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NATIONAL  
BRAILLE  
ASSOCIATION INC.

PROCEEDINGS

EIGHTH NATIONAL CONFERENCE



ANAHEIM, CALIFORNIA  
MAY 1965

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1965



NATIONAL BRAILLE ASSOCIATION, INC.

Eighth National Conference

May 12-15, 1965

Anaheim, California

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## INTRODUCTION

On May 12, 13, 14 and 15, 1965, the National Braille Association, Inc. held its Eighth National Conference at Disneyland, Anaheim, California. Four hundred and twenty-two persons registered for the Conference from twenty-five states and the District of Columbia. The states were represented as follows:

Arizona	9	New Jersey	6
California	330	New Mexico	2
Colorado	4	New York	10
Florida	5	Ohio	4
Hawaii	1	Oregon	1
Idaho	1	Pennsylvania	3
Illinois	7	Tennessee	1
Kentucky	3	Texas	2
Maryland	2	Rhode Island	1
Massachusetts	1	Vermont	2
Michigan	2	Virginia	1
Minnesota	8	Washington	5
Nevada	5	Washington, D.C.	6

The Conference was a rewarding and a productive one, and I hope you will find in these Proceedings which reflect the thinking and efforts of so many people, your own personal "Invitation to Excellence" which was the theme of this meeting in California. You will discover old problems in old guises, old problems in new guises, but I hope you will also detect the fact that there are new problems, new challenges, new accomplishments.

My personal thanks and appreciation are offered to all those who worked so hard in the planning of the Conference; to those who conducted the workshops; to the speakers; and especially to the individual member-participants whose efforts and contributions are the mainstay of National Braille Association.



Mrs. Joseph Bonoff, President  
National Braille Association, Inc.

PREFACE

The Proceedings of the Eighth Conference of the National Braille Association, Inc. are presently available to persons interested in assisting in the preparation of materials for blind and partially seeing children and adults.

The Conference Co-chairmen and the Program Chairman were most appreciative of the fine spirit of cooperation of all of the chairmen and committee members. Congratulations are extended to the Arrangements Chairman and all of her committees for the excellent planning and gracious manner in which all arrangements were handled. The generous contributions, not only in time, but also financially, were greatly appreciated by the California Transcribers and Educators of the Visually Handicapped, as well as members of the National Braille Association, Inc.

A thank you is due the group leaders of the work sessions who stimulated the participants to productive thinking and summarized the results for this publication. Special appreciation is expressed to Mrs. Alfred Breslauer for her untiring efforts and skill in editing and assembling the materials for the publication of these proceedings.

We were proud to have the participation of 422 people from 26 states at the Conference on the West Coast. This was an outstanding response to the "Invitation to Excellence."

Miss Dorothy L. Misbach

Mrs. Irving Schuman

Conference Co-chairmen



NOTES FROM THE OPENING SESSION

MESSAGE FROM THE SECRETARY OF HEALTH, EDUCATION AND WELFARE

Washington, D. C.  
May 10, 1965

National Braille Association, Inc.  
Anaheim, California

On behalf of President Johnson, I am pleased to extend warm greetings to the members of the National Braille Association, Inc. Our society is indebted to you for your patient and dedicated services.

As teachers and as volunteer workers you help brighten the lives of many thousands of men, women, and children who are visually handicapped. Your work makes possible for them a lifetime of pleasure and intellectual stimulation from the written word.

My best wishes for continued success in the years ahead.

/s/ ANTHONY J. CELEBREZZE

MESSAGE FROM THE GOVERNOR OF CALIFORNIA

Sacramento, California  
May 10, 1965

National Braille Association, Inc.  
Disneyland Hotel  
Anaheim, California

On behalf of the people of California, it is a pleasure to welcome you to our state. Your patient and productive work not only helps the visually handicapped but inspires others to do more for their fellow human beings. My best wishes for a successful convention and for continued progress in your work.

Sincerely,

/s/ EDMUND G. BROWN  
Governor

SCENES AT THE EIGHTH NATIONAL CONFERENCE



Dr. Isabelle Grant addressing the opening session.



Dr. Abraham Nemeth is introduced at a luncheon.

Dr. Morris Fishbein was featured at the Presidents' Dinner.





A general session at the Disneyland Hotel.



The closing meeting hears Dr. Leo Cain.

Former President Effie Lee Morris introduces President S'Reve Bonoff at the Awards Luncheon.



## A MESSAGE FROM THE PRESIDENT

Mrs. Joseph Bonoff

Aims -- goals -- purpose -- values -- communication!

You know, it is very difficult to talk to you who are members of NBA - to tell you something which you do not already know; but the more I thought about it, the more I realized that I really did have something to say.

On a recent plane trip, I had a wonderful experience. The young man sitting beside me was carrying a paperback, the name of which intrigued me and aroused my curiosity. The title was "The Art of Loving." So, of course, I started a conversation. I learned that the young man was a psychotherapist and consultant in the education of exceptional children. I then mentioned that I had to give a talk to NBA members who know well our purpose, and that I was in a quandary as to what to say to them. He said, "Here--this might help you," and handed me the paperback. "Turn to page 20," he said, and I read: "In the sphere of material things, giving means being rich. Not he who has much, but he who gives much." And on page 24, "To respect a person is not possible without knowing him. Care and responsibility would be blind if they were not guided by knowledge. Knowledge would be empty if it were not motivated by concern." The author's feeling was that it is love and concern that makes us do what we are doing.

There are more than 2300 members of National Braille Association in the United States and Canada. It is the largest body of highly skilled, highly trained and carefully selected volunteers who contribute their effort and time, without remuneration, to the solution of a human problem which Society could not meet in any other way. In recent years, it is the volunteer transcriber who has become the substantial contributor toward meeting Society's obligation to place in the hands of blind persons the books he needs in the form he can use them. This is our purpose. This is what we are organized to do. And I like to think that it is love and concern that makes us do what we are doing.

Getting back to the young man on the plane - he asked me what I was going to talk about at the meeting, and I told him, "Aims -- Goals -- Purpose -- Values." I remember best what he said about values: "Aims without goals, goals without purpose, purpose without values, are meaningless." These four words then co-ordinated, moulded, melded together into one, will give strength and power to our Association, and with its knowledgeable membership working together to fulfill our purpose, only good can result.

One way in which we can recognize values is by communication -- communication between persons, between local groups, in sharing with other organizations knowledge of what our purpose is. If we members will tell our story -- tell it to each one who becomes part of the local group, who becomes part of the national group, and to the public, so they will have understanding and recognition of what is being accomplished and thereby support our efforts, then, and only then, can we really go forward.

Twenty years ago this organization was born. It was the idea of a few people who recognized that only by cooperation and participation of everyone who was working in this field could anything be accomplished. Look how it has grown, and look at its accomplishments! But now we have grown to the extent that we must re-evaluate ourselves. We must make changes so that our organizational structure will more effectively implement our work. We must widen our horizon of thinking to keep pace with our growth. You are NBA -- there is no fence between the Board and the Membership -- we are all as one, and if we don't participate as one, we will not grow to the extent we should. Only by individual members talking, suggesting, advising, sharing, telling the story, talking about individuals who are good executives, good administrators, individuals with special skills, can this organization flourish and grow. It is up to you - all of us, and when I say "you" I mean board members, chairmen, committee members, active members and members who are not active. You should be active; you should participate; you should tell your story. Communication between the membership and those who are now directing the organization is the only answer to the goal of progress. When we are looking for committee members, committee chairmen, administrators, suggestions for pilot projects, we have to know who is available and what is important. We won't know unless you tell us, and if you want service, if you want knowledge, if you want the results of research, you must give us the people who can make it possible to produce these things. We should not, and cannot function effectively with directions from just the few who have been the core of the organization for so many years. You criticize us -- those who are now directing the organization -- and we criticize you for not participating. So, communicate with us, tell us about the people working in the local areas, tell us your story -- then we can draw on these people, and you will be participating.

One paragraph from a book on organization I was reading seems to apply to us: "If the list of problems is a pretty long one, as it may well be, and if the long range goal is ambitious, as it should be, the unwise agency either throws up its hands and goes into a state of paralysis, or rides off in all directions in a frenzy of desperate action."

Well! We are not going into paralysis and we are not going into a frenzy of desperate action! Your participation will give us the impetus and information that is needed for the best possible use of our skills and knowledge to meet changing needs.

Let's take the various areas in which there has been great accomplishment. Let us call them "pilot projects." I think that a pilot project is one that has not been finished, that is constantly changing and growing. One of these is foreign languages, for which a code was developed. Yet, when I talked with Mrs. Earnest recently, she told me that where we used to get only requests for Spanish, German, and French; now we have requests for Italian, Russian, Chinese and Arabic! We must develop codes to fit new needs. We must develop people with the skills to transcribe in those languages - so, it is a pilot project. Math needed a code. Dr. Nemeth and Mrs. Vera Clark developed a teaching code, and then revisions became necessary - so, it is a pilot project.

Other needs have become apparent and will continue to do so, and as these needs arose, efforts were made to form committees to study them and do something about them. But, these needs will be met only as we identify them and then find people from our membership willing and concerned enough to take the responsibility to do something - to make themselves known. Tell us what you need, what you know, what you can contribute, and then we can bring together the people who can act effectively in solving the problem.

This is the future of NBA, and I would like to read something which I like very much: "We who wish to communicate on the basis of professional theory and knowledge must proceed with caution, yet proceed we must -- actually, there does not yet exist the oft sought scientific fact to guarantee results or to justify much that we are doing -- we infer that the suggestions from other fields and studies are applicable, so we try them. Our experience guides us and we take pride in our successes. Within recent years, a considerable amount of new knowledge that helps extend our understanding of communication, learning, and behavior, yet, we might do well to accept that today we cannot find final answers or sure-fire techniques. We can, of course, function in ways at least more promising than ever before. We should try suggested new approaches to communication; but we want to understand as clearly as possible why they seem worth trying and what their limitations may be. Only then can we move forward."

NBA is a growing organization, and it grows on ideas - your ideas. When they come from you the organization is co-ordinated and dynamic. The accomplishments of the past are the result of you and your sharing. Continue to do so, but do it more than you ever have before, for the larger we grow, the closer we must be. Your ideas will give us the picture of how NBA should change and grow - administratively, in its service and in its research.

This is the value of a conference such as this. It is a splendid avenue of communication, an opportunity to share problems and ideas. But let it not end with the conference - let us hear from you when you have left these meetings! Let us hear from you as participating members of NBA.

#### TRANSCRIBING KNOWS NO BOUNDARIES

Address by Dr. Isabelle L. D. Grant

Dear Mr. Bray, President Bonoff, Chairmen Ethel and Dorothy, honored guests and friends in NBA - It is absolute presumption on my part to stand in front of you tonight. I am only a school ma'am, way at the bottom of the ladder. I am interested, however, in all things pertaining to blind people, and these are my assets. I am taking advantage of this invitation to speak with you because I want to show you how you have helped break down barriers for blind people in this society - and before I finish, I hope you will see the larger challenge to break down barriers to the 14,000,000 blind of the world. It is a big job, but you can do it.

So I come to you in the deepest humility and gratitude because it is through you that I was able to outreach my own anticipation and do some things that I never thought I could do. You, as transcribers, gave me the tools of education and helped me to follow through. You epitomize self-discipline, self-sacrifice and that nobility of character which goes to make true service. You are indeed the programmers in this structuring of the movement abroad throughout the world to emancipate blind persons - the movement for the blind to be helped to speak for themselves.

May I give you just a brief review so that you see where you fit in and what you have done. Centuries have passed in which blind people were really blind. We are only now emerging from that state of third-class citizenship, of helplessness and hopelessness. There was a day when in Sparta and in Rome, blind babies were killed; in countries not so very far from ours, babies were abandoned because they were blind. We have gone a long way -- and yet, have we? Even Plata had no use for blind people, and when I meet in my travels those people who look down on us blind people because we are blind and therefore thought incapable of taking our part, I always am very very careful -- I always say, "Well, Plata thought the same in his day." There was a second period into which we moved in which the blind became wards of society. The blind were given alms, and the work was done. The third period is the stage of ambivalence - and we're in that stage right now. We want to be members of society, but at this moment we are not one hundred percent members of society yet. Oh yes, we are inching our way, slowly, very slowly, but surely, to acceptance by society. Two decades ago, we would never have had a group as large as this sitting here! Two decades ago, we would not have been able to say that almost sixty per cent of blind children were in regular schools. That was done by you. You are helping us to get there. There are too many blind people today making brooms and baskets instead of being allowed the right of self-determination on our merits.

I am very happy then, to talk a little about the breaking of these barriers, for you, through your furnishing the educational tools, have helped us towards that.

What were the stimuli that pushed us forward even into the state of ambivalence? The first one is the blind themselves who have pushed themselves forward, and rightly so, because, after all, they are citizens of our society. But the second great stimulus is that given by you people because you lifted the visual word and made it auditory and made it tactual so that we can now read - and we couldn't have done it without your help. There is no doubt that the third stimulus has been the move toward education and vocational training (I don't like the word "rehabilitation") by our own Congress. The fourth stimulus is the one that you are showing, and that is the rise of the voluntary agency in our country. It is the true spirit of America being expressed. It is evolutionary, or -- would you say -- revolutionary? There isn't much difference in my mind between these two, but I know that you and I, representing the blind people, are metamorphosing the spectrum these days. Toynbee said that the 20th Century will go down in history as the century in which the human race looked into another objective, a new objective; namely, the welfare of every human being. We are seeing that everywhere these days, - through the idea of the Great Society or

whatever you choose to call it. But let me tell you from my experience in the foreign countries that this great society will never be great until there is food, shelter and education for every man in the world. And the greatest of these is education, for with education, you can find food and you can make the shelter. Without education you can do nothing.

I questioned myself as to why I went through this thinking to present these thoughts to you. I think it was my own sensitivity to the social problem of the blind right now in society. You see, seventeen years ago, I went through a serious change in my own living. I changed from a member of a majority group of seeing people to a minority group of blind people. I quite understand when I hear that it is no crime to be poor or to be a Negro, because I said too, it is no crime in my country to be blind. So you will see that the genesis of the work that I have been doing in the past five years had its origin in my own blindness and my own fight to equality and social acceptance. First and greatest of all was my fight to have the opportunity to work for my living by my teaching. Indeed, it was traumatic to become blind, but the trauma of blindness was not in the blindness itself. It was in the blindness of the sighted people who are prejudiced against blind people.

Well, I did get back to my teaching as a blind teacher, a blind person. Five years ago, true to my Scottish background, I wanted something for nothing, so I went to my school and asked for a sabbatical leave. I am sure that their eyebrows rose to the hairline. Where was I going? Around the world. What would I do, what would I see? Nothing your way, but an awful lot my way. I have climbed the insides of the Pyramids; I have scrambled over the Acropolis letting my fingers acquaint me with the Ionics and the Dorics and the Corinthians; I have walked over the Persian carpets in the bazaars of Iran; I have sat looking at the Taj Mahal my way with an alabaster model on my knee; I have climbed to the very top of the Ankor Wat in Cambodia while others remained below. They looked up and saw the dizzy heights, the flying buttresses and the dangerous steps, but as I didn't see them, I just took my little French guide and went to the top. I have walked the streets of Saigon; I have lived in the humidity of the Philippines; I have been in the Maori huts in New Zealand; I have picnicked on the slopes of the Blue Mountains of Australia; and I have drunk tea with the blind beggars in Karachi. I went into the hostels and the YWCA's for this was the best way to meet with the people - I wanted to know what they were saying and what they were thinking and doing. Can you imagine my correspondence today when I tell you that I have visited forty-three different countries? My objective was to study the education and training and work of blind people in those countries. It was the biggest challenge I've had in my life. It was self-assigned.

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When I came to Pakistan, the second time, and the third time, (by that time I had managed to get a Fulbright Fellowship) I studied the situation in the two wings of Pakistan; population, 100,000,000. I found there were 65,000 blind children, and that's only an estimate. So I wondered what I could do, and I traveled north, south, east and west in rickshas, tongas and in third class trains. That's where I found out what the people needed and what they thought of blindness. Do you know that the biggest asset was my own blindness because I didn't talk about blindness - I talked as a blind person, and told them it could be done, and did it in



front of them. It seemed to me that that was the right thing to do, because they are at that stage when, according to their attitude, the blind people are still hopeless and helpless.

So, in Pakistan I surveyed the situation, and the only thing I could see to do, and I approached the government on it, was to train their teachers. To teach a class myself, which I did do eventually, was not sufficient - for when I left the country, there would be no continuing program. So I trained teachers. I don't know how I had the intelligence to do it. They told me they had no money to pay for schools. I said, "No, I know that -- I want you to put blind children into the regular schools, into what they call integrated classes in my country -- and I have taught integrated classes for fourteen years." That made sense to them. Before I finished with my three years in Pakistan, they were calling me "Begum-integration." I did demonstration teaching, and for that reason, I had to learn Urdu. Now languages come very easy for me -- I have twenty words in a few languages. But when I came to Urdu, I was non-plussed. But I did learn it, and they could even understand me, and that pleased me very much.

But one of the biggest problems I had was the placement of the blind children in the schools. You know that as well as I. I was a school administrator once, and administrators are the most conservative groups in the education field. They are the same all over the world, but they did accept the children eventually. Then, in order to clinch everything that I did, I had to write a book: "Handbook for Parents and Teachers of Blind Children in Pakistan." I had to write it in English because I didn't have enough Urdu to write it, and a translation is now being made.

What was the real lesson I learned in all this? The real lesson is the unawareness most of us have, as I did, of the way other human beings live - that you have to take the culture, the slow moving culture, the emerging status of these people, and work with them. I'll illustrate this. I shared a table in the education office, and one day while I was sitting there, students of the University of Punjab were gathered outside the building on the walls of which was written "Yankee, Go Home." As the students took up the call there was dead silence in the room. To the others in the room with me, I said, "I'm a Yankee - do I go home?" With one accord, they said, "No, that doesn't mean you -- we love you." "But I'm a Yankee," I continued, "why don't I go home?" And again they spoke up and said, "Because you are helping us with our children." Now, there's your common language. It gets down to mutual help, mutual understanding.

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What does all this mean to you? It means that you as transcribers who have the communication skills - the braille, the recording, the large print - can awake to the challenge of the need for these things outside the boundaries of the United States. There is no limit now. Transcribed materials, discarded books, typewriters, all the materials needed to help blind people communicate, are needed desperately. This is the kind of foreign aid that doesn't go down the drain nor into the wrong pocket. And I want to say that I am grateful for the help many transcribing groups have given me to help make a start.

So, go on with your brailleing, go on with your transcribing in every shape and form. You are providing the tools. These people are trying to lift themselves up by their own bootstraps, and when they haven't any, you and I are going to give them their bootstraps.

Thank you for listening to my story. I ask for your help. May your deliberations here be richly blessed and may your efforts be crowned with success.

#### HISTORY OF THE AWARDS SYSTEM OF NATIONAL BRAILLE ASSOCIATION

Mrs. Julian Levi

Our unique awards system had its origin in 1949, four years after the National Braille Club was organized by a handful of brailleists who had studied together under the tutelage of Madeline Loomis in New York.

In 1961 Mrs. William D. Earnest, Awards Chairman, and the then Editor of the Bulletin, Mrs. George Turkeltaub, did a great deal of research in order to prepare a comprehensive report of the history of the awards system which Mrs. Earnest presented at the Fourth National Conference in Chicago.

Bernard Krebs, Librarian of the Jewish Guild for the Blind, became National Braille Club president in January, 1949, and in his address at that time, announced plans of the Braille Club to issue a series of "Honor pins which would indicate the accomplishments of the volunteer in serving blind people." Questionnaires sent to the membership that year resulted in awards being given for braille transcribing, teaching, binding, and direct reading. Fifty members qualified in the three grades by January, 1950, a number of whom are still actively working.

To quote Mr. Krebs at the January, 1950 dinner meeting: "Face it you must! You as a volunteer in service for the blind have compiled so great a record of achievement that you are deserving of the highest praise. Modestly, quietly, yet diligently you have, in your special fields, aided in broadening the educational and recreational horizons of blind people by providing a wealth of literary and technical material in braille which otherwise would have been inaccessible.

"To those who have attained a position of distinction in the teaching, transcribing and binding services, the Braille Club is delighted to issue Braille Club Award pins as a token of appreciation and commendation. These pins represent an invaluable and fruitful contribution of service and should be worn with deserved pride. Yes, they should be worn with pride and they should act as a medium through which to encourage more volunteers to enter this important and useful field of service."

Two years later, in 1952, the May issue of the Bulletin for the first time, credited the members for recording.

The next major change came in January, 1959. Complaints of inequalities in the requirements were increasing, and many members wrote to the chairman requesting a better quality of pin; also, that we have it made available in charm form to satisfy the mode for bracelets. A committee was appointed which worked with the Merit Awards Chairman over several months, making a study of the system, and finally reported its recommendations to the Executive Committee which accepted and announced the change. At that time also, it was decided to give credit for administrative work, special services, etc. The requirements were reworked, keeping the braille count the same as before, and putting all other services on an hourly basis.

Not long after the revision, Awards were made available in 14K gold as well as the original gold-filled model, and also provided them in the form of a charm.

At about the same time, a membership insignia in the form of a replica of a miniature Perkins Braille was provided in both pins and charms in two qualities. These were especially appealing to professional members who would not have an opportunity to earn the Award (for volunteers only), yet would have something as a symbol of Club affiliation. They are also popular with members who have not yet reached the requirements for an Award as well as those who already have Award pins.

In 1959, additional recognition was conferred on those holders of the Distinguished Service Merit Award who were still actively serving five and ten years later. Five years of added service is indicated by a red ribbon under the gold seal of a Certificate; ten years by red and blue ribbons, This year for the first time, the fifteen year, red, blue and white ribboned Certificate will be presented.

In January, 1962, the next step was taken -- the requirement that in addition to having been a member for at least one year, a brailist, in order to qualify for an Award, must be certified by the Library of Congress. Many more pins could have been sold without these requirements, but relaxation of the rules would soon have cheapened the Award.

In 1964, 116 Awards were conferred in the three categories, and since 1957, a total of 734 Awards have been given.

Standards were set before Nemeth Code, foreign languages, tape recordings and other specialties were widely produced. The Awards Committee, ably headed by the Chairman, Mrs. Lawrence Levine, is meeting during this Conference in order to review and perhaps set some new standards of qualification for Awards.

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PRESENTATION OF CERTIFICATES OF ADDITIONAL SERVICE

Mrs. Lawrence Levine, Awards Chairman

At the Awards luncheon, May 13, 1965, during the Eighth Annual Conference of the National Braille Association, the following Certificates were presented:

For five years of continuing service after receiving the diamond Distinguished Service Award:

Miss Louise Fenske	Illinois
Miss Florence Hallock	New York
Mrs. Samuel Hartman	Michigan
Mrs. Lloyd Hawkinson	California
Mrs. Daniel Epstein	New York
Mrs. Milton Rubin	California
Mrs. Virginia Scharoff	New York

For ten years of continuing service:

Mrs. Sidney Cohn	New York
Mrs. Oscar Lee	Illinois
Mrs. Florence Kronsky	New York
Mrs. Edgar Kates	New York

For the first time in the history of the National Braille Association, for fifteen years of continuing service:

Mrs. Charles Demarest	New Hampshire
Mrs. Harry J. Finke	New York
Mrs. Richard Levy	Illinois
Mrs. Eli Newburger	New York
Mrs. Pauline Packard	Virginia
Mrs. Paul Smith	New Jersey
Mrs. Ralph Stone	New York
Miss Anna Vandervalk	New Jersey
Miss Edna Wood	New York

DEVELOPMENT OF AN ELECTROMECHANICAL BRAILLE  
TRANSCRIBING AND REPRODUCTION SYSTEM\*

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This report briefly reviews the progress of several interrelated projects underway since 1961. The initial objective of these projects was to develop and evaluate a system of electromechanical devices for facilitating the transcription and small-scale reproduction of braille materials. Since January of 1964 the focus of the project has been broadened to include activities related to training potential users of the system.

History

The work with this system was begun by Woodcock in 1961 at Colorado State College. At that time a pilot model of the system was designed and constructed to demonstrate the feasibility of the concept. This pilot model was comprised of an electrically-operated braille writer and several input devices for controlling the brailier. These input devices included an electric keyboard with the same configuration of keys as a manual brailier; a keyboard designed for one-hand operation, similar in appearance to small adding-machine keyboards; a typewriter keyboard which incorporated electric circuits for translating typing into equivalent braille-cell combinations; and a perforated paper-tape reader for automatic reproduction of braille materials. This pilot model was exhibited at the International Congress on Technology and Blindness, held in New York City, June 1962.

Since January 1963 the project has been supported through research grants from the National Institute on Neurological Diseases and Blindness (U. S. Public Health Service). These funds have been used for redesigning and improving the system; evaluating its mechanical and electrical reliability; developing a self-instructional manual for braille transcribers, using a specially modified Teletypewriter; and, conducting a comparative study of three approaches for training braille transcribers.

Present Status

Equipment development. Equipment development since 1962 has been focused primarily upon three items - an electric brailier; a perforated paper tape reader; and a specially modified Teletypewriter, for use by braille transcribers.

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\*This project is supported by PHS research grant NB 05150 from the National Institute of Neurological Diseases and Blindness for the period 1/1/63 to 12/31/65.

Until recently, developmental work on the electric braille has been concentrated upon concept of an auxiliary power unit to be attached externally to a standard manual braille such as a Perkins or a Lavender. This auxiliary unit operated the manual braille through solenoids and a small motor. Recently Howe Press, manufacturer of the Perkins braille, has built an electric braille for the project. The external appearance of this "electric Perkins" is the same as the manual model except for a small motor mounted on the left side. Howe Press is continuing development of this device and may put an electric Perkins in production if the developmental models perform satisfactorily. Essentially, an electric braille has the same advantages over a manual braille, as an electric typewriter has over a manual typewriter. Furthermore, the electric braille has provision for electrical connections allowing operation by automatic paper tape equipment, or special keyboards such as a typewriter keyboard. The estimated cost of an electric braille in production, would be over \$100, but probably less than \$200.

The problem of providing a low cost perforated paper tape reader for the system has received considerable attention. Such a device will allow the use of any paper tape, punched according to the "Recommended Codes for Paper Tape and Card-Controlled Braille Equipment" (Conference on Automatic Data Processing and the Various Braille Codes, Massachusetts Institute of Technology, March 17-18, 1961). Commercially available units, suitable for this purpose plus the necessary buffering circuits would cost approximately \$500 to \$600. A modified Teletype tape reader has been designed for use with this equipment which may cost \$200, or less, in production.

A significant outcome of this project has been the development of a specially modified Model 33 Teletypewriter for use as a braille transcribing device. Three major modifications were made by the Teletype Corporation in redesigning the Model 33 Teletypewriter as a braille transcribing device. First, the keyboard has been specially labeled, as shown in Figure 1. Second, extensive redesigning of certain internal mechanisms was necessary in order to operate the machine in accordance with the braille code, rather than the machine code used by the Teletype Corporation in its equipment. Third, a special set of printed characters has been designed to represent the meanings associated with each of the 63 braille cell combinations. This set of printed characters with associated braille cell combinations and meanings in Grade 2 braille, are shown in Table 1. This set of print characters has been termed a "type-counterpart braille" by the project staff. This term has been reduced further to the single word "tyco-braille." The modified Teletypewriter is referred to by the project staff as a "Tyco-braille." The basic output of these machines is a perforated paper tape, which in turn is used by a paper tape reader to operate automatically an electric braille. These tapes may be used also to operate stereotyping equipment in printing houses for the blind.

The development and use of this set of print characters is of special interest to sighted transcribers since it allows material transcribed into braille to be proofed visually by reading printed characters, rather than reading the embossed braille. Thus, it is not necessary for a braille transcriber using the Tyco-braille to learn the braille cell combinations. This system of print characters provides an exact one-to-one relationship between braille cells and print characters. Figure 2 illustrates the tyco-braille printout obtained from the Tyco-braille.

The Tyco-braille is available from the Teletype Corporation as Model 33TC7571S. Its present cost is approximately \$1600, however, this price may be reduced somewhat if production lots become large enough so that the machines could be assembled on Teletype's production line rather than in their model shop. The project has three additional Tyco-braille on order and will be placing these in the field for trial and evaluation purposes about the end of 1965.

Tyco-braille transcriber manual. Since June of 1964 extensive efforts have been devoted toward developing a self-instructional manual for the training of braille transcribers using the Tyco-braille. The braille manual by Ashcroft and Henderson, entitled "Programmed Instruction in Braille," was used as a point of departure in developing the tyco-braille transcriber manual. The purpose of this manual is to provide instruction in the Grade 2.0 braille code and in the operation of the Tyco-braille for future braille transcribers.

The present manual has been developed through several pilot runs with college students serving as subjects for the training of braille transcribers. As these subjects have proceeded through the manual, they have evaluated and criticized each lesson. This feedback was subsequently used in rewriting the manual. The tyco-braille transcriber's manual is presently in its fourth writing and is expected to go through at least one more revision by December 1965.

Comparative study of braille transcriber training approaches. Since October of 1964 a comparative study of three approaches for training braille transcribers has been underway. The three approaches used in this study are the Library of Congress training program for braille transcribers, the Ashcroft-Henderson "Programmed Instruction in Braille," and the Tyco-braille approach. Approximately 20 subjects are being trained under each of the three approaches. Such measures as "hours to complete the training program," and "transcribing accuracy" are to be analyzed.

#### Project Staff

The following three persons are involved extensively in the project. Further information may be obtained from any one of them:

Dr. Samuel C. Ashcroft, Co-investigator. Dr. Ashcroft has been associated with the project since January 1964 and is interested primarily in development of the tyco-braille manual.

Miss Carol Halliday, Research Assistant. Miss Halliday has been associated with the project since September 1964 and has responsibilities primarily in developing the tyco-braille manual and in supervising the subjects participating in the comparative study of approaches for training braille transcribers.

Dr. Richard W. Woodcock, Principal Investigator. Dr. Woodcock has been associated with the project since 1961 and has been primarily involved in the equipment development aspect.

IN PURSUIT OF EXCELLENCE . . .  
THE CENTRAL CATALOG OF VOLUNTEER-TRANSCRIBED MATERIALS

Carl W. Lappin  
Textbook Consultant  
American Printing House for the Blind

Since the theme of our conference is "Invitation to Excellence" it is appropriate that I report strides which have been made in providing textbooks for our registration of 18,600 legally blind children in grades first through twelfth. In doing this, I will discuss briefly accomplishments at the American Printing House, and then the Central Catalog, which is a card file listing of materials prepared by volunteers throughout the country.

In our attempt to meet the needs of the largest number of students, we have worked closely with textbook publishers and have selected the most widely used texts in the country. Over sixty percent of our student registration is in regular public school programs, and every effort is made to make available the textbooks used in these programs as the need arises. We have high hopes of preparing a greater number of textbooks now that we have the IBM Computer transcription of braille. In the past year, the metal printing plates for 74 books, comprising 187 volumes, have been embossed under routine IBM production procedures. These materials are straight copy work and most of these 74 titles have been printed and are now in use in libraries for the blind. It is expected that programming of the computer can be developed for the automatic translation of textbook materials, but this will require much research and developmental work. The use of the computer is freeing trained personnel to devote more time to developing additional texts. May I say at this point that the use of the computer DOES NOT lessen the need for the volunteer transcriber. With the increase in the number of books used in the classroom, and the constant changes in the field of education, the recruiting program for transcribers must continue.

In striving for excellence, the members of the National Braille Association have been most helpful in reporting materials to the Central Catalog. This Catalog is a compilation of the work which you, as volunteers and professionals, have done, both original and thermoform copies. It is a card file listing of all reported textbooks in braille, large print and recorded form. From this, a daily reference service is provided. The purpose of this catalog is to make possible a single service which will co-ordinate the reports of all agencies, groups and individuals producing materials for the blind student on a volunteer basis. At the same time, the catalog provides a single point of reference for the need of a particular educational title.

In addition, the Catalog provides the clearance and recording of permissions which have been granted by publishers through blanket agreements. We now have blanket permissions from members of American Textbook Publishers Institute, Children's Book Council, and the Association of American University Presses. These blanket permissions were granted only after much work on the



part of the Library of Congress, Recording for the Blind, and the American Printing House, and we have the responsibility of keeping accurate records for these agreements. Transcribers should not write to these publishing organizations or to APH for permission to transcribe a particular book covered under blanket agreement - he merely submits an intention report.

How do you get information from the Central Catalog? If a book is not available from any of the printed catalogs, inquiry should be made to APH by letter asking whether the title is available elsewhere. The exact title, author, publisher, latest copyright date, and school grade level should be given, also the media. All titles are checked in the master file and if the title has been previously transcribed, APH will furnish the address of the depository; if the title is in progress, the name and address of the transcribing group will be given, and inquiry can be made as to whether arrangements can be made for copying or loan as the case may be. By following this procedure, duplication of effort is avoided and full use of a single transcription is made. The same procedure is followed when an intention report is received. I cannot stress too much the importance of following through on this procedure, for thereby, not only the transcriber may be saved hours of effort, but the student may have the text without unnecessary delay.

Many states are now establishing depositories. These depositories have the responsibility of replying promptly to requests for the loan of books and for making them available if not in use locally. This is the "pay-off" phase of the entire operation. The rest of the system is useless if it does not function at this point. For various reasons, a large number of books listed in the Central File lie unused because the holders are reluctant to ship them out. Sometimes this is because of an unfortunate prior experience with borrowers who failed to return books or returned them in poor condition -- understandable hesitation, which borrowers can overcome by exercising care and consideration. Needless to say, depositories are short of personnel to perform this service, and perhaps this is an area in which the services of volunteers could be utilized.

It must be remembered that the Catalog is only an instrument, and its effectiveness depends entirely on the cooperation of all people concerned. The American Printing House can, and does provide a current compilation of all titles reported and an immediate reference service. Without the active cooperation of transcribers, depositories, and borrowers, this service is nothing more than a time-consuming and expensive bit of paper work at APH.

The American Printing House serves only as co-ordinator. The actual service is performed by you, the transcriber. Our common aim is to provide reading material to the visually handicapped, and by working together, the Central Catalog of volunteer transcribed materials can perform a unique and valuable service.

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## EVIDENCE OF EXCELLENCE

### MEDICAL MILESTONES MARKING PROGRESS AGAINST BLINDNESS

Address by Morris Fishbein, M.D.

For hundreds of years the blind were either the subject of sympathetic pity or when they were old, admired for their wisdom and for that mystery associated with what is strange and misunderstood. Gradually the sense of community responsibility and social awareness began to grow, and among the first and most important was recognition of the needs of all who were handicapped and particularly, of those who had lost their sight.

As is general in the history of all philanthropy, organizations began to develop, culminating in organizations such as this - National Braille Association - the only organization on a national level which brings together both volunteers and professional workers for the blind. Your tremendous growth and progress is recognition of your usefulness.

Since I came into medicine more than fifty years ago, there has been also tremendous growth and progress in the control, prevention and cure of many ophthalmic conditions. Ophthalmic research has established the relationship between certain diseases and visual impairment; it has given us new tools, new methods of treatment, new medicines. A new awareness of the necessity for research into congenital eye defects with the hope of prevention and ultimate treatment, has developed.

Regardless of all this medical evidence of progress, and accepting the general definition of blindness that prevails in the United States, we have in this country about 400,000 to 500,000 people who may be classified as blind, and in all the world, there may be as many as 15 or 20 million. While the medical profession continues to forge ahead in its efforts to reduce this number, much of the welfare and well-being of these individuals depends upon the interest and concern of those in non-medical fields.

In the world of the 17th Century, the blind made a high percentage of the beggars on the streets and in public places. Certainly this concept of the blind has changed. The legislation of the United States which provides aid for the disabled and handicapped in every category has given special consideration to the blind. The individual states have enacted legislation designed for the welfare and education of the blind. Federal legislation aids in supplying books, tapes and tactual apparatus for blind children educated in residential and public schools. Nearly all states have agencies which cooperate with Federal agencies to provide vocational rehabilitation services, home teaching and other service.

Organizations of many kinds serve many functions in the effort to help the blind find a meaningful role in society, to help them claim their right to function as a useful citizen. Some of these are the American Association of Instructors of the Blind, the American Association of Workers for the Blind, the National Federation of the Blind, and others. However,

among the most constructive are the organizations devoted to the advancement of the blind by the kind of aid that encourages them to advance themselves - and one of the most outstanding of these is your organization which helps to provide the means by which the visually handicapped person can be educated to his maximum capacity.

The discoveries, inventions and research in the spectrum of scientific disciplines have meaning not only for the particular field, but overlap other fields. That is to say, whenever a great discovery is made in any field of science, that invention or discovery serves as the focal point from which to expand its application. One discipline borrows from another, and in this process, the blind have benefitted. Perhaps the present era will be known as the electronic era in medicine exactly as previous eras were called the eras of anatomy, physiology, pathology, nutrition or x-ray. The electronic devices that have been introduced into medicine already have provided the springboard from which are being developed electronic devices useful to the blind. Scientists are studying the visual, auditory and orientation senses of animals and birds which already have implication for better functioning of the blind person in his environment. This National Braille Association is performing miracles of communication not only through the tactile sense, as is employed with braille, but through the ear with recorded material.

I am convinced that we are on the threshold of new discoveries - not only in medicine, but in all the sciences - which will have positive meaning for blind people. We are understanding more and more that this is a great cooperative effort - an effort in which you have a tremendous share, and which you are fulfilling magnificently.

WORK GROUP REPORTS

GROUP I

MEET YOUR BRAILLE AUTHORITY

This workshop, entitled "Meet Your Braille Authority" was held for one session. Two of the three members of the Braille Authority, Miss Marjorie S. Hooper, Braille and Large Type Editor, American Printing House for the Blind, and Mrs. Maxine Dorf, Braille Advisor, Library of Congress, were present and made the presentation. Bernard Krebs, Chairman of the Braille Authority, was unable to attend this conference. There were 75 participants.

The purpose of this one-session workshop was to explain to the members of NBA why there is a Braille Authority, the origin and evolution of its position as the authority on braille codes for the United States, and how the Authority operates. A presentation of the history and operation of Braille Authority was made by Miss Hooper and Mrs. Dorf, followed by question and answer session.

Briefly, a Braille Authority, the Uniform Type Committee of American Association of Workers for the Blind (AAWB) was first created in 1905 out of the need to adopt one universal system of tactile print from the many which then existed. Under the sponsorship of the two professional organizations, AAWB and American Association of Instructors of the Blind (AAIB), the Uniform Type Committee, with three members from each of the organizations worked to standardize and refine the braille system. In 1959, by joint agreement of the two organizations, the Joint Uniform Braille Committee became the Braille Authority and reduced membership from six to three, thus the present three-member Braille Authority as agent of the AAWB and the AAIB officially came into being. At the same time, its duties and prerogatives were amplified to include, in addition to literary braille, codes for music, mathematics, foreign languages, textbook format, etc., appointing advisory committees as experts in these subjects.

From the procedure of operations, the duty of the Braille Authority is "to make interpretations, render opinions and make recommendations pertaining to all provisions of literary and technical braille codes. These interpretations and opinions shall be final."

The three members of the Braille Authority do not, per se, represent the particular agencies by which they are employed. Rather, the Authority

members conceive their membership thereon simply as a result of knowledge of braille, which they, as individuals, have developed over the years in their respective positions.

There followed a detailed presentation of the operation of the Braille Authority as an agent of the two professional organizations whose memberships constitute the real authority for the official adoption of braille codes in the United States.

To date, the Braille Authority, in addition to clarification of literary codes, has worked with five advisory committees, much of the work being done with the help of and in consultation with, members of National Braille Association, Inc.

These committees are: Textbook, Format and Techniques, Mathematical and Scientific Notation, Music Notation, Research and Maps and Diagrams.

Detailed accounts of the work of each of these committees were given - the work completed, work in progress and future projects contemplated, such as expanding the existing codes to cover chemistry, physics, statistics, development of phonetic system in braille, etc.

A question and answer session followed this general orientation on Braille Authority. Several participants expressed a need for "consumable braille." It was pointed out that this was a matter that would have to be determined by state departments of education as it is a budget matter. There was also discussion about the revised Nemeth Code and the fact that it will provide the basis for the scientific codes to follow. Mrs. Dorf made the announcement that in view of conflict regarding word division between Webster's Third New International Dictionary and usage as set forth in English Braille: American Edition, the Braille Authority reached the decision that Webster's New World Dictionary of the American Language, 1964, College Edition, published by the World Publishing Company of Cleveland, should become the standard reference for all transcribers of braille in the United States.

Chairman: Mrs. Alfred Breslauer

Panelists: Miss Marjorie Hooper  
Mrs. Maxine Dorf

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## GROUP II

### MATHEMATICS

The Elementary Mathematics Workshop and the Advanced Mathematics Workshop met together for their first session of the Conference. The purpose of this general session was for general orientation and clarification of matters of interest to both groups. Thereafter, the two groups conducted their meetings separately.

At the first general session, there were 105 participants. Of these, 78 were braillists, 25 were teachers, and two were librarians.

After appropriate introductions were made, the chairman read from the Author's Foreword to the Nemeth Code -- a statement of acknowledgement of the contribution and support of the NBA in bringing the project to completion. She then read the following excerpts from the introductory material to the Nemeth Code which conveys its underlying philosophy:

"This braille code of Mathematical and Scientific Notation has been prepared to provide a system of braille symbols which will allow technical literature to be prepared and read in braille, and to convey to the braille reader as vivid a picture of the signs used in print as is conveyed to the sighted reader. This is, perhaps, one of its principal features. A test of the accuracy with which the code conveys information from inkprint to the braille text is to effect a transcription in the reverse direction. The amount of agreement between the original printed text and one transcribed from the braille is a measure of the Code's accuracy.

"Although the Code is intended to be as complete as possible, this can never be achieved by any code. In the rapidly developing fields of science and technology which are rapidly being experienced, new signs are constantly being devised and old ones modified.

"The rules of the code are intended to require a minimum of decision-making and of interpretation on the part of the transcriber, because he cannot be expected to have a knowledge of all the technical and scientific fields which he is called upon to transcribe. Accordingly, a careful distinction is made between the meaning which a printed sign has and the sign itself. In this Code, the transcriber is required to represent only the signs and to be unconcerned with the meaning of the signs.

"The transcriber may feel, in certain situations, that some contractions are excessively long and may be tempted to shorten the construction by the use of a symbol of his own invention. The transcriber is enjoined against yielding to this temptation. The Code has been formulated in such a way that the same construction gives the same information to the braille reader from elementary arithmetic to the most advanced mathematics."

The chairman then distributed materials prepared in advance by Mrs. Ferdinand J. Mann, both in print and in braille, and offered an explanation

of how this material was to be followed in the ensuing discussion. The material which was distributed consisted of excerpts from the latest proofs of the Nemeth Code which was then available. An assessment was made of the areas of possible difficulty, and this evaluation was used to determine the order of presentation. It was hoped in this way to cover the most important points in the workshop sessions in the limited time which was available.

The session was then turned over to Dr. Nemeth. His first remarks concerned the history and present status of the Code. He then indicated what remained to be done in order to make the Code available.

Dr. Nemeth then described how his Code is organized. He explained that the format of his Code parallels the format of other existing code manuals already in use. He further explained that within each rule the earlier sections were of a general nature, covering the application of the rule to all the symbols contained therein; and that the later sections were devoted to explanations about individual signs and symbols requiring special attention.

Dr. Nemeth then explained the major changes to be noted in the new Code Manual. They were:

- (1) The abolition of the two-space rule.
- (2) The use and the non-use of the numeric indicator.
- (3) The change in the punctuation indicator, as well as its use and non-use.

Throughout the presentation, short questions were entertained and answered. The workshop then separated into two groups for the remainder of the Conference -- Elementary and Advanced Mathematics Workshops.

Throughout the general session, the material was exclusively informational; no conclusions were reached and no recommendations were made.

Chairman: Mrs. Herman C. Lichstein

Consultants: Dr. Abraham Nemeth  
Mrs. Ferdinand J. Mann

Recorder: Mrs. Edwin Sherman

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## ELEMENTARY MATHEMATICS WORKSHOP

There were three sessions of the Elementary Math Workshop attended by educators, transcribers, students and parents. Attendance was 57,39, and 28 respectively. Seventy-two of the mathematics conferees attended one, two, or all of the sessions.

For brevity in this article the "new code" will mean the Nemeth Code of Braille Mathematical and Scientific Notation, 1965.

It is not possible to include here information about all that went on in the workshop or all that is now being done to spread information about the symbols and rules of the new code but we shall try to do our best.

The conferees were presented with a previously determined outline, which took into consideration the time available for discussion in relation to the number of sections (183 with related rules) from which a selection had to be made. It was agreed by the group that the prepared plan should be followed throughout all sessions of the workshop.

Conferees were advised to save all interim code material which they have been using. This material will help in understanding texts, already brailled, and those now being brailled in which it is used. At the moment the date of issuance of the new code is not known. Unofficially it will not be before late fall.

The topics in the prepared agenda were chosen from various sections of the new code - from the simplest to the most advanced, in the light of symbols now being used in elementary mathematics. These were numerals (Arabic and Roman); fractions (simple, complex, hypercomplex), with emphasis on fraction lines (horizontal, slash) and fraction indicators; mixed numbers; subscripts; superscripts; omissions (mathematics and/or literary including the symbol of shape "ed"; multiple-purpose dot 5; formation of symbols (vertically compounded, horizontally compounded, modified above and/or below); words in mathematical expressions; diagrams; and format.

Examples were brailled first in the interim rules and symbols, and then in the new code rules and symbols for detection of similarities and dissimilarities. No attempt was made to cover any one topic completely. Discussion of a topic was carried to the point of difficulty from which conferees might advance on their own when the new code is published. Time was allotted for questions and answers.

The philosophy of the code was presented in the General Session held earlier. We did not allow time for additional discussion of this. Questions on philosophy and on the responsibilities of NBA to its members and non-members were answered by referring questioners to the NBA Mathematics Committee - Chairman, Mrs. Alexander Clark.

Efforts are being made to follow up workshop discussions with additional materials to bring conferees up to date on changes received too late to be



included before the close of the conference. It should be known also that changes were made in Section 184 after the conference and that changes are now being made by the NBA Mathematics Committee in the use of symbols in other sections of the new code. For this reason, those who are brailleing texts in the new code should proceed carefully, realizing that changes will have to be made in whatever they are brailleing now. As MBA Area Representatives receive new material, it will be distributed as rapidly as possible. The chairman suggested that those transcribers who are working on math textbooks, or any material using the code, to keep in touch with the NBA Area Representative.

Materials distributed in the Workshop were the NBA 1961 Training Manual (braille only) brought up to date by the chairman and Excerpts from the Nemeth Code, (print and braille) by Mrs. Ferdinand J. Mann, Chairman of the NBA Area Representatives. These materials were the individual effort of the chairmen of the workshops to make the sessions more meaningful.

Near the end of the final session, format and diagrams were discussed briefly. It was suggested that more help on the use of color in mathematics texts be made available. For non-mathematically trained volunteers, it is difficult in many instances to determine the significance of color. They were advised that if in doubt, they should consult the educator or follow the ink print.

Chairman: Mrs. Ruth Collins  
Co-chairman: Mrs. Nancy Tincher  
Consultant: Dr. Abraham Nemeth

#### ADVANCED MATHEMATICS WORKSHOP

In its three meetings, the Advanced Mathematics Workshop covered those rules and sections of 1965 Code which are essential for its effective use by transcribers and readers. Of the 48 NBA members attending, 35 were braillists, 11 teachers, and two librarians.

As there was a great deal of material to be explained and absorbed within the allotted time, the group requested that the first two sessions be turned over to Dr. Nemeth so that he might undertake the explaining while the class did the absorbing. A portion of the final session was reserved for questions and answers on specific math problems.

Dr. Nemeth began his commentary with an analysis of the manner in which the Code is organized into rules and sections. He pointed out the logical pattern to be followed by transcribers for the use, non-use, and effectiveness of the various math indicators. To demonstrate this sequence, model index sheets were passed to workshop participants.

After outlining the arrangement of the Code and the system for its efficient use, Dr. Nemeth presented and discussed those rules primarily involved in the transcription of advanced mathematics. In each case, Dr. Nemeth supplied information as to how the underlying philosophy of the Code applies to the individual rule. Short questions pertaining to each rule were answered at the conclusion of its presentation.

Participants were able to follow the presentation and discussion on previously-prepared print and braille copies of the rules (excerpted from the draft of the Code). Each rule was illustrated by several examples showing various aspects of its application. Thermoformed copies of the examples enabled the class to examine the correct braille usage as the reasons for usage were stated.

Following this procedure, all areas of advanced mathematics affected by the three major changes in the Code (with the exception of chemistry and physics) were clearly delineated. The use of indicators which are distinctively mathematical received special emphasis. Those symbols and rules remaining unchanged were briefly summarized. Dr. Nemeth also disclosed a permissive area in the Code -- spacing with symbols of operation.

The closing discussion centered on format. Prescribed formats for spatial representations, long formulas, exercises, geometry proofs, and carryovers were described. Consistent with the general philosophy of the Code, format arrangements are intended to convey exact information to the reader as quickly as possible.

At the conclusion of the discussion sessions, Dr. Nemeth answered questions dealing with specific transcribing problems. The problems presented at this meeting are being thermoformed and will be mailed to all those who attended the Advanced Math Workshop.

This report would not be complete without expressions of appreciation: To the Johanna Bureau for their cooperation in producing the print and braille copies of the material used in the Math Workshops; To the anonymous donor whose generosity made it possible for workshop participants to purchase these sets at a minimal price; And, on behalf of the entire class, to Dr. Nemeth for his patience, his wit, and his expertise in giving participants the basic background necessary to begin transcribing 1965 Code.

Chairman: Mrs. Ferdinand J. Mann

Co-chairman: Mrs. Gerald Robbins

Consultant: Dr. Abraham Nemeth

### GROUP III

#### LARGE PRINT

The material covered in the session on large print chaired by Mrs. Gene Marchi has been incorporated in the following presentation made by Mrs. Harold J. Brudno.

There were 51 participants in the Large Print Workshop, 38 from California, 13 from other states; 26 were educators, 12 were transcribers, and 13 from other interested fields.

Objectives identified by the group were associated with: A. Determining location of greatest unmet needs; B. Discussing how to meet the need of an individual for a book at the time he needs it; C. Briefly comparing how various states meet objectives identified.

Major areas of discussion: 1. Meeting needs through use of national and state depositories; library lists and bibliographies; and, catalogs prepared by volunteer transcribing groups. 2. Meeting needs through commercial printing processes. 3. Meeting needs through use of office type copying machines and related processes.

Problems which were raised might be grouped into five areas: Namely, those of (1) teachers; (2) administrators; (3) printers; (4) librarians; (5) transcribers. They might be summarized in the following general terms.

(1) Teachers: At the elementary level, in addition to basic texts (supplied by American Printing House for the Blind, Stanwix House, et al) how can material for supplementary reading be obtained? How can maps, anatomical charts and similar reference materials in large print be obtained? Might it be possible to encourage someone to produce a low cost dictionary which students could afford to purchase for home use?

(2) Administrators: For vocational rehabilitation and other adult clients, what might be possible avenues for meeting reading needs of visually impaired individuals? When will information from data accumulated by researchers be available? How can maximum use of school materials now available be obtained? Might it be possible for the State of California to subsidize purchase of Xerox or other equipment to use in meeting statewide needs for large print?

(3) Printers: How is it possible to find out how many copies per book are required? What method is best for typesetting or filming; and for production of illustrations in color or black and white? What is the best way to avoid duplication of efforts being made by others in the field?

(4) Librarians: What materials available from general publishing houses can be used to meet the needs of visually impaired readers of various age levels? How can holdings for special education students be made most readily available?

(5) Transcribers: How can materials be produced quickly enough to meet day to day needs? How can maximum use be made of single-copy transcriptions? Can volunteer help be used in connection with photographically enlarged texts?

#### Areas of Unanimity:

It would be nice to have every book everyone wanted in large print. At the school level, high school needs seem to be the most unmet. There are complications involved in trying to determine the exact size of the need for large print book titles.

Many more volunteer groups produce California State Supplementary textbooks in braille than in large print.

It would be valuable to have a low-cost dictionary in large print. Oversize high school books tend to make teen-agers feel self-conscious, and seem to raise reading problems at all grade levels.

Students who can make use of large print materials for only short periods of time should be encouraged to use other media, such as the braille and recorded.

Cooperation of school, home and medical sources may improve possibilities for use of low vision aids.

Improved use of existing media of communication may lead to more successful sharing of information.

Commercial producers' cooperation in use of central catalog "clearing" of titles can aid both in better circulation of existing material, and in the avoidance of expensive and unnecessary duplication of efforts.

#### Areas of Controversy:

The more times an expensive book circulates, the lower its cost per student. State control of a production method might be better than private sources. Older readers may be able to use machines which read microfilms, rather than buying or borrowing large print books.

Reference was made to display material. The following names and addresses may be of interest.

To order copyflo enlargements of whole, uncut book pages, in soft bindings:  
Dakota Microfilm Company, 501 North Dale, St. Paul, Minnesota, 55501.  
Economy Blue Print and Supply Company, 123 La Brea, Los Angeles, Calif.  
University Microfilms, Inc., 313 N. First Street, Ann Arbor, Michigan, 48107.  
Xerox Corporation, Dept. XB, P.O. Box 3300 Grand Central Station, N.Y., 10017.  
Amsco School Publications, Inc., 45 East 17th Street, N. Y., 10003.

To order copyflo enlargements, 8½ x 11½ pages in rigid looseleaf binders:

Volunteer Transcribing Services, 617 Oregon Avenue, San Mateo, Calif., 94402.

To obtain catalogs of textbook titles in large print:

American Printing House for the Blind, 1839 Frankfort Avenue, Louisville, Kentucky, 40206.  
National Aid to Visually Handicapped, 3201 Balboa Street, San Francisco, California, 94121.  
Stanwix House, 3020 Chartiers Avenue, Pittsburgh, Penna., 15204.  
Volunteer Transcribing Services, 617 Oregon Avenue, San Mateo, Calif., 94402.

To obtain bibliographies of books in large type:

Books for the Partially Sighted Child, 65¢ (600 titles)  
National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois -- prepared by American Library Association.

Large Type -- Reference Circular 64-3, Library of Congress, Division for Blind, Washington, D. C., 20025.

Sources of Large Print Reading Material, Mrs. Peter S. Lowy, 188 S. Meridith Avenue, Pasadena, California.

To obtain lists of titles being contemplated for large print production:

Keith Jennison Books, Franklin Watts, Inc., 575 Lexington Avenue, N.Y., 10022.  
Large Print Books Co., 830 Chimalus Drive, Palo Alto, California, 94302.

To examine materials for reference use:

Maps - C. S. Hammond Map Co., 465 California St., San Francisco - or local agent. National Geographic Bulletins; or Mystrom Maps and Globes. News Map of the Week, 1515 Sedgwick Street, Chicago, Illinois 60610.

Anatomical (and also Astronomical) charts, Educational Catalog #102, American Map Company - local agents.

World Book Encyclopedia, Large type, (rumored to be going out of print)  
Field Enterprises Educational Corporation, Merchandise Mart Plaza, Chicago, Illinois 60654.

To examine equipment for making multiple copies of large print pages:

AMFORM by Royal McBee, American Thermoform Corp., 1732 W. Slauson Avenue, Los Angeles, California, 90047.  
Gestefax Attachment for Gestetner Stencil Duplicator - local agents.  
Copytron 2000 - Charles Bruning Company - local agents.  
(All the above produce regular (not photographic) paper copies.

Chairman: Mrs. Harold J. Brudno

Co-chairman: Mrs. Katie N. Sibert

Panel: Carl W. Lappin  
American Printing House for the Blind  
Fred Sinclair, Consultant  
California Bureau Special Education  
Ralph Salaway, Administrator  
Ernest Kimball, Resource Teacher  
Robert C. Smith, Resource Teacher  
Mrs. Inez Pettus, Educator  
Mrs. Peter S. Lowy, Transcriber

#### GROUP IV

#### ORGANIZATION AND DEVELOPMENT OF TRANSCRIBING GROUPS

This work group opened with 28 participants. The outcome of its discussions brought to the fore a strange paradox. We discovered a subsidized braille group with brailleists available, although only a few were certified, which had been unable to find work for its volunteers. In contrast, we had educators in desperate need of brailled material and trained brailleists, but who lacked information to guide them to the proper sources of supply.

How do we find a solution? Where the central meeting ground? Should each State Board of Education follow through and keep educators informed of these sources if American Printing House does not have a listing? Or, should this be within the province of the Welfare Department, as in the State of Minnesota? What other possibilities and answers are there?

Most braille groups are listed with the Library of Congress and this may be the source from which educators can obtain a listing of workers in their areas. However, there are many brailleists who have never achieved certification and are therefore not recognized by the Library of Congress or by National Braille Association, which also keeps a list of certified brailleists.

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The problem of proofreading was presented. We found proofreading being done by brailleists instead of certified proofreaders. This opened the question as to the quality of such work.

Naturally, lack of coordination between teachers and volunteers has created the well-known problem of how to meet the "last-minute" request for materials and no time for proofreading. Does this problem lead back to the need for some central control agency? This situation also creates the problem of keeping brailleists who cannot and will not work under pressure.

In trying to find answers to some of these problems and to help groups to organize within the framework of these often unavoidable difficulties, the

pamphlet distributed at a previous Conference, entitled "A Capable Cohesive Braille Group" (published by Sisterhood of Temple Beth-El, Great Neck, N.Y.) was distributed and discussed. In addition, another pamphlet providing guidelines for volunteers organized to produce braille and large print materials, entitled "Workings of Our Group" (published by Sisterhood of Temple Israel, Minneapolis, Minn.) was presented. Because the guidelines as set forth in the first mentioned pamphlet appeared to be general and flexible enough to meet a variety of needs, a condensation is herewith presented:

Braille Chairman: Interviews applicants, forms classes and assigns instructors to classes which experience shows should be small (10-12); secures supplies which teachers distribute; receives proofreading reports from certified proofreader and shares with Book Chairman. Together they rate ability of each student. Chairman brings unsolved problems to proofreader; sends list of instructors and chairmen to all transcribers with phone numbers listed; holds transcriber meetings every two months and instructors meetings when necessary. Chairman holds office for two years and is succeeded by Book Chairman.

Book Chairman: Receives ALL assignments sent by agencies or individuals for transcription and distributes them to braillists according to ability as decided with Braille Chairman; goes over all books with transcriber for problems and special format; advises of ultimate depository; assigns proofreader who proofreads a volume at a time; checks her card index file of assignments quarterly with Record Chairman, but makes a monthly report to both Braille and Record Chairman on all assignments. Is succeeded by Record Chairman.

Record Chairman: Keeps individual card file on each transcriber, instructor and agency sending requests. Receives monthly report from Book Chairman on books assigned and lists them; checks records with Book Chairman every three months; receives reports of completed work from each transcriber and keeps total of completed work of individual as well as agency for whom it is done; turns in a complete annual report to Braille Chairman who sends it with her report to the Coordinator of all services to the blind.

Instructor: Set course of instruction after distributing materials; tests every fifth week (this may vary); attends meetings for instructors to discuss changes, problems, use of new materials; proofreads corrected pages for certified braillists; attends braille meetings; reports status of students at end of term to Chairman.

Other offices are Recording Secretary, Corresponding Secretary, and Paper Chairman.

Braille Meetings: Held to create unity, solve problems. An Open Forum held as last item on the agenda when all brailleists are encouraged to discuss problems they have encountered. The Chairman at this time, using blackboard, gives solution as result of her discussion with proofreader. This meeting is a quick refresher on trouble spots. Occasionally an evening meeting is held so husbands can attend.

Rules for Quality:

(1) Each newly certified brailleist brings first 20 pages of her first book (5 pages at a time) to instructor for proofreading and correction. If satisfactory, permission granted to finish the volume which is then sent to a certified proofreader. Transcriber gets book back with line-by-line report showing errors which are corrected and then re-proofread by Instructor or Chairman.

(2) Brailleists are asked to keep record of errors in notebook for reference before new assignment.

(3) Chairman receives copy of all proofreading reports and is aware of progress made. If no improvement, then brailleist urged to join refresher course given each year.

(4) Only the best brailleists are permitted to undertake textbooks, the lowest grade work assigned to best transcribers.

(5) Brailleists should be taught to proofread own work carefully.

(6) Good braille achieved by industry, perseverance and integrity. It is important, therefore, that all work be promptly and properly corrected.

(7) A chairman can indicate standards and quality, but it is up to the individual to carry them out, and maintain the highest level of good production.

38 Interest was shown in the small size of the classes and the testing after each fifth week, which alerts the instructor as to what is actually retained by the class. There was discussion on having some person having the responsibility of recording distribution of paper and supplies. It was pointed out that the "open forum" idea of meeting might be an important factor in maintaining or stimulating interest of the trained brailleist. This led to a discussion of the importance of keeping transcribers together as a cohesive, working group. A feeling of unity provides encouragement to the beginner and motivation to the "old-timer."

It was offered that larger classes could be handled by an instructor with assistant instructors and certified transcribers who do the proofreading of the students' work.



The group agreed that the best way to recruit transcribers was through publicity in local newspapers or in organization bulletins. Special meeting programs, social affairs, etc. for applicants also help.

Although the NBA Bulletin has listed from time to time the pamphlets and material available from government and state agencies as well as from NBA, many groups do not avail themselves of these aids. Awareness of the services of such agencies as Library of Congress, American Printing House, etc., importance of reporting intention to transcribe, should be developed.

The participants were invited to submit questions, most of which concerned keeping records, local structure, instruction and publicity. One statement which aroused considerable feeling was that a uniform charge should be made for brailled books. The majority of participants opposed this suggestion.

The session closed by posing the following questions: Can standards be set up to guarantee uniformity of quality in braille through certification and certified proofreading, or will such standards retard the wheels of learning and hinder the amount of brailled material that can be made available? Should we settle for quantity rather than quality? Is the paid transcriber the answer? Are individual groups ready and willing to be centrally controlled? If so, is this the solution?

No matter what the solution, it is important that all transcribing groups, whether newly formed, small privately controlled types or those state-aided, realize the need for solid organization, good teaching and well-coordinated working methods in affiliation with the right agency. Quality and integrity with respect to the material produced are not words to be taken lightly!

Chairman: Mrs. George L. Turkeltaub  
Great Neck, New York

Assistant Chairman: Mrs. Mervin Silverman  
Minneapolis, Minnesota

Consultant: Mrs. Helen Hubman  
Denver, Colorado

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#### GROUP V

#### MUSIC

The braille music workshop was composed of 19 participants. This was a gratifying number when it is considered how small a percentage of the total number of transcribers specialize in this particular field. There were twelve transcribers, five resource teachers and two itinerant teachers; five were welcomed as interested observers.

All participants expressed special satisfaction that two days had been granted for music workshops because the average music transcriber has to work without the following advantages: a class to attend; a teacher; a proofreader; an instruction manual directed to the sighted transcriber with special emphasis on the types of music needed by blind children attending public schools. Workshops, therefore, may prove to be a principal source of information.

The participants responded enthusiastically to the chairman's request that each one share actively in the proceedings, giving as well as receiving suggestions, questions, and ideas.

It was agreed that the theme of the Conference -- "Invitation to Excellence" -- is especially timely for those in the braille music field for the following reasons:

- a. Often the blind user has no way of spotting a mistake (as may sometimes be the case in literary braille).
- b. One mistake may affect many notes or even an entire passage, a wrong octave mark, for example.
- c. An error causes the blind reader not only to read a mistake, but to memorize one. Music must be memorized before being performed, and by the time the error is discovered, the passage has probably been memorized incorrectly.

Three methods to be utilized in working towards excellence were discussed:

1. Attending music workshops such as this.
2. Improving one's proofreading ability. It was felt that this is most important because there are very few music proofreaders available. Transcribers doing music for public school use must often work quickly and return music to the child immediately, with no time to send to proofreader even if one is available. Therefore, one must be prepared to check his own work.

40 In regard to proofreading, the chairman was asked to explain her own method of proofreading. It consists of checking each measure three ways: (a) checking only for the correct names of the notes (shown entirely by the dots in the upper two-thirds of cell); (b) checking only for the correct time values (shown entirely by the presence or absence of one or both lower dots); (c) checking only for needed octave marks, expression marks, etc. The second step is vital. By checking lower dots only and counting the "beat" out loud, one can easily catch such mistakes, even those in which faulty inkprint is involved. One's eye often fails to catch these while brailleing, since the assumption is that inkprint is correct -- often it is not. The group expressed approval of these checks as being very thorough, and thought this method should be encouraged.

3. Taking the musical examination given by the Library of Congress for certification in music braille. All agreed that this is a good way to

check one's proficiency, and that high standards in music transcribing are as necessary as in any other field. Miss Janiece Avery, who is in charge of this program, and who acted as consultant at this workshop, explained the program and answered questions in regard to it. Some pertinent points in this discussion were:

- a. Literary certification is now required before one may become certified in music.
- b. Only keyboard scores are acceptable for the certification test.
- c. A short section of music (one movement rather than an entire sonata) is desirable. The judge can usually tell quite accurately how much skill the transcriber has after examining the shorter section.
- d. Before starting such a score, it is better to check with Miss Avery as to its suitability to see if it is acceptable. For further information, write to her, Library of Congress, Washington, D. C.

An agenda consisting of the following categories formed the basis of our discussions and questions throughout the remainder of the music workshop session:

1. General music -- rules and usages which apply to music in any field.
2. Keyboard music, with special emphasis on transcribing problems which are not answered in the Manual.
3. Vocal music, with special emphasis on songs for children, both for unison and two-and three-part singing.
4. Band and orchestral music, with special emphasis on format for an individual instrument.
5. Guitar music, with special emphasis on (a) a method of writing chords for guitar which is being used successfully with a group of children who do not read music and probably never will acquire this skill; (b) a method of writing words, together with appropriate guitar chords, for said children; (c) a method of writing words, melody, and short-form scoring for those who do read braille music.
6. Drum music (for children in public school orchestras mainly).

A seventh category, accordion music, was dropped because no participant was interested at this time in this field.

A list of questions and topics for discussion under each of the aforementioned categories had been compiled by the leaders, drawn from the following sources:

1. Actual transcription problems which music transcribers have encountered and for which they have had trouble finding adequate answers.

2. Subjects which were discussed at a Conference on Braille Music Notation, sponsored by the Library of Congress, held in Washington, D.C. in February of this year. Miss Avery and Mrs. DeGarmo were among the nine consultants present.

Miss Avery made it clear that the group had had no authority to make any changes in the music code or rules laid down in the International Manual, and that all discussions were in the manner of suggestions, recommendations, and concurrences only. However, because some of our most knowledgeable leaders in braille music were there, including Mr. Edward Jenkins, compiler of the Primer of Braille Music, it was felt that those attending the workshop at this Conference would be interested in the discussions. They enthusiastically endorsed this addition to the agenda.

3. Also included were questions and problems brought up by participants, on the spot. Briefly, these included the following:

- a. Indentation versus centering of signatures.
- b. When literary contractions may be used.
- c. Doubling of intervals -- where inflection is present, and where more than one interval is doubled.
- d. Reading of intervals when one hand goes into the other stave.
- e. Two schools of thought regarding the necessity of using dot 5 to show additions to the braille text.
- f. Grouping of small values in even time; in triple time.
- g. Full in-accord versus part-measure in-accord in situations where either could be employed.
- h. Alignment of hands -- first note or first character.
- i. Carrying over a vowel to the next braille line in vocal music.
- j. A format for writing children's songs in both unison and part-singing. The chairman displayed her personal exhibit of some 25 songs, inkprint and corresponding braille, showing how different format problems had been solved in transcribing some 600 songs, most of them from the California State Series, "Music Around the World."
- k. Single score for band or orchestral instrument -- how to show inkprint divisions as well as measure numbers; how to "plot" the layout in regard to repeats.
- l. A method of writing words and guitar chords for those who read music; for those who do not.
- m. Hand signs for a "roll" in drum music. There is some controversy over this. Miss Avery will advise transcribers of the final decision.

In conclusion, Miss Avery briefly told the group something about the Union Catalog of Braille Music which the Library of Congress is developing, and urged all to use it. Any transcriber undertaking any musical transcriptions other than those made through the Library of Congress are asked to send "Intent to Braille" cards to the Library before beginning work. These will be checked against the files for possible duplication. If a transcription already exists, the transcriber will be notified of its location. When transcription is completed, send "Completion" card to the Library. This will then become a permanent entry in the Catalog. Cards are requested even for one part of choral or orchestral scores.

Chairman: Mrs. Paul DeGarmo

Consultant: Miss Janiece Avery  
Braille Music Specialist of  
Library of Congress

#### GROUP VI

#### RECORDERS AND RECORDING

There were 44 registered for the Recorders and Recording Workshop, comprised of 34 volunteers, 6 educators, 2 librarians and 2 Veterans Administration Counselors.

Out of this workshop, which was held for two days, came many ideas. It will be noticed that the one recurring issue throughout the sessions was the matter of uniformity, or the lack of it, in the quality and format of textbooks. There was an outcry for someone or some agency to set minimum standards which volunteers across the nation could use as a guide for recording textbooks.

A summary of the presentation made by the three consultants to the workshop follows:

1. Robert Bray of the Library of Congress:

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Mr. Bray created much interest and enthusiasm by his presentation of three new projects of the Library of Congress. Realizing that blind readers have many varying needs, it is necessary to provide reading material in many different forms using a versatile base. It is foolish to think in terms of restricting reading material to braille or records or magnetic tape.

Compressed speech was the first demonstration. It was pointed out that there are two ways to speed up recorded material. One is to mechanically speed up the tape or record, which results in raising the pitch of the reader. This process was referred to as "rapid speech." The other method of speed-up is to electronically leave out split second intervals of the recorded tape when

it is copied or dubbed. This results in what is termed "compressed speech" with no change in pitch. The demonstration tape (which may be obtained by sending a blank 3-inch tape to Dean Tuttle, 3336 Garfield Ave., Carmichael, California) consisted of five examples of compressed speech ranging from 0% compression (175 words/min.) to 50% compression (262 words/min.). The 50% compression was not only understandable, but demanded the full attention of the listener. Mr. Bray reported that a Talking Book user was able to comprehend reading matter which had been compressed 150%. The present model of the tape compressor cost about \$4000, but Mr. Bray felt that a private company could produce a commercial one for about \$200. The compressor is a variable speed compressor so that it can be set for the amount of compression desired. When a tape is compressed, the master is not damaged; it is merely dubbed off and compressed on another tape. Mr. Bray expressed the hope that by fall, some national agency, perhaps the American Printing House, would be able to provide a compressing service.

The second demonstration involved the Talking Book Machines distributed by the Library of Congress. Mr. Bray announced that all future machines would have the speed of 8-1/3 rpm in addition to the existing speeds of 16-2/3 and 33-1/3 rpm. Another feature that was demonstrated was high-speed indexing. Material that was recorded at 8-1/3 was indexed at 33-1/3, so that the user could locate specific portions of the text at the faster speed.

The cartridge tape recorder was the third project demonstrated. This is a self-contained unit requiring no handling and no threading. The recorder uses 4 tracks at the slow speeds of 1-7/8 or 15/16, and the tape is reversed without turning the cartridge over. After having tested 50 such machines, the Library of Congress has ordered an initial 1000 of these cartridge tape recorders to be manufactured by Viking in the near future.

In answer to the question of setting minimum standards for recording textbooks, Mr. Bray pointed out that the Library of Congress is mainly interested in providing recreational reading matter. He felt that another national agency, perhaps the American Printing House, might be instrumental in helping to set uniform standards.

## 2. Miss Joan Sweeney, California State Department of Education:

Miss Sweeney used California statistics to point up the problem. There are more than 2000 visually handicapped students in the California public schools. In order to meet textbook needs there was set up in California the Clearing House Depository for the Visually Handicapped, under the direction of Mr. Fred Sinclair. Through a wheel-dex file, a record is kept of all braille, large type and recorded books reported to them in California. To avoid costly duplication of effort, a copy of all intention and completion forms sent to the APH, is sent to this Depository.

Uniform standards is an important consideration in view of the operation in California, where a large number of schools from many different districts use tapes that are reported to these clearing houses.

### 3. Carl Lappin, American Printing House for the Blind:

Mr. Lappin discussed the role of APH is serving as a national clearing house for taped material. He also stressed the absolute necessity of obtaining copyright permission for every book, or part thereof, that is taped. Further information regarding the publishing houses which have granted copyright permission through publishers associations may be obtained by writing to APH.

APH has "Intention" and "Completion" forms which must be filed for every book, or part thereof, that is to be taped. When the Intention form is filed, copyright permission is granted if the publisher is a member of one of the three publishers associations (American Textbook Publishers Institute, Association of American University Presses, and Children's Book Council). APH will also check their files to see if the title is already taped. Completion forms are filed when the book has been taped. If the book is not to be preserved on tape, indicate this fact on the Completion form; if multiple copies of a taped book have been made, indicate the number of copies. When books are erased, notify APH so the listing can be dropped from their files.

Mr. Lappin was asked whether APH could be the national agency for setting uniform standards for taping books. He indicated that it would be more appropriate for the National Braille Association, Inc. to do this. He suggested that it might come out of a national workshop, such as this one, or that it might begin at the state level, such as the California Transcribers and Educators.

Out of the above deliberations, came a very strong resolution that the National Braille Association, Inc. establish a committee to study the problem of setting uniform standards of quality and format in taping textbooks, and that this workshop offer to the National Braille Association, Inc. a suggested set of standards for consideration. If this is not feasible, it was suggested that a comparable committee be set up at state level to help standardize taped books within the particular state. Accordingly, a list of points to cover, or guidelines, was outlined which represented what the participants considered important in any effort to be made towards standardizing taping procedure. This list covers such items as preparation of material, pronunciation, spelling, pagination reference, footnotes, pictures and charts, etc., the placement of study questions, glossaries, appendices, word lists, and related matter, braille supplements, mistakes, leader tape, splicing, physical surroundings and techniques, voice and delivery, indexing, and a standard form to be followed in the presentation of the material. It was pointed out that while individuals or groups do cover most of these items, there are at present many different methods of doing so, and that the effectiveness of the material would undoubtedly be enhanced or improved if there were some standard format available. It was the hope of this workshop that some study might be made of the best practices of taping groups over the country might be examined and some format manual be drawn up.

Some of the other matters discussed were the need to teach students to listen more effectively, the need for faster reading for seventh and eighth grade students, and the need for examining the potential of four-track tapes.

Mr. Finnegan, a representative of Minnesota Mining and Manufacturing Company, demonstrated the self-threading take-up reel which retails for \$1.50. In a discussion of quality and types of tapes, he suggested that for tapes which are expendable, polyester (mylar) instead of acetate tapes be used. The difference may be determined by holding the tape to the light -- light will not penetrate a polyester tape.

Chairman: Dean Tuttle

Co-chairman: Mrs. William J. Kelber

Panel: Robert Bray  
Miss Joan Sweeney  
Carl Lappin

## GROUP VII

### TEXTBOOK FORMAT

A discussion of the new Code of Braille Textbook Formats and Techniques 1965 was the main concern of this work group.

The discussion was opened with a statement by Miss Marjorie Hooper in her capacity as secretary of the AAIB-AAWB Braille Authority as follows:

"The standardization of presentation of text material is fundamental to the end that the blind student may find his materials in an always easily recognizable form as he turns from book to book, regardless of the source of production. The constant growth in the variety of formats now employed by inkprint publishers and authors makes it imperative that, in so far as possible, formats and techniques of presentation of ink-print material in braille be standardized, not only for the benefit of the student, but also for the benefit of the transcriber, whether an individual volunteer or a printing house, who does the embossing."

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The Chairman explained that this Codebook contains material from English Braille -- American Edition 1959 plus added rules which apply only to the transcription of text material. It was suggested that transcribers study this book to familiarize themselves with its contents. It is not a teaching manual, but a reference book.

The Code was studied rule by rule, pointing out the changes and additions from the literary code. Time was allowed for questions and discussion of particular items as raised by the participants.

All questions concerning this new Code for Textbook Format should be addressed to:



Bernard M. Krebs, Chairman  
AAIB-AAWB Braille Authority  
c/o Jewish Guild for the Blind  
1880 Broadway  
New York, N. Y.

Chairman: Mrs. Theodore Stone  
Chicago, Ill.

Consultant: Miss Marjorie Hooper  
APH, Louisville, Ky.

#### GROUP VIII

#### PROOFREADERS

The aim of this workshop was to cover special aspects of proofreading such as large print, foreign languages, etc., and qualifications of the proofreader in all phases of proofreading.

The workshop consisted of eight blind proofreaders, six transcribers, and two visitors. The session opened with a presentation by each panelist of what they considered the essential facts concerning this area in the production of materials for the visually handicapped student. The group was encouraged to ask for clarification at any point and a period was set aside for open discussion in which all participants were free to speak.

Large print - It was generally conceded that most people are not aware of the need for large print proofreaders. In order to qualify for this work, one must have a thorough grasp of English, punctuation and spelling. The proofreader is required to read each letter individually to catch errors. This is a slow process which demands complete concentration. The large print proofreader should use a handbook entitled Standards Manual for Large Print. Because of visual limitation, strict rules of format and division of words must be observed. It was stated that in large print words are never divided at the end of a line because the reader may have difficulty visualizing even a common word, thus slowing down his reading speed. It was suggested that a special buff-colored, glare-resistant paper be used for large print transcriptions.

Foreign Languages - Since there is a shortage of foreign language proofreaders, the transcribers, though not schooled in the language transcribed, often do proofreading. It was generally felt that two years formal instruction should be required of foreign language proofreaders. To keep standards high, a test for certification of proofreaders for foreign languages has been devised.

Members of the Foreign Language Committee of NBA have written tests for determining the proofreader's qualifications in grammar and in translation. Individual examinations will be given for French, Spanish, German and Latin. Only certified proofreaders are eligible to apply to the Library of Congress for the tests. It was pointed out that there is a growing need for proofreaders with a knowledge of Russian, Italian and Portuguese.

Qualifications - For those blind persons interested in becoming proofreaders, the requirements are: a highschool education, good background in English and a wide reading background, also, command of the new Code for Textbook Format and Techniques.

Anyone wishing to become a certified proofreader may contact the Library of Congress for the necessary books. The Library of Congress offers two classes of certification. The Class A Certificate requires that the course be completed, making all necessary corrections to the manuscript; for Class B rating, one must complete the identical course, but does not make the corrections. In this case, the proofreader makes a pencil mark at the error, and a mark in the margin of the paper, allowing the transcriber to make the corrections. Only Class A proofreaders are permitted to work for the Library of Congress. It was pointed out that as steady work for the Library of Congress is not always possible, it is wise to find work in a local transcribing group. Experience has proved that grade three braille readers do not make satisfactory proofreaders.

The proofreaders in the group made the suggestion that manuscripts which are mailed to them for proofreading be packaged carefully and securely, accompanied by the complete name and address of the transcriber or group, the number of braille pages enclosed and a return mailing label already addressed, with any instructions which might be helpful to the proofreader.

The following reference books for proofreaders were recommended: Code of Braille Textbook Format and Techniques 1965, APH, the 20,000 Words, by Leslie, Gregg Publishing Division, Transcribers Guide to English Braille by Krebs, and access to an inkprint copy of Webster's New World Dictionary of the American Language 1960-64. For those working in foreign languages, the best vocabulary lists should be consulted.

The proofreaders made the statement that it was their desire to fulfill their obligation towards providing quality material by offering dependable and accurate service to the transcribers.

Chairman: Mrs. Norma Barker  
Culver City, California

Panelists: Mrs. Maxine Dorf  
Library of Congress  
Washington, D. C.  
Miss Elise Mueller  
Verona, New Jersey  
Mrs. Gene Marchi  
San Francisco, California

## GROUP IX

### FOREIGN LANGUAGE

Twenty-four persons registered for the workshop in foreign languages.

There was an extensive coverage of the subject of the new Textbook Format Code as it applies to the transcribing of foreign languages. It was pointed out that most of the materials in the 1962 Revision of the Foreign Language Manual of the National Braille Association is now included in the Code with a few reversed rules after practical application. There is one notable, unhappy exception: the pages of rules for syllabification of four foreign languages has been omitted.

To remedy this situation, the Foreign Language Committee expects to publish a small supplement, which will probably include these rules and a list of brailled foreign language dictionaries and vocabularies that are now available. It is hoped that more than the four languages (Latin, French, German, and Spanish) can be included to help most growing needs.

Material in several languages had been copied in inkprint and the corresponding braille duplicated, so that workshop members could have copies as the leaders discussed specific problems peculiar to language transcribing. Some of these problems were:

1. Do transcribers need to know the language well? An old question with no absolute answer. It is generally believed that two years of study of the language at highschool level is quite important. Otherwise, it is very slow work and there is great risk of confusing the student.
2. What about the special signs for accented letters in a particular language? It was pointed out that the new format requires that a list of all such signs must appear in the front of every volume brailled. One copy of the list duplicated by Thermoform will save much time.
3. What about the format for sentences in a foreign language followed by the English translation? This is arranged in many ways in print but the Format Code clearly states the arrangement to be used in braille at all times.
4. Footnote format was also discussed at length. Again, transcribers were referred to the Format Code, both in the Foreign Language Appendix and in the general rules.

It was pointed out that one of the needs of the Foreign Language Committee is to locate qualified transcribers or teachers to serve as area representatives. It is hoped that names will be sent in of those who might serve their areas in addition to those previously appointed. Transcribers were urged to make their skills available in areas not fortunate enough to have suitable local aid, however, not before they have fulfilled their own local needs.

Chairman: Mrs. W. D. Earnest, Jr.  
Butler, New Jersey

Assistant Chairman: Mrs. Donald McQuilling  
Berkeley, California

Consultants: Mrs. Ambrose Nawaa  
Honolulu, Hawaii  
Miss Elise Mueller  
Verona, New Jersey

## GROUP X

### EMBOSSING TECHNIQUES

Interest in, and attendance at, the embossing workshops exceeded all expectations and working space. Fifteen persons attended the morning session and ten in the afternoon. All but three were unacquainted with tools and techniques of illustration and embossing.

Illustration of books is challenging the imaginations of teachers and transcribers alike in giving to the unsighted the same advantages as the sighted enjoy. This field is unlimited in methods, materials, techniques, and new ideas. We can always explore, test, experiment, and improve.

We are seeking a transference of TEXTURE in all acceptable variations. We think of simplicity, enlargement, sharp definition, and without cluttering. In other words, we are trying to use every possible means to get a message to the student easily and clearly. Hence two questions must be uppermost in the illustrator's mind: "How does it read?" and "How will it duplicate?"

A wide field of tools and materials awaits the experimenter. Tracing wheels of many kinds give thrilling results. The fine tracing wheel and the compass tracing wheel from Howe Press offer an infinite variety of textures. These are now priced at \$2.40 and \$4.50, respectively. Participants were instructed in the use of these. We discussed dental tools with bevelled edges for making straight lines, as well as burnishing dental tools for pressing smooth dots, and the splendid results gained with certain plastic templates.

Various materials, from sandpapers to carpet squares, round dots from punched cardboard, and a good cement, were seen to be excellent sources of textures for duplicating. Sometimes, however, variations in material textures which are visible to the eye do not prove to be distinctive after duplicating.

The Relievo Gold Plastic Paint from AFB (\$7.45 per tube) with cone or syringe applicators, offers tremendous advantages in maps, biology, or distinct line sizes.

A large darning needle with the eye imbedded in a handle or thick eraser can be used for many stipple textures in lines and areas. This is painstaking, but extremely rewarding to the student's touch and for duplicating.

Drawings can be penciled in reverse on the back of the page, or "right-side" drawings can be made by laying a carbon under the page while penciling the layout as per copy. Then the tooling is done as usual on the back of the page. If compasses are used, the center of the circle should be treated with the braille eraser, smoothed down, and repaired with a light brushing of thin nail base-coating. This restores paper fibers and holds for duplicating. Roll repairs with smooth tool if possible for complete smoothness.

Much variety in tooling is accomplished by using different thicknesses of bases or padding. Gum rubber is the perfect answer and can usually be located through a manufacturer of rubber products. A square yard of gum rubber, .034 inch thick, costs about \$5 and will supply nine large squares or a dozen smaller ones. Thicker rubber, .065 inch, is even better. The thinner the pad, the lighter the imprint, but too much thickness can damage the paper. One can experiment with paper towels.

We discussed the use of the protractor, French curve, assorted triangles and measuring devices for precise math and science drawings. Details were explained step by step for clear, sharp graphs. It was seen that graphs of seventeen squares each way could be placed on 11 by 11½ paper and still be highly legible. Smaller graphs can be advantageously enlarged and always should be.

Curves are penciled in and tooled first. Certain narrow plastic tapes can represent curves, as can Relievo, but this of course must be allowed to dry thoroughly. Double-line curves made with the fine tracing wheel (and the French curve) are very effective. Startling clarity is obtained by doing the grid lines LAST and stopping 1/8 inch away from the curve. This gives the curves maximum prominence.

Final labeling (penciled on the tooling side) is now accomplished accurately with slate and stylus without damaging any part of the drawing. A small, flat object, such as a little ruler, is to separate the open ends of the 40-cell guide on the board. When the drawing is placed between, embossed side down, the paper can be freely moved to pinpoint accurately any spot to be labeled.

Illustrating techniques form the most exciting and creative opportunity for personal selection of tools and materials, originality and the thrill of accomplishment. We are always on the verge of discovering some new material, some new tool, some new technique, and in this we are continually accepting the Theme of the 1965 Conference, which was, still is, and always should be, our "Invitation to Excellence."

Chairman: Mrs. Walter Kelly  
Whittier, California

Assistant Chairman: Mrs. Milton Flohr  
Redwood City, California

## GROUP XI

### TRANSCRIBERS AND EDUCATORS COMMUNICATE

This work group met with 40 participants, made up of an equal number of transcribers and educators, and a few librarians and school administrators. Before reporting on the proceedings of this work group, it is important to indicate the fields represented by the group leaders, as it was upon their presentation that the ensuing discussion by all participants was based. Four of the leaders spoke from the educators' point of view and three of the group leaders presented the transcribers' "case," all being actively engaged in their respective fields.

The chairman, an educator, commented on the fact that there was a large variety of educator-transcriber relationships, but that the area common and critical to all was the division and clear understanding of where responsibility for specific tasks lay. When roles are clear-cut and defined, and guidelines established and followed between the educator and transcriber and/or chairman of a transcribing group, all other areas of communication are on a personal level and uncomplicated generally, because they are outside the realm of policy.

The chairman discussed the increasing awareness of the importance of standardization for maximum use of transcribed books which would in turn, point to the necessity of delineating the areas of responsibility. These areas would include responsibility for standards of format, evaluating revisions and deviations from standard format, responsibility for quality, proofreading, public relations, checking catalogs and copyrights, etc. Whether the educator has to exercise any or all of the following responsibilities, it was proposed that he should be able and ready to assume or perform the following: the obligation to know the braille codes well and possibly be certified; to know sources of materials and catalogs; the obligation to anticipate needs; to check availability of texts; to edit and accompany requests with written instructions; the obligation to use established lines of communication when dealing with a group, i.e., don't forget the importance of working through "channels"; obligation to take a clear stand on innovations; the obligation to weigh carefully the value of the transcribing media; the obligation to make necessary arrangements for prompt pick-up, delivery and payment; the obligation to make the final decisions as to what is placed in the hands of the student, and lastly, the obligation to try to do all these things within the framework and established practicing of existing transcribing groups.

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Other thoughts contributed by educators in the group included the need to interest transcribers in producing material in large print; more communication with the transcribers on the philosophy of education of blind children; the advantages accruing from having a teacher of the visually handicapped teaching transcribers, and the importance of having available a paid transcriber for immediate needs.

It was suggested by the educators that while the aforementioned obligations were his responsibility as an educator, he would not necessarily do them all himself, but must see that they are done. The educators presented the view that the transcribers' role in providing materials is that of a technician, and must take her leadership from the educator. By the same token then, the educator must provide that leadership.

On the presentation of the views of the transcriber regarding his role and responsibility in the educator-transcriber relationship, it was held that the clear obligation of the transcriber is to produce quality braille or other media transcriptions, according to directions, and on time. It was suggested that if there existed an exact understanding of who would make specific decisions, there would be fewer situations where transcribers assumed responsibilities not properly theirs.

It was noted that in many areas of responsibility, it was satisfactory and workable for either the educator or the transcriber to perform the task in question - the difficulty arises when the responsibility is not spelled out.

Co-chairmen: Philip Hatlen  
Mrs. Ruth Lowy

Consultant: Miss Georgie Lee Abel

Speakers: Mrs. Milton Flohr  
Mrs. Toby Herzoff  
Philip Mangold  
Ernest Kimball

Editor's Note: Because of a number of requests from participants in the Workshop on Transcribers and Educators that the presentation made by one of the speakers for this section, Mrs. Toby Herzoff, Chairman, Braille Transcribers of Valley Jewish Community Center, North Hollywood, California, be included in these Proceedings, Mrs. Herzoff's remarks are included herewith:

#### EDUCATORS, TRANSCRIBERS, AND FRIENDS:

Is there nothing new under the sun? Has everything been said before? Perhaps -- but I like to feel that repetition emphasizes the important issues and often bears fruit!

When I was first asked to comment on the volunteer transcriber, so many thoughts flooded my mind; but as I got down to actual facts, I realized that there has been tremendous growth and progress in this field, and relatively few problem areas. For the existing problems, we hope to find solutions through workshops such as this.

The educator -- the transcriber -- let us look at them as though we were looking at two highways. At the beginning they are a mile apart, but as we look into the distance, they seem to merge until they somehow meet. So it is with the educator and the transcriber. The educator transcribes ideas and the transcriber puts these thoughts or messages into dots. I would think that our goal then would be to have the educator and transcriber start out traveling the same highway. NOT traveling together will result in a breakdown of communications, and a vague definition as to where specific responsibilities lie.

Let us proceed on the premise that the volunteer plays a very important role in special education. Let us define the average volunteer brailist as we see her -- a housewife with the normal household tasks; children for whom she must provide essentials; a husband to please; a person with the usual everyday problems. She is one motivated to do volunteer work and has chosen this particular phase; she is one who spends either all of her spare time or a few free hours at a brailier. She is a person who has a firm belief in the value of her work and a real desire to help.

It seems to me then, that the uppermost and prime responsibility of the educator is to motivate the volunteer -- to let her know the importance of her work. From this she will derive much satisfaction, pleasure and happiness. Of course, this is not always easy -- we are dealing with people, and mostly women at that -- their feelings, emotions, and egos.

It is understood that the educators have their problems too. But if they would understand the need of constant motivation and encouragement, it would be far easier to enroll and maintain a large volunteer force, which would, in turn, help to alleviate some of their problems. The volunteer starts out happily knowing that she is contributing to the education of the visually handicapped student; what will sustain her positive motivation and her sense of achievement? And, HOW can we MAINTAIN this positive attitude of happiness???

Happiness is knowing that every effort has been made to learn whether or not the assigned book has been transcribed previously; knowing that the intent to transcribe has been properly filed; that the copyright clearance has been obtained wherever necessary.

Happiness is knowing that her work is being proofread by a qualified proofreader; receiving her work back in due time, errors marked with a soft pencil so that marks can be easily erased after corrections have been made.

Happiness is knowing that this particular textbook is immediately duplicated so that the master copy doesn't become damaged.

Happiness is not being told "use your own judgment" which seems to be a looming trouble area -- proper editing. How nice it is to receive a book which has been gone over page by page, properly edited as to index, contents, footnotes, pictures, etc. The average volunteer doesn't want the responsibility of "interpreting" certain materials. Time is usually of the essence, and she doesn't want the delay in trying to figure out what is or is not necessary; what is and what is not wanted; and how or how not to do -- she prefers to follow very specific instructions. Proper editing is a very time consuming job, and knowing how limited is the time of the resource teacher, the ideal situation would be to have a liaison person to work with the schools and the transcribers. Happiness is being able to contact and communicate with such a person when and if an important question does arise.

Happiness is knowing that many textbooks are chosen well in advance of the new school term. It stands to reason that the transcriber's busiest period is also the summertime. Yet this seems to be the time of year when most assignments come through for the following semester, and very often these are lengthy and difficult assignments.



Happiness is knowing that when a rush job does come up -- and we all know that they must of necessity come up -- and the books go out to the user without being proofread because of lack of time, that the book will be returned after use so that it may be proofread, corrections made and properly bound.

Happiness is receiving an acknowledgement upon receipt of a completed book. Not thanks -- thanks comes with the completion of the job -- but a word to know that the volumes landed safely in the proper hands. And when and if necessary, suggestions or criticisms.

Happiness is meeting with the resource teachers in the area once at least during the year so that there can be an exchange of ideas and each could become more aware of the other's problems and responsibilities.

Now we know that these problem areas have been discussed before. But it is wrong to say that "there is nothing new under the sun" because repetition does bear fruit, as I can plainly see by the plum tree which grows in our backyard. It is nourished by the sun, produces the same crop year in and year out -- but there are always changes in the crop. There are changes in quantity, color, size -- even in taste!

And so it is with the volunteer brailist. Our work and our problems may seem to be repetitious, but we know that changes can be effected -- primarily in attitudes towards each other. We can look at one another with better understanding, and we can all derive satisfaction - happiness, if you will, in the thought that we are sharing in a needed service to our schools, to our community, and to our children.

## GROUP XII

### BRAILLE

As the title of this work group might indicate, this session covered matters of a general nature pertaining to the whole process of converting inkprint materials into the medium of braille. It was conducted with the purpose of answering a wide variety of questions from individuals who did not wish detailed discussion of a single area within the whole field of transcription. That a work group of this kind is useful is evidenced by the fact that 26 persons participated. It had something of the character of the work group entitled "Twenty Questions" held in several past conferences.

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Eighteen transcribers, four teachers, three students and one proofreader discussed various methods of operation by different transcribing groups - organization, instruction, preparation, handling, reporting and completion of materials. It was pointed out that while there are certainly certain basic and proved procedures which should be followed by all groups, there are also certain deviations from group to group, such differences being valid for that particular group - most of them being determined by local situations.

It was generally accepted that for maximum efficiency in a group operation, responsibility should rest with one or two individuals capable of acting as liaison between user and transcriber - this provides for clear understanding of the needs of both the user and the transcriber. This responsibility includes making a clear delineation of the duties of the individuals involved in the production process, i.e., the transcriber, the proofreader, the teacher, the instructor, etc.

The use of "specialists" by transcribing groups was pointed out as an advantage - work of a particular nature which is transcribed by one who CHOOSES that speciality tends to be done more quickly and accurately. The use of "specialists" to do illustrations, graphs, charts, etc. is an advantage.

A general question and answer session covered such subjects as paper, binding, brailers, Thermoform copying, word divisions, transcribers' notes included in transcriptions, block style or centered title pages, and many others. It was pointed out that with the increase in use of plastic copies made from masters, perfect braille with no erasures was extremely important. An important reminder was made that the effectiveness of a braille book is increased many times when the index and vocabulary are placed in separate volumes.

Mrs. Dorf was extremely helpful in this work group because she was able to answer quickly and accurately the questions which came from this group.

Chairman: Mrs. F. Laudenslager  
San Leandro, California

Assistant Chairman: Mrs. William Williams  
San Jose, California

#### GROUP XIII

#### TEACHERS OF TRANSCRIBERS

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The workshop for "Teachers of Transcribers" afforded 24 dynamic individuals the opportunity for 2400 per cent participation in three and a half hours of sharing and exchange of experiences. The 24 participants represented California, Maryland, Pennsylvania, Texas, New York, Oregon, Minnesota, Illinois, and Nevada. All but two have been teachers of braille transcribers, and many of these have served as special teachers of blind children.

As each participant attended this workshop with specific issues in mind, an agenda was developed by the group to give each an opportunity for expression. The agenda included: (1) attitudes of the teacher; (2) standards set by the teacher; (3) classes; (4) textbooks, equipment and supplies; (5) methods of teaching (6) goals and objectives; (7) proofreading.

Brief summaries of salient points covered throughout the workshop session have been developed according to this agenda.

(1) The attitudes of the teacher toward braille, toward the transcriber student, toward accuracy and thoroughness definitely determine the success of the total braille program.

The participants emphasized that each teacher is a unique being and his manner of expressing these attitudes is, therefore, highly individual. It was also emphasized that attitudes should be consistently positive to foster positive action on the part of the student. The teachers attitudes must always reflect the value of braille as a tool for learning. The teachers attitudes must engender in his students confidence in his ability to succeed; to motivate and to inspire him to achieve according to his level of ability.

(2) Participants agreed that the teacher has the responsibility of setting standards for the class. These standards should be high enough to assure a product of excellence -- braille free of errors and easily read. These standards should also be flexible and realistic enough to attract the number of braille transcribers needed.

(3) Whatever the sponsorship of the Braille Transcribing Class, whether it be through a service organization or an auxiliary service for a public school program, there has been some consistency in the formation of classes. The majority of classes seem to be scheduled once a week for a two to three hour period. The scheduling of morning, afternoon, or evening classes is dictated by the needs of the community. For all classes, homework is a MUST.

(4) The most popular textbooks recommended by the group were: The Library of Congress Manual and Supplement; and Janet Wise's "Dot Writing." For reference, The Transcriber's Guide to English Braille, by Bernard Krebs, and English Braille, American Revision, by the American Printing House for the Blind were considered invaluable.

Some teachers supplement these texts with materials and exercises they design themselves.

Slate and styluses, and braillewriters were equally popular for beginning classes. It was generally felt that braille erasers should NEVER have been invented.

(5) Discussions on methods of teaching revealed a wide variation with the individual teachers. Each teacher employed a variety of methods geared to the changing needs of the individual student. In general, the assignments and methods were dictated by the texts employed in the class. One teacher expressed value in approaching the learning of Braille through reading prior to writing, similar to the approach used with children.

(6) The group participants agreed that the ultimate goal of each class is to train efficient, accurate, and productive transcribers to transcribe inkprint materials into braille for blind persons. Since Library of Congress certification is the only recognized measure of achievement for the transcriber not enrolled in a graduate college program, the group resolved that all transcribers should be certified as soon as possible. In an effort to raise the standard for excellence the group further resolved that the proposed point system for certification be revised upward to a minimum of 85 points.

(7) Considerable discussion revolved around the proofreading of the braille assignment. It was agreed that the teaching method should incorporate a system of helping each transcriber proofread his own work, recognize and correct his own errors. In addition to this, the group recommended that the final copy to be submitted to the reader should be proofed by a certified proofreader whenever possible.

Chairman: Fred Sinclair  
Sacramento, California

Assistant Chairman: Mrs. Irving Cassell  
Los Altos, California

Consultant: Bill Wallace  
Sacramento, California

The Library of Congress, Washington.



## GROUP XIV

### VOLUNTEERS, EDUCATORS, AND LIBRARIANS

Twenty-five persons attended consisting of volunteer transcribers, librarians, braille proofreaders, teachers of the visually handicapped and administrators of public and private agencies concerned with blind children.

Workshop sessions were conducted in a format of informal discussion with broad topics suggested by the Chairman, specific avenues of discussion indicated by Miss Morris and Mrs. Simpson as resource person and a wide variety of topics considered as they arose in the course of the general discussion.

The lists of Regional Libraries, recorded and brailled periodicals, and publications of the Division for the Blind of the Library of Congress are included at the recommendation of participants in the Workshop for the continued use of persons utilizing the Proceedings.

Points discussed are numbered to facilitate reference and to identify actions which, in the opinion of the members of the Workshop, should be taken by the appropriate agency.

1. Printed tables of contents should accompany recorded magazines to facilitate the location of particular articles.
2. Blind children and the resource teachers should work with the classroom teachers and the school librarians before turning to the Regional Libraries.
3. All materials in foreign languages should receive special announcement in Braille Book Review and Talking Book Topics.
4. Information material identifying Regional Libraries and their holdings should be placed in as many public and school libraries as possible.
5. Libraries should be specifically informed whether a student wants books on request only or automatically in general subject areas.
6. Of the many people concerned with a blind child, the parents are most needful of information, guidance, and encouragement.
7. Mailing lists should be maintained as current and complete as possible to assure a flow of information on new book materials to the people who use them.
8. Inter-library loan procedures should be simplified and should make full use of the free mailing privilege.

Chairman: Robert S. Bray, Chief  
Division for the Blind  
Library of Congress

Deputy Chairmen: Mrs. Virginia Simpson  
Blind Section Librarian  
California State Library  
Sacramento

Miss Effie Lee Morris  
Coordinator of Children's Services  
San Francisco Public Library

PUBLICATIONS OF THE DIVISION FOR THE BLIND FREE UPON REQUEST  
(Form in which publication appears is indicated with each item)

General Information

Books for the Blind. (A pamphlet about the whole program). Inkprint, braille, and recording. Division for the Blind Newsletter. Large type only. Fact Sheet. (Statistics about the program). Large type only.

Catalogs and Booklists

Braille

Press-braille, 1931-1948. Inkprint only. Supplements: 1948-1954; 1955-1961. Inkprint only, 1962-1963. Inkprint and braille. Juvenile, Large type and braille. Hand-copied: Union Catalog Supplement, 1960. Inkprint and braille.

Recorded Books

Talking Books, 1955-1961. Supplement: 1962-1963. Juvenile, Large type and braille. Magnetic tape, Large type and braille.

Booklist

Reading for Profit, an annotated list of selected press-braille books, talking books, and books on magnetic tape. January 1963. Large type and braille.

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Braille Transcribing

Alphabet and numerals (Braille card). Instruction manual, third edition, 1962. With supplement. Inkprint and braille. List of organizations and individuals transcribing books. Inkprint and braille. Volunteer braille transcribing. (A pamphlet for transcriber candidates).

## RECORDED PERIODICALS

The following periodicals recorded on talking-book records are available from all Regional Libraries for the Blind.

American Heritage (bimonthly). Articles on American history, culture, and civilization.

Atlantic Monthly (monthly). Nonfiction articles on a variety of subjects: fiction, humorous essays, poems, and book reviews.

Braille Technical Press (monthly). Electronics and amateur radio.

Changing Times (monthly). Articles of general interest to consumers on ways to save money, economic outlook, education, and job opportunities.

Choice Magazine Listening (monthly). Unabridged selection of articles from New Yorker, Saturday Review, Reporter, and other outstanding magazines.

Dialogue (quarterly). A miscellanea: articles, poems, and stories.

Ellery Queen Mystery Magazine (monthly). A selection of mystery stories.

Farm Journal (monthly). Articles and reports on crops, livestock, and farm living with special attention to sectional problems; of interest to all members of the family.

Good Housekeeping (monthly). Fiction and informative articles on current events and family living including food, furnishings, and grooming.

Harper's Magazine (monthly). Articles on politics, science, personalities, art, finance, business, and literature; reviews of current books.

Holiday (monthly). Travel, touring, historic places and events.

Jack and Jill (monthly). Stories, puzzles, and articles for juvenile readers.

New Outlook for the Blind (monthly except July and August). Articles of interest to professional workers for the blind.

News of the Week in Review (weekly). From the Sunday New York Times.

Newsweek Talking Magazine (weekly). Recording of the well-known news magazine.

Reader's Digest (monthly).

Senior Citizen (monthly). Articles of interest to the aging.

Sports Illustrated (weekly). This magazine is released every four weeks, with the four issues in a single container.

NOTE: In addition, a number of periodicals of religious interest are available directly from the publishers.

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The Division for the Blind of the Library of Congress has available the following periodicals, recorded on 7-inch reels of magnetic tape at 3-3/4 inches per second, dual track.

Current (monthly). Reprints of articles and speeches on physical and social science, national and international problems.

Foreign Affairs (quarterly). Political science and government with emphasis on foreign policy.

Galaxy (bimonthly). Science fiction stories.

High Fidelity (monthly). Articles on music, composers, hi-fi equipment reports; reviews of recently released discs and tape recordings.

Horizon (bimonthly). Graphic arts, architecture, music, literature, and the theatre.

Kenyon Review (quarterly). Articles, stories, verse, and reviews of current books; for the advanced student of literature.

Personnel and Guidance Journal (monthly, October through May).

QST (monthly). Selected articles and information of interest to amateur radio enthusiasts.

Social Casework (monthly). Articles of interest to social and caseworkers.

Social Work (quarterly). Articles of interest to social and caseworkers.

Talking Book Topics (bimonthly). Combined with Braille Book Review. Lists books recently made available; reviews and announcements of interest to blind readers.

The Writer (monthly). Articles of help to authors in writing for publication.

Requests for additional information concerning any recorded periodicals may be addressed to the Division for the Blind, Library of Congress, Washington, D. C. 20540.



## BRaille PERIODICALS

Current issues of the following braille periodicals are available on free loan from the Division for the Blind. Starred periodicals (\*) are available from all of the Regional Libraries for the Blind.

Individuals who want their own subscriptions should write directly to the publisher.

\*American Girl (monthly). Clovernook. Fiction, fashions, and articles interesting to teen-age girls.

\*Boy's Life (monthly). Clovernook. Stories, hobbies, and articles of interest to Boy Scouts and boys, ages 11-13.

\*Braille Book Review (bimonthly). Braille edition: Clovernook; Inkprint edition: A.F.B. Lists press-braille and hand-copied braille books recently made available; reviews and announcements of interest to blind readers.

Braille Map Quarterly (quarterly). Howe Press. Each issue discusses a particular region of the world, illustrated with maps.

\*Braille Mirror (monthly). B.I.A. A general interest magazine featuring reprints of newspaper and magazine articles.

\*Braille Musical Magazine (monthly). R.N.I.B. Articles on music; lists of new R.N.I.B. publications.

\*Braille Science Journal (monthly). Scottish Braille Press. Articles on scientific subjects in layman's language.

\*Braille Technical Press (monthly). Braille Technical Press, Inc. Amateur radio, electronics, and news of interest to hams.

\*Braille Variety News (monthly). Clovernook. (Formerly Braille Radio News). Articles on radio programs, TV personalities, recreational activities, list of best-selling books and current recordings.

Chess Magazine (monthly). R.N.I.B.

\*The Children's Digest (monthly). A.P.H. Articles, Stories, and puzzles for children.

\*Current Events (weekly, September to May). A.P.H. From an inkprint magazine for school use.

\*Current Science (weekly, September to May). A.P.H. For science courses in school.

Every Week (weekly, September to May). A.P.H. Current events for 9th and 10th grades.

\*Galaxy (bimonthly). Clovernook. Science fiction stories.

\*Hora Jucunda (monthly). Scottish Braille Press. Stories and articles.

\*International Journal for the Education of the Blind, (quarterly). A.P.H. Professional periodical for teachers and educators of the blind.

\*Jack and Jill (monthly). Volunteers Service for the Blind. Stories, puzzles, and games for ages 7-10.

Keyboard Junior (monthly). A.P.H. Articles and stories on music and composers for young musicians, ages 11-14.

Luis Braille (monthly). Ministerio de Asistencia Social y Salud Publica, Buenos Aires, Argentina. A magazine in Spanish, containing articles on music, theatre, and literature.

My Weekly Reader (weekly September to May). A.P.H. Current events for grades 2-6. Specify grade when ordering; each grade is a separate magazine.

\*National Geographic (monthly). A.P.H. Popular articles on exploration, geography, discovery, and travel.

Our Times (weekly September to May). A.P.H. Current events for grades 11-12.

\*Readers Digest (monthly). A.P.H. Condensed articles and stories from inkprint magazines.

Skylark (quarterly). National Council of the Blind. Articles for, and written by, deaf-blind persons.

Touch and Go (monthly). A.F.B. Especially for deaf-blind persons.

Young Keyboard Junior (monthly, October to May). A.P.H. Musical subjects: stories about composers, articles on music; for youngsters, ages 7-10.

REGIONAL LIBRARIES

Distributing Books Provided by the Division for the Blind, Library of Congress

New York State Library  
226 Elm Street  
Albany, New York 12202

Library for the Blind  
State Department of Education  
1050 Murphy Avenue, S. W.  
Atlanta, Georgia 30310

Texas State Library  
Austin, Texas 78711

Louisiana State Library  
P. O. Box 131  
Baton Rouge, Louisiana 70821

Chicago Public Library  
4544 North Lincoln Avenue  
Chicago, Illinois 60625

Public Library of Cincinnati  
and Hamilton County  
617 College Street  
Cincinnati, Ohio 45202

Cleveland Public Library  
325 Superior Avenue  
Cleveland, Ohio 44114

Florida Council for the Blind  
P. O. Box 2299  
Daytona Beach, Florida 32015

Denver Public Library  
90 Lowell Boulevard  
Denver, Colorado 80219

Iowa Commission for the Blind  
4th and Keosauqua Streets  
Des Moines, Iowa 50309

Minnesota Braille and Sight Saving School  
Faribault, Minnesota 55021

Library for the Blind  
402 Kapahula Avenue  
Honolulu, Hawaii 96815

Indiana State Library  
140 North Senate Avenue  
Indianapolis, Indiana 46204

Michigan State Library for the Blind  
735 East Michigan Avenue  
Lansing, Michigan 48913

Nebraska Public Library Commission  
State Capitol  
Lincoln, Nebraska 68509

Braille Institute of America  
741 North Vermont Avenue  
Los Angeles, California 90029

Milwaukee Public Library  
814 West Wisconsin Avenue  
Milwaukee, Wisconsin 53233

The New York Public Library  
166 Avenue of the Americas  
New York, New York 10013

Oklahoma State Library  
109 State Capitol  
Oklahoma City, Oklahoma 73105

Free Library of Philadelphia  
17th and Spring Garden Streets  
Philadelphia, Pennsylvania 19130

Carnegie Library of Pittsburgh  
Federal and East Ohio Streets  
Pittsburgh, Pennsylvania 15212

Library Association of Portland  
216 N. E. Knott Street  
Portland, Oregon 97212

North Carolina State Library  
Mansion Park Building  
Raleigh, North Carolina 27601

Virginia State Library for the Blind  
3003 Parkwood Avenue  
Richmond, Virginia 23221

The California State Library  
Library - Courts Building  
Sacramento, California 95809

Utah State Library  
1488 South State Street  
Salt Lake City, Utah 84115

Seattle Public Library  
425 Harvard Avenue East  
Seattle, Washington 98102

Wolfner Library for the Blind  
3844 Olive Street  
St. Louis, Missouri 63108

Alabama Institute for the Deaf and Blind  
P. O. Box 455  
Talladega, Alabama 35160

Library of Congress  
Washington, D. C. 20540

Perkins School for the Blind  
Watertown, Massachusetts 02172

Wayne County Library  
33030 Van Born Road  
Wayne, Michigan 48184

NOTES FROM THE CLOSING SESSION

THE CONFERENCE PROCEEDINGS

Mrs. Alfred Breslauer

For the past few days, at this Eighth National Conference of National Braille Association, Inc., you have participated in the Workshop of your interest and choice. We hope the General Sessions have been informative, and that you may have found stimulation and inspiration in the messages of the various speakers who were chosen because it was felt that they did have something of significance to contribute.

There is nothing like the face-to-face discussions that take place in a Conference such as this, to stir each one of us to work more effectively through increased cooperation and communication with each other. Everyone benefits through these meetings--the transcriber benefits through sharing experience, and perhaps finding a solution to a problem or two; the educator benefits because he has the opportunity here to interpret his needs; lastly, and most important, the student, who is the concern of both transcriber and educator, benefits most of all.

And now the Conference is over, and as we return to our respective places as teachers or transcribers or librarians, I am thinking about the Proceedings which will be the record of what has happened here - the problems which have been aired and resolved, the problems for which we still seek solutions, and the ideas and challenges which have been thrown out to you.

While the significance of the work accomplished at this Conference is not contingent upon a "publish or perish" philosophy, the Proceedings is an important and meaningful part of the NBA Conference for a number of reasons. First of all, it serves as a permanent record of the work accomplished at the Conference; second, many members of NBA, unable to attend the Conference, depend upon this Report to keep informed and abreast of developments and trends in their fields of interest; third, members who are present, but involved in other workshops, are interested in an account of the sessions in greater detail than is possible to give in the closing summary of workshop reports; fourth, the record serves as a continuing measure of progress of the activities of NBA, and as a guide for planning future workshops; and last, the Proceedings is tangible evidence of your particular group's contribution to our common goal of serving the educational needs of blind persons.

We hope you will find the Proceedings fulfills these purposes to some degree at least. It is hoped that the "record" will provide a continuing "Invitation to Excellence" -- that it may reflect the fact that through your efforts here, we are a little farther along in an understanding of each other's problems and concerns.

May I share with you the remarks of a very great gentleman, Michael Faraday, the chemist, who, at the close of a series of lectures he presented to the Royal National Society of Science, said:

"All I can say to you at the end of these lectures (and we must come to an end at one time or another) is to express the wish that you may, in the time you walk this earth, be fit to compare with a candle -- that you may, like it, shine as lights to those about you; that in all your acts you may justify the beauty of the taper by making your deeds honest and effectual in the discharge of your duty to your fellow man -- for in honesty and effectiveness lie the excellence and perfection of this candle."

#### THE SIGNIFICANCE OF YOUR CONFERENCE

Address by Dr. Leo Cain, President  
California State College at Palos Verdes

I was very impressed this morning with the reports of the workshop groups, and also impressed with the versatility of what you have to do. For example, I see that you have to know all kinds of languages; there was a hint that you have to keep up with the Russians; you have to know about music astronomy, space science, mathematics, librarians, - and how to get along with school teachers. Now this is quite an assortment of tasks to have to carry on, and I congratulate you as a cohesive group under such a burden.

I also noted that you have many problems, and that you came here to talk about these problems. Now, I know that at this kind of conference, you do have complaints, but the significant fact is that you are able to think through, vocalize and act constructively on many of your complaints and problems. It is also significant, as evidenced in some of your reports, that you do not have all the answers to your problems. One report, I remember, ended with a series of questions. "what shall we do about this?" is an important question to ask and keep asking, for the answers of yesterday may not be the best answer today, and so in this way, you keep dynamic.

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In talking about a meeting of this kind, you are working, as you know, in a movement related to what we call handicapped or exceptional children - it is really a national program now, for it has achieved, finally, national recognition. We are getting support for this program from many areas - from the federal government on down. I think we all know that what we have called at least in schools, "special education" or "special services for children" for a long time, had to come in through the back door. Interested groups outside the schools had to come and exert influence to get programs started. We are thankful for those groups which saw needs of children that perhaps the schools did not see. And out of this--and we had many groups asking for many

different things -- has come, I think, the realization that "special" education is a vital part of the total education picture. And you here today are dealing essentially with education, because you are providing the tools that are so essential and which enable the visually handicapped to communicate. But now we have Federal support, we have State and local support from public funds, and we have many private organizations and foundations also contributing to the support of this program.

Now we cannot run a program in "X" town from Washington, D. C. We cannot run that program if that town is in California, from Sacramento. The program has to come from the local community. And the vitality of the program is going to be determined by the vitality of the people in the local community working on that program. This takes many people and many groups, as you know. No single person or group can man a program for blind children. We must have help from many areas. And as you know, one of the important groups in the assistance of these programs are the volunteer groups such as yourselves, who give of your time, your effort and your skill to make the program better and more effective.

To do this, it is highly important that every group who is concerned with blind children, be also aware of the total objective of the program in which it is working. In other words, I am saying that we all need to work with perspective. You know, I have had a sort of career in the academic world and you learn as you go into different positions. When I was a faculty member in a college and in a university, I was very concerned with my own small affairs, getting what I wanted, doing what I wanted to do which I thought was right. But as I look back now, I feel that I didn't do it with very much perspective. And as somebody lured me into administrative jobs, I found out the picture changed, and that I was forced to look at problems in perspective, or nothing would work. This is a hard thing for all of us to do, because we tackle a particular problem, - we want to do very well on that particular problem, whether in your group it's transcribing, or whether it's oral transcription, or proofreading - it is the specific task which absorbs us. But I think we always have to keep in the back of our minds why are we doing this task? What is it for? How is it contributing to the total program to make it better? And I think if we could do this some of the problems that were mentioned this morning, particularly those related to communication, will tend to disappear because we will look at our own particular job in the context of the whole.

I know it's very easy for me this morning to stand up here and say this to you. It's much easier to say it than to do it. But you people, as members of your own communities, interested in this program, are probably one of the best sources of communication to the community as to what this program is all about. Why are you doing this work? Now you're not doing it just to proofread, or because you have a consuming interest in format. You're doing it to carry on a program that is essential for a group of children if they are to be adjusted children in our society. And I think we have to be able to explain when we talk to our friends the objectives and purposes of this program, because this is what, in the long run, will gain us the kind of support that we need. And believe me, people who are not

professional in the sense of being teachers, physicians or psychologists, etc., but who are volunteers such as you, and who have many contacts in the community, can interpret this program in many ways much better than we as professionals can do, because you do not have a vested professional interest in this. You're doing it because you think it's the thing to do. This is your motivation. So I would hope, that as you look at these specific kinds of problems, that you will always keep in the back of your minds and remember to say, "What am I working for?" And I think if two individuals - one a professional, and one a volunteer, can keep this as a primary objective, that many of these little differences we have about procedure will disappear.

As you know, I am associated with a professional organization in this field, the Council for Exceptional Children. It is also interested in this whole problem. We have special interests also in the field of the blind. When I was president of the organization several years ago, I carried on some negotiations with the American Association of Instructors of the Blind who at that time, became an affiliate of CEC. And the reason we thought we should affiliate is this thing I've been talking about. After all, we both had the same objectives, we were both trying to do the same thing. While we remained as autonomous organizations, we formed this affiliation to see how we could do -- both of us -- our work better in forwarding this cause. As I listened to the summary reports of your workshops this morning, many of the things I heard sounded familiar. One of the things I noticed was your concern with the problem of standards - in fact, the theme of your Conference - excellence - is related to the problem of standards. You were concerned with standards in braille through a Braille Authority; you wanted standards in proofreading; you wanted them in recording; you wanted them in many things. Just last week I spent three days in Washington on a meeting on standards sponsored by the CEC. They also are concerned about standards. These standards are concerned with criteria to be employed by colleges and universities in training teachers and other workers in such fields as the blind. We don't have any consistent standards. And this organization is working with the National Commission on Accrediting which is the coordinating accrediting body for colleges and universities, nationally. So here, you are doing the same thing in terms of your own work.

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Now I think we have to remember that when we set standards or when we talk about standards, these standards have to be relative to the setting in which you work. There's no point in setting up standards that nobody abides by, or that nobody agrees to, or that are unrealistic. And I would hope that as you work on this whole problem of standards, you would carefully consider the setting and the environment in which you work so that your standards will be high, but, at the same time, achievable. This last is important, because you do not want to set standards which keep people out of this work. You want to set standards which will produce quality but will also allow the maximum number of people to produce. This is easier said than done, - it takes awareness and hard work.



Another concern of yours which is familiar to me is the problem of communication. You are not alone in this. I have been working as chairman of a commission which is trying to study services for retarded children in Los Angeles County. We have worked with over a hundred groups - public and private - and of all the problems we encountered, the major one was communication. One of the most significant aspects of your Conference is your effort to improve your lines of communication. As you go forward in this work, you might extend your communication through joint meetings or participating in conferences with other groups which are concerned with the same field. May I point out to you that it is important to communicate with others besides yourselves.

This brings me to a problem which is deserving of your thought - not only because of your skills in producing this vast quantity of quality materials for blind children in schools, but also because I believe it is a part of what I mentioned about seeing things in perspective - as part of the total. This problem concerns what needs to be done - programwise - for the post-school person. We, through our schools, because the school is an organized institution, and everybody has to go to school anyway, have provided very good programs in many sections of the country. But sometimes, it ends with the end of school unless there is a specific interest of a parent or some group. Often the excellent work that is done at school is lost because there is nothing offered after school days are over. If it cannot be a specific problem of yours at the moment, it could be an interest of yours in working with other groups to see if we can do more with post-school training, with job opportunities, with employment, etc. We have a wonderful opportunity at the present time, particularly with the new Federal legislation which is going to permit more pilot programs, more assistance to states and local communities, to provide certain kinds of occupational and vocational training, where we've had a terrific gap in the past. So I hope you will look into this problem and support strengthening this aspect of the program because we must motivate not only the school age blind or visually handicapped student, but the post-school individual by providing for the continuation of certain special services.

I want to congratulate you on what you have done at this meeting. The reports were excellent. I know you are going home with many problems. You'll probably come back to your next meeting with some of these problems nearer solution than they are today. We hope that information will continue to be shared readily among groups interested in the same fields; we hope that libraries will be better utilized because of this meeting, that you will continue to develop and improve realistic standards for the true achievement of excellence. I think this meeting probably has given you new life to go back and work on these things and build up some more problems to try to solve at the next meeting. I hope you come back with some new ones and not just the same old ones - because if you really work hard, you will find new problems that need discussion and solutions, - solutions which will mean a better education for the visually handicapped citizen.

REPORT OF EXHIBITS COMMITTEE

Nicholas Krupka

In addition to the commercial exhibits, there were a large number of professional and volunteer organizations which presented displays of various materials in different media, or services offered. The exhibits section of the Conference continues to be an effective means of informing participants of methods, techniques, equipment, tools and aids in the production of educational materials for the visually handicapped person.

Exhibitors:

American Association of Instructors of the Blind  
American Foundation for the Blind  
American Printing House for the Blind  
American Thermoform Corporation, California  
Amsco School Publications, New York  
Braille Institute of America, Los Angeles, California  
Braille Transcribers Guild of San Diego, California  
California Optometric Association, Low Vision Committee  
California Transcribers & Educators of the Visually Handicapped  
Dymo Industries, Inc., California  
George Peabody College for Teachers, Tennessee  
Hadley School for the Blind, Illinois  
Howe Press of Perkins School for the Blind, Massachusetts  
Library of Congress, Washington, D. C.  
Lutheran Braille Workers, California  
N.C.J.W. Braille Library Bindery, Florida  
National Braille Association, Inc.  
National Society for Prevention of Blindness, Inc.  
Project Braille, Massachusetts  
San Gabriel Valley Transcribers, California  
Shielding Research Company, Inc., California  
Sixth District CCPT North Project, California  
Sonoma County Braille Transcribers, California  
Telephone Pioneers  
Temple Israel Services for the Blind, Minnesota  
3 M Company, California  
Touch and See, California  
Twin Vision (American Brotherhood for the Blind,) California  
University Microfilms, Michigan  
Volunteer Transcribing Services, California

NATIONAL BRAILLE ASSOCIATION, INC.

Madame President, the Resolutions Committee moves the adoption of the following resolutions:

WHEREAS we appreciate the effort of the California Transcribers and Educators of the Visually Handicapped; California State Department of Education, Bureau of Special Education; the Transcribers of Orange County and the Orange County Superintendent of Schools Office in sponsoring, organizing, and expediting the workings of the eighth annual National Braille Association Conference; and

WHEREAS the excellence of the Conference is due primarily to the outstanding efforts of the Conference Committee consisting of Miss Dorothy L. Misbach, Chairman; Mrs. Irving Schuman, Co-chairman; Mrs. Lloyd Hawkinson, Program Chairman; Mrs. Harold Brudno, Publicity Chairman; Miss Evelyn Ericson, Arrangements Chairman; Mrs. A. Bloomberg, Welcome Chairman; Mrs. Edward Meckfessel, Registration Chairman; Mrs. Isabelle Kay, Hospitality Chairman; Mr. Nicholas Krupka, Exhibits Chairman, with their efficient committees and the help of the participating groups, the Sisterhoods of Temple Beth Sholom and Temple Beth Emet; Telephone Pioneers of America; Lady Lions of Westminster; and Transcribers of Orange County; and

WHEREAS we are grateful for the blessings of Reverend Alfred E. Spice Dr. D. S. Stylianau, Reverend Fred W. Niedringhaus, Rabbi Aaron Tofield, and Father Quatannens; and

WHEREAS we are inspired by the addresses of Dr. Isabelle Grant, outstanding California educator; Mrs. Joseph Bonoff, President of National Braille Association; Mr. Carl Lappin, Textbook Consultant of the American Printing House for the Blind; Dr. Richard Woodcock, Associate Professor, George Peabody College; Dr. Morris Fishbein, distinguished physician, author and lecturer; Dr. Leo Cain, President, California State College at Palos Verdes; and by the beautiful music of Savanna High School Group conducted by Mr. Warren Peterkin; and

WHEREAS we were stimulated by the remarks of the presiding officers and other National Braille Association speakers; Mr. Robert S. Bray, Chief, Division for the Blind, Library of Congress; Miss Dorothy L. Misbach, Consultant, Education of Visually Handicapped, California State Department of Education; Miss Effie Lee Morris, Coordinator, Children's Services, San Francisco Public Library; Mrs. Irving Schuman, Chairman, California Transcribers and Educators; Mrs. Joseph Bonoff; Mrs. Alfred Breslauer; Mrs. Lawrence Levine; Mrs. Julian Levi; and

WHEREAS we are most gratified by the fine exhibits from the California Transcribers and Educators of the Visually Handicapped; NCJW Braille Library Bindery, Miami, Florida; Braille Institute of America, Los Angeles, California; Howe Press of Perkins School for the Blind, Watertown, Massachusetts; Twin Vision (American Brotherhood for the Blind, Inc.) Van Nuys, California; California Optometric Association, Low Vision Committee, Los Angeles, California; American Foundation for the Blind, New York, New York; Braille Transcribers Guild, San Diego,

California; National Society for the Prevention of Blindness, New York, New York; Braille Transcribers Guild, San Diego, California; National Society for the Prevention of Blindness, New York, New York; American Printing House for the Blind, Louisville, Kentucky; George Peabody College for Teachers, Nashville, Tennessee; The Hadley School for the Blind, Winetka, Illinois; Telephone Pioneers (Ray E. Morrison) Skokie, Illinois; American Thermoform Corporation, Los Angeles, California; the 3M Company, Inc., Los Angeles, California; Shielding Research Company, Inc., Los Angeles, California; American Association of Instructors of the Blind, Inc., St. Louis, Missouri; Temple Israel Services for the Blind, Minneapolis, Minnesota; Amsco School Publications, New York, New York; Lutheran Braille Workers, Whittier, California; National Braille Association, Inc., New York, New York; Volunteer Transcribing Services, San Mateo, California; Touch and See, Burbank, California; Sonoma County Braille Transcribers, Santa Rosa, California; Sixth District CCPT North Project, San Jose, California; University Microfilms, Ann Arbor, Michigan; Library of Congress, Washington, D. C.; Project Braille, A. C. Governor, Boston, Massachusetts; and

WHEREAS we appreciate the efforts of the Chairman, Assistants, and Consultants of the workshops, with special mention to Dr. Abraham Nemeth, Director, National Braille Association; and

WHEREAS we are grateful to Mrs. Lloyd Hawkinson for the corsages and floral arrangements; to the city of Anaheim and Anaheim Visitor and Convention Bureau for their special courtesies; to Mr. Robert Dasteel, American Thermoform Corporation for his cooperation in making braille materials immediately available for workshop sessions; to Dymo Industries, Inc. for the gifts of Dymo Braille Writers; and the many other contributors too numerous to mention, whose generosity and efforts are helping to further the success of this Conference; and

WHEREAS we are constantly indebted to the conscientious and dedicated officers and directors of National Braille Association, Inc.:

NOW THEREFORE, BE IT RESOLVED that we extend our heartfelt thanks to all these people for the excellence of this Eighth National Conference of National Braille Association, Inc.

Chairman: Miss Effie Lee Morris, California

Mrs. Sadi Crawford, Maryland  
Mrs. Betty Epstein, Florida  
Mrs. Claire Kirkpatrick, California  
Mrs. Grace Grebauer, New Jersey

Anaheim, California  
May 15, 1965







NATIONAL BRAILLE ASSOCIATION, INC.

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