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Twelfth National Conference

NATIONAL BRAILLE ASSOCIATION, INC.
MAY 1973

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PROCEEDINGS

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TWELFTH NATIONAL CONFERENCE
SAN FRANCISCO, CALIFORNIA
MAY, 1973

NATIONAL BRAILLE ASSOCIATION, INC.
85 Godwin Avenue
Midland Park, New Jersey 07432

NATIONAL BRAILLE ASSOCIATION, INC.

Executive Committee

1972 - 1973

Mrs. Alvin A. Sobel, President
577 Paramus Road
Paramus, New Jersey 07652

Mrs. Lawrence M. Levine, President Elect
5300 Hamilton Avenue
Cincinnati, Ohio 45224

Mrs. Ferdinand J. Mann, Vice-President
900 Lake Shore Drive, #1907
Chicago, Illinois 60611

Mrs. William Epstein, Secretary
2470 S. W. 22nd Avenue
Miami, Florida 33145

Mrs. Herman Lass, Treasurer
5300 Hamilton Avenue
Cincinnati, Ohio 45224

Mrs. Ralph G. Hubman, Immediate Past
President
2060 Albion Street
Denver, Colorado 80207

Miss Marjorie S. Hooper, Elected Member
from the Board
16 Stratton Avenue
Westwood, New Jersey 07675

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Mrs. Alvin A. Sobel, Immediate Past
President
577 Paramus Road
Paramus, New Jersey 07652

Mrs. Irvin F. Richman, Elected Member
from the Board
9555 Central Park Avenue
Evanston, Illinois 60203

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Miss Marjorie S. Hooper, New Jersey
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Mrs. Roger Peterson, Washington, D.C.
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Mrs. Virginia B. Scharoff, New York
Mrs. Ralph G. Hubman, Colorado
Mrs. Alvin A. Sobel, New Jersey

TABLE OF CONTENTS

Introduction	vi
Mrs. David H. Van Tuyl	
Welcome	vii
Mrs. Alvin A. Sobel	
Registration Report	viii
Exhibitors	ix
CTEVH/NBA Presidents' Reception	xii
Mr. Carl W. Lappin	
Presentation of NBA Continuing Service Certificates	xiii
Sister Anne Columba, C.S.J.	
Presentation to Mr. Robert S. Bray	xiv
Mrs. Alvin A. Sobel	
Farewell Address	xv
Mrs. Alvin A. Sobel	
Presentation of Past-Presidents' Pin	xvii
Mrs. Ralph G. Hubman	
Acceptance Speech	xviii
Mrs. Lawrence M. Levine	
Report of Resolutions Committee	xx
Mrs. William Tincher	
Workshop Reports	
Administration of Volunteer Groups	1
Basics of Music Braille for Transcribers	8
Computer Notation	10
Consumable Braille Materials for the Primary Grades	12
Daily Living Skills for the Blind	14
Foreign Languages	19
How to Improve Your Own Proofreading	22
Illustrations	25
Instrumental Music	28
Keyboard Music	28
Large Note Music	29
Large Type	32
Life-long Needs of Multi-handicapped People	36

Literary Braille	39
Music Textbook Format.	44
Nemeth Code	47
Participation and Success in Physical Education for the Visually Handicapped.	49
Preparation of Readiness Materials for Braille Reading and Mathematics.	50
Reading and Teaching Elementary Music in Braille	53
Round Table on Phonetics and Diacritics.	55
San Diego Optacon Project 1971-72.	64
Tape Recording	67
Teaching Braille to the Adult Blind	69
Textbook Format - Basics	72
Textbook Format - Advanced.	76
Tips and Aids on Instructing the Visually Impaired in Food Preparation	81
Transcription Needs of Visually Impaired Adults.	85
Vocal Music.	89
What to Do 'Til the Doctor Comes (Braillewriters and Thermoform)	91
What to Do 'Til the Doctor Comes (Tape Recorders and Typewriters).	96
Who's Who and What We Do and What It Means to Me and You.	98

INTRODUCTION

It is hoped that this volume will serve as a vehicle of recollection for those who attended and illumination for those who were unable to be present at the Twelfth National Conference.

Many thanks to the host group, California Transcribers and Educators of the Visually Handicapped, to the sponsor, California State Department of Education, to the Transcribing Mariners, who provided registration desk personnel, and to the Peninsula Braille Transcribers' Guild, who provided most of the recorders for the workshop sessions.

We wish to express our gratitude to all our committee members, whose dedication, reliability, and just plain hard work made the Twelfth National Conference so outstanding. Special mention must be made of Mrs. William J. Corcoran, Workshops Chairman, and Mrs. Carl K. Revelle, Exhibits Chairman, who presented us with an unusually rich and varied spectrum of experiences from which to choose.

Mrs. David H. Van Tuyl
Conference Chairman

WELCOME

Mrs. Alvin A. Sobel, President

It is my great honor as president to welcome you to the Twelfth National Conference of The National Braille Association.

Our Eighth National Conference was held in beautiful California in May 1965 and here we are again for our Twelfth. CTEVH was the host group then also. Dorothy Misbach and Ethel Schuman were the Conference Co-Chairmen; our Past President, Effie Lee Morris, served on that conference committee. In reviewing the proceedings I noted that there were 422 registrants from 25 states. Today there are 574 from 27 states, Washington, D. C., Canada and Holland.

We are so grateful to the officers and the Board of CTEVH for extending a second invitation to host our National Conference.

Under the leadership of the most dynamic person I have ever met, this has to be the greatest conference ever. Of course, you all know that I am referring to Joyce Van Tuyl. She has gathered around her the most imaginative group of people. They have outdone themselves! Thirty-eight workshops, some brand new ones never tried before. The program includes great plans for us and surely we will go home richer for all the knowledge gained here. The exhibits chairman has covered herself with glory. She has some real treats in store for us.

Here we are together, hundreds of us, all interested in the same idea - how to improve production of reading materials for the visually handicapped by exchanging ideas and sharpening our skills. What a thrilling event!

We want to take this opportunity to express our sincere gratitude to CTEVH and the California State Department of Education as well as all the conference people too numerous to mention. THANK YOU ALL!

We hope you enjoy the conference and gain much from the sessions.

REGISTRATION

The 574 people in attendance were distributed geographically as follows:

Arizona	6	New York	11
California	435	Ohio	13
Colorado	5	Oklahoma	1
Connecticut	1	Oregon	7
Florida	6	Pennsylvania	4
Hawaii	1	Texas	8
Illinois	10	Tennessee	2
Indiana	2	Vermont	1
Kansas	5	Virginia	2
Kentucky	7	Washington	4
Maryland	3	West Virginia	2
Massachusetts	3	Wisconsin	2
Michigan	7	Washington, D. C.	6
Minnesota	6	Canada	1
New Jersey	12	Holland	1

CTEVH/NBA PRESIDENT'S RECEPTION



CTEVH Presidents: Betty Brudno, Irene Hawkinson, Ethel Schuman, Elizabeth Schriefer, Carolyn Odell, and Jane O'Connor

EXHIBITORS

Adapting Science Materials for the Blind, Lawrence Hall of Science, University of California, Berkeley, California

American Printing House for the Blind, Louisville, Kentucky

American Thermoform Corporation, Pico Rivera, California

Apollo Lasers, Inc., Los Angeles, California

Brailleboss, SAEDC of M. I. T., Cambridge, Massachusetts

California State Department of Education, CDVH/MTL, Sacramento, California

Computer Curriculum Corporation, Palo Alto, California

Expert Precision Electronic Research Technicians, Van Nuys, California

Fostoria Corporation, Orinda, California

Hadley School for the Blind, Winnetka, Illinois

Howe Press of Perkins School for the Blind, Watertown, Massachusetts

International Business Machines Corporation, Springfield, Illinois

Jewish Braille Institute for the Blind, New York, New York

Dr. Marian Kossenbergh, Breda, Holland

Library of Congress, Division for Blind and Physically Handicapped, Washington, D. C.

Lutheran Braille Workers, Yucaipa, California

Pelco Sales Corporation, Gardena, California

National Center for Deaf-Blind Youth and Adults, Glendale, California

The Oakmont Visually Handicapped Workshop, Santa Rosa, California

Recording for the Blind, Inc., New York, New York

Southwestern Regional Deaf-Blind Center, Sacramento, California

Telephone Pioneers of America, San Francisco, California

Telesensory Systems, Inc., Palo Alto, California

Transilwrap West, South San Francisco, California

Velo-Bind, Inc., Sunnyvale, California

Visualtek, Santa Monica, California

Volunteer Transcribing Services, San Mateo, California

We list with appreciation the names of our patrons:

Acacia Press, Los Altos, California

Bank of America, Los Altos, California

Braille Transcribers' Guild of San Diego, San Diego, California

California Printing Company, San Jose, California

California Savings and Loan Company, Campbell, California

International Telephone and Telegraph Corporation, New York, New York

Jenkel-Davidson Optical Company, San Francisco, California

Mack Trucks, Inc., Allentown, Pennsylvania

Miss Effie Lee Morris, San Francisco, California

San Francisco Convention and Visitors Bureau, San Francisco, California

San Francisco Municipal Railway, San Francisco, California

Sixth District California State PTA Braille Transcription Project, Santa Clara County,
California

Mrs. Conrad Skladal, Jr., Sunnyvale, California

Eve Paige Spencer, Los Altos, California

Sunsweet Growers, Inc., Menlo Park, California

Wells Fargo Bank, San Francisco, California

CTEVH/NBA PRESIDENTS' RECEPTION

Mr. Carl W. Lappin, Toastmaster

It is indeed a pleasure for all of us as members of CTEVH and NBA to honor our presidents and past presidents. Their leadership and guidance have been and will continue to be invaluable to our associations.

Regrets for not being in attendance and best wishes to everyone here have been received from CTEVH Past Presidents Helen Pattillo and Claire Kirkpatrick, and from NBA Past Presidents Berthold Lowenfeld, Josephine Taylor and S'reve Bonoff.

Those present are: CTEVH: Jane O'Connor, Carolyn Odell, Elizabeth Schriefer, Rose Kelber, Ethel Schuman, Irene Hawkinson, Betty Brudno; NBA: Helen Levine, Fran Sobel, Helen Hubman, Virginia Scharoff, Bob Bray, Effie Lee Morris, Georgie Lee Abel, Bernard Krebs.

To each of you we salute you with gratitude, appreciation and affection.

NBA PRESIDENTS



NBA Presidents: Helen Hubman, Fran Sobel, Helen Levine, Bernard Krebs,
Virginia Scharoff, Bob Bray, Georgie Lee Abel and Effie Lee Morris

PRESENTATION OF NBA CONTINUING SERVICE CERTIFICATES

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

In recognition of continued service to visually handicapped persons, the National Braille Association presents Continuing Service Certificates to those members whose volunteer work has extended five, ten, fifteen and twenty years beyond their receiving the Distinguished Service (Diamond) Award. In May, 1973, the following Continuing Service Certificates were presented:

20 YEAR CERTIFICATE

Mrs. Philip Cohn - San Diego, California

15 YEAR CERTIFICATES

Mrs. Ferdinand J. Mann - Chicago, Illinois
Mrs. Arline E. Miller - Miami Beach, Florida
Mrs. Stanley M. Rubel - Chicago, Illinois
Mrs. George L. Turkeltaub - Great Neck, New York
Mrs. Theodore Zeiler - Los Angeles, California

10 YEAR CERTIFICATES

Mrs. Jay S. Binder - Glenview, Illinois	Mrs. Herbert Fenske - Chicago, Illinois
Mrs. Edward Blumberg - Chevy Chase, Md.	Mrs. Simon Jacobs - Cincinnati, Ohio
Mrs. Florence Brockmier - Spokane, Wash.	Mrs. Sylvia Miller - Great Neck, N. Y.
Mrs. George Bunker, Jr. - Hinsdale, Ill.	Mrs. Edward P. Spielman - Lynbrook, N. Y.
Mrs. Louis Ehrenfeld - Cincinnati, Ohio	Mrs. Bernard Weiss - Carteret, N. J.

5 YEAR CERTIFICATES

Mrs. Alex Bernstein - Hollywood, Florida	Miss Ida H. Lampe, Brooklyn, New York
Mrs. Max Biber - Detroit, Michigan	Mrs. Laura N. Marimon, Glencoe, Ill.
Mrs. Roland H. Brock - San Diego, Calif.	Mrs. Ray J. Osburn - Long Beach, Calif.
Mrs. Alfred B. Burger - Bayside, N. Y.	Mrs. Alfred Pierce, Jr. - Bronxville, N. Y.
Mrs. James Cumpton - Stamford, Conn.	Mrs. Alfred Sansome - Miami, Florida
Miss Louise H. Hand - Brooklyn, N. Y.	Mrs. Nathan Silverman - Lynbrook, N. Y.
Mrs. Alfred H. Hare - Dallas, Texas	Mrs. Arthur C. Smith - Long Beach, Calif.
Mrs. Genese Haugen - Ft. Dodge, Iowa	Mrs. Charles H. Spalding, Jr. Spring Valley, Calif.
A. B. Jarvis, Corr. Lt. - Vacaville, Calif.	Mrs. Georgia Stiffler - Carpinteria, Calif.
Mrs. William J. Kelber - Ontario, Calif.	Mrs. Abe Sussman - New Port Richey, Fla.
Mrs. J. B. Kuhler - Des Moines, Iowa	
M. S. Todd, Corr. Sgt. (Ret.) - Vacaville, Calif.	

PRESENTATION TO ROBERT S. BRAY
Mrs. Alvin A. Sobel, President

The National Braille Association recently authorized an honor certificate to be given to those who distinguish themselves in furthering our goals. There is one such man in our audience tonight. He is our former President and the recently retired Chief of the Division for the Blind and Physically Handicapped of the Library of Congress. Please come to the lecturn, Mr. Bray.

It is my privilege and great honor as President of NBA to present the first honor certificate to you. It reads:

NATIONAL BRAILLE ASSOCIATION, INC.
PRESENTS THIS
HONOR CERTIFICATE
TO ROBERT S. BRAY
IN APPRECIATION FOR A SIGNIFICANT
CONTRIBUTION IN FURTHERING THE NBA
PROGRAM TO HELP THE BLIND TO READ
MAY 9, 1973 FRANCES SOBEL, PRESIDENT

In addition, I would like to announce that at our meeting in Palm Beach, Florida, in January, the Board of Directors, in honor of your retirement, set up a fund in your name, to provide special workshops, outside our usual framework of regional meetings and conferences, to communities requesting them. The members of the Board hoped that in some small way this gesture would express the deep affection we have for you and the sincere appreciation we feel for your many years of service to and support of the National Braille Association.



Mrs. Alvin A. Sobel - Mr. Robert Bray

FAREWELL ADDRESS

Mrs. Alvin A. Sobel, President

MEMBERS AND GUESTS:

In thinking of what should be said in way of summing up the last two years, many things came to my mind.

Should I enumerate NBA's accomplishments? Should I thank all those who worked so hard? Should I say what an understatement Helen Hubman's admonition was? Helen, our immediate Past President, said I would find the presidency a demanding task. All I can say about that is - WOW!

In the past two years, NBA published the tape recording manual and that committee now has lessons for teachers as well as trainees. The large type manual hot off the press at this meeting is a masterpiece. We are proud to state that the Library of Congress, Division for the Blind and Physically Handicapped, purchased our entire production of both manuals so that they could be distributed free to all who requested them. The hard working committees that prepare the material and the publications committee which approves them and gets them ready for printing work for years on these projects so no one administration can claim credit. We all are very proud!

A very thrilling event this year was our invitation to jointly sponsor the Braille Authority. We are honored to be added to the masthead that now reads "The American Association of Workers for the Blind, the Association for the Education of the Handicapped and National Braille Association Braille Authority".

Our Mathematics Committee set up the Braille Technical Tables Bank. Now all tables may be procured from the BTTB which is located in Michigan. NBA sponsored special workshops to teach the new Nemeth Code. Alice Mann, our Chairman, came to California last March to teach the five-session workshop at CTEVH's annual meeting. In May, at NBA's regional meeting in New Jersey, she did it again and in June she conducted another special workshop for the Chicago area.

The past two years have seen us travel to Scottsdale, Arizona; Saddle Brook, New Jersey; Palm Beach, Florida, and now here in beautiful San Francisco. Our great Site Finding Committee manages to get the most exciting invitations. We salute you! They have completed their task for the next two years and we are pleased to report that we will be in New York in October and in Cincinnati next January. May 1974 will find us in El Paso, Texas. In 1975, we will be in St. Petersburg and our next conference will be in Milwaukee. These meetings are chock-full of workshops, all for the prime purpose of spreading the word of our commitment to excellence. We conduct workshops in order to sharpen skills of the volunteer everywhere.

We are very proud to announce that this is the Tenth Anniversary Year of the founding of the Braille Book Bank. It is thrilling to know that it is the primary source for college textbooks in braille with a library of braille masters totalling more than 1000

titles.

Due to our unusual set up with no local chapters, membership drives have been difficult. To offset this we now have Regional Membership Chairmen whose responsibility it is not only to enroll new members but retain those we have. This new arrangement was developed by our great Membership Chairman, Grace Rice.

In January 1972, NBA committed itself to an expansion of its programs and services, including the raising of sufficient funds for their support. We are happy to report that we were informed just last week of several definite grants amounting to over \$15,000 and a strong possibility of another for about \$12,000. Most of these funds are earmarked for additional Braille Book Bank Units. Our direct mail campaign was moderately successful and we are thrilled by the response of our members and their friends. Our gratitude is boundless!

And now I almost feel like this is the Oscar Ceremony because I must make some thank-you's. To the Officers and Board Members, without whom none of this would have been possible, I extend my heartfelt thanks. To my long suffering husband, a very big thank you for his patience and understanding. To my buddies at the National Office in New Jersey, Don and Ethel Earnest (they are here), to Ida and Lillian and, last but not least, Betty Mowerson, the Braille Book Bank Librarian, I couldn't have done it without you, each and every one of you.

To all those host groups who responded so beautifully, a great big thank you. You made us look so good!

I cannot close without expressing deep appreciation for the close cooperation and assistance from the two gals from Cincinnati, Helen Levine and Muriel Lass. Their wisdom and guidance kept our ship of state afloat through many a stormy sea.

To Helen Levine, our Incoming President, I extend my wishes for a very rewarding administration. Stimulating I know it will be. My greatest wish is that it will be productive in every way. Good health to you and much success!

And now I want to thank you, our members, for giving me the privilege to serve as your President. It has been an experience I would not have wanted to miss. Again, my thanks to you all.

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

Mrs. Ralph G. Hubman, Past President

Fran,

One of the dividends of being the Immediate Past President is the privilege and high honor of presenting the Presidential Pin.

For these past two years, Fran, you have brought singular devotion and dedication to the office of the Presidency. Your administration has been filled with accomplishments which have enriched NBA.

Our pleasure in honoring you tonight, Fran, is doubled by the presence of a long-time member of NBA, Workshop Consultant at this Conference, and the "Doctor" to our thermoform machines. Al Sobel, this gives us a rare, and pleasant opportunity to thank you for your dedicated service to our Braille Book Bank and NBA, and sharing Fran with us.

Sophocles once wrote, "One must wait until evening to realize how splendid the day has been." Fran, we in NBA have been very fortunate in have 730 such splendid days, knowing that the office of the Presidency was being served with courage, vision, and distinction.

And now, dear Fran, it is my very great honor, on behalf of the entire membership of NBA, to present to you the Presidential Pin, with our very deep love, gratitude and highest respect.



Mrs. Ralph G. Hubman, Mrs. Alvin A. Sobel

ACCEPTANCE SPEECH

Mrs. Lawrence M. Levine, Incoming President

Someone once said of a woman I know who was president of a large national organization that she never really wanted to be the president. She just wanted to be the past-president. I used to laugh at that, too, but I'm beginning to feel more sympathetic.

Past-presidents, if they have been imaginative and strong, as Fran has, and if their membership has been cooperative and effective, as ours has, can speak of achievements. New presidents can only speak of hope. I hope, for all of us, that the next two years we will continue to grow and to move forward together along the path we have so ambitiously outlined for ourselves.

It is almost impossible to realize the difficulties of cooperative enterprise in a society which honors, chiefly, personality and individual success. NBA is one of the few areas I know which truly does honor cooperative enterprise. We have 28 years of successful life to prove it.

The Poet, Kahlil Gibran, wrote in his memorable little book, THE PROPHET, that "Work is Love Made Visible". I didn't really understand that when I first read it many years ago, but I have been a part of NBA for a long time, and I understand it now. The commitment of our officers, our Board's acceptance of responsibilities, and our members' dedication to quality ---- your braille, your large type, your tape recording ---- are all "Love Made Visible".

One of our braille book bank clients, a woman who has recently become Associate Professor of Psychology at Northern Kentucky State College and who has relied heavily on book bank services ever since we began, once said to me: "The way I see it, there's just no excuse for being blind, but you people certainly do make it a whole lot easier." That is what we have come together to do, and what I hope we will continue to do, in the spirit of cooperative enterprise ---- making being blind a whole lot easier.

At this meeting NBA has planned expansions of its program that will demand more from each one of us. I urge all of you, who have already done so much, to help us now to do even more. We have had a splendid past, but we need each of your ---- your work, your membership, your financial support, your creative ideas -- if we are to continue making "being blind" a whole lot easier in the future.

Thank you for letting me be a part of that future.



Mrs. Alvin A. Sobel presents gavel to
Mrs. Lawrence M. Levine

REPORT OF RESOLUTIONS COMMITTEE

Mrs. William Tincher, Chairman of Resolutions

WHEREAS we appreciate the efforts of the California Transcribers and Educators of the Visually Handicapped, the California State Department of Education, the Transcribing Mariners and the Peninsula Braille Transcribers' Guide;

WHEREAS the excellence of this conference is due to the outstanding efforts of the Chairman, Mrs. David H. Van Tuyl, and her many Committee Chairmen: Mrs. William J. Corcoran, Mrs. Carl K. Revelle, Mrs. George Rothhaupt, Mrs. Raymond Schriefer, Mrs. Irving Cassell, Mrs. Frank Olgiati, Mrs. Frederic Eldridge, Mrs. Lee Marriott, Mrs. Hortense Sundman, Mrs. Samuel Solar and their committees;

WHEREAS we are grateful for the blessings of Sister Anne Columba, Rabbi Ralph Mecklenburger, Mrs. Theodore Stone and Mr. Robert Bray;

WHEREAS we enjoyed the fine music of Mr. Terrance Tom;

WHEREAS we were interested in the many exhibits from:

Adapting Science Materials for the Blind, Berkeley, California
American Printing House for the Blind, Louisville, Kentucky
American Thermoform Corporation, Pico Rivera, California
Apollo Lasers, Inc., Los Angeles, California
Brailleboss, SAEDC of M.I.T., Cambridge, Massachusetts
California State Department of Education, Sacramento, California
Computer Curriculum Corporation, Palo Alto, California
Expert Precision Electronic Research Technicians, Van Nuys, California
Fostoria Corporation, Orinda, California
Hadley School for the Blind, Winnetka, Illinois
Howe Press of Perkins School for the Blind, Watertown, Massachusetts
Jewish Institute for the Blind, New York, New York
Dr. M. Kossenbergh, Breda, Holland
Library of Congress, Washington, D. C.
Lutheran Braille Workers, Yucaipa, California
Pelco Sales Corporation, Gardena, California
National Center for Deaf-Blind Youth and Adults, Glendale, California
The Oakmont Visually Handicapped Workshop, Santa Rosa, California
Recording for the Blind, Inc., New York, New York
Southwestern Regional Deaf-Blind Center, Sacramento, California
Telephone Pioneers of America, San Francisco, California
Telesensory Systems, Inc., Palo Alto, California
Transilwrap West, South San Francisco, California
Velo-Bind, Inc., Sunnyvale, California
Visualtek, Santa Monica, California
Volunteer Transcribing Services, San Mateo, California

WHEREAS we appreciate the demonstration of computer braille provided by International Business Machines;

WHEREAS we appreciate our many patrons:

Acacia Press
Bank of America
Braille Transcribers' Guild of San Diego
California Printing Co.
California Savings and Loan Co.
Mr. Norman Hartzler
International Telephone and Telegraph Co.
Jenkel-Davidson Optical Co.
Mack Trucks, Inc.
Miss Effie Lee Morris
San Francisco Convention and Visitors Bureau
San Francisco Federal Savings and Loan Co.
San Francisco Municipal Railway
Sixth District California State PTA Braille Transcription Project
Mrs. Conrad Skladal, Jr.
Eva Paige Spencer
Sunsweet Growers, Inc.
Wells Fargo Bank

WHEREAS we appreciate the stimulating workshops under their knowledgeable leaders;

WHEREAS we are always appreciative of the dedicated services of the officers and directors of NBA, Inc., presided over by Mrs. Alvin A. Sobel;

NOW, THEREFORE, BE IT RESOLVED, that we extend our heartfelt thanks to all who made this Twelfth National Conference such an outstandingly informative, entertaining and enjoyable occasion.



Mrs. Bernard Krebs tries the electric Perkins
at the Howe Press exhibit

WORKSHOP

REPORTS

ADMINISTRATION OF VOLUNTEER GROUPS

LEADER:	Mrs. Harold L. Ahrbecker	Chairman, NBA Administration of Volunteer Groups Committee, Sun City Center, Fla.
CONSULTANT:	Mr. Carl W. Lappin	American Printing House for the Blind, Louisville, Ky.
PANEL:	Mrs. Robert Atkinson	Volunteer Services Center, housed in the Milwaukee Public Library, Milwaukee, Wis. (independent, unfunded agency)
	Mrs. Edward Blumberg	Volunteer Braille Services, housed in the Library of Congress, Washington, D. C. (independent, unfunded agency)
	Mrs. Clarence Dodge	Sixth District California State PTA, Braille Transcription Project, San Jose, Calif. (independent, unfunded agency)
	Mr. Ed King	Visual Aid Volunteers, Garland, Texas (State sponsored, but independent agency)
GUEST SPEAKER:	Mr. Daniel Lynn Conrad	President of the Institute on Fund-Raising, San Francisco, Calif.
ATTENDANCE:	First Session, 45; Second Session, 34	

Sponsorship was explored briefly and the conclusion reached was that affiliation versus independence is a decision which must be made by each group. Sponsorship involves, in most cases, red tape, government supervision by a parent group, but it also provides financial support, responsibility for payment of taxes, insurance, and offers many other benefits. Independence eliminates conflict, but involves the responsibility of becoming fund-raisers to insure the existence of the group.

Most workshop participants seemed to agree that sources of assignments included resource teachers, school administrators, special education personnel, students, individuals and the adult blind. One of the problems common to all transcribing groups was that of obtaining titles well enough in advance so that the transcriptions would be ready for the school semester. One solution was offered by the Volunteer Service Center of Milwaukee, Wis. They appoint a school liaison chairman who starts collecting titles for transcription almost a year in advance of the time when they are to be used in the schoolroom. This is not easy to do; however the Milwaukee group is very successful

in doing it. The liaison chairman must, of necessity, develop a rapport with special education personnel and the school administrators. She must be a vigorous and determined volunteer and is generally known as the chairman of the "Nagging Committee". If you want further information about this administrative feature, write to Mrs. Jack Prochnow, chairman, Volunteer Services Center, Milwaukee Public Library, 814 W. Wisconsin Ave., Milwaukee, Wis.

It is not necessary for a beginning group to appoint officers. However, it is important for the group to incorporate as a non-profit organization as soon as possible. Incorporation creates an image of stability for the group within the community and is a protection for its donors. At the time of incorporation, officers must be chosen, e.g., president, vice-president, secretary and treasurer. During an inceptive period just a few volunteers can handle the administration, regardless of overlap. As a group expands supervisory heads can be appointed - over-all chairman, one each, for purchasing, assignments, duplicating, etc. Some groups appoint a "thank-you" chairman to take care of all correspondence concerning gifts and any other kind of assistance offered. This is an important appointment for public relations within the community.

Good record-keeping is a MUST for all volunteer transcribing groups. Records point up the accomplishments and the weaknesses of a group. Records should be developed so that they are detailed enough for adequate control of volunteer activities, but not to the point where they are cumbersome or irrelevant. All records should be planned so that they will contribute information and interpret the character of a group. NEVER ALLOW RECORDS TO BE REMOVED FROM A CENTRAL OFFICE. They must remain in a convenient location so they are readily available to all members of the staff whenever they are needed. If samples of record forms are needed, write to the chairman of the NBA Committee on Administration of Volunteer Groups.

Publishers' permission to transcribe still causes trouble. An APH Intention Form must be filed for every textbook transcribed in the three media of braille, tape and large type and, what is more important, the APH-IMRC Completion Form MUST be sent to this central file when a transcription has been finished. No title is ever registered in the file unless the Completion Form is received by APH-IMRC. Many months of a volunteer's time is wasted if this directive is not followed. Be sure to alert APH-IMRC if a title is not finished or is retired.

The Library of Congress, Division for the Blind and Physically Handicapped, takes care of all copyright clearance before they make an assignment. Transcription may begin as soon as an assignment is received from them.

Blanket Publisher's Permission Lists are available from APH-IMRC. These lists are kept current. As far as anthologies are concerned, every individual copyright holder represented within the collection must be contacted for permission to transcribe, whether there are three or three hundred to contact. As defeating as this is, that is the way it is. A suggestion was made that a standard letter be used and a copy of one approved by Carl Lappin, APH, is included in this report. These letters should be sent with a return, stamped, self-addressed envelope, thus extending a subtle thank-you to the publisher for his cooperation. Usually there is no question in the minds of a publisher about transcriptions into braille, but there is as far as tape and large type

are concerned. Anyone can use these transcriptions.

DO NOT request an ink-print book from the publisher. This is considered an unethical practice. Either an agency should pay for the ink-print copy or it should be supplied by the school or person requesting the title.

The "fair use" principle is probably the best kept secret in the world. "Fair use" principle means that one and only one copy may be transcribed for an individual without copyright clearance. Currently, no definitive explanation of this principle is available. To be on the safe side, write to the publisher for permission to transcribe. If no answer is received, send another, perhaps three letters of request. Keep carbons of these letters in the agency's files for protection of the agency and for proof of intent.

No charge is ever made for the transcription of a title. If an individual is not able to pay the cost of materials used, do it anyway. Never penalize a blind person's request. If transcriptions are done for an educational institution or a government subsidized agency it is legally proper for a non-profit agency to charge for the materials used. To figure the cost per page (plastic or master-copy) it is recommended that only the cost of materials be considered. Never include operating expenses, cost of equipment or proofreading in this figure, (some groups, however, do figure in the cost of proofreading). Cost per thermoformed page varies from three to twenty-five cents, throughout the country.

Volunteer Services Center of Milwaukee, uses an entirely different approach to proofreading. Blind, certified proofreaders come to their central office and proofread with a sighted monitor checking the ink-print text. They pay a proofreader \$2.10 per hour (but are considering raising this figure). They say this is a more economical and much faster method than paying a per page rate.

Most groups represented in this workshop request a deposit on their transcribing equipment. They seem to think a deposit on equipment is an exercise in discipline and that transcribers take better care of the machines if a deposit is required. A deposit may be refunded or given as a contribution if a volunteer does not finish the course of instruction, or for any other reason.

A group must familiarize itself with all Federal, State, and local tax laws and regulations applying to its situation for two reasons: (1) so that the group can fully meet its responsibilities and protect its donors; and (2) so that a group can take full advantage of special tax privileges extended to them, such as certain exemptions. It is sometimes necessary to file tax reports even when a tax payment is not required. Contact a local branch office of Internal Revenue Service for proper information.

No detailed recommendations can be made concerning insurance because of the diverse character of volunteer transcribing groups. Consult with a reliable insurance agent to determine your needs. On-premise insurance will be necessary (fire, theft, etc.). If paid staff is employed, Workman's Compensation will be required and, if more than four paid employees are involved, the agency will be required to pay Federal Unemployment Insurance. Not-on-premise insurance is not recommended because of

the high cost of premiums and because the machine in a volunteer's home is usually covered by his own insurance. Neither is repository insurance necessary. It is impossible to put a dollar value on a transcription. If insurance of a repository is considered, insure for materials only.

Most representatives participating in this workshop felt that a master card system was the only way to keep a record of their permanent collection of titles. This is actually the main entry card and, as such, can be filed by title or author. One group positions its volumes in the repository by assigning them consecutive numbers as they are received, (e.g. number one then the last two numbers of the year in which the assignment is received, 1-73.) All volumes are placed on repository shelves in this numerical order. No attempt is made to segregate volumes as to subject matter. Most groups merely file volumes in the repository by titles.

Some groups save Betty Crocker coupons and various kinds of trading stamps. Arrangements are made with the issuing companies to exchange these stamps or coupons for transcribing equipment. Non-transcribing volunteers collect the stamps and affix them into the proper books. Not only is this a good way to obtain necessary machines; it is also a good concept for public relations because many prospective volunteers and contributors will learn of the group and its activities through this process. Annual award meetings, membership meetings, orientation meetings, luncheons, and teas are other methods of creating good public relations.

FUND-RAISING (afternoon session)

Mr. Daniel Lynn Conrad, president of The Institute for Fund-Raising of San Francisco, California, was the principle speaker at the afternoon session of this workshop. Mr. Conrad spoke to the philosophy and the technique of fund-raising. He emphasized the fact that donors should be sought who have the same interests and desires as the agency asking for help. A solicitor should find a common ground with the donor, cultivate a friendly atmosphere, then ask for contributions. "Friend-raising precedes fund-raising", stated Mr. Conrad.

Professional fund-raisers are, in fact, management consultants. They tell you what you are doing wrong and how to correct it. They will get an agency organized and prepared to solicit funds. They are very expensive and they usually operate on a fee basis, not on the percentage of money raised.

Before an agency starts planning a fund-raising campaign, it should try to answer in 25 words or less why the group should be formed today if it did not already exist, and what it is trying to accomplish. Then an entire program should be built around this theme. Donors, as a rule, are not interested in the "bricks and mortar" appeals. This means they are not interested in seeing pictures, diagrams or development plans for new wings of institutions or new buildings. The appeal of how desperately money is needed to keep an agency operating is another mistaken way to ask for money. No one likes to contribute to a sinking ship. Donors merely want to know that whatever they contribute is being used to get the job done.

Nothing turns off a donor quicker than to think his money is being used to solicit him.

Therefore, it behooves an agency to plan brochures judiciously. Do not use the four-color process for photographs when simple line-drawings would accomplish the same purpose. Do not use expensive printing techniques when others might look just as well.

Put the needs which exist in society together with the donor's need of self-image. Ask the question, "Mr. Donor, would you like to fulfill these needs?" Specific questions an agency might ask a donor could be, "Do you care about blind people and their education or would you rather visually handicapped people remain ignorant?" "Will you help us increase our service to help educate blind children?" These are the kinds of questions which will strengthen your appeals for funds and increase interest in your service.

Some of the techniques of raising money are: (1) direct mailing; (2) foundation grants; (3) product-selling; (4) benefits; (5) deferred giving.

- (1) DIRECT MAILING CAMPAIGNS are slowly losing favor in most communities, but, when this type of fund-raising is used with discretion, it can produce a sizeable sum of money. Lists of subscribers to the rather esoteric magazines generally have a rapport with agencies serving the blind and visually handicapped. These lists can be purchased from the Direct Mail Advertising Association in New York.
- (2) FOUNDATION GRANTS are not as easy to obtain as most people think. Only about 20 percent of all requests from foundations are granted. A good source for foundations compatible to agencies serving the blind can be found in The Foundation Directory, Marianna O. Lewis, Editor. This book can be found in any local public library.
- (3) PRODUCT-SELLING as a means of raising money depends upon the proper choice of a product and whether or not it has general appeal. Another factor in this type of fund-raising is the caliber of the administrative committee and its solicitors. They must be vigorous, visceral, imaginative and persistent in their selling techniques.
- (4) BENEFITS such as luncheons, dinner parties, cocktail parties, balls, concerts, etc., might be considered as fund-raising functions. However, it is a good idea to figure the total amount of time it takes to plan, organize, and implement such affairs and then divide this entire total by the amount of money to be raised. If the answer is more than \$1.00 per hour, go ahead with the project, if less than \$1.00 per hour - forget it.
- (5) DEFERRED GIVING means bequests of stocks, bonds, real estate, land, insurance, etc. Currently, three percent of all contributions made in the United States is by deferred giving. Any brochures used for fund-raising should contain information about this type of contribution. Lawyers within a community should be alerted to this arrangement of deferred giving. If they have clients who no longer have any inheritors left and want to leave their estate to charity, why should it not be yours?

In conclusion, it seems fair to state that many volunteer transcribing agencies put up obstacles to fund-raising. It also seems fair to say that current thinking about fund-raising must be reoriented. The "bricks and mortar" approach is all wrong. Showing how an agency gets its service to those who need it is a much more important factor. Brochures should reflect why the money is needed. "If \$5,000 is given today, this sum will provide brailled volumes for one blind student for one year." "Last year we helped many blind students; won't you help us to help many more blind students this year." Donors will be kept interested much longer and will usually increase their annual contribution if the need for their continued support is based upon realistic and logical reasons. Find new friends, not donors. Remember, "Friend-raising precedes fund-raising."

SOME REFERENCES FOR FUND-RAISING

ACHIEVEMENT MOTIVATION by David McClelland (on color and what it does)
AMERICAN ASSOCIATION OF FUND-RAISING COUNCIL - 500 Fifth Ave., NY, NY
(for lists of reputable fund-raisers)
FUND RAISING FOR SMALL ORGANIZATIONS by Phillip G. Sheridan
FUND-RAISING MAGAZINE - 224 Seventh Street, Garden City, NY 11530
"IF YOU WANT AIR TIME" - National Assoc. of Broadcasters, Public Relations, NAB,
1771 North Street, N. W., Washington, D. C. 20036

SAMPLE PERMISSION REQUEST TO PUBLISHERS

VOLUNTEER SERVICES
MILWAUKEE PUBLIC LIBRARY
814 W. Wisconsin Avenue, Milwaukee, Wisconsin 53233

The Volunteer Services, Milwaukee Public Library, a transcription agency serving the blind and visually handicapped, requests your permission to transcribe into _____ the following book:

give title, author(s), and
all copyright dates

All transcriptions, whether of a complete book or portions thereof, acknowledge author, publisher, and copyright credits. Upon completion they are registered with the Library of Congress and/or the Central Catalogue of the American Printing House for the Blind.

This agency is operated entirely by volunteers as a non-profit service organization. It is sponsored by the Coordinating Council for Services to the Visually Handicapped, Milwaukee, and authorized by the Milwaukee Public Library.

We would greatly appreciate your permission to proceed with the transcription of the above-mentioned book.

Sincerely,

Coordinator, Volunteer Services

.....

The Volunteer Services - Milwaukee Public Library is hereby granted permission to transcribe into _____ the above book (Portions of the above book) as requested. We understand that copyright credits will be included in said transcript.

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PLEASE SIGN AND RETURN ENTIRE SHEET IN ENCLOSED
SELF-ADDRESSED AND STAMPED ENVELOPE

THANK YOU

BASICS OF MUSIC BRAILLE FOR TRANSCRIBERS

LEADER:	Mrs. Irving Schuman	Chairman NBA Music Committee, Los Angeles, California
CONSULTANTS:	Miss Sandra Walberg Mrs. Marie Erich	Braille Music Advisor, Library of Congress CTEVH Music Specialist, Southern California, Los Angeles, California
RECORDER:	Mrs. Harold Rosner	Peninsula Braille Transcribers' Guild, Inc., San Mateo, California
ATTENDANCE:	21	
Texts Used:	INTRODUCTION TO BRAILLE MUSIC TRANSCRIPTION (INTRO), with reference to REVISED INTERNATIONAL MANUAL OF BRAILLE MUSIC NOTATION 1956 (CODE) and LESSONS IN BRAILLE MUSIC (LESSONS) - all available upon request as a package from the Library of Congress to students of music transcribing.	

This session, geared solely as an introduction to braille music transcription, covered basic concepts of the music code and was aimed at familiarizing the student transcriber with the code's highlights.

They consisted of:

- A. A moderately detailed presentation of note formation, count values, and pitch on the grand staff,
- B. A cursory presentation of print signs, with the added statement that virtually all print music signs have their equivalents in braille, the same as in literary,
- C. A serious presentation of braille devices and certain parallels in concept between the music and literary codes such as the principles of:
 1. Doubling in music equated with the principal of the "doubling" of italics in literary,
 2. "Signals" in music equated with "signals" of the 2-cell contractions in literary,
 3. Forms for repeats in music equated with the ideas of contracting used in literary,
 4. The hybrid braille devices of grouping, of intervals, and of in-accords for the intelligible linear presentation of vertical ink-print notation.

Participants were also alerted to the following reference materials: INTRO-Order of Signs (General), Order of Signs (String), Grouping Table; CODE - Index of braille signs; LESSONS - List of print-sign equivalents; HANDOUTS - Uses of dot 3; Octave sign requirements; Short-cuts reference list; Ink-print corrections and suggested additions for General Index and Index of Signs for CODE: Recommendations for Preparing and Completing a Transcription; Improving braille erasures; Realigning on the Perkins.

Participants were encouraged to avail themselves of the reference services of the following "reference people"; nationally - Miss Sandra Walberg, Braille Music Advisor, Library of Congress; regionally - Music Area Representatives listed in the NBA Bulletin; California - CTEVH Music Specialists listed in The California Transcriber.

The material presented at this workshop will be reprinted as "Presentation and Outcome of the Computer Notation Workshop". Transcription of the print examples will be shown in simulated braille and, where appropriate, comments will be given. An announcement of the availability and cost of purchasing this material will be printed in the Fall, 1973 issue of the NBA Bulletin.

CONSUMABLE BRAILLE MATERIALS FOR THE PRIMARY GRADES

LEADER: Mrs. Sally Mangold Resource Teacher, Castro Valley, California

PANEL: Mrs. Elaine E. Moody Braille Transcriber, Castro Valley Unified School District, California

Mrs. Joyce Van Tuyl Math Transcriber, Palo Alto, California

Mr. Fred Sinclair Consultant in the Education of the Visually Handicapped, California State Department of Education, Sacramento, California

ATTENDANCE: 68

Sample print pages and their adapted braille counterparts were issued to workshop participants.

The opening statements by the panel members pointed out that educational methodology has changed drastically during the last few years and the rate of change seems to be increasing rapidly. The trend is toward individualizing instruction for all children. Sighted children, in the primary grades, are given many consumable workbooks and programmed reading materials. Publishers and leaders in the area of education for young children tell us that children seem to learn more easily when they work right on the pages and when they get immediate knowledge of results. Self-correcting programs in reading and mathematics help strengthen weaknesses and allow for individual differences.

The changes in education for sighted children present new challenges to the educators of visually impaired children and the transcribers who provide basic texts. The educators must thoroughly understand the concepts being presented in the print material and work with the transcriber in adapting the materials.

Many of the basic texts in California are provided by the State Clearinghouse Depository in Sacramento. Mr. Sinclair pointed out that less than twenty percent of the texts are provided by the Bureau of Special Education. Volunteers help provide the remainder of the needed materials. The Bureau receives more requests for consumable books every year.

A survey conducted by Mr. Sinclair indicated that almost all of the teachers who answered the survey preferred consumable books for their visually impaired students whenever the regular class was using consumable books. Sighted teachers had less difficulty in assisting visually impaired students when the braille edition followed closely the format of the regular print.

We cannot expect the braille user to keep up with sighted peers in the upper grades if he has not had the years of practice reading and writing that sighted students experience. By the time the first grade student has completed a consumable braille math text, he has inserted into the braille writer more than nine hundred pages.

The sample pages were discussed at length, and the following points were mentioned as well as the specifics that related to the sample pages.

Sometimes the Brailon is not cut exactly straight. If very young children have difficulty inserting large pieces of Brailon, check to see that the plastic is straight, or trim off 1/4 inch from left margin.

Print books were designed to be used with children of differing abilities. Most classroom teachers do not use all of the pages with all of the children. Teachers need to evaluate books to see which pages are appropriate for a particular child.

The vast majority of beginning reading and math papers ask the students to either circle, or underline the right answer. A push pin board can be used by the braille users. Use press board, cut to 9"x12" or 12"x12". Cover it with contact paper. Place a row of push pins at the top. The braille user can mark the right answer with a push pin. This allows the child to go back and see where he left off, check to see if he has skipped any line, and develop muscles needed to operate the brailier. Although a blind student can use a pencil or crayon for marking choices, he cannot afterward check his work or correct it. The push board affords him this opportunity.

A consumable worksheet contains blank spaces in which the student may write the appropriate answer. As a general rule, leave two more blank spaces than the student will need to write his answer. The blank is shown in braille by dots 3-6 written four times. The student puts his answer directly after, not above the line.

Pictures of different objects are used in print books to help a student understand beginning math concepts. Do not attempt to make raised pictures for the braille user. Braille letters, grouped mathematically correct as they are in the print, are more meaningful to the braille user.

Cassette tape recorders and consumable workbooks may be used together to allow the student to work independently in phonetic workbooks and beginning spellers which employ so many pictures to relate a concept. The tape gives brief descriptions of the pictures. Ex. -- A. ball B. cat C. doll etc.

The standards for braille must be different for students than for transcribers. All children make mistakes and need years of practice to become truly skilled at braille. A child may be off a great deal in judging spacing and amounts of needed room for a problem. Don't get discouraged by a few failures. Through repeated practice with consumable materials, the students will more easily obtain the skills they need.

DAILY LIVING SKILLS FOR THE BLIND

LEADER: Mr. Berdell H. Wurzburger California State University, San Francisco, California

PANEL: Helen Dornbusch Blind Adolescent Living Skills Center, San Pablo, California
Sandy Kolterman Peninsula Society for the Blind, Palo Alto, California
Philip Yocum Blind Adolescent Living, Skills Center, San Pablo, California

ATTENDANCE: 99

Mr. Wurzburger pointed out that the skills to be discussed in this session are those needed for every day living, from the time of getting up in the morning until retiring at night.

Three hand-out sheets were presented. One was a list of untaught living skills prepared by the parent of a blind child. The other two were evaluation sheets used by the two centers represented by our panel members.

The first panel speaker, Sandy Kolterman, became legally blind five years ago. She was frequently told that she did not look blind. In her opinion, people look blind who do not have living skills acceptable to society.

The second panel speaker, Helen Dornbusch, was formerly a teacher and mobility instructor in the Sequoia Union High School district. There she was able to enroll students in home economics or shop classes only by working closely with teacher and student, until the student was well integrated, then enlisting the help of student aides. While she considered this program to be very worth while, she has discovered many techniques at the Living Skills Center which were never considered in the public school systems.

Philip Yocum, mobility instructor at the Blind Adolescent Living Skills Center, described the operation there. This is a center where young blind people have the opportunity of learning, through intensified training, skills which sighted individuals have acquired over the years through observation and imitation. The center is funded by Federal Grant, Title III, Elementary and Secondary Educational Act, 1965. It is designed to serve 20 students, 16 to 21 years of age. The students live in two bedroom apartments, two participants to an apartment. They are financially responsible for the rent of the apartment (\$45.00 a month each), the furnishing of the apartment, their own food, utilities, and some transportation.

The Center has a director, 5 teachers and 4 teacher aides. They serve seven days a week, from 7 a.m. until 10 p.m. Their goals are to teach the following skills: mobility, recreation, social living, communication, and pre-vocational. Their overall aim is to teach young people to live independently.

Check lists are used as a tool and guide in assessing needs and as a record of progress. They are based on teacher observation, but are often discussed with the students.

At the Peninsula Center for the Blind, the check list is discussed with each student to discover the way he evaluates his own abilities. Mrs. Kolterman finds that he usually overrates himself, basing his performance on what he could do before losing his sight. When tasks are attempted, the need for training becomes apparent. A reevaluation is enlightening to student and teacher.

Questions from the audience brought out the following facts. At the Living Skills Center there are blind instructors, and the questionnaires are available in braille to the students. The participants are from all economic backgrounds. There is no time limit for graduation. The student leaves when the individual and the staff feel that he or she is ready to live independently.

The panel was asked if the homes of the students were visited. It was pointed out that the apartments at the Living Skills Center are the homes of the participants. They make their own decisions and meet their own requirements with the help of the staff. Their privacy is respected. Mrs. Kolterman does go into homes of young people who are referred to her. She finds that parents have often given up on social training.

The question was asked as to how the students are chosen for the program at the Living Skills Center. There must be a doctor's report stating the age and health of the student. He must be "functionally blind" as determined by the staff. He must request help by filling out a questionnaire. Students from Contra Costa County have first priority.

The check list used at the Living Skills Center was discussed at length. This covers personal hygiene, grooming and dressing, care of clothes, and home management. Everyday skills of living which sighted people take for granted are often lacking. For example, it is necessary to determine whether or not the individual can wash, comb, brush or set hair; if there is an awareness of appropriate style; if there is knowledge as to how to use a barbershop or beauty salon. Eight areas of personal hygiene are considered.

A question was asked as to whether or not instruction was given in sex education and birth control. People from the health department have dealt with these issues, along with planned parenthood, in seminars and rap sessions.

Question: It seems as if the aim is to turn out a nice, middle class stereotyped individual. Is this true?

Answer: Students are taught social skills, they are always given choices, and the instructors truly try not to impose their own values.

Mr. Wurzbarger asked Mrs. Kolterman to define social skills. She said that an

individual should be able to carry on a conversation with sighted people, to function in a sighted community, and to be comfortable with sighted people. He should be able to handle all the amenities of a restaurant situation, and be able to make the sighted people comfortable with him. It is important to be able to become involved with sighted people. One must learn that blind mannerisms, such as rocking or eye gouging, are unpleasant to sighted people.

Mrs. Dornbusch observed that students are aware of their own inadequacies and want to improve. Both she and Mr. Yocum agreed that apartment living provides a chance to recognize behavioral needs, especially since the students occupy only 10 out of 78 apartments, and are in frequent contact with all sorts of people. Also, learning to live with a roommate one has not known before teaches consideration, helpfulness, and a spirit of give and take.

A question was raised as to the outside activities of the students. They are encouraged to find jobs or do volunteer work. Several are in high school or junior college. One student attends a secretarial school.

Facial expression was discussed. An observer remarked that one of the frustrations of a sighted person in dealing with the blind is lack of facial response, and techniques for developing this were requested.

Mrs. Kolterman uses games to develop eye control, and tries to relate expressions to activities, such as grimacing when vacuuming.

Mr. Phil Hatlen observed that facial expression is still in the area of research. It has been learned that the only unlearned expression is a smile! Researchers in this field are: Birdwhistle, Dr. Emerson Foulke, and Mr. Tom Kellis, a Berkeley Resource Teacher for the Visually Handicapped.

Lack of facial expression may be one reason sighted people tend to "talk around" blind people, asking the person accompanying him what he wants. The way to deal with this is to instruct the person to direct his remarks to the individual involved.

Specified techniques were discussed for helping blind people in cooking. Some of Mrs. Kolterman's suggestions were:

1. Put spices, flavorings, etc., in wide mouthed, labeled jars. Use a measuring spoon bent at a 90 degree angle to dip into a jar. This will lessen spillage.
2. Use a turkey baster to remove grease from hamburger or bacon. It will also handily "slurp up" an egg spilled on the floor.
3. A tuna fish can with both lids removed makes a good way to keep egg cookery under control.
4. Bacon can be cooked on a broiler pan in a 450 degree oven. It is done when it stops crackling.

5. Magnetic tape is useful in labeling cans. The braille label can be glued to the tape which can then be taken to the store and placed on the can at time of purchase. It is reusable. It is available from the Coast Directory Company, 431 Bryant Street, San Francisco; \$8.00 for 50 feet, 1/2 inch width. (Ready made labels are also available for purchase from Mrs. Gladys E. Loeb, 2002 Forest Hill Drive, Silver Spring, Maryland 20903)
6. To label stove knobs use glue dots or dymo tape, which is better. They can be labeled every 50 degrees. (Use alcohol to clean surface before applying)
7. Elmer's glue is an excellent way of marking skillet controls, washing machine controls, oven knobs, kitchen timers, etc. (Also use alcohol to get a clean surface)
8. Large print and braille cookbooks are available. One which is especially good is EASY GOURMET, published at Stanford, available in braille from Sacramento Society for the Blind, 2750 24th Street, Sacramento, California 95818.
9. A 99-cent onion chopper will also chop nuts, other vegetables.
10. Hot pad mitts are safer than plain pot holders.

Mrs. Dornbusch likes baby food jars for holding spices, and she noted that P. G. & E. will come out and label stove knobs with rivets.

Mrs. Kolterman discussed labeling for older people.

1. Place one, two or three rubber bands on the article purchased, keeping all of one classification on a separate shelf.
2. Tearing a bit of the label: one tear, peas; two tears, carrots; etc.
3. Braille each item of your grocery list on a separate 3x5 card. Take cards to the store and attach one to the can with a rubber band when the purchase is made. The card can be used again.

Mr. Wurzburger asked how a blind person is introduced to a stove.

Mrs. Kolterman first has the student practice with a cold oven, fill various sized pans with cold water, taking them to the oven, opening the oven door, pulling out the shelves and placing the pans inside, then reversing the situation. The process is repeated with various materials to get the feel of different things. After much of this type of practice the student loses his fear, and is able to use a hot oven.

The student is also taught, as a safety measure, to keep rubber bands handy and to put one on the hair to keep the hair out of the way of the flame.

Mrs. Kolterman also demonstrated a way to teach a student how to plug in an electric cord, by locating the prongs of the cord with one hand and the outlet with the other.

Place two fingers on the outside of the outlet and push the plug between, without the metal prongs contacting the hand.

Mrs. Dornbusch discussed grocery shopping:

First, she recommended a knapsack for carrying groceries. This leaves the hands free for cane travel.

The student is taught the route to the store.

He goes directly to the clerk's window with two grocery lists - one in braille and one typewritten - and asks for assistance if a clerk is free to help him. Usually the clerks welcome the opportunity to help, as a break in their usual routine.

Training is given in nutrition, food value, meal planning, and comparative shopping. Unusual food stores are visited if they are available, such as cheese stores, foreign food stores, and health food stores.

Questions were raised as to why it should be necessary to have programs to teach living skills. It was noted that there were many lapses in public education, partly due to lack of time and parental cooperation. Students in a public school program learn a great deal from their fellow students. Student aides are especially helpful. More parental follow-up and reinforcing of skills taught in school could be of great benefit.

A film was shown in which two blind students demonstrated meal preparation.

FOREIGN LANGUAGES

LEADER:	Mrs. Ethel P. Earnest	NBA Foreign Languages Chairman, Wyckoff, New Jersey
PANEL:	Mrs. Elizabeth Smith	NBA Foreign Languages Committee, Belmont, California
	Mrs. Elinor Savage	NBA Foreign Languages Committee, Claremont, California
	Ruth Williams	Proofreader, Albany, New York
	Mrs. Esther Rosalie Stone	German Braille Specialist, Chicago, Illinois
RECORDER:	Mr. E. L. Pierce	Peninsula Braille Transcribers' Guild, Inc., San Mateo, California
ATTENDANCE:	35	

The Chairman called attention to clarifications and changes made in the new revision of the CODE OF BRAILLE TEXTBOOK FORMATS AND TECHNIQUES which affect this specialty.

1. The new 1972 Revision of the CODE OF BRAILLE TEXTBOOK FORMAT AND TECHNIQUE is now ready and many important changes should be noted. Purchase from APH 7-2440 Ink-print, \$4.70.
2. Read the first two sentences on page 1 of this Revision under General Principals -- This is a guide, not a set of rules to be slavishly followed. Good common sense is needed, plus an awareness of the reader. Format that is confusing to the reader is not good.
3. WORLD BRAILLE USAGE, which gives charts of unusual languages is out of print. Xerox copies of any of these may be obtained from Mrs. Betty Smith, 1920 Notre Dame Avenue, Belmont, California 94002 or the NBA National Office, 85 Godwin Avenue, Midland Park, New Jersey 07432.
4. It must be remembered that braille codes of foreign countries are different from our English Code used in English-speaking countries. We use the English Code adapted for foreign languages. The use of the French Code with its many contractions, for example, would be confusing to English-speaking readers. In fact, it would require intensive study. Spanish countries have many codes, so our current system is much easier to read.
5. A Special Symbols Page must appear in every volume of a foreign language textbook. The transcriber can never know how much experience the student has had with symbols outside of the standard ones. Also, anyone can have a lapse of memory. Any new symbols or changes due to Code revisions must be given on this page for about two years until the student becomes familiar with them.

6. Special Attention! We now have a Transcriber's Note Symbol. It is a two-cell symbol and encloses the note. It is dot 6, dot 3 and is placed in cell 7 like a footnote and followed by the note without the words "Transcriber's Note" or any other indicator. Runovers are in cell 5. This is only to be used in textbooks and not in Literary Code. Be sure to explain on Special Symbols Page. Full explanation is given in Rule II Sec. 10a of the Textbook Format Revision.
7. Skills Column in NBA Bulletin. These will keep you up to date on any changes. It is suggested that the columns be cut out and pasted in the Foreign Languages Manual.
8. VOCABULARIES. Do all vocabularies! They are not dictionaries but are set up for the book in which they appear and are invaluable to the student. Transcribing vocabularies is excellent training for braillists who are new to the specialty. With careful advice, they will soon feel "at home" with the language being done.
9. QUESTION: What about a slash (oblique stroke) between words? In foreign languages, use the dash since the slash (dots 3-4) conflicts with some accented letters. Textbook Format Appendix E Sec. 1k Revision.
10. QUESTION: Directions and examples preceding lists in grammars: Put directions in cell 5, examples in cell 3, and then put the list at the margin. This gives longer lines for the list, when it is often needed.
11. ERROR! The printer rearranged some of the material in the Skills Column of the Spring 1973 NBA Bulletin. The last three entries of the print should have had all the "a's" under each other. The point is that, no matter how it is arranged in the ink-print copy, all entries in braille should start in cell 1.

The meeting was turned over to Betty Smith who specializes in the Romance Languages.

1. Old Spanish as well as some modern Spanish often use a cedilla which is not given in our Codes, so borrow from the French. Since the original braille was in French, it is permissible to borrow any symbols from the list of accented letters of that language if it is necessary.
2. Bibliographies. When both foreign and English words appear, no contractions or foreign-accented symbols are to be used. Use dot 4 for any accent.
3. Italics. Use as few as possible, saving them for emphasis or clarity.
4. Single caps, double caps. Some foreign languages capitalize only the first word of a title. Follow the print! Don't change except in book titles. These must always be in double caps.
5. Some languages do not accent capital letters. If the ink-print copy has no accent, the transcriber must not add it even if she knows it should be there. Follow the print.

6. The division of a foreign word at the end of a line should be avoided. Rather, the entire word should be carried over to the next line, unless this would leave more than five empty cells on the first line. In such case, follow the rules given in the NBA FOREIGN LANGUAGES MANUAL for each language.

The meeting was next turned over to Elinor Savage who stressed how easy it is to transcribe Russian and that more braillists are needed to do this popular language. There are no special accented letters in the Russian list. The accent appearing over the letters is a teaching device for students to learn where the stress falls. The arbitrary accent dot 4 placed before the letter will serve the purpose. Mrs. Savage had worked up a leaflet with a chart of the Russian letters, sounds, transliterations and helpful hints for transcribers. She is taking the lead in producing a Russian-English dictionary for the Braille Book Bank.

It is important for transcribers to notice that frequently a rule which applies to English is different in foreign languages. For example: voice inflection. Appendix C of Textbook Format tells us that there must always be a space each side of the inflection symbol. In Appendix E, when inflection is often indicated within a word, there is no clear cell. Not brailing these correctly could make it very hard for the reader.

The workshop closed with all agreeing that it was very informative but too short.

HOW TO IMPROVE YOUR OWN PROOFREADING

LEADER:	Mrs. Ralph G. Hubman	Mile High Chapter, American Red Cross, Denver, Colorado
CONSULTANT:	Mrs. Maxine B. Dorf	Library of Congress, Washington, D. C.
RECORDER:	Mrs. Hortense Sundman	Peninsula Braille Transcribers Guild, Inc., San Mateo, California
ATTENDANCE:	99	

OFFICIAL BRAILLE CODE REFERENCE: ENGLISH BRAILLE, AMERICAN EDITION - 1972 revision.

Mrs. Hubman presented philosophies and standards in attitudes for both braille and proofreading:

1. The ability to set high personal standards of accuracy. Our goals are for accuracy and excellence - not for careless quantity.
2. The willingness to keep these skills updated.
3. The willingness to accept the challenge of the difficult assignments.
4. The willingness to set aside unbroken blocks of time, if there is to be steady growth in skill and output.
5. The willingness to produce good, clean copy.
6. The willingness to proofread twice - once as soon as the work is transcribed, the second time after 24 hours, after the work has "rested" awhile.

The Section on Proofreading, included in STANDARDS FOR THE PRODUCTION OF READING MATERIALS FOR THE BLIND AND VISUALLY HANDICAPPED, published by the National Accreditation Council, was reviewed in detail.

The following basic physical requirements for proofreading were given:

1. Good light, by which uniform dots cast a small shadow.
2. Sufficient room to spread out all materials.
3. Time free from interruptions.
4. Ready access to the latest code books and dictionary.
5. Braille marked to insure accuracy in spacing.

A hand-out sheet containing the errors for which the Library of Congress deducts points in manuscripts was discussed in detail:

1. Contractions omitted or misused - perhaps the most difficult to detect, as the word spelled out is readable. Words within words, when omitted, result in waste of space. Contractions misused are difficult to read. Rules should be reviewed often, particularly with regard to the double-letter, lower-cell contractions and the alternative one-cell contractions.
2. Characters misformed include added or omitted dots and reversals. In proof-reading we tend to read our braille as we know it should be read. The professional proofreader who reads our braille, reads it as we braille it.
3. Incorrect division of words. All word divisions must be checked with WEBSTER'S NEW WORLD DICTIONARY OF THE AMERICAN LANGUAGE. Participants were urged to review Volunteer News, No. 25, October 1971 for the proper use of the dictionary.
4. Letters inserted or omitted result in different words, incorrect spelling of words, and change in context of the sentence.
5. Text omitted or repeated is the most serious error, and can occur when the same word or phrase occurs in approximately the same place on two adjacent ink-print lines. Several devices for keeping one's place on the page were discussed.
6. Spacing - check the braille lines above and below, if it appears that there is too much space between words. Spaces should not be left at the end of a line if there is room enough for a syllable in proper word division, or a small whole word.
7. Format irregularities can be avoided if the ink-print is structured before beginning the transcription, and consistency is observed. A hand-out sheet, "Editing Ink-print" listed 20 special braille usages.
8. Incorrect or omitted punctuation or composition signs can be avoided by giving special attention to:
 - a. Closing off quotes, parentheses, brackets, italics.
 - b. Proper use of the ellipsis, if there is a fourth dot.
 - c. Proper use of the letter sign.
 - d. Proper use of the lower signs.
 - e. Correct order of punctuation and composition signs.
9. Erasures are to be avoided as thermoforming will pull the dots back up after a few copies are made. Braille stretches the paper and there is no perfect way to replace the incorrect dots.

Proper word division was emphasized. Two helpful sheets were entitled. "Words of Different Spelling - Same Pronunciation - Divided Differently" and "Words Spelled the Same - Different Dividing" were especially noted.

There was a discussion comparing American English and British English. It was noted that there is a section in the front of WEBSTER'S NEW WORLD DICTIONARY OF THE AMERICAN LANGUAGE comparing the spellings.

The second half of this workshop was devoted to proofreading three pages of braille (without ink-print copy) which illustrated the errors covered by the previous discussions.

ILLUSTRATIONS

CO-LEADERS:	Jean M. Adams	Sixth District California State PTA Braille Transcription Project, North Branch, Los Altos, California
	Jane M. Corcoran	CTEVH Illustrations Specialist, Palo Alto, California
PANEL:	Dr. Abraham Nemeth	University of Detroit, Detroit, Michigan
	Mr. George Leite	Resource Teacher, Pleasant Hill High School, Pleasant Hill, California
	Mr. Kent Cullers	Graduate Student in Physics, University of California, Berkeley, California
	Mr. James Gammon	Graduate Student in Special Education, California State University, San Francisco, California
	Mr. Michael May	Sophomore in Engineering, University of California, Davis, California
	Mr. Robert Sweetman	Sophomore in Economics, Stanford University, Stanford, California
RECORDER:	Mrs. R. Mitchell Boyd	Peninsula Braille Transcribers Guild, Inc., San Mateo, California

ATTENDANCE: 72

The panel of braille readers was asked to evaluate a collection of drawings. These drawings were also available to all attending. From the reactions of the panel, some general guidelines can be drawn.

1. The panel was first asked to determine how close labeling can be put to lines.
 - a. Horizontal lines with braille above. The ideal distance to have the braille, from either a solid line or a line made with the wheel, is from 3/16" to just slightly under 1/8"; 1/4" was judged too far away. Both the lines and the braille could be distinguished when closer together, but with much more difficulty.
 - b. Vertical lines. The closeness of a vertical line was not as critical as the closeness of a horizontal line, especially when the braille was to the left of the line. If possible, that position is preferred.
2. Labeling can be very confusing when the location of the labels is not consistent. If at all possible, put all labels on the same side of the items being labeled.

On a set of sine curves being evaluated, the labeling was scattered over four quadrants. Some of the labels were below the curves, some were above, and some were to the side. This was judged confusing. It would have helped to have had a key showing the texture of each curve.

It was generally agreed that a special line or texture used only for a transcriber's labeling line would be a good thing.

3. When several curves are shown at once, use a different texture for each. A very popular curve was the dot-dash made with carpet thread and a free-hand stylus dot. It was judged important not to have the dot of the dot-dash line at a place where the curve changes direction. Five curves were shown on one graph and were readily distinguished: Howe Press wheel, #5 leather over-stitcher, solid (carpet thread), broken solid (carpet thread), and the dot-dash (carpet thread plus dot).
4. There was a diversity of opinion about keys. If keys are used, they should precede the drawing. Some panelists preferred the use of keys in order to "unclutter" the drawing, but other panel members preferred not to have to bother with a key, especially if it were on a different braille page. They would rather have the information directly with the illustration.
5. As a means of avoiding keys and also as an aid to understanding very complicated illustrations, it is a good idea to proceed in steps. Do a skeletal drawing showing the main element, or elements; then, in one or two more drawings, add other elements, until you have a final illustration showing the complete display. A transcriber's note should indicate that this technique is being used.
6. There was general agreement that arrowheads on labeling lines were desirable. It is a conventional method for indicating the end of a labeling line.

Also, arrowheads should not be left off of angle arc lines if they are there in print. They have mathematical significance. Even in very cramped situations, the panel wanted the arrowheads present.

7. Some notes on technique.
 - a. There was one illustration of a very large graph with numbered points scattered over the four quadrants. The student was supposed to give the location of the points. In the braille transcription, it was first shown in its entirety but with no grid. Then, each quadrant was shown on a separate braille page with the points on a grid so that the student could locate them.

Dr. Nemeth pointed out that any point appearing on an axis should be shown each time that axis is shown. For instance, a point on the positive y-axis should appear when showing the first quadrant, and again when showing the second quadrant.

- b. Large raised areas made by using Braille are hard to identify.
- c. The transcriber should not alter the drawing without fully explaining in a transcriber's note what was added, altered, or omitted. Generally, the reader wants to know exactly what is in the print.

There was considerable discussion regarding means of perception and training in perception. Early exposure to drawings and systematic training in illustrating techniques is very desirable. Such training would prepare the student for the time when there is no other way, but by raised-line drawings, of getting certain information.

INSTRUMENTAL MUSIC

LEADER: Miss Sandra Walberg Library of Congress, Washington, D. C.
CONSULTANT: Mrs. Bettye Krolick NBA Music Specialist, Berkeley, California
PANEL:
No report was submitted by the leader.

KEYBOARD MUSIC

LEADER: Mrs. Marie Erich CTEVH Music Specialist, Los Angeles, California
CONSULTANT: Miss Sandra Walberg Braille Music Advisor, Library of Congress, Washington, D. C.
PANEL: Mrs. Irving Schuman Chairman, NBA Music Committee, Los Angeles, California
RECORDER: Mrs. Adrian Gould Los Angeles, California
ATTENDANCE: 22

A pre-planned presentation was made by the leader. Most of the participants were experienced music transcribers, so there were but a few questions from the floor.

A few suggestions were made and accepted as working procedures as follows:

1. If the braille comma, 126/2, is used between segments of a passage for the purpose of clarification of count, it might be advisable to precede the First segment with the comma as well as all other segments, the Final comma being followed by dot 3 to indicate termination.
2. In a passage of alternating hands, the music is transcribed (in toto) in the pre-dominating hand. If for some reason a facsimile transcription is to be made, all doubling (such as groups, etc.) must be terminated. This doubling must be remarked when the change of parallel is made, as well as a new "sim" set-up for the alternating hands.
3. Slur (14)
This must be remarked in the next parallel (the same as the tie) if any distance has resulted by the intervention of other signs.

LARGE NOTE MUSIC

LEADER: Ruth S. Lowy CTEVH Large Type Specialist, Pasadena, California

CONSULTANT: Norma L. Schecter Editor, The California Transcriber, West Covina, California

RECORDER: Mrs. Elizabeth Nicholson Resource Teacher, Compton, California

ATTENDANCE: 18

This Workshop was devoted to a discussion of SECTION XI, LARGE NOTE MUSIC, of the new NBA MANUAL FOR LARGE TYPE TRANSCRIBING. Special emphasis was given to:

1. The fact that, while the recommendations would meet the needs of many - and, it is hoped, of most - readers of Large Note Music, there will be wide variation in individual needs, and that these must be met by the transcriber. (A brief visit to the Workshop by Mrs. Marie Erich, CTEVH Braille Music Specialist and user of Large Note material, helped point up such variations, as her personal needs differ in some areas from the suggestions in the MANUAL.)
2. The fact that the material, first presented at this time, could not be considered wholly definitive, and that feed-back from transcribers and users would be helpful and welcome.

Emphasis was laid, questions raised, or suggestions made about the following (references are to the MANUAL outline designations):

A. Supplies

1-b Paper size: In many situations, the recommended size may be too large. Although shorter pages would result in considerably less material per page, the individual requirement should be met.

5 Rulers: It was suggested that, for help in aligning the right- and left-hand stems of chords in treble and bass clefs, a perfect, permanent line be made exactly $3/8$ " from the ruler's edge (larger, if notes other than $3/8$ " are used). The ruler, then laid along the stem of the treble note(s), will be in position for indicating placement of the bass note(s) stem.

B. Legal

1-c Special requests by music publishers: Should the publisher request a copy of the Large Note Transcription, it would seem proper to explain the financial problems of volunteer/transcribing groups, and offer to loan the original to the publisher for duplication after the immediate need of the user has been met.

- 4 Whenever possible, master copies should be deposited with the Music Services Unit, DBPH/LC when no longer required by the original user.

C. Quality of Workmanship

- 1 The definition of "editing" (section VI-E-3 of the MANUAL) was emphasized, as both limiting and permitting adaptations to be made in the transcription of Large Note Music, with stress laid on the requirement of Transcriber's Notes.
- 3 The absolute necessity of drawing all straight lines of any length with a ruler was stressed.
- 4-b Correction of errors: It was suggested by a participant that the corrected measure(s) be re-drawn on a fresh sheet of staff paper before affixing this to the page.
- 5 Proofreading: This is considered an unquestionable requirement, to be done by a musician, and with knowledge and understanding of the MANUAL.

D. Format

- 2 Title Page, Contents, Introduction, Interspersed text, etc., must be in large type, and in accordance with the format, etc., detailed in the MANUAL.
- 3 A participant suggested that, if a selection in a book of music requires a separate title page, some designation of the title should be included at the top of the first page of the music.

E. Preparing the Staff

- 3 Spacing: The 1/4" suggestion is not a dogmatic one, and **spacing** should be guided by the individual reader's visual needs.
- 4 The value of the diagonal placement of the time-signature was **stressed**.

F. Measures

- 1-c Spacing of notes: Discussion indicated that it might be necessary to "spread" the notes considerably more than in the example given, but mention was made of the alternate need not to spread so much that the continuity would be lost.

G. Transcribing Techniques

- 2-b Size of grace notes: Several participants felt that the 1/8" size was too small. If required, they may be drawn larger, and all will be distinguished from the regular oval notes by their round shape.
- 3-d Leger lines for flute, piccolo, etc. music: A participant suggested that the attitudes of these instrumentalists be obtained to determine whether their preference was for the use of leger lines or, possibly, for all music to be written on the staff with the appropriate designations for "x" number of octaves higher.

- 6-e Knobs for 1/8 and smaller rests: Most participants preferred these, with some minority concern that the rest might be mistaken for a number 7 if there were no knob.
- 7-c Typed material: A participant recommended folding the unlined paper as required to fit the typewriter, "cleaning" the resultant crease-line by rubbing it with a Teflon braille eraser.
- 7-g Fingering placement: Discussion indicated a preference for larger fingering numbers, to be placed above the staff, except in those situations when this would interfere with other above-staff material. In all situations, the number must be placed in a space, never on a line.
- 10 Trills: It was suggested that section a be reworded to read: "Place above the staff as in the print if such placement does not interfere with any leger lines and the reader can see the smaller notes and staff". Section 10-b would then read, "If placement above the staff is not advisable, connect the trill to the note, etc..." (Underlinings indicate additions to the present text.)

The Workshop ended with a request that all involved in Large Note Music transcribing notify the Music Services Unit, DBPH/Library of Congress so that, for the first time, there will be a directory of Large Note Music Transcribers.

A few errors appearing in this section of the MANUAL require immediate correction:

<u>Page</u>	<u>Section</u>	
59	A-6	The correct address for Mrs. Clara Hegeman is 2537 Roanoke Avenue, <u>Dayton</u> , Ohio 45410
64	E-4	The bass clef key signature should read F# and <u>C#</u> (The second sharp should be dropped one space.)
72	E-4	An omission occurs in the Example given for Transcriber's notes. These should read: <ol style="list-style-type: none"> (1) The "play one octave higher" sign, indicated by 8 ⁻⁻⁻⁻⁻ represents, etc.... (2) The "play one octave higher signs appearing in the print are indicated as 8 ^{↙↘}
84		The example of the half-rest has been reversed. The symbol for the half rest should "sit" on the middle line, not hang from it.

LARGE TYPE

CO-LEADERS: Mrs. Virginia Brooks Scharoff Chairman, NBA Large Type
Committee, Merrick, New York
Mrs. Ruth S. Lowy Vice-Chairman, NBA Large Type
Committee, Pasadena, California

RECORDER: Mrs. Barry Hoffman and Volunteer Transcribing Services,
Mr. David Schatz San Mateo, California

ATTENDANCE: First Session: 43; Second Session: 18; Third Session: 19.

At the opening session of this Workshop the NBA MANUAL FOR LARGE TYPE TRANSCRIPTION was made available to all participating. Mrs. Scharoff, NBA Chairman, announced that the Library of Congress had bought the entire production and copies are now available gratis, through L. of C. It was recommended that everyone send for a copy for each member of their group, at the earliest possible date.

Since this was the first "working session" with the MANUAL, attention was brought to the "Introduction" and "Acknowledgements." Then the entire contents of the book were covered during the four scheduled sessions.

Attention was called to the fact that the MANUAL contained many examples in large print, to show implementation of the guidelines given. In some sections both the ink-print and large type examples are shown.

The following recommendations were stated:

That every transcriber, new or experienced, become entirely familiar with the contents of the MANUAL before beginning the next assignment and that the Index in the back of the book had been set up for "easy reference." Pagination, paragraphing, punctuation, etc., may now be different from what you had done before.

That most careful proofreading was essential; that in some instances where the proof-reader was NOT the typist, he or she be fully familiar with the guidelines set forth in the MANUAL.

That caution be exercised in the use of the hyphen and the dash - each one had its own purpose grammatically and its misuse was misleading in the sentence structure.

That the text be scanned before commencing to type, so that the "unusual" could be consistently handled.

That the section on Transcriber's Notes would be most helpful, but not to overuse. To bear in mind that our reader turns about 3-5 pages for every one page the sighted reader turns and not to fill the pages with material that would "slow" the reader.

That the guidelines given in the math section be studied most carefully, as the length of certain lines, placement of signs of operation, placement on page, etc., would either make it "easy" or "difficult" for the student to function. It was particularly noted here that, upon special occasions, good judgment had to supersede a guideline - for the completion of a problem or an equation.

That different methods of duplicating tables were presented and only your study of them, with print copy at hand, would determine for you which way was best for duplication into large type.

Oftentimes the questions from the floor brought repeated answers of, "this is where our educators come into the picture. They MUST open the cover of the texts assigned to transcribers and IF they are familiar with the guidelines they will be aware of the problems that will be encountered.

"Our aim is to produce a useable product and ON TIME."

"If a math book, for example, shows different colored numbers within one problem, is it essential FOR US to show it in the transcription? Sometimes it is, and sometimes it isn't."

"With the guidance of our educators; with their structuring of the book before assigning it to a volunteer, it would enable us to do twice as many pages."

One participant shared facts about a check list sheet that their group inserted into each book for the teacher to handle before assignment, covering special ink-print usages and determining the necessity for such reproductions for the visually impaired person.

The reply to "how much work should be expected" and "what can be done to avoid the lag between the time a request is made and a transcription delivered", was: "Each group giving the assignment should project the number of typed sheets needed per week, per machine, to fulfill their needs, and the transcriber(s) must be advised of the deadline. A follow-through on work assigned, is essential."

Mrs. Scharoff's statement, speaking as a former volunteer, was well understood. She said, "A volunteer owes us nothing except the commitment made to do the assignment. If he or she cannot do it, their commitment IS to advise us of this, so it can be reassigned."

Problems of reproduction arising from the loan of a master typed on one side only, to a group using two sides of the paper, (or vice versa), were discussed. The changes necessary in the Title Page etc., in such an arrangement, were brought into the discussion. Of course we all know it is better not to loan a master, but then we don't all have the same storage space.

One participant from a group which retains its master copies described their method of boxing unbound masters, each encased in cardboard and secured by rubber bands.

Much time was given to the problems found in workbooks, as the MANUAL contained only a small section on this. It is a "next", hopefully, for NBA. Many samples of the ink-prints and how they were handled in large type, were provided. No matter the guidelines, exceptions had to be made in certain cases such as columnar material, or reference in the ink-print to placement of material on the page. No two sheets were alike. "Judicious editing" was sometimes necessary.

The need for free-hand enlarged drawing in workbooks was recognized by all, and many were shown. In one group, a master file of these was being established, and many of them were basic for different books. They were then duplicated, pasted in the book requested and colored according to the ink-print copy. It was pointed out that the coordination of this project was an extreme problem - having the drawings ready for the text and vice versa, but the results were most rewarding. Talk of a central file of such was met with acclaim. Is it possible!

A teacher's edition of a workbook to accompany the text was suggested as being most helpful for early grade books.

Some "home made" measuring rulers were shown for helping the visually impaired student with math problems involving measurement. A ruler is reproduced "an inch for an inch", but large print numbers are typed and pasted over the original print size. This is useful when the size of an illustration is copied exactly. The V/H student will get the same answer as his classmates do.

Another approach - and it is suggested that older students might understand the use of this - if the drawing is magnified, a ruler can be magnified in the same proportion. This will make it possible to get a reading for the measurement, although 1" when magnified 50% is an inch and a half (on both the ruler and drawing). When read, the answer 1" is correct. He can see it better, but it may be misleading.

Considerable interest in the rulers was shown, and the possibility of producing similar rulers in plastic was discussed.

A protractor was shown, and it was pointed out that the angle does not change no matter how much the legs are lengthened.

The only point of divergence at this Workshop was the matter of pictures and their captions as treated in the MANUAL. There wasn't unanimity among either educators or transcribers on this point.

Miss Hooper, Editor of the American Printing House for the Blind, was asked to be present for a discussion on this, later in the day. Though she was in accord with the presentation given in the MANUAL, due to the difference of opinion among the participants, the Workshop Leader made a note to have this reviewed by the NBA Large Type Committee at a future date.

The closing statements conveyed the message that in the following the guidelines set forth in the MANUAL, uniformity would be brought to this medium of transcription; much of the "guesswork" would be eliminated; many of the problems heretofore encountered now had the answers provided AND that by sharing with your NBA

chairman, more problems would be solved.

It was suggested that, as new problems arose, because ONE opus could not possibly cover everything, a picture copy of the problem sheet be sent to the chairman,

Mrs. Virginia Brooks Scharoff
1697 Michael William Road
Merrick, New York 11566

and if she did not have the answer for you, she would find it and "get back to you." Being a member of NBA would enable you to learn much through the Large Type Skills Column found in each issue of the Bulletin.



LARGE TYPE WORKSHOP
Virginia Brooks Scharoff and Ruth S. Lowy
seated at head of table.

LIFELONG NEEDS OF MULTI-HANDICAPPED PEOPLE

LEADER:	Mr. Philip Hatlen	Associate Professor Education, California State University, San Francisco, California
PANEL:	Mrs. Trish Bellis	Parent
	Mrs. Betty Bos	Parent
	Mrs. Grace Calder	Director, Contra Costa Association for the Retarded
	Miss Ann Galloway	Teacher, East San Gabriel School for the Multi-Handicapped
	Mr. Dean Tuttle	Assistant Professor, University of Northern Colorado, Greeley, Colorado
	Miss Gay Blackford	Teacher, University of California Medical School
RECORDER:	Mrs. Lamont Sundman	Sr. Peninsula Braille Transcribers' Guild, Inc., San Mateo, California
ATTENDANCE:	95	

The needs of multi-handicapped persons were discussed from the viewpoint of both the parent and the educator.

The parental viewpoints were expressed by Mrs. Bellis and Mrs. Bos, who considered the following to be areas where help was especially needed:

1. Caring, educated people who would get to know the handicapped as persons.
2. Financial aid; the burden of care is too great for the average budget.
3. Improved communication; readily available advice to put the parent in touch with sources for day care, respite care, physical assistance (often the child is too heavy to handle, especially when heavy braces are necessary), and counseling.
4. Adequate convalescent homes; many of those now available offer sub-standard facilities and deplorable care.
5. Homes, work and recreational facilities for the adult multi-handicapped.

In this last area, it was agreed that as yet there are no satisfactory solutions. The sheltered workshops are of limited capacity; recreational activities are limited as to area with transportation presenting a serious problem. There are some instances of communities where the handicapped live under sheltered conditions with education, recreation and employment available, and which are not entirely cut off from the normal flow of life. Such a community was embodied in a mobile park described by Mrs. Bellis.

Mrs. Bos pointed out the extreme difficulty of interesting legislators in putting public money into regional centers. Only by the most persistent and untiring effort by parents and all interested people can headway be made in this direction.

Some resources for meeting some of these needs were discussed.

Respite care is provided at a number of centers, such as the Deaf-Blind Center at Palo Alto, the Las Tappas School, and the San Gabriel Valley School for the Multi-Handicapped, an excellent facility now assisting 20 children but with plans to expand to care for 200.

California's proposed Master Plan for Education was discussed. Mr. Hal Heywood, from Azusa Unified School District, pointed out that the proposed plan calls for services to the handicapped of all ages. Its approval might mean expending educational funds for multi-handicapped adults. Those interested in making their views known on this topic were urged to contact the administrative offices in their school districts for copies of the proposed Master Plan.

The members of the panel concerned with the education of the multi-handicapped then presented their opinions.

Miss Ann Galloway pointed out the need for involvement of both the parents and school personnel working together toward a goal. At present the goal is uncertain. Only by working as a team may realistic conclusions be reached about present educational needs and adult living possibilities.

Dr. Tuttle emphasized the extreme ranges of individual disabilities - from so-called normal blind through cardiac, spastic, deaf, mentally retarded, et cetera - representing a continuum in which distinctions are made in the type of handicap, but which are overlapping and should not be thus individualized. It is necessary to take a serious look at the education of the multi-handicapped. Are learning principles being carefully applied? Are needs truly being met? Are we doing a disservice in training people for an independence which will be taken away at age 21?

Miss Gay Blackford felt that unrealistic professional language should be avoided. The need is for giving basic assistance. She pointed out that BART and some of the newer buses are providing for persons in wheel chairs, and that a 1960 ruling states that housing projects must provide two or three apartments for highly disabled tenants. The discrimination against the disabled continues and must be overcome. Housing and transportation should allow for the disabled on a percentage basis. She observed that there were possibilities in the future for the bright disabled, but that the prospects for the retarded are dim.

Miss Grace Calder stressed the lack of mature growth in multi-handicapped individuals. Although we do not know what their future holds, we must expect the greatest possible growth in independence and social skills, because people tend to live up to expectations. Parents and all interested persons must continue to put pressure on legislators to provide better adult living conditions. An organization deserving of much support is the California Association for the Physically Handicapped, which has been responsi-

ble for much good legislation.

Some observations from the audience:

Education of the multi-handicapped lacks empathy.

There is a serious lack of education among doctors as to the requirements of the multi-handicapped.

The burden of seeing that the multi-handicapped are educated has been carried largely by the parents. Too much has been expected of them.

These questions were raised by Mr. Philip Hatlen:

1. Where can a 21-year-old, mildly retarded, multiply handicapped person go to find employment and recreation?
2. What specific steps can be taken to provide a particular need, such as housing?

Answers to the first question were discouraging. Sheltered workshops have long waiting lists. Recreational facilities are minimal and depend on the area. Transportation remains critical.

The following steps were suggested as a means of beginning to provide housing:

- A. Research: find out what is available and what has been done elsewhere.
- B. Unite: parent groups unite to push through legislation.
- C. Find out if the 15% of H.U.D. housing supposed to provide for the handicapped is being properly used.
- D. Work with reporters: they will bring the problem before the public, and thus interest more legislators.

Mr. Hatlen concluded that the kind of adequate agency support needed to aid adult multi-handicapped people is not yet available.

LITERARY BRAILLE

LEADER: Mrs. Gary Coffee Tulare County School Transcriber, Visalia,
California

CONSULTANT: Mrs. Maxine B. Dorf Library of Congress, Washington, D. C.

RECORDER: Mrs. Ralph Groom

ATTENDANCE: 86

Official Braille Code References:

ENGLISH BRAILLE, AMERICAN EDITION - 1972 revision

CODE OF BRAILLE TEXTBOOK FORMATS AND TECHNIQUES - 1972 revision

Mrs. Coffee opened the workshop by saying that its object was to help brailleists solve transcribing problems through proper use of code rules. She pointed out that as the books requested by readers become more complicated, transcribers become more involved with braille decisions in order to achieve accurate transcriptions. In the face of this growing complexity, it is necessary that transcribers always keep in mind the basic rules of braille - such as, the correct division of words and few, carefully made erasures.

Q: Must "Transcriber's Note" always be written out?

A: (Mrs. Coffee) Yes, and transcriber's notes should always be inserted whenever there is any doubt.

Q: How should the Transcriber's Note Symbol (dots 6, 3) be used?

A: (Mrs. Dorf) Since its adoption in the 1972 revision of the CODE OF BRAILLE TEXTBOOK FORMATS AND TECHNIQUES, the Transcriber's Note Symbol must be used in all textbooks. Literary brailleists must continue to use the square brackets to enclose transcriber's notes in all general literature books.

Q: Must a running head always be used? It takes an extra line.

A: (Mrs. Dorf) Running heads are not required in the code. Their use depends upon requirements established by individual sponsoring libraries and transcribing groups - usually for the purpose of convenience in assembling large numbers of braille volumes. The Library of Congress requires the use of running heads throughout all books transcribed for it.

Q: What should be done when an error in the ink-print is impossible to decipher?

A: (Mrs. Dorf) Use "sic." It is probably not necessary to do anything further since neither the sighted nor the blind reader could know what is meant.

A sheet of problems was then discussed. All could be answered by referring to the code. One of the problems contained two columns of contracted words,

word signs, and short-form words, as follows:

good	were
enough	after
some	going

Q: How should these words be transcribed?

A: (Mrs. Coffee) Write them in column form in their contracted forms followed by their full spelling.

(Mrs. Dorf) There is no reason to vary from the column form, and the contracted forms alone would be sufficient unless attention were being directed to the spelling of words.

Q: How should CO₂ be written in a general literature text?

A: Use double caps CO number sign 2, written unspaced.

(Mrs. Dorf) If you are sure that the book is to be used by a student familiar with the Nemeth Code, use cap C cap O Nemeth 2. A Transcriber's Note could explain the usage.

Q: How should pH be written in a general literature book?

A: No letter sign is required. Braille as printed - small p cap H.

Q: With reference to Lesson 18 in the Library of Congress Instruction Manual, what format should be used to present the cast of characters in a play?

A: (Mrs. Dorf) There is no provision in the code to cover this. It is recommended that the name of the character should begin at the left margin followed by a dash, then the identification, as:

Myrtle - The wife

When the names of several characters are grouped within a brace and followed by identification, the material is written linearly, as:

<u>Ink:</u>	
Tom	
Dick	The Gang
Harry	

<u>Braille:</u>
Tom, Dick, Harry - The Gang

Workshop participants were reminded to up-date their codebooks by obtaining the 1972 revision of ENGLISH BRAILLE, AMERICAN EDITION from either the Library of Congress or from the American Printing House for the Blind. The following selections from the revised code were discussed:

Page 14: Section 10e - Change to read:

e. When a series of names of three or more books and other publications, ships, pictures, hotels and the like are italicized, the double italics should be repeated before each item, and the final single italic should be placed before the last word of the last item of the italicized series.

Mrs. Dorf pointed out that a non-italicized adjective within a series can preclude the necessity to italicize the listing as a series. Example:

Playboy, Esquire and scandalous Magazine X were all on display at the newsstand.

The presence of the unitalicized "scandalous" before the last item prevents use of the double italics in this italicized series.

Mr. Krebs was present at the workshop and was asked to comment. He reminded participants that if incidental words, such as "and," "or," "the," or "and the" appear between some of the items of the series, you italicize the entire list as a series, ignoring the fact that such incidental words are unitalicized. Example:

Harper's, the New York Times and The Nation all contained articles of interest.

Page 25: Section 27a, EXCEPTION - Change entire section to read:

EXCEPTIONS:

2. In an acronym, capitalized or uncapitalized, consisting of combinations of abbreviations of two or more words, contractions should be used when the letters of a contraction fall into one syllable. Ex:

FORTRAN

MEDICO

RADAR

Page 32: Section 31 - Add as new d:

d. The appropriate word should be substituted for any special symbol for which no provision has been made in this code, such as "Copyright" for "©".

Page 49: Appendix A, Section 5b, after the first sentence - Add:

(EXCEPTION: Where in ink-print the material is centered within columns, it should be left-justified in braille.)

Mrs. Dorf gave the following example. If the first column starts at the left margin, each line in that column should begin at the margin. If the second column begins in cell 15, each line of this column should begin in cell 15, etc. However, where headings are centered over columns in ink-print, they should be centered accordingly in braille.

Q: Is it necessary to center all material on the title page?

A: (Mrs. Dorf) A braille book offers little variety or contrast in its format beyond usual chapter breaks and occasional paragraph headings. There is something about a properly centered title page which is aesthetically pleasing to the blind reader. This feeling is missed with title page material blocked at the left margin. Actually, it takes the transcriber only a short time to set up a centered title page which can be copied for succeeding braille volumes with only minor changes for volume and page information.

(Mrs. Coffee) Use of a lined sheet, such as a stenographer's pad, makes it easier to correctly set up this material before beginning to braille the title page.

Q: Where blank lines are left between paragraphs in the ink-print, should this always be done in braille?

A: (Mrs. Dorf) Not if this is simply the printer's convention. In braille, one blank line is always used to set off quoted matter, letters, etc., and to denote change in thought, scene, or poetic stanza.

Q: Should mistakes in ink-print be corrected in braille?

A: (Mrs. Coffee) When an obvious error has been made in printing, correct it in braille.

(Mrs. Dorf) A caution to transcribers not to edit the author, who may have intended the erroneous spelling or grammar.

There was a discussion of the differences in syllable division between dictionaries. Mrs. Dorf stated that the recommended dictionary is WEBSTER'S NEW WORLD DICTIONARY OF THE AMERICAN LANGUAGE, College Edition, with a copyright no older than ten years. The main concern here is that we rule out guessing. When a dictionary other than the recommended one is used, she suggested that the transcriber include a note to the proofreader saying "I used ----- Dictionary as my reference."

Q: In the proper name "Moishe Dayan" may the contraction "day" be used?

A: No. It is not pronounced as "day".

Q: Are contractions used in Old English?

A: Rule V, Section 26c of ENGLISH BRAILLE, AMERICAN EDITION states that passages or books written in Old or Middle English should be considered as foreign and should be written in uncontracted braille. When occasional words of this sort which could be considered dialect are encountered, follow the provisions for dialect, Rule X, Section 34e in the same code.

Q: In the following sentence, may "and of" be joined?

The judge read the sentence and of course everyone was relieved.

A: "And of" may be joined as there is no comma between them, nor is there an absolute stop between them.

There was a request for clarification regarding use of contractions in foreign words and phrases.

Mrs. Dorf emphasized that even though they may be indicated as foreign, if such words or entire phrases appear in the body of a dictionary with a copyright no older than ten years, they should be considered anglicized. If the word is in the dictionary, use the contractions. If the entire phrase is in the dictionary, use the contractions.

Q: Should the commas be retained in braille when the reference "Volume 6, Chapter 5, page 3" is shortened?

A: No. Since you are shortening the reference, omit the commas.

Q: When the name "Mr. J M Johnson" is printed without periods following the initials, are letter signs required?

A: Yes.

Q: May "be'avior" be divided?

A: Yes, "be-" on the first line, "avior" on the following line.

Q: In transcribing the following, how may confusion of "-es" with "comes" be avoided?

... i and y change to -es.

A: Since the letter signs must be used before the "i" and "y," this will alert the reader to think in terms of letters, and there is no confusion.

Q: Where in ink-print several words or a sentence is written joined by ellipses or hyphens, as shown below, which is used in braille?

See...John...I'm...running...out...of...air...speed. or

See-John-I'm-running-out-of-air speed.

A: Use hyphens in braille.

Q: How should "stick^g" (small g in superscript position, seen sometimes in 18th century English) be transcribed?

A: (Mrs. Dorf) It is suggested that a transcriber's note be used to explain the usage. It may be brailled by inserting an apostrophe between the "k" and "g", or write out "sticking."

Q: How is "Ibn-Al-Saud" written?

A: Do not use the letter sign. It is required with "Al" (the name) only at the beginning of a sentence or a quotation.

MUSIC TEXTBOOK FORMAT

LEADER: Carolyn R. Odell NBA Music Area Representative, Los Altos, California

RECORDER: Mrs. Harold Rosner Peninsula Braille Transcribers' Guild, Inc., San Mateo, California

ATTENDANCE: 8

SOURCES: REVISED INTERNATIONAL MANUAL OF BRAILLE MUSIC NOTATION.
INTRODUCTION TO BRAILLE MUSIC TRANSCRIPTION.
CODE OF BRAILLE TEXTBOOK FORMATS AND TECHNIQUES, 1965
(REVISED), 1966; 1970)

NOTE: The 1972 Revision of this code is now available and should be used as the reference. Any applicable changes are noted in this report.

All participants received hand-out material with print and braille examples covering the following points:

I. Title Page

- A. Differences between that for music score and textbook
 - 1. Order of information.
 - 2. Omissions: Transcribed in Music Braille; all references to Bar-over-Bar, etc.
SUGGESTION: Include latter with music examples if necessary.
- B. Preliminary page numbering
 - 1. No print page number even if shown in print copy.
 - 2. Braille page number in lower, right-hand corner - pl.

II. Contents Page

- A. Running Head
 - 1. Be very explicit! Many books have similar titles.
 - 2. Place on line 1 and drop other information as explained in Textbook Format Code.
- B. Page numbering
 - 1. No print page number, although there may be one shown in print copy.
 - 2. Preliminary braille page number is the only thing on the last line.
- C. Volume I contains complete Table of Contents.

D. SUGGESTIONS:

1. If there is no contents page in print, compile one.
2. Expand print contents page to include all sub-headings.

QUESTION: If it is necessary to start a new chapter in the middle of a braille page, would you use a.1 on the contents page?

ANSWER: Take this liberty if saving space is important.

III. Main Body of Text

A. Follow textbook page numbering and be sure that all pages are accounted for.

B. Pre-edit entire book

1. General Statement for editing (Transcriber's Note)
SUGGESTED WORDING: This transcription is an edited version of the original text. Additions and omissions are explained at the point at which they occur in the text.
2. Transcriber's Notes (Format Book, 1972 Revision, Page 6, Para. 10).
SUGGESTION: Since dots 6, 3 (the Transcriber's Note symbol) is the same as the music prefix and music parenthesis sign, it is recommended that these Transcriber's Notes be enclosed in brackets in music texts. Referred to Music Committee for clarification.
3. Since a music textbook may be used by a blind teacher of sighted students as well as by a blind student, everything possible should be included and explained. Use of raised-line drawings recommended.

C. General Format (SUGGESTIONS)

1. Leave one blank line between music examples and literary material.
2. Remove count, chord symbols, etc. from music line. Place below music on a separate line or, if a complex presentation is shown, attempt to duplicate the print.
3. In elementary books, don't use braille symbols until their print equivalents are introduced, and explain them at this point.
Example: measure repeats.
4. Insert list of music symbols at the beginning of each volume as a preliminary page.

IV. Footnotes

A. See Textbook Format Code for transcription of footnotes in literary passages.

B. Footnotes which refer to a title or author should immediately follow, using the rules for literary passages.

C. In the body of the music (SUGGESTIONS).

1. Omit line of 2-5's and leave one blank line to separate footnote from the music.
2. Use music asterisk and textbook format for footnotes.
3. Place the footnote at the end of the braille page if the music continues to another braille page or immediately after the music if it ends on that braille page.

V. Use of Music and Literary Prefixes in Conjunction with Marks of Punctuation
SUGGESTION: Enclose music portion in music parentheses and then include punctuation mark.

VI. Two-part Music Continued to Another Page

SUGGESTION: Transcribe each part as separate pieces. Use combined page numbering: 11-12, all-12, etc.

VII. Fingering Charts

A. Two examples (print and braille) were distributed to show possible formats.

B. Write the Library of Congress for those already available.

QUESTION: Is it permissible to transcribe a musical score in textbook format?

ANSWER: Yes, if it is to be used as part of a course of study or if such a request is made by the student or teacher. Any change in format must be explained in a Transcriber's Note at the beginning of the transcription.

NEMETH CODE

- LEADER: Mrs. A. E. Eulert Midway-Kansas Chapter, American Red Cross
Braille Service, Wichita, Kansas
- CONSULTANT: Dr. Abraham Nemeth University of Detroit, Detroit, Michigan
- RECORDERS: Mrs. Ruth M. Peters NBA Mathematics Committee, Chairman
Braille Technical Tables Bank, Royal Oak,
Michigan
Mrs. James O. Keene Volunteer Braille Transcribers Group,
Birmingham, Michigan
- ATTENDANCE: First session: 58; Second Session: 52

The newly published book THE NEMETH BRAILLE CODE FOR MATHEMATICS AND SCIENCE NOTATION -- 1972 REVISION was available for purchase by participants of this workshop and was the official code used during the morning and afternoon sessions.

Mrs. F. J. Mann, Chairman of the Mathematics Committee, introduced the workshop panel. She also announced that a pictorial catalog of the tables in the Braille Technical Tables Bank would be available, hopefully sometime within the next year. Mrs. Eulert began the morning session by supplying all participants with ink-print and braille handouts of the problems to be presented.

Problems presented covered such subjects as: abbreviations; alignment of terms in unified systems; boldface numerals; capitalization indicator, in spatially arranged addition problems, with abbreviations, with function names, with Roman numerals, with THEOREM; caret; carried numbers; colon as sign of comparison; contracted right-pointing arrow; definition of "numeric symbol"; degree sign; direct modifiers; "dot" as placeholder; figure labeling; footnotes; format for displayed material, explanatory material, footnotes, itemized material, "keyed" material, linked material, reference numbers, spatial arrangements, "special margins", THEOREM, unified systems; general reference indicator; hyphenation at end of braille line; keying techniques; mixed numbers; negated vertical bar as sign of operation; negative numbers; omission shapes; placement of parenthetical explanatory material; primes; runovers, between word and following footnote reference numeral, between words or abbreviations and their preceding or following numerals or letters, of mathematical expressions; shapes as subscripts; signs and symbols of omission; "single letters"; spacing, of "continued" fractions, with abbreviations, with commas, with ellipses, with function names, with "keyed" arrangements, with spatial arrangements for addition, division, and hypercomplex fractions, with symbols of operation and comparison, with unified systems, within matrix; use/non-use of contractions, adjacent to numerals, adjacent to omission symbols, in abbreviations, in equations, in "keys", in spatially arranged addition problems, in subscripts, within grouping symbols; use/non-use of English letter indicator, in an "enclosed list", in equations, in spatially

arranged addition problems, with abbreviations, with footnote reference letters, with Roman numerals, with "single letters", within grouping symbols; use/non-use of multipurpose indicator, between a decimal point and a numeral which follows it, with contents page numbers, with modifiers, with remainders, with non-simultaneous subscripts/superscripts; use/non-use of numeric indicator, following abbreviated function names, following punctuation marks, in an "enclosed list", in spatially arranged addition and division problems, with contents page numbers, with "continued" fractions, with footnote reference numerals, with minus symbol, with numerals in a unified system, with numerals in regular and non-regular type; use/non-use of punctuation indicator, following words, with comma, with hyphen, with question mark, with sequence of punctuation marks; use/non-use of separation line in spatial division problems; use of spurred-in lines for clarification.

Dr. Nemeth was called upon to clarify certain rules in the new Code and to define certain terminology used therein. Mrs. Eulert's handouts contained several problems that could not be solved by Code book rules and she relayed these specific examples to Dr. Nemeth who, in turn, gave suggestions for handling their transcription. Those questions not specifically answered by Code rules will be submitted to the Braille Authority for possible inclusion in a future Code book.

The material presented at this workshop will be reprinted as PRESENTATION AND OUTCOME OF THE NEMETH CODE WORKSHOP. It will contain all questions, print examples, simulated braille transcriptions of the examples, and pertinent comments for clarification. An announcement of cost and availability of the material will appear in the Fall, 1973 issue of the NBA Bulletin.



Mrs. Maxine B. Dorf and Dr. Abraham Nemeth

PARTICIPATION AND SUCCESS IN PHYSICAL EDUCATION FOR THE VISUALLY
HANDICAPPED

CHAIRMAN: Mrs. Betty Fairchild Physical Education Specialist, OH and
VH, Palo Alto Unified School District,
Palo Alto, California

PANELIST: Mr. Wallace Cleveland Resource Teachers for the Visually
Miss Geraldine Chandler Handicapped, Palo Alto Unified School
District, Palo Alto, California

RECORDER: Mrs. William H. Coibion Peninsula Braille Transcribers' Guild,
Inc., San Mateo, California

ATTENDANCE: 120

The goal of this workshop was to show that most visually handicapped students, if given the opportunity to participate in physical education, can find success.

In order to establish a successful program in physical education for the visually handicapped, the following items are necessary and were discussed in detail.

1. The physical education teacher must be enthusiastic, dedicated, and creative.
2. The program must have general and specific objectives to meet the needs of each student and each group, whether partially sighted, multi-handicapped or blind.
3. The elementary resource teacher must work closely with the classroom teacher to insure participation in physical education by the visually handicapped student.
4. The secondary resource teacher must be the liaison between the high school Physical Education Department and the visually handicapped student to insure participation.
5. The most limited multi-handicapped student can participate in activities that have been modified.

A teaching manual RECREATIONAL ACTIVITIES AND GAMES FOR THE PHYSICALLY HANDICAPPED (\$3.75 I.M.C., Palo Alto Unified School District, Palo Alto, California 94306), was reviewed in detail. It was written for classroom teachers who have one orthopedically handicapped or visually handicapped student in their class.

Much of the equipment used in the Palo Alto program was displayed. The equipment is described and sources are given in the teaching manual.

The film PROMISE OF PLAY, produced by U. S. Department of Education, was shown (Reviewed in Exceptional Children Magazine February 1973). It describes the physical education program for physically handicapped students in Palo Alto.

PREPARATION OF READINESS MATERIALS FOR BRAILLE READING AND MATH

LEADER: Ms. Faith J. Watts California School for the Blind,
Berkeley, California

RECORDER: Mrs. William H. Coibion Peninsula Braille Transcribers' Guild, Inc.
San Mateo, California

ATTENDANCE: 80

Ms. Watts discussed her background and her present position, that of Primary Teacher at the California School for the Blind. She expressed the hope that she would be presenting ideas that could be taken back to the classrooms and transcribing Groups.

Ms. Watts stressed the importance of a good beginning and foundation in early education for children. For the visually handicapped most of the material available is for children who have started reading braille. There is very little material to prepare the visually handicapped child for braille. Tactual sensitivity is something that can be developed. The visually handicapped child who enters school with no knowledge of braille characters, and has not been allowed to explore his environs, has a long way to go before he is able to discriminate accurately the small dots in his textbooks. The materials and ideas discussed in this workshop are those which Ms. Watts has found helpful in bridging this gap.

The discussion was divided into three parts: I. Braille Reading Readiness, II. Math Readiness, III. New (or old) Ideas that Need to be Developed Further.

I. Braille Reading Readiness: A variety of materials was shown and discussed: These were divided into three groups: Object Kits, Texture Kits, and Touch and Tell Extension.

Object Kits: Care must be taken in selecting objects. It is important to remember that objects in replica and miniature can have no meaning to the child unless he has already seen the real thing. Try to use real objects when possible. Among the object kits were those that helped the children to match objects; classify objects; tell what is missing from an object; finding the right size (ex: box with 3 different sized lids); phonics kit (objects that begin or end in the same sound; have the same vowel sound; or whose names rhyme). Additional ideas, such as a surprise box, object pass game, remember, collections of objects, and the assembling of objects related to those in the stories of a reading series, were discussed.

Texture Kits: Using various textures in many ways, a variety of games and worksheets was shown to show likenesses and differences (ex. Touch Old Maid; worksheets with matching textures; matching booklets; matching board; wooden puzzles; sorting trays; books of different sizes, shapes and textured covers; and small textured books.)

Touch and Tell Extension: In this group of material were felt pictures - worksheets with groups of felt shapes and sizes, such as, squares, circles, triangles, from which the child distinguishes: which is different; find the one like the first one; where is the circle; where is the full cell. Using braille lines, pictures, and actual braille characters on worksheets the child can find the one that is different, etc.

- II. Math Readiness: Materials for math can be made very similar to those used in braille reading. One important point is that when making worksheets and booklets, be consistent about putting page numbers on pages.

Objects: As in the reading object kits, objects are used in math to show comparisons; long and short; longest and shortest; shortest and tallest; heavy and light; round and square. From a group of objects the child can find sets of objects. These can also be used for the 'most and fewest' concept.

Felt booklets and worksheets: Using felt and other textures again the child can be taught comparisons and sets. The child also uses his brailier when using these booklets and worksheets.

Other Math Games: Many other games were discussed: (examples: cards numbered from 1-100 have many uses; wooden number puzzles; magnetic games; Bingo-type game can be used for both math and spelling; tactual books with split pages.)

- III. Ideas to Consider: Many excellent suggestions, along with numerous additional games and ideas, were presented. Among these were:

Magnetic Boards: used to match textures; match sets; problems and answers.

Displays: such as: shoes; sports equipment; hats of all kinds; etc.

Models: models of things special to the area; bridges, buildings.

Language Masters: various uses.

Listening Skills: Studies are coming out finding that visually handicapped students learn through aural channels more efficiently than through their tactual channels. Children need to listen. There is a need for more listening tapes geared to these children: sounds at home, zoo, etc.; comparisons of sounds; classifying of sounds; short stories.

The following points were suggested:

1. The need for objects related to stories in textbooks.
2. The need for objects related to a child's life.
3. The need for a directory of teachers who have particular children.
4. A source of stuffed animals.
5. Ideas for 'digging up' resources in your own community.

Mr. Kendrick Coy of the American Printing House told the group that within the next year most of the material shown at the session will be available. He also suggested that older volunteers, such as the Golden Age Group, can make these materials. He discussed a complete set of tactual language master cards that are in the test stage right now.

READING AND TEACHING ELEMENTARY MUSIC IN BRAILLE

LEADER: Mrs. Edward Krolick NBA Music Area Representative,
Champaign, Illinois

CONSULTANTS: Mr. John di Francesco California School for the Blind,
Berkeley, California
Mrs. Fred Laudenslager California State University,
San Francisco, California

RECORDER: Mrs. Dwight Thornburg Sixth District, California State P.T.A.
Braille Transcription Project, North Branch,
Fremont, California

ATTENDANCE: 24

A resource teacher with a working knowledge of braille but no time to learn the complete music code can successfully introduce children to the basics of music braille and provide them with materials they can use independently as they advance. Music transcribers can also help teach the code, and since most children do not get a chance to learn to read music, they are urged to help. By the fourth grade a blind child will learn the new code easily, opening up a world of opportunities to join his peers in musical extra-curricular activities.

This workshop was a demonstration of the above statements with all participants discovering that they could easily read elementary music in braille even if they could not read print music. A booklet developed by Mrs. Krolick was used. This booklet, MUSIC BRAILLE NOTATION FOR ELEMENTARY SONGS AND BEGINNING BAND INSTRUMENTS, contains the basic music signs, information about formats, principles such as grouping and doubling, and an index of the signs found in elementary music with a guide to their use and meaning. This will eventually be available from the Library of Congress. Meanwhile it can be obtained from Mrs. Krolick, 602 Ventura Road, Champaign, Illinois 61820, (braille copy 75 cents, print 25 cents). Jenkins, PRIMER OF BRAILLE MUSIC is also recommended for learning the music code.

ANSWERS TO COMMON QUESTIONS

The Library of Congress is the best source for brailled music. They act as a central catalogue. They also have new instrumental packets available for a wide range of instruments with braille and tapes.

Teaching may start either with the eighth note or quarter notes. Quarter notes are recommended if the teacher sees the student regularly and is teaching one step at a time, rather than explaining all the notes at one session.

If the student studies with a sighted teacher, it is well for the sighted teacher to know the following:

- a. No staff is employed. Music is written in single lines with the dynamics, articulation and other information interspersed between the notes.
- b. "Octave" signs help determine pitch, so the students may play the correct notes in the correct octave.
- c. It is essential for the student to learn and understand intervals.
- d. It is advisable to have a print copy of the same edition that the blind student is using.
- e. The student should be responsible for obtaining and carefully reading his own music.

CONCLUSION

It is hoped that many school resource teachers will introduce blind children to the basics of music which they can learn faster than their sighted peers, who are learning the names of the lines and spaces on the staff. Learning the basics will give them the opportunity to proceed according to their own abilities, without the need for the resource person to memorize or learn a whole new code.

ROUNDTABLE ON PHONETICS AND DIACRITICS

LEADER: Miss Marjorie S. Hooper Editor, American Printing House for the Blind, Louisville, Kentucky

PANELISTS: Mrs. W. D. Earnest, Jr. Chairman, NBA Foreign Languages Committee, Wyckoff, New Jersey
Mrs. Elizabeth Smith CTEVH Foreign Language and Textbook Format Specialist, Belmont, California
Mrs. W. K. Tate, Jr. Chairman, NBA Workshop Assignments Committee for Literary and Textbook Braille, Erie, Pennsylvania

RECORDER: Mrs. E. L. Pierce Peninsula Braille Transcribers' Guild, San Mateo, California

ATTENDANCE: 46

Official Braille Code References: ENGLISH BRAILLE, AMERICAN EDITION, 1972 REVISION
CODE OF BRAILLE TEXTBOOK FORMATS AND TECHNIQUES, 1972 REVISION

In opening this session, Miss Hooper stated that discussion would center around presubmitted material. The official braille codes present no quick and easy answers to problems which transcribers encounter in many books involving the use of diacritics, phonetics, and Old or Middle English. There are several reasons for this. The notations provided by the Braille Authority in its official publications, ENGLISH BRAILLE, AMERICAN EDITION and the CODE OF BRAILLE TEXTBOOK FORMATS AND TECHNIQUES, are based upon published materials which set forth their systems of notation and define their rules of usage explicitly. In modern practice, authors, lexicographers, and publishers very often disagree regarding choice of a particular notation system, as well as the rules of usage governing symbols of the chosen system of notation.

Miss Hooper advised transcribers confronted with texts using diacritics or phonetics to study thoroughly the notations provided in the official codes. The entire text of the book should then be examined to determine what the author has to say in explanation of the signs he has chosen and the rules he has devised for their use.

All the members of this panel welcome an exchange of ideas and suggestions related to developing and presenting practical, workable methods of braille transcription in these subjects. This workshop is an exploratory venture on the part of NBA and CTEVH to encourage such an on-going interchange of problems and methods of treating these difficult areas, with a view to presenting suggestions to the Braille Authority for official decision.

DIACRITICS - Mrs. W. K. Tate, Jr.

This traditional system for writing pronunciation is possibly the oldest of all systems currently in use. Diacritics employs "marks" in combination with letters of the English alphabet to produce different symbols which represent sounds. The basic table of braille equivalents for diacritical marks appears in Appendix D, Section 1a of ENGLISH BRAILLE, AMERICAN EDITION.

Because of the variance among authorities regarding the following:

- exact pronunciation of a given word
- ink-print symbols representing this pronunciation
- exact syllable division of a given word
- ink-print symbols indicating this syllable division

the Braille Authority has devised seven diacritic systems based on widely used dictionaries. These braille diacritic systems appear in Rule XX of the CODE OF BRAILLE TEXTBOOK FORMATS AND TECHNIQUES. A three-page summary sheet of all braille diacritic systems was circulated to participants.

Transcribers were reminded that the code recommends that "except in books for students, braille representations of pronunciations be omitted". However, there is the further provision that "such written systems of pronunciations as are found in textbooks should be reproduced in braille if there is a braille code to represent the particular ink-print system used in the text."

Thorough prestudy of a text is needed to determine the source of its pronunciation system before choosing the proper braille system to use in the transcription. When the source is not clearly indicated, check the following: Acknowledgements, Preface, Foreword, or footnotes. Sometimes access to a Teacher's Edition of the text will make clear many things the transcriber needs to know.

Simple Respelling:

icon (eye-kon)

The hyphen used here must be the diacritic hyphen (dots 2-5) and this sign needs to go on a List of Special Symbols on preliminary page 2 of the braille volume in which it is used.

Respelling with Capitals:

aTOMIC staLAGmite

Do not use full caps for letters in the accented syllable. Use the primary accent sign (dots 3-4) and NOT the hyphen before an accented syllable. The diacritic hyphen (dots 2-5) follows the accented syllable and is used with other syllables as well. These signs go on a List of Special Symbols on page p2.

Respelling with Italics:

antibiotics (an-tih-by-ott-icks)
seismographic (size-mo-graf-ik)

The italic sign is not used. The primary accent sign (dots 3-4) is used before accented syllables and the diacritic hyphen (dots 2-5) follows these and other syllables. If variations occur in pronunciation between the text and your guide dictionary, you must follow the ink-print. Remember to list these symbols on page p2.

Foreign Entry Words in a Glossary or Dictionary:

Examples given in the textbook code are confusing. The one given on page 50 is correct for a second writing. It should be preceded by a first writing using only the foreign accented letter for the French e acute, not showing stress marks.

The example shown on page 53 is correct for the first writing. It should be followed by a second writing using dot 4 before the French a grave.

It is important to read the NOTE in the textbook code below each of these examples.

Pronunciation Key which lists symbol not found in its equivalent braille system:

The Pronunciation Key was identified as Thorndike-Barnhart found in Rule XX, Section 45, of the textbook format code. The diacritical "hw" was listed in this key but it does not appear in the code. Since this symbol involves the use of two English consonants readily recognizable in braille as well as in ink-print, simply follow ink-print and include it in the Pronunciation Key listing.

Of greater concern in the same Pronunciation Key is the use of the oblique stroke to enclose pronunciation. Here you must not follow copy by using dots 3-4 for this oblique stroke. In the following pronunciation:

apple /ap'l/

two (st) signs would occur together resulting in unreadable braille. It is recommended that a braille dash be substituted with a transcriber's note explaining the usage.

Printers' use of a faint dot beneath l, m, n, and r to indicate syllabic consonants used in unstressed syllables when no vowel sound can be distinguished presents a "mixed systems" problem. Here the phonetic indicator appears in a diacritic context. If only diacritical material appears inside the oblique strokes, you may simply substitute parentheses. However, phonetic material has its own set of indicators which are required to be used. To compound the problem, the International Phonetics Alphabet, on which the official braille phonetic notation is based, gives the sign regarded as a macron (dots 4-5-6) as the symbol to indicate syllabic consonants. In diacritics, of course, the macron is used only with vowels.

It is recommended that a transcriber faced with such material devise her own braille notations ONLY after the most thorough study of the official code notations and of the entire book she is transcribing. In addition to a complete explanation of the usage in a transcriber's note, all such signs must be included in a List of Special Symbols in the front of each braille volume in which they are used.

PHONETICS - Mrs. Elizabeth Smith

The purpose of this discussion is to clarify those rules and symbols which are provided

in the phonetic code and to offer possibilities for solving problems which arise when no rules and/or symbols are provided. These "possible solutions" are NOT official and should not be construed as such. That the phonetic code, like all other braille codes, is not static and therefore requires expansion and revision is recognized. However, the transcription of texts which utilize phonetic symbols cannot be held in abeyance until careful analysis and much hard work result in changes for future use.

Some of this discussion falls under the heading of "accepted transcribing procedures". Remarks concerning or embodying such procedures are considered here to be a part of an existing code and are not emphasized.

An asterisk * designates material presented as a "possible solution".
Such material is NOT in the textbook format code.

The following steps have proved useful when brailleing a text which, in whole or in part, uses phonetic/phonemic symbols:

- A. Does the ink-print text have a complete list of the symbols used? (Sometimes groups of symbols are listed at the point where they are presented in the text.) If there is no list, the transcriber must prepare one.

Examination must be made of every print page to assure that every symbol and its explanation as defined in the author's terms is listed. (The definitions in the code are intended as aids to the transcriber and are not to be substituted for the author's definitions (*even when there are substantial differences in meaning).) If the text gives pronunciation as a means of definition, follow print. If it does not, DO NOT search out and add exemplary words - such adventitious choices may be misleading.

All reference numbers in the following paragraphs are to sub-sections of Rule XX, Section 50.

- B. Are indicator symbols provided? a. (1)

Square brackets for phonetic indicator - Yes

Slant lines for phonemic indicator - No

*Tentatively, the slant lines of the phonemic indicator will be represented by

dots 5, 2-5 (opening slant line)

dots 2-5, 2 (closing slant line)

*All rules which apply to the phonetic indicator apply to the phonemic indicator.

Because, with a few exceptions, the phonemic alphabet uses ordinary Roman letters, the slant lines are often omitted in ink-print. *If, in a phonemic transcription, any stress sign, modifier, or mark of any kind is printed in conjunction with such letters, the phonemic indicator must be added in braille, e.g.

3 / 1 ^
Stop that #

(phonemic indicators must be added, and in accordance with (4) no contractions may be used.)

Punctuation a. (2) (a) and (b) Follow print. (Do not be concerned with the meaning of the punctuation; simply follow print.) If punctuation is printed inside phonetic/phonemic indicators, braille it inside.

[a, e, i] /a, e, i/

If punctuation is printed outside indicators, braille it outside.






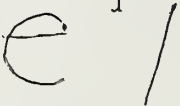
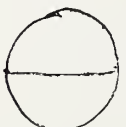



[a], [e], [i] /a/, /e/, /i/

C. Are the letter "shapes" provided in b. (1) through (3)?

The vowels are grouped together.

The consonants are grouped by categories, according to the method of articulation. (Hopefully, the text explains these technical terms.) "Shape" matches must be identical - this includes inversion, length of letter "stem", position and direction of "tails", and lines "struck through".

Type faces cause problems:

Print		Code
	(an ordinary d with a line through)	
		(Runic "edh" or "eth") (th) in "this"
	or	
	(applies to any of the a or e "shapes")	
		
		(inverted r) r - colored
	(an o with a line through)	
		(Greek manuscript theta)
		th in thing
		
		velarized t

*If the definition in both the text and the code make it absolutely certain (as in the examples illustrated) that the shapes are interchangeable, a substitution may be made. When in doubt, consult an authority on the subject.

*If the "shape" is identical but the code definition is at variance with that of the author - use the symbol but define it in accordance with the text, e.g.

y Code: "u" as in Fr. lune or Ger. uber
Text: "y-glide"

(This is a phonemic use of y and the phonemic alphabet does not use a y symbol for any sound of u.)

D. Are the modifiers provided in b.(4) or (5)?

(Modifiers are marks above, below, before, or after shapes.)

b.(4) (a) and (b). What the code defines as "pitch" many texts consider "stress". Disregard the code categories and match the printed marks exactly. Note carefully their position in relation to shapes. (N.B. The marks in b.(4)(b) occur only above or below vowels and may not be substituted for identical marks in conjunction with consonants.)

b.(5) The position of these marks is definite - a mark below may not be substituted for an identical mark above. * However, if there is an exact print match, the symbol may be used and the author's definition substituted for that in the code.

b code: a weak, voiceless plosive
o print: a syllabic continuant
print: an unvoiced fricative

*If there is an exact definition match, the problem may be type-face.

def: "The sound is syllabic":

ink n code n
· i

(Erratum: 1972 Revision page 77 (4)(a) - example after dots 4-5-6, the small line is omitted under n.)

E. Are there math symbols?

+ | || # √ ≠ ~ ↓ 5 etc.

(The "Plus" sign illustrated above is not a "mark below a letter"; therefore, the + modifier may not be used.)

Phonetics (like mathematics) is a "language of symbols". In ink-print, phonetics "borrows" symbols from mathematics. The possibility of utilizing the braille math symbols seems a logical extension of ink-print practice. This does NOT imply that the rules and usages of the Nemeth Code be part of the Phonetic Code nor that the transcriber or reader be conversant with Nemeth Code.

*In phonetics/phonemics:

By designating dots 4-6 as a special indicator signifying that what follows is a math symbol, it is possible to "borrow" all the needed shape symbols from the Index of Symbols in the Nemeth Code.

- *1. All such "borrowed" symbols should be named, defined, and used according to the text without regard to their mathematical significance, e.g.

"boundary element"
 "double cross juncture"

√ "intonation pattern to be discussed as a grammatical unit"

↓ "terminal falling juncture"

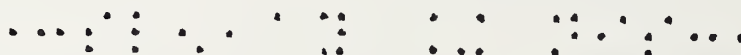
+ "plus juncture"

- *2. Enclosure. All such symbols must be enclosed in the phonetic/phonemic indicators or be part of a word or phrase already so enclosed. (See examples under 3. below.)

- *3. Spacing. All such symbols must be indicated by dots 4-6 and preceded and followed by a space, regardless of ink-print spacing.

a. "+ juncture indicates ..." (the + must be enclosed in appropriate phonetic/phonemic indicators)

b. /sláy+nis/



F. Are there inflection marks?

1. Arrows - see possibilities in E.
2. Small superscript numerals. The techniques suggested some years ago for this situation proved unworkable. The following may be no better, but is offered as an alternative:

*The numerals must be attached to the part of the word to which they appertain. Use dots 4-5 as superscript indicator; then number sign and numeral. Enclose the whole formation in parentheses, and braille it without a space at the appropriate point.

3 1
 going



3. Musical notes; terraces: the use of the inflection sign for notes and terraces was discussed but has later proved of limited application and is omitted here.

G. Are there still unidentified symbols?

"Inventing" is the only solution remaining.

1. Do not "borrow" an existing code symbol unrelated in shape or definition simply because a specific text does not use it at all.

2. Do not "borrow" lower signs unless to do so would be an extension of an established technique, e.g.

dot 5 represents "ligature" and may be used for any ligatured letters in addition to those specified in the code

dot 2 represents "coloring" and may be so used although the code shows only an s or r coloring, e.g.

t^h ek dot 2 between t and h is appropriate

dots 2-3-5 frequently represent "inversion" - check carefully that a sign invented in this manner is not already used; e.g., inverted j cannot be used - it is already designated inverted f

There are several combinations of lower signs that are not used in the code. *These are the best source when modifiers or shapes must be created. However, it is recommended that dot 2 NOT be used after another lower sign, unless the modifier is a stress mark.

Again, it is emphasized that much of the material presented in this section of the Workshop is not in the code and DOES NOT have official approval of the Braille Authority.

OLD AND MIDDLE ENGLISH - Mrs. W. D. Earnest, Jr.

Attention was called to the fact that current rules do not allow the use of one-cell contractions in this area of transcribing as was ruled previously. Old and Middle English are now to be treated as foreign languages, using full spelling and the special Runic letter symbols provided in the CODE OF BRAILLE TEXTBOOK FORMATS AND TECHNIQUES, 1972 Revision. There is one exception to this. Late Middle English is so similar to modern English, it makes easier reading if contractions are used in familiar words and only those words not included in our official dictionary need to be spelled in full and uncontracted. This late era has abandoned the use of

Runic letters but still has some unfamiliar spelling.

Texts in Old and Middle English seem to require the use of diacritics and phonetics very rarely, and if they do, it is quite simple. The greatest problem, as warned in the Code, is to recognize the difference between letters because some are so similar to others. For example: the thorn sign (both capital and lower case) looks almost the same as an italicized "P" or "p". Almost all publishers use different types and the "yogh" Runic letter looks different in almost every book. It is especially important to pre-study a book to be transcribed to find all possible explanations about the meanings of every Runic letter.

It is not necessary to understand Old or Middle English to transcribe it, but after working with it for some time, especially Middle English, one begins to notice the development into modern English and to understand some of its meanings.

SAN DIEGO OPTACON PROJECT 1971-1972

LEADER: Mr. Gale W. Lutz Teacher of Visually Handicapped, San Diego Unified School District, San Diego, California

PANEL: Mr. C. Robert Calhoun Supervisor, Exceptional Child Program, San Diego Unified School District, San Diego, California

Miss Joan Sweeney Consultant for Visually Handicapped, California State Department of Education, Sacramento, California

Mr. Luis Sanchez Student, Grade 11, San Diego Unified School District, San Diego, California

RECORDER: Joyce Linden Peninsula Braille Transcribers' Guild, Inc., San Mateo, California

ATTENDANCE: 40

The Optacon is an electronic device which converts the visual images of letters into tactile forms that a blind person can feel, enabling him to read printed material independently whenever he desires. "Optical to Tactile Converter".

Materials: Equipment used in teaching the use of the Optacon: An Optacon, a Cassette Trainer, a Visual Display Aid and a Tracking Aid.

Films and Film Clips: These covered descriptions of the device, the introduction of the device to students participating in the project with instructions for its care, actual class room experiences, teaching methods, progress of students as skill developed, and many examples of their new liberties, privacies and independence.

Brochures: 1. Student's Manual for Learning Optacon Reading
2. Teacher's Manual for Optacon Reading
3. San Diego Optacon Project 1971-1972 (A pictorial essay)

Each member of the panel discussed the background for the institution, the progress and the eventual success of the project. The California State Department of Education under ESEA Title VI-B funded the San Diego School District to implement the project, "The Educational Application of the Optacon for the Blind Student." The intent of the project was three-fold.

1. To evaluate the Optacon as an additional tool for the reading requirements of the blind student who is proficient in braille reading.
2. To develop materials and techniques for the teacher to instruct blind students in reading by means of the Optacon.

3. To develop training procedures for blind students to learn to read by means of the Optacon.

The San Diego Unified School District is the only district to develop independently the educational materials and methods for use of the Optacon with blind students. The planning committee was composed of seven members, one from the state and six from the school district:

Miss Joan Sweeney , Consultant for Visually Handicapped, California State
Department of Education

From the San Diego Unified School District:

Dr. J. Richmond Barbour, Associate Superintendent, Student Services

Dr. David Wright, Director of Exceptional Child Program

Mr. C. Robert Calhoun, Supervisor, Exceptional Child Program

Mr. Gale Lutz, Itinerant Teacher of Visually Handicapped

Mr. Harry Ohlson, Director, Special Projects Office

Mrs. Tommie Lenox, Writer, Special Projects Office

Mr. Lutz was credited with the preparation of these educational materials. The five students participating in the project are: Luis Sanchez, grade 11; Paula Whitford, grade 11; Michelle Austin, grade 11; Larry Freeman, grade 11; and Christine Welter, grade 9.

Question and answer periods followed the presentation of each film. Sample questions:

Q. Does it require a person of exceptional ability to master the Optacon?

A: No, the training is done on a one-to-one basis and proceeds at the student's pace.

Q: What reading rate has been achieved?

A: Up to 59 words per minute for pleasure reading at the Junior or Senior grade level. The rate could decrease by half when the student reads for retention when working from a textbook in preparation for lessons, exams, etc.

Q: When is the ideal time to start?

A: Elementary school or even kindergarten.

Q: Were these students blind from birth?

A: Three were but two have residual vision.

Mr. Sanchez demonstrated his skill by reading from three publications, commented on his personal experiences and answered questions. He is most appreciative of his opportunity to be trained. The Optacon has definitely helped him achieve new levels of independence. It has brought him much enjoyment in his personal reading, particularly of the Bible, and in the privacy of his correspondence. When asked if he thought he would be more advanced had he had it earlier, he answered that he thought not. His first enthusiasm was great but then dried up as he became involved in many extra-curricular activities such as wrestling and debating. Once he settled back into the program and adjusted his values, the enthusiasm returned. A workshop member compared this pattern to that of a sighted child embarking on a new skill - plateaus are expected. Mr. Sanchez stressed the fact that the attitude of the user is of the

utmost importance - once he realizes that his machine is not a "play toy" he is on the road to mastery.

Q: What is the price of the Optacon?

A: \$3,460

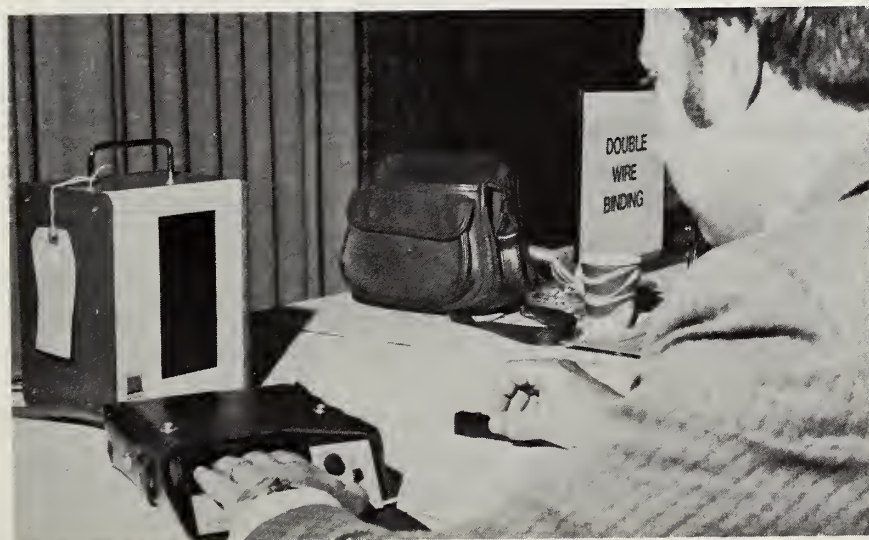
Q: How many are in use?

A: About 270 in the United States and Europe.

Q: How are they acquired?

A: Some are purchased individually, some are on loan and some are provided by employers. It is hoped that the cost of the Optacon will soon be declared a legal deduction for medical expense on the Federal Income Tax return. These students will be faced with the need for securing their own machines when they leave the program.

The Optacon is an additional tool for the blind, giving access to printed material with total privacy. It involves letter-by-letter reading and will not replace braille for those who wish to do a lot of reading and will not replace tapes for those who need to cover a lot of material. It gives independent and immediate access to the world of print, not only books and magazines, but also correspondence, memos, labels, directories, charts, and many other sources of information usually closed off to blind people. It opens the doors for advanced students to the instructional materials of the sighted. Blind adults feel that Optacon has made their abilities and skills more competitive in a sighted world. In addition, it has aided the blind in developing independent living skills and in carrying out a myriad of everyday tasks ranging from paying bills, checking bank statements, and looking up phone numbers to following recipes, reading stories to children and voting independently ensuring a truly secret ballot.



The Optacon in use

TAPE RECORDING

CO-LEADERS: Mrs. Irvin F. Richman Chairman, NBA Tape Recording Committee,
Evanston, Illinois
Mrs. Lester Rice Vice-Chairman, NBA Tape Recording Committee
Evanston, Illinois

CONSULTANT: Mr. Billy R. West Library of Congress, Washington, D. C.

RECORDERS: Mrs. Irvin F. Richman Evanston, Illinois
Mrs. Lester Rice Evanston, Illinois

ATTENDANCE: First Session: 36; Second Session: 28

The tape recording workshop, like Gaul, was divided into three parts: educational recording, recreational recording and the administration of a tape-recording group.

Technical matters involved in the production of a good sound track and equally applicable to the recording of both types of materials were discussed. The sound track on a Master tape must be of high quality and have sufficient volume in order for it to be successfully copied at slow speeds such as 1-7/8 and 15/16 ips. Under tape recorder maintenance it was pointed out that all machines need periodic de-magnetization, including those whose manufacturers claim it to be unnecessary. All tapes which will be copied (master tapes) must be shortened to a specified length prior to recording to insure successful duplication. Because of the impossibility of timing and shortening cassettes accurately, cassettes should not be used for master tapes.

Items from the NBA Tape Recording Lessons were used to illustrate some of the more important points and problems in educational recording. The importance of passing along to the student all the information on the printed page was emphasized; items such as an unusual spelling of a name are absorbed almost unconsciously by the sighted reader and care must be taken to provide the student with this information, too. Students are very trusting and will accept the pronunciations on the recording as correct; it, therefore, is incumbent upon the reader to see that they are. Keep a good, recent dictionary at hand at all times and use it. Proper methods of recording graphs and tables were demonstrated and the importance of accuracy, consistency and precision in handling mathematical notation was stressed.

Recreational recording was the next topic on the agenda. In many ways this type of recording is more demanding than educational recording. First of all, the presentation must be sufficiently interesting to hold the listener's attention since he has chosen this book voluntarily rather than reading it as an assignment. This requires careful preparation before recording in order to interpret the book in accordance with the author's intentions. The listener's imagination must be stimulated, but the reader must take care to only outline the characters and allow the listener to complete the

picture. The reader's voice must be clear and easily understood by anyone speaking American English since the Library of Congress provides service to American citizens throughout the world. Since deadlines are not set for recreational recording, there is no excuse for less than perfect performance and extremely high technical quality on the part of the reader.

In its continuing effort to be of help to volunteer groups, the Library of Congress has insisted that vendors supplying them with pretimed tapes make this tape available to volunteer groups at the same price. Currently 825 ft. tape can be purchased from the 3M Company and 1650 foot tape will be available shortly. The long-range goal for tape recording is a single standard nationwide, so that all tapes produced will have uniform quality and format and can be easily duplicated. This would annually make thousands of additional titles available to the blind and physically handicapped through the Library's nationwide distribution system.

The final portion of the workshop was devoted to the discussion of the administration of a volunteer tape-recording group. Emphasis was placed on the maintenance of high standards; chairmen of groups who maintain such standards find that their readers take a great deal of pride in their achievements. An established group instituting higher standards, including proofreading or monitoring, may find a few readers unwilling to follow the new methods; these will soon be replaced by more valuable volunteers. A training program instills a feeling of confidence in the volunteer and provides practice in handling the problems most frequently encountered.

An easy method of following all steps in the transcription of a book was shown. This can be done by means of a well-designed "Production Card" containing on its front information such as title, author(s) copyright information, name of student requesting book, date needed, how master tape will be duplicated (reel or cassette), whether labels will be in braille or large type, name of reader and dates transcription is begun and finished. Date of receipt and duplication of each reel is also noted as it is received. The second side of the card contains a check list of each step taken and each entry made on other records from request for copyright permission to the final transfer of the completed tapes to the agency's depository and the return of the ink-print copy to the student.

TEACHING BRAILLE TO THE ADULT BLIND

LEADER: Mr. Neil Shulman Western Blind Rehabilitation Center, VA
Hospital, Palo Alto, California

CONSULTANT: Mrs. Helen M. Williams Sixth District California State PTA Braille
Transcription Project, San Jose, California

RECORDER: Mrs. Hadley Queen Peninsula Braille Transcribers' Guild, Inc.,
San Mateo, California

ATTENDANCE: 37

INTRODUCTION

It is felt by many that braille should be taught to the adult blind by only qualified blind instructors. If such persons are not available, the most likely person to instruct the adult blind should be the volunteer braille transcriber. Since these individuals already know braille they could be provided with the necessary information concerning instructional materials and teaching techniques.

How much braille should a blind adult learn? If reading of books, magazines, etc. is the goal, then grade two is a must. If braille is to be used as a self-communication system, then grade one and numbers, punctuation marks and perhaps some contractions could suffice.

The braille cell concept may be introduced in a variety of ways. One may use a peg board with small pegs or a muffin tin with small balls. A teaching cell in both a single and double cell model are available from Japan Braille Library, 212 Suwacho Shinjuku-Ku, Tokyo, Japan. The single cell model is 70 cents and should be ordered under number "Fig. 9". The double cell model is \$1.15 and is ordered as "Fig. 10". International money order should be sent. These cells enable the instructor to push dots in and out and can be used to demonstrate writing with a slate as well as with a braillewriter.

It is of vital importance that the proper attitude towards braille be established from the outset. Often it is necessary to work with negative attitudes set up in the blind adult by another blind person who does not use braille.

Where possible some work in reading readiness, such as proper finger position, left to right hand movements and encouragement in using as many fingers as possible, should be done. Several readiness tests are available from American Printing House for the Blind.

INSTRUCTIONAL MATERIALS

A discussion of various instructional books for teaching braille to the adult blind

took place. In selecting the instruction book factors such as age of student, level of education completed, tactual perception and goals for learning braille should be considered. Each book, with the exception of Giant Dot Book, will enable the student to complete grade 2 braille if completed. The list of instructional books along with their sources and prices is included here for general information.

In connection with the book BRAILLE IN BRIEF, produced by American Printing House for the Blind, it was noted that the quality of paper used was most unsatisfactory. It was felt that every effort must be made to produce this book on a better quality paper to give blind adults learning braille a better opportunity to develop tactual perception.

RAPID BRAILLE READING

A discussion of the techniques for "Rapid Braille Reading" as proposed by Dr. V. G. McBride, professor of Education at Culver-Stockton College in Canton, Missouri, took place. Both Carl T. Rogers of the American Foundation for the Blind and Mr. Shulman discussed their experiences in training seminars taught by Dr. McBride. It was pointed out that while "Rapid Reading of Braille" was very new, those who participated in the two seminars found their braille reading speeds showed marked improvement. Major techniques used in this seminar involve exploration of new ways of reading, such as moving the fingers in spiral motions and reading more than one line at a time.

While the results obtained in the two training courses have shown that a person can read faster than thought possible, no scientific data came out of the sessions. A "Rapid Braille Reading" program is scheduled during the summer of 1973 at the Michigan School for the Blind in Lansing and it is hoped "more scientific measurements will result".

It is hoped that by providing transcribers with the necessary information about instructional materials and techniques they might be better able to assist and supplement the teaching of the professional braille instructor.

The aim of all this is, of course, to provide braille instruction for as many blind adults as possible.

INSTRUCTION MATERIALS FOR TEACHING BRAILLE TO THE ADULT BLIND

1960 BRAILLE SERIES (STANDARD BRAILLE SERIES OR ILLINOIS SERIES)

- Book One - UNCONTRACTED BRAILLE, One side, 52 pages. APH #5-1723, \$1.50
- Book One, Ink-print edition (1964). Pamphlet 7x8 In., 50 pages. APH #7-1723, \$.50
- Book Two - BEGINNING OF CONTRACTED BRAILLE, Braille edition, (1963). One side, 48 pages. APH #5-1724, \$1.30
- Book Two, Ink-print edition (1964). Pamphlet, 9x10 In., 48 pages. APH #7-1724 \$.95
- Book Three - COMPLETION OF CONTRACTED BRAILLE, Braille edition (1963). 80 pages. APH #5-1725, \$1.30
- Book Three, Ink-print edition (1964). Pamphlet, 9x10 In., 80 pages. APH #7-1725 \$1.50

TOUCH READING by Janet Wise - Braille only, two volumes. Available from:
155 East 38th Street, New York, New York \$19.50

ENGLISH BRAILLE IN 40 LESSONS, Braille only, 53 pages Thermoformed. Available from:
Communications Section, State Services for the Blind, 1745 University Avenue,
St. Paul, Minnesota 55104 \$2.65

ENGLISH BRAILLE IN 40 LESSONS Drill Book, Braille only, 30 pages Thermoformed,
same source as above \$1.50

ENGLISH BRAILLE IN 29 LESSONS, Braille only, 34 pages Thermoformed, same source
as above \$1.70

UNCONTRACTED BRAILLE USING JUMBO CELL, 26 pages, Thermoformed, same source
as above \$1.30

BETTER BRAILLE by Marianna Lamb and Charles Kauffman, Braille only, One volume.
Available from: Howe Press, Watertown, Massachusetts \$10.00

BRAILLE IN BRIEF by Bernard Krebs, Braille and Ink-print combined, One volume.
Free on request from: Division for the Blind and Physically Handicapped, Library
of Congress, Washington, D. C. 20542

MODERN METHODS OF TEACHING BRAILLE by Stocker
Book One, KANSAS BRAILLE READING READINESS BOOK, STUDENT'S TEXT, Braille only,
One side, One volume, 51 pages. APH #5-8285 \$2.50

TEACHING MANUAL FOR BOOK ONE, Braille only, Pamphlet, 45 pages. APH #5-8286 \$.70

TEACHING MANUAL FOR BOOK ONE, Ink-print edition, Pamphlet, 16 pages.
APH #7-8290 \$.40

Book Two, BRAILLE READING SIMPLIFIED, Student's text, Braille only, One side,
1 volume, 46 pages. APH #5-8287 \$2.10

TEACHING MANUAL FOR BOOK TWO, Braille only, Pamphlet 36 pages. APH #5-8288 \$.70

INSTRUCTION MANUAL FOR BOOK TWO, Ink-print edition, Pamphlet, 16 pages,
APH #7-8289 \$.40

TEXTBOOK FORMAT BASICS

LEADER:	Mr. Ralph E. McCracken	Assistant Editor, American Printing House for the Blind, Louisville, Kentucky
CONSULTANT:	Mrs. Theodore Stone	Advisory Committee of Textbook Formats and Techniques, Chicago, Illinois
RECORDER:	Mrs. Maurice M. Luke	Peninsula Braille Transcribers' Guild, Inc., San Mateo, California
ATTENDANCE:	95	

Official Braille Code References:

ENGLISH BRAILLE, AMERICAN EDITION - 1972 revision
CODE OF BRAILLE TEXTBOOK FORMATS AND TECHNIQUES - 1972 revision

The workshop began with a statement of the basic philosophy of the CODE OF BRAILLE TEXTBOOK FORMATS AND TECHNIQUES: i.e., this code is a set of guidelines, not a "Bible," and should be used as much. No code could cover all the vagaries and whims of ink-print publishers. However, when applicable methods are provided, the code should be followed to the letter in order to achieve a measure of consistency in textbook transcription. Problem areas, seeming inconsistencies, and subjects on which the code is silent cannot be resolved in a workshop, but they can be referred to the Braille Authority for clarification or decisions.

It is helpful, if not mandatory, to examine each book before beginning the transcription. If possible, you should have the teacher who will be using the book, edit it, so that the braille text will be more meaningful and useful to the blind student.

In the 1972 revision of the textbook format code, the most important addition is the Transcriber's Note Symbol (dots 6, 3). This symbol and its usage are set forth in Rule II, Section 10 of the textbook format code.

PAGE NUMBERING - QUESTIONS AND ANSWERS

- Q: When there are combined ink-print page numbers, such as 20-24, and the text continues to several braille pages requiring the use of "lettered" numbers, do you use 20-24a, 20-24b, etc., or do you use 24a, 24b, etc.?
- A: Following the first page numbered 20-24, continuing braille pages numbered a24, b24, etc.
- Q: How do you write "lettered" pages when the ink-print page numbers already have letters, as in a workbook section of a book with pages numbered W1, W2, etc.?
- A: Simply add the correct braille letter before the ink-print page, such as aW1, bW1, etc.

- Q: If an ink-print page should require more than 27 braille pages to be completed, after using z15 for the 27th braille page, how is the 28th braille page to be numbered?
- A: It was recommended that double lettering be used in this case. The 28th page would be aa15, then bb15, etc.

The treatment of preliminary and text pages as presented in Rule I, Section 3a (1) and (2) in the 1972 revision of the textbook format code was discussed.

- Q: Is this new?
- A: (Mr. McCracken) This is not a new rule, but a clarification. In textbook format, all forewords, prefaces, introductions, etc. are considered to be text pages, and are numbered as such. For a complete listing of all preliminary pages in textbook format, see Rule II, Section 5 in the 1972 revision.

- Q: Should the page numbers for facing pages be one number for both pages or two consecutive numbers?
- A: As these are separate braille pages, they should carry consecutive braille numbers.

In a discussion of facing pages, the general opinion was that this is the least desirable way of presenting material. Facing pages are difficult to braille, present problems in thermoform duplication, and are often hard to read:

USE OF ITALICS - QUESTIONS AND ANSWERS

Attention was called to the 1972 revision of ENGLISH BRAILLE, AMERICAN EDITION: Rule II, Section 10e, regarding italicized series of names of three or more books and other publications, ships, pictures, hotels and the like.

- Q: In such an italicized list, how is an unitalicized "and" before the last item treated?
- A: If incidental words, such as "and," "or," "the," or "and the" appear before some of the items of the series, you ignore the fact that these words are unitalicized, and italicize the entire list as a series. However, if an unitalicized adjective or other modifier is inserted before the last word of such a series, you must not use the italicized series form.
- Q: How is the following italicized title brailled? (Underlining indicates italics)
Foreign Affairs (1900-1920)
- A: The double italic sign may not be used as there are only three consecutive italicized words or numbers. A single italic sign is placed before "Foreign," before "Affairs," and after the opening parenthesis in "(1900-1920)". The italic sign is not to be repeated after the hyphen in a compound number.
- Q: May the double italics be used in this italicized title? (Underlining indicates italics)
Mozart's String Quartet-Fugue

- A. No, as there are only three consecutive italicized words. A single italic sign is placed before "Mozart's," before "String," and before "Quartet-Fugue." The italic sign is not to be repeated after the hyphen in a compound hyphenated word.
- Q: Italicized "ibid opcit" appears in a footnote. Should the italics be used in braille?
- A: Italics are not necessary for such references within a footnote. However, if the same italicized Latin words appear in the body of the text, the italics should be used in braille.
- Q: Should you change the ink-print directions when words that are underlined in ink-print are changed to italics in braille?
- A: (Mr. McCracken) The word "underlined" should be changed to show use of italics in braille. Since you are actually changing the ink-print text, you should change the braille directions.
(Mrs. Stone) A transcriber's note should be inserted to explain the change from ink-print underlining to braille italics.

At this point, a blind proofreader who was present emphasized that we should give blind readers credit for knowing something. These readers don't need a lot of added explanation.

FOOTNOTES - QUESTIONS AND ANSWERS

- Q: How is indented quoted material within a footnote spaced?
- A: Where a footnote includes indented quoted material, or where there is a footnote to a footnote, the following is recommended. Begin the indented material in cell 9 and block all runovers in cell 5.
- Q: Would you discuss footnotes related to boxed materials?
- A: Footnotes to boxed material are treated as regular footnotes and are included within the box.

If a footnote is enclosed in a box, ignore the box and treat it as an ordinary footnote.

When a footnote refers to a title followed by text, all within a box, the footnote should be placed on the line immediately following the title. A blank line should be left below the footnote before presenting following text material.

The following information regarding copyrights was presented.

1. In exchange for copyright permission, we agree not to change the form of the copyright on the title page, but we can change the form of material in the book - we have to, many times.
2. If all the copyright information cannot be completely presented on the title page, page p1 of a braille textbook, then it must be presented on page p2. This information and this placement must be carried in each volume of the braille text.

3. When a paperback has its own copyright information plus that of the original book, both sets of copyrights must be given in the braille text.
4. Some publishers will give permission for "single copy" only. Ask for "multiple copy" permission. It is sometimes helpful to explain to the publisher who you are and how the braille texts are to be used.

MISCELLANEOUS QUESTIONS DISCUSSED

1. Quoted material set off by change of margins and/or skipped lines in ink-print needs only one skipped line in braille. Do not change margins.
2. Listings of omitted figures, illustrations, etc. should be omitted from the Table of Contents and/or the Index.
3. When a picture or figure has been omitted from the braille text and is later referred to in the book, always include the reference - as - Picture: omitted, with identifying number if one is given.
4. All runovers of listings in Tables of Contents should be indented two cells to the right of the heading lowest in rank.

TEXTBOOK FORMAT ADVANCED

LEADER: Mrs. Elizabeth Smith CTEVH Foreign Language & Textbook Specialist, Belmont, California

CONSULTANT: Mr. Bernard M. Krebs Librarian, The Jewish Guild for the Blind, New York, New York

RECORDER: Mrs. Maurice M. Luke Peninsula Braille Transcribers' Guild, Inc., San Mateo, California

ATTENDANCE: 79

Official Braille Code References:

ENGLISH BRAILLE, AMERICAN EDITION - 1972 revision
CODE OF BRAILLE TEXTBOOK FORMATS AND TECHNIQUES - 1972 revision

* Indicates suggested solutions or methods. This material is NOT part of the official codes.

The following is a summary of the points which serve to clarify or to expand upon the guidelines of the Textbook Format Code.

Throughout the session Mr. Krebs stressed that any changes, rearrangements, unusual symbols, or additions must be explained in a Transcriber's Note. In Textbook Format (but not in "literary") such notes are to be enclosed in the new Transcriber's Note symbol (dots 6, 3. See Rule I, sec. 10). This symbol replaces not only the brackets but also the words or abbreviation used heretofore. Mr. Krebs suggested that until this new symbol becomes familiar, it be listed as a special symbol.

Rule XIII - Indexes

When an index has centered initial letters, see Appendix D, sec. 1d.
If an index requires more than one volume, break at a letter division.
See also Rule I, sec. 1d.

(In textbooks, uniformity of volume length is secondary to "logical division".
Divide at a chapter, subheading, or other place where there is a distinct change of thought.)

Rule XVI - Plays

Sec. 36a (3) In a verse play, such directions are blocked in cell 7.
In a play which is part prose and part poetry: when such directions follow the prose, block in cell 5; when they follow poetry, block in cell 7.

Sec. 36b (1) When a stage direction follows the name of a character, enclose in parentheses before the period.

Sec. 36d When a poetic line is divided between two speakers, this might be indicated by the insertion of ellipses: *

Print: Balthazar. No, my good lord.
Romeo. No matter, get thee gone.

Braille: Balthazar. No, my good lord. ...
Romeo. ... No matter, get thee gone.

(Mr. Krebs: An ellipsis not only indicates "omission" but also "pause".)

FOOTNOTES in Plays and Poetry

Rule VI sec 20d & e applies to ALL such footnotes.

Rule VI sec 21 If the ink print does not give note and/or line numbers, do not add them.

(For those who attended the workshop: My apologies for my errors when referring to cell numbers for starting lines and runovers in plays and poetry. Correct your notes to conform with Rules XVI sec.36d and XVII sec. 37a.)

Rule XVII - Poetry

See also ENGLISH BRAILLE, Rule IX sec. 32.

No runovers may be carried to a new braille page.

When starting a new poem toward the bottom of a braille page, there must be room for the title and at least two complete poetic lines.

When dividing between stanzas, a blank line must be left before starting a stanza on a new braille page.

When dividing within a stanza, there must be at least one complete poetic line at the bottom of one page or at the top of a new braille page.

When poetry is line-numbered, the 2-cell "clear space" must not be invaded by un-numbered lines.

Sec. 37b The poetry-line sign may begin a braille line if it is followed by further material.

Q: In writing "phi phenomenon", do you change "phi" to dot 2 f?

A: No. Such words as pi, phi, beta, theta, etc. are English names for Greek letters. Write them in contracted braille: pi, phi, (be)ta, (the)ta.

Q: How do you write Greek letters and math symbols in a "non-Nemeth" text?

For example: $\Delta S = kS$

A: Mr. Krebs: Write it out in English words - Delta S equals kS. Use capital and letter signs where necessary.

APPENDIX A

ACCURACY is essential in elementary texts. Young students learn exactly what you braille; they cannot detect your errors.

Even though a text refers specifically to "a series of letters, blends," etc., letter signs are required before the single letters (unless they are preceded by hyphens) and before any letter combinations which are short-form words. No contractions may be used in such a list.

Sec. 9 When a dash is used to indicate the omitted part of a word, see Rule X sec. 28a & b.

APPENDIX B

Sec. 1b (1) Never use under/over scoring (or indicators for type-face or color) if italics can be substituted. (See ENGLISH BRAILLE, Rule II sec. 10f.) When italics are substituted, do not change the wording of the text. e.g. "What parts of speech are underlined?" Do not change "underlined" to "italicized". (Whether or not this situation requires a Transcriber's Note was not resolved.)

Sec. 1b (1) (a) (i) Leave a blank line after an underscoring line.
Leave a blank line before an overscoring line.
(Ex. #12 does not accord with this nor with the new Sec. 10 of Rule I.)

Sec. 1b (1) (a) (iii) A 1, 2, or 3 cell word requires a 3-cell underscoring, (5-cell if colored). In the simulated braille, the underscoring of "is" has not been corrected to conform to this rule change.

Sec. 1b (4) Leave a space before and after such parentheses.

Before brailing tables of Conjugations or Declensions, check with the NBA Braille Book Bank. They may already have done what you need. This saves not only time but headaches.

APPENDIX C

Sec. 2 Besides this spatial arrangement, inflection might be indicated by arrows, musical notes, or various rising and falling lines.

When inflection occurs in the middle of a word, the technique used in Foreign Language braille cannot be used. In English, this symbol must have a space before and after. (Whether or not hyphens should be added to a word so divided was not resolved.)

APPENDIX D

Sec. 1 a Reference to bold-face type also applies to italics or any other type-face. In the definition, italics may be used for emphasis or distinction.

A "simple" glossary only defines terms. Contract entry words and do not re-write in full spelling.

A "pronouncing" glossary requires 3 writings of an entry word:
1st - fully contracted without indication of syllables or stress.
2nd - in full spelling with indication of syllables and stress (if these

are printed in the original entry word). (A one-syllable word with no contractions does not require this 2nd writing.)

3rd - in full diacritics according to the system used in ink-print. (When stress is indicated by various type-faces, substitute the appropriate diacritic symbols.)

Sec. 1c Format for pronunciation tables (and other symbols lists) single letter; no letter sign in the list; letter sign in the explanation.

modified letter: no letter sign in either case.

explanation: begins 1 cell beyond the longest symbol on the braille page with runovers indented 1 cell beyond the beginning of the explanation

exemplary words: in full spelling with diacritics; rewritten, in parentheses, with full contractions and no diacritics

do not give dot numbers. *Exception: lower and right-side-only symbols not illustrated in the explanation - give dot numbers at beginning of the explanation*

Rule XII

There are not and never will be explicit rules for all columned materials. Each problem must be individually analyzed.

When any rearrangement is made, even one suggested in the TEXTBOOK FORMAT CODE, insert a T. N. describing briefly but clearly all changes from ink-print.

Most columns which will not fit across a page fall into one of the following categories:

- (1) The columns are simply lists and are not related line-for-line: Start each column at the margin and leave a blank line between columns.
- (2) The columns are related line-for-line: Use the format in Ex. #1.
- (3) The columns have headings across the top and/or down the left margin:

Try abbreviating the headings or substituting letters and/or numbers. (Give the "key" in a T.N.)

If questions are based on a full page illustration, graph, etc., do not put this graph on a facing page. AVOID FACING PAGES OR FOLD-OUTS until all other possibilities have been exhausted.

Sec. 32a (2) (a) This does not apply when test answers are to be written on a separate sheet. See Rule XV Sec. 35e.

Rule XV

Sec. 35g Note that this applies to other materials as well as to tests. If such tests, exercises, drills, etc., start with numbers or letters of their own, leave a blank line before and put this number (1) in cell 5 and block all runovers or (2) put the number at the margin with runovers in cell 3.*



Mr. Ralph E. McCracken conducts Textbook
Format-Basics Workshop

TIPS AND AIDS ON INSTRUCTING THE VISUALLY IMPAIRED IN
FOOD PREPARATION

CO-LEADERS: Mrs. Louise Fletcher Division Home Economist, Pacific
Gas and Electric Co., San Francisco,
California
Mrs. Wilma Duggan Division Home Economist, Pacific Gas
and Electric Co., San Jose, California

GUIDES: Mrs. Frank Maniglia San Jose, California
Mrs. Lucy Wilson

RECORDER: Mrs. Richard M. Haley Peninsula Braille Transcribers' Guild,
Inc., San Mateo, California

ATTENDANCE: 51

The Workshop was conducted in the demonstration kitchen at Pacific Gas and Electric Co., San Francisco.

Mrs. Duggan conducted the first half of the demonstration. She prefers to have six to eight people in a class. A child may begin to learn to cook as young as age three. Have one helper for three people or, if possible, one for each. When working with children, have other activities planned, since their attention span is apt to be shorter than that of an adult. Become acquainted with the students, learning their backgrounds and food preferences. It is important to know what they like to eat and what they will enjoy preparing. The students' likes and dislikes are honored but they should learn to try new foods and include a variety to insure good nutrition. They will make better guests and travelers if they learn to try something new.

The first step in teaching is to have the student familiarize himself with the surroundings. Keep the area clear of any unnecessary items and keep a free passage to the stove. Go over the details of the range while it is cold and permit the students to take directions in braille. Point out the location of all utensils for proper replacement after use. Go over this and repeat instructions often even if this takes two or three days before the actual cooking begins. They do want their independence and that is very important. Allow them to feel all the equipment to help them familiarize themselves.

Pacific Gas and Electric Co. will put brackets on the ovens thermostat control of gas and electric ranges to mark the temperature at the 250°, 350°, and 450° settings. In locations where this service is not available, Elmer's glue may be used to build up dots at these settings.

A gas range is better than an electric one. Teach the student to keep the flame low. A low flame cooks just as well as a high one and is much safer and easier to control the food that is cooking. Always turn off the gas before removing the pot or kettle. Teach the position of the controls where they are "Off" and "On". Make sure the

shelves in the oven are in the lock-in position so that the shelves will not slide out when the student removes the cooked food.

Following are some safety precautions:

Use mitt-type potholders and have one hand protected at all times.

Always turn pot handles to the inside of the stove.

Remove the cover away from you, so that the steam will go away from you.

Wipe up spills immediately.

Keep hands dry when plugging or unplugging appliances. Also, dry hands are not slippery.

Always grasp the cord of the appliance with the plug connection to avoid pulling with the cord itself. Always plug into the appliance and then into the wall.

Use the reverse procedure in unplugging; turn off the appliance, unplug from the wall and then from the appliance. This is particularly important with an electric skillet which has a probe which remains hot as long as the appliance is in "On".

Practice stirring with cold foods. They will learn at what speed they can stir without spilling food. It also teaches coordination for other jobs.

Use a wooden spoon to locate the handle of a pot on the stove.

Use a vegetable parer as much as possible rather than a knife.

Many times the fear of knives must be overcome, since the students have been taught that knives are dangerous and should be avoided. A cutting board should always be used. Mrs. Duggan compares the food to be cut to an inchworm. Using a finger as a guide, but tucked under so that the end of the finger will not be cut, carefully inch the food out to be sliced. Always cut away from the body. When finished, wash the knife in cold water and put it back in its proper place to prevent accidental cuts.

To help prevent spattering, drain foods well and dry with paper towels before adding to hot fat; when frying or sautéing, add a few drops of oil to butter or margarine.

Go over recipes step by step, be sure all ingredients are on hand. Use recipes that have been tested, because it is very discouraging to have failures.

Also, try to use recipes in which hands can be used for mixing, as the hands are excellent cooking tools.

As each ingredient is used, place it aside so there is no chance for accidental reuse. Always keep a paper towel handy to wipe hands or counter top. Keep a sack handy for garbage. Do use convenience foods; though they may be more expensive, the difference in cost is offset by the ease of their use.

Measure ingredients properly. Measure dry ingredients over a paper plate to avoid spilling and wet ingredients over a bowl. Use measuring cups with markings inside and out, so the student can feel inside the cup. Store ingredients in wide-mouthed containers for ease in reaching the contents. Substituting plastic lids which are marked in braille is helpful. These can be marked with contact paper using braille on one side of the lid and ink-print on the other side. The ingredients should be tasted, felt and smelled before measuring, because many foods are similar in texture, such as corn starch and powdered sugar. Recipes can be transcribed into braille. There seems to be a difference of opinion as to the best type of measuring spoon;

this is something to be worked out individually.

HELPFUL AIDS

A hamburger press which gives a round hamburger on one side and a square one on the other.

An electric beater which has a top control.

Nut chopper where the nuts are placed in the top for grinding. This can also be used for onions. It is suggested that the onion be refrigerated before grating to prevent tearing.

Foley grater and potato masher.

Garlic press for garlic and ginger sticks.

French steamer for ease in cooking vegetables and removing them from the pan.

An ice cream scoop for measuring batter into cup cake pans.

In frosting the cup cakes, swirl the cup cake into the bowl of frosting to which a little flour has been added to prevent dripping.

In preparing cracker or bread crumbs, roll them in a plastic bag.

In rolling dough, place the dough between two thin, narrow boards which will act as a guide for the rolling pin and help in keeping uniform size.

A large cover-up apron is recommended, since children use their hands so much in cooking.

To fry eggs cut the ends out of tuna cans; place the cans in the skillet and break the eggs into them. Put a lid on the skillet; the steam bastes the eggs so they do not require turning. The eggs can be removed from the skillet more easily when the tuna cans are used.

Use tops from shortening cans for pancakes as an aid in removing them from the skillet where the children can use the metal as a guide.

Use a knife to break an egg. It makes a clean break and there is less chance of having egg shells in the cooking.

Students learn to determine how long to beat ingredients by the length of time they beat and the difference in sound.

Place individual pies on a cookie sheet before placing in the oven.

For small children, use portable appliances on a table they can reach. It is much better to have equipment at their own level.

Mrs. Duggan prepared No-Roll Blueberry Pies, Chicken Casserole, and Candlestick Salads. These recipes are available from Pacific Gas and Electric, San Francisco, California - COOKING FOR THE SIGHTLESS.

At this point, Mrs. Louise Fletcher discussed several useful portable appliances.

A blender is very useful since it has various speeds which are easily found by blind persons. A funnel is very useful for measuring liquids. Mrs. Fletcher demonstrated making a Chocolate-Banana Milkshake Pudding on the blender.

A Toaster-Oven is very functional. It may be used as an oven as well as a toaster. The new size will accommodate a T. V. dinner. It will also accommodate a Timer which can be set to turn the oven on automatically.

The recipe for Bird Nests is very good for children since they can use their hands to

mix the ingredients. The Bran Muffin mixture will keep for six weeks in the refrigerator.

An electric fry pan is very convenient, since it can be used for many cooking operations, and the controls can be marked with Elmer's glue.

Mrs. Fletcher demonstrated making pancakes. The children can gauge when they are cooked by the smell or with the aid of a Timer. It is easier to cook one at a time. Have them practice flipping with the turner. Use a paper towel or tongs to pick up the pancake.

A microwave range can be ordered with brailled controls. Microwave ranges are available with 110 voltage. A person can prepare food for himself easily. (The main advantage in addition to the speed for cooking is that the range doesn't get hot from the microwave). The food gets hot; the range or cooking containers become hot from the heat of the food not from the microwaves.

Bacon may be cooked on a paper towel. Microwaves go through paper; they are reflected by metal. There is less clean-up due to the fact that a person may cook on paper or paper plates. However, it is necessary to cook by entirely different methods. Amana puts out instructions and four volumes of cookbooks in braille.

Microwave is at its best in reheating food that has been cooked in another way, and prevents the warmed-over taste. The food itself gets hotter than food cooked in another way. The food will be hot enough to warm the plate on which you place it. The manufacturers are now coming out with a browning tray. Corning also makes utensils for Microwave.

List of cookbooks available:

1. A Campbell Cookbook: EASY WAYS TO DELICIOUS MEALS, Large Type Edition, Volunteers Service for the Blind, 332 South 13th Street, Philadelphia, Pennsylvania 19107
2. General Mills also publishes a large type cookbook and recorded cooking lessons. Write to General Mills, Inc., Betty Crocker Kitchens, 9220 Wayzata Blvd., Minneapolis, Minnesota 55426
3. THE NEW YORK TIMES LARGE TYPE COOKBOOK by Jean Hewett, Golden Press, New York, 1968, gives over 300 recipes in large, clear print. Price is \$9.95 at local bookstore.

Braillabel is available from the American Thermoform Corporation, 8640 East Slauson Avenue, Pico Rivera, California 90660.

TRANSCRIPTION NEEDS OF VISUALLY HANDICAPPED ADULTS

LEADER: Mr. Neil Shulman Communication Skills Department, Western
Blind Rehabilitation Center, V. A. Hospital,
Palo Alto, California

PANEL: Mr. Harrison Alper Financial Planner, San Carlos, California
Dr. Edward Glass Western Blind Rehabilitation Center, V. A.
Hospital, Palo Alto, California
Mrs. Sharen Kuntz Housewife, Redwood City, California
Mr. Vincent Morvillo Inhalation Therapist, Redwood City,
California
Mrs. Onvia Tillinghast Retired Public School Teacher, San Leandro,
California

ATTENDANCE: 32

Mr. Shulman asked every one attending the workshop to be daringly imaginative in considering the needs of visually handicapped adults. His own suggestion was for a nationwide bookbank for non-textbook material whose costs would be subsidized by other than volunteers. There should be a way, he felt, to get information on all non-textbooks which have been done and to get this information circulated.

NEEDS

Miss Tillinghast: Recreational books to be read in the classroom
Elementary-school teaching manuals in braille
Types of all kinds - for classroom use and to help in
preparation for classes
A statewide file of completed transcriptions in these
classes

Mr. Morvillo: Career textbooks - as for respiratory therapy, for example
Much greater variety of all kinds of books
Magazines and books for interests and hobbies, such as
sailing
Best sellers and reading matter other than that provided by
the Library of Congress, which has good books, but
not current titles
National Master List of everything available

Mrs. Kuntz: More emphasis on education of the newly-blinded -- they
should be told of the many kinds of books which are
available.
Books of a spiritual nature - not necessarily denominational.
Also would like to see the restrictions governing the
reproduction of these books loosened.

Lists of shops and services in given areas
Complete works of certain authors from Recordings for
the Blind.
An easing of the difficulties of getting books to be re-
produced.
Would like to have cookbooks, though she would never
want to ask transcribers to do them.
Books in larger dots.

Dr. Glass: Medical records - for him, audiograms especially
Brailled Tables of Contents and page numbers on Optacon
material
Micro-dot printed braille to use with Optacon
Situational sounds for low-hearing training (frequently people
of poor vision are also people with low hearing.)
GREATEST NEED AND PLEA is for material in Grade III Braille
for condensation and rapid reading.
Resumes of publications of general interest - but stressed
the transcriber should be knowledgeable of material.

OPEN DISCUSSION

Mr. Shulman: We need a committee to investigate how what we have talked
about can be done - the financing and the mechanisms
of operation.

Mr. Fred Sinclair: American Printing House has a reference center which reports
on all books done and where the master copy is. He
suggested that there are many non-textbook books in
college courses; also some libraries will thermoform
master copies. He mentioned the Clearing House Deposi-
tory which serves children and adults in school programs
and suggested that a letter to them might elicit information
as to a particular book.

Mr. Shulman: This will not be big enough or open to enough people

Mr. Sinclair: The blind are not using all the services which are now available
to them.

Mr. Alper: Are rehabilitation workers aware of the services?
Do rehab workers have braille copies of these services?

Mr. Sinclair: No, but lists are available to rehab workers.

Mr. Krebs: There are three basic places for information:
Library of Congress - all books - Braille Book Review
American Printing House - textbooks
Recordings for the Blind - all tapes.

- Mr. Sinclair: A List of California Transcribers has a list of all Volunteer organizations in California which might transcribe special books.
- Mr. Shulman: Braille Book Review of the Library of Congress reports only on the work of four or five groups. However, perhaps a list of the Library of Congress books could be drawn up and disseminated every other month.
- Floor: Congress knocked out an appropriation for a good union catalogue.
- Mr. Peterson: NEEDS: Avocational material
 Owners manuals - for example: electrical appliances
 Information for buying - and ads
 Maps and transit information
 Items such as record jackets
 BLIND SHOULD HAVE RIGHT TO PERUSE AND TO BROWSE
- HOW: A catalogue listing everything produced all over the world
 A law that any book copyrighted can be produced in braille
- Floor: A partially sighted person NEEDS more in large print
- Floor: There is so much necessary work to be done, why take time for junk music, detective stories, etc.?
- Mr. Alper: What is junk or pornography to one is not to another; the blind should have a choice and no one should sit in moral judgment.
- Floor: There is a lack of communication here - there are transcribers to do the work but without work; there are, also, many, many unmet needs. The blind need a source to go to with their requests.
- Mr. Shulman: Anyone interested in a fact-finding committee should meet with me after the meeting.
- Floor: Recounted that she had had no trouble in making long-term borrowings from libraries when she explained that the books were being brailled or taped.
- Floor: Is there any organization we can join to establish communication with rehabilitation workers?
 ANSWER: the NRA (National Rehabilitation Association)
- Floor: What about a pool of transcribers?
- Mrs. Koontz: What about a cassette instead of reel-to-reel?

ANSWER: Recording for the Blind is in process of
experimenting with cassettes.

Floor: Wants a reference service - not to have to go through sixty
 Catalogues searching for something which might not be
 there.

Mr. Shulman asked that any other suggestions be sent to him at BLIND REHABILITATION,
V. A. Hospital, Palo Alto, California.

VOCAL MUSIC

LEADER: Mr. John di Francesco Chairman, Music Advisory Committee of the Braille Authority, Berkeley, California

CONSULTANT: Miss Sandra Walberg Library of Congress, Washington, D. C.

RECORDER: Mrs. Harold Rosner Peninsula Braille Transcribers' Guild, Inc. San Mateo, California

ATTENDANCE: 16

Chapter 25 of INTRODUCTION TO BRAILLE MUSIC TRANSCRIPTION, by Mary De Garmo, was used, as a general guide, for this workshop, as this book covers the subject in greater detail and more comprehensively than any other book on music braille. Throughout the period, the chairman took captions from the De Garmo book and elaborated upon some of them.

The format for vocal solo music is known as "line-by-line", a line of words alternating with an indented line of corresponding music. No attempt is made to align syllables with notes, simple slurs being used to indicate two or more notes to a syllable. With a few exceptions, hyphens and dashes are used only in accordance with regular literary procedure. Expression marks, which in ink print are usually found in the accompaniment, must in braille be included in the vocal music line. Though "line-by-line" implies a regular alternation of word-line with music-line, the judicious use of run-over lines is acceptable for really practical reasons. But it is wrong, in the same parallel, to resort to run-overs in both words and music.

The use of the hyphen received special attention. As has already been intimated earlier, the hyphen is used in such normal circumstances as the separation of the components of compound words, proper syllabic division at the end of a line, separation of nonsense syllables, etc. But there is a special use to which the hyphen is put in braille vocal format. A single syllable may be split, so that its vowel content may be carried on into a new parallel. In such a case, the hyphen is placed after the vowel(s) of said syllable at the end of that line, and again before the rewritten vowel(s) at the beginning of the next word-line. A very common mistake is to restate the hyphen at the beginning of a line when the syllabic division was a normal one. The only time the hyphen is to be restated at the beginning of a line is when it carries on the vowel content of a given syllable. Appropriate slurs and ties must correspondingly be restated in music lines.

The device used for the repetition of a word or a group of words received special emphasis, too. Since this sign is the same as the "in" contraction sign in regular literary braille, the REVISED INTERNATIONAL MANUAL OF BRAILLE MUSIC NOTATION generally frowns on the use of the contraction when the word-repetition sign is used. In LESSONS IN BRAILLE MUSIC, however, Mr. Spanner concedes that in the case of the word in and the interior use of the contraction no confusion could arise. Actually,

the chairman would go even further. If the "in" contraction is preceded by a capital sign or an opening punctuation, or if it is followed by punctuation, it should be permissible to use the contraction, since the word-repeat signs would be outside such punctuation. Incidentally, it was noted that Mary De Garmo in her book, following the dictates of the "Manual", makes reference to the necessity of keeping "the entire word-repeat combination on the same line." The chairman pointed out that in this context a run-over of words would be considered an extension of the word-line.

In taking up the subject of vocal ensemble music, a bone of contention was aired. According to the Code, as laid out in the "Manual", in vocal ensemble music, the word-music relationship must be reversed. Thus the line(s) of words will be indented below the lines of music. This means that the singer who is accustomed to reading the words above the music in solo pieces will find the music above the words in 2-4 part ensemble pieces. The chairman makes a strong plea for consistency in this matter, urging that words be placed above music in both solo and ensemble vocal music. Indeed, the Advisory Committee on Braille Music Notation is pressing for official approval by the Braille Authority.

At the end of the session, pamphlets and samples were given out and some samples of the use of chord symbols were briefly inspected.

WHAT TO DO 'TIL THE DOCTOR COMES:
(BRAILLEWRITERS AND THERMOFORM)

MODERATOR: Mrs. Doris Osburn Chairman, Braille Section, AAUW, Long
Beach, California

PANEL:

Thermoform: Mr. Alvin A. Sobel NBA Braille Book Bank, Midland Park,
New Jersey
Mr. Robert Dasteel President, American Thermoform Corporation,
Pico Rivera, California

Perkins Brailier: Mr. Harry J. Friedman Manager, Howe Press, Watertown,
Massachusetts
Mr. Ray E. Morrison Telephone Pioneers, Scottsdale,
Arizona

RECORDER: Mrs. Lucas Brenning Peninsula Braille Transcribers' Guild,
Inc., San Mateo, California

ATTENDANCE: 36

Equipment present in the room: A new thermoform machine, and a Perkins brailier.

All present were familiar with the thermoform machine and/or Perkins brailier, and were interested in learning proper procedures in handling this equipment and in keeping all of it in proper repair.

THERMOFORM MACHINES

The thermoform machine is not complicated, but a simple piece of equipment. Take time to become familiar with its operation. The following operational rules were noted:

1. Before you plug in the machine, be sure your switches are OFF. Never pull the plug or insert the plug into the outlet while the machine is on.
2. After the machine is plugged in, then throw the switch on, and turn the temperature control to HI.
3. Leave the temperature set on high for 5, 10, or 15 minutes. Different machines in different installations will take different amounts of time to warm up.
4. After the machine has warmed up, cut the temperature down by turning the control switch until you can hear it click, usually around a setting of 5 or 6.

5. Set your timer anywhere from 2 to 4 seconds, depending upon the age of your machine, the voltage, how hot it has gotten, and how fast you use it. Obviously if the base plate gets warm from using it a lot, with the heater being over it, less time will be required.
6. Insert the master and the Brailon sheets carefully, pressing them toward the top left corner. Then clamp down the holding frame. It is important that the Brailon be clamped all the way around the edge. It doesn't matter if the Brailon is larger than the frame. You will lose the vacuum if the Brailon is smaller or has pre-punched holes unless you cover that area with a strip of paper and tape it down firmly. It is unimportant if the master is smaller than the frame or the Brailon.
7. Bring the heater over, which activates the microswitch until the pump goes on, and the light goes on. Then put the oven back.
8. Wait a second or two before peeling off the Brailon. If you peel the Brailon off too soon, the dots will be fuzzy and not sharp. Also by holding the Brailon over the master that extra second or two, you help to keep everything a bit cooler. A little bit of air flow makes the whole process more efficient.
9. The LAST thing you do is press the shutoff button.

To help control static electricity, use Christmas tree foil tinsel or crushed aluminum foil across the edge of the box so that as you pick up each sheet of Brailon you pull it across the foil. According to the moisture conditions within the room, it also may be necessary to have the Brailon come into contact with the foil after the thermoforming process. The operator will find it useful to touch her fingers occasionally to a moist sponge with a few drops of detergent.

Establishing a check list of maintenance will insure good operation and longer life to your machine. Assign somebody to a regular preventive maintenance program on a regular basis. Be sure to check the thermoform for wear, and check the following:

1. Keep the jars clean, and clean the filters with kerosene every month or so. Be sure the oil jar has enough oil to moisten the wick and is no more than 3/4 full.
2. Be sure you have a tight seal: test by taking two small thicknesses of paper, and try clamping them down at all four corners. If you are able to pull the paper through, the clamp is not holding tight.
3. There may be a residue of dust that has built up on the oven slides. Check the machine once a week to be sure that the slides are clean, top and bottom, both sides, and then use a spot of grease (recommended by Dow-Corning DC-4 or Lubri-Plate).
4. Spin the brass roller in the clamp handle. If you notice it is not spinning freely, remove bottom clamp fitting and insert a small amount of oil. It may be that a little graphite or lubricating oil is all it needs, or it may be that a whole new clamping assembly needs to be put on.

5. Test to be sure you have a vacuum: Raise the platen and with the machine going, put your finger over the outlet hole.

6. If oven drops down it can be reset by using angle-irons in the four corners after you are sure that the four existing screws are in place. Use sheet metal screws to attach the angle-irons.

A few additional general rules to observe:

1. NEVER run the machine without the white asbestos plate in the back. The heat is so intense that you could set fire to the room.

2. Acoustical material, like cork, may be used to help deaden sound.

3. If you are returning the thermoform to the factory, send it by truck freight; and crate it carefully.

4. You may use an air-conditioner or fan in the room as long as no draft pulls through the back of the thermoform.

5. The usual frames are 11" x 11 1/2" or 8 1/2" x 11", and infrequently 9 3/4" x 11 1/2". If some other size of frame is needed for special work, it must be ordered from the factory. Since this is a hand-tooled item, the cost would be much higher.

A new thermoform machine, which was on display at the Conference, will be ready for distribution soon. Its great advantage will be that it will use an oil-less pump; thus it won't freeze up because of poor maintenance. A disadvantage will be that it will be noisier than the oil machine. The cost price will be the same.

PERKINS BRAILLE MACHINES

Every braille machine that leaves Howe Press is actually tested by a blind man. Those slips of paper that you find in your Perkins are put there by the man who did the actual testing of that machine.

Be sure that your paper supplier furnishes you with paper that is square. The machine will not work if the paper is cut on an angle.

Howe Press guarantees each machine for one year against any defect in its workmanship. If you have them repaired elsewhere than at Howe Press, be sure the repairman knows what he is doing. Anyone making repairs to the Perkins should have the new THE PERKINS BRAILLER MANUAL which sells for \$6.00. It is complete with instructions and diagrams on the servicing and care of the Perkins.

SIMPLE CARE INSTRUCTIONS

1. Use proper oils and greases. You will have nothing already available in the house, such as sewing machine oil. Use only Lubriplate Aero Grease (BST #20), which is an instrument type lubrication; also a watchmaker's or jeweler's oil (#210-56),

which is an instrument grade oil that is non-gummy and non-drying; and a clock oil (#100-380).

2. Keep the long rod that the carriage travels on clean. At either side of the rod are felt wipers which give continuous lubrication. Over the years this gets dry and accumulates debris. Follow the instructions in the manual to properly clean and lubricate this rod.
3. Remove the bottom cover and clean out the dirt that has accumulated.
4. Use a lacquer thinner or chloroethene to clean the rubber feed rollers. They get glazed from dirt.
5. Don't let anyone lean on your braille machine since the casting can bend from the pressure. This will cause the machine to hang and not function properly. Corrective measure then would be to either pry it back into shape, file off a portion of the lower part in order to give more clearance, or to buy a new piece.
6. When the machine is not in use keep it away from heaters, and keep it covered with a good dust cover. Note whether flakes of plastic are coming off of the cover. These can drop into the machine and cause trouble.
7. Don't try to braille on hard acetate or heavy, hard material. Damage can be caused to the machine by eventually bending the steel bar which pulls the embossing die down. This also applies to brailleing two sheets of paper at once. If this is desired the machine should be adjusted for this at Howe Press. They will use a heavier beam of steel and reshape the stylus.

When sending the machines back to Howe Press for repair, always box them carefully. Release the carriage and move to the extreme right. Secure it with several rubber bands around the carriage lever and the right paper-feed knob. This insures that the carriage won't get jammed in the shipping process. Be sure to pack the inside of the box well with cardboard inserts. When paper stuffing is used, it only packs down and does not protect the machine. Machines are sent through the mail free of postage charges; however be sure to insure each machine. The cost of such insurance is 50 cents.

Allow about three weeks for repair and delivery back to you. If you wish, you may write a letter (being sure the letter specifies the braille machine's serial number), and glue or tape the letter to the outside of the box. This letter should carry an 8 cent stamp.

To find a local place where your braille machines may be repaired, call your local telephone company and find out the location of the closest Pioneer Branch. If there is a Telephone Pioneer willing to learn to work on Perkins Braille machines, get a new \$6.00 Perkins Brailier Manual, and he will be able to make most of the common repairs.

The greatest deterrent to the smooth function of the Perkins is dust, dirt, cigarette ashes, and junk. This, with normal care, you can control.



Mr. Harry Friedman and Mrs. Doris Osburn
conducting the workshop



Mrs. Carl K. Revelle and Mrs. Ralph Hubman
operating the thermoform

WHAT TO DO 'TIL THE DOCTOR COMES
(Tape Recorders and Typewriters)

LEADER: Mrs. John M. Rumsey Braille Transcribers' Guild of San Diego,
San Diego, California

PANEL: Mr. Claude Haertel Smith-Corona Marchant, San Francisco,
California
Mr. Robert Sexton Ampex Corporation, Redwood City,
California

RECORDER: Mrs. Lucas Brenning Peninsula Braille Transcribers' Guild, Inc.,
San Mateo, California

ATTENDANCE: 24

The typewriter portion of the program was discussed first. Both manual and electric models were on display.

At Mr. Haertel's suggestion, Mrs. Rumsey read the resume of his talk entitled, "Most Frequent Causes of Typewriter Breakdowns", and introduced each section preceding its discussion. Causes and cures were divided into two groups:

I. Typist controllable

<u>Cause</u>	<u>Cure</u>
1. Inadequate knowledge and/or experience in the proper care and maintenance of typewriter.	1. Use of the operator's manual produced by the typewriter manufacturer and additional advice from dealer, customer service group, or technical service group of manufacturer.
2. Lack of knowledge and/or experience on the use of typewriter features.	2. Same as No. 1
3. Careless typing habits.	3. Brief review of typist's original typing course or refresher as given in adult education classes.
4. Improper or poor quality supplies - ribbons, carbon paper, etc.	4. Purchase supplies from reliable office supply company or stationery store for the particular machine in use, and seek their advice on supplies for special typing applications.

II. Typist uncontrollable

<u>Cause</u>	<u>Cure</u>
1. Lack of regular maintenance program by qualified service technician (particularly important with electric machines).	1. Qualified service by office machine dealer - either on a contract or per call basis.
2. Dirt, <u>erasure dirt</u> , paper lint, and dust in the air in functional areas of typewriter.	2. Same as No. 1. Alcohol (cheapest variety) an excellent cleaner for type and accessible parts of machine.
3. Loose screws, nuts, worn or defective parts.	3. Platens, paper feed rolls, and paper bail rolls replaced on advice of typewriter service technician or when paper handles improperly or appearance of typewritten page has deteriorated to unacceptable level.

Mr. Haertel answered questions from the floor.

The second part of the program dealt with tape recorders, a typical machine being used as a demonstrator. Mr. Sexton's presentation dealt with proper tape recorder care - summarized as follows:

1. Study and be familiar with owner's manual.
2. Establish a regular cleaning and maintenance schedule -
 - (a) Keep heads and any other part of the recorder that comes into contact with the tape clean at all times. Use alcohol (cheapest variety).
 - (b) Keep heads demagnetized. Do so once a week or after a maximum of 50 hours of use. Follow directions carefully on demagnetizing tool. Do not plug instrument into outlet too close to tape recorder; should be 5 or 6 feet away and moved to the recorder in a slow motion, and demagnetizing done slowly.
3. Do not shift from forward to reverse too rapidly with tape recorder.
4. Store tapes in dry, reasonably cool area; metal cabinets satisfactory, but should not be placed in an AC area, such as that of T. V. set, stereo, etc.
5. Seek the services of a qualified repairman if trouble develops despite good and systematic maintenance. This will preclude further damage resulting from a novice mechanic working on a highly technical machine.

WHO'S WHO AND WHAT WE DO AND WHAT IT MEANS TO ME AND YOU

LEADER:	Mrs. Irving Cassell	Chairman, Sixth District California State PTA Braille Transcription Project, San Jose, California
ASSISTANT:	Mrs. Helen Williams	Sixth District California State PTA Braille Transcription Project, San Jose, California
PANEL:	Mrs. Maxine Dorf	Head, Volunteer Services, Library of Congress, Washington, D. C.
	Miss Marjorie Hooper	Editor, American Printing House for the Blind, Louisville, Kentucky
	Mr. Bernard M. Krebs	Librarian, Jewish Guild for the Blind, New York, New York
	Mr. Carl Lappin	Director, Instructional Materials Reference Center, American Printing House for the Blind, Louisville, Kentucky
	Mr. Dirk Schuurman, Jr.	Rehabilitation Services Representative, HEW Regional Office, San Francisco, California
	Mrs. Alvin Sobel	President, National Braille Association speaking for the NBA Braille Book Bank, Midland Park, New Jersey
	Mr. Donner Spencer	Large Print Textbook Publisher, Los Altos, California
	Mrs. Kirsten Vanderberg	Consultant in Depository for Special Education, California State Department of Education, Sacramento, California
	Mrs. Walter Westman	Chairman, San Francisco Peninsula Chapter, Recording for the Blind
RECORDER:	Mrs. J. C. Whitelaw	Peninsula Braille Transcribers' Guild, Inc., San Mateo, California

ATTENDANCE: First session, 63; Second session, 50.

The meeting proceeded immediately with each panelist speaking in turn. Mrs. Dorf, in her opening remarks, acknowledged that every wheel needs a hub, and that volunteers are the hub that turns the wheel with their energy and dedication. She then went on to list her staff, soon to number 22. The Coordinator of Tape Volunteers is Billy West. The new Braille Advisor is Mr. Richard H. Evensen (direct braille problems to him). Miss Sandra Walberg, Braille Music Advisor, will soon have two music specialists transferred from the Music Services Unit to assist her. Miss Donna Pastore is the Math Specialist. The Nemeth Code for Braille Mathematics and Scientific Notation is now published, and the Section can plan for training and certification in this

field. Miss Marcella Glenn is assistant to Mrs. Dorf, and the rest of the staff are braille instructors or clerk typists. Volunteers may have immediate help by using the Watts line - 800-424-8567. The operator will take the message and the call will be returned. This is a free service.

Mr. Krebs gave some of the background of the Jewish Guild for the Blind, an agency under private sponsorship which offers a broad range of services to persons of all ages, races and creeds. Some of these services are: Social Services, Vocational Rehabilitation and Training, Skills in Everyday Living, Mental Health Service, Placement, and Braille Library and Transcribing Service. The Braille Services were established in 1935, at which time the supply of material was sparse and college textbooks practically nil. The Library now contains 26,000 hand-transcribed volumes which are circulated nationally and internationally. Over 4,000 readers and students have availed themselves of this material, not usually found in other libraries. The list of foreign language and philosophy books is outstanding. The Jewish Guild for the Blind was the first to recognize the value of the newly developing recording equipment. The staff worked closely with a committee interested in the development of recording services, the outgrowth of which was Recording for the Blind. In closing, Mr. Krebs emphasized that the Guild believes in the value of the written word in the enrichment of the lives of blind men and women. He also believes that much of the success of the integration of blind people into the social and economic community has been achieved by volunteer workers.

Mr. Lappin, as head of the Federally funded Instructional Materials Reference Center, has two important functions. As textbook consultant he works closely with ink-print publishers and heads of school departments. The primary list of school textbooks published at the Printing House are the most widely used in the nation. But most important is his work with the Central Catalogue, which gives reference service of books brailled, taped or printed in large type. Again and again the necessity of checking with the Central Catalogue was stressed before brailling any book. Copies go to all instruction material centers, regional libraries for the blind and handicapped, large city programs, and large transcribing groups. The Center is also charged with the work of developing new educational aids for blind children. These aids are made in prototype and field-tested before final acceptance. Some of these aids are land-form models, work-and-play trays, enlarged abacus, puzzle-form kits, "listen-and-think" programs, etc.

The NBA Braille Book Bank is the prime source of college textbooks in braille for blind students throughout the country. It is maintained and operated by the National Braille Association, Inc., a non-profit service organization, at its national headquarters in Midland Park, New Jersey.

This unique volunteer-operated facility provides direct service to blind college and graduate students who need specific textbooks in braille. In a typical year, well over 600 requests for textbooks in braille are filled by the Braille Book Bank at a cost to the student approximately equal to that of the publisher's hardcover ink-print edition.

The Braille Book Bank has been in operation since November, 1963. It was organized by the National Braille Association to provide a central source of textbooks in braille

in the fields of the sciences, mathematics and foreign languages. Today, a large percentage of the textbooks in braille in the Braille Book Bank are in these subjects.

Currently available within the Braille Book Bank are about 1,000 master copies of textbooks transcribed into braille by volunteers certified by the Librarian of Congress. Each year over 100 new titles are "deposited" in the Braille Book Bank and outdated texts are removed from the active shelves.

From the original hand-transcribed master copies, volunteers at the Braille Book Bank produce thermoform duplicates to fill the constant stream of student requests. These books are available only from the National Braille Association.

Whenever possible, requests for textbooks in braille not yet available are forwarded to qualified volunteers to be transcribed. These textbooks in braille are then added to the Braille Book Bank and duplicated as needed.

Mr. Spencer explained the services his company performs before a book is published in large type. First there is a feasibility study as to whether or not the book is suitable. The book must be analyzed for any special problems, how much enlargement is needed, whether or not pictures must be redrawn, maps changed from color to black and white or type reset for emphasis. He must also know the grade level and number of copies. If the book is accepted the person requesting the large print copy is notified of the price. If it is not accepted the book is returned. Mr. Spencer can be contacted at -

Don and Eve Spencer, Large Type Publishers
495 Cuesta Drive
Los Altos, California 94022

Mrs. Vanderberg is the elementary textbook consultant for the State of California. She is concerned with books supplied free by the state. A few years ago, instead of one basic book at each level, two to four books were allowed. A new state law is now changing the picture. It allows five to fifteen books on any subject. This is excellent for the teachers, their programs and for the students, but it is very difficult to keep up on brailled and large print books. The books supplied are basic books; supplementary books are not supplied.

Mrs. Westman reported on Recording for the Blind, a national non-profit organization, which is the primary source of tapes for college and high school students. They also record on tape for job training, professional tax guides, etc. There are 21,000 titles in the library and 4,000 books annually are provided on request. The service is completely free.

Mr. Schuurman administers the new Welfare Reform whose priority system places emphasis on difficult cases to get the quickest answer. All programs are administered through state agencies. The rules and regulations of the basic act usually answer all questions. Their services are mainly concerned with handicapped people who have vocational potential.

The afternoon session started with Miss Hooper's in-depth history of the American Printing House for the Blind. The Printing House, founded January 23, 1858, as a private, non-profit corporation, is the oldest private national agency for the blind in the United States, and the largest publishing house for the blind in the world.

During the first 20 years of existence, the total annual budget seldom exceeded \$10,000, and the entire staff consisted of six to eight full-time employees. Now, the operating budget was more than \$7,500,000 for the 1971-72 fiscal year, and the Printing House employs a staff of over 550 full-time and 50-60 part-time personnel.

The Printing House's position as the official schoolbook printery and educational manufacturer for the United States is, of course, a matter of great pride, but it must also be remembered that its basic function is that of a private, non-profit publisher for the blind. As such, the Printing House contracts with Government agencies, such as the Library of Congress, and other organizations and individuals wishing to provide literature and educational aids for the use of the blind on a non-profit basis.

In the question and answer period following, Mrs. Vanderberg was asked how far in advance books must be ordered. The answer is June 1, 1973 for September of 1974. We need support from Sacramento in earlier programming of children so that books may be ordered in time. She was also asked when the next series of state textbooks would be changed. The language arts, English, reading and literature will be changed next year.

Mr. Spencer in answer to the question of where to look for help if a book is not economically feasible to publish in large print suggested the large type chairman of CTEVH, Fred Sinclair, or the central catalogue.

Mr. Spencer was also asked about the effectiveness of large print books. In his opinion, this type of reading is inefficient because lateral vision limits the span and the head or book or both must be moved. Pupils expect too much from the large print book and become discouraged.

Inquiries into lists of commercially produced leisure type brailled and large print books, also vocational educational material, were answered by "The Central Catalogue of APH". The telephone number to call is 502-895-2405. Ask for Mr. Lappin.

Recording for the Blind said they were not yet ready to do textbooks on cassettes, as they are too expensive - possibly a year from fall.

There were several questions on where to get material to braille. One answer was to consult organizations training guide dogs. Ask for the names of new owners and write to them offering the services of the transcribing group. There was also a suggestion that resource teachers have a "trouble-shooting" group to do quick assignments. Volunteer groups are eager to be asked.

Questions to the Library of Congress should be addressed to Miss Hylde Kamisar, head of the Reference Section. Questions relating to book selection go to Miss Mona Werner.



WHO'S WHO PANEL

The purpose of the National Braille Association, Inc. is: To unite in one national organization volunteer and professional workers for the visually handicapped, in order to provide a communicating service organization for individuals, local projects, educators, librarians, consultants and administrators in the education division of service for the blind; and to advance, provide and coordinate volunteer services in the production, distribution and use of books and reading materials in all media: braille, recordings and large type; and to conduct experimental research into specific codes for the blind and appropriate printed matter for the partially seeing, and in other areas of research development related thereto.

National Braille Association, Inc.

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