Being challenged in life is inevitable; being defeated is optional.
—Roger Crawford

When William Allen Hadley suddenly lost his vision in 1915, he thought he had forever lost two of his passions: teaching and reading. How fortunate we are that his initial feelings of loss were overcome by the strength of his character. Little did he know that, 85 years later, thousands would have benefited by his refusal to be defeated.

I consider the Hadley School’s founder to be a pioneer in the true sense of the word. Imagine our joy when the school’s new Student Advisory Council nominated William Allen Hadley to the Hall of Fame for Leaders and Legends of the Blindness Field! Imagine the cheer we let out when we learned that he had been chosen for induction into the Hall of Fame this October!

Housed at the American Printing House for the Blind in Louisville, the Hall of Fame “is dedicated to preserving, honoring and promoting the tradition of excellence manifested by the specific individuals inducted into the Hall of Fame and through the history of outstanding services provided to people who are blind or visually impaired.”

How deserving is William Allen Hadley of this honor, and what fine company he will keep. Other inductees this October include William English, Abraham Nemeth and J. Max Woolly.

Don Golembiewski, Hadley outreach director, summed up the meaning of this induction well: “It’s a great honor for The Hadley School for the Blind as the legacy of a great man.”

— Dawn E. Turco
By Neal Lorenzi, Communications Editor

“The Hadley School is the North Star that has guided my ship through the sea of knowledge. Hadley has brought me to this graduation night. I’m grateful for the years I’ve been associated with the school.”

With these words, Hadley student Letcher Vanderpool provided a unique reflection on this year’s High School Graduation ceremonies, and the pride and good feelings that were generated. Letcher received his diploma along with other members of this year’s graduating class during the school’s fourth onsite commencement exercise, held June 16, 2005, at the Winnetka Woman’s Club. Many Hadley donors, instructors and staff were on hand. In addition, the ceremony was broadcast on the Internet; it can be viewed on the Hadley Web site (www.hadley.edu).

During the ceremony, the school recognized the achievements of 12 students who recently earned their high school diplomas by meeting the program requirements. Ranging in age from 22 to 77, the students came from all across the United States.

During her opening address, Dawn Turco, Hadley’s interim-president, noted that this year’s graduating class was the largest in 25 years. “These graduates are an inspiration,” she said. “Their very presence demonstrates the hard work so typical of our students. Tonight is a culmination of their dream. We are honored to share in that dream.”

Keynote speaker Dr. Karen Gearreald, a former Hadley student and instructor who has enjoyed a triple career in law, education and music, praised the accomplishments of this year’s class. “High school graduation is so important,” she noted. “We dream about it at an early age. We achieve it by mastering academic, technical and scientific disciplines. These graduates have overcome the unique obstacles of visual impairment as well.”

Karen also praised the school and its mission. “Over the past 85 years, Hadley has insisted on excellence, hope, opportunity and equality for visually impaired people who might otherwise be left behind.”

Here is a brief look at Hadley’s 2004 high school graduates.

**Charlotte Goben, Kentucky**
Charlotte lost her vision at an early age, prompting her to drop out of school because she could no longer read textbooks. However, she persevered and found employment with the Kentucky Industries for the Blind where she worked for 20 years. In 1998, she enrolled with Hadley and has since completed 27 courses.

**Debra Golden, Michigan**
Born with a genetic eye disorder, Debra enrolled in 1992 and has since completed 19 Hadley courses. “My diploma has opened up several doors of opportunity and inspired me to pursue more education,” she said. Debra hopes to become a social worker or massage therapist.

**Michael Grant, Illinois**
Since enrolling in 2001, Michael has completed 19 Hadley courses. “Michael was very enthusiastic about completing his coursework to achieve the ultimate goal of earning his diploma,” says Angie Sveum, Hadley instructor.

**Victoria Herrera, Texas**
Victoria lost her vision at age six. After several years attending public school, she enrolled with Hadley in 2002 and has since completed seven...
courses. This fall, she will attend Southwest Medical Center University to become a substance abuse counselor for young adults.

**Lisa Hoskins, Michigan**

Born with glaucoma, Lisa lost her vision at age 18. In 1986, she was introduced to Hadley through the Commission of the Blind in Michigan and has since completed 20 courses. She hopes to attend a local college and become a medical office assistant. In addition, she plans on furthering her academic achievements through Hadley.

**Dorothy Lewis, Illinois**

In 1994, Dorothy lost her vision as a result of diabetic retinopathy. A local Lighthouse organization led her to Hadley in 2000 and, since then, she has completed 27 courses. Dorothy hopes to become a medical nurse’s assistant. She presently is taking home courses at the Stratford Training Institute. "Hadley gave me the confidence I needed to further my education so I can become independent," she said.

**Abel Maldonado, Arizona**

Blind as a toddler, Abel has always valued education and fought to overcome the challenges of visual impairment. He enrolled with Hadley in 2001 and has since completed nine courses. He says getting his diploma was a major accomplishment. “A good education opens doors and I wanted to prove I could do it.” Abel plans to work as a peer professional in the mental health field.

**Alice Mendoza, New York**

Alice, who lost her vision at age 10, enrolled in 1993 and has since completed nine Hadley courses. She hopes to enroll in a local college to study computers or become a certified public accountant. Meanwhile, she plans on taking more Hadley courses and keeping busy with various hobbies.

**Frankie Rimer, North Carolina**

Born visually impaired, Frankie enrolled in 1980 and has since completed 18 Hadley courses. “Earning my diploma has given me more confidence,” she said. “Hadley has given me the opportunity to learn and I’m so thankful.” Frankie sings with a gospel group called the Enlighteners. She plans to continue to tour musically and enroll in more Hadley courses.

**Letcher & Pauline Vanderpool, Kentucky**

The Vanderpools are the first married couple to receive high school diplomas through Hadley. Letcher has completed 23 courses; Pauline has completed 26.

**Melissa Watko, Illinois**

Melissa lost her vision at a young age as a result of a car accident. In 1994, she enrolled with Hadley and has since completed eight courses. In her spare time, she enjoys skiing, horseback riding and volunteering at a local animal shelter. She hopes to become a veterinarian.
A World Series of Courses This Fall

At this time of year, baseball fans dream of their favorite teams winning the World Series. The greatest of these games featured Willie Mays’ amazing catch, Don Larsen’s perfect game and Bill Mazeroski’s 9th inning home run to beat the unbeatable Yankees. The Hadley School salutes the Fall Classic with some world-champion-level courses that fit into a series of their own.

Foods, Parenting and U.S. History

The Foods Series consists of five mini-courses that explain food preparation techniques, adaptive devices, organizational skills, and many practical tips about meats, eggs, fruits, vegetables, grains and sweets. A discussion on the social perspective of food concludes the series.

The Parenting Series is a three-course sequence that helps you prepare for your child’s birth, care for an infant’s first 12 months of life, and take care of a preschooler through the child’s first five years of life, a key developmental stage.

The U.S. History Series presents four courses that discuss the early history of the United States, cover the 19th century and the Civil War, move to an examination of the World Wars, and conclude with the events of the post-war years from the Civil Rights movement to the Space Age.

New Series Coming Soon

We are also working on two new series of courses that stress practical application and good health.

The Entrepreneurial Program will offer a number of courses designed to help you find employment and succeed in your career. In the near future, the school will develop new and revised courses with the following titles: “Principles of Job Acquisition,” “Small Business Management Survey,” “Business Writing” and “Using Excel.”

The Human Eye Series consists of three courses for professionals and three for Adult Continuing Education (ACE)/High School/Family Education students. They cover the subjects: macular degeneration, diabetes and glaucoma. Stressing both practical and theoretical issues, these courses address questions that might arise once you have been diagnosed with one of these diseases. Lessons include information on symptoms, risk factors, diagnosis, and maximizing vision and lifestyle adaptations.
Announcing New e-Learning for e-Hadley

In recent months, three new courses have been added to e-Hadley, bringing our total courses available on the Internet to nine:

- “Introduction to Braille” makes use of the latest Java Script technology to allow students to emulate tools, such as a braillewriter and slate and stylus, on their computers. Students read the lessons and complete practice exercises on their computers before submitting assignments in the media of their choice, including email, to their instructors. This course is available to Family Education and Professional Education students.

- “Blindness Basics” makes use of the latest Flash technology to give students a fully interactive experience. This course enables people new to the blindness field to interact with virtual characters in office settings and learn proper etiquette. It also covers the history of the blindness field, medical reasons for blindness and adaptive technology. It is available to Hadley’s Professional Education students.

- “Macular Degeneration” is designed for ACE/High School/Family Education students. It helps people who have the disease, along with family members, learn about the issues surrounding age-related macular degeneration (AMD) that many people face every day. A version of this course is available for Professional Education students as well.
Who doesn’t enjoy playing a game of some type? Games are especially fun to play with friends and family. Think of the benefits that game playing provides—opportunities for socialization; fostering teamwork; sharpening math, spelling and analytical skills; and offering entertaining ways to spend an evening or car trip.

Unfortunately, it is not uncommon for visually impaired family members to be left out of games. However, by selecting particular types of games, making some simple modifications to a game or its rules, and by obtaining accessible games, the entire family can get involved. Two experienced Hadley instructors, Sue Melrose and Pam Winters, have provided some suggestions to point you down the path of games for the entire family. Bob Rathbun totes the appeal of chess. At the end of this article, I’ve listed a few vendors that offer adapted games.

Card games are popular, so let’s begin with them. All you need is a deck of playing cards that are large print and/or braille. Such cards can be purchased from catalog companies that serve visually impaired people. Or visit the stores at blindness agencies in larger cities. Large print cards can be purchased from various retail stores, including Hallmark. A regular deck of cards can easily be brailled with a slate and stylus or braillewriter.

Younger players may enjoy “Connect Four.” Game pieces may be shaped differently for black-versus-red, or a piece of masking tape can be placed on the pieces of one color to distinguish them tactically. In fact, since many games use pieces of various colors, marking each color with a different texture or contrasting color is all that is needed for someone with a visual impairment to fully participate.

Trivia games are favored by people of all ages because the goal is to answer questions. They are available for many subjects and levels.

For younger participants, a game called “Cootie” by Milton Bradley (available from a variety of large retail stores for about $6.00) uses plastic pieces to construct insects using various body parts. If the visually impaired player is unable to see the number on the dice or feel the number of indentations, such dice can be purchased. The only other modification might be to include a container or a divided tray to keep similar parts grouped together.

“Shut the Box” by Game Design may not need adaptations, but LS&S sells it with braille. Dice are rolled to determine a number. Levers are then used to cover as many digits that make up that
target number. After five rounds, the lowest number displayed by reading across the uncovered digits is the winner. (Players must know how to add.)

“Mancala” is a game that involves interesting strategies and requires no modifications. It uses a board with 12 depressions, or pots, carved into it—six on each side. At the far ends of the board are two elongated pots for collecting beads used to earn points. The goal is to pick up all the beads in one of the pots on your side of the board and distribute them, one in each pot as you move in a counter-clockwise pattern, so that the final bead in your hand can be deposited into your tray.

On nice summer days, you may prefer to play games outside. One idea is kickball using a ball with bells or a beeper inside.

Croquet is another option. You might place a sound source, such as a portable radio, near the wicket. Or ask someone to stand near the wicket and tap it with a long stick. Wickets can be made larger by fashioning your own out of wire hangers.

Bowling is a popular group game that many blind people enjoy. In fact, several bowling leagues for visually impaired people exist. The primary accommodation is a bowling rail on the side of the lane. This rail lines up with the gutters so that the visually impaired bowler has something to use as a guide as he or she approaches the lane.

Chess is another game to consider. This game has been popular for centuries and can be enjoyed by people of all ages, both sighted and blind. Hadley offers two chess courses: “Chess for Beginners,” which teaches the rules of the game, and “Chess: Principles and Strategies,” which teaches concepts used in formulating strategies.

Bob Rathbun, Hadley’s chess instructor, has been playing chess for 55 years—ever since he joined the chess club at Perkins School for the Blind in ninth grade. Bob, who went on to play for the Tufts University team, says that chess has helped break down barriers and has gained him acceptance and socialization opportunities.

Chess can be played with an adapted board and pieces that can be easily identified tactilely. Color is determined by feeling the top of the piece. For example, the white pieces may have a smooth top while the black pieces may have a raised bump, perhaps created by allowing the head of a small nail to protrude. The board is made of alternating raised and lowered squares, each with a hole in its center. Pieces are fitted with a bottom peg that holds them in place (in peg board fashion) when a player moves them to a square. This makes it possible for the visually impaired player to feel the board and location of various pieces without moving them accidentally.

Chess is versatile. You can play it at home, bring your board to a neighbor’s or play against others via email or the telephone. If you are interested in learning this challenging and exciting game, contact Student Services.

To locate adapted games, cards and dice for purchase, contact the following vendors.

American Printing House for the Blind
www.aph.org
(800) 223-1839 or (502) 895-2405

LS&S Group
www.lssgroup.com
(800) 468-4789

Independent Living Aids
www.independentliving.com
(800) 537-2118
By Andre Lukatsky,
Director, Computer Services

Several years ago, if you had an up-to-date antivirus program, your computer was considered well-protected. Nowadays, with widespread use of the Internet and computers in most households, new threats have surfaced that not only can corrupt your files, but can ultimately lead to identity theft.

What are these new threats? The main categories are hacker attacks, spy-ware, ad-ware and “phishing.”

Hacker attacks can lead to someone taking full control of your computer and all your files. Windows, by its very nature, is vulnerable to such attacks. In fact, new “holes” are found weekly. To minimize the threat, you need to stay current with Windows Updates, and employ a software or hardware firewall.

Spy-ware and ad-ware are malicious programs that are usually installed by the user when prompted by fake online warnings; they can also come bundled with free downloaded software. These programs cause a variety of problems—from constantly opening pop-up ads, system slow-downs and crashes to password and information theft.

By using safe browsing techniques, you can minimize the risk of installing such programs on your computer. Try to use only reputable Web sites; pay close attention to the “security warnings” that prompt you to install something; avoid activating advertising banners and pop-ups. In addition, you can use tools such as SpyBot and AdAware to remove spy-ware and ad-ware from your computer.

“Phishing,” another relatively new threat, is a scam designed to facilitate identity theft. You receive an email that seems to come from your bank or other financial institution asking you to update your account information. It looks legitimate, and even has a link that appears to take you to the bank’s Web site. Beware!

Happy browsing!

In response to your many requests, Hadley is pleased to announce a new online discussion board. This forum will give you the opportunity to talk to each other online. In fact, any visitor to Hadley’s Web site (not only students) will be able to join a discussion on the Hadley Discussion Forum simply by registering with a valid email address. It’s that easy!

Discussion boards allow you to exchange information and ideas. You can pose a question or topic. Replies will appear in structured “threads” that make reading and responding easy.

Hadley’s Discussion Board will cover the following areas of interest: Braille, Technology, Professionals, Families and General (open line of discussion or inquiry). The Discussion Board has rules of conduct and is moderated by school staff.

To learn more, visit www.hadley.edu.
Welcome to the newest section of the Connection newsletter. It is called “A Matter of Course” because the focus is on Hadley instructors and the courses they teach. One instructor will be featured in each issue. We will explore their professional backgrounds, personal interests, the courses they teach and uncover a useful resource or two along the way.

George Abbott (GA): Tell us what you did before coming to Hadley.
Don Golembiewski (DG): For 13 years, I served as coordinator for independent living for older blind individuals for the state of Wisconsin. For nine years before that, I was an itinerant rehabilitation teacher for blind adults. A rehabilitation teacher by training, I earned my master’s degree from Western Michigan University.

GA: When did you join Hadley?
DG: January 2000 is when I became a part-time instructor. I went full-time with Hadley in 2001, as a half-time instructor and director of outreach.

GA: What are some of your hobbies or personal interests?
DG: I enjoy wilderness excursions, such as canoe trips to the Boundary Waters, backpacking, fishing, woodworking and chasing after my three grandchildren.

GA: What courses do you teach?

GA: What do you like best about being a Hadley instructor?
DG: The one-to-one connection with the student. Although the interaction is done at a distance, a unique relationship is formed.

GA: You recently began teaching the Macular Degeneration course. Why should students enroll in this course?
DG: Macular degeneration is a leading cause of blindness in the United States and other developed countries. It has a huge impact on our lives and there is a great deal of misinformation on this eye condition. This course will help dispel those misconceptions. This is a great course for those who have been diagnosed with macular degeneration. Family members will also find the material useful as they work to understand what their loved one is experiencing and learn how to help with this adjustment. The course is available in large print and on audiocassette. Professionals in the field have access to an online version.

Also of interest to professionals, the Academy for Certification of Vision Rehabilitation and Education Professionals recognizes the certificate of achievement as being worth 10 hours of continuing education.

GA: In closing, do you have any useful macular degeneration-related resources to share with us?
DG: “Macular Degeneration,” written by Lylas Mogk, M.D., is a useful book. It is one of the most easy to understand, human-oriented books for people with macular degeneration and their family members.

Two Web sites worth visiting are Foundation Fighting Blindness (www.foundationfighting-blindness.org) and American Foundation for the Blind (www.afb.org).

To sign up for “Macular Degeneration,” visit Hadley’s Web site (www.hadley.edu) or contact Student Services at (847) 446-8111 or (800) 526-9909 (if calling from the United States, Canada or Puerto Rico).
In recognition of the importance of both the Hadley School and its founder in our lives, members of the Student Advisory Committee (SAC) have nominated William Hadley to the Hall of Fame for Leaders and Legends of the Blindness Field. The Hall of Fame is housed at the American Printing House for the Blind in Louisville. Our nomination has been accepted, and William Hadley will be formally inducted into the Hall of Fame in October.

On behalf of your fellow students, staff and teachers at Hadley, thanks to all of you who responded to the Student Appeal. As of August 12, a total of 486 students had contributed $15,876 to the Hadley Student Fund. At the August 29th meeting of SAC, members discussed whether to designate any of these funds for specific courses or programs.

As students become donors, they become entitled to donor privileges, such as Generations, the donor newsletter. For gifts of $100 or more, student-donors also receive the Hadley Annual Report. Considerable discussion occurred during the last SAC meeting regarding “preferred communications medium.” In trying to control expenses, the committee agreed that audiocassette would be the alternate medium for all students, except for those who are unable to use audiocassettes due to a hearing impairment. We hope you understand. If you’d like to help us control our costs and are interested in receiving these donor mailings via email, please let us know by contacting development@hadley.edu and making such a request.

Since serving on SAC is linked to Student Award Winner status, new committee members will begin their terms when they are honored as award winners at the Annual Meeting, October 6th. For continuity sake, the chair (Christie Gilson) will remain for another year, and Curriculum Subcommittee members (Hugh Pharis, Norma Griffith and Carol Harvester) will transition for another year. Please note: we have established this three-member sub-committee (dedicated to curricular issues) to provide you with an outlet for your ideas and concerns regarding current and future courses. Please make use of this group.

Report from the Student Advisory Committee

New and Continuing Committee Members (as of October 6):

Pauline S. Bruns – Donald Wing Hathaway Lifelong Learning Award
Maine
(207) 929-5936
pbruns@securespeed.us

Pim Brouwer – International Student of the Year
British Isles
pimbrouwer@isle-of-wight.wanado.co.uk

Christie Gilson – Chairman, SAC
Illinois
(217) 384-8135
cgilson@ad.uiuc.edu

William C. Matthews – Braille Student of the Year
New Jersey
(201) 339-2379
veronicamatthews@earthlink.net

Jill O’Connell – Student of the Year
California
(707) 768-3254
jillocon@direcway.com

Christian Sarraf – Robert J. Winn Family Education Award
Arizona
(623) 362-3520
csarraf@cox.net

Shirlee J. Wadlow – Dean W. Tuttle Professional Education Award
Arizona
(928) 532-0470
swadlow@asdb.state.az.us

Hugh Pharis – Curriculum Committee Chair
Georgia
(770) 929-1533
h62730mp@bellsouth.net
FAQs

Q: Am I allowed to take more than one course at a time?

A: To answer this question, we need to define what “Students in Good Standing” means. “Students in Good Standing” refers to students who have at least three assignments graded by the instructor for their current course, and whose grades are stored in the Hadley database. These grades must be at least a “B” or higher, or “satisfactory” for courses that use the satisfactory/unsatisfactory grading system. In addition, students must have a record of turning in assignments on time as well as a history of completing their Hadley courses.

Students in the Family Education and Professional Education Programs must complete one course before taking other Hadley courses concurrently. For students who wish to take multiple courses at the same time, the first three assignments of the current course must be successfully completed; also, the student must be in good standing, as defined above. No more than two courses can be taken simultaneously.

Students in the Adult Continuing Education and High School Programs do not need to complete their first course before enrolling in additional courses. They must also be in good standing and complete the first three assignments of a course before enrolling in an additional one. These students may not enroll in more than three courses at one time. In rare cases, High School Program students may receive special permission from the dean of educational programs to enroll in more than three courses.

Kudos to CNIB-Hadley Ambassadors

We applaud the efforts and accomplishments of the CNIB-Hadley Ambassadors. Lead by Pamela Gow-Boyd, the lead ambassador, and George Abbott, Hadley dean and liaison to the Ambassadors, the group has spread the news about Hadley programs across Canada, in areas ranging from British Columbia to New Brunswick. The result: a 21.5 percent increase in the number of Canadians served. During FY 2005, the Hadley School served 791 Canadian students. Thank you, Ambassadors Pamela Gow-Boyd, Lynne Fraser-Goodwin, Linda Ridgway, Joanne Shuttleworth, Nicol Stone and Dan Vodon.

Thanks, Grazie, Merci, Gracias!

We cannot say “thank you” enough to the professional students who participated in our survey earlier this year. In January, we sent a survey to more than 900 randomly selected students in our Professional Education Program. Survey questions focused on service satisfaction, new course interests, computer usage and course delivery preferences. In all, 455 surveys were returned and tabulated.

A sampling of the findings: We learned that Hadley courses were the first distance education experience for 72 percent of those who responded. Respondents overwhelmingly were satisfied with the experience (98%) and found that the courses help them in their work (98%). While 56 percent of respondents said they prefer to receive course materials through the mail versus online, interest in online courses was strong. We expect to see a shift in this thinking as students grow more comfortable with their technology and experience one of our online offerings.

Your feedback provided a wealth of critical information that will help us make decisions to best utilize our resources, improve our services and expand our curricula. Again, thank you to all who responded.

— Dawn E. Turco
The articles in Connection are for information only and in no way endorse one service or product over another.