

Lesson 11

Short-Form Words, Proper Names

11.1 In General

Following is a list of many of the short-form words used in braille including the twenty-four studied in earlier lessons (in italics). The words in this list have been grouped together in order to facilitate learning through association. A complete alphabetical list of all short-form words can be found in the latest issue of *English Braille American Edition*.

* Starred words have special rules.

<u>Short-Form</u>	<u>Meaning</u>	<u>Short-Form</u>	<u>Meaning</u>	<u>Short-Form</u>	<u>Meaning</u>
<i>ab</i>	<i>about</i>	<i>f(st)</i>	<i>first</i>	hm	him
<i>abv</i>	<i>above</i>	*fr	friend	hmf	himself
<i>ac</i>	<i>according</i>	<i>gd</i>	<i>good</i>	xs	its
<i>acr</i>	<i>across</i>	<i>grt</i>	<i>great</i>	xf	itself
*af	after	<i>imm</i>	<i>immediate</i>	yr	your
afn	afternoon	<i>ll</i>	<i>little</i>	yrf	yourself
afw	afterward	<i>lr</i>	<i>letter</i>	yrvs	yourselves
ag	again	<i>m(st)</i>	<i>must</i>	h(er)f	herself
ag(st)	against	<i>nec</i>	<i>necessary</i>	myf	myself
<i>alm</i>	<i>almost</i>	<i>o ' c</i>	<i>o'clock</i>	one)f	oneself
alr	already	<i>pd</i>	<i>paid</i>	(ou)rvs	ourselves
<i>al</i>	<i>also</i>	<i>p(er)h</i>	<i>perhaps</i>	(the)mvs	themselves
al(th)	although	<i>qk</i>	<i>quick</i>	(th)yf	thymself
alt	altogether	<i>sd</i>	<i>said</i>	dcl	declare
<i>alw</i>	<i>always</i>	tgr	together	dclg	declaring
(be)c	because	cd	could	rjc	rejoice
(be)f	before	(sh)d	should	rjcg	rejoicing
(be)h	behind	wd	would	(con)cv	conceive
(be)l	below	ei	either	(con)cvg	conceiving
(be)n	beneath	nei	neither	dcv	deceive
(be)s	beside	m(ch)	much	dcvg	deceiving
(be)t	between	s(ch)	such	p(er)cv	perceive
(be)y	beyond	td	today*	p(er)cvg	perceiving
bl	blind	tn	tonight	rcv	receive
<i>brl</i>	<i>braille</i>	tm	tomorrow*	rcvg	receiving
(ch)n	children				

* no hyphen

restriction applies to *misconceive*, where the short form for *conceive* cannot be used because the *con* sign does not occur at the beginning of the word. However, where such words are divided between lines, using approved line breaks, the short-form words are used because then the *be* and *con* signs occur at the beginning of a new line.

Example:

before ⠠⠠ hereinbefore ⠠⠠⠠⠠⠠⠠⠠ herein- ⠠⠠⠠⠠
before ⠠⠠

11.3.2 Short-form Words with a Prefix

In general, prefixes can be added to short-form words.

Examples:

necessary ⠠⠠⠠ unnecessary ⠠⠠⠠⠠⠠⠠ friend ⠠⠠ befriend ⠠⠠⠠ paid ⠠⠠ unpaid ⠠⠠⠠⠠

11.3.3 Short-form Words with a Suffix

In some words, in order to add a suffix, the final *e* is dropped or the final *y* is changed to an *i*. When this happens to a word that has a short form in braille, the short-form word is not used. To do so would result in a misspelling.

Examples:

declare ⠠⠠⠠ declaration ⠠⠠⠠⠠⠠⠠⠠⠠ [not] dcl(ation)
conceive ⠠⠠⠠ conceivable ⠠⠠⠠⠠⠠⠠⠠⠠ [not] (con)cva(ble)
necessary ⠠⠠⠠ necessarily ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ [not] necly

When a word ending in an *e* is changed by the addition of *d* or *r*, as in *received* or *receiver*, the short-form word is used as it keeps its original meaning. To prevent doubling the *e* in such words, be certain that only the single letter, *d* or *r* is added—not the *ed* or *er* contraction.

Examples:

braille ⠠⠠⠠ brailler ⠠⠠⠠⠠ [not] brl(er)
declare ⠠⠠⠠ declared ⠠⠠⠠⠠ [not] dcl(ed)

When in print *ing* is added to words that have a short form, there may be a temptation in braille to simply add the *ing* contraction to the short form, but to do so may result in a misspelling. Note that there are special short forms for *declare*, *rejoice*, *conceive*, *deceive*, *perceive*, and *receive* when they end in *ing*.

Examples:

braille	⠠⠠⠠⠠	brailling	⠠⠠⠠⠠⠠⠠⠠⠠	[not]	brl(ing)
rejoice	⠠⠠⠠	rejoicing	⠠⠠⠠⠠	[not]	rjc(ing)

11.4 In Compound Words

Use short-form words when the words they represent are joined with other words to form solid or hyphenated compound words.

Examples:

roundabout	⠠⠠⠠⠠⠠	aforesaid	⠠⠠⠠⠠⠠
grandchildren	⠠⠠⠠⠠⠠	hereafter	⠠⠠⠠⠠
inasmuch	⠠⠠⠠⠠⠠	in-between	⠠⠠⠠⠠⠠
do-gooder	⠠⠠⠠⠠⠠	do-it-yourselfer	⠠⠠⠠⠠⠠⠠⠠⠠

11.5 Special Rule for *after*, *blind*, and *friend* as Part Words

These three words, when used as parts of words, are governed by the same rules as all the other short-form words *only* if a consonant or a hyphen follows them.

Examples:

afterbirth	⠠⠠⠠⠠⠠⠠	after-shave	⠠⠠⠠⠠⠠⠠⠠
blindness	⠠⠠⠠⠠	friendship	⠠⠠⠠⠠⠠

When the words *after*, *blind* or *friend* are followed by a vowel, the short forms cannot be used because they then take on the appearance of another word. For instance, if the short form for *blind* were used in *blinded* the result would be *bled*.

Examples:

blinded	⠠⠠⠠⠠⠠	befriending	⠠⠠⠠⠠⠠⠠⠠
aftereffects	⠠⠠⠠⠠⠠⠠⠠⠠		

11.6 In Unusual Words

Do not use a short-form word if it would cause confusion in pronunciation or difficulty in the recognition of an unusual word. Thus, the short form for *said* is not used in *Port Said* (Sa/eed). However, words like *hereabouts*, *thereabout*, *gadabout*, and *roustabout* are not considered to be unusual words and the short forms are used.

Drill 28

Braille the following words. Treat each group of words as a list item, using the approved form for lists. Leave three blank cells between adjacent pairs of words within an item in this drill. *Do not divide words at the end of a line.* Repeat this drill until you are comfortable with the short-form words and their variations.

1. about gadabout about-face hereabout thereabout
roustabout roundabout whereabouts
2. above below above-mentioned aboveboard aboveground belowground
3. according accord accordingly
4. across across-the-board
5. after afternoon afterward after-hours hereafter rafter aftereffects
afterwards aftershock afterbirth after-shave
6. again against once-again
7. almost already also always also-ran
8. although though through thorough thought
9. altogether together togetherness
10. because before beforehand behind become befit beneath
hereinbefore befuddle between began beside besides begin
in-between behold beyond
11. blind braille blindness brailist blinded blinders brailled
Louis Braille brailler braillewriter blindfold
12. children child childlike children's grandchildren childless
13. conceive conceiving conceivable preconceive misconceived
14. could could've would would've should shoulder shouldn't
15. deceive deceiving deceived deceptively deceiver deceives
16. declare declaring declared declaration declares declarer declarable
17. first first-born firstly firsthand first-class
18. friend friendly friends friendship friendless befriend
befriending befriended befriends
19. either neither either-or
20. good goodhearted do-gooder Goodwill good-by goodness
goody-goody
21. great greats not-so-great greatest greatcoat greater Great Salt Lake
22. her herself him himself
23. your yourself yourselves do-it-yourselfer
24. them themselves thy thyself

25. it its itself it's it'd it'll
26. one oneself our ourselves my myself
27. immediate immediately immediacy immediateness
28. letter bloodletter letterhead letterman Letterman lettering
29. little belittle Little Rock littler littlest littleneck
30. much such must musty suchlike most mustache
mustang inasmuch mustn't muster
31. necessary necessarily unnecessary necessities
32. o'clock oclock
33. paid unpaid prepaid paid-in-full
34. perceive perceiving unperceivable unperceived
35. perhaps perchance
36. quick quicken quick-freeze quickie quicksand Bisquick
37. receive receiving receivership rejoice rejoicing rejoiced rejoiceful
38. said aforesaid Port Said unsaid
39. today tomorrow tonight tomorrow-night today's

EXERCISE

Prepare the following exercise for submission to the instructor.

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1. The hearing before the subcommittee on the Goodman Bill could be characterized as “much ado about nothing.”
2. According to the plans made yesterday afternoon, the union is declaring a strike tomorrow morning at ten o'clock.
3. He perceived that this project would entail the expenditure of funds far above and beyond his means.
4. “Know thyself,” Socrates admonished.
5. It is difficult today to conceive of the fears that beset the sailors of Columbus as they sailed across the unknown ocean.
6. “Love vaunteth not itself, is not puffed up, doth not behave itself unseemly, seeketh not its own, is not provoked, taketh not account of evil; rejoiceth not in unrighteousness, but rejoiceth with the truth.”
7. Braille was not officially adopted as a system of reading and writing for the blind until after the death of Louis Braille, its inventor.
8. “There is a vanity which is done upon the earth; that there be just men, unto whom it happeneth according to the work of the wicked; again, there be wicked men, to whom it happeneth according to the work of the righteous; I said that this also is vanity.”
9. Although Representative Doolittle voted against the measure, he said afterwards that he would support it if it became law.
10. It is almost impossible to get an interview with Mr. Truegood since he is almost always out of town.
11. The Pirates were already behind by three runs when Bob Friend came to the mound.
12. He was altogether beside himself with rage when he first discovered that he had been deceived by his friend.
13. He felt it below his station to work in the receiving room.
14. Conceiving of a plan to defraud the bank is easy enough; deceiving the boss isn't!
15. Because of other business, I was unable to give your letter my immediate attention.
16. Either this bill must be paid within the next week or our attorneys will receive instructions to prepare the necessary papers for suit.

17. Perhaps Sally regrets the fact that she married beneath herself.
18. Neither of us should deceive himself into thinking that we can do this by ourselves.
19. Rejoicing, she told him about her raise in pay.
20. Don't blame yourself too much; we're in this thing together.
21. "Get yourselves to bed, and be quick about it, before I lose my patience altogether," she reprimanded the unruly children.
22. Those who put themselves above the law are only deceiving themselves.
23. I am knitting a sweater for myself and hope to finish it tonight.
24. When one declares oneself an expert in such a field, he should be prepared to answer many questions.
25. Hereafter I expect you to be open and aboveboard with me.
26. Police are seeking all over Hereafter Hollow for the whereabouts of the man who acted as go-between for the kidnappers.
27. Although his appointment was not until midafternoon, he arrived beforehand and accordingly had time to compose his thoughts.
28. Of all her grandchildren she was most attached to the first-born.
29. He believed blindly in the integrity of his friends.
30. Since becoming a transcriber, she has brailled "Goodbye, Mr. Chips" and a number of textbooks besides.
31. As a man of letters, his greatness has been highly overrated.
32. "Children! Immediately after lunch, we will read a story about a little girl whose name was Little Goody Two Shoes," the teacher said.
33. It will be unnecessary for you to call for the package, as it will be sent to you postage prepaid.
34. Inasmuch as he is depending upon us for a complete report, we mustn't overlook even the littlest detail.
35. We really shouldn't expect him to act quickly on a matter of such great importance.
36. Those words would've been better left unsaid.
37. Perceiving that further discussion would be fruitless, he hung up the receiver with a bang.
38. Mr. Jones would like to speak with you immediately after the ceremony to-night.
39. Captain Littlefield had a preconceived notion of how the campaign should be conducted and expected every soldier to shoulder his responsibilities without question.

40. The rafters shook with applause as the cowboy finally roped the mustang.
41. Perhaps the bread went uneaten because of its musty smell.
42. In the aftermath of the huge explosion that blinded several workers, many acts of unselfishness and heroism were performed.
43. The aftereffects of the earthquake that hit the city of Port Said were terrible.
44. After their early-morning chores had been completed, the roustabouts sat down to a hearty breakfast of ham and eggs on board the good ship "Blind Pig."
45. Florence Nightingale not only nursed, but also befriended, the sick, the wounded and the dying soldiers in the Crimean War.
46. Because leeches were used in bloodletting, I think it must've taken a lot to muster up the courage to be a bloodletter.

Example:

Seats M—S were saved.

⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠

12.2.6 Letters or Words with an Apostrophe

A letter, followed by an apostrophe and the letter *s*, is a word with mixed modes: part notational and part narrative. It is regarded as a hybrid word and is discussed in Section 12.4 and in Appendix C.

When a letter is preceded and/or followed by an apostrophe, to indicate a missing letter or letters in a word, the word is narrative since the affected letters could not be interpreted as short-form words.

Examples:

'E went t'other way. ⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠

Aaron plays rock 'n' roll.

⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

Jus' go 'round and 'round?

⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠

12.2.7 Letters with a Slash

The alphabet words, (but, can, do, etc.) cannot be used in contact with a slash. So such letters that are in contact with a slash cannot be interpreted as words. Therefore they are narrative and need no indicators.

Examples:

c/o ⠠⠠⠠⠠⠠ Mr/s ⠠⠠⠠⠠⠠⠠

If a number is followed, unspaced, by a slash and some letters, the numeric indicator initiates the notational mode, which is not terminated by the slash.

Examples:

100/d ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ 24/DPS ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

12.2.8 Single-Letter Abbreviations

Place a notational indicator before a single-letter abbreviation so that it will not be mistaken for a whole-word contraction.

Examples:

Vitamin K helps your blood clot.

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

The professor is at the U today.

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

12.2.10 *To, into and by* with Single Letters or with Numbers

Do not join the contractions for *to*, *into*, and *by* to any notational word or number.

Example:

A is to B as C is to D.

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

They won by 22 points.

⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠

Drill 29

Practice brailleing the following sentences.

1. Little Timmy usually remembers to dot an *i*, but forgets to cross the *t*.
2. Please send the package to my old address, c/o my father, Brad Jones.
3. Walt Whitman wrote "O Captain, My Captain!"
4. In the word "siege," I can never remember which comes first, the *i* or the *e*.
5. June 6, 1944, was the day set for the landing of Allied forces on the Normandy beaches.
6. My vacation was extending to 3 weeks.
7. His duties are: (a) to process the mail; (b) to answer the phone; (c) to receive visitors; and (d) to take dictation.
8. Section 4(d) of the outline should be greatly condensed.
9. "Peg o' My Heart, I love you."

12.3 Distinguishing Names and Other Words from Short-Form Words

Names, such as *Al* and *Ab*, and words that have the same spelling as short-form words must *always* be treated notationally, regardless of the context. A notational indicator is used for letter groupings, such as vocal expressions, and abbreviations, when they could be confused with short-form words or contractions.

Example:

As the geese **V**ed across the sky, a group of Gen-**X**ers watched the children go **S**-ing across the ice for the nth time.

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

If bold typeface is used in print for the letters in this context, then the bold font should be used in braille, as in the above example.

12.4.6 Letters Followed by Numbers

When a letter is immediately followed by a number, attention must be paid to special requirements for these words. Although the words are entirely notational, some scientific use of such words requires a special rule. In scientific texts, words with subscripts (See Section 14.3.) like a_1 , b_2 , H_2O , CO_2 , H_2SO_4 , etc., are so common that an efficient representation of these words is used. This involves the rule that any *digits* that directly follow a *letter* are, by definition, a *subscript*. So the words listed above would be brailled as:

a_1 ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠ H_2O ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
 CO_2 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ H_2SO_4 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

This means that when you encounter a letter followed by a number that is NOT a subscript, you must insert a numeric indicator before the digit to show that the number that follows is NOT a subscript. For example,

U235 (uranium 235) ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ B12 (vitamin) ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

A single letter followed by a hyphen and a number needs a notational indicator before the letter so that the letter will not be misread as a whole-word contraction.

Example: T-19 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Note: Letters that precede or follow Roman numerals are discussed in Lesson 14.

If a word is composed of letters and numbers (with or without intervening punctuation) and no part of the word is narrative, treat the entire word as notational. (Remember that the *rd* in 23rd, is narrative.) Notice which of the following words require the numeric indicator as discussed earlier in this section.

Examples:

He was 'bout to leave.

⠠⠏⠠⠑ ⠠⠋⠠⠎ ⠠⠃⠠⠗ ⠠⠋⠠⠗ ⠠⠋⠠⠗ ⠠⠋⠠⠗ ⠠⠋⠠⠗

They arrived early in the evenin'.

⠠⠏⠠⠗ ⠠⠠⠗⠠⠗⠠⠗ ⠠⠠⠗⠠⠗⠠⠗ ⠠⠠⠗⠠⠗⠠⠗ ⠠⠠⠗⠠⠗⠠⠗ ⠠⠠⠗⠠⠗⠠⠗

We saw a lot of this 'n' that.

⠠⠋⠠⠗ ⠠⠠⠗ ⠠⠠⠗ ⠠⠠⠗ ⠠⠠⠗ ⠠⠠⠗ ⠠⠠⠗ ⠠⠠⠗ ⠠⠠⠗ ⠠⠠⠗

12.5.1 Stammering or Stuttering

Stammering or stuttering occurs when a letter or letters are repeated due to a speech impediment.

Examples:

m-m-m-mine ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ s-s-say ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

g-ghost ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ wh-which ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

f-f-father ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ wh-where ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

b-by th-the way ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠

st-st-stop ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

When it is desired to divide a stammered word between lines, the stammered portion should not be separated from the rest of the word.

Example: b-b-background b-b-back- [not] b-b-
ground background

12.5.2 Speech Hesitation, Elongation, and Sound Imitations

Follow print when hyphens, apostrophes, and dashes are used to indicate speech hesitation. Remember, in the notational mode, you need a punctuation indicator for certain punctuation marks even when they occur in pairs or more.

Examples:

we-e-ellll ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

br-r-r-r-r! ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

a-a-ahh—ch-o-o-oh ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

twhinggg [sound of an arrow] ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

h'm [hmmm] ⠠⠠⠠⠠⠠

aaarrggghh!! ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

When a special situation that needs explanation occurs more than once within a particular section of a text, only one transcriber's note (placed before that text section) is required.

When it is necessary to explain that the braille version differs from the print in a fundamental way *throughout an entire book* this notice is placed on a Transcriber's Notes Page at the beginning of the braille volume (to be studied in Lesson 19).

Drill 31

Practice braille the following sentences. Use the format described for Drill 28 on page 126. Do not use transcriber's notes in the drills and exercises in this instruction manual.

1. "K-k-k-katie, beautiful lady, you're the only g-g-g-girl that I adore."
2. "Br-r! It's c-cold! D-d-do you th-th-think it'll b-b-b-be warmer t-t-t-tomorrow?" he asked, shivering.
3. "Wh-where did th-that ch-child d-disappear to n-now?" exclaimed the excited mother.
4. "S-s-stop! P-please, let's g-go in," Crystal chattered. "I c-c-can't c-c-conceive of anyth-th-thing as c-c-cold as the wa-water in th-th-this 1-1-lake."
5. "We-e-ell," the indecisive young captain wavered, "if the storm doesn't soon abate, we may have to send out an SOS."
6. "If you'll be m-i-n-e mine, I'll be t-h-i-n-e thine, and I'll 1-o-v-e love you all the t-i-m-e time."
7. "Come on now! All together! Make it loud! Spell it and yell it! Let's go! C E N T R A L! Central!" urged the cheerleader.
8. "I loht my ten thenth, Thuthie," sobbed the little girl.
9. "Iffen I cain't keep goin' fer long, I kin allus set a spell and sip my Harm Walker Likker," said the old mountaineer.
10. "Theess leetle fellair ees lookeeng for hees seestair," explained the Mountie.
11. "And have you consithered, O'Reilly, that the patther of little feet manes that you'll be nadin' mor-r-re bread and butther and tay on the table?"
12. The sign in the barracks read: A•T•T•E•N•T•I•O•N! LIGHTS OUT AT 2300.
13. Oh, what a beau-ti-ful morning!

EXERCISE

Prepare the following exercise for submission to the instructor. As in previous lessons, the running head, LESSON 12, should appear on the first line of every page of the exercise. On the first page only, center the title of the story SCHOOL DAY on the third line. Leave a blank line between the title and the beginning of the text. Do not leave blank lines between paragraphs.

Remember to place the braille page number at the bottom right of each page. Reminder: When room permits, hyphenated-compound words may be divided between lines, but only following the hyphen and never between braille pages.

SCHOOL DAY

It never would have happened to me if Miss Nellie Peabody, the pretty schoolmarm of Possum Hollow, hadn't suddenly eloped with Everett Stamp, the mail carrier for Route 3. This created a crisis in the Possum Hollow School, and in a weak moment I agreed to step into the breach and teach the entire school — all the way from kindergarten to grade a8.

My troubles began early. The children were all seated when Terence O'Shaughnessy came running through the door. I asked why he was late, and he answered in his broadest Irish brogue, "The batthery in me fayther's car was dead." I explained to Terence that the word is pronounced bat-ter-y, not bat-ther-y. But he, not the least bit convinced, glared at me as he took his seat, and snarled, "Divil a bit! That's the way me fayther says it, and me fayther is always right."

I then proceeded with the calling of the roll. I had progressed from the A's through the M's when I became conscious of the fact that the back of the room was enveloped in clouds of smoke. I was frantically looking about to locate the safest exit through which to herd my charges when I discovered the source of the smoke. A huge hulk of a boy, about six feet, two inches tall, clad in blue overalls and a multi-colored T-shirt and wearing colossal brogans that looked to be at least size 12d, was slouching in his seat in the back row calmly smoking a corncob pipe.

"What do you mean by smoking in school?" I demanded.

“We-e-e-ell, I reckon a m-m-man kin have his m-m-mornin' pipe,” he drawled. “Y' know the m-m-mailman run off with the t-t-teacher, and my pa made me g-g-go clear into t-town and g-g-git the m-mornin' paper so's he c-c-could read the g-g-gossip. So th-thar w-warn't t-t-time for my m-mornin' p-p-pipe.”

“Well, you just put that foul-smelling thing out and do without your smoke for one morning,” I snapped.

“Okay,” he assented sullenly. “Some p-p-people t-treat you like a ch-child. I bin s-smokin' my p-p-pipe since I was th-thirteen. Some f-folks oughta l-look out for th-theirselves 'steada b-bossin' others 'round.”

After the smoke had cleared away I returned to my pedagogic duties, reading to the kindergarten contingent. Even these little tykes seemed determined to test my patience to the utmost. Whenever little Luigi recited the alphabet he insisted on stopping at q. When I asked him why he did this, he replied, “But teachair, Q is for quit — I the-e-enk,” and the class roared with laughter. When we came to arithmetic I asked 1st-grade Judy how much 7 and 7 make, and she replied sweetly, “Theventy-theven, Mith Olthen,” and again the school rocked with laughter at my expense.

During that whole long day there was one fleeting moment of satisfaction. This happened during the 4th-grade spelling lesson. It became painfully apparent that the children were all having difficulty with words that contained both the letters “e” and “i”. Finally, Al asked in desperation, “But how can we tell which comes first, Miss Olsen?”

“Al,” I replied, “one thing that will help is to remember this little verse: ‘When the letter *c* you spy, place the *e* before the *i*.’ ” After that, Al and the rest of the class as well had much less trouble.

About this time, noticing that the children were becoming restless, I announced we'd have a real spelldown—choosing up sides and everything. We started with easy words, and for a while things proceeded smoothly and without notable incident. But then it was Jimmy's turn, and I gave him the word “frog.” “F-r—” began Jimmy. He hesitated and started over again. “F-r— f-r—” Jimmy

appeared to be completely at sea. Just then I detected Tom reaching over and jabbing Jimmy with a pin, and Jimmy finished in a blaze of glory, “—o-g!” I ignored the prompting and went on.

Finally the field was narrowed down to just two survivors; Dorothy Stamp, a bespectacled, pony-tailed, intellectual colossus, and little Percy Littlejohn, a precocious brat who always read with expression. (I could envision the day when Percy would be the announcer on the Possum Hollow radio station and would dramatically proclaim the virtues of K-9 dog toys and 2-dog leashes to an enthralled public.)

“Your word is sat-is-fies, Percy,” I said.

Percy spelled it with confidence: “S-a-t-i-s-f-y-s.”

“How do you spell it, Dorothy?” I asked.

“Hm, let's see,” she said, and then triumphantly spelled it correctly:

“S-a-t-i-s-f-i-e-s.”

As I presented Dorothy with a new 3r game as the prize for being the A1 speller of the school, little Percy's small world of conceit came tumbling down amid anguished howls and copious tears, and my little world of peace and tranquility came tumbling with it.

At last that long day came to a close, and with it my country school-teacher career was ended. As I stepped out into the bitter cold of that January 1935 afternoon my lips said “Br-r-r-r-r,” but my heart uttered a fervent “Thank God!” I was an older and wiser woman. I had learned three never-to-be-forgotten facts: (a) kids say and do the darnedest things, (b) patience is a virtue well worth cultivating, (c) a schoolteacher's life is anything but a bed of roses.

Lesson 13

Commonly-Occurring Symbols, Abbreviations, Acronyms, Units of Measure, Personal Initials, Telephone Numbers, Postal Codes, Dates, Format for Correspondence

13.1 Commonly Occurring Symbols

13.1.1 Currency Symbols

Currency symbols that appear in print are represented by the following braille symbols and they are notational.

Currency	Symbol	Braille	Dots
cent	¢	⠠⠨	(4,14)
dollar	\$	⠠⠵	(4,234)
euro	€	⠠⠠	(4,15)
franc	F	⠠⠋	(4,124)
pound sterling	£	⠠⠺	(4,123)
shilling	s	⠠⠠⠠	(4,4,234)
pence	d	⠠⠠⠠	(4,4,145)
yen	¥	⠠⠵	(4,13456)

Examples:

\$36 ⠠⠠⠠⠠⠠ ⠠⠵25 ⠠⠠⠠⠠⠠ 16¢ ⠠⠠⠠⠠⠠
 21F ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠
 #43€ ⠠⠠⠠⠠⠠ 100¥ ⠠⠠⠠⠠⠠
 The US\$ and the £ fell sharply today.
 ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠

13.1.1.1 Sterling Currency

Sterling currency is brailled as it appears in print and follows print spacing. Remember that the word and its mode are not terminated by a slash or a hyphen, provided the mode that follows is the same as the mode that precedes the slash or hyphen.

Examples:

£6 8s 10d ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠
 2s 2d ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
 £6-0-5 ⠠⠠⠠⠠⠠⠠⠠⠠⠠

Note that the repeated dot 4 is required with the shilling and with the pence to avoid conflict with the US\$ and the crossed *d*, to be presented later.

Drill 32

Practice brailleing the following sentences.

1. The sign read: Peaches @ \$25 per bushel.
2. The basketball player weighs 187# and is 7'2" tall.
3. Tell Tom to remove the #12-volt batteries from the inventory.
4. Highway 52 intersects Highway 17 at an angle of exactly 52°30'15".
5. On Tuesday, Wilford made a deposit of £493/16/8.
6. The price of the souvenir was £1 5d, but she found that she had only 18s 4d left after a day at the fair.
7. The ¥ has taken a beating this week while the \$ has remained strong.
8. Pure water consists of about 11% hydrogen and 89% oxygen.
9. The symbol & is typed by using the shift key with the figure 7.
10. The area described in ¶9 can be found on the plat map in §46.
11. A candy bar that cost 25¢ in 1950 now costs nearly \$2.
12. I paid only €70 for this coat in Spain.

13.2 Abbreviations, Acronyms, Units of Measure

13.2.1 Abbreviations and Acronyms

According to a recent dictionary:

An **abbreviation** is: “a shortened form of a word or phrase used chiefly in writing to represent the complete form.”

An **acronym** is: “a word formed by the letters of a name, as *WAC* for Women's Army Corps, or by contracting initial letters or parts of a series of words as *radar* for radio detecting and ranging.”

This implies that all acronyms are abbreviations, but all abbreviations are not necessarily acronyms. However, many abbreviations are also regarded as acronyms. In view of this broad definition of “abbreviation”, we apply the same rules to all abbreviations, including acronyms. Units of measure require some special rules and are discussed in Section 13.2.2.

In braille, abbreviations require special rules, as follows:

Examples: ft. ⠠⠋⠠⠋⠠⠋ mL ⠠⠠⠠⠠ hr. ⠠⠠⠠ min. ⠠⠠⠠⠠⠠
sq. ft. ⠠⠠⠠⠠ ⠠⠠⠠⠠ sq. ft. ⠠⠠⠠⠠⠠⠠⠠⠠ cu.yd. ⠠⠠⠠⠠⠠⠠⠠

- 2) If the unit of measure is unspaced from one or more preceding digits and,
a) if the unit of measure is **notational**, the word is notational.

Examples – notational:

2sq.ft. ⠠⠠⠠⠠⠠⠠⠠⠠

We dug 50cu.yd. of sand.

⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠

- b) If the unit of measure is **narrative**, the word is **hybrid**. Remember, a hybrid word is one in which part of the word is notational and part is narrative. In a hybrid word that begins in the notational mode, a dot-5 “switch” is required before the narrative part, and the rest of the word is narrative.

Examples - hybrid:

5mL ⠠⠠⠠⠠⠠⠠ 5KW ⠠⠠⠠⠠⠠⠠⠠

2yds, 4ft. ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

- 3) Do not use the *in* contraction when it represents an abbreviation for *inch* (or *ins* for *inches*). Any word containing this use of *in* is notational. This applies regardless of spacing or punctuation.

Examples:

8 ins. ⠠⠠ ⠠⠠⠠⠠⠠⠠ 3ft, 6in ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠

4 in ⠠⠠ ⠠⠠⠠ 8-in. dia. ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠

She is 5'4" tall, so shorten her dress 3ins.

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

Other words containing the contraction for *in* should be treated according to the general rules for abbreviations.

Example : 10 mins. ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠

13.2.3 Capitalization in Abbreviations

In abbreviations containing contractions, the capitalized-word indicator is used IF more than one adjacent letter is capitalized, AND there is no change from upper to lower case within the word. In all other cases, each upper-case letter

should be capitalized individually. This avoids the need for a capital termination indicator.

Examples:

ASAP ⠠⠠⠠⠠⠠⠠ LL.D. ⠠⠠⠠⠠⠠⠠⠠⠠ B.Sc. ⠠⠠⠠⠠⠠⠠⠠
 USAir ⠠⠠⠠⠠⠠⠠⠠⠠ Y.W.C.A. ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
 MHz ⠠⠠⠠⠠⠠ NYU-Albany ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

As in the case of a capitalized hyphenated compound word, the capitalized-word indicator, placed before a hyphenated compound abbreviation, indicates that all the letters of the abbreviation are capitalized, and the capital indicator is not repeated after the hyphen.

Examples: CD-ROM ⠠⠠⠠⠠⠠⠠⠠⠠⠠

AFL-CIO ⠠⠠⠠⠠⠠⠠⠠⠠⠠

If an abbreviation begins with the letters “*be*”, “*con*”, “*dis*”, or “*com*”, the abbreviation is notational and contractions are not used.

Examples:

Belg. [Belgium] ⠠⠠⠠⠠⠠⠠⠠ Dis. [District] ⠠⠠⠠⠠⠠⠠⠠
 Conn. [Connecticut] ⠠⠠⠠⠠⠠⠠⠠⠠ Be [Beryllium] ⠠⠠⠠⠠⠠
 Comdr. [Commander] ⠠⠠⠠⠠⠠⠠⠠⠠

An abbreviation that is a whole-word contraction is notational and no contraction can be used.

Examples: Can [Canada] ⠠⠠⠠⠠⠠⠠ IT [Italy] ⠠⠠⠠⠠⠠⠠

13.2.4 Avoiding Confusion Between Whole-Word Contractions or Short-Form Words and Abbreviations

Place a notational indicator before a freestanding, single-letter abbreviation or any abbreviation that could be confused with a whole-word contraction or a short-form word.

Examples:

c 1850 ⠠⠠ ⠠⠠⠠⠠⠠⠠ c. 1850 ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠
 c1850 ⠠⠠⠠⠠⠠⠠⠠ c.1850 ⠠⠠⠠⠠⠠⠠⠠⠠
 100 volts AC ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠
 We are going to Memphis, TN.
 ⠠⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠
 A F equals 100 centimes.
 ⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠

13.2.8 Non-Latin Letters in Abbreviations

Greek or other non-Latin letters occurring in abbreviations, as in μsec (microsecond), are brailled according to the braille rules for that language. (See Section 16.8.)

13.3 Personal Initials

The initials of a person's name are capitalized, punctuated, and spaced as they appear in print. The rules for abbreviations and acronyms apply.

Examples:

R.C. Cooper ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠
 Mrs. P. G. Hall ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠
 Harry S Truman ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠
 L.B.J. ⠠⠠⠠⠠⠠⠠⠠⠠ F. D. R. ⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠

Initials that are used for an entire name, as in J.F.K., should not be divided between braille lines whether they are spaced in print or not.

13.3.1 Ditto Sign

The ditto sign is represented in braille by ⠠⠠ (46,2356), a two-cell symbol. Always leave a space before and after a braille ditto sign. Include this sign on the Special Symbols Page (to be studied in Lesson 19).

Example:

Tues: Exam 2:00 ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠
 Weds: " " ⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠

13.4 Telephone Numbers

Follow print spacing for telephone numbers consisting of all numbers. Telephone numbers composed of both letters and numbers are notational and are brailled to follow print. Note that telephone numbers that have spaces to divide the numeric parts of the number are treated as ONE notational word. These spaces are not regarded as delimiters.

A telephone number may never be divided between braille lines.

Examples:

(738) 657-9688 ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠
 CH 6-1234 ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠
 1-800-STOP ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
 1-956-347-9005 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
 1 800 533 1922 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

Examples: Date elements are separated by dots or periods.

Fall Festival 10.2-10.7

Fall Festival 10.2—10.7

Example: Date elements are separated by hyphens.

Fall Festival 10-2—10-7

Drill 33

Practice brailleing the following sentences.

1. Caesar Augustus (63 B.C.-14 A.D.) was the first Roman emperor.
2. Dr. Chas. R. Hartwell, Jr., will leave Crown Point, Ind., at 11 a.m. and will arrive at Deny, Penn. at 9 p.m.
3. Mr. and Mrs. L.V. Workman are both receiving their degrees from the U. of M.—he a Ph.D. and she a B.Sc.
4. Mr. Shaw was a staunch admirer of the greatest of all British dramatists, i.e., G.B.S.
5. The new Y.M.C.A. director was formerly connected with the ARC.
6. The AAWB-AEVH-NBA Braille Authority preceded the Braille Authority of North America (BANA).
7. A sign in the window of the A&P urged: BE SURE TO ATTEND THE BAZAAR AT ST. JOSEPH'S CHURCH, 5/25-5/30.
8. He did his undergraduate work at UMass, then received an LL.D. from OU.
9. Notify me by phone at ED 2-1666 and/or Mr. Hancock by mail, c/o St. Francis Hotel, Toronto, Ontario M5F 3E7.
10. Senator Jones, (D) TN, will head the committee.
11. The bride-to-be, at 5 ft. 8 in. tall and 140 lbs., is 2 ins. taller and 10 lbs. heavier than the groom-to-be.
12. 100°C is equal to 212°F.
13. Dad says that the AARP has a good retirement plan.

13.7 Format for Correspondence

Some general guidelines for brailleing letters of correspondence are provided here.

13.7.1 In General

Follow print copy as to the location of headings, inside addresses, closings, and signatures, indenting in braille as they appear in print. Indented paragraphs in the body of the letter should start in the third cell, as all braille paragraphs do.

	24 Hudson Rd	\	
	Ogden, Utah 65987		← heading
	July 9, 1999	/	
Wolff and Doak, Inc.		\	inside
342 Harris Building			← address
Omaha, Nebraska 74653		/	
Greetings:]	← salutation
Mr. Edward Brown, who has applied for a position		\	
with your firm, has requested me to send you examples of			
the work he has performed under my direction at the High			
School of Printing Trades. I am enclosing four color			
reproductions prepared by Mr. Brown during the past			← body
semester.			
The quality of Mr. Brown's work will, I believe, speak			
for itself. Let me add that he has been a cooperative and			
enthusiastic student in both his class work and his extra -			
curricular printing activities.		/	
Yours truly,]	← closing
<i>William Schaffer</i>		\	← signature
William Schaffer			
Instructor in Printing		/	
WS:CR		\	
Enclosures (4)		/	

To block a heading, count the number of cells needed for the longest line. This line should end at the extreme right margin. All other lines of the heading start in the same numbered cell as the longest line. Runover lines should be avoided in the heading and inside address—even if this means that the blocked lines of the heading start left of the middle of the page.

If there is not room to include the last line of the body of the letter as well as the complimentary closing, signature, writer's and typist's initials, and notice of enclosure on a braille page, take the last line of the body of the letter to a new page.

It is recommended that the closing and signature be brailled following the rules for attributions—i.e., start each line in cell 5.

13.7.2 Blank Lines in Correspondence

In braille correspondence, blank lines are left only between elements that do not have different margin indentations. When a letter is written in *semiblock form*, as in the illustration above and the following exercise, the only place a blank line is needed in braille is between the inside address and the salutation.

If a letter is written in *full block form* (without any indentions) and all segments start at the left margin, the same should be done in braille. In order to enable a braille reader to distinguish the different elements of the letter, leave a blank line between the inside address and the salutation, the salutation and the first paragraph, and between following paragraphs. A blank line is also left between the last line of the body of the letter and the closing. If there are writer's initials and/or a notice of enclosures followed by a postscript, a blank line should separate the two.

EXERCISE

Prepare the following letter for submission to the instructor. Use the first line of each page for the running head “LESSON 13”. A blank line should be left on the first page between the running head and the heading.

745 16th St., N.W.
Washington, DC 20006
3/29/72

Mr. J. W. Wetherby
116 Crumpey St.
London W2N 6AA England

Dear Jim,

Shortly after 10 a.m., Feb. 5th, the SS Tubb reached the good old U.S.A. with me and the Mrs. on board. We were treated to the very best weather the Atlantic has to offer, i.e., wind, rain and fog, with the temperature dropping to 5°F at times. However, the unpleasantness was greatly mitigated by the fact that we became acquainted with many interesting people. Allow me, for instance, to introduce you to Dr. Wm. Windham. (The Dr. is for Ph.D., not M.D.) Windy, as he was familiarly known to his fellow passengers, was formerly head of the Phys. Ed. Dept. of an obscure institution in New Haven, Conn. His specialty is the improvement of health through breath control and Yoga, and being a typical absent-minded prof. we jokingly told him that we feared we might someday find him turning blue in the face from having forgotten to resume breathing.

Also on board were an AFL-CIO official from Texas with an LL.D. from T.C.U. (c1970) and a D.Lit. from UCLA and a Conservative M.P. from somewhere in Sussex, whose father had served with Eisenhower at S.H.A.E.F. during the 2d World War. These two were constantly engaged in interminable arguments over the UN and NATO. A third passenger would sometimes join in these discussions. He was a retired AT&T executive who often reminisced about F.D.R. and recalled how he had approved the WPA projects.

Further diversion was provided by a comedian who had performed on several TV networks including ABC and NBC. His wife was more interested in her lineage than in comedy and frequently reminded us of her membership in the DAR.

I will finish this account in a later letter as I must start packing. The Mrs. and I are taking off for Florida for a month of rest in the sun. Until the first of May address your letters to me c/o Gen. H. G. Fairweather, 1210 St. Augustine Rd., W. Palm Beach, FL 33401. Telephone no.: 305-743-6262.

Cordially yours,
Ed Goodman

EGG/ham

P.S. 4/10/72. You can thank a sudden change in the weather for the fact that you are finally receiving this letter. Since arriving here in Fla., the temperature has been in the 70s and 80s, until last night, when it began turning colder about 10 p.m.; and early this a.m. the thermometer on our veranda registered 45⁰ (F). I was forced to dig out my coat, and lo and behold! there in the pocket was your letter still unmailed.

Our trip down was remarkably fast—2 hr., 20 min. Not bad for a 1200 mi. jaunt, wouldn't you say? We were able to hitch a ride on an old B-52 that was being flown to Fla. to be used in training missions.

Gen. Fairweather has a beautiful and comfortable house with a large swimming pool that measures 20'6" by 40'. The only disturbing factor which somewhat interferes with my rest and quiet is a constantly barking dog that has the bark of a Great Dane but is about 20 ins. long and weighs all of 2# soaking wet!

I am proud to say that I will soon be able to type my own letters. While I was in England I began taking a correspondence course in typing—at the exorbitant cost of £495, 10% off for cash. I am now struggling with the intricacies of &, @, \$, and °. After next month I will no longer need the services of a secretary.

Remember our conversation about the Japanese ¥? If you will check page C6, §4 of last Sunday's paper, you will see that it is on the rebound. Even so, I'll stick with investing in the good ol' US\$ and/or the British £.

The wife and I are considering taking a trip to France and Belg. next spring. Would you be interested in joining us? Perhaps we could rent a BMW and do Europe in style. Eh, what?

Cheerio, old bean,

E.G.G.

Drill 34

Practice brailleing the following sentences.

1. Edward VIII, son of George V, gave up his throne to marry the woman he loved.
2. The pertinent provisions may be found in §59B(ii).
3. Study the Introduction, x-xv, and §15 on pages 23-25.
4. The map of the Czech Republic is found on page XVI—XVI being one of the removable pages.
5. Her house is furnished with Louis XIVth furniture.
6. The pros and cons of socialized medicine are set forth in XIV.B of my outline.

14.2 Decimals

Since a decimal point in print is identical to a period, the same is true in braille. So the ⠠ sign (12456), which is the notational period, also serves as the decimal point. Note that, if the number starts with a decimal point, a notational indicator must precede it and no numeric indicator is required.

Examples:

.7 ⠠⠠⠠⠠⠠⠠ .03 ⠠⠠⠠⠠⠠⠠ .5 - .7 ⠠⠠⠠⠠⠠⠠⠠⠠

14.2.1 Whole Number with Decimal Parts

When a number consists of a whole number and a decimal part, only one numeric indicator is required, and it is placed before the whole number.

Examples:

90.9 MHz ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ .5-1.2 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
6-7.25 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ 7.25-8 ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠

14.3 Simple Mathematics

Many literary texts contain occasional mathematical expressions, formulas, recipes, etc. This section deals with only the basic level of mathematics needed to transcribe these expressions into braille. In the NUBS Scientific Manual for Braille Transcription, a much more detailed treatment of mathematics is provided for even the most complex mathematical expressions. If you wish to pursue certification as a NUBS Scientific Transcriber, you would need to

14.3.6 Simple Superscripts and Subscripts

Superscript or subscript letters or numerals *that are not indicators for footnotes or references* occur occasionally in literary texts. (Indicators for footnotes and references will be studied in Lesson 17.)

Subscript	$\text{\tiny{⋅}}$	(56)
Superscript	$\text{\tiny{⋅}}$	(45)
Baseline	$\text{\tiny{⋅}}$	(5)

A **subscript** is often used to identify items in a series, such as A_1 , A_2 , A_3 , as we learned in Section 12.4.6. We learned that any *digits* that directly follow a *letter* are, by definition, a **subscript** as shown in the examples below.

a_1 b_2 H_2O CO_2 H_2SO_4

Notice that since no subscript indicator is used, no baseline indicator is required following the subscript. Return-to-baseline is automatic following an “automatic” subscript.

Examples:

$a_1 + a_2 = n_1 + n_2$;

Never confuse H_2SO_4 with H_2O !

Notice the exclamation point at the end requires the punctuation indicator ⠠ (456) to avoid misinterpreting the exclamation point as the digit 6.

Remember that, when digits follow letters and are NOT subscripts, a numeric indicator is required before the digits to indicate that the digit is at the baseline, and is not a subscript.

Example: K2 is a mountain in the Alps

Complex subscripts (covered in depth in the scientific transcription course), or subscripts that are not numeric, require the subscript and baseline indicators as shown in the following example.

$y = x_n + x_{n-1}$

Special symbols (often elevated in print) are brailled before or after the word, in accordance with their placement and spacing in print. Remember, no superscript indicator is required for such symbols.

Example:

“A Quick-Fix Bar® and lots of H_2O is our favorite snack,”
said the crew member of America³.

The raised number 3 following the word *America* is part of the name of the ship. It is not a true exponent or a reference in the normal use of such terms, although a superscript indicator is used to show its position in print. The ship is called *America Cubed*.

14.3.7 Hyphens and Dashes in Mathematical Expressions

As you learned in Lesson 2, when two whole numbers are connected by a *hyphen*, only one numeric indicator is required. When two whole numbers or two fractions are connected by a *dash*, an additional numeric or notational indicator is required, since the dash is an unconditional delimiter.

Examples:

$$\begin{array}{llll}
 3-6 & \text{⠠⠨⠠⠢⠤⠠⠶} & 3\text{—}6 & \text{⠠⠨⠠⠢⠤⠠⠶⠠⠤⠠⠢⠤⠠⠶} \\
 \frac{1}{2}-\frac{3}{4} & \text{⠠⠨⠠⠢⠤⠠⠶⠠⠤⠠⠢⠤⠠⠶⠠⠤⠠⠢⠤⠠⠶} & \frac{1}{2}\text{—}1\frac{1}{2} & \text{⠠⠨⠠⠢⠤⠠⠶⠠⠤⠠⠢⠤⠠⠶⠠⠤⠠⠢⠤⠠⠶⠠⠤⠠⠢⠤⠠⠶} \\
 \frac{1}{2}-1 & \text{⠠⠨⠠⠢⠤⠠⠶⠠⠤⠠⠢⠤⠠⠶} & 1\frac{1}{2}-1-\frac{1}{2} & \text{⠠⠨⠠⠢⠤⠠⠶⠠⠤⠠⠢⠤⠠⠶⠠⠤⠠⠢⠤⠠⠶⠠⠤⠠⠢⠤⠠⠶} \\
 0\text{—}\frac{1}{2} & \text{⠠⠨⠠⠢⠤⠠⠶⠠⠤⠠⠢⠤⠠⠶} & 33\frac{3}{8} & \text{⠠⠨⠠⠢⠤⠠⠶⠠⠤⠠⠢⠤⠠⠶}
 \end{array}$$

Note the last example is a mixed number that appears at one level in print.

14.3.8 Displayed Text

When mathematical expressions or other material is set apart from the body of the text by skipped lines, centering, special indentations, etc., the material is regarded as *displayed*.

Mathematical expressions that are displayed are treated as all other mathematics text, using notational or numeric indicators as required. Displayed mathematics text begins in cell 3 with runovers in cell 5, as shown in this example.

Example: **The formula for speed (rate) is:**

$$\text{rate} = \frac{\text{distance}}{\text{time}}$$

⠠⠨⠠⠢⠤⠠⠶⠠⠤⠠⠢⠤⠠⠶⠠⠤⠠⠢⠤⠠⠶⠠⠤⠠⠢⠤⠠⠶⠠⠤⠠⠢⠤⠠⠶⠠⠤⠠⠢⠤⠠⠶

⠠⠨⠠⠢⠤⠠⠶⠠⠤⠠⠢⠤⠠⠶⠠⠤⠠⠢⠤⠠⠶⠠⠤⠠⠢⠤⠠⠶⠠⠤⠠⠢⠤⠠⠶⠠⠤⠠⠢⠤⠠⠶ (Displayed)

Drill 35

Practice brailleing the following sentences.

1. $\frac{1}{2} \times 6 \frac{2}{3} = 3 \frac{1}{3}$.
2. The young ballistics expert determined that death had been caused by a .32-caliber automatic.
3. He bought the stock at 85 $\frac{5}{16}$ and sold it at 88 $\frac{15}{16}$.
4. A rod equals 5.5 yd., or 16.5 ft.
5. The length of the astronomical year is about $365\frac{1}{4}$ days, or 365 da., 5 hr., 48 min., 45.51 sec.
6. After deducting withholding tax, 6 $\frac{1}{2}$ % for retirement and \$3.75 for life insurance, his take-home pay amounted to \$463.29 every week.
7. The nurse reported that the patient's pulse had ceased at 1:00:25 a.m.
8. For 30 minutes, 6:15-6:45, the fog was heavy; by 7:00 it was gone.
9. He won the match in three straight sets: 6-3, 6-2, and 6-2, although his opponent had been a 3-1 favorite.
10. General Custer's men were armed with .45/70 Springfield rifles.
11. The cherry pie recipe calls for $2\frac{1}{2}$ -3 cups of sugar.
12. The board he cut was $\frac{1}{2}$ — $\frac{3}{4}$ in. too long.
13. The rug measured 9' x 12', but the room was $8\frac{1}{2}$ ' x $11\frac{3}{4}$ '.
14. $E = mc^2$ is associated with the theory of relativity.
15. The diagonal length across the bedroom is: $d = \sqrt{l^2 + w^2}$
where d is the diagonal, l is the length, and w is the width.
16. Internet users can travel to <http://www.45ware@home.org> for more details.
17. The 1st Battalion—64th Armor Regiment is often referred to as the 1/64.

EXERCISE

Prepare the following exercise for submission to the instructor. Transcriber's notes need not be added to this exercise material.

LESSON 14

1. The high jump was won by Samuel Speed III, who cleared the bar at 6 ft. 10 ³/₄ in.—¹/₄ in. higher than the previous school record.
2. At 6 ¹/₂ % interest his investment of \$3700.00 yielded a return of just \$240.50.
3. In 1952 the principal causes of accidents were: automobiles, 40%; at home, 22.5%; sports and recreation, 15.4%; pedestrians, 8.3%; travel, 6.6%.
4. In the late nineteenth century the American Experience Table of Mortality gave the life expectancy at age 10 as 48.72 years and at age 95 as .50 years.
5. We learned today that the ratio of the circumference of a circle to the radius is expressed as $c = 2 \times r \times 3.1416$ (or $3 \frac{1}{7}$).
6. For many years a minute of silent prayer was observed each November 11, 11:00–11:01 a.m., to commemorate the signing of the armistice ending World War I.
7. Friday, 2–4 p.m., will be devoted to interviewing applicants for the new position.
8. The alumni banquet will begin promptly at 6:30 p.m.
9. The missile took off from the launching pad at exactly 6:00:15 a.m.
10. With $\frac{2}{3}$ of the precincts already reported, the Governor leads his nearest competitor 189,769—160,323, though he had been given less than a 50-50 chance of winning by the pollsters.
11. After 15 innings the two teams were still deadlocked 3—3.
12. The motor number of the stolen car is 030/692.
13. To-day AT&T stock closed at 36 ³/₄, up ⁵/₈.
14. Articles V-VII of the society's constitution deal with the powers and duties of the officers.
15. The title page at the beginning of every braille volume lists the number of

braille pages contained in that volume—thus, pages t1-t2, p1-p3, and 1-62.

16. Pope John XXIIIrd did much to promote the ecumenical movement.
17. The Pythagorean Theorem is $a^2 + b^2 = c^2$.
18. King Louis XVth of France is supposed to have said, “After me, the deluge.”
19. Many cities were demolished by the end of World War II—III will probably see the destruction of civilization.
20. Charles I (1600-1649) was beheaded by the Parliamentary faction in England.
21. The mysterious crate measured 6'H x 9'W x 2'D.
22. How do I solve this equation? $x = \sqrt{3^2 + 8^2}$
23. Barber, please trim my hair— $\frac{1}{4}$ - $\frac{1}{2}$ inch.
24. You need not worry; a person's temperature is normal when it falls in the 98.4 – 99.2 range.
25. Add a hydrogen ion to H₂O to get heavy water, D₂O.
26. More than 1/3 of our staff will be on vacation from 6/14 to 7/1.
27. Visit our web site at: <http://www.riley13/sim.org> to find additional information.
28. Dad still has 20/20 vision, but he doesn't hear very well.

Lesson 15

Special Font Indicators, Termination Symbols, Ellipses, Quoted Material, Enclosed Portions of Words, Order of Punctuation Marks and Indicators, Punctuation Marks Standing Alone or Enclosed

15.1 The Special Font Indicators

In addition to the indicators already studied (the capital indicator, the numeric indicator, the notational indicator, and the transcriber's note symbols), other special signs, the *special font indicators*, play an important role in braille reading. In print, when special fonts (typefaces other than the host font) such as italics, boldface, small capital letters, or underlining are used to emphasize, or to make distinct, a word or passage, these changes must be so indicated in braille.

The following table provides the list of fonts that are defined in the NUBS braille structure. The form depends on whether the special font should apply to a single character, a word or a phrase.

Here is the NUBS list of defined fonts. Additional fonts can be added, but the structure must be maintained. Each defined font has been assigned a unique characteristic (one or two cells) as shown in the second column below.

Special Font Indicators

Font	Characteristic	Begin phrase	End special font	One word	One character
boldface	⠠ (456)	⠠⠠⠠	⠠⠠	⠠⠠	⠠⠠
italics	⠠ (46)	⠠⠠⠠	⠠⠠	⠠⠠	⠠⠠
script	⠠⠠ (45,46)	⠠⠠⠠⠠	⠠⠠⠠	⠠⠠⠠	⠠⠠⠠
small caps	⠠⠠ (6,46)	⠠⠠⠠⠠	⠠⠠⠠	⠠⠠⠠	⠠⠠⠠
underlined	⠠ (4)	⠠⠠⠠	⠠⠠	⠠⠠	⠠⠠
upper case	⠠ (6)	⠠⠠⠠	⠠⠠	⠠⠠	⠠

The treatment of notational phrases is discussed in Section 5.1.1.

Examples:

His grades were 84, 92, 86, 78, 91, 95, and 90.

His grades were 84, 92, 86, 78, 91, 95, and 90.

“Theess leetle fellair ees lookeeng for hees seestair,” explained the Mountie.

Theess leetle fellair ees lookeeng for hees seestair, explained the Mountie.

15.1.2 With Punctuation

Special font indicators are placed *before* opening punctuation such as a quotation mark, bracket or brace, or parenthesis, but not before a dash, which is an unconditional delimiter.

Examples:

“Help!” —Help!

The indicators for *ending* a special font phrase are placed after any punctuation (quotes, question mark, period, etc.) at the end of the phrase.

Example:

“That is the absolute limit!”

That is the absolute limit!

When a slash or a hyphen occurs in the middle of a special-font word, the special-font indicator should not be repeated after the slash or the hyphen. The slash and the hyphen are not delimiters as long as the components on both sides of them are of the same mode.

Examples:

cat/dog

white cat/black dog

15.1.3 Terminating Capitalization or Special Fonts

If only part of a word is in a special font, a mechanism is needed to show how to begin and end the special font so that each element of the text is represented properly.

- 1) If the special font applies to only one character in the word, the indicator for “special font for a character” is placed before that character. After that character, the special font is automatically terminated

of text, their wishes must be respected and print must be followed. Except for the special cases listed above, special font indicators should be used to reflect what appears in print so that the reader can have a clear understanding of the print text.

Drill 36

Practice brailleing the following sentences.

1. The general planned to withhold his attack until *after* the troops had landed.
2. A good source for ideas for new business enterprises is *999 Little-Known Businesses*.
3. “*Bon appetit!*” said the young waiter as he left the table.
4. The STAR-SPANGLED BANNER, written by Francis Scott Key, was adopted as the U.S. national anthem in 1931.
5. We'll make the trip, *for* the children, not *in spite of* the children.
6. The following books have been written by Lu Bannert: *Messages From Hindustan*, *Discovery*, and *Night On The Veld*.
7. He is arriving at 3 a.m., not *p.m.*
8. The planets that revolve around the sun are: *Mercury*, *Venus*, *Earth*, *Mars*, *Jupiter*, *Saturn*, *Uranus*, and *Neptune*.
9. *This is the end*, he thought, as the speeding car bore down upon him.
10. “*You're on the road to success when you realize that failure is merely a detour.*”—William G. Milnes, Jr., in *The Saturday Evening Post*.
11. The *Times'* JANET DIANA CARR is a first rate reporter.
12. *What can it be?* he wondered, as he examined the odd-looking package.
13. It is usually easier to get *into* the state of matrimony than to get *out* of it.
14. Mark is on the “A” team and Brian is on the “B” team.

If it is desirable to divide this lesson into two sections, the first 18 sentences in the Exercises for Lesson 15 may be assigned at this time, as they relate only to the material that has been studied to this point.

EXERCISE

Prepare the following exercise for submission to the instructor.

LESSON 15

1. The thought that the *federal government is wealthy* and the *states poverty-stricken* is a dangerous illusion.
2. Since all men are created equal, it follows *a priori* that no group is entitled to preferential treatment.
3. The title of the book is ***CD-ROM Recordings—1985***.
4. Back in 1919, when we numbered *105, 000, 000* in this country, it took some *26, 000, 000* workers to grow our food, dig our fuels and metals, and make the goods we needed.
5. When O'Brien got up to speak, Todd thought, *he just doesn't have any self-assurance*.
6. The following books were written by Thomas Wolfe: *Look Homeward, Angel; Of Time and the River; From Death to Morning; The Story of a Novel; The Face of a Nation; The Web and the Rock; You Can't Go Home Again; The Hills Beyond; A Stone, a Leaf, a Door*.
7. CAPITAL PUNISHMENT: Spending the summer in Washington, D.C. —Richard Armour in *Today's Living*.
8. Will the students in group “a” please move so that group “b” can sit down?
9. The local Shakespeare Society is planning to produce one of the following plays this season: *As You Like It; King Richard III; Julius Caesar*; or *Hamlet*.
10. Sometimes Henry, seated at the head of the table in his little dining room at home, would look around him at his wife and two daughters and recall those insurance ads he saw in the magazines —the kind with the banner line reading: *Are you, as head of your family, giving your loved ones the protection they need?* or *As family provider your family looks to you for security—now and in the future*.
11. The *g* in *gnat* is silent.

12. Charlie called to me, “The water's fine. *Come on in!* ” So “*in*” I went!
13. ‘*It is not the size nor the gold equivalent of what each of us contributes to the world that is a measure of the value of his gifts. The service we render to others is really the rent we pay for room on this earth.*’—Wilfred T. Grenfell
14. Thomas Jefferson will long be remembered for his drafting of *The Declaration of Independence*.
15. Steven's thoughts turned to Ritchy, *his idea of a great vacation (but not mine) is just to sit!*
16. MEMO: THE DOG THAT WOULDN'T BE is the camp movie this week.
17. Tennyson wrote “*In Memoriam*” to express his grief at the death of a young friend.
18. The Athenians not only had government *of* the people and *for* the people, but also government *by* the people.

* * * * *
19. Dwight Eisenhower, when president, said, “The *federal government* did not create the *states* of this republic. The *states* created the *federal government*. . . .”
20. The sign on the wall explained the company policy:

**It is our rule that no alteration can be made to one
of our products by the retailer. Our warranty is in
effect only if the product is in its original
condition—that is, as it was when it left Kirby & Co.**
21. MERRIAM-WEBSTER'S NEW COLLEGIATE DICTIONARY is considered a *descriptive* dictionary; WEBSTER'S NEW WORLD DICTIONARY is a *prescriptive* dictionary.
22. *Oh boy, am I in for a dull evening!* he thought when he saw Aunt Em confronting him in the doorway. “What a pleasant surprise!” he said aloud. —*and now I won't know till morning who won the fight on TV.*
23. He scribbled a hasty note: “Will be in N. . Y. . . C . . . 2 days.
Be careful what you tell the d . . n internal revenue guy.”

24. Article III, Sec. I, of the *Constitution* provides as follows: *The judicial Power of the United States shall be vested in one supreme Court, and in such inferior Courts as Congress may from time to time ordain and establish. The Judges, . . . , shall hold their Offices during good Behavior, and shall, . . .*
25. In the following words the accented syllable is indicated by italics: proficient, reunify, *visionary*, *unlikely*, proviso, *discord*, pretend.
26. Benny Friedman was the man who put the FOOT in FOOTball.
27. During the 19th century, the *sixteen*-hour day was not uncommon, whereas today there is talk of shortening the *eight*-hour day.
28. In the following words the letters enclosed in brackets are optional: encyclop[a]edia, cancel[l]ed, bus[s]es.
29. Soon the *Serene* was plunging through the most terrifying storm of the voyage while 1957's Hurricane Carrie, only a few hundred miles away, sank the huge four-masted German bark *Pamir*, with a loss of 80 lives.
- It was about this time that Cohen began inscribing a piteous document dealing with “The Last Days on Earth of Leslie Cohen.” Excerpts:
- Constantly wet. Working 18 hours a day. If I ever come out of this alive I'll never set foot on a boat again.*
- Bad storm again! God has never heard three bums pray as loud as we did.*
- . . .
- Another day, another hurricane. This is the worst mistake two men ever made.*
30. The entry “*Coverage only for vicarious liability of named insured (?)*” puzzled the law clerk.
31. NOTICE: The YMCAers will meet Tuesday at 7 p.m.
32. Tom's brother was late for supper so he went all over the neighborhood calling for him, “Char-*lie*—supper time—Char-*lie*.” Charlie was so far away that he only heard the “-*lie*.”

Lesson 16

Words with Accented Letters, Foreign Words in English Text, Anglicized Words or Phrases, Foreign Punctuation, Corrupted or Coined Words, Specialized Terminology, Non-Latin Alphabets

16.1 Anglicized Text (Words and Phrases) Defined

The first task, when you encounter a word that contains an accent sign or appears to be of foreign origin (sometimes represented in print using italics), is to determine whether the word (or a phrase of which it is a part) should be treated in braille as “anglicized” text or as foreign text. All dictionaries of the English language contain both words of English origin and words that have a foreign origin, but have become so familiar to readers of the English language that they are considered “anglicized,” i.e., part of the language. Many dictionaries also include foreign words that have not acquired an anglicized status but are often used by English speakers, so we cannot depend on a dictionary to help us with this distinction.

Since proper braille transcription requires a clear recognition of text that is “anglicized” and text that should be treated as foreign, a list is provided in Appendix F in this manual, showing all of the words and phrases that are accepted as “**anglicized**”. The list includes text that is anglicized but has no accent marks. Inclusion of such text in the list is necessary because of the different treatment of text in each category — anglicized or foreign. These differences involve the use of contractions, and treatment of accent marks. The list may change as new such words or phrases are identified. Any text that appears to be foreign (often involving italics or accent marks) is to be treated as **foreign** if it is not in that list.

16.1.1 Identifying Anglicized Text

Many words or phrases that were once considered foreign have been anglicized. When words or phrases such as *carte blanche*, *enfant terrible*, *vis-à-vis*, *coup d'état*, or *sans serif*, which are no longer designated as foreign in the dictionary, are printed in italics, we must assume that the author has chosen to italicize them for emphasis or distinction—in which case they are treated as anglicized. The italics are kept and contractions are used.

16.1.2 Rules for Anglicized Words

If an accented word is determined to be derived from a foreign language but, through common usage, has become “anglicized”, only the dot-4 format, described in the next paragraph, is required in the body of the braille text. The word or phrase does not need to be treated as foreign. Anglicized text is brailled as in print, using italics when the print is in italics and using the dot-4 accent indicator. Contractions may be used in anglicized text.

When an accented letter is encountered in an **anglicized** word, the *accent indicator*, ⠠ dot 4 is used. This symbol is placed *immediately* before the letter that is printed with an accent mark. In literary braille, where only a few words or sentences are in a foreign language, no distinction is made **in the body of the text** between different kinds of accent marks. The dot 4 accent indicator is used before each accented letter.

Examples:

garçon	⠠⠠⠠⠠⠠⠠	tête à tête	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
fräulein	⠠⠠⠠⠠⠠⠠⠠⠠	table d'hôte	⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠
mañana	⠠⠠⠠⠠⠠⠠⠠⠠	à la carte	⠠⠠⠠⠠⠠⠠⠠⠠

When brailleing anglicized words, accented letters must not form part of a contraction.

Examples:

fiancé	⠠⠠⠠⠠⠠⠠⠠⠠	The contraction for “ance” is not used.
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This representation of accent marks in the body of the text is concise and easy to use, but it does not provide the reader with any information as to the position of the accent sign (above or below the accented letter) nor what the accent sign is. A braille reader may want or need this information. A solution to this problem is to provide more detailed information about every accent mark that appears in all **anglicized** text in a braille volume.

This detailed information is provided on a Special Symbols Page which you will learn about in Lesson 19. On this page, a two-column table is constructed, showing the dot-4 format in the left column, and the more detailed format, “the NUBS mechanism”, in the right column. The right column contains information as to the position of the accent mark, [using ⠠ (126) for above the letter and ⠡ (146) for below the letter], and the specific accent used (acute accent, grave accent, tilde, umlaut, cedilla, etc.), providing the braille reader with all of the information the sighted reader has.

Here is what the table on the Special Symbols Page would look like for all the seven accented words and phrases listed on the previous page. These words and phrases, listed alphabetically, are: à la carte, fiancé, fräulein, garçon, mañana, table d'hôte and tête à tête.

à la carte	
fiancé	
fräulein	
garçon	
mañana	
table d'hôte	
tête à tête	
à la carte	à la carte
fiancé	fiancé
fräulein	fräulein
garçon	garçon
mañana	mañana
table d'hôte	table d'hôte
tête à tête	tête à tête

Notice that all the entries on the right side of this table are notational. The first and last entries must use the “phrase format” since they contain more than two words. The symbols for the position of the accents are: ⠠ (126) for above the letter and ⠡ (146) for below the letter. These symbols precede the accented letter. The accent mark, as listed below, follows the accented letter. This table provides the braille reader with the same information regarding the specific accent marks used as the sighted reader has. By appearing on the Special Symbols Page, it does not add complexity to the basic text.

This is the first introduction of a scheme known as “modification” where a text can be modified by an accent sign or other special symbols above or below the text. The discussion here is limited to the practice of showing accent signs over letters. In mathematics, there is a broader use of this device, as discussed in Lesson 6, Section 6.2, of the Manual for Science and Mathematics Transcription.

List of Symbols for Accent Marks.

<u>Name</u>	<u>Symbol</u>	<u>Dots</u>	<u>Example</u>
acute	⠠⠨	(4,35)	é
bar	⠠⠋	(1246)	ō
cedilla	⠠⠨⠠	(4,36)	ç
circumflex	⠠⠨⠠	(6,26)	ê
dieresis	⠠⠨⠠	(46,25)	ä
grave	⠠⠨⠠	(4,26)	à
macron	⠠⠋	(1246)	ō
ring	⠠⠨⠠	(46,346)	å
tilde	⠠⠨⠠	(46,35)	ñ
umlaut	⠠⠨⠠	(46,25)	ü

If an accent mark in an English word is used to identify a stressed syllable — not just a letter — contractions **can** be used in the accented syllable. In such cases, the accent mark is not truly used to identify an accented letter, but to designate a part of a word that is to be treated as a syllable, e.g., the word *wingéd* ⠠⠨⠠⠨⠠ consists of two syllables, not one. Since such words do not contain accented *letters*, they should not be included in the table on the Special Symbols Page.

Examples:

blessèd ⠠⠨⠠⠨⠠⠨⠠ reënforce ⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠
 coëducation ⠠⠨⠠⠨⠠⠨⠠⠨⠠⠨⠠ wingèd ⠠⠨⠠⠨⠠

16.2 Foreign Words or Phrases

In this section, we address foreign language text, including how to use **native accent marks** (as used in braille in the native language).

When a word or phrase is determined to be true foreign text (not anglicized), a special format is required. This format provides specific information to the reader as to the language involved and uses native accent marks. A list of these native accent marks is provided in Appendix F. Care must be exercised in the use of these accent marks because the same braille symbol can mean one type of accent in one language and a different accent in another language.

If the foreign word or phrase is shown in italics, DO NOT use the special font in braille. Do not use contractions or letter indicators in such words. The contractions for *to*, *into*, or *by* cannot be used before them or attach to them. Text in a foreign language should be brailled in the following sequence.

- 1) The “code” letter for that language.

Language Identifiers

French	f	Italian	i
German	g	Latin	l
Greek	k	Spanish	s
Hebrew	h		

Note: For unrecognized foreign language, see Sec 16.2.2

- 2) The foreign language indicator for a phrase, word, or character.

Begin foreign phrase	⠠⠠⠠
End foreign phrase	⠠⠠
One foreign word	⠠⠠
One foreign character	⠠⠠

You will notice that this is the same structure as is used for special fonts, as described in Section 15.1.

- 3) In braille, foreign text requires the use of native accented letters, and no contractions. Accented letters in foreign languages are not done in the form that shows a specific accent mark, applied to a specific letter. Instead, each accented letter, *with its accent*, has a unique representation. An è (an e with a grave accent) is represented by a single braille character. The braille character for an accented letter in one language can represent a different accented letter in another language. For example, ⠠ (12456) represents the letter *i* with a diaeresis (ï) in French, and the letter *n* with a tilde (ñ) in Spanish.

Here are a few of these native accents. (Complete list in Appendix G)

French	e grave	è	⠠	(2346)
	e acute	c	⠠	(123456)
German	u umlaut	ü	⠠	(1256)
	a umlaut	ä	⠠	(345)
Spanish	n tilde	ñ	⠠	(12456)
	e acute	è	⠠	(2346)

12. My family comes from a small town in Italy called Giovanni a Piro.
13. We can keep this little *cherub* here, but that little *enfant terrible* will have to go home.
14. “*E molto bene di ritornare a casa,*” said the old woman as she stepped off the train.
15. “When will you be back?” called his comrades as Poncho rode off in the general direction of the border, and his reply was — *¿Quién sabe?* —
16. Little Tonya sang clearly, “a, b, c, d, e, f, g.”

16.7 Corrupted Words, Coined Words, Specialized Terminology

16.7.1 English Interspersed with Foreign or Corrupted Foreign Words

When transcribing dialect that is a hybrid of English and some foreign language, those emphasized (usually italicized) sentences or phrases that are purely foreign are notational and are brailled uncontracted, retaining the italics. When unemphasized foreign or corrupted foreign words are interspersed with English, these words are treated as dialect and contractions are used.

Example:

“Rink the bell, Hans. I vant Ernst *und* Konrad,
now—zupper is ready.”

“*Ja, Mutter.*”

“Hurry now. *Das ist gut.*”

⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠
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16.7.2 Made-Up, or Coined Words

A somewhat similar problem arises in the case of made-up words such as those often found in science fiction and advertising. These words cannot be regarded as foreign; therefore, they are contracted treated as *notational* words with no contractions.

Examples:

Use Youthair cream ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠
Firstar Bank ⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

16.8.2 Greek and Other Non-Latin Words

In general literature, a passage of Greek or other non-Latin words is treated *notationally*. The appropriate indicators for foreign passages or words, as shown in Section 16.2.1, should be used. Print emphasis should be ignored.

16.9 Old and Middle English, Archaic Spelling

Old and Middle English that employ letters not used in modern English, such as the edh (ð) or thorn (Þ), should be considered as foreign and transcribed in uncontracted braille. Contractions should be used in archaic spellings found in later writings unless their use would cause difficulty in the recognition of a word. For instance, if the *ity* contraction is used in the archaic spelling of *city* (*citye*), it would be read as *city-e*.

Drill 39

Practice brailleing the following sentences.

1. The circumference of a circle is equal to $\pi \times d$.
2. “*Écoutez bien*,” said Professor Moreau, as he launched into his lecture.
3. *The Chimbley Sweep* is sung by the folk-rock group, THE DECEMBERISTS.
4. “*Geh!*” she said. “*Mach schnell!*”
5. During his senior year at college ('90-91) he lived in the ΠΚΑ house.
6. In music, *diminuendo* means to play softer by degrees.
7. ΔΕΛΦΟΙ (Delphi) was called the navel of the earth.
8. Goody Thatcher hoped to see her grandchildren become “polished stons” in the church. “Them i do hertili inbrace,” she wrote.
9. Are the Greek letters *O* and *Ω* pronounced the same?

EXERCISE

Prepare the following sentences for submission to the instructor.

LESSON 16

1. “Art thou not, fatal vision, sensible to feeling as to sight? or art thou but a dagger of the mind, a false creation, proceeding from the heat-oppressèd brain?”—Macbeth
2. He had just returned to the café after his tête-à-tête with his fiancée.
3. The new government came into power through a coup d'état but masquerades behind a façade of democracy.
4. The dénouement of the plot began when the professor crashed the party clad in tuxedo and black suède shoes and wearing a boutonnière of lilies of the valley.
5. “*Merci beaucoup*,” said Jacques as I handed him the prize.
6. As the victorious French troops reëntered the city, the crowd triumphantly and spontaneously broke into the *Marseillaise*: “*Allons, enfants de la patrie! Le jour de gloire est arrivé! ...*”
7. France was represented at Versailles by Georges Clemenceau.
8. The sign KINΔUNOΣ alerted us to the dangers of driving in the Greek mountains.
9. Jeanne d'Arc was known as the “Maid of Orléans.”
10. I said, this restaurant serves all meals *table d'hôte*, not *à la carte*.
11. The note began very formally, “*Sehr geehrtes Fräulein Mary Smith:...*”
12. —*¡Que bonita!*—exclaimed the handsome young gaucho as he doffed his sombrero to the lovely señorita.
13. The pin on his lapel proudly proclaimed his affiliation with ΣΧ.
14. “‘69!” he said emphatically, “that was the year I was born!”
15. The first half of Julia's program closed with Chopin's *Étude in E Major*.
16. The memory of her insult still rankled in his mind (“*gros cochon*” she had called him).

17. The motto of the United States is "*E pluribus unum.*"
18. "The situation has been getting rather unhealthy," Filatov told the mass-circulation weekly Argumenty i Fakty.
19. I would like *Pasta e Fagioli* and a salad, please.
20. I came home from our trip with German marks, French centimes, and Spanish pesos.
21. "Schmidt," she said. "Tomorrow Sunday ist. Der mass in Piedras iss nine by der clock."
22. *Serous otitis media* is a medical term for fluid in the ear.
23. Winthrop considered his colony to be a model to others; "Wee must Consider that wee shall be as a Citye upon a hill."
24. The priest said he hoped Father hadn't had *a faithectomy*, since he hadn't seen him in church for months.

Lesson 17

Headings, Reference Symbols, Notes, Source References, Credit Lines, Pagination

17.1 Headings

Nearly all print headings, whether titles of books, chapters, sections, or subsections are formatted in braille as *centered*, as *cell-5*, or as *cell-7* headings. Follow print capitalization for headings. With the exception of paragraph headings (see below), ignore italics or other typeface styles unless they are necessary to show emphasis or distinction. Be sure to become thoroughly familiar with Section 4 in *BrailleFormats: 2011* (for all of the official rules for headings. It is very important that the hierarchy of headings be maintained throughout a document.

17.1.1 Centered Headings

As a general rule, centered headings are used in braille to represent the major section headings, such as titles of chapters or parts of a book. Just as its name implies, a centered heading is centered on one or more lines, *preceded and followed by a blank line*. Leave a minimum of three blank cells at the beginning and at the end of each line of a centered heading. Long headings may require multiple lines. When a centered heading starts a new braille page, leave a blank line between the running head and the centered heading. (For further instruction on centering, refer to Section 19.7 for the format of chapter titles.)

17.1.2 Cell-5 Headings

When a book uses major headings and subheadings, the major headings are centered and the subheadings are brailled starting in cell 5 with runover lines also starting in cell 5. A cell-5 heading should be *preceded by a blank line, but not followed by one*. Like a centered heading, when a cell-5 heading starts a new braille page, a blank line is left between it and the running head.

17.1.3 Cell-7 Headings

A new level for headings has been introduced in *BrailleFormats, 2011*. The cell-7 heading serves as a “subheading” to the cell-5 heading. Cell-7 heading guidelines are quite similar to cell-5 heading guidelines. Cell-7 headings are preceded by a blank line unless it is immediately preceded by a cell-5 heading. Cell-7 headings are blocked in cell 7.

17.1.4 Paragraph Headings

Paragraph headings are words at the beginning of a paragraph—printed in full capitals or in a typeface different from the continuing text. They serve to highlight the important issue of the paragraph. Special fonts are retained in braille and print capitalization is followed. If the end of a paragraph heading is not obvious, either by font change or by punctuation, insert an *end paragraph heading* indicator, ⠆ (456), (preceded and followed by a space) between the paragraph heading and the paragraph text.

17.1.5 Running Head

The Library of Congress and many other agencies require that the title of the book (or a portion of it) be placed at the top of the page as a *running head* for convenience in collating braille books. You have been using a running head on the pages of each exercise in this course.

When required, the running head must appear consistently on all braille pages of the transcription with two exceptions. The fully-capitalized title, rather than a portion of it, is used: (1) on the title page (19.2.2.4) and, (2) on the first page of text (19.3.2) in each volume. If the book being transcribed is part of a series, use the title of the book, not the title of the series, for the running head.

Only one braille line is used for the centered running head. After centering, there must be at least three blank cells left at the beginning of the line and between the end of the running head and the print page number. When counting the number of cells available for the running head, remember to give consideration to the number of cells that will be occupied by the longest page number in the entire book. It is preferred that the complete book title, in full caps, be used as the running head.

If this takes up too much room, use initial caps or condense the title by omitting minor words or by abbreviating longer words. The title *THE CASE OF THE THREE RELUCTANT WITNESSES* cannot be brailled in full capitals and still leave the required margins and room for a typical print page number; therefore, it should be condensed to *THE THREE RELUCTANT WITNESSES*.

Do not leave a blank line between a running head and the continuation of text unless a blank line is required at this point for another reason. A blank line is always left between a running head and a centered heading (such as a chapter title) or a cell-5 or cell-7 heading.

Leave a blank line (1) before the title, (2) between the title and the author's name, and (3) between the author's name and the body of the text.

Example:

On The High Road

William Stevens (1864-1907)

It was on a warm spring evening that my parents took me to visit “Uncle Charlie” for the first time. ...

17.6.3 Accolades

When brief statements of praise for an author appear on a book's cover or with the front matter, they should be brailled in paragraph style with a blank line between them. Braille the names of the authors of the accolades according to the rules stated above for credit lines.

17.7 Pagination

In general, all books are brailled with the braille page number at the bottom right of each braille page. A minimum of 3 blank cells must precede the braille page number.

Example.

The early history of America is told by the #2

That is all that needs to be discussed at this point in regard to pagination. Since the understanding of format for brailling print page numbers is not needed until Lesson 19, the description of the print page procedure will be presented then.

17.7.1 Repetition Sign

Under no circumstance should a series of page numbers be erased and corrected. If it is found that a braille page number has been repeated in work

that was generated on a braillewriter or slate and stylus, insert the *repetition sign* (dots 56) unspaced before the repeated page number. When used, this sign must be listed on the Special Symbols Page (to be studied in Lesson 19).

17.7.2 Omission Sign

In creating braille text on a braillewriter or a slate and stylus, if a braille page number has been omitted, insert the *omission sign* (dot 5) unspaced before the page number that follows the omission. When used, this sign must be listed on the special symbols page. If several page numbers have been repeated or omitted, this should be explained on a transcriber's notes page (to be studied in Lesson 19).

EXERCISE

Prepare the following exercise for submission to the instructor. It consists of three excerpts, two biblical quotations, a biblical reference, and three accolades. Use the running head **LESSON 17** on the first line of every page of the exercise.

On the first page only, leave the 2nd line blank. The excerpt number and following information should start on the 3rd line in standard paragraph format.

Leave a blank line between the excerpt information and the excerpt, as you learned in the rules for quoted material in Lesson 15.

When the first excerpt has been completed, leave a blank line before starting the next. Leave a blank line before each succeeding numbered problem.

Use normal paragraphing format and leave one blank line between the biblical quotations, reference, and accolades.

Assume that #4 and #5 are quotations found in a newspaper or a work of fiction.

If material that must be followed by a blank line ends on lines 25 of the braille page, leave a blank line following the running head on the next page.

LESSON 17

1. Excerpt based on liner notes accompanying a musical recording.

FRANZ ELLISON, pianist

You are in for a delightful listening experience. Relax and enjoy Franz Ellison playing *Four Studies for the Left Hand* by Max Reger, *Piano Sonata No. 4* by George Walker, and *Valses nobles et sentimentales* by Maurice Ravel.

MAX REGER

Most works written for the left hand alone were composed after World War I for returning veterans who had lost the use of their right hand due to war injuries. Max Reger, however, preceded that time, writing the “studies” in 1901.

Max Reger (1873-1916) A prodigious composer whose large output represented virtually every musical genre. The title “studies” is a modest intimation that these works are designed primarily for technical development, not for musical enjoyment, but in that respect the title is too self-deprecating. Like the best studies of all times they stand on their own as challenging original works, quite apart from the requirement that they be played by the left hand.

GEORGE WALKER

George Walker Born in Washington, D.C., in 1922, he studied at Oberlin College and the Eastman School of Music. He has frequently composed for the piano, including four solo sonatas.

The basic sonority of Walker's Sonata No. 4 is the resonant ringing of octaves, seconds, and fourths, allowed to vibrate in bell-like tintinnabulation. Such sounds open and close each of its two movements. The sonata closes with a retrospective reference, marked *dolce e tranquillo*, to the theme heard at the very beginning of the work.

MAURICE RAVEL

During the nineteenth century, the waltz became perhaps the principal emblem of European culture, passing from a hearty country dance regarded as improper to a social rage.

Maurice Ravel (1875-1937) Ravel composed his *Valses nobles et sentimentales* in 1911. It is clear even from the most casual listening, that

he did not intend to compose simple dance music. Rather he is investigating the very nature of the waltz. He has abstracted the rhythmic

heart of the waltz and treated it with loving irony in a highly sophisticated way.

2. Excerpt from *Working*, by Studs Terkel (New York: Pantheon Books, 1974):

Our neighbors came over. They're sixty-eight. They're broiler farmers.* She plays piano in the church, by songbooks written in do-re-mi notes. I brought a record out—hits of the last sixty years. It was from Caruso to Mario Lanza or something. She didn't recognize one piece of music on that record except Eddy Arnold. They didn't get a radio down there until about 1950, because they weren't wired for electricity.[†] So we've got one foot in the thirties and one in the seventies.

* “Arkansas is the leading producer of poultry in the United States. The broiler farmer invests somewhere between twenty and thirty thousand dollars in two chicken houses. They hold up to seven thousand baby chicks. The packing company puts the chicks in and supplies the feed and medicine. At the end of eight weeks they're four and a half pounds. The companies pick 'em up and pay you for 'em. Ralph Nader's been after them. It's almost white slavery. The farmer invests and the company can say, ‘This is a lousy lot, we're not gonna pay you the full price.’ But you're still putting in twelve hours a day.”

† Clyde Ellis, a former congressman from Arkansas, recalls, “I wanted to be at my parents' house when electricity came. It was in 1940. We'd all go around flipping the switch, to make sure it hadn't come on yet. We didn't want to miss it. When they finally came on, the lights just barely glowed. I remember my mother smiling. When they came on full, tears started to run down her cheeks. After a while she said: ‘Oh, if only we had it when you children were growing up.’ We had lots of illness. Anyone who's never been in a family without electricity—with illness—can't imagine the difference. ...They had all kinds of parties—mountain people getting light for the first time. There are still areas without electricity ...” (quoted in *Hard Times* [New York: Pantheon Books, 1970]).

3. Excerpt from *Love, Eleanor*, by Joseph P. Lash (New York: Doubleday & Co., Inc., 1982):

I started this letter before dinner (I'm at the White House) and was summoned to the President's study for cocktails. You and I never seem to be on time where the C-in-C is involved. He was in a jovial mood so I guess the visit of Mr. 'Brown'* has gone well. Mrs. R. says that the Pres. feels he got onto a warmer personal basis with Mr. 'Brown.' It amuses me that with the Pres. who is so coldly impersonal himself and with Mr. 'Brown' who belongs to a clan that prides itself on its ability to evaluate people &

events impersonally, the object becomes one of getting onto a plane of discourse that has more warmth.

Did I ever tell you that one weekend at H.P. when Mackenzie King† was there and some Vassar girls, we got onto a discussion of post-war organization? The Pres. then talked about a monopoly of post-war military power in the hands of England and the United States. I meekly asked—what about Russia, and the Pres. dismissed it. Tonight Jane Plimpton‡ asked the Pres. anent a remark of his that we would police the aggressor nations after the war to see that they didn't rearm—who would do the policing? The Pres. remarked: ourselves, the English, the Russians, and the Chinese. Mrs. R. & I both looked at one another and smiled. Then he said, 'If we hang together,' and that he thought we would.

* Mr. "Brown" was the code name for Vyacheslav M. Molotov, Soviet Commissar of Foreign Affairs, whose fateful visit to the White House, where he had pressed for an early second front, had just been concluded.

† Canada's Prime Minister.

‡ Vassar student body head who had attended the Campobello Summer Institute.

4. "Render unto Caesar the things that are Caesar's, and unto God the things that are God's." (Matt., xxii, 21.)
5. In a letter to the Thessalonians (1 Thess. 4:11), Paul urges the faithful ...
6. "There be three things which are too wonderful for me, yea, four which I know not: The way of an eagle in the air; the way of a serpent upon a rock; the way of a ship in the midst of the sea; and the way of a man with a maid." —Prov. XXX, 18-19
7. "A real page-turner. A classic thriller." —*Publishers Weekly*
8. "Adds new meaning to the word RIVETING."
—Atlanta Journal
9. "Masterfully plotted and brilliantly told. The suspense is unrelenting and its satisfaction is guaranteed."
John Winston
author of *Helpless!*

Lesson 18

Special Formats: Poetry, Columns, Tables, Outlines

Suggested Formats: Menus, Recipes

18.1 In General

Print employs many different styles to produce the myriad of magazines, newsletters, catalogs, instruction manuals, patterns, menus, etc., that are available to the print reader. Transcribers are often asked to braille recipes, playing cards, words to music, transportation schedules, bank statements, and utility bills. For these, there are no set codes or rules. A sound knowledge of the basic braille structure, and a thorough familiarity with *NUBS Principles and Guidelines* and *Braille Formats: 2011*, is the best preparation a brailist can have for transcribing such materials. Two national organizations that offer help with special formats are the National Braille Association, Inc., www.nationalbraille.org, and the California Transcribers and Educators for the Blind and Visually Impaired www.ctebvi.org.

18.2 Poetry

18.2.1 Poetry in Prose Form

When poetry is written in the form of prose with a mark of punctuation, such as a slash or colon, indicating the end of each poetic line, in braille use the *line symbol*, ⠆ dots 345, to represent the print punctuation mark. Leave one blank cell before and after the line symbol. The line symbol may begin or end a braille line, but it may not stand alone on a line. When this symbol is used, list it on the Special Symbols Page (to be in Lesson 19). Retain quotation marks and/or special typeface used in print.

Example:

“Who can finish this poem?” she asked. “*I wandered lonely as a cloud / That floats on high o'er vales and hills, / When all at once I saw a crowd, / ...*”

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⠆⠆⠆⠆⠆ ⠆ ⠆⠆⠆⠆ ⠆ ⠆⠆⠆⠆⠆⠆⠆⠆ ⠆⠆ ⠆⠆⠆⠆⠆ ⠆⠆⠆⠆⠆⠆⠆⠆
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18.2.2 Standard Poetry Format

When transcribing poetry that is printed with each poetic line aligned at the left, in braille, start each line in cell 1 with runover lines starting in cell 3.

Example:

Fust come the blackbirds clatt'rin' in tall trees,
An' settlin' things in windy Congresses, —

Figure 1: A diagram illustrating the structure of the 2×2 grid of subproblems. The grid is composed of four quadrants, each containing a different set of points. The top-left quadrant contains points forming a small cluster. The top-right quadrant contains points forming a larger cluster. The bottom-left quadrant contains points forming a small cluster. The bottom-right quadrant contains points forming a larger cluster. The points are arranged in a way that suggests a hierarchical or recursive structure, with the top-right and bottom-right quadrants being more complex than the top-left and bottom-left quadrants.

When poetry shows an indented pattern, braille should follow print. Print poetic lines shown at the farthest left position start in cell 1. The first indented line starts in cell 3. Each further indentation starts two cells to the right. Runovers of *all* lines in the *entire* poem start two cells to the right of the beginning of the farthest indented line.

A blank line should precede and follow each stanza. Italics are not used in poetry unless they are needed for emphasis or distinction or if the poetry is in prose form.

Subsequent stanzas in a poem may be divided between braille pages, but the division should be made so that at least one complete poetic line will appear at the bottom or at the top of the braille page. Do not divide a poetic line between braille pages.

When an ellipsis indicates a missing stanza(s), it should start in cell 1 and be preceded and followed by blank lines.

- Note: Poems with footnotes, irregular indentation patterns, unusual spatial arrangements, numbered lines, scansion and/or stress marks should be transcribed according to the rules in *Braille Formats: 2011*.

18.3 Columns

Capitalization and punctuation of items in columns should be the same in braille as they are in print. Special fonts in print are retained in braille. Columned material is always preceded and followed by a blank line.

When, in print, every item in a column or list is preceded by an asterisk, a bullet (dark dot), a check mark, or a star, follow print, using the following **list symbols**. (See example in next section.)

*	asterisk	⠠⠠⠠	(456,246)
•	bullet	⠠⠠	(456,12456)
√	check mark	⠠⠠⠠	(46,46,345)
~	star	⠠⠠⠠	(456,5,234)

18.3.1 Lists (Single Columns)

When, in print, items are listed in vertical form, i.e., a single column, they should also be brailled vertically. The list symbol for each item starts in cell 1, followed by a space and then the item on the list. Runover lines start in cell 3.

Example:

You could tell from looking at Dan's gift list that he held stock in a confectionery company:

ü *Mother — 1# chocolate covered maple creams,
1# peanut brittle:*

ü *Aunt Elizabeth — 2# chocolate assortment*

ü *Harry — 2# gum drops*

But, he couldn't think of a thing to get Dad.

```

      ⠠⠠ ⠠⠠ ⠠⠠⠠⠠ ⠠ ⠠⠠⠠⠠⠠ ⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠
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Notice how the italics are treated, remembering that a dash is a delimiter and terminates any special font.

When lists, such as the one above, have no heading, they can be divided between braille pages only if there is room for at least three items on the first page. Lists with headings are brailled according to the rules in *Braille Formats: 2011*.

18.3.2 Side-by-Side Columns

When columns are shown side-by-side on one print page they should be presented in braille in the same manner if possible. Following a blank line, begin the first column at the left margin. Leave two blank cells between the end of the longest item in the first column and the left-hand margin of the next column. If necessary, when an entry is too long for a column, runovers are indented two cells to the right of the left-hand margin of the column. Parallel items in each column must begin on the same braille line even though there may be a runover in some lines.

In braille, a horizontal separation line is used to separate each column heading from the material below. This *separation line* is a series of dots 25 extending across the full width of *each column*.

The column headings and their runovers are left justified above their respective columns. All column headings must *end* on the same braille line.

Note that in the first column it is necessary to use two braille lines for each of the items, and that these runovers are indented two cells to the right of the left-hand margin of the column. Figures in the other three columns are placed on the same line as the *last* line of the first column.

Note also the use of *guide-dots* (dot 5), after runovers, for two of the items in the first column. These guide-dots are very helpful to the reader in following the braille line across from column to column. They should be used whenever three or more blank cells are left (within the column) after a short item in a column that is followed on the same braille line by entries in other columns. Leave one blank cell before inserting a series of at least two unspaced guide-dots *within* the column. There still must be two blank cells between the end of the guide-dots and the beginning of the next column.

18.5 Outlines

When an outline is short (occupying not more than a few print pages), use the following format:

- Begin each main outline division (usually *I*, *II*, etc.) at the margin, with runover lines starting in cell 5.
- Start subdivisions of the first order (usually *A*, *B*, etc.) in cell 3 with runover lines starting in cell 7.
- Indent two cells to the right for the beginning of each lesser subdivision with runover lines also moving two cells to the right. (1/5, 3/7, 5/9, 7/11, etc.)

When transcribing entire texts (such as this manual) or entire sections of texts printed in outline form, follow the rules as set forth in *Braille Formats*.

18.6 Menus

Many agencies have developed their own formats for items that have no set of rules. The following is a suggested method for brailleing a menu.

- Use a forty-cell line for a full-width menu. Many readers prefer the 81-inch by 11-inch format which requires a limit of thirty cells. Starting with the first page, number each page at the right margin on line 25. Starting with number 1, these page numbers must be preceded by three blank cells,
- Center the fully capitalized name of the restaurant on the first line or first and second lines if necessary. Use the name, or an abbreviated name if necessary, as a running head.
- Leave the line following the title blank. If the print menu has a heading such as *Breakfast*, *Lunch*, or *Dinner*, center it on the next line using single capitals. Always leave a blank line before and after a title that is centered.
- Category headings such as *From the Grill* or *Weight Watcher's Specials* should start in cell 5 with runover lines also starting in cell 5. Such “cell-5 headings” should always be preceded by a blank line but never followed by one.
- Braille general information, such as, “All entrees include our home-made bread,” in standard paragraph form (3,1).
- Braille the actual menu choices in list format (see 18.3.1), starting each item in cell 1 with runovers in cell 3.
- Place the **price at the right margin** following the end of the name of the menu item. Insert a line of guide-dots (dot 5) between the end of the menu item and the price. Leave a blank cell before and after the guide-dots. If there is not room for at least 2 guide-dots with a preceding and following blank cell, do not use any guide-dots. If there are only names of menu items (without descriptions) and prices, the item starts in cell 1 with runovers in cell 3. If the name is followed by a description, start each menu item in cell 1 with runovers in cell 5.
- Descriptions of menu items should start on the line following the price, blocked in cell 3. When a description requires more than one braille line, divide it so that at least six blank cells are left empty at the end of each line. Do not leave a blank line between a description and the following menu item.
- Place any information related to restaurant service, such as sales tax and charge card acceptance, at the end of the menu.
- For lengthy menus, a contents page may be helpful.

- Many readers appreciate having the last 6 or 7 cells on the right side of the menu reserved for prices. It is easier to search by price that way.

18.7 Recipes

The most important ingredient in a brailled recipe is accuracy. An error in the baking time can turn a chef's delight into an abysmal failure. Like menus, there are no hard and fast rules for recipes. The following instructions are given *merely as a guideline*.

- If the recipe starts on a new braille page, center the fully-capitalized title on line 3 following the running head and a blank line. If the recipe starts in the middle of a braille page, the title is preceded and followed by a blank line. If there is not room on a braille page for the title and at least three listed ingredients, start the recipe on the next page.
- When information, such as the number of servings or preparation time, appears along with the title, in braille this material is placed at the left margin with runover lines starting in cell 3. *Follow* with a blank line. (Note that this information is not treated as a cell-5 heading.)
- If a recipe is divided into several parts that are identified by headings such as *Cake*, *Frosting*, etc., start these headings in cell 5 with runover lines also starting in cell 5. Cell-5 headings should always be preceded by a blank line but never followed by one.
- The ingredients are then brailled in list format (start in cell 1 with runover lines starting in cell 3).
- Do not use abbreviations in braille when they are not used in print. Abbreviations are transcribed as they appear in print with one exception. To avoid confusion between *can* and *cup*, whenever the abbreviation c is used for *cup*, the word should be spelled out in braille.
- Braille the directions in paragraph format.

EXERCISE

Prepare the following exercise for submission to the instructor. It consists of three poems, an outline, a list of directions, a short story, and a recipe. Do not use “LESSON 18” as a running head. Instead, start each selection on a new page and place the title of the selection on line 1. If a selection has more than one page, use the title as the running head in the usual manner. Use consecutive braille page numbers throughout the exercise. The following source information is included for copyright purposes only and is not to be included in the exercise.

The poem *Recuerdo* is taken from *Poems for Young People* by Edna St. Vincent Millay (New York: Harper and Brothers, 1929). *The Wind* is taken from *A Child's Garden of Verses* by Robert Louis Stevenson (Golden Press, 1951). The outline was adapted from *The People's Choice*, edited by Albert R. Kitzhaber (New York: Holt, Rinehart, and Winston, Inc., 1974).

RECUERDO

We were very tired, we were very merry—
We had gone back and forth all night on the ferry.
It was bare and bright, and smelled like a stable—
But we looked into a fire, we leaned across a table,
We lay on the hill-top underneath the moon;
And the whistles kept blowing, and the dawn came soon.

We were very tired, we were very merry—
We had gone back and forth all night on the ferry;
And you ate an apple, and I ate a pear,
From a dozen of each we had bought somewhere;
And the sky went wan, and the wind came cold,
And the sun rose dripping, a bucketful of gold.

We were very tired, we were very merry—
We had gone back and forth all night on the ferry.
We hailed, “Good morrow, mother!” to a shawl-covered head,
And bought a morning paper, which neither of us read;
And she wept, “God bless you!” for the apples and the pears,
And we gave her all our money but our subway fares.

Edna St. Vincent Millay

THE WIND

by Robert Louis Stevenson

I saw you toss the kites on high
 And blow the birds about the sky;
 And all around I heard you pass,
 Like ladies' skirts across the grass—
 O wind, a-blowing all day long,
 O wind, that sings so loud a song!

I saw the different things you did,
 But always you yourself you hid.
 I felt you push, I heard you call,
 I could not see yourself at all—
 O wind, a-blowing all day long,
 O wind, that sings so loud a song!

O you that are so strong and cold,
 O blower, are you young or old?
 Are you a beast of field and tree,
 Or just a stronger child than me?
 O wind, a-blowing all day long,
 O wind, that sings so loud a song!

BOSTON BOYS

WHAT! you want to hear a story all about the old-time glory,
 When your grandsires fought for freedom against the British crown;
 When King George's redcoats mustered all their forces, to be flustered
 By our Yankee raw recruits, from each village and each town;

...

So I tell you now the story all about that old-time glory,
 As my father's father told it long and long ago to me;
 How they met and had it out there, what he called their bloodless bout there;
 How he felt — What! was he there then? — Why, the *leader*, that was he!

Nora Perry

NEW SCHOOL NEEDED

1. Structural deterioration of existing Wilson High School building
 - A. Damaged roof covering and rotting roof timbers
 1. Three major leaks during last year
 2. Dust problem caused by termite damage
 - B. Crumbling stairwells and broken handrails
 - C. Insufficient fireproofing and safety protection
 1. Four fires during last year
 2. Denial of safety rating by city fire marshal
 - a. Antiquated sprinkler system
 - (1) Not enough outlets
 - (2) Not enough water pressure for sustained operation
 - b. Inadequate electrical wiring
 - c. Insufficient fire-escape routes for current enrollment
- II. Inadequate education plan for current and projected enrollment at WHS
 - A. Shortage of physical space
 1. No laboratory facilities for science students
 2. Lounges and closet areas currently used for classrooms
 - a. All tenth grade English classes
 - b. Three eleventh grade French classes
 - c. Two twelfth grade hygiene classes
 3. No gymnasium or locker-room facilities
 - B. Shortage of equipment
 1. No ranges or ovens for home economics students
 2. No lights or bleachers on outdoor playing field
 3. No spare athletic uniforms
 - C. Shortage of money
 1. For new programs
 - a. Cancellation of planned state workshop in teacher education
 - b. Curtailment of new art program
 - (1) No money for supplies for sculpture students
 - (2) No money for demonstration lectures by local artists
 2. For teachers
 - a. No money for much-needed additional general science teacher
 - b. No salary raises for WHS teachers in three years

CPR

Cardiopulmonary resuscitation (CPR) is one of the most important of all emergency medical procedures. If a person's heart and breathing have stopped, CPR is essential to maintain circulation and avoid brain damage, which usually begins in 4 to 6 minutes after cardiopulmonary arrest.

- *Make sure the person is truly unconscious.* Shout and tap victim on chest, or shake shoulders gently.
- *Call for help.*
- *Position the victim for CPR.* Place victim flat on back on firm surface.
- *Open the airway.* Place one of your palms across the victim's forehead. Using your other hand, lift the chin up and forward. At the same time, gently push down on the forehead. The chin should be lifted so that the teeth are brought almost together but the mouth is slightly open.
- *Check for breathing.* Place your cheek next to the victim's nose and mouth to feel air being expelled. If there are no signs of breathing, reposition the victim as described in the step above.
- *Begin mouth-to-mouth breathing.* Pinch victim's nostrils together. Take a deep breath and place your open mouth completely over the victim's mouth. Exhale completely into the person's mouth. Repeat 4 times.
- *Check for pulse.* Put two fingers into the groove between the Adam's apple and the neck muscle on the side next to you. Keep trying for 5 or 10 seconds.

If there is no pulse, begin chest compressions. The effect of the compressions is to squeeze the heart between the breastbone and the backbone.

- Kneel next to victim's chest.
- Place your hands, one hand over the other, at tip of victim's breastbone.
- Lock your elbows, shift your weight forward. Bear down on victim's chest, compressing downward 1.5 to 2 inches.
- Compress for half a second. Relax for half second. Compress. Relax. As you compress and relax, count "1 and 2 and 3 and 4 and 5."
- Do 15 compressions by counting to 5 three times.
- Stop compressions. Pinch nostrils, administer 2 strong breaths into victim's mouth.
- Resume compressions. — do 15 more.
- Do 4 cycles of compressions and mouth-to-mouth breathing.

- Check for pulse and breathing.
- Continue until trained help arrives or victim revives.

If you are not trained in CPR, then provide hands-only CPR. That means uninterrupted chest presses of about two per second until paramedics arrive. You do not need to try rescue breathing.

THE FRIDAY POETRY GROUP

Harriet's Yearning

Once a week for the past thirteen years the six members of *The Friday Poetry Group* had met in the back room of Harriet Fisher's Gift Shop. Harriet fancied herself a patron of the arts and made sure that all of the ladies of her church committee and sewing circle were aware of her generosity.

The members were all enthusiastic poetry readers and hopeful poetry writers. Each week the group would gather to discuss a new book of poems, and one member would recite an original verse. Their sessions always ended with a "group reading." They usually chose an old and cherished classic that they would read aloud, each person reading a stanza.

This evening the group had agreed to read John Townsend Trowbridge's *Story of the "Barefoot Boy."* Old Mr. Reeves took the first stanza, coughing and clearing his throat before reciting in a deep resonant voice, "On Haverhill's pleasant hills there played, / Some sixty years ago, / In turned-up trousers, tattered hat, / Patches and freckles, and all that, / The Barefoot Boy we know."

When Lillian Sweeny started to read the second stanza her face got very red and her voice quivered. As much as she loved poetry, she hated to speak in public. "He roamed his berry-fields content; / But while, from bush and brier / The nimble feet got many a scratch, / His wit, beneath its homely thatch, / Aspired to something higher."

Harriet, somewhat disgruntled at having never been asked to join the group, hovered quietly on the other side of the door.

[Braille the following recipe according to the suggested guidelines given in section 18.7. Remember that these are only guidelines, not code rules. Other agencies may use a different format.]

PECAN CHICKEN SALAD

serves 8

3 lbs. chicken breasts	½ cup chopped green onions
3 cups chicken broth (approx.)	1½ cups sour cream
1 lb. seedless green grapes	1½ cups low-fat mayonnaise
1½ cups pecan halves	½ teas. salt
1 cup diced celery	½ teas. pepper
½ cup chopped fresh dill	lettuce

Preheat oven to 350°F. Arrange the chicken pieces in a single layer in a 9"x13"x2" pan. Bring the chicken broth to a boil. Pour broth into pan so the chicken is just covered. Cover with foil and bake until cooked through, about 30 minutes. Cool and discard broth.

Shred chicken into bite-size pieces. Combine chicken, grapes, pecans, celery, dill, and onions.

In a separate bowl, combine the sour cream, mayonnaise, salt and pepper. Mix into chicken mixture. Chill, covered, for at least 2 hours before serving. Serve on a bed of lettuce.

Lesson 19

Braille Format (Preparation for Trial Manuscript)

19.1 Format in General

The layout of a braille book should follow that of the print book as closely as possible. Again, it should be emphasized that all material that is brailled in this course, including your manuscript, must adhere to the rules of *Braille Formats: 2011*, hereafter referred to as *BF2011*.

NUBS was being developed during the same period as the *BF2011* was being created. January 1, 2013 was the transition date for all transcribers to become familiar with and to adhere to the rules of *BF2011*. For a transcriber who is using this manual to become familiar with NUBS, these lessons will also serve as an opportunity to learn some of the basic rules of format and will provide references to specific subjects in *BF2011*.

19.1.1 Illustrations, Maps, Pictures, and Diagrams

It is often necessary to omit illustrations and diagrams and the references to them in a braille transcription. If a braille book is not an exact duplication of the print book, a general statement regarding omissions or additions should be placed on the Transcriber's Notes Page (19.3.3). The omission of pictures from the front of a book or other pictures not related to the text need not be noted. Section 6 in *BF2011* discusses the fundamentals of format for illustrative material.

19.1.2 Captions

Captions that provide information not given elsewhere in the text should be incorporated, at an appropriate point, into the braille text. Starting in cell 7, braille the relevant word (Map, Picture, etc.) followed by a colon. Continuing on the same line, copy the caption. Runover lines should start in cell 5. Do not leave a blank line before or after the caption unless required by other formats, such as those for headings. Section 6.2 in *BF2011* discusses captions and provides some helpful examples on pages 6.3 and 6.5.

19.1.3 Blank Lines and Breaks in Text

Be sure to follow *BF2011* for rules regarding blank lines. There have been several changes in the rules for blank lines that are adjacent to print page indicators, boxing lines, illustrations, etc. So do not count on an experienced

transcriber for advice on these issues unless that person is well-versed in the new format rules.

In print, one or more blank lines are often used to indicate a break in thought or a change of time or place. In braille, a single blank line must be used to show this break. If the text before the break occurs on line 24, then line 25 can serve as the blank line and the text can continue on line 1 of the next page (line 2 if a running head is used). If the text ends on line 25, then line 1 on the next page, (line 2 if a running head is used), must be left blank. The text continues on following line.

Print texts that use blank lines to indicate a break have no way to show such a break if it occurs at the end of a print page. In this case, the print text will often use a series of asterisks or dots centered at the bottom of the first page or at the top of the second page where the break occurs. In braille, such notation should be ignored. Use a blank line as for other breaks.

If a series of dots, stars, or other symbols is used regularly in print to indicate a break in text, these symbols should be represented in braille by three asterisks separated from each other by a blank cell and centered on the braille line. Do not leave a blank line either before or after the line containing the series of asterisks. Do not list asterisks used for this purpose on the Special Symbols Page (19.3.2). If a line containing such asterisks occurs on line 25 of the braille page, it is not necessary to leave a blank line at the top of the next page.

In braille, quoted, displayed or “bulleted” matter, such as lists, letters, stanzas of a poem, etc., are always preceded and followed by one blank line. If such matter ends on line 25 of the braille page, on the next page leave a blank line at the top of the page or following the running head.

A blank line is always left in braille before and after a centered heading. A blank line must precede a cell-5 heading or a cell-7 heading, unless it immediately follows a similar heading without intervening text. When there is not room at the bottom of a braille page for such a heading with the appropriate blank lines and at least one line of braille text, the heading is taken to the next page where it is placed on line 3 (following the running head and a blank line).

19.2 Pagination

The rules regarding pagination are different for this document (which is based on the Nemeth Uniform Braille System) from those described in *BF2011*. This is a result of the fact that all of the general rules for page numbers in the *BF2011* are based on the use of upper numbers for ALL page numbers, including those in a table of contents, and in documents done in the Nemeth Code. Since there is no such thing in NUBS as an “upper number”, such as ⠠⠨⠠⠨ for 12, all page numbers are done using dropped digits and slightly changed format, as you will see in the examples.

19.2.1 Braille Page Numbers

Braille page numbers fall into three basic categories.

- 1) If the page is part of the front matter of the book that has been created by the transcriber, (title page or pages, Transcriber’s Note Pages, Special Symbols Pages, etc.) they are regarded as *transcriber-generated pages* and are numbered t1, t2, etc. Therefore, in every volume the title page will always be numbered ⠠⠨⠠⠨⠠⠨ (t1). Remember that we start with the notational indicator (56). The numeric indicator is needed here so that the 1 is not interpreted as a subscript.
- 2) Front matter that comes from the book (table of contents, etc.) are regarded as *preliminary pages* and are numbered as p1, p2, etc. and the first preliminary page is ⠠⠨⠠⠨⠠⠨ (p1).
- 3) When the main body of the text begins, after the preliminary pages, the braille page numbers are simply 1, 2, 3, etc. The body of the text, in *each volume*, always begins with braille page ⠠⠨⠠⠨ (1).

19.2.2 Print Page Numbers

Print page numbers are used in braille texts to show the reader what the corresponding page number is in the print text. This is especially helpful to students when teachers refer to the print page in a textbook. In this manual, your first exposure to the use of print page numbers in a braille document occurs in this lesson. You will use them for the Exercise at the end of this lesson.

Print page numbers are placed on line 1, and must end in the last cell on that line. At least three blank cells must be left before print page numbers (after the text or the running head). These numbers are in Roman, (vi), ⠠⠨⠠⠨⠠⠨ or Arabic, 23, ⠠⠨⠠⠨⠠⠨, etc. reflecting the actual page in the print document.

19.3.1 Title Page

Copyright law requires that a print copy of the braille title page be included in the braille edition. Place a print copy of the title page *before* the braille title page.

Information for a braille title page is gleaned from the book's print title page and the page that is usually on the back of the title page that contains cataloguing, copyright, and other publication data. Most braille books will consist of more than one volume. *Every volume must have a title page.* The order and form of presenting the information needed for a title page may vary with the particular publisher, library, or transcribing group. The Library of Congress requires that the title page contain the following information listed, by group, in the following order:

- (1) Title segment
 - The book title (capitalized as in print)
 - Subtitle and/or series name (if any)
- (2) Author segment
 - Author (capitalized as in print)
- (3) Publisher segment
 - Publisher (with principal address, city and state only- if given)
 - Copyright and reproduction notices
 - ISBN
- (4) Transcription segment
 - Name of transcriber, organization affiliation and address (city and state only)
- (5) Volume information
 - Total number of braille volumes (in Arabic numbers)
 - Number of the particular volume (in Arabic numbers)
 - Inclusive braille pages (t-pages, p-pages and text pages)
 - Inclusive print page numbers (Roman and Arabic)

Usually all of the above mentioned items can be listed on one braille page. Following are two model title pages. They are shown in print, but reflect the required braille format. The example on the left uses the left-adjusted format, and the example on the right uses the centered format. Use the left-adjusted format unless your agency requires the centered format. Check with your agency to determine which title-page format your group is using.

The first example shows a book with a subtitle and a series name, three authors, the word *by* before the authors' names because it appears in print, a copyright holder different from the publisher, and it is in ten volumes, requiring many more lines than the second example. If there is more information than can fit on one page, the rules in *BF2011* (2.3) must be followed.

CROSSING OVER TO THE
GOLDEN LAND—CALIFORNIA
Traversing the Donner Pass
New World Series

By BRET WOLTHAN
SUSAN FIELDS
GEORGE STIENMETZ

Published by
Melbourn and Trimble, Inc., New York
© Copyright 1995 by Bret Wolthan,
Susan Fields, and George Stienmetz

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other
than a specialized format is prohibited.
Transcription of ISBN: 0-7987-4411-8

Transcribed 2011 by Harry Hiram
Volunteer Braille Services
New York, NY
In 10 Volumes
Volume 2
Braille pages t1-t2, pl-p3 and 83-164
Print pages ii-vii and 1-22

p1

TIME OF TERROR

STEVEN LOGAN

Published by
John H. Townsend & Sons, Inc.
Fredericksville, Ohio
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Steven Logan

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Transcription of ISBN 0-19-569876-4

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Transcribed 2011
By
Harry Hiram
Volunteer Braille Services
New York, New York

In 1 Volume
Braille pages t1-t3, pl-p6 and 1-79
Print pages i-vi and 1-25

p1

19.3.1.1 Centering Lines (Title Page)

The Library of Congress requires that each line be centered on the title page of the certification manuscript. Other agencies may ask that all items on a title page start at the left margin. When centering, if any line fills an odd number of cells, the extra blank cell should be placed on the right side of the information, thus making more room for a long title and the page number. With the exception of the first line, all the cells on a line may be used if necessary. The three blank cells that are required on each end of a *centered heading* are not required on the centered lines of the title page.

19.3.2.1 Blank Lines (Title Page)

Ideally, the items on a title page should be grouped into the following five units with a blank line between adjacent groups:

- 1) title, subtitle, series name
- 2) author's name
- 3) publisher, copyright information, reproduction notice, ISBN
- 4) embossing date, transcriber's name, group affiliation and its address
- 5) volume number and page numbers

The title of the book is always listed on line 1 and the braille page numbers on line 25. Braille each element by group, leaving one blank line between each group, but NO blank lines within a group. Complete the title page. Note the line number of your last braille line.

- a) If this is line 25, you are finished. If it goes beyond line 25, go to step d).
- b) If you ended prior to line 25, insert additional blank lines evenly between groups, starting between the last two groups, until the title page ends on line 25.
- c) If this extra blank line between each group does not cause the title page to end on line 25, repeat Step b) until it does.
- d) If a single space between adjacent groups does not allow the title page to fit on one page, remove the blank lines between groups, starting between the groups 3 and 4 and working down until the title page ends on line 25.

All lines on a title page may be utilized except two. There must be a blank line left between the title (plus the subtitle if there is one) and the author's name, and another between the author's name and the publishing information.

When books (usually textbooks) have more authors or editors than can fit on one title page, follow the rules in *BF2011* for formatting a supplemental title page.

19.3.1.3 Capitalization of Titles (Title Page)

Only the title (not the subtitle) is brailled in full capitals.

19.3.1.4 Title and Subtitle (Title Page)

If a title is too long to fit on the first line of the braille page, it should be divided, as evenly as possible, between two or more lines. Make the division at a logical point in the title; do not divide words in a title between lines. If the book is one of a series, the series name is placed on the line immediately following the title, or subtitle, capitalized as in print.

19.3.1.5 Authors (Title Page)

If a book has two or more authors, the name of each author (capitalized as in print) should be brailled on consecutive lines. If a title page is very full, authors' names can be joined by the word *and*, placed on the same line. If space will not permit the listing of all the authors on the title page, see *BF2011*, 2.4.2. Even if a book is an autobiography, the name of the author is placed on the title page. The word *by* before the author's name is used in braille **only** if it appears in print.

19.3.1.6 Publishers (Title Page)

Braille the words “Published by” followed by the name of the publisher and the first or principal city (and state, if given) in which they are located. Do not include street addresses. If space permits, all of this information may be placed on one line.

Example: Published by Random House, Inc., New York

19.3.1.7 Permission from Publishers (Title Page)

Permission to transcribe a book into braille is not required from the publisher or copyright holder as long as the transcriber is working under the auspices of an “authorized entity.” An authorized entity is any nonprofit organization or governmental agency having a primary mission to provide specialized services to persons with visual impairments.

19.3.1.8 Copyright (Title Page)

Only the latest copyright date is listed on the title page. If there is no copyright date, substitute the word *Printed* for *Copyright*, followed by the latest printing date.

The copyright holder is always given on the title page—even when the publisher holds the copyright. Ignore expressions of reservation of rights such as *All rights reserved*.

If the copyright symbol (©) occurs on the print title page use the braille symbol, ⠠⠨⠠⠨⠠⠨ (4,46,14), placed and spaced as in print. Follow print if both the word and the symbol are shown.

When copyright permission is not sought, the following statement must appear on the braille title page following the copyright information: **Further reproduction or distribution in other than a specialized format is prohibited.** This statement must appear on the title page of the trial manuscript since students enrolled in this course are working under the auspices of the National Library Service.

These copyright guidelines apply to books published and transcribed in the United States. A fact sheet on the applicable copyright law can be acquired from NLS. Further information on how to transcribe copyright and reproduction notices can be found in *BF2011*, 2.3.6.

19.3.1.9 ISBN (Title Page)

When shown in print, the ISBN (International Standard Book Number), the SBN (Standard Book Number), or the ISSN (International Standard Serial Number), is placed on the line following the copyright and reproduction notices preceded by the words “Transcription of ”. Follow print punctuation.

Example:

Transcription of ISBN: 0-4583-6578-8

Include both the 10- and 13-digit ISBNs on the braille title page if they occur in print. Each is brailled on consecutive lines.

Example:

Transcription of
ISBN-10: 0-4583-6578-8
ISBN-13: 654-0-4583-6578-8

19.3.1.10 Transcriber's Group Affiliation (Title Page)

List the year that the transcription **was completed** and the transcriber's name followed by the name of the group (along with its city and state) for whom the transcriber works or from whom the transcriber received the braille assignment. List only the transcriber's city and state if there is no group affiliation.

19.3.1.11 State Abbreviations (Title Page)

Follow print for the publisher's state (if given) whether abbreviated or spelled out. Spell out or use the same kind of abbreviation (two-letter or standard dictionary) for the name of the state of the sponsoring agency and/or the transcriber. When no state is given for the publisher, do not insert one. Follow print for state abbreviations for the others.

19.3.1.12 Volume and Page Numbers (Title Page)

Arabic numbers are used to indicate the number of a particular volume and the number of volumes in the book. When a book consists of only one braille volume, use the words **In 1 Volume** (instead of “Volume 1”).

The numbers of the braille pages contained in the volume are brailled on line 24 of the page, preceded by the words **Braille pages:**. The numbers of the t-pages and the p-pages, preceded by a single notational indicator and the inclusive page numbers (including the *t* and *p* prefixes), are followed by the Arabic-numbered pages. Of course, these page numbers cannot be entered until the volume is completed and the page numbers are known. e.g. Braille pages: t1-t3, p1-p5 and 1-63.

The numbers of the print pages contained in the volume are brailled on line 25 of the page, preceded by the words **Print pages:** The numbers of the print pages included in the volume (including pages from different sections of the text) such as “Answers to Problems”. So this entry might look like this: Print pages: vi-vii, 56-80a, and 450-451.

19.3.2 Special Symbols Page

When the symbols in the following list are used throughout a volume, they are listed on a Special Symbols Page. However, if these symbols are used only one time, or rarely, in a volume, they should be explained in a transcriber's note at the appropriate point in the text. This list is partial and suggestive. The transcriber should use his best judgment as to whether other symbols are common, or rare enough to be included on a Special Symbols Page.

The Special Symbols Page is located following the title page and the dedication (if there is one). (Note that punctuation and indicators are not listed on the Special Symbols Page.)

RUNNING HEAD

SPECIAL SYMBOLS USED IN THIS VOLUME

Accents: If accented letters were used in the volume, the two -column table discussed in Section 16.4 would appear here.

Miscellaneous Symbols

- ⠠⠠⠠ copyright symbol
- ⠠⠠ (6, 3) terminate capitalization
- ⠠⠠ (46,3) terminate italics
- ⠠⠠ (4,2) transcriber's enclosure symbol (left)
- ⠠⠠ (6,2) transcriber's enclosure symbol (right)

Greek Letters

- ⠠⠠ alpha, α
- ⠠⠠ pi, π
- ⠠⠠ capital sigma, Σ

19.3.3 Transcriber's Notes Page

Whenever a special braille format or usage is required *throughout an entire work*, rather than interrupting the text with many transcriber's notes, a notation is made on a Transcriber's Notes Page. This page is placed at the beginning of *each braille volume* following the Special Symbols Page, if there is one.

Some situations that might be mentioned on a Transcriber's Notes Page are a notice of the omission of maps or illustrations, or the explanation of the rearrangement of the print format in order to provide a clearer presentation of recipes or puzzles. If only some maps, charts, etc., are omitted from the braille version, the omissions are noted in a transcriber's note at the appropriate point in the text.

Follow these steps to prepare a transcriber's notes page:

- Beginning on a new braille page, center the heading **TRANSCRIBER'S NOTES** on line 3.
- Leave one blank line.
List the notes in paragraph format, each one starting in cell 3 with runover lines starting in cell 1. Do not use transcriber's note

enclosure symbols with the notes on a Transcriber's Notes Page.

19.4 Preliminary Pages

19.4.1 Dedication Page

If the print text includes a dedication, it should be treated as a normal text page and should appear on a new braille page in the *first volume only*. Do not braille the word *Dedication* as a title if it is not shown in print. Ignore special typefaces unless needed for emphasis or distinction.

19.4.2 Contents Page

When the print book has a contents page, the entire table of contents is placed at the beginning of the first braille volume only, using the **print page numbers** as shown in the print copy of the text – using no suffixes.

Follow print for capitalization and Roman or Arabic numerals. Do not use emphasis indicators for print italics except where needed for emphasis or distinction. Use normal line spacing, even if the print table of contents is double-spaced.

Each *subsequent* volume includes only that portion of the print contents that is contained in that particular volume.

Do not create a contents page for a book that does not have one. Do not add items to the contents page that do not appear in print.

When the print contents page includes maps, diagrams, etc., that have not been included in the braille edition, omit them from the braille contents page. These omissions must be noted, in the form of a transcriber's note, at the end of the entire contents in the first volume as well as on the Transcriber's Notes Page.

In Volume 1, the table of contents is brailled as in print. If material that is mentioned on the print contents page has been rearranged in a later volume, the braille table of contents in that volume must reflect the new arrangement.

The following is a typical contents page for the first volume.

CONTENTS	
	Page
FOREWORD	iii
PREFACE	vi
I. <i>Where Am I?</i>	7
II. <i>Is This Really Kansas?</i>	28
III. <i>The Last Great Days On the Prairie</i>	45
IV. <i>Never Again!</i>	66
<i>Author's Note</i>	82

19.4.2.1 Contents Page for the First Volume of a Multi-Volume Braille Edition

The following shows the same contents page format as it would appear in braille in the first braille volume. (Instructions for proper volume division are in 19.7.)

- Line 1. Running Head
- Line 2. Blank
- Line 3. The heading CONTENTS or TABLE OF CONTENTS is centered and follows print wording and capitalization. Do not add a heading if one is not shown in print.
- Line 4. Blank line
- Line 5. Center “Volume 1”. (When a braille edition consists of only one volume, eliminate this line.)
- Line 6. Enter “Chapter” starting in cell 1 (if chapter numbers are used)
- Line 7. Blank line
- Line 8. Center the word “Unit 1” or “Part I” (if shown in print)
- Line 9. Begin listing the contents items (following print). See Section 2.10.6 in *BF2011* for the proper indentation pattern for different levels of headings. Braille page numbers are placed at the right margin, regardless of print placement. A line of unspaced guide

dots (dot 5) is inserted between the last word of the title or heading and the print page number. Leave one blank cell between the end of the heading and the beginning of the guide dots and one blank cell at the end of the guide dots, before the page number.

When the end of the pages for Volume 1 is reached,

- 1) Insert “Volume 2” if the volume breaks are known for the entire text.
- 2) Insert “Following Volumes” if the volume breaks are not known.

Then continue with the content items, inserting “Volume 3”, “Volume 4”, etc. , when volume breaks are known.

Major Divisions. When material prior to the beginning of the story (such as a preface, introduction, foreword, or author's note) or following the story (such as an index or appendix) is included on the contents page, a blank line should separate these divisions from the other contents items, but not from each other.

Guide Dots. If there is not room between the chapter title and the page number for at least 2 guide dots with a preceding and following blank cell, do not use any guide dots. If there is not room for one blank cell between the end of the title and the page number, the title must be continued on the following line(s), indented 4 cells from the first line of this entry.

Runover Lines. When a chapter heading takes more than one line, the runover lines are blocked in cell 3. The page number and guide dots are placed at the end of the line on which the heading ends. There should be at least six blank cells at the end of every line that does not end in a page number.

Listed Contents. If it is necessary to end a volume within a chapter, when listing the contents for the next volume repeat the continuing chapter heading followed by the word “cont.”.

If more than one braille page is required for the contents in any braille volume, do not repeat any of the headings (such as *Chapter*, *Page*, or volume number) that were used on the first page. Do not leave a blank line between the running head and the continuing contents items.

19.4.2.2 Contents Page for Succeeding Volumes

The volume number is not included on this page. Using the model in the previous section:

- Line 1. Same
- Line 2. Same
- Line 3. Same
- Line 4. Same as line 6
- Line 5. Volume number if known.

19.4.3 Cover/Jacket Material

Material found on the back of the dust jacket, on the jacket flaps, or on the inside of the book cover, may include, among other things, a summary of the story, a biographical sketch of the author, or a family genealogy. These should all be included in the preliminary pages of the *first volume only*. If these items are short, they may be placed on the same braille page separated by a blank line. If any one of them would take up more than half a braille page, it should be started on a new braille page.

When a summary of the story has no print heading, start it on a new braille page and center the heading **STORY SUMMARY** on line 3. It is recognized that this practice does not follow print format. However, because of the summary's location in the braille volume, without a heading the braille reader might reasonably assume that it is the beginning of the story.

Direct quotations from the body of the story, whether on the cover or inside the front of the book should be ignored, as well as any material meant only to be visually attractive.

19.4.4 Other Front Matter

The preliminary items listed in 19.4 are always placed first in the braille volume in the order prescribed. Following them are other items from the front matter that will also be given preliminary page numbers, such as a list of other books by the author, listed reviews by other authors, a disclaimer, acknowledgments of borrowed material, an epigraph or poetry, etc. They are placed following the cover/jacket material *in the order in which they occur in the book*. Front matter items that consist of narrative text, such as a preface, prologue, foreword, author's notes, or introduction, are considered “text” and are described in 19.3.

19.4.4.1 Other Books by the Author

Other books by the author should be brailled on a new braille page in list format and placed in the *first volume only*.

19.4.4.2 Accolades and Reviews by Other Authors, Newspapers, or Journals

Accolades (see 17.6c) and short reviews of the book are brailled in paragraph format with a blank line separating adjacent accolades and placed in the *first volume only*.

If more than three braille pages will be needed to braille all of the reviews, it is suggested that they be placed at the end of the last volume. In this case the running braille page numbers are continued to the end of the volume and the words **THE END** are placed at the end of the last page of the last volume. (See 19.9) When such comments are relocated to the end of the last volume, this rearrangement must be noted on the Transcriber's Notes Page.

Braille only the comments about the book being transcribed—ignore advertisements for other books.

19.4.4.3 Disclaimer

If a book contains a statement that the characters and/or places in the story are purely fictional, this statement is included in the braille version, in the *first volume only*. If there is room, the disclaimer can be placed on the same page as the cover/jacket material or the reviews, separated from them by a blank line.

19.4.4.4 Acknowledgment of Borrowed Materials

When material is included in the braille version that has been borrowed from another source (such as song lyrics or poetry), and the publisher credits the source, then it is also credited in braille. When such publisher's acknowledgments are listed with page numbers in the table of contents, follow print. If they are placed in the front or back of a book and are not listed in the table of contents, they are placed on a new braille page at the end of the last braille volume. Those acknowledgments that refer to maps, pictures, and other materials that have been omitted from the braille transcription should not be mentioned.

Do not confuse acknowledgments of borrowed materials with an author's personal words of thanks, which are also often entitled *Acknowledgments*. (See 19.3.3)

19.4.4.5 Poetry and Epigraphs

When in print such items are included in the front matter and shown on a page by themselves, each one should begin a new braille page and be

placed in the *first volume only*. Poetry should be brailled according to the rules in 18.2.

An *epigraph* is a short introductory statement, often a quotation or motto placed at the beginning of a book, a book unit, or chapter. When an epigraph is printed on a page by itself, it should be transcribed in the same manner as a dedication. Retain quotation marks if shown in print but do not note italics unless needed for emphasis or distinction.

Poetry, epigraphs, quotations, and the like should be paginated as a preliminary page if they fall before the table of contents or before the beginning of text pages (see below). If they occur after the beginning of the text pages, they are paginated as text pages.

19.5 Pagination of Pages in Braille Document

19.5.1 Page Numbering of Text Pages

Page numbering, using Arabic numbers, starts on the first page of text and continues throughout all volumes, including any end matter such as an epilogue or information about the author. Therefore, in the first volume following the preliminary pages, the first page of text will be numbered with the print page number placed at the end of line 1 and the braille page number at the end of line 25.

19.5.2 First Page of Text

Text pages are brailled *in the order in which they appear in print*. So, the first page of text may be the first page of an introduction, acknowledgments, a preface or it might be the first page of the first chapter. If there is both an introduction and a preface, for instance, braille them in the print order.

There is one exception to this rule: if a narrative piece, such as a preface, comes before a table of contents in print, in braille place the preface following the table of contents, but do not add to or change the print list of contents. When the arrangement of material at the beginning of a book is changed from the print copy, it must be noted on a Transcriber's Notes Page in the *first volume only*.

If running heads are used (an agency decision), there are only two pages in a braille volume that do not carry a running head—the title page and the first page of text.

In every braille volume, starting on a new braille page, instead of a running head on the first page of text, place the complete book title,

subtitle (if any), and series name (if any). The unabbreviated book title is brailled in full capitals and centered on the first line or lines. If the book has a subtitle, it is placed on the next line with only the first letter of the first word and other principal words capitalized. Leave at least three blank cells at the beginning and end of each line, and at least three blank cells between the end of the first line and the page number. Leave a blank line between the complete title and any heading or the text that follows.

19.5.3 Preface, Foreword, Prologue, Introduction, Author's Personal Acknowledgments

When such items are shown in print, each one should begin a new braille page and should be placed in the *first volume only*. If there is a heading in print, in braille it is centered and print capitalization is followed. Ignore special typefaces in headings unless needed for emphasis or distinction.

19.6 Summary: Order of Transcriber-Generated, Preliminary and Text Pages

To determine the order and content of transcriber-generated, preliminary and text pages in a the first braille volume, follow these steps.

- Look carefully at all of the print pages that precede the start of the first chapter and make a list of supplementary material that should be considered as part of your transcription.
- Determine which items belong in each group, transcriber, preliminary, or text pages, and list them on a sheet of paper in the order prescribed.
- If a narrative piece, such as a preface, is located before a table of contents, transpose the two, but do not add to or change the contents page. The preface then becomes the first page of text. Only narrative pieces preceding the table of contents should be moved. The order and format of the braille version should be as close to the print copy as possible.
- Consecutively number all items that follow the beginning of text in Arabic numbers, including poetry, epigraphs, etc.

19.7 Book Broken into Units

Whenever print uses an entire page for a unit heading (such as *Part I*), this page should be omitted in braille, but the following page should show a combined page number (e.g. #43-44) to account for every print page. Such a unit heading should be centered and separated by a blank line from other headings or text that precede and/or follow it. Follow print capitalization. Ignore special typefaces when an entire heading is

printed in italics or small capitals. Use emphasis indicators for a word, or words, within a heading that is emphasized or foreign.

If an epigraph is printed on the same page as a unit or chapter title, place it before or after the title, as it appears in print, preceded and followed by a blank line. Use normal margins and follow print for paragraph indentions. Retain quotation marks if shown in print but do not note italics unless needed for emphasis or distinction.

19.8 Chapter Titles

Chapter titles are treated as centered headings. Follow print for capitalization and Roman or Arabic numerals. Use emphasis indicators for print italics only if emphasis or distinction is required, such as for an italicized foreign word within the title.

A long title should be divided and brailled, centered, on consecutive lines. At least three blank cells must be left at the beginning and ending of each line. If a chapter heading consists of both a number and a title, both should be placed on one braille line if space permits. When placed on one line, the chapter number comes first followed by a space and the title regardless of print placement.

Start the first chapter of a book on a new braille page. When following chapters end in the middle of a braille page, the next chapter should:

- 1) For casual reading - new chapters may begin on the same page if there is room for the chapter title, with its preceding and following blank lines, and at least three lines of text. Otherwise, it should start at the top of the next braille page.
- 2) For textbooks – the new chapter should begin on a new braille page where new subjects may be discussed. Remember to use a blank line after a running head and after the chapter title.

*“Home is the place where when you have
to go there They have to take you in.”*

Marvin Steele was a man much like his name, hard, cunning, crafty when dealing with others. Still it was ...

[illegible]

The ideal place for a volume division is at the end of a chapter or other unit of the text. When this is not possible, division should be made at a point where there is a logical break in context or thought. Do not divide in the middle of a paragraph, no matter how long that paragraph may be.

Although there are no firm requirements regarding braille volume size, the current recommended size of a volume is no more than 70 pages, but may vary between approximately 60 and 80 (a page, in this instance, refers to an actual piece of paper, not to braille page numbers). If the total number of pages exceeds 80 pages, divide the book into two volumes. Because of the bulk of a braille volume, division should always favor smaller volumes, especially for school texts transcribed for the lower grades. Remember to include the preliminary pages in the count.

To determine in advance the number and length of braille volumes, use the following formula:

- a) Transcribe 40 full pages of braille. Include preliminary pages in this count only if they are full, or nearly so.
- b) Divide 40 by the number of print pages covered by the 40 braille pages. This is the braille-page-to-print-page ratio, e. g. 2.7 braille pages per print page.
- c) The total number of print pages in the book is _____.
- d) Multiply this number by the ratio found in line b). This will approximate the total number of braille pages in the entire document.
- e) Divide this number by the number of braille pages you would like the average number of braille pages to be in each volume, e.g. 70, to determine the expected number of braille volumes required for the entire document.

19.10 Appendixes, Glossaries, Bibliographies, Indexes, Etc.

When such items are shown in print they should be reproduced in braille unless the sponsoring agency directs otherwise. Each one begins a new braille page with the heading as shown in print centered on the third line, assuming a running head is used.

Leave a blank line to separate the heading from the following text. Consult *BF2011* for the correct braille formats to be used for glossaries and indexes.

19.11 End-of-Volume and End-of-Book Indication

The Library of Congress requires an end-of-volume indication on the certification manuscript. Other agencies may not have this requirement.

Indication of the volume ending should appear on the last page of the volume whether that page contains text, an author's notes, index, or any other material. The words **END OF VOLUME** followed by the appropriate volume number (such as **END OF VOLUME 4**) are centered below the last line of braille on the last page of each volume except the final one. In the final volume, only the words **THE END** are used.

Whenever possible, one blank line should precede the end-of-volume indication. However, if a volume ends on line 24 of the page, line 25 should be used for this purpose. When a volume ends on line 25, the end-of-volume indicator may be placed on that line so long as there is room for three blank cells between the end of the text and the end-of-volume indicator. If this is not possible, the last line of braille text must be carried over to another page.

EXERCISE

Prepare the following material for submission to the instructor. It consists of the title page, contents and other preliminary pages, as well as a portion of text from *In the Shadow of a Rainbow* by Robert Franklin Leslie (New York: Norton & Co., Inc., 1974).

Transcribe this material using a 40-cell braille line and a running head appropriate for this book (not “LESSON 19”).

When preparing the title page, assume that this book will consist of four volumes, and that Volume 1 will end with braille page 64.

A Special Symbols Page will be required for this transcription. Include the & sign, the copyright symbol, the dot-4 accent indicator and the termination symbol for ending a capitalized phrase. There is no need for a transcriber's notes page. A table showing the accented words should be included. See an example of this table in Section 16.1.2.

Show appropriate running head, braille page numbers (including t-page and p-page numbers), and print page numbers. Be sure to use the numbers at the bottom of the page in the print document, not the page numbers for the transcriber's manual.

On the braille contents page, under Volume 1, you will be able to list print page numbers for each entry in the print Table of Contents. In the first volume, which will contain the entire table of contents, use the phrase “Volume 1” (centered with blank lines before and after), preceding the first entry in the table of contents. If the dividing points (in print) between braille volumes is known, show the start of each volume with “Volume 2” etc. If the break points between volumes is not known, use the heading “Following Volumes”. Then list the remaining chapters. Use guide dots following each entry, with one blank cell before the first guide dot and at least one blank cell before the page number. See page 2-21 in *BF2011* for a sample Table of Contents.

Since this is only a portion of a book, do not use an end-of-volume or end-of-book indicator on the last page.

By Robert Franklin Leslie

READ THE WILD WATER

HIGH TRAILS WEST

THE BEARS AND I

WILD PETS

For younger readers:

WILD BURRO RESCUE

WILD COURAGE

*In
the Shadow
of a Rainbow*

*The True Story of a
Friendship Between
Man and Wolf*

*by
Robert Franklin Leslie*

*W. W. NORTON & COMPANY, INC.
New York*

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1 2 3 4 5 6 7 8 9 0

To
my good friend
Gregory Tah-Kloma,
wolf-man of the Kitiwanga

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Author's Note

Late one afternoon in the summer of 1970, a young Indian beached his canoe near my Babine Lake campsite in the backwoods of British Columbia. Clad only in shorts, he was tall and muscular, and wore his hair shoulder length. The young man introduced himself as Gregory Tah-Kloma, and told me he was a Chimmesyan of the Tsimshian band. That evening Greg sat by my campfire and grilled salmon filets for both of us.

During the weeks that followed, Greg and I became staunch friends. We canoed, hiked, prospected, and camped as a team. I learned that he had worked in various mills and mines to pay his way through college. His hands still bore calluses from that work. He was now a graduate student in mineralogy, and spent his summers at placer gold deposits along drainage systems footing British Columbia watersheds. We were both on the way to prospect Babine tributaries when we met.

Night after night, until the black frost of October drove us toward civilization, we sat by the campfire and talked. Gradually Greg told me the remarkable true story of his devotion to a threatened pack of timber wolves, a story that included his search to relocate the amazing female wolf pack leader, known as Náhani, whose unusual company he had first enjoyed in the summer of 1964. His compelling

AUTHOR'S NOTE

drive to find the wolf and her pack before trappers and bounty hunters could destroy them reached unique proportions. His fascination for the wolf often took him to the brink of disaster.

I asked Greg's permission to write down his story, and he agreed. He had kept a log in which he listed events in chronological order, and a diary in which he entered his personal feelings and reactions. He allowed me to draw freely on both.

In order to protect the privacy of living individuals and to protect Náhani—who is still very much alive—certain place names and locations have been changed, and various encounters between humans have been slightly altered. However, none of the facts of Gregory Tah-Kloma's adventures with Náhani and her wolf pack have been changed. They are as he told them to me.

Robert Franklin Leslie
March, 1974

There is a pleasure in the pathless woods.
There is a rapture in the lonely shore,
There is a society where none intrudes . . .
I love not man less, but nature more.

—George Gordon, Lord Byron

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1

Náhani
of Nakinilerak

Along the southern belly of British Columbia's north-central wilderness stretches the lake country. Narrow troughs of water up to 130 miles long wind through the canyonlands and resemble wide, gentian-blue belts—their names are Babine, Takla, Tchentlo, Trembleur, Stuart, Nakinilerak, and fifty more.

The longest of these southern “belly” lakes, Babine and Takla, lie in trenches between the Babine Range to the west and the Hogem Range to the east. A knify Bait Range separates these two lakes. Through a broad glacial canal at the Bait's southern terminus, a series of five smaller lakes, the basin tarns, drain through short creeks that feed Takla.

An ancient Indian trade trail through the Babine-Takla region connects several primitive mountain settlements,

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often fifty miles apart. The route skirts the upper beach of Friday Lake, northernmost of the five basin tarns. A narrow flume drains Friday into Nakinilerak Lake. Of a winter the trade trail serves aged Carrier Indian trappers who follow ax blazes on the hemlock trunks high above seasonal snow line. Of a summer, possibly half a dozen die-hard sourdough prospectors may dream their way along this obsolete footpath, but no agency maintains or supervises the uninhabited route.

Seven miles south of the old trade trail, a short morning's hike by game runs, lies Nakinilerak Lake, a wilderness gem five miles long, half a mile wide.

In a clump of Sitka spruce and quaking aspens, Gregory Tah-Kloma's campsite straddled a breezy, bug-free peninsula near the lake's intake flume. The year was 1964. About two months remained before a late September or early October snowstorm would hurl him back over the archaic trade route to the totem-pole settlement of Hazelton, where he had left his station wagon with a friend. Prospectors cursed that sixty-mile trek between Friday Lake and Hazelton as a backbreaker, full of deadfalls, winddowns, devil's-claw, icy fords, and landslides. But Greg wasn't worried. His pack would be lighter because he would hide his tools at the "diggin's"; his food supply would be exhausted; he would throw away his dirty clothes. Much of the route would skim downhill, paralleling the right bank of the Suskwa River.

During the first ten days of July, Greg had panned the stream bed between Friday Lake and his campsite. Thousands of years ago receding Ice Age glaciers had deposited pockets of placer-gold nuggets the size of pinheads

Náhani of Nakinilerak

—and smaller—along bedrock riffles beneath everything from a two-foot overburden of glacial mica up to mountainous moraines.

One morning shortly after breakfast Greg sat rocking back and forth on a driftwood log near his campfire. He liked to finger the two pounds of “dust” he had accumulated in a canvas bag a bonanza to supplement his winter salary at the refinery near Prince George. If gold came in any other color, he reflected, nobody would prize the metal half as much. Chimmesyans say, “Gold is sunshine stored in a rock.”

As he zippered his precious loot into a rucksack side pocket, he noticed a man trudging up the beach from Nakinilerak's *southern* end.

From a distance the stranger appeared middle-aged. Probably a Carrier, Greg surmised, by the way the man stooped under a tumpline basket tote. Plainly bushed after his long cross-country journey, he leaned heavily upon an alpenstock every four or five steps. With a carbine balanced and clutched at the breech, the man's left arm swung like the shank of a pendulum.

Greg tried to imagine what the Indian had been doing afoot in that stony wilderness south of Nakinilerak Lake—maybe he, too, was a prospector, maybe a bounty hunter.

“Good morning, sir!” the stranger said as he shuffled up to the smoky campfire. His buck-toothed smile reminded Greg of cartoons depicting friendly beavers. “My name is Eugene Charley. You have been here long?”

Before giving Greg a chance to answer, he quickly explained that he had been visiting relatives and hunting

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wolves on lower Takla Lake. He belonged to the Carrier band. (Because of French language influence, Canadian Indians generally say “band” instead of “tribe.”)

“I came before the Moon-of-Walking-Thunder,” Greg said. To an Indian that meant early July, because the full moon occurred on the twenty-fourth in 1964. “I’m Chimmesyan—part Haida, part Tsimshian.”

“You must be gulch-happy. What about *Náhani*? Have you seen her?” As Eugene Charley pronounced the name, he raised his upper lip like a nickering mule. He lowered the lever of his Winchester to check the chamber. The sun shot a brassy glint off a breeched cartridge rim.

Greg urged the man to sit down on the log and remove his heavy pack, the weight of which he bore by the tumpline strap across his deeply grooved forehead. He grinned when Greg offered him a cup of coffee and a pipe stoked with India House tobacco.

“Who is *Náhani*?” Greg asked.

Charley spat into the fire. “You say *Náhani*,” he said. “Accent on the *Na*.”

“I don’t give a rusty damn how you say it. Who the devil is *Náhani*?”

“The great silver she-wolf. Queen bitch of the deadliest wolf pack in all Canada. Is this *Nakinilerak* or Friday?”

“*Nakinilerak*.”

“They den somewhere near here. I’ve studied them for a year or more, ever since a sweet price was put on *Náhani*’s head. Those wolves are hunting somewhere south of here. I wish to hell I knew where. When they come back, they’ll gnaw your Chimmesyan bones. *Nakinilerak* is where they winter.” With a speculative squint he probed Greg’s expression for a reaction.

Náhani of Nakinilerak

“Why should anybody be afraid of wolves?”

“Are you armed?”

Perhaps Eugene Charley suspected a rich “poke” of gold. While he smoked, his glance kept shuttling between Greg's gold pan and trench shovel.

“I'm prepared to defend myself,” Greg said without admitting that he carried no firearms. He considered everyone trustworthy until proven otherwise; but this Eugene Charley somehow seemed to speak from two faces. “Tell me more about your Náhani, whose name you pronounce with such reverence.”

“*Náhani* means ‘one who shines.’ Carriers call her Silver Skin. Color, you know. She's too gutty for a timber wolf —and too damned big. Eight, maybe ten years old. She leads twenty, maybe thirty killers. Who knows? Nobody ever gets a shot at that pack. She can smell a gun a mile away. Livestock killed, traps emptied, and now lately *people* have disappeared. When they raise the bounty enough, I'll bring her down. You'll see.”

Greg concealed his relief when Eugene Charley declined an invitation to rest the day and night. He was headed for Pendleton Bay on Babine Lake. Carriers had to hurry, otherwise the lumber mill would hire Tsimshians to peavey summer-felled logs into the dog-chain lifts. Instead of following the trade trail between Takla and Babine lakes, Charley was short-cutting the route through the brush in order to save time and miles “and maybe bring in a skin.”

“I'll guarantee you a horrible death if you stay here,” he said as the two men shook hands. “Náhani's phantom *renégats* will eat you alive!”

“Weasel words!” Greg said aloud. To himself he thought: small-bore talk from a Carrier with a forked

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tongue, a bounty hunter who builds bad reputations around predators in order to get local authorities to hike the rewards.

Nevertheless, Eugene Charley's brief visit set in motion an exciting new trend of thought. Greg's past experience with wolves attested that Náhani and her "phantom *renégats*," if they existed other than in rum-soaked Carrier imaginations, weren't as dangerous as Charley claimed —unless, of course they were indeed demented renegades, possibly an entire pack infected with sylvatic rabies, blindly revenging themselves against man. He remembered that a leading Canadian newspaper had for years published an offer: a substantial cash payment for any documented record of a wolf having attacked a human being without provocation. No one ever claimed the money. That thought was consoling on a dark and rainy night—yet rabies fell consummately into the category of provocation.

Lesson 20

The Trial Manuscript and Certification

Upon completion of Lesson 19 the student has been introduced to all of the rules of literary braille. In order to demonstrate that the rules have been mastered and to achieve national certification, the student is now asked to prepare and submit a manuscript to the National Federation of the Blind.

20.1 In General

The certification manuscript must consist of at least thirty-five full braille pages, including preliminary pages, taken from a general reading book. Several partial pages adding up to twenty-five braille lines count as one page. If a transcription includes a dedication page that contains less than twenty-five braille lines but all other pages are full, thirty-six braille pages must be submitted.

Just as with the lessons in this instruction manual, the manuscript must be prepared using a braillewriter, a slate and stylus, or a computer using a direct-input braille program. Manuscripts prepared using translation programs, where the print material is scanned and converted to braille, are not permitted.

This is a test of the rules of literary braille format. Therefore, it is imperative that the format of the manuscript adhere to the rules presented in *Braille Formats: 2011*, and any special rules defined in this manual.

All manuscripts must be submitted in single-sided embossed form. Interpoint (braille on both sides of the page) will not be accepted, nor will computer disks or simulated braille. If the copy has been produced on a computer and embossed, remove all sprocket strips, separate and collate the pages, and remove all blank pages. The manuscript should be submitted so that it is ready to read. It is not necessary, but it may be bound with a spiral or comb binding. Thermoformed copies of the manuscript will not be accepted. It is highly recommended that, if possible, the student keep a thermoformed copy of a manuscript that was prepared on a braillewriter.

A copy of the print book used for the certification manuscript, or photocopies of the pages transcribed including all of the preliminary pages contained in the print copy, should accompany the manuscript. The print copy will be returned along with the evaluation report and the original braille pages.

20.2 Choosing a Book for the Manuscript

The book selected for the manuscript should not be so technical in nature that the student must concentrate on technicalities rather than on producing neat and accurate braille. On the other hand, it must not be so rudimentary that it does not present average vocabulary and sentence structure. The book chosen for the manuscript *must contain a table of contents* and use a level of vocabulary approximately equal to a high school text.

The manuscript should resemble a complete braille book as closely as possible. It should be transcribed using a 40-cell braille line and a running head. When the required number of pages has been transcribed, end at a logical place such as at the end of a paragraph. Points will be deducted if the manuscript ends in the middle of a sentence. The words **THE END** should be placed on the last page in the prescribed manner.

20.3 Formatting the Book

Formatting or structuring are terms used for carefully perusing and making decisions as to how to handle the basic braille layout of the book. It is very important that this be done for every book before starting to braille. Structuring ensures consistency throughout a braille version. When structuring the book that you have chosen for the manuscript, look for such things as dialect, special typefaces, foreign words and phrases, quoted material, preliminary page setup, headings, graphs, tables, etc. Decide how you are going to handle each item *before* you start to braille. Also decide upon the running head and centered or cell-5 headings. If there are items in the book that you are not comfortable with, such as maps or flowcharts, choose a different book for the manuscript.

20.4 Beginning Pages

All pages at the beginning of a book, such as a dedication, acknowledgments, preface, author's note, foreword, table of contents, introduction or prologue, should be included in the braille transcription—with one exception. None of the items discussed under *19.2(g) Cover/Jacket Material* are to be included in the manuscript.

The title page should be prepared following the instructions in Lesson 19 with each line centered. After certification, future title pages should be prepared at the direction of the agency for which the transcriber works.

If the student is affiliated with a transcribing group, that group's name is listed on the title page, as shown in the example in 19.2b. If the student has no group affiliation, only the transcriber's city and state are listed. Because the manuscript is a facsimile of a complete book, place the words **In 1 Volume** instead of **Volume 1** on the title page. The contents page should contain only the chapters and pages that actually appear in the thirty-five pages of the manuscript. Do not braille the entire table of contents.

A special symbols page and a transcriber's notes page should be included if appropriate.

Start the first chapter on a new braille page, and do not divide words between lines.

20.5 Accuracy and Neatness

A high degree of accuracy and neatness is expected of the student in the preparation of the certification manuscript. Accuracy includes a thorough and exact reproduction of the print text with respect to wording, spelling, punctuation, the correct formation of braille characters, the proper use of contractions, the correct application of all rules of braille transcribing, the proper division of words, and the use of correct braille formats. Neatness includes uniformly clear dots, evenly spaced lines, and the absence of extensive or poorly made erasures. If an error has been made in page numbering, the appropriate pages must be repeated. Manuscripts containing a repetition or omission sign will not be accepted.

Omission or repetition of part of the text is undoubtedly the most serious error that can occur because it results in material that is often incomprehensible to the reader. As such an error is most likely to occur when the same word or words appear on two consecutive print lines, you are cautioned to guard against losing your place in the print copy, thereby either omitting the second line or repeating the first line.

20.6 Erasures

If the grader of the manuscript can feel an erasure, it will be counted as an error. Therefore, erasures should be resorted to only rarely. Follow the directions for erasing as presented in the *General Course Instructions* at the beginning of this book.

20.7 Editing

It is the job of the transcriber to duplicate the print copy as faithfully as possible. The transcriber is in no sense an editor and should not seek to substitute his or her judgment for that of the author as to what constitutes correct usage. This is especially true for capitalization, punctuation, and hyphenation where there is wide variation in practice among writers and publishers. The author must be permitted his idiosyncrasies in such matters. George Bernard Shaw often used simplified spelling and omitted periods after many abbreviations.

There are occasions in print (just as in braille) when errors do occur, and these the transcriber should correct; however, this should be done with great circumspection. In correcting spelling, for example, be sure that what is shown is not simply an alternate or archaic spelling. For example, in the sentence, *Teh farmer sold his milch cows*, it is clear that the *e* and *h* in the word *the* have been reversed and should be corrected. However, although the word *milch* is archaic, it was the author's choice and should not be changed to *milk*.

20.8 Proofreading

The certification manuscript should be the work of the student and no one else. While preparing the manuscript, the pages should be proofread as they are brailled. After brailing seven to ten pages they should be proofread again. When the manuscript is finished, it is suggested that it be left alone for at least a week. The final proofreading, after the student has had a rest from the material, should expose any remaining errors. If the manuscript is generated by a computer, the pages should be carefully proofread *after* embossing.

The work *should not* be proofread by anyone other than the student. The trial manuscript is a test of the student's knowledge and ability, not of anyone else's proofreading skills.

20.9 A Letter to the Grader

A letter, in braille, to the grader from the student should accompany every manuscript. In the letter tell the grader what dictionary was used as well as anything unusual that was encountered in print such as format irregularities, dialect, or unusual foreign names. If any editing (see *Editing*, above) was done, this too should also be explained. Do not include these explanations on a transcriber's notes page. The letter is not to be counted as part of the thirty-five-page manuscript. Points will not be deducted for errors in the letter.

20.10 Mailing the Manuscript

Instructions for mailing the manuscript are on page xvi of the General Course Instructions.

20.11 Grading

The following system for grading manuscripts has been adopted. A perfect manuscript will be given a grade of 100. A grade of 80 is required for certification. The list below shows how points will be deducted for errors. If the same error in the use or omission of contractions occurs consistently with respect to the same word, it will be counted only once. Format errors may sometimes be counted together as a single error. Otherwise, each error will be counted separately.

Errors and Points

Contractions omitted or misused:	2
Characters misformed (including added or omitted dots):	1
Incorrect division of words:	2
Letters inserted or omitted:	2
Text omitted or repeated:	3
Spacing errors:	2
Format irregularities:	2
Omitted or inserted punctuation marks or indicators	2
Erasures, if detected:	2

If the score on the first manuscript is between 75 and 79, the student will be asked to submit a second manuscript of twenty-five pages. If a successful score has still not been reached after a third try, the student is directed to wait twelve months and retake the transcribing course before submitting a final fourth manuscript.

20.12 Appealing the Test Results

If a student feels that points were deducted erroneously, a print or braille letter should be sent to: Manager of Braille Programs, National Federation of the Blind, 200 East Wells at Jernigan Place, Baltimore, MD 21230. Along with the letter, send the pertinent braille pages of the manuscript and the corresponding print pages.

