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# Instruction Manual for Braille Transcribing

Sixth Edition, 2013

Constance Risjord  
Literary Braille Transcriber

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***National Library Service  
for the Blind and  
Physically Handicapped***

***The Library of Congress***



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## Preface to Sixth Edition

Since January of 2007, the courses leading to certification as a braille transcriber or proofreader have been administered by the National Federation of the Blind (NFB) under a contract with and on behalf of the National Library Service for the Blind and Physically Handicapped, Library of Congress (NLS). As longtime advocates of braille literacy, we in the NFB are pleased to continue to work with NLS to implement this critically important program. We are dedicated to significantly increasing the quality and quantity of braille transcription, thus making Braille literature and instructional materials more available to the blind of America. We are indebted to Judith Dixon and many others from the National Library Service for the Blind and Physically Handicapped for their ongoing assistance in making this partnership a successful one, and for their many years of tireless dedication to the field.

Constance Risjord, who authored previous versions of this manual, author this edition as well. A widely recognized expert on all aspects of braille transcribing, she has written, transcribed, advised, and presented extensively for many decades. Her immense contributions to the field include participation in the development of the National Braille Association (NBA)'s course and examination for textbook formats certification; service as past-chair of the NBA literary technical committee and on the Braille Authority of North America (BANA) literary technical committee; and development of several instruction programs for teachers and transcribers.

The 6th edition of the Instruction Manual for Braille Transcribing has been created in order to incorporate updated braille formatting requirements into the course. In 2011, the Braille Authority of North America (BANA) adopted new guidelines for the transcription of textbooks. Some code-related differences still exist between these textbook formatting guidelines and the literary braille code book (English Braille American Edition). However, BANA has reaffirmed its intent that the rules and appendices in English Braille American Edition regarding formatting of braille are to be superseded by the principles set forth in Braille Formats 2011. Therefore, guidance regarding line spacing, centering, headings, indentions, preliminary pages, and other similar rules in EBAE are replaced by the provisions in Braille Formats 2011. These changes made it necessary to revise this instruction manual, rearranging the introduction of some symbols and concepts and adding instruction on the new guidelines. This revision retains the general principles put forth in the 5th edition, and the vast majority of the changes occur in Lesson Twelve and later.

We wish to express our sincere gratitude to the experienced transcribers at the Oshkosh Correctional Facility in Wisconsin for doing a conscientious and masterful job of proofreading and editing this new edition. We are also most

appreciative of the assistance received from the BANA Formats committee. We thank the many students and instructors from around the country who have taken the time over the years since the last revision to make comments, many of which have been incorporated into this new edition.

Jennifer Dunnam  
Manager of Braille Programs  
National Federation of the Blind, Jernigan Institute  
March 2013

# General Course Instructions

## Purpose and Scope

This manual is designed for use in the correspondence course in English braille transcribing conducted by the Library of Congress, National Library Service for the Blind and Physically Handicapped (NLS), and for use by instructors of braille classes. The course is intended to familiarize the student with the braille system, with braille contractions and their usage, and with the rules of braille transcribing. Rules are set forth by the Braille Authority of North America (BANA) and published in *English Braille American Edition (EBAE)*. EBAE became the authorized braille code for use in the United States as of January 1, 1959, and it contains all the rules of braille for general literature.

A source citation appears in brackets following each main heading in this manual. This citation refers to the rule and section of the latest edition of the official code, *English Braille American Edition 1994* (revised 2002, 2007), or to *Braille Formats: Principles of Print to Braille Transcription 2011 (BF)*, upon which the information in the following material is based. *See* and *see also* references refer to sections within this book.

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

Throughout this manual examples are presented in simulated braille (dots reproduced in print). The student is directed to study them carefully. They show how the rules work in practice and also peculiar situations where a rule is inapplicable. When simulated braille is not used in examples, contractions are shown enclosed within parentheses.

Appendixes at the back of this manual contain materials useful as references throughout the course. Appendix A gives the correct print for the simulated braille reading exercises that appear at the end of the first eleven lessons. Appendix B is an alphabetical index of braille signs showing two ways in which braille configurations may appear: (1) when produced on a braillewriter or embosser where the dots are impressed from the under side of the page and appear as they will be read, and (2) when produced on a slate and stylus where the slate user creates the dots "in reverse" by pushing down on the paper with a stylus, working from right to left and then turning the paper over to read. Appendix C is a list of typical and problem words that shows print words broken into syllables and the same words in simulated braille using the correct contractions.

Most of the problems that are likely to be found in the transcription of general literature are presented and discussed in this manual, and upon successful completion of the course, the student should be competent to deal

with these problems. However, no attempt is made here to train the student in the transcription of specialized materials. Therefore, before attempting to braille a textbook of any kind, the transcriber must be thoroughly familiar with the rules provided in the latest revision of the *Braille Formats: Principles of Print to Braille Transcription*, available online at [www.brailleauthority.org](http://www.brailleauthority.org). If called upon to braille technical material on mathematics or science, the transcriber first must study the latest revision of *The Nemeth Braille Code for Mathematics and Science Notation*. The transcription of music must be in accordance with provisions set forth in the most recent edition of the *Braille Music Code*. Materials requiring the translation of computer symbols and notations are done according to the rules in the *Computer Braille Code*. These publications may be purchased from the American Printing House for the Blind, 1839 Frankfort Avenue, P.O. Box 6085, Louisville, KY 40206.

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

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

## **How to Enroll**

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

## **Equipment**

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

- The latest editions of *Instruction Manual for Braille Transcribing* and *Drills Reproduced in Braille*, provided free of charge to U.S. citizens and residents enrolled in the course.
- The latest edition of *English Braille American Edition*, also provided free of charge from the NLS to U.S. citizens and residents enrolled in the course. At this writing, the latest revision is dated 1994 (revised 2002, with update 2007).

- A collegiate edition of any reputable dictionary less than ten years old. Online dictionaries such as [www.dictionary.com](http://www.dictionary.com) are also permissible.
- Braille transcription paper measuring 11 x 11½ inches. A good source for braille paper is the American Printing House for the Blind, 1839 Frankfort Avenue, P.O. Box 6085, Louisville, KY 40206. If paper is ordered locally, specify 90-lb. card stock with the grain running along the 11-inch dimension. (Note that braille paper is not necessary if lessons will be submitted electronically. However, the manuscript must be submitted on paper—see Lesson 20 for more information).
- A braille eraser, available from the American Printing House or from Howe Press, 175 North Beacon Street, Watertown, MA 02472. (An eraser is not necessary if lessons will be submitted electronically).
- A braillewriter, a 40-cell braille slate and stylus, or a computer using a direct-input braille program. Direct-input programs require the user to braille using only six keys, much in the same manner as when using a braillewriter. Translation programs, where the user types in the material on a standard keyboard and the type is then translated into braille, are not allowed for use in this course. Exercises must be submitted in hard copy (embossed) braille, or by e-mail with the electronic file as an attachment. Simulated braille (dots reproduced in print on paper) will not be accepted.

**Computer Program.** A six-key computer program called Perky Duck can be downloaded free of charge from <http://www.duxburysystems.com>. Instructions for use of Perky Duck can be obtained from its distributor or from the National Federation of the Blind. Other computer programs provide for the use of six-key entry, but if the program provides any automatic features such as running heads or page numbers, these must be disabled. All spacing, centering, and line breaks must be performed manually.

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

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

Insert the guide into the set of holes nearest the top of the board, with the hinged side at your left. Before inserting the paper, open the metal guide as you would a book. At the top of the board there is a metal clasp with two prongs on the lower piece. Place the paper well up over the prongs, with its left

edge against the hinge of the guide and the 11½-inch dimension of the paper running from left to right. To make sure that the paper is inserted straight, keep the bottom of the paper exactly parallel to the lower edge of the board. Snap the clasp shut and close the metal guide over the paper. The prongs of the clasp hold the paper in place, and the holes made by the prongs make it possible to replace the paper in exactly the same position when necessary.

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

## **Use and Preparation of Drills, Reading Practices, and Exercises**

**Drills and reading practice.** Material in this manual is divided into twenty lessons. Lessons 1–16 each contain one or more drills, and the first eleven lessons each have a reading practice. These are designed solely to give the student practice in applying the rules covered in the preceding section. Students enrolled in the Library of Congress correspondence course should *not* submit these drills to the instructor. The braille supplement, *Drills Reproduced in Braille*, which accompanies this manual, contains correct transcriptions of all drills. In order to derive maximum benefit from them, it is imperative that the student first braille the drill and then compare the results with the corresponding drill in the supplement. The reading exercises should be written out in longhand before comparing them to the printed versions found in Appendix A. For further practice, the print version of the reading exercise can be brailled and then compared with the simulated braille in the lesson.

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

Some of the lessons can be divided into two parts. Where this is possible, a note has been added indicating the proper breaking point. The exercise has

then been arranged so that the first half of the exercise contains only items that have been studied in the first part of the lesson.

**Braille page margins and line length.** The Library of Congress requires that books produced under its sponsorship be transcribed on pages measuring 11½ inches wide and 11 inches long. This also applies to students of the transcription course when submitting exercises and/or the trial manuscript. Volumes with insufficient margins at the left side present serious binding problems; therefore, the Library of Congress requires a left-hand margin of *at least* one inch. The right-hand, top, and bottom margins should measure at least one-half inch. *These measurements allow for a page of twenty-five lines with 40 cells per line.*

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

All references to cell numbers (for example: Start in cell 1 ...) refer to the margin in effect. Therefore, when using a 40-cell line, cell 1 will be the second cell on the machine. A good way to set the margins in the braille is to insert a piece of paper into the machine; push the margin release tabs (located at the rear of the machine) open as far as possible, and, by pushing all six keys at the same time, braille a line of full cells. There should be 42 cells. This practice allows the cells to be seen or felt and the margin tabs to be set in the appropriate places.

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

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

**Page numbering.** Beginning with the exercise in Lesson 2, place consecutive braille page numbers at the right margin, preceded by three blank cells, on the last line of each page (line 25).

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

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

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

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

## Grading

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

## Certification

After finishing the lessons in this manual, certification as a braille transcriber is achieved by submission of a thirty-five braille-page manuscript. Details for preparing the manuscript, and information about the grading process, are located in Lesson 20.

## Mailing Materials

**Submitting exercises.** All exercises brailled on paper should be mailed to:  
National Federation of the Blind, Braille Certification Training Program  
200 East Wells Street, *at Jernigan Place*  
Baltimore, MD 21230

The braille pages should never be folded or rolled. Enclose them in a padded envelope or in a large envelope with firm cardboard sheets the size of braille paper on the top and bottom to protect the braille. Electronic submissions should be e-mailed as an attachment to [transcribers@nfb.org](mailto:transcribers@nfb.org).

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

# Lesson 1

## The Braille Alphabet and Numbers

### 1.1 In General

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

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

Braille Cell

1	●	●	4
2	●	●	5
3	●	●	6

Braillewriter

U	U	U	[[[[[ ]]]]]	U	U	U
3	2	1		4	5	6

### 1.2 Braillewriters, Computer Braille Programs, and Braille Slates

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

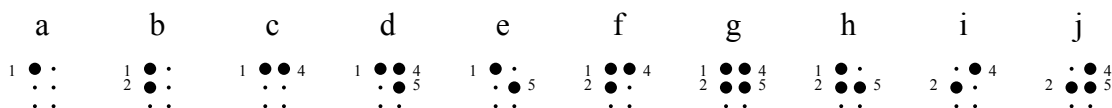
When a braille slate is used, the embossing appears on the underside of the paper. Therefore, the writing is done from right to left, so that when the page is turned over it can be read from left to right. For this reason dots 1, 2, and 3 are brailled at the right-hand side of the braille cell on the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

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

### 1.3 The First Ten Letters of the Alphabet

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

Memorize the following letters by their dot numbers and configurations.



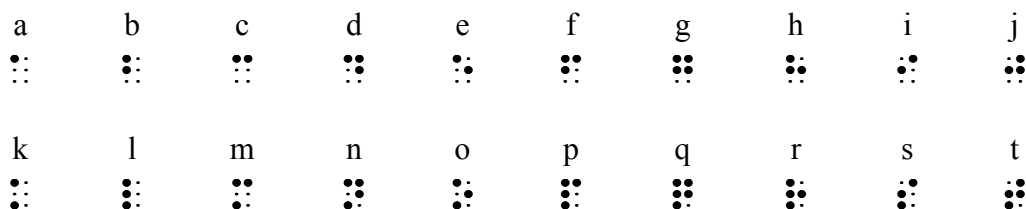
### Drill 1

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

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

## 1.4 The Second Ten Letters of the Alphabet

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



### Drill 2

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

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

## 1.5 The Last Six Letters of the Alphabet

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

a	b	c	d	e	f	g	h	i	j
$\begin{smallmatrix} \bullet & \bullet \\ \bullet & \bullet \end{smallmatrix}$	$\begin{smallmatrix} \bullet & \bullet \\ \bullet & \bullet \\ \bullet & \bullet \end{smallmatrix}$	$\begin{smallmatrix} \bullet & \bullet \\ \bullet & \bullet \\ \bullet & \bullet \end{smallmatrix}$	$\begin{smallmatrix} \bullet & \bullet \\ \bullet & \bullet \\ \bullet & \bullet \end{smallmatrix}$	$\begin{smallmatrix} \bullet & \bullet \\ \bullet & \bullet \\ \bullet & \bullet \end{smallmatrix}$	$\begin{smallmatrix} \bullet & \bullet \\ \bullet & \bullet \\ \bullet & \bullet \end{smallmatrix}$	$\begin{smallmatrix} \bullet & \bullet \\ \bullet & \bullet \\ \bullet & \bullet \end{smallmatrix}$	$\begin{smallmatrix} \bullet & \bullet \\ \bullet & \bullet \\ \bullet & \bullet \end{smallmatrix}$	$\begin{smallmatrix} \bullet & \bullet \\ \bullet & \bullet \\ \bullet & \bullet \end{smallmatrix}$	$\begin{smallmatrix} \bullet & \bullet \\ \bullet & \bullet \\ \bullet & \bullet \end{smallmatrix}$
k	l	m	n	o	p	q	r	s	t
$\begin{smallmatrix} \bullet & \bullet \\ \bullet & \bullet \\ \bullet & \bullet \end{smallmatrix}$	$\begin{smallmatrix} \bullet & \bullet \\ \bullet & \bullet \\ \bullet & \bullet \end{smallmatrix}$	$\begin{smallmatrix} \bullet & \bullet \\ \bullet & \bullet \\ \bullet & \bullet \end{smallmatrix}$	$\begin{smallmatrix} \bullet & \bullet \\ \bullet & \bullet \\ \bullet & \bullet \end{smallmatrix}$	$\begin{smallmatrix} \bullet & \bullet \\ \bullet & \bullet \\ \bullet & \bullet \end{smallmatrix}$	$\begin{smallmatrix} \bullet & \bullet \\ \bullet & \bullet \\ \bullet & \bullet \end{smallmatrix}$	$\begin{smallmatrix} \bullet & \bullet \\ \bullet & \bullet \\ \bullet & \bullet \end{smallmatrix}$	$\begin{smallmatrix} \bullet & \bullet \\ \bullet & \bullet \\ \bullet & \bullet \end{smallmatrix}$	$\begin{smallmatrix} \bullet & \bullet \\ \bullet & \bullet \\ \bullet & \bullet \end{smallmatrix}$	$\begin{smallmatrix} \bullet & \bullet \\ \bullet & \bullet \\ \bullet & \bullet \end{smallmatrix}$
u	v	w	x	y	z				
$\begin{smallmatrix} \bullet & \bullet \\ \bullet & \bullet \\ \bullet & \bullet \end{smallmatrix}$	$\begin{smallmatrix} \bullet & \bullet \\ \bullet & \bullet \\ \bullet & \bullet \end{smallmatrix}$	$\begin{smallmatrix} \bullet & \bullet \\ \bullet & \bullet \\ \bullet & \bullet \end{smallmatrix}$	$\begin{smallmatrix} \bullet & \bullet \\ \bullet & \bullet \\ \bullet & \bullet \end{smallmatrix}$	$\begin{smallmatrix} \bullet & \bullet \\ \bullet & \bullet \\ \bullet & \bullet \end{smallmatrix}$	$\begin{smallmatrix} \bullet & \bullet \\ \bullet & \bullet \\ \bullet & \bullet \end{smallmatrix}$				

### Drill 3

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

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

## 1.6 Numbers [EBAE VII.28]

There are no special braille symbols for cardinal numbers. Instead, the numbers 1 through 0 are expressed by the letters *a* through *j* preceded by the *number indicator*, dots 3456 ( $\begin{smallmatrix} \bullet & \bullet \\ \bullet & \bullet \\ \bullet & \bullet \end{smallmatrix}$ ).

The number indicator is known as a *composition sign*. Composition signs, which are peculiar to braille, are configurations that, when placed before a braille character, give it a special meaning or designate a change in print typeface. They are necessary because the dots, or bumps, that represent braille letters cannot be enlarged like print capitals or altered like print italics. You will learn other composition signs as the course progresses. Examples:

1	2	3	4	5	6	7	8	9
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠
10	14	59	87	103	965			
⠠⠠	⠠⠠	⠠⠠	⠠⠠	⠠⠠⠠	⠠⠠⠠			

### Drill 4

Practice numbers by braille the following drill. Braille the numbers across the page as they appear in print. Leave one blank cell between the numbers.

23	104	9	58	77
01	64	956	8	323
11	549	476	400	80

### READING PRACTICE

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

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

## EXERCISE

Prepare the following exercise and submit it to the instructor for correction. *Read down the columns.* Starting on line 1, begin each phrase in the first cell of a new braille line. Do not skip lines; you should have 25 phrases on each page. If you are using a braillewriter, be sure that you position every page correctly by pushing down on the line-space key (farthest key to the left) one time before you start to braille. Add your name in braille at the end of the exercise or as your teacher directs. (Correspondence students: For the convenience of our braille-reading instructors and non-braille-reading clerical staff, if you are submitting your lessons on paper add your name in braille and print at the end of each exercise.)

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





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

## 2.3 Page numbering

It is possible to braille twenty-five lines on a braille page. Each braille page should be numbered, starting with ⠠⠠⠠. Place the braille page number, preceded by three blank cells, at the far right margin of the last line of the page (line 25). Do not use a period following the page number. Do not include the word "page."

## 2.4 Period, Question Mark, Exclamation Point, Comma, Semicolon, Colon [EBAE I.1]

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

Learn the following punctuation signs:

period	.	⠠	(dots 256)
question mark	?	⠠	(dots 236)
exclamation point	!	⠠	(dots 235)
comma	,	⠠	(dot 2)
semicolon	;	⠠	(dots 23)
colon	:	⠠	(dots 25)

### Drill 6

Practice braille the following sentences. In this, and all future drills, treat each sentence as a paragraph using 3-1 margins, i.e., start each one in cell 3 with runover lines starting in cell 1. Be sure to include the number and its period at the beginning of each paragraph. Leave one empty cell between the period and the beginning of the sentence.

Numbers in a printed listing are usually arranged so that the periods are in alignment. This is not so in braille. In braille, the number indicator is placed in cell 3, followed immediately by the number—regardless of the number of digits in the number.

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

## 2.5 Hyphen [EBAE I.5]

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

**2.5a Dividing words between lines.** Students of this course, at this stage of the learning process, are expected to divide words between lines whether working on a braillewriter, computer, or slate and stylus. Wherever there is room on a line for one or more syllables and a hyphen, as many syllables should be brailled on that line as space will permit. No space should be left between the last syllable on the line and the hyphen. The hyphen, with one exception (see 2.5c), cannot start a new line. Examples:

talka-	⠨⠠⠠⠠⠠⠠⠠⠠	self-re-	⠨⠠⠠⠠⠠⠠⠠⠠
tive	⠨⠠⠠⠠⠠	liant	⠨⠠⠠⠠⠠

Never divide a single-syllable word, such as *served*, *plowed*, or *tried*. When dividing a multiple-syllable word between lines, division can be made only between syllables. Do not divide words between braille pages.

Do not separate a beginning or ending single-letter syllable from the rest of the word. Thus, words such as *away* and *body* should not be divided between lines. However, if a prefix or suffix is added to such words the division can be made, i.e., *give/a/way*, *bod/y/guard*. Note that this rule does not apply to contractions (one braille configuration representing two or more letters), which will be studied later.

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

When an apostrophe (to be studied in Lesson 3) takes the place of a letter in a word, the word divides in the same way that it would if all of the letters were present. For instance, the word *behavior* is divided *be/havior*. If it is written in dialect as *be'avior*, it is divided *be/'avior*—not *be'avior*).

**2.5a(1) Syllabication.** Correct syllabication of words is far from easy, and even dictionaries sometimes differ. Until the transcriber has learned correct word division either by memory or by educated instinct, it is advisable to consult a good dictionary. A collegiate edition of any reputable dictionary less than ten years old can be used for this purpose.

When looking for a dictionary, check that the dictionary selected gives word divisions—not all do. On occasion, major dictionaries will differ on where they divide a word. Also, syllabication can be affected by the part of speech used in a particular sentence. Spellers (small books that give only spelling and syllabication) can be used in many instances. Be prepared to support choices made regarding syllabication if the instructor marks a choice as wrong.

Following are a few observations that may be helpful in determining standard syllabication.

**2.5a(2) Long and short vowels.** In general, when a vowel is given a long sound in pronunciation, the vowel comes at the end of the syllable; but when a vowel has a short sound, the syllable includes the following consonant. Examples:

Long Vowels:	de- grade	fa- mous	fi- ber	pro- fess	pu- nitive
--------------	--------------	-------------	------------	--------------	---------------

Short Vowels:	def- inite	fam- ine	fil- ial	prof- it	pun- ish
---------------	---------------	-------------	-------------	-------------	-------------

There are some outstanding exceptions to this practice, as with short vowels followed by *tion*, *sion*, or *cial*, where the short vowel ends the syllable. Examples:

ambi- tion	revi- sion	spe- cial
---------------	---------------	--------------

**2.5a(3) Parts of speech.** Some words are pronounced and divided in two different ways, depending on whether they are used as nouns, adjectives, or verbs. Therefore, it may be necessary to determine from context which part of speech is involved. Examples:

Long Sound:	pre- sent [verb]	re- cord [verb]	pro- gress [verb]	pre- cedent [adjective]
Short Sound:	pres- ent [noun]	rec- ord [noun]	prog- ress [noun]	prec- edent [noun]

Unfortunately, some dictionaries show only one entry for most of these words, and bury the alternative use(s) within the definition paragraph, so it is important to note the part of speech and the pronunciation when dividing them between lines.

**2.5a(4) Plurals.** It should be observed that plurals of nouns are not given in the dictionary if they are formed regularly. In order to divide words correctly it is necessary to know that when a plural is formed by adding *s* or *es* to a word ending in the sound of *ch*, *sh*, *j*, *s*, *x*, or *z* the *es* becomes a separate syllable. Examples:

match- es	bush- es	hedg- es	dress- es	box- es	maz- es
--------------	-------------	-------------	--------------	------------	------------

When an *s* is added to a word ending in *e* but does not form a new syllable, the word cannot be further divided. Examples:

miles	rhymes	tames	mis/takes	dis/likes
en/cores	com/mit/tees	hopes	likes	schemes

Word division will be discussed further in Lesson 6.

**2.5b Hyphenated compound words.** Do not leave a space either before or after a hyphen in a compound word, regardless of print spacing.

**2.5b(1) Divided between lines.**

Whenever a hyphen appears at the end of a print line it becomes necessary for the transcriber to determine, (1) whether it has been used to divide a word between syllables, in which case the hyphen is omitted in braille, or (2) whether it separates the components of a hyphenated compound word, in which case the hyphen is retained in braille. In either case, such words are divided at the end of a braille line in accordance with rules 2.5a. Examples:

<b>Print</b>	<b>Braille</b>	<b>Print</b>	<b>Braille</b>
some- where	somewhere	self- expression	self-expression







Braille signs that are formed in the lower part of the cell (dots 2, 3, 5, 6) are called lower signs. Signs of punctuation are considered lower signs for they are all formed in the lower part of the cell. Unless a lower sign is in contact with another configuration that has a dot in the upper part of the cell (dots 1 or 4), the braille reader has difficulty determining upper dots from lower dots. It is for this reason that a rule was written that prevents lower signs from following one another without being in touch with a sign containing a dot 1 or 4. (This rule will be studied further in Lesson 7.)

When a dash is followed by punctuation and a space, it cannot start a new braille line—for to do so would violate the rule mentioned above. If there is not room at the end of the braille line for the dash and the following punctuation, the last syllable of the preceding word must be carried to the next line. Example (for the sake of this example, assume that only twenty-seven cells can be used on a line):

Take next exit. Oh, hurry—! Turn left, drive away.

[Correct]      ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠

⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

[Incorrect]    ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠

⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

### Drill 8

Practice brailleing the following sentences, treating each as an indented paragraph using 3-1 margins.

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

## 2.7 Numbers with punctuation [EBAE VII.28]

**2.7a The effect of the number indicator.** The effect of the number indicator is not terminated by intervening commas, colons, or hyphens (or slashes, fraction lines, or decimal points, which will be studied later). Examples:





## READING PRACTICE

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

1. The first sentence is in Braille.

2. The second sentence is in Braille.

3. The third sentence is in Braille.

4. The fourth sentence is in Braille.

5. The fifth sentence is in Braille.

6. The sixth sentence is in Braille.

7. The seventh sentence is in Braille.

8. The eighth sentence is in Braille.

9. The ninth sentence is in Braille.

10. The tenth sentence is in Braille.

11. The eleventh sentence is in Braille.

12. The twelfth sentence is in Braille.

13. The thirteenth sentence is in Braille.

14. The fourteenth sentence is in Braille.

15. The fifteenth sentence is in Braille.

16. The sixteenth sentence is in Braille.

17. The seventeenth sentence is in Braille.

18. The eighteenth sentence is in Braille.

19. The nineteenth sentence is in Braille.

20. The twentieth sentence is in Braille.

## EXERCISE

Prepare the following exercise for submission to the instructor. Treat each sentence as an indented paragraph using 3-1 margins; that is, start each in cell 3 with runover lines starting in cell 1. On the first line of each page, center the heading **LESSON 2** in full capital letters. Refer to *General Course Instructions*, page xiv, for help in centering. A blank line should follow the heading on the first page *only*. Words should be divided at the end of a line using proper syllable division. Number your pages as instructed in 2.3.

### LESSON 2

1. Frank, a husky man, takes a horseback ride once or twice a week.
2. Atlanta, pop. 500,900; Tampa, pop. 356,972; Detroit, pop. 2,306,500.
3. Tony saw big-volume 2006-07 auto sales.
4. Did Uncle David buy a five- or six-room villa?
5. A small snack—fruit, biscuits, jelly, tea—is welcome.
6. Did Nick get on a No. 40 or a No. 42 bus?
7. Mr. Fitzpatrick collects textbooks; he has 200 on meteorology, 200 on Greek philosophy, 50 on music, 39 on sociology, 26 on botany, 43 on physiology.
8. Mirage: an optical image.
9. 2007-08 academic progress at Valley College surpasses all prior records.
10. Pick me up at 10:00—10:00 promptly!
11. Sign says: WELL-MADE WOOL COATS.
12. A GLOBE-DEMOCRAT ad describes a model home at 8008 Sunset Drive.
13. On May 25, 1,436 cadets graduate.
14. At 6:50 a bell tolls sadly.
15. Happy Valley, Montana, is a classy resort.
16. On July 1 - 3, Gettysburg has a mock battle.
17. Call Morris at 608 237 6531.
18. Craig Adams, physician, 1942-2005.
19. Rebels total approximately 3,500,000.
20. Look at NEWSWEEK, April 17 issue.
21. Total casualties equal 4,653,000.







## Drill 10

Practice brailleing the following sentences, treating each as a paragraph. Braille the quotation marks and other punctuation in the same sequence as they appear in print.

1. "I love my new home; twelve nice big rooms!" he exclaims.
2. Jimmie (a husky boy, age twelve) ate a huge banana pie.
3. A girl wrote on a slate: "I love all animals, wild or tame."
4. 'Tis true, I love rock 'n' roll.
5. "If Adam sees 'Hamlet,' I hope he'll take adequate notes," wrote Aunt Lucy.
6. All budget items [see Joe's report on fiscal policies] presuppose a rigid economy.
7. 'Damon irritates me,' Raymond wrote Roseanne; 'he calls me "ignorant"!'.
8. Sam's '99 class celebrates next week.

### 3.5 Double (Omission) Dash [EBAE I.6a]

When in print an extended line is used to indicate that something has been omitted, such as a word, partial word, name, number, or a blank to be filled in, dots 36, 36, 36, 36 (⠠⠠⠠⠠) are used. This is referred to as a braille double dash or the "omission" dash for it is used when something is omitted. When the braille omission dash represents a whole word it is spaced and punctuated as a word. Example:

Two plus six equals \_\_\_\_\_.

⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠

Is Ms. \_\_\_\_\_ a private detective?

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

When the omission dash represents missing letters within a word, no space is left before or after it and the other letters of the word. Example:

Mr. G—t is a spy!

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

When in print hyphens rather than an extended line are used to represent missing letters, an equal number of unspaced hyphens are used in braille. Example:

Mr. G-----t is a spy!

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



## Reading Practice

Practice your braille reading skills by reading the following sentences and writing them out in longhand. Compare your work with the print version in Appendix A.

1. The first sentence is in Braille. It contains 10 words: "The first sentence is in Braille. It contains 10 words." (Note: The actual Braille text is a series of 60 Braille characters arranged in 10 groups of 6, which does not match the English text above.)

2. The second sentence is in Braille. It contains 10 words: "The second sentence is in Braille. It contains 10 words." (Note: The actual Braille text is a series of 60 Braille characters arranged in 10 groups of 6, which does not match the English text above.)

3. The third sentence is in Braille. It contains 10 words: "The third sentence is in Braille. It contains 10 words." (Note: The actual Braille text is a series of 60 Braille characters arranged in 10 groups of 6, which does not match the English text above.)

4. The fourth sentence is in Braille. It contains 10 words: "The fourth sentence is in Braille. It contains 10 words." (Note: The actual Braille text is a series of 60 Braille characters arranged in 10 groups of 6, which does not match the English text above.)

5. The fifth sentence is in Braille. It contains 10 words: "The fifth sentence is in Braille. It contains 10 words." (Note: The actual Braille text is a series of 60 Braille characters arranged in 10 groups of 6, which does not match the English text above.)

6. The sixth sentence is in Braille. It contains 10 words: "The sixth sentence is in Braille. It contains 10 words." (Note: The actual Braille text is a series of 60 Braille characters arranged in 10 groups of 6, which does not match the English text above.)

7. The seventh sentence is in Braille. It contains 10 words: "The seventh sentence is in Braille. It contains 10 words." (Note: The actual Braille text is a series of 60 Braille characters arranged in 10 groups of 6, which does not match the English text above.)

8. The eighth sentence is in Braille. It contains 10 words: "The eighth sentence is in Braille. It contains 10 words." (Note: The actual Braille text is a series of 60 Braille characters arranged in 10 groups of 6, which does not match the English text above.)

9. The ninth sentence is in Braille. It contains 10 words: "The ninth sentence is in Braille. It contains 10 words." (Note: The actual Braille text is a series of 60 Braille characters arranged in 10 groups of 6, which does not match the English text above.)

10. The tenth sentence is in Braille. It contains 10 words: "The tenth sentence is in Braille. It contains 10 words." (Note: The actual Braille text is a series of 60 Braille characters arranged in 10 groups of 6, which does not match the English text above.)

## EXERCISE

Prepare the following sentences for submission to the instructor.

### LESSON 3

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

## Lesson 4

### **One-Cell Whole-Word Contractions** **Contractions for and, for, of, the, with**

#### 4.1 Contractions in General

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

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

#### 4.2 One-Cell Whole-Word Contractions (Alphabet Contractions) [EBAE XI.36]

The first type of contraction to be discussed is the one-cell whole-word sign that is represented by a single letter of the alphabet. Following is a complete list of these contractions, which should be thoroughly memorized.

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

Note that, except for *it* and *as*, all these words are represented by their initial letters. Because the letters *a*, *i*, and *o* are also single-letter words in themselves, they cannot be used as contractions for other words.

Use these contractions to represent the words for which they stand, regardless of the part of speech involved. They are also used to represent whole proper names, such as "*Will* Rogers" and "*Thomas More*." There is an exception to this rule: When the words *do* and *so* refer to the notes in the musical scale, the contractions *d* and *s* are not used.

It must be emphasized that these contractions can be used to represent *whole words only*. Thus, *c* standing alone reads *can*; but *c*

cannot be used as a part word to represent *can* in *canopy* because this would be read as the word *copy*. Similarly, *x* cannot be used for *it* in *merit* and *h* cannot be used for *have* in *haven't*.

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

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

## Drill 12

Practice brailleing the following sentences.

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

**4.2a With an apostrophe.** These contractions are used when followed by the apostrophe in the following combinations *only*:

<i>c's</i> for <i>can's</i>	<i>t'd</i> for <i>that'd</i>	<i>x'd</i> for <i>it'd</i>	<i>y'll</i> for <i>you'll</i>
<i>c't</i> for <i>can't</i>	<i>t'll</i> for <i>that'll</i>	<i>x'll</i> for <i>it'll</i>	<i>y're</i> for <i>you're</i>
<i>p's</i> for <i>people's</i>	<i>t's</i> for <i>that's</i>	<i>x's</i> for <i>it's</i>	<i>y've</i> for <i>you've</i>
<i>s's</i> for <i>so's</i>	<i>w's</i> for <i>will's</i>	<i>y'd</i> for <i>you'd</i>	

They are also used when 's is added to a proper name to form the possessive, as in "*Will's* hat" or "*Tom More's* house." They are not used when preceded by the apostrophe in an expression such as *d'you* or *t'have*.

**4.2b With hyphens.** When words are joined by hyphens to form hyphenated compound words, each word maintains its whole word integrity. Therefore, whole-word contractions may be used in hyphenated compound words, whether such words are brailled on one line or divided between lines.

However, these contractions represent whole words only and cannot be used in syllabicated words or to form parts of words even if a word







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

land of the people :::: :::: : [not] :::::: :

## 4.5 Rules for All Part-Word Contractions [EBAE X.34]

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

**4.5a When letters of a contraction all fall into the same syllable.** With very few exceptions, which you will learn later, a part-word contraction is used when all of the letters of the contraction fall into the same syllable, as in *profligate*, *profit*, and *formula*.

**4.5b Syllable divisions.** There are special rules regarding the use of contractions that bridge over syllable divisions. For purposes of clarity, the terms *major* and *minor* are used in this manual to explain the different types of syllable division. These divisions may also be referred to as primary and incidental syllable divisions.

**4.5b(1) Major syllable divisions.** Do not use a part-word contraction when the letters of the contraction would overlap a major syllable division. Major syllable divisions occur in just three places:

(1) Between a prefix and a base or root word. Thus, the *of* contraction is not used in *professor*, *profane* or *profile*. Note that the letters *pro* are not always prefixes—as in *profit* and *product*, for example.

(2) Between a suffix and a base or root word. There are no examples using the contractions you have learned so far to demonstrate this rule, but you will become acquainted with some in Lesson 6.

(3) Between the components of a solid compound word. Therefore, the *of* contraction cannot be used in *photoflood* or *twofold*.

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

**4.5b(2) Minor syllable divisions.** Part-word contractions are used when they overlap minor, or incidental, syllable divisions, regardless of pronunciation, as in *sofa* (:::), *Sofia* (:::), and *scandal* (:::). A few exceptions to this rule will be discussed later.

**4.5c Contraction preference.** When a choice must be made between two possible contractions, preference is given to the contraction that saves the greater amount of space. It is for this reason that the sign for *with* is used in *withe* rather than the sign for *the*.

**4.5d Word division.** When dividing words at the end of a line, caution must be taken to ensure that the word is properly divided between syllables, even if this means sacrificing a contraction. Therefore, *Andrew* is divided *An-drew*, not *(And)-rew*, and *forum* is divided *fo-rum*, not *(for)-um*. (In these examples braille contractions are shown enclosed in parentheses.)

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

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

## Drill 15

Practice braille the following sentences.

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

(continued)



## EXERCISE

Prepare the following sentences for submission to the instructor.

### LESSON 4

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

(continued)

29. The nosy visitor drawls: "I just met up with Aunt Ethel, and Auntie gave me all the village scandal and 'dirt'."
30. Fortune is an elusive will-o'-the-wisp.
31. Hit with a rock, the pickpocket writhed with agony.
32. A force of 1,000 Yankees securely held the fort despite the very valiant assaults of the Rebels.
33. He is not quite as tall as I am, but he is more agile.
34. Mandy spoke with emphasis: "I demand that you probate Uncle Elmore's and Aunt Alexandra's wills at once."
35. I have a jigsaw puzzle for the kids, and for the adults I have a box of homemade candy.
36. For the next lesson you will practice the Andante of the Sonata.
37. The objective of the naval campaign is twofold, the blockade of all ports of the foe and the removal of the foe's fleet as an active force.
38. The plane rose 15,000 feet—a safe altitude for that region.
39. The blue- and gray-clad forces met at the crossroads.