Lesson 15

Typeform Indicators, Small Capital Letters, Ellipsis, Quoted Material, More on the Standing Alone Rule, More On Braille Translation

15.1 Typeform Indicators [UEB §9 and Appendix 3]

In addition to the indicators already studied (the capital indicators, the number indicator, the grade 1 indicators, the shape indicators, the braille grouping indicators, the superscript and subscript indicators, and the transcriber's note indicators), the typeform indicators play an important role in braille reading. In print, when special typefaces (often referred to as font attributes) such as italics, boldface, underlining, or script are used to emphasize or to make distinct a word or passage, these changes must be so indicated in braille.

Foreign words that are printed in a special typeface, as well as titles that occur within text, subject headings at the beginning of paragraphs, silent thought, quoted material, and proper nouns that name a particular person, place, thing, or idea must be distinguished in braille using typeform indicators. However, special typefaces are ignored in braille if they are used in print merely to make the production more visually appealing, such as when headings are printed in huge letters or script.

Each of the following four specific typeform indicators contain two cells. The character in the first cell indicates the type of attribute, and the character in the second cell signals whether the indicator covers a word, a passage, or just one symbol. Each typeform has its own terminator. Additional "transcriber-defined" indicators will be studied later in this lesson.
15.1a Typeform word indicator. To indicate that only one word (or symbols-sequence) is in a special typeface, a typeform word indicator is placed before it. The effect of the typeform word indicator continues until the reader encounters a blank cell or a typeform terminator. The typeform indicator is placed before any capital indicator. Examples:

<table>
<thead>
<tr>
<th>March</th>
<th>blue-eyed</th>
<th>bride-to-be</th>
</tr>
</thead>
<tbody>
<tr>
<td>:i :m :m :k</td>
<td>:i :blue :e :y :m</td>
<td>:i :bride :to :be</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A.M.</th>
<th>1914-18</th>
<th>sotto voce</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Lt. Col.</th>
<th>o'clock</th>
<th>l'orange</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>and/or</th>
<th>and/or</th>
<th>Stop—Now!</th>
</tr>
</thead>
</table>

If only the first part of the word is in a different typeface, use the typeform terminator to show where the typeform ends. If the change in typeform begins in the middle of the word, use the typeform word indicator to show the change. Because final-letter contractions must follow a letter, do not use them if their letters are immediately
preceded by a typeform indicator. Also, because the lower groupsigns
for *be, con,* and *dis* must constitute the first syllable of a word and be
followed by a letter, do not use them if their letters are immediately
followed by a typeform indicator. Examples:

We must do **something!**

The *Tribune's* story **Tribune**

Delightful! **Delightful!**

We cannot **condone** this.

15.1b **Typeform passage indicator.** When two consecutive words or
symbols-sequences are printed in a typeface different from the
surrounding text, the typeform word indicator is placed before each of
them. When three or more consecutive words or symbols-sequences
are in a special typeface, the first word is preceded by the applicable
typeform passage indicator, and the last word is followed by the
corresponding typeform terminator. Examples:

_Hurry, please!_ **Hurry, please!**

_Hurry! Hurry! Hurry!_ **Hurry! Hurry! Hurry!**

_Wow! Look at page 3._ **Look at page 3.**

_What a happy home-coming!_ **What a happy home-coming!**

"Two-thirds of nine is six."

"Two-thirds of nine is six."

That's enough! she cried. In your room — now!

*List's not me cry! In yr room*

.. Not L.
Toni Morrison wrote *The Bluest Eye, Beloved,* and *The Big Box.*

15.1c Occasionally a change of type may appear within an emphasized passage. Show these changes in braille. When more than one typeform indicator is applied at the same time, close the indication of typeform in the reverse order in which it was opened. Example:

She thought: *Poor Alice Faye really needs that job.*

*I really need this job,* she thought.

*Thank you for not smoking in the lobby.*

15.1d Lower Sign. The wordsigns for *be, his, was,* and *were* cannot be in direct contact with any lower punctuation, even if the presence of typeform indicators adds upper dots to what would otherwise be a sequence with all lower dots. Disregard both capital and typeform indicators when determining whether to use these lower wordsigns. Example:

*His coat was warmer than mine was.*

15.1e Typeforms and Punctuation [UEB §9.7.2-9.7.3]. Follow print when determining whether to place punctuation before or after a typeform indicator. Typeform indicators and paired symbols such as parentheses and quotes should be nested—that is, closed in the reverse order in which they were opened. If in print it is not clear whether the typeface is applied to the punctuation, assume that it is applied, except for a dash, hyphen, or ellipsis (to be studied later in this lesson). If closing punctuation marks are not included in the special typeface where a typeform word indicator has been used, do not use a typeform.
terminator unless there is a specific reason to show that the punctuation is not included. Example:

"I'm going," she resolved.

I'm going. She resolved.

15.1f Emphasized passages of more than one paragraph. When a passage in a different typeface consists of more than one paragraph, the typeform passage indicator is placed at the beginning of each new paragraph regardless of its length or content (even if the paragraph consists of just one word). The typeform terminator, indicating the end of the emphasized material, follows the last word of the last paragraph.

15.1g Typeform symbol indicator. Sometimes a single letter, digit, or other symbol is shown in a different typeface. When this distinction is necessary for other than decorative purposes, use the appropriate typeform symbol indicator. Example:

Spell it sell, not cell.

Spell it sell, not cell.

Did he really eat 6 dinner rolls?

Did he really eat six dinner rolls?

Terry or Terri?

Terry or Terri?

a priori

A priori

Just as with the capital letter indicator, contractions may be used directly following a typeform symbol indicator even when only the first letter of the contraction is shown in the given typeform. Example:

International Council on English Braille

International Council on English Braille
15.1h Transcriber-Defined Typeform Indicators. Some typefaces, such as color, crossed out type, double underlining, change in font size, and others, have no specific equivalent in braille. **When it is necessary to show such a typeface in braille, use transcriber-defined typeform indicators.** List these in a transcriber's note or on the Special Symbols Page (to be studied later), indicating which print type they represent.

<table>
<thead>
<tr>
<th>Transcriber-defined</th>
<th>Word</th>
<th>Symbol</th>
<th>Passage</th>
<th>Terminator</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fourth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fifth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Examples:**

After the hearing, the bill was amended as follows: "... or purchase at a nominal cost **not to exceed** $100, and for land exchanges where the lands exchanged **shall be of equal value** shall be equaled by a payment of money to the grantor ..."
15.1i Summary: Use of the Typeform Indicators [BF §5]. The typeform indicators are used in braille only when words are printed in a different typeface to indicate emphasis or distinction. Remember that font attributes employed by printers for visual enhancement are ignored in braille (such as ornate letters or titles printed in script, italics or boldface). However, with only certain exceptions explained below, when an author or publisher chooses to highlight certain parts of text, the author's wishes must be respected and print must be followed. The guidelines for the use of the typeform indicators may be summarized as follows.

**Use the Typeform indicators**

1. To indicate **emphasis**. Use the typeform indicators when print emphasizes a word or phrase by placing it in a different typeface.

2. To show **distinction** when indicated by a special typeface in print for:
   - Foreign words or phrases
   - Proper nouns such as names of ships, books, pictures, etc.
   - Hyperlinks in which the text itself does not indicate the presence of a link, as in "visit About Us for more information".
   - Subject headings at the beginning of paragraphs
   - Silent thought as distinguished from conversation
   - Passages not enclosed in quotation marks that are printed in a type different from that of adjacent text—unless such passages are separated from the text by blank lines and/or change of margins [15.5]

**Do Not Use the Typeform indicators**

Special typefaces should not be indicated in braille when they have been used in print strictly for stylistic reasons or when distinction is sufficiently indicated in braille by other means, as in the following:

1. Where chapter titles or other centered headings are printed entirely in italics or boldface
2. Where a vertical list of words or terms, which is always brailled with a blank line before and after it, is printed entirely in italics or boldface.

3. In an electronic address, the presence of which is sufficient to indicate a hyperlink, as in "visit www.email.net".

4. Where letters, words, or passages are shown in both quotation marks and a special typeface, except where required for emphasis or distinction.

5. Where all entries in a table of contents are printed in a special typeface.

15.2 Small Capital Letters [UEB §9.6]

If in print, small, or block, capital letters have been used for all of the abbreviations or roman numerals in a document, these should be shown in braille as regular capitals. If small capitals are used for emphasis or distinction, use a transcriber-defined typeform indicator. Examples:

It was so obvious she might as well have had GUILTY printed on her forehead.

```
| It was so obvious she might as well have had GUILTY printed on her forehead. |
| GUILTY printed on her forehead |
```

John Leech was famous for his hunt scenes such as THE FIRST DAY OF THE SEASON.

```
| John Leech was famous for his hunt scenes such as THE FIRST DAY OF THE SEASON. |
| THE FIRST DAY OF THE SEASON |
```

- Note the difference between full capitals and small capitals; small capitals are nearly the same height as lower-case letters:

GUILTY  GUILTY  Guilty

Gainsborough painted BLUE BOY.

```
| Gainsborough painted BLUE BOY |
| BLUE BOY |
```

Have you read Erik Weihenmayer’s Touch the Top of the World?
Capt. Jones of the HMS *Shanghai* said the ship sails at 8:00 p.m.

**Drill 36**

Practice brailling the following sentences. Use a 3-1 margin.

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, Neptune, and Pluto.**

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* <www.saturdaypost.net>.

11. The *Times'* **Janet Diana Carr** is a first rate reporter.

12. The tired child whined, **that's mine, not his!**

13. The note said **Come on over!**

14. Little Tonya sang clearly, "**a, b, c, d, e, f, g.**"

15. **What can it be?** he wondered, as he examined the odd-looking package.
16. Jason sed down the ski hill.
17. It is usually easier to get into the state of matrimony than to get out of it.

15.3 Ellipsis [UEB §7.3]
In print, the ellipsis is usually shown as three dots used to indicate the omission of a word or words or as a pause between words. In braille, it is represented by dots 256, 256, 256 (⠦⠦⠦). Follow print for spacing and punctuation of the ellipsis. If spacing is unclear or inconsistent, space the ellipsis away from other words, unless it is clear that the ellipsis shows omission of part of a word. Examples:

"Fools rush in . . . "  
"...for they shall inherit the earth."

"Breathe, Melissa. In . . . and out. In . . . and out."

As you can see, I have followed your career. . . . As to my own . . . .
Well, you know the story.

He read only part of the sentence, "...the people of the United States, . . . do ordain and establish this Constitution . . ."

15.4 More On Standing Alone Rule [UEB §2.6]
As studied in earlier lessons, a sequence of letters is considered to be standing alone if it is preceded and followed by a space, hyphen or dash. Additionally, the letters are still "standing alone" if the following symbols and indicators come between the sequence and the preceding or following space, hyphen or dash: quotation marks, parentheses, brackets, braces, apostrophe, capital indicators, typeform indicators, and transcriber's note indicators. Further, the letters are still "standing alone" if these common punctuation marks occur between the letters and the space, hyphen or dash that follows the letters: comma, semicolon, colon, period, ellipsis, exclamation mark or question mark.

15.4a Punctuation Standing Alone. You learned that if a sequence of letters is standing alone and could be read as a shortform (such as alt, hm, or brl), a grade 1 symbol indicator should be used to show that the letters are intended rather than the shortform. Likewise, a grade 1 symbol indicator should precede a semicolon or a question mark that is standing alone, because the same braille symbols are used to indicate the contractions for be and his. Other marks of punctuation such as the exclamation point and the period do not have contraction meanings, and therefore no grade 1 symbol indicator is required to ensure that they will be read as punctuation. Examples:

(lg. print : alk. paper) "LG. PRINT : ALK. PAPER"
And then he added: "?" ;) "\n UN BE ADD : :: ::
"Why would they—?" "WHY WD \n
15.4b Enclosed Letters or Portions of Words. The standing alone rule, the rules about use of final-letter contractions and lower groupsigns, and the other rules you have learned should be applied when brailling single letters or portions of words enclosed in quotation marks, parentheses, brackets, or braces. Examples:

conform(ity) "CONFORMITY"
[b]elong "BELONG"

15.5 Quoted or Displayed Material [BF §9.2.3]
When quoted matter, i.e., passages taken verbatim from another source, or other displayed material such as a facsimile of a handwritten note or a sign, is set off in print by blank lines, special typefaces, or indented margins, the following guidelines should be observed:

(a) Leave one blank line before and after the quoted or displayed material. When material that is to be followed by a blank line ends on either line 24 or 25, leave a blank line at the top of the next page following the running head.

(b) Use cell 3 as the left margin for displayed material. Use 5-3 margins for indented paragraphs. Braille paragraphs that are printed in block form in 3-3, leaving a blank line between paragraphs.

(c) Retain font attributes when only certain words or phrases are emphasized within displayed material. Ignore font attributes if the entire body of displayed material is italicized or otherwise emphasized.

(d) If quoted material appears in both quotation marks and a distinctive typeface, such as italics, in braille the quotation marks are retained but the font attributes are omitted unless they are needed for emphasis or distinction.

For material printed in boxes see *Braille Formats §7*.

**Drill 37**

Practice brailling the following sentences. Use a 1-3 margin.

1. *The Mysterious Attitude.* A statement such as, "I wish I could tell you the answer, but . . ." implies that you have inside information that would blow the lid off everything.

2. "*You're so ... so ...*" he yelled in exasperation. He just couldn't find the words to express his frustration. "... terrific?" she asked coyly.

3. By *disability*, as used in the Social Security Act, is meant "inability to engage in substantial gainful activity. . . ."

4. Look at the map on page s4.

5. "I'll be glad when my boot training is over and I can say good-bye to S.. D.... forever," Frank wrote.
6. The word "dispatch" may be spelled either dispatch or despatch.

7. It was the one-o'clock, not the two-o'clock news report, that stated the plane was missing.

8. If she will only permit me to announce our engagement, I will renounce all my bad habits and denounce all my former sweethearts.

9. The ad read: "You simply can't afford to be without a FORD."

10. The letters enclosed in parentheses should be contracted in braille:
    (dis)t(ing)ui(sh), M(in)n(ea)polis, m(ed)ic(in)al.

11. He was extremely proud of his former connection with the Federal Bureau of Investigation ("G-men are the world's greatest detectives," he was fond of saying).

15.6 Braille Translation

Typeforms are considered character styles (mentioned in Lesson 14). In a word processor, when italics, underlining, and bold are applied to the selected text, they should translate with the appropriate indicators in braille. Always be sure to apply the typeform to any closing punctuation at the end of a word or passage, unless there is a specific reason for the typeform terminator to occur before the punctuation.

For correct formatting of displayed material, apply the appropriate paragraph styles for 5-3 or 3-3 margins, and ensure that the required blank lines are retained.

**EXERCISE**

Prepare the following exercise for submission to the instructor. Use a 3-1 margin. For purposes of this exercise, treat any symbols requiring transcriber explanation as having been already explained elsewhere (i.e., do not use transcriber's notes). There is no reading exercise for this lesson.

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.


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.


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. It took me almost 1½ hours to complete the order from www.ShoppingMadeEasy.com — all during the process I was never sure whether I should first click select size or select color or more information.

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... City 2 days. Be careful what you tell the d..n internal revenue guy.

24. Article III, § 1, 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, 1957's Hurricane Carrie that, 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."
PUTTING IT ALL TOGETHER: SUMMARY OF STANDING ALONE RULE [UEB 2.6]

A letter or letters-sequence is "standing alone" if it is preceded and followed by a space, a hyphen or a dash (either a dash or a long dash).

A letter or letters-sequence is also "standing alone" when the following common punctuation and indicator symbols intervene between the letter or letters-sequence and the preceding space, hyphen or dash:

- opening parenthesis, opening square bracket or opening curly bracket (brace bracket)
- opening quotation mark of any kind
- nondirectional quotation mark of any kind
- apostrophe [also see Section 2.6.4]
- opening typeform indicator of any kind
- capitals indicator of any kind
- opening transcriber's note indicator
- or any combination of these.

A letter or letters-sequence is "standing alone" when the following common punctuation and indicator symbols intervene between the letter or letters-sequence and the following space, hyphen or dash:

- comma, semicolon, colon, period, ellipsis, exclamation mark or question mark
- closing parenthesis, closing square bracket or closing curly bracket (brace bracket)
- closing quotation mark of any kind
- nondirectional quotation mark of any kind
- apostrophe [also see Section 2.6.4]
- typeform terminator of any kind
- capitals mode terminator
- closing transcriber's note indicator
• or any combination of these.

A word with an interior apostrophe is "standing alone" under the specific provisions of Section 10, Contractions, 10.1.2 (alphabetic wordsigns), 10.2.2 (strong wordsigns) and 10.9 (shortforms).

A Few Examples of Not Standing Alone

A letter or letters-sequence is not standing alone when it is

• Next to a slash have/ have not have / have n
• Next to an "at" sign tomorrow@future.com
tomorrow@future.com
• Next to a superscripted number child.³ child.³