

**Instruction Manual for
Braille Transcribing**

**Based on the
Nemeth Uniform Braille System
(NUBS)
Developed by
Abraham Nemeth, Ph.D.**

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Preface

This document, in rough draft form, has been designed to provide a means of introducing current braille transcribers and new transcription students to this new braille system – The Nemeth Uniform Braille System (NUBS). This manual does not have any official status at this time. But, if and when NUBS is adopted, it is my hope and the hope of Dr. Abraham Nemeth, author of NUBS, that it can serve as a baseline for an official manual.

To take advantage of the many years of thought and creative efforts of those who developed the transcription manuals now in use, I chose to use the Fifth Edition of the Instruction Manual for Braille Transcribing, created under the guidance of Constance Risjord. She had lots of help from other transcribers and from braille readers, including Mary Lou Stark, Jennifer Dunnam, and John Wilkinson. Until I began working on this manual, I had NO idea of the difficulty of creating sentences and examples to use in the early lessons, where there is a tremendous restriction in avoiding the use of braille contractions that have not yet been introduced! That is really tough! So, of course, I took advantage of the words and sentences that appear in the Drills, the Reading Practices and the Exercises that had been used in the Fifth Edition. I had to change only those examples that did not fit with the NUBS requirements or did not demonstrate some of the unique features of NUBS.

I am indeed indebted to those who have contributed to the many editions of the braille instruction manuals over the years. This includes the authors, editors, proofreaders and evaluators. We owe them our profound gratitude.

It would be extremely helpful if those using this manual would offer any suggestions, criticisms, or comments that would improve the final product.

Joyce Hull

General Course Instruction Literary Aspects of Braille Transcription

Purpose and Scope

As this manual is being written, NUBS has no official status in the United States, although it has wide support across the country. Organizations that are referred to in this document: BANA (Braille Authority of North America), NLS (National Library Service for the Blind and Physically Handicapped), and related documents such as EBAE, (English Braille American Edition) may be replaced or renamed by the time NUBS becomes an official braille code in this country. At that time, the references to these governing structures and procedures must be adjusted to reflect the prevailing organizations and rules. In general, this document is written as if NUBS has been officially adopted.

This manual is designed for use in the braille transcription course conducted by the Library of Congress, National Library Service for the Blind and Physically Handicapped (NLS), and for use by instructors of braille classes. The course is based on the Nemeth Uniform Braille System (NUBS), which is designed to replace the three current codes – the literary code (EBAE), the Nemeth Code, and the Computer Braille Code. It is offered to serve as the official braille system for the United States. This course is intended to familiarize the student with this new braille system, with braille contractions and their usage, and with the rules of braille transcription.

Great care has been taken to ensure that none of the sentences in the drills and Exercises in this manual contain words that require the use of contractions not yet studied. While greatly restricting the choice of words and types of sentences in the earlier lessons, this practice helps prevent the student from acquiring the habit of brailleing words incorrectly.

Throughout this manual, examples are presented in simulated braille (braille characters reproduced in print). The student is directed to study them carefully. They show how the rules work in practice and also highlight peculiar situations where a rule is not applicable.

When this manual is finalized, Appendices at the back will contain materials useful as references throughout the course. The Appendixes are listed at the end of the Table of Contents.

Most of the problems that are likely to be found in the transcription of general literature are presented and discussed in this manual, and upon the successful completion of the course, the student should be competent to deal with these problems. However, no attempt is made here to train the student in the transcription of specialized materials.

This manual addresses only the literary aspects of NUBS, plus some of the most basic elements of mathematics. Upon the completion of this course and the submission of a passing-grade manuscript to the National Federation of The Blind, the student becomes certified as a literary transcriber.

A separate course, dealing with the scientific aspects of transcription, must be completed in order to become certified in scientific transcription. A manual is being written for that course.

As the language grows and changes, so too must the rules that govern the production of braille. BANA meets regularly to review the rules and make periodic changes. When rule changes are approved, they will be incorporated into this instruction manual by means of replacement pages. Students taking the course by correspondence will automatically receive up-to-date material. Teachers of braille transcription classes should request copies of replacement pages for their students.

The National Federation of the Blind currently administers the braille certification courses under contract with the National Library Service for the Blind and Physically Handicapped. All persons using this manual are invited to submit related comments, criticisms, or suggestions to the Braille Certification Training Program, National Federation of the Blind, 200 East Wells at Jernigan Place, Baltimore, MD 21230. These will be studied carefully and given serious consideration in the preparation of any revision.

How to Enroll

Please visit <http://www.nfb.org/transcribers> or call (410) 659-9314 (ext. 2510) to obtain an information packet explaining the braille transcription course and an application form.

Equipment

The following equipment and supplies will be required for use by the student:

- The latest edition of *Instruction Manual for Literary Braille Transcription* provided free of charge to U.S. citizens and residents enrolled in the course and the latest edition of *English Braille American Edition*, — the NUBS Edition !!

- A collegiate edition of any reputable dictionary less than ten years old. On-line dictionaries such as www.dictionary.com are also permissible.
- Braille transcription paper measuring 11 x 11 ½ inches. A good source for braille paper is the American Printing House for the Blind, 1839 Frankfort Avenue, P.O. Box 6085, Louisville, KY 40206. If paper is ordered locally, specify 90-lb. card stock with the grain running along the 11-inch dimension. (Note that braille paper is not necessary if lessons are to be submitted electronically. See Lesson 20 for more details on these requirements.)
- A braille eraser, available from the American Printing House or from Howe Press, 175 North Beacon Street, Watertown, MA 02472. (An eraser is not necessary if lessons are submitted electronically).
- A braillewriter, a 40-cell braille slate and stylus, or a computer using a direct-input braille program. Direct-input programs require the user to braille using only six keys, much in the same manner as when using a braillewriter. Scanners or translation programs, where the user types in the material on a standard keyboard and the type is then translated into braille, are not allowed for use in this course. Exercises must be submitted in hard copy (embossed) braille, or by e-mail with the electronic file as an attachment. Simulated braille (dots reproduced in print on paper) will not be accepted.

Computer Program

A computer program can be used for the lessons in this manual provided the computer programs allow for the six-key entry. If the program provides any automatic features such as running heads or page numbering, these must be **disabled**. All spacing, centering, and line breaks must be performed manually. The most popular programs that offer six-key input and other conveniences for learning braille are Braille2000 available from braille2000.com and Duxbury, available from duxburysystems.com.

Braillewriter

While there are a number of braillewriters on the market, the Perkins brailier has been found to be an eminently satisfactory machine. Purchase information, and instructions for its operation, are available from the distributor: Howe Press, 175 N. Beacon Street, Watertown, MA 02472.

Slate and Stylus

If a braille slate and stylus are to be used, we recommend the 40-cell board slate that is available from Howe Press. This braille slate consists of two pieces, a hinged metal guide and a flat wooden board. The bottom portion of the metal guide has four rows of indented braille cells. The top portion has four rows of cutouts that fit exactly over the indented cells and serve as a template for the stylus. Two pegs on the underside of the guide fit into regularly spaced holes at the left and right sides of the wooden board.

Insert the guide into the set of holes nearest the top of the board, with the hinged side at your left. Before inserting the paper, open the metal guide as you would a book. At the top of the board there is a metal clasp with two prongs on the lower piece. Place the paper well up over the prongs, with its left edge against the hinge of the guide and the 11½-inch dimension of the paper running from left to right. To make sure that the paper is inserted straight, keep the bottom of the paper exactly parallel to the lower edge of the board. Snap the clasp shut and close the metal guide over the paper. The prongs of the clasp hold the paper in place, and the holes made by the prongs make it possible to replace the paper in exactly the same position when necessary.

The point of the stylus is used to press the paper into the indented cells, thus forming the desired dots. In doing so, hold the stylus in a vertical position, rather than at a slant, in order to ensure a clear, firm dot. Four lines of braille can be written with the guide in the first position. When these lines have been written, move the guide down into the next set of holes without removing the paper. Continue in this manner until the entire page has been completed.

Preparation of Reading Practices, Drills, and Exercises

Reading Practices and Drills

Material in this manual is divided into twenty lessons. The first eleven lessons each have a Reading Practice, and Lessons 1–16 each contains one or more Drills. These are designed solely to give the student practice in applying the rules covered in the preceding section. Students enrolled in the Library of Congress correspondence course should *not* submit these drills to the instructor.

The Reading Practices should be written out in longhand before comparing them to the print versions found in Appendix A in this manual. All of the Drills are printed in simulated braille and appear in Appendix B. In order to derive maximum benefit from them, it is imperative that the student first braille each Drill and then compare the results with the corresponding Drill in the Appendix B. It would be

helpful as you progress in this course to ask your instructor to provide some pages of embossed braille **so** that you can experience the tactile use of braille.

Exercises

The Exercise at the end of each lesson is designed to test the student's ability to deal with problems presented in that lesson and also to serve as a review of previous lessons. These Exercises must be submitted to the instructor for examination and correction. Students enrolled in the correspondence course must submit *each* Exercise to the instructor on braille paper or in an electronic file via e-mail. Exercises submitted on Thermoform paper or in simulated braille printed on paper will not be accepted. Only one Exercise at a time should be submitted. Those students who are taking instruction elsewhere need submit only the trial manuscript, as described in Lesson 20, to the National Federation of the Blind for certification by the Library of Congress.

Some of the lessons can be divided into two parts. Where this is possible, a note has been added indicating the proper breaking point. The Exercise has then been arranged so that the first half of the Exercise contains only items that have been studied in the first part of the lesson.

Braille Page Margins and Line Length

The Library of Congress requires that books produced under its sponsorship be transcribed on pages measuring 11¹/₂ inches wide and 11 inches long. This also applies to students of the transcription course when submitting Exercises and/or the trial manuscript. Volumes with insufficient margins at the left side present serious binding problems; therefore, the Library of Congress requires a left-hand margin of *at least* one inch. The right-hand, top, and bottom margins should measure at least one-half inch. *These measurements allow for a page of twenty-five lines with 40 cells per line.*

Perkins Braillewriter

In order to ensure proper margins and a clear copy of the entire braille page by Thermoform duplication, the margins on a Perkins braillewriter, which has a 42-cell per line capability, should be set so that it is not possible to braille in the first cell at the left margin or in the last cell of the line.

All references to cell numbers (for example: Start in cell 1 ...) refer to the margin in effect. Therefore, when using a 40-cell line, cell 1 will be the second cell on the machine. A good way to set the margins in the brailier is to insert a piece of paper into the machine; push the margin release tabs (located at the rear of the machine) open as far as possible, and, by pushing all six keys at the same time, braille a line

of full cells. There should be 42 cells. This practice allows the cells to be seen or felt and the margin tabs to be set in the appropriate places.

Centering a Heading

With the exception of the Exercise in Lesson 1, the first line of every page of an Exercise should carry a fully capitalized centered heading, called a “running head.” To center a heading, first count the number of cells that the heading will occupy. Subtract that number from 40 (the number of cells on a line). Divide your answer in half and that will tell you how many blank cells should precede and follow the heading. When a heading occupies an uneven number of cells so that it cannot be perfectly centered, move the heading off center by one cell to the left, so that the extra blank cell is to the right of the heading. When counting the number of cells needed for a centered heading, remember to include in your count all contractions, spaces, punctuation signs, and indicators. Also, remember that contractions take fewer cells than the letters they replace.

A blank line should follow the centered running head only on the first page of each Exercise. All other pages should have the running head on the first line and the Exercise continuing on the second line.

Page Numbering for Lessons

Beginning with the Exercise in Lesson 2, consecutive braille page numbers, preceded by three blank cells, should be shown at the right margin on the **last** line (line 25) of each page. In Lesson 19, we will learn how print page numbers should be treated.

Erasures

Erasures should be resorted to only rarely, and then they should be made with the greatest care. In order to execute a neat erasure, place the paper on a smooth, hard surface such as a piece of glass or a mirror. Place the tip of the eraser on the dot to be erased and gently but firmly press straight down. Then move the eraser in a circular motion until the dot has been completely leveled. Do not scrub the paper. Be certain that no adjacent dots have been lowered and, if so, reinforce them with the point of the stylus or with the braillewriter.

Since even good erasures are often detectable and confusing to the braille reader, *an erasure should not be made if it would result in a blank cell. Do not erase more than one dot in a cell. Do not erase at the end of a line or in a page number. If the grader can feel an erasure, it will be counted as an error.*

Proofreading

Careful proofreading is the key to becoming a successful transcriber. At first, a sighted student may encounter some difficulty in reading the braille that he or she produces. This situation can be helped by reading what has been brailled, letter-by-letter, and writing it out in longhand. This procedure will not be necessary for long. Soon the eyes will start recognizing clusters of dots as individual characters.

As an Exercise is being transcribed, proofread each sentence on the computer screen or while the paper is still in the machine. The Exercise should be proofread again when it is complete. And finally, after letting the material rest for several days, the entire Exercise should be proofread again. *The pages with errors should be redone so that the Exercise, when presented to the instructor, is as perfect as the student can make it.*

Grading

After the instructor has examined each Exercise, the student will receive a detailed report pointing out errors and making helpful comments and suggestions. Grading is up to the instructor's discretion. Depending upon the number and type of errors made, the student will be asked to resubmit sentences in which errors occurred, or the entire Exercise may have to be repeated. When the instructor is satisfied that the student has mastered the material, a new assignment is made. In general, with the practice provided by the drills and the assistance of the instructor's reports, it should be possible for students to submit an acceptable Exercise on the first or second attempt.

Certification

Certification as a braille transcriber is awarded for two different areas of braille texts – literary braille and scientific braille. The student must achieve certification in literary braille before enrolling in the course for scientific transcription. The rules you learn as a literary transcriber will apply in your scientific study. These are two parts of a single braille system – not two different braille codes.

This manual addresses only the literary aspects of certification. After finishing the lessons in this manual, certification as a **literary** braille transcriber is achieved by receiving a passing grade on a thirty-five braille-page manuscript. Details for preparing the manuscript, and information about the grading process, are located in Lesson 20. For the student who wishes to expand his knowledge into the area of transcribing scientific texts, there is another Instruction Manual for that purpose.

Mailing Materials

Submitting Exercises

All Exercises brailled on paper should be mailed to: National Federation of the Blind, Braille Certification Training Program, 200 East Wells at Jernigan Place, Baltimore, MD 21230. The braille pages should never be folded or rolled. Enclose them in a padded envelope or in a large envelope with firm cardboard sheets the size of braille paper on the top and bottom to protect the braille. Electronic submissions should be e-mailed as an attachment to transcribers@nfb.org.

Mailing the Trial Manuscript

The trial manuscript must be submitted on paper. In preparing the trial manuscript for mailing, be sure that the pages are assembled in proper order with the embossed side facing up. Then bind them securely together. A print copy of *all* of the front matter from the book chosen for the manuscript, a copy of all of the print pages that were transcribed, the letter to the grader (as described in Lesson 20), and the braille manuscript should be placed in a box or adequately wrapped to protect them from damage. Photocopies of the print are acceptable.

A Bit of the History of the Braille Code

The braille code, as used in the United States, has been developing and changing for over 150 years. Louis Braille's original code was not officially adopted until after his death in 1852. That code would be viewed today as a very incomplete system. Over the years, many rules have been changed and many contractions have been defined. In contracted braille, formerly called Grade-2 braille, contractions are used where one or two braille cells can represent longer words. For example, the word *every* is now represented by the letter *e* when it stands alone. The words *for*, *and*, *from*, *just*, *quite*, *tomorrow*, *according*, and many others, can be represented by one or two braille characters. Today, there are about 187 contractions in the braille code. These and other changes have improved the readability and compactness of braille texts.

In the last half of the twentieth century, many braille students who were exposed to the scientific disciplines found that the braille system available to them at that time was inadequate to handle the math and science texts they needed in order to pursue their interest and talents in the scientific world. Some of this situation can be attributed to the time, not so terribly long ago, when little was expected of blind people. Almost no one envisioned them as capable of advanced thinking and creativeness in any area of advanced

learning, especially in the scientific disciplines. Then along came a brilliant and determined young blind man who had a natural talent for math and science and wanted to pursue advanced studies in this area. His name is Abraham Nemeth. He was informed by his academic advisors that blind people were not expected to pursue such studies and that he should explore other, more traditional, avenues of study. In spite of this advice, he studied all of the math he could get his hands on and, in the process, developed a “personal” braille code that allowed him to represent the math and science expressions with which he had to deal. Other blind students heard about this and wanted to be able to use this new braille system. Thus, after many years, the Nemeth Code for Mathematics and Science Notation was born. This became the approved code for expressing scientific text in braille, and eventually became a part of the academic curriculum for children as early as the third grade. Blind students still had to deal with at least two very different braille codes in the normal pursuit of an education.

Abraham Nemeth, who by this time had earned a Ph.D. degree, has been concerned with the complexity of the braille system as defined for the past thirty or more years. Dr. Nemeth and others have been trying to define a uniform system that would serve multiple disciplines. He has developed a very comprehensive new braille system that incorporates many aspects of braille texts: literature, poetry, mathematics, life sciences, computer programming, etc.

In October of 2009, Dr. Nemeth presented the documentation for this new braille system, now called the Nemeth Uniform Braille System or NUBS, to the Braille Authority of North America (BANA) which has jurisdiction over the formal acceptance of any proposed changes to the braille system used in North America. BANA performed a evaluation of NUBS, using focus groups of braille readers and transcribers, and conducting an evaluation using a "Sampler" to see how easy it would be for experienced braille readers to read material written in NUBS and for transcribers to be able to create new texts in NUBS. The Sampler contained many text elements that occur in everyday reading and in early academic situations. These included a newspaper article, a menu, a bus schedule, some simple math problems and a recipe. NUBS is under consideration for becoming an approved braille system for the United States.

This manual, which provides the instructional materials for you to become a certified braille transcriber, is the first manual to present NUBS to a new group of candidates for braille transcription. In this regard, your patience would be

appreciated as this new system becomes established. There may be unforeseen difficulties and omissions that will need to be addressed. So please bear with us as you embark on this exciting journey into the world of braille transcription.

Since you will be learning some features and rules that differ from that of previous transcription students, you may hear someone say — “That is not how I learned it.” or “You are not treating capital letters correctly.” or “We learned that numbers are written using the letters *a, b, c*, etc.” Just explain that you are learning a new and different braille system, just begun in 2014, and that some of the rules have changed.

The braille system that you are learning (NUBS) is designed to handle all of the various texts that a blind person might need—literary, scientific, computer programming, etc. The main discipline that is not covered in NUBS is music which has a braille language all its own.

One of the elements of NUBS that may take some time to digest is that of the two modes that the system uses. These are the *narrative* mode for literary material, and the *notational* mode for mathematical and other scientific materials. Computer applications use the notational mode also. You will learn when to use each mode. In order to help you with this mode awareness issue, special paragraphs labeled “MODE ALERT!” are provided as topics that have a bearing on mode understanding are introduced.

If you find elements in this manual that are not as clear as they should be, or if you find obvious errors, please report them to

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Lesson 1

The Braille Alphabet and Numbers

1.1 In General

Braille is a system for tactile reading and writing. It uses characters formed by combinations of six embossed dots that are arranged within the *braille cell* in two vertical columns of three dots each. A simple braille character is formed by one or more of these dots, and it occupies a full cell or space.

For convenience, the dots of the braille cell are referred to by number and correspond to the keys on a braillewriter.

Braille Cell	Braillewriter
1 • • 4	U U U [= = =] U U U
2 • • 5	3 2 1 4 5 6
3 • • 6	

1.2 Braillewriters, Computer Braille Programs, and Braille Slates

There are three methods of braille transcription—braillewriter, computer using a special braille program, and slate-and-stylus. The braillewriter and the computer work in much the same way in that they use six keys corresponding to the braille cell as shown above.

When a braille slate is used, the embossing is done from the underside of the paper. Therefore, the writing is done from right to left, so that when the page is turned over it can be read from left to right. For this reason dots 1, 2, and 3 are brailled at the right-hand side of the braille cell on the slate; dots 4, 5, and 6 at the left-hand side, as shown in the alphabetical index of braille signs in Appendix I.

Most computer programs designed to create braille texts can handle six-key input that emulates a Perkins braillewriter. The keys for the six dots are:

s	d	f	g	h	j	k	l
3	2	1		4	5	6	

There are also computer programs that translate print into braille. Only persons thoroughly trained in reading and writing braille should use these programs.

1.3 The First Ten Letters of the Alphabet

The first ten letters of the alphabet are formed by using the upper and middle dots of the cell, and they are the foundation of the braille system.

Memorize the following letters by their dot numbers and configurations.

a	b	c	d	e	f	g	h	i	j
⠁	⠃	⠉	⠙	⠑	⠋	⠎	⠈	⠊	⠗

Drill 1

Thoroughly familiarize yourself with the first ten letters of the alphabet by brailleing the following words. Reading across, start each line in the first cell. Leave one blank cell (space) between words. Your work on this and all subsequent drills should not be submitted to the instructor for correction. Instead, check the accuracy of your work by comparing it with the correct braille form in Appendix B

acid	acacia	badge	beige	babe	cage	cicada
deface	dice	ebb	egg	fad	fief	gag
gage	hag	hajji	hide	hie	id	if
idea	jag	jade				

1.4 The Second Ten Letters of the Alphabet

The second ten letters of the alphabet are formed by adding dot 3 to each of the first ten. Thus, *k* is formed by adding dot 3 to *a*, *l* by adding dot 3 to *b*, etc.

a	b	c	d	e	f	g	h	i	j
⠁	⠃	⠉	⠙	⠑	⠋	⠎	⠈	⠊	⠗
k	l	m	n	o	p	q	r	s	t
⠅	⠇	⠓	⠝	⠕	⠏	⠑	⠒	⠞	⠟

Drill 2

Practice the letters learned by brailleing the words in the following drill.

kick kneel lair llama manor melon mammal noise notice
orange orphan popcorn pope possessor qoph rapport rascal
sassafras tattletale tragic trio tort ticket tide

1.5 The Last Six Letters of the Alphabet

The letters *u*, *v*, *x*, *y*, and *z* are formed by adding dots 3 and 6 to the first five letters. Thus, *u* is formed by adding dots 3 and 6 to *a*, and so on. The letter *w*, (dots 2456), does not fit into this pattern because Louis Braille devised the braille system in France in the mid-19th century, and the French alphabet did not then contain the letter *w*.

a	b	c	d	e	f	g	h	i	j
⠁	⠃	⠉	⠙	⠑	⠋	⠎	⠈	⠊	⠗
k	l	m	n	o	p	q	r	s	t
⠅	⠇	⠓	⠝	⠕	⠏	⠑	⠞	⠚	⠞
u	v	w	x	y	z				
⠥	⠦	⠪	⠨	⠬	⠒				

1.5.1 Dot-Number Format

When it is desirable or necessary to identify, in print, the dot positions used in a braille character or group of characters, the format will be as follows:

w ⠪ (2456) me ⠎⠑ (134,15)

Note that it is implied that any number (or numbers, separated by a comma but no space) in parentheses, represent the dot positions of the braille characters that precede it.

Drill 3

When you have learned the final six letters of the alphabet, braille the following words for practice.

ooze	maze	quiz	ukulele	ultimatum	vacillate
vaguely	wigwag	wield	weird	xylem	xebec
yolk	yew	zebra	zombie	zoological	zygoma

1.6 Digits and Numbers

Digits in braille are as follows,

1	2	3	4	5	6	7	8	9	0
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠

which you will recognize as the braille representation for the first ten letters in the alphabet, dropped to the lower part of the cell and preceded by the *numeric indicator* (dots 3456). Two- or three-digit numbers need only one numeric indicator.

10	14	87	103	965	1776
⠠⠠	⠠⠠	⠠⠠	⠠⠠⠠	⠠⠠⠠	⠠⠠⠠⠠

For practice, braille all of the numbers listed above. Did you get them all right?

1.7 Definition of Word in the Braille System

In learning braille transcription, you will need to learn a broader definition of the term “word”. A word, in normal braille usage, may not always coincide with a dictionary definition. In braille, a word is a group of letters and/or numbers that is bounded by *delimiters*, usually spaces. Each of the following is a single word in braille.

Examples:

airplane son-in-law 800-564-1212 1256AMC

You will learn more about delimiters in later lessons.

An *exception* to this definition of word will be discussed later, when we learn about certain words that can be connected to each other, called sequencing. These exceptions are described in Sections 4.3 and 8.1.1.

MODE ALERT! *Mode* is a word-by-word attribute. Every word that you have seen so far has been either *narrative* or *notational*. Numbers (page numbers, dates, or dot numbers) are notational. All the other words you have seen so far

are narrative. When a word has a numeric indicator ⠠ (3456) as its first symbol: a) the next character is a digit, and b) the *mode* is notational. With some exceptions, when a space or a dash occurs the word and its mode end. If the next word is narrative, no indicator is required. If the next word is notational, and:

- a) it begins with a digit, then a numeric indicator is required as its first braille character, or
- b) it begins with a non-digit, then a notational indicator ⠠ (56) is required as its first braille character.

As we proceed, you will learn some rules that apply when you are in the notational mode. Appendix C gives an in-depth explanation of the concept of modes.

Reading Practice

Read the following phrases and write them out in longhand. Do not submit this work to your instructor. Check your work with the print version in Appendix A.

<p>⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠</p> <p>⠠⠠⠠⠠ ⠠⠠⠠</p> <p>⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠</p> <p>⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠</p> <p>⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠</p> <p>⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠</p> <p>⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠</p> <p>⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠</p> <p>⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠</p> <p>⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠</p> <p>⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠</p> <p>⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠</p> <p>⠠⠠⠠⠠⠠ ⠠⠠⠠⠠</p> <p>⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠</p> <p>⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠</p>	<p>⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠</p> <p>⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠</p> <p>⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠</p> <p>⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠</p> <p>⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠</p> <p>⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠</p> <p>⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠</p> <p>⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠</p> <p>⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠</p> <p>⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠</p> <p>⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠</p> <p>⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠</p> <p>⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠</p> <p>⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠</p>
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EXERCISE

Prepare the following Exercise and submit it to the instructor for correction. *Read down the columns.* Starting on line 1, begin each entry in the first cell of a new braille line. Do not skip lines; you should have 25 entries on each page. If you are using a braillewriter, be sure that you position every page correctly by pushing

down on the line-space key (farthest key to the left) one time before you start to braille. Add your name in braille at the end of the Exercise or as your teacher directs. (Correspondence students: For the convenience of our braille-reading instructors and non-braille-reading clerical staff, if you are submitting your lessons on paper or as an electronic file, add your name in braille and print at the end of each Exercise.)

MODE ALERT! In each of the entries in this Exercise that includes a number, only the number is in the notational mode; other words in the phrase are in the narrative mode.

jazz tunes	lovely velvet
he prays daily	yuletide joy
feigns surprise	pretty anemone
a frisky poodle	true blue
fidgety filly	blood circulates
59 raw recruits	mutual respect
quixotic exploits	80 hot dogs
electric elevator	a brook murmurs
queue up	weird spectacle
64 zany zebras	xiphoid process
build a wigwam	quizzes puzzle me
9 gigantic gorillas	3 labor battalions
attractive tie	unbelievably calm
lovely lullaby	home sweet home
wry wit	fireflies flit
jubilant hallelujahs	brass knuckles
gooseneck lamp	mimic a madman
olives or onions	angry gangs
vivid pictures	12 pretty rosebuds
icicles drip	prompt appraisal
dull adjectives	bacon smells salty
bridle a pony	10 nocturnal birds
wise philosophy	extra axe
126 wet pets	big felt yurt
six textbooks	78 brass bassoons

Lesson 2

Capitalization, Paragraphing, Punctuation: Period, Colon, Comma, Question Mark, Semicolon, Exclamation Point, Hyphen, Dash, Numbers with Punctuation

2.1 Capital Letters, Fully-Capitalized Words and Phrases

In braille, there is no separate alphabet of capital (upper-case) letters. So special indicators are needed in braille to indicate this change of letter case.

2.1.1 Capital Letters

For individual letters, capitalization is indicated by placing the *capital-letter indicator* (dot 6) immediately before the letter affected.

Example:

New York ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

2.1.2 Capitalized Words

When all of the letters in a word or letter grouping are capitals, the capitalized-word indicator ⠠⠠ (6,6) must be placed in two consecutive cells immediately before the capitalized word

Examples:

NEW YORK ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠ YMCA ⠠⠠⠠⠠⠠⠠⠠

2.1.3 Capitalized Phrases

A phrase is a group of three or more consecutive words. Phrases may contain hyphens, but no dashes (see Section 2.5). When all of the words in a phrase are fully capitalized, the capitalized-phrase indicator ⠠⠠⠠ (6,6,56) must be placed in three consecutive cells immediately before the first capitalized word. At the end of the fully-capitalized phrase the capitalization terminator (end-caps indicator) ⠠⠠ (6, 3) is required.

Example:

CALL ME MADAM! ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Note that the end-caps indicator appears after any closing punctuation.

In proper names where some letters are in lower case, a capital-letter indicator is placed before each capitalized letter. If part of the name is fully capitalized, a capitalized-word indicator is placed before the fully-capitalized portion.

Examples:

DeLeon ⠠⠠⠠⠠⠠⠠⠠⠠

MacDONALD ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

All *indicators*, including the numeric indicator and capital indicators, have special attributes which we will learn about later.

Drill 4

Practice braille the following to familiarize yourself with the use of the capitalization indicators. Reading down the columns, place each entry across the page with three blank cells between entries.

Anita	OKLAHOMA	Faye
MY FAIR LADY	McWilliams	DUNE BOY
Adriatic	Claude	Leon
RADIO GUIDE	MOBY DICK	MacDANIEL

2.2 Paragraphing

In general reading material, paragraphs are indicated in braille by starting the first word of each new paragraph in the third space, or cell, of a new line. All following lines start at the left margin. This rule applies even if the print text uses a block format (no paragraph indentations) with blank lines between the paragraphs. In braille, never leave a blank line between paragraphs unless the print indicates a break in thought or scene by means of extra spacing. (This situation is discussed further in Lesson 19.)

Occasionally, for visual appeal, print uses one enlarged or ornate letter or all capital letters in the first few words at the beginning of a chapter or other division. In braille, this practice is ignored. Such paragraphs should be properly indented and normal capitalization used.

2.3 Punctuation: Period, Colon, Comma, Question Mark, Semicolon, Exclamation Point

The use, order, and spacing of braille punctuation should follow print practice except in specific instances to be covered later in this manual. As in print, only one space is left empty following commas and semicolons. However, unlike print that often leaves two blank spaces following a colon and between sentences, only one empty cell is left in braille.

MODE ALERT! The period, the colon, and the comma each have two different representations, one for the narrative mode and one for the notational mode. The exclamation point, the question mark and the semicolon are the same in the two modes. As we progress, you will understand the need for these rules. Again, if helpful, refer to Appendix C. Also, Appendix I contains a list of all the braille contractions, short-form words, punctuation signs, special indicators and symbols. This should be a useful reference.

Learn the following punctuation signs:

period	.	narrative	⠠⠨	(256)
		notational	⠠⠨⠠	(12456)
colon	:	narrative	⠠⠨	(25)
		notational	⠠⠨⠠	(156)
comma	,	narrative	⠠⠨	(2)
		notational	⠠⠨⠠	(16)
question mark	?		⠠⠨	(236)
semicolon	;		⠠⠨	(23)
exclamation point	!		⠠⠨	(235)

Examples:

I want six apples. ⠠⠨ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

(all narrative)

He gave Sam 6, Jim only 4.

⠠⠨⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

(Notice the notational comma and period.)

MODE ALERT! Let us look at a few examples to begin to understand why we need two forms for certain punctuation marks. Notice what happens if the narrative period is used to write 192. ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ A person reading it would see #1924, since the narrative period looks like a digit 4 when attached to a number. Also, if the narrative comma were used in 19,000 we would see #191000 since the narrative comma has the same representation as the digit #1. The colon would be confused with the digit 3. As we progress, you will become keenly aware of the need for the two modes!

Drill 5

Practice brailleing the following sentences. In this **and all future drills and Exercises that are in a list format**, begin each entry in cell 1, with runovers in cell 3. This is the standard format for lists, as defined in the 2011 Version of *Braille Formats*, (*BrailleFormats2011*).

Identifier numbers in a printed list are usually arranged so that the periods are in alignment. This is not so in braille. In braille, the numeric indicator is placed in cell 1, followed immediately by the number—regardless of the number of digits in the identifier. Remember to use a notational period if there is a period in print following the identifier.

1. I want six items: saw, nails, nuts, bolts, screws, tacks.
2. Flynn, take a memo: Call Mr. Phelps at 12:00 noon; see Mr. Gray at 2:30 pm.
3. Is Mr. Dale a college graduate?
4. Ralph is sick; hail a cab!
5. Score a victory! He got 10,000 votes!
6. Take my book; hold my coat! Hang up my umbrella!
7. Turn on a radio or TV at once; an unusual report is on.
8. Quiet, Aunt Em, I am afraid! An angry man knocks at my door.
9. My favorite play is MY FAIR LADY.
10. Does Jimmy want my old bicycle?
11. Help! Help! I hurt my leg!
12. Next exit: Peoria, Galesburg, Decatur.

2.4 Hyphen

The hyphen is represented in braille by dots 36. As in print, the principal uses of the hyphen are to divide *words* at the end of a line and to connect the components of compound words or numbers.

2.4.1 Dividing Words Between Lines

Students of this course, at this stage of the learning process, are expected to divide words between lines whether working on a braillewriter, computer, or slate and stylus. However, experience has shown that very little is saved in line or page count by extensive use of hyphenation. It is recommended that you learn to divide words between braille lines using the following guidelines:

- 1) Compound hyphenated words may be divided after any hyphen.
- 2) Other compound words, such as backyard or campground, may hyphenated between their major components.
- 3) Words with long prefixes or suffixes, may be divided after the prefix or before the suffix.

Examples: self- horse- ultra-
 reliant back violet

Word-division between braille lines is optional, but must be limited to the three options listed above. Do not hyphenate if less than three cells of the word, plus the hyphen, are on the first braille line. Thus, the word *express* would not be divided between braille lines.

Words may **NEVER** be divided between braille pages.

2.4.2 Dividing Compound Words Between Lines

Do not leave a space either before or after a hyphen in a compound word, regardless of print spacing. Whenever a hyphen appears at the end of a print line it becomes necessary for the transcriber to determine (1) whether it has been used to divide a word between syllables, in which case the hyphen is omitted in braille, or (2) whether it separates the components of a hyphenated compound word, in which case the hyphen is retained in braille. In either case, such words may be divided at the end of a braille line in accordance with rules 2.4.1 and 2.4.2.1.

Example: where the print shows the word divided and the braille can fit the word on one line.

Print	Braille
electro- magnetic	electromagnetic

2.4.2.1 Dividing Hyphenated Compound Words Between Lines

You will find many hyphenated compound words that are not in the dictionary. This is because when two words that modify a noun are placed before it, the words are often joined by a hyphen, as in *the well-dressed man*. However, if the two modifiers follow the noun, they are not hyphenated, as in *The man was well dressed*.

When a hyphen appears at the end of a print line and the compound word cannot be found either in the dictionary or somewhere else in the text it should be treated as a hyphenated compound word, and the hyphen should be retained.

2.4.2.2 Capitalized Hyphenated Compound Words

Hyphenated compound words and abbreviations are capitalized in braille as they appear in print. A double capital indicator placed before a hyphenated compound word indicates that all the letters of the compound word are capitals. Therefore, the double capital indicator is not repeated after the hyphen.

Drill 6

Practice braille the following sentences. Remember to use the list format described before Drill 5.

1. Deborah has on an extremely pretty blue-gray dress.
2. I want an up-to-date plan.
3. Sell my five-acre plot? No way!
4. Maple-vanilla is my favorite flavor.
5. TWO-ON-AN-ISLE TALES is a picturesque book.
6. Philip took a six-week trip abroad.
7. Judge Biswell is a self-made man.
8. A semi-annual picnic is a swell idea.
9. A new sign extols: CUT-RATE-SALES.

2.5 Dash

A dash is represented in braille by ⠄⠄ (46,36). Note that this is a *two-cell* sign. You will learn other two, three, and even four-cell signs in future lessons. A **dash** can usually be distinguished from a **hyphen** in print by its greater length. However, since print uses dashes of varying lengths, it isn't always easy to differentiate between the two symbols, and it is sometimes necessary to determine from context which braille symbol to use. This can be done by keeping in mind that the two marks have different functions.

A **hyphen** is used to join together compound words or expressions. It is also used to separate the syllables of a word. For example, in the sentence,

“At-ten-tion!” shouted the six-foot soldier! hyphens separate the syllables of the command and also join the elements of the compound word.

A **dash** is used to separate segments of a sentence, and sometimes to begin or end an incomplete sentence. Dashes perform all of these duties in the following example. *“I don't see what you see in”—she frowned—glanced at the door— and continued, “—him at all!”*

Drill 7

Practice brailleing the following sentences, using the list format.

1. Travis is a happy man—or is he?
2. I may take a walk or— No, I lack an umbrella.
3. Liam walks two miles—or a mile if he feels lazy.
4. Miss Breckette, give Susan my notes—notes I made a week ago.
5. Lectures on sculpture, poetry, classical music — hip-hop is taboo —
give visitors broad cultural opportunities.

2.6 The Punctuation Indicator in the Notational Mode

The symbols for punctuation, in both the narrative and the notational mode can be misinterpreted in some contexts unless provision is made to avoid this problem. This section presents some of these issues as they apply to the notational mode. Section 3.4 addresses these issues as they apply to parentheses in both the narrative and the notational mode.

2.6.1 The Effect of the Numeric Indicator

The notational mode established by the numeric indicator (See Section 1.6) persists in spite of intervening commas, colons, or hyphens. (Or slashes, fraction lines, or decimal points which will be studied later).

Examples:

1,000,000

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

8:30

⠠⠠⠠⠠⠠⠠⠠⠠

185057

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

MODE ALERT! Notice that, since these words are notational, the notational comma and colon are used. The hyphen is the same in both modes. These do not present problems here because the narrative mode has its own symbols for comma and colon (and for a period when we need one).

However, we need to be alert to the case where a semicolon, an exclamation point or a question mark occurs in the notational mode! If you check on page 19 you will see that these punctuation marks, in braille, look like the digits 2, 6, and 8 respectively. So we need to use a special symbol, called the **punctuation indicator** ⠠ (456) immediately before these punctuation marks to clarify the meaning of the symbols, but this does not terminate the word or its mode.

Example:

Is my score 80 or 82? ⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠

A notational word and its mode are terminated by a space or dash. Therefore, if any of these occur between numbers, the numeric indicator must be repeated.

Examples:

Look at pages 90, 92 plus 96.

⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠

999—2,000 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

An **exception** to the space as a delimiter is when a space is used to partition a number into short segments to improve readability, or to preserve the format of a telephone number or a social security number. These segments are not considered to be separate numbers and the numeric indicator is not used for each segment. Only one initial numeric indicator, before the first segment, is required, and the entire segmented number must be on one braille line.

Example: 1 800 666 4444 ⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

2.6.2 Additional Considerations of Numbers and Punctuation

Inclusive and connected numbers, often used to report scores or voting results are discussed in Section 14.6.

Proper treatment of very long numbers is discussed in Section 14.8.

Drill 8

Practice brailleing the following sentences, using the itemized list format.

1. See catalog item No. 638.
2. Biology class: 9-11 promptly.
3. Mayor reviews a fifty-auto cavalcade at new race track.
4. Does 143 plus 7 equal 150?
5. We took a major trip – 3500 miles all told.
6. Tell Tracy: 66 rods equals 1,089 feet.
7. Look at page 59 — page 60, too.
8. Hooray! Cubs won 13-8.
9. Dial 1 800 468 4581.
10. Copy all dates on a new page: 1560-65, 1875-81, 1878?-1904.
11. Sunrays promote human life — maybe 93,000,000 miles away.
12. Play piano sonata No. 16; twice!
13. My project requires a look at 1910-14 demographic records.

Reading Practice

Read the following sentences and write them out in longhand. Compare your work with the print version in Appendix A.

There are many different types of people in the world. Some are very kind and helpful, while others are very selfish and mean. It is important to be kind to everyone, even if they are different from you. We should all get along and respect each other's differences. This is the only way we can live in a peaceful and happy world.

EXERCISE

Prepare the following Exercise for submission to the instructor. Use the itemized list format described for Drill 5 on Page 20.

On the first line of each page, center the heading **LESSON 2** in full capital letters. A blank line should follow the heading on the first page *only*. On line 25, place the NUBS braille page number (notational and without a period) at the extreme right-hand margin, allowing the required 3-cell spacing preceding the page number. Do not include the word “page”.

Words should be divided at the end of a line using only the very limited conditions for word division between braille lines as discussed in 2.4.1.

LESSON 2

1. Frank, a husky man, takes a horseback ride once or twice a week.
2. Atlanta, pop. 500,900; Tampa, pop. 356,972; Detroit, pop. 2,306,500.
3. Tony saw big-volume 2006-07 auto sales.
4. Did Uncle David buy a five-room or a six-room villa?
5. A small snack—fruit, biscuits, jelly, tea—is welcome.
6. Did Nick get on a No. 40 or a No. 42 bus?
7. Mr. Fitzpatrick collects textbooks; he has 200 on meteorology, 200 on Greek philosophy, 50 on music, 39 on sociology, 26 on botany, 43 on physiology.
8. Mirage: an optical image.
9. 2007-08 academic progress at Fox Valley College surpasses all prior records.
10. Pick me up at 10:00 — 10:00 promptly!
11. Sign says: WELL-MADE WOOL COATS.
12. A GLOBE-DEMOCRAT full-page ad describes a model home at 8008 Sunset Drive.
13. On May 25, 1,436 cadets graduate.
14. At 6:50 a bell tolls sadly.
15. Happy Valley, Montana, is a classy resort.
16. On July 1 - 3, Gettysburg has a mock battle.

17. Call Morris at 608 237 6531.
18. Craig Adams, physician, 1942-2005.
19. Rebels total approximately 3,500,000.
20. Look at NEWSWEEK, April 17 issue.
21. Total casualties equal 4,653,000.

3.4 Parentheses, Brackets and Braces

When a *left* or *right* parenthesis is in contact with a **narrative** word, the punctuation indicator ⠆ (456) must precede the parenthesis to avoid being interpreted as the contractions for *of* and *with*, to be learned later.

When a *left* parenthesis begins a **notational** word, the notational indicator, ⠇ (56) must precede the parenthesis. If a *left* or *right* parenthesis occurs within a notational word, but is not its first character, no indicator is required. Since no contractions are permitted in a notational word, there can be no misinterpretation of these characters as *of* or *with*.

Examples: (63) ⠆⠆⠆⠆⠆ 52(b) ⠆⠆⠆⠆⠆⠆

For **brackets, braces or other grouping symbols**, no indicators are required, since the braille characters for these symbols cannot be mistaken for other text.

Follow print for the placement and spacing of parentheses, brackets and braces.

Examples:

He hit me (sob). ⠆⠆⠆ ⠆⠆⠆ ⠆⠆ ⠆⠆⠆⠆⠆⠆⠆⠆

Give me a new copy (2008 or any late issue).

⠆⠆⠆⠆⠆ ⠆⠆ ⠆ ⠆⠆⠆ ⠆⠆⠆⠆ ⠆⠆⠆⠆⠆⠆⠆ ⠆⠆ ⠆⠆⠆
⠆⠆⠆⠆ ⠆⠆⠆⠆⠆⠆⠆⠆

I want an old (late 1948) model.

⠆⠆ ⠆⠆⠆⠆⠆ ⠆⠆ ⠆⠆⠆ ⠆⠆⠆⠆⠆⠆ ⠆⠆⠆⠆⠆⠆⠆ ⠆⠆⠆⠆⠆⠆

[See page 10.] ⠆⠆⠆⠆⠆⠆ ⠆⠆⠆⠆ ⠆⠆⠆⠆⠆⠆

When numbers occur within parentheses, follow print. When a missing number is represented in print by a space, the space is retained in braille and ⠆ is a delimiter.

Example:

Susan Naidu (1966-). ⠆⠆⠆⠆⠆⠆ ⠆⠆⠆⠆⠆⠆ ⠆⠆⠆⠆⠆⠆⠆ ⠆⠆⠆

Since the space after the hyphen is a delimiter and is followed immediately by a right parenthesis, we need to insert a mode indicator before the right parenthesis. The mode for this right parenthesis should match the mode before the space, in this case, notational. Any punctuation that follows that right parenthesis should reflect that mode.

3.7.2 Numbers with the Slash

A notational word is not terminated by a slash. When a slash occurs between numbers, the numeric indicator is not repeated after the slash. This is a case where the slash is NOT a delimiter. (Fractions, which have different rules, will be studied in Lesson 14.)

Examples:

9/11 ⠠⠨⠠⠠⠠⠠⠠⠠ Model 8/408 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Drill 10

Practice brailleing the following sentences.

1. Sudan has a dry climate; —— is wet.
2. Dad's new/old philosophy is a puzzle.
3. "He is a d--n fool!"
4. Pick correct reply: man/woman, urban/rural.
5. M——'s record is poor.
6. Mr. —— uses an alias.

EXERCISE

Prepare the following sentences for submission to the instructor.

LESSON 3

1. John asks: "Did I make Mom mad at me, Dad? I didn't want to."
2. Joe (a grumpy man) seldom smiles; Joe's wife (luckily) seems happy.
3. "I'm late—buses simply crawl on slick, icy roads," apologizes Paul.
4. "Oh, don't play silly games," he snaps, "let's look at a video."
5. Is Egypt an equatorial region? [See African map.]
6. Let's take a swim at— Oh, no, I left my swimsuit at home.
7. "Practice Poe's poem 'Annabel Lee,'" Dr. Johnson told Tom's dramatics class.
8. My nephew, Bruce, wrote a second novel two weeks ago.
9. "'Tis true, Juanita," spoke Joseph sadly, "we move next week."
10. We meet at Mr. ——'s twice a week. We plot espionage.
11. Antonyms (opposites): busy/calm, hot/cold, big/small.
12. Dalai Lama (1936-), Tibet's hope, visits Canada.
13. If Major Morris is correct—I hope he is—Bill flies home next autumn.
14. He has a sixty-six-page book at home.
15. Tom B----- is a d--n idiot if he doesn't take John's old job.
16. Semi-circles make half-moons.
17. "Give me a home run or give me a triple" is my motto," says Spillville's cocky second baseman.
18. Franz is a born musician—plays well on a piano, an electric organ (pipe organ too), a cello, trumpet or drums.
19. We saw OILY O'NEILL'S ESCAPADES at a local movie.
20. — oh, I'm sorry!
21. (Dudley left home prematurely. He wrote: my aunt's ideosyncrasies [sic] drove me nuts!)
22. "We'll visit Alaska next July; Memphis is too hot," agrees Danielle.
23. 18,000,079 plus 6,956 plus 13,721 equals —— .
24. Look at my '38 antique Buick.

Lesson 4

One-Cell Whole-Word Contractions

Whole-Word Contractions for: *and, for, of, the, with*

4.1 Contractions in General

To save space and facilitate reading, certain groups of letters appearing frequently in the English language are represented in braille by special characters known as *contractions*. Contractions may utilize one or two cells, and they may represent whole words, parts of words, or both.

Contractions that have the same or similar rules governing them are grouped together and given a name, as in the following section that discusses *one-cell whole-word contractions*. It is important that the names of these groupings be remembered because they will be referred to throughout the course.

4.2 One-Cell Whole-Word Contractions (Alphabet Contractions)

Certain frequently-occurring words in the English language are represented by one-cell alphabetic whole-word contractions. The first of these to be discussed are the one-cell whole-word signs that are represented by a single letter of the alphabet. These are sometime known as the “alphabet contractions”. The following is a complete list of these contractions which should be memorized.

b	but	h	have	p	people	v	very
c	can	j	just	q	quite	w	will
d	do	k	knowledge	r	rather	x	it
e	every	l	like	s	so	y	you
f	from	m	more	t	that	z	as
g	go	n	not	u	us		

Note that, except for *it* and *as*, all these words are represented by their initial letters. Because the letters *a*, *i*, and *o* are also single-letter words in themselves, they cannot be used as contractions for other words. Also, the word “do”, when it represents a note in the musical scale must be spelled out.

Use these contractions to represent the words for which they stand, regardless of the part of speech involved. They are also used to represent whole proper names, such as “*Will Rogers*” and “*Thomas More*.”

It must be emphasized that these contractions can be used to represent *whole words only*, with some modifications as discussed in Lesson 4. Thus, *c* standing alone reads *can*; but *c* cannot be used as a part word to represent *can* in *canopy* because this would be read as the word *copy*. Similarly, *x* cannot be used for *it* in *merit* and *h* cannot be used for *have* in *haven't*.

The letter *s* cannot be added to any of these contractions to form the plural. Thus, the plural of *will* is brailled ⠠⠠⠠⠠⠠⠠, not ⠠⠠⠠.

Note: An apparent exception to this rule is the use of the contraction for *it* in *its*. This word is considered a short-form word and will be studied in Lesson 11.

Drill 11

Practice brailleing the following sentences.

1. You may eat more ravioli if you desire, but you will not like it.
2. Can boys from Camp Quail play baseball on that field every week?
3. Do not set that donut on my bookcase.
4. I am not so very well, as you can see.
5. He is a just man, but not very humane.
6. William's knowledge on that subject is rather vague.
7. So few people like that petty politician—he will surely lose.
8. Ronald can play do, re, mi quite well.
9. Like it or not, we will visit Mr. More next week.
10. Go away, Will — I do not like you.
11. Let us have two sweets.

4.2.4 Capitalization of These Contractions

Although these contractions consist of single letters, they stand for whole words. Therefore, when such words appear in print in full capitals, in braille the capitalized-word indicator precedes the contraction.

Example:

I can go home EVERY week!

⠠⠠ ⠠ ⠠ ⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠

Remember: the capitalized-word indicator is not repeated after a hyphen in a fully-capitalized word because the hyphen is not a delimiter.

Example: CAN-DO! ⠠⠠⠠⠠⠠⠠

Drill 12

Practice brailleing the following sentences.

1. If I apply sun block it's very likely I won't get a sunburn.
2. "JUST-DO-IT!" yells Sam.
3. Will's people will visit us next week, but Jack can't make it.
4. Todd is quite a can-do guy; not like my uncle at all.
5. Willie will/won't play ball.
6. A milk-can blocks every exit at James More's Dairy.
7. "Deposit all soda-cans on my left," Tracy tells patrons.
8. Philip snubs us, but I will not do likewise, as I feel no ill will.
9. If you make a will, I rather hope you'll give John that cottage on Lake Willet.
10. A primitive people's tools may seem very crude but practical.
11. That road is so bad; it'll take a week or more if you go that way.
12. Self-knowledge is wisdom.
13. I want t'have a bike like Brian has.

4.3 Whole-Word Contractions for: *and, for, of, the, with* and Sequencing

The next group of contractions to be studied is as follows:

and	⠆	(dots 12346)	the	⠆	(dots 2346)
for	⠆	(dots 123456)	with	⠆	(dots 23456)
of	⠆	(dots 12356)			

Unlike the one-cell whole-word contractions just studied, the contractions for *and, for, of, the, and with* are used to represent either whole words or parts of words. When used as whole words or when two or more of them appear in **sequence**, these contractions, as well as the words *to, into, and by* which you will learn about later, can, under very specific combinations, be brailled with no space between them. This is called “sequencing”.

Remember, when we learned the braille definition of **word**, (Section 1.7), we mentioned that there would be exceptions to that definition. This is one of those exceptions. Words that are joined under the “sequencing” rules retain their individual-word status. Examples will demonstrate this later.

The chart below shows whether these words can attach to other such words that follow them. For example, **for** can attach to **the** but not to **with**.

↓ These words can ↓ attach to	↓ These words ↓ that follow
and	for, of, the, with, a
for	the, a
of	the, a
with	the, a
the	none
a	none

Examples:

The mayor will labor for and with the people of the village.

⠆⠆ ⠆⠆⠆⠆⠆⠆ ⠆ ⠆⠆⠆⠆⠆⠆ ⠆ ⠆⠆⠆⠆ ⠆ ⠆⠆⠆ ⠆⠆⠆⠆⠆⠆⠆⠆⠆⠆⠆⠆⠆⠆⠆⠆

Music for a Flute and a Piano

⠆⠆⠆⠆⠆⠆⠆⠆ ⠆⠆⠆ ⠆⠆⠆⠆⠆⠆⠆⠆ ⠆⠆⠆ ⠆⠆⠆⠆⠆⠆⠆⠆⠆

Notice that the sequence ⠠⠠⠠ -- “and with the” -- in the first example, would appear to be a word since it is bounded by spaces. However, since it is the results of sequencing three separate words, it is not treated as a single braille word. You will see the effect of this rule when the various elements of the sequencing have different fonts, such as capitals, italics, etc.

In the case where two or more of these contractions should be joined but there is not enough room at the end of the line for all of them, carry all such joined words over to a new line.

Remember: Although whole-word contractions for *and*, *for*, *of*, *the*, and *with* can sometimes be joined to each other as shown in the above table, they cannot attach to the one-cell, whole-word contractions learned earlier.

Example:

And for you, I have a gift.

⠠⠠⠠ ⠠⠠ ⠠⠠ ⠠ ⠠ ⠠⠠⠠⠠⠠

[not] ⠠⠠⠠⠠⠠ ⠠⠠ ⠠ ⠠ ⠠⠠⠠⠠⠠

4.3.1 With punctuation and indicators

These contractions are not brailled together if any punctuation or indicators occur between them. Therefore, when two or more of these words are initially capitalized and follow one another in titles, headings, or other such material, they are not joined—and the appropriate capital indicator is placed before each of the words. Of course, this does not occur in a capitalized phrase, since no capitalization indicator occurs between the words of the phrase.

Examples:

MUSIC FOR A FLUTE AND A HORN

⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠

Toni and The Dog

⠠⠠⠠⠠⠠ ⠠ ⠠⠠ ⠠⠠⠠⠠

Dave looks and (with a smile) waves.

⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

4.3.2 In Hyphenated Compound Words

Like the one-cell whole-word contractions, the contractions for *and*, *for*, *of*, *the*, and *with* are used in hyphenated compound words.

Example:

man-of-the-trade ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

4.3.3 With Slashes

Unlike the one-cell whole-word contractions (the alphabet words), these contractions, whether used as whole words or parts of words (see 4.4 below), CAN be used when in contact with a slash.

Example:

and/but ⠠⠠⠠⠠⠠⠠ us/we ⠠⠠⠠⠠⠠⠠

Drill 13

Practice brailleing the following sentences.

1. We will go for a hike with the girls.
2. The glee club sang "For The Glory Of The Flag."
3. David gave a book review on Jack London's THE CALL OF THE WILD.
4. The play at the Orpheum is just a run-of-the-mill melodrama.
5. I'll have a salad and/or just a cup of tea.

4.4 Part-Word Contractions for: *and, for, of, the, with*

In general, these contractions are used as parts of *words* wherever the letters they represent occur. Thus, the sign for *and* is used in *hand, sandy, and Andrew*; the sign for *for* is used in *forge and forum*; the sign for *of* is used in *off, office, and roof*; the sign for *the* is used in *then, Thelma, and theory*; and the sign for *with* is used in *withhold and withe*. Note that the use of these signs does not depend on pronunciation; whether the vowel is short or long, whether the consonant is hard or soft, or in the case of the sign for *of* whether the o is part of a double vowel, as in *roof*.

Example:

Ethel and Sandy fell off the platform and onto the bandbox.

⠠⠠⠠⠠⠠⠠ ⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠ ⠠⠠⠠⠠⠠⠠⠠ ⠠ ⠠⠠⠠⠠⠠⠠ ⠠
⠠⠠⠠⠠⠠⠠

Remember: When these contractions are used as parts of words, those words cannot be joined to other whole word contractions.

Example:

land of the people ⠠⠠ ⠠⠠⠠ ⠠ [not] ⠠⠠⠠⠠⠠⠠ ⠠

4.5 Rules for All Part-Word Contractions

In future lessons you will learn many contractions like *and*, *for*, *of*, *the*, and *with* that can be used as parts of words. The following rules apply to *all* part-word contractions.

4.5.1 When All of the Letters of a Contraction Fall into the Same Syllable

A part-word contraction is always used when all of the letters of the contraction fall into the same syllable, as in *profligate*, *profit*, and *formula*.

4.5.2 Syllable Divisions

There are special rules regarding the use of contractions that bridge over syllable divisions. For purposes of clarity, the terms *major* and *minor* are used in this manual to explain the different types of syllable division. These divisions may also be referred to as primary and incidental syllable divisions.

4.5.2.1 Major Syllable Divisions

Do not use a part-word contraction when the letters of the contraction would overlap a major syllable division. Major syllable divisions occur in just three places:

- (1) Between a prefix and a base or root word. Thus, the *of* contraction is not used in *professor*, *profane* or *profile*. Note that the letters *pro* are not always prefixes—as in *profit* and *product*, for example.
- (2) Between a suffix and a base or root word. There are no examples using the contractions you have learned so far to demonstrate this rule, but you will become acquainted with some in Lesson 6.
- (3) Between the components of a solid compound word. Therefore, the *of* contraction cannot be used in *photoflood* or *twofold*.

All other syllable divisions are considered *minor syllable divisions*.

4.5.2.2 Minor Syllable Divisions

Part-word contractions are used when they overlap minor, or incidental, syllable divisions, regardless of pronunciation, as in *sofa* (⋮ ⋮ ⋮), *Sofia* (⋮ ⋮ ⋮ ⋮), and *scandal* (⋮ ⋮ ⋮ ⋮). A few exceptions to this rule will be discussed later.

4.5.3 Contraction Preference

When a choice must be made between two possible contractions, preference is given to the contraction that saves the greater amount of space. It is for this reason that the sign for *with* is used in *withe* rather than the sign for *the*.

4.5.4 Word Etymology

Many of the rules in braille require some understanding of the structure and roots of words. A good dictionary includes the etymology of each word, thus indicating prefixes and suffixes, which can be helpful when trying to decide whether a contraction should or should not be used in braille. The *Typical and Problem Words* list in Appendix D is also a helpful tool. It lists over 2,500 words showing proper syllable division and contraction usage.

An even more comprehensive source is the *Braille Enthusiast's Dictionary* (compiled and edited by Alan J. Koenig and M. Cay Holbrook, ISBN 0-9634229-7-9, SCALARS Publishing, P.O. Box 382834, Germantown, TN, 38183-2824, 1-901-737-0001, www.scalarspublishing.com).

Drill 14

Practice brailleing the following sentences.

1. The family that lives next door took Theodore and me for a ride on the trolley.
2. He spoke the phrase with emphasis: "The land of the free and the home of the brave!"
3. You will profit from the lecture on mathematical theory, and for once, you will see the value of it.
4. Foreign travel has a twofold purpose: It helps you relax, and it gives you an idea of the way other peoples live.
5. You can tie the bundle with the withe that's withheld from the other job.
6. My wreck of a sofa looks as if it came from Europe with the Pilgrims.
7. I will live with and provide for the forlorn old man.
8. Samuel will give the girl he is fond of a brand-new Ford.
9. We'll take off for Cleveland on a plane and, for the sake of economy, we'll return on a bus.
10. Sandra forgot the sandals, the bandanna, the box of candy and the thermos bottle that I left on the sofa.
11. The professor will hold a forum on foreign policy.
12. Twanda gave me back my copy of Bunyan's "Pilgrim's Progress," with profuse apologies.
13. Patrice will play next the Andante from Haydn's "Surprise Symphony."

Reading Practice

Write the following sentences in longhand. Compare your work with the print version in Appendix A

1. The first sentence is a long line of Braille characters.

2. The second sentence is a long line of Braille characters.

3. The third sentence is a long line of Braille characters.

4. The fourth sentence is a long line of Braille characters.

5. The fifth sentence is a long line of Braille characters.

6. The sixth sentence is a long line of Braille characters.

7. The seventh sentence is a long line of Braille characters.

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13. The thirteenth sentence is a long line of Braille characters.

14. The fourteenth sentence is a long line of Braille characters.

15. The fifteenth sentence is a long line of Braille characters.

16. The sixteenth sentence is a long line of Braille characters.

17. The seventeenth sentence is a long line of Braille characters.

18. The eighteenth sentence is a long line of Braille characters.

19. The nineteenth sentence is a long line of Braille characters.

20. The twentieth sentence is a long line of Braille characters.

EXERCISE

Prepare the following sentences in list format for submission to the Instructor.

LESSON 4

1. I will not help you with the essay, for that is not quite fair.
2. Will has an adequate theoretical knowledge of the subject but can't apply that knowledge very well.
3. I can go with you, but I'd rather not.
4. We fill every vacancy as soon as we can.
5. Sandy's plane took off from Dulles Airport at noon.
6. Do is a note on the diatonic scale.
7. Just a bit of humor helps people forget small worries.
8. Let us write at once and ask for tickets for AS YOU LIKE IT.
9. I'd like t'have that.
10. William and Theresa will gather forget-me-nots from the woods.
11. Mike Sanford tries, but it's not likely that he will make the grade.
12. Do you want two cans of plums as well as the can of apricots?
13. The have-nots of Turnville will profit from the mayor's new rule.
14. Oh, Randy, will you give Esther that pecan? You ate all the almonds.
15. Let us locate Sofia on the map of Europe.
16. The husky sophomore halfback made the goal that won the game.
17. Cy's language is very crude and likewise profane; and for a fact I hope he will reform.
18. I'd go with you, but my d--n rheumatism keeps me home.
19. Will you ask for and pay my bill at the hotel?
20. The woman I spoke with a week ago came back for more details.
21. Swift's THE BATTLE OF THE BOOKS is a satire.
22. Pick the appropriate response: My pants do/don't fit anymore.
23. As the happy-go-lucky man races onto the railroad platform, he exclaims:
"I've got no more'n two seconds for adieus!"

24. “That — so-and-so took off with my new truck!”
25. The Athenians won a moral victory at Thermopylae.
26. San Francisco, California, has a very unusual climate.
27. The girls will travel with and baby-sit my small son on the trip.
28. The Netherlands is a land of man-made dikes and canals.
29. The nosy visitor drawls: “I just met up with Aunt Ethel, and Auntie gave me all the village scandal and ‘dirt’.”
30. Fortune is an elusive will-o'-the-wisp.
31. Hit with a rock, the pickpocket writhed with agony.
32. A force of 1,000 Yankees securely held the fort despite the very valiant assaults of the Rebels.
33. He is not quite as tall as I am, but he is more agile.
34. Mandy spoke with emphasis: “I demand that you probate Uncle Elmore's and Aunt Alexandra's wills at once.”
35. I have a jigsaw puzzle for the kids, and for the adults I have a box of homemade candy.
36. For the next lesson you will practice the Andante of the Sonata.
37. The objective of the naval campaign is twofold, the blockade of all ports of the foe and the removal of the foe's fleet as an active force.
38. The plane rose 15,000 feet — a safe altitude for that region.
39. The grey-and-black clad forces met at the crossroads.

Lesson 5

Whole-Word Contractions for: *child, shall, this, which, out, still*

Part-Word Contractions for: *ch, sh, th, wh, ou, st*

Ordinal Numbers, Plural and Possessive Numbers

5.1 In General

Like the contractions *and, for, of, the, and with*, the contractions to be studied in this lesson represent certain letter combinations that can represent a whole word or part of a word. When standing alone, or when attached to font indicators, they represent a whole word beginning with those letter combinations. However, when they are connected to other letters they take on their letter meaning and become part of a word. These contractions and their meanings are as follows:

<u>Contraction</u>	<u>Whole-Word Meaning</u>	<u>Part-Word Meaning</u>
⠠⠠⠠	child	ch
⠠⠠⠠	shall	sh
⠠⠠⠠	this	th
⠠⠠⠠	which	wh
⠠⠠⠠	out	ou
⠠⠠⠠	still	st

5.2 Whole-Word Contractions for: *child, shall, this, which, out, still*

When these contractions stand alone they represent whole words.

Example:

This child, which is still out, shall eat late.

⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

5.2.1 With an Apostrophe

The only instances in which these whole-word contractions may be used with the apostrophe are in the words *child's* and *still's*. Thus, the whole-word contraction for *this* is not used in *this'll* and the whole-word contraction for *which* is not used in *which'll*.

5.2.2 In Hyphenated Compound Words

These whole-word contractions are joined to other words by the hyphen to form hyphenated compound *words*, whether such words are written on one line or divided between lines.

Examples:

still-life	out-and-	⠠⠠⠠⠠	child-of-	⠠⠠⠠⠠
⠠⠠⠠⠠⠠⠠	out lie	⠠⠠⠠⠠	the-dawn	⠠⠠⠠⠠⠠⠠

5.2.3 As Proper Names

Like other whole-word contractions, these signs are used to represent proper names, such as (*Still*), *Morris* (*and*) *Associates*.

Drill 15

Practice brailleing the following sentences.

1. Does the child want this book?
2. Shall I pick out a new hat for you?
3. Which is correct, "I shall" or "I will?"
4. This brew came from Uncle Randy's new still.
5. The breeze blew my notes every-which-way.
6. That child's hair-do is rather out-of-date.
7. "Which way out?"
8. My old roommate from Still Pond still pays me a visit every fall.
9. I keep busy with this-and-that.

5.3 Part-Word Contractions for: *ch*, *sh*, *th*, *wh*, *ou*, *st*

In general, these signs are used as part-word contractions whenever the letters they represent occur within a word, even if they overlap a minor syllable division. Thus, the sign for *ch* is used in *Chicago* and *scratch*; the sign for *sh* in *shoe* and *hush*; the sign for *th* in *thorn* and *filth*; the sign for *wh* in *what* and *whale*; the sign for *ou* in *proud*, *four*, and *coupon*; the sign for *st* in *state*, *past*, and *pistol*; the signs for *th* and *st* in *thistle*; the signs for *ou* and *ch* in *touch*; and the signs for *wh* and *st* in *whitest*.

When *St.* is used as an abbreviation, as for Street or Saint, it is notational.

Examples:

St. Peter	⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠
Broad St.	⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠

Whenever these contractions are joined to other letters they take on their part-word meaning and lose their whole-word status. This rule applies even if a word is divided between lines and the letters of a contraction stand on a line alone.

Examples:

grandchild	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	grand-	⠠⠠⠠⠠
		child	⠠⠠⠠⠠

5.3.1 Prefixes

As stated in the previous lesson, a contraction should not be used where part of the letters fall into a prefix and the rest fall into a base or root word. Thus, the sign for *sh* cannot be used in *mishap* or *mishandle*; the sign for *ou* cannot be used in *prounion*; and the sign for *st* cannot be used in *mistake* or *mistrust*.

5.3.2 Solid (Unhyphenated) Compound Words

Part-word contractions are not used where they fall partly into one component of a solid compound word and partly into another. Thus, the sign for *sh* is not used in *dachshund*; the sign for *th* is not used in *porthole*; the sign for *wh* is not used in *rawhide*; and the sign for *st* is not used in *crostrees*.

5.3.3 Contraction Preference

As you learned in the last lesson, when you have a choice between two contractions, the one that uses the least space is usually preferred. Therefore, the contraction for *the*, not the contraction for *th*, is used in *theory*, *mathematics*, *theology*, and the like.

5.3.4 *Sh*

When *sh* is used to mean an admonition to silence, the contraction for *sh* cannot be used because it bears its whole-word meaning *shall* when standing alone. The letters *sh*, when standing alone or with punctuation only, are notational, where contractions are not allowed. If additional letters are added to *sh*, as in *shhh*, the word is still notational. and the *sh* contraction is not used.

Example:

Tex recites, "Sh! Shhh! Out of the canyon ride the bandits!"

⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠⠠⠠⠠⠠	⠠⠠
⠠⠠	⠠⠠⠠⠠⠠⠠⠠⠠	⠠⠠⠠⠠	⠠	⠠⠠⠠⠠⠠⠠⠠⠠⠠

Reading Practice

Write the following sentences in longhand. Compare your work with the print version in Appendix A.

1. The first sentence is in Braille.

2. The second sentence is in Braille.

3. The third sentence is in Braille.

4. The fourth sentence is in Braille.

5. The fifth sentence is in Braille.

6. The sixth sentence is in Braille.

7. The seventh sentence is in Braille.

8. The eighth sentence is in Braille.

9. The ninth sentence is in Braille.

10. The tenth sentence is in Braille.

11. The eleventh sentence is in Braille.

12. The twelfth sentence is in Braille.

13. The thirteenth sentence is in Braille.

14. The fourteenth sentence is in Braille.

15. The fifteenth sentence is in Braille.

16. The sixteenth sentence is in Braille.

17. The seventeenth sentence is in Braille.

18. The eighteenth sentence is in Braille.

19. The nineteenth sentence is in Braille.

20. The twentieth sentence is in Braille.

EXERCISE

Prepare the following Exercise for submission to the instructor.

LESSON 5

1. The child's worn-out doll is still a favorite toy.
2. Mr. McDougall lives at 4325 43rd St., Chevy Chase.
3. Christy's closet is full of sheets, washcloths, dishcloths, and other household items.
4. The story of Jonah and the whale thrills my small grandchild.
5. We shall move from St. Paul Street as soon as we can locate a satisfactory house.
6. On the 21st of this month school'll close for a couple of weeks, which'll cause nobody grief.
7. Still College is a famous school of osteopathy, and Still's curriculum is very broad.
8. Christmas celebrates the birth of the Child of Bethlehem.
9. The lively man sang tunes, told outlandish stories, and did a jig.
10. Without Kathy's help we'd have lost the game.
11. You may go outside and play while I bathe and dress.
12. The smallest mishap will cause the failure of our plan.
13. We stand at the threshold of further, more significant, space travel.
14. I hope the jockey doesn't strike the horse with that rawhide whip.
15. D'you suppose I can buy fresh fruit at the store on 22nd Street?
16. "Let's hunt up an out-of-the-way place for our still," proposes Whiskey Joe.
17. The Whitmans expect the new baby on the 29th of July.
18. This Christmas Grandpa will recite A VISIT FROM ST. NICHOLAS for Sheila.
19. Why did the Czechoslovakians mistrust the Austrians?
20. We ate a tasty lunch at a Childs Restaurant and then saw a top-notch play.
21. The boys will take the new shallop out for a three-hour sail on the Wabash.

22. Both of the candidates expect an out-and-out victory.
23. This is a list of my husband's favorite authors: Hawthorne, Poe, Walt Whitman, Shelley, Johann Goethe, Balzac, Proust, Mann, John Galsworthy, Chekhov and Dostoevski.
24. Every August we escape the metropolis for a few weeks of outdoor life on the Thousand Islands.
25. Which story will you publish?
26. "If you devour all that fresh fruit you'll get a stomach ache," she told the gluttonous child.
27. It's a shame that we can't provide that destitute child a home.
28. A loud cry of anguish came from the boy: "Ouch! My tooth aches!"
29. The prounion forces will urge a strike for more safety devices.
30. I still recall the fury of the big storm of '85, which came up out of the southeast.
31. "Sh," admonishes the nurse, "the child's at last asleep."
32. My husband took our dachshund out for a walk.
33. A thistle has thorns.
34. You look quite ill; shall I call a cab?
35. The candy store has chocolates, which is exactly what I want.
36. I wish you'd stand still so I can fix this hem.
37. You're a knock-out, Beth, with that hair-do.
38. Mom says this is a list of thou-shall-not rules.
39. Put out/douse the fire.
40. This'll go well with my new shirt.
41. That child is still-as-a-mouse.
42. Can you scratch my back? It itches.

Lesson 6

Part-Word Contractions for: *ar, ed, er, gh, ow, ble, ing*

6.1 In General

The following contractions are part-word contractions; they cannot be used as whole words except in the specific cases discussed in Section 6.4.

<u>Contraction</u>	<u>Part-Word Meaning</u>
∴	ar
∴	ed
∴	er
∴	gh
∴	ow
∴	ble
∴	ing

Except where specific rules limit their use, these contractions are used as parts of words wherever the letters they represent occur. Thus:

Ÿ the sign for *ed* is used in:

Edith (*Ed*)*i*(*th*), need *ne*(*ed*), edelweiss (*ed*)*el*weiss, sedan *s*(*ed*)*an*, red *r*(*ed*)

Ÿ the sign for *ar* is used in:

Arkansas (*Ar*)*kansas*, cheddar (*ch*)(*ed*)*d*(*ar*), garbage *g*(*ar*)*bage*, bare *b*(*ar*)*e*

Ÿ the sign for *er* is used in:

error (*er*)*ror*, whimper (*wh*)*imp*(*er*), fern *f*(*er*)*n*, Peru *P*(*er*)*u*, sherry (*sh*)(*er*)*ry*

Ÿ the sign for *gh* is used in:

ghoulish (*gh*)(*ou*)*li*(*sh*), laugh *lau*(*gh*), sight *si*(*gh*)*t*, thorough (*th*)*or*(*ou*)(*gh*)

Ÿ the sign for *ow* is used in:

own (*ow*)*n*, towel *t*(*ow*)*el*, show (*sh*)(*ow*), toward *t*(*ow*)(*ar*)*d*, drowsy *dr*(*ow*)*sy*

Ÿ the sign for *ble* is used in:

marble *m*(*ar*)(*ble*) Bible *Bi*(*ble*), goblet *go*(*ble*)*t*, problem *pro*(*ble*)*m*

Ÿ the sign for *ing* is used in:

swinging *sw*(*ing*)(*ing*), ginger *g*(*ing*)(*er*), finger *f*(*ing*)(*er*), fringe *fr*(*ing*)*e*

6.1.1 Prefixes

Like the contractions previously studied, these contractions are not used where part of the letters of the contraction fall into a prefix and the rest into a root or base word. Thus, the sign for *ed* is not used in *reduce*, *deduce*, *edict*, *predict*, or *predate*. Similarly, the sign for *er* is not used in *derogatory*, *prerogative*, *erect*, *erupt*, *rerun*, or *derail*. The sign for *ble* is not used in *sublet*, nor the sign for *ar* in *infrared*.

In a few words, the beginning letters *se* constitute a prefix meaning “apart.” When that prefix is followed by the letter *d*, as in *seduce* and *seditious*, the *ed* contraction cannot be used because it would overlap between the prefix and the root word. An exception occurs in the case of the word *sedate*, where the sign for *ed* is not used even though *se* is not a prefix.

Another exception to this rule occurs in a few familiar words that begin with the letters *ar*. In the easily read words *around*, *arise*, and *arose* the *ar* contraction is used, even though in these cases the *a* is a prefix.

Note: Remember the very strong rule that says that when all of the letters of a contraction fall into the same syllable, the contraction is used. Although the *er* contraction cannot be used in *derive* because *de* is a prefix, it is used in *derivation* because both the *e* and the *r* fall into the same syllable.

6.1.2 Suffixes

These contractions are not used where part of the letters comprising them falls into a base or root word and the remainder into a suffix. Thus, the sign for *ed* is not used in *freedom* or *boredom*.

Use caution when transcribing words that end in *ry* and *ery*. When the suffix *ry* is added to words such as *image*, *rifle*, and *savage*, creating *imagery* (*im/age/ry*), *riflery* (*ri/fle/ry*), and *savagery* (*sav/age/ry*), the *er* contraction cannot be used. However, when *ry* is added to *slave* and *bake* to create *slavery* (*slav/er/y*) and *bakery* (*bak/er/y*), the *er* contraction is used because all the letters of the contraction fall within the same syllable—a rule that takes precedence over the suffix rule.

6.1.3 Solid Compound Words

As has been stated previously, contractions are not used where they fall partly into one component of a solid compound word and partly into another. Thus, the sign for *ed* is not used in *kettledrum*, the sign for *er* is not used in

stateroom, the sign for *th* is not used in *sweetheart*, and the sign for *gh* is not used in *foghorn*. Nor is the *st* contraction used in proper names such as *Johnstown* or *Charlestown*. (Note, however, that when such names are shortened to *Johnston* or *Charleston*, the *st* contraction is used.)

6.1.4 Digraphs (Diphthongs) and Trigraphs

In order to preserve proper pronunciation, the letters of a digraph or a trigraph must not be separated. There are exceptions to this rule that will be discussed in later lessons.

- A DIGRAPH is any two adjoining letters that combine to make one sound, e.g., the *ph* in *graphic*.
- A DIPHTHONG is a digraph composed of two adjoining vowels that make one sound, e.g., the *oi* in *coil*.
- A TRIGRAPH is three letters combining to make one sound, e.g., the *eau* in *bureau*.

Because the *ae* in *aerial* and the *oe* in *Goering* are diphthongs and cannot be separated, the *er* contraction cannot be used; nor can the sign for *ed* be used in *Oedipus*, *encyclopaedia*, or *aedile*. *Ble* cannot be contracted in *tableau* because to do so would separate the letters of the trigraph *eau*.

There is an exception to this rule. When common suffixes such as *er* and *ed* are added to base words ending in a vowel, which sometimes creates a digraph or trigraph, the *er* and *ed* contractions are used. Examples:

cano(ed)	to(ed)	(sh)o(ed)	(sh)o(er)	emb(ar)go(ed)
boo(ed)	woo(er)	do(er)	(sh)ampoo(er)	

- Note that not all adjoining vowels are diphthongs. For example, in the words *coeducate* and *coerce* the *ed* and *er* contractions are used because the *oe* does not combine to form a diphthong (one sound)—and all of the letters of the contraction fall into the same syllable.
- Note: The diphthongs *ae* and *oe* are sometimes printed together (æ, œ). In braille they are transcribed as separate letters. Use a transcriber's note (to be studied in Lesson 12) to explain this change.

6.1.5 Avoiding Difficulty in Pronunciation

Another general restriction on the use of contractions is that they are not used if their use would cause difficulty in pronunciation, especially in uncommon or rarely used words. For example, the sign for *ed* is not used in *Airedale*, *battledore*, *skedaddle*, or *predacious*, nor should the sign for *ing* be

Drill 17

Practice brailleing the following sentences.

1. Our corner drugstore is having a big sale on toothbrushes, cigars, bath powder, cigarette lighters, bubble bath, dishes, thimbles and needles.
2. The Hagerstown Almanac predicts snow for March 29.
3. If my salary is reduced, we can't redecorate the living room as planned.
4. He derived a huge profit from the sale of barley last year.
5. "Will you erase the blackboard, Lonnie, and redo the lesson?"
6. Victorian ladies loved battledore, a game played with a racket and a shuttlecock.
7. Carol arose early this morning and studied for the arithmetic test.
8. The colony Sir Walter Raleigh sponsored at Roanoke predated the Jamestown colony.
9. A thorough knowledge of the Spanish language is a prerequisite for the South American service.
10. "What a hat — it's absolutely smashing!"
11. The Russians slaughtered the Hungarian Freedom Fighters with tanks and artillery.
12. THE TEMPEST is full of striking imagery.
13. The blast of the foghorn warned of lurking danger.
14. The tuberose is a fragrant, white, lily-like flower.
15. Our new neighbors came from the town of Rosedale, Michigan.
16. He plans on making a career of aerodynamics.
17. Dick Hoerner starred for the Los Angeles Rams.
18. The Roman aedile supervised the games at the Colosseum.
19. Shanghai is a port on the Huangpu River.

6.2 *Ing* or *ble* at the Beginning of a Word

There is one restriction on the use of the signs for *ing* and *ble* that does not apply to the other contractions in this lesson, namely, that they are not used at the beginning of a word. Thus, the sign for *ing* is not used in *ingot*, nor the sign for *ble* in *blemish* or *bled*. Even when such a word comes after the hyphen in a hyphenated compound word, as in *once-blemished*, the contraction cannot be used. Notice that, although the symbol for *ble* is the same as the numeric indicator, the non-use of *ble* at the beginning of a word prevents any misinterpretation.

6.3 Retaining the Usual Braille Form of a Base Word

Still another general rule restricting the use of contractions is that a contraction is not used if it would result in an alteration of the usual braille form of a base word. Thus, because the usual braille form of the word *blemish* does not contain the contraction for *ble*, this contraction must not be used when a prefix is added to it, as in *unblemished*. Similarly, the word *ingenuous* does not use the sign for *ing*, nor does the word *disingenuous*. The word *blend* does not contain the sign for *ble*, nor should the word *pitchblende*. In such words, the contractions are not used whether the word is written on one braille line or whether it is divided between lines.

Examples:

noseble(ed)	nose-
	ble(ed)

6.4 Part-Word Signs Standing Alone

Even though the part-word signs studied in this lesson have no whole-word meanings, they are used to represent the proper name *Ed*, the abbreviation *Ed.* (editor), the vocal sound of hesitation *er*, and the exclamation *ow*.

Example:

Ed mumbled, “Er — I hope the shot won't hurt — Ow!”

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      ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠
    ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠
  
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6.5 Choice Between Alternative Contractions

6.5.1 Preference for Contractions Saving Greater Space

Where a choice must be made between two alternative contractions or combinations of contractions, preference should be given to that contraction or combination of contractions that uses the fewest number of braille cells.

Examples:

ba(the)s	[not]	ba(th)es
(with)(er)	[not]	wi(the)r
m(ar)(ble)d	[not]	m(ar)bl(ed)
tum(ble)r	[not]	tumbl(er)

6.5.2 Preference for the Contractions for: *and, for, of, the, and with*

Where alternative contractions or combinations of them would occupy the same amount of space, preference is given to the part-word contractions for *and, for, of, the, and with*.

Examples:

bro(the)r	[not]	bro(th)(er)
nor(the)rn	[not]	nor(th)(er)n
soo(the)d	[not]	soo(th)(ed)

Drill 18

Practice brailleing the following sentences.

1. Ginger ale will quiet an upset stomach now and then.
2. "I Got Spurs That Jingle Jangle Jingle" sings the carefree western cowhand.
3. Her hair is slightly tinged with gray, but her eyes have the sparkle of youth.
4. During the storm the gale blew all the flower pots off the front porch.
5. While visiting Switzerland, we learned that the edelweiss is a favorite flower of that area.
6. Aloysius is a brilliant scholar, but he will not study without coercion.
7. Ed's plane landed on the fringe of the runway.
8. I didn't like boxing practice last week; it left me with a nosebleed.
9. Doctor Sam Johnston has an unblemished record as a surgeon.
10. Frederick's nostrils savored the tantalizing aroma of coffee arising from the downstairs flat.
11. "Ow!" shouted the professor as he dropped the stack of books.
12. "Let's see," pondered Jerry, "it's—er—four more weeks until school is out."
13. She gave Steve a withering look and exclaimed, "I wish you'd bathe every now and then!"
14. She loathed the bitter northern climate; and that is why she soon moved south.
15. The cricket is the harbinger of the early approach of the fall of the year.
16. Erika gave a sigh of boredom as she waited for the others.
17. The seductive perfume of flowers filled the night air.
18. This marble-top coffee table looks very nice with a modern sofa.
19. The child coughed, and her sister sneezed.
20. Though the policeman is tough, he is fair.

Reading Practice

Write the following sentences in longhand. Compare your work with the print version in Appendix A.

1. The first sentence is written in Braille.

2. The second sentence is written in Braille.

3. The third sentence is written in Braille.

4. The fourth sentence is written in Braille.

5. The fifth sentence is written in Braille.

6. The sixth sentence is written in Braille.

7. The seventh sentence is written in Braille.

8. The eighth sentence is written in Braille.

9. The ninth sentence is written in Braille.

10. The tenth sentence is written in Braille.

11. The eleventh sentence is written in Braille.

12. The twelfth sentence is written in Braille.

13. The thirteenth sentence is written in Braille.

14. The fourteenth sentence is written in Braille.

15. The fifteenth sentence is written in Braille.

16. The sixteenth sentence is written in Braille.

17. The seventeenth sentence is written in Braille.

18. The eighteenth sentence is written in Braille.

19. The nineteenth sentence is written in Braille.

20. The twentieth sentence is written in Braille.

EXERCISE

Prepare the following Exercise for submission to the instructor.

LESSON 6

1. “The moving finger writes and having writ moves on.”—Omar Khayyam
2. The town sorely needed more civic progress and a change of politicians.
3. It is highly probable that the bill will pass overwhelmingly.
4. The remark Meg made is far from flattering, I can assure you.
5. George Washington, a redoubtable soldier, excelled as a statesman as well.
6. Jack says the towhee resembles the sparrow, but I don't agree.
7. The volcano erupted, causing serious loss of life and property.
8. She will sublet her house during her sojourn abroad.
9. Hitler, Goering and Himmler ruled the Third Reich with an iron hand.
10. The Atlantic Charter proclaimed the “Four Freedoms.”
11. The new doghouse will keep Rover warm during the cold months.
12. The cut on Tanya's forefinger bled profusely.
13. The kettledrums are slightly off pitch, but once we get them fixed nobody will call our orchestra mediocre.
14. Gramp's old radio has an outside aerial.
15. They practiced riflery for an hour.
16. As the waitress set the salad on the table, he looked at it curiously and queried, “Did I order this, or— er—did another person want it?”
17. The Romans respected the aediles, who kept law and order.
18. Michael's Airedale, Tweedledum, won third prize at the local dog show.
19. The tiger is a predacious animal.
20. Boys shanghaied on the streets of Liverpool served on sailing ships.
21. The two outstanding track stars will rerun the hundred-meter dash.
22. Harry feels Margaret sings like a mockingbird, but Paul has another idea.
23. The coercive acts of the military turned people away from them.
24. William Morrow published Nevil Shute's **TRUSTEE FROM THE TOOLROOM** posthumously.

25. The United States Army will not tolerate malingerers.
26. Are you taking a stateroom for the trip home?
27. On arriving at Singapore, Edmond cabled the Chicago office for further orders.
28. The Cherry Blossom Festival is emblematic of Japanese-American mutual respect.
29. Roger Babson predicted the stock market crash of 1929.
30. Our proceeds from the last bingo game exceeded anything we anticipated.
31. I've promised Mom that I will take care of Mr. Snow's widow.
32. An unblemished record is a valuable asset for any politician.
33. While visiting Cairo I arose at five for the purpose of hearing the prayer call from the mosque.
34. Any adverse criticism of America's foreign policy arouses Howard's anger.
35. "Ow!" cried Ed, as the doctor roughly removed the bandage.
36. OEDIPUS REX is a famous tragedy of Sophocles.
37. The plants are withered from lack of water.
38. The melody of The Lost Chord soothes and relaxes my tired nerves.
39. The COURIER-JOURNAL carried a scathing editorial on the abuse of the magistrate's prerogatives.
40. He spoke eruditely and with fervor on the art of the Edwardian Era.
41. Eddie, Sherry, and Edythe will go downhill skiing on the 17th of March.
42. Hannah Marie wore pearl earrings and a brooch set with amethysts for the dress rehearsal.
43. The dignified Duchess hired a sedan chair for her tour of Shanghai.
44. The governor ordered the seditious periodical suppressed.
45. The doctor ordered a sedative for the hysterical victim.

In Appendix E (Summaries) there is a summary of the contractions you have learned in Lessons 4 through 6.

Lesson 7

Whole-Word Lower-Sign Contractions for: *in, enough, be, his, was, were*

Part-Word Lower-Sign Contractions for: *in, en, be, con, dis, com*
Introduction to Short-Form Words

7.1 Definition of Lower-Sign Contractions

In addition to the one-cell contractions already studied, there is another group of contractions known as lower signs. Combinations of dots from the middle and/or lower portion of the cell form these lower signs. In other words, none of them contains an upper dot, (dot 1 or dot 4). It should be noted that many of the punctuation signs studied in Lessons 2 and 3 are formed in the lower part of the cell. There are lower-sign contractions for both whole words and parts of words. Following are the lower-sign contractions that will be studied in this lesson.

<u>Contraction</u>	<u>Whole-Word Meaning</u>	<u>Part-Word Contraction</u>	<u>Meaning</u>
⠎	in	⠎	in
⠎⠍⠝⠗⠏	enough	⠎⠍	en
⠎⠃⠑	be	⠎⠃	be
⠎⠕⠎	his	⠎⠕	con
⠎⠑	was	⠎⠑	dis
⠎⠑⠗⠑	were	⠎⠑	com

Note that the contractions for the words *in, enough, and be* are the same as the contractions for the letters *in, en, and be*.

7.2 Whole-Word Lower-Sign Contractions for: *in, enough, be, his, was, were*

These contractions, when standing alone, represent whole words.

Examples:

Was the food in his backpack enough for the hike?

⠕⠁⠎ ⠑⠏ ⠇⠑ ⠋⠒ ⠎⠑ ⠒⠁⠎⠎⠏⠁⠎⠎ ⠑⠑ ⠎⠑ ⠒⠁⠎⠎⠏⠁⠎⠎⠑ ⠑⠑ ⠎⠑ ⠒⠁⠎⠎⠏⠁⠎⠎⠑

It may be that more sandwiches were needed.

⠒⠑ ⠎⠑ ⠎⠑ ⠒⠁⠎⠎⠏⠁⠎⠎ ⠑⠑ ⠎⠑ ⠒⠁⠎⠎⠏⠁⠎⠎⠑ ⠑⠑ ⠎⠑

7.2.3 The *en* Contraction for *enough*

The *en* contraction can be used as a whole word, only for the word *enough*. When the letters *en* form part of an anglicized expression or a name such as *en route*, *en masse*, *Chou En-Lai* or *Aix-en-Provence*, or when they are part of a hyphenated expression such as an “*en-shaped figure*,” the contraction is not used, and the letters are spelled out.

When the whole-word contraction for *enough* cannot be used, other contractions (*en*, *ou*, *gh*) may be used.

Example:

Enough is enough! ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Drill 19

Practice brailleing the following sentences.

1. Was the man who carried the child in his arms a fireman?
2. “I will be—er—in my study if you need me.”
3. Do we have enough gas for the trip?
4. “In-and-out, in-and-out! Can't you decide what you want?”
5. The savagery of the fight was revolting (in fact, three people passed out).
6. Chou En-lai, 1898-1976, was skilled in negotiating (his speeches were exuberant and well expressed).
7. That's what it was! A gray wolf hiding in the hedge.
8. Who did that—were you that person?
9. In spite of the fact that Michael was a stand-in for David, the play was a triumph.
10. Choose the correct answer: We was/were going in the morning.

7.3 Part-Word Lower-Sign Contractions

7.3.1 The Contractions for: *in* and *en*

The same braille configurations that represent the whole words *in* and *enough* are also used to represent the letters *in* and *en* as parts of words. Use these two part-word lower-sign contractions as parts of words wherever the letters they represent occur, except when specific rules, such as the prefix and suffix rules, limit their use. Consequently, the *in* sign is used in *instant*, *main*, *pine*,

minor, and *Carolina*. The *en* sign is used in *enforce*, *often*, *senior*, and *Gene*. Note that their use does not depend on whether the vowel is long or short.

It should also be borne in mind that where the *ing* contraction cannot be used because the letters occur at the beginning of the word, as in *ingredient*, or where the *ing* contraction would cause difficulty in pronunciation, as in the word *lingerie*, the *in* contraction is used.

Example:

ingredient ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ ⋮ lingerie ⋮ ⋮ ⋮ ⋮ ⋮

Also, in the word *dinghy*, where the *n* and *g* are pronounced as two sounds and the *g* and *h* are pronounced as one sound, the *in* and *gh* contractions are used in preference to the *ing* contraction. (⋮ ⋮ ⋮ ⋮)

7.3.2 Prefixes

The *in* sign is not used in *binomial*, *trinomial*, or *trinodal*, and the *en* sign is not used in *denominator* or *prenatal* because one of the letters of the contraction falls into a prefix, and the other letter falls into another part of the word.

The contraction for *en* is used in *coenzyme* and *gastroenteritis* where all of the letters of the contraction fall into the same syllable.

7.3.3 Compound Words

Contractions cannot be used if they overlap the elements of a solid compound word; consequently the *en* sign is not used in *toenail* or *treenail*.

7.3.4 Diphthongs

In words like *Phoenix* and *subpoenaed*, the *en* sign is not used because the *e* is part of the diphthong *oe* and may not be separated from the *o* to form part of a contraction. On the other hand, the contraction for *in* is used in easily-read words like *join*, *point* and *coin* even though *oi* is a diphthong.

7.3.5 Preference for: *and*, *for*, *of*, *the*, and *with* Contractions

In words like *then* and *Athens*, the contraction for *the* and the letter *n* are used in preference to the *th* and *en* contractions because of the rule stated in Section 6.5.2, which gives preference to the contractions for *and*, *for*, *of*, *the*, and *with* over any other contractions provided their use does not require more cells.

7.4 The Lower-Sign Rule

The six whole-word lower signs learned earlier in this lesson must always stand alone. However, *any number of unspaced part-word lower signs can follow one another as long as the series is in contact with a character containing an upper dot* (dot 1 or dot 4). Thus, in the following example both the *in* and *en* contractions are used in the word *linen* because the lower signs are in contact with the letter *l*.

Example:

Was it truly his, that suit of fine linen?

⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠ ⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠

Since ⠠ (35) represents both the whole word *in* and the letters *in* as part of a word, it is extremely important to correctly determine how the letters are used. For example, in the word *shut-in* the whole word *in* has been joined to the whole word *shut* to form a hyphenated compound word. As a whole word brailled on one line, the *in* contraction cannot be used since it is in contact with the hyphen. However, in the word *shut-ins* the letters *in* are simply a part of the word *ins*, and the contraction is used.

Examples:

shut-in

⠠⠠⠠⠠⠠⠠⠠

shut-ins

⠠⠠⠠⠠⠠⠠⠠⠠

When used as *part of a word*, the contractions for *en* or *in* may be in contact with other letters or punctuation as long as the sequence is in touch with an upper dot.

Example:

It's all in vain—encourage her anyway.

⠠⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠

⠠⠠⠠⠠⠠⠠⠠

Drill 20

Practice brailleing the following sentences.

1. When they were finished with the interview the clock was striking seven.
2. If you don't hurry we'll be late for dinner.
3. I worry that they don't have enough food in the house for the entire weekend.
4. In the initial stages of the war all went well.
5. "In my not-so-very-humble opinion," the indignant man from Virginia proclaimed, "General Lee was indubitably the most outstanding general in the Civil War."
6. When my in-laws invaded our domain I was in a state of frenzy.
7. Ingmar met his bride-to-be, Ingrid, at a fly-in fishing camp in Sweden.
8. If you insist that I be frank, I will be.
9. How few they were, yet how magnificently they defended the homeland!
10. "Enough's enough!" cried the infuriated parent.
11. Dennis is having trouble with denominators that are binomials.
12. His ingrown toenail is giving Henri intolerable pain.
13. You can't deny that the theater is badly in need of a thorough renovating.
14. His enormous hand grasped mine in a hearty welcome.
15. Demosthenes was a famous orator of ancient Athens.
16. The insects descended en masse and denuded the fields.
17. If you haven't anything in our price range we aren't interested in looking.
18. I remember Aunt Inez and how she told me in her southern drawl, "Joy, for my biscuits you'll need the best flour and fine shortenin'."
19. Americans just weren't adequately prepared for the attack on Pearl Harbor and the events that followed.
20. The senator wasn't in, but his secretary greeted us warmly.
21. He finds the climate in Phoenix, Arizona, beneficial for his asthma.

If it is desirable to divide this lesson into two sections, the first 16 sentences in Exercise 7 may be assigned at this time as they relate only to the material studied in the unit to this point.

7.5 Part-Word Lower-Sign Contractions for: *be, con, dis*

7.5.1 As the First Syllable of a Word

The contractions for *be*, *con*, and *dis* are sometimes called the “leader” contractions because they are used only when they constitute a syllable and occur at the beginning of a word or at the beginning of a line in a divided word. Thus, these contractions are used in such words as *believe*, *conduct*, and *district*. They are not used in words such as *unbelievable*, *misconduct*, or *predisposed* where they do not occur at the beginning of the word or at the beginning of a braille line. Nor are they used in such words as *bee*, *belligerent*, *conch*, and *disc* where other letters are included in the syllable; or in *coniferous* and *disheveled* where all the letters do not fall in the same syllable.

Although, as mentioned above, these contractions cannot be used in the middle of a word that is located all on one line, they are used when the letters of the contraction fall at the beginning of a line in a divided word.

Example:

The nurse wanted to prepare the soon-to-be-discharged patient.

⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠ ⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
 ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

7.5.2 With Punctuation

The contractions for *be*, *con*, and *dis* are used when punctuation comes before them. Therefore, these contractions can be used when they constitute the first syllable in the second part of a hyphenated compound word.

Examples:

“Control that dog!”

⠠⠠⠠⠠⠠⠠⠠⠠ ⠠ ⠠⠠⠠⠠⠠⠠⠠

(becoming, don't you think?)

⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠
 ⠠⠠⠠⠠⠠⠠

self-contained

⠠⠠⠠⠠⠠⠠⠠⠠

non-disposable

⠠⠠⠠⠠⠠⠠⠠⠠⠠

No contractions would be used in syllabicated words because they require the notational mode where no contractions are permitted.

Examples:

[be]hold

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Con-rad!

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

When these contractions follow a slash they are no longer considered to be at the “beginning” of a word, and therefore are not used.

Example:

object/concur ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Although contrary to the Lower Sign Rule, when a word such as *self-control* is divided between braille lines following the letters *self*, the *con* contraction is used.

Examples:

self-control

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

true-believer

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

self-

true-

control

believer

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

7.5.3 The Words *con* and *dis*

Remember that the contractions for *con* and *dis* are purely part-word contractions and therefore cannot be used to represent the whole words *con* (as in the expression *pro and con*), or the slang expression *dis*.

Examples:

conned

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

dis

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

dissing

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

dissed

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

7.6 Contraction for *com*

The contraction for *com* is similar in use to *be*, *con*, and *dis* in that it can be used only at the beginning of a word or at the beginning of a line in a divided word. However, unlike *be*, *con* and *dis*, it need not constitute an entire syllable in order to be used. Thus, this contraction is used in words like *come* and *comb* as well as in words like *command* and *compost*.

To avoid confusion with punctuation, this contraction is never used in contact with a hyphen, dash or apostrophe—whether such punctuation comes before or after the letters. This rule applies even though an indicator may intervene between such punctuation and the letters *com*.

Example:

distinct

⠠⠠⠠⠠⠠⠠

indistinct

⠠⠠⠠⠠⠠⠠⠠⠠⠠

The same applies to *ingenuous*, where the *ing* contraction cannot be used because the letters occur at the beginning of the word. When the prefix *dis* is added to create *disingenuous* the *ing* contraction is still not used. This preserves the original form of the base word and ensures proper pronunciation.

Example:

ingenuous

⠠⠠⠠⠠⠠⠠⠠

disingenuous

⠠⠠⠠⠠⠠⠠⠠⠠⠠

7.8 In Proper Names

The contractions for *be*, *con*, *dis*, and *com* are used in names containing an apostrophe, such as *O'Connell*. They are also used in names starting with *Mc* or *Mac* — as long as they constitute the first capitalized syllable following *Mac* or *Mc* and are not the last syllable of the name.

Examples:

McConner

⠠⠠⠠⠠⠠⠠⠠⠠

MacCommack

⠠⠠⠠⠠⠠⠠⠠⠠⠠

McBe

⠠⠠⠠⠠⠠⠠

McBeman

⠠⠠⠠⠠⠠⠠⠠⠠

O'Connell

⠠⠠⠠⠠⠠⠠⠠⠠

7.9 *Be*, *con*, *dis*, and *com* in Abbreviations

The use of any of these four contractions, when appearing in an abbreviation or acronym, is governed by the general rules for abbreviations and acronyms as discussed in detail in Section 13.2.1. When standing alone, these contractions must be treated as narrative words but are not contracted.

7.10 Introduction to Short-Form Words

In addition to contractions, braille contains abbreviated forms for many words that will be studied in succeeding lessons. They are called short-form words. Memorize the following six short-form words.

<u>Short-form</u>	<u>Meaning</u>	<u>Short-form</u>	<u>Meaning</u>
gd	good	pd	paid
lr	letter	qk	quick
l1	little	sd	said

READING PRACTICE

Write the following sentences in longhand. Compare your work with the print version in Appendix A.

1. The first sentence is in Braille.

2. The second sentence is in Braille.

3. The third sentence is in Braille.

4. The fourth sentence is in Braille.

5. The fifth sentence is in Braille.

6. The sixth sentence is in Braille.

7. The seventh sentence is in Braille.

EXERCISE

Prepare the following Exercise for submission to the instructor.

LESSON 7

1. Dickens and Thackeray were the two most outstanding British novelists of the nineteenth century.
2. Grandpa will be in his late seventies when I graduate from college.
3. The doctor was insistent that he not get out of bed until well enough.
4. He recited Tennyson's "In Memoriam" with intense feeling.
5. "The enormous volcano is erupting," enunciated the announcer.
6. Her prenatal exam shows that she has gastroenteritis.
7. We laughed as she told her tale—in a rather loud, animated, but humorous vein—involving her dog.
8. She says she feels insecure when she rides in a twin-engine plane.
9. When I've saved enough, I'll buy the entire set of Dickens for my grandchild.
10. Virgil's AENEID opens with the flight of the hero from Troy.
11. If he will take daily calisthenics for a few months his physique will be immensely strengthened.
12. A wooden peg used for joining timbers is called a treenail.
13. The renovated home was splendidly decorated in the style of the era.
14. I think Selena's injury was self-inflicted.
15. When Mr. Engles retired he started delivering groceries for shut-ins.
16. Jane loved the linen suit her Mom sent her from Italy.
17. We felt very sad when the lovely coniferous tree fell down.
18. Benedict Arnold betrayed the United States when he surrendered West Point.
19. His boss said that my brother-in-law wasn't responsible for the failure of the company.
20. "Which'll it be, madame, soda or ginger ale?" inquired the bespectacled waiter.
21. Study the following antonyms: in/out, his/hers, content/dismayed, nervous/composed.

22. His behavior denoted that Adam was completely undismayed at the most unexpected outcome.
23. Our officers' meeting will be considering the new budget—coming up soon.
24. The lines of the pattern are very subtle and indistinct.
25. The denial of freedom of the press is a distinctly totalitarian phenomenon.
26. I find things like trinomials and logarithms a constant enigma.
27. I left the dinghy on the side of the Wisconsin River and continued my journey on foot.
28. People in the town are saying that the groom-to-be has become very unhappy and, in fact, quite disenchanted since learning of his betrothed's flirtatious ways.
29. “You be good an' come out quick with yer hands up,” said the sheriff, “or I'm comin' in and git yuh.”
30. As a Naval ex-commander, John was a firm believer in discipline.
31. Inter-continental flights arrive hourly at Dulles Airport.
32. The auto crash left his hair disheveled and his clothing in disarray.
33. Roger, a wanna-be rock star, becomes angry when Penny says he can't carry a tune.
34. As the strutting cockney orator took his place on the rostrum, he began: “On be'alf of all decent Henglishmen I protest this insolent be'avior of the 'Ouse of Commons!”
35. On the corner, he passed a disreputable-looking stranger, who whined, “Will you 'commodate me with the price of a cup of coffee, sir?”
36. In a closely-contested race O'Connor was chosen Congressman from the 2nd District of Iowa.
37. That was intended as a tribute, not a dis.
38. When she arrived at the studio, she discovered a hastily-scribbled note that said, “Called out of town unexpectedly; for the next lesson practice Mozart's Con. No. 18.”
39. The new freight rates which the Interstate Commerce Committee has recommended are unbelievably high—but they will be paid.
40. If Leslie remains very patient, maybe Mr. Drew will change his mind and write her that letter.
41. Charybdis is a sinister whirlpool in Greek mythology.

Lesson 8

Whole-Word Lower-Sign Contractions for: *to, into, by*
Part-Word Lower-Sign Contractions for: *bb, cc, dd, ff, gg, ea*
More Short-Form Words

8.1 Contractions for: *to, into, by*

8.1.1 In General

There are three whole-word lower-sign contractions in addition to those studied in the preceding lesson. They are:

<u>Contraction</u>	<u>Whole Word Meaning</u>
⠠	to
⠠⠠	into
⠠	by

Unlike the whole-word lower-signs learned in Lesson 7 (*in, enough, be, his, was, were*), which must always be preceded by a space, punctuation mark or an indicator and followed by a space, the contractions for *to, into*, and *by* are joined to the word that follows with certain exceptions. They cannot attach to each other and they cannot attach to the words *and, for, of*, and *with*.

The rules governing the use of these contractions prevents *by* from being read as *was*, etc. These contractions are never used as parts of words.

Examples:

Toby was to go by the bank at noon in order
to put the deed into the safe.

⠠⠠⠠⠠⠠ ⠠ ⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠ ⠠ ⠠⠠⠠⠠⠠
⠠⠠⠠⠠⠠ ⠠ ⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠

The bylaws are written by and for the people.

⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠ ⠠⠠

8.1.2 With Indicators

Use these contractions both before and after some indicators such as capital indicators and emphasis indicators (to be studied later). *To, into* and *by* are NEVER attached to notational words.

Example:

TWO GAMES TO GO, REDS WIN 6 TO 0!

⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠

Note the use of the capitalized-phrase format in this sentence. Also note that the word “to” cannot attach to the numeric indicator before the 0 and the punctuation indicator is required before the 6.

8.1.3 With Punctuation

Use the contractions for *to*, *into*, and *by* when they come *after* punctuation such as an opening quotation mark, opening parenthesis, a bracket, or a dash. But, they are not used when they come *before* punctuation marks.

Examples:

to/from ⠠⠠⠠⠠⠠⠠⠠⠠

“By the way, did you see Helen go by?”

⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠

(To Sam, it's a trip into “paradise.”)

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Note that when the contraction for *into* cannot be used, the contraction for *in* is used.

Because the contractions for *to*, *into*, and *by* cannot be used when they come before punctuation, they cannot be used at the beginning or in the middle of a hyphenated compound word or expression. And, since these contractions must be connected to something following them, they cannot be used for the last part of a compound word.

Examples:

by-product

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

bride-to-be

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

lay-by

⠠⠠⠠⠠⠠⠠⠠⠠

My How-To Book

⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

8.1.4 With Other Contractions

These contractions are joined to words that start with a part-word contraction. They are also joined to whole-word contractions.

Example:

Tomato juice was poured by Sharon into every cup.

⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠

When *to*, *into*, or *by* comes before one of the six whole-word lower-signs (*in*, *enough*, *be*, *his*, *was*, *were*), the contraction for *to*, *into*, or *by* is used, but the following word cannot be fully contracted into a single lower cell, although contractions can be used within these words.

Example:

“To be or not to be,” Erik recited as he went into his classroom.

⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠ ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠ ⠠ ⠠⠠
⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Although the part-word contractions *be*, *con*, *dis*, and *com* are used only at the beginning of a word or at the beginning of a line in a divided word, this does not prevent them from being preceded by the contractions for *to*, *into*, or *by*.

Example:

Liz went by commuter train to Disraeli Street.

⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠
⠠⠠⠠⠠⠠⠠⠠⠠

To, *into*, and *by* may not be contracted and joined to each other.

Example:

I'll stop by to say hello.

⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠

Note that *by* cannot attach to the word *to*.

8.1.5 As Proper Names

Do not use the contractions for *to*, *into*, or *by* when the letters of these words comprise a proper name or a part of one.

Example:

Toby To's dad came from China.

⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠ ⠠⠠⠠⠠⠠⠠

Drill 23

Practice brailleing the following sentences.

1. Innocent bystanders at the scene of a crime may be unwilling to testify.
2. Jason will have to have his credentials by the end of the week.
3. He gets into more trouble than most little boys.
4. Mr. Good will drop by the office to make inquiries concerning the new filing system.
5. By this evening I hope to complete the study.
6. From 1993 to 1997, Toby studied aerodynamics.
7. Stephen made a quick trip from Chicago to Reno by way of St. Louis.
8. JOHN BY GOES TO CANADA is a good Canadian history book.
9. “By the way, will you be able to meet me at nine in the morning?” Mr. Byrd asked his brother-in-law.
10. He was greeted by “Hello, you old so-and-so!” as he entered the room.
11. It is clear (to me, anyway) that the enterprise will be a complete failure.
12. His book, in my opinion, is very poorly written—to be perfectly frank.
13. She complained bitterly: “To've been prepared might've prevented the disaster.”
14. He took his daughter into his study and gave her a stern lecture.
15. By being as inconspicuous as possible, he was able to enter the arena unobserved.
16. You can hardly expect Pat to consent to moving in with her in-laws.
17. A rise in the cost of living is an inevitable by-product of war.
18. Automobiles began to be popular toward the end of the second decade of the twentieth century.
19. Bit by bit, he was winning the respect of the well-to-do merchant.
20. Toshi hurriedly paid for her ticket but she still missed her train—by just seconds.
21. His letter said that by May 1 he will have completed his basic training.
22. TO HAVE AND TO HOLD is a novel depicting early colonial life.

23. The job opening you asked me to look into seems to be very attractive.
24. On his way to and from school he likes to stop and talk with the little old gentleman.
25. With continued effort he will attain his goal by and by.
26. Tomas stopped by to remind me of our dinner date.

If it is desirable to divide this lesson into two sections, the first 23 sentences in Exercise 8, beginning on page 96, may be assigned at this time, as they relate only to the material studied in the unit to this point.

8.2 The Double-Letter Signs and the *ea* Sign

<u>Contraction</u>	<u>Meaning</u>
⠨⠨	bb
⠨⠆	cc
⠨⠆	dd
⠨⠆	ff
⠨⠆	gg
⠨⠆	ea

8.2.1 Used Only Within Words

Note that, in addition to the meanings given above, each of these characters is also used to represent some other contraction or punctuation. Some represent whole words, others act as contractions at the beginning of words, and some appear at the end of words as punctuation. To prevent confusion, a rule has been adopted that when these characters are used to represent the double-letter signs or the *ea* sign, they are used *only* between letters and/or contractions within a word. For that reason they are sometimes called the “sandwich contractions.”

Examples:

Bobby	occupy	added	puffy	eggs	tease
⠨⠨⠨⠨⠨	⠨⠨⠨⠨⠨	⠨⠨⠨	⠨⠨⠨⠨	⠨⠨⠨	⠨⠨⠨⠨

Consequently, these contractions cannot be used at the beginning or the end of a word. Nor can they be used in contact with punctuation or indicators.

Examples:

easy	tea	sheriff's	SeaCliff	ebb-tide
⠨⠨⠨⠨	⠨⠨⠨	⠨⠨⠨⠨⠨⠨⠨⠨	⠨⠨⠨⠨⠨⠨⠨⠨⠨⠨	⠨⠨⠨⠨⠨⠨⠨⠨

8.2.2 Preserving the Usual form of a Base Word Beginning with *ea*

When a word beginning with *ea* is preceded by a prefix or another word resulting in the formation of a different word, the *ea* contraction is not used because it would change the usual braille form of the base word. Thus, the *ea* contraction is not used in *uneasy*, *anteater*, or *northeast* because it would not be used in *easy*, *eater*, or *east*.

8.2.3 Base Word and a Prefix

Many words that originally were formed from a base or root plus a prefix have become so common that most dictionaries no longer recognize the prefix. In easily recognized words such as *abbreviate*, *accept*, *accent*, *address*, *addict*, *affect*, *aggrieved*, and *disease*, the old prefix is ignored and the *ea* or double letter contractions are used.

Examples:

address ⠠⠠⠠⠠⠠⠠⠠ affect ⠠⠠⠠⠠⠠⠠ disease ⠠⠠⠠⠠⠠

As with other contractions, where the prefix is noted as such in the dictionary and the use of an overlapping contraction would clearly have an adverse affect on pronunciation, the contraction is not used.

Examples:

preamble readjust subbase
 ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠

8.2.4 Base Word and a Suffix

When a word ends with the letters *bb*, *cc*, *dd*, *ff*, *gg*, or *ea*, the contractions cannot be used. However, if such a word is followed by a suffix, the contractions are used. For example, although these contractions may not be used in *stiff*, *puff*, or *ebb*, they are used in *stiffly*, *puffed*, and *ebbing*.

These contractions are also used when the final consonant of a word is doubled before adding suffixes such as *ed*, *en*, *er*, and *ing* because they are “sandwiched” in between other letters and the use of the contraction does not overlap the letters of a base word and its suffix.

Examples:

rubbing padded hidden slugger
 ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠

However, where a contraction would overlap the letters of a root/base word and a suffix, the contraction cannot be used.

Examples:

permeable	mileage	subbase
⠠⠏⠑⠗⠑⠎⠑⠁⠇⠑	⠠⠓⠊⠑⠇⠑	⠠⠎⠗⠃⠁⠎⠑

EXCEPTION: When the suffixes *ate*, *an*, or *al* are added to a base/root word ending in e, the *ea* contraction is used.

Examples:

permeate	delineate	venereal
⠠⠏⠑⠗⠑⠎⠑⠁⠞⠑	⠠⠔⠗⠊⠑⠎⠑	⠠⠕⠒⠑⠗⠑⠁⠗
European	subterranean	
⠠⠑⠘⠑⠕⠗⠑⠁⠒	⠠⠎⠗⠗⠑⠗⠗⠑⠁⠒	

Transcribers should take care to look up words that they are not sure of, for some can be deceptive. For example, *lineage* (lin/e/age), referring to ancestry, appears to have the suffix *age*. But this is not the case as the origin of *lineage* is the Old French word *lignage*. Because this is a base word that has no suffix, the *ea* contraction is used. When the word *linage* is spelled *lineage* (line/age) and refers to the alignment of lines on a page, *age* is a suffix and the *ea* contraction is not used.

8.2.5 Solid Compound Words

Although these contractions are not used in *tea*, *sea*, or *egg*, they are used in the compound words *teacup*, *seashore*, and *egghead*. If, however, the letters comprising any of these contractions fall partly into one component of a compound word and partly into the other, the contraction is not used.

Examples:

pineapple	dumbbell	headdress	poleax
⠠⠏⠊⠒⠑⠁⠑⠏⠑	⠠⠔⠗⠓⠃⠑⠞⠞	⠠⠑⠒⠑⠎⠎⠑⠎	⠠⠏⠑⠗⠑⠁⠕⠗

8.2.6 Causing Difficulty in Pronunciation

These contractions are not used if their use would cause difficulty in the recognition or the pronunciation of the word by combining the letters of a dieresis (two adjacent vowels pronounced separately).

Example:

genealogy	⠠⠑⠒⠑⠒⠑⠗⠑⠁⠗⠑	[not]	⠠⠑⠒⠑⠒⠑⠗⠑⠁⠗⠑
-----------	-------------	-------	-------------

8.2.7 In Trigraphs and Diphthongs

In the trigraph *eau* the *ea* sign is used because both letters of the contraction fall within the same syllable.

Examples:

tableau ⠠⠠⠠⠠⠠⠠ beau ⠠⠠⠠ bureau ⠠⠠⠠⠠⠠

When two adjacent vowels combine to create one sound (a diphthong), as in *paean* (pae/an), they must not be separated by the use of a contraction, so it is brailled as: ⠠⠠⠠⠠⠠

8.2.8 Contraction Preferences

The contractions for *bb*, *cc*, *dd*, *ff*, *gg*, and *ea* are the least favored of all one-cell contractions because syllable division usually occurs between double consonants. By using other contractions, proper pronunciation is more likely to be preserved. When a choice must be made between contractions, *any other one-cell contraction is preferred over them*.

Examples:

w(ed)d(ing)	[not]	we(dd)ing	(of)fice	[not]	o(ff)ice
m(ed)dle	[not]	me(dd)le	ef(for)t	[not]	e(ff)ort
sac(ch)(ar)(in)e	[not]	sa(cc)h(ar)(in)e	(the)at(ter	[not]	(th)(ea)t(er)
le(ar)n	[not]	l(ea)rn	bub(ble)	[not]	bu(bb)le
be(ar)	[not]	b(ea)r	me(and)(er)	[not]	m(ea)nd(er)

8.3 More Short-Form Words

Following are six more short-form words to be memorized. If the word *to*, *into*, or *by* falls before a word that has a short form, the contraction is used and joined to the short-form word.

Short- form	Meaning	Short- form	Meaning
ab	about	(be)l	below
abv	above	f(st)	first
(be)c	because	grt	great

11. For dinner we served the farmhands meatloaf, potatoes and gravy, eggplant, carrot and cabbage salad, bread, coffee, peaches and cream, and white cake topped with fluffy marshmallow frosting.
12. Her wedding bouquet was made of spirea and baby's breath.
13. In 1933, Leander and his boys were arrested as the result of a brawl near a St. Louis speakeasy.
14. The house was deserted and an uneaten meal was still spread on the table.
15. My cousin was taken prisoner by the Chinese Communists in the Korean War.
16. I was agreeably surprised by the fine delivery of the valedictory speech, which was given at the baccalaureate exercises.
17. Mr. Webb loves his old Rambler because it handles so well and he still gets great gas mileage, but above all, he just loves the way it looks.
18. He left his Chevrolet at the garage because he needed to have the carburetor readjusted and the wheels realigned.
19. I believe that the seller will accept considerably less than the price he quoted.
20. President Truman made monkeys out of the political wiseacres who were predicting a Republican victory in 1948.
21. Tina's new beau is picking her up about eight and they are going to the theater.
22. The streets were littered with rubble following the storm.
23. It took a tremendous effort for Uncle Tobias to hobble up the steps because he is disabled by arthritis.
24. When the calisthenics were finished, the teacher gathered up the dumbbells and Indian clubs.
25. The doctor padded the area above and below the injury.
26. Luci avoided the accident by quick thinking.

Reading Practice

Write the following sentences in longhand. Compare your work with the print version in Appendix A.

My name is Robert.

The first sentence is: My name is Robert. The second sentence is: I am a student. The third sentence is: I live in a small town. The fourth sentence is: I like to read books. The fifth sentence is: I want to go to college. The sixth sentence is: I will study hard. The seventh sentence is: I hope to become a doctor. The eighth sentence is: I will help people. The ninth sentence is: I will be a good person. The tenth sentence is: I will be a success.

The eleventh sentence is: I will be a good person. The twelfth sentence is: I will be a success. The thirteenth sentence is: I will be a good person. The fourteenth sentence is: I will be a success. The fifteenth sentence is: I will be a good person. The sixteenth sentence is: I will be a success. The seventeenth sentence is: I will be a good person. The eighteenth sentence is: I will be a success. The nineteenth sentence is: I will be a good person. The twentieth sentence is: I will be a success.

EXERCISE

Prepare the following Exercise for submission to the instructor. Correspondence students: Submit the entire Exercise at one time and ignore the asterisks between sentences #23 and #24.

LESSON 8

1. By curtailing his expenses sharply, he was able to save enough to go to college.
2. It will take a good four hours to go from Baltimore to Los Angeles by jet.
3. His research on this project will continue into the next decade.
4. "What do you expect by 'due process of law'?" asked the judge sternly.
5. From the radio issued the voice of a crooner pouring his heart and soul into "To Each His Own."
6. The story (to be continued in the next issue) is filled with horror and suspense.
7. The problems of space travel—to a little boy this is a fascinating subject—were discussed at length in Bob To's essay.
8. "Don't make me devote the whole evenin' to 'rithmetic," cried Benny.
9. It will be to his advantage to study chemistry in high school, since he is planning to be a doctor.
10. Luke is going to compete in the track meet as a discus thrower.
11. A quick look into the bylaws showed that they were amended to permit voting by proxy.
12. He was enthralled by A TRIP TO THE MOON by Jules Verne.
13. The strikers refused to let anybody go into or out of the plant.
14. When I came to the nurse was there.
15. He sat on the edge of the raft, lazily swinging his legs to and fro.
16. His analysis is, by and large, the most convincing I have heard.
17. Apparently the bill was paid, but the matter will be looked into.
18. We are determined to recover our property by hook or by crook.
19. "What will this all come to?" she wailed.

20. By constantly reminding us to “overcome,” Martin Luther King gave us hope and pride.
21. “The express letter was to have arrived by 12 noon,” said Christopher.
22. Sam put his books into his briefcase.
23. Don't make a “to-do” over her present; I am sure Mom will like it.

* * * * *

24. The alchemists of the Middle Ages were preoccupied with trying to change the baser metals into gold.
25. By about the first of July, he says he will be ready to open his office in that well-to-do neighborhood and we will get paid what he owes us.
26. A determined juror kept doggedly reasserting his belief that the accused was innocent.
27. The motto that Cyril lives by is “Early to bed, early to rise, makes a man healthy, wealthy and wise.”
28. The sheriff then placed handcuffs on the ruffians and led them off to jail.
29. For little Bobby's breakfast Pearl was preparing bacon and eggs.
30. Following the meeting of the Ways and Means Committee, the affable hostess served tea and very good muffins.
31. It's the bailiff's duty to keep order in the courtroom.
32. The theater on Byron Street is featuring a great movie this evening.
33. It has been a custom in our household to serve eggnog during the Christmas season.
34. The widespread use of penicillin and other antibiotics considerably reduced the danger from certain diseases.
35. Have a good trip, and above all, stay below the speed limit.
36. Eddie's compass showed that we were headed southeast.
37. The Charge of the Light Brigade took place during the Crimean War.

38. The Bible says that “In the beginning God created the heaven and the earth.”
39. His entire demeanor was permeated with an air of insufferable conceit.
40. The letter said that at last David was to realize his dream of becoming the proprietor of a small acreage.
41. Brown sugar on oatmeal or Cream of Wheat provides quick energy on a cold morning.
42. The handbill said: “We trace any genealogy and guarantee to provide you with an imposing lineage.”
43. Democracy is rule “of, by, and for the people.”
44. His address to the affiliate accentuated his eccentricities.
45. When I make Mom's muffins I readjust the spices to make them tastier and add pineapple.
46. Because the weather was fair, the eastern sky was lighted by the soft rays of a roseate dawn.
47. The scene in the humble cottage presented a tableau of heart-warming domestic bliss and harmony.
48. The funeral sermon was full of paeans of praise for the deceased leader.
49. “Be nice to Mr. Smith. We can't afford to dis our best customer.”

Lesson 9

Initial-Letter Contractions; More Short-Form Words

9.1 In General

Like the contraction for *into*, the contractions about to be studied are all two-cell configurations. Initial-letter contractions are formed by preceding the initial letter or initial contraction of the word by dot 5, dots 45, or dots 456. For instance, the letter *d* standing alone is the word *do*, but when *d* is immediately preceded by dot 5 the word becomes *day*—which can be used for the whole word *day* or as part of the word *yesterday*.

<u>Dot 5</u>		<u>Dots 45</u>		<u>Dots 456</u>	
-----		-----		cannot	⋮⋮
day	⋮⋮	-----		-----	
ever	⋮⋮	-----		-----	
father	⋮	-----		-----	
here	⋮⋮	-----		had	⋮⋮
know	⋮⋮	-----		-----	
lord	⋮⋮	-----		-----	
mother	⋮⋮	-----		many	⋮⋮
name	⋮⋮	-----		-----	
one	⋮⋮	-----		-----	
part	⋮⋮	-----		-----	
question	⋮⋮	-----		-----	
right	⋮⋮	-----		-----	
some	⋮⋮	-----		spirit	⋮⋮
time	⋮⋮	-----		-----	
under	⋮⋮	upon	⋮⋮	-----	
work	⋮⋮	word	⋮⋮	world	⋮⋮
young	⋮⋮	-----		-----	
character	⋮⋮	-----		-----	
through	⋮⋮	those	⋮⋮	-----	
where	⋮⋮	whose	⋮⋮	-----	
ought	⋮⋮	-----		-----	
there	⋮⋮	these	⋮⋮	their	⋮⋮

Even though the original sound is not maintained, the contraction for *know* is used in *knowledgeable* and *acknowledge* and their derivatives.

9.2.2 *Ought*

The contraction for *ought* is used whether the word is pronounced *awt* as in *bought*, or *out* as in *doughty*. It is also used in *drought* whether pronounced *drou*t or *drou*th. However, the contraction should not be used in *Houghton* when the letter combination is pronounced like a long *o*, as in *Houghton Mifflin* or *Houghton, Michigan*.

9.2.3 *One*

In most cases the contraction for *one* is used when *o* and *n* are in the same syllable, even though the combination does not have the sound of *one*. Thus, the contraction is used in words like *gone*, *phone*, *honest*, *money*, and *monetary*.

The *one* contraction is not used when *n* begins a new syllable. Consequently, it is not used in words like *pho/net/ic*, *pi/o/neer*, *colo/nel*, *cor/o/net*, or *a/nem/o/ne*. And, as with all contractions, it cannot be used when part of the letters of the contraction fall into the base word and part into a suffix, as in *commoner*, *commonest*, *baronet*, and *luncheonette*.

9.2.4 *Some*

The contraction for *some* is used only where the letters it represents retain their original sound *and the contraction forms a complete syllable in the base word*. For example, this contraction is used in *handsome*, *handsomer*, and *handsomest*, because it retains the sound of *some* and it also constitutes a complete syllable in the base word *handsome*. The contraction for *some* cannot be used in words like *blossomed* and *ransomed*, because the syllable *some* does not appear in the base words *blossom* and *ransom*. In the word *som/er/sault*, the contraction for *some* is not used because the syllable division comes between the *m* and the *e*, and therefore, *some* is not a complete syllable in the base word.

9.2.5 *Part*

Unless other rules prohibit, the contraction for *part* is used whether it retains the original sound or not, as in *particular*, *Spartan*, and *partial*. Like all contractions, initial-letter contractions cannot be used if they would overlap a prefix and a base/root word. Therefore, the contraction for *part* cannot be used in words where *par* is a prefix, as in *partake*, *partook*, and *parterre*.

Practice by brailleing the following words and sentences. In the word section, leave three spaces between words and do not divide words between lines. In the numbered section, divide words as usual.

ransom ransomed blossom blossomed handsome handsomer
 lonesome lonesomest party partook partial parterre
 common commoner commonest know knowledge
 acknowledge ought brought drought Houghton honest gone
 honey alone abalone phonetics pioneer

1. Great Scott! You ought to know you cannot remain here forever without work or money.
2. Quick! Write the name and address on the letter because I'm late.
3. We haven't paid them yet because there can be no question of our right to insist upon the work being done promptly under the terms of the contract.
4. We were rather surprised to learn that many of our neighborhood boys had taken part in the street riots and that some had been named as instigators.
5. In these days of supersonic speed one can travel to any part of the world in little or no time at all.
6. To those who have character and a spirit of adventure the Navy is very appealing.
7. The young couple is about to purchase their first home with the help of their families, who both have above average incomes.
8. Wordsworth referred to the skylark as the "Ethereal Minstrel, pilgrim of the sky."
9. The mothers and fathers first partook of a light lunch of biscuits and honey and tea and then went out onto the veranda and watched the youngsters turning somersaults and cartwheels.
10. Germany invaded Poland in September, 1939, whereupon the British, whose word had been pledged, proclaimed a state of war.
11. "Surely, m'lord, we can't seat the good Duchess below the salt!" said the pompous butler.

9.3 Preference for One-Cell Contractions

Unless space can be saved, a one-cell contraction or two one-cell contractions are usually preferred over a two-cell contraction. Examples:

(st)on(ed)	[not]	(st)(one)d	adh(er)(er)	[not]	ad(her)e
adh(er)(ed)	[not]	ad(her)e	coh(er)(en)t	[not]	co(her)en
prison(er)	[not]	pris(one)r	(com)pon(en)t	[not]	(com)p(one)nt
ha(dd)ock	[not]	(had)dock	P(ar)(the)non	[not]	(Part)h(en)on
on(er)(ou)s	[not]	(one)r(ou)s			

EXCEPTIONS:

Apartheid. The two-cell contraction for *part* is used in *apartheid* to indicate proper pronunciation. ⠠⠠⠠⠠⠠⠠⠠⠠

Haddock. The *dd* contraction is preferred over the *had* contraction in *haddock*.

⠠⠠⠠⠠⠠⠠⠠⠠

9.4 Digraphs

Do not use a contraction if its use would disturb the pronunciation of a digraph (when two letters are pronounced as one sound).

Examples:

atmosph(er)e [not] atmosp(her)e Boone [not] Bo(one)

9.5 Choosing Between Consecutive Contractions

Where a choice must be made between two consecutive contractions, preference is given to the contraction that more nearly indicates correct pronunciation.

Examples:

(wh)(er)(ever)	[not]	(where)v(er)
(wh)(er)e'(er)	[not]	(where) '(er)
di(spirt)(ed)	[not]	(dis)pirt(ed)
mu(st)h	[not]	mus(th)

9.6 Proper Names

Care should be taken when transcribing proper names. Initial-letter contractions should be used in proper names only when the transcriber is certain of the pronunciation. If the proper pronunciation cannot be determined, these contractions should not be used.

Use *many* in *Germany*

Use *part* in *Spartan*

Use *word* in *Wordsworth*

Use *lord* in *Gaylord*

Use *right* in *Brighton*

Do not use *had* in *Hades*

Do not use *time* in *Mortimer*

Do not use *ought* in *Houghton*

Do not use *one* in *Hermione*

Do not use *some* in *Somerset*

9.7 More Short-Form Words

Following are six more short-form words to be memorized.

<u>Short-</u> <u>form</u>	<u>Meaning</u>	<u>Short-</u> <u>form</u>	<u>Meaning</u>
ac	according	(ch)n	children
alw	always	o'c	o'clock
brl	braille	p(er)h	perhaps

Example:

According to Dad, good children who read braille always go to bed at nine o'clock— perhaps later on week-ends.

⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠

⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠

⠠⠠⠠⠠⠠

Drill 26

Practice by brailleing the following words and sentences. In the word section, leave three spaces between words and do not divide words between lines. In the numbered section, divide words according to the rules outlined in Sections 2.4.1 and 2.4.2.1.

stone stoned stoning phone phoned coherent sphere heretic
atmosphere hemisphere heresy adhered adhere under thunder
laundry name named enamel Germany fright right-handed
Brighton Mortimer centimeter Hades hadji

1. Beverly comforted her small brother by saying, "Don't be dispirited."

Mother said in her letter that she and Father will take us fishing one day soon.”

2. “Upon my word! How can you ever forget the words of ‘The Lord's Prayer’?” Grandmother scolded young Gaylord.
3. According to our teacher, everyone ought to take some time each day for reading because to read is to know.
4. We hope that the party and the braille book of world maps will be a big surprise for Grandfather, whose birthday we will celebrate at two o'clock next Friday.
5. Ever since he came into money, he thought he'd be treated like a king every day wherever he went.
6. The characteristics of the adult are inherent in the chromosomes of the embryo.
7. Through the untimely death of the doughty captain the entire ship was plunged into an atmosphere of gloom.
8. The professor reluctantly acknowledges that perhaps those students who cannot make a good grade need more time to complete their theses, but questions their right to protest.
9. Unquestionably, the onerous task of participating in the ceremonies is too burdensome for me to assume.
10. Eight-year-old Thaddeus began his Mother's Day poem with: “Where'er I wander, where'er I roam, I sit there and ponder on Mother and home.”
11. Daniel Boone worked hard to erect a fort at Boonesboro.
12. He is the handsomest little boy in the class and therefore he is always teased and chased by the little girls.
13. The housemother admonished the girls and told them severely that she was not about to serve dessert until the finnan haddie had been eaten.
14. His feverish dreams were haunted by these shadowy figures of children from out of his past.
15. To children the arrival of Santa Claus is pure delight.

Reading Practice

Prepare the following Exercise for submission to the instructor.

LESSON 9

1. Yesterday, at eight o'clock, Mortimer started to work on his first part-time job for his father-in-law.
2. The name of Lord Nelson, who defeated the French fleet at Trafalgar, is revered by the British people.
3. Some of the questions in the questionnaire had to be answered "yes" or "no".
4. To say that wherever he went he was under the close scrutiny of the police is not quite right.
5. The youngsters are planning a big surprise for their father for Father's Day.
6. Though lonesome and frightened, the young lad was none the worse for the night spent in the woods.
7. "One has to spend according to one's income. — You cannot go on forever spending more money than you earn", said Aunt Hedda, always giving advice.
8. Here and there the sun peeped through the clouds, creating little shadows.
9. I don't know whether or not I want to go to Germany, as I don't understand a word of the language.
10. "How many guests do you expect at the party?" asked the spirited young man.
11. One of the outstanding characters in the play is a typical man of the world who reads braille.
12. "These are the times that try men's souls", wrote Tom Paine.
13. Those whose houses are made of glass ought not to throw stones.
14. Many good fairy tales start with the words "Once upon a time".
15. Rebecca's letter said that several cases of typhoid fever were reported in the flooded area.
16. It has been said that one might move the world with a lever if he had

something to rest it upon.

17. He continued to adhere to his beliefs even though he was about to be condemned as a heretic.
18. Those of us whose lives are spent in the Western Hemisphere know little of life in the Orient.
19. Margaret Thatcher was the acknowledged leader of the British Conservative Party, and in her time was one of the most commanding women in the world.
20. Sarah was unable to smother a yawn as James continued to recite the boring particulars of his journey.
21. To this day the name of Daniel Boone is familiar to every Kentuckian.
22. Mrs. Hadley was impressed with the beauty of the Parthenon.
23. Chelsea loved Paris where she got great buys, including a miniature sword for which she paid only a few centimes.
24. Sir Francis Drake began his maritime career by plundering Spanish galleons.
25. Because money laundering is illegal it is always done in secret.
26. Many doctoral theses involve hard and painstaking work.
27. The old abandoned enamelworks is being leased for a new factory.
28. The copyright for this book is owned by Houghton Mifflin Co.
29. PARADISE LOST by John Milton tells of Lucifer's fall from ethereal splendor to the underworld of Hades.
30. Perhaps I will buy a new stove because my old-time gas range is not equipped with a timer.
31. My grandmother had saved enough coupons for a handsome new set of luggage.
32. Throughout the nineteen thirties, known as the drought years, many farmers were hard-pressed for money and lost their farms.
33. John Paul Jones was one of the early pioneers of the American Navy.
34. Abraham Lincoln was known by the nickname "Honest Abe".
35. Whereas Colonel Doubleday cherished the family heirlooms even

though they had no monetary value, his wife regarded them with disdain.

36. Just above Glasgow is one of the handsomest villas in Scotland, which has been purchased by the baronet.
37. Spring had arrived early, and the lovely anemones had blossomed in the nearby woods.
38. One's hereditary characteristics are determined by his chromosomes.
39. His lordship, a real character, partook generously of the sparkling beverage and fell into a deep reverie.
40. The response from the prisoner of war to the chaplain's words of solace was incoherent.
41. Everett was too dispirited to participate in the holiday festivities.
42. OF HUMAN BONDAGE was one of W. Somerset Maugham's earliest successes.
43. Wherever he goes he orders haddock or swordfish.
44. Quick, duck down here below the wall so mother cannot find us.
45. His gift to the children is a little below average as he is not as prosperous now as he has been heretofore.
46. "Going! Going! Gone!" shouted the young seller of the valuable mother-of-pearl brooch.

Lesson 10

Final-Letter Contractions, More Short-Form Words

10.1 Final-Letter Contractions

10.1.1 In General

Final-letter contractions are two-cell contractions that are formed by preceding the final letter of common letter combinations by dots 46, dots 56, or dot 6. The following is a complete list of these contractions. Note that in each column the contractions are listed alphabetically using the last letter of the letter grouping.

<u>Dots 46</u>		<u>Dots 56</u>		<u>Dot 6</u>	
-ound	⠠⠠	-----		-----	
-ance	⠠⠠	-ence	⠠⠠	-----	
-----		-ong	⠠⠠	-----	
-----		-ful	⠠⠠	-----	
-sion	⠠⠠	-tion	⠠⠠	-ation	⠠⠠
-less	⠠⠠	-ness	⠠⠠	-----	
-ount	⠠⠠	-ment	⠠⠠	-----	
		-ity	⠠⠠	-ally	⠠⠠

To avoid confusion with other symbols or indicators, final -letter contractions are used *only in the middle or at the end* of a word or name.

(ar)(ound)	b(ound)(ar)y	assi(st)(ance)	(ch)(ance)llor
preci(sion)	proces(sion)al	hope(less)	b(less)(ed)
c(ount)	m(ount)a(in)	provid(ence)	h(ence)(for)(th)
(be)l(ong)	m(ong)rel	hope(ful)	fai(th)(ful)ly
(con)(st)itu(tion)al	edi(tion)	firm(ness)	T(en)(ness)ee
me(ment)o	(com)(ment)	cav(ity)	p(ity)(ing)
(st)(ation)(ar)y	n(ation)	re(ally)	r(ally)(ing)
L(ance)	Fr(ance)s	Sp(ence)r	S(ally)

However, final-letter contractions are never used in words such as *ancestor*, *lesson*, *encephalitis*, *fulfill*, *mental*, and other words where the letters of the contractions occur at the beginning of the word. Just as these contractions can NEVER begin a word, they can NEVER begin a braille line as in the case where a word is divided between braille lines.

10.1.2 Part Words Only

Use final-letter contractions for parts of words only. They cannot be used for whole words such as *less*, *ally*, or *Sion*.

10.1.3 Base Word and a Prefix

When a word begins with the letters of one of these contractions, the contraction cannot be used. When a prefix is added to such a word the final-letter contraction is still not used, even if it is divided between braille lines, for to do so would change the usual appearance of the base word.

Example:

wartime-	⠠⠠⠠⠠⠠⠠
ally	⠠⠠⠠⠠

As you learned in Lesson 7, when a prefix is added to a word that starts with *con*, the contraction for *con* cannot be used. In order to facilitate easy recognition and pronunciation in such words as *incongruous* and *uncongealed*, where the *con* contraction is not used, the contraction for *ong* is not used either. Thus:

(con)gru(ou)s (in)congru(ou)s (con)g(ea)l(ed) uncong(ea)l(ed)

Note: Some words, such as the word *unless*, are deceptive. Although this word might appear to be a base word plus a prefix, it is not. The origin of *unless* is the Middle English word *onlesse*, which is one word and therefore the contraction for *less* is used.

10.1.4 Base Word and a Suffix

When a contraction would overlap a root/base word and a suffix, a final-letter contraction cannot be used.

Examples:

Fruity squally (ch)iefta(in)ess citiz(en)ess

Note that when a suffix is added to *chieftain* and *citizen* the retention of the final contraction in the base word preserves the usual braille form of the word.

EXCEPTION: Some easily read words do not follow this rule and the final-letter contraction should be used even though it overlaps the base word and the suffix.

Examples:

equ(ally)	tot(ally)	actu(ally)	visu(ally)
re(ally)	b(ar)o(ness)	lio(ness)	gov(er)(ness)

10.1.4.1 *-ation*

Practice brailleing the following sentences.

1. He found it necessary but very difficult to dance with Sally.
2. Congress established the Department of Agriculture May 5, 1862.
3. The coroner came to the conclusion that death must have occurred here below the stairs, somewhere around three o'clock in the morning.
4. "Counting the population is known as census-taking," explained the teacher.
5. The stern old judge simply will not countenance reckless driving because it almost always ends in injury or death.
6. In the poem "Each In His Own Tongue," the author reconciles the views of science and religion.
7. The blessing was offered on the shores of beautiful Lake Como, across the bay from the little chapel.
8. When the first witness was removed, it was a great pity that the second witness also lost all semblance of self-control and had to be literally dragged from the courtroom.
9. We hope that the new lessee of the corner building, who has paid his rent in advance, will be less of a nuisance than the former one.
10. Britain was a faithful ally of the United States during two world wars.
11. His letter says that Lawrence did not have encephalitis, as the doctors feared, and that he is now fully recovered and about to visit the children.
12. The ancestors of many Americans arrived in this country as penniless immigrants and had an immediate need for jobs and land.
13. There were no mountains, just a steady up- and down-ness to the terrain.
14. At last he recognized the mournful sound in the distance and gasped:
"O Gawd! the blood'ound is on my trail!"
15. The old Tennessean was unlessoned in the refinements of polite society.

16. “Above all, I must extend my very warmest congratulations to the new grandfather,” he chuckled as he grasped the hand of his lifelong comrade.
17. Thenceforth the squally weather continued without interruption for three days.
18. The hoity-toity governess glanced scornfully at the conglomeration of toys littering the child's bedroom and said, “Perhaps it's time we tidied up here.”
19. “That was good; you are very quick and parried the blow with the agility of an experienced fencer,” said the fencing instructor.

Write the following sentences in longhand. Compare your work with the print version in Appendix A.

1. The first sentence is the longest.

2. The second sentence is the longest.
 3. The third sentence is the longest.
 4. The fourth sentence is the longest.
 5. The fifth sentence is the longest.
 6. The sixth sentence is the longest.
 7. The seventh sentence is the longest.
 8. The eighth sentence is the longest.
 9. The ninth sentence is the longest.
 10. The tenth sentence is the longest.

11. The eleventh sentence is the longest.
 12. The twelfth sentence is the longest.
 13. The thirteenth sentence is the longest.
 14. The fourteenth sentence is the longest.
 15. The fifteenth sentence is the longest.
 16. The sixteenth sentence is the longest.

17. The seventeenth sentence is the longest.
 18. The eighteenth sentence is the longest.
 19. The nineteenth sentence is the longest.
 20. The twentieth sentence is the longest.
 21. The twenty-first sentence is the longest.
 22. The twenty-second sentence is the longest.
 23. The twenty-third sentence is the longest.
 24. The twenty-fourth sentence is the longest.

25. The twenty-fifth sentence is the longest.
 26. The twenty-sixth sentence is the longest.

EXERCISE

Prepare the following Exercise for submission to the instructor.

LESSON 10

1. An ounce of prevention is worth a pound of cure.
2. “All the world's a stage, and all the men and women merely players: They have their exits and their entrances; and one man in his time plays many parts.”
3. “It's always true, new occasions teach new duties,” pontificated grandmother.
4. “If necessary, I can cite countless instances in which capital punishment has resulted in the execution of the wrong man”, orated the defense attorney.
5. Fortunately, he had the presence of mind to first call the fire department even though it was about three o'clock in the morning.
6. He ruthlessly casts people aside as soon as they have outworn their usefulness.
7. In order to avoid a bumpy flight we must get above the thunderclouds.
8. Thomas Jefferson drafted the Declaration of Independence virtually unaided.
9. Benjamin Franklin was instrumental in persuading France to become an ally of the United States.
10. She had a great love for acting and faithfully performed even when she didn't get paid.
11. Clarence usually arrived late at the office; nevertheless he managed to put out his full quota of work.
12. The letter said that Spencer's ancestors were among the early settlers of Tennessee.
13. The lessons learned through experience make a lasting impression.
14. The new institution will specialize in the treatment of encephalitis.
15. Hercules shot Nessus with a poisoned arrow for trying to abduct his wife.
16. Terrence's mental capacity verges upon imbecility.
17. Accused persons are protected from self-incrimination by the Fifth Amendment of our Constitution.

18. Can you braille this recipe for Quick Banana Bread and have it ready for Sally on Tuesday?
19. Allyson was especially fond of her little pet mongoose.
20. The bewildered Londoner inquired of a passer-by on Pennsylvania Avenue, "I say, which is the street to the Greyhound Bus Station?"
21. The only person we encountered was a disreputable-looking fellow, who spoke in a mongrel tongue that sounded like nothing we had ever heard.
22. According to the announcement, our flight is cancelled on account of poor visibility over the mountains.
23. The recreational facilities of the playground have really undergone some major improvements.
24. Because her skills are below average, Frances cannot pass our course in business administration unless she has some special instruction.
25. The Baroness served a beverage with a good fruity flavor.
26. His dreams of romance remained wholly unfulfilled until he met the beautiful French countess.
27. Since her husband's election to Congress she has become rather hoity-toity—and her children are even worse!
28. Every weekend an incongruous conglomeration of guests descends upon her woefully overcrowded country house.
29. When he came riding across the bridge and into the village no one knew whence he had come or anything else concerning his background.
30. The committee will study the recommendations of the Treasury Department experts and an immediate response will be sent to the president.
31. Four columns advanced toward the city from without, and a fifth column cooperated from within.
32. Just a short time ago, science seemed almost powerless in finding a cure for cancer.
33. Perhaps we can make an excursion into the country on Sunday.
34. The tribe was governed by a chieftainess who dispensed justice swiftly and impartially.
35. Martha also has applied for the position of governess that was advertised in the Sunday edition of the Times.

