

NATIONAL BRAILLE CLUB
REPORT OF THE SECOND CONFERENCE
1958.

HV1669
.N35 1958

N HV1669



AMERICAN FOUNDATION
FOR THE BLIND INC.

699144

HV1669
N
COPY

Copy One

C.1

THE NATIONAL BRAILLE CLUB

AN ORGANIZATION FOR THE ADVANCEMENT OF VOLUNTEER SERVICE FOR BLIND PEOPLE

1st VICE PRESIDENT
MRS. WILLIAM D. EARNEST, JR.
LAKE ARCADIA
R. D. No. 1, BUTLER, N. J.

PRESIDENT
MISS JOSEPHINE L. TAYLOR
HATHAWAY LANE
ESSEX FELLS, N. J.

RECORDING SECRETARY
MRS. R. H. DONOVAN
20 BUTLER PLACE
BROOKLYN 38, N. Y.

2nd HONORARY VICE-PRESIDENT
MRS. THEODORE STONE
3528 WOODLAWN AVENUE
CHICAGO 37, ILL.

FINANCIAL SECRETARY
MRS. EMIL DRECHSLER
24 MYRTLE AVENUE
NEWARK 7, N. J.

3rd HONORARY VICE-PRESIDENT
MRS. SUMNER C. JACOBS
NATIONAL BRAILLE PRESS, INC.
88 ST. STEPHEN STREET
BOSTON, MASS.

TREASURER
MRS. GEORGE CASSIDY
15 NEWFIELD STREET
EAST ORANGE, N. J.

CORRESPONDING SECRETARY
MISS ELISE R. MUELLER
15 GOLDSMITH AVENUE
NEWARK 12, N. J.

EDITOR OF THE BULLETIN
MRS. GEORGE L. TURKELTAUB
3 ORCHARD ROAD
GREAT NECK, N. Y.



1958

REPORT

THE SECOND NATIONAL CONFERENCE

Sponsored By

THE NATIONAL BRAILLE CLUB

On

TECHNIQUES OF TRANSCRIBING AND RECORDING TEXT BOOKS FOR BLIND STUDENTS

October 20-21, 1958

At

New York Association for the Blind
111 East 59th Street, New York, N. Y.

* NOTE:- The Executive Committee of the National Braille Club wishes to bring *
* to your attention the fact that the information contained in some of *
* the following reports are NOT official changes but are reommenda- *
* tions of the acting committees. They will not be adopted by the Club *
* until they receive official approval. *

Thanks again to Bernard Krebs, Dorothy Knight, their Committee, the New York Association for the Blind, and the many volunteers who put in hours of work to make us welcome and comfortable, as well as the group leaders, recorders and participants, we have had another successful conference, giving special emphasis to ways of preparing materials for blind pupils and others in educational, or professional programs with those with normal vision. I think that we all agreed that the First National Conference a year ago, was quite successful. I believe that those who attended this year's conference, considered it even more successful, particularly because of the working-togetherness of so many people.

Last year much time was spent on describing various volunteer and educational programs. By this year, it appeared that we are learning to work together, to share our problems, understand each other's programs, and work and plan toward solving the problems, and bettering the programs.

The reports of the work-sessions outline the many subjects discussed and the recommendations of the participants. Although they cannot substitute for the inspiration and knowledge gained through participation in a National Conference, we believe you will find them interesting, and especially thought-provoking.

Miss Josephine L. Taylor, President



SECOND NATIONAL BRAILLE CONFERENCE
Monday, October 20, 1958

On behalf of the ten thousand and more blind children who have been or will soon be endeavoring to obtain an education in either residential schools or in integrated classroom programs, I am taking to myself the great privilege of expressing their deep appreciation for the invaluable services so ably performed for them by volunteer workers. Transcribers, recorders, and binders alike are providing the tools through which a solid foundation of education is being laid. Each volunteer, who is engaged in this important service, should and must take pride in the successful achievements of the students who have been aided through their diligent efforts.

Along with the increased requests for service, it is certainly understandable that new problems would arise and that malpractices would creep into service programs. It is a real challenge to all of us to endeavor to solve these problems and to bring the quality of service back to the high standards of pre-pressure days. It may be of value to point up one or two of these problems so that all appropriate steps can be taken to overcome them.

It is commendable that supervisors and teachers of integrated school programs should be zealous in procuring text material for students from all available sources. But it is not "quite cricket" to retain possession of books after students have no further use for them on the grounds that in two or three years another student might have need of them. Nor is it justifiable that a text provided to an individual for a particular course should lie idle in basement or attic when other students are clammering for the identical material. Since each school district or state must be in a position to fill the specific needs of blind students under its jurisdiction, no simple solution to the problem of collecting and supplying textbooks is at hand. The least that can be done, however, is for each state to establish a reference file of textbooks and their location. Even better would be a statewide library service and repository for textbooks from which both teacher and student could draw.

It was once a truism that all transcribers were both willing and able to maintain the finest quality of service by meeting the high standards required for Library of Congress certification. Today, some agencies and schools--perhaps out of desperation--are accepting work from poorly trained and uncertified proofreaders and transcribers. Just a few days ago, I was amazed to watch a bright little eight-year-old gleefully searching out braille errors and misspelled words in her hand-transcribed reader. I am distressed at the prospect of placing similar material in the hands of a child who is not so bright. Perhaps in the unprecedented emergency of attempting to provide so many youngsters with equivalent texts, there is some excuse for relaxing standards, but agencies and teachers should not long continue to use services that are so questionable in value.

To you who know the joy of work well done, and to you who have graciously and cheerfully met the unreasonable deadlines inherent in textbook transcriptions, to you I humbly rise to sing your praises.

Bernard M. Krebs, Conference Chairman



P R O G R A M

Planning Committee

Conference Chairman: Mr. Bernard M. Krebs, Librarian, New York Guild for the Jewish Blind, New York, N.Y.; Member of the Joint Uniform Braille Committee; Author of Transcriber Guide to Standard English Braille.

Vice-Chairman: Miss Dorothy S. Knight, Director of Braille Transcribing Service, "The Lighthouse", New York Association for the Blind, New York, N.Y.

Committee Members: Miss Josephine L. Taylor, President of The National Braille Club; Director of Educational Services, New Jersey Commission for the Blind, Newark, N.J.

Mrs. William D. Earnest, Jr., 1st Vice President of The National Braille Club; Recording Chairman, Lydia Hayes Memorial Association for the Blind, Rockaway, N.J.

Mrs. George L. Turkeltaub, Editor of The National Braille Club Bulletin; Coordinator of Services for the Blind and Sight Conservation, Sisterhood of Temple Beth-El, Great Neck, L.I., N. Y.

Mrs. D. K. Mirrielees, Assistant Librarian, New Jersey Commission for the Blind, Newark, N. J.

Miss Althea H. Nichols, Supervisor, Elementary Educational Services, New Jersey Commission for the Blind, Newark, N.J.

Mrs. Charles Seidenman, Volunteer Transcriber, New York Guild for the Jewish Blind, New York, N.Y.

Registration - 9 to 10 A.M., Monday, October 20, 1958

General Session - Monday, October 20, from 10-12 A.M.

1. WELCOMING ADDRESSES:

Mr. Allen W. Sherman, Executive Director, New York Association for the Blind
Miss Marion Held, Director of Direct Services for the Blind, New York Association
for the Blind
Miss Josephine L. Taylor, President of The National Braille Club
Mr. Bernard M. Krebs, Conference Chairman

2. NEW BRAILLE DUPLICATING TECHNIQUES

Miss Marjorie Hooper, Braille Editor, American Printing House for the Blind,
Louisville, Kentucky

3. THE BLIND CHILD IN AN INTEGRATED SCHOOL PROGRAM

Mrs. Gladys Moss, Charles Evans Hughes High School, New York, N.Y.

4. A. THE USE OF TOOLS IN EDUCATION

Demonstration by Children of the New Jersey Public Schools

B. USE OF BRAILLE MATERIAL IN CONDUCTING BUSINESS

Mr. Raoul Sauveau, Salesman, New York, N.Y.

C. THE INSTRUCTION OF SIGHTED STUDENTS BY A BLIND TEACHER OF MUSIC

Mr. Charles J. Beetz, Director, Lighthouse Music School.

5. TOOLS AND AIDS USED IN VOLUNTEER SERVICES AND IN HOME ECONOMICS COURSES

(Full Day Exhibit)

Mr. Charles G. Ritter, Consultant on Special Aids and Appliances, American Founda-
tion for the Blind, New York, N.Y.

* * * * *

LUNCHEON - 12 to 1:30 P.M.

* * * * *

Workshop Groups - Monday, October 20, 1:30-4:30 P.M.

1. TEACHING TECHNIQUES AND GROUP ORGANIZATION

Chairman: Mr. Bernard M. Krebs, Librarian, New York Guild for the Jewish Blind,
New York, N.Y.

Recorder: Mrs. Emil Drechsler, Financial Secretary of The National Braille Club;
Braille Chairman, American Red Cross, Newark, N. J.

2. BRAILLE BINDING PROCEDURES

Chairman: Mrs. Paul Smith, Braille Chairman, American Red Cross, East Orange, N.J.

Recorder: Mrs. Benard Ray, Sisterhood of Temple Beth-El Bindery, Great Neck, N.Y.

3. BRAILLE MUSIC TRANSCRIBING

Chairman: Mr. Edward Jenkins, Perkins School for the Blind, Watertown, Mass.;

Member of Committee for International Music Code

Recorder: Mrs. Walter Mungeer, Plymouth Braille Group, Brooklyn, N.Y.

4. NEMETH ARITHMETIC CODE

Chairman: Mr. Paul Humphrey, Telephone Pioneers Braille Group, Western Electric
Company, New York, N.Y.

Recorder: Mrs. George L. Turkeltaub, Coordinator, Services for the Blind and Sight
Conservation, Sisterhood of Temple Beth-El, Great Neck, N.Y.

Consultant: Miss Marjorie Hooper, Braille Editor, American Printing House for the
Blind, Louisville, Kentucky

* * * * *

DINNER MEETING - 6 P.M., Empire Hotel, 63rd St. & Broadway, N.Y.

Speaker: Dr. Peter J. Salmon, LL.D., Executive Director, Industrial Home for the
Blind, Brooklyn, N. Y.

* * * * *

Workshop Groups - Tuesday, October 21, 10-12 A.M.

1. SOUND RECORDING OF TEXTBOOKS

Chairman: Mrs. D. K. Mirrielees, Assistant Librarian, New Jersey Commission for the
Blind, Newark, N.J.

Recorder: Miss Marjorie Postley, Volunteer Services for the Blind, Philadelphia, Pa.

2. PROBLEMS IN PRESENTATION OF TEXTBOOK MATERIALS

Chairman: Mrs. Theodore Stone, Former Chairman, United Order of True Sisters,
Johanna Bureau, Chicago, Ill.

Recorder: Miss Bertha Kasetta, Howe Press of Perkins School for the Blind, Water-
town, Mass.

3. BRAILLE MATERIAL FOR THE VERY YOUNG

Chairman: Miss Althea H. Nichols, Supervisor Elementary Educational Services, New
Jersey Commission for the Blind, Newark, N.J.

Recorder: Mrs. James C. Proud, Woman's Club, Great Neck, N.Y.

4. NEMETH CODE FOR HIGHER MATHEMATICS

Chairman: Mrs. A. B. Clark, Lydia Hayes Memorial Association for the Blind,
Rockaway, N.J.

Recorder: Mrs. L. B. Freeman, Madison, N.J.

Consultant: Miss Marjorie Hooper, Braille Editor, American Printing House for the
Blind, Louisville, Ky.

* * * * *

LUNCHEON - 12-1:30 P.M.

* * * * *

Afternoon Sessions - 1:30-3:30 P.M.

All Workshops listed in Morning will reconvene in their respective rooms for further
discussion.

General Assembly - 3:30-4:40 P.M.

5. REPORTS & SUMMARIES OF WORKSHOP FORUMS BY RECORDING SECRETARIES

* * * * *

MATHEMATICS PLANNING COMMITTEES: Mr. Bernard M. Krebs, Conference Chairman, Presiding

Arithmetic: Mr. Paul Humphrey, Telephone Pioneers Braille Group, New York, N.Y.

Mrs. George L. Turkeltaub, Sisterhood of Temple Beth-El, Great Neck, N.Y.

Mr. F. Vieni, Industrial Home for the Blind, Brooklyn, N.Y.

Mrs. H. H. Katz, Merrick, N. Y. (Teacher)

Mrs. A. J. Sloss, New York Guild for the Jewish Blind

Higher Mathematics: Mrs. A. B. Clark, Lydia Hayes Memorial Association for the Blind,
Rockaway, N.J.

Mrs. Louis B. Freeman, New Jersey Commission for the Blind, Newark, N.J.

Mrs. Charles Seidenman, New York Guild for the Jewish Blind, New York, N.Y.

Mrs. Harold Frank, New York Association for the Blind, New York, N.Y.



TEACHING TECHNIQUES AFTERNOON SESSION

Mr. Bernard Krebs, Chairman
Mrs. Emil Drechsler, Recorder

In the discussion on teaching techniques we arrived at the following conclusions:

1. A teacher should be the recipient of a Library of Congress certificate. It is preferable that the teacher have additional training and so be better equipped to present the work more clearly and helpfully. She should have the ability to amplify on lessons in the manual as well as to explain it.

In order to properly examine students work the teacher should have proofreading skill and have available time for the course schedule.

2. Students should be able to grasp material in the lesson at normal speed within the specified time for such lessons. These lessons should take between one and two hours and at least one lesson a week should be assigned.

3. Equipment used: A braille machine, if available, otherwise braille slates and styluses. B. lesson manual. C. reference book. D. student paper for lessons--any size. E. transcribing paper for tests and permanent transcriptions--11 by 11 and a half.

Books for the smaller children should be done on heavier paper, for better results 80 or 100 pound weight paper is recommended and children's books should be no more than 50 pages to a volume.

4. Questions arose as to whether one or two lessons per week would be more satisfactory. Most agreed that one lesson per week with more time for practice would bring better results. However, for students with enough time, two lessons per week might be advantageous.

5. The historical background of the braille system should be presented. An explanation of the importance of the need for volunteer service should be given. Comparative costs of press brailled and hand transcribed books should be explained. Where possible, braillists should be integrated into an agency service so that they will have a better understanding of all services to the blind.

6. In lesson procedure, give report on homework, letting student know where their errors are made; ask questions on and give a brief review of previous lesson. Explain and amplify the rules of the new lesson. Have students recite from text in class. Give homework assignment in manual. Have students make notes as to where to find rules pertaining to the lesson. For extra assignment have students underline contractions in newspaper items or articles.

7. Tests--have student read aloud from braille page. If there are many errors, careless or otherwise, the entire lesson should be done over. Some teachers find periodic examinations useful. The teacher should emphasize the difficult points in the lesson.

The thought was expressed that students who lagged in their lesson should be dropped from the course. Others felt they should be encouraged to keep up with the work, since some slow students turn out to be excellent transcribers.

Erasures should be discouraged to uphold the high standards of the work.

8. Every student should be certified by the Library of Congress. To get good transcribers, the teacher should see that the student's work is perfected before sending in the manuscript for certification.

GROUP ORGANIZATION

The eager and exciting discussions that were held showed that regardless of what section of the country the discussion reports came from the purpose of all was service--

1. To attempt to broaden the scope of reading material for the blind.
2. To assist students in all grades by supplying text books.
3. To assist people in business by supplying needed information such as telephone directories, file card indexes, etc.
4. To supply material for the spiritual needs of individuals in church and temple groups; to furnish recipes, knitting and crocheting instructions, etc.

In order to supply the above service volunteers must be organized so that they may be directed to serve to the best advantage. To further this purpose the discussion showed that the variety of media are used.

In Springfield, Massachusetts during Massachusetts State Blind Week, they had a local television program explaining tape recording, reading to the blind and braille.

In Wilkesbarre, newspapers were very cooperative. When a brailist is certified, her picture is published with the announcement of certification.

In Stamford, Connecticut blind people who were former newspaper men are receiving service from this group and the local paper has given this service publicity.

Boston, Massachusetts the temple group to stimulate interest in this work invites guest speakers to their meetings. In New Bedford, graduation services were held for brailists who had completed the course and were certified.

A special course in Hebrew braille was given by correspondence to a group of certified brailists who knew and were interested in Hebrew.

Frequently organizations which want to start a braille group invite leaders or teachers to address a group of prospective braille students. This seems to be a very effective manner of organizing new groups.

Under the topic of supervision of these services it was agreed that practically all student work be supervised and directed by professional workers, such as the Commission for the Blind in the various states or agencies.

The work for general services for the Library of Congress is supervised by volunteers such as Chairman of the Red Cross, church, temple and public service groups.

On the discussion of responsibility for supervision the consensus seemed to be that one individual should be overall chairman and the responsibilities for the various services be delegated to others. It depends on the size and nature of the group, as to how the staff should be organized.

The various kinds of services that are offered to the blind are: transcribing, binding, recording, reading, large type typing for partially sighted children, illustrated books for children.

How the expenses are met vary greatly. In some areas the volunteer pays for all equipment and paper. In almost all instances volunteer students pay for the manual. To the blind, in some areas the services and materials are absolutely free. The Commission pays for binding, paper and proofreading. The school supplies the text books and the volunteers supply braille and recording. In some instances agencies have staff members do the braille and they pay for the proofreading. The blind recipient pays for the text book, paper, binding. Some organizations extend all of their services without cost and raise funds to carry on these services in various ways.

Volunteers who transcribe braille go through a prescribed course, after which they are expected to transcribe the manuscript for certification by the Library of Congress. Recorders are auditioned before being permitted to record. Training in book binding should be done on the job.

Completed works usually go to libraries, to Commissions for the Blind, various institutions and agencies, and to individuals on request.

It was noted that particularly where work is done for individuals that work is usually lost to all but the one person who receives it. Occasions were mentioned where such books could have been put to urgent use by others, had they been located. For this reason it is now planned to create a central repository for such books so that when an individual has finished with it, it can be put into proper circulation.

Because one misplaced dot may be very confusing to the blind it is important that all braille work be proofread. Every effort should be made to have work read by a certified proofreader. If this is not possible, by a second transcriber within the group, or have the English text read to one who checks braille. The brailist should always check her own work first. The standard charge for a certified proofreader is five cents per page.

If the proofreader's report on the finished book shows the work is of poor quality, the transcriber should be advised to examine errors and review rules. If ensuing work continues poor, she should be advised to give up the work.

It has been suggested that the National Braille Club urge the Howe Press to hurry delivery of the braille writers.

Respectfully submitted - Mrs. Emil Drechsler



REPORT ON THE BRAILLE BINDING PROCEDURES

In the absence of Mrs. Paul Smith, who was unable to attend and preside, as planned, Mrs. Carolen of the Lighthouse bindery, and Mrs. Benard Ray of the Beth-El bindery in Great Neck conducted the meeting. It was very well attended, and during the session, both the "sewn binding" method and the "metal loose leaf type" of binding were discussed thoroughly.

Mrs. Carolen explained the sewn binding procedure (used at the New York Lighthouse) step by step, and there was a stimulating question and answer period, followed by an interesting exchange of ideas between those members of the workshop who have been working on this method of binding.

Mrs. Ray then gave a step by step demonstration of the Metal Loose Leaf type of binding that is being used so successfully at the new bindery at Temple Beth-El in Great Neck. The group was interested in this modern method; in the materials used, and in the excellence of the finished product, which they were able to examine. This metal loose leaf type of unit, into which the braille pages are inserted, permits the replacing of one or more pages, in case of damage, without destroying the entire book or binding. For the covers, a vinyl, washable fabric is used. This fabric is applied with a type of rubber cement which insures a smooth surface.

The binding method used there, is the most inexpensive power-machine type of binding. Combined with the hand made book covers this modern method permits each page to lie perfectly flat as well as the cover opening out flat.

There were enthusiasts for the new, modern methods of binding, and also many who have found that the hand sewn bindings have proven quite satisfactory and reasonably durable. While most volunteer binderies do not have the facilities for installing heavy and costly equipment they continue to produce some excellent hand sewn bindings. All were very much interested in learning what other binderies are doing, and what progress is being made in this field of volunteer work to facilitate the operation and add to the durability of the books.

On the subject of braille titles on the outside of the books,--The Lighthouse uses a brailled black plastic tape about $\frac{3}{4}$ " wide for titling their volumes. This strip is cemented onto the front side of the cover along the innermost edge. The libraries that the Beth El Bindery, in Great Neck, Long Island, work for prefer to apply their own outside braille titles to the books after they receive them, as they each have their own code, and, a preference for the placement of the label.

Each representative at the conference was asked to comment on the work in their particular bindery, and all of us learned a great deal about how volunteer binding of Braille books is being done throughout the country.

There was a great deal of interest in the new metal-type of book binding that Mr. Bernard Krebs of the Guild is introducing. He presented samples of books bound in this new manner, and we all had an opportunity to examine them. The new feature is a metal sliding device (with automatic opening and closing snap) which permits the assembled pages to slide in and out of the book cover so that the cover is not disturbed. Damaged pages, etc. can easily be replaced, and, there are many other advantages to this type of metal binding. The details are still being worked out to bring down the price of producing these bindings, and we should be hearing more about them soon.

Since most volunteer binderies depend upon contributions, it was interesting to hear that one of the fund raising ideas used at the Sisterhood of Temple Beth El Bindery is the highlighting of title pages in the braille volumes. These pages are attractively designed and hand colored. For a donation of ten dollars or more, the title page is inscribed in the name of someone you wish to honor, and presented in honor of birthdays, anniversaries, births, etc. or "in memory of". It is an idea which has proven very popular in this community, and a good source of income for supplies, etc.

All those attending the Braille Binding Procedures conference were most enthusiastic in their comments as they left the meeting, and all agreed that it had been a most enlightening and stimulating session.

Respectfully submitted - Mrs. Benard H. Ray



BRaille MUSIC TRANSCRIBING

Chairman: Mr. Edward Jenkins
Recorder: Mrs. Walter Mungeer

Twenty-three people were interested in the Braille Music Workshop where Mr. Edward Jenkins of Perkins School for the Blind presided.

After introducing himself, Mr. Jenkins asked each one present to give his name and the name of the group with which he worked. Most of those present came from the New York, New Jersey and Connecticut area but Massachusetts, California and Pennsylvania were also represented.

The main topic of the afternoon discussion was concerned with the changes in the braille code for music transcribing. Mr. Jenkins, who was a member of the International Conference on braille music at Unesco House in Paris, spoke first of the change in the writing of chords. In the left hand they are still written from the dominant lower note by intervals to the upper notes of the chord, but in the right hand or treble, the upper melody note is now written first and the intervals counted down from the top note. This is just one of the many illustrations given by the Chairman, of the changes which have been made. To make them still more meaningful, two music transcriptions (one of words and music--one a piano selection) were perused and the changes from old transcriptions noted. All of these changes are set forth in detail in the International Manual of Braille Music Notation which is the Unesco Standard Code, based on the revised code of 1956 and ratified here in June 1958. It is written both in inkprint and in braille and may be purchased at the American Foundation for Overseas Blind, 22 West 17th Street, New York.

One of the many questions asked was concerning the basic musical knowledge necessary for the study of music transcription. Both Mr. Gerard Gabrielli, a teacher of music and music transcribing at the Lighthouse, and Mr. Jenkins agreed that a good knowledge of music notation would be advisable. For simple music transcription anything appearing in music up to the Fourth Grade and for string instruments the corresponding signs would have to be understood.

Much music has been transcribed and there are catalogues which should be consulted before filling any request in order to avoid duplication. But blind organists, singers, teachers, concert pianists, radio entertainers and instrumentalists still need music which is not brailled. The demand for braille music transcribers is great. To help meet this need, a class in braille music transcribing is being formed at the Lighthouse Music School. The first session will be on October 29th at 1:00 P.M.

Recorder for Workshop Group 3 - Mrs. W. A. Mungeer



REPORT ON WORKSHOP OF NEMETH ARITHMETIC CODE

Chairman: Mr. Paul Humphrey
Recorder: Mrs. George L. Turkeltaub
Consultant: Miss Marjorie S. Hooper

As a result of the Workshop on the Nemeth Code during our First National Conference in 1957, it became evident that a clarification in the use of the Nemeth Code would be necessary, especially in the field of Arithmetic. The questions submitted at that time and

during the subsequent months clearly showed continued misinterpretation of the code.

With this in mind, the Executive Board of the National Braille Club selected Mrs. A. B. Clark as their liaison between the Board and Miss Marjorie S. Hooper, Braille Editor of the American Printing House, to whom it had been decided all questions regarding the Code would be sent for clarification. Furthermore, it also became evident that it would be advisable to divide the code into two sections; an Arithmetic area and a Higher Mathematics area.

The Planning Committee for the Second National Conference under the chairmanship of Mr. Bernard M. Krebs did so set up two separate committees. Nevertheless, by mutual agreement, the two committees met as one during the compilation of the Arithmetic Code area, in order to carry out a suggestion made at the initial meeting that a Teaching Manual be made up for the Arithmetic area to assist transcribers in the interpretation of the code. A sample which was presented by one of the members was approved and the committee proceeded to arrange to present such a manual to the members of the National Braille Club interested in this field.

At the opening of the Workshop meeting on Monday, October 20, 1958, at which 51 members were registered, Mr. Paul Humphrey, Chairman, after the manual had been distributed to those in attendance, called for a show of hands as to whether or not a Teaching Manual such as they now held and to be used in conjunction with the Nemeth Code Book, would be of value to the attending members in the learning and transcribing of the Nemeth Code. This would be kept strictly as a teaching manual and would not replace in any way the Code book now in use. The vote showed a unanimous response from the members in favor of a Teaching Manual in Arithmetic.

Miss Hooper suggested that a formal certification be set up in the same fashion as now exists for members doing literary braille. However, since there is no proofreader available at this time, and since necessity makes it evident that it would be difficult to wait for such certification before attempting work in this field, as the press of needed books is so great at this time, it was decided that we would have to continue as we have been doing, namely, turning out such books while means are set up for certification.

A further suggestion was made from the floor that the National Braille Club retain a permanent Mathematics committee as a central agency to help members in the clarification of problems, since work on mathematics books must continue regardless of the fact that the Sub-Committee on Mathematics, now in existence, has not certified the changes which are under consideration. This committee is to meet in November and as Miss Hooper advised us while telling us of the revision which is being made on the Code, Mr. Nemeth intends to revise the code himself and that it might not be sooner than the first of next year before the committee could go over his changes. She further advised us not to despair, since it had taken eight years for the revision of the Literary Code.

A motion was made that Miss Josephine L. Taylor, President of The National Braille Club, appoint such a Braille Club Mathematics Committee, as had been suggested, and at her suggestion, this committee will be known as the Interim Braille Committee on the Nemeth Code. The motion was then formally presented by Mrs. A. B. Clark and seconded by Miss Marjorie S. Hooper. The vote of acceptance by members was unanimous.

After a question and answer period on the proposed manual, a motion was made that the Teaching Manual be accepted as it stands until a new one was forthcoming as a basis for teaching the Arithmetic part of the Nemeth Code. This motion was seconded and unanimously accepted with the following reservations.

1. That an introduction to the book be made explaining in simple terms the nature of the code as well as the difference between it and the Standard English Braille code. Also, it would be necessary to stress the main points of difference in use.
2. Since wordings and examples shown were questioned in many cases, a rewording of some of the passages for further clarification, couched in simpler terms, would be necessary.
3. That certain errors made in the printing of the manual be corrected and that the manual be proofread before issuance.
4. Footnotes are to be used, if necessary, in transcription so as to clarify changes shown in this manual which have been approved by Mr. Abraham Nemeth in his correspondence with Miss Hooper and Mrs. Clark, but which do not exist as yet in the present copy of the Nemeth Code in general use.
5. On revision of the new teaching manual, those persons then present at the workshop would be notified and receive any changes or revisions made.

The meeting was then adjourned.

Respectfully submitted - Mrs. George L. Turkeltaub, Recorder

ORGANIZATION OF RECORDING SERVICES

Chairman: Mrs. D. K. Mirrielees
Recorder: Miss Marjorie Postley

The morning session opened with the Chairman, Mrs. D. K. Mirrielees, of the New Jersey Commission for the Blind, welcoming the members present.

Mrs. Mirrielees remarked that she was anxious to get ideas on all phases of recording techniques and problems and invited those present to join freely in discussion and contribute their own experiences.

Mrs. O'Neill, of Recording for the Blind, in New York City, told at some length of the plan which is now being followed by her agency. All master copies are now made exclusively on tape and six (6) disc copies are made of each title recorded. The disc copies are done on Vinylite at 16 $\frac{2}{3}$ RPM. Books to be recorded are allocated to the various units by the central office, and the normal time lapse between the receipt of a book by Recording for the Blind and the receipt of the first records by the student is approximately one month. Discs are mailed from the central office in New York where all the embossing from tape to disc is done but when the recorded book has been used and returned by the blind student it is returned to the Library of the unit which did the original recording. Recording for the Blind is not presently doing high school text books but Mrs. O'Neill stated that within about a year they hope to be able to expand their program to include high school texts.

Mr. Marchisio suggested that since there is such a need for multiple copies of certain high school texts, that some agencies would probably like to be able to pay Recording for the Blind to produce recorded copies for them.

Mrs. Levine of the Council of Jewish Women of Cincinnati, Ohio, explained that in their recording program which they carry on in conjunction with the Board of Education, they receive financial help from local organizations with the initial costs of setting up their recording equipment but from there on proceed on a completely volunteer basis.

Miss Josephine Taylor of the New Jersey Commission suggested that Recording for the Blind and various other agencies which are in a position to make master copies might use the slack periods, when they occur, to produce master copies of standard high school texts from which copies could be struck when necessary.

Mention was made of a report compiled by the Department of Health, Education and Welfare on the subject of blind students now enrolled in the Nation's colleges. Very few people present had read this report and it was announced that copies could be obtained from Recording for the Blind, 745 Fifth Avenue, New York, N. Y.

The question of tape recording was brought up and Miss Postley, of the Volunteers Service for the Blind, Inc., in Philadelphia, told briefly of the dual tape recording program being presently carried on by that agency. Volunteers Service for the Blind, Inc., is currently making master tapes of books requested by the Free Library of Philadelphia. These master tapes are eventually stored in the Library for the Blind of the Free Library of Philadelphia. The agency is also doing tape work for individuals who supply their own tapes and use their own discretion as to whether the tapes shall be kept in permanent form or erased for reuse. The program is growing and great enthusiasm for tape work is being shown.

This led to a discussion of the high cost of tape and the difficulty of handling tape, especially for children. The group was reminded by Mr. Marchisio that tape recording is still in its infancy and many problems remain to be solved. In reply to a question from a member of a newly formed recording group, Mrs. O'Neill, of Recording for the Blind, stated that she felt all new groups were wise to equip themselves so as to be able to at least make their master copies on tape even though discs were to be circulated.

A discussion of some of the aspects of disc recording machines and play-back machines followed. Mrs. William D. Earnest, Jr., of New Jersey, showed a home made device for making three (3) simultaneous copies on Sound-Scriber machines. The information was also given that the Sound-Scriber Corp. makes a dual control unit which can be purchased. Mrs. Mirrielees asked for information on commercial 16 $\frac{2}{3}$ machines and a member of the group reported that there are two cartridge type machines on the market, one made by RCA. These machines vary widely in price. A new play-back machine which can handle both Edison and Sound-Scriber discs was reported and a Zenith 3-speed machine (A.P.-7) which plays Sound-Scriber discs well.

As far as Talking Book Machines go, the B & C models are good for Sound-Scriber discs and the first 8,000 of the D Models are also good. After that number the D Models have not been satisfactory and the adapter needle made for them by the Library of Congress is difficult to install.

Considerable time was devoted to discussion of the smaller technicalities involved in recording such as use of unrecorded bands on Sound-Scriber discs, the handling of foot-

notes, bibliographies, glossaries, etc. It was generally agreed that in most cases these matters must be handled to suit each individual case, sometimes fitting them to the needs of the particular client.

The problem of acquiring copy-right was discussed and it was generally agreed that the present procedure is still most unsatisfactory. Father John H. Klocke, of the Xavier Society for the Blind, made the suggestion that it might simplify matters if one national agency cleared all copy-rights.

Mrs. Groman, of the New Jersey Commission for the Blind, told in some detail of the interesting and rewarding use she has made of recordings to service blind adults other than students. Personal letters, gardening and cooking guides, phone directories for telephone selling and many other out of the way materials have been recorded to help newly blinded, elderly adults find their way back to normal life.

In brief, the following conclusions were reached:

In all recording work it is possible to set up standards but very difficult to standardize as so many aspects must be suited to individual needs. To give all possible help in setting up standards it was suggested that various agencies involved in recording work be asked to recommend representatives to form a committee to prepare a manual of useful information to serve both those who do recording work and those who make use of their services. It was also suggested that a request be made of the National Braille Club to get up a catalogue of available recorded books to fill the gap until such time as the American Printing House would be able to take on a complete cataloguing service.

Mrs. Mirrieles graciously thanked all those who had taken part in what proved to be an interesting and stimulating day of discussion and the meeting was adjourned.

Respectfully submitted - Marjorie Postley, Recorder



REPORT ON WORKSHOP ON PROBLEMS IN PRESENTATION OF TEXTBOOK MATERIALS

Chairman: Mrs. Theodore Stone
Recorder: Miss Bertha Kasetta

The first item brought up was corrections to be made in Points 1 and 3 presented in the 1957 Report of this Workshop Group:

Point 1 should read: Pre-primers and all school work through 3rd grade should be done on 9 x 11½ paper.

Point 3 should read: Books through 3rd grade should be bound 50 pages to the volume. It was also stated that all paper should be cut with the 11" grain.

The following are, in brief, the major points discussed, on which decisions and suggestions were made:

1. Page Set-Up: Except on 1st page of 1st volume, the book title is to be omitted from first line, which will be continuation of text material, leaving at least three clear cells between text and print page number which will be shown at extreme right margin. Subsequent braille pages of the same print page should be shown with letter a, b, etc., preceding the number without using letter sign or capital sign. Above print page number at right, repeat same number in pencil. At bottom right-hand corner write in pencil the braille page number and initials or abbreviated title of book. When new print page comes in middle of braille page, put new print page number on next line at extreme right, repeating same number in pencil above it. Continue text on next line. When page of text is omitted, indicate by hyphen. Example: 4 - 6.
2. Footnotes: These should follow the usual print page set-up and should appear at end of print page, using asterisks, in paragraph form.
3. Picture Descriptions: When these appear with descriptive wording, insert at proper point of text as follows: Skip line, start as paragraph, write the word Picture, or Picture 1, 2, etc., followed by a colon, and handle like regular text. Then skip line after. The line showing new print page number can be used as a space break for this purpose. In special texts like spellers, etc., where it is necessary to identify or interpret pictures in some way, explain in Standard English Braille Grade 2 as best you can.
4. Spellers: When word lists are given, the full spelling appears first, followed by the contracted or abbreviated form of the word, leaving one space only between spelled out and contracted word.
5. Dictionary Help Section: Where special notations appear above the word they should be written as follows: Start in the 5th cell. Any carry over should be kept at the same margin.

The word to be defined is written at the margin in full spelling and all carry overs should be indented two spaces as in the Braille dictionaries.

6. Estimating Volumes: When it is known where a volume will end, the volume number should be shown on title page, as follows: Volume I--Pp. 1-90, the page numbers shown to represent print page numbers. When end of volume is not known, this information could be inserted later in space left for this purpose.

7. Copyright Permissions in Anthologies: The question was raised whether it is necessary to show individual Copyright permissions, or would publisher's permission be sufficient. No decision was reached on this point because of the uncertainty of interpreting correct copyright usage.

8. Table of Contents: Should be included in its entirety as shown in print.

9. Glossaries: Alphabetical Word Lists should be included. Power Vocabularies, being repetitious, might be omitted in most instances.

10. Dictionaries: It was strongly urged that a satisfactory dictionary for Junior Grade use be made available. A suggestion was made to find out whether a Junior Grade dictionary presently in use is adequate. If not, it might be added to, or a new one compiled. It was further recommended that foreign language dictionaries be prepared and made available. Since these matters would require extensive planning and preparation and would necessitate working out the best possible method of duplicating in sufficient quantities, it was recommended to consult Miss Josephine L. Taylor regarding this project.

11. Anthologies: No decision was reached on whether certain sections in anthologies should be included if the same material is already available in braille from other sources, although it was suggested that a copy of the same material might be obtained and passed on to the student.

12. Foreign Punctuation: It was recommended that we do not use foreign punctuation when foreign language appears in general literature or school texts for use in this country. These special signs are to be used only in foreign language books for foreign use.

13. Questions on Review: These should be inserted immediately after the specific section or unit which they cover. A note should be made in ink and in braille that such transfer has been made out of context.

14. Diagrams, etc. in English Grammars: Because such diagrams or lines or other markings used in English Grammars to identify or relate to parts of speech are difficult to reproduce exactly as they appear, it was suggested that certain symbols might be used, which would be explained in transcriber's note. These symbols should precede the word close-up. Example: Dots 4 6 for the subject; 4 5 6 for the verb; 4 5 for the modifier. In some instances a spur wheel has been satisfactory for simplified marking, but this would not be useful in more complicated texts. Because of the complicated nature of such usage, it was recommended to consult Miss Taylor regarding this matter.

15. Final Contractions: In cases where a final contraction is added to a basic word or root and is shown in text close-up and enclosed in parentheses, it is correct to use the contraction of the final contraction itself as well as of the entire word, to be written close-up and enclosed in Parentheses just as it appears in text. Example: thought(ful), using all contractions and parentheses.

Miss Bertha Kasetta, Recorder



WORKSHOP ON BRAILLE MATERIALS FOR THE VERY YOUNG

Chairman: Miss Althea H. Nichols
Recorder: Mrs. C. J. Proud

Teachers, administrators, librarian and volunteer transcribers were present at this workshop which was conducted by Miss Althea Nichols. She opened the discussion by reminding workers that the needs of the specific groups for which they are working should be the prime consideration in the preparation of braille material.

The morning session was devoted to discussion of questions which had been submitted prior to the meeting. These included:

1. Treatment of words, which are broken for phonic study, and of letter combinations which involve contractions, such as wh, st, ch, etc. The majority agreed that in such cases full spelling should be given first, followed by the contracted form.

2. The use of italics in all primary materials was discussed. Some areas use them

for emphasis and underlining in all grades. Other areas do not use italics until third grade. No agreement was reached.

3. Page numbering was discussed at great length. Practise varies greatly, but the group agreed tentatively, that in primary books, at least, only the print page number was necessary for the student.

4. It was agreed that when the "for" sign is used in arithmetic books to illustrate number combinations, or as counters, the signs should be separated by one space between each sign.

5. The advisability of including the word lists which appear in primers and readers was discussed. The teachers all felt they have value and should be included. "Notes to teachers" may, however, be omitted.

The afternoon session was concerned with illustrated materials.

Miss Effie Lee Morris, Children's librarian for N. Y. Library for the Blind, a branch of the Library of Congress, asked for suggestions about preparation of children's books for library use.

Mr. Nelson Coon, Librarian from Perkins, reviewed the value of two dimensional and three dimensional pictures. He said that research shows that two dimensional illustrations have little validity.

Dr. Doris Gray reviewed the work she has done successfully with three dimensional pictures.

It was emphasized that the success of illustrations depends in a large measure on the manner in which they are presented by the teacher.

It was also pointed out that attractively prepared illustrations in braille books are of incalculable social value to the blind child.

In concluding the workshop the following recommendation was made:

That Miss Taylor, as President of the National Braille Club be authorized to appoint a chairman of a committee which will study the standardization of rules for transcribers doing elementary school books.

It is further recommended that the results of the committee's study be circulated prior to next year's conference and become the subject for next year's workshop.

It is also recommended that this committee collect samples of illustrated materials that are now successfully used, with a view to an exchange.

Topics Unresolved in Discussion

1. Double spacing and printing
N. J. - only in 1st grade
N. Y. Nas. Co. 1 - 3rd grade
2. Possibility of brailleing both sides of paper in pre-primers and primers.
(Reported by Dr. Gray)
3. Necessity of title on each page.
4. More study needed on illustrated materials - many unexplored possibilities.
5. Talking books - much disagreement about when to start use of them.

Mrs. Elsa Proud (C.J.), Recorder
Itinerant Teacher Nassau County



REPORT ON WORKSHOP OF NEMETH CODE FOR HIGHER MATHEMATICS

Chairman: Mrs. A. B. Clark
Recorder: Mrs. Louis B. Freeman
Consultant: Miss Marjorie Hooper

Since the First National Conference last year, some work has been done on the recommendations suggested at that time. A committee worked during the summer on index, symbols and arithmetic, but as the answers to problems submitted to Mr. Nemeth were not available until October of this year, no material on advanced mathematics could be prepared and sent to transcribers before the Second Conference.

At the Second National Conference, an Interim Committee on Mathematics was appointed by Miss Taylor.

That group to prepare revisions and clarifications to the Nemeth Code for expediting the transcribing of Mathematics textbooks, all to be submitted for approval of the Subcommittee on Mathematics of the Joint-Uniform Braille Committee and/or its successor.

More specifically it was recommended that this committee:

1. Periodically gather and distribute problem material as forwarded by transcribers for clarification.

2. Prepare a roster of transcribers of mathematics with appointment of Regional Representatives to provide ready contact and facilitate distribution of material.

3. Prepare a supplement to the Nemeth Code of Braille Mathematics. This supplement to consist of:

a. List of Symbols, giving Meaning, Symbol, Braille Sign, Example of Use.

b. Rule changes as already suggested by Mr. Nemeth, plus suggested solutions and changes agreed upon by Committee members to be used uniformly until authorized revisions are available, plus recommended usage as discussed in Workshop sessions such as those on graphs, format, fractions, etc.

c. Index to the present Nemeth Code - Revised 1956.

Many problems were discussed and suggestions made which it is hoped this supplement will clarify.

Submitted by Mrs. Louis B. Freeman, Recorder



THE NATIONAL BRAILLE CLUB

AN ORGANIZATION FOR THE ADVANCEMENT OF VOLUNTEER SERVICE FOR BLIND PEOPLE

1st VICE PRESIDENT
MRS. WILLIAM D. EARNEST, JR.
LAKE ARCADIA
R. D. No. 1, BUTLER, N. J.

2nd HONORARY VICE-PRESIDENT
MRS. THEODORE STONE
5328 WOODLAWN AVENUE
CHICAGO 37, ILL.

3rd HONORARY VICE-PRESIDENT
MRS. SUMNER C. JACOBS
NATIONAL BRAILLE PRESS, INC.
88 ST. STEPHEN STREET
BOSTON, MASS.

CORRESPONDING SECRETARY
MISS ELISE R. MUELLER
15 GOLDSMITH AVENUE
NEWARK 12, N. J.

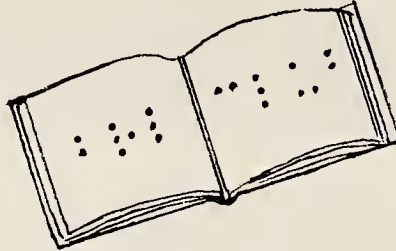
PRESIDENT
MISS JOSEPHINE L. TAYLOR
HATHAWAY LANE
ESSEX FIELDS, N. J.

RECORDING SECRETARY
MRS. R. H. DONOVAN
20 BUTLER PLACE
BROOKLYN 38, N. Y.

FINANCIAL SECRETARY
MRS. EMIL DRECHSLER
24 MYRTLE AVENUE
NEWARK 7, N. J.

TREASURER
MRS. GEORGE CASSIDY
15 NEWFIELD STREET
EAST ORANGE, N. J.

EDITOR OF THE BULLETIN
MRS. GEORGE L. TURKELTAUB
3 ORCHARD ROAD
GREAT NECK, N. Y.



1958

REPORT

THE SECOND NATIONAL CONFERENCE

Sponsored By

THE NATIONAL BRAILLE CLUB

On

TECHNIQUES OF TRANSCRIBING AND RECORDING TEXT BOOKS FOR BLIND STUDENTS

October 20-21, 1958

At

New York Association for the Blind
111 East 59th Street, New York, N. Y.

* NOTE:- The Executive Committee of the National Braille Club wishes to bring *
* to your attention the fact that the information contained in some of *
* the following reports are NOT official changes but are recommenda- *
* tions of the acting committees. They will not be adopted by the Club *
* until they receive official approval. *

Thanks again to Bernard Krebs, Dorothy Knight, their Committee, the New York Association for the Blind, and the many volunteers who put in hours of work to make us welcome and comfortable, as well as the group leaders, recorders and participants, we have had another successful conference, giving special emphasis to ways of preparing materials for blind pupils and others in educational, or professional programs with those with normal vision. I think that we all agreed that the First National Conference a year ago, was quite successful. I believe that those who attended this year's conference, considered it even more successful, particularly because of the working-togetherness of so many people.

Last year much time was spent on describing various volunteer and educational programs. By this year, it appeared that we are learning to work together, to share our problems, understand each other's programs, and work and plan toward solving the problems, and bettering the programs.

The reports of the work-sessions outline the many subjects discussed and the recommendations of the participants. Although they cannot substitute for the inspiration and knowledge gained through participation in a National Conference, we believe you will find them interesting, and especially thought-provoking.

Miss Josephine L. Taylor, President



SECOND NATIONAL BRAILLE CONFERENCE
Monday, October 20, 1958

On behalf of the ten thousand and more blind children who have been or will soon be endeavoring to obtain an education in either residential schools or in integrated classroom programs, I am taking to myself the great privilege of expressing their deep appreciation for the invaluable services so ably performed for them by volunteer workers. Transcribers, recorders, and binders alike are providing the tools through which a solid foundation of education is being laid. Each volunteer, who is engaged in this important service, should and must take pride in the successful achievements of the students who have been aided through their diligent efforts.

Along with the increased requests for service, it is certainly understandable that new problems would arise and that malpractices would creep into service programs. It is a real challenge to all of us to endeavor to solve these problems and to bring the quality of service back to the high standards of pre-pressure days. It may be of value to point up one or two of these problems so that all appropriate steps can be taken to overcome them.

It is commendable that supervisors and teachers of integrated school programs should be zealous in procuring text material for students from all available sources. But it is not "quite cricket" to retain possession of books after students have no further use for them on the grounds that in two or three years another student might have need of them. Nor is it justifiable that a text provided to an individual for a particular course should lie idle in basement or attic when other students are clamoring for the identical material. Since each school district or state must be in a position to fill the specific needs of blind students under its jurisdiction, no simple solution to the problem of collecting and supplying textbooks is at hand. The least that can be done, however, is for each state to establish a reference file of textbooks and their location. Even better would be a statewide library service and repository for textbooks from which both teacher and student could draw.

It was once a truism that all transcribers were both willing and able to maintain the finest quality of service by meeting the high standards required for Library of Congress certification. Today, some agencies and schools--perhaps out of desperation--are accepting work from poorly trained and uncertified proofreaders and transcribers. Just a few days ago, I was amazed to watch a bright little eight-year-old gleefully searching out braille errors and misspelled words in her hand-transcribed reader. I am distressed at the prospect of placing similar material in the hands of a child who is not so bright. Perhaps in the unprecedented emergency of attempting to provide so many youngsters with equivalent texts, there is some excuse for relaxing standards, but agencies and teachers should not long continue to use services that are so questionable in value.

To you who know the joy of work well done, and to you who have graciously and cheerfully met the unreasonable deadlines inherent in textbook transcriptions, to you I humbly rise to sing your praises.

Bernard M. Krebs, Conference Chairman



P R O G R A M

Planning Committee

Conference Chairman: Mr. Bernard M. Krebs, Librarian, New York Guild for the Jewish Blind, New York, N.Y.; Member of the Joint Uniform Braille Committee; Author of Transcriber Guide to Standard English Braille.

Vice-Chairman: Miss Dorothy S. Knight, Director of Braille Transcribing Service, "The Lighthouse", New York Association for the Blind, New York, N.Y.

Committee Members: Miss Josephine L. Taylor, President of The National Braille Club; Director of Educational Services, New Jersey Commission for the Blind, Newark, N.J.

Mrs. William D. Earnest, Jr., 1st Vice President of The National Braille Club; Recording Chairman, Lydia Hayes Memorial Association for the Blind, Rockaway, N.J.

Mrs. George L. Turkeltaub, Editor of The National Braille Club Bulletin; Coordinator of Services for the Blind and Sight Conservation, Sisterhood of Temple Beth-El, Great Neck, L.I., N. Y.

Mrs. D. K. Mirrielees, Assistant Librarian, New Jersey Commission for the Blind, Newark, N. J.

Miss Althea H. Nichols, Supervisor, Elementary Educational Services, New Jersey Commission for the Blind, Newark, N.J.

Mrs. Charles Seidenman, Volunteer Transcriber, New York Guild for the Jewish Blind, New York, N.Y.

Registration - 9 to 10 A.M., Monday, October 20, 1958

General Session - Monday, October 20, from 10-12 A.M.

1. WELCOMING ADDRESSES:

Mr. Allen W. Sherman, Executive Director, New York Association for the Blind
Miss Marion Held, Director of Direct Services for the Blind, New York Association
for the Blind
Miss Josephine L. Taylor, President of The National Braille Club
Mr. Bernard M. Krebs, Conference Chairman

2. NEW BRAILLE DUPLICATING TECHNIQUES

Miss Marjorie Hooper, Braille Editor, American Printing House for the Blind,
Louisville, Kentucky

3. THE BLIND CHILD IN AN INTEGRATED SCHOOL PROGRAM

Mrs. Gladys Moss, Charles Evans Hughes High School, New York, N.Y.

4. A. THE USE OF TOOLS IN EDUCATION

Demonstration by Children of the New Jersey Public Schools

B. USE OF BRAILLE MATERIAL IN CONDUCTING BUSINESS

Mr. Raoul Sauveau, Salesman, New York, N.Y.

C. THE INSTRUCTION OF SIGHTED STUDENTS BY A BLIND TEACHER OF MUSIC

Mr. Charles J. Beetz, Director, Lighthouse Music School.

5. TOOLS AND AIDS USED IN VOLUNTEER SERVICES AND IN HOME ECONOMICS COURSES

(Full Day Exhibit)

Mr. Charles G. Ritter, Consultant on Special Aids and Appliances, American Founda-
tion for the Blind, New York, N.Y.

* * * * *

LUNCHEON - 12 to 1:30 P.M.

* * * * *

Workshop Groups - Monday, October 20, 1:30-4:30 P.M.

1. TEACHING TECHNIQUES AND GROUP ORGANIZATION

Chairman: Mr. Bernard M. Krebs, Librarian, New York Guild for the Jewish Blind,
New York, N.Y.
Recorder: Mrs. Emil Drechsler, Financial Secretary of The National Braille Club;
Braille Chairman, American Red Cross, Newark, N. J.

2. BRAILLE BINDING PROCEDURES

Chairman: Mrs. Paul Smith, Braille Chairman, American Red Cross, East Orange, N.J.
Recorder: Mrs. Benard Ray, Sisterhood of Temple Beth-El Bindery, Great Neck, N.Y.

3. BRAILLE MUSIC TRANSCRIBING

Chairman: Mr. Edward Jenkins, Perkins School for the Blind, Watertown, Mass.;
Member of Committee for International Music Code
Recorder: Mrs. Walter Mungeer, Plymouth Braille Group, Brooklyn, N.Y.

4. NEMETH ARITHMETIC CODE

Chairman: Mr. Paul Humphrey, Telephone Pioneers Braille Group, Western Electric
Company, New York, N.Y.
Recorder: Mrs. George L. Turkeltaub, Coordinator, Services for the Blind and Sight
Conservation, Sisterhood of Temple Beth-El, Great Neck, N.Y.
Consultant: Miss Marjorie Hooper, Braille Editor, American Printing House for the
Blind, Louisville, Kentucky

* * * * *

DINNER MEETING - 6 P.M., Empire Hotel, 63rd St. & Broadway, N.Y.

Speaker: Dr. Peter J. Salmon, LL.D., Executive Director, Industrial Home for the
Blind, Brooklyn, N. Y.

* * * * *

Workshop Groups - Tuesday, October 21, 10-12 A.M.

1. SOUND RECORDING OF TEXTBOOKS

Chairman: Mrs. D. K. Mirrielees, Assistant Librarian, New Jersey Commission for the
Blind, Newark, N.J.
Recorder: Miss Marjorie Postley, Volunteer Services for the Blind, Philadelphia, Pa.

2. PROBLEMS IN PRESENTATION OF TEXTBOOK MATERIALS

Chairman: Mrs. Theodore Stone, Former Chairman, United Order of True Sisters,
Johanna Bureau, Chicago, Ill.
Recorder: Miss Bertha Kasetta, Howe Press of Perkins School for the Blind, Water-
town, Mass.

3. BRAILLE MATERIAL FOR THE VERY YOUNG

Chairman: Miss Althea H. Nichols, Supervisor Elementary Educational Services, New
Jersey Commission for the Blind, Newark, N.J.
Recorder: Mrs. James C. Proud, Woman's Club, Great Neck, N.Y.

4. NEMETH CODE FOR HIGHER MATHEMATICS

Chairman: Mrs. A. B. Clark, Lydia Hayes Memorial Association for the Blind, Rockaway, N.J.

Recorder: Mrs. L. B. Freeman, Madison, N.J.

Consultant: Miss Marjorie Hooper, Braille Editor, American Printing House for the Blind, Louisville, Ky.

* * * * *

LUNCHEON - 12-1:30 P.M.

* * * * *

Afternoon Sessions - 1:30-3:30 P.M.

All Workshops listed in Morning will reconvene in their respective rooms for further discussion.

General Assembly - 3:30-4:40 P.M.

5. REPORTS & SUMMARIES OF WORKSHOP FORUMS BY RECORDING SECRETARIES

* * * * *

MATHEMATICS PLANNING COMMITTEES: Mr. Bernard M. Krebs, Conference Chairman, Presiding

Arithmetic: Mr. Paul Humphrey, Telephone Pioneers Braille Group, New York, N.Y.

Mrs. George L. Turkeltaub, Sisterhood of Temple Beth-El, Great Neck, N.Y.

Mr. F. Vieni, Industrial Home for the Blind, Brooklyn, N.Y.

Mrs. H. H. Katz, Merrick, N. Y. (Teacher)

Mrs. A. J. Sloss, New York Guild for the Jewish Blind

Higher Mathematics: Mrs. A. B. Clark, Lydia Hayes Memorial Association for the Blind, Rockaway, N.J.

Mrs. Louis B. Freeman, New Jersey Commission for the Blind, Newark, N.J.

Mrs. Charles Seidenman, New York Guild for the Jewish Blind, New York, N.Y.

Mrs. Harold Frank, New York Association for the Blind, New York, N.Y.



TEACHING TECHNIQUES AFTERNOON SESSION

Mr. Bernard Krebs, Chairman
Mrs. Emil Drechsler, Recorder

In the discussion on teaching techniques we arrived at the following conclusions:

1. A teacher should be the recipient of a Library of Congress certificate. It is preferable that the teacher have additional training and so be better equipped to present the work more clearly and helpfully. She should have the ability to amplify on lessons in the manual as well as to explain it.

In order to properly examine students work the teacher should have proofreading skill and have available time for the course schedule.

2. Students should be able to grasp material in the lesson at normal speed within the specified time for such lessons. These lessons should take between one and two hours and at least one lesson a week should be assigned.

3. Equipment used: A braille machine, if available, otherwise braille slates and styluses. B. lesson manual. C. reference book. D. student paper for lessons--any size. E. transcribing paper for tests and permanent transcriptions--11 by 11 and a half.

Books for the smaller children should be done on heavier paper, for better results 80 or 100 pound weight paper is recommended and children's books should be no more than 50 pages to a volume.

4. Questions arose as to whether one or two lessons per week would be more satisfactory. Most agreed that one lesson per week with more time for practice would bring better results. However, for students with enough time, two lessons per week might be advantageous.

5. The historical background of the braille system should be presented. An explanation of the importance of the need for volunteer service should be given. Comparative costs of press brailled and hand transcribed books should be explained. Where possible, braillists should be integrated into an agency service so that they will have a better understanding of all services to the blind.

6. In lesson procedure, give report on homework, letting student know where their errors are made; ask questions on and give a brief review of previous lesson. Explain and amplify the rules of the new lesson. Have students recite from text in class. Give homework assignment in manual. Have students make notes as to where to find rules pertaining to the lesson. For extra assignment have students underline contractions in newspaper items or articles.

7. Tests--have student read aloud from braille page. If there are many errors, careless or otherwise, the entire lesson should be done over. Some teachers find periodic examinations useful. The teacher should emphasize the difficult points in the lesson.

The thought was expressed that students who lagged in their lesson should be dropped from the course. Others felt they should be encouraged to keep up with the work, since some slow students turn out to be excellent transcribers.

Erasures should be discouraged to uphold the high standards of the work.

8. Every student should be certified by the Library of Congress. To get good transcribers, the teacher should see that the student's work is perfected before sending in the manuscript for certification.

GROUP ORGANIZATION

The eager and exciting discussions that were held showed that regardless of what section of the country the discussion reports came from the purpose of all was service--

1. To attempt to broaden the scope of reading material for the blind.
2. To assist students in all grades by supplying text books.
3. To assist people in business by supplying needed information such as telephone directories, file card indexes, etc.
4. To supply material for the spiritual needs of individuals in church and temple groups; to furnish recipes, knitting and crocheting instructions, etc.

In order to supply the above service volunteers must be organized so that they may be directed to serve to the best advantage. To further this purpose the discussion showed that the variety of media are used.

In Springfield, Massachusetts during Massachusetts State Blind Week, they had a local television program explaining tape recording, reading to the blind and braille.

In Wilkesbarre, newspapers were very cooperative. When a brailist is certified, her picture is published with the announcement of certification.

In Stamford, Connecticut blind people who were former newspaper men are receiving service from this group and the local paper has given this service publicity.

Boston, Massachusetts the temple group to stimulate interest in this work invites guest speakers to their meetings. In New Bedford, graduation services were held for brailists who had completed the course and were certified.

A special course in Hebrew braille was given by correspondence to a group of certified brailists who knew and were interested in Hebrew.

Frequently organizations which want to start a braille group invite leaders or teachers to address a group of prospective braille students. This seems to be a very effective manner of organizing new groups.

Under the topic of supervision of these services it was agreed that practically all student work be supervised and directed by professional workers, such as the Commission for the Blind in the various states or agencies.

The work for general services for the Library of Congress is supervised by volunteers such as Chairman of the Red Cross, church, temple and public service groups.

On the discussion of responsibility for supervision the consensus seemed to be that one individual should be overall chairman and the responsibilities for the various services be delegated to others. It depends on the size and nature of the group, as to how the staff should be organized.

The various kinds of services that are offered to the blind are: transcribing, binding, recording, reading, large type typing for partially sighted children, illustrated books for children.

How the expenses are met vary greatly. In some areas the volunteer pays for all equipment and paper. In almost all instances volunteer students pay for the manual. To the blind, in some areas the services and materials are absolutely free. The Commission pays for binding, paper and proofreading. The school supplies the text books and the volunteers supply braille and recording. In some instances agencies have staff members do the braille and they pay for the proofreading. The blind recipient pays for the text book, paper, binding. Some organizations extend all of their services without cost and raise funds to carry on these services in various ways.

Volunteers who transcribe braille go through a prescribed course, after which they are expected to transcribe the manuscript for certification by the Library of Congress. Recorders are auditioned before being permitted to record. Training in book binding should be done on the job.

Completed works usually go to libraries, to Commissions for the Blind, various institutions and agencies, and to individuals on request.

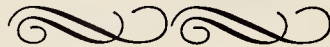
It was noted that particularly where work is done for individuals that work is usually lost to all but the one person who receives it. Occasions were mentioned where such books could have been put to urgent use by others, had they been located. For this reason it is now planned to create a central repository for such books so that when an individual has finished with it, it can be put into proper circulation.

Because one misplaced dot may be very confusing to the blind it is important that all braille work be proofread. Every effort should be made to have work read by a certified proofreader. If this is not possible, by a second transcriber within the group, or have the English text read to one who checks braille. The brailist should always check her own work first. The standard charge for a certified proofreader is five cents per page.

If the proofreader's report on the finished book shows the work is of poor quality, the transcriber should be advised to examine errors and review rules. If ensuing work continues poor, she should be advised to give up the work.

It has been suggested that the National Braille Club urge the Howe Press to hurry delivery of the braille writers.

Respectfully submitted - Mrs. Emil Drechsler



REPORT ON THE BRAILLE BINDING PROCEDURES

In the absence of Mrs. Paul Smith, who was unable to attend and preside, as planned, Mrs. Carolen of the Lighthouse bindery, and Mrs. Benard Ray of the Beth-El bindery in Great Neck conducted the meeting. It was very well attended, and during the session, both the "sewn binding" method and the "metal loose leaf type" of binding were discussed thoroughly.

Mrs. Carolen explained the sewn binding procedure (used at the New York Lighthouse) step by step, and there was a stimulating question and answer period, followed by an interesting exchange of ideas between those members of the workshop who have been working on this method of binding.

Mrs. Ray then gave a step by step demonstration of the Metal Loose Leaf type of binding that is being used so successfully at the new bindery at Temple Beth-El in Great Neck. The group was interested in this modern method; in the materials used, and in the excellence of the finished product, which they were able to examine. This metal loose leaf type of unit, into which the braille pages are inserted, permits the replacing of one or more pages, in case of damage, without destroying the entire book or binding. For the covers, a vinyl, washable fabric is used. This fabric is applied with a type of rubber cement which insures a smooth surface.

The binding method used there, is the most inexpensive power-machine type of binding. Combined with the hand made book covers this modern method permits each page to lie perfectly flat as well as the cover opening out flat.

There were enthusiasts for the new, modern methods of binding, and also many who have found that the hand sewn bindings have proven quite satisfactory and reasonably durable. While most volunteer binderies do not have the facilities for installing heavy and costly equipment they continue to produce some excellent hand sewn bindings. All were very much interested in learning what other binderies are doing, and what progress is being made in this field of volunteer work to facilitate the operation and add to the durability of the books.

On the subject of braille titles on the outside of the books,--The Lighthouse uses a brailled black plastic tape about 3/4" wide for titling their volumes. This strip is cemented onto the front side of the cover along the innermost edge. The libraries that the Beth El Bindery, in Great Neck, Long Island, work for prefer to apply their own outside braille titles to the books after they receive them, as they each have their own code, and, a preference for the placement of the label.

Each representative at the conference was asked to comment on the work in their particular bindery, and all of us learned a great deal about how volunteer binding of Braille books is being done throughout the country.

There was a great deal of interest in the new metal-type of book binding that Mr. Bernard Krebs of the Guild is introducing. He presented samples of books bound in this new manner, and we all had an opportunity to examine them. The new feature is a metal sliding device (with automatic opening and closing snap) which permits the assembled pages to slide in and out of the book cover so that the cover is not disturbed. Damaged pages, etc. can easily be replaced, and, there are many other advantages to this type of metal binding. The details are still being worked out to bring down the price of producing these bindings, and we should be hearing more about them soon.

Since most volunteer binderies depend upon contributions, it was interesting to hear that one of the fund raising ideas used at the Sisterhood of Temple Beth El Bindery is the highlighting of title pages in the braille volumes. These pages are attractively designed and hand colored. For a donation of ten dollars or more, the title page is inscribed in the name of someone you wish to honor, and presented in honor of birthdays, anniversaries, births, etc. or "in memory of". It is an idea which has proven very popular in this community, and a good source of income for supplies, etc.

All those attending the Braille Binding Procedures conference were most enthusiastic in their comments as they left the meeting, and all agreed that it had been a most enlightening and stimulating session.

Respectfully submitted - Mrs. Benard H. Ray



BRAILLE MUSIC TRANSCRIBING

Chairman: Mr. Edward Jenkins
Recorder: Mrs. Walter Mungeer

Twenty-three people were interested in the Braille Music Workshop where Mr. Edward Jenkins of Perkins School for the Blind presided.

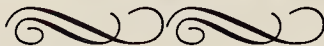
After introducing himself, Mr. Jenkins asked each one present to give his name and the name of the group with which he worked. Most of those present came from the New York, New Jersey and Connecticut area but Massachusetts, California and Pennsylvania were also represented.

The main topic of the afternoon discussion was concerned with the changes in the braille code for music transcribing. Mr. Jenkins, who was a member of the International Conference on braille music at Unesco House in Paris, spoke first of the change in the writing of chords. In the left hand they are still written from the dominant lower note by intervals to the upper notes of the chord, but in the right hand or treble, the upper melody note is now written first and the intervals counted down from the top note. This is just one of the many illustrations given by the Chairman, of the changes which have been made. To make them still more meaningful, two music transcriptions (one of words and music--one a piano selection) were perused and the changes from old transcriptions noted. All of these changes are set forth in detail in the International Manual of Braille Music Notation which is the Unesco Standard Code, based on the revised code of 1956 and ratified here in June 1958. It is written both in inkprint and in braille and may be purchased at the American Foundation for Overseas Blind, 22 West 17th Street, New York.

One of the many questions asked was concerning the basic musical knowledge necessary for the study of music transcription. Both Mr. Gerard Gabrielli, a teacher of music and music transcribing at the Lighthouse, and Mr. Jenkins agreed that a good knowledge of music notation would be advisable. For simple music transcription anything appearing in music up to the Fourth Grade and for string instruments the corresponding signs would have to be understood.

Much music has been transcribed and there are catalogues which should be consulted before filling any request in order to avoid duplication. But blind organists, singers, teachers, concert pianists, radio entertainers and instrumentalists still need music which is not brailled. The demand for braille music transcribers is great. To help meet this need, a class in braille music transcribing is being formed at the Lighthouse Music School. The first session will be on October 29th at 1:00 P.M.

Recorder for Workshop Group 3 - Mrs. W. A. Mungeer



REPORT ON WORKSHOP OF NEMETH ARITHMETIC CODE

Chairman: Mr. Paul Humphrey
Recorder: Mrs. George L. Turkeltaub
Consultant: Miss Marjorie S. Hooper

As a result of the Workshop on the Nemeth Code during our First National Conference in 1957, it became evident that a clarification in the use of the Nemeth Code would be necessary, especially in the field of Arithmetic. The questions submitted at that time and

during the subsequent months clearly showed continued misinterpretation of the code.

With this in mind, the Executive Board of the National Braille Club selected Mrs. A. B. Clark as their liaison between the Board and Miss Marjorie S. Hooper, Braille Editor of the American Printing House, to whom it had been decided all questions regarding the Code would be sent for clarification. Furthermore, it also became evident that it would be advisable to divide the code into two sections; an Arithmetic area and a Higher Mathematics area.

The Planning Committee for the Second National Conference under the chairmanship of Mr. Bernard M. Krebs did so set up two separate committees. Nevertheless, by mutual agreement, the two committees met as one during the compilation of the Arithmetic Code area, in order to carry out a suggestion made at the initial meeting that a Teaching Manual be made up for the Arithmetic area to assist transcribers in the interpretation of the code. A sample which was presented by one of the members was approved and the committee proceeded to arrange to present such a manual to the members of the National Braille Club interested in this field.

At the opening of the Workshop meeting on Monday, October 20, 1958, at which 51 members were registered, Mr. Paul Humphrey, Chairman, after the manual had been distributed to those in attendance, called for a show of hands as to whether or not a Teaching Manual such as they now held and to be used in conjunction with the Nemeth Code Book, would be of value to the attending members in the learning and transcribing of the Nemeth Code. This would be kept strictly as a teaching manual and would not replace in any way the Code book now in use. The vote showed a unanimous response from the members in favor of a Teaching Manual in Arithmetic.

Miss Hooper suggested that a formal certification be set up in the same fashion as now exists for members doing literary braille. However, since there is no proofreader available at this time, and since necessity makes it evident that it would be difficult to wait for such certification before attempting work in this field, as the press of needed books is so great at this time, it was decided that we would have to continue as we have been doing, namely, turning out such books while means are set up for certification.

A further suggestion was made from the floor that the National Braille Club retain a permanent Mathematics committee as a central agency to help members in the clarification of problems, since work on mathematics books must continue regardless of the fact that the Sub-Committee on Mathematics, now in existence, has not certified the changes which are under consideration. This committee is to meet in November and as Miss Hooper advised us while telling us of the revision which is being made on the Code, Mr. Nemeth intends to revise the code himself and that it might not be sooner than the first of next year before the committee could go over his changes. She further advised us not to despair, since it had taken eight years for the revision of the Literary Code.

A motion was made that Miss Josephine L. Taylor, President of The National Braille Club, appoint such a Braille Club Mathematics Committee, as had been suggested, and at her suggestion, this committee will be known as the Interim Braille Committee on the Nemeth Code. The motion was then formally presented by Mrs. A. B. Clark and seconded by Miss Marjorie S. Hooper. The vote of acceptance by members was unanimous.

After a question and answer period on the proposed manual, a motion was made that the Teaching Manual be accepted as it stands until a new one was forthcoming as a basis for teaching the Arithmetic part of the Nemeth Code. This motion was seconded and unanimously accepted with the following reservations.

1. That an introduction to the book be made explaining in simple terms the nature of the code as well as the difference between it and the Standard English Braille code. Also, it would be necessary to stress the main points of difference in use.
2. Since wordings and examples shown were questioned in many cases, a rewording of some of the passages for further clarification, couched in simpler terms, would be necessary.
3. That certain errors made in the printing of the manual be corrected and that the manual be proofread before issuance.
4. Footnotes are to be used, if necessary, in transcription so as to clarify changes shown in this manual which have been approved by Mr. Abraham Nemeth in his correspondence with Miss Hooper and Mrs. Clark, but which do not exist as yet in the present copy of the Nemeth Code in general use.
5. On revision of the new teaching manual, those persons then present at the workshop would be notified and receive any changes or revisions made.

The meeting was then adjourned.

Respectfully submitted - Mrs. George L. Turkeltaub, Recorder

ORGANIZATION OF RECORDING SERVICES

Chairman: Mrs. D. K. Mirrielees
Recorder: Miss Marjorie Postley

The morning session opened with the Chairman, Mrs. D. K. Mirrielees, of the New Jersey Commission for the Blind, welcoming the members present.

Mrs. Mirrielees remarked that she was anxious to get ideas on all phases of recording techniques and problems and invited those present to join freely in discussion and contribute their own experiences.

Mrs. O'Neill, of Recording for the Blind, in New York City, told at some length of the plan which is now being followed by her agency. All master copies are now made exclusively on tape and six (6) disc copies are made of each title recorded. The disc copies are done on Vinylite at 16 2/3 RPM. Books to be recorded are allocated to the various units by the central office, and the normal time lapse between the receipt of a book by Recording for the Blind and the receipt of the first records by the student is approximately one month. Discs are mailed from the central office in New York where all the embossing from tape to disc is done but when the recorded book has been used and returned by the blind student it is returned to the Library of the unit which did the original recording. Recording for the Blind is not presently doing high school text books but Mrs. O'Neill stated that within about a year they hope to be able to expand their program to include high school texts.

Mr. Marchisio suggested that since there is such a need for multiple copies of certain high school texts, that some agencies would probably like to be able to pay Recording for the Blind to produce recorded copies for them.

Mrs. Levine of the Council of Jewish Women of Cincinnati, Ohio, explained that in their recording program which they carry on in conjunction with the Board of Education, they receive financial help from local organizations with the initial costs of setting up their recording equipment but from there on proceed on a completely volunteer basis.

Miss Josephine Taylor of the New Jersey Commission suggested that Recording for the Blind and various other agencies which are in a position to make master copies might use the slack periods, when they occur, to produce master copies of standard high school texts from which copies could be struck when necessary.

Mention was made of a report compiled by the Department of Health, Education and Welfare on the subject of blind students now enrolled in the Nation's colleges. Very few people present had read this report and it was announced that copies could be obtained from Recording for the Blind, 745 Fifth Avenue, New York, N. Y.

The question of tape recording was brought up and Miss Postley, of the Volunteers Service for the Blind, Inc., in Philadelphia, told briefly of the dual tape recording program being presently carried on by that agency. Volunteers Service for the Blind, Inc., is currently making master tapes of books requested by the Free Library of Philadelphia. These master tapes are eventually stored in the Library for the Blind of the Free Library of Philadelphia. The agency is also doing tape work for individuals who supply their own tapes and use their own discretion as to whether the tapes shall be kept in permanent form or erased for reuse. The program is growing and great enthusiasm for tape work is being shown.

This led to a discussion of the high cost of tape and the difficulty of handling tape, especially for children. The group was reminded by Mr. Marchisio that tape recording is still in its infancy and many problems remain to be solved. In reply to a question from a member of a newly formed recording group, Mrs. O'Neill, of Recording for the Blind, stated that she felt all new groups were wise to equip themselves so as to be able to at least make their master copies on tape even though discs were to be circulated.

A discussion of some of the aspects of disc recording machines and play-back machines followed. Mrs. William D. Earnest, Jr., of New Jersey, showed a home made device for making three (3) simultaneous copies on Sound-Scriber machines. The information was also given that the Sound-Scriber Corp. makes a dual control unit which can be purchased. Mrs. Mirrielees asked for information on commercial 16 2/3 machines and a member of the group reported that there are two cartridge type machines on the market, one made by RCA. These machines vary widely in price. A new play-back machine which can handle both Edison and Sound-Scriber discs was reported and a Zenith 3-speed machine (A.P.-7) which plays Sound-Scriber discs well.

As far as Talking Book Machines go, the B & C models are good for Sound-Scriber discs and the first 8,000 of the D Models are also good. After that number the D Models have not been satisfactory and the adapter needle made for them by the Library of Congress is difficult to install.

Considerable time was devoted to discussion of the smaller technicalities involved in recording such as use of unrecorded bands on Sound-Scriber discs, the handling of foot-

notes, bibliographies, glossaries, etc. It was generally agreed that in most cases these matters must be handled to suit each individual case, sometimes fitting them to the needs of the particular client.

The problem of acquiring copy-right was discussed and it was generally agreed that the present procedure is still most unsatisfactory. Father John H. Klocke, of the Xavier Society for the Blind, made the suggestion that it might simplify matters if one national agency cleared all copy-rights.

Mrs. Groman, of the New Jersey Commission for the Blind, told in some detail of the interesting and rewarding use she has made of recordings to service blind adults other than students. Personal letters, gardening and cooking guides, phone directories for telephone selling and many other out of the way materials have been recorded to help newly blinded, elderly adults find their way back to normal life.

In brief, the following conclusions were reached:

In all recording work it is possible to set up standards but very difficult to standardize as so many aspects must be suited to individual needs. To give all possible help in setting up standards it was suggested that various agencies involved in recording work be asked to recommend representatives to form a committee to prepare a manual of useful information to serve both those who do recording work and those who make use of their services. It was also suggested that a request be made of the National Braille Club to get up a catalogue of available recorded books to fill the gap until such time as the American Printing House would be able to take on a complete cataloguing service.

Mrs. Mirrielees graciously thanked all those who had taken part in what proved to be an interesting and stimulating day of discussion and the meeting was adjourned.

Respectfully submitted - Marjorie Postley, Recorder



REPORT ON WORKSHOP ON PROBLEMS IN PRESENTATION OF TEXTBOOK MATERIALS

Chairman: Mrs. Theodore Stone
Recorder: Miss Bertha Kasetta

The first item brought up was corrections to be made in Points 1 and 3 presented in the 1957 Report of this Workshop Group:

Point 1 should read: Pre-primers and all school work through 3rd grade should be done on 9 x 11½ paper.

Point 3 should read: Books through 3rd grade should be bound 50 pages to the volume. It was also stated that all paper should be cut with the 11" grain.

The following are, in brief, the major points discussed, on which decisions and suggestions were made:

1. Page Set-Up: Except on 1st page of 1st volume, the book title is to be omitted from first line, which will be continuation of text material, leaving at least three clear cells between text and print page number which will be shown at extreme right margin. Subsequent braille pages of the same print page should be shown with letter a, b, etc., preceding the number without using letter sign or capital sign. Above print page number at right, repeat same number in pencil. At bottom right-hand corner write in pencil the braille page number and initials or abbreviated title of book. When new print page comes in middle of braille page, put new print page number on next line at extreme right, repeating same number in pencil above it. Continue text on next line. When page of text is omitted, indicate by hyphen. Example: 4 - 6.

2. Footnotes: These should follow the usual print page set-up and should appear at end of print page, using asterisks, in paragraph form.

3. Picture Descriptions: When these appear with descriptive wording, insert at proper point of text as follows: Skip line, start as paragraph, write the word Picture, or Picture 1, 2, etc., followed by a colon, and handle like regular text. Then skip line after. The line showing new print page number can be used as a space break for this purpose. In special texts like spellers, etc., where it is necessary to identify or interpret pictures in some way, explain in Standard English Braille Grade 2 as best you can.

4. Spellers: When word lists are given, the full spelling appears first, followed by the contracted or abbreviated form of the word, leaving one space only between spelled out and contracted word.

5. Dictionary Help Section: Where special notations appear above the word they should be written as follows: Start in the 5th cell. Any carry over should be kept at the same margin.

The word to be defined is written at the margin in full spelling and all carry overs should be indented two spaces as in the Braille dictionaries.

6. Estimating Volumes: When it is known where a volume will end, the volume number should be shown on title page, as follows: Volume I--Pp. 1-90, the page numbers shown to represent print page numbers. When end of volume is not known, this information could be inserted later in space left for this purpose.

7. Copyright Permissions in Anthologies: The question was raised whether it is necessary to show individual Copyright permissions, or would publisher's permission be sufficient. No decision was reached on this point because of the uncertainty of interpreting correct copyright usage.

8. Table of Contents: Should be included in its entirety as shown in print.

9. Glossaries: Alphabetical Word Lists should be included. Power Vocabularies, being repetitious, might be omitted in most instances.

10. Dictionaries: It was strongly urged that a satisfactory dictionary for Junior Grade use be made available. A suggestion was made to find out whether a Junior Grade dictionary presently in use is adequate. If not, it might be added to, or a new one compiled. It was further recommended that foreign language dictionaries be prepared and made available. Since these matters would require extensive planning and preparation and would necessitate working out the best possible method of duplicating in sufficient quantities, it was recommended to consult Miss Josephine L. Taylor regarding this project.

11. Anthologies: No decision was reached on whether certain sections in anthologies should be included if the same material is already available in braille from other sources, although it was suggested that a copy of the same material might be obtained and passed on to the student.

12. Foreign Punctuation: It was recommended that we do not use foreign punctuation when foreign language appears in general literature or school texts for use in this country. These special signs are to be used only in foreign language books for foreign use.

13. Questions on Review: These should be inserted immediately after the specific section or unit which they cover. A note should be made in ink and in braille that such transfer has been made out of context.

14. Diagrams, etc. in English Grammars: Because such diagrams or lines or other markings used in English Grammars to identify or relate to parts of speech are difficult to reproduce exactly as they appear, it was suggested that certain symbols might be used, which would be explained in transcriber's note. These symbols should precede the word close-up. Example: Dots 4 6 for the subject; 4 5 6 for the verb; 4 5 for the modifier. In some instances a spur wheel has been satisfactory for simplified marking, but this would not be useful in more complicated texts. Because of the complicated nature of such usage, it was recommended to consult Miss Taylor regarding this matter.

15. Final Contractions: In cases where a final contraction is added to a basic word or root and is shown in text close-up and enclosed in parentheses, it is correct to use the contraction of the final contraction itself as well as of the entire word, to be written close-up and enclosed in Parentheses just as it appears in text. Example: thought(ful), using all contractions and parentheses.

Miss Bertha Kasetta, Recorder



WORKSHOP ON BRAILLE MATERIALS FOR THE VERY YOUNG

Chairman: Miss Althea H. Nichols
Recorder: Mrs. C. J. Proud

Teachers, administrators, librarian and volunteer transcribers were present at this workshop which was conducted by Miss Althea Nichols. She opened the discussion by reminding workers that the needs of the specific groups for which they are working should be the prime consideration in the preparation of braille material.

The morning session was devoted to discussion of questions which had been submitted prior to the meeting. These included:

1. Treatment of words, which are broken for phonic study, and of letter combinations which involve contractions, such as wh, st, ch, etc. The majority agreed that in such cases full spelling should be given first, followed by the contracted form.

2. The use of italics in all primary materials was discussed. Some areas use them

for emphasis and underlining in all grades. Other areas do not use italics until third grade. No agreement was reached.

3. Page numbering was discussed at great length. Practise varies greatly, but the group agreed tentatively, that in primary books, at least, only the print page number was necessary for the student.

4. It was agreed that when the "for" sign is used in arithmetic books to illustrate number combinations, or as counters, the signs should be separated by one space between each sign.

5. The advisability of including the word lists which appear in primers and readers was discussed. The teachers all felt they have value and should be included. "Notes to teachers" may, however, be omitted.

The afternoon session was concerned with illustrated materials.

Miss Effie Lee Morris, Children's librarian for N. Y. Library for the Blind, a branch of the Library of Congress, asked for suggestions about preparation of children's books for library use.

Mr. Nelson Coon, Librarian from Perkins, reviewed the value of two dimensional and three dimensional pictures. He said that research shows that two dimensional illustrations have little validity.

Dr. Doris Gray reviewed the work she has done successfully with three dimensional pictures.

It was emphasized that the success of illustrations depends in a large measure on the manner in which they are presented by the teacher.

It was also pointed out that attractively prepared illustrations in braille books are of incalculable social value to the blind child.

In concluding the workshop the following recommendation was made:

That Miss Taylor, as President of the National Braille Club be authorized to appoint a chairman of a committee which will study the standardization of rules for transcribers doing elementary school books.

It is further recommended that the results of the committee's study be circulated prior to next year's conference and become the subject for next year's workshop.

It is also recommended that this committee collect samples of illustrated materials that are now successfully used, with a view to an exchange.

Topics Unresolved in Discussion

1. Double spacing and printing
N. J. - only in 1st grade
N. Y. Nas. Co. 1 - 3rd grade
2. Possibility of braille both sides of paper in pre-primers and primers.
(Reported by Dr. Gray)
3. Necessity of title on each page.
4. More study needed on illustrated materials - many unexplored possibilities.
5. Talking books - much disagreement about when to start use of them.

Mrs. Elsa Proud (C.J.), Recorder
Itinerant Teacher Nassau County



REPORT ON WORKSHOP OF NEMETH CODE FOR HIGHER MATHEMATICS

Chairman: Mrs. A. B. Clark
Recorder: Mrs. Louis B. Freeman
Consultant: Miss Marjorie Hooper

Since the First National Conference last year, some work has been done on the recommendations suggested at that time. A committee worked during the summer on index, symbols and arithmetic, but as the answers to problems submitted to Mr. Nemeth were not available until October of this year, no material on advanced mathematics could be prepared and sent to transcribers before the Second Conference.

At the Second National Conference, an Interim Committee on Mathematics was appointed by Miss Taylor.

That group to prepare revisions and clarifications to the Nemeth Code for expediting the transcribing of Mathematics textbooks, all to be submitted for approval of the Subcommittee on Mathematics of the Joint-Uniform Braille Committee and/or its successor.

More specifically it was recommended that this committee:

1. Periodically gather and distribute problem material as forwarded by transcribers for clarification.
2. Prepare a roster of transcribers of mathematics with appointment of Regional Representatives to provide ready contact and facilitate distribution of material.
3. Prepare a supplement to the Nemeth Code of Braille Mathematics. This supplement to consist of:
 - a. List of Symbols, giving Meaning, Symbol, Braille Sign, Example of Use.
 - b. Rule changes as already suggested by Mr. Nemeth, plus suggested solutions and changes agreed upon by Committee members to be used uniformly until authorized revisions are available, plus recommended usage as discussed in Workshop sessions such as those on graphs, format, fractions, etc.
 - c. Index to the present Nemeth Code - Revised 1956.

Many problems were discussed and suggestions made which it is hoped this supplement will clarify.

Submitted by Mrs. Louis B. Freeman, Recorder



