In 1904, the ice cream cone was introduced at the St. Louis World’s Fair. In 1914, the world’s first red and green traffic lights were introduced in Cleveland, Ohio.

Other historic events followed. Eastman Kodak Company introduced color film in 1944. The first jet transport aircraft, the Boeing 707, was introduced in 1954. Next, in 2004, The Hadley School for the Blind will introduce simulated slate and stylus activities in its online braille course for sighted family members and professionals!

Okay, maybe that last announcement won’t have the same impact as the innovations mentioned earlier, but we at Hadley are, nonetheless, quite excited about this initiative. Look within the Curriculum Corner section of this issue of Connection for more details about the online version of “Introduction to Braille.”

I suspect a great many of our students will be surprised to hear that the Hadley School has a China branch. Yes, nearly 900 students throughout China are learning English and English braille through Hadley-China. Read more about our school in Fuzhou, China, as we share the news of its 15th anniversary celebration, which was attended by representatives of Hadley Central, beginning on page 9.

Finally, let me draw your attention to the newly activated courses announced in Curriculum Corner. Details about these courses can be found on our Web site: www.hadley-school.org. We look forward to your next enrollment.

— Dawn E. Turco
Over the past 84 years, thousands of Hadley students have demonstrated growth and accomplishment. In 1959, we began what has become an annual tradition of honoring our highest achievers. Since then, we have given awards to more than 100 students. We are proud to present our distinguished 2003 Student Award Winners.

Charlotte Goben, this year's Student of the Year, is currently enrolled in Hadley's High School Program. Her instructors say she is enthusiastic about learning and reads all the books suggested in her courses. A Hadley student since 1998, Charlotte has completed 27 courses and plans to take more.

This 55-year-old resident of Kentucky grew up on a farm with eight brothers and sisters. Thanks to a rehabilitation counselor's advice, Charlotte found employment with the Kentucky Industries for the Blind (KIB) in Louisville where she eventually worked from 1980 to 2000.

Ever eager to learn, Charlotte contacted Hadley in 1998, thanks to a friend's recommendation. “My friend was enjoying his courses so much, I decided to give it a try.” Charlotte says she has enjoyed all her Hadley courses as well as the encouragement of her instructors. In addition, Hadley's braille courses have given Charlotte the ability to enjoy one of her favorite pastimes: reading.

Sheila Rousey, this year’s Donald Wing Hathaway Lifelong Learning Award winner. Along the way, Sheila has not let visual impairment slow her down. A resident of Georgia, Sheila has completed 22 Hadley courses since she enrolled. “Hadley has been there for me, from my very first class in 1989 to the present,” she reflects.

Sheila has had an impressive teaching career of her own, beginning as a special education instructor at a local middle school. She next became involved in family education services, working as a parent advisor for the Georgia Parent/Infant Network of Educational Services.

Reflecting on her career, Sheila, 44, says she could not have done it without the love and support of her family, along with Hadley's positive influence. “Throughout my educational experience, I have been able to count on my extended family of Hadley instructors.”

Edna Bacon, 82, this year's Braille Student of the Year, is a great example of someone who applies braille to everyday life and uses it to maximize lifelong learning. Her enthusiasm for learning and her refusal to give up the pleasure of reading are truly inspirational. Since 1998, she has completed a variety of Hadley courses including "Braille Reading 1 and 2," "Effective Braille Reading" and "Braille Writing."
A lifelong New Yorker, Edna was born in Brooklyn, raised in the Bronx and worked in Manhattan. She was diagnosed with Usher’s Syndrome at birth. She graduated from high school and eventually became an independent insurance agent. Along the way, she married and had two children. Then, at age 35, Edna’s visual condition deteriorated to the point where she was declared legally blind.

Edna decided to learn braille through Hadley. “Since my first braille reading course with Hadley, braille has been an integral part of my life,” Edna reflects. “Whatever I can identify by touch is brailled. I have braille notes and memos hanging on my refrigerator at home and, of course, braille calendars and clocks.”

Karro Yee, 50, this year’s Robert J. Winn Family Education Award winner, exemplifies the true spirit of Hadley’s Family Education Program. Not only has she completed 11 courses since 1999, Karro shares the knowledge gained via Hadley with other parents of blind children.

Karro lives with her husband and two children in Hawaii. Her daughter Cheryl, who is 20 years old, has Usher’s Syndrome and is deafblind. “Cheryl, who was born deaf, was diagnosed with Usher’s Syndrome at age 17. Her loss of sight was very traumatic for our family,” Karro explains. “I decided I wanted to learn as much as I could about blindness so I could understand the challenges she would face and support her in every way.”

“Thanks to Hadley, I have greater insight into how to raise a visually impaired child. I try to share this knowledge with other families who have deafblind children,” Karro now works as a parent navigator for the Hawaii Deafblind Project. The group provides technical assistance to deafblind individuals (age three to 20), their families and educators. Cheryl has benefited from her mother’s support. “My hopes and dreams are to make it easier for my daughter by giving her my support.”

Marco Benavides lives in Pasto, Colombia. Blind since birth, Marco, 34, came from a region where unemployment among visually impaired people is 97 percent. Yet, he has overcome many obstacles, thanks to his own initiative as well as support from his family and Hadley instructors. Marco teaches blind children and adults Spanish braille, elementary English and related subjects.

Marco says Hadley has given him the opportunity to learn and teach—thus enriching his own life and the lives of others. “I first enrolled with Hadley to improve my English but quickly realized that the school would surpass my expectations,” he reflects. “Since then, Hadley has played a vital role in my personal growth.”
Three New Series!

Three new series are now available that you won’t want to miss!


The Foods Series features a unique handbook that includes adaptive techniques and tips to help you confidently handle food-related tasks. Recipe cards and a resource list—with additional readings, contact information for vendors and food-related Web sites—are also featured. So whether you complete one course or the entire series, you will learn how to select, store, prepare and serve foods while preserving their nutrients, flavors, textures and colors.

Perhaps you know a visually impaired child who does not readily imitate social behaviors. Different techniques are needed to teach them how to successfully interact with others. What more can you do to help a child develop these skills? The new Social Skills Series, now available in large print and braille, suggests strategies to help children acquire and refine their social skills.

Available to students in the Family Education and Professional Education Programs, this series is based on the Focused On series developed by Linda Kekelis, Sharon Sacks and Karen Wolffe. The Hadley series includes three mini-courses. “Foundation” (the prerequisite) describes social skills development in children who are visually impaired. “Preschool Years” suggests ways to teach very young children the skills needed to interact with family members, caregivers and peers. “Elementary Years” identifies ways to foster friendships at this age and stresses the importance of role models.

Each course includes a Focused On study guide, an accompanying video, and an activity book full of hands-on advice for parents, caregivers and school personnel. Because the videos are in VHS format, however, this series is only available to North American students. Whether you complete one course or the entire series, you will learn how to help kids overcome difficult social situations and increase their social savvy.

Some days, do you wish your child had come with an instruction manual? The new Parenting Series, now available in large print, in braille, and on audiocassette, suggests strategies that can make a difference whether you’re expecting a baby, caring for an infant or raising a toddler.

Available to students in the Adult Continuing Education and High School Programs, this series is based on the textbook, Caring for Your Baby and Young Child: Birth to Age 5, produced by the American Academy of Pediatrics. The series includes three courses. “Preparation” addresses issues that surround pregnancy, birth and breast feeding. “Infancy” discusses the month-to-month devel-
velopment of a baby during the first year, including basic care, health, behavior and safety. “Early Years” examines ages one through five, and addresses growth and development, basic care, health, behavior, family relationships and safety.

Unique to all three courses are the adapted techniques and tips written from the perspective of parents who are visually impaired. So whether you complete one course or the entire series, you will learn strategies designed to help you parent with confidence.

If foods, social savvy or parenting interest you, contact Student Services at (800) 526-9909 or student_services@hadley-school.org to enroll in one of these series today.

Last year, “Introduction to Braille,” Hadley’s beginning course for sighted family members and professionals, ranked number one in popularity over all other courses. While hundreds of students are taking this course using a print text, Hadley’s online course development team has been working toward offering “Introduction to Braille” online. A number of obstacles have been overcome, not the least of which has been accommodating online interactive practice using simulated braille.

Also, the team has developed a computer simulation of both a manual braillewriter and a slate and stylus—an innovative and groundbreaking achievement. We hope to see the online version of “Introduction to Braille” available within the next few months, at which time the Hadley team will begin online conversion of the follow-up course, “Contracted Braille.”

Hadley has released a new video, “A Changing Vision,” which describes the school’s programs, methods, accomplishments and overall mission. Available in VHS format, the video runs 9 minutes, 20 seconds. Students, instructors, staff and other members of the Hadley family are featured in the presentation.

The video is available to students who would like to present it at local meetings. Or, perhaps you know of a local organization that would like to share our story with others. If you are interested in receiving a copy of the video, please contact Jacqui Jarrett at (847) 784-2794 or email jacqui@hadley-school.org.
Family Matters

Getting “The News”

An abundant supply of newscasts are accessible to visually impaired people, thanks to the latest technology.

By George Abbott, Dean, Educational Programs

I was once told that the term “news” is actually an abbreviation for north, east, west, south—in other words, the directions from which news comes. Whether this is true or not, the news does come to us from many sources. The AM band of North American radio contains stations that frequently provide news updates and some that are dedicated to delivering news 24 hours per day. I know ham radio operators who talk about tuning into newscasts of other countries. Those of us with access to cable or satellite connections for our televisions can access an abundant supply of newscasts.

This article briefly highlights some sources of accessing current news in North America.

A service called Newsline™ is available in the United States. Thanks in large part to the efforts of the National Federation of the Blind, more than 80 U.S. newspapers are just a phone call away. Through Newsline™, several of the largest newspapers are available, including the Wall Street Journal, New York Times, USA Today, Chicago Tribune and more. Many smaller newspapers are also available. You can reach all the newspapers on the system by dialing a toll-free phone number from any touch-tone phone. There is no fee for the service. You are eligible if you are blind or visually impaired. If you receive services from the Library of Congress Talking Book Program, you can sign up through your Talking Book Center.

Once you access the system and key in your user ID and password, use the buttons on the keypad to select various options from the menu. The system is easy to use. The synthetic speech output is clear, speech rate and voice tone can be adjusted to your preferences, and a short user’s guide describes how to navigate the system.

Once you select a newspaper, you can choose the section—business, sports, news and so on. Once that section begins speaking, you can skip ahead or back to other articles, reread sentences and jump to other sections or go to a different newspaper all together by using the buttons on your touch-tone phone.

For more information, contact your Talking Book Center or the National Federation of the Blind at (410) 659-9314 or www.nfb.org.
In keeping with the telephone theme, an interesting service called Tell Me™ is also available in the United States. By calling the toll-free number (800) 555-TELL (8355), you are connected to a free voice portal service. On Tell Me™, you can check the weather or hear professional sports scores, stock quotes and short news articles. You can use the buttons on the keypad of the phone, but the real speed and attraction of this service is voice recognition. You simply speak your commands and the menu options respond. To find out about today’s weather in Phoenix, just dial the toll-free number and say “weather.” A pleasant voice responds, “Okay, weather.” Then another voice asks you to speak the city and state. Shortly after you do so, a weather report is spoken. Give it a try.

For instructions on how to use the Tell Me™ service, call the number and say “help.”

Canadians have access to a wonderful service called VoicePrint, which is delivered over cable and satellite to your TV. It features news 24 hours a day. Selected articles from more than 100 Canadian newspapers and magazines are read in their entirety. The service dedicates blocks of time covering a particular subject, such as health or business; articles from various sources are then read during those time slots.

VoicePrint can be found on the second audio program (SAP) channel of CBC News World. You can also get information about VoicePrint and even listen to its broadcast over the Internet at www.voiceprint.ca. If you have questions about VoicePrint, call (800) 567-6755.

If you have access to the Internet, you can find many newspapers and magazines online. For example, perusing the New York Times can be done by directing your browser to www.nytimes.com. Wall Street Journal, Los Angeles Times and Chicago Tribune are online, as are hundreds of other local, national and international newspapers. Articles are just a few clicks and keystrokes away. And don’t forget the counterparts to trusted television news sources like www.CNN.com, www.NPR.org, www.CBC.ca and www.BBCWORLD.com; they all have a presence on the Web.

As with the Internet, not all sites are easy to navigate—some are laid out more conveniently than others. With many sites, you must sign up for the privilege of accessing the content, with a user name and password that identifies you; other sites do not require this. Some sites are loaded with advertisements, which may make them less convenient to use. It may require some trial and error to determine the source that best fits your needs.

Accessing current news and information is relatively easy; keeping up with it all, however, is the challenge.
This section presents some of the most frequently asked questions (FAQs) received by Student Services representatives, instructors and other Hadley staff.

Q. What is Hadley’s High School Program?
A. Hadley has been serving high school students in some capacity since the 1930s. What this means today is that U.S. students have two options. Many students take Hadley’s academic offerings for credit that can be transferred to their local school. By obtaining high school credit from Hadley, a student is able to receive material in an accessible format and sometimes study a subject that might not be offered locally. Before taking courses for high school credit, students must consult with Karen Woodfork, Hadley’s director of student services. It is important that the local school agrees to accept credits from Hadley. Karen will explain what steps must be taken.

Others prefer to transfer their high school credits to Hadley and work toward earning their diploma directly from Hadley. Again, consult with Karen Woodfork as the first step. Once arrangements have been made for her to receive and review your transcript, Karen will explain which credits Hadley can apply to your diploma and which credits you still need to fulfill to meet the diploma requirements.

During the past two summers, Hadley High School Program graduates came to Winnetka, Ill., to receive their diplomas in a traditional graduation ceremony. Thanks to the generosity and support of Hadley donors, our graduates, along with a guest, had travel and lodging expenses covered.

The last two ceremonies were intimate, with approximately six graduates attending each. You might be pleasantly surprised to learn that the age range of Hadley graduates is quite diverse. During our two ceremonies, the youngest graduate was 18 and the oldest 67. You are never too old to learn and never too old to graduate.

Q. Can I send my Hadley assignments to instructors using email?
A. In most cases, using email is a wonderful way to submit assignments to your instructor. The main benefit is that the time to submit an assignment and receive feedback is much shorter than if the same assignment was sent through the mail.

If sending in assignments by email is acceptable, it will be indicated in the welcome letter included with your course materials. If it is not, you may contact your instructor to ask if email assignment submission is acceptable. Please understand that some courses may not lend themselves well to using email because you might need to show your instructor hard copy braille, or show all steps and proper symbols when working out a mathematics problem, for example.

Every instructor has an email address. It can be found on the instructor’s contact information card, which is included with course materials, or on the Hadley Web site. Go to www.hadleyschool.org, then About, then Faculty Bios.

We are happy to provide email as an efficient way for you to reach your instructor. It is important that you observe the following guidelines to make the email process most effective:

- After you send an assignment, allow the instructor at least two business days to reply. The instructor has other assignments and will get to yours in the order in which it was received. Sending repeated messages asking for your grade and assignment feedback only keeps the instructor from handling assignments already received.

- Because your email address may not reflect your true name, it is best to put the course title and assignment number in the subject field of the message. In addition, always put your name, address, phone number, course title and assignment number at the beginning of each assignment to clearly identify yourself.

Only send your instructor emails that contain assignment responses or questions about Hadley or courses. Never include the instructor on chain emails, forwarded jokes, advertisements, etc. This only clogs the instructor’s in-box and wastes time.
Hadley-China Celebrates 15th Anniversary

On September 1, 2003, the Hadley School-China celebrated its 15th anniversary. Dr. Michael J. Bina, Hadley president, and Dawn Turco, senior vice president, joined Hadley-China staff, faculty and students in marking the occasion along with local dignitaries.

The focus of study in China is learning English and English braille. Currently, nearly 900 students are enrolled from throughout China. We routinely hear comments from Americans who, while visiting China, received services from massage therapists who were blind and spoke excellent English. Asked where they acquired their linguistic command, they would reply, “The Hadley School for the Blind!” The English language skill is allowing our students to move up the career ladder, thus improving their quality of life.

The director of Hadley-China, Xia Rongqiang (a.k.a., “Chester”), is a solid leader who has earned the respect of government, university and school officials. He has assembled a very competent staff, who are focused on detail, insistent on quality and committed to hard work. The staff and faculty of Hadley-U.S. applaud the accomplishments and commitment of their Hadley-China colleagues and congratulate them on 15 years of service to blind students throughout China.

We all know shopping can be fun — Now it can be philanthropic too!

How would you like to help Hadley and its students simply by shopping at Target, one of the nation’s largest retailers? You can, thanks to Target’s “Take Charge of Education” program, which so far has provided $100 million to schools throughout the nation. We are very excited that The Hadley School for the Blind has been accepted into the Target program. Here’s how the program works: You just keep shopping, using either a Target Visa or Target Guest Card. Target will donate 1 percent of purchases you make at its stores (including target.com) directly to Hadley. Also, Target will donate 1/2 percent of purchases made anywhere else you use your Target Visa card.

Here’s how to get involved: You just apply at the customer service desk at any Target store, designate Hadley as your preferred school and provide our school ID #120639. Anyone can take part, so tell your family and friends about this great opportunity to help Hadley grow. If you have any questions about the program, visit the Target Web site at www.target.com or call (800) 316-6142. Or if you prefer, call us at Hadley Central by contacting Fran Stedronsky, director of development, at (847) 784-2766 or fran@hadley-school.org.
Meet Hadley’s New Instructors

Naomi Read
Naomi joined Hadley’s faculty in September as a part-time instructor. She teaches “Typing 1 and 2.” A graduate of Northern Illinois University, Naomi holds a bachelor’s degree in teaching blind and visually impaired children and a master’s degree in orientation and mobility (O&M). Naomi now works for the Star Center in Tennessee, as an O&M instructor and teacher of the visually impaired. In her spare time, she enjoys crocheting, music, reading and movies.

Ed Haines
Ed joined the Hadley faculty in July as a part-time instructor. He teaches “Personal Safety: Self-Defense,” “Container Gardening” and “Safety in the Home.” He earned his bachelor’s degree from Earlham College and is about to complete his master’s degree in rehabilitation teaching of blind adults from Western Michigan University. Ed also works as a supervisor of vocational rehabilitation for Indiana, having served as a rehabilitation counselor for eight years. In his spare time, Ed practices martial arts, hiking, cooking and gardening.

Pam Winters
Pam joined the Hadley faculty as a part-time instructor in August. She teaches “Learning Through Play” and “Reach Out and Teach.” Pam has 20 years of experience as a teacher of visually impaired children and currently is a resource room teacher for grades K-8. She recently earned her master’s degree in education and leadership from St. Xavier University. In her spare time, Pam enjoys cross-stitching and scrap booking. For the past several years, she and her family have been active in community theater.

Theresa Schaeffer
Theresa joined the Hadley faculty as a part-time instructor in July. She teaches “Health 1 and 2” and handles Hadley’s High School Entrance Assignment. Theresa worked in the blindness field for 21 years, before retiring from the state of Illinois and joining Hadley. She earned a master’s degree in behavioral sciences from the University of Chicago and a master’s degree in psychology from the Illinois Institute of Technology. In her spare time, Theresa enjoys fishing, horseback riding and biking.

Donna Hernandez
Donna, who joined the Hadley faculty as a part-time instructor in July, teaches “Introduction to Braille.” She earned a bachelor’s degree in special education, visual impairments, from Illinois State University. Donna has more than 30 years of teaching experience and is a resource room teacher for visually impaired high school students. In her spare time, she enjoys golfing, cross-stitching and directing the children’s choir at her church.

Read all about other Hadley instructors by going to www.hadley-school.org. Click on “About,” then click on “Faculty Bios.”
We Value Your Input

by Dawn Turco,
Senior Vice President

Last November, we randomly selected 1,000 Adult Continuing Education students and sent them a 19-question survey. Survey questions related to service satisfaction, preferred media, new course suggestions and use of technology. We want to take this opportunity to thank the 402 students who responded. It is evident that much time and consideration went into their replies.

Every returned survey was reviewed. Of course, we were thrilled to read that 99 percent of students feel they have benefited from their courses. Further, 74 percent view their experience with Hadley as excellent, and another 23 percent say it is good. Ninety-one percent say taking Hadley courses has changed their lives.

When asked the reasons for taking Hadley courses, most students surveyed say they like the ability to study at home, receive materials in accessible formats and take courses tuition-free. Other highly ranked benefits include braille literacy, personal interest/growth and opportunities to take courses that focus on independent living. We were pleasantly surprised to see that 66 percent of those who responded use computers on a regular basis. The most common computer activities involve word processing, email and the Internet.

When asked if taking Hadley courses changed their lives, most students touched on similar themes such as building confidence, self-esteem and independence. Many point to the importance of learning braille. Many stress the sense of accomplishment they get from learning new things. The following excerpt, which reflects this, touched us all.

“I was blind overnight—a complete surprise. I was not depressed or upset—at first. I was quite frightened as to how to live this way. I was very unsel...confident....Hadley helped me to learn that I am a good person and I will succeed and I will survive. I am doing that. Hadley has given me the self-esteem, self-confidence and security to hold my head up and walk proudly with my guide dog.”

Finally, when asked how they first heard about Hadley, many students credit our colleagues in blindness (rehabilitation and education). In fact, referrals from blindness professionals represent a combined response of 66 percent. Thanks to all who have made such referrals. We truly appreciate it. Also, thank you, students, for giving us input that will help us in our future planning processes.

Bits & Bytes

This edition of "Bits and Bytes" previews two new features of the Hadley Web site.

Hadley has posted a Fun Page, which contains items related to braille, a recipe and other items we believe you will enjoy. Information on the Fun Page will be changed every few months, so why not pay it a visit on your next trip to the Hadley Web site. To get to the Fun Page, simply go to our home page, www.hadley-school.org, then go to the “Fun Page” link. Have fun!

Did you know that Hadley offers high school credit and even a high school diploma? Although we have been issuing diplomas for many years, we held our first graduation ceremony in 2002. In June of 2003, we held the second graduation ceremony here in Winnetka, Ill. If you have access to the Internet, a sound card and speakers, and Real Player installed on your computer, you can access the video and audio of the graduation ceremony. Log on and experience the commencement speech, lovely piano music and presentation of the diplomas.

To get to the ceremony, direct your browser to the Hadley home page, www.hadley-school.org, then go into the Lounge, then Graduation. Learn more about the Hadley High School Program in this issue’s FAQs.
ONLINE ACCESS TO DATA

OASIS (Online Automated Student Information System) is an online system that allows Hadley students to request personal transcripts, sign up for additional courses, and view current and historical grades—right on the Hadley Web site (www.hadley-school.org). By simply logging on, students can get easy access to their personal information and records, 24 hours a day, seven days a week. Now in the development stage, OASIS will be available for use this spring.