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# PROCEEDINGS

Eleventh National Conference

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1971  
NATIONAL BRAILLE ASSOCIATION, INC.  
MAY 1971

## ELEVENTH NATIONAL CONFERENCE COMMITTEE

<i>CONFERENCE</i>	Mrs. Irvin F. Richman, <i>Chairman</i>
<i>REGISTRATION</i>	Mrs. Frederic Iltis, <i>Chairman</i>
<i>WORKSHOPS</i>	Mrs. Ferdinand J. Mann, <i>Chairman</i>
<i>SOUVENIRS</i>	Miss Rosemary Gillespie, <i>Chairman</i> Mrs. Thomas Porter, <i>Co-Chairman</i>
<i>PUBLICITY</i>	Mrs. Marcia Golde, <i>Chairman</i>
<i>BANQUET &amp; LUNCHEON</i>	Mrs. Albert J. Lindar, <i>Chairman</i>
<i>HOSPITALITY</i>	Mrs. C. L. McCormick, <i>Chairman</i> Mrs. H. C. Peterson, <i>Co-Chairman</i>
<i>EXHIBITS</i>	Mrs. Lester Rice, <i>Chairman</i>
<i>PROCEEDINGS</i>	Mrs. Lester Rice, <i>Chairman</i> Mrs. Ferdinand J. Mann, <i>Co-Chairman</i> Mrs. Irvin F. Richman, <i>Co-Chairman</i>
<i>RESOLUTIONS</i>	Mrs. Theodore Stone, <i>Chairman</i>
<i>EX-OFFICIO</i>	Mrs. Ralph G. Hubman Mrs. Alvin A. Sobel Mrs. Virginia Scharoff

The success of this Conference is the direct result of the combined efforts of many individual volunteers as well as workers representing the Illinois organizations listed below. We are deeply indebted to them.

Braille Transcribers Club of Illinois  
Catholic Guild for the Blind  
Hadley School for the Blind  
Johanna Bureau for the Blind & Visually Handicapped  
U.O.T.S. — Johanna #9

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**Eleventh National Conference**

**Chicago, Illinois**

**May, 1971**

**NATIONAL BRAILLE ASSOCIATION, INC.**



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## EXHIBITORS

American Printing House for the Blind  
Louisville, Kentucky

American Thermoform Corporation  
Pico Rivera, California

Apollo Lasers, Inc.  
Los Angeles, California

Chicago Public Library  
Chicago, Illinois

EdnaLite Corporation  
Peekskill, New York

Hadley School for the Blind  
Winnetka, Illinois

Howe Press of Perkins School for the Blind  
Watertown, Massachusetts

International Business Machines  
New York, New York

Jewish Braille Institute of America  
New York, New York

The Library of Congress  
Washington, D.C.

Murnane Paper Company  
Northlake, Illinois

Southwest Plastic Binding Company  
Maryland Heights, Missouri



## INTRODUCTION

While Proceedings can never fully reflect the exchange of ideas occurring in a Workshop, they do present the highlights of the discussion and the main points covered in each session. We hope that those of you who were unable to attend the Conference will find them informative and so provocative that perhaps you will make plans to attend the 12th National Conference. For those of you who wished to be in two places at one time, we hope the Proceedings will provide the meat of the Workshop you had to miss.

We wish to thank again all of the volunteers and the members of the Conference Committee who worked long and hard to make the 11th the smoothly running Conference that it was. Our special thanks to Mrs. Alvin A. Sobel for all of her help and guidance in planning the Conference, to Mrs. Ferdinand J. Mann for her excellent work as Workshop Chairman and to Mrs. Lester Rice for an outstanding job both as Exhibits Chairman and as Chairman for these Proceedings.

Mrs. Irvin F. Richman  
*Conference Chairman*

## WELCOME

Mrs. Ralph G. Hubman, *President*

Mrs. Richman, Members of the National Braille Association and Guests:

It is with great pleasure that I extend to you a warm welcome to the 11th National Conference of NBA. Truly this is "Chicago Revisited" — as our 4th Conference of NBA was held in this city in May, 1961. Then, as now, the Johanna Bureau for the Blind and Visually Handicapped hosted the Conference. Co-hosts this year are the Braille Transcribers of Illinois, the Catholic Guild for the Blind, and the Hadley School for the Blind. NBA has some 2,400 members, and these members must have 400 ideas on how a Conference should be run. For the many members who have never been a Chairman for a Conference, let me point out that NBA would not have a Conference if it were not for dedicated local members. Our expenses would be several times higher if it were not for the help of agencies, who, recognizing the importance of the Conference, dedicate people, time and equipment, amounting to hundreds of dollars.

Guiding and leading an NBA Conference is a tremendous responsibility. Setting up Committees, recruiting responsible Committee Chairmen, attending innumerable meetings is a gigantic task. It requires great patience, a good sense of timing, and more often than not, a delicious sense of humor. The person I have just described is our Mrs. Irvin F. Richman, our Conference Chairman, and a delightfully warm and gracious lady. We are much in her debt already, and our Conference is just beginning.

Ten years ago, the Welcoming Address to the 4th Conference was given by a very talented woman, Mrs. Ferdinand J. Mann. This year she is our most capable and competent Workshop Chairman. There are prerequisites for this position also — one must be acquainted with persons throughout the United States, knowledgeable in all three media — Braille, Large Type, and Tape Recording, and one must also know those experts in the other areas of interest to be covered in the Workshops. To paraphrase and old adage — "The difficult, Alice does immediately; the impossible just takes her a little longer." Both Mrs. Richman and Mrs. Mann are members of Johanna Bureau, and both are members of the Board of Directors of NBA. Together, we share their time and their many talents.

Probably one of the most important factors in the Conference, from an educational standpoint, is the opportunity for our members to get together and discuss problems with people they see only occasionally, or with new acquaintances that they may have read about, but have never had an opportunity to meet. This exchange of ideas is a vital part of our Conference.

Our Workshops must be of a very high quality, above the routine, and they must so intrigue the mind of the individual, that he spends time on his own, after the Conference, studying in more detail points brought out in the Workshops.

Exhibits of the latest equipment and techniques, with experts attending the booths, are another source of valuable education for you.





*Rev. Harry J. Sutcliffe gives the invocation at the welcoming session. On the dais from left to right: Mrs. Herman Lass, Miss Marjorie Hooper, Mrs. Virginia Scharoff, Mrs. Ferdinand J. Mann, Mr. Carl Lappin, Mrs. Ralph G. Hubman, Mrs. Alvin A. Sobel, Mr. W. D. Earnest, Jr. and Mrs. Lawrence M. Levine.*

On Wednesday evening, you will hear our Annual Committee Reports of NBA. Our Awards and Continuing Service Certificates will be presented, and the Installation of our new President, Officers and members of the Board of Directors, will climax the evenings festivities.

These are but a few of the many advantages and pleasures of attending an NBA Conference. New skills, new friends, new experiences, all alike offer to you the opportunity of a wider knowledge. It must be remembered however, that, as the Spanish proverb says, "He who would bring home the wealth of the Indies must carry the wealth of the Indies with him" — in other words, you will gain from this Conference in proportion to the knowledge, the skills, and the experiences which you bring and share with others. We are delighted you are here with us in Chicago.

May we take this opportunity again, to express our gratitude to the four host agencies, to our Chairmen, and to all of those who are so ably assisting them. We look forward with great anticipation to sharing with you the wealth of knowledge and excitement of this 11th Conference of the National Braille Association.

## REGISTRATION

Three hundred and thirty-two people registered for the Eleventh National Conference of NBA. Of these, two hundred and sixty were members and seventy-two non-members; twenty-eight of the latter became members during the Conference. Twenty-eight states were represented as follows:

Arizona	1	Minnesota	15
California	8	Missouri	3
Colorado	3	New Jersey	16
Florida	10	New Mexico	2
Georgia	3	New York	17
Hawaii	1	North Carolina	1
Illinois	133	Ohio	20
Indiana	8	Oregon	2
Iowa	11	Pennsylvania	2
Kansas	8	Texas	3
Kentucky	7	Virginia	3
Maryland	5	Washington	1
Massachusetts	6	Wisconsin	11
Michigan	25	District of Columbia	7

One hundred ninety-three participants enjoyed the banquet, and the closing luncheon found one hundred forty-nine completing the four day conference.



*Mrs. Frederic Iltis, Registration Chairman, presents her report at the closing luncheon.*

## PRESENTATION OF NBA CONTINUING SERVICE CERTIFICATES

*Sister Anne Columba, C.S.J., Awards Chairman*

In recognition of continued service to visually handicapped persons, National Braille Association presents Continuing Service Certificates to those members whose volunteer work has extended five, ten, and fifteen years beyond their receiving the Distinguished Service (Diamond) Award. In May, 1971, the following Continuing Service Certificates were presented:

### 15 YEAR CERTIFICATES

Mrs. Arthur R. Baer — Chicago, Ill.                      Mrs. Dorman Israel — Harrison, N.Y.  
Mrs. Joseph Bonoff — Minneapolis, Minn.              Mrs. Edward A. Sper — New Rochelle, N.Y.

### 10 YEAR CERTIFICATES

Mrs. George Albright — Parkersburg, W. Va.              Mrs. F. Morris Kahn — Forest Hills, N.Y.  
Mrs. George W. Crawford — Chevy Chase, Md.              Mrs. Alvin Kirsner — Des Moines, Iowa  
Mrs. Louis B. Freeman — Madison, N.J.                      Mrs. J. J. Lowenthal — Pittsburgh, Pa.  
Mr. Edward A. Haupt — East Orange, N.J.                      Mrs. Albert C. McCoy — Jenkintown, Pa.  
Mrs. David Jackson — Chicago, Ill.                              Mrs. William Recht — Palm Beach Gardens, Fla.  
Mrs. Nathan Schlossberg — West Orange, N.J.

### 5 YEAR CERTIFICATES

Mrs. Richard Bente — Fair Lawn, N.J.                      Mrs. Sol A. Hoffman — Chicago, Ill.  
Mrs. Eva Binder — Miami Beach, Fla.                              Mrs. Ralph G. Hubman — Denver, Colo.  
Miss Cecyl Bryant — New York, N.Y.                              Mrs. Jane P. Jaeger — Madison, N.J.  
Mrs. Edward Campbell — Glen Rock, N.J.                              Mrs. Herbert H. Katz — Merrick, N.Y.  
Mrs. Irving Cassell — San Jose, Calif.                              Mrs. N. H. Keller — El Paso, Texas  
Mrs. Frances D. Crane — Detroit, Mich.                              Mrs. Seymour Kerman — Van Nuys, Calif.  
Mrs. William B. Cross — Montclair, N.J.                              Mrs. Peter H. Lowy — Pasadena, Calif.  
Mrs. Irving Erbstein — Des Moines, Iowa                              Mrs. Leon Marks — Manchester Depot, Vt.  
Mrs. Sheldon Gensler — Sarasota, Fla.                              Mrs. Charles S. Pergament — W. Palm Beach, Fla.  
Mrs. David Goldsmith — W. Palm Beach, Fla.                              Mrs. Irwin Rosenak — Munster, Ind.  
Mrs. Lawrence Harris — Los Angeles, Calif.                              Mrs. M. J. Shanedling — Virginia, Minn.  
Mrs. Robert W. Hodges — Summit, N.J.                              Mrs. Edwin Sherman — Minneapolis, Minn.  
Mrs. Wilfred Thompson — Bronxville, N.Y.



## FAREWELL ADDRESS

Mrs. Ralph G. Hubman, *President*

Members of the National Braille Association and Guests:

Your President has a quote from Ralph Waldo Emerson taped on her writer — “Write it on your heart that every day is the best day of the year.” I read it often, as I took up the silver strand of leadership in NBA from my capable predecessors.

Psychologist Lester Kirkendall once said that, “The three primary ingredients a long-time relationship must have are confidentiality, empathy and trust, with no shortcuts to building such a relationship possible.”

The leadership acquired through the office of President, has given me a greater awareness of the dedication of each of the other Officers and members of the Board of Directors, who have accepted their many challenges.

I sincerely want to thank each one of our Officers for their constancy of interest and effort — for their action and anticipation of our needs, for their wonderful cooperation, and their unequalled efficiency. It has been a joy to work with them.

And my deep gratitude to the Board of Directors, who fulfill the requirements of their particular assignments and then go the fine step further, to bring new ideas into action. Volunteer activities by your Board of Directors themselves, in donated time, work and expense provide an enormous contribution, the dollar value of which does not appear in any financial statement. Yet the volunteer work is a real type of income for NBA.

During these past two years your NBA has travelled thousands of miles to bring knowledge and skills to our members in Wichita, Atlanta, and Washington, D.C. My very special “thank-yous” to all the Chairmen who made these Regional Meetings so very memorable. And now I know you all join me in sincere thanks to our four host agencies, to the Conference Chairmen, and to the many “behind-the-scenes” volunteers who have contributed so much to the success of this 11th Conference of NBA.

Always my eternal gratitude goes to a very, very special person, who has given me constant encouragement and moral support. My greatest personal contentment has come from happily sharing all the joys and satisfactions with a loving heart at home.

And now I join you in welcoming our new President, and know you will join me in offering her every assistance she seeks, and sincere cooperation as she takes up this challenging and rewarding task. Frances Sobel is a person of great substance and character. She has a great deal of courage and vision — and will bring imaginative leadership to NBA. My word to Fran has been that she will find this a demanding task, but one full of recompense and reward. The experience is exciting, its associations rewarding, and its challenge inspiring.

In the past two years, NBA has grown and changed, but this has primarily

been because our nation and the world have been doing the same thing. Let us hope that NBA will always be able to reflect positive tides and trends in our corner of society's fluid scene. This is an affirmation of appreciation for the privilege and honor that has been mine as your President. This has been a labor of love because there was such a generous portion of goodness and fulfillment connected with its duty and responsibility. To have experienced it is to remember it always.

Thank you for the memories I take with me. May NBA have continued success, and beyond, for years to come.



*The past and the future — Mrs. Ralph G. Hubman, immediate past president, and Mrs. Alvin A. Sobel, incoming president.*



## PRESENTATION OF PAST PRESIDENT PIN OF N.B.A.

Mrs. Virginia Brooks Scharoff, *Past President*

Helen,

A bonus for being the Immediate Past President is having the honor and privilege of presenting you with the Presidential Pin. Everyone in this room knows how richly you deserve this Award.

The office of President makes many demands and only your extreme dedication enabled you to answer these so capably. I wish there were a way of saying "Thank You" to Ralph, too—but his reward is that now he has you back as a "full-time" wife.

I'm not much good at making flowery speeches, so I'll get right to the point. The National Braille Association has been exceptionally fortunate to have had you as its President, and we are all richer for having served with you.

Now it's my great personal pleasure and delight to present you with the Presidential Pin on behalf of all the members of the National Braille Association. May you always wear it proudly. And God bless you!

## PRESENTATION OF N.B.A. GAVEL

Mrs. Ralph G. Hubman, *President*

If one takes the word "Gavel" and separates its letters to form a kind of acrostic, the result is that words come to mind which are qualities contained in the purpose and meaning of the value of the instrument itself —

Graciousness  
Alertness  
Versatility  
Enthusiasm  
Leadership

Madame President, it gives me the greatest of pleasures to present to you the Gavel of the National Braille Association.

## ACCEPTANCE SPEECH

Mrs. Alvin A. Sobel, *Incoming President*

Thank you, Helen. For the Board and for me personally, may I extend our warmest greetings and our heartfelt thanks for a wonderful two years? Yours was an administration that saw so many accomplishments and so many milestones. You were a fine president. You set an example that will be hard to follow. Please don't go away. We hope to see as much of you in the next two years as we have in the last. We need you and we want your guidance and your friendship.

I accept the challenge and the commitment of this office with humility and some trepidation. Serving as president-elect provides lots of training, but is it ever enough? Here I am standing alone before you. I am not alone, really. I have a wonderful Board to work with, a great retiring president to consult with and a fine president-elect who has lots to give. It is my wish that with all of us working together, the new administration will be as successful as the last.

May I speak directly to our members? I hope that all of you are members. I'd like to ask you to do something. When you go back to your local group or agencies, talk about NBA. Tell them all about the Conference and what they missed and then concentrate on several areas. The first is nominations for office in our organization. Every fall, the BULLETIN carries an article about the offices that need to be filled in the next election. Please discuss the openings. Five directors and two officers every year. Just remember that serving on the Board is not a glory job. We are a working Board. Be sure to keep that in mind. We need your cooperation so that we can have wider representation. Right now our twenty-two member Board hails from twelve states. We ought to be able to do better than that. We have members in forty-six states.

The second area is membership. Help us grow. Each of you, join the Membership Committee in spirit and get to work on 100% membership in your group.

Go home and be our ambassadors. Come up with suggestions for the Nominating Committee and spark a membership drive in your locale.

One final request. This may be the most important part of being an NBA ambassador. Have your group, your agency, or just you, join with us in our commitment to excellence in our work for the visually handicapped.

I will close with a proverb that seems so fitting for this Conference.

"Those who bring sunshine into the lives of others, cannot keep it from themselves."

Thank you.

## REPORT OF RESOLUTIONS COMMITTEE

Mrs. Theodore Stone, *Chairman of Resolutions*

Whereas we appreciate the efforts of The Braille Transcribers Club of Illinois, Catholic Guild for the Blind, Hadley School for the Blind, Johanna Bureau for the Blind and Visually Handicapped and the U.O.T.S. Johanna No. 9,

Whereas the excellence of this Conference is due to the outstanding efforts of the Chairman, Mrs. Irvin F. Richman, and her many committee chairmen: Mrs. Ferdinand J. Mann, Mrs. Frederick Iltis, Miss Rosemary Gillespie, Mrs. Thomas Porter, Mrs. Marcia Golde, Mrs. Albert Lindar, Mrs. C. L. McCormack, Mrs. H. C. Peterson, and Mrs. Lester Rice and their committees,

Whereas we are grateful for the Blessings of Rev. Harry J. Sutcliffe, Sr. Anne Columba, and Sr. Bernadette Wynne,

Whereas we enjoyed the fine music of Ruth Shalett,

Whereas we were interested in the many exhibits from:

American Printing House for the Blind, Louisville, Ky.; American Thermoform Corp., Pico Rivera, Calif.; Apollo Lasers, Inc., Los Angeles, Calif.; Chicago Public Library, Chicago, Ill.; EdnaLite Corp., Peekskill, N.Y.; Hadley School for the Blind, Winnetka, Ill.; Howe Press of Perkins School for the Blind, Watertown, Mass.; International Business Machines, New York, N.Y.; Jewish Braille Institute of America, Inc., New York, N.Y.; Library of Congress, Washington, D.C.; Murnane Paper Co., Northlake, Ill.; Southwest Plastic Binding Co., Maryland Heights, Missouri,

Whereas we appreciate our many sponsors:

Mrs. Harold Ahrbecker; Amsterdam Printing and Litho Corp.; Mr. & Mrs. Sidney Bubis; Mr. & Mrs. C. H. Bushnell and sons; C-Line Products; Chicago Association of Commerce and Industry; Continental Illinois National Bank and Trust Co. of Chicago; Crown Office Supply; Mrs. Norman Elliott; Emily's; Exchange National Bank of Chicago; Mr. & Mrs. Frank Goldbogen; Mrs. Allen James; Harris Trust and Savings Bank; Illinois Bell Telephone Co.; Magikist Carpet and Rug Cleaning; Mr. Ferdinand J. Mann; Mrs. William Webb; Wieboldt Stores Inc.; Miss Virginia Wright,

Whereas we appreciate the stimulating workshops under their knowledgeable chairmen,

Whereas we are always stimulated and appreciative of the many inspiring talks and the dedicated service of the officers and directors of NBA Inc., presided over by Mrs. Ralph G. Hubman,

Now, therefore, be it resolved that we extend our heartfelt thanks to all who made this Eleventh National Conference such an outstandingly informative, entertaining and hospitable occasion.

***Workshop***

***Reports***





*A bevy of board members: Front row: Mrs. William Epstein, Mrs. Lawrence Levine, Mrs. Alvin Sobel, Mrs. Ralph Hubman, Mrs. Herman Lass; second row: Mrs. Janiece Conard Miss Marjorie Hooper, Mrs. W. D. Earnest, Jr., Mrs. Delores Hakan, Mrs. Irvin Richman, Mrs. Edward Blumberg; third row: Sr. Anne Columba, Mrs. Virginia Scharoff, Carl Lappin, Mrs. Ferdinand Mann, Mrs. Irving Schuman. Peeking from the rear: Mr. W. D. Earnest, Jr., Sr. Bernadette Wynne, Mrs. Harold Ahrbecker, Mrs. Richard Bente.*



*LEFT: Two happy exhibitors, Dr. Harold Friedman of the Howe Press and Miss Marjorie Hooper from the American Printing House for the Blind.*

*RIGHT: The tables are turned on our roving photographer — Sr. Bernadette Wynne has her picture taken leading her workshop.*





## THE ADMINISTRATION of VOLUNTEER GROUPS

*Leaders: Mrs. Delores Hakan  
Beth Shalom Sisterhood, Kansas City, Mo.  
Mrs. Harold Ahrbecker  
Johanna Bureau for the Blind, Chicago, Illinois*

*Recorder: Mrs. Leonard Drell  
Johanna Bureau for the Blind, Chicago, Illinois*

The most important question raised in this workshop was, *how to raise funds to keep a volunteer group alive and active.*

In the past, fund raising was much easier than it is now. Unfortunately, no lay person has expertise in this field. Only someone who has made a study of foundation grants and those experienced in the planning of charity drives and social functions for this purpose can offer suggestions. It was recommended that future workshops incorporate a speaker who has this specialized talent. Smaller charitable affairs are outmoded because the returns do not justify the effort and expense involved. Fund raising has become much more sophisticated.

Foundation grants are perhaps the most lucrative of all fund raising. The smaller foundations i.e. family and business are more receptive to appeals from volunteer groups serving the visually handicapped. Such foundations do not as a rule subsidize operating expenses or the funding of an agency. Grants are usually made for needed equipment, the underwriting of materials and, in some cases, the costs of proofreading and monitoring.

It is advisable that a plan of presentation be judiciously organized to outline the specific needs of, and the services provided by, the group. A brochure should be compiled and neatly bound and should contain an historical background, the objectives and the needs of the group. A letter should accompany the brochure requesting a specific amount of money to cover a specific item e.g. equipment, materials, proofreading, monitoring. An excellent source of research for foundation appeals is:

THE FOUNDATION DIRECTORY No. 3  
Marianna O. Lewis, Editor  
Prepared by the Foundation Library Center  
444 Madison Ave., New York, N.Y. 10022  
1001 Connecticut Ave., N.W. Washington, D.C. 20036  
Published for the Center by the Russell Sage Foundation  
Copyright, 1967

This book can be found in most public libraries.

PROFESSIONAL FUND RAISING IS NOT ADVISED unless an agency is well funded and has a volunteer staff large enough to assume the physical burden of such a project.

### Other Questions:

1. Are sighted proofreaders acceptable?

Yes — provided they know all the rules of braille and are COMPETENT and not CARELESS braillists.

2. Is it necessary to file Federal and State reports?

All volunteer groups should be registered on a state level as non-profit organizations. A letter requesting a tax exempt number should be sent to the Secretary of State in the state's capitol. Manufacturers and suppliers will ask for this number when equipment and supplies are purchased.

As far as we know the 1969 tax revisions for non-profit agencies states that if the annual receipts (contributions, bequests,) of funds fall below \$5,000.00 no federal tax need be paid. However, this does not eliminate the responsibility of filing a federal income tax. Until information is more specific concerning this procedure it is recommended that the local Internal Revenue Service be contacted for the proper direction.

3. How can the interest of transcribers be maintained after Library of Congress certification?

One way is to schedule workshops periodically. A social atmosphere is recommended. "COFFEE AND —" is an excellent fixative for volunteer service and at the workshops the transcribers get to know their colleagues.

Assign administrative or office routines to transcribers so they become involved in the over-all picture of the service.

Appoint competent and interested volunteers to administrative committees. Give them other responsibilities besides the transcriptions.

Attentive supervision of transcriptions in work creates a feeling of belonging on the part of the transcriber and is also good public relations.

4. How can a group become involved in state education programs?

Contact the local school systems who have programs for the visually handicapped.

Almost every state has vocational agencies, state boards of education, special education commissions, etc. The telephone books give listings of these under Social Services.

5. What procedures can be suggested for recruitment and screening of volunteers?

Local TV and radio stations devote off-hours to community service and maintain special personnel to assist with volunteer appeals.

Local newspapers and especially a news columnist who can be interested in the service can be very helpful.

Local Women's clubs and Men's business clubs are potential sources for volunteers. Ask for time to speak to them.

Local volunteer referral agencies should be apprised of an agency's need.

The best source is "word of mouth" recruitment by the members of the volunteer group.

Screening is considered a time-saving device in volunteer recruitment. Be very careful of "screening". Many volunteers are able to identify their interest with dispatch. Others have potential skills which, with patience and imagination, can be developed. Training in various assignments e.g. office work, binding of volumes, etc. unfolds latent abilities and produces an excellent worker and a loyal volunteer.

6. Where can books for transcription (in all three media) be located? What are the sources for these?

Library of Congress, DBPH, Head of Volunteer Services; music and recreational titles.

Local schools, school systems and libraries.

Local colleges and universities.

State Bureaus of education for the handicapped.

NBA Book Bank (college level and specialized texts).

7. What are the priorities re assignments?

As a rule, if a community or some organization within it is subsidizing an organization, then the first priority is local; then state, national, and miscellaneous individual requests whenever possible. Priorities are usually set by a group's policy.

8. Is it advantageous for a group to have a repository? How is one planned?

Yes. The ultimate goal of all volunteer agencies (in all three media), serving the visually handicapped, should be that of never circulating a master copy of a title. Emergencies do arise that preclude this objective, one being lack of funds to establish a duplicating service. Nonetheless, as soon as money is available for this service, a repository is a necessary factor. A duplicating service insures savings in time, effort and money. The sooner the policy of circulating master copies is discontinued, the sooner increased service can be rendered to the community at large and with greater expediency. Remember, a circulated master:

- (1) dissipates the efforts of the transcriber
- (2) supplies reading material for only one person
- (3) is a discriminating practice

The NBA Administrative Guidelines Manual will, hopefully, be ready in the near future and Repository procedures are documented in this.

#### Recommendations from the Workshop for future workshops:

One workshop be scheduled for beginning groups.

One workshop for well established groups.

One workshop combined with a professional fund raising speaker.



## ADVANCED BRAILLE MUSIC

*Leader: Mrs. Janiece A. Conard  
Braille Music Advisor, Library of Congress, Washington, D.C.*

*Recorder: Mr. John R. Jackson  
Library of Congress, Washington, D.C.*

Four sessions of the advanced music workshop were held. For more concise recording, items are grouped by category and not by workshop session. Two sessions were in the main devoted to proofreading. Questions arising within this format are also treated under the appropriate categories.

### Library Policies and Resources

A discussion of the processing of music workscripts of any kind laid special stress on the use of intention and completion cards for the *Union Catalog of Music Materials for the Blind* in order to avoid duplication of effort. It was pointed out that, if the music work falls into the "textbook" category, intention forms should be sent both to the Music Services Unit, DBPH, Library of Congress, and to the American Printing House for the Blind, Central Catalog. Intention and completion cards are available on request from the Music Services Unit.

With regard to copyright permission, all assignments from the Library of Congress are cleared for copyright by the Music Services Unit. Braillists working with groups or independently should get in touch with the Unit if any difficulties are encountered in receiving music copyright permission.

A student of music braille must be acquainted with print notation and, if possible, with the instrument for which he is transcribing. Many music braillists, however, find it adequate to consult with community musicians, university professors, or music store personnel for clarification of print signs with which they are not familiar.

Certification as a music transcriber may be achieved not only through an assignment from the Library but also through the submission of a thermoform copy of a work of sufficient difficulty which the braillist has undertaken for other sources. The manuscript, however, must be solely the work of the braillist in order to truly reflect his knowledge and accuracy.

Braillists were urged to teach music braille to blind students in their locale in the absence of other programs for young children in public schools to learn to read music notation. Anyone wishing to teach should make this known to the Library. Grace-note slurs and clef signs are not required in transcriptions for the Library of Congress.

### Brief Answers Grouped by Subject

Title pages vary considerably if a book is transcribed in textbook format. Sample title pages for choral works, textbooks, large instrumental ensembles, etc., are available in print or braille on request from the Music Services Unit. It was stressed that print pagination as provided for in the *Revised International Manual of Braille Music Notation* should be used

in all transcriptions except textbooks. The pagination sign (dots 5, 2-5) need not be aligned in vocal music but should be aligned in other multi-line formats such as bar over bar. So that rules for music textbooks could be thoroughly correlated with those in the general code, it was announced that issue no. 24 of *Volunteer News* would carry further details on this subject. It was also stressed that running heads should be as complete as possible and that abbreviations should be used to accomplish this purpose. Preliminary pages in music books should include lists of uncommon braille music signs as well as other transcribers' notes which will be helpful to the reader. Whether in this material or within the text, however, it should always be made clear that the brailist is adding information. Braillists may also suggest that readers write to the Music Services Unit for the "Index of Signs" from the *Revised International Manual*, now an independent pamphlet. In larger collections where a dedication may sometimes appear above or as the title in print, the appropriate opus number and other information should be placed as the title above the dedication in braille.

Vocal Music. In the texts of vocal music as well as in words of expression, English words may contain contractions in keeping with other countries' abrogation of the rule requiring uncontracted braille. Attention was called to the current provision for tenor vocal scores which requires that the music be shown at concert pitch rather than an octave above, as in print. Measure numbers are desirable in vocal music but need not appear in every parallel: They should be shown at natural phrases of the pieces — every 8, 16, or other grouping of measures showing the musical structure. In choral music, the most desirable production is a full score of all parts plus each individual part in a separate volume. The accompaniment can be placed in the same volume with the full score, if space permits. In choral parts, the beginning of a divisi passage is shown by dots 3-4 at the beginning of the measure. Intervals or in-accords may be used, depending on the number and rhythmic distribution of the notes; however, their direction is determined by their placement on the staff: The highest soprano part should be written first; the lowest tenor part is first. When several voices have the same words in a full score, those lines should be combined. Spoken vocal parts should be preceded by the word "spoken" in parenthesis. In solo format, if a syllable containing a contraction is (a) the last syllable on the line or (b) a syllable with notes in two braille lines, the contraction normally found in that syllable should not be used. Words, rather than measures, should be divided at ends of lines, except at the ends of musical phrases. Runover word lines in solo format should be avoided except in complying with personal and exceptional requests—often for children. When two verses of a song have different endings, it is often possible and advisable to place both word lines above the melody line. In very simple material where words are shown over the right- and left-hand piano parts, they may be transcribed above the right hand. Aligning words and measures, although helpful, usually creates many space problems. If employed, however, tracker dots should be used in large spaces between words as well as notes.

Orchestration. *The Brahms Academic Festival Overture* is being transcribed in its entirety. When completed, it should provide helpful examples and should act as a springboard for development of transcribing techniques. For scores with more than 25 lines, facing pages are currently being used. Rehearsal letters should appear in parenthesis at the left margin above the first part. Currently, the marginal sign on a line of music for cello and double bass reads "word sign, dbc." It was suggested that dot 3 be shown between the abbreviations for the two instruments. Space limitations may not allow this separation of instruments; however, it has been suggested that since the word sign appears at the beginning of every line, it should be eliminated altogether.



Piano and Keyboard Music. Alignment of the beginning notes of right and left hands is somewhat elastic because of the following considerations: Hands should be divided at the same point—at the end of in-accord parts or at the same beat of the measure. It is best to complete a measure within the parallel where it is begun. Part-measure in-accords are generally preferable to inserted rests to achieve a full-measure in-accord. In piano music where a dynamic marking appears before a rest in the right hand, it is better transcribed in the left-hand parallel, if it applies to the left-hand note. Likewise, if no note appears in the left hand where a pedal indication is given, that sign is best transcribed in the right-hand line of the parallel, contrary to general placement of signs. Dots 3-4-5, 2, is the comma which should be used in piano music, regardless of the braille symbol used for a similar print sign when applied to vocal music. When changes in time signature appear every measure or very frequently, they should only be shown before the measure to which they apply, not also at the end of the previous parallel. If dynamics or other directions seem unclear in the print copy, the brailist is even so advised to follow the print. The use of “Simile” implies that a pattern, not a doubling which can otherwise be shown, is in progress. This abbreviating device can never replace slurs and other types of execution for which other provisions are made. Doublings such as intervals and triplets may be used in in-accord measures, so long as the voicing is clear and the doublings remain on the same side of the in-accord sign. The format for two-piano music varies. Where both pianos have equal voicing, a four-line parallel is best. In a concerto where the second piano (orchestral reduction) is usually not in balance with the solo instrument, the latter should be placed in a separate volume.

Miscellaneous. The use of repeats in percussion music is only limited insofar as the pattern of rolls should never be obscured. In long passages of unmeasured music, the device for numbering print staves should be used with a note explaining this procedure. Value signs, music commas, and grouping signs are sometimes interchangeable as devices for making the notation clear. Examples of unmeasured music and of a format for words and chords only in guitar music are available from Mrs. Frank Odell. Examples of figured bass analysis and of orchestration are available from the Music Services Unit.

All who attended these workshops were true participants, and the Chairman feels that similar sessions should be a part of the next Conference.



*Mrs. Janiece Conard conducts the advanced braille music workshop.*

## FOREIGN LANGUAGES

- Leader:* Mrs. W. D. Earnest, Jr.  
National Braille Assoc., Midland Park, New Jersey
- Consultant:* Mrs. Bernard Weiss  
N. Y. Assoc. for the Blind (Lighthouse), New York, N.Y.
- Recorder:* Mrs. H. C. Peterson  
Braille Transcribers Club of Illinois

All discussions and references in the Workshop on Foreign Languages were based on the *Code of Braille Textbook Formats and Techniques*, 1970 Revision and the 1970 Revision of the NBA *Manual on Foreign Languages To Aid Braille Transcribers*. Since the first was not available, the leader called attention to changes that have been made in rules which directly affect foreign language transcriptions. The most important of these is the change in Appendix E, Sec. 7c. Since the symbol for primary syllable stress is the same as "acute i" in Spanish and Italian, stress in all foreign context must be indicated by dots 4-5-6 for primary stress and dots 4-5 for secondary stress. Syllable stress in English will remain as it has been. All were urged to get the new Revision when it is available.

Transcribers should try to keep in touch with a good educator in the language being transcribed. The need for such a contact was demonstrated in the problems arising in an advanced Latin text.

Attention was called to Appendix E, Sec. 5 "Footnote Exception" to be used in prose when suitable. Students find this very clear and easy to read. This is especially good in texts that have long lists of marginal notes or glosses. The indicator 2-6, 2-6 must be inserted after the word in the text and before the gloss on the next line in the usual note format. Any footnotes that appear in the same text will use the regular 3-5, 3-5 with its number.

Copyrights must be obtained from foreign publishers as they are not covered by blanket permissions given through Central File. Almost all such publishers are very agreeable. NBA will supply a sample permission request form if desired.

Attention was called to the fact that authors and publishers are using many methods to indicate syllable stress. No matter how it is given in print, the braille rule should be followed. Some examples are: a dot over or under the vowel of the stressed syllable, vowel or entire syllable italicized, capitalized, underlined or printed in bold-face type. All methods mean the same thing.

Transcribing a vocabulary is a good experience for a beginner who wishes to get into foreign language specializing. Dictionaries will not cover all needs in a given text so the vocabulary should be provided if at all possible. Emphasize correct format from the beginning of textbook work. Inclusion of print page numbers and correct note format are important for ease of study.

If a peculiar format cannot be found in the Textbook Format Code, use the most similar method as long as you do not break any rules. Give the student a clear, brief explanation in a transcriber's note. However, always use as few notes as possible. Establish a



*Mrs. W. D. Earnest, Jr.*



*Conference Chairman Mrs. Irvin F. Richman relaxes at the banquet. On her left: Mrs. Lawrence Levine and Master of Ceremonies Mr. Robert S. Bray.*

pattern and use it throughout the entire textbook.

Always close volumes at a logical break rather than by a specific number of pages per volume. Break at the end of chapters or lessons whenever possible.

Use no letter signs in foreign languages except for the ordinal number rule.

Textbook Format Rule XII Sec. 32 is a very important rule with many uses. Learn to use it in foreign language transcriptions wherever it will apply.

The transcriber should always provide a contents page whether or not the ink-print copy has one. At least show the chapter numbers or titles and the ink-print page number or acts and scenes of a play or the like.

Individual problems were discussed but an attempt was made to keep to general areas to be as helpful as possible for all foreign language specialists. Regret was expressed that there was not sufficient time to study the use of NBA's PLAN FOR WORKSHOPS TO BE CONDUCTED BY LOCAL GROUPS. New transcribers are constantly being enlisted into this special field and they need and want help.



## HOW TO IMPROVE YOUR OWN PROOFREADING

- Leader: Mrs. Richard C. Bente  
NBA Braille Book Bank, Midland Park, N.J.*
- Consultant: Mrs. Maxine Dorf  
The Library of Congress, Washington, D.C.*
- Recorder: Miss Virginia Wright  
Johanna Bureau for the Blind, Chicago, Ill.*

Each person was given a brailion sheet containing numerous errors; instructions were to read one paragraph at a time and circle the errors. Each line was carefully analyzed and mistakes explained by the Leader and Consultant.

The Consultant discussed words that are similar such as "mantle" and "mantel" and are often misbrailled. These can be recognized by re-reading the context.

The question was asked whether the brailion sheets could be used as a review course. Consultant suggested having their sheets sent to her. Mentioned were circulars covering this, such as No. 71 and No. 71-A, which can be used until a revised one is issued.

Question: Is it possible to obtain back issues of *Volunteer News*?

Consultant: Yes, although they are in short supply.

Leader: Re proofing, please note that many dots are on the wrong side of the cell.

Consultant: Suggest writing a few pages and going back later to proof. The memory angle must be considered here. Work with another brailist and exchange pages.

Question: How about proofing of manuscripts?

Consultant: This is hard to control. There are instances where they have been checked before submitting, and the matter shows up in the first book brailled.

Question: What does the L. of C. do when the proofreader's work is of poor quality?

Consultant: Each proofreader differs, and the best are given work. Others are advised there is no material to send. On manuscripts, if the student earns a certificate it is issued. We pay people to proofread, and only occasionally check each one. When transcribers and proofreaders are certificated we cannot check each book, but if readers in the field complain then the work is reviewed. In government the fiscal year is July to July. In the next budget a request has been made for a full staff proofreader, who will act as liaison.

Leader: The first paragraph of second braille sheet is to be checked for errors, which were explained fully by the Consultant. The entire page was discussed.

Question: What is the number of cells to be used?

Leader: The Book Bank uses 42 cells.

Consultant: In L. of C. work use 37. The standard of the A.P.H. is 38 cells. On manuscripts the student will not be penalized for using 37. Much depends upon the binding to be used. Using 38 cells is preferred. If in an emergency the 39th is used all well and good. Otherwise block it at 38.

## LARGE TYPE

*Leader: Mrs. Virginia Brooks Scharoff*  
*The Industrial Home for the Blind, West Hempstead, N.Y.*  
*Recorder: Mrs. Eugene Evans*  
*Johanna Bureau for the Blind, Chicago, Ill.*

Two workshops were scheduled to cover the field of Large Type, one workshop for educators and one for transcribers.

The first workshop, for educators, stressed that the production of a good working aid for the student was a matter of cooperation between the teacher and the transcriber. Teachers must be more specific in stating their needs when requesting the transcription of a book.

Discussion ensued concerning the problems of reproducing a book with pictures, how to reproduce significant symbols encountered in the text, how to handle "Reviews" found at the end of a book which are needed for lesson by lesson use, what can be done when books needed immediately do not arrive on time, and the problems caused by the poor quality of ditto sheets. All this and more brought forth the statement that "transcribers should be copyists." A transcriber's production will increase when she can work confidently with a well-edited text.

It was recommended that Chairmen of transcribing groups be advised by the teachers how the books requested will be used, and in what sequence; that comments of students and teacher's opinions be shared with the Chairmen, and, finally, that differences in copyright dates be checked before a book is assigned. Can an already available edition be used, with a list of the few changes inserted in the front of the book? The suggestion that two copies of a book be sent to the transcriber was made—one for proof reading and/or division of the book between two transcribers.

Workbooks with questions based on pictures in the text requiring freehand drawings can be handled in two ways:

1. With two copies of the text available, pictures can be cut out and pasted into the hand-transcribed copy. Captions may be typed in.
2. If an illustrator can be found, and if two copies of the book are available, typist and illustrator can combine their work with no delays. Colors do not come through on reproduction so that only a black nylon-tip pen should be used. Heavier, broken, longer and/or shorter lines can be substituted for color, with a "transcriber's note" stating what each line represents in the ink-print text.

Mrs. Scharoff suggested that each person present should order a copy of the *National Accreditation Standards*, published September, 1970 by the National Accreditation Council (NAC).

The comment was made that not every partially sighted person needs large type; optic aids can often be used to good advantage. Ophthalmologists and low-vision clinics



should be consulted. Dr. Harold Seldin of the EdnaLite Corporation demonstrated a magnifying device. A softball which contained a "beeper", produced by the Telephone Pioneers, elicited much comment from the participants.

The second session, held for transcribers, covered the "nitty-gritty" of detail. The much needed guidelines for this work are now "in process." The NBA hopes to have this Manual ready in 1972. Recommendations in this Manual will be the result of research into problems, surveys of solutions and testing of materials in classrooms, and will be in conformance with the NAC standards.

The discussion of "Manuals to Accompany" tape recordings was received with enthusiasm. Manuals should cover all questions and reviews at the ends of chapters, glossaries, indices, etc. which then could be omitted from the tape recording.

A template, made for the Industrial Home for the Blind and used by transcribers and students for the symbols found in math books was shown. The template costs \$1.25 and is available from the I.H.B. as a community service.

Discussion followed concerning methods of duplicating, quality and quantity of work produced, proofreading and service contracts on machines. It was agreed that instruction and sample pages should be given to all new groups. Guidelines should be used on contents pages; diacritic markings should be done by hand with the size proportionate to the large type characters. Caution must be exercised in underlining to insure that letters are not cut off from the line above.

Mrs. Scharoff requested that copies of problem sheets be sent her for consideration and possible inclusion in the forthcoming NBA Manual.

Format for math books was covered in some detail. Transcribers were urged to become specialists in mathematics, foreign languages and the sciences.



*Mrs. Virginia Scharoff solves a problem for two of the participants of the large type workshop.*

## THE LIBRARY OF CONGRESS

*Leader: Mr. Robert Bray, Chief  
Division for the Blind and Physically Handicapped  
The Library of Congress, Washington, D.C.*

*Recorder: Mrs. Frank Goldbogen  
Johanna Bureau for the Blind, Chicago, Ill.*

Mr. Bray opened the session with a brief description of the Library of Congress, which was created in 1800 to provide a reference library for the public. A three-page pamphlet was passed around describing the Library and its function.

The problems of the Division for the Blind and Physically Handicapped are many. The Library of Congress is allotted \$80,000,000 annually, and the blind division is given a budget of \$8,000,000. The division has but 85 employees on its staff. Of this number, about 25% are either blind or physically handicapped, and Mr. Bray remarked that he gets fewer complaints from them than from many of the able-bodied; so hiring these people is good business because they are people with special abilities.

The important fact is that the home office would never get anywhere if it were not for the volunteers, since, with their budget they must maintain their overhead, print and circulate many books, catalogs, news letters, indexes, talking books, etc. The total national readership amounts to a quarter of a million people. In the last fourteen years the number of braille readers has doubled.

Three-fourths of the best sellers, and approximately 700 books per year are recorded on talking books; there is a great need for recorded materials. The 33 1/3 rpm record is now obsolete. It was reduced to 16 2/3 rpm and in 1972 will be 8 1/3 rpm. Three thousand open reel books have been added to the reel library through volunteer efforts. The cassettes now in use are the newest in the field and show the first signs of uniformity and standardization in the tape field.

Some literary braille books are now being produced by computer, but the computer costs are greater. For many years to come, volunteer braillists will be a MUST for the Library to assist blind readers throughout the world. About 600 literary braillists per year are certified; over the past few years about 40 music braillists and 100 braille proof-readers have been certified. The Library hopes to certify more math braillists and hopes to braille more foreign books. After only a few years 5,000 people are using the special braille music program.

FM radio stations now using FM frequency to broadcast talking books and news are finding the program to be very successful. The blind are given radios tuned only to that station.

There is still the problem of mailing material in a suitable container. A plastic container is now being tried, but the feeling is that the old fibre board box with two straps is still the cheapest and best. The problem of the slowness of our mail delivery was discussed and Mr. Bray frankly stated that our delivery system is in a state of partial constipation. He does not have a solution to the problem.

## Questions and Answers:

- Q: What per cent of Braille books are rejected? Why? Does the Library have a second category for these books? What is done with them?
- A: The percentage is small and they are rejected only if too poorly done. They are returned if requested.
- Q: What are the requirements for starting a volunteer group?
- A: The basic requirement is the need for such a group. Write to the Library of Congress who will put the writer in touch with the nearest group for information, etc. The local Lion's Club will also assist; also, remember that the N.B.A. serves as a clearing house.
- Q: Why do the title pages have to be centered?
- A: It does more esthetically and is part of the code. Some groups do not do this, however.
- Q: How many copies of particular titles are made to supply the regional libraries?
- A: This is hard to answer because it varies. Restriction on the number of copies is money. There are too many thousands of readers. Further information can be had by writing the Library of Congress. Books can be redistributed from one library to another.
- Q: How do you decide whether to put a book on tape? Are the books requested by individuals?
- A: It depends on demand. If a request (just one) is made for a book, it is furnished. However, the percentage of readers who request tapes is small.
- Q: Who determines what books will be brailled?
- A: Depends upon requests for same.
- Q: Is it possible to divide a book between more than one brailist by tearing a book apart?
- A: Yes.
- Q: Can a brailist specify the type of book preferred?
- A: Yes.
- Q: Why reject so many tape recording volunteers?
- A: This is decided by judgment and evaluation performed by blind members of the Division Staff.
- Q: Once a tapist is certified, why no assignments?
- A: There are more than enough tape volunteers. Recordists are needed in their own communities.



## NEMETH CODE

*Leader: Mrs. Abe Bloomberg  
Braille Services Guild, Los Angeles, Calif.*

*Consultant: Dr. Abraham Nemeth  
University of Detroit, Detroit, Mich.*

*Recorders: Mrs. Ruth M. Peters  
NBA Mathematics Committee, Ferndale, Mich.  
Mrs. James O. Keene  
Volunteer Braille Transcribing Group, Berkley, Mich.*

*The Nemeth Code of Braille Mathematics and Scientific Notation — 1965 was the official code used in the workshop. Those problems presented, which could not be solved by use of the Nemeth Code Rules, were resolved by stating suggested methods for handling their peculiarities.*

*Mrs. F. J. Mann, Chairman of the Mathematics Committee, announced that a revision of the 1965 Nemeth Code is being finalized and that publication is expected in the near future. She cautioned transcribers to be patient and stated that, hopefully, many of the problems being brought to this workshop would be covered in the new Code.*

*An announcement was also made that the writing of a Chemistry Code is nearing completion and is expected to be published shortly after release of the new Nemeth Code book.*



*Dr. Abraham Nemeth, with Mrs. Ruth Peters on his left, clarifies the intricacies of the Nemeth Code.*



Mrs. Bloomberg began the morning session by presenting problems and answering questions sent in prior to the workshop. As these problems were being discussed, many others arose. Each new problem was recorded and all questions and/or problems were handled by the end of the afternoon session.

Problems under discussion covered such subjects as: use/none-use of the Roman letter indicator; use/non-use of the numeric indicator; single letter abbreviations; literary abbreviations; abbreviated scientific words and arguments; parentheses — determining which to use, literary or mathematical; word contractions; spacing with words in the role of a mathematical expression; linear spacing; linear runovers; omission indicator; modifiers; tally marks; double vertical bars; vertical arrows; horizontal braces; ellipses and commas within “whole numbers”; subscripts and superscripts; placement of formula numbers; integrals — spacing of “dt”, “dx”, etc; alignment of linear equations; negative numbers in spatial arrangements; operation signs in spatial arrangements; determinants and matrices — spacing, alignment, and runovers; unified systems — spacing; tables — use/none-use of Roman letter indicator and numeric indicator; proofs in geometry; use of “key” for labelling geometric figures; spur wheels used in geometric figures; accuracy in measuring angles; correcting assumed ink-print errors.

Mrs. Peters announced that she had recently returned from a meeting with several teachers of visually handicapped students. She demonstrated three cases, pointed out to her by the teachers, in which the transcribers were guilty of errors: 1) construction of angles as to accuracy; 2) altering transcription because of assumed ink-print error; 3) failing to space between a mathematical expression and a parenthetical explanatory expression which follows it.

“Math Transcription Guidelines”, as a result of this workshop, are being prepared. An announcement of the cost and availability of the material will appear in the Fall, 1971 issue of the Bulletin.



*Mrs. Ferdinand J. Mann, Workshop Chairman, divulges the secrets of conducting an interesting session to her workshop leaders. Mrs. Irvin F. Richman, Conference Chairman, is on her left.*

## NEW DEVELOPMENTS IN AIDS FOR THE VISUALLY HANDICAPPED

*Moderator: Mr. Robert Bray, Chief  
Division for the Blind & Visually Handicapped, The Library of Congress,  
Washington, D.C.*

*Speakers: Mr. Harvey Lauer; Light Probe, Visotoner, Opticon, Cognodictor  
Dr. Arnold Grunwald; Braille Machine  
Dr. Harold Seldin; Master Lens, Low Vision Scope, Phylab Brailier  
Dr. Donald Tate; Randsight  
Dr. George V. Gore, III; Compressed Speech*

*Mr. Harvey Lauer, Electronic Reading Specialist, Central Rehabilitation Section for Visually Impaired and Blinded Veterans, Veterans Administration Hospital, Hines, Illinois*

Mr. Lauer demonstrated a two transistor pen-shaped light probe, made in England, which costs about \$14.00 and can distinguish light from dark. The sound emitted by the device rises in pitch as it finds light.

The Visotoner is held in the hand and rolled over printed or typed material. It employs thirty-eight transistors and has nine tones representing different positions from the top to the bottom of the printed line. One fifth of the horizontal span of a letter is "read" at a time by a narrow band of photocells producing a characteristic tone pattern for each letter or symbol. It has a control which can magnify smaller print. Current machines can read 8-35 point type only because of design limits set by the developer and sponsor. If the machine is not correctly positioned on the line of print, characteristic distortions in the tone patterns will signal this and enable the user to position it properly. The Visotoner requires a person who can hear rapidly and distinguish tone patterns. About twenty are presently in use and reading speeds of twenty to forty words per minute have been attained. Its major current use is for reading items such as bank statements, mail, checking typing (even while still in the typewriter) and identifying currency. Mr. Lauer is able to read *Talking Book Topics* using the Visotoner. The machine cannot read handwriting, only printed matter.

The Opticon is a similar type of machine which produces vibrations felt with the fingertips rather than tone signals.

The Cognodictor employs the equivalent of fifteen hundred transistors in microscopic circuitry and produces spelled speech as output. A Visotoner or Visotactor is part of the Cognodictor and is needed to locate the print and track exactly on the lines. Its maximum speed is seventy-five words per minute. It was found that those who were fastest in learning the tonal code of the Visotoner were fastest in comprehending spelled speech. Because the Cognodictor has been programmed to work with a variety of type faces, but cannot be adjusted, it does not do well with many of them and is not as yet too well programmed for capitals. A new design should produce higher speeds and recognize characters in more type styles.



Future development should aim for a family of reading machines with a choice of outputs. A listener with a computer terminal in a library or even in the home should be able to telephone and have a computer prepare output in English. Master copies of books prepared by volunteers for storage in computers would make available a tremendous variety of materials and eliminate the necessity of duplication.

*Dr. Arnold Grunwald, Argonne National Laboratory; Braille Machine*

This machine, about the size and weight of a portable typewriter, is a braille reading machine which stores brailled input on magnetic tape. A window at the top of the unit exposes a platen on which the user's fingers are placed. An endless plastic belt runs under the user's finger tips. The pressure of the fingers activates the transport mechanism, and braille characters are displayed on the endless belt. This belt has a set of standard braille cells embossed on it; as the tape runs, bubbles representing the character to be read set up while the remaining bubbles stay down. The machine solves the problem of the bulkiness of braille (a dictionary, which would occupy an entire shelf in braille, can be put onto a 3/4" reel of tape), and eventually should reduce the cost of brailled material.

The machine can also be used for writing braille by plugging a braille keyboard unit into a corresponding socket. Forty per cent blank space is left on tapes allowing for notetaking, labelling contents of tape, computations or correction of errors. It is impossible to erase the text of the book when writing on the tape as only the blank space will take notes. The machine cannot read an ink-print book; the ink-print must first be translated into braille and put onto the magnetic tape.

Braille has been accused of being a slow method of reading. During studies to determine how fast the machine should run for skilled users, it was determined that Grade 2 braille can be read at 22 characters per second with 100% comprehension. This is 320 words per minute, reportedly a faster reading rate than is attained by much of the sighted high school population. The upper limit of 22 characters per second appears to be imposed by a neurological barrier.

Q: How do you get input?

A: We use compositor's tape and convert it to Grade 2 braille. There are many systems of automatic typesetting. Using the keys which plug into the machine one can also prepare text directly. The system permits one to "type" as fast as desired in this manner. Copies of tapes can be made quickly and inexpensively (less than \$1.00 per book).

Q: Can a braille volunteer put material directly onto the tape?

A: Yes.

Q: APH has a computer program to translate print code on IBM cards into Grade 2 braille. Could these be used as input to the machine?

A: Yes. A tape could be produced from the cards.

Q: Can embossed braille be put on tape economically?

A: It is feasible, and we are working on it. However, interpoint braille cannot be used at this time.

Q: Can the machine make paper copy?

A: No. However, an embosser could be made which would be driven by the machine to produce paper copy. As of now there are no plans for this.

Q: Is the machine limited to a single line belt?

A: No. A belt could be wide enough for several lines — even to accommodate the height of a page if desired. A larger belt could be advantageous for mathematics or music, but the corresponding machine would be much more expensive.

Q: Can errors be corrected?

A: Yes. You can type over, thereby erasing the error if the correction occupies the same amount of space; furthermore, the 40% blank space can be used for making corrections which run to more spaces, but this takes some skill. The tape erases like any other magnetic tape. However, you cannot erase the book accidentally when making notes, etc. since only the blank spaces will take notes.

*Dr. Harold Seldin, The EdnaLite Corporation*

The lenses demonstrated should be considered as curriculum assists and functional assists both for vocational rehabilitation and for use by the partially sighted individual. The Master Lens, which is a portable model, has a total area of 44.5 sq. in. and provides approximately 80 sq. in. of work area. It is a 2x magnifier lens which permits an entire page to be viewed at one time. It can be used in classrooms, science labs and other places to enlarge workbooks, specimens, maps, etc.

The Library Reference Model, which is a stationary model, is a prototype. It is basically the same unit as the Master Lens but has a lens which can be raised or lowered or extended to 27". Bulbs are available which, when used with an intensifier prism, will focus 20% more light on the subject. With this unit children can paint under the lens and can read "dittoed" material.

The Low Vision Scope is still in the experimental stage. It is a four-power system which, it is expected, will enable a person with up to 2% vision to read normally. It is similar in design to the Library Reference Model but smaller in lens area.

The Phylab Braille consists of a typewriter hooked to a small computer and has the ability to put out ink-print and brailled type simultaneously, enabling blind typists to edit their own work. It produces Grade 1 braille. At present the braille is produced using either a Royal 440 typewriter or an IBM Model D Electric Typewriter; potentially, however, the unit could be hooked to any machine containing a keyboard, e.g. a key punch machine. While intended primarily as a vocational rehabilitation instrument to make the blind more employable, it has other possibilities. For example, it could be used as a braille blackboard, or to enable classroom work to be written as well as oral by placing one unit on the teacher's desk and a braille on each student's desk. The unit can also be utilized by telephone answering service people or could serve as a secretarial translation aid in situations where blind people previously had to memorize material, e.g. such jobs as UN translators.



To prevent retyping over the same line, the machine clicks twice at the end of the line and leaves a triple space on the tape between lines. Correction in each line is possible. The tape used is standard teletype tape which is relatively inexpensive; it is used once and discarded. The machine does not indicate capitals in the braille and has limited speed; on newer models the speed will be increased to about 100 words per minute. It is a valuable addition to the field.

*Dr. Donald Tate, Apollo Lasers, Inc.*

Randsight consists of a TV camera mounted vertically on a stand and a monitor screen which can be adjusted for brightness and contrast by means of two knobs on the front of the monitor. The camera has a zoom lens which can be moved up and down, giving variable magnification, and a high intensity illuminator mounted behind the camera which spotlights a portion of a moveable table on which the camera is focussed. The light indicates the location on the table that will be projected on the monitor screen. A knob on the table moves the table back and forth so that the user can follow a line across the page. The device can be used for writing as well as reading printed material.

The monitor is a high quality industrial monitor with better resolution than that of the ordinary TV screen; the resolution is 600 lines. Units with 9", 17" and 23" screens are available. The largest unit is a commercial instrument which might in the future be adapted for viewing a blackboard. The unit's low magnification of 5x can be increased and there is an image reversal capability so that the material may be projected as either white on black or black on white.

Mr. Bray said that as a measure of his enthusiasm for this machine, he hopes to get one placed in the reading room of the Division for the Blind and Visually Handicapped in the Library of Congress. Mrs. Dorf told of a blind co-worker who was able to read a printed page with the device, something she had not been able to do for years.

Q: Can the machine be used to recognize pictures on TV?

A: Not practical since only a segment of the TV picture would be projected. It would aid in pattern recognition and is good for viewing photographs and maps.

*Dr. George V. Gore, III, Department of Elementary and Special Education, Michigan State University, East Lansing, Michigan*

Much research has been done since 1962 to determine the effectiveness of the use of speech compression by the visually impaired. There has been much confusion as to just what Compressed Speech is and how it is brought about. The three most common methods of compressing speech today are done by the use of the Tempo Regulator or Information Rate Changer through the sampling method, the use of the Harmonic Compressor and, third, programming a computer. The sampling method takes advantage of the fact that spoken language is redundant and much of a sound can be deleted without falling below

the threshold of aural intelligibility. Segments of pre-recorded speech are periodically deleted from the tape and the remaining tape is abutted together so that there are no gaps between the remaining pre-recorded segments. When some of us listen to this compressed speech we sense an echo-like effect from what has been done. In addition, many of us feel there is a loss in timbre which does not always make for pleasurable listening — this might be very important when listening for the pleasure of reading rather than for studying. The rate of compression may be varied through the use of the Information Rate Changer or the Tempo Regulator.

The Harmonic Compressor involves the halving of segments within certain frequency spans and then doubling the speed to regain the original pitch. The present Harmonic Compressor, built by the American Foundation for the Blind, cannot vary the rate of compression. Currently this rate is a doubling of the original rate of pre-recorded speech which results in halving the time it takes to listen to the pre-recorded material. The intelligibility of recorded speech presented at high rates of compression remains quite good. Despite the possibility of hearing various types of distortion, the use of compressed speech for studying makes for a more efficient system of listening to accomplish a particular function of learning.

Another aural system used to acquire information is that of accelerating the pre-recorded material. For several years the American Foundation for the Blind has shown a variable frequency power supply unit which allows the user to attach a record player or tape machine to it and, through the use of a control on the power supply unit, regulate the speed of the pre-recorded material. The APH has made a tape machine available with a built-in variable speed control which will either increase or decrease the rate of material already recorded.

There are other aural methods of presenting material to individuals which are still in the experimental and field testing stages. Some of these are Spelled Speech, Compiled Speech and Synthesized Speech. Spelled Speech is just what the terminology implies. All the material presented is spelled, letter by letter. How is this accomplished? Pre-recorded letters are used as the memory bank within a program fed into a computer. As a print scanner, magnetic tape or punch tape is used to put in the aural message, the output may appear in five whole words and two spelled words. Synthesized Speech is accomplished much the same way with the exception that the storage in the memory bank of the computer takes the form of sound components rather than individual letters or whole words.

Q: How fast can recorded material be handled by someone without losing comprehension?

A: The vast majority of studies indicate that an individual can listen to pre-recorded material which has been compressed by 1/3 of the original time. This means that 1½ hours of recording could be compressed to one hour, or that 1800' of pre-recorded material could be presented on 1200'.

Q: How long can you listen to compressed material?

A: For many hours. However, some studies seem to indicate that you cannot squeeze more material into the time you save through compression and comprehend that material as well. Since the rate of compression at which material is quite compre-



hensible is similar to the average reading rate of sighted high school seniors, it seems that by listening to compressed recordings the individual is using his time more efficiently and is then free to do other things with the extra time.

In conclusion, the biggest drawback in the area of speech compression is that of not allowing the individual to proceed at his own rate of listening. When the engineers find a way to put a piece of equipment in the hands of the user which allows that user to have the flexibility of listening at the desired rate for any sentence, passage or type of material I shall become a true advocate and disciple of the use of compressed speech.



*Dr. George V. Gore, III expounds on the virtues of compressed speech. Listening are Mr. Robert Bray, Mr. Harvey Lauer and Miss Peggy Butow.*

## NOVICE BRAILLE MUSIC

*Leader: Mrs. Irving Schuman*  
*NBA Music Representative, Los Angeles, Calif.*

*Recorders: Mr. John Jackson*  
*Braille Music Specialist, Library of Congress, Washington, D.C.*  
*Mrs. Edward Krolick*  
*NBA Music Representative, Champaign, Ill.*

TEXTS EMPLOYED (all available upon request from L/C):  
*Introduction to Braille Music Transcription*, by de Garmo (1970) (INTRO)  
*Revised International Manual of Braille Music Notation 1956* (1969) (CODE)  
*Lessons in Braille Music*, by Spanner (1961) (LESSONS)

HANDOUTS available from L/C: Intention and Completion cards; mailing labels;  
Sample title pages.  
(available from Braille Services Guild, 2140 Westwood Blvd., Los Angeles, Calif. 90025): Octave-sign reference list; Aid-to-memory reference list; Corrections for Inkprint Music Code; Suggested Techniques for Improving Braille Erasures; Re-aligning on the Perkins.

An overview of the basics of braille music was the nature of the presentation, and dealt with the concepts, logic, and language of the code. The class "walked through" examples for a visual picture of the presentation and use of music signs rather than for a dot-for-dot study of these signs. INTRO was used throughout as the basis for covering all concepts of the Code, with an occasional reference to the CODE and LESSONS.

The participants were reassured about the seeming inequity between the names of music notes and letters of the alphabet, a natural puzzlement to the beginning music transcriber and blind musician. After the basic notes are learned well enough to be recognized as music they become automatically divorced from their literary meanings. Part of the reason given for not using "abc" to represent those actual note names was that they are among the simpler signs which adapt more readily to signs and signals than to notes themselves, and are reserved for that purpose.

The concept of "signals", indigenous to braille only and having no inkprint music notation equivalents, was emphasized throughout. These come from the right side of the braille cell and "signal" a braille concept equivalent to the right-hand composition signs of literary, such as the italic, letter, and capital signs, or the keys to the 2-cell signs of initial- and final-contractions.

The concept of "consolidating" dealt with the combining of measure rests, combining of key signatures, and abbreviating through the use of doubling of signs and use of repeats.

The concept of "clarity" dealt with the use of the grouping device which presents smaller value notes in clearly recognizable groups or packages. It also emphasized the fact that space-saving is completely secondary to clarity, that the space at ends of lines may be sacrificed and music brought over, instead, to another line or parallel, if this makes for a



clearer picture of the music involved. In addition, it touched on the various formats which best adapt themselves for the sake of clarity to different purposes. These included: segmenting and line over line in instrumental music; line over line in vocal; bar over bar, open score, section by section, line by line in keyboard.

#### Steps Recommended in Preparing and Completing a Transcription:

1. Number measures throughout, assigning every printed measure its own number
2. Mark situations for repeats, doublings and their endings, remembering also to mark ends of long slurs
3. Mark any other signs (such as octave signs) which, for a beginner especially, might be helpful
4. DO ROUGH DRAFT first (consider making use of discarded braille sheets)
5. Proofread sign for sign, note for note
6. Proofread timing separately from step 5
7. Check measure number sequence and section numbers
8. DO FINAL COPY from corrected rough draft
9. Repeat steps 5, 6, 7 and check page numbers and running titles

#### General Questions:

Q: How does a prospective music transcriber sign up for the music course? With whom does he study?

A: Write to the Music Services Unit, Library of Congress expressing your interest in the music code. The L/C will send the necessary textbooks plus rules, regulations, and guidelines for studying the material on your own. Music braille may be studied through the L/C or with the aid of a local L/C certified music transcriber who has the time to give.

Q: How much of a musician must a prospective music transcriber be?

A: Candidate need not be a performing musician but must be able to recognize signs of print music and understand their meanings.

Q: What role does the area representative play in transcriber's training?

A: Area representative will assume the responsibility of answering questions for clarification, but not the proofreading of lessons per se.

Q: Are transcriptions which are assigned outside L/C reported anywhere?

A: All transcriptions must be reported to L/C for their cross reference file. In some cases, upon their request and/or approval, arrangements are made to provide L/C with Thermoformed copies or masters plus copies, for their collection. These are then listed in *The New Braille Musician* as being available.

Q: Do blind children read braille music readily?

A: Not necessarily. It helps if the blind child knows literary braille well, before he can be expected to approach the study of music braille. He should WANT to do braille music and must have a good teacher to direct him in it.



*Mrs. Irving Schuman instructs the participants of the novice braille music workshop.*

Q: How long is the braille music course?

A: Anywhere from 3-6 months, depending on various factors—time involved in grasping the material, transcribing, proofing by L/C or local teacher, mailing.

Q: How long should it take to become a successful transcriber?

A: This is directly proportionate to the amount of CAREFUL time devoted to the study and later application of the Code.

### Conclusion

All prospective music transcribers are fortunate now to have a secure structure within which to work toward gaining their know-how in the music code. This lies in the parallel availability of a useful introduction to the Code in the form of *Introduction To Braille Music Transcription*, an established set-up for evaluating transcribed lessons through the service offered at MUSIC SERVICES UNIT, L/C, and an established set-up for clarifying of problems through the NBA MUSIC AREA REPRESENTATIVES.

## RAISED LINE DRAWINGS

*Leader: Mrs. William Epstein  
National Council of Jewish Women, Miami, Fla.*

*Recorder: Mrs. Charles L. Ney  
Braille Transcribers Club of Illinois, Chicago, Ill.*

It was determined that about a fifth of those present had no previous experience with raised line drawings or embossing. To these people in particular it was explained that there was no magic method of producing tactile drawings; they evolved from painstaking planning and "devisive" experimentation. The workshop leader noted that, unlike other aspects of braille, as yet there were no written rules, guide lines or instructional manuals for making these drawings. The field was wide open for experimentation. The purpose of the meeting was to stimulate people to experiment with various tools and materials and to exchange ideas. The leader asked that any suggestions given during the meeting be considered as such.

The difference between visual and tactile reading of drawings was stressed. Transcribers were advised to attempt to get feedback from blind readers, keeping in mind that the previous training of the reader often determines his success or failure in map and graph reading.

There was a discussion on the desirability of having drawings executed by non-brailleists. Some groups have been very successful while others have not.

Transcribers were cautioned that under certain conditions the value of a drawing might be questionable. The following questions should be considered:

1. Is it necessary, or does it add eye-appeal to the inkprint?
2. Will it be meaningful to the blind reader in its present form? What about the possibility of translating it into tabular form?
3. Will it take too long for the reader to comprehend? Will it be worth the transcriber's time and effort? Reference was made to a Library of Congress *Volunteer News* article that stated that not necessarily all illustrations are worth doing.
4. Is it available elsewhere? Perhaps a similar drawing has already been produced by A.P.H. or Howe Press, the two largest suppliers of braille maps and diagrams. If so, will it be obtained by the school system for which the transcriber is working?

Once it has been determined that a graph or map is desirable, the transcriber or illustrator must adapt the inkprint drawing for tactile reading:

1. Simplification. Reduce to its simplest, meaningful terms by eliminating eye-appeal material and superfluous information.



2. Enlargement. Enlarge only as much as is necessary to accommodate braille labeling, which traditionally runs horizontally. It was suggested that the idea spacing between label and line or point be the distance between two braille lines—when absolutely necessary, the distance between two cells. In the latter case a consideration is the tactile loss of dots within the drop-off area of a raised line or point. Enlargements can be made with the aid of grids, pantograph, photo projector, proportional divider.
  
3. Transferral (assuming drawing will be tooled on back side of braille sheet). There was a demonstration of three methods of transferring a simple drawing in reverse onto the back of a braille sheet.
  - 1) Braille sheet sandwiched between drawing on front of sheet and carbon paper (carbon up) on back of sheet. Drawing traced.
  - 2) Drawing (on tracing paper) positioned in reverse on back of braille sheet so tooling can be done through tracing paper.
  - 3) Horizontal, right pointing arrow pattern lightly embossed on braille: dot 5 marking beginning of shaft; o, the barb. Arrow tooled manually.
  
4. Placement and labeling. Although the key/legend is usually found below the inkprint illustration, it was suggested that it precede in braille. If care is taken in placing drawing on braille page, labeling may be done on slate or braille, either before or after drawing is tooled. Familiarity with braille being used (action, margins and lines may vary slightly on different brailles) will help in proper placement of figure, left to right and top to bottom. A strip containing a full line of cells embossed on a given braille can be used as a guide to accurate left to right placement.

Putting braille into soft-roll was demonstrated. Soft-roll and proper left to right placement helps avoid mutilated dots when paper is reinserted for labeling.

Several divergent suggestions were offered during a discussion on maps. Limitation of size to one or two hand-spans was explored. Scotch double stick tape, transparent tape and hinged library tape were suggested for joining Braille sheets of fold-out maps. Translation of inkprint direction finder to "North" label on top line was discussed. The blind proofreader in attendance observed that direction indicators might be eliminated for space saving as most maps are top North oriented. An occasional mobility map might be turned; of course, a direction finder would be necessary in this case. It was agreed that leader lines/arrows can be confused with boundaries, rivers, etc., so they should be eliminated. A facing page map key was suggested, but not accepted by all participants.

Thermoformed sample sheets of tooled and appliqued (glued on) textures and accompanying key had been distributed at the beginning of the meeting. These and a display of tools were examined and discussed. Both tooled and "glue-on" samples were subdivided into lines, points and areas. Within subdivisions similar samples were grouped together to point up their similarity. Workshop participants were cautioned that slight visual differences were not apt to be evident to the tactile reader. Great care must be taken to achieve good contrast.

Point and line samples on the tooled sheet had been executed on both heavy and light padding to demonstrate the variation of effects. Among the various paddings mentioned were surgical rubber, which is heavy and has a desirable springiness, and Naugahide or other plastic upholstery material—which are available from auto seat cover makers. Tooled point and line samples were also shown on aluminum. Aluminum sheets, painted white on one sided are available from the American Printing House for the Blind. However, one example shown was embossed on the remains of a TV dinner tray. It was pointed out that the foil has an advantage over paper in raised line drawings since there is no fiber or grain to cause instruments to drag, but this master must be thermoformed.

The remainder of the discussion dealt with characteristics of the tools and identification of those which were not self-evident.



*Mrs. William Epstein makes light of the difficulties of raised line drawings.*

It was suggested that major lines of a drawing be spurred, secondary lines solid, with variations of them and/or a series of small points for succeeding contrasting lines. Elmer's Glue, nail polish or Scotch tape applied to the back of the braille sheet reinforce deep tooling.

According to tactile discrimination studies, a point (dot, square, triangle, etc.) with a rounded or domed surface is superior to a raised flat surface.

There was general agreement on the desirability of tools such as the Casselograph, with positive and negative plates for evenness and control of depth of lines and points, and the need of standards and guide lines to be set up for this area of braille.

## RESOURCES AVAILABLE TO THE VISUALLY HANDICAPPED

- Co-chairmen:* Dr. George V. Gore, III  
Dept. of Elementary and Special Education, Michigan State University, East Lansing, Mich.  
Carl W. Lappin  
American Printing House for the Blind, Louisville, Ky.
- Panel:* Mrs. Durwood A. Dennison  
American Printing House for the Blind, Louisville, Ky.  
Mrs. Richard Bente  
NBA Book Bank, Midland Park, N.J.
- Recorder:* Mrs. C. D. Henning  
Johanna Bureau for the Blind, Chicago, Ill.

Dr. Gore opened the meeting and introduced the first speaker.

Mrs. Dennison explained that the American Printing House for the Blind, Louisville, Kentucky has been providing materials for over one hundred years. She mentioned that a "blind" person may be a braille user, a large type user, a user of regular print for a limited time or may function with or without an aid of some kind.

The Instructional Materials Reference Center for Visually Handicapped has been trying to provide for the many needs of the so-called blind. Pursuing this original goal the IMRC found itself in the middle of a re-newed interest in the utilization of low vision. They responded to the demands for materials and from this moved into another area of the use of hand magnifiers. A display of hand magnifiers included an aspheric magnifier, sets of three (economy and better), illuminated lenses for some, small battery illuminated ones with handles, folding pocket magnifiers (one, two and three lenses), and a magnifier on a stand. The main purpose is to help teachers recognize the needs of the children and seek a solution. The purpose is:

NOT to hold a thesis for magnifiers, if of no value.

NOT to recommend ANY make, power or model.

NOT to replace or discourage individually prescribed low vision aids.

But TO provide teachers with a sampling and general information which is basic.

TO make that sampling available to the teacher and the student for a long enough time to explore the possibilities and hopefully achieve the necessary motivation for usage.

TO make teachers and administrators aware of the potential of such a do-it-yourself kit.

The correct type of magnifier is important for the individual who is highly motivated by one or more of the following:



A NEED to SEE

A degree of SUCCESS from the beginning

Seeing a great deal more WITH the device

Proper and adequate TRAINING in USAGE to secure INCREASING SUCCESS

HIS having an INVESTED interest

Kits will be available on loan — return shipping cost only.

Dr. Gore spoke on the Instruction Materials Center at Michigan State University, East Lansing, Michigan. The purpose of IMC is to develop information and materials for workshops and to train teachers to teach teachers in different areas. The IMC Regional Center includes Ohio, Indiana and Michigan.

Computers are being utilized at the Data Bank, and teachers get in touch with it and describe student's vision problems (on the elementary level), and there are fifty abstracts to be used in answer. Wayne University has one hundred abstracts.

A tape was played, and Mr. Joe Levine who is in the In-Service Training of Teachers explained a few points. There has been a development of service kits, and the nature of the kits provides information to help in gaps of training. First, find out what teachers are doing and then answer questions. Lectures should demonstrate what can be done.

A kit has been prepared including suggestions from all coordinators. After identifying the area in need of help for the blind student, methods are then developed to aid in the situation. Utilization of low vision is emphasized.

A booklet in the kit, *Workshop Coordinators Guide*, methods and materials for improving low vision skills, is informative. Evaluation sheets are also in the Guide.

IMC anticipates teacher trainers will train more coordinators all the time so there can be workshops throughout the entire country.

The next speaker was Mrs. Bente.

Due to the fact that more blind students are in college now, and more individual work is being done, an attempt has been made to gather all the materials together. The Braille Book Bank now has 6,000 volumes, and a catalog has been published.

Books are not loaned but are sold to the students, 2¢ per page for the first 500 pages, 1 1/2¢ for the next 500 pages and, over 1,000 pages, 1¢ per page. A 1,000 page book costs approximately \$17.50. There is a sense of pride in buying books. Some college subjects are better on tape because of the great number of volumes necessary such as history, etc. There are now fourteen books on computers at the present time in the Braille Book Bank.

It has been suggested that high school teachers have a copy of the Braille Book Bank Catalog to help gear students in high school who are going on to college and preplan their courses in high school.

Mr. Lappin spoke next. He is Instructional Materials Center Director and maintains the Central Catalogue of Volunteer Produced Materials. He passed out an interesting kit containing the following:

A booklet on the history, purposes and policies of the American Printing House for the Blind, Inc.

Sources of Materials for the Partially Sighted. This is a new revised list of sources of learning materials and equipment including aids, appliances, instruments and games. It is hoped that administrators and teachers will find many of these resources useful. Included in the listings are the availability of Large Type Books, full Spelling Series, etc. The Central Catalog of volunteer-produced textbooks has become a valuable source of information for the blind who have need for materials in Braille, Large Type, Disc - or Tape Recorded form.

A sheet on Quota Registrations by School Grades, and Braille and Large Type Reading. Sixty percent of the visually handicapped students are in public schools.

A list of Braille Periodicals. Included in this long list are "My Weekly Reader", "The Children's Digest" and many other publications.

A list of Recorded Materials. This is a reference list of companies that manufacture recorded aids, many of which are suitable for use with the blind and partially sighted. This list is not intended to advertise the products of any commercial concern.

A sheet on the IMRC at the American Printing House which is one of nineteen Centers forming the Special Education IMC/RMC Network in the United States. Each Center accumulates, evaluates and disseminates instructional materials related to the education of the handicapped. This Center is national in scope, serving as a National Reference Center for Visually Handicapped and is a clearing house for educational materials. A Central Catalogue of information about curricula and instructional materials (braille, large type and recorded) is maintained. Lists of these with sources and costs are supplied on request. There is a need to know of new locally developed materials. The Center also maintains a central registry of educational aids manufactured for visually handicapped and another of commercially available items that may be used or adapted for classroom use.

Mention was made of two booklets, *A Handbook for Parents of Deaf-Blind Children* from Michigan School for the Blind, Lansing, Michigan, and *Guide for Parents of Pre-School Visually Handicapped Child* from the Instructional Materials Center, Springfield, Illinois.

Mr. W. L. Schrotberger explained details on the new "Audio Ball" which is a regulation 12" soft ball with beeper enclosed and can be recharged. The Audio Ball has been developed by the Telephone Pioneer Organization of Colorado and information on its manufacturer can be secured from Mr. Schrotberger, Colorado State Department of Education, 408 State Office Building, Denver, Colorado 80203.

## ROUND TABLE: PARENTS, EDUCATORS AND TRANSCRIBERS

- Leader & Transcriber: Mrs. Ralph G. Hubman*  
*Mile High Chapter, American Red Cross, Denver, Colo.*
- Parent: Dr. Morton J. Frisch*  
*Prof. of Political Science, Northern Ill. Univ., De Kalb, Ill.*
- Teacher: Mrs. Kay Kacena*  
*Jack London Junior High School, Wheeling, Ill.*
- Recorder: Mrs. Frank Goldbogen*  
*Johanna Bureau for the Blind, Chicago, Ill.*

Mrs. Hubman opened the session by introducing Dr. Frisch.

The major problems as he sees them are (1) deciding what required reading materials to braille and what to tape; (2) locating existing materials in braille or tape; (3) securing the required reading lists from professors far enough in advance so that they can be prepared in time for the student's use in class; and (4) securing the printed materials that need to be transcribed so that they can be speedily put into the hands of the transcribing agency. Locating a transcribing agency does not appear to constitute a major problem, nor does having the proper equipment to utilize the transcribed materials.

Insofar as deciding what materials to braille and what to tape, the distinction is really a simple one. As a rule, science, math (including statistics), logic and foreign languages need to be brailled while English literature, philosophy, the social sciences (economics, sociology and political science) and psychology (excluding scientific psychology) can be taped. However, there is one general rule which ought to prevail. The college student has a room of limited size and is often sharing it with someone else. Therefore it is imperative that everything possible ought to be taped. Moreover, if the reading lists are long, the time required to listen to tapes is less than that required to read a braille book. And lastly, it's wise to have the opportunity to shift from one medium to the other, for the change of pace provides a break from the tediousness of working in a single medium. Keep in mind, however, that the decision of what to braille and what to tape, if those alternatives are available, is probably the most crucial decision a student can make insofar as success in college is concerned.

With regards to locating existing materials in braille or tape, Recording for the Blind in New York publishes a yearly catalogue listing their extensive tape holdings. The Central Catalogue in the Instructional Materials Resource Center of the American Printing House for the Blind in Louisville catalogues all braille and taped materials in the country (provided that they are notified about the existence of these materials). A letter to this agency will produce a quick response giving the location of the needed material if it is available. The Library of Congress publishes a bimonthly catalogue for new braille books, *The Braille Book Review*, and another listing some of the new talking books and tapes, *Talking Book Topics*. The items listed in these catalogues are available at the regional libraries throughout the country. From time to time the Library publishes larger catalogues of their holdings covering a period of years, but they are not cumulative nor do they appear at regularly specified intervals and are therefore of limited use.

The third problem, securing the required reading lists far enough in advance of



their actual need by the student in the classroom, is extremely important for the blind student functioning in a college situation. The necessary lead time for getting a book into braille is roughly three months, and for taping, about six to eight weeks. This means that the professor must be contacted and that he must be willing to prepare a reading list far in advance. Very few educators realize that it takes three months to braille a book. It is often useful to give a major professor or an adviser in the area of one's major a copy of the catalogues published indicating the page numbers of the section listing books in the special area of concentration. He is often willing and able to work out substitutes for the assigned texts if a similar text is already on tape. If one is majoring in a foreign language or a science or math, the catalogue of the National Braille Association can serve a similar purpose as the Braille Book Bank has extensive holdings in those areas. Needless to say, the summer months give one a good deal of lead time insofar as the fall quarter or semester of the following academic year is concerned. It is often possible, if you are able to plan a year's program in advance, to get reading lists ahead of time for an entire year of course work. This would simplify the problem of getting transcribed materials on time immensely.

The final problem is securing printed materials which have to be brailled or taped so that they may be sent to the transcribing agency as quickly as possible. This sometimes proves to be a problem especially where foreign language literature is involved. Books written in foreign languages are not always readily available in large cities other than New York. If you were to order a French book, and that book was not in stock, it would take two to three months to get it. This would mean that the transcriber would have to wait all that time for the printed material. This is an almost insurmountable handicap insofar as getting that material into braille.

Dr. Frisch made four recommendations: (1) that the Library of Congress be urged to prepare separate annual catalogues for their braille and tape holdings that are cumulative and on the pattern of the Catalogue of Recorded Books put out by Recording for the Blind; (2) that Recording for the Blind and other organizations place brailled labels on each of their reel boxes and on the reels themselves identifying the page numbers of the book being recorded as is done by the Johanna Bureau for the Blind; (3) that the braille transcribing agencies consider putting the best foreign language dictionaries into braille. The NBA has just completed the *Petit Larousse* in approximately fifty volumes. It is a fact that until this time there was no adequate French dictionary available for a blind student majoring in French at the college level. The same is probably true for German, Spanish and Russian. While it is a very large undertaking, a blind college student majoring in a foreign language simply must have access to a good dictionary in his or her language specializations; (4) that the NBA, since it is oriented to college texts, prepare a brochure for blind college students and college administrations acquainting them with the problems of blind college students relative to the securing of textual materials.

Open discussion indicated the need for: (1) adequate counseling at the 12th grade level relative to students ordering their own materials, listing Subject, Author(s), Title, Publisher and Copyright date; (2) teaching listening skills, using recorded materials as soon as possible; (3) using more than one medium; (4) securing dependable reader service at the college level to augment tape and braille.

The next speaker was Mrs. Kay Kacena who told of her many problems when she first began teaching blind children. She taught herself braille so that she could have an

understanding of the problems of an unsighted child. Some of her problems were solved by teaching a sighted child to read and write braille. There is a great misunderstanding about a child's ability to read, write, etc., and a reluctance on the part of some teachers to teach a sightless child. Teaching listening skills is very valuable; blind children develop a sense of time and distance far superior to that of their sighted peers.

Mrs. Kacena's main problem was getting the necessary and proper materials. To prevent losing the labels on book covers, for example, she brailled the titles directly onto the covers. Some of the materials received had errors, so the pupils were taught to read past the errors. Students must learn to question and to think; giving them inadequate materials stimulates their ingenuity. Mrs. Kacena considers illustrations to be the greatest teaching device, and the highest motivation for learning science. While standardization has come a long way, she feels that much still needs to be done, especially in mathematics.

Teachers complaints included slowness in receiving brailled books — can be solved by using sighted readers or tapes while the book is being brailled. It is advisable for students to use both media. A student loses the ability to spell if braille is not used — this happens if only recordings are used. Students must learn regular typing, since the entire word must be spelled. This should be taught in the First Grade, but teachers have not yet been alerted to this.

Schools admit to being lax in stating just what is required so that the book can be brailled in the proper order. Transcribers find it frustrating to receive requests without information regarding age group, reading level, etc. There is a real need for a new type of book cover — plasticized, non-skid, and sturdy, at a reasonable cost.

Mrs. Kacena noted the following specific problems: (1) purchased braille materials which have been incorrectly numbered or collated; (2) lack of proofreading; (3) poor copy from duplication; (4) inadequate catalog description of grade levels; (5) excessive amount of time spent in locating materials; (6) the need for more copies in the Library of books that are most frequently requested by both students and teachers.

In conclusion, Mrs. Kacena said that better communications and a good working relationship with agencies which serve the visually handicapped is of the utmost importance.

The last section of the Round Table discussion was conducted by Mrs. Ralph G. Hubman. She described the ARC Braille Service which was organized in 1932. At present there are approximately 65 volunteers who do transcribing, duplicating and binding. There are two certified Class A proofreaders. Master copies of textbooks, with the exception of those in current demand, are stored at APH for duplication purposes. Close relationships are maintained with the educators, who are invited to attend all meetings, and to participate in Workshops.

Parents of Blind Children, Inc. was organized in Denver in 1954. They conduct monthly meetings, publish a newsletter, and issue a yearly roster of students. Office space is provided to them by the Denver Area Association of the Blind.

"Braille Teens" was organized in Denver in 1966 for blind and partially sighted girls 12 to 21, on a one-to-one basis with a sighted teen-ager. Programs include grooming, exercise, sewing and knitting, drama, first aid, etc. The Sports Car Club sponsors an annual





*Transcriber Mrs. Ralph G. Hubman, parent Dr. Morton J. Frisch and teacher Mrs. Kay Kacena lead the round table discussion.*

braille rally for blind students. The directions are brailled and the students are the navigators.

For the adult blind, street guides, bus routes, high altitude cook books, technical training manuals, convention programs, directories, etc. are provided in braille.

As additional sources for information, Mrs. Hubman recommended: (1) *Sources of Reading Materials for the Visually Handicapped* — American Foundation for the Blind, Inc.; (2) *Volunteers Who Produce Books*, 1970 — Library of Congress; (3) *Directory of Agencies Serving the Visually Handicapped* — American Foundation for the Blind, Inc.

Communication, coordination and cooperation, therefore, have proven to be the all-important factors for more effective relationships between parent-child-teacher and sources of materials.



## TAPE RECORDING

*Leader: Mrs. Lester Rice  
Johanna Bureau for the Blind, Chicago, Ill.*

*Consultant: Mr. Ralph Garretson  
The Library of Congress, Washington, D.C.*

*Recorders: Mrs. Roy Boman and Mrs. H. S. Gordon  
Johanna Bureau for the Blind, Chicago, Ill.*

The first session of this two session workshop began with a discussion concerning the selection of voices suitable for tape recording. Selection committee members must remember that an individual making a voice test is nervous, so that the early part of a test will usually be bad. Four voices tests were played and discussed. Qualities which are sought are good phrasing, ability to maintain an even voice and pace, and the ability to hold the listener's interest so that the material becomes the dominant factor with the voice itself almost a background. Some qualities, such as the proper reading pace can be taught during the training period. Expertise must be considered. In highly technical fields almost any voice is acceptable so long as its owner has the necessary knowledge to produce an intelligent recording.

Mrs. Rice told the group that NBA will have a Tape Recording Manual available in a few months. The Manual will be obtainable free of charge upon request from the Library of Congress. The manual covers the use and care of the tape recorder, textbook format, proper methods of recording quotations, parentheses, footnotes, poetry, charts, graphs, etc. The purpose of the manual is to enable anyone who records, no matter where, whether alone or through a group, to produce recordings of a superior quality and uniform format. It was suggested that training materials for the new reader, such as those used by the Johanna Bureau for the Blind, be appended to the manual.

In a recording group a book should always be assigned to a reader who is knowledgeable in that particular field in order to produce the best recording.

Indexing was discussed. This is the addition of a "beep" sound on the tape that can be heard when the tape is run in fast forward or rewind to mark a particular place on the tape such as the start of a new page, the beginning of a chapter, etc. A machine can easily be adapted by any repairman to do this, or a machine already so adapted may be purchased from the American Printing House for the Blind. Mr. Cranmer of the Kentucky School for the Blind demonstrated a new method of indexing in which the information is added to the tape by voice recording at 30 ips. When the usual recording is played at 1 7/8 ips, only a faint rumble is heard. In fast forward, however, the voice is clear. This method is being used to record the dictionary, with each word announced at 30 ips. At present a machine adapted in this fashion is prohibitively expensive.

Discussion of cassettes followed. Mr. Garretson explained that a C60 cassette means one that will play for a total of 60 minutes; C90 plays for 90 minutes, etc. The C90 cassette has been chosen for use by the Library of Congress. The tape in a C120 cassette is only 1/3 mil thick so that snagging and tearing occur easily. The Sony C120 cassette was recommended by several people present as the C120 giving the fewest

problems. The best models of cassettes to use are those which have rotating rather than stationery roller guides, e.g. the Ampex 661 model.

As of now, recordings with the quality necessary to produce master tapes cannot be made directly on cassettes but should continue to be produced on open reels in a two track 3 3/4 ips recording. The five inch reels of 900 foot tape are compatible in time with the C90 cassette. However, because a cassette is a closed system, the length of the open reels must be very precise. It is strongly recommended that reels be timed to exactly 44 minutes, with thirty seconds of tape left blank at the beginning and end of each track. Revolution counters are too inaccurate to use for measuring tape length.

A question was asked concerning the duplication onto cassettes of material recorded on reels which run for just a few minutes longer than the corresponding cassettes. Mr. Cranmer has found that by speeding up the master tape by approximately 5% the tape can be made to fit onto the cassette. The pitch of the recorded voice is not noticeably changed at this slight speed increase. The duplicator must be adapted to do this by addition of a very thin sleeve attachment on the capstan; this can be an expensive modification.

Storage of tapes and maintenance of recording and duplicating equipment were next discussed. Some highlights:

(1) The recording on a tape can be affected by an electric motor of any kind. Care should be taken to make sure a motor is not used in the vicinity of recorded tapes.

(2) Recorders and duplicators should be covered when not in use as dust is a major cause of wear in a recording head. Heads can be cleaned with iso-propyl alcohol (not rubbing alcohol), vodka, or Ampex cleaning fluid. If head cleaning tape is used be certain it is the type without abrasives. GE's cleaning tape was mentioned as particularly harmful. Recorders should be cleaned after every four hours of use.

(3) Duplicator heads should be de-gaussed daily; recorders, periodically.

(4) It is important to use a splicing block when splicing is necessary. Always cut the tape on the bias with a sharp blade; cutting on the bias avoids a "pop" on the tape at the site of the splice. Use ONLY splicing tape to join the pieces.

(5) Mr. Garretson was asked to recommend a cassette duplicator. He answered that the Library of Congress uses Telex 235 duplicators and finds them quite satisfactory and requiring little maintenance. This model has the advantage of being compatible with an open reel duplicator. Pentagon and Infonics were also mentioned as good choices. The Pentagon duplicator has the ability to make single track copies which is advantageous in duplicating 4 track material. He has, however, modified the Infonics machine to do this also.

(6) An informative booklet entitled *Cassettes and Cassette Duplicating* is put out by the Infonics Company and can be obtained from Mr. Garretson by writing him at the Library of Congress.



## TEACHERS OF ENGLISH BRAILLE

*Leader: Mrs. Dwight P. Green, Jr.  
Johanna Bureau for the Blind, Chicago, Ill.*

*Recorder: Mrs. Nat J. Golde  
Hadley School for the Blind, Winnetka, Ill.*

Mrs. Green opened the workshop by discussing her philosophy of teaching. A good teacher needs enthusiasm, patience, creativity and firmness — it may be necessary to improvise extra lessons, devise new gimmicks and hints for memorizing. Firmness is essential in emphasizing that accuracy is ALL important, not speed. Pupils should form the habit of re-doing a page rather than erasing. Friendliness also plays a role; do not let pupils develop a feeling of isolation when they are at home working alone.

The Library of Congress teaching manual was discussed. While it has many faults it is quite inclusive and gives the student a good start. To stimulate the student's interest, Johanna Bureau for the Blind gives three preliminary lessons. In the first, the letters a through j are taught; also the whole-word contractions these ten letters stand for, and the number sign. In the second, the student learns the letters k through t, their whole word meanings, the comma, period and paragraphing. Be sure to impress upon the student the standard form of paragraph indentation. In the third preliminary lesson the pupil learns the balance of the alphabet, question mark, exclamation point, colon and semi-colon. Give the student sentences to braille incorporating what they have already learned following each lesson.

The student is now ready for Lesson 2 of the Manual. The instructor should highlight the most difficult concepts in each lesson, e.g. in Lesson Two, the "inner quote" as well as the double dash (representing omitted matter) "throws" most students.

In Lesson 3 emphasize that syllable division per se has very little to do with the use of braille contractions. Stress the importance of understanding prefixes, suffixes, root words and dividing words according to the dictionary at the end of a line. Indicate where syllables may overlap in braille transcribing.

At this point Mrs. Green gives her pupils plastic (Brailon) sheets containing braille errors. This aids their proofreading by giving them unfamiliar braille to read and spot mistakes. If a lesson with many errors is turned in, do not allow the pupil to go on to the next exercise until the sentences containing the errors are rebrailled. Or, give the student new sentences containing the problem words. At Johanna, it is felt that one lesson per week is rushing the student. Review lessons may be given after Exercises 5 and 7.

Exercise 6 was felt to be the most difficult. Emphasize to the student the difference between the WHOLE words (in) and (enough) and the PARTIAL words (in) and (en). Once this concept is grasped, the ensuing exercises present no problem.

Stress problem words such as cancel, blessing, Sparta, several, imagery, etc. Suggest that students keep a notebook for their personal reference containing troublesome words. Following Exercise 10, Mrs. Green gives students *The Raven* (in its entirety) by Edgar



Allen Poe to transcribe as a review lesson. This also teaches poetry format.

The letter sign confuses at least 90% of novice braillists. It was suggested that the Manual be overlooked just this once; use common sense in determining when a letter is a letter, read the rules, then go ahead.

After completion of the first fifteen lessons in the Manual, students may be given "Dear Pearl" to transcribe. Refer to: Krebs. This may be used as an additional exercise. After mastering "Pearl" the student may be given three mimeographed sheets of practice work. Mrs. Green has paragraphs compiled from various books incorporating some of the trickier words, symbols and contractions. At Johanna, the last lesson involves format, division of volumes, and all the technical points that go into the brail-ling of a text.

### Questions and Answers

Q: What is considered to be the best teaching manual?

A: Some felt the Library of Congress Manual gives the most uniformity in teaching. It was announced that a new manual is in the offing, but it will be several months before it is ready for publication. The new manual will cover syllable division in detail, will outline instructions, format, etc. for plays and poetry as well as other changes. Some teachers preferred *Dot Writing* by Janet Wise or Krebs' *Lessons in Braille Transcribing*.

Q: Should a braillist's manuscript be spot-checked?

A: This is a no-no; however, some felt that scanning pages and informing students of the page numbers on which errors had been made aided the transcriber in second-proofing.

Most agreed that Exercise 14 in the L. of C. Manual is misleading and other material in the use of italics should be substituted.

Q: Proofreading?

A: It was unanimously agreed that the "buddy system" works well. The pupil develops the facility for reading braille and quickly detecting the buddy's errors, and thus, his own.

Q: What can be done about a student who is "hopeless"?

A: It was agreed that time will solve this problem — eventually the student will give up.

Q: Teaching techniques?

A: In group instruction, Mr. Earl Scharry, Consultant for the Library of Congress, felt that when letters of the alphabet are taught at the outset, initial letter contractions should be introduced. The consensus was that this was feasible in group instruction.

Q: Time limit on completing a course?

A: There can be no definite rule as this depends on the student. At Johanna, it is felt that ten months to one year is average.

Q: Erasing?

A: Out! The eraser, slate and stylus should not be introduced until all lessons in the Manual are completed. Instruct the student in the proper method of erasing. Do not allow the student to be satisfied with "But I can't see the dot!" Some prefer the Teflon eraser, others dampen the wooden eraser slightly for best results. Emphasize that by the time a clean erasure is made, the page could have been re-brailled.

Q: How can repairs be made quickly?

A: If you do not have a local Telephone Pioneers group in your vicinity, contact the telephone company. They are most cooperative.

Mr. Arnold Grunwald of Argonne Laboratories, Argonne, Illinois discussed special transcribing aids in group instruction to the blind; slides, x-ray films, gadgets. He opposed the "cup-cake" tin method of teaching the blind child and spoke in detail on how the blind person reads braille as opposed to the sighted.

In summary, all were in agreement that instructors must remember that they, too, were once students, that a rapport must be established with the student and that a pupil's desire to become a braille transcriber stems from the heart as well as the head. A student must be given every aid possible to achieve this goal.



*Mrs. Dwight P. Green, Jr. listens intently to the problems of teachers of English Braille.*

## TEACHING THE BLIND AND PARTIALLY SIGHTED CHILD IN SCHOOL

*Leaders: Sister Bernadette Wynne, R.S.M.  
Catholic Charities of Rockville Center, Long Island, N.Y.  
Sister Marie Coleman, R.S.M.  
Catholic Charities of Rockville Center, Long Island, N.Y.*

Two workshops were held. Sister Marie was the leader of the morning session for teachers of Partially Sighted Children. Sister Bernadette led the afternoon session for teachers of Blind Children. Both leaders are Itinerant Teachers of the Special Services Division Catholic Charities in the Rockville Centre Diocese which encompasses both Nassau and Suffolk Counties.

Pupil-teacher relationships on an individual basis foster strong ties of understanding and personal development. A familiar sight on the college campus today is a blind or partially sighted student engaged in various aspects of education with his sighted peers. Such independence and ability is often developed in precollege itinerant services.

These itinerant services brought to the school system some radical innovations. Moreover, one must be "MOD" in these modern times and do things other than the traditional way. As teachers, the children used to come to us — now we go to them. Our classroom contained our world of books and materials in the "old days" while now our cars resemble a gypsy caravan. Out of the boxes in the trunk or the assortment on the back seat or possibly from under the front seat, we can pull out almost anything you ask for.

Due to the distance between N.Y. and Chicago we arrived on wings, not on wheels, thus limiting the amount we could carry. However, displayed, demonstrated and passed among the group were those items of transportable size numbering 95. Identifying with the multimedia generation, we brought the non-transportable materials on slides, tapes and records.

Our "Menagerie" contained such items as:

### SOCIAL STUDIES & SCIENCE

Social Studies Visual Aids  
Puzzle Maps  
Hemisphere Maps  
Wall Maps  
Desk Maps  
Topography Forms  
Land Forms  
Atomic Models  
Raised Line Biological Models  
Atomic Charts  
Bio Tac Biological Models  
Cloud Formation Charts

### MATHEMATICS

Abacus  
Clocks  
Geometric Forms  
Geometric Theorems  
Number Lines  
Fractions  
SRA Math Tapes  
Math Tools  
Dominoes  
Counting Man  
Measurements  
Math Visuals



## LANGUAGE ARTS

Touch and Tell	59 Varieties of Dexter & Westbrook
Number Sequence	Barnell Loft Skills
Animal Cut-outs	Phonics Charts
Trucks & Farm Equipment	Spelling Frame
Listen & Do Series	Opposites
Blocks & Puzzles	City Pictures for Country Folk
Picture Sequence Cards	Pictocabulary Cards
Word Shapes	Animal Study Pictures
SRA Reading Lab.	Tactual Writing Books
SRA Listening Skills	Alphabet Cards
Reader's Digest Skill Builders	Signature Guide
Dolch Picture Word Cards	Raised Line Check Book
Readers with Records	Green Chalk Books

We have a "first" to show. Mr. Harold Lieberman, a biology teacher at Patchogue High School, molded a set of scientific diagrams for a blind student. The Patchogue Lions Club financed the reproduction of these 40 models, called Bio Tac Specimens, so that all blind students may understand more fully these biological concepts.

The essential vitality of our Itinerant Program is nourished by its main "Life Line", the Transcription Center. Without a well organized system of volunteers, the basic school materials would not be supplied and the Itinerant Teaching Program would be a complete failure.

As every teacher knows, there is much more to school than books and academics. Our students receive mobility training and we encourage a social awareness. Topics discussed were making friends, grooming, dating and involvement with or non-involvement in the drug and alcohol culture.

The students are not the only people confronted with the last problem. Parents are duly concerned. Also, the degree of independence achieved by any student depends in large measure on the parents. Add to this the fact that so many parents feel alone with the problem of their child's vision and you have a few of the many reasons necessitating a P.T.A. We discussed ways of overcoming the geographic distance of a scattered population, the late hours of commuting fathers and the resistance on the part of some to speak openly of their child's problem.

All things that are alive must either grow or die, so too, a program such as ours and yours GROWS. Since Long Island is just that — LONG, there were not enough hours in a school day for teaching and traveling. Soooo, we initiated a Paraprofessional Program consisting of mainly college students, who were carefully screened. They attended a 21 hour pre-training course plus a 40 hour in-service course. They work directly with the students under the supervision of Sr. Bernadette and Sr. Marie.

## TEXTBOOK FORMAT

*Leader: Mrs. Irwin Rosenak  
Johanna Bureau for the Blind, Chicago, Ill.*

*Consultants: Mr. Earl Scharry  
Library of Congress, Washington, D.C.  
Mrs. Theodore Stone*

*Johanna Bureau for the Blind, Chicago, Ill.  
Recorders: Mrs. Leigh Palmer & Mrs. Dwight Green, Jr.  
Johanna Bureau for the Blind, Chicago, Ill.*

The two-session Workshop was introduced with the following quotation from the General Principles as stated in the 1970 Addendum to the Textbook Code:

“Because of the constant change in methods of presentation of copy by authors and ink-print publishers, it is not possible to provide in advance for all problems which are to be met in the braille of textbooks. Therefore, the usages set forth in this Codebook should be considered as guidelines.”

The validity of these statements was amply demonstrated in the attempt through discussion to find answers to the specific transcribing problems submitted by those in attendance. Since the transcriber who posed the question had in every case already exhausted all available reference sources, emphasis was placed on five procedures: (1) reinterpret the stated rules; (2) adapt existing rules of a similar nature; (3) invent reasonable symbols; (4) use Transcriber's Notes; (5) do whatever is necessary to convey to the blind reader the same information available to the sighted reader.

Here are some samples of the questions and answers:

Q: In diacritic representation, where there is an “1” such as there would be in “Seattle”, where is the hyphen inserted?

A: The diacritic hyphen precedes the apostrophe. (This would also apply to “m” or “n”.)

Q: Rule X sec. 28c. shows that a number over a dash is transcribed as a number immediately following the double dash; however, when there is a word ending attached to the dash, where should the number then go?

A: (Mr. Scharry) It would be most easily read if, in this case, the number were placed immediately *before* the double dash and the word ending immediately *after*. There should be a Transcriber's Note.

Q: Must the Chapter Heading be repeated at the top of the first page of text in a new volume if it is a continuation of the chapter?

A: Yes. See Krebs Sec. 15g (1).

Q: If a word is divided differently in the dictionary and in a small paperback, which is correct?

A: Webster's New World Dictionary, recent copyright, is the final authority.

Q: Is it always necessary to show the slash mark in braille when it appears in print?  
A: If the meaning is perfectly clear without it and confusing with it, it should be omitted.

Q: If, in re-doing a page, the braille ends on line 24, is it permissible to leave line 25 blank?

A: It would be better to shorten some lines so that a few words appear on line 25.

Some of the noteworthy changes shown in the new Addendum were read and discussed.

Mimeographed copies of material used effectively by Johanna Bureau for the Blind were distributed. These included "Differences in Transcribing Textbooks and General Literature," "Sample Problem Words," "Sample Problem Proper Names," "Are You a Brailist or a Computer?," "Watch Your Single Capitals in Titles," and "Textbook Transcribing."

The following suggestions are herewith submitted to the Braille Authority for consideration:

1. Modify the rule dictating the use of every available cell by adding the words "within reason."
2. Change Appendix B Sec. 1b (1) (a) (iii) which reads "An underscoring line must not be shorter than three cells." (The specific problem concerned, for example, the word "like" with only the letter "i" underscored.)
3. In English Braille, American Edition, Rule XVI 47a, "Shortform words must not be divided at the end of a line. . ." add a sentence specifying the procedure when such a word is divided between numbered lines or at the end of a print page (in textbooks).
4. Include the name "Grainger" in word lists. (The consensus was that the "ing" contraction didn't "feel" right.)
5. Formulate rules for entry words in a combination Index-Glossary, allowing for the fact that many of the entries are common words.
6. Specify the procedure for entry words that are phrases, such as "high and dry", in which one or more segments require full spelling while other parts normally would not.
7. Supply proofreaders with copies of Conference Workshop Reports.



## THERMOFORMING

*Leader: Mrs. Richard Bente  
NBA Book Bank, Midland Park, N.J.*

*Consultant: Mr. Robert Dasteel  
American Thermoform Corp., Pico Rivera, Calif.*

*Recorder: Miss Juarez Crusor  
Johanna Bureau for the Blind, Chicago, Ill.*

Eighteen persons from eleven states attended this workshop. All present were acquainted with the thermoform machine, so only a brief explanation was given as to its operation. This method of duplicating brailled material onto brailon copies is based on three factors: heat, brailon and a time process.

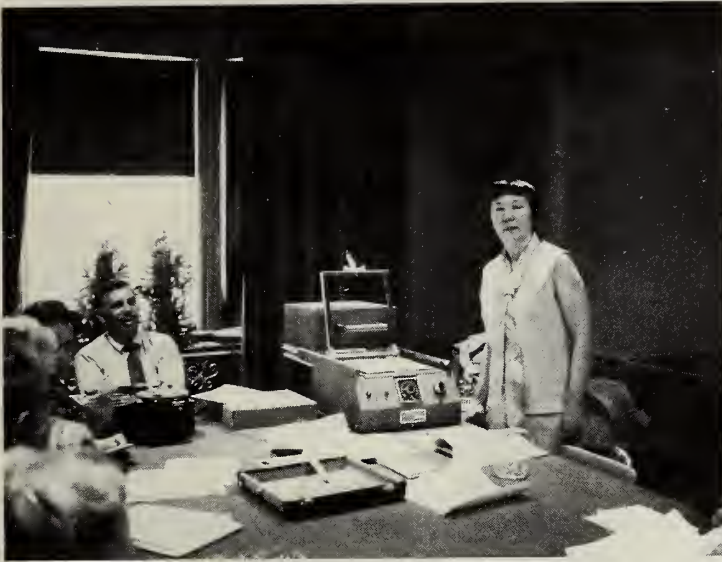
In order to have clear and precise copies, it is advisable to observe several points:

1. Machine hot enough for thermoforming
2. Timer set accurately, usually 3 seconds
3. Master positioned correctly; brailon positioned correctly and sealed in
4. Pull frame down and latch clamp
5. Pull oven forward and hold until timer reaches zero
6. Push oven ALL the way back
7. Release clamp and raise frame
8. Carefully lift formed brailon copy off master
9. LAST — Press button in center of timer to stop vacuum pump

The master with a door key and quarter on it was thermoformed and the copy was perfect.

Sometimes fuzzy copies are made. If so, check to see that the master and brailon are sealed in by placing a scrap of plastic on each side of the frame front, clamp, and if the scraps cannot be pulled out, then they are sealed in. Check rod or bushing in front where the clamp on frame is stayed to see that the rod rotates; if it doesn't, replace it. Sometimes just a plain piece of braille paper under the master will suffice; sometimes raising the aluminum platen and pressing the button in front will help, particularly where no impression was made before. Also, the aluminum platen may need cooling.

The Thermoform 55, a late model, was used for this workshop. This model does not use the oil cups. The older machines, which are more generally used, do have oil cups: one that distributes clean oil and one that collects dirty oil. The latter should be cleaned out from time to time. For best results, however, the machines should be secured to the table. Also, if necessary, use levelers under the table.



*From left to right: Mr. Robert Dasteel, the Thermoform machine and Mrs. Richard C. Bente.*

The consultant stated that an automatic thermoform machine is available, but the cost is \$40,000.00 and needs a crew to maintain it. He also said that the American Thermoform Corporation, which is basically a service organization, is experimenting with a new type pump that needs no lubrication, but the only difficulty is it may freeze in ten years.

Static electricity in duplication was discussed. Mr. Alvin Sobel said that the aluminum tinsel used on Christmas trees is helpful in desensitizing. In regards to multiple copies the leader stated that in her experience, to avoid an overly heated master, it would be better to do one copy at a time. This also reduces the time spent in collating.

The group was shown how to change the frame. When the thermoform is not in use, turn it off. Also, leave the frame UP with the oven pushed all the way back.

One group was experimenting with the use of numbers on the brailon which would help a person unable to read braille. There are numbers that can be attached to the brailon to aid such a person in counting accurately.

In conclusion, it was suggested that these sensitive duplicating machines be handled with TLC, tender loving care.

## TRANSCRIBING COMPUTER MATERIALS

*Leader: Dr. Abraham Nemeth  
Univ. of Detroit, Detroit, Mich.*

*Assistant: Mrs. Ruth M. Peters  
NBA Mathematics Committee, Ferndale, Mich.*

*Recorder: Mrs. Howard Kraus  
Tri-County Braille Volunteers, Detroit, Mich.*

This workshop was conducted in two sessions.

The first session was started by introducing the Mathematics Committee Area Representatives who were present. Dr. Nemeth then explained that the material about to be presented represents the best and most recent thinking of the Advisory Committee on Computer Braille to the Braille Authority, but was careful to caution the participants that none of this material has, as yet, been officially approved and could therefore be changed.

The remainder of the session was devoted to the matter of transcribing flowcharts. In preparation, a kit of materials was distributed to the participants. It included: a) an outline of how to proceed with the transcription; b) three sample print flowcharts; c) thermoformed transcriptions of the print flowcharts. These materials were very carefully prepared in advance with a view to making them a self-contained study guide. While these materials were being distributed, a large mockup of one of the print flowcharts was placed against the front end of the room. Dr. Nemeth then proceeded to describe what a flowchart is, and explained how to identify its principle parts, such as: a) a start box; b) a stop box; c) start and stop connectors; d) decision boxes. He then presented a systematic method for assigning numbers to the boxes, and the participants were urged to apply this numbering scheme to their sample flowchart by following the outline.

Dr. Nemeth then explained how to transcribe the flowchart using the assigned numbers of the previous phase. In this transcription, it is necessary to use two worksheets prepared during the numbering phase: a) a Decision Box worksheet; b) a Connector worksheet. The participants were urged to examine, in detail, the transcription of their third sample flowchart to see how all the principles presented apply.

The session of the following morning was divided into two parts. The first part was concerned with the matter of how to transcribe pictures or simulations of punch cards, paper tape, and magnetic tape. To this end, a second kit of materials was distributed which contained the following: a) a blank punch card; b) a punch card containing a prepared message; c) blank paper tape; d) punched paper tape containing a prepared message; e) a set of guidelines for transcribing such materials; f) a simulation of two punch cards with surrounding text; g) a thermoformed copy containing the transcription of all the above.

Dr. Nemeth then presented a description of punched cards and punched paper tape in which he introduced the concepts of "punch patterns" and "fields". He then showed how to use these concepts to effect the transcription. Mrs. Peters then presented



some helpful hints for keeping track of the columns on punched cards and punched tape.

The second part of the morning session was devoted to the transcription of technical computer material. A third kit was distributed containing the following: a) a "List of Computer Graphics and Symbols"; b) a technical materials guideline; c) a set of fifteen print examples culled from typical computer textbooks; d) a thermoformed transcription of these fifteen examples.

Dr. Nemeth then distinguished two kinds of technical material to be found in computer textbooks: a) mathematical; b) computer. In each case, he indicated first, how to recognize this material and second, how to transcribe it. He referred to the distributed print and braille examples throughout. He also noted that some technical material was a combination of mathematical and computer characters. Again, he indicated how to recognize and how to transcribe such combinations by reference to the distributed examples.



*Leader Mrs. Irwin Rosenak and consultants Mrs. Theodore Stone and Mr. Earl R. Scharry listen to a question at their textbook format workshop.*

## TWENTY QUESTIONS

*Leader: Mrs. Richard C. Bente  
NBA Braille Book Bank, Midland Park, N.J.*

*Consultant: Mrs. Maxine Dorf  
Library of Congress, Washington, D.C.*

*Recorder: Miss Virginia Wright  
Johanna Bureau for the Blind, Chicago, Ill.*

**Question:** Concern was expressed about italics in three paragraphs, etc.

**Consultant:** Use double italics at beginning of each paragraph and close at the end with single italic.

**Question:** How to treat special print sentences, e.g., "What have you done with the dog?"

**Consultant:** The sentence as printed would not be readable with contractions, and alphabet contractions cannot be used. This is something that comes up very rarely, and it doesn't make too much difference.

**Question:** In ellipsis with dots, period and end of quote, where is the period placed?

**Consultant:** If the sentence is complete use period and end of quote.

**Question:** How shall a foreign word with an English ending be treated?

**Consultant:** Where words are not shown in the dictionary go along with contractions. If there are italics this is a warning sign.

**Leader:** If the word appeared in the glossary it is native to the book, therefore use contractions.

**Consultant:** In the case of a manuscript, under such a situation, there should be a note to the proofreader, and even though she may disagree, she knows it has not been overlooked.

**Question:** How does the transcriber handle dialogue such as in the play "Pygmalion" where there are no recognizable words?

**Consultant:** Spell out in full and use accent symbols.

**Question:** When writing a score, and the book does not show the dash, what should be done?

**Consultant:** Use the dash and complete on the same line.

**Question:** How should the words "white collar" shown without hyphen be written?

**Consultant:** Refer to the dictionary.

**Question:** In preparing work for certification, how do you indicate there are words misspelled?

**Consultant:** By a note to the proofreader in the case of general literature. Any errors in text books should be left. If obviously a misprint, make correction.

Question: Where the book shows both italics and quotes, how do you treat this?  
Consultant: Under certain conditions you can drop the italics.

Question: Where there are language abbreviations such as large LG and small k with period following, how are they written?  
Consultant: Use capital L, capital G and small k, period.

Question: In writing 17th c. should "c" be preceded by the letter sign?  
Consultant: Use letter sign before small "c".

Question: How should "The profit should amount to from 3 to 6¢," be written?  
Consultant: Contract word "to" before "from". You have a direct object.

Question: How should the word Singhalese be written?  
Consultant: Use the "in" sign and "gh" instead of "ing".

Question: How does one write a political bill-board poster with three groupings?  
Consultant: Follow print and braille as shown, with indentations and no italics. Use line before and after.

Question: How can mirror writing written backwards be transcribed?  
Consultant: Write in straight form, double caps and braille as is. Do not use contractions.

Question: Further direction was requested about the writing of H<sub>2</sub>O.  
Consultant: For advanced college students use Nemeth Code, since they have had the code. For young people who don't know the code write as regular braille.

Question: Has anybody had experience with two-copy braille?  
How good are the dots on the second sheet?  
Consultant: In correspondence a thin sheet of paper is used, and the dots break through.  
Leader: In some instances a carbon is inserted between braille sheets and although not good it serves the purpose.

Question: What can be done about shadow dots?  
Leader: To the eye they seem readable but really aren't. Where they show as gray shadows they look worse than they really are.

Question: What about footnotes of more than one type?  
Also footnotes in literary braille?  
Consultant: Re first part of question, refer to Code Book. No separate ruling on this. In literary braille footnotes with tables still go at bottom of page.

Question: Re thermoforming of literary braille as against braille paper?  
Leader: There is a company in Iowa that will duplicate on paper.  
Consultant: The results are not good because the paper wrinkles and dots become smaller. This process is still in experimental stage.

Question: Has anything been done about the quality of thermoform paper?



- Consultant: It has been improved and there is less static. If fingers become damp use talcum powder to smooth.
- Question: There has been difficulty with the post office in handling braille.  
Leader: We suggest the purchase of several mailers used in sending braille.
- Question: What should be done on the title page of a manuscript where no publisher is shown?  
Consultant: Include a footnote.  
Leader: Where there is no copyright, use space, double dash.  
Consultant: I prefer a note and leave it out.
- Question: In writing the word "body" can it be broken as "bod" and "y" on the next line?  
Consultant: The fact that a word is separated means little because the hyphen tells there is more to come.
- Leader: How is the word "father's" written?  
Consultant: This is one time where the rule for reading takes precedence. In the place where the word should go, use dot 5 plus "f".
- Question: Who sets the standard on how many cells per line?  
Consultant: The important thing is the margins. On the left there should be 1-3/4" and 3/4" on the right. Some thermoform machines can take 41 and some 40. The L. of C. needs 1-3/4" left with 38 cells.  
Leader: When a book is done for another agency they should specify number of cells.
- Question: How many lines per page?  
Consultant: 25 is the maximum. Any additional line is lost. Standard is 25 except on reference books or special work when they use 26.
- Question: The question concerns press braille.  
Consultant: Both sides are used. Contents page should be on front and back. (No rule book available.)
- Leader: In the word "Genever" does anyone know the pronunciation?  
Consultant: Contract according to dictionary. If not in the dictionary contract "en" and "er". Problem is on the "ever" sign.  
Consultant: The A.P.H. is coming out with a braille dictionary which will be in 3 or 4 volumes. Webster 6 was used and then we went to 7 but this must be discarded due to the syllabication. In the word "lever" we use the "e" contraction but new dictionary uses "le" as a syllable.
- Question: How is word the "Bering" written?  
Leader: If referring to Bering Straits, use lower "b". If a man's name use "er" contraction.
- Question: How do you show someone how to learn typing?  
Consultant: Simply spell words out using comma.

- Question: Should a proper name be divided at the end of the line or carried over to next line?  
 Leader: If not in dictionary carry down to next line.
- Question: The question was about format and the title page.  
 Consultant: The only page that needs double caps is the title page, on one line. On subsequent pages two lines can be used. Look ahead on long books and set up accordingly.
- Question: Is the Library of Congress changing the rule about where to start a new chapter?  
 Consultant: Start a new chapter after skipping two lines.
- Question: How are books divided into volumes?  
 Leader: One of the girls is doing a book for a lower grade and the division was to be from 65-70 pages but now we find it will be about three volumes.  
 Consultant: Most of these are being duplicated as standard Library of Congress books of 90 pages. On a 200 page book for children it should be a two volume book.  
 Leader: When a book is being done locally it is important to find out about the number of cells and pages in a volume. Always question it.
- Question: What happens if you have to break a volume without the end of a chapter?  
 Consultant: Repeat the chapter number, skip a line and continue to braille.
- Question: Where is a signature placed?  
 Consultant: If in print it is at the end, place it there.
- Question: How about the character in a poem?  
 Consultant: Skip one line before the character, but not after.
- Question: What information is available on new types of brailon?  
 Leader: A new type is Transil-Wrap, by West Corporation of San Francisco, and is experimental.

We wish to thank the following friends of the National Braille Association whose gifts contributed to the enjoyment of the Conference participants.

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