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**Spring 2003**

***What's Inside:***

News of Groups

Conference 2003

Workshop Reports

Our Specialists Say....

Scholarship Applications

Letter from Elinor Savage

# JOURNAL

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

## Message from the Editor

Conference 2003 was great! Ann Kelt and her committee did a wonderful job of organizing this year's conference.

Unfortunately, I am going to have to resign as Editor of the *CTEVH Journal*. I am in the midst of the last two lessons in a Literary Braille Transcribing class and need to concentrate on braille so that I can prepare my manuscript this summer. I certainly have enjoyed my experience as Editor of your *Journal*. Marilyn Morrison will be taking on the responsibility of publishing and mailing the *Journal* beginning with this issue.

If you have any comments or suggestions, please contact me by e-mail, phone, fax, or snail mail. I have made the corrections that were called to my attention. If at all possible, please send articles on a floppy disk or in the text of an e-mail; if that is not possible, mail a print copy.

~ Marilyn Westerman

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### *The CTEVH Journal*

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# CTEVH JOURNAL

Spring 2003



Vol. XLVI, No. 1

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## PRESIDENT'S MESSAGE

Conference 2003 is a happy memory. There were useful workshops, interesting exhibits, good food and talk, and fascinating guest speakers. Each one of us took home something of value, ready to re-energize our activities for another year.

As CTEVH members, we are now all going to become recipients of an additional benefit. Presently, our dues entitle us to Conference attendance, year-round *Journal* issues, and 24-7 Specialist support. That's a terrific value, and actually, it is enough—but we're going to get even more. We're going to get longer lives!

A recent article in the *Los Angeles Times* Health Section reported on a study which has indicated that as people get older, their life-span is extended by the number of friends in their circle. The more contact you have with friends and acquaintances, and the greater the quantity and quality of such interactions, the healthier you will be, and hence, the more your life-expectancy will increase.

This is a definite bonus for us. What better source of friendships than an annual conference? And for the health-nuts, some extra committee work could provide insurance against additional ailments. The opportunities are limitless—so transcribers, educators and others: you can enhance both your personal condition and professional skills while you contribute to CTEVH.

Here's to a healthy year! Let's all re-connect next March, old friends and new, so we can be sure to enjoy our special membership advantage.

~Carol Morrison

# CTEVH Membership Application

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

## CTEVH MEMBERSHIP DUES \*\* 2003

Annual dues \$25

Renewal

New Member

Life Membership \$300

Foreign Membership \$35

Institutional Membership \$100

Donation:

Katie Sibert Memorial Fund \$ \_\_\_\_\_

Donna Coffee Camp Scholarship Fund \$ \_\_\_\_\_

TOTAL AMOUNT ENCLOSED \$ \_\_\_\_\_

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

Check for address change on renewals.

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

TELEPHONE (optional) \_\_\_\_\_

E-MAIL \_\_\_\_\_

Do you consider yourself primarily (*circle one*)

**TRANSCRIBER**

**EDUCATOR**

**PARENT**

**OTHER (*specify*)** \_\_\_\_\_

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

**BRAILLE**

**TAPE**

**TAPE w/BRL Examples**

Return application and payment to:

CTEVH Membership Chair

741 No. Vermont

Los Angeles, CA 90029

323-666-2211 (*messages*)

## A Message from the New Membership Chair

The Membership Chair passed recently from Billie Anna Zieke to Emelita de Jesus to me. As a volunteer organization of professionals, we often fail to give the volunteers credit for their professionalism on behalf of our organization. So, from this volunteer to you, Billie Anna, many thanks for your many years of service, and to you, Emy, much thanks for all of your hard work.

Members, please let me know right away if your *Journal* isn't addressed properly. Keep in mind that your conference registration packet will be going to the same address. Also, feel free to share your *Journal* with co-workers and co-volunteers. We can always find room for new members who may some day become one of our hardworking volunteers. You may also be reminding a former member to renew.

I'm looking forward to being of service to CTEVH and seeing you at Conference.

~ Christy Cutting ([cecquilter@attbi.com](mailto:cecquilter@attbi.com))

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### **45<sup>th</sup> CTEVH Conference March 12-14, 2004 LAX Marriott**

**HAPPY BIRTHDAY 45!  
KEEPING LITERACY ALIVE**

WELL, it's that time again! It's time to be thinking and planning for our next CTEVH conference. Ann Kelt, and her fabulous committee, are a hard act to follow but follow we must. Please give our Call for Workshops serious consideration and apply! CTEVH has the best group of experts anywhere!

If there is a workshop that you feel needs to happen or you would personally benefit from please let me know and we'll seek out the experts. This conference will have 3 strands: Transcribers, Parents, and Educators. Keep in mind that it is not only our 45<sup>th</sup> Birthday but that we/CTEVH have kept literacy alive....and will continue to do so!

Coming together is the beginning; keeping together is progress; and working together is success! Let's celebrate together!

~Dee Konczal, Conference Chair

**CALL FOR WORKSHOPS**  
**DEADLINE FOR REPLY: OCTOBER 1, 2003**

\*\*\*\*\*

45<sup>th</sup> CTEVH Conference  
March 12-14, 2004  
LAX Marriott

HAPPY BIRTHDAY 45!  
KEEPING LITERACY ALIVE

**Name of workshop leader:**\_\_\_\_\_

Title/Affiliation:\_\_\_\_\_

Address:\_\_\_\_\_

City/State/Zip:\_\_\_\_\_

Email:\_\_\_\_\_

Day phone:\_\_\_\_\_ Evening phone:\_\_\_\_\_

**Title of workshop:**\_\_\_\_\_

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

1:\_\_\_\_\_

2:\_\_\_\_\_

3:\_\_\_\_\_

---

Please attach a separate sheet:

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

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

---

**This workshop will mainly interest:**

Educators\_\_\_Transcribers\_\_\_Parents/students\_\_\_O&M\_\_\_

**Equipment Needs:** (We cannot provide computers)

Overhead projector/screen       Flip chart/markers

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

Screen only (bringing your own equipment)

No A/V equipment needed

Other\_\_\_\_\_

(over)

## CALL FOR WORKSHOPS (cont'd)

**Special Accommodations for Workshop:**

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

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**Seating arrangement desired:** Theater\_\_\_\_\_Classroom\_\_\_\_\_

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

**Presenter's signature:**\_\_\_\_\_ **Date:**\_\_\_\_\_

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

**Send** completed forms to:

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

Fax: 805-648-8982  
Email: [dkonczal@atpcnet.net](mailto:dkonczal@atpcnet.net)

**PLEASE RETAIN A COPY OF THIS FORM FOR YOUR RECORDS.**

**Gifts and Tributes**

*In Memory of Diann Smith*  
Yvonne Sullivan  
Charlene Okamoto

*In Memory of Enid (Nikki) Cimino*  
Martha Pamperin  
Elaine Tom

*In Memory of Rose Kelber*  
Arturo Benitez  
Peter Koskinen

*Donna Coffee Camp Scholarship*  
Patricia Davis  
Joyce Van Tuyl  
Julia Moyer

*Katie Sibert Memorial Scholarship Fund*  
Edward Godfrey  
Lourdes Corpus  
Kenneth Smith

*General Fund*  
Stacy Johnson  
La Vernya Carr  
Elinor Savage

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

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

Donor's Name, Address, Zip \_\_\_\_\_

In honor of: \_\_\_\_\_

In memory of: \_\_\_\_\_

Acknowledge to (Name, Address, ZIP):  
\_\_\_\_\_  
\_\_\_\_\_

Please direct contributions to:

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

*All contributions to CTEVH are tax deductible.*

# News of Groups

## Transcribing Mariners

Transcribing Mariners, with the help of Ann Kelt (Spanish transcription), recently completed transcription of the California 2002 Literary Adoption. Published by Holt, Rinehart and Winston, the adoption consists of 31 literary books. Those books are now 114 Braille volumes. The books 7,170 pages became 11,352 Braille pages. Beginning in April 2002, nine transcribers completed the transcription in March 2003. Individual books are available now. The entire series will be available (for California schools) from CSMT in the near future.



If anyone has old, unused tactile equipment (wheels, dot makers, mats, compasses, etc.) please recycle them by sending them to Peggy Schuetz. She will use the equipment at tactile workshops or give them to new students.

Peggy Schuetz,  
Tactile Specialist  
200 Pacheco Ave.,  
Novato, CA 94947  
(415) 892-2607 (evenings)  
peggy@s@juno.com

## San Fernando Valley Braille Transcribers

### *Interesting Transcriptions:*

1. "Famous People of Hispanic Heritage," by Barbara J. Marvis, 1996, 1 vol.
2. "The Race of Z. Berkebeiners," by Lise Lunge-Larsen, 2001, 1 vol.
3. "Who Moved My Cheese? - For Teens," by Spencer Johnson, M.D., 2001, 1 vol.
4. "Shipwrecked! The True Adventures of a Japanese Boy," by Rhoda Blumberg, 2001, 1 vol.

These books and information regarding them are available at Braille Institute of Los Angeles.

## Braille Transcription Project

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

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

## **Braille Transcribers Sacramento North Area**

Literary Braille Transcribing Class:  
Tuesday, 9-11:30 a.m. at the Braille  
Center, Ralph Richardson Center, 4848  
Cottage Way, Carmichael, CA 95608.  
For more information, contact instructor  
Betty Schriefer, 916-486-9242, or the  
Braille Center at 916-971-7912.

### *New Transcriptions:*

“The Master Puppeteer” by Katherine  
Paterson, copyright 1975, (ISBN 0-690-  
00913-5) published by Harper Trophy,  
NY. This is a delightful portrayal of the  
ancient art of puppeteering in the country  
of Japan. It describes the amazing detail  
of this profession and their pride in  
retaining this form of entertainment during  
the midst of strife and starvation in a  
valiant nation. The 5 volume braille book  
is available on disk by calling  
916-971-7912 or writing to:

Braille Transcribers Sacramento  
North Area  
Ralph Richardson Center/Braille Center  
4848 Cottage Way  
Carmichael, CA 95608  
e-mail: jcall@sanjuan.edu

## **The Sequoia Braille Transcribers**

Congratulations to these newly-elected  
officers: Keith Lindersmith, President;  
Jean Smothers, Vice-President; Carol  
Willson, Secretary/Treasurer; Carl Bandy,  
Director; and Doris Saults; Director.

## **Report of New CTEVH Website Committee**

Our Board recently re-activated a  
committee formed a couple of years ago  
to get CTEVH online and interactive.  
Christy Cutting has been appointed  
chairperson and has contracted with  
Malisa Nicolau to do webdesign. The  
domain name, [www.ctevh.org](http://www.ctevh.org), has been  
reserved and is being served by LinkSky.  
You can click on the site and add it to  
your bookmarks now. Soon it will have  
links to our board and specialists.  
Eventually, the committee plans to have a  
truly interactive website and will be  
looking for member input.

---

## ***Help Solve A Mystery!***

At the end of Conference there were some boxes containing  
leftover CTEVH bags and one box with leftover Registration desk supplies.

Does anyone have them or know where they are?

Thank you for your help.

~ Ann Kelt (akelt@juno.com)

# Conference 2003 Workshop Reports

## Teaching the Lowest Functioning CVI Students (#608)

*Presented by Connie Unsicker,  
VI teacher, Santa Cruz County Office  
of Education*

We compared and contrasted established CVI theory with new research findings by Dr. Christine Roman and methods developed by Dr. Lilli Nielsen. We discussed changes in teaching techniques using their two theories.

Dr. Roman has developed a hierarchy of visual skills. When working with lower functioning CVI students, visual stimulation must be in isolation, never combined with other senses. Dr. Nielsen's Active Learning encourages use of the whole body, while combining vision stimulation with at least one other sense. There are times during the school day that each theory can be used in the classroom, alone and in combination.

In addition, participants were shown various multi-sensory kits and books, such as a story using the color yellow, a simple biography of the disabled artist, Matisse, and a kit so teens can "fix and clean a car." As the story moves along or objects are taken out of the kit, there are specific suggestions for use of 4 senses, as well as augmentative communication, and large and small motor tasks.

At the workshop's conclusion, teachers had a variety of activities to use throughout the CVI student's school day. The student and teacher work one-on-one using Dr. Roman's individualized activities. Later, the student explores Dr. Nielsen's activities independently. Another part of the day, the students work together in a group using a story book or theme kit.

## Use the Cranmer Abacus: Now More Than Ever (#308)

*Presented by Dr. Stuart Wittenstein,  
Superintendent, California School for the  
Blind*

The workshop was limited to 25 participants so that the instructor could provide some individual instruction and answer questions. However, many individuals who had not been approved for registration asked to listen and learn. The room filled with about 60 participants, some of whom even sat on the floor! It was wonderful to see such an enthusiastic response to learning about this low-tech tool.

This presentation was a hands-on workshop for teachers on the use of the Cranmer abacus by blind students. There was a brief discussion of the history of mathematical adaptations for teaching blind students. There was also a discussion of the use of the Cranmer abacus as a reasonable accommodation for high stakes testing. The rest of the workshop focused on introducing and reviewing the steps in addition, subtraction, multiplication and division calculation with the abacus. Various methodologies for teaching blind children were included. Emphasis was placed on the technique known as the TSBVI

method from the text entitled "Use of the Cranmer Abacus (2<sup>nd</sup> Edition)" by Dr. Rita Livingston and published by the Texas School for the Blind and Visually Impaired.

## Feeling the Audience: Storytelling in a Special Education Setting (#904)

*Presented by Alysa Chadow, teacher of  
the Visually Impaired, California School  
for the Blind*

Storytelling can be used as a way of developing speech and language as well as social/emotional skills in blind and visually impaired children. Using such factors as age of onset of blindness, presence of other impairments, and English as a second language, a continuum was developed in which more elaborate verbal descriptions were used when telling stories to those children with more pronounced impairments. Basic concepts such as time, place, etc. can be taught through carefully selected language when telling the stories, and folktales from around the world can be adapted for classroom use. Body movement, facial expressions, and voice changes also contribute to the use of storytelling as an educational tool.

## Computer-Assisted Tactiles (#502)

*Presented by Linda Horton, Vice  
President, National Braille Association*

Tactile illustrations can now be created in computer drawing programs, thanks to the development of two output devices: the Tactile Image Maker (commonly known as the “toaster”) and the Tiger Braille Embosser (an adapted dot matrix printer). The “toaster” uses heat on special “swell” paper to expand the black lines and dots so they can be read tactually. The Tiger thinks it’s still a printer; it receives input directly from the computer program and embosses a small dot in every location where an ink dot would normally be seen, creating a relatively smooth line.

Relative merits of the two types of devices include cost and readability. The Tiger costs between \$5000 and \$10,000 originally but uses standard tractor-fed braille paper. The “toaster” costs between \$1000 and \$1300 but uses special paper that costs between \$1 and \$2 per sheet. “Toaster” lines are smoother than Tiger lines, but it is easier to produce a very thin line on a Tiger than on a “toaster,” and some readers report that the surface of the “toaster” drawing feels “sticky.”

Any computer drawing software can be used to create these drawings. Since most transcribers have Microsoft Word in their home computers, the techniques in this workshop focus on the use of this program. Scanned drawings are brought into a drawing program such as MS Imaging, cleaned up, and then inserted into a Word document. Original drawings can be created directly in Word.

The ultimate concept of these techniques is that a transcribing group would have a “toaster” and/or a Tiger on site. A transcriber would send the Word-based tactile files to the Center along with the standard braille files, and the Center would produce the hard copy on either of the two output devices. The tactile files can be stored on disk and re-embossed for subsequent requests for the book, rather than storing master pages for thermoformed duplication.

## Making Tests Accessible for Students with Visual Impairments (#102)

*Presented by Carol Allman & Beverly Pfister, American Printing House for the Blind*

Topics that were discussed included

- American Printing House for the Blind and Test Central
- Braille issues
- Accommodations
- Working with Test Publishers
- Test Transcriber Guidelines

APH's commitment through Test Central is to provide high quality tests in accessible formats for students with visual impairments and to develop a network of personnel to provide test editing, transcription, and research. Activities that have occurred through Test Central include Test Editor trainings, Test Transcriber's work group meeting, guidelines drafted, website up and running, staff hired, and contracts with states for test production. Products of Test Central that will be available soon include Guidelines for Test Publishers, Test Editing Specifications (Braille and Large Print), Test Transcription Specifications, and Fact Sheets on assessment of students with visual impairments.

The Guidelines for Test Publishers includes information we want publishers and developers to know including accommodations for visually impaired,

Braille production issues, tactile graphics production issues, and large print production issues.

Accommodations for visually impaired were briefly discussed including accessible media, technology and manipulatives, extended time, and small group or individualized testing. Braille issues include the provision of on-time, quality tests and practice materials; expertise of a person in visual impairment (Braille experience) during item development, and access to a person who knows Braille for transcription of test answers.

Test items that typically pose a problem for transcription include items that assess using tessellations, rotation using the alphabet, complicated pictures showing science experiments, items assessing visually recognizable symbols (Italy, Florida, digestive system), complicated maps, visual recognition (picture interpretation), interpretation of visually layered information, visual illusion (optical illusion), and visual spatial items. Tactile graphics issues include simplification of graphics without taking out distracters, provide picture descriptions, performance items that require production of graphic by the student. Large print issues include scanning and skimming, subtle color and pattern differentiation, reading speed, movement from one line of text to another, movement between picture or graph and test item, movement from the test

*(TESTS continued on page 16)*

*(TESTS continued from page 15)*

booklet to the answer sheet, ability to take in the entire picture, picture interpretation (particularly complex pictures), and stamina to read difficult material for extended periods of time. Other large print issues include photocopying a test rather than reformatting, font selections, spacing, shading and contrast, and the binding and size of test booklets.

The test publishers guidelines point out that we must assure test publishers that we understand issues of security and confidentiality of test material, maintenance of validity and test content in test editing, that we strive for high standards for students, and we want to be fair (not easier) for the student taking the test. The word has gotten out and test publishers are now asking questions and asking for help. Some have even agreed to substitute items that are not brailleable. Test Central has the work coming in, has test editors trained, and now must focus on establishing a network of test transcribers.

The Test Transcriber draft guidelines (see attached) were reviewed and discussed in light of transcribing directions; format for questions and answer choices; boxing of material; measurement items presentation; dealing with pictures; busy tactiles; distracters; placement of scales, compass roses, and keys; and guidelines for describing or drawing a tactile.

Guidelines include the condition that if you don't know or understand how to do a test item, you must ask the designated test representative of the publisher. The importance of proofreading was also discussed. It is the test transcriber's responsibility to adhere to the timeline set by the requestor, maintain the highest security and confidentiality, and maintain high standards as a brailist.

The field of visual impairments must maintain high expectations of our students. Teachers must learn new skills, teach new skills, use their resources, and teach skills needed on tests. These skills include:

- Independent use of measurement tools
- Independent use of calculation tools
- Advanced math and science including Nemeth Code
- Use of reference materials
- Spatial Information (directional terms, compass directions, column reading, row reading)
- Reading and interpretation of symbols, keys, legends, compass roses
- Reading and production of graphs (all types)

With all of these efforts in place, students with visual impairments can and will take and pass tests as required by federal and state law. We must maintain high expectations and seek to produce quality materials so it will happen.

**Dear Readers: The following transcriber guidelines are draft and a true work in progress—we keep tweaking them based on new things we learn and as we continually go through the process of test transcription. We would welcome your comments about the guidelines.**

~Carol Allman

## **DRAFT: Test Transcriber Guidelines - Braille Editions**

*by Mary Ann Damm, Beverly Pfister, & Carol Allman*

This document has been written to provide assistance to test transcribers in the transcription of test materials for students with visual impairments who require braille. It is understood that the rules set forth in Rule 13, Section 10, of *Braille Formats: Principles of Print to Braille Transcription (1997)* will be followed. In addition, guidelines have been added when specific items are not covered in this rule.

It is further understood that these tests will be transcribed by people who have been certified by the National Library Service (NLS) in literary braille. In addition, any math or science material will be transcribed by a person who has his/her NLS Nemeth certification.

### General Guidelines for Transcription of Print Tests into Braille

1. Test security and confidentiality standards must be upheld. These standards include:
  - Keeping testing materials in a secure place;
  - Taking care not to share information contained in the testing materials with others;
  - Returning all materials to APH including any copies of the testing materials that have been made; and
  - Maintaining the contents of the testing materials as confidential materials.
2. The format of tests must follow the print format as much as possible. The test editor will structure the entire test to ensure consistency in format. Test transcribers and test editors will work as a team to determine the format and placement of graphics so that the graphic can be easily read.
3. The test editor will make any changes to a test item. If the test transcriber feels that an edit is not appropriate or has been missed, the transcriber should contact the APH test contract representative for clarification.
4. Braille transcribers will use the rules set forth in *English Braille American Edition, 1994 (EBAE)*, *Braille Formats: Principles of Print to Braille Transcription, 1997 (Braille Formats)*, and *The Nemeth Braille Code for Mathematics and Science Notation, 1972 Revision (Nemeth Code)*. See Appendix A.
5. A running head will not be used.
6. Braille versions of a test will include preliminary pages.
7. A print copy of the preliminary pages will be included in the Test Administration Notes.

8. Care must be taken to avoid the possibility of inadvertently suggesting a particular answer or solution by means of the braille format used.
9. Within the body of the test, transcriber's notes should be used only when absolutely necessary.
10. Transcriber's notes are not needed for changes in directions or minor test item rewording that the test editor has indicated.
11. If it has been determined that a test item is to be omitted, the numbering of the test items, as they appear in the ink print version, will be maintained.
12. Pictures will be deleted if provided in the ink print version only for artistic value. A notice to this effect will be included on the Transcriber's Note Page.
13. Boxed material should be maintained.
14. A blank page will be placed between each section (or subtest) of the test. Each section (or subtest) of the test will begin on a new right-hand (odd numbered) page.
15. If the score value of a test item is shown in the text, it must be included in the braille edition. Those shown at the end of a test must be preceded by a blank line and placed at the left margin.

#### Specific Guidelines for Braille Transcription of Tests

1. The preliminary pages will include:
  - the **Title Page** with the items specified in *Braille Formats*, Rule 2, Section 2
  - a **Transcriber's Note Page** containing an explanation whenever a special braille format or usage appears *throughout* the entire test (See Appendix B)
  - a **Special Symbols Page**, containing any symbols that may be unfamiliar to the braille reader. These might include, but are not limited to: signs used in foreign words or phrases, pronunciation symbols, symbols used for poetry scansion, print symbol indicators, the termination sign, symbols taken from other codes, and any special symbols devised by the transcriber. (See Appendix C)
2. Care must be taken that when including a special symbol on the Special Symbols Page that giving information about that symbol does not violate the construct of a test item. For example, if a test item requires the student to identify the symbols in an analogy (ratio and proportion), the Special Symbols Page should not contain an explanation of these symbols. The transcriber should consult the test editor or APH test contract representative if there are any questions about the inclusion of a special symbol.
3. Transcriber's notes that are used only in a particular section of the test will be inserted just before the affected text. Language that is suitable for the grade level of the test will be used. The note will be short and concise.

4. If boxed material takes up a whole page, the box should be eliminated. Refer to *Braille Formats: Principles of Print to Braille Transcription*, Rule 6, Section 3 for additional boxing information.
5. A border will be provided around items or shapes on a page that are randomly spaced and where the student is asked to count objects.
6. Mathematics calculation material that is contained within literary material should be transcribed using Nemeth Code with a short transcriber's note to indicate that Nemeth Code is used.
7. Mathematical and nonalphabetical signs contained within literary material should be transcribed using the braille symbols found in *Braille Formats*, Rule 5, Section 2.
8. The format for answer choices should follow the ink print version using capital or lower case letters with or without periods. The test editor will indicate any changes if they are necessary.
9. If any test questions are omitted, a Transcriber's Note will give the number of the omitted question and state: Omitted.
10. If answer choices are presented with bubbles arranged horizontally and vertically (in a four square type design), the braille version should provide the answer choices vertically as a list in order of horizontal presentation.

*Example:*

0 dog 0 cat

0 bat 0 bird

*Should be presented in braille as:*

dog

cat

bat

bird

11. If a chart or graph has objects used for counting purposes, a key will be provided. The key might use the first letter of the name of the object represented; or shapes such as squares, circles, and triangles; or the full braille cell to indicate a whole figure and dots 1-2-3 to indicate half of a figure. The tally mark symbol is used in mathematical notation only.
12. If three-dimensional figures are presented tactually, a brief word description should accompany the figure, so long as it does not provide the answer to the question. The test editor or the APH test contract representative will write the description.
13. Test items that have pictures of money in the ink print version will be brailled using the names of the bills and coins (five-dollar bill, two quarters, five pennies, etc.) unless the item is assessing the recognition of money by name.

14. Where overlapping shapes are provided in the ink print (e.g. Venn diagram), different line textures must be used for each shape.
15. It may be necessary to split complicated graphics into separate drawings showing layers of information. Test editors may make recommendations where obvious, otherwise, this determination can be made by the transcriber or graphic producer. Separation of graphic material must be explained in a transcriber's note.
16. If the order of graphic material and associated questions and answers is to be changed, the APH contract representative will consult with the test publisher regarding the desired reordering. Generally, item questions and answers should be on the left facing page with graphic material associated with that question on the right facing page.
17. Items that assess a student's ability to measure an object must be exact and match the ink print. The graphic material may be simplified as needed. Transcribers should leave enough space under the tactile for a ruler to be placed there.
18. Any information that is needed to complete a test item should be presented first unless this creates a major alteration to the testing material.
19. All keys, scales, etc. should be presented before a graphic with the key inserted directly prior to the graphic.
20. Maps must have a title located at the top of the page and should name land and water areas unless doing so would provide the answer for the braille reader. Different textures must be used for water and landmasses with a key to indicate the differences.
21. Picture descriptions must match the vocabulary level of the test, be concise and provide the information needed by the student without indicating the correct answer.
22. For direction on the braille of timelines refer to *Braille Formats*, Rule 17, Section 8b.
23. For the reproduction of flow charts, the preference is to draw the chart using diagrams rather than using the Flow Chart Addendum to the Computer Braille Code.
24. If a table cannot be contained across the width of the braille line, the braille editor should consult the APH test contract representative about format changes that will allow the test item to be brailled.
25. Test questions and/or answer choices are not to be divided between pages.
26. Words are not to be divided at the end of lines.
27. Hyphenated words must not be split between pages.

28. Nemeth Code and *Braille Formats* do not agree on the format for directions. A consistent format should be chosen by the test editor. It is suggested that *Braille Formats* Rule 13, Section 3, be followed.

29. EBAE, Appendix C.3, will be used for the transcription of e-mail addresses, websites, file names, and the like.

## **Appendix A Essential References for Braille Transcribing**

### **Code Books**

Braille Formats: Principles of Print to Braille Transcription, 1997  
American Printing House for the Blind #7-09652-00

English Braille American Edition, 1994  
American Printing House for the Blind #7-35931-00

The Nemeth Braille Code for Mathematics and Science Notation, 1972 Revision  
American Printing House for the Blind #7-87430

### **Additional References**

Instruction Manual for Braille Transcribing, Fourth Edition, 2000  
American Printing House for the Blind #7-059880-00

NBA Interim Manual for Foreign Language Braille Transcribing  
National Braille Association (NBA), 3 Townline Cir., Rochester NY 14623, (716) 427-8260,  
(800) 244-5797

Computer Braille Code Supplement, Flowchart Design for Applicable Braille Codes, 1991  
American Printing House for the Blind #7-24440-00

Guidelines for Mathematical Diagrams, 1983, and Supplement, 1983  
Braille Authority of North America (BANA), published by National Braille Association (NBA), 3  
Townline Cir., Rochester NY 14623, (716) 427-8260, (800) 244-5797

An Introduction to Braille Mathematics, 1972  
American Printing House for the Blind #7-60050

Learning the Nemeth Braille Code, 1987  
American Printing House for the Blind #7-68653-00

Guidelines for Design of Tactile Graphics  
<http://www.aph.org/edresearch/guide.htm>

Braille Enthusiast's Dictionary

ISBN 0-9634220-7-9 Library Edition \$69.50 each (plus \$4 shipping and handling)

ISBN 0-9634229-5-2 Paperback \$60 (plus \$3.50 shipping and handling)

SCALARS Publishing

P.O. Box 382834

Germantown TN 38183-2834

(901) 737-0001 or fax (901) 737-2882

In addition, a collegiate edition of any reputable dictionary less than ten years old should be used as a reference.

## **Appendix B**

### **Sample Transcriber's Notes Page**

#### TRANSCRIBER'S NOTES

Math and science sections of this test have been transcribed according to *The Nemeth Braille Code for Mathematics and Science Notation, 1972 Revision*.

Pictures are not represented, but captions with necessary information are included.

Material printed in the margin of the page is preceded by the braille reference indicator and brailled before the text to which it refers.

## **Appendix C**

### **Sample Special Symbols Page**

#### SPECIAL SYMBOLS USED IN THIS VOLUME

Mathematical Symbols (literary)

“1 (5,2) ratio sign

;2 (56, 23) proportion sign

Reference Indicators

99 (35, 35) asterisk used as a superior reference symbol

77 (2356, 2356) braille reference indicator

## Other Symbols

- @ (4) accent symbol
- ' (6,3) termination sign
- ' (6,3) transcriber's note symbol
- \_ / slash mark

## Special Symbols List

Below is a list of special symbols which need to be identified or explained either in a Transcriber's Note within the text or listed on the Special Symbols Page in every volume in which they are used.

- Accent symbol
- Angle brackets
- Arrowheads
- Boldface indicator
- Boldface or symbolic colon
- Braille reference indicators
- Caret
- Color indicators
- Compound hyphen
- Dashes and swung dashes in pronunciation systems
- Diacritic hyphen
- Diacritic symbols
- Ditto symbol
- Enclosure symbols for diacritics
- Footnote indicators
- Mathematical symbols
- Non-alphabetical symbols
- New spelling word symbols for grades 1 and 2
- Phonetic enclosure symbols
- Phonetic stress symbols
- Poetic meter symbols
- Poetic scansion symbols
- Ratio and proportion symbols
- Repeated or omitted braille page indicators
- Shape indicators
- Slash
- Speech sounds. Pronunciation
- Superior reference symbol
- Superscript symbol
- Syllable stress symbols, primary, secondary, and tertiary
- Termination symbol
- Transcriber's note symbol (when termination symbol is used in same volume)
- Vertical bar

Note: Special Symbols created by the transcriber with an explanation of their use must be placed on the Special Symbols Page.

# Don't Be a Pain in the Perkins

## GOOD NEWS ON THE LOUIS BRAILLE STAMP PROJECT

FLASH! Joanne Jandl, President of the Lehigh Valley Braille Guild, reports her official reply stated:

You will be pleased to know that Mr. Braille is currently under consideration by the Citizens' Stamp Advisory Committee as a future stamp issuance.

The Committee is responsible for reviewing stamp proposals and making subject and design recommendations to the Postmaster General.

The letter was signed by Mr. Terence W. McCaffrey, Manager, Stamp Development, 475 L'Enfant Plaza SW, Washington, DC 20260-2435.

Mrs. Jandl's uncle, a stamp collector, recently sent her a Swedish stamp with Louis Braille on it! Hmm . . . it would be wonderful if the commemorative stamp idea could become as international as braille itself. Do you know anybody living outside the U.S.? Write to them to start the idea going in their countries as well!

~ *Norma Schecter*

### JOB OPENING

Applications are being accepted to fill three anticipated vacancies with the NCCSE Office operated by the San Diego County Office of Education. The anticipated start date for these assignments is July 1, 2003. The NCCSE staff provides a full range of services within the region to meet the needs of over 10,000 students with disabilities. These assignments will be located in the North County Region of San Diego. Filing deadline: Open until Filled. Starting Salary Range: **\$34,050 - \$60,362 (based upon a full-time 190-day work year)**. Certification: Applicants must hold or be eligible for one of the following California credentials: Special Secondary Credential - Partially Sighted Child; Special; Teaching Credential with Minor-Visually Handicapped; Restricted Special Education Credential-Visually Handicapped; Limited Specialized Preparation Credential-Visually Handicapped; Specialist Credential in Special Education- Visually Handicapped; Specialist Credential in Special Education-Physically Handicapped (issued prior to January 1, 1981); Education Specialist in Visual Impairments. Call for an application (858) 292-3500.



## **POKADOT - Free Braille Transcribing Software**

Many braillists do not realize the full flexibility that they can achieve with Pokadot because of its ability to operate under all versions of Windows and DOS. This article describes some of the advantages of operating under DOS on either a Windows or a DOS computer and tells how you can easily set up to do so.

The best way to do this is to download the program PREBOOT.EXE from the Pokadot web site listed at the end of this article. Once you have that program on your computer you can make a DOS boot disk by following the simple instructions on the web site. The boot disk will contain the Pokadot software plus all the files necessary to operate under DOS.

Here is one of the ways to use this disk. With your computer power turned off insert the boot disk into the floppy drive. When you turn on the power the computer will immediately read the floppy and display the first screen of PD-START.EXE. You will be operating under DOS. If you want to read any of the Pokadot manuals merely press the designated key. If you are already familiar with them just press ESC and type <PD> <ENTER> and you will be at the first Pokadot screen. This will usually happen faster than your computer can load Windows. And when you are done you can just turn off the computer without waiting for a long Windows shutdown procedure.

The DOS on this disk is the 32-bit DOS associated with Windows 95. It can read pure text files such as Pokadot on your hard disk as well as those on the floppy, whereas an older 16-bit DOS such as 6.22 cannot read files directly from a hard disk operating under Windows 95 or later, though it can read them if copied to a floppy. Therefore when operating in this mode you are able to read any braille files that you may have previously recorded on your hard disk.

The above procedure will still work if your Windows program has become inoperative due to a virus or something else. It will work even if your hard disk has failed. But remember that you must make this boot disk while your computer is working normally if you want to be able to use it during a future computer failure.

*(POKADOT continued on page 26)*

*(POKADOT continued from page 25)*

The above procedure is the normal method of operation for a computer with no hard disk at all or without any Windows operating system. Thus this method can be the normal procedure for using certain old computers donated to charitable or government agencies which produce braille.

If you prefer to operate under Windows do not insert the boot disk into the floppy drive before turn on. Wait until Windows has loaded. Then insert the boot disk and you can access Pokadot on the disk by clicking under Windows.

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

*~ Len Dozier*

*CTEVH Pokadot Specialist*

*E-mail: [lend@braille-pokadot.com](mailto:lend@braille-pokadot.com)*

*Telephone: (360) 574-6167*

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## **DO YOU KNOW WHO YOUR SPECIALISTS ARE?**

The Specialist and his or her associates are to provide information and articles to this *CTEVH Journal* regarding changes in codes, useful aids and guides, and specific problems relating to their specialty - in this case Textbook Formats. They are to serve as consultants (and expected to teach classes) at the CTEVH annual conference. And they are to serve as resource people should any CTEVH members have transcribing questions.

These questions can be directed in any of the various ways listed on the page headed "Specialists." If you have requests for information you feel would be

appropriate for an article here, please pass those on as well. We are especially interested in hearing from school transcribers who often have unique situations not covered in our manual, Braille Formats.

Who are your Specialists? I am Patty Biasca, a member of Contra Costa Braille Transcribers, a transcriber for 12 years and our group's textbook chair. While serving on this committee a few years ago I had the responsibility of writing articles for the *Journal* and teaching classes at Conference. What a way to learn your subject! And lest you think I'm always

right, I had to admit to an error in formatting to our group just this month. Since I distribute formatting instructions to the group for the books we do, this means that they will need to correct what they had done incorrectly. But these people are so wonderful to work with. Not one complained (to my face or within earshot).

Joanna Venneri (JVenneri@aol.com) has also been on this committee before. You may remember articles in the *Journal* she has written both on Textbook Format and on Computer Transcriptions with Ed-It PC and now Braille2000. She has given classes at Conference in both of these areas. She has been a transcriber for many years, having started by helping a friend while in high school. She is a member of the Transcribing Mariners and is now working as a part-time school braille transcriber at the Contra Costa County Office of Education VI Resource Center.

Many thanks to Lynnette Taylor for contributing the following article to clarify the use of foreign language words and phrases.

If you are interested in serving on this committee, please contact me.

~ *Patty Biasca*  
*CTEVH Textbook Format Specialist*  
*E-mail: patbiasca@aol.com*  
*Telephone: (925) 937-9413*

## FOREIGN LANGUAGE

Foreign language in English context is a tricky affair. Because English, especially American English, is an amalgamation of many languages and is constantly being changed and enlarged by the introduction of words from other languages such as chic, siesta, jai alai fronton, and fiord, what is and is not an anglicized word changes. Neither the spell checker on my computer nor my dictionary objected to any of the above words, not even jai alai. Foreign language words do not need to be identified in print by a special typeface, enclosure, or color. It seems simple enough to decide from the context, but the decision process for deciding what is and is not a foreign language word or phrase begins with what is not.

So lets begin with what is not a foreign word or phrase within English context.

1. If it is found in a fairly new (that is, less than ten years old) dictionary and not specifically identified as a foreign word, it is contracted. Do not misconstrue the etymology, or the word history, as a foreign language label.
2. If it is a proper name, unless it is part of a larger phrase, the words are contracted. Proper names include names of people (including titles such as Tsarina), places, and things such as cities, organizations, government bodies, etc.

*(FOREIGN continued on page 28)*

*(FOREIGN continued from page 27)*

3. If it is a scientific name, such as *dinohippus mexicanus*, the words are contracted.

How are anglicized words and phrases treated in braille? Retain the print typeface, and use contractions except as follows:

1. Except when the contraction overlaps a well-defined syllable division.
2. Except when the use of the contractions is prohibited by any other braille rule.
3. Except when a one-cell, part word contraction overlaps a syllable division and when the word is pronounced differently than an English word spelled the same.
4. Except when the word corresponds to a braille contraction or short-form word. et al. (letter sign before al.)
5. Except when a two-celled, initial letter contraction is used in a word that is pronounced differently than an English equivalent.
6. Except when the word en is used.  
Chou En Lai
7. Except when accented letters or foreign symbols occur within the contraction.  
derrière

What is a foreign language word or phrase? Any word or phrase that does not fit into any of the three qualifiers above. The rule for foreign language material, which uses the Latin alphabet, says that

foreign words and phrases must not be contracted in braille and must retain the typeface used in print. It further says that if a proper name or title is part of a larger phrase it must not be contracted. The rule says the letter sign is omitted for single letter foreign words. The dot 4 accent symbol must be used to indicate an accented letter.

It is extremely easy to think a foreign language word or phrase will leap out and draw your attention. Look at some of the examples used in this article. It isn't that easy and the transcriber needs to check the rules and the dictionary. I found some surprising things in my dictionary when I looked.

*~ Lynnette Taylor  
Chair, BANA Formats Committee*



# WHAT IS YOUR REACTION?

Been confronted with some chemistry lately? If not, it will probably come your way soon!

The chemistry code (adopted in 1997) is based on the Nemeth Code. A great deal of chemistry can be done in the Nemeth Code. When it comes to material such as bonds, electron dots, ring structures, and the like, you will need the chemistry code. When that happens, a transcriber's note is required, informing the reader that the chemistry code is now in use. Symbols used in this case must be listed on the Special Symbols page.

The example below shows a portion of itemized material with subdivisions. The format is as required by Nemeth Code, and the entire example is transcribed in Nemeth.

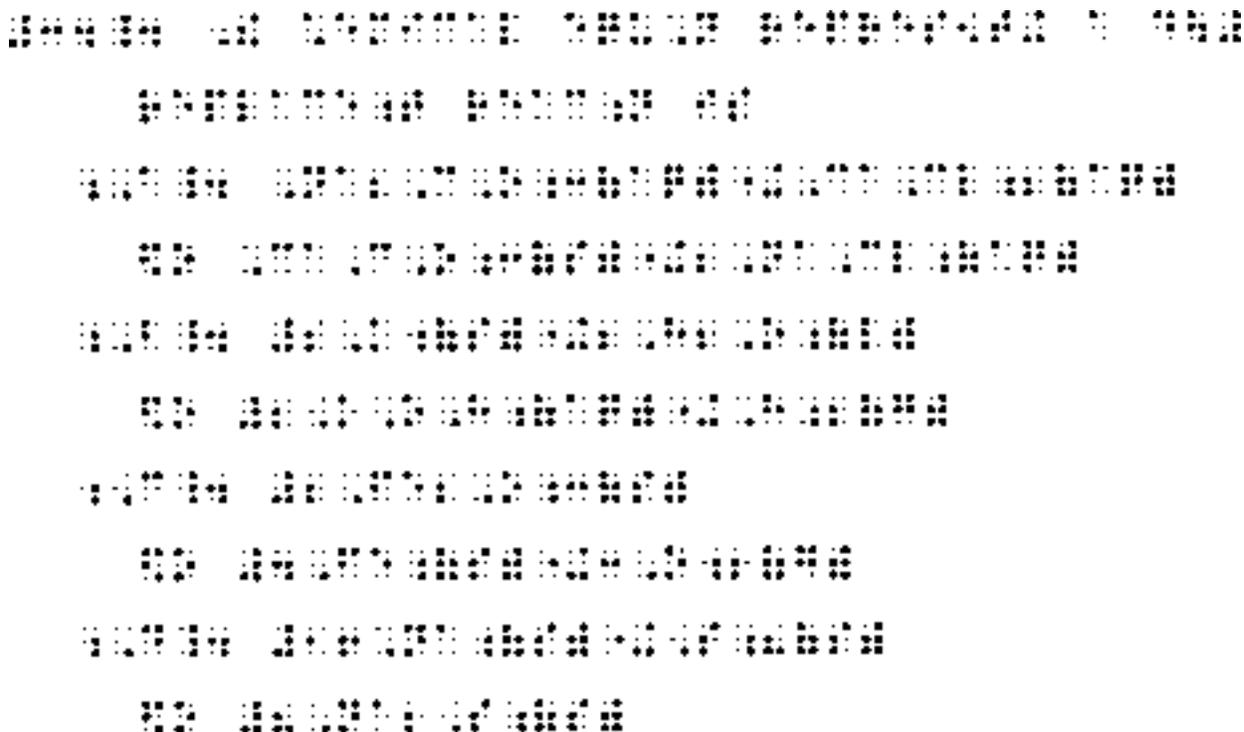
Note that the chemistry code specifies that the letters representing the physical states (liquid, gas, solid, aqueous, crystalline) of chemical compounds are not to be considered abbreviations. The type form of these letters is to be ignored.

~ Joyce Van Tuyl  
CTEVH Braille Mathematics Specialist

## EXAMPLE:

34. The chemical equation representing a double replacement reaction is

- A.  $\text{Na}_2\text{CO}_{3(\text{aq})} + \text{CaCl}_{2(\text{aq})} \rightarrow \text{CaCO}_{3(\text{s})} + 2\text{NaCl}_{(\text{aq})}$
- B.  $2\text{K}_{(\text{s})} + 2\text{H}_2\text{O}_{(\text{l})} \rightarrow 2\text{KOH}_{(\text{aq})} + \text{H}_{2(\text{g})}$
- C.  $2\text{Fe}_2\text{O}_{3(\text{s})} \rightarrow 4\text{Fe}_{(\text{s})} + 3\text{O}_{2(\text{g})}$
- D.  $16\text{Na}_{(\text{s})} + \text{S}_{8(\text{s})} \rightarrow 8\text{Na}_2\text{S}_{(\text{s})}$



## EDUCATION

The 2003 CTEVH Conference held in Burlingame, CA, in March was one of the best set of workshops I have attended in 27 years of participating with this group! The exhibits and the general sessions were excellent. The networking, as always, was a very important part of the mix: sharing ideas, problems, and solutions. Reuniting with colleagues from the field, meeting new people, putting names to faces, and faces to names of people met through Braille 'n teach, etc.

I had the opportunity to facilitate the Itinerant Roundtable on Friday evening. Rod Brawley, Dennis Kelleher, and Linda Tabor-Beck were excellent panelists. Many issues were discussed as we worked through a questionnaire designed to get a rough estimate of who we are, who we are teaching, how much we are driving, what is working and what needs improvement.

I thank all of you who were kind enough to complete and return the questionnaire. Forty-three forms were submitted and I have compiled the information in a tally format (see next page). Even though this is a small percentage of the actual working force of itinerant teachers, I feel that it represents a wider group of professionals in our field. The full tally is available and I will send it to you via e-mail if you request it and/or the comments from the questionnaire at [sheilabonito@hotmail.com](mailto:sheilabonito@hotmail.com).

*Summary:* We are itinerant teachers of visually impaired, many with dual VI/OM credentials, working in rural and suburban settings. Most of us have 1- 10 direct service students and the same number of consultation students. We spend many hours a week driving between our students, and are reimbursed at about \$0.36/mile. We don't feel we have enough time to do everything we feel we need to do. There are some administrators who understand our situations and our students, and we do feel we get the books/tapes we need from a variety of sources, although we need more certified Braille transcribers. Many of our students have multiple handicaps and we struggle to provide the many services they deserve. We have many needs and issues which need addressing! More to come in the next issue!

~ Sheila M. Bonito  
*CTEVH Education Specialist*

## SURVEY RESULTS

### *Who we are:*

FTE itinerant teachers of visually impaired (TVI) = 26  
FTE itinerant orientation and mobility instructors (O&M) = 4  
TVI/OM dually credentialed teachers = 10  
Paraprofessionals = 3

### *Service delivery models:*

Direct Service (1 or more times a week)	1 - 10 = 19
	11- 20 = 14
Consultation	1 - 10 = 23

### *Miles we drive each week:*

1 - 50 = 8  
51 - 75 = 7  
75 - 100 = 10

### *Time we spend driving each week:*

1 -5 hours = 14  
6 -10 hours = 14

*Average mileage rate = \$0.36*

### *Our students' visual conditions include:*

CVI = 308  
ROP = 112  
Optic Nerve Atrophy/Hypoplasia = 82  
Albinism = 42  
Other = 195

### *Our students are:*

Functionally/totally blind = 197  
Low Vision = 397  
Braille readers = 75  
Large print readers = 241  
Non-readers = 226

### *We get published materials from:*

The State Clearing House = 37  
American Printing House = 37  
Recordings for the Blind = 36  
Braille and Teach / list serves = 20

### *We get transcribed materials:*

Paid certified transcribers = 20  
TVI/assistant transcribing = 23

# Using Media Player 9 and Windows Explorer to Register and Play Your Music CD Collection

The music teacher at the California School for the Blind has a personal and school collection of more than 100 music CDs. Each CD is meticulously labeled in Braille and stored in boxes and CD racks. In spite of the care to maintain this collection, CDs invariably get lost or misplaced. Even when a CD is in the correct box, it can take up to 5 minutes to locate the CD, place it in the CD player and find the correct track. There needed to be a more efficient way of playing music for his music appreciation classes. Since he uses a screen reader to work on his computer it had not been possible to use the Windows Media Player to play the music on his computer.

Using the Media Player 9 and Windows Explorer available on Windows XP he has loaded his entire CD collection onto his computer. When he is on the Internet, Windows Media Player will automatically search for artist, album and track information and insert that information automatically into the “My Music” folder on the computer. Now, when he wants to play music, he only needs to open the “My Music” folder located on his Start Menu, find the artist, album and track. All this takes less than 15 seconds.

Setup:

- 1. Create a folder on your root directory called “My Music”.** (C:\my music) or keep the default location (c:\documents and settings\Administrator\My Documents\My Music). As you can see it will be easier to find your music if you simply create the My Music folder on your root directory.
- 2. Place a shortcut on your start menu to My Music.** Start Windows Explorer (hold down the Windows key and press the E-key). Go to the folder you plan to store your music (C:\my music). Right click or use the Context Menu key (third key to the right of the space bar). Arrow down the menu until you find “Send to Desktop”. This puts a shortcut to My Music on the desktop. Click and drag it on top of the Start Button. You may need to change the name from “Shortcut to My Music” to “My Music”.
- 3. Setup Windows Media Player.** (Copy Music Options) Start Windows Media Player. Open the Tools Menu, Options and CTRL-TAB to Copy Music.
  - a. “Change...” location by selecting the Change button and type in C:\my music in the edit field.
  - b. Tab down to the Format combo box. If you have not downloaded an MP3 converter you will only be able to select from Windows Media Audio and Windows Media Audio (variable bit rate). The latter provides a better quality

- sampling rate and provides for surround sound speaker systems. Either WMA file format may not be compatible with other devices such as portable MP3 players. Check your user manual for compatibility.
- c. TAB to the next three check boxes for “Copy protected music,” “Copy CD when inserted,” and “Eject CD when copying is complete.” Each should be checked. This will expedite the CD copy process and can be changed after copying all your CDs if you wish.
  - d. TAB to Audio quality slider bar. Select the quality level you want. Left Arrow for Smallest Size and right arrow for Best Quality. With WMA the best quality will copy a CD at 192 kilobits per second and take up about 86 MB each. With WMA (variable bit rate) the best quality will copy a CD at 240 to 355 kilobits per second and take up to 155 MB per CD. With MP3 the best quality will copy a CD at 192 kilobits per second and take up about 86 MB of hard drive space. As you can see, you will need a lot of hard drive space.
  - e. Press Enter to accept the setup.
- 4. Copying a Music CD to Your XP Computer.** Make sure Windows Media Player is not running. Place a CD in your computer CD player. Windows Media Player will automatically start and should automatically begin to copy the CD to your default directory. If not, go to the View menu, Go To item (Alt-v, g). Press the c-key to go to Copy from CD. Hold down the Alt-key and press c to begin copy. The first time you may be asked if you want to copy protect your music. I take the second choice, “Do not add copy protections;” TAB to the “I understand music is protected by law” disclaimer and press the space bar to check the check box. Second screen asks if you want to change your settings. TAB-key twice to “Keep current format” and Enter to finish setup. Depending on the speed of your hard drive, it should take less than 5 minutes to copy the CD. The music will play independently of the copy speed. If you selected to eject the CD when finished, you should know when it has finished copying your music. Exit Windows Media Player (Alt-f4) before placing a new CD in your CD-ROM. If you do not exit, it may play the CD and not copy it. In Windows 98 second edition, you may be required to keep Windows Media Player open to the “Copy from CD” view in order for the CD to copy automatically.
- 5. Playing Music from Your Computer.** Since you created a shortcut to the My Music folder and placed it on your Start Menu, you can find your music by pressing your Window key to open the Start Menu and then pressing the m-key for “My Music”. This opens the My Music folder and displays the Artists Folder list. Find the Artist you want with first letter navigation or down arrow and press Enter. You are now in the Album Folder list. An artist may have more than one album. Find the

*(MUSIC continued on page 34)*

*(MUSIC continued from page 33)*

Album you want and press Enter. You are now in the track view list. Select the track you want or CTRL-A to select all tracks. The Enter key will begin playing the selected track or tracks on Windows Media Player.

- 6. Note:** You can ALT-TAB back to your track view from Windows Media Player and Alt-left arrow to go back to Album and Artist view. Alt-right arrow will move you forward through the folder views.

Some steps may be slightly different, depending on folder options and operating system. However, when you finally setup your computer and load all your CDs, you will be able to find and play your music with only four or five keystrokes.

*~ Jim Carreon*

*CTEVH Technology Specialist*

## **THERMOFORMING TIPS & TRICKS**

Thermoforming is labor-intensive, time-consuming, repetitive, and occasionally frustrating work. It is also a vitally necessary task that can be performed by willing volunteers with no knowledge of Braille. Here are some tricks we've learned that make the process go more smoothly.

### **SUPPLY LIST**

- \*paper towels
- \*talcum powder in a lidless box or tray
- \*medium to large make-up brush
- \*fabric softener sheets
- \*cardboard separators from  
Thermoform paper boxes
- \*jumbo paper clips, yarn, old  
pantyhose
- \*radio (and headphones)

### **PREPARATION**

#### *Preparing the Thermoform Machine*

Before turning the machine on, wipe the side tracks with a dry paper towel which will remove the black carbon-like gunk that accumulates with each job. This will allow the hood to move smoothly and will prevent that icky black smudgy stuff from getting on your tactiles.

#### *Preparing the Collating Bins*

Before starting, wipe the inside of the bins (or wherever you stack your thermoforms) with a fabric softener sheet. This will help keep static under control.

#### *Preparing the Thermoform Paper*

Take about 100 sheets out of the box. Starting at the edge opposite the holes,

roll the paper into a tight tube working toward the holes. You will hear the snap-crackle-pop of the back edge releasing, separating the stack into individual stacks.

### *Preparing Yourself*

Turn on the radio if silence bores you. Headphones allow you to have complete freedom to pick what might not please others (call-in shows, acid rock, baseball, easy listening, etc.). Arrange your work space to be as ergonomic and convenient as possible. Whether standing or sitting, there are ways to make the process easier on your body. move things around to suit your own needs.

## **COMMON PROBLEMS & SOLUTIONS**

**PROBLEM:** Static causes the hairs to stand up uncomfortably on your arms.

**SOLUTION:** Wipe your arms down with a fabric softener sheet.

**P:** You keep getting shocked by static electricity.

**S:** Try taking your shoes off.

**P:** Static causes multiple thermoforms to slip around or rise up in their cubicles.

**S:** Cover each stack of 20 or so with a cardboard divider from a thermoform paper box before proceeding.

**P:** Complicated tactiles with lots of glue, cord, or detail-producing additions stick to the thermoform paper.

**S:** Brush the sticking areas on the tactile

very lightly with talcum powder before thermoforming.

**P:** The image is not sharp enough.

**S:** Once you are sure the heat setting is correct, add another second to the vacuum. Thermoform with the holes away from you for the best results.

**P:** The sheets have somehow gotten out of order and the thermoforming volunteer does not read Braille.

**S:** We post a chart of Braille numbers at every station so volunteers can begin to correct their own mistakes. (See following page.)

## **WHEN THE JOB IS FINISHED**

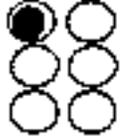
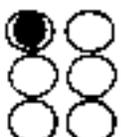
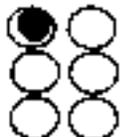
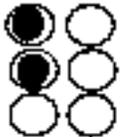
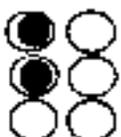
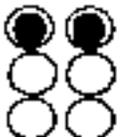
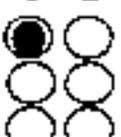
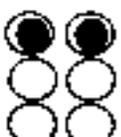
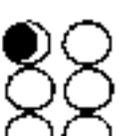
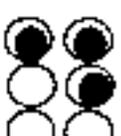
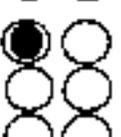
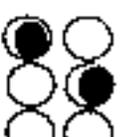
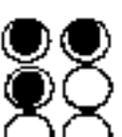
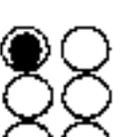
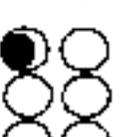
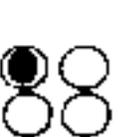
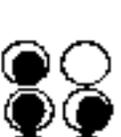
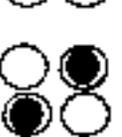
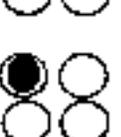
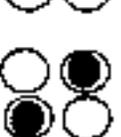
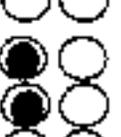
Paper clips, yarn, and cardboard separators can all be used to bundle groups of thermoforms together, but the best “ties” we’ve found are made with old pantyhose. Cut across the legs in one-inch segments and you’ll get stretchy, form-fitting ties that can be used over and over again.

These are some of the strategies utilized by Transcribing Mariners who are always looking for ways to make the job go more smoothly and efficiently.

Do you have other helpful hints we haven’t thought of? We’d love to hear them!

~ *Peggy Schuetz*  
*CTEVH Tactile Specialist*

# BRAILLE NUMBERS

1			11		
2			12		
3			13		
4			14		
5			15		
6			16		
7			17		
8			18		
9			19		
10			20		

## A NEW BOOK FOR NEW READERS...

### TEACHER Just What the Doctor Ordered

When an adult (or a newly-blind teenager, for that matter) becomes a new braille reader, the first goal is a big one: learning the basics of literacy that comprise uncontracted (Grade 1) braille—the alphabet, and all those punctuation marks, and the numbers. At that point you have all you need for pleasure-reading.

But unfortunately there's very little available to read just for fun.

To meet that need, Nancy Niebrugge, the Director of Braille Publishing at Braille Institute Press, recently brought forth a new book of humor for the express purpose of filling that need. It's called

#### BITS AND PIECES

one plump volume in standard braille; price \$13.00 (plus sales tax if in California).

One of my favorite BITS is a multi-page multiple pun with lines like:

If barristers are disbarred, doesn't it follow that  
electricians can be delighted,  
musicians can be denoted,  
models can be deposed, and  
dry cleaners depressed?  
and organ donors be delivered?

Several Rehab teachers wanted to know if the book is going to be available in Jumbo; if you'd want it, contact Nancy Niebrugge at Braille Institute Press, 741 N. Vermont Ave., Los Angeles, CA 90029. Phone 323-663-1111. E-mail: [nniebrugge@brailleinstitute.org](mailto:nniebrugge@brailleinstitute.org)

*~Norma Schecter  
CTEVH Literary Specialist*

## **PRESS RELEASE: U.S. & Canada Adopt New Braille Terminology**

The Braille Authority of North America (BANA) announces a change in terminology to what has been traditionally known as “grade 1” and “grade 2” braille. These categories will now be referred to as “uncontracted” and “contracted” braille respectively.

BANA urges all organizations, agencies, teacher training programs, braille production facilities, software developers, professionals in the field of blindness, and braille readers to incorporate this terminology into writing, publications, presentations and general practice.

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### **2004 CTEVH KATIE SIBERT MEMORIAL SCHOLARSHIP**

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

#### **QUALIFICATIONS:**

\*All applicants must be current members of CTEVH.

\*Transcribers must be actively transcribing.

\*Educators must have received a Baccalaureate degree from an accredited institution with a minimum 2.5 GPA. If not currently enrolled in a graduate program leading to a credential for teaching visually handicapped children in California, educators must plan to enroll.

\*A completed application packet that includes:

Typed or printed application

Cover letter

Two letters of recommendation

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

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

# 2004 APPLICATION

## CTEVH KATIE SIBERT MEMORIAL SCHOLARSHIP

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip \_\_\_\_\_

Telephone: Day \_\_\_\_\_ Evening \_\_\_\_\_

### PLEASE RESPOND TO THE FOLLOWING:

1. The name of transcribing group, agency, or school system with which you are affiliated:  
\_\_\_\_\_
2. (Educators only) Please give the number of units to be completed for VH credential.  
If work has not begun, state "All."  
\_\_\_\_\_
3. Check the items below to show how you intend to use the scholarship.  
If appropriate, describe other expenditures not listed.
  - Transportation to inservice training sessions (e.g., CTEVH Conference, other local/area workshops)
  - Lodging at inservice training sessions (e.g., CTEVH Conference)
  - Tuition/registration fees
  - Books, materials and equipment necessary for training.
  - Other (specify): \_\_\_\_\_
4. The amount of the scholarship may vary and might not completely cover the total costs. However, please indicate the **TOTAL** cost of the training you have described.  
\_\_\_\_\_  
\_\_\_\_\_

(over)

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

## **COVER LETTER:**

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

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

## **LETTERS OF RECOMMENDATION:**

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

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

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

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

### **Send application to:**

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

## **FURTHER INFORMATION:**

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

## CTEVH LIFE MEMBERS

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

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

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

*(LIFE MEMBERS continued on page 42)*

*(LIFE MEMBERS continued)*

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

## **CTEVH Certificates of Appreciation**

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

## **2004 DONNA COFFEE CAMP SCHOLARSHIP APPLICATION**

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

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

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

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

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

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

**APPLICATION**  
**2004 DONNA COFFEE CAMP SCHOLARSHIP**

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

Name of Student: \_\_\_\_\_

Student's Address: \_\_\_\_\_

\_\_\_\_\_

Student's Telephone Number: \_\_\_\_\_

Student's Date of Birth: \_\_\_\_\_

School/District: \_\_\_\_\_

Grade Level of Student: \_\_\_\_\_

Student is a visually impaired or blind individual. \_\_\_\_\_

Name of Teacher/Transcriber/O&M Specialist: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Phone Number: \_\_\_\_\_

E-mail: \_\_\_\_\_

School/District: \_\_\_\_\_

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

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

**APPLICATION**  
**2004 DONNA COFFEE CAMP SCHOLARSHIP**  
***STUDENT FORM***

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

E-mail: \_\_\_\_\_

School: \_\_\_\_\_

School Address: \_\_\_\_\_

Teacher of the visually impaired: \_\_\_\_\_

Transcriber: \_\_\_\_\_

Parent(s)' Name(s): \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

E-mail: \_\_\_\_\_

Name of Teacher/Transcriber/Orientation & Mobility Specialist:  
\_\_\_\_\_

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

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

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

# CTEVH SPECIAL AWARDS

## Special Recognition

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

## Distinguished Member

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

## Fred L. Sinclair Award

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

## Past Editors

### The California Transcriber (now CTEVH Journal)

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

## CTEVH Past Presidents

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

## An Open Letter to CTEVH from Elinor Savage, Upon Receiving the 2003 “Distinguished Member” Award

I assume that there have been many nice things said about me, and while you were listening you may have thought, as I have in the past upon hearing such a list of kudos, “She had help.” Boy—are you right!

First there was Rose.

My friend, Phyllis, called one morning and asked if I’d like to bowl on her team. That sounded like fun, so I said yes. I knew two of the gals, Phyllis and Rose, who I knew slightly, as we were both members of the same synagogue, and on the first day of bowling I was introduced to the fourth member—and that was the last any one spoke to me. The other three spent all their time talking avidly while consulting some papers and a book. The next week the same thing happened, so I asked what the gals were talking about. It turned out that Rose was teaching a braille class and the other two were students in her class. They were all so fascinated, so involved with the braille that when they got together that is all they could talk about. So, I said, “Well if I’m going to be part of the bowling team, I better learn braille.” My husband and I were leaving for a month’s vacation. I asked Rose if she could give me something to read about Braille while I was gone. She brought me the instruction book and—you know the end of the story. With the first dot I was hooked. By the time I returned home I had finished most

of the lessons by writing dots on a piece of paper. I asked Rose, “how do I get these dots somewhere a blind person can read them?” She promptly brought me a braille writer. Rose Kelber became my mentor, my PR person, my dear friend. I’m sure she’s watching over all of us. “Rosie, look what you’ve done for me. Thank you!”

And then there was Michael.

I was lucky that I was asked to transcribe mostly for college students, teachers and other bright and educated people in many different fields. One of these was Michael, who was entering college as a physics major and asked me to transcribe a textbook for him. I thought, “great, I’m going to learn physics.” Of course, I was so preoccupied with getting all those fascinating braille symbols right, I didn’t learn any physics. But, I learned from Michael—how to be an enthusiastic student, and a kind and thoughtful person. Michael also gave me one of the stories I’ve loved to tell when he told me about an *impossible* thing he’d done getting braille, or some such thing, on the university’s computer and said, “Mrs. Savage, we won’t need you any more.” I said, “You’re not making me very happy, Michael.” When I met him one time ten or fifteen years later and reminded him of what he’d said, he reminded me of how

*(ELINOR continued on page 48)*

*(ELINOR continued from page 47)*

very young he had been. Over the years I had lost track of Michael Hingson and you can imagine how excited I was to learn of his escape from the World Trade Center on September 11 and to be able to get in touch with him once more to say “Thank you, Michael.”

And then there was Fred.

I had been transcribing school books for the state of California for some time before I went to my first CTEVH conference. I had talked to Fred quite a bit on the phone and had heard a great deal about him, so was anxious to meet him. Someone pointed out a man racing down the hall, winding his way through the conference room. I said, that can't be him. He's blind.” Of course, that was Fred. Fred was notable for being able to get anything you needed, for getting anything you needed done, done. He never said, “No,” to any request and he always delivered. (Do I sound like Joyce?) So, of course, when he called and said “I have five math books that I need to be transcribed. Can you do them?” you would say, “Certainly, when do you want them?” When I bought my first computer to braille with, but couldn't emboss, who else in the wide world, but Fred Sinclair, could have **accidentally** found a Cranmer that I could ‘borrow for a year or two’? “Thank you, Fred.”

And then there was Bob.

In about 1980 Bettye Krolick wrote a column which I believe launched the greatest advance in braille transcribing since the braillewriter replaced the slate and stylus. I bought a computer the day after and ordered a braille program. It wasn't long before I was completely lost. I needed help desperately and there was only one person I could think of who could tell me what I needed to know, so I screwed up my courage and called Bob. He was so gracious and helpful that I had no problem calling him again, and again, whenever I got stuck, which was pretty often. Bob gave me the opportunity of seeming to become an expert in a field of new technology. He guided me with infinite patience, teaching, directing, explaining, making things easier for me, always being interesting even when I didn't understand, and sometimes telling me a lot more than I wanted to know. My life was the most exciting it had ever been during those days working with Bob Stepp. “Thank you, Bob.”

And then there was...were...are...so many people who helped me through the years, that even to list their names would take more time than there is. So thank you all for that and for this honor that you have awarded me today. I am proud and grateful.

Thank you.

~ *Elinor Savage*

# THE CTEVH SERVICE RECOGNITION PIN

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

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

Name \_\_\_\_\_

Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Guild or Affiliation \_\_\_\_\_

Current member of CTEVH: \_\_\_\_\_ yes \_\_\_\_\_ no

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

BRAILLE (Library of Congress Certification required)

Literary braille pages \_\_\_\_\_

Nemeth braille pages \_\_\_\_\_ times 5/4 equals \_\_\_\_\_

Music braille pages \_\_\_\_\_ times 5/4 equals \_\_\_\_\_

TOTAL braille pages (qualifying 5000 pages) \_\_\_\_\_

TAPE RECORDING HOURS (qualifying 1000 hours) \_\_\_\_\_

SPECIAL SERVICE HOURS (qualifying 1000 volunteer hours) \_\_\_\_\_

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

Verifying signature of Group Chairperson or Administrator: \_\_\_\_\_

Date: \_\_\_\_\_

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

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

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

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*Tactile Illustration:* PEGGY SCHUETZ 415-892-2607  
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### **EDUCATORS:**

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# California Transcribers and Educators of the Visually Handicapped

Central Office . 741 North Vermont Avenue . Los Angeles, CA 90029-3594

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