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# REPORT

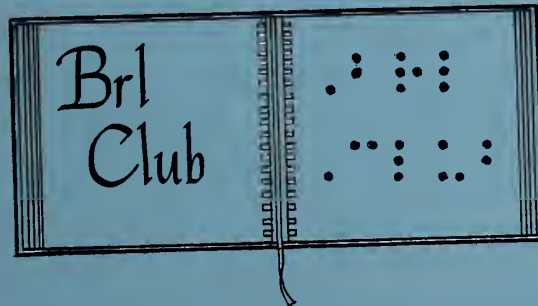


## *The National Braille Club, Inc.*

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

### PROCEEDINGS OF THE FIFTH NATIONAL CONFERENCE

MAY 1962



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## INTRODUCTION

On May 9, 10, and 11, 1962, the National Braille Club, Inc. held its Fifth National Conference. To exchange information, to share ideas, to co-operate in solving common problems, to further the co-ordination of activities on the national level were the immediate goals of over 500 persons from twenty-seven states and the District of Columbia who participated in some phase of the conference. Equally as important were the values gained from meeting face to face for informal discussions and hearing inspiring speakers. Quite as meaningful were the opportunities to identify the person who had been only a "name at the bottom of a letter", and the satisfying chance encounter with a member who offered an answer to a nagging small question.

It is rewarding and encouraging to know that so many dedicated persons are working toward the solutions of the serious problems transcribers face. Through essential continued co-operation, mutual understanding is deepened and national co-ordination comes a step closer to reality.

Presented in these Proceedings are the papers and the summaries of the discussions of the workshops. While these suggestions are not to be considered official recommendations of the National Braille Club, Inc. at this time, they will be studied by the officers and Board of Directors for implementation as rapidly as possible. Whenever feasible, the results will be incorporated into the program of the organization and in the activities planned for the Sixth Annual Conference in 1963.

The Local Committee under the chairmanship of Mrs. David A. Wahrburg and Mrs. Richard Bergman spared no effort to make excellent arrangements. The chairmen, co-chairmen, recorders, consultants, and speakers contributed willing participation and enthusiastic co-operation.

Mrs. Harold E. Factor, as Program Chairman, surmounted many difficulties to prepare the plans for the workshops and general sessions. She has, with the able assistance of Mrs. Julian Levi and Mrs. Theodore Stone, edited these papers for publication. To all of these persons is extended the sincere appreciation of the National Braille Club, Inc.

Effie Lee Morris  
President  
August 1962

## PREFACE

The Proceedings of the Fifth National Conference of the National Braille Club, Inc. are now available to those professional and volunteer workers who give of their time and energy to bring educational and reading material to the visually handicapped.

These Proceedings were prepared after many hours of planning and participation in the workshops designed to bring about a more comprehensive and accurate presentation of books and materials for the increase of knowledge to blind and low-visioned persons.

The Conference Co-Chairmen and the Program Chairman were most fortunate to have the help of extremely capable and conscientious committees who assured the success of this Conference. Grateful appreciation is extended to the Reservations Committee who did an outstanding job of sending invitations and processing 441 reservations representing 27 states and the District of Columbia (500 people participated in some phase of the Conference); the Registration Committee who handled their gigantic task with smooth efficiency; the Printing Chairman who met all deadlines; the most gracious Hospitality Committee who worked tirelessly on table arrangements; the Publicity Committee for a very professional job; the Exhibits Committee for coordinating an excellent display of exhibits; and the Special Assistant to Mr. Bray for her splendid work on the Publishers Luncheon. The work of the Chairmen, Co-Chairmen and Consultants of the Workshops prior to the Conference, at the sessions, and in the preparation of the Proceedings was outstanding.

To the President and officers of the National Braille Club, Inc. we offer special thanks for their untiring cooperation and assistance in all phases of the Conference.

The speakers and clergy, all of whom made their contribution without fee, were gracious and conscientious in their presentations.

It was an inspiration and privilege to have worked with so many dedicated and capable people from all over the United States. Truly their Co-operation + Skills = Enrichment for all involved.

Mrs. Richard Bergman - Mrs. David Wahrburg  
Conference Co-Chairmen

Mrs. Harold E. Factor,  
Program Chairman

NATIONAL BRAILLE CLUB, INC.  
FIFTH NATIONAL CONFERENCE  
STATISTICAL REGISTRATION REPORT

500 people participated in some phase of this Conference.

441 people registered for Workshops from 27 states and the District of Columbia.

The individual representation is as follows:

Alabama	1	Minnesota	8
Arizona	2	Missouri	1
California	2	Nebraska	1
Connecticut	13	New Hampshire	1
Delaware	1	New Jersey	84
Florida	10	New Mexico	1
Georgia	1	New York	297
Illinois	11	Ohio	3
Indiana	2	Pennsylvania	8
Iowa	4	Rhode Island	1
Kentucky	3	Texas	3
Maryland	4	Vermont	2
Massachusetts	5	Virginia	3
Michigan	5	Washington, D. C.	3

**PRESIDENT'S DINNER**

**REMARKS OF PRESIDENT**

Miss Effie Lee Morris, Children's Specialist,  
The New York Public Library, Library for the Blind

Members of the National Braille Club, Inc., distinguished guests, and friends:

It is with great pleasure that I greet you here tonight. We are all so glad you have come. When we began making plans for this conference last June, May 9, 10, 11 seemed a very long way off, but now the time has arrived. We wish you a profitable and enjoyable stay.

To our guests and friends, I say the National Braille Club is a unique organization, broad in membership and united for a specific purpose. We embrace not only those who devotedly produce books and those who distribute them but also many of those who use them. Through our co-operative efforts, we are striving to improve our techniques, to raise standards, and to bring greater co-ordination on a national level.

Our stimulating Fourth National Conference in Chicago last year drew 249 persons from a total membership of 1, 379 and laid the foundation for some



exciting developments. Our Fifth National Conference has attracted an advance registration of 378 persons from a membership of 1,800 in 45 states, District of Columbia, Mexico, Bermuda, Canada and Sweden. Most of these people have paid their own way to be here to participate in what they know will be a serious working conference.

These numbers are not quoted merely for the sake of boasting about our size. This sudden growth is a tribute to the hard work of the officers, to the committees who have produced valuable contributions like the Mathematics and Science, and Foreign Language manuals. It is due to the enthusiastic work of the Public Relations Committee. It is due to individual members firm in their belief in the work they are doing and the organization which represents them. I have been privileged to have had a special association with the National Braille Club and am enthusiastic in my praise of your efforts.

Producing needed materials for the blind child or blind adult brings a deep satisfaction to the volunteer. Our concern is for the blind individual to whom we render direct service.

Our theme "Co-operation + Skills = Enrichment" for Blind People can also be interpreted to mean "Co-operation + Skills = Enrichment" for the Volunteer and Professional Worker.

The programs at the dinner meetings of the National Braille Club this past year have been devoted to books and reading. Our goal has been to increase our knowledge about the world of publishing, the contents of books, and the joys of reading. Co-operation from many sources makes it possible for us to use our skills to take the words from the printed page and produce them in mediums blind people can use and enjoy.

In the next three days, we, the participants, shall produce a book. The result, of course, will be our Proceedings and the contents will be the information you have come to share. We could put an imaginary title page in this book. With apologies to the Library of Congress, Bernard Krebs, and Janet Wise, it might read something like this:

Co-operation+ Skills = Enrichment  
(sub-title) Fifth National Conference  
by  
378 Volunteers and Professional Workers for Blind People  
With permission of Husbands, Wives, Children, Pets and Employers  
in  
27 States and the District of Columbia of the United States  
Copyright, 1962  
by  
378 Volunteers and Professional Workers for Blind People  
Transcribed in English Braille  
by

The Braillists at this Conference  
Under the Sponsorship of  
The National Braille Club, Inc.  
New York, New York  
1962

Recorders: please remember the phrase "solely for the use of the blind," and transcribers producing in large type: remember to get your own permissions!

Dedicated with sincerity and affection to all blind children and blind adults everywhere who need and want books and reading materials not available through other sources.

Now, members of the National Braille Club, Inc., by following the format in our program, we can produce a book worth reading in print, in braille, large type and on tape and disc recordings.

**MESSAGE FROM THE MAYOR OF THE CITY OF NEW YORK**

Miss Effie Lee Morris, President  
Fifth National Braille Club Conference  
Sheraton-Atlantic Hotel  
New York City

It is my pleasure to extend greetings to the officers and friends of the National Braille Club on the occasion of their Fifth Annual Conference being held in New York City. Since 1945 the National Braille Club has provided an important service in meeting the needs of the visually handicapped. It is my hope that your important work will expand in the years ahead.

Sincerely,

ROBERT F. WAGNER

**MESSAGE FROM THE GOVERNOR OF NEW YORK**

Miss Effie Lee Morris, President  
The National Braille Club, Inc.  
New York Public Library for the Blind  
166 Avenue of the Americas  
New York City

Please convey my cordial greetings to all present at the 1962 meeting of the National Braille Club. You are to be complimented upon the efficiency of your work in advancing and coordinating volunteer services for the production, distribution and use of books and reading materials in braille, large print and on sound recordings.

My best wishes for a fruitful meeting.

NELSON A. ROCKEFELLER

## MESSAGE FROM THE PRESIDENT OF THE UNITED STATES

Miss Effie Lee Morris, President  
The National Braille Club, Inc. Fifth Annual Conference  
Sheraton-Atlantic Hotel  
New York City

I am happy to send greetings to the Fifth National Braille Club Conference. The opening of doors in the minds of blind people to the pleasures of recorded thought is, I know, a tremendous satisfaction to all of your membership. Your voluntary work is an expression of the continuous concern of our people for those who are disabled.

Best wishes for the success of your conference.

JOHN F. KENNEDY

## MESSAGE FROM HELEN KELLER

### HONORARY MEMBER OF THE NATIONAL BRAILLE CLUB, INC.

Mr. M. Robert Barnett, Executive Director of the American Foundation for the Blind, writes that Miss Keller is well but is required to rest a good deal.

"... I know from her past expressions about the importance of braille material in general and the National Braille Club in particular that this is an organization to which she would want to write one of her own inimitable letters on her own typewriter. However, she is not permitted to do so....

"... I am at liberty to convey her greetings to you and your group, and to express our sincere best wishes for a constructive assembly. Probably no single person personifies more sharply than Miss Keller the fundamental -- yes, even the indispensable -- value of braille. You all will recall, I am sure, that she said that braille is to blind persons the equivalent of what Gutenberg was in the advancement of education and knowledge for the world.

"Best regards."

Very sincerely yours,

/s/ M. ROBERT BARNETT  
Executive Director

## MESSAGE FROM AMERICAN LIBRARY ASSOCIATION ROUNDTABLE ON LIBRARY SERVICE TO THE BLIND

Miss Effie Lee Morris, President  
National Braille Club  
Sheraton-Atlantic Hotel  
New York City

Best wishes for a wonderful conference from all of the members of ALA Roundtable on Library Service to the Blind.

ADELINE FRANZEL, Chairman

## MESSAGE FROM SISTERHOOD OF TEMPLE BETH-EL OF GREAT NECK, GREAT NECK, NEW YORK

Mrs. David Wahrburg  
National Braille Club Conference  
Sheraton-Atlantic Hotel  
New York City

Sisterhood of Temple Bethel greets you and extends our congratulations on a job well done. May this conference be rewarding to all who give so much of themselves.

MRS. IRVING STONE, President

### INTRODUCTION OF MR. JOHN MACKENZIE CORY

Miss Effie Lee Morris, President, National Braille Club, Inc.

Our first speaker, Chief of the Circulation Department of the New York Public Library, Mr. John Mackenzie Cory, has graciously consented to bring you greetings tonight on behalf of all those who love books and reading. Mr. Cory administers the eighty branches of which the Library for the Blind is one. Both he and Mr. Edward G. Freehafer, Director of the New York Public Library, who is also with us this evening, are appreciative of the many contributions transcribers from this area as well as from other parts of the country have made to our braille collection. Thank you for your gifts of juvenile books which have made our collection the best well-rounded collection of good juvenile books in the country.

Mr. Cory has been interested in the National Braille Club, and having given his approval that I undertake this special assignment with you, he and other supervisors have supported my efforts.

We are happy that you could join us, Mr. Cory.

### ADDRESS OF WELCOME BY CHIEF OF THE CIRCULATION DEPARTMENT THE NEW YORK PUBLIC LIBRARY

Mr. John Mackenzie Cory

It is a signal honor to be invited to welcome you to the Greater New York area. The breadth of the cooperative effort of your program planning indicates the breadth of the group I represent in extending this welcome to you.

I know that your group was born in New York City and has often met here. I

know it is now engaged in growing pains and extending its national and international scope, its influence and importance. Nevertheless, we are delighted to have you back for your Fifth National Conference and it is indeed a pleasure to be with you and to bring you words of greeting and welcome. I know you have one important thing in common with me and that is your recognition of the great merit of Miss Effie Lee Morris. Your wisdom in selecting her as your president was certainly shared by those of us in the New York Public Library who have had the pleasure of working with her. I have even had the pleasure of knowing her before she came to the New York Public Library. She is a fine person and I am very pleased to have this opportunity to pay tribute to our high regard for her and to congratulate you on your selection of her as your current president.

Of course, we have many other interests in common in our service to readers and to those who love ideas and books in whatever form they may be recorded. That is, for us librarians, a life work of dedication, as it is for those of you who are professional workers in the field and a source of very considerable satisfaction for those of you who are volunteers working in this field.

I was quite interested, in checking on this, to discover that the dictionary definition of the word "reading" says nothing about the use of the eyes. I had always, of course as a librarian, been using the word in the sense of visual reading, but it is a pleasant thing to discover that the dictionary defines "reading" as "to take in the sense of language by interpreting the characters by which it is expressed;" so all of us, through whatever form we may be presenting ideas, are concerned with reading. This is a great common interest, a great bond between all of us; we can understand each other's great satisfaction in bringing ideas to people and presenting the characters from which they can understand them.

Miss Morris correctly told me that this was a warm and informal group and I have found it so in the few minutes of pleasant conversation with you all at the dinner table and just before it. One of the members of the group, Mrs. Wimble of Florida, who may be surprised to hear me refer to her, was commenting informally just before dinner on a very touching story which I thought was a fine indication of the warmth of this group. She mentioned a Florida PHD student who very graciously said that she had, because of her studies, one-hundred mothers who had helped her through her work. There couldn't be any warmer feeling expressed by someone whom I had just met but who expressed the gratitude of the people whom you serve. This is the most important warmth of all.

I would like to conclude my welcoming remarks with an inversion of a famous phrase I am sure is familiar to all of you - "Bacon's Comment on Reading Maketh a Full Man and Conference a Ready Man" which is most certainly applicable to the Fifth National Conference of the National Braille Club. In extending best wishes for your Conference, I would like to reverse Bacon's Comment and say that "Quite obviously, you are concerned with 'Reading Making a Ready Man and Your Conference Is Already Making a Full Man.'"

## INTRODUCTION OF MISS BORGHILD DAHL

Mrs. David Wahrburg, Co-chairman

On Broadway this season, the big hit is a delightful play called "How To Succeed in Business Without Really Trying." It is called a musical comedy but we must recognize it for what it really is--fantasy. Tonight we are honored to have a guest whose life story could be titled "How to Succeed in Business by Trying, and Trying, and Trying."

Borghild Dahl, daughter of Norwegian parents, was born in Minneapolis. Almost totally blind from infancy, she refused to be different in spite of her handicap.

As a child, she crawled on her hands and knees to learn the markings for hopscotch--after which she played perfectly well.

As a student, before the day of sight-saving classes, she had to hold the book so close to her face that her eyelashes brushed the page. But she kept on with her classes and determined to be a teacher.

And a teacher she became. To hide her blindness from her students, she memorized her lectures and taught herself to distinguish her pupils by their voices.

After taking a Masters Degree at Columbia University, she became a high school principal, and for 13 years was Professor of Literature and Journalism at Augustana College in South Dakota. She is the author of many books which reflect her Norwegian background. Her latest book "Finding My Way" is scheduled for publication this summer.

It is a privilege to introduce a woman of incredible courage and triumphant faith.

Ladies and Gentlemen----Miss Borghild Dahl

## REFLECTIONS

Miss Borghild Dahl, Author

If I had been given a choice of an audience before whom to speak this evening, I would have chosen this group. For, as I have been listening to the work that is being done for people with little or no vision, my one regret is that I didn't meet you or people like you many, many years ago. I wonder if you realize what a change has taken place in the attitude toward people with little vision?

All of my life, up to three years ago, my main ambition has been to conceal the fact that I had little vision, because except for my own family and a few intimate friends, there was little help I could expect to aid me in overcoming what should have been considered a difficulty.

I wonder if you would be interested in hearing a few of the experiences I have had? I had been looking forward to the first day of school for several years because I had been attending kindergarten and the big school was going to be a big event. When I came to the first grade room, because I had scars on my eyes, the teacher pointed to the blackboard and said, "What do you see over there?" and I said, "I don't see anything." She said, "Then you've got to go home; this is no school for the blind."

But I had set my heart on going to school, my parents had taken for granted that I would go to school, and I thought no matter what happened, I would have to convince that woman I could see. I was standing close to her when suddenly I was seized with a bright thought. I said, "I can see - I can see that wart right on your nose!"

In the seventh grade, I changed schools but felt strange in the new one. I didn't have the same schoolmates, and didn't want people to know how little I could see. I was always very embarrassed letting people see that I had to hold my book up to my face, so I pretended that I was missing some of the words. It wasn't long before I was considered the dunce of the class. At the end of the month, I came home with a report card that was all red with U's, meaning "unsatisfactory." My sister came to school to find out what the trouble was because at that time my younger brother was very ill and my parents had all they could do to nurse him back to health. The teacher told my sister, "Of course, it's a very sad case with Borghild. You know she's feeble-minded and it's very difficult for her." My sister said, "But she has bad eyes." The teacher said, "It's too bad that she has that affliction too." You might be interested to know that years later, when I became a high-school principal, this very teacher was one of those that worked under me in my high school.

When I was about to be graduated from the University of Minnesota, I went to the Dean of the Education Department and asked him for a recommendation to teach. He looked at me and said, "With those eyes?" I answered, "Well, I've always had them; I've had to get along with them." He said, "Oh, I couldn't recommend you to teach because the students would poke fun at you. You wouldn't last a week." I asked, "Can you recommend anything else I could do?" Shrugging his shoulders, he said, "No, that'll be up to you." I was very happy to disappoint that man. I taught for twenty-five years as a high-school principal, and later as a college professor.

I'm not telling you this to boast or to tell you a sad sob-story. But knowing the loving care and the interest you have in us who have been afflicted with eye trouble, I thought you might be interested in knowing what a change in attitude can do. The attitude is really what counts.

The books that we used to read were much more difficult to read than the books today. I remember the pocket Testaments we received for Christmas. You almost needed a microscope to read the print and I remember the first Bible I had. The pages were so thin that the print on one side competed with the print on the other side. You had to be very, very anxious to read the Bible in order to con over the pages.

However, there has been a great change. Only once in recent years have I

heard of any difficulty in a community. I was called upon to go out to New Jersey where a sight-saving class was to be established in a school that happened to be in one of the finest residential sections of this particular town. The principal asked me to come out there because the parents felt their children might be contaminated if they had to associate with the little visually-handicapped children that were to come there for instruction. We had a meeting and I had a friendly talk with these parents. I think I convinced them that not only would their children not be contaminated, but it might bring out something worthwhile in their children if they did associate with children who were not as fortunate.

Reading, of course, would be the most important thing for a blind child because if a blind child had to depend on chance conversation of those around him, there would be very little that the child could get. It was said at one time that over eighty percent of the knowledge we get is through the eyes. If that were true, and it was the feeling years ago, then the poor blind child didn't have much of a chance. Things have changed, and thanks to people like you who have made either your vocation or your avocation the promotion of bringing the printed page to the visually handicapped child, the whole future of such children has been changed.

I remember, in reading the life of Masfield, the poet, he said that he read himself out of the muck. Certainly the blind child, more than anyone else, must depend on the printed page, because the person who can see just takes in information with no effort at all. While the blind child does depend on his other senses, he misses a great deal and has to use much more effort.

I think I didn't fully appreciate what you people are doing until I lost my own sight completely. I was so hell-bent on concealing that I couldn't see that I refused to even consider any help. In fact, I didn't know the help that was available for blind people. After I lost my sight three years ago, it took me about two years to come to, to learn how to manage my own personal affairs, and to earn my living. When I went down to the Lighthouse and heard what those people were doing with braille, I was truly inspired. I talked to one woman whose avocation, whose excitement in life, was transcribing book after book. She was simply breathless when she mentioned that her whole house was filled with brailled pages as she approached the end of the book she was transcribing. I heard of another group that was transcribing a history for two girls in Pontiac, Michigan; and of two blind and deaf men in Minneapolis who sent to the Lighthouse in New York City to have the speeches of Eisenhower and Kennedy transcribed so they might know about them. They couldn't hear them over the radio and they couldn't read them in the papers. I learned of a man who sent all of his correspondence to the Lighthouse in order to have it transcribed into braille, then sent back to him again.

I am sorry that at my age, I probably will never be an expert in learning braille. In fact, as I noted to you, I have not had time so far to even start studying braille. However, I have been in contact with the Talking Books. About a year ago, I went on a reading binge and in a very short time, I must have read thirty books. What an experience! I no longer regret not being able to read. I used to be an avid reader. In fact, when I got a book, I was like a drunkard with a bottle - I couldn't leave it. Now with the Talking Books, it's



made an entirely new life for me. The fact that the United States Post Office sends these books to the blind person and returns them to the Library is wonderful. I think of the postmen who trudged up to my fourth floor apartment to bring me my books and pick them up again. Our country is providing a wonderful service for us blind people.

I wonder if you people realize the real service you are giving to the large segment of us here in the United States. This country was established with the hope that there would be life, liberty, and the pursuit of happiness possible for all of us. Certainly the bringing of the printed page to the blind person, whether it be by touch or by sound, opens up a whole world of thrilling experiences. With these experiences, the blind person not only enjoys these thrills but also is able to avail himself of the resulting knowledge and is able to establish his own way of living, support himself and be independent. The busy and useful person is very happy.

Some years ago, when I addressed the principals and superintendents of the New Jersey schools, I was asked whether I would have gotten along better if I had had the opportunities the blind people have today. I replied, "I certainly would have had an easier time and I think I would have been very happy." They felt that, perhaps the challenge of having to meet so many difficulties had made a stronger person of me. I feel there are so many challenges the young people have to meet today that we blind people don't have to have the added challenge of wading through all sorts of difficulties in order to get places.

I want to thank you and congratulate you on the wonderful work you are doing to bring life, liberty and happiness to this group of Americans. By doing this, you will be able to promote what we are all trying so hard to achieve today - the continuance of our way of living and keeping alive the principles our forefathers established in this wonderful country. Again, let me tell you how proud and happy I am to have been invited to be with you this evening.

### A MESSAGE FROM THE PRESIDENT

Miss Effie Lee Morris  
Children's Specialist  
New York Public Library  
Library for the Blind

Madame Chairman, Members of the National Braille Club, Inc., and Guests:

I want to talk to you this morning about the National Braille Club, Inc. as a national organization and what it is now doing on the national level. Our organization brings together individuals interested in a specific purpose, it develops specialized manuals to aid your work in transcribing, it provides co-ordination of materials and activities, it provides a channel for locating help with specific problems, it provides contacts with others doing the same work. It acts as a sounding board, it pioneers in special fields. It attempts through its Bulletin to keep you informed. It acts as a catalyst to stimulate new ideas. It gives us all an identity since it is the only national organization which tries to bring us to-

gether as a cohesive unit and, on the other hand, it is an organization to which the general public can turn for information on a worthwhile avocation. It holds conferences to provide for face to face discussions.

In the past few years, we have greatly enlarged the scope and area in which we operate. Other mediums, tape and disc recordings as well as large type, are now important aspects of our work. Our membership has expanded nationally as well as internationally. Our officers and Board of Directors represent various sections of the country and our increasing numbers of committees are beginning to be drawn from various regions. We are now a national organization. We are unified in our desire to give better service to visually handicapped people. Now we must learn to function to give better service to ourselves. Our internal operations must keep pace with our geographical spread. We must now develop our methods to effect successful communication between our members wherever they may be.

We are gaining recognition. Our growth testifies to that. The Royal National Institute for the Blind in London sent an exhibit to this conference. Your President has been invited to speak about the National Braille Club at the conference of the American Association of Workers for the Blind in Cleveland this July. Other organizations not in the field of work with the blind have requested information about our activities as an active group of volunteers. Small gains but definitely progress.

As of last night, May 9, 1962, we number 1814 members. While this figure is impressive, we do not merely want a large gross sales figure. We want a healthy net profit. In other words, we do not want members for membership's sake alone. Rapid growth can often lead to impersonality and indifference, and obscure the real reason for our existence. In order to continue to hold the interest of all members, new and old, we must strengthen our present activities and be ever alert to the changing aspects in this field.

You are not machines, turning out braille, large type, or sound recordings. You are thinking, alert, intelligent individuals with boundless energy, capable of daring innovations and tremendous productivity. You have a right to expect direction from informed leadership to help you produce the best product possible for the visually handicapped children and adults who need the special materials which only you are making available. This is a two-way process. Your leaders have the right to expect your co-operation through your contributions on the national level to help make this possible. Only in this way can your national organization succeed in attaining the goal of producing the best product. We must also strive to keep one of our most valuable assets, the warmth and friendliness of close contact.

My earlier remark about impersonality reminds me of a story: A psychiatrist had just one more patient to see at the end of a long and busy day. When the patient came, the doctor said, "You are an old patient and I know you'll understand. I'm just exhausted and I feel I must step out for a drink just to relax. Now, lie on the couch as usual, pretend I'm here, and just talk into the tape recorder. I'll be back before the hour is up." The patient agreed and the doctor left.

As the doctor sat quietly relaxing, he began to think there was something familiar about the man who had seated himself next to him. He took a closer look. It was his patient!

"What are you doing here?" cried the doctor. "I thought I asked you to go ahead with the interview."

"Well, you see, doctor, it's like this," the patient replied. "I have one of those pocket tape recorders, so now my tape recorder is up there talking to your tape recorder."

One of our most valuable national activities is the annual conference which brings us together for brief but stimulating discussions. While you come for assistance with special problems do not overlook the fact that you are a part of a national organization and your point of view should be expressed on national issues. Discussion brings forth ideas and the newest transcriber with a fresh approach may stimulate a solution to old problems.

We know that the discussions do not end in the workshops. We can tell from the activity in the halls and at the lunch tables. This is an exciting development which we have recognized. Your desire to talk informally has spurred us to provide a meeting place for small groups on your free evening. Please do not let these valuable suggestions and ideas drop. Send them to the Corresponding Secretary or to me. We shall see that they reach the proper persons.

We have our own particular niche in which we make our own particular contribution in the area of books and reading materials for blind people.

"We are living in an age when changes are taking place at such a rapid pace that one has to run to stand still, fly to keep up, and move at orbiting speed in order to get ahead."

The National Braille Club, Inc. is ready and moving ahead. I challenge you to come along.

## REPORT OF THE EXHIBITS COMMITTEE

Mr. Paul Humphrey  
Chairman

The thought behind exhibits at the Fifth Annual Conference of National Braille Club, Inc. was that, besides commercial exhibits, we should have as large a representation as possible of the work being done in all parts of the country and the different methods used by organizations doing this work. As a result, there were exhibits from five commercial exhibitors and eighteen professional or volunteer organizations throughout the country.

Addressograph-Multigraph  
American Association of Instructors For the Blind

American Foundation for the Blind  
American Thermoform Corporation  
Carol Bergman  
Braille Service of New Mexico  
Connecticut Braille Association  
The Hadley School for the Blind  
Industrial Home for the Blind  
Library of Congress  
Mount Carmel Guild  
National Braille Club, Inc.  
National Society for the Prevention of Blindness  
New York Association for the Blind  
Plast-O-Craft  
Plymouth Braille Group  
Royal National Institute for the Blind (London)  
Shakopee Braille Club  
Sightless Ventures, Incorporated  
Telephone Pioneers of America  
Temple Sisterhood Braille Group  
Volunteer Transcribing Service  
Western Electric Company

The exhibits created a great deal of interest among the conferees and there were many expressions favoring similar exhibits at future conferences.

## COMMENTS PRIOR TO WORKSHOP SESSIONS

Mrs. Harold E. Factor  
Program Chairman

It is my privilege and pleasure to open the First General Session of the Fifth National Braille Club Conference. You all look ready - willing - and able to start your various workshops and we shall make this meeting as short as possible to give you that opportunity.

As you well know, tremendous progress and accomplishment have been realized in the comparatively short time the National Braille Club has been in existence. So much has been crystallized in the format of braille, large print, and disc and tape recordings, particularly in the specialized fields in which so many are interested.

Uniformity and co-ordination of preparation and distribution of materials, and greater knowledge of the individual fields of effort have been our prime objectives - and we've come a long way. Our scope is constantly increasing and there is still so much to do. That is why we are here.

The Conference Committee has done a magnificent job of making this a most successful and enjoyable event. At this time, I should like to thank all of the Workshop Leaders. They have made my task much easier by their generous co-

operation and gracious acceptance of their responsibilities. There is no doubt that "we know what must be done - and we're doing it!"

Some people seem to be a bit confused about the "Report Form for Central Catalog of Volunteer-Produced Books" provided by the American Printing House in conjunction with the Library of Congress. This is a form to be filled out in duplicate at the time a book is started either in braille, large type, or on disc or tape. The duplicate is marked "Intention" and the original is marked "Completion." All of the information available when a book is started is to be filled in on both copies and the "Intention" or carbon copy is sent to the American Printing House immediately. When the book is finished, the balance of the information is filled in on the "Completion" or original copy, which has been kept by the individual or group doing the book, and that copy is then sent to the American Printing House.

Automatic copyright permission is available for textbooks from publishers shown on a list of the ATPI - American Textbook Publishers Institute - which is provided by the Printing House. For books from any publisher not on that list, and for books other than textbooks, copyright permission must be obtained from the publisher by the individual or group doing the book, or the sponsoring agency requesting the book. Only by providing all of this information to the Printing House can we maintain a form of clearing house, so important to everyone. This system, initiated by the Braille Club, and continued and expanded by the American Printing House, has been most helpful in keeping track of work in process or finished.

There has also been confusion in some areas about the notation for diacritical code. The diacritical code is clearly explained in a short pamphlet available from the American Printing House and is also explained in Appendix D, page 53 of "English Braille," American Edition, 1959, as well as in the manuals by Mr. Krebs and Miss Wise.

I am sure you all know that a new workshop- Twenty Questions - has been added. It is headed by the Braille Authority of the American Association of Instructors for the Blind and the American Association of Workers for the Blind - Mr. Bernard Krebs, Mrs. Maxine Dorf, and Miss Marjorie Hooper. The Conference Committee felt there should be a workshop for the many people not doing work in specialized fields. These people have problems that require clarification too, and who is better qualified to answer these questions than the Braille Authority? However, Mr. Krebs, Mrs. Dorf, and Miss Hooper will be available to any Workshop for advice and consultation at any time.

The first order of business in the Workshops this morning will be a short study and discussion of two ideas of importance to all of us. (1) The Work Papers for the Interim Committee's Report on the "Educator's Responsibility for Cooperation with Volunteers." These papers were prepared by Miss Georgie Lee Abel, Professor of Education, San Francisco State College, and immediate past president of the National Braille Club, Inc.; and Miss Dorothy L. Misbach, Consultant in Education of the Visually Handicapped, Department of Education, State of California. (2) The Information File. In line with our objective of co-

ordination, there is much information that groups and individuals may have that is not generally known. There are four categories for the "Information File" - 1) tools and equipment, 2) instruction manuals, 3) catalogs and local listings, 4) resources (for materials and services not covered elsewhere). As you present your suggestion, one of the Workshop Leaders will fill out a card accordingly. Be sure to give your name and address with your suggestion should any further information be needed. The facts from these cards will be compiled by Mrs. Theodore Stone of Chicago. If there is enough information to warrant publication, this may be done. However, whatever facts are received will be available from Mrs. Stone.

The rest of the morning session, this afternoon, and tomorrow morning are to be devoted to discussion of problems and ideas in the field of your particular group and we hope you will accomplish everything you have planned. Stay with the Workshop for which you have registered. Only by doing this, can continuity and accomplishment be achieved.

After lunch tomorrow, the Closing General Session will start promptly at 2:00, followed by a short business meeting. It is most important that you attend both of these meetings, since a brief report of each workshop, followed by a short general summary, will be given. The published Proceedings will not be available until late summer, and there will be much information you can use and put into practice immediately. The business meeting will be of tremendous importance, and we promise to hold it all to a minimum.

A final word to the Group Leaders: After the Final Workshop Session tomorrow (Friday) morning, I ask that the Chairman, Co-Chairman-Recorder, and Consultant of each Workshop meet as an individual unit and prepare a brief summary of the discussions and ideas of the past two days. Your report will be read by the Chairman of your Workshop, or the Chairman's designate, at the Closing General Session. It should not be long - no blow by blow report of how the Workshop was conducted. We are interested in the ideas that have come out of the discussions in order that an over-all evaluation can be made.

We also ask that you neither appoint interim committees nor make any recommendations. Appointment of committees is the function of the Board of Directors of the National Braille Club. We are sure many people will make valuable contributions in every Workshop. When you find outstanding participants, the Board of Directors is eager for these names. The Workshop Chairmen are urged to get this information to the President so that these talents may be used. Because of the large membership and national scope of the Braille Club, valuable human material might be overlooked, and we do not want to miss a bet. Your Board of Directors will evaluate the reports in the Proceedings after careful study, and will take action where necessary.

## BEHIND THE SCENES WITH CHILDREN'S BOOKS

Miss Margaret K. McElderry  
Children's Book Editor  
Harcourt, Brace & World, Inc.

There was a time, some decades ago, when the so-called books for children were nothing but moral and didactic treatises which well-meaning adults considered good for the young. True, the morals were sugar-coated in story form, but the coating was so thin that the story itself never came to life. Bad children who were rude to their elders, or selfish, or who made any of the numerous mistakes common to childhood always ended up disastrously, while - as often as not - a good child's reward was an early death - with the certainty, of course, of going to heaven. These books had no relationship to an actual child; they did not reflect the true pleasures, sorrows and problems of childhood in any way.

Luckily, fairly early in this century the moralistic and sentimental approach was pushed aside and a much healthier, saner attitude toward children's books and reading developed. As a result, there is now a large body of literature for children with which the child reader is able to identify himself and in which he recognizes instinctively the reflection of the world as he knows it. There are books for every child and for every taste, but in order to bring the right book and the right child together we must rely on well-trained specialists - teachers and librarians, as well as parents - with a real concern and interest, who will read the books and help to lead children to the best available. It is true that not every child will be a great and discriminating reader, but with the variety of books available and with trained people who can develop a child's pleasure in books, there should be very few who cannot experience the joy of finding a book which is just right.

Every children's book editor is increasingly aware of the problems facing librarians and teachers today - the children who are not acquiring reading skill as quickly as they should. Hence there is a great demand for simply-written stories - for example, stories written on a third grade level, yet interesting enough in context for a slow-reading fifth grader. Every so often, without too consciously setting out to do this, a writer will achieve it. But if every editor were to insist that his or her writers consciously control their writing to conform to this demand, before long truly creative writing would be stamped out, the better readers would have nothing to challenge and stimulate them, and a great deal of value would be lost. There is great beauty and strength in the English language and it would be unfair as well as unwise to deprive children of the chance to appreciate it. Even if a child does not understand the meaning of each word, the sound alone can be fascinating. Think what fun they can have with nonsense rhymes and verses, such as Edward Lear's. We cannot gear writing and publishing to the lowest average. Textbook houses can supply remedial reading books, but trade publishers must strive to present varied, well-balanced lists which will appeal to the child who reads well and easily, as well as to the child who needs some help and coaxing.

Some of you may have read the late George Orwell's last novel, 1984. It was a terrifying projection of life under a totalitarian state where everything down to the minutest detail was regulated. One of the most frightening things about it was the way in which the state had gained control of the language. New-speak was the official language, the purpose of which was (and I quote) "not only to provide a medium of expression for the world-view and mental habits proper to the members of the state, but to make all other modes of thought impossible." Quite apart from the suppression of definitely heretical words, reduction of vocabulary was regarded as an end in itself, and no word that could be dispensed with was allowed to survive. New-speak was designed not to extend but to diminish the range of thought, and this purpose was indirectly assisted by cutting the choice of words down to a minimum.

At times, when I'm feeling low, our current trends toward over-simplification, carefully graded word lists, and the like, make Orwell's 1984 uncomfortably close, and I make a strong plea, whenever possible, for a continued interest in helping the child's eager mind to stretch and grow by giving him the best - and not just the simplest and easiest - books. Today we take infinitely greater pains than in earlier decades to see that a child is fed a balanced diet, that his material needs are met scientifically and effectively; but at times, when it comes to the more intangible things, we seem a little too tired or a little too lazy to see that our children are given the best in books.

Good books can go far toward helping a child understand the world around him and hence to feel greater security in it. A sense of pleasure in reading - not of necessity or duty - is vitally important to give to children.

People at times question the value of certain kinds of realism in children's books - such as anything to do with death or economic troubles. I heard Margaret Mead make a splendid case for including such realism in children's books. She said - and rightly I think - that whenever sorrow or trouble is an integral part of a story and is handled honestly, without sensationalism or melodrama, it is of great value. It gives a child an emotional outlet by experiencing something vicariously, and when such incidents are treated perceptively, a child reader gains understanding and maturity, and is better equipped to meet difficulties in real life when he comes upon them. Blue Willow, that outstanding book for girls by Doris Gates, is a good example. For in it, as you remember, a migratory worker's child, on the lowest economic level with no roots or home, longs for her family to settle down and stay in one place. This is beautifully written and any child reading it feels great sympathy for the little girl in it and gains in understanding and an awareness of other people and their problems. Roller Skates by Ruth Sawyer is another example - a story in which a death occurs. But it is so masterfully told that it helps to strengthen a child's sense of true value. After all, when you think of what our children are hearing daily on radio and television, it's certainly a delusion that they can be kept away from violence and sensationalism. Books must reflect life in the round - the best of them do - and it's our job to see that through books, children get a more balanced and honest picture of life than they currently do in the other mass media.



Every so often someone says to an editor, "You know there's a need for such-and-such a kind of book. Why don't you commission someone to write it?" On the surface, that may sound logical - and if it's a straight non-fiction subject - such a commission often can be successful. But books dealing with attitudes, ideas, and emotions can't be produced that way - quickly. Unless an author has a genuine interest in and concern about a subject, he cannot write convincingly and creatively about it. For example, some years ago, everyone became aware of the need for greater inter-racial understanding and tolerance. The market for such books was large and, as usually happens, quite a few people decided to cash in on it. For lack of better manuscripts, some of these were published - but most of them had a distinctively manufactured flavor. They lacked the vitality which can capture a reader's sympathy and enlarge his horizon, and in the long run they did nothing to further the cause of tolerance. Luckily this sort of book is generally short-lived and eventually the subject is treated honestly and well by someone else, so that the need is met by something of lasting value. Children are quick to sense the synthetic and the phony, and are not easily propagandized this way.

A few years ago, Carl Sandburg was asked to speak to a group of English teachers and when next he was in the office, I asked him how it had gone. With a twinkle in his eye, he said, "You'll never guess what they wanted from me - a set of criteria whereby they could always recognize a classic piece of writing." And then Mr. Sandburg went on to say what an impossible assignment this was, for each book affects each person in a different way. An individual's own background and experience plus his mood of the moment color his reaction to every book he reads.

What we can do is to make all kinds of fine books available to children and then they will make their own choices. For the very youngest children we have a wealth of lovely picture books - from the tried-and-true ones by Leslie Brooke and Randolph Caldecott through more recent and very modern ones. For the somewhat older child, beginning to read a little himself, there are the many fine collections of folk and fairy tales which are a world heritage no child should be denied. There are people who feel such stories are harmful, but they apparently fail to see that a child can eagerly accept books of complete, everyday realism like those of Caroline Haywood at the same time they are enjoying Grimm and Andersen and all the other folk collections. There is a splendid body of science books for young readers today. There are excellent stories with modern backgrounds or historical, about all kinds of interesting characters. Biographies, regional books, how-to-do-it books, poetry - the variety from which to choose is endless. I've always maintained that anyone who follows children's books closely is guaranteed a liberal education, for there is scarcely a topic of interest to children which has not been touched upon. And yet, there is always room for more. I'll admit that sometimes we seem to publish too many books, but the percentage of good ones that appear makes up for the weaker ones. If you spent a day in an editor's office reading manuscripts, you'd realize how much poor stuff you are spared!

I'd like to end with something E. B. White wrote in the New Yorker (March 3, 1951) as applicable to children's books as it is to writing:

" It is our belief that no writer can improve his work until he discards the dulcet notion that the reader is feeble-minded, for writing is an act of faith, not a trick of grammar. Ascent is at the heart of the matter. A country whose writers are following a calculating machine downstairs is not ascending - if you will pardon the expression - and a writer who questions the capacity of persons at the other end of the line is not a writer at all, merely a schemer. The movies long ago decided that a wider communication could be achieved by a deliberate descent to a lower level, and they walked proudly down until they reached the cellar. Now they are groping for the light switch, hoping to find the way out."

With your generous and incalculable help, children who have not the gift of sight are also able to participate in this "act of faith" without which mankind would in time lose its power to communicate.

**PRESENTATION OF CERTIFICATE OF APPRECIATION  
TO  
AMERICAN TEXTBOOK PUBLISHERS INSTITUTE**

Miss Effie Lee Morris, President  
National Braille Club, Inc.

Once upon a time there were many transcribers who wrote many letters to many publishers who wrote many letters to many transcribers giving many permissions to reproduce many books in braille or in recorded form for many blind children. Then one very bright young person had one very bright idea and many publishers and many transcribers and many blind children were happy.

It is entirely fitting that this certificate of appreciation to the American Textbook Publishers Institute for blanket copyright permission be presented to and accepted by Mr. Frederic R. G. Sanborn, that very bright young person whose vision has made all our work so much easier. Mr. Sanborn of McGraw Hill Book Company, I am honored to present, on behalf of the National Braille Club, Inc., this certificate of appreciation.

" The National Braille Club, Inc. awards this certificate of appreciation to the American Textbook Publishers Institute in grateful recognition of the cooperation and understanding of its member publishers in granting blanket permission to volunteers to braille and record their textbooks necessary to the education of the blind of this nation."

ACCEPTANCE OF CERTIFICATE OF APPRECIATION  
TO  
AMERICAN TEXTBOOK PUBLISHERS INSTITUTE

Mr. Frederic R. S. Sanborn  
Technical Information Research  
McGraw-Hill Publishing Company, Inc.

Miss Morris, honored guests, members of the National Braille Club:

It is indeed a great privilege and honor to accept this certificate on behalf of the American Textbook Publishers Institute. The recognition of the American Textbook Publishers Institute by the National Braille Club, Inc. should be shared with Mr. Bray of the Library of Congress and Mr. Burnham Carter of Recordings for the Blind who helped in working out this blanket copyright permission.

I am sure you will all agree that there is an even greater satisfaction in the doing than in the recognition and reward. Therefore, I should like to tell you a little about the story that lies behind this award.

In the summer of 1959, some of us at McGraw-Hill were doing research on the possibility of creating dictionaries and similar reference works through computer analysis of typesetting tapes prepared for our books. We ran across a note in the Information Bulletin of the Library of Congress describing a process for preparing braille from punched cards that was being developed by IBM and the American Printing House for the Blind.

This news set us to thinking. We made an analysis and discovered that over a four-year period we had received 150 requests to transcribe into braille, record, or enlarge individual McGraw-Hill titles. 16 titles were requested more than once. Sorenson's PSYCHOLOGY OF LIVING was requested 5 times. You know the rest.

There seem to be two morals to this story:

1. Let's look ahead.
2. Let's communicate with each other.

THE AWARDS SYSTEM

Mrs. Julian Levi,  
Chairman  
Merit Awards

Madame President, Honored Guests, members of the National Braille Club:

The Awards system was inaugurated in 1950 after intensive research by a hardworking committee. The original categories were braille, teaching, bind-

ing and direct reading. In 1952, recording was added to the list. Since that time, the Executive Committee together with the Awards Chairman have continually re-evaluated, and from time to time corrected, requirements to rule out inequities and encourage excellence of performance. Last year, an Awards Committee was appointed to assist the Chairman.

The latest ruling went into effect January, 1962. A brailist, in order to qualify for an award, must have been certified by the Library of Congress.

Similar standards are being sought for Recording and for Large Print.

A blind student should learn from a reader whose reading should be as effective as that of a good teacher. His or her work should be continually evaluated.

Because many legally blind of all ages, particularly children, read large print, there is an increasing demand for materials in every category of books, far more than the available supply. It is hoped that in this area, as well as in braille and recordings, ways will be found to establish uniform standards of excellence.

It is my pleasure at this time to present the Certificate of Merit to some of our members who have continued their unselfish work with the utmost devotion. These people have held the Distinguished Service Merit Award (Diamond) and 5 years later, I am privileged to ask the following to stand and receive recognition:

Mrs. A. B. Clark, Butler, New Jersey  
Mrs. William Liebman, Elmhurst, N. Y.  
Mrs. Esther Singer, Great Neck, N. Y.  
Mrs. Marian L. Sugarman, Chicago, Illinois  
Mrs. Ethel M. Whaley, Elmhurst, Illinois  
Mrs. Edwin J. Wolf, Baltimore, Maryland

Ten years later, these are the names of the people we are proud to recognize with the Ten Year Certificate of Merit:

Mrs. W. D. Earnest, Jr., Butler, New Jersey  
Mrs. Raymond Harris, Albany, New York  
Mrs. Harry Lee King, New York, N. Y.  
Mrs. Henry Klein, New York, N. Y.

## GROUP I

### COOPERATION AMONG VOLUNTEERS, EDUCATORS, AND LIBRARIANS

Twenty-eight people participated in this workshop and they agreed that transcribers, educators, and librarians share a common purpose in working to provide adequate materials for every visually handicapped person. The focus of discussion was the cooperation needed by these three groups and other profes-

sional workers in the development of an optimum climate for each visually handicapped child's education.

Two major topics were explored - the problem of communication; and the leadership role of the National Braille Club in improving cooperation among transcribers, educators, and librarians, particularly through helping improve communication.

Specific ideas discussed were as follows:

In order to coordinate services and improve cooperation on a local, state, regional or national basis, use of the American Printing House for the Blind "clearing house service" is essential to avoid duplication and wasted effort concerning available materials. For information relative to transcription in special fields, Miss Cecyl Bryant of the National Braille Club, Inc. has a complete list of individuals and their specialties. This is a good source for obtaining assistance should the requested material not be already available.

The American Foundation for the Blind publication, Guidelines, was cited as a very valuable aid. It was mentioned that San Francisco College is planning a five-day workshop this summer for educators and transcribers which should also contribute to improved communication, cooperation, and state-level coordination in the west.

The group also suggested that the National Braille Club and the American Foundation for the Blind explore the possibility of jointly sponsored regional meetings to help strengthen local and state programs throughout the nation, with the possibility of a specially selected and trained team scheduled to travel to various regions on invitation or according to apparent need, and present a program and be available for consultation. There seemed to be agreement that local initiative is essential, however. One or two people would usually be needed to start these local programs of coordination rather than a large group.

The workshop participants discussed the extent to which the National Braille Club should enter into social action, such as working actively to influence Boards of Education, school administrators, and communities to organize integrated day school programs. Should transcribers encourage new public school special education programs for visually handicapped children?

It was generally agreed that transcribers had a definite limit in scope of responsibility and that educational placement questions or the editing of educational materials are the realm of the educator. It seemed that the best procedure would be for transcribers and transcribing groups to limit their activities to publicizing the availability of a source of supply for educational materials for visually handicapped children thereby encouraging parents, educators, and administrators to organize integrated day school programs in the community; rather than having the transcribing groups act as a pressure group in trying to persuade local school administrators to initiate a new special education program for visually handicapped children.

The question was raised as to how the National Braille Club can develop effective leadership and contribute national resources, prestige, etc., to help the various states and regions strengthen their programs and solve their problems. The possibility of state affiliation with the National Braille Club was suggested as worthy of reconsideration. If each state were able to organize a chapter of the National Braille Club, it might help to extend the influences and services to transcribers in some of the states struggling to establish communication within their state and with neighboring states.

When the group was discussing needs in the individual communities they represented and how the National Braille Club could offer help from the national level, it was felt that the privilege of requesting information and help from the national office was not being sufficiently exercised. Local transcribers need not wait for annual Conferences to seek help with their problems but are invited to write to National Braille Club officers with questions, problems, observations, suggestions, etc. "Grass roots" needs, made known to the Board of the National Braille Club, will help develop and direct national services and leadership.

Benefit might be derived from a panel-type conference with a group of experts available to study, in depth, problems presented from communities throughout the nation.

This could be organized specifically to hear these individual problems, take time to find out full circumstances, information details, etc., and then have the experts available to help as consultants to give advice and recommendations. There should be a definite effort made to invite resource and itinerant teachers to participate on the panel as well as in all workshop meetings at National Braille Club Conferences and other meetings of transcribers and librarians.

Discussions which touched on Grade 3 braille included information on the availability of Dr. Perry's Grade 3 braille key from the Chicago Public Library (although it differs from Standard Grade 3 Braille) and the possibility of braille shorthand techniques from England for some of our college-bound students. The group felt that the National Braille Club should study possibilities for expanded interest and contribution in the area of Grade 3 braille.

It was mentioned that braille books and equipment from England are often very inexpensive and should not be overlooked. 38 volumes of Shakespeare were reported to have been purchased for around \$68.00 from the Royal National Institute for the Blind. The RNI also has equipment and other educational aids that are of interest.

Transcribing resources that should not be overlooked are the people in penal institutions - both men and women. Problems involved would be financing these programs and arranging to teach the transcribers. Again, communication is difficult and more information should be made available about existing programs and experiences. The Library of Congress will soon issue a new list of available transcribing groups and prisons will be included. Interested members may contact these specific groups for more information.

In addition to the advent of paid transcribers and coordinators, we learned that some local groups are achieving success with help from United Funds, Community Chest, etc. It is still a problem to secure sustained and substantial budgets in order to hire paid transcribers and coordinators. Perhaps the National Braille Club can help local groups with information on ways of financing such organizational improvements. There should be some encouragement for the local groups to contact foundations, state agencies, etc. The discussion of the role of state agencies brought up the possibility of the National Braille Club's working to identify the cooperating agency within each state - whether it be Services for the Blind, Bureau for the Blind, Commission for the Blind, Welfare Department, Educational Department, State Library, Vocational Rehabilitation Agency, etc. The National Braille Club could include these major agencies in their national mailing list in order to help develop interest and encourage an informed attitude of willingness to cooperate on the part of these state government agencies.

At the last Conference, a need was voiced for a publication listing all resources, catalogs, etc. that would be of help to transcribers, educators and librarians. The information exchange developed for this Conference should answer such a need but it should have constant revision and additions.

Members of the Workshop emphasized that a search of various catalogs should always precede reference to the "clearing house service" of the American Printing House for hand transcribed materials; that reporting of "intention to transcribe" should include library materials as well as textbook materials, etc. A brochure explaining the "clearing house service" and the procedure for making use of it would be of help in this regard.

It is urged that the National Braille Club Bulletin be produced more frequently, possibly six times a year, and that reporting procedures and a staff of reporters be organized within local and state organizations of transcribers, educators and librarians. The consensus showed that social news in the Bulletin is not as important as information on techniques, devices, organization and coordination work, descriptions of good practice, hints, practical question and answer sections, etc.

The suggestion was made that in the future, the Workshops plan and publicize their agendas in advance of the National Conferences.

We felt the need for a clarification as to the purpose, scope, or content of this Workshop's responsibilities. This clarification should either come from the National Braille Club or from a study by the Workshop participants at the next Annual Conference.

Chairman:

Mr. Alexander Skrzypek  
4935 N. Wolcott Street  
Chicago 40, Illinois

Co-Chairman:

Mr. Maurice Olsen  
2363 South Spring  
St. Louis 10, Missouri

Consultant:

Dr. Everett Wilcox  
15 W. 16th Street  
New York 11, New York

GROUP I  
PARTICIPANTS

Mrs. Edw. Blumberg	Washington, D. C.
Mr. Robert Bray	Washington, D. C.
Miss Pat Buchanan	Arizona
Mrs. Samuel Elster	New Jersey
Mrs. Sol Fisher	Arizona
Mrs. Josephine G. Freedman	New York
Mrs. J. J. Friedman	Illinois
Mrs. Florence Grannis	Iowa
Mrs. Charlotte Greenberg	New York
Mr. Kenneth Jernigan	Iowa
Miss Joanne Jonson	Minnesota
Mrs. Benjamin Joseph	New York
Mrs. Marily S. Kuiper	Massachusetts
Mrs. Lawrence Levine	Ohio
Mr. Guy Marchisio	Connecticut
Miss Mertis Meacham	New York
Mrs. David Medoff	Connecticut
Mrs. Samuel Miller	New Jersey
Mrs. Harriet Nash	New York
Miss Marie L. Paluseo	New York
Mrs. N. Polk	New Jersey
Miss Margaret Sullivan	New York
Mrs. William J. Wakely	New York
Miss Janet Wise	New York
Mrs. Zoe H. Wright	Washington, D. C.

GROUP II

FOREIGN LANGUAGES

(See note at end of Report)

The thirty-one members of this workshop, with copies of the present tentative manual, were taken step by step through the manual, advised of proposed changes to be incorporated in the coming revision, and given an opportunity to raise questions and discuss them.

The two most important topics discussed were:

- I. How to distinguish foreign words in an English sentence.
- II. The use of phonetic symbols in the braille version.
  - A. After much research, correspondence and discussion, it was agreed that the 2-cell skip to distinguish a foreign language from English is not wise, because it would conflict with its use in other places.

The following references are the authority for the use of italics for this purpose:



1. English Braille-American Edition 1959 Sec. 10, 1 b
2. Transcribers Guide (Krebs) Sec. 10, h (2)
3. Instruction Manual (Library of Congress) p. 59 middle of page.

B. Transcribers are strongly urged not to use phonetic symbols unless they have conferred with the teacher who will use the text. If the teacher insists, the symbols in WORLD BRAILLE USAGE should be used. A note telling of their use with a complete list of the symbols and their meanings must be included at the beginning of the text.

Other topics discussed were:

- I. The title page of foreign language textbooks when accented letters are a problem.
- II. Syllabification for the four basic languages.
- III. Explanation of foreign braille codes.
- IV. Numbered lines in prose and poetry.
- V. Punctuation.
- VI. Anglicized words (this topic was discussed though the group felt it is a problem of literary braille).

We consider the Foreign Language Manual, produced by the Foreign Language Committee, and the Revision now in preparation, to be a detailed report of the findings of this and previous workshops plus other information gleaned from the Official Code and from Correspondence directed to the Committee.

The members of the workshop were apprised of the fact that several foreign language dictionaries in braille are available. There is an immediate need for a comprehensive French dictionary suitable for advanced students.

All transcribers, particularly chairmen of groups, are invited to request the Revised Manual for Foreign Languages, since this is valuable to transcribers of literary braille containing foreign words or phrases when the foreign words must be syllabized.

Chairman: Mrs. W. D. Earnest, Jr.  
Rt. #1, Lake Arcadia  
Butler, N. J.

Co-Chairman: Miss Elise R. Mueller  
12 Green Acres Drive  
Verona, N. J.

Consultant: Miss Ruth E. Williams  
39 Columbia Street  
Albany, New York

\* \* \* \* \*

NOTE: It has become obvious since the close of the Conference that the Braille Authority probably will not approve the use of the italic sign as an indicator of the change of language. Many texts need the sign for true italicized words and phrases; therefore, the double use of the sign would seriously confuse the student. Some other indicator would seem advisable, but perusal of many texts raises the question of the real need for such a ruling. In most cases, the difference between English and the foreign words is so obvious there is a doubt of the need of any such indicator. There will be a continuing study of this problem.

## GROUP II

### PARTICIPANTS

Mrs. Albert Alloy	New York
Mrs. Charles Bensel	New Jersey
Mrs. Stanley Blau	New York
Mrs. Mary R. Curry	New York
Miss Josephine Delemere	New York
Mrs. R. H. Donovan	New York
Mrs. William Flood	New York
Miss Ann Fraser	New York
Mrs. Paul Greene	New York
Mrs. G. R. Grossnickle	New Jersey
Miss Florence L. Hallock	New York
Miss Marian R. Hansbery	New York
Mrs. Fred M. Iger	New York
Mrs. David Jackson	Illinois
Mrs. Samuel Koors	New Jersey
Mrs. Joseph I. Levitas	New York
Mrs. Martin Manaly	Connecticut
Miss Agnes Natelson	New York
Mrs. Elliot Rose	New York
Mrs. J. R. Schwartz	New Jersey
Mrs. Ruth S. Silverman	New Jersey
Mrs. Esther K. Singer	New York
Mrs. Alvin Sobel	New Jersey
Miss Marion Spillane	New York
Mrs. Willis Steinitz	New York
Mrs. Matthew Stepsis	New York
Mrs. Edwardina Walsh	New York
Mrs. Gerald Zuckerman	New York

## GROUP III

### MATHEMATICAL AND SCIENTIFIC MATERIALS

First, the forty-five participants of this workshop discussed general areas of transcribing and agreed that

1. There should be more contact between transcribers and the counselors or teachers of blind children. Teachers should be made more aware of

the transcribers' problems.

2. There is need for a handbook of instructions for "setting up" various types of textbooks. (Several areas are in the process of preparing this information and agreed to send copies to the National Braille Club for possible compilation of a uniform manual).
3. More consultants should be available in various areas of the country, particularly for transcribers who are sending their work to other states. (This practice has resulted in the need for greater uniformity).
4. Teachers could invite braillists to visit classes once or twice during the school year to observe how text material is presented. (A meeting is now being arranged in New Jersey for transcribers, counselors, and blind students from high school and college to promote complete understanding). However, the blind student or reader is not solely dependent on the transcriber since there are always the itinerant teacher, the classroom teacher, and sighted companions to help him.

Next, they covered the presentation of illustrative materials. This discussion was concerned with pictures, dials, maps, simple diagrams, graphs, etc. for arithmetic in the elementary grades. Plastic stencils were suggested as an aid for making circles, triangles, squares, etc.

A lively discussion on the subject of the value of raised line drawings took place headed by a panel of four blind participants - Mr. Abraham Nemeth of the University of Detroit, Mr. Fred Gissoni and Mr. T. V. Crammer of the Kentucky State Department for the Blind, and Mr. Bob Gunderson of the Braille Technical Press. There was a difference of opinion in the panel on the merits of drawings versus word descriptions, but agreement on the following suggestions:

1. A set of rules might be formulated to teach transcribers how to describe a drawing if it were too complicated to reproduce.
2. It might be possible or advisable to recruit technically trained people to do the intricate drawings or to give word descriptions of them.
3. If the drawings were too technical for the transcriber to reproduce or describe, only the caption and references as to page and figure number could be specified, counting on the presence of a sighted companion for help; or insert a blank numbered page on which the student or a consultant could place the required material in a manner best suited to his needs.
4. All simple drawings through Plane Geometry should be reproduced.
5. No three dimensional drawings should be attempted unless they are used to show how three dimensional figures are drawn. To omit them here would be defeating the whole purpose of the text. Necessary information for the understanding of all other text or for the solving of problems should always be listed.

6. There is need for more information and instructional material in fields such as Physiology, Botany, Psychology, Logic, Statistics, etc.

The final session was devoted to individual problems and to a discussion of 82 problems circulated prior to the conference in accordance with the following plan:

A list of 125 mathematics problems, compiled by Mrs. Clark and studied by the National Braille Club Mathematics Committee was a start toward a survey to find problems encountered by mathematics transcribers throughout the country. This was also an effort to check on the efficiency of existing reference material. 82 problems were finally selected for survey purposes. 265 letters were mailed asking for volunteers to participate in the study, and 165 responded in the affirmative. 55 transcribed sets have been received to date covering from 17 to the total 82 completed problems. This is most gratifying, and there will be further study in this area.

The details of all the workshop sessions (the hints, suggestions, and correct braille transcription of "trouble spots") would be too bulky to include here. However, they would be of much value and interest to those involved in mathematics transcribing. Therefore, a detailed supplementary report is being prepared and will be sent to all persons attending this workshop. Other members of the National Braille Club who are interested in this material may specifically request it by contacting Mrs. A. B. Clark, Chairman, Mathematical and Scientific Notation Committee, Cliff Trail, Fayson Lakes, Butler, N. J. There will be a charge of 50¢ to non-members.

Chairman: Mrs. A. B. Clark  
Cliff Trail, Fayson Lakes  
Butler, N. J.

Co-Chairman: Mrs. Seymour Simon  
42 Piccadilly Road  
Great Neck, N. Y.

Consultant: Mr. Abraham Nemeth  
16240 Fairfield Avenue  
Detroit 21, Michigan

### GROUP III

#### PARTICIPANTS

Mrs. Milton Adler	New York
Miss Cecyl Bryant	New York
Mrs. Adele Bachrach	New York
Mrs. Evelyn Berger	New York
Mrs. Eva Binder	Florida
Mrs. J. Binder	Minnesota
Mr. C. Ross Brearty	New York
Mrs. P. A. Chernow	New York

Mrs. John P. Collins	California
Mrs. Clifford Coons	Connecticut
Mr. T. V. Crammer	Kentucky
Mrs. Geo. W. Crawford	Maryland
Mrs. John DiGate	New York
Miss Mabel Dimmers	New York
Mrs. Emil Drechsler	New Jersey
Mrs. Daniel Epstein	New York
Mrs. Louis B. Freeman	New Jersey
Mrs. Rose A. Gannon	New York
Mr. Robert Gunderson	New York
Mrs. Samuel Hadley	Florida
Mrs. Milton Holtzman	New York
Mr. Paul Humphrey	New York
Mrs. Jane Jaeger	New Jersey
Mrs. J. W. Landsberg	New York
Mrs. Mildred Larkin	New York
Mrs. Saul Levinsohn	New York
Mrs. Florence Levy	New York
Mrs. Herman Lichstein	Ohio
Mrs. George A. Locke	New York
Mrs. Richard P. Moore	New York
Mrs. Ferdinand J. Mann	Illinois
Mrs. Victor Miller	New Jersey
Mrs. Alfred Roberts	New York
Mr. Carl T. Rodgers	New York
Mr. Edw. Ruch	New York
Mrs. Leonard Silverman	New York
Mrs. E. Paul Smoot	New York
Mrs. Edw. Spielman	New York
Mrs. Albert Stone	New York
Mrs. Walter Trommer	New Jersey
Mrs. Dorothy B. Wimmel	Florida
Miss Marie H. Woolley	New York

#### GROUP IV

#### PREPARATION OF PRE-PRIMARY AND ELEMENTARY TEXTS

The majority of the twenty-six participants in this workshop were volunteer transcribers; four were professional teachers; two were parents' of blind children.

There was a good cross-section of transcribing groups - large and small; well-established and newly formed; those in direct contact with the schools they serve and those with indirect contact - with diversified problems and suggestions for handling of these problems.

General text format questions discussed, and the group's conclusions were:

1. Page numbering

It was agreed that the inkprint page must be noted.

2. Treatment of pictures

Generally, they should not be described. In special cases where they are pertinent to the text and the transcriber is instructed as to how they should be described, she may do so.

3. Textbooks

Ideally, the teacher requesting the book, or a trained person, should go over each book for braille set-up and format before it is given to the transcriber.

4. Appendix of a book - should it be included? Where?

If it is vital to an earlier part of the book, it should be brailled first and bound separately as a supplementary volume to be used in conjunction with any volume. If it is not transcribed, the omission should be stated on contents page, in transcriber's notes, and when reporting to the American Printing House. If additional requests are received, the requestor should be advised of this omission.

Grammar and spelling format problems and suggestions were:

1. The diagraming (parsing) of a sentence

Two methods were discussed:

- a. The use of tracing wheel to draw lines, and dental tool or stylus for contrasting lines, leaving plenty of space.
- b. The use of masking tape for lines. (It was noted that this technique would not be suitable for American Printing House duplication).

2. Treatment of word lists in spellers

Words with braille contractions should be written twice - contracted, blank cell, uncontracted - in columns. A suggestion worthy of consideration was the repetition of these words, uncontracted, across the top of subsequent braille pages carrying the same inkprint number.

3. Indication of crossed-out letter within a word: lat~~e~~ (indicating silent e).

Braille the word, then state, "e is silent."

4. Use of phonetic and diacritic syllabication

Clear-cut conclusions could not be made. It was felt that uncontracted, diacritic syllabication should be used in spellers.

Illustrating was briefly discussed and samples were shown. Some teachers

feel it is valuable, others do not. Non-brailleists can be used to produce such materials.

From the type of problems discussed, it was most apparent, as it has been in previous years, that a format guide for textbooks is definitely needed, with special attention given to workbooks, grammars, spellers, and use of diacritics. It was suggested that actual examples of words be used to illustrate diacritic usage, as there seems to be misunderstanding in this area.

The group generally agreed that:

1. It would be difficult to set down hard and fast text format rules that could be adhered to by all transcribing groups, because the needs of schools and agencies they serve differ.
2. Format information should be compiled and used as a guide. Blind pupils adapt themselves to slight format differences found in various transcribing groups.

In an attempt to help answer the immediate needs of workshop participants new to this field, the Group Leaders presented some format instructions and offered to try to answer specific format problems by mail if requested.

Chairman: Mrs. Maurice Baron  
4124 North Whipple Street  
Chicago 18, Illinois

Co-Chairman: Mrs. Wm. Epstein  
2470 S. W. 22nd Avenue  
Miami 45, Florida

Consultant: Mrs. Virginia Sharoff  
1697 Michael William Road  
Merrick, L. I., New York

#### GROUP IV

#### PARTICIPANTS

Mrs. B. S. Anschutz	Connecticut
Mrs. Phyllis J. Begelman	New York
Miss Ann Chapman	Washington, D. C.
Mrs. D. S. Fried	Florida
Mrs. Janet Gardinier	Maryland
Mrs. Hyman Gast	New Jersey
Mrs. Grace E. Gebauer	New Jersey
Mrs. Stanley Gumberg	Pennsylvania

Mrs. Anne Ida King	New Jersey
Mrs. Adolph Klein	New York
Miss Doris Maeser	New Jersey
Mrs. Wm. Marin	New York
Miss Angela M. Marra	New York
Sister Mary Nathaniel	New York
Mrs. Lawrence Spina	New York
Mrs. Leona H. Stark	New Jersey
Mrs. Gertrude Stone	New York
Mrs. P. Richard Wexler	New Jersey
Mrs. T. Weinblatt	New York

## GROUP V

### PREPARATION OF SECONDARY AND COLLEGE TEXTS

It was apparent early in the session that the most important problem facing the transcriber and/or student is UNIFORMITY.

This group of twenty-eight discussed the necessity of establishing suggested guide-lines for the adoption of uniform formats because of the stepped-up exchange of materials.

The following areas were covered:

#### 1. Format for Indexing

It was agreed that a MASTER index should be provided at the end of the last volume, or separate volume or volumes, if necessary.

#### 2. Footnote Format

Regardless of choice of format followed, be consistent throughout entire text.

#### 3. Pagination

Use inkprint pagination only in braille

For the benefit of binders, write, in pencil or ink, the consecutive braille page numbers and title of book in either lower or upper right-hand corner of page.

#### 4. Illustrations

Mention of illustrations should never be omitted

Transcriber's note should advise reader of the appearance of illustration.

Chairman: Mrs. Sol Cohen  
4500 Adams Avenue  
Miami Beach, Florida



Co-Chairman: Mr. Paul Antle  
4015 Normandy  
Dallas 5, Texas

Consultant: Miss Dorothy S. Knight  
111 East 59th Street  
New York 22, N. Y.

## GROUP V

### PARTICIPANTS

Mrs. William G. Barlow	Pennsylvania
Mrs. Donald J. Brown	Iowa
Mrs. Geo. Cassidy	New Jersey
Mrs. Benj. Chorosh	New York
Mrs. Sidney Cohen	New York
Mrs. Paul A. Denzler	New York
Mrs. M. M. Dunn	New York
Mrs. Rita Egan	New York
Mrs. Reuben Feltman	New Jersey
Mrs. David Goldsmith	Florida
Mrs. Julian Gulack	New Jersey
Mrs. E. Kenney	New York
Mrs. S. E. Kramer	New Jersey
Mrs. Iris Levy	New Jersey
Mrs. P. Liebeck	New York
Mrs. Catherine M. McDonald	New York
Mr. Clifford Magnusson	Michigan
Mrs. Leon Marks	Vermont
Mrs. Saul Miller	New York
Mrs. Florence Rose	Minnesota
Mrs. R. Rosenthal	New Jersey
Mrs. J. A. Schwartz	Connecticut
Mrs. Jennie Stamm	New York
Mrs. Wm. Surette	New York
Mrs. Bernard Weiss	New Jersey

## GROUP VI

### TWENTY QUESTIONS

Over one hundred people attended this workshop. They came prepared with questions on general transcribing requiring additional interpretation or clarification and the sessions were both interesting and stimulating.

To facilitate the functioning of the Workshop, questions were submitted in writing, and answered by the members of the Braille Authority who chaired the meeting. It is interesting to note that approximately 150 questions were covered during the three sessions.

The questions varied from the very obvious to those bordering on the technical. Where possible, reference was made to actual rule provisions in the code. The blackboard was used for illustrating questions needing further explanation.

To the experienced braillists, some of the questions seemed to be basic and simple. However, it is believed that all benefited through the presentation of answers in a different form than that found in the code book.

This Workshop was merely a question and answer session based on an established code of rules. It served a very valuable purpose through the interpretations given, and transcribers attending should be able to produce more accurate and uniform materials.

Chairman:	Mr. Bernard M. Krebs 1880 Broadway New York 23, N. Y.
Co-Chairman:	Mrs. Maxine Dorf Library of Congress Washington 25, D. C.
Secretary:	Miss Marjorie Hooper American Printing House for the Blind Louisville, Kentucky
Recorder:	Mrs. J. Lester Sulkess 567 Barnard Avenue Woodmere, N. Y.
Assistants:	Mrs. Philip Goldfrank, Jr. 1116 Fulton Street Woodmere, N. Y.  Mrs. Max Kamp 7328 Hudson Blvd. North Bergen, N. J.  Mrs. Philip J. Lack 21 Martin Court Great Neck, N. Y.

## GROUP VI

### PARTICIPANTS

Mrs. Barbara Allen	New York
Mrs. Ellis Alperin	New York
Miss Ruth Askenas	New York
Mrs. Helen Axelrod	New York
Mrs. Herbert Backman	New York
Sister Mary Benedict	New York

Mrs. Richard Bente	New Jersey
Mrs. Alex Bernstein	New York
Mrs. William Bernstein	New York
Mr. August P. Bierman	New York
Mrs. A. Braginsky	New York
Mrs. Milton Brauman	Pennsylvania
Mrs. Anne Borowitz	New York
Mrs. Alfred B. Burger	New York
Miss Esther Butler	New York
Mrs. Pearl Cantor	New York
Mrs. Edwin Carter	New York
Mrs. J. W. Corcoran, Sr.	New York
Mrs. James Cumpton	New Jersey
Mrs. Strahan Davis	New York
Mrs. C. Demarest	New Hampshire
Mrs. William Eck	New York
Mrs. Sam Ehrenburg	New Jersey
Mrs. Hilda Eisen	New York
Mrs. Millie Ellovich	Connecticut
Mrs. Sally Fay	New York
Mrs. S. R. Feingold	Rhode Island
Sister Mary Francesca	New York
Mrs. M. Friedman	New York
Mrs. Leon M. Friend	New York
Mrs. Anne Gantman	New York
Mrs. David Gassner	New York
Mrs. Milton Gerber	New York
Mrs. Benjamin Goodkin	New Jersey
Mrs. Albert Gordon	New York
Mrs. Maurice Gurtman	New Jersey
Mrs. George Haaf	New Jersey
Mrs. E. R. Haldeman	Pennsylvania
Mrs. R. Harris	New York
Mrs. C. D. Hecht	New York
Mrs. Samuel Herman	New Jersey
Miss Emily Jessen	New York
Mrs. Ira Joss	New York
Mrs. M. Karlen	New Jersey
Mrs. Daniel Karp	New York
Miss Bertha Kasetta	Massachusetts
Mrs. Edith King	New Jersey
Mrs. B. L. Kline	New York
Mrs. Jules Kramer	New York
Mrs. Samuel Leo	New York
Mrs. Mervin Levey	Ohio
Mrs. Max Levine	New York
Mrs. Naomi Levine	New Jersey
Mrs. Ruth Liroff	New York
Mrs. John K. Mabbs	New York
Mrs. Herman Meckler	New York

Mrs. Benjamin Millenthal	New Jersey
Mrs. T. R. Miller	New York
Miss Josephine Nitschman	New Jersey
Mrs. Henry Pallaroni	New York
Mrs. Mac Peiken	Florida
Mrs. Harry Perlman	New York
Mrs. Harry Pressman	New Jersey
Mrs. Ralph Proskauer	New York
Mrs. Norman C. Pruden	New Jersey
Mrs. Allen Ragonnet	New York
Mrs. Carl K. Revelle	California
Mrs. Sylvia Rosner	New Jersey
Mrs. Albert Ross	New York
Mrs. Bert W. Roth	New York
Mrs. Wm. A. Rothholz	New York
Mrs. Vivian Rous	New Jersey
Mrs. Raymond Rusmeisel	New York
Mrs. Annette Sanders	New Jersey
Mrs. Meyer Scher	New York
Mrs. Alex Schlenger	New Jersey
Mrs. Edw. Sherry	New York
Mrs. Herbert Siegel	New York
Mrs. Albert C. Silverstein	New York
Mrs. David Silverman	New York
Mrs. Mario Sinisi	New York
Mrs. Louis A. Stone	New York
Mrs. Helen K. Struett	Illinois
Mrs. Ben Tankel	Minnesota
Mrs. Hortense Wallach	New York
Mrs. Alexander Wasserman	Connecticut
Mrs. Isidore Weissman	New York
Mrs. Meyer Wexler	New Jersey
Mrs. Edwin J. Wolf	Maryland
Mrs. Sydney Wolf	New York
Miss Donna Zincover	New York
Mrs. David Zweber	New Jersey

## GROUP VII

### ORGANIZATION AND OPERATION OF VOLUNTEER TRANSCRIBING GROUPS

In polling the thirty-six conferees of Workshop VII, we found that more than half of them were members of well organized groups having by-laws and formal organization.

Of these organized groups, about half were sponsored by Sisterhoods, National and Local Councils of Jewish Women, the American Red Cross, Women's Clubs, state agencies and adult education departments. The operating funds are provided by the sponsoring organization, or by memorials, dedicated title

pages, or other means of fund raising. These groups did not have major financial problems, but non-sponsored groups were more concerned with means of securing financial support.

Before organizing a new transcribing unit, specific service needs should be verified and plans made for financial support. Local P.T.A.'s and Parents Guilds for Visually Handicapped might lend financial assistance. An independent transcribing unit should have by-laws and carefully delineated plans for operation. If funds are to be solicited, it may be well to incorporate as a non-profit organization. A manual to aid in the formation and administration of transcribing groups, prepared by the National Braille Club, would be of much help to groups about to organize.

In the field of textbooks, most agencies are paying for the cost of materials involved in transcription. There was general agreement that the financial responsibility for educational materials belongs to the school or agency educating the child. One possibility of achieving better communication between the school and the transcribing group is to encourage professional educators to be members of the board of the transcribing group.

Considerable time was spent discussing recruitment and training of transcribers and ways of maintaining their interest. The majority of the group felt new classes should begin in the fall, with publicity just before the starting date. All agreed that prospective braillists should be carefully screened to prevent drop-outs. The choice of a teacher seemed most important - a teacher lacking in enthusiasm cannot produce an enthusiastic braillist.

Obtaining reliable proofreaders was a problem of some of the groups. It was felt proofreaders should be spot-checked for accuracy at frequent intervals. One group has the proofreader send a report of each braillist to the chairman as well as to the braillist. Each braillist is asked to keep a list of errors for ready reference.

There was much discussion on leadership in transcribing groups. There is a great need to develop new leaders as too much executive responsibility rests on a few people. Often the productivity of the best transcribers is substantially cut down by organizational duties. If one or two key people become inactive, the group may fall apart. The help of volunteers without special transcribing training could be enlisted for administrative work.

Mrs. Maxine Dorf, Senior Braille Specialist of the Library of Congress, suggested that a braillist, certified by an agency other than the Library of Congress, send in 25 pages of some textbook she has brailled (4th grade level or above). If these pages are satisfactory, a certificate of proficiency will be issued by the Library of Congress.

Mrs. Dorf warned against erasures, especially in the space between words or at the end of the line. She said erasures consisting of 2 or 3 characters should never be allowed.

Mrs. Dorf also informed the group of the new course in proofreading being prepared for blind adults. A course for sighted proofreaders is also in the planning stage. At present, there is no proofreading course for the Nemeth Code, music, or foreign languages.

A new course in Braille music is expected to be ready in the fall. Information will be sent to each group listed as doing braille music and will appear in the National Braille Club Bulletin.

Each transcribing group was urged to start a class for mathematics, foreign language, and music because of the great need in these fields.

Chairman:	Mrs. Wm. T. Smith P. O. Box 17 Darien, Connecticut
Co-Chairman:	Mrs. Vernon Koester 3701 West 11th Avenue Gary, Indiana
Consultant:	Miss Josephine Taylor 18 Fellswood Drive Verona, New Jersey

## GROUP VII

### PARTICIPANTS

Mrs. Louis B. Alperstein	New York
Mrs. Donald E. Bennett	Pennsylvania
Mrs. Helene M. Bogarty	New Jersey
Mrs. Hyman Carlin	New York
Mrs. Phillip Cohn	New York
Mrs. W. B. Converse	New Mexico
Mrs. Harry J. Finke	New York
Miss Frances C. Fishbeck	New Jersey
Mrs. David Frank	New York
Mrs. Edw. Freeman	New York
Mrs. Robert E. Friedrich	New York
Mrs. Richard J. Gastiger	New York
Mrs. S. Gruneson	New Jersey
Mrs. Charles Hafeli	New York
Mrs. Jacob Jaffee	New Jersey
Mrs. Don Jay	New York
Mrs. Arthur Kasow	New York
Mrs. Sidney Levy	Massachusetts
Mrs. S. Lipman	New York
Mr. Arthur Lown	Georgia
Mrs. Edw. J. Markov	New York
Mrs. Irma C. Mitchell	New York
Mrs. Ralph Netterstrom	Washington, D. C.

Mrs. Robert M. Nicoud	Texas
Mrs. M. G. Raymond	Florida
Miss Lucille Sassman	New York
Mrs. Leonard Semon	New York
Mrs. Abe Sussman	New Jersey
Mrs. Rose Tuchfield	New York
Mrs. George L. Turkeltaub	New York
Mrs. Albert Warnke	Illinois
Miss Gloria Weber	New York
Mrs. Morton H. Zavon	New York

## GROUP VIII

### MUSIC

Sixteen people participated in the very productive Music Workshop sessions.

The following general information is extremely significant:

Braille music transcribing is challenging and interesting; time consuming; but never boring. It ranges from simple piano music for beginners to very difficult scores for concert pianists; from music for string and wind instruments to rhythm of drums.

Most transcribers of music braille have either taught themselves or have been taught by experienced music transcribers with the help of manuals such as Mr. L. W. Rodenburg wrote many years ago. Recently, those in the New York area have studied at the Lighthouse with Mr. Gerard Gabrielli and after passing an assigned test, have been certified by the Lighthouse.

A Braille Authority for Music was proposed in November of 1960, met in April of 1961 and January of 1962 to approve the new braille music manuals and to set up standards of requirements for certification of braille music transcribers. This committee is made up of the leading braille music authorities:

Mr. Edward Jenkins, Chairman	Perkins School, Watertown, Mass.
Mr. L. W. Rodenberg	Illinois School for the Blind
Mr. Robert Robitaille	Canada
Mr. Jack Chard	Michigan School for the Blind
Mr. George Bennett	Lighthouse Music School, New York
Mrs. Nell Edwards	American Printing House
(in charge of music)	Louisville, Kentucky

The committee approved the new Music Primer and Chart by Mr. Jenkins; the Lessons in Braille Music by Mr. H. V. Spanner; and later this year, are meeting to further discuss requirements for the certification of music brail-  
lists. It is understood that they suggest three assigned tests - not all piano selections - perhaps one for voice or some instrument. It has also been suggested that certification in English Braille be a prerequisite. However, the Music Workshop did not feel this last suggestion necessary, since it could prevent many people with good musical backgrounds from transcribing music.

Experiments in teaching potential music transcribers a basic knowledge of braille and then proceeding with braille music has proved successful in both Chicago and Brooklyn. At present, people in both groups are transcribing simple music which is greatly needed. It has been suggested that we, as a workshop, send a letter to the Braille Music Authority asking that certification in English Braille not be necessary in order to transcribe music braille.

To keep discussion helpful to both experienced and inexperienced music braillists, the following topics were covered:

1. The Music Code

Typical Question: Would a rolled chord, played from bottom to top still be written from top to bottom?

Answer: Yes. At the Paris meeting in 1954 a compromise was reached whereby chords in the right hand would be written from the top down as had been done on the Continent; then they agreed to use bar over bar as the U. S. wished.

Question: Are tracer dots necessary?

Answer: They are optional, but some people like them.

2. Lessons - Spanner

3. Other learning material

4. Catalogues

International catalog of Musical Publications in Braille

Vol.	1-4	Piano
Vol.	5	Organ and Harmonium
Vol.	6	Stringed Instruments
Vol.	7	Various Instruments
Vol.	8	Supplement

(With price lists)

From American Foundation for Overseas Blind  
22 West 17th Street, New York, N. Y.

5. Permissions

Should come from the person requesting music?

They often take so long the need for the music has passed before they are granted.

Suggestion that "Permission Pending" be used on title page.

6. Braille Music Authority

(Discussed earlier)



## 7. Credit for pins

The following suggestions were offered:

- I. Proofreaders be found for music braille.
- II. Determine if it is possible to teach braille music transcription by correspondence course to people who are not near areas where a regular training course is offered.
- III. There be an addition of an index to Lessons in Braille Music by H. V. Spanner.
- IV. That libraries have the International Catalog of Musical Publications in Braille so that transcribers can determine if a selection requested has already been brailled. This would avoid duplication and provide time for other material.
- V. Secure blanket permission for transcribing braille music. Perhaps start with Schirmers.

Chairman: Miss Jeanne R. Kenmore  
152 Pattee Hall  
University of Minnesota  
Minneapolis, Minnesota

Co-Chairman: Mrs. Walter A. Mungeer  
24 Monroe Place  
Brooklyn, N. Y.

Consultant: Mr. George G. Bennette  
111 East 59th Street  
New York 22, New York

### GROUP VIII

#### PARTICIPANTS

Mrs. Ray Beattie	New York
Mrs. Arthur Boenau	New York
Mrs. Elmer Brown	New Jersey
Mrs. P. R. Deschere	New York
Mrs. Samuel Elinson	New York
Mrs. Oscar Erlandsen	New York
Miss Helen Flanagan	New York
Mrs. Melvin Goldstein	Connecticut
Mrs. Lois W. Gunsberg	New Jersey
Mrs. Jacob Krinsky	New York
Mrs. Pearl Raskin	New York
Miss Frances M. Stafford	New Jersey
Mrs. Charles Winkler	Connecticut

## GROUP IX

### RECORDING ON DISC AND TAPE

Members of this group of 24 reported favorable experience with the following brands of Recorders: Revere, Tandberg, Norelco, Wollensak, Ampex. However, before considering purchase of such equipment, care should be taken to insure the availability of servicing in the local area.

1800 feet of mylar backed Recording Tape on a 7 inch reel is now standard for the recording of books on tape. Audio Tape, type 1861 and Scotch 150-18 are representative brands. Where extra tape strength is required, Scotch Brand 311 Tenzar backed tape furnishes it. However, 311 only comes in 1200 foot lengths on 7 inch reels.

For the repair of broken tape, the Rystl Tape Splicer and appropriate Splicing Tape is satisfactory. For wall baffle in recording studio, Curonettes, (wall tiles made of a plastic commercially called Curon), made by Reeves, Great Pasture Road, Danbury, Connecticut, is suggested.

For the mailing of recordings, both tape and disc, insulated bags marketed under various names: jet-packs, jiffy-bags, etc. are usually available from paper product supply houses.

For possible help to new recording groups and individuals, there are various tape correspondence clubs with members throughout the country. These people might be helpful in giving advice on the selection, operation, and care of recording equipment. Two of the leading clubs are the Voice-spondence Club, Mr. Charles Owen, Secretary, Noel, Virginia; World Tape Pals, Marjorie Matthews, Secretary, Box 9211, Dallas, Texas. A monthly magazine devoted to various phases of tape recording is TAPE RECORDING MAGAZINE, 101 Baltimore-Annapolis Road, Severna Park, Maryland. For the purchase of tape recorders and other supplies and accessories, two possible outlets were mentioned: Wessian Specialties Company, 2118 East 21st Street, Cleveland 15, Ohio, and Science for the Blind, Haverford College, Haverford, Pennsylvania. While many recording groups have produced manuals of instruction, most of them are intended for local use, and nothing is known concerning general availability.

Although there was much discussion of recording on Discs, there was little specific information that can be set down here. A general outline was given for a process by which sound-scriber discs could be embossed from tape masters. However, for this to be workable, detailed information must be known concerning the model of sound-scriber, and the model and make of tape recorder in question.

It was also mentioned that cheap phonographs intended for use by children often do a better playback job on sound-scriber discs than talking book players and other equipment. However, the playback of the discs often lies beyond the scope of the group making the recordings.

A manual to serve as a guide for those interested in recording is in prepa-

ration by the Recording Committee. There is now an "audio column" in the National Braille Club Bulletin, and tapes of meetings are available for the membership.

Chairman: Mr. Fred L. Gissoni  
122 W. High Street  
Lexington, Kentucky

Co-Chairman: Mrs. Beatrice Bieber  
240 Central Park South  
New York 19, N. Y.

Consultant: Mr. Charles Shipley  
700 Elm Street  
Winnetka, Illinois

## GROUP IX

### PARTICIPANTS

Mrs. Edith Bank	New York
Mrs. Max Biber	Michigan
Mrs. David W. Cohen	Alabama
Mrs. Sam Dubner	New York
Miss Matilda A. Heck	Minnesota
Miss Ann Hynes	New York
Mrs. Harry J. Klein	Minnesota
Mrs. Roslyn Leffer	New York
Mr. Jasha M. Levi	New York
Mrs. Mildred Lifschitz	New York
Reverend Jos. B. O'Connell, S.J.	New York
Mrs. Annette O'Neill	New York
Mrs. Joseph Pitegoff	New York
Mrs. Mary Reinerts	Indiana
Mrs. Lee Slaughter, Jr.	Texas
Mrs. Florence Spiselman	New York
Mrs. Beatrice Stone	New York
Mrs. Marvin Thorner	New York
Mr. Fred Vieni	New York
Mrs. Boris Voronovsky	New York
Mrs. Jeanette Weinbrot	New York

## GROUP X

### PREPARATION OF MATERIALS IN LARGE PRINT

The active participation of the twenty-five people in Workshop X has enabled us to develop the following report:

Research should be undertaken to establish an optimal type size, best suited to most of the visually handicapped; a committee to be drawn from the organizations best able to determine this need.

There should be a general uniformity of all books copied into large type, incorporating size of type, carbon used, ribbon, format, spacing, size of book both as to length and width and number of pages, and the manner in which illustrations are handled.

It was generally felt that the carbon copy served no real purpose to either the child or the teacher; therefore, its true merit should be evaluated.

There is a great need for a regional clearing house, in addition to a national, to eliminate the duplication of books and to make them more quickly available.

Problems of illustrations are being met by cutting up unusable textbooks for their picture value, by drawing on the available artists in the individual local groups, by typing the description of the illustration, by use of the pantograph, and by utilization of community resources including prisons which house capable artists.

The responsibility of the editing of the textbook must lie with the educator to establish the pattern for the transcriber, and the educator should be alerted to the problems connected with doing a particular book. An itemized sheet covering various areas of difficulty should accompany each book; and where a teacher's manual is available, the transcriber should have it for better understanding of the text.

The general procedure has been to incorporate a complete table of contents into the first volume of a book; thereafter, contents of only those chapters pertaining to the immediate text are in each individual volume. This necessitates the return to Volume I at all times for chapter reference. It would be more advisable to do a complete table and add it to the Supplement and Index which accompanies most books in a separate volume.

Maps and other items not now available from commercial sources might be produced by the use of a stencil, produced as needed, without transcribing each individually.

It was felt that additional help should be sought from local, state or federal agencies to meet the never-ending need for funds to purchase equipment and supplies.

In some areas, the volunteer transcriber of textbooks is invited to aid the teacher at school. However, the consensus was that the role of the transcriber must be clearly defined. She should limit her efforts to her own particular field, producing textbooks, and not infringe upon that of the educator, which is to teach.

One of the greatest needs is to better educate the volunteer to the exact need of the visually handicapped. The volunteer whose work is not acceptable in a particular field should try to further develop an interest and continue to serve the visually handicapped in more suitable areas.

Chairmen: Mrs. Henry J. De Mayo  
224 Franklin Street  
Massapequa Park, N. Y.

Mr. Mel Eisenbach  
177 Main Street  
Norwalk, Connecticut

Co-Chairman: Mrs. I. L. Holtz  
23 Margaret Court  
Great Neck, N. Y.

Consultant: Miss Helen Gibbons  
16 East 40th Street  
New York, N. Y.

## GROUP X

### PARTICIPANTS

Mrs. Minette Alpern	New York
Mrs. Harriet Axman	New York
Mrs. Simon S. Cantor	Pennsylvania
Mr. Eric Carlson	New York
Mrs. Irving Cohen	New York
Mr. William A. Daw	New York
Mrs. Ruth Dickson	New York
Mr. Dean C. Duffield	Nebraska
Mr. Wm. Epstein	New York
Mrs. Jack Fogel	New York
Mrs. S. Glaser	New York
Mrs. Ida Glicksman	New York
Miss Hazel Gray	New York
Miss Catherine Harrison	New York
Miss Kathleen Hogan	New York
Miss Mary Horan	Connecticut
Mrs. Milton Langer	New York
Mrs. Mort A. Lasky	New York
Mrs. Chas. Luks	New York
Mrs. Harold Search	New York
Mrs. Joseph Yoshida	New York

### SUMMARY OF WORKSHOP REPORTS

The skills of the individual participants in this Conference are evidenced in the fine reports you have just read. It would be redundant to attempt to recapture the feelings which have been so well expressed. The enthusiasm brought to these workshop sessions, as they have evolved from year to year, shows the growth of interest and cooperation between transcribers, educators, and librarians to provide better educational and recreational materials for the visually handicapped.

Each conference has been and will continue to be a reflection of the desires of the membership of the National Braille Club, Inc. This means that the National Braille Club's function is not static but is ever-changing and ever-growing. The National Braille Club will continue to provide a medium for the exchange of ideas and information for all of us who are so interested in utilizing our skills to the best advantage.

The format of the conferences has changed, as the need has arisen, and will continue to do so. The Workshops have provided an open forum, at times even a "battleground" for many important new ideas, as well as the impetus for further study.

Among the many things that have come into being as a result of our Conferences are: 1) the manual on foreign languages, the manual on mathematics, etc.; 2) the printing of certain foreign language dictionaries by the American Printing House, thus releasing braillists from the task of endless re-transcribing individual foreign language vocabularies; and 3) the American Printing House's continuation and expansion of a "clearing house" for hand-transcribed textbooks (originated by the National Braille Club). The dividends in uniformity, communication, and saving of time and labor have been immeasurable.

As in the past, the Board of the National Braille Club will carefully evaluate the preceding reports and take action on the important points.

\* \* \* \* \*

The Work Papers for "The Educator's Responsibility For Cooperation With Volunteers" were given some study and discussion, and the Workshop participants acquainted themselves with the questions presented therein. Many of the comments in the Work Papers have already been put into use, and the entire field merits further study.

\* \* \* \* \*

A good start on the Information File (sources of tools and equipment, instruction manuals, catalogs and local listings, resources for materials and services not covered elsewhere) was made, as shown by the information gathered to date. This should develop into an important part of the National Braille Club Files in the future.

**WORK PAPERS FOR THE USE OF WORK GROUPS  
AT THE FIFTH NATIONAL CONFERENCE OF THE  
NATIONAL BRAILLE CLUB, INC.**

**"THE EDUCATORS RESPONSIBILITY FOR COOPERATION WITH VOLUNTEERS"  
OR  
"EDUCATORS AND VOLUNTEERS WORK TOGETHER"**

In order to maintain the high standards necessary for preparation of materials essential to the education of blind children attending public school programs, educators must inform volunteers who are preparing materials, and close cooperation must be sustained. The following comments are offered in the hope

that they may prove helpful to both educators and volunteers participating in such a program.

1. Orientation of Volunteers - The professional person or group in charge of the educational program for the visually handicapped for the area should explain the program to the volunteers and inform them what their part can be in the program; either in small groups, or in a large meeting, so that they will know the scope and purpose of the program, some of the problems involved, some of the satisfactions and rewards.
2. Training of Volunteers - Usually carried out by a core of skilled volunteers as chairmen of groups. Procedures and standards are usually worked out with the educational staff for the program.
3. Distribution of Materials to be Recorded or Brailled
  - a. From a central office to which the teachers bring books
  - b. From a central library in an organization for the blind
  - c. From a Textbook Committee (person to assign books, chairman of volunteers, and itinerant teacher)
  - d. From a braille group chairman or recording chairman (with cooperation between groups and teachers and avoidance of overlapping)
4. Copyright Permissions - Request for copyright permission to the Library of Congress or other publishers not included in that agreement, should be handled centrally; and is usually done by the person or group distributing the material for transcribing. (see 3.)
5. Instructions for Volunteers - Groups responsible for issuing books should have printed general instructions and rules for recording and brailleing for each volunteer to follow:
  - a. It is the responsibility of the teacher who will teach the child braille to inform the distributing person or group of any unusual format needed for a particular book. The teacher should look through all print books needed by the child to see whether any special editing needs to be done, and to indicate for the volunteer where material may be left out or how to handle some lessons. Much good brailleing time is wasted when a volunteer has to check with an educator. When the volunteer resorts to editing by herself, aside from the confusion this can cause, there is again the problem of the time involved in the doing, which cuts down on the brailist's productivity. Spellers, workbooks, and primary grade arithmetics often need special editing by the teacher. Special instructions where needed by the volunteers may be enclosed with each book.
  - b. Volunteers should, however, feel free to consult with educators, their chairman, or the distributing group, on questions that come

up during preparation of a book, or for clarification on any point. The need for this will probably be minimized if the books have been edited where necessary, and the instructions are clear.

6. Flow of Materials

- a. Get ahead of the game - Plenty of time should be allowed for preparing books for a coming school year. The teacher may inquire of the school early in the year (even after Christmas) about the books to be used the following year. If it is definitely known that certain books will be used, these can be ordered or arrangements begun by the distributing group for transcribing or recording. The teacher tries to keep after the schools to learn about the next year's books, but if a change in texts is contemplated, she has to wait for the school to make its decision. All available resources for locating books that may already be transcribed, should be tapped by the distributing person or group, (see 3), before the work is given out to volunteers to be done. The American Printing House maintains a central file for transcribed books and lists those organizations or agencies willing and able to lend books.
- b. Priority - Since all the texts needed for the entire year for each child cannot be done at once, it is the responsibility of the teacher when bringing in books to be brailled or recorded, to inform the distributing group which books will be needed first for each child; and which should therefore take priority in preparation. In some instances it may be possible to request only a part or parts of a book to be transcribed for the student. It needs to be borne in mind, however, that fragmentary parts have to be bound together in order not to get lost in the shuffle, that sections required for one student this year may not be usable for other students in following years when other parts may be required, and that usually in the long run, it is worthwhile to do the entire book.
- c. Next Volume or Record Needed - As the books are being prepared, and the child is sent his first volumes, it is the braille teacher's responsibility to watch, and to ask the child to take the responsibility, also, to watch and ask for the next volume in plenty of time. Generally when a child starts a new volume, it is not too early to let the distributing group or person know that the next one will soon be needed so she can alert the volunteer. Some volunteers like to work on several books at the same time. If alerted that the next volume for a particular book will soon be needed, it is simpler to drop other work to get this out, than to be called at the last minute when the child is waiting for the volume that is not yet ready. Braillists in some areas are given definite expected due dates by week, during the school year, for each book. Although it might be difficult to do this for all material in a large production, this is one way to plan for the necessary time needed.



- d. Last Minute Changes - When there is a last minute change in texts, both teacher and volunteer need to be flexible. The teacher may be able to help the school understand how difficult the change is, when texts are prepared by hand and the book is already in the process or is already completed; and the school may sometimes find that they can substitute with a book that is available in braille or recordings, or the child can recite with another section using the book that has been transcribed. When nothing can be done about the change, the volunteer has to trust that the work already done will be used later, as is usually the case, and be willing to shift to the text needed. In one state when the choice of edition of a book is uncertain, one edition is put into braille and another on recordings. Sometimes in an emergency rush, several volunteers take different parts of the book and all work on it at the same time.
- e. Slack Periods - There are slack periods and rush periods in the transcribing and recording of school work. Volunteers should be informed of this and understand it; - that the slack periods usually come after the fall rush for the year's books and before those needed for the next semester or next year. Other assignments can be given by the distributing group or person, in consultation with the teachers or the regional libraries, - usually in the form of enrichment materials, library books, special reports, etc.

7. Balance Between Braille and Recordings - As the blind child progresses into his junior high years and on into senior high and college, it becomes impractical to braille all the materials he needs. In college and as a blind adult, he will gain much of his information through listening either to recordings or to readers. Learning to listen, then, should be fostered for the young blind child and in his primary and elementary years, he can begin to enjoy the talking book stories. Some programs start recording some material for the child in the upper elementary grades; and most blind junior high students have some of their texts on records. Books which can be most profitably recorded for blind students are generally: literature books, social studies books (with supplemental maps and materials available where needed) civics, and in some instances, general science books where raised diagrams are available to accompany the text. Books which a blind student usually needs to have in braille, are: Mathematics books, foreign language grammars, and in some cases English Grammar books. It is very rare, therefore, for a blind child in the upper grades to have all his material in braille or all on records, although as he progresses in his field of education, most of his material may be recorded. The partially sighted students, on the other hand, or the legally blind student who is yet able to read print with some difficulty, but who is not a braille reader, may, as he goes on in his education have most or all of his material recorded. It is the responsibility of the person or group distributing the material to be transcribed, to see that braillists and recorders are well supplied and that some are not overburdened.

8. Reporting Completed Books to the Printing House for Central File  
When a book is completed it should be reported to the American Printing House for the Blind so that they will have the information for the central file on materials available for borrowing throughout the country. It needs to be kept in mind, however, that the book was probably prepared for a local student for the current year, and this student should not be deprived of any part or all of the book because it is requested for some other part of the country, or because additional copies for vacuum plating are needed. If volumes can be sent to the Printing House for vacuum plating or to a student in another part of the country after the student for whom they were prepared has finished with them, that is one thing; but the student should not have to wait for the book that was prepared for him if it is ready. Local programs have the responsibility to their students and to their volunteer workers to see that the children in their areas get first priority on materials prepared locally.
9. Continuity of Work - It seems best, if possible, for the chairman of a group of volunteers to hold the post for more than one year. The chairman needs time to become familiar with the work; and needs time to train a new chairman to take over the job.
10. When A Volunteer Cannot Carry On - It is far better in this case, if the volunteer will inform her chairman right away when not able to complete work, so that it can be quickly reassigned.
11. Efficient Programs Through Meeting of Volunteers and Teachers - A program runs more smoothly when volunteers and teachers meet together in the local program whether state or city wide - at least once a year. In addition to this, small, informal workshops with individual groups are very profitable. This gives an opportunity for questions and answers concerning the program, for instructions, and for discussion on specific problem areas.
12. Appreciation - It is felt that the volunteer's objective is service, and recognition is not expected. Nevertheless, the work of the volunteers is of inestimable value in teaching blind children. An agency or state office can indicate its appreciation to the volunteers. Chairmen of groups can convey appreciation to volunteers. A bulletin is sometimes sent out giving some idea of the scope and amount of work done. Letters of appreciation for books or records received from students can be passed on to the group or the volunteer concerned. Some libraries write each transcriber a letter of appreciation. Where this is done it would seem best to follow the one consistent procedure.

#### INTERIM COMMITTEE

Mrs. Herman C. Lichstein  
Cincinnati, Ohio

Mr. Guy Marchisio  
Chief of Children's Services  
Board of Education of the Blind  
Hartford, Connecticut

Mrs. D. K. Mirrielees  
Library for Recordings  
N. J. Commission for the Blind  
Newark, N. J.

Miss Effie Lee Morris  
Children's Specialist  
Library for the Blind  
New York, N. Y.

Miss Althea H. Nichols - Chairman  
Supervisor of Instruction  
N. J. Commission for the Blind  
Newark, N. J.

Dear National Braille Club, Inc. Member:

We believe the attached list of questions will stimulate each of you in your work groups to carefully evaluate and preserve the valuable portions of "The Educator's Responsibility for Cooperation with Volunteers" as you consider its revision for future publication.

We suggest that you consider for the publication the use of the term "transcriber" rather than "volunteer" since not all transcribers are volunteers. We would urge that the production of materials for partially seeing people as well as blind people is considered.

After the excellent material produced by the mathematics committee we need to produce material for a publication sufficiently broad in nature and strong in statement to live up to their fine example.

We know that you have many excellent ideas to record. Good luck to you.

Sincerely, yours,

Georgie Lee Abel  
Professor of Education  
San Francisco State College

Dorothy L. Misbach  
Consultant in Education  
of the Visually Handicapped  
Department of Education  
State of California

The following list of questions was submitted to the work groups with the hope that these might be used in connection with the Interim Committee's report of "The Educator's Responsibility for Cooperation with Volunteers" or "Educators and Volunteers Work Together" (April, 1961) as each group attempts to strengthen and broaden the Committee's statements:

- |   |   |
|---|---|
| Title   | <p>I. Can the present title be improved? Would any of these be more inclusive --</p> <ul style="list-style-type: none"> <li>a. Cooperative Efforts of Transcribers, Educators, and Librarians</li> <li>b. A Constructive Program of Transcribing Involving Transcribers, Educators, and Librarians</li> <li>c. A Guide or Handbook for the Cooperation of Transcribers, Educators, and Librarians</li> </ul> <p>What are your ideas?</p>  |
| Purpose   | <p>II. Can we develop a strong statement of purpose for transcribers, educators, and librarians in their efforts to provide materials for the visually handicapped?</p>   |
| Roles of<br>Transcribers<br>Educators<br>Librarians         | <p>III. Can we establish in concise description the role of the three important groups who serve blind and partially seeing children, youth and adults?</p>   |
| Guidelines<br>Relationships<br>Specific<br>Responsibilities | <p>IV. Can we develop some guidelines which point out important relationships among the groups and set forth specific responsibilities for each? (Remember that librarians and educators legally are permitting to do only certain things).</p> <p>Can we make intelligent use of examples which illustrate these relationships and specific responsibilities, such as:</p> <ul style="list-style-type: none"> <li>a. The certification of literary braillists is a function of the Library of Congress</li> <li>b. Securing copyright permissions is the responsibility of certain national organizations</li> <li>c. Clearing house functions are the responsibilities of local, state, and national organizations</li> <li>d. The Braille Authority</li> </ul> |
| The Role<br>of the<br>National<br>Braille<br>Club           | <p>V. Can we in such a publication further clarify the role of the National Braille Club, Inc. as it facilitates and relates to the functions of transcribers, educators, and librarians?</p>   |

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| Former<br>Paper and<br>Present<br>Outline | VI. Can we draw from "The Educator's Responsibility for Co-operation with Volunteers" the important contributions which fit into a structured outline similar to this suggested outline?                              |
| Local, State,<br>National                 | VII. Can we establish guidelines that are broad enough to be equally useful to the smallest local and the largest regional groups?  |
| Miscel-<br>laneous<br>Items               | VIII. Realizing there will not be sufficient time for the refinement of all of the above items, can each group turn in miscellaneous items which are worthy of consideration?<br><br>a. Communication<br>b. Financing |

### INFORMATION FILE

Sources of Tools and Equipment; Instruction Manuals;  
Catalogs and Local Listings; and Resources for Materials and  
Services Not Covered Elsewhere

The National Braille Club, Inc. is endeavoring to establish a central file from which one may obtain a listing of aids of all kinds to be used by transcribers. The following covers information gathered to date.

1. The American Printing House<sup>(1)</sup> will send catalogues, upon request, for:
  - a. Press print and vacuum-formed plastic braille
  - b. Recordings on tape and discs
  - c. Large type
  - d. Music publications
  - e. Tangible apparatus
  
2. The American Printing House is a "clearing house" for the availability of hand transcribed material.
  - a. All transcribers or groups should clear with the APH before starting any special transcription (text books, etc.)
  
3. The American Printing House has, available in press print, certain standard material such as the Declaration of Independence, the Constitution, Gettysburg Address, etc., a Junior Dictionary, and certain standard classic titles in literature. This eliminates the hand-transcribing of such material.
  
4. The American Printing House produces two German and one Spanish dictionaries so that vocabularies with each book are now unnecessary. Other language dictionaries are being studied.

5. Braille music catalogues are also available from the Illinois Braille and Sight Saving School,<sup>(2)</sup> the Howe Press<sup>(3)</sup> and the American Foundation for Overseas Blind.<sup>(4)</sup> The New York Public Library for the Blind<sup>(5)</sup> has a collection of braille music scores including those for voice, piano, violin and other instruments. The Hild Branch of the Chicago Public Library<sup>(6)</sup> has a limited collection.
6. Catalogues of braille charts and maps are available from the Illinois Braille and Sight Saving School and the American Foundation for the Blind.<sup>(7)</sup>
7. Braille copies of the instructions and recipes to accompany the Mirro-Matic Flame or Electric "Pressure Cookers" may be obtained directly from the manufacturer. Cookbooks, on records, using Betty Crocker mixes, etc. may be obtained from Betty Crocker, Dept. 440, Minneapolis, Minnesota. The records are free but there is a 10¢ charge for mailing.
8. For arithmetic and mathematical aids:
  - a. Clock-face sheets in braille are available from the American Printing House.
  - b. Ordinary dressmaker marking-wheels, with every other tooth removed, can be used for drawings.
  - c. Fine tracing-wheels may be purchased from the Howe Press.
9. Material, in braille and talking books, for children from five through the teens may be borrowed from the New York Public Library for the Blind; the Hild Branch of the Chicago Public Library; and other regional libraries.
10. The Royal National Institute for the Blind<sup>(8)</sup> has braille books, some foreign language dictionaries in braille, educational aids, and equipment available.
11. The Chairman of the "Information File" has a list of Volunteer and Commercial Binderies which will be sent on request.

Mrs. Theodore Stone, Chairman  
5528 Woodlawn Avenue  
Chicago 37, Illinois

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| <p>(1) American Printing House<br/>for the Blind<br/>Louisville, Kentucky</p> <p>(3) Howe Press<br/>Watertown, Massachusetts</p> | <p>(2) Illinois Braille and Sight Saving School<br/>Jacksonville, Illinois</p> <p>(4) American Foundation for Overseas Blind<br/>22 West 17th Street<br/>New York 11, N.Y.</p> |
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| (5) The New York Public Library<br>Library for the Blind<br>166 Avenue of the Americas<br>New York 13, N. Y. | (6) The Chicago Public Library<br>Hild Branch<br>4536 North Lincoln Avenue<br>Chicago, Illinois        |
| (7) American Foundation for<br>the Blind<br>15 West 16th Street<br>New York 11, N. Y.                        | (8) The Royal National Institute for<br>the Blind<br>224 Great Portland Street<br>London W. 1. England |

### THE NATIONAL BRAILLE CLUB, INC.

Madam President, The Resolutions Committee moves the adoption of the following Resolutions:

WHEREAS, we appreciate the efforts of the Conference Committee in organizing and expediting the Proceedings of this Fifth National Braille Club Conference, and

WHEREAS, Mr. John Mackenzie Cory, Chief, Circulation Department, The New York Public Library, so cordially welcomed us, and

WHEREAS, we are inspired by the addresses of Miss Borghild Dahl, teacher and author; Miss Effie Lee Morris, President of the National Braille Club, Inc.; Mr. Robert S. Bray, Chief, Division for the Blind, Library of Congress; Miss Margaret K. McElderry, Childrens' Book Editor, Harcourt, Brace and World, Inc.; Mr. Frederic R. J. Sanborn, McGraw Hill Book Company, Inc.; Mrs. Julian Levi, 1st Vice-President of the National Braille Club, Inc., and

WHEREAS, we are grateful for the blessings invoked by Rabbi Jacob Rudin, Temple Beth-El, Great Neck, N. Y.; Reverend Father Harry J. Sutcliff, Director, Episcopal Guild for the Blind, Brooklyn, N. Y.; Reverend Richard McGuinness, Archdiocesan Director, Mt. Carmel Guild, Newark, N. J.; and

WHEREAS, we are stimulated by the thoughtfully co-ordinated presentation of exhibits from National Society for the Prevention of Blindness, The New York Association For The Blind, American Foundation for the Blind, American Association of Instructors for the Blind, Industrial Home for the Blind, National Braille Club, Inc., the Royal National Institute for the Blind, Mount Carmel Guild, The Hadley School for the Blind, Connecticut Braille Association, Volunteer Transcribing Services, Temple Sisterhood Braille Group, Braille Service of New Mexico, Plymouth Braille Group, Shakopee Braille Club, Carol Bergman, Telephone Pioneers of America, American Printing House for the Blind, Library of Congress, American Thermoform Corporation, Western Electric Company, Sightless Ventures, Incorporated, Addressograph-Multigraph, Plasto-O-Craft; and

WHEREAS, we are inspired by the Chairmen, Co-Chairmen, and Consultants of the 10 Workshops, and

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

WHEREAS, the success of this Conference is insured by the outstanding efforts of The National Braille Club Conference Committee, whose members are Mrs. Richard Bergman and Mrs. David Wahrburg, Conference Co-Chairman; Mrs. Harold E. Factor, Mrs. Stanley Fishman, Mrs. Irving Weber, Mrs. Howard Esserman, Mrs. Meyer Schwadel, Miss Dorothy Lewis, Mr. Richard Hanna, Mr. Paul Humphrey, Mrs. Philip Lack, Mrs. Saul Levinsohn, Mrs. A. R. Baer, and

WHEREAS, we acknowledge the helpful co-operation of Mr. Richmond Williams and Mr. Joe Priest of the Telephone Pioneers of America, for their assistance with publicity and photography; of Mrs. Herbert Lack for the posters and placards; of Mrs. Morton Becker for the scroll for the American Textbook Publishers' Institute; of Follender Flowers for the centerpiece at the dais; of the Staff of the N. Y. Public Library for the Blind for their assistance; of Mr. Edwin Sadowsky and Miss Beatrice Sadowsky for the design and execution of the dais place cards; of Mr. Philip A. Lieber, for mimeographing, of Mr. Launzel and the management of the Sheraton-Atlantic Hotel for their attention to the details involved.

NOW THEREFORE BE IT RESOLVED that we extend to all these people our appreciation and gratitude for a most successful conference.

Shirley R. Lichstein, Chairman  
Cincinnati, Ohio

Loretta Converse  
Albuquerque, New Mexico

Sadi Crawford  
Chevy Chase, Maryland

May 11th, 1962





A WORKSHOP SESSION



CHECKING THE EXHIBITS



LUNCHEON HONORING BOOK PUBLISHERS  
May 10, 1962  
MR. ROBERT S. BRAY, PRESIDING



PRESENTATION OF CERTIFICATE OF APPRECIATION  
TO  
AMERICAN TEXTBOOK PUBLISHERS INSTITUTE



