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LAWRENCE BERKELEY NATIONAL LABORATORY

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AUDIO MEDIA PRESERVATION THROUGH IMAGING
CONFERENCE

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FRIDAY
JULY 17, 2015

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The Conference met in the West Dining
Room, Library of Congress, 101 Independence Avenue,
S.E., Washington, D.C., at 9:30 a.m.

ORGANIZING COMMITTEE

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EUGENE DeANNA, Library of Congress
CARL HABER, Lawrence Berkeley National
Laboratory
ADRIJA HENLEY, Library of Congress
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1 P-R-O-C-E-E-D-I-N-G-S

2 (9:31 a.m.)

3 MR. ALYEA: Good morning. I guess this
4 is everyone. So, this is the second day. We are
5 going to start off with a talk by James Nye.

6 MR. NYE: Well, I'm James Nye. I'm at
7 the University of Chicago. I'm really pleased to
8 be with you and to have this opportunity to reflect
9 on what it means to recover the heritage of recorded
10 sound from a world region. And in this case, I am
11 particularly talking about South Asia.

12 In contrast to most of yesterday's
13 presentations, I will be looking at the uses of
14 recovered and preserved sonic recordings. So, my
15 reflections today are organized not in a PowerPoint
16 but along five different themes. Let me review
17 those for you quickly, so you will have a roadmap.

18 I am going to introduce myself, not for
19 egotistical reasons but I would like to use it as
20 a basis for describing some of the beliefs that have
21 underpinned my work as a bibliographer because I am
22 the bibliographer for Southern Asia at the

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1 University of Chicago. And next, I will move on to
2 describe a few key collaborating partners we have
3 worked with. Using those collaborative partners'
4 descriptions as a base, then I will move on to talk
5 about a few of our current and near term projects.
6 These will be just very quick sketches.

7 And then I will, as a fourth topic, I
8 will reflect on some of the major impediments we have
9 encountered so far as we have tried to engage in
10 these preservation and access projects related to
11 audio in South Asia.

12 And then finally, following Carl's good
13 lead from yesterday, I will try to take a look at
14 some of our needs and especially focusing on the
15 needs that are of the highest priority.

16 So, as I said, I am the bibliographer
17 for Southern Asia. I am not a scientist, nor am I
18 an engineer. And what I am is a humanist. And I
19 am responsible for building our collections as a
20 humanist to serve the needs of faculty and students
21 and the University of Chicago who work in the area
22 of South Asia.

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1 Now what is South Asia? Just to clarify
2 it because there is sometimes confusion, I am
3 talking about the nation states, that is the current
4 nation states, including Afghanistan, Bangladesh,
5 Bhutan, Burma, India, the Maldives, Nepal,
6 Pakistan, Sri Lanka, and the Tibetan Regina of
7 China.

8 You might say that this is that whole
9 area that through tectonic shifts if pushed up and
10 caused the formation of the Himalayan Mountains over
11 time. But it is important to keep in mind that this
12 accounts for something like 25 percent of the
13 world's population.

14 Well, as I promised, there are two
15 beliefs that I would like to announce here for you,
16 things that have underpinned my work as a South Asia
17 bibliographer. It was wonderful to hear that
18 similar convictions were enunciated by Carl
19 yesterday and by others.

20 Number one, it is my firm belief and it
21 has been my practice to allow scholarship to be
22 informed by open access to resources. Carl, you hit

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1 on this very nicely, I thought, yesterday, as an
2 important prerequisite for the kind of ways you have
3 approached the IRENE system and its development.

4 So, why open access? For practical
5 reason -- well, there are several but let me just
6 say simply I found that having a level playing field
7 between scholars who are in South Asia as compared
8 to scholars who are in resource-rich institutions
9 in the United States really presupposes that we are
10 going to have open access. Otherwise, there is a
11 disenfranchise, for our colleagues elsewhere in the
12 world.

13 And number two belief is that the tools
14 for discovering resources that we are developing,
15 putting out for open access, those tools for
16 discovery also need to be open and freely available.

17 Now, I hope you will see, as I move on,
18 why these two beliefs intersect with some of the
19 projects we have undertaken, will be undertaking,
20 and how it interlinks with the overall contours of
21 what I will be saying in these reflections today.

22 Moving on to brief descriptions then of

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1 some of our collaborating partners. You may wonder
2 why I am starting with collaborating partners
3 instead of projects. Well, it has been, again,
4 something I have discovered over the course of the
5 last third of a century doing what I have been doing
6 is that close links with people and with
7 institutions usually have been the most important
8 bedrock for accomplishing whatever it is we have
9 been able to accomplish and, I believe, for whatever
10 we may be able to accomplish over the coming years.

11 So, let me start describing
12 collaborating partners at home, since you might say
13 that most important collaborations really do have
14 their roots at home.

15 As I say, I am at the University of
16 Chicago and there I have been very fortunate to work
17 with a gifted group of intellectuals. These
18 include ethnomusicologists, anthropologists,
19 linguists, people in computing, and more recently
20 and not as firmly linked, I would say colleagues who
21 are in the two national laboratories that are
22 associated with the University of Chicago,

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1 specifically Argonne and Fermi.

2 Moving out a little bit more broadly into
3 the United States, considering the range of people
4 we have been involved in, again, keeping in mind
5 audio projects, I am very happy to say that Carl,
6 our work together has been so important, formative,
7 in more ways than I think you may realize, and the
8 work as well with Earl.

9 Our linkages with you, things that will
10 be discussed by my colleagues following in
11 subsequent presentations this morning have been
12 just invaluable.

13 Additionally, and not just because we
14 are meeting at the Library of Congress, I have to
15 say that the Library of Congress has been an
16 absolutely critical player, a collaborator. And
17 here, I am not thinking so much of this building,
18 the Jefferson, the Adams, but I am thinking more
19 particularly for our purposes in South Asia studies
20 of the two field offices the Library of Congress
21 maintains. Those are in Islamabad and in New Delhi.

22 And to give you just one brief example

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1 of the depth and the value of those
2 interrelationships, it was through the Library of
3 Congress and maybe only because of the Library of
4 Congress that starting in 1990 we were able to
5 undertake an enormous preservation project dealing
6 with books. These were books that were identified
7 by use of a particular publication called the
8 *National Bibliography of Indian Literature*, books
9 published 1901 to 1953. We are still working on it
10 but we have made tremendous success and I am happy
11 to say that we have now preserved through
12 microfilming, more recently digitization, some
13 37,000 volumes that, otherwise, were inaccessible
14 in the United States. It is only possible because
15 of our collaboration with the Library of Congress.

16 So without setting up any false
17 expectations, I am really hopeful that this
18 collaboration from Washington, as well as the field
19 offices, may continue forward. Thinking of what we
20 have already done in a minor way, Peter, but
21 extending that perhaps into projects that are
22 upcoming.

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1 If I move out to Europe and think of
2 collaborating partners there, not that I will engage
3 or identify all of them, but I would like to single
4 out EMI. And the EMI archive was mentioned a couple
5 of times yesterday in presentations.

6 I'm happy to say that we have worked very
7 closely with colleagues there at the archive but
8 also at EMI Central on Abbey Road and have formal
9 agreements, written agreements with the EMI folks
10 that anything that is in their collections from
11 South Asia, and that includes the documentary
12 material -- we'll come back to that in a moment, as
13 well as any of the audio recordings they have in
14 their collections from South Asia up through 1942
15 can be digitized and made available for the world's
16 use. They are not claiming any intellectual
17 property and, in fact, they are quite pleased that
18 those resources can be put in public view for the
19 sake of scholarship.

20 Second, moving to Germany, we have had
21 strong and continually increasing relationships
22 with the Berlin Phonogram Archive. Carl, you

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1 mentioned the Berlin Phonogram Archive yesterday
2 briefly with the galvanos. It is Lars-Christian
3 Koch, who happens to be a South Asianist, an
4 ethnomusicologist, with whom we have been working
5 and with whom we are hoping to expand our
6 interconnection in the near-term.

7 And then finally in Europe, I would like
8 to mention a key role that the British Library has
9 played. We have worked with them in digitization
10 for public presentation of some very early audio.
11 In our first iteration, we have worked specifically
12 with the sound recordings made by George Grierson,
13 in association with the linguistic survey of India.
14 There are 242 extraordinarily rare gramophone
15 recordings. Only five copies of each of these
16 recordings were ever produced. And those are now
17 available for the public to access.

18 Extraordinarily powerful to hear the
19 voices of people who were speaking in various
20 dialects and in languages from the turn of the
21 century, the 20th century.

22 And most importantly, if I move out

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1 further to South Asia, this is really where the
2 mother lode is of resources, ones that we need to
3 address collaboratively. But let me just say that
4 the Roja Muthiah Research Library and a few other
5 institutions that are of extraordinarily stable
6 quality and that have a gifted group of dedicated
7 academics and also librarians and archivists have
8 been absolutely key. And you hear more from my
9 colleagues Sundar and Suresh a little bit later this
10 morning.

11 Next, we have worked with an interesting
12 group of private collectors. I guess I would call
13 them almost maniacs, although it may be a needless
14 duplication to say that a private collector is a
15 maniac because they go together invariably, it
16 seems.

17 In this particular instance, South
18 Asia, our closest collaborations have been with the
19 Society of Indian Record Collectors. It is a
20 far-flung group throughout South Asia, starting in
21 India, but it is important. I have learned an
22 enormous amount by working with Suresh Chandvankar,

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1 who is the head of the Society of Indian Record
2 Collectors, a passionate collector himself.

3 Among the things that I have learned is
4 that there may be as many as one to three million
5 disc sides, 78 disc sides that were recorded in
6 India. Not big numbers by comparison with what we
7 are hearing about for some of the other institutions
8 yesterday and yet that is a mammoth task if one
9 thinks about identifying those recordings,
10 prioritizing them, and then beginning to make copies
11 for public access.

12 And then finally in the South Asian
13 subcontinent, I would like to say a word about our
14 commercial partners. Commercial I use in loose
15 terms because one of our closer partners, the
16 founder of Peninsula Records, defines his company
17 as a not-for-loss corporation, not necessarily a
18 not-for-profit but he is in it for the public good
19 as well.

20 And so there is a collegial spirit that
21 I think is particularly strong and a great bond that
22 is developed because of a shared sense that the

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1 resources, the audio, the sonic resources of South
2 Asia should be more broadly available.

3 But if I move beyond this Peninsula
4 Record linkage, I would like to also highlight as
5 one other example of a commercial enterprise, the
6 Sri Lanka Broadcasting Corporation. This is what
7 used to be known as Radio Ceylon. They have a
8 fantastic archive. I will come back to talk about
9 the problems of working with government agencies a
10 little bit later but, fortunately, in this instance,
11 Deutsche Welle has been able to provide not only
12 money but also equipment to begin digitizing what
13 was a set of records that was about the only game
14 in town for all of South Asia into the 1960s.

15 The All India Radio had formerly put a
16 block on the broadcast of certain kind of recordings
17 during that time period and one hears tales still
18 about people going out listening to Sri Lanka to
19 Ceylon Radio to get the Bollywood sounds that were
20 not available over All India Radio.

21 so, it is those popular recordings, as
22 well as classical recordings and in all of the

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1 languages, not just the languages of Ceylon or Sri
2 Lanka that are contained in this archive.

3 So, a few projects, then, quickly
4 described. All of these, all of the projects I will
5 be describing really are closely connected to what
6 we call the digital South Asia Library. Since 1999,
7 we have been building this, the digital South Asia
8 Library as a platform for delivery of resources. It
9 was begun as an initiative, primarily because we
10 found that there were almost no reference resources
11 that were available for the study of South Asia, even
12 15 years ago. And sadly, I have to say that there
13 is relatively few, if one compares the digital
14 resources available for the study of South Asia in
15 contrast to what is available for East Asian studies
16 or Latin American studies, let alone the study of
17 Europe or the United States.

18 So, as I say, we have focused on
19 reference resources. By that I mean such things as
20 dictionaries, historical bibliographies,
21 statistical compendia, atlases, and such like.

22 Now, having achieved a bit in our making

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1 available these resources for the study of South
2 Asia that are of a reference variety, we are prepared
3 to move on in a much more robust way into the world
4 of audio.

5 So, moving into a few specific projects
6 that are in beginning stages or are in advance
7 planning, I want to say that all of them have
8 benefitted from IRENE or will stand to benefit in
9 an important and material way from our linkages with
10 what you have already so wonderfully produced and
11 what is still being developed by the two of you by
12 Lawrence Berkeley Lab.

13 So, I mentioned very briefly that we are
14 working closely with the EMI archive but what does
15 that mean? It means specifically that the
16 Berliners, and we heard about those yesterday, in
17 addition, the earliest gramophone company
18 productions and all of the HMV recordings, as well
19 as some subsidiaries, smaller labels, are within our
20 sight.

21 Now, how are we going to approach this?
22 Our plan, as I say, based on contractual agreements

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1 already with the EMI archive is to begin by creating
2 metadata. Fortunately, one of the artifacts that
3 is contained within the EMI archive is a full set
4 of not only all of the catalogues that were produced
5 in India, starting in Dum Dum, just outside
6 Calcutta, their first plant, but additionally, all
7 the release sheets that were produced.

8 Now, I mention this because each of the
9 monthly release sheets contained invariably a full
10 transcription of all of the contents of the
11 recordings. So, by a one-two sort of pincer action,
12 we are going to be able to describe what was produced
13 at least by the gramophone company in HMV and,
14 simultaneously, develop the full text, that is a
15 digitized version, a searchable version of the full
16 text of most of those audio recordings.

17 If I move on to a second example, with
18 the support of the National Endowment for the
19 Humanities' current project that is running to
20 support our work on addition of new dictionaries to
21 the digital South Asia Library under the digital
22 dictionaries of South Asia, we are beginning to

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1 expand our scope. And instead of just thinking of
2 text, we are imagining that we are going to take over
3 the course of the next two years an interlinking of
4 historical audio recordings of texts, those texts
5 being cited as examples of usage in the definitions
6 of the dictionaries. And in particular, we are
7 going to be working with the great Sinhala-English
8 Dictionary published by government of Sinhala. It
9 is a 46-volume dictionary rich with examples of
10 usage.

11 But we are imagining, in addition to
12 putting the head words, pronunciation of head words
13 into the public view, having that link so that people
14 can hear what it sounded like to have recitation of
15 text in Sinhala. It will have interesting
16 pedagogical consequences.

17 Moving to another example, we have had
18 now running for two years of pilot project, we call
19 it "Audio Cultures of India: Rethinking the Sound
20 Archive." It is a pilot project. It is just coming
21 to an end and we are moving into an implementation
22 stage.

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1 We have been fortunate to work with
2 colleagues not only in the United States but from
3 South Asia and from Europe in rethinking what it
4 means to bring together in interesting ways not only
5 sound but also the associated cultural artifacts.
6 That includes text and it includes advertisements,
7 images from HMV from the early 20th century, for
8 example. It includes instruments and not only
9 images of instruments but different ways of thinking
10 about instruments as those connect into the audio
11 and full text.

12 So, in conjunction with our colleagues
13 who are computation experts, we are beginning to see
14 ways in which it is possible to bring together these
15 artifacts into a meaningful whole. Some of you in
16 this room, I see, are old enough to have remembered
17 Mitch Miller and the bouncing ball as Mitch Miller
18 presented, so you could follow along with Mitch,
19 hearing the sound but also seeing the text screening
20 underneath. We think something like that is fairly
21 easily accomplished by synchronizing the audio with
22 the text.

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1 But what we are imagining and, when I
2 say we, I mean two really fine colleagues in
3 ethnomusicology and an anthropologist, we are
4 beginning to think about what it means to invert the
5 whole idea of creating a history. Instead of
6 creating a history by using music or by using musical
7 instruments, we are trying to think of ways in which
8 the music itself and the instruments can stand as
9 history. A strange inversion and not enough time
10 to go into it in detail but it has been fun to play
11 with.

12 As I say, we are moving on to the next
13 stage an implementation grant. Fortunately, we
14 have received generous funding from a local body
15 called The Neubauer Collegium for Culture and
16 Society. One workshop held in Chicago was followed
17 by another in Delhi just last year. Carl, we were
18 fortunate to have you there with us and we are
19 looking forward to your continuing participation as
20 we move onto our next workshop in Sri Lanka.

21 Another project just getting underway
22 is with some of the same collaborating partners but

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1 an expanded set. This is called the History of World
2 Music Recording, a preposterously large and
3 ambition project by its title. It is funded by the
4 Mellon Foundation and it is money that we have
5 received indirectly through the Humanities Without
6 Walls Consortium. This is a group that is based
7 within the CIC. Some of you may know the Committee
8 on Institutional Cooperation. It is a group of,
9 essentially, the land grant universities plus a few
10 others in the center of the United States.

11 So what is it we are doing? In this
12 case, we have linked up for this pilot project,
13 another pilot project, with colleagues at the
14 University of Wisconsin-Madison, the University of
15 Illinois Champaign-Urbana and we are taking a look
16 at what started in the United States and, in fact,
17 in the Mid-West with the Columbian Exposition. In
18 1893 in the waning days of the Columbian Exposition
19 in Chicago, there was a team sent out headed by
20 Benjamin Gilman. And Gilman and team made 103 wax
21 cylinder recordings. These were recordings that
22 were based with the exhibition spaces and the

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1 peoples who had come to Chicago. So, this included
2 Kwakiutl from the northwest coast of North America,
3 people from Java, and folks from Turkey, Lebanon,
4 and also South Sea Islanders.

5 Now, some of these have already been
6 digitized but I think using the IRENE system, we are
7 hoping that it will be possible to come back, think
8 about those wax cylinder recordings in new ways and
9 possibly extract better quality off of the
10 recordings.

11 We are moving out, historically, along
12 a time line that takes us to the 1930s. So, if we
13 think of other bodies we are trying to incorporate,
14 it certainly includes the John Philip Sousa
15 collection at the University of Illinois
16 Champaign-Urbana. Sousa, for reasons I still don't
17 quite understand, decided to deposit all of his
18 materials, including his recordings at the
19 University of Illinois Champaign-Urbana.

20 But then again, we are thinking of ways
21 in which the recorded sound can be interconnected
22 meaningfully, once again, not only with the texts

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1 about also with instruments because a sousaphone,
2 you might not be surprised to find, is one of the
3 instrument that happen to be present in the Sousa
4 archive.

5 If we think about moving forward yet
6 further in time, our colleagues at the University
7 of Wisconsin have taken in the Paramount Record
8 collection. Some of you with interest, audio file
9 interests will know Paramount as one of the great
10 producers of race records from the 1920s and '30s,
11 a fantastic collection.

12 So, once again, if one thinks about those
13 recordings, the cultural setting from which these
14 recordings emerge, I think we have got an
15 opportunity to pull these things together in a
16 meaningful way.

17 And if we look at the overall trajectory
18 of our project, we are trying to think of resonances,
19 what did it mean for someone to come to Chicago, to
20 be recorded and then go back out to the world. And
21 what did it mean for the world to come into Chicago
22 through Sousa's collection of march music and

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1 national music from all over the world. And what
2 does it mean for resonances and circulations within
3 the United States to think of recording artists
4 being brought up from Louisiana to record in
5 Milwaukee, Wisconsin and then to have their
6 recording shot out around the world? Early stages
7 but we are excited by what this means and the
8 prospects that it holds. And again, it all depends
9 on having the kind of equipment that is now within
10 our reach, I think, that will allow for high quality
11 audio to be captured off of historical media.

12 Maybe one last example, because time is
13 waning here, is with the Berlin phonogram archive.
14 Here, suffice it to say that under the Prussian
15 government, wax cylinders were produced by almost
16 all German officials who went out from Germany
17 around the world. This was at the turn of the
18 century, in fact, just before the turn of the
19 century. E. von Hornbostel, who was the head of what
20 became the Berlin phonogram archive oversaw this
21 production. So, if someone went to the southwest
22 of the United States as a German Official and

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1 happened to record Navajo music, that made its way
2 back to Germany. Or if somebody went to the
3 southwest coast of India and recorded various kinds
4 of music at the time, that was sent back to German
5 or East Asia. It is an unbelievable, a phenomenal
6 collection and we are looking forward to an
7 application to the National Endowment for the
8 Humanities under the joint NEH Deutsche
9 Forschungsgemeinschaft Initiative that probably
10 will be announced, a competition in about a year.

11 So, let me move on then to impediments.
12 I will quickly run through these but I have
13 identified six key impediments that we are facing,
14 as we try to think about moving these pilot projects
15 into production. Some of these resonate with
16 things that have been mentioned yesterday. I will
17 start by describing the inadequacies of the human
18 infrastructure.

19 It is sad to say but if I were to produce
20 an essential description of libraries and archives,
21 I would say in South Asia they are underdeveloped,
22 the staff are generally under trained, and the

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1 people who I work with, unfortunately, are quite
2 often treated as nothing more than peons. It is a
3 very sad statement. And yet, there are notable
4 exceptions and my colleagues who will be speaking
5 later stand out head and shoulders above anyone else
6 that I work with in South Asia as colleagues.

7 Number two, there is a dragon mentality,
8 as one of my colleagues has described it, with
9 private collectors. If you have a private
10 collection, you want to keep it under wraps and I
11 can appreciate that in some ways. People have
12 devoted their entire lives to building collections
13 of some of the earliest audio recordings. They
14 don't want this dissipated by mishandling. And
15 they know for a fact that if these collections were
16 to end up in government collections, they would be
17 mistreated. They would be abused. They would not
18 be well maintained.

19 Third, government restrictions. These
20 are government restrictions now particularly with
21 regard to access to audio recordings into the
22 digital surrogates. And here I will just give two

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1 examples.

2 Prasara Bharati, which is the body, the
3 government body of India responsible for All India
4 Radio and for the television, the national
5 television system has been involved in digitizing,
6 poorly digitizing over the course of the last years
7 what remained of the recordings that had not yet been
8 overwritten. It was their practice to take tape
9 recordings and to save money by overwriting them.
10 And so we have lost some of the most important
11 examples of early audio.

12 There is no plan and there is no concrete
13 willingness to develop a plan to make these
14 resources accessible to the public, sadly.

15 Or if I turn to the Sri Lanka
16 Broadcasting Corporation, a group that, as I
17 mentioned earlier, has done magnificent work with
18 support from Deutsche Welle in beginning to digitize
19 their magnificent collection, great colleagues
20 there who are working in the technology section who
21 are actually doing the digitization. But what I
22 found is that a couple of steps up, there is a

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1 confusion and a bureaucratic malaise when it comes
2 to the question of how you would make these things
3 available or even if you should.

4 Number four, I would say it is critically
5 important that we are absent in trusted repositories
6 in South Asia for physical or digital objects. It
7 is fair to say that there are almost no trust
8 repositories anywhere in the subcontinent.

9 Fifth, there is a complete inadequacy
10 of anything that begins to sound like metadata
11 describing audio recordings that have been produced
12 or that are even now being produced. How do you know
13 what was being generated and how do you begin to set
14 priorities if you don't even have a picture of the
15 broad expanse of audio recording?

16 And finally, funding is just woefully
17 inadequate, if one look at the South Asian
18 subcontinent, itself.

19 Some of these impediments, I think, are
20 ones that we can address, ones that we are hoping
21 to begin to address, we have begun to address. If
22 one thinks about inadequacies of human resources,

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1 my colleagues, Sundar and Suresh, have recently some
2 funding that will allow them to continue programs
3 of training archivists. I would say that the
4 questions of inadequacy of repositories probably
5 can be addressed by interconnection by trusted
6 repositories in the United States and elsewhere,
7 places like HathiTrust. And I think that we can
8 begin to address the inadequacies of metadata
9 through projects like the one that I described with
10 EMI, where we will be taking all of the catalogues
11 and at latest creating an historical bibliography,
12 a discography.

13 And finally, what are our needs, very
14 quickly? I would say that some of the needs that
15 I have identified before coming here in connection
16 with IRENE system have already been addressed. One
17 of those key questions that I had in my mind is what
18 can we say about the availability of the images that
19 are created from the IRENE system or from the other
20 systems we have been hearing about? And do we have
21 any assurances that software will continue to be
22 developed that will allow for more fine-grained

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1 exploitation of what is in these images. I'm happy
2 to say that it seems as though there is a plan afoot
3 to address these needs and that is comforting to
4 know.

5 What I don't know so much about yet is
6 what it would mean to get more IRENE systems,
7 portable IRENE systems that could be deployed in
8 South Asia. Currently we have one and, again, you
9 will hear more about that a little bit later. But
10 if we are going to do the work successfully, not only
11 in South Asia but if we are going to take an IRENE
12 system, a portable IRENE system to Hayes just
13 outside of London and begin working on those unique
14 recordings that happen to be at EMI archive, we are
15 going to require probably more than one of these
16 recording -- the IRENE systems.

17 Beyond IRENE, I would like to say that
18 the trusted repository question keeps haunting me
19 and I don't think there are going to be easy
20 solutions to this. But what do I mean by a trusted
21 repository? I need a proven infrastructure, where
22 there is adequate metadata, where there is openness

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1 to mining, at least mining not to the repository
2 itself but to the open component of the repository
3 and that there will be information about the
4 repositories that is open and accessible for people
5 to discover these resources.

6 We are in early days of thinking about
7 repositories and what they mean for digital objects.
8 I am hopeful about the future but much more needs
9 to be done before I will feel comfortable retiring
10 and knowing that the efforts that have gone into work
11 over there last decades are not going to be
12 dissipated over time. They will continue to be
13 available to scholars and to others in the public.

14 And our final need, this is really for
15 a retrospective bibliography. I want to come back
16 to that because I don't think we can make adequate
17 decisions about priorities if we don't really know
18 what the lay of the land is like in its broadest
19 expanse.

20 So, for my personal purposes, I see the
21 greatest amount of energy over the next to going into
22 this creation of an historical discography that will

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1 allow us to begin to think critically and in
2 strategic ways about where we want to focus what is
3 always limited money and limited energy.

4 Thank you for the time to speak with you.

5 MR. ALYEA: So, next up we have Sundar
6 Ganesan from the Roja Muthiah Research Library.
7 And as they were setting up his laptop, we heard some
8 mating music. So, this should be good.

9 MR. GANESAN: A very good morning to all
10 of you. At the outset, I would like to thank the
11 organizers for inviting me and my colleague, Suresh.

12 I want to share an incident with you
13 before I move on to my presentation. I come from
14 Chennai, which is a tropical region. And we speak
15 a language called Tamil and down south of Tamilnadu,
16 in our state, in a coastal area, it is called
17 Kanyakumari.

18 Kanyakumari is known for 100 percent
19 literacy. This region, we conducted a lot of field
20 work, we found a small library 20 kilometers away
21 from the town of Kanyakumari in a remote village and
22 we heard about this library that it was closed for

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1 nearly 20 years.

2 And then we went into the village. A lot
3 of people came there and they were intrigued as to
4 why these people were coming from Chennai and they
5 wanted to know why you were there. Then we talked
6 to the head man of the village and somehow we
7 persuaded them to open this library.

8 It was a beautiful library, a small one,
9 about ten cupboards of books or periodicals, wooden
10 cabinets with glass doors. It was locked. And when
11 this man went to open one of the doors, all the books
12 fell down. And to our surprise we found that there
13 was no paper inside. It was all the spine, just the
14 binding material.

15 I am sharing this instance with you
16 because I want you to understand the context. We
17 come from this kind of background. Originally,
18 RMRL came into existence with the initiative of the
19 University of Chicago, thanks to Chicago, we see the
20 collection of Roja Muthiah and it was moved to
21 Chennai and, in collaboration with the trust in
22 Chennai it has been functioning for the last 21 years

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1 since 1994.

2 Roja Muthiah library was primarily
3 focusing on printed material. When the collection
4 was moved to Chennai, it had about 100,000 items.
5 Now, we have 300,000 items. And during all the
6 period while we were expanding the collection, we
7 found that we should also expand the scope of the
8 collection and we started collecting audio material
9 as well.

10 Now moving on to archiving audio
11 cultures in India.

12 India has a rich tradition of music.
13 The classical music in India can be broadly
14 classified as Hindustani and Carnatic. Both have
15 vocal and instrumental.

16 Apart from these, each region has its
17 own traditional music called folk music. In older
18 days, everything was expressed in terms of music and
19 poetry instead of speech and prose. This resulted
20 in a repository of folklore which was passed on
21 through generations. Mythical stories and ethics
22 in India were dissipated to the general public

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1 through dramas and storytelling events, which took
2 place in temples and in public gatherings.

3 Most of the stories were told in poetry
4 form and are accompanied by local musical
5 instruments.

6 This is a kind of a folk dance and a
7 theater performance, a very old theater
8 performance. And this is another folkway of
9 storytelling through songs. They have a bow
10 instrument through which they create music and sing
11 a song and tell a story. And here I have a title
12 page of a ballad, which was printed in the early 20th
13 century. It is about toddy shops and coffee shops.
14 At the beginning of the 19th -- 20th century, when
15 these books were printed, they were representing
16 what was sung and then it was printed. And after
17 that, this tradition died off.

18 This particular ballet talks about how
19 coffee shops were replacing toddy shops. And the
20 women at home are very happy that the toddy shops
21 were closed, were getting closed, but the men were
22 not very happy about that. So, it is about that.

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1 Let me play a small music.

2 (Audio played.)

3 MR. GANESAN: It is another folk song.
4 It is a genre called Tamash music, meaning comedy
5 music. There is usually a message in it. This
6 tradition has died off completely.

7 Then, with the arrival of cinema in the
8 19th century, new genre songs emerged. Early films
9 in India had too many songs. Something like the
10 European ballad when there was a reason to be happy
11 or sad, the artist would break into a song. Early
12 films were considered, essentially musical.
13 Diversional songs are recited in temples and houses.
14 These are some of the examples that I am providing
15 here.

16 This is M.S. Subbulakshmi. She is no
17 more. She died just a few years back. She is an
18 exponent of comedic music. Of course you all know
19 Slumdog Millionaire.

20 In the twentieth century with the rise
21 of political moments all over India, the last number
22 of public speeches were given by leaders, which were

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1 recorded but not archived very well, again, I am only
2 providing some samples, which broadly, from the
3 audio cultures in early India.

4 Up until the arrival of audio storage
5 medium, music in India has been passed to the next
6 generation orally and distributed to the public
7 through human interface. Even though mediums to
8 store audio were invented much earlier, gramophone
9 records were introduced in India in 1902. With the
10 arrival of storage medium, all genres of music were
11 recorded and sold by the gramophone companies.
12 India was seen as a good marketplace for this
13 business.

14 During initial days, many short-lived
15 Indian companies and foreign companies made
16 records. Some of the early recording companies in
17 India are The Wellington Cycle Company in Bombay,
18 the Binapani Recording Company, Calcutta, the
19 gramophone company Calcutta, and the others are
20 there that you can see.

21 Shellac records were initially released
22 as single side in 7, 10, and 12-inch diameter size.

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1 From 1908 onwards, double-sided records became the
2 norm. Initially 78 rpm records were pressed.
3 Later, 33 and 45 rpm records were issued.

4 As technology grew, audio medium
5 changed from gramophone records to spool tapes,
6 cassettes and now in digital mediums. Storage
7 capacity and clarity also increased. It is
8 interesting to note that the storage capacity of the
9 medium changed the music tradition. When new
10 technology was introduced, it restricted public
11 performances to shorter duration. This changed the
12 audio-scape from a 3-hour performance to almost
13 three minutes. Also, many folk songs were changed
14 and recorded according to the wish of the gramophone
15 companies for the new, emerging consumer.

16 Today, we have only the recorded
17 versions and we don't know the original version.
18 Nowadays, in most of the places, the practice of
19 singing folklore has become obsolete. Hence, it
20 became impossible to trace them. Therefore, early
21 audio material has become the only source for
22 studying early music forms and traditions.

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1 Though early music is available in these
2 gramophone records, the way the common people spoke
3 in those days was not in these records. India is
4 a diverse land, comprised of many castes and regions
5 spread across the geographical area.

6 Apart from the differences in various
7 spoken languages, each language is spoken
8 differently in different regions (for example,
9 different districts). Every 100 kilometers or 150
10 kilometers you pass, the dialect changes for the
11 language.

12 Fortunately, this was documented in the
13 late 19th century and early 20th century by the
14 Linguistic Survey of India. Many recordings were
15 made in the field areas all over India. These
16 recordings have now been digitized by the University
17 of Chicago and are available to scholars for
18 research on their Digital Storage Library website
19 at the University of Chicago, the British Library
20 for this initiative.

21 Nowadays, the local dialects are also
22 changing rapidly because of the urbanization and

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1 influence of the movies. Many local words are
2 disappearing. So, it has become important to
3 document not only the words but also the way it is
4 spoken. This could be done as an extension program
5 of the Linguistic Survey of India. The government
6 of India, through an agency called the Central
7 Institute for Indian Languages took up this program
8 but for various reasons, it was not carried forward.

9 Jim Nye talked about the government
10 institutions on the radio and the television
11 state-run Prasar Bharati broadcasting
12 institutions. I have heard from some people about
13 the kind of cannibalization that is happening with
14 all of the recorded material on spools in the past.

15 All India radio and doordarshan are the
16 two government institutions, basically the only two
17 institutions having a large number of recordings,
18 both as gramophone records and in spool tapes. Most
19 of them are exclusively recorded in their studios.
20 Unfortunately both are not preserved well. The
21 government set up a high level committee to provide
22 direction to preserve them for posterity. By the

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1 time it started, the government changed.

2 And Jim also talked about the way it has
3 been researched. I'm not going to talk about that.

4 Now, I want to give a brief background
5 about the private collectors. There are a few
6 private collectors who have collected gramophone
7 records as a passion and for preservation. One
8 important man is Mr. V.A.K Ranga Rao, who is in the
9 early 80s now. He has got over 45,000 records which
10 he has been collecting from 1950s. He comes from
11 -- he has a cinema background. He comes from one
12 of the cinema families and also one of the kingdoms,
13 early kingdoms from Andhra Pradesh called the Raja
14 Baahubali. His collections comprises records from
15 all genres that has been published in India.

16 The next one is Mr. Sunny Mathew he is
17 from Calicut in Kerala, who has got about 25,000
18 records. He has now sought support from the
19 Endangered Archives Program of the British Library
20 for digitizing a component of his collection.

21 And there are much more. Mr. KRV.
22 Subrahmanian, Annoporni Veerapan and a number of

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1 people, they have actually deposited their
2 collection to the Roja Muthiah Research Library for
3 digitization and also to provide access to people.
4 And these are private recordings and they are not
5 in the public domain yet.

6 If we talk about institutional
7 collections, archives of Indian Music in Bangalore
8 is an initiative by an individual called Vikram
9 Sampath, who is supported by the co-founder of the
10 IT company Infosys. Mr. Mohandas Pai. Vikram
11 Sampath is also author of three books. His first
12 book is *My Name is Gauhar Jaan!* which received wide
13 accolades. So far, he managed to save about 10,000
14 records in his collection. And this dates back to
15 1902 and he just started digitizing them.

16 The Archives and Research Center for
17 Ethnomusicology some of you would know about this
18 institution, who have attended seminar a couple of
19 years back in association with IASA. It was
20 organized in New Delhi. This Center has about 128
21 collections of field recordings in its archive.

22 In addition to these, the Center has an

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1 extensive collection of published recordings,
2 ranging from classical music to folk music and
3 popular genres from all over India from 78rpm discs
4 to CDs. There is a small but growing collection of
5 published world music as well.

6 You see the other institution is Sruti.
7 Sruti is no longer functioning as an archive but I
8 thought I would mention Sruti because the man behind
9 Sruti was a visionary. By the time he assembled
10 everything he wanted, he even got a piece of land.
11 He raised money to set up this institution, but
12 unfortunately, he passed away. So, he couldn't
13 realize his dream. The good thing is, the
14 collection has been donated to the Roja Muthiah
15 Research Library. And then let us see the
16 Kalakshetra archives. Kalakshetra is a music and
17 dance school in Chennai run by the Government of
18 India. This center has a collection of gramophone
19 records as well as spools. The spools go back from
20 1930 onwards. Recently, the collectors' archives
21 were supposed to digitize their material and we have
22 helped them to digitize and we hold a copy of the

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1 digital records.

2 We cannot ignore the role of scrap and
3 antique dealers. Scrap dealers play a pivotal role
4 in the circulation of gramophone records and
5 players. Discarded gramophone records and players
6 are collected and sold by them to antique dealers,
7 people who are interested in gramophone records and
8 players purchase them from the antique dealers.

9 And you can see how it is stacked. This
10 place in Chennai called Chor Bazaar. Chor Bazaar is
11 thieves' market. So, you get all kinds of material.
12 People jokingly say that you get everything except
13 a father and mother there.

14 And this is an antique dealer in Delhi
15 and see how it is stacked.

16 And there seems to be a new heritage
17 movement that is catching up in India. And a lot
18 of people talk about heritage, preserving things.
19 And on both sides, you see these people selling such
20 stuff.

21 This is a private collection in Chennai.
22 I didn't want to name the collection but you can see

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1 how it is stacked. I want to show these are some
2 of the challenges we have been facing.

3 When setting up an audio archive, James
4 Nye talked about this, that there needs to be a
5 decision to taken that only stand-alone audio
6 material would be archived or materials associated
7 with audio, such as videography and print materials,
8 such as cinema song books, and cinema posters to be
9 archived. Preserving these materials make the
10 archive more comprehensive.

11 Let us take the case of cinema song
12 books. During the early period of cinema, songs
13 occupy a major part of the Indian films and appeared
14 more frequently than the movies that are taken now.

15 In those days, it was a tradition to
16 publish cinema song books while releasing the
17 movies. Many people used to buy and read lyrics
18 while listening to the song in their gramophone
19 records. Now, these old cinema song books have
20 become an important source of research material.
21 The reason I say this is because the films are not
22 preserved anymore. So, what do you do? So these

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1 are the only available material. Many of the words
2 in the lyrics of old films have now become obsolete.
3 Also, it is difficult to understand the words by
4 listening to songs. In such cases, the role of
5 cinema song books are very important. Cinema song
6 books also carry information such as singers,
7 lyricist, production, director. Visual mediums,
8 such as posters, provide the context of the songs/
9 movies.

10 I would like to show a cinema poster.
11 This of course is a jacket of the record. This is
12 a cinema, early cinema poster, again. This one
13 again, is a cinema poster.

14 This one is a very interesting one.
15 This is of a small documentary film taken by the
16 famous American director, film director called
17 Ellis R. Dungan. I want to play a small portion of
18 this.

19 (Video played.)

20 MR. GANESAN: Well, as you have seen
21 this short clipping, there is a fortune teller who
22 goes to every house and predicts something and gets

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1 -- he is paid with something. That is how he makes
2 his living.

3 This culture is lost completely. Now
4 this current generation cannot see this practice
5 anymore in India.

6 As a school boy, I have seen this
7 happening. And while I watched this film, and you
8 will also notice the background is filled with
9 music. We cannot hear how this man foretells or what
10 he talks to the lady. But as I see this document,
11 in my memory displaying how this person would do it,
12 but what I am trying to convey here is this tradition
13 is lost and how do we capture this moment?

14 While the director has done a wonderful
15 job of capturing the video, he has lost the audio
16 part of it.

17 Now, the latest development in the area
18 of audio preservation is the assembling of the
19 IRENE, equipment to digitize audio records without
20 using a needle. I am not going into the technical
21 aspect which my colleague Suresh is going to talk
22 about. Thanks to Carl and Earl, who have assembled

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1 this and thanks to the National Lawrence Berkeley
2 Laboratory for this.

3 We are happy that RMRL has one such piece
4 of equipment. The entire country in India is
5 looking upon us to start working on this full-scale,
6 using this full-scale. We have been receiving a lot
7 of calls, especially after Carl visited India. He
8 was interviewed and his interview was published in
9 a national magazine called *Frontline*.

10 At any rate, while this is a success,
11 I hope, scientist would also focus on similar
12 equipment for developing a non-contact method for
13 digitizing audio spools. This helps in retrieving
14 and preserving a huge amount of audio information.
15 The other day when we were visiting the facilities,
16 the audio facilities at Culpeper, there was a
17 discussion about this, which one to take first, the
18 audio spools or the records, which one. Well,
19 anything can be justified.

20 Now, I want to talk about support.
21 Support is a very important aspect to carry out
22 preservation activities. There was a presentation

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1 from the National Endowment for the Humanities, NEH
2 yesterday. I was glad to listen to that presentation
3 and the kind of support it is extending. It is not
4 just NEH, a number of agencies, funding agencies,
5 both in America and Europe, like the Endangered
6 Archives Program of the British Library, very
7 thankful for their support. They support a number
8 of initiatives in South Asia but philanthropy in
9 India as such is not happening in a big way,
10 especially for libraries, museums, heritage
11 institutions. That is the point I want to make.

12 So, what do we do? You know when we talk
13 about philanthropy for such areas, it is always when
14 you go and ask someone, they will say go to the Tatas.
15 When we come to the west and ask for support, they
16 say all the money is in India and China. Why are
17 you coming here?

18 So, this is the case. Thankfully, the
19 Government of India has come up with a program called
20 the corporate social responsibility to which it is
21 made legally compulsory for corporations making a
22 profit of more than a certain percentage to spend

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1 two percent of their profit on philanthropy
2 activities.

3 Until last year, libraries and heritage
4 institutions were not part of that. But thankfully
5 they have also included these institutions through
6 a law. It is mandatory for them to support but the
7 corporates have still not got together and decided
8 to support this institutions. They are still
9 deliberating on this aspect.

10 I sincerely hope that there will be some
11 clarity there and we need more scholars and
12 archivists to come together to articulate in such
13 a manner that this can be conveyed to corporate
14 houses so that it becomes easier for them to support
15 us and also for us to approach them.

16 Thank you very much.

17 MR. ALYEA: We'll now hear from Suresh
18 Babu.

19 MR. CHANDRAN: Good morning. I welcome
20 you all for my presentation. And I am glad to
21 present my experience with IRENE in tropical climate
22 like India. Out of five machines so far developed,

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1 one machine is set up in Roja Muthiah Research
2 Library, Chennai. IRENE came to RMRL one and a half
3 years after Mr. Sundar visited Lawrence National
4 Berkeley Laboratory for training.

5 It was from memory and with the
6 photographs of the assembled IRENE sent by
7 scientists at Lawrence National Berkeley
8 Laboratory, we were able to assemble IRENE.

9 As you see in the image, IRENE was set
10 up on a raised sturdy platform. No pneumatic
11 isolation was set up. We searched locally for a
12 low-noise compact air compressor. We could not
13 find one. We contacted Newport India, and found it
14 was very expensive. Locally, we found huge
15 nitrogen generators which doesn't suit IRENE, so we
16 did not use one, but we did not experience any
17 vibration problem so far.

18 Configuration was done online with
19 remote support from Lawrence National Berkeley
20 Laboratory by Dr. Earl Cornell. We used Skype and
21 Teamviewer support for remote configuration. From
22 Teamviewer we got remote access. We wait for the

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1 image to load. Dr. Earl says just open. On the
2 right side, my right or IRENE's right? On the right.
3 So, that is how it is fun working online with Dr.
4 Earl.

5 First I-Program was configured. Then
6 our IP address was altered to communicate with XPS
7 and Labview and IRENE program was set up.

8 On initial stage, focus and scan was
9 not happening. The communication rectified
10 between camera using measurement and automation
11 program. Parameters adjusted to grab and snap the
12 image. Scanning was done using Labview program and
13 tracing of the image, converting and merging into
14 a wav format was done through IRENE program.

15 After all hurdles, we were able to record
16 our first song from IRENE from a 78 rpm disc. It
17 is a 1940's Tamil movie, Thiruneelakandar. The
18 song starts with Unnalagai kaana iru kangal
19 pothathu, meaning "my both eyes are not enough to
20 admire your beauty."

21 So, did you see the poster of that man?
22 He is the romantic hero of 1940. He sang this song.

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1 So, I have not used filters with this
2 song. It is a raw format from IRENE.

3 (Audio played.)

4 MR. CHANDRAN: Now you can hear the
5 second song, which I recorded from IRENE, the
6 reverse side of that gramophone record.

7 (Audio played.)

8 MR. CHANDRAN: I'm just waiting for that
9 man to sing. So, this is a 33 rpm record. I was
10 advised to test as many records to get more exposure
11 and training with the IRENE machine. On a trial run
12 I also tested a 33 1/3 rpm vinyl shining disc and
13 was able to record a good quality sound.

14 (Audio played.)

15 MR. CHANDRAN: I was also taught to
16 trace manually. I tried 78 rpm broken disc with
17 manual tracing with the IRENE program and could
18 retrieve quality audio. This is a three piece
19 broken disc. I don't know whether you can see. I
20 just assembled it. The cutout sound is the broken
21 part.

22 (Audio played.)

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1 MR. CHANDRAN: This photograph shows
2 the image and the setup, how it looked when the first
3 song was recorded using IRENE. The people who were
4 working with IRENE know what this is.

5 So, now let us see the challenges and
6 how we did that. This is a print screen of an error
7 message from Labview. This image was sent via email
8 and remotely from Berkeley to get support to rectify
9 it.

10 At one point of time, we were not able
11 to get proper images from IRENE. The focus was dull
12 and IRENE program could not trace properly. We
13 found that it was due to the bulb inside the Dolan
14 Jenner was getting dull.

15 So, from Berkeley, two new bulbs were
16 sent and replaced the old one. But the bulb was not
17 so effective to provide required lighting for the
18 image. We then found the Dolan Jenner was creating
19 problem.

20 Then rotation stage stops at 88 degrees.
21 Remotely, it was checked and they advised me to
22 remove the platter from the stage and set the stage

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1 parameter to factory default. Even after trying
2 that, the stage did not initialize. Rotation stage
3 problem then got fixed by changing the parameters
4 remotely.

5 Then we found the camera also gives a
6 wash-out image. Could not verify it was the camera
7 or the optic which was causing the problem.

8 Fast focus window was happening very
9 late and spinning also was not proper. Here comes
10 Jim. This time Mr. Jim Nye of University of Chicago,
11 during his visit to RMRL, brought a new camera and
12 light source (Lumencor).

13 New software for camera and updates for
14 the Labview program was installed. We then found
15 that the light spot was not right. So, new code,
16 IRENE-2D2 was sent and installed and an adapter or
17 the light source was also ordered.

18 After installing the new camera, I
19 thought let me test my first disc again. So, let's
20 see. You heard my first test with a lot of noise
21 that I made before. Now, let's see.

22 (Audio played.)

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1 MR. CHANDRAN: So, Dr. Carl, you know
2 rotation stages problem so Dr. Earl Cornell
3 corresponded with the Newport mentioning the
4 problem with the XPS C-4 rotation stage and Newport
5 provided some solution which were tried but didn't
6 work.

7 Dr. Carl Haber, visited RMRL in December
8 2014. He tested the IRENE machine and found there
9 was high humidity in the room where IRENE is placed.
10 The air conditioner was too far from the machine.
11 The adjacent room is a microfilm processing room.
12 We live just three kilometer from sea and the
13 relative humidity was around 85 percent.

14 Dr. Haber advised us to bring down the
15 humidity level or to shift the machine to other area
16 where humidity is low. He also took the faulty
17 rotation stage motor to U.S. Newport and sent it back
18 to RMLR after rectifying.

19 Subsequently, the IRENE was shifted,
20 the repaired rotation stage was installed back in
21 the machine and tested. Now the initializing stage
22 works but when doing focus or scan, the initializing

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1 gets disabled. Inside the rotation stage is fixed
2 by changing the parameter. They also found the
3 Trigger cable is not giving the required voltage.
4 I have the Trigger cable here.

5 This is the current stage of IRENE at
6 RMRL.

7 When Dr. Haber was in Chennai, he was
8 interviewed and the interview was published in a
9 national magazine *Frontline*. After that, we have
10 been receiving calls asking for the recording
11 service of the gramophone records. Some clients of
12 the cinema music data of the family of the Carnatic
13 music wants the service of IRENE. On a trial, I
14 tested a 33 rpm disc of a cinema music director and
15 gave them a sample output. The next day, the
16 assistant of the music director contacted me and
17 said the director listened to the output and said
18 this machine is giving the original detail of the
19 track that was originally recorded and the output
20 from the stylus is substituting the sound details.
21 That is interesting.

22 I told them more research on 3D model

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1 of this machine is going on, so that next time I can
2 provide better service for them.

3 There is another challenge for us for
4 preserving the image from IRENE which need more disc
5 space, about 320 MB in one image. Even though we
6 are getting terabytes at lower cost, they need to
7 be monitored.

8 IRENE technology has revolutionized
9 audio preservation. I hope we will be able to cater
10 to the audio world with this equipment.

11 I wish to thank the National Lawrence
12 Berkeley Laboratory, University of Chicago and
13 Library of Congress for this invitation. Thank
14 you.

15 MR. ALYEA: Next up we have Carlene
16 Stephens and Shari Stout. Is this -- they are going
17 to use this? Okay. So you know how to use this?

18 MS. STEPHENS: Well, good morning.
19 Thank you very much to the organizers for this
20 opportunity. Shari and I are going to offer a case
21 study on the use of IRENE. You will see from our
22 presentation, hear from our presentation, that our

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1 case study is simultaneously unusual and very
2 typical. We are unusual because we have a very odd
3 set of stuff. On the spectrum of stuff, we don't
4 even call what we have libraries archives. We call
5 these things artifacts. So, that makes us unusual.

6 What makes us very typical users in this
7 case of IRENE is that Bill Veillette said yesterday,
8 we are those people who don't want anything touching
9 our stuff. So, IRENE is perfect for that.

10 So, I will just jump right in. Shari and
11 I have been working with partners at the Library of
12 Congress, Lawrence Berkeley National Laboratory to
13 recover sounds with optical methods on some of the
14 earliest audio recordings ever made. And those of
15 you who came to the museum for the tour the other
16 day, I apologize for repeating everything that you
17 might have heard there.

18 Our efforts, so far, have focused mainly
19 on a dozen experimental recordings made between 1881
20 and 1885 inside Alexander Graham Bell's Volta
21 Laboratory right here in Washington, D.C. And I
22 have a picture inside the lab from about 1884. And

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1 this is one of their experimental setups.

2 Shari and I are going to split our
3 remarks today. I will start, obviously, and give
4 you some background on the project and play some
5 mediated 19th century sounds for you and then offer
6 some preliminary thoughts about the implications of
7 reviving these recordings.

8 Shari will take over and she will talk
9 about some of the collection-related issues that
10 have emerged from this project because these things
11 are artifacts in our museum, not archives and sound
12 recordings.

13 We learned in the process of dealing with
14 this sound recording project that we have, in our
15 hair, some of the most significant objects in our
16 museum and we are taking steps to treat them
17 accordingly.

18 The dozen recordings we focused on so
19 far are really just the tip of the iceberg, a very
20 small part of the unique Smithsonian collection of
21 about 500 artifacts that document the birth of sound
22 recording and playback and that includes the work

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1 of Bell, the work of Thomas Edison. And we also have
2 a collection of Emile Berliner, other pioneers in
3 the field.

4 There is the iceberg, our sound
5 recording storage cabinet, experimental sound
6 recording storage cabinet, some of the Volta
7 contents, and of course, Shari, in the middle there.
8 Most of the recordings in this cabinet have been
9 considered unplayable and most of the content still
10 is unknown. We have very sketchy catalogue cards.
11 Yes, we still use catalogue cards in addition to our
12 digital database. Most of this was considered
13 unplayable and that is until recently.

14 Of course you recognize IRENE. You
15 recognize Peter, Carl, and Earl. Since 2009, we
16 have been working with the physicists and the
17 Library of Congress here to recover sounds from
18 these Volta Laboratory materials. And thanks to
19 our partners, a short list of various funders, we
20 have recovered sound from some of these things. The
21 list of people who have contributed to this project
22 in terms of content is much longer and I will get

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1 to that in a little bit.

2 What I would like to do now is share a
3 new look at Bell, the Volta Laboratory, an
4 intriguing bit of this history. All of this
5 emerging from this sound project and we are eager
6 to share it.

7 I will be very brief with the history
8 here because it is probably something that most of
9 you already know very, very well but I think it is
10 important to say that the 1880s was a period of
11 hyperactivity in recorded sound, efforts to get to
12 recorded sound, to invent processes and materials
13 and media. And ironically, it is a decade from which
14 was have almost no sound. So, we are contributing
15 to that with this project.

16 Very, very quickly, to orient you for
17 whom this is new material, there is the time line
18 of the visual picture of recorded sound in 1857 on
19 the phonograph, the stunning moment when Thomas
20 Edison invents a machine that can not only record
21 sound but play it back. The improvements of
22 Alexander Graham Bell and his associates at the

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1 Volta Laboratory and then Emile Berliner who is
2 credited with commercializing the disc. And it is
3 really this section of this time line that we are
4 focusing on.

5 That was the lightening round of
6 recorded sound history in the early years.

7 Back inside the Volta Laboratory, what
8 did we learn focusing on these recordings? First
9 of all, when we started our project to recover sound
10 from the museums, Volta recordings, we discovered
11 there isn't a whole lot of historical literature
12 about the lab. There are a few things. The last
13 thing that was written about this collection in the
14 museum was written in the '50s. And I don't know
15 that it is significant but the man who wrote it was
16 temporarily in the museum and then he became a monk.
17 We hope we had nothing to do with that or maybe we
18 should be glad we had something to do with that.

19 Second of all, we discovered -- we had
20 to discover in the process whether IRENE, the
21 specialized equipment our partners proposed to use,
22 whether this equipment would even work on these

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1 Volta materials. They are various, to put it
2 mildly. They are various materials, various
3 formats, various sizes. There is no standard
4 format in a lot of the material. They pre-date
5 standard format and they differ considerably, one
6 from the other.

7 So, I think it is important to point out
8 that we are using a 21st century experiment, a 19th
9 century experiment.

10

11 For a third thing, we learned the present
12 Volta project connects to Smithsonian history in a
13 material way. And again, all of this could be
14 elaborated upon at length but I am not going to do
15 that. I will just say that on three occasions,
16 February 28, 1880, April 6, 1880, and October 30,
17 1881, the Volta associates, and that is Alexander
18 Graham Bell, his cousin, a chemist, Chichester Bell,
19 and an instrument maker named Charles Sumner
20 Tainter, the three of them deposited sealed tin
21 boxes at the Smithsonian. The photophone
22 experiments, their experiments with sending a sound

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1 message on a beam of light, were in the first two
2 boxes. And the third box had the graphophone, the
3 original graphophone and related sound recording
4 notes. They even deposited in the sealed box
5 newspapers from the day that they sealed everything
6 up to demonstrate priority of invention. They
7 were not ready to patent but they wanted to be first
8 in. And they went to the Smithsonian with these
9 sealed tin boxes because the Smithsonian was, at the
10 time, established as a spot, a foster of science and
11 technology in the period. The head of the
12 Smithsonian was the most prominent physicist in the
13 country and Alexander Graham Bell had sought out his
14 advice when he was trying to develop the telephone.
15 So, there begins a very long-running relationship
16 with the Smithsonian. Bell eventually becomes a
17 regent, part of our governing body and, in the end,
18 deposits the leftovers from the Volta Laboratory as
19 gifts at the Smithsonian, which is how we get 400
20 some recordings, another hundred pieces of
21 apparatus from the lab. We have all of that stuff.

22 So, the tin box is not necessary for a

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1 patent fight. There are patent fights surrounding
2 sound recording, as you all know. But the boxes
3 languish until 1937 in what is variously described
4 as the secret vault, the confidential archives. It
5 is a safe outside the clerk of the Smithsonian's
6 office. And here you see the boxes being opened in
7 1937 with the original materials inside.

8 Okay, so, in summary, these things that
9 were in the box that came from Bell and the Volta
10 Lab were once media artifacts and now we can use them
11 as historical documents. These recordings offer
12 basically eloquent voices that can guide modern
13 scholars to an understanding of a crucial time when
14 today's old technologies of sound recording and
15 playback were new -- brand new. And all of this,
16 of course, needs deeper analytical commentary but
17 I wanted to be able to move on and play some of these
18 sounds from the 1880s that were previously unheard,
19 unplayable and also, at this point, mention that
20 these things complement a body of documentary
21 evidence that is here in the Library of Congress,
22 the Bell family papers, which are more and more

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1 online available. So, there is a considerable
2 amount of background information available on the
3 process.

4 And we had help from Patrick Feaster,
5 who spent several months in our museum looking at
6 our sound recordings and then correlating them with
7 the written record in the Bell family papers and the
8 Charles Sumner Tainter notebooks, which are also in
9 our museum. So, it makes a very nice package of
10 documentation.

11 Okay, so, I am not going to play
12 everything but I just wanted to give you a sample.
13 I showed you the weird material, the brass -- the
14 wax on brass, wax on binders board, copper
15 electrotypes, and then there is a sandwich of
16 cardboard, plaster of Paris, foil. That is item
17 number five on the slide. All of these things have
18 actually yielded sound, thanks to IRENE and the
19 efforts of our partners.

20 We have a variety of sound. To
21 characterize this small sampling, I would say I am
22 astonished how much Shakespeare there is. And we

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1 have already been approached by Shakespeare
2 scholars who are eager for this material. We
3 released all of these sounds in two separate press
4 releases and they have beaten a path to our door,
5 which indicates there is an appetite for these
6 recordings. A small sampling but we are already
7 busy filling requests for information about all of
8 these things.

9 There is also the mundane. The earliest
10 disc in the box, the tin box, is a man's voice,
11 unidentified, counting from one to six. And it is
12 clear from the beginning that Bell thought of this
13 device, the graphophone and the sound recording as
14 a business dictation device.

15 So, here is the mundane.

16 (Audio played.)

17 MS. STEPHENS: Is Patrick here? Is
18 Patrick here? Can you comment on the trilled R?

19 DR. FEASTER: So, the trilled R was kind
20 of a standard piece of subject matter that the Volta
21 associates used whenever they wanted to tell if a
22 system was working at all. Because if a

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1 transduction system was going to pick up any speech,
2 it would pick up the trilled R. It was just very,
3 very recognizable and very, very -- didn't put too
4 many demands on the equipment. So, this was a test
5 you would do just to see does this work at all. Is
6 there any hope for this arrangement? But nobody had
7 ever heard what that sounded like. You could read
8 in the notebooks that they were using this
9 repeatedly but, until we heard this disc and some
10 of the others in this group, nobody knew that it
11 sounded so very cool.

12 MS. STEPHENS: Thank you. Thanks.
13 Very cool, indeed.

14 We heard this yesterday and unless Carl
15 wants to hear it again, I am going to skip it. This
16 is Mary Had a Little Lamb. You want to hear it again?
17 Oh, my gosh. Okay.

18 (Audio played.)

19 MS. STEPHENS: Okay. So, then the
20 first two recordings were from our first round of
21 experiments. We don't know who is speaking.

22 In the second round, we got some voices

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1 we could identify. There is documentary evidence
2 that the voice you are about to hear is Alexander
3 Graham Bell's father. This is the original
4 graphophone from inside the tin box. It had to
5 travel to Berkeley and then we got sound.

6 And you can follow along.

7 (Audio played.)

8 MS. STEPHENS: Yes, it is a little joke.
9 But as people who came to the museum might have
10 learned, it is quite literal, as well, because the
11 machine, the original graphophone started life as
12 an Edison phonograph. It is literally an Edison
13 phonograph that they widened the grooves on and
14 coated the drum with wax. So, it is a little joke.

15 And then we were able to identify what,
16 to date, is the only confirmed recording of
17 Alexander Graham Bell's voice. And the piece of
18 paper on the slide is a handwritten, signed
19 transcript, signed and dated of what is on the
20 recording. Again, very mundane, a long list of
21 Alexander Graham Bell counting. He starts one,
22 two, three, four, five, and so on, then by hundreds

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1 and towards the end he is repeating dollar amounts.
2 And I didn't bring any of that. I brought the very
3 end.

4 (Audio played.)

5 MS. STEPHENS: So, for those of you who
6 want to make a pilgrimage to the site of the Volta
7 Laboratory or Volta Laboratory, as Alexander Graham
8 Bell says it, you can go to 1221 Connecticut Avenue
9 today and have an Empanada because it is the home
10 of Julia's Empanada. I think there is a bar there,
11 too, called the Lucky Bar.

12 Okay, so, very quickly, what are we to
13 make of these disembodied voices? As we were
14 working through the various ins and outs of optical
15 sound recovery, this is clearly an ingenious way to
16 digitize and make accessible endangered, fragile,
17 damaged recordings without touching them because
18 they are in the do-not-touch business. This is
19 thrilling for us. This is very important to those
20 of us who have national treasures in our care.

21 And I have come to the conclusion that
22 these mediated revival techniques are worth

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1 pursuing because, and I am not sure -- yes, okay.
2 In regard to our collection, we would otherwise have
3 no sound. These would remain mute objects, no sound
4 available, no content, inklings of content. This
5 may seem obvious but the very existence of the
6 recordings at the Smithsonian for a Century has not
7 been enough to stimulate researching them,
8 interestingly. They sat in the cabinet until 2009.
9 We knew we had them. They were very well cared for
10 but couldn't do much with them.

11 And so the availability of the sound has
12 focused attention on these things in a way that we
13 just, otherwise, would not have done.

14 The availability of the content then
15 inspires us to investigate in detail through the
16 material, the sonic documentary evidence, this
17 formative period in sound recording and
18 reproduction. We learned who spoke. We learned
19 how they said it. We learned what they said and we
20 are trying to figure out why they said some of these
21 things. Clues begin to emerge about the internal
22 inventive process of Bell and his associates, as

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1 they worked through new technologies and tried to
2 develop commercial avenues for them. They are
3 clearly in this business for commercial
4 improvements. This is not basic science.

5 And we learned more about the
6 Smithsonian's role in fostering contemporary
7 science and technology at the end of the 19th century
8 and institutional history is one of the things that
9 is important to us.

10 These recordings have a lot to teach
11 about how Bell and his contemporaries conceptualize
12 sound and orality. When they talked about sound,
13 when they thought about sound, what were they
14 thinking about? Remember that Bell's primary
15 research interest was not electrical
16 communications technologies, until he got to the
17 telephone. He came from a background of research
18 in the pathologies of hearing and speech. So, he
19 had to study up to compete with Edison.

20 So, inventing communication technology
21 was a second career for him. So, these recordings
22 are beginning to illuminate these two parts of the

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1 career.

2 Also meeting in those research
3 borderlands are the methods of interrogating
4 sources of all sorts, text, non-text, in our case,
5 material culture. It is sort of the given among
6 museum curators, students of material culture that
7 one needs to read objects, to examine their
8 physicality, interpret their content. And I guess
9 the point that has come slamming home to me with this
10 project is that one must not only look but also
11 listen.

12 So, very quickly, what is next? We hope
13 we will do more sound recovery. There is still
14 roughly 400 more to go. We would love to have our
15 own IRENE. We haven't found our own David Packard
16 yet but we also anticipate more sophisticated
17 research and interpretation from scholars inside
18 and outside the Smithsonian. There you see Patrick
19 pouring over the recordings and he has produced the
20 discography.

21 We also were able to generate and
22 exhibition, "Hear My Voice," which is open until

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1 January 2016, if you haven't had a chance to see it.
2 And late breaking news that didn't even make it onto
3 the slide is that our museum archive center holds
4 the Charles Sumner Tainter notebooks, as I told you.
5 And they are now totally scanned. If you go to then
6 entry in siris, S-I-R-I-S dot S-I dot E-D-U for the
7 Tainter papers, you can pull up the scans and we are,
8 as of Friday or last Friday, 87 percent done with
9 transcribing them. And the transcriptions will be
10 posted soon. In fact, you can see the ones that are
11 done already.

12 So, okay, I am going to stop and turn
13 things over to Shari, who will pick up on more of
14 the physical aspect of the collection.

15 MS. STOUT: Hi, I'm Shari Stout and I am
16 the Collections Manager for this collection but,
17 more largely, for the Division of Work in Industry
18 at American History and I work with Carlene,
19 obviously.

20 I care for a large number of objects at
21 the museum and the sound collection is just a
22 fraction of that but it is one of probably the cooler

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1 things I get to do.

2 Our collection, as you heard, consists
3 of between 400 and 500 objects and the earliest
4 portions of the sound collection. And just in case
5 you are curious, the much larger collection of
6 commercial recordings is in the Division of Music,
7 Sports, and Entertainment, which is a separate
8 entity from the two of us. And that is just due to
9 how the museum divides up history and technology,
10 and I can't really explain it.

11 For my part of our talk today, I am going
12 to talk about the challenges of caring for the
13 collections, which is a little bit different from
14 anything else we have heard. So, I hope that is
15 useful or, at least, entertaining and what we have
16 learned that might be of use of to you.

17 And another note is that as a collections
18 manager, I am focused on preventative conservation
19 and museum best practices and not full-scale
20 conservation. So, that is just a little side bar.

21 And as you will see, we do work with
22 conservators and I have some pictures of some of the

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1 conservation we have done for the exhibit. And so,
2 as I said, my job is just a little bit different from
3 some of everybody else here.

4 As Carlene told you, this is an
5 experimental collection and that meant that the
6 Volta associates were using a lot of different
7 materials. And so I, too, have a slide of the weird
8 materials. These objects are strange and wonderful
9 but they are also sometimes a collections management
10 nightmare. They are sort of a challenge to
11 understand to house and maintain and especially,
12 sometimes when they are not holding up well.

13 And now we have a new special challenge
14 is to work with Carl and Peter to determine if they
15 are good candidates for sound recovery. So, you
16 will notice the line with the blue background there
17 is surrounded with government red tape. So, it has
18 been with us for a while.

19 So, here are some that are not good
20 candidates for sound recovery. So, we just have
21 everything in the collection but those are
22 interesting, too, in their own way.

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1 So, what can we do? First, we can try
2 to get to them before deterioration takes place.
3 And in some instances I mean that we can recover
4 sound from them and we have all heard a lot about
5 that. And that is, as I say, that is a new thing
6 for us to sort of get our arms around because, as
7 Carlene said, normally, we wouldn't do something
8 like that. And in other instances, I mean that we
9 can take steps to use preventative conservation to
10 stop agents of deterioration. And one way to do this
11 is to remove the objects from original housing,
12 which I know is something everybody is grappling
13 with.

14 I work with graduate museum study
15 students from George Washington. We have a
16 practicum class and we teach rehousing techniques.
17 So, that is a good chance to work with the sound
18 collections.

19 And we have some kind of odd collections
20 from the Volta Lab here that came in a cardboard box.
21 And the acidic nature of the cardboard, of course,
22 is bad, but you will also notice there were these

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1 little cones in the top of the box. And so each time,
2 I'm sure those were meant -- they were supposed to
3 do something good but every time they were going in
4 and out of there they were chipping the cylinders
5 and so we have chips from the cylinders. So, you
6 will see when we made the new box there, the students
7 actually made little boxes for the chipped off bits.
8 So, you will see we made that nice new box.

9 And the important point I want to make
10 here is because we, at this point, know so little
11 about the collection or we are still trying to glean
12 a lot of information about it, I am trying to retain
13 all of the original housing for it. And so that
14 seems like kind of a strange thing to do, especially
15 when it is going to double the amount of space and
16 we are running out of it. And Carlene showed you
17 our crowded cabinet. But it is absolutely
18 imperative not to throw any information away. And
19 so we are saving everything and you will see on that
20 bottom picture, I even had them take a picture of
21 the original box and the original order. So, I had
22 them replicate absolutely everything.

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1 So, these are just some examples of some
2 of our original housing. So, that is a really great,
3 cool wooden box but terrible housing for those
4 cylinders. So, these are some of our candidates for
5 rehousing.

6 And there, we have one of those concern
7 grand cylinders and it is a candidate in the queue
8 for rehousing but we are also testing it with an A-D
9 test trip. We know the felt is bad but we are also
10 just curious to see how acidic that felt it.

11 And then on the other side, those are
12 some rehoused lids for some of the original glass
13 discs. And we think they probably have Alexander
14 Graham Bell's handwriting but we are not sure, but
15 they have somebody important's handwriting on them
16 so we are keeping them. So, you know, it is the
17 Smithsonian; we can't throw anything away.

18 But now this also is causing, in addition
19 to the space problem, it is an inventory issue and
20 that now we have a container and the cylinder
21 separated and we need to keep everything together
22 and track it. And now they are considered objects

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1 also.

2 So, this is sort of what I can do at my
3 level but here you will see what happens when we can
4 introduce the conservation lab into the mix. Here,
5 we are doing an XRF test on one of the aluminum discs
6 that went into the lab and so she was able to learn
7 a bit about not only the foil but also the adhesive
8 with the foil.

9 The opportunity for an exhibition
10 opened the door for our first in-depth conservation
11 of the Volta collections but only for those dozen
12 pieces. Due to the funding priorities of the
13 museum, collections and storage are sometimes not
14 conserved as often as we would like because the
15 priority has to be placed on objects going on exhibit
16 alone. For "Hear My Voice" exhibit, we have been
17 able to secure a conservator's treatment for the
18 items on display. We have also conducted a
19 conservation survey for the entire collection to
20 determine what needs urgent treatment and what is
21 stable, thanks to GRAMMY Foundation Grant but that
22 leaves most of the museum's collection of

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1 experimental recordings still in need of treatment.

2 So, here is some more. Just removing
3 grime from the barometer disc there. And that is
4 Dawn Wallace, who is our conservator. And we had
5 a huge catalogue number in the middle of the disc,
6 which is how we used to do things. So, she is
7 removing that.

8 So, as Carlene said, how are we recording
9 all of this information? Our museum has been
10 working for the last several years inventorying
11 collections and updating our collections
12 information system or our CIS as part of that
13 process. And each object is photographed,
14 catalogue numbers are reconciled and catalogue
15 cards are even photographed and put into that system
16 so that we can keep our original information. So,
17 there is our catalogue card and there is a screen
18 shot of our system.

19 So, the cards are scanned and we have
20 all of our information. We are trying to get
21 everything into one place.

22 So, now that we have sound files, we have

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1 to figure out how to manage all of our digital assets
2 and our digital asset team is sitting right over
3 there. So, if you have questions about how we manage
4 our digital assets, you can talk to them because they
5 can answer questions.

6 We have to figure out to manage all of
7 that information and especially how it goes onto the
8 lab and through our Smithsonian Collections on the
9 website. We not only wrestle with rehousing and
10 managing the collections physically but now we have
11 to figure out how to manage our digital collection.

12 We have to collaborate more effectively
13 with all of our colleagues, in order to share all
14 of our information the best way we can.

15 So, what has working with the Volta
16 collection taught me about caring for sound
17 collections generally? It is not always just about
18 the cylinders. Like all collections, a single
19 object is often part of a much larger, important,
20 or interesting story and that is often the case with
21 everything that I work with at the Smithsonian. In
22 this case, it is all of those and we are just

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1 beginning to scratch the surface. There are many
2 more recordings for our team to work on. And at some
3 point, I hope that we can work with some of the sound
4 apparatus from the Volta Lab and this is one of the
5 tantalizing machines that came out of the lab. It
6 has got a waxed tape on it.

7 And that leads me to my conclusion, which
8 is just that it is always important to look at the
9 bigger picture. And as a collections manager, it
10 is often my job to focus on fine detail, the
11 accession number, how many parts do things have, do
12 I have room to store it. But what we have learned
13 from working with IRENE and the Volta Lab materials
14 is that the details are very important and it is
15 important that we always look at the larger and the
16 bigger, richer picture.

17 MR. ALYEA: Does anyone have any
18 questions?

19 DR. HABER: Actually, it is more of a
20 comment. Concerning the presentation that Suresh
21 gave about his experience and the experience of the
22 library in Chennai, working with all this equipment

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1 -- Jim, you are supposed to get up there.

2 So, I was making a comment about Suresh's
3 presentation. So, yesterday we heard from the
4 National Endowment for the Humanities about ways to
5 support various efforts and mention was made about
6 international collaboration. So, the way this kind
7 of got started is that Jim saw this as something that
8 could -- these technologies as something that could
9 benefit these collections. And at that time, we
10 were applying to IMLS for a grant.

11 And Dr. Anne Imelda Radice, she was the
12 head of IMLS and IMLS had a priority about
13 international projects and international
14 collaboration. So, it seemed like a good match and
15 the institute supported it. And the idea was to
16 build a machine that was relatively portable because
17 we were going to get it over around the world and
18 get it set up there.

19 And you heard the experience that Suresh
20 and colleagues had. So, on the one hand, we got this
21 machine built. We got it halfway around the world
22 and set up and running and they were able to take

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1 data. But it was in a tropical climate, various
2 parts failed. Things had to be fixed and so forth.
3 And of course, it is a 12-hour time difference and
4 how do you do all of that?

5 So, there were just many practical
6 concerns. And so it was one thing to get the funding
7 to do this but what you learn, obviously, is
8 something like that has to be sustained at just some
9 minimum level so that you can do replacement of
10 parts, that you can maintain systems. I mean thing
11 fail. It just naturally happens with electrical
12 and mechanical things.

13 So, it is one thing to do an
14 international project and it is very attractive.
15 You do the thing but somehow it doesn't have the
16 same cache to just sustain it. But unless you can
17 sustain it over the years, and it really doesn't take
18 that much, we need to make a trip maybe once a year
19 to deal with upgrades. We need to be able to replace
20 parts. And when you try to find a way to do that,
21 it doesn't have the zing of a cool proposal but it
22 is so important if you are going to keep this thing

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1 going on a day to day basis. Just little things end
2 up becoming big problems. So, somehow to find a way
3 to do that, we basically had to do it out of pocket
4 and just anyway we could figure out how. But when
5 we talk to the agency, I want to make the point that
6 finding ways to just sustain it actually has just
7 as big an impact as the initial commitment.

8 PARTICIPANT: On that note, are there
9 any comparable situations or technologies that came
10 out of the Berkeley Lab that had this similar path
11 that you had to figure out? And how does it
12 typically go? Are there analogies?

13 DR. HABER: You mean outside of --

14 PARTICIPANT: Moving from the Berkeley
15 Lab out to availability.

16 DR. HABER: So, I mean I can speak to the
17 experience that we have in say a field like high
18 energy physics. So, in high energy physics, people
19 from places like Berkeley Lab but from institutions
20 all over the country participate in large
21 international collaborations to build some huge
22 piece of experimental apparatus that is at CERN in

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1 Geneva, Switzerland, or Fermi National Accelerator
2 Lab in Batavia, Illinois, and lots of equipment,
3 special, one of a kind technically complicated stuff
4 gets built like IRENE but bigger and more expensive
5 and gets sent from labs like Berkeley and Stanford
6 and others to these central locations. There is
7 software. There is hardware. There is firmware.
8 But it is recognized by the funding agencies like
9 the Department of Energy and the National Science
10 Foundation that it is not enough just to build the
11 thing, there is also maintenance and operations.
12 And that is part of the budget and part of the
13 funding. And the projects are carefully reviewed
14 and there is a lot of oversights but there is
15 post-ops. There are graduate students. There is
16 travel budgets and, of course, there is a lot more
17 people involved and we are talking about projects
18 that are, in the end, tens to hundreds of millions
19 of dollars but it is totally recognized that,
20 particularly, when you build a one of a kind
21 apparatus, that there are teams of people that
22 maintain them.

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1 The other example, obviously, is a
2 private company that has a customer service
3 department. But we can't -- we are not making a
4 product where we have an inventory room and we have
5 the reps all over the world that are just sitting
6 there waiting for the calls to come in.

7 I think the model is closer to the one
8 of a kind scientific instrument. The worst case is
9 like the Hubble Space Telescope, where every time
10 you have to fix it, you have to send somebody up in
11 a rocket. But that is foreseen also. Now, we don't
12 have to send rockets, fortunately, to do this but
13 it is like that.

14 MR. NYE: I have a few thoughts on
15 sustainability following on Carl.

16 Obviously, -- oh I'm sorry.

17 PARTICIPANT: Sorry, I have to comment
18 on Carl's comment, if you don't mind. The
19 charge-coupled device that was invented, that was
20 developed by Fairchild to capture the residual
21 particle collisions got commercialized into the
22 imaging devices that we now use to do this kind of

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1 thing. And it was really only invented as a
2 data-taking device for high energy physics
3 experiments.

4 And I will say something about
5 appliances later.

6 MR. NYE: There seems to be a major
7 difference between the kinds of institutions that
8 you were describing here, Carl. Obviously the
9 sciences -- well, let's take Smithsonian as well,
10 has its own predictable source of ongoing support
11 that come to maintain operations, once they are
12 deemed to be important. Whereas, if one moves into
13 the field of the softer sciences, if you will, that
14 is, those kinds of engagements like the portable
15 system, the portable system, the portable IRENE in
16 Chennai, we are dealing with fragile institutions
17 that are operating on the basis of philanthropic
18 contributions or other means of maintaining
19 themselves.

20 But it takes me back to an earlier era
21 in Ford Foundation's activities where they had what
22 they called, at one stage, tie-off grants. These

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1 were corpus funds that were provided to maintain
2 activities beyond a period of experimentation.

3 If I think about NEH and maybe I am going
4 off in the wrong direction, but there are challenge
5 grants that effectively serve similar purposes.
6 That is, you can apply for a challenge grant and that
7 allows you to set up a corpus fund or an endowment
8 to maintain something longer term.

9 So, what I think we are going to have
10 to do is be more aggressive about challenging Ford
11 foundation to return to its practices or engaging
12 in the three-to-one matches that are necessary to
13 get a challenge grant up set up to ensure that these
14 activities, once begun, can be sustained longer
15 term.

16 PARTICIPANT: I terms of funding, it
17 reminds me of a story. I had the good fortune to
18 work on, in 1998, the preservation planning for
19 digital AV materials for the Library of Congress.
20 And I will never forget when I had to make a
21 presentation on that, there were people in the
22 audience. One person stood up and said for God's

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1 sake, what are you talking about. We need record
2 sleeves and you are talking about digitizing things
3 and putting up buildings.

4 And my response was, since my previous
5 station at the Belfer Lab was based on soft money
6 all the time, I said you need to think bigger. And
7 I get really concerned when I start to think about
8 standards into the future because if you think
9 small, you get nothing. And it is very important
10 to think of the importance of what you have here and
11 to escalate your thinking on how you would leverage
12 corporate support as well as other agencies to bring
13 in sufficient funding to do what you really want to
14 do.

15 When I first came in, I was literally
16 talking to Peter and I said well, gee, I can imagine
17 this research, that research, and this other
18 research does now cost millions of dollars. My
19 answer: So what? If you think small, you are not
20 going to get what you need. So, I think moving
21 forward, when you think about how you are going to
22 raise funds, think of who is going to get benefit

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1 from it. Will the government benefit? Will
2 industry get benefit? Who gets it? And then look
3 at multiple sources and you need a group of people
4 who can think in those terms because I think Culpeper
5 is not a bad outcome of thinking bigger rather than
6 smaller.

7 PARTICIPANT: I have a question. If
8 any efforts have been made to contact the
9 entertainment industry and the film industry to use
10 this rich source of music, I mean what if the next
11 A.R. Rahman film, they put some of this beautiful
12 epic lost music? I think that could be an untapped
13 resource to also get exposure.

14 So, has any effort been made to go
15 outside of the institutions and the academia and the
16 foundations to tap into entertainment and the
17 masses? The short-term answer is yes. Almost all
18 of those assets that came out of Bollywood were
19 components of what used to be called HMV in India.
20 It is now called Saregama. In fact, the ownership
21 of that particular cluster of assets has been
22 transferred I think four times, I think, over the

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1 course of the last couple decades. It is now in the
2 hands of a very wealthy family, the Goenka family.
3 And unfortunately, they don't see any financial gain
4 coming from this that is adequate to permit
5 full-scale digitization activities.

6 And in fact, quite a few of the original
7 assets, the shellac recordings have been melted
8 down. The stampers have been melted for the sake
9 of the base metal. So, there is a challenge.

10 But again, thinking big is important.
11 I think there is a challenge in approaching
12 creatively those who hold the assets, in order to
13 make sure the point is made about their value, their
14 uniqueness and ensuring that we can have access in
15 ways that are appropriate without violating
16 intellectual property rights.

17 PARTICIPANT: There we go. So, Jim, in
18 your talk, you mentioned HathiTrust. So the
19 question I was going to ask actually I was also
20 inspired by Suresh's comment around the need for
21 better data storage and better curation of data.

22 So question A is what have we learned

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1 in Hathi that might help this community think more
2 globally about how we manage our data. But maybe
3 question B, actually drawing on the conversation we
4 have here is, have we learned anything about how
5 HATHI has found sustainability and how we might
6 approach that same question that we are discussing
7 right now in this community.

8 MR. NYE: One very important factor here
9 with HathiTrust is that they have now developed what
10 they are calling the HathiTrust Research Center.
11 It turns out one of the two people, the co-director,
12 J. Stephen Downie at the University of Illinois
13 Champaign-Urbana, is in fact keenly interested in
14 sound, sound recordings and computational
15 assessment of where recordings are and how one can
16 go after gathering in metadata but then not siloing
17 the audio recordings themselves, but instead,
18 thinking creatively about how you can have dynamic
19 access. He is interested, for personal reasons,
20 how sound comes into play and how more sound
21 recordings might be made available within
22 HathiTrust.

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1 So, I think the future is promising in
2 that area. But when it comes to the sustainability
3 of HathiTrust, we have got a different set of
4 questions. You may know that it was started as an
5 initiative by the CIC. And the provost at the
6 universities kicked in, I think \$5 million each in
7 order to get the ball rolling. It is not much
8 broader but they are facing their own problems of
9 sustainability. And I have to say, in all candor,
10 as much as I admire what is going on, I find it
11 problematic and colleagues in South Asia find it
12 problematic that you have to be a full-paying member
13 before you are given the rights of access.

14 So, that is understandable. They have
15 got a model that they need to maintain and I can
16 appreciate why that is necessary and yet it is not
17 an ideal solution. It may be a trusted repository
18 for those institutions that can afford to
19 participate and contribute their assets but I don't
20 know that it is the long-term ideal model just
21 because of its being locked for many people around
22 the world. And I get complaints probably every

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1 couple of weeks about why these resources aren't
2 available to me sitting in Berlin or in Calcutta or
3 wherever.

4 PARTICIPANT: Is there a model that
5 helps a repository not have a game way then or some
6 sort of box? I mean you mentioned, you talked about
7 monetizing the collection in order to provide
8 sustainability. That is in opposition to open
9 access, which was the theme in part of yesterday.
10 Because it seems like we, the library or information
11 community, is kind of stuck in this position where
12 we don't know which way to go. We value open access
13 in an economic climate where that is not feasible
14 over the long-term, in order for us to achieve our
15 goals.

16 MR. NYE: Well, in bygone days, that
17 might have been called the \$64,000 question. Yes,
18 I don't know. I certainly don't have any unique or
19 magical suggestions on it. It is a vex problem and
20 others in the room may have ideas about how to
21 address it.

22 MR. DEANNA:: You haven't really,

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1 nobody has really talked much about intellectual
2 property or copyright here and it seems to me, in
3 this community, certainly in the audio community,
4 what you notice there any may public websites of
5 sound recording and the reason is there wasn't a
6 federal copyright law for sound until '72 here. So,
7 all of that pre '72 here, I am assuming pre-23 is
8 free and clear, is at least public domain in India
9 but it is not here.

10 And so we are talking about agreements
11 with the three record companies to free up this
12 historical material. I think the good news is they
13 don't even want to store their masters. They don't
14 want to invest -- they realize there is no money in
15 these. So, there is an opening for conversation for
16 archives to get licenses to stream pre-23 material
17 at the very least. I mean I was successful with
18 SONY, we were successful with SONY to do that for
19 the National Jukebox and I think that conversation
20 could certainly be extended to other marketplace
21 orphan recordings that are never going to see
22 commercial release.

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1 So, I think there is hope in that regard,
2 at least for the intellectual property but,
3 nonetheless, it is something that has to be dealt
4 with first before we talk about open free access to
5 the content.

6 MR. NYE: A very important point that
7 you have made. One ray of hope here, thinking about
8 South Asia, and that is all I can really speak to
9 is that the government of India's Copyright Act
10 1954, most people interpret as allowing access to
11 these resources pre-1954 -- worst case, pre-1947,
12 the year of independence.

13 So, we are hoping that by work through
14 the government of India, that we will be able to get
15 a full and legal rendering of interpretation of the
16 Copyright Act that would open up access much more
17 broadly and remove some of those constraints that
18 would then permit the resources to be delivered from
19 South Asia itself, if not from the states. From the
20 states, I think we would still probably be
21 prohibited by virtue of our obligations under the
22 National Copyright Law.

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1 Yes, but simultaneously, the kind of
2 arrangements that you have been able to work out with
3 SONY and ones that I am hoping we may have some
4 possibility of working out with Saregama are the
5 best way to go. It is the only way to go.

6 PARTICIPANT: Can I just ask if when you
7 were talking about the project of creating some sort
8 of a -- I don't know if it is a database or some sort
9 of looking at the EMI catalogues and those
10 materials, have you looked at the Charm Database?
11 That is a big project that was done in the UK a few
12 years ago and they did a database of all the EMI
13 catalogues and they did include some that were not
14 from around the world and it might be useful to you
15 to look at that. I can talk to you more about that
16 if you don't know about it.

17 MR. NYE: Well, the resources that were
18 used for the Charm database are microfilm copies
19 that the previous National Sound Archive had
20 arranged to procure from EMI, itself. And in fact
21 with changes in leadership at EMI, the current folks
22 in charge, and that includes Wayne Shevlin and the

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1 curator Joanna Hughes, were not aware that the
2 British Library had this copy, the set of
3 microfilms. But it is that same base the Charm
4 Database was built off of but which did exclude the
5 South Asia content is what we would like to build
6 upon, yes.

7 I would like to raise a question about
8 the sonic and well, the way in which you described
9 in conclusion the new possibilities that are open
10 for the Bell collection and interpreting the sonic
11 world and all of the other artifactual materials
12 that are associated with this. This is so terribly
13 compelling to me, along with the fact that the
14 historical linkage into pathology, audio
15 pathology, was one of the chief motivations for Bell
16 and, I guess, explains why it was the spoken word,
17 rather than recorded music that fascinated him for
18 the earliest of the recordings made.

19 MS. STEPHENS: We actually don't know
20 the full extent of the content of the recordings.
21 There may be more music. We have found one so far,
22 one recording is music.

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1 But yes, I think that in our pursuit of
2 the origins of the industry, the present day
3 industry, we live in a world -- when I give a tour
4 of the exhibition, I start by saying, for our
5 visitors, we live in a world saturated with recorded
6 sound. And it is almost impossible to put ourselves
7 in the mental state of a world where there was none.
8 So, how did those people think about sound, speech,
9 hearing, what could be recorded, what could be said,
10 what could be played, at the time that they were
11 working with it? And I think that is a big
12 historical question to capture that atmosphere,
13 that time.

14 And there are various studies of the
15 process of invention and bringing innovations to
16 market. And I think examples from that time are rich
17 with opportunity for historians of technology,
18 historians of science, people who are interested
19 in performance. And I am certainly an interloper
20 in all of this. I don't pretend to be -- you started
21 your remarks by saying your background. I am a
22 historian of science and technology but my research

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1 interests are in the subject of time. And I tripped
2 over this, this meaning the Volta collection,
3 because I am responsible for it as a curator but I
4 don't pretend to be a sound historian.

5 So, I am hoping that we have seen that
6 there are media scholars, historians, who are hungry
7 for this information that is in these recordings and
8 that the appetite may, in fact, stimulate funding
9 sources, if there is enough demand to bring it back
10 to the question of where do the funds come from.

11 MR. NYE: Carl, I can't imagine that you
12 first saw when you started work with IRENE, that
13 there would be all of these historiographic and even
14 ethnographic questions that would emerge just by
15 virtue of sound that was previously impossible to
16 play back now being audible and that can be
17 associated with other documentary information.

18 DR. HABER: Not having come from a
19 background in audio history, ethnography or any of
20 these subjects, and coming into this as really a kind
21 of naive outsider, I feel like every day I learn
22 something new. So, it has been a revelation

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1 personally but yes, I didn't foresee much of this.

2 PARTICIPANT: Okay, I have two
3 questions for Dr. Nye. The first question --

4 MR. NYE: No Ph.D. Call me Master Jim.
5 (Laughter.)

6 PARTICIPANT: Fair enough. First
7 question. Have you come across, in your trolling
8 through the Sri Lankan archives, have you come
9 across any material in Portuguese?

10 MR. NYE: Yes, but in fact there was a
11 large amount of recording done in Goa. You probably
12 know that Goa is --

13 PARTICIPANT: Yes.

14 MR. NYE: -- part of a big Lusophone belt
15 going across that equator almost in the world. Yes,
16 and because of the way they collected for Radio
17 Ceylon, a large number of those recordings that were
18 made in Goa, in Southern Portuguese, are in fact
19 available in that collection.

20 PARTICIPANT: I was wondering more
21 about songs or musics that had been generated,
22 developed during the Portuguese period and that

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1 wound up as part of Sri Lankan cultural inheritance.

2 MR. NYE: I don't know. I can't say.
3 But it is very possible. Yes, I hadn't thought about
4 it from that perspective. I guess I know it more
5 from the side of Goa and India. But I am going to
6 be there next -- I will be there in about two weeks.
7 I'll ask some questions.

8 PARTICIPANT: Well, keep us posted.

9 The other question I have regards the
10 EMI. This is just really idle curiosity. Who
11 actually do you wind up dealing with in regard to
12 at least the materials of historic significance?
13 Because EMI is owned, a pop component is owned by
14 Warner Brothers now and the rest of the company is
15 owned by Universal. I am just wondering who do you
16 go to?

17 I know that there were real questions
18 about the survivability of Abbey Road, which seems
19 to have been settled for a while. But who do you
20 go to and who actually is responsible for
21 maintaining the materials of historic
22 significance?

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1 MR. NYE: Well, it is fortunate that the
2 trustees for the EMI archive, and that is separate
3 from the corporate enterprise of EMI, are -- these
4 are enlightened individuals, almost all of whom who
5 have had some kind of historical connection with EMI
6 and its good old days.

7 The person who, well you have met with,
8 Wayne Shevlin, Carl, has had a leading role within
9 the trust. He is somebody who started off as a rock
10 musician in New York City and eventually went across
11 the Atlantic and got himself a fine position at EMI.
12 But he is the person who has really taken it under
13 his wings to expose as much of the resources as is
14 comfortably settled with the EMI corporate
15 management, put those assets into public view.

16 So, there are some enlightened
17 individuals, enlightened from my perspective, who
18 see it in the best interest of understanding
19 recorded heritage to have these things out and
20 exposed. And there are a couple of other trustees
21 who are of like strength with Wayne Shevlin.

22 PARTICIPANT: It is great to hear this

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1 and also kind of shocking when you look at the kind
2 of devolution of EMI in the last ten years and see
3 that something with a more a long-term perspective
4 has survived.

5 (Whereupon, the above-entitled matter
6 went off the record at 11:57 a.m. and resumed at 1:35
7 p.m.)

8 MR. ALYEA: Okay, so this afternoon, our
9 first talk is Fenella France from the Library of
10 Congress. Take it away.

11 DR. FRANCE: Good afternoon and I just
12 really just want to take a moment to thank the
13 organizers of the conference and just the incredible
14 presentations and the expertise. It is really
15 wonderful, I take my hat off.

16 I am delighted to be able to have the
17 opportunity to talk about some of the research we
18 are doing in the Preservation Research and Testing
19 Division here at the Library of Congress. And
20 really a lot of that is stimulated by our interaction
21 with colleagues out at Culpeper who are doing the
22 hands on with the collections and seeing the hands

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1 on issues with how they can actually capture content
2 from various materials.

3 And so one of the challenges we have --
4 in the Preservation Directorate we have to make
5 accessible all of the collections of the library
6 even in their original or reformatted forms. So,
7 the challenge we have with over 160 million objects,
8 and one object might be a box of 600 papers, that
9 really is a lot of information in terms of what the
10 material challenges are for those materials. And
11 because we are a library, of course, we have the
12 conflicting challenges of the use of the material
13 because people want to use it, the environment that
14 it is stored and the inherent material properties.
15 And that is really what I will be focusing on a lot.

16 I was delighted to hear Jim this morning
17 talk and focus on the importance of collaborations
18 because a lot of the research we do, we have a limited
19 staff, is working with academia, working with our
20 colleagues, working with other folks around the
21 world and within the States to actually try and move
22 forward this research. And I hope you will see from

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1 some of the examples I give how we try to approach
2 that.

3 One of the focuses, as Carlene pointed
4 out this morning, is we really like to, as much as
5 possible, do noninvasive testing. And while some
6 of the testing we do is destructive, which we need
7 to do to understand the degradation mechanisms, the
8 main focus is actually doing noninvasive. And I do
9 want to just take a moment to note Sandy Pearlman,
10 who has been one of our wonderful contributors to
11 a collection we call CLASS, the Center for Library
12 Analytical Scientific Samples, which allows us to
13 do testing on non-collection items and Sandy has
14 been an incredible support for that. Thank you for
15 that, Sandy.

16 Accelerated aging is one of the things
17 we do to look at predictive testing. So, what we
18 are really looking at is trying to see how can we
19 predict what is going to happen down the road with
20 materials. And of course, that is one thing that
21 we want to know. There were discussions this
22 morning about what are the priorities, which

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1 materials should we transfer first before something
2 happens to them and that is a lot of what we are really
3 trying to do to get ahead of the game in terms of
4 what is going to happen with that content before we
5 lost that content.

6 We have also done a lot of correlation
7 studies between natural and accelerated aging. One
8 of the challenges I feel has been in the past that
9 people used very high heat, very extensive
10 over-the-top accelerated aging, which really
11 didn't reflect what was happening in normal
12 environmental conditions. And so we have modified
13 that somewhat to try and reflect what we really are
14 seeing happening in the normal environment
15 collections.

16 Quality assurance testing also came up.
17 I have to thank my colleagues for setting up all
18 these components already, because anything that
19 comes into contact with our collections can
20 potentially cause harm. And you will see in some
21 of the testing we have done and the specifications
22 which develop what should be in the contract to

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1 actual to purchase those materials is a large part
2 of the research we do and, I think, incredibly
3 important and probably doesn't get the focus that
4 it should. And those specifications are online at
5 the Library of Congress website and we are
6 constantly revising and updating them.

7 So, jumping into some of the various
8 forms of research; firstly, degradation of magnetic
9 tape. This is a scanning electron micrograph image
10 of a piece of tape. There you can see the polyester
11 Mylar underlay and then the magnetic component on
12 top. The challenge is that top layer degrades, and
13 we are losing the content from it.

14 I was talking in London two days ago and
15 I used the term "sticky shed" and everyone kind of
16 grinned. They laughed. They thought it was funny.
17 It is like no, it is a real term.

18 As you know, this sticky shed syndrome
19 is a huge challenge and once it goes across the heads
20 of the player and sticks to that, because of the
21 volume of material that our colleagues out at
22 Culpeper are trying to transfer before we lose that

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1 content, the cleaning of the tape player means they
2 can lose an entire production day and really is a
3 huge issue.

4 So, from discussions we have had with
5 colleagues at Culpeper, we were trying to look at
6 what could we do in terms of a collection care tool,
7 something that would help people understand before
8 they put that tape onto the player and actually know
9 whether or not it was sticky or not. And of course,
10 there is a lot of expertise in knowing that already
11 but there are a lot of challenges if it doesn't
12 happen until you are part way into the tape. So,
13 this was part of what can we do to kind of develop
14 a tool that would help us understand that better.

15 And again, going with the non-invasive,
16 using attenuated total reflectance Fourier
17 transform infrared spectrometry, really just think
18 of infrared spectrometry, we were looking at how
19 could we actually just take a spectra of the surface
20 of the tape and look at where were the peaks that
21 were telling us what were the changes that were
22 happening in those materials.

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1 And the challenge with it was, you will
2 see on the left, that there were certain peaks that
3 we seemed to see coming up time and time again as
4 the tape was degrading. But because all of the
5 materials and the tapes were often in different
6 states of degradation, it wasn't always exactly the
7 same. And trying to kind of visibly do that by eye
8 was almost impossible, in terms of the volume of
9 information that you were gathering.

10 And so we then went to essentially a
11 chemometrics model, saying how can we actually use
12 statistics to pull out this information and extract
13 and get a good feel for what is happening.

14 So, by doing that, we could take this
15 to an LDA classification and quite clearly separate
16 the sticky from the nonsticky. And this has really
17 been incredibly helpful and useful. We have found
18 it about 98 percent -- it's Friday afternoon and I've
19 lost the word I am looking for -- 98 percent accuracy
20 for this test.

21 What we have also been looking at, we
22 started with quarter-inch tape and have been

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1 expanding this to pneumatics and we are looking at
2 other tape formulations as well. We have also
3 looked at other collections at NPR, University of
4 Maryland, just to make sure the dataset is not only
5 applicable to the Library of Congress collections.
6 And part of this is also a collaboration with the
7 University of South Carolina. We have been
8 developing a tool literally that you would take into
9 the collections. You would take a tape, take a
10 spectra off that tape, drop the spectra into the
11 database and very instantly be able to say is it
12 sticky or is it not. So, we hope to have this
13 database and tool either hosted on the Library of
14 Congress website or at the University of South
15 Carolina within the next year. So, that really has
16 been a very successful collaboration and helped us
17 move forward work that we have been doing here in
18 terms of the material degradation for about the last
19 four or five years.

20 Just taking it a little bit further, and
21 you all, as experts, know this already, really what
22 we were finding is that from the '70s to the '90s

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1 polyurethane, polyester-urethane was the main
2 binder. There are a number of others. There were
3 certain tape formulations that were more
4 problematic, but we are really starting to tease out
5 what was happening at the ester linkage, in terms
6 of the chemical breakdown of this and then also, we
7 were starting to promulgate the metrics that allowed
8 us to pull out what types of components can we use
9 to differentiate the deterioration that we are
10 seeing between different tape types.

11 Starting with magnetic tape here, one
12 of the next challenges, of course, is if it is
13 sticky, how do we play it and the whole question of
14 baking. I am not a sound engineer, so I step back.
15 As a scientist I am just presenting this
16 information. But of course, this is an image of the
17 tape before baking. You can see the raised areas
18 on the surface and then after baking, when the
19 exudate dries and it allows you to do the capture
20 from the tape after the baking.

21 There is the new ongoing and very
22 interesting and often spirited discussion with our

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1 colleagues out at Culpeper about the fidelity change
2 with baking. Is there a fidelity change? How do
3 you measure it? How do we get an objective measure
4 of this?

5 And so we had master students from the
6 Cultural Heritage Information Management Program
7 at Catholic University who did their research
8 practicum with us. This is a new initiative at CUA.
9 And we had one student who worked on looking at the
10 tape fidelity issue. The initial challenge was
11 trying to create, and I have to say, Peter was
12 incredibly integral to this project in developing
13 the actual tones and software to actually play
14 those, put them onto some of our reference tapes and
15 then get a good measure of them.

16 And Peter, you haven't even seen this
17 yet but I just last week did get a scatter plot when
18 we actually started to look at the data and, for the
19 first time, we could definitively from this
20 objective measure, show a difference between
21 baking, prebaking and baking and then also between
22 first and second bake.

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1 So, this is clearly a project that is
2 still in process but we are really excited because
3 when you look at the box chart, you can very clearly
4 see a differentiation between pre and post bake
5 measurements.

6 So, this again, with our interns and some
7 of our research projects, helps us start to move
8 forward this work that we are working on.

9 And then taking this a little bit
10 further, it is just a really nice tripartite
11 component in terms of magnetic tape. I was at a
12 conference where there were folks from Fujifilm and,
13 initially, I was interested in talking with them
14 because I wanted to know what the current
15 composition of storage media we were using and how
16 do we know that when we are transferring something
17 that it actually doesn't have to be migrated so many
18 times. And then we started talking about their
19 accelerated aging facilities. And my question to
20 them was, whether it would be possible for us to try
21 and recreate sticky shed from our reference tapes,
22 using their facilities. And they were very, very

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1 interested in doing it. They were a little bemused
2 why I would want to do that until I explained that
3 we don't know what is actually causing it in the
4 first place because we haven't been able to recreate
5 it.

6 So, we have developed an MOU with the
7 folks there and we sent them a number of our
8 reference tapes and came up with a plan to actually
9 look at the chemical, physical and the magnetic
10 properties from the tape.

11 So, they have now analyzed with all of
12 these different components the reference tapes as
13 a baseline of what we gave them and we are going to
14 age them in various conditions in a range of
15 different ways.

16 What we have found so far is in terms
17 of the lubricants, these three kinds: lauric acid,
18 myristic acid, the third one is unknown but research
19 is still underway in terms of those. We know the
20 molecular weight and we can still track any changes
21 in there, based on what we already know.

22 As I said, we have quantified the unaged

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1 properties of these and we will now move forward with
2 the next set of testing. And so what we are doing
3 is we have set up a number of different humidities.
4 We do have some high humidities in here, in terms
5 of our colleagues from high humidity environments,
6 but really just to see what is happening, how we are
7 seeing the properties of these materials change, and
8 can we, from this, actually induce the type of damage
9 that we are seeing in the tapes in our collection.
10 So, this is how we are moving forward with the third
11 component of the magnetic tape research.

12 Another question that came to us was
13 looking at film cans, in terms of the chemical and
14 physical degradation. And essentially, there was
15 a residue that was appearing on the outside of the
16 cans. We were concerned whether that was a health
17 hazard for the folks out there. And then there was
18 also a propensity for the cans to actually to scratch
19 as well.

20 So, we started looking at the residue
21 on the film cans here and analyzing them. We did
22 determine there were no VOCs. We wanted to ensure

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1 that that was the case. And we saw a range of
2 hydrocarbons, generally, with that.

3 But this actually was part of research
4 that we did into the development of the
5 specification for what they should be using.
6 Because historically, there had to be a flame
7 retardant in these cans, the concern was that these
8 were causing damage to the films, themselves.

9 So, we looked at the old and the new cans.
10 I will, at this point, pause and apologize. I am
11 not allowed to actually refer to the specific
12 company. So this is why you see Can A, B, C listed
13 on these slides.

14 So, in terms of the old cans, what I am
15 calling Can A, we actually did find bromine in those
16 but only the old cans. The new cans did not have
17 this. So, that was a good component.

18 And then Can B (old) actually had both
19 bromine and antimony in those but the new cans did
20 not. So, this was good, as we moved forward with
21 the specifications and actually looked at which
22 types of cans and which cans in the collections may

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1 need to be replaced and should be looked at going
2 forward.

3 The only challenge, as I mentioned, was
4 the fact that we were seeing some deposits on the
5 surface of the films after they had been transferred
6 to Culpeper. And the question was, could we then
7 do a scratch test on the film cans, themselves, to
8 see which cans were more likely to have this deposit
9 scraped off them.

10 So, part of this was actually developing
11 a scratch test. We didn't really have one that would
12 work for these materials. But you can see there Can
13 A, B, and C, where Can A on the left actually has
14 a lot more deposit from the scratch test that we did.
15 And so this helped us, actually, in the part of the
16 testing when the test materials came in for the
17 contract actually helped us determine which would
18 be the best can that would be safest for the
19 collections.

20 So from that, as we see, the oily
21 material -- I'm sorry that slide that keeps closing
22 itself down. The oily materials were primarily

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1 hydrocarbons. The XRF determined the materials we
2 are finding from the flame retardant. We did
3 confirm that with the GC/MS and then we did see where
4 from all of them, that a significantly less from some
5 than others.

6 We also had a question a couple of years
7 about what sort of cleaning materials or cleaning
8 methods would be best for things like lacquer discs.
9 And one of the questions was what was the exudate
10 that was forming on those and how could we remove
11 that safely? There were a number of ways that people
12 were doing that.

13 So, essentially, generally what we
14 found was a combination of palmitic and stearic
15 acid, as the exudate itself. And then we wanted to
16 look at that in terms of how we could easily remove
17 that.

18 Again, my second apology here. I have
19 removed the name of the manufacturer but I can give
20 you the composition components, which would help you
21 determine what might be a useful solution.

22 So, we were looking at a number of

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1 different ones, different cleaning solutions and we
2 also had a very good discussion with our colleagues
3 at Culpeper about the way they actually cleaned
4 these, whether they are using the Monk machine and
5 how many rinses they used, things like that that
6 actually factored into what we actually did with
7 this research to make sure that it was actually valid
8 to how it was being used in terms of the collection.

9 And so we found that both solutions were
10 soluble in excess water. Some, once they had dried,
11 were more difficult to remove from the surface
12 because we wanted to make sure we weren't leaving
13 any deposit on the surface of the discs itself.

14 And when we exposed the disc to cleaning
15 solutions, essentially found that the non-ionic
16 surfactant and the ammonia was actually the best
17 combination, which as many of you already know that.
18 But I really wanted to make sure that what we had
19 on the surface was being removed effectively.

20 CDs, some of you who came on the tour
21 yesterday -- Wednesday, apologize, you probably
22 heard a little bit of this already. But CDs and DVDs

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1 is actually another big area of research that we have
2 been looking at. These form a large part of our
3 collections. We still have collections that are
4 coming into the library on these materials. For
5 example, we have things coming into manuscripts when
6 someone retires from Congress and we have every type
7 of storage media you could think of, going back to
8 3 and a half inch floppy discs. And so the question
9 was with the CDs, how do we move forward with
10 understanding why they are degrading.

11 So, here is an example of why we do some
12 testing, and why accelerated aging. This was a
13 long-term study we did with NIST where we actually
14 had a large collection of CD-ROMs, CD-read writes,
15 and DVDs and looked at comparing both the
16 accelerated aging and the natural aging. We have
17 just completed a 15-year repeat of the natural aging
18 and we have seen, generally, about a four percent
19 loss but the ones that are coming in a worse
20 condition at the beginning are the ones that are
21 clearly degrading faster but not actually quite as
22 dire as a lot of people think.

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1 But in terms of the composition, one of
2 the challenges, of course, with these model
3 materials is that manufacturers were not making with
4 preservation in mind. They weren't making them to
5 last a long period of time and they were also trying
6 to get them out to market fast. So, what happened
7 with these early compositions is the formulations
8 could have changed quite quickly and that is what
9 we are trying to understand in terms of which of
10 those formulations are the ones that are more at
11 risk.

12 And so turning to the polycarbonate,
13 here you can see the disc after the aging. The image
14 on the right shows the areas that really showing
15 complete damage and this disc would no longer be
16 readable.

17 But then also the challenge is well in
18 tune to the reflective layer. One of the challenges
19 -- there are a lot of components of this but I don't
20 want to keep talking too long, but one of the early
21 things we looked at was the fact that the moment you
22 actually put a label onto a CD, you start that

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1 degradation process happening. And that was one of
2 the things a lot of people didn't realize that just
3 by doing so you just completely changed the
4 preservation of the disc itself. But we really have
5 been trying to sort out in terms of the components
6 what all the different issues we see in terms of the
7 rot, CD rot and things with the different layers and
8 understanding the degradation of those components
9 more.

10 And this is an interesting example. As
11 I said, we do a lot of accelerated aging. Initially,
12 these two CDs we thought were exactly the same.
13 After the accelerated aging, the one on the left is
14 actually perfectly fine; the one on the right
15 basically lost all of its information. So, this is
16 part of the work that we are doing to better
17 understand how to make predictive suggestions about
18 what parts of the collection are more at risk than
19 others.

20 Wax cylinders was a more recent one where
21 we were sort of asked to look at how we could actually
22 remove some cotton batting that had been embedded

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1 into the surface of some wax cylinders. And this
2 was really just trying to see how you might be able
3 to remove this with some very gentle extraction from
4 the surface. And so some of what you have seen here
5 is just the image there, we are literally just
6 rolling a swab over the surface, not really even
7 contacting, just to try and lift those items that
8 had become embedded in there.

9 And you can see here, I am not going to
10 talk about the groove structure because we have our
11 expert talking next. Bill is going to talk about
12 the grooves. But you can see here how they are more
13 rounded. They are also, we can still see that fiber
14 component embedded in there and that is why
15 something like this makes it a very good candidate
16 for capture with IRENE, where we are really not
17 touching the surface and pushing those fibers
18 further into the wax.

19 Another example here from a different
20 area. You can see the post-dry clean on the right
21 and the post-wet clean. And then again, you can see
22 as we go to the 60 time magnification, still the

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1 structure of the embedded fibers on the surface
2 there.

3 One more example here. This was one
4 that was stored without the cotton wrapping and you
5 can see how it is an awful lot clean. We are just
6 not seeing it damaged.

7 So, these are very practical examples
8 of how we really need to engage in terms of how the
9 science supports the preservation of the collection
10 and the capture of this incredible information in
11 these sound recordings that you have been hearing
12 from us.

13 Based on some of the discussions this
14 morning, I wanted to drop in a couple more slides
15 here of something that I hope we can discuss a bit
16 more later. One thing I have been looking at is the
17 development of an integrated heritage science
18 infrastructure. And we have a bilateral agreement
19 with colleagues in Italy. We are really trying to
20 look at a global infrastructure for how you share
21 and make data accessible. I am going to completely
22 dodge the copyright question here by doing this but

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1 we are looking at this for research data and it seems
2 to me that this could be a useful model moving
3 forward with all the types of data and how we could
4 link some of the very interesting and rich artifact
5 sources that so many of you have mentioned that link
6 with us with the sound recordings, for example.

7 And so we have actually developed a
8 schema. We have put all of our reference materials
9 into the system and we hope that will be online
10 within the next six months.

11 But the next part of that which really
12 comes back to more the how do we understand and
13 interpret these materials is kind of user interface.
14 As we all work so interactively with data these days
15 and we all want to build a kind of linked data. I
16 was watching a baby on the plane. It instantly knew
17 to touch the screen to make things happen. It is
18 quite fascinating. But what we are really looking
19 at is saying what overlays all this data that is
20 underneath and how do you link it altogether? And
21 so this kind of object oriented approach, when you
22 have an object, an image of your object, where there

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1 is a sound recording that you click on, and then you
2 start to link all that together, all of the various
3 components.

4 So, here is just one of a document, it
5 happens to be a first draft of the Gettysburg
6 Address, but if you think about this as a Google Map
7 of your object, and as you click on this, you can
8 bring up some of the microscopy. You can bring up
9 some of the handwriting analysis and the
10 interpretation. You can bring up the spectra of the
11 ink. You can bring up some of the fiber analysis
12 itself. You can bring up the fingerprint that we
13 found but that is a whole different story.

14 So, just in summary, I really wanted to
15 underline that really understanding the material
16 degradation helps us support all of the capture and
17 the work that you all are doing to make sure that
18 these collections are still there as we go forward.
19 The impact of the environment and handling is
20 clearly an important component of that and the
21 cleaning protocols and the stabilization helps
22 support the preservation as well.

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1 The quality assurance in terms of the
2 materials collections are in contact with, is quite
3 a critical component as well and the specifications
4 that underlie that.

5 And I do want to note that most of our
6 research reports, we try to keep them updated, are
7 actually on our website. I am happy to give you that
8 link later but I just wanted to let you know that
9 all those research reports are available there.

10 So, thank you for your attention.

11 MR. ALYEA: Now, we have Bill Klinger to
12 talk about grooves.

13 MR. KLINGER: Thanks, Peter. Hello,
14 everybody. I am Bill Klinger. I am an engineer and
15 a record collector. Today, I am going to talk about
16 In the Trenches: Surveying the Groove.

17 The original version of this slideshow
18 was presented at the 2005 Conference of the
19 Association for Recorded Sound Collections. That
20 is ARSC. In ARSC, I have been in the technical
21 committee and on the -- that is actually the chair,
22 the Cylinder Subcommittee since 1993. So,

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1 cylinders are my passion.

2 My colleague, who put this talk together
3 with me, George Brock-Nannestad, resides near
4 Copenhagen, Denmark. He is a mechanical engineer
5 and an electrical engineer and also a European
6 patent attorney. He has educated people throughout
7 Europe for many years about sound recording and
8 preservation.

9 I think when these Germans in this trench
10 were here, the last thing on their mind is how much
11 their trench looks like a lateral-cut groove.
12 George found that picture. He also put together
13 this silly picture, posing us as surveyors. This
14 is a trench at Vicksburg, the Civil War battlefield,
15 where there are 20 miles of trenches that do resemble
16 a 78 groove, pretty much.

17 But George wanted me to remind everybody
18 that it is important to study the groove and then
19 respect the geometry.

20 Everybody is seeing this kind scanning
21 electron microscope photo and it shows this very
22 sharp V-shaped groove. It is the standard groove

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1 for stereo LP records cut with the Westrex 45-45
2 Recording Systems but it has almost no relationship
3 to cylinder records and not a whole lot to a 78
4 shellac record, either. This idea of a pointy
5 needle sticking in some kind of a V-shaped groove
6 is very deceptive when it comes to cylinders and
7 discs.

8 People have been interested in the
9 profile, the shape of grooves for a very long time.
10 This photo was taken by an amateur photographer in
11 1900, after he cross-sectioned a 78 -- at that time,
12 it wasn't probably 78 rpm but it was an early disc
13 record, lateral-cut. And you can see these little
14 U-shaped bits that represent each line, each
15 rotation of the groove. So, if that is a lateral-cut
16 disc record, what is this? Who can guess what this
17 is?

18 David, you can be quiet because you know.
19 Thank you, Jerry. Gold star for Jerry Fabris. This
20 is the surface of a cylinder. You can barely see
21 the groove. The grooves are so shallow, they are
22 so foreign to us compared to what we usually think

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1 of.

2 Let's look at a couple of basic concepts
3 and mechanical sound carriers. George made these
4 sketches back in 1983 just to show people who aren't
5 familiar with records about the vertical-cut motion
6 on a cylinder versus the side to side lateral motion
7 but you have heard that a number of times over the
8 last few days. There is a couple of methods for
9 forming that groove but one of the earliest is in
10 Boston. Carl Haber talked about that. That is
11 merely displacing the material. You are not
12 removing anything from the material. Cutting is
13 much more common. It is also called incising or
14 engraving, definitely removal of material.

15 On the left, this drawing shows a very
16 rounded stylus deforming the record in the embossing
17 process. That is the two images above the letter
18 A. And on the right, you see a much sharper stylus
19 that is cutting away material at the top and then
20 you can see it riding in the groove on the bottom
21 on playback. So, generally, embossing involved
22 rounded, not very sharp styli.

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1 Thomas Edison's 1877 phonograph, of
2 course, used tin foil. Actually, that sheet is a
3 composite of lead and tin but it is just generally
4 called tin foil. Jerry Fabris took this picture for
5 me, showing the modulation. You can see the little
6 bumps, the indentations that represent the audio
7 content. It has just been a deformation in that
8 metal sheet. Surprisingly, embossing went on and
9 had a life in deforming plastics. These are both
10 dictation media, a disc and a belt, used as late as
11 1980.

12 Cutting in wax probably reached its peak
13 in the late 1940s. This guy, John G. Frayne, who
14 wrote *Elements of Sound Recording* was one of the
15 people who optimized this kind of cutting stylus for
16 electrical recording on 78 records but the very
17 sharp edges on this stylus are typical of what has
18 been going on with cutting and soft materials since
19 about 1888.

20 When you playback something, people
21 talk about tracking and tracing. You probably hear
22 those terms all the time. What the heck is the

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1 difference between tracking and tracing?

2 Tracking is the process of following the
3 path of the groove. It has not really got anything
4 to do with getting the sound off. It is just the
5 starting point for following the groove. That is
6 something that Carl and Earl have really figured out
7 how to do with imaging. Tracing is following and
8 reading the modulation on the recorded groove of a
9 phonograph record.

10 The tracing action following the
11 motion, in mechanical terms, a mechanical engineer
12 would say it is like a cam-follower action. George
13 pulled this drawing out of a 1920 textbook on
14 mechanical engineering but it is not very graphic.
15 Later on, George got his son to make a little
16 animation that just shows how a roller would follow
17 up and down that kind of surface. So, it is an analog
18 to what you have in a vertical-cut record like a
19 cylinder.

20 Similarly, the lateral-cut motion
21 rather exaggerated in this animation, is the left
22 and right motion. Trying to track the groove and

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1 then trace these things accurately can really be a
2 challenge, especially at higher frequencies.

3 Let's talk about the shapes of
4 vertical-cut grooves and look at some historical
5 recording equipment. Edison was busy with
6 electrical lighting by contract for a decade.
7 During that time, the Volta Lab guys made a lot of
8 progress doing all these wild experiments with light
9 and photocells and cutting in wax and all kinds of
10 materials. But when Edison returned to phonograph
11 development ten years after tin foil, in the fall
12 of 1887, his assistant, let me think, what is his
13 name, built his machine. Edison didn't actually --
14 it was Ezra Gilliland who built this machine. He
15 was an electrical tinkerer, basically.

16 These were the first machines with
17 electric motors, regulated speed, and the important
18 thing is, they were the first to use a solid wax
19 cylinder. All three of these machines took a rather
20 soft wax record, mostly natural waxes. Collectors
21 have called these white wax cylinders for a long time
22 but Jerry and I think that that term arose because

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1 people typically saw black and white photos in which
2 they look like they are white. Edison, himself,
3 called them yellow paraffin cylinders. They are
4 quite soft. These records made in 1888 are truly
5 the incunabula of recorded sound. These are the
6 first recordings meant to be played back. And just
7 a few dozen of these survive today.

8 They were such a landmark development
9 that probably around 1906, Edison and perhaps Walter
10 Miller, his recording engineer, placed three
11 recordings from 1888 and 1889, together with the
12 transducers that cut them and played them back. The
13 metal objects, one is a recorder and one is a
14 reproducer, they enshrined them in this oak and
15 glass case. Jerry tells me the base was made from
16 an Edison standard phonograph base. And this sat
17 in Edison's library. It is shown there in a photo
18 in 1947.

19 Jerry took these pictures of the
20 recorder. That is an interesting piece with the
21 diaphragm suspended in a brass housing. The
22 important to note here in this photo is the cutting

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1 stylus. This is a side view of a very sharp steel
2 chisel. That is what cut the record. The groove
3 looks something like this. This is taken from
4 Edison's patent for this kind of recording with the
5 chisel-shaped cutting stylus and it makes a rather
6 squarish looking groove. The bottom is almost
7 entirely flat.

8 Edison's yellow paraffin records, like
9 I just mentioned, have this distinctive chisel cut.
10 They were only made for about one year. Precious
11 few of these things survive today.

12 Edison recognized early on he had
13 trouble playing this thing back because he used a
14 piece of wire sharpened at the tip like this, that
15 is Item N in this patent drawing, and he made it
16 smaller than the groove but he had a great deal of
17 difficulty tracking and then tracing this because
18 the playback stylus would wander from right to left
19 across this groove in an uncontrolled way. Every
20 time it would touch the left or right groove wall,
21 all you got was noise because all the information
22 content is in the bottom of the groove, the

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1 horizontal part, rising up and down. Edison
2 recognized this late in 1888 and sought a solution
3 to this. He sought a whole new profile for this
4 groove that would be almost foolproof and it would
5 align the playback stylus automatically.

6 He developed this circular cutting
7 stylus made of steel. At letter B on the left is
8 a scooped out area. It is basically a rod of steel
9 that has been ground out at the end to make an
10 exquisitely sharp cutting edge. So, at this
11 surface is a very sharp edge and another one at the
12 bottom. The entire round surface makes a circular
13 cutter. It was mounted in this kind of recording
14 device. You can see it is cutting the surface of
15 the cylinder here.

16 This very graphically shows how it
17 scoops out the material. That circular cutter digs
18 out this kind of cross-section in the vertical-cut
19 groove.

20 I think this is a good picture to keep
21 in mind. It actually exaggerates the depth of the
22 groove. The groove is more shallow. The shadowing

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1 in this photograph makes the groove look deeper than
2 it is.

3 Edison used steel cutters and playback
4 styli for only about six months. He found that the
5 steel was corroding. Apparently, there were acids
6 in the yellow paraffin materials. And around the
7 same time that he developed the circular cutter, he
8 changed to a somewhat harder material that
9 collectors call brown wax. It is a metallic soap
10 composition. The ideas came from the soap industry
11 but it is a much harder material than waxy bars of
12 soap.

13 And interesting thing about this
14 particular assembly, which has a cutting stylus and
15 a playback stylus both made of sapphire is that these
16 were precision ground sapphire styli in 1889. So,
17 as early as that, Edison established the dimensions
18 of the grooved profile to a very high degree of
19 refinement. You can see that the playback stylus
20 is basically a ball but it has nearly the same
21 diameter that the cutting stylus does. It was used
22 in this machine beginning in 1890, cutting this kind

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1 of brown wax cylinder. That is an early box that
2 was only used for a few years early in the '90s.

3 This is a really important drawing. It
4 comes from a court case in which Edison had to
5 explain the contact between the stylus and the
6 groove. And you can see the shallow groove receives
7 the arc of this playback stylus almost perfectly.
8 The entire arc is contacted. At least that is the
9 intent. Of course, on a microscopic scale, it is
10 not touching everything. There are irregularities
11 in the surface.

12 Another thing to note is that this groove
13 is so shallow, it is 17 times wider than it is deep.
14 So, it is really impossible to talk about groove
15 walls on something like this. It is very, very
16 shallow. There is no left and right wall. It is
17 just a tiny, little shallow groove.

18 And this sapphire ball was used all
19 throughout the 1890s. It was copied by his
20 competitors, the Columbia phonograph company.
21 Eventually, Pathé and France were all using the same
22 thing. So, in the cylinder industry, the

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1 dimensions of the groove were standardized early on
2 within the first few years and everybody was using
3 the same kind of precision-ground sapphire styli.

4 I'm going to talk in terms of mils. That
5 was the approach to referring to one-thousandth of
6 an inch in the U.S. and Great Britain. And since
7 a lot of these documents are in mils, I thought I
8 should explain that. But that is the equivalent of
9 25.4 micrometers or microns.

10 Here is another view of the sapphire ball
11 used to play brown wax records with that 35 mil
12 diameter. But an interesting thing is, at high
13 frequencies, the fine features of the groove are too
14 fine to be traced by this large stylus radius. If
15 you have a standard sized cylinder recorded at 120
16 rpm, this 17.5 mil radius creates intolerable
17 distortion at any frequency above 1500 hertz. So,
18 it is a rather low cutoff.

19 Edison recognized that and wanted to do
20 something about it. He was getting competition
21 from Columbia, who had made a large diameter record
22 that didn't suffer this same problem. He created

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1 a different kind of playback stylus. It retained
2 the same 35 mil diameter across the groove but he
3 put another radius on this stylus that is 7.5 mils
4 radius, 15 mil diameter. This traces the groove.
5 So, you can see the change. The weight of the stylus
6 is still supported across the entire width of the
7 groove but the much smaller radius allows higher
8 frequencies to be traced. I don't recall exactly
9 but I think you can get to five or six kilohertz with
10 this kind of size at a typical brown wax speed.

11 But this stylus was actually designed
12 for harder molded records. That is another reason
13 he went to a very shallow groove. I will talk about
14 that more in a minute but these harder wax cylinders
15 from Edison and Columbia and later celluloid-based
16 cylinders all used that standardized groove
17 profile.

18 Between 1905 and 1908, there was a big
19 competition forming because disc records were
20 getting larger. They grew from seven to ten to
21 twelve inches. The ten-inch disc was lasting three
22 minutes, whereas, most standard sized cylinders

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1 lasted only two. And as a result of that
2 competition, Edison decided to make a more compact
3 groove configuration, putting 200 grooves per inch.
4 Actually, one groove on the record, 200 turns per
5 inch, instead of the 100 previously.

6 So, this compares the smaller size of
7 the new four-minute stylus. Edison's wax
8 four-minute record, a competitor with celluloid,
9 and then Edison, eventually, in 1912, was able to
10 use celluloid for that kind of four-minute cylinder.

11 We talked about shaped. Let's look at
12 some dimensions. For years and years, it was hard
13 for me, anyway, to find out what were the actual
14 dimensions. We could see patent drawings that
15 showed what these styli looked like, their shapes
16 but it wasn't until I found this 1919 court case.
17 The Victor Talking Machine Company was suing the
18 Starr Piano Company. They made shellac discs under
19 the Gennett trade name. And beginning with the
20 yellow paraffin record of 1888, for this court case,
21 Edison's attorney, Frank L. Dyer had all these
22 drawings made up. This was the first time I have

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1 ever seen any exact dimensions of the chisel stylus
2 that cut the yellow paraffin cylinders and it cut
3 a very deep groove. Five mils is a lot deeper than
4 the later circular groove.

5 The reason Edison wanted to get away from
6 this very deep groove is because he wanted to make
7 duplicate records by molding. They would make a
8 master cylinder, plate it with metal, keep plating
9 it until you had a mold and then wax would be poured
10 into that metal mold. As the wax cooled down, it
11 would shrink and could be extracted from the mold.
12 But with this groove being this deep, you couldn't
13 get the cylinder, the duplicate cylinder out of the
14 mold. So, it is interesting to see this transition
15 from the very deep groove.

16 But notice that with an average depth
17 of five mils, the modulation from maximum to
18 minimum, in other words, the maximum depth of cut
19 is just another half of that. It is another ten
20 percent of the basic original dimension. So, you
21 are adding half a mil or subtracting half a mil from
22 that groove depth.

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1 I mentioned before the Volta Lab, when
2 they developed the graphophone in the 1880s, they
3 had a wax-coated cylinder that people today call a
4 Bell-Tainter cylinder, they called it the
5 graphophone cylinder, that also had a rather large
6 stylus which made a ten-mil deep groove initially
7 but, in a later development, they decided to go
8 shallower. That was the trend in this technology.

9 So, a second patent shows a five-mil
10 depth but again, there is only about a plus or minus
11 ten percent variation. That is not much dynamic
12 range from the quietest to the loudest passage, it
13 is nothing like modern electrical recording, where
14 you can have 80-90 dB of dynamic range. There was
15 really only about a two to one variation in the
16 depths of these grooves.

17 So, the brown wax cylinders with
18 circular grooves, I am going back and showing you
19 this picture again of that cupped stylus because
20 this shallow groove sets a whole new trend. The
21 average groove depth now is only 0.55 mils but there
22 is still that same plus or minus ten percent

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1 variation. So, still, it is about the same kind of
2 dynamic range. But with a harder material, the
3 tracking force could be higher and more volume could
4 come from the horn.

5 This is a groove profile of a Pathé
6 Disque record and it is very much like a cylinder.
7 When Pathé first began to make disc records, they
8 used the same cutting stylus and the same playback
9 stylus that they had used for cylinders. That is
10 why people who try to play these Pathé discs, these
11 vertical-cut Pathés on a turntable, find them almost
12 impossible to track because the skating forces and
13 the anti-skating mechanism on a modern turntable
14 just wants to slide that tone arm right across the
15 groove.

16 Edison later used the same kind of
17 thinking to make diamond discs but it had a deeper
18 groove because he didn't have to remove the diamond
19 disc record from a mold. But again, you see the
20 relationship of the stylus tip for playback.
21 Edison wanted a very, very close fit. He never
22 wanted a little tiny stylus to be tracing these

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1 records. He wanted to spread the pressure across
2 the entire width of the groove.

3 A lot of things can go wrong in
4 recording. This is a very good example. The groove
5 is discontinuous here. You can see little pits but
6 there are places where the cutter has lifted away
7 from the surface and you are not even cutting a
8 groove anymore. This is seen a lot in amateur
9 recordings and field recordings. Most commercial
10 records made by Edison and Columbia and the other
11 432 manufacturers of records around the world had
12 very standardized grooves. But people with
13 ethnographic collections, I think, are going to
14 encounter this kind of stuff. It is a flaw in the
15 recording. It could be caused because the material
16 was too cold. Different things like that can cause
17 it.

18 Shifting over to lateral-cut grooves,
19 this is the Berliner-Johnson. So, Emile Berliner's
20 recording machine around 1896. Again, thanks to
21 Frank Dyer and the court case, we can see the
22 dimensions. Rather deep grooves because they have

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1 to propel the mass of this horn. The horn and the
2 tone arm is propelled across the disc by the depth
3 of the groove. So, really, gramophone discs really
4 never could have very shallow grooves because they
5 didn't have the feed screw that was in all these
6 Edison phonographs.

7 I am just going to blow through some of
8 these images but we have documented a number of the
9 stylus shapes and sizes from these original records.

10 I talked before about how Edison
11 standardized on groove dimensions and profiles, cut
12 precision-ground styli and the whole industry
13 followed him on that kind of accurate precision
14 technology. But Emile Berliner and Johnson, after
15 him, just went down to the millinery store and bought
16 a number five sewing needle. That was their
17 recording stylus. And even after 1911, in this
18 court case, William Nafey, who was one of the people
19 who eventually made jewels for Victor said well, we
20 didn't buy the sewing needles anymore after 1911.
21 We made them from steel wire that we bought. But
22 Victor didn't have controlled groove profiles

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1 either in recording or playback.

2 The whole disc industry, by and large,
3 didn't have a V-shaped groove until the late '30s.
4 All of these records have the same kind of U-shape.
5 Franz Lechleitner at the Phonogram Archive in Vienna
6 did all this work back in the '80s, trying to
7 document all this stuff about groove profiles.

8 And you can see again, just a comparison
9 of these profiles but the variation is tremendous.
10 From brand to brand and time to time with disc
11 records, you almost never can know what the profile
12 and the dimensions are. And that is why transfer
13 engineers are always having to try another stylus
14 every time. People can look under a microscope,
15 maybe, and get a clue at first but it is a challenge.

16 There is a lot of problems in cutting
17 lateral-cut grooves. In 1952, Oliver Reed
18 displayed eight different things that go wrong in
19 cutting in a groove. I won't bore you with the
20 details.

21 George thought it would be a good idea
22 to blow up the groove and show you a little CAD image

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1 that indicates what kind of problems can arise.

2 At a lower frequency, like 665 hertz,
3 a groove can have a very wide left to right
4 excursion. This one happens to have a 50-micron
5 depth and be about 100 microns wide. And it is
6 uniform all along its length.

7 If you go to ten times higher frequency,
8 you are likely to have one-tenth the amplitude but
9 you may still have the same depth and width, if you
10 are using the same cutter. And you can still trace
11 this kind of groove. It is a bit of a challenge.
12 You can see that a stylus is going to have to be
13 jumping around a lot. There is going to be a lot
14 acceleration on that stylus tip in this kind of
15 high-frequency groove cut at a high modulation.

16 But still, the groove remains uniform
17 along its length. If that cutter is not perfectly
18 parallel to the tangent of the record, if this
19 cutting stylus is twisted a slight amount, all kinds
20 of things go wrong. If it is shifted by ten degrees,
21 for example, as on the right, everything changes
22 about the groove. It is no longer of uniform width

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1 along its path. It begins to pinch the stylus and
2 tremendous distortions can happen.

3 And there are quite a few records where
4 this kind of thing went wrong, even in the electrical
5 era. That varying groove profile makes it hard to
6 trace that groove and in this case, it is virtually
7 untraceable, according to George. So, another
8 example of things that go wrong.

9 But this kind of stuff was
10 well-recognized. In 1963, Benjamin Bauer did a
11 study of the fact that you may apply a nice sinewave
12 down here at the bottom but what you actually get
13 on the record can be quite different, aside from the
14 fact that it is electrically cut and there is a
15 differential kind of relationship to this. But the
16 cutting stylus doesn't move in the same plane as the
17 playback stylus and that is what this complicated
18 drawing is trying to show. Even at the time records
19 are cut, they may not have the ideal groove that you
20 think that they do.

21 So, I think that that is a useful thing,
22 whether you are trying to play a record with a stylus

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1 or especially for imaging because when there is a
2 groove that is kind of predistorted, you have got
3 a challenge.

4 The steel needles that were sold for use
5 with gramophone records, lateral-cut shellac
6 discs, again, were not precision-made pieces of
7 manufacture. They had very loose, rough dimensions
8 and it didn't matter because about 70 or 80 percent
9 of a shellac disc is limestone dust and it is an
10 abrasive. It was purposely designed that way to
11 grind down the steel needle. In the first
12 revolution or two, the tip of that steel needle is
13 ground away and it fits the record. After one
14 minute, you have got a very good fit, a perfectly
15 round contact area between the steel needle and the
16 groove. But as the record continues playing, the
17 needle keeps grinding away. And after three
18 minutes, it has gotten to this very weird elliptical
19 shape. You can still play the record but if you take
20 that needle out and it gets rotated, if you try to
21 use it again, you are really going to destroy the
22 record. And this is one reason why people back in

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1 1910 and 1900 knew to change the needle with every
2 play of a record. People today have forgotten that.

3 The Victor Company and their
4 counterpart, EMI in England made needles that they
5 wanted to last a lot longer. I think they claim here
6 it can last 150 plays and they did it by embedding
7 a tungsten wire. In the center of this is a piece
8 of tungsten and it is surrounded by brass or some
9 other soft metal. And the soft metal still gets
10 ground away down here but the tungsten wire supports
11 this and it slows the wearing away of the material.

12 But the reason I am showing this here
13 is not to talk about the tungsten needle. This is
14 a mechanical model that EMI made in England. It is
15 a series of steel laminations, stacked up, clamped
16 together that allowed them to make visual models of
17 the shape of a stylus and its relationship to a
18 groove. So, even in the last '20s and '30s, people
19 were seriously thinking about modeling the groove.
20 They really wanted to understand all this.

21 George points out that this had the wrong
22 caption when it was printed. They said it is a new

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1 needle but it is actually heavily worn. And you can
2 see what has happened here. Now, the needle is far
3 wider at the top and it is pretty soon not going to
4 make contact with the groove. It is going to lose
5 contact.

6 So, we have got these modern options:
7 stylus-based playback, non-contact. I'm not a
8 champion of either. There is a place for both.
9 They both of their limitations. They both have
10 compromises. You can do your best to build a
11 machine, to play cylinders of all types but there
12 are still tremendous compromises and tradeoffs with
13 the stylus, the magnetic cartridge, the tone arm.
14 And I don't think anyone has that figured out to the
15 Nth degree. Frankly, I think people all round the
16 world are using styli that are too small and the
17 wrong shape to play cylinders every day and I think
18 they are doing significant damage and wear, playing
19 a soft wax record. Probably not an issue for
20 celluloid, maybe not so bad for a hard wax
21 gold-molded record but for brown wax, this is risky
22 business.

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1 And I think that imaging has everything
2 going for it because it has got a wide-open future.
3 The stylus has gone as far as it can go. It is
4 nothing but compromises. And I think there are so
5 many possibilities with non-contact playback, the
6 future is there. And George says respect the
7 geometry.

8 Thank you.

9 MR. ALYEA: Good afternoon. People
10 probably already known I am Peter Alyea with the
11 Library of Congress, Digital Conversion
12 Specialist, and I have been working on IRENE for 12
13 years with Carl and Earl and all the rest of the
14 Library of Congress.

15 So, I wanted to talk about standards in
16 terms of how to deal with the imaging systems, both
17 the ones that I am working on the other kinds of
18 designs that we have seen like visual audio.

19 This is not to say that comparisons to
20 the standards in the audio field for traditional
21 equipment don't need to be looked at further and
22 things like that but what I want to do is I want to

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1 look at how to build standards for our imaging
2 system.

3 So, there is a certain baseline amount
4 of quantifiability in what we are doing. One of the
5 big advantages of the equipment we have been working
6 on is that in the imaging world, it can be easier
7 to quantify things. So, I wanted to go through some
8 of the things that have naturally happened our
9 development, and how that has helped towards
10 building standards, and then look at some of the
11 things that have fallen through the cracks, and then
12 decide how to maybe rectify some of those things.

13 So, one of the big advantages of our
14 system is in the hardware sense. The hardware we
15 use is basically scientific equipment. These are
16 scientific motors. They are called stages. They
17 are specified and measurable. We have these probes
18 we use to take the pictures. They are
19 scientific-grade probes. We have lighting systems
20 that are scientific lighting systems. All these
21 things come from the world of science for
22 measurement. So, they not only are they specified

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1 to perform a certain ability, but you can actually
2 take the measurements and confirm that is exactly
3 what you are getting. And in fact, as these devices
4 have been designed, this has been natural with Earl
5 and Carl, to actually not just assume that the
6 specifications they are told by the manufacturer
7 what they are, but they actually perform experiments
8 and they take data and they confirm that it is able
9 to say take a picture of certain resolution or
10 whatever.

11 So, as these things have been built, in
12 that sense, we are very standardized because we know
13 how these perform and the equipment is reliable in
14 that sense.

15 If we move on to software, in some sense
16 people might think of standardizing software as
17 working only in a certain kind of code that is open
18 source or not open source but open platform and
19 things like that, so that there was always for any
20 operating system you might encounter, you could
21 always compile to that operating system.

22 We haven't necessarily done that.

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1 Building code is very time-consuming and costly.
2 And so the code bases we have, the imaging system
3 capture code is written in something called Labview.
4 And the code we have that processes the images is
5 in what is called C Sharp.

6 Both of these, however, have source
7 code. And because of the funding for these, that
8 source code is not encumbered by licenses. It is
9 basically the source code to be distributed. And
10 that describes how this stuff works.

11 There has been interest, and I think we
12 have heard from not only audience members but
13 speakers, that there is a lot of interest in how we
14 deal with that long-term. So, there is a great
15 advantage that we have that this code we have is open
16 and available. Some of the ideas of making an
17 application that could travel with images to the
18 person who has the images being taken for them, that
19 that code could go there and that person could then
20 process them themselves. So, this idea of being
21 locked away from the most prime source of
22 data-taking with the imaging, is not far away from

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1 you.

2 And the application is quite small in
3 compared to the documents. There is no reason we
4 couldn't create a submission packet that included
5 the actual application. One of the challenges, of
6 course, is to make the application usable by someone
7 who isn't super technical. But I guess I will leave
8 that for a second.

9 But so, let me go on to file types. So,
10 this is image data. The first way that the image
11 was captured with our systems was just kind of a data
12 dump of the image data and then a small amount of
13 header on the data to allow it to be recognized.

14 With NEDCC, they were very interested
15 in putting the image data into something that was
16 a little more standardized. And they offered the
17 idea that we go to the TIF format. The data has not
18 changed. It is just a different way of storing the
19 data.

20 So, that allows -- the advantage of TIF
21 is that the TIF allows for quite a bit of metadata
22 in the header. And so that certainly is a way to

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1 standardized the file formats.

2 Now, the way we distribute the file
3 formats, because with the 2D system, create quite
4 a bit of these TIF files. And so dealing with all
5 these files can be complicated.

6 So, the way the library tends to deal
7 with things, they call them solution packets. So,
8 they wrap these things up and create a bundle that
9 can be stored.

10 So, the way we envisioned, and we have
11 not yet done this in Culpeper, but the way we
12 envisioned in dealing with the different files was
13 to keep all those files, to keep all those image
14 files because those are the primary source. When
15 you convert to an audio file, there are segmented
16 audio files that are created and those would all be
17 wrapped up. And then also dealing with the metadata
18 that would be related to that.

19 There is a lot of technical metadata that
20 can be captured and currently, there is a lot of
21 metadata that is captured. That could be stored in
22 the headers. That could be stored in a separate

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1 companion file. We have talked about an XML
2 expression of that metadata. We have not done that
3 yet but the idea was to wrap that all up so that that
4 preservation bundle would include all those
5 different kinds of things.

6 So, another important thing is that
7 currently the way we deal with a lot of the technical
8 metadata is we have mySQL database sitting behind
9 IRENE and so that metadata is captured with each scan
10 and they could be exported and stored but currently
11 we keep it in a database.

12 So, then I wanted to talk about the
13 problems with some of these. So, with hardware,
14 what are some of the problems? So, let me go
15 through.

16 Okay, so we have these scientific-grade
17 pieces of equipment that we use but we also have
18 equipment that is more commercially available. The
19 workstation PC we use to control the whole system,
20 it is just a standard workstation. And throughput
21 on that computer affects the ability of the IRENE
22 system to perform well.

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1 So, the specification of the work
2 station is not necessarily in the scientific realm.
3 It is something that is available for all sorts of
4 applications, for business applications, and
5 things like that. So, standardizing on a
6 workstation would be, I suppose, difficult.

7 So, some of the solutions to deal with
8 understanding how these images actually relate to
9 what we are trying to capture off of the media. One
10 of the prime issues is that we are actually capturing
11 images that we are capturing for the purpose of
12 extracting the audio. So, when we capture the
13 images -- I'm sorry. I feel really faint.

14 Sorry. So, one of our prime challenges
15 is to try to deal with the fact that we are taking
16 images. What we really want to do is compare it to
17 audio. As I said, the primary preservation format
18 of this system is an image. And to get to an audio
19 format, we have to extract the audio from an image.
20 That can be done in lots of ways. In fact, other
21 talks have talked about the challenges of tracking
22 things, how you actually determine what the audio

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1 is in those grooves.

2 MS. HENLEY: Is everybody onboard with
3 a break? Fifteen minutes? All right. Thank you
4 for understanding.

5 (Whereupon, the above-entitled matter
6 went off the record at 2:46 p.m. and resumed at 3:15
7 p.m.)

8 DR. FRANCE: So, just to bring everyone
9 back together and Carl is going to just finish up
10 the points that Peter was dealing with, in terms of
11 the software issues, the hardware issues, and the
12 file formats and other components we need to think
13 about in terms of standardizing.

14 DR. HABER: So, Peter and I were talking
15 and there were a couple of other points that Peter
16 wanted to make and so I will try to state them as
17 best I can.

18 So, I'm not sure the exact order but one
19 question which people have raised and it is probably
20 too early for this but people have asked the question
21 if you are imaging carriers at very high resolution,
22 what can you do with those datasets? For example,

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1 could you recreate the three-dimensional objects,
2 the three-dimensional printing and would there be
3 value to that?

4 So, I, personally have been asked this
5 question a number of times and other people have
6 brought it up. And I think the consensus viewed of
7 that is that three-dimensional printing is not at
8 the level of resolution that you would be
9 reproducing the kind of information that you are
10 measuring.

11 Personally, it is sort of taking an
12 analog carrier, digitizing it, and then turning it
13 back into an analog carrier. I'm not sure there is
14 a lot of value in that but it may have some novelty
15 appeal or demonstration appeal. But I, personally,
16 don't see it as a conservation or preservation model
17 but maybe others do. And when we go to a question
18 and answer, obviously, people are invited to
19 entertain this idea.

20 So, another point that Peter wanted to
21 make is we are imaging and we are collecting these
22 images and we are trying to extract sound from them

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1 but they are also images. So, when we talk about
2 standards and specifications, are we using all of
3 what the imaging field can tell us about files,
4 formats, data, resolutions, et cetera? So, how
5 well have we managed to talk to our colleagues on
6 strictly in the imaging world and marry these
7 imaging for audio to the more general 2D and 3D
8 imaging field and somehow basically taking water
9 from the same well?

10 Another point relates to how we do
11 comparisons. So, there is always this question
12 does it sound good or how does it sound, one playback
13 method versus another? What is the relationship
14 between visual audio sound files and IRENE sound
15 files? What is the relationship between IRENE
16 sound files and stylus playbacks and how do we assess
17 these things? So, there is listening tests. There
18 are various measures and so forth. But going
19 through that exercise, coming up with agreed
20 criteria by which we make these comparisons would
21 certainly be something which would be very valuable
22 and would help to normalize the discussion, so that

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1 everyone is, again, reading from a similar script.

2 And with the Northeast Document
3 Conservation Center, there is a discussion going on
4 now, Northeast Document Conservation Center and
5 Indiana University Archive of Traditional Music, to
6 try and kind of go through that list of comparison
7 steps and understand it. I have been involved in
8 that discussion with Peter, folks from NEDCC and
9 Indiana University and it is very instructive to
10 actually try to figure out. And it has been a great
11 sort of give and take. You know, we write something
12 and then it comes back with a modification, working
13 through those ideas of how you base a comparison.
14 I'm sure we will iterate that. But the field,
15 obviously, needs to come up with agreed upon ways
16 of doing that.

17 Another thing which Peter wanted to
18 point out relative to this, and also I believe is
19 more generally relevant, is, as Bill Klinger was
20 saying, there is a whole engineering dimension to
21 these carriers that exists in the patent literature,
22 in the documents of the companies, in the archives

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1 of various places where very important information
2 about how these things were made, the shapes of the
3 grooves, the shapes of the styli. And linking that
4 data to the database of the cylinders and the discs
5 that we are looking at, the specific items, that
6 really enriches the way we interpret the data from
7 them. And so I know from speaking with my colleagues
8 at UC Berkeley in linguistics and in the libraries,
9 they talk about cross-referencing the notes of the
10 anthropologists and the ethnographer with the sound
11 recordings and the transcripts and everything in
12 creating this cross-linked way of understanding
13 this information.

14 So, similarly, we have the cylinder
15 databases, the discographies and the
16 cylindographies, or whatever they call them when it
17 is cylinders. You know the past stylus transfers
18 of them, which may be some of them historical, the
19 image data, the audio that gets extracted and then
20 the specific references to the engineering
21 literature that specifically relate to the machines
22 that were used by Franz Boas or Alfred Kroeber, or

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1 to the extent that we can find out who used these
2 machines and so forth. That really enriches the
3 whole understanding of this data and even the way
4 in which we do comparisons.

5 So, Peter, I think those are the points
6 that you -- did I do okay with that? Okay, good.

7 All right. So, now, we are going to have
8 a question and answer or discussion, based on the
9 presentation that Fenella and Bill gave and Peter
10 and I will stay up here and help entertain questions
11 that come up relative to Peter's talk. But it is
12 open now.

13 Who is going to moderate?

14 PARTICIPANT: I have a question for both
15 Peter, for Fenella, and for Bill.

16 Regarding tape and tape degradation, I
17 used to be part of a team of disc jockeys here in
18 the Madison Building that played recordings for
19 patrons, when the collection was here on the Hill.
20 And the way we used to test for sticky shed syndrome
21 was to actually play a little bit of the tape. And
22 if that didn't yield an answer, we would fast forward

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1 the tape. And if that didn't give us enough, after
2 a few seconds, we did some more, until pretty much
3 we would get to the end of the reel and examine to
4 see what kind of shape this reel of tape would be
5 in. So, we were tape destroyers, basically but that
6 is all we had to go on.

7 And it was my understanding that at the
8 present time, it has been refined a little bit but
9 the basic way of determining whether or not a tape
10 is to be baked ahead of time here at the Library of
11 Congress is pretty much the same. I am wondering,
12 in what ways can we implement your findings, your
13 scientific findings to perhaps introduce a new way
14 of determining whether or not a tape is sticky or
15 not.

16 DR. FRANCE: Thank you. And as you all
17 know, there is a lot of expertise out there in terms
18 of people working with tape all the time and knowing
19 it so well.

20 What we have developed is actually this
21 portable tool, which literally, you take one -- and
22 we have done a number of tests on taking spectra at

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1 the beginning, in the middle, and at the end, and
2 so I won't go into all of that. But by taking a
3 spectra off that tape and putting it into the
4 database, because of the unique chemical
5 composition that shows you whether there is
6 degradation, you can instantly then see whether it
7 is going to be classified as sticky or non-sticky.
8 And I know from talking to a lot of the engineers,
9 that quite often, most of the time, they can tell
10 from the tape whether it is sticky or not. But there
11 are times, though, that 10, 20, whatever percent it
12 is, that you just can't tell until you get into it.
13 And so, hopefully, that is why you want this to be
14 an actual functional useful tool for the people
15 working with the collection to literally take the
16 spectra that drops straight into the database.
17 They get the classification. And as I said, we are
18 getting about 98 percent accuracy.

19 And the infrared tool, it is around
20 \$40,000. It is not hideously expensive. So, it is
21 something that is workable for people with large
22 collections who have to do this large volume

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1 turnover. And I am seeing Brian in the front row
2 here. Some of these people who are on the front
3 lines know much better than me the challenges and
4 the frustrations and that is part of what we want
5 to do, just to make life easier.

6 PARTICIPANT: Thank you. If I may, I
7 would like to ask Bill a question.

8 I am wondering if you could take this
9 opportunity to elaborate on your feelings about the
10 wear in brown wax recordings and how this damage that
11 you referred to as being kind of rampant is occurring
12 and just what measuring tools you are using.

13 MR. KLINGER: No one is measuring this
14 properly. That is the issue.

15 I think the problem really begins that
16 it is very possible to take a stylus that you happen
17 to have and play a record and it sounds okay. Maybe
18 it sounds perfectly fine and you might be damaging
19 it while you are playing it and you probably don't
20 know that. And I think the collectors are doing that
21 every day with styli that are too small.

22 Edison understood, as early as 1889, he

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1 would have rather play back the record with exactly
2 the cutting stylus, and that is still the physics
3 of it. If you want to get the best match for the
4 cutting, play it back with the same stylus shape.
5 You will wear the record if you do that, but think
6 of these microridge styli, styli that have an
7 incredibly broad bearing surface that spreads the
8 pressure across the surface of the groove and an
9 exquisitely thin scanning edge. People are making
10 those things today and they don't harm the record.

11 But using a 7.5 mil spherical radius
12 stylus when it ought to be 17.5, that is a real
13 problem. The sound is okay but there is going to
14 be wear and that really needs to be quantified.

15 DR. HABER: But even with this
16 microridge device that you are talking about,
17 shouldn't the question of whether it causes wear
18 also be evaluated?

19 MR. KLINGER: Absolutely.

20 DR. HABER: Because it seemed like you
21 were saying that we already know that those don't
22 cause wear but that ought to be on the table.

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1 MR. KLINGER: Those things have been
2 examined in the industry and they are pretty good
3 on vinyl. And vinyl --

4 DR. HABER: Oh, on vinyl. So, they are
5 meant for vinyl.

6 MR. KLINGER: They are meant for vinyl.

7 DR. HABER: Oh, so they are not
8 cylinder.

9 MR. KLINGER: No, no, strictly vinyl.

10 DR. HABER: Okay.

11 MR. KLINGER: Yes, I should have
12 clarified that.

13 DR. HABER: Okay.

14 MR. KLINGER: Thanks, Carl.

15 MR. STORM: A take up on Bill's point.
16 One of the major things that I think really needs
17 to be brought back time and time, and time, and time,
18 again, the purpose of an archivist is to save
19 history, not to rewrite it. And part of the problem
20 that we have is that we start on a path of saying
21 we are going to be objective and then we immediately
22 retreat, not immediately but over time, what keeps

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1 being brought up, which sounds better. That is not
2 the question. It is what is the most accurate
3 reproduction of the signal that has been captured,
4 minus the equipment that first recorded it and is
5 playing it back.

6 That is your job as an archivist. It is
7 not to become the producer of a new thing that sounds
8 better. And the tools and the points that Bill is
9 making is that if you don't understand the beginning
10 of the process and what you should be doing, and you
11 don't even take that into account, you are doing the
12 job wrong. It is very important.

13 Now, I am saying this not as somebody
14 who has thought about this just this morning. I have
15 been involved with standards for over 35 years and
16 I was the founding chair of the audio engineering
17 society's preservation committee. And the goal
18 was, again, save history, not rewrite it.

19 And as we go forward, a couple of things
20 need to occur and I will let Bill embellish upon
21 this. First, people who do the traditional
22 methodology are damn good people doing very good

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1 work but they don't have, for example, the
2 information that Bill has.

3 So, as a starting point, these people
4 who are very good people and you have to respect,
5 minimally should know what he has as information.
6 There should be, literally, a book that says here
7 is what you should be doing. Here is your starting
8 point. Because again, that is what you should be
9 taking into account, not just trying the needle
10 hither or thither and say oh, it sounds better. I
11 don't care if it sounds better. I want to know the
12 most sterile version you can make without becoming
13 the new record producer of the sound.

14 Now, you take that same issue and now
15 you go into the optical world, it applies equally.
16 And when you go into the optical world, as I
17 understand the way the systems work, is that we are
18 now going into what I call hybrid signal processing.
19 Audio signal processing, as it is traditionally
20 done, is very limited. It is trying to guess by
21 frequencies, oops, here is something wrong, oops,
22 here is something wrong. That is nice and you get

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1 to a certain point but most engineers that I have
2 talked to say you know it doesn't work. You know,
3 I would rather some other techniques, use my
4 equalizer, or whatever. I'm not really happy. And
5 what they are doing is they are raising the threshold
6 that they learn a pattern, they rush, the thing is
7 so high, it now distorts the signal and they totally
8 discard the whole idea of using digital signal
9 processing.

10 Well, part of the issue and one that
11 could be solved with the new technologies is they
12 are looking at the wrong place and the wrong kind
13 of signal processing. We now can look at the
14 material itself and say okay, how do you apply signal
15 processing to the material, the carrier? The
16 carrier is now an image. I could look at that image.

17 In the very simplistic terms, I could
18 relate it photography, for example. There is all
19 kinds of things in Photoshop, for example, the
20 Healing Brush. If I look at an image and if I want
21 to get to that level of pixel level and say oh, that
22 is not sound, I know it is not, what can I learn from

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1 that? I should be doing image signal processing and
2 I will get rid of more noise than I can with
3 traditional audio signal processing. That is the
4 goal. I don't mean it can be done tomorrow but the
5 goal is to understand what is the cause of the noise.
6 The cause of the noise is mostly the carrier. So,
7 how do you get rid of the carrier and get down to
8 that sterile version that says what is left? After
9 I get that, most likely is closer to the sterile
10 version I want of the audio.

11 So, I think it is important. Please,
12 don't rate which sounds better. I think that is not
13 a criteria at all. If it sounds lousy, it is because
14 the signal was lousy. If it sounds good, somebody
15 did a very good recording job.

16 And then the other part that you go to,
17 and I hope Bill picks up on this, is once you subtract
18 the mechanics of the original way of playback
19 systems, you got this magic thing happening. Carl
20 used -- this is true flat as opposed to you pick some
21 stylus and you say I recorded it flat.

22 If I am in Archive A and I pick one stylus

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1 and I am in Archive B and I pick a different stylus,
2 you are both going to claim it is flat but it is not.
3 You subjectively have changed that and actually
4 added noise that didn't need to be captured at all.
5 And so the philosophy of here is flat recordings
6 forever, they are not flat at all. You have
7 introduced noise.

8 The system that Carl has has the
9 capability of actually giving you truer flat,
10 without subjective intervention.

11 The other part that can happen, if you
12 go to that process, is you can now say if I got rid
13 of the playback created noise, can I now think about
14 the original recording processes? Can I
15 reengineer, do reverse engineering to actually try
16 and understand the limitations of the original
17 recording system?

18 So, for example, when you talked about
19 cylinder recordings and say oh, I can give you a
20 profile of that, I have a pretty good understanding
21 of what is going on with that.

22 Well, Bill can do with what he has, and

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1 the knowledge he has, and could integrate into this,
2 and say let's reverse engineer, based on what we
3 actually do know about systems. You can do 3D
4 modeling, including acoustics and physics to say all
5 right, if it is this particular machine, then I could
6 probably simulate what that machine would have done,
7 in terms of influencing the original recording.
8 And if I actually wanted to hear that machine in the
9 future, I could make it a plug and bloop, this is
10 what it sounded like through this horn, bloop, this
11 is what it sounded like with this playback device.

12 So, I know I sound passionate about this.
13 You know I have been doing it for 35 years and I always
14 get upset when I hear people say let's just see which
15 one sounds better.

16 Bill, I would like to hear what your
17 attitude is on that.

18 MR. KLINGER: I couldn't say it better,
19 Bill. I appreciate your speaking up and speaking
20 your mind. I think that your ears can tell you when
21 something is horribly wrong but there is only a few
22 people who can really discern subtle nuances between

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1 technical playback.

2 The ear is a great tool. It probably
3 ought to be the final arbiter but people aren't even
4 beginning to use the measurement capabilities and
5 the metrology that is available to us.

6 People tend to grab a magnetic cartridge
7 and a stylus that they have. If it works, if it gives
8 them sound, they are done. They move on to the next
9 one and they have no idea what damage they are doing
10 and how much better the sound could possibly be.

11 The magnetic cartridge itself is a
12 horrible compromise, trying to playback early
13 acoustic records. It is a horrible compromise but
14 it is what everybody has. It is what everybody uses.
15 Carl is paving the path for the whole future.

16 You could substitute a different kind
17 of transducer for the magnetic cartridge without
18 doing imaging and do a much better job but no one
19 has put the time, effort and money into any of that.

20 MR. FABRIS: I would like to slightly
21 counter something that Bill Storm said. He said
22 that people who are transferring cylinders don't

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1 have the information that Bill presented. Your
2 information has been available for about ten years.
3 It has been out there.

4 MR. KLINGER: To a select few people. I
5 have never published all this stuff. I have shared
6 it with you, with David Giovannoni, and others.

7 MR. FABRIS: It has been circulated
8 quite widely.

9 MR. KLINGER: Okay, well thanks. I
10 didn't know.

11 MR. FABRIS: The issue is, I would say,
12 more that the optimal cartridge and styli for
13 cylinder playback isn't available. It hasn't been
14 designed.

15 MR. KLINGER: That's right.

16 MR. FABRIS: And I think had there --
17 this does relate, I think, to the promise of IRENE.
18 So, the difficulty here is we are kind of in this
19 holding pattern of do nothing. Some people are
20 saying do nothing; wait, wait, wait, wait. So, I
21 think that is more of the issue.

22 MR. KLINGER: Yes, well you might

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1 remember, Jerry, we started ten years ago with an
2 NEH application, a proposal to do calibration
3 records, stylus selection guides, the whole thing.
4 It got turned down because some academic who
5 reviewed that application said why do these guys
6 need to do all this stuff? Why do they need
7 calibration records? Just play the records.

8 That was the attitude by someone who
9 reviewed the application, even though we had 21
10 letters of support from the Library of Congress and
11 every other audio engineering society here, in
12 Europe. ASA, ARSC, everybody was behind that but
13 we got no funding. We could have done all that nine
14 years go.

15 Sorry to get heated about it.

16 DR. FRANCE: This is great. I am going
17 to come from a slightly novice perspective, so
18 forgive me.

19 But I am glad to hear these discussions
20 because I think what we are really saying here is
21 that IRENE is capturing an optical capture and we
22 need to focus on how do we standardize that capture

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1 from the optical perspective because you will have
2 the knowledge of the other components. We do a
3 plugin of playing it to hear the different sounds.

4 When we did the spectral imaging, we
5 didn't try to reinvent the wheel. We looked at what
6 was out there in terms of geospatial standards and
7 other standards that were already out there existing
8 in terms of imaging. And I think what my feeling
9 is, just hearing from discussions this morning in
10 terms of how do we fund this, and how do we move things
11 forward, that you do need a consortium of a number
12 of institutions, of academic partners of the main
13 professional organizations. I think the time is a
14 lot better now than perhaps a few years ago to really
15 push this forward.

16 From talking to some of the funding
17 bodies, they are starting to understand perhaps who
18 they should be having review some of these
19 proposals, which they may not have done in the past.

20 But if you have a cohesive approach in
21 terms of the standardization, I think it does help
22 to move this forward and that is my two cents.

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1 But I really think that being able to
2 standardize and not just have it nationally but
3 internationally is a really big focus. We just had
4 this discussion in London a few days ago, where we
5 are saying we need to raise the profile of, for
6 example, heritage science. I think this is the same
7 thing. We think we are just a very small group but
8 I think what Jim said this morning or someone said
9 this morning, these applications to a lot of
10 industry components, it is not just alone. And
11 while the cultural heritage is a very strong
12 proponent, we are clearly not where the funding
13 goes, but we can use and leverage some of these
14 partners to move it forward. So, sorry, I get
15 passionate about that, too, but we can do it.

16 DR. JOHNSEN: I have problem about
17 imaging versus needle. Image needle not always the
18 bad guy. The needle does three things at the same
19 time. It creates the sound. It works like a brush,
20 it cleans the record. It works like brush, it
21 destroys also a little bit of the record.

22 That is why in many cases, a needle is

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1 the best. The needle is the best for records in good
2 condition. And imaging, in my opinion, will be for
3 record would be dangerous to touch and it is
4 dangerous to clean because the needle is cleaning.

5 And what I believe we need is really like
6 a microcamera with a microrobot that follows the
7 groove and has some small vacuum cleaner to absorb
8 or to push, to try to clean up at the micron level.
9 But that is far away, I believe.

10 MR. NYE: We're moving into the period
11 of wrap-up, I suppose. And I would like to ask a
12 specific question but with an ulterior motive, that
13 is a larger motive, and that is specifically,
14 Fenella, would you say more about the science -- the
15 heritage science storage and the collaboration
16 between the Library of Congress and an Italian
17 institution?

18 The reason I am asking, in part, is that
19 I do think that whatever comes out of this conference
20 needs to take into consideration a large number of
21 factors. If we are thinking about trying to do
22 something that is summative here during the last

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1 hour or so, or begin to move in a summative
2 direction, it would be nice to think about how the
3 various components could come together in ways that
4 would be maximally effective, both in terms of the
5 science, the technology, the institutional
6 components that have to come into play on funding
7 and all of the rest of it.

8 DR. FRANCE: Thank you. So, this is
9 something that I am also -- I get very passionate
10 about lots of things.

11 But one of the challenges is that we are
12 public domain and we are capturing all this data but
13 how do we get it out there and make it available?
14 And what I am hearing a little bit of a common theme
15 is certain pockets of people know things but it is
16 not getting out there.

17 We started a few years ago trying to look
18 at how we -- what could we develop. That I am very
19 much against reinventing the wheel. And so we had
20 a meeting, a three-day meeting here in December of
21 last year where vote upon some of our initial
22 collaborations with Italian colleagues and that

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1 been really looking at what is the research
2 infrastructure you need to share data to make it
3 available? What sort of format should it be in?
4 How do you move forward?

5 What currently happens is the science
6 is separate to the humanities component, which is
7 something I strongly resist. They need to be
8 integrated. And so we have been having some
9 excellent discussions. I did a presentation at NEH
10 who really were on board, at the point now where they
11 say oh, we should be doing this. Well, so many of
12 us have been doing it for years but if people are
13 supporting it now, it is a great thing.

14 We realize, in fact, though, that to get
15 that support, it needs to be global. And one of the
16 challenges, I think with the funding component, is
17 that here in the states, it is very much private
18 funding, as opposed to the public funding, which is
19 the case in the EU. The EU are forced to actually
20 collaborate and create collaborative ventures
21 because of the way they are funded. And while I am
22 not saying that is definitely the perfect model, it

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1 does mean that we need to look at how we leverage
2 a move forward.

3 We don't have a ministry of culture here
4 in the U.S. and that means we don't have someone from
5 on high looking down and giving high level support
6 for all of these ventures. And so one of the things
7 that we have been looking at and I think something
8 like IRENE would fall under this very nicely because
9 it is a combination of the capture from the material
10 object, the scientific capture and then the
11 interpretation is in terms of moving that forward,
12 can we actually create a structure, an
13 infrastructure that supports that component?

14 And so one of thoughts was, and this is
15 still in very early discussions, if we have a number
16 of institutions, if we had the Smithsonian, if we
17 had the Library of Congress, for example, we have
18 been talking to the National Gallery of Art, three
19 or four large academic institutions, is a central
20 node or hub to begin these discussions. It gives
21 you something to move forward. It gives you someone
22 to look to. It means that you can start to develop

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1 standards, put something out there for other people
2 to respond to.

3 And this seems basically a lot -- after
4 talking about this for about five or six years, it
5 seems in the last year and a half, a lot of things
6 seem to have sort of slipped into place with the way
7 people are thinking about how we approach data, the
8 fact that we need to make it openly available.
9 Whether we start with a pilot approach and move
10 forward from that with an archive that is available,
11 I think as people see that and realize the importance
12 and the value, it starts to gain impetus.

13 And so while it is great we need to do
14 it at a global level, I think we have to have that
15 national consensus first to be able to move forward.

16 We have been talking about clearly we
17 are all competing for the same funding bodies and,
18 frankly, they are not large amounts of money. And
19 so what we really need to think about and I think
20 it was Bill, you were saying we have got to think
21 big. And I think that is true. We can't keep saying
22 we will take \$30,000 and that is great. We can do

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1 400 discs. I'm just making numbers up here as an
2 example. I don't know. But we need to say yes, who
3 is the philanthropist who will give us \$4.5 million
4 or maybe that is not enough, but once you get that,
5 it then starts to build on itself. And I think that
6 is the problem. We always tend to step back and be
7 afraid to ask for what we really need. We just ask
8 for what we think we might be given.

9 So, it hasn't solved any issue yet but
10 I think we are actually in a good place with people
11 internationally are really starting to think about
12 the issues, the fact that we want to have open
13 source. The fact that, as Peter was saying, the
14 underlying software here is open source so you can
15 share components.

16 As I said, I am not getting into the IP
17 issue at this component. But what is available that
18 we can put out there as pilots and really start to
19 move things forward? I think Carlene gave a great
20 example of the interest that was generated just from
21 a small number of sound recordings. And that is part
22 of it, raising the public profile and seeing who else

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1 is out there is interested. And leveraging
2 industry, I think, is a large component because once
3 we look out there and see who from a different
4 industry can actually use some of the technology,
5 some of the skills that help us get that buy-in as
6 well.

7 PARTICIPANT: Can I just add? I
8 thought that was pretty inspiring what you just
9 said. And I think we can just look to the Save Our
10 Sounds Initiative in the UK right now, where Will
11 Prentice has been leading, where they have actually,
12 first of all surveyed and gotten a sense of all the
13 sound collections that are in the UK by asking people
14 to just tell them about them. And then they have
15 used that as the basis of first of all, of a 9.5
16 million pound Heritage Lottery Fund grant that came
17 through about a month ago. And now they have just
18 explained that that is only the beginning of what
19 they are hoping to get and they are going to set up
20 nine regional transfer stations around the UK in
21 order to start transferring really the whole
22 nation's sound archives because they are using, they

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1 are explaining they are endangered. And I think
2 that is a pretty amazing project that is going on
3 up there. And I think that is looking to do exactly
4 what you just said. So, I just thought I would
5 mention it.

6 Going back to what Bill Storm was saying,
7 I do think that -- first of all, thanks to everyone
8 because this has been a really amazing few days and
9 I have really enjoyed hearing about all the
10 different projects that are going on around the
11 world and that has been really great to hear about
12 the different ways that people are approaching the
13 problems that we are facing. And I think that what
14 Bill is saying is that given that when you go from
15 sound archive to sound archive, even in the
16 digitization world, not even taking into account
17 IRENE, we have never established standards, really,
18 in how we are transferring recordings. And that is
19 something that has just not been properly done.

20 And maybe now that we are moving into
21 a new area where possibly some of the issues that
22 we have been talking about would move into a whole

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1 different realm, maybe it is time that we did talk
2 about these standards.

3 But I do want to say that I agree with
4 what Bill said a few minutes ago that we need both
5 systems because there are certain -- I have got
6 22,000 cylinders and many of them are not
7 appropriate for IRENE treatment. They are just
8 not. They are not endangered in the way that I think
9 IRENE -- but I do have some that I think would be
10 fantastic if IRENE were to be applied to them.

11
12 So, I think we need to but I would like
13 what comes out at the end -- I don't want one system.
14 I want what comes out to be consistent. And so as
15 somebody who is a director of an archive, I would
16 like these standards so that in the end what we are
17 getting is consistent, regardless of how they are
18 transferred. And I think that is another reason
19 why we need to be talking about standards and we need
20 to be thinking about what it is that we are getting,
21 despite the way whatever it is transferring from one
22 medium to another has done.

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1 But I think it is fantastic that we now
2 have options. And I think what is really amazing
3 is that we can now be talking about transferring so
4 many objects that five years ago were considered
5 unlistenable.

6 MR. STORM: Have I shut everybody down?
7 We are not talking? Let's go big again because I
8 think it is important to go big again.

9 We no longer have what is called
10 broadcasting. We have what is called multicasting.
11 Everybody in the world is a broadcaster. There has
12 never been a time in history when so much media is
13 going so many places by so many people. And part
14 of our obligation is to take control of some of that.
15 Including, if we can conceptualize not necessarily
16 IRENE, maybe IRENE2, or 3, or 4, or some competitor,
17 or whatever, there should be a universal player.
18 And that is becoming a reality with what IRENE can
19 do. There really is.

20 If you could afford it, if everybody had
21 an IRENE or something and IRENE should be calibrated
22 against another competitor, and set up some kind of

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1 standard, then you can now truly have global
2 exchange and truly a world-based archive.

3 If every archive said look, I know when
4 I put my recording in and I put it in in Switzerland
5 and I played it in Syracuse, or I played it in New
6 York, or I played it in Hong Kong, I know that it
7 went through the same process that I am doing it
8 here. And that process, hopefully, is living up to
9 a standard of being objective and I don't like the
10 word but maybe that is what it comes to. It is
11 sterile. I haven't manipulated it.

12 So, standards have a tremendous impact
13 and the interest in media has never, ever been like
14 this. As a matter of fact, one of the biggest calls
15 I get for consulting now is not on archiving. I am
16 getting all kinds of calls for consulting from
17 newspaper people and other people who are losing
18 their jobs because they have been in the business
19 world in journalism, print journalism, and guess
20 what? It is disappearing to a level where they no
21 longer are employable unless they can go out with
22 a camera and not just take a picture anymore but they

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1 also have to do video. And video is part of -- oh,
2 by the way, there is sound in it, yes. They don't
3 know how to do sound.

4 So, the educational process that you are
5 going through here is that they come up with new
6 curriculum now. They now call themselves
7 storytellers or they say we are doing multimedia.
8 I'm sorry, that has been done for the last hundred
9 years. It is called motion pictures and video. It
10 has already been a multimedia world forever.

11 But when you have a culture that says
12 here is print and the print world is separate from
13 the media world, non-print media world, there are
14 cultures that have been -- I know when I first got
15 involved with this in the library community, the
16 walls were very thick and high. The funding was on
17 one side and not very much on the other. It is
18 flipping. So, you have good reason to think about
19 big about what potential funding is because if you
20 set up an archival model that is globally capable,
21 you could do this even at your own university, I
22 think it is one of the things that ought to be done,

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1 is how do you exchange information in your own
2 university institution? Can you truly just go and
3 say okay, I am in Department A, and I am Department
4 B, and I am Department C, and where is all this stuff
5 archived? And oh, I got a bunch of media, well, we
6 never did that. Or how do you do that? What are
7 the universal standards that we have to think about?

8 And when you start talking about
9 imaging, this becomes a lot easier not just for sound
10 but all media types. That is your model. That is
11 your big model. If you look at all media types and
12 audio being a very critical part of it, and people
13 are finally starting to recognize it is, then your
14 potential for funding doesn't come from somebody
15 talking only about sound. You can now talk about
16 anybody who wants to manage an archive media as a
17 whole.

18 And now if you have the best mousetrap
19 for doing the sound part, fantastic. And if that
20 is where your focus is, great, that is fantastic.
21 But you should also be working with people who do
22 images, still and moving, and print people, and show

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1 how it all comes together and it is all datasets.
2 So, that is where the future can be.

3 And I will continue my passionate play
4 right now just for one more second. I don't think
5 a lot of us recognize just what an important moment
6 in time this is. There is only a handful of people
7 here who are going to make some very big decisions.
8 A lot of the people here are going to influence the
9 way people like Carl thinks, a physicist who is among
10 us now, not typically what we have here.

11 DR. HABER: Everybody just keeps saying
12 my name. I have a lot of colleagues that --

13 MR. STORM: And colleagues. And the
14 colleagues, they know I love them, too. That's it.

15 But the point is, if we are going to talk
16 about standards, you have got to give them input
17 about what archiving is about. Not just what you
18 feel about it but unfortunately, the sterile version
19 of it because I think that is important.

20 Now, if you disagree with it, that is
21 fine but I don't know any other definition of
22 archiving, other than saving history and not

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1 rewriting it.

2 So, right now, it is confluence. We
3 have got traditional archivists doing trans work in
4 a certain way. We have to respect that. And what
5 we have to do is set up a collaborative arrangement
6 between the traditional way work is being done with
7 people who are trying to advance and bring in new
8 technologies and do that in the context of a global
9 library because it is doable. Anybody can do that
10 right now.

11 So, I think I have said enough.

12 DR. HABER: I will stand up because I
13 can't see half the room from behind this podium.

14 So, there has been a lot of discussion
15 about the need for standards. And so in thinking
16 about that, and then talking to a lot of people, to
17 me, we have to tease out because there is sort of
18 three things, actually. There is standards. Then
19 there is consensus, which is the process of people
20 in a field agreeing on something. And there are many
21 things that we might agree on, decide to agree on,
22 or maybe never agree on. And then there is -- I don't

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1 know what word to use, but there is like
2 understanding or absorption of the fundamental
3 concepts, so that everyone is talking about the same
4 thing when they talk about something.

5 And so like interacting with this
6 community over ten years or something like that, I
7 have kind of struggled with some of these things.

8 So, I worked or work in like the physics
9 community. And that has a culture and it has a way
10 of doing things. And after whatever, I have been
11 in it 30 years, you get used to it and you learn how
12 to work in that environment. But really, there is
13 a very strong consensus in that field when it comes
14 down to doing something. Because somehow the
15 language and the concepts are shared. Everyone is
16 educated in a very, very similar way, whether you
17 are from Japan, Switzerland, France, you all learned
18 Maxwell's equations and everybody agrees.

19 So, the force of consensus is pretty
20 strong. And then people get into huge fights about
21 should we do the experiment this way or should we
22 do it that way. But these things get worked out and

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1 challenges are set up and things have to meet certain
2 criteria and then they get worked out and they move
3 on.

4 So, when I came to this community like
5 12 years ago or something like that, I was really
6 struck. I was worried. I am an outsider. I don't
7 know anything about this subject. How are people
8 going to react to somebody coming in with
9 suggestions. And I found this community to be
10 extremely open-minded and willing to engage in the
11 discussion. And the people were very serious about
12 what they were -- the responsibility that they had
13 as custodians, caretakers, guardians of these
14 collections and all of that.

15 So, I really liked working with the
16 community of people that was taking this thing very
17 seriously and was like willing to explore these new
18 ideas. And I feel like it was pretty good.

19 So, I think the culture of the community
20 is great and it is able to like do things and move
21 forward and try ideas out and it is an open-minded
22 community.

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1 But I think this idea of like standards,
2 consensus, and what is the word to use, but sort of
3 fundamental principles, still needs to be worked
4 out. So, when I say fundamental principles, I still
5 find that when you sit and talk with one person at
6 lunch, another person at coffee, when you get down
7 into the technical details, there are different
8 understandings of fairly fundamental things that
9 from like the physicist point of view or the
10 mechanical electrical engineering point of view,
11 actually are pretty clear.

12 And so there is a sort of education or
13 explanation process that we should somehow go
14 through. I kind of imagine that there should be a
15 basic textbook that gets written, and I don't really
16 mean in the sense of a book but somehow a document
17 that works out the fundamental engineering and
18 science behind what we are talking about, be it how
19 recording machines work or how imaging systems work
20 and how they interact with each other, and how
21 magnetic stylus work.

22 We need a sort of textbook that kind of

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1 puts an end to a bunch of arguments that are really
2 not true arguments, in the end. Their kind of
3 opinions or belief systems, a bunch of that stuff
4 that I have encountered, it is historical baggage
5 and it needs to be clarified.

6 And I think somehow we need to write this
7 book. And I don't know exactly how it gets written
8 but I think we need that book. Okay?

9 Then, there is the question of
10 consensus. So, an example of consensus is, for
11 example, you were saying that you have 22,000, or
12 whatever it is, cylinders and there are certain ones
13 that you will play and there are other ones that you
14 think you shouldn't.

15 Okay, so you have some criteria that you
16 would apply and Jerry said a similar thing at lunch
17 but maybe Jerry's criteria isn't the same as your
18 criterion or maybe one is stronger than the other.
19 Somehow, this ought to be just something that we
20 develop consensus on. And if somebody doesn't
21 agree with that consensus, that should somehow be
22 vetted. And in the end, I feel like this is a

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1 community that is capable of walking away from a
2 discussion like that with consensus. And maybe the
3 consensus is you know you never play a lacquer disc
4 or you always play a celluloid cylinder. I don't
5 know what it is but I feel like you could develop
6 consensus.

7 And I think consensus is a little bit
8 different than standards. Standards means more to
9 me like what is the number of samples that you make.
10 What is the ADC rate or the sampling rate or a bunch
11 of things about how the operator analyzes the data
12 or what the image data should look like, or should
13 we be working with the 3D metrology community, which
14 is a huge community and has standards for 3D datasets
15 and so forth.

16 So, somehow I think we need like the
17 rulebook. We need the consensus, which is the moral
18 and ethical foundation of the field and then we need
19 the standards that relate to how things are done.

20 And you know I guess IASA has put out,
21 there is a TS something or other. So, there are
22 these books and treatments. And the Library has run

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1 these workshops through CLIR about how you deal with
2 analog data and how you deal with digital data. But
3 clearly, they are not -- not to make a pun. Clearly,
4 they are not enough because we are still arguing in
5 meetings like that that we don't know the answer to
6 a whole bunch of those questions.

7 So, I don't know whether you have a panel
8 or a working group and under whose auspices it is
9 but I really feel like we have got to agree on the
10 fundamental science and engineering issues behind
11 sound recordings. There are people around that
12 have this knowledge about various overlapping
13 subsets of this. You need to reach consensus. And
14 then, of course, you want to have standards.

15 And then finally, I see this done
16 extremely well, like in the astronomy community, for
17 example. The astronomy community, they build like
18 huge telescopes and they are great at getting money
19 because they have these pictures and everybody wants
20 a poster and so forth. And they get huge,
21 philanthropic stuff to build telescopes.
22 Telescopes are hard names. The names are the names

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1 of rich people. Okay? No other field of science,
2 except maybe aspects of medicine do as well as the
3 astronomers in this way. And the astronomers have
4 a decade plan and they make a list. And they get
5 together and this is about consensus not about what
6 media to play or what starts, but what are the
7 important scientific goals for the community. And
8 you have things like this in the national plan for
9 audio preservation and stuff like that.

10 But if you want to go, and I am not any
11 kind of an expert at dealing with foundations or
12 philanthropists. I have not done that. But and I
13 don't know where you draw the line and say this is
14 afield but if our goals was, for example, to spread
15 the gospel of optical scanning and create, instead
16 of five or six machines, 20 of them or whatever you
17 goal is to create and audio transfer matrix with
18 all the tools from the stylus as some kind of a --
19 think a kind of decadal plan, it is work for the
20 astronomers. The sky is the limit, as far as they
21 are concerned.

22 Okay, so those are a couple of points

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1 that I wanted to make.

2 DR. FRANCE: And can you just respond?
3 I feel like I am kind of having a deja vu moment
4 because this is exactly the same basic discussion
5 we had in terms of heritage science. The challenge
6 is people don't necessarily see cultural heritage
7 or heritage science, preservation science, to use
8 that term, as an academic discipline.

9 And what you are describing is what are
10 the underlying concepts that drive that discipline
11 that we all agree about that defines the field
12 specifically. And I think that is one of the things
13 that needs to be established to some component to
14 move this forward.

15 What I also want to note is that I think
16 one of the things that often holds us back is that
17 we think we have to be right at the 120 percent
18 agreement right now. We can never be there. So,
19 even if we define a standard, it is essentially, an
20 ongoing developing process and we have to agree that
21 right now this is what is doable, this is what the
22 general group accepts but it doesn't mean that it

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1 doesn't ever change, that it doesn't improve over
2 time. I think that is something we need to think
3 about in terms of what can we really do.

4 Because what I am hearing from people
5 out there is we think this is a good time. We want
6 to do something. Let's keep the momentum going
7 forward. And so what I want to sort of throw out
8 to people, based on what Carl was suggesting, I think
9 that is a really good thing to say, who wants to be
10 involved? How do we draft out kind of a mission
11 statement, so to speak? But what would be the next
12 steps? How do we move forward?

13 Do we create some pilot projects? I
14 started talking about NEH but they were saying in
15 terms of the research infrastructure while we can't
16 get direct funding at the library, they would
17 support other institutions who wanted to work with
18 us. I see IRENE might be a nice component that they
19 would help a pilot component go forward.

20 So, next steps? You all want to jump in
21 there?

22 MR. PEARLMAN: Hi, so I have been

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1 listening to this discussion. You know I wish I had
2 a bottle of say Calvados next to me so I could calm
3 myself because some of this discussion seems like
4 meta-unrealistic to me. You know the playback of
5 audio objects, both analog and digital, of course,
6 is a situation which is totally immersed in the
7 subjective. I don't mean how do we react to a piece
8 of music, I mean that the playback conditions vary
9 infinitely. I think it is fair to say that,
10 actually. The technologies of playback vary
11 infinitely, even within a constricted domain like
12 analog design or constricted -- theoretically
13 constricted domain like digital audio design.
14 There are so many conditionalities that I don't know
15 what the definition of an objective or pristine or
16 whatever term you use playback would be, or an agreed
17 upon universal recording technology or universal
18 restoration technology. You know unfortunately,
19 Alan Turing is dead. So, whenever I think about
20 universal machines, I think about him but he is not
21 around to help us any longer to design these things.
22 It's a joke. I'm not trashing people working in this

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1 field right now. I just wanted to remind you where
2 some of this came from.

3 But I just don't know what it would be.
4 And further complicating the situation is that so
5 much about, for example, analog, so much of what we
6 love about analog, and I was very happy that you
7 actually discussed this yesterday, deals with, is
8 dependent upon the manipulation of noise. And
9 things that one engineer may define as noise are
10 defined by other people as totally attractive,
11 unimpeachable analog artifacts.

12 I am an analog fanatic. I am a member
13 of the analog first front for music and for film.
14 Okay, my time has probably passed.

15 But having said that, I think so much
16 of the database that we are dealing with is of analog
17 origin and what exactly would be the objective,
18 pristine, sterile playback mechanism, signal path,
19 whatever, to get back to the before, pre, the
20 original playback situation? I am just puzzled. I
21 don't know what objectivity we would need in this
22 case.

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1 And so much of what I did involved
2 working out of spec, of using the equipment. Well,
3 fortunately, I was successful enough, and sold
4 enough records so I could own the studio. I could
5 whatever the hell I want. If I wanted to bust some
6 stuff to get a sound, I could do it.

7 When I was teaching at McGill, the other
8 people there -- I'm not talking about George
9 Massenburg. George Massenburg understands out of
10 spec. But a lot of the people I was working with
11 were just appalled. They didn't want to set me loose
12 teaching production and some aspects of audio
13 technology, even though I had sold about 40 million
14 records, so I must have known something as a
15 producer, because they were afraid I was going to
16 destroy equipment, some of which I gave them or got
17 for them and they had it only because I had gotten
18 it from the manufacturer for them. That is another
19 story.

20 So, I could rotate around this axis for
21 a long time but I think this is really a valuable
22 point to bring up.

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1 DR. HABER: But would you agree, that as
2 Phil Storm was saying, if we give you a
3 representation which somehow it is agreed upon that
4 it has sufficient resolution and it carries no
5 playback baggage on top of it, that is like a
6 preservation ideal. Because then, you can add any
7 analog option on top of it that you want. Is that
8 what you are asking for?

9 MR. PEARLMAN: I think the embodiment
10 was in the noise matrix, which you discussed
11 yesterday. I may be describing it in a way that you
12 don't subscribe to but I think actually it is an
13 accurate way of describing the real situation in the
14 real world.

15 There are expectations built into that.
16 And what we have come to love and admire and miss,
17 and not just in a nostalgic fashion about following
18 the depth of analog as a dominant technology, is a
19 kind of pining for the euphonious results that the
20 embodiment in the noise matrix gives us.

21 DR. HABER: But shouldn't we give future
22 generations the option to also fall in love with that

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1 or fall in love with a different sound that they
2 might choose?

3 MR. PEARLMAN: You know, I don't know.
4 I can't answer that question because I think so much
5 of what the engineers and producers and artists were
6 intending to do when they created these works, these
7 recordings, was greatly dependent, far more than we
8 imagine upon the euphonious effects of embodiment
9 in the noisemakers.

10 DR. HABER: Okay.

11 PARTICIPANT: I was going to say
12 something entirely different but you started this
13 debate, which I am not going to propagate, but I must
14 say in this case, I don't agree with the Berkeley
15 Group there are some artifacts that are inherent,
16 naturally inherent, physically inherent in analog
17 reproductions which don't exist in digital. For
18 example, the inertia of the whole system. It is a
19 mechanical system. There are certain inertias that
20 you cannot remove that are part of the system. They
21 are inherent to that. They are just as inherent to
22 the analog system as any bit is to the digital

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1 system.

2 DR. HABER: They are inherent to the
3 playback or inherent to the recording?

4 PARTICIPANT: To both.

5 DR. HABER: Okay. But you can model any

6 --

7 PARTICIPANT: You can. You can but is
8 that preservation?

9 DR. HABER: No, but that is an option
10 that you throw on top of --

11 PARTICIPANT: I understand that. I
12 understand you can do marvels with digital
13 programming. But the real original had all of this
14 stuff in it. So, if you are removing that, are you
15 really preserving the original?

16 This is a freshman debate and I didn't
17 want to start that debate. It is a little too much
18 of a technical issue.

19 What I wanted to talk about was what you
20 and your group said earlier about common culture and
21 common values. And I think the way you instilled
22 that as a theme for us as a group to do or to stimulate

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1 other people doing is to start teaching courses.

2 There are audio engineering curricula
3 in various universities. NYU and, for all I know,
4 UCLA, those places should have them. And I don't
5 know if there are courses in preservation.

6 That is what you need to do and that is
7 the way you get books written. A professor has a
8 course and every day, the night before the course,
9 he puts together some Xeroxed notes and you give them
10 out to your students and pretty soon you have got
11 a textbook.

12 So, I think that people should get
13 together and institute courses at places like NYU
14 and other places to create this common culture,
15 create a cadre of people with these common values.
16 It is what is done in physics.

17 And beyond that, it is relatively cheap
18 and it has good PR value. So, I think we ought to
19 be looking towards -- in that direction.

20 DR. FRANCE: And I think education is a
21 huge component.

22 I just wanted to jump onto, again, my

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1 slightly naive perspective but one of the things in
2 terms of an artifact object, whatever you call it,
3 whatever field you are in, how do you define the
4 current state? Because we don't know its absolute
5 original state. We are only capturing the sound
6 right now and I think the other component is, if we
7 don't have the playback mechanism and we don't have
8 the expertise of you people who have so much of that,
9 all we can do is capture the current optical sound
10 recording from something that can't be played back,
11 and then allow you to lay those other components on.

12 MR. STORM: I'm so glad that you are here
13 because in the past I have written things. It is
14 like texting; you write one thing and somebody
15 interprets it a totally different way and you say
16 what on God's earth did he just say? That is not
17 what I meant. And this is a case of not what I meant.

18 I just was in Memphis a few months ago,
19 Sun Studios and it is like hallowed ground. The
20 sound that was done there, the way it was done, it
21 was all a part of the gig. It was wonderful. When
22 I am using the term sterile, I have never run into

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1 a recording engineer, which I was a record producer,
2 et cetera, that ever said okay, I am going to hand
3 this over some day so somebody else can re-record
4 it and make it sound different.

5 And what I mean by sterile, in fact, is
6 exactly what you are asking for, is to try to
7 preserve as best you can what the intent was of the
8 original recording engineer in the process. And in
9 some cases, for example, like I would be really
10 curious to say gee, I can profile what the Motown
11 sound was. It had a very definite kind of a sound.
12 I can profile maybe the technical sound you were
13 after. That is, in fact, a goal. It is just the
14 opposite of the way you interpreted it. So, I am
15 glad you are here so I could say that.

16 The point is not to have some archivist
17 then layer on top of that their own EQ, add some
18 reverb. By the way, why don't' we send it to a
19 mastering house? Because they could really pump
20 that up on digital right now, use a multiband
21 compressor and a few other tools and it will really
22 rock and roll and people will think that is

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1 fantastic. It just totally changed everything you
2 just devoted your life to. That is what I don't want
3 to see happen.

4 PARTICIPANT: It happens to me every
5 day.

6 MR. STORM: I'm sure.

7 PARTICIPANT: I cannot indulge about
8 it. If I was Jimmy Page, I could indulge in the
9 luxury.

10 MR. STORM: But do you see, we are in
11 agreement? We are not in disagreement.

12 PARTICIPANT: No, actually I don't
13 really much care what they do with what I have done.

14 MR. STORM: Well, I guess you are
15 popular.

16 PARTICIPANT: If they pay me, that is
17 good enough. You know and to be paid these days,
18 as discussed it earlier, is such miracolo. You know
19 that really should be good enough.

20 MS. STEPHENS: I would like to get back
21 to Fenella's question about what do we do and Carl's
22 comment about community and consensus. And maybe

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1 it is a common language, the third plank in the
2 platform.

3 I don't have a solution but I think your
4 suggestion about institutionalized course work is
5 a good one.

6 The astronomers, I know, meet -- the
7 American Astronomical Society meets twice a year.
8 They have at least one journal, probably ten. I
9 don't know that there is like commonality in a group
10 like this, where the universe embraces recording
11 engineers and historians, and cultural heritage,
12 scientists. I mean the universe is different here
13 than it is for the astronomer. I think it is a
14 fundamentally different group.

15 But one group that I have hung out on
16 the edges of is the frequency control engineers and
17 the subset of timing engineers. And I know that a
18 subset of that subset is debating and has been
19 debating for several years, through an
20 international body called the International
21 Telecommunications Union, should there or should
22 there not be leap seconds. They have identified one

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1 problem. They gather routinely to discuss it.
2 They don't necessarily have a timetable that they
3 abide by. They have a timetable but they don't
4 really think they are ever going to actually come
5 to a vote.

6 But they have identified a problem and
7 it is very clear what the problem is. They have
8 developed mechanisms for speaking a common language
9 over time. And they meet regularly. Did I already
10 say that? Was that number one? No.

11 Anyway, it seems to me that we are on
12 our way, maybe to defining what the problem might
13 be. It is probably not a single problem, even. And
14 then meeting more frequently and sharing the
15 information, things that get written down really
16 need to get circulated or something that addresses
17 the entire universe of requirements isn't the word
18 -- interest.

19 DR. FRANCE: And I think --

20 MS. STEPHENS: So, I don't have a
21 solution but I think maybe the timing guys have a
22 way to go.

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1 PARTICIPANT: Do you know who serve on
2 it?

3 MS. STEPHENS: It is literally the
4 people who build, maintain, calibrate, the clocks
5 of the world, the time scale, the pooling of atomic
6 clock time.

7 DR. FRANCE: And you know I think it is
8 interesting what you have described, Carlene,
9 because that is sort of, again, that difference
10 between a core academic field being structured on
11 something and the fact that we are truly
12 multidisciplinary and how we all have a different
13 perception of specific components in the language.
14 You know you say something, I hear something else
15 because of my background, and vice versa. But how
16 do we create enough of that language, so that we are
17 intermeshed where it needs to be.

18 MS. STEPHENS: And one of the things
19 that struck me about this gathering is that it was
20 clear when we started that everybody was speaking
21 a different language. And just the fact that we were
22 able to talk together over the course of however many

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1 days this is, I think that is a start, I mean I really
2 do.

3 I don't find it frustrating at all. I
4 think it is encouraging. You have been at it longer
5 than I have.

6 PARTICIPANT: I would like to add a
7 voice representing yet another language that I have
8 not heard from in the sessions, and question and
9 answer sessions that I have attended, and that is
10 from the performers.

11 I made my living, for many years, as a
12 musician. And I am a pretty good musician. I'm not
13 a great musician but a good musician and I like to
14 listen to records. And I think I know something
15 about what sounds good and also something about what
16 sounds neutral, that is with all the noise and all
17 the crackle and all the hiss.

18 And I feel that without some background
19 and experience and understanding of performing,
20 whether it be music or whether it be acting, or a
21 combination of which, performing in opera or being
22 rhetorical, without some understanding about

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1 standing up on a stage and recreating that has an
2 artistic and poetic lilt to it, I don't think one
3 can accurately address these problems.

4 And I hear talk from a lot of people who
5 I don't think have an understanding of the
6 performance. And I don't mean just being able to
7 pick up a guitar and play a couple of tunes but be
8 good.

9 I want to encourage more people who are
10 performers to enter this fray. Thank you.

11 DR. FRANCE: And I think you raise an
12 interesting challenge, which has been faced,
13 particularly with modern art museums who have
14 artists who are still alive. So, in one
15 perspective, you have the institution that is
16 charged with preserving this material and then you
17 have the artist wanting to have input.

18 And I completely hear what you are saying
19 but I am not sure how we mesh those two because I
20 think we are coming at them from different
21 perspectives.

22 PARTICIPANT: While speaking about art,

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1 I am in audio restoration and preservation. My
2 mother is in art restoration. So, I grew up
3 surrounded in and growing up in museums and
4 galleries all over. So, I am wondering if audio
5 preservation ever considers or takes notes from art
6 preservation, which doesn't try to make it sound the
7 brightest and boldest.

8 But like with art restoration, we are
9 trying to restore the content as much as possible
10 as the viewer of the time and as the painter had that
11 particular work. So, in audio, are we trying to lift
12 as much of the content of the time that the carrier
13 was created? Or as you were saying, audio deforms
14 over time and then changes, so are we just trying
15 to lift it as much as today's deformed groove? So,
16 I think with music, it is such a challenge because
17 music has changed with time and these carriers have
18 changed with time. So, our ears and our minds, we
19 are so subjective when it comes to what we think is
20 right with what and how it should be preserved.

21 DR. FRANCE: And I'm glad you used the
22 term restoration because that is an ongoing

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1 difference, perhaps between the US and the EU, for
2 example, in terms of how we approach. They use the
3 term restoration because they do often want to
4 restore it back to what they think it looked like.
5 Whereas, we are saying we are preserving what we
6 currently have now because we can't -- who has the
7 right to say what is the perfect time that this
8 painting was optimal or how do we really -- and that
9 is where I think we really continue to struggle with
10 that restoration versus preservation component,
11 which sort of ties into what a number of people have
12 said, that I can't be an expert and never will be
13 and have the knowledge of Sandy and others. But with
14 the image capture, we can capture what we have right
15 now and allow other people to add their
16 interpretation. So, I think you raise a good point.

17 DR. HABER: The notion is to do as little
18 as possible but to be as true to the object as you
19 can. So, in the art gallery, do you scrape the grime
20 off the surface? That is a much more invasive
21 approach to restoring a painting.

22 And I think the ethics of preservation

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1 is to do as little as possible and prevent the object
2 from changing to nature and physical effects.

3 DR. FRANCE: And that is correct. If it
4 needs to be stabilized because the alternative is
5 it will be completely lost, then yes, you do have
6 to intervene but it is minimal intervention. But
7 that is why I think the terms restoration and
8 preservation are the two things we are juggling.

9 MR. STORM: A comment in the area,
10 particularly with the art, that you just mentioned.
11 Are you familiar with the French work that was done
12 on the Mona Lisa where they used some kind of photo
13 spectral analysis, where they literally tried to go
14 back and show this is what the colors were like? All
15 right, so that would give an impression of what
16 people were looking at the time, as opposed to what
17 it looks like now. Because that has been done. If
18 you are not familiar with it, it is a wonderful
19 project to take a look at.

20 And I think that is a perfect analog --
21 I shouldn't use that word -- yes, I should -- to
22 what -- parallel. Thank you. That is a perfect

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1 parallel to, I think, some of the discussions we have
2 had in the sound field as well. One is to try to
3 really get back to the intention of the recording
4 engineer and the artist like that. The other one
5 was also, and this is the concept of establishing,
6 as was first brought out, we will call it a type 2,
7 was yes, but how do people perceive it when it was
8 originally done. And they are not necessarily the
9 same thing. So, you come up with two ways of
10 perceiving how it could be done.

11 So, what we were talking earlier, I know
12 at lunch for example, if you had the plugin that said
13 if it is played through this S and Diamond Disc
14 phonograph, here is what those people would have
15 heard but it is not an accurate representation of
16 the artist. It is not at all because of the
17 limitations of the playback equipment at the time.

18 So, you could have your cake and eat it
19 too, if you want to be that crazy about it. So, you
20 can.

21 The other part, too, the gentlemen, I'm
22 sorry, didn't turn around, was taking into

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1 consideration the artist and the performer in the
2 field. Sound has a unique characteristic about it.
3 Sound is not something that is on a wall and you look
4 at, the right lighting, et cetera. Sound is an
5 event. Sound depends on the whole environment that
6 you are in.

7 So, if you are creating sound for a
8 movie, you're a sound designer, you have a sense of
9 the space that it is in. You have a sense that the
10 fact that the perception is not through the ears,
11 it is through your whole body. Because you have a
12 sense of why home theater systems sell so well right
13 now. Because you want your coach to rock when the
14 low frequencies hit. And so your experience of
15 sound is different than any other experience that
16 you have with your senses. No other thing does that.

17 And so, when you are starting to put
18 together metadata, et cetera, et cetera, I mean if
19 you want to go to this degree you can say okay, this
20 is a symphony. It has been done in this hall and
21 there has been plenty of simulations of halls that
22 have been around forever. And we know that the dB

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1 output of this particular orchestra was 110 dB on
2 average. So, my metadata should tell me all of that
3 information. And if I want to experience what they
4 intended for me to hear, which is a symphony, then
5 I want to know that. I want to turn it up to 110
6 dB, et cetera. I mean you could go, if you are an
7 audio file, you would love that stuff. I mean you
8 want to talk about cool.

9 Say all right, I have got a heavy metal
10 band. How did they want you to hear it? Well, they
11 wanted you to close your eardrums and have them
12 bleed.

13 On the other hand, to be practical about
14 it, a lot of times, you said no, I am trying to make
15 money. I am selling records, somebody is just going
16 to hear it on their car radio. Somebody else is
17 going to hear it while they are singing in the
18 bathroom. There are so many things you have to take
19 into account with sound that no other medium
20 challenges you at.

21 And as I said, it impacts the kind of
22 metadata. If you start thinking about how you input

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1 sound into your body, it is crazy.

2 So, when you take into account the
3 performer, what space were they in, how did they
4 feel, you need to be sensitive to what they are
5 doing, how they did it and get the -- it is very well
6 documented. Vision versus sound. You watch a
7 movie, what is the most important emotional element?
8 It is not the picture. You can have the picture that
9 is seven inches by seven inches with a huge sound
10 system and it will be a big picture. That is what
11 it does. It creates more to your motion than the
12 image does.

13 The magic, of course, is, when you know
14 how to marry the size of the image with the size of
15 the sound and that is the maximum message. So, that
16 is why it is a fun field.

17 DR. FRANCE: Comment fromn the back.

18 MR. NYE: As audio media preservation
19 through imaging comes to a conclusion, thinking back
20 on the last couple of days, two things I would like
21 to suggest as practical next steps. Number one, I
22 would dearly love to see something like a data

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1 challenge and maybe along with it a coding challenge
2 put into play through some mechanism.

3 And number two, thinking about the
4 question of consensus, trying to make it more
5 concrete. When I hear consensus, I think of
6 consensus about what as the follow-on. And in this
7 case, I think we maybe have in mind consensus on best
8 practices.

9 So, if we reflect on what it was we heard
10 from Jesse Johnston earlier regarding the
11 Indiana-Harvard NEH-funded project that produced
12 sound directions, a publication and knowing what I
13 do know about that publication, namely, that it did
14 not give very much scope for imaging, it is seems
15 that we might well practically turn back to CLIR,
16 one of the funders for this particular event, and
17 encourage CLIR to think about an augment or an
18 appendix to sound, or directions that would address
19 the question of best practices, particularly for
20 imaging.

21 DR. FRANCE: And just before you go, I
22 wanted to throw a comment out to Bill Veillette. We

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1 have been focusing on kind of standards and what the
2 standards should be. Could you just maybe throw out
3 some comments in terms of your clients, what they
4 are looking for? And while we are not saying the
5 clients know the best thing, I am just curious, just
6 to get a perspective.

7 MR. VEILLETTE: Unfortunately, the
8 answer is going to be unsatisfactory. In addition
9 to the IRENE study, I alluded yesterday to the
10 Mellon-funded study that we did. And in the
11 Mellon-funded study, we surveyed people nationally
12 and then we also had focus groups. And particularly
13 in the focus group, one of the surprising or maybe
14 not so surprising things we found out was that the
15 archivists who are stewarding many of these
16 collections, aren't particularly well-schooled in
17 what they should be doing to either preserve the
18 collections physically as carriers or in terms of
19 how to evaluate proposals from different vendors
20 when it comes time to digitize them.

21 So, in fact I remember one kind of
22 highlight, or an answer, or a comment that one of

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1 the people made when we were asking them about the
2 issue of trust because we thought that being a
3 nonprofit, we might have some kind of advantage
4 there, let's say, with prospective clients because
5 there is no pecuniary motive.

6 Somebody from a very sophisticated
7 institution just kind of blurted out and then
8 everybody else nodded in agreement that well, they
9 have been in business. We figure if they have been
10 in business a long time that we can trust them, if
11 they are still in business. And everybody else
12 nodded.

13 So, there is this very high degree of
14 trust of whatever anybody tells you, until maybe you
15 have a bad experience is the current state out there.

16 I will say this, that when we
17 transitioned from microfilming to digital imaging,
18 we had that same experience with clients in the early
19 days. That is going away now, after they have a few
20 projects under their belt, digital projects. And
21 in the early days, they were very focused on the
22 cost. They just wanted to have a consultation over

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1 the phone. They didn't want -- they got tired of
2 us asking them questions about simple things like
3 what are you intending to do with these files because
4 we need to help to find a standard to digitize these
5 at. And so they are just very impatient. They just
6 wanted a price.

7 Now, we hardly ever get that and we are
8 finding that they are getting more sophisticated
9 about knowing which vendors are the appropriate ones
10 to use for certain projects. So, an example I like
11 to use is the postcard collection. You know they
12 could send it to a vendor that would stack the
13 postcards in a machine and the machine will just kind
14 of whip them through, scan them. They will produce
15 a quite good deliverable but it might crunch say
16 every 50th postcard. But that is okay because you
17 can go on eBay and probably within a few months, that
18 postcard will appear and you can just buy a new one.
19 And you can get that postcard done for ten cents a
20 postcard. So, why would pay NEDCC \$3.50 an image
21 to do those postcards?

22 But if you have the papers of Thomas

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1 Jefferson, you are not going to send them to vendor
2 that is going to crunch every 50th manuscript.
3 Right?

4 So, they are getting more
5 sophisticated. I don't know that they are,
6 frankly, just going to be all that helpful. But I
7 think that doesn't mean you shouldn't seek their
8 input because sometimes understanding kind of their
9 level of, you know getting a decent representation
10 of their level of sophistication, what they are
11 trying to accomplish is good, even if it doesn't help
12 you set a standard.

13 DR. FRANCE: Well and I think that ties
14 in nicely with the comments here that education is
15 a critical component of what we need to do as part
16 of it.

17 Bill.

18 MR. STORM: Yes, I think we all have
19 different perspectives of coming at this. The work
20 that was done by Indiana and Harvard and putting
21 together that project served as a wonderful
22 beginning but best practices, almost by definition,

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1 have nothing to do with standards. It is the state
2 of what is the best we know as opposed to what is
3 the best that could be done. And there is a very,
4 very big chasm between those two philosophies. And
5 doing the best we can now, I mean it really keeps
6 it more of a craft than a science. And the point,
7 I hope, is to move from being a craft into something
8 that is quantifiable and you can also judge the
9 quality of the work that is done.

10 If you let it go at all right, let's keep
11 this gentlemen's agreement, do the best you can in
12 your place and I will do the best in mine. It is
13 not a standard. It is not what standards stand for.
14 It is just like here is all we could do today.

15 And I hope that what we are striving for
16 is to go beyond that and to come up, as Carl said,
17 with a set of rules. Where are the books? Where
18 is the stuff that we could look at and we could
19 quantifiably say if we do X, we know it lead to Y
20 and we know that Y is where we want to be. There
21 is a very targeted goal that you can measure and say
22 there is an improvement or no, we are going

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1 backwards. You don't know if you are improving on
2 something unless you are willing to take the shots.

3 I mean we should be able even to go back
4 to the traditional methodologies and say how do we
5 know what has been done in the last 30 years in
6 transfers and are in fact doing thousands of wrong
7 things. Maybe there are thousands of right things.
8 You need that metric. You need to go backwards first
9 and get some kind of baseline and say okay, these
10 methodologies, if you want to go by consensus or the
11 listing test, these people's work seems to be really
12 good but over here, how do you quantify that? It
13 has never been quantified ever in the field.

14 So, I think that original document
15 served its purpose. It made people aware of try to
16 be objective. But there is no book. There is no
17 rules. There is no set procedures. You can't go
18 into one archive to another and it says all right,
19 Bill has his thing of styli. These are the right
20 ones to use, blah, blah, blah, here is a starting
21 point. Where is that? It doesn't exist.

22 So, I wouldn't go -- I think that is going

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1 backwards. I think it is wonderful it was done but
2 I think you need it to move forward. And if you can
3 get an initiative that works on methodologies that
4 are quantifiable, that could have metrics all along
5 the way, to say this is good, that is bad, not because
6 I think so. Right now it is all because I think so.
7 No, let's show the science behind it, rather than
8 say science doesn't belong in this field. I think
9 it does.

10 DR. FRANCE: In the back.

11 MR. NYE: I focused on consensus that is
12 best practices but should have said that it is with
13 the understanding that standards and best practices
14 often and most successfully go together. That is,
15 best practices often include footnotes and
16 references to the sort of standards that need to be
17 brought into play.

18 So, I don't see them as separable. But
19 your point is well taken that it would be unfortunate
20 to go backwards to what was a document that was
21 written two or three years ago without reassessing
22 it critically. But again, I think that both

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1 standards and best practices can productively go
2 forward simultaneously.

3 DR. FRANCE: Great. So, I am going to
4 just, some of the recurring things I am hearing here
5 is that we need to loop the knowledge and information
6 of the materiality of the materials to really move
7 things forward. And this has to be based on
8 underlying science and metrics that some of us want
9 to go big. And we think we should go big and we
10 should just be bold and go out there.

11 Data sharing and the management of the
12 data seems to be another component. How can we
13 actually link share the data more effectively? And
14 while we know we can't let the IP issue go away, how
15 do we at least start to get that out there so that
16 some of the big organizations like Gene was talking
17 about with SONY, and others might come onboard with
18 some of that.

19 Looking to other fields to see what they
20 had been doing in terms of quantification and
21 metrics, do we want to come out of this people to
22 actually put their names forward one or two specific

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1 working groups to say in six months' time we want
2 to do this and we will report on having done this.
3 And I am very aware and I am sure we are all aware
4 that we are all completely overloaded and doing five
5 times more than we possibly can but we do it anyway
6 because we love what we are doing. But when you are
7 given a deadline, when you have to do something, it
8 is amazing what you do the night before. And so I'm
9 thinking five months and 29 days, we won't be really
10 busy.

11 So, I want to throw that out there and
12 make that something that gets sent out by the
13 organizers to see what are the one or two key things
14 that we could do for the next six months, the next
15 year, while we start to say how do we move forward
16 with the big picture. Is it Carl and others saying
17 well, here is what we are currently saying is our
18 current standards. What we think should be there
19 is the core required fields. What else really needs
20 to be there to better do this catch?

21 Thoughts from the audience?

22 PARTICIPANT: Well, I proposed the

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1 courses before.

2 DR. FRANCE: Yes, I'm sorry. I forgot.
3 I was writing it down and I didn't say it.

4 PARTICIPANT: And the woman in front of
5 me suggested a journal or a newsletter, or at least
6 the numbers counting people did that. And I think
7 some communication like that which is fairly regular
8 would serve to tie the group together and produce
9 a common language, some commonality and that is not
10 very expensive.

11 My personal feeling is it is a little
12 early for standards to be set, except for software
13 or software hooks, so that modules could speak to
14 each other or Cornell could expand upon this.

15 But as far as technical standards beyond
16 that, I don't know. I think the field technically
17 is still developing. But education, newsletter,
18 another meeting scheduled in nine months or twelve
19 months. These things are cheap and not too
20 difficult, I think.

21 DR. FRANCE: Another thing just going
22 back to Carlene and some of the press releases that

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1 have come out, there is so much interest in this.
2 And that is probably something that we are not
3 leveraging a lot either. We are not -- I know at
4 the library you are not particularly good at
5 promoting ourselves. I don't know that about other
6 people but it is something, I think, could be focused
7 on, too, as a non-cost tool.

8 So, I am sure after we will probably
9 check who is willing to share their emails and then
10 that can be sent out.

11 DR. HABER: I mean responding also, I
12 mean I would be really happy to see more stuff about
13 these technologies written down in some draft and
14 growing document that somehow becomes, I don't know,
15 a bible or a basic text that underlies these
16 discussions. Because if we can get all the ideas
17 in one place and then get people's reactions, we can
18 hone in on what it is that are the sticking points,
19 what people understand, what they don't understand.

20 Obviously, we span many communities
21 with different experiences but I think it can almost
22 all of it can be put into form that pretty much

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1 everyone can embrace. That is what I think.

2 DR. FRANCE: And there's so much now
3 with something like a wiki platform that could be
4 hosted somewhere and it could become not necessarily
5 open but for this group to share those thoughts and
6 comments.

7 Peter, you had some comments?

8 MR. ALYEA: Since Carl had laid out his
9 vision for how you might quantify these things,
10 maybe the documentation for our system could be a
11 template and then that could be then passed to legacy
12 audio devices and the way, since Sandy has issues
13 with almost all digital devices. That is correct,
14 Sandy?

15 Yes, so I mean when you have really hard
16 -- when you have somewhat an expert like that, then
17 looking at he then could then look at this template
18 and say where is it weak and where it doesn't answer
19 those questions.

20 DR. FRANCE: We embrace it anyway.

21 DR. HABER: Frankly, I think also like
22 a really key thing for all of this is to use the

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1 technology as much as possible and get experience
2 with it on larger and larger projects because I don't
3 know, maybe we will do them wrong at first or make
4 the wrong guesses. But unless we generate a date
5 -- and that is why I am so happy. For example, NEDCC
6 is using the machine. I have great optimism that
7 we will get the cable soldered downstairs today and
8 get you back online. The cable is broken -- fixed,
9 I think.

10 Anyway, and I am extremely excited about
11 the UC Berkeley project because it is so focused on
12 such a singular target. I think that is going to
13 teach us a lot.

14 So, I think that those projects, which
15 are now basically they are on their ballistic, which
16 means they have taken off and they are going to fall
17 under gravity.

18 DR. FRANCE: And I think also that the
19 data and coding challenge is a really interesting
20 inexpensive way of doing this. Some colleagues of
21 mine, in terms of the Archimedes Palimpsest, one of
22 the things at one point was literally putting the

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1 data sets out there and inviting people to look at
2 different ways of doing imaging. And this could be,
3 a specific data set could be put out there,
4 particularly to students, just to see some
5 component.

6 DR. HABER: This is speaking to the data
7 challenge.

8 DR. FRANCE: Well, I would like to take
9 this opportunity to say an incredible thanks to the
10 organizing committee, Adrija, Peter, Carl, and I am
11 going to leave a hundred other people off here. But
12 if you would just join me in thanking them because
13 I know I have been involved in some of the
14 discussions, they were having weekly meetings.
15 Just the time involved with the thought put into
16 structuring and putting together decisions and
17 bringing you altogether has just been incredible.
18 And I think you will agree with me that this really
19 has been an incredible two days and it has really
20 stimulated a lot of thought. It has brought
21 together so many different experts and I hope it is
22 just the first of many. So, thank you so much.

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1 Adrija, did you want to say anything to
2 wrap-up?

3 MS. HENLEY: First of all, the
4 organizers of the Library -- this is the first that
5 we organized. And there are suggestions that we
6 maybe can do another one. So, we will see.

7 I thank everybody for getting here from
8 all over the world. Really, it was stimulating
9 discussion. I think it will be on the web.
10 Fenella, do you think it takes about a month?

11 DR. FRANCE: It probably would take at
12 least a month but I am sure Adrija can send a note
13 out when the link is live. Sometimes it takes a
14 little bit longer with the ADA compliance.

15 MS. HENLEY: Yes, so we will have it all
16 available. Thank you again for arriving here and
17 joining us.

18 DR. FRANCE: And thank you to all the
19 presenters.

20 (Whereupon, the above-entitled matter
21 went off the record at 4:56 p.m.)
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