



Publications 30

A Guide to Developing Braille and Talking Book Services

Edited by Leslie L. Clark
in collaboration with
Dina N. Bedi and John M. Gill

192

K. G. Saur München · New York · London · Paris

Feb 16
Kau

S/O

IFLA Publications
edited by Willem R. H. Koops

Recommended catalog entry:

Clark, Leslie L.
A Guide to Developing Braille and
Talking Book Services /
by Leslie L. Clark. – München,
New York etc.: K. G. Saur 1984. –
108 p.; 21 cm. –
(IFLA Publications; 30)
ISBN 3-598-20395-0

Acad. Libr.
Acc. No. 157283
Acc. by 4A H/S
Class by
Sub. Heading by lit 1910
Date by
Transcribed by Q. Nagrum
20.10.89

CIP-Kurztitelaufnahme der Deutschen Bibliothek

Clark, Leslie L.:
A guide to developing Braille and talking
book services / ed. by Leslie L. Clark in
collab. with Dina N. Bedi and John M. Gill.
[Internat. Fed. of Library Assoc. and
Inst.]. – München ; New York ; London ;
Paris : Saur, 1984.
(IFLA publications ; 30)
ISBN 3-598-20395-0

20
025 1792
L14

NE: International Federation of Library Asso-
ciations and Institutions: IFLA publications;
HST

ISSN 0344-6891 (IFLA publications)

©1984 by International Federation of Library Associations and Institutions
The Hague, The Netherlands
Printed and bound in the Federal Republic of Germany
for K. G. Saur Verlag KG, München
by Hain-Druck GmbH, Meisenheim/Glan
by Thomas Buchbinderei, Augsburg

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ISBN 3-598-20395-0

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Dedicated
To the Memory
of
Pieter Jan Albertus de Villiers

Pieter de Villiers died on October 15, 1980. Known as a natural leader who motivated his associates to produce their best work, Pieter will be long remembered by his colleagues as a co-founder of the Round Table of Libraries for the Blind, International Federation of Library Associations, and as co-author of the first international standards for bibliographic control of materials produced for use by blind individuals.

Pieter's kindness, understanding, patience, and modesty endeared him to individuals of varying backgrounds from all countries of the world. While he has passed from us, his work will live on.

Chapter I

Introduction

This book results from a collaborative effort, both in its planning and in its content. It evidences the willingness to share experience and knowledge by libraries and producers of reading materials for the blind and visually impaired all over the world. That information was gathered from a variety of sources, but one of the most important was an international survey of producers of braille and talking books.

Our purpose is threefold: First, to provide an overview of current practice in producing braille and talking books. Second, to describe some typical systems for producing reading materials. Third, to provide guidance to those wishing to establish new facilities for producing reading materials, or to update older facilities.

The sponsors of this study included a number of organizations with an international perspective on the process of producing and deploying books in forms other than ink print (blackprint).

They include:

1. The International Federation of Library Associations and Institutions (IFLA), Round Table of Libraries for the Blind (now an IFLA Section);
2. The Subcommittee for Talking Book Distribution of the Committee on Cultural Affairs of the World Council for the Welfare of the Blind (WCWB);
3. The National Library Service for the Blind and Physically Handicapped of the Library of Congress (NLS), U.S.A.;
4. The American Foundation for the Blind (AFB), U.S.A.;
5. The United Nations Educational, Scientific and Cultural Organization (Unesco).

The book was reviewed by the Section of Libraries for the Blind of IFLA and approved for publication.

The study was directed by Peter E. Hanke of the Talking Book Department of the American Foundation for the Blind, with the cooperation of Frank Kurt Cylke, National Library Services for the Blind and Physically Handicapped, (U.S. Library of Congress); D. Roskilly, Royal National Institute for the Blind (RNIB); and D.S. Zharkov, Republican Central Library for the Blind, U.S.S.R.

Part of our reason for this study was to find out what libraries and

Chapter II

Knowing the Population Served

Fundamental to any plan to serve the needs of users is the identification of those users and their specific needs. This preliminary step in formulating a plan to produce talking books or braille books is often overlooked even among countries having comprehensive national services.

Part of the reason why this step is often not taken, at least at the outset of planning, is that it is difficult to carry out. We shall discuss later the implications when we discuss administrative plans for marketing the product of the braille or talking book facility. There we shall see that no rational marketing plan can proceed without some firm knowledge about what is wanted and by whom.

At the outset, however, the planner must know something about the nature of the population of persons he intends to serve. We assume that there is a need for braille and talking book products. The need can be based on a number of events or observations. It may be based on common knowledge about the population: that there are many blind and visually impaired persons. Public health measures just beginning to be applied may have indicated that many already suffer visual impairment from widespread lack of regard for elementary health precautions. Some culturally defined practices may lie at the root of the generation of eye disorders (the most celebrated example being that of the community use of a pot of eye shadow powder). There is also a need, however, for more concrete data. Where can it be found?

The first step is to contact professional staff at departments or ministries of public health, of general health, and of education.

The ministry of health (and/or department of public health) may well be undertaking studies of the general population to determine the incidence and prevalence of diseases and conditions that impact on the state of the nation's health. It has been said by Sir John Jarvis of the Royal Commonwealth Society that, in many countries of the world, half of the blindness is remediable and the other half preventable. Unesco-funded programs in many countries that attempt to make up for a deficiency of Vitamin A in the infant diet are an example of efforts to prevent impairment of vision by correcting the condition--an improper diet--that gives rise to visual impairment. The travelling clinics treating cataract removal in Kenya and India are examples of programs that attempt to attack the problem of remediation.

Yet, even the most vigorous of such programs cannot prevent entirely the occurrence of certain congenital and early infant conditions--not even in technically advanced societies. These conditions contribute to an incidence of one to two percent among the general population who have visual

Chapter III

The Nature of Reading

Introduction

Reading is both a mental activity and a motor activity. That is, it requires the ability to hold a book and to turn the pages, and the knowledge to understand what is printed on the page. The motor requirements in reading are relatively modest except where there is impairment of physical strength or movement of arms and hands. The requirements for carrying on the mental activity range widely depending on what the individual chooses to read.

In ordinary visual activity a distinction is made by scientists between "vision" and "gaze." Vision may be considered a relatively automatic process. Whenever the eyes are open and the individual is awake and aware of his surroundings, a constant stream of information comes to his mind through the visual channel. It has been estimated that more than 90 percent of our knowledge of the world outside our bodies comes to us in this way. Yet, even when vision is not impaired, we use very little of that information; there is much information that we do not need, and therefore, to which we do not attend. The only condition under which the ordinary person uses his channel of vision to the utmost is when driving an automobile under conditions of heavy traffic and relatively high speed. Under those circumstances it has been estimated that he uses and processes as many as one million "bits" (binary digits) of information in a second. Visual activity, as we have said, is a virtually automatic activity under ordinary conditions. It is what has been called a "driven" process; that is, even when looking ahead without paying attention to something in the visual field, a series of small back-and-forth movements are made by the eyes called "sacades." These serve to heighten the apparent sharpness of central vision and support the ability of some receptors in the eye to detect movement. The process is also automatic in the sense that most of what we see under ordinary circumstances is familiar; thus, what we see is heavily dependent on former visual events stored in our memories. Because of our dependence in ordinary life on such memories, we can be fooled by "optical illusions" into thinking a line is shorter than it is, or that a particular image can be interpreted as depicting more than one image. All of us have seen examples of such illusions.

We contrast this automatic, power-driven process of vision with the process of gaze. Gaze requires not only recognition but interpretation. It is the process that occurs when we come upon a new visual experience. When confronted by an optical illusion our attention is alerted, we look at the element in the visual field that disturbs us and a number of guesses is made to interpret what we see. We may seek additional information about the thing at which we are looking to confirm or deny our guesses. Eventually, we resolve the discrepancy between what we see and what we know, and a new memory is added in our minds to help interpret novel events in the

Chapter IV

Creating a Facility General Principles

Planning and carrying out the organization of a production facility for talking books and/or braille books does not differ markedly from planning that of any enterprise. What is wanted is a major mission, the statement of major goals to be accomplished and the objectives to be achieved toward both. The consciousness of these goals and objectives in the accomplishment of the mission becomes ever more important when scarce resources must be found and deployed in ways that will encourage continued support of the enterprise.

We shall take it as given that the major mission of the production facility is to enhance the flow of information to the blind and severely visually impaired population by the provision of talking books and braille books in sufficient quantity, variety and quality to satisfy the needs of the population. (We shall say more in a moment about the coupling of talking book and braille book production under the same heading.)

The goal of the managing director of the facility is to find the resources necessary to locate the premises, the staff, the equipment and the supplies; and to deploy these resources to produce reading materials in a timely and effective manner.

The objectives to be realized by the managing director must be stated so that they indicate what activities must be undertaken, and during what period of time, to meet the goals of the enterprise.

In carrying out these tasks the managing director performs a number of functions or activities. These may be described in different ways. We shall consider eight aspects: planning, organizing, staffing, coordinating, reporting and data collecting, budgeting, directing, and evaluating.

Planning

This function has been alluded to in Chapter II. With some idea of the need which exists to be served, planning can begin to fill that need. If changes are discovered in the nature or composition of the blind or visually impaired population as a result, say, of sample surveys, the targets for production established in objectives for the current year may have to be revised. Likewise, if it should be decided that talking book production is to be available to impaired populations, in addition to the blind, production objectives will have to be revised upward.

Organizing

The managing director must understand the work to be done by the facility

Chapter V

The Talking Book Facility

Introduction

The process of making a talking book begins well before any recording is done. We have alluded to this already in earlier chapters when we pointed out that an advisory group can help in the selection of titles to be recorded. The other aspect, that of locating persons who will read the books aloud on to the recording tape, has also been mentioned. Much time and frustration can be saved in the production of books if these first steps are taken carefully. It is well to realize that the recording of a talking book is a time dependent activity. In the simplest of systems we shall recommend, those using equipment that is standard and available in the commercial marketplace, there is no provision for the cost and time saving capabilities of some systems used in large talking book facilities. It will take about 20 hours to record the average book of 250 ink print pages. This effort will result in a group of 4 spools of 7 inch (18 cm) open reel tapes that contain some 11 to 12 hours of recorded information. The material cost alone will be about \$20. This does not include staff salaries and overhead.

This estimate is based on the use of tapes that are 1/4 inch (6.45 mm) wide; 1.0 mil (.025 mm) thick; of good quality, backed with polyester or polyvinyl chloride; used at a recording speed of 3-3/4 inch per second (9.5 cm/sec). The reader is presumed to read at a rate requiring about three minutes per normal printed page. The tape spools are presumed to contain 1800 feet (55 m) of tape. Two tracks are recorded, one on each side of the tape.

Since much care will be lavished on the creation of a taped version of a printed book, it would be well to pay special attention to the selection of a good reader of the book. Among the characteristics of the reader that are desirable are the following:

1. the ability to use correct pronunciation;
a listenable voice and presentation;
2. fluency, ease and good command of the spoken language;
3. the ability to use correct pronunciation;
4. an awareness of the manner in which words fit together for good verbal expression;
5. the ability to communicate accurately printed material;
6. clear and distinct enunciation which is readily understandable;

Chapter VI

The Braille Book Facility

Introduction

We should say at the beginning of this discussion that there is no "best" or "off the shelf" solution to the question of choosing an optimum system for small- and medium-sized braille production facilities. This is so because of two factors: There has been a lack of commercial interest in the production of braille: the market for braille is too small to excite commercial interest. There has been an inadequate investment of funds to develop and disseminate technological innovations and new methods to produce braille. Braille has been said to suffer from "benign neglect." That is, while demand for the talking book increases sharply every year, the demand for braille books languishes at a constant level year after year; accordingly, more effort is put into increasing talking book production than braille production.

But in the very recent past, advances in the computer arts and technology have combined to open new possibilities. We can now edit text in braille with the computer, for example. And we are at the threshold of seeing a commercial version of "refreshable" braille, a page at a time, fed by a computer. These are important developments. They depend on the availability of cheap and reliable microprocessors, or "computers on a chip." Because these chips are used in a wide variety of computer assisted devices, and because the same chip can be instructed to perform different functions depending upon what device it is installed in, it is now possible for computer assisted devices to produce braille in the same way that similar devices produce ink print. In this way, economy in the production of braille devices can be achieved in the same way as economy is achieved in devices which handle ink print text--thanks to the microprocessor chip. Because this is so, it is now possible to distribute compact and reliable devices to produce, read and edit braille quickly and widely throughout the world.

We are also fortunate that in the recent past a handsome and scholarly treatment of equipment for braille production on a small and medium scale, along with much other useful information, has been prepared by B. Hampshire and published by the Swedish Federation of the Visually Handicapped, S-122 88 Enskede, Sweden. Managers responsible for creating facilities should obtain a copy of this Handbook and use it in conjunction with the information in this chapter. The volume is especially valuable for its expert treatment of the costs for capital equipment and running costs of several alternative systems for producing braille.

We shall repeat here one previous recommendation: Because of the economy that can be realized, it is worthwhile operating a joint tape talking book/braille book production organization. The relatively high cost of braille

Chapter VII

A Survey of Current Practice

Introduction

The great English physicist, Lord Kelvin, said once that he never quite fully understood anything unless he could attach a number to it. A man of his word, he gave the world a temperature measuring scale which started at the point where atoms were so cold they stopped moving. This was zero on his scale!

His sentiment was reflected in our motivation to find out something about the way braille and talking books were produced around the world. We were also motivated by the general concern over the world that readers can best be served if we can ascertain their needs, and also assess our capability to satisfy those needs. Assessing reader need is most properly the concern of the organization operating within a particular community of readers. We have spelled out how to discover the needs of that community of readers in Chapter II. That left us with the task of finding out something about the organizations and programs producing materials to be read. The obvious choice was a survey.

Drawing up the survey was a task undertaken with the combined experience of the authors in survey research, supplemented by informal consultation with academic and other professionals working in the survey research field. The survey form that evolved from this work is shown below. So far as we know, this is the first time that a survey has been carried out to define the properties and activities of organizations providing reading materials to blind and visually impaired persons around the world.

The Nature of the Sample

Before sending out the survey, we sent it to a group of organizations in order to "test" it and the responses we might receive. The names of those organizations, who participated in this test, can be found in Appendix II.

The complete list of organizations to which the survey was sent can be found in the "International Directory of Libraries and Production Facilities for the Blind," an IFLA publication. The directory represents a "culled" list from former lists that had many duplications and inaccuracies. It was compiled with the help of the IFLA Committee. All of the organizations named were sent a copy of the survey form. They were asked to fill it out and return it to Professor D.N. Bedi. Of all who were sent the survey form, we received responses (returned and filled-in forms) from 181. The normal expected rate of return in mail surveys of this type is 10 to 15 percent of the total of survey forms sent out. We received back better than 40 percent, a very high response rate indeed. Large, medium and small producers of reading materials are represented in the sample.

Chapter VIII

The Future of Braille Books and Talking Books

Although we make no pretense about our ability to read the future, there are some projections to which we have already referred in the above text that can guide the work of the managing director. Analysis of growth in talking book and braille book production by the Library of Congress in the United States of America has indicated a steady growth in talking book use, and a relatively flat or steady demand for braille books. As already mentioned, talking book production appears to be growing at a rate approaching 20 percent per year in the developed countries. Braille book production is growing at a much smaller rate, perhaps just enough to keep pace with the growth in the population of persons who read braille. The rate of growth of braille book production may even be somewhat less. This would indicate a slow erosion in the number of the braille reading public.

These impressions are confirmed as well by papers given at the 1977 Madrid Conference of the European Regional Committee of the World Council for the Welfare of the Blind. Representatives of several countries gave evidence of rapid growth of demand for talking books (particularly those recorded on compact cassettes) and a relatively flat or steady demand for braille books.

Giving recommendations to managers of new facilities in view of this evidence is difficult. On the one hand, one is tempted to say that the manager should "go with the trends," count upon steady increase in talking book production, and do not attempt to force growth in braille production. On the other hand, if conditions vary locally from those in Europe and the other developed regions, then demand for braille may well exceed the demand in developed countries. If, for example, a new braille code is introduced to a population which has not yet enjoyed braille production and if that code is easy to learn and easy to use, then one can expect that use of braille will become greater than it is in the developed countries.

Moreover, the responsibility of the manager lies not only in servicing the needs of the visually impaired and blind population, but also in leading it. That is, if he knows that braille offers substantial advantages over talking books in the ease of use of reference material, and that braille is the medium of literacy for the congenitally blind, then he may wish to create the conditions under which the use of braille will be accelerated. He may wish to push its use for these reasons until it approximates the use of the talking book—at least for the purposes of primary education and of access to reference information.

This is not an easy goal to reach for, or to defend to funding sources. Costs and difficulties of braille production will tempt manager and advisory boards alike to slight the braille book in favor of the talking book. We cannot prejudice the merits of this dilemma at the local level. We can

Appendices

Appendix I

Survey Form

International Survey of Organizations Providing
Braille and Recorded Materials for the Blind

 mailing label
Please correct any errors
in the mailing label.

 Date

Please circle the number nearest the best response, or write in an appropriate answer.

Section I

1. Does your organization produce braille materials?
 - (1) Yes
 - (5) No (GO TO SECTION 2, QUESTION 9)
2. About how many pages of braille materials does your organization produce each month? _____ pages.
3. Does your organization produce braille materials in numerous subject areas or do you specialize in specific areas?
 - (1) Produce in numerous subject areas.
 - (2) Specialize in a few areas. (PLEASE SPECIFY THE PRINCIPAL AREAS).
4. About what proportion of your braille materials is produced by volunteers?

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
----	-----	-----	-----	-----	-----	-----	-----	-----	-----	------
5. In producing braille materials, do you use:

(1) Hand copying	(1) Yes	(5) No
(2) Stereograph, plate embossing and press duplication	(1) Yes	(5) No
(3) Computer embossing and press duplication	(1) Yes	(5) No

6. How many braille books titles did you produce in 1982? _____
7. Are the materials produced by your organization in:
- (1) Uncontracted braille (1) Yes (5) No
- (2) Contracted braille (1) Yes (5) No
- (IF YES - ANSWER QUESTION 8)
- (3) Some in uncontracted, some in contracted braille.
8. Using what system or rules?
- Specify _____

Section II

9. Does your organization distribute braille materials to users?
- (1) Yes
- (2) No (GO TO SECTION 3, QUESTION 21)
10. What proportion of the braille material that you distribute are:
- ____ % Sold
- ____ % Provided on Loan
- ____ % Given Away Free
- 100% Total
11. Do you distribute any books for recreational reading in braille?
- (1) Yes. About how many recreational titles do you have available? _____
- (5) No
12. Do you distribute any textbooks in braille?
- (1) Yes. About how many textbook titles do you have available? _____
- (5) No
13. Do you distribute any magazines in braille?
- (1) Yes. About how many magazine titles do you have available? _____
- (5) No

14. Do you distribute any vocational materials in braille?
 (1) Yes (5) No
15. Do you distribute any other types of material in braille?
 (1) Yes. Please specify the types of material

 (5) No
16. Do you maintain a library of braille materials?
 (1) Yes (5) No
17. Do you exchange braille materials with other organizations?
 (1) Yes (5) No
18. Is your organization allowed to distribute materials to persons who are not visually impaired, blind, or disabled?
 (1) Can distribute to persons who are not blind, visually impaired, or otherwise disabled.
 (5) Can distribute only to persons who are blind, visually impaired, or otherwise disabled.
19. Is your organization allowed to distribute materials to people who are not citizens of your own country?
 (1) Can distribute only to own citizens.
 (5) Can distribute to citizens of other countries also.
20. Please estimate the approximate number of people or organizations who have ordered braille materials from your organization this year:

Section III

21. Does your organization record spoken materials for the blind?
 (1) Yes
 (5) No (GO TO SECTION 4, QUESTION 30)

22. Do you have original (master) recordings on tape?

(1) Yes (GO TO QUESTION 24)

(5) No. Please explain how you prepare tape materials:

_____ (GO TO QUESTION 31)

23. Do you record on:

- | | | |
|---------------------------------------|---------|--------|
| (1) 1/4 inch (6.15 mm) open reel tape | (1) Yes | (5) No |
| (2) Compact (Philips) cassette | (1) Yes | (5) No |
| (3) 1/2 inch (12.3 mm) open reel tape | (1) Yes | (5) No |
| (4) Clarke & Smith Tapette cartridge | (1) Yes | (5) No |

24. For tape speeds in recording, do you use:

- | | | |
|------------------------------|---------|--------|
| (1) 1-7/8 ips (4.76 cm/sec) | (1) Yes | (5) No |
| (2) 3-3/4 ips (9.53 cm/sec) | (1) Yes | (5) No |
| (3) 7-1/2 ips (19.05 cm/sec) | (1) Yes | (5) No |

25. What is the maximum number of tracks that you can record.

Do you record on:

Full track _____

Half track _____

Other (Please Specify) _____

26. On any of the recorded materials that you produce, do you have maximum program lengths of?

- | | | |
|-------------------------|---------|--------|
| (1) 30 minutes per side | (1) Yes | (5) No |
| (2) 45 minutes per side | (1) Yes | (5) No |
| (3) 60 minutes per side | (1) Yes | (5) No |
| (4) 90 minutes per side | (1) Yes | (5) No |

27. During tape recording and playback, which equalizations do you use:

- (1) NAB (2) CCIR (3) RIAA (4) DIN (8) Don't Know
 (5) Other (Please specify). _____

28. About how many titles has your organization tape recorded in the past year? _____

29. Would your organization be willing to exchange master tape copies with other organizations serving the visually impaired, blind and/or disabled?

(1) Yes (5) No (8) Don't Know

Section IV

30. Do you distribute recorded materials to blind people?

(1) Yes

(5) No (GO TO SECTION 5, QUESTION 47)

31. Approximately how many titles do you have on master tape for distribution? _____

32. About what percentage of your recordings are available in:

English	_____	%
French	_____	%
German	_____	%
Spanish	_____	%
Other:	_____	%
	_____	%
Total		100%

33. About what percentage of your recorded materials are:

Textbook materials	_____	%
Recreational reading	_____	%
Vocational materials	_____	%
Other:	_____	%
Total		100%

34. About what percentages of the materials you send are:

Open reel	_____	%
Tapette (Clarke & Smith)	_____	%
Philips Compact Cassette	_____	%
Phonograph disc	_____	%
Other:	_____	%
Total		100%

35. Does your organization allow users to keep recorded materials, or does it ask to have the materials returned?
- (1) User may keep recorded materials
 - (2) User is asked to return recorded materials
 - (3) Some materials may be kept and some must be returned
36. Is the user's machine purchased by him or given to him?
- (1) Machine is purchased by user
 - (2) Machine is given to user
37. Does this machine cost less than or more than \$100?
- (1) Less than \$100
 - (2) More than \$100
 - (3) Some are more than \$100, some are less
38. Please circle the numbers by the speeds of user machines.

Tape

- (1) 15/16 ips (2.38 cm/sec)
- (2) 1-7/8 ips (4.76 cm/sec)
- (3) 3-3/4 ips (9.53 cm/sec)

Disc

- (4) 8 rpm
- (5) 16 rpm
- (6) 33-1/3 rpm

39. If you use other speeds, please specify _____
40. Please list the models and manufacturers of machines that your users have.

Manufacturer:

Model:

41. What types of mailing containers do you send to blind users?
-

42. What is the maximum number of tapes or discs that can be included in a mailing container?
-
43. Is the container reusable?
 (1) Yes (5) No (8) Don't know
44. About how many containers do you send out each year? _____
45. What type and manufacturer of duplication system do you use to produce your recorded sample material for blind users?

(Fg - Model # in cassette duplication, 16.1 speed, 5 slaves
 Fg - Model #, 1/2" high speed, 32:1 speed ratio, 10 slaves, etc.)

Section V

46. Briefly describe the characteristics of people who use your materials, and the proportion.
 Examples are: 2/3 students and 1/3 lawyers, or
 1/2 elderly people and 1/2 professionals
-
-
47. Compared with 5 years ago, has the amount of material and services produced and distributed by your organization changed; and if so how?
- (1) Much higher than 5 years ago
 - (2) Moderately higher
 - (3) No change, same level as 5 years ago
 - (4) Somewhat lower than 5 years ago
 - (5) Much lower than 5 years ago
 - (6) N/A, Not in Existence 5 years ago
48. Did your government pass a law or ordinance to establish your organization?
- (1) Yes
 - (5) No (GO TO QUESTION 49)

49. Was your organization created by voluntary organizations, or with the help of volunteers?

(1) Yes (5) No

50. What year was your present organization created? _____

51. This survey is being sent to organizations throughout the world who are preparing reading materials for the blind. Do you wish to have information about your organization included in the final report for this survey?

(1) Yes (5) No

52. Would you please send us any catalogs, booklets or other information which would help describe your organization and the services that you provide. Also, if there are any other things about your organization that would be helpful for this survey, please mention them here.

53. We have a list of organizations around the world which are producing reading materials for the blind. However, there are probably many organizations of which we are not aware. Would you please provide us the names and addresses of any organizations of which you know that might not be on our list, such as new organizations, or medium or small organizations?

54. Thank you very much for your help. Please send all materials to:

Dr. Dina Bedi, Director
(or Professor Leslie L. Clark)
38 Hollow Oak Road
Chappaqua, New York 10514
United States of America

Appendix II

Pre-test Mailing List

Frank Kurt Cylke
 Director, National Library Service
 for the Blind and Physically
 Handicapped
 Library of Congress
 1291 Taylor Street, N.W.
 Washington, D.C. 20542
 United States of America

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 Canada

Anna Ubostad
 Norwegian Association of the Blind
 Branch at Groningen
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 Netherlands

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 New York, New York 10022
 United States of America

Donald Roskilly
 Royal National Institute for the Blind
 21 West End Land
 Pinner, Middlesex HA5 1EQ
 United Kingdom

Paulli Thomsen
 Statens Institut for Blinde
 Rymarksvej 1
 2900 Hellerup
 Denmark

Ranier F.V. Witte
 Deutsche Blindenstudienanstalt
 P.O. Box 1160
 Am Schlag 8
 D-3550 Marburg/Lahn
 Federal Republic of Germany



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Appendix III

Manufacturers and Suppliers

- Agfa - Gevart A.G.
5090 Leverkusen-Bayerwek
Federal Republic of Germany
- Akai Electric Company, Limited
12-14, 2-Chome, Higashi-Kojiya
Ohta-Ku
Tokyo, Japan
- AKG
(See Philips)
- American Printing House for the Blind
1839 Frankfort Avenue
Louisville, Kentucky 40206
United States of America
- American Thermoform Corporation
8640 East Slauson Avenue
Pico Rivera, California 90660
United States of America
- Ampex
Audio/Video Supply Division
401G Broadway
Redwood City, California 94404
United States of America
- BASF A.G.
Via Postfach 276
6800 Mannheim 1
Federal Republic of Germany
- Clarke and Smith Manufacturing Company
Melbourne House
Melbourne Road
Wellington, Surrey
United Kingdom
- Deutsche Blindenstudienanstalt
D-3550 Marburg 1
Am Schlag 8
Federal Republic of Germany

- Fuji Photographic Film Company, Limited
Magnetic Production International Division
20-30 Nishiazabu, 2-Chome
Minato-Ku
Tokyo 106, Japan
- Howe Press
Perkins School for the Blind
175 North Beacon Street
Watertown, Massachusetts 01271
United States of America
- Infonics
P.O. Box 1111
238 Highway 212
Michigan City, Indiana 46360
United States of America
- Information Terminals
323 Soquel Way
Sunnyvale, California 94086
United States of America
- Kurzweil Computer Products, Incorporated
31 Cambridge Parkway
Cambridge, Massachusetts 02141
United States of America
- Matsushita Electrical Trading Company, Limited
3-2, 4-Chome, Minami Senba
Mininami-Ku
Osaka, Japan 542
- Minnetech Laboratories, Incorporated
Minneapolis, Minnesota
- Nakamichi Research, Incorporated
1-153 Suzukicho
Kodaira, Tokyo
- North Date A/S
Jerikoreien 20
Oslo 10, Norway
- Panasonic
(See Matsushita Electrical Trading Company, Limited)

Philips

NV Philips
P.O. Box 523
Eindhoven, Netherlands

Studer-Revox International AG

Alfhardstrasse 10
8105 Regensdorf
Switzerland

Royal National Institute for the Blind

224 Great Portland Street
London WIN 6AA
United Kingdom

Sagem

6 avenue d'Iena
75016 Paris
France

Shure Brothers, Incorporated

222 G Hartrey Avenue
Evanston, Illinois 60204
United States of America

Siemen, AG

Wittelsbacherplatz 2
D-8000
Munchen 2
Federal Republic of Germany

Sony

P.O. Box 10
Tokyo Airport
Tokyo 149, Japan

Tandberg A/S

P.O. Box 53
N-2007 Kjeller
Norway

Telefunken Corporation

Fernseh und Rundfunk GmbH
Goettinger Chaussee 76
3000 Hannover 91
Federal Republic of Germany

Telesensory Systems, Incorporated
3408 Hillview
Palo Alto, California 94304
United States of America

Telex

9600 G Aldrich Avenue
Minneapolis, Minnesota 55420
United States of America

Triformation Systems, Incorporated
3132 Jay Street, S.E.
Stuart, Florida 33493
United States of America

Appendix IV

Selected Further Readings

Braille Research Newsletter

Edited by J.M. Gill, L.L. Clark and E. Foulke
Published by Research Unit for the Blind Institute
of Bioengineering,
Brunel University,
Uxbridge, Middlesex UB8 3PH
United Kingdom

This occasional journal includes articles on new production techniques.

International Guide to Aids and Appliances for Blind and Visually Impaired Persons

Published by American Foundation for the Blind,
15 West 16th Street
New York, New York 10011
United States of America

This book lists the known aids for the blind which are in production. It includes over 1,500 aids from 23 countries.

International Register of Research on Blindness and Visual Impairment

Edited by J.M. Gill
Published by Warwick Research Unit for the Blind
University of Warwick
Coventry CV4 7AL,
United Kingdom

This register lists projects on nonmedical research and innovative practice for the blind and visually impaired, the main organizations of and for the blind and visually impaired, and sources of information including periodicals, information services and reference works.

Handbook...

by B. Hampshire
Published by Swedish Federation of the Blind
S-122 88
Enskede, Sweden.

This handbook gives detailed practical information on the technical aspects of braille production.

*** Small Producers - Type of Material Distributed ***

	Braille Pages 1,000	Braille Books Less Than 1,000	Braille Books Greater Than 1,000	Distribute Talking Book Recreational Reading	Distribute Talking Book Text	Distribute Talking Book Magazines	Distribute Talking Book Vocational	Distribute Talking Book Other
	Dominion Assoc. of the Blind, Inc. Auckland, New Zealand	X				X	X	
Nigerian National Advisory Council for the Blind Lagos, Nigeria	X	X			X		X	
Royal Society for the Blind of South Australia, Inc. North Australia, Australia	X	X	X	X	X	X		
The Royal Tasmanian Society for the Blind & Deaf, Inc. Tasmania, Australia	X		X		X		X	
Association for the Blind Victoria, Australia	X	X		X	X	X	X	
Montreal Association for the Blind Montreal, Canada	X	X		X	X	X	X	
Crane Library, University of British Columbia, Vancouver, Canada	X	X		X	X	X	X	X
Instituto De Rehabilitacion Para Ciegos Helen Keller San Jose, Costa Rica	X	X						
Cyprus Society For the Blind Nicosia, Cyprus	X	X			X			
Canadian National Institute for the Blind	X	X			X			

*** X = Capability***

*** Large Producers - Type of Material Distributed ***

	Braille Pages 1,000	Braille Books Less Than 1,000	Braille Books Greater Than 1,000	Distribute Talking Book Recreational Reading	Distribute Talking Book Text	Distribute Talking Book Magazines	Distribute Talking Book Vocational	Distribute Talking Book Other
Bangkok Association for the Blind	X							
Bangkok, Thailand								
Royal National Institute for the Blind	X		X	X	X	X	X	X
London, England								
University of Warwick; Department Of Engineering	X							
Coventry, Wardicksire, United Kingdom								

*** X = Capability ***

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