

REPORT
by
National Braille Club

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AMERICAN FOUNDATION
FOR THE BLIND INC.

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REPORT

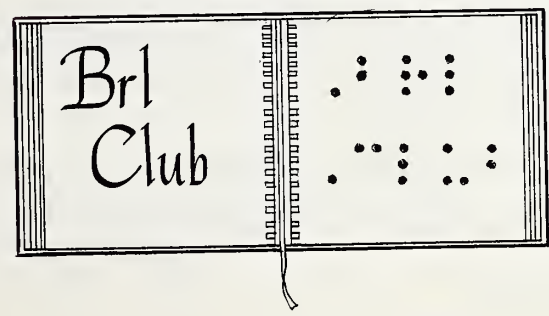


The National Braille Club

*An Organization for the Advancement of Volunteer Service
for Blind People*

THE THIRD NATIONAL CONFERENCE

October 1959



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Program.....	Miss Josephine L. Taylor, Verona, N. J.

We wish to express our appreciation to the staff of The New York Guild for the Jewish Blind for their assistance in many ways in providing a suitable and comfortable meeting place for this conference; to the members of the National Braille Club Executive Committee who served as the Program Committee; and to the members of the local arrangements committee: Miss Dorothy Lewis, Mrs. Sarah Kamp, Mrs. Carol Bergman, Mrs. Eleanor Fishman, Mrs. Ruth Goldner, Mrs. Arlene Groberg, Mrs. Rosalind Zuckerman.

Proceedings of
THE THIRD NATIONAL CONFERENCE
of
The National Braille Club
October 19, 20, and 21, 1959

On October 19, 20 and 21, 1959, the National Braille Club held its Third Annual Conference. We are happy to present in full the presentations made and presented in writing by the several speakers at the General Sessions and also the summaries and recommendations of the various work groups. It should be noted that these recommendations represent the thinking of those who attended the small work groups and should not be considered official recommendations of the National Braille Club, and do not, of course, represent any "authorized" changes in rules regarding braille transcription, format, etc. We believe, however, that they will be of real interest to volunteers and others in planning improvements which may be made in the preparation of reading materials for those who are blind. All sessions of the Conference were well attended. Participants represented a great variety of volunteer groups, with representation coming from all parts of the country, including such distant points as California, Florida, New England and several of the mid-western states.

Those who were able to attend gained much from the group participation and from the opportunity to talk with new friends with common interests during the luncheon and dinner meetings and at special "dates" in the late afternoons, evenings and even before breakfast.

A special thanks should be given to the many who worked so hard to make this Conference such a satisfying experience to so many members of this Club.

Josephine L. Taylor
Program Chairman

THE BEGINNINGS OF THE NATIONAL BRAILLE CLUB

by Howard M. Liechty, Managing Editor, New Outlook for the Blind
Assisted by Miss Janet Wise

(Presented at National Braille Club Annual Dinner, October 19, 1959, Empire Hotel,
New York City)

As is natural in our personal lives when we find it interesting and helpful to look back on ourselves and our forebears to account for and to understand what we are, and why, so we do at this time as a club. Whence have we come to this October 1959? What are our origins? What was it that got us started? What did we have from the beginning that we want to keep?

In July 1945 the idea of a Braille club took definite form. By winter there was an enrolled dues-paying membership of something over 40, and a secretary-treasurer pro tem. On January 4, 1946, Louis Braille's birthday anniversary, the first dinner meeting of the membership was held and officers were elected. April 1, 1956, was the date

of the first newsletter; it reported 85 members, and represented were 15 states, Canada, China, Peru and Puerto Rico.

I say with some vanity that I am proud of my charter membership in the National Braille Club even though I have, all these years, been merely a "tagger-along," and I have done no personal volunteer transcribing or binding or proof-reading or recording for individual blind persons as most of you have done for so long and are still doing. I am awed by your individual accomplishments.

I do think I am situated in a peculiarly advantageous position to observe what a significant service yours is in terms of help for blind individuals, and in terms of your place in the overall picture of service to blind people in the country at large. On the Matilda Ziegler Magazine for the Blind, providing periodical literature for blind people all over the world on what we might think of as a mass production scale, I have an uncommonly great correspondence with blind individuals, a correspondence which provides a unique insight into individual situations. A variety of personal interests enters into such correspondence, of course, and these are very often concerned with the individual's need for special Braille transcribing or sound recording service. In all these instances I have occasion over and over again to refer people to your groups, and you can only begin to realize how very essential your service is when you are in direct contact with the immediate problem of an individual whose hopes and plans hinge on the accessibility of material in a form that enables him to make use of it.

Then, my other major identification--with the New Outlook for the Blind--provides me with a sense of orientation of your service in the overall scheme of the total services to blind people in this country: all those services provided by government and organized voluntary agencies, and groups such as yours. Your service has come to be an integral part of what we think of as "work for the blind." A thousand members you are, more or less, and every time you do a book or a pamphlet or whatever it may be, you are responding in a direct manner to supply a direct and urgent need of tremendous importance to an individual who would otherwise be thwarted or defeated in his own advancement or self-satisfaction.

I am one of those who were privileged to take the Braille course under Miss Loomis at Teachers College. That was 'way back in the fall of 1935. Many of us in the class were teachers at the New York Institute for the Education of the Blind. We completed the course in the fall semester--in one semester--and complained rather effectively, I think at having to compress it into that brief time while carrying a full teaching load. So we took credit for the fact that the course was subsequently extended to cover two semesters, giving later classes the benefit of more time to cover the ground.

As for awards, we felt we deserved one. It seems most appropriate for this Club to use the Braillewriter pin as a symbol: it connotes constructive, affirmative action, progress, achievement. A few of us, way back in those days--and informally of course--awarded ourselves symbols of completion of Miss Loomis's course. We chose, not entirely unwittingly I suppose, the ivory or bone correcting stylus with which we had been provided during the course, and we wore it as a watch charm.

There is no question but that the National Braille Club's purposes as originally conceived are still vital after some 13 or 14 years, and as I see it, will continue to be vital indefinitely into the future, whatever further concepts come with the needs due to changing times and conditions.

Mass production of Braille, as represented by the Braille presses of the country,

does not provide anywhere nearly completely for all the needs. The constantly improving techniques of mass-producing Braille, as represented by the wonderful advances of technological methods, do not change that fact. Only your kind of work will supply what often is the most critical need of a blind person--the immediate need of a single copy or a limited number of copies, of a specific piece of literature. The individual volunteer worker is absolutely indispensable to the adequate serving of critical needs, for no other service meets those needs.

Our purpose in these few minutes is to reflect how this service came about. Mrs. Helen D. Creighton and Miss Madeleine Loomis were two people who figured greatly in crystallizing the purposes of this Club. Miss Janet Wise is another, and you know a great deal about the significance and influence of her interest and her full commitment in the beginnings and early history of the Club, for those are the qualities she demonstrates still today. Mrs. Alison Alessios, Miss Edith Maeder, Miss Juanita Howell (three staff members in the New York Public Library, Library for the Blind) and Miss Ellen Kearny, James Hargan, and others, also participated in the planning discussions.

My own memory is unfortunately abysmally poor regarding past events of any kind, and that includes the beginnings of this Club, but we are fortunate to be able to draw upon the more complete and detailed memory of Janet Wise who is here this evening to recall for you her recollections, and we have also brief messages from the first two presidents, and records of Mrs. Creighton's letters, of papers at meetings including a valuable though brief historical review by Ellen Kearny, and other minutes as they appeared in the early Newsletter.

From such letters and records, it appears that it was during the summer of 1945--in July of that summer--that Mrs. Creighton invited certain people to join an organization composed of teachers and transcribers of Braille, that was to be, in her words, "a sort of clearing house for information and for the exchange of ideas and suggestions." It was to be called The Braille Club of Teachers College, and approval for organization was expected from the Student Council, with Miss Loomis as Faculty Sponsor. However, the affiliation with T. C. did not materialize, since it developed within a matter of weeks or months that by Student Council requirements a club had to include at least 25 students of a current college class, and that officers of such a club had to be members of the student body. These conditions no doubt were the principal determinant of the course of development of this Club into what it quickly became and still is--an independent organization with a membership of broad representation rather than consisting only of former students of Braille at T. C. as originally conceived. Mrs. Creighton herself promptly recognized this as an improvement over the earliest concepts, although the loss of the sponsorship of Miss Loomis was keenly felt.

The dues were to be one dollar a year. One dinner annually was envisaged, with such other meetings to be called as the program might require. A bulletin was planned, through which members were to be kept informed of all activities and of matters of interest pertaining to Braille. Mrs. Creighton was acting as corresponding secretary pro tem. Her first letter to prospective members was written in that July of 1945 already referred to, and resulted in the enrollment of over 40 men and women, as already indicated.

Now there was a club membership. On December 7, 1945, according to an account by Miss Kearny, an informal meeting was held at the home of Mrs. Creighton on East 51st Street to discuss the immediate program. Besides some of those already mentioned as fellow-advisers, I recall that the December 7 group included Kenneth Longsdorf, Baynard Kendrick, myself, possibly Charles Ritter as well as one or two others. The first dinner

meeting was a result of that discussion. Baynard Kendrick and Mrs. Alessios spoke; and Miss Kearny gave her brief history of the Club up to date, at that time. The first Constitution, and By-Laws were adopted, and the first officers were elected. Kenneth D. Longsdorf was chosen president; Miss Wise, vice president; Mrs. Creighton, secretary-treasurer; and Baynard Kendrick, honorary president. The dinner was held at the President Tavern. The Club offered its services to the BVA and the Disabled American Veterans, in instruction in the reading and writing of Braille, and in the transcribing of any material desired.

Without question the leading personalities in the launching of the Club were inspired, and they all acknowledged that Madeleine Seymour Loomis's teaching was the source of their inspiration.

Miss Kearny touched on a pregnant concept at another point, when she observed that as the original system of Braille was augmented to serve such fields as music and mathematics, so did it behoove the Braille Club "to keep a finger on the pulse of rehabilitation, so that the type and degree of transcribing may be altered accordingly." This thinking suggests the fact of this Club's assuming an integral place in the total picture of work for the blind in this country, as I suggested earlier.

I draw further on Miss Kearny's review, to note that one need for service that loomed large just at that time, and as indicated by the action referred to above at the first meeting, was that of the blinded servicemen who were being trained at Avon and Phoenixville. Another hope that was expressed was that a wide geographical expansion in membership would eventuate, in order to extend the usefulness of the Club. Look what we now have!

Miss Wise on one occasion at an early meeting of the Club, put her finger on another aspect that emphasizes the personal service motivation that sparks each one of you who are members of this Club. She reported it as Mrs. Creighton's conviction as well as her own that the transcriber could enhance her work by becoming acquainted with the blind persons for whom she was working, as well as with her fellow club members. Such contact would awaken a new feeling and sense of directness. It would provide an awareness that blind people are people, that they are individual personalities, not abstractions. I would suggest, from my own strong conviction, but, I realize, in the face of some disagreement from others among our members, that this would be a worthy characteristic to emulate in 1959 and 1960 and in all the future as a precept from those originators of this Club. Surely a transcriber, a binder, a proofreader or recorder is motivated by friendliness itself, and thus, in at least some instances, a degree of interpersonal relationship and camaraderie would add meaning to the service for both parties concerned.

As I look through the sources, I see that Miss Kearny is again helpful in putting into a nutshell just what basically was the genesis of this Club: "One of the rewards of a teacher of the first magnitude is that loyal students wish to honor the preceptor in deeds as well as in words. It was thus quite natural that . . . some pupils . . . of Miss Loomis should have wished to form a club in her honor. It was thought that such a club might serve as a clearing-house for information and for the exchange of ideas." And perhaps a key clue to the nature of the Club from its very beginning is to be found in these words of Miss Kearny's: "The human side is always to be stressed, whether for its spiritual value in itself or for the emulation of unselfish acts which it inspires in us."

As I have already said, Dr. Berthold Lowenfeld was our second president. He was at that time on the staff of the American Foundation for the Blind. He had been identified

with the New York Institute for the Education of the Blind also, and prior to that was the administrator of a historic school for the blind in Vienna. Now superintendent of the California State School for the Blind, author and nationally known authority on education of the handicapped and of the blind in particular, Dr. Lowenfeld says:

"Would you be good enough to convey my warmest greetings and felicitations to the dinner meeting of the National Braille Club on October 19th? I recall with great pleasure and warm affection the early days of the National Braille Club in which so many devoted friends joined hands to provide an organized forum for the discussion of braille problems. The Braille Club has certainly fulfilled this function and I wish its members and officers continued success in the future."

In another connection, Dr. Lowenfeld recalled with admiration the helpful cooperation and assistance of a group of transcribers in New Jersey and of those of the Ethical Culture Society in New York.

Kenneth Longsdorf, whom with Berthold Lowenfeld I value as a particularly gracious and good friend, also sends us greetings. He was, at the inception of the Club, an instructor at City College and was pursuing his own further studies. Earlier he too was a teacher at NYIEB, and a member of the 1935 Braille class which I have mentioned. Shortly after his tenure as president the first year--1946--he joined the faculty of Franklin and Marshall College in Lancaster, Pa., where he has remained since. This summer he and Mrs. Longsdorf took a well-deserved leave for several months, and they are now in Europe. Ken writes:

"My first word must be a cordial and heartfelt greeting to you and all members present. I wish I could be there! It is good to know that the seed planted in 1945 and '46 has borne fruit and that the Club is a 'going concern.'

"Since I save everything--to the dismay of my wife--including rubber bands and string, I obviously have at home, but not in London, some of the early correspondence. I shall be happy to dig this up when I return if it is of any value to the Club.

"Of course, I remember my frequent meetings with the late Mrs. John T. Creighton, just as I was preparing to leave NYC for my post at my Alma Mater in Lancaster. We became quite good friends; she was energetic and devoted to the simple and workable aims of the Club--to help meet the Braille and transcription needs of the blind. I liked her because she was not stuffy; her one aim seemed to be to help the blind find what they needed to become self-reliant.

"Janet Wise--that 'ball of fire' for every good project--I remember with the greatest of pleasure. She was absolutely indispensable to Mrs. Creighton and to me. I regret that for some years we have not been in touch with each other.

"With Miss Loomis I corresponded until shortly before her untimely death. (We shared an uncommon admiration for the late journalist, O. O. McIntyre.) She always sent me her latest publications; I have many letters from her.

"Our purpose, in part at least, was to fill a gap after Red Cross gave up some of its transcribing work and to take care of special needs. I always felt that Janet Wise and others helped us to know where the needs lay; I was deeply indebted to her.

"At our first public dinner in a Lexington Avenue hotel we had as speakers Baynard Kendrick and Mrs. Alessios. Miss Lucille Goldthwaite was present, too, I believe. Possibly my old friend at AFB--Helge Lende--a grand person.

"As evidence of my interest I re-apply for membership, but don't expect dues before I return to the 'colonies' January 6.

"Our trip is wonderful beyond all saying. More anon. Our best to you all.

--Kenneth D. Longsdorf"

Those presidents and supporting officers and committee members who have kept this Club powered with such inner strength as to bring it to its present stature are not forgotten in this review; we are fully cognizant of their service, which would make another evening's story--Bernard Krebs and Josephine Taylor and their corps of fellow officers, and Miss Abel and her staff, and many others too numerous to mention. But our purpose here has been to recapture particularly our origins with the idea of seeing what guidance there may be in them for us today.

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AS WE SEE OURSELVES

by Miss Georgie Lee Abel, President

In greeting the members of the National Braille Club at the meeting of the third national conference, it is a pleasure to congratulate you at the same time upon your rapid growth and also your careful study of your functions as volunteers and as members of this organization. It seemed fitting, therefore, to your Executive Committee and the Chairman of the Program that this conference should help us to see ourselves in the light of our present problems and goals.

Perhaps we have borrowed a thought from Robert Burns who said,

"Oh wad some power the giftie gie us
To see oursels as others see us!"

In 1959, however, with all the emphasis on the self concept of either individuals or groups, we have been told that it is very difficult for us to see ourselves in the light of others' self concept. The thought has been expressed by some psychologists that if we are really positive in our thinkings about our functions today and if we feel relatively sure of the direction in which we want to move, we will give off cues of confidence and leadership to others. Other individuals and groups in turn will react to us, according to this theory, in the same way that we feel about ourselves and with the respect that shows that they are dealing with an organization which is strong and competent. We are able through our own concepts to set up more positive communication between the National Braille Club and other national organizations.

As your conference gets under way, perhaps the most constructive thing which your Chairman can do is to throw out some questions which will be considered in your various lectures and in your discussion groups. It is to be hoped that many of you will go back to your homes or to your various volunteer groups with many more answers to your problems than you had when you came. Certainly we feel sure that you will be giving many answers to each other as you share your skills and your experiences in the various sessions. The inspiration which will guide you through the meetings will be for each of you the knowledge that the blind individuals for whom you provide and locate reading matter will profit in greater degree in the future from your deliberations at this meeting.

In these comfortable surroundings provided generously by the New York Guild for the Jewish Blind, we hope to come up with many ideas to help us refine and achieve our future goals. As we approach our work we are mindful of the fact that the people here in this organization have gone to much trouble to arrange for this conference. Mrs. Sidney

Pollack and Mr. Bernard Krebs with his fine Committee have undertaken a huge task and have come through with excellent plans for our conference.

In raising inquiries which may telescope your program slightly for you, we would like to call attention to the following questions. We are sure that many of them have occurred to you already, and we are also sure that certain of them will remain questions until we have had much more time for study than this short two-day session provides.

1. Are we a national organization? Are we a club, or did we just get named that way and are we so well known that we should keep this name? Certainly we know that if we should change it we would have to find a name which would really describe our activities more effectively or there would be no value in change. Our dinner meeting last evening made it quite clear that we had members from several states and some of them were a great distance from the East Coast. It is also true that you have provided for active participation from a twelve-member Advisory Board made up of six volunteers and six professional members who come from eleven different states and the District of Columbia. Your Executive Committee with honorary officers, which of necessity has to get together periodically to conduct the day-to-day activities of the organization, is drawn from four different states. Both of these groups are attempting to work more effectively through correspondence and no doubt, as our techniques are refined, we can involve many more of our members in important activities. Certainly our standing committees have demonstrated that they can carry on many of the study activities through the United States mails. Perhaps this area of our work can be increased as we grow in our understanding of our functions.

2. Is our membership national? At the present time our more than a thousand members come from 36 states. It does not surprise us that the largest number, 536, comes from the state of New York where the Club was organized in January of 1946. The second largest number logically comes from the state of New Jersey, 153, and the third largest number from Florida, 67. There are several other states with close to fifty members, and our membership is growing.

3. Are we accepting our responsibility to work with other national organizations working with blind persons? You are familiar with our activities with the American Printing House for the Blind as we are attempting to have more of our volunteers cooperate with the duplicating process program and thereby hope to reduce much of our needless duplication and also locate materials more efficiently. Also, our close cooperation with the Library of Congress as we stimulate more of our braillists to receive their certification in order that they will meet the one national standard which is set for braille transcribers. We are also encouraging the continued support of the library through the contribution of books for the blind readers in the country. We continue to work and try to understand our relationship with the two national organizations, the American Association of Workers of the Blind and the American Association of Instructors of the Blind since their joint appointment of the Braille Authority. Our interest in braille as volunteers and as producers of reading matter for blind persons in all parts of the country makes it imperative that we communicate with this Authority both in asking for clarification when this seems indicated and also in following the standards which have been set up by the Authority.

4. Are we, as volunteers, striving for skill in locating or producing the right book for the right blind or visually handicapped person, attempting to stimulate interest in volunteer services or organizations outside the field of professional service to blind persons? An example of what one organization has done in this area will be presented on this program and some of the valuable officers and members of outstanding committees have come from this group. Reference is made to the Telephone Pioneers of

America. There are other examples of this type of work between volunteer groups and private industry. Our organization should be interested in their efforts and should also be able to encourage them and provide clarification when this is possible or requested.

5. Are we improving in our communication between our groups and the educational personnel in local and state programs as well as the various libraries which house and circulate material which blind persons need? One example of a state organization which draws heavily upon the service of volunteers will be presented here by Mr. George F. Meyer of New Jersey. Another example of a large private organization which utilizes the service of a number of volunteers and shares its material nationally will be discussed by Mrs. J. M. Beck of Volunteer Services for the Blind of Philadelphia. The importance of all this is that we know that there are numerous other exciting examples of these types of cooperative services which simply could not exist for blind persons without the serious and conscientious efforts of volunteers all over the country.

6. Can we continue our practice of studying as volunteers and developing materials which will provide greater clarification for newer volunteers as well as for experienced already existing groups which may not have some of the specialized skills represented sufficiently in other groups? The work of the now permanent Committee on Science and Mathematics is an excellent example of this type of service which has already gained national recognition. By these means volunteers can share their skills with professional organizations. There is great need for other studies which do not seem to be immediately forthcoming from professional groups. When volunteer groups can secure the service of whatever professional consultation they need they, because of their day-to-day experiences, are in a position to enrich the variation in the kinds of reading matter for blind persons and also to share standards and procedures which will have value because they have stood the test of experience. An example of some of the great needs, according to questions which come to us, are the following: A handbook for the organization of local volunteer transcribing groups could be valuable to some of the new groups and would provide some evaluation of the procedures followed by existing local groups. Because there are so many new educational programs in so many different local areas, it would be highly desirable for some of the people in education who have worked closely with volunteer groups and some of these same volunteers to set up some procedures which might help provide some of the day-to-day answers that both school people and transcribers could use as they attempt to cooperate under great pressure in order that children might have the much-needed identical or closely related texts. There is no authority for the certification of music braillists, and one wonders whose responsibility this should be. Certainly, if this could be covered by a national professional organization, the National Braille Club should be the first to applaud the effort. If this particular service is not coming from a professional national organization, the question concerning the advisability of the National Braille Club showing enough interest to try to find such a service will be one which will have to remain with us for a while pending further study. There is also the need for the brailleing of some of the most frequently used standard basic references in foreign languages and mathematics and science. Such a service would contribute to the help of volunteers who are faced with long hours of repetition in copying vocabularies, tabular materials and science and mathematics tables.

7. Can we study our own membership and recognize that if we grow to a point where we have a very large national organization, we must somehow develop the courage and desire to offer increasing information and clarification to our members? Can we preserve the quality of our volunteer service which is the primary goal of this organization and find ways within our present structure to secure just the right amount of funds to make possible our studies which we hope to conduct only for the purpose of sharing our information with others who, like us, are striving to provide reading matter for

blind persons? Or, must we, on the other hand, seek the best possible advice available to us if our growth and flexibility of function in these rapidly changing times dictate that we should be in a position to accept or possibly request grants which will help further the work which we are undertaking? Your efforts here at this conference will surely contribute to our knowledge, and in this knowledge there is power. If we can determine those projects which need our immediate attention and call to the attention of others those projects which truly need the full-time efforts of others, then we shall have the courage to go forward in a constructive manner. It follows that we shall also be able to change the emphases of some of our functions if the needs of blind persons and the potentialities or regulations of other national organizations indicate to us that we should need to consider certain changes in our function. We would be changing our self concept and then see ourselves with new and perhaps somewhat different kinds of responsibilities. Regardless of what we do, however, we as volunteers shall let our responsibilities to blind persons receive our first consideration. The progress of this organization thus far convinces your President and officers that with the inspiration that all of us gain from our work there will come wisdom and intelligence sufficient to dictate our future procedures.

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STANDARDS IN BRAILLE

by Marjorie S. Hooper, Braille and Large Type Editor
American Printing House for the Blind, Louisville, Kentucky

It was with considerable pleasure that I accepted your Program Committee's assignment to speak to you today on the subject of "Standards in Braille,"--for two reasons. First, because it has seemed to me that the overwhelming demand for materials has so overpowered all of us--transcribers and Braille publishers alike-- that we have almost gotten to the point that "anything goes" in our desire to produce; and Second, because the very fact that a discussion of standards has been included on the program of our Third National Conference indicates a maturity of thought that is heartening to see. Whether you as transcribers have been aware of it or not, over the years there has always been a feeling that the volunteers, because they are donating their time and energies, not to mention paying for paper and possibly proofreading, were not expected to turn out as accurate and quality a job as the Braille publishers, whose embossers earn their living as Braillists. It has never been my feeling that this should be true, for it seems to me that anyone who is willing to undertake the difficult art of Braille transcribing on a volunteer basis, and to carry through the rigorous training period required, should by nature take pride in his work to the extent of producing an accurate and faithful reproduction of the ink-print copy, once he gets into production. The fact that our National Braille Club is interested in standards proves my point.

In discussing standards of any sort, there are always two aspects involved:

1. The reasons why standards must be set; and 2. The standards themselves.
I shall discuss the "why" of standards first.

As everyone of you here is well aware, the reason the volunteer transcribing program has become of such magnitude is because of need--a need so great in terms of quantity that those of us concerned with the over-all problem for the entire country are sometimes staggered ourselves. Time was, when most blind children were being educated in residential schools for the blind, and the necessary textbooks and other written materials could adequately be provided through the centralized facilities of the Printing House. Not more than ten years ago, too, the over-all need itself, in terms of the number of children, seemed to be decreasing. In 1949, 5,757 blind children were reported as in attendance

in kindergarten through the high school grades in the United States, of which 5,101 were attending residential schools for the blind and only 656 public schools for the seeing, in the latter case usually special classes for the blind. As of January 5, 1959, the number of children reported had more than doubled for a total of 13,491, of which 6,657 were in residential schools and 6,834 in public schools, the latter now usually in integrated classes with the seeing. And, from all of the facts we can gather, there will be another large increase of several hundred more children reported in January, 1960.

The above figures outline very clearly that, not only do we now have more than twice as many children for whom to provide schoolbooks and educational materials than we did ten years ago, but also that the character of our school population has changed so radically that the centralized facilities of the Printing House for providing press-printed materials cannot hope to meet the demand for a few copies of a vast variety of texts all by itself. In simple terms, when our blind children were being educated mainly in residential schools, or even in special public school day classes for the blind, a centralized catalog of press-printed Braille books, providing four or five choices for each subject and grade, could meet the need. However, with more than 50 per cent of our blind children now integrated into schools for the seeing, each blind child must have the self-same texts in Braille that his seeing classmates use, and the variety of schoolbook adoptions throughout this nation is almost untold when examined on an individual school or class basis. And this, of course, is where you volunteers have stepped in to provide the materials which cannot be supplied on a quantity-production basis. Today, too, we now have cooperative procedures between the volunteers and the Printing House whereby the fruit of your labors in producing a single copy can be multiplied through the APH vacuum-formed plastic-plate process, thereby preventing needless duplication of single copies on your part, as well as enlarging the total offering of texts to all.

But quantity of production is only part of the problem. If the books you and we supply for the use of our blind children are so poorly Brailled as to be difficult to read and interpret, either because of inaccuracy of transcription or the use of too thin paper and other physical defects, or if the ink-print copy is unintelligibly or incorrectly interpreted into Braille, we have only wasted our time, and have in reality given only lip-service to our claim of trying to meet a need. What is worse, we may have actually set additional problems in the way of educating the blind, for, if a child is supposedly supplied with the proper book at the time he needs it, and then finds that the book is so poorly written or is so unintelligible he cannot read it, it's usually then too late for someone else to provide a copy when the need is there. The result is that the child not only does not have the book he needs, but has had his hopes raised that he would have it only to have them dashed too late to remedy the situation. Or, if he can, "by the hardest", struggle along with such a book, he must spend additional time in deciphering his reading-time which a blind child does not have because of the inherent slower process of reading even good Braille as against ink-print by the seeing. Let us not be guilty of adding to, rather than diminishing, the problems we have set out to meet.

And now let us turn to our standards themselves. As I see it, our standards should be of three kinds: Standards of technical, mechanical and editorial accuracy are fairly self-evident. Everyone is agreed, I am sure, that every hand-transcribed book should be accurately embossed in the first place, should be given proper proofreading, and all errors found neatly and properly corrected or the sheets accurately reembossed. Too often, however, time seems to be so much of the essence that slipshod work is allowed to get by, the over-all quality of our work gradually degenerates permanently, and we begin to accept the idea that almost anything will do. As to specific standards, I should like to see the following:

a. No transcriber should set out to produce Braille materials until he has been certified and has proven his ability to do accurate work.

b. All materials should be given at least one proofreading--with copy. Only in this way can it ever be determined whether or not there are omissions or deviations from the original ink copy; also, only in this way can the quality of work of a transcriber be checked as time goes by.

c. Transcribers themselves should do their own correcting, with the proofreader, or someone other than the transcriber, checking the corrections. In this way the transcriber will be made aware of his shortcomings and be persuaded to do better in the future.

d. A committee of experts should draw up a general outline of editorial procedures for technical and semi-technical embossing, such as schoolbooks, for the guidance of transcribers in reproducing the ink copy into Braille in a manner most intelligible to the finger reader. Such procedures would outline the proper way of laying out certain types of material on the Braille page, agreement on how and where to indicate ink-print page numbers, etc., etc. These are items not included in the official Braille code itself, but are of equal importance.

e. Only the most accurate and experienced transcriber should attempt to emboss beginning reading materials for the young child who is learning to read. Technical and mechanical accuracy is probably more important at this point than at any other time in the life of a blind reader.

I could name other points, but I believe the above will give you an idea of what kinds of standards should be set up and rigidly adhered to.

Standards of organization may, at first glance, seem to be the concern mainly of the professional agency for the blind responsible for the production and distribution of Braille materials. They should also be of the same concern to the volunteer group--and the individual volunteer transcriber. Good organizational standards imply responsible group action for the benefit of all, and there lies their importance. They should include such items as:

a. A strong program for the recruitment and training of new transcribers, the latter either through arrangement with the Library of Congress Division for the Blind, or a local training program with final certification by the Library.

b. A program looking to the development of technical transcribers and proofreaders in the fields of mathematics, music, and scientific notation, as well as specialized books, such as beginning readers, language books, spellers, and the like.

c. A responsible group organization that sets up and maintains standards of individual accuracy and responsibility for its members, the individual transcribers.

d. A program of cooperation with professional agencies responsible for the education of blind children and/or the distribution of Brailled materials, so that the transcribing group may be assigned books for embossing as needed by blind individuals.

e. A program of cooperation with other volunteer groups looking to the joint establishment and maintenance of high standards of accuracy, production, and cooperation.

Again, there are many other inherent benefits that come with good organizational standards, not the least among which would be the opening of lines of communication

with everyone in the field--the individual transcriber, the blind user, the professional agency. I am sure all of you can think of other such standards for organizations.

The third need for standards which I mentioned earlier was one of attitude. To me, this is the most important one of all, for, without high standards of attitude toward the whole problem, nothing much else matters, and good standards of accuracy and organization cannot long exist. And what do I mean by attitudes? I am referring to that intangible personal quality in each individual which will make him set the purpose of his work above his own personal convenience, position, and desire for personal advantage. I am referring to such qualities as the ability to set high personal standards of accuracy in individual Braille; the willingness to take the time and make the effort to learn technical codes which are within one's individual capabilities, education and background; the willingness to accept assignments for Brailleing difficult books, not just the easy novels; the willingness and perseverance to spend time-consuming hours writing Braille when social fun must go by the board; the willingness to cooperate with our fellow-workers, even though it may sometimes seem as though you are devoting the same amount of your time doing the drudgery as the other fellow who gets the glory; and most of all, the understanding acceptance that, as a volunteer, you are a Braille volunteer because you want to serve a need for someone else whom you may never even know, and not because you can gain some sort of personal self-esteem over your friends and acquaintances because of your "good works"--the sole purpose of the professional "do-gooder." I am sure no one here falls into this latter class, but it is an easy trap for anyone, be he a professional or volunteer worker. Certainly, the field of Braille transcribing is no place for the dilettante who wishes to make a public show of his charity only for his own personal satisfaction. Rather, it is my personal conviction that anyone who undertakes to be a good Brailleist must have, not only intelligence and mechanical ability, but also personal initiative and perseverance, and, above all, innate pride in his individual efforts and that of the whole field, whether one works as a volunteer or earns a living at the job, working eight hours a day, five days a week.

In closing, may I say that I have only the most profound respect for you as volunteer Brailleists. I know what your work entails: at its most unpleasant in the way of sheer time-consuming effort, if not even drudgery; at its best, brilliant, educated and constructive advancement for our field. It is most rewarding to see the present-day cooperative efforts between the volunteers and the professional workers. As the cigarette ad on the TV daily propounds, "They said it couldn't be done." We have done it, and I think high standards of operation have been, and will always be, the key.

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STANDARDS IN SOUND RECORDING

by Burnham Carter, National Director, Recording for the Blind, Inc.

Recording for the Blind records only educational books. We supplement, but do not duplicate, the Talking Books program of the Library of Congress. This year we shall turn out about 850 titles, and since we make an average of around 8 or 9 copies, we shall produce a total of about 7,500 books.

Most of these books are recorded at the specific request of the blind person in school, college or adult education. Our policy is to record any educational book that a blind person wants, whether he is enrolled in formal education or not. These books are read originally on tape at one of the fourteen Units we maintain across the country, and the tapes then come into headquarters here in New York, where they are embossed onto disc.

I believe that, with some further improvements in our production process, we have

solved the problem of quantity. We should be able to handle the normal increase in demand that we expect over the years. We haven't yet solved the problem of quality, and this is what I am going to discuss this morning. Before I do further, I should say that, as you know, there are two schools of thought on the question of quality, and this is what I am going to discuss this morning. One maintains that all that is necessary is to have a reading that is intelligible to the student, whether it is an effective reading or not; the other maintains that the reading should be good, that it should be as effective as the kind of reading which a good teacher would give, and that just as a student is apt to learn more from a good lecturer, a blind student can learn more from a good reader. We belong heart and soul to the second group.

The quality of a recording has two aspects -- the mechanical and the human; the recording process itself and the reader. In the mechanical process, we are handicapped by the inevitable and special character of our production. We make only a few copies. For most textbooks the average is four. Since the books are textbooks and are on continuous loan to the blind, this number is enough.

That means, however, that the commercial process of cutting a lacquered record and making a metal master from it, and then stamping out the copies -- which is the process used by the Library of Congress -- is unsuitable. The Talking Books of the Library of Congress set, in my opinion, a very high standard. They are excellent quality. But if we used that same commercial process for our books, it would mean a book would cost from \$3,500 to \$5,000.

Clearly this expense would be prohibitive. We use a process called embossing, by which we can make a book for from \$15 to \$25, depending upon the size. In the embossing process, the tape is attached to as many turntables as there are to be copies of the book. Each disc is then cut separately by a stylus that pushes the material aside, instead of removing it. The result is a disc in which the grooves are shallow and not as finely delineated as they would be in the commercial process. On most Talking Book machines our recorded books will play satisfactorily, but these machines vary in quality, and so on some, as many of you know, the stylus will stick and repeat or slide over.

We now have a research project at CBS Laboratories financed by Lilly Endowment, by which we hope to eliminate the defects of the embossing process and perfect it to the point where it will be as good, for speech, as the commercial method. This, I can assure you, would be a great joy to all of us, engaged in this program.

Next we come to our readers. Now, if you have an interesting book to read, and somebody else is monitoring you and handling the controls, and if in addition to this you are well paid, I cannot think of a pleasanter occupation than reading books for recording purposes. That's what happens in the Talking Books program. But in our operation we are reading textbooks, which are apt to be on the dull side, and the volunteers, except in the recording of classics, are not monitored, have to handle their own machines, make their own corrections, announce the chapter breaks, describe the charts, etc. And we don't pay them anything. Nevertheless, except for highly specialized books, like higher mathematics, medicine or really unusual foreign languages like Farsi -- which someone asked us to record last week -- we don't lack for readers. We have 1,500 readers throughout the country. And we tell them that, while we don't expect a professional reading, we do expect a recording that will be intelligent, clear and always interested.

All readers must take a reading test before being accepted, and, once accepted, they are under continual evaluation and may be dropped at any time. They record on tape at

the Unit, the Unit sends the tape into headquarters where we emboss it onto a disc, and the Auditions Committee -- in which we try to include one blind person -- comes to a decision. We have become more and more strict as we have raised our standards and out of the last 2,500 voices tested, we rejected about 1,500.

We have prepared a demonstration tape of good and bad reading for use by our Units and this will tell the story better than I can tell it. It is hoped that this recorded material will be of help to those who consider entering the field of recording for blind readers and, therefore, consult persons in the various units. There seems to be no reason why the demonstration tape could not be loaned to other volunteer groups should they desire to make use of it and make a request from our organization.

Last summer Recording for the Blind made an agreement with the Connecticut Board of Education of the Blind to record 103 textbooks for blind children in the Connecticut Public Schools, from grades four to twelve. The State of Connecticut paid the actual cost of such copies of these recordings as it wished to keep. Recording for the Blind was able to make additional copies which are available free on loan, on its usual basis. The project was undertaken as a guide to the extension of this service to other states, and Recording for the Blind will be glad to discuss this further with anyone who may be interested.

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EXPLORING THE STANDARDS OF OUR WORK IN ADMINISTRATIVE AND CLERICAL SERVICES

by Richard G. Hanna, Financial Secretary

Miss Taylor, and members of the National Braille Club: It gives me great pleasure to speak to so many members -- so many dues-paying members of the National Braille Club.

During the dinner meeting last night, and the session so far today, I have felt an almost tangible something in the air -- you could call it enthusiasm, or the spirit of service, or simply dedication. Whatever it is, I am much impressed by it, and I agree 100% with Miss Janet Wise, who last night remarked that it is such a pleasure to be associated with volunteer workers for the blind -- they are such nice people!

This morning I thought I would tell you a little about the mechanics of the job of financial secretary and about the current work being done to make membership records more meaningful to the organization.

Upon receipt of your dues, your new membership card is mailed, and your payment recorded in our "Active Member File". The checks are sent to Mrs. George Cassidy for deposit, and any biographical notes are forwarded to Miss Cecyl Bryant. When there is a change of address, or a new member, Mrs. Earnest and Mrs. Turkeltaub are also notified. Overdue notices are mailed once or twice a year to our absentminded friends. Unfortunately, there are at present over 150 members who have not paid their 1959 dues and are being reclassified to the "Inactive" file. If you know of any delinquents, please remind them to send their checks.

Besides the payment of dues, we also receive a number of letters from members and prospective members, inquiring or commenting about any number of things. These letters are answered by the recipient, or forwarded to another of the Club's officers who might be in a better position to answer. For example, Mrs. Turkeltaub just returned from vacation and found a lot of mail awaiting her, some of which could be referred to me. So yesterday afternoon she turned over two or three letters. One of these was

from a lady in New Jersey inquiring about braille transcribing in Florida. I quickly passed along the letter to Mrs. Sol Cohen, our Director in Florida, and she will write the answer. Somewhat like Tinker-to-Evers-to-Chance (if you remember your baseball).

That somewhat informal approach to correspondence seems to work out fine for us. It has a lot of advantages over a system where the various duties of each officer are clearly and sharply defined, and where there is no flexibility in the sharing of work. I personally prefer the set-up we now have, where the officers are always exchanging ideas and passing information back and forth.

You may be interested in a few membership statistics. Miss Wise told last night of the start of the Club in 1945 with 45 members. The growth was quite rapid for several years, and now is getting phenomenal! In 1955 we had some 350 members. The latest count of active, paid-up members is 930. We are shortly going to welcome Member Number 1,000, and Miss Abel and her staff are thinking of some proper way to mark the occasion. Perhaps we can present him (or her) with a new braille stylus -- or a left-over lower sign.

I've told you something about the more mechanical part of the membership job. Now I'd like to tell you about the informational service being set up by Miss Bryant. She has reviewed all the questionnaires which you sent in and has prepared a complete file, alphabetical by state, by cities within the states, and by members within the cities. For the first time, we now have a geographical record of over 1,000 volunteer workers for the blind, with a partial list of their specialties, such as brailist, recorder, Nemeth Code, teacher, etc.

It will be a real help if each of you (who has not done so) will fill out one of the questionnaires from the Bulletin, and mail it to us. We want the geographical file to be as complete and as useful as possible.

I am sure that you will be interested to know that we plan to publish a "Who's Who" for the volunteers of this organization. If we can make accurate information concerning our members and their skills available to all of our volunteer and professional members, we should be able to realize our objective of finding the right books for the right blind children more quickly. We should also be able to refer certain blind persons or school systems to a source of possible volunteer service when specialized kinds of skills may exist in a community. Will you please cooperate with us in this important project? Also, if you are able to find new members for us or remind our previously mentioned "absent minded" members, they could possibly be classified and listed on our first "Who's Who".

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THE GOALS AND PHILOSOPHY OF THE NATIONAL BRAILLE CLUB BULLETIN
by Mrs. George L. Turkeltaub, Editor of the Bulletin

My first reaction on being requested to speak concerning the goals and Philosophy of The National Braille Club Bulletin was to feel that since I had recently given a talk on the Growth and Aims of the Club, it would not be too difficult to transpose my original text. However, on careful reconsideration, I realized that the Club's growth and aims or goals, and its philosophy are irrevocably bound up as one with the Bulletin, its official voice since 1946, and therefore I had to proceed carefully.

Just to assure myself that I knew what I should do, I looked up the words "goal" and "philosophy" and I am afraid that Mr. Webster and I do not agree. He says, "A goal is the objective point or terminus that one is striving to reach; or, end arrived at." I disagree completely; for to me a goal is just a step up the ladder to a new goal and yet on

to a newer goal with the end never arrived at. For to achieve a goal and relax is to retrogress. Progress today is boundless! Would you have thought a decade ago that the moon could be reached? And what is beyond that? We do not know as yet.

As for "philosophy" Webster states; "literally the love of wisdom;" but in actual usage "the science which investigates the facts and principles of reality and of human nature and conduct. Practical or moral wisdom; calmness of temper and judgment; mental serenity". Here again, I must disagree. For in actuality each philosophical investigation of facts and principles of the realities involved, only result in activating us to strive harder for more far-reaching goals, giving us perhaps more practical and moral wisdom, but certainly shattering our mental serenity. For who can be serene while trying to do or gain things seemingly beyond our reach.

The original founders of the "Braille Club", which began in July 1945, publicized their goal or object as "To bring together a group of volunteer workers in one organization in order to carry forward an educational program by keeping volunteers in touch with the research work of existing agencies and with changes and improvements in their given areas of service." This statement has appeared on the membership blank of our Bulletin until this year. Why has it been dropped? It no longer states the full and complete philosophy and goals of the club. Today the membership of approximately one thousand persons, consisting of both private and professional volunteers, are working closely with existing agencies and schools for changes and improvements in the field and in some instances have brought forth new ideas and developments never tried before.

What then have been the goals worked for and achieved that have brought us to this change?

Through the instigation of workers in the professional field for the blind, volunteers have been activated to greater efforts. Individual groups expanded their numbers in braille transcription, recording, binding and sight-saving work. More braille teachers were developed to spread the work and bring into the field more transcribers who were needed to cope with the increased demand for textbooks, as an unprecedented number of blind children entered our public, private and residential schools. Recording units also expanded their facilities, additional binderies sprang up. The Bulletin carried the news of the growth in teaching, in recording, in binding and in braille.

A Merit Award system was started in 1950 bringing to each recipient a feeling of achievement, and to their families pride in their efforts on behalf of our blind friends.

In 1952, the Bulletin began to publish lists of books which were completed by its membership so that those desiring use of such books could inquire concerning their availability on loan. These reports were sent to the editor on completion of a book or set of records. With the membership constantly increasing so that by 1955 there were 350 members on our roster, the list of completed work grew longer and longer. The context of our Bulletin began to change and instead of reprinting material concerning various facets of the field which were taken from other publications, we were now publishing material of greater personal concern to our members, the accomplishments achieved by individuals and groups, as well as a condensation of reports of the things which were happening in the field. There also began an interchange of ideas as problems arose in the presentation of materials. The inundation of requests for loan of the same completed textbooks was another problem to be answered since these books were a single hand-transcribed copy in most instances. We faced the necessity for a method of duplication in limited quantities, thus too, eliminating simultaneous duplication by hand-transcribers who could use their efforts in tackling something that had not been done.

Transcribers new in the field of textbook work found supposedly insurmountable obstacles in transcribing the required material. There was a dearth of Arithmetic books and other books on Mathematics as transcribers undertook to learn the new Nemeth Code of Mathematics. Here was a direct challenge for the Club, and its Executive Board answered this challenge by attempting the First National Conference of the now National Braille Club, and this took place in October of 1957 with tremendous results. The conference brought together over 300 persons from states across the nation who came seeking answers to the same problems; glad to find that at last an attempt was being made to unify the quality of the work being done by volunteers; glad to find that at last there was a place where problems could be thrashed out and ideas exchanged.

Our goals then were many. First there had to be an increase in the numbers of brailers, as the lack of machines had caused many transcribers to drop by the wayside. Here, too, we got our promise of a means of duplication other than press braille. The American Printing House brought forth soon afterwards a plastic duplication method using the brailled sheet of the original copy. This meant the elimination of duplication by hand-transcription, and brailists could concentrate on new material. Here, also we realized that the need for an amplification and clarification of the Nemeth Code was desperately needed as well as a means of teaching the basic steps for Arithmetic work. Committees were set up and began to work immediately toward this end. At the same time plans were set into motion for our Second National Conference to be held in October 1958. A request was made at our First Conference that reports of completed work contain specific information as to context and grade, as these reports were being set up alphabetically according to subjects so as to be able to find the requested books quickly.

Our membership after this first conference had doubled, as professional workers and volunteers from many states realized that here was a force which would help them achieve things seemingly impossible at this time. As our membership grew so did our lists of completed work and so did the requests for help from all parts of the United States. We were no longer mainly an eastern organization. We had become a National volunteer club working towards and for the same ideals and goals.

At our Second National Conference in 1958, a sample arithmetic manual was presented (incomplete at the time) to the membership for their approval and a vote recorded that the work be continued in order that there would come into existence a workable manual for the instruction of Arithmetic; this to be used as a teaching manual and a supplement to the Nemeth Code. Also, that we seek clarification and amplification of this same code. Meanwhile the club continued to try to unify the methods of presentation in the field of other textbook materials, as well as in the field of recording.

Now our membership was well over 900 and we desperately needed a central national bureau to house the thousands of records of completed work which had piled up at my home, as your editor, and which certainly did not belong there since they encompassed the work of volunteers throughout the nation. It would simplify matters if all these records went to a central place where persons or schools seeking loans could quickly get an answer to their requests. The American Printing House and the Library of Congress graciously accepted these materials and the American Printing House consented to list and catalog records from kindergarten through the twelfth grade in both braille and sound-scribing and would send on to the Library of Congress all records of college level and library books for the catalog which they in turn will set up. All work is reported to the American Printing House on their special form which is supplied on request, and they in turn send records of these reports to the Bulletin so that your efforts may continue to be reported in each publication. When feasible there will be a catalog issued listing all

hand-transcribed books reported and available for reproduction and/or loan. Meanwhile the requests for these books which are received at the American Printing House are listed according to the subject matter and the number of copies requested can then be made up by their new method.

At this point the National Braille Club selected as its Board of Directors, twelve key persons in the field of library work and education as well as lay volunteer members, at the same time revising its Constitution and By-Laws. It also revised its Award System to one which was more equitable, and decreed that an Editorial Staff be set up.

Our Second National Conference solidified the acceptance of the volunteer members of our club by the educators as a national volunteer agency necessary to the success of educational programs. This, our Third National Conference, brings to you the active participation of many of our Board of Directors, Executive Board and Lay-members. It has also brought you a new and more readily readable Bulletin issue. It brings to you the possibility of state or regional chapters within the National Club for greater facility in the localizing and handling of needs and problems.

I've sketched some of the goals which have been achieved, yet many more problems present themselves and there is much to be done. As the voice of the Club, the Bulletin strives to keep up with news. It brings you information regarding the formation of new braille centers; information concerning the efforts or enlargements of existing groups together with the new ideas, new achievements, library and agency meetings, conferences, etc. which take place from time to time. All this is published in the Bulletin issues so that its members are kept aware of what is transpiring in this field of endeavor. It has been increasingly difficult to keep up with all the news since the so-called Editorial Staff mentioned in our New Constitution has never materialized and the Bulletin still remains a one-man job. Volunteers are needed in different areas to send on important information of what has been accomplished in their local field. However, this must be in a condensed version as space in the Bulletin is quite limited. When this will come to pass then we will have a more complete and comprehensive Bulletin.

Perhaps the ultimate goal of the Bulletin is to exist as the National medium or source through which all members are able to keep up with new ideas, changes and programs throughout the United States and other countries. This may seem an ambitious goal, but if there is to be clarification of problems and ultimate unification in methods then there must be a medium to transmit these achievements to the interested persons. If, as we hear, there are more than 3,000 certified braillists and an uncounted number of uncertified transcribers, as well as an uncounted number of recorders, social workers, sight-saving and bindery workers, then for their own good and for the good of those they wish to service, they should all be properly certified or listed, and should be members of The National Braille Club. Only in this way could they keep up with what is happening as to the newest methods, the newest ideas.

We have yet to gain for the blind student the means to an education comparable to that received by the sighted student. We have yet to overcome the lack of available textbooks and library books, binderies for these books, and to gain the right to produce without hindrance a sufficient number of copies of the texts or books needed whether in braille or in large type. We have yet to find a way to spread the knowledge of our progress to outlying areas, so that the isolated blind people who wish to continue their education and reading and who are not within reach of an educational center or library, can know that they might find what they seek by contacting the Library of Congress or the American Printing House. We have yet to educate transcribers and recorders to check with the above-mentioned

agencies before transcribing or recording a book to be sure that it has not already been done and in this way, prevent needless duplication.

The goals we strive for can only be obtained through careful investigation of the facts and principles involved, and the reality that practical and moral wisdom tends to point out that all our strivings must be united in one common effort for achievement if we are ever to gain so-called mental serenity.

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NATIONAL BRAILLE CLUB INTERIM COMMITTEE ON MATHEMATICS REPORT

by Vera P. Clark, Chairman

Committee Members: Ruth Turkeltaub, Kathryn Freeman, Carol Seidenman,
Edward Haupt and Paul Humphrey

Consultants: Bernard Krebs, Miss Marjorie Hooper and Abraham Nemeth

Introduction:

I understand my topic to be how and why on Study Group was formed in the National Braille Club and how it worked with the Executive Board to carry out the responsibilities set before it.

The Interim Mathematics Committee was activated, following the Second National Conference of the National Braille Club in October, 1958, in response to an expressed need for simplification and clarification of the Nemeth Code of Braille Mathematics as made apparent by reports of the many problems encountered by transcribers and teachers of Mathematical material.

For some time prior to the First Conference in 1957, individual transcribers had been writing to Mr. Nemeth directly for answers to problems met. Mr. Nemeth answered these requests with typed interpretations plus a Brailled copy of the correct usage and a second to Miss Hooper at the American Printing House with the thought that a supplement to the 1956 Edition could be published covering these problems. This obviously became arduous for Mr. Nemeth and, besides reaching only a few individuals, caused much delay in response.

Following the First Conference, when the clamor for some clarifying material and a quick central source of information became so great, Miss Hooper agreed that, with our help, a supplement would be attempted. All problems and responses of Mr. Nemeth's sent to Miss Hooper and/or individual transcribers were correlated and summarized and the first section on Arithmetic was forwarded to Mr. Nemeth in February, 1958 followed by a second section on Advanced Mathematics in March, for his corrections, comments and additions. The second section covered a large number of new symbols and interpretations not covered in the present Code to which there are now many more additions. Mr. Nemeth corrected and revised Section I on Arithmetic which Miss Hooper then correlated with the 1956 Code and, as far as the Code Revision was concerned, only this rough, pasted copy was available at the time of the 1958 Conference and, in fact, until the present time. Mr. Nemeth has not continued with the check of the Advanced Section.

In the meantime, in order to have some material available for the 1957 Conference workshop, the first version of the Teaching Manual on Arithmetic was hastily prepared. Those attending this Conference were even more insistent upon the urgent need for this Code material and the result was the activation of the present Interim Committee charged with the twin responsibilities of (1) attempting to bring uniformity of interpretation through

some kind of temporary clarification or revision of the present Code which would include needed additions of Advanced Mathematics and (2) the preparation of a Teaching Manual for Arithmetic.

During this past year, our Committee has worked in two groups, one working on the Code change suggestions and the amplification of the Advanced Mathematics and the other on the preparation of the Arithmetic Manual, the two meeting together regularly for discussion of work as accomplished.

Group I concentrated on four main problem areas felt to exist in the present Code and proceeded with the preparation of the following materials now being held in abeyance and in usable form:

(1) an Index to the 1956 Code which includes suggested sections covered in the summaries forwarded to Mr. Nemeth;

(2) complete listing of problems met by transcribers contacting us during the year;

(3) a tabular summary of symbols and Braille signs for easy reference; and as a result of contacts with transcribers

(4) a roster of some 130 volunteer transcribers throughout the country involved in Mathematics or Science (Physics, Chemistry, Biology and Astronomy) giving addresses, group affiliations and areas of specialization.

Group II of our Committee prepared the material for the Arithmetic Manual and the full Committee worked on the four revisions which resulted in the present Teaching Manual on Arithmetic.

This Manual is designed to cover, with the least possible cause for confusion, the basic material needed for the transcribing of Arithmetic for the Elementary School Grades. It gives the rules in simple language, each point illustrated with an example showing its use. It progresses systematically from one point to the next, never using a term or sign now previously covered. At the end of each section, exercises are provided to give opportunity to assure complete understanding to that point. It provides instructions and suggested methods for covering Tables, Graphs, Illustrations, etc., together with a list of suggested tools to be used.

While this Manual will provide, we hope, a valuable source of reference material for all work in Arithmetic, it is designed for use in self-instruction or group teaching. Therefore, a list of correct answers to all exercises is provided at the end so that individuals and teachers may be sure of uniform correct usage. It contains an index and a tabular summary of all ink-terms, symbols and appropriate Braille signs. With a few exceptions, nothing in this Manual changes the Nemeth Code as it now exists but of course, will require revision in accordance with a amplified and clarified Code when produced. It is now in the hands of about 100 transcribers for their study and our Workshop at this Conference will be asked to consider recommendations as to whether it is definitely needed in addition to a new clarified and amplified Code, the first draft of which is also available for their study.

In May of this year, before the Manual was quite completed, it was our understanding that it should be reviewed by the Sub-Committee on Mathematics of the Braille Authority and recommended by them for printing by the American Printing House. Also, it was understood that the National Braille Club had agreed that this Manual should be reviewed by Mr. Nemeth, the originator of the Code, to insure its uniformity with the authorized Nemeth Code. On May 5, 1959 at his request, a draft of the manual as then completed, was forwarded to the Chairman of the Braille Authority Sub-Committee. Though an appointed member of this Sub-Committee, I did not attend the meeting which was subsequent

ly held for review, when those present agreed to the printing of the Manual after the inclusion of several suggested revisions which were forwarded to the Interim Braille Club Committee.

As stated, this activity covers only the Arithmetic used in Elementary School. In the State of New Jersey particularly and, I am sure in many, many other states where blind children are integrated into the public school system, our students have advanced well beyond Arithmetic and we are getting more and more requests for reports of available material from transcribers of Advanced Mathematics particularly on science (Chemistry and Physics) and the related Higher Mathematics material essential for these studies. Two of these have come from those concerned with Nuclear and Atomic Physics, indicating that mathematical research in this field is available to the trained blind scientist. It is ironic that the latest available Physics Manual is dated 1939!

In view of this very real need for immediate help in Advanced Mathematics and since the completed Arithmetic Manual, if sent to the printer, would contain several changes not reviewed by Mr. Nemeth as agreed, the whole matter was brought to the Executive Board of the National Braille Committee, May 25, 1959 with the following recommendations:

1. That, since the Teaching Manual is a basic tool for transcribers of Arithmetic on which all Mathematics must be built, it be subjected to a critical review by Mr. Nemeth before being put into print, to insure that changes instituted by the Committee to provide simplification and avoid confusion, are in accord with the principles on which the Code is built;

2. That the National Braille Club recognize that there is still urgent demand and real need for clarification and amplification of the present Nemeth Code of Braille Mathematics with, not only enlarged attention to Advanced Mathematics per se, but also with sections covering adaptation and added symbols, abbreviations, etc., required for transcribers of scientific texts, especially in Chemistry and Physics;

3. If the National Braille Club should place the responsibility on this, or any other Mathematics Committee, for possible assistance in the preparation of such a clarified Code or interim listing of needed reference material for the present use of its members, that an informed, trained Mathematician be appointed as a working Consultant for the needed assistance in proper interpretation and presentation.

Following this Executive Board Meeting (May 25, 1959), in early July a meeting was held with Mr. Nemeth to consider the matter of his undertaking a complete clarification and simplification of the present Nemeth Code to cover the provision of a uniform Code to answer the needs of all transcribers of mathematical and scientific material. The Arithmetic Teaching Manual was given to him for his review with the request that consideration be given to integrating it with the Code. Since this would be such a time-consuming but important long term project, the matter of a grant was carefully considered. During the period of setting up such, Mr. Nemeth agreed that, with the help of our Interim Committee, he would have a review of the Arithmetic portion of the work available for the present Workshop and made a tentative arrangement for a completion of the Code by October of 1960.

Though the matter of the grant has not yet been resolved, Mr. Nemeth has kept his promise and we now have for the study of the Workshop the first draft of a new proposed edition of the Code, titled "THE NEMETH BRAILLE CODE OF MATHEMATICAL AND SCIENTIFIC NOTATION", which he has designed to cover all the needs as requested.

In Mr. Nemeth's own words, "the draft, in the form presented, would, when com-

plete, serve at the same time as an exposition of the Nemeth Code, as a reference to be consulted by transcribers using the Code, and, as a teaching manual for those learning the Code, either with instruction or self-taught. As an exposition of the Code, I have attempted to write the draft in such a way that the sections dealing with higher mathematics could merely be added without the necessity of rewriting the entire work for this purpose. . . . As a reference, the work will require an enlarged index

Crucial to the success of the whole enterprise, however, is its adaptability as a teaching manual. I have envisioned, as stated in the preface, putting in carefully graded sets of exercises at regular intervals. . . . With the correct answers to such exercises included, the work could be used in self-teaching. For more effective self-teaching, certain sections would be singled out by starring them. Continuity would not thereby be lost and the beginner in Nemeth Code would not feel the need for mastering such a great mass of detail on first encounter.

My first impulse was to go through the manual for the purpose of making additions, corrections and deletions. . . . When I examined it at greater length, I found that such plan would be extremely inefficient . . . my draft represents an enlargement of the first few sections of the manual . . . What I have in mind is to continue the same type of enlargement in about the same proportions. . . . I feel that the manual is an excellent guide for my project but that it would require too much editing to serve all the purposes I have enumerated. . . . I hope that the work may at last be formulated as a unified body without the necessity for a separate presentation for each purpose. . . ."

In conclusion, it is felt that, with these two pieces of work, the Arithmetic Teaching Manual and the first draft of the clarified and amplified Nemeth Code of Mathematical and Scientific Notation, the members of the Mathematics Workshop of this Conference can adequately study and make recommendations on such matters as the following:

Does the present really urgent need for a uniform Code of not only Mathematical but also Scientific, notation warrant a strong recommendation for a grant for the performance of an arduous task of amplification asked of someone who has already given us the basic Code without compensation?

Does the draft of this amplified Code now presented for study, represent the material we want and is there a need for an Arithmetic Teaching Manual in addition to it? If so, should the National Braille Club provide it?

Is there any possibility of having provided sets of the many tables found in the Appendices of Mathematics, Physics and Chemistry Text books? These must be transcribed over and over again; sets of these for student use would make a tremendous cut in transcribing time which could be used to greater advantage in getting out more texts.

Should we have a permanent Mathematics Committee and what would be its responsibilities? If we believe the amplified Code should be continued as proposed, what part should this Braille Club Committee take?

This, to date, is how one Study Group (we of the Interim Mathematics Committee) set about to carry out the responsibilities given it by the National Braille Club powers that be!

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HOW CAN THE NATIONAL BRAILLE CLUB ASSIST A LOCAL VOLUNTEER GROUP
by Mrs. J. M. Beck, Executive Secretary, Volunteers Service for the Blind,
Inc., Philadelphia, Pennsylvania

I have been asked to address you on a subject HOW CAN THE NATIONAL BRAILLE CLUB ASSIST A LOCAL VOLUNTEER GROUP. This places something of a responsibility

on me and assumes that somehow I have the extraordinary ability to give infallible advice. Although, I am not a volunteer, I hope you will allow me the immunity of a volunteer because it is advice that I will be volunteering.

It occurs to me that there are four topics I would like to broach with you and they are:

1. **A MANUAL OF OPERATIONAL PROCEDURES FOR VOLUNTEER ORGANIZATIONS.** With respect to a manual of operational procedures, particularly for initiating volunteer groups, may I say that it is more important than this would first appear. It is essential, I think, that the initial steps in organizing a volunteer group and consolidating this position in the community has much to do with the type of work they will eventually turn out. Nothing is gained and much is lost when a volunteer group consists merely of a conglomeration of good intentions, without administration, without trained volunteers and without material and equipment. May I ask you to give this item serious consideration.

2. **LIAISON AND COMMUNICATION BETWEEN THE NATIONAL BRAILLE CLUB AND LOCAL VOLUNTEER GROUPS.** The National Braille Club being what it is, it is axiomatic to say that meaningful communications between The National Braille Club and the various volunteer groups is of paramount significance. The ability of a volunteer group to establish liaison with The National Braille Club and to communicate with it in regard to problems which may arise would certainly add to the efficiency and productivity of such a group. An increase in the number of bulletins and a like increase in the amount of informational material in them would certainly establish a closer relationship between the volunteer and The National Braille Club.

3. **STANDARDS AND QUALITY CONTROL IN THE PRODUCTION OF BRAILLE, SOUND RECORDING AND LARGE TYPE.** It is important that The National Braille Club constantly alert volunteer groups as to standards and quality control in the production of Braille, sound recording and large type. Because, if The National Braille Club makes it a point to stress standards already existing, and those which they, themselves establish, it would add immeasurably to the quality of this work. The National Braille Club is in a unique position to set those standards and thereby assure the readers of quality production.

4. **RESEARCH AND DISSEMINATION OF INFORMATION.** This service, which The National Braille Club could undertake to render the blind readers through volunteer groups, would be to engage in research leading to the discovery of pertinent and useful information, as would tend to increase volunteer productivity both as to quantity and quality of material. This activity, of course, would be of little efficacy if the information gleaned by The National Braille Club is not quickly communicated to volunteer groups. Therefore, quick dissemination of valuable information would make the research activity a meaningful one.

In closing I would like to share with you a story. One day a volunteer transcriber came to an agency head and said: "Mr. Jones, I have written a book on Braille transcribing which I think, sets a milestone on this subject. Would you be kind enough to read it, and give me your opinion about it?" Mr. Jones agreed to read the book and told the transcriber to come back some weeks later for a comment. When the volunteer returned to ask his opinion, Mr. Jones said: "Mrs. Smith, I want to congratulate you, you have a very good book here. Actually I have only one comment to make and it is this -- I find in this book that the things that are good are not necessarily new and the things which are new are not necessarily good." I don't know if I have said anything new, but I hope I have said something good.

A PUBLIC AGENCY LOOKS AT VOLUNTEERS

by George F. Meyer

When I accepted this assignment I was not fully aware of the extent to which its proper treatment might lead me. Only after considerable rumination did I appreciate the fact that to do justice to the subject I could not possibly confine myself to the limited time at my disposal.

The variety of services which are performed in behalf of blind people by volunteers is so extensive that merely to enumerate them in detail would consume the time and space which would not fall far short of that available to me. Fortunately, the Volunteers assembled here have concerned themselves primarily with the transcription of braille and the making of sound recordings and related activities. The New Jersey State Commission for the Blind could probably not consider itself a typical public agency as such since I know of no other public agency for the blind which is as inclusive in the service it extends to blind people or as broad in the comprehensiveness of its program. For this very reason we are, perhaps, in a better position than any other agency for the blind in the country to appreciate the value of the services rendered by Volunteers.

Volunteer service in the sense in which we are using the term becomes most valuable when there is need for material in braille or on sound records which cannot be secured from the sources which produce pressed material in braille or Talking Book recordings. New Jersey's method of educating as many blind children as possible in the public schools makes it necessary to secure textbooks that duplicate those in use in the local school system. Considering the frequency with which public school systems change their textbooks and the lack of standardization of texts as between the school districts of the State, it is almost impossible for us to count upon standard braille or Talking Book records as a major source for supplying texts to our school children.

Fortunately, when our program of public school education began to get under way in the late 30's and early 40's we were able to draw upon the experience of the corps of braille transcribers that had been trained under the Red Cross who were only too glad to be of immediate assistance to supply needed textbooks for our students.

Since that time our program has expanded to encompass the work of some 110 individuals who transcribe material for us in braille. The expert knowledge that many of these individuals have placed at our disposal in the field of foreign languages, mathematics and science challenges the imagination. It is something that we could not possibly buy or pay for much less train and have made available to us without the patience and devotion of these volunteers that in all sincerity I must say I have no words to adequately acknowledge.

With some 600 children in potential need of a variety of material in public schools alone plus the problem of meeting the needs of our students attending college, the month to month requirements have necessitated the setting up of what we have designated as our library service to provide for the clearance of a huge quantity of new and "old" material. The staff of four simply to handle the material provided by our transcribers is quite inadequate.

What has been said concerning our braille transcription of books is equally true when applied to our sound recordings. Despite the numerous mechanical problems we have encountered in securing quality transcriptions and the even greater problem we have had in developing machines that could satisfactorily be counted upon to reproduce these recordings, the need for them has grown if possible even more rapidly.

To assist us in our sound recordings we have some 150 readers working with us. In addition, some 40 Volunteers assist in preparing bindings for braille material and our record albums.

It is difficult to envision the maintenance of a program of public school education for blind children without the devoted service rendered by these Volunteers. Not infrequently they send in material from week to week to keep ahead of the text requirements of students. In addition to this they rise to the occasion when by reason of unavoidable delays, we are unable to list materials to be transcribed far enough ahead to handle the work on a more leisurely basis. We are not unmindful of the sacrifices which they make to do this.

To give some idea of the quantity of material which passes through our library and is representative of their contribution, I quote from the report of last fiscal year dealing with this service:

"From July 1, 1958 to June 30, 1959, 8,937 items were mailed from this library -- this was an increase over last year of 858 pieces of 10.6%. Broken down into categories with which you are mostly concerned -- braille and recording -- there were 3,760 volumes of braille and 1,146 albums of records sent out. 204 titles were brailled, producing 903 new volumes. 188 titles were recorded, which resulted in 11,912 new records."

As I think back upon the development of our Volunteer service I am impressed with the fact that almost from the outset it has been the need of the blind children in the public schools that has been a source of stimulation for the program. As far back as the early 20's when I was in charge of the sight saving and braille classes in Minneapolis, we found it necessary to hire a braille transcriber to provide this service on a limited basis.

At the same time, in order to stretch the limited funds available to supply readers to relieve the teacher in our high school class, we initiated a program of sound transcription using the waxed cylinders of the dictaphone as a medium. In order to increase the amount of material which could be recorded on a single record the speed of the cylinder was cut in half giving us nearly 15 minutes of recording on a single cylinder. This was the beginning of our search for an inexpensive process for spot recording in which we experimented with a machine designed to record on aluminum. In the early 30's we continued our experimentation with a pre-grooved record put out by RCA. This machine was subsequently taken from the market because it did not take with the public.

Soon after I arrived in New Jersey in the late 30's we purchased a Presto Recorder and applying the experience we had gained in the production of the Talking Book we began the transcription of reading material on the 12-inch record with the paper core. In this connection I must pay tribute to the transcribers of the Madison, New Jersey Chapter who developed a team approach to the recording process which would have done credit to the modern technician. However, the onset of the war interrupted the production of satisfactory record material. Aluminum records with lacquer coating were too costly and hard to obtain. Records with cores of glass or steel seemed a poor substitute and were equally costly. Then came the final records which have been developed by Soundscriber which seemed the answer to a prayer for an economical medium.

I shall never forget the thrill which came to me when I tested the reproduction of the Soundscriber recording on one of our old Talking Book machines. Some four minutes out of the possible 15 on the record came through clearly without skipping or repetition. This encouraged us to continue experimentation which finally resulted in full playing of each side of the disc. Only through the use of the standard Talking Book machine or some

equally economical substitute through which these records might be reproduced could the process become really helpful to most blind people.

But even inexpensive recordings which required a \$300.00 Soundscriber for this reproduction could not solve our problem. However, by repeated experimentation and the painstaking selection of reproducers, thanks to the co-operation of our Talking Book technician, our educational service, and merchandisers of inexpensive portable victrolas and private contributors of funds, we gradually pulled together a supply of recording machines and reproducers that enabled us to use the plastic record as an economical recording medium for blind people who have the patience to make use of it.

Gradually the Library of Congress was persuaded to adapt more and more of the Talking Book machines to the playing of these records and even though we have not yet attained perfection in the area of reproduction we have come to the point where practical utility of the plastic recording has been recognized, its quality gradually improved and its use continually expanded.

I think it is important that we keep before us the need for true economy in the production of the plastic records. For only in this way can we make it serve the requirements of individual blind people for reading material that would otherwise not be available.

In New Jersey we have already worked out a method of doubling the material on a single record by using 16 2/3 revolutions per minute. We are looking forward to doubling this again if and when machines are available, reproducing records at 8 1/3 r.p.m. We look forward to a continued interest of our Volunteers in making progress along these lines.

I cannot close without again paying tribute to the loyal support of our transcribers in New Jersey who have not only helped us to meet the needs of our clients but have been so generous sharing their efforts with the many requests for cooperation we have received from other states that have not been so fortunate as we.

At the same time, may I also pay tribute to the cooperation and leadership of our own educational staff under the direction of Miss Josephine L. Taylor, and to the devotion and loyal cooperation and helpfulness of Miss Mueller and Mrs. Mirrieles to which I am sure many here can bear testimony.

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VOLUNTEER SERVICES THROUGH BUSINESS AND INDUSTRY

by Paul Humphrey, Telephone Pioneer Braille Group, Western Electric Company, New York

(A Talk before the National Braille Club Tuesday, October 20, 1959)

Madame Chairman, and friends of the National Braille Club. Thanks for letting me talk to you. Though on what a subject--"Volunteer Services through Business and Industry"--that seems such a curious title. Who would think of great soulless corporations or industries engaging in volunteer services. "They're only out for profit." "They're the enemy of the little fellow." Well, that's one point of view. But there is another.

Companies, industries, are really people--just like you and me. And, strange though it may seem, these people have the same feelings, wants--and desire to serve as you and I.

Let me tell you a little story this afternoon about one of these industries--that is, the Telephone Industry of the United States and Canada.

In it is an organization known as the Telephone Pioneers of America. That organization is made up of employees with 21 years or more of service. The organization is continent-wide, and in it are 12 sections and 63 chapters; these chapters are further subdivided into 313 councils and 450 clubs.

As of August this year the Telephone Pioneers had not quite 200,000 members (only about 198,600). 200,000 people with a common goal, which is--services to the community! Among these services one has grown up that is of particular interest to you--services to the blind.

Back in 1955 one of our Pioneers in the Thayer Chapter in Manhattan had an idea--"Let's do work for the blind--specifically--Braille." She found a teacher (you know him--Dick Hanna--your treasurer). The idea was advertised throughout the Chapter, and classes started.

The first students were graduated in 1956. There was the small beginning. The idea took hold--and spread. Soon members of other chapters asked to join the classes. Work expanded to recording for the blind, to illustrating books for the small blind (three dimensional work), to large type typing. Nemeth was taken up--and mathematical and scientific text book brailleing.

Well, like Topsy, the activity grew--until, as of the early part of this year--3 years later--we had:

- 35 certified Braillists
- 40 recording for the blind
- 35 doing large type transcribing
- 20 doing three dimensional and other work in our workshops.

A point of interest is that the younger employees are (and who would think so) people like those who have been with the companies 21 years or more. They have the same human interest, the same desire to help. About half of our people now doing this work are these younger people.

The work had spread chapterwise--all six chapters in Section 10 (Lower New York State and New Jersey) were engaged in it, and it had reached out to four other chapters--in Massachusetts, upper New York State, North Carolina, and Wisconsin.

With such interest, Section 10 felt these activities should be presented for Association wide consideration. A report and recommendation was prepared (here it is). This report was accepted and praised at the Annual Assembly of the Telephone Pioneers in Cleveland in September, and it was decided there that Services for the Blind is an activity directly in accord with the objective of the Pioneers--namely--services to the community. To that end, copies of this report and recommendation will be forwarded to every chapter in the United States and Canada.

What does the report propose? Let me read you one sentence from it. "It is recommended that this many-faceted and challenging activity be designated as Telephone Pioneer Services for the Blind, and that it be encouraged and expanded throughout the Association." The report lists 24 phases of services for the blind in which our people might engage, all the way from Braille transcribing, book recording, three dimensional and large type transcribing to working with National agencies in developing new equipment for transcription and duplication of Braille. It stresses working with and under the direction of the established professional agencies--both local and national.

There it is--offered and encouraged as a service throughout this organization--which reaches out to almost every town and hamlet in North America.

From this point, growth in these services for the blind will take its course--slowly in some places--more rapidly in others. But, like a snowball rolling downhill, it will keep growing--and look what it has to grow from: not only almost 200,000 Pioneers; but (remember the younger people joining in) the over 800,000 Telephone employees--in every state in the Union and every province of Canada.

In closing let me dream a little with you. They tell me there are now about 3,000 certified Brailleists in the country. As the years go on, and with this reservoir of 800,000 people to draw on, and with Services for the Blind as an encouraged activity--is it too much to dream that some day this great industry will have 3,000 certified Brailleists among its members alone.

And as these services grow among telephone employees, may we not rightly expect that similar organizations of employees in other companies and industries will join in--will find services for the blind a worthwhile means for their natural desire to serve.

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ENGLISH BRAILLE--1959

(The following changes and additions have been made in Standard English Braille. The reference to rules are given in accordance with the presentation in the "Transcribers' Guide to Standard English Braille", by Bernard Krebs. This summary is prepared for teachers and for transcribers of braille as an aid to their invaluable service to the blind.)

CONTRACTION ADDITIONS: afternoon afn; first f(st); friend fr; question dot 5q. Make these changes in the alphabetical listing of contractions and abbreviations alphabetically arranged.

ALTERATIONS: today td; tomorrow tm; tonight tn. Make these changes in the alphabetical listing of contractions and abbreviations alphabetically arranged.

SECTION 2A: In ink print, even though the normal sequence of quotation marks is occasionally reversed, in braille the one-cell signs are always used to represent the outer quotation marks and the two cell signs to represent the inner quotation marks. Add to Rule 6.

SECTION 2B: Quotation marks are to be inserted where the ink-print copy employs change of type, italics, or change of margin to indicate quoted matter. In such quoted passages, the italics should be omitted in braille. Add to Rule 6.

SECTION 3A: When a portion of a word is enclosed in parentheses or brackets, ink-print practice should be followed. Add to Rule 7.

SECTION 4A: The apostrophe is to be inserted before the s in plural abbreviations, numbers, or letters, even though it has been omitted in ink-print. Similarly, the apostrophe should be inserted in the expression "Okd" (OK'd). Add to Rule 1B, and Rule 13.

SECTION 5: However, a space should be left after the hyphen in a disconnected compound word. Example: A five- or six-pointed star. Add to Rule 1D.

SECTION 5B: When hyphens are used to indicate omitted letters in a word, an equal number of hyphens, unspaced, should be used. Example: D--n. Add to Rule 1D.

SECTION 6A: When a dash represents an omitted word or name, a double dash should be used and should be spaced and punctuated as a word. Add to Rule 4C.

SECTION 7A: When dots are used to indicate the omission of letters in words, an equivalent number of dots (dot 3) unspaced, should be used. Add to Rule 3.

SECTION 9B: The double capital sign placed at the beginning of a word indicates that

all of the letters of the word, compound word, or letter group are capitalized. Cross out Rule 12C and substitute.

SECTION 10A: Although Italics are very common in ink-print, the italic sign should be employed in braille only for distinction or emphasis. Make this statement at the beginning of Rule 14.

SECTION 10B: Where the last word of an italicized passage is a compound word, the closing single italic sign should precede the first part of the compound word. Add to Rule 14D.

SECTION 10D: The dash or ellipsis at the beginning or end of an italicized passage is not to be included in the italics. Add to Rule 14.

SECTION 10E: In a list of italicized titles or items, each should be italicized separately. Add to Rule 14.

SECTION 10G: The italics are unnecessary when quoted matter appears in ink-print in both italics and quotation marks. Add to Rule 14.

SECTION 11: (This is all new). The termination sign (dot 6 followed by dot 3) is used only for clarification, and it is recommended that the use of this sign be restricted largely to such technical works as dictionaries and grammars. In general literature, the hyphen should be used to set apart the italicized or capitalized portion of a word. When in ink-print a hyphen follows an italicized portion of a word, the termination sign must be inserted before the hyphen.

(A) When embossing technical works, the termination sign is required for clarity. When an italicized or capitalized letter or group of letters occur within a word, the Italic, capital, or double capital sign must be preceded by the hyphen, whether or not it appears in ink-print, and the termination sign should be inserted to terminate the effect of the italic or capital sign. When in ink-print a hyphen follows an italicized or capitalized group, the hyphen must follow the termination sign. Add to Rule 1.

SECTION 12: (This section is quoted in full even though many of the points are covered in Rule 13 of the "Transcribers' Guide".) The letter sign is placed before a letter or letters when it is necessary to distinguish between the letter meaning and a number, a word, a whole word contraction, or a short form word.

(A) The letter sign is required when:

(1) Any uncapitalized letter from a through j follows a number or is separated by a hyphen following a number.

(2) A letter which means a letter stands alone and is not followed by a period indicating an abbreviation. Letters which mean letters should be preceded only by a letter sign, and all italics, parentheses or quotation marks should be omitted, even though they are used in ink-print. However, the parentheses should be retained with letters in outline listings or where references are made to them in the text.

(3) A combination of letters standing alone could be confused with a short form word

(4) A single letter which means a letter is followed by an apostrophe s, or is joined by a hyphen to a word or number which follows it.

(B) The letter sign is not required before a single capitalized or uncapitalized letter when:

(1) The letter is an initial or an abbreviation followed by a period.

(2) The letter is followed by the number sign.

(3) A number is followed by a capital letter, the letters k through z, or a contraction.

(4) The letter is preceded or followed by the apostrophe, indicating omission of letters.

(5) The letter in an outline listing is followed by a period, or is enclosed in parentheses or brackets.

SECTION 13A: Stammered words should not be preceded by the letter sign and should not be divided at the end of a line. In such cases, whole word signs should not be used, and the letter or contraction preceding and following the hyphen in stammered words should be identical.

SECTION 13B: When single letters are spaced by hyphens, as in representing spelling, speech hesitation, or vocal sounds without word meanings, the letter sign is not required.

SECTION 13C: In transcribing lisped words, only the "th" contraction should be used. Cross out Rule 13I and substitute. Also cross out Rule 20C.

SECTION 15A: A title page should include the volume number followed by inclusive braille pages in volume. Add to Rule 2E.

SECTION 15B: The chapter numbers or headings should start at the lefthand margin and the braille page numbers should be placed at the righthand margin. All continuations of chapter headings which require two or more lines should begin in the third cell of the line. Make these changes in the note under model contents page.

SECTION 16: In each volume, the title page should be counted as Roman numeral I, but should not carry a braille number. Following the title page, all succeeding pages in each volume prior to the beginning of the actual text should be numbered consecutively in uncapitalized Roman numerals starting with ii. The first page of the actual text of Volume I should begin with Arabic one, and pages of text should be numbered consecutively throughout all volumes. Cross out the third and fourth sentences in Rule 2B.

SECTION 18: Where ink-print ignores paragraphing by using all capital letters in the first few words at the beginning of a chapter or section, this style variation should be avoided. Such paragraphs should be properly indented, and the normal use of capitalization should be observed. Add to Rule 4A.

SECTION 19: If the braille copy is not an exact duplicate of the ink-print, a general statement on editing of copy, and any additions or omissions of sections, should be noted after the contents. Add this to the note under model contents page.

SECTION 20: When one or more blank lines are used in ink-print to denote change in thought or scene, or to set off quoted matter, telegrams, letters, etc., only one blank line should be left in braille. If such material appears in italics in ink-print, the italics should be omitted. Add to Rule 2.

SECTION 22A: Short notes of seven words or less should be inserted in the text... Change first sentence in Rule 9A.

SECTION 22C: If the notes are short or few in number, they may be written at the foot of the page in paragraph form, separated from the general text by a row of dots 2-5, and an asterisk, preceded and followed by a space, should be inserted in the appropriate place in the text and repeated before the note at the bottom of the page.

In the case of more than one foot note to be placed at the bottom of the same braille page the notes should be numbered in order, beginning with one for each new braille page and the asterisk at the point of reference in the text should be followed by the appropriate number without a space, although a space should be left between the number and the following word.

SECTION 22D: Notes may also be placed at the end of a paragraph. Where this method is employed, an asterisk should be inserted at the point of reference, and the note written as a paragraph within brackets, with the asterisk repeated at the beginning, inside the opening bracket. Should there be more than one note in the same paragraph, each asterisk in the text should be followed by the appropriate note number, and the number should be repeated at the beginning of the note itself.

Insert in Rule 9.

SECTION 23: (In references the letter p is used both for page and pages.)

SECTION 24: The accent sign (dot 4) is used in English texts before all letters which in ink-print are marked with an accent or other mark. In foreign words or phrases occurring in English texts, accented letters should be preceded by the accent sign and contractions should not be used. Anglicized words and proper names occurring in English context should be contracted in accordance with the rules governing contractions, but accented letters must not form part of a contraction. Include this in Rule 10 and change the second paragraph to conform.

SECTION 24C: When one or more Greek letters occur in English context, they should be preceded by dot 2. Neither the letter sign nor the italic sign should be used. Add to Rule 13.

SECTION 24D: Contractions should be used in all proper names, English or foreign, occurring in English context. However, contractions may not be used in any proper name which occurs in a foreign language passage. This section is quite similar to Rule 36.

SECTION 25: The letters comprising parts of diphthongs and diaereses, even if not printed as such, should not form a part of a contraction. This changes the use of er in such words as diaereses, aerial, aeroplane, etc. Add to Rule 11.

SECTION 26: In the embossing of all foreign language grammars and books, a complete list of the special symbols for the language should be presented in the front of the first volume. Place this after G of Rule 13.

SECTION 26C: In passages of more than three words of Greek or other languages not using Roman alphabet, occurring in English context, a double letter sign should be used before the first word and a single letter sign before the last word. Include this at the end of Rule 13.

SECTION 27: Abbreviations may be written with or without the period in accordance with the ink print copy. Add to Rule 2A.

SECTION 27A: Contractions should not be used in abbreviations written in all capitals. Example: SEATO. Add to Rule 12J.

SECTION 27A EXCEPTION: Only the uncapitalized letters of an abbreviation should be contracted. The effect of the capital sign is terminated by the use of the contraction. Example: AFoL. Add to Rule 12J.

SECTION 27B: Abbreviations consisting of an initial letter and part of a word must be written unspaced, and not be divided at the end of a line. Example: B.Sc. Add to Rule 2A.

SECTION 27D: The components of postal districts are to be written unspaced from one another, and may not be divided at the end of a line. Example: S.W.1. Add to Rule 2A.

SECTION 27E: When a date is indicated by the number of the month, day and year, separated in ink-print by the oblique stroke, hyphen or period, the corresponding num-

bers are used in braille separated by the hyphen, with only one number sign preceding the entire group. Arabic numbers should be substituted for Roman numerals, in which case the month should always be written first. Add to Rule 15E.

SECTION 27F: Telephone numbers consisting of letters and figures should be written without contractions, as follows: CH#6-1234. Add to Rule 15E.

SECTION 28: In writing sport scores, results of votes, etc., a dash should be used instead of a hyphen to separate the numbers. Add to Rule 15.

SECTION 28D: In a mixed number the fraction may not be carried over to the beginning of a new line. A whole number separated from a fraction by a space, as in stock quotations, should be treated as a mixed number. Add to Rule 15C.

SECTION 28J: In general literature, the common mathematical signs of operation for plus, times, divided by, and equals should always be expressed in words. Add to Rule 15.

SECTION 29 EXCEPTION: When the second and third ordinal numbers are represented in ink-print by the number followed by the letter d only, the letters n and r respectively should be inserted in braille.

SECTION 30A: When Roman numerals are connected by a hyphen or a dash, the appropriate capital sign, double capital sign, or letter sign must be repeated after the hyphen or the dash. Add to Rule 12E.

SECTION 30B: The letter sign should be placed before any letter, letters or ordinal ending added to a Roman numeral, and contractions may be used only in English terminals. Add to Rule 12E.

SECTION 31A: In some texts, such as typewriting instruction manuals, it may be necessary to show that a special symbol is used, in which case dot 4 should immediately precede the braille symbol. Example: In writing three degrees where the degree sign must be shown the dot 4 is placed before the d. Add to Rule 16.

SECTION 31B: In writing sterling coinage if one of the lesser values in the sequence is omitted in ink-print, a zero preceded by the number sign should be inserted in Braille. Add to Rule 16A.

SECTION 33: This section gives the handling of scansion and stress which is entirely new to the code, and should follow Rule 5. The short or unstressed syllable sign dots 4-5 and the long or stressed syllable sign dots 4-5-6 should be placed before the vowels of the syllables affected. Contractions should not be used in scansion where both stressed and unstressed syllables are shown.

SECTION 33B: The end of foot sign dots 3-6 and the caesura sign dots 3-6, 3-6 should be preceded and followed by a space. Where a foot sign occurs within a word, the hyphen followed by a space, is used after the syllable ending the foot. Contractions may be used in scansion where stressed or unstressed syllables are not shown.

SECTION 33C: Where detailed scansion is not required, the accent sign dot 4 is used to indicate stressed syllables. Contractions may be used except where the stressed vowel is part of a contraction.

SECTION 34: This section has been completely rewritten but the principles of the rule for well defined syllable division which is Rule 34 in the "Transcribers' Guide" are basically the same. Note these changes.

SECTION 34B: (1) A contraction must not be used where the usual braille form of the base word would be altered by the addition of a prefix or suffix. Hence, less must not be used in unlessoned; ble must not be used in unblemished.

SECTION 34B: (5) Where the use of contractions would disturb the pronunciation of a digraph or trigraph (two or more letters pronounced as one sound). The one contraction cannot be used in Boone. Section 34C provides a general exception. Contractions should be used in such easily read words as drought and doughty thus permitting the ought sign to be used.

SECTION 37: The word signs "a," "and," "for," "of," "the," and "with" should not be written together when punctuation or composition signs occur between them. Add to Rule 21.

SECTION 39: The lower signs which represent the words "be", "enough", "were", "his", "in", and "was" may be preceded by the capital and/or italic sign, but must not be in contact with any other letter, contraction, word, or punctuation sign. This new ruling changes Rule 22D. By this provision be can no longer be used in words like would-be, bride-to-be, etc. Enough cannot be used in good-enough nor can in be used in in-law. Also enough and in may not be used before or after a dash regardless of the number of lower signs in the grouping.

SECTION 40: Any number of lower signs should follow one another without a space if one of them is in contact with a sign containing dot 1 or dot 4. Although the italic sign contains a dot 4, it is not to be considered an upper sign.

(A) Two or more lower signs must not follow one another when they are not in contact with an upper sign containing a dot 1 or dot 4.

(b) When two or more lower sign contractions follow one another without being in contact with an upper sign, the final lower sign contraction must not be used.

(This entire rule has been restated here since in general it brings about the same results as was covered by Rules 28 through 30. The major change is in Section 40 above. This restatement however simplifies the entire rule.)

SECTION 41A: The lower signs "to," "into," and "by" may not be contracted before any punctuation sign, but may be used before composition signs and abbreviations for special ink-print symbols. Change sentence 3 in Rule 23 to conform with this.

SECTION 41B: The contractions for "to", "into", and "by" should not be used when they are preceded and followed by an italic sign. Add this to Rule 23C.

SECTION 42C: Always use any alternative one-cell contraction in preference to "ea" and the double-letter signs. This provision now gives preference to the contraction for ur rather than the contraction for ea.

SECTION 43: The contractions for "be," "con," and "dis" may be used in a divided word but may not be used in a syllabized word. Add to Rule 25.

SECTION 43A: The contractions for "be," "con," and "dis", when used in a complete word, should be used in the abbreviation of the word. They must not be used if they comprise the entire abbreviation, nor may "con" be used as a whole word. Add to Rule 25.

SECTION 44: The contraction for "com" must never be used in contact with a hyphen, dash, or the apostrophe. Add in Rule 26.

SECTION 45D: The contraction for "some" should be used only where the letters it represents retain their original sound and where they form a complete syllable in the base word. By this ruling chromosome cannot have the "some" contraction. Add to rule 32.

SECTION 46: Final-letter contractions should not be used when preceded by the hyphen or the apostrophe. Add to Rule 33.

SECTION 47F: An addition may be made to a short-form word provided the combination could not be mistaken for, or have the appearance of, another word. The short-form words for after, blind, or friend should not be used when followed by a vowel. However, they may be used when followed by a consonant.

The appendices contain a number of additions which are not listed here.

REPORT ON AWARDS

by Mrs. W. D. Earnest Jr., Chairman, Merit Awards

Since the ruling was made in January of this year that members must have belonged to this Club for one year with dues paid up, there has been a slight decrease in the demand for Awards but due to the increasing membership this does not show in the figures. From Jan. 1, 1959 to date (10-1/2 mo.)

Grade A	17	Last year (12 mo.)	20
B	12		15
C	51		40
Total	<u>80</u>		<u>75</u>

Today is the occasion of the presentation of the new Certificate of this organization. It is being given to all active members who received their Grade A or Diamond Award 5 or more years ago and are still active in service for blind people. We found 56 names on the records who had earned Grade A 5 or more years ago but that 20 of them had dropped membership or died.

- 36 questionnaires were sent out
- 3 of those reported out of service
- 4 did not respond

27 Certificates were awarded (2 of these did not wish to have it but it was decided to give it to them anyway. We did not wish it to go on our records that we had omitted them when they are still most active.)

Some of these members will receive their 10 year certificate next year when they come due. Another list of 5 year eligibles will be added also.

Breaking it down by states we find these Awards distributed in this way:

New York	11
New Jersey	8
Ohio	4
Illinois	2
Virginia	1
New Hampshire	1
	<u>27</u>

There has been much interest in the new membership insignia in the form of a Perkins Brailier. There is still some confusion about prices and eligibility of applicants. It is very obvious that as this clears up there will be more orders. To date, 33 have been purchased. Plans have been made whereby you may get information at the Conference. No Awards or Insignia will be given out, as membership must be checked, but orders will be taken and pins and charms mailed immediately after the Conference.

1. FOREIGN LANGUAGES

Chairman: Mrs. W. D. Earnest, Jr., Butler, N. J.; Recorder: Mrs. Edward Kenney, Jamaica Estates, N. Y.; Consultant: Mrs. Nelson Coon, Watertown, Mass.

There are two particular reasons why the Workshop on Foreign Languages was

indicated at this time:

1. The need for more transcribers of languages.
2. The need for unification of ideas of format due to lack of instructions in manuals.

The Workshop was attended by 23 transcribers, all of whom have completed foreign language transcriptions. From this group transcriptions have been made in French, German, Hebrew, Latin and Spanish. There is a tendency for a transcriber to specialize in one language--and that language one with which she is familiar. However, several transcriptions have been completed by women who were not familiar with the language required. It was agreed that no certified Brailist should hesitate to accept an assignment in a foreign language.

Each member of the Workshop group will strive to enlist at least one new foreign language transcriber.

It is interesting to note that most of the members of the Workshop had met with similar problems which were presented and discussed. Mainly they are:

1. Syllabication: In order to assist transcribers, rules for syllabication for French, German, Latin and Spanish will be made available to all interested in transcribing foreign languages. These will be furnished on request.
2. Footnotes: Where to put a footnote has been a problem. Foreign language texts have footnotes galore--some short, many very lengthy. The consensus of opinion was that the note should be as close as possible to the word to which it refers. Our Consultant emphasized that it should always be on the same page as the word.
3. Indication of differences between foreign and English passages: This is particularly important in grammars where languages are often changed several times in the same sentence. It was agreed that the method most commonly used and the most logical one, is to leave 2 spaces between words every time the language changes.
Whatever method is used should be explained in a note at the beginning of the text.
4. Method of showing word endings in vocabularies: A dash before the ending (which indicates the word) has often been made a hyphen by transcribers. This is very confusing to the reader.
5. Vocabularies: Each language textbook has a sizeable vocabulary--two to three volumes. To copy these vocabularies means hours of tedious work for the transcriber and long delay for the reader yet these must be constantly repeated. A greater number of students enter High Schools and Colleges each year and we assume the call for foreign language textbooks will increase.

THEREFORE

The Workshop on Foreign Languages recommended that the National Braille Club approach the American Printing House for the Blind and request that good standard vocabularies in French, German, Latin and Spanish be produced in quantity.

In order to comply with instructions set forth in Rule 26, Page 20, English Braille--American Edition, 1959, we recommend that copies of special Braille symbols used in foreign languages be produced in quantity in each local group and be made available to transcribers as needed. This could be done by beginners.

A Chairman and co-chairman were appointed to carry on the suggestions and to make plans for the next Conference. They are:

Mrs. Theodore Stone of Chicago, Chairman

Miss Elise Mueller of Newark, N. J., Co-chairman

Judging from the interest of members of the Workshop on Foreign Languages, it is anticipated that the enthusiasm for more and better foreign language transcriptions will grow.

2. BRAILLE MATHEMATICS

Chairman: Mrs. Alexander B. Clark, Fayson Lakes, N. J.; Recorder: Mrs. Ferdinand J. Mann, Highland Park, Ill.; Consultant: Mr. Abraham Nemeth, Detroit, Mich.

The workshop on mathematics of the Third National Braille Club Conference had about twenty-five people in attendance. There were thirteen people from New York, seven from New Jersey, two from Connecticut, one from New Hampshire, one from Kentucky and one from Illinois. We were fortunate enough to have Mrs. Clark as our chairman and Mr. Nemeth as our consultant.

Three-fourths of the group were interested in both advanced and lower mathematics and one-fourth were only interested in elementary mathematics.

The topics discussed were:

1. The first section of the clarification of the Code as presented by Mr. Nemeth.
2. Is a new teaching manual needed in addition to the new Code?
3. The need for braille tables in mathematics and science. This work is very time consuming and transcribers spend too much time duplicating work of this type.
4. Tools. Samples of all different types of tools used for diagrams were displayed and there was a discussion of their uses.
5. Appoint a new committee to continue the work on mathematics.
6. Proofreaders. We recognize the need for turning out quality work in mathematics. Until the new code is completed we are unable to make recommendations for standards of proof readers. The suggestion was made that two people proofread together, one reading the braille and the other checking text.
7. Grant for Mr. Nemeth.
8. Specific problems. Barely any time was left for discussion of answers to our various problems. This is invaluable to all people who attend the mathematics sessions and everyone was very disappointed that time did not permit further discussion.

As a result of the workshop we submit the following:

1. After due discussion it was recommended that Mr. Nemeth continue to enlarge and amplify his code of mathematical and scientific notations as he has done in his first draft. It is to continue to reflect the many questions which have arisen through the inclusion of a large number of illustrations of correct usage.
2. When enough of the Code has been written in grade school arithmetic it is proposed that a manual of exercises and answers based thereon be written for the use of group and self instruction.
3. It is further recommended that a permanent committee for mathematics and science be designated by the National Braille Club to function if and only if Mr. Nemeth is appointed as consultant.
4. The same Interim Committee that has been working on the Code is to continue under the name of Committee on Mathematical and Scientific Notations.
5. The National Braille Club is to continue its efforts to obtain a grant of sufficient

funds to complete the amplification and clarification of the Nemeth Code. These funds are to be sufficient to encompass remuneration for Mr. Nemeth's work and time as well as to cover the expense of the secretary assisting him.

6. In the planning of the next Conference more time should be given to the study group. We were unable to cover a great deal of our material.

Since there has already been a long delay in getting any Code amplification, none of the foregoing recommendations can possibly be implemented unless a suitable grant is available. This workshop urgently recommends that the National Braille Club should bend every effort toward the realization of such financial assistance.

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3. RECORDINGS

Chairman: Mrs. Robert Paton, Elizabeth, N. J.; Recorder: Mrs. Thomas Carlomagno, Glen Rock, N. J.; Consultant: Mr. Alfred Korb, Washington, D. C.

As most of the persons in our workshop recorded for children, our problems and discussions revolved around them.

We brought out the following items:

Youngsters should have the advantage of the best possible recording because they have to be indoctrinated to listening.

Tape recording is the ideal objective for non-textbook material but whether work is done on the tape recorder or on the soundcriber high level standards must be maintained. The standards we discussed were as follows:

1. Familiarity of the recorder with the material and with the machine they are working on.
 - a) Reader should scan material to be read so that any unfamiliar words or pronunciation can be checked.
2. Rate of reading speed.
 - a) Speed, of course, depends on material to be read. Generally, read at a good rate of speed.
3. Enunciation and inflection in voice.
 - a) Clear pronunciation and change in tone and pitch of voice suited to reading material.
4. Retention of the recorder's interest in what is read.
 - a) Recorder must be certain he does not show boredom in what he reads. A careful check of item 3 may aid this.

We recommend the following:

1. There should be a certain amount of standardization in rules for all recorders applicable in all states.
2. The chairman of every recording group should spot check the records before these records are sent to the library for more careful checking. In other words, the chairman should be somewhat responsible for her group's work.
3. Periodic reports from the library to volunteers on the work accomplished would be welcomed.

The question was raised in our group: "Would some information concerning the person for whom the recording is made be of any value?"

Some of the group felt this would be of interest to the recorder. . . . it would give a more personal contact. It might also aid in holding recorder's interest.

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4. PREPARATION OF TEXTBOOKS FOR SECONDARY, COLLEGE, AND PROFESSIONAL LEVELS

Chairman: Mrs. Julian H. Levi, Chicago, Ill.; Recorder: Mr. Nelson Coon, Watertown, Mass.; Consultant: Mr. Bernard Krebs, New York, N. Y.

With an attendance of 20 or more transcribers and with the benefit of a keen Chairman and a top-flight consultant this group came up with the following reportable recommendations which might be helpful for others to note:

1. Always try to use standard margins and all the cells possible in order to hold down bulk of books.
2. Best results are obtained with not more than one sheet of paper in the writer.
3. It was agreed that possibly the best method of indicating change of ink-print page numbers is running braille text on a separate line with the page number following at right hand margin -- spacing "one" after hyphens.
4. Pertinent captions to illustrations should be brailled, as well as notes and questions - the decision as to when and how being based on the transcriber's commonsense.
5. Book titles on page tops use valuable space and need not be given but should be indicated in pencil (abbreviated) on left margin on page top for benefit of collectors and binders.
6. Braille groups in considering requests could very well consider asking students to use recordings -- especially if such recordings are known to be available.
7. Questions pertaining to chapters (if given at end of book) should, when possible, be included at end of each chapter.
8. Braille vocabularies in cases where books are to be furnished section by section, might well be completed first, and sent with the first shipment of volumes in a title.
9. Textbooks offered by student for brailing should be checked with school or college for verification as to the title being properly a part of the course.
10. It was suggested that one way for the group or individual to know of the receipt of the book by the student would be to tape onto the title page a pre-printed and addressed government post card for the student to detach and drop in the mail. Transcribers agreed that rarely do they know of the safe receipt of the books by the student.
11. In the new code book where it says blank lines should be left for underscoring. This is intended for "throw away" texts rather than a decision relating to text books.
12. Emphasis was placed on the fact that two-dimensional embossings of three-dimensional objects have no value.

The Workshop elected as Interim Officers these:

Chairman: Mrs. Sarah Kamp, 7328 Hudson Blvd., No. Bergen, N. J.

Vice-Chairman: Martha Lonshein, 6701 Colonial Road, Brooklyn, N. Y.

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5. PREPARATION OF TEXTBOOKS FOR ELEMENTARY AND PRE-PRIMARY LEVELS

Chairman: Miss Elizabeth Maloney, Brooklyn, N. Y.; Recorder: Miss Dorothy Lewis, N. Y., N. Y.; Consultant: Miss Lorraine P. Murin, Westport, Conn.

The group numbered approximately 22 and was heavily comprised of volunteer transcribers, with 3 or 4 teachers.

In the first session concerns were elicited and discussion around these concerns was held in both sessions. Major points covered were:

1. Widely expressed concern for a better format to be sent to volunteers. Over-all discussion on this resulted in two areas:

1st: actual instructions to the braillists regarding purpose of book, braille instructions to be followed, paging volume numbers, etc. A sample of a rather complete instruction manual in this area was provided by the Catholic Guild for the Blind in Brooklyn.

2. Discussion around interpretation of materials brought to light the fact that the braillists need and should have closer cooperations with teachers, in order to produce the most meaningful books.

It was pointed out that the blind child cannot be given sighted concepts through use of words alone and that frequently the braillist worked too hard to try to provide exact word for word transcription for the child. Actual teaching methods for the sighted child involves class-room discussion and description of pictures, diagrams, maps and written material, so that the child's braille material is continuously enriched by his class-room teacher and other students and perhaps need not be described in great detail by the braillist.

3. Some discussion about illustrated books brought out the fact that illustrations have value only when they are dimensional in nature and with good relationship to reality, although they may be smaller in size. Total examination of objects by the blind child is preferable. Illustrations have value primarily in proportion to their availability for total examination. The use of illustrations for fun for the child and their tremendous interest to sighted children in his class were recognized.

4. Glossaries, indexes, diacritical markings, etc. were reviewed. The teacher's need for simplified dictionary and reference work were pointed out and correspondingly the need to have this material transcribed. Suggestion was made that rather than a page in each volume carrying diacritical explanation, there might be a hand-book providing glossary, index, explanation of diacritical markings, etc. for the total book.

5. Spelling: Some discussion of spelling books resulted in the suggestion that spelling lists should first appear in Grade 2 Braille, followed by Grade I, rather than the reverse which had been determined upon in last year's meeting.

Of interest to the total group was the announcement of available children's books for pleasure, through the Madison-Chatham Braille Service. A list of these books was provided.

Incidental to discussion was a reminder to braillists that FREE repair of Perkins Writers has been promised as a service by members of the National Association of Office Machine Dealers. Perkins has agreed to supply parts for this. This service can usually be secured through a local typewriter repair house which is a member of this Association.

RECOMMENDATIONS:

A. That a closer liaison between volunteers and special teachers of blind children be sought in order to strengthen the volunteers' understanding of educational needs.

B. That further consideration be given to possibility of producing duplicate copies of books on the Perkins Writer, through adjustment of the Writer, if necessary.

C. That attempts be made to work out a format that is both suitable for the individual child and that will permit re-use by other children as needed.

D. That National Braille Club assume a continuing responsibility for study of format and interpretation of textbooks.

Two persons ready to take on chairmanship of local committees to do this study:
Mrs. H. E. Factor, Chicago, Ill.; Mrs. Sidney Levy, Long Meadow, Mass.
They suggest coordination through the Braille Club with other such committees.

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6. PROOFREADERS AND TEACHERS OF BRAILLISTS

Chairman: Mrs. Maxine B. Dorf, Washington, D. C.; Recorder: Mrs. Theodore Stone, Chicago, Ill.; Consultant: Miss Janet Wise, New York, N. Y.

Miss Maxine Dorf, Chairman, stated that the Library of Congress is preparing a new manual which can be used as a correspondence course for those unable to affiliate with a group, or where no teacher is available. Additional chapters will be included for those who desire to teach.

Miss Dorf also announced that a manuscript of about fifteen pages, incorporating all of the changes, will be available to teachers. The Library of Congress will read these manuscripts in order to recertify TEACHERS ONLY. The teachers will then be responsible for testing and/or recertifying their own group.

There was a great deal of discussion as to various methods of teaching--the advisability of teaching the pupil to read from the right side of the work at the same time she is learning to write on the slate, and similar problems.

Discussion was also had on proofreading the Library of Congress test. Some groups proofread each others work, some spot check. But it was generally agreed that if pages had to be rewritten, they should be checked only by the transcriber.

Proofreading problems varied with the availability of readers as well as the financial ability of the group to pay for them. The ideal, of course, is to have the work proofread in small quantities. It was also deemed advisable to have "old" transcribers checked to see that they have not grown careless.

We felt that we had had a very healthy interchange of ideas and discussion.

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7. BRAILLE MUSIC TRANSCRIPTION

Chairman: Mrs. Bertha Wolf, Great Neck, N. Y.; Recorder: Mrs. Elmer E. Brown, Carteret, N. J.; Consultant: Mr. George Bennette, New York, N. Y.

One of the most interesting Music Braille Workshop sessions was opened by the chairman, Mrs. Bertha Wolf. New York, New Jersey, Connecticut and Ohio were represented by those present.

Mr. George Bennette, director of the Music School of the New York Association for the Blind, acted as consultant. He presented what he called, "The Picture of the Present State of Braille Music in the Western World." This included the International Conference in Paris in 1954, under the auspices of Unesco, resulting in the printing of an International Catalogue of Braille Music. This is comprised of four volumes of piano music and one of organ. The rest is forthcoming. This can be obtained from the Louis Braille Institute, Biltmore Arcade, 43rd St. and Madison Ave. The cost is \$3.00. There have been recent International Conferences where changes have been suggested in the International Code. Some revisions have not been formally adopted by this country. In order to avoid duplication in music transcribing, a check with catalogues from printing houses in this and other countries will save many hours of unnecessary labor.

Mr. Bennette next discussed the "Role of the Transcriber."

1. A great deal of time is given to transcribing a piece of music carefully. It is set up exactly like the print for teaching sighted or blind pupils. Printing houses usually set up for the blind teacher teaching only blind pupils.

2. Certain editions are sometimes needed to replace outdated ones.

3. Hand transcribers cover a very wide span from very simple to advanced music including contemporary pieces. The private blind teacher is dependent upon the voluntary transcriber to provide music that is not available in press braille.

4. There is a great need for braille music for the blind church organist and choir director.

5. It is in many cases advisable, if possible, for the transcriber to work closely with the person for whom he is transcribing.

There was discussion of the possibility of a clearing house and screening of individuals who request work done. This is to make certain that they have a knowledge of Music Braille.

Transcribers at the Conference Workshop stressed the need for criticism on work done for individuals. This would help them in future work and certainly would not be considered fault finding.

Only the Lighthouse Music School gives a certificate upon completion of the course. Mr. Bennette is considering the advisability of setting up requirements for qualified music braillists from other parts of the country, so that they may obtain their certificates.

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8. THE EDUCATORS' RESPONSIBILITY FOR COOPERATION WITH VOLUNTEERS

Chairman: Miss Althea H. Nichols, East Orange, N. J.; Recorder: Miss Effie Lee Morris, New York, N. Y.; Consultant: Mrs. Howard Esserman, Great Neck, N. Y.

Miss Nichols opened the session by posing the pertinent question "What is it that the volunteers need to know from the educators?" The discussion established several definite points with participants freely sharing their experiences.

The group felt that it is the responsibility of the educator to edit or to have edited the books that are to be transcribed. Difficulties are immediately apparent here, but it was felt that this is an important first step. It was pointed out that the braillist knows the mechanics of braille but does not necessarily know how to adapt the book, how to describe charts, pictures, etc., or the techniques of handling a special book like a workbook. After editing, it then becomes important that instructions be given concerning the format to permit ease in transcription and correct preparation of the book.

Various methods for solving these problems were offered. Mrs. Fishman reported that in Chicago the chairman of the Braille group gives instructions to the transcriber. According to Mr. Daw, the Telephone Pioneers Group sends out a sheet of general instructions with each book. Mrs. Esserman spoke of the new plan in Nassau County where a textbook committee has been organized. The person in charge of assigning the books and the chairman of the volunteers meets with the itinerant teacher to evaluate the books and set up the format. Miss Neufeld, Associated Blind suggested developing a manual of general instructions. It was generally agreed that there is great value in having a blind person as consultant.

As a further step the educator must make the volunteer aware that he can be consulted to clarify any problem. Actually, as Mr. Marchisio pointed out, this is a two-way responsibility. The educator has the responsibility for editing the book and setting up the format and the volunteer has the responsibility for asking for clarification of any specific problems.

The second major topic for discussion was the time element. Involved are length of time needed for preparation of books, the necessity for finding out as soon as possible what books will be used the next year, and how to handle last minute changes in choices of texts.

It is necessary for the special teacher to approach the educator early in the year concerning the materials that will be needed. It is the educator's responsibility to give the information and he or a designated person, should use all possible resources to locate materials. When books are to be transcribed, the person assigning the books should assign them in order of need. The educator should check with the volunteer to see how the work is progressing and keep the volunteers informed of what will be needed next. This is particularly important as many volunteers are transcribing more than one book. The volunteers also have the obligation to report if they cannot complete the work so that it can be reassigned.

When there is a last minute change, both educator and volunteer should be flexible. Again the educator should make every effort to locate material. If at all possible he should permit adjustments, e. g. the substitution of a similar text which is available. When the choice of edition is uncertain, Connecticut puts one edition of the book in Braille and another edition on recordings. Other suggestions concerned co-operative Volunteers who could take parts of the book and all work at the same time, or others who are willing to skip around in the text and braille the most needed sections first.

There are slack periods and rush periods in the transcribing of school work. Mr. Marchisio remarked on the need for keeping the volunteers informed of the program that is being developed and enlisting their co-operation. Mr. Hanna, Telephone Pioneers Group, reported that during slack periods, his group has other assignments. Chicago and New York groups transcribe library books.

Other topics discussed concerned expressing appreciation to the volunteers. From the educator's point of view, the work of the volunteers is of inestimable value. It was felt that the volunteer's objective is service and she or he does not expect recognition. Mr. Hanna suggested that the chairman of each group convey the message to the transcribers. New Jersey reports to the volunteers once a year in a bulletin to give them some idea of the scope and amount of work done. At this time appreciation is extended to them.

We should feel free to communicate freely up and down and keep people informed of what we are trying to do. Communication between educator and volunteer is vital on problems and progress so that all can work to the best advantage for the child.

As this particular workshop provides an overall picture, it was felt that it would be advisable to meet again next year to share experiences. Mr. Guy Marchisio was elected interim chairman, Mrs. Howard Esserman, vice chairman.

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9. BINDERY PROCEDURES

Chairman: Mrs. Sol M. Cohen, Miami Beach, Fla.; Recorder: Miss Marlyn Gordon;
Consultant: Mrs. Milton Oppenheimer, Scarsdale, N. Y.

The Bindery Procedures Workshop was well attended by representatives from the Great Neck Bindery, Brooklyn, Lighthouse, New Rochelle, Rhode Island, Stamford, East Orange, N. J., and Miami, Fla.

Interesting discussion of the different bindery procedures took place with the exchange of ideas regarding machines, materials and methods.

The outstanding new idea was the use of a Roller-Coater machine, equipped with feeder, conveyor-belt, and drying lamps used to apply the preservative to the Braille sheets. This machine is being used at the Miami Bindery, and because of their climatic conditions, the most satisfactory preservative is sodium silicate, which is non-flammable, odorless and quick drying.

Future considerations should be:

1. To overcome the problem of weight of volumes.
2. A uniform binding for all books.
3. Workshops should be conducted as a demonstration with showing of materials rather than just discussion.

For next workshop:

Chairman: Mrs. M. J. Oppenheimer
Co-Chairman: Mrs. Sara Kaplow

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