the Mission Inn. It hooked me immediately, just as my first class in Braille transcribing had also hooked me. I was still a student then, in March of 1969, and completely in awe of “real” transcribers.

As I approached the registration desk, in time for my first workshop, I felt my knees knocking. Out of curiosity, I had signed up for Joyce Van Tuyl’s “Beginning Nemeth.” The registrar said I needed to have brought a textbook, which, of course, I didn’t own.

A little, white-haired woman standing nearby stepped forward, handed me her book, and said to leave it at the desk when I was finished. She never told me her name, nor did she ask for mine. She simply trusted me, and made me feel more welcome than I ever could have imagined.

With a start like that, it was easy to realize that CTEVH was the right group for me. I truly believe that it was that woman, and that day, that led to my eighteen years of service on the Board of Directors and ultimately to the Presidency. I will always be grateful to her, despite my having since discovered that all Braille transcribers are special people!

Editor’s Note: *Isn’t that a great story? Many of you out there probably have just as wonderful a story to tell, and I hope you will feel inspired to share it with everyone. If you’d like to submit your experience, please send it to me by e-mail or regular mail at the addresses shown on the inside cover. I look forward to hearing from you.*



CTEVH Membership Application and Renewal Form

CTEVH membership dues are for the calendar year. Any dues received after October will be applied to the following year. Members receive the quarterly CTEVH JOURNAL. For your convenience, you may log onto www.ctevh.org to submit the following information and make payment by credit card.

CTEVH MEMBERSHIP DUES: Annual membership
\$50 \$_____

Life Membership
\$500 \$_____
(Not currently available for payment online)

There is no distinction in price between individuals or institutions, foreign or domestic members. Families with VI children are eligible for a discount: All adults and children of the family are considered members with payment of a single membership. Please provide the names of all adults in your family.

Please indicate whether **Renewal** or **New Member**

Thank you in advance for your donation. CTEVH is a 501(c)3 corporation, organized under the CA code for non-profit organizations. Receipt upon request.

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

NAME _____

ADDRESS _____ CITY _____

STATE _____ COUNTRY _____ ZIP/ROUTE CODE _____

Optional information we love to have:

TELEPHONE _____ EMAIL _____

(Necessary if requesting virtual delivery of JOURNAL)

Please help us know our membership by checking all descriptions that apply to you and would be helpful to CTEVH in **planning for conference workshops**.

- TRANSCRIBER EDUCATOR O&M DUAL CREDITIAL
 PARENT(S) OF VI STUDENT PROOFREADER ITINERANT STUDENT
 OTHER (e.g., Librarian, Administrator, Counselor, Vendor) _____

The **CTEVH JOURNAL** is available in the following formats: Please indicate your choice.

- Braille Audio CD Print Compact disk (.doc file)
 Virtual (you are notified by your email when JOURNAL is uploaded to the CTEVH website)

**Send this form with payment to:
Christy Cutting, CTEVH Membership Chair
379 Claremont Street, Boulder City, NV 89005-2640**

Donna Coffee 2009 Youth Scholarship

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 winning student as specified in his/her application. Generally, it may be used to promote the academic and social development of the student. An award up to \$1,000 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. The criteria are as follows:

Award: The Donna Coffee Youth Scholarship will be awarded in the amount up to \$1,000 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:** Application materials will be distributed through the JOURNAL and the web site, 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. The nominating person 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 his/her individual growth.
 - c. Duties of the recipient(s): recipient(s) shall report the outcome of their proposal at the succeeding Conference.

Applications for the 2009 scholarship must be received by January 15, 2009, and sent to:

Ann Hinshelwood & Liz Perea, Co-Chairs
CTEVH Donna Coffee Youth Scholarship
19722 Buck Ridge Road
Grass Valley, CA 95949
(530) 913-1320
FAX: (530) 265-0524
Email: ann.hinshelwood@gmail.com

Electronic submission of the application is preferred, but not required.

I. APPLICATION REQUIREMENTS for the Nominating Teacher, Transcriber, and/or Orientation and Mobility Specialist

- 1) In less than two double-spaced typewritten pages, explain why you believe the student will benefit from his/her proposed project/activity.
- 2) The application and use of funds must be approved by the student's parent or legal guardian.
- 3) Fill out the application form completely, sign and date.

Name of Student: _____

Student's Address: _____

Student's Telephone Number: _____

Student's Date of Birth: _____

Grade Level of Student: _____

Student is visually impaired or blind: _____

Parent(s) Name: _____

School/District: _____

School Address: _____

Name of Teacher of the Visually Impaired: _____

Name of Nominator: _____

Nominator's Email: _____

Nominator's Signature: _____

Date: _____

I approve of the Donna Coffee Youth Scholarship – 2009 application and use of funds for the project/activity that my child has proposed.

Parent's Signature: _____

Date: _____

II. APPLICATION REQUIREMENTS for the Student

- 1) Explain why you want the Donna Coffee Scholarship in an essay of no more than two double-spaced typewritten pages.
- 2) Parents must approve the application and the use of funds by signing the application.

Completed application must be received by January 15, 2009.

Katie Sibert Memorial Scholarship

Katie Sibert was a charter member of CTEVH. She began teaching elementary grades in the 1930's before becoming a resource room teacher and coordinator of programs for students with visual impairments for Stanislaus County. During the summers, Katie prepared teachers at San Francisco State, University of Minnesota, Columbia University, and Portland State. She published and presented in many venues. In 1960, she was awarded the Winifred Hathaway Teacher of the Year Award for the National Society for the Prevention of Blindness. Katie retired from teaching in 1971. After her retirement, she consulted with many schools in the U.S. and internationally (including Denmark and Portugal), and developed materials for APH.

The Katie Sibert Memorial Scholarship was first awarded in 1985. The purpose of the scholarship is to foster the acquisition and improvement of skills necessary to provide high quality educational opportunities to visually impaired students in California. In a typical year, the Katie Sibert Committee awards \$3,000 divided among qualified applicants. These scholarships may be used to attend CTEVH conferences, provide training, purchase books, materials and/or equipment.

QUALIFICATIONS

- All applicants must be current members of CTEVH.
- Transcribers must be actively transcribing.
- Educators must have a credential in the education of students with visual impairments or be enrolled in a program to earn such a credential.
- Para-educators must be actively supporting the educational and literacy needs of children with visual impairments.

APPLICATION REQUIREMENTS

- Completed application packet.
- Cover letter describing the applicant's qualifications and/or experience in transcribing or educating the visually impaired. Include a description of how the scholarship will be used.
- Two current (within the past 12 months) letters of recommendation as follows:
 - **Transcribers** must have two letters of recommendation from their group or agency.
 - **Educators** must have two letters of recommendation (e.g., principal, college professor)
 - **Para-educators** must have two letters of recommendation (e.g., TVI, regular education teacher)

Letters should address the following areas:

Professional and/or volunteer experiences of the applicant including those with visually impaired 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

**KATIE SIBERT MEMORIAL SCHOLARSHIP
2009 APPLICATION**

Name: _____

Address: _____

City: _____

State & Zip Code: _____

Telephone No.: _____

Email Address: _____

Name of agency, school system, or transcribing group with which you are affiliated:

Please answer the following:

1. The total amount of scholarship support requested: \$ _____

2. Describe how the scholarship will be used. Include a breakdown of expenditures; e.g., training, registration costs, transportation, lodging, texts, materials, equipment, etc.:

DEADLINE: December 12, 2008

The applicant is responsible for sending the complete application packet to:

Marie Hadaway, Chair
KATIE SIBERT MEMORIAL SCHOLARSHIP
8759 Ardentale Ave.
San Gabriel, CA 91775
(626) 285-3473
Email: ***mhadaway@lausd.net***

Announcements

IMPORTANT ANNOUNCEMENT RE: EDITOR'S EMAIL

It has recently come to my attention that the Editor's email address has not been accepting messages. Anyone sending an email had it returned as undeliverable due to the mailbox being full. This was a system problem, and it has now been resolved. My thanks to Christy Cutting for taking care of this.

If any of you have tried to contact me via this email address, I apologize for the problem and ask that you please try again. It is my practice to check incoming emails every week, and respond to your inquiries immediately after having read them.

Again, I encourage you all to submit comments, suggestions, ideas, articles, let me know what you would like to see in the JOURNAL, or anything with which you're not particularly pleased. This is your JOURNAL, and I would like it to provide whatever would be useful and informative to you.

I look forward to hearing from you.

JOURNAL Volume Numbers

FYI: Some of you may have noticed that this year's JOURNAL issues have been numbered Vol. L. A while back my wonderful predecessor, Lisa McClure, and I had a conversation about the numbering sequence. She searched all the way back to 1982 and found there had been an error in the Volume numbering, and so a correction was made beginning with the Spring 2008 issue. If you look back, you'll see the 2007 and 2008 issues will have the Volume L numbering. Some things just take a little time to fix.

Marcy Ponzio, Editor

* * * * *

Clearinghouse for Specialized Media and Translations (CSMT)

Friday, July 4, 2008, Monthly Update

EDUCATOR SALUTE Ms. Mary Hudler is the Special Education Division Director for Department of Education. She is responsible for one of the largest divisions in the department. Mary motivates employees, provides guidance on legislation, deals with litigation, and helps to change policy to enhance support for over 600,000 special education students in California. Mary's legacy began by teaching special needs students in a private school and later became the principal for several years. During the 1970's many state hospitals were closed, so Mary operated a program to assist adults with disabilities. One man who was hard-of-hearing, visually impaired, and thought to be learning disabled became one of her student's. Months later he had learned to read and he was very overwhelmed with joy by the experience. Mary continued her quest to assist others and became a consultant and then director for Special Education. CSMT salutes Mary Hudler for her dedication in serving students of all ages with special needs.

STUDENT ASSISTANTS CSMT would like to thank the 23 University Enterprises, Inc. (UEI) students assistants from various colleges in the Sacramento Area that work in the CSMT Production Center, Braille & Large Print Area, and CSMT Warehouse. The UEI students complete many tasks such as audio production, paying invoices, and distribution of products to provide materials to students with disabilities. CSMT really appreciates your energy and dedication.

CSMT WAREHOUSE CELEBRATION CSMT celebrated the expansion of the Warehouse from 25,000 to 50,000 square feet on June 13, 2008. Tours for over 80 guests were conducted showing resource materials of braille, large print, APH products, American Sign Language video books, Digital Talking Books, and cassettes. Tom Adams, Rod Brawley, and Jonn Paris-Salb helped begin the festivities with their personal welcome speeches. A special song called *Accessibility* was written by Jonn who accompanied two talented CSMT student vocalists on his guitar. Later transcribers, formatters, educators, and Dept. of Ed staff participated in a hilarious silly string activity. Thank you to all who came for the visit and we hope you enjoyed the celebration.

FUTURE ENDEAVORS CSMT is working to provide tutorials and workshops with demonstrations about products and services for everyone to access on our website <http://csmt.cde.ca.gov>.

Clearinghouse for Specialized Media and Translations (CSMT)

Friday, August 1, 2008, Monthly Update

EDUCATOR SALUTE Pack your car, fill the gas tank, check your itinerary, travel from site to site seeing your clients, and chart their progress. Our August salute goes to Cath Tandler-Valencia who follows this routine on a regular basis as she provides support for students who are visually impaired in Monterey. Cath's trunk and back seat are wonders of organization. The IEP paperwork, academic goals, and materials for each student are organized by color and ready for action. She dashes between talking with teachers, working with students and attending important IEP annuals. Perhaps she should have roller blades instead of stilettos, or at least roller shoes (popular with the younger students). When Cath is not at work she often can be found donating time to CTEVH or other organizations. She is an excellent photographer and has catalogued many events in our B/VI world. I suppose one main event that started Cath's role as an itinerant teacher was her appearance as a contestant on TV game show Jeopardy that allows her to keep millions of bits of data in her head for easy access!

PROFESSIONAL WORKSHOPS Please consider a professional development workshop presentation of the materials and services offered by CSMT this school year. This multi-media interactive presentation will include information about how to order materials including digital talking books, the benefits of our list service options, an overview of legislation that protects the rights of students to access core curriculum, and what materials are available to serve students. This is a free workshop and can be tailored to meet the needs of the audience. Arrangements can be made by contacting Jonn Paris-Salb at **916-323-2202** or jparssalb@cde.ca.gov.

NEW FISCAL YEAR The new fiscal year has begun for 2008-09. We have tighter budgets, new expectations, but still serve the same student clientele. There is a particular passion that is created between an educator and the students in his/her care. That bond is no less important with students that have additional challenges. Careful planning, encouragement, motivation, and support are the human links we provide to students. Have a memorable year for you and your students.

STUDENT RECOGNITION It is always important to remember that we serve individual students. Our clients are the future, but when we face them as educators we must guide them on their path praising their efforts, redirecting confusion and frustration, and helping students to reach their goals. Please help us to identify students who are making strides academically. We need a release

form from the parents, a short bio of the student (though no last names), and the reason for this progress. You can throw in ambitions, challenges and personal notes.

MATH ADOPTION The new math adoption has posed a few problems in providing accessible materials to our students. We have loaded many .rtf files to IMODS so you can at least start your students on texts until you have the hard braille copy. The large print versions have been delayed.

FEDERAL QUOTA FUNDS This announcement applies only to those of you who order for legally blind enrolled students. The Federal year ends September 30th. We are cutting off the spending of Federal Quota purchases on Friday, September 19th at the end of the day in order to process all orders by that deadline. You will still be able to order CSMT items, but no orders will be processed for APH until October 1st. Please adhere to this important date so materials arrive when you need them.

Clearinghouse for Specialized Media and Translations (CSMT)

Friday, September 5, 2008, Monthly Update

SUPPORT FOR STUDENTS LEGALLY BLIND Students with a visual acuity of 20/200 in the better eye are considered legally blind and eligible to be registered annually in the APH Federal Quota Program. The allocation for the 2007-2008 year, ending September 30th, is \$296.18 per student. The total money allocation is based on California's registration of approximately 6,000 qualified legally blind students.

If you serve a registered legally blind 9th grader, CSMT has a special incentive for this student. We are implementing a new program for students entering 9th grade to provide materials such as Braille Plus Mobile Managers, specialized software, kits, or other such items that meet individual needs. When the local IEP team identifies the APH products needed, CSMT will provide up to \$3,000 of these items for that student. The student will be trained to use and maintain these materials during high school, and then upon meeting local graduation requirements will be given the items to keep. This will give students the support they are accustomed to in high school by allowing the use of these materials at home, in the workplace, or in furthering their education. For more information contact Jonn Paris-Salb, manager of CSMT at **916-323-2202** or jparissalb@cde.ca.gov.

SALUTE TO OUR BRAILLE & LARGE PRINT CONTRACT COORDINATOR Our salute for September is like the Statue of Liberty greeting visitors to America, goes to Georgia Marty our steadfast Braille and Large Print Contract Coordinator here at CSMT. Georgia assigns all of the transcription and large print for California. She also oversees all 143 contracts with the vendors making sure they are paid in a timely manner. Georgia is a genius creating Excel spreadsheets that track every aspect of the textbook from the time the State Board of Education approves the list to the assignment, production, and distribution of materials sent out to our schools. Last year that included over \$8,000,000 worth of materials.

On top of all of this, Georgia became her own contractor in a major remodel of her house, which was recently completed. She does this all with a smile, knowing somewhere in California there are students receiving accessible books that will make a difference in their lives.

CALIFORNIA BUDGET WOES We have no authority to assign work without a budget in place. Therefore, CSMT is looking forward to legislators signing the State Budget and the Accounting Office encumbering funds for the unit. When the contracts have been funded the work will commence. If contractors are completing assignments for last fiscal year (7/1/07-6/30/08), the jobs will be paid.

CHAFFEY AMENDMENT GUARANTEES When you are considering specialized media for students with print disabilities, you have hallmark legislation to guide you in writing the individualized education program (IEP).

In 1996 John Chaffey's amendment; Title 17 of the United States Code Circular 92, Chapter 21, Section 121: Limitations on exclusive rights: reproduction for blind or other people with disabilities that allows the right to provide accessible media for qualified students with print disabilities. Three stipulations are required; reproduced or distributed exclusively for use by blind or other persons with disabilities; bear a notice that any further reproduction or distribution in a format other than a specialized format is an infringement; and include a copyright notice identifying the copyright owner and the date of the original publication.

If the local IEP team decides, based on information regarding vision for an individual, that visual acuity, dyslexia or other vision issues interfere with access to regular texts, then the student's IEP can reflect a need for specialized media (large print, braille, digital talking book or audio formats).

CHANGE IN CSMT CONTRACTS This year CSMT will be proposing separate contracts for qualified formatters, transcribers, proofers, tactilists, and embossers to increase the number of books per contract. Each approved contract will be funded for just under \$50,000. In some cases this will allow for five times the amount of books to be produced. If a person or agency can provide more than one service, they are eligible for multiple contracts. Look for contract advertisements this winter.

CSMT DUPLICATION CENTER OPENS After months of preparation CSMT opened the Duplication Center located at the CSMT Warehouse in West Sacramento. The Duplication Center will complete IMODS orders by processing requests for cassettes, CDs, ASL videos, and DTBs of state-adopted books.

* * * * *

NEWS FROM BRAILLE-N-TEACH

DISCLAIMER: The following material has been reprinted from the Braille-n-Teach ListServ and is provided strictly for informational purposes only. Information has not been reviewed for accuracy and reprint does not imply endorsement by CTEVH.

SUBJECT: Braille Reading Pals

Announcing: Registration for the 2008 Braille Reading Pals Program—A pre-literacy program for blind children

http://www.nfb.org/nfb/NOPBC_BRL_Reading_Pals.asp

Program: Braille Reading Pals

Sponsor: The National Federation of the Blind (NFB) Jernigan Institute

Dates: November 1 through December 31, 2008

Purpose: The purpose is two-fold: To increase parents' knowledge about braille and the importance of early literacy experiences for their blind children; and to help parents promote early literacy skills, a love of reading, and a positive attitude about Braille through daily reading with their blind children over a two-month period.

Eligibility: Blind and low-vision children ages 0-7 and older children with developmental delays who are not yet reading. NOTE: Parental consent is required for the program if a teacher wishes to conduct the program with his/her blind student(s).

Materials: For the children: a print-braille storybook to keep, a Beanie Baby stuffed animal, the "Reading Pal," and a sheet of braille labels with their name in braille for mom or dad to cut out and stick onto their favorite books. For the parents: instructions and tips; a reading journal booklet and wall chart; and literature from the NFB and the National Braille Press about Braille, early literacy, and resources for buying or borrowing print-braille storybooks. In addition, the parents of children ages 4 and older will receive literature about how to discuss and explain blindness to children. And to help them start that discussion, the children's print-braille book in their packets is from the Pebble Books series from Capstone Press called Some Kids Are Blind. These books were donated by the publisher and the cost of brailleing them donated by the American Action Fund for Blind Children and Adults.

Certificates and Prizes: Those who complete the program will get a certificate and a special prize provided by the National Organization of Parents of Blind Children (NOPBC). The prize is a tactile, print-braille book that the parent and child can enjoy together.

Registration: Parents or other caregivers of children eligible for this program can register for the 2008 Braille Reading Pals program online, by fax, or through the mail September 13, 2008, through November 7, 2008. To register online, go to http://www.nfb.org/nfb/NOPBC_BRL_Reading_Pals.asp and follow the instructions. To request a hard copy form or to get more information, contact:

Braille Reading Pals Program
NFB Jernigan Institute, 1800 Johnson Street, Baltimore, MD 21230
Phone: (410) 659-9314, ext. 2451 or 2360; Fax: (410) 659-5129
Email: BrailleReadingPals@nfb.org

Sponsored by the NFB Jernigan Institute with support from The National Organization of Parents of Blind Children, the National Braille Press, Capstone Press Publishers, and the American Action Fund for Blind Children and Adults

* * * * *

SUBJECT: Art Education for the Blind video on YouTube

From another list interesting things for a Tuesday morning.

What's Possible? Art Education for the Blind video on YouTube
<http://www.youtube.com/watch?v=4u65bKveNc0>

Biennale paints a picture for those who have ears to see

AT 80, Lilian Yang's interest in art has never dimmed. But her sight has. Slowly at first, until about eight years ago, when the doctor of philosophy in Chinese literature was declared legally blind.

"I'm a real book person. Also galleries and art have been part of my life for as far back as I can remember," she says. "So I don't want to be cut off."

For the first time in a Sydney gallery, she won't be. Four audio describers – volunteers trained to commentate a play or film for those who cannot see it – will conduct guided tours of some of the Biennale of Sydney artworks on August 23 as part of the Lord Mayor's Community Access Day.

Already well established at the Tate in London and the Museum of Modern Art and Metropolitan Museum of Art in New York, the program describes the colours, shapes and effect of a work to allow a visually impaired person to imagine and make their own judgment of it. "Using really well-organized, beautiful language, you can come away thinking: I saw that picture," Yang says.

The one-day program will focus on biennale artworks that would otherwise be inaccessible to those without sight, such as Jesus Rafael Soto's mixed-media optical kinetic relief, *Triptico Azul, Negro y Violeta* (1977).

A volunteer for Vision Australia, Mettina Pavlakis, says the event will be groundbreaking for the four describers because they have only worked in theatre and television since the program was set up in Sydney in 2000.

"Something like this is complex to look at – let alone describe – so we're really looking forward to it," Pavlakis says.

A similar event has been planned using sign language for the hearing impaired, and the Art Gallery of NSW will include about 10 works in the visual program, with a further four featured at the Museum of Contemporary Art, and three at Pier 2/3 at Walsh Bay.

"You still use the names of the colours and what you see, so there is no difference [describing for] someone who has been born blind, or has in the later years developed blindness," Pavlakis says. And they hope to get feedback. "We're very happy to take questions, but we're going to play by ear."

<http://www.smh.com.au/news/arts/biennale-paints-a-picture-for-those-who-have-ears-to-see/2008/08/12/1218306891079.html>

Subject: Non-profit to add more Braille in Spokane

SPOKANE -- A Spokane non-profit is trying to get the word out about the struggles of the visually impaired by offering a free Braille-translation service for local businesses.

The Lilac Services for the Blind is offering all Inland Northwest business owners the opportunity to translate their pamphlets or information sheets for free.

The non-profit organization recently completed menus for some Spokane restaurants and hotels and will soon begin translating Spokane Transit Authority maps and bus schedules.

http://www.kxly.com/Global/story.asp?S=8833461&nav=menu683_2

Subject: The Spirit of the Beehive

The fact that Cuadrado was going blind while the film was being shot makes the picture an even more amazing accomplishment. The fact that Victor Erice has only made two feature length films since this amazing debut is a tragedy. The Spirit of the Beehive takes place in 1940 Spain, shortly after Francisco Franco took over power. The film, made near the end of Franco's reign, was made in a time of censorship by the Spanish government. Films during this era were forced to use allegory and fantasy to disguise any political messages. While The Spirit of the Beehive does not assert an overtly political agenda, the lives of the people affected by the Spanish Civil War are presented in a way showing the feelings of the director towards the regime.

<http://www.411mania.com/movies/columns/82607>

Sharon von See, Braille Coordinator, TechAdapt, Inc.; Braille Transcription/NIMAS Conversion;
<http://www.techadapt.com>; 360-306-1676 (Voice); 360-544-0112 (Fax)

* * * * *

SUBJECT: Adventure Travel--Crashing Through Award (gps-talkusers)
From: Michael May <MikeMay@SenderoGroup.com>

Please forward to interested parties.

A portion of every Sendero GPS sale will go into an annual scholarship fund to be awarded to a student with the most impressive travel adventure for the year. We will begin accepting applications September 1, 2008, with a \$2500 scholarship for one student. The scholarship will be announced in mid March 2009.

Interested parties should think about adventure travel already taken in 2008 or about future possibilities. Here is what we will be looking for:

The focus is on independent travel. In other words, a cruise would not be rated highly in terms of independence.

Travel with sighted friends, colleagues, or family is fine as long as the blind student is demonstrating independent travel, a leader rather than a follower.

We want to hear how the student's orientation and mobility tools and techniques are used. It doesn't matter if one is using a cane or a dog, but more about what one is doing – sailing, hiking, exploring a big city, and the like.

Use of GPS is not required but will weigh in the applicant's favor if used.

Independence, innovation, and uniqueness are the qualities we will be looking for when we evaluate applications.

Documenting the travel through photos and/or audio recordings will be very helpful. This documentation, along with the written travel story, will be the bulk of the scholarship submission.

More details about the application will be published by early September. Recommendation letters will be requested. The funds can be used for school, technology, travel, or whatever the winner chooses.

Please spread the word to other students and teachers so photos, audio, and a journal can be captured on any upcoming trips. If a trip isn't planned before the February 2009 deadline, start planning for next summer.

Michael G. May, CEO Sendero Group

"The GPS company:" Sendero Featuring GPS on the mPower, PK and Voice

Sense, and coming soon, Mobile Geo. Also distributing Trekker, Victor Stream, KNFB Mobile Reader, Talks, Mobile Speak, Tiger embossers, Miniguide and ID Mate

Crashing Through by Robert Kurson available at:

<http://www.CrashingThrough.com>

MikeMay@SenderoGroup.com; <http://www.SenderoGroup.com>

1-888-757-6810; Fax 530-757-6830; Mobile 530-304-0007

Sendero Group, LLC, 429 F Street, Davis, CA 95616, USA

* * * * *

SUBJECT: 2008-09 Love Your Veggies Grants Available and Due November 7

Please forward to elementary schools that may be interested in this grant.

FYI – See www.LoveYourVeggiesGrants.org for more info.

2008-09 Love Your Veggies™ Grants Available

Elementary schools can apply for a chance to receive one of ten \$15,000 grants from the makers of Hidden Valley® Salad Dressings. Each grant award will support an elementary school in developing a program offering fresh vegetables and fruits lasting through the 2009-10 school year. Each school grant will consist of \$15,000 in direct funding and a one-time donation of Hidden Valley® Original Ranch® Light Dressing.

Funding must be spent on any of the following:

Fresh produce (vegetables and fruits)

A vegetable station (such as a dedicated salad bar)

Kitchen equipment (primary usage must relate to proposed program)

Program staffing (cafeteria personnel, lunchroom staff, etc.)

Nutrition education supplies

Training (such as food safety and nutrition education)

All proposals must be submitted via the grant program's Web site, www.LoveYourVeggiesGrants.org.

Proposals **must be submitted by** 5:00 p.m. EST Nov. 7, 2008. Late proposals will not be accepted.

Schools will be notified of their award status by March of 2009.

* * * * *

SUBJECT: [CCB-L] FYI: Talking iPods

Well, it has taken Apple a long time to get their act together, but they have finally released an accessible iPod. If you read below, and look at the proposed features, they are awfully similar to the standards we are proposing for HD radios. This should really bolster the “readily achievable” argument with the FCC.

Introducing Spoken Menus on iPod nano (4th generation)

The new iPod nano (4th generation)--the world’s most popular music player – introduces spoken menus that let visually impaired music lovers browse and select songs without viewing the screen. Instead, you’ll hear a synthesized voice speaking the names of menus, songs, and artists. To take advantage of spoken menus, you will need:

iPod nano (4th generation)

iTunes 8

Mac OS X v10.4.11 or later

Windows Vista or Windows XP Home or Professional (Service Pack 3 or later)

Enabling spoken menus

When you connect the iPod nano (4th generation) to your Mac or PC with iTunes 8, you’ll find a new option in iTunes to “Enable spoken menus for accessibility.” When you sync, iTunes 8 creates spoken descriptions for the contents of your iPod nano using the text-to-speech engine on your computer (in Mac OS X, Windows XP and Windows Vista) and then syncs them to your iPod nano (4th generation) along with your music.

iPod nano (4th generation) speaks volumes

In Mac OS X, you can choose from a variety of natural-sounding and novelty voices, including Alex, the amazing new English-speaking voice available in Mac OS X Leopard. Using patented Apple speech technology, Alex closely matches the nuances of human speech and can deliver natural intonation even at extraordinarily fast speaking rates. Learn more about Alex. You can also purchase additional English and non-English voices separately. Contact third-party voice providers for further details.

In Windows, iTunes 8 uses Microsoft’s Speech API (SAPI) compatible voices to generate spoken menu descriptions. Be sure to enable Text to Speech and choose a voice in the Control Panel in Windows XP or Windows Vista before you enable spoken menus in iTunes 8, since speech may not be enabled by default.

Adjusting the speed of the computer’s voice changes the way spoken menus sound on iPod nano (4th generation). In Mac OS X, you can adjust the speaking rate for Alex and other Mac voices in the Speech pane of System Preferences. In Windows XP and Windows Vista, you can adjust the speaking rate for voices using the Text to Speech Control Panel.

For more information about setting up spoken menus on iPod nano (4th generation) see “Enabling Spoken Menus” on iPod nano (4th generation).

Large Font on iPod nano (4th generation)

The new iPod nano (4th generation) introduces a font size setting that lets you choose a standard or large font size. You can enable the large font in the Settings menu.

High Contrast Screen and Backlight

iPod classic and iPod nano feature high-resolution LCD displays with adjustable brightness settings that make them easy to read even in low-light conditions.

iPod touch features a large, high-resolution 3.5-inch LCD display with adjustable brightness. There's even an Auto-Brightness feature that continually adjusts the brightness automatically—using an integrated ambient light sensor—for optimal viewing even in very high and very low lighting conditions.

Accessibility in iTunes 8

iTunes 8 is screen-reader friendly. On a Mac using Mac OS X Leopard, it's compatible with VoiceOver; on a PC using Windows XP or Windows Vista, it's compatible with GW-Micro Window-Eyes 7.0.

Screen Reader Technology

For those who are blind or have a vision impairment, screen readers provide spoken descriptions and full keyboard control as an alternative to using a mouse. Screen readers use a speech engine to synthesize spoken descriptions that explain what's taking place on the computer screen. While customers using Windows PCs typically purchase screen readers separately, on a Mac both Mac OS X v10.4 Tiger and v10.5 Leopard include a full-featured, built-in screen reader called VoiceOver. On a Mac, iTunes 8 works in conjunction with VoiceOver to provide full keyboard control and spoken audio descriptions. iTunes also works with the other built-in Universal Access features of Mac OS X Leopard, including Zoom, Sticky Keys, and Mouse Keys. The Universal Access features of Mac OS X work in conjunction with VoiceOver to suit your specific needs.

Thanks to its support for Microsoft Active Accessibility (MSAA), iTunes 8 for Windows can also be used with screen readers for Windows, but to take advantage of the support, screen reader manufacturers may have to update their applications. Apple recommends using GW-Micro Window-Eyes 7, which is sold separately, on Windows XP Service Pack 3

Shen
goalball@gmail.com

*73 years of serving the blind of California, we are the California Council of the Blind. Please support the California Council of the Blind by using **www.ccbnet.gttrends.com** for your travel needs. 50% of the commissions from your travel purchases will be donated to CCB.*

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IMPORTANT ANNOUNCEMENT FROM THE PRESIDENT

The CTEVH Board proposes the following name change for your consideration to be voted on during general session March 13, 2009.

That CTEVH Inc. becomes CTEBVI, California Transcribers and Educators of the Blind and Visually Impaired.

Alternative suggestions are welcomed.

SUBJECT: New Scholarship Information

Dear Braille-N-Teach list,

Last week a message came through on this list with information about a "Good Neighbor" scholarship program. That was incorrect and outdated information. Please discard anything with "Good Neighbor" in the title.

Here is the updated information on that scholarship for 2008.

Best,
Richard

The 2008 Alice Chavez Pardini Education Advancement Grant

The San Francisco Chapter of The California Council of the Blind is accepting applications for The Alice Chavez Pardini Education Advancement Grant. This grant was named to memorialize Alice Chavez Pardini who passed away this summer. Alice was a long-time CCB member. Her life serves as an example for all blind and visually-impaired people because she demonstrated strength, courage, and an unstoppable determination to live life to the fullest.

This year's grant, up to \$2,500, will be given to the blind or visually-impaired student who can best demonstrate the need to improve his or her educational or employment opportunities. Applicants must be legally or totally blind in grades 6-12, college, graduate school, or a certificate program; and reside in San Francisco, Alameda, Contra Costa, Marin, or San Mateo counties.

The application deadline is October 31, 2008.

For additional information or an application, contact: Charlie Dorris: **415-775-0487** or email: ***tyreedorris@aol.com***; and Ellie Lee: **415-378-6079** or email: ***elliesf@hotmail.com***

Richard Rueda
Youth Employment Transition Coordinator/Vocational Rehabilitation Counselor (SVRC)
Dept. of Rehabilitation: Blind Field Services
510-622-3083 (Oakland office)
1515 Clay St. #117, Oakland, CA 94612

Out stationed contact:
California School for the Blind (CSB)
510-794-3800, x330
500 Walnut Ave, Fremont, CA 94536

Web Resources: Dept. of Rehabilitation: ***www.dor.ca.gov***
Transition 2 Employment: ***www.transition2employment.com***

Alice Chavez Pardini Education Advancement Grant

Who: A legally blind student in grades 6-12, college, graduate school, or a certificate program who lives in San Francisco, Alameda, Contra Costa, Marin, or San Mateo counties.

What: The San Francisco Chapter of the CCB will give a grant of up to \$2,500 to a Bay Area blind or visually-impaired person who can best demonstrate the need to improve his or her educational or employment opportunities.

Where: Submit completed application and essay to: Charlie Dorris, 966 Union Street, San Francisco, CA 94133

When: Submit a completed application form and essay **postmarked by October 31, 2008.**

To request an application and instruction form or for further details contact:

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

Ellie Lee: **415-378-6079**; ***elliesf@hotmail.com***

* * * * *

SUBJECT: [Pibe-division] Fw: New Resource and Survey on Accessing Foreign Languages by Blind Students

Please post this announcement in your newsletters, on your websites or share with others.
National Clearinghouse on Disability and Exchange
Mobility International USA

Contact: Michele Scheib, Project Specialist

Email: ***clearinghouse@miusa.org***; ***http://www.miusa.org/ncde***

Tel/TTY: **541-343-1284**; Fax: **541-343-6812**

1) New Resource Provides Easier Access to Foreign Languages for People who are Blind

When Mr. Avraham Rabby was selected as a U.S. Foreign Service Officer, he was the first blind person to serve. At the time, he spoke English and Hebrew, and during his career, he learned Spanish and French. Through the Foreign Service, Mr. Rabby experienced the world, completing seven jobs on five continents and witnessing historic events.

For people who are blind or low vision, learning a foreign language and getting the resources needed just became easier. The National Clearinghouse on Disability and Exchange (NCDE) encourages people who are blind or have visual impairments to learn a foreign language and pursue international travel with a purpose®. Towards this goal, the NCDE published a new informational guide to support blind and low vision students to take a broad range of foreign language courses, from Arabic to Turkish, by providing the tools needed so that course materials can be accessed.

Read "Accessing Foreign Language Materials as a Blind or Low Vision Student" online or download in various formats for free at: ***http://www.miusa.org/ncde/tipsheets/languageguide.***

This free resource includes:

- * The capability of commonly used assistive technology and software to handle foreign languages
- * Guidance for locating audio, braille or large print materials in foreign languages
- * Tips on transcribing braille textbooks in foreign languages or using readers and scribes
- * Considerations for studying the foreign language abroad

The type of languages that one chooses to learn has an impact on competitiveness for future employment. Because of changing economic and geopolitical influences, more courses and scholarships are being offered for people interested in learning what the U.S. government calls “critical need languages,” such as Arabic, Chinese, Hindi/Urdu, Japanese, Korean, Persian/Farsi, Russian and Turkish. With the goal of increasing U.S. citizen’s skills in these languages, the U.S. federal government sponsors opportunities through the National Security Language Initiative [<http://exchanges.state.gov/nsli>] summer language institutes in the United States and abroad, or as added language enrichment funds for study abroad fellowships.

Primary emphasis of this new informational guide is on accessing the reading and writing components of critical need languages, such as Arabic, Chinese, Hindi/Urdu, Japanese, Korean, Persian/Farsi, Russian and Turkish, although information is also applicable to more commonly taught languages such as French, German, and Spanish.

2) Foreign Language Survey Asks People with Disabilities to Respond

National surveys show high school students with disabilities, while increasing in the numbers enrolled, still lag behind their non-disabled peers in the percentages taking foreign language courses. Students with and without disabilities are close to equal in the percentages completing foreign language courses at the higher education level. However, the data does not explain what languages are being studied, how successful the learning experience is, and what are the barriers and benefits for people with disabilities at all ages.

Are you a person with a disability who is interested in taking a survey about foreign language learning and disability? The National Clearinghouse on Disability and Exchange seeks your and other individuals with disabilities input and experiences.

Take a 10-minute Foreign Language survey online at:
<http://www.surveygizmo.com/s/47971/foreignlanguages>

Deadline to submit the survey: October 31, 2008

The National Clearinghouse on Disability and Exchange (NCDE), which is sponsored by the U.S. Department of State and administered by Mobility International USA, works to increase the participation and inclusion of people with disabilities in international exchange programs.

Mailing address: Mobility International USA, 132 E. Broadway, Suite 343 Eugene, Oregon 97405 USA

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SUBJECT: [Pibe-division] Hopefully Useful Reference: Foreign Language Braille Codes

Hello:

I came across this and thought it might be useful for those of us dealing with foreign language braille codes. <http://unesdoc.unesco.org/images/0008/000872/087242eb.pdf>

This is the 1990 edition of UNESCO's World Braille Use. This publication lists the braille codes used in various countries. There is also a bibliography listing all the various braille manuals known to exist. Have a great day.

Regards,
R J

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SUBJECT: Free Cane Program

The NFB is giving out free white canes to all blind people. If you need help filling out the form please let me know. Also let everyone know of this great opportunity. The Deaf Advocacy Center provides cane training to those needing it. These are the best canes for a blind person to use and will be required in my program from now on. The cane should come somewhere between your chin and nose.

http://www.nfb.org/nfb/Free_Cane_Program.asp

Beth Koenig; bethko@gmail.com
Director of Deaf Blind Services
Orange County Deaf Advocacy Center
2960 Main Street A100, Irvine, CA 92614

<http://www.deafadvocacy.org/dbs>

Health, safety, and productivity are the cornerstones of independence. At the Orange County Deaf Advocacy Center we provide the training and services necessary for the deaf and disabled to achieve equality and independence in all areas of life.

* * * * *

SUBJECT: 2009 CSUN Conference

Greetings from the Center on Disabilities at California State University, Northridge. We hope you are enjoying the lazy, hazy, and sometimes crazy days of summer! If you're looking for some light reading material, may we suggest the Summer issue of the Conference Newsletter? It can be found at:

<http://www.csunconference.org/index.cfm?EID=80000144&p=89>

The Conference Newsletter is a great place to catch up on what's happening at the Center on Disabilities and information on the 2009 event, including:

Conference Dates: March 16-21, 2009

Conference Location: Los Angeles Airport Marriott & Renaissance Montura Hotels

Call for Papers: Begins August 25

Call for Papers announcements will be going out soon, so be sure to check your email, mailbox and our conference web site at <http://www.csunconference.org> for complete information and your link to the Conference Newsletter.

We hope you enjoy the rest of the summer and look forward to seeing all of you at the 2009 Conference next March.

Regards,
Sandy Plotin, Managing Director
Center on Disabilities, California State University, Northridge
818-677-2578; conference@csun.edu

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SUBJECT: Font Sizes/ISBN Numbers

Hi Braille-N-Teach Members,

FYI: The California Education Code section 60061.8(a)(1) requires publishers that produce printed instructional materials to have sharp, clear, high contrast, and highly legible fonts. The font size for Kindergarten materials is at least 20 points; for first grade, at least 18 points; and for second grade, at least 16 points. If a student needs a larger font size to read the printed instructional material, then this recommendation should be in the Individualized Education Program (IEP).

To confirm a book's ISBN, title, and publisher name, please log-on to the CDE's Price List of Adopted Instructional Materials at <http://www.cde.ca.gov/ci/cr/cf/ap1/plsearch.asp> prior to searching the IMODS. The price list identifies all current State Board of Education's (SBE) adopted K through 8th grade instructional materials eligible for Instructional Materials Funding Realignment Program (IMFRP), (information on the IMFRP may be found at <http://www.cde.ca.gov/ci/cr/cf/imfrpintro.asp>) and eligible to be posted on IMODS.

Publishers are **now** using 13 digit ISBNs and no longer using 10 digits. Use both ISBNs when searching for your book. You may also enter a book title (or a descriptive word in the title, i.e. science, Cay, night, etc.) in the IMODS search box.

If you haven't found the California adopted K-8 book, continue to revisit IMODS periodically, and search for it on the American Printing House for the Blind, Inc. (APH), Louis Database of Accessible Materials at <http://sun1.aph.org/starweb/APHBLLouis/servlet.starweb>.

I hope this information helps in your search for state adopted books in alternate formats.
Olga

National Braille Association, Inc.

“ASK AN EXPERT”

Ask An Expert is a new feature where you can post questions to skilled experts in the field of braille transcription. Lists are moderated by NBA Members skilled in these particular areas of expertise:

- Braille Formats Course
- Computer-Assisted Transcription
- Educational Materials (Textbook Format)
- Foreign Language
- Literary Braille
- Mathematics and Science
- Music Braille
- Online Learning
- Tactile Graphics
- Transcriber and Educator Services

Visit our NEW website at www.nationalbraille.org, and ask your questions and network with others in the field who may have similar questions and answers.

More Information: Jan Carroll, NBA Public Relations Chair
jcarroll@aph.org; 502-899-2302

The National Braille Association is a sponsor of the Braille Authority of North America.

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Editor’s Note: The following article is in response to a question I posed to “Ask An Expert” on the NBA website, and will answer the burning question: “Should the word ‘braille’ be capitalized?”

“Ask An Expert” is a great resource for answers to problems you have not been able to find solutions for anywhere else, and you can also pick up great tips from people who have posted answers to others’ questions. Please be sure to take a look at it when you get the chance.

Capitalization Style for the Word “braille”

A Position Statement of
the Braille Authority of North America

Adopted November 2006

Background

Many individuals, organizations, corporations and government agencies have asked the Braille Authority of North America (BANA) what its policy is on the preferred capitalization style for the word “braille.” Believing that the issue is a true policy matter with far-reaching implications, BANA, as the standard-setting body for braille in the United States and Canada, is issuing a policy statement on this matter.

Most agencies and organizations in the blindness field throughout the world follow the practice that does not capitalize the word “braille” unless referring to the name of Louis Braille or to a proper name such as Braille and Talking Book Library (agency); Braille ‘n’ Speak (product name); or *Braille Formats: Principles of Print to Braille Transcription* (book title).

Even though the tactile reading system was named after an individual, it does not necessarily follow that the word be capitalized. This type of word is termed an eponym, a word that comes from someone’s name. Consider the words “watt,” “mach,” “sandwich,” “tattersall,” “foley,” “wellerism,” “bowdlerize,” “spoonerism,” and many others. All were once people’s names, or referred to a specific person. They are now just nouns and verbs spelled without a capital letter. Their lowercase status was acquired because the word has assumed such a commonplace role in the language.

“Braille,” as the representation of the code created by Louis Braille, has become an important, recognized, and commonplace part of the landscape of life. True acceptance of braille as a viable medium for reading and not a special or unusual item includes not setting it apart by writing it differently. As testament to its acceptance, it has acquired the right to appear in the language as a lowercase word.

Efforts are ongoing with the style manual publishers and the makers of the Microsoft Office Suite dictionary, to advise them that the blindness community prefers the word “Braille” to be represented as “braille.”

Position

BANA recommends that the word “braille,” when referring to the code developed by Louis Braille, be written with an initial lowercase letter. When referring to the proper name of Louis Braille, the inventor of the reading system, the initial letter should be capitalized.

For more information about the Braille Authority of North America, **visit www.brailleauthority.org**.

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IMPORTANT ANNOUNCEMENT FROM THE PRESIDENT

The CTEVH Board proposes the following name change for your consideration to be voted on during general session March 13, 2009.

That CTEVH Inc. becomes CTEBVI, California Transcribers and Educators of the Blind and Visually Impaired.

Alternative suggestions are welcomed.

Have You Heard the One About...?

A WOMAN was flying from Seattle to San Francisco. Unexpectedly, the plane was diverted to Sacramento along the way. The flight attendant explained that there would be a delay, and if the passengers wanted to get off the aircraft the plane would re-board in 50 minutes.

Everybody got off the plane except one lady who was blind. The man had noticed her as he walked by and could tell the lady was blind because her Seeing Eye dog lay quietly underneath the seats in front of her throughout the entire flight.

He could also tell she had flown this very flight before because the pilot approached her, and calling her by name, said, "Kathy, we are in Sacramento for almost an hour. Would you like to get off and stretch your legs?" The blind lady replied, "No thanks, but maybe **Buddy** would like to stretch his legs."



Picture this: All the people in the gate area came to a complete standstill when they looked up and saw the pilot walk off the plane with a Seeing Eye dog!

The pilot was even wearing sunglasses. People scattered. They not only tried to change planes, but they were trying to change airlines!

True story... Have a great day and remember...

THINGS AREN'T ALWAYS AS THEY APPEAR.

B-N-T ... What Would You Do?

LISTERS' RESPONSES

Editor's Note: *The following responses were prompted by an email Liz posted on Braille-N-Teach. Unfortunately, I no longer have the original which posed her query. I apologize. But the gist of it is that it involved a situation where a sighted student made a rude or unkind comment either to or within the hearing of a student with a visual impairment.*

Dear Listers,

I got so many responses that you won't believe it. You may want to pull up an armchair read this on a quiet, Friday afternoon. I found each comment helpful. Thanks again, everyone, I have learned something from all of you. *Liz*

* * * * *

I believe there is a new book out from APH—Can't think of the exact title—that addresses this issue. You may want to go on their website and see if you think it would be appropriate. Good luck.
Itinerant Teacher, Visually Impaired

* * * * *

Liz,

This is a very profound question and something that all of us have had to encounter. I, too, try to prepare the student to have a good answer in advance of these kinds of inevitable situations. I ordered the book from Vidi Press, *All Children Have Different Eyes*, that was recommended on this listserv. When I shared it with my 5th grade student with nystagmus, it generated an interesting conversation on how to deal with schoolmates who make rude comments about VI kids. The kids in the book are a little younger. It might be a good starting place for you.

* * * * *

"She was born that way (it is called _____) and "If you would like to know more come talk with us."

With children and people of all ages (visually impaired or not) I feel manners are important. Ability Awareness is an essential life skill for ALL people.

At the elementary school where the Resource Room for the Visually Impaired was located, we did a 10-20 minute presentation introducing ourselves—Brailist, O&M, Teacher of the Visually Impaired—in each class we had a student in. As the child was older and/or more able, the child introduced us. We explained what services we provided. Beforehand, I, as the Brailist, usually brailled (in uncontracted, lower case) each child's name from a class list. I then gave the students in class the alphabet in braille and the card with their name on it. Sometimes I let them use a braillewriter to braille dots, or had the student who was VI demonstrate its use. For younger students I gave them embossed sheets to color with braille-labeled crayons

All students were also exposed to the specialized computer equipment in the computer lab and resource room because our school did a walk through all classrooms during the week before back-to-school night. So the children walked through the Brailist's Office as well as the Resource Room and the school's Computer Lab. This meant even if the children did not have a visually impaired student

in their class they were aware of the “stuff” students who happened to be visually impaired used.

We also had a “caught being good” reward system at our school. That is, if a child assisted or befriended or did something correctly, or did something to make the school better, their name was put in a weekly drawing. This was school wide and not just for VI students, but included the whole student body. Conversely, when a child did something not appropriate they could be written up, and this was also handled.

Life skills need to be understood on the school campus too! But really what I would like to say is, “She was born that way ... I was wondering what is wrong with your manners.”

* * * * *

Hi Liz,

I think there are times when it is appropriate, and necessary, to intervene for your students when they are asked questions that need a thoughtful response (especially for Eng. Lang. learners). I would have the child with the comments come back and have a brief conversation, with you facilitating, so he will know his comments were heard, and have an impact. He can learn to rephrase his comments, and once the curiosity is aided the weirdness dissipates.

I would love to read your responses if you don't mind forwarding them. *SMCOE*

* * * * *

Hi Liz

I hope someone tells you to respond: “What’s wrong with your manners? You are so rude!”

* * * * *

I have found that a short, honest, and unemotional response gleans the best results in answering a person who is really interested. For the others, ignoring the ignorant comment is usually sufficient. If taunting gets to be overbearing, report it to your supervisor. It is very important that your student learns to handle situations such as these. *DF*

* * * * *

Liz,

Travis has had to deal with this from day one. There have been many times he has been out in public and at school prior to having his prosthetics, in between getting new ones and/or after having surgery (which both eyes at that point are not pretty at all...almost scary). I have always made a conscious effort to explain to Travis, in preparation for the public comments/questions, that people off all ages do not understand and will say things or ask things about his eyes in such a way that might sound mean. I told him that it is o.k. because they don't know, but it is a way for him to explain to them why he looks that way. It gives him the opportunity to talk to other kids (which he is not shy...) but also it shows that he is human, and it really catches them off guard. I think for him or me that is the key. He has had to learn to be more assertive, and have let him (to a degree, of course), only because children would stare at him and be afraid to approach him...he sensed that and he knew they were there and would call out to them...which it would catch them off guard (that kid can hear people from around the block!).

If I heard a comment (rhetorical or not) Travis may have not caught, I would be the one to initiate a question; again catching them off guard. It starts a conversation; people love to have permission to ask delicate questions...kids especially. This little boy probably felt protected to speak out that way, question or not, because his friends were around. You are still considered the “authority figure” because you are an adult...and it sounds like this little girl probably would not say anything in her “defense”...no time like now to learn...

If it was me...I would have looked right at him and said excuse me, invited him over, and say it sounds like you have a question about (her name), and explain to him why; invite him to ask her questions and let her try and answer them. Humanize her, the situation...

I know your role is to be more in the foreground...but you are going to be her best teacher and model on how to handle situations like that, as they happen. She needs to learn from someone...why not the best person--you?!

In return...Travis has taught me to feel secure enough (when he is not with me) to approach other people who are blind and ask questions...learning what I can teach Travis... HH

* * * * *

Hi Liz,

You should use every opportunity to enrich those who are unaware of the importance of differences. Never allow a student to get away with a comment you would feel rude if directed to you. I would suggest you call the boy over (in future like situations) and find out what his question really is and how much he wants to know. It's like teaching family life education, don't go overboard with the whole nine yards if the question is simple. Do, however, answer questions with correct information. Have him sit and introduce himself to the little girl (she needs that as much as he does).

It is important that bully behavior is stopped to the quick. It is also important to note that while we all have strengths, we all have weaknesses; some of each are genetic, and many are learned pluses and minuses. You, as her advocate, would be there to support both students in this process. You might even have a session with the girl to practice a response in similar situations so she isn't flustered.

Jonn Paris-Salb, Manager, Clearinghouse for Specialized Media & Translations

* * * * *

Hi,

I'm sure you already know this, but it such a struggle to watch our students go through this challenge that I thought I would share my opinion.

I hate to say it, but there are always going to be people who say and do cruel things. Probably the best thing to do is to help her learn how to keep it from affecting her self-esteem as much as possible. It can potentially be hard for her as she gets older, and she will not be able to teach everybody who just make cruel comments as she goes along in life (such as when they are walking by her on the street). So starting now while she is young and in a great environment within her classroom, would be a good time. That is just my opinion though.

I have several students who have come to my class who have had a hard time with other students, and we spend a lot of time helping them learn how to handle it, as best as we can. I've also noticed that it is helpful when they learn that they are not the only student who has to deal with this challenge. Good luck. *JC*

* * * * *

I would suggest that you take the young man aside and introduce him to your student. It is pretty hard to have a 5-year-old with limited English handle a 5th grader. After 30 years, you just tell him the truth. Choose your time not to pressure him with peers, etc. The truth always works in the long run. Kids are honest and we need to be also. Anyway, that's my experience. Hope you find a good solution. Trust your instincts. Yours in education, *JO*

* * * * *

In a similar situation, in a small town, I did short talks to all of the classes 1-3 when my student was in second grade. As the student was not highly verbal, I did the talking, showed the students a special, secret code that only this student knew, and answered questions about his cane. The kids then knew who I was and came up on campus and asked me questions. They also let me know when there were eye problems in their families -- cats, dogs, and grandparents, mainly, -- so it 'demystified' that student. As the student (now in 8th) has grown, so has this generation of kids, who share with other students what is going on. And the elementary teachers call me to talk about braille, make name cards in braille for their classes yearly, and borrow print/braille books.

As he has gotten older, he now does the presentations with me, with his BrailleNote, and they ask him questions.

If you can find out whose class that particular student is in, you might be able to ask the teacher if he/she would like you to come and do something similar!

I have also worked with individual students on an ongoing basis (as the questions only get more sophisticated as the students get older and have honest curiosity) to learn about the structure and function of the eye in general, and come up with a short but sophisticated statement such as, "I have nystagmus, with 20/70 vision, and I use large print -- and I love soccer!" to give the questioner some honest information, in a factual manner, but also point out that there is more to the kid than his/her eyes! Thanks for asking the question.

* * * * *

Liz,
Depending on how cooperative the 5th grader's teacher is, I suggest thanking him for expressing interest and teaming him with your student to make a presentation to the class, if not the school. Might turn derision into advocacy. *Steve Goodman, CSB*

Silent Auction Success Story

Stuart Wittenstein, CTEVH Life Member

SUPPORT CTEVH AND FIND YOURSELF IN PARADISE

During our 2008 conference, Tracy Gaines, Secretary to the CTEVH Board, coordinated a silent auction to raise funds for CTEVH's activities. I thought, why not check this out? I could help CTEVH and have some fun and maybe take home something new and unusual. And Donna and I wound up spending a week in paradise. The premier item in the silent auction was a week's stay at the Sting Ray Villa in Guanacaste, Costa Rica. This item was donated by Rick Deubel of Spectra Concepts, a vendor of products for individuals with low vision, and a consistent exhibitor at CTEVH conferences. Rick and his wife Susan built and decorated this amazing getaway home and deserve the thanks of CTEVH for his support of our conference – which is why I've appended a blurb about his company at the end of this article.

Rick and Susan's three bedroom, three bath villa is set up on a hillside with trees filled with little green parrots and other birds all around (I'm a city kid so forgive the lack of bird specificity), with a "great room" which has five sliding glass doors to a terrace which gave us a 180 degree view of the Pacific Ocean, trees, and some of the most beautiful sunsets you can imagine. Have your morning coffee on the deck which wraps around the house and watch and listen to the Pacific waves break close to shore and then walk down to the beach.

The villa is located in a very isolated and remote part of Costa Rica in a spa and resort called "The Sanctuary." The resort runs two restaurants and a spa and has a pool (including 4 resident iguanas) in addition to the ocean front property – a black sand volcanic beach, within easy walk of white sand beaches too. At Rick's suggestion on our way there we stopped in Santa Cruz about halfway between the house and the Liberia airport (a two hour drive, half of which on dirt roads, a little tricky) to stock up on groceries and baked goods. So we had coffee, fruit, pastries, and cheese and other snacks in the house and didn't eat all of our meals in the two lovely restaurants – but we certainly could have.

We stayed close to home because home was so lovely and there was so much to enjoy. We did take one excursion arranged at the resort office (there were lots of options) to Palo Verde National Park with a jungle boat ride wildlife tour. Saw many kinds of beautiful birds (herons, parrots, and orioles, it helps to have a guide!), monkeys, and crocodiles in their natural habitat.

Even though it was August which is the rainy season, it never rained before 1 PM and most days it didn't rain until the evening (as in Camelot). We did have some amazing lightning storms and the power blinked out a time or two. The sunsets were magnificent, and the deck and glass sliders created a beautiful place from which to view them. We also made use of the spa and booked spa massages for two at the beach at sunset – our most extravagant event. And we took a four hour guided "beach walk" – which became a jungle hike – and saw howler monkeys (the alpha male barked [howled] at us to leave his territory, and we learned not to walk directly under him!), drank from and ate coconuts right off the tree, and swam and played volleyball (well, we watched as younger folks played volleyball) at a beautiful white sand beach.

The Costa Rican people are friendly and well-educated. They have one of the highest literacy rates in the world – 97%. Since 1948, they have had no military and have spent most of their money on education. You've got to admire their priorities, although I'd suggest a little more to be spent on roads! But maybe their spending on education explains how they've avoided the violence and strife of their neighbors in Central America.

It was marvelous getaway and a great place for a second honeymoon. No cell phones, no email (you can actually get Internet service at the resort office, but we declined), no news (Russia started a war while were gone!) and no sports scores (the Yankees dropped four games further back of Boston and Tampa Bay; just as well we didn't know). We didn't miss any of it. Now, we are home a little jetlagged and sunburned and with wonderful memories.

So, if you see this item in a future CTEVH silent auction . . . imagine parrots and sunsets and your own little piece of paradise, while supporting your professional organization -- and stop by Rick's exhibit booth and thank him for his support.

Sidebar from <http://www.spectraconcepts.net/>

Serving the Low Vision Community for over 10 Years

For more than a decade, Spectra Concepts has been helping visually impaired and blind people achieve greater independence by distributing innovative, technology-based products, CCTV's and computer text enlargement equipment.

Spectra Concepts knows from personal and company experience that the degree of vision loss varies from person to person. For this reason, Spectra Concepts performs needs assessments and product demonstrations to match clients with the right product. Our products assist those with beginning to advanced stages of low vision caused by macular degeneration, retinitis pigmentosa (RP), diabetes and other conditions. Reading one's own mail or a label on a pill bottle, writing checks or letters, and enjoying photographs are examples of things that may be possible again with the use of a CCTV.

Sidebar on auction etiquette: One negative to report – during the silent auction, someone whom I won't name, bid on the Costa Rica vacation trip with seemingly no intention of honoring the bid. The person artificially inflated the price and then reneged on the bid when it was awarded to them during the Saturday night banquet. This is shameful behavior in any circumstance, but particularly shameful when it comes from a member of CTEVH to the organization which supports our profession. Note to all prospective bidders – be serious and definite about your bid, and honor your word.

Celebrate!

submitted by Jana Hertz, CTEVH Literary Specialist



With the New Year fast approaching, there is cause for celebration. In March, CTEVH celebrates a golden anniversary ... a half-century of support and collaborative efforts in providing instruction and materials to the visually impaired community. That means braille, among other things!

Braille literacy would never have been possible if not for a pattern of six dots, arranged by a young boy named Louis Braille. This reading and writing system of raised dots has "opened the door to literacy" for thousands of people worldwide through the fingertips, and is universally accepted as the most effective literacy tool for the blind.

January 4, 2009 commemorates the bicentennial of this young man's birth ... another cause for celebration!

The National Federation of the Blind (NFB), the oldest and largest organization of blind persons in the United States, is currently under contract with the National Library Service for the Blind and Physically Handicapped, Library of Congress (NLS) to conduct that agency's National Braille Transcribing Certification Program through the Jernigan Institute. The Jernigan Institute is the only research and training facility for the blind operated by the blind. The NFB Jernigan Institute conducts all administrative functions of the certification program, including the recruitment, training, and evaluation of individuals wishing to become certified braille transcribers and proofreaders.

To commemorate the Louis Braille Bicentennial, NFB in conjunction with the U.S. Mint will be launching the Louis Braille Bicentennial-Braille Literacy Commemorative Coin in 2009. As a promoter of Braille literacy, and in recognition of the critical role that both braille and the NFB play in the independence, freedom, and success of the blind, Public Law 109-247: The Louis Braille Bicentennial-Braille Literacy Commemorative Coin Act was passed.



Additional information on the NFB Braille Commemorative Coin and Literacy Campaign can be found at http://www.nfb.org/nfb/Braille_coin.asp?SnID=1558646392.

Also celebrating the Louis Braille Bicentennial is National Braille Press, with an entire website dedicated to this "genius inventor who bestowed the gift of literacy to blind people around the world." Be sure to visit the **Louis Braille Bicentennial Website** at <http://www.nbp.org/ic/nbp/louis/index.html>. You will find global celebrations, fun and games, facts about Louis's life, gifts and mementoes at the Braille Bicentennial Boutique, and an opportunity to donate to support braille books.

Grab your party paraphernalia, and join the celebration!

Education

Sheila Bonito, CTEVH Education Specialist

50th anniversaries – golden years! Many of us were not yet born or were and we were not yet teaching when CTEVH was formed. For the past 50 years, it has been an ongoing source of information of upmost value to people who provide services to people with visual impairments – the people who teach the students and adults, transcribe the materials that are used by them, and who are often themselves the consumers!

* * * * *

When many of us were starting our education careers and volunteer transcriber positions, the students we served in the public education settings were children who had loss of vision, but had no other cognitive or learning impediments. What a difference in caseloads for the staff who are coming into the field now, where more than half of the students served in our local school districts have more than one physical or developmental impairment! CTEVH has provided the venue whereby we can meet annually with each other to learn from workshops presented by our peers, as well as read information in the CTEVH JOURNAL which helps further our understanding of the myriad of resources available to us and to our clients.

* * * * *

In response to the shift in the needs of the students we have served over the past 50 years, CTEVH has kept pace, providing many resources for learning about education of the range of students we teach children and adults at every age. Preparing our students for life after high school must now include all of the multiple skills needed to survive socially in the world, whether it be living in a college dormitory or with roommates, or in a group home! As my own daughter ages, we are acutely aware that she not only needs the functional academic, vocational, and communication skills that her IEP teams have included since preschool, but the social and independent living skills are extremely important in terms of her being accepted into an appropriate adult activity program or job and a suitable group

home/adult living setting. Our IEP goals have definitely shifted from the first IEP goals I wrote during the Master Plan years! (If you remember those times, you might want to consider joining some other ‘Old Timers’ for a panel discussion at the next CTEVH conference: “What I wish I had known then...” things we’ve learned and want to share so that others can gain from the knowledge we gleaned from hard experiences! – contact me to join us! sbonito@amadorcoe.k12.ca.us)

* * * * *

Teaching braille music is another added responsibility which has been eased by CTEVH through people like Richard Taesch sharing his understanding of the importance for our students of learning this additional code. He has shared much with us in his articles in the JOURNAL as well as providing information within his speciality so that other musicians may understand the intricacies of braille music education. See his article from 1994 as an advocate for music literacy, published by the “California Music Teacher,” on the MENVI Website, Articles Link, at www.menvi.org

* * * * *

Maintaining the integrity of transcriber job duties has been an active area of discussion and information sharing in the past weeks! We ALL need to remain vigilant that we protect the services we are able to provide to our students. As money continues to drive the decisions of our district and agency management teams, we must be vocal in stressing that our specialized services must not be comprised!

* * * * *

Please take a moment to reflect on your concerns which you would like to be discussed during the annual Itinerant Roundtable. Email me with any topics you feel you would like to have included in our discussion in addition to our yearly accounting of caseloads, miles driven, and materials procurement.

Computer-Generated Tactiles

Jim Barker, CTEVH Computer-Generated Tactile Specialist

RULES OF THUMB

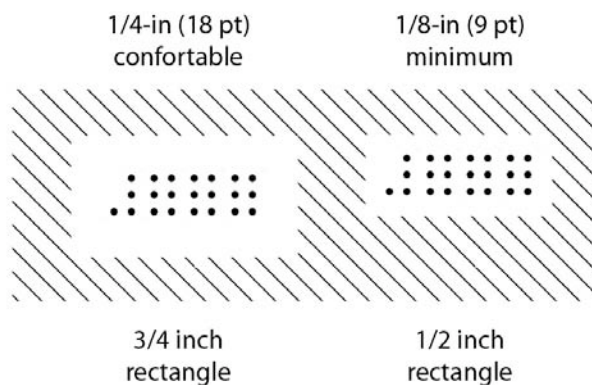
According to one source on the Internet, “Rule of thumb refers to shortcuts to solutions to new problems that resemble problems previously solved by experienced workers.”

The 1/8-inch Rule

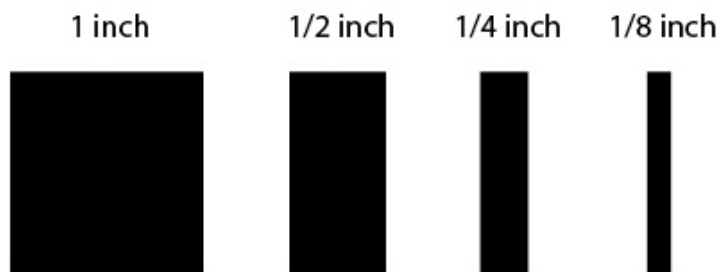
A good, comfortable distance between brailled text (keys or labels) and a graphic (line, dot or fill) is 1/4 inch. But, of course, we all know this is not an ideal world. So we’ve set a limit of 1/8-inch as the minimum gap around text in a graphic. The maximum distance is a half inch before requiring a leader line. (A leader line is to be no shorter than 3/4 inch.)

A quarter-inch is the same width as a single braille cell; that is, if you’re using the standard Braille29 typeface (at 29 points), which is what we use in producing our graphics on swell-touch (or PIAF or encapsulated) paper. So it’s fairly easy to “eyeball” that gap.

To easily ascertain the correct distance height-wise around text is that a “white” rectangle with a height of 1/2-inch will give you 1/8-inch clearance above and below the braille. A 3/4-inch rectangle will give you 1/4-inch above and below. (*Illustrations below are not to scale.*)



Another way is to envision a line thickness of 18 points. If you realize that 72 points (remember, we’re talking computers, now) equals an inch and 36 points is 1/2 inch, then 18 points is 1/4 inch and 9 points is 1/8 inch.



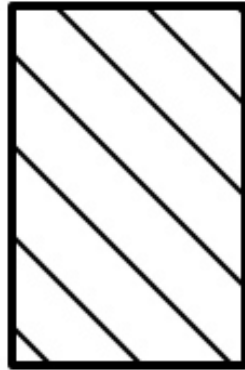
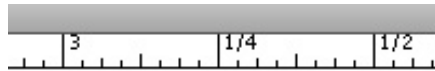
Leader Lines

That 3/4-inch leader line is easy to figure out if you use the line we use: 1-pt stroke with an 8-pt dash and gap (butt capped). If your line is showing three dashes, you've reached 3/4 inch (or close enough). Just make certain that's the shortest your leader line is.

Bar Graphs

Another rule of thumb (it might be more appropriate to say "rule of fingertip") is restraining the maximum width of bars in a bar graph. It has been determined that 3/8 inch is the approximate width of a braille-reader's fingertip. So don't make the bars any wider than 3/8 inch; they can be narrower, but not wider.

The quick and easy way to draw the bar is to use the ruler. Draw one, then copy it as many times as needed and align them to the x-axis, then, using the direct selection tool, adjust the height of each bar.



Textbook Formats

Patty Biasca, CTEVH Textbook Formats Specialist

INTRODUCTION TO GUEST ARTICLES

The Textbook Formats Committee is very pleased to offer two guest articles for this issue. One is by our very own Ann Kelt, a transcriber for more years than some of our readers have been alive and a formatter for CSMT. Her list of contributions to BANA, CTEVH, CSMT, and individual transcribers is long and impressive. As a formatter for CSMT she sees our work, and in this article she discusses the things that most often get confused concerning Preliminary Pages.

The second article is by Lynnette Taylor whom many of you know from her workshops at CTEVH, even though she lives in Florida. She is chair of the BANA Textbook Formats Technical Committee which is working to rewrite our *Braille Formats* rule book. Who better to write about the recent rule changes, specifically in this article on Skeleton Tables.

Preliminary Pages

Ann Kelt, Braille Formatter for CSMT

THE SUBJECT: PRELIMINARY PAGES SOME REMINDERS

1. Title page: What is the real title of a book?

A. Example of print titles:

Text: Glencoe World History
Workbook 1: Glencoe World History
Practice Workbook
Workbook 2: Glencoe World History
Assessment Book

What appears here to be each book's title is actually the series title. Only the text uses the series title; the other books use it as a sub-title. This prevents a lot of confusion over which book is which.

Braille titles:

Text: Glencoe World History
Workbook 1: Practice Workbook
Glencoe World History
Workbook 2: Assessment Book
Glencoe World History

B. You may use the US postal codes for the state:

Print: Published by Glencoe, Inc., Dallas, Texas
Brl: Published by Glencoe, Inc., Dallas, TX

C. Copyright © by Glencoe, Inc.

If both the word “copyright” and the symbol are used in print, use both of them in Braille. There is a legal difference between the meaning of the two words/symbols. Follow spacing as in print. Sometimes the copyright date is not on the print title page. Often it is on the outside back cover. Look all over before omitting it.

D. ISBN: Use both the 10- and 13-digit numbers according to the *2007 Update*. The order is not important.

2. Special Symbols page: Which symbols need to be included and which need dot numbers? All of these need dot numbers.

Emphasis: bold (456, 46)

Reference: asterisk (35, 35)

BRI (2356, 2356)

dagger (26, 26)

others as shown in *Formats*

Diacritics: macron (456)

breve (45)

circumflex (235)

schwa (26)

diaeresis (23)

tilde (5)

and so on

NOTE on diacritics: Any diacritic symbol used in a pronunciation table does NOT also appear on the Special Symbols page.

Misc: compound hyphen (25, 25)

ratio (5, 2)

proportion (56, 23)

ditto (5, 2)

CBC: dot (46)

What do you see that all of these symbols have in common?

They are either **only** lower-cell dots or **only** right-side dots.

Do NOT give dot numbers for: slash, copyright, registered, trademark, italics

3. TN Page: There are some required TN's when a particular code, group of symbols, etc., are used in a volume. They are:

A: Printing History numbers (required for all CSMT books)

These tell when this book was printed; it is possible that the student will get a later printing which has some changes made – not enough to warrant a change in copyright but they make a big difference to the reader. Be sure to use the following TN and place it last on your TN page of every volume.

Skeleton Tables

Lynnette Taylor, Chairperson, Braille Formats Technical Committee of BANA

SKELETON TABLES

There has been some discussion about the *2007 Update* section on skeleton tables. Perhaps a little information on the thought processes of the Formats Technical Committee might be helpful.

One of the major decisions made early was that braille transcription would follow print as closely as possible. Braille readers and vision teachers told us that we did a disservice to the blind student by substituting forms of emphasis and by using alternate formats for tables and other graphic information. Therefore we decided that skeleton tables would be reproduced. We did limit the number of blank rows necessary in the braille to two.

Here is the rule as written in the *Update*.

Rule 8: Tables

(3) **Skeleton tables** only show column and/or row headings.

(a) Braille the headings using normal table format, and indicate the empty spaces with a dash. Limit the skeleton to two blank rows. Add a transcriber's note when there are three or more blank rows or columns, to indicate how many blank rows and/or columns appear in print.

Print shows four blank rows.

(b) Add a transcriber's note if the print format of the skeleton table does not indicate the number of rows:

This table does not have a specified number of rows.

(c) If the table shows a required number of answers, provide the same number of columns and/or rows as the print.

(d) Use a dash (36, 36) to indicate blank headings or entries.

(e) Use another format if the table is too wide for the braille

By definition then, a skeleton table can only have column and/or row entries, which means that there can be no text within the table itself. The example in (3) (c) should have been placed in a different section dealing with cause and effect tables and will be corrected when the full set of rules appear.

Skeleton tables are designed several different ways in print. Sometimes the illustration will show two or three rows with all the column headings as an example to the student. When that is the case section (a) allows the transcriber to present a minimum number of rows and/or columns. Section (a) also allows for a transcriber's note to indicate how many rows and/or columns are in print when the exact number is not crucial. For example, when the question is open-ended the exact number of rows may be unknown.

Family Members	List of chores done by each family member
Self	

Each student will have a different number of family members, some needing two rows, some needing many more. In this situation a transcriber's note will indicate three blank rows but the student can add as many as necessary for his or her family.

Section (b) is used when the print does not indicate the number of rows. This is sometimes shown in print with a wavy line used for the bottom of the table. There are other print options for presentation of an unknown number of rows. Generally rows and not columns are shown without a specific number but when columns are treated this way the transcribers note would be changed to reflect that practice.

Section (c) covers the case when there are an expected number of rows and/or columns for the student to fill out. In the example below, there are three rows and the transcriber should show all the rows and columns.

Northeast Florida Counties	Population	Charter or Constitutional Government
Duval		
Nassau		
St. Johns		

In (d) the *Update* says to use a dash (36, 36) to indicate blank headings or entries. This is to eliminate confusion between a line of guide dots and the intentionally blank space. While this is to be used in the context of the skeleton table and will be useful in the future, it should not be assumed that information contained in the limited area of the *Update* should be used in other areas.

It is unfortunate that we cannot assume a global change has been made but it cannot be assumed unless explicitly stated. Note that in the information for linear formats the dot 5s has been retained but in the listed table there are two different options. Option one uses the dot 5s to indicate a blank entry in print and the dash to indicate an entry space that the student needs to fill in.

The confusion arose because the Formats Committee did not do global changes. In the future, any updates need to take into account the entirety of the rules to make sure such conflicts do not cause problems for transcribers and, therefore, readers.

Music in Education

Richard Taesch, CTEVH Music Specialist

FOR TRANSCRIBERS AND VI MUSIC TEACHERS, ... with a bit of humor thrown in here and there

"An Introduction to Music for the Blind Student," Part I, has been around for some time now, and Part II has followed in its dot-steps. Part III is in preparation, and will be a teacher-training course. Tutors and teachers who use the Part I & II series do not need to know braille or music braille to help a blind learner. Dancing Dots is the publisher. (www.dancingdots.com)

Many new transcribers are coming out of the NLS training program these days, and offer such a refreshing new trend! But now, what about those who will train the teachers and the students to understand how to use what they are producing? Who will train them? It is our hope that one day we may see a real certificate program that might enjoy the same success as The Library of Congress training course for music transcribers.

Following is a little segment from the new course. It has been adapted on the lighter side especially for our JOURNAL. I hope that you will have some fun with it, and perhaps even take some time to send in your own ideas.

QUESTIONS TO LEARN FROM (And have a little fun too!)

Don't peek at the answers that follow quite yet. Some of these questions are intuitive, and may not refer directly to subjects covered in the course. Give them a try, and test your instincts – a very important ingredient! Consider these questions as just another way to learn and to teach. Enjoy!

1. What instructions would you provide for your student who must complete the written portions of a first theory exam? Consider that a blind teacher may be correcting the exam answers in braille, and will be using the exam to compare the student's responses.
2. Never allow your student to play an exercise on the keyboard without singing it in solfege first. True or False?
3. What is the rule for octave marks when there is a jump in excess of a fifth interval?
4. Describe three instances in which two notes, a fifth interval apart, require an octave mark on the second note?
5. What were the three time signatures covered in Phase Three? (Just guess at this one if you haven't seen the course; time signatures were introduced for the first time in Phase Three.)
6. Your student has informed you that he or she has been taking piano lessons without your knowledge. You should (multiple choice):
 - a. Refuse to teach him or her until the piano teacher contacts you.
 - b. Chastise the student and parent for not informing you sooner.
 - c. Blackball the teacher on the local subscribers list.
 - d. Request that the teacher provide you with a copy of the method book being used and the lessons that have been covered.
 - e. Make an emergency call to NLS to order *"Introduction to Piano for the Blind Student."*

7. The student's piano teacher has just contacted you; the teacher is obviously at a loss as how to teach a blind student. You should (multiple choice):
- Say that it serves him or her right for not contacting you sooner.
 - Hang up on the teacher.
 - Make a cup of coffee, and think about it.
 - Offer to transcribe the method book into braille.
 - Assure the teacher that he or she has nothing to worry about.
8. The chairperson of a university music department has contacted you regarding a blind music major that you have been teaching. Due to phone tag, you have made the toll call back. The professor is at a loss of how to verify the result of a melodic dictation quiz since he cannot read braille. Your answer should be (multiple choice):
- "Go figure it out for yourself! You get paid more than I do."
 - "Hang up and call me back! You're **It!**"
 - "Get a copy of *How to Read Braille Music*, by Bettye Krolick."
 - "Send the quiz to me, and I'll correct it – for a charge."
 - "Ask the student to read the braille excerpt back to you."
9. Your student has been accepted to a college music department. He or she has successfully completed all of *An Introduction to Music for The Blind Student*, Part I. The professor is terrified that she herself will need to learn about braille music, and would prefer to not accept the student into class. Your involvement should be (multiple choice):
- None
 - Suggest that the professor obtain a copy of *A Blind Music Student's College Survival Guide* at: www.menvi.org
 - Advise the professor that ADA laws do not permit discrimination.
 - Assure her that she has nothing to worry about.
 - Roll your eyes, and go pour a tall one.
10. You have given a *print-to-braille* dictation project to a student teacher based upon the first four measures of the following music. Your instructions require that the teacher-in-training dictate this music as though to a blind student using a note-taker device. The dictation is quoted as follows:
- Exercise 15, in four-quarter time
 - Measure 1: 4th octave E an eighth; F an eighth; G a quarter note; repeat the previous two beats
 - Measure 2: D an eighth; E; F a quarter; repeat
 - Measure 3: 4th octave E an eighth; F an eighth; G a quarter; A an eighth; B an eighth; C
 - Measure 4: B a quarter; D a quarter; G a half note



Carefully compare the verbal content of the dictation to the print music; give a bar by bar report for your teacher-in-training.

11. Assume that the student has taken the dictation based on how the teacher-in-training has dictated it in question 10; according to the following braille facsimile, has the student done the work correctly according to the dictation? [Remember that the dictation may or may not be correct, therefore, evaluate only the oral dictation as it was presented; make no corrections.] The student's music begins at the margin of the braille page.



Now check your answers. Be ready for some surprises!

ANSWERS:

1. Instructions in the course give suggestions on how to do a braille answer sheet. Perhaps an instruction list that you might provide could look like this (remember, it should be kept extremely simple):
 - a. On line one at the margin, put your name and the date.
 - b. Line two: Braille the title of the exam; then skip a line.
 - c. Place the number of the answer to each question at the margin followed with a period; run-over lines should be in cell 5 if we expect subheadings.
 - d. Where there are sub-listings, such as a., b., c., indent to cell 3 on the next line following the number of the answer.
 - e. When an answer begins with numbers such as scale steps or time signatures, it's best to place them on the next line following the answer number (in cell 3).

These instructions were meant to clarify the work for the person who will correct the exam, and should not over-emphasize format issues for the student. (Specialists: kindly call off the braille police for now.) This is only one of many possible suggestions.

2. False! It is always recommended to use the keyboard as a helping hand for pitch support whenever necessary.
3. Any interval of a sixth or more requires an octave mark on the second note. There is no exception to that rule.

4. A fifth interval requires an octave mark on the second note when:
 - a. Crossing into a new octave
 - b. On a new braille line when the two notes of the interval have been separated (always on a new braille line, no matter what)
 - c. When following any literary word sign within a music line
5. Three-eighth; Four-quarter; Three-quarter
6. Answer choice is, *d*: Request a copy of the book being used.

Your reason for this choice would be so that you can examine what approach you should use to support the student on an “as-you-go” basis. The answer choice *e*, the emergency request for a book, might seem reasonable; but remember that you were advised [in the course] to plan far in advance, and to obtain the piano book ahead of time.
7. None of the answers are really complete, but the closest one is: “Assure the teacher that he or she has nothing to worry about.” You would, of course, be inferring that you will lend support, and that the teacher him or herself need not know braille, but only to seek support from you, the specialist. [In this case, choice *c* might be a very good way to prepare for the phone call.]
8. Choice *e*: Ask the student to read the brailled answer back to you. If you are on SSI, you may want to consider choice *b* as an alternative.
9. Choice *b*: Suggest that the professor obtain the college guidebook. You can view and download this book for free on the link at: www.menvi.org. It is a special guide for students and college professors to use for solving such problems. If your computer or the Internet does not cooperate, choice *e* might be the next best action.
10. Report:
 - a. (1) It would be advisable for the teacher to specify as to where to place the exercise number; exercise numbers (followed by periods) might be best when not placed with time signatures. (2) The print music shows a common time signature, and not four-quarter as dictated. (3) If the student began the music at the margin, it was due to a teacher error, as he or she did not specify otherwise. This can be avoided by reminding students to always begin music in cell three, or to begin with a marginal measure number, one. All run-over lines begin in cell three when measure numbers appear at the margin.
 - b. This is correct, quite clear, and true to the print music.
 - c. (1) The second note should be dictated as an eighth. (2) By saying only the word “repeat” for beats 3 & 4, it is not clear that you mean the previous two beats. An early-level student might assume that you meant only the last note is to be repeated.
 - d. (1) A new octave mark is not required here, and this dictation would be cause for an unnecessary error on the student’s part should he or she place one before the first note. It would be fine to dictate it as “same octave,” providing it would not confuse the student. As such, inject an explanation whenever there is doubt. (2) The student would be correct in placing a C eighth note, as the teacher did not specify a quarter value for the last note. (Student to teacher: “gotcha!”)
 - e. The teacher failed to dictate that the G is preceded with a fourth octave mark.

11. Report:

- a. (1) The teacher's dictation, although incorrect, stated: "Four-quarter" time, and not Common Time, as the student has written. (2) The word "Exercise" was dictated before the number, and should not have been omitted.
- b. Measure 1 is correct as dictated. Also, the teacher has made it very clear just what portion of the measure is to be repeated.
- c. (1) Measure 2: A fourth octave mark was not dictated, and should not have been included by the student. (2) Although the value of the E note was not specified by the teacher, the student assumed the correct value, but should have asked for clarification to be sure. (3) For the "repeat" portion, the student correctly *assumed* that the previous two beats *are repeated*, although the dictation inferred only the last note. (Best remember that *assumption* is the mother of most goof-ups.)
- d. Measure 3 is correct according to the dictation, although incorrect musically and according to print (Review Item 10).
- e. Measure 4: Since the teacher did not specify the octave mark required for the last note G, though incorrect as to the print, the student is correct in writing what the teacher has dictated. The G half note would then appear incorrectly as a fifth octave, and not in the fourth octave as written in print.

How did you do? _____ out of 11.

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Business Column

Bob Walling, CBT

FREE BRAILLE COSTS MORE THAN YOU THINK!!!

Something has been bothering me for a while. As Joan Rivers says, "Can we talk?" When I started with this braille thing, we had the unfunded mandate from the federal government (ADA, August 1993) to provide braille to students. ADA didn't care that the material centers didn't have the money. ADA didn't care that we had only a handful of volunteers. It was the law and we all scrambled to meet the letter of the law (cutting corners everywhere).

The whole braille book in the hands of the kids at the start of school wasn't even a distant dream. Some states stepped up with the money. I was lucky. The state where I produced braille had the cash. The problem was there weren't any transcribers to hire. Most of the good volunteers never bothered to get certified and the administrators (who don't know braille) wanted only certified transcribers. I recall one of the early Nemeth adoptions which required 56 transcribers and there were only 54 certified in the whole country.

As one of those administrators who didn't know braille, I started to throw money at the problem. I went to all the conferences and tried to hire as many transcribers as possible. I met resistance from the real transcribers. They agreed with my intent, just not the way I went about it. In the process, I found prison braille. It is the perfect time-intensive job for people who have a lot of time to spend. What a win-win situation! The prisoners give up free braille, and when they get out we give them a job. More transcribers. I helped start a braille course at a college. More transcribers. I told everyone they could do braille at home and make money. I would give any certified transcriber an "introductory" book at a buck a page. If the first book was fast and on time, I would increase the transcriber's pay accordingly.

The whole concept became a little more difficult when I became certified and learned the difference between good and bad braille. Being an administrator who doesn't know braille is easier than being an administrator who does.

By this time the prison braille was catching on big time. The braille was good and it was free (or close to it). Prison programs were popping up all over the place. This is where the problem started. Prisoners were promised jobs when they got out. Administration changed and they didn't want or intend to honor that commitment. Also, the administration didn't want to pay a fair wage for braille. "If a transcriber will work for \$1.00 per page, why pay more?"

This philosophy is shortsighted. Any production facility needs to project its manpower needs over the long run. Now more and more material centers are turning to the prisons and not contracting with the transcribers WE begged for just a few years ago. Are we disenfranchising the transcribers we will need in the future?

The problem hit me when I was reading the last bulletin from NLS. An old friend had died, and over 15 new transcribers from a prison were newly certified. The new administrators don't have the history of the programs changing on a dime. I heard the story firsthand when a transcriber was handcuffed and led out of a prison for arguing with the warden.

I spent a considerable amount of time and materials starting a program with 17 inmates. One day I came for my visit and the department of corrections had changed the mission of that prison and had transferred all the inmates to another state. I have said over and over, "These are prisoners who

happen to braille, not transcribers who happen to be prisoners.” In one state (which will remain nameless) the taxpayers are still footing the bill for transcription and the production houses are using free prison braille. When this comes to light, I would expect a change in the prison braille programs.

The world thinks that braille should be free.

I was recently involved in dismantling a braille production facility. When I asked why they were going out of business they said, “Everyone thinks braille is free.”

DISCLAIMER: These are just my thoughts. No names or organizations were mentioned. Any resemblance between this and reality is coincidental. I am not badmouthing prison programs. I just don't want all the braille eggs in the same basket. Think it over.

Braille Mathematics

Mary Denault, CTEVH Mathematics Specialist

ABBREVIATIONS

In the abbreviations for degrees F and degrees C, the F and C should be spaced away from the degree symbol. The rule for abbreviations is Rule VIII, Sections 49-54.

EXAMPLE 3 *Metric Temperatures*

Choose the best answer. (Refer to the dual-scale thermometer in Fig. 8.16.)

a) Chicago, Illinois, on New Year's Day might have a temperature of

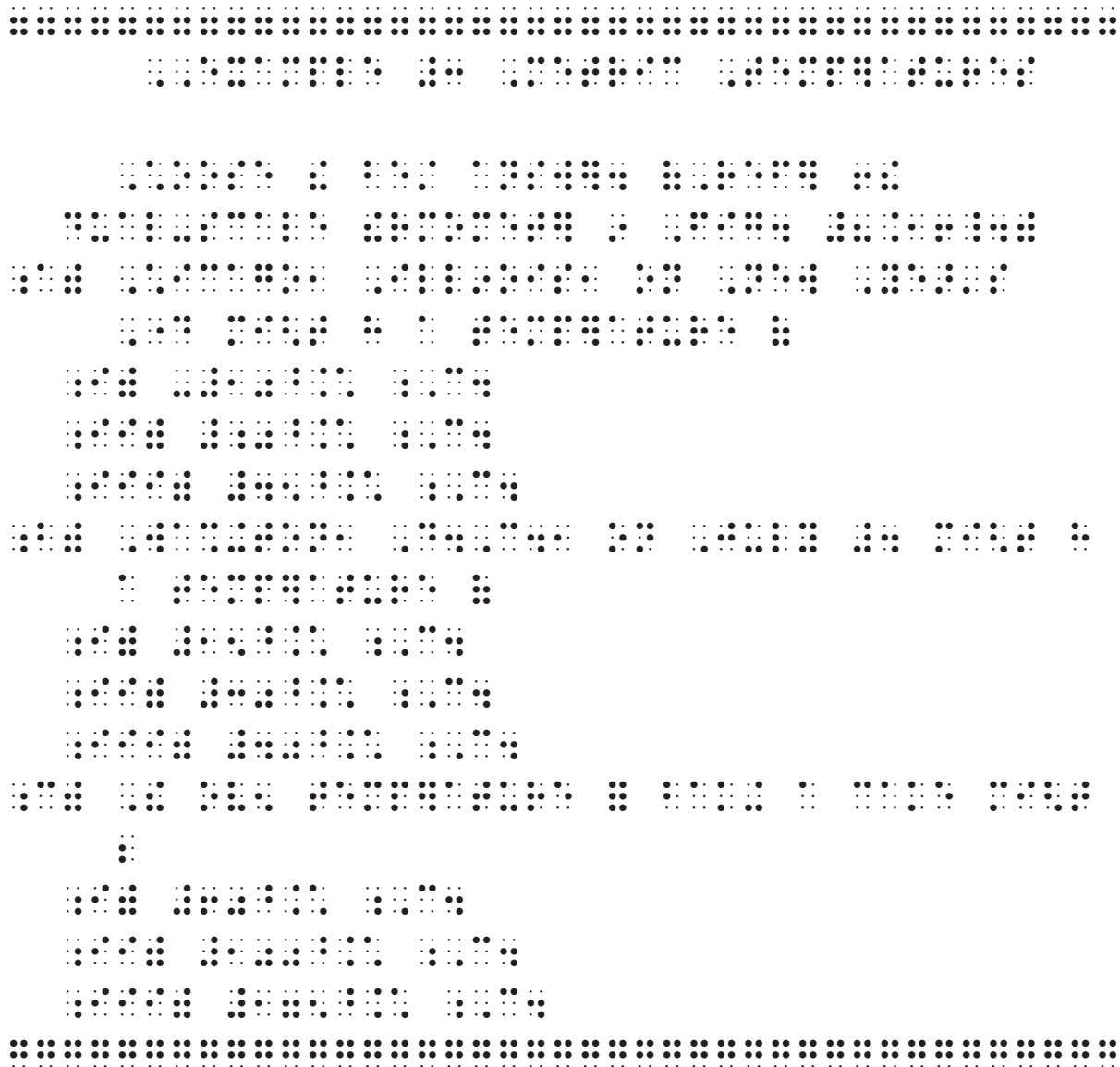
- i) -10°C . ii) 20°C . iii) 45°C .

b) Washington, D.C., on July 4 might have a temperature of

- i) 15°C . ii) 30°C . iii) 40°C .

c) The oven temperature for baking a cake might be

- i) 60°C . ii) 100°C . iii) 175°C .



The abbreviation is not spaced away from the degree symbol when the degree symbol is not connected to a number.

In Exercises 39–52, convert each temperature as indicated. When appropriate, give your answer to the nearest tenth of a degree.

39. $25^{\circ}\text{C} = \text{ ____ }^{\circ}\text{F}$ 40. $-5^{\circ}\text{C} = \text{ ____ }^{\circ}\text{F}$
 41. $92^{\circ}\text{F} = \text{ ____ }^{\circ}\text{C}$ 42. $-10^{\circ}\text{F} = \text{ ____ }^{\circ}\text{C}$

39. 25°C = _____°F 40. -5°C = _____°F
 41. 92°F = _____°C 42. -10°F = _____°C

The letter indicator is required for the abbreviation for meter below. The period does not apply to the abbreviation, it ends a sentence. See Rule VIII, Section 51.

30. The area of a large vegetable garden in a person's yard may be

- a) 200 m². b) 0.5 ha. c) 0.02 km².

30. The area of a large vegetable garden in a person's yard may be
 a) 200 m². b) 0.5 ha. c) 0.02 km².

BANA Update

Sue Reilly, CTEVH Representative to BANA

BRAILLE AUTHORITY OF NORTH AMERICA UPDATE

In the Spring 2008 JOURNAL I mentioned the meeting that BANA held with Jim Fruchterman, CEO of Benetech, Inc., the parent company of Bookshare.org. Following is the summary of that meeting.

Summary of Meeting between the Braille Authority of North America and Jim Fruchterman, Benetech Regarding Bookshare.org

The Braille Authority of North America (BANA) invited Jim Fruchterman, CEO of Benetech, to meet with the BANA Board at its spring 2008 meeting in Raleigh, North Carolina. Benetech, a nonprofit that uses "technology innovation and business expertise to solve unmet social needs," is the parent organization of Bookshare.org.

Bookshare.org provides access to books in electronic form. Traditionally, most of their books have been scanned by individuals on a volunteer basis and transferred to Bookshare.org, whereupon the books are made available to subscribers in both DAISY and braille (.brf) formats.

In October 2007, it was announced that the Office of Special Education Programs (OSEP) of the U.S. Department of Education had awarded Benetech's Bookshare.org project \$32 million over five years to significantly expand the availability of accessible electronic books. Bookshare.org immediately announced plans to "give all K-12, postsecondary and graduate students in the United States with qualifying print disabilities access to this library without charge." The announcement also quotes Jim Fruchterman, "We expect to deliver millions of books to students through this new program over the next five years, using our very cost-effective online production and delivery systems."

The primary reason for requesting an opportunity to meet with Mr. Fruchterman was to discuss the production of braille files by Bookshare.org. A number of BANA board members had had firsthand experience with braille files produced by Bookshare.org and were concerned about their quality. With the award of the large Federal grant to provide textbooks for children, concern over quality issues became paramount.

After the initial invitation was made in October 2007, Mr. Fruchterman informed the BANA Chair that Bookshare.org had hired the services of a braille consultant, Ms. Susan Christensen, a certified braille transcriber. Ms. Christensen does software training with NIMAS (the National Instructional Materials Accessibility Standard) for several states and agencies. Ms. Christensen joined Mr. Fruchterman in meeting with the BANA board.

In his initial overview, Mr. Fruchterman informed the BANA board that Bookshare.org has committed to add 100,000 new titles over the next five years; they plan to do all the textbooks in the NIMAC (the National Instructional Materials Access Center) if they receive access to them. Under the terms of their grant, they are required to provide free assistive technology; and to do marketing and outreach designed to reach 100,000 students.

SPECIFIC ISSUES RAISED:

1. Quality of current braille production.

Currently, Bookshare.org is producing the .brf files from a server version of Duxbury with no human intervention. A new version of the software will be installed when it becomes available.

Presently, no braille versions of NIMAS books [are] being produced because braille translation software does not fully support this format. Bookshare.org plans to provide .brf's of these texts when the new software is installed.

2. Is anything done to the files to get them ready for optimal translation/formatting?

Files are proofread by volunteers for formatting and text, but no intervention is done to optimize braille production. Poorly scanned books are no longer accepted into the collections. Older books with significant problems are being cleaned up or removed. New users no longer see lower quality books (unless they opt-in). As the focus shifts to books from NIMAS, books should be of better quality.

Bookshare.org is aware of significant formatting problems caused by linefeeds and other anomalies in the files and has taken some steps to eliminate these. Bookshare.org will consider adding automated strategies for preparing files for braille processing.

3. Will Bookshare.org check .brf files after they are translated/formatted?

The braille versions of textbooks as provided on Bookshare.org have not been proofread and may not be student-ready. Accessible Media Producers (AMPs) may download and modify the textbook files to ensure the accuracy and correct formatting of braille. There are no plans to add proofreading of .brf's as part of Bookshare.org's process.

4. Will Bookshare.org make the AMPs aware of the ability to use their files as a base and the advisability of cleaning them up to make them student-ready as opposed to giving them to the student "as-is"?

Bookshare.org stated that AMPs working on behalf of schools could be added for free to the school accounts today, as long as the book was being downloaded and prepared for a specific designated student who is on the school's roster of qualifying students. Bookshare.org's primary communications focus is on schools rather than AMPs, but will inform schools of this option.

5. Will Bookshare.org take AMP-modified .brf files back into their collection?

Bookshare.org will consider taking the modified (value-added) .brfs back into their library.

6. Tactile Graphics

The NIMAS books contain graphics. Bookshare.org plans to pass them along. By next year, they plan to produce text descriptions of graphics for selected titles. There are no plans to produce tactile graphics.

7. Linear Braille Format

Bookshare.org may begin offering books formatted for display lengths other than 40 cells, possibly 18 and 30, to assist readers using these lengths of braille display. They will also consider producing .brfs done in Linear Braille Format (LBF). The BANA provisional LBF Code is very limited. Bookshare.org would welcome a comprehensive review and further development of this code.

8. Boilerplate (standard legal information at the beginning of each book)

Will Bookshare.org fix the formatting of the “boilerplate” and add information to help the reader of the .brf file find the beginning of the book? Can some of the boilerplate be moved to the back of the book?

Bookshare.org will consider these and consult legal counsel where necessary.

9. Education of Stakeholders (AMP’s, schools, parents, and so forth)

Will Bookshare.org inform stakeholders about the quality of braille textbooks on Bookshare.org?

The current website talks about Braille books and quality: <http://www.bookshare.org/web/AboutBrailleBooks.html>. They expect to update this with the new website but will continue to set expectations about quality.

10. How can BANA help?

BANA can beef up the linear braille format code.

The Braille Authority of North America will hold the fall 2008 meeting from November 7-9, 2008 in Boston, MA, hosted by the National Braille Press. For additional information, visit www.brailleauthority.org.

Large Print

Joan Hudson-Miller, CTEVH Large Print Specialist

NIMAS AND LARGE PRINT For Mainstreamed Students with Visual Impairments

This is a very exciting time. A multitude of technical advances are rapidly expanding the concept of equal access for the visually impaired and the blind, and for those who support them including the service providers and media producers. On many educational listservs there is constant discussion and news about this technological explosion. For our community, much of this discussion focuses on NIMAS (National Instructional Materials Accessibility Standard) files, which consist of a set of digital files (XML content and images in separate folders) of many new schoolbooks. These are available to authorized users, free of charge, from NIMAC (National Instructional Materials Accessibility Center).

NIMAS was intended to facilitate the production and delivery of Braille, audio, and digital text for use by the blind and other persons with disabilities. NIMAS files are not designed to be used by students or teachers at this time, but may be converted to an accessible format by an AMP (Authorized Media Producer).

From the beginning there was little focus on large print because current production processes were considered more than adequate; however NIMAS states that “the files are for the purpose of providing accessible print instructional materials to blind or other persons with print disabilities in elementary and secondary schools...” The Standard goes on to state that the authorized media producers are only permitted to reproduce these files in “specialized formats,” defined as “braille, audio, digital text or large type, which is exclusively for use by persons who are blind or other persons with print disabilities.”

Because of this reference to large print in NIMAS, there have been ongoing expectations and assumptions that large print books would also be produced from these NIMAS files.

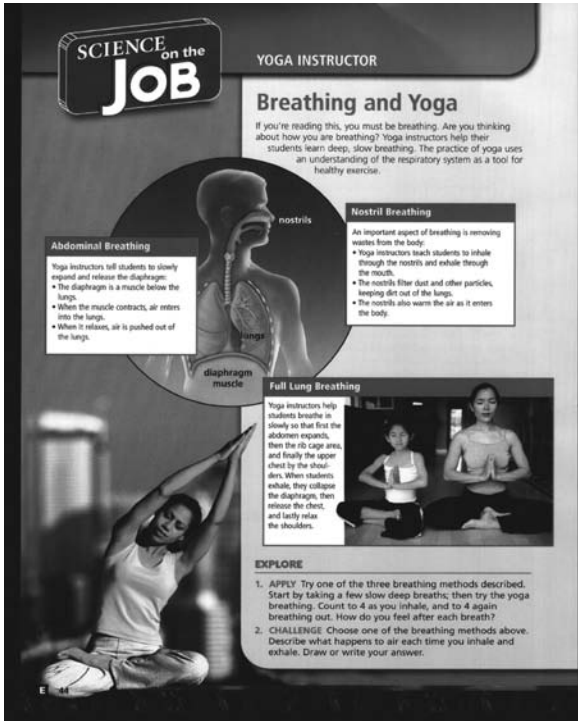
So what are the realities of producing large print books from NIMAS files? Is it possible? What are the results? Is it faster? Better? Easier? Does it look like a regular book? Does it need to be edited and reformatted?

My main concern is whether or not the large print formatted from a NIMAS file is appropriate for mainstreamed students. Will they end up with large print books that they can and will use? In California we already have guidelines that define large print book formats. Basically it is a book that is an exact, unabridged copy of the regular text with the exact page to page formatting and pagination and similar size to the original, as well as containing the minimum type sizes of 20 point for grades 1-6 and 18 point for grades 7-8.

As one of the CTEVH Large Print Specialists, I would like to attempt to answer these questions. To do this I will share with you the experiences of the staff at Library Reproduction Service, an Authorized Media Producer for NIMAS and large print provider for the CSMT and many instructional media centers and school districts across the country. For the past year the LRS staff has been working with the NIMAS files, exploring the options and examining the costs and time factors. Following are their findings.

Simply put, it is possible to produce large print from current NIMAS files, but it is very important to realize that the format and pagination of the original is lost and the pictures are reduced in size.

SAMPLE OF A REGULAR PAGE AND THAT PAGE CONVERTED FROM THE NIMAS FILE



CHAPTER 2
Getting Ready to Learn
Page 44

SCIENCE on the JOB YOGA INSTRUCTOR Breathing and Yoga

If you're reading this, you must be breathing. Are you thinking about how you are breathing? Yoga instructors help their students learn deep, slow breathing. The practice of yoga uses an understanding of the respiratory system as a tool for healthy exercise.



Abdominal Breathing

Yoga instructors tell students to slowly expand and release the diaphragm:

- The diaphragm is a muscle below the lungs.
- When the muscle contracts, air enters into the lungs.
- When it relaxes, air is pushed out of the lungs.

Nostril Breathing

An important aspect of breathing is removing wastes from the body:

- Yoga instructors teach students to inhale through the nostrils and exhale through the mouth.
- The nostrils filter dust and other particles, keeping dirt out of the lungs.

For literature books this is not usually an issue; however, as you can see in the above example of a textbook page, converting a NIMAS file to large print completely changes the formatting of the original page, rearranging and losing some images, and changing pagination by taking up more than one page. In particular working from the NIMAS files for textbooks required by mainstreamed students is far less efficient and therefore more time consuming and costly. And in the end the NIMAS file conversions do not accomplish the results of current processes, which do not require reformatting and picture insertion in order to provide a large print book that is an exact copy of the original.

APH (American Printing House for the Blind) has also confirmed these findings by stating that the current NIMAC files cannot be incorporated into either of their large print production processes.

However, if you wish to have a large print book provided from the NIMAS files then visit their website www.nimac.us/. There you can register as an Authorized User and have files released to a Large Print Authorized Media Producer, such as LRS www.LRS-largeprint.com. They will promptly provide feedback, estimated costs and samples as requested.

Conclusion:

Given the current design NIMAS files may provide important time and cost savings when reproducing some literature or text-only books in large print. Continued development will improve this process.

For mainstreamed students, however, and for most textbooks, the costs of reformatting and inserting pictures makes use of the NIMAS files far less efficient than current methods of producing large print that meets California guidelines.

Infant/Preschool

Beth Moore and Sue Parker-Strafacci, CTEVH Infant/Preschool Specialists

A few events over this summer have inspired us to challenge all of you!

The first event occurred while listening to a parent of a preschool student calling me in disbelief. Her local library had one book in braille that her daughter was able to check out to take home.

The second event occurred in Seattle. As Beth was visiting the city's beautiful downtown library, she noticed that they held a Visually Impaired Reading Group. She spoke to one of the librarians who said they have large print, braille and audio readers in their group. The large print readers use books from their large print collection and receive braille and audio copies from the National Library Services in their area.

The third event was a series of conversations that led us to this challenge. Beth met up with a classmate from elementary school on one of her summer travels. As they were reminiscing and joking about their first grade competition, over who could read the most books, it again became abundantly clear that these experiences are limited for young children with visual impairments across the country. Beth and I shared similar stories of our childhood, and how reading books of all nature expanded our education and interests, allowing us to explore a variety of subjects.

We decided that we need to do more to support and promote early literacy for our birth-to-five populations in whatever form it looks like for that particular student, and help families of children with visual impairments locate resources so they can introduce a love of literature to their children.

With the 50th year celebration of CTEVH, we would like to ask each of you to think of something unique and different to increase the opportunity for early literacy in your students' lives. For instance, each year in Los Angeles, the Braille Institute National Library Service holds a Summer Reading program for students served in the greater Los Angeles area. This program is designed to help instill that love of literacy that may motivate students to participate in the National Braille Challenge, also held in Los Angeles each year. We

are fortunate to have a wealth of dedicated programs and services that offer free or low cost materials for our earliest readers. However, it is through our National Library Service, in partnership with our local libraries, that families of young children with visual impairments should be able to access a variety of high quality preschool materials for their young child.

It is our belief that literacy begins at day one. Introducing the "telling of stories" and the tactile properties of books to infants and young children encourages the understanding of concepts present in their environment that create the foundations for advanced development.

An ongoing project that Beth and I are both involved with is making tactile books about a variety of subjects and concepts that build in order to expand on their natural exploration of their environment. Titles such as *My Book About Me*, *My Bathroom Book*, or *My Snow Book*, can provide a personal understanding of the world around them and explain their relationship to these ideas. And it is fun! As you can see, the list can be endless. In order to keep these tactile books available and relevant to the children, Beth and her aide make one book per month for 22-25 young visually and multiply challenged students.

Another project that we have decided to take on is to visit our local neighborhood libraries that serve visually impaired students, in order to see how we can help to increase their alternative media collections. Making this effort in our own backyards to help develop the natural partnership between NLS and our neighborhood libraries can have a lasting effect on our youngest readers.

We invite you to attend our workshop at CTEVH and continue this discussion with your thoughts and discoveries. Sharing our endeavors in our own communities will only strengthen our commitment to ensure equal accessibility to early literacy and provide the gift of literature to all children.

Thanks for listening!

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